"THE BEST WAY TO PREDICT
THE FUTURE IS TO INVENT IT."
—ALAN KAY

Overview 2024-2025

Tseng College: Graduate, International, and Midcareer Education

CSUN

California State University, Northridge (CSUN)

Overview of CSUN's Tseng College: *Graduate, International and Midcareer Education* and Self-Support in the CSU

Also Includes:
Outcomes for 2024/2025
Looking Ahead to 2025/2026

Overview of Self-Support in the California State University (CSU) System

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Introduction: Each of the 23 universities in the CSU system has a self-support educational capacity. At the CSU Chancellor's Office, there is a unit that focuses on self-support in the CSU, now called PaCE (Professional and Continuing Education) https://www2.calstate.edu/attend/professional-and-continuing-education.

Each of the 23 universities in the CSU system is able to use its self-support educational capacity to extend – beyond what state funding can support – its ability to provide programs and academic resources (research, consulting, collaborative engagement in communities) to meet the educational needs of the region and beyond.

Some aspects of the international educational reach of CSU universities are developed and managed in self-support, in keeping with the priorities and academic strengths of each CSU university. Some CSU universities often do not make major changes to their self-support offerings (changing the range of programs offered, their modes of instruction, or the educational needs they seek to address), while others do so more frequently. At some CSU universities, there is less of a connection between the core work of the university and its self-support capacity.

Each CSU university takes its own approach to using its self-support capacity. Most common offerings are noncredit courses and noncredit certificates that are career-focused at the mid-level (sometimes offered in partnership with a third-party provider). Below are the documents related to CSU policies and practices governing self-support in the CSU.

1. How Self-Support Works in the CSU: A Summary of Principles
2. Overview of Self-Support Financial Principles in the CSU
3. CSU Executive Order 1099 Governing Self-Support Instructional Courses and Programs

The Mission, Purpose, and Values Statement for CSUN's Tseng College

Introduction: The Mission, Purpose, and Values Statement for CSUN's Tseng College was developed by the staff of the Tseng College (the College). It is unique to the College. It is regularly reviewed and discussed by the College's full staff and then updated by consensus. It is a living document of the College's purpose and values and, in turn, choices and decisions that are regularly made based on reference to the College's purpose and values. As a self-support college, the College must ensure that it is financially stable; but it is the purpose statement and its values that guide what the College does and the way the college works with a focus on academic excellence and distinction in service of student success.

The College's Distinctive Approaches to CSUN's Self-Support Programs and Services with a Focus on Student Success

CSUN has distinctive approaches to making use of the capacities self-support offers to a CSU university. The College's approach focuses on expanding CSUN's academic reach, with programs based on CSUN's academic strengths in teaching and research within and across disciplines.

The College focuses on student success and the educational impact of each self-support program offered. This choice of focus (guided by the College's purpose and values) has resulted in the College investing significantly in the development of programs to enhance their educational impact and student success.

Whether a program is completely new to CSUN or is a program offered by CSUN using state finding that is being offered for the first time in self-support, the College supports (with compensation and collaborative support from senior academic staff in the College) the full group of faculty who will develop the self-support version of the program as they work through the College's program development process. The faculty and collaborating staff are convened for formative conversations over a number of months. They work together to craft the integrated curriculum -- one course building on another to create a comprehensive educational experience for the program as a whole. This approach is used for all self-support degree and certificate programs and is unique to the College.

When building the online/virtual education (distance learning) capacity for CSUN, the College chose to focus on building a significant instructional design capacity. For each CSUN fully online/virtual program, after the integration of the program's cohorted curriculum is completed, each faculty member teaching in the program works individually for four to six months with an assigned College instructional designer to craft their specific online/virtual course, to take the best advantage of the range of instructional strategies available. This, too, is an approach distinctive to the College and CSUN within the CSU.

CSUN's self-support students are primarily working adults. With that in mind, program schedules are designed with the needs of those students.

It is also often a challenge for students who are working adults to navigate the complexities of a large university. It is, in turn, also easy for them to feel disconnected from the university. Given that reality, the College chose to build a student support capacity that assigns a single program manager/coordinator to work closely with the students in each cohort, from the start to the finish of that cohort. Students in each cohort have only one person with whom they work to navigate the full university, and who focuses on keeping them connected and moving forward at challenging moments in their own educational lives. This is also a unique approach taken by CSUN through the College.

CSUN, through the College, has built a range of capacities to ensure that faculty and students are well supported and that CSUN has the capacity to respond to new opportunities and changing educational needs in the region and beyond. Among those capacities are a financial aid unit focused on financial aid for part-time students in non-standard term programs, a flexible and agile application and registration unit, and information systems and services units that give CSUN an advantage in making software and data systems work for a changing array of needs.

The College is distinctive within the CSU (and many other universities and university systems) in how closely it works with CSUN's academic colleges and departments. The College created (and supports) the role of Academic Lead to help ensure that ongoing decisions about faculty and student academic and instructional concerns are continuously addressed.

The College developed a financial approach (unique to CSUN) that provides a significant financial return to CSUN partner colleges and to faculty to help ensure that self-support programs attract and hold exceptional faculty essential for student success, and that partner colleges are engaged partners in the creation and support of CSUN's significant distinction and success in the world of self-support in the CSU (and beyond).

The College is committed to a very high level (often an unprecedented level) of transparency. The College chose to put all of its financial processes into CSUN's SOLAR data systems so that anyone with full access to SOLAR financials can see every transaction and all financial details. All student records (including for noncredit programs) are in SOLAR – unique to CSUN. The College has transparent agreements with partner colleges that are consistent, and the template for those agreements is widely shared and approved by the CSUN Provost and CSUN Provost's Council when any changes in approach are made by the College (which happens only every three to five years). The College reports its financial outcomes and financial distributions in a yearly report that is widely shared on the campus, posted on the website, and shared across the CSU.

Below are some of the documents that provide more details on CSUN's singular approach to creating and offering self-support programs.

1. Identifying and Advancing New CSUN Self-Support Program Concepts
2. Overview of CSUN Self-Support Programs in Various States of Consideration and Development
3. Basic Principles of Program Development for CSUN Self-Support Degree and Credit Certificate Programs
4. Basic Principles of CSUN's Approach to Crafting Fully Online/Virtual Degree and Certificate Programs
5. Basic Principles for the Academic Oversight of CSUN's Self-Support Degree and Credit Certificate Programs
6. Basic Principles for CSUN's Approach to Student Support for CSUN Self-Support Programs
7. Selected Core Capacities of CSUN's Tseng College
8. CSUN's Approach to Linking and Leveraging Its State and Self-Support Funding Capacities

Tseng College Outcomes Reports for 2024/2025

1. On-Time Graduation Rates and National Test Outcomes for CSUN Self-Support Programs – 2024/2025
2. End of Year Graphic Financial Report – 2024/2025
3. College Goals for 2024/2025 with Achievements
4. Unit Goals for 2024/2025 with Achievements

List of CSUN's Current Self-Support Programs Offered

Tseng College Program Offerings and Program Launch 2025-2027

Organizational Charts for the Tseng College Overall and Its Three Primary Divisions

Introduction: The College works in different configurations as the needs of any given initiative/project/program warrant. To allow the College to build and engage its capacities effectively and respond to new opportunities (or challenges – like pandemics), the College is organized into three major divisions (Business Operations and Finance, Program and Enrollment Management, and Academic Affairs and Program Development), with a set of units and/or working groups within each division that have distinctive expertise.

1. College Overview Organizational Chart

2. Divisional Organizational Charts

    a) Academic Affairs and Program Development

    b) Business Operations and Finance

    c) Program and Enrollment Management Group

Academic Affairs and Program Development

The Division of Academic Affairs at the College comprises of the Program Development unit and the Distance Learning unit. This division is responsible for new program development, review, and redesign of existing programs, as well as oversight of program approval processes, program accreditation, and maintaining overall academic standards.

The program development process extends from the program concept inception to the program launch. This includes the selection of and working directly with faculty teams and leading industry professionals, to develop relevant program curriculum as well as working closely with the assigned instructional designer (who is part of the distance learning team), so that assignments and projects can be designed in conjunction with the faculty, for a unique online learning experience for the student.

1. Distance Learning

    a) Description

    b) Organizational Chart

2. Program Development

    a) Description
    b) Organizational Chart

Business Operations and Finance

The Business Operations and Finance (BOF) division is comprised of four College units and additional administrative service functions that provide key infrastructural support and business processes and systems to enrolled and prospective students, faculty, and partner CSUN colleges, departments, and units. These support services and functions principally include admissions and management of student records; administration of I-20 and SEVIS services for international students in self-support programs; budgeting, financial management, financial reporting, and financial decision-making; providing financial aid counseling and ensuring compliance with state and federal financial aid guidelines; data and information management and security; administration of College contracts and agreements; facilities management, contracts and purchasing services, and providing human resource and payroll.

In addition, the BOF division partners with groups to ensure that the College maintains its thoughtful leadership and service excellence while offering a portfolio of self-support graduate, international, and midcareer education programs.

1. Admissions, Registration and Client Services

    a) Description
    b) Organizational Chart

2. Facilities Management

3. Finance

    a) Description
    b) Organizational Chart

4. Financial Aid

    a) Description
    b) Organizational Chart

5. Human Resources Coordination

6. Information Systems and Services

    a) Description
    b) Organizational Chart

7. Special Pay

8. Contracts, Purchasing and Agreements Support

The Program and Enrollment Management Group

The Program and Enrollment Management (PEM) division brings together two College units (*marketing and communications*, and *graduate and professional education programs and services*) that have responsibility for supporting students throughout an established and prescribed continuum of care in CSUN's self-support programs. This continuum stretches from a prospective student's first contact via marketing and recruitment outreach, to their experience as a current student within a program, culminating with their engagement with CSUN as a graduate. The PEM division is intentionally structured to create a dynamic synergy between these two College units as a purposeful means to foster a seamless use of talent and organizational capacities.

In combination with responsive agility, this capacity facilitates rapid innovation designed to address any changes in opportunity in support of the evolving range of programs that the College may elect to offer at any given juncture. The PEM division is purposefully structured to easily configure new projects such that they may engage others in the broader college, whilst simultaneously enabling the talent contained within the PEM division itself to be linked in different configurations to relevant initiatives emerging from other areas of the College.

1. Graduate and Professional Education Programs and Services

    a) Description
    b) Organizational Chart

2. Marketing and Communications

    a) Description
    b) Organizational Chart

Reporting Through the Dean's Office

1. University Access Programs (Domestic and International)
    a) Description
    b) Organizational Chart
2. The ReLAY Institute
    a) Description
    b) Organizational Chart
3. Senior International Officer
    a) Description
    b) Organizational Chart
4. International Partnership and Programs Development
    a) Description
    b) Organizational Chart

Goals for 2025/2026

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1. College Goals for 2025/2026
2. Unit Goals for 2025/2026