OVERVIEW

20/21

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

Includes:
Outcomes for 2019/2020
Looking ahead to 2020/2021

CSUN | **TSENG COLLEGE**
GRADUATE, INTERNATIONAL
AND MIDCAREER EDUCATION

19/20

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 2019/2020
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Overview of Self-Support in the California State University (CSU) System

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](#) has been developed by the full staff of the Tseng College. It is unique to the Tseng College. It is regularly reviewed and discussed by the College's full staff and then updated by consensus of the group. It is a living document of the College's purpose and values and, in turn, choices and decisions are regularly made based on reference to College purpose and values. As a self-support college, the Tseng College must ensure that it is financial stable; but it is the purpose statement and its values that guide what the College does and the way the work is done.

The Five-Year Vision Statement for CSUN's Tseng College

Introduction: The Tseng College develops a [five-year vision statement](#) in the context of the university and how it will change over those years. It is also important for that the Tseng College expands CSUN's agility and its ability to innovate as CSUN's academic strengths evolve and the educational needs outside the university change. The Tseng College works to expand possibilities for CSUN by ensuring that CSUN is represented in significant conversations beyond the campus regarding economic and community development in the region and the state; and in the role of higher education in the future of the state and nation and in regional, national and international conversations about the evolution of higher education. In that light, the Tseng College is always changing and innovating. At the same time, the Tseng College considers broader directions that extend over a period of time (from the perspective of a fleeting "present"). Below is a five-year vision extending for 2016 to 2021. In spring 2021 the College will look at what has been done from 2016-2021 to determine what has remained a consideration five years later and what has changed. The College will then consider a five-year view from 2021 to 2026.

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

CSUN has distinctive approaches to making use of the capacities self-support offers to a CSU university. The Tseng 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. This is distinctive in the CSU. Self-support offerings at many CSU universities are not linked to the academic range of the university – they usually don't involve collaboration with colleges and departments at that university and often don't engage faculty in teaching courses/programs offered.

The Tseng College focuses on student success and the educational impact of each self-support program offered. This choice of focus (guided by 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 being offered for the first time in self-support, the College supports (with compensation and collaborative support from senior academic staff in the development process) the full group of faculty who will teach in the program. They 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 Tseng College.

When building the online/virtual education capacity for CSUN, the Tseng 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, for fully online/virtual programs each faculty member works individually for four to six months with an assigned instructional designer to craft their specific online/virtual course, to take best advantage of the range of instructional strategies available. This, too, is an approach distinctive to the Tseng College in the CSU.

CSUN's self-support students are primarily working adults, so program schedules are designed with the needs of those students in mind. But it is often a challenge for students who are working adults to navigate the complexities of a large university. It is also easy for them to feel disconnected from the university. Given that reality, the Tseng 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 the Tseng College.

The Tseng College has also built a range of capacities to ensure that faculty and students are well supported and that CSUN has the capacities 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 Tseng College is also distinctive within the CSU (and many other universities and university systems) in how closely it works with CSUN's academic colleges and departments. The Tseng 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 Tseng College also developed a financial approach (unique to CSUN) that provides a significant financial return to 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 Tseng College is also committed to an unprecedented level of transparency. The College chose to put all of its financial processes into SOLAR 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 Tseng College has transparent agreements with partner colleges that are consistent, and the template for those agreements is widely shared and approved by the provost and provost's council when any changes in approach are made by the Tseng College (which happens only every three to five years). The Tseng 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 detail on the CSUN's singular approach to creating and offering self-support programs.

1. [On-Time Graduation Rates and National Test Outcomes 2019/2020 for CSUN Self-Support Programs](#)

2. [Identifying and Advancing New CSUN Self-Support Program Concepts](#)

3. [Overview of CSUN Self-Support Programs in Various Stated of Consideration and Development – July 2020](#)

4. [Basic Principles of Program Development for CSUN Self-Support Degree and Credit Certificate Programs](#)

5. [Basic Principles of CSUN's Approach to Crafting Fully Online/Virtual Degree and Certificate Programs](#)

6. [Basic Principles for the Academic Oversight of CSUN's Self-Support Degree and Academic Credit Certificate Programs](#)

7. [Basic Principles for CSUN's Approach to Student Support for CSUN Self-Support Programs](#)

8. [Selected Core Capacities of CSUN's Tseng College](#)

9. [Compare and Contrast CSUN State-Support and Self-Support Administration, Programs and Services](#)

Tseng College Outcomes Reports for 2019/2020

1. [End of Year Graphic Financial Report 2019/2020](#)

2. [College Goals for 2019/2020 with Achievements](#)

3. [Unit Goals for 2019/2020 with Achievements](#)

List of CSUN's Current Self-Support Programs Offered – July 30, 2020

[Tseng College Program Offerings and Program Launch 2020-2022](#)

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

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

1. [College Overview Organizational Chart – July 30, 2020](#)

2. Divisional Organizational Charts – July 30, 2020

   a) [Academic Affairs](#)
   b) [Business Operation and Finance](#)

The Focus and Role of Each Unit, Team, and Working Group in the Tseng College in Student Success and Expanding College Capacities

1. Admissions, Registration and Client Services

   a) [Description](#)
   b) [Organizational Chart](#)

2. Distance Learning

   a) Description

   b) Organizational Chart

3. Finance

   a) Description

   b) Organizational Chart

4. Financial Aid

   a) Description

   b) Organizational Chart

5. Graduate and Professional Education Programs and Services

   a) Description

   b) Organizational Chart

6. Information Systems and Services

   a) Description

   b) Organizational Chart

7. International Pathways Programs

   a) Description

   b) Organizational Chart

8. Marketing and Communications

   a) Description

   b) Organizational Chart

9. Partnership Development: Domestic

   a) Description

   b) Organizational Chart

10. Partnership and Program Development: International

   a) [Description](#)

   b) [Organizational Chart](#)

11. Program Development

   a) [Description](#)

   b) [Organizational Chart](#)

12. University Access Programs (Domestic and International)

   a) [Description](#)

   b) [Organizational Chart](#)

Tseng College Goals for 2020/2021

1. [College Goals for 2020/2021](#)

2. [Unit Goals for 2020/2021](#)