


California State University – The Extended University 

Opportunities to Shape the Future

Self-Support Strategies for the Next Decades



Opportunities to Share the Future: Self-Support Strategies for the Next Decades



\$291,000,000
(2011–2012)

Revenue

For many decades the California State University enjoyed a high level of state funding. In planning and strategizing, the CSU as a whole and its individual campuses focused mainly on state-funded programs and services. At the same time, each CSU campus relied on its own resources for a wide range of academic offerings.

While state funding was robust, this self-support capacity was generally considered secondary to a campus's primary educational and service mission. Since the beginning of the 21st century, however, state funding has declined, even as educational demands have increased. Clearly, a new strategy is in order—one that embraces self-support as fully as state funding and that commits to significant growth in grants, contracts, and fundraising.

257,746
(2009–2010)

Total Enrollments

To maximize its self-support capacity, a campus must put self-support at the heart of its comprehensive strategy. While the constituencies served by a campus's self-support programs may be different from those served by state funding, all programs share the same mission and educational goals. Commitment to academic quality, to student achievement, to service excellence, and to other core values of the campus should not depend on the funding source.

Each CSU campus—and each has its unique needs—must consider various options that will work for its strategic planning. To find and implement the best options requires sharing new ideas and effective practices with other CSU campuses. Together, all CSU campuses can help shape a viable future or, better, an exceptional future in a changing context.

This document explores some of the ways self-support works in the CSU today. By way of illustration, it closes with six models from CSU campuses that have employed their self-support capacity to complement their state-funded programs and services. Each of these campuses has thus promoted excellence, has better served its own region and the state, and has remained true to its mission.

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Enhancing Academic Distinction

The CSU's self-support system allows campuses to respond to constituencies beyond the more traditional degree-seeking students who normally enroll in state-funded programs. These constituencies include but are not limited to midcareer professionals, regional employers in both private and public sectors, professional associations, regional communities, regional economic development groups, alumni, the military, regional schools and partner colleges and universities, and national and international groups serviced by fully online programs. An appropriate response entails innovative programs and services. Through its self-support capacity, each campus builds collaborative partnerships with its various constituencies, the configuration of which differs, of course, from campus to campus (as illustrated by the models at the end of this document).

Regardless of its current constituencies, any campus can structure its self-support programs and services as an essential component of its overall strategy. That strategy will involve expanding educational outreach to key constituencies, developing external relations and applied research partnerships, and enhancing recognized areas of campus academic distinction.

A campus may choose to deploy its self-support capabilities in many ways. It may engage departments and faculty to craft self-support programs that **draw together the campus's academic strengths across disciplinary, college or school, and institutional lines.** To develop programs that are not possible with the resources of only a single department or institution, faculty will be provided with the needed resources and support services. Campuses can, and many do, use self-support programs to enable faculty to work with accomplished practitioners and scholars from other departments or even from different CSU campuses or other universities. Such programs, often at the forefront of a scholarly discipline or field of practice, work to the advantage of California's economic future.

A campus may develop new post-baccalaureate degree and graduate credit certificate programs for midcareer professionals. Such programs **allow departments to work in new areas essential to the future of their disciplines and their departments**—particularly valuable when state funding is limited to expanding access to baccalaureate degrees on the campus. For working adults and their employers, self-support options, along with scheduling and online delivery modes, can increase access to degree completion or graduate programs.

A campus may **build new administrative and support capabilities that are important for its future.** Among these are the ability to serve and support international students, the use of educational technologies in new and purposeful ways, the development of programs and services for special populations in a region, and the creation of streamlined and technically sophisticated administrative services that can then be used to the advantage of the whole campus.

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A campus may expand its ability to act as a venue for conferences geared to key issues in its region and thus play a leadership role in that context. It can serve as a **neutral convener to help a region or a community deal with challenging issues**. It may also host national academic conferences and scholarly symposia to complement new programs on the campus or emerging areas of academic distinction. Thus the campus will **build broader recognition and expanded relationships** in the field, benefiting both faculty and the whole campus.

A campus may offer a wide range of noncredit programs and workshops that serve the local community and highlight the campus's educational mission in the wider community. Noncredit programs can be refocused toward particular constituencies. They can include, for example, **customized and or contracted training programs for employers**. They can be designed to help professionals meet continuing professional education requirements in their fields. These programs engender working relationships with professionals and professional associations that strengthen the campus's academic departments, assist their students, and guide the campus's longer-term strategy. Academically oriented noncredit programs may include applied research projects in areas as diverse as artificial intelligence and near-shore fish populations.

Finally, self-support can allow a campus to expand its regional influence through **diverse, major initiatives**. These may go beyond what a campus with declining state funding can normally offer—art festivals; conferences; programs for children or seniors; regional economic round tables; summer session and inter-sessions; Open University and concurrent enrollment; English language and university preparation programs; employment support programs in a recession economy, collaborative programs with regional workforce agencies; joint programs with community colleges to address regional educational needs beyond traditional programs offered; and international programs and partnerships.

What is important is that a campus considers these options in light of a more comprehensive strategy. Self-support should work seamlessly with the overall campus efforts to define and guide the campus's future.

Expanding the Creative Range within the Academic Standards and Practices of the CSU

A campus's programs and services that are self-supported, just like those that are state-supported, must work within the academic culture of the campus.

- Academic oversight: faculty members from the relevant departments have full curriculum control over all self-support degree programs, credit certificate programs, and credit courses.
- Academic policies: self-support credit programs are subject to the same campus policies as state-supported programs. Such policies include admissions criteria and processes, grading and grade appeals, assessment, periodic formal program review, and required academic performance and disqualification standards.
- Accreditation and approvals: program-specific accreditation, WASC requirements, and all CSU and campus required program approvals and reviews are applied for at the department, college, University, and state levels.
- Academic records: whether funded by self-support or state support, a campus's degrees, certificates, or credentials are issued by the campus through the authority of the president and based on the recommendation of the faculty and/or department responsible for the program in question.

Thus, the self-support programs offered by CSU campuses are firmly rooted in CSU's academic quality and standards and in the academic strengths of a particular campus's departments and faculty. Reflecting, as they do, the high academic standards and practices of each CSU campus, the CSU's self-support programs provide a major resource for the state of California as it seeks to rebuild its economy in a global context.

What Makes the CSU's Self-Support Capacity Self-Supporting?

The self-support capacity is a funding strategy that uses no CSU General Fund dollars—in other words, no state funding. Each self-support offering must pay for itself through the revenue it generates. That revenue must cover the reimbursement of any state-funded units on campus that provide services to that campus's self-support offerings; all operating costs for the program services; and other administration costs, including an overhead charge (called a pro rata share) from the CSU Chancellor's Office assessed against the total self-support revenue of each campus each year.

Since self-support programs must pay all of their own costs, they have to charge higher tuitions than state-funded programs. Given that responsibility, one might expect CSU self-support credit programs to charge about twice as much as state-funded programs. Yet they currently average only about 50% higher. At the same time, CSU self-support programs are generally priced significantly below those of the major private and for-profit providers in California.

CSU's self-support programs thus have a dual advantage: not only can they respond to the educational needs that are the focus of private and for-profit institutions, but they also offer a more affordable option – one that reflects the academic quality and scope of the CSU.

Self-support programs are governed by most of a campus's financial and major administrative policies and practices. These include but are not limited to the following:

- Instructional pay for credit courses, degree programs, and credit certificate programs must comply with CSU/CFA negotiated pay schedules and scales.
- Academic and financial records – all credit program and course information and student records, instructional pay records, budget and financial records, revenue and expenses, and the like – are totally accessible in the CSU's PeopleSoft system, as with any state-funded programs.
- Full-time staff in campus self-support units are CSU employees and members of their respective CSU staff unions; their pay, benefits, and negotiated working rules are the same as those for other CSU staff in state-supported colleges and administrative units.

Budgeting and pricing self-support programs: Budgets for each program and service are based on the cost of providing that program or service. These costs include instruction, administration, marketing, delivery mode (online production and technical support and/or off-site facilities rental, faculty travel costs, etc.), academic oversight and administration for the academic department/college, and campus and Chancellor's Office overhead.

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On most campuses administrative costs and overhead for self-support programs are determined by campus guidelines or intra-campus agreements. Individual programs might have special features, most often determined by the relevant faculty or department, as well as by the needs of the constituency for whom the program is designed. Costs might include guest lecturers, special equipment, and the like. In keeping with campus guidelines and CSU policies, budgets are typically developed by the self-support unit and the department or college with the academic responsibility for the program. Once all costs are agreed upon, a minimum and maximum enrollment for the program is set, in keeping with the program's academic character and standards. The tuition is set to allow the program to break even at minimum enrollment and to provide a reinvestment funds at maximum enrollment.

To comply with CSU policies and approval requirements, and to prevent any possible shortfalls impacting the campus's General Fund dollars, the reinvestment funds produced by any given program and by the total portfolio of self-support programs offered by a campus is set aside. It is used primarily as an operating reserve for the campus's self-support unit but may also be placed in program investment accounts (whether with the campus overall or with the campus's participating colleges and departments) or in building or building-maintenance accounts.

These reinvestment accounts are key to a campus's ability to develop new programs and to move its self-support capacity in new directions. The use of reinvestment funds must be integral to campus and college or department planning—both on a year-to-year basis and in three- to five-year plans.

Many campuses use their self-support capacity strategically to serve external constituencies and post-baccalaureate working adults. By so doing, and by thus attracting further state funding, a campus can better serve on-site students seeking a first baccalaureate.

Uses of Self-Support Funding

By CSU statute, self-support reinvestment funds must be used to expand, strengthen, and support a campus's self-support programs. Since these programs vary, each will require a different configuration of reinvestments to maintain excellence. For example, if a campus offers self-support graduate degree programs or baccalaureate degree completion programs for working adults, then building the capacity of the relevant department(s) to offer those programs with distinction will yield a major return. That kind of reinvestment might allow a program's faculty to keep current in the field in question. It can also facilitate the hiring of new tenure-track faculty—who, like their colleagues, might teach in both state-funded and self-support programs—so as to maintain the highest quality as a program grows.

A very practical use of reinvestment funds is to update specialized facilities or equipment. Another is to add books or computers to the campus library. Yet another, as a campus's self-support programs grow and the demand for financial aid counseling and similar services also grows, is to increase relevant staffing.

Going forward, CSU campuses will have to consider their funding in more comprehensive ways—including dollars contributed to the campus, tuition and fee revenue; funds from grants and contracts; earned revenue from campus enterprises; and, of course, self-support reinvestment funds along with state support. Approaches that made sense when the CSU was more fully state-funded may now limit the financial agility and purposeful planning that will be required in the decade ahead. Changes may need to be made.

Expertise and Tactical Resources for Self-Support Programs

Each CSU campus has a self-support college or unit, generally led by a dean, director, or associate vice president. The unit's staff represents a range of expertise in planning, managing, and delivering self-support programs. It can offer experience and tactical know-how to help the campus optimize its self-support capacity as it plans for the decade ahead.

Many campuses have already engaged their campus's self-support leadership in campus-wide strategic planning. A healthy number of these leaders and senior staff belong to a network of professional colleagues outside of the campus. They are active in state, national, and even international professional groups working with innovative uses of self-support, extended education, online digital education, adult education, continuing professional education, international education, community and economic development, marketing, student support services, instructional design, and administrative technologies. A campus's self-support leaders can thus contribute new models and ideas to their campus's strategic vision.

As the campus refines its strategy, the self-support unit's staff may require additional training. For this, self-support reserve dollars can be tapped. The unit can also acquire new capabilities by partnering with other CSU self-support units, which already have the necessary experience. When a strong strategic vision is in place, even a vacancy in the self-support unit offers an opportunity to add new expertise.

Finally, the CSU's Commission on the Extended University brings together selected campus presidents, provosts, faculty senate leaders, campus self-support deans or directors, and Chancellor's Office representatives to consider emerging issues in self-support capacities and strategies. Any campus can contact the Commission chair or the statewide dean of extended learning; both of these officers can help identify a team from other CSU campuses that has had appropriate experience or could suggest viable models and options.

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Models and Ideas: How CSU Campuses are Using Their Self-Support Capacities

Model 1

A Question of Institutional Reach and Expanded Access: Serving a Small Population in a Large, Mostly Rural Region

CSU
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Revenue

(2011–2012)

Total Enrollments

Programs Offered

Campus Context and Challenge: Chico is a mid-size CSU campus with a high percentage of residential students. This campus is the only public university in this rural service region, which encompasses 20% of California’s land mass (33,000 square miles) but only 2% of the state’s population, with a range of diverse educational needs.

The challenge facing this campus was to provide educational access for those who cannot travel to or reside on campus, while using its state-funded resources to ensure both the quality and scope of the programs and services offered.

The Successful Stretch Strategy: CSU Chico has combined its state-funded capabilities and its self-support capabilities to expand both its educational reach and the breadth of its educational response. Chico’s off-campus center, which offers state-funded courses to nearly 80 students in two degree programs, including graduate degrees, is managed by the campus’s self-support unit. This regional center also hosts degree programs in partnership with a local community college. It thus increases opportunities and access while leveraging the self-support unit’s versatile and administrative capabilities to expand cross-institutional collaboration. In addition, Chico uses its self-support unit to provide and coordinate student support services to more than 270 state-supported students enrolled in five fully online degree or degree-completion programs each semester. Enrollments per semester total over 800.

The Achievements: This thoughtful combination of state-funded and self-support capabilities has significantly expanded Chico’s ability to respond to the educational needs of the region, even as it faces enrollment pressures and budget constraints. Using the special skills of its self-support staff, Chico created an extensive library of more than 100 online resources designed to foster state-support student success and to engage distance-education students in the intellectual discussions and presentations that enrich the formal higher education experience.

Chico is able to respond to more specialized educational needs of particular audiences, even when resources are scarce, by combining self-support capabilities and state funding for the learners in question. Further, Chico collaborates on programs that foster rural school development and teacher preparation for Common Core State Standards.

Conferences that provide continuing professional education to a variety of professionals are integral to service for the region. Chico’s conferences and meeting facilities for these regional, statewide, and national programs are funded and managed by Chico’s self-support unit. The unit also provides conference planning services for its own campus as well as for other regional organizations.

In summary, Chico’s strategy to engage both its state-funded and self-support capabilities in thoughtful combinations has allowed the campus to maintain a strong educational role in this large region and to reach its widespread population, even in times of challenging state budgets. Using a wide variety of technologies and face-to-face strategies, the campus responds to the region’s educational needs with off-campus opportunities for academic degrees, conferences, collaborative programs, and workforce development.

The Model Extended: The strategies and tactics used by Chico to leverage both state-funded and self-support resources can be used with creative variation by any campus that serves or wishes to serve remote communities in its region. They could also provide a model for a cross-campus collaborative approach to serving any small, remote population.

Leveraging

3 Degree Programs

- Nursing
- Math Education
- Agricultural Education

4 Cross Cultural Study Abroad Programs

- AFRICA
- ANTIGUA
- EL SALVADOR
- THAILAND

100+ ONLINE RESOURCES

Model 2

Creating a Strategy that Responds to the Educational Needs of Regional Industry and Builds Campus Academic Excellence and Distinction

Context and Challenges: CSU Long Beach is in a large, densely populated, and highly diverse urban region. The campus's service region comprehends many large employers and one dominant regional industry, which plays a major role in the regional and state economy and is strongly connected with the global economy. The challenge for Long Beach has been how to respond to the educational needs of this key regional industry in a way that enhances the campus's academic standing without depleting limited campus resources.

The Successful Respond-and-Build Strategy: Long Beach has offered both grant-funded and self-funded programs, in strategic combination with administrative and delivery strengths, to serve the regional industry and to make the campus a hub for research and teaching in international trade and transportation—in other words, global logistics. The focus on building this area of academic distinction has enabled the campus to build a strong relationship with the regional industry. This relationship has led to further support of Long Beach and, in turn, the growth of its applied research, professional education, training, and conference capabilities. It has also created a strong network of industry experts—CEOs and top managers—in the goods movement industry.

Using its self-support capabilities, Long Beach has developed degree programs as well as noncredit professional certificate and training programs. It has delivered programs off-campus, in both face-to-face and online formats. The campus's senior administration and self-support outreach professionals work together to build and maintain strong industry relationships regionally and nationally, and are now expanding Long Beach's global reach.



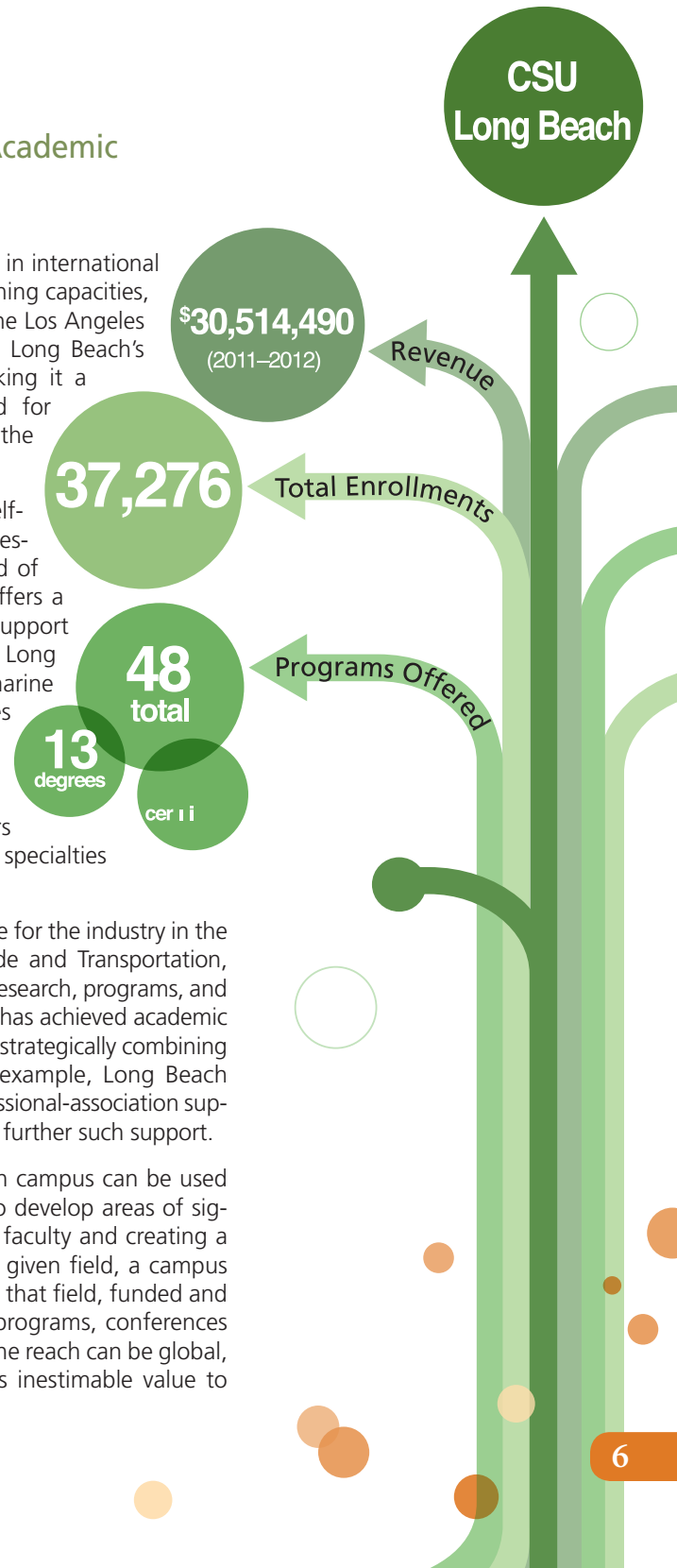
The Achievements: As a result of these efforts, Long Beach has developed highly successful self-support degree and professional education programs. Through these programs and increasing industry connections, it has created research and teaching opportunities for full-time tenure-track faculty.

It has thus earned a reputation as a center for scholarship in international trade and transportation. Enhancing its research and teaching capacities, Long Beach partners with a major research university in the Los Angeles area and jointly runs a University Transportation Center. Long Beach's programs now serve ever widening constituencies, making it a valuable resource for the major regional industry and for California's ability to grow this industry as a component of the state's emerging global economy.

On campus, off campus, or online, and with the use of self-support, Long Beach offers the premier noncredit professional designation (Global Logistics Specialist) in the field of supply chain management and global logistics. It also offers a master of arts degree in global logistics, with student-support structures designed to serve midcareer professionals. Long Beach is a resource for industry training in fields such as marine terminal operations, and has hosted important conferences such as the international urban freight conference, the first ever NAFTA meeting at a CSU campus, and the regional transportation workforce development summit. Long Beach also offers training and development webinars in the transportation field and online training programs in specialties such as hazardous materials management.

Long Beach's research projects provide a significant resource for the industry in the region and the nation. The Center for International Trade and Transportation, which receives both federal and state grant funding for its research, programs, and services, supports the campus's work. Indeed, Long Beach has achieved academic distinction in the field, as well as adding to its resources, by strategically combining grant funding with self-funding. In the past year, for example, Long Beach students were awarded over \$37,000 in industry and professional-association support scholarships, and an endowment has been created to further such support.

The Model Extended: The self-support capacity of each campus can be used effectively in combination with state-funded capacities to develop areas of significance to the campus or the region. Attracting strong faculty and creating a seamless portfolio of programs and services related to a given field, a campus can offer strong state-funded undergraduate programs in that field, funded and contracted research, graduate programs and certificate programs, conferences and workshops, and digital and traditional publications. The reach can be global, and excellence of that kind at any CSU campus confers inestimable value to students, region, and state.



Model 3

Growing Together: A New Campus's Strategy for Regional Service and Campus Growth

Context and Challenges: CSU San Marcos was founded in 1989 as the CSU's 20th campus. With real estate values spiking in the late 1990s and early 2000s, there was a significant migration into Southwest Riverside County, where land was plentiful and real estate more affordable than in neighboring San Diego County, from which many of the migrating businesses and individuals came. Between 2000 and 2010, the population in Temecula increased by 57%. Surprisingly, despite the national recession, Temecula city's revenue from sales tax increased by 60% during this same period. In such a vigorous local economy, the region needed educational resources to support growth and long-term prosperity.

At the beginning of the migration, there had been no public four-year university in the county. The new campus of CSU San Marcos thus faced the challenge of developing sufficient institutional strengths and resources to serve its region in an era of declining state funding.

The Strategy – Growing Together: To respond to the challenges facing the region and the campus, CSU San Marcos used its self-support capacity to leverage its state-funded institutional core. In 2008, campus administrators responded to Temecula's request for a higher educational presence by partnering with the city and regional business and education leaders to open a small, satellite campus, known as San Marcos at Temecula. Thanks to CSU San Marcos's self-support capacity, programs could be developed that advanced the region's economy.

By 2010, local demand for higher education and CSU San Marcos's ability to respond had led to the need for a larger facility. Drawing on the broad community support that the campus had engendered, CSU San Marcos sought and received \$3.2 million in redevelopment grants as well as a donated facility (a former public school) that could serve as the new home for San Marcos at Temecula. With these resources in hand, CSU San Marcos convened teams of its own faculty, regional professionals, community leaders, and employers to develop self-support programs that would support local economic growth and respond to the educational needs of regional residents. The new Temecula facility was designed and equipped to provide topnotch education in fields crucial to economic and community development.

Creative regional partnerships established by CSU San Marcos's leadership and faculty have raised \$4 million for San Marcos at Temecula from individual and organizational donors, including significant contributions from three local hospitals. In-kind donations have included instructional equipment, instructional technology, and a wide range of supplies and services. Among these are five smart classrooms, a science lab, a nursing skills lab, a fitness lab, and an outdoor field area used for the kinesiology program.

The Achievements: CSU San Marcos has used a sustained and purposeful strategy that engaged its campus's academic strengths and its self-support capacity to

Revenue

\$7,096,000
(2011–2012)

Total Enrollments

5,010

Programs Offered

19 total

8 degrees

11 certificates

San Marcos at Temecula

280 students enrolled
full-time degree programs

97% graduation

\$4 FROM CREATIVE PARTNERSHIPS

develop and offer academic programs and manage regional facilities. The collaborative relationships it has developed in the region have not only grown CSU San Marcos's own strengths but have, in turn, helped to grow the region itself. Southwest Riverside County now has access to innovative undergraduate and graduate degrees that address clear local workforce needs in nursing, the health sciences, kinesiology, and business.

Further, by offering degree programs at Temecula using the cohort format, San Marcos at Temecula encourages students to move forward to graduation at a steady pace. Using its self-support capacity, CSU San Marcos has developed a targeted portfolio of services to foster student success at

Temecula. Finally, the regional relationships with communities and employers enhance the educational experience for students at San Marcos at Temecula and strengthen the link between graduates and the local economy through fieldwork projects, internships, and applied research assignments.

With this thoughtful and comprehensive strategy, CSU San Marcos has achieved a remarkable 97% graduation rate for degree students at Temecula, with a guaranteed two-year "time-to-graduation" pace for all full-time undergraduate transfer degree students. Currently, 280 students are enrolled in full-time degree programs at San Marcos at Temecula. Enrollment is expected to increase by 20% per year for the next three years. Remarkably, all this occurred on a new campus with limited resources during a time when state funding was steadily declining.

San Marcos has established a Transfer Admission Guarantee Program between San Marcos at Temecula and Mount San Jacinto community college. This transfer program provides a clear pathway for high school and community college graduates in the region by guaranteeing admission to those students who successfully complete their associate's degree and meet CSU San Marcos undergraduate admission criteria.

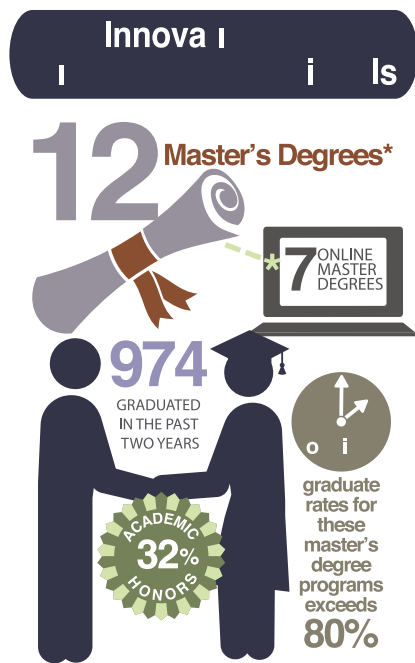
San Marcos at Temecula and its programs and services have become a catalyst for partnerships between CSU San Marcos and area hospitals and health centers. The efforts in Temecula have also helped CSU San Marcos increase its reputation as an educational resource for regional leaders and a partner in the professional preparation of the region's future leaders.

The Model Extended: CSU San Marcos offers a particularly useful model for CSU campuses that are newer, growing, or both. Using the self-support capacity to leverage and extend the state-funded core of the campus's academic strength can build significant new capabilities and resources for the campus. Creative collaboration with the region enhances a campus's relationships as well as its educational programs. With a well-considered strategy, a CSU campus can grow with the region it serves.

Model 4

Responding to a Changing Region and the Shifting Requirements of Professional Practice in a Complex Urban Economy

Context and Challenges: Over the last few decades, the region served by California State University Northridge (CSUN) has evolved from what was a predominately rural and suburban area with a few small cities into an expansive and highly populated urban region with a very diverse population. The region is served by a number of strong community colleges, a University of California campus, and a number of private and for-profit institutions. During that same period, the local demand for master's-level professionals in a range of fields increased markedly. No public university in the region was responding to the needs of midcareer professionals seeking advanced education at the graduate level.



Successful Change in Portfolio and Organizational Capability: CSUN's self-support unit, armed with exceptional organizational skills, used to offer primarily noncredit courses and certificate programs. In moving forward, CSUN employed a combined strategy. It shifted some of its state-funded, professionally focused master's degrees to on-campus evening and weekend formats. At the same time, it used its self-support capacity to offer master's degrees fully online and off-campus to make them more accessible to midcareer professionals and regional employers. CSUN also used self-support to introduce professionally focused master's degrees in cross-disciplinary and emerging fields. As state funding decreased, CSUN depended more broadly on self-support to develop new master's degrees and graduate-level certificate programs. Each such master's degree has its academic

home in one of CSUN's traditional academic colleges and enjoys full academic oversight by the faculty in the relevant department.

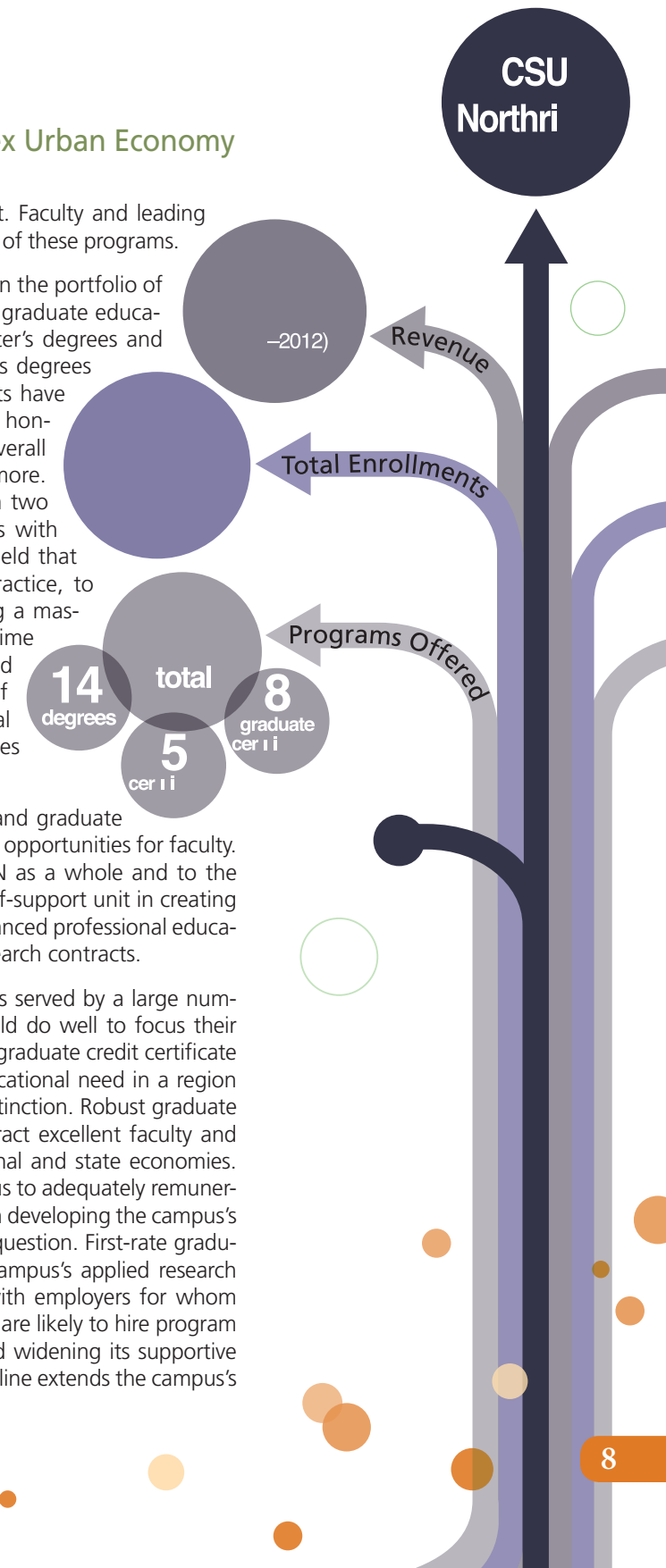
To ensure success in these programs for midcareer professionals, CSUN's self-support unit had to innovate at all levels. It explored new areas such as instructional design and adult learning; worked closely with faculty in program development and management; developed online programs and technical support applications; and gained proficiency in admissions, financial aid, web and digital marketing, market research, distance student support services, off-campus support services, and other areas. This process required a consistent plan over a number of years, which led to changes in roles and positions as vacancies occurred, additional staff training, and shifts in organizational structure and technical systems. CSUN reinvests self-support dollars in the development of each program, so each is academically

distinctive in content, instructional strategy, and format. Faculty and leading practitioners collaborate in the preparation and teaching of these programs.

The Achievements: The outcome is a significant shift in the portfolio of programs and organizational capacity, with a focus on graduate education. Through self-support, CSUN now offers 12 master's degrees and 8 graduate credit certificate programs, with 7 master's degrees offered fully online. In the past two years 974 students have graduated from these programs, 32% with academic honors. The on-time graduation rates for these programs overall exceeds 80%, some graduate rates reaching 90% or more. (One of the latter achieved 100% on-time graduation two years in a row.) One of CSUN's fully online programs with an on-time graduation rate at or above 90% is in a field that requires students, as a prerequisite to professional practice, to take a national licensure examination after completing a master's degree. Graduates of this program have a first-time pass rate on the licensure exam of 94.2%, as compared to the national average of 86.3%. In the next couple of years, CSUN will introduce no fewer than 6 additional master's degrees, and the number of fully online degrees is expected to multiply.

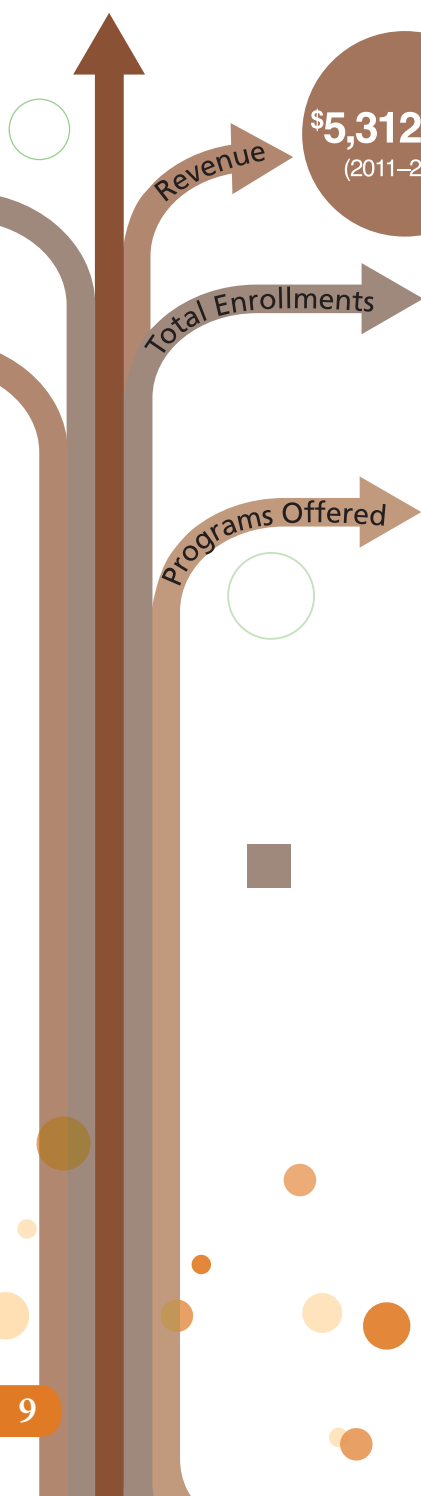
The shift in focus from noncredit to graduate degree and graduate certificate programs has increased teaching and earning opportunities for faculty. The positive financial margin provides returns to CSUN as a whole and to the colleges and departments collaborating with CSUN's self-support unit in creating these programs. With its reputation as a provider of advanced professional education, CSUN is well positioned to increase its applied research contracts.

The Model Extended: CSU campuses in urban regions served by a large number of public and private colleges and universities would do well to focus their self-support capacity on post-baccalaureate degree and graduate credit certificate programs. Such a focus not only meets a growing educational need in a region of that kind but also offers an important pathway to distinction. Robust graduate programs, whether state-funded or self-supported, attract excellent faculty and nurture disciplines of growing importance in the regional and state economies. The income generated by such programs allows a campus to adequately remunerate the program faculty, who can thus remain engaged in developing the campus's curriculum, reputation, and relationships in the field in question. First-rate graduate programs for midcareer professionals advertise a campus's applied research capabilities; hence they engender research contracts with employers for whom the field in question is central. In return, such employers are likely to hire program graduates, thus enhancing the campus's reputation and widening its supportive relationships. Finally, offering graduate programs fully online extends the campus's reputation to national and international levels.



Model 5

All Hands on Deck: Confronting a Regional Challenge with Rapid Response and Long-Term Vision



Context and Challenges: By the fall of 2010, the unemployment rate in Stockton reached nearly 19%. Just south in Stanislaus county, home to CSU Stanislaus, the poverty rate exceeded 23%. In November 2012, as this is being written, the unemployment rate in the region remains at 13.6%. The Central Valley is primarily an agricultural region with many residents sharing a long history of farm-related employment or jobs with businesses that depended on a robust agricultural economy (restaurants, equipment sales, etc.). The region is struggling to find a near-term path to employment for the unemployed and a longer-term path to a more diversified economy. The areas showing the best signs of employment growth now are the health fields, education to some extent, and trade/transportation. CSU Stanislaus, with its main campus in Turlock and a regional center in Stockton, is the only public university serving the region. As the region faced a crisis, Stanislaus looked for a way to respond.

The All-Capacities Strategy: Considering the regional economic crisis to be a call to action, Stanislaus took a fresh look at the full range of campus capabilities. By means of its self-support capacity, its state-funded options, its faculty research expertise, the talents of its students (service learning and volunteering), its network of relationships in the Stockton region, and its role there as an influential convener and collaboration builder, Stanislaus developed effective educational and economic strategies. For the near term, it brought together the region's leadership and its own capacities to prepare the unemployed for new employment options. For the longer term, it drew on the same resources to foster greater economic diversity and thus to make the region more resilient in the face of a changing global economy. The resulting initiatives are making a positive impact in the region.

The Achievements: The regional center in Stockton introduced a self-support, accelerated, full-time nursing program that allows those with a baccalaureate in another field to gain an RN and a baccalaureate in nursing in 17 months. This provides one path back into the workforce. At the same time, Stanislaus has collaborated with Kaiser Permanente and other healthcare providers to develop a baccalaureate in management and leadership in the health professions that will respond to future changes in state regulations and licensure requirements. This collaboration was made possible in part by the agility of Stanislaus's self-support. In addition, Stanislaus has worked with San Joaquin Community Mental Health Services to fund and develop the "Wellness Works" program, which provides support and counseling for those most seriously impacted by long-term unemployment. Creating this program and providing the training takes advantage of Stanislaus's ability to organize off-campus programs funded by an outside partner.

Stanislaus also has a very active service-learning program, for which it uses its self-support capacity. In 2011-12, some 775 students participated in service-learning projects, providing over 46,000 hours of service to the community. The estimated value of these services to the local economy was in excess of \$1,000,000. More recently, in November 2012, nearly 200 students, faculty, and staff assisted the Friends of United Samaritans' fundraising dinner. As a result, meals will be provided for nearly 70,000 individuals.

Looking to enhance employment options for those working in agriculture, Stanislaus has convened a food industry group to plan an innovative certificate program in food safety. This program will help local employers develop and advance their in-house staff to meet the ever-changing challenges of food regulations and safety.

In a relatively short time, Stanislaus has launched several new projects at the Stockton center, including two career-focused baccalaureate degree completion programs. To make its programs accessible at the Center, at employer sites, and beyond, Stanislaus is engaging its self-support capacity to offer a variety of accelerated, online and hybrid formats, and evening or weekend schedules.

The Model Extended: Drawing on all its capacities—self-support, state-support, service learning, applied research, grants, and more—along with its role as convener and consensus builder, any CSU campus can use similar strategies to respond to a regional crisis with speed, agility, and significant impact, both immediate and long-term. If it is willing to reach out into the community, a campus serving a region facing economic challenges can be the driving force in economic change. With its self-support capacity, it can create degree, certificate, and training programs, manage them well, and deliver them in various modes and at various sites as needed. It can thus respond in a timely fashion to an emerging economy and changing employment opportunities.

B i l i i

programs

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GENETIC COUNSELING (M.S.)
EXECUTIVE MBA
MBA ONLINE

Model 6

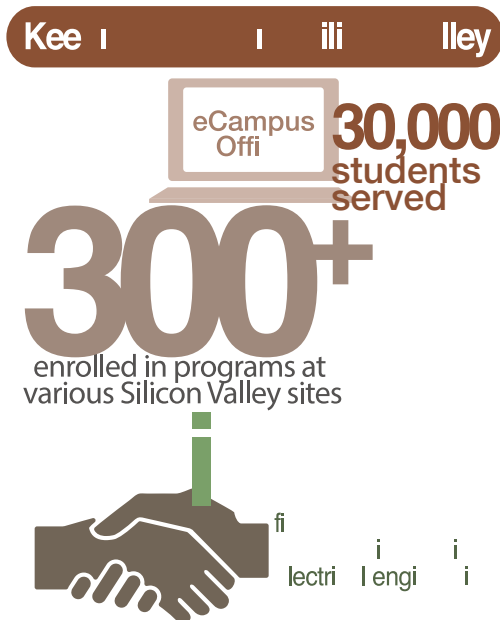
Opening the Doors and Lowering the Walls: Responding to a Region's Forefront Industries

Context and Challenges: Starting in the mid-1950s, the Santa Clara Valley at the southern end of the San Francisco Bay area began an evolution that resulted in the region's now internationally famous designation—Silicon Valley. This region, home to San Jose State University, also houses a range of businesses and technology firms that have had a game-changing impact on the world economy, on the ways we work, teach, learn, play, live, and communicate. As a hub for what is at the technological forefront today and what will emerge tomorrow, Silicon Valley attracts leading researchers in technology, engineering, design, and construction. Such exceptional minds see possibilities where others do not.

Several leading research universities, both public and private, and leading firms in the region collaborate on projects with research centers and universities worldwide. The CSU campuses serving Silicon Valley face two major challenges: How can a campus best contribute to the regional economy and regional communities? And how can its faculty and students benefit from this exceptional context, in which the forefront of research is as much outside the universities as inside them?

The Strategy – Lowering the Walls and Opening the Doors: During the past decade, San Jose State University has used self-support along with state funding and the campus's applied research strengths to develop a robust and increasingly seamless relationship with Silicon Valley. As the pace of technological innovation increases, innovative research and teaching must pick up speed. Regional engineering and technology firms employ highly trained engineers, but those engineers want to remain current and to move to higher, more specialized levels of professional development. San Jose has linked its engineering faculty with regional firms to develop advanced degrees in engineering, which are offered on-site.

For a traditional university, the ability to combine the expertise of its faculty with that of the leading engineers and researchers in local industries is a remarkable accomplishment. San Jose has used its self-support capacity not only to create and deliver collaborative programs off-campus but also to support their continuous evolution and the faculty's ongoing engagement with curriculum change. In responding to regional needs, San Jose enables its faculty to work on the frontline of innovation

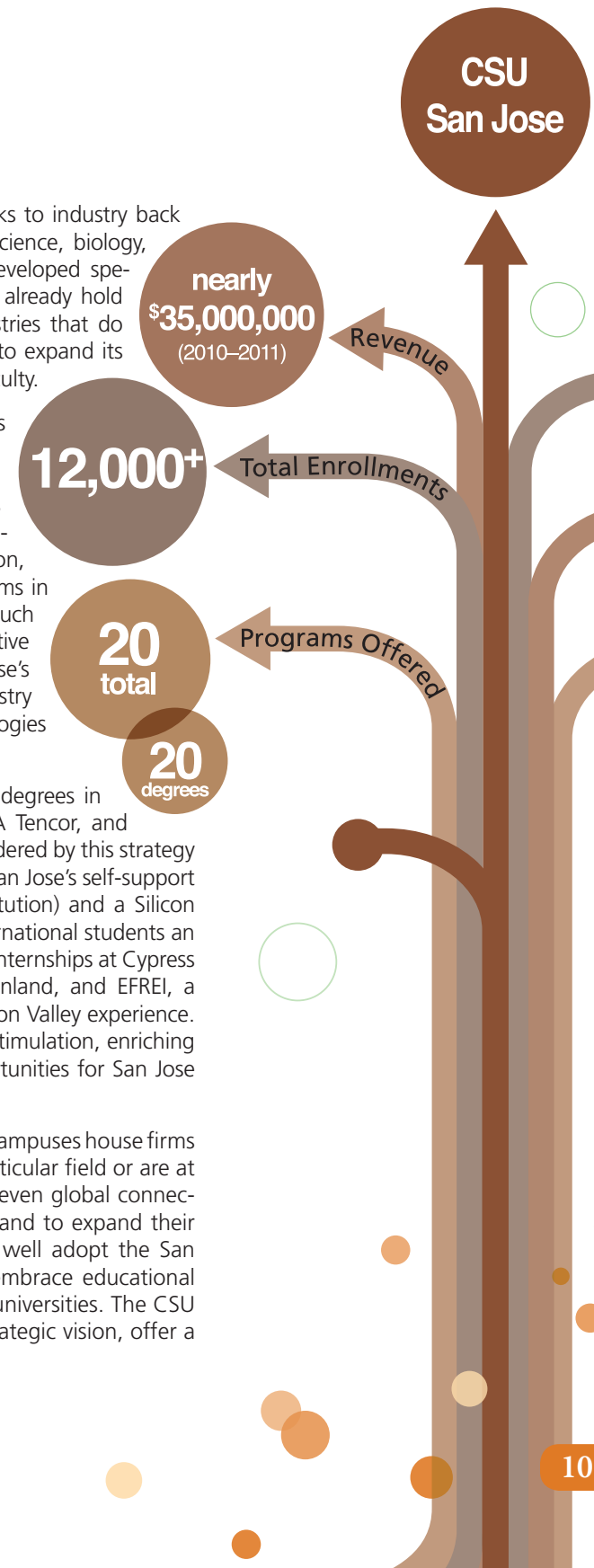


outside the university and thus to bring knowledge and links to industry back into the campus in fields such as engineering, computer science, biology, and chemistry. Using a similar strategy, the campus has developed specialized training programs and seminars for engineers who already hold master's degrees. Further, collaboration with regional industries that do commerce worldwide has opened doors for San Jose itself to expand its international links, to the advantage of both students and faculty.

The Achievements: By linking the campus creatively to its region, San Jose has built a strong reputation in the sciences, engineering, and computer science. This, in turn, enables San Jose to attract first-rate faculty and to offer on-campus students an exceptional educational experience. Also, by using self-support to forge meaningful relationships in the region, San Jose can offer internships to students at 80 regional firms in electrical engineering alone. Many of the faculty supervising such interns are themselves involved in research with the respective firms. This linking strategy has not only expanded San Jose's grants and research contracts but has encouraged local industry to provide funding for more effective use of current technologies in the campus's labs and classrooms.

San Jose currently offers self-support, off-campus master's degrees in various engineering fields with Lockheed Martin, IBM, KLA Tencor, and LAM Research Corporation. International connections engendered by this strategy include a new student exchange relationship, supported by San Jose's self-support unit, with Dublin City University (a high-tech research institution) and a Silicon Valley firm, Cypress Semiconductor. This program offers international students an engineering education in Silicon Valley and has opened new internships at Cypress Semiconductor. Similarly, JMK University from Jyväskylä, Finland, and EFREI, a technical school in Paris, send students to San Jose for a Silicon Valley experience. These international students bring diversity and intellectual stimulation, enriching the educational experience for all and expanding the opportunities for San Jose students to study abroad in relevant fields.

The Model Extended: The regions surrounding many CSU campuses house firms and industries that are themselves hubs of research in a particular field or are at the forefront of professional practice, having national and even global connections. CSU campuses that wish both to serve their region and to expand their own capacities in teaching, learning, and research might well adopt the San Jose strategy. Indeed, higher education overall needs to embrace educational modes that are increasingly found outside of colleges and universities. The CSU self-support capacities, used as part of a comprehensive strategic vision, offer a powerful tool for lowering walls and opening doors.



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