California State University, Northridge
The Tseng College: Graduate, International and Midcareer Education

College Goals 2014/2015 with Achievements Report

1. **Program Development**: In 2014-2015, the Tseng College plans to launch seven programs in collaboration with five other CSUN academic colleges. The College will also continue or begin its next development phase of the eight programs now planned for launch in 2015-2016. It will also devote time in 2014-2015 to developing processes for review and refinement of the approach to program/curriculum development with collaborating colleges and curriculum and instructional refinement during the online design and production process. Finally, the College will refine and deploy a more systematic and comprehensive approach to developing contracted and custom designed programs so that client relationships are pushed into the College’s senior levels quickly. This will ensure that the relationship is fostered over time with consistency and a University perspective, and that the capabilities of the College are engaged seamlessly to support innovation and streamlined approval, administration, delivery and evaluation.

In 2014/2015, along with a number of new cohorts of ongoing programs, the College launched three new programs: Master of Public Health; MPA, with a new option in Health Administration; and a Certificate of Advanced Professional Development in Neurodevelopmental Strength-Based Approach to Teaching and Learning.

Other planned program launches were impacted by the CSU Chancellor’s Office raising questions about CSUN's overall approach to developing, approving and notifying the Chancellor’s Office regarding new options in graduate programs. While the self-support programs planned for launch were structured and approved, in a number of cases there were additional state-funded options in the same degree that did not share a common set of core courses, a source of concern expressed by the Chancellor's Office. This led either to the need to create a new degree rather than just a new option (which adds considerably to the time required for review and approval at the Chancellor’s and campus levels), or waiting for a restructuring of the state-funded degree(s) with options so that all options in a degree shared a common core of courses. (Such changes also required the full spectrum of campus approvals and review by the Chancellor’s Office.) Since we now begin marketing one year before the application deadline for a new program or cohort, marketing for many of the programs caught in this “options” reconsideration had to stop. Further, some of the programs caught in
this process were still not formally approved by the end of the 2014/2015 academic year, so their approval will be delayed until at least fall 2015 and perhaps longer. This unexpected and significant upheaval delayed many planned program starts for 2014/2015 to 2016/2017.

In addition, several programs going through conversion from pilot status to permanent status in the CSU had to delay their start of next planned cohorts because the process for such conversions was being refined and changed. This led to repeated changes in the paperwork and, in some cases, gathering new information that was not originally required. This delayed for a year or more the ability to offer the next cohort in CSUN self-support programs caught in this transition process. In short, many planned program launches were delayed, which had a significant financial impact on this area of programming.

Fortunately, other areas were able to offset some of this shortfall to allow the College to meet or exceed overall budget goals. And, program development pushed forward even though it meant, in some cases, going backward a bit to go forward. The Tseng College was proactive (particularly via the work of the Associate Dean and the Assistant Dean for Program Development) in working with others on campus to identify and resolve the issues.

2. **Marketing:** The College will move to ensure more comprehensive strategic and integrated marketing plans for each program that will be implemented 9 to 12 months before the application deadline for the start of each new program or cohort of an ongoing program. These plans will include target markets, key messaging, relevant mediums, event calendar, metrics and budget. The College will increase its use of digital marketing strategies as the foundation for each program’s marketing plan. Digital will give the College a greater ability to target message and audience, quickly respond to analytics, change course as necessary, and track the effectiveness of marketing with more accuracy. The College will also take specific steps to increase the flow of reliable and timely data that will measure the effectiveness of each marketing plan and, in turn, allow those plans to be refined to increase their effectiveness for marketing the next cohort. The rapid growth of the number of full online programs will also require more emphasis on national marketing in 2014/2015. The College will need to develop that expertise further and will invest in the training of senior marketing staff via national conference/seminars in marketing and distance learning to build those skills. This area of expertise is not well developed in peer public universities, so the College will have to forge new ground in this area. In addition, the College will fill two positions in program management/coordination redefined to focus on recruitment and supporting students as they move from inquiry to application, admission and enrollment. The work of those positions will be coordinated with the new marketing efforts to increase serious inquiries.

The College’s marketing unit successfully extended the timeline for implementing advertising within the overall marketing strategy for each program from 3-4
months prior to the application deadline in 2013/2014 to 6-8 months prior to the application deadline in 2014/2015. A few programs now are marketed at 9 to 12 months in advance, and that is the 2015/2016 target for all degree programs and most others. The College also has implemented a planning timeline that occurs two months prior to the implementation of advertising. This includes identifying advertising outlets and target market, scheduling advertising activities, creating messaging strategy and refining the case.

The College is moving toward marketing CSUN self-support programs continuously to ensure applications are open and information is current for the existing and upcoming cohorts. This has become increasingly important, as more programs are open to a competitive extended regional and national market defined by digital marketing strategies.

The College’s marketing unit has researched and incorporated relevant national advertisers and associations into the marketing strategy for CSUN’s self-support online programs where applicable. Senior marketing staff members have attended conferences to further develop the College’s expertise in national marketing strategies and will continue to do this in the coming year. The College’s marketing unit filled the positions of Associate Director and Integrated Marketing Coordinator and has moved quickly to integrate their expertise into the overall marketing team.

Finally, the College has significantly enhanced the integration of marketing data from all sources to provide a more comprehensive analysis of the effectiveness of each component of the marketing plan for each program, with special emphasis on degree, certificate and international programs. While data has long been used in making marketing decisions, the digital marketing world and new tools acquired by the College (including Customer Relationship Management software) now makes it possible to get more data directly linked to the effectiveness of the different components of the marketing plan used for each program. This allows the marketing plan for future cohorts of any given program to increase the returns on each marketing dollar spent.

3. University Access Programs: There will be a new administrative lead for University Access Programs (Open University, Winter Term and Summer Session) in 2014/2015. An increasing number of courses in these programs are fully online, which expands the potential market for them beyond the region. In the year ahead, the College will develop new approaches in marketing these programs to an expanded range of targeted markets, with an emphasis on new approaches that target broader markets for the online courses. To support CSUN’s ongoing ability to offer a sound Open University program, the College will work with University IT and consulting services it selects to find a solution to the technical problem that prevents Open University students from being added to the CSUN wait list system.
The search for a new managerial lead for University Access Programs was refined and expanded to include other compliance/approval/regulatory processes as assigned by the Associate Dean. The new position was posted July 9. The goal is to have someone in the position in the Fall Semester 2015.

The Summer Session marketing website was redesigned to achieve a number of marketing goals, including allowing for broader-reaching marketing that focused on fully online courses in the Summer Session. (There were 99 fully online courses offered in the Summer Session 2014.) The search functionality was greatly enhanced and included updates such as number of seats available and increased search filters. The overall layout was redesigned to help students move easily from one step to the next, and clearly explained the process of getting an ID (if needed) and completing registration. The College also added a searchable Knowledge Base with answers to frequently asked questions so students could easily get answers to common issues. In addition, a refined communication strategy was added that allowed the College to email students with information on their classes and explain next steps to register if they had not already completed that process online. The outcome of the redesign was an 873% increase in number of leads and a 958% increase in conversion rate, defined as the percentage of people who filled out the form after visiting the site. At this point, overall Summer Session 2015 (the first Summer Session impacted by these changes) revenue appears to have increased over 8% from prior year. A similar approach to changes in the web site and communication strategy will be implemented for Open University and Winter Term in the coming year. At CSUN the restructuring of Winter Term to include more fully online courses led to 52 such courses being offered in Winter Term 2015. CSUN also offers (and codes) fully online courses in the Fall Semester (210 fully online courses offered in Fall Semester 2014 with 561 sections) and Spring Semester 2015 (158 fully online courses offered with 259 sections). This makes it possible to also market Winter Term and Open University more broadly in California as well as to our national and international markets. Note: The Tseng College’s fully digital registration systems give CSUN the ability to issue permission numbers and register students without the need for prospective students to come to campus.

4. **CSUN Online Programs:** The College will refine and expand its approach to preparing faculty of online programs to use current and emerging educational technology tools essential for the online program. The College will also create additional faculty development sessions on special topics related to design and instructional strategies that lead to engaging and interactive online courses. The College will create a guide for prospective students considering an online program so that they will have a more complete, accurate, and CSUN-specific understanding of the online educational experience prior to making their decision to apply. The College will also work with the Oviatt Library to create an on-demand training series about the use of the library and its resources for students in fully online programs.

The College hired a new director for Distance Learning and is in the final stages
of hiring two additional senior instructional design and faculty development professionals. The Distance Learning unit had 18 fully online degree and certificate programs in production during 2014/2015. Three of these were launched in 2014/2015 while others were delayed as outlined above, and others are in production for launch in the next two years. CSUN’s fully online Speech-Language Pathology Assistant Program won a national award for excellence, and CSUN’s fully online master’s degree programs in Educational Administration and Public Administration were recognized on national listings as among the best online programs nationally in these fields.

Total revenue from CSUN’s fully online programs grew by 10% from 2013/2014 to 2015/2016.

The College also developed and launched a new resource for faculty on ADA compliance issues. This resource was well received and is being shared more broadly with CSUN and beyond. The College’s instructional designers collaborated with CSUN IT’s Faculty Technology Center (FTC) during their course-redesign program offered in Summer 2014 and have conducted training sessions and workshops for faculty. The College’s Distance Learning unit has also created an online student readiness self-assessment module. It has been designed and programmed. The College’s Marketing and Distance Learning units are working on finalizing and releasing it for use by prospective students considering a CSUN online degree or certificate program.

The Oviatt Library and Tseng Distance Learning worked together to identify resources needed to support Tseng College online students. Several library resources that are already in place were identified as being useful for our online programs and chronicled in our resource center. Plans are in place to create additional resources to meet the needs of our ever-changing student population. Because the Oviatt Library is ahead of many other university libraries in its use of technology, CSUN’s fully online programs have had robust library support since CSUN’s first online degree program, which began over 12 years ago.

During 2014/2015 CSUN’s online programs were increasingly recognized nationally:

1. The Online M.A. in Educational Administration – k-12 was ranked
   a. 11th by thebestschools.org (2014).
2. CSUN Education programs have been ranked 2nd for Secondary Education and 24th for Elementary Education by GraduatePrograms.com (2014).
3. Master of Social Work program has been ranked
   a. 7th by online.com in the Most Affordable Social Degrees category (2014),
   b. 12th by bestcolleges.com in the Best Online Program MSW category (2014),
   c. 15th by graduateprograms.com in the Top Social Work Schools category (2015),
   d. 16th by bestmswprograms.com in the Online Programs category (2014-2015).
4. Master of Public Administration was ranked
   a. 17th by healthcare-management-degree.net (2014)
5. **External Relations and Special Projects:** In 2014/2015 the College’s external relations strategy will build on the significant gains for CSUN’s positioning and visibility in Greater Los Angeles by reinforcing key relationships established through the College’s Elevate marketing and communications campaign in 2013/2014, and expand the number of productive relationships for CSUN. One goal is to increase contracts for customized educational, training and research. Another goal is to identify more opportunities for CSUN to participate in significant ways in regional grants and larger scale collaborative research projects in areas of importance to CSUN. The College will also push forward the C5 alliance with regional stakeholders through formal marketing and communications tools, and models of effective engagement in economic development. The College will also be the CSUN base for the LACI@CSUN Incubator project. The College will develop a CSUN institute focused on fostering innovation in all aspects of CSUN work, supporting the development of new programs and services, enhancing the reputation of CSUN centers focused on entrepreneurship and innovation, and increasing the visibility and reputation of CSUN as a home/hub of innovation.

The Tseng College redefined the role of the external relations lead and made it a director-level position. Additional support was given to the position in terms of the time of other staff members and the financial resources to attend key regional and national meetings and to support regional memberships and sponsorships that give CSUN access to and visibility with regional business, industry, and economic and community development groups. The return on this investment was very strong as the College was able to expand CSUN’s contacts, open doors for the president and provost, create new working partnerships linked to larger grants and meet educational needs in the region. The College also entered into a contract with The U.S. Commercial Service to provide professional development training for the Los Angeles office. Discussions for contracted customized workforce education with the High Speed Rail Authority were initiated.

Research opportunities from grants resulted from relationships and conversations initiated through the Tseng College, including the P3 grant and funding stemming from the My Brother’s Keeper activities. The strong relationship built by the College with the Annenberg Foundation’s LA n Sync continues to produce large grant opportunities for CSUN. The CSU Innovation
and Industrial Commons proposal conceived and developed by the Tseng College has emerged as an important component of a regional multi-partner grant focused on clean energy, led by UCLA.

The College robustly supports the development of the CSU5 because of its importance to CSUN (which is the lead campus for the CSU5 until 2017) and Greater Los Angeles. The College has made a financial commitment as well as providing in-kind support. The dean of the College serves as the facilitator for the Guides and provides strategic guidance and engagement. The Guide for CSUN is a staff member in the College, and all expenses associated with the CSUN Guide’s activities (time, mileage, conference fees, etc.) are covered by the Tseng College. The College created, financed and produced all current CSU5 marketing materials, including the seal and wordmark, brochures, pop-up banners and tablecloths. Work is nearly complete on the development of a website that the College will host while CSUN is the lead campus. The website has been designed to be moveable to another CSU campus when another campus takes the lead.

The Dean of the Tseng College served as chair of the Los Angeles CleanTech Incubator (LACI http://laincubator.org/) branch on the CSUN campus (LACI@CSUN) Navigation Committee and as a member of the LACI@CSUN Executive Committee. College resources and staff time were provided to ensure a successful launch for LACI@CSUN. The College provides ongoing in-kind staff administrative and client relations support. The Director of External Relations and/or the Dean regularly attend the LACI Leadership Council meetings. The College also purchased a major sponsorship for the LACI GloSho (global showcase) conference.

Working collaboratively with the campus leadership, the College has created a new approach for the campus to foster all aspects of innovation on campus by developing the CSUN Collaborative concept that links the resources of the Tseng College with those of CSUN’s Office of Research and Graduate Studies to support initiatives from within the campus and options emerging from external relations.

6. Financial Goals: Financial goals for 2014/2015 are revenue (with Summer Session) of $38.2M. (Revenue without Summer Session = $27M). Transfer to CSUN goal is $10.7M without instructional pay. Instructional pay should exceed $6.5M – a total goal of over $17M into the CSUN economy.

Despite the delays in planned program starts outlined above, The Tseng College achieved 6% growth in total revenue (with a 9% growth in total enrollment) from 2013/2014 to 2014/2015, with total revenue of $40,261,792 ($28,166,503 without Summer Session revenue included in the calculation). The Tseng College has returned $14,556,339 to the CSUN/CSU economy for 2014/2015 without instructional compensation ($13,824,854 to CSUN and $731,485 to the CSU Chancellor’s Office -- see year end Graphic Report in late July 2015 for
breakdown). The instructional dollars for the year that went to CSUN’s full-time and part-time faculty were $5,987,667, leading to an overall return to the CSUN economy for 2014-2015 of $19,812,521.

In addition, The Tseng College was successful in depositing the final component of the $40,000,000 required to build, furnish and equip CSUN’s new extended university building. While all staff members in the College contributed to this effort, the College’s Executive Director of Business Operations and Finance played a special role, from seeking original approvals at the campus and Chancellor’s Office levels to creating a building fund and carefully managing that fund through the final deposits in 2014/2015. It should be noted that the 2015/2016 budget includes the $6,000,000 needed to renovate some of the Bookstore Complex space into classrooms to support the growth (20% from 2013/2014 to 2015/2016) of CSUN’s Intensive English Program for international students. (Note: This program is a significant source of international students in CSUN’s state-funded degree programs).

7. Operations and Administration: Further streamline administrative and information systems to accommodate rapid growth efficiently. For example, to increase speed of response and remain cost effective, The Tseng College will work with CSUN A&R to develop an approach to handling applications and admissions to CSUN’s two online cohorted baccalaureate degree-completion programs for working adults, similarly to the way applications to CSUN self-support master’s degrees for midcareer professionals are handled. The College will transition the scheduling of the courses in self-support degree programs to comply with changes in the interpretation of the Federal Financial Aid policies in light of CSUN’s Financial Aid unit being authorized as a standard term, rather than a non-standard term. The College will also refine for its own use and then help deploy the new online PeopleSoft based online registration system (AAWS) to 10 other CSU campuses. The College will hire a new technical professional who will focus on providing a regular flow of data analysis and displays easily available to staff, that will support and inform managerial decisions about program management, marketing and recruitment.

The Tseng College worked with A&R to develop an effective approach to reviewing applications (since Tseng College application evaluation staff do not have direct access to the CSUN DARWIN evaluation system) for one of the new online baccalaureate degree-completion programs. This process required the implementation of a May 1 application deadline. For Fall Semester 2015 we will assess this process and work with A&R to refine it in 2015/2016 when they review the applications for Fall Semester 2016. The College’s Associate Dean, working with the Tseng College’ Financial Aid Manager and the Director of the Financial Aid and Scholarship on campus, implemented a new scheduling approach that allows CSUN to retain flexibility in year-round cohorted programs for working adults while complying with changing Financial Aid policies.
CSUN fully implemented PeopleSoft’s component on Applications and Admissions Web Services (AAWS) for both credit and noncredit programs and has made the AAWS implementation technology packages available to the Phase II CSU campuses as they request them (when they are ready to implement).

The College hired a new director for its Information Systems and Services unit who is well prepared to work with CSUN IT to complete the development of a data “dashboard” for the Tseng College in 2015/2016.

8. **Authorization, Approvals and Program Review:** In 2014/2015 the College will complete the U.S. and State Authorization requirements for CSUN's online programs in the various states in which CSUN online students reside. In addition, during the 2014/2015 academic year, four CSUN self-support degree programs will be formally reviewed in keeping with CSUN program review procedures. The College will pay special attention to ensuring that the insights gained through this program review process leads to curriculum changes designed to enhance student achievement in the program, in keeping with program and course learning goals. The large number of programs in development will require special attention to the approval process at all levels to avoid delays that impact the planned start date of programs.

The College made great progress with State Authorization. Through The Tseng College’s efforts, CSUN has received Exemption or Authorization in 41 states. The College has submitted applications for authorization in four additional states. The last five states have a very complicated process, so we anticipate that the process of application will continue into 2015/2016. As an example of the complexity, North Carolina requires a preliminary conference which must take place at Chapel Hill, NC: "The meeting provides an opportunity for us to discuss the full process and hopefully have most of your questions answered. I liken it to a meet-and-greet where we go over the entire process from A-Z. It typically lasts anywhere from 45 minutes to 1.5 hours. Usually any combination of the following individuals will attend: President (or designee), Chief Academic Officer, Compliance or Accreditation Officer, Legal/General Counsel, and the Director/Chair of the degree program being submitted. Let me be clear, not all of those mentioned above have to attend at the same time. This is simply a list of those that represent the institution.” Meeting the requirements for these five final states and gaining the authorization will be undertaken in Summer Term and Fall Semester 2015.

Two of the four programs anticipated for program review were completed, and the pilot conversion documents were submitted to the Chancellor’s Office for conversion to regular status. An additional program in pilot status has completed the self-study and the external review of the program review process. The fourth program’s external review was postponed by the academic college in which the program has its academic home until Fall semester 2015.
9. **International Programs, Partnerships and Procedures:**

**Self-support international programs and services:** In 2014/2015 the College will hire a new director of self-support international programs and partnerships. Other roles in The Tseng College international programs and partnerships units will be redefined to accommodate both the growth of ongoing programs, such as the Semester at CSUN (SAC), and the Intensive English Program (IEP), and also support the development of more robust shorter term contracted programs for the international group. The College will also complete the redesign of the IEP curriculum and train instructors in 2014/2015 to implement it comprehensively in fall 2015. To support the growth of SAC, the College will form strategic partnerships with academic colleges/departments, focusing on specific degree programs and a structured course plan for SAC students in light of enrollment trends over the last year. The College will explore how broader partnerships and program sales can be built with international institutions with which CSUN already has agreements.

The College conducted a search for the director of self-support international programs and partnerships, but has not yet filled the position. This is a challenging position to fill at the salary level approved by CSUN, but the position’s salary was increased and the position reposted with an expanded recruitment effort. The search committee is now reviewing applicants from this second round of the search, with the goal of filling the position by the end of the summer (with a start date in the Fall semester). The College has also restructured the International Programs and Partnerships unit with new working clusters and redefined roles to accommodate program growth (growth of 25% in total revenue from 2013/2014 to 2014/2015) and the goal of continuing that growth, particularly with custom-designed programs and new partnerships. On behalf of CSUN, The Tseng College hosted a group from the Mexican Proyecta 100,000 initiative for intensive academic English multi-week programs in November 2014 (another group will come in July 2015). The College also developed a TOEFL preparation program for Mexican students sponsored by BANAMEX (a bank in Mexico) in June/July 2015. Since redesigned by The Tseng College three years ago, the Semester at CSUN Program (SAC) for international students pursuing degrees at institutions worldwide who wish to spend one (or two) semesters studying abroad has grown rapidly (38% growth in revenue from 2013/2014 to 2014/2015). The College was able to refine and expand working collaborations with academic college/department partners within CSUN to support the growth of the SAC program. The College also developed new partnerships with international universities, most recently with Business and Information Technology School (BITS) in Germany and Jiaxing University in China. The redesign of the IEP program was put on hold until a new director for the unit is in place.

**The Office of the Senior International Officer:** Using the international department liaison, the College will work with deans, chairs and faculty on the full range of
categories of student international travel that the CSU considers subject to CSU policies and processes for CSUN student study abroad. The CSUN policies and procedure for student international travel will be updated to include the new risk management process developed in collaboration with the CSUN risk manager.

CSUN has long documented student travel internationally when such travel was part of a formal CSUN travel/study course or part of the CSU’s Study Abroad program. But, CSUN has been less consistent in recording travel related to CSUN international exchange agreements and/or student travel for CSUN related research and/or course work when individual students undertake such travel rather than as part of a full class. Many of these gaps were closed with new approaches starting January 2013 when the role of Senior International Officer was reassigned to the dean of The Tseng College. But some of these approaches needed further refinement. The Office of the Senior International Officer (OSIO), working in collaboration with CSUN’s International Education and Student Exchange Center in Student Affairs, will create each year a report of tCSUN students traveling via student exchange. Using this report, CSUN’s OSIO will establish a process of reviewing all student exchange reciprocity by November 15 of each year. This will allow the Deputy SIO to contact CSUN’s partner institutions and inform them of the number of exchange student CSUN will accept for the upcoming 12 months.

Because of CSUN’s new policy requiring all international students to purchase travel insurance through CSUN’s Office of Insurance and Risk Management, the OSIO has been better able to capture more of those individual students planning to travel internationally for research, course work, or an academic experience and develop a noncredit registration approach that provides long-term record of the travel as required by CSUN policy. The OSIO is also working with individual departments that have students who travel more frequently for research and course work to develop processes for capturing records of this individual travel. The OSIO worked closely with the Provost’s Office to refine the approval process for students traveling with or without faculty. OSIO refined the approval and record retention procedures and will develop a component of the All Things International website in summer 2015 to publish these new procedures. This web page will also provide OSIO with a place to publish an annual report identifying student travel for an academic experience (travel study more broadly considered in keeping with CSU current policy).