

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 8:00 a.m., Wednesday, September 22, 2010
Glenn S. Dumke Auditorium

Debra S. Farar, Chair
Carol R. Chandler, Vice Chair
Roberta Achtenberg
Nicole M. Anderson
Kenneth Fong
Margaret Fortune
George G. Gowgani
Melinda Guzman
William Hauck
Raymond W. Holdsworth
Linda A. Lang
A. Robert Linscheid
Peter G. Mehas
Henry Mendoza
Lou Monville
Glen O. Toney

Consent Items

Approval of Minutes of Meeting of July 13, 2010

Discussion Item

1. Graduation Initiative Update, *Information*
2. Academic Plan Update for Fast-Track Program Development, *Action*
3. Professional Science Master's (PSM) Degrees, *Information*
4. California State University Nisei Diploma Project, *Information*
5. Opportunities to Expand the Role of Extended Education, *Information*

**MINUTES OF MEETING OF
COMMITTEE ON EDUCATIONAL POLICY**

**Trustees of The California State University
Office of the Chancellor
Glenn S. Dumke Auditorium
401 Golden Shore
Long Beach, California**

July 13, 2010

Members Present

Debra S. Farar, Chair
Carol R. Chandler, Vice Chair
Kenneth Fong
Margaret Fortune
George G. Gowgani
Melinda Guzman
William Hauck
Raymond W. Holdsworth
Linda A. Lang
A. Robert Linscheid
Peter G. Mehas
Lou Monville
Charles B. Reed, Chancellor
Glen O. Toney

Trustee Debra S. Farar called the meeting to order.

Approval of Minutes

The minutes of May 11, 2010, were approved as submitted.

Report on Voluntary Self-Monitoring of Equal Opportunity in Athletics for Women Students

This item highlighted the achievements in the increase of women participation in athletic sports, grants-in-aid and scholarships, and funding of women's athletic programs. The gap has been closed between female undergraduate enrollment and female student-participation; it is now within 0.4 percent of a difference between those who are in the student body as compared to the number who compete in intercollegiate athletics. Expenditures for women's programs in a one-

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year period increased by \$4.5 million over the previous year, and grants-in-aid have increased by \$1.1 million over the previous year.

Twenty of 20 NCAA member campuses exceeded participation and expenditure goals and 16 of the 20 campuses met or exceeded their goals for grants-in-aid. No campus has been out of compliance with participation or expenditures for two consecutive years. Three campuses were out of compliance for two or more years in grants-in-aid. All three campuses have submitted plans that were reviewed by the monitoring committee.

Chancellor Charles B. Reed noted that this is the single best report of his 12 years at the Chancellor's Office and requested that Karen Zamarripa provide the report to the legislature.

Trustee Carol R. Chandler inquired about the difference between the CALNOW and Title 9. President John D. Welty indicated that Title 9 is more stringent in proportionality than CALNOW in terms of being within 1 percent of participation in grants-in-aid and 5 percent of expenditures.

COMMITTEE ON EDUCATIONAL POLICY

Graduation Initiative Update

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Jeff Gold
Director
Academic Technology Services

Ken O'Donnell
State University Associate Dean
Academic Programs and Policy

Robyn Pennington
Director
Quality Initiatives

Summary

In the year ahead, leadership of the CSU Graduation Initiative will focus on strategies to reduce achievement gaps and sustain recent momentum to raise overall graduation rates. In October 2010, the team will host two regional workshops to focus on closing achievement gaps. Participants will hear from Provost Larry Abele of Florida State University and Provost Emeritus Ron Henry from Georgia State University, both recognized nationally for their success with Under Represented Minority students (URMs).

Throughout the year, the CSU Executive Vice Chancellor and Chief Academic Officer and staff will visit each CSU campus to check on progress, identify challenges, and look for opportunities for systemwide collaboration to improve student success. One likely area: harvesting data in the Common Management System toward providing campuses with benchmarked reports of their own students' progress toward graduation, using milestones and leading indicators such as time to remediation, grade point average (GPA), units scheduled per term and time to declare major.

Background

As part of the national *Access to Success* campaign, the CSU has committed to raising its graduation rate by eight percentage points and halving its achievement gaps by 2015. Last October, each campus president and provost agreed to institutional targets that, if met, will bring the system to its goal. Two months later, each university submitted an action plan, and since then staff from the Office of the Chancellor have monitored and guided progress.

As we approach the one-year anniversary of the initiative two trends are clear: the CSU is likely to exceed its graduation rate goal, but the achievement gap is widening rather than shrinking. The initiative leadership is looking for ways to consolidate and build on recent gains, and to address the persistent achievement gaps.

COMMITTEE ON EDUCATIONAL POLICY

Academic Plan Update for Fast-Track Program Development

Presentation By

Christine Mallon
State University Dean
Academic Programs and Policy

Summary

In January of each year, campuses may expand their academic plans by submitting a list of proposed degree-program projections, which are recommended for trustee approval at the March meeting. Approved projections signify that the trustees have approved campus development of a degree proposal, which must then be reviewed and approved by the chancellor. In addition to the March updates to the campus academic plans, policy also allows for the June submission of “fast-track” degree program projections for trustee consideration at the September meeting. Fast-track proposals can include only bachelor’s and master’s degree programs that can be implemented without major capital outlay, that do not require accreditation approval, and that will require no expenditure beyond the campus’ existing resources. Trustee approval at the September meeting allows the chancellor to approve the program proposals for implementation following a system-level review.

This fast-track process is one of a handful of mechanisms that facilitate responsive program planning, allowing the campuses to provide a timely response to the state’s changing workforce needs. To be proposed via fast track, a degree program must meet all of the following six criteria:

1. The proposed program could be offered at a high level of quality by the campus within the campus’ existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis.
2. The proposed program is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency.
3. The proposed program can be adequately housed without a major capital outlay project.
4. It is consistent with all existing state and federal law and trustee policy.
5. It is either a bachelor’s or master’s degree program.

6. The proposed program has been subject to a thorough campus review and approval process.

Proposals for the following programs meet required fast-track criteria, and the campuses have indicated that the programs will be supported by sufficient faculty, facilities, and information resources.

Sacramento	BA Women's Studies	(state support)
Sonoma	MA Organizational Development	(self support)

Recommended Action

The following resolution refers to changes proposed to the campus academic plans approved by the Board of Trustees in March 2010 and includes customary authorization for newly projected degree programs. The following resolution is recommended for adoption:

RESOLVED, by the Board of Trustees of the California State University, that the California State University, Sacramento academic plan degree projections (listed in Attachment A, Agenda Item 3 of the March 16-17, 2010 meeting of the Committee on Educational Policy) be amended to include a projected Bachelor of Arts degree with a major in Women's Studies, with a fall 2010 implementation date; and further be it

RESOLVED, by the Board of Trustees of the California State University, that the Sonoma State University academic plan degree projections (listed in Attachment A, Agenda Item 3 of the March 16-17, 2010 meeting of the Committee on Educational Policy) be amended to include a projected Master of Arts degree with a major in Organizational Development, with a fall 2011 implementation date; and be it further

RESOLVED, that each degree program newly included in the campus academic plan is authorized for development, with proposed implementation at approximately the dates indicated—subject in each instance to the chancellor's determination of need and feasibility, and provided that financial support, qualified faculty, facilities, and information resources sufficient to establish and maintain the programs will be available.

COMMITTEE ON EDUCATIONAL POLICY

Professional Science Master's (PSM) Degrees

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Elizabeth L. Ambos
Assistant Vice Chancellor
Research Initiatives and Partnerships

Summary

The Professional Science Master's (PSM) is an innovative two-year graduate degree program that has rapidly developed in response to dynamic workforce needs. PSM signature elements include rigorous science and business administration coursework, coupled with applied research and project-based learning in an industry, business, or non-profit internship setting. The PSM fills a pressing need for California's (as well as the nation's) Science, Technology, Engineering, and Mathematics (STEM) infrastructure and innovation agenda: preparation of highly trained scientists who can function effectively in a corporate environment. Since their inception in 1997, PSM programs have been notably successful, with more than 200 now operational across the United States.

The California State University (CSU) is a national leader with respect to PSM program development. The CSU has garnered significant external support to expand and sustain its PSM programs, which collectively represent about 10 percent of the PSM programs in the United States.

With more than \$1.3 million in catalytic funding from the Alfred P. Sloan Foundation granted to the CSU during the last four years, CSU PSM programs have expanded rapidly to meet the needs of students and California's businesses and industries. With more than 150 degrees awarded in 2008-2009, the CSU PSM initiative is on track to train more than 1,200 professionals in the state's highest economic growth sectors during the next five years.

Located on 18 campuses and enrolling more than 500 students, there are currently 25 Professional Science Masters' (PSM) programs within the CSU (for more information on the CSU PSM programs, please see <http://www.calstate.edu/psm>). They include programs in

assistive and rehabilitative technologies, bioengineering, bioinformatics and medical informatics, biostatistics, biotechnology, communication and photonics, computer hardware and software, computational science, environmental sciences, forensic science, genetic counseling, and stem cell research training. Partnerships with industry focus distinctly on workforce needs. As an example, in the life sciences sector, the programs are designed to meet critical dimensions of California's pharmaceutical, diagnostics, medical devices, and applied bioscience research firms.

Highly affordable and accessible, many CSU PSM programs are designed to fit the schedules of working professionals. Many of their employers see the programs as valuable, affordable and effective ways for employees to upgrade skills and knowledge and thereby foster individual career advancement, corporate success and critical innovation. Thus, employers often pay part or all of students' program fees, increasing the accessibility of PSMs.

The CSU's approach to PSMs is innovative and flexible. It leverages existing institutional investments in systemwide CSU Programs for Education and Research in Biotechnology (CSUPERB); academic technology and online education infrastructure; and linkages among Colleges of Sciences, Engineering and Business. CSU PSM candidates participate in applied research in industry settings through internship programs, as well as with CSU faculty mentors. Special outreach efforts focus on recently discharged military veterans.

A top-level executive board, established by the CSU to provide guidance to its PSM programs, includes industry leaders from Abbott, BD-Biosciences, Cisco, Edison International, Genentech, Gilead, Hewlett-Packard, Life Technologies, Pacific Gas and Electric, Pfizer, Sony and Qualcomm, as well as the CSU chancellor and six campus presidents.

In addition to the support garnered from the Alfred P. Sloan Foundation, CSU PSM campuses this year acquired \$2.1 million in funding from the National Science Foundation's (NSF) Science Master's Program (SMP). The only California institutions receiving support from the NSF SMP were CSU campuses: Humboldt State, San Francisco State and San Diego State (with partners CSU East Bay, Chico and San José State), representing 14 percent of the total funding for this prestigious national program.

With strong enrollments, high rates of job placement after degree completion, and significant faculty and administrative leadership, the CSU PSM programs contribute significantly to California's economic growth and innovation agenda. The CSU PSM programs clearly demonstrate CSU's commitments in its strategic plan, *Access to Excellence*, to address the post-baccalaureate needs of working professionals and to prepare future technical leaders for the state's high-growth industry sectors.

COMMITTEE ON EDUCATIONAL POLICY

California State University Nisei Diploma Project

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Colleen Bentley
Director of Special Projects

Summary

Mindful of the mission and responsibility to the residents of the state, the California State University Board of Trustees unanimously voted on September 23, 2009, to award special Honorary Bachelor of Humane Letters degrees to CSU students of Japanese ancestry whose college educations were disrupted due to their forced removal from the West Coast and incarceration during World War II.

Since that time, the Office of the Chancellor has worked closely with Assembly Member Warren Furutani, author of Assembly Bill 37; many Japanese American community organizations; and six CSU campuses to locate an estimated 250 Japanese Americans who were enrolled in 1941-1942. Campus representatives from Fresno, San Diego, San Francisco, San José and San Luis Obispo worked tirelessly to correspond with the former students and plan spring commencement ceremonies to award the honorary degrees. Dominguez Hills also held a ceremony for Los Angeles-area Nisei who could not travel to their home campuses. A total of 123 Nisei students were awarded degrees. For those who were able to attend, it was their moment to dress in a cap and gown and accept their long overdue degree. Campuses plan to continue their search for students and award degrees on an ongoing basis.

These degrees have given many Nisei students and their families a sense of closure for the past injustice and have inspired many to learn more about this period of history. In May 2010, the CSU was awarded a grant from the California Civil Liberties Public Education Program (CCLPEP) to continue gathering CSU Nisei stories and develop videos and other materials that will be used for educational purposes.

This presentation reflects a glimpse of the special ceremonies. Additional personal stories, news coverage, and photos and videos can be found at our website: www.calstate.edu/nisei.

COMMITTEE ON EDUCATIONAL POLICY

Opportunities to Expand the Role of Extended Education

Presentation By

Ephraim P. Smith
Executive Vice Chancellor
and Chief Academic Officer

Shelia A. Thomas
State University Dean
Extended Education

Executive Summary

At the June 2010 Board of Trustees Finance Committee meeting, Trustee Margaret Fortune requested that a report on exploring the option of expanding Extended Education to increase student enrollment at the CSU be presented at the September meeting. This item is in response to that request.

According to *Access to Excellence* (2008), the mission of each of the institutions that comprise the California State University (CSU) is to provide affordable access to education that is high quality, learning-centered, and outcomes-based. The mission of Extended Education is to support and extend the mission of the CSU with quality programs that are affordably priced. The CSU has been and remains the state's most cost-effective investment in terms of producing baccalaureate degrees per dollar of public investment. Due to the growing workforce requirements for postsecondary degree attainment, greater proportions of the population now need access to some form of postsecondary education. Degree requirements for knowledge-based jobs increasingly extend to master's and professional degrees, and continuing education. Continuing adult education for skills-enhancement, applied master's programs, and professional degrees and certificates are in high demand.

While remaining fully committed to providing affordable access to public higher education, the CSU has been plagued by fiscal challenges for much of the past decade. CSU revenue from the state has steadily decreased since 2007-2008, and general fund support has fallen by \$621 million. These budget reductions require the establishment of plans to reduce enrollments by nearly 33,000 full-time equivalent students. In total, the CSU faces a potential \$588 million shortfall as we move into the 2010-2011 fiscal year (the 2010-2011 budget could impact this figure).

In response to these challenging fiscal times, a study was commissioned to review potential avenues of expansion for Extended Education to meet the needs of CSU students and working professionals, and to supply an educated workforce for California. In the marketplace we will face in the next few years, the demand for postsecondary degree attainment will grow, not only to offer direct pathways to employment, but more students and employers will likely place value on programs that offer credit and first steps toward completion of a credit degree or certificate. More pathways that link near-term career entry or preparation to higher stages of educational attainment will be necessary. (*Innovations for Tomorrow*, Commission on the Extended University, July 2010).

Potential Avenues for Expansion

A series of broad categories position the potential avenues of expansion through Extended Education within the broader framework of the CSU's mission.

Category 1: CSU and the Role of Extended Education

- The CSU and Extended Education are governed by legal requirements, board policies, Executive Orders and other directives.
- While the CSU faces a potential \$588 million revenue shortfall for 2010-2011, affordable access to public higher education is always a priority.
- Self-support programs, offered through Extended Education, support the mission of the CSU to provide affordable access while not limiting access to state-supported programs.
- Summer sessions 2010 was offered through Extended Education to help meet student needs. Fees for self-support summer sessions were less than normal for Extended Education. On most campuses, fees consisted of the State University Fee plus an instructional support fee.
- In 2008-2009, Extended Education processed 266,706 registrations, with 16,115 FTES representing students taking courses for credit through high quality and affordable programs.
- Students enrolled in special sessions degree programs through Extended Education are eligible for all types of financial aid except the state Cal Grant and the CSU State University Grant (SUG).

Category 2: Competitive Advantages and Barriers to Further Expansion of Extended Education

- The CSU has a long established history, strong name recognition and a proven record of educating California's workforce. These distinguishing features set it apart from other institutions.
- Collective bargaining agreements, legal issues and policies would need to be amended to support expansion of Extended Education.
- CSU faculty appear to receive compensation at a higher rate than proprietary competitors.
- Offering more programs online would require a financial commitment to improve infrastructure.
- The average annual tuition for the proprietary institutions in the study is \$13,082; for the CSU, it is \$4,827. The average annual tuition for an Extended Education undergraduate degree completion program is \$7,290 and for a master's degree, \$12,390.
- The average six-year graduation rate for proprietary institutions is 26 percent; for the CSU, it is 48 percent.
- Proprietary institutions seem to serve a niche in the college-going population, but these students are more likely to be the working adult population also served by Extended Education.
- Extended Education is meeting the educational needs of students who are seeking career advancement but understand the value and benefits of obtaining their education from the CSU.

Category 3: Extended Education Serving Students and Working Professionals

- In addition to existing programs, Extended Education can assist the CSU in meeting its core academic mission by focusing on:
 1. Remediation courses (Early Start Program)
 2. Bottleneck courses (those in high demand)
 3. Online courses for students who leave before graduating (stop-out students)
 4. Open University for "super seniors," stop-out, disqualified and international students plus community members
- Extended Education currently serves the diverse workforce through a variety of programs and delivery methods, but new efforts will require developing partnerships and working relationships to provide pathways for specific careers.
- Extended Education currently offers 149 special sessions degree programs in high-demand fields such as business, healthcare and nursing, biotechnology, criminal justice and education, enrolling 16,115 annual full time equivalent students (FTES) in 2008-2009 in courses for credit.

- Developing more flexible and well-crafted educational paths across the curriculum will be important for the future of CSU Extended Education.
- Extended Education has considerable experience with online courses and degree programs that will be highly valuable as the CSU works to expand and bring to scale technology-mediated programs.
- Master's degree and credential programs would be the programs most readily launched online in a short amount of time.
- Online education can be an expensive venture with associated costs for faculty, technology and support. Finances, collective bargaining and legal issues would need to be explored to expand programs.
- CSU Presidents Rollin Richman and John Welty are leading a task force looking into the expansion of online courses/programs to better serve underserved areas and people; increase the number of graduates in STEM fields; provide additional opportunities for working professionals and non-traditional students; and to compete effectively with other institutions that already offer online programs or are exploring such options. This study will offer alternatives to non-matriculated students.

Conclusion

There is considerable potential for Extended Education to be expanded to play a more significant role in increasing enrollment and ensuring student success. There are also incentives for matriculated students and working professionals to utilize Extended Education programs more frequently if they are on an accelerated path to degree or certificate completion. Extended Education's role is to support the mission of the CSU, complementing CSU programs with its own programs that together will benefit students and the state with affordable pricing and programming desired in the marketplace. Extended Education can assist the CSU priorities of (1) Early Start by offering remedial courses; (2) Graduation Initiative by providing courses for "stop-out" students, "super seniors" and others; (3) *Access to Excellence* by helping reduce the achievement gap, among other priorities; and (4) with President Obama's and many national organizations' goals of producing more college graduates in the coming decade. On the other hand, there are barriers to this expansion, including changes to collective bargaining agreements, Executive Orders and the Education Code. These are not insurmountable, however, and should be studied without delay if the CSU is to be competitive in this environment of for-profit and private institutions offering what the CSU can often better provide. Expanding Extended Education opportunities while staying true to the CSU mission will clearly benefit students and the state.

Opportunities for Expanding the Role of Extended Education

The Missions of the CSU and Extended Education

The California State University and its Extended Education divisions developed simultaneously as the CSU grew from its beginnings in 1857 as a normal school. The mission of the California State University is multi-faceted: (1) to advance and extend knowledge, learning, and culture, especially throughout California; (2) provide opportunities for individuals to develop intellectually, personally, and professionally; (3) prepare significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future; (4) encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study; (5) offer undergraduate and graduate instruction leading to bachelor's and higher degrees in the liberal arts and sciences, the applied fields, and the professions, including the doctoral degree when authorized; (6) prepare students for an international, multi-cultural society; and (7) provide public services that enrich the university and its communities.

The mission of Extended Education is to support the core academic mission of the CSU. As noted in *Innovations for Tomorrow*, Extended Education increases access to the educational opportunities of the CSU through innovation and use of a full range of options to ensure student success: effective curriculum development, new programs for a changing economy, instructional strategies, delivery modes and funding sources. Graduate education is becoming a requisite for leadership and/or advancement in a wide range of professional fields, so such programs are a core part of campus Extended Education offerings. Fees are higher in Extended Education for a variety of reasons that will be discussed later in this report, but for many students, it is the access to these programs – both at the CSU and at private or for-profit institutions – that can outweigh the higher cost. (See Attachment B for the history of Extended Education.)

In these challenging fiscal times it is critical to review potential avenues of expansion for Extended Education to meet the needs of CSU students and working professionals, and to supply an educated workforce for California. A series of broad categories examine the potential avenues of expansion of Extended Education and its position relative to increasing enrollments and generating revenue for the CSU: (1) CSU and the Role of Extended Education; (2) Competitive Barriers and Advantages to further Expansion of Extended Education; and (3) Extended Education Serving Students and Working Professionals.

What are the legal requirements, Board policies, Executive Orders and other directives that govern Extended Education?

Article 40 of the Collective Bargaining Agreement (CBA) between the CSU and California Faculty Association (CFA) governs the terms and conditions of employment for those faculty who teach credit-bearing Extended Education courses. Individuals who teach non-credit bearing courses through Extended Education are not covered by the Agreement as this type of faculty work is not recognized as bargaining unit work under the collective bargaining statute. For courses offered in the summer, the agreement guarantees that regardless of whether the work is offered through a state-supported or self-supported program, faculty who have appointments during the academic year are to be compensated based on a proportion of their regular academic year salary. Article 21 of the CBA addresses summer sessions, including self-supported programs.

All revenues received from extension programs, special session and other self-supporting instructional programs may only be used for the support and development of self-supporting instructional programs. [Education Code section 89704]

Self-supporting instructional programs may not supplant regular course offerings available on a non-self-supporting basis during the regular academic year. [Education Code section 89708] In the recent Hayden student fee lawsuit, CSU took the position that the prohibition against “supplanting” has traditionally been interpreted to mean that self-support courses can never take the place of state-support courses that are necessary to achieve a CSU degree. For example, a course is deemed to “supplant” a regular course offering if it is only offered during a self-support session and is necessary to graduate. In addition, Executive Order 1047 on special sessions expands the prohibition to provide that self-supporting instructional programs shall not be offered at times or places that are likely to supplant or limit offerings of the state-supported program; and it provides that self-support courses can be offered during summer sessions or inter-sessions between terms in which state funding is unavailable.

How many potential students do we think we can enroll in 2010-2011 in Extended Education programs?

It depends on the types of programs, policies and resources. In 2008-2009, the latest year for which figures are available, Extended Education processed 174,665 registrations for Open University, degree programs and other credit activity, and 92,000 registrations for students

enrolled in non-credit and professional development activities for a total of 266,706 registrations, which is consistent with Extended Education activity over the past three years.

Extended Education has served greater numbers of students in the past, largely due to summer sessions (pre-year round operations) and available seats through Open University. More precise enrollment management at the campus level has increased the fill rates for courses yielding fewer seats for non-matriculated students.

There has been growth in special sessions degrees, with an approximate 50 percent increase in degree program registrations between 2007-2008 and 2008-2009. Most of this growth has been at the master's degree level, with some programs created in response to the Chancellor's Office initiatives in nursing and healthcare, biotechnology, transportation, green/sustainability, Professional Science Masters, emergency management and homeland security. There has also been a slight increase in the number of online bachelor's degrees and degree completion programs offered. It is evident that growth in Extended Education is possible. Current policies, legal issues and collective bargaining are areas of consideration if growth is to continue.

How many students did the CSU turn away in 2010? Where did those students go?

With an all-time high number of fall 2010 undergraduate applications (more than 580,000) to 23 CSU campuses, many CSU-eligible applicants have been disappointed in not receiving admission to their campus of choice. Until final admission and enrollment data are collected later in the fall, we won't know how many were extended offers to another CSU campus. Historically, between six to eight of every 10 of these eligible applicants were admitted to at least one CSU campus; if this trend continues, between 25,000 and 50,000 eligible applicants to the CSU will not have been admitted anywhere in the CSU for fall 2010. Most of these students were upper-division transfer students. A study is underway that will provide data which are more precise and include information on where these students went. It will be available by the end of the 2010 calendar year.

What is the anticipated revenue shortfall as we move into fiscal year 2010-11?

The fiscal challenges that have plagued the CSU for much of 2000-2010 continue as we enter the 2010-2011 fiscal year. CSU revenue from the state's General Fund has steadily decreased since 2007-2008. The CSU was forced to raise fees for resident students and nonresident students. In addition, the 2009-2010 budget reductions continuing into fiscal year 2010-11 require the establishment of campus budget reduction plans that reduce enrollments by nearly 33,000 full-time equivalent students (FTES). Although necessitated by the loss of state funds, the enrollment drop resulted in a net fee revenue loss of \$104 million as we entered fiscal year 2010-2011. Projected mandatory cost increases add an additional \$22 million to CSU's effective revenue shortfall entering 2010-2011. In total, the CSU faces a potential \$588 million revenue shortfall as

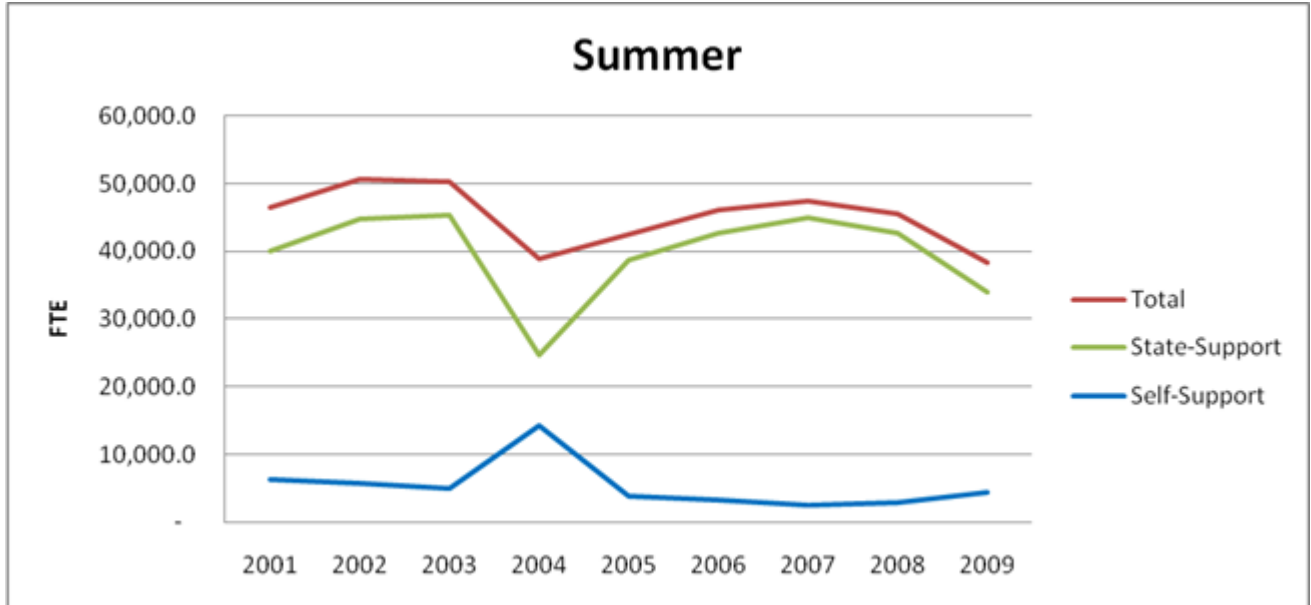
we move into the 2010-2011 fiscal year. This potential shortfall assumes no restoration of the \$305 million as proposed in the Governor's Budget and no additional funding for enrollment growth. The shortfall also does not reflect any fee increases for 2010-2011, although the Board of Trustees has enacted a 5 percent increase effective fall 2010 (The 2010-2011 budget could impact the \$588 million figure).

How does state support summer sessions compare with self-support summer sessions?

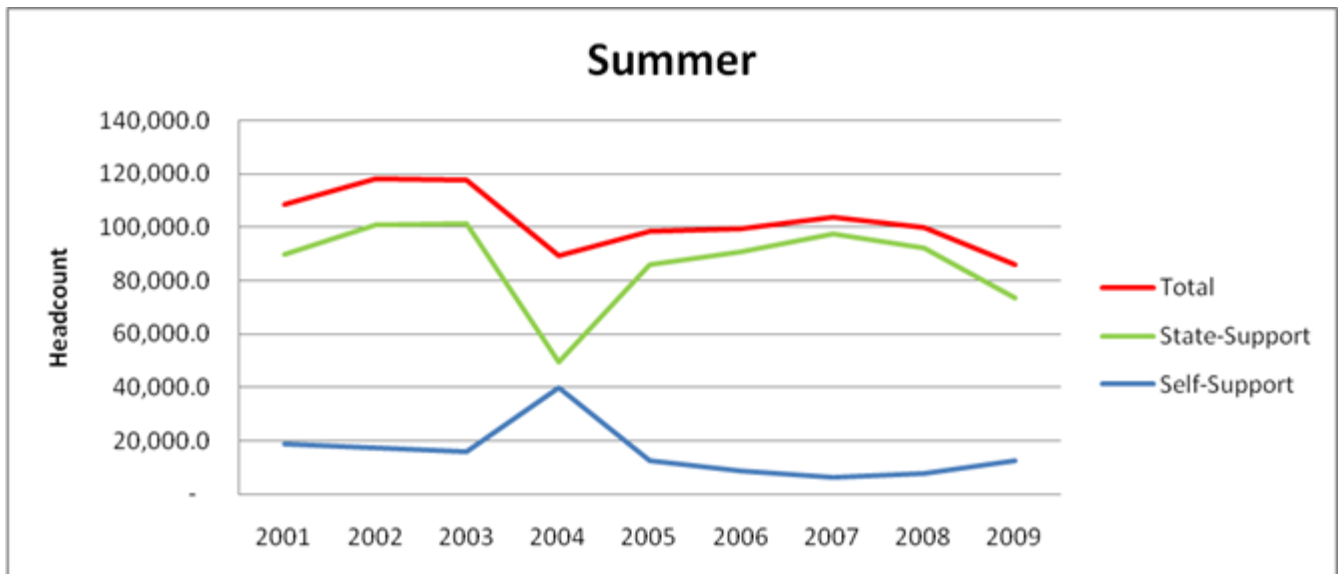
This preliminary information on reported summer and college year (CY) instruction compares and combines self- and state-supported enrollments to assess capacity. The purpose of this assessment is to understand the extent to which Extended Education has been attractive to matriculated students, especially during the summer, which historically has been the most attractive self-support period for CSU students. (See Attachments C and D for summer 2008 enrollments, the most recent "normal" year for complete statistics.) Summer 2010 information will be available at a later date, and summer 2009 was very untypical so is not included.

Summer instruction for CSU matriculated students (essentially students who are admitted to and enrolled in programs leading to degrees) reached its height in summer 2002 – at almost 51,000 term full-time equivalent (FTES) of instruction taken by almost 120,000 students. More than 85 percent of the instruction was in state-support; thus 15 percent was in self-support.

Reductions in state funding for instruction and increased faculty costs have affected state-support summer instruction. Fees and faculty/staff factors also have affected the extent to which self-supported instruction during the summer could mitigate reductions in state funding for instruction. Even at its peak in the late 1990s, self-support summer instruction (largely at CSU semester campuses) did not exceed the summer term FTES of instruction provided at the historic six year-round operation (YRO) quarter campuses (13,000 FTES self-support versus 17,000 FTES state-support for a total of 30,000 term FTES).



The overall state-supported and self-supported instructional level peaked in summer 2002 at 50,700 term FTES (annual FTES is less than 25,000 FTES). The number of students attending during the summer likewise peaked in summer 2002 at 118,300 students.



For many years, six year-round operation (YRO) quarter campuses offered the only state-supported instruction during the summer. Summer 1999 was the first term in which the CSU began to encourage other CSU campuses to convert to state-supported summer instruction, or

put differently, summer 1998 was the end of the six-YRO era. Self-supported FTES in regular summer sessions, contract summer sessions, and special session degree programs “peaked” in summer 1999 (the first summer of experimentation) at 12,800; the state-supported summer term FTES was almost 17,000. Together 29,850 FTES of instruction was taken in summer 1999.

Can we provide financial aid for Extended Education students?

To be eligible for financial aid consideration, two tests must be met:

1. Applicants must be “regular” students
2. They must be in an “eligible program”

For the CSU a regular student is one who has been admitted through the normal admissions process. An eligible program in accordance with federal regulations is a program of at least one-year in length that leads to a degree or certificate (or other recognized educational credential) and prepares students for gainful employment in a recognized occupation.

In general, the federal student aid programs are the main programs available to students enrolled through Extended Education. Within the CSU, the following federal programs are available:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)*
- Federal TEACH Grant*
- Federal Work-study*
- Federal Perkins Loan*
- Nursing Loan*
- Federal Direct Stafford Loans
- Federal Direct Parent Loans

*Limited allocations to campus, with specific eligibility criteria

Two major programs are not available to Extended Education students:

1. State Cal Grant
2. CSU State University Grant (SUG)

Both Cal Grant and the State University Grant require that a student be assessed “mandatory systemwide fees” (State University Fee) to be eligible for aid. Extended Education fees are

separate and distinct from the State University fee and thus not eligible for reimbursement by either a Cal Grant or SUG.

Because Extended Education is a self-support program, students typically pay higher fees, which in combination with fewer aid programs available, can create financial challenges and a greater reliance on student loans. Conversely, since many students enrolled in special session degree programs through Extended Education are working professionals, they may have other financial resources available such as employer tuition reimbursement or Veterans' benefits.

What are the barriers to CSU entering the market and further expanding Extended Education? Can we compete with the “for-profits” that sell convenience?

The core mission of the CSU, with strong support from Extended Education, is to provide access to quality and affordable public educational opportunities. The CSU has a long established history, strong name recognition and a proven record of educating California's workforce. These distinguishing features set it apart from other institutions that do not share these attributes.

The question of barriers and competition can be answered simultaneously. The two key areas for consideration are collective bargaining and legal issues. The collective bargaining agreement contains requirements to pay a minimum salary for work performed on credit-bearing courses. In building its fee structures, Extended Education also must take into account labor costs of other (non-instructional) personnel, including reimbursement costs for any university employees who spend a portion of their time on Extended Education, as well as program development costs. For example, Extended Education could contract with a faculty member to develop a new course and could employ IT professionals to support online or other technology-mediated offerings. All of these added costs would need to be factored in to determine whether the CSU can compete in a specific market against for-profit or private institutions.

CSU faculty appear to receive compensation at a higher rate than our for-profit competitors. The average CSU lecturer teaching in state-support makes close to \$5,000 a course, while full professors make \$9,000 to \$10,000 per course, based on 15 instead of 12 units a semester. The Extended Education salary schedules are slightly lower, with full professor compensation set at \$8,000 per course. The CSU also provides a full range of benefits for employees. Many faculty teaching at for-profits are part-time employees with few if any benefits. In this past summer session, all faculty teaching in self-support received the higher salary.

Under the Education Code, self-support instructional programs may not supplant regular course offerings available on a non-self-supporting basis during the regular academic year. Currently, Article 40 of the collective bargaining agreement also provides that for courses previously offered through regular state support (General Fund) curriculum, the first hiring preference shall be given to certain lecturers whose entitlements for work were not met in the previous academic

year. In addition, Article 40 also provides that faculty who develop credit-bearing courses that are offered through Extended Education shall have the right of first preference to teach those courses. As noted above, in many cases the first step in program development is to hire a faculty member to develop courses for the new program.

Offering more programs online, similar to what many for-profits provide, would take a financial commitment on the part of campuses to improve the infrastructure necessary to support these programs. Extended Education departments at many of the campuses are currently facilitating online learning as a service to the campus. As noted above, faculty participation is key to program development and has an associated cost. While there is capacity within Extended Education to deliver more online programs, this growth is tempered by the collective bargaining and legal issues noted above.

Who are the major competitors of the CSU? How can we best test our assumptions about the competition? How much do our competitors charge? How much can we charge?

While it is difficult to compare the CSU to institutions with different missions, six institutions were identified for comparison for this report: three private for-profit (University of Phoenix, National University, DeVry University) and three private not-for-profits (University of Southern California, Loyola Marymount University and Pepperdine University). All of these four-year institutions have regional accreditation, including four with the Western Association of Schools and Colleges (WASC). They all offer bachelor and master's degrees and a few offer associate, doctorate and first professional degrees. All of them offer some or all of their courses online.

While the CSU offers a breadth of degree programs for students interested in most any intellectual area, these for-profit institutions typically concentrate in the areas most desired for employment including business, computers and information systems, engineering, communication and health-related professions. (See Attachment E for detailed comparisons.)

- The combined enrollments at all six institutions are less than one-third of the CSU's total enrollment.
- Reported six-year graduations rates are lower at the private for-profit institutions than at the CSU campuses (26 percent at for-profit versus 48 percent for CSU).
- At the same time, the yearly tuition rates are at least double the CSU State University Fee, and in some cases are seven times higher than the CSU fee (\$4,827 vs. \$13,082).
- The average CSU Extended Education undergraduate degree fee is \$7,290 and \$12,390 for a master's degree.

- Reported financial aid default rates are at least twice as high as the CSU for these competitors and in some cases six times higher than the CSU.

While demand for public higher education in California has never been higher, the resources to accommodate the demand are in jeopardy. The for-profit institutions in particular seem to be serving a niche in the college-going population, but it is unclear if this is the same population that would seek a public education if the CSU had capacity. A further study of where students go who are turned away from the CSU is underway, and will be available at the end of calendar year 2010.

Many students who attend private for-profit institutions may not be seeking the stereotypical college experience due to work and life commitments. Many are focused on career advancement and are willing to pay more for the convenience of flexible scheduling, credit for life-long learning, online courses and accelerated program formats. However, students are still attracted to the CSU because of the high value for the cost as well as the importance of completing programs both recognized and accredited by industry as well as other similar colleges and universities.

The CSU, through Extended Education, serves students, especially working professionals, through special sessions degree programs offered at times, places and locations that are convenient for the working adult. In 2008-2009, Extended Education had 16,115 FTES students enrolled in courses for credit including degree programs such as business, healthcare, biotechnology, professional science masters, nursing, information systems and education. Through Extended Education, the CSU is meeting the educational needs of students who are seeking career advancement but understand the value and benefits of obtaining their education from their local public higher education institution.

What legislative or systemwide changes do we need enacted to serve students and working professionals through Extended Education?

Article 40 of the Collective Bargaining Agreement (CBA) between the CSU and California Faculty Association (CFA) governs the terms and conditions of employment for those faculty who teach credit-bearing Extended Education courses. To expand the scope of self-support programs beyond the limitations of the CBA, the agreement would need to be amended.

To be able to use revenues generated from self-support programs for purposes other than those stated earlier, Education Code section 89704 would need to be amended. The following Executive Orders would also need to be amended:

- 1047– Special Sessions
- 805 – Policy Governing the Enrollment of Non-Matriculated Students in CSU State-Supported Courses and in CSU Self-Support Special Session Courses

- 794 – Financial Management of Extended Education
- 341 – Use of Surpluses in the Continuing Education Revenue Fund

To be able to expand the scope of self-support programs beyond the limitations imposed by Education Code section 89708 referring to “supplanting” state-support programs with self-support programs, that section would need to be amended, as well as Executive Order 1047 dealing with special sessions.

What course/curricula should be offered through Extended Education?

Extended Education can assist the CSU in meeting its core academic mission by offering courses through Extended Education thereby freeing up resources on the state support side that could be re-deployed to critical areas. These courses could include:

- English and mathematics remediation (Early Start Program)
- Bottleneck courses (those in high demand)
- Online for “stop-out” students who left the university before graduating
- Open University for “Super Seniors,” stop-out, disqualified and international students as well as community members

These efforts would assist students at the beginning and end of the educational cycle. New students would benefit from better preparation for academic success, while helping students who have stopped out would help increase campus graduation rates by getting them back on the path to graduation.

What is the role of Extended Education in workforce development?

There is a changing and necessary role for the CSU in workforce education. Increasingly, the workforce driving the California economy is composed of those with college preparation. Within that group, the number of jobs requiring preparation at the baccalaureate, the masters or the professional doctorate levels is growing. In this light, CSU Extended Education will most likely find that its role in workforce education is expanding during the next few years. This role will require new partnerships and working relationships (with community colleges and workforce investment boards, for example), new approaches to planning and delivering programs that provide pathways to specific careers that are in demand in regional economies, and new skills and abilities in Extended Education leadership and staff.

There is need for programs that prepare midcareer professionals for new careers or career advancement in an ever-changing economy. Not all CSUs offer all needed professional preparation programs. Some offer preparation in very specialized fields (such as stem cell research, nanotechnology, and specialized areas in healthcare) but have a hard time sustaining the program with the enrollment challenges in just a single region. Obtaining accreditation for some key programs is also a challenge and there is a need to leverage the accredited programs to respond to the needs across the state. A new approach to collaboration, sharing programs, and serving regions with programs delivered by sister campuses and/or in partnership will be critical if the CSU through Extended Education is to be truly agile and responsive in support of the changing California economy. (*Innovations for Tomorrow*, July 2010)

Can we consider offering additional undergraduate and/or graduate degrees through Extended Education?

Campus Extended Education programs currently offer 149 degree programs, and in 2008-2009, there were 16,115 annual full-time equivalent students (FTES) enrolled in courses for credit across the system. In concert with the academic mission of the CSU, Extended Education offers programs that support many of the Chancellor's Office initiatives in nursing, biotechnology, transportation, green/sustainability, Professional Science Masters, ocean affairs, science and technology, water resources and policy, entertainment, hospitality, emergency management and homeland security and the Strategic Language Institute. (See Attachment F for all programs.)

In the future marketplace, there is likely to be a growing demand for credit programs that offer direct pathways to employment but also offer stepping stones to higher levels of preparation and degree completion. More students and employers will likely place higher value on programs that offer credit and first steps toward completion of a credit certificate program and/or a degree. The CSU through Extended Education will likely be called upon to develop more pathways that link near-term career entry or enhanced preparation to higher stages of educational preparation and credentialing on to the completion of degrees (increasingly masters and doctorates). Advanced professional education will increasingly require a significant blending of intellectual development along with the blending of professional knowledge, skills and abilities.

In the past, many colleges and universities have offered shorter-term professional development and refresher programs for professionals in a wide range of fields. While these remain useful in many contexts, in today's economy those that do not lead to a degree or additional professional certification/licensure are not seen as beneficial. The CSU through Extended Education needs to consider versatile options to allow midcareer professionals to make meaningful progress toward advanced degree completion while taking well-crafted courses or credit certificate programs.

There is an increasing demand for master's and doctoral prepared professionals. The CSU will need to move more aggressively into developing and offering professionally focused doctorates.

Career paths are also leading more professionals to look for a second master's degree and/or a graduate credit certificate in a field that enhances their professional expertise and distinction. Developing more sensible, flexible and well-crafted educational paths across the curriculum through to the master's and doctoral levels will be important for the future of CSU Extended Education and for the California economy.

There is a significant number of working adults in California with more than two years of college who cannot easily complete the baccalaureate degree at the CSU. The requirements for lower-division general education and various prerequisite requirements for different majors often mean that someone with more than two years of college faces a lengthy and challenging process. Extended Education currently offers several degree completion programs in liberal studies, business and nursing, including a few online programs. Looking ahead, the CSU may be able to provide an important service to California in a changing economy by offering a general baccalaureate degree-completion program that provides a more flexible and faster track to degree completion while maintaining academic rigor. (*Innovations for Tomorrow*)

What is our capacity in Extended Education for online programs?

As was noted in a report to the Educational Policy Committee by then-Executive Vice Chancellor Gary Reichard and CSU East Bay President Mohammad Qayoumi in March 2009, "online education has become increasingly popular at the CSU and at universities throughout the country because of the improved access it provides students." With a variety of delivery methods it was also noted that "effective and scalable use of online education can facilitate the CSU's progress toward fulfilling the eight strategic commitments in the *Access to Excellence* strategic plan."

To provide some background information and better understand the development and implementation of CSU online degree programs, the Office of the Chancellor conducted a campus-wide survey of online degree and credential programs in June 2006. At that time, there were a total of 57 online degree programs - mostly at the master's level - delivered through Extended Education. Although these programs were concentrated on six campuses, the data suggests that there already is considerable experience with online courses and degree programs that will be highly valuable as the CSU works to expand and bring to scale technology-mediated programs that can meet the needs of a broad variety of students.

CSU Presidents Rollin Richman and John Welty are leading a task force looking into the expansion of online courses/programs to better serve underserved areas and people; increase the number of graduates in STEM fields, provide additional opportunities for working professionals

and non-traditional students; and to compete effectively with other institutions that already offer online programs or are exploring such options. This study will offer alternatives to non-matriculated students.

In a report to the Technology Steering Committee and Executive Council (April 2010) Gerald Hanley, senior director of academic technology services at the Chancellor's Office, provided a summary of six key decisions necessary to frame CSU's online education strategy:

1. Master's degrees and credential programs would be the programs most readily launched in a short amount of time. These programs are less complex than undergraduate degrees with no general education requirements and usually serve working adults who are good candidates for online education.
2. Online remediation programs would be another area of consideration for a greater number of freshmen who need to be prepared in math and English.
3. There are some challenges to expanding online education offerings including faculty participation, policy barriers, resources, infrastructure, capacity, instructional design, training, technical support, marketing, administration and management.
4. Many Extended Education units have an infrastructure that generates revenue for the campus as well as for the unit.
5. A variety of delivery methods can be utilized as well as program formats that offer flexibility to meet the needs of various student populations. (See Attachment G.)
6. Delivering education online is not an inexpensive venture. There are associated costs with faculty, technology and support to name a few. Some campuses have centralized these services, choosing to house them within Extended Education. Since Extended Education is entirely self-support, all program costs must be covered by student fees. To grow online education, it would take a financial investment and addressing collective bargaining and legal issues.

Conclusion

There is considerable potential for Extended Education to be expanded to play a more significant role in increasing enrollment and ensuring student success. There are also incentives for matriculated students and working professionals to utilize Extended Education programs more frequently if they are on an accelerated path to degree or certificate completion. Extended Education's role is to support the mission of the CSU, complementing CSU programs with its own programs that together will benefit students and the state with affordable pricing and programming desired in the marketplace. Extended Education can assist the CSU priorities of (1) Early Start by offering remedial courses; (2) Graduation Initiative by providing courses for "stop-out" students, "Super Seniors" and others; (3) *Access to Excellence* by helping reduce the achievement gap, among other priorities; and (4) with President Obama's and many national organizations' goals of producing more college graduates in the coming decade. On the other

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hand, there are barriers to this expansion, including changes to collective bargaining agreements, Executive Orders and the Education Code. These are not insurmountable, however, and should be studied without delay if the CSU is to be competitive in this environment of for-profit and private institutions offering what the CSU can often better provide. Expanding Extended Education opportunities while staying true to the CSU mission will clearly benefit students and the state. (See Attachment H for members of the Commission on the Extended University.)

History of CSU Extended Education Programs

- CSU Extended Education developed simultaneous to the expansion of the system.
- 1857 Minns Normal School established in San Francisco offered teacher-training courses, later became one of the first state colleges in California.
- 1920s Humboldt, San Jose and San Francisco were offering courses through extension. At San Francisco, Extension classes were open to regularly enrolled students who enjoyed the diversity of training and faculty exposure.
- 1933 Fiscal guidelines developed to clearly established Extension as self-supporting. Within 20 years, extension became the off-campus arm of the teachers colleges and formal coursework emerged.
- Summer session quickly established as a self-supporting, tuition/fee based program. Fees for extension programs based on the premise that adults could afford to pay a modest amount for their education while children and youth need the state to provide for literacy and vocational training.
- 1940s saw the economic and population growth right after World War II and especially the GI Bill saw thousands of students filling classrooms and straining resources. Extension played a part in helping campuses to keep up with the demands of not only high school graduates but working adults as well.
- 1950s Deans and Directors of Extension began to emerge on campuses as the operation became larger and in need of administrative oversight.
- 1960 California Master Plan for Higher Education.
- 1960 three new campuses opened (Stanislaus, Hayward, Sonoma), each developed from off-campus extension and summer session centers operated by San Francisco State College.
- 1960s President Kennedy's interest and support for lifelong learning.
- 1971 Continuing Education Reserve Fund (CERF) Act required each CSU campus to create extended education units to meet emerging needs of a changing populace featuring academic flexibility and supplementary delivery methods. (EO 341, Use of CERF funds).
- 1972 Commission on External Degrees established as a basis for extending the programs of the CSU to a wider group of students, specifically adult professionals.
- 1973 Consortium established to provide a mechanism for the CSU campuses to work together and with other colleges or universities outside the CSU.
- 1970s introduction of instructional television and video-taped courses.
- 1976-77 continuing education programs posted almost 215,000 enrollments and \$15.5 million in revenue for 19 campuses.
- 1977 CSU Commission on Extended Education created.

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- 1982 campuses offering both state support and self-support programs at off-campus sites in addition to regular on-campus courses and programs.
- 1980s CSU allowed regular sessions, special sessions and extension to operate simultaneously throughout the academic year.
- 1984-85 CSU extension enrolled nearly 117,000 students in special sessions programs and another 245,000 in extension and non-credit programs with revenues exceeding \$37 million.
- 1991 Priorities for CSU Extended Education as outlined by the Commission on Extended Education: (1) Educational outreach to underserved populations; (2) Technical and professional education and re-education; (3) Technology transfer and applications development; (4) International programs; and (5) Distance education technologies.
- 1996 Cornerstones for Action.
- 2002 Supporting CSU's Core Mission concept paper prepared by CSU deans of Extended Education in response to *Cornerstones* systemwide planning document.
- 2002 Establishment of the Commission on the Extended University by EO 811.
- 2003 Framework for Action.
- 2004-2005 CSU Extended Education processed more than 300,000 registrations and served more than 168,000 students.
- 2006 *Access to Excellence*.
- 2010 *Innovations for Tomorrow*.

Table 125

**Extended and Continuing Education
 Gross Enrollment (Registrations), Full-Time Equivalent Students, and Revenue
 by Campus for College Year 2008-2009**

Campus	Gross Enrollment (Registrations)	Annual Full-Time Equivalent Students (FTES)	Revenue (\$)
Bakersfield	8,583	464	\$ 2,532,173
Channel Islands	3,576	197	2,459,676
Chico	4,451	375	2,096,904
Dominguez Hills	20,368	924	8,844,238
East Bay	21,485	1,495	5,587,619
Fresno	7,046	511	2,769,793
Fullerton	18,551	1,049	12,133,087
Humboldt	9,564	370	2,224,795
Long Beach	22,469	1,672	18,265,751
Los Angeles	3,864	305	3,809,722
Maritime Academy	1,010	1	775,009
Monterey Bay	2,234	210	726,902
Northridge	15,270	1,105	14,414,028
Pomona	2,268	163	1,630,814
Sacramento	21,875	948	23,549,515
San Bernardino	12,868	244	3,877,806
San Diego	18,382	1,502	11,778,533
San Francisco	19,979	1,213	14,567,274
San Jose	24,090	2,300	20,379,981
San Luis Obispo	7,019	117	2,236,782
San Marcos	7,067	334	4,299,278
Sonoma	11,564	435	4,747,247
Stanislaus	3,123	178	2,123,942
Total	266,706	16,115	\$165,830,869

Note: Annual Full-Time Equivalent Students (FTES) represent only students taking courses for credit. Annual FTES are computed as outlined in the Statistical Abstract [Glossary of Terms](#) section. Gross Enrollment (Registrations) and Revenue include students taking both credit and noncredit courses. Numbers may not add to totals due to rounding.

Table 126 (continued)

Summary Table

	Student Credit Units	Gross Enrollment (Registrations)	Course Sections
2008-2009¹			
Special Session Programs			
Special Session Degree Programs	135,431	46,808	3,131
Special Session Certificate Programs	9,585	3,704	416
Other Special Sessions (including January and Regular Summer Sessions)	73,071	27,295	2,365
Special Session Contract Programs	21,429	7,181	641
Open University/Concurrent Enrollment ²	147,625	48,685	28,011
Subtotal	387,140	133,673	34,564
Credit Extension Programs			
Regular Extension	19,084	9,615	1,056
Contract Extension (including Contract Summer Sessions)	76,767	24,984	2,871
Extension Certificate Programs	18,181	6,393	1,250
Subtotal	114,032	40,992	5,177
Total Credit Programs	501,171	174,665	39,741
Noncredit Programs ³			
Continuing Education Units	—	36,429	2,779
Noncredit Certificate Programs	—	6,353	859
Noncredit Contract Courses	—	43,809	2,791
Other Noncredit	—	5,450	248
Total Noncredit Programs	—	92,041	6,677
Grand Total	501,171	266,706	46,418

¹External Degree Programs included in Special Session Degree Programs as of 1999-2000.

²Reflects modification of Open University/Concurrent Enrollment credit to special sessions designation as of 1998-1999.

³Noncredit Programs do not generate student credit units (SCU).

College Name	California State University	University of Phoenix	DeVry University	National University	University of Southern California	Loyola Marymount University	Pepperdine University
Year Established	1857	1976	1931	1971	1880	1911	1937
City	23 Campuses California	Online/On Ground	Pomona	La Jolla	Los Angeles	Los Angeles	U/G Malibu
Academic Calendar	Semester/Quarter	Differs/Program	Semester	Year-Round	Semester	Semester	Semester
Tuition / Fees (2009/2010)	Fee - \$4827 per year	Tuition - \$12,384 per year \$550 per credit hour	Tuition - \$15775 per year (may vary based on location & program)	Tuition- \$11,088 per year	Tuition- \$39,183 per year	Tuition- \$35,419 per year	Tuition – \$37,850 per year
Total Number of Units to Degree	120 Semester Units	120 Credits	124 Semester Units	180 Quarter Units		120 Semester Units	128 Semester Units
General Education Requirements	39 Semester units of GE Breadth & American Ideals	54 Semester units for GE	Approx. 40 Semester units blended w/in major	70.5 Quarter Units GE Requirements	16 Semester unit of GE Breadth	GE describes as "Core" and blended w/in major	Upper & Lower Div. GE Required blended/win major
WASC Accredited	WASC Senior	North Central Association of Colleges and Schools	North Central Association of Colleges & Schools, The Higher Learning Commission	WASC Senior	WASC Senior	WASC Senior	WASC Senior
Degrees Offered (2008 data)	Bachelor's Degrees	Associate Degrees	Associate Degrees	Associate Degrees	Bachelor's Degrees	Bachelor's Degrees	Bachelor's Degrees
	Master's Degrees	Bachelor's Degrees	Bachelor's Degrees	Bachelor's Degrees	Master's Degrees	Master's Degrees	Master's Degrees
	Doctoral Degrees	Master's Degrees	Master's Degrees	Master's Degrees	Doctorates	Doctorates	Doctorates
		Pre-Baccalaureate Certificate - Less than 1 Yr		Post-Baccalaureate Certificate	Degrees in Dentistry	Law Degrees	Law Degrees
					Law Degrees	Post-Baccalaureate Certificate	Degrees in Theology
					Pharmacy Degrees	Post-Master's Certificate	

Source: IPEDS and campus websites.

College Name	California State University	University of Phoenix	DeVry University	National University	University of Southern California	Loyola Marymount University	Pepperdine University
					Post-Baccalaureate Certificate	Further Professional Certificate	
					Post-Master's Certificate	(2008 data)	
					Further Professional Certificate		
Retention Rates	80% - 90%	50%	54%	80%	96%	88%	90%
Total Enrollment (2008 FTES)	372,392 U/G - 315,715	24818/California U/G - 20096	7234/California U/G - 6010	15314 U/G -4679	33747 U/G 16608	9015 U/G - 5833	7614 U/G 3404
Type	4-year, Public not-for-profit	4-year, Private for-profit	4-year, Private for-profit	4-year, Private non-profit	4-year, Private not-for-profit	4-year, Private not-for-profit	4-year, Private not-for-profit
Campus Housing	Yes	No	No	No	Yes	YES	Yes
Student to faculty ratio	22:1 Std. To Fac.	19:1 Std. To Fac.	18:1 Std. To Fac.	9:1 Std. To Fac.	11:1 Std. To Fac.	11:1 Std. To Fac.	14:1 Std. To Fac.
Graduation Rate – 4 & 6 year rates	4 years – 13% 6 years – 48%	4 years – 2% 6 years – 8% -14%	4 years – 26% 6 years – 30%	4 years – 35% 6 years – 35%	4 years – 61% 6 years – 83%	4 years - 64.% - 6 years - 75.6%	4 years – 72% 6 years – 80%
Modes of Delivery (F2F, Online, Hybrid)	Campus setting & Online extended Ed.	Online & On ground	Online & On ground	Online & On ground	Campus setting & Online extended Ed.	Campus setting & Online extended Ed.	Campus setting & some online masters programs
Programs Offered	Area, Ethnic, Cultural, and Gender Studies	Business, Management, Marketing, and Related Support Services	Business, Management, Marketing, and Related Support Services	Business, Management, Marketing, and Related Support Services	Architecture and Related Services	Area, Ethnic, Cultural, and Gender Studies	Area, Ethnic, Cultural, and Gender Studies
	Biological and Biomedical Sciences	Computer and Information Sciences and Support Services	Computer and Information Sciences and Support Services	Communication, Journalism, and Related Programs	Area, Ethnic, Cultural, and Gender Studies	Biological and Biomedical Sciences	Biological and Biomedical Sciences
	Business, Management, Marketing, and Related Support Services	Education	Engineering Technologies/Technicians	Computer and Information Sciences and Support Services	Biological and Biomedical Sciences	Business, Management, Marketing, and Related Support Services	Business, Management, Marketing, and Related Support Services

Source: IPEDS and campus websites.

College Name	California State University	University of Phoenix	DeVry University	National University	University of Southern California	Loyola Marymount University	Pepperdine University
	Communication, Journalism, and Related Programs	Health Professions and Related Clinical Sciences		Education	Business, Management, Marketing, and Related Support Services	Communication, Journalism, and Related Programs	Communication, Journalism, and Related Programs
	<i>Computer and Information Sciences and Support Services</i>	<i>Liberal Arts and Sciences, General Studies, and Humanities</i>		<i>Engineering</i>	<i>Communication, Journalism, and Related Programs</i>	Computer and Information Sciences and Support Services	Education
	<i>Education (60% teachers in CA)</i>			<i>English Language and Literature/Letters.</i>	Communications Technologies/ Technicians and Support Services	Education	Engineering
	<i>Engineering(40% of CA Eng.)</i>			<i>Health Professions and Related Clinical Sciences</i>	Computer and Information Sciences and Support Services	Engineering	English Language and Literature/ Letters.
	<i>Engineering Technologies/Technicians</i>			<i>Legal Professions and Studies</i>	Education	English Language and Literature/Letters	Family and Consumer Sciences/Human Sciences
	<i>English Language and Literature/Letters.</i>			<i>Liberal Arts and Sciences, General Studies, and Humanities</i>	Engineering	Foreign Languages, Literatures, and Linguistics	Foreign Languages, Literatures, and Linguistics
	<i>Family and Consumer Sciences/Human Sciences</i>			<i>Mathematics and Statistics</i>	Engineering Technologies/ Technicians	Health Professions and Related Clinical Sciences	Health Professions and Related Clinical Sciences
	<i>Foreign Languages, Literatures, and Linguistics</i>			<i>Multi/Interdisciplinary Studies</i>	English Language and Literature/ Letters	History	History

Source: IPEDS and campus websites.

College Name	California State University	University of Phoenix	DeVry University	National University	University of Southern California	Loyola Marymount University	Pepperdine University
	<i>Health Professions and Related Clinical Sciences</i>			<i>Natural Resources and Conservation</i>	Family and Consumer Sciences/Human Sciences	Legal Professions and Studies	Legal Professions and Studies
	<i>History</i>			<i>Psychology</i>	Foreign Languages, Literatures, and Linguistics	Liberal Arts and Sciences, General Studies, and Humanities	Liberal Arts and Sciences, General Studies, and Humanities
	<i>Legal Professions and Studies</i>			<i>Public Administration and Social Service Professions</i>	Health Professions and Related Clinical Sciences	Mathematics and Statistics	Mathematics and Statistics
	<i>Liberal Arts and Sciences, General Studies, and Humanities</i>			<i>Security and Protective Services</i>	History	Multi/Interdisciplinary Studies	Multi/Interdisciplinary Studies
	<i>Mathematics and Statistics</i>			<i>Visual and Performing Arts</i>	Legal Professions and Studies	Philosophy and Religious Studies	Parks, Recreation, Leisure and Fitness Studies
	<i>Multi/Interdisciplinary Studies</i>				Liberal Arts and Sciences, General Studies, and Humanities	Physical Sciences	Philosophy and Religious Studies
	<i>Parks, Recreation, Leisure and Fitness Studies</i>				Mathematics and Statistics	Psychology	Physical Sciences
	<i>Philosophy and Religious Studies</i>				Multi/Interdisciplinary Studies	Social Sciences	Psychology
	<i>Physical Sciences</i>				Philosophy and Religious Studies	Theology and Religious Vocations	Social Sciences

Source: IPEDS and campus websites.

College Name	California State University	University of Phoenix	DeVry University	National University	University of Southern California	Loyola Marymount University	Pepperdine University
	<i>Psychology</i>				Physical Sciences	Visual and Performing Arts	Theology and Religious Vocations
	<i>Public Administration and Social Service Professions</i>				Psychology		Visual and Performing Arts
	<i>Social Sciences</i>				Public Administration and Social Service Professions		
	<i>Visual and Performing Arts</i>				Social Sciences		
					Visual and Performing Arts		

Source: IPEDS and campus websites.

Extended Education Degree Programs

Bakersfield

BA Child, Adolescent and Family Studies
BA Communications
BA English
BA Liberal Studies
BA Sociology
BS Business Administration
BS Environmental Resource Management-online
MA Education Curriculum and Instruction-online
MA Education Educational Administration
MS Administration-online

Channel Islands

MBA
MS Biotech/MBA
MS Biotech and Bioinformatics
MS Computer Science
MS Mathematics
RN-BSN

Chico

BA Liberal Studies-online
BS Nursing for RN's
MA Interdisciplinary Studies
MS Computer Science-online
MS Mathematics Education
MSW
Professional MBA (Shasta College)

Dominguez Hills

BA production & Inventory Control
BS Applied Studies
BS Nursing for RN's-online
BS Quality Assurance-online
California Professional Clear Credential Courses
MA Behavioral Science; Negotiation & Conflict
MA Ed. Physical Education
MA Humanities
MB Administration-online
MPA-online
MS Nursing-online
MS Quality Assurance-online

CSU East Bay

BSBA – online
MS Ed Leadership – online
MBA
MS Education Online Teaching – online
MSW
MBA Moscow

Fresno

BA Degree Completion: Business Administration
BS Criminology
BS Degree Completion: RN to BSN
MS Criminology
MBA for Executives
MPA
Joint Doctorate
Certificates of Advanced Study
Community college Faculty Preparation-online
Psychiatric Mental Health Nurse Practitioner

Fullerton

Fully-Employed MBA-Irvine
MS Counseling-Garden Grove
MS Taxation-Irvine
Master of Social Work-Irvine

Humboldt

No current offerings

Long Beach

BA Liberal Arts
BS Business Administration-Singapore
BS Occupational Studies
MA Communicative Disorders
MA Dance
MA Global Logistics
MA Kinesiology, Option in Sport Management
MBA-AMBA
MBA-Saturday MBA
MFNP
MPA-online
MS Criminal Justice
MS Emergency Services Administration-online

MS Health Care Administration-online
MSW-online

Los Angeles

MM in Choral Conducting
MSPA

Northridge

Baccalaureate Completion Program in Public Sector
Management
Masters Assistive Technology in Human Services
Masters Communicative Disorders and Sciences
Masters Education Leadership and Policy Studies
Masters Public Policy
MA Humanities
MPA-Alhambra
MPA – Chino
MPA-City of Industry
MPA-Glendale
MPA –Inglewood
MPA – LADPSS
MPA-Norwalk
MPA – Pasadena
MPA-Santa Barbara
MPA-Santa Clarita
MPA-Van Nuys
MPA – Ventura
MSW
MS Taxation

Pomona

Bachelor of Architecture, Degree Completion
Master of Business Administration, Degree
Completion

Sacramento

BA Career Technical Studies
BS Criminal Justice – online
BA Child Development
EMBA
Fire Service Management
MA Education workforce development
MS Accountancy

San Bernardino

EMBA

MA Education, TESOL Option-online

San Diego

Bachelor of Applied Arts in Public Administration
MA Ed Technology – online
MS Biomedical Quality Systems – online
MS Regulatory Affairs – online
Professional Science Masters

San Francisco

BA Child and Adolescent Development
BSN
EMB
MA Education: Concentration in Educational
Administration
MBA-Nice, France
MPA
MSN
MSW

San Jose State

MS Occupational Therapy – online
Master Library Information Systems
Master in Archives and Records Administration
MBA Accelerated
MST Taxation
MBA/MSE
EMBA
MBA Fast Track
MS Aerospace Engineering
MS Mechanical Engineering
MSE Optic Sensors
MSE Opto-electron
MSE Embedded Systems
MSE Solar Energy (Spring 2011)
MS Transportation Management
Master of Biotechnology
Master Medical Product Development Management
MA High School Leadership
MA Teacher Leadership
MA Higher Education Administration
MS Speech Language Pathology

San Luis Obispo

MS Accounting-Financial Accounting
MS Accounting Taxation

MS Fire Protection Engineering
Bachelors Degree Interdisciplinary Studies

San Marcos

Accelerated BSN
BS Kinesiology
MA Education, Communicative Disorders
Master of Biotechnology
MSN
RN – BSN
RN –MSN

Sonoma

BA Degree Completion
BA Liberal Studies-Napa
BA Liberal Studies-Solano
EMBA
FNP
MA Action Viable Future
MA Organizational Development
MA Psychology –Depth Psychology
MA Spanish
MS Computer and Engineering
MSW – online with/CSULB

Stanislaus

BA Criminal Justice
BA Social Science
Executive Masters of Business Administration
MS Business Administration International Finance
MS Genetic Counseling

Type of Educational Delivery Method				
	Technology Enhanced Classes	Hybrid Classes	Fully Online Courses	Fully Online Degree/Credential Programs offered by one campus or by a partnership group of campuses
Benefits to Students	Engaging pedagogy can improve student learning, reduce time to degree; Employers value ICT ready employees and support university	PLUS: Students' life schedule can be blended into a university schedule more easily;	PLUS: Students' life schedule can be blended into a university schedule new ways; New educational options available from outside local area	PLUS: Students' professional careers and life schedule can be blended into a university schedule more easily;
Benefits to the university	Reduced repeat/deletes/ withdrawals reduces time to degree;	PLUS: University can use physical capacity of campus to deliver more courses. Reduce per student capital investment and facilities operational costs; Increased retention rates that boost CSU college ranking	PLUS: Greater use of campus facilities; Greater reduction in per student capital investment costs and facilities operational costs; Increased retention rates that boost CSU college ranking	P L.US: Greater outreach to new markets in need of accredited education
Defining Features	Students attend all classes for a course on campus	Students attend some classes for a course on campus. Some instruction time is delivered off the campus (online)	Students DO NOT attend classes for a course on campus. All instruction is delivered off campus (they are "online")	Students DO NOT attend classes for any courses for a degree requirement on a campus. All instruction, advising, and support services are delivered off campus (they are "online")
How Technology is used	Technology changes the way students engage curriculum and learning processed in the classroom	Technology provides a substitute for some of the classroom experiences	Technology provides a substitute for ALL course experiences	Technology provides a substitute for an entire degree program experience
Examples of Technology used	Learning Management Systems, Smart Classrooms; Clickers, multimedia instructional resources	Learning Management Systems, online multimedia instructional resources and library resources, online communication tools	Learning Management Systems, online multimedia instructional resources and library resources, online communication tools. online help desk & technology support services, some online advising/student support	Learning Management Systems, online multimedia instructional resources and library resources, online communication tools. online help desk & technology support services, complete online registration, complete online advising/student support,

**Commission on the Extended University (CEU)
Commissioners
2010-2011**

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International Education:	Vacant
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Chancellor's Office 2:	Dr. Christine Mallon
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Statewide Academic Senate 2:	Dr. Barry Pasternack (CSU Fullerton)
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Statewide Academic Senate 4:	Dr. Marshelle Thobaben (Humboldt State University)