

Questions for Extended Learning

For for-credit programs and courses offered via self-support.

1. What is the current process of deciding to offer a program through self-support?
 - a. *Degree Programs*
 - i. The Colleges/Schools and Extended Learning work collaboratively to meet the educational needs of the region. While these educational needs are mostly fulfilled on the stateside through traditional means, there are times that offering a program through self-support via Extended Learning is more appropriate. For example, one of the largest academic programs that EL supports is the Accelerated Bachelor of Science in Nursing (ABSN), which is a second bachelor's degree program. The California State University (CSU) system does not currently fund second bachelor's degree programs; therefore, the only mechanism to offer the program is via self-support. The self-support ABSN program has afforded an additional 88 nursing students each year to complete their bachelor's degree at CSUSM, which in turn, assists in fulfilling the workforce needs of the Southern California healthcare industry.
 - b. *Certificate Programs*
 - i. Through collaboration with the Colleges/Schools, Extended Learning offers only a handful of academic certificate programs, including: the Clinical Nurse Faculty Certificate, the Biotechnology Laboratory Technician Certificate, and the California Supplementary Authorization (CSA) in Computer Concepts and Applications. Certificate programs offered via EL are typically related to workforce training and preparation; however, such programs can also be utilized as pathway programs to CSUSM degree programs, both bachelor's and master's.
 - c. *Courses*
 - i. Academic courses offered through EL are mostly in support of self-support degree programs. In addition to the courses that are required for self-support degree-seeking students, EL offers a Winter Intersession to assist stateside matriculated students enhance their progress toward degree completion; this is a common practice on most CSU campuses. Last year, EL was charged with oversight of Summer Term; however, this action was prescribed by the CSU Chancellor's Office, and was not reflective of typical arrangements for summer.

Notes:

- a. *Market-demand assessments (formal or informal) are conducted for all self-support degree and certificate programs prior to pursuing.*
- b. *Programs and courses must be in compliance with Executive Order 1047.*

2. How are we currently assuring the quality of programs and courses?
 - a. *Quality*
 - i. The quality of self-support programs are ensured by the same policies and practices as stateside programs (e.g. – student course evaluations, program review, etc.). Self-support programs and courses are “housed” under a corresponding College or School, not Extended Learning. Faculty retain oversight of all curricula in self-support programs, and curriculum approval for self-support programs follows the same process as stateside (e.g. – college approval, UCC approval, Senate approval, and C.O. approval).
 - b. *Course Evaluations*
 - i. Course evaluations are conducted by CSUSM’s Institutional Planning and Analysis (IPA) and made available to the Colleges/Departments/Faculty via the same process as stateside programs/courses.
 - c. *Course Availability*
 - i. All self-support degree programs are offered in a cohort-based fashion, ensuring that students will be guaranteed a seat in each course required to obtain a CSUSM degree. For Intersession and Summer Term, registration and course availability is based on the same policies and practices as maintained each academic semester by Enrollment Management Services (EMS). For all courses, registration for self-support courses takes place in PeopleSoft via a student’s ‘MyCSUSM’ portal.
3. How are students receiving advising?
 - a. Students receive academic advising by both faculty and professional staff advisors (Student Services Professionals). Extended Learning, like the College of Education and College of Business Administration, maintains its own internal professional Student Services staff, which includes a cadre of advisors. EL advisors are trained in the same manner as all advisors on campus, and they collaborate with faculty to resolve student concerns, needs, and issues.
4. Are TTFs able to use self-support courses in the WPAF?
 - a. Yes. Article 40.17 of the current CBA states:
 - i. A faculty unit employee employed in classifications noted in provisions 40.1 and 40.2 above shall be evaluated at the discretion of the department chair or the appropriate administrator. In addition, an evaluation shall be performed upon the request of the faculty unit employee. These evaluations shall be consistent with provisions 15.20, 15.21, 15.22, and 15.27 of the Agreement.

5. Are TTFs able to report self-support courses as part of their workload?
 - a. Self-support courses may only be counted as part of a faculty workload if the faculty is being paid through ‘buy-out’. Courses being taught for additional compensation (e.g. – 2322 Pay Schedule for Special Programs), may not be counted as part of the faculty workload.
6. Are lecturers’ entitlements affected by teaching self-support courses?
 - a. Article 12 (Appointment) of the current CBA does not apply to self-support courses. However, lecturers teaching in a “buy out” arrangement (non 2322 or 2323 code) may be eligible for entitlements.
7. Programs taught in self-support are part of the Program Review Cycle?
 - a. Yes. All programs taught via self-support are under the same Program Review Cycle as all campus programs.
8. Please describe the facility at the Temecula Campus.
 - a. CSUSM at Temecula is a 15,000 square foot facility, which includes: administrative and faculty offices, a conference room, a faculty/staff workroom, five general-purpose SMART classrooms, a Kinesiology Lab, a Nursing Skills Lab, a Nursing Simulation room, a general Science Lab, a 60 seat videoconference classroom, and a Student Lounge. The space can occupy a maximum of 500 FTE at one time. The Temecula Campus is open daily, and we would encourage all CSUSM faculty and staff to visit the new location.
9. Please provide a summary of your revenue and expenditures for the past few years.
(see attached document)

For additional information about Extended Learning operations, please refer to the Senate-approved Academic Policy Committee 168-99: “Extended Learning’s Roles and Responsibilities” (fourth revision 6/10/08).

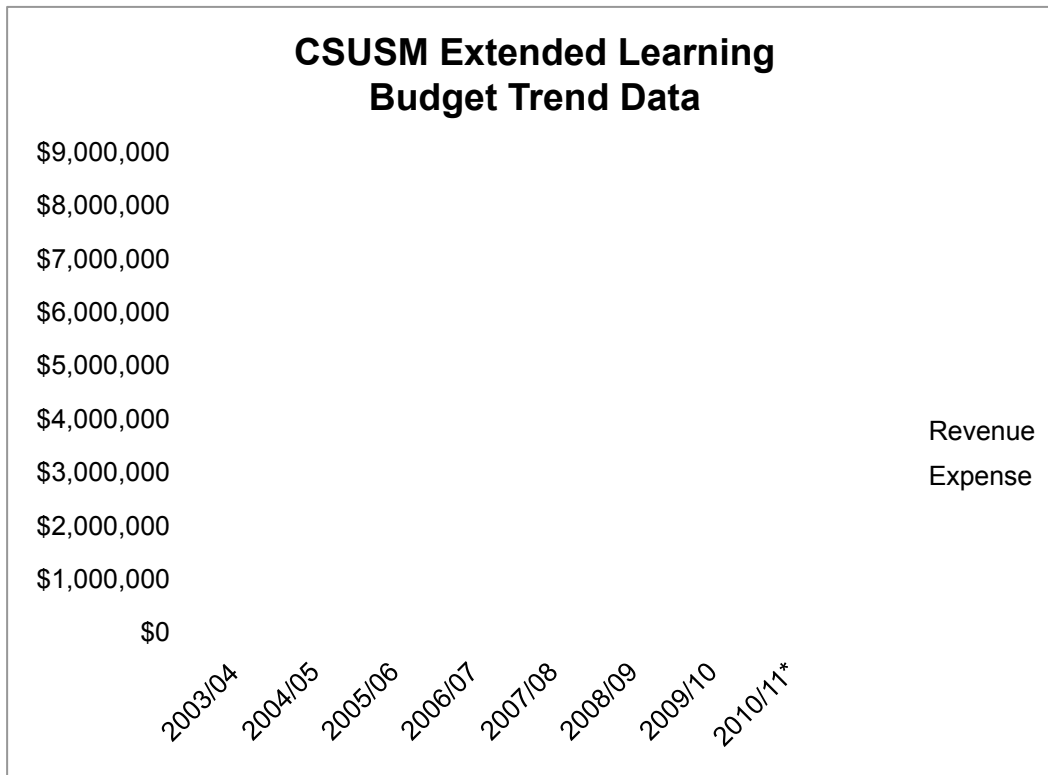
http://www.csusm.edu/policies/active/documents/extended_learnings_roles.html

**CSUSM Extended Learning
Budget Data**

Fiscal Year	Revenue	Expense	Variance	Reserves
2003/04	\$1,588,975	\$1,346,700	\$242,275	\$1,010,448
2004/05	\$2,587,878	\$2,416,300	\$171,578	\$1,252,723
2005/06	\$1,500,702	\$2,040,853	(\$540,151)	\$1,424,301
2006/07	\$1,960,280	\$2,655,660	(\$695,379)	\$884,150
2007/08	\$2,250,636	\$2,849,265	(\$598,629)	\$188,771
2008/09	\$4,299,278	\$4,238,794	\$60,484	(\$409,859)
2009/10	\$6,476,340	\$5,122,352	\$1,353,987	(\$349,375)
2010/11*	\$8,531,968	\$8,314,925	\$217,043	\$1,004,613

*Projected Budget FY 10/11

	Revenue	Expense
Averages (8-YR)	\$3,649,507	\$3,623,106



10 MOST COMMON “MYTHS” ABOUT EXTENDED LEARNING (AND THEIR REALITIES)

1. **MYTH:** Extended Learning is a Foundation, non-Academic Affairs program
REALITY: Extended Learning is an integral part of Academic Affairs whose primary mission is to support state-side Academic Affairs program goals through the flexibility of self-support funding.
2. **MYTH:** Extended Learning is a for-profit organization that operates for its own gain.
REALITY: Extended Learning is a not-for-profit, albeit self-supporting, organization that is expected to maintain a 15-20% operating contingency in the event of a catastrophe—no university bail-out; (2) reinvest its earnings into the university to advance larger institutional goals; and (3) reimburse General Fund for services and allocate percentage of revenues to Academic Affairs units.
3. **MYTH:** Because Extended Learning is self-supporting, it lives by its own rules.
REALITY: EL is governed by the same Titles, Education Codes, CBA articles, and Executive Orders as the rest of the University. All EL employees are state employees and staff are hired, compensated, evaluated, promoted, etc. according to their appropriate collective bargaining unit contract guidelines.
4. **MYTH:** Extended Learning is not a “profession-based” organization.
REALITY: In the same way that colleges and departments recruit discipline or profession specific faculty and employees, Extended Learning seeks to hire program and student service professionals who come out of the field/practice/profession of Adult and Continuing Education (or related) and are “degreed” or trained in that area.
5. **MYTH:** Extended Learning ignores CSUSM faculty for teaching opportunities and hires mostly outside consultants.
REALITY 1: While most of our noncredit instructors are drawn from outside the university—simply because we don’t have an instructional “match” for many of our career and workforce programs within the institution—dozens of CSUSM faculty teach across numerous Special Session programs each year and in the Osher Lifelong Learning Institute, offer consulting and professional services, and increasingly teach in our specialized certificate and professional programs.
REALITY 2: We would love to hire more CSUSM faculty and invite them to contact us with ideas and course proposals.
6. **MYTH:** Extended Learning cannot pay faculty enough to make teaching for EL worth their while.
REALITY: That depends! For many noncredit programs, the cost of program development and instruction can be built into the program budget at the level required by the faculty member. For credit programs, faculty salaries are determined via CFA Unit 3 self-support salary schedules which have received significant enhancements. Current self-support salaries are seen by many faculty as welcomed supplemental income. (All EL teaching activity is subject to the 125% overload rule—except during summer.)
7. **MYTH:** Faculty should not admit Open University students to their classes because there’s no financial benefit.
REALITY: While the CSU Open University program does not allow for a return of revenues generated from Open University to go directly to the instructor, it does provide for an allocation of revenues to the appropriate colleges to be used as discretionary income (equipment, faculty travel, etc.).
8. **MYTH:** Degree credit programs and activities offered via Extended Learning draw away from or dilute campus FTES.
REALITY: By Title V, Education Code, and Executive Order 1047, degree-level activity offered via self-support cannot supplant the regular academic state-supported academic offerings of the institution. All courses offered under Special Session must meet the following criteria:
 - a. no state appropriated funds available to run the program; and
 - b. program is designed primarily for career enrichment or retraining OR the location of the course or program is significantly removed from the permanent, state-supported campus facilities, OR the client group for the courses or program receives educational or other services at a cost beyond what could be reasonably provided under state support.
9. **MYTH:** Extended Learning operates “on the fringe” or “in the margin” with limited attention to program quality.
REALITY: All for-credit programs are subject to the review and approval of the corresponding academic college before they’re offered and require the same rigor and prerequisites as those offered on state-support. All noncredit programs are reviewed by the colleges, and although “approval” to offer is not required, *per se*, EL does invite feedback and comments on the content and quality of the offering and makes changes accordingly in subsequent offerings of the course or program. Nearly all certificate programs are developed with the assistance of a profession-based advisory council, and EL receives ongoing review of its programs and marketing activities (and helpful advice) from its Advisory Council of industry professionals and campus faculty.
10. **MYTH:** Extended Learning “owns” its programs.
REALITY: All credit programs are currently “owned” by the corresponding college. EL is strictly a vehicle for delivering college-based programs on a self-supporting basis and has no degree programs of its own.