

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 4:05 p.m., Tuesday, May 23, 2023
Glenn S. Dumke Auditorium

Romey Sabalius, Chair
Diego Arambula, Vice Chair
Douglas Faigin
Jean Picker Firstenberg
Leslie Gilbert-Lurie
Maria Linares
Julia I. Lopez
Yammilette Rodriguez
Christopher Steinhauser

Consent 1. Approval of Minutes of the Meeting of March 21, 2023, *Action*
Discussion 2. Professional and Continuing Education (PaCE), *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**

March 21, 2023

Members Present

Romey Sabalius, Chair
Diego Arambula, Vice Chair
Douglas Faigin
Jean Picker Firstenberg
Leslie Gilbert-Lurie
Maria Linares
Julia I. Lopez
Yammilette Rodriguez

Wenda Fong, Chair of the Board
Jolene Koester, Interim Chancellor

Trustee Sabalius called the meeting to order.

Approval of the Consent Agenda

A motion to approve the consent agenda without discussion passed. The minutes from the meeting on January 25, 2023 were approved as submitted.

Academic Planning

Executive Vice Chancellor Dr. Sylvia A. Alva introduced the proposed resolution to adopt the updated CSU Academic Master Plan (AMP). She explained that the CSU AMP includes projected, suspended, or discontinued degree program updates established through the universities' academic planning processes. Dr. Alva invited Dr. Laura Massa, interim associate vice chancellor for Academic and Faculty Programs, to provide a broad summary of this year's updates to the CSU AMP as well as an update on WASC Senior College and University Commission accreditation visits.

Dr. Massa began by describing the current academic landscape in the State of California and across the CSU. She continued to outline the comprehensive list of each university's academic planning documents that make-up the CSU AMP. The documents include: a Ten-Year Overview of Planned Programs, also referred to as "projected academic degree programs"; the Campus Academic Plan, which documents every academic degree program, and each program's delivery mode, support mode, and whether it is externally accredited; a list of suspended and discontinued degree programs; and a list of externally accredited degree programs.

The proposed updates for board approval included 64 new degree programs; 12 degree programs that were projected, but that have since expired and are removed; 25 existing degree programs that have suspended admissions of new students; and six existing degree programs that have been discontinued. Dr. Massa noted that of the 64 projected academic programs, nearly all are planned for state-support instruction which supports the university's overall enrollment goals. Further, 38 are programs to be offered in online or hybrid modalities, demonstrating a continued responsiveness to students' needs for greater flexibility.

To exemplify program innovation and the strategic academic planning processes, Dr. Massa invited CSU Channel Islands President Richard Yao to highlight the university's Academic Master Plan goals and projected outcomes, and how these efforts align with enrollment and broader university planning. The presentation concluded with a brief overview from Dr. Massa of the four universities that successfully reaffirmed their WASC Senior College and university Commission accreditation this year and a call for board action on the presented resolution authorizing the new program projections.

Following the presentation, trustees made several comments in support of new degree programs and asked about the turnaround time for rolling out a new degree program following board approval. In addition, trustees noted the need to address any barriers to timely completion that can be addressed to reduce the degree approval process. There was also a question for President Yao regarding forecasting and program development at CSU Channel Islands.

The proposed Academic Master Plan resolution passed unanimously. (REP 03-23-03)

Transfer Success Pathway Program: Dual Admission to the CSU

The presentation began with Executive Vice Chancellor of Academic and Student Affairs Dr. Sylvia A. Alva sharing an overview of California's transfer student population and how the CSU collaborates with the California Community Colleges to meet their needs. Dr. Alva invited Dr. April Grommo, assistant vice chancellor for Strategic Enrollment Management, and Dr. Ginger Reyes, systemwide director of Admissions and Outreach, to provide an update on the Associate Degree for Transfer (ADT) program, introduce the new Transfer Success Pathway dual admission program and the launch of the CSU Transfer Planner.

Dr. Reyes described the ADT and the Upper Division Transfer (UDT) transfer pathways, both current academic paths that students can follow from a community college to the CSU. In addition, Dr. Reyes shared important transfer admission data that supports the need to make transfer options accessible to more students.

Dr. Grommo, continued to provide an in-depth summary of the new Transfer Success Pathway program. The program is the CSU's version of dual admission and is intended to expand access to a CSU degree by allowing high school students entering a California community college to subsequently enter into an agreement with a specific CSU with the intent to transfer within three years. To support the features of the new transfer program, Dr. Grommo demonstrated the CSU Transfer Planner, a new tool that will be launched to assist students in navigating the new transfer pathway as well as provide community college counselors with detailed information to help students facilitate their path to graduation.

Following a brief video that captured the voices of current CSU transfer students and their incredible journey to the CSU, Dr. Grommo highlighted some of the upcoming changes to the student transfer landscape in California.

At the conclusion of the presentation, Trustee Diego Arambula and others applauded the new pathway program and common course numbering system as viable interventions in removing administrative barriers and improving access. Trustees suggested addressing the transfer student yield rate and voiced support for using data to address gaps in the college going rate of high school students. They also posed questions regarding financial aid, outreach and recruitment for the new program.

Trustee Sabalius adjourned the Committee on Educational Policy.

COMMITTEE ON EDUCATIONAL POLICY

Professional and Continuing Education (PaCE)

Presentation By

Sylvia A. Alva
Executive Vice Chancellor
Academic and Student Affairs

Jane C. Conoley
Chair
The Commission on Professional and Continuing Education

Erika D. Beck
Vice Chair
The Commission on Professional and Continuing Education

Summary

As higher education adapts to support the diverse needs of adult learners, Professional and Continuing Education (PaCE) plays a vital role in increasing pathways and access to the California State University (CSU). It does so by designing programs that “meet students where they are,” providing degrees that align with adult learners seeking alternative pathways through higher education today. Specifically, PaCE offers degree and non-degree programs, certificates, credentials and other professional development opportunities that extend the university’s reach to students who traditionally have been unable to pursue state-supported degree programs.

Leveraging its flexible models of learning, including online programs, PaCE meets the needs of working professionals while addressing the state’s growing workforce demands through innovative partnerships with regional employers. These programs also help the CSU position itself in a growing marketplace of fully online programs for adult learners. In a 2022 report by management consulting firm McKinsey & Company, it is noted that between 2019 and 2020 the four largest online educational providers grew by 11% compared to an overall decline of 3% for all degree programs in the U.S.

As the CSU implements strategic and tactical actions to expand state-supported enrollment access, improve student continuation patterns and increase new student yield, PaCE provides a complementary opportunity to serve other prospective student populations and meet emerging workforce needs. Based on projected market demand, PaCE could grow from its current enrollment of 17,000 students to potentially 100,000 students annually. This growth, however, is dependent on the removal of key administrative and statutory barriers.

Background

In 1971 the Continuing Education Reserve Fund (CERF) Act required each university within the CSU system to create extended education units to meet the emerging needs of a changing workforce featuring academic flexibility and supplementary delivery methods. Between 2010-2014, PaCE awarded approximately 50,000 professional development certificates in areas such as business, information technology, health care and trade and transportation. Today PaCE offers 200 degree programs and more than 150 professional certificates with an enrollment that culminated in more than 17,000 students in 2021. Of those students, nearly 11,000 were served by only eight universities.

The Commission on Professional and Continuing Education is charged by the CSU Board of Trustees to facilitate, promote and self-support programs within the CSU. It focuses on policies, procedures and student success strategies pertaining to PaCE programs and the improvement of access, equity and utilization of the educational resources of the CSU system.

The Commission's leadership is comprised of:

- Two university presidents, appointed by the Chancellor for a three-year term
- Four full-time faculty members, appointed for one-year terms
- Two provosts/vice presidents, appointed for two-year staggered terms
- Three university deans of PaCE, appointed for three-year, non-consecutive staggered terms
- Three members of the Chancellor's Office Staff with subject matter expertise
- Two campus level directors-at-large, appointed for two-year terms
- The assistant vice chancellor and employer partners as ex-officio members of the commission

Self-Support Model and Enrollment Implications

Unlike CSU state-supported degree programs, PaCE does not depend on state general fund appropriations. Instead, PaCE collects student fees for degree programs as well as revenue from contracts with businesses and organizations for customized trainings. These funds meet the cost of maintaining PaCE's operations, and any additional revenue that exceeds the cost of operations are reinvested in program development and other key aspects of student support. PaCE fees are regulated by Executive Order 1102 and Education Code sections 89704 and 89708. Given its self-support model, PaCE enrollment is not considered in overall CSU FTE enrollment goals currently articulated in the Governor's Budget Compact. PaCE offerings cannot supplant existing CSU degree programs; instead, they serve to fill in gaps that are not currently addressed by state-supported offerings.

Workforce Aligned

As an innovation hub, PaCE provides both CSU faculty and industry partners an opportunity to reimagine the role higher education plays in addressing key economic and workforce needs. In fact, PaCE has served as an important “sandbox” for creative program development, allowing the CSU to quickly and strategically respond to both the needs of employers as well as students seeking to advance their education and careers. This is accomplished in part by focusing on accessible, flexible programs designed for adult learners and working professionals and developing strong business and community relationships.

Accessible, Flexible Programs

PaCE programs are designed for broad accessibility, whether for degree completion, graduate professional programs or securing workforce credentials. These programs provide a schedule that does not fit the historical semester calendar of most universities, offering opportunities for students to begin more quickly and more often. This is necessary to respond to the broader market as well, which has moved away from traditional semester-based programs for adult learners and other students who are not likely to be full-time, residential students. Regardless of the format, PaCE degree and credential programs undergo the same comprehensive review process as traditional CSU degree programs. Professional development or customized training contracted with a business or community client do not require a formal academic review process. More than half of CSUs currently offer fully online degree completion programs in areas such as business, nursing, computer science, leadership studies and social sciences.

San José State University’s SJSU Online, for example, enrolls 13 percent of all the Master in Library and Information Science (MLIS) students in the U.S. annually. The MLIS program features courses, internships, academic advising, faculty office hours, guest speaker presentations and research assistant opportunities delivered exclusively online. Students interact with peers and faculty through web conferencing, social networking platforms, a web-based learning management system and other interactive environments. Most course content is asynchronous, providing students the freedom to access the course at any time they choose, from any location. This program continues to adapt to meet the unique needs of its students, including transitioning to a rolling admission cycle every eight to 10 weeks to create multiple opportunities for working professionals to pursue their education.

Programmatic Innovation

PaCE units are also known for their programmatic innovation, such as San Francisco State University's College of Professional & Global Education (CPaGE). Formerly the College of Extended Learning, CPaGE supports degree-seeking San Francisco State students, working professionals, students who have completed their formal education and students wanting to take a program that is not offered as a degree. The college offers academic units, continuing education units, online classes and non-credit courses. Some programs are also available for students who

want to complete bachelor's degrees, including earning general education credit for the Golden Four courses (A1, A2, A3, B4) fully online. This program provides adult learners who seek to move ahead in a field that requires a bachelor's degree, including criminal justice, cybersecurity, life sciences and the fire service, the flexibility they need to advance professionally.

Developed in consultation with subject matter experts both on- and off-campus, PaCE also innovates offerings to align with changes in the market. One area of emerging popularity and growth is the development of workforce credentials that range from stackable certificates and micro-credentials to digital badges. These offerings are timely and align with specific skills needed by employers. They are also an example of how PaCE's self-supported model allows it to be highly responsive to market demand. For example, PaCE units at Cal State Long Beach, Cal State LA and Cal State Fullerton have joined together to meet the growing need for qualified biomanufacturing technicians in Southern California. They have partnered with the BioCom California Institute to develop the California State University Biomanufacturing Technician (BMT) program. The BMT program prepares students for entry-level positions in the fields of biomanufacturing, biotechnology and biopharmaceuticals. Upon completion of the program, students are awarded exclusive digital badges highlighting their accomplishments on their resume, portfolio, LinkedIn page and other online platforms.

Strong Regional Workforce Partnerships

In order to remain relevant and forward-leaning in its offerings, PaCE maintains strong workforce partnerships with both public and private sector employers. They turn to PaCE when organizations have reduction in force, when employees need customized upskilling or when regions need educational solutions to workforce shortages. An example of such partnerships is the Fire and Emergency Services Higher Education (FESHE) Consortium which PaCE co-leads and that includes the Office of the State Fire Marshal (OSFM), the California Department of Forest and Fire Protection (Cal Fire) and the State Fire Training division. The consortium helps to address California's need for a training and education to meet its increasing fire and emergency service challenges.

The purpose of the consortium is to collaborate systemwide to provide: a comprehensive training and education program for prospective entry-level career candidates; continuing education for mid-career professionals; traditional track undergraduate and graduate education; and research supporting risk reduction/mitigation, preparedness, response and recovery efforts. Cal Poly Humboldt's College of Extended Education's bachelor's degree in Interdisciplinary Studies, with a concentration in Leadership Studies, has created additional pathways and opportunities for entry-level and mid-career professionals within Fire and Emergencies Services to engage in career-relevant coursework. As courses are held fully online, it provides the flexibility needed for working professionals.

PaCE can also be a key community partner. In response to the COVID-19 pandemic, PaCE created COVID-19 Courses for Causes—a statewide program to offer select free courses to support first responders, healthcare workers, working adults and community members. CSUs identified select courses they would offer for free for a specified time. In total, 13 universities participated in fall 2020 with more than 7,000 course sections offered, more than 2,000 enrollments and nearly 200 certificates awarded. PaCE also serves youth, traditional and non-traditional students, those seeking ongoing professional development and upskilling, and retirees and encore career seekers.

A Challenging Workforce Landscape

Governor Gavin Newsom has set the goal that at least 70% of all Californians will hold a bachelor's degree or certificate by the year 2030. To effectively meet that objective, California would need 1.5 million more adults with advanced education credentials. Yet currently the nation is experiencing historic labor shortages. Prior to the pandemic, the U.S. faced a forecasted talent deficit of six million people by the end of the decade. Following the pandemic, that deficit trend has accelerated—resulting in a record 11 million job openings nationwide. It is also estimated that more than five million workers remain unemployed due to a mismatch of skills. What's more, an estimated 39 million adults nationwide who had enrolled in college but left before completing their degree. And California tops the nation with nearly 6.4 million adults who began college but left without a degree.

Removing Barriers to Growth

As the landscape of the traditional four-year degree model changes, PaCE is well positioned to help the CSU expand its reach by providing additional offerings for the adult learner. Currently the system, through both state-supported and self-support instruction, educates nearly 500,000 students per year, graduating more than 100,000 on an annual basis. PaCE has the potential to add an additional 100,000 students through its self-supported model. As a result, a more fully integrated PaCE in the CSU's strategic enrollment efforts could ensure that it is well positioned to serve as a leading force in economic and workforce development regionally and statewide. While PaCE enrollment does not contribute toward meeting state-support enrollment targets set in the state's annual budget, it does provide a complementary opportunity to meet unique educational and workforce needs in California and beyond. What's more, inclusion of PaCE enrollment in the CSU's Graduation Initiative 2025 goals could help better illustrate how the system is supporting students in completing their degrees.

Another opportunity is to remove restrictive administrative and statutory barriers that have impeded PaCE's growth historically. Potential incorporation into the CSU's legislative agenda could address reviewing and making recommendations to amend legal restrictions which limit PaCE's ability to support out-of-state students due to current National Council for State Authorization Reciprocity Agreements (NC-SARA). California is the only state that is not a member of NC-SARA, resulting in additional costs and administrative steps for each university seeking to help Californians who moved out-of-state complete their CSU degree program.

Additional barriers that could be addressed either through statutory or institutional policy changes include concerns regarding supplanting, financial flexibility in the use of PaCE revenue, human resource capacity and student enrollment restrictions. For example, the CSU could address Educational Code §89704 in order to create more options for the use of self-support funds to meet the system's missions. The CSU could also review and reconsider practices governed by CCR §40202 and CSU Executive Order 1099 to allow more nimble and responsive approaches to addressing students' diverse educational needs. Other possible areas to explore is enacting regulations through a Title 5 amendment that would permit universities to provide program-specific pricing for partner organizations and student groups (e.g., active-duty military students) at discounted rates (e.g., without having to provide scholarships to cover those cost differences).

Conclusion

Higher education has evolved toward more flexible models of learning, leveraging technologies and new pedagogical practices to attract and retain students not served by more traditional enrollment approaches. As noted in the McKinsey & Company's 2022 report on online education, "...new offerings are blurring the lines between degree and nondegree learning, creating a new category of educational competitors." As the CSU invests in increasing state-funded enrollment opportunities, PaCE offers the potential for the CSU to respond to market changes and needs and scale offerings tailored to the uniqueness of each of the 23 universities. In order to achieve this bold goal and further its impact, the CSU's PaCE community invites deeper engagement on and support in addressing barriers limiting growth and innovation in this important educational space.