Our Impact
STRATEGIC REPORT 2012–2014

IN THIS ISSUE:
CELEBRATING LIFELONG LEARNERS
SERVING CALIFORNIA AND THE WORLD
PROGRESS AND PLANS FOR THE FUTURE

Maydel Uzcategui: ELI graduate, current CCE staff member and graduate student in civil engineering, page 11
Enclosed in this special issue is our very first annual report. This publication presents data on our students, staff, faculty, programs and other initiatives. We also highlight our strategic plan, the result of two years of work by our staff, unit leaders and senior management.

By aligning this report with our strategic plan, we aim to show CCE’s efforts to capitalize on our strengths and ensure the continued success of our institution. Some of our targets include:

- Offering affordable and high quality programs to students, professionals and organizations, both domestically and internationally
- Using innovative technologies and programming formats to help individuals achieve their academic and professional development goals
- A commitment to offering excellent service to our clients

As we now embark on a new era of growth, I invite you to join me on what will undoubtedly be an exciting journey.

With warmest regards,

Guido Krickx, Ph.D.
Dean, College of Continuing Education
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In 2012, President Alexander Gonzalez announced a bold new initiative to transform Sacramento State into a university for the 21st century. By embracing the concept of “Redefine the Possible,” the College of Continuing Education’s strategic plan aligned with our campus focus on progress, innovation and marshaling intellectual resources. Our current strategic plan (spanning 2012–2017) is guided and inspired by Sacramento State’s vision for the future.

The campus community has been looking toward major changes that benefit students and improve efficiency. It’s an opportunity to think boldly and creatively to forge new pathways to success.

With every effort focused on innovation, CCE aspires to serve the needs of the 21st century student.
CCE’s Strategic Plan Incorporates Five Elements:

VISION: The preferred future for our college
MISSION: The core focus of our college
VALUES: Behaviors and attitudes that guide our work
GOALS: Initiatives that shape our future
STRATEGIES: Specific endeavors tackled in support of a specific goal

Our mission and vision statement guide all college activities and the decision-making processes that will govern each goal.

VISION
To transform lives by providing innovative learning opportunities regionally and globally.

MISSION
Sacramento State’s College of Continuing Education complements the mission of the university by providing access to high quality, affordable educational programming and services that meet the needs of individual students, academic institutions, working professionals and employer organizations.

VALUES
INTEGRITY: We act with honesty and trust.
INNOVATION: We explore possibilities.
COMMUNICATION: We openly share ideas and information.
COLLABORATION: Together we succeed.
EXCELLENCE: We strive to exceed expectations.

GOALS
• Provide high quality programs and excellent service to those we serve.
• Achieve purposeful growth of the diversified program portfolio by maximizing enrollments, identifying new needs and increasing online offerings.
• Improve our customer/student service and improve our efficiency.
• Build our skills and develop our people.

Our strategic plan was inspired by the strengths grounded in our faculty and staff, our history and traditions, and the academic excellence of our seven sister colleges at Sacramento State.

“We must not look just at how we can improve, but how we can reinvent ourselves in the name of improvement,” Gonzalez said. “We must stand up for innovation, and stand out in our community, state and nation. “To redefine the possible, we must do the unexpected.”
Students are our best indicators of success. Highlighted throughout this issue are four CCE students—Aileen Lord, Maydel Uzcategui, George Lolas and Nick Pershing, who are living examples of how the support we provide can make a positive impact on people’s professional development and academic career. We are continually inspired by the ongoing dedication demonstrated by our students and partners, whether they are enrolled in professional development courses, learning English, pursuing innovative training methods or fulfilling the lifelong dream of earning a college degree.

The College of Continuing Education is also dedicated to continual growth. We are committed to improving our programs and services, our organizational efficiency and our workplace. The strategic plan serves as our road map for this continued growth. Like our students and partners, we set goals for ourselves that are designed to help us improve so that we can continue to make an impact on students like Aileen, Maydel, George and Nick.

College of Continuing Education 2012–2017 Strategic Goals

This issue of Access Magazine serves as a progress report on the goals we set for ourselves in 2012, and is designed to celebrate our students, programs and staff, and the impact we can make when we work together.

These strategic goal symbols, which are placed throughout this report, highlight specific goals we are implementing for 2012–2017:

GOAL 1: PROVIDE HIGH QUALITY PROGRAMS AND EXCELLENT SERVICE.

We endeavor to continually improve our programs, expand our services, and build sustainable cooperative relationships with all campus partners and external clients. We will regularly evaluate programs, instructors, learning outcomes and staff while working towards the highest ratings. We will enhance our student and client-centered services with flexible service hours and easier enrollment processes.

GOAL 2: ACHIEVE PURPOSEFUL GROWTH OF THE DIVERSIFIED PROGRAM PORTFOLIO BY MAXIMIZING ENROLLMENTS, IDENTIFYING NEW NEEDS AND INCREASING ONLINE OFFERINGS.

We aim to build and launch signature programs that will enhance student experiences and meet the professional training needs of our clients and partners. We are committed to creating increased access to our programming through solutions such as new online offerings.
GOAL 3: IMPROVE OUR CUSTOMER/STUDENT SERVICE AND IMPROVE OUR EFFICIENCY.

By establishing new agreements with sister colleges across campus, we will be able to serve even more students in the region. We will also maximize space in classrooms and labs, to ensure that our students and clients receive the best Sacramento State experience. We will continue to provide a financial structure with full-cost recovery, with enhancements in technology, forecasting and tracking staff time. We seek to streamline registration for all participants, including conference attendees.

GOAL 4: BUILD OUR SKILLS AND DEVELOP OUR PEOPLE.

We will continue to promote the professional development of our staff. We will partner with campus to create new avenues for staff training and employee events. We will build stronger relationships with professional associations, trade unions and employers. This will benefit our staff by providing opportunities for growth and networking, while attracting new faculty experts, speakers and consultants to our programs. We also want to expand our eLearning and technical expertise, to support our ongoing innovations in education.

Working together, along with our strategic goals as our guide, we set out to make a positive impact for our students, partners, programs and staff.
Who Do We Serve?

Serving California and the World

CCE serves the needs of diverse audiences and industry sectors. Our offerings include academic, extension (non-credit), international programs, conferences and custom training services.

More than 30,000 people attended conferences and events administered by CCE in 2012–14.

PARTICIPANTS BY PROGRAM AREA:

<table>
<thead>
<tr>
<th>Program Area</th>
<th>2012–13</th>
<th>2013–14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Programs</td>
<td>3,166</td>
<td>3,402</td>
</tr>
<tr>
<td>Extension Programs</td>
<td></td>
<td>4,900</td>
</tr>
<tr>
<td>International Programs</td>
<td>679</td>
<td>570</td>
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AVERAGE AGE BY PROGRAM AREA:

<table>
<thead>
<tr>
<th>Program Area</th>
<th>2012–13</th>
<th>2013–14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Programs</td>
<td>34.8 Years Old</td>
<td>32.6 Years Old</td>
</tr>
<tr>
<td>International Programs</td>
<td>27.4 Years Old</td>
<td>25.1 Years Old</td>
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GENDER BY PROGRAM AREA:

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Female</th>
<th>Male</th>
<th>Unidentified</th>
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</thead>
<tbody>
<tr>
<td>Academic Programs 2012–13</td>
<td>61.7%</td>
<td>35.7%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Academic Programs 2013–14</td>
<td>58.4%</td>
<td>34.8%</td>
<td>6.8%</td>
</tr>
<tr>
<td>International Programs 2012–13</td>
<td>57.2%</td>
<td>42.8%</td>
<td>—</td>
</tr>
<tr>
<td>International Programs 2013–14</td>
<td>55.2%</td>
<td>44.8%</td>
<td>—</td>
</tr>
</tbody>
</table>

Student Spotlight:

» Aileen Lord,
CHILD DEVELOPMENT GRADUATE AND COHORT INSTRUCTOR

“It had been awhile since I attended school. The support from the program staff made me feel confident in my decision to enroll.”
We also saw global participation in our programs from 64 countries.

CCE PARTICIPANTS BY COUNTY:

Over the past two academic years, participants came from all 58 counties in California.

A total of 65.4% of students in credit and non-credit programs came from the 13-county Sac State service area, while 56.1% came from the 6-county core Sacramento area.

COUNTRIES SERVED BY INTERNATIONAL PROGRAMS:

I had been working in the child development field for about 20 years, and had always wanted to go back for my bachelor’s degree. I had just had my third child and returned to work full-time, but when I heard about this program, I knew it was for me.

Having a family, work, school, and everything in between, it was easy to lose focus. But thankfully, the cohort instructor was our biggest supporter and kept us on track. This experience has empowered me to continue to learn and become more active in the child development field. After receiving my bachelor’s degree, I continued my education and received a master’s degree in early childhood education.

I am proud to say that I returned to the Child Development program in fall 2013, but this time as the Galt cohort instructor! I also continue to support teachers in the early care and education field working throughout California. Therefore, I am always applying everything I have learned from the program. I am thankful for the doors that opened and the possibilities this program allowed me to see.
How Do We Provide Educational Access?

Access is not only the name of our magazine—it’s the core of our mission. We’re here to extend the reach of the university by administering additional pathways to higher education.

Whether you’re looking for weekend classes, need specialized training, want to enhance your English skills or plan a professional event, we’re here to help.

College Bound:
Many of our students want to finish their degree close to work or home, or in a flexible format. During this reporting period, 680 students were admitted to Sac State through programs administered by CCE and another 151 graduated.

Event Attendance:
Our Conference & Training Services department is unique in the CSU system, allowing CCE to partner with public and private organizations to host events large and small. More than 30,000 people attended these events over the past two years, with 15,909 in 2012–13 and 17,985 in 2013–14.
Winter and Summer Sessions

CCE extends access to students who want to take classes outside of the normal school year by administering winter and summer sessions on behalf of the university.

### Unique Courses Offered*

<table>
<thead>
<tr>
<th>Session</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Summer</td>
<td>199</td>
<td>279</td>
</tr>
</tbody>
</table>

THIS IS A **40.2% INCREASE**.

THIS IS AN INCREASE OF **25%**.

### Course Enrollments*

<table>
<thead>
<tr>
<th>Session</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>824</td>
<td>945</td>
</tr>
<tr>
<td>Summer</td>
<td>6,559</td>
<td>6,793</td>
</tr>
</tbody>
</table>

3.56% INCREASE (234 ENROLLMENTS)

INCREASE OF 14.7% (121 ENROLLMENTS)

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**Student Spotlight:**

» **Maydel Uzcategui**

ENGLISH LANGUAGE INSTITUTE (ELI) GRADUATE, CURRENT CCE STAFF MEMBER AND GRADUATE STUDENT IN CIVIL ENGINEERING

“I understand the needs of their students, both to adapt to a new culture and difficulty with the language barrier. Now on the other side, I see how hard the ELI staff works to help students, and I am amazed at how many students they serve and how much attention they give to each person.”

It was my first time in this country when I came from Venezuela to study here. Sac State had the master’s I wanted and the English program I needed. From the beginning, I felt like the ELI staff really cared about the students. They were always checking on us, and giving us lots of attention. With international students they are always very careful and considerate with helping us out. While I am now pursuing my master’s degree, I am also committed to working at ELI. I want to give back all the help and support that I received from my professors and ELI staff. I understand the needs of their students, both to adapt to a new culture and difficulty with the language barrier. Now on the other side, I see how hard the ELI staff works to help students, and I am amazed at how many students they serve and how much attention they give to each person.”
As a self-supporting educational unit of Sacramento State, the College of Continuing Education receives no public funding for its operation. Fees collected for each class cover instruction and administrative costs. This operational framework is better known as the “cost recovery” business model.

Just like one might budget personal expenses, the College of Continuing Education balances its expenditures against its revenues. We match our costs with funds from program fees, service fees and grants.

This cost recovery business model allows us to operate without using taxpayer money, while supporting ongoing educational programs. Any funds remaining at the close of a fiscal year are reinvested into program development.

COST RECOVERY BUDGET
A self-support cost-recovery budget ensures that costs incurred by the CSU Operating Fund for services, products, and facilities provided to extended education and to CSU auxiliary organizations are properly and consistently recovered with cash and/or a documented exchange of value. (CSU Executive Order 1099)
CCE FINANCIAL IMPACT

<table>
<thead>
<tr>
<th></th>
<th>FY 2012–13</th>
<th>FY 2013–14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenues</td>
<td>$28,874,728</td>
<td>$28,513,277</td>
</tr>
<tr>
<td>Contributions to Campus</td>
<td>$6,054,652</td>
<td>$4,626,641</td>
</tr>
<tr>
<td>Special Contribution to Campus*</td>
<td>$4,907,594</td>
<td>—</td>
</tr>
<tr>
<td>Contributions to CSU</td>
<td>$659,337</td>
<td>$794,159</td>
</tr>
</tbody>
</table>

*One-time contribution authorized by the governor and state legislature to mitigate effects on state-supported instruction.

CCE REVENUE BY PROGRAM AREA 2012–13:

- Extension 19%
- Conference and Training 18%
- Summer 17%
- International 9%
- Other 6%
- Academic 31%

CCE REVENUE BY PROGRAM AREA 2013–14:

- Extension 21%
- Conference and Training 21%
- Summer 17%
- International 7%
- Other 5%
- Academic 29%

“Most state managers haven’t had many opportunities to develop the leadership skills that they need. This program provides that exposure and an opportunity to network with other leaders to develop those skills and put them into practice.

Participating in a cohort enables you to learn, network and develop habits and relationships that help you throughout your leadership career. High-ranking state government executives act as sponsors and provide input and guidance to the cohorts. The opportunity to develop those long-lasting relationships with other leaders sets the LGE program apart from other available training options.”

—George Lolas

Student Spotlight:

» George Lolas,
LEADERSHIP FOR THE GOVERNMENT EXECUTIVE PROGRAM (LGE) GRADUATE AND CHIEF EXECUTIVE OFFICER OF THE STATE CONTROLLER’S OFFICE
Who Works for
College of Continuing Education?

We draw from a rich pool of campus faculty, as well as off-campus industry leaders. CCE attracts and retains a diverse group of instructors, making sure to match subject matter expertise and research disciplines with course offerings to ensure the best student experience.

Over the past two years CCE employed more than 100 staff members. We maintained consistent staffing levels to serve students, faculty and program needs. Many staff members remain committed to CCE during the course of their careers, some working here for 20 years or more.

Proud Alumni

51% of our staff have earned either a graduate or undergraduate degree from Sac State

19% are currently working on either a graduate or undergraduate degree from Sac State

Professional Activities

38% of staff members participate in campus committees

20% participate in CSU system-wide committees

30% are active members of professional organizations

8% are board members, or officers in professional organizations

CCE INSTRUCTORS BY EMPLOYMENT TYPE:

- On-Campus 42%
- Off-Campus 52%
- State Retiree 5%
- Retiree 1%

CCE CAMPUS FACULTY BY COLLEGE:

- Arts and Letters 23%
- Business Administration 9%
- Engineering 7%
- Health and Human Services 18%
- Natural Sciences and Mathematics 14%
- Social Sciences and Interdisciplinary Studies 18%
- Education 11%

CCE STAFFING

<table>
<thead>
<tr>
<th>Employment</th>
<th>FY 2012–13</th>
<th>FY 2013–14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>96</td>
<td>101</td>
</tr>
<tr>
<td>Hourly</td>
<td>23</td>
<td>32</td>
</tr>
<tr>
<td>Student Assistant</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

STAFF EMPLOYMENT YEARS WITH CCE:

- 5 Years or Less 55.6%
- Between 5 and 10 Years 21%
- Between 10 and 20 Years 14.8%
- 20 Years or More 8.6%
From farm to food service, and finally to career fulfillment, Jenni Murphy’s path to success did not follow a straight line. Like so many of our students, her winding professional journey led her to take classes at CCE—a small choice which became the start of something big.

“I came from a farm, and was really idealistic. I got my degree in communication studies at Arizona State, paying my way through student loans and waiting tables.” She was the first in her family to earn a college degree, and used her education and restaurant experience to climb the corporate ladder.

“The hospitality industry taught me how to multitask, how to prioritize, how to read the public and deal with volatile situations in a high-stress atmosphere,” she says. Her talents in hospitality led her to become a corporate trainer, opening restaurants and entertainment centers across the nation and overseas.

Yet her career derailed when a start-up venture issued mass layoffs. She was out of work and needed a fresh start. “I took a proficiency test to see what direction was best for my personality and skill sets. It said I would be a good college administrator, but I had no idea what that was.” One of her career counselors directed her to CCE for further training, and she noticed they were hiring. She took a chance and applied for a program manager position, and fell in love with it.

Over 13 years later, with several leadership positions and a doctorate from Sac State under her belt, Dr. Murphy, Ed.D., is now Associate Dean and serves as a living, breathing CCE success story. “I personally understand what people go through to not only find a job, but to find a career that is satisfying as well. While pursuing my doctorate in educational leadership and policy, I chose to focus my research at the intersection of education, workforce and economic development. I am really passionate about the role of continuing education for our regional workforce, as well as across the nation.”
The form and character of public education has changed dramatically over the past decade. State funding has gone down. Programs have become impacted. And the profile of an average college student has rapidly evolved.

In fact, according to the National Center for Education Statistics, close to 80% of current undergraduate students are considered “nontraditional.” Increasingly, students are older, attending college part-time while working, and have children or dependents other than their spouse.

So what does this mean for higher education?

With the rise of nontraditional students has come new demand for enhanced services and fresh ways of learning.

The myriad of complexities and growing demands we currently face speak to core aspects of our college’s mission, including commitments to innovative learning, expanded access and local impact with a global reach.
Student Spotlight:

» Nick Pershing
PARAMEDIC GRADUATE AND CURRENT FIREFIGHTER

I landed my dream career with Sacramento City Fire as a firefighter/paramedic. It has always been the department I truly wanted to work at, and even more so after I got to work with my instructors we had at school. I even ran a code with Derek Parker and got to see Jeff Cooke, Jason Hemler, Ernie Partridge and Dan Kolb in the firehouses and on calls.

I was hired on my 25th birthday, and life is great! I will continue to promote the Sac State Paramedic Program to anybody I know who is interested in medic school.

“I landed my dream career, and life is great!”

Nick Pershing
To address the changing climate in higher education, Sacramento State is embarking on fresh strategies in the coming year.

In his Fall Address, President Gonzalez introduced a new strategic plan, which shapes the mission, vision, values and strategic direction of Sacramento State through the year 2020. Some of the university’s major goals are to enhance student learning and success; to foster innovative teaching, scholarship and research; and to promote a strong identity for Sacramento State. The plan, which was crafted by students, faculty and staff, incorporates extensive research and feedback from the community.

“Even though the overall picture is brighter, public higher education and Sacramento State have to compete for resources, which remain relatively scarce,” Gonzalez said. “And to make the case for a greater investment from the public, we must demonstrate a greater value to the public—and we must demonstrate it clearly. (The Strategic Plan) will help us do that.”

Gonzalez, who is in his 12th year as Sacramento State’s president, also announced his upcoming retirement at the Fall Address. Hundreds of students, faculty, alumni and friends in the crowd gave him a standing ovation. “It was a difficult decision, because I feel there is much more work to be done,” Gonzalez said. “I also know that it is the right time for me to make the transition and let someone else lead this great institution.”

After more than a decade of working with Gonzalez, his departure will create a time of transition for CCE. “We have collaborated with President Gonzalez many times over the years, always striving to align with campus initiatives,” says CCE’s Dean Guido Krickx.

“President Gonzalez championed innovation, and we hope to carry that legacy with us into the future. Whatever changes may come, I look forward to serving Sacramento State and the needs of our ever-changing community.”

—Guido Krickx
Dean, College of Continuing Education
Following the university’s lead, CCE is working to update the current strategies outlined in this issue. We proudly support the new strategic initiatives on campus, and will align with the broader vision of the next five years.

Implement New CCE Strategic Plan for 2015–2020
May through June 2015

CONSULTATION WITH STAKEHOLDERS
March through April 2015

Complete Revised CCE Strategic Plan
May 2015

Launching a New Strategic Plan at CCE
Milestone Calendar for 2014–15
The College of Continuing Education (CCE) is one of eight colleges at Sacramento State. As a self-supporting college, CCE offers certificates, courses, degrees, workshops and conferences. We have proudly served the community and state since 1951.

CCE welcomes the opportunity to answer questions regarding programs and registration procedures. Contact us at 916.278.4433 or cceinfo@csus.edu, or visit our website at www.cce.csus.edu.