

Center for Regional  
and Continuing Education

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California State  
University, Chico

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2012-2013  
Annual Report

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## Executive Summary

### *Regional & Continuing Education (RCE) strengthens and expands the resources of the University to stimulate the campus intellectually and financially.*

The 2012-2013 Annual Report for Regional & Continuing Education (RCE) summarizes the impact of RCE's activities in support of the University's strategic priorities. Each section of the annual report connects RCE's accomplishments to the Academic Affairs Strategic Goals.

RCE's 2012-2013 achievements highlight RCE's commitment to the core mission of the University. Self-support courses and programs move students forward toward graduation meet student demand in creative and intellectually stimulating ways. RCE's programs and services add to the diversity of the campus community and generate financial incentives to campus partners.

- RCE generated 11,532 enrollments in 1,488 offerings that include academic degree courses and programs, non-credit workshops, and conferences.
- Total fiscal year revenue from all sources was \$6,952,578.
- The Continuing Education Revenue Fund (CERF) was the largest source of RCE revenue, generating \$4,724,586 in revenue.
- The largest ever transfer of CERF reserves—\$2,505,546.70—was made to the campus in Fall 2012, invigorating the University's financial situation following significant cuts in state funding.
- RCE's financial impact on the campus as a result of self-support activities, cost reimbursement, revenue distribution, and indirect contributions was an additional \$4,331,584 for a total financial impact of \$6,837,131.
- RCE's non-credit activities managed in the Research Foundation (RF) generated \$1,811,787 in revenue and \$2,000,681 in expenses, the second year in a row that RF reserves were tapped to meet operational expenses that increased with the MOU between RCE and Business & Finance.
- RCE's changing financial story reflects a shift from retaining reserves for future development and program investment to one of returning significantly more money directly to campus and is impacted by increasing charges and declining interest earnings.
- The North State Initiative task force, chaired and staffed by RCE, accomplished meaningful outreach to the North State and moved forward recommendations to the President to continue the campus-wide efforts to engage the region and strengthen the college-going rates for North State residents.
- The diversity of the campus community is strengthened by the American Language & Culture Institute (ALCI) that enrolled 392 students from 29 countries.
- Professional and workforce development courses and conferences served a diverse audience of 2,380 participants across California and internationally.
- The Osher Lifelong Learning Institute (OLLI) served 860 members in 116 classes and expanded locations beyond Chico to serve the region more broadly.
- Osher Reentry Scholarship Program and Prime Timers Reentry Scholarships further supported student success and retention by awarding \$53,000 to support 20 state-support reentry students.



## RCE Strategic Goals

- Strategic Goal 1** Expand and enhance reentry and learning in retirement opportunities to meet diverse educational needs.
- Strategic Goal 2** Create and manage a fully functional conference meeting space that models energy efficiency and integrated design, funded by Continuing Education Revenue Fund (CERF) reserves, i.e., non-general fund dollars.
- Strategic Goal 3** Strengthen and refine RCE's organizational effectiveness, with an emphasis on process improvement, enhanced communication, and proactive staff development.
- Strategic Goal 4** Expand self-support credit and non-credit offerings, certificates, and degree programs with a variety of delivery modes from face-to-face, to hybrid, to wholly online.
- Strategic Goal 5** Strategically support the growth of state-support online and distance education degree programs.
- Strategic Goal 6** Increase grant and contract activity to support revenue diversification.
- Strategic Goal 7** Demonstrate responsible stewardship of RCE resources to ensure financial viability of all RCE programs and activities and document RCE's contribution to the University.
- Strategic Goal 8** Strengthen the connection between RCE and the mission and values of Academic Affairs by aligning the unit more closely with the college structure.

## Academic Affairs Annual Report 2012-2013 Data Summary for RCE

<b>Enrollments</b>	
Chico Distance & Online Enrollments	1,448
University Center Redding Enrollments	223
Special Session Enrollments <i>(Includes Summer Session)</i>	4,806
Open University Enrollments	901
American Language and Culture Institute (ALCI) Enrollments	826
Osher Lifelong Learning Institute (OLLI) Participants	860
Conference Participants	978
Workshop Participants	573
Teacher Enrollments for Professional Development	906
# of Staff Participating in Employee Open University Courses	11
<b>Total Continuing Education Enrollments</b>	<b>11,532</b>
<b>Offerings</b>	
Chico Distance & Online Offerings	56
University Center Redding Offerings	15
Special Session Offerings <i>(Includes Summer Session)</i>	340
Open University Offerings	594
American Language and Culture Institute (ALCI) Offerings	309
Osher Lifelong Learning Institute (OLLI) Offerings	116
Conferences Hosted	5
Workshop Offerings	12
Credit Offerings for Teacher Professional Development	42
<b>Total Continuing Education Offerings</b>	<b>1,488</b>

## RCE Personnel List – July 2013

<b>Name</b>	<b>Position</b>
<b>Debra Barger</b>	Dean
<b>Clare Roby</b>	Associate Dean
<b>Elaina McReynolds</b>	Director of Special Session and Extension
<b>Jeff Layne</b>	Director of Distance Education Services
<b>William Dantona</b>	Director, American Language and Culture Institute (FDN)
<b>Pam Hollis</b>	Administrative Analyst/Specialist
<b>Joe Picard</b>	Marketing Director
<b>Melissa McGowan</b>	Marketing Director
<b>Dane Frazier</b>	Technology Manager
<b>Luke Sathrum</b>	Technology Coordinator (FDN)
<b>Ann Nikolai</b>	Osher Lifelong Learning Institute (OLLI) Director (FDN)
<b>Tricia Daniels</b>	Graphic Designer
<b>Heather Quilici</b>	Conference and Event Coordinator/Extension (FDN)
<b>Dana Massetti</b>	Admin. Support Coordinator, Special Session and Extension
<b>Nancy Park</b>	Administrative Support, Distance Education
<b>Jeanne McMahon</b>	Accounting Technician
<b>Suzie Rhonek</b>	Administrative Support, Registration and Customer Service
<b>Emily Brook</b>	Administrative Coordinator, ALCI (FDN)
<b>Yuki Rojas</b>	Student Services Coordinator, ALCI (FDN)
<b>Christiana Brands</b>	Academic Coordinator, ALCI (FDN)
<b>Marilyn Moore</b>	Core Faculty, ALCI (FDN)
<b>Melana Cavenecia</b>	Core Faculty, ALCI (FDN)
<b>Dan Greaney</b>	Program Coordinator, University Center
<b>Kelly Shields</b>	Custodian, CCE and CLSA

## RCE Programs & Services Matrix

State Support Credit Programs			
	<i>Description</i>	<i>Audience</i>	<i>Benefit</i>
<b>Chico Distance &amp; Online Education</b> <a href="http://rce.csuchico.edu/online/">rce.csuchico.edu/online/</a>	Online degree completion and certificate programs. Programs: social science, sociology, and liberal studies.	Degree seekers who live at a distance from campus, including temporary relocations, e.g., military service.	Extended access to degree programs for students living at a distance from campus; FTE generation; incubator for instructional innovation.
<b>University Center, Redding, CA</b> <a href="http://rce.csuchico.edu/redding/">rce.csuchico.edu/redding/</a>	Degree completion programs in Business Administration and the Masters in Social Work (cohort finished Spring 2012) offered at the Shasta College University Center, downtown Redding.	Degree seekers who live at a distance from campus in Northern CA who are eligible for admission to the degree programs offered.	Extended access to degree programs for those living in far northern CA. Off-campus FTE generation; additional options for wide range of students.

Self-Support Credit Programs			
	<i>Description</i>	<i>Audience</i>	<i>Benefit</i>
<b>Summer Session</b> <a href="http://rce.csuchico.edu/summer/">rce.csuchico.edu/summer/</a>	Summer courses offered in a flexible schedule on a per-unit fee basis.	Regularly enrolled University students and individuals interested in courses for academic credit.	Additional options for students to make progress toward degree and prepare for admission to advanced degrees/post baccalaureate study.
<b>Early Start Program</b> <a href="http://rce.csuchico.edu/earlystart">rce.csuchico.edu/earlystart</a>	Accelerated, summer online classes in math and English	Incoming first-time CSU freshmen who need coursework to prepare them for college-level math and English.	Preparation for required college courses to ensure student success.
<b>Special Session</b> <a href="http://rce.csuchico.edu/specialsession/">rce.csuchico.edu/specialsession/</a>	Courses offered in addition to the University's regular semester schedule, e.g., Summer and January Intersession. Fees are charged on a per-unit basis.	Regularly enrolled University students, those seeking admissions, and individuals interested in courses for academic credit.	Flexibility to augment the regular schedule and/or degree programs with appropriate self-support courses.
<b>Open University</b> <a href="http://rce.csuchico.edu/openu/">rce.csuchico.edu/openu/</a>	Access to University courses on a space-available basis, without formal admission to the University.	Individuals seeking future admissions, non-degree seekers, disqualified students and those denied admission.	Increased access to University courses and increased the opportunities for degree completion.



<b>BSN for RNs</b> <a href="http://rce.csuchico.edu/online/rn-bsn/">rce.csuchico.edu/online/rn-bsn/</a>	Primarily online degree completion program for RNs to become BSNs offered in a cohort model.	Registered nurses with busy work schedules, and nurses from distant rural areas.	Flexible, primarily online-based format with credit for prior learning to meet the needs of working individuals.
<b>MS in Agricultural Education</b> <a href="http://rce.csuchico.edu/ageducation/">rce.csuchico.edu/ageducation/</a>	A 30-unit online graduate degree in agricultural education offered in partnership with AG*IDEA, a national consortium of accredited universities.	High school agricultural education teachers, science educators, associated professionals who administer agricultural education programs.	First West Coast university to join AG*IDEA; online graduate degree expands access to CSU, Chico's College of Agriculture.
<b>Passport to Learning</b> <a href="http://rce.csuchico.edu/passport/">rce.csuchico.edu/passport/</a>	Short-term faculty led-study abroad courses to a variety of international destinations.	University students and those seeking international travel experiences with an academic focus.	Hands-on international learning opportunities under the direction of CSU, Chico faculty.
<b>MS in Math Education</b> <a href="http://rce.csuchico.edu/teachers">rce.csuchico.edu/teachers</a>	A 30-unit summer program in Mathematics Education.	Secondary mathematics teachers who desire to advance their professional skills.	Courses available in summer when math teachers can most conveniently participate.

<b>Self-Support Non-Credit Programs</b>			
	<i>Description</i>	<i>Audience</i>	<i>Benefit</i>
<b>American Language &amp; Culture Institute</b> <a href="http://rce.csuchico.edu/alci/">rce.csuchico.edu/alci/</a>	Intensive English language instruction to meet students' academic, professional, and personal goals. Introduces American culture and higher education system.	International students (age 16 and above).	International bridge to University degree programs and the community. Increases diversity of campus and town.
<b>Professional Development &amp; Personal Enrichment Workshops</b> <a href="http://rce.csuchico.edu/professional-development">rce.csuchico.edu/professional-development</a>	Programs and workshops provide learning opportunities for personal and professional development on a non-credit basis.	High school students, community members, professional license holders, students, and staff.	Access to non-credit programs for personal and professional development and continuing education for relicensure.
<b>ElderCollege</b> <a href="http://rce.csuchico.edu/eldercollege/">rce.csuchico.edu/eldercollege/</a>	Persons age 60 and older take regularly scheduled University courses as a guest on a space-available basis.	Older adults (60+)	Non-traditional access to University courses. Age diversity within the classroom.
<b>In Service to Families, Children &amp; the Courts</b> <a href="http://rce.csuchico.edu/in-service/">rce.csuchico.edu/in-service/</a>	Professional continuing education workshops and conferences that focus on issues related to families and children.	Psychologists, marriage and family therapists, social workers, court mediators and custody evaluators, nurses, physicians, educators, law enforcement, and attorneys.	Access to high quality continuing education programs for professionals who must maintain State licenses and who seek continuing professional education.

<b>Osher Lifelong Learning Institute</b> <a href="http://rce.csuchico.edu/osher/">rce.csuchico.edu/osher/</a>	A peer-led, learning in retirement organization that provides opportunities for intellectual experiences and networking.	Retirees, older adults (50+) and their spouses.	Access to a self-supported lifelong learning program for intellectual engagement. National recognition via the Osher Foundation and OLLI Network.
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<b>Services</b>			
	<i>Description</i>	<i>Audience</i>	<i>Benefit</i>
<b>Connect • Learn • Engage (CLE)</b>	A pilot program that provides webinars and two-way video conferences to bring the latest trends, research, tools, and resources from around the world to the Chico State campus.	CSU, Chico faculty, staff, and students.	Access to professional development resources, delivered conveniently on campus.
<b>Osher Reentry Scholarship Program</b> <a href="http://rce.csuchico.edu/osher/scholarships/">rce.csuchico.edu/osher/scholarships/</a>	Scholarship fund for part-time and full-time undergraduate reentry students.	Residential undergraduate students – ideally aged 25 to 50 – whose collegiate studies were interrupted by circumstances beyond their control for a cumulative five years who wish to resume their university studies.	Successful applicants with financial need have funds applied to tuition/fees. Only University undergraduate scholarship that allows part-time enrollment
<b>Program Development &amp; Custom Education</b> <a href="http://rce.csuchico.edu/solutions">rce.csuchico.edu/solutions</a>	Contract program development and training. Planning, production and delivery.	Associations, corporations, government agencies, and organizations.	Access to University expertise, program developers and facilities.
<b>Sustainable Conference Planning &amp; Event Management</b> <a href="http://rce.csuchico.edu/conferences/">rce.csuchico.edu/conferences/</a>	Professional and academic conference and event management services with an emphasis on sustainability.	Professional associations and societies for educators, industry, and not-for-profits; corporations, government agencies, and organizations.	Professional/workforce development with customer service focus. Faculty/academic association participation. Professional continuing education. Economic development.
<b>Video Conferencing Services</b> <a href="http://rce.csuchico.edu/solutions">rce.csuchico.edu/solutions</a>	Satellite downlink and two-way video conference transmission. Internet video streaming services.	Faculty, administrators, departments, Colleges, associations, corporations, government agencies, and regional organizations.	Video conference opportunities facilitate public service, promote collaboration, support personnel recruitment, and reduce travel costs.

## Academic Affairs Goal 1: Enhance Student Learning

Regional & Continuing Education's 2013-2013 achievements supported the Academic Affairs goal of enhancing student learning and RCE's strategic goals to **support the growth of state-support online and distance education and to expand self-support offerings.**

### Strategically Using Self-Support to Enroll, Retain, and Graduate Students

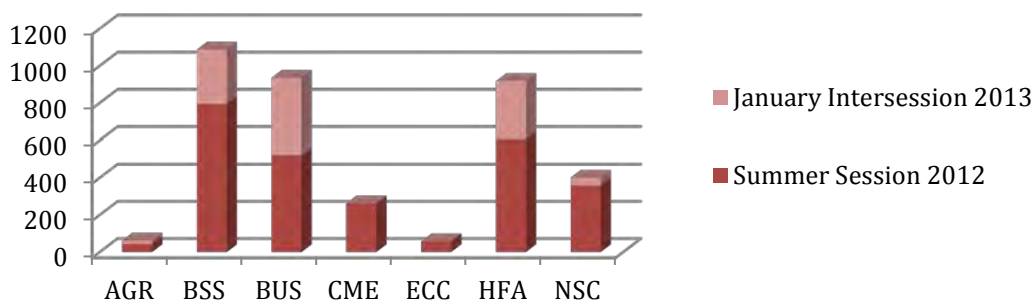
RCE partners with colleges to create and deliver self-support academic programs in a variety of models. From WASC substantive change proposals, degree design and assessment, to student academic success, RCE has an important place within the college structure of the University. As architects of educational programs for reentry students, mid-career professionals, and lifelong learners broadly, RCE achieves its mission to deepen and enhance the reach of the University. As effective administrators of self-support sessions that serve state-support students, RCE strengthens Academic Affairs' capacity to enroll, retain, and graduate students.

RCE's Special Sessions provide options for regularly matriculated students to achieve their educational objectives, and self-support degree programs expand access to a CSU, Chico degree to a broad audience.

Special Session Degree Credit 5-Year Enrollment Summary					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Summer Session	N/A	1,247	3,106	2,707	2,641
Summer Special Session	297	253	239	366	345
Fall Special Session	264	166	145	267	226
January Intersession	130	1,418	1,229	1,097	1,080
Spring Special Session	473	366	369	603	514
May-June Intersession	138	369	N/A	N/A	N/A
<b>Total</b>	<b>1,302</b>	<b>3,450</b>	<b>5,088</b>	<b>5,040</b>	<b>4,806</b>

**Summer Session and January Intersession** provide an important pathway to degree completion for continuing Chico State students as they aim for graduation in four years. Summer and January also provide opportunities for non-admitted students to earn credit in an accelerated timeframe.

### Enrollment Summary by College



Summer Session and January Intersession schedule build process improvements streamlined the communication between colleges and RCE and provided the colleges a framework for a more integrated schedule build than was achieved with the previously decentralized, individual course proposal process.

- Significantly fewer courses were cancelled due to low enrollment in Summer 2012 as a result of the college's thoughtful scheduling of courses based on student demand. In 2011, 133 courses were offered; 26 cancelled (20%). In 2012, 133 courses were also offered; 8 cancelled (6%). This decrease in class cancellations contributed to greater schedule integrity and fewer students dis-served.
- The number of refund requests processed based on summer class cancellations dropped from 52 in 2011 to 25 in 2012, additional evidence of the impact of the improved scheduling and communications processes.
- 47 international students from Chung Ang University in Korea participated in Summer Session 2012 prior to their formal matriculation to the University in Fall 2012.
- A Fix-A-Flat event hosted by RCE to promote Summer Session 2013 generated social media attention and created a student-centered, environmentally conscious activity that offered free flat repair services, provided by the Associated Students.
- RCE's highest web traffic day in 2012-2013 occurred on April 1, 2013, with 9,000 Summer Session page views on the start of registration.

Given the academic calendar change implemented by Cabinet for an earlier spring semester start that results in fewer instructional days for January Intersession, RCE piloted efforts in 2013 to consult with faculty and communicate with students about the importance of preparation and planning to be successful in the intensely accelerated timeframe. The efforts in 2013 will help mitigate the impact of the calendar change and an even shorter January Intersession on the horizon in 2014.

- A faculty focus group and survey provided input about what faculty can do to ensure a successful teaching and learning experience in such an accelerated timeframe, including making sure book orders are available well in advance and syllabi are available early.
- 90% of January Intersession faculty responded to a request to post syllabi and other important class information, including advance reading assignments, in Blackboard earlier than has been customary in previous years to give students additional preparation time.
- RCE created a student success tip section for the January Intersession website and implemented a special communication plan to help students and faculty prepare for a successful learning and teaching experience.
- RCE moved forward a recommendation to CAD to replace the January Intersession with a Winter Session starting in 2015 to provide critical additional instructional days. Winter Session could begin in late December. CAD endorsed the recommendation.

RCE provided administrative services for the CSU Board of Trustees-mandated **Early Start Program** launched in Summer 2012, including registration and fee collection, course set up, faculty and teaching assistant hires, and student communication and support. Coordination with campus partners and

establishing program administrative processes provided a solid foundation for 2013 Early Start Program improvements.

<b>Early Start 2012 Enrollment Summary</b>			
	<i>Total Enrollments</i>	<i>Destination Students</i>	<i>Service Students</i>
Math 031	387	304	83
Math 051	91	52	39
<b>Math Total</b>	<b>478</b>	<b>356</b>	<b>122</b>
<b>English Total</b>	<b>130</b>	<b>104</b>	<b>26</b>
<b>Total All ESP</b>	<b>608</b>	<b>460</b>	<b>148</b>

In addition to Special Session, **Open University** (OU) is an opportunity for students to earn degree credit without being regularly admitted to the University. The OU enrollment trend continues downward, affected by space availability in regular University courses as well as the general economic environment that may be impacting the ability for some students to afford OU fees when financial aid is not available.

<b>Open University 5-Year Enrollment Summary</b>					
	<i>2008-2009</i>	<i>2009-2010</i>	<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>
Summer	68	29	0	3	0
Fall	774	682	543	528	476
January	10	0	0	0	0
Spring	742	692	549	491	425
<b>Total</b>	<b>1,594</b>	<b>1,403</b>	<b>1,092</b>	<b>1,022</b>	<b>901</b>

In 2012-2013, 407 individual students enrolled via OU to earn academic credit and make progress toward their educational objective. Those objectives range from improving academic standing following disqualification to degree completion.

<b>Open University Headcount and Objective 2012-2013</b>		
<i>Objective for Enrolling via Open University</i>	<i>#</i>	<i>%</i>
Undergraduate; no degree objective indicated	71	29%
Disqualified - taking courses to improve academic standing	67	28%
Disqualified - improved standing, returned to admitted	3	1%
Preparation for a CSU, Chico graduate program	77	32%
Graduate; no degree objective indicated	32	13%
Completing undergraduate degree	63	26%
Future undergraduate admission	44	18%
Preparation for credential program	25	10%
Denied admission	10	4%
Employee - courses for degree/professional development	8	3%
Employee - courses for personal enrichment	7	3%
<b>Total # Individual Students (Unduplicated Headcount)</b>	<b>407</b>	

## Self-Support Degree Programs

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Self-support degree programs continue to extend the educational programs of the University. Currently, two self-support degree programs are offered: the hybrid (mostly online with some face to face) **RN-BSN degree completion program** and the wholly online **Master of Science in Agricultural Education**, launched in Summer of 2012 in partnership with AG\*IDEA, a national consortium of accredited universities offering courses in the agricultural disciplines.

- 22 students were admitted to the online MS in Ag Education, launched in Summer 2012.
- 9 classes in the MS in Ag Education program were offered in 2012-2013, generating 107 enrollments.
- The hybrid RN-BSN degree completion program graduated 42 students this year (two overlapping cohort cycles); another 32 were admitted in Fall 2012.
- 14 classes in the RN-BSN program were conducted in 2012-2013, with a total of 389 enrollments.

Both of these programs meet critical needs for education in disciplines of particular relevance to the North State and California.

## Supporting Student Participation in International Learning Opportunities: Faculty-Led Self-Support Study Abroad

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Faculty-led study abroad programs are currently planned and organized during the academic year and conducted the following summer. The Betty's Hope Archaeological Field in Antigua field school is an ongoing project and faculty leader Dr. Georgia Fox has conducted an exemplary summer study abroad program for students from Chico State and around the country since 2007. A CELT grant funded two student videographers to document the field work in Summer 2012. The resulting video documentary was part of the Anthropology Forum series in Fall 2012 and is used in classes on campus to teach students about field study techniques.

## Student Success: Online Resources

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Using the MediaSite mobile lecture capture system, RCE continues to expand the library of online resources available to Redding and Chico Distance and Online Education (CDOE) students as well as to students on campus who are unable to attend the live presentations on campus. These workshops and lectures, captured for online any time, any place access, provide students valuable information to improve their academic skills and connect them with resources for career and professional success. The library of online workshops includes presentations from the Student Health Center, the Learning Center, the Wellness Center, and the Career Center.

In 2012-2013, 80 new presentations were recorded and added to the library of 181 recorded presentations that were viewed 4,464 times. The supporting document at the end of this section provides additional details about the types of academic presentations and student services-related videos available to CSU, Chico students on the RCE web site.



## **Supporting Excellent and Distinctive Programs Off-Campus: University Center in Redding and Chico Distance & Online Education**

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RCE's contribution the strategic priority to support excellent and distinctive programs off-campus included administrative and student support services for the **University Center in Redding** and the **Chico Distance & Online Education (CDOE)** state-supported degree completion programs. RCE continues to demonstrate commitment to distant students' success through outreach, communication about application deadlines, schedule information, and access to online learning and student service resources.

- CDOE total academic year enrollments: 821 (578 unduplicated headcount)
- University Center in Redding academic year enrollments: 223 (44 unduplicated headcount)
- Increased efforts to provide more information to newly-admitted online students were implemented in Fall 2012 to influence the show up rate. Metrics are in place to assess those efforts for Fall 2013 forward.
- RCE is tracking persistence and graduation data on CDOE and University Center students for both fall and spring admits for more nuanced assessments given the greater proportion of spring cycle admits compared to on campus admits.
- RCE coordinated with the Student Learning Center to provide a tutor via two-way video for FINA 307, one of the more challenging courses delivered at a distance to the University Center in Redding.
- Dan Greaney, Student Services Coordinator for the University Center, Distance Education Director Jeff Layne, and Dean Debra Barger strengthened the University's ties to the Redding area by representing CSU, Chico in activities for the launch of the North State Promise and Shasta Promise, programs designed to increase the college-going rate in the North State.

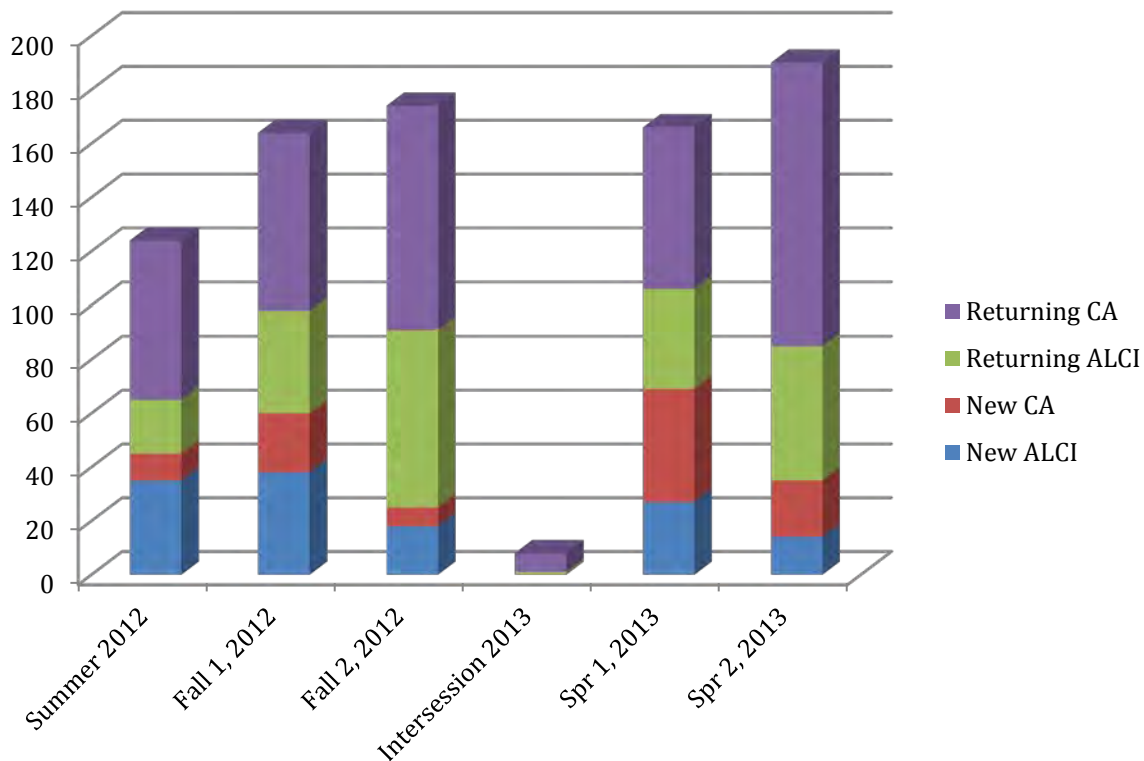
## **Diversity and Internationalization: ALCI**

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The American Language and Culture Institute (ALCI) continues to strengthen the University's internationalization and diversity efforts by bringing a growing number of international students to campus, many of whom pursue conditional admission to CSU, Chico to streamline their progress toward matriculation and degree completion.

ALCI served 392 unique students from 29 countries in 2012-2013. ALCI's student population is diverse, with no single country or region representing a majority of students. Middle East and Asian country representation remains strong, and the number of students from Europe and Africa are on the rise.

The following enrollment data demonstrate the strength of the ALCI program and the benefit-add of conditional admission to both ALCI and the state-supported program of the University. Each ALCI session welcomes new and returning students in the following categories: 1) those who come to Chico to attend ALCI and ALCI special session and 2) students who are conditionally admitted (CA) to the University with plans to matriculate upon completion of the ALCI language program. The data clearly demonstrate a significant portion of Chico's conditionally admitted students enter in mid-fall and mid-spring, reinforcing the value add of the ALCI schedule.



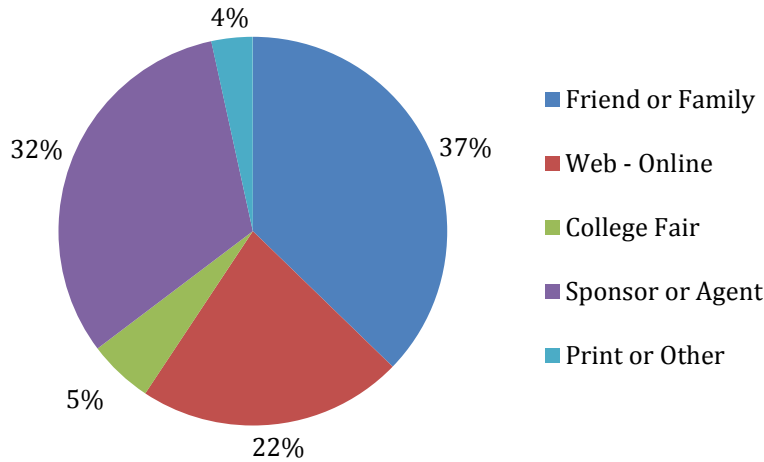
The number of students attending ALCI and moving forward to University matriculation is a significant contribution to the campus' internationalization efforts.

- In Fall 2012, 75% of the 150 new international students matriculated to the University were recommended by ALCI as having fulfilled the English language component of their conditional admission.
- In Spring 2013, 71% of new international students (34 out of 48) entered the University via ALCI.

ALCI marketing efforts include a wide variety of outreach channels and comprehensive campaigns in locations that are strategically important to the vitality and diversity of the ALCI program. An excerpt from the ALCI international marketing campaign is included in the supporting documents. A concerted marketing effort in Africa resulted in the first-ever ALCI student from Rwanda.

ALCI students are routinely surveyed about how they learned about ALCI Chico. Word of mouth from friend or family continues to be the most effective referral source. Nearly 1/3 of students surveyed credit an agent or sponsor as the source for their referral to ALCI. RCE is the only unit on campus that works with agents to recruit international students, and the results of ALCI marketing efforts to develop agent relations and participate in major recruitment fairs is evidenced by the strength of ALCI's enrollment numbers.

### ALCI Referral Sources - 2012-2013



The RCE and ALCI websites play an important role in attracting students to Chico.

- rce.csuchico.edu had 540,242 unique web visitors from 215 countries in 2012-2013.
- Of that traffic, the ALCI index page had 480,470 unique page views.

ALCI accomplishments in 2012-2013 included program improvements, special program development, and strengthening connections between ALCI and the campus community.

- Two new full-time core faculty were hired in January 2013. Marilyn Moore and Melana Cavenecia are experienced ESL instructors who provide leadership in faculty development for the 17 part-time instructors currently employed by ALCI and contribute to critical program areas including assessment and curriculum development.
- Student evaluations of course and teacher consistently rate above 4 on a 5 point scale for overall effectiveness, faculty, instructional materials, and their learning/performance.
- New student orientations were extended in 2012-2013 to provide a broader range of orientation materials and presentations by campus and community resources as well as a panel of former ALCI and current Chico State students who shared tips on how to succeed as an international student.
- The conversation partner program that provides purposeful engagement across cultures by pairing ALCI students with Chico State students and members of the University community was strengthened through the introduction of group conversation events, providing partners with conversation topic resources, and integration of the conversation partner outcomes into the ALCI curriculum.
- 88 unique cultural and social events that were conducted. Open to international and domestic students, ALCI events foster interaction and showcase the internationalization of the campus. The single largest event, the annual Dean's Cup Soccer Tournament, engaged 128 participants.
- New custom program development efforts included exploring special summer programs with the University of Business & Technology in Jeddah, Saudi Arabia, and Chung Yuan Christian University and Huafan University, Taiwan.

## **International Programs Audit**

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CSU, Chico was chosen by the CSU Office of the University Auditor for the International Programs audit, so RCE's Faculty-led Study Abroad Programs and ALCI were subject to review in conjunction with the Office of International Education. The documentation for both RCE's programs was thoroughly assessed, with the auditor complementing our program processes. Given a requirement for indemnification language to be included in all agreements, ALCI agent agreements are all being renewed and the Office of the University Auditor has accepted ALCI documentation to clear the finding.

## ***Supporting Documents***

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- Fix-a-Flat Summer Session Promotional Flyer
- January Intersession Student Study Tips
- MediaSite Recordings Inventory
- University Center Redding Program Graduates
- ALCI Countries of Origin 2012-2013
- ALCI Global Marketing Campaign Excerpt



# FIX A FLAT DAY!

  
**MAY 2**  
**FREE**  
**FLAT REPAIR**

- ▶ Free bike flat repairs!  
One day only  
Thursday, May 2, noon–3 PM  
Bike Cart at Trinity Commons
- ▶ Flat fixing demonstrations!
- ▶ 50% off flat repairs—Bike Cart  
at Trinity Commons, May 6–8!
- ▶ Bike tire and tube recycling
- ▶ Summer Session tips and more!

To celebrate the summer season, Chico State Summer Session & AS Bike Cart present the First Annual Fix a Flat Day! Come out, get that flat repaired, meet new people, and help us kick off Summer Session at Chico State!



SPONSORED BY



Get your Fix a Flat Day coupons at the Summer Session website: [rce.csuchico.edu/summer](http://rce.csuchico.edu/summer)



#FixaFlatDay





# Successful Study Tips for January Intersession

Intersession is scheduled in an accelerated 14-day format. Despite the short term, the workload is the same as a 15-week session. In addition to 45 hours of course time, you should expect readings and assignments.

## Some helpful tips:

- Contact your advisor about which courses you need and if January Intersession is the right choice for you.
- Look at your course information in Blackboard after the first week in December. The syllabus should list textbook and the course material information.
- Acquire the textbook and/or course materials prior to the course.
- Get a start on assigned reading before the course starts.
- Create a schedule of course work to be accomplished with a calendar after reviewing the syllabus in advance and revise if necessary.
- Contact your faculty member if you are having any problems or difficulty.
- Please note that **add/drops** deadlines occur within the first 3 days of the term.
- Read and be aware of the refund policy:  
[rce.csuchico.edu/specialsession/intersession](http://rce.csuchico.edu/specialsession/intersession)
- Read and be aware of the add/drop policy:  
[rce.csuchico.edu/specialsession/intersession](http://rce.csuchico.edu/specialsession/intersession)

January Intersession is a great opportunity to get the class you need.



Take a course on campus, or access a class online during winter break.

For more information

Web: [rce.csuchico.edu](http://rce.csuchico.edu)

Phone: 530-898-6105

E-mail: [rce@csuchico.edu](mailto:rce@csuchico.edu)

REGIONAL AND  
CONTINUING  
EDUCATION  

---

CSU, CHICO



## 2012-2013 MediaSite Presentation Stats

Student Services Related	Presentations	2012-2013 Views	New Presentations 2012-2013
Student Learning Center	21	616	5
Career Center	6	302	0
Wellness Center	11	242	0
Academic Advising	5	217	2
Liberal Studies	1	104	0
Cross Cultural Leadership Center	5	81	5
Summer Orientation	7	80	7
Student Health Center	1	11	0
<b>Totals</b>	<b>57</b>	<b>1653</b>	<b>19</b>

Academic Related	Presentations	2012-2013 Views	New Presentations 2012-2013
Interdisciplinary Center on Aging	24	463	12
College of Agriculture	4	417	2
Institute for Sustainability	8	244	2
STOP Human Trafficking	17	239	11
Biological Sciences	14	223	8
Anthropology	15	221	1
Political Science	6	179	2
Health and Community Services	1	156	1
History	4	150	4
Humanities Center	8	138	5
Osher Lifelong Learning Institute	9	118	9
Religious Studies	4	83	0
Philosophy	1	56	0
Foreign Languages	1	30	1
Geological and Environmental Sciences	3	27	0
Economics	1	18	1
Alumni	1	14	1
Geography	1	14	1
College of Communication and Education	1	12	0
Computer Graphics Club	1	9	0
<b>Totals</b>	<b>124</b>	<b>2811</b>	<b>61</b>

## Redding Program Produces Chico State Graduates

DAN GREANEY, a member of the Redding community.

May 21, 2013

REDDING, CA — Ten students taking classes in downtown Redding have earned the right to walk in commencement exercises at CSU, Chico later this month. For most of them, it could be their first time on the campus.

These are the graduates of Chico State's Business Administration program in Redding. Most of the students attended Shasta College for their first two years, and all have taken upper division Chico State classes at the college's University Center downtown, where they are completing their degrees.

Bringing their skills to the Redding workforce are Rachel Jordan, Kathleen Brown, and Sarah Ervin, all graduates in Entrepreneurship and Small Business Management, and Celeste Spencer and Brian Hudson, who made the commute to Chico to specialize their degrees in Marketing and Accounting, respectively.

These home-grown graduates plan to develop their careers locally.

Other graduates are eyeing interests farther afield. Rob Evans would like to return to Burney. Salina Saechao is drawn to the Oregon coast. Mey Chao plans to seek opportunities in the Bay Area or Orange County. Jack Cambon is considering visiting his brother in Puerto Rico and opening a business there. Jennifer Braun will continue her education in Europe with studies in psychology.

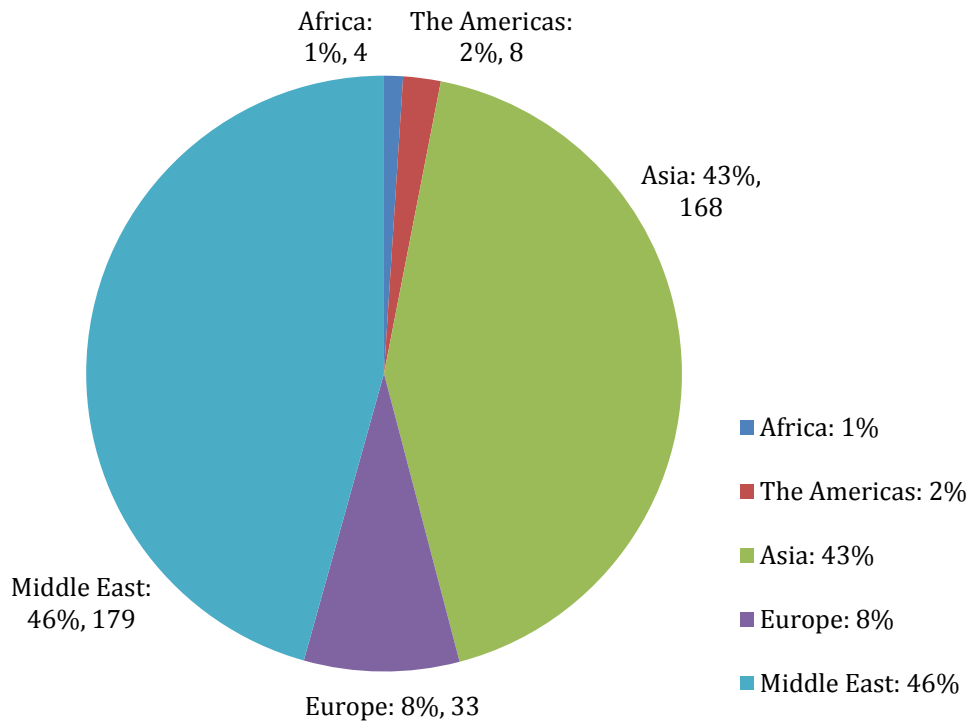
These students are among the last to graduate in the Entrepreneurship program. The University is in the process of changing its Redding focus from entrepreneurship to Operations and Supply Chain Management. The new focus is designed to develop the capacity to analyze and design for efficiency within a business and with its affiliates. Both faculty and local businesses are enthusiastic about the new degree, but the change makes the current crop of graduates all the more valuable for their expertise.

*This story is contributed by a member of the community and is neither endorsed nor affiliated with Record Searchlight.*





### ALCI 2012-2013 Enrollments by Region



### ALCI 2012-2013 Enrollments by Country of Birth

Azerbaijan	1	Mongolia	1
Brazil	5	Myanmar	1
China	35	Philippines	1
Colombia	1	Russia	1
Congo	1	Rwanda	1
Germany	28	Saudi Arabia	154
Hungary	1	Switzerland	1
Iran	2	Taiwan	28
Iraq	1	Thailand	1
Italy	1	Tunisia	1
Japan	55	Turkey	3
Korea	45	USA	1
Kuwait	17	United Arab Emirates	2
Libya	1	Viet Nam	1
Mexico	1		

**Total 392**

## ALCI Chico - University - International Campaigns July 1, 2012–June 30, 2013

	Continent - Region - Country	ALCI Campaigns - Channels	Type of Media	Audience	Application Page Unique Pageviews	Unique Enrollments	Estimated Cost
	<b>Senegal - City: Dakar</b>	EducationUSA/Embassy Outreach	international packet - letter, ALCI and OIED brochures and Chico State pennant	Education USA advisor/office staff			\$25.00
	<b>Senegal Embassy: Washington DC</b>	EducationUSA/Embassy Outreach	international packet - letter, ALCI and OIED brochures and Chico State pennant	Education USA advisor/office staff			\$16.00
<b>4</b>	<b>Middle Africa</b>	Africa AdWords Campaign	search engine advertising (English, Arabic, French)	Angola, Cameroon, Congo (DCR), Gabon, Sao Tome and Principe, Central African Republic, Congo (Republic) Equatorial Guinea, Uganda, Zambia	Angola 16, Cameroon 32, Congo (DRC) 5, Uganda 13, Central African Republic 5, Zambia 3	Congo 1	
	<b>Gabon - City: Libreville</b>	EducationUSA/Embassy Outreach	international packet - letter, ALCI and OIED brochures and Chico State pennant	Education USA advisor/office staff	Gabon 5		\$25.00
	<b>Gabon Embassy: Washington DC</b>	EducationUSA/Embassy Outreach	international packet - letter, ALCI and OIED brochures and Chico State pennant	Education USA advisor/office staff			\$16.00
<b>5</b>	<b>Southern Africa</b>	Africa AdWords Campaign	search engine advertising (English, Arabic, French)	South Africa, Namibia, Botswana, Swaziland, Lesotho	South Africa 8		
	<b>The Americas</b>			<b>4 sub-regions</b>			
<b>1</b>	<b>North America (US, Canada)</b>			2 countries			
	<b>United States</b>	Web Presence and Optimization	ALCI website	7,224 unique pageviews	USA 1,372	USA 1	
	<b>United States</b>	AAIEP News - CSU, Chico News Release	Dantona Elected President-Elect AAIEP - Earned Media	regional and national distribution			

## Academic Affairs Goal 2: Nurture Excellence in Faculty and Staff

RCE's 2012-2013 achievements in support of our strategic goal to **strengthen and refine organizational effectiveness with emphasis on process improvement, enhanced communication, and proactive staff development** included a continued focus on process improvement and engaging with national associations to enhance organizational effectiveness.

### Developing Faculty and Staff Excellence

---

RCE Conference Services continues to support Academic Affairs' strategic priority on faculty and staff development by supporting the annual **CELT Conference** with registration and conference logistics. RCE's expertise in event management, registration, and marketing contributed to a successful hallmark event in Academic Affairs' strategic goal of nurturing excellence in faculty and staff.

- The 2012 CELT Conference served 335 participants that included faculty, staff, students, and community members.
- The conference featured 43 sessions and 84 speakers, an awards luncheon, and a plenary keynote presentation.

The pilot **Connect • Learn • Engage (CLE)** program connects campus faculty, staff, and students with subject matter experts from around the globe using webinars and two-way video.

- In 2012-2013, 35 webinars were made available to the campus community.
- 86 individuals participated in one or more CLE webinar: 9 faculty, 67 staff, and 10 community members.
- 20 recorded webinars are available to campus faculty and staff.

RCE **staff professional development** activities include the Live at 8:05 weekly presentations on topics ranging from technology tips to program updates, ALCI faculty in-service trainings, customer service staff training, and quarterly all staff professional development activities.

### Supporting Superior Professional Growth and Achievement

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RCE staff is involved in a number of professional associations and activities selected to support superior growth and achievement. RCE's membership in these organizations provides access to an extensive network of resources and development opportunities that translate into new program development initiatives, innovative administrative processes, and a sustained commitment to effective leadership.

- Education Advisory Board's Continuing and Online Education Forum (EAB)
- University Professional and Continuing Education Association (UPCEA)
- Association of Continuing Higher Education (ACHE)
- Association of Collegiate Conference Event Directors – International (ACCED-I)
- National University Telecommunications Network (NUTN)
- Teachers of English as a Second or Other Language (TESOL)

- Association of International Educators (NAFSA)
- American Association of Intensive English Programs (AAIEP)
- The Institute of International Education (IIE)
- Osher Lifelong Learning Institute Network

RCE participates in the **Education Advisory Board's Continuing and Online Education Forum** as part of our investment in strengthening and developing the quality of continuing education programs and services. Membership in the forum provides access to resources that support important campus and RCE initiatives. In 2012-2013, RCE commissioned three EAB custom research projects to assess viability for three new program development efforts underway: MS in Administration, MS in Mechatronics, and a professional development program in alternative fuels. These reports provide insights for improved program development and outreach.

Debra Barger, Dean, continues to serve on the Policy Board of **PASSAGES** and was elected again as a dean's representative to the **CSU Commission on the Extended University (CEU)**. She co-chairs the RFP subcommittee. Dean Barger presented *Is Summer Melting our Iceberg?* at the North American Association of Summer Sessions (NAASS) conference in November 2012 and *Cows to College: Strategies for Developing Multi-Institutional Collaborations* at the United States Distance Learning Association (USDLA) conference in April 2013. She also served on the Board for **KIXE** Public Television, facilitating the public broadcast of a series of videos produced by Anthropology faculty.

Clare Roby, RCE Associate Dean, serves on the **Association of Continuing Higher Education (ACHE)** Board of Directors and is the Board liaison to the Publications and Communications Committee. She is also on the board of the ACHE West Region, chair of the ACHE 2013 annual conference, and a member of the editorial board of the Association's *Journal of Continuing Higher Education*.

William Dantona, ALCI Director, serves as president of the **American Association of Intensive English Programs (AAIEP)**.

Chris Brands, ALCI Academic Coordinator, presented at the **CATESOL (California Teachers of English to Speakers of Other Languages)** Regional Conference.

RCE's Conference and Event Coordinator, Heather Quilici, continues her role as a member of the **Sustainability Committee for the Association of Collegiate Conference and Event Directors-International (ACCED-I)**.

## **Recognizing, Valuing, and Celebrating Outstanding Performance**

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RCE's 2012 Open House celebrated the history of Continuing Education at CSU, Chico and included the dedication of the public artwork installed as part of the Creekside Educational Garden project. The student-designed and produced benches, part of a senior capstone project and an internship within the Concrete Industry Management program, were also installed alongside the Garden. The benches model sustainable practices in their fabrication, including locally sourced glass fiber reinforced concrete and local scrap art glass diverted from the waste stream.

RCE received two marketing awards from University Professional and Continuing Education (UPCEA), a Gold Designation and a Division Award, for the redesign of the RCE website.



RCE Marketing Director Melissa McGowan served on the 2013 Founders Week Committee, represented CSU, Chico on the Chico Retail Market Analysis Advisory Committee, and served as Board Member for the **Downtown Chico Business Association**.

### ***Supporting Documents***

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- RCE Website Transformation Award Submission
- UPCEA *In Focus* Marketing Award Article
- 2012 Open House Displays

# CSU, Chico Regional & Continuing Education Website Transformation


California State University, Chico

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## Regional & Continuing Education

### CALIFORNIA STATE UNIVERSITY, CHICO

Courses & Degree Programs Online & Distance Education Professional Development Lifelong Learning International Programs Conference Services



Welcome to Chico State!

## Welcome

SEARCH

### A Tradition of Education and Service to the World


*Founded in 1887 on the grounds of pioneer John Bidwell's Rancho, California State University, Chico is one of the oldest institutions of higher education in California.*

Ranked as one of the top public universities in the west, CSU, Chico has built a tradition of excellence in teaching, scholarship, research, and service.

To extend the mission of the university, the CSU, Chico Center for Regional & Continuing Education delivers educational programming and services to more than 10,000 students and professionals annually.

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#### University Courses, Certificates & Degree Programs



Fall 2012

#### Upcoming Events


- 9/12/2012  
Webinar: Power Tools for the Power Use
- 9/19/2012  
Webinar: Demystifying iOS Programming
- 9/22/2012  
SAT Test Preparation Workshop

[→ More upcoming events](#)


#### Recent News

- OLLJ Fall 2012 Class Registration Now Open
- Ann Nikolai Named New OLLI Director
- CSU, Chico To Welcome After School Professionals


[→ Read more news](#)




**AMERICAN LANGUAGE & CULTURE INSTITUTE**  
**ALCI**  
**CHICO**



**Check out Open University**



**Conference Services**




**COLUSA HALL**

Courses & Degree Programs	Online & Distance Education	Professional Development	Lifelong Learning	International Programs	Conference Services	Information & Resources
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Early Start Program	Degree Completion Programs in Redding	Courses for Educators	Test Preparation Workshops	Passport to Learning - Study Abroad Programs	Conference Venues	Faculty Information
Open University		Local Government Leadership Institute	ElderCollege		Explore Chico & The North State	Publications
		Online Career Training	Osher Reentry Scholarship Program		Hosted Conferences	General Information
		Connect • Learn • Engage	Reading Programs			CSU, Chico Website

**Center for Regional & Continuing Education** 400 West First Street | Chico CA 95929-0250

☎ 530-898-6105 ☎ 530-898-4020 ✉ [rce@csuchico.edu](mailto:rce@csuchico.edu)


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**UNIVERSITY COURSE SCHEDULES & REGISTRATION**

- Summer Session Schedule - Register Today!
- Open University: *Chico State Courses. Admission Not Required*
- CSU, Chico Special Sessions: *More Classes, Flexible Schedules*
- ElderCollege
- Early Start Program

**DEGREE & CERTIFICATE PROGRAMS**

- Chico Distance & Online Education
- Chico State Courses in Redding - Shasta College University Center
- Passport to Learning: *Faculty-led, Study Abroad Courses*

**PROFESSIONAL DEVELOPMENT & PERSONAL ENRICHMENT**

- Connect • Learn • Engage Webinar Series
- Health & Human Services
- Programs & Courses for Educators
- Reading Development Programs for Children and Adults
- Online Career Training
- Classes for Dental Professionals
- In Service to Families, Children & The Courts
- Non-Credit Class & Workshop Schedules - *Registration is Now Open!*

**BERNARD OSHER FOUNDATION PROGRAMS**

- Osher Lifelong Learning Institute (OLLI) at Chico State
- Osher Reentry Scholarship Program

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- Colusa Hall Conference & Event Center
- Sustainable Conference Planning & Event Management
- Program Development & Custom Training

**CONTINUING EDUCATION RESOURCES**

- About Continuing Education | General Information
- Faculty Resources

**AMERICAN LANGUAGE & CULTURE INSTITUTE - ALCI CHICO**

- The Intensive English Language Program on the Chico Campus
- Conditional Admission to the University
- Calendar & Costs | How to Apply to ALCI Chico

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**NEWS & ANNOUNCEMENTS**

- Chico State Celebrates 125 Years!
- U.S. News & World Report Ranks CSU, Chico High in Survey for Online Instruction
- All

**UPCOMING**

- Sum On G Enro
- ALC In S
- TED July
- Afte Dev Aug
- CEL Octo

Website "Before"

Website "After"

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**Regional & Continuing Education** CALIFORNIA STATE UNIVERSITY, CHICO

Courses & Degree Programs Online & Distance Education Professional Development Lifelong Learning International Programs Conference Services

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[More upcoming events](#)

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[Read more news](#)

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 530-898-6105 530-898-4020 [rce@csuchico.edu](mailto:rce@csuchico.edu)

# CSU, Chico Regional & Continuing Education Website Transformation

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## Project Introduction:

A new website for CSU, Chico Regional & Continuing Education was launched June 25, 2012. The purpose of the website redesign was to improve the architecture, functionality, and visual aesthetic of the site, making it more interactive, user friendly, and accessible to a wider population. The redesign re-organized content in the different program areas in a way that best meets the needs of the diverse audiences we serve while establishing a strong sense of our mission through a cohesive brand. Additionally, the implementation of a web content management system (WCMS) achieves a goal of improved efficiency and quality in the creation and maintenance of our website.

Drupal was chosen as our WCMS, as it provides a suite of integrated tools and resources for streamlined content management, allows for the establishment of processes for quality control and updates, and provides easy-to-use web update capabilities for non-technical personnel. With this content management tool in place, we will spend less time making sure content is consistent and current and more time focusing on activities that get results: generating enrollments, establishing customer relationships, promoting services, and communicating the value of continuing education.

## Website Home Page Before:

- Website design was completely different than the University's central website design and layout.
- Text heavy and non-intuitive "table of contents" for the website.
- Just one image allowed for limited promotional opportunities and little visual interest.
- Static event listing on the right sidebar required constant manual updating.
- Static news links led to a separate, blog-based system.

## Website Home Page After:

- Site layout reflects design elements of the campus' central website, creating a more seamless user experience.
- Block-based layout breaks information into digestible "chunks" for the user.
- Rotating images at the top and bottom of the page add visual interest and greater promotional opportunities.
- Dynamic calendar event and news blocks pull from a central location and keep content up to date.
- Site content was reorganized to accommodate our external users (students), instead of internal users (staff & faculty).

**visit us online! [rce.csuchico.edu](http://rce.csuchico.edu)**



# Content Page

**Chico** *Today. Pacifica. Tomorrow.*

**CENTER FOR REGIONAL AND CONTINUING EDUCATION** Search This Site Go

**Geological and Environmental Sciences Seminar: The Japan Disaster**

In April 2011, the CSU, Chico Department of Geological and Environmental Sciences organized a special seminar titled, "A Month After the Earth Moved: The Science Behind the Japan Disaster." Members of the department's faculty made presentations on the March 11, 2011 earthquake and its aftermath, focusing on the tsunami, the nuclear accident, and on the origins of the earthquake itself.

This seminar is presented as part of the Center for Regional and Continuing Education's efforts to bring more on-campus lectures, seminars, and workshops to distance students – and to the community at large. These archived, video-streamed recordings cover a variety of subjects. We will continue to add more events as they take place. The online application allows students to access the materials anytime, review the presentation multiple times, and print any handouts. The entire listing of archived presentations is available at our [online presentations index page](#).

**Available Forums:**

Forum	Description	Links
<b>9.0 Earthquake</b> Dr. Ann Bykerk-Kauffman Faculty, CSU, Chico Department of Geological and Environmental Sciences	In clear language and with a helpful PowerPoint presentation, Dr. Bykerk-Kauffman explains the geology behind the massive earthquake that hit Japan on March 11, 2011. She notes that this 9.0 quake lasted for minutes instead of seconds, and illustrates why it was so devastating. Faults, plates, deep-sea trenches, and seismic waves are all part of the discussion.  Presentation time: 22 minutes	<a href="#">View Now</a> <a href="#">Transcript with PowerPoints</a>
<b>Tsunami</b> Dr. Russell S. Shapiro Faculty, CSU, Chico Department of Geological and Environmental Sciences	As Dr. Shapiro explains, the word "tsunami" literally means "harbor wave." Tsunamis, also known as tidal waves, all occur due to a shifting of land below water. Dr. Shapiro talks about the causes and history of tsunamis. He also discusses ways to be prepared for a tsunami, and he maintains that "nobody should ever die from a tsunami."  Presentation time: 22 minutes	<a href="#">View Now</a> <a href="#">Transcript with PowerPoints</a>
<b>Nuclear Accident</b> Dr. William Murphy Faculty, CSU, Chico Department of Geological and Environmental Sciences	Dr. Murphy's goal for his presentation is putting Japan's 2011 nuclear accident in the context of the larger picture of nuclear accidents. He first explains basic concepts - fission, radioactive decay, radiation, and the chemical reaction that releases radiation. Dr. Murphy then explains the boiling water system at the Fukushima reactor, where the Japanese accident occurred due to the 9.0 earthquake. He also discusses previous major accidents at Three Mile Island, Pennsylvania (1979) and Chernobyl, Ukraine (1986).  Presentation time: 18 minutes	<a href="#">View Now</a> <a href="#">Transcript with PowerPoints</a>

## Before:

- Recorded forums and lectures presented by area experts and of interest to a wide audience were lost within a program's content structure.
- Visual interest was minimal.

California State University, Chico Home News Calendar Schedule Contact

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**Professional Development** Courses & Workshops

Learn about the events of one of the greatest natural and nuclear disasters in history. The department of Geological and Environmental Sciences breaks down these events in its three part series, 9.0 Earthquake, Tsunami, and Nuclear Disaster. Each lecture is lead by a CSU Chico professor and is filled with stunning statistics and easy to understand explanations.

**Geological & Environmental Sciences Seminar: The Japan Disaster**

**9.0 Earthquake**  
Dr. Ann Bykerk-Kauffman  
Faculty, CSU, Chico Department of Geological and Environmental Sciences

In clear language and with a helpful PowerPoint presentation, Dr. Bykerk-Kauffman explains the geology behind the massive earthquake that hit Japan on March 11, 2011. She notes that this 9.0 quake lasted for minutes instead of seconds, and illustrates why it was so devastating. Faults, plates, deep-sea trenches, and seismic waves are all part of the discussion.  
  
Presentation time: 22 minutes

[View Now](#)  
[Transcript with PowerPoints](#)

**Professional Development**

- Service for Families, Children & The Courts
- Courses for Educators
- Local Government Leadership Institute
- Onsite Career Training
- Connect » Learn » Engage
  - Webinars
    - Academic Workshop & Forum Recordings
    - Agriculture
    - Anthropology Forums
    - Biological Sciences Forums
    - Communication & Education
    - Computer Graphics Club
    - Geological & Environmental Sciences
    - Humanities Center
    - Interdisciplinary Center on Aging
    - Philosophy
    - Political Science
    - Religious Studies
    - STOP Human Trafficking
    - Sustainability

**Upcoming Webinars**

Wed, 09/19/2012 - 10:00am - 11:30am  
Webinar: Demystifying iOS Programming

## After:

- Content was moved to a more appropriate programmatic area of the site for better visibility and promotion.
- Use of video thumbnails and "Play Button" image added visual interest and made for a more intuitive user experience.

# Class Schedule - "List View"

**Chico** *Today. Doing Tomorrow.*  
CALIFORNIA STATE UNIVERSITY, CHICO  
CENTER FOR REGIONAL AND CONTINUING EDUCATION

Course Schedule: Intranet View **Public View**

AGED - AGRICULTURAL EDUCATION  
AGRI - AGRICULTURE  
ARTS - ART  
BADM - BUSINESS ADMINISTRATION  
BLMC - EDUCATION-BILINGUAL/MULTI  
CSCI - COMPUTER SCIENCE

EDAD - EDUCATION ADMINISTRATION  
EDCI - EDUCATION-CURR & INSTRU  
EDUC - EDUCATION  
EECE - ELEC/ELECTRONIC ENGINEERING  
EFIN - ENGLISH AS A FOREIGN LANGUAGE  
GRST - GRADUATE STUDIES  
INTD - INTERDISCIPLINARY STUDY

KINE - KINESIOLOGY  
NURS - NURSING  
PSYC - PSYCHOLOGY  
SPEL - EDUCATION-SPECIAL EDUCATION

Note on Class Days/Times:  
For complete weekly meeting patterns, click on the class detail link in the Sub#num column.

Abbreviations  
M=Monday, Tu=Tuesday, W=Wednesday, R=Thursday, F=Friday, S=Saturday,  
U=Sunday, TBA = To be arranged with the instructor or to be announced.

**CSCI - Computer Science**

Class Number	Sub.#	Sec. Course Title	U	Dates	Days/Times	Location	Instructor	Enrolled/Max Capacity	Available
5882	CSCI 382	101 Industry Internship	1.00	08/27/2012 - 12/21/2012	TBA		Stapleton, Melody J	2/3	Request

Top of Page

**EDAD - Education Administration**

Class Number	Sub.#	Sec. Course Title	U	Dates	Days/Times	Location	Instructor	Enrolled/Max Capacity	Available
5880	EDAD 302	101 Internship in School Site Mgmt	2.00	08/27/2012 - 12/21/2012	TBA		Stout, Richard G	5/20	Request

Top of Page

**EDCI - Education-Curr & Instru**

Class Number	Sub.#	Sec. Course Title	U	Dates	Days/Times	Location	Instructor	Enrolled/Max Capacity	Available
5710	EDCI 643	101 MA in Educ Writing Dev	1.00	09/11/2012 - 11/09/2012	T 5:00 PM - 7:00 PM	THMA 210	Hobbs-Keeley, Linda D	18/20	Request

Top of Page

## Before:

- Individual, single-term schedules made the student experience of planning out classes more difficult.
- Limited and abbreviated information led students to have to make additional clicks to additional pages to find desired information.

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Courses & Degree Programs | Online & Distance Education | Professional Development | Lifelong Learning | International Programs | Conference Services

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## Credit Course Schedule

Search by Session

- January Intercession 2012
- Spring Special Session 2012
- Summer Session 2012: June 4 - July 12
- Summer Session 2012: July 2 - July 26
- Summer Session 2012: June 4 - June 28
- Summer Session 2012: July 23 - August 16
- Summer Session 2012: May 21 - June 11
- Summer 2012 Special Session

Browse by Subject

- ACCT - Accounting
- AGED - Agricultural Education
- ECEN - Economics
- MINS - Management Information Systems
- MATG - Marketing

View all 67 Subjects

**ABUS - Agricultural Business**

Course	REG.#	DATES	DAYS	TIME	U	STATUS	ACTION
ABUS 231 SECT 703 Computer Apps in Agriculture	1152	06/04/2012 - 06/28/2012	MTWR	8:30am - 11:30am	3	Open	View

Description: Survey of microcomputer applications for agribusiness management, emphasizing personal productivity software, including database manager, advanced spreadsheet, and electronic communication software.

Course Contact Hours: 45  
Capacity: 8/24  
Location: PLMS 321

**ACCT - Accounting**

Course	REG.#	DATES	DAYS	TIME	U	STATUS	ACTION
ACCT 201 SECT 701 Intro to Financial Accounting	1106	06/04/2012 - 06/28/2012	MTWR	1:00pm - 4:00pm	3	Closed	View

**My Schedule:**

- 1+ Invitational ELM Workshop \$60.00
- 1+ Industry Internship \$230.00
- 1+ MA in Educ Writing Dev \$230.00

3 Items Total: \$520.00

## After:

- One integrated scheduled allows students to view all classes across all terms, or filter by term(s) and/or by subject(s).
- Information is presented in three tiers:
  - 1) The most relevant registration information is viewable at a glance.
  - 2) Second tier information is viewable by expanding an item while remaining within the "list view."
  - 3) Detailed class information is viewable on a separate page, not cluttering the schedule "list view."
- A shopping cart system allows students to see what they are registering for at a glance as they build their schedule.



# Class Schedule - "Class Detail Page"

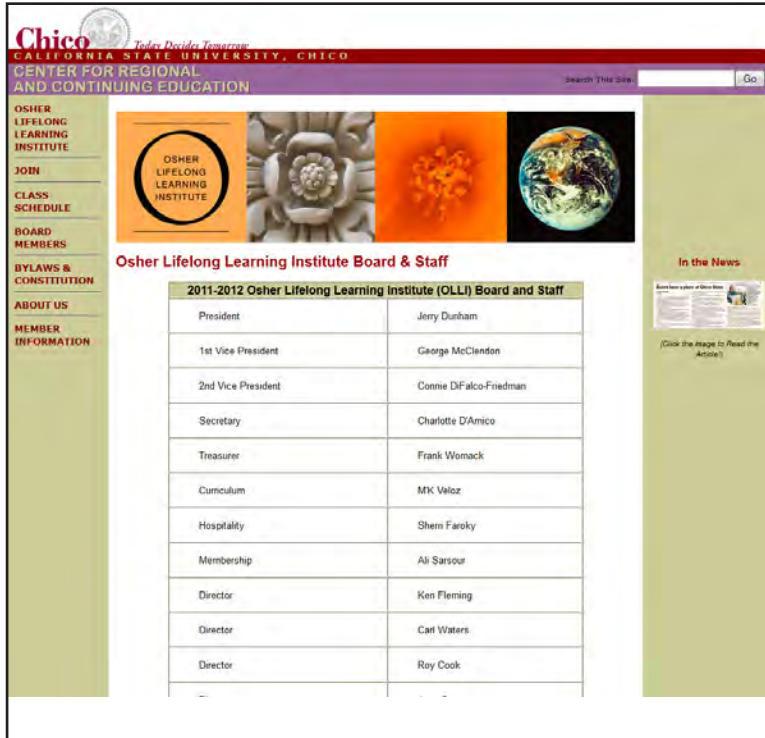
## Before:

- Visually the classes were disconnected from the rest of the class schedule and web site.
- Class data was imported from the central campus system, which offers limited descriptions and related class information.
- Separate sections were needed for any class with multiple registration levels.

## After:

- There is a much better visual integration with the rest of the website.
- The new WCMS allows full control over class descriptions and related information, while still allowing regular updates from the central campus system.
- A single class can now handle multiple registration types.

# Content Page



## Before:

- Tiny thumbnails of news articles were difficult to see and read. Quality was poor.
- A single-use page with much wasted space was an inefficient use of the web real estate and was detrimental to SEO.



## After:

- Incorporated on-screen reader to allow members to view monthly newsletter online. Lower cost, more sustainable.
- Featured program-specific calendar to eliminate the need for members to search the site-wide calendar for their events.
- Re-alignment of content made for more efficient use of space. A single page met several needs and content is updated more frequently for improved SEO.

# Conclusions, Results & Observations

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- The website is still relatively new and continual refinements are being made. Staff training in the areas of maintenance, registration, and content creation has gone extremely well.
- SEO appears to hold steady overall, and has significantly improved in some areas. Our web pages continually rank at the top of searches conducted on the University's main website, much to the chagrin of other offices and departments.
- Users of the site continually offer feedback that the site is much easier to navigate and is much improved visually.
- As our primary marketing tool, the new site offers many more opportunities to integrate audio, video, social marketing into our communications. More robust calendars, news feeds, and page layout options help to keep content fresh, while the WCMS keeps the brand and design consistent.

On a more personal note... We're proud of our web site and it is noticeable how much this has helped to set a positive tone for the rest of our communications with our colleagues, students, and the community. We've just scratched the surface of what we'd like to do with the site and look forward to continually evolving and improving it.



**CENTER FOR  
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**CSU, CHICO  
RESEARCH FOUNDATION**



# Excellence in Marketing

## Embry-Riddle Takes 'Best in Show' for Second Consecutive Year

Embry-Riddle Aeronautical University-Worldwide took the top honor of 'Best in Show' at UPCEA's Marketing Awards competition for its A Higher Degree of Excellence mixed media campaign.

This marks the second consecutive year that Embry-Riddle has won 'Best in Show.' Last year, the institution was recognized for its Worldwide Mobile Application submission.

"We are thrilled to win Best in Show again this year," said Mark DiFabio, Executive Director of Marketing at Embry-Riddle Worldwide. "We are incredibly honored to receive recognition for our military campaign. To win this distinguished award once again demonstrates the commitment Embry-Riddle has to providing excellence to our military and the entire Worldwide Campus community."

### RECOGNIZING EXCELLENCE

The popularity of the marketing awards continues to grow. This year UPCEA celebrated the success of more than 50 organizations. The Association received 249 submissions from 53 member institutions. Judges awarded 69 gold, silver, and bronze designations. A Division winner was selected from the gold winners within each Division. These eight Division winners then competed for Best in Show.

Institutions that won a Division Award were: Boston University Metropolitan College; California State University, Chico; Embry-Riddle Aeronautical University-Worldwide; Harvard University Division of Continuing Education; Kansas State University Division of Continuing Education; Memorial University of Newfoundland; Syracuse University; and Tulane University Continuing Studies.

For a complete list of winners, please visit [www.upcea.edu](http://www.upcea.edu).

### MARKETING AWARDS REVAMPED

The Marketing Awards underwent an overhaul for the 2012 competition. The most noticeable change was moving the Awards Ceremony from the UPCEA Annual Conference to the UPCEA Marketing Seminar.

"With the implementation of the Association's Strategic Plan and launch of our Networks, it made sense to align the Marketing Awards program with the hallmark event associated with the Marketing, Enrollment, and Student Services Network," explained Hansen. "The ceremony itself exemplified the qualities we honor through this awards program. The creativity, energy, and dynamism of this Association was captured at the ceremony, and was echoed throughout



**Above:** Embry Riddle Aeronautical University-Worldwide's campaign A Higher Degree of Excellence Campaign won Best in Show. **Below:** UPCEA CEO Bob Hansen, along with Award presenters Guy Felder and Stacy Snow, congratulates winners of Best in Show. From left: Felder; Hansen; Trish Kabus, Albert Astbury, and Dean Allen Poblete, of Embry Riddle; and Snow.

the programming of the Marketing Seminar." (To see a video capture of the Awards Ceremony please visit [www.upcea.edu](http://www.upcea.edu).)

Among other changes to the Awards Program was including the Strategic Marketing Award within the overall competition. Previously, it was evaluated by a separate judging process; now it is integrated into the Marketing Awards and recognized in the Strategic Recruitment Marketing Plan category.

The categories were reviewed and reorganized to better reflect the tactics and media employed by today's recruitment marketers. Some categories were eliminated, while others were combined. The categories were arranged into eight divisions, with multiple categories in each. The divisions are: Print Publications, Interactive Media, Print Advertising, Broadcast Advertising, Campaigns, Most Improved, and Strategic Recruitment Marketing Plan.

For more information about the Awards, please contact Kandace Gilligan at [kgilligan@upcea.edu](mailto:kgilligan@upcea.edu), or 202-400-7626.

To find out more or to join a UPCEA Network, please visit [www.upcea.edu](http://www.upcea.edu), under the About section.

The Call for Entries for the 2013 competition will be issued this summer.

CALIFORNIA STATE UNIVERSITY, CHICO

Regional & Continuing Education

# Open House 2012

& PUBLIC ART DEDICATION

TUESDAY, OCTOBER 9, 2012

Regional & Continuing Education

## Open House 2012

TUESDAY, OCTOBER 9, 2012

1889

Chico Normal School Opened

1919

First Summer Session  
Held in Mt. Shasta

1920

Colusa Hall Constructed  
as Industrial Arts Building

1920's

First Extension Programs—  
Free Lectures for Students and  
Townsppeople—Offered Each  
January & February

1931

C.K. Studley Named as  
First Dean of Summer Sessions.  
Later to be University President

Regional & Continuing Education

## Open House 2012

TUESDAY, OCTOBER 9, 2012

1949

The Center for  
Continuing Education  
Building Constructed  
as the Campus Boiler  
Plant

1959-1960

784 Students  
Enrolled in 35 Extension  
Courses

1963

External Degree  
Programs Approved by  
Board of Trustees

197(?)

Institute of Local Government  
Launched

1972

Ralph Mills, Former Chico  
Dean, Named First CSU State  
University Dean for Continuing  
Education

Regional & Continuing Education

## Open House 2012

TUESDAY, OCTOBER 9, 2012

1975

Instructional Television for Students  
(ITFS) Network Established to  
Broadcast Extension Classes to  
Regional Learning Centers Throughout  
Northern California. In Its First 5  
Years of Delivering Classes, it Served  
1,000 Students in 100 Courses.  
Later converted to FTE—generating  
enrollments

1975

3-Week January Intersession  
Created by Executive  
Memorandum

1977

CSU Commission on Extended  
Education Formed, Chaired by  
Donald Gerth, Former Chico Vice  
President, and Ralph Meuter,  
Former Chico Dean

1979

American Language & Culture  
Institute Welcomed First Group,  
Saudi Arabia National Guard  
Students. In Spring 2012, ALCI  
Saw an All-Time High 203  
Enrollments.

CALIFORNIA STATE UNIVERSITY, CHICO

Regional & Continuing Education

## Open House 2012

TUESDAY, OCTOBER 9, 2012

2010

Creekside Plaza Opened  
on the Site of the Former  
University Center

2010

\$1 Million Endowment  
Awarded by the Osher  
Foundation to the Osher  
Reentry Scholarship Program

2011

Colusa Hall Reopened as  
Conference & Event Center

2012

Creekside Educational Gardens  
Completed with the Installation  
of Concrete Benches and  
Public Art, Ring Roll

2011-2012

Regional & Continuing  
Education Served 12,544  
Enrollments in 1,656 Offerings

CALIFORNIA STATE UNIVERSITY, CHICO

Regional & Continuing Education

## Open House 2012

TUESDAY, OCTOBER 9, 2012

1996

Real-Time General Education  
Courses Delivered to Tokyo,  
Japan by Satellite and  
2-Way Video

1999

In Service to Families,  
Children & the Courts Program  
Developed with Funding Support  
From the Commission on the  
Extended University

2001

Local Government Leadership  
Institute Began

2001

Liberal Studies Online  
Degree Completion Program  
Launched, Along with Social  
Science, and Sociology

2002

Chico Becomes Year-Round  
Operation (YRO) Campus with  
the Addition Of State-Support  
Summer Session

CALIFORNIA STATE UNIVERSITY, CHICO



## **Academic Affairs Goal 3: Educate for a Sustainable Global Society**

Sustainability in its myriad applications is reflected in RCE's core values and business operations.

### **Creating Opportunities for Sustainability in the Curriculum: Alternative Fuels Management**

---

Building on faculty expertise and community interest in educating business leaders about the business case for adopting alternative fuels, RCE began program development activities designed to lead to the creation of a new non-credit management education program.

- College of Business faculty Kathryn Schifferle conducted a weekend seminar on alternative fuels for business students on campus and a webinar to members of the National Truck Equipment Assoc.
- RCE met with local business leaders and the California Energy Commission to gain insight into the industry's need for management education in alternative fuels and to identify funding sources.
- RCE submitted a proposal to the Commission on the Extended University to secure development funds. The \$45,000 grant was awarded and development efforts will continue in 2013-2014.

### **Providing Leadership for Sustainable Practices and Modeling Sustainability**

---

RCE's efforts to transform the Center for Continuing Education (CCE) to improve the sustainability and safety of the building were halted in Fall 2012. RCE continues to model sustainability in the management of Colusa Hall and, to the extent possible within the physical structure of CCE, in the management of RCE's administrative operations.

- The impact of Summer Session on facilities was mitigated by the careful and intentional scheduling of classrooms in as few buildings as possible and using rooms only in buildings already open for other purposes. Classrooms were used in both the morning and afternoon to minimize facilities use and the corresponding energy resources.
- The Osher Lifelong Learning Institute (OLLI) program implemented online registration in Fall 2012 and reduced expenditures for printed materials and postage by 25%.

### **Assisting the University to Serve as a Model Sustainable Campus**

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Two-way video conference technology provides sustainable options for delivering instruction, conducting meetings, and supporting student success. This service, managed for the campus by RCE, was utilized for candidate interviews for several job searches. The following two-way video conference events were hosted:

- 390 undergraduate upper division class sessions supporting the business degree completion program at the University Center in Redding.
- 31 administrative meetings, including candidate interviews.
- 7 tutoring sessions for off-campus business students in Redding.

### **Supporting Documents**

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- Alternative Fuels Management Education Program Summary



# Alternative Fuels Management Program

## Statement of Need

---

Current alternative fuel education and training programs are overwhelmingly designed for technicians and mechanics in alternative fuel technology and vehicle conversion. The opportunity to fill an education gap between technical skills/application and executive knowledge/decision-making is just now being recognized. Managers and leaders in the private and public sectors need to understand the strategic importance of alternative fuels from a corporate/social responsibility and environmental perspective as well as the bottom line financial implications of investing in alternative fuel solutions. Armed with that knowledge, their organizations are more likely to successfully invest in alternative fuels technologies and generate jobs for the graduates of the technical training programs. The Alternative Fuels Management Program will help business leaders understand alternate fuels and develop the competencies needed to make sound business decisions for investing alternative fuel vehicles.

## The Program

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The Alternative Fuels Management Program is a fully online, non-credit management education program designed to provide an executive-level overview for senior managers and develop core competencies for mid-level management. The program addresses competencies in five key areas:

1. Foundational knowledge in alternative fuels: what they are, how they differ, and why to adopt.
2. Alternative fuel products: what is offered commercially and how to evaluate alternative fuel solutions.
3. Applying alternative fuel solutions: how to calculate costs and develop a specific business case for the organization.
4. Calculating return on investment: tools, metrics, and strategies for demonstrating the alternative fuels ROI.
5. Green Marketing: how to market the use of alternative fuels as a value-add and distinguishing feature of the organization and its products/services.

The online course materials will include readings, videos, case studies, quizzes, online resources and tools, and interactive business scenarios. Upon completion of each program module and demonstrated competency, participants will receive a digital badge that recognizes the participants' achievement. The value and viability of an ongoing approach to keeping "graduates" of the program connected and to provide access to updated information through a learning community or membership of some sort will be explored.

Additional competency areas will be developed as identified based on participant and industry input and changes in the alternative fuels and vehicles market. Industry partnerships will be developed to gather program resources, strengthen marketing and outreach, and engage industry leaders in the ongoing review and development of the program.

## Audience

---

The program targets business and government leaders: business owners, local and state government division heads, fleet managers, and anyone who is responsible for the management of private and public organizations with multiple vehicles. Businesses represented in the National Fleet Managers' Association that has "several thousand full and associate members... in the US and Canada" and executives from government agencies, such as the GSA with a fleet of 217,000 vehicles, form a solid basis for the target audience.

## Academic Affairs Goal 4: Serve the North State and Beyond

RCE's mission to invigorate the campus intellectually and financially is achieved through the programs and services that serve the North State and beyond. Strategic priority has been given to **expanding reentry and learning in retirement opportunities and creating new self-support offerings**.

### Collaborating for Mutually Beneficial Public Engagement: The North State Initiative

---

RCE Dean Debra Barger and Distance Education Director Jeff Layne provided administrative leadership and support for the North State Initiative activities:

- Completed a regional inventory of activities that engage the University and the North State and a searchable database to house and update that information.
- Conducted 12 county conversations attended by 147 county stakeholders.
- Piloted a North State College Ambassadors program to extend outreach to middle and high schools.
- Launched a North State Initiative website.

### Addressing Diverse Educational Needs in the North State: Learning in Retirement

---

The Osher Lifelong Learning Institute (OLLI) is a learning-in-retirement program for North State residents 50 years and over or retired. OLLI's 2012-2013 achievements focused on strategic planning and program growth.

- Achieved 11% enrollment growth with 860 total members.
- Conducted 116 classes, a 35% increase from the prior year.
- 67 peer leaders volunteered their services, a 20% increase.
- An Oroville chapter was launched in Spring 2013, and OLLI classes were conducted in additional locations in Butte and Glenn counties.
- *The Biggest Book Club in the North State: Reading Water* was a very successful collaboration between the Book in Common and OLLI to address North State water issues; the video production was broadcast on KIXE public television following a special preview event for University and community members.
- Four of the top ten service hour contributors in the University's 125th Anniversary "My Service Counts" initiative were OLLI members.
- The first annual OLLI Director's Report caught the attention of the Senior Program Officer of The Bernard Osher Foundation. As a result, OLLI at CSU, Chico has been invited to apply for a second \$1 million endowment in 2013-2014, potentially one of the last OLLI endowments to be provided by The Bernard Osher Foundation.

## Addressing Diverse Educational Needs throughout California: Workforce and Teacher Professional Development

---

RCE meets professional and workforce development needs through a variety of programs that include academic courses, conferences, and workshops.

<b>Professional and Workforce Development Programs &amp; Audiences 2012-2013</b>			
<i>Program</i>	<i>Scope</i>	<i>Target Audience</i>	<i>Enrollments</i>
California Teachers Association University Credit Partnership	Statewide	CTA members/teachers	504
Courses for Educators and Multi-Disciplinary Professional Development	Statewide	Teachers, paraprofessionals, administrators	402
Bachelor of Science in Nursing for Registered Nurses	Regional	Registered nurses seeking a baccalaureate degree.	389
MS in Agricultural Education	National	Agriculture educators	107
After School Summer Conference	Statewide	After school program teachers and administrators	285
CELT Conference	Regional	University/community college faculty, staff, students	335
10 <sup>th</sup> Annual Children in Trauma Conference	National	Psychologists, therapists, social workers, educators, nurses, physicians, attorneys, resource providers	68
Domestic Violence Update	Regional	Psychologists, therapists, social workers, educators, nurses, physicians, attorneys, resource providers	52
NorCal Botany Conference	Regional	Members and Associates of the Northern California Botanical Society	238
<b>Total</b>			<b>2,380</b>

## Reaching the North State and Beyond through the Web: Google GrantsPro

---

The Google Foundation awarded GrantsPro status to the Google grant originally awarded to RCE in 2007. As a result, the highest annual grant amount of \$482,523 was achieved in 2012-2013. The total grant support from Google since 2007 exceeds \$1.2 million with well over 1.9 million clicks to RCE's website [rce.csuchico.edu](http://rce.csuchico.edu).

## Supporting Documents

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- North State Initiative County Conversations Webpage
- North State Initiative Student Ambassador Pilot Summary
- OLLI Director's Report 2012-2013
- Children in Trauma Conference Flyer

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SEARCH

## North State *conversations*

Building on the long tradition of serving the North State and in recognition of our 125th anniversary, California State University, Chico invites you to meet with University representatives to explore ways we can strengthen the North State together.

President Paul Zingg launched the North State Initiative Task Force to "broadly focus on serving the North State through the arts, research, civic engagement and service learning, increasing the college-going population, and improving the health and well-being of North State residents."



North State Initiative at CSU, Chico

### Upcoming Conversations

Members of the North State Initiative Task Force will be meeting with local leaders in each of the twelve counties which make up CSU, Chico's service area to listen, learn, and explore opportunities to collaborate.

## Colusa

#### Colusa County

Thursday, December 13, 2012  
2:00pm-4:00pm

Colusa County Office of Education  
Morse Conference Room  
146 Seventh Street, Colusa

Join a conversation with:

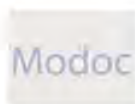
**Maggie Payne, Interim Dean**  
*College of Communication and Education*

**Michael Kotar, Professor**  
*School of Education*

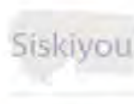
Please [RSVP](#) with your Name & Contact Information.

### Do you have additional feedback that you would like to share?

If you attended one of the previous North State Conversations and have additional feedback for our team, please let us know. Additionally, if you could not attend the meeting, this is your opportunity to participate. Choose your county below:



NOVEMBER 5



NOVEMBER 5



NOVEMBER 6

## Spring 2013 North State Initiative School Visits with BSS Student Ambassadors

The twelve North State Initiative County Conversations held with community leaders in November and December 2012 yielded a frequent theme – the power of having Chico State students out in the region on a regular basis.

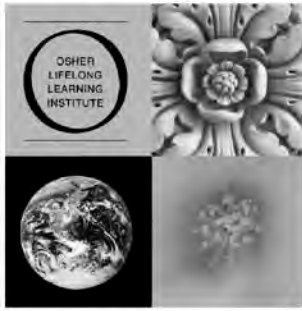
Building partially on the model of the Wildcat Ambassadors, Dean Barger approached BSS Dean Hutchinson about the possibility of a North State Initiative pilot project for spring 2013 using BSS Student Ambassadors to visit junior and senior high schools within a 90minute drive of Chico. Hutchinson agreed and Barger met with the BSS Student Ambassadors to review the concept. The Ambassadors were enthusiastic about the chance to interact with young people and encourage them to attend college. RCE staff members who supported the North State Initiative Task Force handled the logistics of planning visits and coordinating presentations with BSS Ambassador volunteers, focusing on schools outside of Butte County but within easy driving distance for a daytime trip. In May 2013, two Ambassadors and one Chico State staff member visited five schools, made seven classroom presentations, spoke with 166 students, and drove 270 miles.

Following short presentations from the Ambassador, junior high and high school students engaged in lively question and answer sessions with the Ambassadors, and feedback was very positive. The teachers appreciated the Ambassadors relating their university experiences to the students in the classroom. Topics ranged from living with roommates in an apartment to expectations in the classroom. Most of the teachers confided that they had covered these topics over the course of the year but the Ambassadors were more credible because they were closer in age to the students. All except one of the host teachers were Chico State grads. All of the classrooms visited were part of the Advancement Via Individual Determination (AVID), a college readiness program. AVID teachers appeared to have encouraged students to apply to UC and private schools and have Chico State as a backup selection. Parsons Junior High School in Redding has started a program whereby each classroom adopts a university and the university's logo hangs outside of the classroom. During the school year, the students spend an hour each week learning about the adopted institutions.

School	City/County	Number of Students	Grade Level	Visit Date
Orland High School	Orland/Glenn	22	11, 12	05/03/13
Los Molinos High School	Los Molinos/Tehama	32	9, 10	05/10/13
Los Molinos High School	Los Molinos/Tehama	21	11, 12	05/10/13
Central Valley High School	Shasta Lake/Shasta	28	11, 12	05/17/13
Parsons Junior High School	Redding/Shasta	10	7, 8	05/17/13
Parsons Junior High School	Redding/Shasta	36	8	05/17/13
Shasta Lake School	Shasta Lake/Shasta	17	8	05/17/13
<b>Total North State Students</b>		<b>166</b>		

Neither of the two BSS Student Ambassadors had completed Defensive Driver's Training (DDT) so they could not drive to the schools. In the future, it will be important for Student Ambassadors to complete DDT in order to drive to North State schools. Earmarking resources to give a Chico State pennant to each hosting teacher for classroom display would be very beneficial, along with Chico State-branded items for students. Sending out the BSS Student Ambassadors was an excellent and well received first step in reaching out to our service area with Chico State students.





# OLLI

AT CSU, CHICO

where learning never retires...

[rce.csuchico.edu/osher](http://rce.csuchico.edu/osher)

## Osher Lifelong Learning Institute at CSU, Chico

### DIRECTOR'S REPORT 2012-2013

**Wait! This Doesn't Look Like Our Newsletter!**

You're right! It's the expanded, end-of-year Director's Report & Summer Preview. We believe that looking back at an eventful year provides a better context for what's ahead. Enjoy!

~ Ann

On April 10 the Annual Business Meeting of the Osher Lifelong Learning Institute at CSU, Chico was held at the Chico Masonic Family Center. The focus of the meeting was the new budget for Fiscal Year (FY) 2013–14, a review of program highlights and initiatives for FY 2012–13, and the election of new officers to the Advisory Council. This special provides a comprehensive overview of the April meeting.

The proposed budget (page 4) reflects the input and collective efforts of more than 30 members, including former Board Directors; Strategic Planning Committee members; and others wishing better insight into the processes and procedures that influence OLLI decision-making. Following is an overview of last month's financial presentation, including background information about existing revenue sources, operational (and other costs) associated with running OLLI, and new FY 2013–14 budget plans.

### THE OSHER ENDOWMENT

In my presentation on April 10, I started with an overview of the performance of the \$1 Million Osher Endowment awarded to the Chico Research Foundation at CSU, Chico in 2007. The endowment came to OLLI with stipulations regarding its usage that required it be invested with the principal to remain intact in perpetuity. In an ordinary economy, interest earnings, available annually when the endowment is performing at its original gifted amount or higher, comprise sufficient revenue to cover operational expenses when paired with other revenue, like membership fees. This model works well, unless, of course, the economy tanks as it did beginning in 2008.

### Endowment Performance



As a result of investment losses tied to the economic downturn, the endowment principal dropped below the original gifted amount triggering a restriction on access to annual interest earnings until



the principal can fully recover. While the Osher Foundation will grant special permission to withdraw interest earnings during the downturn, Dean Debra Barger, of Regional and Continuing Education (RCE) at CSU, Chico, to whom OLLI management reports, has avoided further erosion of the principal by covering the cost of the Program Director salary out of the RCE budget.

costs (like off-campus rental facilities, office supplies, and the Program Assistant salary), interest earnings on the endowment were intended for the Program Director salary, finally bringing that expense into the OLLI operational budget. While the endowment performance is improving, it has not fully recovered, and OLLI is looking to other sources of revenue to help balance the budget.

So while the plan all along was for OLLI membership fees to pay for basic operational

### **WHAT DOES OLLI COST?**

This year, OLLI has generated approximately \$60k through membership fees, with membership standing at 859 members at the time of last month's report. An additional \$4,200 comes from special events, like the luncheons. As mentioned previously, income generated from fees goes toward expenses like Program Assistant salary, off-campus rentals, office supplies, printing, and postage. These costs total approximately \$53k. But that's not the whole picture. Regional and Continuing Education has covered additional expenses totaling more than \$100k, including office and classroom space in the Aymer J. Hamilton building, computers, a copy machine, staff expertise in web design, marketing, database management, an online registration system, and the Program Director salary.

#### **What Does It Cost To Run OLLI?**

##### **\$53k Covered by OLLI**

###### **Membership Fees:**

Program Assistant Salary,  
Rent, Supplies, Postage,  
Printing, Special Events...

##### **\$100k + Subsidized by RCE:**

Program Director Salary,  
Library Cards,  
OLLI Website,  
Registration System,  
Database Management...

### **ON BECOMING SELF-SUSTAINING**

To become self-sustaining, OLLI needs to absorb the cost of the Program Director. This is standard practice for the 120 total OLLI organizations around the country, and it puts us in better standing for the second \$1M Osher Endowment, for which we will be eligible after reaching the 1,000 member mark. The numbers obviously change, however, with the first-time incorporation of the Program Director (PD) salary into the OLLI operational budget. At the April meeting, we looked at a variety of scenarios comparing budget models. The chart at right shows a side-by-side comparison of two budgets. The budget on the left, without PD salary, reflects a net income of approximately \$11k for FY 12–13. In contrast, the budget on the right, which factors in PD salary and some fundraising, shows an operating loss of close to \$50k.

## Move Toward A Self-Sustaining Model

The operating loss demonstrated here is especially significant because it ties back to my earlier discussion about endowment performance. In that discussion I explained that OLLI normally receives interest earnings of 5% on the endowment when the endowment is performing at its original gifted amount of \$1M (or above) and not “underwater.” Five percent of \$1M is \$50k, the same amount of the Operating Loss indicated in the “Baseline Self-Sustaining Model” at right. Until the endowment recovers, however, we need to look at other ways of becoming self-sustaining—the long-standing goal of the organization reflected in meeting minutes as far back as 2007 and stated in the Policies and Procedures.

FY 12-13				Baseline Self-Sustaining Model			
<b>Revenue</b>				<b>Revenue</b>			
Membership	#	\$		Membership	#	\$	
Fall & Spr	675	75	50,625	Fall & Spr	675	75	50,625
Spring	184	50	9,200	Spring	184	50	9,200
Willows	12	40	480	Willows	12	40	480
Special Event Revenue			4,200	Special Event Revenue			4,200
Fundraising				Fundraising			15,000
<b>Total</b>			<b>\$64,505</b>	<b>Total</b>			<b>\$79,505</b>
<b>Expenses</b>				<b>Expenses</b>			
Operating Expenses			37,176	Operating Expenses			36,781
Salaries				Salaries			
Program Assistant			12,086	Program Assistant			12,086
Program Director			n/a	Program Director			70,523
RF Admin Fee (8% of Expenses)			3,941	RF Admin Fee (8% of Expenses)			9,551
<b>Total</b>			<b>\$53,203</b>	<b>Total</b>			<b>\$128,941</b>
<b>Net Income</b>			<b>\$11,302</b>	<b>Operating Loss</b>			<b>-\$49,436</b>

### WHAT ARE OUR OPTIONS?

Next we looked at the effects of enrollments and fee increases on the bottom line. In Scenario 1, illustrated in, membership is raised to 1,000, while membership fees are held constant. The net effect is an operating loss of nearly \$40k compared to a loss of \$50k when neither membership nor fees are increased.

### Scenario 1: Increase Enrollments

Baseline Self-Sustaining Model				Scenario 1: Increase Enrollments			
<b>Revenue</b>				<b>Revenue</b>			
Membership	#	\$		Membership	#	\$	
Fall & Spr	675	75	50,625	Fall & Spr	800	75	60,000
Spring	184	50	9,200	Spring	188	50	9,400
Willows	12	40	480	Willows	12	40	480
Special Event Revenue			4,200	Special Event Revenue			4,200
Fundraising			15,000	Fundraising			15,000
<b>Total</b>			<b>\$79,505</b>	<b>Total</b>			<b>\$89,080</b>
<b>Expenses</b>				<b>Expenses</b>			
Operating Expenses			36,781	Operating Expenses			36,781
Salaries				Salaries			
Program Assistant			12,086	Program Assistant			12,086
Program Director			70,523	Program Director			70,523
RF Admin Fee (8% of Expenses)			9,551	RF Admin Fee (8% of Expenses)			9,551
<b>Total</b>			<b>\$128,941</b>	<b>Total</b>			<b>\$128,941</b>
<b>Operating Loss</b>			<b>-\$49,436</b>	<b>Operating Loss</b>			<b>-\$39,861</b>

In Scenario 2, fees are raised \$25 annually, while enrollments are held constant. The net effect is an operating loss of approximately \$28k compared to the \$50k loss when no action is taken.

### Scenario 2: Increase Fees

Baseline Self-Sustaining Model				Scenario 2: Increase Fees			
<b>Revenue</b>				<b>Revenue</b>			
Membership	#	\$		Membership	#	\$	
Fall & Spr	675	75	50,625	Fall & Spr	675	100	67,500
Spring	184	50	9,200	Spring	184	75	13,800
Willows	12	40	480	Willows	12	50	600
Special Event Revenue			4,200	Special Event Revenue			4,200
Fundraising			15,000	Fundraising			15,000
<b>Total</b>			<b>\$79,505</b>	<b>Total</b>			<b>\$101,100</b>
<b>Expenses</b>				<b>Expenses</b>			
Operating Expenses			36,781	Operating Expenses			36,781
Salaries				Salaries			
Program Assistant			12,086	Program Assistant			12,086
Program Director			70,523	Program Director			70,523
RF Admin Fee (8% of Expenses)			9,551	RF Admin Fee (8% of Expenses)			9,551
<b>Total</b>			<b>\$128,941</b>	<b>Total</b>			<b>\$128,941</b>
<b>Operating Loss</b>			<b>-\$49,436</b>	<b>Operating Loss</b>			<b>-\$27,841</b>

In Scenario 3, fees are raised \$25 and membership is increased to 1,000, with a net effect of reducing the annual operating loss to \$15k.

## FY2013-14 PROPOSED BUDGET

Implementing our long-standing goal of becoming a self-sustaining organization and evaluating the net effects of a variety of revenue-generating scenarios were all factored into the development of the new budget. Fees were last increased from \$65 to \$75 two years ago and the growing membership base provides enough people paying the new increase to offset the need to raise fees any higher.

The majority of our efforts to grow membership this year has been, and will continue to be outside Chico, with the inauguration of the Oroville Chapter in February and the new Paradise Chapter opening this fall. Additionally, the age limit for joining OLLI will likely be lowered to 50+ (or retired), as recommended by an OLLI member during the meeting. A straw poll was conducted and the motion to lower the age limit was carried forward unanimously by everyone in attendance at the meeting. The official vote on this motion will occur at the May meeting of the Advisory Council in accordance with OLLI Policies and Procedures. We will be offering late afternoon and evening classes in the fall to accommodate this younger cohort, many of whom are still working full-time.

## WHAT ABOUT THE SHORTFALL?

As demonstrated in Scenario 3, the combination of fee increases and growth in membership still leaves us with a net operating loss of approximately \$15K. OLLI will make up the difference with a combination of funds carried forward from previous Osher planning grants and net income carried forward from the OLLI operating budgets of previous years, before the PD salary was included as an OLLI expense.

## Scenario 3: Increase Enrollments AND Fees

Baseline Self-Sustaining Model				Scenario 3: Increase Fees & Enrollments			
<b>Revenue</b>				<b>Revenue</b>			
Membership	#	\$		Membership	#	\$	
Fall & Spr	675	75	50,625	Fall & Spr	800	100	80,000
Spring	184	50	9,200	Spring	188	75	14,100
Willows	12	40	480	Willows	12	50	600
Special Event Revenue			4,200	Special Event Revenue			4,200
Fundraising			15,000	Fundraising			15,000
<b>Total</b>			<b>\$79,505</b>	<b>Total</b>			<b>\$113,900</b>
<b>Expenses</b>				<b>Expenses</b>			
Operating Expenses			36,781	Operating Expenses			36,781
Salaries				Salaries			
Program Assistant			12,086	Program Assistant			12,086
Program Director			70,523	Program Director			70,523
RF Admin Fee (8% of Expenses)			9,551	RF Admin Fee (8% of Expenses)			9,551
<b>Total</b>			<b>\$128,841</b>	<b>Total</b>			<b>\$128,841</b>
<b>Operating Loss</b>			<b>-\$49,436</b>	<b>Operating Loss</b>			<b>-\$15,041</b>

## Proposed FY 13-14 Budget

<b>Revenue</b>			
Membership	#	\$	
Fall & Spr	800	100	80,000
Spring	188	75	14,100
Willows	12	50	600
Special Event Revenue			4,200
Fundraising			15,000
<b>Total</b>			<b>\$113,900</b>

<b>Expenses</b>	
Operating Expenses	36,781
Salaries	
Program Assistant	12,086
Program Director	70,523
RF Admin Fee (8% of Expenses)	9,551
<b>Total</b>	<b>\$128,941</b>

<b>Operating Loss</b>	<b>-\$15,041</b>
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## NEW REVENUE SOURCES

We will also continue to explore new ways to raise revenue through grants and through special events and/or lectures during months when OLLI has traditionally been “dark” –like summer, spring, and winter recesses. Traditionally, OLLI’s only revenue source has been membership fees. While some money is raised annually through our luncheons, this total goes right back out again to cover the costs of the rental facilities and catering for these same events. These events are not fundraisers, per se. Their value instead is in the meaningful opportunities they provide for social networking and entertainment. We want to find new ways to reinforce these interpersonal connections while also raising additional dollars for OLLI.

## WHAT ARE OTHER OLLI PROGRAMS DOING?

In preparing for the Business Meeting, Jerry Dunham, Gayle Womack, and I reviewed data from the OLLI National Resource Center on other OLLI programs in California and across the country to compare pricing, minimum age restrictions, office staff, and number of weeks of operation, i.e. summer months, winter break, etc. While cost of living and total membership factors make direct comparisons impractical, a general comparison aids the planning process by educating us on how our “sister” organizations operate.

				
<b># Members</b>	871	1,080	701	903
<b>Minimum Age</b>	55+	50+	50+	50+
<b>Membership Fees</b>				
<b>Course</b>		\$125		\$100
<b>Term</b>	\$50	\$35		
<b>Year</b>	\$75	\$50	\$400 (incl. 2 courses)	\$50
<b>Office Staff</b>				
<b>FT Paid</b>		X	X	X
<b>PT Paid</b>	X			
<b>PT Volunteers</b>	X	X		
<b>Terms (# Weeks)</b>				
<b>Fall</b>	15	15	5 + 5	12
<b>Winter</b>		1		
<b>Spring</b>	15	12	5 + 5	12
<b>Summer</b>		4	3	10



## ACKNOWLEDGMENTS

It really does take a village. I am especially grateful for the knowledge, expertise, support, and encouragement of the following people involved in reviewing, evaluating, guiding, and critiquing the development of the new budget and related planning. They include Jean Baker-Stapleton, Debra Barger, Carol Cody, Jerry Dunham, Sherri Faroky, Roxanne Ferry, Kathryn Hogue, Pam Hollis, Linda Hubly, Susan Levine, Bernie and Bob LoFaso, Charlie McCarthy, Melissa McGowan, Sue Monroe, Shellie Muller, Ali Sarsour, Luke Sathrum, William Tefteller, Melissa Valko, and Gayle Womack. As Mary Brashears, Sydney Wilde, and James Kirks of the Curriculum Committee finalize the fall 2013 Class Schedule this month, I am already anticipating an exciting line-up and counting the weeks to our Fall Class Preview on August 14. See page 8 for fall calendar highlights. I hope many of you will join us in participating in the new summer programming, as well (pages 7 & 10).

## ELECTION OF NEW OFFICERS TO ADVISORY COUNCIL

Over the past year, outgoing officers Jerry Dunham (Chair), Sherri Faroky (Events), Gayle Womack (Communications), and Ali Sarsour (Membership) have done a tremendous service of documenting dates and activities related to their offices and in outreach to incoming council members (*shown left to right*) Gayle Womack (new Chair), Jean Baker-Stapleton (new Events Chair), Marian Milling (new Communications Chair), and Carl Waters (new

Membership Chair). The existing team has served effectively as a “transition team” in preparing the newcomers. Preliminary planning meetings have been exhilarating—full of ideas on how to further enhance the quality and variety of class offerings, as well as how best to increase the value members are getting through social networking opportunities, special events, and expanded programming.



Gayle Womack, Jean Baker-Stapleton, Marian Milling, Carl Waters

## GOOD STUFF ON THE HORIZON AT OLLI!

### “BRINGING REFERENCE ALIVE”

Some of you have already volunteered to participate in a grant-funded project in partnership with Butte County Library. Together, OLLI and the library are recruiting subject experts to lead topics of interest for Butte County residents, with special emphasis on rural areas. We are still looking for subject experts in the areas of local history, money management, nature, health, and hobbies. Help us expand lifelong learning opportunities to all six branches of Butte County Library by making short presentations to rural audiences on topics of popular interest. (*Gas mileage to branch offices is reimbursed.*) Programs will take place on the third Tuesdays in June, July, and August from 4–5 p.m. Forming partnerships in the North State presents new fundraising opportunities to build stronger relationships both inside and outside OLLI.



### SUMMER INTERSESSION LECTURE SERIES

Back by Popular Demand! Dr. Joni Samples will repeat her insightful “Change Your Brain” lecture in a four-part series—June 17, 19, 24 & 26—on the interconnection between the brain, thinking, and related habit formation. Each lecture will be from 4:30 p.m. to 6:30 p.m. at the Chico New Thought Center. A portion of the proceeds from these lectures will go toward OLLI rental of CNTC classrooms in fall. You can sign up for one or more sessions using the form on page 10.

And stay tuned! We are talking with additional subject experts at the University and in the community who can speak to topics of interest for our membership and expand our learning opportunities during periods when OLLI is otherwise closed.

### COMMUNITY PARTNERSHIPS: SHARING RESOURCES

In addition to pursuing new fundraising angles, we are developing partnerships with community organizations willing to trade space for expertise. Most of you are aware of our new partnership with Chico Area Recreation District (CARD), whereby OLLI has access to free classroom space at the newly renovated Lakeside Pavilion in exchange for subject expertise, like Cribbage. We also give CARD the chance to promote their senior travel program, which peer leader Jan Evans will be utilizing in her fall tour of local museums this fall. Exchanging resources is a valuable way of expanding community friendships, while also increasing our classroom options during this period of growth.





## BETTER SERVING BUTTE COUNTY AND THE NORTH STATE

As California State University, Chico celebrates its 125th year, the University is committed to advancing its role as a regional comprehensive university. OLLI, too, is committed to improving outreach to its service district of 12 counties. Opening chapters in Oroville (spring 2012) and Paradise (fall 2013) demonstrates our commitment to expanding in Butte County. Plans to continue growth in Willows and Orland will help establish stronger footing in Glenn County.



This fall, OLLI will begin to build on a partnership already established by Regional and Continuing Education at the Shasta College University Center in Redding. Many courses are offered on site in Redding and others are delivered online through Chico Distance & Online Education. This CSU foothold in Redding will provide a platform for preliminary discussions to open an OLLI chapter there.

## VOLUNTEERS

More than 40 OLLI members have volunteered in the office, during registration, at Farmers' Market, and on various committees to assist in the daily operations of the organization. Your help and support are invaluable and also provide a way for members to become better connected and involved in OLLI operations.

In addition, three separate teams of OLLI members dedicated a dozen hours last month to staff telephones inside KCHO headquarters. As a result, OLLI earned two hours of air time with another guest, CSU Professor of Music, David Scholz. See page 9 for how to become more involved in giving back to OLLI and the community.

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## SAVE THE DATE ~ 2013 FALL CALENDAR

- Aug. 14      Fall Class Preview
- Aug. 15      Fall Class Registration Opens
- Aug. 28      Peer Leader Orientation
- Sept. 3        Classes Start
- Oct. 9        Fall General Meeting
- Oct. 15      Spring 2014 Course Proposals Due
- Nov. 11      Veterans' Day Observed
- Nov. 25–29   Thanksgiving Break
- Dec. 11      Fall Luncheon
- Dec. 13      Classes End

### SPRING LUNCHEON

**Wednesday, May 8**

Chico Masonic Family Center

Indoor Picnic by  
Smokin' Mo's BBQ.

Doors open at 11:30am,  
entertainment by Chico  
Theater Company begins at  
11:45am, and the lunch  
begins at noon.

\$16 per person. RSVP to  
Susan at 530.898.6679

## GOOD STUFF ON THE HORIZON AT OLLI!

If you are interested in getting involved on a committee, participating in “Bringing Reference Alive,” or attending our Summer Intersession Lecture Series, please complete and mail in this form today!

### CALLING VOLUNTEERS!

OLLI depends upon members contributions of time and talent. Your participation is encouraged. We are restructuring the committees into subgroups targeting specific tasks and responsibilities of interest to the volunteer to help us expand what we do, while reducing the time commitment for each individual volunteer.

- |  |  |
|--|--|
| <input type="checkbox"/> A/V and Tech Assistance | <input type="checkbox"/> Events                  |
| <input type="checkbox"/> Communications          | <input type="checkbox"/> Facilities              |
| <input type="checkbox"/> Curriculum              | <input type="checkbox"/> Membership/Outreach     |
| <input type="checkbox"/> Day Trips/Travel        | <input type="checkbox"/> Scholarship/Fundraising |

### “BRINGING REFERENCE ALIVE” AT BUTTE COUNTY LIBRARIES

OLLI is partnering with the Butte County Library on a grant-funded project to bring educational programming to rural communities. We are still recruiting subject experts for presentations. See page 7 for more information.

Select one or more locations you would visit?

- |  |                                   |
|--|-----------------------------------|
| <input type="checkbox"/> Chico         | <input type="checkbox"/> Oroville |
| <input type="checkbox"/> Durham        | <input type="checkbox"/> Paradise |
| <input type="checkbox"/> Gridley/Biggs |                                   |

Date(s) you are available:

- |                                  |                                  |                                    |
|----------------------------------|----------------------------------|------------------------------------|
| <input type="checkbox"/> June 18 | <input type="checkbox"/> July 16 | <input type="checkbox"/> August 20 |
|----------------------------------|----------------------------------|------------------------------------|

Topic(s) you'd like to present:

- |   |  |
|---|--|
| <input type="checkbox"/> Local History    | <input type="checkbox"/> Hobbies             |
| <input type="checkbox"/> Money Management | <input type="checkbox"/> Health and Wellness |
| <input type="checkbox"/> Nature           |  |

## SUMMER INTERSESSION LECTURE SERIES

### Theology of Homelessness

Bill Such, Executive Director, Jesus Center  
 Colusa Hall Conference Center on the CSU, Chico Campus  
 June 27, 4:30 p.m. – 6 p.m.

\$10 \_\_\_\_\_

### Change Your Brain, Change Your Thinking, Change Your Life

Dr. Joni Samples  
 Chico New Thought Center  
 June 17, 4:30 p.m. – 6 p.m.  
 June 19, 4:30 p.m. – 6 p.m.  
 June 24, 4:30 p.m. – 6 p.m.  
 June 26, 4:30 p.m. – 6 p.m.  
 Series of 4 lectures

\$10 \_\_\_\_\_  
 \$10 \_\_\_\_\_  
 \$10 \_\_\_\_\_  
 \$10 \_\_\_\_\_  
 \$35 \_\_\_\_\_

### Hands on Art

Jane Zambory  
 Chico New Thought Center  
 August 6, 13, 20 & 27 from 4:30 p.m. – 6 p.m.  
 Fee includes art supplies.

\$60 \_\_\_\_\_

### Rethinking the American Dream in the New Economy

Red Rock Financial Team  
 Chico New Thought Center  
 August 8, 4:30 p.m. – 6 p.m.  
 August 15, 4:30 p.m. – 6 p.m.  
 August 29, 4:30 p.m. – 6 p.m.  
 Series of 3 lectures

\$10 \_\_\_\_\_  
 \$10 \_\_\_\_\_  
 \$10 \_\_\_\_\_  
 \$25 \_\_\_\_\_

Total: \$ \_\_\_\_\_

Name(s): \_\_\_\_\_  
 Full Address: \_\_\_\_\_  
 \_\_\_\_\_  
 Email Address: \_\_\_\_\_  
 Phone: \_\_\_\_\_

**Make Check Payable to:** CSU, Chico Research Foundation

**Mail to:** Osher Lifelong Learning Institute  
 California State University, Chico  
 400 W. 1<sup>st</sup> Street  
 Chico, CA 95929-0792

**Questions?** Phone: (530) 898-6679

## CHAIRMAN'S CORNER



When the phone rings at our house in the morning, Carla announces, “It’s either your mom or Ann!” Believe it or not, I’ll miss the OLLI wake-up calls and the chance to be integrally engaged in daily operations. While I love attending classes, the opportunity to solve scheduling conflicts, build future budgets, and expand partnerships in the community invigorates me.

Something Linda MacMichael said stuck with me when she wrote that OLLI at CSU, Chico is not only about learning for the love of it, but also about friendship, camaraderie, and purpose. How true. As Advisory Council Chairman, I have experienced that same sense of purpose and broader connection to the organization. Your confidence in me as a leader has given me the support I needed to further challenge myself, and for that I am grateful and motivated to remain engaged and involved in future programming and initiatives. Thank you for your own commitment to OLLI and for affecting positive change because you care. Together we make a difference.

THANK YOU, JERRY!

## 2012–2013... THE YEAR IN REVIEW

- Policies & Procedures finalized and posted to website
- New Program Director hired
- New online registration system launched
- Website design enhanced and regularly maintained
- Collaboration with University Book In Common program
- Co-development of public television programming on local water issues for KIXE
- Launch Oroville Chapter (spring 2013)
- Launch Paradise Chapter (fall 2013)
- Peer Leader Development Workshops
- Peer Leader Mentor Program
- Introduction of Special Interest Groups
- New partnerships with CSU, Chico
- New partnerships with community organizations
- Launch of Intersession Lecture Series
- First grant awarded in partnership with Butte County Library for summer lecture series targeting rural communities





**Osher Lifelong  
Learning Institute**  
at CSU, Chico  
*where learning never retires...*  
400 W. First Street  
Chico, California 95929-0792

## DIRECTOR'S REPORT 2012-2013



[rce.csuchico.edu/osher](http://rce.csuchico.edu/osher)

### The Osher Lifelong Learning Institute at CSU, Chico

**Contact Us:**

Phone: 530-898-6679  
E-mail: [olli@csuchico.edu](mailto:olli@csuchico.edu)

**Visit Us:**

Aymer J. Hamilton, Room 118B  
CSU, Chico Campus  
M-Th, 9 AM-1 PM

**Newsletter Editor:**

Marian Milling, 530-864-2269  
[mmilling\\_2000@yahoo.com](mailto:mmilling_2000@yahoo.com)

**Advisory Council Members & Staff:**

Program Director: Ann Nikolai, 530-898-5858  
Assistant Program Director: Susan Levine

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Scholarship/Fundraising Chair: Kathryn Hogue  
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10<sup>TH</sup> ANNUAL CONFERENCE



# CHILDREN IN TRAUMA

Interventions Addressing Complex  
Trauma Among Children & Adolescents  
Featuring Dr. Cheryl Lanktree, Ph.D.

February 1 & 2, 2013  
Colusa Hall Conference & Event Center  
on the Chico State Campus

**Join us for the 10<sup>TH</sup> Annual Children in Trauma Conference!** This year's presentation will describe a comprehensive, multi-modal approach for the evaluation and treatment of complex trauma in children and their families. This treatment model, Integrative Treatment of Complex Trauma for Children (ITCT-C) addresses attachment/relational issues, cognitive and emotional trauma processing, affect regulation and distress reduction, safety interventions, self capacities, systemic relationships, advocacy/ community collaborations, and other issues for children who have been exposed to multiple incidents and types of trauma often compounded by primary caretaker and placement issues.

## Learning Objectives:

- ▶ Learn what complex trauma is as it relates to children and their families and factors contributing to the development of complex trauma in children.
- ▶ Learn how Integrative Treatment of Complex Trauma (ITCT) was developed and how this treatment model can be used to treat complex trauma.

- ▶ Learn how to evaluate symptoms and behaviors of complex trauma in children, using specific tools of ITCT.
- ▶ Learn specific interventions of ITCT to address individually identified symptoms and problems in children and their families, associated with complex trauma.
- ▶ Learn how to provide advocacy and optimal collaborations with other systems to facilitate healing and healthy functioning in children and families affected by complex trauma.

## Earn Continuing Education Hours for Professionals

This program is approved for  
11 hours of professional  
continuing education.

- ▶ Board of Registered Nursing (Provider 00656)
- ▶ Board of Behavioral Sciences Examiners (Provider PCE 799)
- ▶ MCLE (Pending Approval. Provided by Butte County Bar Association)

## Registration Fees:

- ▶ Individuals, \$325
- ▶ Groups of 4+, \$270 ea
- ▶ CSU Faculty, \$145
- ▶ Students, \$50

## Presenter:

### Dr. Cheryl Lanktree, Ph.D.

Dr. Cheryl Lanktree, Ph.D., is a licensed clinical psychologist with a private practice in Santa Monica, California, and is a Clinical Associate Professor of Psychiatry at the University of Southern California. From 1998 to 2009, she was Director of the Miller Children's Abuse and Violence Intervention Center (MCAVIC), a multidisciplinary outpatient center in Long Beach, California. From 2005-2009, she was also Principal Investigator for the federally-funded MCAVIC-USC Child and Adolescent Trauma Program, a Treatment and Service Adaptation Center of the National Child Traumatic Stress Network (NCTSN).



To register or for more information,  
program agenda, and presenter bios, call  
**530-898-6105** or visit the website at  
[rce.csuchico.edu/children-in-trauma](http://rce.csuchico.edu/children-in-trauma)

CENTER FOR  
REGIONAL AND  
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EDUCATION  
CSU, CHICO  
RESEARCH FOUNDATION

TO FAMILIES,  
CHILDREN,  
AND THE COURTS  
FOR THE  
21<sup>ST</sup>  
CENTURY  
JUN SERVICE

## Academic Affairs Goal 5: Strategically Manage Resources

RCE has a unique role to play in diversifying sources of revenue and strategically managing the resources entrusted to the University. The varied sources and uses of self-support funds reflect RCE's commitment to financially energizing the campus and the responsible stewardship of those resources.

<b>Academic Affairs Sources and Uses Summary for RCE 2012-2013</b>					
<i>Fund Type</i>	<b>SOURCES</b>			<b>USES</b>	
	<i>Allocation</i>	<i>Revenue</i>	<b>Source Total</b>	<i>Use Total</i>	<i>Transfers Out</i>
G1006	191,904	-	191,904	(177,800)	(14,104)
RCE Funds	-	4,724,586	4,724,586	(4,713,467)	(2,505,547)
Project Funds	-	-	-	-	-
Lottery Funds	-	-	-	-	-
Trust Funds	41,000	-	41,000	(41,000)	-
Y Funds	-	-	-	-	-
Research Fdn	-	1,811,787	1,811,787	(2,000,681)	-
University Fdn	-	224,301	224,301	(32,909)	(75,000)
<b>Totals</b>	<b>191,904</b>	<b>6,760,674</b>	<b>6,993,578</b>	<b>(6,971,155)</b>	<b>(2,594,650)</b>

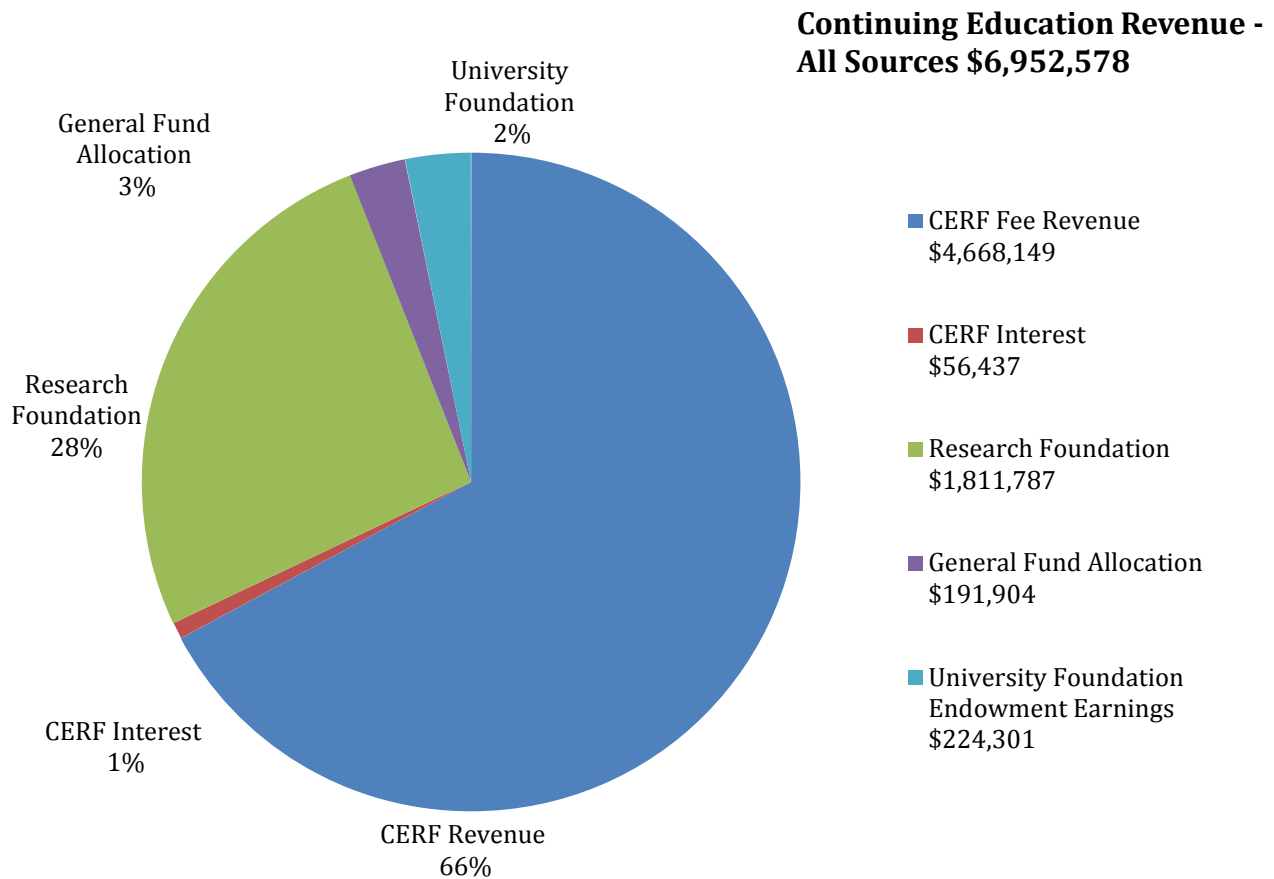
The Academic Affairs Sources and Uses summary includes \$41,000 in McConnell Foundation funding to support CSU, Chico state-support program delivery in Redding at the University Center. Those grant funds were fully expended in 2012-2013 with no additional funding committed by the Foundation.

The Sources and Uses summary format does not provide a complete financial picture for the variety and scope of RCE's portfolio. The significant volume of RCE's activity is managed in CERF, the Research Foundation, and the University Foundation, with an extremely small General Fund allocation. The following details provide a clearer picture of RCE's finances for 2012-2013 and the impact of self-support resource management.

## Sources of Revenue

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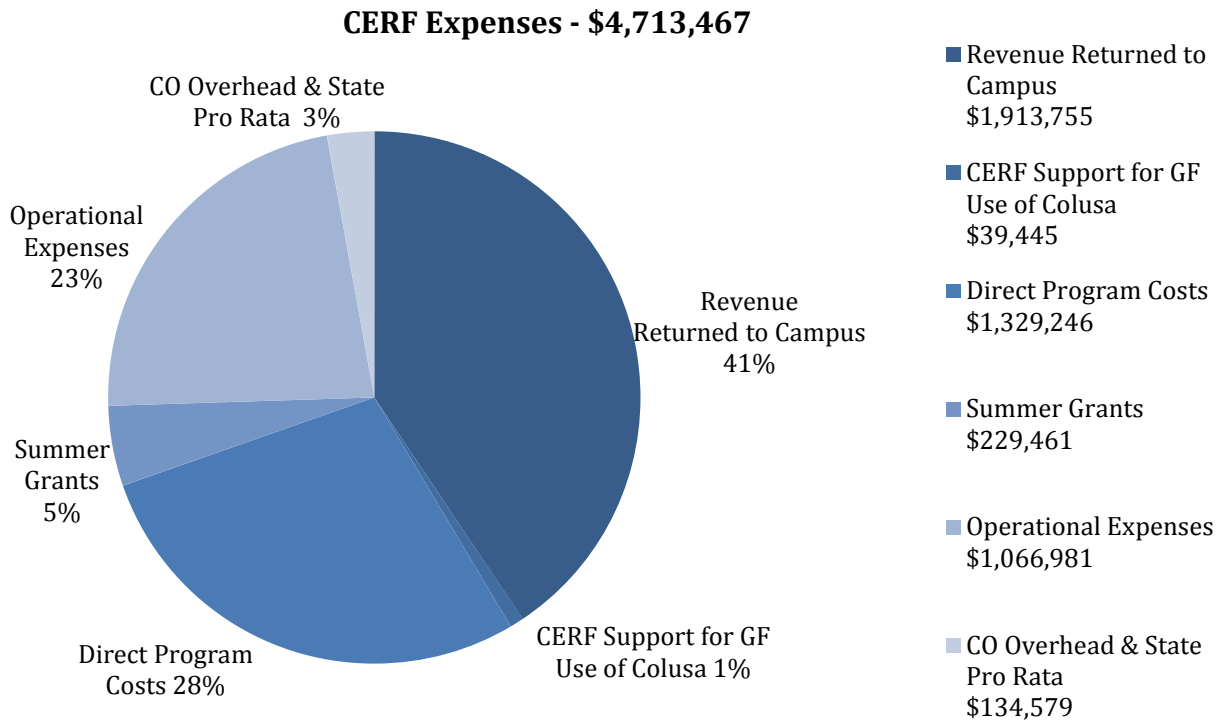
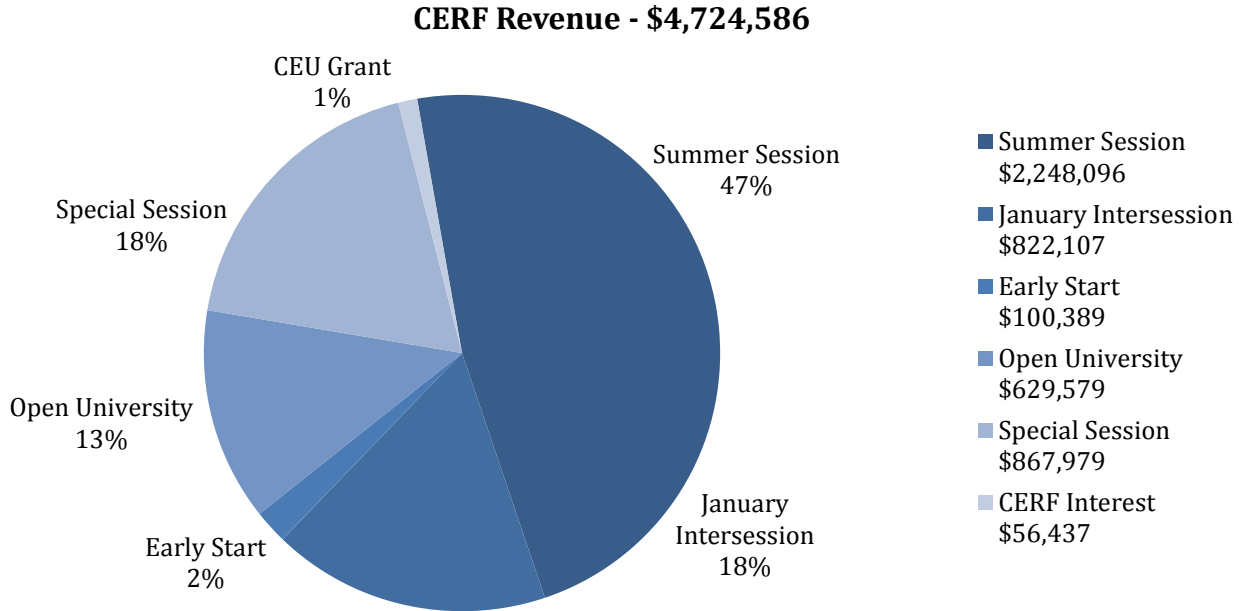
- Fee revenue for self-support academic degree courses and programs is managed through a state trust account, the Continuing Education Revenue Fund (CERF).
- Revenue from grants, contracts, conferences, noncredit institutes and workshops is managed through the Research Foundation.
- A modest General Fund allocation provides student support and outreach services for the state-support Chico Distance & Online Education (CDOE) degree completion programs and the state-support classes offered in Redding. 2012-13 was also the final year of CDOE funds for RCE's reallocation to colleges.
- Endowment earnings and fundraising activities are managed through the University Foundation and support the Osher Lifelong Learning Institute and scholarships for Chico State re-entry students.





## CERF Sources and Uses

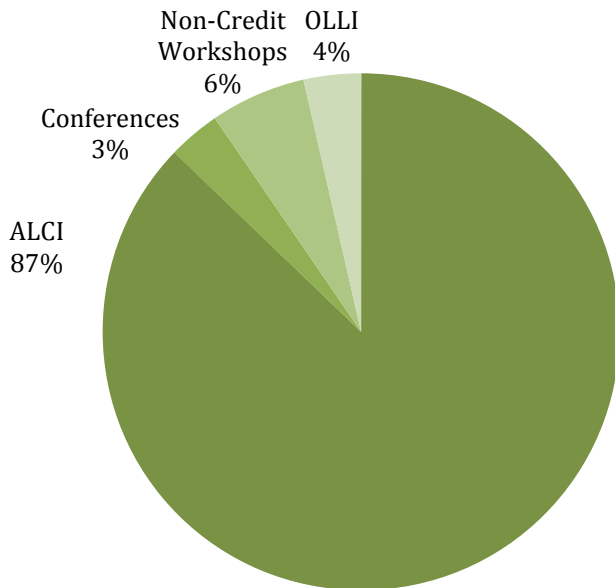
CERF is the largest source of revenue for RCE. CERF revenue in 2012-2013 totaled \$4,724,586 and included fee revenue from self-support degree programs and courses as well as interest earned on CERF funds.



## Research Foundation Sources and Uses

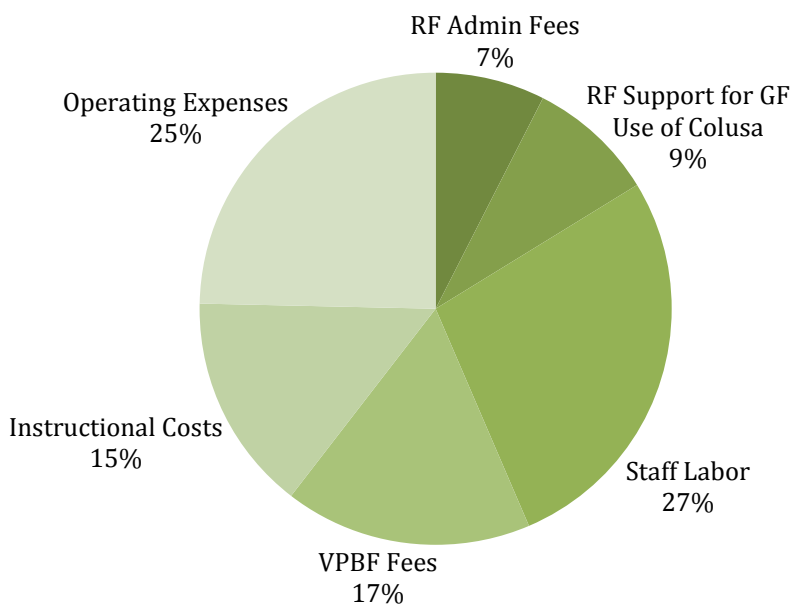
RCE manages non-credit conferences, institutes, and workshops on behalf of the Research Foundation.

### Research Foundation Revenue - \$1,811,787



ALCI	\$1,579,362
Conferences	\$59,276
Non-Credit Workshops	\$107,959
OLLI	\$64,822

### Research Foundation Expenses - \$2,000,681



RF Admin Fees	\$150,179
RF Support for GF Use of Colusa	\$174,352
Staff Labor	\$546,731
VPBF Fees	\$338,633
Instructional Costs	\$297,574
Operating Expenses	\$493,212

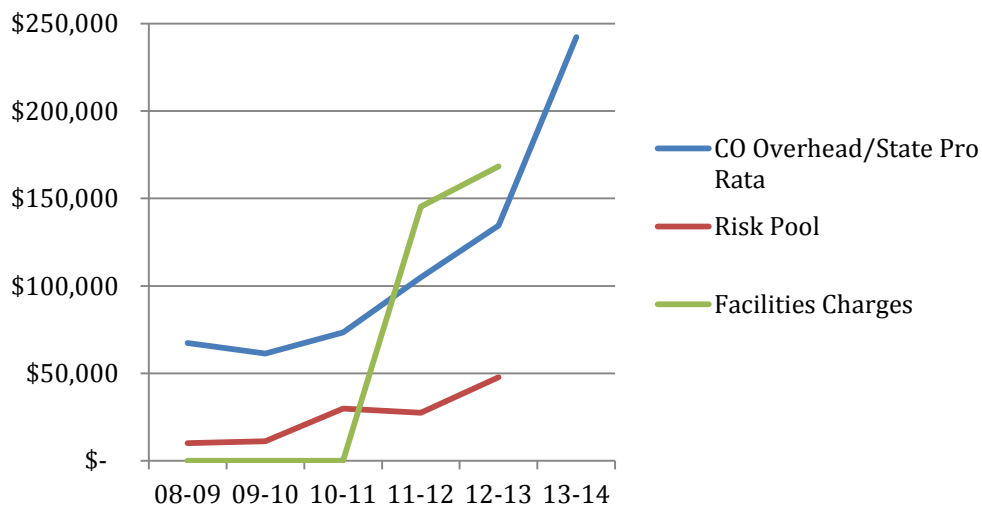
Research Foundation expenses exceeded revenue by \$188,894, marking the second consecutive year of drawing down on RF reserves since the implementation of the MOU with Business & Finance. MOU charges are 2.25% of non-contract revenue and a flat fee of \$300,000 annually assessed for RCE’s Research Foundation activities. The 2011-2012 reduction in Research Foundation reserves was \$580,278 and included a one-time transfer of \$240,490.74 to the Provost’s Office.

## A Changing Financial Story

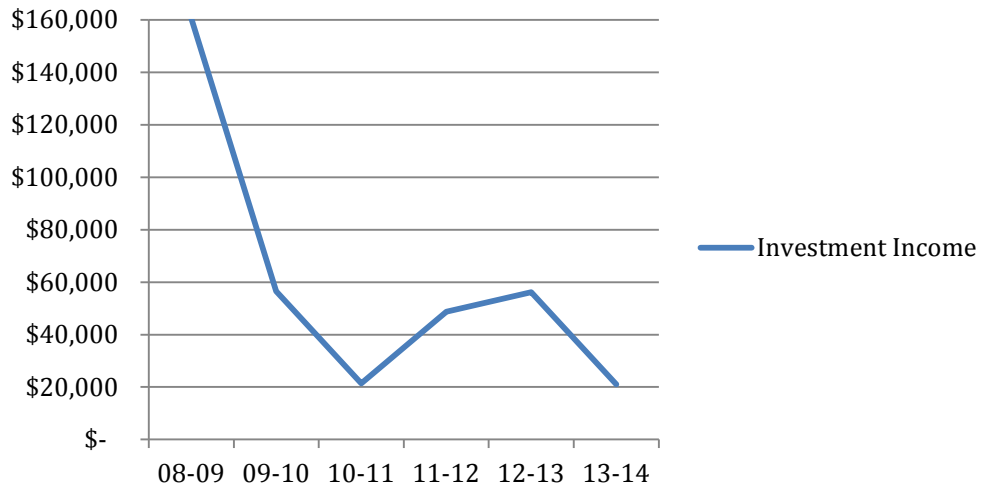
RCE’s financial model changed substantially in 2012-2103, shifting from retaining reserves for future development and program investment to one of returning significantly more money directly to the campus.

- Summer Session 2012 fees, increased to a per-unit fee equivalent to state support summer, provide additional revenue to the campus, with reduced funds to cover RCE costs.
- The goal of generating revenue for the campus was further accelerated by the transfer of \$2,505,546.70 from the Continuing Education Revenue Fund (CERF), the largest single transfer of self-support dollars to the University in RCE’s history.
- Interest revenue has decreased significantly following the investment of CERF reserves in the campus core with the remodel of Colusa Hall, the creation of the Creekside Plaza and adjoining education gardens, and the ADA pathway improvement project; the decrease in interest earnings was also influenced by market conditions.
- Risk pool premiums and Chancellor’s Office Overhead/State pro rata have increased significantly in large part due to the end of FY transfer of payroll expenses from the general fund (CSU Operating Fund) to CERF in the campus partner fund.
- Current operating costs under the MOU between RCE and Business & Finance are depleting the reserves that remain from earlier efforts to save for future development.

**Cost Trends Affecting RCE's Financial Picture**

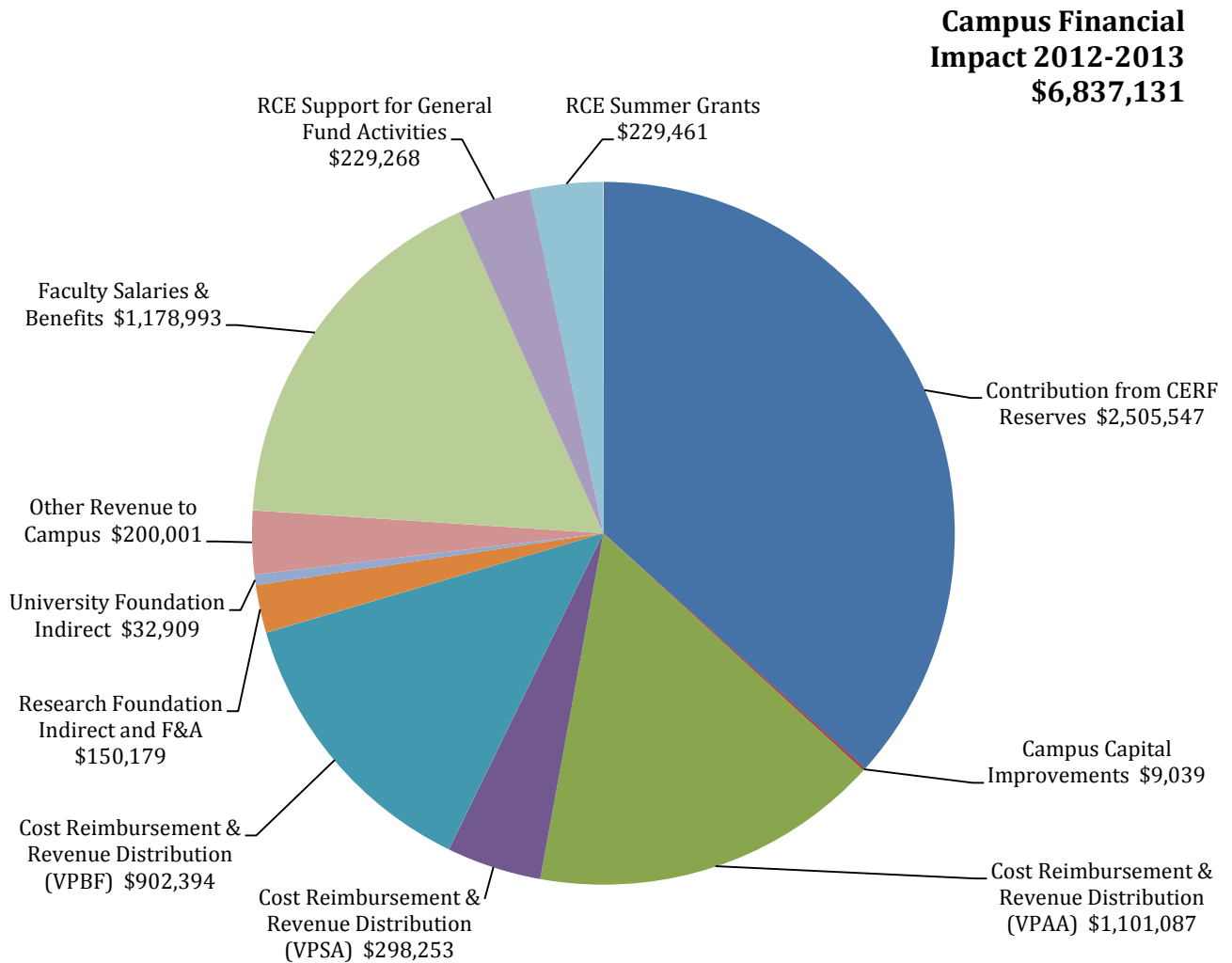


### Investment Income Trends



## RCE's Financial Impact: Campus Distributions & Cost Reimbursement

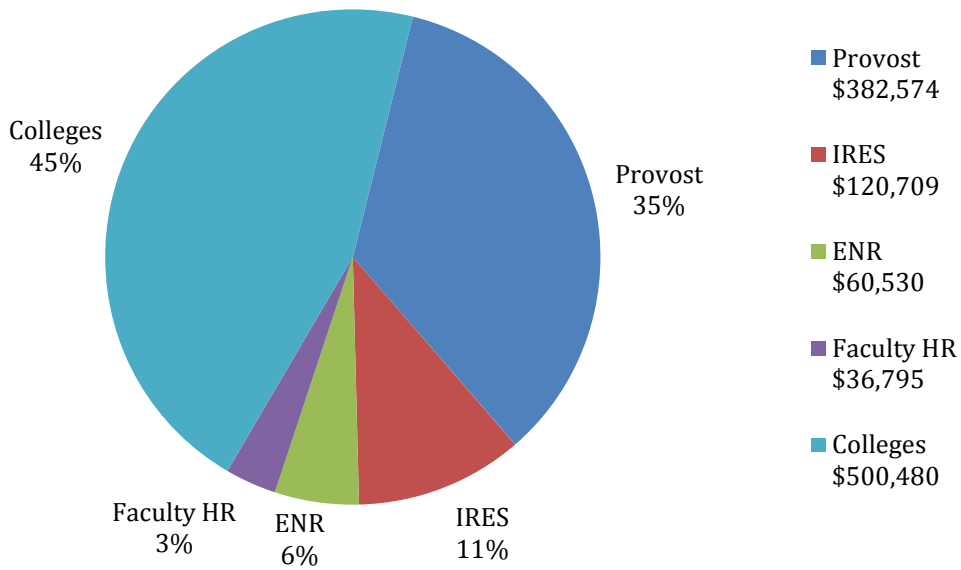
RCE provides additional resources for campus units to cover operational expenses and fund initiatives that are not supported by the General Fund budget. In 2012-2013, CERF revenues were distributed to the campus in the form of both cost reimbursement (direct and indirect) and in revenue distributions to campus partners.



A summary of RCE's financial impact on the campus is included as a supporting document

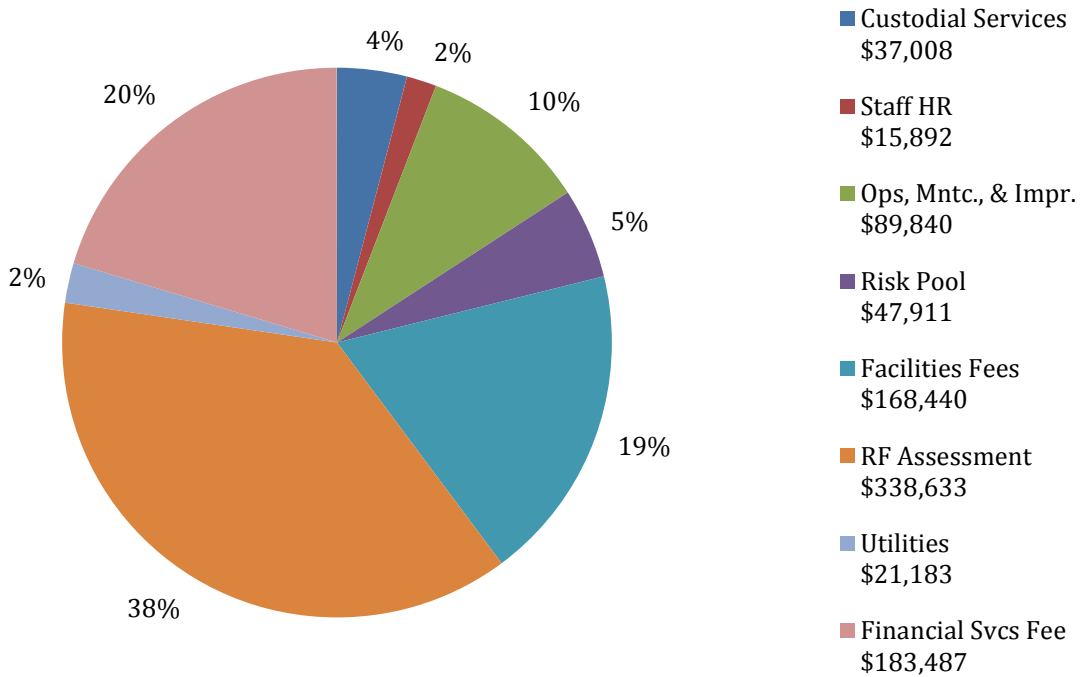


### VPAA Reimbursement / Distribution Detail



Revenue distributed to the Provost may be allocated to other Academic Affairs units (including the colleges, Enrollment Management, Information Resources) as determined by the Provost.

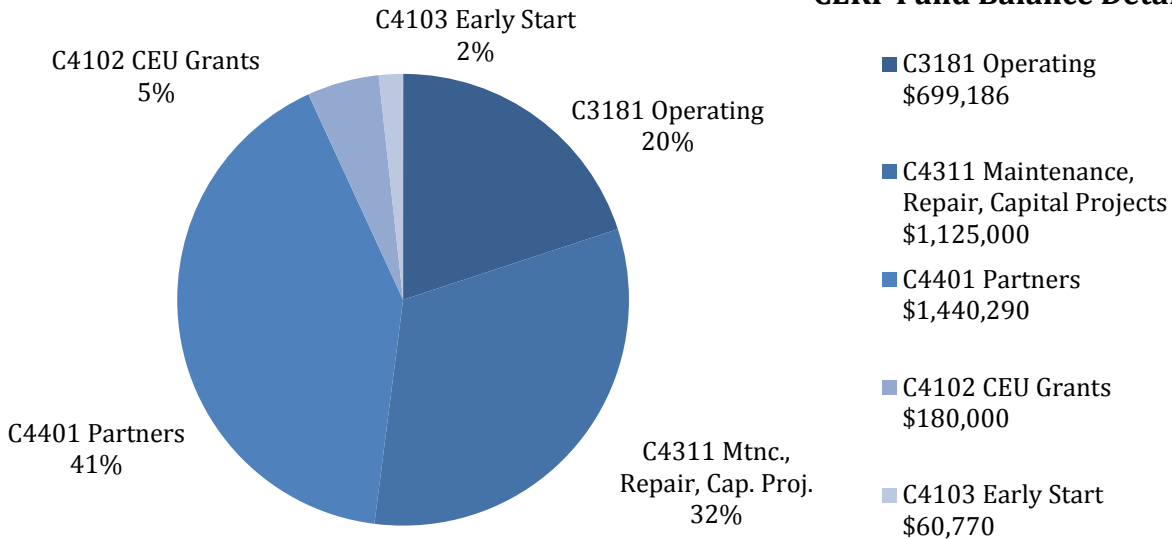
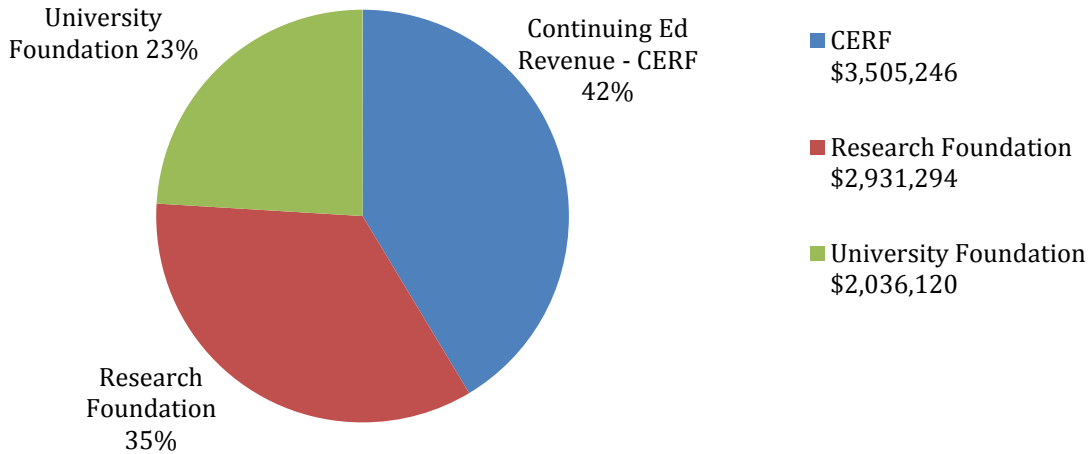
### VPBF Reimbursement / Distribution Detail



## Continuing Education Fund Balances: Planning for the Future

RCE manages fund balances in CERF and the Research Foundation, in addition to endowments in the University Foundation. These fund balances as of June 30, 2013 represent an investment in the financial viability of RCE's self-support operations and future program development and other strategic initiatives.

### Continuing Education Fund Balances 6/30/13 - \$8,472,660



The campus partner fund accounts are managed in CERF, but not controlled by RCE. In addition, \$285,256 of the balances in the CERF operations and Early Start funds are designated to meet summer 2013 faculty salary obligations.

## Diversifying Resources through Fundraising: Osher Foundation Endowment and Prime Timers Reentry Scholarships

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The Osher Reentry Scholarship Program Endowment of \$1 million funded 17 scholarship awards totaling \$50,000 in 2012-2013. OLLI fundraising efforts generated \$3,441 from member donations to the Prime Timers Reentry Scholarship fund that awarded \$3,000 to support three additional reentry scholars.

<b>Summary of RCE Fundraising Activities</b>							
	<i>2007-08</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>	<i>Total</i>
OLLI Endowment	\$1,000,000						\$1,000,000
OLLI Reentry Endowment			\$1,000,000				\$1,000,000
OLLI Bridge Grant		\$50,000					\$50,000
Osher Reentry Scholarship	\$50,000	\$50,000	\$50,000				\$150,000
Prime Timers Scholarship	\$4,220	\$5,848	\$3,710	\$4,780	\$4,046	\$5,607	\$28,211
<b>Total</b>	<b>\$1,054,220</b>	<b>\$105,848</b>	<b>\$1,053,710</b>	<b>\$4,780</b>	<b>\$4,046</b>	<b>\$5,607</b>	<b>\$2,228,211</b>

## Diversifying Resources through Grants & Contracts

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<b>RCE Grant &amp; Contract Activity &amp; Impact 2012-2013</b>			
<i>Sponsor</i>	<i>Project</i>	<i>Amount</i>	<i>Status</i>
Butte County	After School Professional Development Institute 2013 Summer Conference	\$23,192	Funded – Research Foundation
National Endowment for the Humanities Landmarks of American History	The California Gold Rush: Migrations, Cultures, Adapations, and Legacies	\$180,000	Not Funded
California Energy Commission	Alternative Fuels Management Education Program	\$251,527	Not Funded
CSU Commission on the Extended University	Alternative Fuels Management Education Program	\$49,000	\$45,000 Funded FY13/14 - CERF
<b>Total Grant and Contract Funding</b>			<b>\$68,192</b>
<b>RF Indirect on Grants and Contracts</b>			<b>\$2,156</b>

## Supporting Documents

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- RCE Campus Financial Impact Summary 2012-2013

## RCE Campus Financial Impact Summary 2012-2013

<b>RCE One-Time Contribution from Reserves</b>		<b>\$2,505,547</b>
CERF Contribution to campus budget	2,505,547	
<b>Campus Capital Improvements</b>		<b>\$9,039</b>
Replace CCE Front Door	9,039	
<b>Cost Reimbursement: Business &amp; Finance</b>		<b>\$902,394</b>
Custodial Services	37,008	
Staff Human Resources	15,892	
Operations, Maintenance & Improvements	89,840	
Risk Pool Premiums	47,911	
Credit Course Facilities Use Fees	168,440	
Non-Credit Activity Facilities Use	338,633	
Utilities	21,183	
Financial Services Fee	183,487	
<b>Revenue Distribution: VPAA</b>		<b>\$1,096,160</b>
Open University	226,025	
Special Session/Intersession	209,554	
Self-Support Summer	623,786	
Faculty HR MOU reimbursement	36,795	
<b>Revenue Distribution: VPSA</b>		<b>\$298,253</b>
Open University	8,361	
Special Session/Intersession	45,586	
Self-Support Summer	244,306	
<b>Research Foundation Indirect and F&amp;A</b>		<b>\$145,136</b>
Payments generated by RCE activities in the Research Foundation.	145,136	
<b>University Foundation Indirect</b>		<b>\$32,909</b>
Osher OLLI Endowment and the Osher Reentry Scholarship Endowment Admin Fees	32,909	
<b>Other Revenue to Campus</b>		<b>\$200,001</b>
OU North State Initiative	130,681	
Adjunct Grad Enrollments	46,680	
Consolidated Course Fees	21,190	
Application Fees	1,451	
<b>Faculty Salaries &amp; Benefits</b>		<b>\$1,178,993</b>
Special Session/Intersession	484,999	
Self-Support Summer	693,994	
<b>RCE Support for General Fund Activities</b>		<b>\$229,268</b>
CELT	8,505	
Waived Colusa Hall Charges to GF Users	213,797	
Connect, Learn, Engage	6,966	
<b>RCE Summer Grants</b>		<b>\$229,461</b>
RCE Summer Grants	229,461	
	<b>TOTAL</b>	<b>\$6,827,161</b>