

CALIFORNIA STATE UNIVERSITY LONG BEACH
COLLEGE OF CONTINUING AND PROFESSIONAL EDUCATION

EXPANDING OPPORTUNITIES

Annual Report 2015-2016

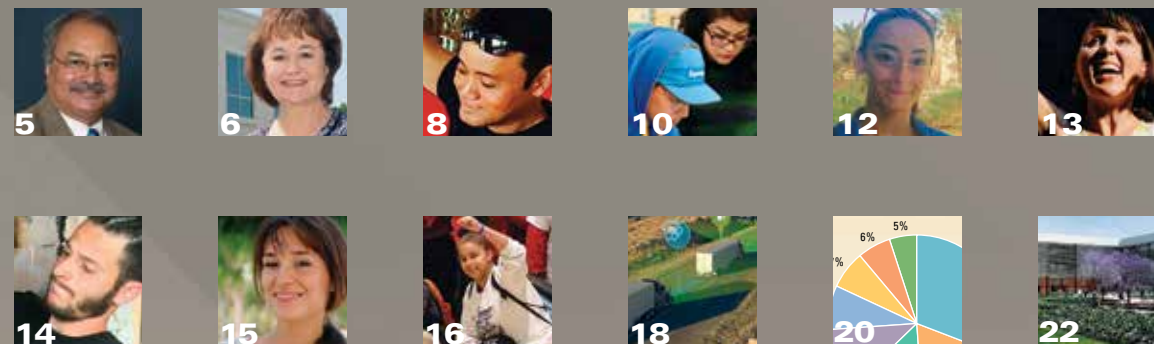
Mission

As a leader in international and continuing higher education, the college provides individuals and organizations with opportunities to reach their highest potential.

EXPANDING OPPORTUNITIES

The College of Continuing and Professional Education (CCPE) at CSULB is an interdisciplinary college that works closely with its university, business, community, and international partners to serve California's workforce and economy. CCPE is an integral part of CSULB's exceptional academic programs and resources, offering a diverse range of degrees and professional development certificates across many disciplines. Our international programs also send students abroad to study at partner institutions, while bringing students from around the globe to CSULB.

We believe in continually expanding the opportunities that are presented to our students, giving them a platform from which they can achieve success. Many of them have attained new heights in their careers and new levels of fulfillment in their personal lives. We are honored and proud to be a part of their educational experience.



Contents

- | | |
|---|--|
| 5 Message from the Dean | 14 Igniting Creativity |
| 6 Balancing Act | 15 Broadening Horizons |
| 8 Stepping Ahead | 16 Building Trust |
| 10 Embracing Diversity | 18 Moving Ahead |
| 12 Mastering Language | 20 Financial and Enrollment Data |
| 13 Expressing Individuality | 22 Looking Forward |

MESSAGE FROM THE DEAN



Here at the College of Continuing and Professional Education (CCPE), we place a high value on the continued growth of our educational community. So I'm proud to highlight the theme of "Expanding Opportunities" in this year's annual report. This idea encapsulates the impressive impact that our students, alumni, and faculty have made—not only to our campus and the city of Long Beach, but to our interconnected world at large.

This unique collection of stories provides a sampling of some of the many successful initiatives that CCPE has fostered over the past year. As you'll see, CCPE has helped build strong connections between CSULB and a wealth of organizations including local high schools, civic associations, industry leaders, and international universities.

For example, CSULB's Study Abroad program provided a once-in-a-lifetime experience for Fine Arts students who traveled to Italy along with two recipients of the Professors Around the World (PAW) grant, Chris Miles and Tony Marsh. A third PAW grantee, CSULB Department of Theatre Arts Professor Andrea Caban, trained teachers at Barcelona's Eòlia Conservatory of Dramatic Arts, which is utilizing her pedagogical methods to influence even more students.

This year also saw the first CSULB student to win the highly competitive U.S. Department of State Critical Language Scholarship (CLS). Aliyah Shaikh spent several weeks in Jordan for a rigorous Arabic language program, part of a

federal effort to expand the number of Americans studying essential foreign languages.

On the home front, I'm very proud of the work CCPE is doing with Long Beach nonprofit Why'd You Stop Me? (WYSM), which is helping to improve relationships between police officers and the public, while forming a significant component of President Obama's Task Force on 21st Century Policing. Similarly, CSULB's Ethnic Studies Program has exemplified an important educational model that can be replicated nationwide, starting with a college-level course in Latino Studies for local high schools.

Here on campus, the Center for International Trade and Transportation (CITT) is making great strides as it approaches its 20th year of serving a flourishing industry. Through its advances in research, curriculum development, and government policy support, CITT continues to empower the transportation workforce.

These are only a few examples of the expanding opportunities available through CCPE. Thanks to our dedicated students, graduates, staff and faculty, we're generating a bright vision for the future of our thriving institution.

Dr. Jeet Joshee
Associate Vice President for International Education and Global Engagement
Dean, College of Continuing and Professional Education

BALANCING ACT



Bachelor of Arts in Liberal Arts (BALA) alumna Marie Luna

Marie Luna is not what most people consider a traditional college graduate. The 60-year-old mother already had many years of work experience in city planning, and was raising two daughters, when she decided to complete her Bachelor of Arts in Liberal Arts (BALA) degree through CSULB. After trying unsuccessfully for years to get a degree while balancing work and family, Luna found the ideal fit for her busy life in the BALA program.

“I am a parent and full-time working professional,” said Luna. “I was able to organize my family’s needs around a sustainable school schedule; one that would stay the same from the day I started to the day I finished.”

The timing of her BALA classes was a crucial component—once a week from 7 pm to 10 pm,

and every other Saturday from 8 am to 5 pm. Luna also benefited from the program’s cohort model, which provided individual attention from professors, as well as the sense of camaraderie generated by a small group of classmates facing challenges together.

“I liked that the BALA was comprised of mostly working professionals, people who have experienced life and the world, and students were of different backgrounds and ages,” Luna said. “I knew I wouldn’t feel like I was too old to matter among a sea of youth.”

“I absolutely love everyone in my cohort,” she continued. “We were like family and still keep in touch. I loved seeing fellow students, who were once too shy to talk, come out of their shell and ‘own’ their place. We formed a close union.”

During her initial college search, Luna felt that important skills like analysis and critical thinking were often missing when she looked at more specialized, job-oriented degree programs. But the well-rounded educational experience of the BALA still gave Luna a strong foundation to move forward into specific areas. In fact, shortly after graduating in December 2015, Luna scored an incredible career goal: a full-time job as a senior city planner with the City of Lake Forest.

“I could never have received my degree and continued to work full-time in support of my family without the BALA program,” Luna explained. “Considering I am 60 years old and a first-generation Mexican immigrant, I could not have been more proud to have landed such a coveted position less than three months after my graduation, especially when you consider I competed for the job against younger and equally capable applicants.”

She is thrilled to be working at a job she finds interesting and challenging, and plans to pursue her career further by taking the American Institute of Certified Planners (AICP) test this fall. The certification can provide her with a professional designation as a city planner, and would not have been possible without her BALA degree.

Equally important, Luna feels that by earning her degree, she is making her children proud. Her older daughter, also a CSULB alumnus, is now a dance educator and head coach at San Clemente High School in Orange County. Luna’s younger daughter, a high school senior, is currently applying to colleges nationwide.

“I took away something useful from every [BALA] class and have applied that knowledge to not only my job, but also to how I raise my kids and interact in society,” said Luna.

LEADING ROLES

PEOPLE WHO HAD EXPERIENCE WITH AN UNDERGRADUATE LIBERAL ARTS EDUCATION ARE MORE LIKELY THAN THEIR PEERS WHO DID NOT HAVE SUCH EXPERIENCES TO:

- BE A LEADER
- SHOW INTEREST IN ARTS AND CULTURE
- BE VIEWED AS ETHICAL
- REPORT FULFILLMENT AND HAPPINESS

—SURVEY OF 1,000 COLLEGE GRADUATES BY RICHARD DETWEILER, ASSOCIATION OF AMERICAN COLLEGES AND UNIVERSITIES CONFERENCE

RESUME BUILDERS

EMPLOYERS SEEK SKILLS THAT ARE CONSISTENT WITH A LIBERAL ARTS EDUCATION. FOUR OF THE TOP FIVE MOST IMPORTANT RÉSUMÉ TRAITS NAMED WERE TEAMWORK, CLEAR WRITING, PROBLEM-SOLVING APTITUDE, AND STRONG ORAL COMMUNICATIONS.

—NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS SURVEY

STEPPING AHEAD

Growing up in Guam, Cesar Medina's first—and only—dance instructor was the TV. Inspired by the music videos of artists like Michael Jackson and Paula Abdul, Medina was drawn toward dancing as a way to express himself. Little did he know then that it would become his life's passion, one that would take him around the world and back again. Only now, he's the instructor.

"I was a late bloomer, because I didn't start my formal studio-based training until I was in college," said Medina. "I decided to make dance my career when I was [pursuing my bachelor's degree] at CSULB. Majoring in architecture and minoring in dance, my advisor told me I wouldn't have time to dance in the architectural field. I reconsidered my degree and decided to follow my passion."

After completing his Bachelor of Fine Arts in Dance with an emphasis in Choreography at CSULB, Medina returned to Guam and opened his own studio. Today, in addition to being the owner and artistic director of DanzJazz Studio and Entertainment Company, he is the only certified dance teacher in the entire Guam public and private school system; as well as being the founder and chairperson for the Guam Allied Dance Force High School Dance Teams, and owner of Signature Dancewear.

Thanks in no small part to Medina's work, kids in Guam today have more than just television to learn from.

"Growing up, there were only two formal dance studios on the island," Medina said. "Now, there are at least 15 local dance studios and several independent community dance groups! The dance scene in Guam is growing and is a very positive outlet for our children."

As he prepares to graduate from the CSULB Master of Arts in Dance program next year, Medina is already planning on applying his advanced dance skills as an instructor at the college level, hopefully by reviving the dance department at the University of Guam, which closed in the 1990s.

"What I've learned from the Master of Dance program has enhanced my teaching capabilities both artistically and academically," said Medina. "It has given me new ideas on how to develop my dance horizon and cultivate creativity. Being away from the mainland and stuck in Guam has been a challenge, because I have no dance outlets for myself as a teacher. [But] the cohort-style master's program offered me the collaborative method of learning from other master's candidates and faculty."

Looking ahead, Medina is also focused on his next degree: a doctorate.

"I'd like to pursue a doctorate degree in dance so I can explore more dance opportunities, work on research projects, and enhance or discover new ways to promote dance in our Guam community," said Medina. "I want to challenge myself by going for new and bigger projects, as well as volunteer in third-world countries [and connect] with children through the love of dance!"



Cesar Medina teaching a class at his dance studio in Guam

"The MA in Dance program offers students the opportunity to pursue graduate studies in dance through a low-residency, intensive format over the course of three summers. The format challenges working teachers to dedicate their summers to deepening their knowledge of the field and reinvesting in themselves as dancers and choreographers. Mr. Medina brings a high level of enthusiasm and commitment to his studies. As a dancer and teacher, he demonstrates a commitment to the virtuoso body and a belief in his students' ability to achieve high levels of performance. His enthusiasm for dance education is inspiring."

***—Dr. Colleen Dunagan,
CSULB Professor of Dance***

EMBRACING DIVERSITY



Wilson High School students (L-R) Claudia Izaguirre, Allyson Jacobo, Kai Samreth, Sharon Valencia, Chanmealea Huy, and Alexis Capil preparing for a presentation on the final day of Ethnic Studies classes (Fall 2015 semester)

Usually, it's hard to get excited to go to school on Saturday mornings. But for many high school students in the Long Beach Unified School District (LBUSD), the chance to get tuition-free college credit while expanding their minds has spurred them to sit attentively in class over the course of several weekends this past year.

Originally launched in the fall of 2015, the Long Beach Ethnic Studies Program (LB-ESP) is a collaboration between LBUSD and CSULB that started with one professor's personal mission and soon grew to receive wide support from students, parents, and school district officials.

CSULB Professor Armando Vazquez-Ramos initially began teaching his Introduction to Chicano and Latino Studies course in selected

area high schools, providing a new understanding of important social, political, economic, and historic aspects of the Chicano/Latino experience in the U.S. An article about the class was featured in the *Long Beach Press-Telegram* and garnered widespread support from the public as well as LBUSD Superintendent Christopher J. Steinhauser, who soon proposed The Long Beach College Promise: \$1.2 million to fund 12 classes per semester over a five-year period.

As the project's coordinator, Vazquez-Ramos spearheaded efforts to develop curriculum, employ faculty, and produce a textbook-sized syllabus and reader, *U.S. Diversity & The Ethnic Experience*—all in just four months. The response was tremendous: nearly 2,000 students and parents attended the initial class orientations, with 750 students registering for 420 open

enrollment spots. That led to over 300 students being put on a waiting list for the Spring 2016 semester.

Now in its second year, LB-ESP has expanded to 15 classes from 9:00 am to 12:00 noon on Saturdays at six LBUSD high schools, including summer sessions. The subject matter has also grown beyond Chicano and Latino Studies, and now includes Africana, Asian and Asian-American, and American Indian courses.

"Our students and their families express great appreciation for the Ethnic Studies program," LBUSD Superintendent Christopher J. Steinhauser said. "The program has quickly become a success, with high levels of participation. That's a testament to the demand for these important courses, and to our school district's enviable partnership with the university and its College of Continuing and Professional Education."

Professor Vazquez-Ramos continues to provide his expertise to help schools develop a comprehensive Ethnic Studies curriculum, as taught by their own high school teachers. The collaborations are being presented at academic conferences as well as in a new documentary film, *Legacy and Leadership: The Long Beach Ethnic Studies Program*. Plans are underway for this cutting-edge educational model to be replicated by other partnerships between colleges and local school districts across the country.



Ethnic Studies teacher Joseph Morales in his classroom at Jordan High School

"I really loved the course because personally I am Mexican, and in my classes I never really felt that I was taught anything of my culture...that I could relate to. So while taking the class, I was actually able to learn more about me as a person, where my own biases came from, and how intersectional all minority groups are."

**—Jackie Piña,
Lakewood High School student**

"Going into this class, I was kind of shy, I wasn't open to other people's cultures, I was really trying to learn about mine a little bit more. But [the class] opened my mind, it broadened my perspective of other people's cultures."

**—Shanon Mendoza,
Wilson High School student**

MASTERING LANGUAGE



U.S. Department of State Critical Language Scholarship (CLS) winner Aliyah Shaikh at the Jordan River

From the moment Aliyah Shaikh set foot in Jordan, English became a forbidden language.

The winner of a prestigious U.S. Department of State Critical Language Scholarship (CLS), Shaikh arrived in the city of Madaba to join a rigorous language program. She even signed a contract agreeing to communicate in Arabic for eight weeks.

“The fact that the language policy is so strict means it was difficult to even think in English at times,” said Shaikh, an International Studies major with a concentration in the Middle East and North Africa.

Part of a federal effort to help more Americans master “critical foreign languages,” the CLS program is highly competitive. Shaikh was one of nearly 560 students to receive the scholarship this year, and the first from CSULB.

Shaikh’s program in Madaba covered more than

a year’s worth of Arabic instruction in under two months. Students lived with host families while attending classes all day.

“I would really recommend that people study a language in an intensive format,” said Shaikh. “I found it easier and easier to speak faster.”

For Shaikh, the experience broadened her self-awareness as a scholar and an American.

“It’s funny, because in Jordan—since I come from Indian origins and I happen to be Muslim-American—I am viewed as more than just ‘American.’ And at home, I am critical of American-ness at times,” she said. “But when you’re abroad, you can’t get away from your American habits and thought processes, and how you react to things as an American.”

“[It made me realize] that people are people everywhere. People make the same mistakes everywhere, and smile and laugh about the same things everywhere. It’s really beautiful.”

EXPRESSING INDIVIDUALITY

When students speak, Professor Andrea Caban listens. And what she hears is the sound of their story: who they are, where they’re from, and what makes them unique.

As the head of voice and speech in CSULB’s Department of Theatre Arts, Caban guides her students in developing their skills while preserving their individuality.

“The history of speech training for actors has been based around a prescriptive model

focusing on a ‘prestige’ accent,” said Caban, who is a master teacher of the Knight-Thompson Speechwork™ method.

“For a multicultural community like CSULB, or the United States—or even the world—one accent won’t work. It gets actors stuck in one mode of expression. My approach is to teach all the sounds of human language.”

The recipient of a Professors Around the World (PAW) grant for her project, *The Intersection of English, Spanish, and Catalan Speech Training for Actors: An Initial Collaboration*, Caban traveled to Barcelona in March to train teachers at the Eòlia Conservatory of Dramatic Arts.

The conservatory asked her to help teachers integrate two separate skills, with voice related to breathing, and speech related to shaping sounds with your mouth. Caban created pedagogical plans that would allow students more freedom to use Spanish or Catalan accents as they see fit.

“With this trip, I worked to create strong relationships with the actor-training institutions of Spain in order to refine and share my holistic approach to actor speech training for speakers of any language,” said Caban, “and to extend CSULB’s overseas institutional partnerships as well.”



Professor Andrea Caban demonstrates her unique techniques to help actors in Barcelona utilize Spanish, Catalan, and other accents

IGNITING CREATIVITY

For many students, the chance to study abroad presents a number of firsts: their first trip outside the country, their first experience in another culture, their first time navigating a new home away from home.

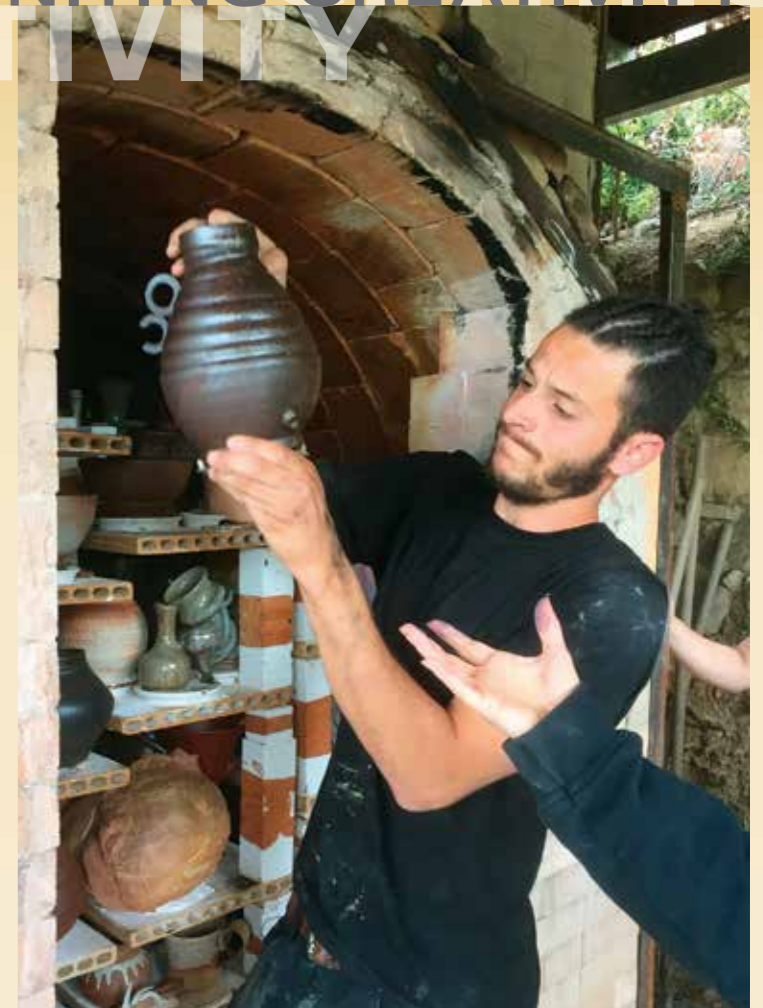
For 12 CSULB Fine Arts students specializing in Ceramics, their visit to Tuscany this summer also included a very special first: working with a traditional wood-fired kiln, an ancient method for manufacturing ceramics.

Professors Chris Miles and Tony Marsh received a Professors Around the World (PAW) Grant for their project. After preparations in 2015, the professors and students arrived in June to fire up the kiln, which sits on 40 scenic acres in the small town of Chiusdino.

While stoking the flames, they took notes on temperature and timing, then photographed and documented pieces as they emerged.

“The students are used to digitally-controlled kilns with electric and natural gas,” said Professor Miles. “In Tuscany, they’re building their own kiln, and digging clay rather than purchasing it from the store. That shift of experience is incredibly important. It will inform how they evolve as artists.”

For the professors, helping to expand their students’ worldview goes hand-in-hand with developing their skills.



Fine Arts student Ihab Ali holds up a pot made in the wood-fired kiln

“I’m really interested in changing someone’s life,” said Professor Marsh. “That’s my ultimate goal as an instructor. [And] it’s a pet project of mine that students should travel. I’ve always felt it’s a great eye-opening event in their education.”

For students, the trip offered a chance to connect the past and lay groundwork for the future.

“It’s truly gratifying to know that someone else will share and build upon what’s been started,” said BFA student Amy Duran. “I hope it’s a cycle that continues into the future for many others to experience.”

BROADENING HORIZONS



CSULB Master of Science in Engineering student Aida Alonso

When Aida Alonso came to CSULB, she was living a double life. Originally from Spain, Alonso began CSULB's Study Abroad @ The Beach program in January 2015. Most of her classmates had no idea that Alonso was an award-winning rapper.

In her three released albums, Alonso combined lyrics in Spanish and Galician with hip-hop beats. Her song "Boogie Vigo" was an iTunes Latin Single of the Week in June 2010, and she performed on Spanish TV and BBC Radio.

Alonso was also studying Telecom Engineering at the University of Vigo, enhancing her music by learning about audio and video technology. To expand her horizons, she enrolled in Study Abroad @ The Beach, and immediately felt at home in the city recognized worldwide for hip-hop heroes like Snoop Dogg and Vince Staples.

At CSULB, Alonso says that everyone helped her acclimate to a new culture and landscape,

from classmates and roommates to professors and advisors.

Balancing school and music was tough; however, Alonso kept writing lyrics while gaining engineering experience. She went back to Spain to finish her undergraduate degree, but couldn't resist returning to CSULB this fall to earn her Masters of Science in Engineering.

After graduation, she hopes to stay in the U.S. to pursue a career in the audio and video industry. Alonso has already set up a recording studio, and has even tried rapping in English.

"Since I've been here, I've written more than ever," she said. "Everything is more intense and there's inspiration all around."

"It's a different mentality [at CSULB]," Alonso continued. "I just want to get some practical experience, learn more and follow my curiosity. I already know my hometown, now I want to know the world."

BUILDING TRUST

Event + Reaction = Outcome. It's a well-known formula for success that's been touted by everyone from weight-loss experts to self-help gurus to college football coaches.

But for Jason Lehman, founder and executive director of the Long Beach-based nonprofit Why'd You Stop Me? (WYSM), the formula presented a unique approach to solving a complex real-world challenge: reducing acts of violence between the police and the community.

Founded in 2014, WYSM has been endorsed by many law enforcement organizations, including the California State Attorney General's Office and Attorney General Kamala Harris, who deemed the program a best practice for improving relationships between police and the public.

As an officer with the Long Beach Police Department, Lehman was inspired to form WYSM in



(L-R): CCPE Programs Director Regina Cash, WYSM Director Jason Lehman, Long Beach Mayor Robert Garcia, WYSM board member Erik Miller, WYSM speaker Zeena Valenzuela

2011, when he was invited to speak to a group of at-risk youths. The audience included individuals who had made threats against police officers.

"During the Q&A session, I realized that the audience had a limited understanding of police procedures and our interactions with the community, creating a lack of trust," said Lehman. "It was apparent that acts of violence between the community and police could be greatly reduced if both parties could step into each other's shoes to see, hear and feel the power struggle we each faced."

Lehman saw the need for an educational program that addressed these complex issues for both law enforcement and the community.

WYSM pairs a law enforcement official with a community member to teach several programs, including: *The Real Reason*, which is focused on inner-city residents aged 14–25; *A Community Perspective*, which involves current and future law enforcement members; and *Managing Anger Toward the Police*, directed to incarcerated individuals.

Lehman regularly travels the country, training law enforcement officials and communities on the mutual benefits of cooperation. The nonprofit also presents two annual \$1,000 scholarships to local high school students.

"This year alone, I'll train more than 1,000 law enforcement officers from dozens of agencies spanning the country and more than 1,000 community members within Long Beach," said Lehman.

Looking ahead, Lehman has plans to expand WYSM into a national standard for community-to-police-officer interaction. To achieve this goal, the nonprofit



WYSM Participants

contracted with the College of Continuing and Professional Education (CCPE) to develop a *Train-the-Trainer* course to help improve officer safety, and implement de-escalation and problem-solving techniques in the field. Topics will also include how to effectively use social media, create positive message campaigns and classroom events, and apply the six principles outlined in President Obama's Task Force on 21st Century Policing.

Currently, CCPE is documenting WYSM's existing educational process and providing trainer development information. CCPE will then submit documentation to the California Commission on Peace Officers Standards and Training (POST), conduct pilot courses, and assist with a nationwide program.

"I'm looking forward to expanding the influence of our program," Lehman said. "This course will prepare trainers to return to their agencies and provide their fellow law enforcement officials and communities with information that will ultimately reduce violence between peace officers and the communities they serve."

200+
LONG BEACH POLICE OFFICERS
TRAINED (INCLUDING EVERY OFFICER
HIRED AFTER JANUARY 1, 2013)

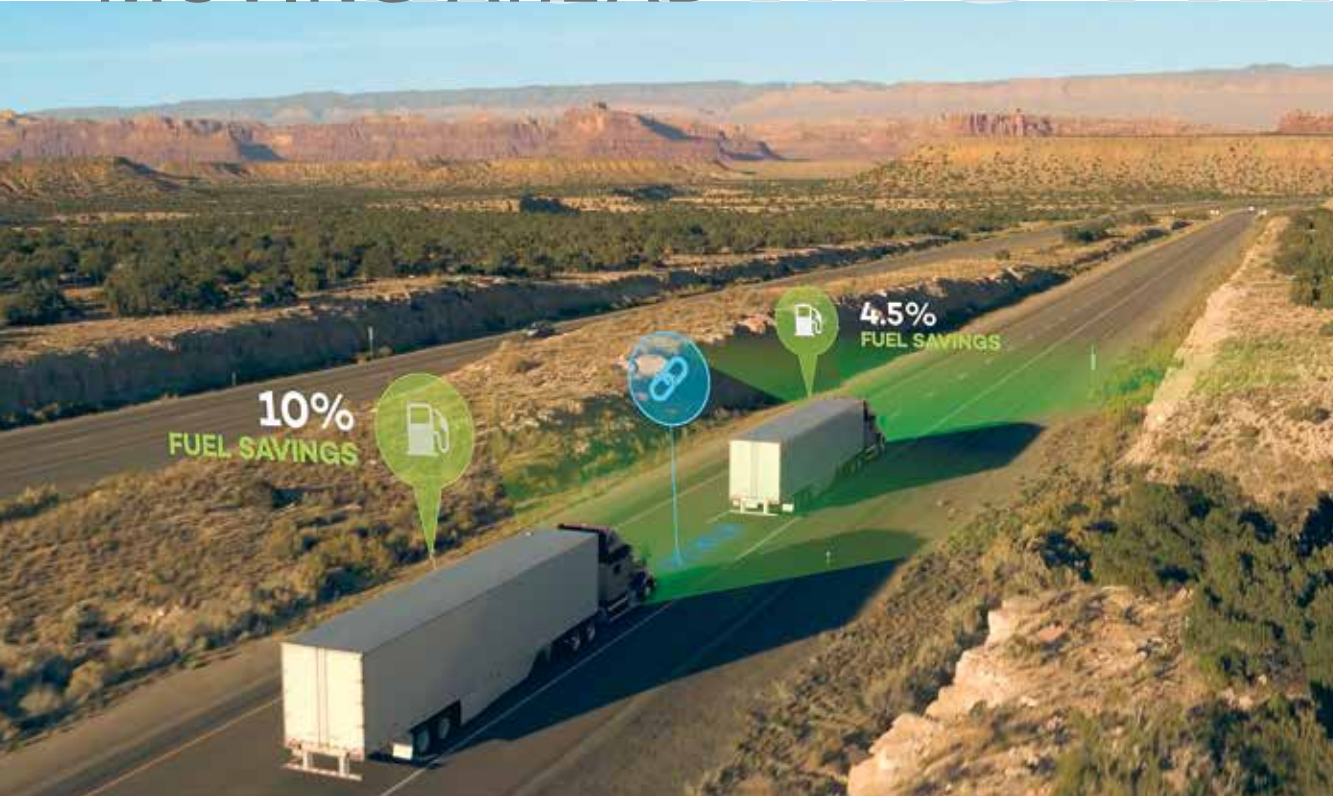
5,000+
COMMUNITY MEMBERS AND LAW
ENFORCEMENT OFFICIALS TRAINED
TO DATE IN 20 CITIES & 6 STATES*

\$2,000
SCHOLARSHIPS AWARDED ANNUALLY TO
LONG BEACH UNIFIED SCHOOL DISTRICT
STUDENTS WHO HAVE SUCCESSFULLY
COMPLETED THE WYSM PROGRAM

\$850,000
GRANT AWARDED TO SALINAS POLICE
AND MONTEREY COUNTY SHERIFF'S
DEPARTMENTS TO IMPLEMENT WYSM**

*BEHIND THE BADGE OC, FEBRUARY 11, 2016
**CALIFORNIA BOARD OF STATE & COMMUNITY CORRECTIONS

MOVING AHEAD



CITT researchers studied the environmental impact of platooning technologies, in which multiple trucks are digitally linked to increase efficiency, to inform the development of Governor Jerry Brown's Sustainable Freight Action Plan

CPE's Center for International Trade and Transportation (CITT) was active in both research and education in 2016. As part of its METRANS partnership with the University of Southern California, CITT funded and directed efforts for the METRANS University Transportation Center, MetroFreight, the National Center for Sustainable Transportation (NCST), and the Southwest Transportation Workforce Center (SWTWC). While engaged in research and related publications on next-generation technological, environmental, and workforce development issues, the CITT team also worked with the Port of Long Beach (POLB) and the Long Beach Unified School District (LBUSD) to develop new work-based learning experiences.

In its second year of operation, SWTWC continued to forge partnerships between education, industry, and government leaders; facilitate

outreach with strategic stakeholder groups; and conduct labor market analysis. Funded by the U.S. Department of Transportation's Federal Highway Administration (FHWA) and housed in CITT, SWTWC is devoted to connecting and empowering the transportation workforce.

"Early in our launch year, we recruited a distinguished steering committee with a nationally recognized roster of thought leaders from industry, government, and academia," said SWTWC Director and CITT Executive Director Thomas O'Brien. "SWTWC has met or exceeded all FHWA expectations, and I'm excited to see the strong response to the action plans we launched early in our second year."

Building upon Phase 1 of SWTWC's regional *Jobs Needs and Priorities Report*, the center created four action plans to address critical areas:

\$36,700

TOTAL \$ IN SCHOLARSHIPS

\$187,038

AMOUNT RECEIVED IN GRANTS/CONTRACTS

\$361,129

TOTAL \$ FOR NEW METRANS
CSULB FACULTY PROJECTS

apprenticeship programs, geographic information systems, trucking operations, and supply chain industry diversity. SWTWC also co-hosted two informative events this year, including February's *Innovative Transportation, Distribution, and Logistics Partnership* webinar and an April summit entitled *Faster, Smarter, Cleaner, Greener: Developing the Transportation Workforce of the Future*.

Following the success of last year's innovative POLB Teacher Externship Program—launched in partnership with CITT and LBUSD—the port recently announced it will sponsor the new Academy of Global Logistics at Cabrillo High School. As a school-within-a-school, the Academy is offering a four-year curriculum this fall to prepare students for careers in global trade and logistics—an industry tied to approximately one out of every eight jobs in Long Beach.

CITT's 2016 Academy Externship teacher training program has already helped educators learn about the port's operations through lectures, site visits, and interactions with industry mentors.

CITT also partnered with NCST to produce reports that informed Governor Jerry Brown's Sustainable Freight Action Plan, which intends to increase the efficiency, competitiveness, and environmental viability of the state's freight system. One of the white paper reports included research on the impact of truck platooning technologies, in which digitally linked truck convoys drive in formation to reduce wind resistance and increase fuel efficiency. The reports and freight plan demonstrate the vital role that CITT and METRANS play in shaping and informing policy.

All of this dynamic progress has set the stage for 2017, when CITT will celebrate its 20th Anniversary. For future information on how CITT plans to mark the occasion go to ccpe.csulb.edu/CITT.



CITT's Port of Long Beach (POLB) Academy Externship participants tour the port

2015-2016 FINANCIAL AND ENROLLMENT DATA

For fiscal year 2015–2016, CCPE generated more than \$33 million in revenue. As a self-support college, CCPE does not receive state funding and is required to cover all program development and infrastructure support using a portion of the revenue derived from its many course offerings. Self-support programs generated approximately \$32 million, or 94 percent of total revenue and funding, with six percent coming from the General Fund for direct support of the Center for International Education (CIE). Sixty percent of CCPE’s revenue and funding goes towards instructional and staff salaries.

Direct transfers totaled \$9.4 million. With \$6.7 million transferred to CSULB academic partners and \$2.7 million set aside for CSULB and CSU assessments, the remaining funds are utilized to maintain and grow current CCPE programs and to provide for new program development, infrastructure, and contingency reserves. This year, CCPE enrollment included almost 32,000 students through approximately 2,500 credit, professional, and specialized programs. CCPE continues to be very successful in serving the needs of the community.

\$10.5 million

AMOUNT CCPE PROVIDED IN INSTRUCTIONAL SALARIES/BENEFITS

\$196,700

AMOUNT STUDENTS RECEIVED IN SCHOLARSHIPS

\$9.4 million

AMOUNT TRANSFERRED TO CSULB ACADEMIC PARTNERS/GENERAL FUND

\$664,373

AMOUNT RECEIVED IN GRANTS AND CONTRACTS

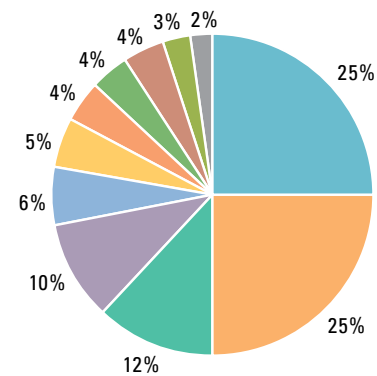
945

NUMBER OF CSULB STUDENTS WHO STUDIED ABROAD

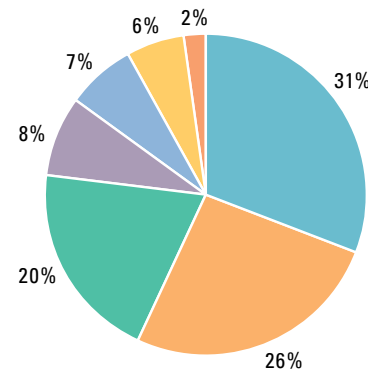
31,719

TOTAL STUDENT ENROLLMENT

Total Revenue: \$33,833,882



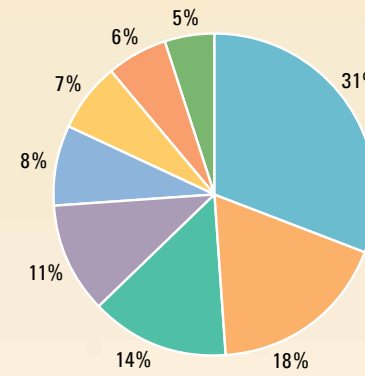
Total Expenditures: \$33,899,198



- Summer Sessions
- Academic Programs
- Open University
- American Language Institute
- General Fund Support Center for International Education
- Other Revenue
- International Training Programs
- Winter Sessions
- Professional Programs
- Study Abroad @ The Beach
- Center for International Trade and Transportation

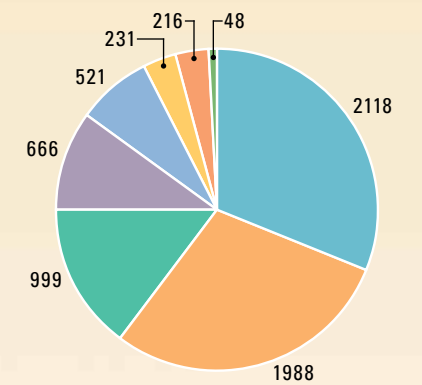
- Instructor Salaries and Benefits
- Staff Salaries and Benefits
- Academic Partner Transfers
- Other Operating Expenses
- Instructional Materials, Travel, and Related
- CSULB General Fund Reimbursement
- CSU/State Pro Rata Assessment

Total Enrollments: 31,719



- Summer Sessions
- Open University
- Degree Programs
- Other Credit Programs
- American Language Institute
- International Training Programs
- Non-Credit Programs
- Winter Sessions

International Education Students by Program



- International Training Programs
- Matriculated International Students
- American Language Institute
- Short-Term Study Abroad
- Study Abroad @ The Beach
- Outgoing Semester Study Abroad
- Incoming Exchange
- Outgoing Year-Long Study Abroad

LOOKING FORWARD FORWARD



An architectural rendering of the new CCPE building that will feature multiple classrooms and a conference center

In 2017, we will continue to build upon all that we have achieved at CCPE, while pushing ahead into new and exciting areas.

The planned construction of a 35,000-square-foot building on campus is one way in which we'll serve our growing student community. The three-story structure will function as a hub for international students and professional programs, with 20 state-of-the-art classrooms, a conference center, and an external courtyard—all while achieving environmentally-friendly “Net Zero Energy” status, in which renewable energy is produced to offset the energy spent on site.

We also plan to extend our global reach by participating in 2+2 Programs, offering international students the chance to transfer to CSULB for the second two years of their bachelor's degree. This unique educational program bridges borders and harnesses the strengths of multiple institutions. We've already engaged in conversations

with potential partner universities in China and Vietnam, with more to come.

CCPE is always working to create new programs that contribute to workforce development in Long Beach, as well as statewide and around the world. From engineering and healthcare to human resources and language skills, we have an array of credit and non-credit programs currently in development.

As a leader in the fields of international and continuing higher education, CCPE helps individuals and organizations reach their greatest potential. We will continue to do so by promoting intellectual and technological innovation, and welcoming collaborators from diverse backgrounds to attain excellence together.

As we expand even further over the next year, we look forward to sharing the results of our efforts with the wonderful community at CSULB.

CALIFORNIA STATE UNIVERSITY **LONG BEACH** COLLEGE OF **CONTINUING AND PROFESSIONAL EDUCATION**

JEET JOSHEE

Associate Vice President for International Education and Global Engagement
Dean, College of Continuing and Professional Education

TIMOTHY MOZIA

Associate Dean

TERRENCE GRAHAM

Associate Dean and Executive Director for International Programs

JOHN LYONS

Associate Dean for Operations and Administration

Photo Credits: Becky Tubbs (cover and page 15), Noah Smith (page 5), CaughtintheMoment.com (page 6), Lidieth Arevalo (pages 10 and 11), Kip Polokoff (page 13). Other photos provided by DanzJazz Dance Studio/C'zer Medina (page 9), Aliyah Shaikh (page 12), Chris Miles (page 14), WYSM (pages 16–17), Peloton Technology (page 18), CITT (page 19), and Zimmer Gunsul Frasca Architects LLP (page 22).

Priority Code: 2017. Not printed or distributed at taxpayer's expense. It is the policy of California State University, Long Beach to provide programs, services, and benefits, including employment, without regard to race, color, national origin, ancestry, religious creed, sex, gender identification, sexual orientation, marital status, disability, medical condition, age, Vietnam era veteran status, or any other veteran's status. CSULB is an Equal Opportunity Employer.

CALIFORNIA STATE UNIVERSITY **LONG BEACH**
COLLEGE OF **CONTINUING** AND **PROFESSIONAL EDUCATION**
6300 State University Drive, Suite 104, Long Beach, CA 90815
(562) 985-5561 | (800) 963-2250
www.ccpe.csulb.edu