Extending Opportunities through Education
MESSAGE FROM THE DEAN

As the new interim Dean of the CEU, I am deeply grateful to Dr. Cheryl Wyrick, who led the CEU through the 2019-2020 academic year. The accolades in this report truly belong to the CEU staff and Dr. Wyrick.

There is no doubt that the academic year 2019-2020 will go down as a major chapter in the history books of the future. This was the year when the world was disrupted by the Covid-19 virus, and the resulting changes to the economy, society and our personal lives will be with us for many years to come. Yet, the CEU family delivered on their promises with new achievements that would make us proud in any normal year. Even more remarkable, March of 2020 marked the spot where our staff converted their work to a virtual format: the staff took home their computers and became a fantastic virtual workforce, and our students had to learn to manage 100% virtual learning. Many of our international students had to be repatriated, and our staff skillfully guided those processes with empathy and compassion. No doubt was there a learning curve in there for most of us, but on the other hand, our use of technology in teaching, learning and administration took a major leap forward. As a result, our students are better prepared for returning to, or joining, a workforce that anyway was dependent on a large portion of virtual work, and our staff have become immersed in technology, and are constantly finding effective and efficient ways of deploying technology in their work and lives. As a result of the crisis, the CEU is becoming increasingly agile, and able to respond timely to major market and policy shifts with great success.

As you will see from this report, the CEU served almost 9,000 students in the past year, and its programs were attended by over 3,600 students. Read on to see a snapshot of our many programs and activities - programs that have real impact, and make all of us in the CEU proud Broncos - proud to be of service to our students, our communities, and our global partners.

Best regards,
Erik Rolland, PhD.
Interim Dean,
College of the Extended University
Bringing Beer Education to Innovation Village

As the first brewery to be built on a college campus, Innovation Brew Works has served the campus and the community by serving as a learn-by-doing brewery and laboratory for Cal Poly Pomona students, alumni, faculty and the general public. Echoing the learn-by-doing philosophy of Cal Poly Pomona, Extended University students acquire knowledge of the art and science of brewing beer.

As students became more experienced and passionate about beer, the College of the Extended University, along with an advisory board that included the Director of Dining Services for the Cal Poly Pomona Foundation, Aaron Nielsen, Michael Godfrey the Associate Dean of Collins College, and Owen Williams of Ritual Brewing created the ultimate learn by doing opportunity: The Assistant Brewer Training Program. The program is designed for students to gain the “hands-on” experience needed to be a successful Assistant Brewer in the brewing industry. Upon completion of this internship program, students receive an Assistant Brewer Certificate acknowledging their accomplishments and accumulated industry knowledge. During the internship, students learn about the basics in the brewing world then implement them at Innovation Brew Works (IBW). Interns are assigned a supervisor who evaluates student’s skills based on required industry knowledge.

SUCCESS STORIES

It didn’t take long for Aaron Bloom to find his niche after completing the Assistant Brewer Training Program. With the help of JJ and Eric Bassett he found his first job as an Assistant Brewer at Mt. Lowe Brewing Company, Arcadia’s first microbrewery. After four months as an assistant Aaron moved to the Long Beach Beer Lab as a full-time brewer. Moving closer to home he is using his expertise to brew innovative and exotic brews such as Cinnamon Toast Crunch and Butterfly Pea Flower Beer. Aaron’s long-term goal is to meld his artistic and technical skills to open his own brewery and provide the public with funky Bloom’s Beers.

A DOCTORATE IN BEER?

In mid-February 2020, David Kubacki, a Higher Education PhD student from the University of Toledo in Toledo, Ohio, visited Cal Poly Pomona to conduct his dissertation research. Using Cal Poly’s Innovation Brew Works as the setting and focus, Dave spent the week meeting with Cal Poly Pomona administrators, faculty and students collecting data to answer his research question, “What Can be Learned from the Country’s First University Owned Brewery and Brewpub?” Mr. Kubacki is working with Collins College of Hospitality Management Professor, Ben Dewald, Ed.D.

According to Mr. Kubacki, the goal of the research was to understand the decision-making process to create a brewery and brewpub on campus, given the challenging relationship between alcohol and higher education. Additionally, Dave hoped to gain an understanding of how the brewery and brewpub have impacted the campus environment and how it contributes to the academic mission through experiential learning opportunities. Mr. Kubacki is currently working on analyzing his research and hopes to conclude the final two chapters of his dissertation this Spring, with the hope of graduating this Summer. With topics spanning ethics, experiential learning and strategic planning, Dave sees multiple opportunities and avenues for publishing his research in scholarly journals. Not quite a Ph.D in Beer, but perhaps in the future the Art and Science of Brewing can move beyond the kit and practical training to a joint degree from the Collins College of Hospitality and the Huntley College of Agriculture.
ARCHI’S INSTITUTE FOR SUSTAINABLE AGRICULTURE

The Veterans Sustainable Agriculture Training Program (formerly known as VSAT) launched in 2007 and more than 500 graduates have left our Agribusiness education farm ready to help feed our nation. AISA, in partnership with Cal Poly CEU, has educated transitioning service men and women, as well as members of the general public, to be successful in the sustainable and organic agricultural industry, known as Agribusiness. Archi’s assist with the job placement and business creation after graduation. Our graduates include successful farm owners and workers, soil-testing pioneers, restaurateurs, and owners of food companies. We accomplish this with a full immersion entrepreneurship program that focuses on bringing a student’s idea to market. With the assistance of CPP all graduates earn 16 semester credits and complete a Capstone project requiring a business plan presentation to an industry panel. By bringing the classroom to the farm we have created an environment that fosters teamwork, faculty-student relationships, and puts the lecture hall in the laboratory. We not only believe in the motto of learn by doing, but require it from all our students, so they may one day feed America.

ALUMNI: NICK HAGOOD, USMC

As I walked down the driveway on the first day of school I could not have understood the magnitude of what the next few weeks would do to change my perspective of future life possibilities in my future. As we met the crew at Archi’s Institute for Sustainable Agriculture my excitement grew and soon I was fully engulfed in waves of information and ideas. Every day I was welcomed with warmth and positivity from every single person that I came into contact with. Every day we would walk down the path to our shade house and take our measurements of plants, pH of water, PPM of plants, and every now and then to taste test some of our produce.

This course was absolutely not a walk in the park though - we studied... A LOT. I still remember all of the reading that we had to do. Better than just remembering, I still utilize the reading that we had to do, just in a different way. Although my plan of a 100-foot-long greenhouse with towering bell pepper plants did not become a reality, I can proudly say that I am a proud business owner. I still maintain a bato-bucket hydroponic garden in my own backyard, but my business now is not in a greenhouse.

I own Pine Stand Coffee Company. I offer high quality coffee to high quality people, with a smile, and at a fair price. The experiences that I had at Archi’s directly made my blooming business a, so – far, another experience that few may have a chance to obtain in their early career stages; he was promoted as Director of Operations for a biocatalyst staffing company. Although he was committed to his career, he was still determined to complete his education. In 2011, upon the birth of his first child, Arturo felt compelled to return to school to broaden his opportunities and ensure a stable future for his family. “I wanted my son to know he could accomplish anything he put his mind to.” He resumed his journey at Citrus College, and completed his Associate Degree in Accounting. He graduated in 2017, and upon graduation, he continued his educational career pursuing his master’s degree in the accelerated Master of Science in Accountancy. There was no doubt of where he would go to attain this goal. He was unwavering in his decision to choose the polytechnic approach with its affordable tuition would offer me the experience and pave the way for many opportunities.”

GRADUATE PROGRAMS STORY: ARTURO MONTES’ JOURNEY

In 1998 after Arturo graduated from high school, he started his undergraduate career at Cal Poly Pomona. Although he had been accepted to other universities, he opted to pursue his degree at CPP. He initially began his major in Mechanical Engineering. He has fond memories about the Engineering Fair at Building 9, he recalls being impressed by the solar vehicle presentation “I thought it was cool!” said, Arturo. For him Cal Poly Pomona was just a natural choice. He added, “The prestige of the school with its affordable tuition would offer me the experience and pave the way for many opportunities.”

Although Arturo left Cal Poly Pomona, and did not complete his bachelor’s degree due to his full-time work commitment, family and other responsibilities, he knew that one day he would return. During his years away from the campus, he gained work experience that few may have a chance to obtain in their early career stages; he was promoted as Director of Operations for a biocatalyst staffing company. Although he was committed to his career, he was still determined to complete his education. In 2011, upon the birth of his first child, Arturo felt compelled to return to school to broaden his opportunities and ensure a stable future for his family. “I wanted my son to know he could accomplish anything he put his mind to.” He resumed his journey at Citrus College, and completed his Associate Degree in Accounting. He graduated in 2017, and upon graduation, he continued his educational career pursuing his master’s degree in the accelerated Master of Science in Accountancy. There was no doubt of where he would go to attain this goal. He was unwavering in his decision to choose the polytechnic approach with its affordable tuition would offer me the experience and pave the way for many opportunities.”

Arturo has expressed a desire to still be involved with the University and give back to Cal Poly Pomona. In Fall 2020, he will be facilitating the Local Government Leadership Academy with his wealth of education and work experience “this makes the journey complete” said Arturo.

FINALLY, I THINK ARCHI’S GAVE ME CONFIDENCE. THE INSTRUCTORS WERE LIKE ME, THEY HAVE SEEN THE SAME THINGS THAT I HAVE, THEY LIVED THE SAME LIFE, THEY HAVE SEEN THE SAME DEMONS, AND THEY WERE THERE. ARCHI’S MADE ME BELIEVE THAT I CAN DO IT.
In the summer of 2008, the College of the Extended University had an opportunity to broaden its educational outreach by launching a series of customized residential summer camps for middle school and high school students from across the state of California. Funded by grants from the California Department of Education, the Migrant Education Summer Program was designed to give children, whose parents are agricultural workers, extra support via high-quality supplemental and comprehensive educational programs to help reduce the education disruption and other problems that result from repeated moves that migrant children experience.

Lisa Lucio, Program Associate-Emeritus for the College of the Extended University, worked closely with College of Engineering professor Dr. Jawaharlal Marriappan (Dr. Jawa), Mechanical Engineering Department, and Dr. Victor Okhuysen, Industrial and Manufacturing Engineering Department, to develop curriculum and to plan hands-on projects for the program.

In June 2008, the first summer residential camps were held for 158 middle and high school students. The focus of each week-long program was on hands-on learning and career exploration in Science, Technology, Engineering, and Math (STEM). In addition, the program exposed the students to higher education and career opportunities via a week-long college life experience on the Cal Poly Pomona campus.

During the first year of the residential camp, Lisa got some unexpected help from two women who had a personal connection to the program - Lavanya and Melissa Jawaaharlal. These women formed their own company - STEM Center USA, which was featured on the television show Shark Tank in 2015. Spring 2020 presented the biggest challenge ever to the Migrant Education Program. With the outbreak of the COVID-19 virus and stay at home orders from the governor, the summer residential programs were canceled. "At the time of the coronavirus outbreak we had over 200 students already enrolled in our summer residential program," says Lisa. "We knew we had to act quickly to develop an alternative summer program for these students. And, we accomplished what others did not think possible!" adds Lavanya.

"This year, even with COVID-19, we knew the Migrant Education Program must continue," says Lavanya. "In just a couple weeks, we pivoted the entire program to a virtual offering that has now reached over 500 students in California and Colorado. This has allowed us to reach hundreds of students virtually and ensure that the math and STEM learning continues. It has been a pleasure to work with Lisa and Cal Poly Pomona over the 10+ years. I have enjoyed watching the program grow in size and impact!" adds Lavanya.

Since its inception, the Migrant Education Summer Program has served nearly 2,800 middle school and high school students. Many of these students have gone on to pursue careers as engineers, computer scientists, and teachers. "This program continues to evolve and grow each year. My vision is to expand our outreach to students all across the country," says Lisa, "and to empower youth for a better future . . . one week-long program at a time!"

"This is a story about opportunity, transformation, and growth. This program continues to evolve and grow each year. My vision is to expand our outreach to students all across the country," says Lisa, "and to empower youth for a better future . . . one week-long program at a time!"

From a personal lens, what was the most impactful part of your experience?

I decided to study abroad because it was intimidating yet exciting. It took me away from the life I know. Afterwards I realized there is really a whole world out there waiting to be explored. I gained a new perspective on people and how we are connected. This helps me come closer to understanding my place in the world.

What was the most impactful aspect of your time abroad for you personally?

The most impactful experience was traveling on my own to unfamiliar countries because it shaped the way I look at challenges and myself. I often encountered challenges that seemed impossible to solve, however, I overcame those challenges every time. My entire study abroad experience allowed me to see what I am truly capable of and has established a level of self-confidence I would have obtained nowhere else.

James Thompson
University of Queensland, Australia
Biology

What was the most impactful aspect of your time abroad for you personally?

The most impactful aspect of my time abroad was getting to experience a whole new country and people and see what their lives are like. It was especially impactful since I was staying at the International House, so I not only got to experience what Australian life was like, but also gained insight from people from all around the world.

My time abroad allowed me to learn more about other people and cultures and become a more well-rounded person. It made me more ambitious to go to new places and learn new things.

What was the most impactful aspect of your time abroad for you personally?

The most impactful experience was traveling on my own to unfamiliar countries because it shaped the way I look at challenges and myself. I often encountered challenges that seemed impossible to solve, however, I overcame those challenges every time. My entire study abroad experience allowed me to see what I am truly capable of and has established a level of self-confidence I would have obtained nowhere else.

From a personal lens, what was the most impactful part of your experience?

I decided to study abroad because it was intimidating yet exciting. It took me away from the life I know. Afterwards I realized there is really a whole world out there waiting to be explored. I gained a new perspective on people and how we are connected. This helps me come closer to understanding my place in the world.

What was the most impactful aspect of your time abroad for you personally?

The most impactful experience was traveling on my own to unfamiliar countries because it shaped the way I look at challenges and myself. I often encountered challenges that seemed impossible to solve, however, I overcame those challenges every time. My entire study abroad experience allowed me to see what I am truly capable of and has established a level of self-confidence I would have obtained nowhere else.

Robert Reardon
Hanover, Germany
Business Administration

What was the most impactful aspect of your time abroad for you personally?

My time abroad allowed me to learn more about other people and cultures and become a more well-rounded person. It made me more ambitious to go to new places and learn new things.

What was the most impactful aspect of your time abroad for you personally?

The most impactful aspect of my time abroad was getting to experience a whole new country and people and see what their lives are like. It was especially impactful since I was staying at the International House, so I not only got to experience what Australian life was like, but also gained insight from people from all around the world.

James Thompson
University of Queensland, Australia
Biology

What was the most impactful aspect of your time abroad for you personally?

The most impactful experience was traveling on my own to unfamiliar countries because it shaped the way I look at challenges and myself. I often encountered challenges that seemed impossible to solve, however, I overcame those challenges every time. My entire study abroad experience allowed me to see what I am truly capable of and has established a level of self-confidence I would have obtained nowhere else.

From a personal lens, what was the most impactful part of your experience?

I decided to study abroad because it was intimidating yet exciting. It took me away from the life I know. Afterwards I realized there is really a whole world out there waiting to be explored. I gained a new perspective on people and how we are connected. This helps me come closer to understanding my place in the world.

What was the most impactful aspect of your time abroad for you personally?

The most impactful experience was traveling on my own to unfamiliar countries because it shaped the way I look at challenges and myself. I often encountered challenges that seemed impossible to solve, however, I overcame those challenges every time. My entire study abroad experience allowed me to see what I am truly capable of and has established a level of self-confidence I would have obtained nowhere else.

Binh Phun
Costa Rica
Mechanical Engineering

James Thompson
University of Queensland, Australia
Biology

What was the most impactful aspect of your time abroad for you personally?

The most impactful aspect of my time abroad was getting to experience a whole new country and people and see what their lives are like. It was especially impactful since I was staying at the International House, so I not only got to experience what Australian life was like, but also gained insight from people from all around the world.
Imagine in a matter of just a few weeks having to make the decision to leave your home country for the next four years to study in the US, leaving little idea of how much your whole life trajectory was about to change. Khalid took that leap of faith across the Pacific and into the next chapter of his life:

“I am from Saudi Arabia. I had decided to come and study at Cal Poly Pomona in December 2019 and I came here in January. It was a hectic decision.”

What drew Fu Ji “Joann” Wong to Cal Poly Pomona was the Collins College of Hospitality Management, the oldest and largest hospitality program in California, consistently ranked among the nation’s premier undergraduate and graduate programs of its type.

“Hotel management was always my dream career path,” Joann explains. In those fatal days before she left, she learned that by taking language courses at the Cal Poly English Language Institute she could take her first big step on that path, not just to prepare her English for university study, but also to put her on the pathway into the Collins College through the CPELI Conditional Admissions Program.

Just four months into her studies, Joann declares, “So here I am. I CPELI provides intensive classes that have improved my English ability in a short period of time, giving me opportunities to make new friends and practice how to get involved in a new environment.”

Meanwhile, Joann had applied early on to be considered for conditional admissions. After review of her grades 9-12 transcripts by the Office of Admissions & Enrollment Planning and having successfully completed the CPELI Level 5 TOEFL Waiver (demonstrating university English readiness) during Spring A term at CPELI, much to her excitement, Joann was offered admission to Cal Poly Pomona for Fall 2020: “I am excited I will become a Bronco in the Fall …. excited that I can finally, truly enjoy college life, choosing classes that I am interested in, and meeting amazing classmates and teachers. College is just a totally different and new stage of life. Obviously, I am worrying about whether I will be able to handle advanced college knowledge and heavy workload. Even if so, there is no way to return. “If you think you can, you can.”

Her short time at CPELI was made more intense by having to adjust to rapidly changing circumstances due to the COVID-19 pandemic, sheltering in place, and online instruction. Joann’s diligence, earnestness, and adaptability pushed her classmates to work harder and launched her to the top of her CPELI classes academically.

Joann is truly an exceptional student, but she isn’t the only one to go from CPELI directly into undergraduate programs at Cal Poly Pomona.

Alishba Tayyab, a Pakistani student, is a shining example of this success story. Alishba’s education went beyond the classroom. From learning about American culture to visiting LA County Museum of Art and to the Bureau of Educational and Cultural Affairs (ECA) and is administered by IREX.

In Spring 2020, Cal Poly Pomona welcomed Alishba Tayyab to campus as an international student as part of the U.S. Department of State’s Global Undergraduate Exchange Program in Pakistan (Global UGRAD-Pakistan), which provides students with scholarships to U.S. universities for one semester. This program is sponsored by the U.S. Department of State’s Bureau of Educational and Cultural Affairs (ECA) and is administered by IREX. Through a semester-long academic study, Alishba not only took CPP credit courses, but also explored Southern California with the help of her mentor and CPP alumnus Jackie Bangh. She enrolled in classes such as Principles of Global Business and volunteered at the Children’s Center, where she learned how different cultures care for children. Alishba noted, “I learned many things at CPP, but one of the greatest things I experienced was the dialogue with President Coley. She shared her life journey and gave students a platform to share their thoughts. After hearing about her struggles and efforts I realized that we can achieve anything if we are determined to do so. Our gender, color, or any other discrimination or bias cannot stop us. When I go back to Pakistan, I want to share how President Coley encouraged and listened to the students at CPP. I hope students in Pakistan can be encouraged to share their problems as well.”

Alishba’s education went beyond the classroom. From learning about American football at a Superbowl party to visiting LA County Museum of Art to exploring Bonelli Park, Alishba embraced American culture. Upon reflecting on her semester at CPP, Alishba’s most memorable moment was her first campus tour. She noted, “It was a beautiful fun day with a cold breeze. We were all international students and we had no idea how to get around campus. I had a lot of fun exploring the campus that day.” She contributed her success to her advisor, Dr. Tammy Johnson. Alishba highlighted, “I met the most loving and caring host advisor, Dr. Tammy Johnson, who guided and helped me with all the difficulties I faced while adjusting to university life at CPP. She has been a constant support from day one.” Upon returning to Pakistan and armed with the knowledge and skills she acquired at CPP, Alishba aims to expand her small business, share what she learned with her community, and continue her efforts to empower women in Pakistan. In two years, Alishba hopes to return to CPP as a Fulbright scholar and earn her MBA.
THE COLLEGE OF THE EXTENDED UNIVERSITY CONTINUES TO ENHANCE CAL POLY POMONA’S GLOBAL FOOTPRINT

Increasing international graduate student enrollment through the 3(4)+1+Master’s Program

The College of the Extended University (CEU) recruited 10 international students to the 3(4)+1+Master’s program. This program is designed specifically for international students and it provides them the opportunity to attend Cal Poly Pomona. After students have completed their first three or four years at their home universities, they are able to apply and experience a “+1” year of study at Cal Poly Pomona to improve their English language skills and/or complete program prerequisite courses prior to applying for graduate programs. This program helps prospective applicants enhance their cultural skills as they prepare for admission at Cal Poly Pomona. Below is the testimonial by an international student who is currently enrolled in this program.

“When I joined 3+1+Master’s program in information security at Cal Poly Pomona in August 2018, everything was new to me in the United States. Through this program, I improved my academic skills and English language proficiency. Without the 3+1+Master’s program, I would not have been able to have the smooth adaption culturally and academically. I am very grateful to all the staff and faculty at Cal Poly Pomona for their great help during this transitional period for my graduate studies.”

- Willson Née, a student from the Master of Science in Information Security (MSIS) program.

To further enhance its global footprint, CEU has established and maintains numerous partnerships and collaborations with universities and educational institutions around the world. CEU has successfully recruited 19 graduate students from 21 countries to Cal Poly Pomona, including China, Japan, South Korea, and Australia.

Developing cultural competency and global awareness through hosting cultural exchange events

In collaboration with the College of Letters, Arts and Social Sciences, CEU hosted an annual cultural exchange event for 270 students from Nihon Kogakuin Music College at Cal Poly Pomona. The participants enjoyed dance performances, presentations on music history and Japanese culture. The students developed new relationships as they shared a meal and participated in team building activities.

In collaboration with the College of Business Administration (CBA) and other departments on campus, the Student Development, Entrepreneurship and Leadership Program (SIELP) creates numerous opportunities for Cal Poly Pomona students and faculty to interact with international university students from around the world. SIELP offers international university students the opportunity to develop entrepreneurship skills, leadership abilities, and communication strategies. In the summer of 2019, sixty students representing seven universities participated in the three-week SIELP. In addition, in the winter of 2020, a four-week customized SIELP for eighteen students and one lead teacher from Hebei University was also created and hosted at the University.

Lastly, CEU has developed and offered several faculty development programs to promote faculty exchanges. One of the programs was in collaboration with Hohai University who sent nine faculty members to study at Cal Poly Pomona from October 2019 to January 2020. Besides observing various classes and labs, the program participants exchanged ideas and discussed opportunities for joint academic research with their peers.

Providing opportunities for Cal Poly Pomona students and faculty to engage in the international experience.

During the coronavirus pandemic, CEU reached out to over 600 international educational institutions and agents in 21 countries to promote Cal Poly Pomona international programs. There was a particular focus placed on recruiting graduate students to Cal Poly Pomona. A social media platform was created to post promotional tweets that attracted over 5,000 views and hundreds of inquiries within a week. In addition, Provost Alva and Ms. Lisa Xue were invited to present on Sino TV’s “Interview Room” to introduce Cal Poly Pomona and the new admission policy for graduate programs for Fall 2020. As a result of these efforts, 19 graduate students applied to programs at Cal Poly Pomona for the upcoming Fall 2020 semester.

The College also hosted a visiting delegation from Nigeria led by the President of Babcock University, Professor Ademola Tayo. The College also hosted presidents and administrative leaders from nineteen Chinese vocational and technical universities led by the China Education Association for International Exchange.

Lastly, CEU has developed and offered several faculty development programs to promote faculty exchanges. One of the programs was in collaboration with Hohai University who sent nine faculty members to study at Cal Poly Pomona from October 2019 to January 2020. Besides observing various classes and labs, the program participants exchanged ideas and discussed opportunities for joint academic research with their peers.

The coronavirus pandemic has reminded the world of how globally connected we all truly are, which highlights the value of global academic exchange. Though temporarily hindered, we believe the future is bright for international education.
THE COLLEGE OF EXTENDED UNIVERSITY IN ACTION

Over 5,000 Summer Session Students Enrolled
Almost 200 Master's Degree Students
More than 1,200 International Students Served
More than 3,600 students served by CEU Programs
400 Migrant Education Students Served
LOOKING FORWARD

Over the past few years, the CEU with its partner colleges at Cal Poly Pomona has been hard at work on developing a series of new and exciting educational programs. Our portfolio of professional master’s programs is expanding, and a new program in Business Analytics as well as International Apparel Management is launching as we speak. The new programs are market driven and customer oriented, and the innovation in these programs include global project work and other key polytechnic experiences. Additional programs are in the works, and will launch over the next academic year.

At the same time, this is the year when CEU will place renewed focus on its vision, and innovating within the organization to serve the emerging needs of our campus, our communities and our future students. The national and global crisis caused by Covid-19, has placed new restrictions on some programs - in particular international ones. On the other hand, Covid-19 has also uncovered new opportunities and needs. The CEU will have to play an active role in getting people back to work, and providing programs that allow our students to combine their passions with their careers and their lives, while at the same time addressing the needs of our campus, of external organizations and businesses, our communities, and our alumni. This work will build upon CEU’s strengths, and will be ongoing for much of the 2020-2021 academic year. We are looking forward to sharing the work with you as we move forward.

Here is to a productive and innovative 2020-2021, with health and happiness to all!

Best regards,
Erik Rolland, PhD.
Interim Dean,
College of the Extended University
The College of the Extended University strives to offer degree programs and certificate and professional training programs that empower individuals to succeed in their professional aspirations as well as make a difference in their communities.

The College is always happy to explore the development of new programs and customized training options for those organizations in Southern California that are interested in providing their employees with professional development opportunities.

To learn more about partnership opportunities, please contact us at ceuprograms@cpp.edu