Lessons Learned from 20 Years of Online Teaching & Web Development: The California State University Model

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*Palma de Mallorca, Spain

Balayan, Batangas (Philippines 2002), Pentax SF1N, Sensia 100

Presentation Outline

I. Introduction & Computer Background
II. Using Computer technology in classroom
III. 1998 Stanford Univ. = fully Online MA
IV. Web Development & Online Learning
V. California State University model/context
   a) Economic context: massive budget cuts
   b) Enrollment context: increased enrollments
   c) Online courses as a solution to budget cuts
VI. Conclusion/Discussion
Academic Background

• Immigration Historian: E.S. Ph.D. Berkeley
  Sacramento State University
  • California State University system
  • Teaching university (BA, MA & 2 Ph.D. Programs)
  – Department of Ethnic Studies: race & ethnicity
  – Legal History of Immigration laws
  – Filipino & Chinese global migration
  – Filipinos in Barcelona, Madrid, Hong Kong
  – Chinese in Madrid and in Prato (Italy)

Computer Background

• Introduction & Background
• Computers: self-taught & 2 years formal
  – 1980 Radio Shack & Mainframes (University Lab)
  – 1985 Compac → 1986 Apple computer!!! (expensive)
  – 1992 Toshiba laptop, etc.
• 1996 Digital Archives (Berkeley)
  – California Digital Archives Project (N.E.H.)
  – Sun SITES: Sun Microsystems
• 1998 Stanford University: fully Online MA
  – Silicon Valley engineers: Tuition = $50,000
Computer Background

• Early Developer & Adapter of Online Learning (20+ years): 1997 - 2018
  – Self-taught: Learned all the technical skills
  – Built the web pages and web sites

• Web Development & Online Learning
  – Taught & trained other faculty

• Formal computer education (2 yrs. night classes)
  – Microsoft LAN Network Administrator
  – Certificate: Oracle DBA & e-commerce

Just for fun...
Salaries Compared: 1998

• CSU Professor (starting) $48,000
  – Ph.D. required

• Java programmer $50,000
  – No college degree required

• Engineer/Programmer $70,000
  – College degree (engineer)
  – Programmer: no college degree required
Salaries Compared: 1998

- CSU Professor $48,000
- Java programmer $50,000
- Engineer/Programmer $70,000
- Oracle DBA $100,000

*Left professorship in 2000!

The Early Days of Online Teaching

- Professors did all the work: from start to finish
  1) Web development & management
     - HTML coding
     - Media creation: photos, audio, video
     - Discussion/“Chat” programs: Java applets
     - FTP & server management
  2) Content delivery & course management
     - Very labor intensive! (2x amount of work)
     - Praised for being innovative instructor
At age seventeen, while still beardless, Munshi Singh joined his cousin and seven other Sikhs from his native village on a trip to Canada. His father gave him 400 rupees for the trip and Munshi arrived in Vancouver on the "Empress of Canada," Oct. 14, 1908. Munshi found Canada too cold and after six days crossed the United States border into Seattle. From Seattle, Munshi and fourteen other Sikhs rode the freight cars to Chico. None of them could speak English, and Munshi recalled the strange looks they received as people peered at their turbans and beards and listened to their Hindustani language.


Many of the Indians received money from relatives or mortgaged land to pay the fare of Rs. 300-400 from India to North America. Most saw their move as a temporary strategy and planned to return home after making enough money to clear debt or to purchase land. These men usually went by steamer from Calcutta to Hong Kong, a journey of twelve days, and then from Hong Kong to Canada or the United States, another eighteen or nineteen days. As immigration restrictions tightened in Canada, more immigrants came directly to California, passing through the Angel Island station on their way to San Francisco. While they were being detained at the station, prospective immigrants were housed in barracks, crowded and sometimes unsanitary. In 1910, Luther Stewart, Acting Commissioner for the Immigration Service in San Francisco said: "If a private individual had such an establishment, he would be arrested by local health authorities."

Around 2000 Indians were in the United States in 1899, mostly students or businesswomen. Indian immigration to the United States peaked during 1907-1908 and again in 1910, but the numbers were always small in comparison to East Asian immigration. Each year approximately ten to twenty women entered as immigrants, regardless of the number of male immigrants and the percentage of Indian women to men was the lowest for any group immigrating from Asia. In 1911, the Immigration Act of 1917 became an "Asian Exclusion Zone" and imposing literacy restrictions, along with the Oriental Exclusion Act of 1924, banning most immigration from Asia, slowly stifled immigration from India. During this period many Indians entered the country legally, going first to Panama and then coming up through Mexico and crossing the border. For a fee, an established network would facilitate the border-crossing. Joginder Singh, however, refused to cooperate, however, and was smuggled across the International border at the higher price of $400. The usual price for smuggling at that time was $200 if the alien would shave off his beard and remove his turban so as to hide his East Indian identity. Jog refused to cooperate, however, and was smuggled across the International border at the higher price.

After the passage of the Luce-Celler bill in 1946 immigration increased and between 1946-1965, from India 6907 and from Pakistan 1497 immigrants were admitted. After the Hart-Celler Act of 1965 the number of immigrants from South Asia rose steadily, with around 40,000 immigrants per year admitted during the decade of the 1990's.
NEWS RELEASE

7/24/98

CONTACT: Imelda Oropeza, SCPD (650) 725-1538
e-mail: imelda@stanford.edu
David F. Salisbury, News Service (650) 725-1944
e-mail: david.salisbury@stanford.edu

Stanford offering its first complete online degree program

This fall Stanford University will offer its first completely online degree program: a master's in electrical engineering.

The students accepted into the degree program will compete for graduate admission directly with electrical engineering students who intend to complete their graduate work on campus.
The Dream of what Online Learning can do for Faculty

Waikiki, Honolulu, Hawaii

The Day the iPhone was Introduced
MacWorld: January 2007
Video Recorded All Class Lectures: 2008

Ethnic Studies Perspective

Economics & Class
Economics & Higher Education

• 2001-2002 Recession
  – IT “Bubble” burst → Information Technology world CRASHED
  – Very difficult to get any jobs in IT
  – Cuts to California’s state budget

• 2008 Great Recession
  – Collapse of the Housing Market Bubble
  – Officially 12% jobless rates: unofficially ~ 20%
  – Massive cuts to California’s state budget

The Problem

Student enrollments were increasing
University budgets were being cut

*How does the CSU accommodate more students with less funding?*
Budget Issues: 2008

• Tuition increased to offset State budget cuts
  – Sacramento State: $250M … reduced to $200M
• Freeze faculty salaries:
  – stagnant salaries for new faculty: new faculty will not catch up with those hired 10 years prior
• ONE SOLUTION: Increase online courses
  – Huge CSU investments in online learning
  – PRIVATE COMPANIES (large scale, corporate development) instead of faculty “cottage industry” (small scale development)

Source: “UC, CSU reach again for students’ wallets.” Tanya Schneider, Jan Dope, SF Chronicle, March 15, 2007

UC & CSU Fees (2007)
2007 State Budget & Universities

<table>
<thead>
<tr>
<th>University of California</th>
<th>California State University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$12.8 billion</strong></td>
<td><strong>$4 billion</strong></td>
</tr>
<tr>
<td><strong>209,000 students</strong></td>
<td><strong>419,000 students</strong></td>
</tr>
</tbody>
</table>

Source: UC, CSU reach again for students’ wallets
Tanya Schevitz, Jim Doyle, Chronicle, March 15, 2007

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**EXpenditures**

**General fund: $103.1 billion**

Pie chart shows general fund expenditures by agency, as percentage of total dollar amounts, along with previous year's figures, are listed in table below.

<table>
<thead>
<tr>
<th>Category</th>
<th>2006-07</th>
<th>2007-08</th>
<th>CHANGE Amount</th>
<th>CHANGE Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legislative, judicial, executive</td>
<td>$3,505</td>
<td>$3,793</td>
<td>$288</td>
<td>8.2%</td>
</tr>
<tr>
<td>State and consumer services</td>
<td>602</td>
<td>575</td>
<td>-27</td>
<td>-4.5%</td>
</tr>
<tr>
<td>Business, transportation and housing*</td>
<td>3,026</td>
<td>1,568</td>
<td>-1,438</td>
<td>-47.5%</td>
</tr>
<tr>
<td>Resources</td>
<td>2,161</td>
<td>1,472</td>
<td>-689</td>
<td>-31.9%</td>
</tr>
<tr>
<td>Environmental protection</td>
<td>92</td>
<td>86</td>
<td>-6</td>
<td>-6.5%</td>
</tr>
<tr>
<td>Health and human services</td>
<td>29,820</td>
<td>29,875</td>
<td>55</td>
<td>0.2%</td>
</tr>
<tr>
<td>K-12 education</td>
<td>39.3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher education</td>
<td>11.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrections and rehabilitation</td>
<td>9.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legislative, judicial, executive</td>
<td>3.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General government</td>
<td>3%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business, transportation and housing*</td>
<td>1.5%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td>1.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State and consumer services</td>
<td>0.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Labor and workforce development</td>
<td>0.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental protection</td>
<td>0.1%</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

* Shows steep decline because of accelerated repayment in 2006-07 of money previously borrowed from the gas tax account for general fund use.

Source: California Governor's Office & SF Chronicle, 15 May 2007
### 2009-2010 Furlough “cuts”

<table>
<thead>
<tr>
<th></th>
<th>Full</th>
<th>Associate</th>
<th>Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National</strong></td>
<td>$108,843</td>
<td>$76,566</td>
<td>$64,433</td>
</tr>
<tr>
<td><strong>Sac State</strong></td>
<td>$93,800</td>
<td>$70,400</td>
<td>$64,200</td>
</tr>
<tr>
<td><strong>With Furlough (2009-2010)</strong></td>
<td>$84,420</td>
<td>$63,360</td>
<td>$57,780</td>
</tr>
</tbody>
</table>

Sources: “Study finds 1.2% Increase,” NYT, 11 April 2010 and *The Chronicle for Higher Education* (AAUP 2010)

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**Median Tax to Restore Higher Education:**

$32

Stanton Glantz,

*San Francisco Chronicle*, 24 March 2010
“World-class prisons & second-class universities”

“What kind of California do we want? I do think we are heading down the road to funding and building world-class prisons and second-class universities”

-Chancellor Charles Reed, 1.24.08

Source: “CSU chancellor bemoans proposed budget cuts,” SF Chronicle, January 24, 2008

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**CALIFORNIA BUDGETS: Education vs. Prison (2008)**

<table>
<thead>
<tr>
<th>Education</th>
<th>Prison</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,000 (K-12)</td>
<td>$48,000 (max.sec.)</td>
</tr>
<tr>
<td>-State &amp; Federal Funds</td>
<td>$30,000 (average)</td>
</tr>
<tr>
<td>$9,500 (CSU)</td>
<td>$25,000 (min.sec.)</td>
</tr>
<tr>
<td>-State Funds &amp; FEES</td>
<td></td>
</tr>
</tbody>
</table>
Census 2000
California’s Changing Racial Demography: “Minorities” as the Majority

Lessons Learned after 20 Years

- Online teaching *still* increases workload for faculty—the promised land is an illusion
- **Economics matters:** budget factors drove online classes → Online courses as a solution to student enrollments & budget cuts
- Race & class matters: online courses are intellectually & financially challenging
- **Some** online models really do work
- Online courses are our future... regardless

Note: Hispanics have been subtracted from each racial category, so “black” shows non-Hispanic blacks, “white” shows non-Hispanic whites, etc.
San Jose Mercury News: 2012-2016

Asian workers now dominate Silicon Valley tech jobs
Dan Nakano • August 12, 2016 at 9:28 pm

Asian-Americans make up half of the Bay Area’s technology workforce, and their double-digit employment gains came from jobs lost among white tech workers, according to an analysis by this newspaper.

Maraming Salamat

“Salinas Lettuce Field, Highway 101”
James Sobredo
Canon EOS A2E, Velvia, 1999

*All Photos: © James Sobredo