AMP Subcommittee 2: Students

May 17, 2016 Update of AMP2 Subcommittee Report

The Students Subcommittee has revised this document in light of the information received from the campus community and Academic Affairs/Academic Senate Retreat. While we have made an effort to include everything, there are still areas where the subcommittee would like to add data and discussion. We have tried to indicate these in the report with text in brackets and [highlighting]. This is still very much a working draft of our report and appreciate your feedback.

Charge

The Students Subcommittee is charged with preparing responses to the following questions: Who are we? Whom have we taught? Whom are we teaching? Whom will we teach? How many students will we teach?

Question 1: Who are we?

Established in 1957, California State University, Fullerton is a public, regional comprehensive university that proudly serves a student body that is ethnically, culturally, and economically diverse. We are a Hispanic Serving Institution (HSI) and are also the destination for many first generation college students. We aspire to combine the best qualities of teaching and research to create a safe and welcoming environment where all students have the opportunity to succeed. Our actively engaged faculty and staff work in close collaboration to expand knowledge, promote learning, and guide students on their individual paths to degree.

CSUF’s primary mission is to promote opportunity and social mobility by providing access to a high-quality affordable education to California residents. Through experiences in and out of the classroom, students develop the habits of intellectual inquiry and curiosity, prepare for challenging professions, strengthen relationships to their communities, and contribute meaningfully to campus life and society.

The running admissions report for the fall 1959 semester. There were 452 students in 41 classes that semester. Taken from The Fullerton Way: 50 Years of Memories at California State University, Fullerton
Question 2&3: Whom have we taught? Whom are we teaching?

CSUF has 55 undergraduate and 54 graduate programs including two doctoral programs. As of January 2016 more than 250,000 students have graduated from CSUF. From 1985 to 2015, the enrollment has increased and, as of fall of 2015, the campus had almost 39,000 students enrolled in undergraduate and post-baccalaureate programs (e.g., credential, masters, and doctoral) with 56% being female, and 2,410 international students from 78 nations.
The racial/ethnic diversity of the campus has increased dramatically. The CSUF student population reflects our local service area and our mission to provide education to our local service area.

* American Indian Students are ~ 0.1% of the student body at CSUF in fall 2015

In fall of 2015, populations of graduate and undergraduate students differ somewhat in racial/ethnic diversity.

* American Indian Students are ~ 0.1% of graduate and undergraduate students CSUF in fall 2015

[Add More Information About Student Characteristics Here:]
- Type and amount of financial aid;
- On and off campus work/hours etc. The most current data are from NSSE and are old;
- Number of dependents (spouse, children, parents, grandparents);
- Number of units per semester;
- Distribution of units (e.g. Night, Day, Weekend);
- Probation, DQs, Good Standing;
- Number of students in self-support programs]
Incoming Students
The total number of students applying to our undergraduate programs has increased but we have not been able to steadily increase the number we admit for first time freshman or transfers.

The grade point averages and other indicators (e.g. SAT, Mathematics and English proficiency) of incoming undergraduates have steadily increased since fall of 2011. This trend is evident in both transfer students and incoming freshman.
The percentage of women being admitted has remained relatively constant but the percentage of minority students being admitted has increased for transfer and for first time freshman.
Where do they come from?
CSUF undergraduates primarily come from Orange and Los Angeles County, reflecting our service area. For first time freshmen the area includes all Orange County high schools and Chino, Corona/Norco, Walnut, Whittier, and Alvord school districts (see the map on the right). The local service area for upper-division transfers includes all orange county community colleges. CSUF’s graduate programs (data are from fall 2014) recruit from a much larger area and include a good number of out of state and international students.

As the overall enrollment of graduate students has increased, a greater portion of students entered CSUF with a bachelor’s degree from another institution. Between 2009-2013, CSUF bachelor’s degree was 28%-30% of entering master’s degree-seeking students. International students comprise much of the change.

<table>
<thead>
<tr>
<th>Institution/Location</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSUF</td>
<td>366</td>
<td>21%</td>
</tr>
<tr>
<td>Other CSU</td>
<td>301</td>
<td>17.4%</td>
</tr>
<tr>
<td>University of California</td>
<td>256</td>
<td>14.8%</td>
</tr>
<tr>
<td>Private California University</td>
<td>110</td>
<td>0.6%</td>
</tr>
<tr>
<td>Out of State</td>
<td>175</td>
<td>16.5%</td>
</tr>
<tr>
<td>Outside the U.S.</td>
<td>520</td>
<td>30%</td>
</tr>
<tr>
<td>Total incoming cohort</td>
<td>1728</td>
<td>100.3%</td>
</tr>
</tbody>
</table>

Graduate Student Admission Qualifications
Based on admission data from 2009-13, only 28-30% of matriculated graduate students earned their bachelor’s degrees at CSUF, indicating that our graduate programs are broadly attractive within and outside the region. Most of our graduate programs utilize a comprehensive approach for evaluating applicants to their programs. Thus, undergraduate grade-point averages and performance on standardized tests often carry less weight in admissions decisions compared to other characteristics such as experience, accomplishments, or potential for contributions to the field. High-demand programs are necessarily more selective.
**Graduation Rates**
In recent years, our graduation rates have improved for first-time freshmen, upper-division transfer students and for master’s students.

![Graph showing graduation rates over time](image_url)
Achievement Gaps
Achievement gaps in graduation rates have lessened in recent years as graduation rates have improved for undergraduates and for master’s students based on ethnicity. CSUF also has a persistent but shrinking gender gap. In particular, the 6-year graduation rates are persistently low for black males (fall 2009 cohort – 38.1%). In addition, there are also persistent gaps based on parents’ education. [Need to add information on SES/PELL Status to this information and interaction between parent’s education & ethnicity]

*the number of American Indian students is very small and thus their graduation rates vary a great deal. Enlarge y axis.

[Graph showing six-year graduation rates for first-time freshmen by ethnicity and gender.]

Last Edited: May 17, 2016
Four Year Graduation Rates for Upper Division Transfers by Parents Education

3 yr Graduation Rates for Masters Students by Ethnicity

Need data to make same format as above
The fall 2015 enrollment and program data for each of the colleges is below.

<table>
<thead>
<tr>
<th>College</th>
<th>Undergraduate Degree Programs</th>
<th>Undergraduate Students</th>
<th>Graduate Degree Programs</th>
<th>Graduate Students</th>
<th>Post-Baccalaureate, Credential, or Certificate Programs</th>
<th>Post-Baccalaureate, Credential, or Certificate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering and Computer Science (ECS)</td>
<td>6</td>
<td>3455</td>
<td>7</td>
<td>1445</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Education (EDUC)</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>994</td>
<td>122</td>
<td>787</td>
</tr>
<tr>
<td>Health and Human Development (HHD)</td>
<td>6</td>
<td>5510</td>
<td>6</td>
<td>898</td>
<td>4</td>
<td>55</td>
</tr>
<tr>
<td>Business and Economics (MCBE)</td>
<td>3</td>
<td>8249</td>
<td>6</td>
<td>790</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Humanities and Social Sciences (HSS)</td>
<td>24</td>
<td>6458</td>
<td>14</td>
<td>780</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Natural Sciences and Mathematics (NSM)</td>
<td>8</td>
<td>2571</td>
<td>8</td>
<td>258</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>Communications (COMM)</td>
<td>4</td>
<td>3463</td>
<td>4</td>
<td>196</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Arts (ARTS)</td>
<td>6</td>
<td>2142</td>
<td>5</td>
<td>129</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31848</strong></td>
<td><strong>53</strong></td>
<td><strong>5490</strong></td>
<td><strong>132</strong></td>
<td><strong>890</strong></td>
<td></td>
</tr>
</tbody>
</table>

[Add discussion on majors and programs; in particular changes through time in enrollments and demand]

**Question 4: Whom will we teach?**

**Aspirational**

We will continue to teach California residents seeking a high-quality degree that prepares them for flexible professional careers and/or advanced study, including an increasingly high percentage of historically underrepresented students, as well as both domestic non-resident students and international students. We work toward teaching the students of tomorrow, responsive to changing needs in careers, new technologies, and regional demands.

Our students are current and future leaders, who are and will be engaged socially, politically, and civically in our communities. Current students at CSUF are enrolled in a variety of programs at the undergraduate and graduate level. The significant diversity of our students and their career and personal goals mandates that CSUF continue to provide a pathway to a vocation, career, teaching credential, advanced education in traditional research-intensive settings (e.g., PhD-granting institutions), entry into professional programs (e.g. Ed.D.; J.D.; M.D.) as well as civic, community and political engagement.

CSUF will remain committed to ensuring broad access to higher education, to supporting student success and to maintaining high expectations for student academic performance. We must provide faculty and staff with the resources needed to sustain and improve faculty-student collaborative research, scholarship, and creative activities; high-quality and innovative
instruction and pedagogy; and effective student affairs co-curricular programming and support. It will be increasingly important that CSUF ensures not only access to admission, but access to success. This should not be confused with any effort to narrow access to only or primarily those students who “fit” or who are likely to succeed based on the quality of their prior education. Instead, CSUF should ensure that it provides the curriculum, pedagogy, supports and services necessary to ensure that all students admitted can achieve the highest possible academic outcomes. Further this means that CSUF recognizes the significant assets that a diverse student body brings to the educational environment and remains open to the cultural richness and change that will enhance our development and transformation into a truly multicultural institution.

Cal State Fullerton also recognizes its larger responsibilities toward providing education not only for the private benefit of a few, but for the public good of all. In this vein, CSUF recognizes the leading role we can play in ensuring increased equity in levels of education; increased equity in levels of income and wealth; and diminishment of poverty across all demographic groups in the communities we serve.

Access
As college going rates increase across the country, we strive to provide access to a diverse and ever-changing student body in order to effectively serve our community. At the same time, we must be mindful of potential students who may have previously been admitted but do not meet current admission thresholds. And finally, whatever plans are put in place must be dynamic and responsive to the changes in what will constitute a representative student body in the future (e.g., increase in 2nd generation and mixed ethnicity students). Lastly, we must be cognizant of how limitations in access impact the success and choices of students who could have come to CSUF.

Outreach, Recruitment, and Admissions
Admission decisions must adjust with each applicant pool and will be determined by variables which are often not necessarily within the control of our campus. Extraneous variables include the state budget, CSU Chancellor’s Office initiatives/goals, legislative programs, commitments to partner agencies, federal mandates; etc. Given that student demographics vary considerably across colleges, and given the potential for increasing accountability for these demographics, consideration should be given to colleges playing a more active role in student outreach, recruitment, and admissions.

Remediation/Preparedness
Although CSUF has experienced a recent increase in the proportion of students beginning the fall semester as college ready, retention rates of first-year students do not appear to be affected to the same degree. Thus, while we continue to address the need to ensure our students are college ready upon entry to CSUF, we must also continue to be aware of the factors that affect a student’s first year experience and beyond. Student orientations paired with first year experiences will provide the support network first year students need to safely explore college life and become successful second year students. CSUF will also be mindful of the needs of our transfer population, especially during the first year transition. Transfer students will be provided resources to meet their unique needs while respecting the college experience they possess when they enter CSUF. Preparedness must also be considered for the post-baccalaureate and graduate student. Resources such as writing and research support, alternatives to traditional classroom programs, professional and personal counseling will be provided as need is determined.
Expectations Student Performance & Quality Education

CSUF is committed to providing high-quality, rigorous, and transformational programs that include access to high impact practices such as faculty-student collaborative scholarship and creative activity, service learning and internships. Faculty are actively involved in maintaining and developing curriculum as well as assessing the outcomes of their programs. CSUF programs will elevate our communities and provide opportunities for students to engage with campus life and with the community locally and abroad. Providing access to as many students as possible should be balanced with maintaining the rigor and quality of our programs and the facilities, support and funds needed to ensure the student’s success.

Acknowledging the Challenges Our Students Face

In discussions of student success, we must be aware of the challenges faced by our students and how those impact the decisions students make about the academic workload. These include:

- Off-Campus commitments such as work, dependents, commuting etc. that can take up to 20 or more hours per week
- The financial challenges students and their families face
- Student homelessness/hunger
- Being a first-generation college student

Against this backdrop, CSUF must be prepared to serve the needs of students at a more decentralized level, with access to information on the importance of managing academic, employment and personal workloads with the goal to attain a GPA of 3.0 or higher. In the same vein, the future CSUF student must have continued and possibly expanded access to student academic support services (e.g. tutoring, supplemental instruction) as well as peer-to-peer mentoring activities which should be invaluable to a first generation college student. Education on additional college “life skills” such as interacting with and utilizing professors as a resource, career planning, and networking. The future CSUF student will need spiritual, emotional and psychological support.

Opportunities and Challenges

- Local service area: Our local area is larger than most impacted if not all impacted CSU campuses.
- CSUF receives the least amount of funding per student from the CSU system.
- Maintaining a balance of a student body that contains first-time freshmen, transfer students, and post-baccalaureate students; all of these populations have unique needs.
- Increasing access to under-served and under-resourced student populations while maintaining academic rigor almost certainly will result in an increased need for student support and faculty and staff development, and the commensurate funding to support them.
- External conditions that may influence a demographic change in our student population; we are not the CSUF of 1957.
- Competing economic needs for the state and society’s priority for higher education.
**Question 5: How many students will we teach?**

Based on the number of students that apply, CSUF has become a destination campus within our region for many prospective students. However, as we become a “school of choice,” we should not neglect our mission as an engine of change for individual students, their families, and our society. We feel we can maintain our commitment to educational access by focusing resources to better support students and faculty in ways that focus on student and faculty success while maintaining, or even increasing, the rigor and perceived value of a CSUF degree. By leveraging innovative approaches to faculty-student scholarship and creative activity, teaching, and student and faculty support, including new instructional modalities and pedagogies, we can preserve both access to quality higher education and student success. Rather than viewing our student body statically, we will view it dynamically, with an emphasis on supporting students toward successful completion of their degrees, rather than on the number of students enrolled at any single moment or how long it takes them to get their degree.

Although our mission is clear, the resources to meet the mission are not readily available or forthcoming. Growing the undergraduate programs at CSUF, although desperately needed, is unlikely to be possible at a scale that will substantially reduce the number of CSU eligible students turned away without a much greater investment by the state or the students or both. Undergraduates that are turned away from CSUF are unlikely to go to an institution that has a higher graduation rate and lower cost of attendance.

Only 14% of Cal State Fullerton’s 38,950 current students are [verify post-bac and credential numbers] graduate/post-baccalaureate/credential students. There is growing demand for workers with a graduate-level education, authorizations by the State of California for CSU campuses to offer degrees in new fields, and the growing number of graduate programs delivered through hybrid and online formats. All of these will increase the number of students wishing to enter graduate programs at CSUF.

While growing the undergraduate and graduate programs is a priority, without increases in funding and staffing (faculty, staff, and administrators) and improvements to facilities, CSUF will not be able to increase access to a high-quality educational experience and meet the demands of our local service area and the needs of prospective graduate students from across the region and nationally.

**Opportunities and Challenges**

- With close to 39,000 students it appears to be we are at or a little over capacity for the facilities we have.
- We pride ourselves on being as inclusive as we can within the restrictions of the CO; however, our campus infrastructure has not kept up with the growth of our student populations. We need to find a manageable cap so that we can focus on improving our services and campus.
- Strategic enrollment management; increasingly becoming a first-choice campus and focusing on recruitment and yield in shaping our enrollment.
- Outcomes-based funding trends; how can we resist becoming a higher education mill of degrees vs. focusing on high-quality teaching? How can we increase the value of a CSUF degree and maintain or enhance our reputation as a rigorous institution?
- Changing state demographics, hiring trends and job market
Increasing number of post-baccalaureate programs

Lastly, we believe this question is very much interrelated to how will we teach (i.e., online education)

We anticipate that enrollments in graduate programs will increase, especially in applied programs that use online or hybrid to offer courses to off-campus students. To the extent that these programs attract international students, programs must consider increased requirements for infrastructure, staff and support services for these students’ needs.

There will be pressure to increase costs of attendance, which could potentially reduce access to students with fewer resources. CSUF must continue to be affordable and accessible to students across different demographic groups and explore ways to reach groups that are currently under-represented in specific programs and campus-wide.