Data & Statistics at Cal State Fullerton

Oct 11, 2016

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Institutional Research and Analytical Studies (IRAS)

Professional Development for University Advancement

www.fullerton.edu/analyticalstudies for more information
Role of Institutional Research and Analytical Studies?

Mission
-- Institutional self-understanding through research and analysis.
-- Data and analyses on
- enrollment trends and forecasting,
- student and faculty demography
- student learning outcomes such as retention/graduation, grade report.
- any other topic relevant to documenting and improving institutional effectiveness, information essential to campus policy formulation, academic planning, resource allocation, assessment and quality

The Office of IR&AS is an all-university, central resource for institutional facts and figures, methodological advice and problem solving, and is also the chief source of official statistics for the campus.
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Institutional Research and Analytical Studies

**Frequently Used Abbreviations**

- **FTES** – Full-time Equivalent Student
  - Resident FTES – FTES generated by students that pay CA Resident Tuition
  - NRT FTES – FTES generated by students that pay per unit Non-Resident Tuition
  - 1 rbFTES: 15 units for UG students, 12 units for MS/Doctoral students.

- **FTEF** – Full-time Equivalent Faculty

- **SFR** – Student Faculty Ratio
  - \( \text{SFR} = \frac{\text{FTES}}{\text{FTEF}} \)
  - Different from average class size

- **CY** – College Year
  - (Summer, Fall, Spring)

- **AY** – Academic Year
  - (Fall, Spring)

- **YRO** – State Supported Summer
  - (Year Round Operation)

**Examples**

- Example #1: BIOL101-2 (3 units course) – 20 UG students
- Example #2: ENGL300-5 (3 units course) – 19 UG students, 1 Post-Bac Cred
- Example #3: MATH475-1 (4 units course) – 15 UG students, 3 master’s student
**Frequently Used Abbreviations**

- Different Definition of SFR (Student Faculty Ratio)
  - Ratio of fulltime equivalent students (fulltime plus 1/3 part time) to fulltime equivalent instructional faculty (full time plus 1/3 part time)
  - US News & World Report, IPEDS
Frequently UsedAbbreviations

- Cohort – Group with shared entry traits based on a common entry point
- EI – CSU Eligibility Index for first-time freshman admission
- New FTF – New first-time freshman
- New UG Transfer – New undergraduate transfer
- New UDT – New Upper division transfer
- New CCC transfer – New California Community College transfer
- Underrepresented Students
  - Native American/Alaskan,
  - Black, or
  - Hispanic Students
- Non-Underrepresented Students
  - Asian, White (Non-Hispanic),
  - International (including undocumented),
  - Multi-Race (non-Hispanic), or
  - Unknown Race (non-Hispanic) students.
Quick Facts of Cal State Fullerton
Institutional Research and Analytical Studies

40,235 students enrolled

34,462 undergrads

4,426 first-time freshmen

4,123 new transfers

Data as of Fall 2016
Enrollment History since 1985
Demographic Changes

Fall 1985
- White: 69%
- Asian/PI: 12%
- Hispanic: 9%
- Unknown: 6%
- Intl: 1%

Fall 1990
- White: 59%
- Asian/PI: 16%
- Hispanic: 12%
- Unknown: 6%
- Intl: 1%

Fall 1995
- White: 44%
- Asian/PI: 22%
- Hispanic: 18%
- Unknown: 4%
- Intl: 8%

Fall 2000
- White: 37%
- Asian/PI: 23%
- Hispanic: 22%
- Unknown: 11%
- Intl: 4%

Fall 2010
- White: 31%
- Hispanic: 30%
- Unknown: 7%
- Multi: 2%
- Intl: 5%

Fall 2016
- White: 22%
- Asian/PI: 21%
- Hispanic: 4%
- Unknown: 8%
- Intl: 4%
Low Income Students

Pell Recipients

- Non-Pell
- Pell

45%
Definition #1: Neither parents attended any college AT ALL.
**Definition #2**: Neither parents graduated 4-year colleges.
Definition of 1st Generation College Students

**Definition #1:** Neither parents attended any college AT ALL.

-- None of their parents have any college experience.

-- 31% of undergraduate students as of fall 2015 are *1st in the family attending college*

**Definition #2:** Neither parents graduated 4-year colleges (No bachelor’s degree at all)

-- The students whose parents attended some 4-year colleges but dropped out of the colleges are still defined as 1st generation if we apply this definition.

-- Even if the parents have community college degrees, the students are still 1st generation students.

-- 57% of CSUF undergraduate population are 1st generation students who will be the *1st in their family to complete 4-year college & earn bachelor’s degree upon their graduation.*
Men vs. Women (56% vs. 44% in Fall 2016)
Entering Characteristics: Fall 2016

- First-time Freshmen: 48%
- Transfers: 38%
- Graduates: 14%
- Other: 0%
We have been the #1 destination for California Community College transfers among all California public universities for 15 of the last 18 years

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<td>3,771</td>
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<td>1,682</td>
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<td>1,870</td>
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<td>2,018</td>
<td>2,080</td>
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<td>2,965</td>
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<td>2,977</td>
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<tr>
<td>UC SAN DIEGO</td>
<td>1,108</td>
<td>1,253</td>
<td>1,333</td>
<td>1,445</td>
<td>1,690</td>
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<td>1,645</td>
<td>1,760</td>
<td>1,797</td>
<td>1,979</td>
<td>2,226</td>
<td>2,359</td>
<td>2,460</td>
<td>2,643</td>
<td>2,010</td>
<td>2,502</td>
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</tbody>
</table>

Note: Calendar-year new CCC transfer enrollments as of 9-20-16; 2015-16 UC data not finalized
# Fall Enrollment Trend (Seven large CSUs)

*We have been the Largest CSU campus for five of the last nine years*

<table>
<thead>
<tr>
<th></th>
<th></th>
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<td>Fullerton</td>
<td>37,130</td>
<td>36,996</td>
<td>36,262</td>
<td>35,590</td>
<td>36,156</td>
<td>37,677</td>
<td>38,325</td>
<td>38,128</td>
<td>38,948</td>
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<td>Long Beach</td>
<td>36,868</td>
<td><strong>37,891</strong></td>
<td>35,557</td>
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<td>34,870</td>
<td>36,279</td>
<td>35,586</td>
<td>36,809</td>
<td>37,446</td>
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<td>36,208</td>
<td>35,198</td>
<td>35,272</td>
<td><strong>36,911</strong></td>
<td>36,164</td>
<td>38,310</td>
<td><strong>40,131</strong></td>
<td><strong>41,548</strong></td>
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<td>San Diego</td>
<td>36,559</td>
<td>35,832</td>
<td>33,790</td>
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<td>31,597</td>
<td>32,759</td>
<td>33,483</td>
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<td>San Jose</td>
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<td>32,746</td>
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<td>30,448</td>
<td>31,278</td>
<td>32,713</td>
<td>32,773</td>
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<td>San Francisco</td>
<td>30,125</td>
<td>30,014</td>
<td>30,469</td>
<td>29,718</td>
<td>29,541</td>
<td>30,500</td>
<td>29,905</td>
<td>29,465</td>
<td>30,256</td>
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<tr>
<td>Sacramento</td>
<td>28,829</td>
<td>29,011</td>
<td>29,241</td>
<td>27,033</td>
<td>28,016</td>
<td>28,539</td>
<td>28,811</td>
<td>29,349</td>
<td>30,284</td>
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</table>
Retention and Graduation Rates
(outcomes for an entering group tracked over a fixed number of years)
In 1990, Congress passed the Student Right-to-Know Act, which requires colleges to disclose information on graduation rates and serious crimes.

- In particular, the law requires colleges to report the proportion of students “completing their program within 150 percent of the normal time to completion.” For four-year colleges, that means the proportion of students who earn bachelor’s degrees within six years. In 1997 the federal government began to systematically collect those numbers through its Integrated Postsecondary Education Data System, commonly known as IPEDS.

from: [http://chronicle.com/blogs/measuring/6-year-graduation-rates-a-6-minute-primer/27573](http://chronicle.com/blogs/measuring/6-year-graduation-rates-a-6-minute-primer/27573)

4 years times 150% = 6 years
Frequently Used Phrases/Computations

- **Retention Rates**
  - 1-yr rate = Number of Initial Cohort Members Enrolled for the Fall of Year 2 divided by Number of Initial Cohort Members
  - 2-yr rate = Number of Initial Cohort Members Enrolled for the Fall of Year 3 divided by Number of Initial Cohort Members

- **Graduation Rates**
  - 4-yr rate = Number of Initial Cohort Members Graduating by the Summer of the 4th year of study divided by Number of Initial Cohort Members
  - 6-yr rate = Number of Initial Cohort Members Graduating by the Summer of the 6th year of study divided by Number of Initial Cohort Members

- Gap – Percentage point difference in rates between two or more groups
## FRESHMEN: RETENTION /GRADUATION RATES

### ONE-YEAR RETENTION RATE TREND

<table>
<thead>
<tr>
<th>Ethnic Grouping</th>
<th>Fa07</th>
<th>Fa08</th>
<th>Fa09</th>
<th>Fa10</th>
<th>Fa11</th>
<th>Fa12</th>
<th>Fa13</th>
<th>Fa14</th>
<th>Fa15</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Underrepresented</td>
<td>81%</td>
<td>83%</td>
<td>86%</td>
<td>86%</td>
<td>89%</td>
<td>90%</td>
<td>89%</td>
<td>88%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>Underrepresented</td>
<td>77%</td>
<td>77%</td>
<td>81%</td>
<td>83%</td>
<td>88%</td>
<td>87%</td>
<td>88%</td>
<td>89%</td>
<td>87%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>79%</td>
<td>80%</td>
<td>84%</td>
<td>85%</td>
<td>88%</td>
<td>89%</td>
<td>89%</td>
<td>88%</td>
<td>89%</td>
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### SIX-YEAR GRADUATION RATE TREND

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<th>Fa08</th>
<th>Fa09</th>
<th>Fa10</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Underrepresented</td>
<td>55%</td>
<td>55%</td>
<td>52%</td>
<td>56%</td>
<td>56%</td>
<td>61%</td>
<td>65%</td>
<td>66%</td>
<td></td>
</tr>
<tr>
<td>Underrepresented</td>
<td>45%</td>
<td>45%</td>
<td>46%</td>
<td>44%</td>
<td>49%</td>
<td>49%</td>
<td>57%</td>
<td>59%</td>
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<tr>
<td>Total</td>
<td>52%</td>
<td>51%</td>
<td>50%</td>
<td>51%</td>
<td>53%</td>
<td>56%</td>
<td>62%</td>
<td>63%</td>
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</tbody>
</table>
TRANSFER: RETENTION / GRADUATION RATES

ONE-YEAR RETENTION RATE TREND

<table>
<thead>
<tr>
<th>Ethnic Grouping</th>
<th>Fa07</th>
<th>Fa08</th>
<th>Fa09</th>
<th>Fa10</th>
<th>Fa11</th>
<th>Fa12</th>
<th>Fa13</th>
<th>Fa14</th>
<th>Fa15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Underrepresented</td>
<td>80%</td>
<td>84%</td>
<td>86%</td>
<td>84%</td>
<td>87%</td>
<td>86%</td>
<td>85%</td>
<td>89%</td>
<td><em>88%</em></td>
</tr>
<tr>
<td>Underrepresented</td>
<td>80%</td>
<td>80%</td>
<td>84%</td>
<td>82%</td>
<td>86%</td>
<td>86%</td>
<td>86%</td>
<td>90%</td>
<td><em>89%</em></td>
</tr>
<tr>
<td>Total</td>
<td>80%</td>
<td>83%</td>
<td>85%</td>
<td>84%</td>
<td>87%</td>
<td>86%</td>
<td>86%</td>
<td>89%</td>
<td><em>88%</em></td>
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FOUR-YEAR GRADUATION RATE TREND

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<th>Ethnic Grouping</th>
<th>Fa05</th>
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<th>Fa07</th>
<th>Fa08</th>
<th>Fa09</th>
<th>Fa10</th>
<th>Fa11</th>
<th>Fa12</th>
<th>Fa13</th>
<th>Fa14</th>
<th>Fa15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Underrepresented</td>
<td>65%</td>
<td>66%</td>
<td>64%</td>
<td>69%</td>
<td>73%</td>
<td>72%</td>
<td>76%</td>
<td><em>75%</em></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Underrepresented</td>
<td>62%</td>
<td>63%</td>
<td>63%</td>
<td>64%</td>
<td>67%</td>
<td>69%</td>
<td>65%</td>
<td><em>75%</em></td>
<td></td>
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</tr>
<tr>
<td>Total</td>
<td>64%</td>
<td>65%</td>
<td>64%</td>
<td>68%</td>
<td>71%</td>
<td>72%</td>
<td>75%</td>
<td><em>75%</em></td>
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6-year Graduation Rates of First-Time Freshmen

4-year Graduation Rates of Transfers

6-Year Graduation Rates of First-Time Freshmen (Fall 1997 thru Fall 2010 Cohorts)

4-Year Graduation Rates of Transfers (fall 1997 thru Fall 2012 Cohorts)

Institutional Research and Analytical Studies
6-Year Grad Rates for First-Time Freshmen

- UR (URM): 50.0% (Fall 2005), 51.1% (Fall 2006), 53.5% (Fall 2007), 55.7% (Fall 2008), 61.9% (Fall 2009), 62.9% (Fall 2010 (predicted))
- Non-UR (Non-URM): 50.0% (Fall 2005), 51.1% (Fall 2006), 53.5% (Fall 2007), 55.7% (Fall 2008), 61.9% (Fall 2009), 62.9% (Fall 2010 (predicted))
- Total: 50.0% (Fall 2005), 51.1% (Fall 2006), 53.5% (Fall 2007), 55.7% (Fall 2008), 61.9% (Fall 2009), 62.9% (Fall 2010 (predicted))

Gap in 6-Year Grad Rates

- Fall 2006: 11.5%
- Fall 2007: 7.2%
- Fall 2008: 12.4%
- Fall 2009: 8.7%
- Fall 2010: 6.8%
Dashboard on *Freshmen* RETENTION / GRADUATION RATES

http://www.fullerton.edu/analyticalstudies/student/graduationrates/freshman.asp
Dashboard on *Transfer RETENTION / GRADUATION RATES*

http://www.fullerton.edu/analyticalstudies/student/graduationrates/transfer.asp
Degrees Awarded (1959 – 2016)
Institutional Research and Analytical Studies

**Degrees Earned 2015-16**

<table>
<thead>
<tr>
<th>Bachelor’s Degrees Earned</th>
<th>Master’s Degrees Earned</th>
<th>EDD Degrees Earned</th>
<th>Total Degrees Earned</th>
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<td>8,397</td>
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<td>47</td>
<td>10,312</td>
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Bachelors degrees by admitted as:
41% first-time freshmen, 58% UG transfer, and < 1% 2\(^{nd}\) BA.

55% were among the first generation of their families to earn a Bachelor’s degree.
## Trends in Degrees Awarded by Level: 1959 to Present

<table>
<thead>
<tr>
<th>Year</th>
<th>Bachelor's Degrees</th>
<th>Master's Degrees</th>
<th>Doctoral Degrees</th>
<th>Total Degrees</th>
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<td>47</td>
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<td>62</td>
<td>9454</td>
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<td>2013-2014</td>
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<td>1421</td>
<td></td>
<td>8001</td>
</tr>
<tr>
<td>2007-2008</td>
<td>6344</td>
<td>1328</td>
<td></td>
<td>7672</td>
</tr>
<tr>
<td>1970-1971</td>
<td>2273</td>
<td>477</td>
<td></td>
<td>2750</td>
</tr>
<tr>
<td>1969-1970</td>
<td>1750</td>
<td>419</td>
<td></td>
<td>2169</td>
</tr>
<tr>
<td>1968-1969</td>
<td>1465</td>
<td>297</td>
<td></td>
<td>1762</td>
</tr>
<tr>
<td>1967-1968</td>
<td>1182</td>
<td>223</td>
<td></td>
<td>1405</td>
</tr>
<tr>
<td>1966-1967</td>
<td>860</td>
<td>166</td>
<td></td>
<td>1026</td>
</tr>
<tr>
<td>1965-1966</td>
<td>652</td>
<td>124</td>
<td></td>
<td>776</td>
</tr>
<tr>
<td>1964-1965</td>
<td>517</td>
<td>47</td>
<td></td>
<td>564</td>
</tr>
<tr>
<td>1963-1964</td>
<td>401</td>
<td>8</td>
<td></td>
<td>409</td>
</tr>
<tr>
<td>1962-1963</td>
<td>301</td>
<td></td>
<td></td>
<td>301</td>
</tr>
<tr>
<td>1961-1962</td>
<td>220</td>
<td></td>
<td></td>
<td>220</td>
</tr>
<tr>
<td>1960-1961</td>
<td>65</td>
<td></td>
<td></td>
<td>65</td>
</tr>
</tbody>
</table>
# Degrees Earned 1959 to Present

<table>
<thead>
<tr>
<th>Bachelor’s Degrees Earned</th>
<th>Master’s Degrees Earned</th>
<th>EDD / DNP Degrees Earned</th>
<th>Total Degrees Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>215,160</td>
<td>44,894</td>
<td>231</td>
<td>260,285</td>
</tr>
</tbody>
</table>
Enrollment Management Utilizing Data
Types of CSU Admissions Impaction

- **Campus impaction**
  - A local area is established;
  - Applicants from outside that area must meet supplemental admissions criteria;
  - Usually criteria are implemented by "level", e.g., first-time freshmen, transfers, etc.

- **Program impaction**
  - Supplemental admissions criteria such as competitive admissions may be required of all applicants for specified (or all) majors/programs.
# ADMISSIONS THRESHOLDS

## First-time Freshmen

<table>
<thead>
<tr>
<th></th>
<th>CA local-</th>
<th>CA out of Local-</th>
<th>Exceptions for Impacted Majors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>3450</td>
<td>3700</td>
<td>Nursing: 4400</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>3450</td>
<td>3650</td>
<td>Biology, Biochemistry, &amp; Kinesiology: 3700</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>3350</td>
<td>3600</td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td>3250</td>
<td>3600</td>
<td></td>
</tr>
</tbody>
</table>

## New Upper Division Transfers

<table>
<thead>
<tr>
<th></th>
<th>CA Local-</th>
<th>CA Out of Local -</th>
<th>Exceptions for Impacted Majors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>2.70</td>
<td>3.35</td>
<td>STEM majors: 2.0</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>2.70</td>
<td>3.30</td>
<td>Kinesiology: 3.50 (3.0 for SB1440)</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>2.50</td>
<td>3.25</td>
<td>Biology &amp; Biochemistry: 3.50</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>2.40</td>
<td>3.10</td>
<td></td>
</tr>
</tbody>
</table>

CSU minimum eligibility threshold for first-time freshmen is 2900 (HSGPA*800+ SAT Math + SAT Verbal)
CSU minimum eligibility transfer GPA for upper division transfer is 2.0 and GE breadth must be completed.
FRESHMAN: FALL 2015 ADMISSIONS OUTCOMES

41,841
Applied

17,515
Admitted
42%

4,401
Enrolled
25%

University Capacity

CSUF enrollment cap is set by the Chancellor’s Office
TRANSFER: FALL 2015 ADMISSIONS OUTCOMES

Institutional Research and Analytical Studies

21,987 Applied

8,407 Admitted
38%

3,991 Enrolled
47%

University Capacity

CSUF enrollment cap is set by the Chancellor’s Office
Trend of High School GPA for Incoming First-Time Full-Time Freshmen

- Fall 2007: 3.18
- Fall 2008: 3.20
- Fall 2009: 3.27
- Fall 2010: 3.27
- Fall 2011: 3.37
- Fall 2012: 3.39
- Fall 2013: 3.48
- Fall 2014: 3.53
- Fall 2015: 3.57
Trend of Transfer GPA for Incoming New Transfers

fall 2007: 2.95
fall 2008: 2.98
fall 2009: 3.00
fall 2010: 3.03
fall 2011: 3.11
fall 2012: 3.14
fall 2013: 3.16
fall 2014: 3.25
fall 2015: 3.21
## LA BASIN CSU CAMPUS LOCAL ADMISSION AREA

<table>
<thead>
<tr>
<th>Campus</th>
<th>First-Time Freshman</th>
<th>Upper-Division Transfer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominquez Hills</td>
<td>State of California</td>
<td>State of California</td>
</tr>
<tr>
<td>Fullerton</td>
<td>All high schools in Orange County, Chino, Corona/Norco, Walnut, Whittier, and Alvord School District</td>
<td>Majority of courses from or in combination with each of the community colleges in Orange County</td>
</tr>
<tr>
<td>Long Beach</td>
<td>The following school districts: ABC, Anaheim (Cypress and Oxford only), Bellflower, Compton, Downey, Huntington Beach, Long Beach, Los Alamitos, and Paramount</td>
<td>30 units of coursework from Long Beach City College and/or Orange Coast, Golden West or Coast Community College</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>All high schools located East to 605 freeway and the Los Angeles County Line, West to 405 freeway, South to Highway 42 (Firestone Blvd.), and North to LA County Line</td>
<td>Majority of coursework from or in combination with these community colleges: East LA College, Glendale City College, Los Angeles CC, Los Angeles Trade Tech, Pasadena City College, Rio Hondo College, Santa Monica College, Los Angeles Southwest College, and West Los Angeles College</td>
</tr>
<tr>
<td>Northridge</td>
<td>All high schools from main portion of Los Angeles County and all of Ventura County</td>
<td>State of California ➔ now changing</td>
</tr>
<tr>
<td>Pomona</td>
<td>All high schools west of the 15 Freeway, north of the 60 Freeway, east of the 605 Freeway and south of the 210 Freeway (Walnut)</td>
<td>Majority of courses from Mt. San Antonio College or Citrus College or both</td>
</tr>
</tbody>
</table>

*Bold Green denotes overlap with CSU Fullerton Local Admissions Area*
First-time Freshman Admissions Area with HS District and other CSU campus Locations
### FALL 2015 FIRST-TIME FRESHMEN MARTICULATED

#### TOP 30 HIGH SCHOOLS

<table>
<thead>
<tr>
<th>Institution of Origin</th>
<th># of Freshmen</th>
<th>Institution of Origin</th>
<th># of Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Quinta High</td>
<td>76</td>
<td>Santiago High-Garden Grove</td>
<td>39</td>
</tr>
<tr>
<td>Bolsa Grande High</td>
<td>67</td>
<td>La Serna High</td>
<td>38</td>
</tr>
<tr>
<td>Valencia High</td>
<td>61</td>
<td>Canyon High</td>
<td>35</td>
</tr>
<tr>
<td>Hector G. Godinez</td>
<td>59</td>
<td>Brea-Olinda High</td>
<td>35</td>
</tr>
<tr>
<td>Katella High</td>
<td>53</td>
<td>Ayala (Ruben S.) High</td>
<td>35</td>
</tr>
<tr>
<td>Walnut High</td>
<td>49</td>
<td>Garden Grove High</td>
<td>34</td>
</tr>
<tr>
<td>Sunny Hills High</td>
<td>49</td>
<td>Esperanza High</td>
<td>33</td>
</tr>
<tr>
<td>Diamond Bar High</td>
<td>48</td>
<td>Tustin High</td>
<td>33</td>
</tr>
<tr>
<td>Eleanor Roosevelt High</td>
<td>47</td>
<td>Santiago High-Corona</td>
<td>32</td>
</tr>
<tr>
<td>John F. Kennedy High</td>
<td>45</td>
<td>Rancho Alamitos High</td>
<td>31</td>
</tr>
<tr>
<td>El Dorado High</td>
<td>44</td>
<td>Valley High</td>
<td>31</td>
</tr>
<tr>
<td>Chino Hills High</td>
<td>43</td>
<td>Yorba Linda High</td>
<td>31</td>
</tr>
<tr>
<td>Anaheim High</td>
<td>42</td>
<td>San Gabriel High</td>
<td>30</td>
</tr>
<tr>
<td>Troy High</td>
<td>42</td>
<td>Santa Fe High</td>
<td>30</td>
</tr>
<tr>
<td>Buena Park High</td>
<td>39</td>
<td>Fullerton Union High</td>
<td>30</td>
</tr>
</tbody>
</table>
# FALL 2015 TRANSFERS MARTICULATED

**TOP 20 COMMUNITY COLLEGES**

<table>
<thead>
<tr>
<th>Institution of Origin</th>
<th># of Transfers</th>
<th>Institution of Origin</th>
<th># of Transfers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fullerton College</td>
<td>641</td>
<td>Cerritos Community College</td>
<td>66</td>
</tr>
<tr>
<td>Orange Coast College</td>
<td>487</td>
<td>Riverside Community College</td>
<td>55</td>
</tr>
<tr>
<td>Santa Ana College</td>
<td>352</td>
<td>Chaffey Community College</td>
<td>52</td>
</tr>
<tr>
<td>Saddleback College</td>
<td>332</td>
<td>Rio Hondo Community College</td>
<td>47</td>
</tr>
<tr>
<td>Santiago Canyon College</td>
<td>317</td>
<td>Pasadena City College</td>
<td>38</td>
</tr>
<tr>
<td>Irvine Valley College</td>
<td>284</td>
<td>Coastline Community College</td>
<td>31</td>
</tr>
<tr>
<td>Cypress College</td>
<td>275</td>
<td>Long Beach City College</td>
<td>31</td>
</tr>
<tr>
<td>Golden West College</td>
<td>242</td>
<td>Norco College</td>
<td>26</td>
</tr>
<tr>
<td>Mount San Antonio College</td>
<td>129</td>
<td>College of the Desert</td>
<td>25</td>
</tr>
<tr>
<td>Citrus Community College</td>
<td>73</td>
<td>East Los Angeles College</td>
<td>25</td>
</tr>
</tbody>
</table>
Enrollment is modeled with an eye towards future years
(June 2016 model)
Bottleneck & Gateway Courses
Definition of Bottleneck:

Anything that limits a California State University (CSU) student’s ability to make progress toward a degree and graduate in a timely manner can be called a bottleneck.

(http://www.calstate.edu/BOT/Agendas/sep13/EdPol.pdf)

Type of Bottlenecks:

1. Student Readiness and Curricular Bottlenecks: low-success / high-enrollment bottleneck

Criteria:

(i) % of Repeatable Grades ('C-', 'D+', 'D', 'D-', 'F', 'NC', 'WU')
(ii) Course Enrollment Size

http://www.fullerton.edu/analyticalstudies/student/grades/RepeatableCourseGrades.asp
Type of Bottlenecks:

2. Place-bound Bottlenecks

Students are sometimes place-bound and have to wait for their campuses to schedule particular courses. These bottlenecks can be especially significant for students at smaller CSU campuses where diversity of course requirements compete for significantly limited resources.

CourseMatch (Inter-Campus Enrollment) offerings approved by Chancellor’s Office to help other CSU students take courses online and complete degree requirements as follows:

- **Spring 2015**: 8 Course Sections approved by CO
- **Fall 2015**: 5 Course Sections approved by CO
- **Spring 2016**: 28 Course Sections approved by CO
**CourseMatch Funding from Chancellor’s Office for Fullerton**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bakersfield</td>
<td>$10,200</td>
</tr>
<tr>
<td>East Bay</td>
<td>$20,400</td>
</tr>
<tr>
<td>Los Angeles</td>
<td>$20,400</td>
</tr>
<tr>
<td>Pomona</td>
<td>$35,700</td>
</tr>
<tr>
<td>San Bernardino</td>
<td>$20,400</td>
</tr>
<tr>
<td>Chico</td>
<td>$10,200</td>
</tr>
<tr>
<td>Fullerton</td>
<td>$91,800</td>
</tr>
<tr>
<td>Long Beach</td>
<td>$5,100</td>
</tr>
<tr>
<td>San Francisco</td>
<td>$20,400</td>
</tr>
<tr>
<td>San Jose</td>
<td>$25,500</td>
</tr>
<tr>
<td>San Marcos</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$260,100</strong></td>
</tr>
</tbody>
</table>
Type of Bottlenecks:

3. Advising Bottlenecks

Students may not graduate on time if they do not receive timely and accurate information on course requirements. To alleviate this bottleneck, the university has increased the number of advisors including retention and graduation specialists (17 total increase).

-- Student Success Dashboard
-- EAB Dashboard
Type of Bottlenecks:

4. High-Demand / Waiting-list Bottlenecks

IRAS analyzed scheduling database to identify waitlisted courses once registration by appointment for all student levels is completed.

-- Waiting List Classes: SSI Funding
-- Room Cap / Enrollment Cap Adjustment
How to relieve Bottlenecks

-- **Faculty Involvement** (e.g. Faculty Development)
-- **Proactive Advising**
-- **Course Redesign**
-- **HIPS** (High Impact Practices)
-- **Culturally-Responsive practices**
  e.g. Supplemental Instruction, Learning Community

-- **Data-Driven Process**
  : Course Analysis Dashboard developed by IRAS
  : CourseMatch (Online Inter-Campus Enrollment) analysis investigating effectiveness of online courses in comparison to traditional face-to-face courses
  : Identify waitlist courses with high-demand
Faculty Data Dashboard:  
http://www.fullerton.edu/analyticalstudies/faculty/

Tenured and Tenure-Track Faculty Headcount: 826 T/TT in fall 2015  
http://www.fullerton.edu/analyticalstudies/faculty/tenure.asp

Tenured / Tenure-Track Faculty / Lecturer FTEF: 1302 FTEF in fall 2015  
http://www.fullerton.edu/analyticalstudies/faculty/FTEF.asp

Faculty Diversity:  
http://www.fullerton.edu/analyticalstudies/faculty/demographics.asp

T/TT Faculty Density:  
http://www.fullerton.edu/analyticalstudies/faculty/TTbyCollege.asp
Our Goal

- “Higher Education Institutions are ultimately responsible for student retention” (Tinto, 2002)

Faculty

- “What faculty think and value makes a difference” (Kuh, 2009)
GOAL ➔ Fostering Student Success
Questions?
If you have questions about this presentation, contact Sunny Moon at X4749 or hmoon@fullerton.edu
Useful Links --- CSU Fullerton

- Institutional Research and Analytical Studies website
  [http://www.fullerton.edu/analyticalstudies/](http://www.fullerton.edu/analyticalstudies/)
  - Contact Info [http://www.fullerton.edu/analyticalstudies/about/](http://www.fullerton.edu/analyticalstudies/about/)
  - Presentations [http://www.fullerton.edu/analyticalstudies/presentations/](http://www.fullerton.edu/analyticalstudies/presentations/)
  - Quick facts [http://www.fullerton.edu/analyticalstudies/facts/](http://www.fullerton.edu/analyticalstudies/facts/)
  - Survey results [http://www.fullerton.edu/analyticalstudies/surveys/](http://www.fullerton.edu/analyticalstudies/surveys/)
  - College Portrait [College Portrait Voluntary System of Accountability](http://www.fullerton.edu/analyticalstudies/surveys/)

- Admissions requirements (impaction)
  [http://www.fullerton.edu/admissions/ProspectiveStudent/requirements.asp](http://www.fullerton.edu/admissions/ProspectiveStudent/requirements.asp)
Useful Links --- CSU Chancellor’s Office

- CSU Analytic Studies website
  [http://www.calstate.edu/as/index.shtml](http://www.calstate.edu/as/index.shtml)
- Other CSU Institution Research websites
- CSU BOT meeting agendas (I usually focus on the Ed Policy items)
  [http://www.calstate.edu/bot/agendas/](http://www.calstate.edu/bot/agendas/)
- Coded budget memos (can look at campus funding trends)
  - items on the left margin show you the items the CSU budget folks focus on when developing the budget.