Data & Statistics at Cal State Fullerton

August 16, 2016

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Interim Director for Institutional Research and Analytical Studies (IRAS)

Leadership & Management Certificate Program

www.fullerton.edu/analyticalstudies for more information
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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**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
- **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
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- **FTES** – Full-time Equivalent Student
  - Resident FTES – FTES generated by students that pay CA Resident Tuition
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  - 1 rbFTES
    - 15 units for UG students
    - 12 units for MS/Doctoral students.
- **FTEF** – Full-time Equivalent Faculty
- **SFR** – Student Faculty Ratio
  - = FTES/FTEF
  - Different from average class size
- **CY** – College Year
  - (Summer, Fall, Spring)
- **AY** – Academic Year
  - (Fall, Spring)
- **YRO** – State Supported Summer
  - (Year Round Operation)

**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

- 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 Eskimo, Black, or Hispanic Students
- Non-Underrepresented Students
  - Asian/Pacific Islanders, 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

Students enrolled: 38,948
Undergrads: 33,042
First-time freshmen: 4,401
New transfers: 3,991

Data as of Fall 2015
Enrollment History since 1985

Economic Downturn
Demographic Changes

**Fall 1985**
- White: 69%
- Hispanic: 9%
- Asian/PI: 12%
- Black: 2%
- Unknown: 6%

**Fall 1990**
- White: 59%
- Hispanic: 12%
- Asian/PI: 16%
- Black: 3%
- Unknown: 8%

**Fall 1995**
- White: 44%
- Hispanic: 18%
- Asian/PI: 22%
- Black: 3%
- Unknown: 8%

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

**Fall 2010**
- White: 31%
- Hispanic: 30%
- Asian/PI: 21%
- Multi: 2%
- Unknown: 7%

**Fall 2015**
- White: 23%
- Hispanic: 37%
- Asian/PI: 21%
- Multi: 4%
- Black: 2%
Low Income Students

Pell Recipients

- Pell
  - 44%

- Non-Pell

Year:
- Fall 2003
- Fall 2004
- Fall 2005
- Fall 2006
- Fall 2007
- Fall 2008
- Fall 2009
- Fall 2010
- Fall 2011
- Fall 2012
- Fall 2013
- Fall 2014
First Generation College Students

**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.
Men vs. Women

- **WOMEN**
- **MEN**

- fall 2001
- fall 2002
- fall 2003
- fall 2004
- fall 2005
- fall 2006
- fall 2007
- fall 2008
- fall 2009
- fall 2010
- fall 2011
- fall 2012
- fall 2013
- fall 2014
- fall 2015

Legend:
- **WOMEN**
- **MEN**
Entering Characteristics: Fall 2015

- First-time Freshmen: 49%
- Transfers: 36%
- Graduate Students: 15%
- Other: 0%
We have been the # 1 destination for California Community College transfers among all California public universities for fourteen of the last seventeen years.

<table>
<thead>
<tr>
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<th>99-00</th>
<th>00-01</th>
<th>01-02</th>
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<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
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<td>4,363</td>
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<td>1,907</td>
<td>3,959</td>
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<td>1,939</td>
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<td>1,767</td>
<td>1,870</td>
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<td>2,080</td>
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<td>UC LOS ANGELES</td>
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<td>2,488</td>
<td>2,780</td>
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<td>2,934</td>
<td>2,895</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>
<td>1,767</td>
<td>1,645</td>
<td>1,760</td>
<td>1,797</td>
<td>1,979</td>
<td>2,226</td>
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<td>2,647</td>
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<td>2,647</td>
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# Fall Enrollment Trend (Seven large CSUs)

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

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</thead>
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<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>37,891</td>
<td>35,557</td>
<td>33,416</td>
<td>34,870</td>
<td>36,279</td>
<td>35,586</td>
<td>36,809</td>
<td>37,446</td>
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<tr>
<td>Northridge</td>
<td>35,446</td>
<td>36,208</td>
<td>35,198</td>
<td>35,272</td>
<td>36,911</td>
<td>36,164</td>
<td>38,310</td>
<td>40,131</td>
<td>41,548</td>
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<tr>
<td>San Diego</td>
<td>36,559</td>
<td>35,832</td>
<td>33,790</td>
<td>29,187</td>
<td>30,541</td>
<td>31,597</td>
<td>32,759</td>
<td>33,483</td>
<td>34,254</td>
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<tr>
<td>San Jose</td>
<td>31,906</td>
<td>32,746</td>
<td>31,280</td>
<td>29,076</td>
<td>30,236</td>
<td>30,448</td>
<td>31,278</td>
<td>32,713</td>
<td>32,773</td>
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<tr>
<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>
</tr>
<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>
</tr>
</tbody>
</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 \textit{divided by} Number of Initial Cohort Members
  - 2-yr rate = Number of Initial Cohort Members Enrolled for the Fall of Year 3 \textit{divided by} Number of Initial Cohort Members

- **Graduation Rates**
  - 4-yr rate = Number of Initial Cohort Members Graduating by the Summer of the 4\textsuperscript{th} year of study \textit{divided by} Number of Initial Cohort Members
  - 6-yr rate = Number of Initial Cohort Members Graduating by the Summer of the 6\textsuperscript{th} year of study \textit{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>Fa06</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>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Underrepresented</td>
<td>81%</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>
</tr>
<tr>
<td>Underrepresented</td>
<td>76%</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>
</tr>
<tr>
<td>Total</td>
<td>79%</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>
</tr>
</tbody>
</table>

SIX-YEAR GRADUATION RATE TREND

<table>
<thead>
<tr>
<th>Ethnic Grouping</th>
<th>Fa02</th>
<th>Fa03</th>
<th>Fa04</th>
<th>Fa05</th>
<th>Fa06</th>
<th>Fa07</th>
<th>Fa08</th>
<th>Fa09</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Underrepresented</td>
<td>52%</td>
<td>55%</td>
<td>55%</td>
<td>52%</td>
<td>56%</td>
<td>56%</td>
<td>61%</td>
<td>65%</td>
</tr>
<tr>
<td>Underrepresented</td>
<td>44%</td>
<td>45%</td>
<td>45%</td>
<td>46%</td>
<td>44%</td>
<td>49%</td>
<td>49%</td>
<td>57%</td>
</tr>
<tr>
<td>Total</td>
<td>49%</td>
<td>52%</td>
<td>51%</td>
<td>50%</td>
<td>51%</td>
<td>53%</td>
<td>56%</td>
<td>62%</td>
</tr>
</tbody>
</table>
## TRANSFER: RETENTION /GRADUATION RATES

### ONE-YEAR RETENTION RATE TREND

<table>
<thead>
<tr>
<th>Ethnic Grouping</th>
<th>Fa06</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>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Underrepresented</td>
<td>80%</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>
</tr>
<tr>
<td>Underrepresented</td>
<td>81%</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>
</tr>
<tr>
<td>Total</td>
<td>81%</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>
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### FOUR-YEAR GRADUATION RATE TREND

<table>
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<th>Fa05</th>
<th>Fa06</th>
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<th>Fa08</th>
<th>Fa09</th>
<th>Fa10</th>
<th>Fa11</th>
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</thead>
<tbody>
<tr>
<td>Non-Underrepresented</td>
<td>67%</td>
<td>65%</td>
<td>66%</td>
<td>64%</td>
<td>69%</td>
<td>73%</td>
<td>72%</td>
<td>76%</td>
</tr>
<tr>
<td>Underrepresented</td>
<td>64%</td>
<td>62%</td>
<td>63%</td>
<td>63%</td>
<td>64%</td>
<td>67%</td>
<td>69%</td>
<td>75%</td>
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<tr>
<td>Total</td>
<td>66%</td>
<td>64%</td>
<td>65%</td>
<td>64%</td>
<td>68%</td>
<td>71%</td>
<td>72%</td>
<td>75%</td>
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6-Year Graduation Rates of First-Time Freshmen (Fall 1997 thru Fall 2009 Cohorts)

4-Year Graduation Rates of Transfers (Fall 1997 thru Fall 2011 Cohorts)
6-Year Grad Rates for First-Time Freshmen

- Fall 2005: URM 50.0%, Non-URM 51.1%, Total 55.7%
- Fall 2006: URM 51.1%, Non-URM 53.5%, Total 57.2%
- Fall 2007: URM 55.2%, Non-URM 55.7%, Total 58.9%
- Fall 2008: URM 61.9%, Non-URM 63.2%, Total 62.2%
- Fall 2009 (predicted): URM 61.9%, Non-URM 63.2%, Total 62.2%

Gap in 6-Year Grad Rates for First-Time Freshmen

- Fall 2006: Gap 7.2%
- Fall 2007: Gap 8.7%
- Fall 2008: Gap 12.4%
- Fall 2009: Gap 8.7%
- Fall 2010 (predicted): Gap 6.4%
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)
# 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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<tbody>
<tr>
<td>8,397</td>
<td>1,868</td>
<td>47</td>
<td>10,312</td>
</tr>
</tbody>
</table>

Bachelors degrees by admitted as: 41% first-time freshmen, 58 % UG transfer, and < 1% 2\textsuperscript{nd} BA.

55% were among the first generation of their families to earn a Bachelor’s degree.
<table>
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<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>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>
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</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>
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<tr>
<td>1962-1963</td>
<td>301</td>
<td>0</td>
<td></td>
<td>301</td>
</tr>
<tr>
<td>1961-1962</td>
<td>220</td>
<td>0</td>
<td></td>
<td>220</td>
</tr>
<tr>
<td>1960-1961</td>
<td>65</td>
<td>0</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

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Fall 2014</th>
<th>Fall 2013</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-time Freshmen</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CA local-</td>
<td>3450</td>
<td>3450</td>
<td>3350</td>
<td>3250</td>
</tr>
<tr>
<td>CA out of Local-</td>
<td>3700</td>
<td>3650</td>
<td>3600</td>
<td>3600</td>
</tr>
</tbody>
</table>

Exceptions for Impacted Majors.
Nursing: 4400
Biology, Biochemistry, & Kinesiology: 3700

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Fall 2014</th>
<th>Fall 2012</th>
<th>Fall 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>New Upper Division Transfers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CA Local-</td>
<td>2.70</td>
<td>2.70</td>
<td>2.50</td>
<td>2.40</td>
</tr>
<tr>
<td>CA Out of Local-</td>
<td>3.35</td>
<td>3.30</td>
<td>3.25</td>
<td>3.10</td>
</tr>
</tbody>
</table>

Exceptions for Impacted Majors.
STEM majors: 2.0
Kinesiology: 3.50 (3.0 for SB1440)
Biology & Biochemistry: 3.50

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.
FRESHERMAN: 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
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

<table>
<thead>
<tr>
<th>Year</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>2.95</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>2.98</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>3.00</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>3.03</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>3.11</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>3.14</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>3.16</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>3.25</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>3.21</td>
</tr>
<tr>
<td>Campus</td>
<td>First-Time Freshman</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dominguez Hills</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>
</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>
</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>
</tr>
<tr>
<td>Northridge</td>
<td>All high schools from main portion of Los Angeles County and all of Ventura County</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>
</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>
CSU Fullerton New Student Planning
Relative to CA Budget Planning

- CSU College Year FTES estimates are released in February (three months after Fall UG application period is closed) after the Governor’s Proposed Budget is released in January.
- By the time the Governor’s May revise is released, we have received enrollment commitments from our new undergraduate class for the Fall semester and have begun registration for the Summer YRO term.
- The statutory requirement to sign a budget by the end of June results in the campus needing to make fiscal assumptions and commitments of resources for Summer and Fall enrollments prior to June 30th that will generate more than half of the estimated College Year FTES allocation prior to knowing our actual final budget allocation.
Enrollment is modeled with an eye towards future years
(June 2016 model)
College Year FTES (Actual vs. Target)

(FTES include Resident and NRT FTES)

- Actual CY FTES
- CY FTES Baseline/Target
- CY 2012-13 actual and 2013-14 estimated (5% over Baseline Target)
- Resident FTES target
- 105% of Resident FTES Target

Initial 2010-11 target 25,156 FTES
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](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](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>$25,500</td>
</tr>
<tr>
<td>San Marcos</td>
<td>$-</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 (First-Year Experience)
-- **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
High Impact Practices (HIPS)
High Impact Practices (HIPS)


- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects
Some CSU Fullerton Exemplars

- **Learning Communities**
  - Freshman Programs
  - ECS Scholars

- **Supplemental Instruction**
  - Math
  - Biology

- **Internships, Civic Engagement, Capstone Courses**
Closing the Gap: HIPS (High Impact Practices)

- Deepen Engagement & learning  Kuh (2008)
- Culturally-Responsive Practices

- First-year seminars and experiences *
- Common intellectual experiences *
- Learning communities *
- Collaborative assignments and projects *
- Diversity/global learning *

Collaborative Learning Approach

- 1) Learning Community, 2) Supplemental Instruction
- Maximizing College Impact on Learning Outcomes
- Culturally-Responsive ➔ Collectivistic Culture
Research on Collaborative Learning

- **Collectivistic Culture**
  - Focus on valuing needs of group or family instead of individuals
  - View themselves as members of groups

- **Collaborative Learning in early research**
  - (1) Achievement gains for all (race, gender)
  - (2) Social Climate in the classroom

- **Underrepresented students**
  - Collaboratively-Oriented learning preferences

- **Vygotsky’s Zone of Proximal Development**
  - Closing the gap between low achievers and high achievers

Closing the Gap: **HIPS (High Impact Practices)**

* Culturally-Responsive Practices*
Closing the Gap
Supplemental Instruction (SI) in BIOL 171

*Interaction Effects* between
SI Participation x Underrepresented/Non-Underrepresented
Closing the Gap

Freshman Program (FP) - Learning Community

Interaction Effects between
FP Participation x Underrepresented/Non-Underrepresented

1-year GPA

<table>
<thead>
<tr>
<th>Freshman Program</th>
<th>Non-Participant</th>
<th>Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Underrepresented</td>
<td>2.63</td>
<td>2.80</td>
</tr>
<tr>
<td>Underrepresented</td>
<td>2.85</td>
<td>2.96</td>
</tr>
</tbody>
</table>

6-year Graduation Rates

<table>
<thead>
<tr>
<th>Freshman Program</th>
<th>Non-Participant</th>
<th>Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Underrepresented</td>
<td>0.43</td>
<td>0.54</td>
</tr>
<tr>
<td>Underrepresented</td>
<td>0.59</td>
<td>0.62</td>
</tr>
</tbody>
</table>
The positive effects of Collaborative Learning Approaches of High Impact Practices Enhancing Student Success (retention/graduation/GPA)

Supplemental Instruction, Freshman Program

- Raised Achievement for All
- Narrowed Achievement Gap between Underrepresented and Non-Underrepresented

→ Collaborative Learning Approaches
→ High Impact Practices as Culturally-Responsive Strategy
Supplemental Instruction, Freshman Program as Culturally-Responsive HIPS

- 1-yr Retention & GPA
- 2-yr Retention & GPA
- 6-yr Grad Rates & GPA
- Course Retention
- Course Grade

HS GPA
1st Generation
Ethnicity (Underrepresented vs. Non-Underrepresented)

Learning Community
Supplemental Instruction

PRE-COLLEGIATE OUTCOMES INSTITUTIONAL
Student Success Dashboard
Student Success Dashboard

- **Business intelligence tool**
  - Institutional Research and Analytical Studies (IRAS)
  - Information Technology Division

- **Dynamic dashboard**
  - Helps faculty and administrators track FTF & Transfers
  - Graduated / Enrolled / Dropout
  - By Demographics
    - Ethnicity, Gender, Underrepresented, Parent Education
    - Major at Entry, Latest Major, Prior Institution Type
Student Success Dashboard

- Making Data Actionable
- Data Assisting To Achieve University Vision
- Cases
  - Are there students that have completed all degree requirements but had not requested graduation review?
  - Are there 2014 Fall Cohort who are already at-risk?
  - Proactive intervention before census to contact students to ensure they enroll in sufficient units to earn their degree on time
Student Success Dashboard

- Access through portal

- Example:
  - Used detail tabs to identify 100 students who had not graduated and not enrolled fall 2013 and advisors reached out encouraging those students to enroll.
  - 30% (30) of those students were finally enrolled to continue their schooling.
**Retention Tracking using Detailed Tabs**

Contact Info: Email, Phone ➔ proactively reaching out to students who have good standing but are not enrolled yet

<table>
<thead>
<tr>
<th>CWID</th>
<th>Person Name</th>
<th>Email</th>
<th>Phone Number</th>
<th>Cell Phone Number</th>
<th>Major of Entry</th>
<th>Major</th>
<th>Sex</th>
<th>Underrepresented</th>
<th>Units Earned</th>
<th>Units Attempted (Future)</th>
<th>Future Term</th>
<th>Group Qual</th>
<th>Cumulative GPA</th>
<th>Unit Enrolled Term</th>
<th>EOP Participation</th>
<th>Freshman Program Participation</th>
<th>Degree Candidacy Term</th>
<th>Degree Candidacy Consideration Status</th>
<th>Academic Standing</th>
<th>Degree Audit Program</th>
<th>Degree Audit Run Date</th>
<th>Degree Audit Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Arts</td>
<td>Women</td>
<td>Asian/Pacific Islander</td>
<td>No</td>
<td>48.0</td>
<td>Spring 2016</td>
<td>E1 3500-3999</td>
<td>1.82</td>
<td>Fall 2015</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Probability</td>
<td>BA ART</td>
<td>1/26/2013</td>
<td>Have Not Met Degree Req.</td>
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<tr>
<td></td>
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<td>Arts</td>
<td>Women</td>
<td>Black</td>
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<td>23.0</td>
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<td>E1 3200-3499</td>
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<td>No</td>
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<td>3/22/2014</td>
<td>Have Not Met Degree Req.</td>
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</tr>
<tr>
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<td>Arts</td>
<td>Women</td>
<td>Hispanic</td>
<td>Yes</td>
<td>21.0</td>
<td>Spring 2016</td>
<td>E1 3600-3899</td>
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<td>Spring 2015</td>
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<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>BA ART</td>
<td>6/11/2015</td>
<td>Have Not Met Degree Req.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Arts</td>
<td>Women</td>
<td>Asian/Pacific Islander</td>
<td>No</td>
<td>23.0</td>
<td>Spring 2016</td>
<td>E1 3200-3499</td>
<td>1.74</td>
<td>Spring 2015</td>
<td>No</td>
<td>No</td>
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<td>No</td>
<td>No</td>
<td>BA ART</td>
<td>3/21/2014</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td>Women</td>
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</table>
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

- 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
- Other CSU Institution Research websites
  http://asd.calstate.edu/ir/campus-ir-links.shtml
- CSU BOT meeting agendas (I usually focus on the Ed Policy items)
  http://www.calstate.edu/bot/agendas/
- Coded budget memos (can look at campus funding trends)
  http://www.calstate.edu/budget/fybudget/coded-memos/
  ◦ items on the left margin show you the items the CSU budget folks focus on when developing the budget.