

Senate Forum

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Costs of Campus Growth: the deteriorating educational experience

Vince Buck

Prologue: After writing the following article I attended the university forum entitled “The Complexities of Growth.” In spite of the title, the presentations provided university administrators’ arguments for why they believe we must continue to grow; and indeed they announced that next year’s target is 1300 more FTES than this year. The costs, especially the long term costs, of this continued growth were not addressed.

The reason for growth is strictly short term dollars, not quality. The administration has not figured out a way to operate with current funding (the Chancellor’s funding formulas are a major culprit) and increased growth is seen as a way to get additional funds: a short term fix which exacerbates the long term problem. We need to break the habit, as I argue below. We need to explore ways to live within our means and not sacrifice our future for immediate gains.

With over 35,000 students, Cal State Fullerton is now the largest CSU campus by nearly 1500 students. When do we stop? 40,000 students? 50,000? President Gordon has said that there is no plan to grow to 50,000 students (and that it will not happen while he is here), but more importantly there is no plan to stop growing. At a recent meeting, top university administrators suggested that they were unable to limit

enrollment, and, if they were, the cure would be worse than the disease. They cannot envision a university where enrollment is not growing, but if we care about the quality of the educational experience, we should.

To some our size is a source of pride. It should not be. Quality is rarely equated with size. Quite the opposite, and there are many indications that our quality has deteriorated as we have grown from a much smaller campus. Most notably, the number of our tenure/ tenure-track faculty has not kept up with growth. Indeed this core faculty group has not increased in size at all and now the

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SFR (student faculty ratio) of tenure/tenure track faculty to students is over 40:1.

Our rapid growth, which has catapulted us past several sister campuses, has not been accidental. It is based on a strategy intended to help us overcome budget constraints brought on in part by an archaic funding formula. Administrators believe that we can overcome these constraints through growth. Few of us who were here in the mid '90s when this strategy was first implemented would believe that it has succeeded. The education environment, including the physical environment, has not improved and there is little evidence that our budget situation is better. Indeed, infrastructure seems to be falling apart at a faster rate than we can repair or replace it. If one considers wear and tear on our infrastructure due to increased use, deferred maintenance and non-classroom facilities not built to accommodate our greater number of students, our real budget situation may be getting worse with each additional student we accept.

I will leave the important question of educational staffing to others. My focus here is on the physical capacity of "This blessed plot, this earth..." on the spaces in between the classrooms and parking lots, and on the out-of-classroom experience that we are providing our students.

American campuses have been idealized as quiet, even Arcadian, places. Look at any college recruitment brochure: students talking or sitting on grassy lawns under spreading shade trees, generally in the fall. In an article in the *Chronicle of Higher Education* in which he argues for "appropriate density," designer Ricardo Dumont notes that "campus" is a Latin word that translates into "field," suggesting open spaces. Campuses and the Halls of Academe are viewed as oases of calm where one can engage in the quiet pursuits of academic excellence: ivory towers if you don't mind an additional metaphor. These restful oases are often located in intense urban environments in the middle of the hustle and bustle of commercial life.

We used to have that here, as documented in the current issue of the alumni magazine, *Titan*. At

the back of this issue is a photo essay called "Togetherness through Time." The pictures show students sitting on the grass and strolling along tree-lined lanes. The text says: "... in the shade and on the lawns ...we learned lessons outside the classroom... that perhaps were as important as those taught inside the walls of academia"

Even though it is a cliché, that is a wonderful ideal. But that true sense of campus has been destroyed forever with our rapid growth. The only lessons to be learned outside the classroom now are how to avoid being trampled by a crowd. We have created the opposite of the urban oasis: urban chaos in the midst of suburbia. One has to flee campus to find a quiet environment in which to study or socialize.

The sheer population density on our campus is mind-boggling. With 237 acres we are one of the smaller campuses in the CSU, smaller than all the southern California campuses except CSLA (in California, only UCLA with 419 acres has more students). If all our students were on campus at one time (and not including the 4000+ faculty and staff) the density would be 173 people per acre, making it more dense than Manhattan, the most populous metropolitan area in the country (104/acre).

Of course not all students are on campus at any one time and some are never on campus. But then, the academic area of our campus is only 70 acres and if only half the students and staff were here, the density in that space would still be far greater than Manhattan even with its daytime workers. Between classes our quad is not unlike a NYC subway platform at 5:15 on a workday evening. Apart from sports events and rock concerts, our campus is one of the most crowded places in California.

The numbers may be misleading, but this is about the quality of the educational experience, not numbers; and the reality is that, given how our campus is structured, the number of people on our campus during peak hours is not conducive to a quality experience. And while we can, and should, modify our physical campus to improve this experience, our buildings were not designed

or situated to accommodate the current number of students.

When the Chancellor's Office (and therefore the local administration) thinks of campus capacity it refers to classroom seats, faculty offices and parking spaces. And if we continue in the direction we are heading, we will be just offices, classrooms and parking spaces. There is a model for this: the University of Phoenix, and to some that is an education. But traditional campuses, which we still strive to be, attempt to offer a more complete educational experience. And that means providing the infrastructure that goes with this experience: informal meeting places, places to study, eating facilities, entertainment facilities, a faculty/staff dining facility, and so forth. The lack of these facilities on this campus says a great deal about how the education experience is viewed here: How can it be that the second largest campus in California does not have a faculty/staff dining facility?

Dumont refers to campuses that facilitate interaction and lively debate; that enhance community and "meaningful contact among students, faculty members, and administrators; that provide "serendipitous environments." In short, an environment where learning, and not enrollment, is pre-eminent. Too much or too little density detracts from this.

The statement in *Titan* is important: "[W]e learned lessons outside the classroom... that perhaps were as important as those taught inside the walls of academia..." An education is more than 120 units. Much more! In my own undergraduate experience, two years at a small private college and two years at Berkeley during the Free Speech Movement, the out of classroom

experience was every bit as valuable as what I learned in the classroom. Indeed, looking back 40 years, those experiences have had a more lasting quality. But these were not separate experiences: they were complementary, contributing to a full rich education.

Traditional-aged students are going through important life changes and having many new experiences in their lives. If those experiences are not provided on campus where they can be integrated with classroom learning, then they will be found elsewhere where learning and education are not the central— or even a marginal— focus, perhaps gained late in the evening in downtown Fullerton. The result is a lesser educational experience.

Our campus came closer to providing these facilities and opportunities when we had 15,000 students, but we have not kept up: We do not have adequate dining, library or informal meeting and studying facilities. Recently I spent some time at a nearby private college. Around almost every corner was an informal meeting place or student lounge, and at the end of hallways, chairs.

We have never been

funded to build those facilities and no one has chosen to raise private money to provide them. We should. The informal meetings and the serendipitous encounters that these spaces provide are a critical part of a quality educational experience.

Our campus did not have to grow to this extent. At some point the Board of Trustees decided not to develop new campuses except when forced to do so. New property could have been acquired at El Toro and near the junction of the 91 and 15 freeways for full- scale campuses. Because this kind of expansion was not done, existing

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campuses continue to grow. Even so, it does not have to be us. Our nearby sister campuses, which have not grown so rapidly, have more acres and are more richly funded than we are. Our campus administration should negotiate with the Chancellors Office to grow no further until more land, a richer funding formula, and a better campus design are achieved. If that fails, we will in fact be undistinguishable from the University of Phoenix.

Currently we lack a plan to stop growing or a working vision of what sort of educational experience we should provide and how we might go about doing it. Perhaps there are even some advantages to being big, but no one has figured out what they are or how they might be translated into a better educational experience. The arguments offered for additional growth are primarily to gain more money, even though the costs of growth may outweigh those gains in the long run.

While I always like to provide solutions, we are in a bind. Our campus was not designed to accommodate the number of students that we currently have. If our administration cannot bargain a better funding formula with the Chancellor's Office and gain more land, we should stop growing. In fact, I think that we should stop growing regardless of any other action. The campus needs to catch up in many ways if we are to do the job that the State of California has entrusted us to do: provide access to a quality education for qualified students. Currently we are only carrying out half of that mission.

Because we are so clearly headed in the wrong direction, we need a dramatic new approach. I would suggest that we initiate a faculty-driven process to explore how we can restore a quality educational experience, especially the out of classroom and extracurricular experience, for both the near and long term for this very small plot of land. We could start with redesigning the quad in a manner that encourages informal interactions and do it in time for the 50th anniversary.

References

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He is a member and former Vice Chair of the CSU Statewide Academic Senate, and a member and past-chair of the campus Academic Senate. Vince writes and publishes frequently on topics related to social and environmental

concerns. In addition, Vince is a member of the Fullerton Library Board and several other city and county committees. He is active in the University Club and a strong supporter of building the academic community.



A bit of our campus heritage is preserved here at the Fullerton Arboretum (Photo Credit: Patrick O'Donnell, Courtesy of Public Affairs)

Budget Implications of Growth at California State University, Fullerton

Willie Hagan and Cheryl Perreira

The Senate Forum asked that we submit an article on the budget implications of growth. This is an intriguing topic especially here in the CSU where the majority of new revenue is allocated based on new enrollment growth. So, if you want additional dollars to support or expand operations, you need additional enrollment growth. We are reminded in some ways of the lifestyle of certain sharks: they have to keep moving or die. We know that is a bit extreme, but because of this dynamic, CSU institutions find themselves in the position of constantly having to struggle with the conflict between their need for the additional revenue generated by increased growth, and the impact that growth has on all aspects of the campus. Many feel that a campus has to find the strategic balance point where growth and related revenue are derived from a shared sense of the institution's identity as opposed to defining the institution.

This article does not focus on revenues generated by growth in student enrollment, but rather on the impact on the budget of that growth. Growth has many positive aspects, such as providing more access to higher education to meet the educational needs of our region and beyond. But our topic is budget implications of growth (and Ephraim has the positive side), so we'll try to stay on the task we've been given.

The past ten years have seen a steady increase in student enrollment at Cal State Fullerton and we

have overtaken Long Beach, San Diego and Northridge to become the largest campus in the California State University system in terms of student headcount. Such success, of course, comes at a price, and enrollment growth creates an impact on faculty, students, staff, infrastructure, and services. In addition to our own thoughts on this topic, we thought it would be useful to get feedback from others so we talked informally with faculty, staff and students.

An increase in enrollment requires an increase in faculty, which has significant budget implications in terms of faculty recruitment costs, appropriate office and research space, new faculty startup costs, and additional clerical support. Then there is the increased staffing, or technology costs, to support the growing volume of admissions, academic advising and graduate check activities.

"CSU institutions find themselves in the position of constantly having to struggle with the conflict between their need for the additional revenue generated by increased growth, and the impact that growth has on all aspects of the campus."

Also linked to enrollment growth are greater annual licensing, membership, and use fees for BlackBoard and other technologies as well as the cost of staff to support them. Increased numbers of faculty and students require an expansion of library resources. Similarly, an increase in faculty resulting from an increase in enrollment growth can lead to greater workloads

for department chairs and costs associated with changes in appointments, as well as the need for additional staff to support department functions and the generation and maintenance of grants and contracts.

As more faculty join the university, additional funds to support more sabbaticals and difference-in-pay leaves are required. As more faculty members move through the retention, tenure and promotion process, those costs increase and so does the need to fund promotions. This list is by no means exhaustive but all the items noted have significant budget implications that stem from enrollment growth.

In addition to academic functions and activities, budgets related to student support are affected by enrollment growth. More students mean increased involvement in clubs and organizations, volunteer programs, multicultural and student leadership programs. Funds and staff to support these programs are necessary if we want to properly serve our students. The need for programs such as alcohol education and abuse prevention also increases. Enrollment growth has required greater demand for student support services resulting in greater workload and costs associated with staffing, space, supplies and equipment in areas such as the University Learning Center, Financial Aid, and the Student Health and Counseling Center. The budget impact of growth for programs such as Disabled Student Services has been tremendous in terms of the increased demand for alternative media/format instructional materials and adaptive computer workstations.

Additional funds related to growth are needed for critical transition programs such as EOP and Summer Bridge. Increased enrollment also intensifies the demand for on-campus student housing and, as evidenced in a recent Senate discussion on the cost to build housing and parking, there are significant budget implications associated with expansion of these facilities. In the case of parking fees, some of the budget implications are personal as well as institutional.

In Administration and Finance, enrollment growth has broad budget impacts across the division, from physical infrastructure, construction and maintenance, to costs for staffing to support the increased volume of transactions, cleaning, training and services across the campus. As in the academic area, increases in recruitments and training for additional support staff affect the budget.

Increased enrollment results in greater use of administrative, financial, and critical services, which results in increases in costs to provide administrative support functions in areas such as procurement, payables, travel, human resources, payroll, parking, and police. Increased enrollment also impacts budgets for infrastructure

support for police services, environmental health and instructional safety, and computer labs. Again, these are only representative examples and not an exhaustive list of administrative services and functions impacted by enrollment growth.

Budget implications of growth that are harder to quantify relate to the human dynamic. If academic and administrative functions are overwhelmed, frustration may result that can translate into a diminished sense of community and morale. In the same way, increased workload takes its toll on faculty and staff and can affect the quality of work and personal relationships. All of these are growth-related implications to our budget. If they are not mitigated by additional resources, they can have significant negative impacts on the campus.

In preparing for this article, Cheryl conducted an unscientific “survey” of 36 students in her lower-division business class. She asked her students for their perspectives on the effects of enrollment growth. The student responses reflect many issues that students at Cal State Fullerton have raised before, focusing in particular on parking congestion, difficulties registering for classes via Titan Online, and lack of availability of required classes.

Many of the student responses highlight the budgetary impact of growth on the university’s infrastructure, technology, and administrative functions. There were so many thoughts expressed that instead of discussing them here we thought we would let you review a summary of the various responses online. We have posted them on the Administration and Finance website at http://vpadmin.fullerton.edu/ReportsAndPresentations/BudgetImplOfGrowth_StudPers.htm.

However, as many students in our unscientific survey observed, enrollment growth at Cal State Fullerton may have many positive effects: increased networking opportunities, different perspectives and experiences, multiculturalism, and more on-campus activities. As one student put it, “I like the fact that the university is growing because it shows that this is a quality

school with a lot to offer students.”

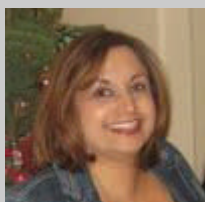
The university has begun to discuss the effects of enrollment growth, both formally and informally. Forums, committees, and hallway and elevator conversations have raised the questions “How big is too big?” “At what point does quantity erode quality?” and even “Should we begin to restrict admission?” Several planning efforts are currently under way, including the University Planning Committee (UPC), the Planning, Resource and Budget Committee (PRBC), Academic Senate discussions, and divisional planning efforts.

Many other implications of growth on the budget are not covered in this article. As such, it is important that we develop prioritized strategic goals and objectives derived from collaborative planning efforts and align them with our budgets. In doing so, we can ensure that the budget implications of growth are well considered and factor into our vision of ourselves as a university.

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Campus Growth: Quality of Life and Environmental Concerns

Jonathan Taylor

The issue of growth on the CSUF campus was recently spotlighted in a series of dialogues held within the Academic Senate, its Executive Committee, and in a meeting between the Executive Committee and the President’s Advisory Board.

Campus growth is a sensitive issue for many reasons. From a student point of view, increasing growth could mean increasing competition for classes; a busier, more hectic campus environment; less one-on-one time with faculty mentors and advisors; and longer lines for services. However, from the wider community point-of-view, increased growth could be vital to ensuring access to a quality education for a range of prospective students in Orange, Riverside, and Los Angeles counties. For faculty, growth might mean higher student-faculty ratios and larger classes. At the same time, since CSUF’s budget is linked to growth, higher enrollments should also lead to increased resources for faculty. For departments, growth should mean the ability to grow and to offer new courses, especially by hiring new tenure-track faculty. For administrators, growth means more work potentially, but also more resources. Therefore, we must consider the issue of campus growth as one that affects diverse constituencies in diverse ways.

One side of campus growth, which is usually not considered, however, is the environmental dimension. There is an increased toll that more students and a larger number of people on campus have on the natural environment. In this article, I briefly discuss some of the main potential effects of growth on the campus and its environmental footprint.

Traffic and transportation:

The most serious issues relate to transportation. CSUF's location in a suburban and urban area and its proximity to major freeways makes it a commuter campus extraordinaire. The vast majority of students, faculty, staff and administrators commute to the campus each day as the driver of a single-occupant vehicle (SOV). Few incentive or opportunities exist for anyone to use public transportation to get to campus. OCTA offers bus service to the campus, but it is sporadic, complicated, and inconvenient unless one happens to live along a direct bus line to the campus.

Alternative transportation policies do not appear to be a high priority for the campus. Bicycling to the campus from many close destinations is dangerous, as the lack of bicycle lanes and careless driving by motorists render many of the main routes to campus hazardous. A new campus bicycling policy under consideration focuses mainly on safety issues and does little to encourage or reward bicyclists.

It is obvious that increased growth is likely to lead to an increase in the number of SOV trips to campus. Each of these vehicles, emitting greenhouse gases and a wide range of pollutants on the way to school, then must also be parked on campus. Students are requesting that more parking space be available to support increased enrollment growth, and this is part of the plan to accommodate future growth. However, the parking lots furthest from the main campus are almost never full to capacity. Evidently, students do not want to walk the distance of the campus to get to their classes.

Also, current scheduling of classes is extremely heavy on "peak periods" and far fewer classes are

offered at less popular times, such as Fridays. The parking problem is really only a problem on Tuesday and Thursday mornings. While the students and administrators argue for building more multi-story parking structures on the campus, few seem aware that on many campuses across the country student parking is restricted and long walks to the campus and between buildings is the norm. CSUF is a fairly small campus geographically. Maximum walking time from one end of campus to another is less than 15 minutes. Contrast this with large and sprawling campuses such as UCLA or the University of Oregon, where driving on campus and student parking is extremely restricted. Yet despite Southern California's unusually perfect weather, students here perceive walking short distances

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around campus to be a burden. This is simply a reflection of Southern California's lazy car culture, where people frantically circle around parking lots for ten minutes to get a space close to a building to save approximately two minutes in walking time. The question is, why should we cater to this mentality, particularly in light of the well-known fact that personal automobile use is responsible for some 20%

of US greenhouse gas emissions and over one third of California's CO₂ emissions?

Likewise, for each new proposed building on campus, a site must be made available. This is likely to result in the further concretization of the campus, as areas now occupied by some combination of pavement and greenery are bulldozed to make way for new entirely concrete parking structures. The denuding of campus vegetation results in increased runoff, less habitat for wildlife, and less CO₂ absorption.

The concretization of campus also leads to an increase in temperature, the well-known urban

heat island effect, which then drives higher energy use. There are also effects on wildlife. Most importantly, the more parking spaces we have, the more cars will drive here each day. Average cars driven 12,000 miles per year emit between 8,000 and 15,000 pounds of CO₂ per year, and considerably more for SUV's and trucks. About 20% of the US's contribution to global warming comes from automobile use. Thus each new parking space we provide hastens and furthers the process of global warming. Is this what we as a campus want to be doing?

Do campuses have a responsibility to work towards sustainable practices and try to diminish environmental effects both on the campuses and their surrounding communities? Many campuses think so, and are adopting "green campus" or sustainability policies as a result. The entire UC system has already adopted a set of sustainability policies. Many campuses now have sustainability managers. How could these changes be accomplished on our campus?

Recommendations:

1. Form a Campus Committee on Sustainability. Our campus community includes environmental experts from across fields such as engineering, chemistry, biology, geography, economics, and environmental studies. We also have expertise in the physical plant. Faculty, students, and relevant administrators should work together on figuring out ways of lessening our environmental impact. A committee should be formed to study campus sustainability issues and should be empowered to make recommendations to the President. This is a model that has been successfully used on such campuses as Cornell University, where a committee recently persuaded the President to sign the President's Climate Commitment.

2. Sign the President's Climate Commitment, sponsored by the Association for the Advancement of Sustainability in Higher Education (AASHE). This agreement commits institutions of higher education to taking various specified steps to achieve climate neutrality. In late 2006 there were already 70 signatories to the

plan, including California State University Chico. Only a few months later 133 organizations have signed the plan, including Cal Poly Pomona and Cal State Monterey Bay. Other major universities include Arizona State, University of Colorado, University of Florida, University of Hawaii, NYU, Syracuse, University of North Carolina, and the University of Washington. Environmental sustainability requires leadership. As the largest of the CSU campuses, CSUF should be a leader in this movement.

3. Prioritize alternative transportation to campus. Lessening our emissions from private automobile transportation is one of the toughest challenges we face. Limiting parking, as opposed to facilitating more automobile transport by increasing parking spaces, will eventually need to be considered. Advocating for increased mass transit options, as well as encouraging bicycling, should be first steps. Eventually, CSUF should persuade regional transportation planners that high-speed rail networks must be put into place to ease the burden on local freeways and reduce harmful emissions.

4. Integrate renewable energy into new campus construction. Active and passive solar technologies are particularly suitable to Southern California. Other locales with less sunshine are making use of them. For example, UC Berkeley has a PV solar array on its student union building. Solar roofs are relatively cheap and are economically rational when proper lifecycle cost-benefit analyses are run. Yet despite the number of new structures erected on our campus in recent years, we still have no solar power generation. This has to change.

5. Increase proportion of renewable power. Energy suppliers offer renewable energy credits for purchase, particularly from wind power. The proportion of campus energy bought from renewables can be dramatically increased.

6. Energy efficiency must be maintained and improved. CSUF already has an impressive record of energy efficiency. However, this could certainly be increased. Lights could be dimmed or automatic dimming switches with motion

detectors could be installed. Computers can be turned off at night or when not in use. Climate control can be made more efficient. Energy-saving technologies and strategies need to be directly implemented into new buildings on campus, as well as into deferred maintenance and retrofitting projects. These features must be prioritized when new construction plans are formulated.

7. Avoid involvement with projects that are harmful to the environment. The CSUF Housing Authority's involvement with the Aera (Shell) project to build some faculty housing on one of the only undeveloped areas of land in the Puente Hills was a serious lapse in judgment. The campus must lead by example, and should never be involved in projects opposed so completely by environmental activists, wildlife ecologists, and local communities.

Most importantly, we need to begin a campus-wide dialogue on how to deal with our environmental footprint, especially as campus growth continues. These issues will only continue to increase in importance in years to come.



Dr. Jonathan Taylor is an Associate Professor in the Geography Department and has been at CSUF since 2000. He also serves on the Environmental Studies Council and teaches courses in the Environmental Studies Master's program, as well as in the

University Honors program. His research specialties include political ecology, energy issues, and environmental history.

A Continued Commitment to Access

*Dawn Valencia
Sylvia A. Alva*

The theme of this issue and the recent campus forum on the complexities of growth provide an opportunity to bring to focus issues related to student recruitment and enrollment, which take on greater importance as the campus moves closer to reaching its enrollment capacity. A few years ago, the University Planning Committee sponsored a number of campus conversations on "Shaping the Student Body," where several important values and principles emerged as guideposts for our work in student recruitment and enrollment. Among these was a consensus that, as a campus, we should strive to ensure continued access to high-quality programs.

The reality is that over the next years Cal State Fullerton will continue to face enrollment pressures created by increased demand from prospective students, as well the physical constraints of the campus to support additional growth. Finding the right balance of strategies to address the challenges and complexities of growth and a continued commitment to access and opportunity is an important campus decision and, therefore, the focus of this article.

Increased Enrollment Pressure and Demand for a Cal State Fullerton Degree

As Table 1 on the following page indicates, Cal State Fullerton has experienced robust growth in the number of first-time freshman and upper division transfer applications.

Impact at the First-time Freshman Level

In recent years, the number of applications from qualified first-time freshmen has exceeded our capacity to meet their enrollment demand. As a result, the campus received approval from the CSU Board of Trustees to be designated an

Table 1 Trends in Applications, Admissions, and Enrollments of Freshman and Upper-Division Transfer Students*				
Year	Number Applied	Number Admitted	Percent Admitted	Number Enrolled
Fall 1990	9,478	6,426	67.80%	3,131
Fall 1995	10,095	7,630	75.58%	3,321
Fall 2000	17,855	11,694	65.49%	5,310
Fall 2005	36,997	22,172	59.93%	7,391
*Summarized from information compiled by Cal State Fullerton Institutional Research http://www.fullerton.edu/analyticalstudies/				

impacted campus for first-time freshman applications in fall 2004. A campus is designated as impacted by program and/or by level of application when it receives more applications during the initial filing period (October 1 – November 30 for fall admissions) than it can accommodate. The decision to seek impactation at the freshman level was made after very careful consideration of its potential effect on enrollment patterns, including student diversity. A commitment to access and diversity under impactation requires intentional and concerted efforts to ensure that interested and qualified

freshman applicants, especially first-generation college students, are aware of our expectations, requirements, and deadlines for admissions.

Despite impactation, Cal State Fullerton has achieved and maintained a diverse campus population. As Table 2 demonstrates, the percentage of Hispanic, Asian, and unknown/unspecified student populations has increased significantly since 1985, while International, American Indian and black student populations have remained stable. By contrast, the percentage of white students has decreased.

Table 2 Ethnicity of Undergraduate Students (percentages)*					
Year	1985	1990	1995	2000	2005
International	1.2	3.5	4.1	4.5	4.3
American Indian	1.2	0.8	0.7	0.6	0.5
Black	2.4	2.5	3.0	2.7	3.3
Hispanic	8.7	11.7	18.5	21.9	25.5
Asian/Pacific Isl	12.3	16.2	21.6	21.6	21.5
White	68.8	59.0	43.7	37.0	34.2
Unknown	5.5	6.4	8.5	10.7	10.7
*Summarized from information compiled by Cal State Fullerton Institutional Research http://www.fullerton.edu/analyticalstudies/					

To ensure that future classes maintain or increase current diversity levels, a proactive effort is recommended. Through community-based and other partnerships, our campus can maintain access to higher education for all students.

Improving Yield Rates

As highlighted in Tables 3 and 4, the number of students (freshman and upper division transfer students) who are admitted and then enroll at Cal State Fullerton is increasing. However, another way to look at these trends is to examine the yield rates, the percentage of admitted students who then choose to attend and enroll at Cal State Fullerton. Overall, yield rates are quite strong for upper division transfer students but the yield rates of first-time freshmen have been steadily decreasing. These trends have clear implications for campus-sponsored efforts to shape the student body.

During the 2006 – 2007 year, at the request of the President’s Administrative Board and with the endorsement of the Enrollment Management

Committee, University Outreach has engaged in a campus-wide coordinated strategy to shape the student body by reaching out to admitted students and encouraging them to enroll at Cal State Fullerton.

High Achieving Student Yield Strategy

The Honors and Scholars Program is implementing a two-pronged effort to increase the number of honors students on campus. In conjunction with University Outreach, a winter conference was sponsored for high school counselors, English department chairs, and math department chairs. These important partners received training about our Honors and Scholars Program, and they learned important information about the program that they can share with their students. In addition, the Honors and Scholars Program will sponsor a spring workshop in which students admitted to the honors program will learn about available resources.

“As a campus, a continued commitment to access will require that we carefully review and exhaust all efforts to expand our enrollment capacity.”

Table 3 Yield Rates for First-time Freshman*			
Year	Number Admitted	Number Enrolled	Yield
Fall 1985	3,453	1,896	54.9%
Fall 1990	4,726	1,860	39.4%
Fall 1995	5,205	1,758	33.8%
Fall 2000	7,824	2,569	32.8%
Fall 2005	15,924	3,770	23.7%
All undergraduate exceptional (“special”) admits are excluded from the table because their patterns of application to admit to enrolled are so different from regularly admissible undergraduates.			
*Summarized from information compiled by Cal State Fullerton Institutional Research http://www.fullerton.edu/analyticalstudies/			

Table 4
Yield Rates for Upper Division Transfers*

Year	Number Admitted	Number Enrolled	Yield
Fall 1985	2,246	1,620	71.1%
Fall 1990	1,770	1,271	74.8%
Fall 1995	2,425	1,563	64.5%
Fall 2000	3,870	2,741	70.8%
Fall 2005	6,248	3,621	58.0%

All undergraduate exceptional ("special") admits are excluded from the table because their patterns of application to admit to enrolled are so different from regularly admissible undergraduates.

*Summarized from information compiled by Cal State Fullerton Institutional Research
<http://www.fullerton.edu/analyticalstudies/>

Campus Strategies in Support of Access and Opportunity

Beyond our outreach efforts, it is important to recognize that campus decision-makers must carefully monitor and address several other strategies if we are to continue to embrace access as a guiding principle in planning for and managing student enrollment. Specifically, as a campus, a continued commitment to access will require that we carefully review and exhaust all efforts to expand our enrollment capacity. Among the approaches that must be carefully reviewed are such strategies as flexible scheduling, expanding year-round operations, expanding distance learning and of technology to reach a greater number of students without tying up classrooms, increasing the enrollment and physical capacity of the Irvine campus and other existing off-campus centers, creating new off-campus centers, and more making efficient use of campus classrooms and facilities.

Dawn Valencia has served as the Director of University Outreach at Cal State Fullerton since 2003. She has been in the field of enrollment management for 18 years, and was recently featured in the April 26th Chronicle of Higher Education as one of "10 Admissions Deans Who Are Shaping Their Field."



Dr. Sylvia A. Alva is the Associate Vice President for Undergraduate Programs and a Professor of Child and Adolescent Development. She serves as an at-large member of the Academic Senate and is an ex-officio member of the University Curriculum Committee and General Education Committee. She is a member of WASC Re-Accreditation Committee and has administrative oversight of University Outreach and other academic support programs on campus.

Healthy Things Grow; Growing Things Change

Jay Bond

Healthy things grow and growing things change. Biologists and sociologists know this to be true. Campus planners do, too. Certainly, Cal State Fullerton has enjoyed more than its fair share of health and growth and change. Change, in turn, challenges us.

I have been asked to write on our physical environment, addressing concerns about where we will grow and how growth will affect the physical environment of our campus. Of course, I am pleased to do so. I care about this place, have invested much of myself in it, and spend much of my time here considering its (our) future.

At Cal State Fullerton, access is the reason for growth. Access is a significant part of our mission. In 1954, shortly before our founding, there were two UC campuses and ten California state colleges. Anticipating a population boom, state leaders envisioned a system of higher education to match both the burgeoning population and people's optimism and ambition to have the best in public higher education. The state colleges, later renamed the CSU, would be the teaching universities and would be called upon to accept the top third of high school graduates. Beginning in 1957, Orange County State College (now Cal State Fullerton) met that challenge in this region. Since 1957, we have been growing at a rapid rate because we are located in a region that has been growing at a rapid rate and because together we have succeeded in meeting people's needs for higher education.

In a very real way, growth begets growth. Robert Sevier, writing in the January 2007 issue of *University Business* magazine, stated it this way: "I did a focus group at the University of Kentucky and asked a group of students why they enrolled at UK. Without prompting almost

everyone responded, 'Because this school is going places.' They were excited and enthused, and their enthusiasm was contagious. Students notice when an institution is on the move. So do donors and the media. This creates positive buzz for the college or university."

Certainly, Cal State Fullerton is on the move, and people have noticed. Changes in our physical environment are some of the most visible and tangible. They speak loudly of our growth and change, that we are "going places." From our vantage point in planning facilities, we really have no choice but to assume continued growth. Our mission and our past permit nothing else. If we were to assume we will not grow and then we do, the campus would be woefully unprepared from a physical standpoint. It takes many years to bring a project from need to completion. We need to be looking ahead.

Recent growth in students has been virtually unprecedented, both in terms of the rate of that growth and the raw numbers. This growth brings with it commensurate growth in faculty, presumed growth in staff and the possibility of growth in facilities. In the CSU, additional state funds for new instructional facilities are allocated only in response to enrollment growth. We may have come to take the positive aspects of growth for granted here because it has been the norm. Without growth, so many of the positive changes in our environment in recent years would not have occurred. The benefits of the Performing Arts Center and Mihaylo Hall, for example, are the "other side of the coin" of campus growth pains.

Our master planning activities of recent years were undertaken for a number of reasons. Proposed facilities were competing for limited building sites. Growth was continuing. Additionally, if we were going to exceed the campus's original master planned capacity of 20,000 full-time equivalent students (FTES), we needed to assess and document the environmental impacts of such growth, seek to mitigate these and secure the Trustees' approval of a new enrollment ceiling. That ceiling is now 25,000 FTES, and we are already bumping our heads

against it.

This planning process was discussed broadly and culminated in an approved master plan for the campus in November 2003. I commend it to your reading. You can find the Master Plan at <http://fmisc.fullerton.edu/>. It is a thoughtful document that has already proved to be an invaluable guide. It has helped us achieve a transformation of the west side of campus. It has also made possible the significant changes underway in the southeast with the addition of Mihaylo Hall (the new home for the College of Business Administration and Economics) and the changes to one of our campus's most public faces along Nutwood Avenue.

The plan considered the possibility of, but did not rely upon a significant campus in Irvine. Similarly, I restrict my comments here to our main campus in Fullerton.

Growth affects many elements of our physical environment. I was asked to comment on a few.

Parking (and Student Housing)

Early in the master planning process, it was apparent that the most challenging elements were parking and student housing. The growth in instructional needs and other student service needs could be accommodated with little conflict or sacrifice. That can be seen in the Master Plan.

Housing and parking, however, each consume a lot of land. In a very real sense, they were in competition with one another for our limited supply of that precious commodity.

The demand for student housing is quite great. The demand for ever-more-convenient parking seems insatiable, especially at our peak times like Tuesdays and Thursdays. Since the completion of two new parking structures, the parking supply is better than it has been in decades, yet spot shortages still exist. Because enrollment continues to grow, however, we can foresee a time when a serious parking shortage may return. We are preparing now to address that need by constructing another parking structure near the core of campus.

Accessibility is one of our strengths. This accessibility is experienced in many ways, from low student fees, to a wide variety of courses offered at convenient times, to outstanding freeway access, to reasonably good access to public transportation (by southern California standards) and available parking.

The master plan defined space for a total of 2000 student beds. This will be large enough to accommodate a robust student community, complete with food service. Adding student housing, however, implies the loss of existing parking, making additional structured parking necessary. This is possible only with a parking fee increase. This sensitive issue is currently being reviewed in many campus forums.

Two primary factors have changed significantly since 2003. Our rate of growth has exceeded anything we predicted and so have construction costs. However, building parking structures is like buying land. For our largely land-locked campus, it is one of our few options. Changing course schedules to eliminate the very high peaks should be considered. Additional public transit options may be coming, but they are well into the future.

The vast majority of students, faculty and staff, however, still choose to drive to campus. In order for us to remain truly accessible for the foreseeable future, especially in the face of continuing growth, our parking facilities must keep pace. Recent debates over whether to provide additional parking need to consider the importance of accessibility to our mission.

Infrastructure

Infrastructure includes the various systems on which the campus depends every moment for heating, cooling, lighting, electrical power, water, sewage disposal, telecommunications, storm drainage, and so on. The campus has a number of deficiencies that are matters of great concern. The topic is worth an article all by itself. Pipes in the ground, some for 45 years, are undersized and crumbling. The loads on our electrical system have exceeded their designed capacity. In the

early 1990s, we took the visionary step of designing a very efficient and cost-effective central plant to heat and cool us all the way to our master-planned capacity of 20,000 FTES! We are already approaching 25,000 FTES and our plant is no longer adequate for the task.

We have tried for years to secure state funding for the needed improvements, but have not succeeded. However, through another significant demonstration of resourcefulness and creativity, we are about to embark on many infrastructure improvements using energy bond financing. The debt will be retired using utility savings. The coming months will be full of many inconveniences as we implement the improvements, but we will all benefit in the end.

Density

We have become an urban campus. To some, this may seem to threaten the quality of campus life. However, I believe our density is one of our strengths. Our campus is quite navigable on foot. It is readily understandable. Our early campus planners should be applauded for having had the vision to create our initial permanent facility, McCarthy Hall, as a seven story building. How odd that must have been in a region still filled with orange groves. However, we still benefit from that vision today.

Our recent master planning efforts told us that, if we continue to grow, we can do so well beyond our current 25,000 FTES limit and can even improve upon our physical environment as we go.



Heritage House in the Arboretum (Photo Credit: Patrick O'Donnell, Courtesy of Public Affairs)



Golleher House (Photo Credit: Patrick O'Donnell, Courtesy of Public Affairs)

Open Space

At the core of the Master Plan is the recognition that what was once an expansive suburban campus is becoming urban, yet still with generous and attractive swaths of green space. What remains of campus green space must therefore be strictly preserved as a balance to building development. If we follow the tenets of the Master Plan, future development will occur almost exclusively on parking lots. Green space will be preserved. So will our historic facilities like the Titan House, the Golleher House and the Heritage House. The Arboretum will be preserved. This is a green space of enormous size and immeasurable value. We cannot overlook its presence and its uniqueness. Go enjoy it often.

Impacts

If we are to continue to fulfill our mission in a growing region, continued growth may be inevitable. If it is, we need to respond to it well. Of course, growing pains often accompany

growth and change. Short-term inconveniences can be necessary to achieve long-term goals. As you know, an era of inconveniences is certainly in full bloom here at Cal State Fullerton because of both our desperate need to accomplish maintenance which is long overdue and our need to accommodate growth. I suggest that this is a sign of institutional health and vitality. Certainly it is a sign that Cal State Fullerton is working to fulfill its mission to the citizens of California, both now and in the future.

Jay Bond serves as the Associate Vice President for Facilities Management and is responsible for the physical and capital planning, design, construction and maintenance and operation of all campus facilities. He has been with CSUF since 1990. Jay is a licensed architect and has a BS in Architecture from Cal Poly San Luis Obispo and an MBA from Cal State Fullerton.



The *Senate Forum* invites submission of articles in response to those published in this issue and other recently published editions. In particular, the editorial board seeks articles for inclusion next year in a themed issue on “The First-Year Teaching Experience at Cal State Fullerton.” Another potential themed topic may feature responses to the Spellings Report and the CSU’s Access to Excellence Initiative. References to the report and the CSU initiative can be found online at <http://calstate.edu/academicaff/SystemStrategicPlanning/resources.shtml>.

The Need for Student Housing

Kandy Mink Salas

Findings from a variety of surveys, campus community conversations and constituent feedback point us toward one conclusion: There is a critical need for additional student housing on campus.

Currently, our campus has 800 bed spaces in our on-campus residence halls. For a campus of over 35,000 students, this is a small program. A high demand exists for these bed spaces; for the past four years we have had a waiting list of at least 1300 students attempting to obtain a spot in the halls.

Campus community member conversations have pointed us in the direction of increasing our on-campus student housing program. At a 2003 Campus Forum on "Shaping the Student Body", the audience concluded that we need a "healthy mix" of first time freshman and upper division students living on campus. It was a general consensus at the Campus Forum that additional on-campus student housing is needed.

One of the drawbacks of having a small residence hall program on our campus is the potential negative impact on enrollment. In a recent study conducted by the Social Science Research Center, first year students who were admitted to CSUF but chose not to enroll were polled about their reasons for enrolling elsewhere. Of all the respondents, 22% indicated "lack of housing" as the reason for their decision not to enroll at CSUF. Of those respondents who had actually applied for housing but did not receive a housing offer, 54% indicated that their decision not to come to CSUF was influenced by a lack of housing offered.

In 2005, a study was conducted to determine the market for additional on-campus student housing. The Anderson Strickler Feasibility Study of on-campus housing showed that the 4,122 surveyed students would be interested in living in the residence halls, with interests broken down by class level as follows:

Freshman	32%
Sophomore	12%
Junior	25%
Senior	25%
Graduate	5%

Of the 4,122 interested in on-campus housing, 2,158 students were "definitely interested" and 1,963 indicated that they "might be interested."

From a more anecdotal perspective, parents of first-year students have expressed concern and frustration at the lack of available housing on campus. Each summer, over 2000 parents meet with the staff in the Dean of Students Office during our Parent Orientation Programs; the most often heard complaint, by far, is the lack of available housing.

We know from examining best practices on other campuses that additional housing will afford the University the opportunity to attract and retain the brightest and best students by providing them with the full "collegiate" experience. Additional housing programs will also allow the University to implement a faculty based living-learning program and increase academic engagement with student life.

As we can see, information gathered from a variety of sources point us toward the conclusion that there is a high need and demand exists for additional student housing on campus. The department of Housing and Residence Life, under the leadership of Director Darlene Stevenson and Associate Vice President Howard Wang, has

"We know from examining best practices on other campuses that additional housing will afford the University the opportunity to attract and retain the brightest and best students by providing them with the full "collegiate" experience."



The eight existing dorms on the campus currently house 800 students. (Photo: University Archives)

presented a proposal to the Chancellor's Office to build the next phase of our on campus housing. This phase will consist of approximately 1000 new bed spaces and will include a residential dining facility. If all goes well, plans will move ahead to add this exciting and necessary component to the Cal State Fullerton landscape.



Kandy Mink Salas has been a university student affairs professional for 21 years working in the areas of student affairs administration, student life, and leadership training and development. She currently serves as the Dean of Students at California State University, Fullerton. Ms. Salas is currently a doctoral student at the Claremont Graduate University studying Higher Education Administration.

A Design of Night in New Haven

At a distance,
near,
around and round,
some air-raid siren sounds,
Someone replays history.

While fear howls out of the midnight air,
in memories, not quite as clear,
not yet as far back in the mind
as we,
chilled listeners,
would like to find
some holocaust resounds.

We contemplate
the signs.

Mark Grinyer



Dr. Grinyer is a Lecturer in Business Communication at CSUF. Before that he worked as a consulting Proposal Analyst at Raytheon Co. and as a proposal development specialist and Editorial

Section manager at Hughes Aircraft Company. He has spent 26 years in industry helping project teams prepare competitive proposals for a wide variety of high technology products. He received his PhD in English from the University of California, Riverside in 1980, where he was also employed as a Teaching Associate in writing and Literature. In addition, he taught Writing and Technical Writing at the California State Universities. Dr. Grinyer has also published poetry and some criticism in literary magazines across the United States.

SENATE FORUM

The Senate Forum is a publication of the Academic Senate at California State University, Fullerton. It is designed to stimulate discussion, debate, and understanding of a variety of important issues that the Senate addresses.

Individuals are encouraged to respond to the materials contained in the forum, or to submit their own contributions.

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