

Team III Answers to Questions

- 1) Who are we?
- 2) Whom have we taught?
- 3) Whom are we teaching?
- 4) Whom will we teach?
- 5) How many students will we teach?

QUESTION 1: Who are we?

As an informational companion piece - please see attachment in Dropbox from Dr. Boutakidis.

We should work to balance access with increasing student size; caution against tighter admissions standards that may limit opportunity and get away from the University's mission.

We are a regional comprehensive university with a primary mission to provide access to an affordable high quality higher education to California residents that will allow our students as individuals, as well as our communities and the state, to develop socially, culturally, and economically.

We are not a Research I institution, nor are we an elite or restricted access institution. By honoring the teaching, research, and service missions of our university, as well as by preserving openness of access to students from low income, first generation, or underrepresented backgrounds, we can best meet the mission of our institution and serve humanity.

In the 60 years since its inception, Cal State Fullerton has grown in size and stature to become a national engine of access and opportunity. The University's 2013–2018 Strategic Plan sets forth bold objectives for amplifying those achievements to become a model public comprehensive university, nationally recognized for exceptional programs and student success. (from AMP-Framework Statement)

<http://www.fullerton.edu/about-csuf.aspx>

Our Mission: Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty and staff work in close collaboration to expand knowledge. Our affordable undergraduate and graduate programs provide students the best of current practice, theory and research and integrate professional studies with preparation in the arts and sciences. Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society.

We are a comprehensive, regional university with a global outlook, located in Orange County, a technologically rich and culturally vibrant area of metropolitan Los Angeles. Our expertise and diversity serve as a distinctive resource and catalyst for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural and economic development of our region.

Goals:

- To ensure the preeminence of learning
- To provide high-quality programs that meet the evolving needs of our students, community and region
- To enhance scholarly and creative activity
- To make collaboration integral to our activities
- To create an environment where all students have the opportunity to succeed
- To increase external support for university programs and priorities
- To expand connections and partnerships with our region
- To strengthen institutional effectiveness, collegial governance and our sense of community

Cal State Fullerton has more than 37,000 students and approximately 1,800 full- and part-time faculty members. The University offers 107 degree programs in eight colleges.

Accredited by the Western Association of Schools and Colleges, CSUF is fourth in the nation for the number of bachelor's degrees awarded to minority students and first in California for the number of bachelor's degrees awarded to Hispanics.

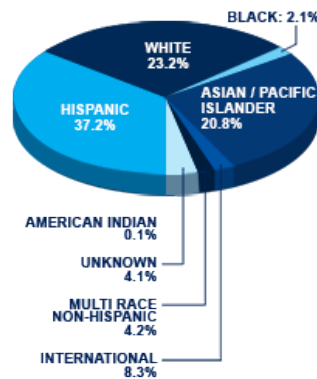
Today, Cal State Fullerton is a comprehensive, regional university with a main campus that consists of 29 permanent buildings, a picturesque 26-acre Arboretum and student residence halls. The campus also features the Student Recreation Center, a \$40.6-million, two-story 95,000-square-foot facility located west of Titan Gym.

The Performing Arts Center is a \$48-million complex that provides state-of-the-art facilities for audiences and performers alike, as well as instructional facilities for students.

The \$87.5-million Steven G. Mihaylo Hall is home to the Mihaylo College of Business and Economics – the largest accredited business school in the state and nationally recognized for accreditation in both its business and accounting programs.

The University is one of 23 campuses in the California State University system. Since the campus opened, CSUF has awarded degrees to more than 215,000 graduates. Many are leaders in business, government, education and the arts.

38,948 students enrolled in Fall 2015 with 56% female More than 250,000 graduates as of May 2015. international students from 81 nations



ethnic distribution (fall 2015 census)

No. 1 in California and fifth in the nation among top universities awarding bachelor's degrees to Hispanics.

- **U.S. News Ranking** *U.S. News & World Report* (September 2015) ranks CSUF among "Top Public Universities," (No. 7 among Top Public Universities-Master's institutions in the West) and 37th among "Best Regional Universities" in the West.
- **Degrees Awarded to Minority Students** *Diverse Issues in Higher Education* (2015) ranks CSUF 11th in the nation in terms of baccalaureate degrees awarded to minority students, based on data from the U.S. Department of Education.
- **Degrees Awarded to Hispanic Students** *Hispanic Outlook in Higher Education* (2015) ranks CSUF No. 1 in California and fifth in the nation among top colleges and universities awarding bachelor's degrees to Hispanics, based on 2013 data from the U.S. Department of Education.
- **Business School Listing** The Steven G. Mihaylo College of Business and Economics, the state's largest accredited business college, is included in the 2015 edition of Princeton Review's *Best 295 Business Schools*.
- **Student Leadership Program** *The Templeton Guide: Colleges That Encourage Character Development* lists CSUF's Student Leadership Institute among "Exemplary Programs" in the student leadership category.
- **LEED Certification** All new buildings erected since 2006 meet LEED (Leadership in Energy and

Environmental Design) certification standards. These include the Student Recreation Center, Children's Center, Fullerton Arboretum Visitor Center and Orange County Agricultural and Nikkei Museum, as well as the newly opened student residence halls and dining complex.

Athletics Men's intercollegiate athletics programs are NCAA Division I baseball (2004, 1995, 1984 and 1979 national championships), basketball, cross country, golf, soccer, and track and field. Division I women's sports are basketball, cross country, golf, indoor and outdoor track and field, soccer, softball (1986 national championship), tennis and volleyball.

Data collected from

<http://nces.ed.gov/collegenavigator/?q=Cal+State+Fullerton&s=CA&id=110565>

California State University-Fullerton

800 N State College Blvd, Fullerton, California 92831-3599

General information: (657) 278-2011

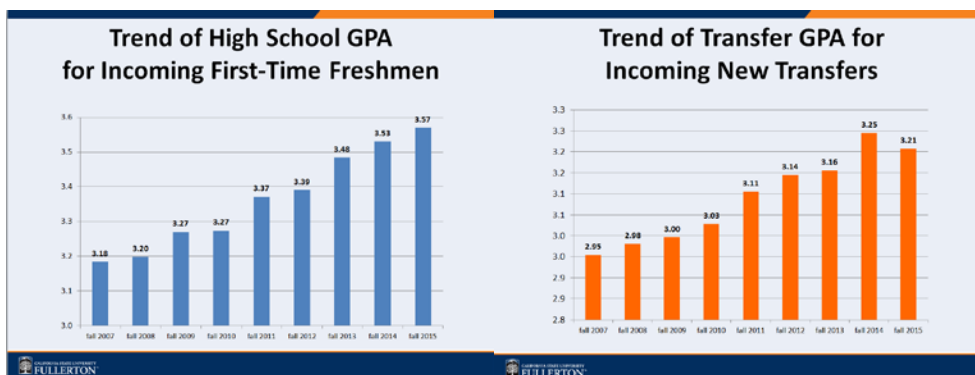
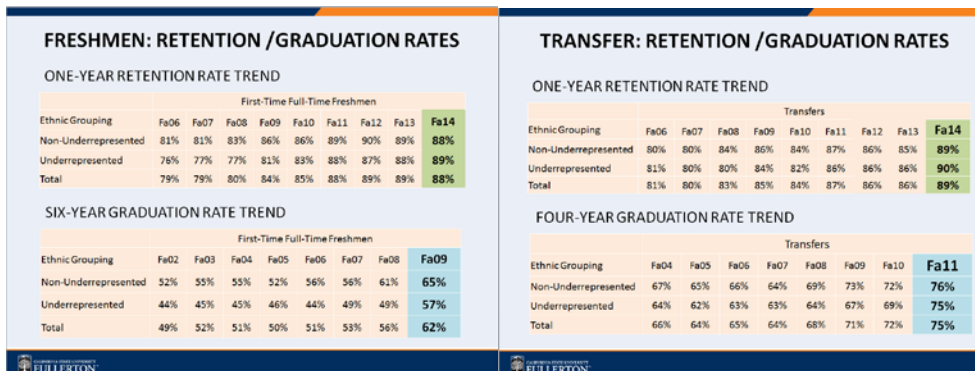
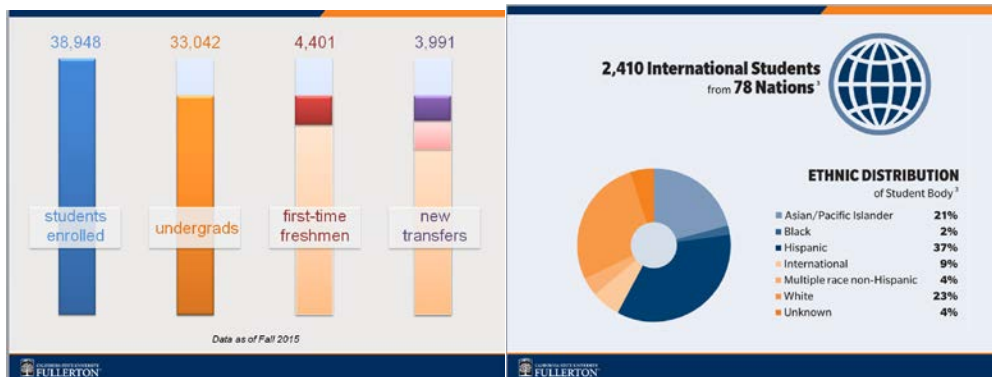
Website: www.fullerton.edu

Type: 4-year, Public
Bachelor's degree
Awards offered: Master's degree
Doctor's degree
Campus setting: Suburb: Large
Campus housing: Yes
Student population: 38,128 (32,726 undergraduate)
Student-to-faculty ratio: 25 to 1

Total enrollment	38,128
Undergraduate enrollment	32,726
Undergraduate transfer-in enrollment	3,973
Graduate enrollment	5,402

1) Who are we?

- a. large, liberal arts, public university
- b. Primarily serve non-traditional college students
- c. Known for our largest programs/popular majors
- d. More diverse campus
- e. More international students
- f. More engaged students-multiple ways to be involved outside of the classroom
- g. Career oriented
- h. Student oriented



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Ioakim Boutakidis 10-12-15

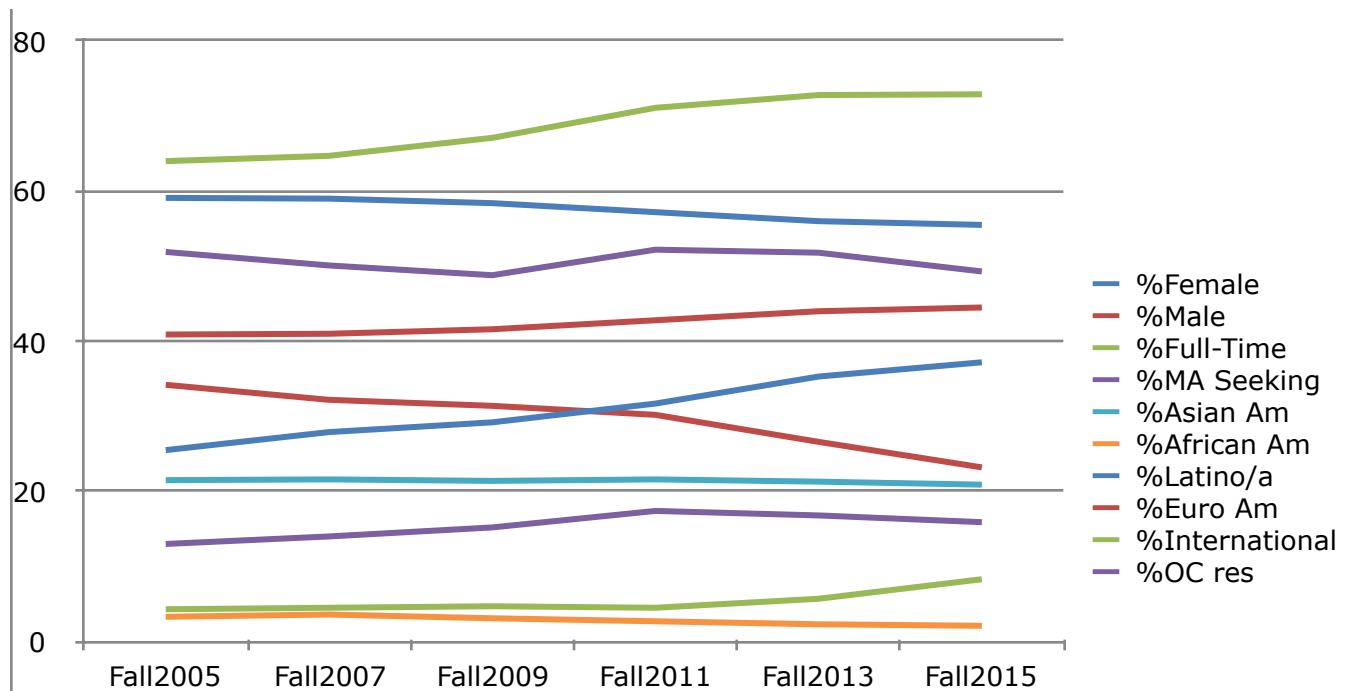
Academic Master Plan: Subcommittee 2: Students

Trends—Who were/are/ and may be our students

Synopsis:

DEMOGRAPHIC TRENDS

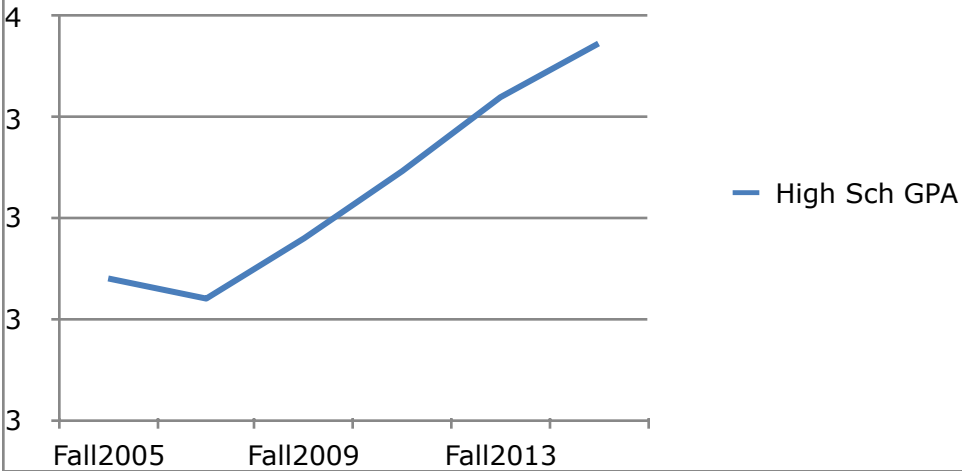
	%Female	%Male	%Full-Time	%MA Seeking	%Asian Am	%African Am	%Latino/a	%Euro Am	%International	%OC res
Fall2005	59.1	40.9	64	13	21.5	3.3	25.5	34.2	4.3	51.9
Fall2007	59	41	64.7	14	21.6	3.6	27.9	32.2	4.5	50.1
Fall2009	58.4	41.6	67.1	15.2	21.4	3.1	29.2	31.4	4.7	48.8
Fall2011	57.2	42.8	71.1	17.4	21.6	2.7	31.7	30.2	4.5	52.2
Fall2013	56	44	72.8	16.8	21.3	2.3	35.3	26.6	5.7	51.8
Fall2015	55.5	44.5	72.9	15.9	20.9	2.1	37.2	23.2	8.3	49.3



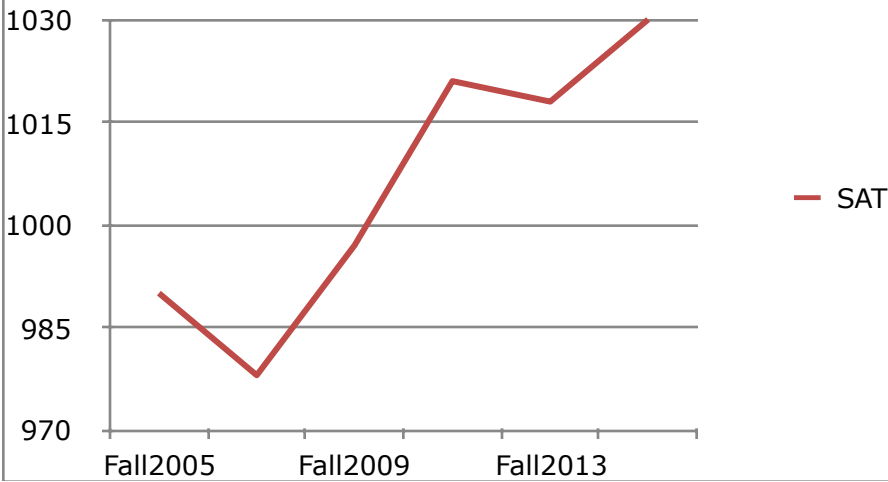
TRENDS: FIRST TIME INCOMING FRESHMAN: ACADEMICS

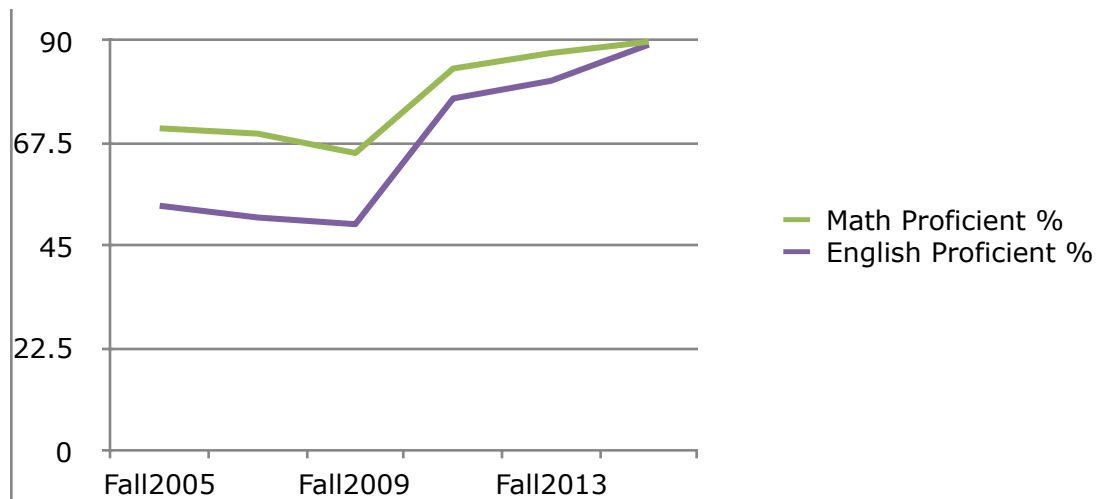
	High Sch GPA	SAT	Math Proficient %	English Proficient %
Fall2005	3.21	990	70.86	53.87
Fall2007	3.18	978	69.69	51.3
Fall2009	3.27	997	65.43	49.83
Fall2011	3.37	1021	83.96	77.4
Fall2013	3.48	1018	87.36	81.27
Fall2015	3.56	1030	89.84	89.21

High Sch GPA



SAT

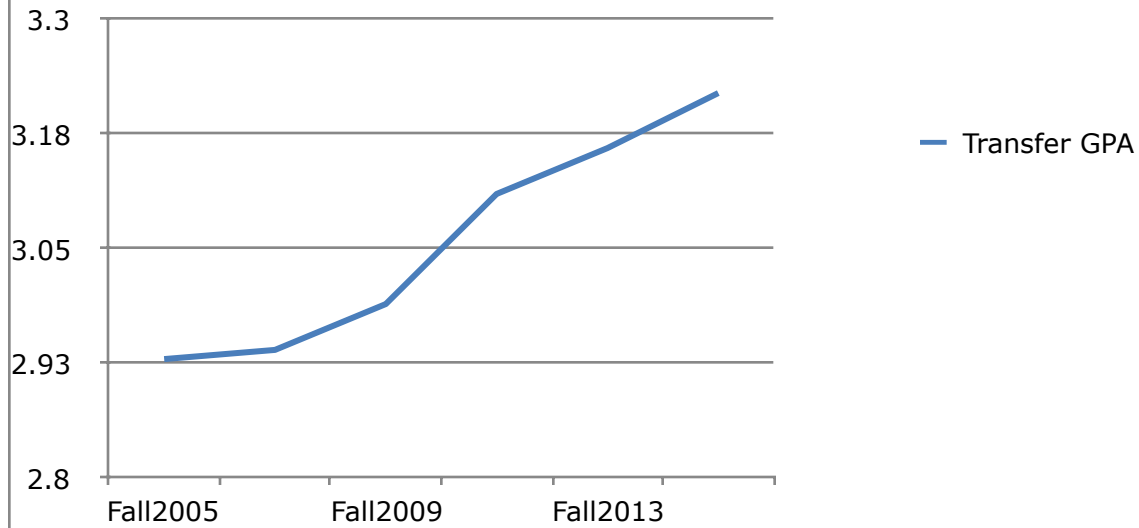




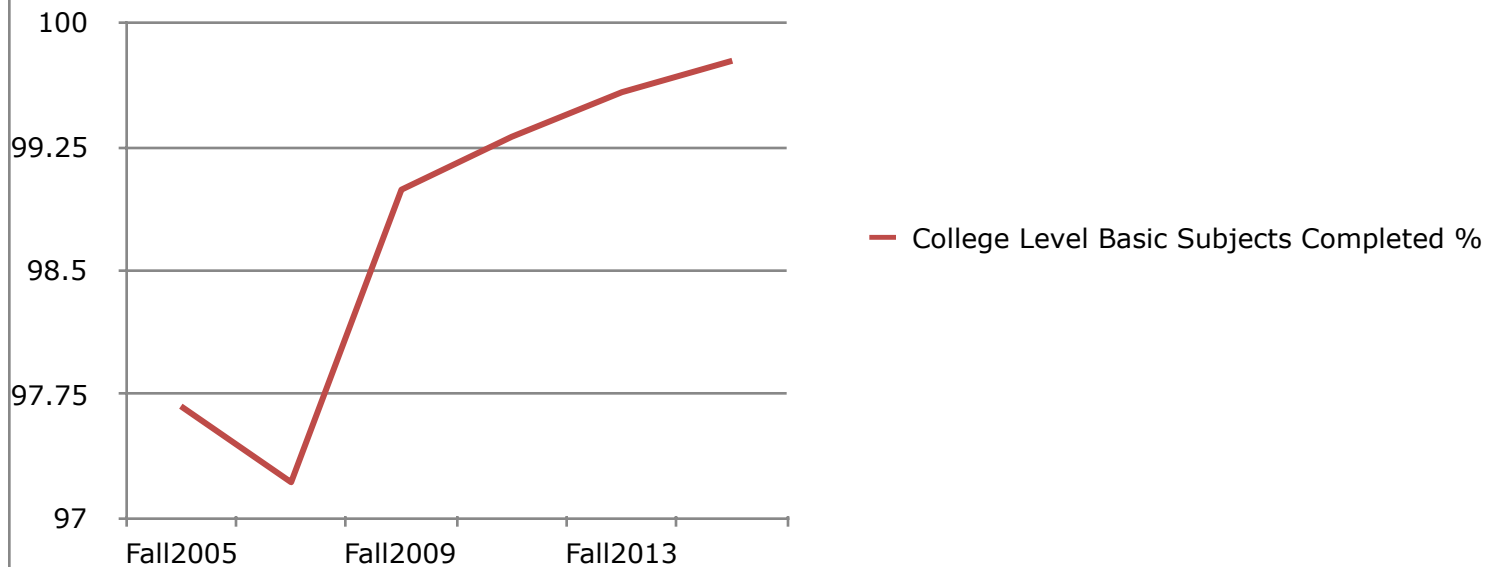
TRENDS: NEW UNDERGRADUATE TRANSFERS: ACADEMICS

	Transfer GPA	College Level Basic Subjects Completed %
Fall2005	2.93	97.68
Fall2007	2.94	97.22
Fall2009	2.99	98.99
Fall2011	3.11	99.31
Fall2013	3.16	99.58
Fall2015	3.22	99.77

Transfer GPA



College Level Basic Subjects Completed %



CA State Level Demographic Trends

*32% of CA Population identifies as Hispanic/Latino, so slightly over-represented at CSUF (Asian Americans only other group that this is true for).

*By 2050-2060, Non-Hispanic Whites will represent less than 50% of U.S. population

*Latino/as already single largest ethnic block in CA. (as of July 1, 2014, 14.99 million Latinos in CA vs. 14.92 million European Americans/Whites)

*By 2050, likely to represent 50% of CA population

*However, current second generation bulge will increasingly shift to 3rd generation and beyond as immigrant from Central American and Mexico has been contracting or flat since 2007. Birth rates will also fall as a function of increasing generational status, meaning that in the longer term (30+ years out) the growth in the Hispanic population will likely stabilize and may even contract relative to other groups. Asian American immigration is growing faster than all other ethnic groups, but their birth rates also tend to be lower

*Biggest increases will be for those identifying as multi-racial

*

QUESTION 2: Whom have we taught?

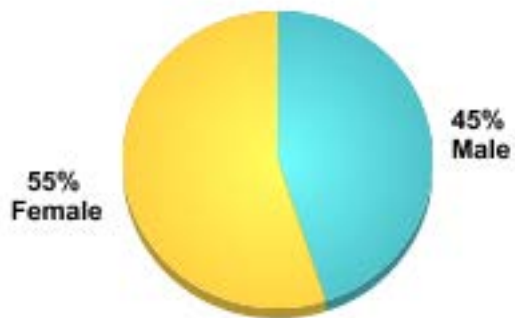
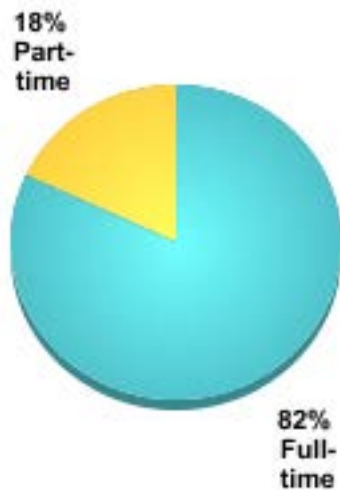
- a. Non-traditional students: majority live off campus.
- b. Commuters-students come from all over region but mainly
- c. Most work at least part-time
- d. 1st generation college students
- e. Majority female Caucasian students
- f. Majority transfer students
- g. Some international students
- h. Most students just come for class-not engaged outside of classroom
- i. Average age is higher than typical college student
- j. Career oriented
- k. Student oriented
- l. Credential and graduate students
- m. Online/distance ed students

(History)

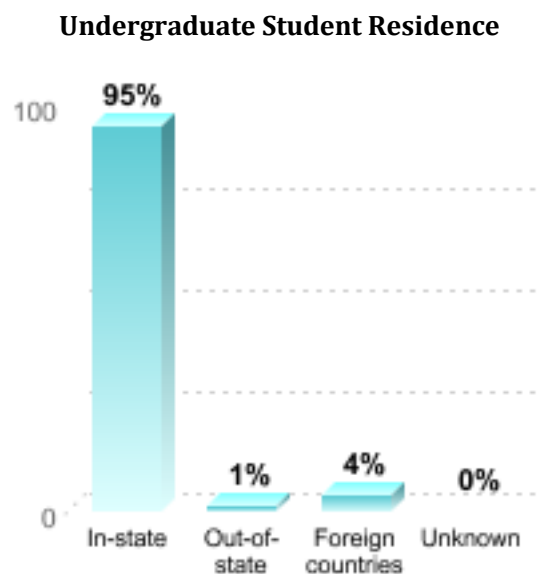
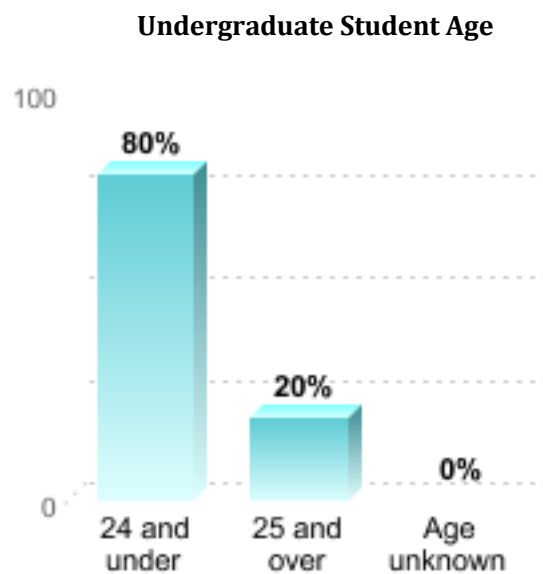
- History of the University
 - What role does location play on whom we have targeted in the past?
 - This University prior to impaction
 - Impaction versus Non-impaction. No change in graduation rates.
-

- Standards of admission for FTF and Transfers have been increasing which is positive and as a result we have better prepared students.
 - For the last few years we have been accepting students that exceed the CSU index and had to pay penalties, this is in line with our access mission but paying penalties is not always good
 - Students used to be all commuters, now they are not. Appears more students live within 5 miles of campus and want to be more involved.
 - Ethnically CSUF was not as diverse a few years ago, now we are, including our designation as a HIS.
-

Historically, CSUF has taught primarily students from Orange County and surrounding regions. Over time, the demographics of our students have shifted considerably, both in terms of ethnicity and in terms of economic standing. Although we often speak of “CSUF students,” it is important to remember that both in the past and in the present, there are considerable demographic differences between the Colleges that shape our overall student body.



Undergraduate Race/ethnicity



Test Scores

25th Percentile*

75th Percentile**

NOTES:

* 25% of students scored at or below

** 25% of students scored above

- Data apply to first-time degree/certificate-seeking students.
- Institutions are asked to report test scores only if they are required for admission.

SAT Critical Reading

450

550

Undergraduate Student Age

Undergraduate Student Residence

SAT Math	470	580
ACT Composite	19	24
ACT English	17	24
ACT Math	19	25

		eth4mr								Total
		Amlnd	Black	Hispanic	Asian/PI	White	Unknown	Intl	Multi	
YRTRM1	fall 2003	195	919	7767	7022	11422	3846	1421	0	32592
	fall 2004	180	956	8052	7046	11328	3717	1465	0	32744
	fall 2005	173	1154	8922	7544	11988	3736	1523	0	35040
	fall 2006	181	1234	9591	7859	11919	3609	1528	0	35921
	fall 2007	191	1332	10353	8022	11950	3616	1666	0	37130
	fall 2008	200	1286	10408	8037	11712	3710	1643	0	36996
	fall 2009	163	1122	10577	7766	11380	2953	1722	579	36262
	fall 2010	131	973	10735	7546	11125	2579	1660	841	35590
	fall 2011	106	959	11455	7806	10904	2170	1611	1145	36156
	fall 2012	93	941	12588	8027	10797	1961	1894	1376	37677
	fall 2013	75	881	13530	8177	10206	1763	2201	1492	38325
	fall 2014	68	813	13722	7980	9485	1603	2930	1527	38128
	fall 2015	49	802	14471	8105	9052	1585	3248	1636	38948

		eth4mr								Total
		Amlnd	Black	Hispanic	Asian/PI	White	Unknown	Intl	Multi	
YRTRM1	fall 2003	0.6%	2.8%	23.8%	21.5%	35.0%	11.8%	4.4%		100.0%
	fall 2004	0.5%	2.9%	24.6%	21.5%	34.6%	11.4%	4.5%		100.0%
	fall 2005	0.5%	3.3%	25.5%	21.5%	34.2%	10.7%	4.3%		100.0%
	fall 2006	0.5%	3.4%	26.7%	21.9%	33.2%	10.0%	4.3%		100.0%
	fall 2007	0.5%	3.6%	27.9%	21.6%	32.2%	9.7%	4.5%		100.0%
	fall 2008	0.5%	3.5%	28.1%	21.7%	31.7%	10.0%	4.4%		100.0%
	fall 2009	0.4%	3.1%	29.2%	21.4%	31.4%	8.1%	4.7%	1.6%	100.0%
	fall 2010	0.4%	2.7%	30.2%	21.2%	31.3%	7.2%	4.7%	2.4%	100.0%
	fall 2011	0.3%	2.7%	31.7%	21.6%	30.2%	6.0%	4.5%	3.2%	100.0%
	fall 2012	0.2%	2.5%	33.4%	21.3%	28.7%	5.2%	5.0%	3.7%	100.0%
	fall 2013	0.2%	2.3%	35.3%	21.3%	26.6%	4.6%	5.7%	3.9%	100.0%
	fall 2014	0.2%	2.1%	36.0%	20.9%	24.9%	4.2%	7.7%	4.0%	100.0%
	fall 2015	0.1%	2.1%	37.2%	20.8%	23.2%	4.1%	8.3%	4.2%	100.0%

		Admitted as:					Total
YRTRM1		First-time Freshmen	Lower Division Transfer	Upper Division Transfer	Bach	Grad	Other

fall 2003	11921	785	12575	178	5500	1633	32592
fall 2004	12680	499	12518	108	5391	1548	32744
fall 2005	13785	323	13802	120	5443	1567	35040
fall 2006	14256	220	14396	100	5199	1750	35921
fall 2007	14942	153	14609	80	5362	1984	37130
fall 2008	15892	117	13772	72	5535	1608	36996
fall 2009	16049	205	14347	67	5495	99	36262
fall 2010	16350	217	13239	68	5583	133	35590
fall 2011	17026	257	13379	37	5348	109	36156
fall 2012	17881	232	14114	51	5218	181	37677
fall 2013	18593	163	14175	67	5182	145	38325
fall 2014	18982	114	13433	77	5367	155	38128
fall 2015	19096	96	13715	102	5788	151	38948

YRTRM1	Admitted as:						Total
	First-time Freshmen	Lower Division Transfer	Upper Division Transfer	Bach	Grad	Other	
fall 2003	36.6%	2.4%	38.6%	0.5%	16.9%	5.0%	100.0%
fall 2004	38.7%	1.5%	38.2%	0.3%	16.5%	4.7%	100.0%
fall 2005	39.3%	0.9%	39.4%	0.3%	15.5%	4.5%	100.0%
fall 2006	39.7%	0.6%	40.1%	0.3%	14.5%	4.9%	100.0%
fall 2007	40.2%	0.4%	39.3%	0.2%	14.4%	5.3%	100.0%
fall 2008	43.0%	0.3%	37.2%	0.2%	15.0%	4.3%	100.0%
fall 2009	44.3%	0.6%	39.6%	0.2%	15.2%	0.3%	100.0%
fall 2010	45.9%	0.6%	37.2%	0.2%	15.7%	0.4%	100.0%
fall 2011	47.1%	0.7%	37.0%	0.1%	14.8%	0.3%	100.0%
fall 2012	47.5%	0.6%	37.5%	0.1%	13.8%	0.5%	100.0%
fall 2013	48.5%	0.4%	37.0%	0.2%	13.5%	0.4%	100.0%
fall 2014	49.8%	0.3%	35.2%	0.2%	14.1%	0.4%	100.0%
fall 2015	49.0%	0.2%	35.2%	0.3%	14.9%	0.4%	100.0%

- History of the University
- What role does location play on whom we have targeted in the past? Orange County, California



Orange County is a county in the U.S. state of California. As of the 2010 census, the population was 3,010,232 making it the third-most populous county in California, the sixth-most populous in the United States, and more populous than twenty-one U.S. states. Its county seat is Santa Ana. It is the second most

densely populated county in the state, second only to San Francisco County. The county's four largest cities, Anaheim, Santa Ana, Irvine, and Huntington Beach each have populations exceeding 200,000. Several of Orange County's cities are on the Pacific coast, including Huntington Beach, Newport Beach, Laguna Beach, and San Clemente.

People QuickFacts	Orange County	California
Population, 2014 estimate	3,145,515	38,802,500
Population, 2010 (April 1) estimates base	3,010,269	37,254,503
Population, percent change - April 1, 2010 to July 1, 2014	4.5%	4.2%
Population, 2010	3,010,232	37,253,956
Persons under 5 years, percent, 2014	6.1%	6.5%
Persons under 18 years, percent, 2014	23.0%	23.6%
Persons 65 years and over, percent, 2014	13.1%	12.9%
Female persons, percent, 2014	50.6%	50.3%
White alone, percent, 2014 (a)	73.5%	73.2%
Black or African American alone, percent, 2014 (a)	2.1%	6.5%
American Indian and Alaska Native alone, percent, 2014 (a)	1.1%	1.7%
Asian alone, percent, 2014 (a)	19.6%	14.4%
Native Hawaiian and Other Pacific Islander alone, percent, 2014 (a)	0.4%	0.5%
Two or More Races, percent, 2014	3.3%	3.7%
Hispanic or Latino, percent, 2014 (b)	34.3%	38.6%
White alone, not Hispanic or Latino, percent, 2014	42.0%	38.5%
Living in same house 1 year & over, percent, 2009-2013	84.9%	84.2%
Foreign born persons, percent, 2009-2013	30.4%	27.0%
Language other than English spoken at home, pct age 5+, 2009-2013	45.5%	43.7%
High school graduate or higher, percent of persons age 25+, 2009-2013	83.8%	81.2%
Bachelor's degree or higher, percent of persons age 25+, 2009-2013	36.8%	30.7%
Veterans, 2009-2013	131,229	1,893,539

- The above information is from the US Census data and compares OC to California. Interesting facts to me are the number of high school graduate is higher than overall in CA and those speaking another language at home is also higher than the state as a whole.
- This University prior to impaction- The University prior to impaction was much more accessible. I believe that we were much more successful in attracting more black students in particular. There was an ombudsman office that oversaw the progress of black students.
- Impaction versus Non-impaction. No change in graduation rates. We have no choice but to impact the campus. We live in a tremendously populated county, second only the San Francisco county. We could easily admit all local students and no one else (out of local, out of state, foreign) and still not take all in who want to come. We have to remain impacted in order to keep the population of incoming students diverse in terms of geographic area and also to fill the dorms.

Question 3: Whom are we teaching?

-
- What role does stereotypes play into who we are teaching?
 - Do we have data that is disaggregated and presented in a way that prepares us for meaningful conversations around who we are teaching?
 - Do we understand the cultural and social influences in shifting employment/career/vocational perspectives that could potentially influence those we are teaching in the next 10 years? (i.e. Journalism/Comm)
 - 71% of our students are full-time, Mon-Thur
 - Some colleges are destination location for undeclared and unsuccessful transfers (Lynn Sargent)
-
- We are teaching students who are better prepared
 - We are serving students within our community and local area
 - We could attract students from the other 50 states, there is enough interest in CSUF
 - Dramatic increase in Latin@ students; decrease in Caucasian students
 - Students with multiple life roles, how do we support the balance life for our students and focus on their academic
-

At CSUF, we teach a very large number of students from a wide range of socioeconomic backgrounds. "We," however, teach different students depending on the classes we teach and the College in which we reside. For example, although this fall 40.05% of all CSUF undergraduates are Hispanic, 52.46% of H&SS undergrads are Hispanic and 53.60% of undeclared students are Hispanic. The college with the next highest percentage of Hispanic students is HHD, with 42.60%. On the other hand, 12.76% of ECS undergraduates are international students, and 9.02% of MCBE undergraduates are international students, while the remainder of the colleges have only 3 or 4 percent undergraduate international students.

- a. Non-traditional students: majority live off campus; first gen students
- b. Commuters-students come from all over region (drive in or take public transportation)
- c. Most work at least part-time
- d. Average age is lower than it used to be?
- e. Diverse students
- f. Busy students
- g. Digital students
- h. Socially connected students
- i. Global students
- j. Credential and graduate students
- k. Online/distance ed students

This question implies success-rate/graduate rate--

Graduation Rates for Students Pursuing Bachelor's Degrees

Percentage of Full-time, First-time Students Who Graduated in the Specified Amount of Time and Began in Fall 2006 or Fall 2008

6-Year Graduation Rate by Gender for Students Pursuing Bachelor's Degrees

Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2008 and Received a Degree or Award Within 150% of "Normal Time" to Completion for Their Program

6-Year Graduation Rate by Race/Ethnicity for Students Pursuing Bachelor's Degrees

Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2008 and Received a Degree or Award Within 150% of "Normal Time" to Completion for Their Program

▼Program	Bachelor	Master	Doctor
- Data shown are for first majors. (-) Program is not offered at this award level. ^d identifies programs and award levels that are offered as a distance education program. For program category totals, ^d is shown if one or more programs in the category are offered as a distance education program.			
Area, Ethnic, Cultural, Gender and Group Studies			
American/United States Studies/Civilization	32	11	-
Ethnic, Cultural Minority, Gender, and Group Studies, Other	13	-	-
European Studies/Civilization	1	-	-
Latin American Studies	3	-	-
Women's Studies	7	-	-
Category total	56	11	-
Biological And Biomedical Sciences			
Biochemistry	49	-	-
Biology/Biological Sciences, General	145	15	-
Biotechnology	-	6	-
Category total	194	21	-
Business, Management, Marketing, and Related Support Services			
Accounting	-	45	-

6-Year Graduation Rate by Race/Ethnicity for Students Pursuing Bachelor's Degrees

Business Administration and Management, General	1,749	156	-
International Business/Trade/Commerce	47	-	-
Taxation	-	24	-
Category total	1,796	225	-
Communication, Journalism, and Related Programs			
Radio and Television	210	-	-
Speech Communication and Rhetoric	684	25	-
Category total	894	25	-
Computer and Information Sciences and Support Services			
Computer Science	59	80	-
Information Technology	-	8 ^d	-
Category total	59	88 ^d	-
Education			
Counselor Education/School Counseling and Guidance Services	-	58	-
Early Childhood Education and Teaching	401	-	-
Education, General	-	272	-
Educational Leadership and Administration, General	-	-	31
Educational/Instructional Technology	-	17 ^d	-
Category total	401	347 ^d	31
Engineering			
Civil Engineering, General	63	44	-
Computer Engineering, General	13	-	-
Computer Software Engineering	-	58 ^d	-
Electrical and Electronics Engineering	29	36	-
Engineering, General	0	-	-

6-Year Graduation Rate by Race/Ethnicity for Students Pursuing Bachelor's Degrees

Environmental/Environmental Health Engineering	-	31 ^d	-
Mechanical Engineering	48	25	-
Category total	153	194 ^d	-
English Language and Literature/Letters			
English Language and Literature, General	147	32	-
Rhetoric and Composition	47	12	-
Category total	194	44	-
Foreign Languages, Literatures, and Linguistics			
Comparative Literature	0	-	-
French Language and Literature	2	-	-
Japanese Language and Literature	17	-	-
Linguistics	21	10	-
Spanish Language and Literature	28	4	-
Category total	68	14	-
Health Professions and Related Programs			
Athletic Training/Trainer	9	-	-
Communication Sciences and Disorders, General	129	25	-
Health Services/Allied Health/Health Sciences, General	362	-	-
Nursing Practice	-	-	28
Public Health, General	-	26	-
Registered Nursing/Registered Nurse	255	91	-
Category total	755	142	28
History			
History, General	128	31	-
Category total	128	31	-
Homeland Security, Law Enforcement, Firefighting and Related Protective Services			

6-Year Graduation Rate by Race/Ethnicity for Students Pursuing Bachelor's Degrees

Criminal Justice/Safety Studies	296	-	-
Category total	296	-	-
Liberal Arts and Sciences, General Studies and Humanities			
Liberal Arts and Sciences/Liberal Studies	154	-	-
Category total	154	-	-
Mathematics and Statistics			
Mathematics, General	46	28	-
Statistics, General	-	9	-
Category total	46	37	-
Multi/Interdisciplinary Studies			
Gerontology	-	8	-
Natural Sciences	-	3	-
Category total	-	11	-
Natural Resources and Conservation			
Environmental Science	-	20	-
Category total	-	20	-
Parks, Recreation, Leisure, and Fitness Studies			
Health and Physical Education/Fitness, General	433	26	-
Category total	433	26	-
Philosophy and Religious Studies			
Philosophy	28	-	-
Religion/Religious Studies	8	-	-
Category total	36	-	-
Physical Sciences			
Chemistry, General	23	3	-
Geological and Earth Sciences/Geosciences, Other	12	-	-

6-Year Graduation Rate by Race/Ethnicity for Students Pursuing Bachelor's Degrees

Geology/Earth Science, General	12	3	-
Physics, General	10	12	-
Category total	57	18	-
Psychology			
Psychology, General	491	28	-
Category total	491	28	-
Public Administration and Social Service Professions			
Community Organization and Advocacy	0	-	-
Human Services, General	235	-	-
Public Administration	41	26	-
Social Work	-	49	-
Category total	276	75	-
Social Sciences			
Anthropology	30	12	-
Economics, General	54	15	-
Geography	28	6	-
Political Science and Government, General	104	8	-
Sociology	286	12	-
Category total	502	53	-
Visual and Performing Arts			
Art/Art Studies, General	63	6	-
Dance, General	12	-	-
Drama and Dramatics/Theatre Arts, General	98	7	-
Fine/Studio Arts, General	234	21	-
Music Performance, General	20	17	-
Music, General	35	1	-

6-Year Graduation Rate by Race/Ethnicity for Students Pursuing Bachelor's Degrees

Playwriting and Screenwriting	-	14	-
Category total	462	66	-
Grand total	7,451	1,476	

NCAA Division I-AAA	Men	Women
All Track Combined	68	114
Baseball	32	-
Basketball	16	13
Golf	11	8
Soccer	32	31
Softball	-	28
Tennis	-	12
Volleyball	-	17

- What role does stereotypes play into who we are teaching?
- Do we have data that is disaggregated and presented in a way that prepares us for meaningful conversations around who we are teaching?
- Do we understand the cultural and social influences in shifting employment/career/vocational perspectives that could potentially influence those we are teaching in the next 10 years? (i.e. Journalism/Comm)
-

OC is the 7th richest county in CA with a median income of \$74,344. Listed below are the present occupations of those employed in Orange County.

Careers

Occupation

	Orange County	California	U.S.
Civilian Employed, 16 Years and Over	1,448,768	16,614,362	141,996,548
Male ¹	796,026, 54.95%, see rank	53.97%	52.32%
Management, Professional, and Related Occupations ²	309,374, 38.86%, see rank	34.31%	32.75%
Service Occupations ²	116,552, 14.64%, see rank	15.79%	14.76%
Sales and Office Occupations ²	167,987, 21.10%, see rank	18.27%	17.65%
Farming, Fishing, and Forestry Occupations ²	3,501, 0.44%, see rank	2.17%	1.11%
Construction, Extraction, Maintenance, and Repair Occupations ²	58,683, 7.37%, see rank	8.78%	9.75%
Production, Transportation, and Material Moving Occupations ²	106,053, 13.32%, see rank	15.46%	17.87%
Female ¹	652,742, 45.05%, see rank	46.03%	47.68%
Management, Professional, and Related Occupations ²	265,424, 40.66%, see rank	39.53%	39.35%
Service Occupations ²	124,672, 19.10%, see rank	21.35%	21.19%
Sales and Office Occupations ²	219,535, 33.63%, see rank	32.22%	32.82%
Farming, Fishing, and Forestry Occupations ²	1,163, 0.18%, see rank	0.87%	0.30%
Construction, Extraction, Maintenance, and Repair Occupations ²	1,269, 0.19%, see rank	0.23%	0.29%
Production, Transportation, and Material Moving Occupations ²	39,086, 5.99%, see rank	5.56%	5.77%

¹ Percentage of the civilian employed, 16 years and over.

² Percentage of the civilian employed, 16 years and over for the gender.

Industry

	Orange County	California	U.S.
Civilian Employed, 16 Years and Over	1,448,768, 100%	16,614,362	141,996,548
Agriculture, Forestry, Fishing, Hunting, Mining	7,262, 0.50%, see rank	2.29%	1.90%
Construction	85,395, 5.89%, see rank	6.19%	6.49%
Manufacturing	194,076, 13.40%, see rank	10.11%	10.62%
Wholesale Trade	54,385, 3.75%, see rank	3.20%	2.83%
Retail Trade	162,108, 11.19%, see rank	11.11%	11.57%
Transportation, Warehousing, Utilities	49,044, 3.39%, see rank	4.67%	5.00%
Information	31,110, 2.15%, see rank	2.87%	2.21%
Finance, Insurance, Real Estate, Rental, Leasing	125,016, 8.63%, see rank	6.51%	6.74%
Professional, Scientific, Management, Administrative, Waste Management Services	201,029, 13.88%, see rank	12.47%	10.66%
Educational Services, Health Care, Social Assistance	270,510, 18.67%, see rank	20.91%	22.90%
Arts, Entertainment, Recreation, Accommodation, Food Services	146,127, 10.09%, see rank	9.62%	9.18%
Public Administration	44,161, 3.05%, see rank	4.70%	4.94%
Other Services, Except Public Administration	78,545, 5.42%, see rank	5.36%	4.95%

- 71% of our students are full-time, Mon-Thur
- Some colleges are destination location for undeclared and unsuccessful transfers (Lynn Sargent) HSS will always attract a core of the undeclared. The problem today I believe is that students want to go toward a well-paying field so they are choosing careers like pre-med, pre-dent, pre-bus, even if they do not have the drive in these areas. That is why HSS will get them on the ‘rebound’ from earlier negative experiences elsewhere.

Question 4: Whom will we teach?

- Local target area
 - Place bound students
 - SB 1440
 - Will we respond to demand
 - Is it our role to develop or influence demand/supply
 - Outcomes based funding
 - All high schools created equal
 - How do we want to begin shaping our incoming classrooms?
-

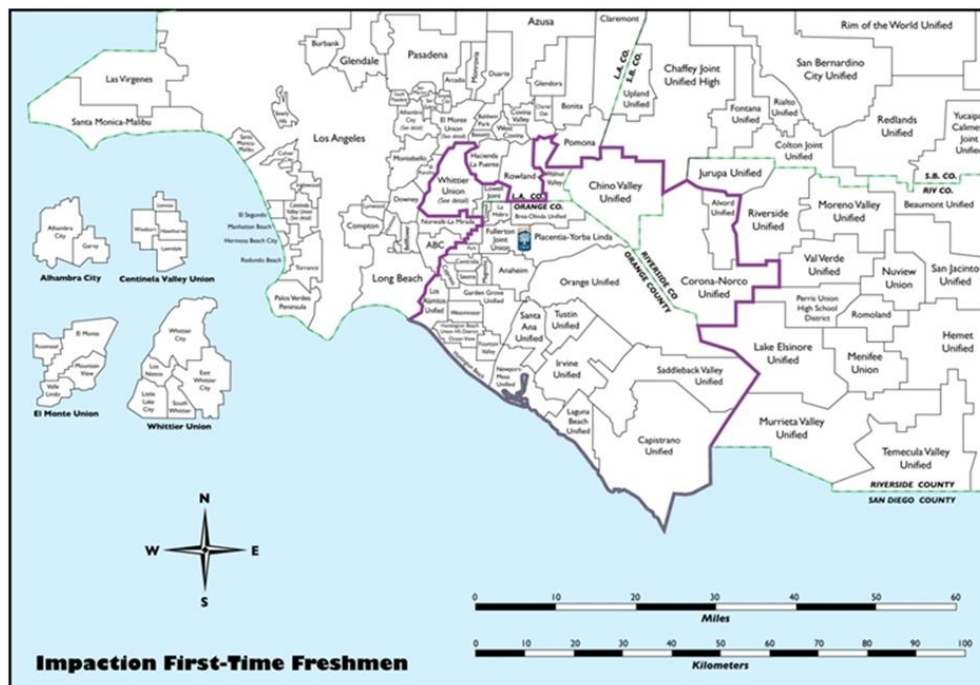
- a. Non-traditional students: majority live off campus.
 - b. Commuters-students come from all over region
 - c. Most work at least part-time
 - d. Diverse students
 - e. Digital students
 - f. Students who need alternatives to traditional classroom learning
 - g. Students who seek information in a variety of formats
 - h. Students with an opinion
 - i. Credential and graduate students
 - j. Online/distance ed students
-

- Consider managing admissions by majors while being mindful of impact and limit to access
 - Lobby to increase the limit on impact for majors and allow flexibility for some programs
 - Would like to bring in more International students, but we have not put resources to really support them, they fail in higher numbers, serious academic integrity issues, we need to be more intentional - An International Student Support Committee was founded in summer by AVP KKM and AVP PN with membership from ECS dean and chairs, OGS, IPGE; membership is currently being expanded.
 - Maybe more selective students for some programs allow for flexibility for Colleges, example of Integrated Bachelors and Masters in Computer Engineering
 - Careful of balancing of mission of serving and diverse student body, i.e. are we squeezing out AA students because our increase in admissions standards?
 - We need more housing options on campus, more options for students, this could alleviate parking, theme housing could increase a positive student experience.
 - Want students who are curious, love of learning, are eager and hard workers, and not just a vocation.
 - Students who take advantage of general education courses, independent and able to seek out opportunities, students who are enterprising!
 - Provide University 100 classes for all students, this way they can learn life skills and study skills that will assist them in year 2, 3, 4, 5.
-

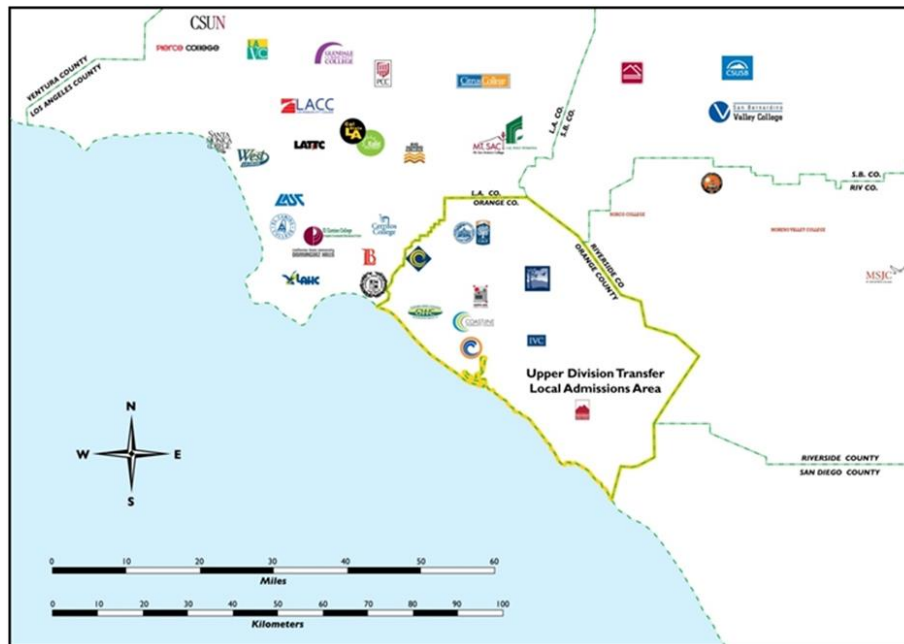
We will increasingly teach underrepresented and first generation students, particularly Hispanic students, as well as an increasing percentage of international students. Without a thoughtful discussion of the implications of enrollment and recruitment decisions, these changing

demographics could cause significant strains for departments, colleges, and the campus as a whole as the services needed for these populations may not be in place or sufficiently robust to support them.

- 1) access and completion,
- 2) college cost and affordability,
- 3) public questions about the value of a college education
- 4) maintain and assert the vitality of our institution and mission



Transfer impactation area



- Place bound students-Students in OC who cannot afford to go off to college elsewhere. They may have jobs, families etc. that keeps them bound to our area.
- SB 1440- transfer students who have completed the transfer associates degree of 60 units and will come to campus and only be required to take another 60 units
- Will we respond to demand
- Is it our role to develop or influence demand/supply
- Outcomes based funding
- All high schools created equal
- How do we want to begin shaping our incoming classrooms?

Question 5: How many students will we teach?

-
- With close to 39,000 students it feels like we are at or a little over capacity for the facilities we have.
 - Facilities are affecting the experience of current students; we want it to be positive
-

- a. As many as possible.
- b. However, while we pride ourselves on being as inclusive as we can within the restrictions of the CO, our campus infrastructure has not kept up with the growth of our student populations. We need to find a manageable cap so that we can focus on improving our services and campus.
- c. If we think broadly about this question, we teach more than the students who come to CSUF. We also, indirectly, teach the students, partners, community members, business owners, etc. with whom our students work, intern, volunteer, tutor, student teach, etc.

Although we are unlikely to grow significantly in terms of our headcount at any one moment, we are likely to be able to serve increasing numbers of students by reducing time to degree. Similarly, we are unlikely to decrease the number of students we serve for the near future, as demand for higher education remains high in California and CSUF has become a destination campus within the state for many prospective students.

Specific Considerations from AMP Framework Statement:

Current projection of amount of student we will teach will be based on:

- CSU Academic Sustainability Plan;
- Enrollment management;
- outcomes-based funding trends;
- demographics;
- enrollment growth;
- undergraduate and graduate students;
- freshmen and upper-division transfers;
- resident and nonresident students;
- international students;
- impaction;
- student success metrics

NB: CSUF Draft Master Plan 2025 allowed increase to 35,000 (permanent maximum). We are now at c. 38,000. Compare this Master Plan Draft from 2011 with current projections/issues.

Past projections: From CSUF Draft Master Plan 2025

Dec. 5, 2011 Academic

♣ Allow (not mandate) main campus enrollment growth to 35,000 FTES. This is a permanent maximum.

♣ Establish a permanent Irvine Campus large enough to serve long term enrollment growth exceeding 35,000 FTES.

♣ Preserve the “academic core.” Avoid “outliers” except UEE.

♣ Relocate the Colleges of Education and Communications to the core.

♣ Consolidate a permanent home for UEE south of Nutwood Ave.

If we grow 20% for another 12 years, we will have a total of 46738 students in fall 2027.

Year Term	Total HC	% Increase
fall 2003	32592	20% increase for 12 years
fall 2004	32744	
fall 2005	35040	
fall 2006	35921	
fall 2007	37130	
fall 2008	36996	
fall 2009	36262	
fall 2010	35590	
fall 2011	36156	
fall 2012	37677	
fall 2013	38325	
fall 2014	38128	
fall 2015	38948	

Fall 2015: 38948

Spring 2016 (projected): 38261

Fall 2016 (projected): 39790