

## Reflection Comments subcommittee 2

Should have a discussion on "ideal" class size - what are our goals? Smaller classes presumably are beneficial for students, but how can we sustain it with the ever increasing student enrollment?

How would you identify "CSU-eligible students that applied to CSUF going to institutions they are less likely to graduate from"?

Why is it necessary for us to serve/recruit "CSU-eligible students that applied to CSUF going to more expensive institutions"?

We need to know that the right person is admitted. College may not be the proper stage for everyone.

"some colleges do not have enough full time faculty in lower division courses

faculty need time to be effective in research and creative activity"

"Incoming freshman have an average GPA of 3.57, yet 40% needs remediation; where is the disconnect?

The main campus cannot keep up with a growing student population without a drastic increase in investment in infrastructure as well as faculty (instructors). Additional classrooms and laboratories (teaching and research) are needed to serve the growing student population."

To respond to our diversity, continue to teach a history of challenge and inclusion.

There is a need to create the space and resources on-campus to make us less of an online, commuter campus. We should serve the local community's students first and those in SoCal. Should reduce online distance learning in favor of enrolling and teaching face to face. Aggressive lobbying and PR to show how many CA students are missing out.

"our students should match the local population demographics as the CSU was developed to serve the local regions

the community colleges have an important role for those that are underprepared"  
reduce student intake to teach better. quality over quantity.

While the demographic data is interesting, it seems a provincial way to think about students. Is that the only way we understand them? Or can we also understand them in terms of academic potential, potential major, etc.? As we become more selective, it will be more important to really select, holistically, our incoming classes. Demography is but one way to do that. state, national, and international presence as a higher education institution that collaborates with diversified faculty and students.

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Continue to teach diverse, underrepresented, and first generation students and consider the resources needed to effectively teach them. If we are to serve diverse students, they need advisement, mentorship, and a smaller student to faculty ratio so that faculty/staff can effectively address student needs. With so many students, faculty and staff cannot adequately mentor all of their students. And our students deserve and need mentoring.

CSUF is becoming more elitist. Access and equity should be paramount.

the physical capacity of our buildings, classrooms and labs will place a cap on the the enrollment we can handle and the number of students we can service. with changing demographics in the region and country must be reflected in our student population as well. Opportunities provided must be based on the needs of this population.

To attract and retain good students, we may need to think of expanding PhD in more disciplines, especially to STEM education.

""Students bring with them rich and varied language and cultural experiences. All too often, these experiences remain unrecognized or undervalued as dominant mainstream discourses suppress students' cultural capital (Bourdieu, 1990). When faculty successfully incorporate texts and pedagogical strategies that are culturally and linguistically responsive, they have been able to increase student efficacy, motivation, and academic achievement (Lee, 2001; Ladson-Billings, 1994).

<http://www.ncte.org/cee/positions/diverselearnersinee>"

"Whom will we teach - Need to include international students  
out of state students

Do we reach farther out of our service area - constraints on this?

students interested in vocational background- how do we separate this from community college mission."

Need to emphasize graduate programs more - see input from the Academic Senate Graduate committee.

we have a tough choice between access and quality given our limited facilities and funds  
We must have a good idea about our facilities and capacity to answer the last question. We must also decide how committed we will be to access and to student in our service area. We teach students from the Orange county and Los Angeles area. Students are often first generation college students from working to lower middle class backgrounds. We will teach a reasonable number of students to allow for classroom engagement for student scholar development.

A good summary of current state of affairs and issues to confront. The question of size is important but better to duck it for now.

The emphasis on maintaining access our commitment to access -- while focusing resources to support student success-- is right on target.

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What is the impact of the economy on student enrollment? Is the enrollment of students coinciding with the economic cycles?

As number and diversity of students expand, we do not have proper support resources and infrastructure to be all things to all students. What are the most important types of support that students need?

our students reading skills need improvement and there is no "remedial reading" class offered. The emphasis that the governor and legislature places on getting a degree is, to a great extent, misplaced. it is not the degree that is important, but what our students learn in earning their degrees. that seems to be lost on some legislators in their attempts to underfund education "I think your point about what happens to the students we cannot admit is important, particularly the transfer students. this relates to our balance of freshmen and transfer students. I understand the need for freshman students, but transfer students have more limited options...

Also, our students are place bound more so than those of many other colleges.

San Diego State's admissions policies have created political interest in solving access issues and also poor relationships with constituencies including p-12 schools and the public at large." Graduation rate is important, but what do they do with their education after graduate is important to monitor. The number of enrollment should be kept as is or even lower for quality of education. class size has grown. Most of our classes have 50 plus students per class.

Not just local but global presence is important

no comments

There is a serious concern about how unprepared many students are when they enter the various programs in my department. The problem is magnified when they go through the program "successfully" (i.e. passing their courses) and arrive at the end of the program still under-prepared. Grade inflation is only one of the reasons for this situation. How can we change this?

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I have been hearing a lot about how csuf has not put much energy into recruitment in the past because we always have more students than we can accept. Now we are going to start shaping our student body with targeted recruitment. The plan should mention how the targets will be decided.

targeted recruitment is needed across the colleges.

Our diverse student body is a distinguishing feature of CSUF, and in order to achieve and facilitate progression and graduation rates, support services are particularly important. We want to maintain high academic standards while enabling our student population to succeed.

"We are teaching the students of Orange County and California, as well as some international students.

The physical campus is at its limit--we need to roll back our numbers or teach more online and at the Irvine campus"

"I think it goes without saying but I would recommend that we reaffirm in each area that all of the recommendations are on the foundation of the commitment to high academic expectations. Students need to be challenged academically not just prepared to get a job. I find that many of our students do not come prepared to embrace a college student scholar role. I believe our students would benefit from a University 100 experience to understand the higher education rigor."

we need to realize that most of students are working & their jobs are demanding. students need to travel to keep their jobs. the university & professors need to be flexible considering changing student needs.

Faculty teach not only in the classroom during lecture, but also in their one to one meetings with students. This faculty role as mentors is very important for students. They often get more out of one to one meetings than during lecture time. The university should provide teaching release time and/or resources to help the faculty fulfill their role as mentors.

I think we have over the years addressed the non-traditional student however more can be done: on-line/hybrid offerings; more weekend programs (not just courses). With that comes the need for more tech support for both faculty/students as well as mentor support, financial counseling, etc. for students to ensure they are able to meet their academic goals.

"In this question, I didn't see information about how we support the students we teach. I think there needs to be information about the support services we provide to each student population, as well as how these support services help with addressing achievement gaps and quality of life for students across different identity communities on campus.

In our departmental meeting, Provost Cruz stated that the Academic Master Plan will help guide us in the emergence of a data-driven, outcome oriented university future that quantifies the results of teaching and learning, and potentially could reward certain types of teaching or content that can be more easily quantified. I suggest that we need to be transparent about our response to this context in California, so that maintaining the quality of what we teach and how we teach can be ensured--and how our students are impacted by this quality, rather than lost as the data push influences our outcomes."

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"conflicting statements of ""as many as possible"" followed by ""manageable cap""; is this eluding to establishing sub groups/quotas within the total?

no mention of the non-traditional student model; is this no longer the case and if so, that message should be shared on a broader scale"

Realistically, we should not plan to increase enrollment any longer. We are already at the limit. I think we know the answers to these questions but might better utilize the information we have for student success initiatives, for example

How do we address problems brought up by performance-based funding? For example, situations in which taking longer to graduate is better for student outcomes but the funding model is rewarding those who graduate students more quickly.

"high quality in-person education for all Californians

we must balance our mission to educate against how many students we can service effectively without raising the bar so high as to deter students from applying."

Emphasis should be on accessibility and affordability.

"Q2.2. Demographics/Diversity

CHANGE THE WORD BUT TO AND, ADD THE WORD EXCEPTIONAL: Fullerton's ... Diversity provides us with a depth of experience and culture from which to continually benefit, AND it also provides the state with an EXCEPTIONAL example of a university campus that has succeeded at achieving goals for racial and ethnic diversity.

Q3.1. Who comes here? This list seems incomplete. Please include regional students, students well connected to our local communities, older students, non-traditional students, etc.

Q3.3. Who haven't we served? This list seems incomplete. Please include students outside our district who want to attend based on the strength of our programs.

Q4.1. EDIT/OMIT:• Students with an opinion

Q4.2. Aspirational:

EDIT AND EXPAND: We will continue to teach California residents seeking a high-quality degree that prepares them for MULTIPLE CREATIVE AND PROFESSIONAL OPTIONS, flexible careers and/or advanced study,"

"I think there needs to be a concerted effort to conceptualize what online programs at CSUF should look like. Q3.1 is worded as, ""who comes here?"" this wording implies that all of our students are physically here. As the Chair of a department which is 100% online we sometimes experience issues with registration, bookstore, health services.... where the 100% online student population has not been considered; i.e., a student living in Abu Dhabi can't come to campus to with their driver's license to drop a class.

In addition, it feels as though we very much work in silos and that a master plan for online instruction needs to be undertaken. We all started these up ""on the fly"". I think it might be time to regroup, see where we are, and what is needed."

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While successful matriculation into our undergraduate and graduate programs are becoming more competitive, we should still preserve a mindset of serving/accepting those who have compelling personal stories of perseverance through considerable hardships, but may not have the strongest grades and/or test scores.

"Who? Regional, comprehensive, urban university.

Whom have taught? Large portion of southern California workforce.

Whom will teach? Continue to teach large portion of SoCal workforce.

How many? Flexible. About 40,000 on current campus and off-campus sites, more if more build-out, even more online."

I would love to see recommendations given all of this information. What is the max number of students that we enroll to be able to provide the services needed for these students? How do we ensure that we remain diverse if we primarily take from our region? WE need more support for online student's. We need to ensure that financial aid, admissions and records, etc.

I would like to emphasize that international students who attend CSUF graduate program require stronger mentoring and counseling for both curriculum rigor and adjustment to US culture. Given the short time span they spend in the graduate program, a streamlined orientation about US educational system, assessment process and acclimatizing to the new environment will be helpful for their successful graduation from CSUF. I strongly recommend the committee to take a look at international students at the graduate level.