

Table Discussion Notes subcommittee 2

Maintain access

Have a commitment to the students in our community

Maintain balance of freshmen, transfer and post bac students. What about grad students?

Do we have a commitment to graduate study at CSUF

Time to talk about strategically shaping our student body. How are the targets created?

Colleges should have input on targeted recruitment

What is the appropriate number of students for csuf?

How does funding work if it doesn't follow the feet of our students?

Look at our service area and consider reducing its size

Make it a goal to diversify the graduate programs

Make it more of our role to provide graduate education for our students

Look at support services to support those targeted students that we want to bring in

Question 3 is incomplete

Doesn't include range of students we teach in terms of age diversity, interests, can move in and out of programs and across programs

How do we address the need to bring in talented students outside our service area?

Application timetables are not in synch with our competitor institutions

Long beach state recruits at Fullerton college, why? How do they have the mechanisms to recruit out of area

Could we have a more flexible admissions criteria set at the college level rather than at the institutional level

There is a hard limit to the number of students we can take in

There are competing interests when it comes to access

Access issue is difficult to balance

Raising of student fees over time hurts access

Question 3.3 highly qualified students who are not admitted and highly qualified students who cannot afford to attend CSUF

More expensive but less effective institutions

We need to highlight how low our students' student loan debt is. Gather and report data.

Need data on what students want in terms of time to degree. Do they prefer to graduate in six years to be better able to balance family responsibilities?

Question 5: admissions challenge. We don't have room to grow. Doc should also address what the aspirational number is. Are we going to grow?

The number never holds when we do set a max number

What will we do with 1000 more students this fall?

Its not about trying to fit more into the existing facility, we cannot grow without more physical space

Match enrollment to our physical facilities

Push to have more internationals needs to balance with serving our local students.

What is the rationale for setting what is the optimal student body? Same for undergrad to grad ratio.

We draw faculty because we have a masters program. Also demands more resources

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Csu is one of the few places where you can get a high quality masters program that is thesis based in the sciences

How can we work with K-12 to better prep students to be ready to come to csuf
Gap between ftes and head count is growing. We feel impact of headcount but funded by ftes. We are choked by headcount (ie parking) need to encourage students to take more credits and graduate sooner. Students that stay longer are losing income from years spent in school rather than working

Struggle for students to get classes when they want them

Also a problem with students taking too many units relative to their other commitments

Explosion in the graduation rates

Issues with calculating grad rate

1. If you switch major the major going to gets the credit
2. Does not account for spring admits
3. Could look at age

We need to give credits to our students who work. Let them space out and delay graduation to accommodate life circumstances

Is there a way to build in the intention of these student in terms of expected time to graduation. Some students intend to graduate in six years when they start. Too hard for students to be full time students and full time employees.

The full time tuition rate causes students to take more units than they should. They think they should take more to get better value.

Is graduation rate the only measure of academic success?

Where do they go after graduation? We do not survey then after graduation. Need exit survey

We want to be everything: liberal arts, serving our community. We cannot do both. Maybe we should think about reducing our enrollment

We are low funded on a per student basis. We only care about FTE.

We need to think about public-private partnerships. Create some high fee program that can subsidize other low fee programs

What about Irvine?

We should focus on our masters programs as a competitive advantage

Focus on quality over quantity

Incorporate stats on first-generation students and low-income students, students with caregiving responsibilities, students with full-time and part-time jobs (on campus versus off campus work). How many students are eligible for federal work study and how many actually use it? (How can we promote work study, so that students know about it and know how to apply?)

More emphasis on nontraditional students and how that impacts the mission of the university.

Maybe break out stats on gender and URM, so that we can track how URM men, in particular, are doing at CSUF.

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Incorporate retention and persistence rates. Be mindful about how 4-year graduation rates might not be realistic for our student body.

What high schools do students come from?

How do we handle the fact that high school GPA's are not standardized?

How do we balance our impaction with access?

“Who are our students”—in this section, look at what our barriers are for current students? (example: parking, mental health needs [current limit of 8 sessions and wait times not cutting it], students with disabilities, veterans, adult reentry students)

Non-retention—why do we lose students? More fully address mental health needs. Q.2.3: Doctoral degree calculation is incorrect.

Who leaves and why? This will speak to student retention. Are there support services that we aren't providing and could? What could we have done to keep students here? If we don't currently have this information, we should suggest that, moving forward, we will try and gather it.

Need data on international students. How do we provide for international students once they are here?

How many students are we serving outside of our service area?

Include data about how many students are transfers v. first-time students?

How many students come in needing remediation? Why? How can the incoming GPA be so high, when so many students need remediation?

GPA's are unreliable predictors for admission. Students seem less prepared now than they were 4-7 years ago.

Graduate education – the Graduate Studies Academic Master Plan should be integrated into the larger AMP. Make sure post baccalaureate students are included.

Students would benefit from a year of skills development—how do you become a college student?

Campus designed for 18,000 students. We are twice the capacity of what we can handle. How do balance access with sustainability? Need to stop growing. Being the best institution doesn't mean you have to be the biggest. What is our capacity? We should not resort to more online classes to solve this problem. We don't want to be that kind of institution.

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Smaller class sizes are needed to better serve students. This will help graduation rates.

Are our current incoming students college ready?

The “Whom Will We Teach” section might be too limiting—concerns that it will set up “quotas”.

It’s clear from our GPA trend that access is problem. We’re becoming more elitist. We need to focus on access as being important. More about who we are turning away and why.

Access is determined by GPA and SAT/ACT scores. Maybe we need to have more holistic measures for admission.

We need to keep the emphasis on access not opportunity.

Graduation rates began rising before student success initiatives. Check assumptions about what’s contributing to better graduation rates. Be wary of making ad hoc fallacies about the correlation between student success initiatives and better graduation rates.

First generation student data

Major breakdown of incoming students, including dual degrees, double majors, and minors

Existing data broken down by college

How many of our local students get turned away and what happens to the students who don’t get admitted to CSUF. Many students in California won’t go to college if they don’t get in to their local CSU. (Are they going to for profit schools?)

How many out of region, out of state, and international students?

What are first-year and transfer students coming in with, in terms of AP, transfer credit, etc...?

How do we provide the support students need to support them once they’re here, especially in terms of faculty mentorship of students? This is a question about SFR. Need to have sufficient number of faculty to handle the number of students that we admit.

We have a lot of data about our students—we may not be using this as much as we can when making decisions about the University.

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In the “who are we” section, we need to clarify if we are a master’s comprehensive University or an R-3. Are we aspiring to be a research university, or not?

A student mentioned being taught only by adjunct faculty, and she’s about to graduate. She said this contributes to the feeling of students not being supported on campus. They don’t have the opportunity to work on research with faculty, etc... She said it feels like adjunct faculty are not as invested in students here.

University should be engaged with the colleges and departments to make sure there is more gender equity in STEM disciplines.

Students need to have career information infused into classes, so that they have a better sense of the options available to them. This could also be better built into advising. The student in the group suggested that it helps when students know their advisor.

Capacity is a big issue: we are at 39,000 students. We cannot offer more classes, as there are no rooms. We need to be able to properly serve the students, including teaching and advising them.

The AMP is aspirational, as the document says: as many as possible is noted in the Q2 statement but.... We have space issue and fiscal issues—these continue to be challenges that govern size and growth. So “as many as possible” is logical and rationale

Support services for students: was this discussed within any AMP Question by any Subcommittee? This is critical topic for an AMP. Support such as CAPS, health, mentoring, tutoring, etc., tailored for specific student groups, such as int’l students.

Noted: there is an increasing number of int’l students, especially in grad programs in one college = they pay more, this might be a reason for the growth, but not enough support for these students.

Perhaps, if we see a growth in any one group, we need to monitor those trends and support those students. We need to be flexible to do so.

CAPS serves are not satisfactory for the current student body. Closes at 5pm: student crises do not occur only before 5pm. Some students are never on campus before 5pm.

Quality education: are we rewarded in getting out students in 4 years? This is not practical for the students themselves. That isn’t necessarily the best outcome for the students themselves. Students say that they’ve been told to take 15 units, but they say that they are not prepared and go on probation. Therefore, time to degree is important, but not realistic for many current students. Students say that they have mixed messages on time-to-degree. The message needs to be tailored for the

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students—students need to know that they have a choice and how to choose for themselves.

Question number 4. Graduate students need to be mentioned

Noted that nothing in the Q2's answer on Students says anything about the support services that we provide to the student groups, and how they address the quality of student life and address achievement gaps among various groups of students. We need to be sure that LGBTQ research is vital for the students, for example. We need to identify if some support services are missing, and assess those services so they continue to improve. We need to provide professional development for staff to improve their work and provide faculty development opportunities to support our students.

Will continue to be an HSI, and continue to improve

Question raised about the 11,000 student impacted that are CSU eligible whom we cannot serve? How does this affect our AMP? Does it?

We acknowledge that: 18 million people living in this area. CSUF is landlocked. What is needed is another CSU campus to meet the current and future need.

Perhaps ensure that the transfer support services are adequate and well functioning so that the student who goes to community college can transfer successfully.

Use of technology: need to continue to support our students to use technology for academic reasons. To continue to support our students' development in that area. Teach them how to evaluate the use of the technology, ex. social media as a source of information. Need to continue to support the library and courses they take for improving this area.

Online: we could use this more? Concern voiced about online education: corporate controlling the curriculum, etc.

And, so many of our students work, work more, support families, etc.

Therefore the 4-year degree is a myth = they cannot successfully handle 15 units. Need more scholarship funds so that students can spend more time studying rather than working. Find a better balance between hours spent on each.

Will enrollment continue to grow?

Question re: Common core: if students are being prepared by this, how do we learn to better establish and engage the learning process?

Incoming GPA for Undergrads is very high

High quality faculty being hired

Question: Do we serve the students well?

Very healthy in grad population—more resources are needed for grad students.

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We need to consider providing them different resources—grad and UGs. Advising for UG's is now streamlined with technological resources. However, not for grad students, and there are few resources for grad student advising. The grad advising is more work than teaching a class. Need to have policies and practices and technology for advising grad students.

Incoming FTF: noted that the GPA of the incoming FTF is going up, but the teaching experience of the students' math and writing skills is deteriorating. How can that be? Is it our job to prepare students who are need remedial education? Or is this the job of community colleges?

Discussion of GPA standards under impaction and state standards. Discussion of tests required for FTF: SAT, math, etc. We should re-evaluate the summer bridge programs. Common core might help with the preparation. Perhaps tests could be used to determine if the FTF is eligible to enter CSU? Then perhaps they are required to attend a community college?

Need to have improved coordination between CSU and community colleges so that the transfer students are better advised. Arts students often take incorrect courses in community college and do not progress well; also, many courses do not transfer. Need better articulation with community colleges and/or better implementation of the articulation, as well as better advisement.

For transfer students: need to involve departments with the incoming transfer students: Wish that there were consultation with the department of the new major for the admission process of the transfer student. Question raised: How do we honor and support the differences of our specific student groups, without becoming exclusionary to others?

The more that we recognize various student populations, and the more that we focus on these various populations, there could be a danger that we isolate these populations. The silo: we need to avoid this. How to celebrate differences among our students while building commonality? Important to provide opportunities for varying demographics so that students feel safe and feel are supported. But also create opportunities for the whole at the same time.

Commonality: what is ours? Is being a titan a commonality? (What is a Titan?)

Support for students: how do we support them, their research, etc.?

Problem: HIPs are costly.... And this cost can price the students out of the ability to participate. Are we funding these HIP's appropriately? Are we failing by trying to give everyone \$5 when they really need \$20? Shall we instead give only a students

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\$20? What is appropriate? Concern that we are diluting the pool by giving everyone too little money to fund the activity.

Also, we need to recognize the invisible costs and view the cost of the activity from a student viewpoint. \$25 for parking to attend a conference is a lot to some students but can be a forgotten expense.

Need to remember that not everything is about quantity, but quality is important. Some small programs boutique is okay.

Ex. comparing faculty workload: teach 30 students vs. mentor 6 students in research: Both are valued. (Discussion of faculty buyout.)

We are differentiated from other universities, including R1s: we are a research university because we are a student research university and, our student research is often with undergrad students and undergraduate resources.

Students attending conferences: They need to go twice: once to see what it is and the next time to present. We need to do better job at finding the funding: off campus partners

UGs vs. grads: how do we help our UG's go to grad school? How do we harness the resource of graduate education and graduate students to help our UG's as well. We need to recognize the role of the grad education and graduate students: important role for UG education: peer, mentors, informal and formal We need grad education.

We need to do a better job of educating and helping our community understand the role of education—parents, families, etc.

Perhaps we can improve the crafting of messages, branding, communication, modes, delivery, audiences.... Need support for overall messages, communications, to help our various audiences—Community Colleges, high schools, parents—beyond university to understand our message....

Website can be improved, all college website, department.