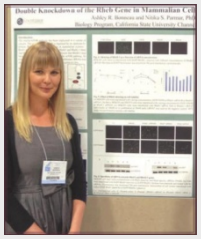
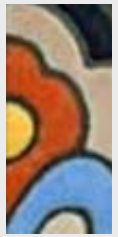
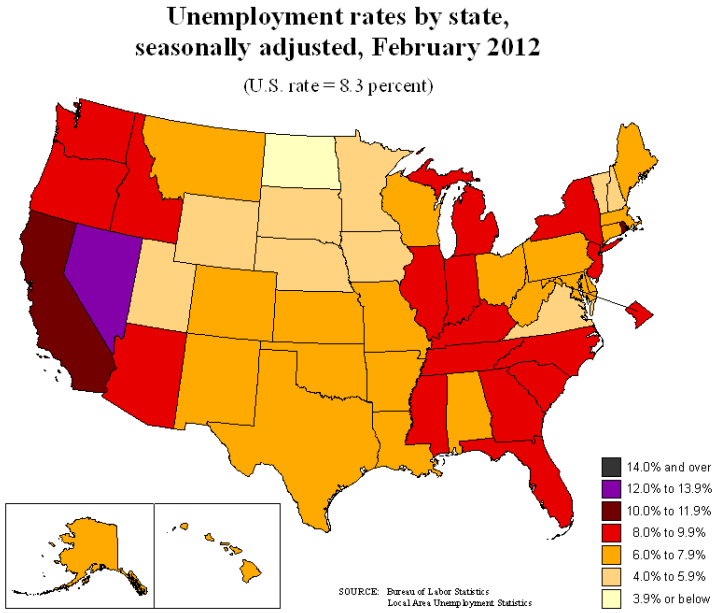
"Placing *students* at the center of the *educational* experience"



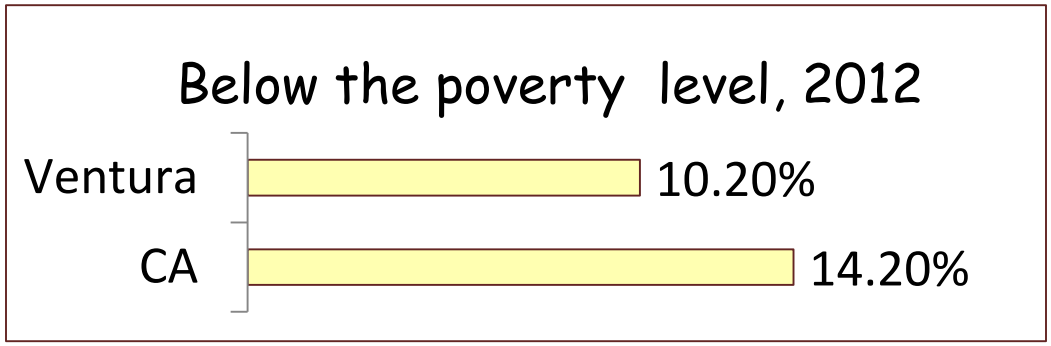


Channel Islands
CALIFORNIA STATE UNIVERSITY



California Demographics, 2010	
White	40.1%
Hispanic	37.6%
Asian	13.0%
African American	6.2%
Two or more groups	1.7%
Native American	1.0%
Pacific Islander	0.4%

Poverty Rates, 2012	
Los Angeles	17.3%
Santa Barbara	19.0%
Ventura	10.6%
California	15.7%



Cost of Living		
Ventura	45%	↑
Camarillo	49.3	↑
Oxnard	14.4%	↑

Source: U.S. Bureau of Labor Statistics Office of Occupational Statistics and Employment Projections

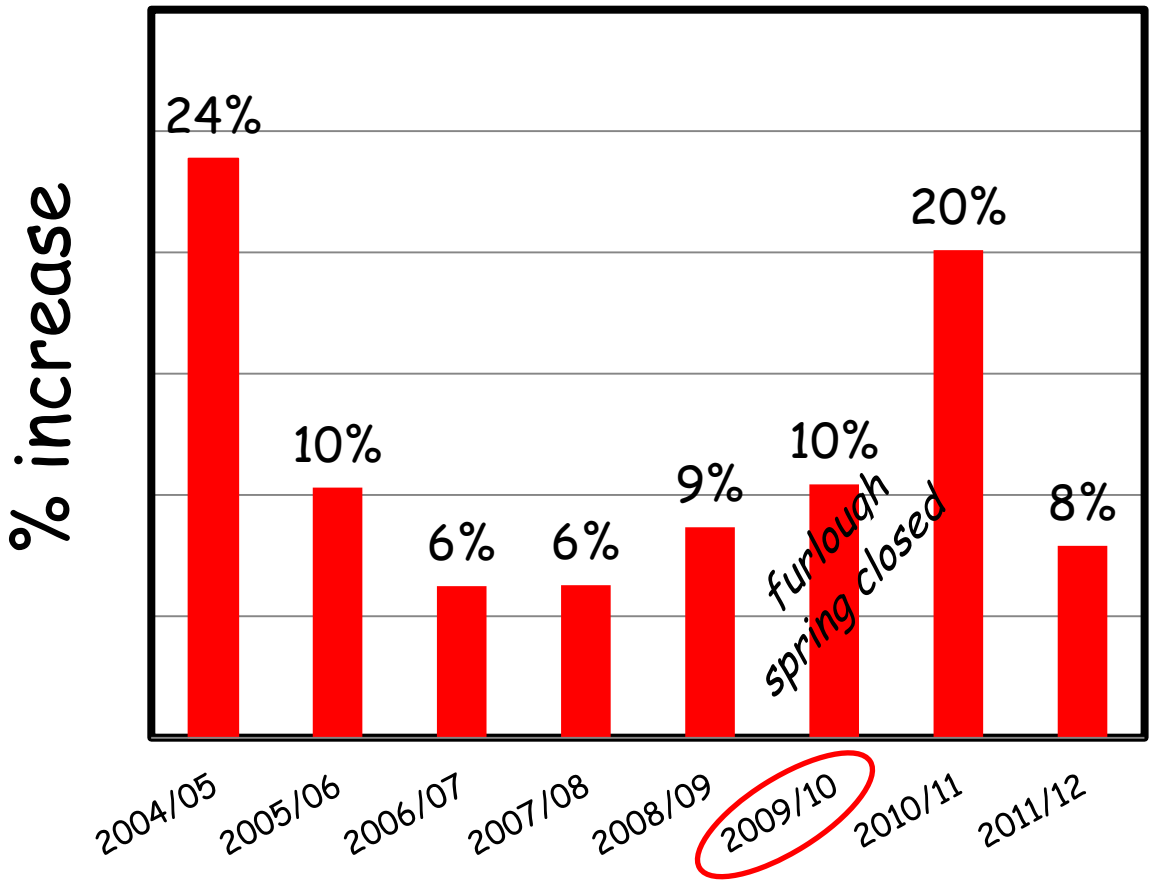
Content for today and campus strategic planning …

Change agents…

- 4-year residential and research vs for-profits
- Students are seeing 4-year residential programs as expensive, problematic, and inflexible.
- Three-year degree programs.
- Universities offer one-year preparatory programs to high school students
- Classroom discussions, office hours, lectures, study groups, and assignments will move on-line.
- Faculty , less an oracle and more an organizer and guide; that is, someone who adds perspective and context.

Source: Chronicle of Higher Education (2012)

Fee Increases – 2004 to 2012



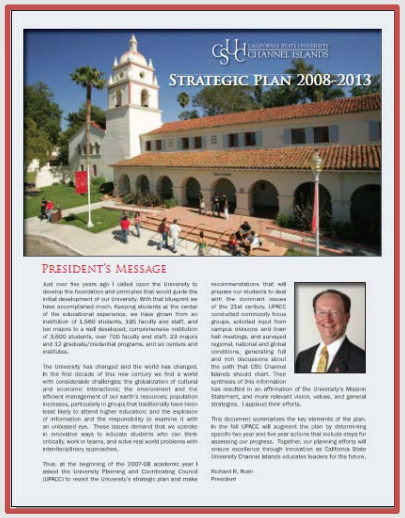
Source: CSU 2012

QUESTIONS

- WHO ARE WE?
- WHO DO WE SERVE?
- HOW DO WE LOOK TODAY?
- WHAT'S NEXT?

TOOLS

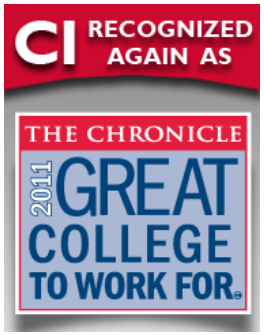
- STRATEGIC PLANNING
- DATA
- TITLE V
- GRADUATION INITIATIVE
- ADMINISTRATION
- FACULTY
- STAFF
- STUDENTS



Who do we serve?

County	Fall 2009		Fall 2010		Fall 2011	
Ventura	674	(56.0%)	681	(51.5%)	666	(47.7%)
Los Angeles	208	(17.3%)	277	(21.0%)	297	(21.3%)
Other California	100	(8.3%)	97	(7.3%)	133	(9.5%)
Santa Barbara	60	(5.0%)	77	(5.8%)	107	(7.7%)
San Diego	43	(3.6%)	44	(3.3%)	46	(3.3%)
Out-of-State	39	(3.2%)	44	(3.3%)	24	(1.7%)
Orange	25	(2.1%)	33	(2.5%)	48	(3.4%)
Riverside	22	(1.8%)	22	(1.7%)	30	(2.1%)
San Bernardino	18	(1.5%)	30	(2.3%)	29	(2.1%)
San Luis Obispo	14	(1.2%)	17	(1.3%)	17	(1.2%)

Source: ERS Enrollment Term Files
CI Institutional Research 3/13/12



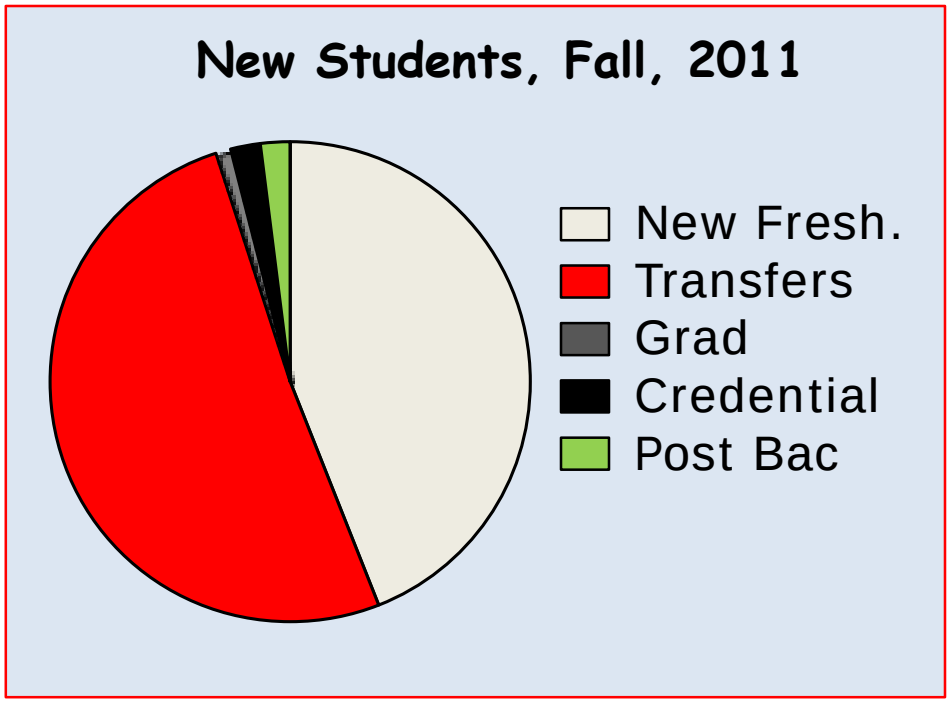
Growth -FTEs (15 units = 1 FTEs)

	Fall	Spring	Annual
2003-04	1296	1327	1312
2004-05	1656	1755	1706
2005-06	2137	2109	2123
2006-07	2640	2594	2617
2007-08	3038	2842	2940
2008-09	3271	3033	3152
2009-10	3314	2950	3143
2010 -11	3279	3244	3271
2011 -12	3599	3581	3590

Source: ERS Student Census Files
CI Institutional Research 4/10/12

New Student Trends (headcount)

Number of New Students		
	Fall	Spring
2005-06	958	321
2006-07	1165	319
2007-08	1290	346
2008-09	1131	226
2009-10	1203	40
2010-11	1322	304
2011-12	1397	383



Source: ERS Enrollment Term Files

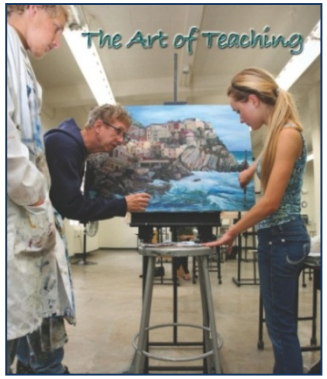
CI Institutional Research 3/13/12

The ratio of "native" to "transfer" students has changed

Enrolled Undergraduate Students by Entry Status			
Fall	Total (N)	Freshmen	Transfer
2006	2,868	39.4%	60.6%
2007	3,289	43.1%	56.9%
2008	3,482	46.0%	54.0%
2009	3,584	47.1%	52.9%
2010	3,593	50.0%	50.0%
2011	3,994	49.8%	50.2%

Enrolled Undergraduate Students by Entry Status			
Spr	Total (N)	Freshmen	Transfer
2007	2,781	38.9%	61.1%
2008	3,179	42.0%	58.0%
2009	3,213	45.9%	54.1%
2010	3,164	49.6%	50.4%
2011	3,504	47.7%	52.3%
2012	3,934	46.3%	53.7%

"Entry Status" = whether students begin at CI as freshmen or transfer..



Source: ERS Student Census Files
CI Institutional Research 4/10/12

Percent Full-time Trends

Undergraduate Students	
Fall Semester	Percent FT*
2002	55%
2003	70%
2004	70%
2005	74%
2006	80%
2007	78%
2008	81%
2009	83%
2010	83%
2011	83%

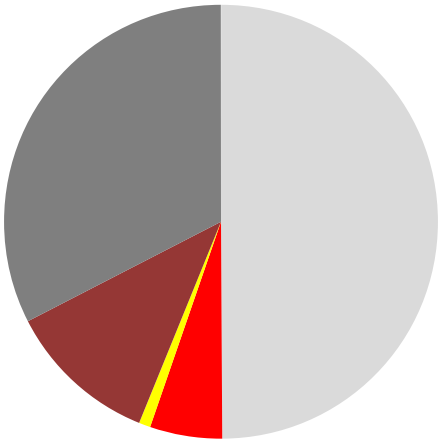
Fall 2011 New Students		
	Full-Time*	Part-Time
Native Freshmen	98%	2%
New Transfers	73%	27%

*Full-time = 12 or more credit hours

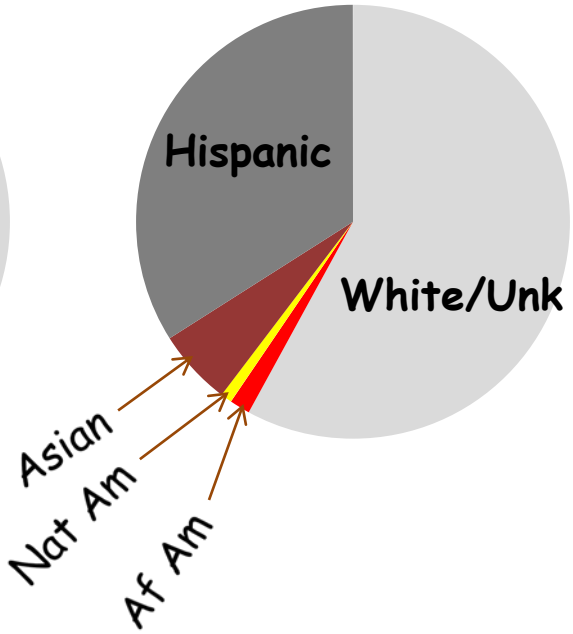
Source: ERS Enrollment Census Files
CI Institutional Research 3/28/12

Our 2012 demographics are similar to that of the region.

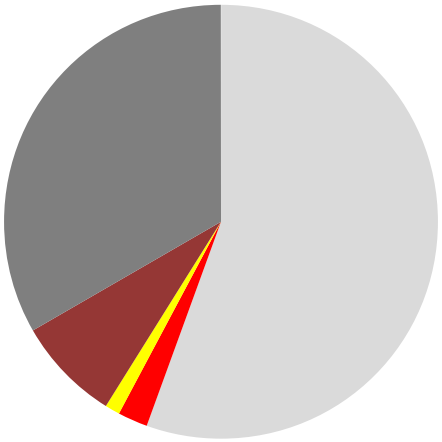
California



Ventura County

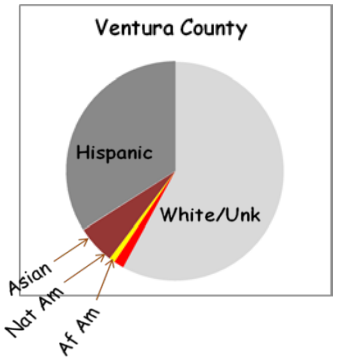


Channel Islands



Source: http://quickfacts.census.gov

Who are the URMs?



Fall Term	Afr. Am.	Asian	Hispanic	Nat. Am.	White/Unk	Total
2007	90 (3%)	243 (7%)	922 (26%)	30 (1%)	2314 (64%)	3599
2008	94 (2%)	260 (7%)	956 (25%)	39 (1%)	2434 (64%)	3783
2009	73 (2%)	260 (7%)	989 (26%)	40 (1%)	2500 (65%)	3862
2010	85 (2%)	253 (7%)	1188 (31%)	34 (1%)	2268 (59%)	3828
2011	89 (2%)	285 (7%)	1260 (30%)	37 (1%)	2508 (60%)	4179

CI Institutional Research 4/10/12
Source: ERS Student Census Files

~ 27% of Fall 2011 students are 1st generation

	Fall 2011	Spring 2012
New Transfers	N= 714	N=341
Non-URM	466 (65%)	216 (63%)
URM	248 (35%)	125 (37%)
Hispanic	240 (34%)	121 (35%)
1st Generation*	196 (27%)	86 (25%)
New Freshmen	N= 617	-
Non-URM	365 (59%)	-
URM	252 (41%)	-
Hispanic	221 (36%)	-
1st Generation *	161 (26%)	-

* First Generation = neither parent has attended college

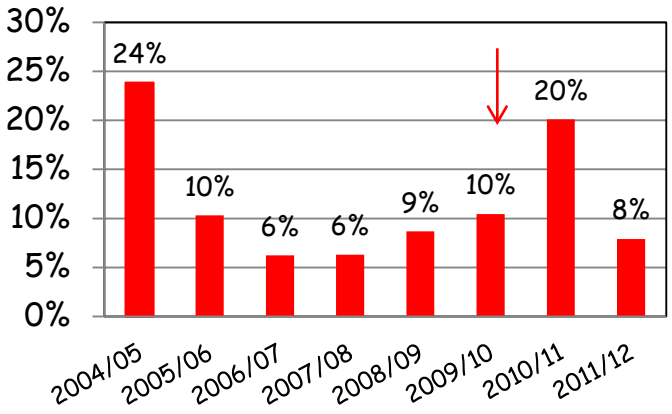
Source: ERS Enrollment Term Files
CI Institutional Research 4/10/12

First Year Student Retention

Native Students	Non-URM	URM
2003-04	72%	77%
2004-05	81%	77%
2005-06	77%	79%
2006-07	77%	70%
2007-08	77%	78%
2008-09	78%	83%
2009-10	77%	69%
2010-11	81%	82%

Transfer Students	Non-URM	URM
2003-04	82%	83%
2004-05	84%	84%
2005-06	84%	81%
2006-07	82%	84%
2007-08	82%	82%
2008-09	88%	84%
2009-10	87%	82%
2010-11	86%	84%

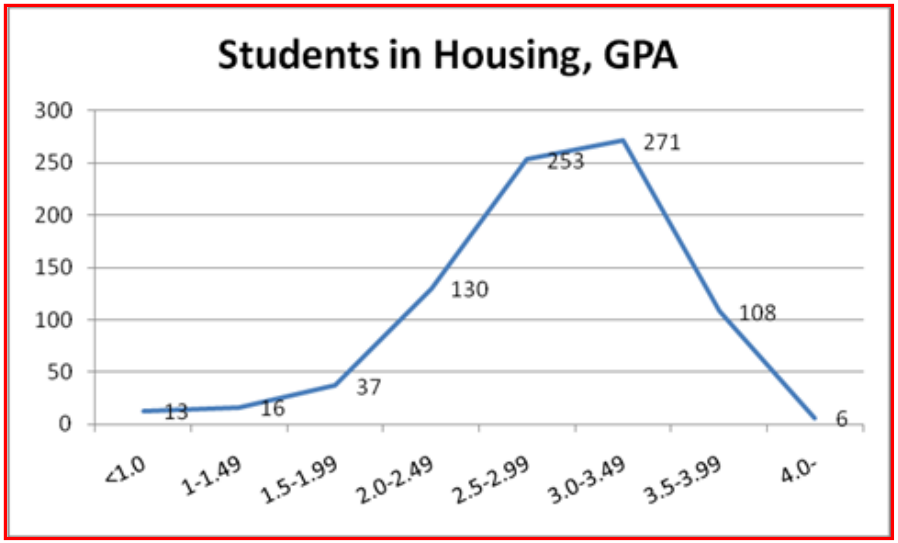
"URM"; under-represented minorities (African American, Native American, Hispanic)



Source: CI Retention and Graduation Interactive Report
CI Institutional Research 4/10/12

Retention of First Year Resident Freshmen

Fall 2010	337 FTE
Returned to Housing	45%
Retention	82%
Left CI	18%



First Year Academic Success

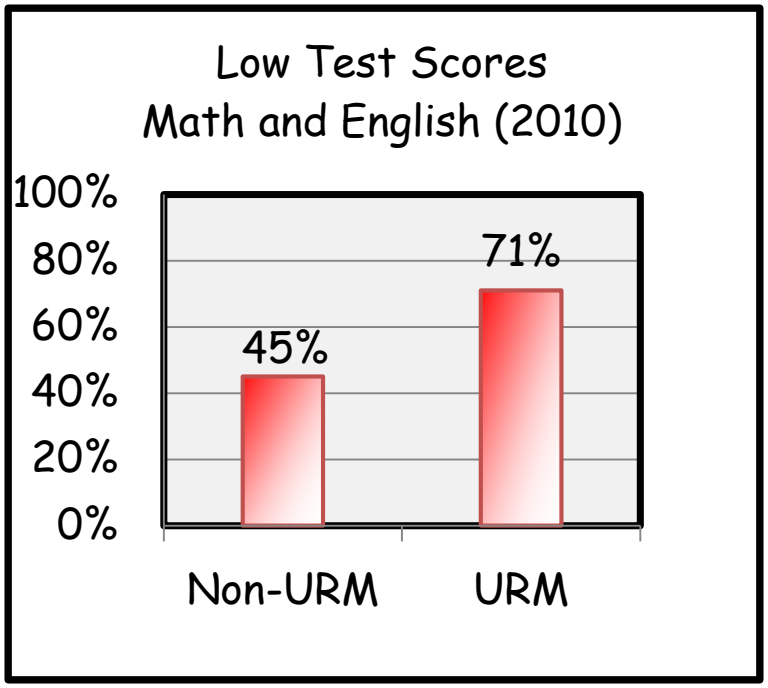
GPA of 2.0 or Better		
Cohort	Native Freshmen	Transfers
2008	81%	86%
2009	67%	78%
2010	80%	85%

Fall 2010	Afr Am	Asian	Hispanic	Nat Am	White /Unkn
Native Freshmen	N=26	N=27	N=185	N=4	N=252
Good Standing	85%	85%	82%	100%	89%
Probation	4%	7%	14%	0%	7%
Dismissed	12%	7%	5%	0%	4%
Transfers	N=8	N=34	N=221	N=6	N=379
Good Standing	75%	94%	89%	83%	95%
Probation	13%	3%	4%	0%	2%
Dismissed	13%	3%	7%	17%	3%

"Academic Success" and in "Good Standing" = students who complete the first year with GPA of 2.0 or better; "Dismissed" = includes both academic and behavioral separations

Source: CI DataMart Archived Files

One Year Follow-up …



GPA 2.0 or better after one year		
	Non-URM	URM
FA08	91%	90%
FA09	87%	83%
FA10	80%	73%

"URM"; under-represented minorities (African American, Native American, Hispanic)

Source: CI One Year Follow-up Study
CI Institutional Research 4/10/12

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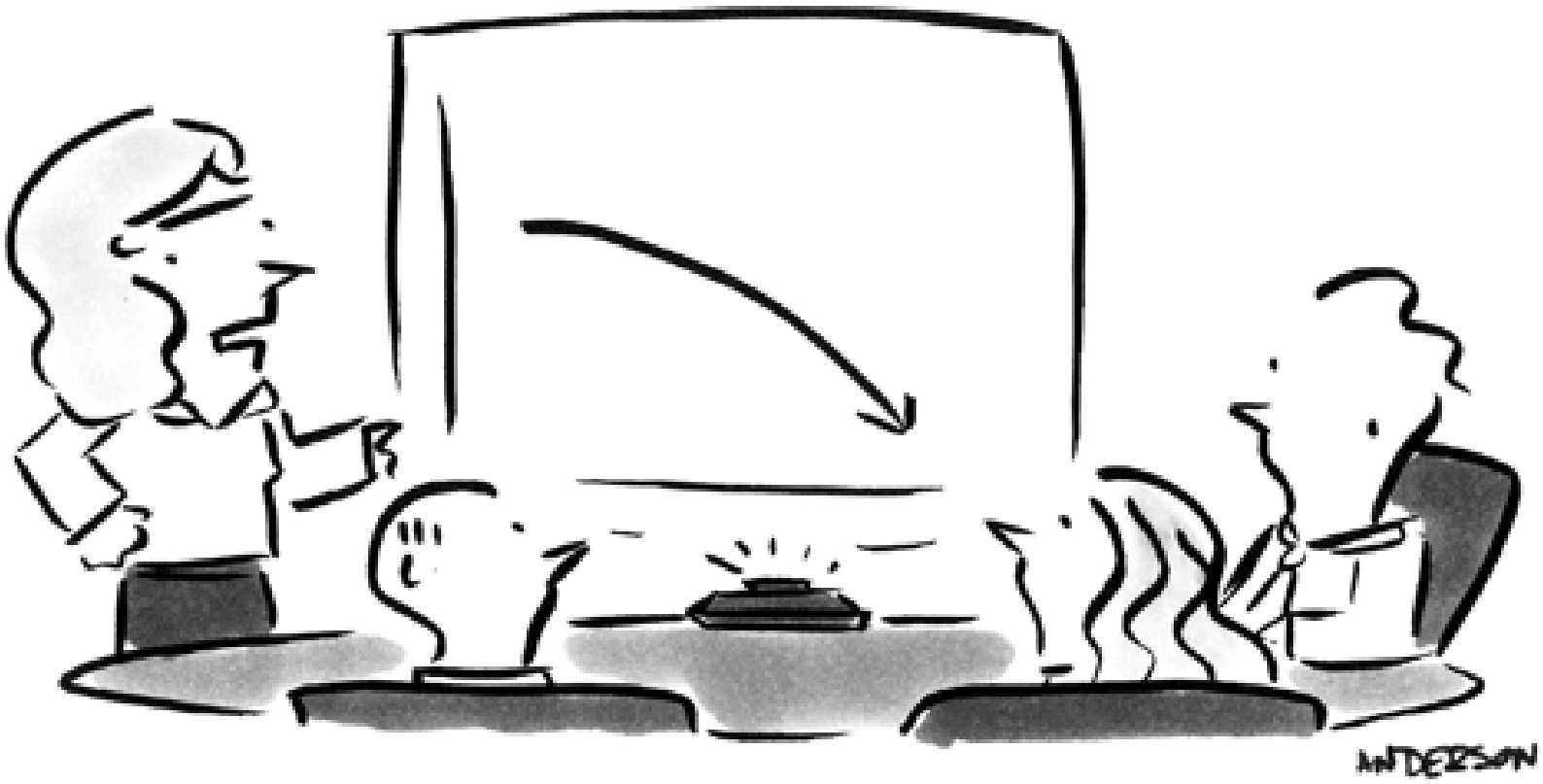


"And, as this graph shows, I'm clearly unhappy about the previous graph."

First Year Retention – STEM Majors

Retention by Enrollment Status		
Cohort	Native Freshmen	Transfers
FA08	92%	90%
FA09	89%	95%
FA10	95%	98%

Non-URM/URM Comparison		
Cohort	Non-URM	URM
FA08	91%	91%
FA09	93%	89%
FA10	98%	96%

"STEM"; students majoring in science, technology, engineering, or math (excludes nursing)

"URM"; under-represented minorities (African American, Native American, Hispanic)

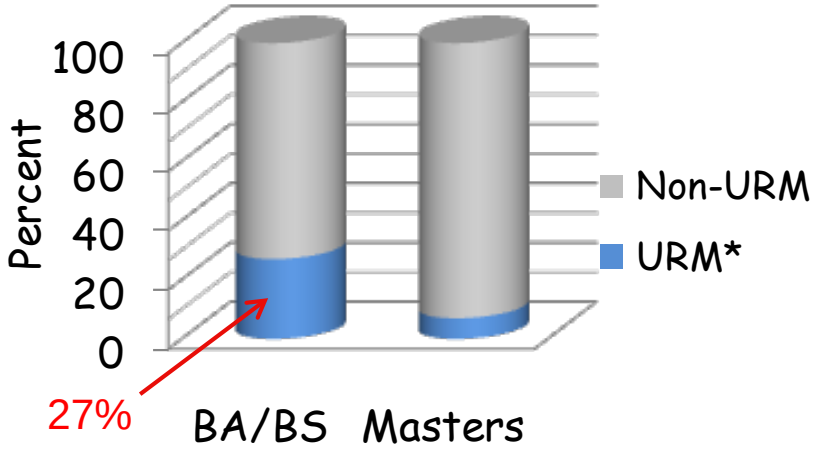
Source: Enrollment Dashboard
CI Institutional Research 3/14/12

Degrees Awarded

	BA/BS	Masters Degrees	Teacher Credentials
2003-04	142	-	-
2004-05	346	-	62
2005-06	423	10	91
2006-07	402	21	98
2007-08	755	45	99
2008-09	802	63	105
2009-10	698	86	100
2010-11	872	88	117
Total	**4,440**	**313**	**672**

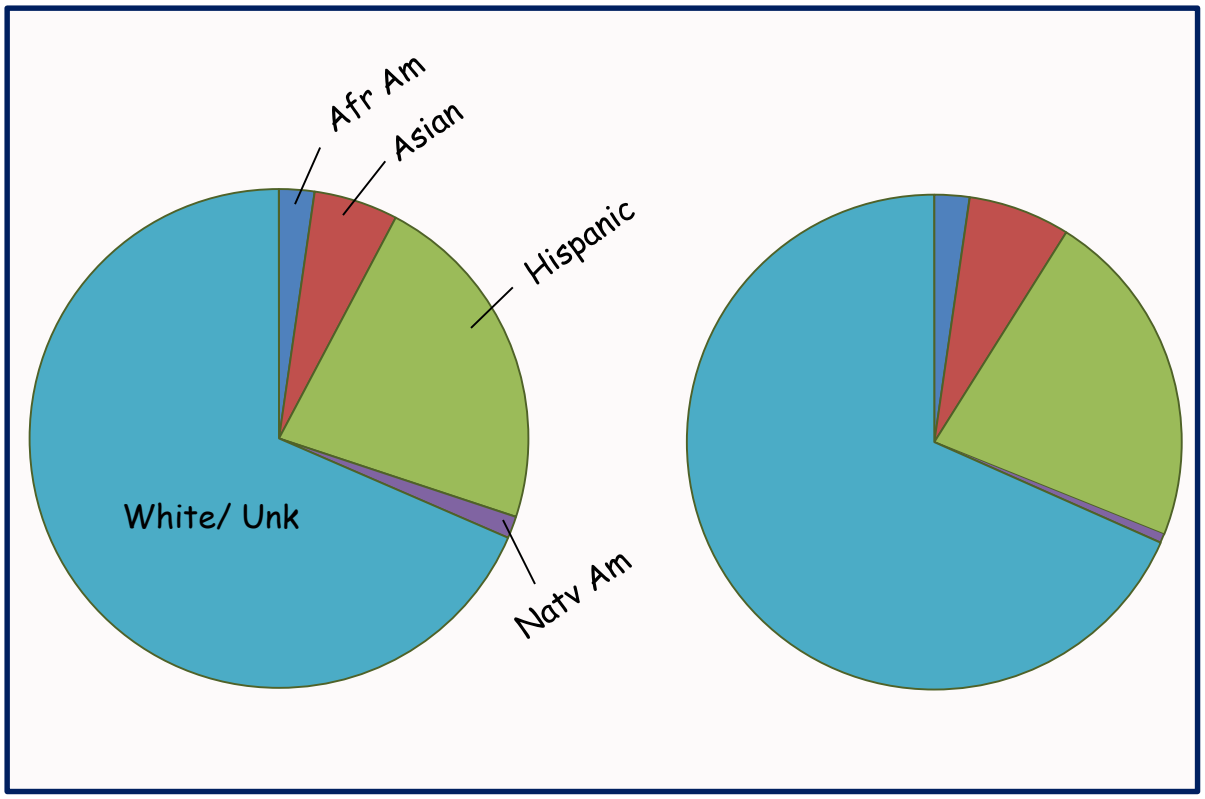
Source: ERS Degree Term Files & Annual Credential Files
CI Institutional Research 3/28/12

URM/non-URM Degrees
(all years)



"URM"; under-represented minorities (African American, Native American, Hispanic)

BA/BS by Ethnicity



Source: ERS Degree Term Files
CI Institutional Research 4/10/12

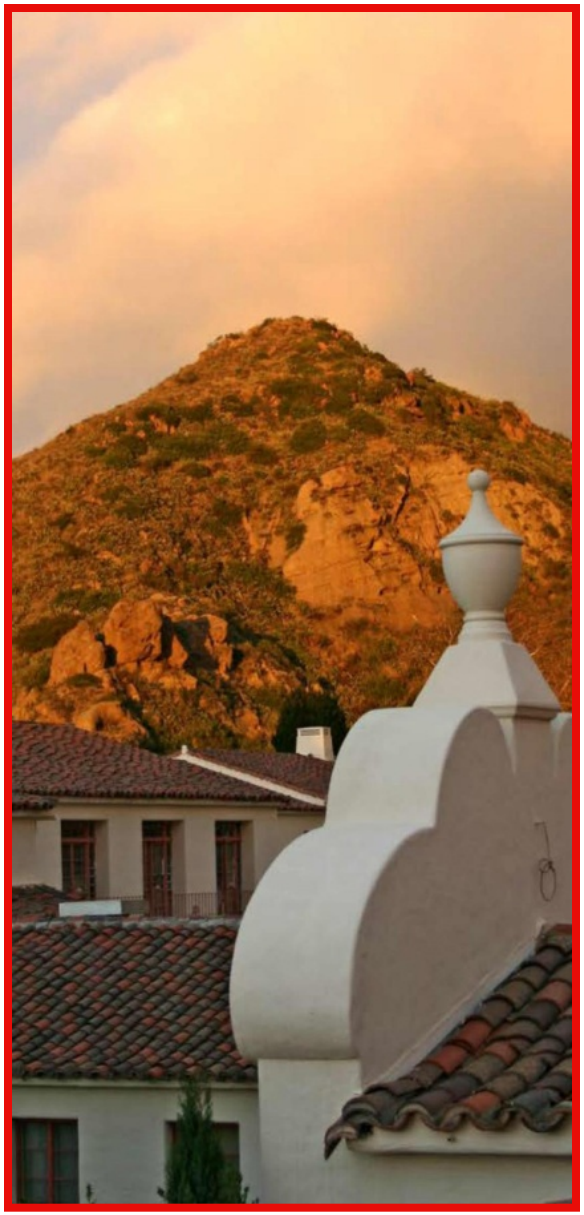
Six Year Graduation Rate

Native Students	Non-URM	URM*
2003-04	53%	48%
2004-05	58%	55%
2005-06	54%	48%

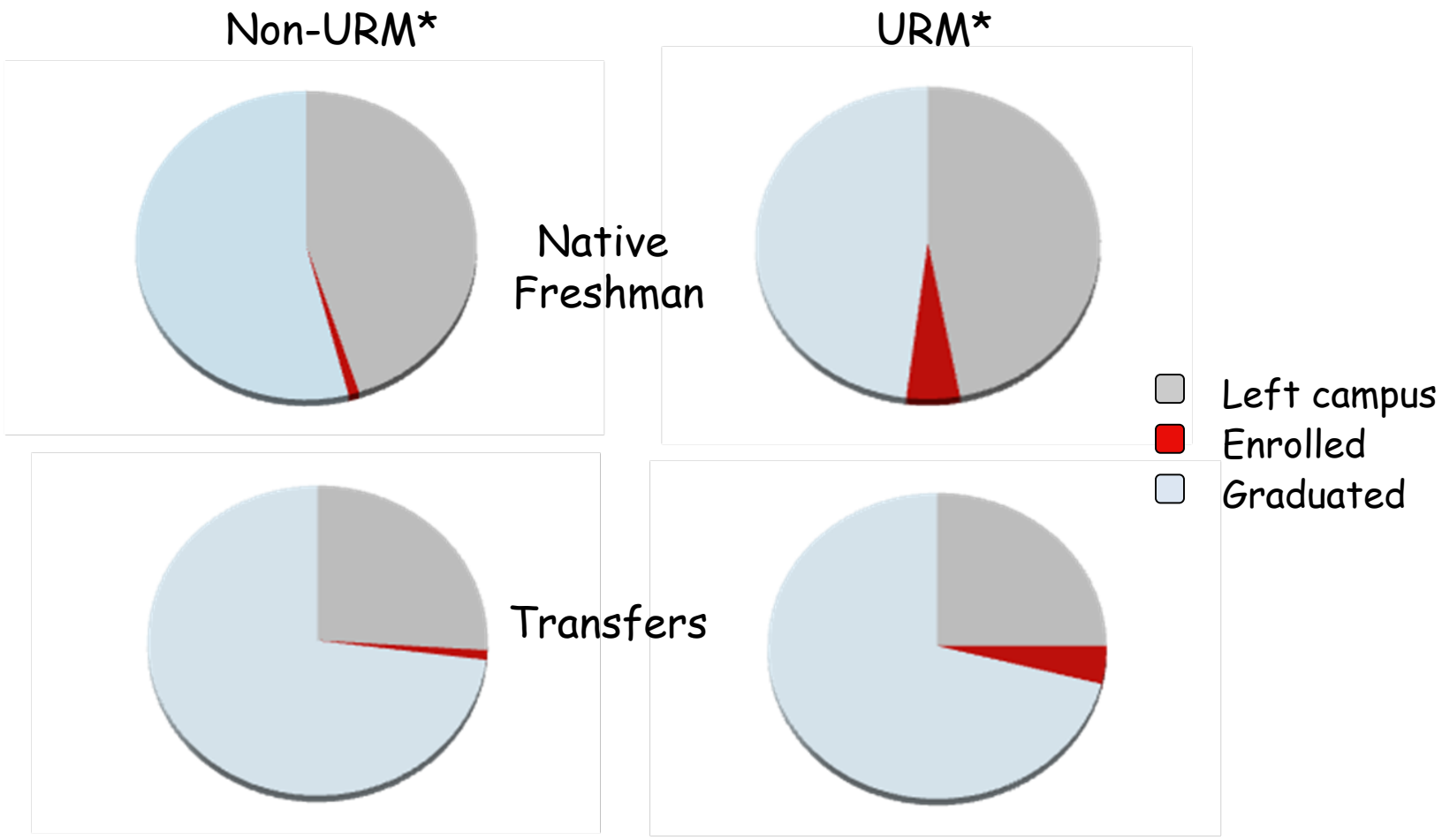
Transfer Students	Non-URM	URM*
2003-04	72%	70%
2004-05	76%	78%
2005-06	73%	71%

"URM"; under-represented minorities (African American, Native American, Hispanic)

Source: CI Retention and Graduation Interactive Report
CI Institutional Research 3/14/12



Six-Year Progress: 2005-06 Cohort

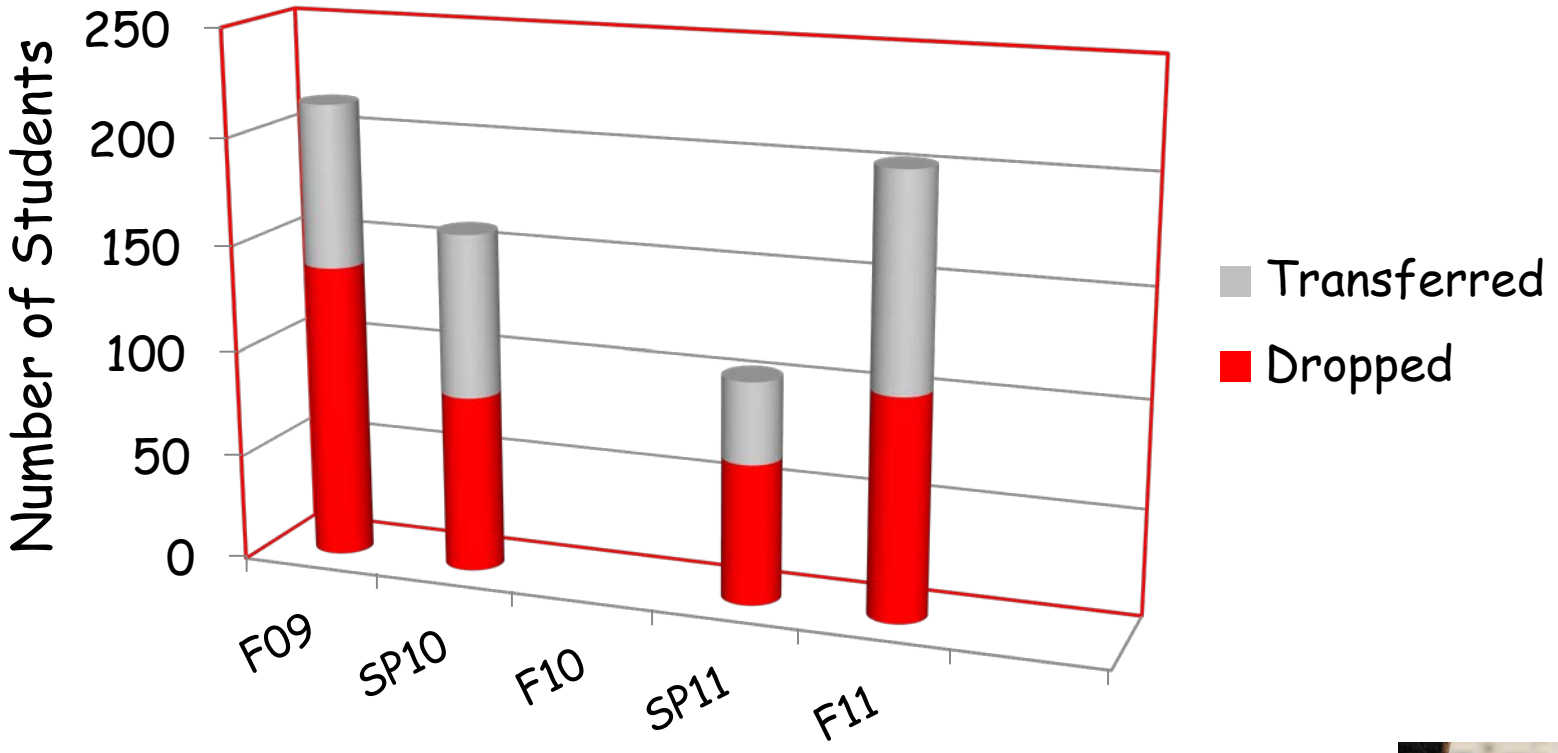


Source: CI Retention and Graduation Interactive Report
CI Institutional Research 3/14/12

"URM"; under-represented minorities (African American, Native American, Hispanic)

What about the students that did not complete?

Number of "eligible" students that transferred or dropped at semester's end



Source: CI DataMart and NSLC data
CI Institutional Research 3/28/12

Students That Left CI (Fall 09 to Fall 2011)

	Dropped out	Transferred
Female	36%	31%
Male	64%	69%
Age 17-24	33%	37%
Age ≥ 25	67%	63%
URM*	21%	16%
VC Residents	36%	21%
HS GPA ≥ 3.0	60%	70%
CI GPA ≥ 3.0	34%	38%
English – Low Test Scores	31%	34%
Math – Low Test Scores	21%	33%

"URM"; under-represented minorities (African American, Native American, Hispanic)

Source: CI DataMart and NSLC data
CI Institutional Research 4/10/12

Plans After Graduation, Spring 2011

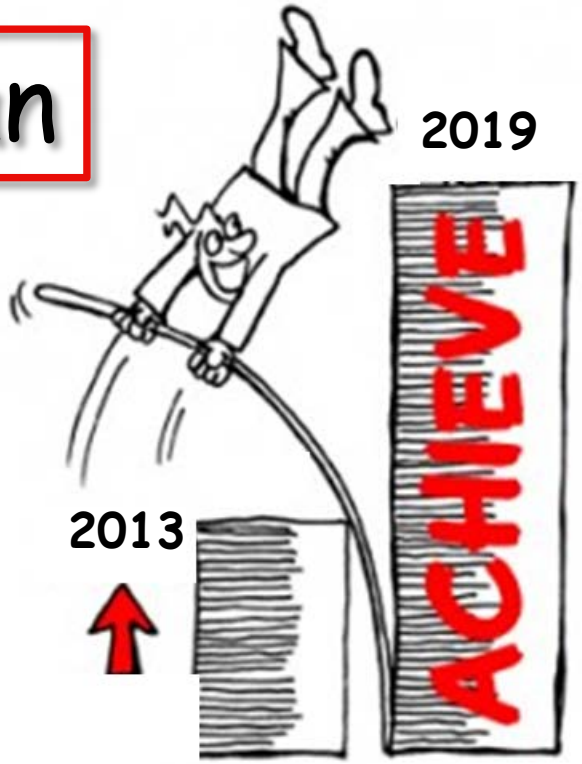
Survey Responses	# Responses
1. Look for a job	379
2. Have a job in my field of study	110
3. Have a job in another field	74
4. Grad School	308
4a. Admitted	34
4b. Have applied or will apply	274
5. Moving out of area	91
6. Start a family	54
7. Don't know/Other	50
8. Other	20
Total Surveys Received	679

Graduate Schools
Antioch University
Azusa Pacifica
CLU
CSU Channel Islands
CSU Long Beach
CSU Northridge
Harvard
La Verne
Medical School
Midwestern Dental School
National University
Nursing School
Univ of Pacific, Dental
Western
Yale University

Source: Gradfest Survey of Future Plans

CI Institutional Research 4/10/12

CI Strategic Plan



"What do we do?"
"For whom do we do it?"
"How do we excel?"

Vision, Mission, Values

- Draw -ideal end state?
- See -today's situation; ID the gap from ideal and why?
- Think -specific actions; to reach the ideal
- Plan -what is required to execute

Academic Affairs Strategic Plan: 2011-16

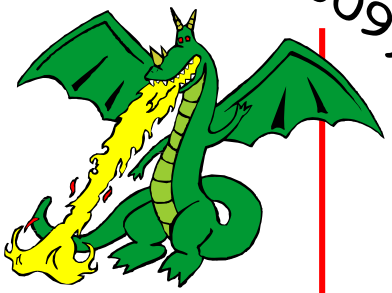
Initiatives	In Two Years	In Five Years
Actively support the University Strategic Plan- • Student Access, Retention and Success; • Sustainability • STEM (science, technology, engineering, mathematics) Crisis; • Wellness	☒ Enhance undergraduate research opportunities; ☒ Create a data-driven-climate ☒ Adopt STARS—improve compliance; ☒ Build relationships with 2 year feeder schools; ☐ Increase enrollments in STEM; ☐ Promote culture of wellness.	☒ Improve T/T to Lecturer ratio; Plan effective growth including GE changes; ☒ Increase STARS compliance; ☐ Increase enrollment, and graduation rates; ☐ Add new degree tracks in STEM disciplines; ☐ Implement programs to support wellness of faculty, staff and students.
Fully implement assessment processes leading to continuous improvement.	☐ Complete baseline for all programs including Centers; ☐ Prepare a comprehensive array of assessment instruments; ☒ Enhance resource allocation to assessment.	☐ Fully implement assessment plans for all academic programs (including GE); ☐ Complete program reviews for all academic programs (including GE); ☐ WASC re-accreditation received
Create and implement a first, second and transfer year programs	☒ Implement first year and transfer experience (ISLAS)	☐ Implement second year experience.

I Fell into a Burning Ring of Fire,

EMSSC (2003-2007)

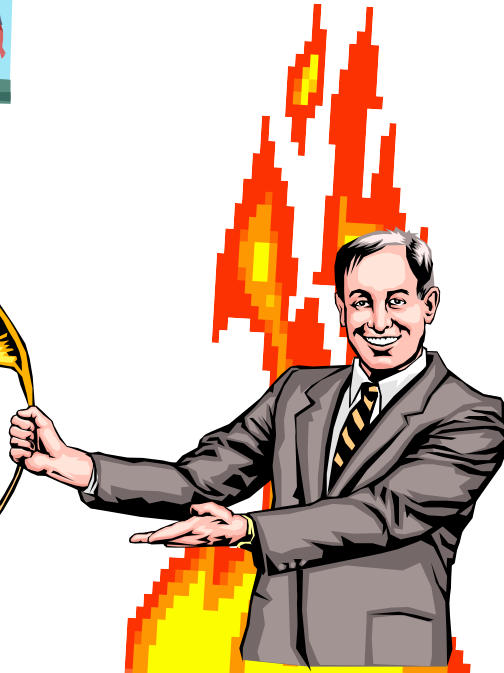
CARS (2007-2010):

"Deliverology" (late, 2009)

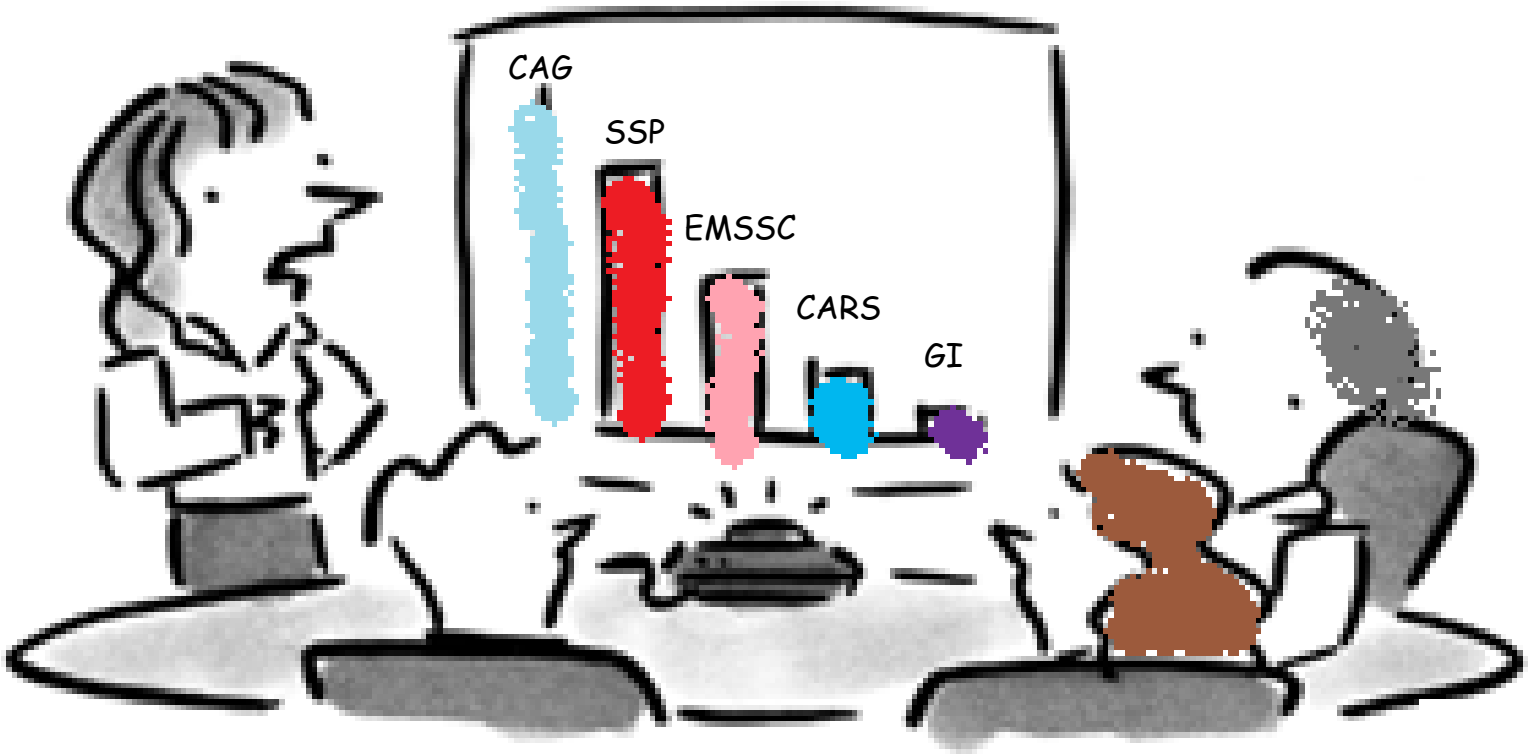


CAG (2010 - 2011)

Graduation Initiative



"Deliverology" - Michael Barber
CARS, Committee on Access, Retention, Success
CAG, Closing the Achievement Gap
EMSSC, Enrollment Management and Student Success



"Until further notice, job one is now job six."

Student Success Partnership (SSP)

The SSP Steering Committee, deploys small, short-term task forces to research and make recommendations

TF1 Assignment: Inventory best practices for at-risk students;
Outcome: Provided chairs with names of non-returners by program.

TF2 Assessment: How are students accessing and understanding advising?
Outcome: Provided chairs with Early Warning letter

TF3 Assignment: What resources do students access?
Outcome: Faculty advisors learn CARR
Outcome: Reach out to undeclared students

TF4 Assignment: What can we do about helping poorly prepared students?
Outcome: Personal follow-up with 2.2 and below students.

TF5 Assignment: What can we do about helping at risk students?
Outcome: Targeted advising to those who fail first year math/English