

2022-2023 Feedback

Public Hearings, Shared Governance Meetings, Stakeholder Meetings

Dept/College	Comment/Feedback
College of Business	<ul style="list-style-type: none"> Do we need to consider impacting MHR (Provost) <ul style="list-style-type: none"> Consider unimpacting accounting? (Larissa) Consider accreditation/regulations when impacting Accreditation is influenced by criteria such as faculty capacity vs. lecturer counts Deeper dive needed at college level <ul style="list-style-type: none"> Balance targets with faculty capacity
College of Science	<ul style="list-style-type: none"> Graduation rates for transfers <ul style="list-style-type: none"> Academic preparation of incoming students Without pre-reqs or preparation, some students start back at year one of science courses Not all were knowledgeable of impacted requirements
Computer Science	<ul style="list-style-type: none"> When was the department involved or consulted for targets
College of Letters, Arts and Social Science	<ul style="list-style-type: none"> Not all ADTs are universally a good thing – limits ability to offer a broad curriculum Establish a senate committee to look at philosophical reasons for enrollment decisions
Music	<ul style="list-style-type: none"> Want to engage with prospects earlier, ease fears of audition
Environmental Bio/Biotechnology	<ul style="list-style-type: none"> One department, multiple programs (impacted and not) <ul style="list-style-type: none"> Will unimpacting push out the smaller majors Should department fold them into the bigger major If Biotech/Env Bio are unimpacted, they will be used as back door major to Bio <ul style="list-style-type: none"> Students will later attempt to change major, and create an advising burden as students try to navigate both curriculums at the same time Could have negative engagement issues in the class and on group projects, as students in the “back door” major won’t be as invested Unimpacting will impact change of major in long run What is the known capacity for Env Bio, classes are usually over enrolled

	<ul style="list-style-type: none"> • Biotech majors already experience a bottle neck with OChem <ul style="list-style-type: none"> ○ Unimpacting will allow more students and exacerbate the issue ○ Curriculum requires costly lab intensive upper division course, including 6 Chem courses – adding more students will impact scheduling/resource sharing/budget and may likely delay graduation ○ Biotech majors have a internship or senior research required to graduate <ul style="list-style-type: none"> ▪ Opportunities are already scarce enough and require lab training ▪ Faculty and internship coordinator are already overloaded ○ Program is highly ranked in the country, adding more students may impact quality • Due to COVID there may be a demand for health professions <ul style="list-style-type: none"> ○ Is unimpaction wise at this time ○ Strong demand for in-person labs
Physics	<ul style="list-style-type: none"> • Look at capacity before defining impaction • Do impaction reqs and change of majors reqs need to be the same • Strong math needed for major (graduation can take 6-7 years if student struggles in math) • Upon impacting in 2014, the department put forward requirements for incoming and change of majors (memo to then-Provost Martin DeBoer) <ul style="list-style-type: none"> ○ Entering student requirements – 1 year calculus; 1 year general (calculus-based) physics ○ Change of major (lower division – Math 114, Physics 131) quarter terminology ○ Change of major (upper division - 1 year calculus; 1 year general (calculus-based) physics) • Why were these not implemented?
Engineering	<ul style="list-style-type: none"> • Impaction helps students come in prepared
Sociology	<ul style="list-style-type: none"> • Unimpacting unfairly penalizes students who have chosen to attend community colleges due personal factors, likely including proximity to home and affordability <ul style="list-style-type: none"> ○ Could result in turning away students from higher education more generally, especially those who are first-generation, low-income, have family and work obligations and thus, unable to attend institutions located further away from home ○ Contradicts CPPs claim as "national leader" in "promoting social mobility" and "fostering opportunity." • Much of the success that CPP has had in providing opportunities for advancement for under-represented minorities and women is due to the Sociology Department <ul style="list-style-type: none"> ○ Fall 2019, 65% of sociology majors are underrepresented minorities and 63% are women (compared to the university averages of 50% and 47%, respectively)

	<ul style="list-style-type: none"> ○ Fall 2016 cohort, the 4-year graduation rate for Sociology majors was 40%, higher than the university average of 27% ○ 28% of our URM majors who graduated in 2013-2015 enrolled in a post-graduate program, exceeding the university average of 24%. Limiting opportunities for our students makes that advancement more difficult
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Constituent Group	Comment/Feedback
Community College representatives	<ul style="list-style-type: none"> • More CSUs limiting locals (e.g. CSUF not accessible to locals) <ul style="list-style-type: none"> ○ But locals are more placebound • Non-local schools appreciate broader opportunities for their students • Local schools <ul style="list-style-type: none"> ○ Concern for students who are more locationally placebound ○ Concern for “average” students (<3.0) who are placebound ○ Will campus consider GPA guarantee for Psyc/Soc • Implementation timeline <ul style="list-style-type: none"> ○ Will UDTs have enough time to prepare if course reqs are established • How might ADTs play into transfer MFA
CPP Students (ASI)	<ul style="list-style-type: none"> • Will unimpacting program net higher admit rates • Is the campus ready for growth • What are the disadvantages for local transfers when impacting

Theme/Topic	Comment/Feedback
Impaction process	<ul style="list-style-type: none"> • What is it • What data is used (how many years of comparison data) • Who is consulted • What is the timeline
Preparation	<ul style="list-style-type: none"> • Without supplemental for FTF (e.g. SAT min), students entering with varying level of math prep • Without pre-reqs or preparation for UDTs, some students start back at year one of science courses

Admission requirements/process	<ul style="list-style-type: none"> • Some faculty/admin unaware of process <ul style="list-style-type: none"> ○ How selection is made (e.g. GPA rank, local vs. non local) ○ Impacted major requirements • Departments want to be involved in establishing targets earlier • Alternate major selection/decisions
Campus Capacity Model	<ul style="list-style-type: none"> • Include change of major working group • Some faculty/admin have the impression that requirements for admission impaction change of major must be the same or are coupled • Analyze why students change majors <ul style="list-style-type: none"> ○ is there a relationship with a student who received their alt major ○ is there a relationship with a student who selected a backdoor or shadow major in order to be admitted • Look at campus, college and program level
Resource management	<ul style="list-style-type: none"> • For departments with more than one degree program • For departments that are service departments that provide GE or pre-reqs for other majors