

Public Hearing on Proposed Changes to Admissions Policies
March 6, 2019, 3:30 to 5 p.m.
Mission College

Q: Question from the public

C: Comment from the public

SJSU: Answer or comment from SJSU representatives

SJSU: Thalia Anagnos, our Associate Vice President for Undergraduate Education; Deanna Gonzales, who's our Director of Undergraduate Admissions Outreach; and lastly but not least, Carl Kemnitz, who is our Senior Vice Provost for Academic Affairs. We open the floor to you. Thank you very much for being here.

Q: Hi, I'm Theresa. I'm a counselor, a Spartan grad, and a former employee at the Career Center. Anywho, I know that you're going to open the local area to more folks, which is great. I don't know if you can speak to this, but I'm wondering if East Bay, San Francisco, and Monterey are going to be as inclusive with our folks here, and I don't know if that really falls in your area. But just if it would be kind of-- So it's going to impact our folks, right? There's more competition, which is great -- we can handle it here at Mission -- but I'm wondering about the other CSUs.

SJSU: As far as, like, who they include now? As far as their local admission area?

I'd be happy to speak to that. Santa Clara County, right now, is included in CSU East Bay's local admission area. Fully included. And then for San Francisco State -- essentially, all of California is considered their local admission area, and when San Francisco State was-- that's not correct? Okay. Do you want to answer that?

C: Maria Martinez, from San Francisco State. We have six counties included in our service areas, which includes Santa Clara County.

SJSU: I'm so sorry -- I was going from the CSU website. So Santa Clara County is part of San Francisco State's local admission area is the bottom line there. Monterey Bay includes San Benito, Santa Cruz, and Monterey County at this time, so it does not include Santa Clara.

Q: Hi, my name is Jim. I just had a question: If you're impacted, why would you increase the area that you would be bringing students in from? Wouldn't it just detract from students you'd be serving in a more local area?

SJSU: We're already enrolling students from Alameda, Contra Costa, from San Francisco and from San Mateo County already. We are bringing students in who are competing with our students. This is coming from our commitment to really seeing ourselves serving the entire Bay Area region and not just only Santa Clara County. We're essentially trying to open to serve more of the counties that are part of the traditional Bay Area.

Q: So there are no other CSUs, then, that service those areas? Or would you be a redundancy university type of thing?

SJSU: I wanted to add something that might speak to that, then I'll hand it back. San Jose State has some distinctive programs for which we would probably be the closest campus, including some engineering programs, animation, illustration, etc. There are some programs for which students-- we are the closest campus for them even if they're out in places where there might be a closer campus as well.

Q: If I could go back to the same question I originally asked -- if you're impacted already, expanding your geographic area, wouldn't that create a bigger problem for the local people applying?

SJSU: We believe that we would still be offering our two programs we talked about in terms of Spartan Pathways and in terms of our Spartan East Side promise. Part of it is being more consistent with what the other CSUs in the Bay Area are doing in terms of who their local service area is, but we really have a commitment to it being the student's choice as far as where they choose to go. As I shared, we're already having students who are applying to us and we have Santa Clara County residents who are going to our other Bay Area universities as well.

Q: I'm hearing maybe a "yes" out of my question?

SJSU: It does open up the GPA bump to other applicants in the Bay Area, absolutely.

Q: And it creates a more competitive environment for the local people?

SJSU: It does. It does create more competition.

SJSU: One of the issues that we've been working on, and Sharon talked about it in her presentation, is that we have been improving our graduation rates. And as we improve our graduation rates, we're also able to open up more spots to incoming students. So we're anticipating in the next few years that are actually incoming, both transfer and freshman classes, will be larger than they are now. So there's other things that are coming into play here. It's a

very complicated issue when you're talking about enrollment. I do think that while there could be more competition, there's going to be more spots available.

C: Hi again. Again, my name is Maria Martinez and my colleague, Sutee Sujitparapitaya. We're both from San Francisco State. Since we found out about your proposed changes, our senior administrators and us and also our staff members have been discussing the issue and we do want to formally express our concern and our opposition to the changes because we feel that we are going to create a situation where we will be competing for the highest or the stronger students among the five -- at least the five or the six -- areas in the Bay Area that we have that we're currently serving.

C: My name is Sutee Sujitparapitaya. I am Associate Provost for San Francisco State. I used to work in San Jose State before. You look at the percent of denial, right now for first-time freshmen, you deny about 37% of students and about 30% of transfer. Prior to impaction in 2009, in 2008, your percent of denial for first-time freshmen was 23. Now it's 37. For transfer, it used to 18%, and now it's 30%. What I'm saying here is that if you would like to suggest that instead of -- I want to piggyback on the previous speaker -- that when you expand the local service area, you're basically diminishing opportunity of Santa Clara students by opening up the pool of students. That's my first point. Why don't you just . . . Well, let me go to a next point.

Looking at the Bay Area counties of nine counties, you just happen to pick up four -- add Santa Clara to it -- five out of nine. The other four, if you look at-- If you want to better serve Bay Area counties, why don't you just open up for all of them? Solano County is the fastest-growing county in the nine-county area in the Bay Area. If you look at the people of color, Sonoma and Napa [are] the fastest growers of the people of color. I can send you a reference on that. Why don't you expand it to all of them?

The third point I make is if you look at the feeder schools, which is basically Santa Clara projection in the future to 2023, it's going to be flat or declining. If you're just focusing on Santa Clara alone, the future is not bright. It's created an incentive, if you look at the future, the policy of CSU Chancellor's Office, that in the near future we want to focus on growing enrollment by doing this just accidentally focusing on financial impact by expanding to the four counties areas which have more students to bring in rather than focusing on impact of the individual.

SJSU: I know some of those were statements, and please know that this is a public, open process. That's why we're doing this, is to hear feedback, and it will be given consideration, so thank you for sharing your feedback. For us, we're looking at it as the student's choice in the Bay Area. We're looking at why should a student who's in East Palo Alto, as an example, not have the

opportunity to be considered local at San Jose State when the student from Palo Alto is yet a much more disadvantaged student, most likely in East Palo Alto. So of course county lines are arbitrary. But we're looking at it as -- why should we decide for the student necessarily? We didn't want to take the entire California as our local admission area, so we did make some intentional choices based on looking at our enrollment, looking at applications, and looking at what we thought we have to capacity to serve.

C: I think I missed one critical point: your capacity not growing. By expanding the local service, with delimited capacity to begin with, you basically become more selective.

SJSU: But that was the point -- our capacity is growing. With our improved graduation rates, our capacity is growing. So we're more able to move students through more quickly, and so it allows us to admit a larger number of students because they're graduating more quickly.

Q: Capacity for new students?

SJSU: Yeah, capacity for new students, but it does affect the number of students we serve.

C: Adding the supplemental criteria or coursework prepares the student to compete in those high-achieving majors. As the example in the presentation, prior to 2015, students were coming to be an engineer in mechanical engineering or in the sciences and hadn't taken those courses in the lower division. They were coming to campus, hadn't taken a course, and were competing with our current freshmen and bogging them down. It wasn't an equal playing field in terms of getting classes. So now, being that they take the courses here at the community college and they're prepared, they're coming ready to get into upper division-level courses. There's no bulge there in the class competition. So that's contributing to the success of the students. So our capacity is being considered for not only now, but for future.

C: From the point of view of San Francisco, being the focus of the university is social justice and equity in community inclusion. At least it's coming-- from our point of view, it feels like it is true and we agree that impaction actually increases graduations rates and it's making sure that the students we take in are the best-prepared students, and we certainly want to make sure that they succeed and they graduate in a timely fashion. Our worry is that when-- from two different angles, your campus is impacted with supplemental criteria, and then you got a campus that's not impacted without supplemental criteria, there might be a trend to have students who have highly performing go one direction, and then those who are not performing as well to go a different direction, which will exacerbate any kind of social stratification. So I think coming from the social justice point of view, we are concerned in that area.

C: I just want to reiterate something that Sharon said about supplemental criteria, which I think is often misunderstood. It doesn't any affect-- any student can take those courses. In other words, it's not an admissions criteria. It gives you preference to come in, but there's nothing that prevents a student from taking those courses at their community college. So any student can complete the supplemental criteria before they come and be able to get the GPA bump for that. So there's nothing there about being a high-performing student or a low-performing student. We just want students to come prepared with the prerequisite courses they need so they can graduate in two years when they get there. So that's really the purpose of that supplemental coursework.

Q: But I thought from one of the slides you mentioned if a student completes the classes that are required, they will get a GPA bump.

SJSU: Yes, but if all students do it, then they all get the bump.

Q: But that's going to have an effect on admissions decisions.

SJSU: It's changing behavior is what we're seeing.

Q: When you do the impaction, you ran the--

SJSU: We did.

Q: --the EI and the transfer GPA? And when a student from a local area has a GPA bump, they lift themselves up, the higher portion of the student. Am I right?

SJSU: That's true. That has nothing to do with the supplemental criteria. That is the local GPA bump, that's true.

C: Hi. You mentioned that there were 51,000 applicants, which of course puts you into that whole impaction status and I know that San Jose State is impacted across the board, both at the campus level as well as the program level. I do want to express the concern, at least for some community colleges in this area that we are looking at clearly more competitiveness for our students. I wanted to -- well, he's no longer here, but I wanted to reiterate what he was saying that clearly our local students will be impacted. It's interesting that the counties that you're now identifying -- they do have local CSUs that the students can access. So I am concerned about the-- When I say "local," I mean how close they are for our students to have to possibly not make it into San Jose State and now have to travel to East Bay or San Francisco for their education and the likelihood of maybe

students even dropping out because that's too far for them. I just wanted to express that there is concern for local transfer students with this idea of opening up the local area definition to include those other counties.

SJSU: So we already have a built-in pathway for our local students who do not get into a primary major or the alternate major, and that's the Spartan Pathways. Students who apply through that program are reviewed holistically with a letter of recommendation, their personal statement, and their transcript. So we're going to do a full review of that. Now, in some years, we've had just enough applicants. We had space for 100. Sharon mentioned in the presentation that we were able to do a little bit more based on our capability -- capacity, I should say, sorry. That is a way that they could enter in. For freshmen, they could go to undeclared, and for our transfer students, we would work with the departments or the programs to get them into a program. It may not be the computer science major that they want, but it would be somewhat of a fit for them to at least be admitted into a program.

C: Thank you, because Spartan Pathways was brought up in 2015, and when I shared that with my college -- you know, we're very appreciative of that pathway. I'm just concerned that the numbers won't really mesh out with 100, maybe more, slots available to our students versus the impact that we'll have now that we're expanding to the other four counties.

C: I wanted to add one thing with the respect to the community college students and applicants that I think is relevant here. The addition of the supplemental courses could open this up, in fact, to more students. If a student applies and doesn't get in because they haven't taken any of the supplemental courses, they have another chance. We're trying to open up much more regularly for most programs both semesters, fall and spring semester, for applications. So if they are, for instance, going into psychology and they don't have any of the five courses that we have here as supplemental coursework that gives them a preference, they can spend one more semester taking those courses, and the chances are higher that they get in the following semester. All of those courses are required courses in the degree, so they have just shifted where they're taking their courses, but not their time to degree. So I think it really is a pathway that is beneficial to opening up more slots to more transfer students in the long haul because those that come in come in prepared to get out in two years, and that frees up even more spots for the others who want to come in.

Q: I would like to touch on that point. So if a student takes those classes -- let's say they complete all of that at the end of the first semester and they go back in into the spring or the next year, fall, do they have to compete with the new students at the same criteria? It doesn't increase any opportunity for them to get into the program, right?

SJSU: They get preference relative to the student who doesn't have that coursework.

Q: Right, but I'm talking about when they apply to get into -- let's say, psychology.

SJSU: So let's say they applied for Fall '19 as a transfer student in psychology and didn't get in because they had none of the coursework. So that's an example that we could use.

Q: If you want to take some classes in Fall '19, all of those would be the same classes?

SJSU: Correct.

Q: And they may get in spring semester of '20? If they go back in Fall '20, they have to compete at the same playground with the new students coming in -- transfer student who applied for the first time in 2020. They don't have any more chances.

SJSU: They don't have more chances-- Well, I mean, they have two chances instead of the one chance, so I guess they do have more chances. But they also have preference, so they have a greater likelihood of getting in compared to the first time they applied because they have the coursework. They'll update the coursework.

Q: But I'm talking about now they have all the classes -- compete with the students who have all the classes in a new crew coming in. They have a limited quota for the 2020, which has the same number admitted going into psychology program, unless you increase the number of faculty.

SJSU: Or we decrease the amount of time that it takes for the students to be on our campus. That does free up more capacity to add more students. If all our transfer students came in and graduated in two years-- Let's say they -- this is a mathematical thing since I know you're very quantitative: if all of our transfer students took three years and then all of a sudden they're taking two, we can admit-- I should have made it four and two. We can admit twice as many if it's-- [laughs] I don't want to do the algebra. If they all took four years and they go to two, we can admit twice as many for each cohort in each circumstance. So clearly, this will, in the long haul, be beneficial, but I think it's also beneficial to the individual student who, if they didn't have that coursework, has an opportunity to do something about it. It's not a final decision.

SJSU: I just want to share one more thing. The other option for transfer students is to complete an associate degree for a transfer as well. That's going to give them a 0.1 GPA bump as well. I didn't clarify that. The associate degree for transfers supersedes any courses that are required. So if the student gets the psychology ADT, then they're not held to the coursework. They're

counted as essentially completing all the coursework. The ADT is truly the best pathway for a local student to take.

Q: My question here is it your strategy to maintain or grow your impaction status? Is that what the strategy is?

SJSU: I don't know we can grow our impaction status. I mean, you're either impacted or you're not, essentially, so I don't know that we would grow it.

Q: You're saying more programs are going to be impacted?

SJSU: Currently all our programs are impacted. We're adding five programs that would include supplemental coursework as part of the admission decision.

Q: So do you want to maintain that impaction status? Is that what the strategy is?

SJSU: We currently need to maintain it at this point because we are having more qualified applicants than we have space available.

Q: So you are trying to maintain it and go even higher impaction because of the fact that you'd be expanding your, I guess, territory. I'm not sure what you'd call that. You're adding two or three more counties.

SJSU: It may not actually increase the number of applicants. It just changes the way we evaluate them. A lot of these students are already applying to San Jose State. We have students from all over the Bay Area. All over. And so it just changes the way you look at them. It may not actually increase the number of applicants.

Q: I'm trying to understand the strategy. So you're then saying by having more people to draw from, you have a greater GPA competition so the local people will be even further put down as far as being able to get in.

SJSU: If I could just jump in -- my name is Bradley Olin. I'm the Interim AVP for Academic Budgets and Planning, and I just want to talk a little bit about our long-term campus strategy to actually increase capacity through increasing unit loads. We heard Sharon talk about our frosh are now taking-- 57% are taking more units. They're on track to graduate in four years whereas they may have been taking a lot longer. Throughout the conversation today, we're talking about how do we increase the throughput and increase capacity. You're asking about our strategy to maintain-- there is no strategy to maintain impaction. Impaction is a reaction to our availability to serve our interest. The number of students who are interested outstrips the availability of

space. So as we start to see students graduating out faster, there should be more space, and if we cast a wider net in terms of local, we're actually providing more opportunity to bring those students into the fold when we have more space. So, you know, impaction is a reaction on the capacity side, but I wouldn't say we're deliberately tinkering with it by changing our admissions area. Quite the opposite. In fact, the admissions area is a strategy to be more inclusive of the Bay Area as we look at trying to bring in local students.

Q: Thank you for that information. With that information, how many people do you have coming in from out of state?

SJSU: Less than 1 percent. It's very small.

C: Okay. Good to know.

Q: Hi there. So I'm just looking at the supplemental coursework chart you handed out. One of the first ones, the BFA in Animation/Illustration -- that's super popular here at Mission for graphic design. But I'm looking at the acting class and trying to figure how that plays in. We don't actually have a class. Our sister school does in Los Gatos-Saratoga, but I'm wondering how that flies with Animation/Illustration. I was expecting, like, Adobe...

SJSU: Sure. Let me explain a little bit about how we got some of these courses that you're looking at. We had several criteria. When you look at the top of the list, Animation/Illustration, which as you mentioned -- it's one of our most heavily impacted majors. One of the criteria that we look at is that it's going to move a student along and shorten their time to degree by taking it. But another one that we look at is to make sure that it's widely articulated so that we can have a broad range of students. Clearly, for a specialized degree like that, there's a lot of coursework that we looked at and found that it wasn't widely articulated that might have made more sense from just looking at this from the abstract. And yet we were-- I don't remember what it was for Fall '19, but I think the previous year it was, like, a 3.9 GPA to get into that major. And I asked the people in that program, "Is GPA really the biggest indicator of whether or not you're successful in Animation/Illustration?" I imagine that there might be some students with a 3.5 who are highly creative and could be very successful, and so that's what motivated them to say, "Okay, let's find some coursework that is articulated that at least they would have to take either here or there that would add to the predictive factor in addition to GPA." So yes, it doesn't make quite as much sense as if I had some sort of specialized design course in there, which we do a couple in the lower division. They're just not widely articulated, so we couldn't include them because we'd be excluding students from campuses that can't at least drive to a place where they can take that specialized course.

Q: Hi again. My question is something completely different. It's related, but different. I'm curious to know how your capacity for student housing, because we all know in this area housing is very costly and our students are struggling. Our students and I bet your students are struggling, too, with that. So with the expansion of the service areas, and if you are successful in attracting students from more of the farther areas, what do you foresee, or how do you plan on providing housing for these students who are far away?

SJSU: Our capacity for housing right now on campus is 4,122 -- are the number of spaces. Some years we've had a waiting list, some years we haven't, so it has varied. There's currently an analysis going on right now as far as market demand is there enough capacity for additional housing. No decision at this point has been made. There's currently a discussion as far as do we need additional housing for students, and they're in the fact-finding period for that. For instance, this fall we actually had some space at the beginning of the semester. The year before, Fall '17, we did not, so it has varied.

Q: Do you know why it has varied?

SJSU: Size of classes. We brought in fewer frosh students this past Fall '18 than we did in Fall '17. Definitely a factor.

Q: Is that a reason to expand the local service, because you have less incoming?

SJSU: Say it again?

Q: Because you have less incoming students or start to have less incoming students, is that one of the reasons that you expand? Because of the financial impact?

SJSU: So we opened for spring and we're very close to where we were [our college year? 30:44] than the previous year. So Fall '17, we just had a larger-than-expected yield, as a number of campuses did.

C: If I could just quickly follow up to Sharon's comments about housing as well is that campus housing in terms of live-on requirements and other things are malleable. People tend to look at them as fixed, and we've had a pretty consistent policy over the years, and I think that as our campus population changes or fluctuates, we always look at everything in terms of those market analyses and what the needs of our students are. We want to be able to serve everyone as well as we can, and those are things that do have an impact on where students can live and how they succeed on our campus, and we pay close attention to it.

Q: Do you still require students who live or come from a high school or community college within a 30-mile radius, especially first-time freshmen?

SJSU: Yes, we do.

SJSU: Thank you so much on behalf of all of us. We appreciate you all attending and being a part of this conversation. Your feedback will be given consideration, I assure you, by our enrollment planning team, by our president and our cabinet as we make our final proposal to the Chancellor's Office [on] March 15. We'll all stay behind if there's any specific questions you may have, and we wish you a great day. Thank you.