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Student Lives: Dreams and Realities

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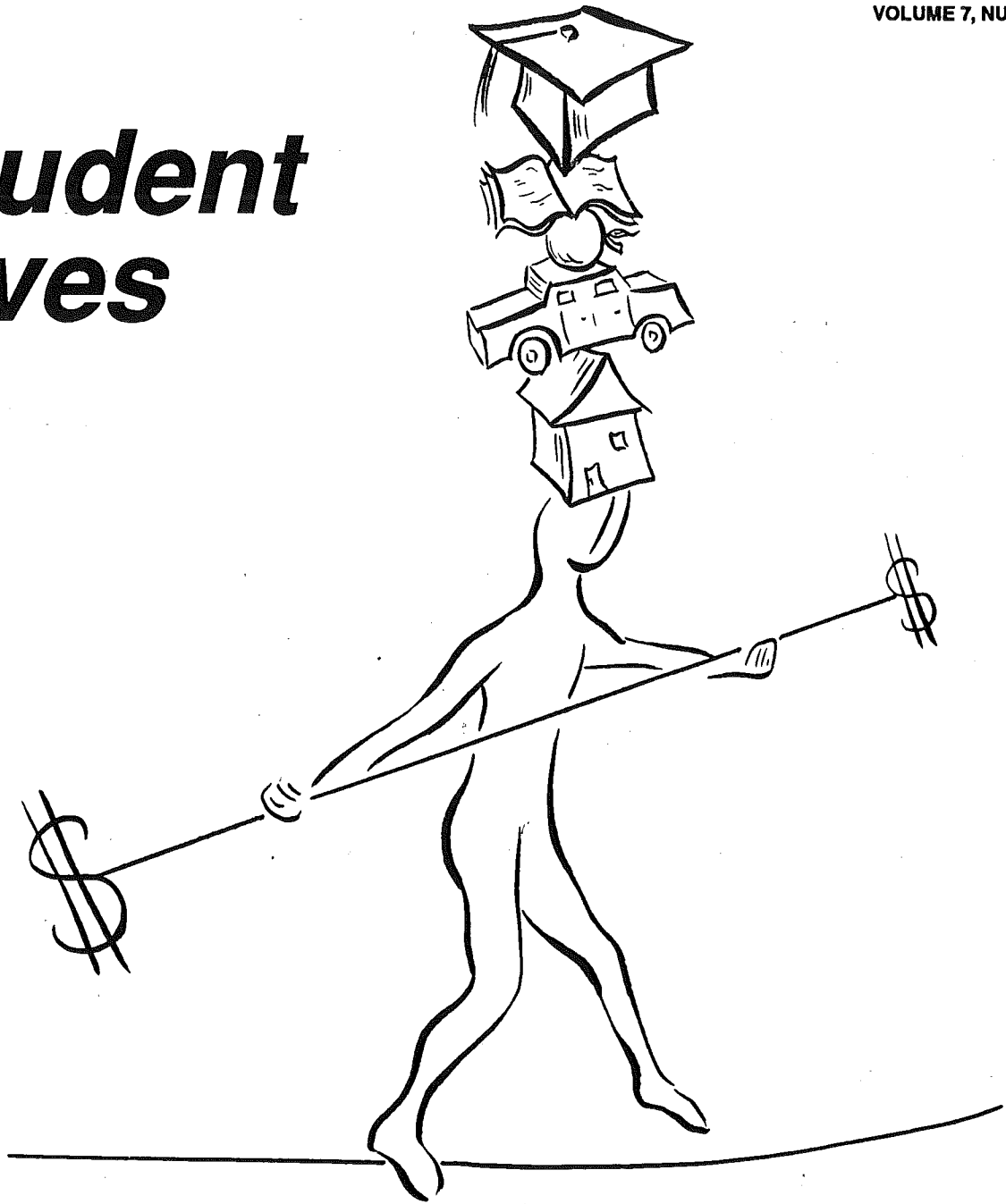
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SENATE FORUM

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Student Lives



**Mission
Viejo
Campus**

***More
Budget
Woes***

**A Tale
of Two
Universities**

Do faculty know who they are talking at?

Getting through

Tommy Nunez
Junior, Political Science

Anton does not move or talk. No one knows whether he understands anything, whether he is dreaming or just blank. Reuben is more typical of the group; he is hyperactive. Nine years old, he can't—or won't—learn to read, but he draws complicated, mysterious pictures. Not long ago he put another kid in the hospital by stabbing him with a pencil. Jacey is always angry. Her parents are gang members. She can and does beat up almost all the boys in the class. She threatens the teachers. When a police officer came with an anti-drug presentation, she walked up, stared into his face and said, "You're full of shit." She doesn't seem to be scared of anybody. I'm scared of her.

The "special" school where I work in South Central LA is for crack babies, alcohol syndrome babies and abused kids. On the playground I have found vials, needles and bullets. There isn't a lot to be done with these children except to control them while trying to impart some sort of skills. Most of them will never be able to hold a job. Coping with them is exhausting.

I arrive there at 8:30 a.m., after a 90 minute commute from my home in Ontario. At 2:00 p.m. I'm on the freeway again, heading for Fullerton where I have an internship in the College Legal Clinic. On Mondays, Tuesday and Wednesdays I stay there until 4:00 p.m., setting up consultations or referring clients to attorneys. Then I take classes until 9:45 p.m. On Thursdays, I work until late at the clinic, making sure the clients have things ready for their attorneys. Then it's another 45 minute drive home. I greet my wife, look in on our one-

year-old son, have a shower and collapse into bed. Our family life is just on weekends. That's also when we do homework.

My wife Lulu is also a full-time student at CSUF and like me, she works as a teacher's aid. Between us we make \$1182 each month. We pay \$475 for rent, \$120 for gasoline, \$100 to repay a student loan, \$60 for taxes, \$50 for the phone, \$13 for gas, \$12 for electricity. There is a \$75 payment due on the furniture, and we try not to spend more than \$4 each per day on food for the three of us. That leaves about \$100 for clothes, repairs, entertainment and emergencies. Our financial aid checks usually cover our books and tuition.

You may have noticed some gaps in our budget. Car insurance, for instance—we drive *very* carefully. Health insurance—we keep our fingers crossed, and we pray. If things get desperate, my parents will help us. Any real security will have to wait until we graduate.

My father has been a machine operator ever since he came to this country illegally in 1969. My mother worked in a garment factory until the repetitive tasks ruined her eyes and her back. There are five of us children, all doing okay, but I'm the only one in college. I'm very proud of my parents; they have worked hard to own a house and maintain their dignity in this country. They showed me how to value and honor life.

I do okay in school, getting mostly B's and C's; I carried 14 units last fall, and my GPA is about 2.7. If there were fewer pressures of time and money, I know I could do better. I have heard that college is a time for exploring whatever interests you, for figuring out who you are and what you can do, and perhaps for discovering the meaning of life. I don't have time for any of that. If I did, I'd probably fall asleep. §

And now, by way of contrast. . . Bloom's World

"What image does a first-rank college or university present today to a teen-ager leaving home for the first time, off to the adventure of a liberal education? He has four years of freedom to discover himself—a space between the intellectual wasteland he has left behind and inevitable dreary professional training that awaits him after the baccalaureate. In this short time he must learn that there is a great world beyond the little one he knows, experience the exhilaration of it and digest enough of it to sustain himself in the intellectual deserts he is destined to traverse. He must do this, that is,

if he is to have any hope of a higher life. These are the charmed years when he can, if he so chooses, become anything he wishes and when he has the opportunity to survey his alternatives, not merely those current in his time or provided by career, but those available to him as a human being. The importance of these years for an American cannot be overestimated. They are civilization's only chance to get to him."

—Allan Bloom
The Closing of the American Mind, 1987

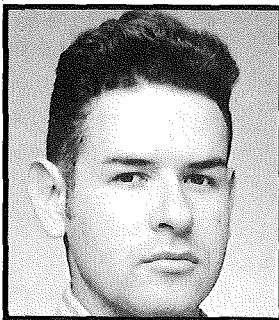
Working students

Dolores Vura
Director of Analytical Studies

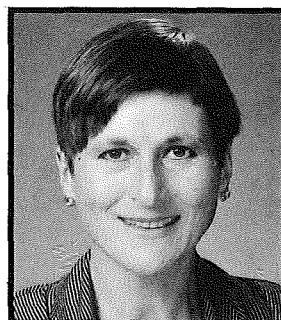
What proportion of our students work for a living? And how many hours a week do they work? Valuable data bearing on these questions were collected in the Student Needs and Priorities Survey [SNAPS] in the Spring of 1989. The SNAPS was a system-wide project conducted on 18 campuses, with a cluster sampling designed to represent each campus' and the system's student population. More than 15,000 students responded to the survey, including 817 undergraduates at Fullerton. In this article, we will be concerned with the Fullerton undergraduate data.

Four-year-old data may appear stale. However, many of our students remain on campus for seven or more years. This, with the relative stability of such social characteristics as employment, render these data quite fresh and useful. Earlier editions of SNAPS were administered in 1981 and 1984, and another is planned for 1994. However, it is a hugely expensive enterprise, and it remains to be seen whether it will survive the budgetary crisis. In any case, the 1989 data are the best currently available.

Students were asked: "If you are currently employed, how many hours, on average, do you work in a week?" This question was poorly designed, in that it casts doubt on the significance of a blank response. If leaving the question unanswered meant that the respondent did not work, then all the blanks should be added to those who responded that they worked "00" hours. On the other hand, those who left the question blank may simply have decided not to disclose this information. This



Tommy Nunez isn't sure what he's going to do after graduation. He hopes for a career that involves helping people. He knows he wants one that makes money.



Dolores Vura has been at CSUF since 1986. She will soon have her Ph.D. from the University of Arizona.

uncertainty is dealt with here by identifying the percent employed as a range, with the true figure sure to lie somewhere within it.

Employment while attending this university is pervasive among our undergraduates. Eighty to 88% of them worked. Among those who did so, the average work week was 27.1 hours long. Those who worked carried, on average, 11.0 units, only 1.5 units less than the average for the 12 - 20% of students who did not work. Being enrolled in 11 units of course work while working 27 hours per week to earn money plainly makes for a very crowded schedule. It would be interesting to know how this impacted academic performance, but SNAPS does not reveal this.

Systemwide, the average work week was also 27 hours, but the proportion who worked was lower: 73 to 84%. Yet our service area is among the most affluent. Of course, with Southern California housing costs and the need to own, maintain, and insure a car, many parents genuinely cannot afford to fully support children through college. However, local mores may require parents to buy their children new cars to celebrate their graduation from high school and to give them the down payment on a house when they get married, but not to provide them with full financial support during their college years, even when they could well afford to do so.

"Full-time" students are defined as those who take 12 units or more of academic work; those carrying less are designated as "part-time." It is not surprising to find that more part-time students (85 - 92%) than full-time (77 - 86%) work; but the difference is not great. When it comes to hours of work, the contrast (35.3 hours for part-time students, 21.8 hours for full-time ones) is more striking. Part-time students on average carry 6.6 units; many of them are employed full-time and take a course on one or two evenings a week. Note, however, that part-time students are only 37% of all undergraduates.

Freshmen are least likely to work, and most likely to be full-time students. However, between 70% and 82% of them do work, logging an average of 21.9 hours per week. The average course load for freshmen is 12.1, and 78% of them are full-time students.

There is some contrast between freshmen and seniors, 83% to 88% of whom work, with 28.7 hours the average. Only 57% of the seniors are full-time students. It may be that older students belatedly finishing their

Student Lives

Student Employment

	% Employed	% Full-Time Students	Average Hours Worked (Weekly)
TOTAL	80-88%	63%	27.1
Full-Time	77-86%	—	21.8
Part-Time	85-92%	—	35.3
Freshmen	70-82%	78%	21.9
Sophomores	78-88%	73%	23.4
Juniors	81-91%	60%	28.6
Seniors	83-88%	57%	28.7
Men	80-88%	61%	28.5
Women	80-88%	65%	25.8
Black	83-91%	86%	23.9
Hispanic	78-84%	64%	24.6
Asian	75-86%	76%	22.7
White	84-91%	58%	28.9

degrees while holding full-time jobs account for some of this difference.

Ethnicity does not make much difference, though it is striking that Whites (who one might expect to be more affluent than Blacks or Hispanics) work more and longer than those groups. This effect may be a product of the fact that minorities are more heavily represented in the lower division. Also, they are significantly younger than Whites, regardless of student level, and

one encounters few of them among older reentry students.

The data reveal little difference by gender. When majors in the various schools are examined, it appears that Communications, with 41% of their students part-timers, have with the highest average work week: 31.2 hours.

Some faculty may nurture a picture of the "ideal" student, fully supported by parents or scholarships, for whom studying *is* the work. Perhaps that is how some of us remember college, or our experience of it. But is it really true that in times past, none or only a small minority of students worked while in college? Certainly if we expect to encounter such a pattern at CSUF, we are due for disappointment. In any undergraduate class, *at least* 7 out of 10 students will be working a significant number of hours each week to earn their livings. Whether or not our memory of the "ideal" way to attend college is accurate, our students today are combining employment with studies. Having a realistic profile of our students can improve academic advising, and help us know better what issue to raise about students' goals and strategies for success in college.

Students with multiple roles may have a more limited liability towards their standing in the university community, since being a student is not the only (or even the primary) source of self-definition. With this shift in the context of undergraduate studies, the quality of classroom experience, of learning in general, and of time spent on campus is all the more important. §

California kid

Doug Pittman
Junior, Political Science

I attended Fullerton High School, where I thought most of the teachers very boring. The feeling was probably mutual. I discovered early on that you could get Cs just by showing up. "With Cs, you graduate." I got Ds in algebra, geometry and health; that was because I stopped showing up. I still graduated.

The school provided remedial classes for "special" students and gave special attention to good ones. Those were the people in the front of the room who answered all the instructor's questions. The teacher would take the front row enthusiasm to mean that the rest of us understood the concepts. Most of the rest of us didn't, because we were barely listening. The school did not offer special treatment for underachievers.

My parents used to urge me on: "Get better grades!" They would also tell me things like, "Eat your vegetables!" and "Tidy your room!" Since there seemed to be little or no reason for any of these commands, I didn't argue. I simply ignored them. There may have been some suggestion that I would need to earn money, but I felt no sense of urgency, for that was a long way off. Money had never been a problem in our family—my father was an engineer—and I assumed I would naturally acquire it in due time.

When I was about fifteen, my father and mother's efforts at constructive parenting virtually collapsed in the run up to what proved to be a messy divorce. I was on my own, and I enjoyed myself as much as I could; it was clear that my sister and I were not the family's top priority.

When the divorce became final, my father got custody of me, and I was hauled off, much to my annoyance, to Washington, D.C. I found that high schools there were in many ways like those in California, and I duly graduated with a minimum of effort.

Now what? Well, everyone I knew seemed to be going on to college, and my father was willing to pay, so I enrolled at the University of the District of Columbia. There I was steered into General Education classes which on the whole seemed to be repetitions of what had bored me in high school. I continued to coast along on a wave of C grades. I still did not work outside of class, but it seemed wise to remain awake while the lectures were actually being given.

I didn't like my life on the East Coast and I wanted to come back to California where my friends were. My father, however, resisted; he made it clear that if I wanted my college bills paid, I must stay where I was. But I was 19, and nobody could tell *me* what to do. Convinced that it was an act of independent maturity, I dropped out of college and headed west, an adult at last.

My first job was as a stage hand, which was fun, but paid badly. Then I became a telephone installer, which was not fun, and turned out not to pay well either. I was doing this when I got married in 1985; my wife had just graduated from CSUF. I continued to work, first as an electrical parts salesman, then as an electrician.

All this time I had a nagging thought at the back of my mind: that I should be going to college—that was what people did. I'm not sure when this conviction hardened into a basis for action; probably when I realized what an inadequate contribution \$7.00 an hour enabled me to make towards supporting a family.

So back I went to a community college. This time, I had a goal: to get through and get out. Since I still didn't know what career I was headed for, the idea of actually learning anything did not play much of a role in my plans. I was again amongst the General Education courses which were pitched, I suspect, at the lowest common student denominator by teachers who, for the most part, had been dulled by endless repetition. On top of my indifferent grades, I kept dropping classes, something which I have learned since does not go over well with admissions boards.

However, my idle approach to studies—"With Cs, you get degrees", so why try for anything more?—was gradually undermined by a further thought: that perhaps just graduating was not enough. A friend of mine was at the time a low level manager for a large corporation. They made it clear to him that he should get a master's degree if he hoped to progress much further. He had a difficult time finding a competitive MBA program

which would take him, equipped as he was with a C average in his undergraduate work.

I still had no clear career goals, but I began to realize that many of my more desirable options required a graduate degree. More effort was apparently called for. As always, I did what I had to do, but this now involved greater exertion. Being a halfway decent student while working at a full-time job wasn't easy, as everything else had been.

I was tired, I was bored, and all this was costing me money, so I decided I might at least study something that sounded interesting. Bravely ignoring the advice in the Catalog, I signed up for course in medieval history, the philosophy of nature and physical anthropology. All useless, no doubt, but. . .

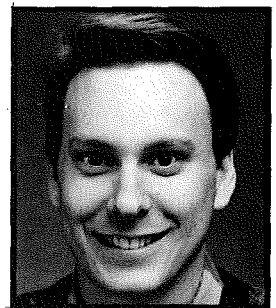
Suddenly I was confronted with instructors teaching what they wanted to teach, subjects which clearly turned them on, to groups of students many of whom actually wanted to learn. I found myself getting excited. I had often been told before what college was about, but for the first time I was actually experiencing it.

Because I had earlier been able to pass classes in which I barely showed my face, I have had to work on my own to strengthen my abilities in basic writing and math. I have discovered that I can get As, and I now usually do that. Even when I run into a class which doesn't interest me much, I now have the discipline to search for whatever is of value to me in it, and to learn what I am supposed to learn.

At the ripe old age of 28, I have become a committed student attending CSUF full time. My wife works while I study and take care of our daughter. A high salary no longer strikes me as the main requirement for a career. Somehow I have come to value knowledge for its own sake. My current goal is to go for a Ph.D. and become a university professor.

It has taken me many years to learn lessons which may strike others as absurdly obvious. I don't know how typical my progress—or, often, lack of it—may have been. Maybe other potentially good students get stuck somewhere along the road that I took, and so never know what they have missed. Maybe some short cuts are available; but looking back, I don't know where they were. §

Doug Pittman enjoys spending time with his wife and 17-month-old daughter, Lauren. His wife works as an account auditor at JPL in Pasadena. When he's not studying, he likes to hike and sail.



Just say 'no'

Leon Gilbert
Foreign Languages

While spending a pleasant Sunday afternoon in the office recently, I finally had a chance to look through the collected results of the post-census withdrawal activities within my school during the Spring semester of 1992. You may recall that the University instituted a new withdrawal policy several semesters ago in the hope of decreasing the large number of students who were dropping classes after the census date (there was some muttering about the state not wanting to waste the taxpayers' money subsidizing students who weren't completing their classes, as I recall).

Just to set the context within which the post-census withdrawals during the semester in question occurred, let me quote from the university's revised post-census withdrawal policy:

"Authorization to withdraw after census shall be granted for only the most serious reasons, i.e. a documented physical, emotional or other condition which has the effect of limiting the student's full participation in class. Poor academic performance is not evidence of a serious reason for withdrawal."

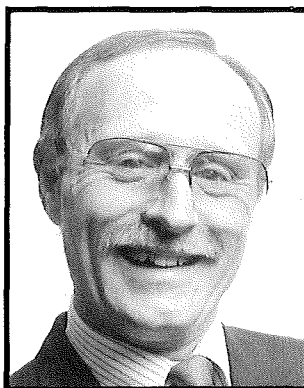
During the Spring semester of 1992, the faculty of my school collectively felt that a total of 591 students met the conditions outlined in the policy and authorized them to withdraw from one or more classes after census. I must admit that struck me as somewhat extraordinary. I found it difficult to believe we had that many students with severe medical or emotional problems, and so I thought it might be instructive to read through the forms to find out if there were. And, indeed, it was instructive. And, indeed, there weren't.

In fact, only about 65% of the forms cited medical or emotional problems as the reason for withdrawal. The remainder cited other circumstances, none of which, were one to take a strict reading of the policy, would have justified allowing the student to withdraw. By far the most popular reason cited in the remainder of the forms was a "change in work schedule." Now, in all honesty, and given the realities of our "non-traditional" students' lives, I must admit that I too would accept a change in work schedule as a valid reason. But of the 110 students claiming this particular excuse, less than 10 actually included written substantiation by the employer. (Forgive me if I sound cynical).

The rest (about 93 cases, or 16% of the total) did not, by any stretch of anyone's imagination, meet the test of serious and compelling reasons. 47 of them baldly admitted that they wanted to drop the course in order to avoid a bad grade; a clear violation of the policy. In only one case did the chair of the department recommend denial after the instructor approved it, noting correctly that "poor academic performance is not evidence of a serious reason for withdrawal." Twenty-one claimed that they "didn't need the course"; 13 cited absolutely no reason at all! An additional 10 students cited the ever-popular "I thought I would be administratively dropped if I didn't attend" (an oldie, but goody).

Of the latter category, one student in particular presented an interesting case study. On two of his three forms, he used the classic "I thought I'd be administratively dropped" excuse, but on the third (faced perhaps by a sterner chair?), he claimed that he needed to care for his ailing step-father (in San Francisco) who had suffered "three aneurysms" (sic) and also had to "run the family business". There was, of course, (need I mention it?) absolutely no documentation attached.

But even that case pales compared to my two favorites. One student admitted that he had enrolled in the course "only to fulfill the university's financial aid requirements", and had "never attended the course" (a fact which the instructor of record then accommodately confirms). I'm no lawyer, but unless I'm wrong I think that constitutes fraud, folks. And then, finally, my all-time favorite of the bunch. In documenting his need to drop the class in question, the student cites stress and lack of time to study due to the heavy travel demands required by his participation on the university's tennis team. Guess what? We don't have a men's tennis team! 'Nuff said. §



Dr. Lee Gilbert joined the CSUF faculty in 1970 and was chair of the Department of Foreign Languages from 1977-1983. A long-time member of the Academic Senate, he currently serves as Associate Dean for Student Academic Affairs in the School of Humanities and Social Sciences.

Dreams and realities

Ellen Junn
Child Development

The best figures we have on our students would seem to paint a rather different portrait of the typical undergraduate, than the unabashedly nostalgic one as evoked by the late Dr. Allan Bloom. (See page 2) Indeed, the "typical" undergraduate sitting in our classes takes an average of 11 units of coursework a semester (with each unit representing three hours of course-related work), works an average of 27 hours a week, and probably commutes an average of five hours a week. Summing together class time, study time, work time, and commuting, the total adds up to an impossible 65 hours per week! In addition, a quarter of our undergraduates are married, and roughly 28 percent of them report being financially responsible for at least one dependent.

While it seems reasonable to get a profile of the "typical" student on our campus, I would argue that in this case, attempting to average a data set involving loosely categorical, yet widely variant heterogeneous variables can produce useless and misleading figures. Imagine a garden with flowers, some grown from seeds and others transplanted full-grown plants that are both indigenous and foreign to the area and drawn from a bewildering number of sources. Not only have these plants been scattered randomly throughout this garden, but some have forced others out, while others have managed to cross-pollinate resulting in yet new, heretofore unknown hybrids. A survey of this garden reveals some plants flourishing, others waning. How would you set about describing what is in the garden and how would you go about drawing up one inclusive set of specific recommendations as to how to care for all of the plants? Just as there is no "typical" form of vegetation in this garden, so too I suggest that there is not such a thing as a "typical" or "average" student on our campus. Diversity among our students continues to grow and add layers of complexity to our community demographics.

When I asked one of my upper division classes of roughly 35 students how many worked at least part-time, all but 3 hands went up. I discovered that many worked not just to meet the costs of tuition and books, but because they perceived a real and pragmatic need for the flexibility that the extra funds provided them (such as covering car payments, insurance, and discretionary purchases). Some of my students wanted to

work fewer hours, but could not negotiate a shorter work week with their employers. The work ethic and the sense of independence associated with "earning one's own way" ran strongly in the accounts of some, and were typical of their family ideologies as well. Finally, some students reported working longer hours at jobs they did not necessarily enjoy as an obligation to a family-owned or operated business. In short, the reality is that our students probably work too many hours, but the reasons, pressures, and constraints that push them into working, and the settings they work in vary tremendously. Consequently, proposing one generic prescription to students to cut back or reprioritize their work and outside obligations is generally ineffective.

Aside from sweeping legislative change, perhaps no other single formal institution can effect more widespread, significant, and lasting societal change than colleges and universities. These institutions are charged with the responsibility of training and empowering students who ultimately will become the educators, social service workers, politicians, business leaders, parents, and citizens of tomorrow. As educators, we are entrusted with a social, moral, civic, and political responsibility to educate effectively if we are to live up to our ideals of a democratic nation. Secretary of Labor Robert Reich and others have argued that as the demographics of our populace continue to change, it will become increasingly critical for higher education to be accessible to all segments of our society, in order to avoid the perils of creating a third world state within our own country.

So what should we, or can we do as faculty and administrators to assist our students on this life-long journey? Can we nurture constructive growth in their experiences and attitudes when there are so many different kinds of students in our classes? While I do not have any profound insights into how this lofty goal may be achieved, I do have a partial laundry list of ideas that may be useful.

- 1) Start out very simply—get to know your students as individuals, their aspirations, expectations, and histories. This does take time, energy, and a fair amount of stamina (and sometimes a very thick skin!), but it is worth it. The research on factors related to high motivation and later student success often hinges on students being able to forge a vital meaningful personal connection with a faculty member who acts as an interested and involved mentor.

Student Lives

2) The voluminous research and theory on effective teaching and student learning point to the vital importance of entertaining high expectations of success for all students, without regard to gender, ethnicity, social class, and other potentially prejudicial variables. More importantly, communicate your high regard for students in a direct and meaningful way. For example, on the first day of class I ask students to articulate their expectations for the course, for me as the instructor, for themselves, and for their peers in class both individually and groups. This is followed by a lively discussion during which both my and my students' implicit and explicit expectations are openly aired.

Prod students into thinking about their work, school, and family obligations and how these obligations may support or hinder one another. I also try to draw attention to particular university expectations such as, "each semester unit represents three hours of university work per week for one semester." Together we discuss the difficulties of juggling potentially conflicting obligations and the impact that such problems may have on future aspirations and long-term career goals. Perhaps this may sound a bit like "hand holding," yet, from my observations, many of our students (and especially for those for whom college is a new experience in their families) are so caught up in the hum of of coping with daily life that they often fail to stop and seriously consider the "bigger picture" and reflect on their place in this larger landscape. In fact, after such a discussion, students frequently express surprise and report enhanced insight, as well as gratitude for the opportunity to listen to each other and themselves on this issue.

3) Research on effective college teaching indicates that instructors who are enthusiastic, animated, and passionate about their courses and course material likewise engender and promote student learning, motivation, and enjoyment. It is precisely this sort of intellectual fervor that Allan Bloom writes so passionately about. One can certainly infect students with a burning desire for knowledge by helping them to see that they themselves can be active constructors of knowledge and equal partners in the exciting process of intellectual discovery. I am not advocating that instructors "sell" their courses with gimmicky attention-getters; nor should they expect that every student will feel passionately about their course. However, an instructor who can reveal a genuine and spontaneous fondness for his or her course, carries weight with even the most cynical of students. In short, an instructor who can reveal a genuine and spontaneous fondness for his or her course can hold sway for even the most cynical of students.

4) Provide frequent and informative reinforcement and prompt feedback to students to create a warm, positive, non-punitive atmosphere of free inquiry and active learning. Research clearly supports the benefits of these instructor behaviors.

5) Make it possible for your students to succeed by providing them with plenty of scaffolding and supportive context—be well-prepared, organized, explicit, and provide unambiguous examples of successful, high quality work as models for students. Devise an early alert warning system for students who may not be performing at optimal levels, and try to intervene early, actively, and repeatedly on their behalf.

6) Experiment with a variety of more active teaching styles. Cooperative and collaborative group activities that have been shown to enhance the diverse learning styles of all students.

7) Be sensitive and aware of diversity issues that may be affecting students' performance. Examine your materials and classroom behaviors for possible problems. Take advantage of the very informative workshops and materials put forth by our campus' Institute for the Advancement of Teaching and Learning.

8) Stay well-informed and well-connected to the many campus student services and agencies available to help students, and make your students more aware of them. In fact, I have made a standard practice of including some of this information directly on my course syllabus so that students will have the relevant names and phone numbers at their fingertips.

No one ever said that said that being in Academe would be a piece of cake; indeed, as the fabric of our lives and our world continues to increase in complexity and texture, coping with ever-increasing demands with fewer resources often poses serious dilemmas. Nonetheless, I look around at our students, my faculty colleagues, and I continue to be gratified and inspired by the efforts of so many in trying to make the promises of education more than mere dreams. §



Ellen Junn holds a doctorate in experimental and cognitive developmental psychology. She has published articles on promoting diversity in the classroom and on effective teaching. Dr. Junn is also the current Educational Equity Coordinator for HDCS.

Not just another statistic

Lynette A. Housty
Associate Registrar

California State University, Fullerton is a large state university (although medium sized by California standards). Admissions and Records is a fairly large administrative unit, which among other things, processes 25,000 applications for admissions, records over 180,000 grades, effects about 10,000 grade changes, produces over 40,000 academic transcripts and handles the academic disqualifications of 800 to 1200 students each year.

Given the sheer bulk of these activities, it is tempting to view individual students and individual administrators in rather statistical terms. The requirements of institutional processing are more readily facilitated from a macro perspective inherent in the implementation plans of a large system.

The more things are classified, e.g., age, ethnicity, gender, the more likely statistics are to be kept, massaged, analyzed, summarized, and reported. People get lost in such statistics, and the uniqueness of individuals can easily be missed. Sometimes, however, a situation presents itself which raises the individual above the statistical background, and an administrator who sees a difference worthy of attention and action can change a life forever.

Lynette Housty:

In January 1987, during the mid-year disqualification process, a female Hispanic student named Roxanne came to register for classes. In this very odd process called mid-year disqualification, a student actually registers for classes in November prior to final examinations in December. The results are received with an appointment date and time to change classes in January of the following year, before grade reports are mailed. Roxanne had gone to the registration center to change her program but was instead referred to the Registrar's office to be given the devastating news in a less public place: she had been disqualified; she would be unable to complete the process, or continue to be enrolled at CSUF. She questioned how she could be disqualified when she attained a 3.50 GPA that semester. Then she burst into tears and literally ran out of the office.

It occurred to me that something was amiss; was this student being penalized for trying? I attempted to find the student to discuss the matter further, but she had fled from Langsdorf Hall. The next morning, I obtained a copy of her transcript and saw that Roxanne had entered CSUF as a freshman and earned average grades in her first semester. During the second and third semesters, she received primarily U and F grades. In the fourth semester her grades were A's and B's. I contacted Roxanne and suggested that we discuss the source of her problems.

Roxanne explained that when she came to CSUF, she was the only freshman from her high school, and breezed through her first semester. Her second and

Roxanne Diaz:

It was the start of the spring semester and I went to add/drop. My grades had been low, but I had improved enormously in one semester. I had learned the policy, and I thought I would be okay. When I went to add/drop, the woman at the front desk asked to see my I.D., which I gave her. She then asked me for my fee receipt which I also gave her. The woman took the I.D. and receipt and disappeared. When she returned, she said I would have to go to see the Registrar. When she told me I was disqualified, it hit me really hard. I wasn't expecting it, and I started to cry. Then I just ran. Lynette apparently came after me. I could hear her calling after me, but I kept going anyway.

Lynette had told me my options, but I had not wanted to petition at that time. I thought my 3.50 would take care of the problem. I had been way down. I had less than 1.0, like a .89 or something. I still could not believe that the university would disqualify someone who had gone from a .9 to a 3.5 in one semester. That should have been a flag that I was capable of doing academic work.

I'm not sure why Lynette took an interest in me, but I owe everything to her. The work wasn't that hard, but other things had interfered with my studies, and what I needed was a second chance. I think my 3.5 GPA indicated that I deserved another chance.

I went in to see Lynette Housty periodically. I guess she became my own little watch dog in a way. I knew she was checking on me, and I wanted her to be proud

Student Lives

third semesters were the reflection of some of the emotional problems so many adolescents experience and without the benefit of the proper counseling and advice, she had not withdrawn from her classes. When asked why the repetition of course policy was not requested, Roxanne replied that she wanted to prove that she could do better before utilizing the policy. I convinced her to use the policies at her disposal, and she was reinstated. I suggested that Roxanne maintain contact whenever she felt it necessary. Unknown to her, I monitored her grades every semester, and if too many weeks had gone by without Roxanne stopping to say hello, she was contacted to ensure that all was well. Roxanne was no longer just a student, but also a friend. Over the years, I have come to know more about her, her family, her dreams, and her aspirations.

of me. She met with me at least once a semester and often more.

Lynette is a very busy person with a lot of students who need help. She takes a risk with a person every time someone gives her a sob story. She has to decide whether someone is telling the truth. I guess her insides tell her who to trust. I am very thankful to her. I wouldn't be where I am today without her help. §



Lynette Housty worked in registration at Pace University in New York. In 1986 she came to CSUF and is currently the Associate Registrar with direct responsibility for records, registration, graduation and information services.

Roxanne had a very active student life at CSUF, including memberships and leadership roles in various student organizations. She was involved in volunteer work with off-campus organizations, while maintaining two and sometimes three jobs to pay for her tuition and other expenses. Her GPA stayed well above a 3.00, and when it came time for post graduate work, Roxanne received a strong letter of recommendation from Lynette Housty. Roxanne is now in her first year of study at Hastings College of Law, and although the work is hard, she reports that she is doing just fine.

Roxanne's case was also the basis for a reconsideration of disqualification policy at CSUF. When Lynette Housty discussed her case with the Director of Admissions & Records, Jim Blackburn, the policy on disqualification was changed: now, any probationary student with a recent GPA of 3.00 or higher, regardless of the amount of negative grade points, is not subject to disqualification. Of course, Roxanne is just one student. And the demands of administrative practice do not make it so easy to rise above expected roles and standard operating procedures to find solutions to the problems of worthy students caught in the pitfalls of university policies. §

A tale of two universities

C. Alexandra Jacobs Graduate Student, Communications

While I love learning, school has not always been fun. My collegial experiences began at UC Irvine—in my father's words: "That shining star across Newport Bay." (He meant that seriously, by the way.) I jumped in as a political science major. I didn't know what else to major in, and my math and science skills left something to be desired. I figured I could always change. I never did.

UCI's political science department was strong, and I had some wonderful professors. They were enthusiastic about their subjects, entertaining, and they cared about teaching and helping their students. Unfortunately, these were the exceptions. Most of my classes were

taught by uninterested professors who would have rather been writing grant proposals, or graduate students financing their own studies.

The classes at UCI varied in size, but most of them were large and impersonal. I never really made any friends or contacts because I had limited ways to do so, which in turn limited my interest in school. I tried to be in a sorority; they rejected me. I tried to be on the school paper, but that only lasted one year, mainly due to staff politics. I basically felt unimportant and that nobody cared. I had little faith in that system, which didn't care very much for the students it ingested. For the first time in my life I wasn't the least excited about learning.

During my freshman year, my advisor assured me that I didn't need a second literature class. I was

paranoid enough to perform my own grad check during the first quarter of my senior year, and was outraged to find out I had been mis-advised and that I had to have another quarter of literature in order to graduate. So, I spent the last quarter of my senior year in a freshman class. It could have been worse, but this is the sort of injustice which UCI treats lightly.

And while that incident was only a scrape with incompetence, another was a right-cross to the jaw. As graduation day approached I was notified that I was to graduate *summa cum laude* due to my impressive 3.9 GPA. In spite of my vehement protests to the contrary, my parents were convinced they had raised a genius. After one undeserved "Outstanding Student" awards dinner (the fraudulent plaque still hangs on my parents' wall) I received an apologetic call from my department informing me that someone had fouled up data entry—my GPA was only a 3.0 (as I had tried to tell my parents). I was asked not to come to the second awards ceremony or to collect further honors. All of this wouldn't have been quite so bad had my parents not bragged to every friend and relative that their daughter was top of her class. To further my humiliation, my name was printed in the graduation roster along with those false words proclaiming academic excellence, and I had to confess the truth to everyone I knew. Naturally, my graduation was a nightmare. I vowed that I would never go to school again.

I got a job at a Newport Beach political consulting firm. I learned an incredible amount about politics and public relations which managed to make me very cynical about our system. Recently, I have seen names of ex-cipients splashed across the front pages. Ex-Supervisor Don Roth was one of our firm's premier candidates. The former mayor of Brea was another. I helped get those guys into office. But, every cloud has a silver lining: when I made it known that I wanted to write, my boss recommended Cal State Fullerton for its communications program. So much for never going to school again.

My experience in the communications department has been excellent. I have taken many classes, both graduate and undergraduate. While some of them have been demanding, I have enjoyed them all. One of the most striking things which differentiates CSUF from UCI, is its personal nature. Since I've been at CSUF I've managed to make several new friends, get to know various professors, participate in conducting a state-wide survey, and gain valuable practical experience. The classes I've taken have been smaller, and all the professors I've had appeared to care about their stu-

dents. They demonstrate an enthusiasm for their subjects, and they pass that enthusiasm on. They are available to help students, rather than just passing them off as a waste of their precious time.

At UCI, with a few exceptions, I felt that my professors didn't want to spend time with me, a lowly undergrad. Many of them made this clear by shunting their classes off on to overworked and underpaid graduate students. All UCI is really interested in is research. Here professors do research, but they don't neglect their students in the process.

Another major difference is practicality. While UCI is a fine theoretical school, it is not really geared towards applied knowledge. The subject matter here has been far-and-away more practical than what I learned at UCI. This might be the nature of communications versus political science. However, my one adventure in CSUF's political science department—Politics and Media—turned out to be one of the most entertaining and eye-opening classes I've ever taken. Fullerton professors seem to have professional experience outside of academia. When they tell you something about working in corporate America, they know what they're talking about. Now that's information I can use!

Fullerton is often billed as an impersonal commuter campus. Yet, I have felt very at home here. I've had a chance to get to know various students and faculty. When I talk to them, they listen to me. I enjoy respect here than I didn't get at UCI. Maybe it's my attitude. I'm more mature this time around, a fact which my activities and GPA reflect. But it's also the system; students are important here, and we are reminded of this time and again.

Many say CSUF no longer provides accessible, high quality education. I've read more than my fair share of "doom and gloom" budget stories, but I have nothing but praise for this institution. While the cost of education might be rising, CSUF is a veritable bargain compared to most other universities. It's not just economical; I have found my education to be interesting, realistic, and just plain excellent.

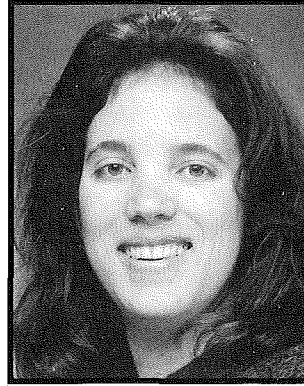
It is suggested that Fullerton's facilities are substandard for an institution of this size. I can't believe this is true. The library has a large collection of books, documents and periodicals. As a graduate student, I have not been disappointed in the selection of materials available to me. In addition, CSUF has many computer labs available for student use. At UCI the computers were overcrowded, and students often had to book time during the wee hours of the morning in order to complete assignments.

Student Lives/Budget

Many even question how the Cal State system is going to say alive with Sacramento slashing budgets. No matter what happens, I suspect the system will survive, and with its better features in tact.

On a more personal note: while here, I've taken about 5 classes a semester and worked part-time. These last two years I have worked on the *Senate Forum*, and I can't resist paying it a small tribute here, as I have but one issue left to go before graduation. While this has been a wonderful experience, I can't say things have always run smoothly. I cannot begin to write about how many times I've rearranged page lay-outs, harassed people over the phone, re-written headlines, missed deadlines, and wrestled with graphics. You've seen the finished product; it's not always perfect, but it does get published.

As for my future, I plan to make my first million as a social commentator or fiction writer. In fact, my mom called me recently and gave me the address of the presidential personnel committee—maybe President Clinton will hire me—but can the White House really stand a muckraking romance novelist?§



C. Alexandra Jacobs has many hobbies. She is a member of the Royal Scottish Country Dance Society, the Society for Creative Anachronism, and the student chapter of the Society for Professional Journalists. She also participates in archery, travel, Jazzercise, and any other wacky endeavors she and her buddies dream up.

Another budget story?

Vincent Buck
Political Science

"Spare us another song about Paris."
— Dave Frishberg

In the last issue of the *Senate Forum*, eleven of fourteen articles were about the budget. Do we need another? Even the good titles have been taken ("The Bucks Stop Here"). If the economy were sound there would not be much demand for budget articles, but it's not. We are in a new budget cycle. The final 1992-93 figures for this campus only became available on October 12, but it is already time to start worrying again.

And this is a worry piece. Those of you who do not want to worry, read something else. For those who want to worry without reading about the gruesome details, let me make it easy. Assume that there will be a cut of 10%, remember all of the horror stories of last year, and then take them more seriously. (Dave Frishberg objects to songs about Paris because they all sound the same. Budget articles now have a similar problem).

For those with a need for more facts and figures in order to worry, here they are. But don't put much faith in them. They are based on a proposal which in turn rests on questionable economic assumptions and "pie-in-the-sky" policy hopes. You would be just as well off to take the 10% figure I offered above and skip the next several paragraphs. Keep in mind how different our

final figures were this year from what was proposed in January, 1992. Remember too that early last year very powerful legislators were saying that there was no chance of a student fee increase; yet it happened.

In short, anything written at this time—including this article—should be taken with a rather large grain of salt. Perhaps the Governor's proposed budget should be viewed as a best case scenario. To quote Chancellor Barry Munitz: "The numbers right now are soft."

Here are the soft figures. The 1993-94 state allocation for the CSU will be 2.9%, 4.5%, 5.5% 7%, 10% (pick one) less than this year's. These are figures that were reported in January. It is not worth exploring how all of them were reached. The most widely reported figure is 4.5% (\$67.7 million). This is the amount the Governor's office says is being cut in General Fund contributions to the CSU budget from last year's (adjusted) base. They are fudging a bit, but the real figures don't much matter at this point. Trust me. The 7% figure is 4.5% plus unavoidable spending increases—such as increased benefit costs and the expenses of operating new buildings. Ten percent is the Chancellor's best guess of where we will end up. Chancellor Munitz has told the individual campuses to work with the 7% figure. Twelve presidents have reportedly told the Chancellor that there would be layoffs of tenured or tenure-track faculty on their campuses if the cuts were 7% and if compensation increases were given. (More about compensation increases later). If the cut is really

10% because of the Governor's faulty assumptions, then the situation could be even worse.

The Governor does make a lot of assumptions. Executive Vice Chancellor Molly Broad generously describes them as "important and heroic." The Governor assumes receipt of nearly \$1.5 billion in federal funds to deal with immigrants (some of which would require changes in legislation), ending Proposition 13 bailouts to California cities, revising Proposition 98, instituting welfare reform (i.e. cuts), and a retroactive end to the renter's tax credit. A number of these things simply will not happen. When reality hits home, proposed cuts elsewhere will be greater.

Possibly offsetting some of this, the Governor's budget proposes that the Legislature repeal its two year ban and allow the Trustees to raise student fees. This potential fee increase is not part of the budget, and if implemented might raise substantial money. This year's fee increase is expected to produce \$55 million. However, a large part of any increase will have to go to student aid.

Fee increases are being seriously discussed. Chancellor Munitz has said that there should be discussion of having students pay fees similar to those in comparable institutions. CSU students pay \$1,308 per annum or about 17% of the costs of their education. In addition, students must pay Associated Students fees, instructionally related activities fees, etc. The amount varies campus to campus. At CSUF it amounts to \$148 per month. Students in comparable institutions nationally pay \$2400-2500, or about 25%.

In spite of the bleak picture painted by these figures, the feeling in the Chancellor's office is that things could be worse. The 4.5% cut is less than the statewide General Fund expenditure cut of 8.3%. And the Governor has proposed to give the system a great deal of freedom in spending decisions. If this part of the proposal ultimately goes into effect, the state will determine how much money we get, but the Board of Trustees will determine the general rules for distributing it (for instance, whether or not faculty get a pay raise).

Following the Governor's lead in giving the system a great deal of leeway in spending, the Chancellor has said that the individual campuses will have considerable freedom in their budgetary decisions (whether, for example, to shut down the sociology department or the athletic department). It is expected that there will be layoffs of tenured and tenure track faculty. The Chancellor also insists that it is the responsibility of each campus to determine how this will be done, so long as

it be done through a consultative process. A model of this process should make "the flow chart from Hell" look as simple as the map for the projected Los Angeles subway system.

In all of the discussions of the budget there is talk of maintaining quality and access. The Governor's Budget Summary argues for student fee increases "...to permit CSU to maintain quality and access. . ." The problem with all this is that quality and access are *not* being maintained. According to this same Budget Summary, the systemwide budgeted enrollment level has been reduced by 25,156 full-time (FTE) students. On our campus, enrollment dropped 1,000 FTE this year (using first day enrollment figures). Obviously, access is not being maintained. Yet, there appears to be no clear policy in the system on how to manage enrollment or even on what criteria to use to decide who gets through the door and who doesn't.

The budgeted enrollment figure mentioned above is currently 247,494 for the system. Actual enrollment for the year will probably be about 259,000. It is very unlikely that quality is being maintained when we are educating 12,000 unbudgeted students. The erosion of quality results from larger classes, increased student faculty ratios, decreased library and instructional resources and reduced student services. Does anyone argue that the quality in their program is as high as it was three years ago?

But this is one thing that we do not need to worry about, because we are going to handle this by becoming more productive and efficient. Again from the Budget Summary: "The Administration endorses CSU's initiatives to increase productivity and implement economies that will in the short term mitigate the instructional and support program retrenchment, and in the long term lead to educational innovations and cost savings." There is an assumption here that in the face of plummeting resources, quality can be maintained by increasing productivity and efficiency (and by using new technologies and distance learning). This is frightening. Exaggerated emphasis on economies and productivity to overcome budget shortfalls will seriously jeopardize quality.

In all fairness some of these statements on quality, access, productivity and efficiency are meant to influence specific audiences. But they are still dangerous. If anyone in this state rests secure in the erroneous belief that access and quality are being maintained and that whatever budgetary problems we have can be overcome by working a little harder, then our future is in even greater danger.

Budget/Mission Viejo

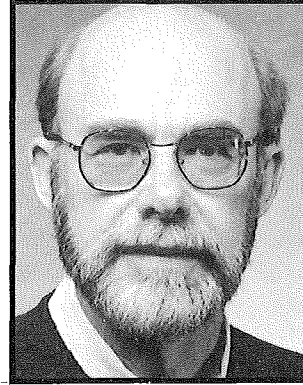
Let me offer one last (compressed) quote from the Chancellor from his report to the Board of Trustees in January:

"We cannot continue business as usual. . . The students face a trade-off between access, price, financial aid, and quality. The faculty face a trade-off between job security, compensation, and work load. . . We will have to utilize new technology;. . . we have to explore definitions of productivity and efficiency. . . Having said all that, the magnitude of accumulated hurt is difficult to comprehend."

If indeed there are trade-offs, two things are fairly certain: The trade-offs will not be made by the faculty or the students, but rather the Board of Trustees; and trade-offs or not, all of the mentioned items will be reduced except price and workload.

Based on the reliable and unreliable information reported here, next year we can expect less money,

more flexibility in how to spend it, no pay increase, fewer students, larger classes and greater pressure to increase productivity; and the probability of increase student fees and lay-off of tenured or tenure track faculty. We will not be saying "Spare us another article about the budget, but simply, "Spare us."§



Dr. Vincent Buck has been a member of the Political Science Department since 1974. His current research examines the relationship between members of Congress and local governments. He is a member of the statewide Academic Senate of the California State University and sits on its Faculty Affairs Committee.

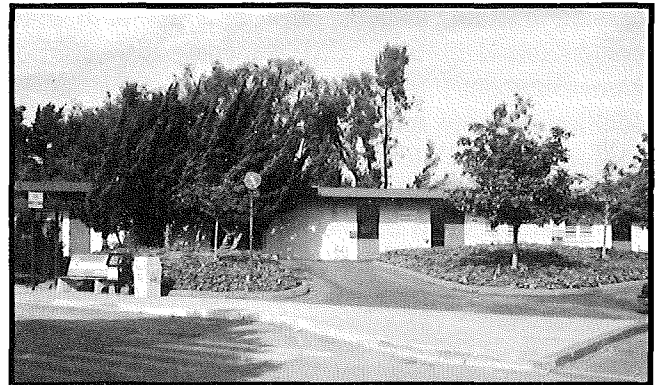
Life down south

George Giacomakis, Jr.
Director, Mission Viejo Campus

California is facing unique circumstances: explosive population growth and a change in its ethnic mix. California's population between 1980 and 2020 is expected to increase by 16 million people. It will have no majority ethnic group by the year 2000. These trends are already evident in the public schools of many of the urban school districts and of a number of the state universities.

California has continually supported higher education opportunities for all who desire to attend a college or university. There are now 108 community colleges scattered across the state. The CSU system has 20 campuses, and the UC system has nine. The California Master Plan and the California Postsecondary Education Commission (CPEC) have strongly supported the long-standing policy of taking higher education to the various population centers throughout the state instead of forcing students to come to a limited number of learning centers. As a result, campuses in all three systems have grown.

At present, the CSU has 20 campuses, sponsors 10 off-campus centers or branch campuses, four special state-wide programs which are administratively housed at specific campuses, and four state-funded summer quarters (i.e. Hayward, Los Angeles, Pomona and San Luis Obispo). As of September, 1991, five more CSU



branch campuses have been approved, locations to be determined during the next decade. This illustrates the State University's commitment to taking academic and professional programs to students all over California.

SENATE FORUM

The Senate Forum is a publication of the Academic Senate at California State University, Fullerton. It is designed to stimulate discussion, debate, and understanding of a variety of important issues which the Senate addresses. Individuals are encouraged to respond to the materials contained in the Forum or to submit their own contributions.

Editor: Julian F.S. Foster, Political Science

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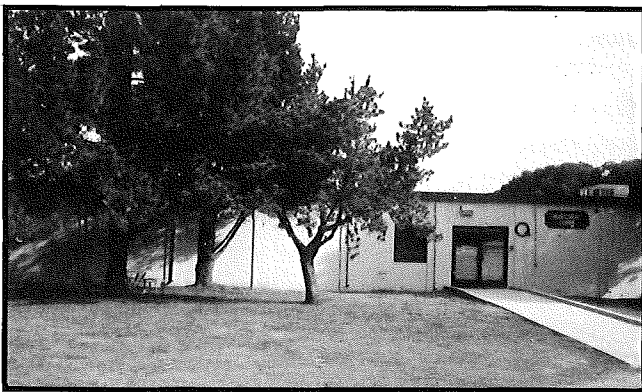
Origins

Interest in establishing CSUF's South County learning center began in the late 1970's, prompted by the strong population growth in that area. Assuming trends continue, most of Orange County's population will live in the South County area by the year 2000. This area is defined as south and east of the Santa Ana River.

Members of the education, professional and business communities urged that a branch campus be established to serve the area from the El Toro "Y" (where the I-5 and I-405 merge) south to San Clemente. In March, 1981, CSUF surveyed South County residents, who indicated a very strong interest in pursuing state university courses and degree programs. These interests were basically unrealized due to the difficult commute to CSUF, which has only worsened.

Discussions continued over the next four years culminating in a 1985 needs study. A proposal for the development of an off-campus center was then forwarded by the CSU Chancellor's Office to CPEC requesting to commission's approval of concept and location.

In September, 1986, a meeting was held to finalize the concept and identify the approximate location for the branch campus. Representatives from CSUF, Saddleback Community College District and CPEC attended. The Chancellor of the Saddleback Community District was most supportive throughout the planning phase and volunteered 22 acres of the lower campus of Saddleback College for the site of the CSUF branch campus.



That same year the CSUF Academic Senate approved the finalized concept of the off-campus center. Certain principles were set forth at the outset. Some of these provisions are as follows: the learning center must provide a quality education; planning must be based on offering pre-professional career-oriented degrees within the context of a strong liberal arts and upper division general education program; proper personnel must be provided to insure services; personnel

must have permanent office space available; the level of state funding for library services must be commensurate with the mission of the learning center; minimally acceptable student services must be established; no resources must be diverted from the Fullerton campus to achieve these purposes.

Agreement to proceed with the opening of the Branch Campus in the 1988 Fall Semester was worked out with the Saddleback Community College District, and former Saddleback College temporary buildings were designated for the CSUF Mission Viejo Campus.

I was hired in November of 1987 as acting director in order to oversee the development of MVC along with organizing community support to bring about State Legislature and Governor's Office approval. Even though both houses of the legislature approved the satellite campus project during the the Spring of 1988, the Governor decided to veto the Mission Viejo budget for that year.

The same process was repeated during the 1988-89 academic year and once again the State Legislature approved the development of the branch campus. This time Governor Deukmejian approved the CSUF project along with the San Jose State University branch campus in Monterey County.

Three buildings were remodeled (two classroom buildings and a building which contained administrative/faculty offices, a computer laboratory and a library) at the beginning of the Fall 1989 semester. Construction workers mingled with students during the first few weeks of the semester. Three staff members plus 20 faculty started the 1989-90 academic year. By the second semester, two more staff members were added.

In Fall 1991 two more buildings were added incorporating two larger classrooms, an enlarged electronic library, more faculty offices, a bookstore and space for a student lounge.

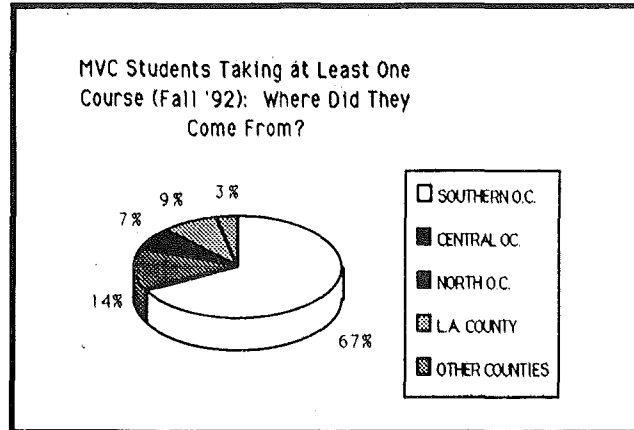
During its first two years of operation, MVC was able to offer programs and courses in business administration, communications, educational administration, liberal studies multiple subject credential, nursing and reading. Upper division general education courses offered in humanities, social sciences, arts, science and mathematics support the other programs offered at MVC.

Students and Faculty

As the enrollment graph illustrates, MVC enrollment and FTEs peaked in Spring, 1992, with a decline of about 100 students and 55 FTES occurring in Fall, 1992.

Mission Viejo Campus

Faculty can volunteer to teach classes at MVC, but no one is required to do so. Anyone teaching at MVC must teach at least one class at the Fullerton campus in order to maintain contact with his or her parent department. During Spring, 1991, 37 percent of instructors at MVC were full-time Fullerton campus faculty members. In Fall, 1991 half of MVC's 75 instructors was composed of full-time CSUF faculty.



Goals and Objectives

The goal of the CSUF Mission Viejo Campus is to provide enhanced educational opportunities at the upper division and graduate levels to southern Orange County, specifically serving a) students from community colleges who desire to transfer to CSUF and obtain a Bachelor's Degree, b) individuals who have completed their first two years of college work at an institution other than a community college and now wish to transfer and pursue a Bachelor's Degree, and c) individuals with Bachelor's Degrees who wish to pursue an advanced degree. The objective of the MVC campus has been to offer select CSUF programs leading to degrees and credentials which fulfill identified and anticipated upper division and graduate educational needs of the area.

MVC Services

CSUF has an adequate library for upper division and graduate research because of the excellent electronic resources which connect MVC to Fullerton and to other libraries and indexes. MVC has access to the same periodicals plus some that the Fullerton library does not carry.

Student Affairs is overseen by very competent staff who have had long experience at the Fullerton campus. Advisement and counseling is made available not only to the CSUF students, but even to some of the Saddleback College students coming down the hill.

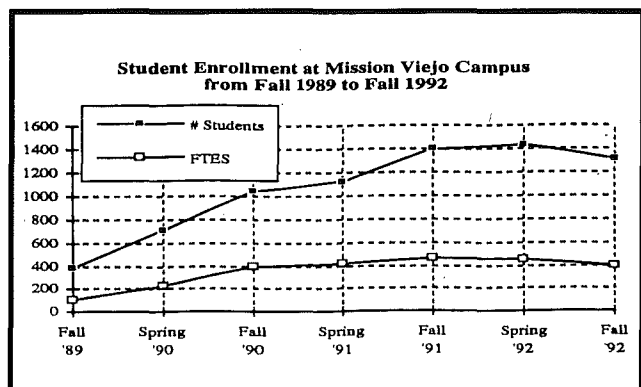
MVC students do not have to stand in long lines for registration. In fact, students from both campuses come to MVC to avoid the long lines at Fullerton.

State Funding

The annual operating expense and equipment budget of the Mission Viejo Campus is \$644,000. This includes salaries for seven staff members and operating funds for supplies, services, in-state travel, communications, library, utilities, equipment, maintenance and repairs and lease payments.

Saddleback College and District receive \$107,600 per year for services provided to CSUF-MVC. These include custodial and grounds maintenance, security, escort service during evenings, college library services, daily courier service between Fullerton and Mission Viejo, mail services and shipping/receiving.

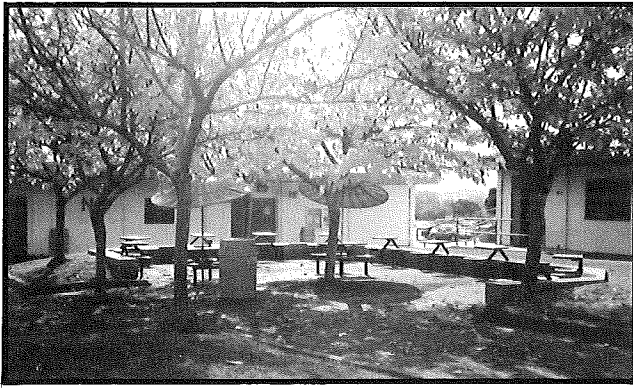
The budget is tight. Why continue to fund branch campuses? Part of the answer is demographics. Females make up approximately two-thirds of enrollment at the 10 existing CSU branch campuses. The students tend to be older, re-entering school after a career or raising a family. Small campuses are less imposing to students, be it in terms of class size or parking spaces. As far as state funds are concerned, the staff and operating budget of the branch campus is set by the CSU Chancellor's Office. It is administered through the Vice President for Academic Affairs of the parent campus. The faculty funding allotment is earmarked separately as far as FTES is concerned but allocated together with the Fullerton totals. During the last two years, MVC has not drained CSUF funds, but has returned a portion of its budget at the end of each year. In addition, CSUF has contract obligations through 1994, and the operations budget is not transferable. Therefore, MVC isn't costing CSUF any money at this time.



Faculty Colleagues' Remarks

Let me quote six colleagues who are full-time faculty who have offered courses at MVC.

Geoffrey King is professor of management and has taught business politics at MVC for two semesters. He comments: "MVC has all the necessary support facilities for such courses including a computer laboratory, library, audio video equipment and the like."



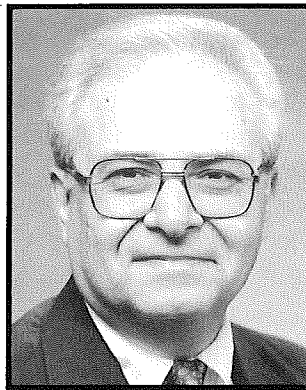
John Lawrence, professor of management science, says, "The setting of the campus in Mission Viejo hills is conducive to academic pursuits. I find the class size at MVC typically smaller than those at the main campus. The combination of smaller classroom sizes and smaller student population enables the student to build closer comradeships, not only between themselves, but with the instructor. Additionally, our business students have the opportunity to interact with students in other disciplines."

Louise Adler, assistant professor of educational administration, states, "Many of my students in educational administration are what might be called 'adult re-entry' graduate students. They have begun careers and families. . . A substantial portion of our students could not pursue a graduate degree if it meant making a long freeway commute to get to the university. My students have been especially appreciative of the library access provided by MVC. Students have been able to complete assignments. Their work has been comparable to the research work done by my students at the Fullerton campus."

Marvin Rosen, professor of communications: "The small size of the campus offers opportunities for face-to-face contact between faculty and students often lost in a larger setting. . . The newness of the campus provides an environment that stimulates experimentation."

Finally, *James Weaver*, professor of American studies says "Over a hundred years ago an American educator, Mark Hopkins, when asked to propose a model for the future of higher education in the nation is said to have stated, 'The ideal college consists of a log of wood with an instructor at one end and a student at the other.' The charming simplicity of such a vision bears little resemblance to the kind of places that most American campuses have become—parking lots with seemingly endless streams of cars coming and going, broken by green belts of grass and an occasional struggling tree competing for space with the ubiquitous vending machines that tempt with their chips, bars and insipid coffee. For a short time, at least, those lucky enough to teach course or two at Mission Viejo Campus come as close as we are ever likely to get to 'the log.'

MVC is set on a hilltop at the end of an uncrowded winding road, and the parking lot has never been full. Leaving your car, you can almost immediately see the entire campus: offices, classrooms, library, bookstore, snack shop and some outdoor tables and benches. The scale and the pace are comfortable, helping to create a sense of intimacy. It is what Fullerton was 30 years ago. Finally, there seems to be a large number of older students, and as an aging instructor, I find the enthusiasm about and ideas and books that some of them generate at their end of "the log" stimulating to me perched at the other end."§



Dr. George Giacumakis, Jr. is the Director of CSUF's Mission Viejo Campus. He was a professor of history at CSUF from 1963-1979, and has continued to teach history as a lecturer since 1985. Dr. Giacumakis participates in many academic and community activities and has published several books and articles.

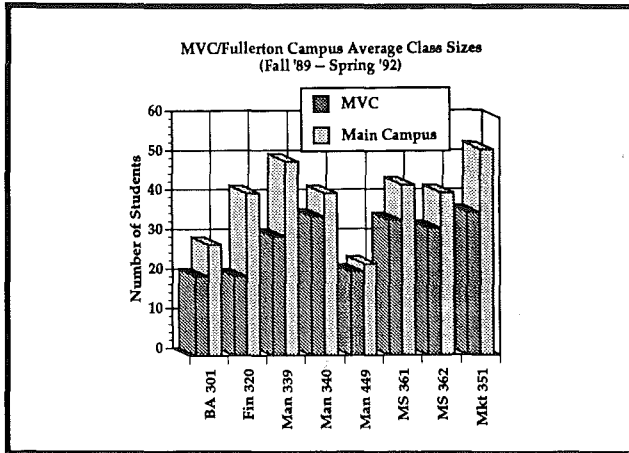
MVC: a critique

Dorothy Heide
Assoc. Dean, Business Administration & Economics

The School of Business Administration and Economics has participated in the Mission Viejo Campus since it opened in the Fall, 1989, semester. Over the three-year time span, the School has tried to be responsive to the needs of MVC and its students. With the

exception of the Fall, 1989, semester, all the upper division core courses have been offered each semester. In addition, the capstone course, Management 449, has been offered three of the six semesters and selected departmental courses have been offered since the Spring, 1990, semester. In these days of reduced budgets, however, it is important to determine whether the commitment to MVC is too little, too much, or about right.

Mission Viejo Campus



After reviewing the enrollments at MVC, it appears as though SBAE could use the faculty resources budgeted for that campus more effectively if the faculty positions were returned to the School's Main Campus budget. For example, if we consider the core courses only, the MVC enrollments are generally lower per class than on the Fullerton campus. Table I compares average class size for required core courses and the capstone course on both campuses. When the Economics and Finance Departments offered other departmental courses, the enrollments ranged from a low of six (Econ 320, Spring, 1990) to a high of 41 (Finance 340, Fall, 1991). When taught on the Fullerton campus, these two classes averaged 30 and 56 respectively in corresponding semesters. Clearly, most faculty teaching at MVC have "different" teaching assignments than those teaching on the Fullerton campus.

Forecasting enrollments on a particular campus is always chancy. However, planning requires forecasting. Economists and others charged with predicting any future event generally use trend data. Using this technique, the SBAE enrollments for the courses on Figure I appear to have peaked in the Fall, 1990, semester with a headcount of 715 which translates to 155.4 FTES. The Spring, 1992, enrollments for these courses are quite low—558/117.4 FTES—probably due to the fact that no new students were admitted to SBAE. Hazarding a



guess from the Spring and Fall 1991 numbers, it appears as though future headcount enrollments will level off at around 675 or about 150 FTES. Aside from the numbers, this guess is based on two contributing factors: the School is now considered "impacted" and the backlogs that had built up over several years for selected courses have disappeared. There are, of course, two other options—higher or lower enrollments. A conservative judgment, however, would not predict growth given the demographic and other factors affecting enrollments in general on all campuses.

Aside from enrollments on each campus, the School must weigh other goals when the MVC operation is considered. The School's accrediting body, The American Assembly of Collegiate Schools of Business, requires any off-campus site to meet the same curriculum, library/computer support, and staffing requirements as the main campus. With respect to the curriculum and support services, the MVC campus does not pose a problem for the School. That is, the course

Course	Day		Evening	
	Total Credit Hours	% Taught by FT faculty	Total Credit hours	% Taught by FT faculty
Business Writing	204	0%	57	0%
Economics	90	0%	219	40%
Finance	171	0%	381	68%
Management	240	100%	291	42%
Management Science	526	32%	128	0%
Marketing	111	0%	105	100%

content is the same and the support facilities are functionally equivalent. This is not true with respect to staffing. The AACSB requirements are:

- 75% of student credit hours must be taught by full time faculty.
- 50% of student credit hours must be taught by doctorally qualified faculty.

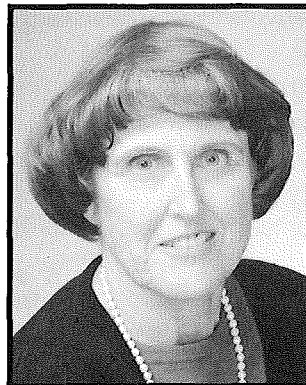
In addition, courses offered during the day, i.e., before 1700, and those offered in the evening, i.e., after 1700, are viewed separately for staffing purposes and each must meet the staff coverage requirements. Table I illustrates the difficulty the School has in meeting these conditions at the MVC campus. While the School can adjust teaching assignments, it is very difficult to optimize faculty assignments when all the constraints are taken into consideration. For example, when tenure track faculty are not willing to teach at Mission Viejo, the School must use temporary faculty, i.e., lecturers, and, at least half must be full time. It is also difficult to assign a single section to a full-time faculty member—

the drive is not worth the effort. The School does not even have the luxury of viewing MVC as a whole—each department must meet the staffing criteria independently.

As the School considers its position with respect to the MVC, there are three elements in the decision equation: enrollment demands at both campuses, staffing at MVC, and a more political question—the University's need to have a presence in the South County. Over the past several years, the School has faced considerable excess demand for its courses on the Fullerton campus. Similar pressure does not exist at MVC. Thus, if the question were left to the School, the preference would be to use all the faculty resources at Fullerton. Temporizing on this desire, the School offered fewer sections (19 F '92 vs. 28 F '91) at MVC this Fall. However, the hoped for 150 FTES did not materialize and, even though fewer sections were offered, the expected increase in average class size occurred in only three of the nine required courses offered: BA 301 (33), Econ 315 (28), and MS 361 (30). The total FTES generated was 125.14 as opposed to 168.2 in Fall, 1991. Overall, the average class size increased to 30 from 27 primarily because only one section of a non-required course was offered. With respect to AACSB requirements, the School still had trouble meeting the full-time standard although the doctoral coverage standard was met.

If the University continues to view MVC as a political priority, the campus must first answer the question: How do we as an institution provide both

Fullerton and MVC students a high-quality product effectively and efficiently? That is, the University has at least an equal commitment to Fullerton and MVC students; course availability and class size (both quality surrogates) are important questions on both campuses. When political considerations are included in the equation, other relevant questions must be addressed. For example: Is the University serving a population that would otherwise go unserved? Is there a public policy aim that overrides an economic and/or educational one? Is there a very strong political presence in the Saddleback area? The School recognizes these issues do drive some decisions but political tensions cannot act as sole determinants of University judgments. In a time of declining budgets, the University must make painful choices. Whatever the choices ultimately made, educational quality is, as we say in business, the bottom line. §



Dr. Dorothy Heide has been at CSUF since 1980. In addition to serving as Associate Dean of the Undergraduate Program for the School of Business Administration and Economics, she teaches courses. Dr. Heide is also a member of the Vacated Space Committee and the Human Resources Systems Steering Committee.

Living, more or less, with legislators

Keith Boyum
Political Science

"Money makes the world go 'round" is a line that might be transferred from a production of *Cabaret* to the production of policy in Sacramento. Money, or more precisely the lack of money, is driving policy for higher education in a process that appears to have disastrous potential for us.

But first: pity the poor education policy makers in state government. They are faced with demands for seats in the state's public higher education classrooms from what seems to be an endlessly growing number of potential students.

Urgent voices argue that higher education must be made still more accessible, particularly for persons

from historically underrepresented groups (most particularly, people of color). Underlying this is a view that higher education is the principal means for upward mobility, and the "good life." In some respects, it's the only way "up and out" in California, and most of the United States.

Yet the state is broke—or at least, public budgets are shrinking. Thus the education policy makers (with the rest of us) fervently wish, and perhaps seek, an easy way out. What's needed is to offer *more* public higher education, while spending *fewer* dollars.

Right.

The quest is underway in at least two current Sacramento processes. One involves the California Postsecondary Education Commission (CPEC), where advisory committees are seeking ways make dollars

The Future (Ugh!)

stretch to serve more students. CPEC will ultimately report to the legislature on the fruits of its search.

The other, remarkably parallel, process is a series of hearings being held this spring by the Assembly Committee on Higher Education—the legislature's policy committee most closely associated with California public higher education. Ongoing now, and expected to conclude in April or May, is a "review of the Master Plan for Higher Education." Twice a month, the Committee considers a discussion paper drafted by staff, commented upon by representatives of higher education constituencies (such as the institutions themselves, student government lobbyists, and representatives of faculty), and then issued in a final form to members. After appropriate historical and policy overview, each paper turns to a series of numbered proposals for change accompanied by a sentence or two of pro and con observations.

Discussing the options becomes the Committee's task. Comments, including those from interested audience members, range from thoughtful to first-cut, from deep to shallow—as would be expected. Considering the importance of the issues, all concerned would agree that more time for deliberation would be welcome. Discussions under such heavy time pressures at least afford members of the Committee a sense of hard choices.

The Committee has already gone over proposals for reducing the number and proportion of lower-division students at our campuses, proposals for favoring California residents over out-of-state or international students, and for reconfiguring general education in ways that might open up more seats.

Issues bearing on faculty role and workload are on the table as well. The Assembly Committee on Higher Education is scheduled as of this writing to discuss proposals such as:

- *Prohibit CSU from requiring new faculty hires to have a doctorate degree, except in specialized fields, and revise CSU salary scales and UC graduate enrollment plans downward.*

- *Require CSU tenured faculty to teach an average of four courses per academic term.*

- *Direct each UC and CSU campus to develop a curricular specialization (e.g. natural science, agriculture, or liberal arts), and consolidate academic departments in disciplines outside the specialization.*

Perhaps one more example on the list will drive home how dangerous these deliberations may be. It is *Replace tenure with "security of employment" contracts.*

The Committee will take no formal position on these issues, at least until later in the spring.

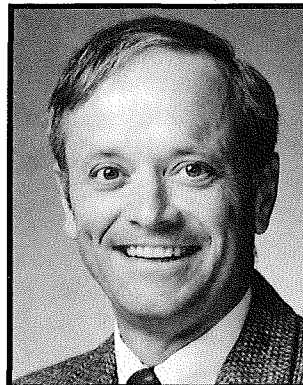
I'm alarmed, but students should be even more so. For if a strong and well-qualified faculty (per the norms of American higher education) is lost, what then will be the value of a CSU degree? How will students seeking graduate and professional school admissions be evaluated? What, ultimately will be the fate of CSU Masters programs? Who would be well-served in M.A. programs staffed by faculty who meet only the standards of the University of South-east North Dakota at Hoople [if there be such a place]?

Those questions, and others like them, are already the subjects of urgent conversations between policymakers and people like me who talk to them from time to time. But it's a hard sell, given the pressures on legislators. The messages about the values that may be at risk—especially for students—need to come from many sources, and with urgency and frequency.

My own sense of things is that when Committee and CPEC reports are available later this spring, at least some of these proposals will be contained within them. Some of the more egregious suggestions may be gone; but those remaining will find some support in the legislature, as responses to the pressures of too little money and too much demand.

We must insure that policymakers know that such proposals would (if adopted) result in a lower-quality institution. If we are to be wholly about meeting classes all day, and not at all about faculty-renewing activities such as scholarship and public service, Cal State Fullerton and University of South-east North Dakota at Hoople will be rightly mentioned in the same breath. And nobody will think it wrong to judge our Cal State alums negatively for having graduated from such a place.

What policymakers do you know? With who are you ready to engage in an informative dialogue? Do you know thoughtful students and alumni who would be ready to discuss the nature—and the future—of our institution? The time for bringing messages to Sacramento is at hand. §



Dr. Keith Boyum is completing his second term on the (statewide) Academic Senate of The California State University, for whom he chaired the Governmental Affairs Committee in 1991-92.