



University Budget Committee Meeting Minutes

DATE: Tuesday, October 9, 2018

LOCATION: ADM 560 (NEC Room)

MEMBERS PRESENT: President Les Wong, Co-Chair, VP & CFO Phyllis Carter, Co-Chair Provost Jennifer Summit, VP Jason Porth, Andrew Harris, Nancy Gerber, Sheldon Axler, Sheldon Gen, Genie Stowers, Ian Dunham, Singing Chen, Elizabeth Gandara (rep for AS VP Finance Nathan Jones), Elena Stoian, Maria Martinez, Sutee Sujitparapitaya

Excused Absences: VP Luoluo Hong, VP Robert Nava, Jerry Shapiro, Andrew Ichimura, Nathan Jones

Guests Present: Joshua Chan, Golden Gate Express campus newspaper

Committee Staff Present: Nancy Ganner

Accompanying PowerPoint presentation for this meeting can be found here:

<http://adminfin.sfsu.edu/sites/default/files/Committees/UBC%20Oct%202018%20Presentation%20FULL%20PDF.pdf>

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❖ UBC Co-chairs called the meeting to order at 10:00 A.M.

### **Agenda Topic #1: Welcome and Announcements (President Les Wong and VP Phyllis Carter)**

❖ **PRESIDENT LES WONG** → Welcome. The semester is still continuing on a good path and I want to thank many of you that sent notes about my career decision last week. It was a good moment to self-assess, and if all things are on a “go” sign, what a great time to end my campus leadership. We’re secure about enrollment, we’re secure about the budget, the donor gift-giving is at an all-time historical high, and I thought - you want to leave the place in a better condition than you got it, and I think we’re there. There’s no cloud of ‘is he in trouble’, ‘is he being hired away’, etc. Not at all. About 3 months ago I was visiting with my twin grandsons on the East Coast, and I as they were about to go to bed one night, both of them looked at me and said “we want to see you more,

grandpa”, and that was the sign. About a month later, Mrs. Wong and I decided that all signals were good. The media was alerted to July 30<sup>th</sup>, but it’s actually July 31<sup>st</sup>.

- ❖ There’s still a lot to do and we’ll try to keep up the momentum that you’ll hear about today. It’s been an honor and privilege working with all of you, but I’m not leaving just yet. We still have more meetings and there’s a couple more things to be done like the Academic Master Plan and the physical Master Plan, that are both very dramatic, and we’ll be seeing more of them.
- ❖ **PHYLLIS CARTER** → Thank you, President Wong.

### **Agenda Topic #2: Approval of July 27<sup>th</sup> Meeting Minutes (VP Phyllis Carter)**

- ❖ Motion to approve requested, seconded and passed.

### **Agenda Topic #3: Budget Planning Objectives (President Les Wong & VP Phyllis Carter)**

- ❖ **PHYLLIS CARTER** → I have one announcement before we get started: Administration & Finance and our Budget office is planning to host Budget Town Halls, which are opportunities for the campus community to hear what you’re going to hear today about our University Budget for Academic Year 2018-19. They’re scheduled for Oct 17 in the Library for two sessions, and also on Oct 18 in Seven Hills for two sessions. We’re taking the approach of educating and sharing information about how we do the budget, and what our budget levels are for this year.
- ❖ Now we’ll move into our first presentation, which is by myself and Elena Stoian, our Executive Director of Budget Administration & Operations. We’re going to present the 2018-2019 Campus Consolidated Budget.
- ❖ **PRESIDENT LES WONG** → VP Carter and Elena have done an incredibly good job. A big surprise to the Presidents, as you all know, is that CSU received more money than it asked for. There is a conceptual piece that’s still somewhat uncomfortable for the Presidents, which you’ll hear about in just a moment. The way in which the budget came from Sacramento to CSU and to us, for the first time, brought one-time dollars really close to General Fund dollars, and it takes the skills of a CPA and her staff and Elena to make sure those stay apart.
- ❖ I was sharing with Dr. Gerber earlier today that the Presidents are very worried that the emphasis on tenure-density, for example, about to be funded with one-time dollars. You know exactly the problem. I think there’s some openness to continuing the discussion with the Chancellor on how to

get that done. You might have been informed that allotment of dollars is inversely related to size, so the smaller campuses who have a larger problem with tenure-density are getting more dollars than the larger campuses. It's not cut equally across 23 schools, so the big campuses are going to get fewer dollars to support tenure-density efforts.

- ❖ I am sure at next week's Council of President's meeting, that will be a serious topic of discussion. I wanted to share that with you because there are times when I ask Phyllis what she's hearing about the one-time General-Fund distribution, and there's another layer where there's expectations over years when, in fact, the budget, as you know, is an annual process.
- ❖ The way it got aligned this year may not seem a big difference, but in theory and in the initial interpretation, it really is quite different than before. It's always good to get more money than you ask for. Enrollment expectations will continue.
- ❖ I wanted to set that context because at the Presidential level, we're having quite an intense discussion about the General Fund and the one-time dollar commitment. Also wanted to share that the commitment to the Graduation Initiative is pretty substantial, and it's part of the General Fund budget so we'll continue to be able to fund initiatives to improve graduation, retention, etc. Part of the Graduation Initiative is one-time dollars as well. When things get a little too close, we have to be more aware. I wanted to set that context, so you'll hear about the details now.
- ❖ **PHYLLIS CARTER** → Thank you, President Wong, and I'd like to piggy-back on the comment about one-time dollars. One of the things that's happening at the Chief Business Officer level is the fact that we'll have a new Governor next year, so there's the potential for having a different dialogue as to how we look at budgets, moving beyond the one-time funding to a multi-year budget, and how the Chancellor's Office ("CO") is going to create that budget presentation to the incoming Governor.
- ❖ On that note, we'll move into SF State's budget for Fiscal year '18/'19. Elena will be presenting the majority of the budget presentation but I wanted to highlight how we planned for our budget this year with some of our objectives and goals.
- ❖ There are three main pillars for Administration & Finance's goals this year: Sustainability, Transparency and Engagement. (Page 9) We have taken these pillars for how we're moving forward with our financial and non-financial goals for the department this year.

- ❖ Under Budget planning and management, our goal was to create a balanced budget, which you'll hear about. We also wanted to continue the practice of many years of optimizing and utilizing all the available funding sources that we have for Graduation Initiatives and success and other funding resources, other than just the General Fund, and we wanted to move forward a little more in depth into those programs that are provided by the University.
- ❖ We also wanted to highlight our Capital budget and how its aligned with our strategic initiatives. You can hear outside the construction that's going on thanks to Jason and his team. We looked beyond base budget allocations and base budget requests, and we tried to create some structure on how to prioritize those, and how to fund them. Maybe at a future University Budget Committee ("UBC") meeting we can share what that process exactly was, and how successful it was this year.
- ❖ As in past years, according to the CO, we have to provide financial oversight, which is conducting two mid-year reviews of how we're doing on our budget and reporting out on that.
- ❖ For Transparency, as in the last years, we will continue to publish our budget book to the campus website, and possibly make it a little simpler for the average person to review and understand. As I mentioned earlier, we're going to be conducting budget forums and also some additional fiscal and budget training for the campus community.
- ❖ We hope to also implement and pilot some Key Performance Indicators (KPI's) for Administration & Finance, not only around budget, but around other administrative areas.
- ❖ Finally, we wanted to make sure that we stay engaged with the campus community and get your feedback on how we're doing, not only in the budget process but in how we're supporting the campus community and understanding the financial resources that we have.
- ❖ In addition, we're going to be coming back to this UBC committee, as it was recommended at the last meeting, to get your opinion and feedback on some process changes we want to look at going forward, such as our reserve policy. President Wong wants us to implement, over the next year or so, some processes around managing our reserves, hitting targets, defining how we accumulate unspent monies and then reallocate them to meet our curriculum objectives. Additionally, we're looking at our recharge and cost allocation processes and then we have some other cost initiatives and reduction initiatives that we're going to be engaging our community as well. You'll hear about

a couple of those in a few minutes from another member of our Administration & Finance department.

- ❖ In this coming year 2020 (Page 10), once we complete our Academic Master Plan we're going to be revisiting our budget model to determine if it's still the right fit for this university or whether or not we need to make some enhancements. With the help of our Provost, she and I will be partaking in looking at hiring plans university-wide, as well as position management. We've already started looking at some solutions that are delivered as part of our Oracle application that we can basically just flip the key and start using so we do a better job of managing our cost.
- ❖ As everyone knows the economic challenges for universities nationwide are growing, where our revenue in the past has been held constant. Tuition increases are held to a minimum, so we have to start looking at our cost structure.
- ❖ One of our goals this year with the support of President Wong and his encouragement, or mandate, are looking at our cost structure and making sure that we are managing our cost and optimizing it, so we're going to be developing tools and bringing those forward to the decision makers, not just in Administration & Finance and Academic Affairs, but all the way down to the Dean levels, to be able to understand not only how we manage our resources, but having at your fingertips resources to look at scenarios like how you manage your costs, how you look at programs and how you analyze the structures.
- ❖ Those are things to come in this upcoming fiscal year, including looking at maximizing our space utilization once we have our Academic Master Plan and we know what programs we're going to be moving forward with. How we utilize the space that we have in a consistent way and how we're building new buildings on campus as well. Those are some of the things that we've done in not only developing this year's budget, but going forward and planning for next year's budget in 2019/2020. Now I'll hand it over to Elena who's going to give you the bulk of the consolidated budget presentation.

#### **Agenda Topic #4: 2018/2019 Budget Update/Planning (Exec. Director Elena Stoian)**

- ❖ **ELENA STOIAN** → About this time last year, I introduced the concept of an SFSU "consolidated budget"; it consolidates all the units and all funds, not only the General Fund. As we see here, (Page 11), 67% of our consolidated budget is General Fund. The Self-Supports represent 19%. Self-Supports units operate on their own revenue and do not receive any state allocation. Other funds

include the 496 Special Project Funds which used to be outside of the budget, but now have been moved to the Operating Fund 485. For Grants & Contracts we used last year's information because it's no easy task for them to give us a firm estimation of their budget this year. Also this year and also the Auxiliary organizations, which are separate legal entities authorized to provide essential service to the CSU educational programs, and they have fiduciary responsibilities to their governing boards. Those are the components of the consolidated budget.

- ❖ Two years ago, we introduced the notion that our budget should look like our P&L's, so we budget for the revenue sources and the uses/each expenditure. Here are the consolidated sources Revenue-side (Page 12). The other side is the expenditures (Page 13), which are the uses and how we allocate the revenue. As we see, the Salaries & Wages are the highest at nearly half of our consolidated budget and if we add the benefits, it's 64% of our consolidated budget. You can see the others, but Financial Aid shows here as an expense because these are the SUG's (State University Grants).
- ❖ Now we'll go back to the largest piece of the pie which is the General Fund budget and again we have both sides – the revenue (Page 14). At the bottom of this slide you'll see what the Other Financial Sources and Reimbursement from other funds are. We are mandated by Executive Order to recover costs anytime General Fund provides services.
- ❖ This next slide (Page 15) shows the distribution of General Funds by Cabinet. These Expenditures match the \$378M in Allocations to the Cabinets. This year we changed the "University-wide" terminology to "Centrally Managed Resources", such as Benefits or positions in the General Fund budget. Transfers out to Deferred Maintenance; we're still funding the \$23M from our base, but other campuses are still using one-time funds. Next is the breakdown in expenditures for the General Fund (Page 16). Again, salaries, wages and benefits are about 80% of our expenditures from the General Fund.
- ❖ This slide (Page 17) shows how else our state funds support the university in different ways; though Grants, and we can see here what the distribution is (Cal Grants, Pell Grants, etc). SUG's and contracts reported this year the largest is our Federal Grants (Page 18). The expenditures are consistent with all Grants & Contracts in salaries, benefits and operating expenditures and indirect

cost allocations, which goes back to facilities and cost reimbursement. The next part is the Auxiliaries (Page 19) Associated Students, the Foundation and UCorp, totaling \$13.8M.

- ❖ We have a few self-supports on campus (Page 20), and the majority of them operate on their fees and they must balance their budget to their revenue, as they do not receive additional support so they have to live within their means. We asked them to provide a 5-year forecast, so we'll look at each one separately:
- ❖ For Housing, Dining & Conference Services, the licensing fee is the rental fee and the food services are their highest revenue. In Housing they still have a pretty substantial debt service payment, which is about 27% of their operation, and you'll note at the bottom they manage four programs: Student, Employee & Family Housing, and Non-Affiliates, Dining Services, Conference & Event Services, and Residential Life.
- ❖ At CEL (Page 21), they have various sources of revenue and they submitted a balanced budget this year.
- ❖ Student Health (Page 22) is comprised of Health Promotion & Wellness, Counseling & Psychological Services, and Student Health Services and their budget is based on the Student Health fee – they do not carry any debt service.
- ❖ The biggest expense for Campus Rec (page 23) is the Mashouf Wellness Center. Last year was its first year of operation and this will be their second, and they presented a balanced budget. This year they started paying their debt service, which is the largest percentage of their operating expenditures at about 41%.
- ❖ Athletics (Page 24) as a self-support, but their coaches are actually paid by General Fund and the rest of their operation is managed by the student-paid I.R.A. fee, so this makes them different. They submitted a balanced budget.
- ❖ Parking and Transportation (Page 25) derives revenue from various sources and they submitted a balanced budget.
- ❖ Children's Campus (Page 26) generates its revenues by tuition charged to families and also submitted a balanced budget
- ❖ In the previous slides we've been talking about the Operating budget, now we'll move to the university Capital budget. The difference is the Operating Fund sets the plan for the future Capital

budget. As a good financial practice, we should have a line for future planning activities, like the Campus Master Plan or Deferred Maintenance. All these funds are transferred to the university Capital budget for a future project. This year the Capital budget is \$78M and includes carryforward open projects from prior years and newly approved projects.

- ❖ This presentation will be available on the webpage and further review of these budget items are available on the budget report on the website.
- ❖ **JENNIFER SUMMIT** → I have a question about the 17% reserve, and in line with our intention to look at how we use and define reserves. What are the parameters around construction use of that university reserve; how to we determine how large it should be and how do we determine what contingencies call for the reserves?
- ❖ **ELENA STOIAN** → As VP Carter mentioned earlier, we don't have that policy yet and we're working towards that. When you look at the Capital budget, we have different components of the funding because it comes from the Self-Supports. The 17% is how much invested in the Capital projects or invested in the Deferred Maintenance backlog, from their Operating Fund balance. We work closely with our Capital Planning Design & Construction department (under University Enterprises) and the CO, and this is the balance of the funds they had available to invest. It happens to be 17% this year; it can be lower or higher, it depends on the how much we put forward for it, because the CO requires the campus itself put 10% towards that fund. Jason Porth can correct me if I'm wrong, the campus has to have at least 10% of the total in their pocket.
- ❖ **PHYLLIS CARTER** → Adding to Elena's comments, while we don't have an official written reserve policy, we have been partaking in certain practices. One of the primary things we use our reserves for is to set aside the rainy day fund, and right now in our university-wide reserve about \$20M for our rainy day fund, which we defined as salaries for a certain period of time for that major economic decline everyone is warning about. That's one category that we've conducted in a formal practice.
- ❖ The second is those one-time expenditures, and as I mentioned earlier, this year we tried to formalize the process for certain budget requests above base budget by Cabinet areas and it's been our practice to look at budget requests and first say 'is this on-going costs or one-time funds', and if we have the excess funds in the current reserves we'll look to those reserves as a way to pay



for those one-time costs . Things that are included as one-time costs might be funding Deferred Maintenance ("DM"). While the state gave us \$2M this year for DM, we added an additional \$2M so we are actually allocating \$4M to DM. Then when you have those one-time costs, such as a major study done or a major emergency as it relates to facilities, we'll go to that reserve where there are excess monies above our emergency, which covers salaries for a period of time, and pay for those.

- ❖ So that's our informal reserve policy, but we want to get beyond that and be more strategic in how we manage those reserves and maybe partition them a little better other than covering the basics, which is salaries for a certain time, and then cover everything else. We'd like to stratify that reserve that we have and also plan to contribute to that reserve. If I can take a page from the success book of the current Governor, he was great at creating a substantial reserve that for the State, so we want to be strategic in how we do that going forward.
- ❖ **GENIE STOWERS** → I expected to see the Bookstore under the Auxiliaries but I'm not seeing it – what is the bookstore under?
- ❖ **ELENA STOIAN** → It's in Auxiliaries under UCorp. We didn't go deep enough into the various units inside the Cabinet areas.
- ❖ **SINGING CHEN** → For the \$20M in the rainy day fund, is it in a C.D. or earning interest? Also, I think we have an outside party that does financial oversight – how much are we paying for that?
- ❖ **ELENA STOIAN** → Actually my office (Budget Administration & Operations) conducts the financial oversight as instructed under the Executive Order (<https://www.calstate.edu/eo/>) and we have to conduct at least two financial reviews on the budget. It's one thing to set the budget, which is a plan, and another to monitor the performance of the budget and highlight the pluses and the minuses, and intervene timely before anything gets out of hand.
- ❖ **PHYLLIS CARTER** → The financial oversight is that Executive Order that all CSU's are to conduct financial reviews of how they're managing their budget once its implemented throughout the fiscal year. It's an internal function. Earlier I mentioned budget planning, which is the development of the budget, and then there's the management of the budget, which is the financial oversight; when you're doing reviews on a regular basis to assess how well you're matching budget to

actuals, and are you forecasting out to the end of the year for any potential shortfalls. So that's what we meant by oversight, so it's not an outside firm.

- ❖ **ELENA STOIAN** → This is all defined in the Budget office website (<https://budget.sfsu.edu/>); all of the processes, timing and expectations, tasks, deliverables etc. - are all explained.
- ❖ **PRESIDENT LES WONG** → The other layer to it is not only internal audit and budget management, but for many of the auxiliaries there's a requirement to use outside auditors, so there's like three or four levels of budget management in play at the same time.
- ❖ **PHYLLIS CARTER** → The answer to your first question about managing the funds: the CO looks at any reserve balances that aren't already allocated and they invest those through our Board's investment policies so that we earn interest on those. That interest flows back to the university to be managed by the prospective organizations were those reserves are identified. The only excess reserves that are unallocated are invested under the CO.
- ❖ **PRESIDENT LES WONG** → If I can add to that: there isn't a President on this planet that believes in excess funds. Keep in mind that if we were a brand new campus, our reserves might be near that 10% level. We are the oldest campus in CA and that's one reason why our reserves are higher. All we have to do is think back to when we closed the Science building, contamination, pipes break, etc. That kind of stuff. We have two buildings that have no fire suppression equipment. I think the sprinklers are being added this coming year, but you have to think of your own home budget that you do have reserves in that emergency mode, and if you have a really old house, you're going to spend more. We have a really old campus, and our reserves typically have to be higher, in anticipation. I always dread getting those evening phone calls because something has broken and we have to fix it.
- ❖ **SHELDON GEN** → I want to applaud your effort and Elena's efforts on furthering budget transparency, from what I see here. You may not be aware, and certainly our new committee members may not be aware of the historic context. It was about 3 years ago that President Wong and the Senate charged the Strategic Issues Committee to determine what would budget transparency look like on this campus, and it basically came down to three big components: context of the budget, data dissemination, and engagement. The budget book was a big step towards data decimation, and I really appreciate what you said earlier ahead of this presentation

about the Town Halls and how the engagement part was moving forward. I really want to applaud this effort and these really great steps forward. I'm looking forward to going to one of these Budget Town Halls and I'm unsure what the content looks like -- I see they're about 45 minutes so they're probably more one-way. I just wanted to throw out there that the State's K-12 funding mechanism I think represents a pretty nice model of how it might work at a campus like this. That model pushed the decision-making down to the district or charter school, their LCap committee that controls accountability. The point is that it's a group of stakeholders, and they're not budget analysts, but they're stakeholders in the institution. I put that out there because maybe the next step on engagement, maybe the 2.0 of this is a *two-way* discussion, as a possibility.

- ❖ **PHYLLIS CARTER** → Thank you. Elena and I will be around after the meeting if anyone has any additional questions about this.
- ❖ **PRESIDENT LES WONG** → One of the things in the works that the Provost and I are looking at; as there's always the rotation of new Chairs, we're thinking we can loosely use the word "required", so that we would make sure the Chairs attend these things so that they not only know what's in front of them with their department, but how does it fit in the larger picture. We've not been demanding of the Chairs, for example, to attend, but they're starting to ask more, so we're starting to think we might put that on the agenda. That will help with transparency.
- ❖ **PHYLLIS CARTER** → Following President Wong's comment, Elena and I are available to go to any of the shared governance meetings as well, if you have a specific request about or aspect of your budget you'd like us to take a deeper dive into, we can adjust the budget presentation for that particular group. We'd be happy to do that.
- ❖ **PRESIDENT LES WONG** → For the first time folks here too, the DM for this campus is approaching \$700M (it escalates every year). If there was a mythical thing that said 'how much would you need to bring everything up to the minimum standards', that's how old this place is.
- ❖ **PHYLLIS CARTER** → We did have a visit from the Dept. of Finance from the Governor's office and we shared that information with them so they can be aware that the impact of what they give us is miniscule compared to our need. It's reflected across all the CSU's.
- ❖ Thank you.

#### **Agenda Topic #5 Enrollment Update: Fall 2018 and College Year 2018-19 Projection**

**(Sutee Sujitparapitaya)**

- ❖ **SUTEE SUJITPARAPITAYA** → I'm going to give you an enrollment update focused on 2018-19, this year. We're going to start with Summer. It's a lot of numbers but I only have four slides. The first one (Page 32) focuses on the Summer. If you look at the top two charts (Page 32), the one on the left is Headcount, the one on the right is FTES. This campus became a full state-supported Summer starting in 2015 for the first time. Prior to that in 2014, we had about 100 FTES and then jumped to over 2000 FTES in one summer. Summer 2015 was full state-supported summer. Since then, you see the growing areas every summer, and this summer we reached 2,728 FTES. When you compare Summer 2017, we had the second largest in the system
- ❖ **SHELDON AXLER** → I have a question about that chart, as I was looking at it last night. If you look at say, Northridge, and we have 15 times as much as they do, it doesn't seem plausible to me. I wonder if the headcount is only the state-supported? So they maybe have just as big as operation as we do?
- ❖ **SUTEE SUJITPARAPITAYA** → Yes this is the state-supported only. Same as San Jose State. Thanks, Sheldon.
- ❖ If you look at the latest Summer 2018, the majority of enrollment for the summer is Undergrad. Half of the Undergrad is GE classes. We offer a lot of GE classes, and for non-GE Undergrad we offer mostly is from the College of Business. The other Undergrad GE classes are from LCA, COSE, HSS. We're doing good for summer. The Fall is a different story.
- ❖ We want to focus on the new students first. Looking at it from the enrollment funnel standpoint (Page 33). There's Applied, Admitted, AAO, then Enrolled. For First Time Freshman ("FTF"), we received about 1,084 more applications from last Fall and we admitted a lot of them. Then we look at the AAO and we're still ahead of the game in FTF. By the time we get to enrollment, we lose about 1,000 of them, even with all those applications. We have a plan to investigate and learn why they chose to go elsewhere.
- ❖ For Undergrad transfer, it's not good all around. We enrolled much less than last year. The Undergrad rate is lower for every cohort type.

- ❖ New Grad students; it's no secret that we have less applications every year. Last time I was here I spoke of it, and you'll see my last slide this, including non-residents, we came in negative for Grad students.
- ❖ **SHELDON AXLER** → The difference in transfer students is dramatic. It at least warrants a discussion. What's going on there?
- ❖ **MARIA MARTINEZ** → One of the things we're learning is that the UCs have developed their own pathways from the community colleges, where in the past the CSU's were alone in it. Although there have been no studies done, we're sensing that they're taking all that traffic from the CSU's.
- ❖ **SHELDON AXLER** → A 30% drop in one year? If that continues, that's a serious long-term problem.
- ❖ **PRESIDENT LES WONG** → The budgeting implications are significant.
- ❖ **MARIA MARTINEZ** → For redirects, there's a policy that says that students who are not admissible by other CSU campuses due to impaction, those students are to be redirected to other campuses. So we're looking various ways we can increase our transfer population.
- ❖ **SUTEE SUJITPARAPITAYA** → Fall 2017 was the first redirect, but the CO didn't have a good process, so they gave us a bunch of applications and we worked with them. This year they got their act together and they filtered the redirect prospects, and filtered out the ones that wasn't really qualified, and gave us a much smaller pool to work with. So we didn't get as many redirects to consider, compared to last year.
- ❖ The next slide (Page 34) this is the big picture , not just new students. I want to focus on the total table at the bottom. On the left is the headcount and we talked about new students and not as many enrolled so it came in negative. Overall, it's about 34 headcount less than last year. Lucky that we have a bigger average unit load to be able to provide more classes to students. We offered less sections this Fall than last Fall, despite the lower headcount, but we gained more FTES. We manage our curriculum well, so FTES students will be able to enroll in more classes now as a result.
- ❖ This last slide (Page 35) that you might want to know what happened last year? Used the projected Spring 2019, but the actual Summer and Fall. This year we anticipate to come in .3 higher than the CO target. If you look at the gray line, we've been under the target for the since 2013/14, the last 5 years. It's the first time we're going to go over for CA resident enrollment. Non-

residents, not so much so we have a problem with non-residents 3 years in a row. This year we're not improving. Any questions?

- ❖ **SHELDON GEN** → The drop in sections resulting in higher loads is remarkable. Is that attributable to standard block times that were adopted last Fall?
- ❖ **JENNIFER SUMMIT** → I think it's a combination of things, but I think the biggest is the Chairs are using predictive analytics and are planning the curriculum in a way that's more in line with anticipated students in them. I think they're being very watchful of enrollment levels and they're scheduling classes that they know are going to enroll at pretty high levels. The Deans are making sure that they're staying on track. I think it's really a remarkable effort and I'm glad that you noticed that. It's a huge success of our Chairs and our Associate Deans are working very hard with the Chairs to make sure the curriculum is lined up with student need.
- ❖ **ALAN JUNG** → I think also adding to that or relative to it, is that we actually loaded the budget to the colleges ahead of time so they didn't have to wait for the first week of class. Students have had more opportunity to see what's available and take their classes accordingly, to avoid waiting until the last minute.
- ❖ **SUTEE SUJITPARAPITAYA** → In the previous slide you see the majority increase came from Undergrad, and we worked closely with the Deans offering GE cases to make sure we fill all the demand.
- ❖ **JENNIFER SUMMIT** → It's thanks to Alan Jung and Ly Chau who have been working behind the scenes to develop the Marginal Cost of Instruction. The work that this committee heard all last year about the MCI, I think the success paid off exactly what you see.
- ❖ **PRESIDENT LES WONG** → The top chart is a really good lesson in the principle that seems to have held up throughout my whole career. I took it personally when I got here in 2012-2013 when enrollment kept plummeting. The rule of thumb is when you start overhauling things it typically takes three years to see any improvement, so you notice that three years out, the curves starts climbing and it tells you that a lot of innovations, the teamwork, the enrollment management responsibility across all Cabinet levels is paying off. As you see from 2014/15 it starts to climb back up and we ought to be. The budgeting is hit between 1%?

- ❖ **ELENA STOIAN** → Last year the budget was exactly 0.6 lower than projected but higher than we budgeted, because we budgeted very conservatively last year.
- ❖ **PRESIDENT LES WONG** → The CO gives us an enrollment target but we're at plus or minus one?
- ❖ **ELENA STOIAN** → Campuses were asking to increase the goal.
- ❖ **PRESIDENT LES WONG** → The CO is trying to contain this explosion of funding on the margin for schools that over-enroll by big numbers and that's where the cap is. With the prior Chancellor, if you didn't hit your target, you returned the money. But he's also trying to say 'stop this over enrollment and stay within that boundary' and that's helped stabilize other campuses as a group, so that's part of that upward curve as well.
- ❖ **SHELDON AXLER** → Most of our attention is focused on Undergraduates and that's totally appropriate, but we also have Graduate programs. The figures we saw in the slides saw a sharp decline, in Grad student FTES, which means its way down still from 15 years ago. At some point we need to look at that, because this is really important to our faculty that we have thriving Master's degree programs. It's just so important.
- ❖ **PRESIDENT LES WONG** → No question.
- ❖ **SHELDON GEN** → As Chair of the Strategic Issues Committee, I'm just noting that that is exactly one of our top priorities that we've adopted for this year: looking at our International enrollment, and we recognize the Graduate enrollment issue. That's on the agenda.
- ❖ **SHELDON AXLER** → Thank you.
- ❖ **SUTEE SUJITPARAPITAYA** → We've looked at the International enrollment trends, it's not so good, especially the last two years after the new administration. F1 students have leveled out but International students is lower, significantly, by about 300 students.
- ❖ **ELIZABETH GANDARA** → I read through this presentation last night on student enrollment and I think that gives a great opportunity for college ambassadors or people who have gone to school here. I'm in the Master's Public Health program here, but I was an Undergrad at CSU Monterey Bay and I never once saw a tabling presentation from SF State. It would have been so nice to have a tabling event from SF State to talk about the Master's programs and give information about it.
- ❖ **PHYLLIS CARTER** → Thank you, and thank you, Sutee.

## Agenda Topic #6: Process Improvements (Jesus Garcia)

- ❖ **JESUS GARCIA** → I want to talk about our engagement with the campus around process improvement within A&F, and how we can leverage electronic signatures as an application to solve some of our problems. We began in Fall of 2017, me and my team of 3 people, met with folks within and outside A&F and some of the major committee meetings on campus. We met with 350 faculty and staff to talk about 'what are the difficulties that you have in your workday', 'how can we improve our processes with A&F', and how can we leverage electronic signatures to reduce some of the redundancy that we have on campus.
- ❖ We define a business process here as a practice procedure associated with an externally available form. As you can see the load of those processes are within A&F at 224 different business processes. They break out mostly in Human Resources - I'm sure a lot of the staff here will know that, also Fiscal Affairs and Information Technology. I wanted to show the distribution of how we broke those down. We have talked to staff about which are the areas of most pain, and that informed our decision making of how we prioritized the forms for DocuSign.
- ❖ Throughout this process, we have created an entire program around electronic signatures and that relates to workflow, risk assessment, how we implement this around campus and how we have a transparent process. Throughout our engagement with campus we have surveyed staff along the way, we asked them in a 40-hour week how much percentage of their time is spent coordinating signatures. We've asked do you consider electronic signatures to be an improvement on our current campus processes and how supportive would you be as DocuSign as a solution to this. As you can see, the numbers are pretty high and people were very responsive.
- ❖ My team and A&F basically saw a call to the campus to improve these processes. If you look at the SFSU strategic plan, it very clearly outlines that we want to be a leader in environmental sustainability, we want to create a timeline and benchmarks to reach these goals, and we also want to revise our business practices and reduce bureaucracy. We wanted to have a holistic understanding of why we're doing this.
- ❖ For those of you who don't know what DocuSign is, let me give you a little bit of background. DocuSign is online application that allows you to approve document for signatures, establish workflows if that's what you want to do, tracks for electronic signatures, tracks documents in real



time which is really important to our staff, creates a digital trail for each transaction which is very important to our ITS folks who maintain our electronic security for the campus. It allows accessibility – we've also worked with DPRC the entire way in accepting that DocuSign is the tool that is most appropriate and most accessible to the public.

- ❖ Just a little bit about who can use this, as we move forward. DocuSign will be available for all faculty and staff, it is approved for level 2 and 3 data. Not level 1 – we're not there yet. We've written a business process on how we risk-assess forms on campus so that we're good stewards to the university and so that we have a process that's transparent and clear to everybody.
- ❖ A little bit about our business plan. We worked in partnership with ITS with folks across campus and definitely the business experts at the university to pick the tool and this chart here shows how we prioritized this electronic signature solution. We wanted to be able to create forms from an existing pdf, parallel routing, reassignment, forms that can be routed on and off campus, branding. We wanted to make sure that we were able to brand this product and make it special for SF State. We wanted to have a single sign-on authentication feature which would insure that we were being secure. As you can see DocuSign blew everyone out of the water and we consulted with seven other campuses who are using DocuSign to assess this and just so you know, the CSU is looking as a master enabling agreement with DocuSign currently.
- ❖ What I wanted to talk to you about today is some case study work as to why we're doing this, how we're going to measure the success, how will this have an effect on the lives of faculty, staff and hopefully your students. Many of you out in the college units have experienced processing invoices. One of the things that me and my team did was we studied half a fiscal year of 1,500 invoices to look at the turnaround time, how many signatures does it take, how effective are we. Our current state: for every invoice on campus, and we have anywhere from 3,000 – 8,000 invoices a year, it just depends on where the invoices come so that's why I differentiate. Sometimes invoices come centrally, sometimes they come to ORSP, sometimes they come out to the college units.
- ❖ Our current state is 27 days to process an invoice from beginning to end. It takes about 34 steps. At some point 15 – 20 people touch one invoice. The completion rate is about 23% of those invoices come to the central administration for payment with an error. Which means for the 23% of the

total 1,500, those take even longer. According to our studies, we think with DocuSign we've created a workflow, we'll be able to cut that down by 15 days, so 50%. These are conservative, we actually think we're going to do much better than this. We've performed some process improvements the departments to learn how can we improve the process. We can't rely on DocuSign to save the day we also have to evaluate how we do things on campus. So we've currently reduced it down to 29 steps and we feel that with DocuSign we'll be at zero in terms of error.

- ❖ The second thing I want to talk to you about it is something that has a direct impact on faculty and students. So we wanted to look at a process from beginning to end, and the process we chose to look at how university gift agreements are processed on campus and how that in turn turns into funds that are allocated to the operations of the university, scholarships, endowed professorships, you name it. So me and my team looked at 41 gift agreements and 150 special project agreements to do a little bit of a case study. The gift agreements takes about 5 signatures, the special project agreements take about 6 signatures. Jason is very familiar with these forms and alot our Deans are out in the college units. The current state is for every gift agreement it takes about 15 days to process, special projects agreements take 43 days which is a total of 58. The desired state is to take this step down to a total of 28 days.
- ❖ Here's a diagram that shows a breakdown of the special project agreement form. It allowed the university to purchase equipment, to establish scholarships and funds, supplies and services, to purchase hardware, to reimburse travel and hospitality, honoraria and many other forms. So this is a form that's processed thousands of times a year, so that's why we chose it because we wanted to show the lifecycle of the form.
- ❖ Here's some pretty scary numbers in terms of our total paper consumption. From our studies in basically one fiscal year, we're in excess of 6.8M pieces of paper which cost the university about half a million dollars. Accordingly to our calculations that's about 4 reams for every person on campus, of we were to distribute that. Those are the baseline metrics we wanted to use to measure the future success of this program.
- ❖ Our current state is that DocuSign is live now. We have a website that shows you how to use it. We have 10 forms that are currently available to use. Yesterday me and my team processed some

dock pay forms with HR. That is a form that takes about 7 days to process and we were able to do it in 3 ½ minutes. That's where we're headed and we're really excited to introduce these process improvements to all of you today. During the whole year we've engaged with campus we've also worked on how can we incorporate and risk-asses these forms so that we're doing everything in a compliant way and in that year, we have approved 38 total forms out of the 224. While we're studying the application and while we're engaging with campus, we made sure to keep this in line with everything else that we were doing. If you have any questions we'd be more than happy to meet with you about it.

- ❖ **PHYLLIS CARTER** → Thank you. So this is just an example of some of those cost improvements and cost efficiencies that President Wong wants us to work on here at the university to manage our budget.

#### **Agenda Topic #7 Enrollment Management Strategies: Highlights of Department of Finance Presentation (Maria Martinez)**

- ❖ **MARIA MARTINEZ** → This is a continuation of what Sutee was presenting earlier. A few weeks ago we had a visit from the Dept. of Finance, and along with other administrators on campus, we did the presentation for them. Some of the slides I have are repeat performances of that presentation to talk about our initiatives on-going and new initiatives to increase our enrollment, our yield efforts are to really promote our scholarships.
- ❖ We have a couple scholarships that cater to our local area residents, for high school students coming from San Francisco Unified School District. For example, the first one is the Robert and Joyce Corrigan SF Promise scholarship; we sent out for the first time a postcard, target marketing, to the high school students who have applied to the university and told them about a great opportunity to get a scholarship. That yielded a lot of new applications for us. This past year, for example, we have a total of 38 students who have been awarded that scholarship. If you look back to the year 2014-15, we had 11 awardees for that scholarship so it's a huge jump from 11 to 38. We're hoping we're going to do the same strategy this year and hoping that will yield even more students coming this year. The other one is the Elmira Sanderson Endowed Scholarship and it's a steady flow of students that are receiving that scholarship.

- ❖ These slides (Page 61) give you a window of where we are in terms of enrollment by class, and by FTES. You will see the Freshman and then their enrollment to Sophomore. In many of the studies we're conducting we're seeing a big dip going from freshman to sophomore, and that will inform our discussion of our enrollment efforts going forward.
- ❖ Here is another slide that shows you similar (Page 62); the headcount of our California residents. We know we're doing very well with our continuing student enrollment and we're hoping to sustain that going forward as well.
- ❖ Now we're talking about one of the points that we're making sure we enhancing this year, is our efforts to promote our ADT's (Page 63). As I alluded to earlier, the CO is actually a legislation that says that students who have earned an ADT are able to come to CSU campuses and also be able to complete their degree in 2 years. Basically, 60 units of CSU work. This year we have 36 ADTs that have been mapped to 87 of our programs here. So we're enhancing or efforts to making sure that students enrolled in California Community Colleges are aware of this so that they will be more encouraged to attend SFSU. There are road maps available on our website to show students that streamlined approach to earning their degrees.
- ❖ Other things we have added to our partnerships (Page 64) with many of our local nonprofit agencies that cater to underrepresented minorities or students coming from low income families, so these are just the lineup of partnerships that we have. The newest is 10,000 degrees which supports more than 100 students coming from that agency. They have mentors that come to our campus and meet with our students -- students they've known from high school and they basically follow the students along as they finish their college degrees, so we're working very closely with them.
- ❖ Other things we're doing in Enrollment Management: one of our efforts is to ramp up our relationships with high school counselors and community colleges (Page 65). We're making sure we're also continuing on our engagement with faith-based organizations to increase our enrollment of underrepresented minority students. We're ramping up on our transfer student population by maintaining and increasing our course equivalencies.

- ❖ In the Academic Affairs side of the house, they're establishing more and more articulation courses to motivate students coming from the community colleges to come here. If they know how our courses are going to apply to our degrees, then they'll be more inclined to transfer this way.
- ❖ There is a lot of work happening in Enrollment Management to build rules in Campus Solutions that will show students very quickly how their courses are getting applied to their degree requirements.
- ❖ For the first time this Spring 2019 enrollment, we'll be able to let students know who have been admitted that their transfer credit report is available for them to review. For us, that's an enticement for them to commit to coming to the campus.
- ❖ We're moving forward with another thousand transfer credit rolls that we're building over the next two weeks.
- ❖ We're into the recruitment season for Fall (Page 66), our student ambassador and student recruiters are out in the field as we speak. One thing that's new this year is that we are promoting that there are four programs that are no longer impacted; Apparel Design and Mechanizing, Child and Adolescent Development, Dietetics, and Environmental Studies. We're making sure the high school counselors are aware of that.
- ❖ This is a snapshot of the future student website from a couple weeks ago. We're requesting more enhancements to make sure that students are really engaged with the website because as you know, a lot of our students do their review online so more work in being done in that area.
- ❖ As I said, the recruiters are out in the field, we have recruitments going on. As of two weeks ago, these are our numbers (Page 66): 45 to community colleges and 64 to high schools. I won't be surprised if any of these numbers have doubled as of today, because all I'm doing is signing off on their requests for travel, so they're out there.
- ❖ Coming soon, I've been working on these since Summer and some of you in the room may know about. We're trying to use what we call College Information Sheets – this is new, and we're developing a way that students who don't quite know yet which field they want to study, but they know if it's a science, or liberal arts. The Info Sheet talks about the programs of the college and the services the college provides. I'm looking forward to the final iteration of those sheets so I can start disseminating them to the high schools and community colleges.

- ❖ A new one we're also doing is this process for AAO: up until this coming Fall, we have been asking our admitted students to accept their offers over a period of 4 weeks from April 1 to May 1. In Fall 2019, we will make that process more dynamic so once the student is admitted they will be able to accept their offer. We send our offers in three big waves: in late December before Winter Break, one in late January, and a third big one in February, and then we have a trickle down the rest of the time. For example, if the student is admitted in December, if the student wants to accept their offer for admission, then the student will be able to do so the same day. There's a lot of detailed work happening in this area, but that's basically the biggest change going forward to increase our yield.
- ❖ The other thing we've been planning is Sneak Preview. I'll be talking to the Deans and Associate Deans about this, because with our change in our AAO process, I'm envisioning we also need to re-engineer our Sneak Preview. The mindset in the past is that Sneak Preview is the deal clincher; you come to campus, you like it, you accept the offer. With the new AAO process, we're hoping the students have already accepted their offer, that's it's the time for them to really commit to coming here.
- ❖ Sutee mentioned that we lost 1,000 students and we still don't know why, probably thinking of sending out surveys, so we're going to try to engage our students from the point of being admitted as early as September, to the point of enrolling in the first set of classes in the Fall. Engagement all throughout the way, so lots of work in that area as well.
- ❖ Another big initiative we're doing is increasing our Summer enrollment, as Sutee mentioned as well. Starting this summer, we're enticing students to attend our summer classes, focusing on our freshman who we have significant loss from freshman to sophomore, so we're targeting our marketing to our current freshman. If they attend summer classes and if they're currently in resident housing, the first 300 of those students will have the priority to have housing in the next academic year. One of the struggles that our students face is this that when they go into their second year, there's no guarantee of where they're going to live. Our attractor is being able to get a commitment for their second year housing if they attend summer, and they live here on campus in the summer, then the first 300 will get that next year commitment.

- ❖ **ANDREW HARRIS** → You said just the first 300, but I'm wondering if even at just 300, what group is that 300 displacing?
- ❖ **MARIA MARTINEZ** → The current process for returning residents is hold a Town Hall with a lottery (if there's anyone here from Housing please correct me). They announce to students if they want to apply for 2<sup>nd</sup> of 3<sup>rd</sup> year housing, and based on some criteria that Housing follows, including first-come, first-served, then you'll get a commitment from Housing. It's not really a displacement because there's already a reserved number of spaces for them. It's really prioritizing freshman to sophomore to take summer classes that will allow them to advance faster towards their degree or stay on track, if for some reason they failed or need to retake a class. We're hoping that will increase our retention as well as helping our graduation rate. It's not really a displacement, it's a strategizing an approach to make sure we're keeping them here. Did that answer your question?
- ❖ **ANDREW HARRIS** → It did, but I think it's a word choice issue. It is a displacement and I'm not saying that's a bad thing. I'm just trying to understand what's the consequence of doing this good thing. Because if we are reprioritizing housing to this group, we should expect to see this have a positive effect on first and second year retention. What I'm wondering is, where will we see the other side of that effect.
- ❖ **MARIA MARTINEZ** → That's the reason why we've chosen that number. The work group is myself, Housing and Residential Life. We're watching this number very carefully and for us that's a very conservative number, and it's really the same number of students that are being retained from freshman to sophomore in housing, so we'll see how it goes and we'll tweak it as we see the effects. In terms of the number of beds allotted for continuing resident students, it's the same number of beds.
- ❖ **PHYLLIS CARTER** → We have about 3,800 beds, so 300 is about 2%. Typically our priority goes to freshman, but as she mentioned, there is a segment of our population that is allocated for the returning students.
- ❖ **MARIA MARTINEZ** → More marketing will be coming out very rapidly over the next few weeks about that. By the time late October hits, Housing will already be talking to their current residents

about this, and our plan is to send the postcard out to them and their household to let them now about this new strategy that we have.

- ❖ **JENNIFER SUMMIT** → This is so interesting. If we are encouraging our first year students to take classes in the summer, are we also coordinating our summertime curriculum to make sure we're going to be offering classes that are targeting at those continuing first and second year students? We are able to deploy predictive analytics much more effectively as we've heard, and we know what first year students are likely to want.
- ❖ **MARIA MARTINEZ** → Absolutely. I'm working very closely with Lori Beth. Sutee and Jay also looped in Alan in these conversations so we're trying to be as intentional as possible about that.
- ❖ One of the benefits we see right off for this approach is that it does contribute to our annualized FTES so it will relieve some of the stress that we have in terms of meeting our target: If we're able to increase 1 or 2 points our summer, it gives a little more relief for Fall and Spring. It also promotes student engagement. My understanding is Residential Life staff is available in the summer and they have capacity to engage the students. If the students are engaged in the summer, the likelihood for them to come back in the Fall is much greater. The numbers that I've seen show that as much as 90% of students that enroll in the Summer, do come back in the Fall.
- ❖ It does streamline some of the Housing processing so that if we already know early that the first 300 have applied and are coming back, that streamlines their approach at least for the first 300 students.
- ❖ Finally, it will help our students be on track for gradation. It will either speed them up or at least it will help those who need to retake classes to be back on track for graduation. We're hoping that these numbers will materialize with this approach.
- ❖ So what's up ahead and other things we're looking at: we talked about transitioning to a new model for accepting our admission offers.
- ❖ We're also trying to increase our enrollment of adult population by partnering with CEL.
- ❖ We're trying to increase our out-of-state students by looking at how and when we participate in the Western Undergraduate Exchange, so those are still in the discussion phase.
- ❖ We're trying to increase our international enrollment – OIP is working closely with us to insure we are participating and doing a tag-team effort in our recruitment there.



- ❖ There are some programs such as the BS in Nursing that is a partnership between the community colleges and SF State, so we're hoping that will also increase our transfer student population.
- ❖ Here's another slide that will show you our enrollment numbers. You can see Los Angeles is 13% of our population, and that's why the issue about housing and being able to retain them is so important. If they're here in the summer, then the likelihood of them coming in the Fall will increase as well.
- ❖ In the longer term, we want to insure Enrollment Management strategies are in line with our Academic Master plan. I'm part of that steering committee and I'm working to make sure that we fully understand the direction the Academic Master Plan takes us going forward.
- ❖ Does anyone have any further questions?
- ❖ **SHELDON AXLER** → Sounds like you're doing lots of great things, and thank you. The number that jumps out at me was the approximately 1,000 students that accepted the offer of admission but then did not show up (compared to the 4,000 or so who do show up). Maybe it's worth putting some effort into more follow up on students who accept admissions. Especially since you're going go out on accepting earlier. That's a long time. Maybe they should be receiving an email message from the university at least once every two-four weeks from the time they accept, just something about what's going on, just to say 'hey we haven't forgotten you' and 'keep us in mind', because that's a lot of students to lose. They give a deposit don't they? So they give a deposit and they still don't come? We need to keep them engaged and find out why.
- ❖ **MARIA MARTINEZ** → Two things we've done, is that I've assembled a huge workgroup composed of different members across the university; FYE is heavily involved in this work because we're looking to them to partner with Enrollment Management in terms of engaging the student from the point they're admitted, all the way down to orientation and first day of classes. A lot of work is being done to develop and execute communication strategies with the students.
- ❖ Second, is we're looking at the admitted student survey - that's something that we can employ to really understand why some students decide not to come. It costs a little bit of money so I have to crunch some numbers, but that's a survey that's administered by the College Board so we're looking at that as well.

- ❖ **ELIZABETH GANDARA** → I hear a lot of 'why'. This is one of the most expensive cities in the country. Take that into consideration, from a student who pays \$1200 of rent every month, a full-time grad student having three jobs. I appreciate the comments because you are removing barriers for some people but creating barriers for others, if the goal is to remove barriers for everyone. I also wanted to comment that the VP of External Affairs in ASI is talking to someone in Mayor Breed's office about implementing some sort of policy where maybe tenants benefit if they stop requiring credit checks -- removing barriers for students to actually access housing. I feel like that is probably your biggest concern when it comes to admissions and people wanting to come here. It's expensive to live here.
- ❖ **MARIA MARTINEZ** → Thanks for your comment.
- ❖ **NANCY GERBER** → Can we go back to the third slide (Page 61), because I want to make sure I'm reading this right. I'm looking at the numbers of the freshman compared to the sophomores and it looks like we've got a 50% drop, because I've been hearing 20% is the number that's been talked about lately. Is that right?
- ❖ **MARIA MARTINEZ** → Yes, that's the number. Having come from another campus as well, I can tell you that it's similar. That's a common phenomenon in universities; there's a transition glitch, if we can call it that.
- ❖ **NANCY GERBER** → Thanks, I wanted to make sure I was interpreting that right.
- ❖ **ANDREW HARRIS** → So, some of that is students who don't come back, but is some of that students just aren't at the number of units to get sophomore standing?
- ❖ **MARIA MARTINEZ** → That's true, yes, because this is college level. It's not cohort.
- ❖ **ANDREW HARRIS** → So it's not exactly the size problem that it looks like there.
- ❖ **MARIA MARTINEZ** → Right.
- ❖ **NANCY GERBER** → But it's got to be close. I know we can't look at juniors or seniors, but sophomores, unless you're part time, which our average student load would indicate they're not, it's got to be close, right? Unless we have a lot of part time students, because otherwise you're always going to stay in your freshman year, right?
- ❖ **ANDREW HARRIS** → Or you're taking classes that aren't counting.
- ❖ **ELIZABETH GANDARA** → Or you can be taking remedial.

- ❖ **NANCY GERBER** → But we don't have those anymore.
- ❖ **JENNIFER SUMMIT** → But historically we did.
- ❖ **SUTEE SUJITPARAPITAYA** → A lot of students drop out. When you look at students who will drop out during the 6-year span, there's a lot of student drop out in this time. The majority of them drop out, as Maria mentioned, at the end of the first year. Especially in the Spring semester, much more than the Fall semester. For the first year alone, we lose about 34%. That's a huge number.
- ❖ **NANCY GERBER** → Ok, more than we thought. Thanks.
- ❖ **SUTEE SUJITPARAPITAYA** → I think it's a little different if you track the same cohort from one year to another; we lose 20%. After you look at the 6 year span, if you take all of these students who drop out in all 6 years, it's about 34% that drops out in the first year. That's not the cohort. That's looking at dropouts as a whole.
- ❖ **PRESIDENT LES WONG** → This is one area where ASI, and the administration, and faculty, etc. could work together, because the Campus Master Plan that will probably go to the board within Spring, looks to move our bed count from 3,800 to 10,000 over the next couple years. Interestingly enough, there's a lot of pushback from students because of transportation, parking, a variety of things, and it requires us to demolish buildings to build bigger buildings. The students have pushed back about 'why are we doing that'. So, we're pretty methodical now, like, across the street – we've moving to go from two levels of housing into eight levels, but you have to demolish and build, etc. We really do have to get on the same page absolutely with Mayor Breed, with Sacramento, even within our own constituencies. All of us have to be advocates for more housing. Ironically, we don't have a lot of real estate to do that. But we're working on that we do have a plan to triple it, and hopefully that will relieve it. Dr. Gerber you mentioned something that's really in I think our control. That whole third semester retention issue, predominantly, those are students in good standing.

#### **Agenda Topic #8 Open Forum; Ten minutes, 3-minute limit per speaker**

- ❖ **PHYLLIS CARTER** → Thank you to all our speakers today. At this point we'll have our open forum. Are there any comments or additional questions about the presentations that we had? Are there any speakers that would like to speak?

- ❖ **JOSHUA CHAN** → I'm a reporter from the Express. I was hoping to get a quick answer on whether the President's spending down would affect funding for the future Master Plan, for buildings such as the new Liberal & Creative Arts building?
- ❖ **PRESIDENT LES WONG** → One of the goals for the remaining months is that our gift agreements are solid where they are. The other part, in answer to your question, is the Chancellor's commitments. I want them all in writing. That way my successor will have a pile of documents signed, sealed and delivered, so were trying to minimize any risk after my departure.
- ❖ **PHYLLIS CARTER** → Any other questions or comments before we end our meeting?
- ❖ (No speakers present)
- ❖ **PHYLLIS CARTER** → Seeing none, we're adjourned. Thank you everyone.

The meeting adjourned at 12:02 pm.