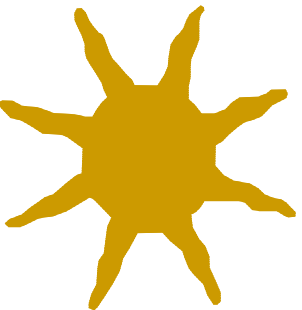
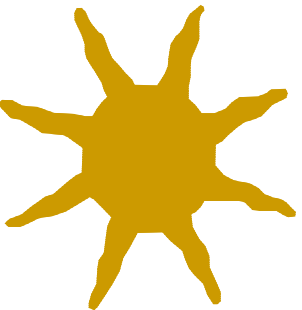


# *CSU Accountability Process*

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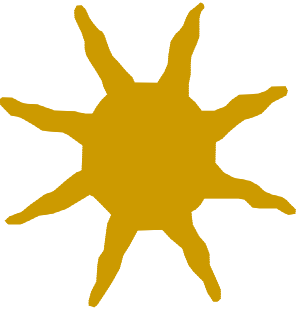
Third Biennial Report to  
the CSU Board of Trustees  
November 17, 2004



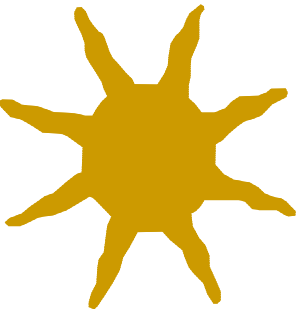


# *CSU Accountability*

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★ Established in 1999

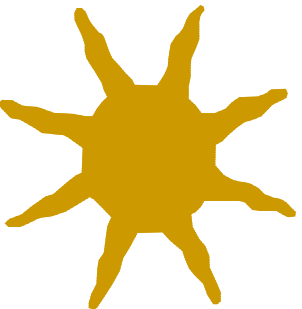


★ Three Levels

\*Campus to Trustees

\*System (aggregated campuses) to Trustees

\*System to State Government

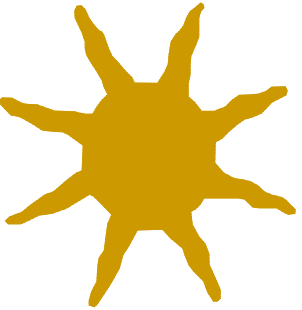


★ Focus on Performance, Improvement Goals, and Progress over Time

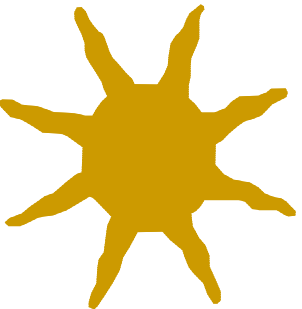


# *CSU Accountability*

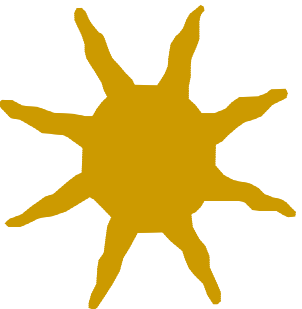
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★ Biennial Reporting within the System



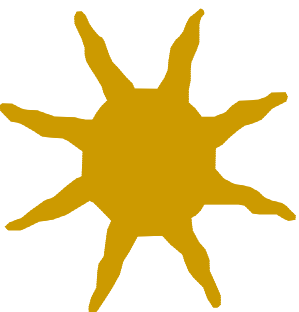
★ Useful and Understandable  
Performance Indicators – Nine  
Common Indicators across Campuses



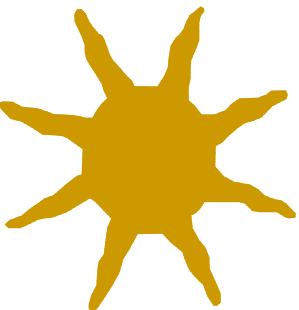


# *Third Biennial Report to the Board of Trustees*

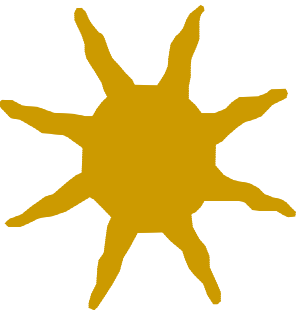
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★ September 2000 (1998-1999 Data)



★ November 2002 Report (2000-2001 Data)



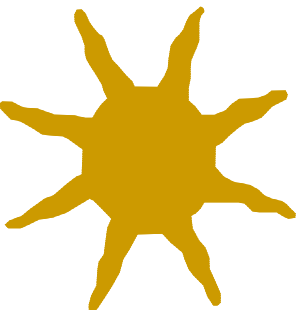
★ November 2004 Report (2002-2003 Data)



*Indicator 1*

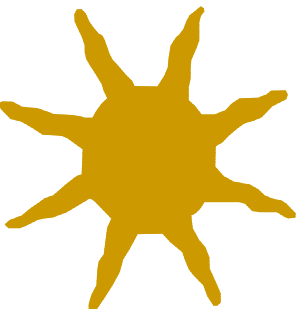
*Program Quality: Outcomes and Assessment*

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★ Cornerstones

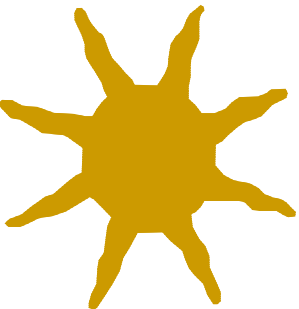
★ WASC Accreditation



★ National Emphasis

\*ACE

\*Federal

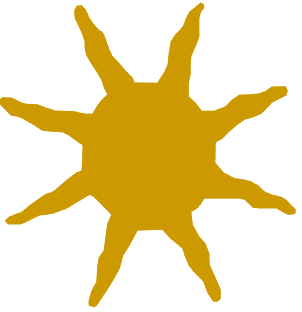


\*Disciplines (Engineering, Business, Teacher)



# *Program Quality: CSU Progress*

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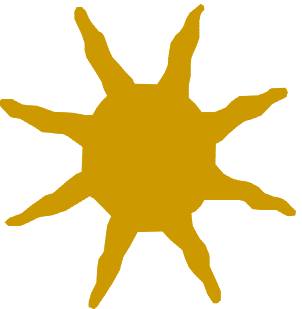
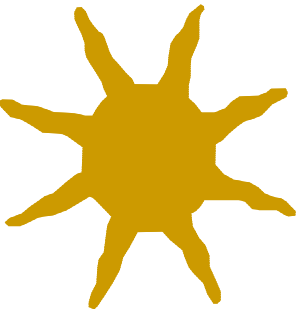
★ CSU a National Leader

★ Integrated into CSU Program Review

★ Outcomes and Assessment Systems

\*95% of baccalaureate programs have  
established student learning outcomes

\*64% have completed a direct measure of, at  
least, one student learning outcome and have information  
available.

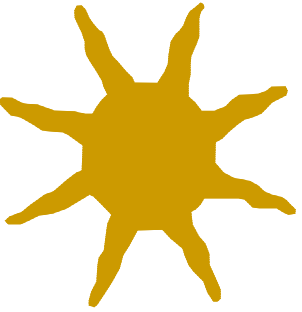




## *Indicator 2*

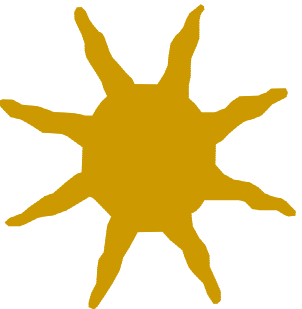
# *Access to the CSU*

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★ Central CSU Mission

★ Enrollment Pressure and Impaction



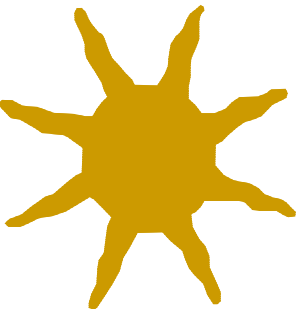
\*New Challenges for the CSU

\*Need for Enrollment Management

\*BoT Policies and Priorities Refined

~Local Priority

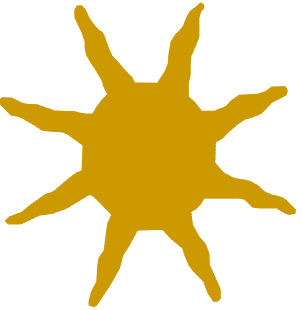
~Need for Inclusive and Timely System and  
Campus Management Policies



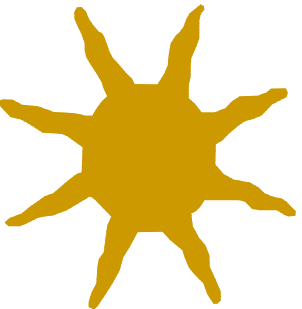


# *Access to the CSU*

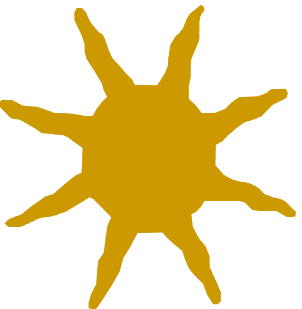
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★ Increased Need to Monitor Access



★ Three CSU Indicators of Access – Revised to Include Impaction Indicators



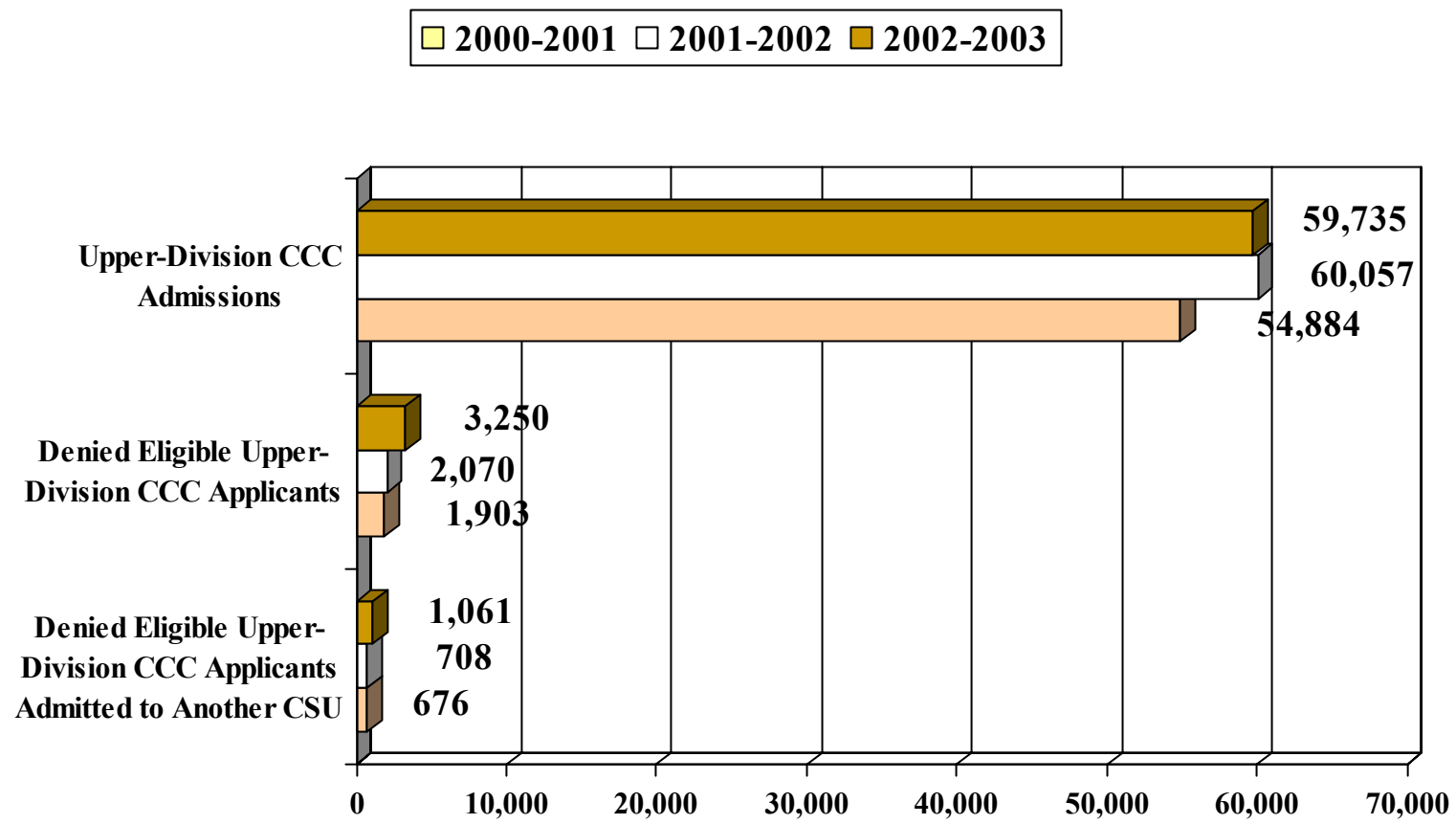
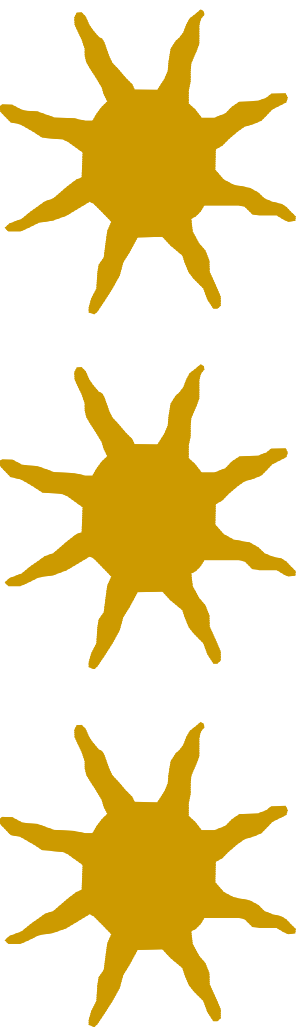
\* Applicants Admitted

\* Eligible Applicants Not Admitted (Impaction)

\* Eligible Non-Admits who were Admitted to Another CSU Campus

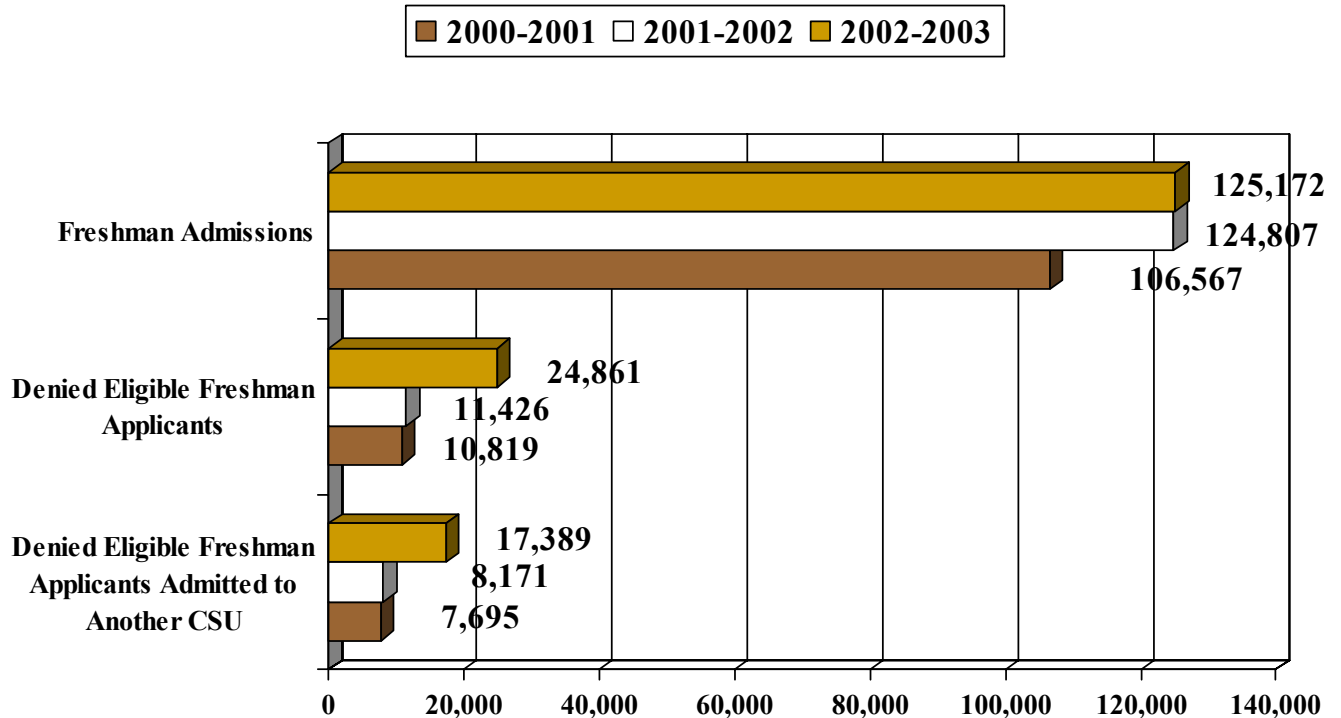
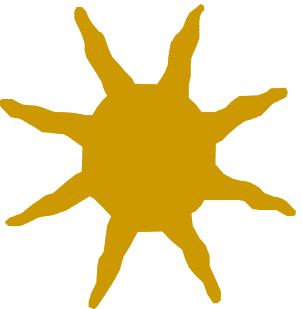
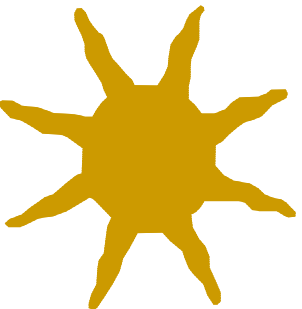
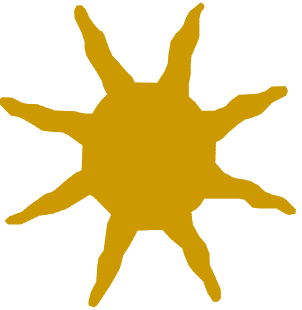


# *CSU Access: Upper-Division CCC Transfer Applicants -- 2000-2001 thru 2002-2003*





# *CSU Access: First-Time Freshmen – 2000-2001 thru 2002-2003*

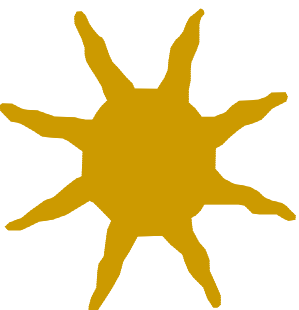




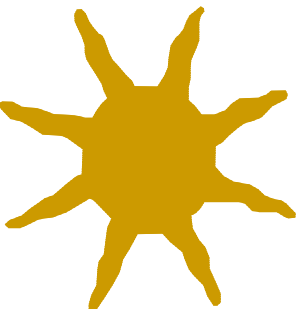
### *Indicator 3*

## *Progression to Degree*

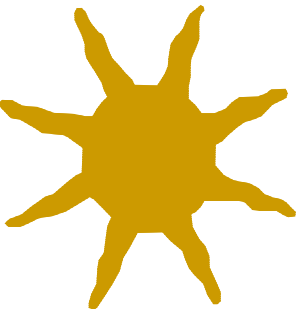
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★ Measures How Effectively Undergraduates Progress to Degree – Two Measures



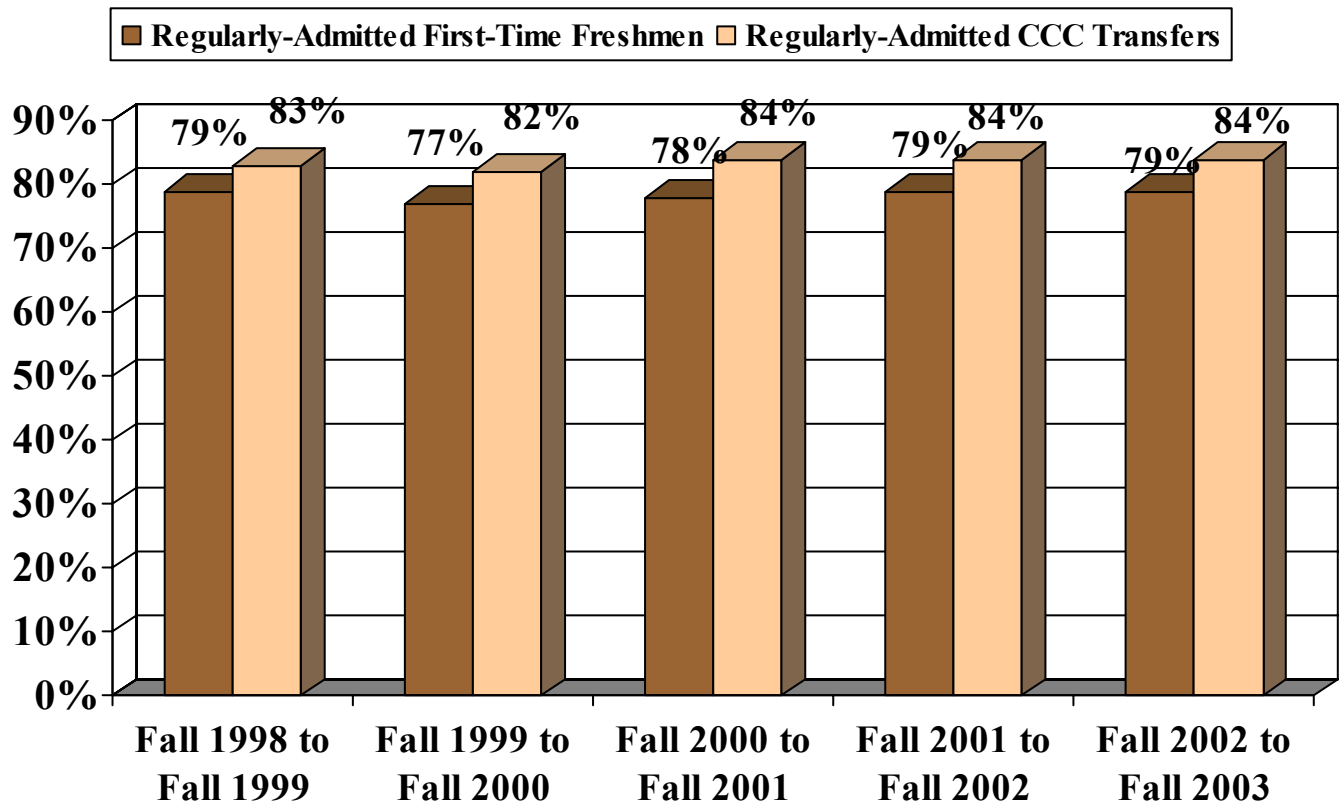
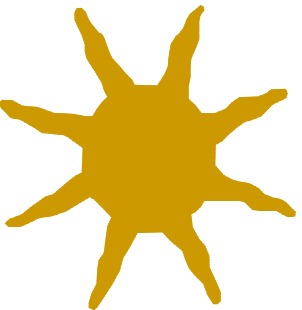
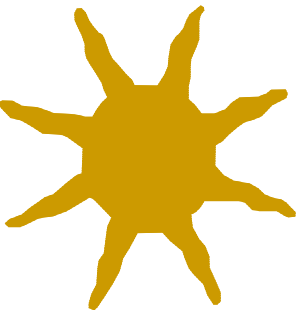
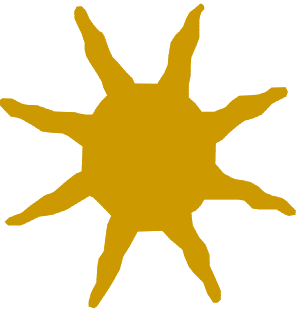
★ First Measure -- Continuation from the First to the Second Year when Most Students Stay or Leave



★ CSU Rates are Good – Above National Rates for Comparable Institutions



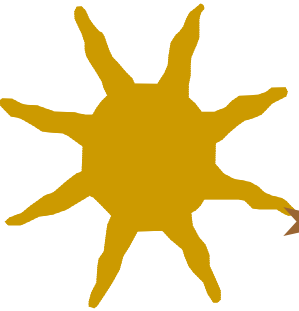
# *Progression to Degree: First-Year Continuation Rates*



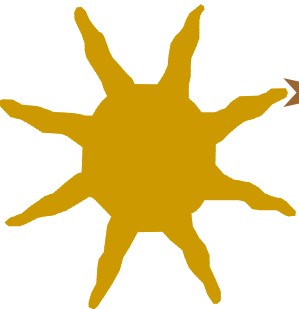


## *Progression to Degree: Units Completed By Upper-Division Students*

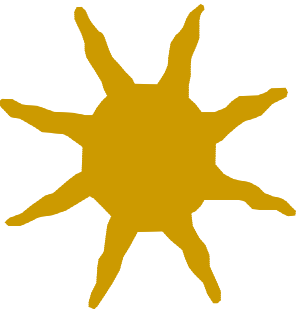
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★ Second Measure – Units Completed by Upper-Division Students

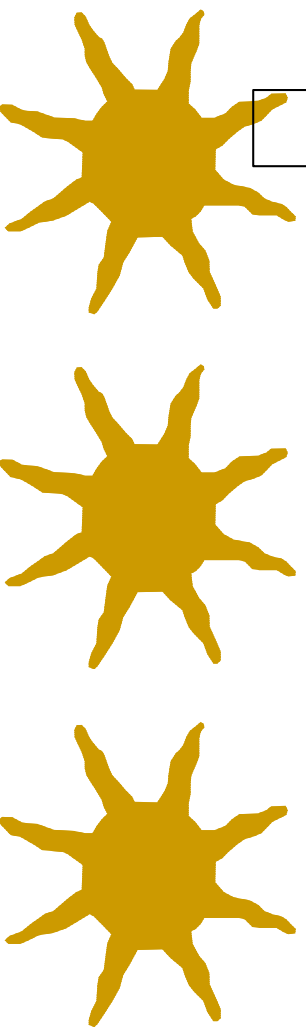


★ Ideally – the number of units would be half of the units required for the degree and would be similar among native and transfer students

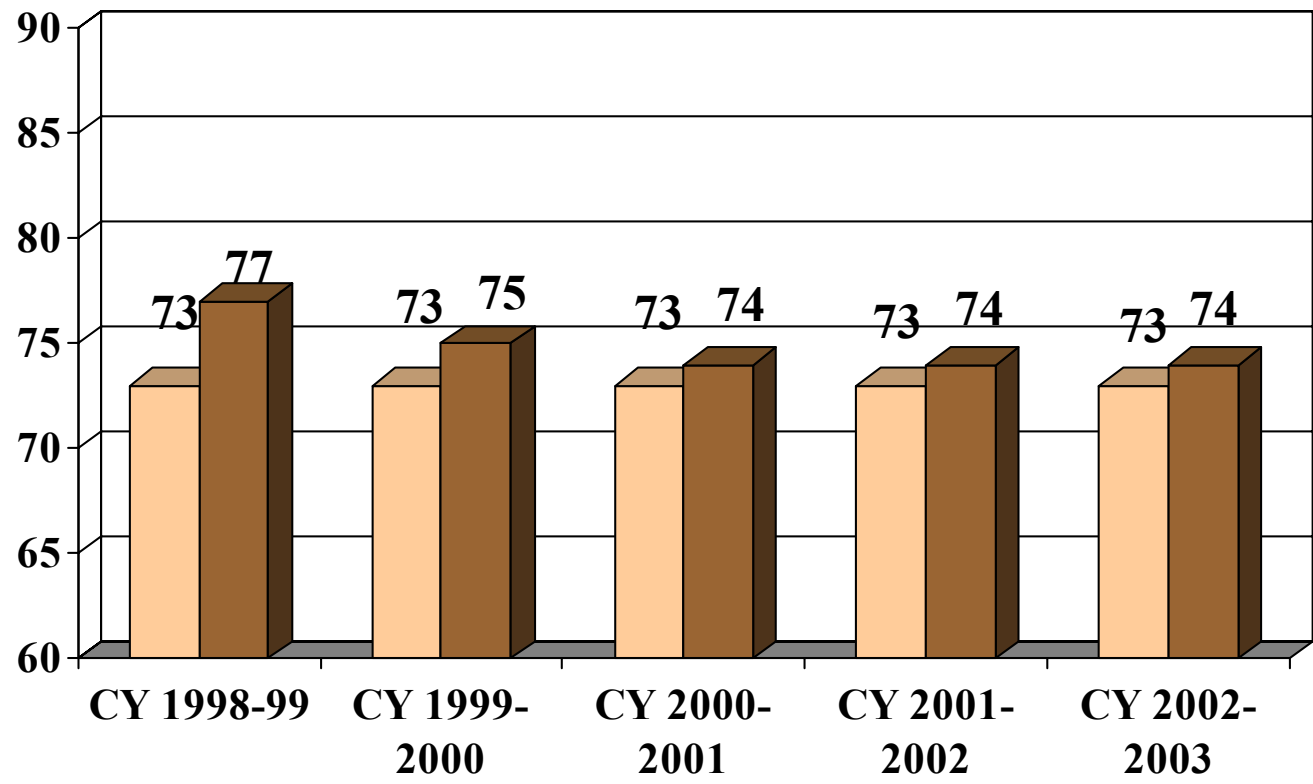




# *Progression to Degree: Average Units Completed by Upper-Division Students as They Progressed to the Baccalaureate (Semester Units)*



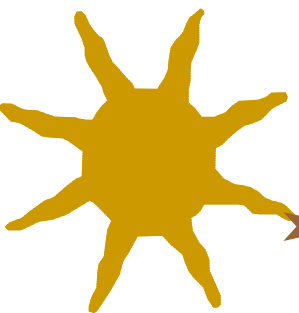
□ Baccalaureate Degree Recipients who Entered the CSU as Regularly-Admitted Junior CCC Transfer Students  
■ Baccalaureate Degree Recipients who Entered the CSU as Regularly-Admitted First-Time Freshmen



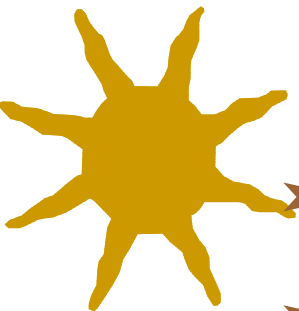


## *Progression to Degree: Average Units Completed by Upper-Division Students as They Progressed to the Baccalaureate*

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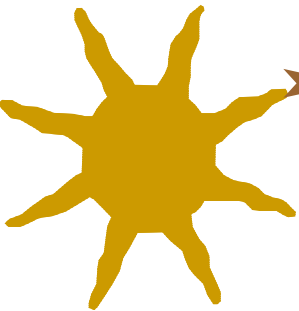


★ Average Units Completed by Upper-Division Students – About the Same for Transfer and Native Students



★ But Units Completed Remain High

★ Initiatives to Facilitate Graduation



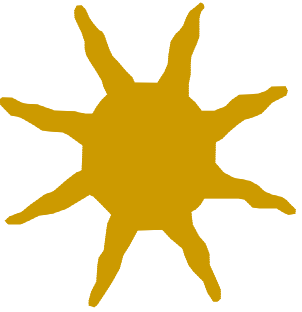
★ Compact with State on Excess Units



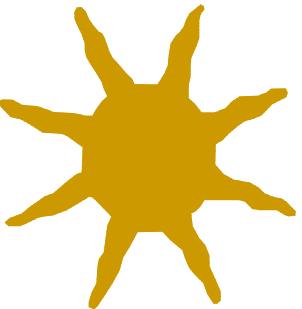
## *Indicator 4*

# *Graduation Rates*

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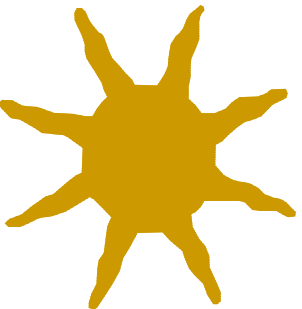


★ Improved Graduation Rates – A Top CSU Priority



★ Two Ways to Measure Graduation Rates

\* All First-Time Freshmen (6 Years) and all Transfers (3 Years)

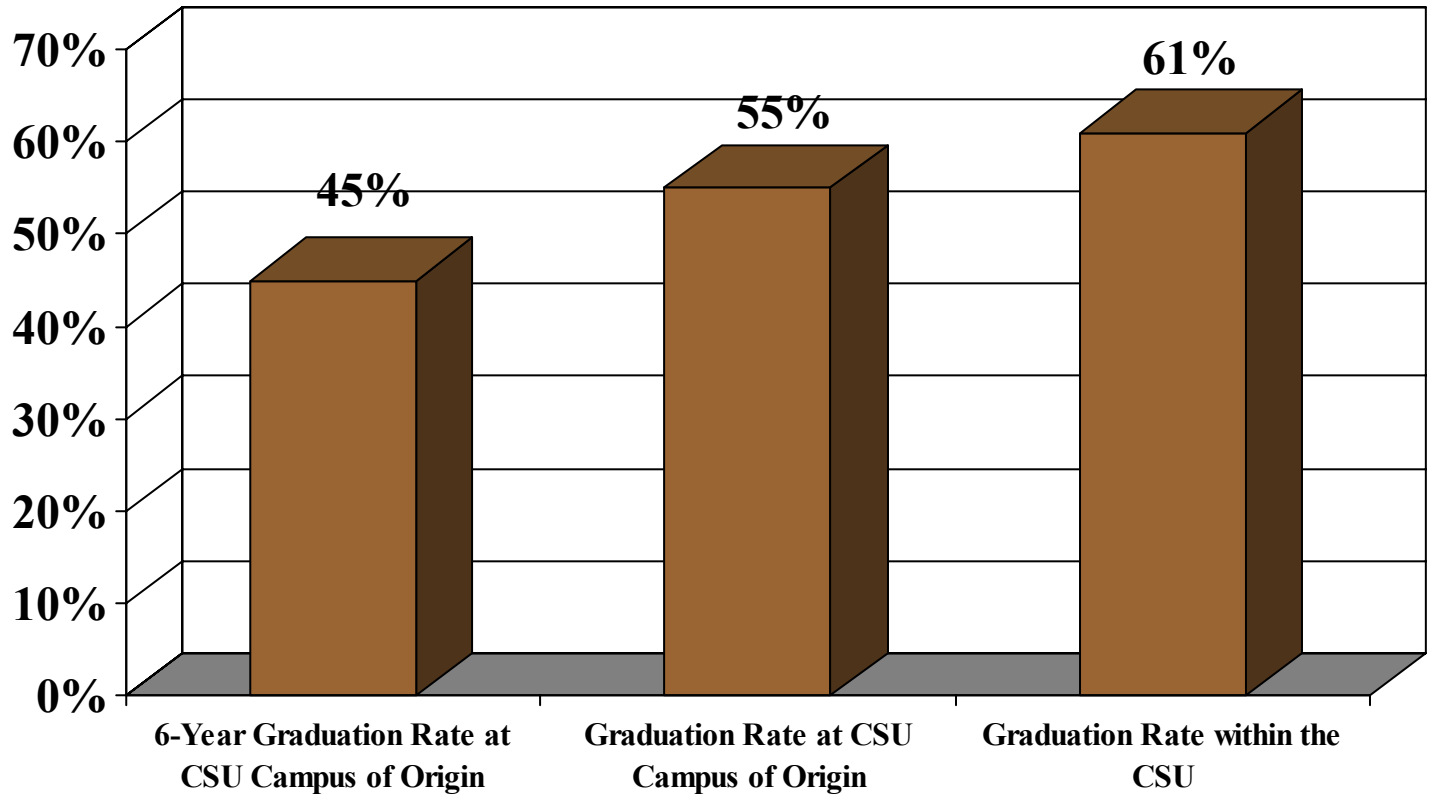
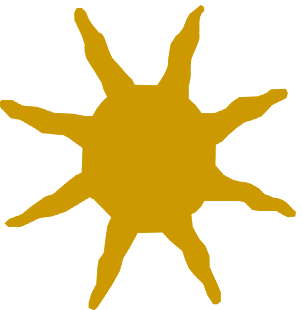
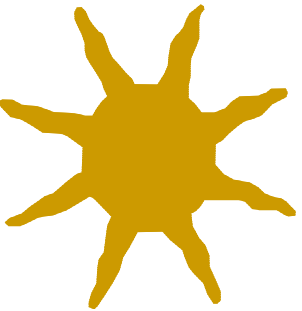
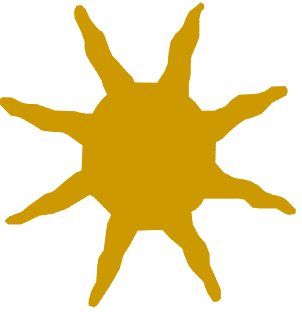


\* By Categories of Students and Their Workloads



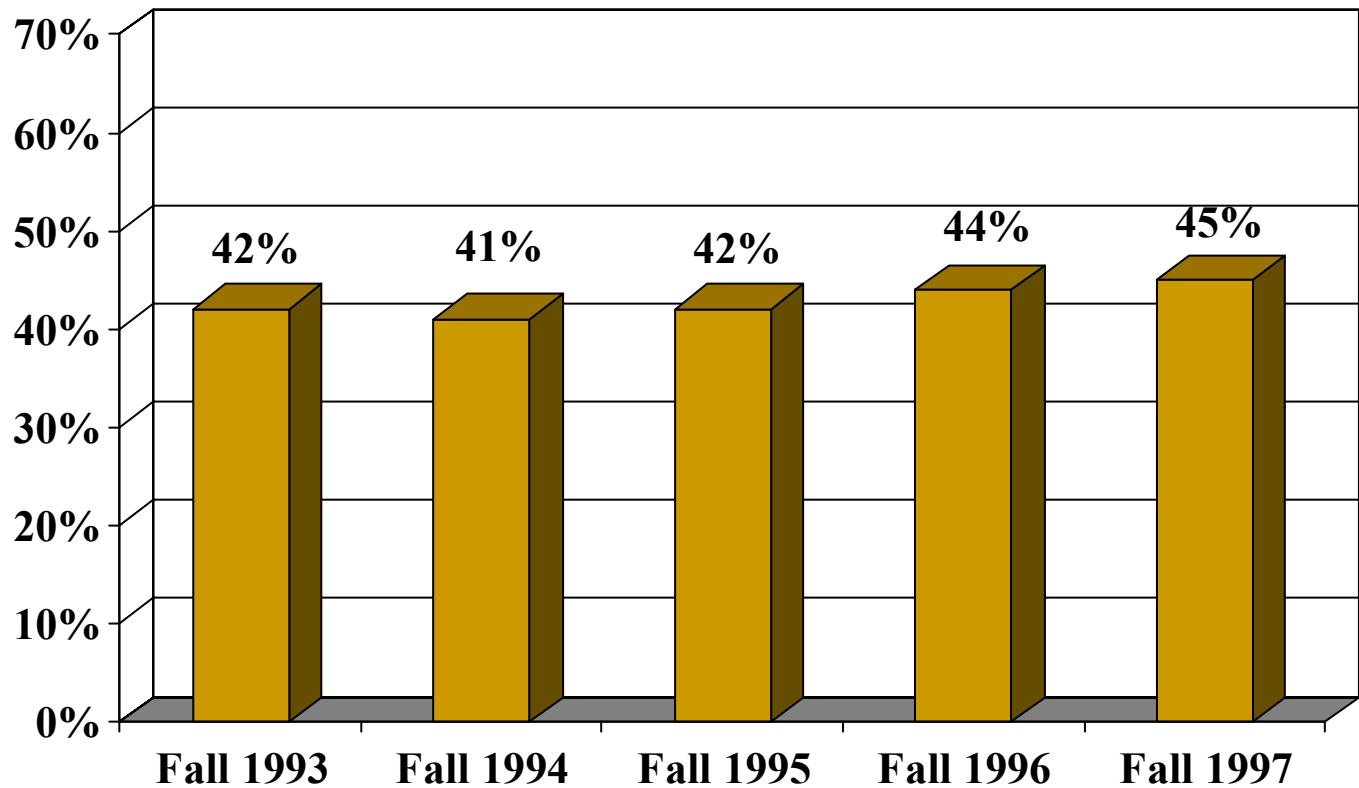
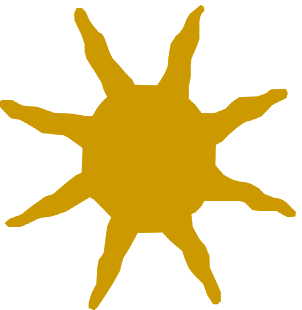
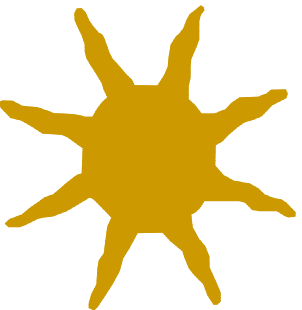
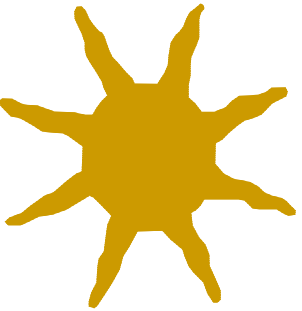
# *Graduation Rates: Fall 1997*

## *First-Time Freshmen*



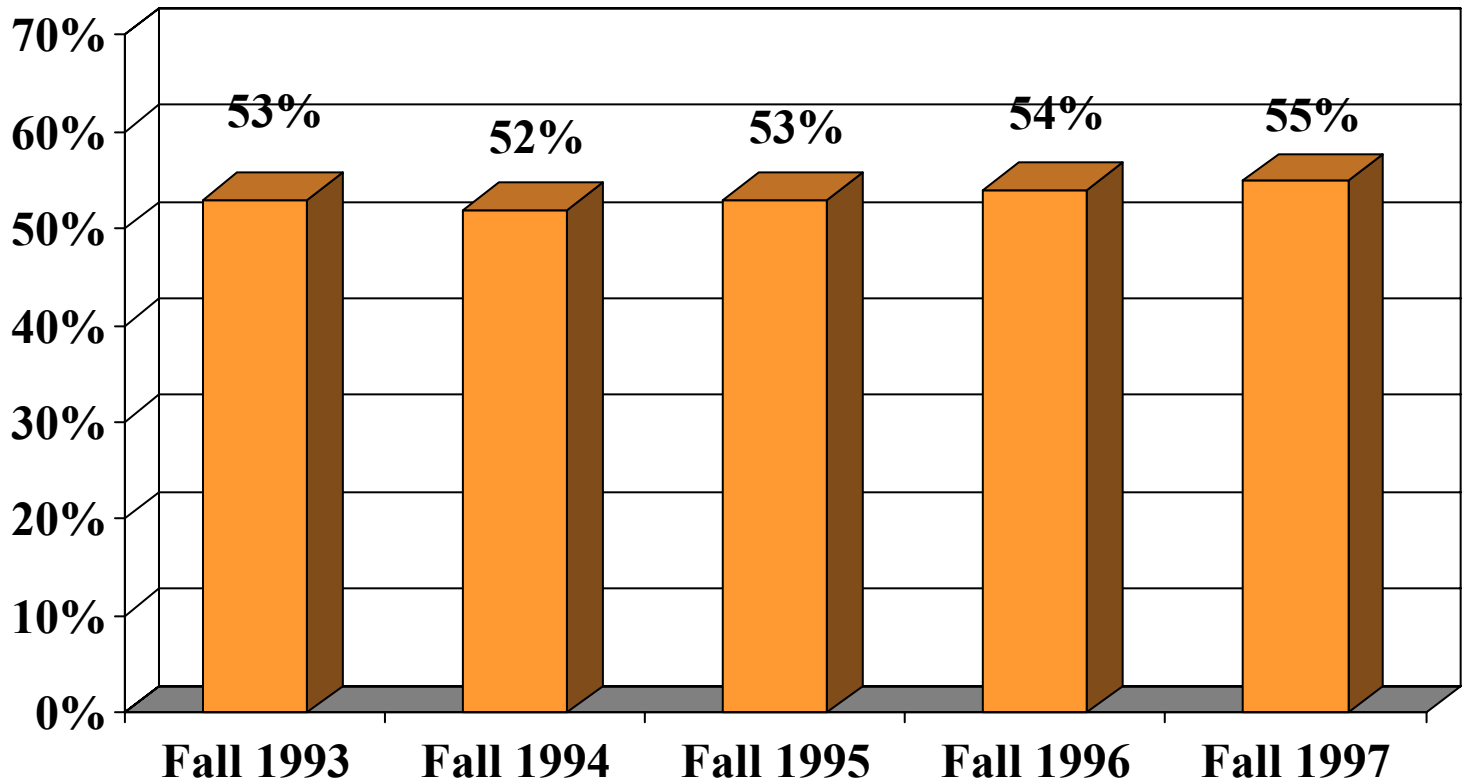
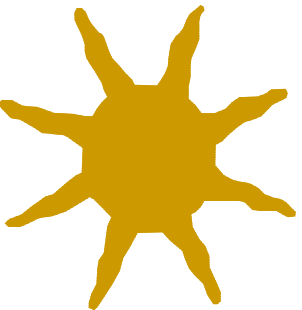
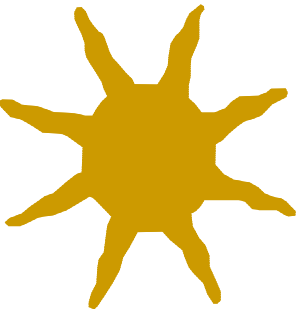
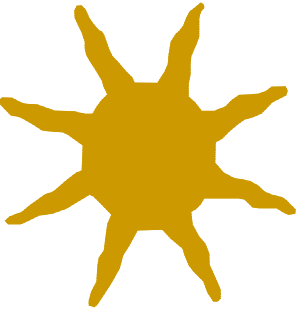


# *Trend of First-Time Freshman 6-Year Graduation*



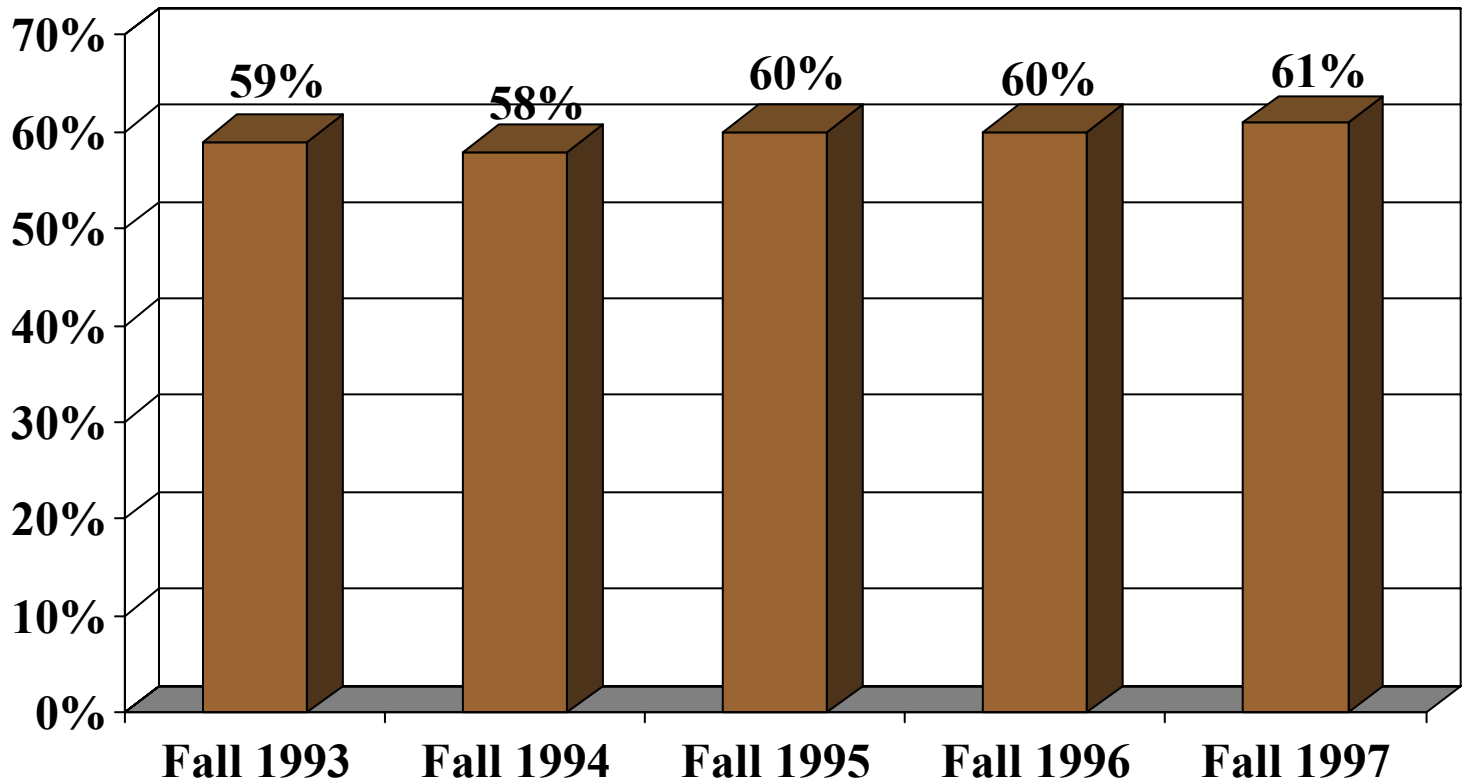
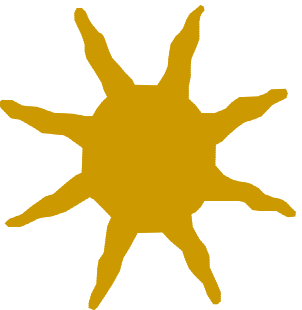
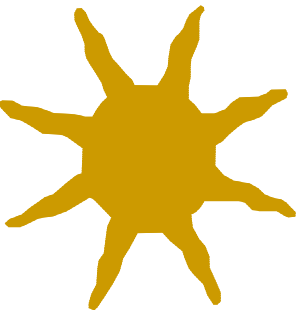
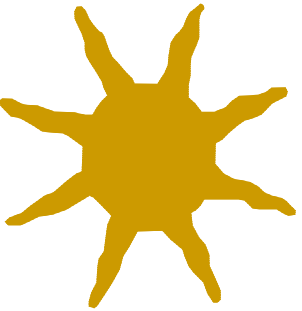


# *Trend of First-Time Freshman Graduation from Campus of Origin*





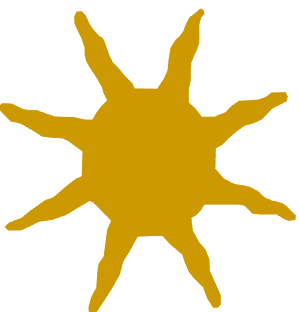
# *Trend of First-Time Freshman Graduation from the System*





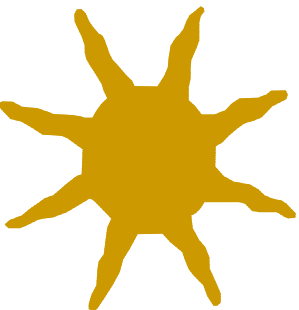
# *Graduation Rates: Fall 1997 First-Time Freshmen – Rates by Workload Categories*

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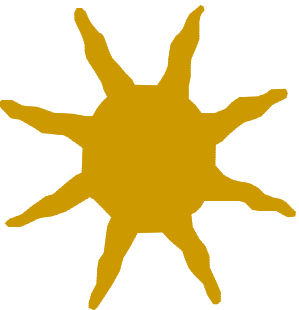
## ★ Traditional Full-Time (26% of FTF)

\*33% in four years – up from 28% for fall 1993 counterparts



\*69% in six years – up from 64% for fall 1993 counterparts

\*73% from original campus – up from 68% for fall 1993 counterparts



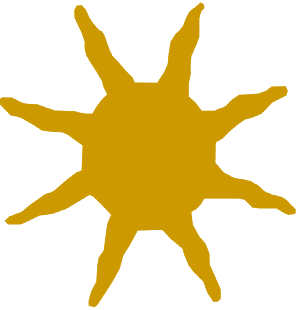
\*Compares with public selective 6-year rates

\*But why only 33% in four years?

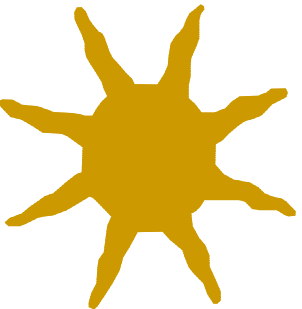


# *Graduation Rates: Fall 1997 First-Time Freshmen – Rates by Workload Categories*

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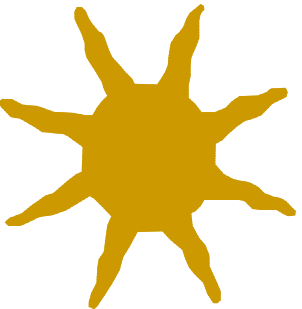
## ★ Persistent Part-Time (67% of FTF)



\*39% in six years – no change from fall 1993

\*Similar to other comprehensive universities

\*50% from original campus -- no change from fall 1993

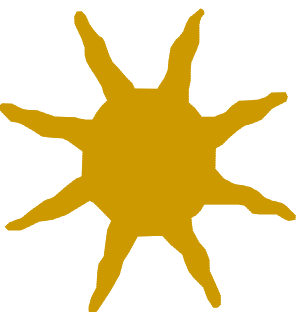


\*Why are many taking longer than six years?

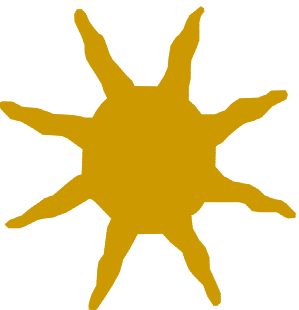


# *Graduation Rates: Fall 1997 First-Time Freshmen – Rates by Workload Categories*

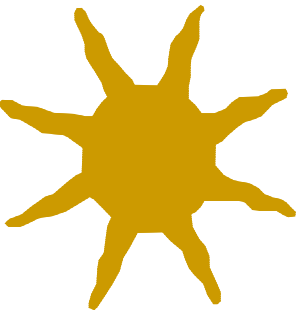
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★ Partial Load/ Stop Out (7% of FTF)



\*5% in six years – no change from fall 1993

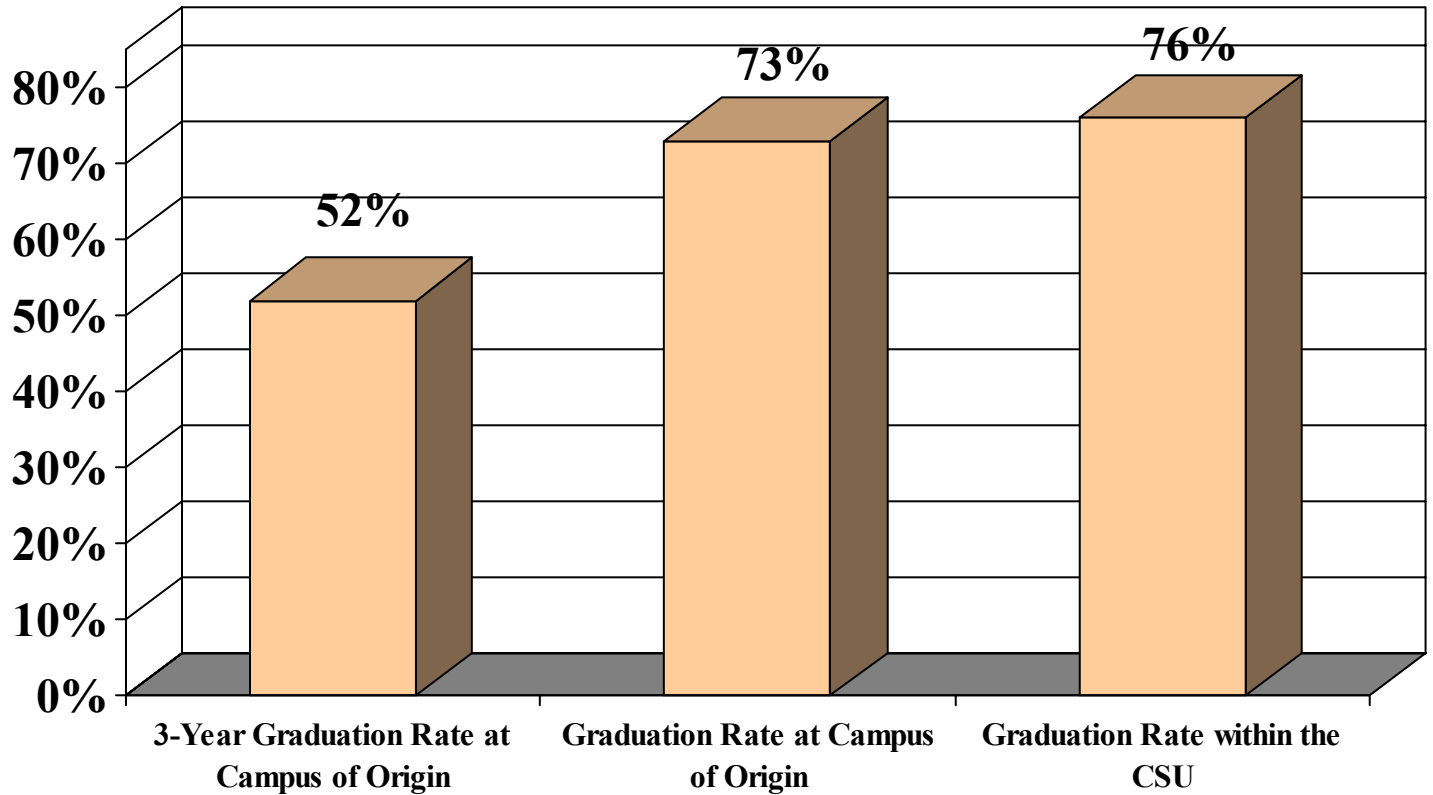
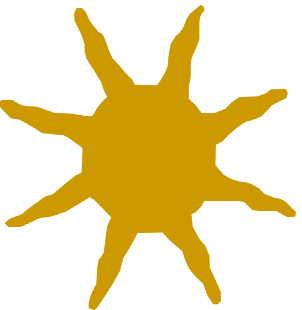
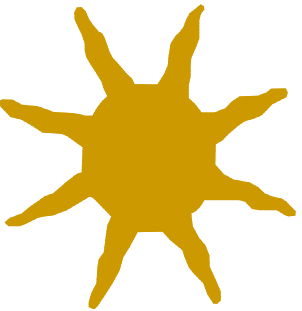
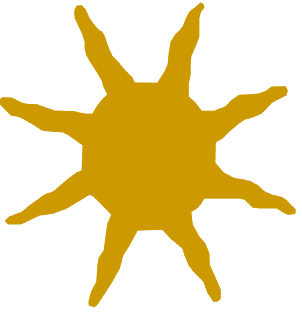


\*25% from original campus – no change from fall 1993



# *Graduation Rates: Fall 2000*

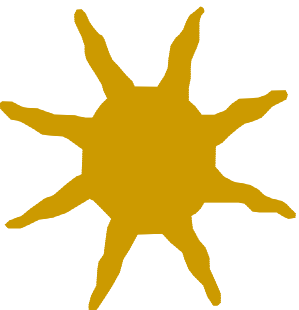
## *CCC Junior Transfers*





# *Graduation Rates: Fall 2000 CCC Junior Transfers – Rates by Workload Categories*

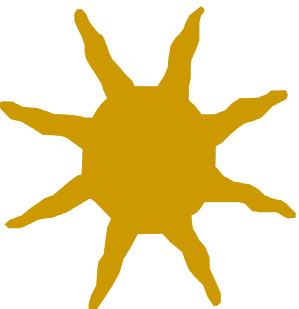
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## ★ Traditional Full-Time (40% of CCC)

\*39% in two years – up from 37% with 1996 counterparts

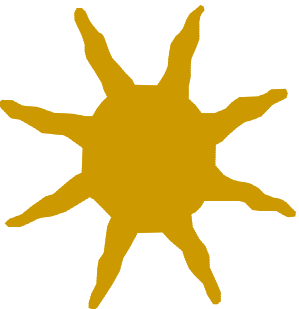
\*73% within three years – up from 68% with 1996 counterparts



## ★ Persistent Part-Time (45% of CCC)

\*47% within three years

\*No change with 1996 counterparts



## ★ Partial Load/ Stop Out (15% of CCC)

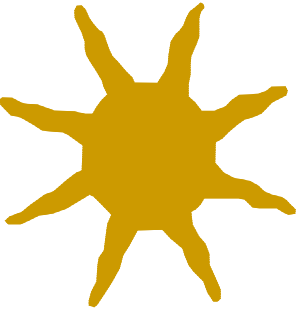
\*9% within three years

\*Up from 8% with 1996 counterparts

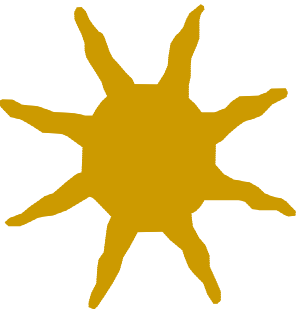


# *Facilitating Graduation*

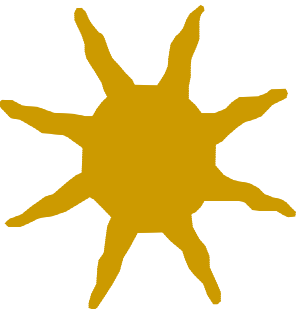
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★ Roadmaps to degree for students progressing at different paces



★ Courses scheduled at paces preferred



★ Progress-to-degree audits to improve effectiveness and efficiency

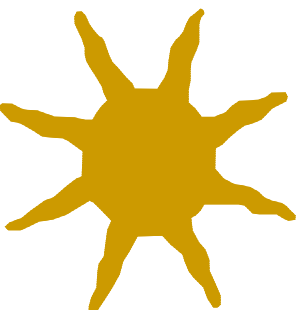
★ Advisement and counseling



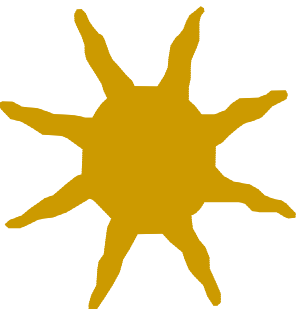
*Indicator 5*

*Special State Needs – Teacher  
Preparation*

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★ The CSU Prepares 59% of Annual New Teachers



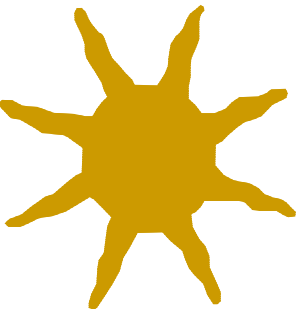
★ Partnership Goal Established in 1999

Baseline 1998-1999 –

8,745 credentials

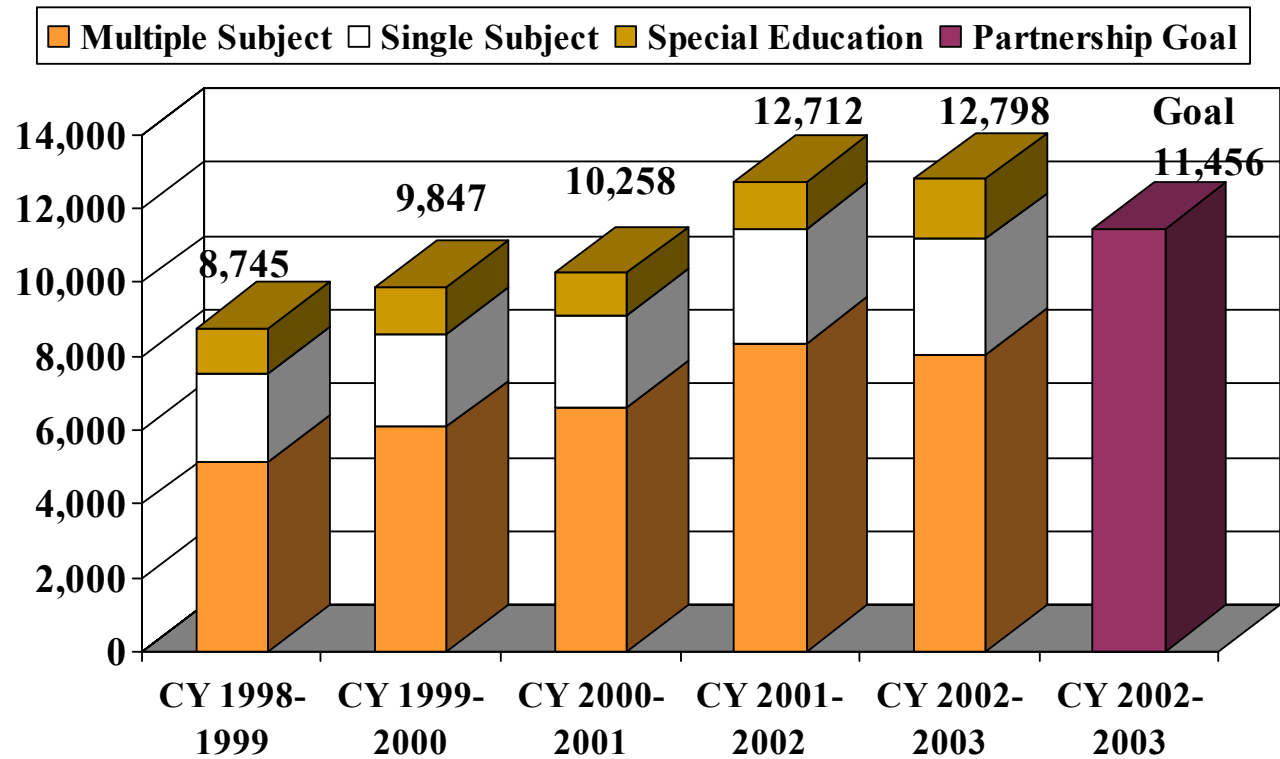
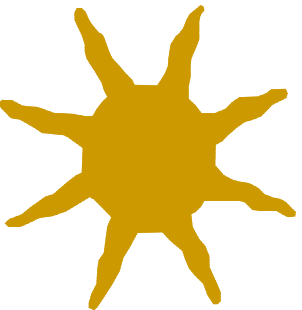
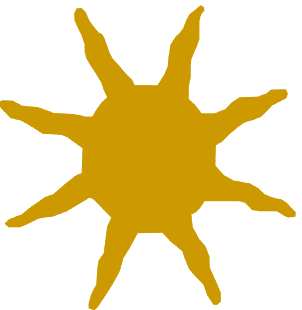
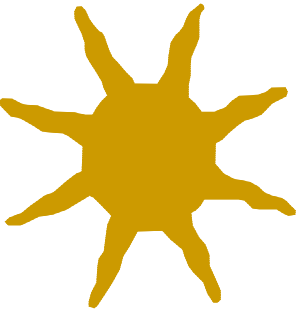
2002-2003 Goal –

11,456 credentials





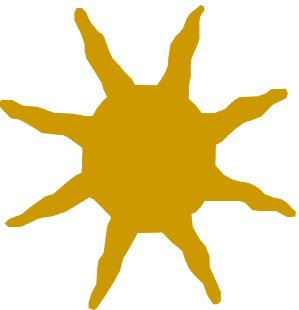
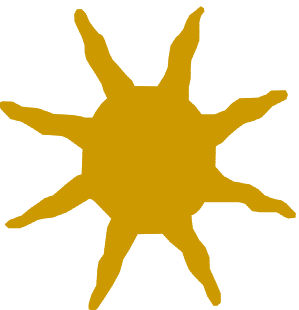
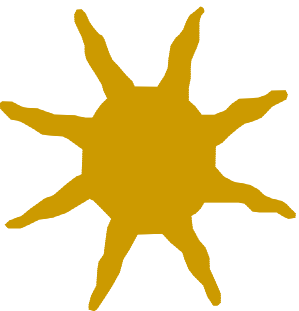
# Teacher Preparation – Met Goal





## *Indicator 6.1*

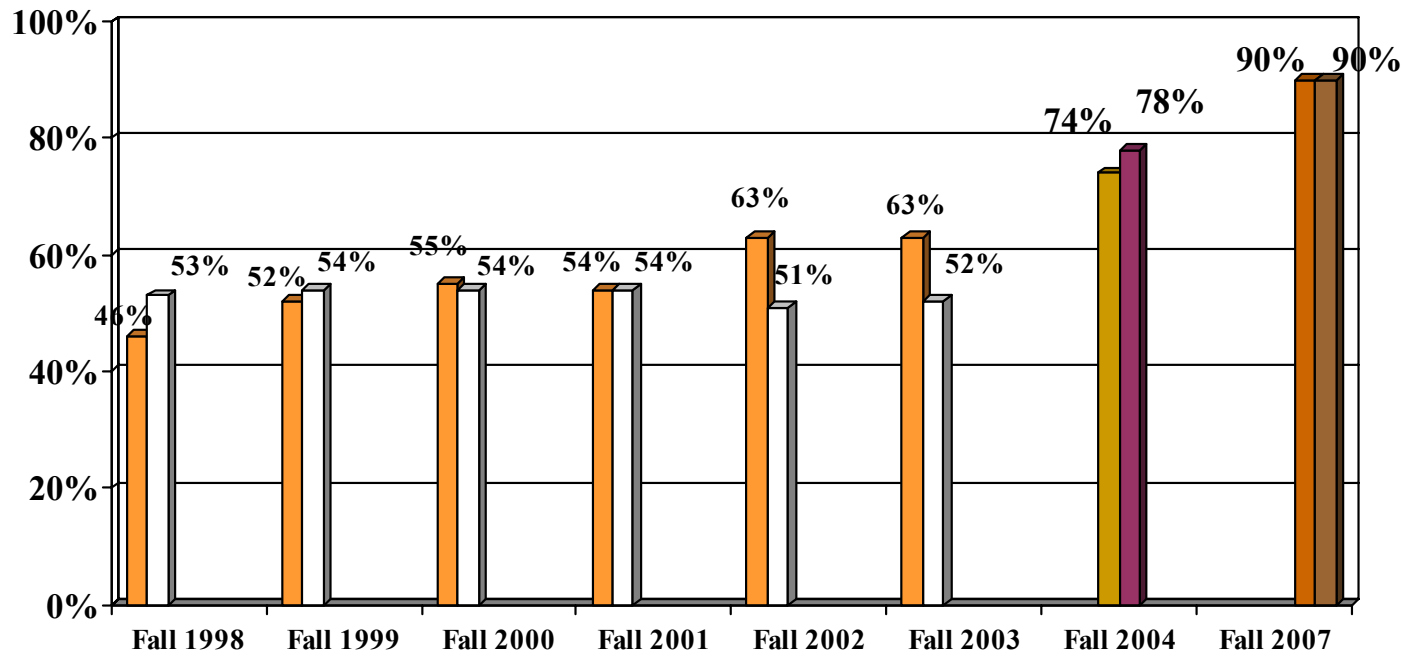
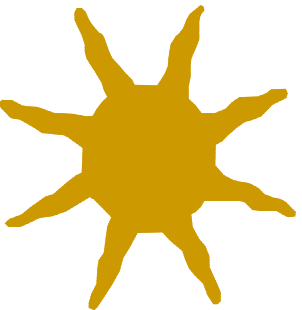
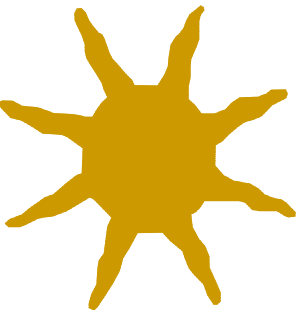
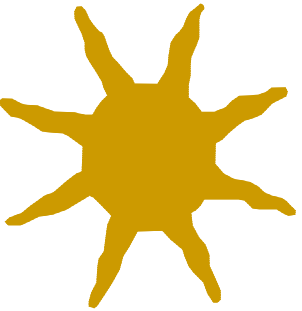
# *Relations with K-12: Number of Persons Involved in CSU Outreach Activities*



	1999- 2000	2000- 2001	2001- 2002	2002- 2003
K-12 Students	562,470	459,056	566,068	588,784
K-12 Schools	6,145	5,368	5,719	7,633
CSU Students	7,447	6,257	7,513	8,538
CSU Faculty	1,704*	1,226*	781	753



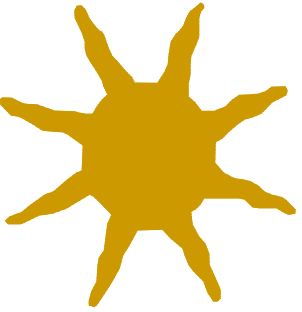
## Indicator 6.2: Helping K-12 Students Enter CSU Proficient in English and in Mathematics



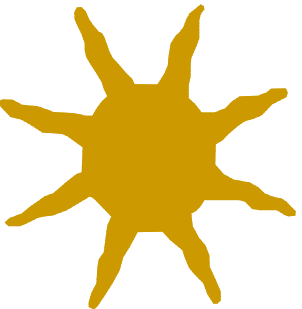


# *Relations with K-12: Early Assessment Program*

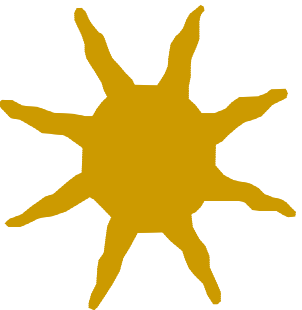
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★ End-of-Junior-Year Assessment of Readiness for College English and Mathematics



★ K-12 Professional Development in Critical Reading/Writing and Mathematics

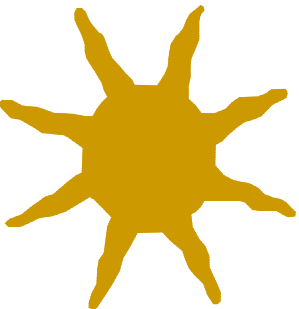
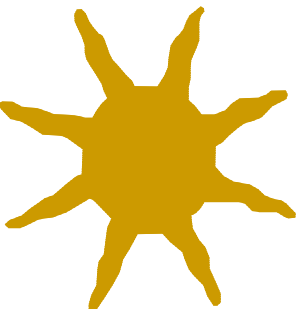
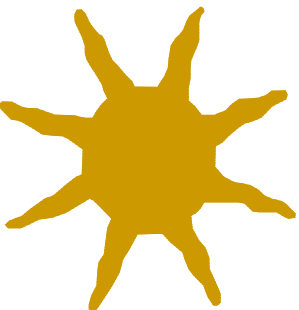


★ Senior Year Experiences in English and Mathematics

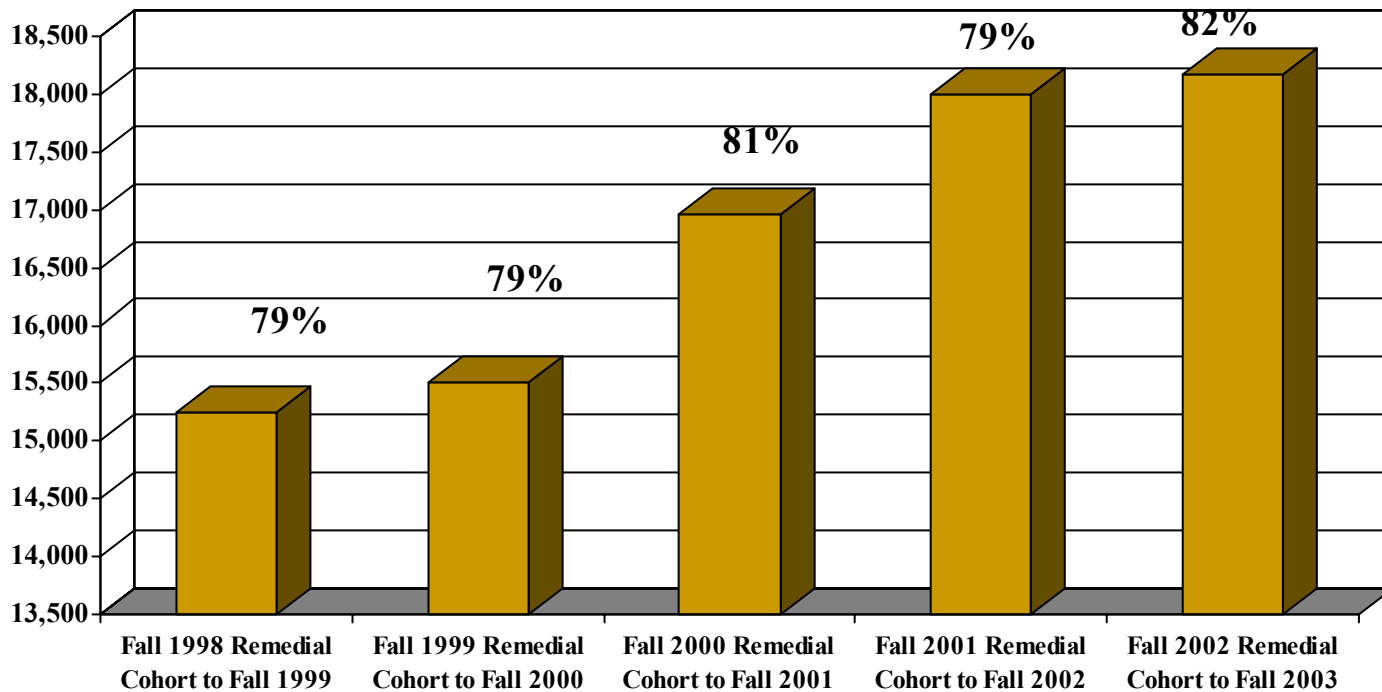


*Indicator 7*

*Successful Remediation – within One Year – of Students who were Not Fully Prepared in English and Mathematics at Entry*



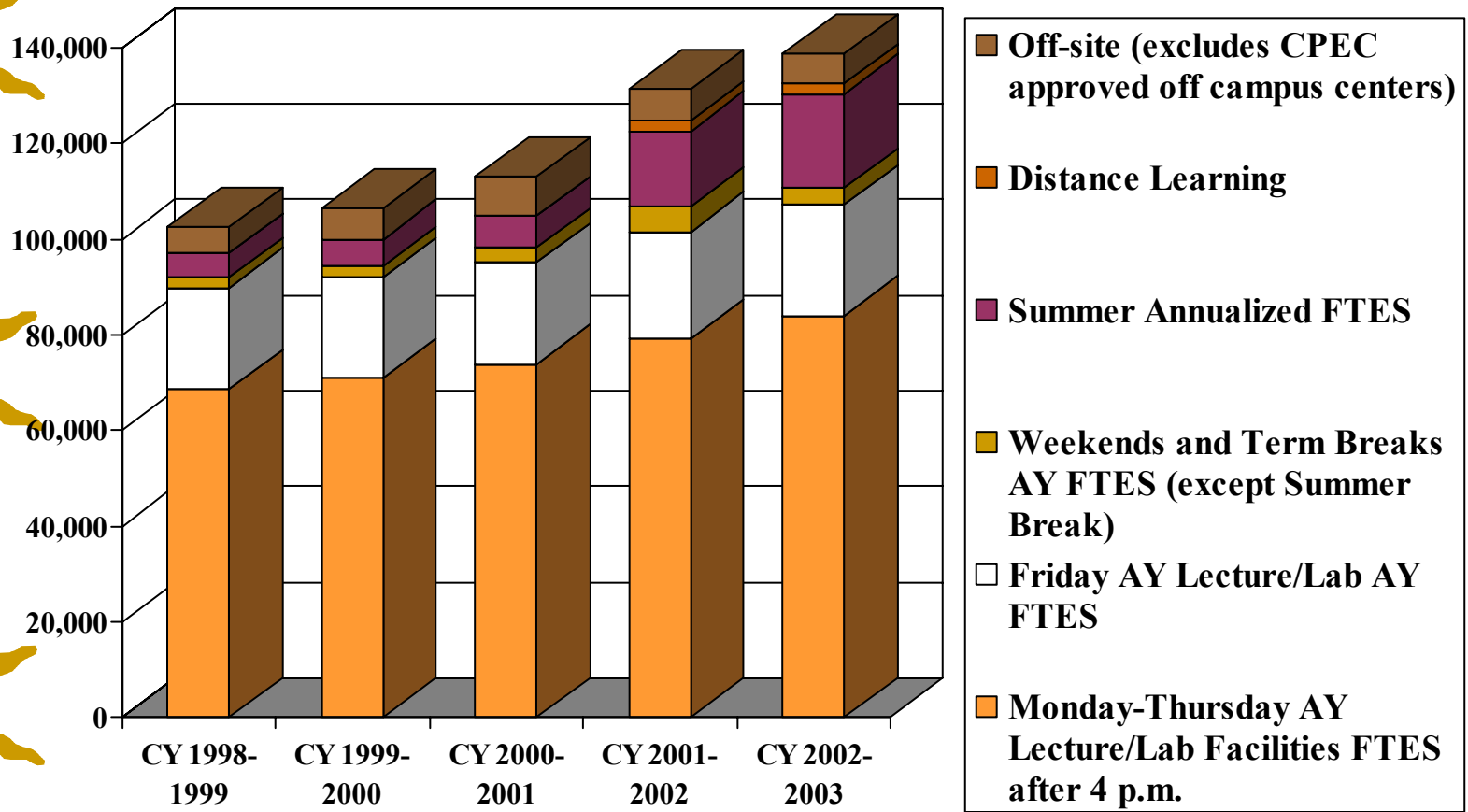
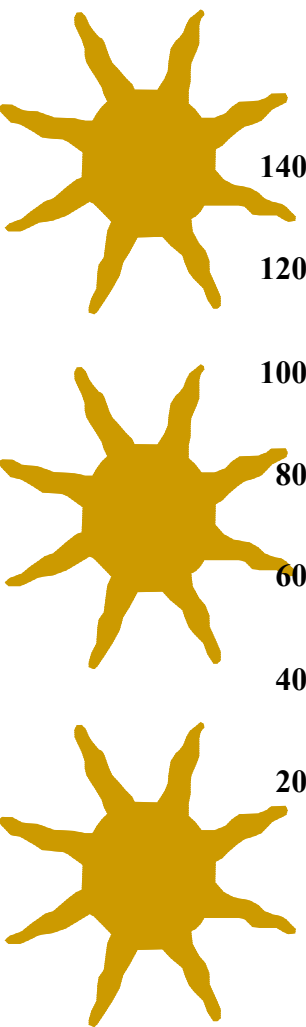
- ❖ Fall 2002 – 22,278 Freshmen Needed Remediation
- ❖ Fall 2003 – 18,177 (82%) Fully Remediated





*Indicator 8*

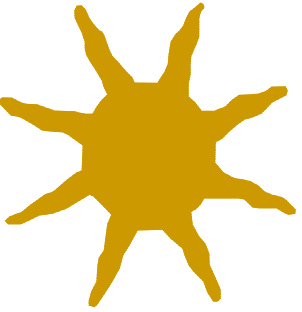
*Facilities Utilization: CSU Goal – Expand Capacity by Using Existing Facilities More Effectively*



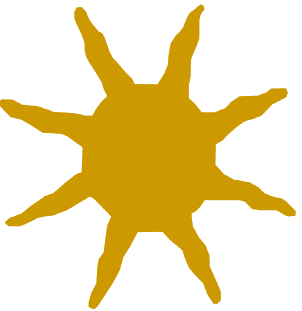


# *Facilities Utilization*

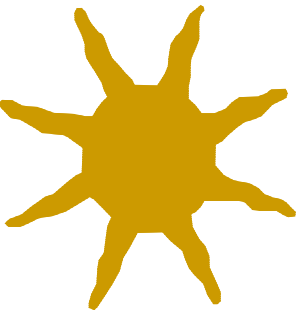
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★ From 1998-1999 to 2002-2003 – Non-Traditional Instruction Rose from 102,566 FTES to 138,873 FTES – 36,307 annual FTES Increase



★ Evenings, Fridays, Weekends and Term Breaks – 52% of the Increase



★ State Supported Summers – 40% of the Increase

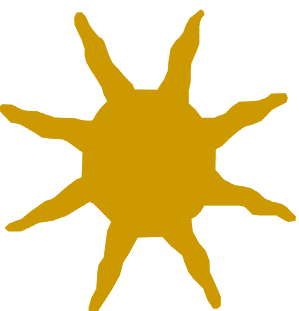
★ Technology-mediated Instruction Still Developing (2%)



## *Indicator 9*

# *University Advancement*

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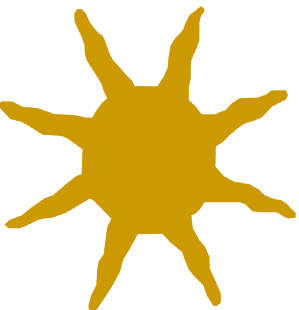
### ★ Four Performance Indicators:

\*Voluntary Support – over \$300 million

\*Special Revenues – over \$530 million

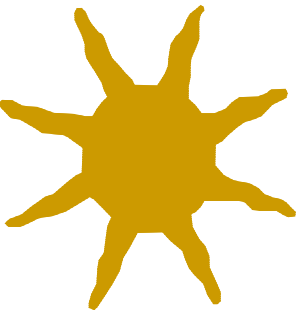
\*Membership in Alumni/ae Associations

\*Private Fundraising Goal – 11.9%



### ★ Detailed 2002-2003 External Support Report at

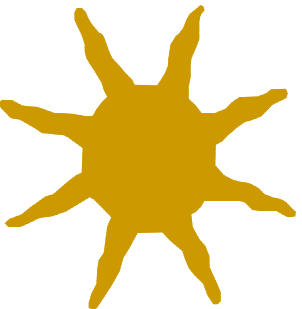
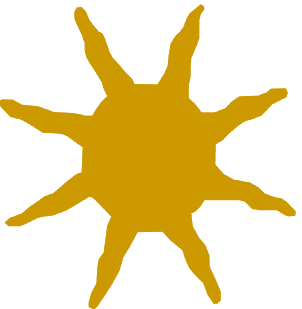
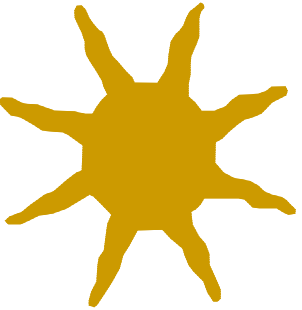
<http://www.calstate.edu/UA/0203externalreport/index.shtml>





# *CSU Accountability*

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Copies of this Powerpoint handout; the Third Biennial CSU Systemwide Accountability Report; the report of campus-specific accountability summaries, indicators & goals; and other materials related to the CSU Accountability Process are available at the following URL:

<http://www.calstate.edu/AcadAff/accountability>