

CSU ACCOUNTABILITY PROCESS

Biennial Report to the Board of Trustees

November 2004

Background

The Cornerstones report, approved by the Board of Trustees in January 1998, yielded a set of general principles and supporting recommendations that were designed to guide the CSU into the next century. Principle 9 of the Cornerstones report committed the CSU to account for its performance through periodic reports to the public. After the Cornerstones Implementation Plan was approved by the Board in March 1999, the CSU Accountability Process was developed as the primary articulation of this commitment.

The Accountability Process evolved through a participative systemwide process that included input from the individual campuses, the Alumni Council, the California State Student Association, and the Academic Senate CSU. The Accountability Process that was subsequently approved by the Board in November 1999 was based upon a broad understanding, crafted through the consultative process, that accountability was important both externally in recognition of our public responsibility but also internally as a means of on-going self-assessment and review. It was also agreed that the structure of the accountability process should focus upon outcomes rather than the means of achieving them and encourage constant improvement by campuses and the system. The accountability process is based upon a set of principles which are summarized below.

1. Because accountability is a public-oriented process, the performance areas and indicators selected ought to be important to the CSU and well understood by the public.
2. Because accountability is an opportunity to show commitment to continued progress, the focus will be on the performance of individual campuses over time in the context of their different missions, goals, students, and environments. Whenever possible, accountability information will be presented in formats that avoid comparisons among campuses.
3. Because CSU campuses are different, the accountability process will allow the individual campus to describe, through campus selected performance areas and indicators, how it contributes to the development of its particular students.
4. The CSU will constantly evaluate performance areas and accountability indicators to ensure that they appropriately reflect institutional performance.
5. To the extent possible, the CSU will rely upon existing data, information systems, standard reports, and processes in the development of indicators and accountability reports.

The Accountability Process establishes responsibilities and requirements for annual reporting for both the CSU system and the individual campuses. The CSU system through the Chancellor's Office is responsible for the following performance areas:

1. Advancing the mission of the CSU
2. Maintaining appropriate balance between the system role and campus autonomy
3. Communicating and cooperating within the CSU
4. Negotiating and implementing multi-year performance and budget agreements between the CSU and the state administration

Systemwide reporting occurs through annual accountability reports to state government and through annual reports to the Executive Council and the Academic Senate.

The campus Accountability Process addresses nine performance areas and associated indicators which are reported biennially. These performance areas are:

1. Quality of baccalaureate degree programs
2. Access to the CSU
3. Progression to the degree
4. Graduation
5. Areas of special state need
6. Relations with K-12
7. Remediation
8. Facilities utilization
9. University advancement

In September 2000, the first biennial report on the CSU Accountability Process, containing 1998-1999 baseline indicators, was presented to the Board.

In spring 2001, CSU campuses set indicator goals for 2002-2003 and for 2004-2005. In November 2002, the second biennial report on the CSU Accountability Process, containing 1998-1999 baseline indicators and those for 1999-2000 and 2000-2001, were presented to the Board.

In summer 2004, CSU campuses were asked to review their indicator trends through 2002-2003, to provide a short, two-page synopsis with regard to their achievement of 2002-2003 goals and their progress in developing and assessing baccalaureate student learning outcomes (performance area 1), and to set goals for 2006-07. The campus performance area indicators, goals, and synopses can be found at the CSU system website:
<http://www.calstate.edu/AcadAff/accountability>

This document presents the third biennial report on the CSU Accountability Process and contains trend indicators from 1998-1999 through 2002-2003.

Annual Performance Areas, Indicators, and Reports

1. Quality of baccalaureate degree programs

Each campus will provide evidence of progress toward the identification of learning outcomes and the development of a process to assess student learning outcomes at the general education and program levels. The first indicator below describes a three-year developmental period; the second indicator addresses expectations for the second three-year period.

Indicator 1.1: (first three years – 2000, 2001, 2002) Narrative descriptions of processes for establishing and assessing student learning outcomes in general education and in the majors and for assuring that students are achieving core competencies for the degree.

Indicator 1.2: (after three years -- starting in 2003) A brief summary of campus academic program reviews, broadly characterizing assessment results and describing how those results have been used to improve teaching, learning, and the programs that were reviewed.

Although interest in defining and assessing the outcomes of student learning has grown steadily for more than a decade, attention to this topic has heightened more intensely in the past several years. Existing grass-roots efforts were enhanced by WASC's emphasis on a "culture of evidence," which, in turn, coincided with the renewed commitment to assessment expressed in the Cornerstones Report which stated: "The California State University will award the baccalaureate on the basis of demonstrated learning, as determined by our faculty" (Principle 1).

Campus reports show five key characteristics of the California State University's approach to identifying and assessing student learning:

- A wide variety of assessment activities are occurring on multiple fronts: at the level of the individual course, the program, and the institution as a whole.
- The most comprehensive and successful assessment activities have been occurring in the professional fields.
- Campuses have made more progress in assessing the outcomes of student learning in academic majors than in general education.
- Campuses are exploring various ways to verify and certify that learning outcomes and assessment methods have been developed.
- Assessment activities have been valuable for improving academic programs and for strengthening faculty development.

Assessment is most readily engaged at the most comprehensive and at the most narrow level. Institutions find that the most expedient and readily available methods are surveys of student perception or satisfaction. At the other extreme, assessment methods focus on tests in courses. Much more demanding and therefore much more infrequently and more tentatively engaged is the assessment of cumulative and comprehensive student learning. In these efforts, faculty members collectively define specific competencies that students must achieve and then measure whether or not a student has achieved these expectations. Achieving this level of assessment is still a challenge for most academic programs in the CSU.

Those who have met the challenge most successfully tend to be professional disciplines that have special accreditations and external state licensing examinations. Special accrediting agencies generally require learning outcomes specification in programs that prepare students for careers, such as nursing, education, business, and engineering. These departments tend to have extensive assessment programs to ensure excellence in student performance and to permit periodic measurement of how effectively students are being prepared for state licensing examinations.

In addition, greater progress in assessment has been made in assessing the learning outcomes in degree programs than in general education. There are many reasons why assessing the learning outcomes in general education is more difficult. The competencies (writing, speaking, critical thinking, etc.) are taught in many different courses and in many different departments, which makes assessment a logistical challenge; many of the courses are taught by part-time faculty who are not thoroughly integrated into the assessment culture of the institution; and getting university-wide consensus on specific competencies and assessment methods is no easy task. Nevertheless, most campuses have developed approved statements of general education goals and objectives, and several are experimenting with pilot assessments. Probably the most fully developed general assessment process is in place at San José State. Nonetheless, all of the CSU campuses have embarked upon this difficult endeavor.

Assessment efforts are being monitored, guided, and supported through several different mechanisms. All agree that the assessment of student learning outcomes must be integrated into the regular operations of the university and not be seen as an add-on. Therefore, most CSU institutions include the requirement for outcomes assessment as part of the traditional Program Review process. On some campuses, departments are asked to prepare annual assessment reports, which are reviewed by the college dean, the academic senate, and the provost. In addition, at each March meeting of the Board of Trustees, a comprehensive report on academic planning and program review is presented, including detailed descriptions of the assessment processes underway at campuses in the reviewed programs.

For the third biennial report, the CSU surveyed campuses in fall 2004 to develop a quantitative feel for CSU progress on Indicators 1.1 and 1.2. Of the 1,145 baccalaureate degree programs reported by campuses, 95 percent (1,090) have established student learning outcomes (Indicator 1.1) and 64 percent (733) have completed a direct measure of, at least, one student learning outcome and have the information available for review and use (Indicator 1.2).

2. Access to the CSU

The CSU is committed to providing all eligible first-time freshmen, upper-division California Community College transfers, and teacher preparation applicants with admission to a CSU campus. While these applicants may not be admitted to their first-choice CSU campus or their first-choice program, eligible applicants applying are guaranteed admission to some CSU campus.

Indicator 2.1: For each university, the number of the following persons who applied to the university and were admitted:

2.1.a First-time freshmen

2.1.b Upper-division CCC transfers

Indicator 2.2: For campuses that were impacted or had impacted programs – The number of the following eligible persons who applied to the university as their first choice during the open filing period and were *not* admitted:

2.2.a First-time freshmen

2.2.b Upper-division CCC transfers

Indicator 2.3: For campuses that were impacted or had impacted programs – The number of the following eligible persons who applied to the university as their first choice during the open filing period and were *not* admitted, but were *admitted to another CSU campus*:

2.3.a First-time freshmen

2.3.b Upper-division CCC transfers

The Master Plan, state law, and trustee policies are clear about the relative priorities of categories of students admitted to CSU. Highest priority is accorded to upper-division California Community College transfers. Once these students have completed the equivalent of the first two years of a bachelor's degree with at least a 2.0 GPA, they must have the opportunity to transfer to a CSU campus. Eligible first-time freshmen have second highest priority. California residents receive the highest priority in all admission categories. Campuses are also expected to maintain a balanced program and diversity as admission priorities are implemented.

In response to these mandates, CSU guarantees admission to the system to all eligible first-time freshmen and upper-division, resident transfer students but not necessarily to their campus of first choice.

Several CSU campuses are approaching the point at which their current physical and operational capacity will not permit all eligible students to be admitted. When a program or campus receives more eligible applicants than can be enrolled, the program or campus is considered "impacted." Program impaction has enabled most CSU campuses to manage episodic enrollment pressures. More and more campuses are beginning to find that they have more qualified applicants than

they can accommodate across the entire campus. The second biennial report noted that the CSU campuses at Chico, San Diego, and San Luis Obispo were designated as impacted. With this third biennial report, the list of impacted campuses has lengthened: Chico, Fullerton, Long Beach, Pomona, San Diego, San Marcos, San Luis Obispo, and Sonoma were impacted for fall 2004. In addition, popular majors such as architecture, nursing, occupational therapy, and physical therapy are impacted at all campuses offering them. These are known as systemwide impacted programs, and are filled on the basis of applicants who apply during the first month of the filing period.

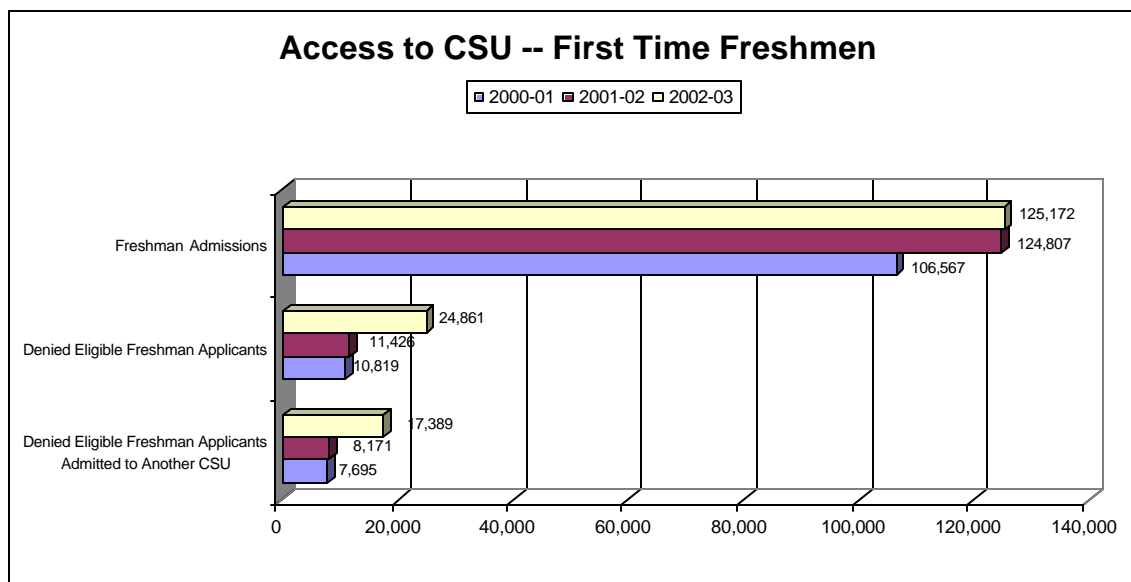
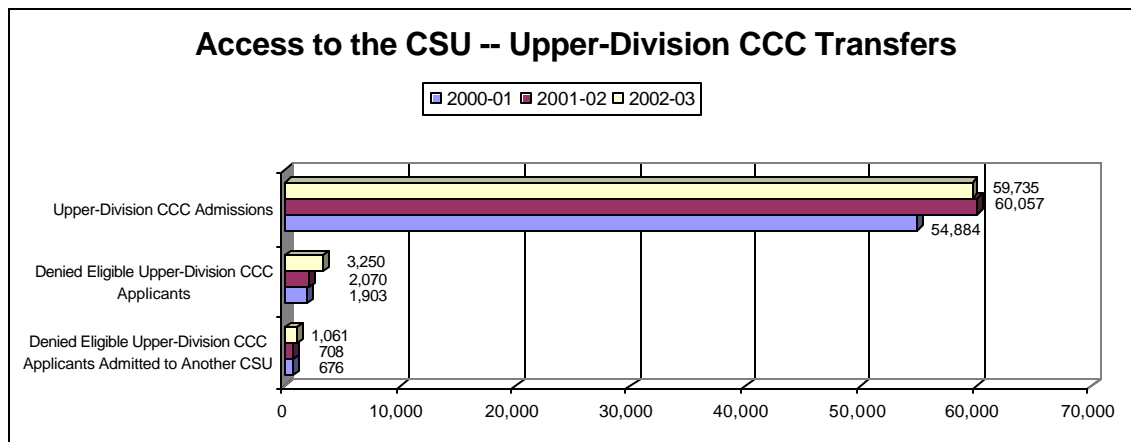
In response to these increasing enrollment pressures, the CSU Board of Trustees adopted in March 2000, a set of enrollment management principles guaranteeing that all fully eligible upper-division transfer students and first-time freshmen be admitted to a campus in the CSU to comply with the provisions of the Master Plan for Education. When the Board of Trustees adopted this enrollment management policy, it reaffirmed that upper-division California Community College transfers who are California residents have the highest priority for admission and that all CSU-eligible freshmen who are California residents are accommodated somewhere in the system. Most significantly, the Board stipulated the policy that all CSU-eligible students who are California residents are guaranteed admission to at least one local CSU campus.

The enrollment management principles adopted by the CSU Board of Trustees ensure that CSU-eligible students are not denied access to their local CSU campus if their local CSU campus is an impacted campus. Students who are not admitted to impacted programs or at impacted campuses are offered the opportunity to enroll at other CSU campuses.

The CSU Board of Trustees' enrollment management policy provides campuses with a wide array of options to guarantee continued eligibility to upper-division transfers and first-time freshmen. As a result of these principles, the CSU and individual campuses will be able to serve more students by increasing existing enrollment capacity subject to appropriate state funding. Increased capacity becomes possible by implementing such approaches as more flexible scheduling and year-round operations, expanding distance learning and use of technology, increasing the capacity of existing off-campus centers, establishing new centers, and using facilities more imaginatively.

In recognition that CSU campuses may increasingly face the need to use program impaction and other enrollment management strategies, the CSU revised its reporting system to require that each CSU campus provide the system with data on the extent to which eligible high school and upper-division California community college transfer applicants are admitted or denied admission to a specific CSU campus, effective college year 2000-2001.

An undergraduate program or campus is designated as impacted when the number of applications received from fully qualified applicants during the initial admission application filing period exceeds the number of available spaces that the campus can accommodate in the program or campus given the instructional resources and physical capacity of the campus or program. Supplementary admission criteria are used to screen all applicants for admission to impacted programs and campuses, including those students currently enrolled at the campus in other programs and seeking access to the impacted program.



Indicator 2.1 – Number of Admissions to the CSU

Consistent with Tidal Wave II projections, the CSU has been receiving more and more applications from first-time freshman and upper-division CCC transfer prospects, admitting more and more eligible students, and enrolling all-time high numbers of eligible first-time freshmen and eligible upper-division CCC transfer students.

During 2000-2001, the CSU admitted over 160,000 eligible first-time freshman applicants and upper-division CCC transfer applicants. By 2002-2003, the CSU admitted almost 185,000 eligible first-time freshman applicants and upper-division CCC transfer applicants.

Indicator 2.2 – Number of Denied Eligible Applicants

In 2000-2001, 1,903 eligible upper-division CCC transfer applicants were denied admission to impacted campuses and programs, along with 10,819 eligible first-time freshman applicants. This amounts to 3 percent of admitted eligible upper-division CCC transfer applicants and 10 percent of admitted eligible freshman applicants in 2000-2001.

By 2002-2003, 3,250 eligible upper-division CCC transfer applicants were denied admission to impacted campuses and programs, along with 24,861 eligible first-time freshman applicants. This amounts to 5 percent of admitted eligible upper-division CCC transfer applicants and 20 percent of admitted eligible freshman applicants in 2000-2003.

This upsurge in denied eligible applicants reflects the increased number of impacted campuses and programs. The continuing lesser impact on eligible upper-division CCC transfer applicants compared with eligible freshman applicants reflects the fact that after continuing students, the highest priority for enrollment in the CSU is accorded to eligible upper-division transfers.

Indicator 2.3 – Number of Denied Eligible Applicants who Were Admitted to Another CSU Campus

In 2000-2001, of the 1,903 eligible upper-division CCC transfer applicants who were denied admission to their first choice program or campus, about one-third (676) were admitted to another CSU campus. By 2002-2003, of the 3,250 eligible upper-division CCC transfer applicants who were denied admission to their first choice program or campus, about a third again (1,061) were admitted to another CSU campus.

Trustee policy requires admission of all local area eligible upper-division CCC transfer applicants to impacted campuses; thus, place-bound eligible upper-division CCC transfer applicants were provided with access. The relatively low percentage of eligible students who were not admitted to another CSU campus reflects that the majority of these denied eligible applicants are interested in enrolling at a CSU campus outside their local area or in a specific program at a specific CSU campus. The new initiative to provide CCC students with clearer information about program availability and requirements for transfer to CSU campuses should encourage eligible CCC students to apply for transfer to a broader array of CSU campuses.

In 2000-2001, of the 10,819 eligible first-time freshman applicants, who were denied admission to their first choice program or campus, about 70 percent (7,695) were admitted to another CSU campus. By 2002-2003, of the 24,861 eligible first-time freshman applicants, who were denied admission to their first choice program or campus, about 70 percent (17,389) were admitted to another CSU campus.

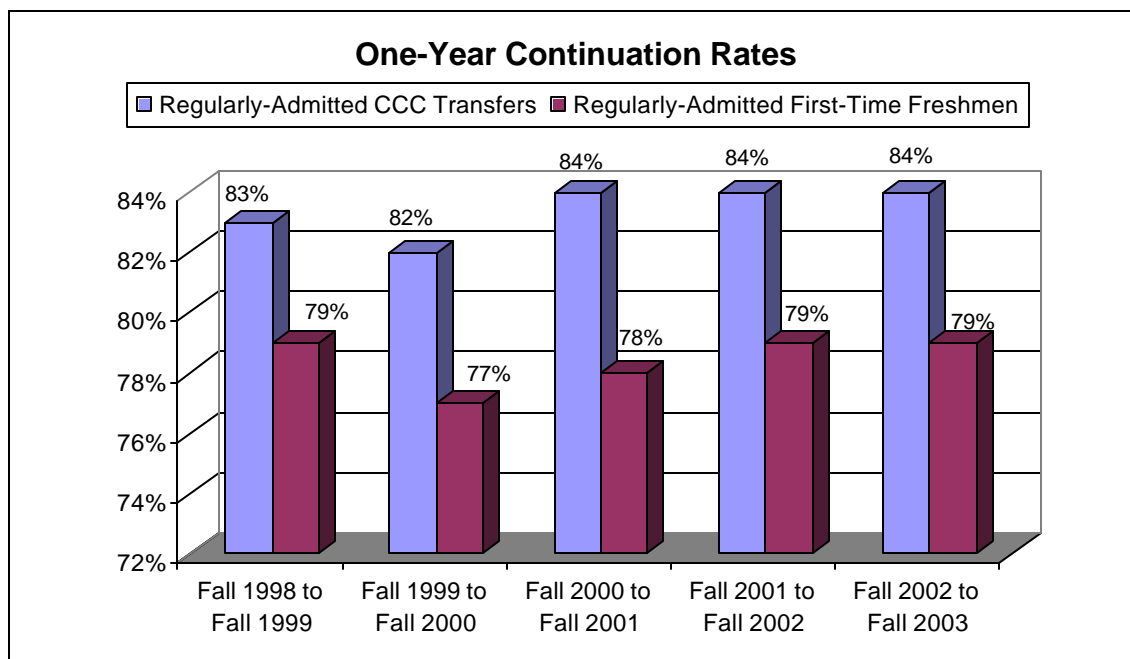
That 70 percent of “denied eligible” first-time freshman applicants were redirected to or applied to another CSU campus and were offered a campus home at another CSU reflects the effectiveness of CSU outreach to high school students, as well as the interest and willingness of first-time freshmen to enroll in college beyond their local areas. Unfortunately, the figures also reveal that in 2000-2001, 3,124 eligible first-time freshman applicants – 3 percent of all eligible admits – did not find a home in the CSU. By 2002-2003, 7,472 eligible first-time freshman applicants – 6 percent of all eligible admits – did not find a home in the CSU. The CSU continues to urge all first-time freshman applicants to apply to more than one CSU campus when their first-choice campus or program is impacted. In 2002-2003, there were a number of CSU campuses that would have admitted and enrolled these eligible first-time freshman applicants who were denied admission to their first choice campus, had they applied.

3. Progression to the degree

The CSU will provide clear paths to the baccalaureate degree for first-time freshmen and transfer students. The goal is that the total number of units completed toward the degree, in both GE and the major, is comparable for students who entered as freshmen and for students who entered as transfer students.

Indicator 3.1: For each university, the percentage of students, both regularly-admitted first-time freshmen and regularly-admitted California Community College transfer students, who progress from their first to their second year of attendance.

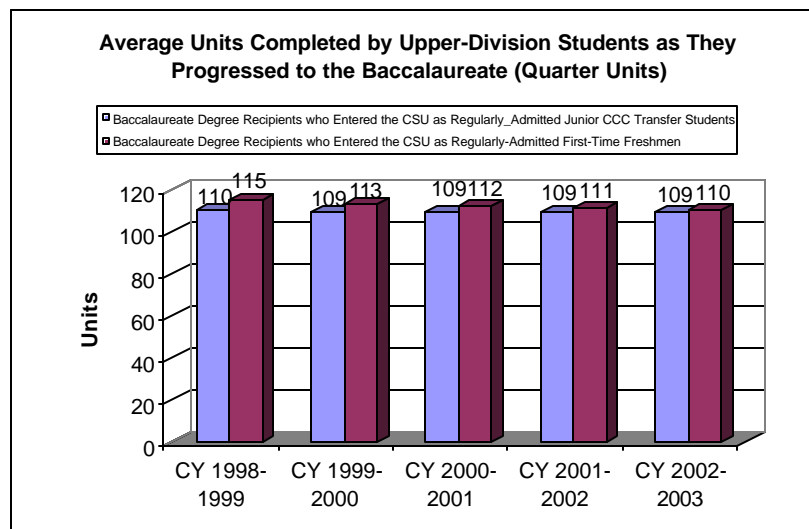
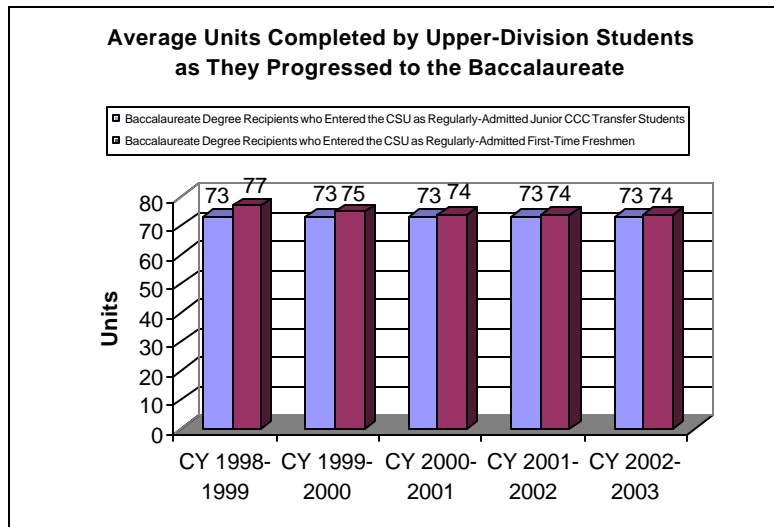
Nationally, universities and colleges increasingly are focusing attention on first-year retention rates, because at many institutions attrition during the first year accounts for three-quarters of all attrition. The first-year retention rate of CSU is excellent – above the rate of comparable institutions serving the same types of students.



Transfer retention improved slightly from the baseline cohort (fall 1998 transfers reenrolling in fall 1999) to the current reporting cohort (fall 2002 transfers reenrolling in fall 2003) – from 83 to 84 percent. Freshman retention initially decreased from 79 percent for the baseline cohort to 77 percent for the next cohort, then rose to 78 percent for the fall 2000 cohort and to 79 percent for the fall 2001 and fall 2002 cohorts. The slight decrease initially in freshman retention probably reflected the effect of asking students who had not completed remediation within one year at the CSU to complete their remediation outside the CSU.

Indicator 3.2: For each university, the number of units completed by regularly-admitted upper-division California Community College transfer students who graduated as compared to the number of units completed by upper-division students who also graduated but entered the CSU as regularly-admitted first-time freshmen.

California Community College (CCC) junior transfers progress through the upper-division about as efficiently as CSU students who entered as first-time freshmen. The average differences, shown below in semester and quarter credit units, between native and CCC transfer students are relatively small.



While there are no notable differentials between transfers and native students, the absolute values of the indicators themselves raise questions about whether both native and transfer students are efficiently making their way to degree. Two years in the upper-division, some would argue, should amount to 60 semester credit units (or 90 quarter credit units). Moreover, community college transfer students typically have taken over 80 units before they transfer to the CSU. CSU campuses continue to review requirements for the baccalaureate, including ways to enable students, who prefer to do so, to complete the degree in as direct a fashion as possible. CSU initiatives to facilitate progress to degree and the Compact agreement regarding excess units to degree should stimulate further reductions in units.

4. Persistence and Graduation

The CSU, through clear statements of graduation requirements, effective advising, and effective access to courses, will assist students to achieve their degree objectives.

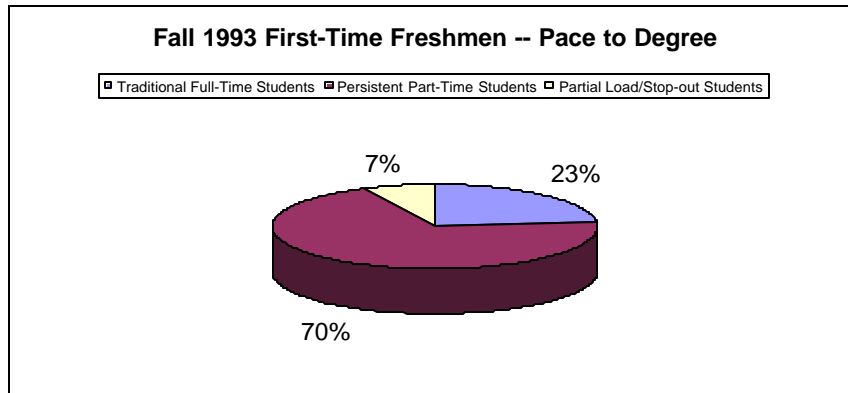
Indicator 4.1: For each university, student graduation rates, disaggregated by relevant sub-populations (first-time freshmen and upper-division transfer students) and by key student characteristics (full- and part-time attendance, etc.).

CSU's goal is to help students earn the baccalaureate degree as directly and efficiently as they prefer. The path to degree for CSU students is more complex than for students at the UC or independent institutions. Because so many students are part-time, it is not reasonable to expect high percentages of students to complete the degree in four or five years. CSU's challenge is to recognize that its students will vary in the pace at which they progress to graduation, then to provide all students, whether they are on a pace to complete in 4, 5, 6, or more than 6 years, with the guidance and the clearest routes possible to the baccalaureate. In being accountable for student degree attainment at the pace they prefer, CSU measures and compares its graduation rates by categories of students differentiated by their courseloads and enrollment patterns that together determine the pace at which they complete the baccalaureate degree.

Graduation rates for regularly admitted students who enter the CSU as first-time freshmen.

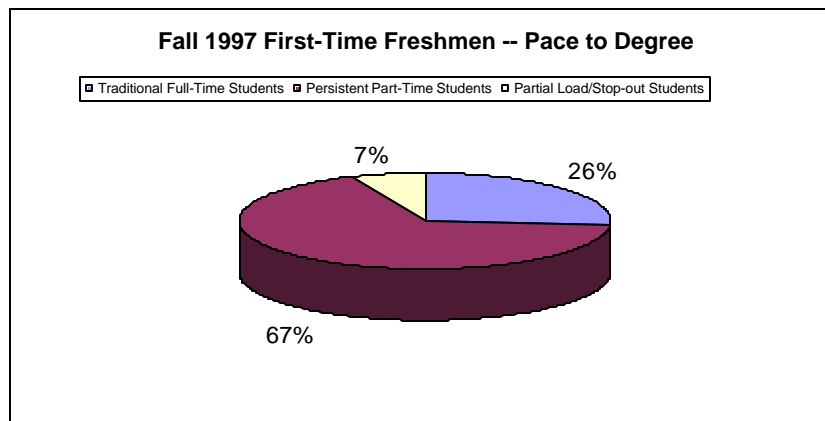
The national Joint Commission on Accountability Reporting's (JCAR's) methodology for computing graduation rates takes pace to degree explicitly into account by reviewing the units each student attempts across four academic years and assigning the person to one of three groups:

1. The traditional full-time student who has carried courseloads over four years that are sufficient to complete the degree in four years.
2. The persistent part-time student who has carried courseloads over four years, at a pace and intensity to complete the so-called 4-year baccalaureate degree within 6 years. Federal law suggests that 150 percent of four academic years should provide a student carrying, at least, 12 units or more a term – the financial aid full-time student definition -- to complete the degree, so this category aligns most closely with many students currently on financial aid.
3. The partial load/stop-out student who has carried loads over four years that typically reveal periods of non-attendance and varied courseload patterns. This student is not on track to graduate in even six years.



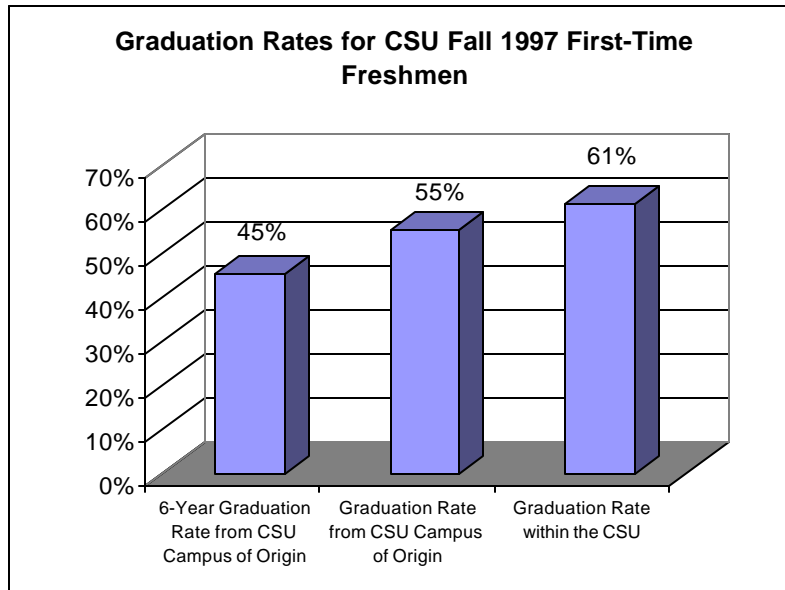
Over 90 percent of fall 1993 baseline cohort of first-time freshmen were making progress to degree at a pace to complete the baccalaureate within six years. About one in four students was taking coursework consistent with graduation in four years. About one in fourteen was enrolling and taking courses much less regularly, so that, at best, they were taking “partial loads.”

The fall 1997 cohort of first-time freshmen progressed to the degree at paces slightly more “traditional” than the baseline cohort, as shown in the figure below.



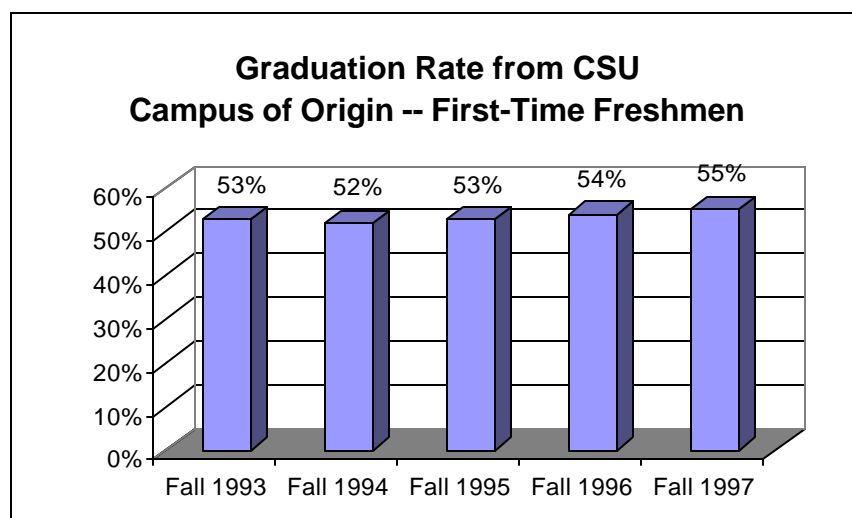
Annual disclosure of six-year graduation rates is required federally for all four-year institutions. These six-year graduation rates for CSU campuses, which range between 30 and 65 percent, are as good or better than comparable institutions serving similar students.

Using the JCAR methodology, the only other approved federal graduation rate methodology, and applying it to CSU’s fall 1997 regularly-admitted first-time freshmen, the CSU has an overall six-year graduation rate of 45 percent. That is, 45 percent of regularly-admitted first-time freshmen graduated within six years from the CSU campus that they entered in fall 1997.



If we do not restrict graduation to a six-year time frame, we estimate that 55 percent of all regularly-admitted first-time freshmen will eventually graduate from the CSU campus that they entered in fall 1997.¹ With 23 campuses across the state, the CSU offers students both the chance to get away from home and the convenience of remaining in familiar surroundings. Not surprisingly, sometimes students find that they want to return home, or pursue school and work away from home. The destination of most students who transfer from a CSU campus to another 4-year institutions is another CSU campus. The proportion of CSU first-time freshmen who eventually get a CSU baccalaureate somewhere in the CSU is 61 percent.

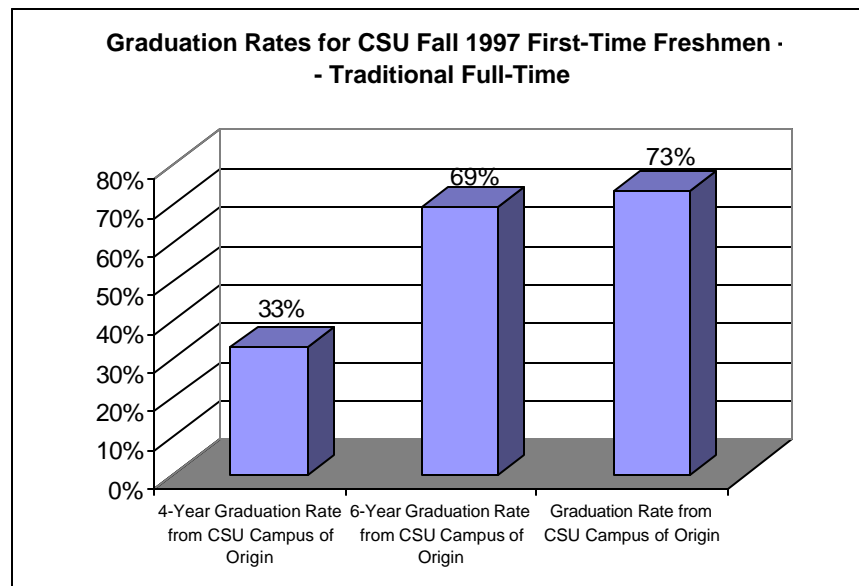
Campuses were asked to set goals with regard to the graduation rate from their campus. The systemwide graduation rate from the campus of origin trends upwards slightly from 53% to 55%.



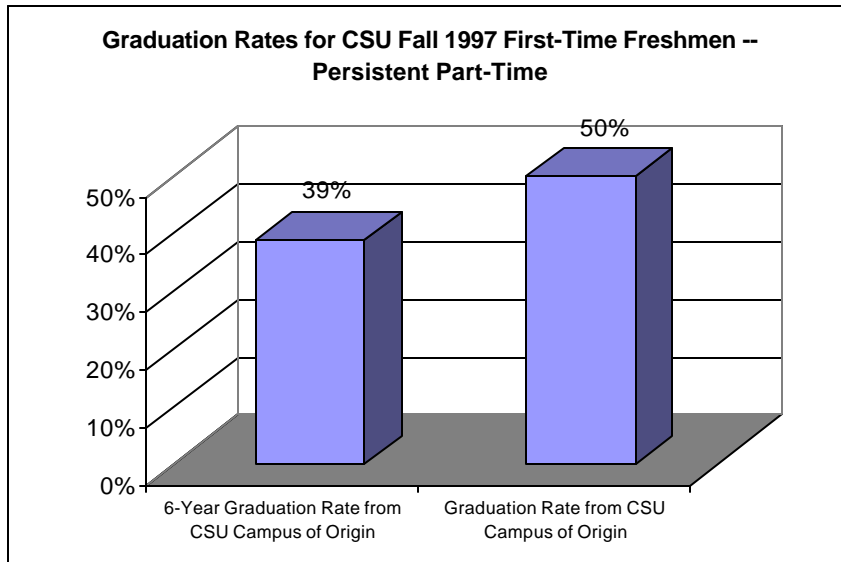
¹ Analysis was performed, and it was found that, if a student had not received the degree at six-years but was still enrolled, the likelihood of graduation is extremely high.

Graduation rates by the pace with which students progress to degree also are telling:

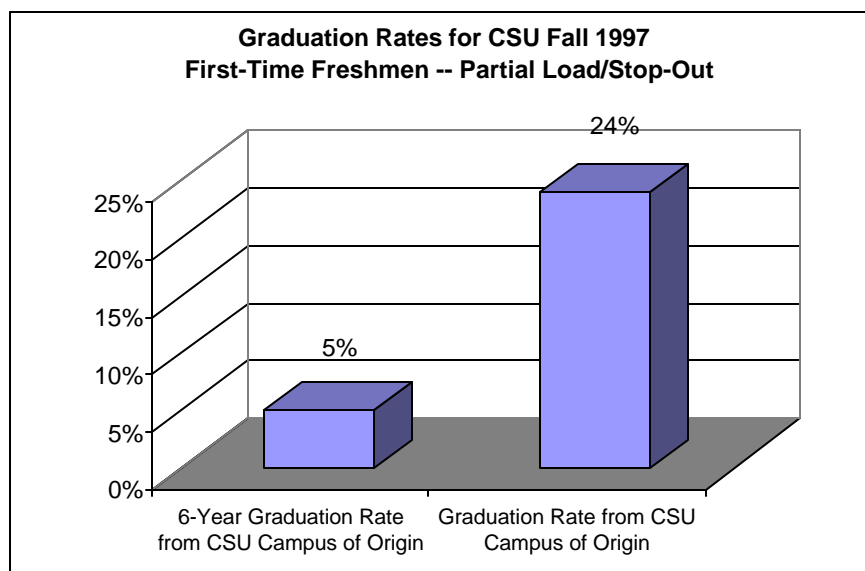
- Traditional full-time students took courseloads that allow them to complete the degree in four years. The four-year graduation rate for fall 1997 freshmen was 33 percent (up from 28% for their fall 1993 baseline freshman counterparts). Another 36 percent of these fall 1997 freshmen took longer than four years and up to six years. Thus, the six-year graduation rate for these students is 69 percent (up from 64% for their fall 1993 baseline freshman counterparts) – a six-year rate that is akin those of the nation’s more selective public institutions. The estimated final graduation rate for these students at their campus of origin is 73 percent (up from 68% for their fall 1993 baseline freshman counterparts). We are encouraged that students who are able to take full-time loads for four years are making their way to degree at a rate on par with the nation’s selective institutions. However, understanding why so many traditional full-time students are taking longer than four years to graduate and developing ways to facilitate their degree completion in closer to four rather than six years are major challenges for many CSU campuses.



- Persistent part-time students took courseloads that allow them to complete the degree by the end of the sixth year. The six-year graduation rate is 39 percent for the fall 1997 cohort (the same as for their fall 1993 baseline freshman counterparts) – a rate in the same ballpark as other comprehensive institutions like the CSU. The estimated final graduation rate for these students at their campus of origin is 50 percent (the same as for their fall 1993 baseline freshman counterparts). Some persistent part-time students are taking longer than six years to graduate from their campus of origin, and facilitating their more timely completion to degree is important at many CSU campuses.



- The partial load/stop-out students enrolled at CSU campuses and took units in ways that were idiosyncratic and sporadic. Some enroll for one term a year, taking a full-time load. Others enroll every term, taking one or sometimes two courses. These partial load/ stop-out students tend to have many and frequently more important priorities in life than college-going. By the end of the sixth year, their graduation rate is only 5 percent. The estimated final graduation rate for these students at their campus of origin is 24 percent (the same as for their fall 1993 baseline freshman counterparts).

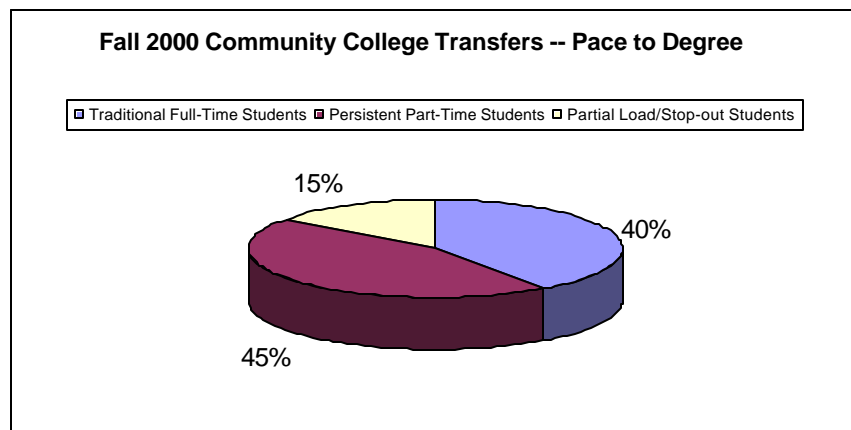
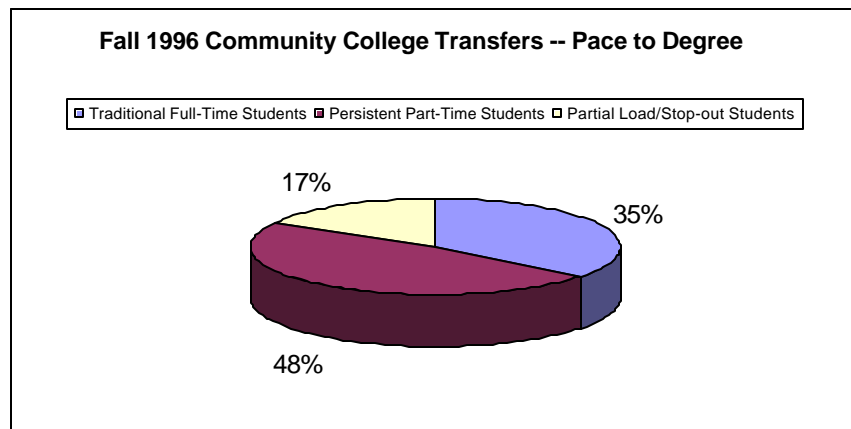


To the extent that CSU campuses attract highly motivated students who take 15 to 18-unit course loads term after term – like those who typically attend the nation’s selective institutions – the final CSU graduation rate is comparable. JCAR indicators suggest that we need to take the time to understand why the majority of graduating “traditional full-time” students are taking longer than four years to graduate and to develop ways to facilitate their degree completion more efficiently.

Between 70 and 80 percent of CSU first-time freshmen tend to be more cautious or sporadic about their courseloads. Many are on financial aid and may be uncertain about whether college is for them. Some need to work full-time to support their parents and other siblings or families of their own. Unlike their “traditional full-time” counterparts, they stop out more and change majors more. JCAR indicators suggest that we have made no progress in addressing their special needs and that we need to focus more attention on these students through early identification and advising and to ensure that CSU campuses are offering required courses at a pace and intensity that encourages these students to be persistent part-timers making their way to degree as efficiently as possible.

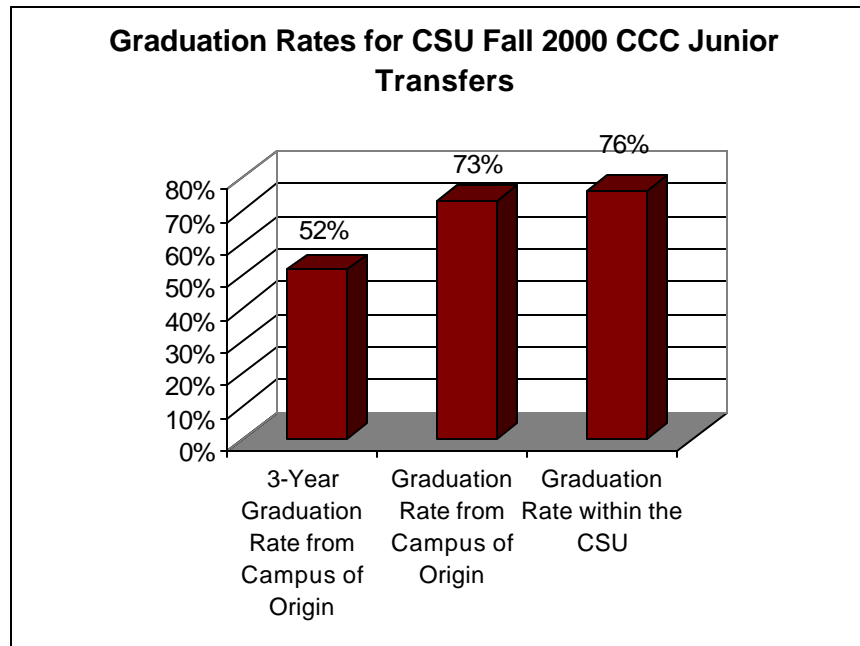
Graduation rates for regularly admitted students who enter the CSU as CCC junior transfers.

Most national reports on persistence and graduation provide no information about the kinds of progress to degree that transfer students experience. In the CSU, new undergraduate transfers outnumber first-time freshmen by almost 2 to 1. To provide indicators on the persistence and graduation of this important segment of the CSU student body, we have applied the JCAR methodology to the fall 1996 California Community College junior transfers (regular admits) as a baseline.



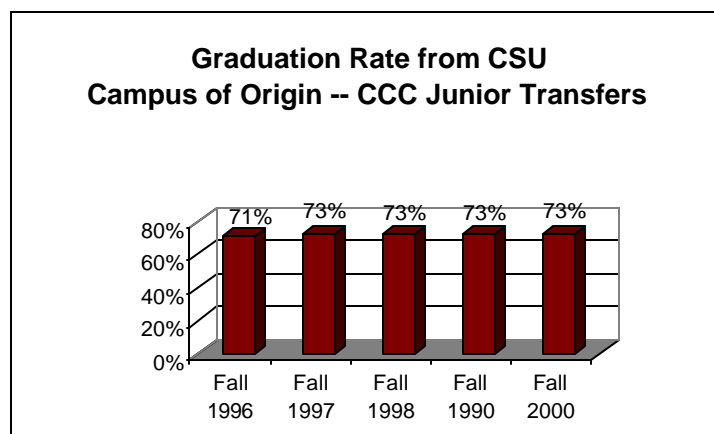
The baseline fall 1996 cohort of transfers and the most recent fall 2000 cohort of transfers evidence similar broad choices in their pace to degree. There were somewhat fewer partial load students in the fall 2000 cohort (15% versus 17%) and significantly more students on a

traditional, full-time pace (40% versus 35%). Also contrary to common wisdom, California Community College junior transfers were much more likely than first-time freshmen to carry courseloads that will enable them to graduate in two years (35% to 40% versus 23% to 26%). They also are twice as likely to be attending college sporadically as partial load/stop out students (15% to 17% versus 7%).



Overall fall 2000 regularly-admitted CCC junior transfers had a three-year graduation rate (150 percent of two-years to degree for a junior) of 52 percent. If we do not restrict graduation to a three-year time frame, we estimate that 73 percent of all regularly-admitted CCC junior transfers will graduate from the CSU campus that they entered in fall 2000 and 76 percent will graduate from somewhere in the CSU.²

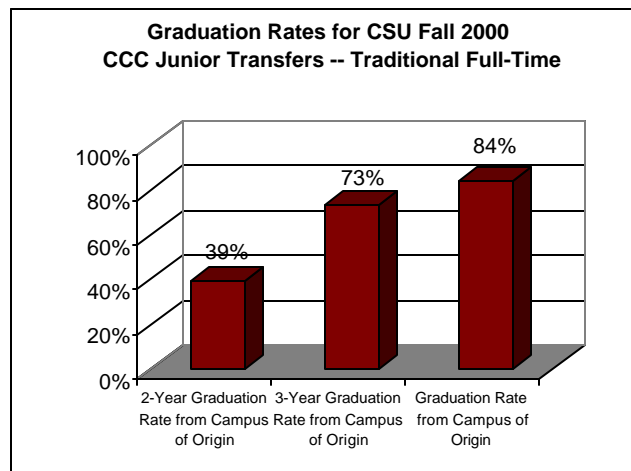
Campuses were asked to set goals with regard to the graduation rate from their campus. The systemwide graduation rate from the campus of origin trends upwards slightly from 71% to 73%.



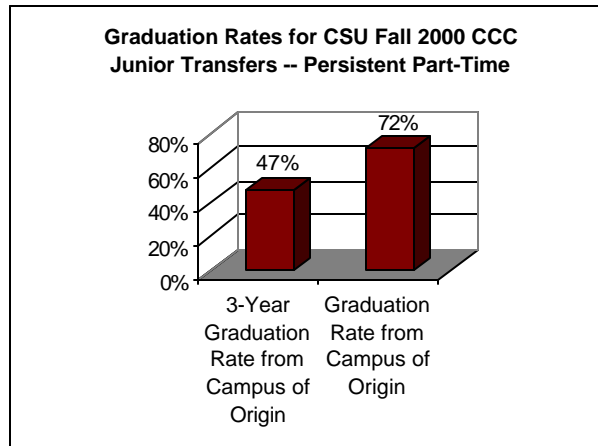
² Analysis was performed, and it was found that, if a student had not received the degree at three-years but was still enrolled, the likelihood of graduation is extremely high.

Graduation rates by the pace with which students progress to degree also are telling:

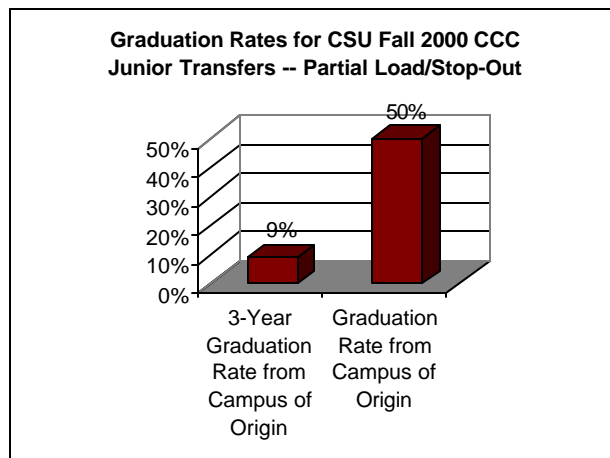
- Traditional full-time junior transfer students took courseloads that allow them to complete the degree in two years. The two-year graduation rate for these fall 2000 junior transfer students was 39 percent (up from 37% for their fall 1996 baseline counterparts). Another 34 percent of these transfers took between two years and three years to get the degree. Thus, the three-year graduation rate for these students is 73 percent (up from 68% for their fall 1996 baseline counterparts). The estimated final graduation rate for these students at their campus of origin is 84 percent (up from 81 percent for their fall 1996 baseline counterparts). We are encouraged that junior transfer students who are able to take true full-time loads for four years are making their way to degree at a rate on par with the nation’s selective institutions. However, understanding why traditional full-time transfer students are taking longer than two years to graduate and developing ways to facilitate their degree completion are major challenges for many CSU campuses.



- Persistent part-time junior transfer students took courseloads that allow them to complete the degree by the end of the third year. The three-year graduation rate is 47 percent (the same as for their fall 1996 baseline counterparts). The estimated final graduation rate for these students from their campus of origin is 72 percent (up from 71% for their fall 1996 baseline counterparts). Some persistent part-time students are taking longer than three years to graduate, and facilitating their more timely completion to degree is important at many CSU campuses.



- The partial load/stop-out junior transfer students enrolled at CSU campuses and took units in ways that were sporadic. Some enroll for one term a year, taking full-time loads. Others enroll every term, taking one or sometimes two courses. These students tend to have many, frequently more important priorities in life than college-going. By the end of the third year, their graduation rate is 9 percent (up from 8% for their fall 1996 baseline counterparts). The estimated final graduation rate for these students at their campus of origin is 50 percent (up from 47% for their fall 1996 baseline counterparts).



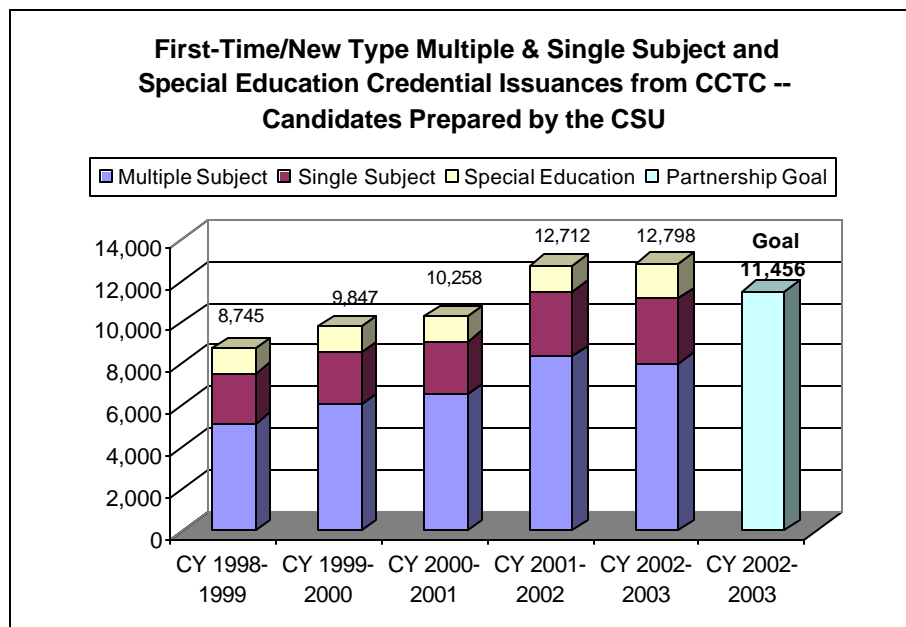
5. Areas of special state need

The CSU will make special efforts to respond to special state needs beyond our core mission of providing undergraduate education. At present, there is great need in many regions of California for credentialed teachers consistent with the requirements of K-12 education. In the future these needs might include such other professions as engineers, nurses, or social workers.

Indicator 5.1: For each university, the number of credentials issued by the California Commission on Teacher Credentialing to candidates completing professional education requirements.

For many years, the California State University has been California’s premier institution for the preparation of school teachers. With the “Class Size Reduction” initiative in the mid-90s, the need for more qualified teachers reached crisis proportions. Accompanying CSU leadership and initiatives in teacher preparation, the State provided additional funding to increase the CSU teacher preparation capacity, beginning in 1997-1998. In its Partnership with then-Governor Davis , the State and the CSU set a 2002-2003 goal of increasing CSU training of newly qualified teachers from 10,682 in 1998-1999 to 14,000 in 2002-2003 –an ambitious 31 percent increase.

During 2000, the California Commission on Teacher Credentialing refined its reporting methodology to eliminate the double counting of interns in the calculation of first-time/ new-type credential recommendations. The problem occurred because the old methodology considered a credential to be issued both when a person became an intern (and thus began the credential process) and again when the same person completed the internship and received a Preliminary credential or Professional Clear credential. The new methodology adjusted CSU’s 1998-1999 credential count to 8,745. By applying the 31% increase to the corrected baseline year 1998-1999 credential count, the CY 2002-2003 goal for the CSU was revised to 11,456. The graph below shows that the CSU surpassed the CY 2002-2003 goal. In CY 2001-2002, CSU prepared 12,712 candidates who were issued first-time/new type Multiple and Single Subject and Special Education Credentials; in CY 2002-2003, 12,798 were prepared.



6. Relations with K-12

In an effort to improve the academic preparation of entering students, the CSU will be responsive to the needs of K-12 education. Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation through outreach effort, K-12 and regional partnerships, and other programs.

Indicator 6.1: For each university, the number of CSU faculty and students, the number of high schools, and the number of high school students involved in outreach efforts.

CSU outreach and student academic preparation programs have provided information and academic support to California’s diverse population of elementary, middle, and high school students. Student academic preparation programs targeted students who are disadvantaged educationally and economically, who are enrolled in public K-12 schools that have low college-going rates, and who need assistance in strengthening basic skills in mathematics and English. These programs provided academic support services that raise the aspirations and improve the academic performance of K-12 students, advised K-12 students about courses needed to meet admission requirements, helped students acquire English and mathematics skills needed to succeed in college, provided instructional programs for students requiring academic support before they matriculate at a CSU campus, and provided retention services to students after they enroll in CSU. All of these services were offered through a variety of systemwide and campus-based initiatives and programs.

The number of elementary, middle, and high school students served increased, as shown in the table below.

	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>
<i>Students Served:</i>	562,470	459,056	566,048	588,784
<i>Involved Schools:</i>	12,912	5,368	5,719	7,633
<i>Involved CSU Students:</i>	7,447	6,257	7,513	8,538
<i>Involved CSU Faculty:</i>	1,704	1,226	781	753

Likewise the number of involved schools and involved CSU students involved. The number of CSU faculty participants appears to have decreased, but this was due to a methodological misunderstanding among data collectors.

The impressive figures noted above are indicators of the success of the efforts undertaken under the auspices of the Collaborative Academic Preparation Initiative (CAPI). CY 2002-2003 was the last year of the broad-based outreach and preparation programs of CAPI.

Along with providing authentic access to eligible Californians, a primary goal for the CSU has been to improve the preparation in mathematics and English of regularly-eligible students. A major barrier to improving mathematics and English preparation has been the fact that the CSU placement tests for mathematics and English are not given to students until they are admitted to the CSU late in their senior year of high school. Everyone recognized there is something wrong with telling students who have successfully completed all the college preparatory English and college preparatory mathematics courses that they are not ready for college-level English and mathematics after it is too late to do anything in high school. But it has not been simple to find ways to overcome that barrier. For example, the CSU sought permission to give its placement

tests earlier to students. But it immediately became clear that students already are tested heavily in high school and that one more battery of tests for college preparatory students would unacceptably increase testing time and reduce time for instruction.

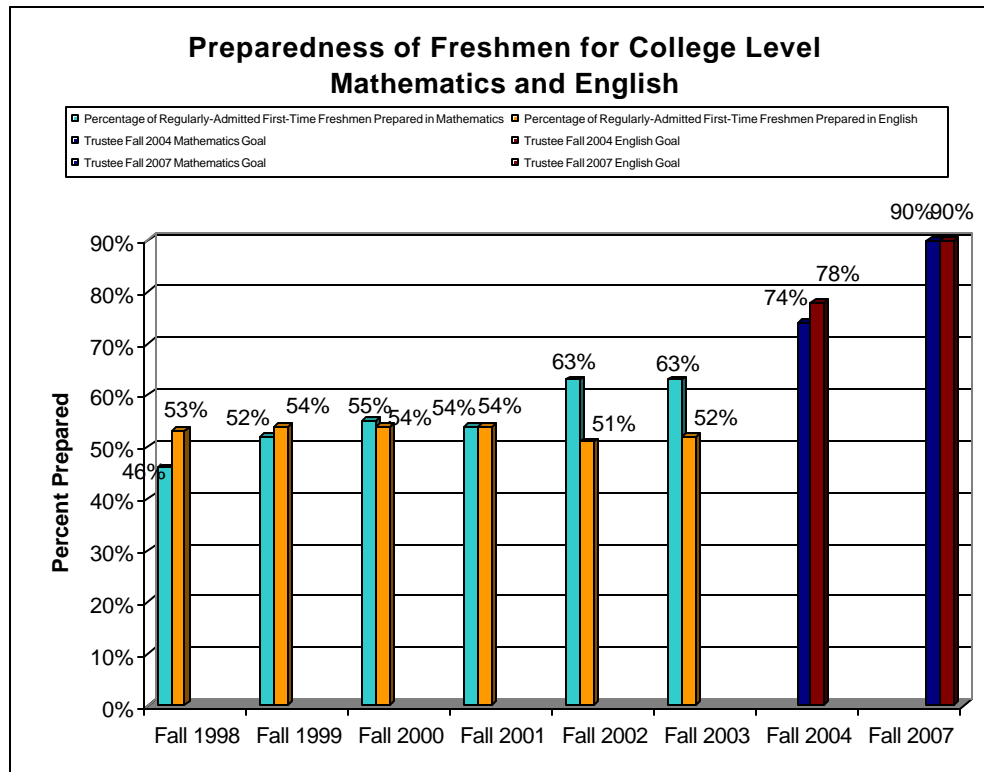
Given this, CSU faculty were asked to see whether K-12 standards and CSU expectations in English and mathematics were aligned and, if so, to assess whether regular K-12 California Standards Tests might serve as tools to provide early assessments of readiness for college English and mathematics. CSU faculty reviewed K-12 standards and concluded that CSU expectations and these standards were aligned. They furthermore were invited to join the public schools' content review panels in English Language Arts and mathematics. Through their experiences on these content review panels, CSU faculty gained a deep understanding of the K-12 standards and assessment and proposed that it seemed possible that early assessments of readiness for college English and mathematics could be provided to end-of-year juniors with no more than short augmentations to the public schools' regular California Standards Test for Grade 11 English Language Arts, for Algebra 2, and for Summative High School Mathematics. The augmentations assess skills and knowledge at a slightly more advanced and complex level than those tapped by the California Standards Tests (CSTs). In spring 2003, the CSU and the public schools piloted the augmented CSTs and found them to be adequate. In spring 2004, the augmented CSTs were made available to all end-of-year juniors who wished to get an early reading of their readiness for college English and mathematics.

The focus on early assessment of end-of-year juniors is coupled with restructured expectations for CSU campuses in their work with public schools. The Early Assessment Program in schools now is targeted on providing college preparatory students with more opportunities to build their English and mathematics skills and knowledge while they are in high school. In addition, the CSU is expanding its work with the schools in their provision of professional development opportunities for teachers in critical reading and writing, the area most identified as problems for high school students. The CSU also is working with the schools in their provision of more focused professional development for their high school mathematics teachers and exploring the use of online mathematics tutorials to offer students additional opportunities to strengthen or maintain their mathematics skills and knowledge.

Indicator 6.2: For each university, the percentage of regularly eligible students who are fully prepared in mathematics and English composition.

The percentage of freshmen prepared for college-level mathematics increased from 46 percent to 63 percent from fall 1998 to fall 2003, as indicated in the graph below. The increased preparedness of students in fall 2002 and fall 2003 reflects the adjustment that CSU faculty in mathematics made to the Entry Level Mathematics placement test when faculty review indicated that more advanced mathematics was required for placement than was necessary for the basic college mathematics course. As such, it has been clear for some time that the Trustees' intermediate goal of 70% proficiency in fall 2004 and its 90% proficiency goal for the entering class of fall 2007 are unlikely to be met without strengthened instructional opportunities and learning during students' high school years. Given this recognition, the Early Assessment Program (EAP) was initiated as a concept in 2000, piloted in spring 2003, and launched in spring 2004. It is joint program of the California State University and California public schools. The CSU, the State Board of Education, the California Department of Education, and county and

local school districts are working together to develop train-the-trainer EAP professional development activities for mathematics teachers. The CSU Math Success website provides students, teachers, and others with more information about the mathematics skills and knowledge required by the CSU, ways to more diagnostic information about skill and knowledge levels, and courses and online activities that can maintain and enhance skills and knowledge.



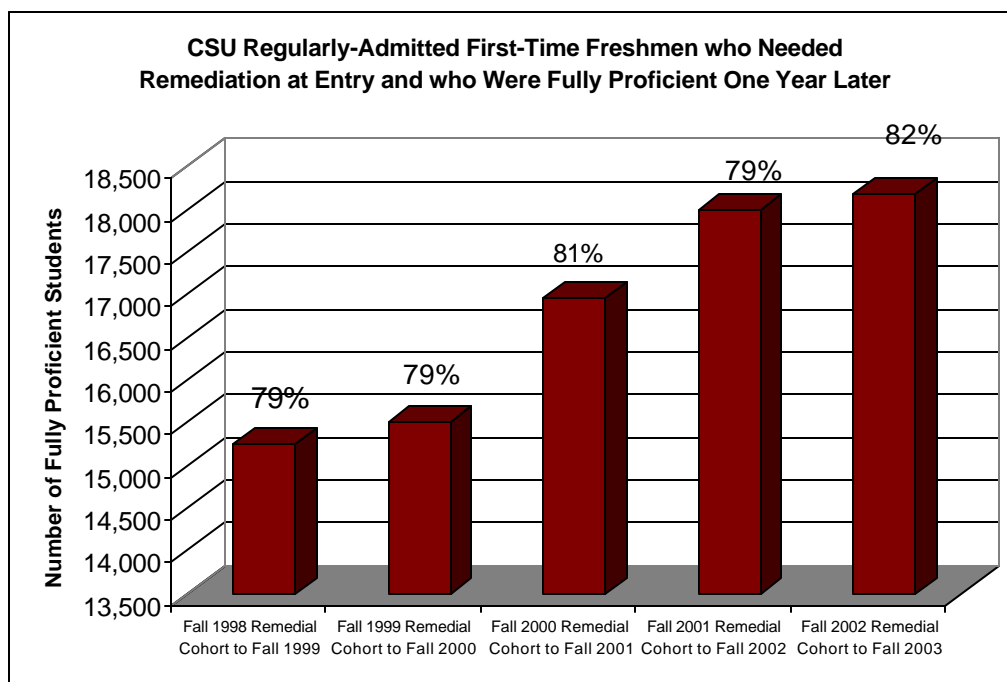
Between 51 and 54 percent of freshmen have entered prepared for college-level English since fall 1998 with little evidence of improvement. Efforts to increase the preparation of eligible high school students for college level English were launched under the CAPI initiative, and CSU faculty members involved with the CAPI initiative raised concerns that while eligible students in need of remediation had relatively good writing skills, their higher-order reading comprehension skills were underdeveloped. During 2001-2002, the CSU studied faculty concerns and confirmed that difficulties in reading appeared central to eligible students’ lack of proficiency. The CSU launched a planning initiative to develop professional development workshops to strengthen the pedagogy of high school teachers in the area of reading, especially higher-order reading comprehension. The first wave of teachers completed their 120 hours of professional development in 2003. Through the reorganization into the Early Assessment Program structure, the CSU, the State Board of Education, the California Department of Education, and county and local school districts are working together to offer train-the-trainer EAP professional development activities for teachers in 2004-2005, using the reading initiative curriculum as the model. In addition, CSU faculty and high school English teachers have developed modules and college-preparatory English courses that specifically address critical reading and writing. A CSU English Success, modeled along the lines of the mathematics website, is being planned and should be available in a few months.

7. Remediation

The CSU will successfully remediate, within one year, students who are not fully prepared to begin college-level mathematics and English composition.

Indicator 7.1: For each university, the percentage of students requiring remediation who complete remediation within one year.

In the baseline year, fall 1998, there were 19,237 regularly-admitted first-time freshmen who needed remediation at entry – about two-thirds of all freshmen needed remediation in English, in mathematics, or in both English and mathematics at entry. Through coursework and other activities by fall 1999, 15,240, or 79 percent, were fully prepared *both* for college level English and mathematics.



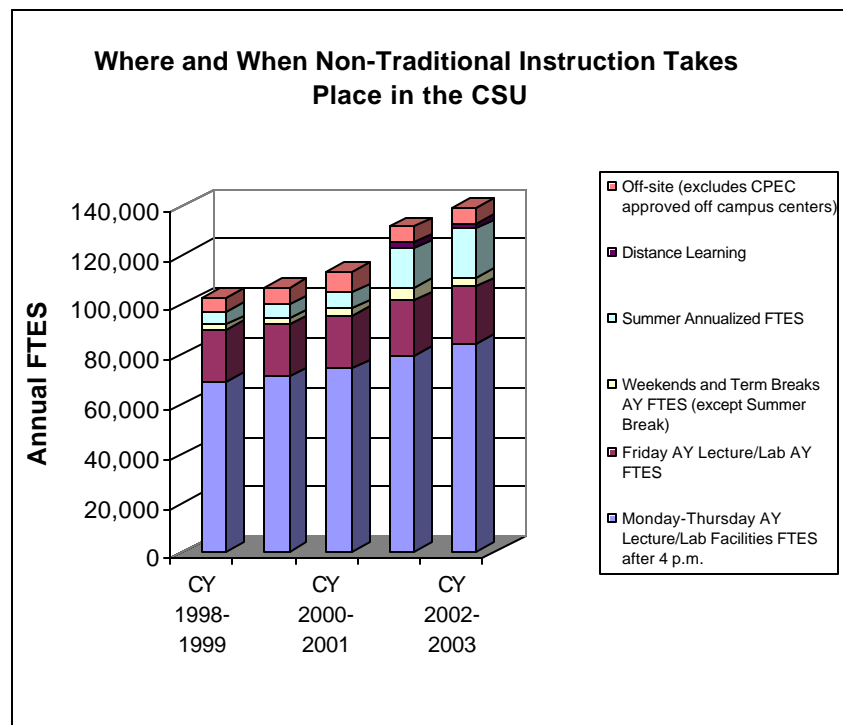
By fall 2002, there were 22,278 regularly-admitted first-time freshmen who needed remediation at entry. These students comprised 58 percent of the freshman class, thus the increase in the number of students who needed remediation was due to increase in the number of regularly-admitted first-time freshmen, not in a proportionately greater need for remediation. Through coursework and other activities by fall 2003, 18,177, or 81 percent, were fully prepared *both* for college level English and mathematics. The regular comprehensive report on entry-level proficiency and remediation one-year-later will be provided at the January 2005 meeting of the Board of Trustees.

8. Facilities utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively. Strategies to accomplish this include the fuller use of yearly, monthly, and weekly calendars and schedules, and the use of on-line instruction where educationally and qualitatively appropriate.

Indicator 8.1: For each university, the annual FTES served on the main campus during:

- 8.1.a After 4 pm, Monday through Thursday, in lecture/lab facilities in the AY
- 8.1.b Friday in lecture/lab facilities in the AY
- 8.1.c Weekends and term breaks (except summer) in lecture/lab facilities
- 8.1.d Summer state-supported term
- 8.1.e Distance learning, AY technology-mediated instruction that does not require use of lecture/lab facilities
- 8.1.f Off-site (not including CPEC-approved off-campus centers and not including distance learning in 8.1.e above)
- 8.1.g Overall non-traditional course offerings (sum of a through f)
- 8.1.h Overall instruction in the college year
- 8.1.i Percentage of overall instruction that is non-traditional
- 8.1.j Number of CPEC-approved off-campus centers



From the baseline year, CY 1998-1999, the amount of instruction taking place non-traditionally rose from 102,566 annual FTES to 138,873 annual FTES in CY 2002-2003. This increase of 36,307 annual FTES is equivalent to a couple of mid-sized CSU campuses.

Non-traditional instruction also grew as a percentage of overall instruction – from 38% of the over 270,000 annual FTES offered on CSU main campuses in CY 1998-1999 to 43% of the almost 326,000 annual FTES offered on CSU main campuses in CY 2002-2003.

The initial thrust to improve facility utilization occurred with more efficient use of the campus during the academic year. Increases in facility utilization during evenings, Fridays, weekends, and term breaks account for 52 percent of the 36,307 annual FTES.

From CY 1998-1999 to CY 2002-2003, about 40 percent of 36,307 annual FTES increase is attributable to increases in state-supported summer instructional opportunities. The substantial increase of from CY 2000-2001 to CY 2001-2002 and CY 2002-2003 reflects the conversion of most CSU campuses from self-supported instruction to state-supported instruction during the summer.

About 6 percent of the increase in non-traditional instruction is attributable to increased instruction off-site; this off-site instruction includes the student teacher supervision held in schools, clinical nursing courses held in hospitals, and courses held for the convenience of place-bound students in storefronts and other locations. The amount of off-site instruction decreased from the last report. When a CSU-approved off-campus center is approved by the California Postsecondary Education Commission (CPEC), thus, authorizing it to consider long-range plans for state-supported capacity facilities, its figures are disaggregated from main campus statistics and are reported separately as shown in the individual campus reports. For the second biennial report, there were six CPEC-approved off-campus centers; for this report, there are seven.

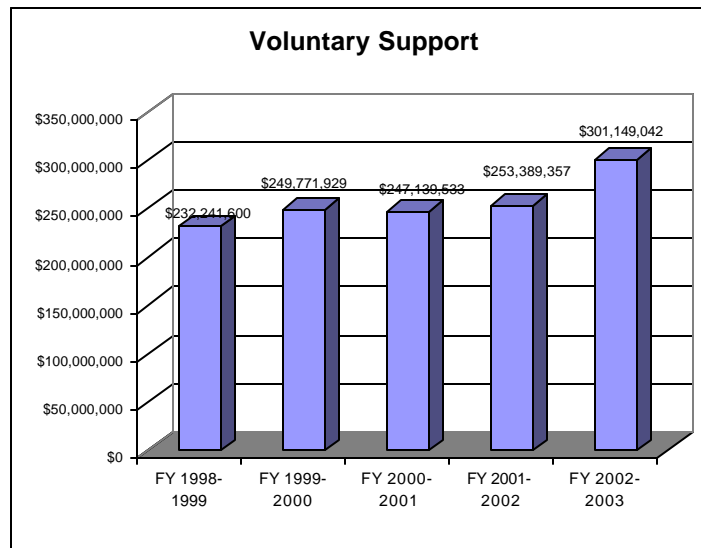
Finally, 2 percent of the increase in non-traditional instruction is attributable technology-mediated distance learning opportunities.

9. University advancement

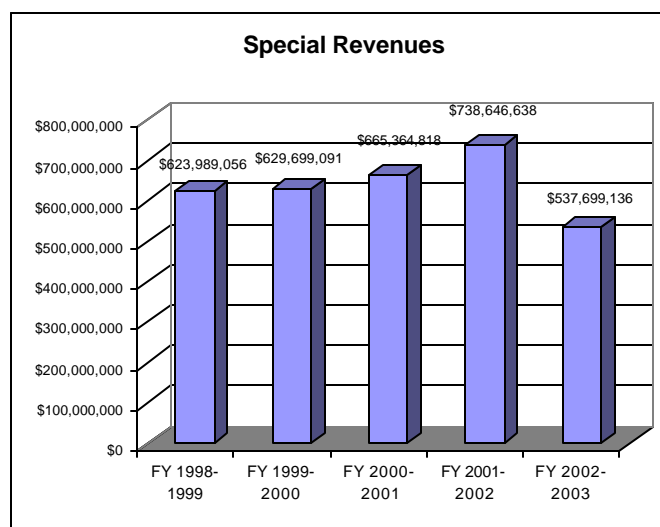
To provide support for educational excellence, the CSU will continue to seek funding through private contributions.

Indicator 9.1: For each university, an annual Voluntary Support Report with indicators for funds raised via alumni/ae, parents, other individuals, foundations, and corporations. This report will include the number of alumni/ae records, alumni/ae solicited, and alumni/ae donors in fund-raising programs.

Over the last five years, \$1,283,691,461, has been raised in voluntary revenue through campus fund raising and private support.



Indicator 9.2: For each university, an annual Special Revenues Report with indicators for funds raised via sponsorships, bequests and revocable trusts, pledges, contracts, grants, property transfers, and endowment income.



Special revenue remained consistently strong for four consecutive years with economic conditions affecting FY 2002-2003.

Indicator 9.3: For each university, an annual report on alumni/ae participation as measured by formal membership in the alumni/ae association and alumni/ae program activity.

Fiscal year 1999-2000 was the first year in which dues-paying membership in alumni associations was a systemwide accountability indicator.

Formal membership in 1999-2000 was 91,224. For 2002-2003, formal membership stood at 114,117.

The numbers of total addressable alumni rose from 1,486,593 in 1998-1999 to 1,868,436 in 2002-2003.

The numbers of addressable graduates/credential earners rose from 1,205,740 in 1998-1999 to 1,653,129 in 2002-2003.

Alumni programming among campuses was extensive and varied in response to the uniqueness of each campus and campus advancement priorities. Each campus sponsored major events to publicize its accomplishments and keep the alumni connected and committed.

Indicator 9.4: For each university, a goal to raise in private funds a sum equal to or greater than 10 percent of the university net general fund allocation.

It is a systemwide goal for revenue generated from voluntary support, sponsorships, endowment, and other income to equal or be greater than 10 percent of the campuses' previous year net general fund allocation. University Advancement reports that the systemwide the percentage in all three years, 1998-1999 through 2002-2003 were greater than 10 percent. They were respectively, 16.1 percent, 15 percent, 14 percent, 13 percent, and 11.9 percent.