

COMMITTEE ON EDUCATIONAL POLICY

California State University Accountability Process – The Fourth Biennial Report

Presentation By

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Summary

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.

Ed. Pol.

Agenda Item 1

November 14-15, 2006

Page 2 of 30

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.

At the November 2002 and 2004 meetings of the Board, the second and third report on Accountability was presented. In summer 2006, CSU campuses were asked to review their indicator trends through 2004-2005, to provide highlights with regard to their achievement of goals and to set goals for 2008-09. The campus performance area indicators, goals, and highlights were distributed to the Board of Trustees, were posted at the agenda website, and also will be found at the CSU system website following the Trustee meeting: <http://www.calstate.edu/AcadAff/accountability>

In September 2006, the Board of Trustees reviewed the evaluation of achievements under Cornerstones and resolved to undertake a strategic planning exercise to succeed Cornerstones. The purpose of the successor exercise is to establish specific program objectives, set priorities, and guide resource allocations over the next several years.

This fourth biennial report, which reviews trends in systemwide performance, is presented within that context. While most priorities for implementation under Cornerstones are firmly embedded within the culture of CSU campuses, performance still can and should improve. When the new strategic planning exercise is completed, it would be reasonable to consider continuing, deleting, revising, and adding accountability indicators within the CSU's re-visioned future.

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.

Interest in defining and assessing the outcomes of student learning has grown steadily for at least the past decade and has heightened dramatically in the past few years. Existing grass-roots efforts in the CSU were enhanced by an important emphasis on a “culture of evidence” from the Western Association of Schools and Colleges (WASC), our regional accreditor. This emphasis coincides with the commitment in the *Cornerstones* Report: “The California State University will award the baccalaureate on the basis of demonstrated learning, as determined by our faculty” (Principle 1).

Annual campus reports show four 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.

Ed. Pol.

Agenda Item 1

November 14-15, 2006

Page 4 of 30

- 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.

It appears that assessment activities are most effective at the most comprehensive or the narrowest levels. 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 course tests. 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 collectively define specific competencies that students must achieve and then measure whether or not a student has achieved these expectations. Achieving truly effective assessment of this type is still a challenge for many 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, progress in assessment has been greater in individual degree programs than in general education. There are many reasons why assessing learning outcomes in general education is more difficult. The desired 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 obtaining 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.

Campuses report that every baccalaureate degree program has established student learning objectives, and many publicly have posted degree program learning objectives so that students, the public, and employers all know what the degree means.

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.

CSU campuses have worked hard to have fully functioning learning assessment systems in place. This is significant for complying with the criterion in the new WASC Standards: “All degrees — undergraduate and graduate — awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.”

Annual campus assessment reports tend to be rich in detail and especially useful in program reviews and strengthening course expectations and articulation.

In the *Evaluation of Achievements Under Cornerstones*, CSU faculty were recognized for their assiduousness in defining outcomes and assessments for courses and for major degree programs. Courses and program reviews are firmly in place. Capstone courses and standardized tests in professional programs are widely in use. These assessments have pointed the way to program improvements. While we have made great progress in defining outcomes and assessment strategies, campuses are still experimenting to find the best ways to assess the baccalaureate as a whole and to provide public indicators of “value-added” learning.

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.

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.

Several CSU campuses have reached the point at which their current physical and operational capacity will not permit all eligible students seeking admission, and thus they are impacted. The third biennial report noted that the CSU campuses at Chico, Fullerton, Long Beach, Pomona, San Diego, San Marcos, San Luis Obispo, and Sonoma were for fall 2004. For fall 2007, six of these eight remain impacted: Fullerton, Long Beach, Pomona, San Diego, San Luis Obispo, and Sonoma.

Program impaction has enabled most CSU campuses to manage episodic enrollment pressures. 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.

CSU enrollment management policy reaffirms 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.

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.

This Board policy further 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, effective college-year 2000-2001, the CSU revised its reporting system to require that each CSU campus provide the system with annual 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 (see figures 1 and 2).

Figure 1

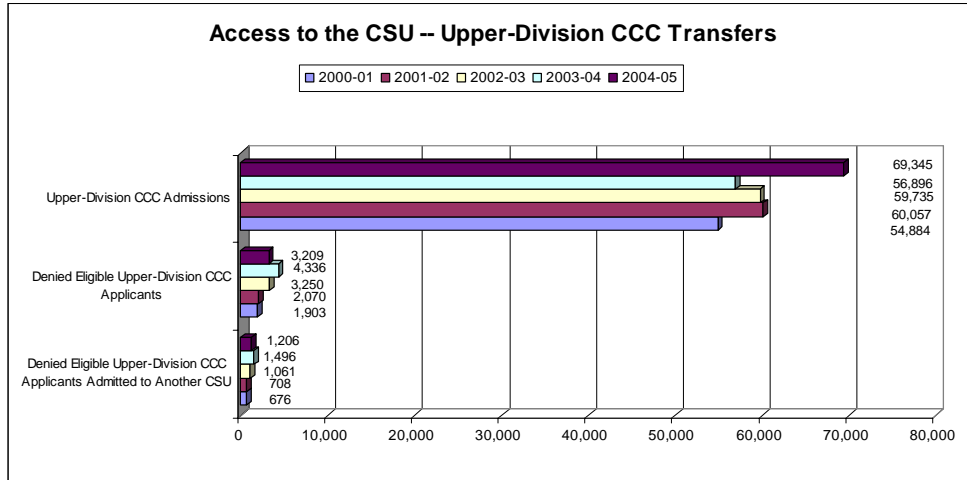
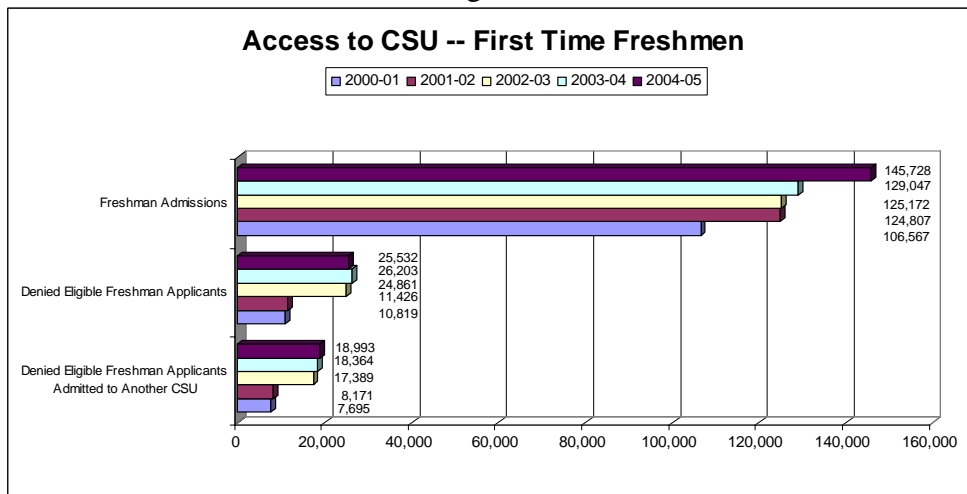


Figure 2



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 2004-2005, the CSU admitted over 215,000 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 2004-2005, 3,209 eligible upper-division CCC transfer applicants were denied admission to impacted campuses and programs, along with 25,532 eligible first-time freshman applicants. This amounts to 5 percent of admitted eligible upper-division CCC transfer applicants and 13 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 2004-2005, of the 3,209 eligible upper-division CCC transfer applicants who were denied admission to their first choice program or campus, almost four of every ten (1,206, 38%) 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 percentage of eligible students who were not admitted to another CSU campus indicates that a majority of these denied eligible applicants are not interested in enrolling at a CSU campus outside their local area or in a specific program at a specific CSU campus, or aware of possibilities. 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, 71 percent (7,695) were admitted to another CSU campus. By 2004-2005, of the 25,532 eligible first-time freshman applicants who were denied

admission to their first choice program or campus, about 74 percent (18,993) were admitted to another CSU campus.

The 70 percent of “denied eligible” first-time freshman applicants who were redirected to or applied to another CSU campus and were offered a campus home at another CSU reflect the effectiveness of CSU outreach to high school students, as well as the interest and willingness of prospective first-time freshmen to consider college enrollment 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 2004-2005, 6,639 eligible first-time freshman applicants – 5 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 2004-2005, 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.

On the national level, 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 continues to be excellent – above the rate of comparable institutions serving the same types of students.

Figure 3

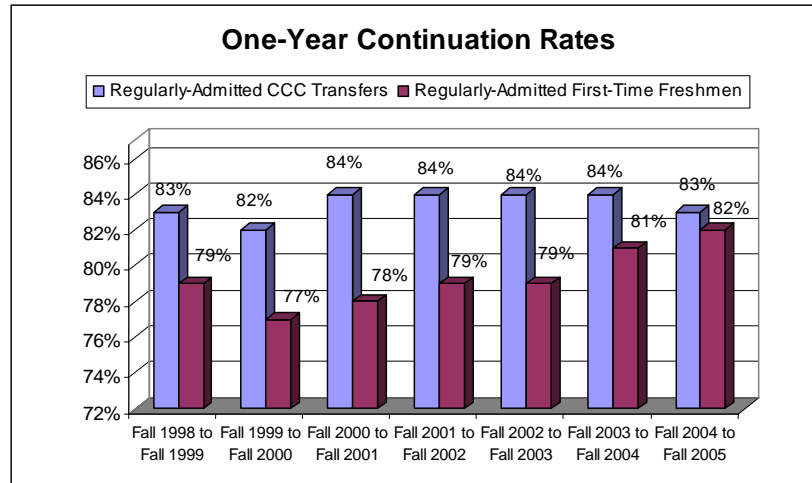


Figure 3 shows first-year retention rates for both freshmen and transfer classes from fall 1998 to fall 2004. Transfer retention from the baseline cohort (fall 1998 transfers reenrolling in fall 1999) to the current reporting cohort (fall 2004 transfers reenrolling in fall 2005), in essence, has been flat, fluctuating from 82 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, to 79 percent for the fall 2001 and fall 2002 cohorts, to 81 percent for the fall 2003 cohort, and finally to 82 percent for the fall 2004 cohort. The slight decrease initially in freshman retention reflected the effect of asking students who had not completed remediation within one year at the CSU to complete their remediation outside the CSU. The steady increase in first-time freshman retention reflects the attention paid at CSU campuses to incoming freshmen. Orientation and first-year experiences have helped first-time freshmen to engage in the campus social and academic community. In fact, the success of first-year experiences for freshmen – a nationwide movement – has encouraged CSU campuses to consider and plan first-year experiences for the older and working community college transfers.

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 difference

between native and CCC transfer students shown below in semester and quarter credit units were relatively small at the start in CY 1998-99 – about one course. By CY 2004-2005, the average difference is negligible – about one credit unit. Figure 4 shows the narrowing trend for campuses on a semester calendar; figure 5 shows the narrowing trend for campuses on a quarter calendar.

Figure 4

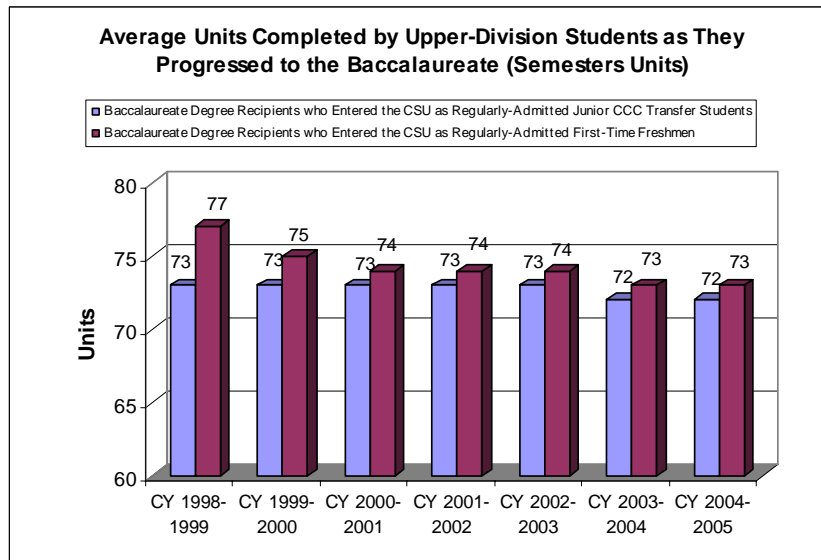
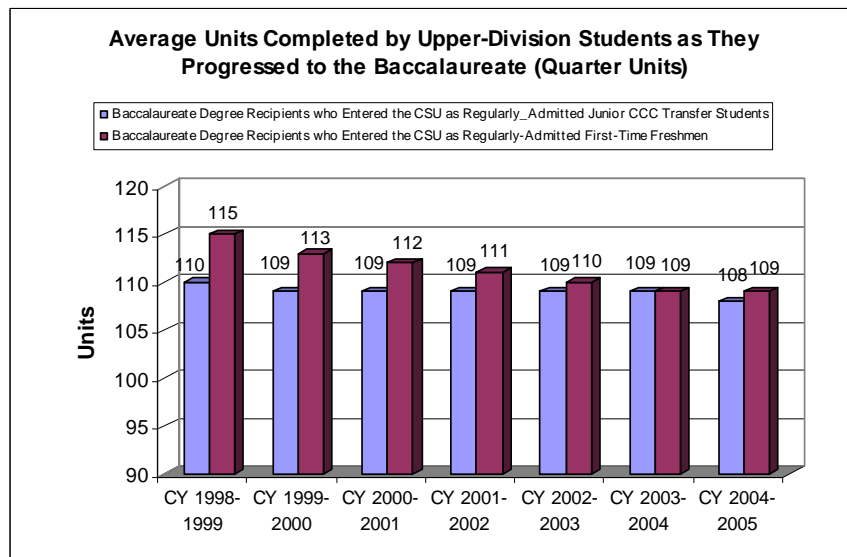


Figure 5



While the differentials between transfers and native students are not notable, the absolute values of the indicators themselves raise questions about whether both generally are making their way to degree as efficiently as they might. 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. Recognizing that student changes of major program and decisions to pursue minor programs can increase the number of units taken to graduate, 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 promise to 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 even five years. CSU's challenge first is to recognize that its students will vary in the pace at which they progress to graduation. Then, CSU campuses need 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 per 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 reveal periods of non-attendance and varied courseload patterns. Such students are not on track to graduate in even six years.

Figure 6

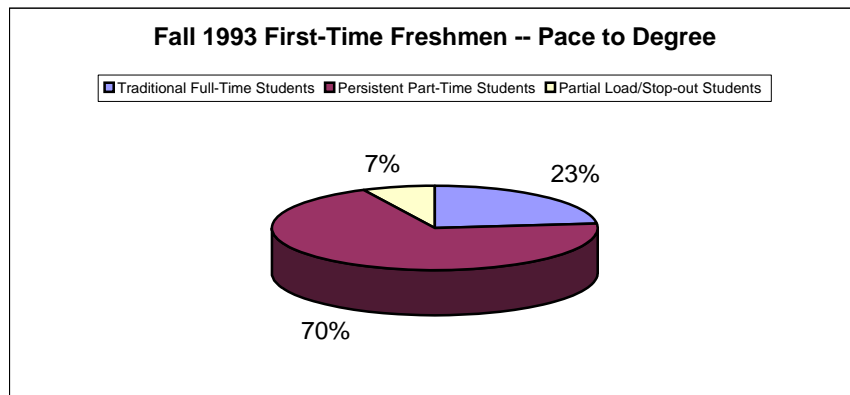
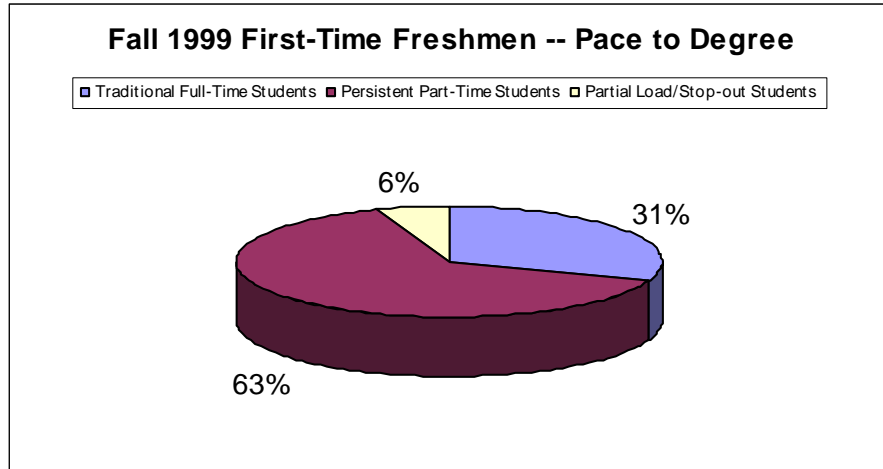


Figure 6 indicates that over 90 percent of fall 1993 baseline cohort of first-time freshmen were on a pace to complete the baccalaureate within six years. About one in four students was taking coursework consistent with graduation in four years. About one in fourteen was enrolling and taking courses much less regularly, so that, at best, they were taking “partial loads.”

The fall 1999 cohort of first-time freshmen progressed to the degree at paces slightly more “traditional” than the baseline cohort, as shown in Figure 7.

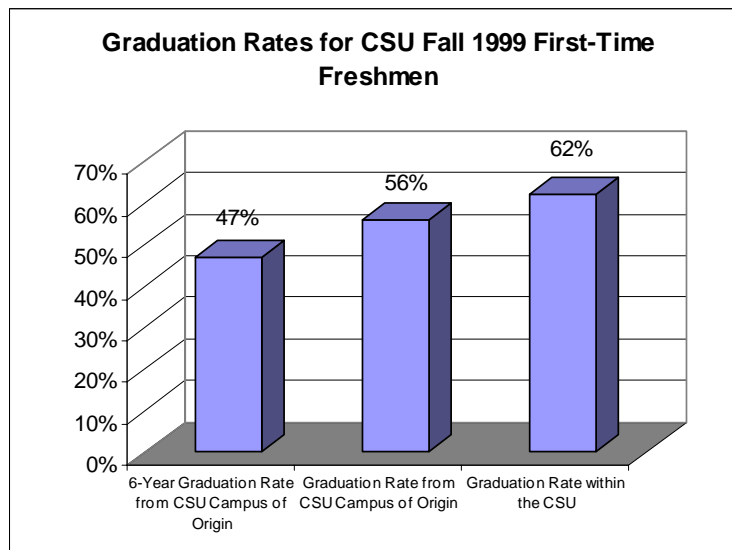
Figure 7



Annual disclosure of six-year graduation rates is a federal requirement 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 1999 regularly-admitted first-time freshmen, the CSU has an overall six-year graduation rate of 47 percent, as shown in Figure 8. That is, 47 percent of regularly-admitted first-time freshmen graduated within six years from the CSU campus that they entered in fall 1999.

Figure 8

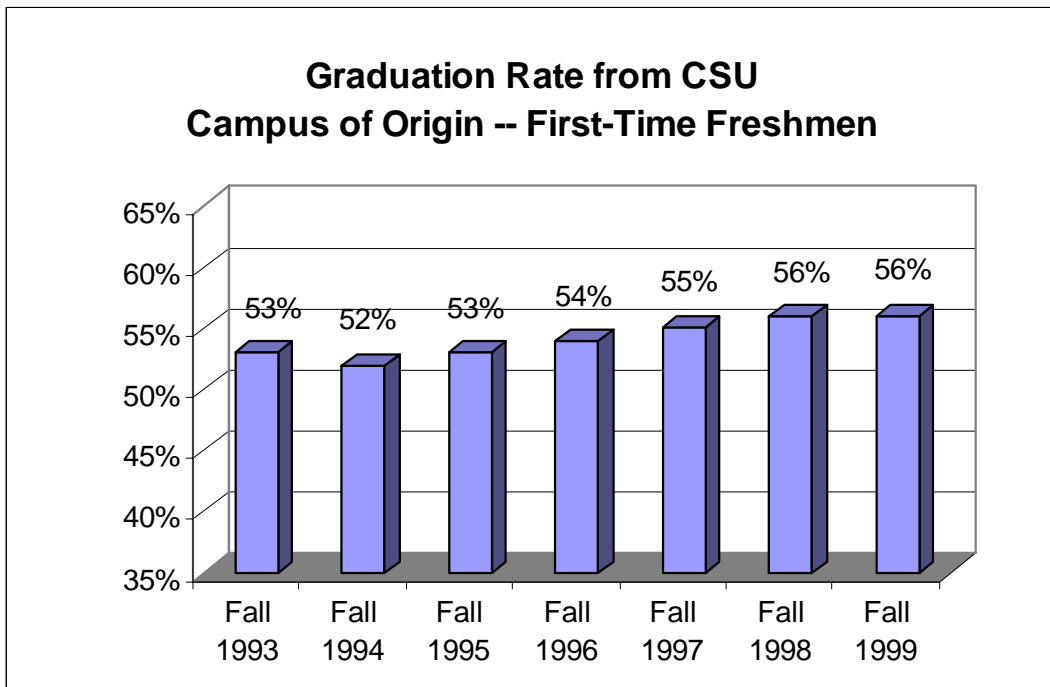


If graduation is not restricted to a six-year time frame, we estimate that 56 percent of all regularly-admitted first-time freshmen eventually will graduate from the CSU campus that they entered in fall 1997.¹

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 institution is another CSU campus. The proportion of CSU first-time freshmen who eventually get a CSU baccalaureate somewhere in the CSU is 62 percent.

Campuses were asked to set goals with regard to the graduation rate from their campus and to facilitate progress to degree. Progress in this regard has been encouraging. Figure 9 shows the upward trend of systemwide graduation rates from the campus of origin from 53% for the class beginning in fall 1993 to 56% for the class beginning in fall 1999.

Figure 9

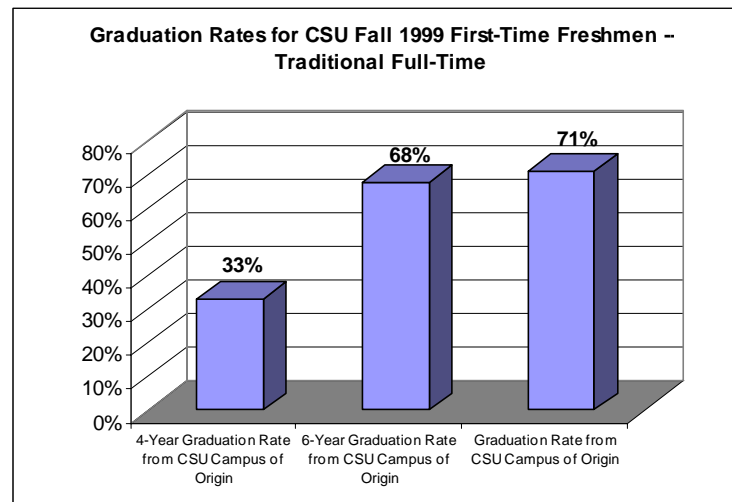


¹ Analysis was performed, and it was found that, if a student had not received the degree at six-years but was still enrolled, the likelihood of graduation is extremely high.

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 1999 freshmen was 33 percent, as shown in Figure 10 (up from 28% for their fall 1993 baseline freshman counterparts). Another 35 percent of these fall 1999 freshmen took between four and six years, resulting in a six-year graduation rate for these students of 68 percent (up from 64% for their fall 1993 baseline freshman counterparts). This six-year rate is similar to those of the nation's more selective public institutions. The estimated final graduation rate for these students at their campus of origin is 71 percent (up from 68% for their fall 1993 baseline freshman counterparts). It is encouraging 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 continuing challenges for many CSU campuses.

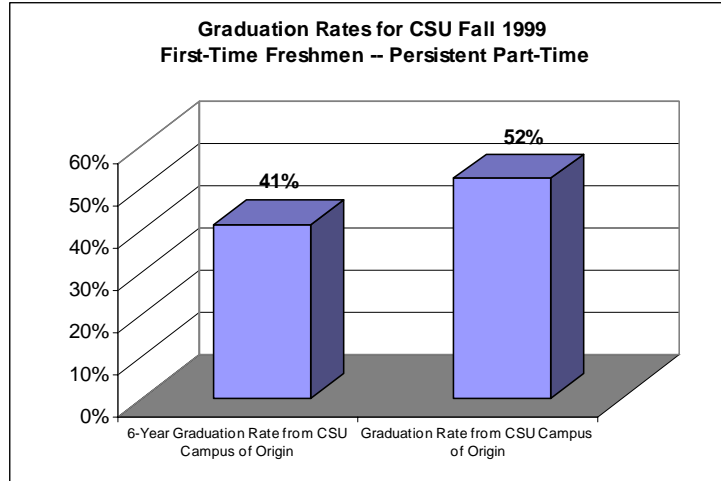
Figure 10



- 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 of 41 percent for the fall 1999 cohort, shown in Figure 11, is a little higher than the 39 percent for their fall 1993 baseline freshman counterparts. This rate is in the same range as those for other comprehensive institutions. The estimated final graduation rate for these students at their campus of origin is 52 percent (a little higher than the 50% for their fall 1993 baseline freshman counterparts). Since some persistent part-time students take longer than six

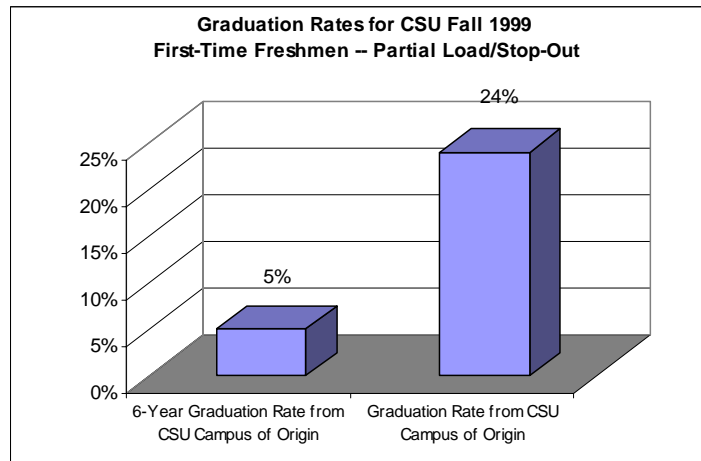
years to graduate from their campus of origin, finding ways to facilitate their more timely completion to degree is important at many CSU campuses.

Figure 11



- The partial load/stop-out students on CSU campuses take units in ways that are 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, the graduation rate of partial load freshmen was only 5 percent, as shown in Figure 12. The estimated final graduation rate for these students at their campus of origin was 24 percent (the same as for their fall 1993 baseline freshman counterparts).

Figure 12

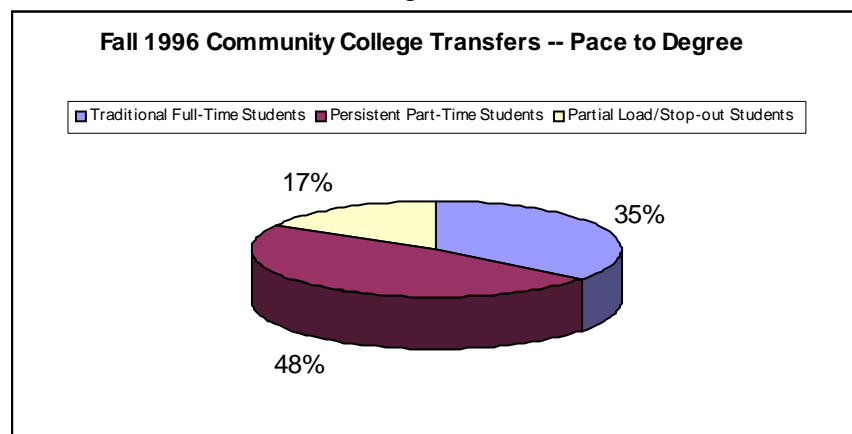


Although CSU graduation rates for traditional full-time first-time freshmen are very good, it is important to note that between 70 and 80 percent of CSU first-time freshmen tend to be more cautious or sporadic about their courseloads. Many are on financial aid and may be uncertain about whether college 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 the special needs particularly of the partial-load students. 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

The CSU knows of no national reports on persistence and graduation that provide information about the kinds of progress to degree that are typical for transfer students. 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.

Figure 13



In Figure 13, the choices of pace-to-degree for the baseline fall 1996 cohort of transfers is displayed.

Figure 14

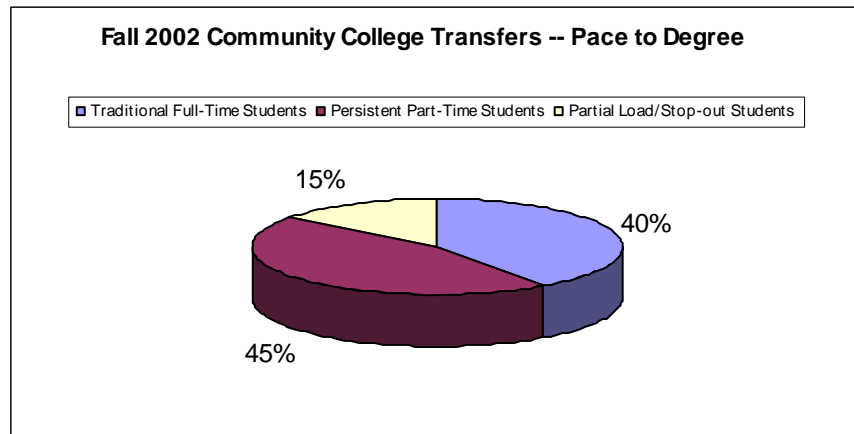
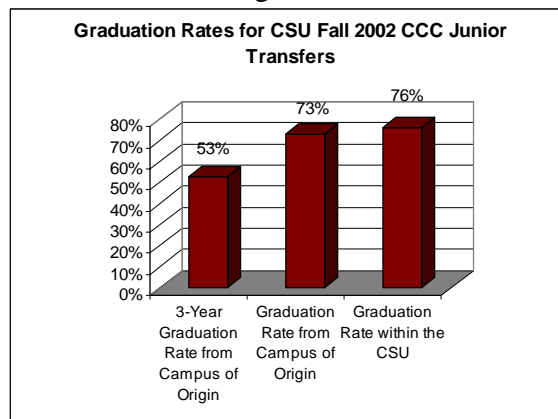


Figure 14 shows the choices of fall 2002 community college transfers in pace to degree. There were somewhat fewer partial load students in the fall 2002 cohort (15% versus 17%) and significantly more students on a traditional, full-time pace (40% versus 35%).

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% for CCC juniors transfers in Figures 13 and 14 versus 23% to 31% for first-time freshmen in Figures 6 and 7. The same figure show that CCC junior transfers also are twice as likely as freshmen to be attending college sporadically as partial load/stop out students: 15% to 17% for CCC junior transfers versus 6% to 7% for first-time freshmen.

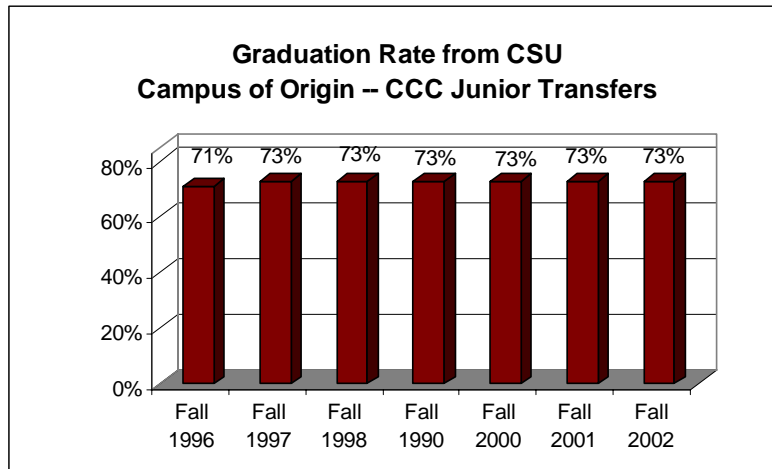
Figure 15



Overall fall 2002 regularly-admitted CCC junior transfers had a three-year graduation rate (150 percent of two-years to degree for a junior) of 53 percent, as shown in Figure 15. If graduation is not restricted 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 transfer-student graduation rate from their campus. The systemwide graduation rate from the campus of origin has been 73 percent for several cohorts, as shown in Figure 16. Through Lower-Division Transfer Patterns and the implementation of effective first-year programs for transfers, the CSU believes that California Community College students will have easy access to transfer roadmaps and activities that facilitate their efficient and increased progress to degree.

Figure 16

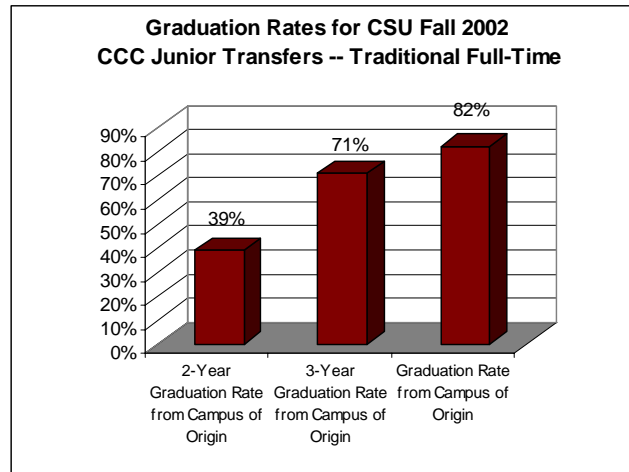


Graduation rates by the pace with which students progress to degree also are telling:

- 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 2002 junior transfer students was 39 percent, as shown in Figure 17 (up from 37% for their fall 1996 baseline counterparts). Another 32 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 71 percent (up from 68% for their fall 1996 baseline counterparts). The estimated final graduation rate for these students at their campus of origin is 82 percent (up from 81 percent for their fall 1996 baseline counterparts). 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.

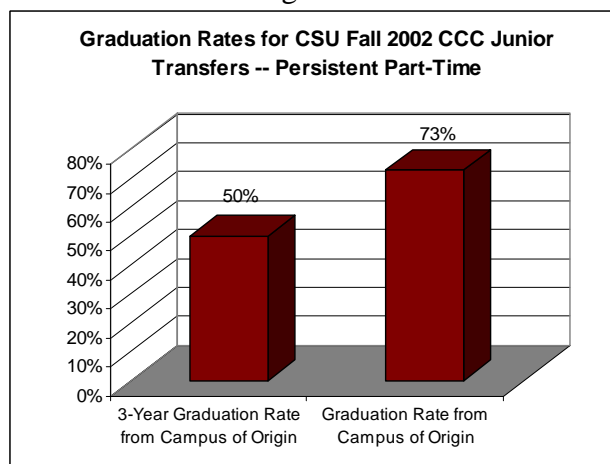
² Analysis of the data indicates that if a student had not received the degree at three-years but was still enrolled, the likelihood of graduation is extremely high.

Figure 17



- 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 was 50 percent, as shown in Figure 18 (up from the 47 percent rate of their fall 1996 baseline counterparts). The estimated final graduation rate for these students from their campus of origin is 73 percent (up from 71% for their fall 1996 baseline counterparts). However, 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.

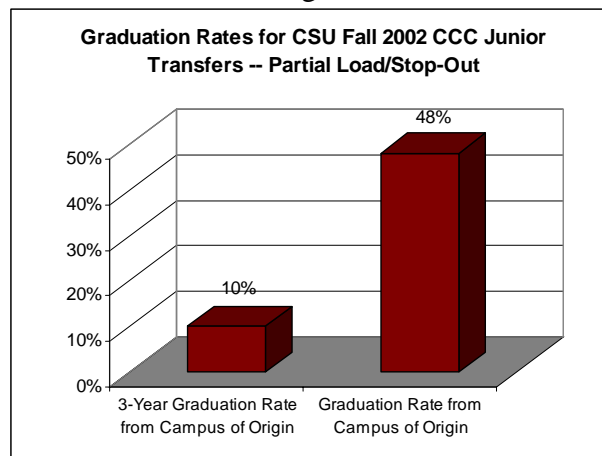
Figure 18



- The partial load/stop-out junior transfer students on CSU campuses take units in ways that are 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, the graduation rate of fall 2002 partial load transfers was 10 percent, as shown in Figure 19 (up from 8% for their fall 1996 baseline counterparts). The estimated final graduation rate for these students at their campus of origin was 48 percent (up from 47% for their fall 1996 baseline counterparts).

Figure 19



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.

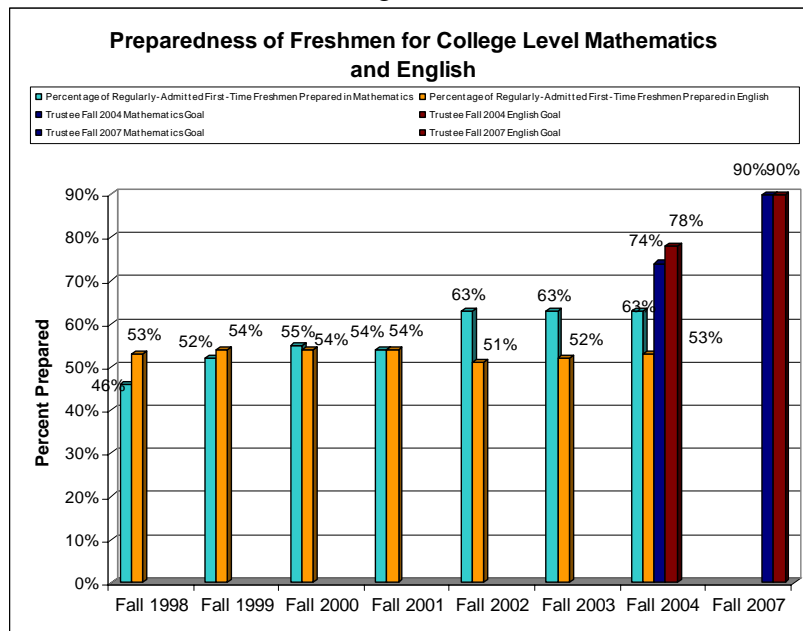
As a system, the CSU had goals that were set and achieved under Governor Davis to increase the numbers of K-12 teachers. When the “Access to Excellence” strategic planning exercise is concluded, it will be clearer as to which other special initiatives would benefit from the monitoring of trends at the campus and system levels. Contextual indicators regarding 11th grade participation and achievement with the Early Assessment of Readiness for College English and Mathematics, student use of Math and English Success and CSU Mentor websites, high school adoption of the 12th grade expository reading and writing course, and preparation of new mathematics and science teachers all might be indicators worth discussing. Preparation and licensure of new registered nurses, preparation of educational leaders through the independent doctorate, and other areas in which the CSU increasingly is asked to play a larger role also are likely to be discussed.

6. Relations with K-12

Indicator 6.1: For each university, the percentage of regularly eligible students who are fully prepared in mathematics and English composition.

It was clear well before the third biennial report that the Trustees' intermediate goals of 74% proficiency in mathematics and 78% proficiency in English by fall 2004 would not be met, and the likelihood of achieving the 90% proficiency goal for the entering class of fall 2007 was nearly nil; see Figure 20 below. 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 continue to work together to provide EAP professional development activities for English and mathematics teachers. The CSU Math and English Success websites provide students, teachers, and others with more information about the mathematics and English 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.

Figure 20



In March 2006, we reported that fall 2005 first-time freshman proficiency in English rose to 64 percent and to 55 percent in mathematics. In March 2007, the report on fall 2006 first-time freshmen will be presented. The sea changes that will be required to improve the preparedness

of regularly-admitted first-time freshmen now are beginning to be known to many in K-12, but are not embedded in the culture of the schools, the curriculum, and pedagogy.

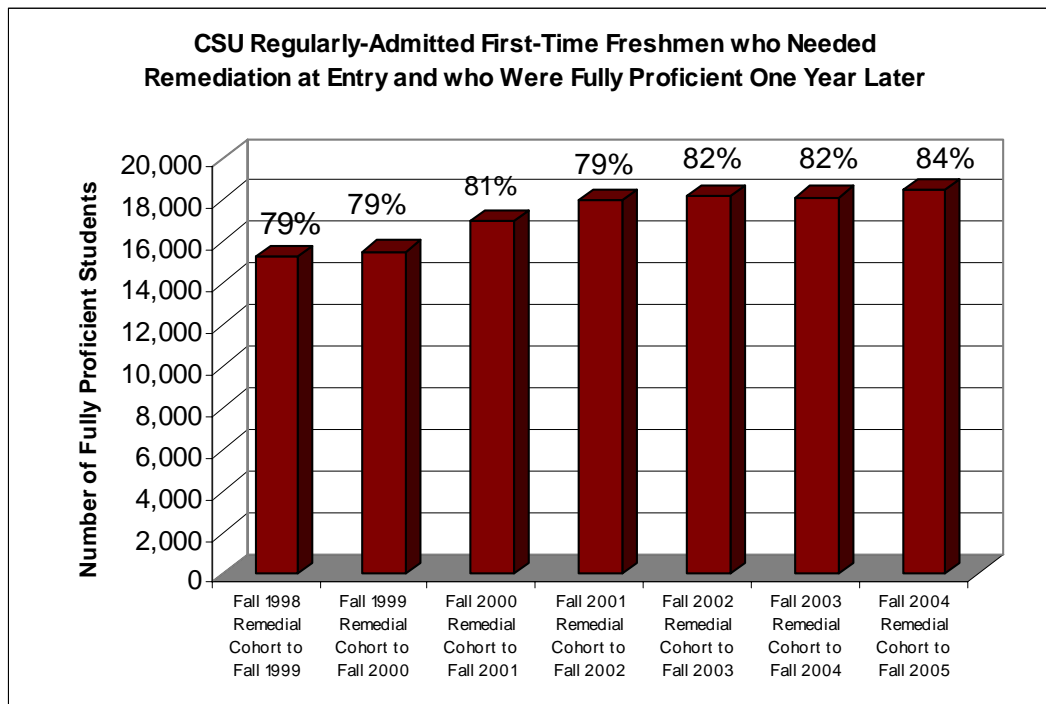
7. Remediation

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, as shown in Figure 21.

Figure 21



By fall 2004, there were 22,004 regularly-admitted first-time freshmen who needed remediation at entry. These students comprised 43 percent of the freshman class. The increase in the number of students who needed remediation was due to increase in the number of regularly-admitted

first-time freshmen -- not to a greater need for remediation. By fall 2005, through coursework and other activities, 18,484, or 84 percent, were fully prepared *both* for college level English and mathematics. The next regular comprehensive report on entry-level proficiency and remediation one-year-later will be provided at the March 2007 meeting of the Board of Trustees.

Questions have been raised about progress to degree for first-time freshmen who need remediation. The fall 2001 cohort of first-time freshmen was the first cohort held to standards regarding remediation within a year. As noted in the section on graduation and persistence, the six-year point is most reasonable to ask questions about graduation rates. While a more detailed analysis about fall 2001 first-time freshmen will be provided at the March 2007 Board of Trustees' meeting, we do know that 51 percent of fall 2001 first-time freshmen who were proficient at entry to the CSU in both English and mathematics were still enrolled at the CSU in fall 2005 and 20 percent were degree recipients – for a success or persistence rate of 71 percent. In addition 7 percent were enrolled at a California Community college in fall 2005. Thus, 78 percent of the proficient-at-entry students had completed or were still involved in postsecondary education at the four-year point.

In comparison, 60 percent of fall 2001 freshmen who were remediated one-year after entry to the CSU were still enrolled at the CSU in fall 2005 and 12 percent were degree recipients – for comparable success or persistence rate of 72 percent. In addition, 8 percent were enrolled at California Community college in fall 2005, indicating that 80 percent of the remediated students had completed or were still involved in postsecondary education at the four-year point. The high rate of persistence for remediated freshmen is very encouraging.

Fall 2001 first-time freshmen who were not remediated within a year were advised to complete their remediation at the community colleges. Of these students, 2 percent were degree recipients, 25 percent were enrolled at the CSU, and 22 percent were enrolled in the CCC in fall 2005. Thus, only 69 percent of these students who had completed or were still involved in postsecondary education at the four year point. This is a great concern, in view of the fact that these first-time freshmen were students who had completed the A-G college preparatory course requirements and had a B-average from high school, or had met the eligibility index. The March 2007 report will attempt to provide more information to guide Board consideration about the efficacy of the policy of redirecting these students to community colleges.

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**

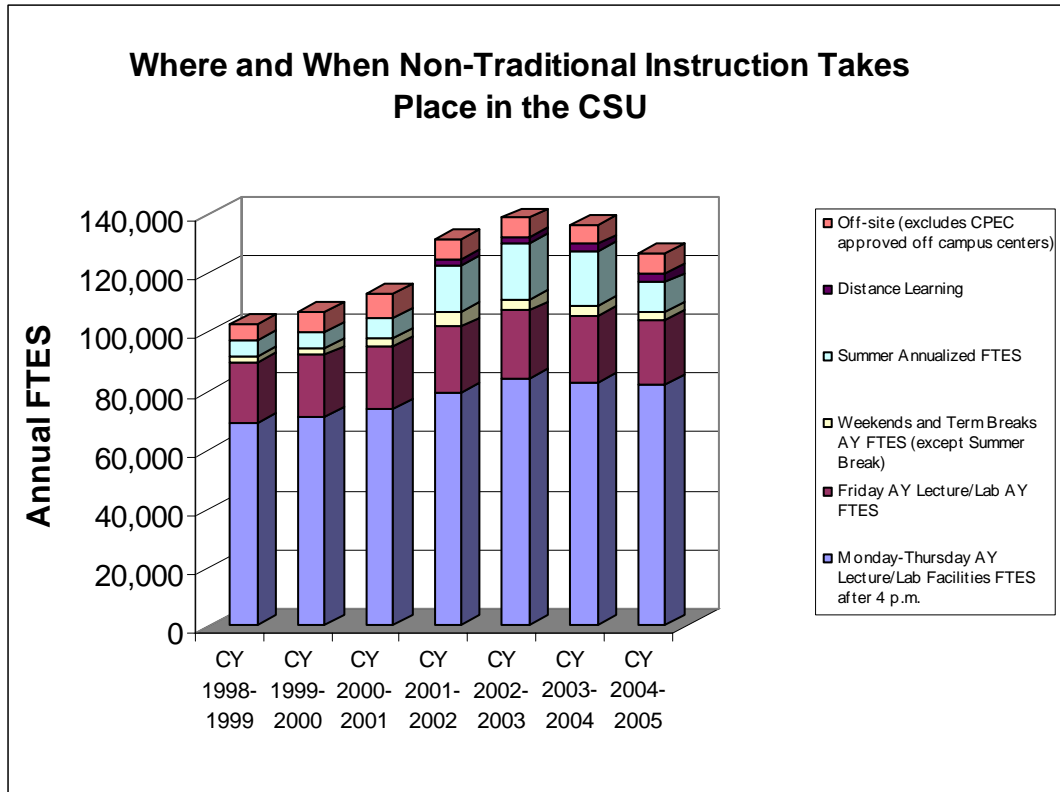
Prime-time on most CSU campuses has been face-to-face courses offered between 8 a.m. and 2 p.m. on Mondays through Thursdays. To expand its instructional capacity, the CSU defined non-traditional instruction in terms of increased face-to-face offerings in late afternoons and evening, on Fridays, and on weekend during the academic year, as well as increased face-to-face offerings during term breaks and state-supported summers. Instruction offered off-site for the convenience of students also is part of the definition. With the CSU's investment in technology, technology-mediated instruction that does not require campus classrooms and laboratories also is seen as part of the mix to increase CSU's instructional capacity without the need to construct new classrooms and laboratories. From the baseline year, CY 1998-1999, the amount of instruction taking place non-traditionally rose from 102,566 annual FTES to 126,581 annual FTES in CY 2004-2005, as shown in Figure 22 below. This increase of 24,015 annual FTES is equivalent to a couple of mid-sized CSU campuses.

Non-traditional instruction also grew in these years 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 40% of the almost 316,000 annual FTES offered on CSU main campuses in CY 2004-2005.

The improvements in facility utilization occurred with more efficient use of the campuses during the academic year. Increases in facility utilization during evenings, Fridays, weekends, and term

breaks accounted for 62 percent of the 24,015 annual FTES increase in instruction taking place non-traditionally.

Figure 22



From CY 1998-1999 to CY 2004-2005, about 20 percent of the 24,015 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, in particular, reflected the conversion of most CSU campuses from self-supported instruction to state-supported instruction during the summer. In CY 2004-05, campuses were permitted to reduce or eliminate their state-supported summer offerings to address the 2004-05 enrollment reduction anticipated early in 2004. Summer 2004 instruction totaled less than 10,000 FTES following the high of over 18,000 FTES in summer 2003. While technically not part of this accountability report, it is worth noting that summer enrollment rose to 16,000 in 2005 and to over 17,000 in 2006.

While state-support summer instruction has rebounded and is increasing, Friday instruction remains virtually flat, even at “residential” CSU campuses. No CSU campus had more than 2,000 annual FTES of instruction taken on Fridays.

The system began to collect data on technology-mediated instruction that eliminates the need for classrooms and laboratories in 2001-2002, when 2,164 annual FTES of such “space-free” instruction was held. In 2004-05, 3,345 annual FTES on “space-free” instruction was held, a 55 percent increase. While the percent increase is notable, an increase of 1,181 annual FTES across the 23 campuses does little to mitigate against the need for new classrooms and laboratories.

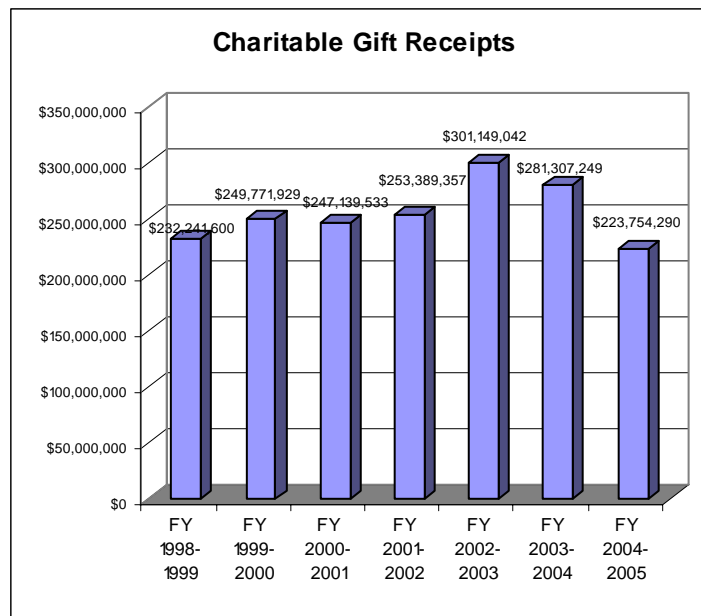
9. University Advancement

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

Indicator 9.1.1: For each university, annual Charitable Gift Receipts, previously known as Voluntary Support, representing all cash, securities, in-kind contributions, irrevocable future commitments and private charitable grants, counted at face value.

From 1998-1999 to 2004-2005, \$1,788,753,000 was received in charitable gift receipts systemwide, the sum of annual receipts noted in Figure 23.

Figure 23

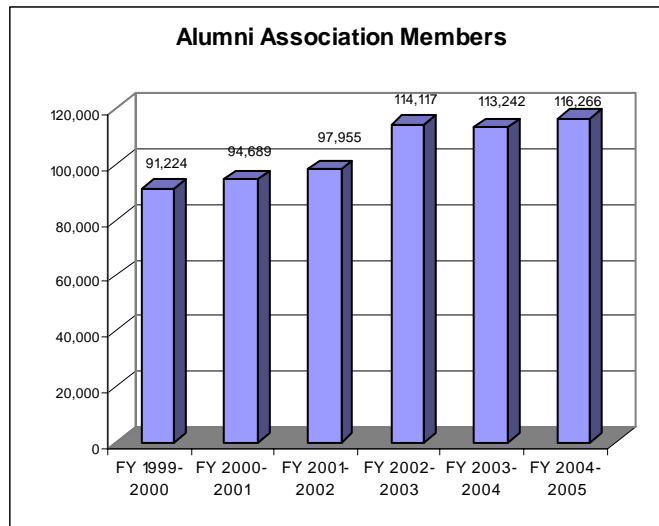


This accountability report concludes the tracking of annual charitable gift receipts. Advancement officers at the campuses and the Chancellor’s Office agree that tracking charitable gift commitments will be a more meaningful indicator, and goal setting commenced with this cycle at the campuses.

Indicator 9.2: For each university, alumni participation will be measured by formal membership in the alumni association and the number of addressable alumni

Figure 24 shows that formal membership in the alumni association in 1999-2000 was 91,224. For 2004-2005, formal alumni association membership stood at 116,266 – an increase of 28 percent.

Figure 24



The numbers of total addressable alumni rose from 1,486,593 in 1998-1999 to 2,156,890 in 2004-2005 – an increase of 670,297, or 45 percent.

Alumni programming among campuses is extensive and varied in keeping with the uniqueness of each campus and campus's advancement priorities. All campuses sponsor major events to publicize their accomplishments and to 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 six years, 1998-1999 through 2004-2005 were greater than 10 percent. They were respectively, 16 percent, 15 percent, 14 percent, 13 percent, 12 percent, and 11 percent.