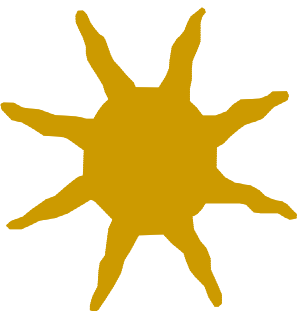
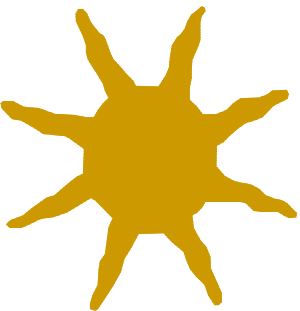


# *CSU Accountability Process*

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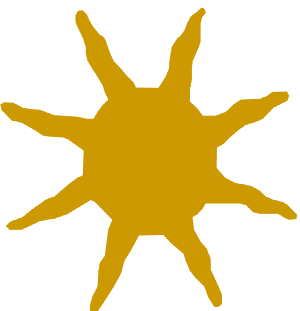
Second Biennial Report to  
the CSU Board of Trustees  
November 13, 2002



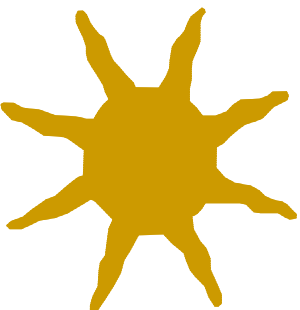


# *CSU Accountability*

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★ Established in 1999

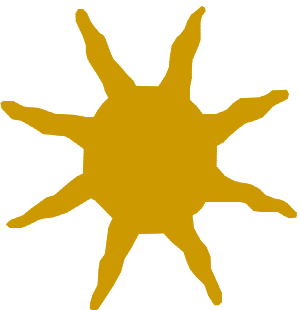


★ Three Levels

\*Campus to Trustees

\*System (aggregated campuses) to Trustees

\*System to State Government (Partnership)

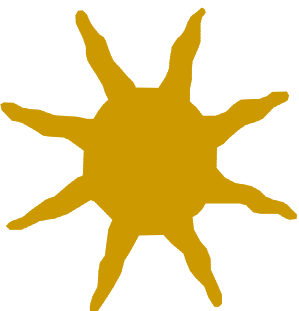


★ Focus on Performance, Improvement Goals, and Progress over Time

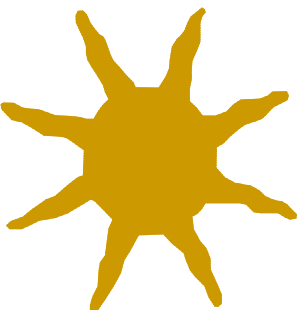


# *CSU Accountability*

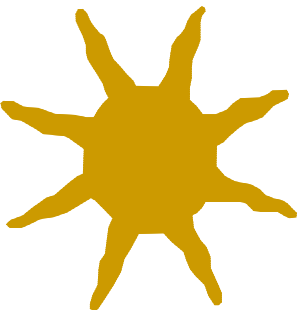
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★ Biennial Reporting within the System



★ Useful and Understandable  
Performance Indicators



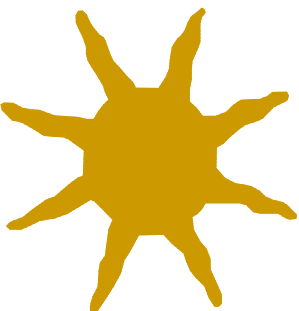
\*Nine Common Performance Indicators and  
Measures

\*Five Campus-Based Indicators (Flexible Reporting)

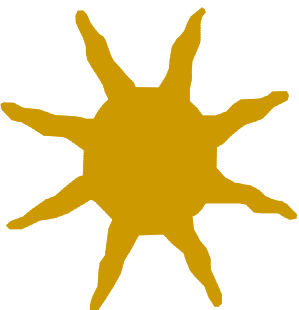


# *Second Biennial Report to the Board of Trustees*

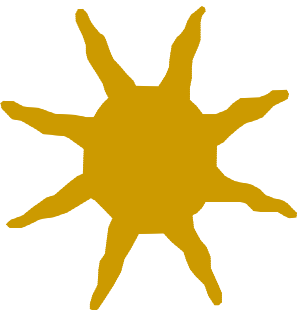
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★ First Report in September 2000 (1998-1999 Data)



★ Campus Improvement Goals Set for 2002-2003 and 2004-2005



★ November 2002 Report (2000-2001 Data)

\*Individual Campus Reports

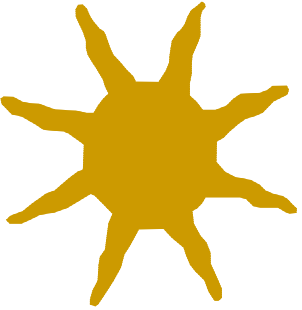
\*Systemwide Summary



## *Indicator 1*

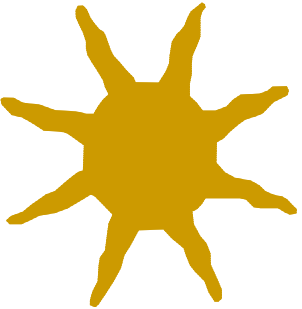
# *Program Quality: Outcomes and Assessment*

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★ Cornerstones

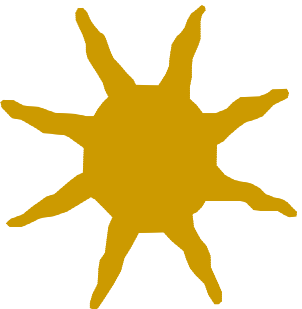
★ WASC Accreditation



★ National Emphasis

\*ACE

\*Federal

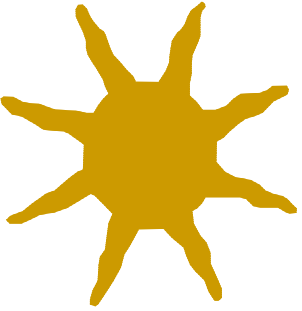


\*Disciplines (Engineering, Business, Teacher)



# *Program Quality: CSU Progress*

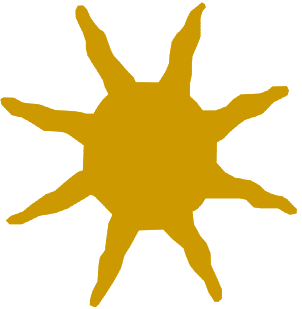
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## ★ Outcomes and Assessment Systems

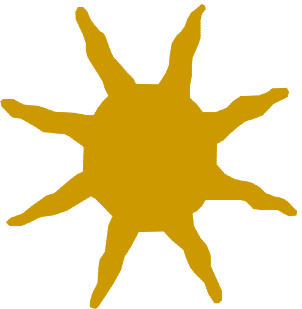
\*Outcomes, assessments, assurance process by 2003

\*Variable progress to date



## ★ CSU a National Leader

## ★ Integrated into CSU Program Review



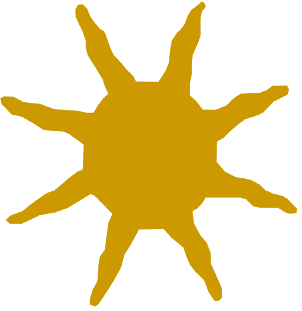
## ★ GVAR (Graduation Writing Assessment Requirement)



## *Indicator 2*

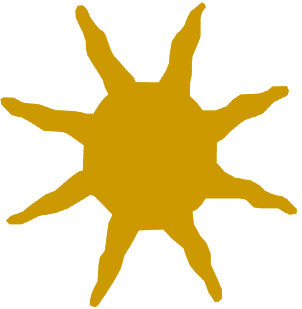
# *Access to the CSU*

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★ Central CSU Mission

★ Enrollment Pressure and Impaction



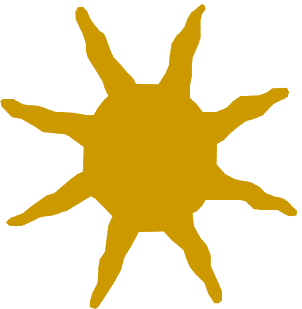
\*New Challenges for the CSU

\*Need for Enrollment Management

\*BoT Policies and Priorities Refined

~Local Priority

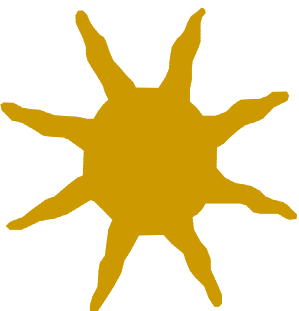
~Need for Inclusive and Timely System and  
Campus Management Policies



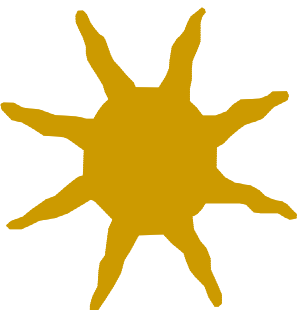


# *Access to the CSU*

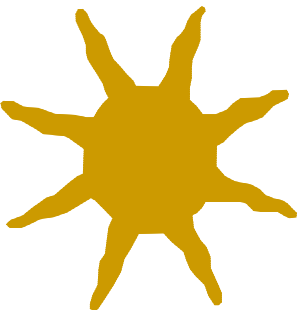
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★ Increased Need to Monitor Access



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



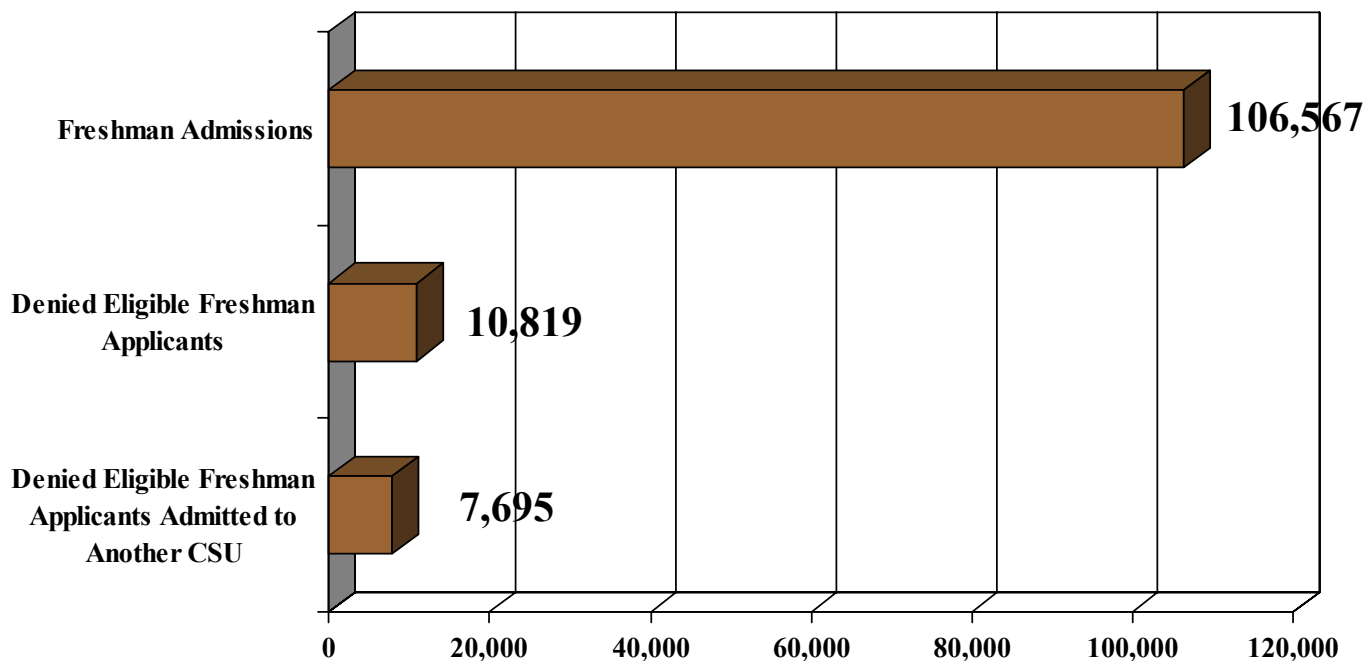
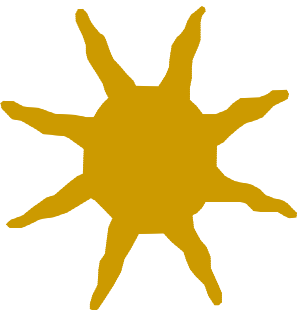
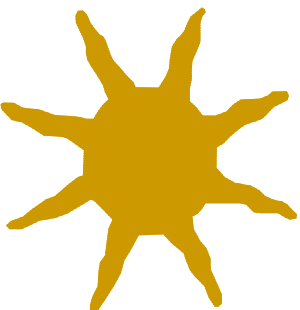
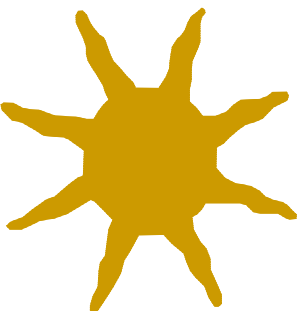
\* Applicants Admitted

\* Eligible Applicants Not Admitted (Impaction)

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

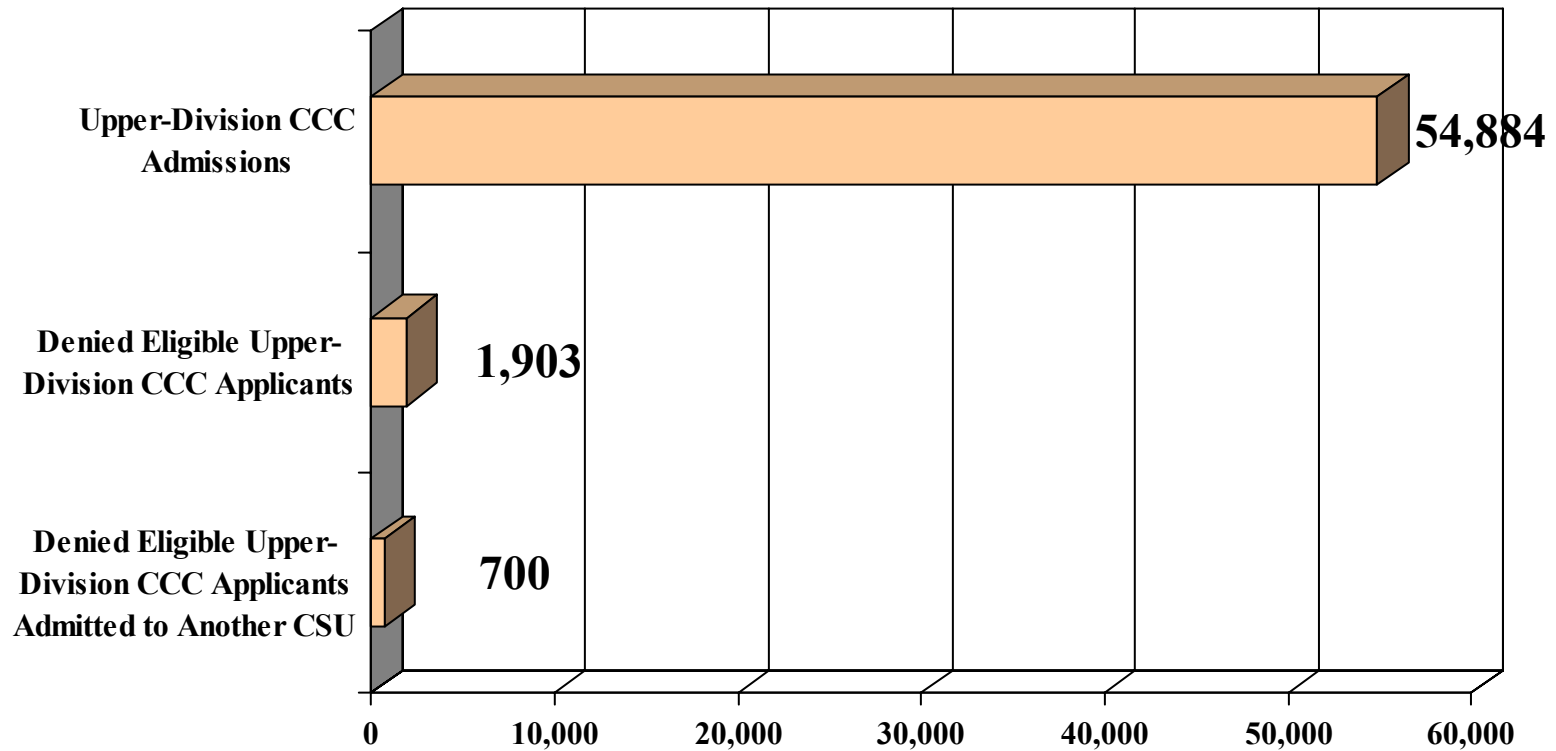
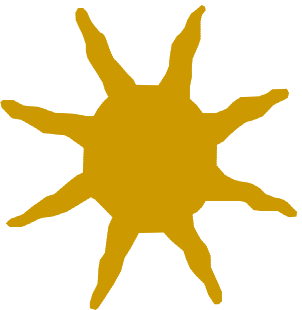
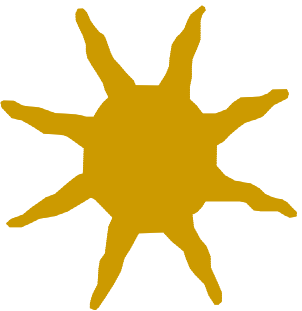
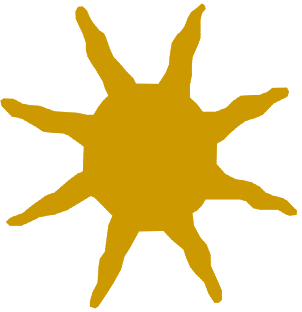


# *CSU Access: First-Time Freshmen – 2000-2001*





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

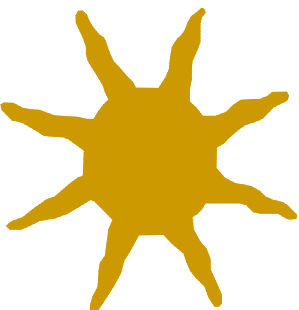




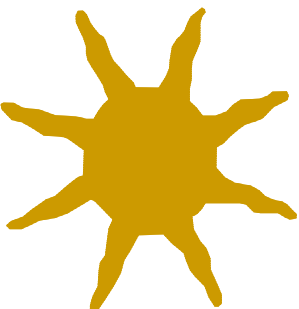
## *Indicator 3*

# *Progression to Degree*

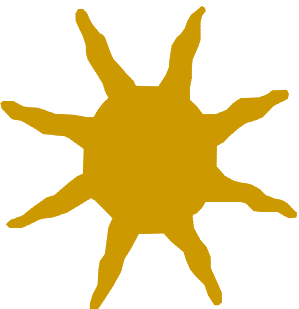
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★ Measures How Effectively Undergraduates Progress to Degree – Two Measures



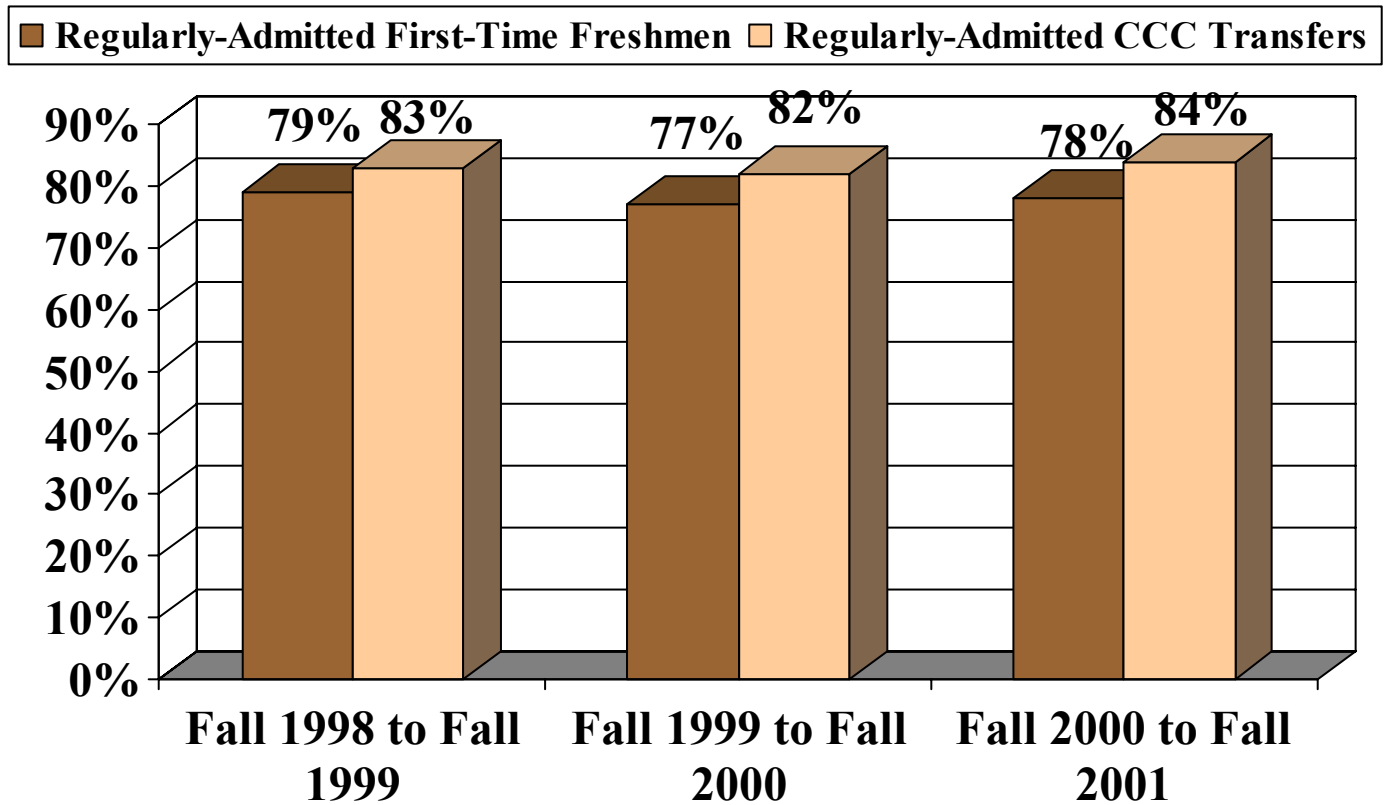
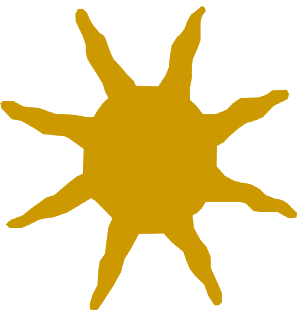
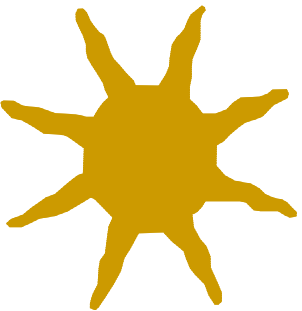
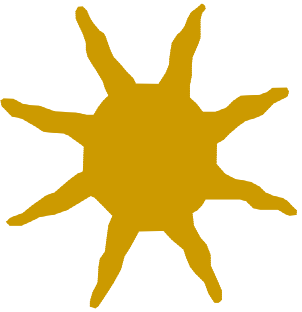
★ First Measure -- Continuation from the First to the Second Year when Most Students Stay or Leave



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



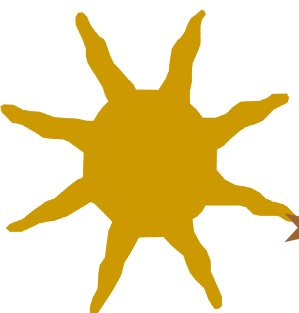
# *Progression to Degree: First-Year Continuation Rates*



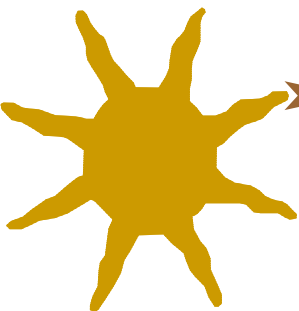


## *Progression to Degree: Units Completed By Upper-Division Students*

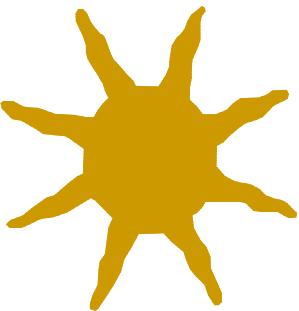
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★ Second Measure – Units Completed by Upper-Division Students

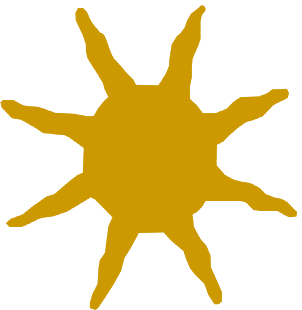
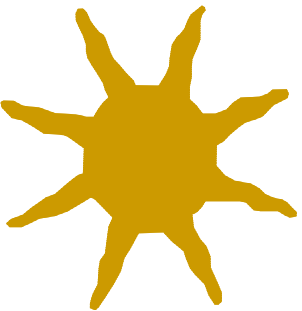
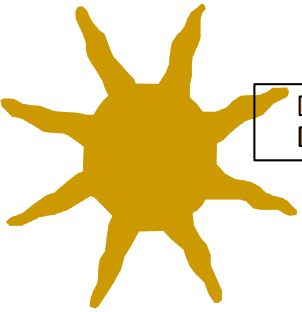


★ Ideally – the number of units would be half of the units required for the degree and would be similar among native and transfer students

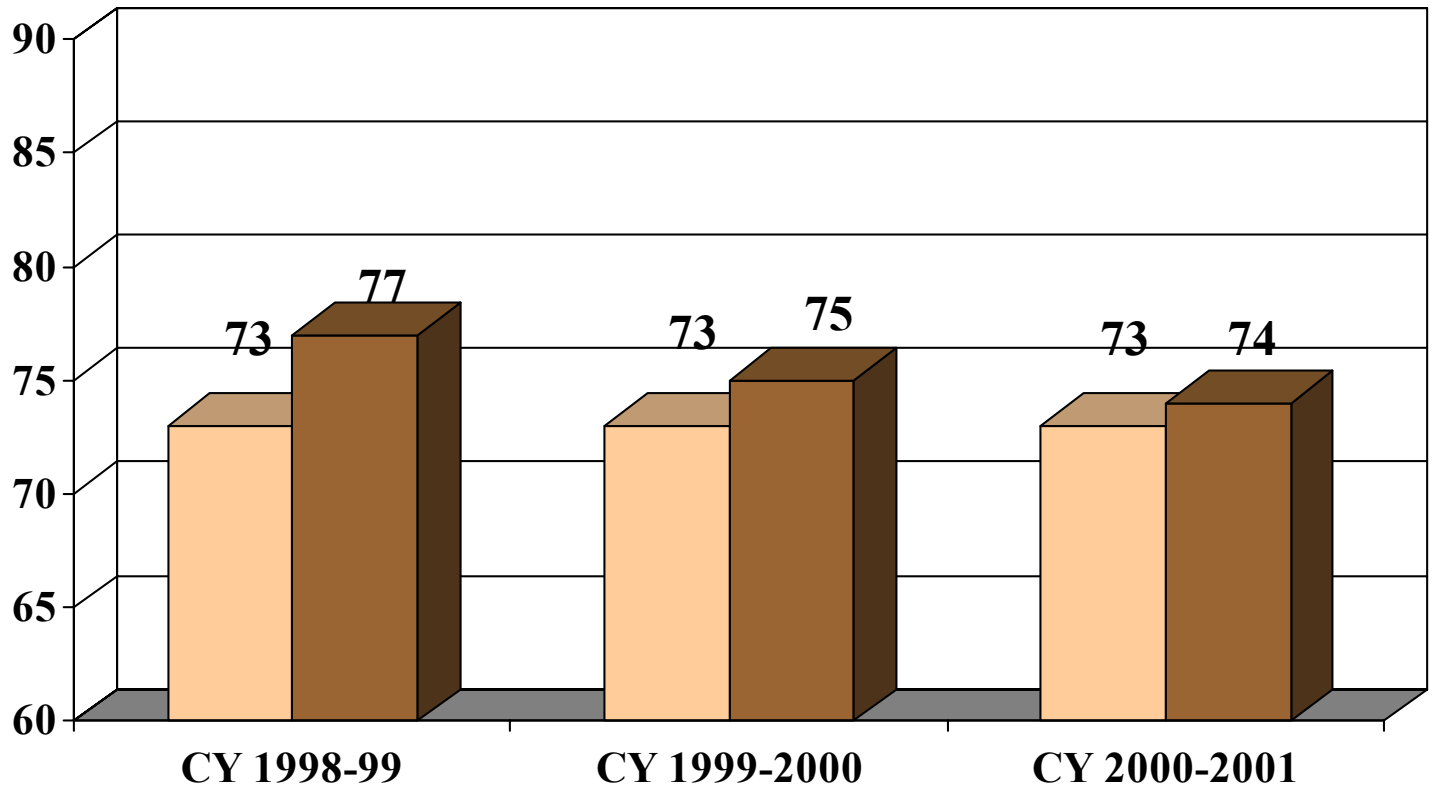




# *Progression to Degree: Average Units Completed by Upper-Division Students as They Progressed to the Baccalaureate (Semester Units)*



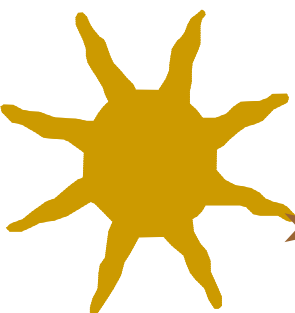
■ Baccalaureate Degree Recipients who Entered the CSU as Regularly-Admitted Junior CCC Transfer Students  
■ Baccalaureate Degree Recipients who Entered the CSU as Regularly-Admitted First-Time Freshmen



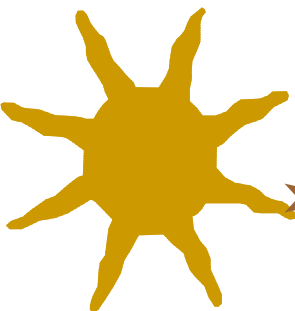


## *Progression to Degree: Average Units Completed by Upper-Division Students as They Progressed to the Baccalaureate*

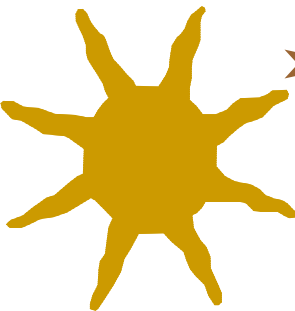
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★ Actually – progress in reducing the gap between native freshmen and transfer students



★ Actually – progress in reducing the units earned by native students



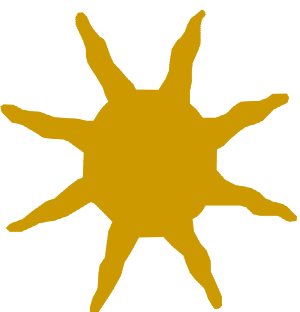
★ But – units completed remain high



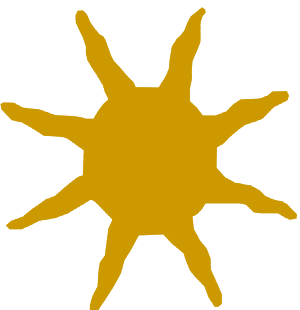
## *Indicator 4*

# *Graduation Rates*

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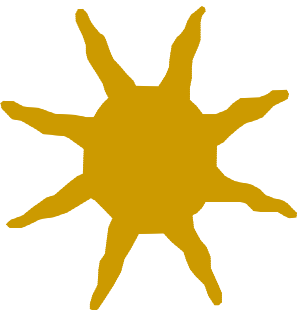


★ Improved Graduation Rates – A Top CSU Priority



★ Two Ways to Measure Graduation Rates

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

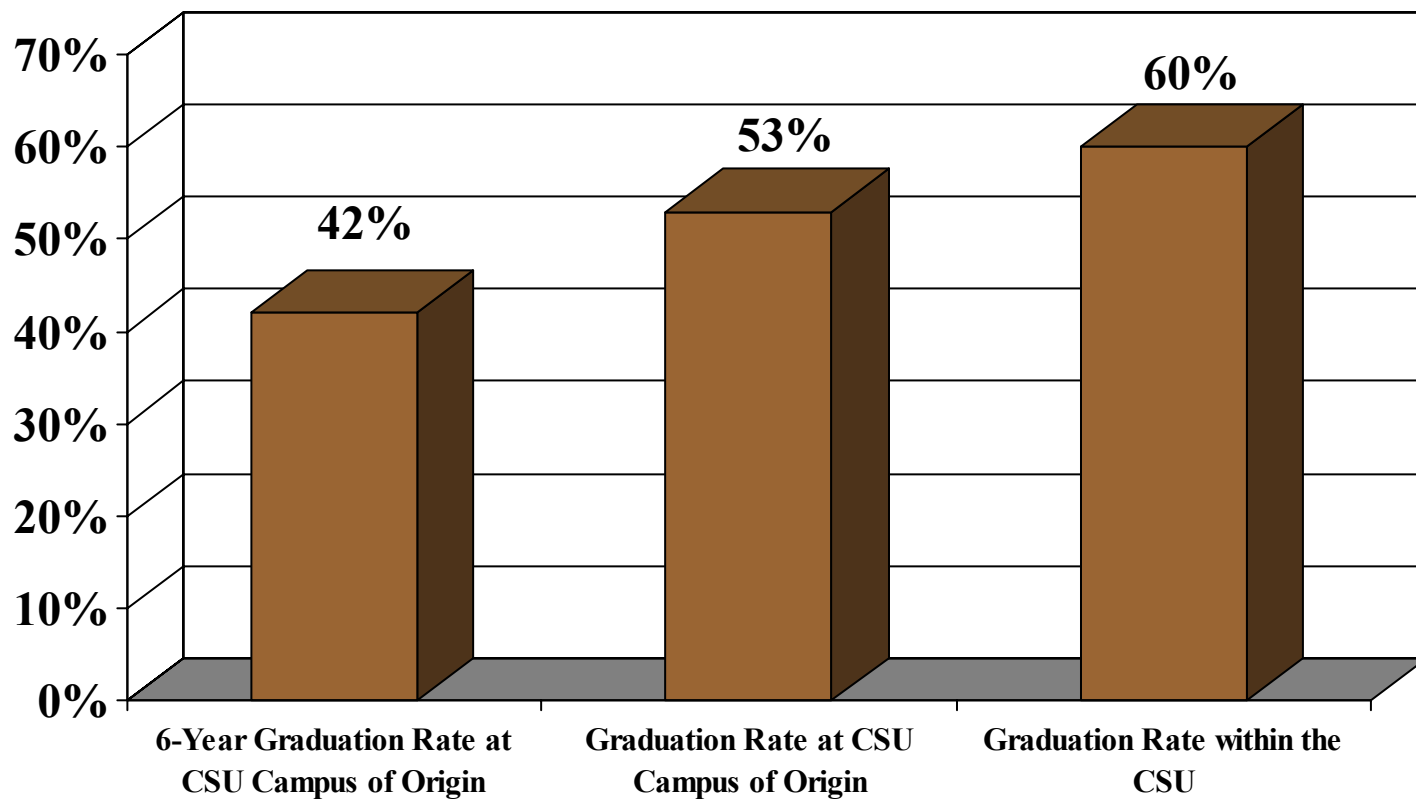
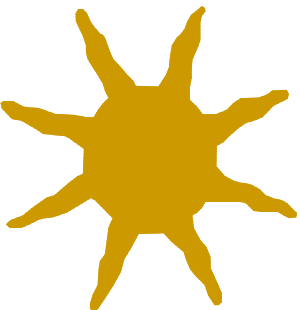
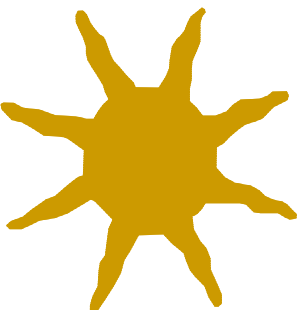
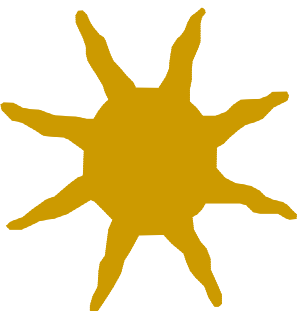


\* By Categories of Students and Their Workloads



# *Graduation Rates: Fall 1995*

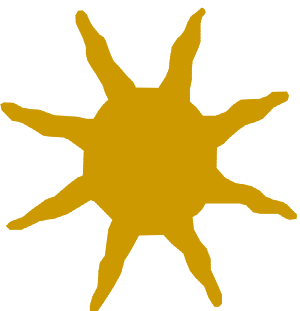
## *First-Time Freshmen*



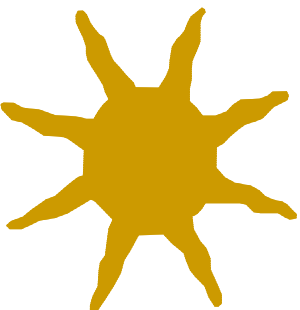


# *Graduation Rates: Fall 1995 First-Time Freshmen*

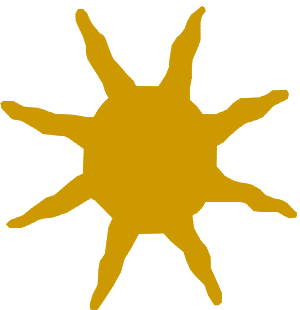
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★ Fall 95 Cohort Rate 42% -- Increase from Fall 93 Cohort Rate of 39%



★ Estimate 53% will Graduate from Campus of Origin

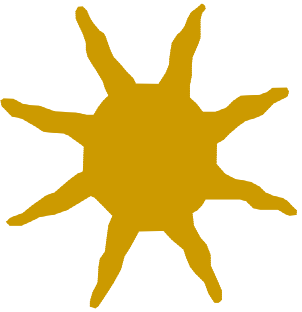


★ Estimate 60% will Graduate from CSU

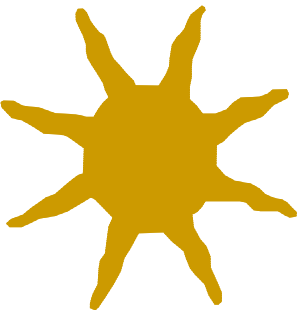


# *Graduation Rates: Fall 1995 First-Time Freshmen – Rates by Workload Categories*

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## ★ Traditional Full-Time (24% of FTF)



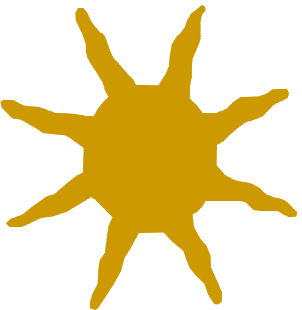
\*30% in four years

\*66% in six years

\*70% from original campus and 77% from CSU

\*Compares with public selective 6-year rates

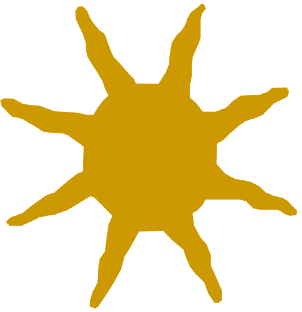
\*But, why only 30% in four years?



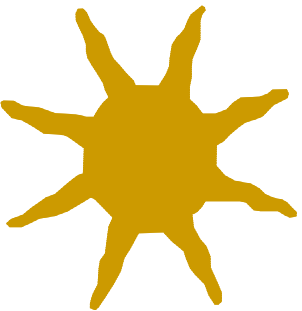


# *Graduation Rates: Fall 1995 First-Time Freshmen – Rates by Workload Categories*

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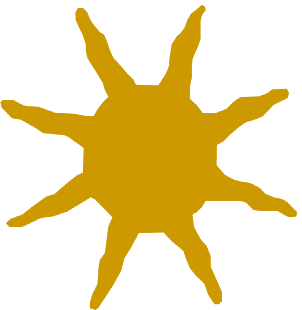
## ★ Persistent Part-Time (69% of FTF)



\*38% in six years

\*Similar to other comprehensive universities

\*49% from original campus and 57% from CSU

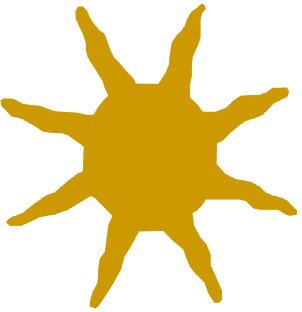


\*Why are many taking longer than six years?

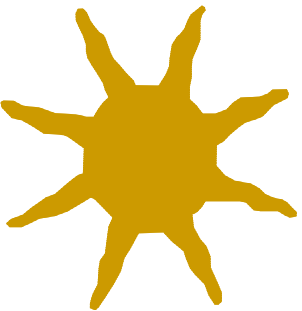


# *Graduation Rates: Fall 1995 First-Time Freshmen – Rates by Workload Categories*

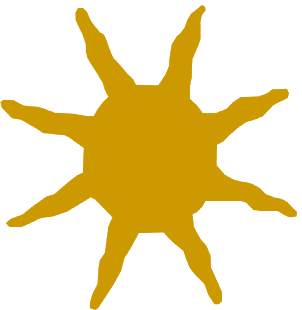
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★ Partial Load/ Stop Out (7% of FTF)



\*5% in six years

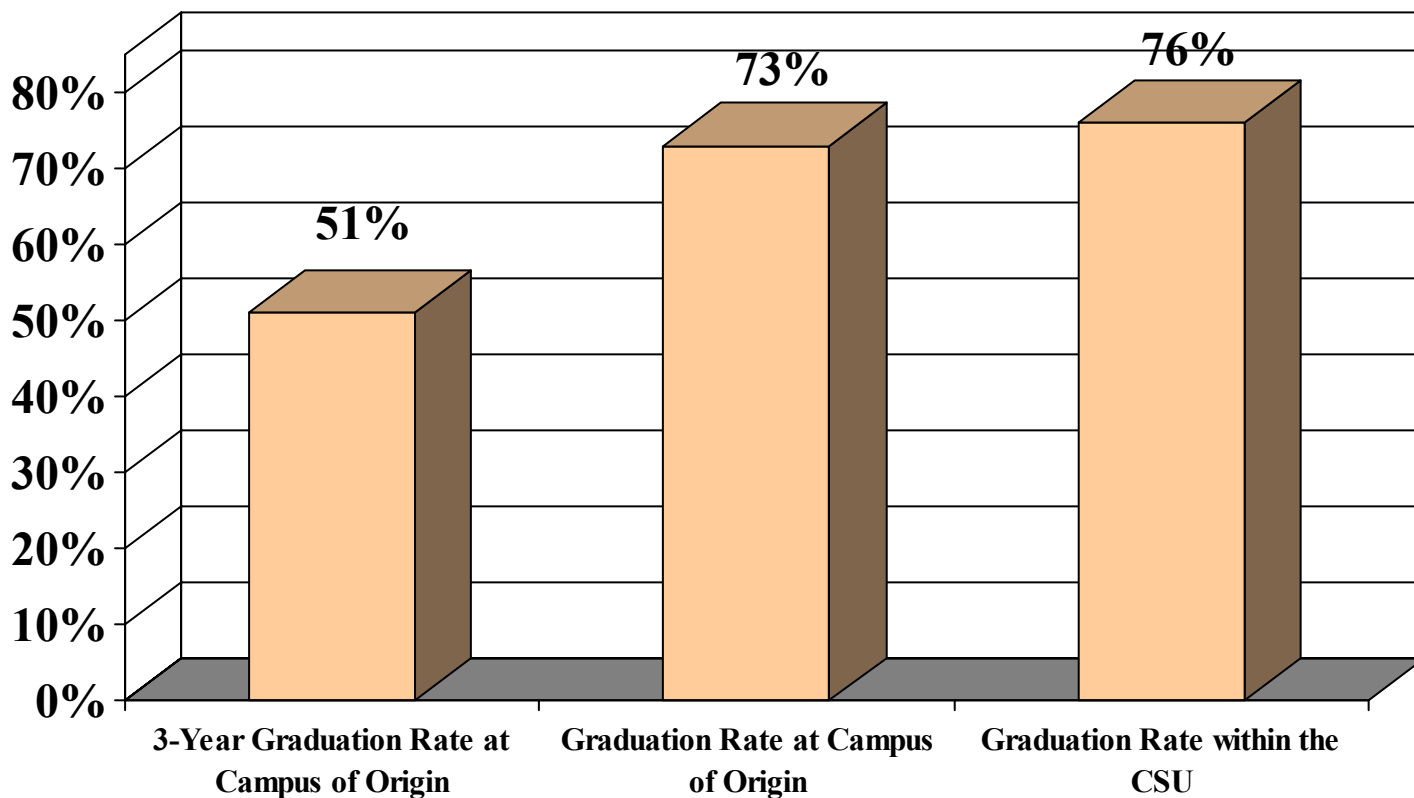
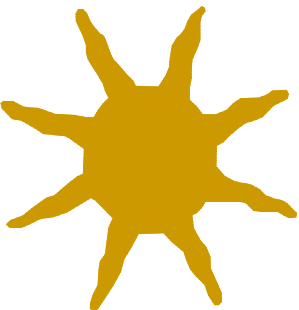
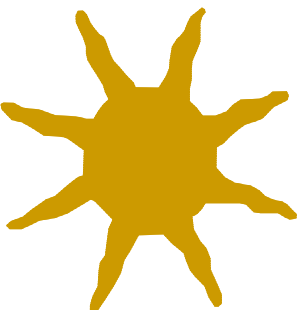
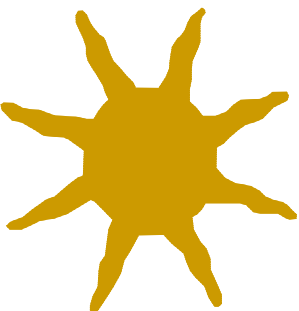


\*25% from original campus and 30% from CSU



# *Graduation Rates: Fall 1998*

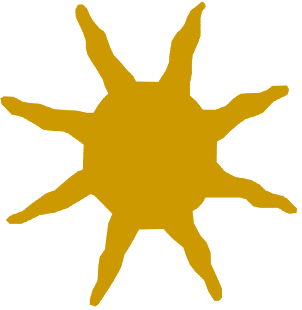
## *CCC Junior Transfers*





# *Graduation Rates: Fall 1998 CCC Junior Transfers – Rates by Workload Categories*

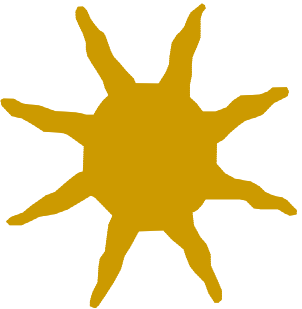
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★ Traditional Full-Time (38% of CCC)

\*39% in two years

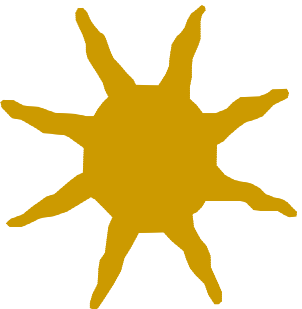
\*70% within three years



★ Persistent Part-Time (47% of CCC)

\*50% within three years

\*Up from 46% from fall 1996 baseline cohort



★ Partial Load/ Stop Out (15% of CCC)

\*10% within three years

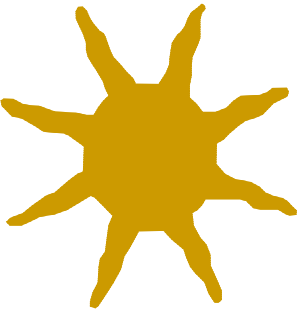
\*Up from 8% from fall 1996 baseline cohort



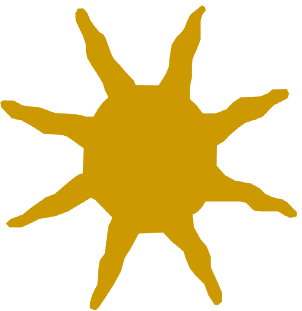
*Indicator 5*

*Special State Needs – Teacher  
Preparation*

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★ The CSU Prepares 56% of Annual New Teachers



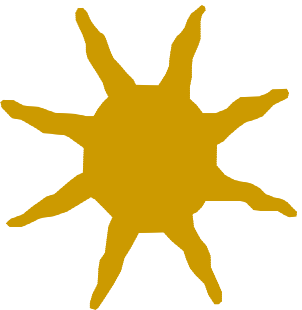
★ Partnership Goal Established in 1999

Baseline 1998-1999 –

8,754 credentials

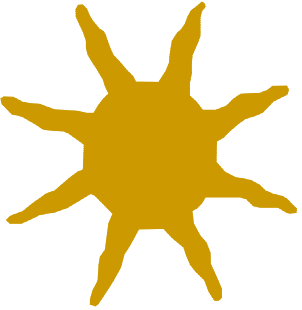
2002-2003 Goal –

11,461 credentials

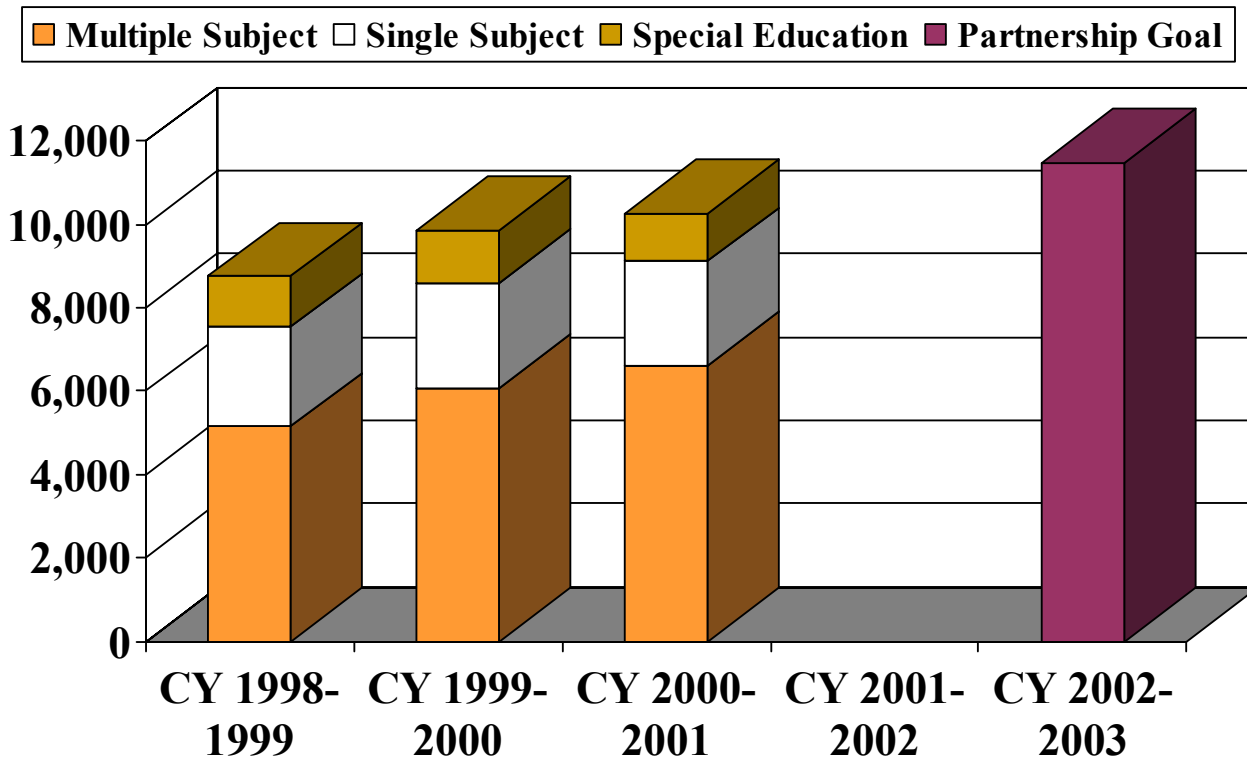
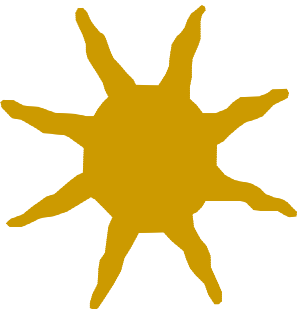
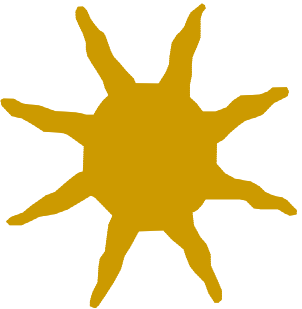




# Special State Needs – Teacher Preparation



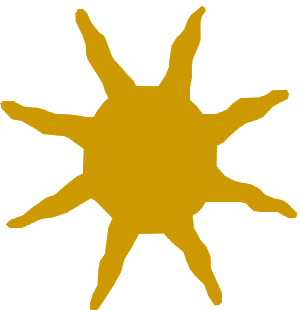
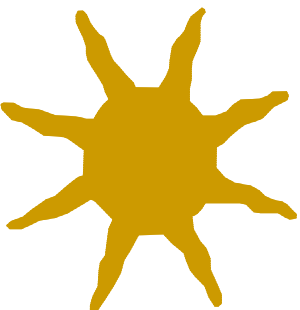
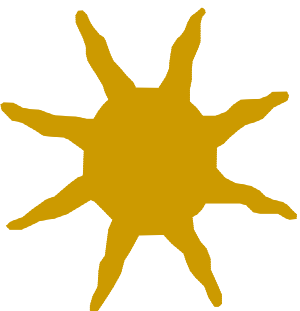
- ★ On Track to Meet Goal
- ★ Differential Expectations of Campuses





## *Indicator 6*

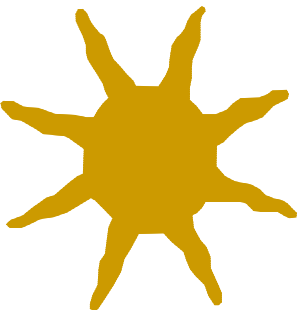
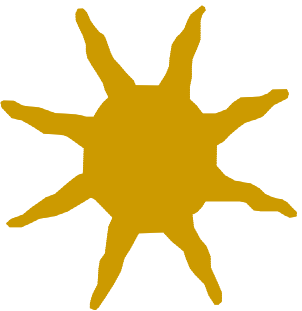
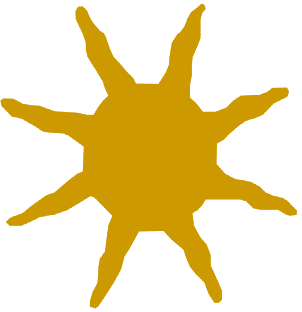
# *Relations with K-12: Number of Persons Involved in CSU Outreach Activities*



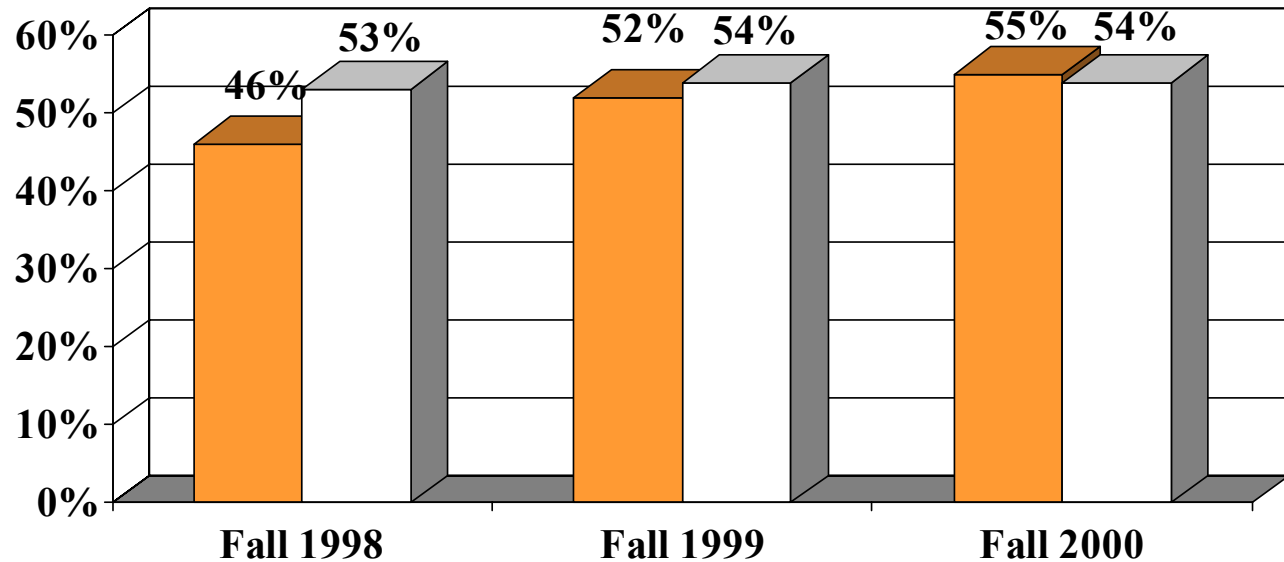
	1999-2000	2000-2001
K-12 Students	562,306	459,056
K-12 Teachers	6,145	9,269
CSU Students	6,274	6,257
CSU Faculty	1,176	794



# *Relations with K-12: Outreach Outcomes – Helping K-12 Students Enter CSU Proficient in English and in Mathematics*



■ Percentage of Regularly-Admitted First-Time Freshmen Prepared in Mathematics  
□ Percentage of Regularly-Admitted First-Time Freshmen Prepared in English

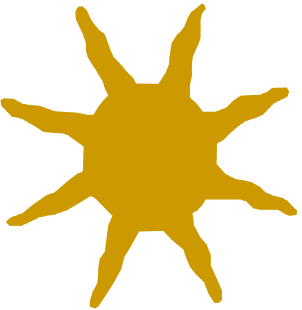


- ★ Collaborative Academic Preparation Initiative (CAPI)
- ★ Reading Initiatives
- ★ Early Assessment

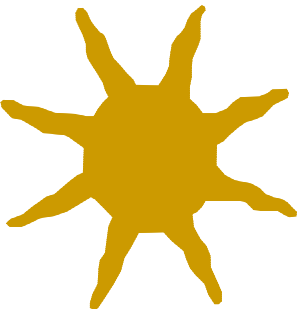
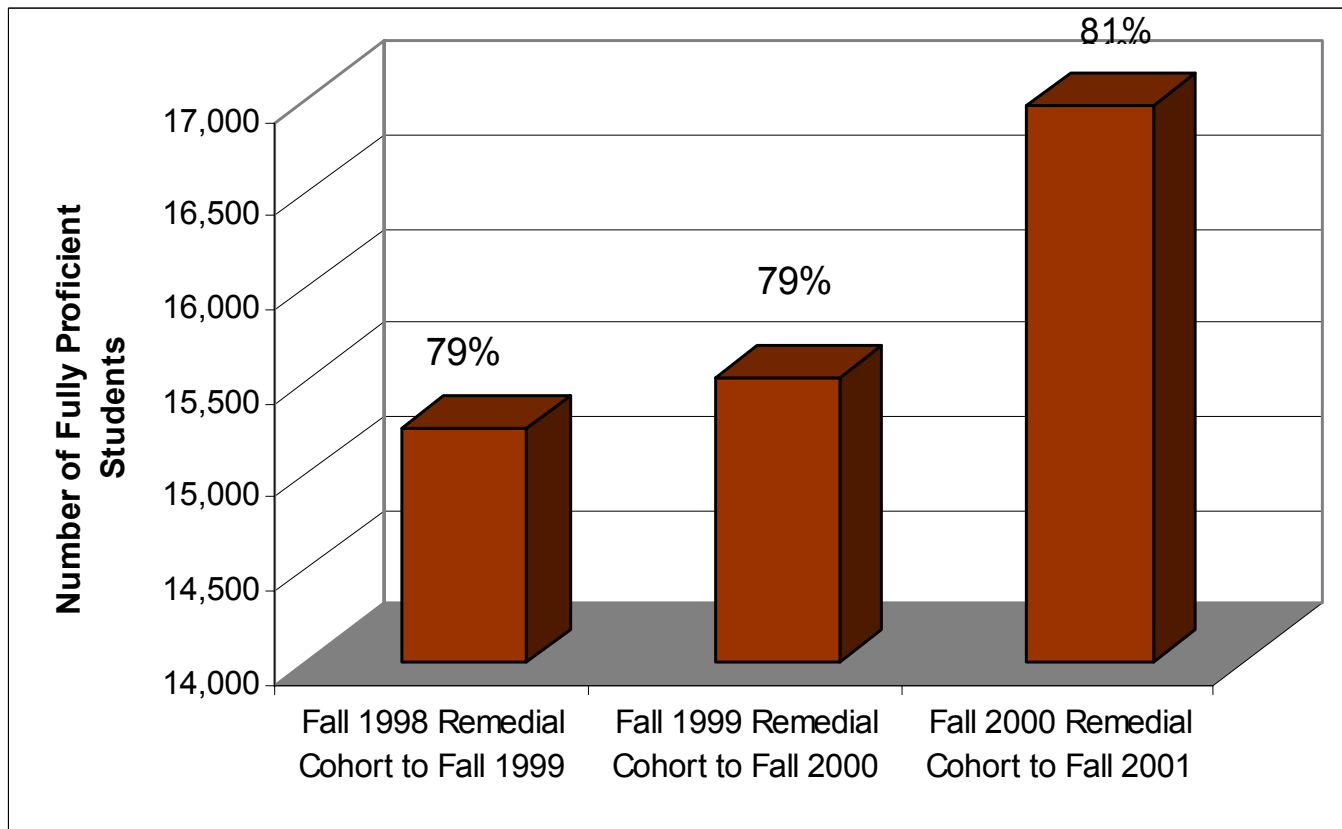
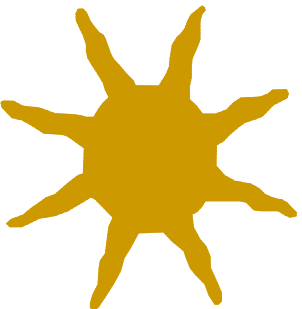


*Indicator 7*

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



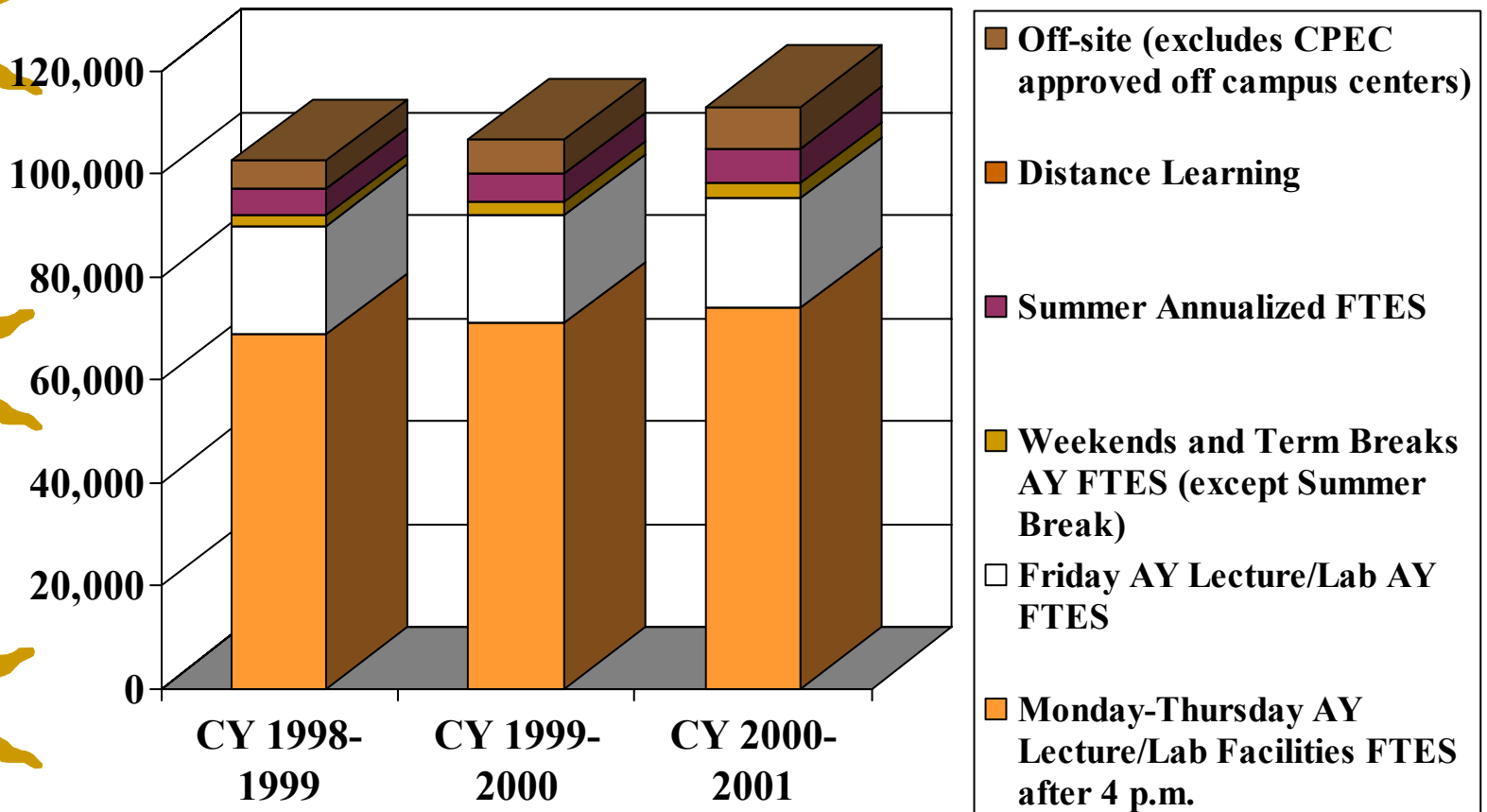
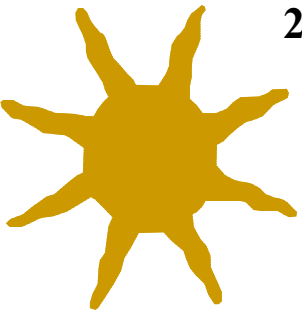
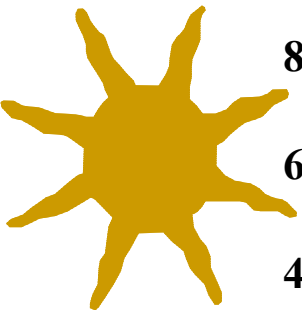
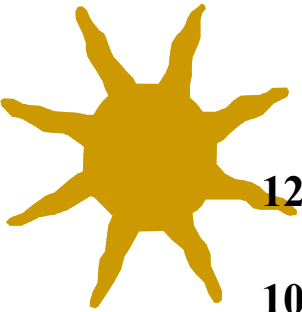
- ★ Fall 2000 – 20,890 Freshmen Needed Remediation
- ★ Fall 2001 – 16,959 (81%) Fully Remediated





*Indicator 8*

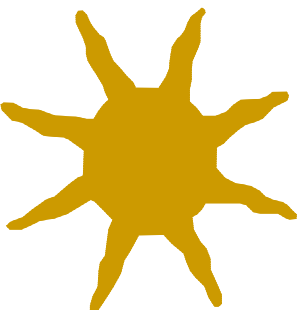
*Facilities Utilization: CSU Goal – Expand Capacity by Using Existing Facilities More Effectively*



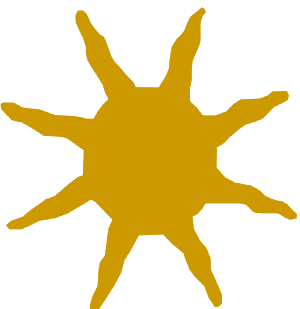


# *Facilities Utilization*

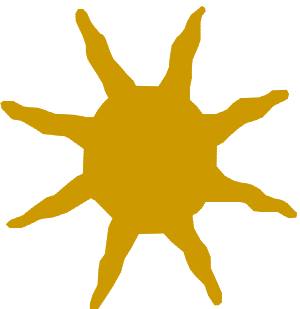
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★ From 1998-1999 to 2000-2001 – Non-Traditional Instruction Rose from 102,566 FTES to 113,032 FTES



★ Non-Traditional Instruction Grew as a Percentage of Overall Instruction from 38% to 40% Over Same Period



★ Most Increase – Evenings, Fridays, Weekends and Term Breaks

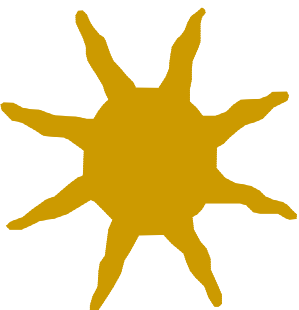
★ In Future – Major Increase in Summer Instruction (Most Campuses Converted to State Support in Summer 2001)



## *Indicator 9*

# *University Advancement*

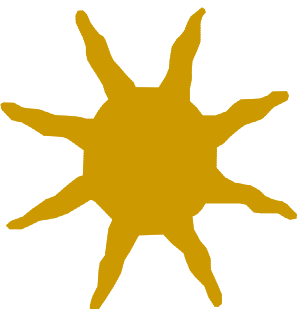
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### ★ Four Performance Indicators:

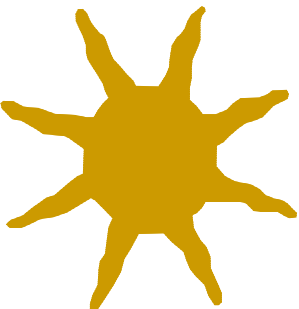
\*Voluntary Support

\*Special Revenues



\*Membership in Alumni/ae Associations

\*Private Fundraising Goals



### ★ Report to University Advancement Committee in January 2002