

# CSU ACCOUNTABILITY PROCESS

## Biennial Report to the Board of Trustees

November 2002

### *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. Communication and cooperation within the CSU
4. Negotiation and implementation of multi-year performance and budget compacts between the CSU and the state administration

Systemwide reporting occurs through the annual Partnership Report 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 are 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.

Campuses have been asked to provide a short, two-page synopsis with regard to their progress in developing baccalaureate student learning outcomes (performance area 1), performance area 14 (unique campus areas, optional), and the more quantitative performance areas 2 through 9 for biennial campus reporting. Several campuses also provided more comprehensive reports. The campus performance area indicators, goals, and synopses can be found at the CSU system website containing Board of Trustee agendas. All campus materials are available upon request.

This document presents the second biennial report on the CSU Accountability Process and contains trend indicators from 1998-1999 through 2000-2001.

## *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; a second indicator will address expectations after development of learning outcomes has been completed.

**Indicator 1.1: (first three years) For each university, 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.**

Although interest in defining and assessing the outcomes of student learning has grown steadily for at least the past decade, attention to this topic has heightened more intensely in the past few 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 that; "The California State University will award the baccalaureate on the basis of demonstrated learning, as determined by our faculty" (Principle 1).

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.
- 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 way to verify and certify that learning outcomes and assessment methods have been developed.

It appears that assessment is most readily engaged at the most comprehensive or 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 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 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.

CSU campuses are on track to have fully functioning learning assessment systems in place by 2003. This date is significant in meeting the Trustees' goal, as well as in complying with the criteria outlined in the new WASC Standards. The new accreditation criteria include: "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." With continued progress, CSU campuses should be well prepared to meet this criterion.

## 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. Now, some campuses are beginning to find that they have more qualified applicants than they

can accommodate across the entire campus. San Luis Obispo, Chico, and San Diego State University have been designated as impacted and authorized to control their enrollment through the use of supplementary admission criteria. Long Beach was approved for first-time freshman impaction effective 2001-2002. Northridge and Fullerton are also experiencing increased enrollment pressures that may result soon in requests from these campuses to limit the number of students admitted. 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.

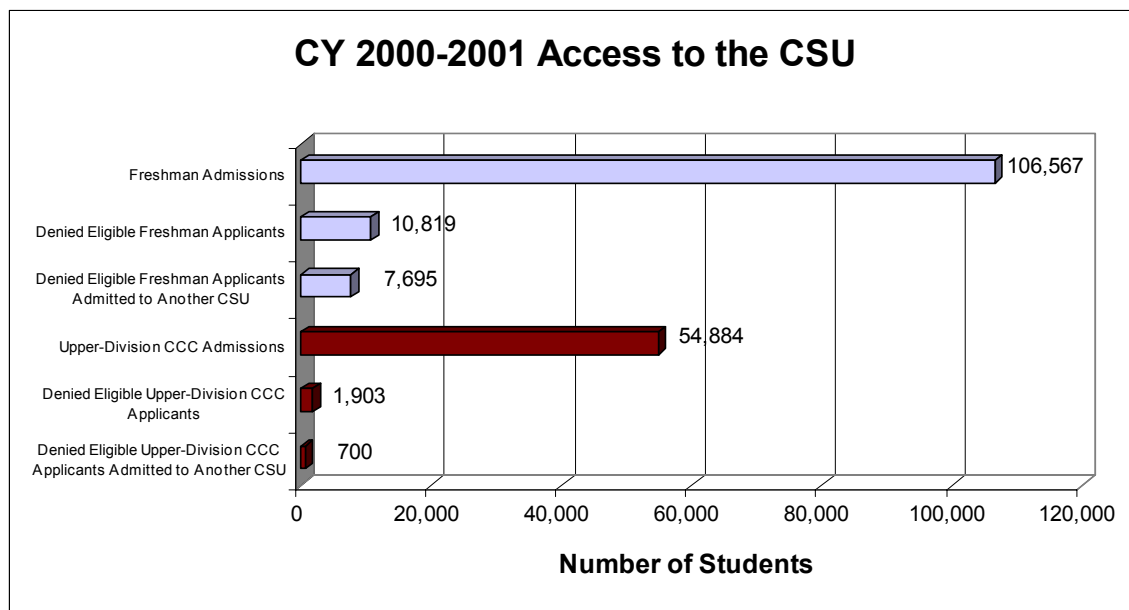
In response to these increasing enrollment pressures, the CSU Board of Trustees adopted in March 2000, a set of enrollment management principles guaranteeing that all fully eligible upper-division transfer students and first-time freshmen be admitted to a campus in the CSU to comply with the provisions 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.

**Indicator 2.2 – Number of Denied Eligible Applicants**

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

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

Of the 10,819 eligible first-time freshman applicants, who were denied admission to their first choice program or campus, 7,695 were admitted to another CSU campus. On the one hand, we are pleased that over 70 percent of “denied eligible” first-time freshman applicants were redirected to or applied to another CSU campus were offered a campus home at another CSU. Unfortunately, this also means that 3,124 eligible first-time freshman applicants – less than 3 percent of all eligible admits – did not find a home in the CSU, and this is cause for concern. The CSU is strongly urging all first-time freshman applicants to apply to more than one CSU campus when their first-choice campus or program is impacted.

Of the 1,909 eligible upper-division CCC transfer applicants who were denied admission to their first choice program or campus, 677 were admitted to another CSU campus. That only about one-third of all “denied eligible” upper-division CCC transfer applicants were offered a home at another CSU campus raises concerns. The vast majority of “denied eligible” upper-division

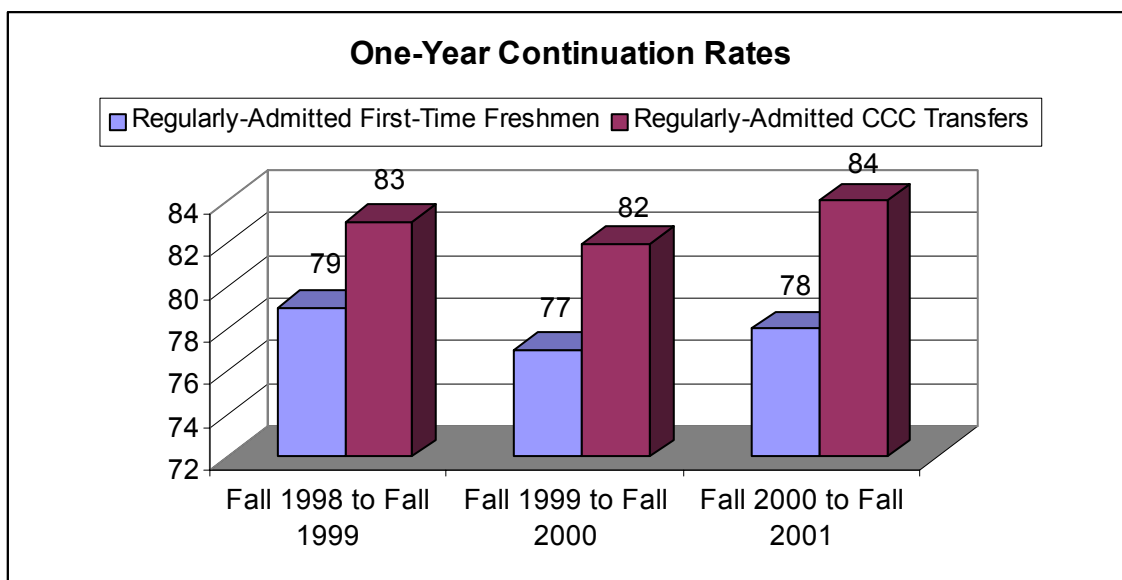
CCC transfer applicants were applicants to San Luis Obispo, so the issue here probably has less to do with place-boundedness and more to do with CCC students knowing about and meeting San Luis Obispo’s high standards for impacted program admission, as well as applying to other CSU campuses offering the desired program.

### 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.

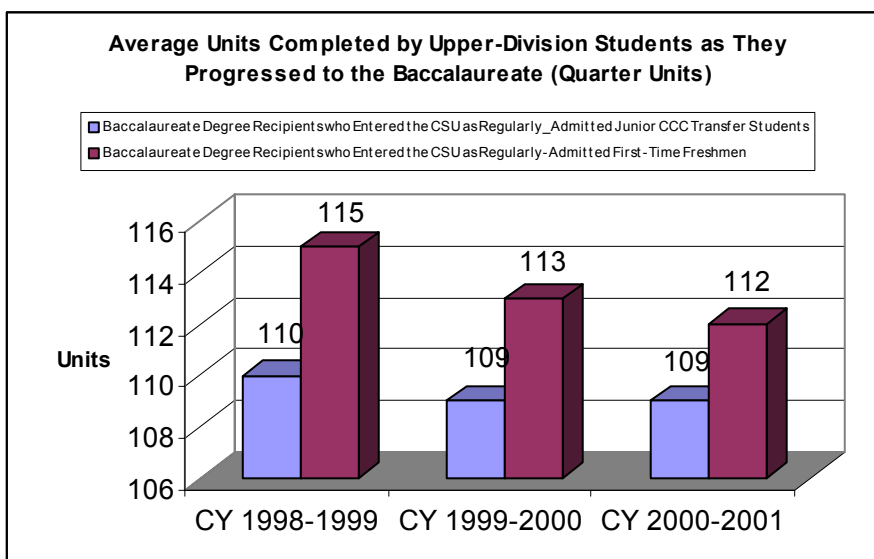
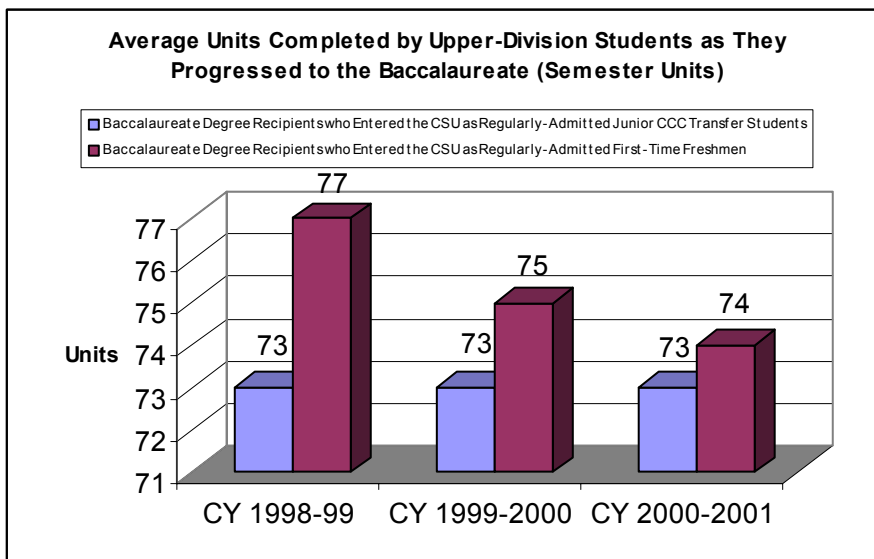
Nationally, universities and colleges increasingly are focusing attention on first-year retention rates, because at many institutions attrition during the first year accounts for three-quarters of all attrition. The first-year retention rate of CSU is excellent – above the rate of comparable institutions serving the same types of students: About 80 percent of regularly-admitted, first-time freshmen and regularly-admitted California Community College transfers continue to their second year at CSU campuses.



Transfer retention improved slightly from the baseline cohort (fall 1998 transfers reenrolling in fall 1999) to the current reporting cohort (fall 2000 transfers reenrolling in fall 2001) – from 83 to 84 percent. Freshman retention decreased slightly from 79 percent for the baseline cohort to 77 percent for the next cohort, then rose to 78 percent for the fall 2000 cohort. The slight decrease in freshman retention probably reflects 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.



It is encouraging to see that the average units completed by upper-division students as they progressed to the baccalaureate tend to be decreasing, especially among those who entered the CSU as first-time freshmen. The indicators, however, still raise questions about whether 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.

#### 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.

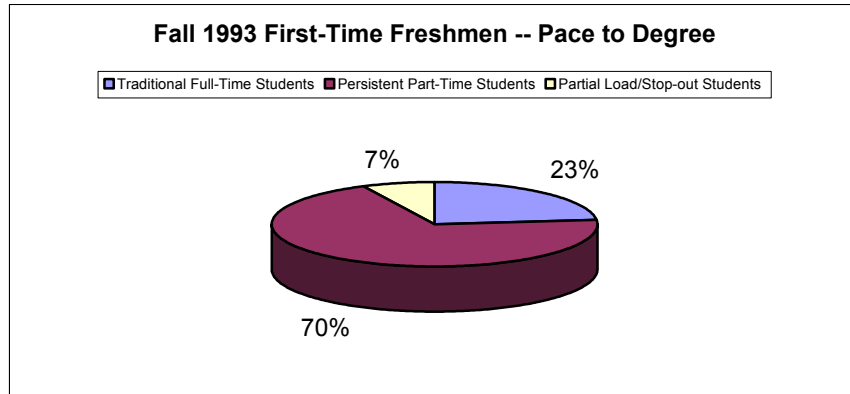
**Indicator 4.1: For each university, student graduation rates, disaggregated by relevant sub-populations (first-time freshmen and upper-division transfer students) and by key student characteristics (full- and part-time attendance, etc.).**

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.**

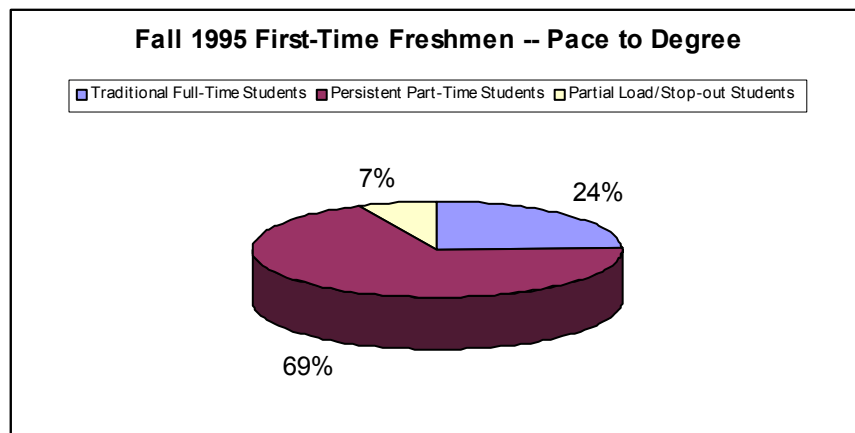
The national Joint Commission on Accountability Reporting's (JCAR's) methodology for computing graduation rates takes pace to degree explicitly into account by reviewing the units each student attempts across four academic years and assigning the person to one of three groups:

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.



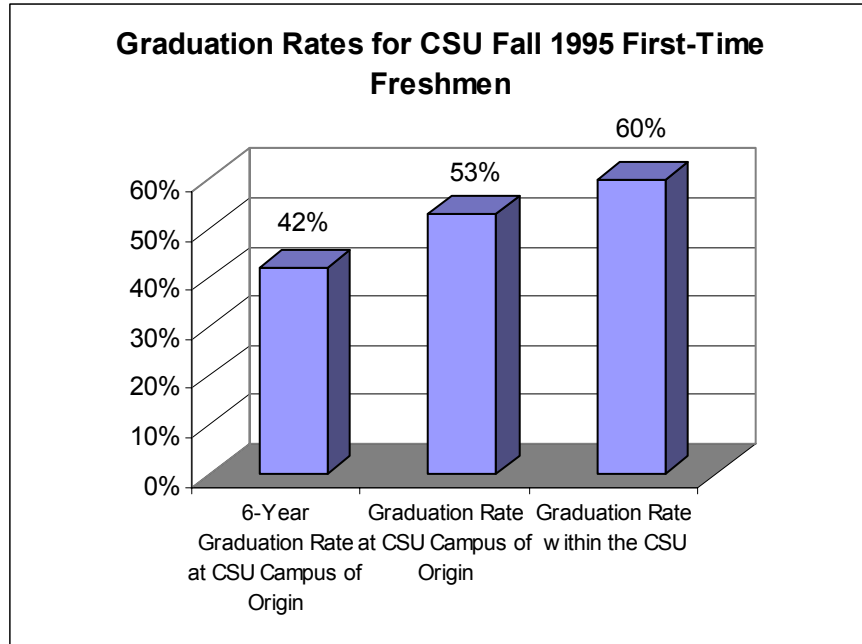
Over 90 percent of fall 1993 baseline cohort of first-time freshmen were making progress to degree at a pace to complete the baccalaureate within six years. About one in four students was taking coursework consistent with graduation in four years. About one in fourteen was enrolling and taking courses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

The fall 1995 cohort of first-time freshmen progressed to the degree in about the same ways as 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 26 and 66 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 1995 regularly-admitted first-time freshmen, the CSU has an overall six-year graduation rate of 42 percent. That is, 42 percent of regularly-admitted first-time freshmen graduated within six years from the CSU campus that they entered in fall 1995.



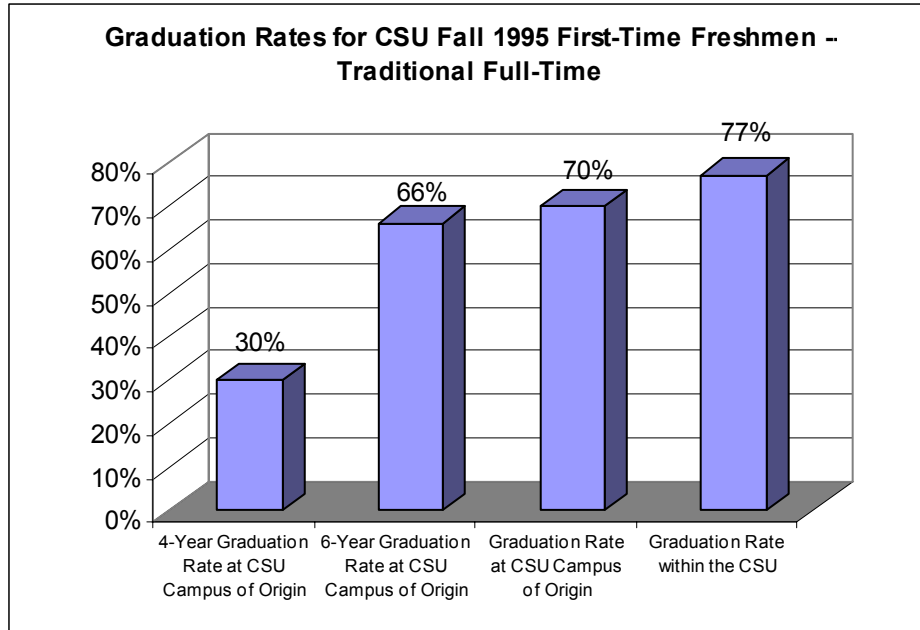
If we do not restrict graduation to a six-year time frame, we estimate that 53 percent of all regularly-admitted first-time freshmen will eventually graduate from the CSU campus that they entered in fall 1995.<sup>1</sup> With 23 campuses across the state, the CSU offers students both the chance to get 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 60 percent.

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

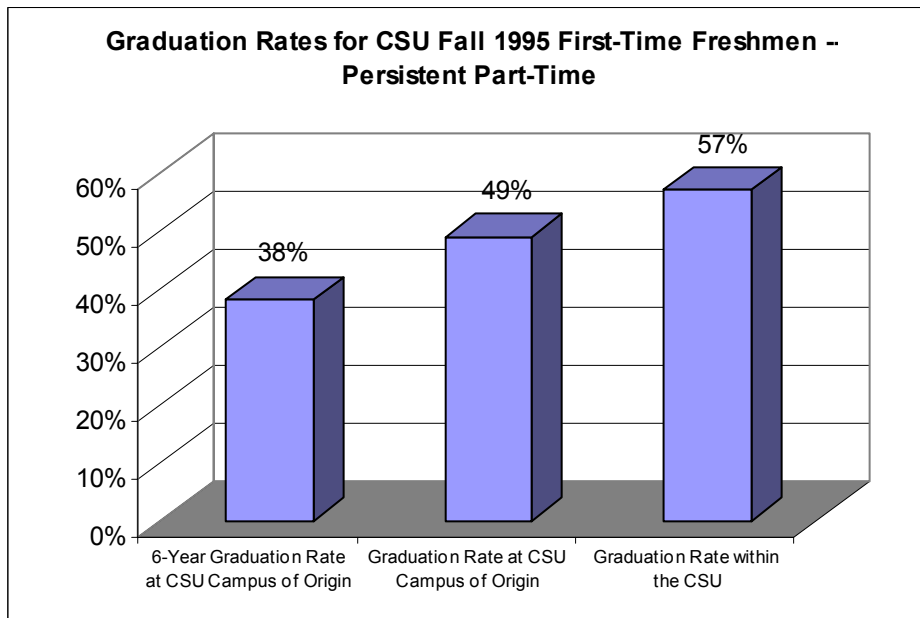
- Traditional full-time students took courseloads that allow them to complete the degree in four years. The four-year graduation rate for fall 1995 freshmen was 30 percent. Another 36 percent of these fall 1995 freshmen took longer than four years and up to six years. Thus, the six-year graduation rate for these students is 66 percent – a six-year rate that approaches those of the nation’s more selective public institutions. The estimated final graduation rate for these students at their campus of origin is 70 percent, and the rate at which these students are expected to graduate from somewhere in the CSU is 77 percent.<sup>2</sup> 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 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.

<sup>1</sup> 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.

<sup>2</sup> Analysis was performed on each subgroup and it was found that, if a student had not received the degree at six-years but was still enrolled, likelihood of graduation is extremely high.

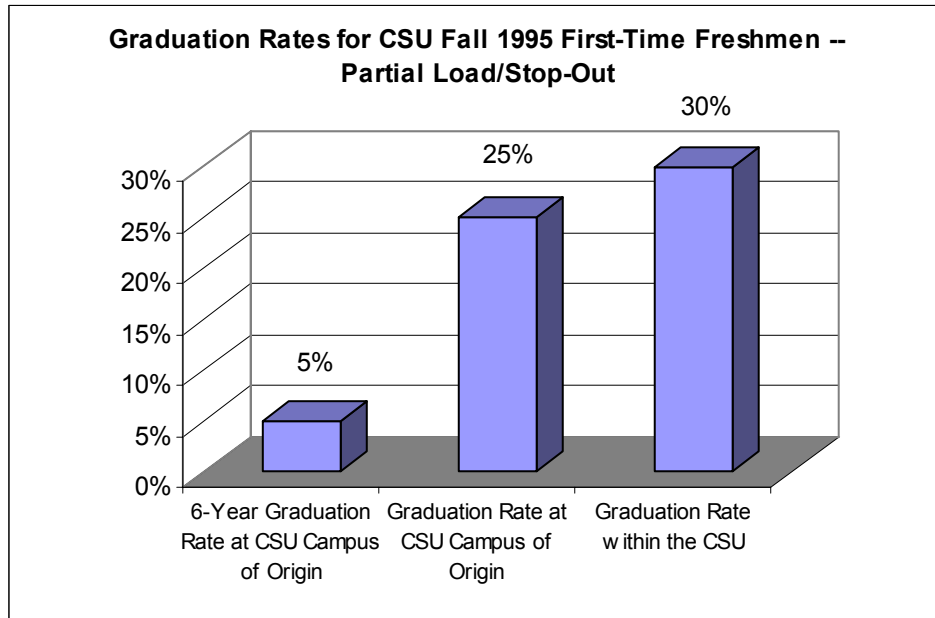


- Persistent part-time students took courseloads that allow them to complete the degree by the end of the sixth year. The six-year graduation rate is 38 percent – a rate in the same ballpark as other comprehensive institutions like the CSU. The estimated final graduation rate for these students at their campus of origin is 49 percent, and the rate at which these students are expected to graduate from somewhere in the CSU is 57 percent.<sup>3</sup> 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.



<sup>3</sup> See footnote 2.

- 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 25 percent, and the rate at which these students are expected to graduate from somewhere in the CSU is 30 percent.<sup>4</sup>



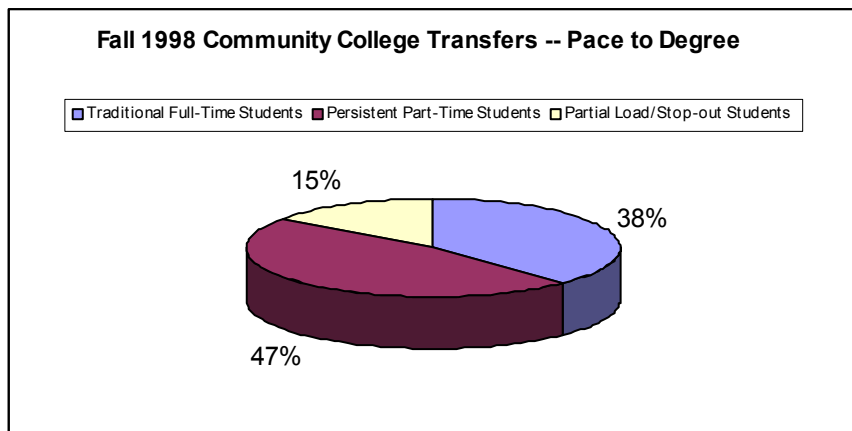
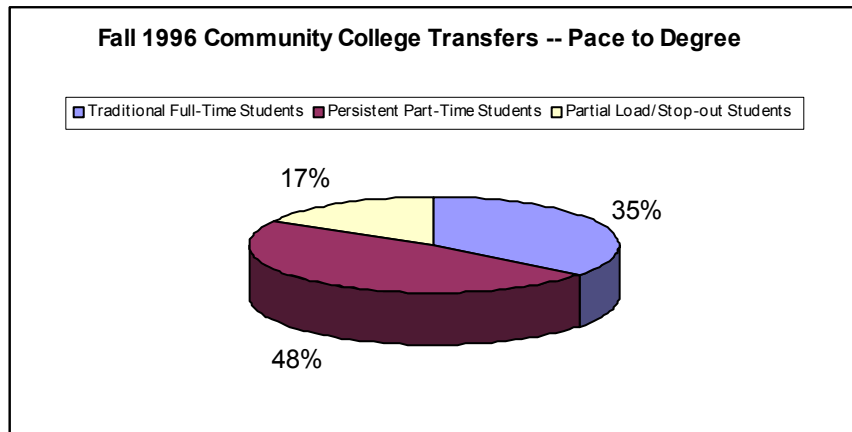
To the extent that CSU campuses attract highly motivated students who take 15 to 18 unit course loads term after term – like those who typically attend the nation’s selective institutions – the final CSU graduation rate is comparable. JCAR indicators suggest that we need to take the time to understand 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 are a little uncertain about college. 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 need to focus more attention on these students to reduce the proportion whom we have called “partial load” students by early identification and advising and to ensure that CSU campuses are offering required courses at a pace and intensity that permits “persistent, part-time” students to get the degree within six years.

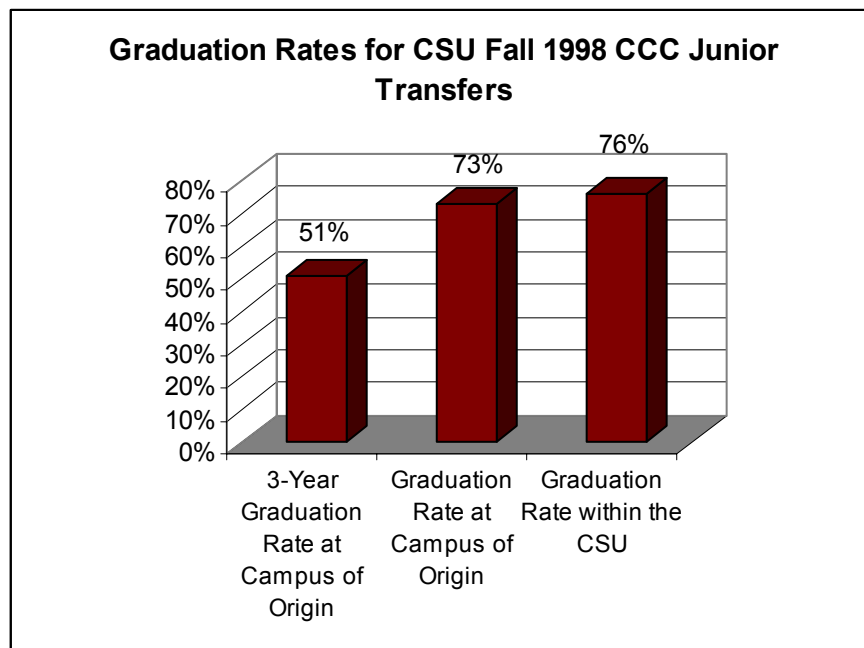
<sup>4</sup> See footnote 2.

**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 that transfer students make to degree. In the CSU, new undergraduate transfers outnumber first-time freshmen by almost 2 to 1. To provide some indication of 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).



Contrary to common wisdom, California Community College junior transfers are much more likely than first-time freshmen to carry courseloads that will enable them to graduate in two years (35 to 38 percent versus 23 to 24 percent). They also are twice as likely to be attending college sporadically as partial load/stop out students (15 to 17 percent versus 7 percent).



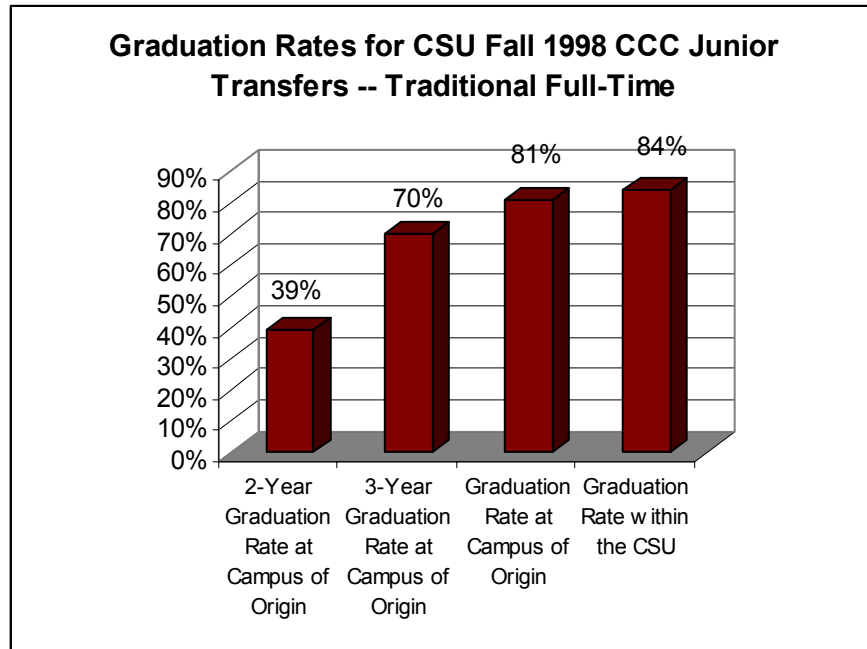
Overall fall 1998 regularly-admitted CCC junior transfers had a three-year graduation rate (150 percent of two-years to degree for a junior) of 51 percent. If we do not restrict graduation to a three-year time frame, we estimate that 73 percent of all regularly-admitted CCC junior transfers will graduate from the CSU campus that they entered in fall 1998 and 76 percent will graduate from somewhere in the CSU.<sup>5</sup>

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

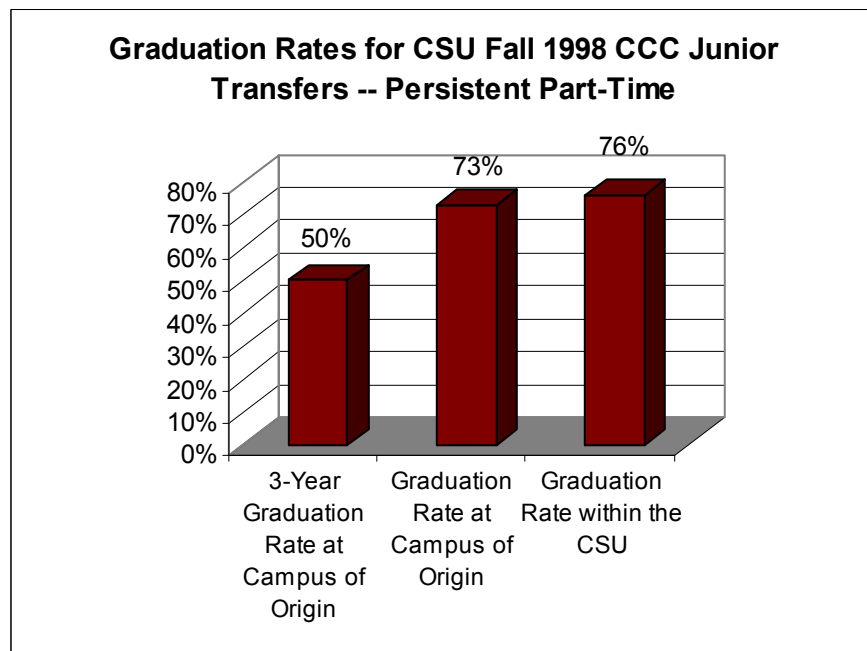
- Traditional full-time junior transfer students took courseloads that allow them to complete the degree in two years. The two-year graduation rate for these fall 1998 junior transfer students was 39 percent. Another 31 percent of these transfers took between two years and three years to get the degree. Thus, the three-year graduation rate for these students is 70 percent. The estimated final graduation rate for these students at their campus of origin is 81 percent, and the rate at which these students are expected to graduate from somewhere in the CSU is 84 percent.<sup>6</sup> We are encouraged that 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.

<sup>5</sup> 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.

<sup>6</sup> Analysis was performed on each subgroup and it was found that, if a student had not received the degree at three-years but was still enrolled, likelihood of graduation is extremely high.

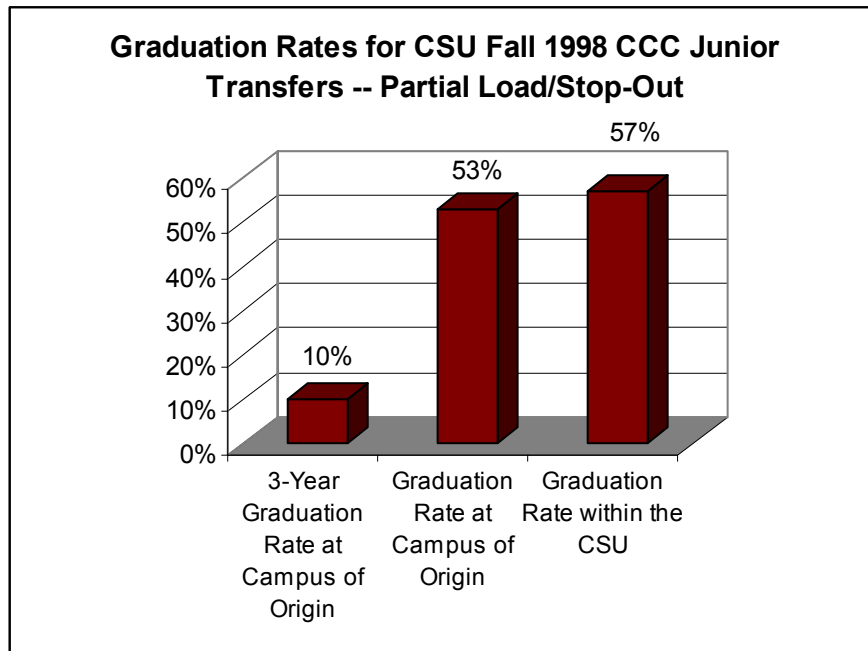


- Persistent part-time junior transfer students took courseloads that allow them to complete the degree by the end of the third year. The three-year graduation rate is 50 percent. The estimated final graduation rate for these students from their campus of origin is 73 percent, and the rate at which these students are expected to graduate from somewhere in the CSU is 76 percent.<sup>7</sup> 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.



<sup>7</sup> See footnote 6.

- 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 10 percent. The estimated final graduation rate for these students at their campus of origin is 53 percent, and the rate at which these students are expected to graduate from somewhere in the CSU is 57 percent.<sup>8</sup>



### 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.

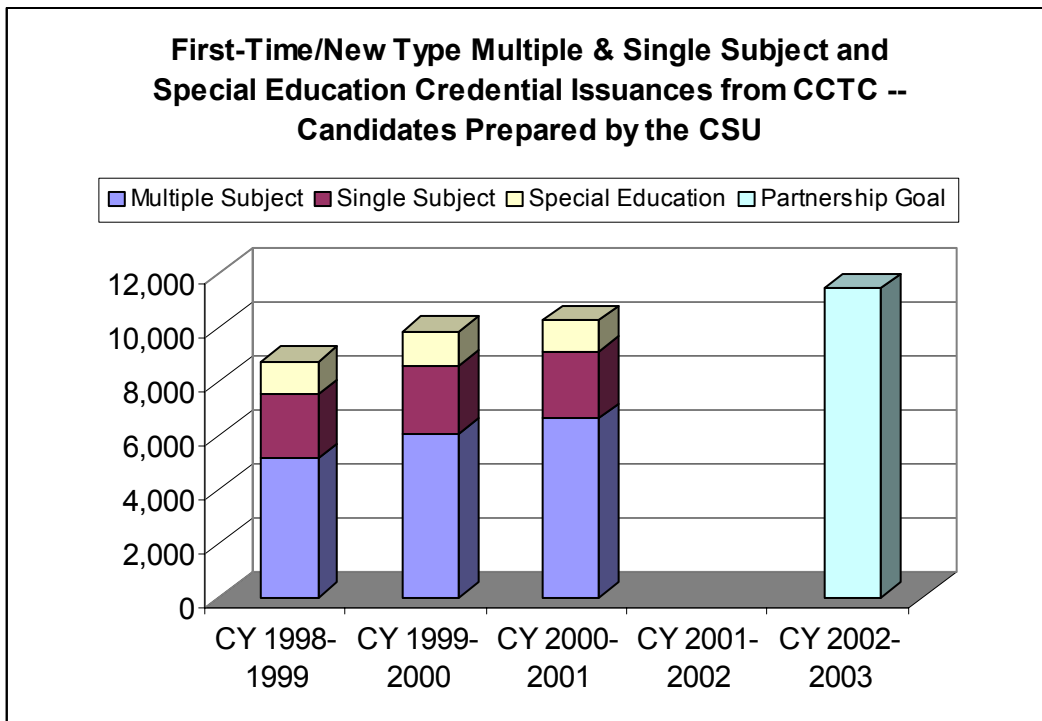
**Indicator 5.1: For each university, the number of credentials issued by the California Commission on Teacher Credentialing to candidates completing professional education requirements.**

For many years, the California State University has been California’s premier preparer 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.

<sup>8</sup> See footnote 6.

In its Partnership agreement , 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 the last year, 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 adjusts CSU’s 1998-1999 credential count to 8,754. By applying the 31% increase to the corrected baseline year 1998-1999 credential count, the CY 2002-2003 goal for the CSU is revised to 11,461. The figure below shows that the CSU is on a trajectory to reach that goal.



## 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 provide information and academic support to California’s diverse population of elementary, middle, and secondary students.

Student academic preparation programs target 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 provide academic support services that raise the aspirations and improve the academic performance of K-12 students, advise K-12 students about courses needed to meet admission requirements, help students acquire English and mathematics skills needed to succeed in college, provide instructional programs for students requiring academic support before they matriculate at a CSU campus, and provide retention services to students after they enroll in CSU. All of these services are offered through a variety of systemwide and campus-based initiatives and programs.

The number of elementary and middle school students served increased significantly from the prior year, as shown in the table below. However, the number of high school students served decreased from 421,233 to 301,476.

	<u>1999-2000</u>	<u>2000-2001</u>
<b><i>Students Served:</i></b>	562,306	459,056
Elementary school students:	42,236	77,885
Middle school students:	76,139	79,695
High school students:	421,233	301,476

In collecting information from campuses in preparation for this report, it was discovered that some campuses included in their 1999-2000 report the number of high school students in their admission/outreach “prospect file” as students served in their outreach programs. Students in a campus prospect file do not represent active outreach efforts intended in this indicator of increasing the number of high school students involved in outreach efforts. Therefore, students in a campus admission/outreach prospect file have been deleted in this year’s report, thus providing a more accurate description of active campus efforts to work with K-12 students.

<b><i>CSU Student Tutors:</i></b>	6,274	6,257
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The number of CSU student tutors decreased by 17.

<b><i>CSU Faculty Participants:</i></b>	1,176	794
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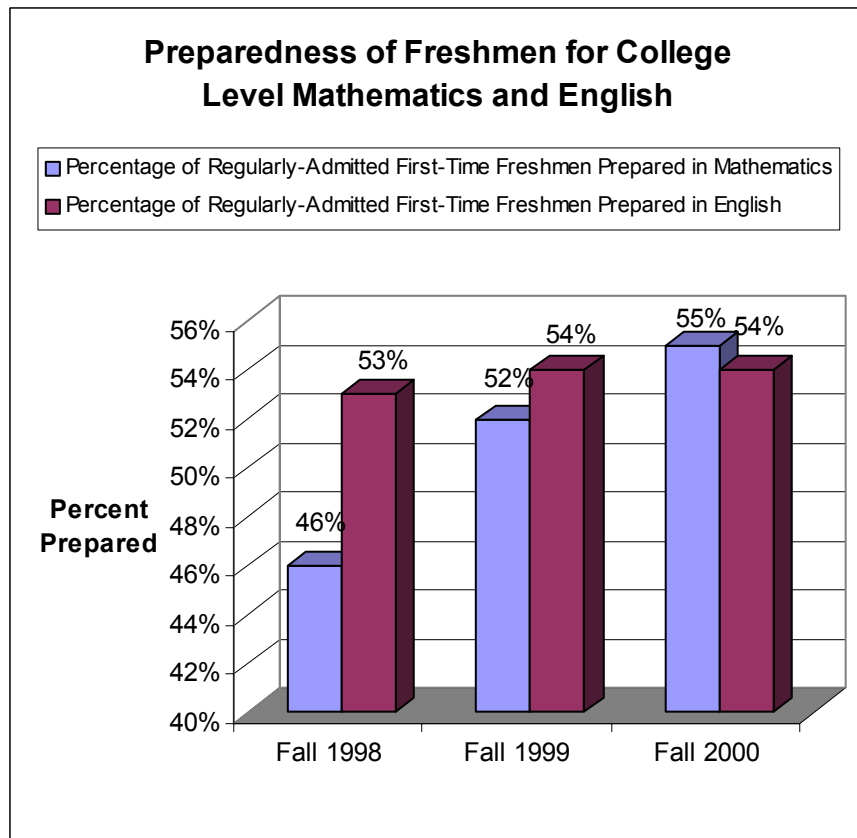
The number of CSU faculty participants appears to have decreased by 382. This reduction is misleading. In collecting information from campuses for 2000-01, it was discovered that some campuses included in their 1999-2000 report staff as well as faculty participants. To respond to this indicator, the reporting format was modified for 2000-2001 to ensure that campuses reported only faculty participants in outreach activities.

*K-12 Teachers:* 6,145 9,269

The number of K-12 teachers participating in CSU outreach programs increased significantly. It is important to recognize that most campuses implemented CSU’s Collaborative Academic Preparation Initiative (CAPI) in the spring 2000. Therefore, 2000-2001 represents the first full academic year in which K-12 faculty participated in CAPI, increasing the number of K-12 teachers involved in CSU outreach efforts.

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

The percentage of regularly-admitted first-time freshmen prepared in mathematics has risen from 46 percent to 55 from fall 1998 through fall 2000.



There has been less success with efforts to increase the preparation of eligible high school students for college level English. CSU faculty members involved the CAPI initiative, discussed above, have been raising 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 will be completing their 120 hours of professional development in winter 2003. High school students, especially juniors, during the 2003-2004 school year will receive the initial benefits of this professional development. Fall 2005 will be the first year in which the results of the initiative will be indicated, assuming the continuation of CAPI Reading Initiative funding.

From fall 1998 to fall 2000, the proportion of regularly-admitted first-time freshmen who were fully prepared both in English and in mathematics rose from 32 percent, to 37 percent, to 38 percent.

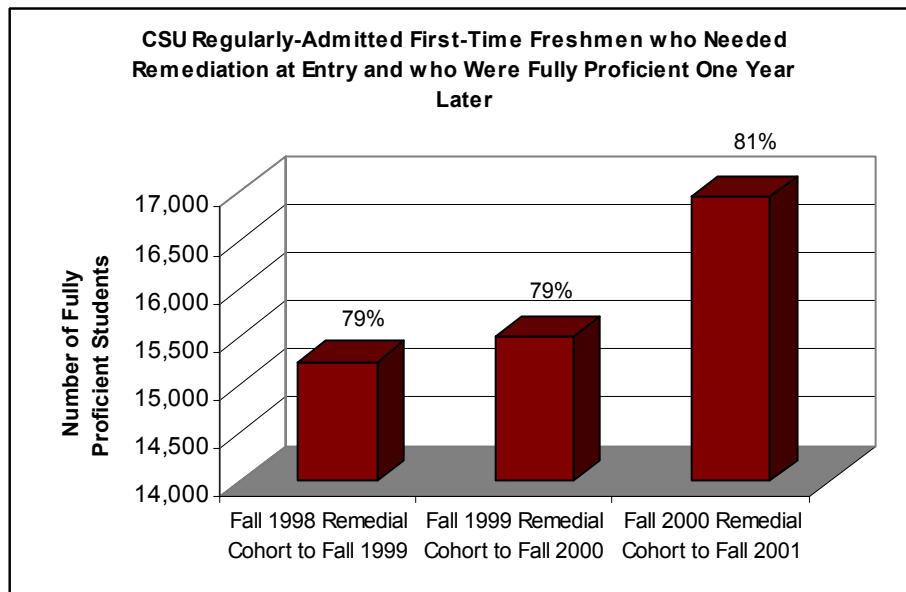
### 7. Remediation

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. Through coursework and other activities by fall 1999, 15,240, or 79 percent, were fully prepared *both* for college level English and mathematics.

In fall 1999, there were 19,741 regularly-admitted first-time freshmen who needed remediation at entry. Through coursework and other activities by fall 2000, 15,505, or 79 percent, were fully prepared *both* for college level English and mathematics.



In fall 2000, there were 20,890 regularly-admitted first-time freshmen who needed remediation at entry. Through coursework and other activities by fall 2001, 16,959, or 81 percent, were fully prepared *both* for college level English and mathematics.

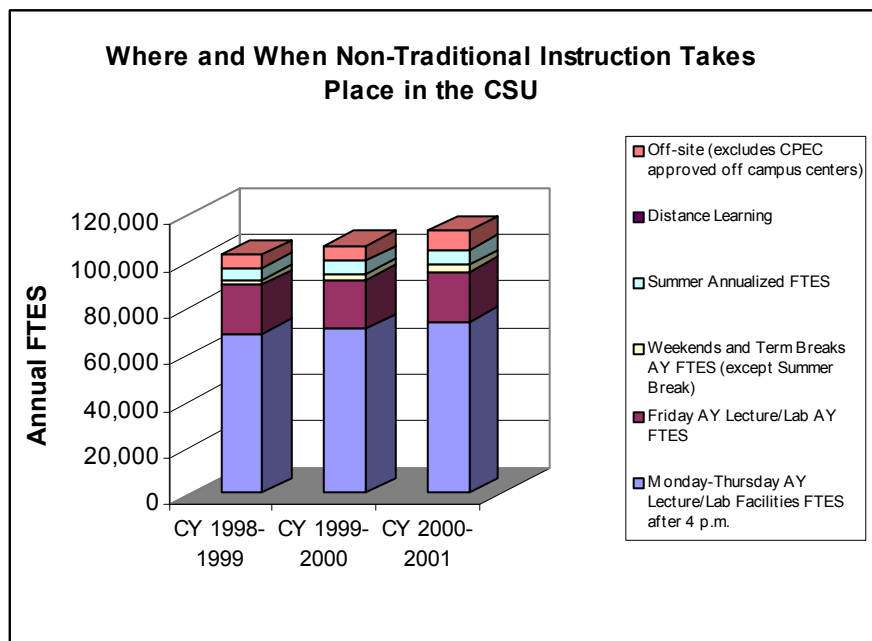
### 8. Facilities utilization

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 113,032 annual FTES. This increase of 10,467 annual FTES is equivalent to a mid-sized CSU campus.



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 40% of the over 285,600 annual FTES offered on CSU main campuses in CY 2000-2001.

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 60 percent of the 10,467 annual FTES.

About one-quarter of the increase 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. This category also includes technology-mediated distance learning opportunities – for which baseline figures are not yet available. In the next accountability report, this off-site category will decrease, with the portion related to technology-mediated distance learning making its first appearance. The amount of off-site instruction also decreases 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. Facilities utilization indicators for the CPEC-approved off-campus center are disaggregated from main campus statistics and are reported separately as shown in the individual campus reports. Currently, there are seven CPEC-approved off-campus centers. The CSU has completed a needs assessment study for Bakersfield's Antelope Valley Center and is awaiting CPEC approval.

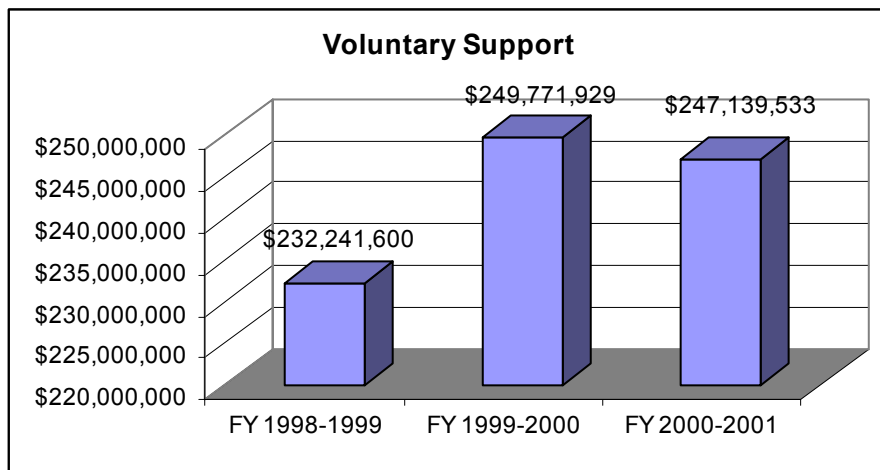
From CY 1998-1999 to CY 2000-2001, about 15 percent of 10,467 annual FTES increase is attributable to increases in state-supported summer instructional opportunities. In the next accountability report, this category will increase substantially, reflecting the conversion of most CSU campuses from self-supported instruction to state-supported instruction during the summer.

**9. University advancement**

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

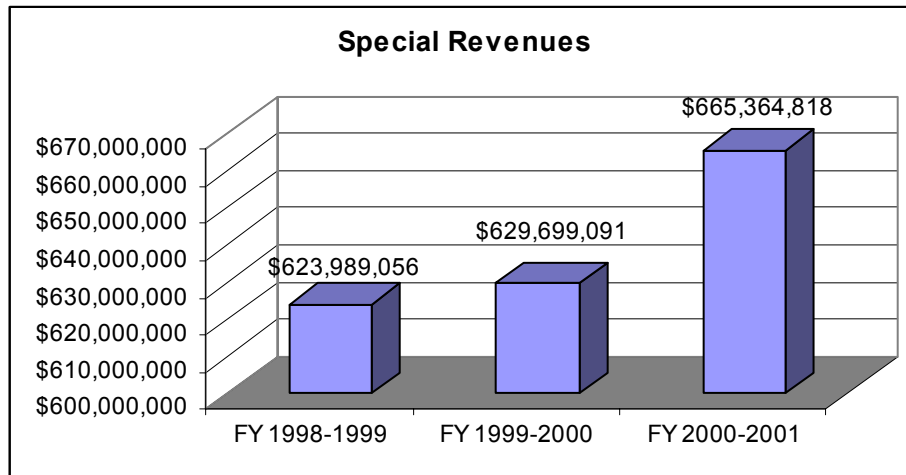
**Indicator 9.1:** For each university, an annual Voluntary Support Report with indicators for funds raised via alumni/ae, parents, other individuals, foundations, and corporations. This report will include the number of alumni/ae records, alumni/ae solicited, and alumni/ae donors in fund-raising programs.

Over the last three years, \$729,153,062, has been raised in voluntary revenue through campus fund raising and private support. Voluntary support over the last three years breaks down as follows:



**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 has remained consistently strong for three consecutive years. Results from special revenues total \$1,919,052,965 and break down as follows:



**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 2000-2001, the figure rose to 94,689.

The numbers of total addressable alumni rose from 1,486,593 in 1998-1999 to 1,540,723 in 2000-2001.

The numbers of addressable graduates/credential earners rose from 1,205,740 to 1,392,068.

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 2000-2001 were greater than 10 percent. They were respectively, 16.1 percent, 15 percent, and 14 percent.