

## PROPOSED ACCOUNTABILITY PROCESS

*"The California State University will account for its performance in facilitating the development of its students, in serving the communities in which we reside, and in the continued contribution to the California economy and society, through regular assessment of the learning outcomes of its students and through periodic reports to the public regarding our broader performance." (Principle #9, Cornerstones Implementation Plan, adopted by the CSU Board of Trustees, January, 1998.)*

The recommendations in support of this principle provide:

- 9a. **System and Campus Priority**      The CSU will expand and/or develop mechanisms for evaluating institutional performance, and develop annual reports appropriately formatted to reach different audiences, describing institutional performance in the areas of student achievement, student satisfaction, the quality of teaching and support services, administrative effectiveness, the provision of service to the community and to the state's economy and society, alumni/ae satisfaction, employer satisfaction, and faculty and staff satisfaction.

### Background

The CSU has an extensive system of assessment already in place, and continues to be fully accountable as a public institution for the quality and integrity of the learning experience. Our primary motivation for strengthening accountability is the desire to know more about the extent to which the CSU is doing what it professes to do.

Evaluating the contributions of an institution by how much and how well its students are learning and how their educational experience is affecting their values and attitudes is fundamental to the mission of the University. This process also responds to the interests of state government and the public at large. Elected officials, Trustees, faculty, and administrators who must make academic decisions want and need clear, comprehensible evidence of institutional effectiveness upon which to base those decisions.

The implementation plan consists of the underlying principles, a description of the institutional outcomes for which the campuses will be accountable to the system, and institutional accountability indicators.

### Principles

1. Efforts to enhance the accountability of both the system and its campuses must encourage campus improvement and innovation in achieving its mission by using accountability indicators. This responsibility falls upon administrators, faculty, staff, and students.
2. Although some accountability indicators should apply to all California State University campuses, each campus also should be able to choose indicators that reflect its unique

mission. Campus-based indicators are to be devised through the regular processes of campus governance.

3. The implementation plan must take into account the varied backgrounds, experiences, and abilities that students at each campus bring to their educational pursuits and recognize each campuses' contributions. This "value added" philosophy will recognize institutions that accept the challenge of educating the full range of students eligible for the CSU.
4. The implementation plan must include campus processes that challenge CSU institutions to continually improve. Each campus will evaluate and report its progress toward its educational objectives over time. Whenever appropriate, accountability information should be presented in a multiyear format, both to attain a fuller picture of performance and to discern progress over several years. Due to the differences between campuses relating to mission, goals, and environment, comparisons between campuses will not be attempted.
5. The implementation plan should minimize the set of accountability indicators to those viewed as most important by the CSU and its stakeholders.
6. The CSU will consult widely in the development and refinement of accountability indicators and reports.
7. The CSU should constantly evaluate institutional outcomes to determine appropriateness and accountability indicators to determine usefulness and value.
8. To the extent possible, the CSU will rely upon existing data, data systems, and processes in developing indicators and reports.

### **Institutional Outcomes**

The implementation plan addresses eleven fundamental institutional outcomes based in the mission of the California State University system and its campuses:

1. Quality of baccalaureate degree programs
2. Access to CSU
3. Articulation and transfer
4. Graduation
5. Teacher education
6. Relations with K-12
7. Remediation
8. Facilities utilization
9. Quality of post-baccalaureate programs
10. Contributions to community and society
11. Institutional effectiveness

Each campus will report to the system annually on its attainment of the first eight of these outcomes using the system-defined indicators described below and one of the final three outcomes using the system-defined reports description below. All three of these latter outcomes must be addressed in a three-year period. In addition, each campus may select additional institutional outcomes and indicators/reports based upon its unique mission, goals, or environment.

An overview of the accountability indicators and reports follows:

### **System-defined Institutional Accountability Indicators—Campus to Chancellor and Board of Trustees**

#### 1. Quality of baccalaureate degree programs

In its 1997 report entitled, "Baccalaureate Education in the California State University," the CSU Academic Senate stated,

*"The three broad areas of educational achievement expected of CSU graduating students are: (1) acquiring a sophisticated knowledge base, (2) acquiring the skills needed to use knowledge and to learn new knowledge so as to renew their knowledge base, and (3) participating in a mix of collegiate experiences and social processes that contribute to values for successful living."*

In outcomes-based education, CSU campuses focus on two areas: (a) General Education and (b) the major. In each area, the faculty of each institution should incorporate in its academic program review process each of the following:

- identification of the expected learning outcomes for the program;
- description of the means by which the faculty will assess students' achievement of the expected outcomes; and,
- a report of changes in pedagogy, curriculum, academic support, and other measures taken to enhance students' achievement.

Outcomes-based education is important to assure that students move beyond simple comprehension of knowledge toward the development of their abilities to analyze, synthesize, evaluate, and apply that knowledge. Therefore, processes to assess student learning outcomes cannot be reduced to simple quantitative measures.

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 university, program, and discipline-specific levels. After an initial three year period, the accountability indicators will include a) use of the developed assessment processes; and b) evidence of curricular improvements based on assessment results.

**Indicator:** *(first three years)* Documentation of the development of a process for establishing and assessing student learning outcomes in general education and in the majors and for assuring that students are achieving key outcomes.

**Indicator :** *(after three years)* Documentation of the inclusion of assessment results in campus academic program reviews and the use of these results to improve of teaching, learning, and programs.

## 2. Access

The CSU will admit all eligible undergraduate students.

**Indicator:** The percentage of eligible undergraduate applicants, including transfers, who are admitted to the university.

## 3. Articulation and transfer

The CSU will remove all barriers to transfer within the CSU and between the CSU and the community colleges.

**Indicator:** The number of units that transfer students require to graduate as compared to the number of units that native students require to graduate.

## 4. Graduation

The CSU, through clear statements of graduation requirements and effective advising, will allow students to achieve their stated goals for graduation.

**Indicator:** Actual graduation rates, adjusted for student characteristics and full-time/part-time status.

## 5. Teacher education

The CSU will adjust its capacity to prepare credentialed teachers consistent with the needs of K-12 education.

**Indicator:** Number of credentials issued by the California Commission on Teacher Credentialing to campus-prepared candidates.

## 6. Relations with K-12

In an effort to increase the level of preparation of entering students, the CSU will be responsive to the needs of K-12 education.

**Indicator:** The percentage of regularly eligible students who are fully prepared in mathematics and English composition.

## 7. Remediation

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

**Indicator:** The percentage of students requiring remediation who complete remediation within one year.

## 8. Facilities utilization

In order to reduce the needs for the construction of new buildings, the CSU will increase utilization of facilities in “off-peak” times (including state support and continuing education).

**Indicator:** The percentage of course enrollments occurring during evenings, weekends, summers and other “off peak” times.

## 9. Quality of post-baccalaureate programs

The CSU will continue its commitment to provide education beyond the baccalaureate as an essential component of its mission.

**Indicator:** Periodic (three-year) reports that describe how the campus is meeting the needs of post-baccalaureate education including lifelong learning, graduate degree programs, and professional certification. These reports could include quantitative and qualitative data related to (for example):

- graduates qualifying for professional licenses and certificates,
- graduates engaged community college teaching, and
- the range of continuing education programs offered.

## 10. Contributions to community and society

The CSU will contribute to its community and society through the economic impact of its graduates, the scholarly activities of its faculty and students, and the public service provided by faculty, students, and staff.

**Indicator:** Periodic (three-year) reports describing the various contributions of the campus to its community and society. These reports could include quantitative and qualitative data related to (for example):

- students earning credit for service-related internship courses, service learning courses, fieldwork courses, and tutorial programs,
- faculty engaged in academically-related community service,

- graduates qualifying for professional licenses and certificates,
- graduates enrolling in post-baccalaureate programs,
- graduates engaged in teaching, government, or public-service careers,
- grant and contract awards to faculty and staff, and
- the economic impact of the campus upon its community and region.

#### 11. Institutional effectiveness

The primary mission of the CSU is teaching and learning. Administrative functions and the campus environment should support this mission through responsiveness to the needs of students and faculty, and through increasing efficiencies.

**Indicator:** Periodic (three-year) reports describing the achievements of the campus in improving its institutional effectiveness. These reports could include quantitative and qualitative data related to (for example):

- effective strategic planning,
- a collegial environment,
- student participation in shared governance,
- regular surveying of student needs and support services, and
- organizational units using benchmarking, satisfaction surveys, or other evaluative measures to assess performance.

#### **Campus-defined Institutional Accountability Indicators—Campus to Chancellor and Board of Trustees**

A campus may choose to provide indicators in addition to the system-defined indicators for the outcomes described above. These indicators may be used in cases where the campus believes that the system-defined indicators do not fully describe their circumstances. The following are examples of indicators that a campus may choose to report. They are by no means exclusive, since campuses may develop their own indicators.

- Data from students (e.g., SNAPS) or alumni/ae on satisfaction and perceived value of CSU education in the academic program review process.
- Data from students on satisfaction with access to learning opportunities, the quality of academic advising, and access to faculty beyond the classroom.

- Employer feedback on the preparation of graduates' skills, knowledge, and ability to continue learning.
- Student persistence rates.
- Number of students admitted to basic credential programs.
- Number of students pursuing multiple subject waiver programs.
- The percentage of students earning credit for internship courses, service learning courses, fieldwork courses, and tutoring programs.
- The percentage of faculty engaged in academically-related community service.
- Number of CSU graduates qualifying for professional licenses and certificates.
- A campus report on the scholarly and creative contributions of faculty.