

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 1:00 p.m., Tuesday, September 19, 2000
Glenn S. Dumke Conference Room – Open Session

Dee Dee Myers, Chair
Debra S. Farar, Vice Chair
Roberta Achtenberg
William D. Campbell
Harold Goldwhite
Neel I. Murarka
Ralph R. Pesqueira
Ali C. Razi

Consent Items

- Approval of Minutes of Meeting of July 19, 2000
- 2. Academic Plan Update for Fast-Track Program Development, *Action*

Discussion Items

- 3. CSU Accountability Process—First Annual Report, *Information*

AGENDA

COMMITTEE ON EDUCATIONAL POLICY

Meeting: 11:30 a.m., Closed Session: Munitz Conference Room

Governmental Code Section 3596[d] – Committee Members
Chair of the Board
Chancellor and Staff

Discussion Items

Review and Recommendation of Nominee for Honorary Degree (Government Code Section 11126[c][5])

**MINUTES OF MEETING OF
COMMITTEE ON EDUCATIONAL POLICY**

**Trustees of The California State University
Office of the Chancellor
Glenn S. Dumke Conference Center
401 Golden Shore
Long Beach, California**

July 18-19, 2000

Members Present

Dee Dee Myers, Chair
Debra S. Farar, Vice Chair
Roberta Achtenberg
William D. Campbell
Harold Goldwhite
Laurence K. Gould, Jr., Chair of the Board, ex officio
Neel I. Murarka
Ralph R. Pesqueira
Ali C. Razi
Charles B. Reed, Chancellor, ex officio

Other Trustees Present

Martha C. Fallgatter
Murray L. Galinson
William Hauck
Shailesh J. Mehta
Frederick W. Pierce IV
Anthony M. Vitti
Stanley T. Wang

Chancellor's Office Staff

David S. Spence, Executive Vice Chancellor and Chief Academic Officer
Richard P. West, Executive Vice Chancellor and Chief Financial Officer
Jackie R. McClain, Vice Chancellor, Human Resources
Douglas X. Patiño, Vice Chancellor, University Advancement
Christine Helwick, General Counsel

Chair Myers called the meeting to order at 8:56 a.m.

Approval of Minutes

The minutes of May 10, 2000, were approved as submitted.

Proposed Revision of Title 5 Regulations on Transfer of Community College Credit to Teacher Preparation Programs

Chair Myers introduced this item by stating that the CSU Deans of Education have recommended a change in existing policy to increase community college transfer credits for teacher preparation course work from one course (typically three semester units) to a total of six semester units. Executive Vice Chancellor Spence pointed out the need for the community colleges to assume a greater role in preparing teachers. Consequently, CSU needs to raise the limit on transfer credits for teacher preparation from three units to a total of six semester units.

Trustee Goldwhite commented that he supports the change and asked what the additional course work would include. Dr. Spence responded that most likely early field experience in public schools would be added as additional units. Trustee Pesqueira agreed with field experience as additional coursework, but expressed concern that CSU transfer students will have access to experiences that differ from CSU freshmen and sophomores. Dr. Spence responded that this might initially be the case, but that the goal is to provide similar opportunities to both community college and CSU lower-division students.

It was moved and seconded to recommend approval of the proposed resolution (REP 07-04-00)

Proposed Revision of Title 5 Regulations on Admission Standards for Teacher Preparation Programs

Chair Myers introduced the item, which would contribute to meeting the trustees' goals. The CSU Deans of Education have recommended systemwide standards for admission into teacher education programs, which would enable CSU to meet the goal of common and easily understandable admission standards.

Executive Vice Chancellor Spence commented that these revisions were discussed with and supported by the CSU Vice Presidents of Academic Affairs, the Academic Senate, and the Executive Council. The changes would make admission standards more predictable and understandable to prospective entrants to teacher preparation programs. The key revision will allow the establishment of a single grade point average (GPA) to apply to all teacher preparation programs across all campuses.

Trustee Murarka asked about program impact. Dr. Spence responded that if a teacher preparation program is impacted, it is possible to impose additional criteria or require a higher GPA.

It was moved and seconded to recommend approval of the proposed resolution (REP 07-05-00)

Proposed Revisions of Title 5 Regulations – CSU Admission Requirements for First-Time Freshmen and Adult Students

Chair Myers stated that currently the high school grade point average used to determine freshman admission eligibility is calculated on the basis of all courses completed in the final three years of high school except for physical education and military science. The Admission Advisory Committee recommends revisions to trustee policy to include only those grades earned in the fifteen approved college preparatory courses taken during the tenth, eleventh, and twelfth grades of high school. This item would also revise the definition of first-time freshman.

Dr. Spence commented that modification to the trustee policy on GPA calculation would be effective for students seeking admission to CSU as first-time freshman for the fall 2003 term and would make similar the way in which UC and CSU calculate the high school GPA. This change signals to students the increased emphasis on college preparation courses. Also proposed was a modification of the definition of first-time freshman, allowing first-time freshman applicants to earn college credit no later than the end of the summer immediately following high school graduation while preserving their priority admission status as first-time freshmen.

Trustee Pesqueira expressed concern that first-year algebra, taken in the 9th grade, is not included in the GPA calculation. Trustee Fallgatter questioned the 2003 implementation date, suggesting that implementation should be postponed until fall 2004 to ensure adequate time to notify students of this change. President Gerth, CSU Sacramento, and chair of the Admission Advisory Council, responded that postponing the effective date to fall 2004 would not weaken the message that great emphasis should be placed on the 15 college preparation courses. Further discussion among the trustees resulted in Trustee Hauck recommending that the change to the GPA calculation be effective for the fall 2004 term.

It was moved and seconded to recommend approval of the proposed amended resolution (REP 07-06-00).

Proposed Revision of Title 5 Regulations on Undergraduate Degrees

Chair Myers introduced the item, which would reduce the minimum total units required for a bachelor's degree from 124 to 120 semester units.

Dr. Spence noted the Governor's request in the 1999-2000 budget message to reconcile the CSU's 124 unit graduation requirement with UC's 120 unit requirement. The proposed revisions will allow students, where appropriate, to proceed more directly to graduation. Dr. Spence emphasized that total unit requirements will not be reduced to 120 semester units for all programs; programs in some disciplines (e.g., architecture, engineering, and nursing) may continue to require more than 120 units for graduation. In the established program review process, however, all programs will be examined to determine whether unit requirements can reasonably be reduced, if not to 120 units, at least somewhat. Dr. Spence praised the faculty for their willingness to undertake these reviews.

Ed. Pol

Trustee Campbell requested that an annual summary of progress in reducing unit requirements be provided to the board. Chancellor Reed stressed the system's commitment to monitor progress.

Chair Myers questioned which unit requirements could be reduced and if a time frame could be set. Dr. Spence responded that there is no direction for reducing any particular component of degree requirements (such as general education or requirements in the major); in some cases, the reduction might be in elective units. The faculty of each campus will make the decision for each program over the next review cycle, which is typically five years.

Dr. Spence explained that many students take more courses than are needed for graduation—more than they would freely choose to take—because (1) course requirements may be unclear, (2) the transfer process may not be smooth, (3) the courses most needed may not be available when the student can take them, or (4) the student changes majors several times. Dr. Spence stated that a study of a few thousand transcripts will be conducted to determine how many credit units students have been earning beyond the minimum required for the degree.

Trustee Goldwhite thanked Dr. Spence and his staff for considering faculty concerns and responding to faculty questions in the preparation of this item. Dr. Goldwhite also described the rigorous program review process in the CSU, since achieving the intent of this change in Title 5 depends significantly on the effectiveness of that process.

Trustee Murarka commented that the current Title 5 regulations impose upper limits on the unit requirements for some degree programs. Dr. Spence explained that the new language would establish a minimum for all programs and that all requirements will be reexamined; the process for justifying requirements that extend a program beyond 120 units will replace fixed upper limits. He noted that about two-thirds of the degree programs in the CSU now require the current 124 minimum number of units for graduation.

Trustee Pesqueira expressed concern that general education and requirements in United States history, Constitution, and American ideals not be deemphasized. Dr. Spence responded that the overall units to degree would be subject to reduction, not necessarily units in a major or in general education. President Armiñana commented that standards of the Western Association of Schools and Colleges (WASC) establish an expectation that students will complete at least 45 semester units in general education. Trustee Pesqueira observed that if a student takes 15 units each term in a university operating year round, he or she might be able to obtain a baccalaureate degree in as few as three years.

Trustee Galinson added his support to the resolution but noted the value to students' intellectual development of taking courses beyond those required for graduation.

Robin Gray-Ballard, Immediate Past President, California Association for Health, Physical Education, Recreation and Dance, encouraged CSU campuses to consider physical education as integral to student's education when evaluating graduation requirements.

It was moved and seconded to recommend approval of the proposed resolution (REP 07-07-00).

Adjournment

The meeting adjourned at 9:42 a.m.

BRIEF

Agenda Item 1
September 19-20, 2000

COMMITTEE ON EDUCATIONAL POLICY

Review and Recommendation of Nominee for Honorary Degree

Presentation By

Dee Dee Myers, Chair
Committee on Educational Policy

David S. Spence
Executive Vice Chancellor
and Chief Academic Officer

Summary

Recommendations from the Committee on Educational Policy, Subcommittee on Honorary Degrees, will be addressed in closed session pursuant to Government Code Section 11126 (c) (5) [closed session “to consider the conferring of honorary degrees”].

BRIEF

Action Item

Agenda Item 2
September 19-20, 2000

COMMITTEE ON EDUCATIONAL POLICY

Academic Plan Update for Fast-Track Program Development

Presentation by

David S. Spence, Executive Vice Chancellor
and Chief Academic Officer

Robert C. Maxson, President
California State University, Long Beach

Summary

In July 1997, the Board of Trustees revised the process for reviewing and approving new degree programs. The new process includes a provision for a limited semi-annual updating of campus academic plans to accommodate “fast-track” program proposals submitted in the early part of the calendar year. The proposed resolution would approve an updated academic plan for California State University, Long Beach, to include projection of a new degree program for which a fast-track proposal has been submitted to the Chancellor.

Recommended Action

Adoption of the resolution.

ITEM

2

Agenda Item 2

September 19-20, 2000

COMMITTEE ON EDUCATIONAL POLICY

Academic Plan Update for Fast-Track Program Development

Each year, campuses update and submit to the Board of Trustees the academic plans guiding program, faculty, and facility development. These plans list the degree programs currently being offered, the proposed new programs, and the dates for review of existing programs. Degree programs that have been recently discontinued are also noted in the agenda item. The plans are the product of extensive consultation and review at each campus and are reviewed by the Office of the Chancellor before their submission to the trustees. This review is grounded in a body of trustee and state policy that has been developed over the last three decades. The Board of Trustees authorizes the inclusion of proposed programs on the academic master plan. The trustees have delegated to the chancellor the authority to approve implementation of degree programs that have been authorized. In most cases, the implementation proposal must be submitted for review to staff of the California Postsecondary Education Commission (CPEC), and their concurrence is obtained before the degree program is established.

In July 1997, the Board adopted revised procedures for the review and approval of new degree programs. In addition to the long-established process described above, campuses have two new alternative processes for establishing programs: the "fast track" and the pilot program. The fast track combines the program projection and program implementation phases of the traditional process for a proposed program that meets the following criteria:

- (a) it could be offered at a high level of quality by the campus within the campus's existing resource base, or there is a demonstrated capacity to fund the program on a self-support basis;
- (b) it is not subject to specialized accreditation by an agency that is a member of the Association of Specialized and Professional Accreditors, or it is currently offered as an option or concentration that is already recognized and accredited by an appropriate specialized accrediting agency;
- (c) it can be adequately housed without a major capital outlay project;
- (d) it is consistent with all existing state and federal law and Trustee policy;
- (e) it is a bachelor's or master's degree program;
- (f) the program has been subject to a thorough campus review and approval process.

The fast track provides for a brief agenda item at the September Board of Trustees meeting that makes it possible for a proposal to be submitted to the Chancellor's Office by the prior June, have any concerns resolved by the time of the Board meeting in September, be authorized by the Board, be referred to CPEC prior to or directly after the meeting, be endorsed by CPEC by December, be incorporated in campus catalogs and other campus informational materials in the spring and perhaps be implemented in a limited manner in the spring term, and be ready for full implementation in August.

One fast-track proposal was received in spring 2000: a request from California State University, Long Beach to establish a Bachelor of Arts degree program with a major in Chinese Studies. The proposed program meets the criteria for the fast-track process. The campus has been offering instruction in Chinese language and culture for almost 30 years, and there is extensive, directly relevant course work currently available in Asian and Asian-American Studies, Anthropology, Art History, Economics, History, Philosophy, Political Science, Religious Studies, and Women's Studies. The faculty, facilities, and information resources needed to offer the program are in place.

Proposed Resolution

The proposed resolution refers to the campus academic plans approved by the Board of Trustees in March 2000 and includes the customary authorization for newly projected degree programs. The following resolution is recommended for adoption:

RESOLVED, by the Board of Trustees of the California State University, that the Academic Plan for California State University, Long Beach (as contained in Attachment A to Agenda Item 5 of the March 14-15, 2000, meeting of the Committee on Educational Policy), be amended to include projection of a Bachelor of Arts with a major in Chinese Studies, with a projected implementation date of 2001; and be it further

RESOLVED, that the degree program newly included in the campus Academic Plan is authorized for implementation, at approximately the date indicated, subject to the chancellor's determination of need and feasibility, and provided that financial support, qualified faculty, facilities, and information resources sufficient to establish and maintain the program will be available.

BRIEF

Information Item

Agenda Item 3
September 19-20, 2000

COMMITTEE ON EDUCATIONAL POLICY

CSU Accountability Process – First Annual Report

Presentation By

David S. Spence, Executive Vice Chancellor
and Chief Academic Officer

Summary

Cornerstones Principle 9 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 through a participative systemwide process that included input from the Alumni Council, the California State Student Association, and the Academic Senate CSU. The Accountability Process was subsequently approved by the Board in November 1999.

This process addresses nine performance areas that are to be reported upon annually through a set of descriptive indicators. These 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

The process also identifies four additional performance areas that are to be reported upon over a four-year cycle through narrative reports containing campus-specific indicators. These are:

10. Quality of graduate and post-baccalaureate programs (2000, 2004, etc.)
11. Faculty scholarship and creative achievement (2001, 2005, etc.)
12. Contributions to community and society (2002, 2006, etc.)
13. Institutional effectiveness (2003, 2007, etc.)

Over the past several months, CSU campuses have prepared their first annual accountability reports. Based upon these reports and the aggregation of systemwide data for the various annual indicators, the first annual systemwide accountability report has been developed and will be distributed at the meeting for discussion.

CSU ACCOUNTABILITY PROCESS

Annual Report to the Board of Trustees

Committee on Educational Policy
September 19, 2000

CSU ACCOUNTABILITY PROCESS

Annual Report to the Board of Trustees

September 2000

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. Thus, the accountability process is based upon a carefully crafted 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 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 Academic Senate.

The campus Accountability Process addresses nine performance areas that are to be reported annually through a set of descriptive indicators. These 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

The process also identifies four additional campus performance areas that are to be reported upon over a four-year cycle through narrative reports containing campus-specific indicators. These are:

10. Quality of graduate and post-baccalaureate programs (2000, 2004, etc.)
11. Faculty scholarship and creative achievement (2001, 2005, etc.)
12. Contributions to community and society (2002, 2006, etc.)
13. Institutional effectiveness (2003, 2007, etc.)

Consistent with Cornerstones Principle 10 regarding campus autonomy, each campus may also identify self-defined performance areas and indicators that describe its distinctive mission.

Over the past several months, CSU campuses have prepared their first annual accountability reports. Based upon these reports and the aggregation of systemwide data for the various annual indicators, the first annual systemwide accountability report has been developed. Since this is the first year of reporting, the focus is upon current efforts of the campuses and the system. That is, the data presented this year establish baseline performance which can be used in subsequent years as indices or standards from which progress and improvement can be measured. In many cases, three years of data have been presented to help us begin thinking about longitudinal comparisons. However, it should be understood that the 2000 Report uses 1998-1999 data which becomes the baseline year for the process.

Annual Performance Areas, Indicators, and Reports

1. Quality of baccalaureate degree programs

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

Indicator 1.1: (first three years) For each university, 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 have been enhanced by WASC's emphasis on a "culture of evidence," which, in turn, has 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.

First of all, 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 and course grades. 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 many academic programs in the CSU.

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

In addition, 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, several campuses have developed approved statements of general education goals and objectives, and a few have experimented with pilot assessments. All of the CSU campuses have embarked upon this difficult endeavor.

These 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 seem to be 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 first-time freshmen, upper-division community college transfers, and teacher preparation applicants who applied to the university and were admitted.

On September 20, 1999, CPEC announced enrollment demand projections to 2010. The number of Californians statewide seeking higher education between 1998 and 2010 is expected to increase by 714,753 students. It is estimated that CSU will enroll 130,000 of these students in the next ten years, an average of 13,000 annually.

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. While nearly all fully eligible first-time freshmen and upper-division transfer students are admitted to the campus of their first choice, some are not. Generally, campuses will attempt to accommodate an applicant in a second-choice major at the first-choice campus if that is the student's preference. If the student prefers redirection in the first-choice major to another campus that remains open in that major the campus will redirect the application file without requiring the applicant to submit a duplicate application form, application processing fee, or academic records.

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 enrollment pressures. Now, some campuses are beginning to find that they have more qualified applicants than they have space for 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 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 Board of Trustees adopted a set of principles at its March 2000 meeting to be effective for students seeking admission to the CSU for fall 2001. These principles were designed to aid the Chancellor and campuses in carrying out the mission of the CSU and to ensure that CSU campuses continue to comply with the provisions of the Master Plan for Education. The Trustees' principles reaffirm CSU's commitment to the Master Plan to accommodate within the CSU all fully eligible students in the upper one-third of recent California high school graduates and all fully eligible, upper-division California community college transfer students. As a result of these principles, CSU and individual campuses will make every effort to serve more students by increasing existing enrollment capacity. Increased capacity can be achieved 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.

Campuses will utilize to the fullest extent possible program impaction prior to requesting campuswide impaction. Program impaction has been in place for many years, and students and counselors are familiar with this enrollment management practice. Under program impaction, a student may be held to higher, program-specific admission requirements if the total number of CSU-eligible applicants during the first month of the application filing period exceeds the number of eligible applicants who can be accommodated. Supplementary admission criteria will be used to screen applicants for impacted programs, and criteria are publicized widely. Supplementary admission criteria are used in campuswide impaction situations.

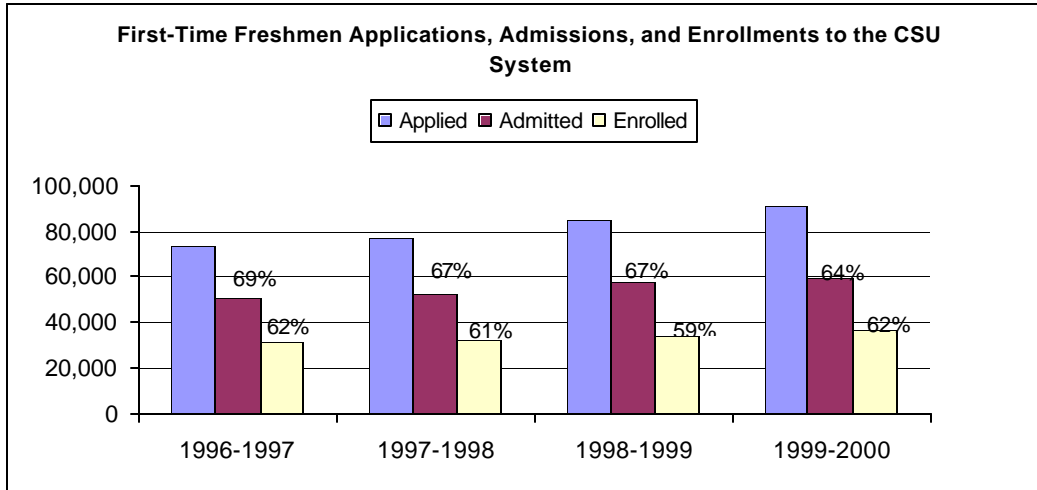
If campuswide impaction is necessary, first-time freshmen and upper-division transfer students will be admitted to a local CSU campus on the basis of standard CSU system eligibility criteria. For purposes of admission, “local” first-time freshmen are defined as those students who graduate from a high school historically served by a CSU campus in that region; local upper-division transfer students are defined as those who want to transfer from a community college historically served by a CSU campus in that region. In large metropolitan areas served by more than one campus, it is possible that a student may be considered a local applicant to more than one CSU campus. As a result of this approach, CSU-eligible students are guaranteed admission to at least one local CSU campus. Admission, however, does not include assurance of admission to a specific program.

The enrollment management principles adopted by the CSU Board of Trustees ensure that CSU-eligible students are not denied access to their local campus if impacted and they do not wish to relocate to another area of the State. Students are not prevented from applying to campuses outside their region. Students from other parts of the state may continue to establish eligibility for admission to impacted campuses outside of their area, but they will be required to meet the supplemental admission criteria which usually include a grade point average higher than the systemwide GPA. Each CSU campus will continue to maintain a balanced student body and to provide broad-based access to the people of California.

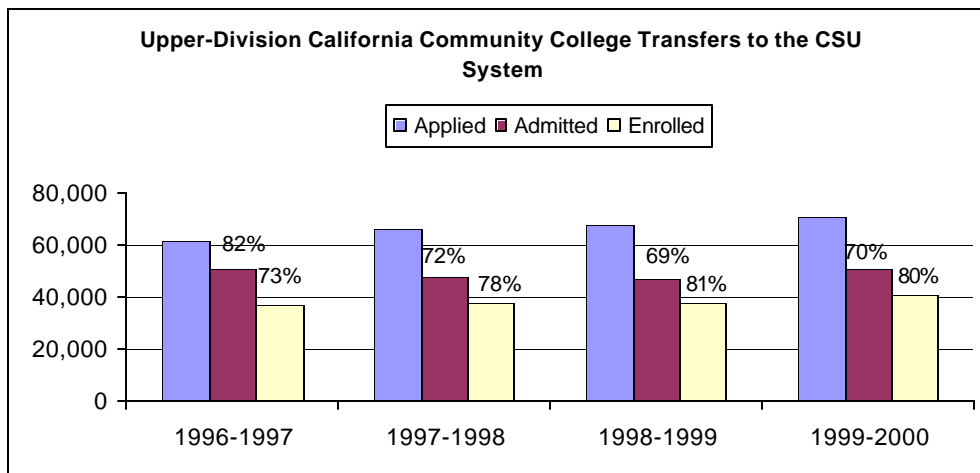
Basic systemwide application, admission, and enrollment indicators (2.1) are not nearly as telling as the other indicators, but there are suggestive patterns. Consistent with Tidal Wave II projections, CSU is receiving more freshman applications, admitting more freshmen, and enrolling more new students. New freshmen are the driving force in higher educational growth in California, and trends in CSU applications track with the demographics. The growth in applications for first-time freshman admission from 1996-1997 to 1999-2000 was almost twice the growth observed in upper-division CCC applications and postbaccalaureate/graduate applications.

Although not currently available, future reports will provide information on the number of eligible students who were admitted to impacted programs, the number who were denied access to impacted programs, and the number redirected to other CSU campuses. This information will be available for the next accountability reporting cycle. For this cycle, basic application information is provided to support campus background discussions on the extent to which access has been provided to eligible students.

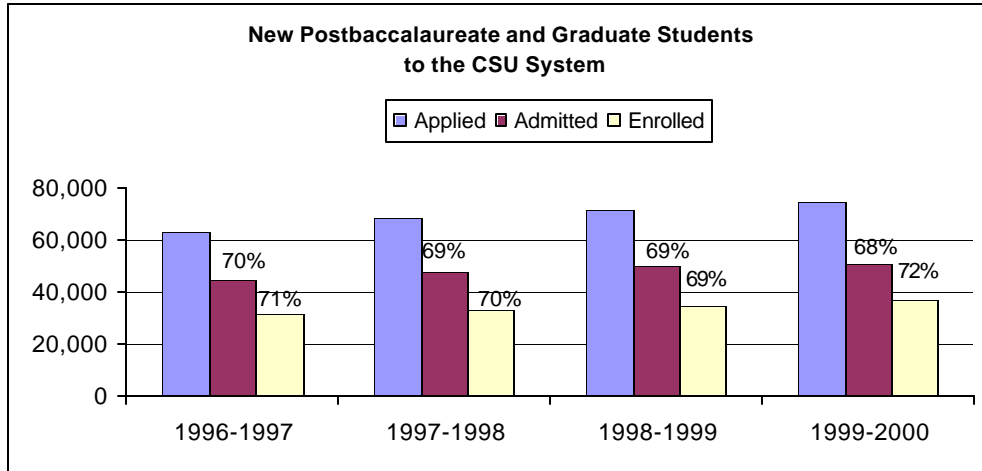
The percentage of admissions of freshman applicants dropped a few percentage points from 1998-1999 to 1999-2000. While this is not a particularly alarming reduction, it is consistent with the concerns that Trustees raised in spring 2000 about the extent to which access is being impaired by campus and program impaction, especially to California high school graduates. Although the percentage of freshman admitted dropped slightly from 67% to 64%, the percentage enrolling increased from 59% to 62%, which might indicate positive effects of our efforts to improve student preparation. The net effect is that the percentage of applicants who are admitted and actually enrolled dropped from 42% in 1996-97 to 39% in 1998-99 and rose to 40% in 1999-2000.



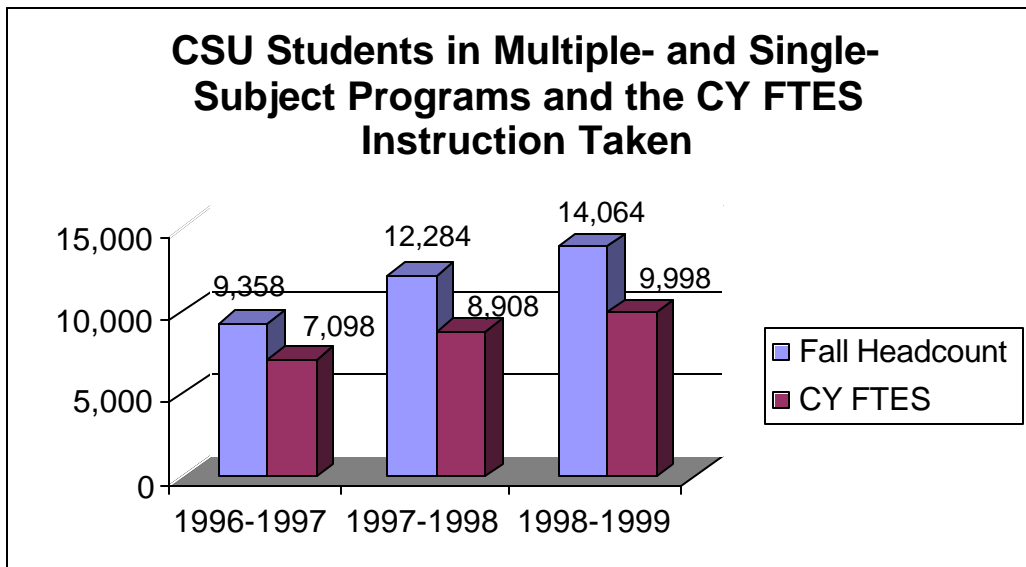
While CSU is receiving more applications, from California Community College (CCC) students seeking admission as upper-division, CSU and CCC leadership agreed in the mid-90s that it is in the best interests of the Master Plan transfer function for the CSU to admit only fully-eligible upper-division transfer applicants. Since 1997-1998, admission rates have hovered between 69% and 72% instead of above 80%, indicated in 1996-97. Despite the reduction in “admit rates,” CSU enrollments of upper-division California Community College transfer students actually have increased by 8 percent, from 36,884 in 1996-1997 to 40,003 in 1999-2000. Increases in the number of applications and increasing enrollments from admissions counterbalanced the drop in admission rates.



Increases in the numbers of applications, admissions, and enrollments in the postbaccalaureate and graduate division, in essence, reflect the CSU’s commitment to increase the number of students it is preparing for teaching in California’s K-12 classrooms. Much of the growth in postgraduate students can be attributed to substantial increases in the number of students earning a teaching credential in the “fifth year” programs.



Between fall 1996 and fall 1998 the number of CSU students enrolled in multiple- and single-subject programs rose sharply from 9,358 to 14,064. During this period, the CSU increased its capacity in teacher preparation from a baseline of 7,098 CY FTES to 9,998 CY FTES – an increase of 2,900 CY FTES, or 41%.

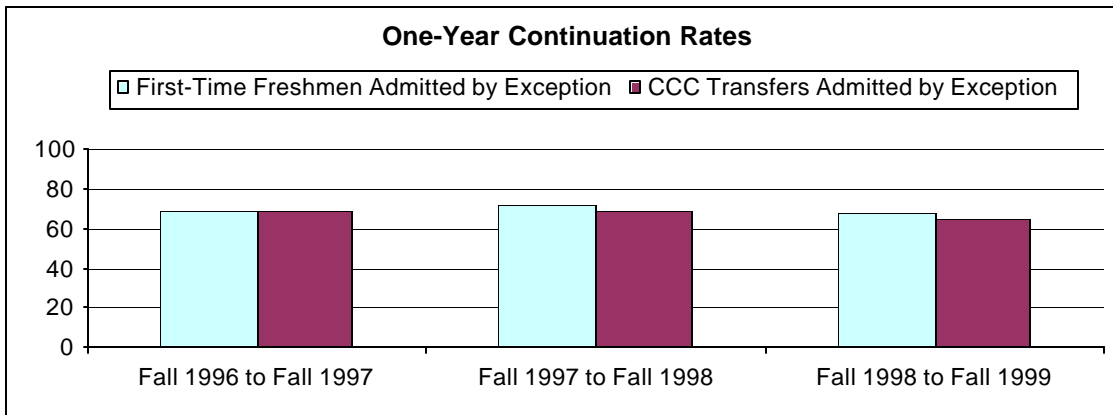
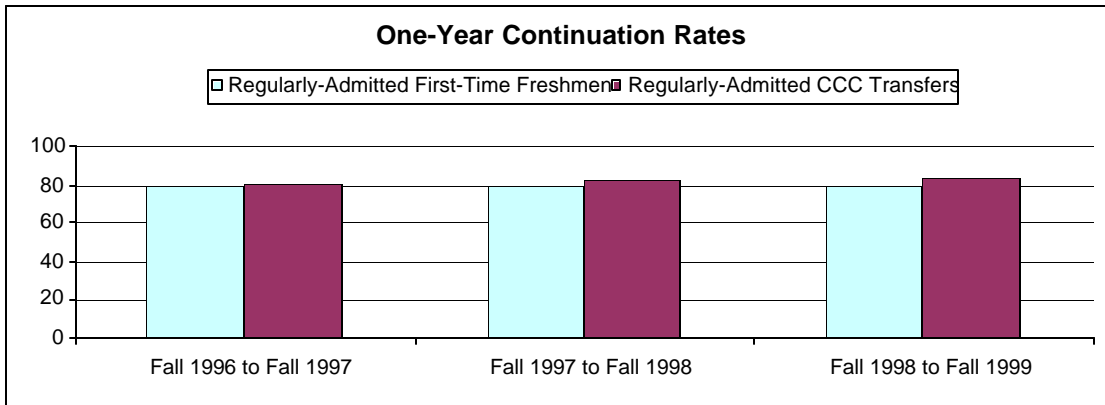


3. Progression to the degree

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.

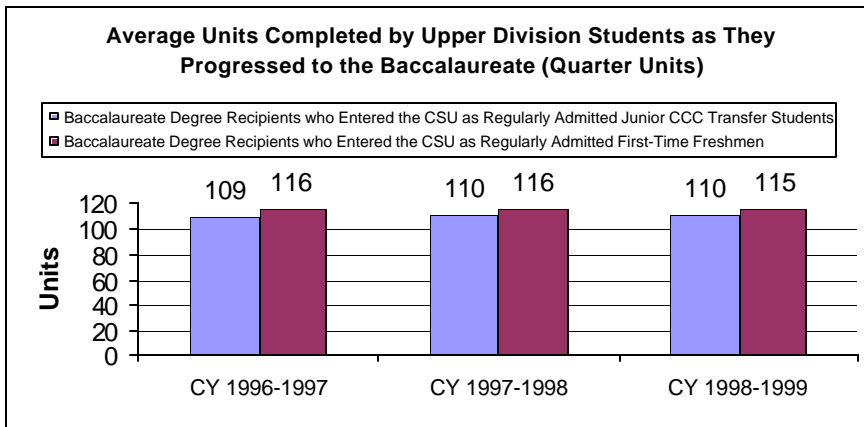
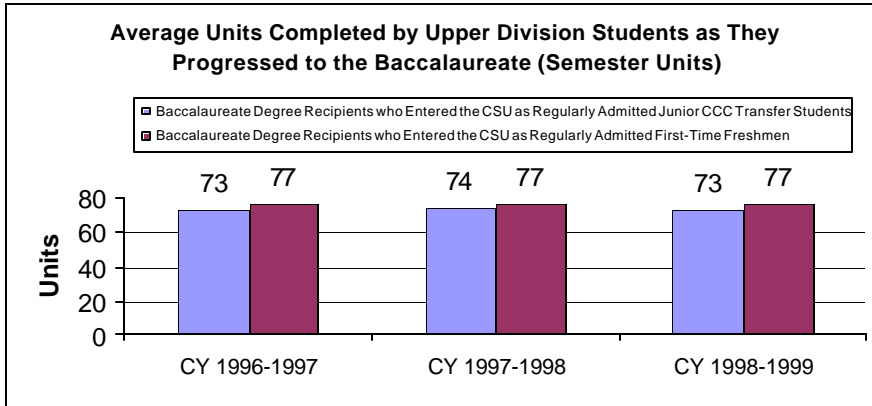
Indicator 3.1: For each university, the percentage of students, both first-time freshmen and upper-division California Community College transfer students, who progress from their first to their second year of attendance.

Nationally, universities and colleges are focusing increasing attention on first-year retention rates, because at many institutions drop out 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 California Community College transfers continue to their second year at CSU campuses. First-year retention of students admitted by exception is not as strong. Campuses recognize that they need to take the time to assure that they really have the resources to provide students admitted by exception with the additional assistance necessary for student success.



Indicator 3.2: For each university, the number of units completed by 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 first-time freshmen.

Indicators show that California Community College (CCC) junior transfers progress through the upper-division 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.



The indicators, however, may raise questions about whether natives and transfers 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). This approach would ring true if all CSU degrees required only 120 semester credit units (or 180 quarter credit units). But while the CSU has adjusted its minimum units to the baccalaureate to 120 semester units (and 180 quarter credit units), some bachelor of science degrees require over 130 semester credit units (just under 200 quarter credit units) and some engineering baccalaureate degrees requires just under 150 semester credit units (215 quarter credit units).

To explore the issue of systemwide efficiencies and differentials between native students and junior transfers, additional analysis of units completed by natives/junior transfers and by discipline area across the system was undertaken. The results suggest fairly efficient progress to degree (averages mostly within 10 percent of minimum units to degree) for both junior transfers and natives in:

- | | | |
|-------------------|--------------------------|---------------------------|
| Area Studies | Biological/Life Sciences | Business & Management |
| Communications | Education | Fine & Applied Arts |
| Foreign Languages | Health Professions | Home Economics |
| Letters | Mathematics | Physical Sciences |
| Psychology | Public Affairs/Services | Social Sciences |
| | | Interdisciplinary Studies |

A few disciplinary areas suggest the need for additional analysis and discussion:

Agriculture and Natural Resources (up to 138 semester or 207 quarter units required for degree at some campuses): Junior transfers, on average, require 160 semester (240 quarter) units versus 144 semester (216 quarter) for natives – or at least one semester or two quarters more than natives.

Architecture and Environmental Design (up to 167 semester or 251 quarter units required for degree at some campuses): Junior transfers, on average, require 183 semester (275 quarter) units versus 171 semester (257 quarter) for natives – or about a semester or two quarters more than natives.

Engineering (up to 148 semester or 215 quarter units required for degree at some campuses): Junior transfers, on average, require 170 semester (255 quarter) units versus 161 semester (242 quarter) for natives – or almost a semester or at least one quarter more than natives.

However, before turning to any further disciplinary explorations, the CSU wants to ensure that its indicator trends are sound. To do this, the CSU is undertaking in fall 2000 a comprehensive transcript analysis of CCC junior transfers who recently graduated from the CSU. Preliminary results from this study should be available in January 2001.

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.).

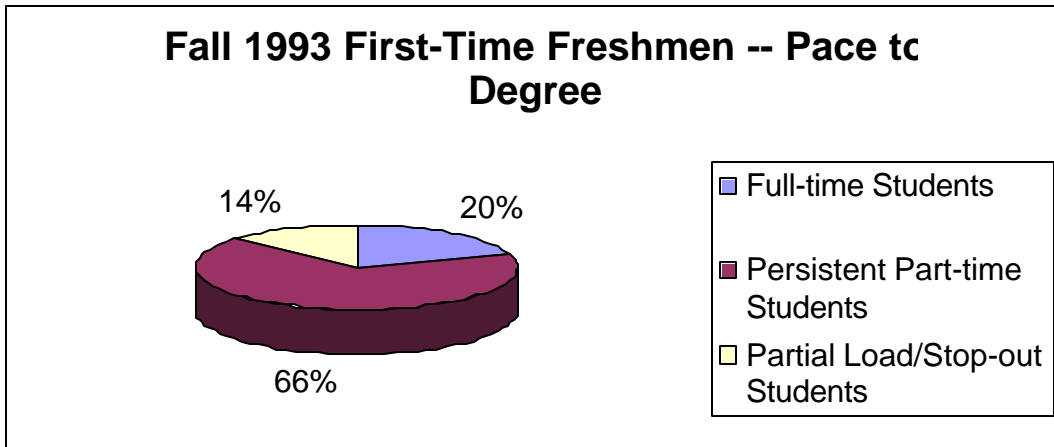
The CSU is committed to providing its students with the instructional opportunities and guidance to make progress to degree at the pace and intensity students prefer. This makes the CSU job much more difficult than that for the UC or independent institutions who essentially require that students enroll at a pace to complete in four or five years. There are a variety of persistence and graduation rate indicators that must be reported (the federal IPEDS-GRS and CPEC continuation and graduation rates), but none of these take into account the pace and intensity of the path to the baccalaureate that students elect to take.

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 and intensity 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 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. Under federal financial aid rules, 150 percent of 4 academic years is permitted for receipt of full-time financial aid, so this category of persistent part-time student 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. The student, after four years, is not on track to graduate in even six years.



About eighty-six percent of fall 1993 first-time freshmen are making progress to degree at a pace and intensity to complete within six years. About one in five students was taking coursework consistent with graduation in four years. About one in seven was enrolling and taking courses much less regularly, so that, at best, they were taking “partial loads.”

The annual disclosure of six-year graduation rates is required federally. For fall 1993 first-time freshmen who enrolled in at least 12 units during the first term of entry (the federal IPEDS specification for six-year graduation rate reporting), the CSU has a 39 percent six-year graduation rate. Using the JCAR methodology, the only other approved federal graduation rate methodology, the CSU has an overall 38 percent six-year graduation rate. But the six-year graduation rates by pace and intensity of path to degree are very telling:

- The traditional full-time students’ six-year rate is 65 percent – a six-year graduation rate on par with those of the nation’s most selective institutions. The estimated final graduation rate for these students is 70 percent.¹
- The persistent part-time students’ six-year graduation rate is 37 percent – a rate in the same ballpark as institutions like the CSU. The estimated final graduation rate for these students is 50 percent.²
- The partial load/stop-out students’ six-year graduation rate is almost nil – 2 percent. The estimated final graduation rate for these students is 13 percent.³

¹ 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.

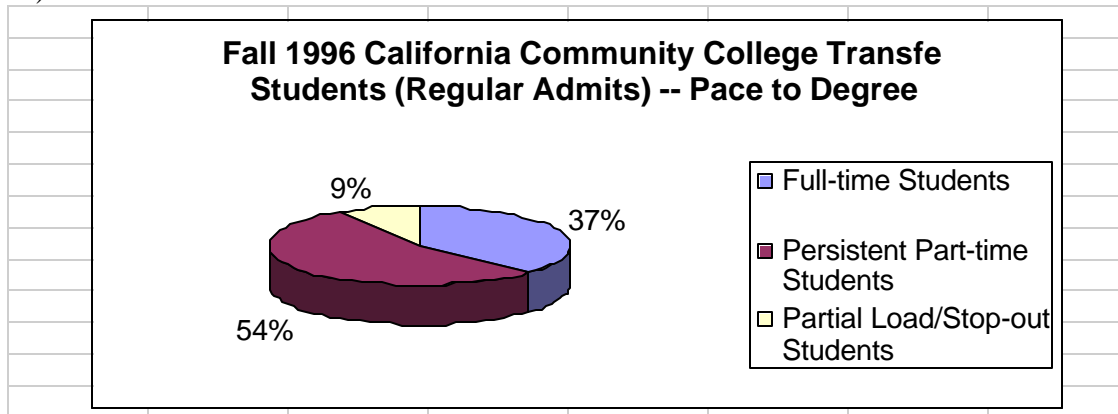
² See footnote 1.

³ See footnote 1.

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 most selective institutions – the CSU graduation rate is comparable. But eight of ten CSU first-time freshmen tend to be on financial aid and cautious about overloading themselves with coursework. Unlike their 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.

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

Most required reporting on persistence and graduation provides no information about the kinds of progress that transfer students make to degree. In the CSU, new undergraduate transfers outnumber first-time freshmen by a factor of 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 (37 percent vs. 20 percent).

Overall fall 1995 CCC junior transfers have a 48 percent three-year graduation rate (150 percent of two-years to degree for a junior). But the three-year graduation rates by pace and intensity of path to degree are very telling:

- The traditional full-time students’ three-year rate is 65 percent, just like the first-time freshmen – a six-year graduation rate on par with those of the nation’s most selective institutions. The estimated final graduation rate for these junior transfers is 77 percent.⁴
- The persistent part-time students’ three-year graduation rate is 43 percent – a graduation rate that one could argue is comparable to that of moderately selective institutions. The estimated final graduation rate for these junior transfers is 70 percent.⁵

⁴ Junior transfers who had not graduated but were still enrolled after three years were very likely to receive the degree eventually.

⁵ See note 4.

- The partial load/stop-out students' three-year graduation rate is low – 6 percent, but estimated final graduation rate for these junior transfers is 48 percent.⁶ The commitment of “partial load” junior transfer students to getting the baccalaureate is notably stronger than that for “partial load” first-time freshmen; the proportion of “partial load” junior transfer students who graduate is 3 to 4 times that of “partial load” first-time freshmen.

5. Areas of special state need

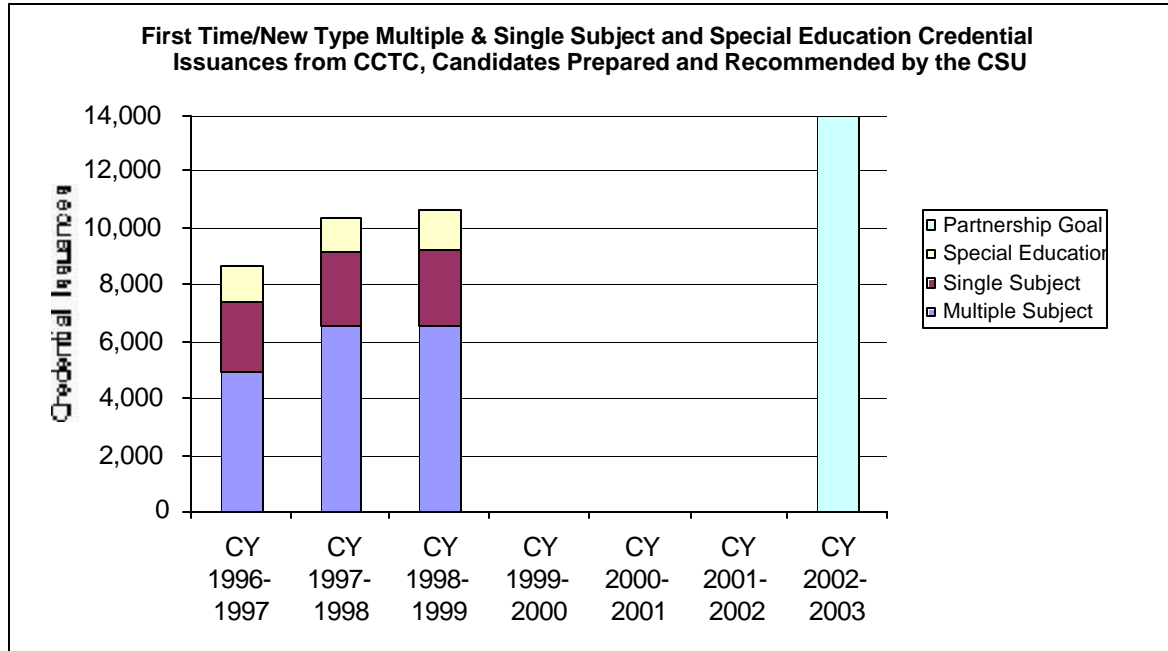
The CSU will make special efforts to respond to special state needs beyond our core mission of providing undergraduate education. At present, there is great need in many regions of California for credentialed teachers consistent with the requirements of K-12 education. In the future these needs might 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 the premier teacher preparation sector of the State. With the “Class Size Reduction” initiative, 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. CSU teacher preparation enrollments and credential production have to date met previously set goals.

According to reports from the California Commission on Teacher Credentialing (CCTC), from base year 1996-1997 to 1998-1999, the last full year for which the CCTC has complete information, the number of Multiple Subject credentials issued to first-time/new type applicants recommended by the California State University (CSU) rose from 4,951 to 6,493 – an increase of 1,542 (31 percent). To provide some perspective on the magnitude of this CSU achievement, note that CSU’s two-year credential *increase* is over 50 percent larger than the University of California’s (UC’s) two-year, first-time/ new type multiple subject credential *total* (about 1,000 credentials). In a similar vein, the number of Special Education credentials issued to first-time/ new type applicants recommended by the CSU in 1998-1999 (1,391) is almost twice that of the UC and independent colleges and universities combined (UC, 96; independents, 618).

⁶ See note 4. More analysis needs to be done to ensure that previous analyses hold for this subgroup.



The partnership with the Governor of California asks the CSU to increase its first-time/new type credential issuances to 14,000 by CY 2002-2003, a goal that is extremely ambitious.

The California Commission on Teacher Credentialing is responsible for all annual indicator reporting on credential issuances. The CSU looks forward to continuing its work with the CCTC in its development of performance indicator reports and reconciling technical reporting issues.

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, secondary, and community college students, and provide services that allow them to qualify for admission and to succeed in baccalaureate study. Student academic preparation programs provide information about higher education opportunities and assist students in making informed educational choices. CSU spent over \$38.6 million in 1999-2000 on outreach and student academic preparation programs. Student academic preparation programs target students who are disadvantaged educationally and economically, who are enrolled in K-12 schools that have historical low college going rates, and who need assistance in strengthening basic skills, e.g., math and English. CSU campuses offer three types of student academic preparation services: internships, outreach, and retention. CSU provides student academic preparation services to over 562,300 students enrolled in K-18:

Students Served: 562,306

- Elementary school students: 42,236
- Middle school students: 76,139
- High school students: 421,233
- Community college students: 12,872
- Not specified by grade level: 9,736

CSU Student Interns/Tutors/Mentors: 6,274

A total of 2,062 CSU students served as tutors in the Precollegiate Academic Development Program. An additional 4,155 CSU students also served as tutors in the Educational Opportunity Grant Program, College Readiness Program, Summer Bridge, MESA, Upward Bound, Talent Search, Collaborative Academic Preparation Initiative, and other campus academic development programs.

CSU Faculty Participants: 1,176**K-12 Teachers:** 6,145

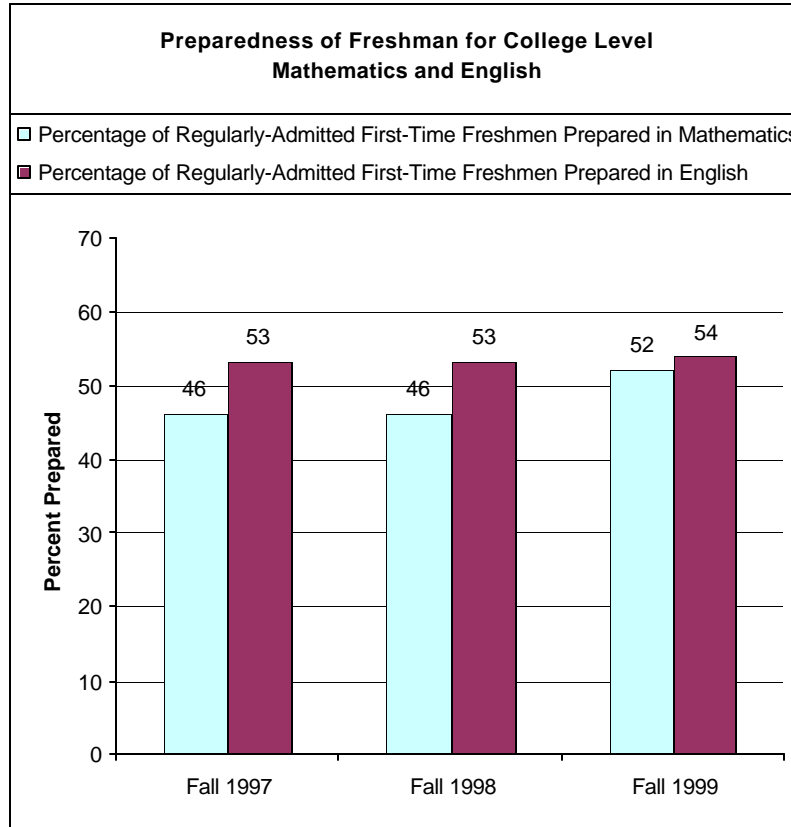
CSU academic preparation programs have a distinct mission and clientele targeting different students at various points in the educational pipeline. The *College Readiness Program* provides support services to raise aspirations and increase retention of middle school students; the *University Student Academic Development* program advises high school students about courses needed to meet admission requirements and helps them acquire English and mathematics skills needed to succeed in college; *Summer Bridge* provides a residential instructional program for admitted at-risk students the summer before they begin their university studies; the *Educational Opportunity Program* and *Faculty Mentoring Program* provide retention services to students after they enroll in university courses; and the *Graduate Equity Fellowship* program provides grant and academic support to encourage students to pursue graduate education.

Programs that offer financial assistance, such as the *Future Scholars Program*, provide incentives for students to raise their academic aspirations and performance in high school college preparatory courses. Programs that provide retention services, such as faculty mentoring, complement student academic preparation services by ensuring student support services will be available as they progress in their baccalaureate studies. Each of these programs plays a critical role in advancing access and retention of students who are disadvantaged educationally and economically.

As California's population becomes more diverse, CSU systemwide offices and campuses continue to develop student academic preparation strategies that reach students from diverse backgrounds and experiences. While outreach programs increase students' knowledge and awareness of college entrance requirements, successful student academic preparation efforts challenge and motivate students to improve their academic performance, provide hope to those who are financially disadvantaged, lift student expectations, and inspire them to consider professional careers. The challenge is to attract all students—high achievers and late bloomers, urban and rural, low income and affluent, first generation college-goers, those with socioeconomically disadvantaged backgrounds, multicultural and English as a Second Language students, and adult learners.

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

The joint efforts of K-12 and the CSU are beginning to improve the preparedness of freshmen, particularly in mathematics.

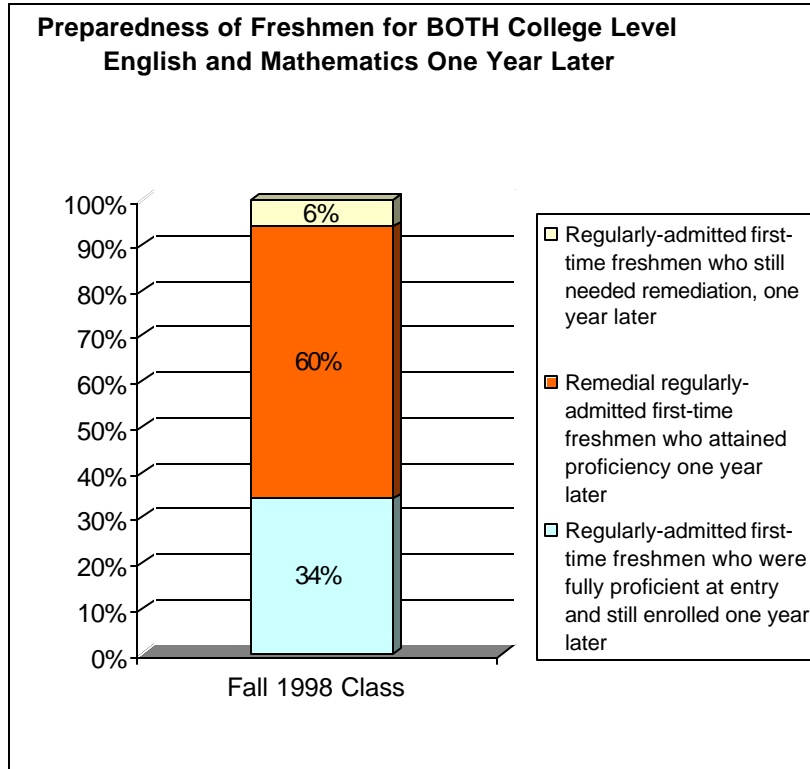


7. Remediation

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.

Only 32 percent of the fall 1998 regularly-admitted first-time freshmen were prepared *both* for college level English and mathematics when they entered the CSU. Through coursework and other activities by fall 1999, 94 percent of the returning fall 1998 regularly-admitted first-time freshmen were prepared *both* in English and mathematics. The CSU is pleased with the efforts and priority that CSU campuses have placed on quickly bringing nearly all freshmen up to basic college-level proficiency levels.

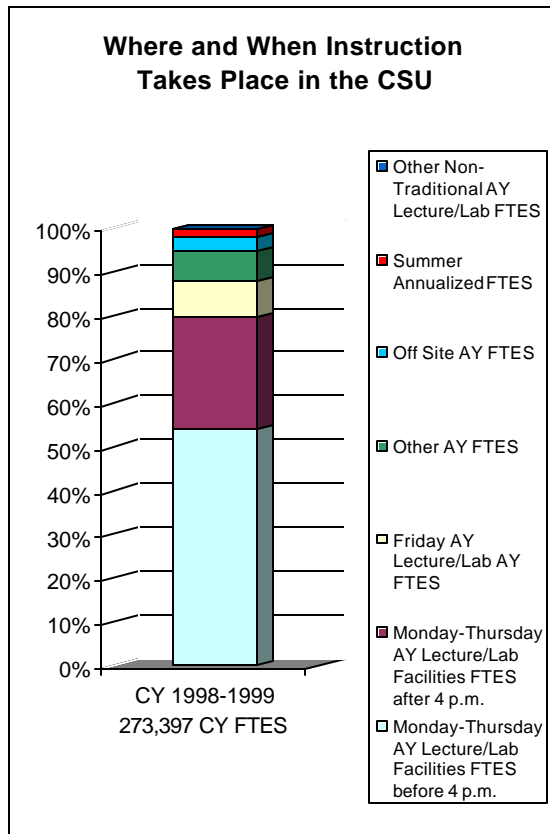


In fall 1999, 37 percent of all regularly-admitted first-time freshmen were prepared *both* in English and in mathematics. Next cycle’s chart will contain follow-up information on the fall 1999 freshman class’ preparedness in English and mathematics, one year later.

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 percentage of course enrollments occurring on Fridays, weekends, and summers in “lecture and laboratory space in” main campus physical facilities and the percentage not requiring “lecture and laboratory space” physical facilities.



The CSU taught 273,397 CY FTES of instruction in 1998-1999, and 54 percent of it took place on Mondays through Thursdays before 4 p.m. in lecture rooms and laboratories during the regular academic year (fall and spring semesters or fall, winter, and spring quarters) and 26 percent took place on Mondays through Thursday after 4 p.m. Friday instruction comprises only 8 percent of the total.

About 7 percent of instruction during the academic year takes place on the main campus in facilities other than lecture rooms and laboratories. This “other AY FTES” tends to be independent study where an individual faculty member and student meet in the faculty office, or physical education classes that meet outdoors or in non-lecture/laboratory space.

Campuses currently are reporting that 3 percent of instruction is taking place off-site, in K-12 schools (teacher preparation supervisions), hospitals (nursing clinical practice), community storefronts (to meet the needs of targeted students), and through technology (e.g., internet courses, televised classes beamed to homes) in 1998-1999 only 2 percent of instruction took place during state-supported summer terms, and 1 percent through experimentation with state-supported weekend and intersession lecture and laboratory classes.

By summer 2001, the CSU expects that campuses will be providing data that will allow the determination of how much of the off-site instruction (about 7,500 CY FTES) is attributable to the use of instructional technologies. Expansion in this category is important as it substitutes for new lecture rooms and laboratories.

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, \$643,135,770 has been raised in voluntary revenue through campus fund raising and private support. Voluntary support over the last three years breaks down as follows:

1996-97	\$173,191,780
1997-98	\$237,435,229
1998-99	\$232,508,761

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 \$1,444,814,936 and break down as follows:

1996-97	\$406,237,529
1997-98	\$410,477,690
1998-99	\$628,099,717

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 1999-00 is the first year that dues-paying membership in alumni associations has been a systemwide objective. By the end of the fiscal year, twelve campuses had previously established dues-paying programs, eleven had implemented programs during the year, and two campuses were initiating plans to implement dues-paying programs in the next year. Campuses reported nearly 2 million alumni of record with approximately 80 percent of those having valid addresses.

Alumni programming among campuses was extensive and varied in response to the uniqueness of each campus and the advancement priorities of the president. Each campus sponsored major events to showcase 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.

The number of CSU campuses achieving fund raising goals of 10 percent has increased steadily from year to year. Over the last three years, campuses achieving this goal:

1996-97	12 campuses
1997-98	14 campuses
1998-99	18 campuses

Unaudited figures for fiscal year 1999-00 project that 18 campuses will achieve their 10 percent goal.

Periodic Performance Areas and Indicators (10-13)

Performance areas 10 through 13 will be addressed by the submission of a report from each campus on a four-year cycle. Performance area 10 will be the subject of a report in the year 2000, performance area 11 in 2001, performance area 12 in 2002, performance area 13 in 2003, etc. Eventually, each report will cover the four-year period since the prior report on that performance area. Initially, the first report on performance area 10 need cover only the preceding year, the first report on performance area 11 need cover only the preceding two years, and the first report on performance area 12 need cover only the preceding three years. Campuses should develop their own formats for these reports including selection of indicators to be used.

Indicators included below for each performance area are only examples.

10. Quality of graduate and post-baccalaureate programs

The CSU will continue its commitment to provide education beyond the baccalaureate as an essential component of its mission through lifelong learning, graduate degree programs, and professional certification.

Many CSU graduate programs have attained national recognition for their overall quality. While some graduate programs are general discipline-based programs that might be found on a major university campus anywhere in the country, many of our graduate programs are specifically created to fulfill particular educational, community, or job-market needs.

These programs are geared towards ensuring that the knowledge gained through programs of study is consonant with the expectations and demands of an ever-changing society. These programs must either prepare students to succeed immediately in a professional work environment or complete and excel in doctoral education.

Quality is of paramount importance. There are many ways through which CSU institutions ensure the quality of their graduate and postbaccalaureate programs: surveys, analyses of data, external evaluations, and student placement and performance.

Compared to the undergraduate population in the CSU, the number of graduate students is sufficiently small to make survey methods practicable and useful. Most campuses survey their graduate and postbaccalaureate students when they exit the program to ascertain levels of satisfaction; some campuses follow up with students at a later date, when they are employed, to get feedback on preparation for the job. Some institutions survey the employers.

All campuses use internal data to make necessary adjustments to graduate programs. Because graduate programs are smaller and comparatively more expensive than upper- and lower-division programs, analyses of data are key to the health of the programs. Institutions look at indicators like these: the quality of applicants, the selectivity of programs in admitting applicants, the desirability of programs as reflected in actual student enrollments, the rigor of admission requirements, program size, number of graduate level courses offered per year, number of courses restricted to graduate students only, number of graduates per year, time to degree, and graduation rates.

In addition to this internal information, CSU campuses seek out external evaluations. Nearly every program undergoes a rigorous five-year program review, and most review committees include external reviewers. Many professional programs have special accreditations from external agencies like the National League for Nursing or the American Association of Colleges and Schools of Business. On some campuses, a common measure of quality is that if a program is eligible for accreditation, it should be accredited. Another way in which external evaluators play a role in ensuring quality programs in the CSU is through the issuance of professional licensures and credentials. Almost all CSU campuses examine pass rates of their graduates on these statewide and national exams.

CSU campuses also gauge the quality of their programs by looking at student placement and performance. How many achieved appropriate positions in their fields? How many published in professional journals or made presentations at professional meetings? How many graduates were admitted to and completed doctoral programs?

Finally, given the nature and mission of the CSU, our institutions carefully scrutinize how well graduate programs are serving their region and whether the applicant pools and graduates reflect the diversity of California.

Document version control:

v1 Original report segments

v2 GAH edits and late report segment additions

v3 Lindahl, Spence, and Nakanishi edits

v4 Additional Spence edits and updates

v5 Adds new JCAR graduation rate terminology; removes DRAFT

Bakersfield
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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.

Central to the Fall 1999 WASC reaccreditation process, CSU Bakersfield (CSUB) required that all degree programs and General Education establish learning outcomes and the means of assessing whether students had accomplished the outcomes. To assist with assessment at any and all stages, CSUB created the Program Assessment Consultation Team to provide professional and student assistance to programs undertaking assessment. By Summer 1999, most programs and General Education had learning outcomes in place.

CSUB has set up a three-year timeline for full implementation of the assessment process. By 2000-01, all programs will have completed the development of learning outcomes. Those programs which have already developed outcomes will have them reviewed during this time period. At this time, programs will carry out assessment activity and begin the process of reconsidering their curriculum. 2001-02 and 2002-03 will see all programs carry out assessment and begin reporting the product of their assessment work in 5-year program reviews.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

All eligible students who applied to CSUB over the past three years were admitted.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have ranged between 76 and 80 percent for first-time freshmen and between 79 and 81 percent for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students averaged between 117 and 121 quarter units, and native freshman students averaged between 115 and 118 units.

4. Persistence and graduation

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

Three forms of graduation rates are used in the public arena today: 6-year, 12-year, and JCAR rates. Therefore, all three are reported here. For the past three years, 6-year graduation rates for first time full-time freshmen ranged between 30 and 34 percent. In 1999, the persistence to graduation rates for Fall 1987 regularly admitted first-time freshmen and CCC transfer students were 54 percent and 72 percent, respectively. The following table of JCAR graduation rates takes full- and part-time attendance into account.

<i>JCAR Student Category</i>	First-time Freshmen		CCC Junior Transfers	
	<i>6-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>	<i>3-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>
1. Full-time	65	71	69	78
2. Persistent Part-time	30	41	50	71
3. Partial Load/Stop-out	3	10	0	50

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new-type multiple, single subject, and special education credentials issued from CCTC, recommended by CSUB, were 231 in 1996-97, 380 in 1997-98, and 319 in 1998-99.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 39 percent in Fall 1997, 29 percent in Fall 1998, and 45 percent in Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 52 percent in Fall 1997, 47 percent in Fall 1998, and 53 percent in Fall 1999.

7. Remediation

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

Fall 1998 regularly-admitted first-time freshmen requiring some remediation who were successfully remediated and re-enrolled one year later totaled 81 percent.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

When and Where Instruction Takes Place 1998-99

Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	43.5%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	32.8%
Friday Main Campus Lecture/Lab AY FTES	9.3%
Sat/Sun Main Campus Lecture/Lab AY FTES	1.1%
Other Main Campus Lecture/Lab AY FTES	0.0%
Summer Annualized FTES (Main Campus and Off-Site)	1.4%
Main Campus Other Non-Lecture Lab AY FTES	10.9%
<u>Off Site (Including Official Off-Campus Centers) AY FTES</u>	<u>1.0%</u>
Total College Year FTES	100.0%

Due to the demand in teacher education, more classes will continue to be offered on the weekend.

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

CSU Bakersfield experienced an increase in voluntary support, receiving \$4,252,957. Special revenues for the reporting year totaled \$18,439,603. Total external support contributions exceeded the 10 percent goal. CSUB reports 20,380 alumni with 938 registered members in the alumni organization out of 16,296 mailable alumni. The annual "Party in the Park" continues to grow as a major alumni activity.

10. Quality of Graduate and Postbaccalaureate Programs

CSUB ensures the quality of its programs through regular program reviews, accreditation reports, and student satisfaction surveys. CSUB uses SNAPS and an exit survey for graduate students to ensure that course schedules meet students' needs and that appropriate student services are provided. The graduate program provides professional and career-related experiences and responds to regional and local needs. Graduate programs are now scheduled for review every five years. The review process will be initiated and completed in a single calendar year.

Chico
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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.

Every CSU Chico (CSUC) academic program has made progress in developing an assessment plan. 94 percent of academic programs have developed learning goals and learning outcomes. 91 percent of academic programs have an assessment plan in place. 77 percent of those programs have analyzed the assessment results, and 63 percent have used those results to improve the quality of student education. The development of an assessment model for General Education is in process.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

All eligible students who applied to CSUC over the past three years were admitted.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have ranged between 79 and 84 percent for first-time freshmen and between 81 and 83 percent for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students averaged 71 or 72 semester units, and native freshman students averaged 73 or 74 units.

4. Persistence and graduation

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

Three forms of graduation rates are used in the public arena today: 6-year, 12-year, and JCAR rates. Therefore, all three are reported here. For the past three years, 6-year graduation rates for first-time full-time freshmen averaged about 51 percent. In 1999, the persistence to graduation rates for Fall 1987 regularly admitted first-time freshmen and CCC transfer students were 76 percent and 81 percent, respectively. The following table of JCAR graduation rates takes full- and part-time attendance into account.

<i>JCAR Student Category</i>	First-time Freshmen		CCC Junior Transfers	
	<i>6-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>	<i>3-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>
1. Full-time	78	81	67	83
2. Persistent Part-time	50	56	42	73
3. Partial Load/Stop-out	5	9	21	43

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new-type multiple, single subject, and special education credentials issued from CCTC, recommended by CSUC, were 373 in 1996-97, 434 in 1997-98, and 452 in 1998-99.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 41 percent in Fall 1997 and Fall 1998, and 51 percent in Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 63 percent in Fall 1997 and Fall 1998, and 62 percent in Fall 1999.

7. Remediation

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

Fall 1998 regularly-admitted first-time freshmen requiring some remediation who were successfully remediated and re-enrolled one year later totaled 91 percent.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

<u>When and Where Instruction Takes Place</u>	<u>1998-99</u>
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	62.9%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	16.7%
Friday Main Campus Lecture/Lab AY FTES	9.9%
Sat/Sun Main Campus Lecture/Lab AY FTES	0.2%
Other Main Campus Lecture/Lab AY FTES	0.0%
Summer Annualized FTES (Main Campus and Off-Site)	0.0%
Main Campus Other Non-Lecture Lab AY FTES	9.9%
<u>Off Site (Including Official Off-Campus Centers) AY FTES</u>	<u>0.4%</u>
Total College Year FTES	100.0%

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

Voluntary support at CSU Chico reached \$13,568,286 in 1998/99 with special revenues at \$22,385,621. The campus came close to doubling its fund-raising goal, citing 18 percent. CSU Chico reports 101,840 alumni. A dues-paying program, initiated in October 1999, produced 1,117 new members at year's end.

10. Quality of Graduate and Postbaccalaureate Programs

The following testify to the quality of Chico's graduate and postbaccalaureate programs:

- Chico has high admission and show-up rates for post-baccalaureate students.
- Sixty-two percent of course enrollment was in graduate students only courses.
- Five graduate reviews in 1999-2000 indicated high quality programs.
- Ninety-two percent of graduates students rate the quality of the Chico programs as good or excellent.
- Chico has good master's degree and credential completion rates as well as exceptionally high pass rates for external licensing exams.

14. Stand-Alone Campus-Defined Unique Indicators

Other indicators cover instructional quality, student and alumni satisfaction, faculty development efforts, technology, and contributions to community.

Dominguez Hills
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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.

In Spring 2000, approximately 52 of 58 departments/programs (majors, master's, General Education) at CSU Dominguez Hills (CSUDH) submitted learning outcomes assessment materials. These are being reviewed by a 4-person faculty committee. This review has created a baseline by which to measure progress.

CSUDH has set up a three-year timeline for full implementation of the assessment process. In 2000-01, departments/programs will respond to recommendations to complete drafts of programmatic learning outcomes and articulation of learning outcomes within coursework. In 2001-02, departments/programs will continue to develop measurable indicators for learning outcomes, and continue to identify and develop measurement tools. In 2002-03, departments will pilot initial assessment tools and gather data regarding student learning outcomes.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

CSU Dominguez Hills admits and accommodates all qualified applicants.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

CSUDH freshmen one-year retention rates are about 5 percent below the system average, while the retention rates for CCC transfers are within 2 percentage points of the system average. Upper division unit totals for students completing their degrees at CSUDH are consistent from year to year, and are below 78 semester units for both native freshmen and CCC transfers.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have ranged between 75 and 78 percent for first-time freshmen and between 81 and 83 percent for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students took between 67 and 70 semester units, and native freshman students took between 71 and 76 units. The above data are consistent with diverse, urban, commuter campuses that have a large percentage of adult students.

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.

Three forms of graduation rates are used in the public arena today: 6-year, 12-year, and JCAR rates. Therefore, all three are reported here. For the past three years, 6-year graduation rates for first-time full-time freshmen ranged between 26 and 32 percent. In 1999, the persistence to graduation rates for Fall 1987 regularly admitted first-time freshmen and CCC transfer students were 67 percent and 93 percent, respectively. The following table of JCAR graduation rates takes full- and part-time attendance into account.

JCAR Student Category	First-time Freshmen		CCC Junior Transfers	
	6-year Graduation Rate	Estimated Final Graduation Rate	3-year Graduation Rate	Estimated Final Graduation Rate
1. Full-time	52	52	70	74
2. Persistent Part-time	35	48	51	72
3. Partial Load/Stop-out	4	9	11	55

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new-type multiple, single subject, and special education credentials issued from CCTC, recommended by CSUDH, were 693 in 1996-97, 670 in 1997-98, and 951 in 1998-99.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 13 percent in Fall 1997 and Fall 1998, and 19 percent in Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 19 percent in Fall 1997, 20 percent in Fall 1998, and 23 percent in Fall 1999.

7. Remediation

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

Fall 1998 regularly-admitted first-time freshmen requiring some remediation who were successfully remediated and re-enrolled one year later totaled 95 percent.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

CSUDH fully utilizes the campus facilities. It should be noted that the largest percentage of facilities utilization (41.4 percent) occurs on Monday through Thursday after 4 pm.

<u>When and Where Instruction Takes Place</u>	<u>1998-99</u>
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	34.8%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	41.4%
Friday Main Campus Lecture/Lab AY FTES	1.8%
Sat/Sun Main Campus Lecture/Lab AY FTES	4.5%
Other Main Campus Lecture/Lab AY FTES	0.0%
Summer Annualized FTES (Main Campus and Off-Site)	0.0%
Main Campus Other Non-Lecture Lab AY FTES	5.2%
<u>Off Site (Including Official Off-Campus Centers) AY FTES</u>	<u>12.3%</u>
Total College Year FTES	100.0%

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

CSU Dominguez Hills announced it received \$3,507,646 in voluntary support. Special revenues were noted at \$8,955,328. The external funds raised closely approached the goal. The campus reported 42,000 alumni with 475 as members in their alumni association. Active alumni have sponsored dozens of programs including events celebrating the university's 40th anniversary.

10. Quality of Graduate and Postbaccalaureate Programs

Quality is ensured through the following:

- specialized accreditations and external reviewers for programs
- high pass rates on professional licensure or certification examinations
- placement of CSUDH students in doctoral and professional degree programs
- student course evaluations and exit surveys
- employer satisfaction surveys

Fresno
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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.

Outcomes assessment plan development was promoted by allowing departments to prepare an assessment plan in lieu of its next program review. Of the 47 departments and programs offering baccalaureate degrees, 19 have mission, goals, and learning objectives and an assessment plan, all of which have been reviewed by an external team. The same has been accomplished for the business common core used by 5 departments and 13 departments are in various stages of plan development prior to a team visit. 10 departments have not yet undertaken this effort. A GE Assessment Task Force begins work in Fall 2000.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

CSU Fresno (CSUF) had two impacted programs over the past three years, Nursing and the Athletic Training option in Kinesiology. Both of these programs admit students entering their junior year. All other programs remained open, and all qualified applicants were admitted.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have ranged between 81 and 84 percent for first-time freshmen and were 84 and 86 percent for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students averaged 74 or 75 semester units, and native freshman students averaged 74 to 77 units.

4. Persistence and graduation

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

Three forms of graduation rates are used in the public arena today: 6-year, 12-year, and JCAR rates. Therefore, all three are reported here. For the past three years, 6-year graduation rates for first-time full-time freshmen ranged between 41 and 45 percent. In 1999, the persistence to graduation rates for Fall 1987 regularly admitted first-time freshmen and CCC transfer students were 68 percent and 82 percent, respectively. The following table of JCAR graduation rates takes full- and part-time attendance into account.

<i>JCAR Student Category</i>	First-time Freshmen		CCC Junior Transfers	
	<i>6-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>	<i>3-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>
1. Full-time	69	74	71	87
2. Persistent Part-time	43	56	42	70
3. Partial Load/Stop-out	0	12	0	58

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new-type multiple, single subject, and special education credentials issued from CCTC, recommended by CSUF, were 610 in 1996-97, 702 in 1997-98, and 658 in 1998-99.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 33 percent in Fall 1997 and Fall 1998, and 40 percent in Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 47 percent in Fall 1997 and Fall 1998, and 45 percent in Fall 1999.

7. Remediation

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

Fall 1998 regularly-admitted first-time freshmen requiring some remediation who were successfully remediated and re-enrolled one year later totaled 85 percent.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

<u>When and Where Instruction Takes Place</u>	<u>1998-99</u>
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	53.9%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	23.1%
Friday Main Campus Lecture/Lab AY FTES	10.9%
Sat/Sun Main Campus Lecture/Lab AY FTES	0.6%
Other Main Campus Lecture/Lab AY FTES	0.1%
Summer Annualized FTES (Main Campus and Off-Site)	0.0%
Main Campus Other Non-Lecture Lab AY FTES	9.8%
Off Site (Including Official Off-Campus Centers) AY FTES	1.6%
Total College Year FTES	100.0%

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

In 1998/99 CSU Fresno's achievement in raising \$24,923,770 in voluntary support was recognized by the Council for Advancement and Support of Education (CASE). Special revenues of \$23,776,100 were also reported. Thanks to the campaign for the Save Mart Center, the campus far exceeded its 10% goal. Of 143,729 alumni, 76,515 are mailable and 4,516 belong to the alumni association.

10. Quality of Graduate and Postbaccalaureate Programs

CSU Fresno uses the following methods to ensure the quality of its graduate and postbaccalaureate programs:

- subjecting all graduate programs to the same assessment procedures required of undergraduate programs
- an annual exit survey of all graduate degree recipients
- passrates on professional licensure and credential exams
- admissions to doctoral programs
- student presentations and publications in professional venues

Fullerton
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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.

CSU Fullerton (CSUF) adopted formal learning goals for General Education in 1998. Development of learning goals in the academic major was stimulated in 2000 by a WASC visit and an academic audit that revealed that some departments have made a great deal of progress in assessing student learning goals, while many others still have much work to do in this area. One large major, Child and Adolescent Development, has created a robust system for assessing student learning.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

CSUF had no impacted programs over the past three years, and all eligible students who applied were admitted.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have ranged between 79 and 81 percent for first-time freshmen and were between 83 and 85 percent for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students took 65 or 66 semester units, and native freshman students took 69 or 70 units.

4. Persistence and graduation

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

Three forms of graduation rates are used in the public arena today: 6-year, 12-year, and JCAR rates. Therefore, all three are reported here. For the past three years, 6-year graduation rates for first-time full-time freshmen averaged about 41 percent. In 1999, the persistence to graduation rates for Fall 1987 regularly admitted first-time freshmen and CCC transfer students were 63 percent and 75 percent, respectively. The following table of JCAR graduation rates takes full- and part-time attendance into account.

<i>JCAR Student Category</i>	First-time Freshmen		CCC Junior Transfers	
	<i>6-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>	<i>3-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>
1. Full-time	67	70	67	76
2. Persistent Part-time	48	59	51	70
3. Partial Load/Stop-out	4	20	9	63

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new-type multiple, single subject, and special education credentials issued from CCTC, recommended by CSUF, were 471 in 1996-97, 558 in 1997-98, and 583 in 1998-99.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 45 percent in Fall 1997, 46 percent in Fall 1998, and 54 percent in Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 51 percent in Fall 1997, and 49 percent in Fall 1998 and Fall 1999.

7. Remediation

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

Fall 1998 regularly-admitted first-time freshmen requiring some remediation who were successfully remediated and re-enrolled one year later totaled 99 percent.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

<u>When and Where Instruction Takes Place</u>	<u>1998-99</u>
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	53.7%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	30.1%
Friday Main Campus Lecture/Lab AY FTES	6.7%
Sat/Sun Main Campus Lecture/Lab AY FTES	0.5%
Other Main Campus Lecture/Lab AY FTES	0.0%
Summer Annualized FTES (Main Campus and Off-Site)	0.0%
Main Campus Other Non-Lecture Lab AY FTES	5.1%
<u>Off Site (Including Official Off-Campus Centers) AY FTES</u>	<u>3.8%</u>
Total College Year FTES	100.0%

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

At \$8,546,112, CSU Fullerton's voluntary support for 1998/99 capped seven consecutive years of increases. Special revenues came in at \$13,856,192. CSU Fullerton edged over its goal, noting 12 percent. Of 125,000 total alumni, CSU Fullerton has addresses for 99,870 and is formulating plans for a structured alumni membership program. Major fund raising events involving alumni include the Jerry Goodwin Golf Tournament, the Vision and Visionaries Gala, and the Front and Center event at the Arrowhead Pond.

10. Quality of Graduate and Postbaccalaureate Programs

Two indicators are provided: number of graduate and postbaccalaureate students served; and reports of quality from recent alumni. The percentage of graduate and postbaccalaureate enrollments has increased from 16.8 to 17.3 in the past three years. A July 2000 telephone survey of 604 former graduate students showed that 9 of 10 recent graduates report that their experience was marked by high quality.

14. Stand-Alone Campus-Defined Unique Indicators

A goal of the institution is to make CSU Fullerton a "first-choice" campus. To achieve that end, the institution is identifying the factors that make a campus a "first choice" among prospective students, taking action to provide those things, and measuring the degree to which students choose CSUF first.

Hayward
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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.

CSU Hayward (CSUH) has made substantial progress with General Education, which has draft learning outcomes, initial assessment procedures, two years of assessment data collected, and one year of analysis. The campus has a three-year plan for implementing assessment of learning outcomes in the academic degree programs. Day-to-day responsibility for assessment lies with an associate dean in each school.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

All eligible students who applied to CSUH were admitted, except in the impacted Nursing program.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have ranged between 77 and 81 for first-time freshmen and between 77 and 82 for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students took 103 to 108 quarter units, and native freshman students took 111 to 113 units.

4. Persistence and graduation

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

Three forms of graduation rates are used in the public arena today: 6-year, 12-year, and JCAR rates. Therefore, all three are reported here. For the past three years, 6-year graduation rates for first-time full-time freshmen ranged between 38 and 43 percent. In 1999, the persistence to graduation rates for Fall 1987 regularly admitted first-time freshmen and CCC transfer students were 66 percent and 84 percent, respectively. The following table of JCAR graduation rates takes full- and part-time attendance into account.

<i>JCAR Student Category</i>	First-time Freshmen		CCC Junior Transfers	
	<i>6-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>	<i>3-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>
1. Full-time	62	69	63	74
2. Persistent Part-time	35	50	29	54
3. Partial Load/Stop-out	2	12	4	47

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new-type multiple, single subject, and special education credentials issued from CCTC, recommended by CSU Hayward, were 494 in 1996-97, 712 in 1997-98, and 710 in 1998-99.000

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 42 percent in Fall 1998 and 41 percent in Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 46 percent in Fall 1998 and 43 percent in Fall 1999.

7. Remediation

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

Fall 1998 regularly-admitted first-time freshmen requiring some remediation who were successfully remediated and re-enrolled one year later totaled 86 percent.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

When and Where Instruction Takes Place	1998-99
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	44.4%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	24.1%
Friday Main Campus Lecture/Lab AY FTES	8.6%
Sat/Sun Main Campus Lecture/Lab AY FTES	1.6%
Other Main Campus Lecture/Lab AY FTES	0.1%
Summer Annualized FTES (Main Campus and Off-Site)	12.7%
Main Campus Other Non-Lecture Lab AY FTES	4.4%
Off Site (Including Official Off-Campus Centers) AY FTES ¹	4.0%
Total College Year FTES	100.0%

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

CSU Hayward's voluntary support registered \$1,003,821 with special revenues at \$8,217,877. In 1998/99 CSU Hayward was beginning to build a fund-raising infrastructure, and the 10 percent goal was unmet. With 66,424 total alumni and 43,017 mailable alumni, CSU Hayward has 2,449 members in its alumni association. Homecoming this year drew 1,500 people, and the 3rd annual golf tournament raised \$7,329.

10. Quality of Graduate and Postbaccalaureate Programs

CSUH uses several measures to gauge the quality of graduate and postbaccalaureate programs: SNAPS data, passrates on licensure exams, percentage of students working in the field or in doctoral programs, external reviews, completion rates, student-faculty ratios, and graduate faculty profiles.

14. Stand-Alone Campus-Defined Unique Indicators

CSUH is focusing on student satisfaction and student diversity, technology, academic programs, faculty, and year-round operations. The technology emphasis is on students' use of computers, courses taught using some form of mediating technology, and faculty development programs.

¹ Because the Contra Costa Off-Campus Center is a state-supported, CSU permanent facility with master plan capacity, utilization data for the Contra Costa Off-Campus Center is included in the main campus categories.

Humboldt
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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 Academic Senate of Humboldt State University (HSU) passed a resolution affirming its support of outcomes and assessment activities as potentially providing valuable information regarding the effectiveness of academic programs and aiding in the enhancement of teaching and learning. Each of the three colleges at HSU has the primary responsibility for verifying and certifying that learning outcomes and assessment measures have been established for academic degree programs within the college. The University Curriculum Committee has the overall responsibility for the oversight of outcomes assessment in the area of general education. For academic degree programs and general education, summary reports will be provided to the Office for Undergraduate Studies and the Joint Assessment Committee.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

HSU had only one impacted program over the past three years, Nursing. All other programs remained open, and all qualified applicants were admitted.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have ranged between 74 and 75 percent for first-time freshmen and between 79 and 84 percent for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students averaged 80 to 82 semester units, and native freshman students averaged 81 or 82 units.

4. Persistence and graduation

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

Three forms of graduation rates are used in the public arena today: 6-year, 12-year, and JCAR rates. Therefore, all three are reported here. For the past three years, 6-year graduation rates for first-time full-time freshmen ranged between 41 and 46 percent. In 1999, the persistence to graduation rates for Fall 1987 regularly admitted first-time freshmen and CCC transfer students were 60 percent and 72 percent, respectively. The following table of JCAR graduation rates takes full- and part-time attendance into account.

<i>JCAR Student Category</i>	First-time Freshmen		CCC Junior Transfers	
	<i>6-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>	<i>3-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>
1. Full-time	68	71	57	76
2. Persistent Part-time	41	49	37	74
3. Partial Load/Stop-out	3	10	6	16

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new-type multiple, single subject, and special education credentials issued from CCTC, recommended by HSU, were 173 in 1996-97, 171 in 1997-98, and 197 in 1998-99.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 52 percent in Fall 1997, 49 percent in Fall 1998, and 58 percent in Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 73 percent in Fall 1998, and 77 percent in Fall 1997 and Fall 1999.

7. Remediation

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

Fall 1998 regularly-admitted first-time freshmen requiring some remediation who were successfully remediated and re-enrolled one year later totaled 97 percent.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

<u>When and Where Instruction Takes Place</u>	<u>1998-99</u>
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	58.3%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	13.1%
Friday Main Campus Lecture/Lab AY FTES	11.0%
Sat/Sun Main Campus Lecture/Lab AY FTES	1.1%
Other Main Campus Lecture/Lab AY FTES	0.0%
Summer Annualized FTES (Main Campus and Off-Site)	0.0%
Main Campus Other Non-Lecture Lab AY FTES	12.6%
<u>Off Site (Including Official Off-Campus Centers) AY FTES</u>	<u>3.9%</u>
Total College Year FTES	100.0%

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

Voluntary support for Humboldt State University rose to \$6,458,392 in 1998/99. Special revenues also climbed to \$21,865,092, besting the goal at 15 percent. Alumni at Humboldt State number 24,119, of which 23,611 are mailable, with approximately one-fifth, or 4,486 individuals, as alumni association members. Volunteer programs on and off campus involve hundreds of Humboldt alumni each year.

10. Quality of Graduate and Postbaccalaureate Programs

HSU ensures that quality of its graduate and postbaccalaureate programs through annual surveys of students and national rankings conducted by external organizations. In particular, HSU has the highest per capita production of PhD's in Science and Engineering among public master's degree granting institutions ranked by the baccalaureate granting institution (based on National Science Foundation data).

14. Stand-Alone Campus-Defined Unique Indicators

HSU collects data on three campus-defined performance areas:

- Provide an academic environment and student/administrative support services that promote student learning and development, and nurture a supportive atmosphere for all HSU students. In the most recent SNAPS survey, 85 percent of HSU students either agreed or strongly agreed with the statement, "I am pleased with my overall experience at HSU."
- Provide a socially and environmentally responsible education. Based on current Peace Corps data, HSU has the highest per capita participation in the Peace Corps among universities with at least 5,000 students.
- Provide a campus atmosphere that is supportive of a diversity of people and of ideas and prepares individuals to live and work harmoniously in an increasingly diverse society. HSU has experienced fall-to-fall freshman retention rates for Black students that exceed 90 percent for the past two academic years.

Long Beach
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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.

CSU Long Beach (CSULB) has developed three distinct policies that support assessment: a program review process that was revised and implemented in 1994 and is supported by the Office of Institutional Research; a policy for review and certification of courses for General Education credit which includes the identification of measurable course objectives and outcomes; and an assessment policy implemented in 1998 establishing an Assessment Committee composed of faculty and staff.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

CSU Long Beach has seven programs which have been impacted over the past three years, and has seen dramatic growth at the freshman level. For Fall 2000, freshmen were required to apply during the initial filing period. The campus is approaching its physical plant capacity and has submitted a plan for future impactation of the freshman class in Fall 2002.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have increased from 80 to 83 percent for first-time freshmen and from 82 to 84 percent for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students took 73 or 74 semester units, and native freshman students averaged 76 units.

4. Persistence and graduation

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

Three forms of graduation rates are used in the public arena today: 6-year, 12-year, and JCAR rates. Therefore, all three are reported here. For the past three years, 6-year graduation rates for first-time full-time freshmen ranged between 28 and 33 percent. In 1999, the persistence to graduation rates for Fall 1987 regularly admitted first-time freshmen and CCC transfer students were 58 percent and 61 percent, respectively. The following table of JCAR graduation rates takes full- and part-time attendance into account.

<i>JCAR Student Category</i>	First-time Freshmen		CCC Junior Transfers	
	<i>6-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>	<i>3-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>
1. Full-time	65	71	47	68
2. Persistent Part-time	36	52	35	70
3. Partial Load/Stop-out	3	18	5	38

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new-type multiple, single subject, and special education credentials issued from CCTC, recommended by CSULB, were 588 in 1996-97, 646 in 1997-98, and 602 in 1998-99. Long Beach State focused its efforts on increasing enrollments in Multiple Subject preparation courses. From 1997-98 to 1999-00, enrollments in Multiple Subject courses increased from 1401 to 1760 and the number of student teachers placed in fall 2000 was up 32 percent from fall 1996.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 41 percent in Fall 1997 and Fall 1998, and 46 percent in Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 46 percent in Fall 1997, 47 percent in Fall 1998, and 49 percent in Fall 1999.

7. Remediation

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

Fall 1998 regularly-admitted first-time freshmen requiring some remediation who were successfully remediated and re-enrolled one year later totaled 90 percent.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

<u>When and Where Instruction Takes Place</u>	<u>1998-99</u>
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	59.0%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	29.7%
Friday Main Campus Lecture/Lab AY FTES	4.3%
Sat/Sun Main Campus Lecture/Lab AY FTES	0.6%
Other Main Campus Lecture/Lab AY FTES	0.0%
Summer Annualized FTES (Main Campus and Off-Site)	0.0%
Main Campus Other Non-Lecture Lab AY FTES	5.1%
<u>Off Site (Including Official Off-Campus Centers) AY FTES</u>	<u>1.3%</u>
Total College Year FTES	100.0%

In AY 1999-00, Long Beach State enacted a new class scheduling policy which will increase the efficiency of Friday and late afternoon classroom utilization.

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

CSU Long Beach’s voluntary support was recorded at \$26,781,188 with special revenues topping that amount at \$36,682,986. More than doubling their 10% goal, CSULB reported 24 percent. With 180,114 alumni, and 145,727 addressable alumni, membership programs have been designed to involve, interest and enlist alumni. Fifteen active alumni chapters involve over 1,200 members.

10. Quality of Graduate and Postbaccalaureate Programs

CSULB ensures the quality of its programs through a regular program review process, an examination of student GPAs, alumni surveys, professional accreditations, and advisory boards composed of practitioners in the greater community. In addition to the state-supported programs, CSULB offers a number of graduate programs on a self-support basis, as well as over 50 non-credit certificate programs. These are also regularly reviewed and evaluated.

14. Stand-Alone Campus-Defined Unique Indicators

CSULB has chosen to include (1) indicators of academic quality, and (2) indicators of the quality of student support services. The measures of academic quality are currently being developed. As for improved student support services, the sharp rise in student satisfaction expressed in the 1999 SNAPS survey indicates that attention to student needs has paid off. The campus intends to use these indicators to guide efforts toward continuous improvement.

Los Angeles
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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.

Approximately 50 percent of all academic programs have completed assessment methods and are using results to inform curriculum decisions. For General Education, guiding principles, measurable goals, and objectives based on learning outcomes have been developed. In 1999/2000, several pilot assessments were conducted in writing and reading skills, critical thinking, and mathematics.

2. Access to the CSU

Eligible applicants are guaranteed admission to a CSU campus.

All eligible students who applied to CSU Los Angeles (CSULA) were admitted, except in the impacted Nursing program.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have averaged 82 percent for first-time freshmen and 79 percent for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students averaged 125 quarter units, and native freshman students averaged 120 units.

4. Persistence and graduation

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

Three forms of graduation rates are used in the public arena today: 6-year, 12-year, and JCAR rates. Therefore, all three are reported here. For the past three years, 6-year graduation rates for first-time full-time freshmen ranged between 28 and 31 percent. The persistence to graduation rates for Fall 1987 regularly admitted first-time freshmen and CCC transfer students were 57 percent and 62 percent, respectively. The following table of JCAR graduation rates takes full- and part-time attendance into account.

<i>JCAR Student Category</i>	First-time Freshmen		CCC Junior Transfers	
	<i>6-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>	<i>3-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>
1. Full-time	71	77	63	73
2. Persistent Part-time	33	47	25	61
3. Partial Load/Stop-out	2	16	3	38

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of multiple subject credentials issued in 1997-98 spiked unusually high for two reasons: the pressure for more teachers due to class size reduction and the desire to complete the credential before a new teacher assessment was implemented. CSULA has paid special attention to reducing the 2.5 to 5 years students usually take to earn a credential. The numbers of all multiple subject credentials issued from CCTC, recommended by CSULA, were 431 in 1996-97, 550 in 1997-98, and 426 in 1998-99.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In Fall 1999, in mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 26 percent, an increase from Fall 1998. In Fall 1999, in English, the percentage of regularly-admitted, first-time freshmen fully prepared was 25 percent, also an increase over Fall 1998.

7. Remediation

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

The number of regularly-admitted first-time freshmen requiring some remediation who were successfully remediated and re-enrolled one year later totaled 97 percent.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

<u>When and Where Instruction Takes Place</u>	<u>1998-99</u>
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	40.8%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	36.5%
Friday Main Campus Lecture/Lab AY FTES	1.1%
Sat/Sun Main Campus Lecture/Lab AY FTES	3.0%
Other Main Campus Lecture/Lab AY FTES	0.0%
Summer Annualized FTES (Main Campus and Off-Site)	9.8%
Main Campus Other Non-Lecture Lab AY FTES	7.7%
Off Site (Including Official Off-Campus Centers) AY FTES	1.0%
Total College Year FTES	100.0%

CSULA has a very large evening program, with almost 37 percent of FTES offered on Monday-Thursday after 4 p.m. This meets the needs of CSULA students, who tend to be older, working, and studying part-time.

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

CSU Los Angeles more than met its goal at 12 percent, with \$9,842,047 in voluntary support and \$24,931,945 in special revenue funds coming to the university. Of 147,000 total alumni, only half (77,000) are addressable and 4,105 are dues-paying members of the alumni group. A CASE award of Excellence was presented for Gradfair/Gradpack '99 that resulted in new members of the alumni association.

10. Quality of Graduate and Postbaccalaureate Programs

CSULA has chosen six indicators to gauge the quality of graduate and postbaccalaureate programs.

- All 13 graduate programs that are eligible for individual specialized accreditation are accredited. In addition, at the College level, the College of Business and Economics is accredited, as is the Charter College of Education.
- The passrates for graduates qualifying for professional licenses and certificates include the following:
 - Speech-Language Pathology – 94 percent
 - Audiology – 91 percent
 - Nursing – 100 percent
- External reviewers in program reviews routinely inspect theses produced since the last program review and are regularly impressed with the excellence of the students' work.
- Graduate students are offered advanced research opportunities through projects in a wide range of disciplines with many in the sciences and engineering funded by the NSF and NIH.
- In 1999-2000, CSULA offered 2,395 courses restricted to graduate students; of these, 285 were research seminars or primarily research oriented.
- CSULA offers three Master's programs off-campus.

California Maritime Academy
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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 academic degree programs have a long history of outcomes assessment, much of it required by Standards of Training Certification and Watchkeeping (STCW) or ABET or recommended by the Industry Advisory Board. A much larger challenge lies in General Education. The General Studies Assessment Project has itemized goals and objectives and identified where they are covered in the curriculum. Still needed is a plan to assess the objectives and use the resulting information.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

California Maritime Academy (CMA) had no impacted programs over the past three years.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have ranged between 72 and 82 percent for first-time freshmen and between 65 and 83 percent for CCC transfers. Baccalaureate degree recipients who entered the CSU as first-time freshmen averaged 139 upper-division units.

4. Persistence and graduation

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

In 1999, the persistence to graduation rate for Fall 1987 regularly admitted first-time freshmen was 89 percent.

The CMA degree programs require students to be at the institution for at least three years and usually four years. Consequently, CMA has not kept track of CCC transfer students.

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

CMA does not have a teacher education program.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 60 percent in Fall 1997, 65 percent in Fall 1998, and 51 percent in Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 70 percent in Fall 1997, 66 percent in Fall 1998, and 41 percent in Fall 1999.

7. Remediation

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

Fall 1998 regularly-admitted first-time freshmen requiring some remediation who were successfully remediated and re-enrolled one year later totaled 100 percent.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

<u>When and Where Instruction Takes Place</u>	<u>1998-99</u>
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	52.5%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	12.4%
Friday Main Campus Lecture/Lab AY FTES	19.5%
Sat/Sun Main Campus Lecture/Lab AY FTES	0.0%
Other Main Campus Lecture/Lab AY FTES	0.0%
Summer Annualized FTES (Main Campus and Off-Site)	0.0%
Main Campus Other Non-Lecture Lab AY FTES	3.0%
<u>Off Site (Including Official Off-Campus Centers) AY FTES</u>	<u>12.6%</u>
Total College Year FTES	100.0%

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

The California Maritime Academy reported a substantial increase of external funding in 1998/99 with \$5,077,081 in voluntary support and \$1,422,584 in special revenue. Cal Maritime's goal was more than met at 47 percent. With 4,338 total alumni, almost a third of its 3,051 addressable alumni are members of the alumni association. Alumni chapters are forming across the country with alumni members actively involved in the campus.

10. Quality of Graduate and Postbaccalaureate Programs

CMA does not offer graduate or postbaccalaureate programs.

Monterey Bay
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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 model of outcomes-based education at CSU Monterey Bay (CSUMB) has the following components:

- All academic programs, including both the general education program and each of the majors or degree programs, are to stipulate the learning outcomes for that program. These represent the definition of “what students should learn” in that program.
- These learning outcomes are to serve to focus and guide program curricular design, course design, instructional pedagogy, student learning, and learning assessment.
- All programs are to assess student learning in relation to their prescribed learning outcomes.

This outcomes-based education framework is implemented in the General Education program in a direct way. While the California Education Code stipulates a distribution of units or credits that students are expected to earn within a set of disciplinary domains, CSUMB has articulated a set of 13 University Learning Requirements (ULRs) that approximately cover in breadth and depth the same academic terrain contained in the state code. To gain and demonstrate knowledge and skills contained in each of the ULRs, students can either register for a course, or, if they believe they already possess the knowledge, they can register to be independently assessed by a faculty committee responsible for each of the ULRs.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

CSUMB admits all eligible students.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have ranged between 73 and 81 percent for first-time freshmen and between 72 and 83 percent for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students took between 66 and 73 semester units, and native freshman students took between 49 and 74 units.

4. Persistence and graduation

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

CSUMB began enrolling students in Fall 1995. Given the short period of operation, it is difficult to calculate meaningful graduation rates.

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new-type multiple subject credentials issued from CCTC, recommended by CSUMB, were 14 in 1996-97, and 94 in 1997-98 and 1998-99. CSUMB did not grant any single subject or special education credentials.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 28 percent in Fall 1998, and 38 percent in Fall 1997 and Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 52 percent in Fall 1997, 54 percent in Fall 1998, and 55 percent in Fall 1999.

7. Remediation

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

Fall 1998 regularly-admitted first-time freshmen requiring some remediation who were successfully remediated and re-enrolled one year later totaled 93 percent.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

<u>When and Where Instruction Takes Place</u>	<u>1998-99</u>
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	61.5%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	25.9%
Friday Main Campus Lecture/Lab AY FTES	2.6%
Sat/Sun Main Campus Lecture/Lab AY FTES	0.1%
Other Main Campus Lecture/Lab AY FTES	0.2%
Summer Annualized FTES (Main Campus and Off-Site)	0.0%
Main Campus Other Non-Lecture Lab AY FTES	8.5%
<u>Off Site (Including Official Off-Campus Centers) AY FTES</u>	<u>1.3%</u>
Total College Year FTES	100.0%

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

With its short history, CSU Monterey Bay marked a significant increase in voluntary support from the previous years, recording \$1,487,107. Special revenue went up as well with \$15,251,384 in funds raised, moving the campus toward the achievement of its 10% goal. Communications have been established with 1,000 of the 2,567 alumni, with more than 10% of these joining the alumni association.

10. Quality of Graduate and Postbaccalaureate Programs

CSUMB currently offers two teacher education programs, one active graduate program in education, and several continuing education opportunities. Evidence of program quality will be drawn from data assembled for CSUMB program reviews on five-year cycles. Included in the program review portfolio will be self-analysis and review, administrative data, student feedback (current students and graduates), and external reviews.

Northridge
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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.

In Spring 2000, all goals and objectives for each section of General Education were approved by the Faculty Senate's Educational Policies Committee and the Executive Committee. The first systematic assessment of core competencies was administered to a random sample of students in Fall 1997 using the Collegiate Assessment of Academic Performance (CAAP). The test was administered again to a random sample of students in Spring 2000. Ninety-eight percent of academic departments/programs now have assessment plans, and 80 percent have completed some preliminary assessment which has been used to strengthen the curriculum.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

CSU Northridge (CSUN) admits all eligible students.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have ranged between 74 and 78 percent for first-time freshmen and between 75 and 80 percent for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students averaged 73 semester units, and native freshman students averaged 79 units.

4. Persistence and graduation

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

Three forms of graduation rates are used in the public arena today: 6-year, 12-year, and JCAR rates. Therefore, both are reported here. For the past three years, 6-year graduation rates for first-time full-time freshmen ranged between 26 and 28 percent. In 1999, the persistence to graduation rates for Fall 1987 regularly admitted first-time freshmen and CCC transfer students were 54 percent and 57 percent, respectively. The following table of JCAR graduation rates takes full- and part-time attendance into account.

<i>JCAR Student Category</i>	First-time Freshmen		CCC Junior Transfers	
	<i>6-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>	<i>3-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>
1. Full-time	55	59	59	72
2. Persistent Part-time	35	50	41	66
3. Partial Load/Stop-out	1	12	5	55

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new-type multiple, single subject, and special education credentials issued from CCTC, recommended by CSUN, were 678 in 1996-97, 814 in 1997-98, and 785 in 1998-99.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 33 percent in Fall 1997, 37 percent in Fall 1998, and 45 percent in Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 38 percent in Fall 1997, and 41 percent in Fall 1998 and Fall 1999.

7. Remediation

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

Fall 1998 regularly-admitted first-time freshmen requiring some remediation who were successfully remediated and re-enrolled one year later totaled 86 percent.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

<u>When and Where Instruction Takes Place</u>	<u>1998-99</u>
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	50.8%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	27.9%
Friday Main Campus Lecture/Lab AY FTES	8.4%
Sat/Sun Main Campus Lecture/Lab AY FTES	0.6%
Other Main Campus Lecture/Lab AY FTES	0.5%
Summer Annualized FTES (Main Campus and Off-Site)	0.0%
Main Campus Other Non-Lecture Lab AY FTES	7.5%
<u>Off Site (Including Official Off-Campus Centers) AY FTES</u>	<u>4.3%</u>
Total College Year FTES	100.0%

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

The 1998/99 year was transitional for CSU Northridge. Voluntary support amounted to \$5,023,259 with \$13,914,087 in special revenue funding, nearing the 10% goal. Having 135,000 total alumni, the campus is considering a tracking methodology for dues-paying members. Three CASE awards honor the active alumni programs of CSUN.

10. Quality of Graduate and Postbaccalaureate Programs

CSUN continues its commitment to quality in graduate and postbaccalaureate education through student participation in professional activities, external reviews of programs, student-reported evaluation of the graduate experience, and indicators of student competence. These include: graduates admitted to and earning degrees from doctoral and professional schools; graduates qualifying for professional licenses, certificates, or credentials; graduates holding faculty positions at schools, colleges, and universities; and graduates holding positions related to their field of study.

14. Stand-Alone Campus-Defined Unique Indicators

Campus-defined performance areas include:

- Commitment to teaching, scholarship, and active learning; percentage of full-time faculty who produce conference presentations and publications; number of graduates/undergraduates participating in conferences and presentations.
- Commitment to excellence; department assessment and accreditation; student advising; alternative degree programs.
- Alliances with the community; service learning; academic and non-academic internships; tutoring in K-12.
- Respect for all people; student age by ethnicity by level and new undergraduates by origin; undergraduate student and faculty ethnicity to assess progress in hiring and retaining faculty who reflect our student diversity.
- Encouragement of innovation, experimentation, and creativity; data and narrative that describe faculty and student efforts and successes.

Pomona
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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.

Cal Poly Pomona's (CPP) activities in this area include: programs that are specially accredited; department assessment committees and coordinators; a grants competition to fund projects in learning outcomes assessment; capstone and internship experiences; and assessment as part of program reviews. In terms of General Education, a proposal that includes an assessment component will be presented to the Academic Senate in Fall 2000.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

CPP had only one impacted program over the past few years. Computer Information Systems will become an impacted program in Fall 2000 and Computer Science in Fall 2001. All other programs remained open, and eligible candidates were provided ample time to complete their applications.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have ranged between 75 and 82 percent for first-time freshmen and between 80 and 84 percent for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students averaged 146 quarter units, and native freshman students averaged 131 units.

4. Persistence and graduation

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

Three forms of graduation rates are used in the public arena today: 6-year, 12-year, and JCAR rates. Therefore, all three are reported here. For the past three years, 6-year graduation rates for first-time full-time freshmen ranged between 36 and 43 percent. In 1999, the persistence to graduation rates for Fall 1987 regularly admitted first-time freshmen and CCC transfer students were 58 percent and 64 percent, respectively. The following table of JCAR graduation rates takes full- and part-time attendance into account.

<i>JCAR Student Category</i>	First-time Freshmen		CCC Junior Transfers	
	<i>6-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>	<i>3-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>
1. Full-time	77	83	48	74
2. Persistent Part-time	37	52	18	64
3. Partial Load/Stop-out	4	11	0	50

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new-type multiple, single subject, and special education credentials issued from CCTC, recommended by CPP, were 311 in 1996-97, 415 in 1997-98, and 373 in 1998-99.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 59 percent in Fall 1997, 61 percent in Fall 1998, and 65 percent in Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 46 percent in Fall 1997, 49 percent in Fall 1998, and 47 percent in Fall 1999.

7. Remediation

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

Fall 1998 regularly-admitted first-time freshmen requiring some remediation who were successfully remediated and re-enrolled one year later totaled 97 percent.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

<u>When and Where Instruction Takes Place</u>	<u>1998-99</u>
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	54.7%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	22.7%
Friday Main Campus Lecture/Lab AY FTES	8.8%
Sat/Sun Main Campus Lecture/Lab AY FTES	0.3%
Other Main Campus Lecture/Lab AY FTES	0.0%
Summer Annualized FTES (Main Campus and Off-Site)	8.3%
Main Campus Other Non-Lecture Lab AY FTES	5.2%
<u>Off Site (Including Official Off-Campus Centers) AY FTES</u>	<u>0.0%</u>
Total College Year FTES	100.0%

To meet the needs of students, however, more classes are conducted before 9:00 AM. All combined, classes conducted before 9:00 AM or after 4 PM generated an average of 35 percent of instructional FTES at CPP over the last four fall quarters. This has served to meet students' educational needs in terms of the time, place, and mode of instruction.

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

California State Polytechnic University, Pomona's 60th anniversary was marked by \$9,658,914 in voluntary support and \$23,624,753 in special revenue, surpassing its goal at 12 percent. Of its 80,000 total alumni and 70,000 addressable alumni, 3,189 belong to the alumni association. Hundreds of alumni attend campus events and thousands more are kept informed by alumni publications.

10. Quality of Graduate and Postbaccalaureate Programs

CPP has chosen seven indicators to gauge the quality of graduate and postbaccalaureate programs.

- All graduate programs at CPP have established a GPA requirement for admission that is higher than the 2.5 mandated by Title 5. In the past four years, the average GPA for the last 90 quarter units taken has increased from 2.65 to 3.22.
- External reviews, including accreditation reviews, ensure high quality.
- Graduate students are very diverse in terms of ethnicity, education, and cultural backgrounds.
- Additional indicators will be included in future reports after the development of an alumni and employer survey.

14. Stand-Alone Campus-Defined Unique Indicators

CPP has many unique initiatives and programs. Three of them are described in this report, and the remainder will be addressed in future reports.

- The Indian Hill Village. Once a depressed regional mall, this "Educational Village" develops innovative educational opportunities from pre-school through graduate level.
- The NASA Commercialization Center. A high-technology business incubator, the NCC commercializes technologies from the Jet Propulsion Laboratory and Dryden Flight Research.
- The 2000 Campus Climate Survey Project. As part of a campus-wide study, four instruments were developed, piloted, and administered in Winter Quarter 2000. Data is currently being analyzed, and results are scheduled to be available in Fall 2000.

Sacramento
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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.

Most degree programs at CSU Sacramento (CSUS) have established expectations for student learning in the major. Although some programs have decided on a direct method of assessing student learning outcomes, most are using indirect methods. The newly appointed Faculty Assessment Coordinator will provide assistance to departments as they move to implement more direct methods of student learning. By this time next year, learning expectations for General Education should be defined and specific strategies for assessment selected.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

CSUS had only two impacted programs over the past few years, Nursing and Physical Therapy. All other programs remained open, and all eligible candidates were accepted. Supplemental criteria used in impacted programs have maintained student diversity in the programs.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have ranged between 77 and 78 percent for first-time freshmen and between 81 and 84 percent for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students took 76 to 79 semester units, and native freshman students took 73 to 77 units.

4. Persistence and graduation

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

Three forms of graduation rates are used in the public arena today: 6-year, 12-year, and JCAR rates. Therefore, all three are reported here. For the past three years, 6-year graduation rates for first-time full-time freshmen ranged between 37 and 43 percent. In 1999, the persistence to graduation rates for Fall 1987 regularly admitted first-time freshmen and CCC transfer students were 65 percent and 70 percent, respectively. The following table of JCAR graduation rates takes full- and part-time attendance into account.

<i>JCAR Student Category</i>	First-time Freshmen		CCC Junior Transfers	
	<i>6-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>	<i>3-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>
1. Full-time	66	74	73	83
2. Persistent Part-time	41	57	40	69
3. Partial Load/Stop-out	2	14	7	48

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new-type multiple, single subject, and special education credentials issued from CCTC, recommended by CSUS, were 482 in 1996-97, 583 in 1997-98, and 732 in 1998-99.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 44 percent in Fall 1998, and 45 percent in Fall 1997 and Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 58 percent in Fall 1997 and Fall 1998, and 47 percent in Fall 1999.

7. Remediation

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

CSUS has put considerable effort into the implementation of Executive Order 665 which first addressed students entering in Fall 1998 not fully prepared for college level work in English and/or mathematics. Through coursework and other activities, by Fall 1999, 96 percent of the returning Fall 1998 regularly-admitted first-time freshmen were prepared in *both* English and mathematics.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

<u>When and Where Instruction Takes Place</u>	<u>1998-99</u>
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	61.9%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	20.2%
Friday Main Campus Lecture/Lab AY FTES	6.3%
Sat/Sun Main Campus Lecture/Lab AY FTES	0.7%
Other Main Campus Lecture/Lab AY FTES	0.0%
Summer Annualized FTES (Main Campus and Off-Site)	0.0%
Main Campus Other Non-Lecture Lab AY FTES	4.6%
<u>Off Site (Including Official Off-Campus Centers) AY FTES</u>	<u>6.2%</u>
Total College Year FTES	100.0%

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

Achieving its 10 percent goal, CSU Sacramento increased voluntary support to \$7,979,601. Special revenue also climbed, to \$46,791,474. With 140,000 total alumni and 114,000 addressable alumni, 4,452 are registered as alumni association members. The new alumni center, built with \$2.2 million in private funds, was opened this year.

10. Quality of Graduate and Postbaccalaureate Programs

Direct indicators of quality for graduate and postbaccalaureate programs include the development and implementation of student learning outcomes assessment plans, student rating of the quality of the major, alumni satisfaction with the quality of the major, percent of programs eligible for accreditation that are fully accredited, regional emphasis of the academic program, and student satisfaction with course availability and schedule options. Indirect indicators of quality include the number of basic teaching credentials recommended and continuing education enrollment and certificates awarded.

San Bernardino
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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.

CSU San Bernardino (CSUSB) has been actively engaged in developing outcomes assessment since 1994. The campus has Faculty Senate-approved university outcomes assessment committees for both General Education and the majors, as well as assessment committees at the college and department levels. All programs and departments have developed a mission, goals and objectives that have been reviewed by the university committee. Departments are currently constructing measurement methods and criteria, and many have begun implementing their plans.

CSUSB has already developed a variety of ways to report outcomes assessment results. Departments and programs submit annual outcomes assessment reports. Five-year self-study documents include assessment data and how the information will be used for program improvement. The campus is just beginning the more complicated process of developing measurable criteria for each category of our General Education. Pilot testing of assessment tools in the basic skills category will take place next year.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

CSUSB had only one impacted program over the past three years, Nursing. All other programs remained open, and all qualified applicants were admitted.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have ranged between 73 and 78 percent for first-time freshmen and between 83 and 86 percent for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students averaged 105 quarter units, and native freshman students averaged 107 units.

4. Persistence and graduation

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

Three forms of graduation rates are used in the public arena today: 6-year, 12-year, and JCAR rates. Therefore, all three are reported here. For the past three years, 6-year graduation rates for first-time full-time freshmen ranged between 34 and 39 percent. In 1999, the persistence to graduation rates for Fall 1987 regularly admitted first-time freshmen and CCC transfer students were 58 percent and 69 percent, respectively. The following table of JCAR graduation rates takes full- and part-time attendance into account.

<i>JCAR Student Category</i>	First-time Freshmen		CCC Junior Transfers	
	<i>6-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>	<i>3-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>
1. Full-time	59	59	85	89
2. Persistent Part-time	42	53	61	82
3. Partial Load/Stop-out	4	15	10	60

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new-type multiple, single subject, and special education credentials issued from CCTC, recommended by CSUSB, were 476 in 1996-97, 713 in 1997-98, and 751 in 1998-99.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 28 percent in Fall 1998 and 29 percent in Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 43 percent in Fall 1998 and 38 percent in Fall 1999.

7. Remediation

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

Fall 1998 regularly-admitted first-time freshmen requiring some remediation who were successfully remediated and re-enrolled one year later totaled 90 percent.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

<u>When and Where Instruction Takes Place</u>	<u>1998-99</u>
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	48.0%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	30.0%
Friday Main Campus Lecture/Lab AY FTES	7.9%
Sat/Sun Main Campus Lecture/Lab AY FTES	0.9%
Other Main Campus Lecture/Lab AY FTES	0.0%
Summer Annualized FTES (Main Campus and Off-Site)	0.0%
Main Campus Other Non-Lecture Lab AY FTES	8.0%
Off Site (Including Official Off-Campus Centers) AY FTES	5.1%
Total College Year FTES	100.0%

CSUSB research shows that approximately 1/3 of students take courses primarily during the day, 1/3 only during the evening, and 1/3 attend classes both day and night.

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

In 1998/99 the CSU San Bernardino university advancement outlook was mixed. With its goal unachieved due to a variety of factors, voluntary support came in at \$2,242,081 while special revenues were more positive at \$7,543,964. Of 40,000 alumni, 34,000 have good mailing addresses and 1,683 alumni are affiliated with the alumni association. The campus plans alumni events to showcase the campus and several out-of-state functions.

10. Quality of Graduate and Postbaccalaureate Programs

These indicators will provide information about the quality of graduate and postbaccalaureate programs:

- findings from student outcomes assessment for graduate programs
- information about program effectiveness learned from external reviews of graduate programs
- information collected from exit surveys of graduates
- information regarding graduates admitted to and earning degrees from doctoral and professional schools

San Diego
Digest of 1999/1999 Campus Accountability Data
Extracted from campus reports and system data

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 University Committee on Assessment and the General Education Committee are primary sources for establishing and assisting in the creation of student learning outcomes and assessment methods for both degree programs and General Education. Progress in developing learning outcomes varies among the departments. Approximately one-half of the departments have completed the process of establishing learning outcomes. Academic program reviews are the principal method of ensuring that departments are developing and assessing learning outcomes.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

San Diego State University (SDSU) has had several impacted programs over the past three years, and has declared campuswide impaction for Fall 1999 and Fall 2000. Consistent with Trustee policy, all local CSU-eligible students were admitted for Fall 2000.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have averaged 74 percent for first-time freshmen and 82 percent for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students averaged 72 semester units, and native freshman students averaged 71 units.

4. Persistence and graduation

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

Three forms of graduation rates are used in the public arena today: 6-year, 12-year, and JCAR rates. Therefore, all three are reported here. For the past three years, 6-year graduation rates for first-time full-time freshmen ranged between 35 and 37 percent. In 1999, the persistence to graduation rates for Fall 1987 regularly admitted first-time freshmen and CCC transfer students were 50 percent and 66 percent, respectively. The following table of JCAR graduation rates takes full- and part-time attendance into account.

<i>JCAR Student Category</i>	First-time Freshmen		CCC Junior Transfers	
	<i>6-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>	<i>3-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>
1. Full-time	57	59	68	77
2. Persistent Part-time	41	50	44	69
3. Partial Load/Stop-out	3	15	4	40

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new-type multiple, single subject, and special education credentials issued from CCTC, recommended by SDSU, were 574 in 1996-97, 701 in 1997-98, and 716 in 1998-99, which represents a 25 percent increase since 1996.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 44 percent in Fall 1997, 45 percent in Fall 1998, and 63 percent in Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 55 percent in Fall 1997 and Fall 1998, and 64 percent in Fall 1999.

7. Remediation

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

Every student enrolled in 1999 who needed remediation as a first-time freshman in Fall 1998 completed that remediation in 1998-99.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

<u>When and Where Instruction Takes Place</u>	<u>1998-99</u>
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	57.8%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	25.9%
Friday Main Campus Lecture/Lab AY FTES	8.8%
Sat/Sun Main Campus Lecture/Lab AY FTES	0.2%
Other Main Campus Lecture/Lab AY FTES	0.1%
Summer Annualized FTES (Main Campus and Off-Site)	0.0%
Main Campus Other Non-Lecture Lab AY FTES	5.3%
<u>Off Site (Including Official Off-Campus Centers) AY FTES¹</u>	<u>1.9%</u>
Total College Year FTES	100.0%

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

San Diego State University brought in \$32,255,914 in voluntary support coupled with a significant \$103,287,165 in special revenues. SDSU almost tripled its goal at 28 percent. With the largest student population in the system, San Diego State cites 179,721 alumni, 144,635 addressable alumni, and 10,378 members of its active alumni association. The SDSU alumni website and regional activities provide innovative ways to involve a large number of active alumni.

10. Quality of Graduate and Postbaccalaureate Programs

SDSU will monitor the quality of its graduate and postbaccalaureate programs through outcomes assessment, external reviews, national rankings, student evaluations, employer surveys, qualification for professional licenses and certificates, graduates holding faculty positions at colleges and universities, and graduates enrolled in doctoral and professional schools.

14. Stand-Alone Campus-Defined Unique Indicators

A principal focus of SDSU is the developing of a global university. In an effort to achieve a global university and strengthen the multicultural nature of the campus, SDSU students are exposed to numerous experiences that assist them in developing cultural sensitivity. These include study abroad/exchange programs, campus-based centers and institutes, degree programs, and international training. SDSU will track annually the number of students who have international experiences. SDSU will also track annually the number of students earning doctoral degrees.

¹ Because the Imperial Valley Off-Campus Center is a state-supported, CSU permanent facility with master plan capacity, utilization data for the Imperial Valley Off-Campus Center is included in the main campus categories.

San Francisco
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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.

By 1999, all academic units had developed and submitted assessment plans and more than 80 percent of the undergraduate academic units had reported assessment activities by degree program. Of these, approximately 50 percent documented use of results for program improvement. While efforts to develop a systematic general education assessment program continue, the campus nevertheless has been engaged in a variety of assessment activities designed to determine the extent to which students leave the institution after having developed the general knowledge, skills, and understandings enabling them to function well in society.

From 1998 to 2000, the vice president for academic affairs funded a number of innovative assessment projects focused on the assessment of general education learning outcomes, including assessing written and oral communication and critical thinking skills in GE and the major; assessing upper division relationships of knowledge skills; and experimenting with standardized testing using the Academic Profile. Annual reports regarding the status of assessment of GE are submitted to and reviewed by the GE Council.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

San Francisco State University (SFSU) had only one impacted program over the past three years, Nursing. All other programs remained open, and all qualified applicants were admitted.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have averaged 78 percent for first-time freshmen and 81 percent for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students took between 66 and 69 semester units, and native freshman students took 74 to 76 units.

4. Persistence and graduation

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

Three forms of graduation rates are used in the public arena today: 6-year, 12-year, and JCAR rates. Therefore, all three are reported here. For the past three years, 6-year graduation rates for first-time full-time freshmen ranged between 34 and 37 percent. In 1999, the persistence to graduation rates for Fall 1987 regularly admitted first-time freshmen and CCC transfer students were 69 percent and 73 percent, respectively. The following table of JCAR graduation rates takes full- and part-time attendance into account.

<i>JCAR Student Category</i>	First-time Freshmen		CCC Junior Transfers	
	<i>6-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>	<i>3-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>
1. Full-time	68	72	69	80
2. Persistent Part-time	36	56	46	74
3. Partial Load/Stop-out	4	20	3	37

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new-type multiple, single subject, and special education credentials issued from CCTC, recommended by SFSU, were 577 in 1996-97, 550 in 1997-98, and 599 in 1998-99.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 44 percent in Fall 1997, 40 percent in Fall 1998, and 47 percent in Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 60 percent in Fall 1997, 47 percent in Fall 1998, and 61 percent in Fall 1999.

7. Remediation

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

Fall 1998 regularly-admitted first-time freshmen requiring some remediation who were successfully remediated and re-enrolled one year later totaled 74 percent. This figure reflects the fact that, in 1998-99, SFSU required students needing the greatest amount of remediation to take three semesters of remedial coursework. A major curricular restructuring in 1999-2000 reduced the coursework requirement to two semesters.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

<u>When and Where Instruction Takes Place</u>	<u>1998-99</u>
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	54.7%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	26.9%
Friday Main Campus Lecture/Lab AY FTES	8.6%
Sat/Sun Main Campus Lecture/Lab AY FTES	0.7%
Other Main Campus Lecture/Lab AY FTES	0.0%
Summer Annualized FTES (Main Campus and Off-Site)	0.0%
Main Campus Other Non-Lecture Lab AY FTES	7.0%
<u>Off Site (Including Official Off-Campus Centers) AY FTES</u>	<u>2.1%</u>
Total College Year FTES	100.0%

SFSU is attempting to increase its weekend, summer, and off-site enrollments through weekend colleges, YRO classes, courses offered at community colleges, and on-line offerings.

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

Celebrating its centennial year, San Francisco State University saw a jump in voluntary support to \$13,972,433 in 1998/99. Special revenues were \$29,999,884. SFSU was over its goal at 13 percent. With approximately 175,000 alumni since its normal school days, and 140,000 alumni of record, the alumni association has 4,787 members. Alumni chapters hosted local and regional events including an event in Washington, D.C.

10. Quality of Graduate and Postbaccalaureate Programs

To assure the quality of its graduate and postbaccalaureate programs, SFSU uses external reviews, student evaluations, special accreditations, analyses of applicant demand and quality of applicant, analyses of resources and enrollments to support a program, degree completion rates, and studies of applicant diversity in terms of gender, ethnicity, and geography.

14. Stand-Alone Campus-Defined Unique Indicators

SFSU has singled out these special indicators:

- provision of unique curricular offerings to prepare professionals to meet the special needs of the people of CA
- development of public-public and public-private partnerships to serve the communities with which SFSU students and faculty are engaged
- development of initiatives in library and information technology
- provision of community service learning activities and opportunities
- provision of programs for special student populations
- support for centers and institutes to promote excellence in instruction and intellectual accomplishment
- special facilities and collections to promote excellence in instruction and intellectual accomplishment

San Jose
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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.

San Jose State University's (SJSU) new program planning policy mandates that, in their review, programs first propose an assessment plan and then on a continuing basis use the data collected in those assessments to make program modifications and plan future curricula. In 1998, the SJSU Academic Senate passed a revised General Education policy that embedded assessment of student learning within GE course certification. Evidence of student learning is obtained in the required demonstrations by students of Area-by-Area competencies agreed upon by faculty as a whole. In 1998-99, SJSU conducted a retrospective five-year study of student performance on the Graduation Writing Assessment Requirement. This assessment caused the campus to change several policies, including the elimination of any alternatives to the Writing Skills Test, and prohibition from enrollment in Advanced GE prior to satisfaction of the Writing Skills Test.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

SJSU had one impacted program over the past few years, with several others close to impaction. The explosion in housing costs and hiring competition from Silicon Valley make it hard to find qualified faculty for these programs.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

SJSU reports a 20 to 22 percent loss of first-time freshmen and CCC transfer students after one year of enrollment. Incoming transfer students progress to degree taking fewer units in the upper division than students who entered SJSU as freshmen.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have ranged between 77 and 80 percent for first-time freshmen and between 79 and 82 percent for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students took 75 to 78 semester units, and native freshman students averaged 79 units.

4. Persistence and graduation

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

Three forms of graduation rates are used in the public arena today: 6-year, 12-year, and JCAR rates. Therefore, all three are reported here. For the past three years, 6-year graduation rates for first-time full-time freshmen ranged between 34 and 39 percent. In 1999, the persistence to graduation rates for Fall 1987 regularly admitted first-time freshmen and CCC transfer students were 62 percent and 69 percent, respectively. The following table of JCAR graduation rates takes full- and part-time attendance into account.

<i>JCAR Student Category</i>	First-time Freshmen		CCC Junior Transfers	
	<i>6-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>	<i>3-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>
1. Full-time	57	62	61	68
2. Persistent Part-time	42	56	40	69
3. Partial Load/Stop-out	2	17	0	43

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new-type multiple, single subject, and special education credentials issued from CCTC, recommended by SJSU, were 469 in 1996-97, 539 in 1997-98, and 521 in 1998-99.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 53 percent in Fall 1997, 52 percent in Fall 1998, and 56 percent in Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 50 percent in Fall 1998, and 48 percent in Fall 1997 and Fall 1999.

7. Remediation

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

Fall 1998 regularly-admitted first-time freshmen requiring some remediation who were successfully remediated and re-enrolled one year later totaled 96 percent.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

When and Where Instruction Takes Place	1998-99
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	55.8%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	25.2%
Friday Main Campus Lecture/Lab AY FTES	8.4%
Sat/Sun Main Campus Lecture/Lab AY FTES	0.4%
Other Main Campus Lecture/Lab AY FTES	0.0%
Summer Annualized FTES (Main Campus and Off-Site)	0.0%
Main Campus Other Non-Lecture Lab AY FTES	9.1%
<u>Off Site (Including Official Off-Campus Centers) AY FTES</u>	<u>1.1%</u>
Total College Year FTES	100.0%

In order to better serve working adults, SJSU anticipates a higher proportion of evening and weekend classes in the coming years. Regular YRO summer sessions are expected to accommodate important numbers of new students beginning in 2001.

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

San José State University raised \$15,737,973 in voluntary support coupled with \$35,322,645 in special revenue marking a 15 percent achievement. Alumni rolls number 122,444, and a dues-paying membership program is being planned. Electronic campus updates are sent to an increasing e-mail database of alumni.

10. Quality of Graduate and Postbaccalaureate Programs

Effective Fall 2000 SJSU will develop a formal campus reporting process and will begin—or in many cases continue—collection of data to support these indicators:

- standards of admission and graduation
- indicators from program review
- levels and standards of teaching, research, and service achieved by the faculty
- pre and post graduation student achievements
- students’ evaluation of their program
- enrollment trends and market vitality
- programs to enhance diversity

San Luis Obispo
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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.

During the next three years, each academic program at Cal Poly, SLO will develop an assessment plan, and a university-wide Assessment Council will be charged and appointed by the Provost with oversight and coordination. In General Education, the focus will be on the program as a whole, and a logical time for assessment will be the end of the program when presumably all program objectives have been fulfilled.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

Admission to Cal Poly, SLO has been selective because the number of applicants greatly exceeds campus capacity. Consistent with Trustee policy and Executive Order, the campus manages its enrollments through the use of supplementary admission criteria which its faculty have developed.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have ranged between 86 and 89 percent for first-time freshmen and between 89 and 91 percent for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students averaged between 136 and 142 quarter units, and native freshman students averaged between 123 and 130 units. Cal Poly, SLO's undergraduate majors include professional programs that require more units for degree completion than most CSU majors, such as Engineering and five-year programs in Architecture and Landscape Architecture.

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.

Three forms of graduation rates are used in the public arena today: 6-year, 12-year, and JCAR rates. Therefore, all three are reported here. For the past three years, 6-year graduation rates for first-time full-time freshmen ranged between 55 and 64 percent. In 1999, the persistence to graduation rates for Fall 1987 regularly admitted first-time freshmen and CCC transfer students were 78 percent and 87 percent, respectively. The following table of JCAR graduation rates takes full- and part-time attendance into account.

<i>JCAR Student Category</i>	First-time Freshmen		CCC Junior Transfers	
	<i>6-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>	<i>3-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>
1. Full-time	82	84	58	78
2. Persistent Part-time	57	62	18	70
3. Partial Load/Stop-out	1	9	0	44

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new-type multiple, single subject, and special education credentials issued from CCTC, recommended by Cal Poly, SLO, were 222 in 1996-97, 204 in 1997-98, and 152 in 1998-99.

As a polytechnic university, Cal Poly, SLO graduates science and technology workers vital to the state's economic future.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 81 percent in Fall 1997, 84 percent in Fall 1998, and 85 percent in Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 83 percent in Fall 1997, 83 percent in Fall 1998, and 85 percent in Fall 1999.

7. Remediation

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

Fall 1998 regularly-admitted first-time freshmen requiring some remediation who were successfully remediated and re-enrolled one year later totaled 95 percent.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

<u>When and Where Instruction Takes Place</u>	<u>1998-99</u>
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	56.7%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	20.4%
Friday Main Campus Lecture/Lab AY FTES	10.9%
Sat/Sun Main Campus Lecture/Lab AY FTES	0.0%
Other Main Campus Lecture/Lab AY FTES	0.0%
Summer Annualized FTES (Main Campus and Off-Site)	5.1%
Main Campus Other Non-Lecture Lab AY FTES	6.6%
<u>Off Site (Including Official Off-Campus Centers) AY FTES</u>	<u>0.2%</u>
Total College Year FTES	100.0%

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

Cal Poly, SLO saw \$23,520,727 in voluntary funds contributed to the campus. That amount, coupled with the \$18,448,719 in external funding, saw Cal Poly SLO better its goal at 28 percent. Of a total of 104,000 alums, more than 10 percent of Cal Poly SLO’s 95,000 addressable alumni, or 10,392, are members of the university’s alumni association. Golf tournaments, jazz nights, wine trips and other events drew alumni from all over the state.

10. Quality of Graduate and Postbaccalaureate Programs

Cal Poly, SLO ensures quality of graduate programs through the following:

- an adequate physical environment and administrative processes to support the academic content
- a faculty of sufficient size and quality to ensure a vibrant program of research and scholarship
- financial support for graduate students
- enrollment quality and diversity
- graduates who earn more advanced degrees, find employment in their field, get professional licensures or certifications, or are employed in schools, colleges, or universities

14. Campus-Defined Unique Indicators

Characteristics that make Cal Poly, SLO distinctive include:

- polytechnic mission
- leadership in preparing graduates for the workforce needs of a high tech economy
- “learn by doing,” educational philosophy, as evidenced by major-at-entrance, the senior projects, extensive internship and co-op programs, and applied undergraduate research
- residential campus culture and living/learning environment
- an integrated learning culture connecting the liberal arts and sciences with the University’s professional and polytechnic programs

San Marcos
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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.

CSU San Marcos (CSUSM) has formulated four objectives to advance the goal of developing a comprehensive assessment program: identification of current campus assessment procedures; development of resources and incentives to encourage comprehensive assessment; identification and articulation of new and existing learning objectives for all majors, degree options, and core competencies; and improvement and expansion of existing channels for university-wide communication about effective means of fostering student learning.

The campus has already completed a revision of program review procedures and created a new plan for General Education.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

CSUSM had no impacted programs over the past three years, and all eligible students who applied were admitted.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates for students enrolled at CSUSM have ranged between 63 and 68 percent for first-time freshmen, and between 71 and 81 percent for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students took between 60 and 64 semester units, and native freshman students took between 66 and 69 units.

4. Persistence and graduation

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

CSUSM began operation on Fall 1990 as an upper-division institution that accepted only transfer students. First-time freshmen were not admitted until Fall 1995. Given the short period of operation, it is difficult to calculate meaningful graduation rates.

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new-type multiple, single subject, and special education credentials issued from CCTC, recommended by CSUSM, were 298 in 1996-97, 363 in 1997-98, and 374 in 1998-99.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 36 percent in Fall 1997, 31 percent in Fall 1998, and 36 percent in Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 54 percent in Fall 1997, 49 percent in Fall 1998, and 48 percent in Fall 1999.

7. Remediation

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

Fall 1998 regularly-admitted first-time freshmen requiring some remediation who were successfully remediated and re-enrolled one year later totaled 86 percent.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

<u>When and Where Instruction Takes Place</u>	<u>1998-99</u>
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	60.3%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	25.3%
Friday Main Campus Lecture/Lab AY FTES	5.0%
Sat/Sun Main Campus Lecture/Lab AY FTES	1.8%
Other Main Campus Lecture/Lab AY FTES	0.0%
Summer Annualized FTES (Main Campus and Off-Site)	0.0%
Main Campus Other Non-Lecture Lab AY FTES	7.6%
<u>Off Site (Including Official Off-Campus Centers) AY FTES</u>	<u>0.0%</u>
Total College Year FTES	100.0%

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

CSU San Marcos edged up over its goal at 11 percent by raising \$3,139,195 in voluntary support and \$2,861,541 in special revenue in 1998/99. A decade old, the campus has 6,711 alumni, with 476 members of the alumni association. Active alumni programs include a 5K run/walk, golf tournament and alumni awards recognition.

10. Quality of Graduate and Postbaccalaureate Programs

CSUSM ensures the quality of its programs through reports prepared by external reviewers as part of the program review process and through those prepared by special accreditors such as NCATE. In addition to state-support postbaccalaureate programs, CSUSM also offers courses to a spectrum of students and professionals through the Extended Studies Program.

Sonoma
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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 Sonoma State University (SSU) Senate has approved a streamlined Program Review process whose main purpose is to establish assessment of student learning at the program level. The SSU Senate has also approved an institutional framework for assessing student learning at the GE levels with a GE Program Faculty Lab. The lab will bring together GE program faculty in each of the areas to work as a team to review and strengthen that area of the GE program. It will function under the direction of the GE Subcommittee and call upon campus expertise in the area of establishing outcomes and developing assessment procedures.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

SSU does not use impaction for enrollment management, but rather supplementary criteria similar to those enabled by EO 563, Impacted Status. Priority is given to local students. Freshmen students are admitted with the best qualifications possible as measured by GPA and SAT scores. Special consideration is given for location, educational equity, special talent, ability to benefit and the major enrollment targets.

SSU has doubled its teacher preparation program in the past few years, yet is still unable to admit all eligible applicants. If SSU is not able to admit all eligible freshmen, then they are referred to another CSU campus.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have ranged between 75 and 81 percent for first-time freshmen and between 82 and 84 percent for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students averaged 68 semester units, and native freshman students averaged 70 units.

4. Persistence and graduation

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

Three forms of graduation rates are used in the public arena today: 6-year, 12-year, and JCAR rates. Therefore, both are reported here. For the past three years, 6-year graduation rates for first-time full-time freshmen ranged between 43 and 45 percent. In 1999, the persistence to graduation rates for Fall 1987 regularly admitted first-time freshmen and CCC transfer students were 60 percent and 71 percent, respectively. The following table of JCAR graduation rates takes full- and part-time attendance into account.

<i>JCAR Student Category</i>	First-time Freshmen		CCC Junior Transfers	
	<i>6-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>	<i>3-year Graduation Rate</i>	<i>Estimated Final Graduation Rate</i>
1. Full-time	67	69	76	80
2. Persistent Part-time	49	55	59	76
3. Partial Load/Stop-out	0	3	17	50

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new-type multiple, single subject, and special education credentials issued from CCTC, recommended by SSU, were 185 in 1996-97, 190 in 1997-98, and 215 in 1998-99.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 48 percent in Fall 1997, 52 percent in Fall 1998, and 54 percent in Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 75 percent in Fall 1997 and Fall 1998, and 69 percent in Fall 1999.

7. Remediation

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

Fall 1998 regularly-admitted first-time freshmen requiring some remediation who were successfully remediated and re-enrolled one year later totaled 90 percent.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

When and Where Instruction Takes Place	1998-99
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	53.3%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	27.8%
Friday Main Campus Lecture/Lab AY FTES	7.6%
Sat/Sun Main Campus Lecture/Lab AY FTES	0.2%
Other Main Campus Lecture/Lab AY FTES	0.0%
Summer Annualized FTES (Main Campus and Off-Site)	0.0%
Main Campus Other Non-Lecture Lab AY FTES	9.3%
<u>Off Site (Including Official Off-Campus Centers) AY FTES</u>	<u>1.6%</u>
Total College Year FTES	100.0%

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

More than meeting its goal at 23 percent, Sonoma State University received \$8,761,134 in voluntary support and \$11,508,988 in external funding. With 39,350 alumni and 27,643 addressable alumni, a dues-paying membership program is being expanded. Events such as an “evening with Gaye LeBaron” and the 12th annual distinguished alumni are well attended.

10. Quality of Graduate and Postbaccalaureate Programs

Sonoma State has 12 indicators of quality for its graduate/postbaccalaureate programs. They include:

- student outcomes assessment
- external reviews
- students’ evaluation of their graduate and postgraduate experience
- graduates qualifying for professional licenses and certificates
- admissions to doctoral and professional schools
- averages of applications, admissions, enrollments, by graduate program
- alumni donors

14. Stand-Alone Campus-Defined Unique Indicators

For the 1999-2000 SSU Self-Assessment, SSU used four instruments to assist in understanding student needs. They include:

- the Cooperative Institutional Research Program (CIRP) Freshmen Survey for incoming freshmen
- the Freshmen Seminar Curriculum Questionnaire
- the CSU Student Needs and Priorities Surveys (SNAPS), SSU compared to the CSU overall.
- the ACT Alumni Outcomes Survey plus a Civic Activities Survey.

Stanislaus
Digest of 1998/1999 Campus Accountability Data
Extracted from campus reports and system data

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.

CSU Stanislaus has been actively addressing the issue of assessment of student learning outcomes since the early 1990s. These efforts have increased in sophistication and frequency over the past five years. In 1997, an initiative to identify learning goals of general education was undertaken. In 1999, the university made substantial financial commitments to institutionalize assessment and improve the quality of degree programs through a variety of faculty activities and administrative changes.

During the 2000/01 academic year, the university plans to revise its current program review criteria and processes so that they are enriched and informed by assessment data. The program review process will be the method by which the university will institutionalize assessment of learning outcomes. Departments are required to include assessment of GE learning objectives in courses submitted for approval as part of the GE program. The assessment of core competencies and the achievement of student attainment of GE goals will be monitored by the appropriate faculty governance committee.

2. Access to the CSU

Eligible applicants are guaranteed admission to some CSU campus.

All eligible students who applied to CSU Stanislaus over the past three years were admitted.

3. Progression to the degree

The CSU provides clear paths to the baccalaureate degree for first-time freshmen and transfer students.

These data describe regularly-admitted CSU students. For the last three years, one-year continuation rates have averaged 79 percent for first-time freshmen and 81 percent for CCC transfers. For the last three years, as upper-division students progressed towards the degree, junior transfer students averaged between 67 and 69 semester units, and native freshmen averaged between 67 and 71 units.

4. Persistence and graduation

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

Three forms of graduation rates are used in the public arena today: 6-year, 12-year, and JCAR rates. Therefore, both are reported here. For the past three years, 6-year graduation rates for first-time full-time freshmen ranged between 41 and 45 percent. In 1999, the persistence to graduation rates for Fall 1987 regularly admitted first-time freshmen and CCC transfer students were 62 percent and 72 percent, respectively. The following table of JCAR graduation rates takes full- and part-time attendance into account.

JCAR Student Category	First-time Freshmen		CCC Junior Transfers	
	6-year Graduation Rate	Estimated Final Graduation Rate	3-year Graduation Rate	Estimated Final Graduation Rate
1. Full-time	74	74	78	85
2. Persistent Part-time	34	43	50	67
3. Partial Load/Stop-out	2	2	16	58

5. Areas of special need

There is great need in many regions of California for credentialed teachers.

The numbers of first-time/new-type multiple, single subject, and special education credentials issued from CCTC, recommended by CSU Stanislaus, were 226 in 1996-97, 315 in 1997-98, and 295 in 1998-99.

6. Relations with K-12

Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation.

In mathematics, the percentage of regularly-admitted, first-time freshmen fully prepared was 44 percent in Fall 1997, 42 percent in Fall 1998, and 46 percent in Fall 1999. In English, the percentage of regularly-admitted, first-time freshmen fully prepared was 53 percent in Fall 1997, 57 percent in Fall 1998, and 49 percent in Fall 1999.

7. Remediation

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

Fall 1998 regularly-admitted first-time freshmen requiring some remediation who were successfully remediated and re-enrolled one year later totaled 53 percent.

8. Facilities Utilization

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively.

<u>When and Where Instruction Takes Place</u>	<u>1998-99</u>
Mon-Thur Main Campus Lecture/Lab AY FTES until 4 PM	59.9%
Mon-Thur Main Campus Lecture/Lab AY FTES after 4 PM	20.7%
Friday Main Campus Lecture/Lab AY FTES	10.0%
Sat/Sun Main Campus Lecture/Lab AY FTES	0.2%
Other Main Campus Lecture/Lab AY FTES	0.0%
Summer Annualized FTES (Main Campus and Off-Site)	0.0%
Main Campus Other Non-Lecture Lab AY FTES	5.3%
<u>Off Site (Including Official Off-Campus Centers) AY FTES¹</u>	<u>4.0%</u>
Total College Year FTES	100.0%

9. University Advancement

To support educational excellence, CSU will continue to seek funding through private contributions

With \$4,285,987 in voluntary support and \$7,749,656 in external funding, CSU Stanislaus topped its goal at 15 percent. Reporting some 24,945 alumni, 23,140 with good mailing addresses, the campus is exploring ways to increase membership in the alumni association. Alumni highlights include the first homecoming celebration drawing 200 people and eight new alumni chapters involving over 900 alumni.

10. Quality of Graduate and Postbaccalaureate Programs

CSU Stanislaus uses these indicators to ensure the quality of its graduate programs:

- results of graduate program reviews, which include information taken from student evaluations of course and teaching effectiveness, student satisfaction at time of program completion, alumni satisfaction, and employer satisfaction
- results from external accreditation reviews of graduate programs
- program results of learning goals for all graduate students

¹ Because the Stockton Off-Campus Center is a state-supported, CSU permanent facility with master plan capacity, utilization data for the Stockton Off-Campus Center is included in the main campus categories.