



The California State University, Chico Accountability Report 2002

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October 25, 2002

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1.1 Chico State Today

Acknowledgments

All members of our learning community, i.e. faculty, staff, students, administrators, recruiters, and members of the community have actively contributed to the success of the efforts detailed in this report. We sincerely appreciate their efforts and we look forward to an even more successful future.

We also want to acknowledge, on an individual basis, those members of our community who were actively involved in the preparation of this report. Deserving of special recognition in this respect are the following individuals:

William R. Allen
Jeannette R. Alosi
ElizabethAnn R. “Bitsy” Easley
Sherry D. Fox
Robert L. Hannigan
James W. Jessee
Michael E. Kotar
Deborah L. Kuechel
Ed L. Masterson
Carolynn L. Reynolds
James Richmond
Jennifer R. Robison
Dennis M. Rothermel
Marilyn A. Winzenz
Charles C. Worth
Jeffrey D. Wright

Introduction

On January 28, 1998, the CSU Board of Trustees unanimously adopted *The Cornerstones Report*, a comprehensive planning framework that lays out the values, priorities and expectations for an even stronger and more successful future for the system. CSU, Chico was pleased to embrace *Cornerstones* for it mirrored Chico's own *Strategic Plan for the Future*, which was adopted by the campus in 1995.

Any plan, whether it is CSU, Chico's Strategic Plan or the system's Cornerstones, requires active implementation and an accounting of progress. We were encouraged, then, when the Board approved the CSU Accountability Process on November 17, 1999, because we knew it would provide us with an excellent opportunity to tell you about what we have accomplished.

In CSU, Chico's Accountability Report 2000, we addressed the system-wide performance indicators and we highlighted our performance in areas that recognize those special unique characteristics that define the innovative and stimulating learning and working environments for which Chico is known. With this CSU, Chico's Accountability Report 2002, we are pleased to share with you an update of our accomplishments on the system-wide performance indicators.

Manuel A. Estéban
President

Scott G. McNall
Provost

Dennis C. Graham
Vice President

Paul L. Moore
Vice President

Common Institutional Performance Areas and Indicators

1.1 Quality of Baccalaureate Degree Programs

Indicator

Creation of student learning outcomes for each academic program; development of assessment plan in each academic program; and an annual report of program changes and/or improvements as a result of assessment .

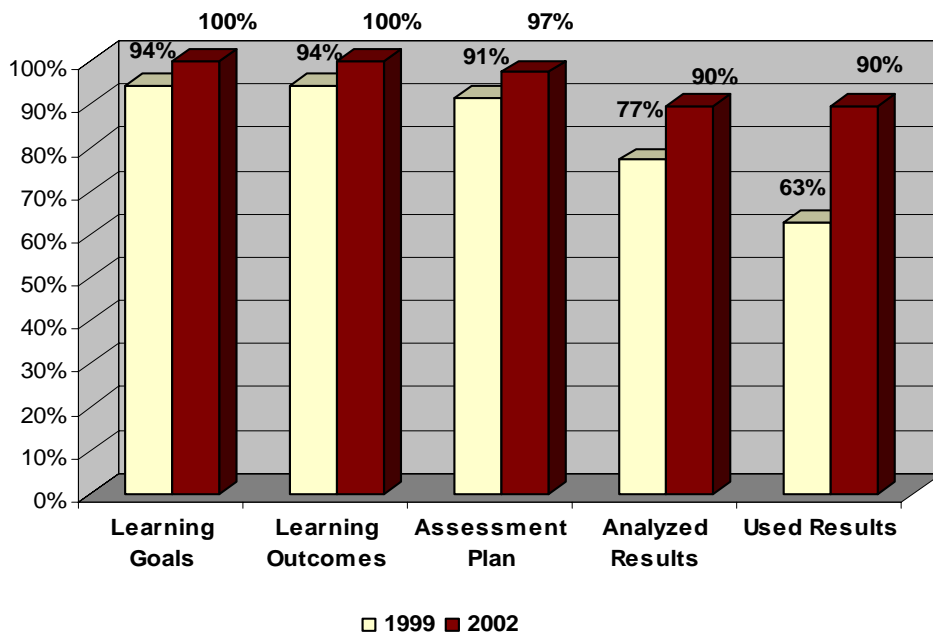
Significance of Indicator

Strategic Priority # 1 of CSU, Chico says, “we will create high quality learning environments.” These indicators provide evidence of our progress in the identification of student learning objectives and in the development of faculty-owned processes to assess student-learning outcomes at the academic program levels.

CSU, Chico Performance

In 2002 all academic departments were again surveyed in the following five areas: learning goals established, learning outcomes stated, an assessment plan in operation, results of assessment analyzed and results of assessment being used to improve programs. The results of the survey suggest continued progress toward our stated goal of 100 percent participation in each of the phases.

Percent of CSU, Chico Academic Programs That Have ...



Source: CSUC Survey of Department Chairs and Directors, Spring 1999, 2002.

2.1.a Access to the CSU, Chico

Indicator *The number of first-time freshmen who applied to CSU, Chico and were admitted.*

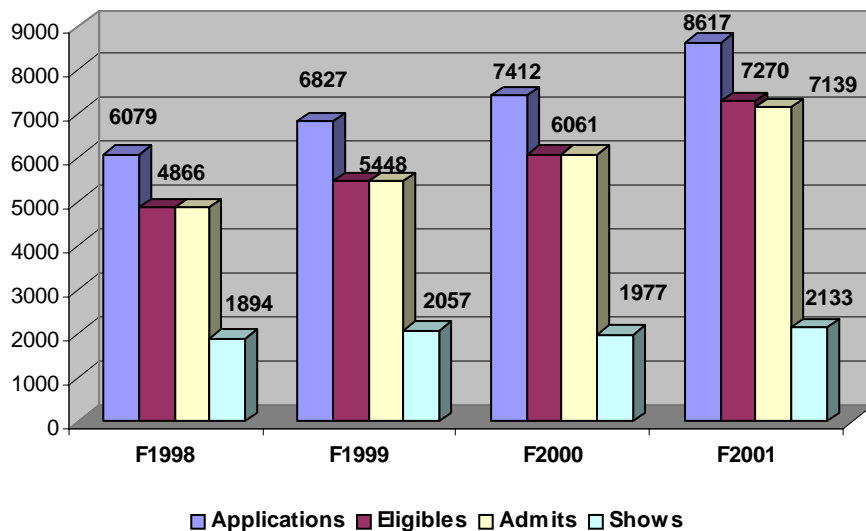
Significance of Indicator

The CSU is committed to providing all eligible first-time freshmen applicants with admission to a CSU campus. This indicator highlights CSU, Chico's response to this commitment.

CSU, Chico Performance

CSU, Chico has responded to the objective of ensuring access under the Master Plan. Close to 100 percent of the eligible first-time freshmen are admitted in the fall of each academic year. About 30 percent of admitted students enroll at Chico in the subsequent fall semester. Failure to complete the admission process is the predominant reason for non-admittance.

First-Time Freshmen Who Applied, Were Admitted and Enrolled



Source: CSU, Enrollment Reporting System—Applicant, and, CSU, Enrollment Reporting System—Student.

2.1.b Access to the CSU, Chico

Indicator

The number of California Community College (CCC) upper-division students who applied to CSU, Chico, were admitted and enrolled.

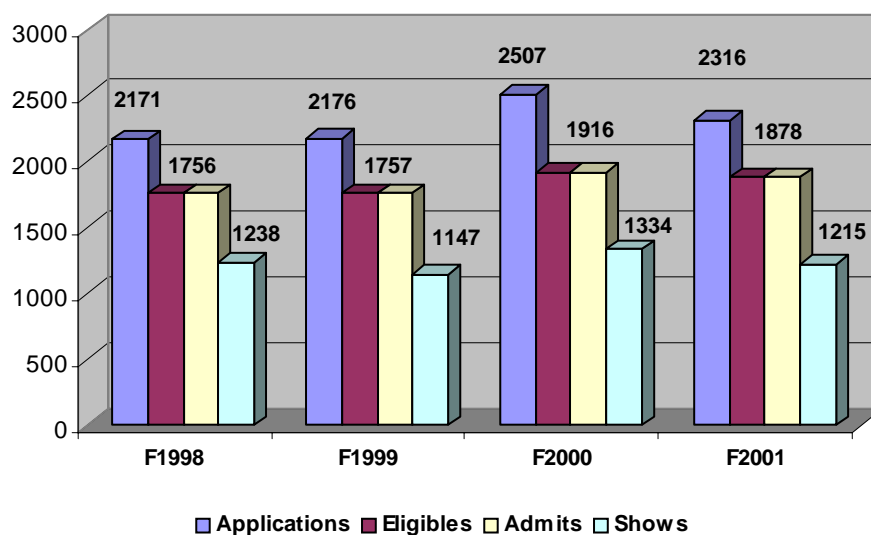
Significance of Indicator

The CSU is committed to providing all upper-division California Community College transfer students with admission to a CSU campus. This indicator highlights CSU, Chico's response to this commitment.

CSU, Chico Performance

CSU, Chico has responded to the objective of ensuring access under the Master Plan. One hundred percent of the eligible junior transfer students were admitted in the fall of each academic year. About 65 percent of admitted transfer students enroll at Chico in the subsequent fall semester. All qualified regional students have been accommodated each year.

Upper Division CCC Transfers Who Applied, Were Admitted and Enrolled



Source: CSU, Enrollment Reporting System—Applicant, and, CSU, Enrollment Reporting System—Student.

2.2 Access to the CSU, Chico

Indicator (For campuses with impacted programs ...) The number of eligible students who applied to CSU, Chico's School of Nursing and were admitted.

Significance of Indicator

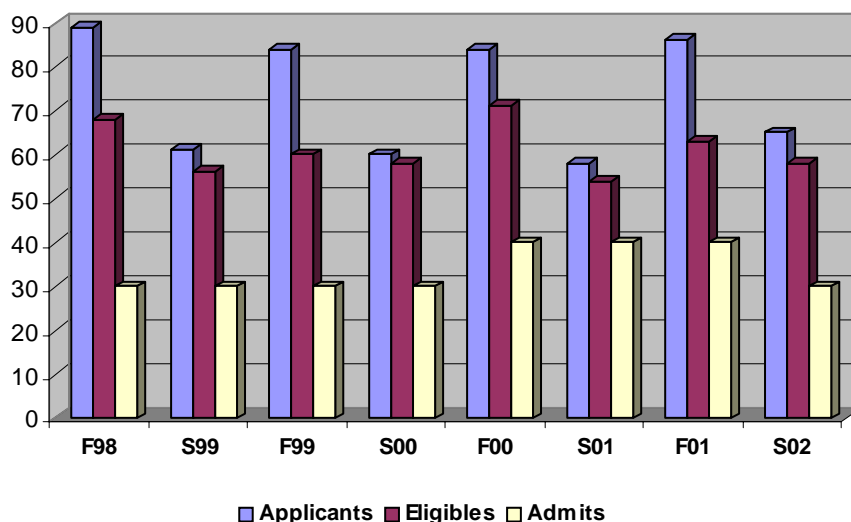
The CSU, Chico School of Nursing offers programs leading to fully accredited bachelor and master degrees. This indicator reveals the effect of program resource constraints on admission capacity.

The program received a \$205,000 grant from the Enloe Foundation to expand capacity for AY 2000/01 and Fall 2001 by 25 percent.

CSU, Chico Performance

The high quality of the CSU, Chico School of Nursing programs is demonstrated by the full accreditation status conferred to them by the National League for Nursing Accrediting Commission (NLNAC). The program's quality is further evidenced by the success rate of its graduates on the NCLEX-RN[®] exam. Their passing rates exceed state (80%) and national averages (82%). Most recently, 91 percent of the candidates passed the exam.

School of Nursing Applicants, Eligibles and Admits



Source: CSU, Chico School of Nursing, June 2002.

3.1.a Progression to the Degree

Indicator

The percentage of first-time freshmen who progress from their first to their second year of CSU, Chico attendance.

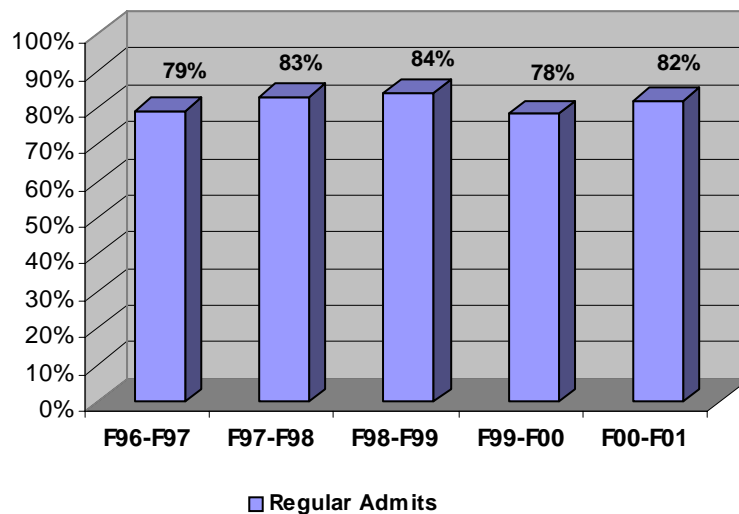
Significance of Indicator

The CSU, Chico will provide clear paths to the baccalaureate degree for first-time freshmen. High year-to-year progression rates are indicators of the effectiveness of these paths.

CSU, Chico Performance

Chico enjoys consistently high first-year to second-year progression rates. Key components of our success are our special efforts at student integration into the unique academic and social environment of CSU, Chico. The Fall 1999 to Fall 2000 progression rate dropped due to mandatory disenrollment for failure to complete one-year remediation requirement. Our traditional progression rate is being rebuilt.

One-Year Continuation Rates for CSU, Chico First-Time Freshmen



Source: CSU, Enrollment Reporting System—Student.

3.1.b Progression to the Degree

Indicator *The percentage of CCC transfer students who progress from their first to their second year of CSU, Chico attendance.*

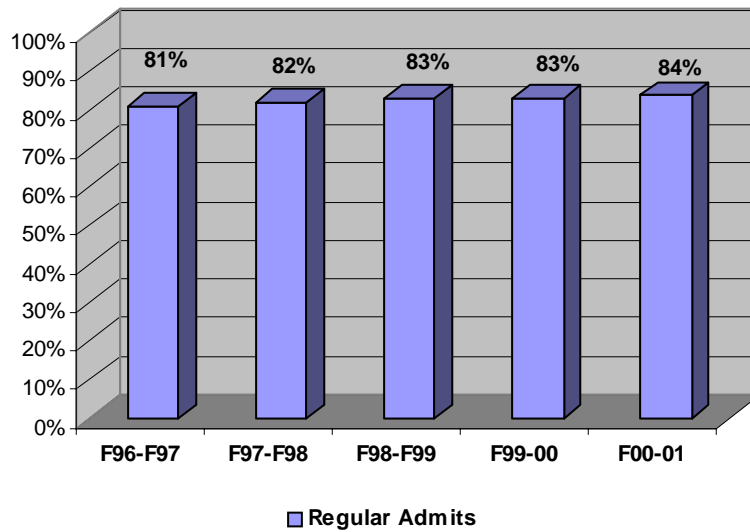
Significance of Indicator

The CSU will provide clear paths to the baccalaureate degree for transfer students. High year-to-year progression rates are one of the indicators of the effectiveness of these paths.

CSU, Chico Performance

Chico enjoys consistently high first-year to second-year progression rates for transfer students. Individual colleges undertake special efforts at integrating transfer students into their respective unique total learning environments. Recent examples of these efforts include Summer Orientation, and Re-entry Services programs.

One-Year Continuation Rates for CCC Transfer Students



Source: CSU, Enrollment Reporting System—Student.

3.2 Progression to the Degree

Indicator

The number of units completed by upper-division California Community College transfers who are graduated as compared to the number of units completed by upper-division students who also graduated but entered CSU, Chico as first-time freshmen.

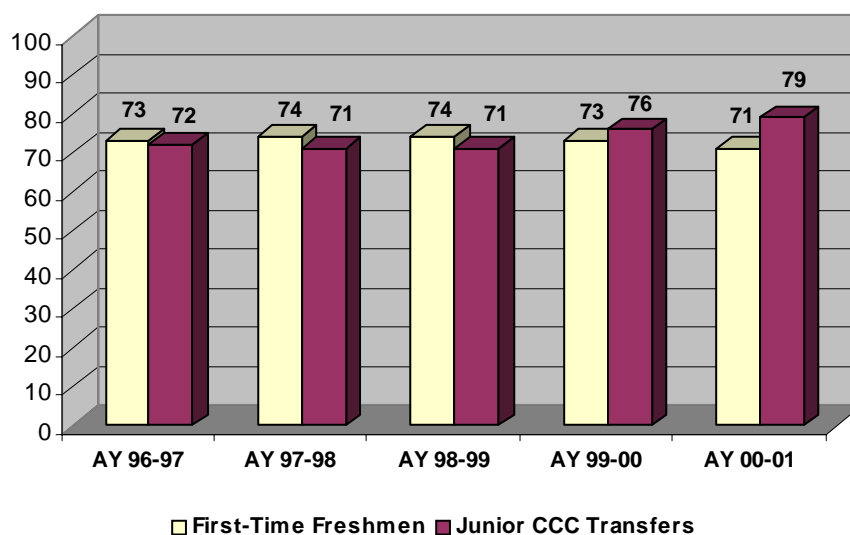
Significance of Indicator

This indicator tracks the extent to which upper-division California Community College transfer students progress to degree as efficiently as students who entered CSU, Chico as first-time freshmen.

CSU, Chico Performance

California Community College transfer students proceed through the upper-division coursework about as efficiently as do students who entered CSU, Chico as first-time freshmen. The units earned by CCC junior transfer students as they make their way to the baccalaureate degree are well within the “30% bench mark to degree,” and reflect campus distribution of degree type and major degree program.

Average Total Units Completed in the Upper Division: Regular Admits



Source: CSU, Enrollment Reporting System—Student, and, CSU, Enrollment Reporting System—Degree.

4.1 Persistence and Graduation

Indicator *Estimated rates of eventual graduation from CSU, Chico by regularly admitted first-time freshmen and CCC transfers.*

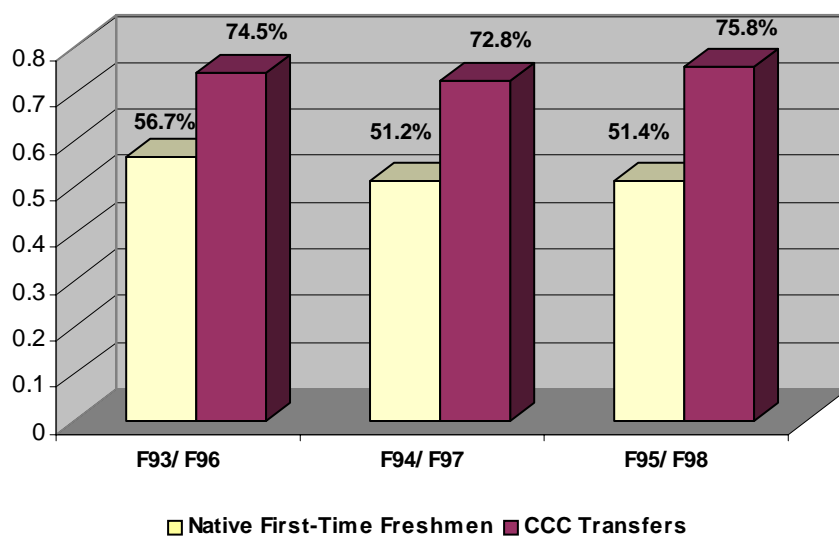
Significance of Indicator

CSU, Chico through clear statements of graduation requirements, effective advising, and effective access to courses, will assist students to achieve their degree objectives. High persistence and graduation rates are indicators of the effectiveness of these efforts.

CSU, Chico Performance

Chico has among the highest graduation rate of any CSU campus for first-time, full-time freshmen. The accompanying table presents data on the entering classes of Fall 1993 freshmen and Fall 1996 transfers to entering classes of Fall 1995 freshmen and Fall 1998 transfers.

CPEC Graduation Rates from Campus of Origin: Native First-Time Freshmen and CCC Transfers



Source: CSU, Enrollment Reporting System, September 2002.

5.1 Areas of Special State Need

Indicator

The number of first time / new type credentials issued by the California Commission on Teacher Credentialing to candidates recommended by CSU, Chico.

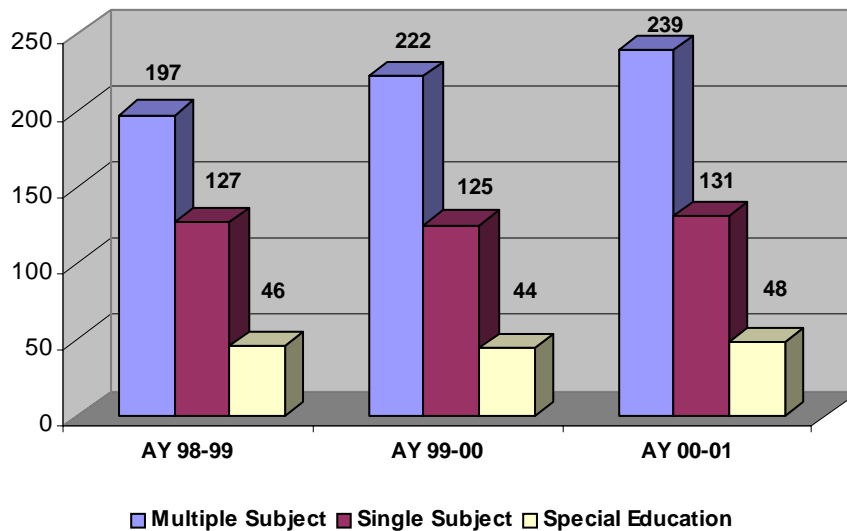
Significance of Indicator

The CSU, Chico has made special efforts to respond to the great need in many regions of California for credentialed teachers consistent with the requirements of K-12 education. This indicator highlights the results of our efforts.

CSU, Chico Performance

The number of first time / new type of credentials issued by the CCTC to candidates recommended by CSU, Chico continues to increase, from 370 in 1998-99 to 418 in 2000-01, as a result of a number of special and innovative efforts. These efforts include the development of the FLEX Plan, the Integrated Teacher CORE Liberal Studies / Multiple Subject Program, and new initiatives for Special Education. The latter efforts are supported by successful grant writing on the part of our faculty at both State and Federal levels.

First Time / New Type Credentials CCTC Issuances



Source: The California Commission on Teacher Credentialing (CCTC), 2002.

6.1.a Relations with K - 12

Indicator *The number of CSU, Chico faculty, CSU, Chico students and K-12 Schools involved in K-12 outreach efforts.*

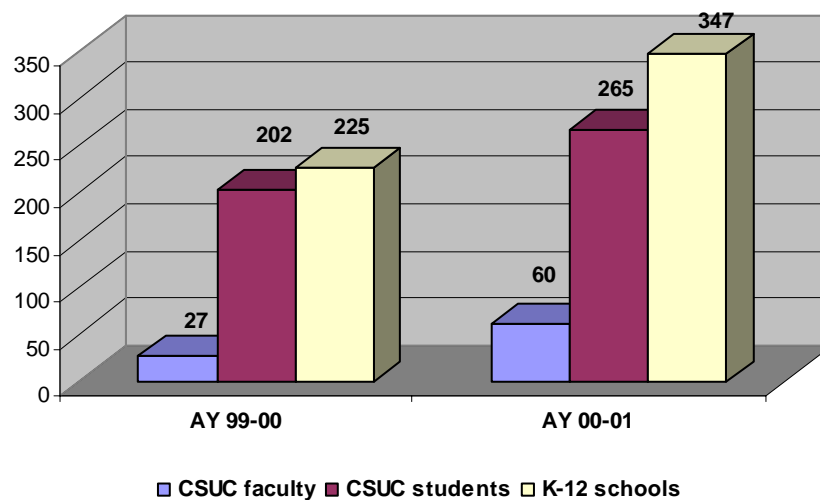
Significance of Indicator

In an effort to improve the academic preparation of entering students, the CSU will be responsive to the needs of K-12 education. This indicator demonstrates the level of involvement of the CSU, Chico in K-12 Outreach Efforts.

CSU, Chico Performance

CSU, Chico faculty and students actively support two CSU-funded programs: PAD and CAPI. In addition, we support America Reads, Educational Talent Search, Math Links, MESA, Upward Bound, the Center for Mathematics and Science Education, CAVE, and numerous individual efforts. In 2000-01 we served close to 350 schools.

The Number of CSUC Faculty, CSUC Students And K-12 Schools Involved in K-12 Outreach Efforts



Source: Year-End Report to California State University, Office of the Chancellor, August 2002.

6.1.b Relations with K - 12

Indicator

The number of K-12 students served by CSU, Chico K-12 outreach efforts.

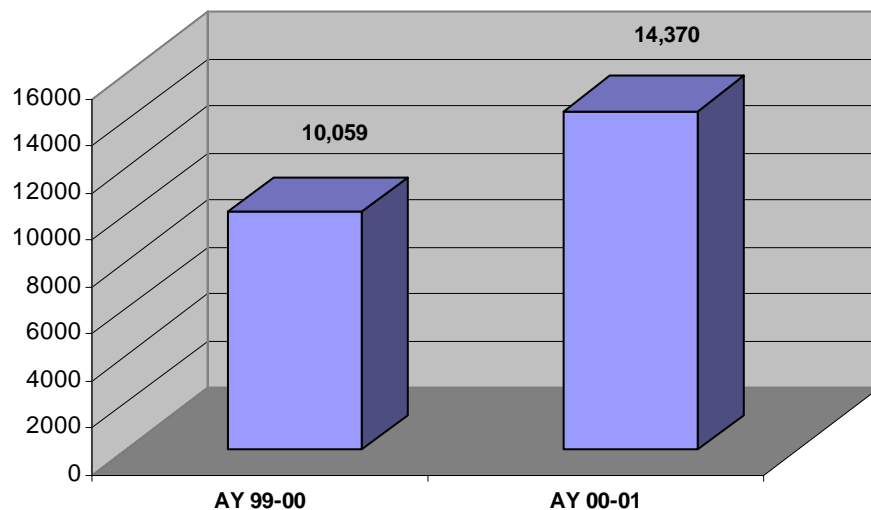
Significance of Indicator

To improve the academic preparation of entering students, the CSU is responsive to the needs of K-12 education. This indicator shows how CSU, Chico has increased its services to K-12 students in a very large geographic area.

CSU, Chico Performance

CSU, Chico faculty, staff, and students helped improve the academic preparation of students in elementary schools, middle schools and high schools in 12 counties: Butte, Colusa, Glenn, Lake, Lassen, Modoc, Nevada, Shasta, Siskiyou, Sutter, Trinity, and Yuba counties.

The Number of K-12 Students Served by CSU, Chico Faculty and Students



Source: Year-End Report to California State University, Office of the Chancellor, August 2002.

6.2 Relations with K - 12

Indicator

The percentage of CSU, Chico regularly eligible students who are fully prepared in mathematics and English composition.

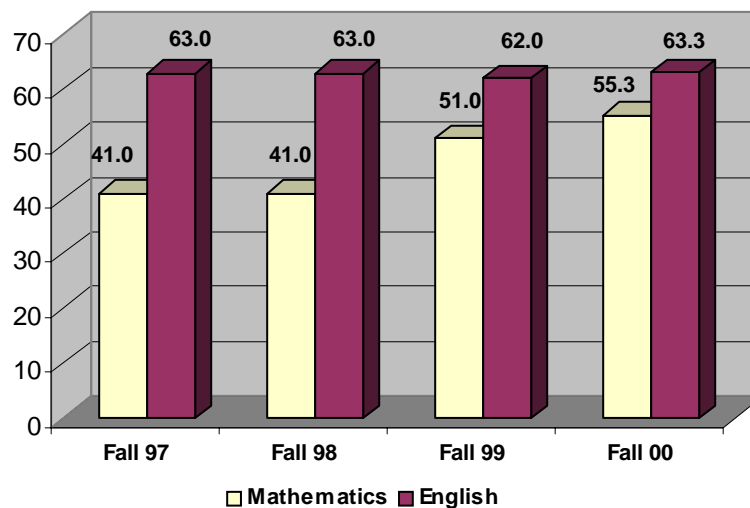
Significance of Indicator

In an effort to improve the academic preparation of entering students, the CSU will be responsive to the needs of K-12 education. This indicator shows the preparedness for college-level mathematics and English of CSU, Chico regularly admitted first-time freshmen.

CSU, Chico Performance

The level of full-preparedness for college mathematics of CSU, Chico's regularly admitted freshmen increased dramatically to 51 percent in the Fall of 1999 and increased again in the Fall of 2000. The level of preparedness for college English has remained relatively stable at about 63 percent. We continue to be vigilant in these areas and maintain our extensive K-12 outreach efforts in the CSU, Chico service area.

Percent of CSU, Chico Regularly Admitted First-Time Freshmen Who Were Fully Prepared in ...



Source: CSU, Enrollment Reporting System—Student.

7.1 Remediation

Indicator *The percentage of regularly-admitted first-time freshmen who at entry required remediation and who completed remediation within one year.*

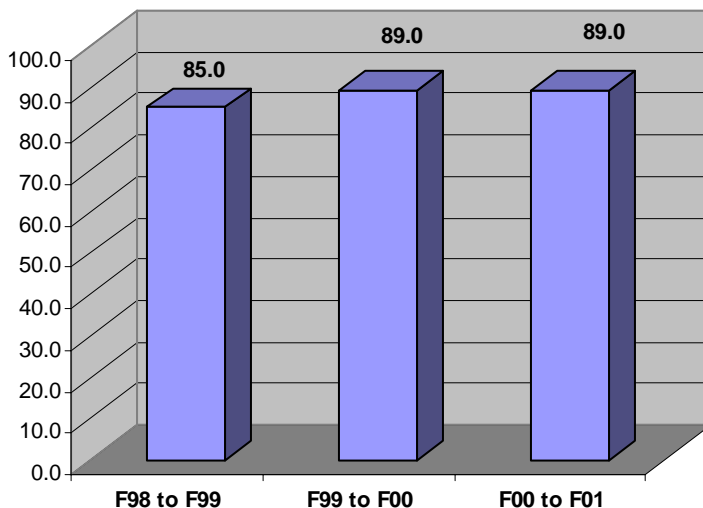
Significance of Indicator

CSU, Chico is committed to successfully remediate, within one year, students who are not fully prepared to begin college-level mathematics and English. This indicator highlights the substantial success of our efforts.

CSU, Chico Performance

CSU, Chico remains strongly committed to helping all students succeed. Between 1999 and 2001, 89 percent of our regularly-admitted first-time freshmen who at entry required remediation, successfully completed all of their remedial English and/or remedial mathematics coursework within two semesters. The remaining 11 percent were disqualified from further enrollment pending completion of their remedial coursework.

Percent of Regularly Admitted First-Time Freshmen Preparedness For College Mathematics and English after One Year



Source: CSU, Enrollment Reporting System, and, CSU Remedial Database.

8.1 Facilities Utilization

Indicator

The percentage of course enrollments occurring in non-traditional time frames in 'capacity' main campus physical facilities.

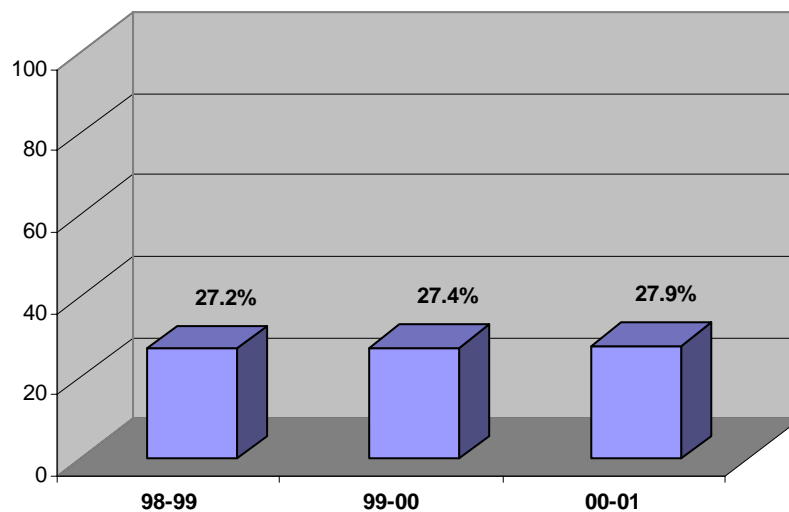
Significance of Indicator

To meet the unique requirements of a residential campus and to meet growing enrollment pressures, CSU, Chico will strategically and effectively use its existing facilities. This indicator provides information on our use of 'capacity' facilities.

CSU, Chico Performance

Chico's facilities utilization reflects its unique residential nature as well as its traditional student population that combine to define that special set of educational experiences often referred to as the "Chico Experience." The campus recently adopted a new course scheduling policy that will improve the percentage of instruction that is non-traditional and have us better utilize increasingly scarce facility resources.

Percentage of Instruction that is Non-Traditional: Main Campus 'Capacity' Physical Facilities



Source: CSU Academic Planning Data Base, 2002.

9.1 University Advancement

Indicator

The CSU, Chico annual Voluntary Support Report on funds raised via alumni/ae, parents, other individuals, foundations and corporations. This report will include the number of alumni records, alumni solicited, and alumni donors in fund-raising programs.

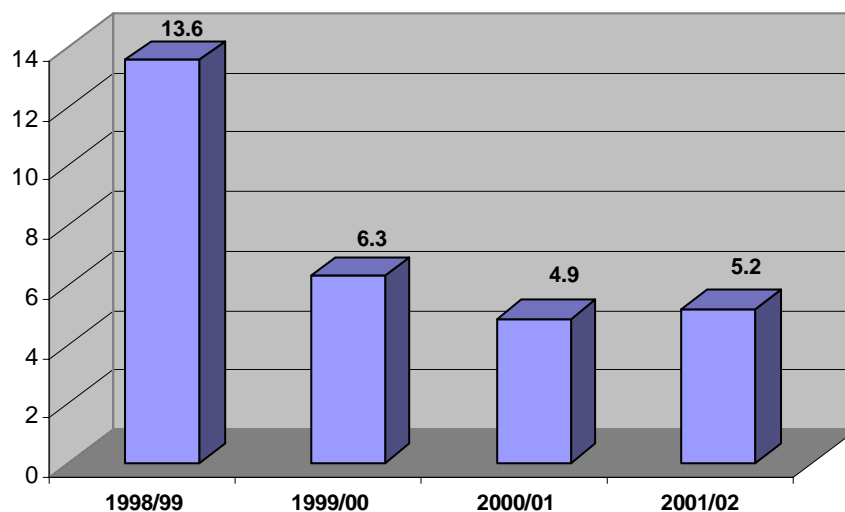
Significance of Indicator

Diverse sources of financial support are important for the stability of non-state revenues. Such revenues maintain CSU, Chico's margin of educational excellence. This indicator reports the level of voluntary support revenues.

CSU, Chico Performance

Total voluntary support for CSU, Chico continues to add to its margin of educational excellence. The apparent significant reduction in total voluntary support from 1998-99 to 1999-00 is a function of the new gift reporting standards implemented by the CSU. While we no longer report computer software gifts using the CASE Management Reporting Standards, corporations and organizations continue to be extremely generous to our campus in this area of giving.

CSU, Chico Voluntary Support Profile (In millions of dollars)



Source: CSU, Chico Voluntary Support of Education Surveys, 1998 – 2002.

9.2 University Advancement

Indicator

The CSU, Chico annual Special Revenues Report with indicators for funds raised via scholarships, bequests and revocable trusts, pledges, contracts, grants, property transfers, and endowment incomes.

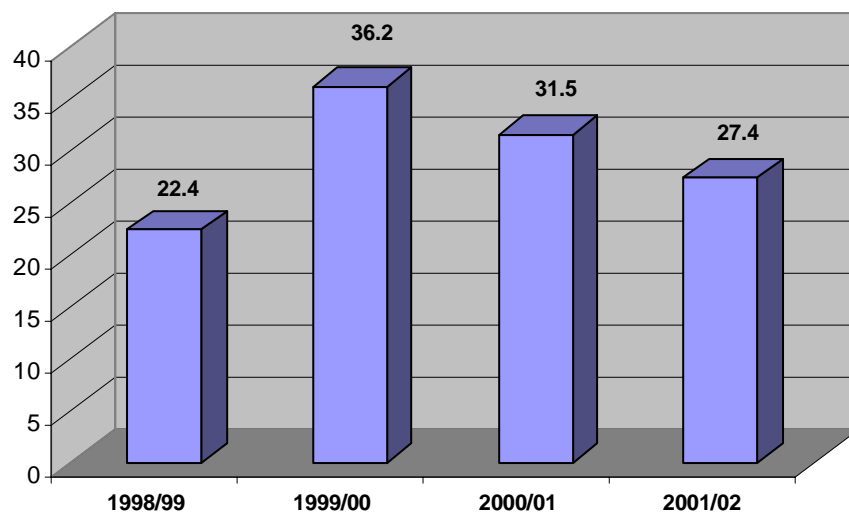
Significance of Indicator

Private contributions support educational excellence. Grants and contracts are important measures of campus research and entrepreneurial activities. Pledges, property transfers, and endowment incomes reflect the expertise in solicitation and donor confidence in the Chico campus.

CSU, Chico Performance

CSU, Chico's performance in the area of "special revenues" remains strong. While grants and contracts activity remained very high in the 2000-02 period, endowment returns declined along with the stock market and the number of testamentary commitments (bequest intentions) was lower.

CSU, Chico Special Revenues Profile (In millions of dollars)



Source: CSU, Chico Voluntary Support of Education Surveys, 1998 – 2002.

9.3.b University Advancement

Indicator

The total number of addressable alumni: addressable former students who have earned credit at CSU, Chico toward a degree, certificate, or diploma

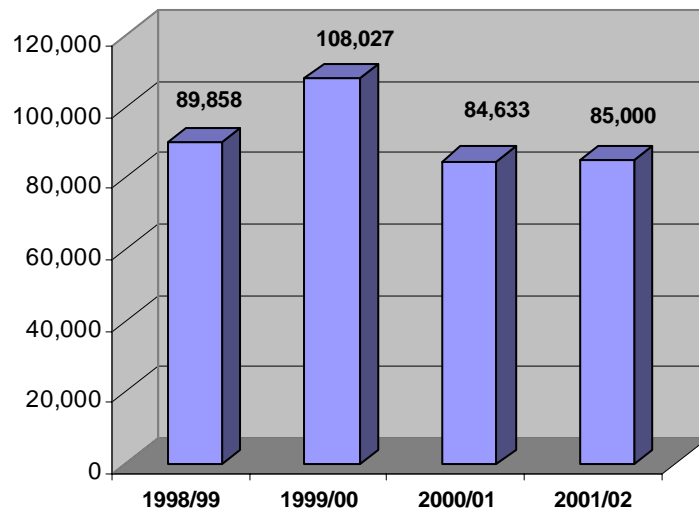
Significance of Indicator

Over time, a broader base of addressable alumni will generate increased numbers of first-time gifts, gift renewals, large annual donors, capital donors and bequestors.

CSU, Chico Performance

The total number of addressable former students continues to increase with each graduating class and renewed address tracing efforts. The biggest contributor is the increase produced by the most recent graduating class.

Total Addressable Alumni



Source: CSU, Chico Office of University Advancement, October 2002.

9.3.c University Advancement

Indicator

The total number of addressable graduates/credentials: total addressable graduates with degrees and/or credentials

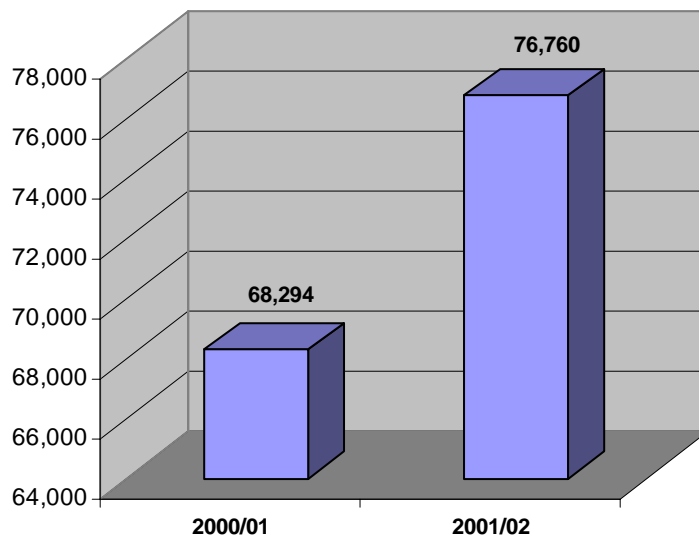
Significance of Indicator

Alumni who have graduated or received a credential typically provide the institution greater financial support than those who have not earned a degree or credential. Hence our renewed efforts to capture this audience.

CSU, Chico Performance

The observed 12 percent increase reflects our renewed address tracing efforts as well as the size of the most recent graduating class. These results are rather encouraging.

Total Addressable Graduates / Credentials



Source: CSU, Chico Office of University Advancement, October 2002.

9.4 University Advancement

Indicator

The CSU, Chico goal of raising in private funds an amount equal to or greater than 10 percent of the university's previous year net general fund allocation..

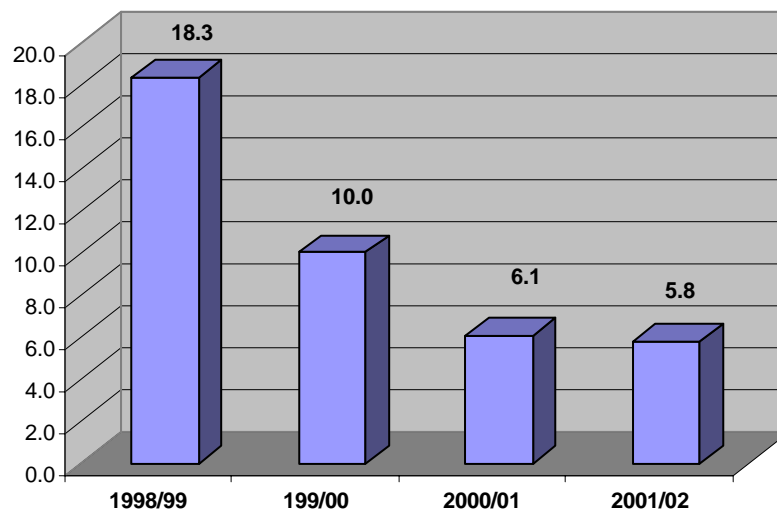
Significance of Indicator

This performance requirement and indicator serves as a good benchmark against which various components of the CSU, Chico advancement program is evaluated each year.

CSU, Chico Performance

While the percentage of Net General Fund Allocations declined slightly, private funding in the form of revenue generated from voluntary support, sponsorships, endowment distribution and other incomes increased from \$5,915,540 in 2000-01 to \$6,183,426 in 2001-02. We look forward to improvement in this arena following an extensive performance analysis and review.

Fundraising Goal Achievement (Percent of Net General Fund Allocations)



Source: CSU, Chico Office of University Advancement, October 2002.

Appendix

Chico State Today

Quick Facts

Founded in 1887

Second Oldest California State University

Student/Faculty Ratio: 20:1

Average Class Size: 22

Location: Sacramento 90 miles, San Francisco 174 miles

School Mascot: Wildcat

School Colors: Cardinal and White

Campus Facts

Meriam Library: 634,000 volumes, over 2 million documents

Events: Over 500 annual concerts, festivals, events, and exhibits

Organizations: 240 recognized student groups

Faculty: 960 Staff: 1175

Campus Size: 129 acres

University Farm: 1050 acres

Exhibits: 8 Museums and Galleries

Publications: Chico Today, Impulse, Orion, Watershed, Chico Statements

Student Facts

Full Time Students: 14,000

Total Students: 15,500 from 43 states, 58 nations

Freshmen: 23% Sophomores: 12% Juniors: 23% Seniors: 30%

Graduate Students: 1864 (12%)

Female Students: 55% Male Students: 45%

African American: 2.0%, American Indian: 2.0%, Asian: 4.0%, Hispanic: 9.0%, Pacific Islander: 1%, Caucasian 67%

Sports Facts

NCAA Division II

California Collegiate Athletic Association (CCAA)

Baseball (M)

Basketball (MW)

Cross Country (MW)

Golf (MW)

Soccer (MW)

Softball (W)

Track & Field (MW)

Volleyball (W)

1997 and 1999 NCAA Division II Baseball National Champions

University Accreditation

Accreditation Association for
Ambulatory Health Care, Inc.

Accreditation Board for Engineering
and Technology

Accrediting Council for Education in
Journalism and Mass
Communication

American Assembly of Collegiate
Schools of Business

American Chemical Society

American Council for Construction
Education

American Dietetic Association

American Speech-Language-Hearing
Association

Commission for Teacher Credentialing

Computer Science Accreditation Board,
Inc.

Council on Social Work Education

National Academy of Early Childhood
Programs

National Association of Industrial
Technology

National Association of Schools of Art and
Design

National Association of Schools of Music

National Association of Schools of Public
Affairs and Administration

National League for Nursing

National Recreation and Park Association
Council on Accreditation

State of California Board of Registered
Nursing

Western Association of Schools and
Colleges (WASC)