

CSU Performance Areas and Indicators

The accountability process addresses the following fundamental institutional performance areas, based on the mission statement of the California State University system and its campuses:

1. Quality of baccalaureate degree programs

1.1 (First three years) Narrative descriptions of processes for establishing and assessing student learning outcomes in general education and in the majors and for assuring that students are achieving core competencies for the degree

1.2 (After three years) A brief narrative summary of campus academic program reviews, broadly characterizing assessment results and describing how those results have been used to improve teaching, learning, and the programs that were reviewed

2. Access to the CSU

2.1 The number of the following persons who applied to the university and were admitted: (Reported as integers)

2.1.a First-time freshman

2.1.b Upper-division CCC transfers

2.2 For campuses that were impacted or had impacted programs--The number of the following eligible persons who applied to the university as their first choice during the open filing period and were *not* admitted: (Reported as integers)

2.2.a First-time freshmen

2.2.b Upper-division CCC transfers

2.3 For campuses that were impacted or had impacted programs--The number of the following eligible persons who applied to the university as their first choice during the open filing period and were *not* admitted, but *were admitted to another CSU campus*: (Reported as integers)

2.3.a First-time freshmen

2.3.b Upper-division CCC transfers

3. Progression to the degree

3.1 First-year continuation rates (Reported as percentages)

3.1.a First-time freshmen: The percentage of regularly admitted first-time freshmen who progress from the first year of enrollment to the second

3.1.b CCC transfers: The percentage of regularly admitted CCC transfer students who progress from the first year of enrollment to the second

3.2 Upper-division units (Reported as integers)
Quarter and semester campus indicators reported separately.

3.2.a Junior CCC Transfers: The average number of upper-division units completed at graduation by students who entered the CSU as upper-division CCC transfer students

3.2.b Native FTF: The average number of upper-division units completed at graduation by students who entered the CSU as first-time freshmen.

4. Persistence & Graduation

4.1 Graduation rates from the campus of origin (Reported as percentages, rounded to one decimal place)

4.1.a Estimated first-time freshmen who eventually will graduate (regularly admitted students only).

4.1.b Estimated CCC junior transfers (juniors) who eventually will graduate (regularly admitted students only).

4.2 Graduate rates from any CSU campus

4.2.a

4.2.b

5. Areas of special state need

6. Relations with K-12

6.1 The percentage of regularly admitted first-time freshmen who are fully prepared in the following at the time of entry:

6.1.a Mathematics

6.1.b English

7. Completed remediation

7.1 The percentage of regularly-admitted first-time freshmen who at entry required remediation in math or English (or both) and who completed remediation within one year.

8. Facilities utilization (Reported as course annual FTES occurring via the main campus--integers rounded to one decimal place)

8.1 Annualized FTES Served:

8.1.a Evenings (after 4 pm): Mondays through Thursdays after 4:00 for instruction occurring in permanent CSU state-supported lecture/lab facilities during the academic year

8.1.b Fridays: Instruction occurring in permanent CSU state-supported lecture/lab facilities during the academic year

8.1.c Weekends and term breaks (all term breaks except summer): Instruction occurring on Saturdays and Sundays at permanent CSU state-supported lecture/lab facilities on during AY

8.1.d Summer: State-supported summer terms only

8.1.e Distance learning: In the academic year, technology-mediated instruction (particularly internet-based) that does not require the use of CSU state-supported lecture/lab facilities

8.1.f Off-site: Not including CPEC-approved off-campus centers and not including asynchronous and synchronous AY instruction (technology-mediated instruction)

8.1.g Overall non-traditional course offerings (Sum of a through f)

8.1.h Overall instruction in the college year

8.1.i Overall instruction that is non-traditional

8.1.j Number of CPEC-approved off-campus centers

8.2 (a-i) State-supported course annual FTES occurring via CPEC-approved center:

For each CPEC-approved off-campus center, report sub-indicators a through i as listed in 8.2 above.

9. University advancement

9.1 Charitable Gift Receipts - Also known as Voluntary Support, charitable gift receipts represent all cash, securities, in-kind contributions, irrevocable future commitments and private charitable grants. For the purposes of this report, gifts are counted at face value.

9.1.1 Charitable Gift Commitments - Charitable gift commitments include new gifts, new pledges, and documented testamentary commitments. The data represents annual performance in developing philanthropic support for the institution. For the purposes of this report, gifts are counted at face value.

9.2 Alumni Participation

9.2.1 Alumni Association Members - Total number of annual and lifetime members of the alumni association. Alumni Association members may include friends of the university that are not former students of the university.

9.2.2 Total Number of Addressable Alumni - Former undergraduate or graduate students who have earned some credit toward one of the degrees, certificates, or diplomas offered by the university. It is within the discretion of each university to limit alumni status to individuals who have obtained a degree and/or credential.

9.3 Total Number of Individual Donors - The total number of alumni, parents, students, faculty, staff, governing board members and friends of the university who made a charitable gift.

9.4 Private Support Goal - Gift Commitments compared as a percentage of the State General Fund allocation.