California State Polytechnic University, Pomona

2002 Campus Accountability Report

Introduction

Cal Poly Pomona has a history of internal and external accountability. The President's annual report and the annual reports submitted by divisions, colleges, schools, and units are examples of internal accountability.

The campus has also well-established accountability procedures for programs, departments and colleges who submit to professional accreditation reviews. Accrediting agencies provide feedback based on established standards and in comparison with similar programs nationwide. Accreditations and academic program reviews require compilation and evaluation of data, so as to justify maintenance or change of a program's profile. Accreditations along with program reviews and WASC institutional accreditation serve as examples of external accountability.

This report addresses nine system-defined bi-annual accountability areas. Data for each of the system-defined indicators are illustrated and analyzed below. Remarks about the University's performance in each area of accountability are offered.

It is important to describe some elements that contribute to the uniqueness of Cal Poly Pomona (CPP) in order to provide a context about the data analysis offered, it. The following features of CPP may have an influence on some of the indicators addressed in this report:

- With the "learn by doing" emphasis at Cal Poly Pomona, many programs require work experience and/or internships, which may contribute to the delay of some students' graduation beyond four years.
- The economic status of a sizeable portion of CPP students, which leads some to work long hours to be able to afford the cost of education.
- The high percentage of students who are the first generation in their families to attend a university.
- The multicultural nature of the student population at CPP and the related need for remediation in English.
- The rigor of academic programs at Cal Poly Pomona, many of which are highly ranked, which presents a challenge for some students.

Cal Poly Pomona's performance in all areas of accountability has been very good over the period covered by this report. The campus goals for college years 2002-03 and 2004-05 were projected based on CPP historical performance and trends. There is a significant concern, however, about the effects that potential budget cuts may have on campus indicators. Should the reduction in resources, for example, lead to a reduced frequency of some course offerings, indicators three and four would be negatively affected. California's economy may also be reflected on CPP development efforts.

Area 1 - Quality of Baccalaureate Degree Programs

Significance of Area and Indicators

While accountability is a process designed to assure external constituents that the CSU is engaged in constant self-examination and improvement, the identification and assessment of student learning outcomes are faculty-owned processes designed to review and improve academic programs within the faculty's overall stewardship of educational quality. Student learning and the assessment of learning outcomes are complex processes that cannot be reduced to simple quantitative measures.

CPP Performance: Findings, Analysis and Remarks

Cal Poly Pomona has ample evidence of progress toward the development of processes to assess student-learning outcomes at the general education and program levels. The first indicator below describes the processes for establishing and assessing student-learning outcomes and assuring that students are achieving core competencies for their degrees.

Indicator 1.1 – Processes for Establishing and Assessing Student Learning Outcomes

Cal Poly Pomona's accomplishments in the area of learning-outcomes assessment include:

- Many professionally accredited programs have employed assessment of student-learning outcomes in their self-studies or are in the process of developing and implementing an assessment plan. Accrediting agencies require such a plan to include a process for programmatic improvements based on assessment results.

- Wide campus consultations about assessment over the 1998-99 and 1999-00 AY resulted in a Senate referral that established a process for "Assessment in Lieu of One Cycle of Program Review." Departments and colleges are allowed a one-time option of substituting a program assessment study for one cycle of program review provided that assessment is continued so that its results are included in all following cycles of program review. This process allowed CPP to make significant progress during the last two academic years in the area of assessment of learning outcomes.

- CPP faculty have been engaged over the last few years in an intensive effort to revise general education (GE) with the goal of producing an integrated program that develops the intellectual potential of students and reflects the polytechnic mission of the university. As a result of these efforts we have implemented since fall 2001 a new GE program, which incorporates assessment of learning outcomes and introduces upper-division synthesis courses. These courses have been designed to integrate the knowledge gained in lower-division courses, promote critical thinking and students' writing and communication skills.

- One of the goals of program reviews (as specified in campus guidelines) is to encourage excellence through assessment of student learning outcomes for the purpose of program improvement.

- Many departments and almost all colleges and schools have assessment coordinators and committees. The majority of Cal Poly Pomona's programs reviewed over the academic years 1998-99 through 2001-2002 have developed objectives for student learning outcomes and developed and used assessment tools and instruments.

Conclusion

➢ ***CPP has ample evidence of progress toward developing and implementing processes to assess student-learning outcomes in general education and the majors.***

Area 2 - Access to the CSU

Significance of Area and Indicators

The CSU is committed to providing admission to a CSU campus to eligible first-time freshmen and upper-division California Community College transfers. 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 a CSU campus.

CPP Performance: Findings, Analysis and Remarks

During the 2000-01 CY 7,278 first-time freshmen and 2,133 upper-division transfer students were admitted to Cal Poly Pomona (indicator 2.1). During that year no eligible applicants who applied to the university during the open filing period were denied admission (indicators 2.2 and 2.3). As shown below, CPP had only one impacted program (Architecture) over the period from fall 1997 to fall 2002, whereas Computer Information Systems became impacted as did Computer Science effective fall 2000 and fall 2001, respectively.

Table 1. Indicator 2– Access to the CSU

Performance Area and Indicator	Performance for 98-99	Performance for 99-00	Performance for 00-01
2.1 Admissions			
(a) First-time freshmen admissions	Not applicable	Not applicable	7,278
(b) Upper-division CCC transfers	Not applicable	Not applicable	2,133
2.2 Eligible applicants denied admission to the campus			
(a) First-time freshmen	Not applicable	Not applicable	0
(b) Upper-division CCC transfers	Not applicable	Not applicable	0
2.3 Eligible applicants denied admission to the campus but who were admitted to another CSU campus			
(a) First-time freshmen	Not applicable	Not applicable	0
(b) Upper-division CCC transfers	Not applicable	Not applicable	0

Access: Cal Poly Pomona Open, Impacted by Program, Impacted Campus-wide

	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Open - Did not use impaction for enrollment management	X	X	X	X	X	X
Impacted by Program - Declared impaction by program, developed and promulgated supplemental criteria.	Architecture	Architecture	Architecture	Architecture, Computer Information Systems	Architecture, Computer Information Systems Computer Science	Architecture, Computer Information Systems Computer Science
Impacted Campus wide - Declared that supplemental criteria would be used for admission across programs.						

CLOSING DATES FOR:	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
First-time Freshmen Except for Landscape Architecture, Urban and Regional Planning, Hotel & Restaurant Management	Open	Open	4/1/99	4/1/00	4/1/01	4/1/02
Lower Division Transfers Except for Landscape Architecture, Urban and Regional Planning, Hotel & Restaurant Management	Open	Open	4/1/99	4/1/00	4/1/01	4/1/02
Upper Division Transfers Except for Landscape Architecture, Urban and Regional Planning, Hotel & Restaurant Management	Open	Open	5/1/99	5/1/00	5/1/01	5/1/02
All Other Undergraduate Majors	Open	Open	5/1/99	5/1/00	5/1/01	5/1/02

Conclusion

- ***All eligible students, who completed their applications in a timely manner, have been admitted to Cal Poly Pomona with the exception of three impacted programs – Architecture, Computer Information Systems, and Computer Science.***

Area 3 - Progression to the Degree

Significance of Area and Indicators

Cal Poly Pomona continues to provide clear paths to the baccalaureate degree for first-time freshmen and transfer students. The goal is to keep the number of units completed towards the degree, in both general education (GE) and the major, as close as possible for students who entered as transfer students as it is for native freshmen.

It may be useful to note for contextual purposes that research has demonstrated that the extent to which a university retains new students during their first-year is a critical indicator in progression to the degree. There is also interest in tracking the extent to which upper-division (UD) California Community College (CCC) transfer students' progress to degree as compared to students who entered the CSU as first-time freshmen. However, a difference of a few credit units between native and CCC transfer students on the average total units completed by upper-division students to degree should not be a cause for alarm for the reasons described below.

CPP Performance: Findings, Analysis and Remarks

Indicator 3.1 – Continuation Rates

> *For each university, the percentage of students, both first-time freshmen and upper-division California Community College transfer students, who progress from the first year of enrollment to second.*

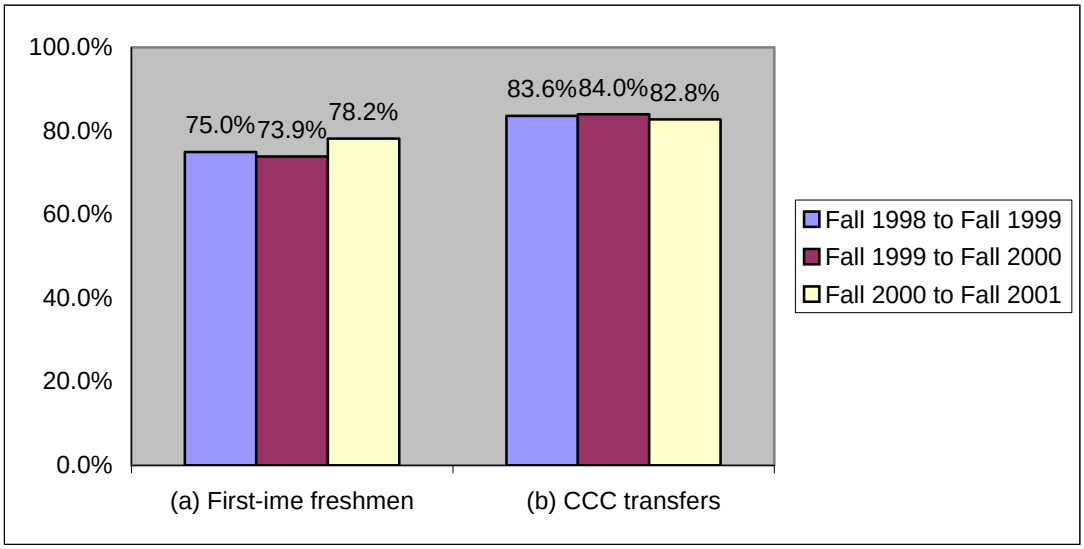
The charts and tables (with cohort numbers as well as rates), shown below, as well as historical data, illustrate that:

- Compared to the national average for public universities, the first-year continuation rates at CPP for regularly admitted students (indicator 3.1.a and 3.1.b) were good (84%) for first-time freshmen and CCC transfer students until fall 1998.

- Following the implementation of EO665 in the fall 1998, the continuation rate from fall 98 to fall 99 dropped to 75% for regularly admitted freshmen due to administrative disqualification of students, who did not complete remediation within one year. This should have resulted in about 10% drop. The fact that there was only a 7-9% drop indicates an improvement of the retention rate of fully prepared freshmen and those who successfully completed remediation.

- The continuation rate from fall 1999 to fall 2000 dropped further to 73.9% for regularly admitted first-time freshmen, perhaps due to the decline in English language proficiency for the fall 1999 entering class. Analysis of data over the last few years indicates that students who needed remediation in both English and mathematics were most at risk not to complete remediation within one year and, therefore, being administratively disqualified.

Indicator 3.1– One-Year Continuation Rates at Cal Poly Pomona for First-Time Freshmen and California Community College Transfer Students – Regularly Admitted



Progression to degree	Fall 1998 to Fall 1999	Fall 1999 to Fall 2000	Fall 2000 to Fall 2001
3.1 Continuation rates			
(a) First-time freshmen	75.0%	73.9%	78.2%
(b) CCC transfers	83.6%	84.0%	82.8%

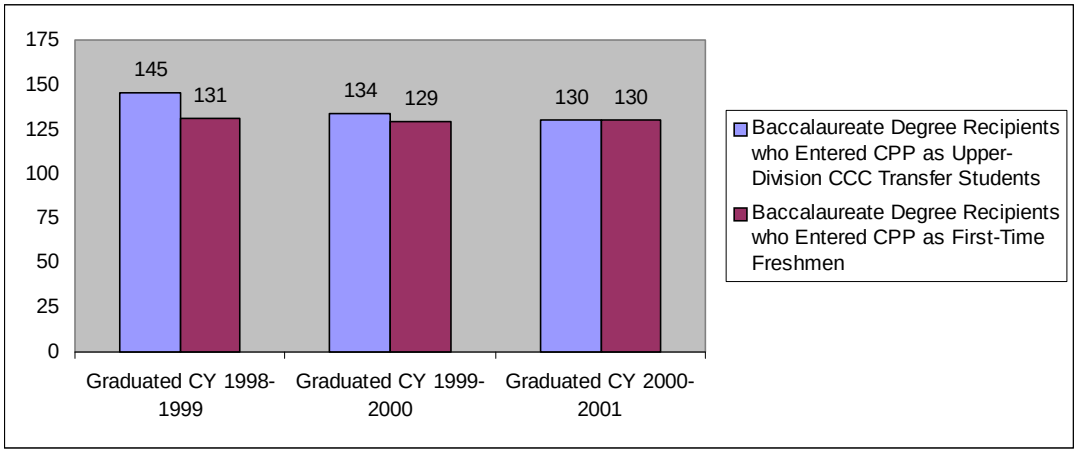
- The retention rate for regularly admitted transfer students increased slightly, possibly because most of them since fall 1998 were UD transfers and, thus, were not subject to EO665.

Indicator 3.2 – Units to Degree

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

The indicator in this section compares the units earned at CPP by CCC junior transfer students as they progressed to the baccalaureate degree with the units earned by first-time freshmen from analogous junior status. Indicator 3.2 focuses on regularly admitted upper-division CCC transfer students and first-time freshmen. Regularly admitted students are more likely to make efficient progress to degree. On the other hand, students with good preparation and average scores are also more likely to pursue double majors or minors and/or to take extra courses within or outside of their majors. Given that, as well as the professional nature of many majors, it did not come as a surprise that the average number of units completed in upper-division by students, who graduated from Cal Poly Pomona during CY 1998-99 through CY 2000-01 was slightly higher for regularly admitted CCC transfers (136) as compared to native first-time freshmen (130).

Indicator 3.2 – Average Total Quarter Units Completed at Cal Poly Pomona by Regularly Admitted Students in Upper Division as They Progressed to the Baccalaureate



3.2 Upper-division units	Graduated CY 1998-1999	Graduated CY 1999-2000	Graduated CY 2000-2001
(a) Junior CCC transfers	145	134	130
(b) Native FTF	131	129	130

Some observers might expect an upper-division student to earn only 60-semester or 90-quarter units to the baccalaureate degree - 30 semester/45 quarter units per upper-division year. Others, recognizing students' developmental needs, priorities to gain additional skills and knowledge in minor areas etcetera, understand that earning up to 30 percent more units is, in fact, a reasonable expectation. The "30 % benchmark" is 78 semester units or 117 quarter units. The difference between a traditional expectation and this benchmark is 18 semester units or 27 quarter units - an extra term or two. There is no general agreement, however, about the 30% benchmark; some have suggested 20% above the minimum units to degree.

The table and graph given above indicate that upper-division students at CPP, on average, are earning than the "30% benchmark to degree." In this regard we offer the following observations:

- The campus distribution of degree types and majors is reflected in the total units completed by UD students at CPP. These majors span a wide range of minimum units to degree. Given the polytechnic nature of CPP, around 70% of our students pursue BS degrees in agriculture, business, engineering, environmental design, hospitality management, and science. These programs require a higher number of minimum units to degree (198 – 202 quarter units for four-year programs and 245 quarter units for five-year programs). This places the campus average for minimum units to degree at about 196 quarter units.

- The above means that on average an UD student has to earn 106-quarter units or more to the degree after attaining junior status. The "20% - 30% benchmark" above the minimum units to degree places that at 127 – 138 quarter units for four-year programs. CPP students who graduated during CY 1998-99, 1999-2000, and CY 2000-2001 have earned their degrees well within that window with the exception of junior CCC transfers graduated in CY 1998-99.

- Changes of major often leave students with some units that cannot count toward the new degree requirements. An additional analysis by degree type or major degree program, which would attempt among other goals to identify the effect of a change of major on units to degree, will facilitate a deeper understanding of campus indicator trends.

- Various reasons contribute to the 6-quarter units difference between native and CCC transfer students on the average total units completed by UD students to degree. These include:
  - Community colleges do not offer lower division courses required by a number of CPP major programs, such as engineering, for example.
  - All students are required to complete 12 units of GE in residence. Many freshmen complete some of the required 12 units of UD courses, while they are sophomores. CCC transfer students need as a minimum to complete the required 12 units of UD GE courses at CPP. In addition, some lower-division support or elective courses can be taken at CPP to satisfy at the same time GE requirements for some majors, reducing the number of units to degree for native freshmen. Many of these courses are not offered at CCCs.
  - Excess units not applied to the degree as a result of transferring from a semester to a quarter system.

- Two factors, which contribute to Cal Poly Pomona's ability to sustain good student retention rates and to enhance progress toward the degree, are reasonable student to faculty ratios, which allow for personal attention during class and academic advising sessions.

- Cal Poly Pomona has a number of programs intended to strengthen first-year retention. These include new student orientation, Summer Bridge, EOP, college-based retention programs (such as MEP, QUEST, BEES, SEES, AGREES, etc.), and the campus-wide Educational Equity Initiative co-chaired by President Suzuki and the President of ASI.

Conclusions

- ***CPP has been able to provide clear paths to the baccalaureate degree for first-time freshmen and transfer students. The campus managed to sustain good student retention rates while continuing to deliver quality degree programs and to provide personal attention to students. Given the polytechnic nature of our campus, first-time freshmen and transfer students complete their degrees well within the "20% - 30% benchmark" above the minimum units to degree.***

- ***Notwithstanding this success, Cal Poly Pomona will continue to explore means to make the progress to degree for all students more efficient. Should the status of California's economy, however, lead to a reduction in resources resulting in a lower frequency of some course offerings, this performance indicator would be negatively affected.***

Area 4 - Persistence and Graduation

Significance of Area and Indicators

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

CPP Performance: Findings, Analysis and Remarks

Indicator 4.1 – Persistence and Graduation

> *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 Joint Commission on Accountability Reporting (JCAR), a collaboration of the Association of American Community Colleges (AACC), the Association of American State Colleges and Universities (AASCU), and the National Association of State Universities and Land-Grant Colleges (NASULGC) developed a graduation rate methodology, approved by the Secretary of Education for use in federal Student-Right-to-Know reporting.

Unlike any other graduation rate methodology, the JCAR methodology captures information about the pace at which students make progress to degree. The JCAR methodology recognizes that the number of credit units a student takes during the first term of enrollment may provide very little information about the actual pace and intensity at which a student makes progress to degree. Under the JCAR methodology, a student's course-taking pattern for a period of time (up to eight semesters or twelve quarters) is used to determine the student pacing.

There is, for example, a recognition that most undergraduates on financial aid need to work during the academic year to support their education. This was reflected in the federal standard of 150 percent of "catalog" time to degree for these students. What does this mean for a student on financial aid? A "traditional" student, trying to complete the average CPP 196-quarter-unit major in 4 years, will take 16 - 17 quarter units per term for 12 quarters. A "typical full-time financial aid" student on will take, on average, 12 units per term for 16 - 17 quarters or 5.5 – 6 years to complete the same four-year program.

Under the JCAR methodology, in addition to identifying the pace at which each student has made progress to degree, the requirements of the degree program are taken into account, and students are sorted into three categories:

- "Traditional" students who take course-loads at a pace to complete their four-year degree program in four years;

- "Typical financial aid" students who take course-loads at a pace to complete their degree programs in 150% of catalog time, that is, in 6 years; and

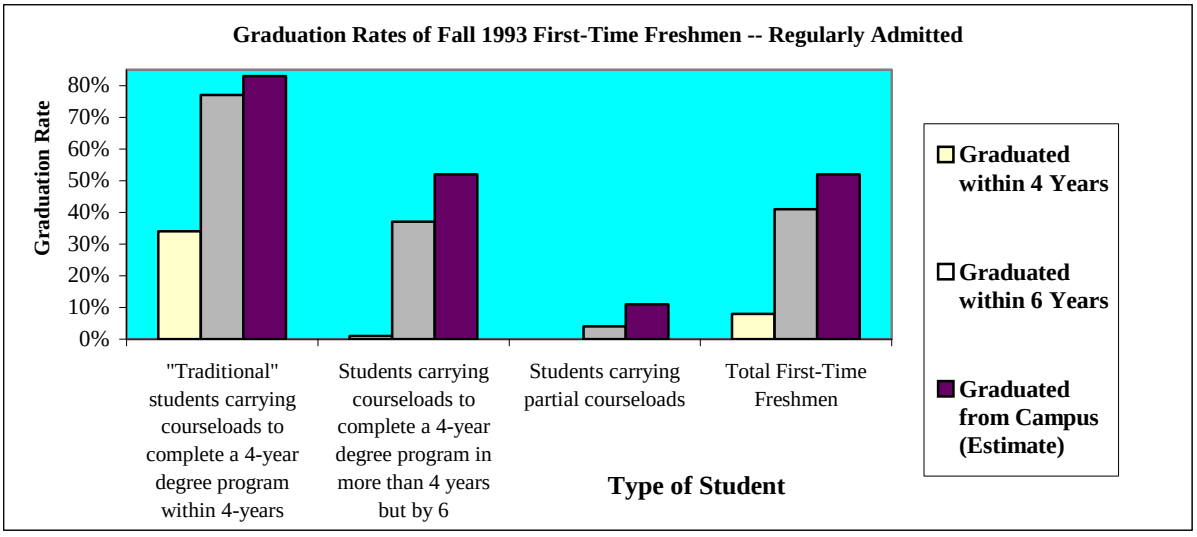
- Students whose pace to degree is much less intense or more erratic than the first two categories of students.

JCAR graduation rates are provided at 4 years, 6 years, and without consideration to length of time. JCAR Graduation Rates are presented as Indicators 4.1.a (Regularly-Admitted First-Time Freshmen), and 4.1.b (Regularly-Admitted Junior CCC Transfers)

Indicator 4.1.a - JCAR Graduation Rates for Cal Poly Pomona for:

Fall 1993 Regularly Admitted First-Time Freshmen

	Cohort Size	Graduated within 4 Years	Graduated within 6 Years	Estimated Eventually will Graduate
"Traditional" students carrying course loads to complete a 4-year degree within 4-years	301	33.2%	75.1%	81.1%
Students carrying course loads to complete a 4-year degree in more than 4 years but by 6	865	0.6%	35.3%	48.9%
Students carrying partial course loads	161	0.0%	1.2%	14.3%
Total First-Time Freshmen	1329	8%	41%	52%



- More than 81% of "Traditional" regularly admitted first-time freshmen (from 81.1% for fall 1993 admits to 81.7% for fall 1995 admits) graduated or would eventually graduate from the campus, out of which 75.1%-79.5% graduated in 6 years or less. These are very good graduation rates for a public university and an excellent one given the polytechnic nature of our campus and the majority of its degree programs.

- What makes the above accomplishment even more significant is that 33%-34% graduated within 4 years, another 42%-45% graduated during the following 2 years, and 3-6% more joined in one-three more years or would join the ranks of graduates afterwards.
- 45%-49% of "Typical financial aid" first-time freshmen graduated or would eventually graduate from the campus, more than 70% of which completed their degrees in less than 6 years – another very good rate for a public university given the federal standard of 150 percent of "catalog" time to degree for this category of students, which constitutes the majority of freshmen at CPP.
- Only 14.3%-24.7% of the first-time freshmen whose pace to degree was much less intense or more erratic than the first two categories of students complete their degrees. This type of student is the most at-risk for not graduating.
- The overall graduation rate at CPP for first time freshmen is around 51% on average (from 49% for 1994 admits to 52% for 1993 admits). Improving the graduation rate for the latter group of students would have a positive impact on that overall graduation rate.

Fall 1994 Regularly Admitted First-Time Freshmen

	Cohort Size	Graduated within 4 Years	Graduated within 6 Years	Estimated Eventually will Graduate
"Traditional" students carrying course loads to complete a 4-year degree within 4 years	304	32.6%	75.3%	81.3%
Students carrying course loads to complete a 4-year degree in more than 4 years but by 6	956	0.4%	32.5%	44.7%
Students carrying partial course loads	161	0.0%	1.2%	14.3%
Total First-Time Freshmen	1,421	7.2%	38.1%	49.0%

Fall 1995 Regularly Admitted First-Time Freshmen

	Cohort Size	Graduated within 4 Years	Graduated within 6 Years	Estimated Eventually will Graduate
"Traditional" students carrying course loads to complete a 4-year degree within 4-years	273	34.4%	79.5%	81.7%
Students carrying course loads to complete a 4-year degree in more than 4 years but by 6	955	0.1%	34.9%	47.7%
Students carrying partial course loads	186	0.0%	4.3%	24.7%
Total First-Time Freshmen	1329	8%	41%	52%

Indicator 4.1.b - JCAR Graduation Rates for Cal Poly Pomona for:

Fall 1996 Junior California Community College Transfer Students – Regularly Admitted

	Cohort Size	Graduated within 2 Years	Graduated within 3 Years	Estimated Eventually will Graduate
"Traditional" students carrying course loads to complete a 4-year degree within 2 years	78	17.9%	52.6%	80.8%
UD transfer students carrying course loads to complete a 4-year degree in more than 2 years but by 3	46	0.0%	21.7%	67.4%
Upper-division transfer students carrying partial loads	27	0.0%	0.0%	37.0%
Total Regularly Admitted CCC UD Transfer Students	151	9.3%	33.8%	68.9%

- About 80% on average of "Traditional" regularly admitted CCC UD transfer students (from 79.1% for fall 1998 to 80.8% for fall 1996) graduated or would eventually graduate from CPP (with a likely total time-to-degree of less than 6 years) – an excellent rate for a public university given the polytechnic nature of our campus and the majority of its degree programs. What makes this performance even more remarkable is that 52.6%-65.3 graduated within 3 years and 13.8-28.2% more joined in 1-3 years or would join them afterwards.
- A relatively high percentage (from 62.4% for fall 1997 to 67.4% for fall 1996) of "Typical financial aid" regularly admitted CCC UD transfer students graduated in less than 4 years or would eventually graduate from the campus.

Fall 1997 Junior California Community College Transfer Students – Regularly Admitted

	Cohort Size	Graduated within 2 Years	Graduated within 3 Years	Estimated Eventually will Graduate
"Traditional" students carrying course loads to complete a 4-year degree within 2 years	190	23.7%	65.3%	79.5%
UD transfer students carrying course loads to complete a 4-year degree in more than 2 years but by 3	165	0.6%	25.5%	62.4%
Upper-division transfer students carrying partial loads	73	0.0%	6.8%	49.3%
Total Regularly Admitted CCC UD Transfer Students	428	10.7%	40.0%	67.8%

Fall 1998 Junior California Community College Transfer Students – Regularly Admitted

	Cohort Size	Graduated within 2 Years	Graduated within 3 Years	Estimated Eventually will Graduate
"Traditional" students carrying course loads to complete a 4-year degree within 2 years	354	22.0%	65.3%	79.1%
UD transfer students carrying course loads to complete a 4-year degree in more than 2 years but by 3	240	0.0%	27.1%	65.8%
Upper-division transfer students carrying partial loads	113	0.0%	1.8%	45.1%
Total Regularly Admitted CCC UD Transfer Students	707	11.0%	42.1%	69.2%

- Even transfer students carrying partial course loads achieve healthy graduation rates averaging 43.8%;
- The overall graduation rate at CPP for regularly admitted CCC UD transfer students is a little below 69% (from 67.8% for fall 1997 to 69.2% for fall 1996), which is very good.

Conclusions

- ***Cal Poly Pomona provides ample opportunity for students, who pursue graduation in a timely manner, to accomplish that goal. Should the status of California's economy, however, lead to a reduction in resources resulting in a lower frequency of some course offerings, this performance indicator would be negatively affected.***

- ***The most significant factors affecting the time-to-degree appear to be the average load carried by the student, the requirements of the degree program, and the number of hours a student needs to work during the year to contribute financially to their education.***

- ***The colleges, schools, and the University have started to benefit from tracking the above indicators and learning from the best practices of the various retention initiatives on campus and at other universities.***

Area 5 - Areas of Special State Need

Significance of Area and Indicators

The CSU will make special efforts to respond to special state needs beyond its 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.

CPP Performance: Findings, Analysis and Remarks

Indicator 5.1:

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

Each CSU campus provides the California Commission on Teacher Credentialing (CCTC) with its recommendations. In turn, CCTC staff members provide the CSU Chancellor's Office and campuses with data related to credential production during a given academic year.

Indicator 5.1.a. First Time/ New Type Credentials Recommended by CPP

The first time/new type credential data reflect CPP immediate contributions to the State's need for more credentialed teachers. In all categories of credentials, there was a dramatic increase in numbers through the 1997-98 year, followed by a gradual decline through the 2000-01 college-year (CY). This trend can be attributed to credential candidates' response to RICA — an assessment designed to measure reading instruction competency, a shift from traditional credentialing candidates to more Intern candidates, and the advent of the Level II Special Education credentialing which causes candidates to be counted in the graduate program numbers as they receive an MA degree as opposed to first time credential numbers. With respect to the RICA requirement, candidates were more eager to complete credential requirements to avoid having to take this assessment that was both expensive and risky (the possibility of failure). Thus, a wave of credentials in 1997-99, particularly for multiple subjects was significant following the announcement of requiring RICA for credentialing.

Indicator 5.1.a – First Time/ New Type Multiple Subject Credentials (Excluding Interns) from CCTC, Candidates Recommended by Cal Poly Pomona

	CY 1998-1999	CY 1999-2000	CY 2000-2001
First Time/ New Type Issuances	195	190	180

- As previously described, there is a decrease from the 1998-99 CY in new multiple subject credentials. The decrease beginning in 1998-99 should also be compared to the 1996-97 CY, which would suggest a potential plateau following RICA. The impact of the State's new Intern program also resulted in a shift away from the traditional type of credentialing candidate. Interns may also take up to two years to complete their credential (and appeal for additional years), as opposed to one year for traditional credential candidates.

Indicator 5.1.b - First Time/ New Type Single Subject Credentials (Excluding Interns) from CCTC, Candidates Recommended by Cal Poly Pomona

	CY 1998-1999	CY 1999-2000	CY 2000-2001
First Time/ New Type Issuances	66	50	62

- The new single subject credentials awarded also decreased from the 1998-99 CY. It is anticipated, however, that the single subject numbers will increase with the shift of pupil enrollment moving to middle and high school, and with an increasing emphasis on greater coordination and communication within the single subject program. RICA had a smaller impact on single subjects since it is not a requirement for that credential.

- The university has been responsive to the high demands for increasing the pool of teachers in the state, as noted by the recommendations to CCTC and number of candidates in the Intern and graduate programs. The acceptance rate of recommendations is estimated at 99%.

Indicator 5.1.c - First Time/ New Type Special Education Credentials (Excluding Interns) from CCTC, Candidates Recommended by Cal Poly Pomona

	CY 1998-1999	CY 1999-2000	CY 2000-2001
First Time/ New Type Issuances	55	47	41

- The special education credential appears to have a declining pattern in terms of awarding credentials, but this trend is deceptive as many candidates are not counted if they are in a Level II combined degree and credential program as allowed by legislation imposed during this timeframe. An additional factor to be considered is the unique integrated nature of the CPP program. In the previous revision, which was phased in during 1997-98, the program was designed so that candidates could pursue a multiple subject or single subject credential concurrently with a special education credential (made possible by the legislation that established two tiers, Level I and Level II, for special education credentialing). This may appear to be unrelated, but in fact, some students pursuing the dual option were either counted in the multiple subject first-time credential pool, single subject first-time credential numbers, or the Intern pool (with fewer in the special education only first-time pool).

- The data presented in the previous tables reflect the numbers of credentials ISSUED by CCTC, which are usually less than the numbers RECOMMENDED by Cal Poly Pomona. The time lapse between submission of recommendations and action taken by CCTC can reflect a slight discrepancy in numbers. For comparison, we have included data below on *submissions of recommendations* made to CCTC.

- Other candidates are also recommended for credentials following renewals or adding credentials for individuals currently holding credentials. Thus, some numbers reflect shifts within the existing pool of teachers, rather than a direct increase in the pool. These data are combined in the following tables, including both new and renewed credentials.

All Multiple Subject Credentials Issued by CCTC, Candidates Recommended by CPP

	CY 1998-1999	CY 1999-2000	CY 2000-2001
All Issuances	316	339	352
Recommended by CPP	346	342	355

- When comparing the proportion of new credentials to the total multiple-subject credentials offered during these college years, the following percentages emerge. New credentials were 62%, 56%, and 51% of total credentials awarded during that time period. One interpretation of this distribution is that a gradual trend toward more Intern candidates has caused a slight decline in these new credential percentages. Interns are allowed two years to complete the credential and can request extensions. If this holds true, there should be gradual increases in the number of new credentials granted over the next few years. Another factor could be the increase in Level II credential candidates completing an M.A. in conjunction with their credential (not being counted in the credential numbers, but as graduate degree numbers).

All Single Subject Credentials Issued by CCTC, Candidates Recommended by CPP

	CY 1998-1999	CY 1999-2000	CY 2000-2001
All Issuances	136	121	138
Recommended by CPP	137	122	139

- The proportion of new to renewed credentials in the single subject area reveals that only 49%, 41% and 45% of the credentials in single subjects were new or first time. The gradual trend toward more Intern candidates may be the cause here also for this slight decline in new credential percentages.

All Special Education Credential Issued by CCTC, Candidates Recommended by CPP

	CY 1998-1999	CY 1999-2000	CY 2000-2001
All Issuances	89	94	83
Recommended by CPP	115	95	84

- The proportion of new to renewed credentials in special education during these three years was 62%, 50%, and 49% indicating a downward trend. One factor could be the increase in Level II credential candidates completing an M.A. in conjunction with their credential (not being counted in the credential numbers, but as graduate degree numbers). An additional factor to be considered is the unique integrated nature of the CPP program. In the previous revision, which was phased in during 1997-98, the program was designed so that candidates could pursue a multiple subject or single subject credential concurrently with a special education credential (made possible by the legislation that established two tiers, Level I and Level II, for the special education credentialing process). On the surface this may appear unrelated, but in fact, some students pursuing the dual option were either counted in the multiple subject first-time credential numbers, single subject first-time credential pool, or in the Intern pool (with fewer students in the special education only first-time pool.

Conclusions

- ***The pattern of awarding credentials appears to reflect a decline since 1998-99. The reality is that the number of credential candidates is increasing. At this time, it is premature to determine whether the ultimate pattern in these numbers will be a continued decrease, a plateau or an upward trend.***

- ***This perception of an overall decline in awarded credentials may be attributed in part, to the increase in the Intern candidate pool. What began as a program primarily for special education candidates, now also includes multiple subject and single subject candidates. The increases in the Intern pool, however, did not necessarily lead to an increase in the number of multiple subject, single subject, or special education first-time credentials recommended or awarded in a given year (since the Intern process allows for a extended two-year preparation program).***

- ***As mentioned previously, an additional factor to be considered is the unique integrated nature of the Cal Poly Pomona program. In the previous revision, which was phased in during 1997-98, the program was designed so that candidates could pursue a multiple subject or single subject credential concurrently with a special education credential (made possible by the legislation that established two tiers, Level I and Level II, for the special education credentialing process). On the surface this may appear unrelated, but in fact, some students pursuing the dual option were either counted in the multiple subject first-time credential numbers, single subject first-time credential pool, or in the Intern pool (with fewer students in the special education only first-time pool). The Level II special education credential is pursued at the graduate level often in conjunction with an MA degree (not as a first credential), so these students are not accounted for in the data pool of first-time credential candidates.***

Area 6 - Relations with K-12

It may be useful to note for context that the California State University (CSU) prepares an annual report regarding the preparedness of regularly admitted first-time freshmen for college level mathematics and English. CSU faculty have been collaborating with high school teachers on expectations, diagnostic testing, and instructional approaches, as well as improving the quality of training provided to new K-12 school teachers in the state. CSU students have been mentoring and tutoring students in K-12 using reports on the preparedness of students at particular high schools. These reports are available on the CSU Analytic Studies website at: http://www.asd.calstate.edu/performance/remediation.htm

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

In an effort to improve the academic preparation of entering students, CPP has been responsive to the needs of K-12 education. Although CPP cannot assume responsibility for the academic preparation of entering students, our university can influence the level of preparation through outreach efforts, regional partnerships, and other programs. CPP outreach efforts to K-12 schools are numerous as seen from the table below. These include the Collaborative Academic Preparation Initiative (CAPI), Precollegiate Academic Development (PAD), and a number of

other student academic support and outreach programs including Upward Bound programs, the Math Camp, America Reads, and Summer Bridge.

Indicator 6.1 – Relations with K-12 & Outreach Efforts

Relations with K-12	CY 1999-2000	CY 1999-2000	CY 2000-2001
(a) CSU faculty involved	47	47	49
(b) CSU students involved	188	188	338
(c) K-12 schools involved	187	187	119
(d) K-12 students involved	17,325	17,325	10,825

Indicator 6.2

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

Trends in the preparedness of regularly admitted first-time freshmen at the system level provide a simple reading for the Trustees to see if collaborative efforts throughout the state are making the differences to which we are committed:

- Trends in the preparedness of regularly admitted first-time freshmen attending a particular CSU campus are not as easy to interpret.
- If the mathematics or English trend does not improve, this does not necessarily signal that the campus is failing in its collaborative efforts. It may well be doing an exemplary job in working with and serving local area K-12 schools, but students may be electing to attend an out-of-region CSU campus, a UC campus, or a private college or university.
- Recent immigrant students also may need more intensive, multiyear efforts in K-12 and college to attain college-level English literacy skills.

Indicators 6.2.a and 6.2.b present trends on preparedness for college-level mathematics and English.

Indicator 6.2.a - Preparedness for College Level Mathematics at Cal Poly Pomona

	Fall 1998 entering class	Fall 1999 entering class	Fall 2000 entering class
Percentage of regularly-admitted first-time freshmen fully prepared in mathematics	61.0%	65.0%	65.8%

Indicator 6.2.b - Preparedness for College Level English at Cal Poly Pomona

	Fall 1998 entering class	Fall 1999 entering class	Fall 2000 entering class
Percentage of regularly-admitted first-time freshmen fully prepared in English	49.0%	47.0%	47.4%

Conclusions

- ***Thanks to K-12 partnerships and programs as well as university and college-based outreach efforts, Cal Poly Pomona has had a sustained improvement in the percentage of regularly admitted first-time freshmen fully prepared in mathematics.***

- ***The percentage of recent immigrant students (for whom English is a second language) has been increasing at Cal Poly Pomona during the last few years. Without the K-12 partnerships and programs as well as university and college-based outreach efforts, Cal Poly Pomona would have had a drastic drop in the level of freshmen preparedness in English literacy skills.***

Area 7 - Remediation

CPP and the CSU successfully remediate, within one year, a large percentage of 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.

It may be useful to note for context that regularly admitted first-time freshmen in the CSU are recent high school graduates who completed a rigorous college-preparatory curriculum and achieved a grade-point average of, at least, 3.0 or a mix of strong test scores and satisfactory grades. To benefit effectively from a college education, it is essential to enter college with basic skills in mathematics and especially in English. For admits who lack basic skills in mathematics and English at entry, extra efforts in the first year should be sufficient to bring them up to a basic level of preparedness in both English and mathematics. The following table illustrates the level of preparedness of each fall class of regularly admitted first-time freshmen at entry.

Preparedness for College Level Mathematics and English at Entry to Cal Poly Pomona

	Fall 1998	**Fall 1999**	**Fall 2000**
Total number of regularly-admitted first-time freshmen	2081	2600	2695
Number fully prepared at entry (both English and Mathematics)	755 (36%)	936 (36%)	991 (37%)
Number who needed remediation	1326 (64%)	1664 (64%)	1704 (63%)

Indicator 7.1 looks at preparedness of the fall regularly admitted first-time freshmen - one year later - to assess student and institutional effectiveness in addressing baseline competencies.

Indicator 7.1 – Remediation Within One Year at Cal Poly Pomona

	Fall 1998 to Fall 1999	Fall 1999 to Fall 2000	Fall 2000 to Fall 2001
Total number of regularly-admitted first time freshmen enrolled one year later	1562	1927	2109
Number fully prepared *and* enrolled one year later	1534 (98%)	1908 (99%)	2049 (97%)

More detailed data on the extent to which students in need of remediation became proficient within one year, by system and by campus can be found at:
http://www.asd.calstate.edu/performance/remediation.htm

Conclusions

- ***The percentage of regularly admitted first-time freshmen fully prepared and enrolled one year later at Cal Poly Pomona is approximately 98% on average over the first three years following implementation of EO665.***

- ***Another positive effect observed over the last four academic years is the increased enrollment and successful completion of GE mathematics and English courses.***

Area 8 - Facilities utilization

Significance of Area and Indicators

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.

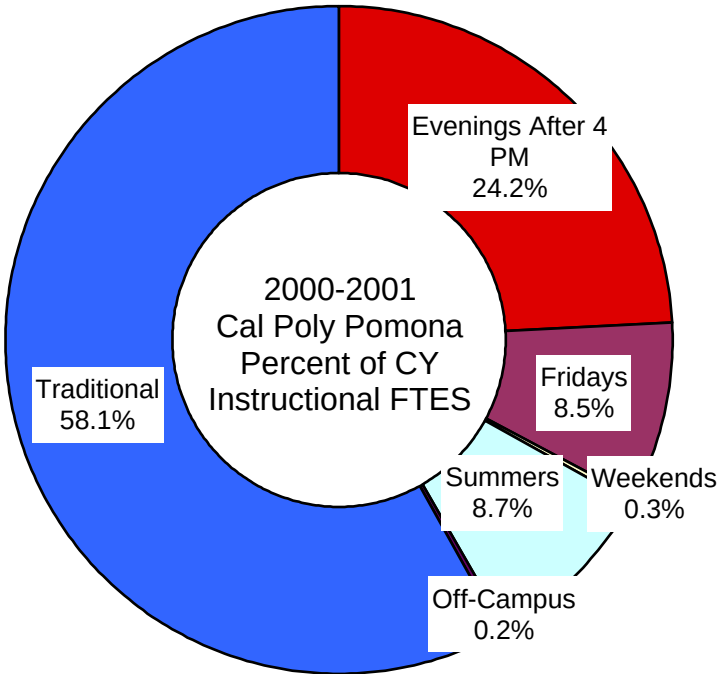
Indicator 8.1

For each university, the percentage of course enrollments occurring on Fridays, weekends, and summers in "capacity" main campus physical facilities and the percentage not requiring "capacity" physical facilities.

The data for 2000-01 AY FTES and percentages, given in the table below, were used in the following charts to show course enrollments occurring on Fridays, weekends, and summers in "capacity" main campus physical facilities and those not requiring "capacity" physical facilities.

Indicator 8.1: Where and When Instruction Takes Place, 2000-01 FTES

	Course Enrollments Occurring:	2000-2001 CY	%
(a)	evenings (after 4pm)	3,927.80	24.2%
(b)	Fridays	1,382.50	8.5%
(c)	weekends	46.60	0.3%
(d)	summers	1,412.40	8.7%
(e)	distance learning	not available	0.0%
(f)	off-campus - not in permanent CSU-supported facilities	37.60	0.2%
(g)	Overall non-traditional course offerings (a through f)	6,806.90	42.0%
(h)	Overall instruction in the college year	16,218.90	100.0%
(i)	Percentage of instruction that is non-traditional	42%	0.0%



Examining the above table, and associated graph, the following observations may be made:

- In the 2000-01 AY, the majority of instruction (58%) was conducted in “capacity” physical facilities (Monday–Thursday) before 4:00 PM;
- Total course enrollments occurring on Fridays, weekends, and summers in “capacity” physical facilities constituted 17.5% with Fridays and summer contributing about half of these FTES each whereas weekend instruction was minimal.

The above data, however, does not present a full picture of facilities usage at CPP. Given that the main mission of a CSU campus is to serve the educational needs of students and that the

majority of Cal Poly Pomona students are working adults, *the real issues with regard to the effective use of existing facilities are:*

- *Does Cal Poly Pomona meet the educational needs of its students in terms of the time, place, and mode of instruction?*
- *Would the campus be ready to meet the projected increase in demand (or at least part of it) through a more effective use of existing facilities?*

The answer to both of these questions is a resounding "YES" based on the justification presented below.

Analysis of the details presented above for facilities-use reveals a distinct pattern:

- Classes conducted before 9:00 AM or after 4:00 PM generated approximately 37% of the instructional FTES at Cal Poly. These class times have been popular because they meet the needs of our working students.
- If we deduct the FTES generated before 9:00 AM from those generated before 4:00 PM, then the percentage of enrollments during the "prime" time of 9:00 AM - 4:00 PM is much lower (42%) compared to the 54% generated during "off-peak" times (including before 9:00 AM and after 4:00 PM on weekdays, Fridays, weekends, and summers).

Cal Poly Pomona has also endeavored to increase the use of larger class-size spaces (100+) where appropriate in the curriculum. While this campus was not designed with many large spaces, utilization statistics in these rooms are increasing dramatically, enabling us to serve more students. The campus is also beginning the review of the current campus scheduling modules to examine alternative facilities – use patterns, which would aid the student and increase facility utilization.

Finally, as part of the Year-Round-Operation initiative, Cal Poly Pomona has been engaged in a serious study of student demand to be able to plan facilities and resources usage more effectively and at the same time meet student demands and expectations, to date:

- *Summer enrollment is increasing.*
- *Since 1997 this campus has increased the Fall Quarter headcount by 10.4%. During the same period the Summer Quarter headcount grew by 25.6. According to the standard applied by the Chancellor's Office, the Summer Quarter 2001 enrollment was nearly 40% of the previous Fall Quarter and Summer 2002 was 43%.*

Conclusion

- ***Cal Poly Pomona has been using existing facilities effectively while meeting students' educational needs in terms of the time, place, and mode of instruction. The campus has been seriously preparing for the projected increase in demand. CPP has initiated a comprehensive study of student demand that promises to play an important role in facilities planning.***

Area 9. University Advancement

Indicator 9.1 – Voluntary Support

CPP voluntary support total for 2000-01 was $10,427,970. Of that amount, $8,407,686 was cash, and $2,020,284 was in-kind gifts. Voluntary support includes gifts received in one fiscal year from alumni, parents, other individuals, foundations, corporations, and other organizations.

Highlights for California State Polytechnic University, Pomona for 2000-2001:

- The university focused on attracting an increased percentage of cash gifts and encouraged donations of technology and equipment with specific and immediate application. In 2000-2001, these efforts paid off dramatically with over 80% of the voluntary support gifts received coming in the form of cash or equivalent instruments.

- The Annual Fund continued its contemporary string of all-time highs with another record-breaking year of pledges (almost $700,000) and gifts received (nearly $525,000).

- The university moved into the electronic fast lane with the launching of an on-line giving capability and a new general campus information electronic magazine, *PolyCentric*, that hundreds of campus faculty and staff have made their homepage and that generates thousands of visitors each week.

Indicator 9.2 – Special Revenues

The special revenues category includes revenue generated in one fiscal year from sponsorships, bequest expectancies, and revocable trusts, multi-year pledges, contracts, grants, property transfers, endowment, and other income. California State Polytechnic University, Pomona generated $15,929,333 in special revenues from the following sources:

Sponsorships	$740,989
Multi-year Pledges	$2,250,000
Contracts	$1,321,647
Grants	$11,195,495
Other Income	$421,202

Highlights for California State Polytechnic University, Pomona for 2000-2001:

- As the Collins School of Hospitality Management completed construction of its $6.2 million expansion (fully funded by voluntary support), it received a pledge of $1 million in support of future training programs for industry employees.

- The quiet phases of two building campaigns were launched with pledges of nearly $2 million received in support of a proposed new College of Business Administration building and College of Environmental Design facility.

Indicator 9.3 – Alumni Participation

Indicator 9.3.a – Formal Association Membership

- Thousands of alumni, friends, retirees, and community supporters were once again connected to the university through an aggressive and successful data refresh project. In addition to updating thousands of contact records, the ability to successfully reach a larger number of alumni resulted in an increase in Alumni Association membership to an all-time high of 3,670.

Indicator 9.3.b – Total Addressable Alumni

- With the founding of the Cal Poly Pomona Alumni Association and the university's Alumni Affairs department more than thirty years ago, the definition of "alumni" clearly included any individual that had attended the university and had completed at least one credit course of study. To this date this definition stands as previously defined. However, due to the economics of maintaining data that would be likely useful to the university, only those alumni who acquire some level of degree (undergraduate, graduate, or a teacher certification) are entered and carried in the CPP alumni record database. Therefore, in almost all cases, the "addressable alumni" reported are graduates. The one exception are those few alumni that attended the "Voorhis" campus from 1938-56 – the period the two Cal Polys were jointly administered

Indicator 9.3.c – Total Addressable Graduates/Credentials

- Cal Poly Pomona has long chosen to define "addressable" alumni as students who completed a course of academic study and graduated from the University at either the undergraduate, certificate (as in teacher training), or graduate level (s). Therefore we report no distinction between 9.3.b and 9.3.c. These cohorts are the same for us.

Indicator 9.4 – Ten Percent Private Fund Goal

The campus met and slightly exceeded the 10% private fund goal (10.3%). Voluntary support ($10,427,970), sponsorships ($740,989), and endowments / trust distributions ($421,202) are all counted toward the 10% goal.