

Review under WSCUC Standards

Provide the institution's consensus rating for columns 3 and 4; add comments as appropriate in column 5.
 For un-shaded cells in Column 6, delete text and provide links or references to evidence in support of findings. Column 7 is for staff and teams to verify documentation and for teams to comments on evidence.

Self-Review Rating
 1= We do this well; area of strength for us
 2= Aspects of this need our attention
 3= This item needs significant development
 0= Does not apply

Importance to address at this time
 A= High priority
 B= Medium priority
 C= Lower priority
 0= Does not apply

Institutional Information

Institution California State University San Marcos

Type of Review:
 Comprehensive for Reaffirmation
 Initial Accreditation
 Other _____

Date of Submission: 09 / 09 / 2015
Mo Day Year

Institutional Contact
 Regina Eisenbach

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives
The institution defines its purposes and establishes educational objectives aligned with those purposes. The institution has a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contribution to the public good. It functions with integrity, transparency, and autonomy.

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Institutional Purposes						
1.1 The institution's formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.	The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines.	1	C	The Mission and Vision statements guide academic development and review, and the strategic priorities are integrated into 3-year rolling plans in Academic Affairs.	CSUSM's Mission Statement is publically available through the President's Strategic Plan .	

<p>1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning outcomes. X 2.4, 2.6, 2.10, 4.2</p>		2	B	<p>University Undergraduate Learning Outcomes (ULOs) were developed in 2014. Program Student Learning Outcomes (PSLOs) are mapped to these ULOs. Graduate Learning Outcomes (GLOs) are in the developmental stage. Institutional Planning & Assessment (IPA) regularly produces, evaluates and makes public achievement data in the form of graduation rates and retention rates. In addition, CSUSM was an early adopter of the College Portrait Voluntary System of Accountability.</p>	<p>Evaluated during comprehensive review through Component 3: <i>Degree Programs</i> and Component 5: <i>Student Success</i>.</p> <p>Public disclosure links verified by Annual Report.</p>	
---	--	---	---	---	---	--

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Integrity and Transparency						
<p>1.3 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and writing. X 3.2, 3.10</p>	<p>The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state how these views are implemented and ensure that these conditions are consistent with generally recognized principles of academic freedom. Due-process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.</p>	1	B	<p>The policy concerning the Faculty of CSUSM and ethical conduct, which includes adjunct and tenure-track professors, is based on the Statement of Professional Ethics of the American Association of University Professors. This topic is further addressed through the Academic Affairs Strategic Plan.</p>	<p>Academic Freedom Statement Academic Affairs Strategic Plan</p>	
<p>1.4 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices. X 2.2a, 3.1</p>	<p>The institution has demonstrated institutional commitment to the principles enunciated in the WSCUC Diversity Policy.</p>	1	A	<p>CSUSM has made huge strides in serving its diverse community: recognized as an HSI, an APSI, and the only CSU with a California Indian Culture and Sovereignty Center. In 2014, the campus was awarded the HEED award.</p>	<p>Evaluated during comprehensive review.</p>	

<p>1.5 Even when supported by or affiliated with governmental, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. X 3.6 – 3.10</p>	<p>The institution does not experience interference in substantive decisions or educational functions by governmental, religious, corporate, or other external bodies that have a relationship to the institution.</p>	<p>1</p>	<p>C</p>	<p>In May 1996, the California State University undertook the strategic planning initiative called Cornerstones, which produced a system-wide planning framework formally adopted by the Board of Trustees on January 28, 1998. Specifically, Principle 10 outlines autonomy on all CSU campuses.</p>	<p>Evaluated during comprehensive review.</p>	
<p>1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid. X 2.12</p>	<p>The institution has published or has readily available policies on student grievances and complaints, refunds, etc. The institution does not have a history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts. The institution's policy on grading and student evaluation is clearly stated and provides opportunity for appeal as needed.</p>	<p>1</p>	<p>C</p>	<p>Policies are provided to students via several methods. Recent syllabus templates will include information; student policies are readily available online (examples include the grievance process, grade appeals, and grading symbols; Dean of Students' office is actively involved in student affairs; academic policies are available in the catalog.</p>	<p>Evaluated during comprehensive review. Truthful representation and complaint policies evaluated during comprehensive review</p>	

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
<p>1.7 The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution's finances are regularly audited by qualified independent auditors.</p> <p>X 3.4, 3.6. 3.7</p>		1	B	<p>CSUSM's Policies, Procedures, and Guidelines are available online. In addition, President Haynes has conducted numerous budget forums to better communicate fiscal challenges & decisions.</p>	<p>Audits submitted with Annual Report.</p>	
<p>1.8 The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies.</p>		1	C	<p>The Dean of Academic Programs and WASC liaison regularly engages and communicates with WASC to address any issues, such as question about online programs, immediately and openly.</p>	<p>Evaluated during comprehensive review through Component 1: <i>Introduction</i>.</p> <p>Commitments to integrity with respect to WSCUC policies are demonstrated in prior interactions with WSCUC.</p>	

Synthesis/Reflections on Standard One

1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard?

CFR 1.2 emerged as an area needing attention. We need to continue work on integrating institutional level learning outcomes (for both undergraduate and graduate programs) into assessment processes.

One important comment that came up repeatedly was to enhance diversity efforts with regards to hiring/retaining faculty and staff.

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** under this Standard?

We believe this area is a strength overall. We have clear policies and procedures as well as Mission/Vision/Values/Strategic Plans that guide what we do. WASC accreditation is taken very seriously and we have directed resources towards hiring an Assessment Specialist and providing funding for the WASC Steering Committee faculty representatives. We have also supported training at WASC workshops etc. to mobilize the campus and prepare for creating this report.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved** under this Standard?

Three general areas for improvement emerged in this standard:

- Diversity of our faculty, staff, and administrators
- Experience and retention of underrepresented students (e.g. ethnic, gender, first-generation, etc.)
- Annual assessment and program review process for some units

Standard 2: Achieving Educational Objectives Through Core Functions

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Teaching and Learning						
2.1 The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered. X 3.1	The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.	2	C	Programs are subject to review every 5-7 years, and quality/rigor in some is evidenced by additional accreditors. i.e., Education (NCATE/CAEP, CTC), Nursing (CCNE), Speech-Language Pathology (ASHA, CTC), and Social Work (CSWE) programs participate in discipline-specific accreditation processes, in addition to WASC accreditation activities and the University's program review processes for program review. In terms of staffing, there is a large percentage of lecturer faculty who are qualified, but there may be a disparity between the numbers of TT and lecturer faculty in some areas.	Evaluated during comprehensive review, documented in "Credit Hour and Program Length Checklist"	

<p>2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees. X 3.1 – 3.3, 4.3, 4.4</p>		1	C	<p>CSUSM's degree requirements comply with the California State University and TITLE V requirements.</p>	<p>All academic degree programs define requirements, preparation, and recommended courses in descriptions in the University Catalog.</p> <p>Recently developed university Undergraduate Learning Outcomes (ULOs) and in-development Graduate Learning Outcomes (GLOs) further demonstrate the campus commitment to providing clear directions in learning aligned with the campus Mission.</p> <p>In addition, resources offered through the Faculty Center and IITS assist faculty and staff in serving students.</p>	
--	--	---	---	--	--	--

<p>2.2a Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, baccalaureate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major). X 3.1 – 3.3</p>	<p>The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, together with significant in-depth study in a given area of knowledge (typically described in terms of a program or major).</p>	<p>2</p>	<p>A</p>	<p>CSUSM has a sizable GE course offering. Recertification and review processes have been developed and are ensuring quality of course, rather than quantity.</p>	<p>The Academic Senate and the General Education Committee (a Senate Standing Committee) are responsible for direct oversight of CSUSM’s General Education policies and procedures. These policies and procedures can be found on the General Education Program website and in the University Catalog.</p> <p>The GE program aligns with CSU policies concerning GE requirements.</p> <p>University Undergraduate Learning Outcomes (ULOs), and General Education Program Student Learning Outcomes (GEPSLOs) are both aligned with the AAC&U LEAP Initiative and WASC Core Competencies, and all serve as the foundation for GE assessment activities. Although not actively assessing prior to 2015, the GE Assessment Plan commences Fall 2015 and will rigorously work to assess the breadth of GE courses on the CSUSM campus.</p> <p>Core Competencies have been systematically assessed separately from GE courses in order to determine mastery of core competencies throughout the disciplines and at the senior level. Reports from Core Competency assessment activities are shared with all college faculty, the Academic Senate and University Assessment Council, and are available in our report as Appendix XX.</p>	
---	--	----------	----------	---	---	--

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
<p>2.2b The institution's graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program.</p> <p>X 3.1 – 3.3</p>	<p>Institutions offering graduate-level programs employ, at least, one full-time faculty member for each graduate degree program offered and have a preponderance of the faculty holding the relevant terminal degree in the discipline. Institutions demonstrate that there is a sufficient number of faculty members to exert collective responsibility for the development and evaluation of the curricula, academic policies, and teaching and mentoring of students.</p>	<p>2</p>	<p>B</p>	<p>CSUSM's graduate programs are supported through the Office of Graduate Studies & Research, and all programs have developed Program Student Learning Outcomes (PSLOs) and participate in annual assessment activities. In addition, Graduate Learning Objectives (GLOs) are in development in order to align Program Student Learning Outcomes (PSLOs) and guide assessment activities.</p>	<p>Evaluated during comprehensive review through Component 3: <i>Degree Programs</i> and Component 4: <i>Educational Quality</i>.</p>	

<p>2.3 The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and Standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment.</p> <p>X 3.5</p>	<p>The institution is responsible for ensuring that out-of-class learning experiences, such as clinical work, service learning, and internships which receive credit, are adequately resourced, well developed, and subject to appropriate oversight.</p>	<p>2</p>	<p>B</p>	<p>Programs such as Nursing, Education, Anthropology, and Business have strong out-of-classroom components for students. These programs have PSLOs and assessment plans in place; however assessing these experiences has not been a focus on campus. The Office of Community Engagement provides resources connecting classrooms to community as well as internship opportunities and information for students and faculty. As a Carnegie designated community engaged university, we reach out intentionally and strategically to all the communities we serve, from underrepresented students, to tribal neighbors, to military establishments, to health organizations, to the business community, to create partnerships that help address the region's most critical issues. Moving forward, with the development of University ULOs and GLOs, focus will be placed upon connecting these experiences these ULOs and GLOs, as well as to individual PSLOs.</p>	<p>Evaluated during comprehensive review through Component 3: <i>Degree Programs.</i></p>	<p>placed upon conne</p>
---	---	----------	----------	--	---	------------------------------

<p>2.4 The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards. X 4.3 – 4.4</p>	<p>Student learning outcomes are reflected in course syllabi.</p>	<p>1</p>	<p>A</p>	<p>Assessment is an integral part of our teaching and learning cycle. An increase in program participation in assessment activities has occurred over the years. While there is still room for improvement, some progress has been made toward developing a template for syllabi that ensures PSLOs are included and aligned with university ULOs or GLOs. An example of the progress made, the School of Education developed a syllabus template that includes PSLOs and standards of performance.</p>	<p>Evaluated during comprehensive review through Component 3: <i>Degree Programs</i>, Component 4: <i>Educational Quality</i>, and Component 6: <i>Quality Assurance</i>.</p>	
---	---	----------	----------	---	---	--

<p>2.5 The institution's academic programs actively involve students in learning, take into account students' prior knowledge of the subject matter, challenge students to meet high standards of performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved. X 4.4</p>		1	B	<p>Strategic priorities within CSUSM's Strategic Plan encompass excellence in all areas of students' experiences on campus. The office of Community Engagement, along with the office of Student Affairs and the Student Academic Support Services, provide many resources to students so that each can engage and succeed.</p> <p>Students provide feedback through semester course evaluations. In addition, the office of Institutional Planning and Analysis (IPA) administers the National Survey of Student Engagement (NSSE) every 2-3 years. The feedback from the surveys provides programs and departments with student perceptions and helps to refine and guide processes and procedures.</p>	<p>Evaluated during comprehensive review.</p>	
---	--	---	---	---	---	--

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
<p>2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.</p> <p>X 4.3 – 4.4</p>	<p>The institution has an assessment infrastructure adequate to assess student learning at program and institution levels.</p>	<p>2</p>	<p>A</p>	<p>Our assessment infrastructure has been in place for some time, but not functioning at full capacity. With the development of ULOs and GLOs, along with PSLOs, we are better prepared to develop specific strategies that will enable us to demonstrate that graduates achieve stated competencies and learning objectives at the time of graduation. PSLOs for all programs are available on the Assessment website and the catalog provides graduation requirements for each. The General Education Assessment Plan includes a strategy for aligning all GEPSLOs to university ULOs.</p>	<p>Evaluated during comprehensive review through Component 3: <i>Degree Programs</i>, Component 4: <i>Educational Quality</i>, and Component 6: <i>Quality Assurance</i>.</p>	

<p>2.7 All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations. X 4.1, 4.6</p>		1	B	<p>The Program Assessment Committee of the Academic Senate oversees systematic Program Review. Policies and guidelines are fully developed and implemented, and each program is reviewed on a 5-7 year cycle.</p> <p>To note, Education (NCATE/CAEP, CTC), Nursing (CCNE), Speech-Language Pathology (ASHA, CTC), and Social Work (CSWE) programs participate in discipline-specific accreditation processes in addition to WASC accreditation activities and the University's program review processes for program review.</p>	<p>Policies and procedures guiding Program Review were put into place through an Academic Senate policy in 2011, based upon a memorandum from the CSU Chancellor's office. Program Review is directed by the Program Assessment Committee, an Academic Senate standing committee, includes all programs, and focuses on the academic unit's capacity to deliver the program as well as the educational effectiveness of the degree program.</p>	
---	--	---	---	---	---	--

Scholarship and Creative Activity

<p>2.8 The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character. X 3.2</p>	<p>Where appropriate, the institution includes in its policies for faculty promotion and tenure the recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.</p>	<p style="text-align: center;">2</p>	<p style="text-align: center;">B</p>	<p>The Faculty Center provides resources to guide faculty in the RTP process, workshops and colloquiums for teaching and research, as well as Professional Development Grant fund opportunities.</p> <p>Each college/ academic unit has its own senate-approved RTP document that includes standards upon which scholarly and creative activities are rigorously assessed. All policies and practices are readily available. Departments are engaged in developing these standards and colleges provide professional development funds.</p>	<p>CSUSM's policy regarding Retention, Tenure, and Promotion (RTP) covers the process for decisions regarding promotion, tenure and retention of faculty unit employees of CSU San Marcos, governed by the Faculty Personnel Procedures for Promotion, Tenure and Retention. The collective bargaining agreement between The California State University and the California Faculty Association provides the basis upon which this policy is written.</p>	
---	---	--------------------------------------	--------------------------------------	---	---	--

<p>2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service. X 3.2</p>		<p>1</p>	<p>C</p>	<p>The Faculty Center is our primary service provider in this area with a broad array of support programs and resources, including career-planning. CSUSM's policy regarding Retention, Tenure, and Promotion (RTP) sets expectations in this area. Office of Community Engagement supports Service Learning, a structured learning experience within an academic course, and provides funding to faculty for engaged scholarship projects.</p>	<p>Specifically, Academic Affairs Policy FAC 022-91 specifically relates to faculty evaluation, promotion, and tenure.</p> <p>Beginning Spring 2014, faculty looking for a service learning site can utilize the Civic Engagement Database.</p>	
---	--	----------	----------	---	---	--

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Student Learning and Success						
<p>2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.</p>	<p>The institution disaggregates data according to racial, ethnic, gender, age, economic status, disability, and other categories, as appropriate. The institution benchmarks its retention and graduation rates against its own aspirations as well as the rates of peer institutions.</p>	1	A	<p>CSUSM's Office of Undergraduate Studies oversees the Graduation Retention Initiative launched in 2010, and is responsible for tracking student success, including the progress of Under Represented Minority (URM) students. The office of Institutional Planning and Analysis (IPA) tracks and publishes disaggregated data on retention and graduation, as well as numerous other data reports. The office of Analytical Studies at the CSU maintains reports on multiple levels of retention and graduation.</p>	<p>Included in Annual Report.</p> <p>Also evaluated during comprehensive review in Component 6: <i>Quality Assurance</i>.</p>	

<p>2.11 Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement. X 4.3 – 4.5</p>		2	C	<p>CSUSM's Division of Student Affairs promotes a culture of strategic planning and assessment in which decisions are driven by data in an effort to maximize the application of resources to best meet the needs of our students to succeed both academically and developmentally.</p>	<p>Evaluated during comprehensive review.</p>	
<p>2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements. X 1.6</p>	<p>Recruiting materials and advertising truthfully portray the institution. Students have ready access to accurate, current, and complete information about admissions, degree requirements, course offerings, and educational costs.</p>	1	B	<p>Clear policies are available on the Dean of Students' website and University Catalog. Students are able to run Academic Record Reports (ARR) which provide accurate degree requirements and progress.</p> <p>CSUSM utilizes many eAdvising tools. The most recent projects (Degree Planner and Schedule Assistant) received funding from the CO as part of the money set aside from the \$10M fund reserved for the use of technology to improve student learning and progress toward degree completion by reducing the effect of bottlenecks.</p>	<p>Evaluated during comprehensive review; documented in "Marketing and Recruitment Review" Checklist.</p>	

<p>2.13 The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers. X 3.1</p>		1	C	One example of student support on campus is through the TRIO Student Support Services .	Evaluated during comprehensive review.	
--	--	---	---	---	--	--

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
<p>2.14 Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process.</p> <p>X 1.6</p>	<p>Formal policies or articulation agreements are developed with feeder institutions that minimize the loss of credits through transfer credits.</p>	<p>1</p>	<p>C</p>	<p>CSUSM was strictly an upper division campus for the first several years of its existence and has worked hard to develop strong relationships with local community colleges to assure smooth transfer experiences.</p> <p>CSUSM participates in the CSU required, externally operated statewide articulation website (ASSIST) which students may use to view articulation agreements for each CSU campus.</p> <p>Transfer information is provided through the Admissions office and is in compliance with AB 1440 governing AA degrees for transfer.</p>	<p>Evaluated during comprehensive review through Component 5: <i>Student Success</i>. Also documented in "Transfer Credit Policy Checklist".</p>	

Synthesis/Reflections on Standard Two

1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard?

CFRs 2.2a, 2.2b, 2.3, and 2.6 emerged as important issues. In addition, the following need to be considered:

- Course, program, and institutional learning outcomes need continued work
- Ensuring the assessment infrastructure supports all programs (in particular, GE assessment)
- Faculty sufficiency in certain programs
- Graduate programs

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** under this Standard?

The Office of Institutional Planning and Analysis works collaboratively with the Office of Undergraduate Studies, the Office of Planning and Academic Resources, Student Affairs, and many others to support the Graduation Retention Initiative and student success, in general. Also, clarity of degree requirements and curriculum processes were noted strengths along with student academic support services.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved** under this Standard?

Institutional Learning Outcomes have been developed for the Undergraduate Program (Undergraduate Learning Outcomes – ULOs), but Graduate Program outcomes are in process. A new infrastructure for assessment has been created, so making sure this structure is effective is important. Lastly, GE program assessment (aside from assessing Core Competencies) is only in its beginning stages.

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability *The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high-quality environment for learning.*

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Faculty and Staff						
<p>3.1 The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered. X 2.1, 2.2b</p>	<p>The institution has a faculty staffing plan that ensures that all faculty roles and responsibilities are fulfilled and includes a sufficient number of full-time faculty members with appropriate backgrounds by discipline and degree level.</p>	2	A	<p>As part of its Strategic Planning and Budget Cycle, CSUSM has a 3-year rolling budget/hiring plan covering FY 14/15 – 16/17.</p> <p>Each college has its own hiring committee that sets priorities for the college based on need, so that faculty and staff are sufficient in number, diversity, etc. Example: College of Humanities, Art, and Behavioral and Social Science's Hiring and Academic Planning Committee (HAPC)</p>	<p>Evaluated during comprehensive review.</p>	

<p>3.2 Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning. X 1.7, 4.3, 4.4</p>		1	B	<p>Human Resources provides information on recruitment, compensation, and evaluation processes. The RTP process is well-defined and the Faculty Center provides much needed resource.</p>	<p>Faculty RTP Policy Handbook. CSUSM Human Resources</p>	
<p>3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes. X 2.1, 2.2b, 4.4</p>	<p>The institution engages full-time, non-tenure-track, adjunct, and part-time faculty members in such processes as assessment, program review, and faculty development.</p>	2	B	<p>The office of Faculty Affairs provides resources for all campus faculty.</p>	<p>The Faculty Center provides numerous opportunities for professional development, research assistance, and teaching.</p>	
Fiscal, Physical, and Information Resources						
<p>3.4 The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives. X 1.1, 1.2, 2.10, 4.6, 4.7</p>	<p>The institution has functioned without an operational deficit for at least three years. If the institution has an accumulated deficit, it should provide a detailed explanation and a realistic plan for eliminating it.</p>	1	B	<p>CSUSM has consistently operated without a deficit. Enrollment management has been generally successful given the system expectations and directives. The three year rolling plan include budget allocations.</p>	<p>Audits submitted with Annual Report. Also evaluated during comprehensive review in Component 7: <i>Sustainability</i>.</p>	

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
3.5 The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes. X 1.2, 2.1, 2.2	The institution provides training and support for faculty members who use technology in instruction. Institutions offering graduate programs have sufficient fiscal, physical, information, and technology resources and structures to sustain these programs and to create and maintain a graduate-level academic culture.	1	C	CSUSM's Instructional & Information Technology Services (IITS) provide technological classroom support, instructional support, and training.	Evaluated during comprehensive review.	
Organization Structures and Decision-Making Processes						
3.6 The institution's leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.		1	C	The President and Executive Council are known, accessible, and accountable. Administrator reviews are undertaken on a regular schedule and involve multiple constituencies.	Evaluated during comprehensive review.	
3.7 The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness.	The institution establishes clear roles, responsibilities, and lines of authority.	1	C	CSUSM has a comprehensive administrative structure. The President is the CEO; The Provost is the CAO/COO; VP of Finance and Admin Services is the CFO; etc.	Evaluated during comprehensive review in Component 7: <i>Sustainability</i> .	

<p>3.8 The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibilities are to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.</p>		1	C		Position Descriptions for CEO, CFO.	
<p>3.9 The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer. X 1.5 – 1.7</p>	<p>The governing body comprises members with the diverse qualifications required to govern an institution of higher learning. It regularly engages in Self-review and training to enhance its effectiveness.</p>	1	C	<p>The California State University Board of Trustees oversees policy for all CSU campuses.</p>	<p>Board members' names and affiliations; Board committees and members; Board bylaws; CEO evaluation process.</p>	
<p>3.10 The institution's faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution's educational purposes and character are sustained. X 2.1, 2.4, 2.5, 4.3, 4.4</p>	<p>The institution clearly defines the governance roles, rights, and responsibilities of all categories of full- and part-time faculty.</p>	1	C	<p>CSUSM's Academic Senate is the principal agency for the formulation of University policy. The Senate and its committees communicate recommendations to the President on such matters as faculty affairs, curriculum, instruction, student affairs, finances and other matters relevant to the welfare of the campus. Shared governance is a strength on CSUSM.</p>	<p>Constitution and Bylaws of the University Faculty and the Academic Senate Faculty Governance documents Academic Senate Standing Committee Schedules for AY 15/16</p>	

Synthesis/Reflections on Standard Three

1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard?

CFRs 3.1 and 3.3 are areas that emerged as important. Specifically:

- Sufficient staffing – staff, tenure track and lecturer faculty
- Attention to workload and morale of faculty and staff

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** under this Standard?

Growth of the campus despite decline in fiscal resources and fiscal practices creating stability (aligned with strategic priorities) are both areas of strength. Another strength is open lines of communication between faculty and administration in shared governance.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved** under this Standard?

Clarifying the role of adjunct faculty and defining sufficiency in terms of tenure track faculty.

Standard 4. Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
Quality Assurance Processes						
<p>4.1 The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results. X 2.7, 2.10</p>		2	A	<p>Program assessment on CSUSM is ongoing through annual assessment activities and Program Review. Academic Senate standing committees review curriculum (UCC & GEC) and programs (PAC). Annual assessment processes are in place and are overseen by the UAC.</p>	<p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i>.</p>	

<p>4.2 The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated. X 1.2, 2.10</p>		1	B	<p>Institutional Planning and Analysis (IPA) functions well to collect and disseminate data. Data are readily available and published on the University website. RaDAR is a central repository for the campus community to access relevant data in a variety of formats, providing a single point of entry to reports and analyses of campus data.</p>		
--	--	---	---	--	--	--

Institutional Learning and Improvement

<p>4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes. X 2.2 – 2.6</p>	<p>The institution has clear, well-established policies and practices—for gathering, analyzing, and interpreting information—that create a culture of evidence and improvement.</p>	2	B	<p>CSUSM’s faculty recruitment and evaluation policies, as well as curriculum review, and quality assurance for learning (assessment, program review) are all based on evidence as part of processes designed to rely on evidence to guide investment, improvement, and change.</p>	<p>Evaluated during comprehensive review through Component 3: <i>Degree Programs</i>, Component 4: <i>Educational Quality</i>, Component 6: <i>Quality Assurance</i>, and Component 7: <i>Sustainability</i>.</p>	
---	---	---	---	---	---	--

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
<p>4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.</p> <p>X 2.2 – 2.6</p>	<p>Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practices.</p>	<p>1</p>	<p>B</p>	<p>Grading policies on CSUSM are guided by executive orders from the CSU Chancellor's office. Several policies exist that focus on grading, i.e., grading symbols and student grade appeal.</p>	<p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i>.</p>	

<p>4.5 Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs. X 2.6, 2.7</p>		2	B	<p>Individual college Deans develop and maintain their own advisory boards to ensure representation of stakeholders. An alumni survey is conducted annually and many programs include employer/practitioner involvement. There has been little to no participation of external groups in assessment activities.</p>	<p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i>.</p>	
<p>4.6 The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution. X 1.1, 1.3</p>		2	B	<p>Community partnerships is a strategic priority for CSUSM, a Carnegie classified "community engaged" university, allowing the campus to "better serve our community as a leader in regional development and enhancement."</p>	<p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i>.</p>	

<p>4.7. Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.</p>		1	B	<p>Faculty across campus are developing programs in response to regional needs (Biotech), current trends (Nursing), and educational changes (Education – Common Core). Development and recent approval of the MS in Cybersecurity degree directly responded to regional needs in that area.</p> <p>The Long-Range Academic Master Plan (LAMP) task force was established by the Provost, in consultation with the Academic Senate, for the purpose of drafting a to guide CSUSM's curricular and program development into the near future, using the campus strategic plans, and regional economic and employment data, to examine and prioritize</p>	<p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i> and Component 7: <i>Sustainability</i>.</p>	
--	--	---	---	---	---	--

Synthesis/Reflections on Standard Four

1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard?

CFRs 4.1, 4.3, 4.5 and 4.6 emerged as issues to consider. In particular:

- Engaging with alumni and external constituents consistently
- Deliberate system of quality assurance processes, including ensuring that data are used (closing the loop)
- Culture of and institutional support for assessment

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** under this Standard?

- There are functions, tools, and data in place to support the university's quality assurance efforts – among them, Institutional Research, Academic Programs, RADAR (queries built pulling PeopleSoft data).
- Programs are required to participate in annual assessment and program review, and processes have been articulated to guide the programs through to completion of these activities.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved** under this Standard?

- Integrating the different quality assurance processes and tools to ensure a university-wide, deliberate strategy around collecting, analyzing, and using evidence to improve practice.
- Further strengthening the university's assessment processes related teaching and learning, including learning outcomes assessment.
- Developing a culture of assessment.

Summative Questions

1. Who participated in preparing this self-inventory? What approach was used in completing the worksheet?

All of the WASC Steering Committee (7 members) completed the self-inventory as well as members of each of the Essay Writing Teams (another 13 individuals) for a total of 20 respondents. The responses came from a diverse group including representatives from various divisions across campus, as well as faculty, staff, and administrators. The mode for the Self-Review Rating and Importance to Address columns was reported as the consensus for the campus. Comments from respondents were analyzed for common themes for the Synthesis/Reflection questions.

2. What areas emerged as institutional strengths that could be highlighted in the institutional report?

The 2012 letter from the Interim Report Committee noted, "It was evident to the panelists that the institution made a strong commitment to respond to the Commission, and was successful in carrying out that commitment." Thus, the issues noted in the Commission letter of Assessment of Learning, Academic Planning, and Retention and Graduation are areas in which we have made good progress. Reporting on our continued efforts in these areas is important in our report.

The availability of data repeatedly came up as a strength, specifically Institutional Planning & Analysis as well as reports that our Instructional and Information Technology (IITS) division makes available. Also, the clarity of the campus' Mission, Vision, and Values tied to Strategic Planning is a strong area.

3. What areas were identified as issues or concerns to be addressed before the review?

Given the importance of Assessment of Student Learning noted in our Interim Report, and because the infrastructure for assessment on campus changed in Fall 2014, we need to make sure that it is working well. This includes aligning and assessing our newly approved Undergraduate Learning Outcomes as well as developing Graduate Learning Outcomes.

In a broader sense, the creation and sustainment of a culture of evidence, that includes using data for decisions and closing the loop, is something that requires continued effort to maintain.

4. What are the next steps in preparing for the review?

A Steering Committee consisting of members from across campus – faculty and administrators – each leads a writing team for the Institutional Report Essays. The essays are posted online and feedback solicited from all campus constituents. In addition, four Town Halls were held to discuss the essays and general comments.

FEDERAL COMPLIANCE CHECKLISTS

OVERVIEW

There are four checklists that WSCUC uses to address institutional compliance with some of the federal requirements affecting institutions and accrediting agencies:

- 1 – Credit Hour and Program Length Review Checklist
- 2 – Marketing and Recruitment Review Checklist
- 3 – Student Complaints Checklist
- 4 – Transfer Credit Policy Checklist

Teams complete these four checklists and add them as appendices to the team report. They are included here in order for the institution to be prepared to provide the necessary information for the team. Teams are not required to include a narrative about any of these matters in the team report but may include recommendations, as appropriate, in the Findings, Commendations, and Recommendations section of the team report.

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW CHECKLIST

Under the federal requirements referenced below, WSCUC is required to demonstrate that it monitors the institution's credit hour policy and processes as well as the lengths of its programs.

Credit Hour - §602.24(f)

The accrediting agency, as part of its review of an institution for renewal of accreditation, must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

(1) The accrediting agency meets this requirement if-

(i) It reviews the institution's-

(A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and

(B) The application of the institution's policies and procedures to its programs and coursework; and

(ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education.

(2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, an accrediting agency may use sampling or other methods in the evaluation.

Credit hour is defined by the Department of Education as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

See also WSCUC Senior College and University Commission's Credit Hour Policy.

Program Length - §602.16(a)(1)(viii)

Program length may be seen as one of several measures of quality and as a proxy measure for scope of the objectives of degrees or credentials offered. Traditionally offered degree programs are generally approximately 120 semester credit hours for a bachelor's degree, and 30 semester credit hours for a master's degree; there is greater variation at the doctoral level depending on the type of program. For programs offered in non-traditional formats, for which program length is not a relevant and/or reliable quality measure, reviewers should ensure that available information clearly defines desired program outcomes and graduation requirements, that institutions are ensuring that program outcomes are achieved, and that there is a reasonable correlation between the scope of these outcomes and requirements and those typically found in traditionally offered degrees or programs tied to program length.

Material Reviewed	Questions/Comments (Enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Where is the policy located? http://www.csusm.edu/policies/active/documents/Credit%20Hour.html ALSO on page 90 of the current CSUSM catalog.++
	Comments: University-wide Policies, Procedures and Guidelines are maintained in the Office of the Vice President for Finance and Administrative Services.
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO <i>This occurs as part of the program review and schedule building processes.</i>
	Does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: Department chairs include consideration of credit hours, especially as they relate to courses, as part of the regular semester scheduling process. More formally, as part of Program Review, the self study takes into account how the program has achieved its educational outcomes. As such, consideration of whether credit hour assignment is appropriate, especially given unit constraints (all majors, as per the Chancellor's Office, are required to be at 120 units. Given a 51 unit GE package on the campus, this means that all units in the majors are carefully counted).
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: Course schedules are available on-line at http://www.csusm.edu/schedule/
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed?
	Type of courses reviewed: <input type="checkbox"/> online <input type="checkbox"/> hybrid
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)?
	Are students doing the amount of work per the prescribed hours to warrant the credit awarded? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: Online, hybrid, and web-facilitated course policy is available at http://www.csusm.edu/policies/active/documents/online_instruction.html
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed?
	What kinds of courses?
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)?
	Are students doing the amount of work per the prescribed hours to warrant the credit awarded? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample program information (catalog, website, or other program materials)	How many programs were reviewed?
	What kinds of programs were reviewed?
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)?

	Does this material show that the programs offered at the institution are of an acceptable length? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:

2 - MARKETING AND RECRUITMENT REVIEW CHECKLIST

Under federal regulation §602.16(a)(1)(vii), WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

Material Reviewed	Questions and Comments: (Enter findings and recommendations in the Comments sections of this table as appropriate.)
**Federal Requirements	Does the institution follow federal requirements on recruiting students? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: Director of Admissions and Recruitment offered the NACAC 'Statement of Principles of Good Practice, Mandatory Practices' (see page 3) as a guideline. http://www.nacacnet.org/about/Governance/Policies/Documents/SPGP_10_3_2014.pdf
Degree completion and cost	Does the institution provide information about the typical length of time to degree? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Undergraduate graduation requirements as found beginning on page 105 in the current catalog.
	Does the institution provide information about the overall cost of the degree? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Fees and Tuition are available by semester at http://www.csusm.edu/schedule/index.html
	Comments: Graduate information available at http://www.asd.calstate.edu/faq/gradrate_faq.shtml#
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO The Career Center provides general career information, including paid internships and campus employment: http://www.csusm.edu/careers/
	Individual programs also provide career path information. For example, the Physics department offers majors information on possible career paths here: http://www.csusm.edu/physics/careers/index.html
	Does the institution provide information about the employment of its graduates, as applicable? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Enrollment Management Services surveys graduates each May and asks them to anticipate their principle

	<p>activity in the upcoming fall. Results are found here: http://www.csusm.edu/ipa/surveys/graduation_survey.html CSUSM also surveys alumni to gain employment information. Those results can be found here: http://www.csusm.edu/ipa/surveys/alum-survey.html</p>
	<p>Comments:</p>

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These requirements do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By:

Date:

3 - STUDENT COMPLAINTS REVIEW CHECKLIST

Under federal regulation*§602-16(1)(1)(ix) WSCUC is required to demonstrate that it monitors the institution’s student complaints policies, procedures, and records. (See also WSCUC Senior College and University Commission’s Complaints and Third Party Comment Policy.

Material Reviewed	Questions/Comments (Enter findings and recommendations in the Comments sections of this table as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Is the policy or procedure easily accessible? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Where? The Dean of Students' website provides access to all student-related policies and procedures. http://www.csusm.edu/dos/index.html
	Comments: The Office of the Dean of Students provides general information concerning campus policies, procedures, and regulations. Students needing assistance with any University matter are invited to initiate resolution through that office.
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Please describe briefly: Students' grievance policy outlines policy and procedure for addressing student complaints.
	Does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: The policy can be found at http://www.csusm.edu/policies/active/documents/student_grievance_policy.html
Records	Does the institution maintain records of student complaints? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Where? All documents and recordings of the hearing relative to an individual grievance case shall be appropriately maintained in locked file drawers located in the Dean of Students Office for three years after the grievant separates from the university.
	Does the institution have an effective way of tracking and monitoring student complaints over time? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Please describe briefly: The grievance policy provides a procedural timeline. The Dean of Students' office is responsible for monitoring and adhering to this schedule.
	Comments:

4 – TRANSFER CREDIT REVIEW CHECKLIST

Under federal requirements*, WSCUC is required to demonstrate that it monitors the institution’s recruiting, transfer, and admissions practices accordingly.

Material Reviewed	Questions/Comments (Enter findings and recommendations in the Comments sections of this table as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for reviewing and receiving transfer credit? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Is the policy publically available? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If so, where? Available on the Admissions website here: http://www.csusm.edu/admissions/how-to-apply/transfer/index.html And beginning on page 25 of the current catalog.
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO The Admissions website offers specific information about transfer credit from other institutions here: http://www.csusm.edu/admissions/how-to-apply/transfer/i-want-to-apply.html
	Comments: Individual programs provide specific information regarding transfer credits, as well. For example, Psychology has information on their website: http://www.csusm.edu/psychology/transferstudents.html

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

- (1) Are publicly disclosed in accordance with 668.43(a)(11); and
- (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WSCUC Senior College and University Commission’s Transfer of Credit Policy.

Review Completed By:

Date: