

ALL STANDARD SURVEYS

Rating for Columns:

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
 "DK"= I don't know enough to comment

Importance to Address at This Time

- 1= High priority
 2= Lower priority
 3= Does not need to be addressed at this time
 "DK"= I don't know enough to comment

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives.

The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher educational community and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.

| Criteria for Review | Guideline | Your Self Review | You rated Importance | Rating |
|---|--|------------------------------------|------------------------------------|--------|
| 3.3.1 FACULTY WORK ENVIRONMENT | Are faculty incentives aligned with institutional purposes and educational objectives? | 2.53 <i>49 responses</i> | 1.36 <i>67r esponses</i> | -1.17 |
| 3.3.2 STAFF WORK ENVIRONMENT | Are staff incentives aligned with institutional purposes and educational objectives? | 2.44 <i>86</i> | 1.3 <i>91</i> | -1.14 |
| 3.2 FACULTY QUANTITY AND QUALITY | Do we have sufficient numbers of full-time faculty to achieve our educational objectives? (including establishing and overseeing academic policies and ensuring the integrity and continuity of our academic programs). | 2.22 <i>86</i> | 1.21 <i>102</i> | -1.01 |
| 3.1 OPERATION AND SUPPORT OF ACADEMIC PROGRAMS | Do we have personnel sufficient in number and professional qualifications to maintain operations and to support our academic programs, consistent with our institutional and educational objectives? | 2.19 <i>116</i> | 1.21 <i>126</i> | -0.98 |
| 3.3.2 STAFF WORK ENVIRONMENT | Are staff workload practices aligned with institutional purposes and educational objectives? | 2.09 <i>91</i> | 1.25 <i>100</i> | -0.84 |
| 3.3.1 FACULTY WORK ENVIRONMENT | Are faculty workload practices aligned with institutional purposes and educational objectives? | 2.12 <i>58</i> | 1.35 <i>72</i> | -0.77 |
| 3.5 FISCAL AND PHYSICAL RESOURCES | Are our fiscal and physical resources able to support and maintain the educational programs we offer now? | 2.15 <i>78</i> | 1.38 <i>87</i> | -0.77 |
| 3.5 FISCAL AND PHYSICAL RESOURCES | Do we have an adequate plan for ensuring sufficient fiscal and physical resources to support and maintain future educational | 2.05 <i>57</i> | 1.3 <i>47</i> | -0.75 |

| | | | | |
|---|---|-------------|-------------|-------|
| 1.2 EDUCATIONAL OBJECTIVES | Do we have indicators and evidence that ascertain the level of achievement of our purposes and our educational objectives? | 1.97 192 | 1.38 231 | -0.59 |
| 4.5. INSTITUTIONAL RESEARCH ADDRESSES STRATEGIC DATA NEEDS. | Do we strategically collect institutional research data, appropriately disseminate findings in a timely way, and make use of this data in our decision-making | 2.08 73 | 1.49 83 | -0.59 |
| 3.5 FISCAL AND PHYSICAL RESOURCES | Do we effectively align our fiscal and physical resources with our institutional purposes and educational objectives? | 1.94 82 | 1.4 89 | -0.54 |
| 3.8 ORGANIZATIONAL STRUCTURE | Are our organizational structures and decision-making processes clear, consistent with our purposes, and sufficient to support effective | 1.99 89 | 1.45 94 | -0.54 |
| 2.13. STUDENT SUPPORT SERVICES | Are our student support services designed to meet the specific developmental needs of our first year students? | 1.92 105 | 1.4 111 | -0.52 |
| 3.3.2 STAFF WORK ENVIRONMENT | Are staff recruitment practices aligned with institutional purposes and educational objectives? | 1.9 80 | 1.41 91 | -0.49 |
| 2.12. STUDENT UNDERSTANDING OF ACADEMIC REQUIREMENTS | Do students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant | 1.79 107 | 1.45 115 | -0.49 |
| 4.5. INSTITUTIONAL RESEARCH ADDRESSES STRATEGIC DATA NEEDS. | As an institution, do we collect data in support of student learning consistent with our educational objectives? | 1.95 65 | 1.47 77 | -0.48 |
| 4.2 ALIGNMENT OF RESOURCES, OBJECTIVES AND PRIORITIES | Do our planning processes help us to define and align academic, personnel, fiscal, physical and technological needs with our strategic objectives and priorities? | 1.88 92 | 1.41 95 | -0.47 |
| 4.4. ASSESSMENT OF EFFECTIVENESS | Do we use the results from quality assurance processes to revise and improve structures, processes, curricula, and pedagogy? | 1.94 63 | 1.47 77 | -0.47 |
| 4.6 COMMITMENT TO IMPROVEMENT | Do we have established policies and practices for gathering and analyzing information that leads to a culture of evidence and improvement? | 1.9 70 | 1.43 81 | -0.47 |
| 3.3.2 STAFF WORK ENVIRONMENT | Are staff evaluation processes systematic and include appropriate peer review ? | 2.0 79 | 1.54 85 | -0.46 |
| 3.4 FACULTY DEVELOPMENT | Do we sufficiently support appropriate faculty development activities designed to improve teaching and | 1.96 54 | 1.51 73 | -0.45 |

| | | | | |
|--|--|-------------|-------------|-------|
| 1.3 INSTITUTIONAL LEADERSHIP | Does the campus create and sustain leadership that is marked by high performance, appropriate responsibility and | 1.81 275 | 1.37 272 | -0.44 |
| 4.8. ASSESSMENT OF EDUCATIONAL PROGRAMS | Do we involve alumni, employers, practitioners and other stakeholders in the assessment of the effectiveness of our educational programs? | 2 66 | 1.57 77 | -0.43 |
| 2.10. STUDENT ASSESSMENT | Do we use assessment information to help shape a learning-centered environment and to actively promote | 1.88 100 | 1.47 105 | -0.41 |
| 4.1. INSTITUTIONAL REFLECTION AND PLANNING PROCESSES | Do we monitor the effectiveness of the implementation of our plans and revise as appropriate? | 1.9 88 | 1.54 97 | -0.36 |
| 4.3. INFORMED PLANNING PROCESS | Are our planning processes informed by qualitative and quantitative data ? | 1.85 72 | 1.51 85 | -0.34 |
| 3.9 CHANCELLOR & BOARD OF TRUSTEES | Does the Chancellor & CSU Board of Trustees , consistent with their legal and fiduciary authority, exercise appropriate oversight over institutional integrity, policies, and ongoing | 1.9 58 | 1.56 71 | -0.34 |
| 2.4 LEARNING AND STUDENT ATTAINMENT | Does the faculty take collective responsibility for establishing, reviewing, fostering, and demonstrating student attainment of our | 1.59 110 | 1.3 115 | -0.29 |
| 4.7 ONGOING INQUIRY INTO TEACHING AND LEARNING | Do we as a campus, with significant faculty involvement, engage in ongoing inquiry, collaboration and discussion into the conditions and practices that promote the kinds of learning we desire ? | 1.87 62 | 1.63 73 | -0.24 |
| 1.7 REPRESENTATION / FAIRNESS | Do we demonstrate that our academic programs can be completed in a timely fashion ? | 1.77 224 | 1.55 241 | -0.22 |
| 4.7 ONGOING INQUIRY INTO TEACHING AND LEARNING | Do we apply what we learn from ongoing inquiry into teaching and learning to improve our curricula, pedagogy, and evaluation methodology ? | 1.72 58 | 1.52 69 | -0.20 |
| 3.10 ADMINISTRATORS | Do our administrators , including our President, provide effective educational leadership and management at all levels? | 1.7 93 | 1.5 97 | -0.20 |
| 1.8 INTEGRITY | Does CSUSM demonstrate integrity in the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas? | 1.66 220 | 1.48 236 | -0.18 |

| | | | | |
|--|--|--------------------|--------------------|-------|
| 2.10. STUDENT ASSESSMENT | Do we regularly assess their needs, experiences and levels of satisfaction | 1.79 103 | 1.53 105 | -0.18 |
| 2.14. COMMUNICATE TO TRANSFER STUDENTS | Do we provide clear and accurate information about transfer requirements? | 1.69 83 | 1.51 95 | -0.18 |
| 4.6 COMMITMENT TO IMPROVEMENT | Do we assess our campus environment in support of academic and co-curricular objectives and incorporate our findings into our planning | 1.76 64 | 1.6 79 | -0.16 |
| 2.11. CO-CURRICULAR PROGRAMS | Do we develop and implement co-curricular programs that are integrated with our academic goals and programs, and supports student professional and | 1.81 92 | 1.66 97 | -0.15 |
| 4.7 ONGOING INQUIRY INTO TEACHING AND LEARNING | Do we as a campus, with significant faculty involvement, engage in ongoing inquiry, collaboration and discussion into the processes of teaching and | 1.79 63 | 1.65 75 | -0.14 |
| 2.4 LEARNING AND STUDENT ATTAINMENT | Does CSUSM have expectations for student attainment and learning that are widely shared among faculty, staff, students and, where appropriate, the external | 1.71 116 | 1.59 121 | -0.12 |
| 1.2 EDUCATIONAL OBJECTIVES | Do we have published educational objectives that are consistent with our purposes? | 1.55 218 | 1.45 247 | -0.1 |
| 4.6 COMMITMENT TO IMPROVEMENT | Is the leadership on our campus committed to improvement based on the results of evaluation and assessment? | 1.58 78 | 1.48 89 | -0.10 |
| 2.10. STUDENT ASSESSMENT | Do we regularly identify the characteristics of our students? | 1.71 100 | 1.61 103 | -0.1 |
| 2.12. STUDENT UNDERSTANDING OF ACADEMIC REQUIREMENTS | Are our recruiting and admission practices, academic calendars, publications, and advertising accurate, current, disclosing, and readily available to support student needs? | 1.63 107 | 1.53 110 | -0.1 |
| 4.6 COMMITMENT TO IMPROVEMENT | Does our faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for | 1.6 57 | 1.51 67 | -0.09 |
| 3.2 FACULTY QUANTITY AND QUALITY | Do we have a faculty with sufficient diversity ? | 1.71 98 | 1.62 104 | -0.09 |
| 3.3.1 FACULTY WORK ENVIRONMENT | Are faculty evaluation processes systematic , including appropriate peer reviews ? | 1.6 45 | 1.51 67 | -0.09 |

| | | | | |
|---|--|-------------|-------------|-------|
| 1.4 ACADEMIC FREEDOM | Does CSUSM have sufficient evidence (e.g. policies, due process procedures) that it is committed to Academic Freedom for faculty, staff, and students? | 1.62 230 | 1.55 245 | -0.07 |
| 3.3.2 STAFF WORK ENVIRONMENT | Are staff evaluation practices aligned with institutional purposes and educational objectives? | 1.9 85 | 1.5 89 | -0.04 |
| 3.11 FACULTY LEADERSHIP | Does our faculty exercise effective academic leadership to ensure both academic quality and the maintenance of our educational purposes and character ? | 1.55 67 | 1.51 73 | -0.04 |
| 3.3.1 FACULTY WORK ENVIRONMENT | Are faculty evaluation practices aligned with institutional purposes and educational objectives? | 1.8 56 | 1.5 70 | -0.03 |
| 2.14. COMMUNICATE TO TRANSFER STUDENTS | Do we ensure equitable treatment for transfer students with respect to academic policies, and ensure that such students are not unduly disadvantaged by | 1.59 81 | 1.56 94 | -0.03 |
| 1.5 DIVERSITY | Do CSUSM policies, programs, and practices demonstrate a commitment to diversity ? | 1.5 285 | 1.51 280 | -0.01 |
| 2.5 STUDENT INVOLVEMENT IN LEARNING | Do our academic programs actively involve students in learning? | 1.59 118 | 1.59 121 | 0 |
| 3.6 INFORMATION RESOURCES (LIBRARY RESOURCES) | Do we have sufficient information resources and services for on-campus students and students enrolled at a | 1.56 78 | 1.57 83 | 0.01 |
| 4.1. INSTITUTIONAL REFLECTION AND PLANNING PROCESSES | Does the campus regularly engage in reflection and planning that allows us to articulate priorities, align our purposes with our resources, and determine future directions? | 1.65 96 | 1.7 101 | 0.05 |
| GENERAL EDUCATION (a minimum of 45 semester credit hours or the equivalent) | Our General Education program fosters an understanding of diversity; civic responsibility; the ability to work with others; and the capability to engage in lifelong | 1.53 123 | 1.58 118 | 0.05 |
| 3.3.1 FACULTY WORK ENVIRONMENT | Are faculty recruitment practices aligned with institutional purposes and educational objectives? | 1.57 53 | 1.63 71 | 0.06 |
| GENERAL EDUCATION (a minimum of 45 semester credit hours or the equivalent) | Our General Education program is an integrated course of study of sufficient breadth and depth to prepare students for work, citizenship, and a fulfilling life? | 1.53 113 | 1.6 117 | 0.07 |

| | | | | |
|---|---|-----------------------|-----------------------|------|
| 2.13. STUDENT SUPPORT SERVICES | Do our support services provide a wide array of services? (e.g., financial aid, registration, advising, career counseling, computer labs, and library) designed to meet the specific needs of a diverse student population (e.g., disabled, international, veteran, low income, | 1.49 126 | 1.56 126 | 0.07 |
| GENERAL EDUCATION (a minimum of 45 semester credit hours or the equivalent) | Our General Education program ensures breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this | 1.56 109 | 1.64 111 | 0.08 |
| 1.7 REPRESENTATION / FAIRNESS | Does CSUSM clearly and truthfully represent its academic goals, programs, and services to students and to the | 1.49 258 | 1.58 262 | 0.09 |
| 1.1 MISSION, VISION, AND VALUE STATEMENTS | Do the campus mission, vision, and value statements clearly describe CSUSM's purposes? | 1.47 270 responses | 1.57 272 responses | 0.1 |
| 1.6 EXTERNAL INFLUENCE | Does CSUSM operate as an academic institution with appropriate autonomy from political, religious, corporate or other external bodies outside the institution's own governance | 1.56 239 | 1.66 247 | 0.1 |
| 4.1. INSTITUTIONAL REFLECTION AND PLANNING PROCESSES | Do we have planning bodies that meet regularly and have a clear charge and plan to assess the attainment of our educational | 1.57 97 | 1.67 101 | 0.10 |
| 3.6 INFORMATION RESOURCES (LIBRARY RESOURCES) | Do we have access to information resources sufficient in scope, quality, currency, and kind to support our academic offerings and the scholarship of our members? | 1.5 85 | 1.6 92 | 0.10 |
| 3.6 INFORMATION RESOURCES (LIBRARY RESOURCES) | Are our information resources, services and facilities consistent with our purposes , and are they sustainable ? | 1.51 65 | 1.62 73 | 0.11 |
| GENERAL EDUCATION (a minimum of 45 semester credit hours or the equivalent) | Do we require our students to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate program? | 1.5 102 | 1.63 110 | 0.13 |
| 2.7 PROGRAM REVIEW | Does CSUSM incorporate in our assessment of educational objectives results with respect to student achievement, including program completion, license examination, and placement rates results? | 1.47 116 | 1.6 120 | 0.13 |

| | | | | |
|---|--|-------------|-------------|------|
| 2.8 SCHOLARSHIP AND INNOVATION | Do we value and promote scholarship, curricular and instructional innovations, and creative activity, as well as their dissemination? | 1.47 116 | 1.6 120 | 0.13 |
| 2.5 STUDENT INVOLVEMENT IN LEARNING | Do we challenge our students to achieve high expectations? | 1.48 126 | 1.62 106 | 0.14 |
| 2.2 GRADUATION REQUIREMENTS | Are the competencies required for graduation reflected in course syllabi for both General Education and the major? | 1.52 108 | 1.67 122 | 0.15 |
| 2.2 GRADUATION REQUIREMENTS | Do all of our degree programs have clearly defined levels of student achievement (e.g., student learning outcomes) necessary for graduation that represent more than an accumulation of courses? | 1.74 107 | 1.58 120 | 0.16 |
| GENERAL EDUCATION (a minimum of 45 semester credit hours or the equivalent) | Our General Education program ensures the development of core learning abilities and competencies? (e.g., written and oral communication; quantitative skills; information literacy; and critical analysis of data and | 1.41 116 | 1.57 118 | 0.16 |
| 2.3 CURRICULAR PROGRAMS | Are our expectations for student attainment and learning clearly reflected in our academic programs and policies? (e.g., curricula organization and content; admissions and graduation policies; organization and delivery of advisement; use of our library and resources; and experience in the wider | 1.46 99 | 1.63 107 | 0.17 |
| 3.2 FACULTY QUANTITY AND QUALITY | Do we have faculty with sufficient professional qualifications to achieve our educational objectives? | 1.3 79 | 1.48 93 | 0.18 |
| 1.7 REPRESENTATION / FAIRNESS | Do we treat our students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research and refunds? | 1.35 239 | 1.56 255 | 0.21 |
| 3.7 INFORMATION TECHNOLOGY | Are our information technology resources sufficiently coordinated and supported to fulfill our educational purposes and to provide key academic and administrative functions? | 1.43 97 | 1.64 99 | 0.21 |
| 2.9 SCHOLARSHIP, TEACHING, LEARNING, SERVICE | Do we recognize and promote linkages among scholarship, teaching, student learning and service? | 1.47 109 | 1.68 112 | 0.21 |

| | | | | |
|-------------------------------------|--|-------------|-------------|------|
| 2.6 GRADUATES MEET EXPECTATIONS | Can we demonstrate that our graduates consistently achieve our stated levels of attainment? | 1.51 101 | 1.73 90 | 0.22 |
| 1.8 INTEGRITY | Does CSUSM have published or readily-available grievance procedures for faculty, staff, and students? | 1.44 257 | 1.7 262 | 0.26 |
| 2.3 CURRICULAR PROGRAMS | Is the use of information and learning resources beyond textbooks evidenced in syllabi throughout the undergraduate and graduate curriculum? | 1.46 89 | 1.72 99 | 0.26 |
| 3.7 INFORMATION TECHNOLOGY | Do we provide sufficient information technology support for on-campus students and students enrolled at a distance? | 1.38 78 | 1.65 85 | 0.27 |
| 2.5 STUDENT INVOLVEMENT IN LEARNING | Do we provide our students with appropriate and ongoing feedback about their performance and how they can improve? | 1.52 115 | 1.79 95 | 0.27 |
| 2.7 PROGRAM REVIEW | Do we make use of evidence from employers and professional societies in our program reviews? | 1.54 85 | 1.82 66 | 0.28 |
| 1.8 INTEGRITY | Are our finances regularly audited by external agencies? | 1.22 119 | 1.51 181 | 0.29 |
| 2.6 GRADUATES MEET EXPECTATIONS | Are our expectations for student learning embedded in the standards faculty use to evaluate student work? | 1.41 98 | 1.72 78 | 0.31 |
| 3.3.1 FACULTY WORK ENVIRONMENT | Do faculty evaluations include consideration of evidence of teaching effectiveness, including student evaluations of instruction? | 1.27 56 | 1.6 77 | 0.33 |
| **Graduate programs | Does our graduate curriculum include active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences? | 1.4 84 | 1.74 94 | 0.34 |
| **Graduate programs | Are our graduate programs consistent with the purpose and character of CSUSM and adhere to the expectations of their respective disciplines and professions? | 1.39 94 | 1.81 103 | 0.42 |
| 2.7 PROGRAM REVIEW | Does our Program Review process analyze the achievement of the program's learning objectives and outcomes in an effort to improve currency and | 1.56 91 | 1.99 77 | 0.43 |

| | | | | |
|---|--|-------------------------------------|-------------------------------------|------|
| 1.7 REPRESENTATION / FAIRNESS | Does CSUSM clearly define and distinguish between the different types of credits it offers? (e.g. Between degree and non-degree credit? Accurately identifies the type and meaning of the credit awarded in its transcripts?) | 1.38 <i>177</i> | 1.83 <i>204</i> | 0.45 |
| 2.1 EDUCATIONAL PROGRAMS | Do our academic programs conform to recognized disciplinary or professional standards in their content, length and standards? | 1.32 <i>131 responses</i> | 1.78 <i>143 responses</i> | 0.46 |
| 4.3. INFORMED PLANNING PROCESS | Do our planning processes consider evidence of educational effectiveness , including student learning? | 1.94 <i>67</i> | 1.43 <i>83</i> | 0.51 |
| 4.4. ASSESSMENT OF EFFECTIVENESS | Do we have quality assurance processes in place at each level of institutional functioning? (including new curriculum and programs, program review, ongoing evaluation, and data collection) | 1.97 <i>68</i> | 1.35 <i>79</i> | 0.62 |