

WASC Table 7.1
Cal State San Marcos

Exemplars of CSU San Marcos Assessment Activities

| Assessment: | Date: | Description |
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| National Survey for Student Engagement (NSSE) | Biennial | <p>The NSSE is an annual inquiry into the extent to which students at four-year colleges and universities engage in an array of good educational practices. Many of the questionnaire items deal with student behaviors that educational researchers have found to be highly correlated with the intense learning and personal development that are hallmarks of a meaningful college education.</p> <p>Results of NSSE are widely disseminated and various teams including faculty, administrators, student services professionals and support staff engage in dialog to identify areas needing focus, behaviors of students that should be changed, and how the campus could improve support of student learning and success.</p> |
| Collegiate Learning Assessment (CLA) | 2006/07 | The Collegiate Learning Assessment evaluates critical thinking, analytic reasoning, and written communication using performance tasks and writing prompts rather than multiple choice questions. 176 first-time freshmen were tested in Fall 2006 and 100 seniors will be tested in Spring 2007. |
| Recent Graduates Survey (Alumni) | 2006 | An alumni survey is conducted to provide CSUSM alumni an opportunity to reflect on their experiences at CSUSM, assess alumni involvement and connection with CSUSM and identify alums employers for partnership opportunities. The survey was first distributed to all email-addressable alumni in October 2006. For subsequent graduates, we will survey six months and three years after graduation. Alums are asked to reflect on what degree courses in their field of study enhanced various skills such as writing, analytical and critical thinking, ability to work in teams, oral communication, problem solving and information literacy. It asks the same for additional coursework taken and which of those skills have proven useful since receiving the bachelor's degree. Results will be disaggregated by degree program to be used in the program review process and by other teams on campus. |
| HERI CIRP Freshmen Survey | Annual | During the summer orientation sessions for new students at Cal State San Marcos, all entering freshmen complete the comprehensive Freshman Survey distributed annually by the Higher Education Research Institute at UCLA. The survey provides a detailed profile of the freshman class including demographic characteristics, social attitudes, and reasons for attending college. |
| Student Course Evaluations | End of Term | All faculty are assessed by students in all of courses each term. Over 30,000 individual evaluations are collected each term. The results are reviewed with faculty by department chairs and deans. |
| HERI Faculty Survey | 2002 | The survey instrument used is wide-ranging, dealing with issues such as workload, teaching practices and research activities, interaction with students and colleagues, job satisfaction, and campus climate. |
| National Study of Cost and Productivity | 2006 | The "Delaware Study" is the preeminent national data source for information on teaching loads, instructional costs, and overall faculty productivity. The ability to assess departmental instructional costs and national disciplinary benchmarks allows for better-informed decisions with regard to resource allocation and utilization. |
| CSU Quality Improvement Surveys | Annual | Each Spring, Cal State San Marcos faculty, staff and students participate in several online customer satisfaction surveys. Departments assessed include Facility Services, Human Resources, Mail Services, Parking Services, Procurement Services, Student Financial Services, and University Police among others. |
| Academic Program Portfolios | Ongoing | Each program at CSUSM is building an Academic Program Portfolio that includes mission, student learning outcomes, curriculum, syllabi, program assessment information, and basic program data that provides important information to potential students about the program and demographics and key planning data to improve the program, accessibility, graduation rates, etc. |

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| Periodic Program Review | Every 5 years | All program outcomes are carefully reviewed at least once every five years through the Program Review Process. As part of the program review process for proposed new programs, the University Curriculum Committee, in addition to college level curriculum committees, carefully considers and approves all student learning outcomes before programs are approved. Programs are now being asked to report on assessment of program learning outcomes each year as part of a new Annual Program Report. For more information on the Periodic Program Review, see Appendix I. |
| Graduation Writing Assessment and All-University Writing Requirements | Annual | All CSU students must demonstrate competency in writing skills as a requirement for graduation. At Cal State San Marcos, students complete the graduation writing assessment through the All-University Writing Requirement. This requirement mandates that every course at the University must have a writing component of at least 2,500 words (approximately 10 pages). The All-University Writing Requirement can be achieved in a variety of ways, depending on the course. |
| Annual Reports on Assessment for Undergraduate Degree Programs | Annual | The Program Assessment Committee (PAC) developed an annual survey in 2005/06 to capture the various projects that measure and improve the quality of student learning in our undergraduate degree programs. In this report that goes out to all undergraduate department chairs, programs are asked to provide such information as, learning outcomes and any revisions they made over the past year, how they communicate expectations for student learning, targeted learning outcomes over the past year, assessment activities and the results, and how their assessments have led to changes in their program. |
| Campus Technology Requirement | Annual | The Computer Competency Requirement (CCR) at Cal State San Marcos is a requirement for all baccalaureate students, irrespective of major. The requirement states that a student must demonstrate basic competency in the following areas |
| Information Competency Test (ICT) | 2006 | A comprehensive test of information and communication technology skills that uses scenario-based tasks to measure ICT literacy proficiency. The ICT Literacy Assessment evaluates postsecondary students' ability to define access, manage, integrate, evaluate, create and communicate information in a technological environment. |
| CSU Early Assessment Program | Annual | Established by the CSU system to provide students the opportunity to measure their readiness for college-level English and mathematics during their junior year in high school in order to facilitate improvement of their skills in their senior year. |
| CSU Accountability Process | Biennial | The campus regularly tracks performance in these areas and provides historical data and comparative data from peer institutions that is used for seeking out "best practices" and developing our own goals. Nine of the institutional indicators are presented biennially in the "Report on Accountability" and includes campus reflection, actions to improve and updated goals. Additional indicators are made available on the Institutional Planning & Analysis website along with more disaggregated data sets and regularly published information on issues such as retention and graduation that are analyzed by various working groups and task forces on campus for action and improvement. |

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| CSU Facilitating Graduation Initiative | 2006 | The Facilitating Graduation Initiative has three goals: improving preparation to begin college, strengthening the transfer process, and helping enrolled students progress toward the degree. During the 2005-06 year, the campus submitted our report that summarized our progress in facilitating student achievement of the baccalaureate degree. In October, an accreditation-style team visited campus and reviewed policies and outcomes pertaining to student achievement of the baccalaureate. The campus had several “take-aways” from the visit in areas such as student life, retention and pathways to graduation; use of technology; strategic planning; advising strategies and practices; and, faculty resources. A team is reviewing those “take-aways” and will make recommendations for improvement to appropriate offices and planning bodies. |
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Sample of Assessment Activities in Support Areas:

Finance and Administrative Services

The Finance and Administrative Services division plans and regularly assesses itself through the use of the “Balanced Scorecard” and systemwide surveys. Having been an early adopter of the Balanced Scorecard, the FAS Division has now cascaded it throughout its organization and has developed several initiatives focused on improving support of students and institutional effectiveness and is seeing improved results in workforce development, physical and fiscal asset management, environmental stewardship, managing growth and administrative productivity and quality.

Student Affairs

The Student Affairs Division utilizes the CAS (Council for the Advancement of Standards in Higher Education) standards as a resource for identifying learning outcomes in its various programs and regularly monitors the success rates of student support services such as EOP and SSS, summer and first-year experience programs, financial aid and career counseling. The division conducts surveys about many facets of student life including substance abuse, quality of life (in campus housing) and for the various counseling, health and career services provided.

University Advancement

University Advancement is implementing a new system to engage alumni, parents, and the community in campus planning efforts and in successful annual and capital fundraising campaigns. This system allows them to conserve fundraising resources by targeting individuals most likely and able to give. Through the CSU system, the campus assesses its economic impact on the region it serves.

Academic Affairs

The library conducts several surveys for quality improvement and customer satisfaction and assesses utilization of information resources and learning outcomes as they relate to information competency; Instructional and Information Technology Services (IITS) surveys employers about business innovation priorities and surveys students, staff and faculty about satisfaction and utilization of technology. IITS utilizes the systemwide “Measures of Success” to assess the ITS outcome categories of Excellence in Learning and Teaching, Quality of Student Experience, Administrative Productivity and Quality, and Personal Productivity.

7.1 Inventory of Educational Effectiveness Indicators

| CATEGORY | Have formal learning outcomes been developed? | Where are these learning outcomes published? | What measures or indicators are used to determine that graduates have achieved the stated outcome? | Date of last program review for this degree program |
|---------------------------------------|--|---|--|---|
| General Education (GE) | Yes – Goals and Objectives and are under revision | GE Philosophy Document & GE Website | Currently establishing a comprehensive GE Assessment Plan (see GE Website for information on assessment plan) | 1998 Program Review – and ongoing (see GE Website) and as part of Dept. Reviews |
| Degree Programs by College | | | | |
| College of Arts & Sciences | | | | |
| Biochemistry, B.S. | Yes | Website | Senior research project, thesis, and scientific presentation | New program |
| Biological Sciences, B.S. | Yes | On file and soon on Assessment website | Distributed capstone – requires minimum of 5 lab courses (lab intensive) | 2004 |
| Biological Sciences, M.S. | No | N/A | Thesis, Project, or Comprehensive Exam | 2004 |
| Biotechnology, B.S. | Yes | On file and soon on Assessment website | Distributed capstone – requires minimum of 5 lab courses (lab intensive) & 4 seminar courses | New |
| Chemistry, B.S. | Yes | Website | Senior research project, thesis, and thesis defense. | 2005 |
| Communication, B.A. | Yes | General Catalog | Encouraged to do internship – in process of moving to require | 2004 |
| Computer Science, B.S. | Yes | General Catalog and Annual Report | Involves core required courses that expose students to central concepts, skills, & methods. Minimum 2.0 GPA. | 2005 |
| Computer Science, M.S. | No | N/A | Thesis, Project, or Comprehensive Exam | 2005 |
| Criminology and Justice Studies, B.A. | Yes | General Catalog | Requires capstone project in community service | New program |
| Economics, B.A. | Yes | Full version on file and abbrev. in Annual Report | Involves core required courses that expose students to central concepts, skills, & methods. Minimum 2.0 GPA. | 1999 (& now in 2006/07) |
| History, B.A. | Yes | On file and in Annual Report | Senior portfolio project | 2005 |
| Human Development, B.A. | Yes | On file and soon on Assessment website | 6 units of field study & 3 unit capstone | 2008/09 |
| Liberal Studies, B.A. | Yes | On file and soon on Assessment website | Depth of study requirement includes a capstone assessment (course or project) | 1998 |
| Literature and Writing Studies, B.A. | Yes | General Catalog, Dept Website, Annual Report | Writing, essay exams, journals, research reports, reports, etc. & a portfolio for Single Subject Preparation Option | 2006 |
| Literature and Writing Studies, M.A. | No | N/A | Thesis, Project, or Comprehensive Exam | 1998 |
| Mass Media, B.A. | Yes | On file and soon on Assessment website | Senior Capstone Project | New |
| Mathematics, B.S. | Yes | On file and soon on Assessment website | Senior Seminar serves as capstone | 2005 |
| Mathematics, M.S. | No | N/A | Thesis, Project, or Comprehensive Exam | 2005 |
| Political Science, B.A. | Yes | General Catalog & Annual Report | Back requiring Senior Capstone in 2007 | 2005 |
| Psychology, B.A. | Yes | Annual Report | History of Psychology serves as Senior Capstone | 2006 |
| Psychology, M.A. | No | N/A | Thesis, Project, or Comprehensive Exam | 2006 |
| Social Sciences, BA | Yes | General Catalog | Multidisciplinary degree – robust distribution requirements among 3 fields ensure master of multidisciplinary fields | 1999 |

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| Sociological Practice, M.A. | No | N/A | Thesis, Project, or Comprehensive Exam | 2004 |
| Sociology, B.A. | Yes | General Catalog | Requires capstone seminar, either community service internship or capstone seminar in sociological scholarship | 2004 |
| Spanish, B.A. | Yes | General Catalog | 3 units of Community Service Learning – setting where Spanish is the language. | 1999 (& now in 2006/07) |
| Spanish, M.A. | No | N/A | Comprehensive Master's Exam | 1999 (& now in 2006/07) |
| Special Major, B.A. | Within department but not independent | N/A | Each major proposal includes a designated capstone activity suited individualized nature of program (e.g., internship, research project, study abroad, etc.) | Unknown |
| Visual and Performing Arts, B.A. | Yes | On file and soon on Assessment website | Capstone project culminating creative project that results in public performance or exhibition. | 1999 (& now in 2006/07) |
| Women's Study, B.A. | Yes | On file and soon on Assessment website | Either capstone seminar or independent study project as culminating experience. | 1998 |
| College of Business Administration | | | | |
| Business Administration, B.A. | Yes | On file and soon on Assessment website | 4 unit capstone course and 5 unit Senior Experience | 2004 |
| Business Administration, M.A. | No | N/A | Master's Project and minimum 3.0 GPA | 2004 |
| College of Education | | | | |
| Education, M.A. | No | N/A | Thesis, Project, or Comprehensive Exam | 2001 (& now in 2006/07) |
| Educational Leadership, Ed.D. (Joint Program with UCSD) | No | N/A | Researching, writing, and defending dissertation serves as the capstone project. | New program |
| School of Nursing | | | | |
| Nursing, B.S. | Yes | Annual Report | Demonstrate proficiency in specific core performance standards. | New program |