AGENDA
Executive Committee Meeting
CSUSM Academic Senate
Wednesday, March 30, 2016, 12:00 noon to 1:50 pm
Provost's Conference Room – KEL 5207

I.   Approval of Agenda

II.   Approval of Minutes – 3/16/16 EC Meeting

III.   Chair's Report, Deborah Kristan

IV.   Vice Chair's Report, Michael McDuffie

V.   Provost's Report, Graham Oberem

VI.   Vice Provost's Report, Kamel Haddad

VII.   Discussion Items
        A. SAC: Student Course Grade Appeal Policy (2 attachments)
            -   Policy Document *Page 2*
            -   Process Information and Steps for Students *Page 21*
        B. BLP: Moving Self-Supported Academic Programs to State-Supported Funding Policy &
            Procedure (2 attachments)
            -   Policy & Procedure Document (approved by Senate 4/8/15 but not signed) As Referred
                to BLP Fall 15 *Page 26*
            -   Policy & Procedure Document with Tracked BLP Changes *Page 30*
        C. BLP: University Academic Master Planning Process (UAMP) (attachment) *Page 41*
        D. FAC: Periodic Evaluation of Athletic Coaches Procedures (attachment) *Page 51*

VIII.   EC Members' Concerns & Announcements

Next meeting: April 6, 2016, 12:00-12:50 p.m., Library Reading Room – KEL 5400

1 **SAC: Student Course Grade Appeals Policy (SAC 216-02) – Revision**
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3 *Rationale:*
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5 *On February 16, 2015, the Secretary of the Academic Senate submitted to the CSUSM President*
6 *and Provost a Senate-approved revised Student Course Grade Appeals Policy (SAC 216-02) for*
7 *administrative review and approval. The revisions addressed the areas of electronic submission*
8 *of student appeals, including a more clearly defined process that students must follow to submit*
9 *an appeal. In the course of administrative review and questions regarding clarification of some*
10 *parts of the policy document, the Senate Office noted that SAC had not removed wording which*
11 *outlined the previous process for submission of documents; specifically, the policy still stated*
12 *that hard copies should be mailed to the Senate Office for distribution. This rendered the*
13 *updated policy inaccurate, and it was determined by the Senate Officers that it would be*
14 *returned to SAC for proper editing/updating.*
15
16 *The changes to this document reflect the appeal process for students which have been followed*
17 *for, now, the third academic year. Changes are highlighted in yellow, below. Strikethroughs*
18 *(highlighted in grey) are areas which should have been deleted with last year's iteration of this*
19 *document. Additionally, updated forms are provided to support the accuracy of student*
20 *submissions. This updated policy document, including related forms, reflects the proper steps*
21 *for the appeal process, as confirmed by the Chair of the Student Grade Appeals Committee, and*
22 *the Academic Senate Office.*
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24
25 **Definition:**   Provides a means for students to seek redress of complaints regarding grades.
26
27 **Authority**:   California State University San Marcos Faculty Ethics Policy, and Executive
28   Order 1037.
29
30 **Scope:**   The purpose of the Student Course Grade Appeals Policy and Procedures shall be
31   to enable students to seek redress of complaints about course grade(s) (hereafter
32   referred to as "grade appeal"). A grade appeal arises when circumstances prevent
33   assignment of an earned course grade or cause an assigned course grade to be
34   questioned by a student. This procedure shall also be available for the resolution
35   of grade appeals alleging inappropriate application to the student of any other
36   rules or policies of California State University San Marcos. The burden of proof
37   shall rest on the student seeking redress.
38
39
40 I.   Preamble
41   The California State University San Marcos Student Course Grade Appeals Policy
42   acknowledges the rights of students and faculty as expressed in "Joint Statement of
43   Rights and Freedoms of Students" drafted by the American Association of University
44   Professors, the United States National Student Association, the Association of American

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45		Colleges, the National Association of Student Personnel Administrators, and National
46		Association of Women Deans and Counselors in 1967, and the rights of all members of
47		the campus as outlined in the California State University San Marcos Faculty Ethics
48		policy, Executive Order 1037 states that "faculty have the sole right and responsibility to
49		provide careful evaluation and timely assignment of appropriate grades" and that, "in the
50		absence of compelling reasons, such as instructor or clerical error, prejudice or
51		capriciousness, the grade assigned by the instructor of record is to be considered final" (p.
52		7).

53 II. Purpose

54 The purpose of the Student Course Grade Appeals Policy and Procedures shall be to
55 enable students to seek redress of complaints about a course grade (hereafter referred to
56 as ""grade appeal"). A grade appeal arises when circumstances prevent assignment of an
57 earned grade or cause an assigned grade to be questioned by a student. This procedure
58 shall also be available for the resolution of grade appeals alleging inappropriate
59 application to the student of any other rules or policies of California State University San
60 Marcos.

61 III. Terms and Definitions

62 Throughout this document, the words, "shall," "will," and "must" refer to mandatory
63 (required) actions. The words, "may" and "should" refer to discretionary actions (i.e.,
64 recommended or voluntary, but not required). The word "dean" refers to the dean or
65 his/her designee (referring to the dean of the college in which the student is filing an
66 appeal). The word "principals" refers to the student appellant and the instructor
67 respondent.

68 IV. Jurisdiction

69 This policy applies solely to students' appeals of assigned course grade. Separate
70 grievance policies and procedures have been established for discrimination and
71 harassment grievances. Students wishing to initiate a grievance against an administrator,
72 faculty or staff member because of discrimination on the basis of sex, race, color,
73 national origin, age, disability, veteran status, religion, or sexual orientation are advised
74 to obtain written instructions on the filing of such grievances from the Office of
75 Diversity, Educational Equity & Inclusion Office of Human Resources and Equal
76 Opportunity or the Office of the Dean of Students.

77 Separate policies and guidelines also exist for complaints involving Greek social service
78 organizations or individual members of a Greek Organization. These policies and
79 guidelines may be found in the Greek Handbook available in the Office of Student Life
80 and Leadership.

81 V. Membership

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82	A.	Committee Structure

Membership of the Student Grade Appeals Committee (SGAC) shall consist of:

- Three students (two undergraduate, one graduate) to be named under procedures established by the Associated Students Incorporated (ASI). Student members serving on this committee must be regular students in good standing, have at least junior status, and have a minimum of 30 units completed at CSUSM. Student alternates will be named as needed; see section V.E.
- Four faculty members and four faculty member alternates selected by the Academic Senate. All faculty members of the committee and all faculty alternates must hold tenured appointments.

The Chair shall be elected yearly from the faculty membership of the committee.

B. Chair's Duties

The Chair is non-voting except in cases of a tied vote. The Chair shall be the administrative officer of the committee. The duties of the office shall include arranging for appropriate times and places of committee meetings and hearings; informing committee members of the committee's standing meeting time and place, and the time and place of any hearings; informing in writing all interested parties of the times and places of committee meetings or hearings which they are requested to attend and supplying them with a statement of the grade appeal; informing all other interested parties that an appeal is pending; securing and distributing to the committee written material appropriate for its consideration; arranging for the recording of committee proceedings; maintaining committee records; and informing in writing all interested parties of the recommendations of the committee.

C. Service of Alternates

Alternates shall be called upon as necessary to fill permanent or temporary vacancies (see section V. E., "Vacancies."). Alternates shall serve on the committee as full voting members for grade appeal grievances.

D. Terms of Service and Continuation

The term of service on the SGAC shall run from ~~June 1 to May 31~~. All committee members/alternates shall serve two-year staggered terms, ~~from June to May.~~ All student members shall serve one-year terms. Committee members may serve consecutive terms of service.

The members who begin hearing an appeal shall continue as a panel for that appeal until it reaches resolution, unless a member is unable to continue or is no

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118			longer eligible to serve. In the event that a particular grade appeal extends beyond
119			~~May 31~~the academic year, the members hearing that particular grade appeal shall
120			continue with that appeal until the committee's decision is rendered in the next
121			academic year~~.~~

E. Vacancies

    1.   Permanent vacancies
        When a permanent vacancy on the committee occurs mid-term, the Chair of the committee shall request a replacement by one of the faculty alternates or, in the case of students, through an appointment made by ASI. The replacement shall have full voting rights for the remaining term of office of the original committee member.

    2.   Temporary vacancies
        If a member of the committee is from the same immediate department or program or has a close personal relationship with the student making the appeal, that member shall not participate in the appeal process for that specific grade appeal. (That is, the member must recuse him/herself.) When, for good cause, a committee member cannot consider a particular grade appeal, or if the committee identifies a conflict of interest, an alternate, with full voting rights, shall be appointed to serve in his/her place for the specific grievance. In addition, a student appellant shall have the right to have one member of the committee replaced with an alternate member for any reason within two academic days prior to the committee's first review of the appeal. An alternate faculty member shall be selected by the Chair of the committee. An alternate student member shall be appointed by ASI.

F. Quorum and Voting
The quorum (which must include at least one student member) for holding meetings and making grade appeal recommendations shall be a majority of the seated members of the SGAC. A majority of members in attendance, including at least two faculty members, is required to make a grade appeal recommendation. Only members of the committee who have reviewed the documents submitted and heard all testimony elicited during the hearing on a grade appeal may vote on the grade appeal.

G. Confidentiality

To protect all parties involved, all participants shall maintain confidentiality to the maximum extent possible at every level of the appeal process. A breach of confidentiality is a breach of ethics, code of conduct, and FERPA.

No member of the committee shall discuss personal and/or pertinent information relating to a specific grade appeal with any persons who are non-committee

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163		members except at the request of the committee as part of the hearing processes
164		defined in this document. This shall not preclude notification of proper authorities
165		by the Student Grade Appeals Committee in the event that the committee
166		perceives the safety of any person or property to be in jeopardy.
167		
168		No member of the committee shall discuss personal and/or pertinent information
169		relating to a specific grievance with any of the principals throughout the course of
170		the investigation and following the recommendation of the committee except at
171		the request of the committee and/or at a hearing.
172		
173		Communication Guidelines: All documentation and recommendations relating to
174		individual grade appeals shall be marked and handled "confidential," and are only
175		for the use of those directly involved in the grade appeal (interested parties). All
176		records relevant to an individual grade appeal shall be stored in perpetuity
177		electronically (e.g. via Moodle Container). Members of the committee shall not
178		discuss the facts of any grade appeal through electronic mail, such discussion
179		must occur when the SGAC convenes. Notifications and other procedural
180		correspondence may be conducted electronically.
181		
182	VI.	Grade Appeal Process
183		
184		Students who wish to avail themselves of the grade appeal process may obtain
185		information and assistance from the Office of the Dean of Students, from the Associated
186		Students, Inc., or their faculty advisor (as applicable).
187		
188		These consultants may assist with:
189		• Defining the basis of the appeal using the criteria specified in this procedure;
190		• Explaining the options available to the student for resolving the grade dispute;
191		• Suggesting steps toward informal resolution;
192		• Completing the grade appeal form process (advice and critique) and compiling
193		supporting documentation.
194		Consultants are expressly prohibited from writing students' grade appeals or supporting
195		documentation.
196		The grade appeal process has two parts: the required Informal Resolution Process
197		(described in VI. B. below); and the Formal Grade Appeal Process (described in
198		VI. C. below). In cases where the informal process does not result in a resolution
199		of the dispute, a series of documents need to be filed for the formal grade appeal.
200		Before filing a formal grade appeal, students must complete all three steps of the
201		informal resolution process.
202		
203	A.	Deadlines for the Informal Resolution Process and the Formal Grade Appeal

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204 The deadlines for completing the required Informal Resolution Process and the
205 Formal Grade Appeal shall be as follows:
206

For courses taken during the previous fall and winter session:	Deadline for completion:
Last day to complete the Informal Resolution Process	March 15
Last day to complete the Formal Grade Appeal	March 29

207 ~~The deadline for completing both the informal and formal appeal processes shall be as follows:~~
208

~~For courses taken during:~~	~~Deadline for completion:~~
~~Preliminary process for previous fall semester~~	~~March 15~~
~~Previous fall semester~~	~~March 29 March 15~~
~~Preliminary process for previous spring & summer semester~~	~~October 15~~
~~Previous spring and summer semester~~	~~October 15 Oct. 29~~

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210

For courses taken during the previous spring and summer session:	Deadline for completion:
Last day to complete the Informal Resolution Process	October 15
Last day to complete the Formal Grade Appeal	October 29

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215 B. Informal Resolution Process
216   A good faith effort to settle a dispute must be made before filing a formal grade
217   appeal. Even after a formal appeal is filed, efforts to resolve the dispute by
218   informal means should continue. The SGAC Chair may facilitate the resumption
219   of the informal appeal.
220
221   In order to seek resolution before the formal grade appeal filing deadline, students
222   should begin the informal resolution process as soon as possible. Any grade
223   appeal policy and procedure of a college or department is considered part of the
224   informal process, and falls within the time restrictions as discussed in Step 1
225   through Step 3, below.
226
227   Step 1: The student must consult with the faculty member(s) involved to try to
228   reach an agreement. If the faculty member does not respond or if the
229   student is unable to reach agreement in a reasonable length of time,
230   keeping in mind the filing deadline, then the student shall proceed to step
231   2.
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233	Step 2: The student shall consult with the person at the next level of supervision if
234	Step 1 does not result in a satisfactory agreement. (e.g., department chair
235	or program director). If the parties do not respond or reach agreement in a
236	reasonable length of time, the student shall proceed to step 3.
237	
238	Step 3: The process shall continue at the level of dean, or the administrative
239	director of equivalent rank. If the dean does not respond or an agreement
240	is not reached and the student wishes to pursue the appeal process, the
241	student shall file a formal grade appeal.
242	
243	NOTE: Grade appeals involving administrators who have served as the instructor
244	for the course should be directed to the SGAC after Step 1.
245	
246	Students should document their efforts to complete Steps 1-3 by keeping records
247	of contact with the faculty member, the Department Chair, and the Dean (emails
248	sent and received, notes about phone conversations, etc.); for this purpose, they
249	may use the "Informal Resolution Process Log" appended to this policy. If the
250	informal resolution process fails and the student decides to file a formal grade
251	appeal, the completed "Informal Resolution Process Log" **must** be submitted as
252	part of the formal grade appeal.
253	
254	C. Formal Process
255	The Formal Process shall be filed on-line via the Student Grade Appeals Committee
256	(SGAC) secured website.
257	
258	Students filing grade appeals should contact the Academic Senate Coordinator at
259	**academicsenateoffice@csusm.edu** for access to the SGAC secured website.
260	
261	The complete grade appeal requires submission of:
262	
263	Step 1: the "Agreement to follow the Student Grade Appeal Policy", and the
264	"Acknowledgement and Release" statement,
265	Step 2: the "Informal Resolution Process Log and Supporting Documentation",
266	Step 3: the "Formal Grade Appeal Form",
267	Step 4: "Supporting Documentation to the Formal Grade Appeal Form".
268	Items (1) to (4) must be uploaded to the designated places in the SGAC secured website:
269	templates of the required forms are attached to this policy. For a detailed
270	overview of the online submission process, please see Appendix A.
271	
272	1. Basic Guidelines for Grade Appeals
273	a. The SGAC presumes that the grade assigned is correct. It is the
274	responsibility of the student appealing an assigned grade to
275	demonstrate otherwise. (See CSU Exec Order 1037, p.9)
276	b. Students may only appeal grade assignments on the following bases:
277	▪ An instructor refuses to (or cannot) assign a grade;
278	▪ The instructor is not available to review possible computational error;

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279		▪ The student believes the grade assigned is inequitable or capricious, unreflective of course performance, or inconsistent with other grade assignments in the course.
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281		
282		c. The SGAC shall only recommend grade changes when a preponderance of the evidence supports the student's claim that the grade was improperly assigned, based on appeal grounds listed in paragraph (b), above.
283		
284		
285		
286		d. The burden of proof shall lie with the student.
287		

288   2. How to File

289   Where informal~~Preliminary resolution~~ _falls, the student may file a

290   formal grade appeal in writing to the Student Grade Appeals Committee

291   (SGAC), stating the specific allegations and the desired remedy,

292   accompanied by available documentary evidence. The grade appeal must

293   be submitted by completing the (1) Informal~~Preliminary~~ Process Log, (2)

294   Student Grade Appeal Form, and (3) Documentary Evidence (Appendix A)

295   and uploading them via the specific link at the SGAC secured website.

296   Students may obtain a formal grade appeal form at the following

297   locations:

298   • Office of Associated Students Incorporated

299   • Office of the Dean of Students

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301   2. How to File

302   Where the informal~~l~~ resolution process fails, the student may file a

303   formal grade appeal electronically using the SGAC website, stating the

304   specific allegations and the desired remedy, accompanied by available

305   documentary evidence ~~(described in VI. C. above);~~.

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307   The complete formal grade appeal requires submission of:

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309   Step 1: the "Agreement to follow the Student Grade Appeals Policy", and the

310   "Acknowledgement and Release" statement,

311   Step 2: the "Informal Resolution Process Log and Supporting Documentation",

312   Step 3: the "Formal Grade Appeal Form",

313   Step 4: "Supporting Documentation to the Formal Grade Appeal Form".

314

315   Items (1) to (4) must be uploaded to the designated places in the SGAC secured

316   website: templates of the required forms are attached to this policy. For a detailed

317   overview of the online submission process, please see Appendix A.

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319   It is strongly recommended to submit the documentation for step 1 and 2 as soon as the

320   informal resolution process is completed, i.e., on or before March 15/October15.

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324	3.	Filing Deadline
325		All parts of the grade appeal must be uploaded to the SGAC secured
326		website no later than March 29~~15~~ for the prior fall session or October ~~15~~
327		29 for the prior Spring/Summer session. In the event of extenuating
328		circumstances, the Provost or designee shall be able to waive the
329		deadline.

3. **Filing Deadline**

   All parts of the grade appeal must be uploaded to the SGAC secured website no later than March 29~~15~~ for the prior fall session or October ~~15~~ 29 for the prior Spring/Summer session. In the event of extenuating circumstances, the Provost or designee shall be able to waive the deadline.

4. **Withdrawal and Termination of Formal Grade Appeal Process**

   A student has the right to withdraw his/her grade appeal at any stage of the proceedings, in which case the proceedings shall terminate immediately. Efforts to resolve the dispute by informal means may continue throughout the formal process. ~~Written notification by the appellant to the Student Grade Appeals Committee is required to terminate the proceedings.~~

   ~~The Student Grade Appeals Committee address is:~~

   > ~~Student Grade Appeals Committee~~
   > ~~c/o Academic Senate Office~~
   > ~~California State University San Marcos~~
   > ~~San Marcos, CA 92096-0001~~

5. **Preliminary Screening**

   ~~Students are required to submit the log for informal~~Preliminary process ~~by uploading it via the specific link at the SGAC secured website.~~

   Upon receipt of the uploaded written formal grade appeal, the Chair of the Student Grade Appeals Committee will review the grade appeal to determine if:
   - The Student Grade Appeals Committee has jurisdiction (See section "Purpose" and "Jurisdiction" page 1.); and
   - The filing deadline has been met; and
   - The ~~informal~~informal resolution process, steps 1 through 3, has been completed.

   If any of the three above conditions have not been met, the Chair of the Student Grade Appeals Committee shall respond in writing within seven (7) calendar days to the complainant stating which condition(s) has not been met and terminating the appeal.

   If the above conditions have been met, the Chair shall send written notice of receipt of a formal grade appeal within seven (7) calendar

369	days to all parties involved in the ~~informal~~informal resolution process.
370	The Chair shall also provide the instructor (the person responsible for
371	assigning the student's grade) with a complete copy of documents
372	submitted by the student, and request that the instructor provide a
373	written response and relevant documentation, including the course
374	syllabus and grade roster, to the committee within ten (10) calendar
375	days.
376	
377	**If** the instructor identified in the appeal cannot be contacted through
378	reasonable efforts because he/she is no longer in residence or is on leave
379	or vacation, the committee shall provide an additional notification
380	period not exceeding one semester. **If** the instructor cannot be
381	contacted by the end of one semester it is the responsibility of other
382	qualified faculty to review the grade (CSU Executive Order 1037, p.5).
383	Executive Order 1037 specifies that "Qualified faculty" means one or
384	more persons with academic training comparable to the instructor of
385	record who are presently on the faculty at California State University
386	San Marcos. Typically, this is the department or program chair.
387	
388	6. Consideration of Grade Appeals
389	Upon review of documentation from the instructor and the student, the
390	committee Chair shall establish and distribute to the principals a
391	timeline for resolution of the appeal. **If** additional information is
392	needed, the committee shall use appropriate means to collect relevant
393	data. Any party within the University community who is contacted by
394	the Student Grade Appeals Committee Chair for information relevant to
395	a specific appeal shall cooperate and provide full disclosure of
396	information. This may include, but is not limited to, requesting that the
397	instructor(s) provide academic records such as grade roster, graded
398	materials in his/her possession and other documents such as syllabi and
399	assignments that may be pertinent to the appeal.
400	
401	The SGAC may establish and consult with a panel of 2-3 faculty
402	members knowledgeable about grading practices, teaching strategies, or
403	classroom management. This panel of experts shall include at least one
404	individual from the general academic discipline or area of the course in
405	which the disputed grade(s) occurred.
406	a. The SGAC shall select the panel from a pool of faculty willing to
407	serve as consultants, submitted by the chairs, program directors,
408	or center directors of appropriate academic units.
409	b. The panel shall not include a faculty member objected to by
410	either the student or faculty member involved in the dispute.
411	Either the student or faculty member may ask for the
412	replacement of no more than two members of the panel. Such a
413	request must be made in writing and within no more than seven
414	(7) calendar days of the notification by SGAC.

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415		c.	The SGAC shall make its recommendation in the grade appeal
416			based on information received during its fact-finding, including
417			information provided by the panel of faculty.
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419	7.		Hearing Process
420			The committee shall attempt to make its recommendation on the basis of
421			the documentation provided by the student, the instructor, and any other
422			parties from whom it has requested information. **If,** by a majority vote,
423			the committee determines a need for a hearing, the hearing process will
424			proceed as follows:

- The committee shall determine who will be involved in the hearing process.
- The committee may seek advice from a "panel of experts" from the appropriate area as noted above.
- The committee may invite persons having information related to the grade appeal to testify in the hearing.
- The committee Chair shall reserve the appropriate facility and notify all parties involved of the hearing date(s) and location.

The hearing shall be conducted according to the following standards:

- The hearing is a fact-finding/information gathering proceeding, not a judicial process.
- There shall be no confrontation or cross-examination of witnesses by instructor and the student.
- Only the committee and those currently providing information shall be present during that portion of the hearing.
- The Chair shall preside at the hearing.
- Only the committee members, including the Chair, shall ask questions.

All hearings will be audio- or audio and video-recorded. Recordings will be available for review by the student, the instructor, and committee members in a specially supervised place. Recordings of hearings shall only be copied for Student Grade Appeals Committee record-keeping purposes.

Once all information has been received, including information obtained through hearings, the committee will issue a recommendation.

8. Recommendation
The SGAC shall recommend one of two courses of action. Either

- The original grade was properly assigned and should therefore remain on the student's record, or
- The original grade was improperly assigned, and the student's work should therefore be reevaluated, and the assigned grade should be changed.

The SGAC recommendation shall go to the instructor of record, the student, the instructor's Department Chair or Program Director, the Dean

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461	of the college offering the course, the Provost, and the Office of
462	Enrollment Services if a grade change is recommended. The
463	recommendation will be transmitted within ten (10) calendar days of
464	the completion of the committee's information gathering procedures and
465	deliberations.
466	
467	If a grade change is recommended, the instructor of record shall notify the
468	Student Grade Appeals Committee of the course of action taken within
469	fourteen (14) calendar days.
470	
471	CSU Executive Order 1037, p. 8, specifies that: "If the instructor of
472	record does not assign a grade, or if he/she does not change an assigned
473	grade when the necessity to do so has been established by appropriate
474	campus procedure… (i.e., SGAC recommendation), it is the responsibility
475	of other qualified faculty to do so."
476	
477	Executive Order 1037 further specifies that "Qualified faculty" means one
478	or more persons with academic training comparable to the instructor of
479	record who are presently on the faculty at California State University San
480	Marcos. The qualified faculty (typically the department or program chair)
481	shall notify the SGAC of the course of action taken within fourteen (14)
482	calendar days after receiving the SGAC's request.
483	
484	9. Appeal of Violations of Procedure
485	The only possible further action after the SGAC reached its
486	recommendations is allegation of violation of procedure. Either the student
487	or the instructor may appeal the procedure by which a decision of the
488	SGAC was reached.
489	
490	The sole basis for such an appeal shall be that the SGAC so substantially
491	departed from the guidelines and procedures set forth herein as to have
492	seriously prejudiced the outcome of the case. It is recognized that a
493	procedurally perfect process is impossible to achieve and therefore not
494	required to satisfy due process. It must be shown that the violation has had
495	an actual and not merely a speculative adverse effect on the final decision
496	of the grade appeal.
497	
498	Such an appeal should be submitted to the Provost or the Provost's
499	designee within fourteen (14) days of the SGAC's official
500	recommendations. The Provost or the Provost's designee shall reply within
501	fourteen (14) days of the appeal.
502	
503	The Provost or the Provost's designee may:
504	• Reject the appeal (In this case, the decision of the SGAC shall be final);
505	or

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506   • Direct the SGAC to reconsider the case, correcting the prior error, and submit a
507   report.
508
509   VII.   Annual Reports
510   The SGAC Chair shall report to the President of California State University San Marcos
511   and Academic Senate by September 1 the number and disposition of cases heard the
512   previous academic year (see CSU Exec Order 1037, p.9).
513
514
515   ~~Formal Notice of Student Grade Appeal~~
516
517   ~~Instructions~~
518   ~~Before completing this form, please take the time to carefully read the Student Grade Appeal~~
519   ~~Policy and Procedure; paying particular attention to the basic guidelines for grade appeals~~
520   ~~(Section V.B.1.b}. Filing of Formal Process requires the following 3 documents (please save each~~
521   ~~document as a separate file. i.e. you should have a total of 3 files ready to be uploaded to the SGAC~~
522   ~~secured website).~~
523
524 | ~~(1) Informal~~Preliminary ~~Resolution Log*~~
525   ~~(2) Formal Grade Appeal Form *~~
526   ~~(3) Supporting Documentation.~~
527
528   ~~* An electronic version of the template can be downloaded from the SGAC secured website.~~
529
530   ~~Note:~~
531   • ~~Access to (2) and (3) are prohibited until the SGAC chair has reviewed and confirmed that~~
532 | ~~the Informal~~Preliminary ~~Process has been completed.~~
533 | • ~~Students should notify the SGAC chair via e-mail once the Informal~~Preliminary ~~Resolution~~
534   ~~Log has been submitted to the SGAC secured website.~~
535
536   ~~After reading the policy and procedures, complete this form as thoroughly as possible. You~~
537   ~~may request assistance to complete the above 3 documents from the Office of the Dean of~~
538   ~~Students.~~
539
540   ~~Confidentiality will be maintained in accordance with Student Grade Appeals Policy and~~
541   ~~Procedures, "Confidentiality," Section IV.G.~~
542
543   ~~Once you have completed this form, place in a sealed envelope and send it to:~~
544
545   ~~Student Grade Appeals Committee~~
546   ~~C/O Office of the Academic Senate~~
547   ~~California State University, San Marcos~~
548   ~~San Marcos, CA 92096-0001~~
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558
559   Appendix A
560
561   California State University, San Marcos
562
563   **Overview of the Formal Submission Process of a Student Grade Appeal Case**
564
565
566 All items are to be submitted via the secure Moodle container of the Student Grade Appeals
567 Committee (SGAC) (accessible via the community.csusm.edu page). Please contact the
568 Academic Senate Coordinator at academicsenateoffice@csusm.edu to be granted access to the
569 Moodle container.
570
571 Please take the time to carefully read the Student Grade Appeals Policy and Procedure.
572
573 To submit a case, there are four (4) steps to be followed in the Moodle Container. Detailed
574 instructions about each step are provided in the Moodle container (click on the links provided in
575 the Moodle container for each step). Templates of the required forms are posted in the Moodle
576 container and attached below.
577
578 Overview:
579
580   1. Step 1: Complete the **Agreement to Follow the Student Grade Appeals Policy** and the
581   **Acknowledgement and Release** statement. Note: access to step 2 is prohibited until
582   Agreement is completed in step 1.
583   2. Step 2: Submission of **Informal Resolution Process Log and Supporting**
584   **Documentation** (e.g., email communications)*. Note: access to step 3 is prohibited until
585   step 2 is completed and verified.
586   3. Step 3: Submission of **Formal Grade Appeal Form**.
587   4. Step 4: Submission of **Supporting Documentation** to the Formal Grade Appeal Form.
588
589
590 *According to the current Student Grade Appeals Policy, in order for the Student Grade Appeals
591 Committee to accept an appeal case from a student, the student must demonstrate that they have
592 **completed the informal resolutiongrade appeal process** with the instructor, department chair,
593 and ddean of the college. Failure to contact all three people (instructor, department chair, and
594 dean) is considered "Informal Process Incomplete" and the case will not be considered.

                                                                                14

595 You are required to provide evidence for completion of the informal ~~resolution~~grade appeal
596 process by submitting the "~~Informal~~Informal Resolution Process Log" in step 2.
597
598
599

15

600	(Step 1) AGREEMENT to follow the Student Grade Appeals Policy, and
601	ACKNOWLEDGEMENT AND RELEASE
602	
603	I have received and read the Student Grade Appeals Policy and Procedures and
604	understand what I am required to do in the Formal Grade Appeals Procedures.
605	
606	Initials_____
607	
608	I hereby release to the Student Grade Appeals Committee all documents, including my
609	academic records, which may be pertinent to the Committee's investigation.
610	
611	Initials_____
612	
613	I certify that, to the best of my knowledge, the information I have provided is accurate
614	and the circumstances surrounding the problem are as I have described them.
615	
616	
617	_____ _____
618	
619	Signature Date
620	

621	(Step 2) INFORMAL RESOLUTION PROCESS LOG
622	Note: an electronic copy of this log is posted in the SGAC secured website. Students should
623	download this template, fill it out, and upload the completed template at the specific link in the
624	SGAC secured website.
625	

INFORMAL RESOLUTION PROCESS LOG

626	
627	**Date of Submission _____**
628	**Your Name _____**
629	**Your Campus E-mail Address: _____**
630	**Your Phone Number _____**
631	**Your Mailing Address _____**
632	
633	**Semester: _____**
634	**Course Name _____**
635	**Course Number _____**
636	**Instructor Name _____**
637	**Note:** *According to the current Student Grade Appeals Policy, in order for the Student Grade Appeals Committee*
638	*(SGAC) to accept an appeal case from the students, **students have to demonstrate that they have completed the***
639	***informal grade appearesolution process with the instructor, department chairman, and Deandean of the college.***

16

640 *Record of contact with (1) instructor, (2) department chair, and (3) Dean should be listed in the following log*
641 *table. Failure to contact all 3 of these people (instructor, department chair, and dean) is considered as "informal*
642 *process incomplete," and <u>the case will be rejected</u>.*

Date	Name of the person you contacted	Title of the pPerson yYou cContacted (please indicate the department)	E-mail and phone number for the person you met	Conclusions from the meeting	Format of cCommunication (phone or E-mail) Note: if E-mail, please attach scanned copy of the e-mail communications from all the persons you had contacted and submit all of them as ONE SINGLE file

643
644

645 (Step 3) <u>FORMAL GRADE APPEAL FORM</u>
646 Note: an electronic copy of this form is posted at the SGAC secured website. Students should
647 download this template, fill it out and upload the filled template at the specific link in the SGAC
648 secured website.
649
650 **Please type or print clearly**
651
652 STUDENT INFORMATION

Date: _____

653

Name: _____   Student ID Number: _____

Current Address: _____

    Street

    City _____ State _____ ZIP _____

17

| Home Phone: | _____ | Cell Phone: | _____ |
| Expected Graduation: | _____ | E-Mail Address: | _____ |

654
655
656 COURSE INFORMATION

| Course Number: | _____ | Semester: | _____ |

Course Title: _____

Instructor(s): _____

657
658 BASIS FOR GRADE APPEAL
659 Check all that apply and provide evidence and documentation for each basis checked.
660 □ The instructor refuses to (or cannot) assign a grade
661 □ The instructor is not available to review possible computational error.
662 □ The grade assigned is:
663 □ A result of an instructor or clerical error
664 □ Inequitable or capricious
665 □ Unreflective of course performance
666 □ Inconsistent with other grade assignments in the course
667
668 NARRATIVE
669 Please provide a brief chronological description of the events and actions leading to the
670 assignment of your grade. Please be sure to include the names of any individuals who may
671 have relevant information. **If** the space provided here is insufficient, please append the entire
672 narrative on separate page(s).
673
674 EXPLANATION OF THE APPEAL
675 For each box checked under "Basis for Appeal," please provide a brief explanation showing
676 how the events and actions cited in your narrative compel a change in your grade. Explain
677 each basis separately, even if this requires citing the same events more than once. **If** the space
678 provided here is insufficient, please append the entire explanation on separate pages.
679
680
681
682

683 (Step 4) SUPPORTING DOCUMENTS/DOCUMENTARY
684 EVIDENCE

18

685	• Please upload ONE Adobe pdf file that includes ALL of your supporting documents
686	for your appeal case.
687	• **Separate** each document by **inserting a cover page between each document.**
688	• Examples of supporting documents may include one or more of the following items:
689	o Syllabus
690	o Graded assignments
691	o Graded projects
692	o Graded quizzes, tests and exams
693	o Correspondence with your instructor or other individuals involved with your
694	appeal.

695   *The following format must be used: In your pdf file, you must use cover pages to*
696   *separate different types of documents (e.g., use a cover page for "Syllabus", "Graded*
697   *Assignments", "Graded quizzes", etc.). Failure to follow thise format will result in*
698   *rejection of the case.*

699   Example of submitted file with 4 supporting documents:
700   **Note: remember to insert a cover page to separate each document.**
701   (1) Cover page with the title "Course Syllabus" [put actual syllabus here]
702   (2) Cover page with the title "Graded Assignments" [put all graded
703   assignments here]
704   (3) Cover page with the title "Graded Projects" [put all graded project
705   documentation here]
706   (4) Cover page with the title "Graded quizzes, tests and exams" [put all
707   graded quizzes, tests and exams here]
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19

Definition

Do you have grounds for a grade appeal?

A grade appeal arises when circumstances either prevent assignment of an earned course grade or cause an assigned course grade to be questioned by a student. The basis for questioning a grade and filing a grade appeal is limited by the criteria defined in the **Student Grade Appeal Policy;** you should consult in particular sections
- IV. Jurisdiction;
- VI.C.1. Basic Guidelines for Grade Appeals; and
- Appendix A "(Step 3) FORMAL GRADE APPEAL FORM" (quoted below)

Please read these criteria carefully to decide if you have grounds for a grade appeal; you may want to discuss your case with an advisor (such as the Dean of Students Office, ASI Inc., your faculty advisor, or DSS) to help you consider if you have grounds for a grade appeal or for another form of grievance.

Please note that the grade appeal case has to be based on specific graded items. "I think I deserve a better grade" does not provide a base for filing a grade appeal.

In a grade appeal, the **burden of proof** rests with the student.

"BASIS FOR GRADE APPEAL" (quoted from Appendix A "Step 3 -FORMAL GRADE APPEAL FORM"):
Check all that apply and **provide evidence and documentation** for each basis checked.
      ☐ The Instructor refuses to (or cannot) assign a grade
      ☐ The Instructor is not available to review possible computational error.
The grade assigned is:
      ☐ A result of an Instructor or clerical error
      ☐ Inequitable or capricious
      ☐ Unreflective of course performance
      ☐ Inconsistent with other grade assignments in the course

The **Student Grade Appeal Policy** explains which procedural steps you must take to solve the grade dispute, how to document your case, and how to submit your case electronically for consideration by the Student Grade Appeals Committee (SGAC).

Please read the Student Grade Appeal Policy before you start the grade appeal process summarized in the flowchart below. This flowchart is meant to give an overview of the process – it does not replace the policy.

Structure of the Grade Appeal Process:
The grade appeal process has two phases: the **Informal Resolution Process** (a series of conversations) and the **Formal Grade Appeal** (documents to file). In cases where the **Informal Resolution Process** does not result in a resolution of the dispute, a **Formal Grade Appeal** may be filed. **Before** you file a Formal Grade Appeal, you **must** demonstrate that you tried to solve the disagreement "informally", i.e, by contacting your instructor, and, if this conversation did not solve the dispute, by contacting the administrators to whom your instructor reports (Chair of the Department/Program, and Dean of the College – see flowchart below). These administrators will try to help you solve the situation; if there is still no resolution, they can explain next steps, and answer questions you may have about the grade appeal process and policy.

Find out if you have grounds for a grade appeal:

Advice: try to get this done at the start of the semester, so you give yourself enough time to complete the next steps of the process.

Read the Student Grade Appeal Policy, in particular

sections

IV. Jurisdiction

VI.C.1. Basic Guidelines for Grade Appeals

and

the Appendix A "(Step 3) FORMAL GRADE APPEAL FORM"

Deadlines for the Informal Resolution Process and the Formal Grade Appeal

For courses taken during the previous fall and winter session:	Deadline for completion:
Last day to complete the Informal Resolution Process	March 15
Last day to complete the Formal Grade Appeal	March 29

For courses taken during the previous spring and summer session:	Deadline for completion:
Last day to complete the Informal Resolution Process	October 15
Last day to complete the Formal Grade Appeal	October 29

GRADE APPEAL PROCESS:

The following steps are **REQUIRED;** please take them in the order given below, and give yourself ample time to complete them before the deadline:

Phase I:
INFORMAL RESOLUTION PROCESS:

Advice:
try to have these three conversations within the month preceding the deadline (in February / September); the last day to complete the informal resolution process is March 15 / October 15. Make sure you document your attempts to have these conversations. If the informal resolution process fails and you decide to file a formal grade appeal, the completed "Informal Resolution Process Log" **must** be submitted as part of the formal grade appeal (see below).

Step 1: Consult with the **faculty member(s)** involved to try to reach an agreement – keep all emails.

Advice:
print the "**Informal Resolution Process Log**" (Appendix A of the policy) to keep track of your emails and conversations.

Step 1 checkmark here if done:
☐

if no agreement

Step 2: Consult with **department chair** or **program director** – keep all emails.

(Grade appeals involving administrators who have served as the instructor for the course should be directed to the Student Grade Appeal Committee (SGAC) after Step 1.)

Step 2 checkmark here if done:
☐

if no agreement

Step 3: Consult with **dean of the college** or **administrative director** – keep all emails.

Step 3 checkmark here if done:
☐

if no agreement

Advice: don't wait until the last minute (March 15 / October 15) to ask for access

start the formal grade appeal process by emailing the
Academic Senate Coordinator
at academicsenateoffice@csusm.edu
who will give you access to the SGAC Moodle container to upload your grade appeal

Ask for access:
checkmark here if done:
☐

→ re-read the Student Grade Appeal Policy ☺

Read Policy:
checkmark here if done:
☐

Before filing a formal grade appeal, students must complete all three steps of the informal resolution process above. **Failure to complete the Informal Resolution Process will result in the rejection of your case.**

Phase II:
FORMAL GRADE APPEAL PROCESS:

Prepare your file:
prepare the following documents **well in advance of the deadline**
(templates of all **forms** mentioned below are attached to the policy
and available in the Moodle container):

Advice: If you decide to file a formal appeal, **it is strongly recommended** to contact the Academic Senate Coordinator and to file the "Informal Resolution Process Log" (step 2 of the Formal Grade Appeal Process) as soon as you have completed the informal resolution process, i.e., by or before March 15 / October 15. Do not file the "Informal Resolution Process Log" unless you have completed the three conversations required in the informal resolution process.

Step 1:
download and sign the **Agreement to Follow the Student Grade Appeal Policy** and the **Acknowledgement and Release** statement.

Step 1 checkmark here if done:

☐

Step 2:
download and fill out the **Informal Resolution Process Log** and compile your **Supporting Documentation** (examples: email communications with the instructor, chair, and dean of the College).

Step 2 checkmark here if done:

☐

Advice: steps 3 and 4 are time-consuming, make sure you give yourself enough time to fill out the form and compile the documentation. Make sure you follow the correct format defined in the policy (last page). The deadline for submission is March 29 / October 29.

Steps 3 and 4:
download and fill out the **Formal Grade Appeal Form** and compile your **Supporting Documentation** (examples: Syllabus; Graded assignments; Graded quizzes, tests and exams) – make sure you follow the recommended format for submitting the Supporting Documentation (see last page of policy).

Steps 3 and 4 checkmark here if done:

☐

Scan all the documents (forms and supporting documentation) and upload your file into the SGAC Moodle container

as early as possible, but no later than by March 29 / October 29.

The Moodle container has more detailed instructions about the uploading process. It is recommended to upload the documents for Step 1 and 2 well before the deadline of March 29/October 29 – the chair of SGAC needs to review them for completeness (if all the required steps have been taken). If you wait until the last day to upload the materials, but you skipped some of the required steps, **your grade appeal may be rejected** (see policy VI.C.5. Preliminary Screening).

NEXT STEPS

Please read the policy sections VI.C.5-9 for information about what happens after you have uploaded your grade appeal.

The Chair of SGAC will inform you within (7) calendar days if your formal grade appeal will be reviewed by the committee or not (see policy VI.C.5. Preliminary Screening).

If your case moves forward, the SGAC will gather additional information from the instructor and then establish a timeline for resolution of the grade appeal. The time necessary to resolve the case varies (depending if the SGAC needs to consult with a panel of faculty experts, or call for a fact-finding hearing).

RESULTS

At the conclusion of the grade appeal process, the SGAC will make a recommendation, either to reevaluate the grade, or to maintain it (see policy VI.C.8. Recommendation).

*   *   *

MOVING SELF-SUPPORTED ACADEMIC   **POLICY AND PROCEDURE**
PROGRAMS TO STATE-SUPPORTED FUNDING   **BLP 705-14**

Implemented: /   /2015

1
2 **Definition:**   Policy and procedure for the moving of self-supported, for-credit programs
3   to a state supported budget and funding source.
4
5 **Authority**:   The President of the University.
6
7 **Scope:**   Self-supported, for-credit programs considered for movement to state supported
8   funding.
9
10
11
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13
14 _____   _____
15 Karen S. Haynes, President   Approval Date
16
17
18
19 _____   _____
20 Graham Oberem, Provost & Vice President for Academic Affairs   Approval Date
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42
43 Implemented: /   /2015
44
45

Approved by the Academic Senate 04/08/15   Page 1 of 4

46 *Rationale: In scarce budgetary times, the initiation of new programs can be difficult or even*
47 *impossible. However, to respond to community, workforce, and student needs, the university*
48 *cannot be inactive. Launching programs through self-supported funding has been one way to*
49 *respond to those needs. As budgets and allocations improve, some of the self-supported*
50 *programs should be considered for state-supported funding. While it is possible to bring self-*
51 *supported programs into the state-supported budget, the benefits and costs (including potential*
52 *costs to other state supported programs) must be evaluated before any such moves are made.*
53 *Such a proposal must undergo a review process by the appropriate college and university*
54 *committees, approved by the academic senate, and ultimately be approved by the Chancellor's*
55 *Office. This document establishes a consistent, consultative process for considering whether*
56 *existing self-supported programs should be moved to the state supported budget. This proposed*
57 *procedure is intended to establish a process by which such a budget move will be considered by*
58 *the Academic Senate, once it is proposed by faculty from within a program. The appended*
59 *template is derived from the P form.*
60
61
62 **Policy:**
63 Proposals to convert an authorized self-supported degree program to state supported funding
64 requires approval from the Chancellor's Office. The campus should propose the change to the
65 Chancellor's Office, specifying the degree program, offering a brief program description and
66 rationale for making the change, and shall include a detailed cost recovery budget, student fees
67 per unit and total student cost to complete the program, anticipated student enrollment, a campus
68 commitment to provide adequate faculty resources and the anticipated impact on the existing
69 state-supported programs (Executive order 1099, 11.1.2.4.)
70
71 **Procedure:**
72 1. Proposals to move self-supported programs to state supported funding shall be generated by
73   faculty within those programs. Faculty generating proposals shall work closely with the
74   Dean(s) (or a designee) of the college(s) and the in which the program is will be housed (or a
75   designee) and the Dean of Extended Learning to fill out all required paperwork. This
76   paperwork shall include any documentation required by the Chancellor's Office as well as a
77   proposal based upon CSUSM's approved template.
78 2. Proposals shall be considered for approval by the Academic Senate after review by the
79   a) appropriate College-level planning committee(s);
80   b) appropriate College Dean(s) and Extended Learning Dean; and
81   c) BLP
82
83

Comment [I1]: Something's wrong with this wording.

Comment [DK2]: These edits added by D. Kristan. Does this make sense now?

Template for Moving Self-Supported Programs to State-Supported Funding

1. **Program Description~~Identification~~**
   a. **Title and brief description of program**
   b. **Delivery type proposed (if changing) – face-to-face, fully online, hybrid**
   ~~a.~~c. Name, title, and rank of the individual(s) primarily responsible for drafting this proposal.
   ~~b.~~d. Term and academic year of self-supported program launch (e.g. Fall 2007).
   ~~c.~~e. Identify the unit that will have primary responsibility for offering the state-supported program, and all CSUSM programs or Departments that will provide courses as part of the ~~self~~state-supported degree or certificate.
   ~~d.~~f. Is this program offered in collaboration with any other institutions (for example, in partnership with a community college)?

   > **Comment [DK3]:** Should 'self' be 'state'?

2. **Rationale:** Explain the purpose and rationale for the proposed movement of the program from self-supported to state-supported funding.

3. **Student Demand**
   a. What issues of access (i.e., geographic, socioeconomic, scheduling flexibility, etc.) were considered when planning to move this program to a state-supported offering?
   b. What is the expected number of majors in the year of initiation and three years and five years thereafter? (The history of enrollment trends in the self-supported program should be used as a baseline for future projections.)

4. **Support Resources for ~~Self~~ State-Support Offering**
   Note: The following items should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.
   a. Anticipated impact on existing CSUSM campus resources that were funded through self-support (EL). All affected departments offering courses in this program should be addressed here. How will the new state-supported program be offered without negatively impacting the existing state-supported offerings?

   > **Comment [I4]:** Do we want to request signatures of impacted disciplines?

   b. How will existing tenure-track faculty and staff resources be funded through existing, reallocated or new state funds?
   c. Space and facilities that would be used in support of the program. The amount of lecture and/or laboratory space required to initiate and to sustain the program over the next five years.
   d. A report provided by the campus Library.[1] What library resources, previously funded through EL, (including library instruction, library materials and staff/faculty support) will be needed to sustain the program in a state-support delivery model? Indicate the commitment of the campus to provide these resources.
   e. How will existing academic technology, equipment, and other specialized materials be impacted by the program's move to ~~self~~ state-supported delivery?[2]

5. **Budget & Anticipated Revenues from Program Expansion**

---

[1] Contact the Library for this report.
[2] Contact Instructional and Information Technology Services (IITS) for a report addressing information technology and academic computing resources available to support the program. Programs currently possessing additional equipment and specialized material not addressed in the IITS report should include these here.

In consultation with the appropriate Associate Dean prepare and include a draft budget and revenues spreadsheet for state supported programs. [3] Include student fees per unit and total costs to complete the program.

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[3] Contact Academic Programs for the spreadsheet.
Approved by the Academic Senate 04/08/15   Page 4 of 4

1
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5   **Authority**:   The President of the University.
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7   **Scope:**   Self-supported, for-credit programs considered for movement to state supported
8   funding.
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14   _____   _____
15   Karen S. Haynes, President   Approval Date
16
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19   _____   _____
20   Graham Oberem, Provost & Vice President for Academic Affairs   Approval Date
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45 *Rationale: In scarce budgetary times, the initiation of new programs can be difficult or even*
46 *impossible. However, to respond to community, workforce, and student needs, the university*
47 *cannot be inactive. Launching programs through self-supported funding has been one way to*
48 *respond to those needs. As budgets and allocations improve, some of the self-supported*
49 *programs should be considered for state-supported funding. While it is possible to bring self-*
50 *supported programs into the state-supported budget, the benefits and costs (including potential*
51 *costs to other state supported programs) must be evaluated before any such moves are made.*
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54 *Office. This document establishes a consistent, consultative process for considering whether*
55 *existing self-supported programs should be moved to the state supported budget. This proposed*
56 *procedure is intended to establish a process by which such a ~~budget~~ move will be considered by*
57 *the Academic Senate, once it is proposed by faculty from within a program. ~~The appended~~*
58 *~~template is derived from the P form.~~*
59
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61 **Policy:**
62 Proposals to convert an authorized self-supported degree program to state supported funding
63 requires approval from the Chancellor's Office. The campus should propose the change to the
64 Chancellor's Office, specifying the degree program, offering a brief program description and
65 rationale for making the change, and shall include a detailed <u>budget worksheet, including</u> cost
66 recovery budget, student fees per unit and total student cost to complete the program, anticipated
67 student enrollment, a campus commitment to provide adequate faculty resources and the
68 anticipated impact on the existing state -supported programs (Executive order 1099, 11.1.2.4.)
69
70 **Procedure:**
71
72 1. ~~1.~~   Proposals to move self-supported programs to state supported funding shall be generated
73   by faculty within those programs. Faculty ~~generating proposals~~ shall work closely with the
74   Dean(s) <u>(or a designee)</u> of the college(s) ~~and the~~ in which the program ~~is~~ will be housed <u>(or a</u>
75   ~~designee)</u> and the Dean <u>(or a designee)</u> of Extended Learning to fill out all required ~~paperwork.~~
76   ~~This paperwork shall include any documentation required by the Chancellor's Office as well as~~
77   ~~a~~<u>an</u> elements of the <u>S-form (see attached).</u>
78
79 ~~proposal based upon CSUSM's approved template.~~
80
81
82   ~~1.~~2. ~~2.~~   Proposals shall be considered for approval by the Academic Senate after review by the
83   a)   ~~a)~~ appropriate College-level ~~planning~~ <u>curriculum</u> committee(s);
84   <u>appropriate College-level budget committee</u>
85   <u>b)</u>
86   ~~a)~~   ~~b)~~ appropriate College Dean(s) and Extended Learning Dean~~; and~~
87   <u>c)</u>

88   d)   —— c) Budget & Long-Range Planning Committee
89   b) Academic SenateLP
90
91   c)e)

MOVE PROGRAM FROM SELF- TO STATE-SUPPORT (S-Form)

COLLEGE: ☐ CHABSS   ☐ CoBA   ☐ CoEHHS   ☐ CSM

TITLE OF PROGRAM   Discipline

This form is the signature sheet for existing programs moving from self-support (Extended Learning) to state-support.

If this move also includes curricular changes, instead complete a new P-Form and the accompanying documents.

Check one: ☐ Undergraduate Major or New Graduate Degree
                    ☐ Option/Concentration/Emphasis/Track
                    ☐ Minor
                    ☐ Teaching Credential
                    ☐ Certificate

Does this proposal impact other disciplines? ☐ Yes ☐ No   If yes, obtain signature(s).

Any objections or concerns should be stated in writing and attached to this form. Please check the box to indicate whether a memo has been attached.

Term and Academic Year of intended implementation (e.g. Fall 2016): _____

_____ Support _____ Oppose Discipline #1 _____ ☐ _____ Signature Date	

_____ Support _____ Oppose Discipline #2 _____ ☐ _____ Signature Date	

_____ Support _____ Oppose Discipline #3 _____ ☐ _____ Signature Date	

_____Support _____ Oppose Discipline #4 _____ ☐ _____ Signature Date	

_____ Support _____ Oppose Discipline #5 _____ ☐ _____ Signature Date	

CALIFORNIA STATE UNIVERSITY SAN MARCOS

S-FORM PREPARATION

1a. _____
Originator (Please print)   Date

1b. _____   1c. _____
Librarian Liaison for Library Report[+]   Date   IITS Liaison for IITS Report[+]
Date

PROGRAM/DEPARTMENT-LEVEL REVIEW

2. _____
Program/Department - Director/Chair*   Date

COLLEGE/SCHOOL-LEVEL REVIEW

3. _____
College/School Budget Committee*   Date

REVIEW (Signatures must be obtained by proposer)

4a. _____   4b. _____
Vice President for Student Affairs*   Date   Dean of Library*   Date

4c. _____   4d. _____
Dean of Information and Instructional   Date   Vice President for Finance and Administrative   Date
Technology Services*   Services*

4e. _____
Dean of Graduate Studies (if applicable) *   Date

COLLEGE/SCHOOL-LEVEL RECOMMENDATION

5a. _____   5b. _____
College/School Dean/Director*   Date   Extended Learning Dean/Director
Date

UNIVERSITY-LEVEL REVIEW
(May not begin until all signatures numbered 1-5 have been obtained.)

6. _____
Budget and Long-Range Planning Committee^   Date

FACULTY APPROVAL

7. _____
Academic Senate   Date

UNIVERSITY-LEVEL APPROVAL

8. _____
Provost   Date

9. _____
Date to Chancellor's Office

Academic Programs   Revised 8/18/2015

CALIFORNIA STATE UNIVERSITY SAN MARCOS

+ Please contact the liaisons at the beginning of the process and allow sufficient time for the liaisons to prepare the resource implication report. Upon completion of the report liaisons will sign.
* May attach a memo on program impact on the unit and the ability of the unit to support it.
^ Attach a memo summarizing the curricular and/or resource deliberations.

CALIFORNIA STATE UNIVERSITY SAN MARCOS

CSU San Marcos Proposal to Move a Program from EL to State-Support Template[1]

1. Program Identification

    a.   Campus

    b.   Full and exact degree designation and title (e.g., Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History).

    c.   Term and academic year of intended move from self-support ~~(move)~~ (e.g.. Fall 2016).

    d.   Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements.

    e.   Name of the department(s), division, or other unit of the campus that will offer the proposed degree major program. Please identify the unit that will have primary responsibility.

    f.   Name, title, and rank of the individual(s) primarily responsible for drafting the proposed program move.

    g.   Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.

    h.   Any other campus approval documents that may apply (e.g., curriculum committee approvals).[2] The campus may submit a copy of the WASC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WASC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.

    i.   Please specify whether this proposed program is subject to WASC Substantive Change review.[3]

2. Program Overview and Rationale~~.~~

    ~~, and a justification for offering (moving) the program at this time. A comprehensive rationale also explains the relationship between the program philosophy, design, target population, and any distinctive pedagogical methods.~~

    ~~Provide the proposed catalog description, including program description, degree requirements, and admission requirements. For master's degrees, please also include catalog copy describing the culminating experience requirement(s).[4]~~

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[1] When beginning to fill out this form, contact Academic Programs for general guidance and for samples of recent proposals. It is recommended that program proposers start to fill out the template with the catalog description.

[2] Proposers do not need to supply this item. As the proposal goes through the approval process, memos from curriculum committees are obtained. These will be collected and added to the proposal by Academic Programs as a response for this item.

[3] Generally this refers to a degree offered at a new level (e.g., a doctorate). To be certain that a WASC Substantive Change review is not necessary, contact the Dean of Academic Programs.

[4] ~~Use the format found in the most recent General Catalog.~~

Academic Programs   Revised 8/18/2015

a. Provide brief description of the program, and rationale for the proposed movement of the program from self-support to state-supported funding. (If we change offering to moving in a we don't need c anymore?)

3. Societal and Public Need for the Proposed Degree Major Program

List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.[5]
Describe Differences between the proposed program and programs listed in Section 5a above.

List of other curricula currently offered by the campus that are closely related to the proposed program.

Describe community participation, if any, in the planning process. This may include prospective employers of graduates.

Provide applicable workforce demand projections and other relevant data.

Note: Data Sources for Demonstrating Evidence of Need
APP Resources Web http://www.calstate.edu/app/resources.shtml
US Department of Labor, Bureau of Labor Statistics
California Labor Market Information
Labor Forecast
SANDAG: San Diego Association of Governments

StudentStudent Demand

a. Historic enrollment in the sSelf-sSupported Pprogram.
What issues of access (i.e., geographic, socioeconomic, scheduling flexibility, etc.) were considered when planning to move this program to a state-supported offering?
What is the expected number of majors in the year of initiation and three years and five years thereafter? (The history of enrollment trends in the self-supported program should be used as a baseline for future projections.)[6]
For master's degree proposals, cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.[7]
Describe professional uses of the proposed degree program.

b. Specify the expected number of majors in the year of initiation and three years andproject over five years using the new program budget toolthereafter. Specify the expected number of graduates in the year of initiation, and three years and five years thereafter.[8]
(So e) is deleted?)

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[5] Contact Academic Programs for a list of other CSU campuses offering related programs.
[6] Contact Enrollment Management Services for these data.
[7] Contact Enrollment Management Services for these data.
[8] Contact Academic Programs for assistance in estimating the number of majors and graduates.

Academic Programs   Revised 8/18/2015

4. Existing Costs of Proposed Degree Program Currently Assumed by Extended Learning

Note: ~~Sections~~This section ~~s 5 and 6 s~~hould be prepared in consultation with the Extended Learning. ~~campuwho are currently pay for the program~~ A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.

   a.   List faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For master's degrees, include faculty publications or curriculum vitae.

   ── Describe facilities ~~that would be (are instead of would be?)~~ used in support of the proposed program, including EL provided space for faculty. ~~.~~

   b.

   c.   Describe existing access to both electronic and physical library and learning resources [9] ~~(Maybe: Describe the access to both electronic and physical library and learning resources that has been provided)~~

   d.   Describe existing academic technology, equipment, and other specialized material required by the programs[10]

   e.   A report on the impact the move will have on EL.

6. Proposed Plan to Assume Costs on State Side

Note: The following items should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place. Program ~~p~~Proposers should use the ~~new~~ program budget tool.

Attach budget worksheet completed in consultation with the appropriate campus administrators.

   a.   Describe the anticipated impact on existing CSUSM campus resources that were funded through self-support (EL). All affected departments offering courses in this program should be addressed here. How will the new state-supported program be offered without negatively impacting the existing state-supported offerings?

   b.   How will existing tenure-track faculty and staff resources be funded through existing, reallocated or new state funds?

   c.   Describe additional faculty or staff support positions needed to implement the proposed state program.[11]

   d.   Space and facilities that will be used in support of the program. The amount of lecture and/or laboratory space required to initiate and to sustain the program over the next five years. [12]

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[9] Contact the University Library for this report.

[10] Contact Instructional and Information Technology Services (IITS) for a report addressing information technology and academic computing resources available to support the program. Programs currently possessing additional equipment and specialized material not addressed in the IITS report should include these here.

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e.   Submit a report provided by the campus Library.   What library resources, previously funded through EL, (including library instruction, library materials and staff/faculty support) will be needed to sustain the program in a state-support delivery model? Indicate the commitment of the University Library to provide these resources. [13]

f.   Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program on state side and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs. [14]

g.   How will existing academic technology, equipment, and other specialized materials be impacted by the program's move to self-state-supported delivery?

Template for Moving Self-Supported Programs to State-Supported Funding

1.   **Program DescriptionIdentification**
     Title and brief description of program
     Delivery type proposed (if changing)   face-to-face, fully online, hybrid
a.   Name, title, and rank of the individual(s) primarily responsible for drafting this proposal.
   b.   Term and academic year of self-supported program launch (e.g. Fall 2007).
c.   Identify the unit that will have primary responsibility for offering the state-supported program, and all CSUSM programs or Departments that will provide courses as part of the selfstate-supported degree or certificate.
   d.   Is this program offered in collaboration with any other institutions (for example, in partnership with a community college)?

2. Rationale: Explain the purpose and rationale for the proposed movement of the program from self-supported to state-supported funding.

3.   **Student Demand**
a.   What issues of access (i.e., geographic, socioeconomic, scheduling flexibility, etc.) were considered when planning to move this program to a state-supported offering?
a.   What is the expected number of majors in the year of initiation and three years and five years thereafter? (The history of enrollment trends in the self-supported program should be used as a baseline for future projections.)

4.   **Support Resources for Self-State-Support Offering**
     Note: The following items should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.
a.   Anticipated impact on existing CSUSM campus resources that were funded through self-support (EL). All affected departments offering courses in this program should be

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[12] Contact Planning, Design and Construction for assistance in answering questions about space that is under construction or being planned. Indicate whether any external funds are expected to support construction of facilities.
[13] This should follow directly from the Library report in 5.c.
[14] Information technology and academic computing needs should follow directly from the IITS report in 5.d. Additional specialized equipment and materials that will be needed should be addressed here.

addressed here. How will the new state-supported program be offered without negatively impacting the existing state-supported offerings?

b. How will existing tenure-track faculty and staff resources be funded through existing, reallocated or new state funds?

c. Space and facilities that would be used in support of the program. The amount of lecture and/or laboratory space required to initiate and to sustain the program over the next five years.

d. A report provided by the campus Library.[15] What library resources, previously funded through EL, (including library instruction, library materials and staff/faculty support) will be needed to sustain the program in a state-support delivery model? Indicate the commitment of the campus to provide these resources.

e. How will existing academic technology, equipment, and other specialized materials be impacted by the program's move to self-state-supported delivery?[16]

5. Budget & Anticipated Revenues from Program Expansion

In consultation with the appropriate Associate Dean prepare and include a draft budget and revenues spreadsheet for state supported programs.[17] Include student fees per unit and total costs to complete the program.

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[15] Contact the Library for this report.
[16] Contact Instructional and Information Technology Services (IITS) for a report addressing information technology and academic computing resources available to support the program. Programs currently possessing additional equipment and specialized material not addressed in the IITS report should include these here.
[17] Contact Academic Programs for the spreadsheet.

Academic Programs

Revised 8/18/2015

BLP: University Academic Master Planning Process (BLP 228-01)

Rationale: The UAMP was revised to reflect the current process of submission, revision and review, and changes were made to increase efficiency and workflow. First, A-Forms will be accepted and reviewed on a rolling basis, rather than once a year. This will allow for an improved workflow and adequate review periods by the stakeholders and BLP. Although the review will happen throughout the year, A-Forms will still only be submitted to the Chancellor's Office in January for their approval. Once the A-Form is reviewed and approved by BLP, the A-Forms will be placed on the Academic Senate's Consent Calendar. This codifies BLP's role as an elected body with the responsibility to review resource implications of a future program, while allowing for Senate approval through the Consent Calendar. Lastly, the policy was also updated to reflect the current names of positions and offices.

1

University Academic Master Planning Process

15

16 **Overview**: This document describes the process by which the University Academic Master Plan
17 (UAMP) is developed and revised.

18

19 The process only addresses those programs that become part of the UAMP and require approval by the
20 Chancellor's Office). New Program A~~begins with development and review of a~~bstracts (A-Forms) are ~~for~~
21 ~~new programs~~ developed by faculty. They are ~~a~~reviewed and submitted to Academic Programs by ~~t~~the
22 college ~~level~~. After a review by stakeholders, A~~A-Forms~~bstracts are ~~next~~ sent ~~submitted~~ to the Budget
23 and Long-Range Planning Committee (BLP) ~~through Academic Programs~~. BLP reviews the A-Forms,
24 and submits a recommendation on the A-F~~f~~orms ~~programs recommended for UAMP addition~~ to the
25 Academic Senate Consent Calendar. This can happen at any time during the academic year. ~~BLP drafts~~
26 ~~the University Academic Master Plan and submits it to the Academic Senate for recommendation to the~~
27 ~~President. This planning process~~ only includes ~~both~~ those programs that become part of the formal
28 UAMP ~~and — hence require approval by the Chancellor's Office — and other programs, which require~~
29 ~~approval only at the university level (e.g., credentials, minors, options, certificates, etc.),.~~ Provisions are
30 made for programs that lie outside of the existing colleges.

31

32

33 **Definitions**:
34   Degree Program. A program that leads to a bachelor's, ~~or a~~master's, or joint-doctoral degree.
35   Independent Degree Program. A~~n independent~~ degree program that does not reside within an
36   existing college.
37   Degree ~~Program. A degree program or a certificate, minor, or credential program or an~~
38   ~~option/emphasis/concentration/track in a degree program.~~
39   ~~Independent Program. A degree program that lies outside of the existing colleges. Note that a~~
40   ~~program that jointly offered by two or more colleges is a "joint program," and not an~~
41   ~~"independent program."~~
42   Program Abstract (A-Form). A plan to offer a new program. In addition to the program outline (a
43   brief description of the degree program being offered), the A-~~f~~Form ~~a complete program~~
44   ~~abstract~~ must address the BLP evaluation criteria. ~~Note: This is the precursor to a program~~
45   ~~proposal, which is the document submitted to gain permission to offer the program. Program~~
46   ~~abstracts are submitted on Form A~~the A Form and are reviewed ~~and~~ at the Senate-level by
47   BLP; program proposals are submitted on ~~the P-Form~~ Form P and are reviewed at the Senate-
48   level by ~~APP~~ UCC ~~and BLP~~.
49   ~~Degree Program Abstract. A plan to offer a new degree program. In addition to the program outline~~
50   ~~(a brief description of the degree program being offered), a complete degree program abstract~~
51   ~~must address the BLP evaluation criteria.~~
52   ~~Independent Program Abstract. A plan for an independent program.~~
53   ~~College Academic Master Plan (CAMP). A plan indicating what programs (degree programs as~~
54   ~~well as other programs) a college intends to offer propose in each of the next five years, and~~
55   ~~projections of the number of students declared in these programs, the number of faculty~~
56   ~~(tenured/tenure-track and adjunct) in the departments/programs/centers, and the FTES~~
57   ~~produced in each department/center/program.~~
58   ~~Campus University Academic Master Plan (Campus UAMP). A formal document submitted to the~~
59   ~~Chancellor's Office each year for presentation to the Board of Trustees. It lists existing~~
60   ~~degree programs offered, proposed degree programs, and the schedule for review of existing~~
61   ~~programs.~~
62   ~~Official~~ University Academic Master Plan (~~Official~~ UAMP)~~.~~. The ~~official~~ University's Degree plan
63   that is ~~AMP as~~ approved by the Board of Trustees.

2

64   <u>BLP Evaluation Criteria</u>. To be considered by BLP for <u>evaluation of an A-F~~f~~orm.</u>
65 ~~inclusion on the UAMP, degree program abstracts must address the following criteria~~
66   1. *Mission*. The alignment of the program with University, College, and/or Library Mission
67   and Vision; the degree to which the program supports and facilitates accomplishment of
68   University strategic goals; benefits to the state, community or university/college that
69   make the program desirable.
70   2. *Demand*. Evidence of adequate student demand for the proposed program, including (i) a
71   list of other CSU campuses currently offering (or <u>intending to offer</u>) ~~projecting~~ the
72   proposed degree major program, (ii) a list of neighboring institutions, public or private,
73   currently offering the proposed degree major program and program enrollments at these
74   neighboring institutions, (iii) information indicating substantial regional demand for
75   individuals who have earned this degree, and (iv) information indicating adequate student
76   interest in the proposed program. Graduate degree program proposals must also include
77   the number of declared undergraduate majors and the degree production over the
78   preceding three years for the corresponding baccalaureate program.
79   3. *Resource Needs*. <u>Including, but not limited to,</u>~~U~~ <u>u</u>nusual space and/or support
80   requirements. A statement of accreditation criteria if there are recognized accrediting
81   bodies in the program area.
82   ~~3.~~<u>4.</u> *Relation to existing programs.*
83
84 **~~Stakeholders, Their Roles and Timelines~~<u>Abstract (A-Form) Proposal Process</u>**:
85
86   1. <u>A-F~~f~~orms are proposals for a new degree program and are developed by faculty.</u>
87   2. ~~Program proposals (~~A-Forms~~)~~ <u>are sent to the appropriate college</u> ~~planning~~ <u>review</u>
88   <u>committee for approval.</u> ~~and addition to the College Academic Master Plan (CAMP).~~
89   <u>Programs intended to be offered jointly between two or more colleges should go through</u>
90   <u>the planning process in each affected college. All A-Forms must address BLPs'</u>
91   <u>evaluation criteria.</u> ~~Each college will create its own process for eliciting program~~
92   ~~abstracts from planners.~~
93
94   <u>Independent program A-Forms are sent directly to Academic Programs. Academic</u>
95   <u>Programs has authority to accept proposals that are outside of the existing colleges (other</u>
96   <u>proposals are returned to be routed through the college planning review process).</u>
97   ~~Abstracts for programs determined to properly lie in one or more of the colleges will be~~
98   ~~returned to their planners to be routed through the college planning process(es).~~
99
100
101
102   • ~~Program Planners. (Faculty who draft program abstracts.) In light of the current UAMP and~~
103   ~~feedback received from all other planning stakeholders, faculty draft new program abstracts and~~
104   ~~update existing abstracts for new programs (for example, by addressing the BLP evaluation~~
105   ~~criteria). These proposals are submitted to college planning review committees according to~~
106   ~~college timelines set so as to allow the review committees to complete their review in the Spring~~
107   ~~semester. Depending on the academic unit, the planners may be required to address the evaluation~~
108   ~~criteria (i.e., complete Form A) when the abstract is initially submitted. Programs intended to be~~
109   ~~offered jointly between two or more colleges should go through the planning process in each~~
110   ~~affected college. Independent program abstracts may be sent directly to Academic Programs on~~
111   ~~Form A, to be forwarded to BLP if it is determined in Academic Programs that the planned~~
112   ~~program lies outside of the existing colleges—but abstracts for programs determined to properly~~
113   ~~lie in one or more of the colleges will be returned to their planners to be routed through the~~
114   ~~college planning process(es). The planners of a program being sent directly to Academic~~

3

115 ~~Programs are responsible for addressing the BLP evaluation criteria.~~ *~~Each college will create its~~*
116 *~~own process for eliciting program abstracts from planners. The call for submission of these~~*
117 *~~abstracts should be timed to allow the College Planning Committee to complete its review by the~~*
118 *~~end of the Spring semester. Independent program proposals are due in the Academic Programs at~~*
119 *~~the end of the Spring semester, but consultation with Academic Programs in advance of this~~*
120 *~~deadline is recommended.~~*

121

122   3.   A-Forms approved by college review committees are sent to the Dean for review.
123   •   ~~College Planning Review Committees. (Parts of the college governance structures that review~~
124   ~~program abstracts – possibly the existing curriculum committees.) The college planning~~
125   ~~committee evaluates the abstracts it receives according to criteria established by the college. If the~~
126   ~~college planning committee finds that the program fits into the plan and vision of the college, it~~
127   ~~assigns a tentative date for implementation of the new program on the College Academic Master~~
128   ~~Plan (CAMP). The planning committee also projects enrollments (FTES and declared majors)~~
129   ~~and numbers of faculty (full-time and part-time) in all college programs for the next five-year~~
130   ~~period. The planning committee also gives feedback to any planners whose programs are not~~
131   ~~placed on the CAMP. Important note: Although college criteria may differ from the BLP~~
132   ~~evaluation criteria, failure to address the BLP evaluation criteria will delay BLP review and may~~
133   ~~postpone inclusion of the degree program proposal on the UAMP.~~ *~~Review of program proposals~~*
134   *~~by the college planning committee should be completed by the end of the Spring semester with the~~*
135   *~~CAMP and supporting documentation being forwarded to the college dean.~~*

136   •

137   •   ~~[Note: The UAMP is due at the Chancellor's Office the first week in January, but the campus~~
138   ~~submission is drafted during the preceding Summer.]~~

139

140   ~~College Deans. Each dean reviews the CAMP produced in his/her college. The dean may adjust~~
141   ~~the CAMP in light of the expected level of resources available to the college. The dean~~
142   ~~comments on the ability of the college to support new programs. Note By the time the CAMP is~~
143   ~~ready to leave the college, the BLP evaluation criteria need to have been addressed in abstracts~~
144   ~~for every program scheduled for implementation within three years and for every degree program~~
145   ~~offered for inclusion in the UAMP.~~ *~~The dean reviews the CAMP in June, and forwards the CAMP~~*
146   *~~and supporting documentation to Academic Programs by July 1.~~*

147

148   4.   A-Forms are forwarded to Academic Programs (AP). AP solicits feedback from:

149

150   ~~Academic Programs serves as the entry point for independent program abstracts. Since~~
151   ~~abstracts that the Dean of Academic Programs determines should have undergone college~~
152   ~~review will be directed back to the appropriate college(s), planners should contact~~
153   ~~Academic Programs to make certain of the status of their programs before the colleges~~
154   ~~close their calls for abstracts. Academic Programs solicits feedback from other key~~
155   ~~planning stakeholders. These key planning stakeholders provide only comments and~~
156   ~~recommendations for use during BLP's review. Stakeholders include, but are not limited~~
157   ~~to:~~

158

159   a.   Academic ~~Round Table,~~ Affairs Leadership Council
160   b.   ~~Analytic Studies~~ Institutional Planning and Analysis
161   c.   ~~Cabinet,~~ President's Executive Council
162   d.   Enrollment Services
163   e.   Facilities
164   f.   Instructional and Information Technology Services
165   g.   University Library

4

166   h. Planning, Design and Construction
167
168
169 5. Academic Programs forwards all A-Forms and comments to BLP on a rolling basis. As it
170 becomes available, comments/recommendations from other key planning stakeholders
171 (see 4 above) is provided to BLP.
172
173 6. BLP evaluates abstractsA-Fforms for new degree programs according to the BLP
174 evaluation criteria and additional information supplied by the other planning
175 stakeholders. Once the review is completed, BLP sends their recommendations through
176 A-Form Reports for inclusion on to the Academic Senate for inclusion on a 's Consent
177 Calendar.
178
179 Academic Senate approves or rejects BLP's recommended additions to the Campus
180 UAMP via the Consent Calendar
181
182 • Academic Programs. Academic Programs serves as the entry point for independent program
183 abstracts. Since abstracts that the AVPAA AP determines should have undergone college review
184 will be directed back to the appropriate college(s), planners should contact Academic Programs to
185 make certain of the status of their programs before the colleges close their calls for abstracts.
186 Academic Programs provides the following information to BLP: UAMP that has just been
187 submitted to the Chancellor's Office, the CAMPs together with supporting documentation
188 received from the college deans, and any complete independent program abstracts. Academic
189 Programs also provides information to other planning stakeholders on campus (see the bullet
190 immediately below) and seeks their input in the planning process. *Academic Programs supplies*
191 *UAMP, CAMPs, independent proposals, and supporting documentation that it has received to*
192 *other planning stakeholders in July, and to BLP at the start of the Fall semester.*
193
194 • Other Planning Stakeholders (includes Academic Round Table, Analytic Studies, Cabinet,
195 Enrollment Services, Facilities, Instructional and Information Technology Services, Library and
196 Information Services, and Planning, Design and Construction). These are units that need to be
197 kept "in the loop" as programs are planned. They receive copies of program abstracts and
198 supporting documentation and are asked by Academic Programs to forward any input, comments
199 and questions that they have concerning the programs to BLP (via Academic Programs) in a
200 timely manner. *These planners will have one month (approximately until the beginning of the*
201 *Fall semester) to forward input to Academic Programs to be relayed on to BLP.*
202
203 BLP. BLP evaluates abstracts for new degree programs according to the BLP evaluation criteria and
204 additional information supplied by the other planning stakeholders, and places them on a recommended
205 UAMP as appropriate. BLP reviews the slate of planned degree programs already on the UAMP and may
206 recommend changing the implementation date or removing the proposed program altogether. BLP
207 evaluates all other program abstracts (certificates, minors, credentials, options, etc.) and sends comments
208 back to the college deans (or Academic Programs, in the case of independent programs) and reports on
209 these to the Academic Senate. *The BLP draft of the UAMP is sent to the Senate for a first reading in*
210 *November. BLP also reports on other program proposals at the November Senate meeting.*
211
212 After the Consent Calendar is approved, BLP sends reports to Academic Programs.
213
214
215 [Note: The UAMPs of all CSU campuses are presented to the Board of Trustees in mid-March as
216 part of the report of the Committee on Educational Policy. This report is also sent to the

5

217   California Postsecondary Education Commission, which monitors the CSU program review
218   process.]
219
220 •   Academic Senate. Acts upon BLP recommendation. *The Senate forwards its recommendation to*
221   *the Provost and President by the end of the Fall semester.*
222
223 —— Provost and President (or designee). If the President ratifies thea positive Academic Senate
224   recommendation, Reviews Academic Senate recommendation and all supporting documentation
225   provided by Academic Programs forwards the request to add a new degree program to the and
226   prepares the UAMP that will be submitted to the Chancellor's Office. in early January. The
227   President has authority to modify the draft Campus UAMP recommended by the Academic
228   Senate in producing the official Campus UAMP.
229
230 1. The UAMP is sent to the Board of Trustees in January of each academic year. The Trustees
231   formally approve the UAMP at their presented at the Board of Trustees meeting in JanuaryMarch
232   and the campuses are notified in xx monthApril about their newly approved programs. [Note:
233   The UAMPs of all CSU campuses are presented to the Board of Trustees in mid-March as part of
234   the report of the Committee on Educational Policy. This report is also sent to the California
235   Postsecondary Education Commission, which monitors the CSU program review process.]

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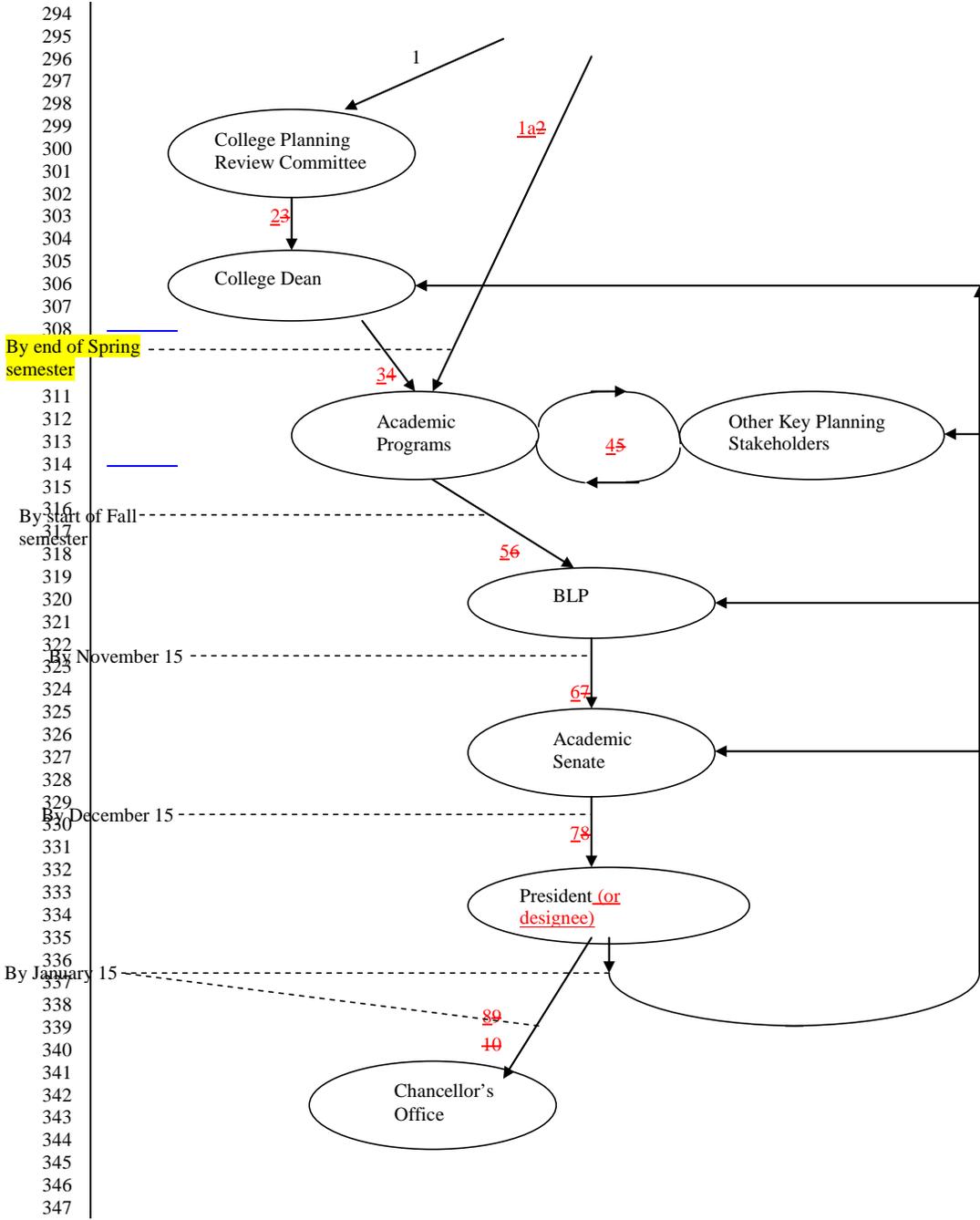286
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                          ( Program )
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                ( Program   )
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College Planning Review Committee

23

College Dean

By end of Spring semester

34

Academic Programs

45

Other Key Planning Stakeholders

By start of Fall semester

56

BLP

By November 15

67

Academic Senate

By December 15

78

President (or designee)

By January 15

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10

Chancellor's Office

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9

348 Flowchart description and authority of stakeholders:

349

350

351 Program proposals are sent to college planning review committees.Independent program

352 proposals are sent directly to Academic Programs. Academic Programs has authority to accept

353 proposals are outside of the existing colleges (other proposals are returned to be routed through

354 the college planning review process).Draft CAMPs are sent to deans. College planning review

355 committees exercise authority to decide which programs appear on these draft CAMPs.

356

357 4.   CAMPs are forwarded to Academic Programs. College deans have authority to modify

358 the CAMPs submitted by the college planning review committees. The CAMPs submitted by the

359 deans are the official CAMPs and are not changed later in the UAMP process.

360

361 5.   Academic Programs solicits feedback from other key planning stakeholders at the

362 beginning during the Summer. These key planning stakeholders provide only comments and

363 recommendations.

364

365 6.   Academic Programs forwards all CAMPs and all accepted independent program

366 proposals (see 2 above) to BLP at beginning of Fall semester. As it becomes available,

367 comments/recommendations from other key planning stakeholders (see 5 above) is provided to

368 BLP (by beginning of Fall Semester).

369

370 7.   BLP sends draft UAMP to Academic Senate. BLP exercises authority to decide which

371 programs appear on the draft UAMP.

372

373 8.   Academic Senate forwards the draft UAMP to President. Academic Senate has authority

374 to modify the draft UAMP prepared by BLP.

375

376 10.   President sends the official UAMP to the Chancellor's Office in January and the campus

377 community is notified. The President has authority to modify the draft UAMP recommended by

378 the Academic Senate in producing the official UAMP.

379

10

FAC: PERIODIC EVALUATION OF ATHLETIC COACHES (FAC 326-08) PROCEDURES

Rationale: *The added paragraph (in two places) should have been included in the version sent to Academic Senate last semester. This paragraph is consistent with the CBA, and a similar statement is found in the lecturer evaluation policy.*

Definition: This document sets forth the procedure for the Periodic Evaluation of Athletic Coaches. The provisions of this document are intended to be implemented in conformity with CBA Article 15.

Authority: The Collective Bargaining Agreement between California State University and the California Faculty Association.

Scope: Coaching faculty unit employees within the Department of Athletics.

Karen S. Haynes, President   Approval Date

Graham Oberem, Provost and VP for Academic Affairs   Approval Date

Revised: 1/01/2016   (previously titled "Evaluation for Athletic Coaches Policy)
Implemented: 9/8/2008

49 **I.**   GENERAL ELEMENTS
50
51   The purpose of this document is to provide a procedure for the annual periodic evaluation of
52   coaching faculty unit employees. The document complies with the procedure as set forth in the
53   Collective Bargaining Agreement (CBA, Article 15). Within 14 days of appointment, the
54   Director of Athletics will provide coaches with a copy of this procedure on the Periodic
55   Evaluation of Athletic Coaches.
56
57   The custodian of the Personnel Action Files (PAFs) of athletic coaches shall be the Associate
58   Vice President for Faculty Affairs.
59
60
61 **II.**   EVALUATION PROCESS FOR HEAD COACHES
62
63   A.   The Working Personnel Action File: The Head Coach will submit a Working Personnel
64   Action File (WPAF) consisting of items 1, 2, 3 and 5 below.
65
66   1.   Form A1, "CSUSM Intercollegiate Athletics: Season Goals," with the Pre-season
67   Goals and Post-season Assessment sections completed.
68   2.   A personal post-season assessment. This assessment may include a simple outline
69   of which goals were met and which were not, or a more detailed discussion of
70   how or why goals were or were not met. Supporting materials may be included as
71   well.
72   3.   Form D, "Peer Input" (optional).
73   4.   Student-athlete evaluations. The Director of Athletics will directly access the
74   student-athlete evaluations; coaches do not need to submit these evaluations with
75   their WPAFs. Copies will be provided to the coaches.
76   5.   An index of these materials, which shall be permanently placed in the Head
77   Coach's Personnel Action File (PAF).
78   6.   A request for an external review of materials submitted by a Coach may be
79   initiated at any level of review by any party to the review. Such a request shall
80   specify the special circumstances that necessitate an outside reviewer and the
81   nature of the materials needing external review. The request must be approved by
82   the President or President's designee with the concurrence of the Coach (CBA
83   15).
84
85   Timeline:
86   o   The WPAF shall be submitted to the Director of Athletics by June 1.
87
88   B.   Pre-season goals and post-season assessment meetings: Prior to each season of
89   competition, the Head Coach and the Director of Athletics will meet to set goals for the
90   upcoming season. Goals will be set in the areas of team athletic performance, team
91   academic performance, fundraising, and recruiting; an "other" category will also be
92   available for any program-specific goals that may apply. It is expected that the goals will

93		be challenging but realistic— not unreasonable or unattainable. These goals will be
94		documented in the "Pre-season Goals" section on Form A1: CSUSM Intercollegiate
95		Athletics: Season Goals.
96		
97		At the conclusion of each season, the Head Coach and the Director of Athletics will meet
98		to assess whether or not the set pre-season goals were met. If the goals were not met,
99		
100		they will discuss the reasons. The post-season assessment will be documented in the
101		"Post-season assessment" section on Form A1: CSUSM Intercollegiate Athletics: Season
102		Goals.
103		
104		Timeline:
105		o The Pre-season Goals meeting will be held before the first official contest.
106		o The Post-season Assessment meeting will be held as soon as possible after the
107		conclusion of the season.
108		
109	C.	Student-athlete evaluations: Head Coaches will be evaluated by their student-athletes
110		using Form B1, "Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Head
111		Coach)."
112		
113		The Office of Institutional Planning & Analysis will generate the evaluations for each
114		team to complete near the conclusion of the season at a team meeting at which the coach
115		being evaluated will not be present. The evaluation results will be sent to the Director of
116		Athletics and, after the completion of the season, to the coach.
117		
118		Timeline:
119		o The student-athlete evaluations for all fall, winter and spring sports will be
120		administered during the same period as spring semester course evaluations.
121		
122	D.	Peer Input (optional): Coaches have the option of submitting a peer evaluation using
123		Form D, "Peer Input," as part of their WPAFs.
124		
125	E.	Performance Appraisal: The information submitted with the WPAF, including
126		documentation of the pre-season goals and post-season assessment meetings, student-
127		athlete evaluations, and peer input (if any), will form the basis for the Head Coach's
128		Performance Appraisal to be done by the Director of Athletics. The Director of Athletics
129		will complete Form C1, "Cal State San Marcos Athletics: Performance Appraisal for
130		Head Coaches" and provide a copy to the Head Coach. The Head Coach will be given at
131		least five (5) days' notice of the placement of Form C1 in his/her PAF.
132		
133	F.	The Head Coach may request an external review of the materials submitted for evaluation.
134		Such a request must document the special circumstances that necessitate an external reviewer.
135		The request must be approved by the President's designee.
136		

137   Timeline:
138   o   The Periodic Evaluation must be completed by June 15.
139
140
141
142
143
144   III.   EVALUATION PROCESS FOR ASSISTANT COACHES
145
146   A.   The Working Personnel Action File: The Assistant Coach will submit a Working
147   Personnel Action File (WPAF) consisting of items 1, 2, 3 and 5 below.
148
149   1.   Form A2, "CSUSM Intercollegiate Athletics: Season Goals," with the Pre-season
150   Expectations and Post-season Assessment sections completed.
151   2.   A personal post-season assessment. This assessment may include a simple outline of
152   which goals were met and which were not, or a more detailed discussion of how or
153   why goals were or were not met. Supporting materials may be included as well.
154   3.   Form D, "Peer Input" (optional).
155   4.   Student-athlete evaluations. The Director of Athletics will directly access the student-
156   athlete evaluations; coaches do not need to submit these evaluations with their
157   WPAFs. Copies will be provided to the coaches.
158   5.   An index of these materials, which shall be permanently placed in the Assistant
159   Coach's Personnel Action File (PAF).
160   6.   A request for an external review of materials submitted by an Assistant Coach may be
161   initiated at any level of review by any party to the review. Such a request shall
162   specify the special circumstances that necessitate an outside reviewer and the nature
163   of the materials needing external review. The request must be approved by the
164   President or President's designee with the concurrence of the Assistant Coach (CBA
165   15).
166
167
168   Timeline:
169   o   The WPAF shall be submitted to the Director of Athletics by June 1.
170
171   B.   Pre-season expectations and post-season assessment meetings: Prior to each season of
172   competition, the Head Coach will meet with each Assistant Coach to discuss expectations
173   for Assistant Coach performance for the upcoming season. Duties with respect to
174   attendance at practice and competition, work with student-athletes, and administrative
175   duties will be set; an "other" category will also be available for any program-specific
176   duties that may apply. These goals will be documented in the "Pre-season Expectations"
177   section on Form A2: CSUSM Intercollegiate Athletics: Season Expectations.
178
179   At the conclusion of each season, the Head Coach will meet again with each Assistant
180   Coach to assess whether or not the expectations were met. If expectations were not met,

181		they will discuss the reasons. The post-season assessment will be documented in the
182		"Post-season Assessment" section on Form A2: CSUSM Intercollegiate Athletics: Season
183		Expectations.
184		
185		Timeline:
186		o The Pre-season Expectations meeting will be held before the first official contest.
187		o The Post-season Assessment meeting will be held as soon as possible after the
188		conclusion of season.
189		
190	C.	Student-athlete evaluations: Assistant Coaches will be evaluated by their student-athletes
191		using Form B2, "Student-Athlete Evaluation of CSUSM Intercollegiate Athletics
192		(Assistant Coach)." Because of the unique responsibilities of track and field Assistant
193		
194		
195		
196		Coaches, they will be evaluated using Form B3, "Student-Athlete Evaluation of CSUSM
197		Intercollegiate Athletics (Track and Field Assistant Coach)."
198		
199		The Office of Institutional Planning & Analysis will generate the evaluations for each
200		team to complete near the conclusion of the season at a team meeting at which the coach
201		being evaluated will not be present. The evaluation results will be sent to the Director of
202		Athletics and, after the completion of the season, to the Assistant Coach.
203		
204		Timeline:
205		o The student-athlete evaluations for all fall, winter, and spring sports will be
206		administered during the same period as spring semester course evaluations.
207		
208	D.	Peer Input (optional): Coaches have the option of submitting a peer evaluation using
209		Form D: "Peer Input," as part of their WPAFs.
210		
211	E.	Performance Appraisal: The information submitted with the WPAF, including
212		documentation of the pre-season expectations and post-season assessment meetings,
213		student evaluations, and peer input (if any) will form the basis for the Assistant Coach's
214		Performance Appraisal to be done by the Director of Athletics with input from the Head
215		Coach. The Director of Athletics will complete Form C2, "Cal State San Marcos
216		Athletics: Performance Appraisal for Assistant Coaches," and provide a copy to the
217		Assistant Coach. The Assistant Coach will be given at least five (5) days' notice of the
218		placement of Form C2 in his/her PAF.
219		
220	F.	The Assistant Coach may request an external review of the materials submitted for evaluation.
221		Such a request must document the special circumstances that necessitate an external reviewer.
222		The request must be approved by the President's designee.
223		
224		Timeline:

225   o   The Periodic Evaluation must be completed by June 15.
226
227
228   IV.   COACHING FACULTY REBUTTAL/RESPONSE PROCESS
229
230   Per Article 15 of the Collective Bargaining Agreement between the CFA and the CSU, the Head
231   Coach or Assistant Coach may submit a rebuttal or response in writing and/or request a meeting
232   to discuss the evaluation within ten (10) days following receipt of the evaluation. A copy of the
233   response or rebuttal statement shall be placed with Form C1/C2 in the coach's PAF.
234
235
236
237
238
239   V.   FORMS TO BE USED FOR EVALUATION OF COACHING FACULTY
240
241   A.   Form A1: CSUSM Intercollegiate Athletics: Season Goals – for head coaches.
242
243   B.   Form A2: CSUSM Intercollegiate Athletics: Season Expectations – for assistant coaches.
244
245   C.   Form B1: Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Head Coach)
246
247   D.   Form B2: Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Assistant
248   Coach)
249
250   E.   Form B3: Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Track and
251   Field Assistant Coach)
252
253   F.   Form C1: Cal State San Marcos Athletics: Performance Appraisal for Head Coaches
254
255   G.   Form C2: Cal State San Marcos Athletics: Performance Appraisal for Assistant Coaches
256
257   H.   Form D: Peer Input (optional)
258

California State University San Marcos   *Academic Affairs*
PERIODIC EVALUATION OF ATHLETIC COACHES   **PROCEDUES**
        FAC 326-08

Effective Date: /   /2016

V.   FORMS TO BE USED FOR EVALUATION OF COACHING FACULTY

     A.   Form A1: CSUSM Intercollegiate Athletics: Season Goals – for head coaches.

     B.   Form A2: CSUSM Intercollegiate Athletics: Season Expectations – for assistant coaches.

     C.   Form B1: Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Head Coach)

     D.   Form B2: Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Assistant Coach)

     E.   Form B3: Student-Athlete Evaluation of CSUSM Intercollegiate Athletics (Track and Field Assistant Coach)

     F.   Form C1: Cal State San Marcos Athletics: Performance Appraisal for Head Coaches

     G.   Form C2: Cal State San Marcos Athletics: Performance Appraisal for Assistant Coaches

     H.   Form D: Peer Input (optional)

FORM A1: CSUSM INTERCOLLEGIATE ATHLETICS: SEASON GOALS

HEAD COACH: _____

SPORT: _____ **SEASON:** _____

PRE-SEASON GOALS	POST-SEASON ASSESSMENT
	Supporting documentation, such as team statistics, may be attached.
1. Team athletic performance	1. Team athletic performance
2. Team academic performance/Graduation	2. Team academic performance/Graduation
3. Fundraising	3. Fundraising
4. Recruiting	4. Recruiting
5. Student-Athlete Experience	5. Student-Athlete Experience
Head Coach Signature* Date	Head Coach Signature** Date
Director of Athletics Signature Date	Director of Athletics Signature Date
* Head Coach signature indicates agreement that goals set are challenging but realistic – not unrealistic or unattainable.	** Signature does not necessarily indicate agreement with the post-season goal assessment. It indicates that you have reviewed it and had an opportunity to discuss it with your supervisor.

FORM A2: CSUSM INTERCOLLEGIATE ATHLETICS: SEASON EXPECTATIONS

As part of the coach evaluation process, the Head Coach and Director of Athletics will meet with all Assistant Coaches at the beginning of each season to set expectations for the assistant coach. They will meet again at season's end to assess whether those expectations were met.

ASST. COACH: _____

SPORT: _____   **SEASON:** _____

PRE-SEASON EXPECTATIONS		POST-SEASON ASSESSMENT	
1. Attendance		1. Attendance	
Practice:		Practice:	
Competition:		Competition:	
2. Work with student-athletes		2. Work with student-athletes	
3. Administrative duties		3. Administrative duties	
5. Academics		5. Academics	
Asst. Coach Signature*	Date	Asst. Coach Signature**	Date
Head Coach Signature	Date	Head Coach Signature	Date
Director of Athletics Signature	Date	Director of Athletics Signature	Date
*Signature indicates agreement that expectations set are reasonable.		** Your signature here does not necessarily indicate that you agree with the post-season goal assessment. It indicates that you have reviewed it and had an opportunity to discuss it with your supervisor.	

FORM B1: STUDENT-ATHLETE EVALUATION OF
CSUSM INTERCOLLEGIATE ATHLETICS (HEAD COACH)

We would appreciate your honest responses to the following evaluation questions. The information from this questionnaire will be kept strictly confidential.

SPORT: _____   HEAD COACH'S NAME: _____

NUMBER OF YEARS IN SPORT AT CSUSM: _____   YEAR IN SCHOOL: _____

ROLE ON TEAM (STARTER, RESERVE, ETC.) _____

DO YOU INTEND TO PARTICIPATE IN ATHLETICS AGAIN NEXT SEASON? _____

WHY OR WHY NOT? _____

_____

EVALUATION OF OVERALL EXPERIENCE IN ATHLETICS

	A great deal	Somewhat	Not at all
How has your technical skill in your sport improved this year?	☐	☐	☐
How has your knowledge of your sport improved this year?	☐	☐	☐
How has your physical fitness improved this year?	☐	☐	☐
How has your overall athletic performance improved this year?	☐	☐	☐

How satisfied are you with your overall experience in intercollegiate athletics this year?

Highly satisfied	Somewhat satisfied	Somewhat dissatisfied	Highly dissatisfied
☐	☐	☐	☐

EVALUATION OF HEAD COACH

Please rate your **head coach** on the following items by marking the appropriate box. If you wish, in the line below the box you may add any comments that you feel are appropriate.

Your head coach…	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Has knowledge and expertise in your sport	☐	☐	☐	☐
Keeps informed of current techniques and strategies	☐	☐	☐	☐
Attends all practices and contests	☐	☐	☐	☐
Consistently maintains office hours as scheduled	☐	☐	☐	☐
Uses practice time effectively	☐	☐	☐	☐
Exercises appropriate control in practice and contests	☐	☐	☐	☐
Provides a safe, healthy environment for student-athletes	☐	☐	☐	☐

Your head coach…	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Demonstrates professional conduct with officials	☐	☐	☐	☐
Demonstrates professional conduct with athletes	☐	☐	☐	☐
Displays a professional appearance	☐	☐	☐	☐

Your head coach…	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Develops and clearly communicates team goals and objectives	☐	☐	☐	☐
Establishes and clearly communicates team (or meet/tournament/etc.) selection criteria	☐	☐	☐	☐
Establishes and clearly communicates team rules	☐	☐	☐	☐
Applies team discipline appropriately and consistently	☐	☐	☐	☐

Your head coach…	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Provides opportunity for discussion and questions of areas of concern	☐	☐	☐	☐
Motivates athletes effectively	☐	☐	☐	☐
Communicates awareness of and compliance with NCAA DII and university rules	☐	☐	☐	☐
Understands athletic eligibility rules and informs athletes of those requirements	☐	☐	☐	☐
Organizes away-trips that are well-planned and efficiently run	☐	☐	☐	☐
Organizes home contests and events that are well planned and efficiently run	☐	☐	☐	☐

Overall, how effective has your **head coach** been this year?

Highly effective	Somewhat effective	Somewhat ineffective	Highly ineffective
☐	☐	☐	☐

What do you consider to be the strengths of your head coach?

_____

_____

_____

_____

_____

_____

What suggestions do you have that might help your head coach be more effective?

_____

_____

_____

_____

_____

_____

Please include any other comments you feel are appropriate.

_____

_____

_____

_____

_____

_____

_____

Approved by Academic Senate 2/3/16

FORM B2: STUDENT-ATHLETE EVALUATION OF CSUSM INTERCOLLEGIATE ATHLETICS (ASSISTANT COACH)

We would appreciate your honest responses to the following evaluation questions. The information from this questionnaire will be kept strictly confidential.

SPORT: _____ ASSISTANT COACH'S NAME: _____

NUMBER OF YEARS IN SPORT AT CSUSM: _____ YEAR IN SCHOOL: _____

ROLE ON TEAM (STARTER, RESERVE, ETC.) _____

Overall, how effective has your **assistant coach** been this year?

Highly effective	**Somewhat effective**	**Somewhat ineffective**	**Highly ineffective**
☐	☐	☐	☐

What do you consider to be the strengths of your assistant coach?

_____

_____

_____

_____
What suggestions do you have that might help your assistant coach be more effective?)
_____

_____

_____

_____

Please include any other comments you feel are appropriate.

_____

_____

_____

_____

Approved by Academic Senate 2/3/16

FORM B3: STUDENT-ATHLETE EVALUATION OF CSUSM INTERCOLLEGIATE ATHLETICS (TRACK AND FIELD ASSISTANT COACH)

We would appreciate your honest responses to the following evaluation questions. The information from this questionnaire will be kept strictly confidential.

SPORT: _____ ASSISTANT COACH'S NAME: _____

NUMBER OF YEARS IN SPORT AT CSUSM: _____ YEAR IN SCHOOL: _____

ROLE ON TEAM (STARTER, RESERVE, ETC.) _____

DO YOU INTEND TO PARTICIPATE IN ATHLETICS AGAIN NEXT SEASON? _____

WHY OR WHY NOT? _____

_____ _____

EVALUATION OF OVERALL EXPERIENCE IN ATHLETICS

	A great deal	**Somewhat**	**Not at all**
How has your technical skill in your sport improved this year?	☐	☐	☐
How has your knowledge of your sport improved this year?	☐	☐	☐
How has your physical fitness improved this year?	☐	☐	☐
How has your overall athletic performance improved this year?	☐	☐	☐

How satisfied are you with your overall experience in intercollegiate athletics this year?

Highly satisfied	**Somewhat satisfied**	**Somewhat dissatisfied**	**Highly dissatisfied**
☐	☐	☐	☐

Approved by Academic Senate 2/3/16

EVALUATION OF ASSISTANT COACH

Please rate your **assistant coach** on the following items by marking the appropriate box. If you wish, in the line below the box you may add any comments that you feel are appropriate

Your assistant coach…	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Has knowledge and expertise in your sport	☐	☐	☐	☐
Keeps informed of current techniques and strategies	☐	☐	☐	☐
Attends all practices and contests	☐	☐	☐	☐
Consistently maintains office hours as scheduled	☐	☐	☐	☐
Uses practice time effectively	☐	☐	☐	☐
Exercises appropriate control in practice and contests	☐	☐	☐	☐
Provides a safe, healthy environment for student-athletes	☐	☐	☐	☐

Approved by Academic Senate 2/3/16

Your assistant coach…	Strongly agree	Agree somewhat	Disagree somewhat	Strongly disagree
Demonstrates professional conduct with athletes	☐	☐	☐	☐
Motivates athletes effectively	☐	☐	☐	☐

Overall, how effective has your **assistant coach** been this year?

Highly effective	Somewhat effective	Somewhat ineffective	Highly ineffective
☐	☐	☐	☐

What do you consider to be the strengths of your assistant coach?

_____

_____

_____

_____

What suggestions do you have that might help your assistant coach be more effective?)

_____

_____

_____

_____

Please include any other comments you feel are appropriate.

_____

_____

_____

_____

FORM C1: CAL STATE SAN MARCOS ATHLETICS:
PERFORMANCE APPRAISAL for
HEAD COACHES

Name _____   Sport _____

Appraisal Period _____   Years in Current Position _____

Team GPA _____   Graduation Rate_____

Conference/ National Championship Appearances _____
_____
_____
_____

Awards / Special Recognition for Coach / Athletes
_____
_____
_____

The following scale will be used to rate performances in each of the areas listed below. Ratings of unsatisfactory and marginal performance or of outstanding performance will be accompanied by written comments.

NA	Not Applicable or not observed	3	Satisfactory
1	Unsatisfactory	4	Commendable
2	Marginal	5	Outstanding

I.   COMMITMENT TO THE GOALS OF THE UNIVERSITY/DEPARTMENT OF ATHLETICS

    a.   Demonstrates commitment to the mission and purpose of the university   _____
    b.   Demonstrates commitment to the mission and purpose of Athletics   _____
    c.   Communicates effectively with internal groups: other coaches and staff   _____
    d.   Works cooperatively with internal groups: other coaches and staff   _____
    e.   Communicates effectively with external groups: faculty, boosters, media,
              fans, and parents   _____
    f.   Conducts self and program in a professional manner at all times   _____
    g.   Attends meetings and Athletics Department functions as requested   _____
    h.   Supports community events through team and personal participation   _____
    i.   Demonstrates commitment to NCAA Division II and CCAA Compliance   _____
    j.   Sets meaningful goals for team athletic achievement   _____

COMMENTS

Approved by Academic Senate 2/3/16

II.   ADMINISTRATIVE QUALITIES

        a.   Effectively plans, administers, and monitors team scheduling   _____
        b.   Effectively plans, administers, and monitors team travel   _____
        c.   Completes reports promptly and maintains organized records   _____
        d.   Has developed and enforces written team rules and expectations
                on and off the field, and on and off the campus   _____
        e.   Arranges a competitive competition schedule within budgetary limits   _____
        f.   Makes effective use of Assistant Coaches and student workers   _____
        g.   Manages sport budget effectively   _____
        h.   Participates in the promotion of the sport   _____
        i.   Demonstrates adherence to Athletics Department policies relating to
                purchasing and travel   _____
        j.   Makes effective use of resources   _____
        k.   Overall management of the sports program   _____

COMMENTS

III.   COACHING SKILLS

        a.   Displays a technical knowledge of the sport for competitive NCAA DII play   _____
        b.   Maintains a current knowledge of sport rules and trends   _____
        c.   Demonstrates ability to effectively teach players in sport techniques   _____
        d.   Demonstrates ability to motivate players to produce maximum results   _____
        e.   Exercises control, leadership, and sound judgment during practices
                and competitive events   _____
        f.   Maintains a positive rapport with and shows respect toward athletes   _____
        g.   Provides a positive role model for student athletes   _____

COMMENTS

Approved by Academic Senate 2/3/16

IV.   RULES COMPLIANCE

      a.   Understands and complies with NCAA DII rules and regulations   _____
      b.   Understands and complies with applicable university student-athlete
           recruitment policy   _____
      c.   Understands, instructs athletes regarding, and enforces university
           Student-Athlete Code of Conduct   _____
      d.   Understands and complies with university regulations   _____
      e.   Understands and complies with Athletics Department policies and procedures.   _____

COMMENTS

V.   ATHLETE ACADEMIC ACHIEVEMENT

      a.   Promotes student-athlete academic progress   _____
      b.   Works cooperatively with academic support services to monitor the
           academic progress of student-athletes   _____
      c.   Makes a consistent effort toward the improvement of graduation
           rates for team members   _____
      d.   Overall team academic achievement   _____
      e.   Supports and encourages student-athletes in the use of academic
           resources and advising   _____

COMMENTS

Approved by Academic Senate 2/3/16

VI.   RECRUITING

        a.   Establishes an effective recruiting system that is consistent with NCAA DII,
               university, and department philosophy and available budgets   _____
        b.   Establishes a rapport with regional high schools and coaches   _____
        c.   Responds promptly to all inquiries and correspondence   _____
        d.   Accurately assesses prospective student-athletes and effectively
               awards available athletic aid within institutional and team limits   _____

<u>COMMENTS</u>

<u>OVERALL RANKING AND COMMENTS</u>   Overall Ranking: _____

| 1 Unsatisfactory |
| 2 Marginal |
| 3 Satisfactory |
| 4 Commendable |
| 5 Outstanding |

A copy of this evaluation will be placed in your Personnel Action File five (5) or more days from this date. Within ten (10) days following receipt of this evaluation, you may attach or submit a
response or rebuttal to this evaluation to your Personnel Action File and/or request a meeting with the evaluator.

By signing this form, you are **not** indicating that you agree with the evaluation. Your signature indicates
that you have been provided with a copy of this evaluation.

_____
Signature of Head Coach   Date

_____
Signature of Director of Athletics   Date

Approved by Academic Senate 2/3/16

FORM C2: CAL STATE SAN MARCOS ATHLETICS:
PERFORMANCE APPRAISAL for
ASSISTANT COACH

Name _____   Sport _____

Appraisal Period _____   Years in Current Position _____

The following scale will be used to rate performances in each of the areas listed below. Ratings of
unsatisfactory and marginal performance or of outstanding performance will be accompanied by written comments.

NA	Not Applicable or not observed	3	Satisfactory
1	Unsatisfactory	4	Commendable
2	Marginal	5	Outstanding

I.   COMMITMENT TO THE GOALS OF THE UNIVERSITY / DEPARTMENT OF ATHLETICS

a.	Demonstrates commitment to the mission and purpose of the university	_____
b.	Demonstrates commitment to the mission and purpose of Athletics	_____
c.	Communicates effectively with internal groups: other coaches and staff	_____
d.	Works cooperatively with internal groups: other coaches and staff	_____
e.	Communicates effectively with external groups: faculty, media, fans, and parents	_____
f.	Conducts self and program in a professional manner at all times	_____
g.	Attends meetings and Athletics Department functions as requested	_____
h.	Supports community events through personal participation	_____
i.	Demonstrates commitment to NCAA DII & CCAA Compliance	_____
j.	Sets meaningful goals for team athletic achievement	_____

COMMENTS

II.   ADMINISTRATIVE QUALITIES

a.	Effectively assists with team scheduling (if applicable)	_____
b.	Effectively assists with team travel (if applicable)	_____
c.	Completes reports promptly and maintains organized records	_____
d.	Enforces written team rules and expectations on and off the field, and on and off the campus	_____
e.	Maintains expenditures within budget parameters	_____
f	Participates in the promotion of the sport	_____
g	Demonstrates adherence to Athletics Department policies relating to purchasing and travel	_____
h.	Makes effective use of resources	_____
i.	Keeps abreast of departmental communications, including via e-mail and voice-mail	_____

COMMENTS

Approved by Academic Senate 2/3/16

III.   COACHING SKILLS

  a.   Displays a technical knowledge of the sport for competitive NCAA DII play   _____
  b.   Maintains a current knowledge of sport rules and trends   _____
  c.   Demonstrates ability to effectively teach players in sport techniques   _____
  d.   Demonstrates ability to motivate players to produce maximum results   _____
  e.   Exercises control, leadership, and sound judgment during practices
          and competitive events   _____
  f.   Maintains a positive rapport with and shows respect toward athletes   _____
  g.   Provides a positive role model for student-athletes   _____

COMMENTS

IV.   RULES COMPLIANCE

  a.   Understands and complies with NCAA DII rules and regulations   _____
  b.   Understands, instructs athletes regarding, and enforces university
          Student-Athlete Code of Conduct   _____
  c.   Understands and complies with university regulations   _____

COMMENTS

V.   ATHLETE ACADEMIC ACHIEVEMENT

  a.   Promotes student-athlete academic progress.   _____
  b.   Works cooperatively with academic support services to
          monitor the academic progress of student-athletes.   _____
  c.   Makes a consistent effort toward the improvement of graduation
          rates for team members.   _____
  d.   Supports and encourages student-athletes in the use of academic resources
          and advising.   _____

COMMENTS

Approved by Academic Senate 2/3/16

VI.   RECRUITING

        a.   Understands that the head coach is responsible for recruiting,
                and coordinates all recruiting efforts with the head coach   _____
        b.   Understands NCAA DII rules governing contact with recruits   _____
        c.   Makes no offers or promises regarding university admissions, scholarships,
                etc., without the prior written approval of the head coach   _____
        d.   Establishes a rapport with regional high schools and coaches   _____
        e.   Responds promptly to all inquiries and correspondence   _____
        f.   Accurately assesses prospective student-athletes   _____

COMMENTS

OVERALL RANKING AND COMMENTS   Overall Ranking: _____

1 Unsatisfactory
2 Marginal
3 Satisfactory
4 Commendable
5 Outstanding

A copy of this evaluation will be placed in your Personnel Action File five (5) or more days from this date. Within ten (10) days following receipt of this evaluation, you may attach or submit a
response or rebuttal to this evaluation to your Personnel Action File and/or request a meeting with the evaluator.

By signing this form, you are *not* indicating that you agree with the evaluation. Your signature indicates that you have been provided with a copy of this evaluation.

_____   _____
Signature of Assistant Coach   Date   Signature of Director of Athletics   Date

_____
Signature of Head Coach   Date

Approved by Academic Senate 2/3/16

FORM D: INTERNAL PEER INPUT (OPTIONAL)

HEAD OR ASSISTANT COACH'S NAME _____

SPORT _____ YEAR _____

INTERNAL PEER NAME _____

RELATIONSHIP TO COACH _____

PROVIDE ASSESSMENT OF COACH'S PERFORMANCE BELOW:

PEER SIGNATURE: _____ DATE: _____