

AGENDA
Executive Committee Meeting
CSUSM Academic Senate
Wednesday, February 25, 2015, 12:00 –1:50 pm
Provost's Conference Room – Kellogg 5207

- I. **Approval of Agenda**
- II. **Approval of Minutes – 2/18/15**
- III. **Chair's Report, [Laurie Stowell](#)**

Referrals to Committee:
Department RTP Documents: Biology, Chemistry, Computer Science Mathematics
- IV. **Vice Chair's Report, [Debbie Kristan](#)**
- V. **Secretary's Report, [Vivienne Bennett](#)**
- VI. **Provost's Report, [Graham Oberem](#)**
- VII. **Vice Provost's Report, [Kamel Haddad](#)**
- VIII. **NEAC Consent Calendar (attached)**
- IX. **Discussion Items**
 - A. **BLP: Moving Self-Support Academic Programs to State Support (attachment)** *Page 3*
 - B. **Senate Officers: Continuation of Discussion Regarding California Community Colleges Plan to Offer Four-Year Baccalaureate Degrees – Plan of Action (2 attachments)**
 - State Senate Chair Steven Filling's Memo to Chancellor White *Page 5*
 - ASCSU Executive Committee Report on CSU Campus Responses to CCC Pilot Baccalaureate Degree Proposals *Page 6*
 - C. **Health Information Management MS**
 - BLP: Report on Health Information Management MS *Page 7*
 - D. **MS in Kinesiology**
 - UCC: Report on Master of Science in Kinesiology *Page 9*
 - Catalog Copy – Master of Science in Kinesiology *Page 10*
 - E. **GEC: Decertification of Courses Whose Departments Have Not Responded to the Lower Division Recertification Call**
 - F. **GEC: Update on GEC meeting with Rona Halualani (Halualani & Associates)**
 - G. **Senate Officers: Update on Diversity Mapping Discussion (2 attachments)**
 - Recommendations from Halualani and Associates *Page 13*
 - Matrix of Campus Recommendations *Page 29*
 - H. **FAC: Emeritus Policy (attachment)** *Page 32*
 - I. **GEC: Proposed GE Assessment Plan (Marshall Whittlesey, Melissa Simnitt) (attachment)** *Page 39*
- X. **EC Members Concerns & Announcements**

CONSENT CALENDAR

NEAC Recommendations
(for Senate approval 3/4/15)

<i>Committee</i>	<i>Seat & Term</i>	<i>Name</i>
Academic Senate	CEHHS at-large 14-16	Susan Andera
Provost's Space Advisory Group	CoBA 14-16	Bennett Cherry

Procedure for Moving Self-Supported Academic Programs to State-Supported Funding
Revised Draft 2/7/15

Rationale: *As CSUSM first contemplated opening new academic programs via Extended Learning as fully self-supported programs, many asked how programs might be moved to state supported funding sources when the budget and enrollment expansion are sufficient to support the program. While it is possible to bring self-supported programs into the state-supported budget, the benefits and costs (including potential costs to other state supported programs) must be evaluated before any such moves are made. Such a proposal must ultimately be approved by the Chancellor's Office. This document establishes a consistent, consultative process for considering whether existing self-supported programs should be moved to the state supported budget. This proposed procedure is intended to establish a process by which such a budget move will be considered by the Academic Senate, once it is proposed by faculty from within a program. The appended template is derived from the P form.*

Definition: Procedure for the moving of self-supported, for-credit programs to a state supported budget and funding source

Authority: The President of the University

Scope: Self-supported, for-credit programs considered for movement to state supported funding

Procedure:

1. Proposals to move self-supported programs to state-supported funding shall be generated by faculty within those programs. Faculty generating proposals shall work closely with the Dean of the college in which the program is housed (or his/her designee) to fill out all required paperwork. This paperwork shall include any documentation required by the Chancellor's Office as well as a proposal based upon CSUSM's approved template.
2. Proposals shall be considered for approval by the Academic Senate after review by the
 - a) appropriate College-level planning committee;
 - b) appropriate College Dean; and
 - c) BLP

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

1. Program Identification

- 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 self-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?
- 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-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 have been 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. Faculty and Staff resources. 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. Include 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-supported delivery model? Indicate the commitment of the campus to provide these resources.
- e. A report provided by IITS. How will existing academic technology, equipment, and other specialized materials be impacted by the program's move to self-supported delivery?²

5. Budget & Anticipated Revenues from Program Expansion

In consultation with the appropriate Dean (or his or her designee) prepare and include a draft budget and revenues spreadsheet for state supported programs.³ Include a budget narrative that identifies state-supported funding sources and explains how any deficits will be covered.

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.

³ Contact Academic Programs for the spreadsheet.

Chancellor Tim White

Attached please find the ASCSU Executive Committee Report on CSU Campus Responses to CCC Pilot Baccalaureate Degree Proposals. You should find a one-page report, an 11x17 spreadsheet summarizing responses from the campuses, and a USB drive which contains all of the responses and commentary we received. We appreciate your understanding of the need for a thoughtful and wide review process for the proposals. In the future, we hope that the CCC system will afford the CSU sufficient consultation time for a thorough review prior to a Board of Governors action.

We understand that you will be speaking with CCC Chancellor Harris to provide him with the CSU's perspective on program duplication. If we can provide any further assistance as this process moves forward please don't hesitate to let us know.

Thank you for your advocacy for the CSU and our students

Steven Filling
Chair, Academic Senate California State University

ASCSU Executive Committee Report on CSU Campus Responses to CCC Pilot Baccalaureate Degree Proposals

“A baccalaureate degree pilot program shall not offer a baccalaureate degree program or program curricula already offered by the California State University or the University of California.” (Excerpt from SB 850 Chapter 747)

ASCSU received responses from all 23 CSU campuses. There was strong concurrence between the faculty and administration. The key findings are:

- No campus reported that the proposed Mortuary Science degree duplicated a CSU bachelor's degree program.
- Multiple CSU campuses reported duplication or concerns about the remaining CCC degree proposals.

Key Concerns Regarding CCC Proposals and Process

- Program proposals not in conformity with SB 850, e.g., proposed consortia on multiple campuses within a district; arguments based on regional needs
- Overlap with CSU degree concentrations/options; overly specific/narrow application
- Misleading nomenclature for proposed degree programs and/or curricular content
- Overlap with existing 2+2 partnerships
- Inadequate timeline for response

Ongoing Concerns Regarding CCC Baccalaureate Programs

Last year the ASCSU expressed concerns about the CCC BA Pilot Program during the legislative process in two resolutions: AS-3143-13/AA and AS-3163-14/AA. An ongoing primary concern is that the CCC Baccalaureate Pilot Program will use scarce state resources to duplicate existing CSU/UC infrastructure and capabilities. Another primary concern is our understanding of the nature of a quality baccalaureate degree, which should represent more than workforce preparation and should prepare students for lifelong learning rather than an entry-level job. Also at issue are the development and provision of upper division General Education courses, which should not be “tools” courses or courses within the major. Such approaches are inconsistent with the required GE breadth as articulated in Title 5. Finally, we believe that the Pilot Program as instantiated by SB 850 fails to take advantage of the model of faculty collaboration developed and implemented in response to the STAR Act [SB 1440]. The SB 1440 model enables cooperation across segments in pursuit of efficiently meeting the educational needs of California's students.

Report from BLP, Health Information Management MS: (COBA)
January 15, 2014

The Budget and Long Range Planning Committee (BLP) has reviewed the Health Information Management MS as well as the resource implications of the program's launch. We thank proposer, Jack Leu, and his colleague, George Diehr for their input and assistance as we reviewed the program's resource implications. This program will be launched through self-support as an extension of the current Health Information Technology Certificate, which is funded through self-support,

Program Overview:

The Health Information Management (HIM) MS program was written with a grant from the Commission on CSU Extended Learning as was its precursor, the Health Information Technology (HIT) Certificate. The grant also supports faculty professional development to stay current in the field of study and provides for resources such as various media and materials; membership in professional organization; expenses to attend conferences and visits to other institutions offering similar programs. The HIM program was written and launched with the intention of progressing into a master's degree program. The HIM is comprised of the existing 12-unit HIT certificate, a new 14-unit certificate, and a 4-unit practicum. The practicum will serve as the culminating experience required for a Master's degree. The existing HIT Advisory Board supports the expanded program and assisted in its development. Current HIT students and graduates have indicated a desire for the additional HIM certificate and the MS degree. At this time, that would be 42 possible students.

Program Demand:

Healthcare information management is a rapidly expanding field with positive job prospects indicated by the bureau of Labor Statistics, The Office of the National Coordinator for Health Information Technology, Health Research institute, and a survey by the College of Health Information Management Executives. The San Diego Workforce Partnership Industry Reports indicate an "...acute local need for trained workers who can bridge the gap between the IT and healthcare worlds and navigate both comfortably, making the creating of education programs that can provide this training and development an integral part of the growth of HIT in San Diego County." (P-form, p.12)

Resource Implications:

Faculty:

There are currently 9 full time faculty, 1 adjunct faculty, and 1 professor Emeritus listed as faculty who could teach in the program. That is sufficient to support this program, and salaries are provided through the self-support model.

Space and Equipment:

There is access to smart classrooms and the online course management system currently in place. The courses will be offered in the evenings and on weekends to meet the needs of the working professionals who will need the certificates and pursue the MS degree. Currently, that schedule aligns with underutilized times. Since there is no new faculty at this time, additional space and equipment are not in the EL budget.

Staff:

Staff advising and staff assistance for this program are funded through the self-support model. Staff advising (including transcript reviews) will continue to be handled by EL staff; EL also provides additional staff for the Department on an as-needed basis.

49
50 *IITS and Library:*

51 The library report indicates that if specialized healthcare industry reports and continued subscription to
52 such high cost resources as Euromonitor Passport are needed, the budget will need to be revisited. The
53 library subject specialist for COBA will serve as the liaison to the Certificate in Professional Accounting.
54 The EL budget includes 1.5% of the total budget per year for library support and 1.5% for IITS support.
55

56 The proposal indicates that new software will be donated. IITS memo responds that IITS has the capacity
57 to support adding software to the Markstein labs; however, it does not have the capacity to provide
58 support on weekends or evenings, which is when the courses will be held.
59

60 It should be noted that that all new programs require support from existing library and IITS faculty and
61 staff. That support increases with professional development necessary for new faculty. As the campus
62 continues to grow and new programs are added, whether they are funded through self or state support,
63 new positions must be considered to maintain the current level of support. This program will be
64 evaluated annually with regard to library and technology needs to ensure sufficient support. It is
65 anticipated that with more use of classroom space in the evenings and on weekends, there will also be
66 increased need for support from IITS at those time.
67

68 Close attention should be paid to any possible budget deficits.
69

70 **Recommendation:**

71
72 Program Costs are consistent with the \$695-750 cost per unit of typical master's program in COBA. BLP
73 unanimously approves of the Health Information Management MS Program.
74
75
76

Report from the University Curriculum Committee (UCC), M.S. in Kinesiology

In AY 2013/2014, the CSUSM Academic Senate approved a P form to create a new Master of Science Degree Program in Kinesiology along with 13 new graduate-level courses. However, this program was not approved by the CSU Chancellor's office during subsequent review in Summer 2014. The Chancellor's office considered that there was insufficient justification to offer the program through Extended Learning given the existence of CSUSM's state-supported undergraduate degree program in Kinesiology and the abundance of state-supported Master's programs in Kinesiology at other CSUs. UCC received a revised version of the M.S. in Kinesiology P form in Jan. 2015, with the significant revision that the proposed program will now be offered "stateside". Because all of the component courses of the degree were approved in 2014, UCC's review focused only on the program as a whole. Following consultation with the proposing faculty (Jeff Nessler, Kinesiology) during Jan. and Feb. 2015, UCC voted to recommend the P-form for Senate approval.

The program will proceed over four semesters, with students taking nine units of coursework each semester (36 total). All students will take the same series of courses, with no elective units or concentrations within the program. There is some variation in the order of the courses between cohorts, but all students will take the core courses KINE 502 (Research Methods) and KINE 503 (Advanced Statistical Analysis) during their first two semesters in the program. A seminar series (KINE 506-508) is designed to familiarize students with the primary literature in Kinesiology and will help prepare students for the thesis proposal and thesis. During the second year of the program, all students will participate in faculty-supervised independent research projects which will culminate in the presentation of the thesis (KINE 698: Thesis). Students who do not complete their thesis in two years can enroll in a thesis extension course (KINE 699) in subsequent semesters.

Cohort sizes of 18-24 new students are expected to be admitted annually to the program. Dr. Nessler acknowledged the substantial research supervision burden this will place on Kinesiology faculty, but noted that cohort size will be continuously adjusted to match the ability of Kinesiology faculty to accommodate new graduate student researchers. The B.S. in Kinesiology program is impacted, and the department plans to increase the GPA requirement for entry into the major in Fall 2015, thereby decreasing the number of students in the undergraduate program and freeing up faculty resources to support the graduate program. In addition, undergraduate students will be allowed to take some of the graduate courses as upper division electives, potentially reducing the number of undergraduate electives that will need to be offered every semester.

For the complete proposal, visit the Curriculum Review website, line 96:

http://www.csusm.edu/academic_programs/catalogcurricula/2014-15_curriculum_coehhs.html

Proposed Catalog Language for the Master of Science in Kinesiology

The Master of Science Program in Kinesiology is a 36-unit program characterized by innovative coursework and robust laboratory experiences. The Program will prepare graduates to enter careers requiring a Master's Degree or initiate doctoral study in Allied Health (e.g. Physical Therapy), Exercise Physiology, Biomechanics, or other related fields. Led by top-notch faculty, students will actively participate in hands-on learning in the classroom and laboratory. The program requires students to complete a thesis and is designed to strengthen the breadth and depth of students' content knowledge and applied skills in Kinesiology and its sub-disciplines.

Graduates will be prepared for work in various fields including worksite health promotion, clinical exercise physiology, cardiac rehabilitation, commercial fitness, public/private or non-profit health agencies, chronic disease prevention in community settings, teaching/coaching at the community college level, independent research in the field of specialization, or continued graduate study at doctoral-granting institutions.

Faculty in the Department of Kinesiology at CSU San Marcos are innovative, productive scholars dedicated to student-centered instruction as well as scientific investigation in various settings. Our state-of-the-art laboratories maintain all equipment needed to sustain such a program and provide students with various hands-on opportunities. The faculty consists of experts in exercise physiology, motor control and learning, biomechanics, physical education, and public health. Overall, this program will produce graduates who are independent learners prepared to initiate doctoral study, seek careers in health care or health and fitness, and become leaders in addressing health outcomes in the North San Diego County region.

Student Learning Outcomes: Upon completion of this program, students will be able to:

1. Articulate the role of exercise and physical activity in reducing the onset and severity of chronic disease based upon examination of evidence-based content.
2. Master applied laboratory and measurement skills commonly used in Kinesiology.
3. Demonstrate proficiency in public speaking and scientific writing.
4. Explain the physiological origins of human movement, including its interactive relationship with one's environment and its relation to public health and physical activity.

5. Demonstrate the ability to think critically and synthesize new information through successful completion of a thesis.

Admission Requirements and Application Materials:

Students will be required to submit official transcripts to the Graduate Coordinator describing all college coursework, three (3) letters of recommendation, as well as a letter of intent describing their rationale for applying to the Program, career goals, and desire to work with a specific faculty member

Applicants will also have an undergraduate GPA ≥ 2.80 , GRE verbal and quantitative score ≥ 140 and analytical writing score ≥ 3 , as well as an undergraduate degree in Kinesiology/Exercise Science or related field with prior coursework in Anatomy and Physiology, Exercise Physiology, Motor Learning or Biomechanics, and Statistics.

Please send all materials to:

Todd A. Astorino Ph.D, Graduate Coordinator
Department of Kinesiology, CSU San Marcos
333 S. Twin Oaks Valley Rd
San Marcos, CA 92096-0001

Application Deadlines:

The Program only accepts fall admissions, with an application deadline of March 1. However, applications may be accepted for review at other times if vacancies exist.

Degree Requirements:

KINE 500: Biomechanics (4)
KINE 501: Motor Control (4)
KINE 502: Research Methods (3)
KINE 503: Advanced Statistics in Kinesiology (3); prerequisite = 502
KINE 506: Seminar in Kinesiology-I (2)
KINE 507: Seminar in Kinesiology-II (2)
KINE 508: Seminar in Kinesiology-III (2)
KINE 510: Physical Education Methods (3)
KINE 524: Public Health (3)
KINE 526: Advanced Exercise Physiology (4)
KINE 595: Practicum (3)
KINE 698: Thesis (3)

Continuation:

Students will be required to maintain a minimum GPA equal to 3.0. Students will be required to retake the coursework in which a grade less than B- was earned. If students retake courses

and are still unable to meet this GPA, they will be disqualified from the program. For further information, refer to the University Catalog for the graduate repeat policy.

Students must be continuously enrolled unless they apply for a leave of absence. Students who are not continuously enrolled or who have a leave of absence longer than two semesters will be dropped from the program and must reapply.

All degree requirements are to be completed within five years after acceptance into the graduate program. Authorized leaves of absence do not extend the time limit for completion of the degree.

Advancement to Candidacy:

By the end of year 1 of the Program, students must select a primary advisor from the Kinesiology faculty whose interests align with those of the student. Students will choose two additional faculty members, at least one of whom must be Kinesiology faculty, to serve on their committee. To advance to candidacy, the student must:

1. Form a thesis committee and submit a thesis committee approval form to each member of the committee and the Graduate Coordinator.
2. Submit a thesis proposal to committee members which describes the topic, explains initial aims and anticipated results, and demonstrates that the project can be successfully completed by the end of year 2 of the program.
3. Receive approval of the proposal form from all committee members.
4. Write and submit a review of literature in support of his or her thesis topic to be evaluated for the Graduate Writing Assessment Requirement (GWAR). Students must receive a passing score in order to advance to candidacy.

Leverage Points & Recommendations - Composed By Dr. Rona T. Halualani, Managing Principal and Founder

Halualani and Associates has identified the following leverage points and recommendations for California State University San Marcos in terms of the future directions and pathways with regard to maximizing its work on diversity, inclusion, and equity. These recommendations were informed by the diversity mapping analysis.

From this mapping project, it is clear that California State University San Marcos has mostly second order items (demonstrations of diversity commitment through concrete actions and efforts). **We note that California State University San Marcos should feel heartened by such progress; however, it will need to make a concerted effort to transition from the second order stage to the third/fourth order stages (sustained, meaningful, and assessed actions that demonstrate high impact and campus transformation). Assessment of diversity efforts (across all efforts) needs to be strengthened.**

1.0 Institutional Practices

Recommendation #1.1: CSU San Marcos Needs To Create a “Strategic” Diversity Master Plan and a Potent Diversity Organizational Structure. While every major division at the university is involved in some diversity effort and there is some solid momentum (with 557 diversity efforts and 824 diversity-related courses - undergraduate and graduate) in diversity and inclusion work at California State University San Marcos, there is no evidence of a concerted or intentional, organizational approach/strategy to diversity and inclusion on campus. Such an approach or strategy is needed to make major strides and sustain targeted momentum in diversity achievement on all levels. Higher educational institutions can no longer rest on the “laurels” of past diversity efforts or commitments; efforts and commitments in this vein must be continually re-articulated and planned out to actualize true inclusive excellence. (The first iteration of a diversity plan for CSU San Marcos appears to be more of a foundational and “building” plan - however, there were no strategic priorities set with regard to a diversity vision and framework as convened on by campus members.)

In this regard, Halualani & Associates recommends two major components related to a diversity organizational change approach/strategy at California State University San Marcos:

- a) the formation of a new diversity strategy or master plan with a clear vision, framework, and set of goals (this diversity strategy or master plan would**

identify specific action steps, needed processes and resources, outcome measures and metrics, and an assessment schedule); and

b) a key, resourced, diversity organizational structure (like your own Office of Diversity, Educational Equity, and Diversity) that is conducive to facilitating transformative change (4th order) around diversity and inclusion.

By “key diversity organizational structure,” we refer to a comprehensive, multilayered division or office led by your diversity leader (Associate Vice President for Diversity, Educational Equity, and Inclusion and Ombud Services) that incorporates the following functions:

1) visioning (“charting the path”) function: the proactive strategizing and planning for the future needs of making California State University San Marcos a highly engaged, inclusive, and productive climate around diversity and inclusion;

2) support and engagement function for faculty, staff, leadership, and students (“building up the campus community with skills and perspectives”): the strategic delineation, planning, and provider of professional development training and support for the following campus constituencies:

- faculty members [on issues of inclusive pedagogy and engaged learning through diversity as connected to core subject matter; the idea being that when students are fully engaged around diversity considerations and learning levels, student learning increases in core subject matter as well (disciplinary content, theory, core subject matter, core skills such as writing, research methods, critical analysis, relational building), intercultural competencies, discussion facilitation];
- staff members (on issues of intercultural competency, discussion facilitation);
- leadership (on issues of intercultural competency, discussion facilitation, mentoring);
- students (on issues of intercultural competency, discussion facilitation, allies and coalition building);

c) (connects to 2.13) student success and academic achievement capacity (“facilitating and ensuring” academic excellence for historically disadvantaged groups): working with all other campus divisions regarding high-impact strategies and interventions for reducing the achievement gaps and facilitating optimal conditions for the student success of all students (women, historically underrepresented racial/ ethnic/classed groups);

d) diversity assessment and analytics (connecting all diversity strategies and actions to impact measures, outcomes, and rigorous analytics); many campuses have started to hire “diversity analytics/assessment” associates to fill such a role.

***We recommend that issues of equity NOT be contained within this division.**

The current dilemma in higher education is how to integrate diversity building efforts with equity issues (for e.g., discrimination, hostile interactions) without diverting attention away from either. Because this diversity division will be focused on the strategic visioning, implementation (the “building” of diversity), and assessment, it is important not to “swallow” its energies up with the exhausting work of equity and compliance; these areas can be more adequately managed by Human Resources or its equivalent units. [Although this division can be connected to equity work, there are significant diversity issues at CSU San Marcos (that we detail in this document) that need full attention and focus.]

This above delineated structure requires more than just 2-3 individuals; it will need to be “all hands on deck” with the strategic incorporation of related offices (multicultural center, support services for specific underrepresented groups, related roles, and positions). If not, the momentum driving the diversity work may diminish or cease altogether if it is centered around a few individuals who may move on from the university. Structures stand as more stable vehicles to bring about change and strategic efforts. Universities that are beginning their work in diversity and inclusion often commit to an unfolding organizational structure of at least 2 - 3 layers thick (with the diversity leader, support team, and key related offices and positions framed under the aforementioned functions) over two years. By incorporating key functions to a division that is dedicated to diversity and inclusion, greater credibility and valuation is afforded to that division so that it does not become perceived as a mere “nod” to diversity and inclusion [or an isolated unit that solely works on special case issues or circumstances (for e.g., discrimination, inequities, grievances)].

Recommendation #1.2 (connects to 1.1): More specifically, for a future “strategic” diversity master plan, we recommend the following goal areas for CSUSM to focus on (as informed by the diversity mapping):

- Diversifying and Retaining Faculty (A Goal For An Area Already Receiving Significant Action From CSUSM — but could be solidified and institutionalized more through this plan; more needs to be done on the retaining aspect of diverse faculty)

- Building Our Skills & Perspectives Towards Diversity Excellence (Professional Development on Diversity Engagement for Faculty & Staff Members, Constructive Dialogue Participation and Engagement, Navigating and Addressing Microaggressions) (A Goal Based On the Limited Attention/Action To This Area)
 - Building Our Skills & Perspectives Towards Diversity Excellence (Curricular Focus, Specific Learning Competencies and Outcomes Related To Social Justice and Diversity Engagement for Students, Constructive Dialogue Participation and Engagement, Navigating and Addressing Microaggressions) (A Goal Based On the Limited Attention/Action To This Area)
 - Educational Excellence For Our Students (Specific Retention-Graduation Initiatives for Your Diverse Students, HSI Students)
 - Community Alliances and Partnerships as Learning Labs (Community Projects as Learning and Research Labs for Students and Faculty - Allows for Maximum Diversity Engagement (A Goal Based On CSUSM's Current Strength In This Area)
 - *Please note that we do not want to force these areas above but we do see the above areas as optimal goal areas either because of the absence of any recent activity or commitment or because of a current leverage point in the area so as to make sustained, significant progress (i.e., turning the corner on excellence). CSUSM's Diversity Master Plan should be an organic, collaborative process through which all campus members are consulted.*
 - **Recommendation #1.3: CSU San Marcos Needs To “Break Down” Entrenched Interpersonal Hostilities Among Faculty/Staff.** Our qualitative data collection (in-depth interviews, focus group sessions) uncovered so many deeply felt hostilities shared among faculty and staff members. Faculty and staff participants identified instances of being “bullied” by their peers, pointed out that some voices have more identity privilege at CSUSM than others, and that some faculty/staff stand as “administrator favorites” who can get away with “bad behavior.” These hostilities — as discussed by faculty, staff, students, and administrator participants — dominated the qualitative sessions. As such, these “interpersonal hostilities” are seriously impeding the diversity progress of CSUSM and will continue to do so if not addressed.
- We understand that some hostilities are deeply historical, personal, and may not be able to be repaired at any time soon. However, given the advantageous size and great potential of your campus community, having all faculty and staff

work together on shared diversity priorities can help to bridge the divide. As such, we recommend the following:

a) The Creation and Resourcing of Design/Implementation Teams To Work Together Across Departments, Divisions, Disciplines on a Shared Goal (Engaging Curriculum Around Key Racial/Ethnic Groups in the Region; Diversifying Faculty; Research Problematics) — This will require reassigned time, travel monies, stipends to entice faculty to work together on identified diversity goal areas for a future Diversity Master Plan. This could also be framed as “Inclusive Excellence Fellows” teams through which faculty members from each college/division would work together on goal areas of interest.

b) Reassigned Time For 1-2 Well-Respected Senior Faculty Member Who Can Help Bridge the Differences of Specific Interpersonal Factions and Have Them Work Together On Projects - These individuals could also help to facilitate the design/implementation teams discussed in point a (above).

c) (connects to 2.13) Training/Professional Development/Educational Sessions on Microaggressions in Higher Education (Peer to Peer) - There needs to be careful instruction and coaching to train faculty, staff, and administrators at CSUSM on how to address, confront, and navigate micro aggressions that occur in the work environment and campus contexts. Usually the focus at most campuses is solely on micro aggressions in the classroom; however, there appear to be volatile and hurtful comments being articulated in work settings and professional life. The goal is to increase an awareness of micro aggressions and how to confront these as well as pose constructive questions about the underlying functions of such comments and different ways to communicate frustration and conflict. The “Civility” campaign tries to address this but unfortunately, there is a perception that it merely “chills” speech and sanctions certain kinds of comments about “diversity.” Passionate and tense conversations about diversity are important to stretch our minds, hearts and ways of thinking about complex issues and rather than being completely stamped out, these need to occur in a higher education environment but done so carefully, mindfully, and with excellent facilitation and experience. A campus wide Dialogues program should be revisited (akin to the University of Michigan model). This may help prevent future interpersonal hostilities among campus members and or usher in the creation of a more collaborative environment. (Dr. Halualani has a list of potential trainers from other CSUs.)

d) (connects to 1.11) Training/Professional Development/Educational Sessions on Microaggressions in the Classroom - There needs to be extensive instruction and training on how to to address, confront, and navigate micro

aggressions that occur in the classroom. Faculty members feel uncomfortable when micro aggressions are made in class between students and expressed a desire to receive training in this area. This may help prevent future interpersonal hostilities among campus members and or usher in the creation of a more collaborative environment. (Dr. Halualani has a list of potential trainers from other CSUs.)

e) Information and Training for Senate in Facilitating Difficult Dialogues & Perspectives & Embracing Neglected Points of View - It will be helpful for the future to have Senate leaders receive specialized training on how to facilitate difficult dialogues and perspectives. Because the Senate is often the context through which diversity-based curricular decisions are discussed and ruled upon, Senate leaders help to establish and frame the dialogue about diversity at CSU San Marcos. While there is a specific set of rules that Senate deliberations must undertake, there are skilled Senate leaders from other CSU campuses that can help provide experience and training in this area (Dr. Halualani has a list of potential contacts.)

f) (connects to 2.1) Clarification on Native American Studies Curricular Scope — One key issue that came up in our qualitative data collection was the struggle over who gets to provide course offerings related to Native American Studies. Is this a function primarily tasked to the Native American Studies department and or is there a larger practice of consultation and collaboration? There appears to be an intellectual turf issue on this topic and this is a diversity-related issue that has fueled interpersonal factions at CSUSM. One recommendation is to have academic leaders have defining conversations with the Native American Studies department and its leaders/faculty members so as to respect their roles in this curricular area. (The assumption is that if they constitute Native American Studies, that their voice is instrumental in these curricular decisions; Academic leadership will need to be strong here.) However, at the same time, there is great potential for collaboration and consultation with other departments in that CSU San Marcos stands to offer the best Native American Studies courses in the entire CSU system. As such, conversations around collaborations and respectful ways to create cross-listed courses is needed. It is important to state that just because a department can offer a cross-listed course in Native American Studies does not necessarily mean it should or can. Conversations about academic expertise, inclusion of various key perspectives, course readings, and collaboration with the Native American Studies department are ALL essential. An outside Native American Studies faculty colleague who is experienced in this area (in a specific Native American

Studies program and working across many departments and divisions) may be needed to help navigate this further.

- **Recommendation #1.4: CSU San Marcos Needs To Implement Semester Town Hall Forums/Dialogues Around Diversity Questions/Areas:**

CSU San Marcos should hold ongoing town hall forums/campus dialogue sessions around diversity area or issues and these sessions should be facilitated by a trained outside expert in dialogue facilitation who can help connect and embrace various perspectives and vantage points. We recommend this because several campus members argue that they are not ALLOWED to articulate their views and there seem to be limited campus wide conversations about diversity and its complexities (the advantages, disadvantages, dilemmas, tensions, contradictions). As it stands now, there is a perception that only some perspectives are allowed to be articulated. Each town hall forum therefore can broach a complex but crucial question or issue for CSU San Marcos such as: What Is Our Responsibility at CSU San Marcos In Exposing Our Campus Members on a Full Range of Diverse Perspectives Given the Surrounding Region? How Do Specific Identity Rights Create Dilemmas For Each Other - Transgender & Women's Rights, URM & Of Color Designations? These forums can be practical regarding a CSUSM issue or tension and or something related to a larger issue in the nation (The Complexities of the "Black Lives Matter" Discourse). Such Town Hall forum can contribute to the intellectual and learning engagement around diversity. These even can be connected to courses, student learning objectives, assignments, and the co-curricular plan by Student Affairs.

- **Recommendation #1.5 (connects to 1.12): CSU San Marcos Needs To Encourage and Resource More Collaborations Across Academic Affairs and Student Affairs as well as Across All Divisions (As Deemed Suitable).** There were many collaborations between campus divisions on issues of diversity (although it appears that campus divisions and offices work in alignment on university-wide diversity efforts). The aforementioned diversity organizational approach/strategy will help to actively facilitate and sediment these connections and linkages across campus. For example, more productive collaborations can occur between Academic Affairs and Student Affairs in terms of diversity engagement, diversity/intercultural leadership, global citizenship, and coalition building through curricular pathways, co-curricular and beyond the classroom activities and participation by California State University San Marcos students. A "diversity engagement bundle" can be shaped through these collaborations that incorporate specific curricular pathways (on the academic side) with concrete/demonstrative activities and roles (on the Student Affairs side). This type of integrated model could involve events, student organizations, peer roles, and course work as well as shared learning rubrics to gauge student performance and achievement on diversity and engagement scales. In a type of Diversity Passport

program, events could be assigned to specific courses and their embedded student learning objectives and then its impact or learning about diversity could be linked to an assignment. In this way, Academic Affairs and Student Affairs could powerfully connect the curricular, cognitive, co-curricular, and experiential sides of student learning in diversity education at the university. Our firm would love for your campus to use our DELTA (Diversity Engagement Learning Taxonomy Assessment Scale) to help in this possible endeavor. (Dr. Halualani has more information for how to implement this.)

- **Recommendation #1.6: A major diversity assessment effort needs to be undertaken by California State University San Marcos.** Because we locate your campus in a 2nd order phase, the next phase involves examining all current diversity efforts in terms of the kind of impact that is being made and the university's decision to continue with such efforts. Thus, a systematic, university-wide assessment protocol should be adopted in terms of specific metrics, milestones, indicators, and data collection schedules on key diversity-related goals and objectives (perhaps those from a future diversity master plan). Key leaders and participants (faculty, staff, administrators) may benefit from assessment training in terms of how to design data collection mechanisms and evaluate progress on diversity-based outcomes. Moreover, all 2nd and 3rd order efforts as outlined by our mappings, should be examined to gauge the potential for 4th order transformation. (Dr. Halualani has outlined some ideas to share with you.)

- **Recommendation #1.7: Resource & Elevate the Faculty Staff Associations (Community Advisory Boards, Endowments, Grant Projects, They Lead Initiatives).** Our team was especially impressed with the activity and leadership level of the Faculty Staff Associations at CSUSM. We recommend that these associations be elevated and resourced even more to lead key diversity initiatives on campus. Perhaps, this could involve the following: professional development/training of faculty and staff (which is already occurring but can be done to more individuals with more resources); the dissemination of grant funds via the Faculty Staff Associations to interested parties on campus who would like to work on projects that benefit the mission/goal of one or ALL of the Faculty; the connection of these associations to racial/ethnic/gender community boards for community support and project partnerships; the connection of these associations for community fundraising and endowment support; the connection of these associations for diversifying faculty and staff recruitment and retention activities. CSU San Marcos possesses the advantages of its size and the excellent experience and energy of fantastic Faculty Staff Association members that could make this recommendation quite powerful. There is so much potential here!

- 295 • **Recommendation #1.8: Because CSUSM qualifies as a Hispanic-Serving Institution**
296 **(HSI), one of your Diversity Master Plan goals should be to engage in alignment**
297 **activities or appropriate actions that prioritize Hispanic student success and**
298 **excellence.** More specifically, has CSUSM reflected on the extent to which its
299 divisions and units are aligned on creating the most optimal conditions (fiscally,
300 enrollment-wise, curricularly and co-curricularly, faculty hires, staff hires, peer
301 mentorship, leadership attention, community connections, alumni connections) for
302 Hispanic student success. If CSUSM focuses in on diversity excellence, that
303 momentum and alignment can also transfer to a Hispanic student success focus. But
304 this will require explicit attention and resourcing towards this priority.
- 305 • **Recommendation #1.9: If a campus climate survey is undertaken to assess**
306 **campus members' experiences with and perceptions of diversity, we recommend**
307 **that the following areas of diversity be explored in the survey instrument:**
 - 308 • Perceptions of diversity-related events and experiences at CSUSM
 - 309 • Perception of the importance of diversity for CSUSM
 - 310 • Students's classroom experiences in relation to diversity (the perspectives
311 they are gaining and missing, difficult dialogues in the classroom,
312 microaggressions among peers and faculty instructors, explicit conversations
313 about power and inequalities)
 - 314 • Faculty and staff professional development related to diversity learning and
315 competencies
 - 316 • Faculty exposure to training on diversity pedagogy (content coverage,
317 inclusive pedagogical approaches, diversity issues)
 - 318 • Kinds of diversity conversations that campus members have experienced at
319 CSUSM
 - 320 • Discrimination experiences and observations
 - 321 • Microaggression experiences and observations
 - 322 • Perception of faculty and staff diversity from all campus members' points of
323 view
 - 324 • Campus members' desires of what should be in a Diversity Master Plan
 - 325 • Open-ended items on the most important aspects of diversity for CSUSM
- 326 • We especially recommend the use of the **Diverse Learning Environments**
327 **Survey by UCLA's Higher Education Research Institute** which gauges students'
328 experiences with diversity. There is currently no all inclusive climate instrument
329 that connects students' learning experiences with diversity and those
330 experiences related to faculty and staff members.

- **Recommendation #1.10: CSU San Marcos needs to create diversity efforts that are differentiated and targeted for graduate students and staff members.** These campus constituencies are not the current beneficiaries of the university's active diversity efforts. Differentiated efforts often acknowledge the importance and specificity of these campus constituencies in terms of their diversity needs. It might also be useful to create specific diversity efforts for Lecturers and Part-Time Faculty so that they feel valued and important in diversity work at CSUSM.
- **Recommendation #1.11 – See 1.3d and 1.12**
- **Recommendation #1.12: CSU San Marcos should address several key empty zones.** Our mappings reveal that California State University San Marcos's diversity efforts are spread across 18 different themes (Events, Trainings/Workshops, Clubs/Organizations, Mission Statement/Directive, among others). While this may indicate a level of breadth for diversity efforts, Halualani & Associates privileges the benefits of "depth" in terms of an university strategically identifying key thematic areas of diversity to focus on for the future. Such a strategy can be informed by what is currently being done and how this can be leveraged and extended further or by the "gaps" or "untapped areas" (or those thematic areas that have not been touched upon as of yet). We have identified the following "untapped areas": diverse faculty recruitment and retention, diverse staff recruitment and retention, student retention and graduation, diverse student recruitment & retention, diversity professional development for faculty, staff, diversity pedagogies and teaching excellence for faculty, and co-curricular items, curricular & co-curricular linkages. Again, though, this finding should lead into a campus collaborative decision on what thematic priorities exist for the future.

2.0 Curricular

- **Recommendation #2.1 (connects to 1.3f, 2.6): Given Recommendation #1.7, CSU San Marcos Needs To Elevate & Fortify Ethnic Studies, Women's Studies, and Native Studies.** If Recommendation #2.5 is established, it will fortify, resource, and elevate Ethnic Studies, Women's Studies, and Native Studies at CSUSM and these programs/ departments provide deep diversity engagement about complex issues of culture, difference, power, historical memory, and identity. These programs/departments need to be strengthened by way of tenure-track lines, budgets to help provide reassigned time for curricular development and outreach to create Ethnic Studies and Native Studies majors as well as certificate programs. Resources will also be needed to create General Education courses for the recommended GE depth areas. The elevated/resourced Faculty Staff Associations in line with the racial/ethnic/ gender community advisory boards (as delineated in Recommendation #1.7) can contribute to these elevated programs and departments

(Ethnic Studies, Women's Studies, Native Studies). These could be powerful partnerships. If CSUSM is serious becoming an longtime HSI and AANAPISI contender in the DOE grants world, then running interventions through established Ethnic Studies, Women's Studies, and Native Studies major and certificate programs and GE courses will be essential. (My team and I have also collected information on all Ethnic Studies and Women's Studies programs across the CSU System to inform this recommendation.)

- **Recommendation #2.2: Engage Active Duty/Veteran's Issues More in Efforts & Curricula.** Now that CSU San Marcos has a gorgeous Veteran's Center, it needs to create differentiated efforts for Active Duty/Veteran students and graduates (note: not many efforts in this regard emerged in our diversity mapping). This may include trainings, student support and advising, speaker events, social and academic support activities, research projects, and other services.

- **Recommendation #2.3: CSU San Marcos Needs to More Closely Examine How Diversity Is Incorporated Into Its Graduate Courses/Seminars.** California State University San Marcos features an exciting, robust curricular structure around diversity that can be maximized further (as delineated in the next several recommendations). However, there needs to be an analysis of the extent to which diversity is engaged at the graduate level. It was not clear from the syllabi and assignments as to the curricular components in the graduate offerings; oftentimes diversity was mentioned in "passing" but not threaded through its syllabi or student learning objectives.

- **Recommendation #2.4: CSU San Marcos Needs To Discuss Why Many Diversity-Related Undergraduate Courses That Were Identified in the Diversity Mapping Are Not Regularly Offered in the Schedule.** We found that there are more diversity-related undergraduate courses on the books at CSUSM than are actually offered. As such, we strongly recommend that academic leaders discuss this and see if there are gaps in instructional expertise to teach those courses and therefore, if these gaps and needs in diversity learning translate into a need for more tenure-track hires in areas of diversity to teach diversity-related courses. If those courses do not have needed faculty to teach these, we encourage an investigation as to why this is the case and how to remedy this issue. Are diversity-related courses not prioritized across the academic side of the house? Or are these courses not attached to major requirements and or appealing high-yield FTES bearing units? Faculty conversations around this issue need to happen.

- **Recommendation #2.5: CSU San Marcos Needs To Immediately Implement Two (2) General Education Diversity (Depth) Areas, One on Domestic Diversity Issues and an Another on International/Global Diversity Issues.** In our full analysis of

CSUSM's undergraduate, General Education, and graduation curricula, we are surprised that CSU San Marcos does not currently possess a General Education Depth Area on Diversity. What CSU San Marcos does have is a breadth requirement, or a reference to making sure diversity is embedded throughout its GE Courses; however, this reference is one question or requirement that is part of the GE requirements for all courses. It is not clear if this requirement is monitored and or assessed. It is important to note that when diversity is "framed" as a "check off" breadth requirement for all GE courses, then the quality, consistency, and assurance that diversity is covered in a significant way, are compromised. The goal of a true General Education Diversity Requirement (Depth) Area is to make sure that all students are exposed to the following types of diversity-related student learning objectives:

- Locates the student in current sociopolitical contexts
- Examines the historical dynamics around cultures and difference
- Focuses on visible and invisible structured inequalities in the U.S. context
- Provides an understanding of the constructive actions of various racial, ethnic, gender, and cultural groups in U.S. society (historically and in contemporary times)
- Emphasizes the role of constructive actions to improve lives of others and bring about social justice
- Exposes students to perspectives about difference, privilege, power relations, and intercultural justice that are not articulated in socially approvable ways in the surrounding region and society (this is extremely important given the sociopolitical climate in the region surrounding CSUSM).

Given this, in its current state, CSU San Marcos students are not being fully exposed to the above student learning objectives and in any consistent or guaranteed way. Diversity-related GE areas have the advantage of being offered on a more regular basis and providing important FTES for disciplinary programs and departments that have the subject and educational expertise to offer such diversity-related courses (like Sociology, Ethnic Studies, Women's Studies, Social Sciences, Communication, among others). My team and I have conducted an analysis of all GE programs and requirements at all of the 23 CSU campuses and can provide information on high impact practices at other similar institutions. Currently, both CSU San Marcos and San Diego State University do not possess a GE Diversity Depth Area.

We recommend the implementation of two GE Diversity Depth Areas — one for U.S. Domestic Diversity and the other for Global/International Diversity. Each of these areas would be required for all students; meaning, they would take one (1) course in each area. These areas would feature several courses that meet specific area criteria and are approved through a GE committee process. Both of these depth areas would

need to be assessed and evaluated with application for continuing certification every two years. The GE certification and assessment process to be in these areas, needs to be rigorous.

- **Recommendation #2.6 – See 2.1**

- **Recommendation #2.7: CSU San Marcos should explore how to integrate diversity content across core subject and disciplinary matter.** It is important to note that high impact and innovative practices in higher education reveal that diversity is no longer viewed in terms of just a content-based course. Instead, as a way to be truly inclusive of all disciplines (including STEM) and core subject matter and skills (writing, communicating, public speaking, analysis, and research inquiry), diversity is now framed as an inquiry focus (way of thinking, viewing the world, a process of navigating complex questions and logics across all subject matters). Given this, a campus discussion among faculty members, department chairs, deans, and students should be conducted with regard to maximizing diversity in terms of course content and inquiry perspectives across all courses and disciplines.

- **Recommendation #2.8: Student learning objectives and or competencies related to diversity can also be discussed in town hall campus forums among faculty and students so as to be intentional about the kind of learning to be planned for students around diversity. (Such competencies do not have to happen just in General Education courses.)**

- **Recommendation #2.9: Diversity and inclusion should be life-staged as an educational resource and learning outcome throughout students' education at California State University San Marcos.** Meaning, that there could be an introductory point through which upon entry to California State University San Marcos, students discuss and engage diversity in terms of cultural competence and or the university's established diversity mission and commitment. At a midpoint stage, there may be some specific connection to diversity via a practical context and or specific population. An endpoint to students' education may be in terms of making the connection to critique and or engage in advocacy to help transform the social world. A rich discussion around this idea is ripe for fruition at California State University San Marcos.

- **Recommendation #2.10: CSU San Marcos should expand and deepen issues of power when focusing on the international/global in undergraduate and graduate courses.** In examining the diversity-related curriculum, our team noted the predominant focus on diversity in terms of an international and global framing. When combined with the finding that the highest level of DELTA in these courses tops out at Level 4 - Advanced Analysis which is just shy of Level 5 - Evaluation- Critique of

Power Differences, we recommend that the “international/global” be connected with localized politics and contexts dominated by racialized, classed, gendered, and sexualized dimensions of diversity (this could again be connected to “intersectionalities” to get at complex constructions of culture). The “international/global” focus needs to be actively linked to power-based differences, positionalities, and inequalities, which then more realistically frame the globalized world for your students.

- **Recommendation #2.11:** Another rich finding from our mappings is that the majority of the diversity related courses stand as disciplinary content courses applied to cultural contexts. **This proffers an opportunity for California State University San Marcos to create vibrant faculty learning/research communities around these core courses -- with shared rubrics, collaborative assessment research, shared expertise, demonstrations of multiple faculty perspectives across courses and much more.**
- **Recommendation #2.12:** Diversity assessment in terms of rigorous diversity or intercultural competency rubrics, should be conducted for all of the study abroad/cultural exchange programs so as to identify the key impact. Such research is needed in higher education as well (and beyond indirect survey measures of student experiences in these programs -- actual student work that demonstrates competency is now the much pursued type of evidence).

- **Recommendation #2.13 – See 1.1c, 1.12**

3.0 Co-Curricular / Student Engagement

- **Recommendation #3.1 – See 1.10**
- **Recommendation #3.2:** CSU San Marcos needs to create diversity efforts targeted for specific groups of students. The majority of California State University San Marcos’s diversity efforts are geared for the larger campus audience which helps in terms of including everyone, especially students. However, there may be a need for targeted diversity efforts for specific groups of students (for e.g., first generation, female, male, international students, Generation 1.5, and based on socioeconomic classes, age/generation, race and ethnicity, and sexual orientation). A high-impact practice in higher education involves the creation of graduation and retention efforts that are generalized for all students as well as localized ones for specific groups with different conditions of access and educational histories. We recommend that such a decision point be made by California State University San Marcos as well.

- 517 • **Recommendation #3.3: There exists an “exciting” opportunity for California State**
518 **University San Marcos to focus more on “intersectionalities” or diversity in**
519 **relation to co-existing combinations of socioeconomic class, race/ ethnicity,**
520 **gender, and religion, in its diversity efforts.** Our students and campus members
521 today highlight how diversity is more than just one or two demographics or aspects
522 in isolation but several in combination and collision with one another, and we
523 encourage CSUSM to take on this focus. With such a focus on intersectionalities,
524 understanding how your students think about, view, and engage diversity can be
525 extremely fruitful. An assessment protocol for gauging the unique kind of learning
526 around intersectionalities that occurs at California State University San Marcos,
527 should be created and implemented. Private grant foundations would be interested
528 in working with CSUSM in this area especially since your university is so unique in
529 its focus and as an HSI.
- 530 • **Recommendation # see 3.3: There are also “unrealized” opportunities to engage**
531 **the following areas of diversity that do not show up as much in campus diversity**
532 **effort framings: disabilities, generation, and socioeconomic class. Strategies to**
533 **highlight these areas can be gradual and time-specific.** Many colleges and
534 universities dedicate one to two years to a specific aspect of diversity (“race,” for
535 example, at the University of Michigan). Given this, all campus events, first-year
536 seminars, writing courses, faculty/training workshops, study abroad/ exchanges, co-
537 curricular activities, and profiled faculty research focus on that thematic topic for that
538 period of time. Another campus is highlighting “intercultural justice” and aligning all
539 campus activities and curricula toward that theme.
- 540 • **Recommendation #3.4: California State University San Marcos needs to identify**
541 **its desired campus engagement level around diversity.** Based on our DELTA
542 taxonomy scale, the majority of campus diversity efforts top out at Level 1 -
543 Knowledge Awareness. The questions that arise are: Is this desired by the campus?
544 How much diversity engagement is going on in campus programs and events? How
545 productive and meaningful are the campus conversations and sensemakings around
546 diversity and inclusion (and related topics)? What would it take for the diversity
547 efforts to reach Level 5 - Evaluation-Critique of Power Differences, Privilege, and
548 Social Inequalities? How can the higher levels be incorporated and facilitated in
549 campus diversity efforts? Through program development, built-in learning objectives,
550 shared rubrics, training of campus members? CSU San Marcos should decide the
551 kinds of engagement you want your campus members to experience at diversity-
552 related events and programs? For cultural awareness? Or to push into issues of
553 social justice, inequalities, a discussion of privilege, complicities, and dilemmas?

- **Recommendation # see 3.4: Another recommendation is to create conditions so that every student accesses DELTA Level 5 - Evaluation-Critique each year of their educational journey either through courses or co-curricular experiences (events, applied programs, community partnerships, Student Life programs) at California State University San Marcos.**

- **All in all, California State University San Marcos has so much to be proud of with regard to creating a foundation for meaningful diversity and inclusion work in higher education. We were impressed with key facets of your efforts and curricula. We also find great potential in “what can be” at your university and the pursuit of further excellence in diversity and inclusion to become a national model**

Diversity Mapping Action Matrix

1.0	Institutional Practices	Responsible:	Report back by:
1.1	Re-define the structure and scope of the Office of Diversity, Educational Equity & Inclusion	President/Provost/EC	
1.2	Create a new Diversity Master Plan with clear vision, goals and framework	President/AVP DEEI/Consultant	
1.3	Foster positive relationships among faculty and staff	President/Provost/EC	
1.4	Establish ongoing Town Hall Forums on Diversity per suggested issues	AVP DEEI	
1.5	Confirm collaborations across Academic Affairs, Student Affairs the other divisions	Provost/VPsA/VPs	
1.6	Develop an assessment framework for diversity	AVP IPA/AVP DEEI/Consultant	
1.7	Strengthen the role of Faculty/Staff Associations	President/AVP DEEI	
1.8	Align activities and appropriate actions that prioritize Hispanic student success and excellence	President/VPsA/AVP DEEI	
1.9	Include additional diversity items in next Campus Climate Survey	AVP IPA	
1.10	Create opportunities targeted for staff	AVP DEEI / AVP HR	
1.11	Microaggressions - training/professional development for faculty and staff	Provost/ AVP HR	
1.12	Recruit and Retain diverse faculty and staff	AVP HREO/AVP Faculty Affairs	

Diversity Mapping Action Matrix

2.0	Curricular	Responsible:	
2.1	Clarify the Native American Studies Curricular Scope	Provost/Native Studies Task Force	
2.2	Engage Active Duty/Veterans in curricula and co-curricula activities	Academic Senate/Vet Center Director	
2.3	Incorporate diversity into graduate courses and seminars	Dean GSR	
2.4	Review diversity related undergraduate course offerings and scheduling	Vice Provost/Academic Deans	
2.5	Implement 2 general education diversity areas - Domestic and International/Global Diversity Issues & Multiculturalism	Academic Senate/ Consultant	
2.6	Elevate and fortify plans for Ethnic Studies, Women's Studies and Native Studies	Provost/Academic Senate/NS Task Force	
2.7	Integrate diversity content across core subject and disciplinary matter	Academic Senate	
2.8	Discuss how to integrate diversity student learning outcomes and competencies across the curriculum	Academic Senate	
2.9	Confirm diversity and inclusion as an institutional learning outcome	Academic Senate	
2.10	Expand and deepen issues of power when focusing on international/global in undergraduate and graduate courses	Academic Senate	
2.11	Create faculty learning/research communities around core diversity courses	Faculty Center	
2.12	Conduct assessment in study abroad and cultural exchange programs	AVP International Programs	
2.13	Student retention & graduation	Dean UGS/GISC and VPSA	

Diversity Mapping Action Matrix

3.0	Co-Curricular / Student Engagement	Responsible:	
3.1	Create opportunities targeted for graduate students	Dean Graduate Studies / Dean of Students	
3.2	Create opportunities for specific groups of students	Dean of Students / AVP DEEI	
3.3	Expand efforts to be inclusive of disabilities, generation, socioeconomic status, religion, gender, with focus on intersectionalities	AVP DEEI / Student Affairs	
3.4	Create conditions for students to access DELTA Level 5 throughout their time at CSUSM	VP/SA/Consultant/Dean of Students	

Faculty Affairs Committee
Faculty Emeritus Policy

Rationale:

FAC was charged with a revision of the Faculty Emeritus Policy to clarify eligibility, criteria and suggest a time line. Survey results of other CSU practices revealed eligibility criteria of 10 years minimum service. Criteria for tenure or rank, distinguished records, active FERPer all ranged widely at the different campuses. Procedures for documentation and review committees also varied across campuses.

FAC conducted a survey of faculty (October 2014) on whether the emeritus award should be based on distinguished record (competitive) or non-competitive. The 120 responses were evenly divided.

FAC clarifies that this document only addresses faculty emerita/emertus status; it does not address administrator emeritus status.

Hunt reported on 1/16/15 that the Provost would like the rule to be that faculty have only one year following retirement to be nominated. On 2/9/15, FAC discussed the matter, and found that this would be too restrictive. FAC created language that attempts to strike a balance.

As a result of its deliberation on this policy, FAC recommends that all retired faculty be given the opportunity to continue their campus email account.

Summary of Major Changes:

- 1. Created a review cycle that occurs once per Academic Year. FAC has modified the document to specify that the review cycle for emeritus status takes place only once each AY. This is a significant change. FAC's revisions to the document clarify the process at every level and sees this streamlining of the process as beneficial to all involved. FAC is fully aware that this once-a-year cycle means that most faculty members will receive emeritus status in the year after they retire. FAC has written into the document that "Normally, the nomination for emerita/emertus status occurs within one year of retirement."*
- 2. We added a separate category for coaches, for clarity. This is not a substantive change.*
- 3. Add Eligibility for Part time Unit 3 faculty. This change allows eligibility for non-tenure track librarians and SSP-ARs. This is a substantive change, and is in line with the principle of addressing all unit 3 employees.*
- 4. Separated the "procedures" section into "Nominations Procedures" and "Selection Procedures." The nomination process and the selection process are explained more fully.*
- 5. Criteria. The award is not automatic; but the standard of distinguished performance allows flexibility depending on the nominee's job category and individual career accomplishment.*

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Definition:	This policy describes eligibility, procedure, privileges, and criteria for awarding emeritus status to permanently retired faculty.
Authority:	The President of the University
Scope:	CSUSM Faculty.

Karen S. Haynes, President

Approval Date

Graham Oberem, Provost

Approval Date

First Revision:
Implemented: April 17, 2000

I. Preamble

Faculty Emerita/Emeritus status is an honorary title awarded for distinguished service to the academic community. The President (or designee) shall bestow the title on a temporary or tenure-track instructional faculty member, librarian, SSP-AR or coach who is ~~entering retirement~~ retired from CSUSM and who has served the University with distinction. It is expected that emerita/emergitus status will be granted to faculty members who have ~~made contributed continuously sustained contributions~~ throughout their career and have a distinguished professional record.

Normally, the nomination for emerita/emergitus status occurs within one year of retirement.

II. Eligibility

Faculty are eligible for E~~Normally, emerita/emergitus status, if they are is limited to those individuals who:~~

- 1) ~~for~~ tenure-track instructional faculty, hold the rank of full professor with tenure and have at least 10 years of active unit-3 faculty service to CSUSM, or
- 2) ~~for~~ librarians, hold the rank of full librarian with tenure and have at least 10 years of active unit-3 faculty service to CSUSM, or
- 3) ~~for~~ SSP-ARs, hold the rank of SSP-AR III with tenure and have at least 10 years of active unit-3 faculty service to CSUSM, or
- 4) ~~coaches have at least 10 years of active unit-3 faculty service at CSUSM,~~ have served for at least 10 years in full-time unit 3 employment or have accumulated part-time service equivalent to 10 years of full-time service to CSUSM, or
- 5) ~~for~~ temporary or part-time Unit 3 instructional faculty, who have served for at least 10 years in full-time employment or have accumulated part-time service equivalent to 10 years of full-time service to CSUSM.

Exceptional cases where faculty do not fall within the eligibility criteria may be considered. Emerita/Emeritus status may be bestowed posthumously.
~~These eligibility criteria may be waived in exceptional cases.~~

III. Nomination Procedures

- 119 A. Deans shall inform their colleges in a timely manner of the retirement of each
120 ~~employee who is eligible for emerita/emeritus status faculty member.~~
121 B. Any member of the campus community may nominate a faculty member for emeritus
122 status. Self-nominations are also appropriate.
123 C. The nominating faculty member shall inquire if the eligible retired faculty member
124 will accept the nomination. If so, the nominating faculty shall request a comprehensive
125 curriculum vita from the nominee.
126 D. A nomination shall consist of (1) a nomination letter in which the nominator argues
127 that the nominee meets the criteria specified below, and (2) the nominee's CV. The
128 nomination shall be submitted to the nominee's dean.
129 E. Each nomination shall be presented to the appropriate ~~department chair, t~~The Dean,
130 ~~or program director, who shall then~~ refer the nomination to a representative
131 committee of the nominee's academic unit.
132 F. The Dean shall inform the eligible faculty member of their nomination if the
133 nomination is accepted, requests a current curriculum vitae from the Candidate,
134 request that the faculty member communication that they accept the nomination and
135 provide a current curriculum vitae.
136

137 ~~A nomination shall consist of a nomination letter, in which the nominator argues that the~~
138 ~~nominee meets the criteria specified in section IV below.~~
139

140 141 IV. Selection Procedures 142

143 ~~A. This~~The committee shall evaluate the ~~candidate's~~ nomination letter and
144 curriculum vitae based on the criteria stated in section V, and shall determine whether to
145 recommend the candidate for emerita/emeritus status.
146

147 ~~B.C.~~ The committee shall send a letter to the Dean, clearly indicating its
148 recommendation. If the recommendation is positive, the committee shall explain
149 why the nominee should be granted emerita/emeritus status based on the criteria.
150 The CV shall accompany the letter.
151

152 ~~If the committee makes a positive decision, it shall forward the candidate's curriculum~~
153 ~~vita and a recommendation letter to the Dean outlining why the candidate should be~~
154 ~~granted emerita/emeritus status based on the recommendation criteria.~~
155

156 ~~C.D.~~ The Dean shall review the recommendation and state in writing whether s/~~he~~they
157 concurs with the recommendation.
158

159 ~~D.E.~~ Both recommendations, and the nominee's CV, shall then be forwarded to the
160 Provost who shall make his/her ~~their~~ recommendation.
161

162 ~~EF.~~ The President (or designee) shall make a final determination based on ~~his/her~~
163 their review of the recommendations.

164
165 ~~G.~~ ~~Emerita/Emeritus status may be bestowed posthumously.~~

166
167 ~~FH.~~ The President (or designee) shall announce the names of faculty awarded emeritus
168 status from that academic year at ~~spring~~ commencement.

169
170 ~~G.~~ The President (or designee) will notify faculty of their award and privileges and
171 how to activate them.

172
173
174 V. Criteria for Recommendation

175
176 When formally recommending a faculty member for emeritus status, the representative
177 committee of the relevant academic unit must demonstrate that the nominee:

- 178
179 • Contributed over time and significantly to the mission of the University, and
180 • Achieved distinction in the performance of professional duties appropriate to the
181 nominee's job description. Depending on the job description, the committee's
182 recommendation may include reference to:
183 ○ A record of excellence in teaching, instructional activities, or professional
184 performance
185 ○ Meaningful contributions to the curriculum or program;
186 ○ A record of sustained scholarship that has contributed to the profession;
187 ○ Commitment to and participation in shared governance and service to the
188 University;
189 ○ Additional areas of excellence specific to the nominee's job category.

190
191
192 IVI. Recognition and Privileges

193
194 A. Emeriti faculty are considered an important and integral part of the university
195 community.

196
197 B. Emeriti faculty shall be recognized through:

- 198
199 • listing of the names of emeriti faculty in the campus commencement program
200 at the time of retirement
201 • issuing a permanent ID card indicating status as an emerita/emertus member
202 of the faculty listing of name and title of all emeriti faculty in all university
203 catalogues

- listing of name and title in the CSUSM phone directory.¹

C. Upon ~~commencement of retirement and the~~ approval of emerita/emeritus status by the President (or designee), the following privileges shall become available:²

- eligibility to cite CSU affiliation in proposing ~~propose~~ research projects/creative endeavors, compete for and administer grants from agencies outside the CSU system;
- free parking ~~privileges~~;
- same library privileges as other faculty, emeritus level library and technology privileges (to be determined by LATAC in consultation with the Library and ITS, and to be reviewed annually);
- same campus network and email privileges as other faculty
- invited participation in selected department, school/college and university functions,
- attendance at public university functions and celebrations affirming the academic mission of the university
- invitations to participate in seminars, lectures, and scholarly meetings and ceremonies both as contributors and attendees.

V. ~~Criteria for Recommendation~~

~~When formally recommending a faculty member for emeritus status, the representative committee of the relevant academic unit must demonstrate that the candidate has achieved excellence in the performance of his or her appropriate professional duties in all of the areas of normal review.~~

¹ At the request of the emerita/emeritus faculty, he or she will be listed in the CSUSM phone directory.

² For faculty opting into the Faculty Early Retirement Program (FERP), emerita/emeritus privileges ~~listed in Section IV.3~~ will become available upon completion of FERP.

234 VII. Deadlines (The review cycle for emeritus status takes place only once each AY)
235
236 Before the end of September:
237 Deans informs their colleges of each faculty member who retired in the previous
238 academic year and solicit nominations for emerita/emeritus status.
239
240 Before February 15:
241 Committee meets and makes recommendation to Dean.
242
243 Before March 15:
244 Dean makes recommendation to the Provost.
245
246 Before the end of March
247 The President (or designee) makes a final determination
248
249 April/May
250 Emeritus faculty are informed of the title and benefits.
251 President invites emeritus awardees to the Commencement
252 President announces emeritus faculty at May Commencement.
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CSU San Marcos
General Education Program Assessment Plan

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Introduction/Background

The General Education Committee (GEC) is charged with establishing and providing for periodic internal and external reviews of General Education policies and practices in a manner comparable to those of major programs. Toward that end, it is important to develop a plan to assess learning within the General Education Program.

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Goals of the Assessment Plan

1. The plan shall assess the General Education (GE) program as a whole and in particular, address the GE areas and GE Program Student Learning Outcomes (GEPSLOs).
2. All efforts will be made to keep class-time intrusions to a minimum while ensuring instructor control.
3. The GEC will work with departments to ensure that data is collected in a manner that does not cause undue burden on the department.
4. No part of this assessment process shall be used for faculty evaluation purposes (for neither tenure track or lecturer faculty).
5. The assessment plan shall include a mechanism to close the loop by which weaknesses in the GE program can be addressed, modifications made, and then retested for effectiveness.
6. A schedule will be created and established in order to systematically capture data from all GE areas within a three-year period.

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This plan:

- Outlines the GE Program Student Learning Outcomes
- Aligns assessment plans with campus and program goals
- Displays curricular alignment between GE areas and GE Program Student Learning Outcomes (GEPSLOs)
- Includes a proposed timeline, schedule, and processes for assessment activities

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General Education Program Student Learning Outcomes (GEPSLOs)

The following GE Program Student Learning Outcomes were approved by the Academic Senate and University President and implemented fall 2014:

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After completing the GE Program at CSU San Marcos, students will be able to:

1. Describe and/or apply principles and methods that are necessary to understand the physical and natural world.
2. Compare and contrast relationships within and between human cultures.
3. Communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences.
4. Use oral communication to effectively convey meaning to various audiences.

5. Find, evaluate and use authoritative and/or scholarly information to comprehend a line of inquiry.
6. Think critically and analytically about an issue, idea or problem, considering alternative perspectives and reevaluation of one's own position.
7. Apply numerical/mathematical concepts in order to illustrate fundamental concepts within fields of study.
8. Describe the importance of diverse experiences, thoughts and identities needed to be effective in working and living in diverse communities and environments.
9. Apply knowledge gained from courses in different disciplines to new settings and complex problems.

General Education Areas

Alignment of certified GE courses with GE Areas (A, B, BB, C, CC, D, DD, and E) is reviewed via the GE course proposal and review processes.

Each CSU campus was asked to define its General Education area to fit within the framework of the four "essential learning outcomes" drawn from the Liberal Education and American Promise (LEAP) campaign, an initiative of the Association of American Colleges and Universities. Campus efforts to refine and develop assessable General Education program student learning outcomes that align with the areas (Executive Order 1033) took place in AY 2012-13 and will continue to improve assessment strategies at the GE course, program, area, and university levels.

Curricular Alignment

Assessment Methods

General Education: University-Wide Assessment

CSU San Marcos proposes a campus-wide assessment plan that is based upon the foundation of the University Strategic Plan (Appendix 1). Aligned with campus strategic goals, the overarching Undergraduate Learning Outcomes (ULOs) and Graduate Learning Outcomes (GLOs) serve to guide the programmatic assessments found within the General Education and Academic (Majors) programs within each college. Table 1 is an example of how the GEPSLOs align with GE areas, and Table 2 provides an overview of how campus strategic goals, ULOs, and GE and Program Student Learning Outcomes are organized and aligned.

General Education: Area and Program Assessment

For the most part, assessment in GE will take place at the course level. Faculty teaching courses in GE areas will continue to meet campus guidelines in order to maintain GE course status. The GEC, an Academic Senate appointed committee, will review GE new course proposals and course recertification to ensure courses meet established area guidelines.

All assessment activity in the GE program is overseen by the GEC and the office of Academic Programs. GE assessment activities are completed directly by departmental and college faculty, with the assistance of the Assessment Specialist in Academic Programs, and resulting reports are distributed to the GEC for review and posted on the university GE website. The GEC will follow up with recommendations regarding data results and work with programs to develop strategies for improvement.

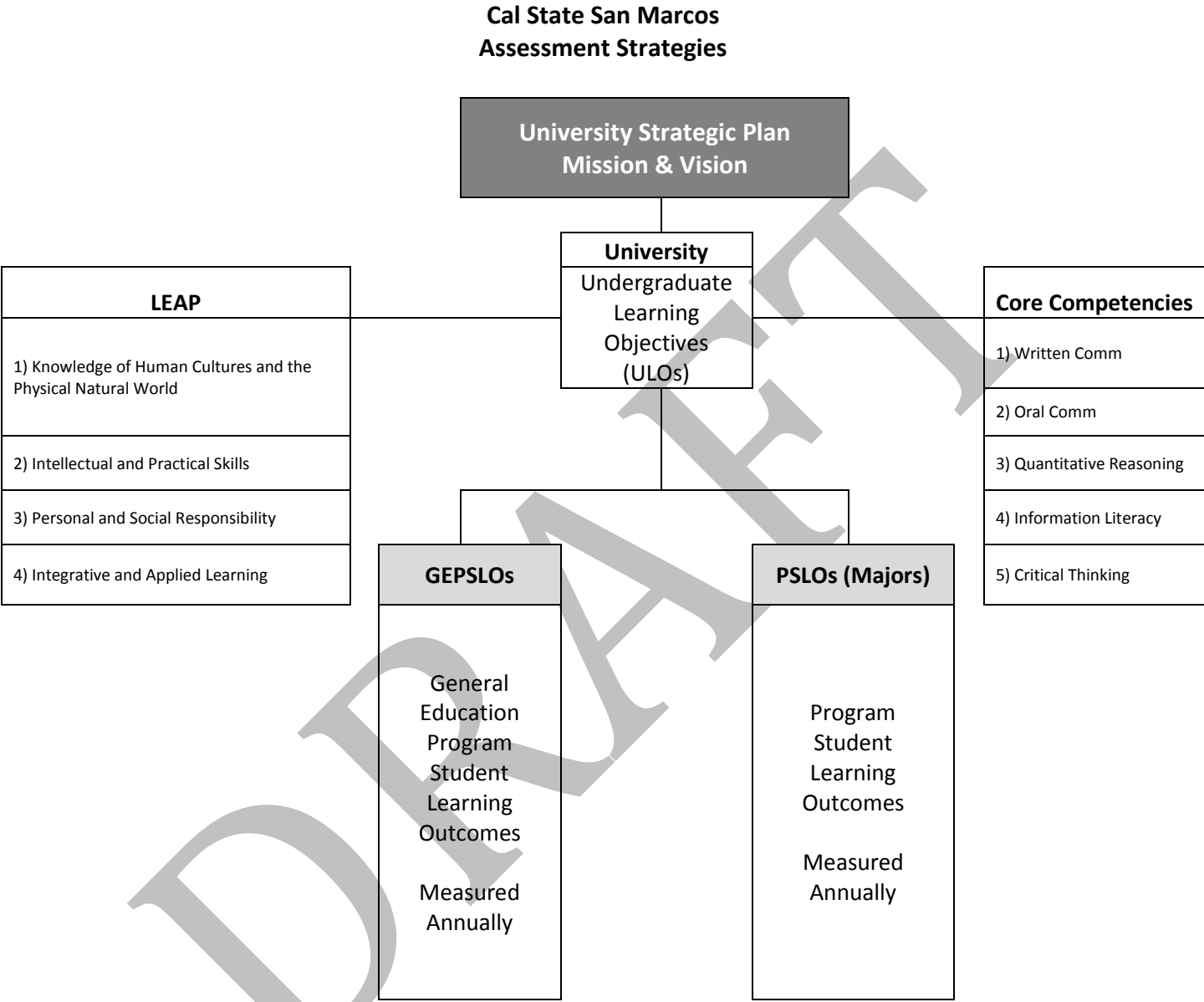
Table 1: GE Program Student Learning Outcomes and Area Alignment

General Ed Area		GE Program Student Learning Outcomes (GEPSLOs)								
		1) Understand the physical and natural world	2) Compare and contrast relationships	3) Communicate in writing	4) Communicate orally	5) Find, evaluate, and use authoritative and/or scholarly information	6) Think critically and analytically	7) Apply numerical/mathematical concepts	8) Describe the importance of diverse experiences	9) Apply knowledge from different discipline courses to new settings and complex problems
A1	Oral Communication									
A2	Written Communication									
A3	Critical Thinking									
B1	Physical Science									
B2	Life Science									
B3	Lab Activity									
B4	Mathematics/Quant Reasoning									
BB	Upper Division Science and/or Mathematics									
C1	Arts									

C2	Humanities									
C3	Arts and/or Humanities									
CC	Upper Division Arts and Humanities									
D7	Interdisciplinary Social Science									
D	Discipline Specific or Second Interdisc Social Science									
Dh	US History									
Dc	US Constitution									
Dg	California Government									
DD	Upper Division Social Sciences									
E	Lifelong Learning									

NOTE: "X" indicates area identified for collection for assessment of the General Education Program Student Learning Outcome.

Table 2: Organizational Chart of Campus Strategic Goals and Program Student Learning Outcomes



Assessment Methods, Measures, and Data Sources Used at the University-Wide, Area, and Program Levels

For each of the following assessment methods, measures, and data sources, a brief statement of purpose and methodology follows, accompanied by the office or persons responsible for gathering, analyzing, summarizing, and presenting information. See Table 3 below.

Table 3: Methods, Measures and Data Sources Used at the University-Wide, Area, and Program Levels

METHODS, MEASURES, and DATA SOURCES	FREQUENCY	HOW DATA IS USED	RESPONSIBILITY
<i>Academic (Majors) Program Review</i> Each program/department undergoes a self-study and an external evaluation, highlighting successes, challenges, and assessment activity	Systematic program reviews submitted on 5-7 year cycle for review by Program Assessment Committee (PAC), an Academic Senate appointed committee	Data is used to maintain quality of programs; submitted to CSU Chancellor's office	Program/Department Chairs and Faculty, College Deans, PAC
<i>General Education Course</i> GE course undergoes recertification via update on course content, syllabi, content alignment with GE area, and assessment activity	Courses reviewed by General Education Committee (GEC); 5-year cycle	Data is used to recertify all lower and upper division GE courses	General Education Area Faculty, Program/Department Chairs, GEC
<i>Academic Programs Annual Assessment Activity</i> Each program/department annually assesses PSLO(s) and provides documentation for review. Assessment activity includes tests, rubrics, assignments, etc. and are most often course-embedded	Annual assessment activities measure PSLOs in all programs across campus	Data is used to identify areas of weakness and maintain quality of student learning within programs; reports submitted by program to University Assessment Council (UAC) for review/recommendations	Program/Department Faculty and Chairs, College Deans, UAC, Assessment Specialist
<i>Core Competencies Assessment</i> Five core competencies (Written communication, Oral communication, Information Literacy, Critical Thinking, and Quantitative Reasoning), as identified by WASC, assessed in UDGE courses for mastery	Initial assessment occurring in consecutive semesters - beginning Fall 2014. Ideally, activity worked into 3-year GE assessment schedule	Data will be used to identify any areas of weakness and maintain quality of student learning within the GE program; General Education Committee (GEC) will review and make recommendations across campus	GEC, GE faculty, Academic Programs, Assessment Specialist

Graduating Senior Survey The Graduating Senior Survey measures baccalaureate students' perception of various aspects of their overall education at CSU San Marcos, including a section on General Education experiences.	Annually		Office of Institutional Research
Engagement NSSE Survey items [Faculty Survey of Student Engagement parallels the NSSE and results allow for a comparison of student and faculty perceptions of achievement. Can be used as to compare student ratings of achievement on GE skills with ratings from peer institutions.	Annually		Office of Institutional Research

Proposed General Education Assessment Timeline, Schedule, and Processes

Table 4 displays a proposed timeline for integrating a General Education Assessment Plan. A proposed schedule and subsequent processes are displayed in Tables 5 and 6. Each will be refined along the way. The General Education Committee (GEC) will have oversight of the processes and schedule, and the university Assessment Specialist will assist. This proposed plan only includes General Education. Finally, the graphics in Table 7 illustrate the assessment cycle and closing the loop strategies as they should occur on campus.

Table 4: Proposed General Education Timeline

Cycle Year	Assessment Objective	Assessment Activity	Responsible Office/Committee
Year One: 2014-15	Alignment of General Education areas and Program Student Learning Outcomes (GEPSLOs)	Development of assessment process and schedule	GEC, GE faculty, program chairs/directors, Academic Programs, Assessment Specialist
	Written and Oral Communication assessment	UDGE courses randomly chosen; student work assessed via rubric	Core Competency Team, Academic Programs, Assessment Specialist
Year Two: 2015-16	GE Area A & B Assessment	GE courses randomly chosen; student work assessment to be determined	GEC, GE faculty, program chairs/directors, Academic Programs, Assessment Specialist
Year Three: 2016-17	GE Area C Assessment	GE courses randomly chosen; student work assessment to be determined	GEC, GE faculty, program chairs/directors, Academic Programs, Assessment Specialist
Year Four: 2017-18	GE Area D Assessment	GE courses randomly chosen; student work assessment to be determined	GEC, GE faculty, program chairs/directors, Academic Programs, Assessment Specialist

Table 5: Proposed GE Assessment Schedule

GEPSLO	Semester Year	Area	Course
1) Describe and/or apply principles and methods that are necessary to understand the physical and natural world.	Fall 2015	B	
2) Compare and contrast relationships within and between human cultures.	Fall 2015	B	
3) Communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences.*	Fall 2017	A	
4) Use oral communication to effectively convey meaning to various audiences.*	Fall 2017	A, D	
5) Find, evaluate and use authoritative and/or scholarly information to comprehend a line of inquiry.*	Fall 2017	D, E	
6) Think critically and analytically about an issue, idea or problem, considering alternative perspectives and reevaluation of one's own position.*	Fall 2016	C, E	
7) Apply numerical/mathematical concepts in order to illustrate fundamental concepts within fields of study.*	Fall 2015	B	
8) Describe the importance of diverse experiences, thoughts and identities needed to be effective in working and living in diverse communities and environments.	Fall 2016	C	
9) Apply knowledge gained from courses in different disciplines to new settings and complex problems.	Fall 2016	C, E	

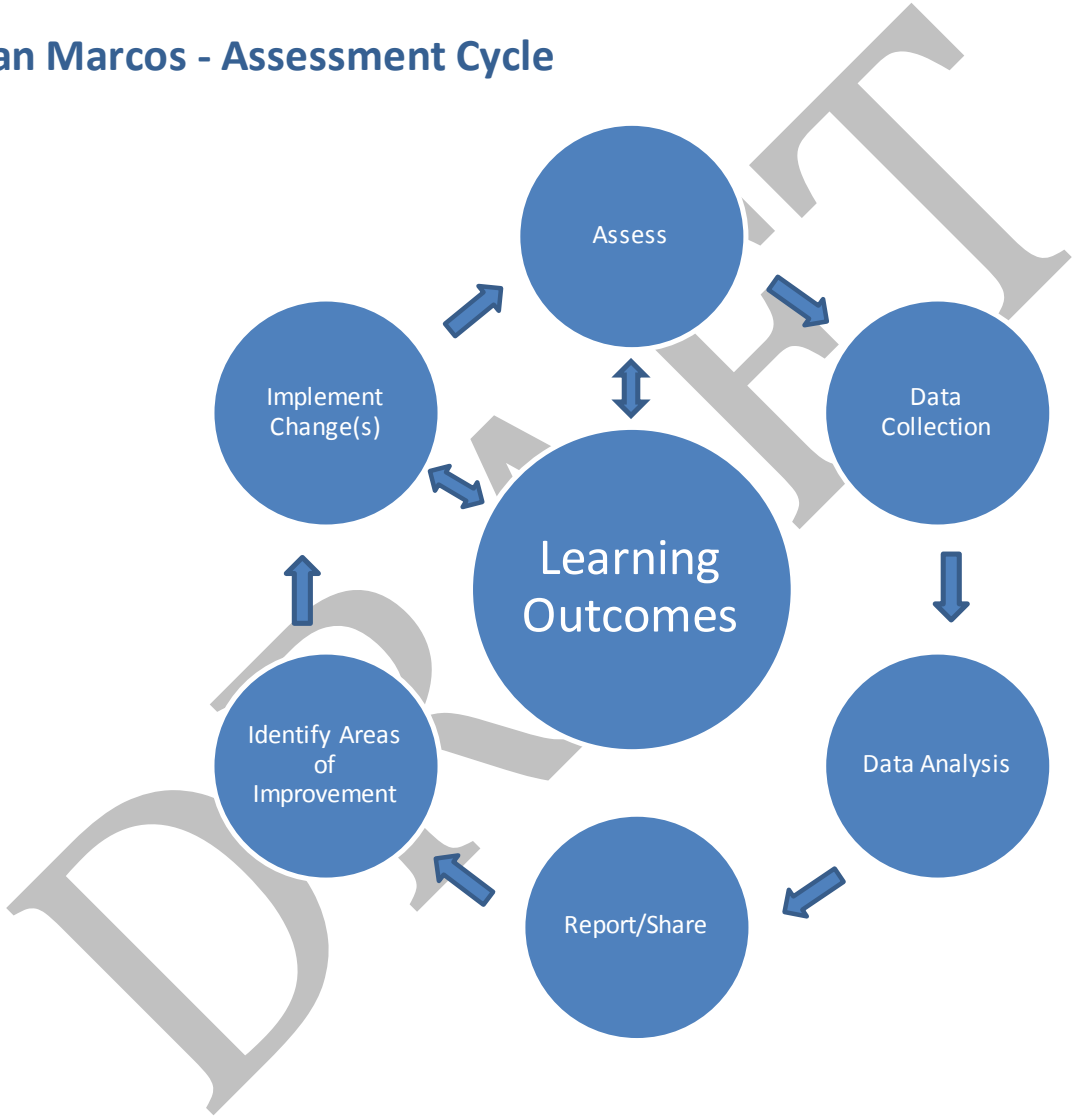
*Covers a core competency

Table 6: Proposed GE Assessment Plan Process

Year	Semester	Process	Responsible
2015	Spring	<ol style="list-style-type: none"> 1. Align GE area with University Undergraduate Learning Outcomes (ULOs) 2. Determine which area to assess first 3. Identify undergraduate GE courses to assess 4. Determine/develop assessment methodology/tool 5. Notify GE instructors of assessment expectations 6. Develop web site to support 	GEC, Colleges, Depts, Instructors, Academic Programs
		Develop University Graduate Learning Outcomes (GLOs)	Grad Studies, Academic Programs, GEC, Academic Senate
	Fall	<ol style="list-style-type: none"> 1. Run first set of GE assessments (Ex: area B) 2. Collect data @ end of semester 	GEC, Colleges, Depts, Instructors, Academic Programs
2016	Spring	<ol style="list-style-type: none"> 1. Aggregate data from assessment 2. Share data with GEC 3. GEC reports/makes recommendations 4. Share GEC report/recommendations with area courses & Academic Senate 	GEC, Academic Programs
	Fall	<ol style="list-style-type: none"> 1. Make any adjustments to area (area B) courses based on previous findings 2. Run second set of GE assessments (Ex: areas C & E) 3. Collect data @ end of semester 	GEC, Colleges, Depts, Instructors, Academic Programs
2017	Spring	<ol style="list-style-type: none"> 1. Continue with adjustments identified during first assessment activity (areas B, C, & E) 2. Aggregate data from assessment 3. Share data with GEC 4. GEC reports/makes recommendations 5. Share GEC report/recommendations with area courses & Academic Senate 	GEC, Academic Programs
	Fall	<ol style="list-style-type: none"> 1. Make any adjustments to area (area C & E) courses based on previous findings 2. Run third set of GE assessments (Ex: areas A & D) 3. Collect data @ end of semester 	GEC, Colleges, Depts, Instructors, Academic Programs
2018	Spring	<ol style="list-style-type: none"> 1. Continue with adjustments identified during first assessment activity (areas A, B, C, D, & E) 2. Aggregate data from assessment 3. Share data with GEC 4. GEC reports/makes recommendations 5. Share GEC report/recommendations with area courses & Academic Senate 	GEC, Academic Programs
	Fall	<ol style="list-style-type: none"> 1. Make any adjustments to area (area C & E) courses based on previous findings 2. Run second "loop" of GE assessments (Ex: area B) 3. Collect data @ end of semester 	GEC, Colleges, Depts, Instructors, Academic Programs

Table 7: Assessment Cycle and Closing the Loop Strategy

CSU San Marcos - Assessment Cycle



Closing the Loop Strategy

<u>Step</u>	<u>Activity</u>
1	Measure
2	Analyze Data
3	Make any changes
4	Measure again
5	Analyze Data
6	Make any changes or assumptions
7	Close the loop

* **Measure
twice; close
the loop once**

