

**AGENDA**  
**Executive Committee Meeting**  
**CSUSM Academic Senate**  
**Wednesday, March 4, 2015, 11:30am – 12:50pm**  
**Commons 206**

- I.     **Approval of Agenda**
- II.    **Approval of Minutes – 2/25/15**
- III.   **Chair’s Report, [Laurie Stowell](#)**  
      **Referrals to Committee:** *(none)*
- 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.   **Consent Calendar (attached) *Page 2***  
      - UCC Course/Program Change Proposals
- IX.    **Discussion Items**
  - A.    **BLP: Moving Self-Support Academic Programs to State Support (attachment) *Page 4***
  - B.    **EC Member Concern: Motion/Resolution for EC to Endorse Student Access Initiative (SAI) (Marshall Whittlesey)**
  - C.    **FAC: Assigned Time for Exceptional Levels of Service to Students (attachment) *Page 6***
  - D.    **GEC: Proposed GE Assessment Plan (Marshall Whittlesey, Melissa Simnitt) (attachment) *Page 12***
  - E.    **APC: Academic Freedom Policy (attachment) *Page 24***
- X.    **EC Members Concerns & Announcements**

## CONSENT CALENDAR

March 4, 2015

### Programs/Courses Approved at UCC

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	To UCC	UCC Action
CHIN	101		Beginning Chinese I	C	Michael Hughes	11/27/14	2/18/15
CHIN	102		Beginning Chinese II	C	Michael Hughes	11/27/14	2/18/15
CHIN	201		Intermediate Chinese I	C	Michael Hughes	11/27/14	2/18/15
ECON	446		Economics and Wellbeing	C	Ranjeeta Basu	12/3/14	2/18/15
EDAD	P-2		Preliminary Administrative Services Credential	P-2	Carol Van Vooren	8/26/14	2/11/15
EDAD	610		School Communities/ Diverse Society	C-2	Carol Van Vooren	8/26/14	2/11/15
EDAD	612		Development Professional Leadership Perspectives	C-2	Carol Van Vooren	8/26/14	2/11/15
EDAD	614		Leading Instruction	C-2	Carol Van Vooren	8/26/14	2/11/15
EDAD	616A		Role of Schooling in a Democratic Society	C-2	Carol Van Vooren	8/26/14	2/11/15
EDAD	616B		School Finance and Resource Allocation	C-2	Carol Van Vooren	8/26/14	2/11/15
EDAD	618A		Leading for Assessment & Accountability	C-2	Carol Van Vooren	8/26/14	2/11/15
EDAD	618B		Leading School Improvement	C	Carol Van Vooren	8/26/14	2/11/15
EDAD	620		Leadership/Educational Issues	C-2	Carol Van Vooren	8/26/14	2/11/15
MGMT	624		Global Hospitality Leadership	C	Raj Pillai	8/20/14	2/4/15
MIS	418		Information Security Management	C	Fang Fang	2/4/15	2/4/15

MIS	426		Telecommunication & Network Security/Mgmt	C-2	Fang Fang	2/4/15	2/4/15
MKTG	622		Brand Stewardship in Hospitality Industry	C	Glen Brodowsky	8/20/14	2/4/15
MKTG	624		Managing Services Marketing	C	Camille Schuster	8/20/14	2/4/15
SLP	P-2		M.S. in Speech-Language Pathology	P-2	Sue Moineau	10/23/14	2/4/15

## **Policy and Procedure for Moving Self-Supported Academic Programs to State-Supported Funding**

### **Revised Draft 3/1/15**

***Rationale:*** In scarce budgetary times, the initiation of new programs can be difficult or even impossible. However, to respond to community, workforce, and student needs, the university cannot be inactive. Launching programs through self-supported funding has been one way to respond to those needs. As budgets and allocations improve, some of the self-supported programs should be considered for state-supported funding. 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 undergo a review process by the appropriate college and university committees, approved by the academic senate, and 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:** Policy and 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

#### **Policy:**

Proposals to convert an authorized self-supported degree program to state supported funding requires approval from the Chancellor's Office. The campus should propose the change to the Chancellor's Office specifying the degree program, offering a brief program description and rationale for making the change, and shall include a detailed cost recovery budget, student fees per unit and total student cost to complete the program, anticipated student enrollment, a campus commitment to provide adequate faculty resources and the anticipated impact on the existing state-supported programs (Executive order 1099, 11.1.2.4.)

#### **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 were funded through self-support (EL). All affected departments offering courses in this program should be addressed here. How will the new state-supported program be offered without negatively impacting the existing state-supported offerings?
- b. How will existing tenure-track faculty and staff resources be funded through existing, reallocated or new state funds?
- c. Space and facilities that would be used in support of the program. The amount of lecture and/or laboratory space required to initiate and to sustain the program over the next five years.
- d. A report provided by the campus Library.<sup>1</sup> What library resources, previously funded through EL, (including library instruction, library materials and staff/faculty support) will be needed to sustain the program in a state-support delivery model? Indicate the commitment of the campus to provide these resources.
- e. How will existing academic technology, equipment, and other specialized materials be impacted by the program's move to self-supported delivery?<sup>2</sup>

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

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

<sup>1</sup> Contact the Library for this report.

<sup>2</sup> 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.

<sup>3</sup> Contact Academic Programs for the spreadsheet.

## 1    **FAC Assigned Time for Exceptional Levels of Service to Students**

### 2    *Rationale*

3    *This policy is being created to comply with a new provision in the Collective Bargaining*  
4    *Agreement, Section 20.37, which provides approximately \$18,000 in funds this year as well as*  
5    *for the next 2 years to fund assigned time for exceptional service performed by any faculty unit*  
6    *employee.*

7    *Most of the language in this policy comes directly from Section 20.37 of the CBA. The CBA*  
8    *allows campus Senates to develop criteria and procedures for the use of the funds. The following*  
9    *policy does so. Please note:*

- 10        • *Language that is required by the contract is temporarily highlighted for easy*  
11        *identification.*
- 12        • *Regarding the timeline, for activities in AY 2014/2015 and activities planned for AY*  
13        *2015/2016, a possible timeline is included below, but would need to be finalized*  
14        *depending on when the document is approved by the President.*

15    *This matter is time-sensitive because the first cycle is supposed to be completed before the end of*  
16    *this semester (retroactive for this AY). Thus, the policy must be created, approved and*  
17    *implemented is a very condensed timeline.*

## Assigned Time for Exceptional Levels of Service to Students

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## 48 ASSIGNED TIME FOR EXCEPTIONAL LEVELS OF SERVICE TO STUDENTS

### 49 I. PURPOSE

50 To provide a process for all unit 3 faculty, who are not otherwise receiving an adjustment in  
51 workload to reflect their effort, to write proposals and compete for assigned time for exceptional  
52 levels of service to students that supports the priorities of the California State University (CSU)  
53 system and the mission of California State University San Marcos (CSUSM) pursuant to Article 20,  
54 Section 20.37 of the 2014-2017 Collective Bargaining Agreement (CBA) between CSU and the  
55 faculty.

### 56 II. EXCEPTIONAL ASSIGNED TIME COMMITTEE (EATC)

#### 57 A. Membership

58 Membership of EATC shall be composed of

- 59 1. One faculty member from each college, appointed by the Academic Senate.
- 60 2. One faculty member to represent the Library/Athletics/Counselling/Extended Learning  
61 constituency, appointed by the Academic Senate.
- 62 3. A student appointed by the Associated Student, Inc.
- 63 4. The Provost or their designee will serve as a non-voting *ex officio* member.

64 Each member serves a one-year term.  
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#### 66 B. Functions

- 67 1. To evaluate faculty applications for assigned time for exceptional levels of service to students
- 68 2. To make recommendations based on those evaluations to the Provost and Vice-President for  
69 Academic Affairs (VPAA).
- 70 3. periodically review and, if needed, make recommendations for changes in this policy to the  
71 Faculty Affairs Committee (FAC)  
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### 73 III. ASSIGNED TIME BUDGET AND REPORTING

74 Pursuant to the above-referenced article of the CBA, the CSU has agreed to provide resources to each  
75 campus for assigned time for exceptional service to students based on the number of full-time  
76 equivalent students at that campus.

#### 77 A. Accountability and Expenditures

- 78 1. CSUSM shall expend all funds allocated to them under this program. CSUSM shall provide an  
79 accounting of expenditures for this program for the prior fiscal year by no later than November 1  
80 of the subsequent year to the EATC, the Academic Senate, and the CSU.
- 81 2. Any unused funds shall roll over for use in the following academic year for the 2014/2015  
82 academic year and the 2015/2016 academic year. All funds must be expended in the 2016/2017  
83 academic year.
- 84 3. For accounting purposes, costs of assigned time shall be calculated based on the minimum salary  
85 for assistant professor.



- 86 4. Awards from appeals shall not exceed 10% of the annual budget for assigned time and shall be  
87 funded in the subsequent academic year. During the last year of the agreement, appeals must be  
88 funded from the funds for that year, including any rollover from previous years.

#### 89 IV. ELIGIBILITY & RESTRICTIONS

##### 90 A. Eligibility

- 91 1. All unit 3 faculty employees are eligible to submit a proposal to request assigned time for  
92 exceptional levels of service to students.  
93 2. Faculty who have previously received assigned time under this program and have not filed a final  
94 report on their activities are not eligible to apply again until their final report has been received.  
95 3. Faculty members already receiving assigned time for the same general category of activity (e.g.,  
96 assigned time for excess enrollments, assigned time for committee service) shall not be eligible  
97 for support from this program.

##### 98 B. Restrictions

- 99 1. Assigned time can only be utilized during the academic year (August – May) during which the  
100 activity is performed with the exception of assigned time granted in the 2014/ 2015 academic  
101 year which may be utilized in the 2015/2016 academic year.

#### 102 V. TIMELINE

- 103 A. For activities in the 2014/2015 academic year and activities planned for the 2015/2016 academic  
104 year, applications will be due April 15, 2015 and awards announced in May of 2015.  
105 B. For 2016/2017 academic years applications will be due March 1, 2016 and awards announced in  
106 May.

#### 107 VI. APPLICATION MATERIALS

108 An application for assigned time to support exceptional levels of service to students shall consist of:

- 109 A. a narrative proposal, not to exceed two pages;  
110 B. a current curriculum vitae (CV), limited to two pages;  
111 C. a letter from a CSUSM employee who can speak to the credibility of the project, not the proposer,  
112 in support of the application and  
113 D. a letter indicating that the department chair and dean are aware of the proposal and are not  
114 currently providing assigned time for the same general activity (see section 4.1.3).  
115 E. Incomplete applications will not be reviewed.  
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#### 118 VII. SUPPORTED ACTIVITIES AND REVIEW CRITERIA

##### 119 A. The following activities may be supported

- 120 1. Student mentoring, advising, and outreach, especially as these activities support underserved,  
121 first-generation, and/or underrepresented students  
122 2. The development and implementation of high-impact educational practices; curricular redesign  
123 intended to improve student access and success

3. Service to the department, college, university, or community that goes significantly beyond the normal expectations of all faculty
4. Assignment to courses where increases to enrollment have demonstrably increased workload
5. Other extraordinary forms of service to students

#### B. Review Criteria

1. Demonstrated or hypothesized impact on student success and/or educational experience; impact includes the quality of the activity as well as the number of students served. (40%)
2. Demonstration that the impact on and/or quality of student experience could not be maintained without an increase in workload and that it is above and beyond the faculty member's work assignment/regular duties (30%)
3. Demonstrated impact on historically underserved populations (20%)
4. Quality of the letter of support (10%)

### VIII. RECOMMENDATIONS

#### A. The EATC shall assign each proposal one of four ratings:

1. Highly Priority
2. Medium Priority
3. Low Priority
4. Not Recommended

#### B. The EATC shall submit its evaluations and the application materials to the VPAA who in consultation with the appropriate administrator responsible for assigning workload (e.g., Dean or Vice-President of Student Affairs), shall make the final determination regarding the approval or denial of assigned time. In addition to the recommendation of the EATC and input obtained via the consultation process, the VPAA may consider equity across constituencies in his/her decision.

### IX. INFORMATION PROVIDED TO APPLICANTS

Once a decision is reached by the VPAA, he/she will forward his/her approval or denial as well as the evaluation of the EATC to the applicant.

### X. APPEALS

#### A. Appeals Committee

The Appeals Committee shall comprise one member of the EATC, two members of Academic Senate Executive Committee, two members of the FAC, and the VPAA or designee who shall be a non-voting *ex officio* member. The Appeals committee shall be appointed by the Chair of the Academic Senate.

#### B. Timeline and Notification of Decisions

Appeals of the decision made by the VPAA shall be made, in writing, to the Chair of the Academic Senate and shall be filed no more than ten working days after the date upon which the VPAA notifies the applicants of his/her decision. The Chair of the Academic Senate will appoint the Appeals Committee within ten working days of receiving the first appeal. The Appeals Committee

shall complete their review in no more than thirty working days after receipt of the appeal. The Appeals Committee shall send the appellant notification of its decision. Decisions made by the Appeals Committees shall be final and binding and are not subject to the grievance procedures in Article 10 of the CBA.

## **XI. CONDITIONS OF ASSIGNED TIME**

A faculty unit employee granted assigned time under this program shall provide a final report to the EATC via the Faculty Affairs office no later than one semester following the award of assigned time. The report shall provide evidence that the proposed activities were completed and that the impact on the students was as claimed in the original application. Faculty are ineligible to receive further assigned time from this program until their report is received.

## **XII. EFFECTIVE DATES**

The policies and procedures in this document are an implementation of Article 20, section 37 of the 2014-2017 CBA. The 2016/2017 academic year marks the end of this program and, barring action by the Academic Senate Executive Committee, this policy shall no longer be in effect on or after September 1, 2017.

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**CSU San Marcos**  
**General Education Program Assessment Plan**

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**Introduction/Background**

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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)**

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

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.

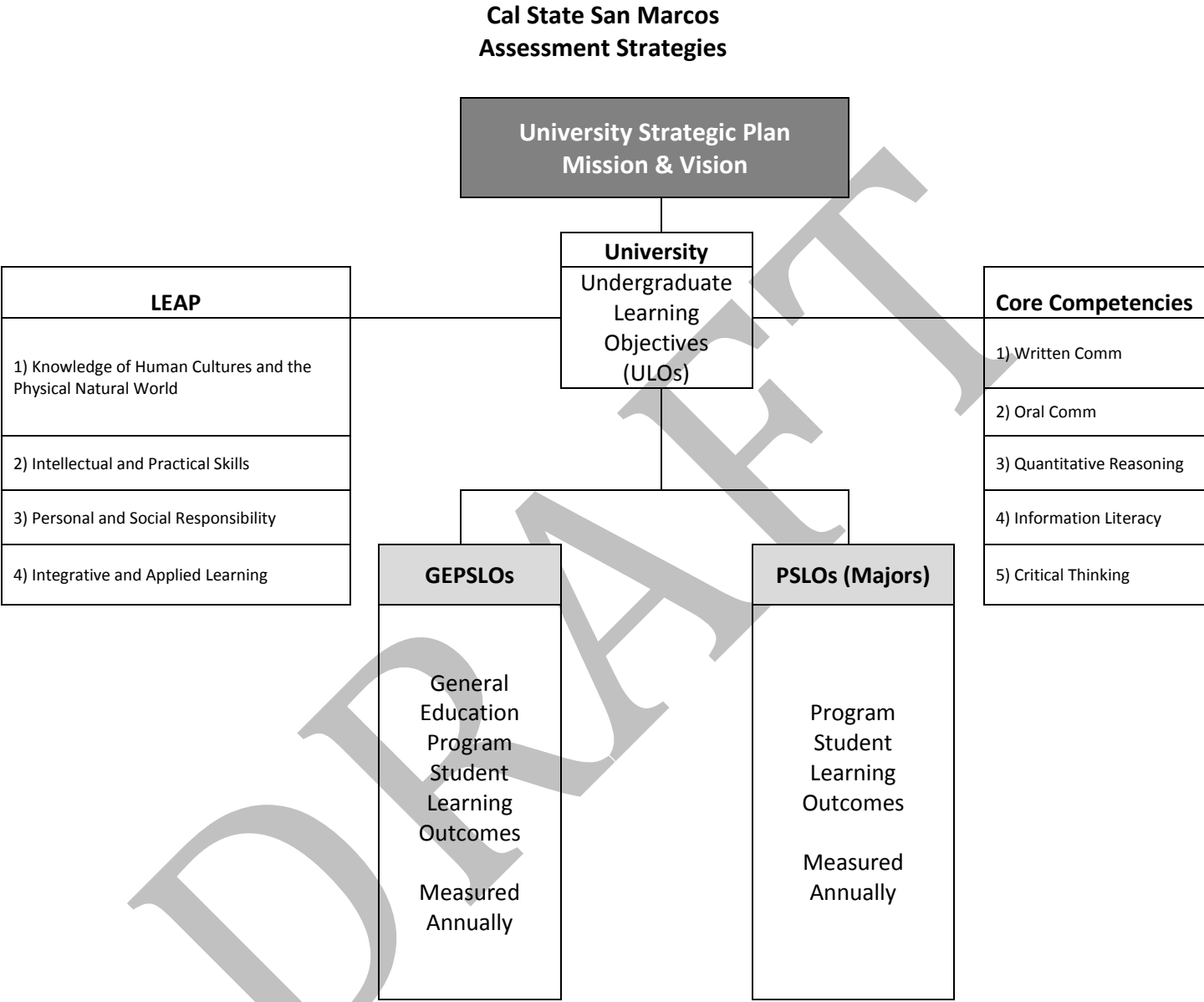
**Table 1: GE Program Student Learning Outcomes and Area Alignment**

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
<b>A1</b>	Oral Communication									
<b>A2</b>	Written Communication									
<b>A3</b>	Critical Thinking									
<b>B1</b>	Physical Science									
<b>B2</b>	Life Science									
<b>B3</b>	Lab Activity									
<b>B4</b>	Mathematics/Quant Reasoning									
<b>BB</b>	Upper Division Science and/or Mathematics									
<b>C1</b>	Arts									

<b>C2</b>	Humanities									
<b>C3</b>	Arts and/or Humanities									
<b>CC</b>	Upper Division Arts and Humanities									
<b>D7</b>	Interdisciplinary Social Science									
<b>D</b>	Discipline Specific or Second Interdisc Social Science									
<b>Dh</b>	US History									
<b>Dc</b>	US Constitution									
<b>Dg</b>	California Government									
<b>DD</b>	Upper Division Social Sciences									
<b>E</b>	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
<b><i>Academic (Majors) Program Review</i></b>  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
<b><i>General Education Course</i></b>  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
<b><i>Academic Programs Annual Assessment Activity</i></b>  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
<b><i>Core Competencies Assessment</i></b>  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

<b>Graduating Senior Survey</b>  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
<b>Engagement</b>  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
<b>Year One: 2014-15</b>	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
<b>Year Two: 2015-16</b>	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
<b>Year Three: 2016-17</b>	GE Area C Assessment	GE courses randomly chosen; student work assessment to be determined	GEC, GE faculty, program chairs/directors, Academic Programs, Assessment Specialist
<b>Year Four: 2017-18</b>	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	

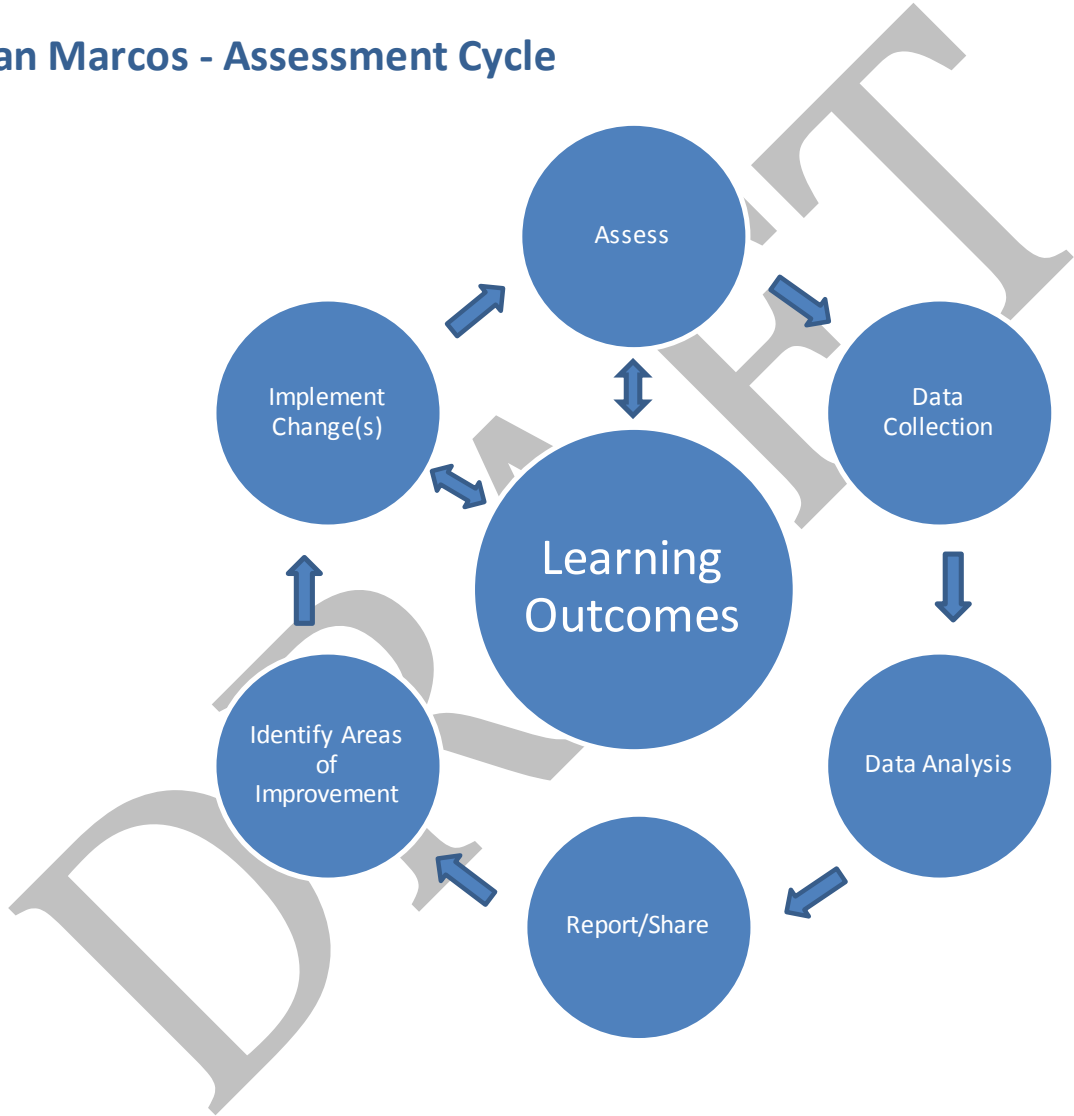
\*Covers a core competency

**Table 6: Proposed GE Assessment Plan Process**

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

Table 7: Assessment Cycle and Closing the Loop Strategy

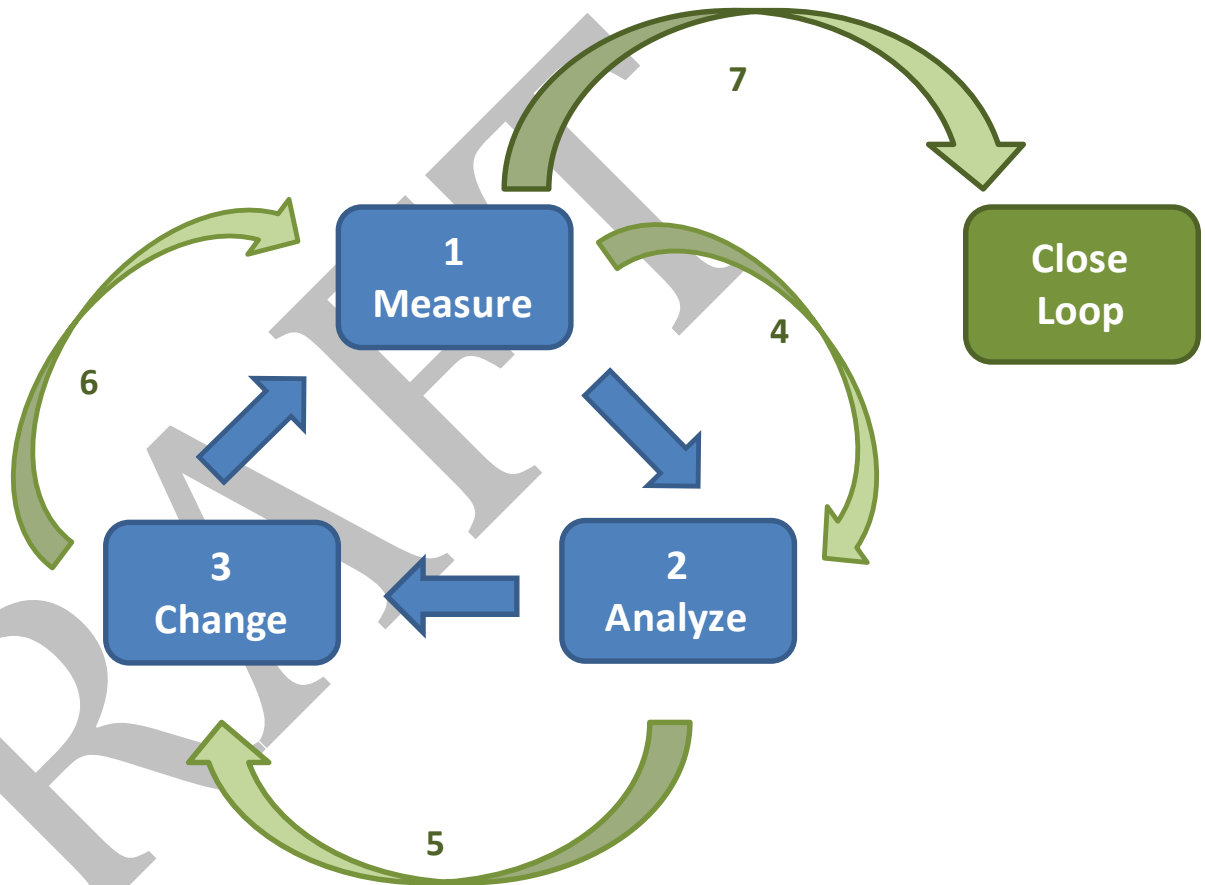
CSU San Marcos - Assessment Cycle



## 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**



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**Rationale**

A statement on Academic Freedom has appeared in every CSUSM General Catalog since the first catalog in 1990-91, but there are no records showing that this is an official University “policy.”

One of the WASC Criteria for Review (CFR 1.3 Integrity and Transparency) asks whether the institution has publicly stated its commitment to academic freedom and affirmed “that those in the academy are free to share convictions and responsible conclusions with their colleagues and students in their teaching and writing.” The guideline for this CFR is:

The institution has published or has readily available policies on academic freedom... Due-process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.

If approved, this policy will replace the Academic Policy statement currently appearing in the CSUSM General Catalog.

**Definition**

This policy demonstrates the University’s commitment to academic freedom.

**Authority**

*The president of the university*

**Scope**

*This policy applies to all faculty and students at CSUSM.*

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Karen S. Haynes, President

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Approval Date

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Graham E. Oberem  
Provost and Vice President for Academic Affairs

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Approval Date



California State University San Marcos (CSUSM) is committed to promoting and protecting principles of academic freedom and responsibility for all members of its faculty and students in both curricular and co-curricular activities. The principles of academic freedom guarantee freedom of inquiry, research and creative activity, freedom of teaching, and freedom of expression. Academic freedom is essential for the University to pursue its fundamental mission of academic excellence. This policy acknowledges the importance of preserving the role of faculty in shared governance and joint decision-making, where it collectively exercises academic freedom and recognizes that with academic freedom comes responsibility.

Consistent with the 2005 CSU Academic Senate Resolution on Academic Freedom, CSUSM also seeks

to foster in its students a mature independence of mind, and this purpose cannot be achieved unless students and faculty are free within the classroom to express the widest range of viewpoints within the standards of scholarly inquiry and professional ethics.

Although we cannot control the interpretations of others, we must always remember why we are here: to enlighten, nurture, and educate. It is our responsibility to try to provide an environment that fosters civil discourse, mutual respect, open inquiry, and freedom of expression. Academic freedom does not include the use of discriminatory, discourteous, or abusive conduct or language towards others while in performance of their duties, nor language or conduct that is unlawful.

This policy endorses the general principles of academic freedom outlined in the *1940 AAUP Statement of Principles of Academic Freedom and Tenure* (including notes from the *1970 Interpretive Comments* and the 2009 clarifying statement on academic freedom). The principles of academic freedom require their application to teaching and learning, research and membership in an academic community:

- (i) Faculty are entitled to freedom in presenting material related to the content of the course as determined by the intellectual standards of relevant academic disciplines.

- (ii) Research and creative activity cannot fulfill its fundamental purpose of advancing knowledge unless it is done in an environment supportive of academic freedom. All those engaged in research/creative activity are entitled to full freedom in research and in the publication of results within applicable legal requirements, and the recognized standards of their profession.
- (iii) CSUSM members generally have the right to speak and write as citizens in any forum, free from institutional censorship or discipline. However, they should remember that their profession and their institution may be judged by their statements. For this reason, they should indicate that they are not speaking for the institution and at all times make every effort to be accurate, exercise appropriate restraint, and show respect for the opinions of others.

Consistent with the 2005 American Council on Education's Statement on Academic Rights and Responsibilities, CSUSM also asserts that

The validity of academic ideas, theories, arguments and views should be measured against the intellectual standards of relevant academic and professional disciplines. Application of these intellectual standards does not mean that all ideas have equal merit. The responsibility to judge the merit of competing academic ideas rests with colleges and universities and is determined by reference to the standards of the academic profession.

Issues concerning the infringement of the academic freedom of a faculty member should be brought to the attention, as appropriate, of the department chair, the Dean's office, or the CFA chapter faculty rights representative. When claiming a violation of academic freedom, faculty have the right to pursue redress via available institutional means, including, but not limited to, the grievance procedures if permitted by the Collective Bargaining Agreement (CBA). For the purpose of this paragraph, a person who has multiple roles on campus is considered to be a faculty member when s/he is so defined by the CBA.

Issues concerning the infringement of the academic freedom of a student should be brought to the attention, as appropriate, of the Dean of Students, the department chair, the Dean's office, or their ASI representative. When claiming a violation of academic freedom, students have the right to pursue redress via available institutional means, including, but not limited to, the Student Grievance Policy and/or the Student Course Grade Appeals Policy. For the purpose of this paragraph, a person who has multiple roles on campus is considered to be a student if s/he is enrolled in a course even if this person is also a faculty member, staff member, or administrator.

Academic freedom must not be trivialized nor equated with other important and constitutionally guaranteed freedoms of expression. All members of the CSUSM campus community – faculty, students, staff and administration – share the responsibility to maintain, encourage, promote, and protect academic freedom, ensuring that it is not compromised by censorship, fear of reprisal, institutional discipline, or outside interference. It is the joint duty of the Administration and the Academic Senate to actively sustain and defend academic freedom in the domains of teaching, research, service, and all aspects of institutional academic matters and shared governance. In this manner, CSUSM will be able to fulfill its educational mission in the service of its students, the residents of California, and the common good.