

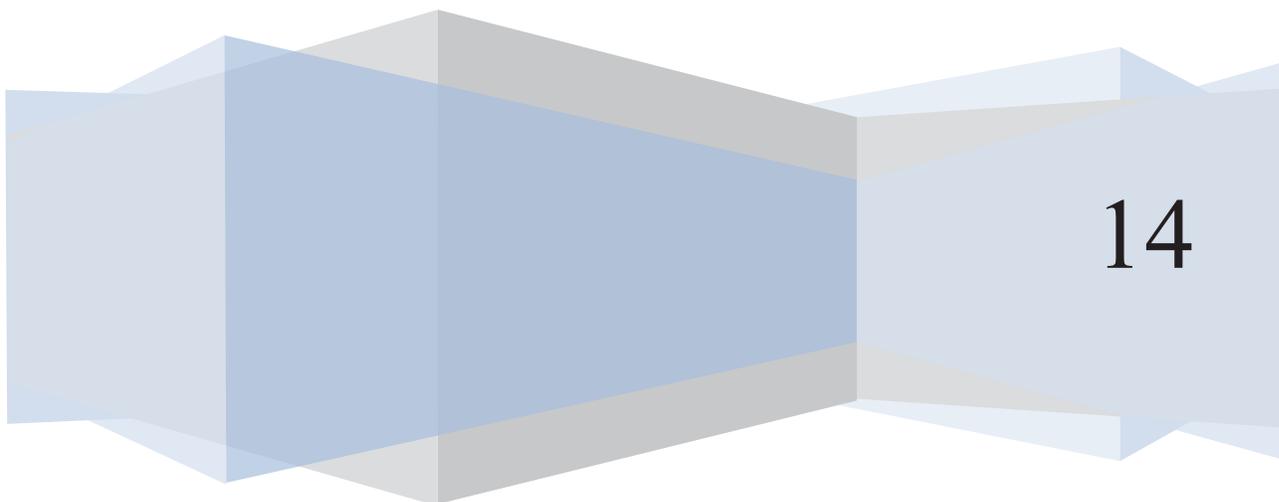
Appendix 6

6.1 Campus Self-Study by Sharon Hamill, 2014

Campus Assessment Self- Study Report

CSUSM

**Report Prepared by
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January 9, 2014**



Acknowledgements

Cohort IV of the WASC Assessment Leadership Academy

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Executive Summary

Introduction

In March of 2013, Dr. Sharon Hamill was selected to be a member of Cohort IV of the WASC Assessment Leadership Academy (ALA). At the time, Dr. Hamill held a variety of positions at the university including Director of Academic Assessment, General Education Assessment Coordinator, Assessment Liaison Officer, and Faculty member in the Psychology Department. Selection to this prestigious academy ensured that Dr. Hamill would obtain invaluable training in assessment that would help CSUSM to move forward in its assessment efforts. This document contains a detailed description of the current assessment system at CSUSM. Using Walvoord's (2010) framework, the analysis focused on three levels in the assessment hierarchy: data generation, digestion, and decision-making. Additionally, recommendations for improving the current assessment system to bring it in line with best practices are provided.

Rationale for the Study

Across the country, college faculty are engaged in program assessment activities designed to provide information on their students' knowledge, skills, and values. Driven largely by pressures from the Department of Education to demonstrate student learning, colleges and universities are working with their accrediting bodies to develop campus assessment systems so that they may provide such evidence (Ewell, 2008). Excellent resources exist for faculty members interested in assessing student learning (e.g., Allen, 2004; 2006; Driscoll & Wood, 2007; Suskie, 2009; Walvoord, 2010). Much of this work focuses on establishing student learning outcomes, aligning curriculum with a curriculum map, and devising ways to measure and report student learning. Moreover, the literature is replete with reminders to "close the loop" and actually use the data to make program improvements (Baker, Jankowski, Provezis, & Kinzie,

2012; Banta & Blaich, 2011; Corbitt & Chapman, 2008; Driscoll & Wood, 2007; Suskie, 2009). But how are we to achieve this goal? Institutions vary in a myriad of ways including the structure of their Faculty Affairs and Students Affairs divisions, their departments of Institutional Research, and the assessment interests of administrators leading key divisions. How does the information obtained in one division of a campus get shared with other divisions that may need it in order to close the loop? There is some literature available that focuses on those institutions that have “done assessment” very well and have met this goal (e.g., Baker et al., 2012; Bresciani, 2006; Driscoll & Wood, 2007; Kinzie, & Jankowski, 2013). Campuses new to assessment are encouraged to glean information from these examples. However, for every “best practice” institution, there are many more institutions that do not have the kind of support that many of the model institutions enjoy. Instead, they may face significant financial, philosophical, pedagogical and political barriers to building the appropriate infrastructure to collect assessment data, share findings, and use the information to improve programs. Where can a campus go for information on the steps necessary to build this infrastructure, given the campus’ current barriers? It is going to have to come from the campus itself as each campus is unique and will have to design a system that works best for its individual culture (Linda Suskie, personal communication, March 22, 2013). This report outlines the current state of assessment at our institution, and provides recommendations on how to improve the system.

Method

Assessment expert Barbara Walvoord (2010) has articulated a clear and direct approach to analyzing a university’s assessment system. She notes that “a frequent mistake educators make is to pile of pieces of assessment without taking stock of the whole picture” (pp. 32).

She suggests that campuses diagram the institution's current assessment system by tracking how assessment data moves from the units in which they are generated into the highest level of the system where decisions are made for the institution. The diagram is divided into three hierarchical levels: data generation, digestion of data, and decision-making. By identifying the key components of the assessment system in each level and tracking data flow, assessment leaders will discover where data hits a dead-end and where they flow to the decision sites. She maintains that most institutions discover that their difficulties lie not in data generation, but in how the data are used, or closing the loop. In many cases, data may not be aggregated, analyzed, and summarized for use by decision makers at the institution; that is, the system fails to "digest" the information that is gleaned. Consequently, decision-makers may rely on faulty evidence – or no evidence – upon which to take action. However it is the digestion of assessment data that provides the mechanism for program improvement and organizational change.

The evaluation of the assessment process began with examination of existing assessment reports from 42 academic programs and interviews conducted with fifteen staff, faculty or administrators who were central to the assessment effort on the campus and represented various levels of the assessment system. On the Academic Affairs side, the academic program reports provided a detailed picture of the extent to which assessment is embedded in the culture as well as insights on the quality of the assessment data. By incorporating interviews with Deans, chairs of relevant Senate Committees (e.g., Program Assessment Committee; University Curriculum Committee), administrators charged with oversight of Academic Programs, and Institutional Planning and Analysis, a clear view of assessment of student learning in the Academic Affairs division emerged. The Student Affairs side of the house was explored through interviews with

key staff and administrators who have deep knowledge of assessment efforts (e.g., Planning, Assessment and Compliance Manager; AVP of Student Affairs).

Broad interview questions were developed for the study and the project was submitted to the campus Institutional Review Board (IRB) for approval. Semi-structured interviews were conducted and focused on the following questions: (1) What kinds of assessment data does your unit obtain? (2) Do you have a time frame for which assessment is conducted regularly? What is it? (3) Where does the summary of the assessment data get sent? When does it get sent? (4) Which individuals/units on campus need to see your summary of the data? Optimally, when and where should they obtain this summary? (5) Are there units/individuals on campus who have data that you need to obtain? Optimally, when and where would you like to get summaries of this information? After providing responses to key questions, interview participants were probed for additional information as needed.

Summary of Key Findings

A summary of key findings in the current assessment system and recommendations for improvement are provided here. Detailed accounts of key concerns and recommendations for programs and administrative units are provided in subsequent sections of this report.

Part I: The Current State of Assessment.

Figure 1 depicts the current assessment system in operation. The figure makes clear the places where data generation is/is not occurring, and the extent to which communication occurs between units and ascends the hierarchy. Note that although Walvoord (2010) utilizes three levels in the diagram, four levels were included in this case study. At this campus, some administrators are in the position of participating in digestion and making lower level decisions so the diagram depicts these 4 levels: (1) data generation; (2) data digestion; (3) digestion and

decision-making; (4) decision-making. Within each level, the activities that are undertaken by the unit/entity, their communications about assessment findings, and their use of assessment data, were described. Solid lines in the diagram represent strong communication pathways; dashed lines depict weak or minimal communications. Themes were then extracted from the data, interviews and diagram; these themes comprise the key concerns section for each unit. Based on this diagnostic, five key concerns were identified.

First, it is clear that data is being generated in most units, but data are rarely shared in a meaningful way beyond the unit that generated it. In the case of academic programs, data generation was inconsistent and if produced, were rarely shared in any systematic way outside of the unit in which the data were created. In fact, faculty within the programs often created data but never discussed it with colleagues in their own departments. The General Education program was not conducting assessment at all, largely due to political resistance to GE reform. Student Affairs fared much better, at least in terms of design of their process. Built into their system were opportunities to use the data within the unit, to move it up the hierarchy to a Senior Leadership Team within Student Affairs, and ultimately, to the decision-makers at the highest level of the organization. However, given that the system is new there was little data currently available and the new process provided few opportunities to share the data horizontally outside of Student Affairs.

Second, mid-level decision makers in Academic Affairs administration are not adequately informed regarding the content of assessment findings for the units they supervise. In particular, Deans do not have direct access to assessment findings from the academic programs in their colleges. In fact, they have largely been kept out of communication pathways regarding annual assessment and are only brought into the discussion during program review once every 5 years.

This means that they must make decisions with very little evidence of program quality available for their consideration.

Third, there are few opportunities built into the current system for thoughtful consideration of the data that are generated and shared. This is particularly evident in the Faculty Senate.

Although the campus has separate committees that focus on curriculum and student learning (e.g., General Education Committee, Program Review Committee), there is no opportunity for meaningful discussion of on-going assessment across committees. This problem extends to the Senate leadership, as well. At present there are no provisions for providing reports on assessment activities to the Senate Executive Committee or the full Senate. Moreover, there is no Senate committee focused solely on consideration of data regarding program quality in Academic and Student Affairs. In fact, on this campus there are few assessment committees even within the specific academic degree programs (it is often left to one person), and no assessment committee at the college or university level for which to share results. Thus, opportunities to track ongoing assessment and learn from one another are extremely limited.

Fourth, there is inadequate administrative support for assessment training. Although the Director of Academic Assessment provided faculty workshops on assessment and arranged for a half-day training on assessment methods by an outside expert, there is no long-term, consistent commitment to educating faculty, staff, and administrators in assessment. Rather, a “hit or miss” approach is taken in which a few people are occasionally provided travel funds to attend an assessment conference. However, these individuals are typically those already involved in assessment and this results in preaching to the assessment choir. Consequently, few people have the requisite knowledge about assessment to be effective.

Finally, because of these four issues, data is not being consistently used for evidence-based decision making, particularly in Academic Affairs. The current system is one in which data are generated by individuals who, because of lack of training, do not have adequate understanding of the appropriate methods to do so. The information that is generated is not widely shared and does not flow upward in the assessment hierarchy to decision makers. Student Affairs performs better in terms of having a system for moving data from the generators to digestion and on to the decision makers. However, they have just instituted a system for data collection and it is too early to tell if data that can be moved upward is being generated appropriately. Given that good decision making requires appropriate evidence upon which to make those decisions, this highlights a significant vulnerability in the current system.

Part II: A Revised Assessment System.

Key recommendations are provided for each level in the system: data generation, digestion, and decision making. Suggestions for ways to improve *data generation* focus solidly on obtaining appropriate training for faculty and staff. Recent budget cuts left few resources for training. Although the campus managed to pay a small stipend to assessment leaders in programs to conduct assessment activities and a course release for the assessment leader for those programs undergoing self-study, funds for training faculty and staff in how to conduct assessment have been largely non-existent for years. As the budget improved and some funds became available, a few people were sent for training with the explicit assumption that they would come back to campus and share what they learned. However, few people have been interested in obtaining this information from their colleagues. Thus, it is highly recommended that the campus invest in training more people so that the responsibility of assessment is widely shared and not placed on the shoulders of one or two individuals.

Many of the recommendations focus on the *digestion of assessment data*. Most importantly, there is a need for an assessment system that provides multiple opportunities for consideration and analysis of data. On the Academic Affairs side, three recommendations were made. (1) Each academic degree program needs to identify an “Assessment Lead” and an assessment committee to oversee data generation and summarize findings from within the program. Annual assessment reports of their findings would be shared directly with Deans, perhaps in their year-end annual program reports. (2) Each college needs to identify an “Assessment Coordinator” who would chair the College-level Assessment Council. Each program’s Assessment Lead would represent their program on the Council. The Council should meet twice a year: once when the annual assessment plans were submitted and once to present assessment results. In this way, programs could learn from one another and share ideas about next steps for closing the loop. Deans (or Associate Deans) should also sit on the Council to provide opportunities for the Dean’s Office to express commitment to the assessment efforts and to ask questions of programs. (3) Each of the college Assessment Coordinators should represent their college on a university-wide assessment committee. This committee should also include representatives from Student Affairs, Institutional Planning and Analysis, University Advancement and the Senate Executive Committee (e.g., the Chair or Vice Chair). The University Assessment Committee should meet twice a year to share assessment information from their divisions and departments. Summaries of the assessment results and discussions from these meetings should be sent to the highest level decision makers on the campus for their consideration. Additionally, assessment findings should be included on campus websites at the program, college and university level.

A third recommendation is to provide timely information about program quality and assessment efforts to *decision makers*. On this campus, assessment reports from both Academic

Affairs and Student Affairs are due at the end of academic year. If deadlines were slightly adjusted so that the University Assessment Council could meet in the last week of the semester, a summary report of the year's activities could be sent to the decision-makers in early summer. The new fiscal year begins July 1st; consequently, the report would be available as the decision-makers start to deliberate about resource allocation and plans for the next academic year.

See figure 2 for a depiction of the revised assessment system.

One year follow-up. As noted by Allen (2004), an important step in the assessment process is to routinely examine the assessment process itself and make adjustments. Consequently, it is important that the campus be committed to examining the effects of the changes they make in their assessment system. This should include a one-year follow-up once the initial changes have been implemented. A survey should be sent to assessment leaders asking them to report on their participation in the digestion activities noted above and their use of assessment data in decision-making, where appropriate. Additionally, a review of the campus websites for inclusion of assessment information is necessary. As the campus becomes more comfortable with assessment activities, there should be an increase in willingness to share what is known about students' mastery of learning outcomes and how the campus serves students' needs. This information is needed across divisions, departments, and programs therefore widespread sharing of data should become the norm.

Part I: The Current Assessment System at CSUSM

Diagram

Figure 1 depicts the current state of dissemination of assessment data/closing the loop at CSUSM. The diagram is divided into data generation, data digestion, data digestion/decision-makers, and highest-level decision-makers using an adaptation of Walvoord's (2010) model. The solid lines depict strong communication of assessment findings from one entity to the other; dotted red lines depict weak or limited communication regarding assessment results. Review of this figure led to identification of the following **key concerns**:

1. Data are not generated.
 - a. The GE program does not conduct direct assessment of student learning.
 - b. Some Academic Programs do not generate annual assessment data.
2. Digestion: The data that are generated are not widely shared.
 - a. Academic Programs does not have clear links to Deans or decision makers at the top of the hierarchy.
 - b. Student Affairs does not connect to the Student Affairs Committee.
 - c. GE assessment activities are weakly communicated to the GEC through the GE Assessment Coordinator
 - d. Communication between the DOAA, GEAC, and ALO occurs because the three positions are held by one person.
 - e. Communication between GEC, PAC, UCC and SAC and the Senate Executive Committee is weak or non-existent.
 - f. ALO does not have clear communication pathways to administration.
3. Administrators in digestion/decision-making positions are not being given the information they need.
 - a. Academic Deans receive information about their academic programs through summary reports of participation in assessment activities from the AVP of Academic

Programs, not from the programs themselves. Access to the actual assessment reports is cumbersome.

b. AVP Academic Programs receives information from DOAA and the DOAA is the only person to see the reports from the programs.

4. Decision-Makers do not receive needed information.

a. Few opportunities exist to share information about annual assessment with key leadership councils.

b. If programs do not generate data (or the right kind of data), decision makers do not have appropriate evidence upon which to base decisions.

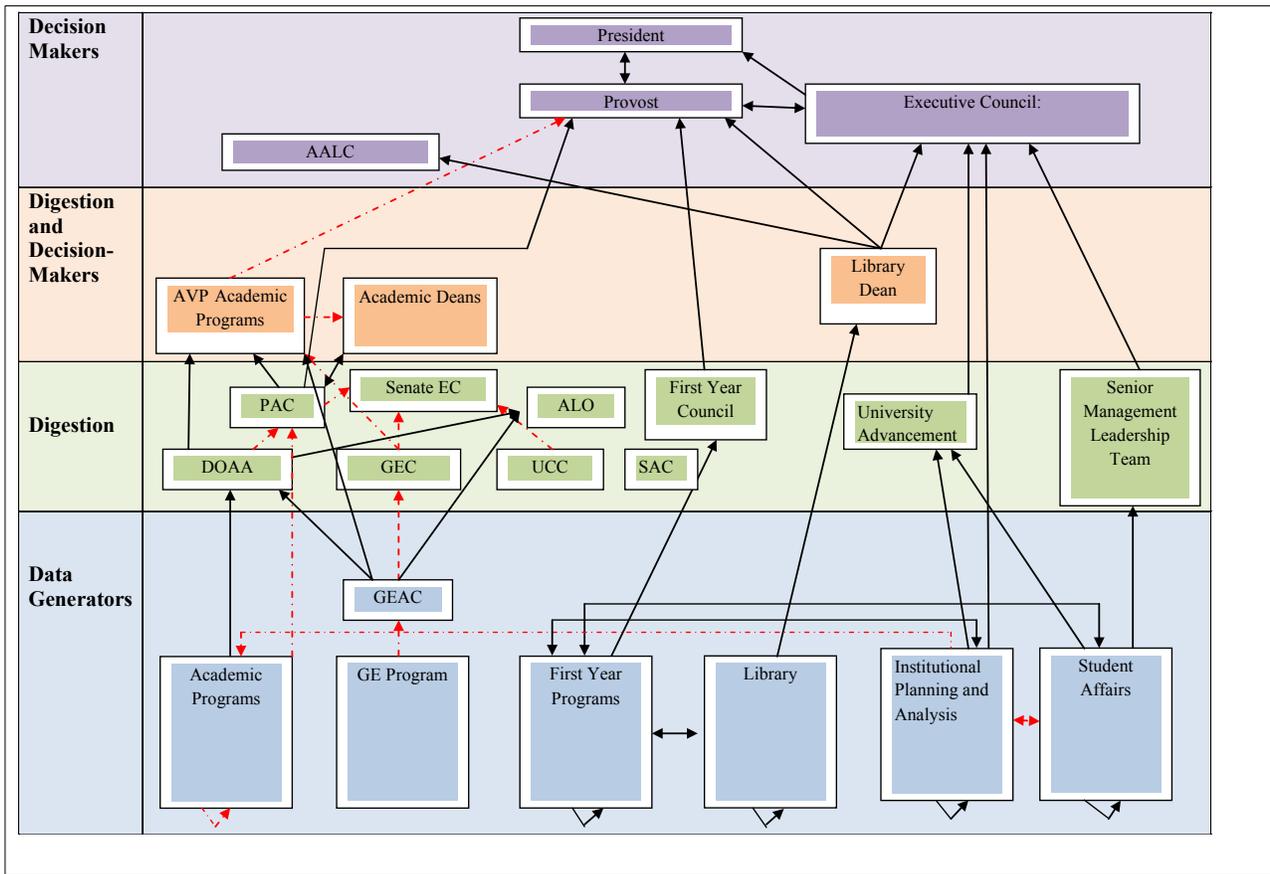


Figure 1. Current assessment system.

In order to better examine the current state of assessment and identify key concerns, data from the interviews and assessment documents are described for each level of Walvoord's (2010) model.

Data Generation:

1) Academic Programs:

A. Description. Information on assessment within academic programs was gleaned from the annual plans and reports submitted by programs. CSUSM has 42 academic programs (BA/BS, MA/MS, EDD). Each year, the programs are required to conduct annual assessment activities. All programs have developed Program Student Learning Outcomes (PSLOs). Programs are also expected to create curriculum maps that depict how courses align with PSLOs. Additionally, programs have been asked to articulate which PSLO will be assessed in which year in a multi-year assessment schedule. Assessment activities need to include direct assessment of student mastery of the PSLOs; indirect assessment can be used but may not replace direct assessment. Programs are asked to submit an annual assessment plan in early September, conduct the activities during the year, and submit an annual assessment report on the last day of the Spring semester in late May.

B. Dissemination of the data. The reports are read by the Director of Academic Assessment and a feedback memo, based on the WASC rubric for Program Student Learning Outcomes, is drafted. The draft memo is shared with the AVP for Academic Programs who approves it; the memo is then sent to the Program Chair/Assessment Lead, and the relevant Associate Dean and Dean of the college in which the program resides. At present, the Associate Deans and Deans do not see the actual assessment reports as they are only provided the feedback memo which describes where the program is relative to WASC requirements. They do receive a summary of

the percentage of programs in their college who have (1) program student learning outcomes (PSLOs); (2) curriculum maps that align courses with PSLOs within a program; (3) submitted a multi-year assessment schedule; (4) submitted an annual assessment plan; (5) submitted an annual assessment report. The Provost is provided an overall summary of participation in annual assessment (1-5 above) as well as a report of participation disaggregated by college. These summaries have only recently been provided to the administration over the past year; consequently, neither the administration in the colleges nor the Provost had regular access to information about annual assessment activities prior to February of 2012. A summary of Annual assessment data is shared with the Program Assessment Committee (PAC) during the self-study phase of program review. Data is collected throughout the cycle of program review which is typically a 5-7 year cycle, depending upon PAC's recommendation. Consequently, this data is shared once every 5-7 years in the self-study report conducted in year one of a two-year program review.

C. Use of the data. At the department level, there is great variation in how/whether assessment data are used. Some programs have incorporated discussion of annual assessment data into routine department meetings or annual retreats. Other departments do not discuss the findings at all; that is, only those directly involved with conducting the assessment and writing the report have access to the findings. In very few cases are the assessment data being shared with adjunct faculty members. At the program review level, the annual assessment data is used as evidence of the Educational Effectiveness of the program in the self-study report created for program review. (The manner in which this data is used by PAC is described below.) At present, annual assessment data is only being used minimally for decision making. PAC considers annual assessment data when writing reports on programs, but assessment data is not being used

systematically for decision making at higher administrative levels in terms of hiring priorities or resource allocation. This is due, in part, to the failure to share annual assessment data (or lack thereof) with appropriate administrators as they cannot consider assessment information in decision making if they do not have access to it.

D. Key areas of concern. One primary area of concern is that of the generation of assessment data. For some programs, assessment data are not being generated at all whereas for others, generation of large quantities of assessment data is creating a workload issue. For many programs, the data collection has not been linked to key questions about learning outcomes. This is because faculty members have limited knowledge regarding how/why assessment is conducted and in some cases, actively resist efforts to provide that education.

A second concern is that there has been quite a bit of turnover in assessment leadership at CSUSM at both the faculty Director and Administrative levels which has contributed to problems in conducting assessment and sharing information. Annual assessment and program review have moved from office to office over an 8 year period; consequently, faculty and administrative leaders have moved in and out of the assessment efforts. This has resulted in limited appropriate training for assessment with only a few members of the campus community obtaining expertise. However, significant strides in broad-based training were made in the 2012-2013 and 2013-2014 academic years. An assessment consultant, Dr. Michelle Saint-Germain from CSULB, was brought to campus to provide a half-day workshop on the assessment basics. Over 60 faculty members attended this workshop. The Director of Academic Assessment (DOAA) then provided an additional 15 follow-up assessment workshops/working sessions over the next 12 months to help interested faculty with their assessment projects. The assessment efforts did gain some traction at this point (e.g., in 6 months we went from 15% of programs

having curriculum maps to over 60%). Unfortunately, the office is once again in flux as the DOAA has left the position and it is unclear who or whether these efforts to train a larger number of faculty in assessment methodologies, and subsequent participation in assessment efforts, will continue. Without appropriate administrative support for assessment efforts (i.e., public discussion of and support for assessment; the provision of training to a larger body of faculty), sustainable annual assessment of academic programs at CSUSM is not possible.

A third concern is that the Deans have been left out of the loop in the communication about annual assessment data. This issue is described more fully in the Dean section of this report.

2) GE Program:

A. Description. The GE program is required to participate in annual assessment and to undergo some kind of program review, as required of all academic programs. However, the GE program at CSUSM is extremely large (300+ courses) and efforts to create an assessment process have been actively resisted for the past 5 years. The process to develop an assessment system began in 2008, when the Chancellor's office mandated that all GE programs in the CSU align with the Liberal Education and America's Promise (LEAP) goals developed by the AAC&U. This required that (a) a new GE mission statement be developed; (b) faculty members in each GE area articulate the student learning outcomes (GELOs) that characterize that area; (c) the GE Committee (GEC) articulate GE program student learning outcomes (GEPsLOs); and (d) GE areas be aligned with the GEPsLOs. Once this is complete, a schedule for the assessment of student mastery of GEPsLOs must be developed so that assessment of the program may commence (e).

(a) *The new mission statement.* The GEC developed a new mission statement and sent it to Senate in 2009. This statement was lost and was never brought before the full Senate. Efforts to get the statement approved were renewed in 2011 as the statement was revised to include the GE program's commitment to LEAP goals; the statement was sent to Senate but was never brought before the full senate and no action was taken. The GEC once again made some minor revisions in fall 2013 and sent this revised draft to Senate. As this report is being written, the Senate has not addressed it (i.e., there has been no first reading) and it is unclear why it has not been made a priority given the timing of the WASC review.

(b) *Articulation of GE student learning outcomes (GELOs) for each area.* Efforts to articulate GELOs for each GE area have been arduous and continuous. The GE Assessment Coordinator (who also served as the Director of Academic Assessment and campus ALO) spent 2 years (50+ meetings) consulting with faculty on the development of the lower division GELOs. Sixteen forms depicting GELOs and course requirements for the lower division areas were developed (A1, A2, A3, B1 (with and without lab), B2 (with and without lab), B3 (lab only), C1, C2, LOTER (C3), Dh, Dcg, DD, D7, and E). These GELOs and the forms were approved by Senate in Spring 2012. Certification of lower division courses using the new forms will begin in Spring 2014.

The articulation of the upper division GELOs is not yet complete. Although some GELOs were sent to Senate and approved in spring 2013, the GEPSLOs had not yet been developed. Consequently, there is still more work to do as the GEC needs to determine whether additional GELOs are needed to ensure adequate alignment with GEPSLOs, and faculty need to be consulted regarding course requirements in areas BB, CC and DD. Given that the only place in the GE program where all CSUSM students take courses is at the upper division (9 units) and

GE program assessment needs to take place at the upper division level, the appropriate articulation of these GELOs with the GEPSLOs is critical.

c) *GE Program Student Learning Outcomes (GEPSLOs)*. During the fall 2013 semester, the GE Assessment Coordinator led an effort to articulate student learning outcomes for the GE program as a whole. In collaboration with the Core Competencies Team (of which two members also sit on GEC) and the GEC, a draft list of nine GEPSLOs was created and passed by the GEC. It was determined that, the articulation of the program outcomes is the responsibility of the GEC, similar to the responsibility that faculty members in a discipline have with regard to PSLOs for their programs. Consequently, no Senate action is necessary.

d) *Alignment of GE areas with GEPSLOs*. In order to make progress on the alignment of GE areas (GELOs) with GEPSLOs, the GE Assessment Coordinator created matrices for each of the lower division GE areas (the upper division is not yet complete so no matrices have been created). These matrices will allow the GEC to map GELOs in an area to specific GEPSLOs. Once each area map is completed by the GEC, the committee will transfer this information to a master matrix that will show how all areas contribute to the GEPSLOs. This work is currently in progress but once it is completed, the systematic assessment of student learning at the program level can begin.

(e) *Assessment Plan for the GE program*. The last time the GE program was assessed was in 2007, just prior to the previous WASC visit. The GE Assessment Coordinator conducted an assessment of over 3000 pieces of student writing with assistance from 80+ faculty members. At that time, no GEPSLOs or GELOs had been articulated, so the focus was on writing and information literacy, two of the five core competencies. Now that the GEPSLOs have been developed and the alignment of the areas has begun, the GEC will be able to use the master

matrix to select GE areas (and sample courses within those areas) to participate in assessment efforts. This will allow for the design of an assessment schedule that will allow the GEC to systematically go through the program in a 5-7 year cycle.

B. Dissemination of GE assessment data. GE assessment data from 2007 was provided to the GEC in multiple reports. Additionally, all faculty who participated in the assessment were provided with confidential summaries of their students' performance. Department chairs were given summaries of assessment in their programs if it were possible to do so without violating confidentiality of individual faculty members. College-level data were provided to department chairs, as well. Since that time, no direct assessment of student learning has taken place as the GEC focused its efforts on trying to articulate GELOs and align the curriculum with LEAP.

C. Use of GE assessment data. Assessment results from the 2007 data were used in discussions of GELOs for information literacy (area E). The data were not used to make recommendations or decisions regarding writing across the curriculum or larger information literacy efforts. Some data were provided to the Spanish BA program faculty as they requested a formative assessment of student writing across courses from different levels (introductory through intermediate). It is not clear how/whether these data were used for program improvement.

D. Key areas of concern: The major area of concern with the GE program is that the active resistance to making any changes or improvements in the GE program has curtailed efforts to accomplish the mandated alignment with LEAP and assessment of the GE program. This has not only resulted in a very long, slow process for articulating GELOs and GEPSLOs, but has led to a second major concern: the failure to conduct any assessment of student learning in the GE program since 2007. A third area of concern is the lack of Senate support for the GE revision

efforts. For example, the Senate leadership has yet to allow a 1st reading of the new GE mission statement and is currently opposing the placement of GEPSLOs on course syllabi, a fundamental requirement articulated by WASC. This situation may be explained by a lack of communication between the GEC, the Senate, and the ALO. The GEC did not have a chair for the first month of the fall 2013 semester. The role of the GEC chair is to communicate the committee's activities and actions to the Senate, so a great deal of time and opportunities for communication were lost while waiting for a chair to be identified. Moreover, the Senate Chair did not consider the GE Assessment Coordinator as having the authority to speak on matters regarding the GEC so no meaningful dialogue occurred. Complicating this matter was that during the past 10 months the GE Assessment Coordinator, a faculty member, also served as the campus ALO. Some Faculty Senate members questioned whether an ALO who is also a faculty member had the knowledge and authority to interpret WASC requirements. The Administration recently made a positive change in this regard by assigning an Administrator to the ALO position. Still, the lack of communication and understanding between the GEC and the Senate has left the GE program in an uncertain state with no clearly stated mission, a program that is out of compliance with EO 1065, and no plan for conducting the required assessment of the GE program.

3. First-Year Programs

A. Description. First-year programs (FYP) generates some of its own data and requests specific reports from Institutional Planning and Analysis (IPA). In the fall of each year, FYP assists with data generation in that it allows IPA to recruit 100 freshmen from the GEL 101 courses to take the Collegiate Learning Assessment (CLA). Additionally, FYP regularly requests that IPA generate continuation rates for GELO and Learning Community students in the 1st, 2nd, and 6th

years. Their goal is to understand who stays enrolled at CSUSM and who graduates. This annual report of continuation rates is obtained through IPA in October, right after the census.

B. Dissemination of Assessment Data. Continuation rate data are disaggregated by proficiency levels: English and Math remediation (only or both) and fully proficient. The summary of these data are presented orally to the First Year Council. In addition, the Provost gets a summary of the continuation data. GEL Instructors get summaries of the data via email and in individual meetings. These summaries are sent in the fall of each year. This information is widely shared on campus. At present, the following individuals/units see the data: Undergraduate Advising, Residential Life (Residential Learning Communities), Deans from COBA and CHABSS (because they have the most interaction with FYP through GEL and learning communities), and the Graduation Initiatives Steering Committee (GISC). One of the strong points of FYP is that they have positioned themselves so that they can “bring the data with them” when they meet with various groups on campus (e.g., GISC). The Director of first year programs identified additional individuals/units that should see the reports. These include the Deans from COEHHS and CSM (the Associate Dean from CSM sees the report but it is unknown whether the Dean sees it), and the General Education Committee.

C. Use of Assessment Data. It appears that the CLA data are not used by FYP. However, the continuation data are used to make resource decisions. For example, FYP ran an “undeclared” learning community one semester. When they looked at whether students came back a year later they found a 95% continuation rate. Additionally, these students were able to self-report on a chosen major at this time, indicating that the learning community was successful. Based on this data, FYP made the decision to double the number of learning communities for undeclared

majors. This highlights a best practice in assessment: using the evidence to make sound decisions.

D. Key Concerns. FYP has done a great job of generating assessment data, disseminating assessment findings, and using the data to make scheduling decisions. Consequently, they have efficiently worked their way up the hierarchy from assessment to evidence-based decisions. FYP would like to improve on what they are already doing. First, they would like to be given time at structured meetings to provide a brief presentation of their assessment data. They already have access to First-Year Council and the Graduation Initiatives Steering Committee. They would like to be able to share their information more formally at the Faculty Senate, GEC, and the Academic Affairs Leadership Council. In particular, they want to be sure that the Deans of the colleges get the information. Second, they have a need to get data from others. They use data from Admissions for forecasting and obtaining information on proficiency levels of the incoming first year population. This helps them with scheduling and optimally, they would like to get a report in October that provides them with initial application status information (e.g., is it an up, down, or flat year for applications?). Additionally, once the GEC begins assessing the GE program, they would like to have access to the findings. They are very interested in student performance in the GE program and would like more information about student performance on the core competencies, in particular.

4. Student Affairs Programs

A. Description. Student Affairs is comprised of 22 programs. Assessment is coordinated by the Planning, Assessment and Compliance Manager (PACM). Data are generated by the following units: ACE, Career Center, CLASS (language, writing, math labs), DSS, EOP, Student Support Services (TRIO), Undergraduate Advising, Associated Students, Admissions and

Recruitment, Financial Aid, Outreach Programs (e.g., to high schools), Registrar, VA services, Dean of Students, Health and counseling, Student Life and Leadership, Clarke Field House and Student Union, Events and Conference Services, UVA and the Quad. The PACM has worked with each program to develop goals based on their strategic plan. Each area developed 3-5 goals with annual actions defined (and “checkpoints” 3 times in the year to make sure they were doing following the plan). He had two meetings with each area: (1) he met to establish the goals for the area and (2) he asked programs what they would do to address the goals (the area personnel came up with the specific checkpoints). The goals are aligned with the strategic priorities for the division and institution. This is the first year for this system. The PACM has established an academic year cycle (July to June); in the case of ASI the cycle goes from September to September (to coincide with student elections).

The AVP of Student Development Services and the Dean of Students were interviewed in order to get information additional information about assessment in Student Affairs. In the case of Student Services units, process data, rather than assessment of student learning, are collected. They divide assessment into technical work versus adaptive work. The routine/technical consists of tasks like processing applications for the university. The adaptive work includes writing goals and annual actions that will help them to meet their goals. Staff has been encouraged them to focus on two formative assessments and one summative assessment in their plans for the year.

The Dean of Students is intimately involved in the assessment. She developed a co-curricular model that aligns the goals and student learning outcomes from Student Life and Leadership with the General Education and Institutional Level Outcomes (still in progress). The DOS office calendars all programming for the semester and identifies how they can assess

programs. They are particularly interested in identifying the common questions that they can ask across programs and services.

B. Dissemination of Assessment Data. Student Affairs disseminates data internally but they are working on getting the different departments to engage more with the data. They may or may not send the information out to others on campus, depending upon the goal itself. If the goal is more outward focused (e.g., co-curricular) then they would send it out for the broader campus to see. For example, the DOS presented the co-curricular model to Senate during its annual report to the Senate. If the data are more relevant within the unit, they would just discuss it in-house. The data are sent up the hierarchy, however. The data that are collected by the units in Student Affairs are sent to the Senior Management team (VP Student Affairs, AVP Student Affairs, an administrator from University Corporation, the AVP of Enrollment Management and the Executive Director of ASI). Additionally, the PACM reports directly to the AVP of Student Affairs. This data is compiled in June and a presentation is made to the Senior Management team in August. The VP of Student Affairs then presents the data to the Executive Council (the University President, the Provost, and the Vice Presidents).

C. Use of Assessment Data. These data are useful for academic advising of students as well as for tracking the efficiency/efficacy of the processes CSUSM has for student services (e.g., processing college applications). The data definitely get to the university decision-makers and are available for consideration in deliberations about resources. For example, the University Budget Committee gets this data. This allows the university leadership to make evidence-based decisions.

D. Key Concerns. Student affairs has made great strides in planning and assessment; they have a solid process in place for ensuring that staff identify key goals and take specific actions to meet

them. Moreover, they have a mechanism for collecting data regarding their success in attaining goals and they have an established communication link between the staff, those who digest the information, and the decision makers. However some concerns were raised. First, there is some concern that Student Affairs and Academic Affairs are not “linked” as well as they could be.

Assessment of student learning in Student Life and Leadership is focusing on two questions:

How is this learning experience related to what students are learning in the classroom and how is this learning experience related to what students are doing to meet career goals? These issues are certainly relevant for Academic Affairs. A second concern is a need for “common language” across Student Affairs and Academic Affairs. There needs to be widespread understanding of the LEAP initiative, ILOs and GE outcomes. Third, Student Affairs would like greater opportunities to work with new faculty through the New Faculty Institute. They would like more faculty on campus to know what it is that Student Affairs does and how it contributes to the education of the “whole student.” Finally, Student Affairs uses information from IPA but would like more information about the kinds of data IPA has available so they can tap into it.

5. Institutional Planning and Analysis

A. Description. IPA conducts a great deal of indirect assessment of student learning throughout the year. The assessment data they generate is as follows:

- Freshmen survey: This survey is conducted every year at freshman orientation (during the summer). They have the data available for inquiries in October but the report will come out the following January. (Generally a 90% response rate.)
- Senior survey: This survey is conducted every other year and contains the same information that is on the Freshmen survey. Online surveys are sent to graduating

seniors. The data collection time period closes at the end of summer and the report comes out in November.

- NSSE: The National Survey of Student Engagement (NSSE) is conducted in the alternate years from the senior survey (i.e., every other year). Freshmen and graduating seniors take it online in the spring; the report is generally available the following fall.
- Graduation Survey: Graduating seniors are given a one question survey in their diplomas with a self-addressed/stamped envelope. The question is: What do you anticipate you'll be doing in the next 6 months? This is administered to both fall and spring graduates. The response rate isn't great so this year they are going to try to collect the data during the graduation ceremony (when the students are waiting on the baseball field).
- Alumni Survey: This survey is conducted December/January of every year. Generally they target spring graduates and those who graduated 3 years ago; this year they are going back to graduates within the last 10 years (so they can get data for the 25th anniversary). The results will be available in February.
- Data notebooks for academic departments' program reviews: Data is gathered from databases from summer through mid October so programs undergoing review can include the information in the self-study report that will be due in spring. The data provided includes FTEF, FTES, headcount for faculty and majors, and student demographic profiles. EL data (for programs) are only available in Peoplesoft so they are having to gather information from multiple data sources for some programs (e.g., kinesiology and nursing). The official data will be available on the website (program portfolios) and is disaggregated for native and transfer students.

- IPEDS: This is a federal government report. The Chancellor's Office pulls the data, writes the report, and sends it to the campus for verification. This is done once a year and contains graduation rates and financial aid information.
- Census: The census allows us to calculate retention and graduation rates. The results are generally available about mid-semester (for the current semester).

B. Dissemination of Assessment Data. Data is collected every year and its availability to the wider campus audience differs depending on the data collection schedule. Some reports are posted online (e.g., NSSE, Freshmen Survey, and Senior Survey); other reports are sent to individuals/departments (e.g., data notebooks). Some reports are sent to the Chancellor's Office (e.g., IPEDS verification); and some data are provided in committee (e.g., Graduation Initiatives Committee and FYP). The following units/individuals receive reports: Provost (as requested); Deans (as requested), Department chairs (Program Review --once every ~5 years); Graduation Initiative Committee; First Year Council; Veteran's Committee. In general, anyone on campus can request data at any time – IPA just asks that they be given adequate time (e.g., 2 weeks) to pull the data. If there is a need for approval to get access to the data, IPA will inform the party seeking the data.

C. Use of Assessment Data. Decision makers use specific kinds of data (e.g., enrollment and graduation figures, grade distribution data for D/F/W grades, data notebooks for program review) routinely. However it is unknown how often (or by whom) data from the surveys are utilized for decision making.

D. Key Concerns. It is clear that IPA generates a great deal of data on a regular basis, and that some of the data is used routinely for decision making. However, there is some concern that data are not consistently being sought out or used. For example, few department chairs know about

the NSSE, whereas Students Affairs staff use the findings regularly. There is a need for better communication about assessment results. Second, IPA would like more opportunities to link information about students' use of support services (e.g., Math and Writing labs) to actual performance in the classroom. They would like to link this data by student ID.

6. Library

A. Description. This interview data was provided by a Senior Librarian who described assessment data that largely focuses on reference and research. The Librarians track every inquiry from students (e.g., field of study, what was asked, how it was answered); they also monitor email and online chat requests for information requests. The system they have developed enables them to track when students go directly to a subject specialist (the question asked, how it was answered, the day and time of the inquiry and the estimated amount of time they met). Further, they are able to determine whether this interaction occurred via Skype, phone, chat, or in person. The library faculty currently do not directly assess student learning in instructional courses. GEL has a shared curriculum and all students complete the same project – they look at infographics to see if they meet the learning outcomes for the research module. For example, the student project in the course requires that students develop an hypothesis, collect research, and synthesize the information they have found. The librarians are then able to map the datapoints to determine whether the learning outcomes were met, however given that students do not produce a paper for the assignment, this is an indirect assessment of their learning. Currently the librarians are not satisfied with assessments they use for GEO or GEW so they are working on developing a plan for these areas. In terms of disciplinary (subject specific) assessment there is, a present, no systematic program assessment underway.

B. Dissemination of Assessment Data. There is a Librarian retreat at the end of each semester. At this time the librarians examine the charts they have created which tell them about how students search for information and where potential weaknesses exist. The librarians then adjust what they are teaching in the next semester, based on what they see. Consequently, their data is shared within the library unit. At present few opportunities exist in which the librarians share the data with faculty, although they do share the information with the Deans of the colleges. Additionally, as the library is required to provide some information for academic program reviews and program proposals, the librarians do share the information when requests are made for these purposes, albeit not on a systematic basis. These data are provided for the colleges' three-year rolling plans. The data is also shared with the AALC and the provost takes it to the UBC. Consequently, assessment data of students' use of the library and their search strategies are disseminated within the unit and up the hierarchy to the decision-makers.

C. Use of Assessment Data. Library faculty are actually quite adept at using the information they glean to make improvements. For example, in early December there was a two-hour meeting to discuss their assessment findings from fall. They examined the data through Pictochart software and used data to make changes in teaching in the research module in the subsequent semester. They also reviewed the data to see which instructors with whom they need to follow-up. If they see that there are a lot of students asking about a particular question or assignment, they know they need to communicate this information to the instructor so that he/she may provide clarifications for students. Additionally, they can track their "high use" times for inquiries. They know when they get a lot questions (e.g, Tuesdays and Thursdays during university hour and Sunday afternoons). This data allows them to adjust work schedules so they will have the staff needed for the high volume times.

D. Key Concerns. The Library faculty are most concerned with sharing their data with faculty, chairs and Deans. They do not feel that there is enough consistent communication between the library and academic programs regarding student learning in the library. Additionally, they would like more information about faculty assignments so they can better tailor their services to student needs. If they knew more about the kinds of assignments faculty gave they could better adapt the resources they have to fit those assignments.

Digestion of Data

1. Senate and Senate Executive Committee.

The Senate only has limited interactions with the committees that are conducting assessment work through the committee chair. Although each committee submits a report to the Senate in which the committee's work is described, there are few if any opportunities to engage the Senate in real discussion of assessment issues. In fact, there is no university level assessment committee, nor are there college assessment committees. In many cases, academic programs do not have assessment committees. It is imperative that the Senate Leadership, especially the Chair, be well-versed in assessment issues and WASC requirements and that opportunities are created for deep discussion about assessment. Curriculum is the purview of the faculty and this means taking ownership of monitoring the curriculum and providing support for program quality and improvement.

2. Senate Committees

Program Assessment Committee.

PAC is the senate committee that is most intimately and actively involved in assessment. Assessment data comes to the committee from the self-study component of program review so

PAC works with whatever data the program submits. Ideally, programs use the annual assessment reports to compile the evidence of educational effectiveness for the report. The Dean of the college in which the program resides reads the program's self-study report and provides feedback. PAC also considers information that is provided by the external reviewers of the program. The cycle is as follows:

- 1st year self-study: The self-study is conducted in fall; programs use annual assessment data and data provided by IPA to describe the program's educational effectiveness.
- 1st year: In Spring the program provides names of external reviewers for consideration. The self-study report is submitted to Dean in January and the Dean reviews the self-study document for completeness. The Dean's report is due to PAC in Feb/March; the library and IITS also submit reports (optimally during this time).
- 2nd year: PAC reviews the self-study in the fall. External reviewers visit (2 day visit) and submit a report within 3 weeks (so the report is submitted in early fall). The full report (self-study, external reviewer report, IITS and library report) goes to the Dean for review.
- 2nd year: The Dean submits a response to the file (hopefully in early January). PAC then writes the executive summary for the program review. The MOU meeting is held with the Provost, AVP Academic Programs, Dean, Department Chair, Self-study Lead, PAC chair in spring. At this meeting, the results of the program review are discussed and action plans for the program are negotiated. These plans include what the program will focus on as well as the administrative support for these actions.

Ideally, the chair and assessment lead will bring this information back to the department.

Unfortunately, this practice of obtaining the MOU has only recently begun so it is unclear how/whether programs will share the action plans with faculty in the program. The process is

designed so that the program chair signs the MOU and returns it. It is up to the chair to share the MOU with the larger faculty.

The PAC chair did note some difficulties with the digestion of assessment information and acceptance of action plans. The Executive summary from PAC should be sent in the spring of second year in time for an MOU meeting. The MOU should be sent back to the programs by the end of the spring term and the program should sign off on it. However, currently there is no deadline in the policy for returning the signed MOU, nor is there a provision for what to do if they do not sign it. The current policy needs to be amended to make expectations regarding signing the MOU clearer.

General Education Committee.

The GEC is charged with assessment of the GE program (data generator) but is also mandated to review the information from assessment and use it to make changes in the GE program. Years ago, the GE Assessment Coordinator (GEAC) was given time on the agenda to provide a report to the full committee. This practice was halted in recent years. Consequently, there is no regular report submitted to the GEC for their consideration. The GEAC has been able to put specific items on the agenda (e.g., approval of LDGE GELOs and forms) so that action could be taken. However, this means that action items are developed without the benefit of understanding the context for those actions. Moreover, given the fact that the GEC has a rotating membership and terms only last 2 years, most members do not have a “big picture” view of GE, assessment, and program development until they are about to term out. Additionally, it is one of the most difficult committees for which to recruit members.

The GEC chair represents the committee on the Senate Executive Committee and participates in meetings of the full senate. The GEC chair submits biweekly reports to the Senate

Executive Committee, reports for the full senate meetings, and an annual report to the Senate Executive Committee at the end of each academic year. Although the chair submits multiple reports on the work of the committee to the Senate, the extent to which assessment information is included in that report is determined by the committee chair. Consequently, the quality of the information and GEC requests for senate action are highly dependent on the GEC chair's knowledge of, and support for, assessment activities.

University Curriculum Committee (UCC).

The role of the UCC is to review new courses and academic programs that lead to a degree for approval. UCC submits a biweekly report to the Senate Executive Committee and provides monthly written reports for every senate meeting. This report includes the course approvals they have given; course approvals appear as an agenda item on the consent calendar for every senate meeting. Additionally, they provide a basic summary of activities from the academic year to the senate in their annual report. All members of the faculty senate have access to information about UCC's work through the senate packets and materials posted on the Academic Senate website. Additionally, the curriculum review page on the Academic Programs website provides information on the status of courses/programs that have been proposed. Digestion of assessment-related activities are minimal and largely occur at the committee level. For example, course student learning outcomes are now required on all course syllabi that are submitted and the committee reviews those outcomes. However, they are not involved in examining any data derived from the assessment of outcomes. Reflection on UCC tasks focuses primarily on the review process. For example, over the winter break UCC will hold a retreat that focuses on how they review the curriculum. UCC follows campus policy when making decisions; there are few outside policies (e.g., credit hour policy) that they need to consider.

Consequently, UCC relies quite heavily on the knowledge of returning members and their ability to pass this knowledge on to new members. For the most part, UCC does not consider assessment data in its work.

The chair of UCC did express some concern regarding the role of Extended Learning in approval of academic programs. Specifically, UCC often deliberates on new courses/programs only to find out later that there are limitations because of issues raised by Extended Learning (e.g., the program will not generate enough money to make it viable). Additionally, UCC is not kept apprised of non-academic credit bearing certificates and programs, although they believe they should be kept in the loop. UCC believes that “everything that involves curriculum” should go through the committee. In particular, the issue of supplanting programs is of particular concern.

Student Affairs Committee (SAC).

The Student Affairs Committee provides advice and makes recommendations on all student issues including policies and procedures related to academic environments, co-curricular activities, and matters concerning admissions, retention, advising, and commencement. However, at this point, no presentations on assessment within Student Affairs have been given to the Student Affairs Committee. Instead, information is provided as requested/needed for development of recommendations.

3. First Year Council

The First-Year Council (FYC) came out of the work of the Foundations of Excellence (FoE) Task Force. It was determined that there was a need for better coordination of all campus units involved in “the First Year at San Marcos.” Consequently, the Task Force convened a First-Year Council that serves as a coordinating body that works through existing organizational

structures. This is an excellent example of bringing together individuals with key knowledge so that they can work on common goals. The council includes individuals who are responsible for orientation, advising, first-year courses, remediation, assessment, and special academic and student life programming. The council has members who possess assessment information (e.g., representatives from IPA and Student Affairs) which makes obtaining relevant information simple and efficient. The Chair of the First-Year Council reports to both the Provost/Vice President for Academic Affairs and the Vice President for Student Affairs on FYC activities so there are solid connections established to the decision-makers at the university.

Combination: Digestion and Decision-Makers

There are a number of individuals/units that should be involved in both the digestion of assessment data and using the data to make decisions.

5. Deans

Each of the four college Deans were interviewed for this report: CHABSS, CSM, COBA and COEHHS. Comments here summarize those made across the four interviews.

Prior to February 2012, the Deans had little knowledge about the annual assessment process or program participation in the process. Starting in 2012, Deans were made aware of the status of programs' participation in annual assessment and were provided with the feedback letters that the Director of Academic Assessment/AVP Academic Programs sent to the programs. However, the Deans do not actually see the content of the annual reports until they read a summary of this data in the educational effectiveness section of the self-study provided in program review. This creates a lag time for obtaining information from programs as program review only occurs every 5 years, on average. Consequently, the Deans have very little up-to-date information about the quality of the academic programs in their colleges.

Some of the Deans gather indirect assessment data through RADAR or through IPA. For example, they obtain information on dropout, failure and retention rates. They are then able to use this information for scheduling. Two of the colleges (CSM and COEHHS) have programs that have been accredited by outside accrediting bodies; consequently, there is specific information that the college must generate to submit to these accreditors. IPA is helpful in that it often runs reports for the Deans based upon specific information requests.

A common theme from discussions with the Deans was a need for more information from alumni. It is important that they have information regarding where graduates work, as this has implications for their ability to secure support from the community and funding for some grants. However, it appears that it is difficult to get access to alumni through the CSUSM Alumni Association. At least one Dean has begun to keep internal records on alumni because of the difficulty in getting information from the Alumni Association. Better coordination of efforts is warranted if this system is to be efficient and not result in duplication of efforts.

Key concerns: The Deans have been left out of the communications regarding assessment in a number of areas. They do not have access to the annual reports from the programs in their colleges and at best they only see assessment data once every 5 years during program review. They do not have an opportunity to discuss assessment findings with programs on a regular basis. The Deans do not current information about program quality that they can use when making decisions about resources.

6. AVP Academic Programs

The current and former AVPs for Academic Programs provided their insights about the academic assessment processes. This office is responsible for oversight of academic programs including General Education. The office generates data regarding course offerings histories and

solicits information from Registration and Records (e.g., enrollment data). These data are used for various reports to the Chancellor's Office. In addition, Academic Programs provides data for faculty who are championing new programs so they can include it in their program proposals.

Data from annual assessment is sent to Academic Programs in the form of annual plans and reports. The Director of Academic Assessment reads the documents and prepares summaries of participation to be distributed to the Deans and Provost. The DOAA provides feedback on research design for the annual plans and comments on the assessment findings in the annual reports via a unique memo sent to each program. In addition, the DOAA "scores" the programs using the WASC rubric for Program Student Learning Outcomes. The feedback memo and rubric are submitted to the AVP Academic Programs for review and comments. The final version of the memos and rubrics are sent to the programs and Associate Deans/Deans from the college in which the program resides. A summary of participation is also sent to the provost. No discussions of annual assessment data are held with Deans, the Academic Affairs Leadership Council or the Provost. Rather, the review of the annual assessment findings are largely kept between the DOAA and the programs themselves.

The AVP of Academic Programs is involved in the digestion of program assessment data during the negotiations for the MOU for academic programs undergoing program review. Together with program chairs, the Dean, and the Provost, the group collectively examines the results of the program review. This culminates in the drafting of the MOU and these agreements typically contain the group's thoughts about future hires. However, it is unclear whether this information is actually used for making hiring decisions. There are no presentations of assessment data provided to any other groups on campus.

The AVP of Academic Programs is required to provide a report on all programs that underwent review during the last year to the Chancellor's Office. This report includes assessment data and is sent each January.

Key concerns: It was pointed out that a significant issue for the campus is the fact that assessment has largely been considered a "5th floor problem;" that is, it is a university administration problem, not something about which faculty and Deans should be concerned. Given that the highest levels of administration do not see program-level annual assessment data and are somewhat far-removed from the "on the ground" assessment process, the campus is left with a few individuals overseeing assessment efforts with most faculty and administrators having little to do with it. This has conspired to create a culture in which assessment is seen as useless and a waste of time.

7. Senior Management Leadership Team – Student Affairs

This team includes the AVP for Student Affairs who was interviewed for this project. The Senior Management Leadership Team obtains annual reports from their units in the Student Affairs division. Thus, they have opportunities to digest the information that is being presented. This information is considered as the team makes decisions regarding resource allocations. Although they have just established a new process in which each unit identifies goals and actions to be taken and assesses whether they have met those goals, the design of this system allows for multiple discussions of the data both at the unit level and at the Senior Management level. Members of Senior Management are then able to take the information further up the hierarchy to decision-makers at the highest levels of the university (President's Executive Council, University Budget Committee).

Key concerns: Although Student Affairs has designed a very nice process for communicating about assessment from the data generators to the decision-makers, there are two key concerns. Given that the process is new this year, there is little current systematic data to share with the hierarchy. If the revised process is successful, this should change in the near future. A second concern is that the new process does not afford much opportunity for Student Affairs staff and administration to share their findings at the lower levels of the hierarchy. For example, there are few opportunities currently for Student Affairs to report on assessment to the Faculty Senate. It is in the best interest of the university that the Students Affairs and Academic Affairs divisions have regular, in-depth discussions of assessment.

8. University Advancement

The role of University Advancement (UA) in assessment is largely a role of dissemination of findings about the quality of academic and research programs. A great deal of their time is spent with faculty gathering information about their programs including the success and growth of their programs and programmatic needs. This information is used in Advancement's communications outside of the university and helps them to market the university and obtain funds for support of programs. In addition, information about graduates' feelings about the university (i.e., indirect assessment data) and their places of employment (gleaned from employer information) is gathered and shared within the university. UA also reports on their efforts to the public. They report on the all of the funds raised from pledges, alumni and outside donors, and whether the funds raised have met university goals.

UA reports typically reflect activities in the fiscal year (July 1st to June 30th). They submit a report on "the cost to make a dollar" and fundraising efforts/successes to the Chancellor's Office each January. Additionally, they make a report to the Academic Senate

Executive Committee once a year. Collectively, UA's role is that of "big picture" communications about program quality and financial contributions to those programs.

Key concerns: UA has made significant efforts to reach out to individual academic programs over the past few years. UA staff have attended faculty meetings to increase the dialogue about projects and successes. However, UA does not receive any communications about direct assessment of student learning in those programs. This kind of information would certainly support UA's efforts to take CSUSM's successes out into the community and solicit support for those programs.

Decision Makers

Decision-makers are those individuals/units at the top of the power structure of the university. They have the ability to use information gleaned from assessment to make decisions regarding university priorities with regard to resource allocation. Ultimately, the President sits at the top of the hierarchy. She enlists the help of the Executive Council and the University Budget Committee to render decisions. The President's Executive Council is comprised of the senior management team of the university including the Provost, Vice-Presidents, and the Chief of Staff. The Executive Council provides leadership and advises the President on key decisions affecting the university including campus procedures, the conducting of university business, and the university budget.

The Provost is the chief Academic Officer of the university. In addition to participating in the President's Executive Council, he makes decisions impacting the quality and delivery of academic programs. He is supported by the Academic Affairs Leadership Council which consists of direct-report MPP-level managers and the Chair of the Academic Senate. The primary purpose of the council is to (1) develop Division of Academic Affairs positions and

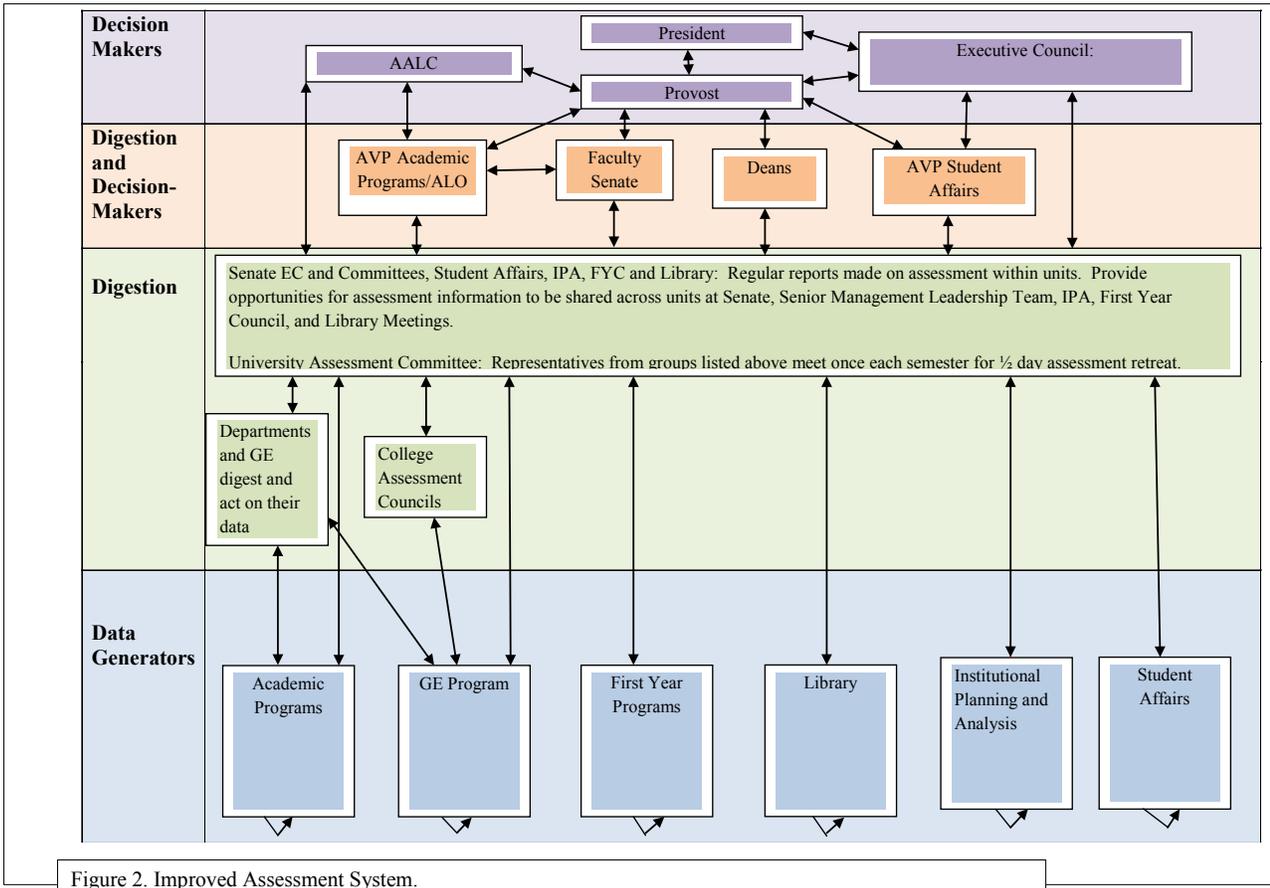
recommendations regarding University matters, including University policies and procedures (2) identify topics and prepare proposals to be forwarded to President's Executive Council for consideration or approval; (3) examine and prepare recommendations to the Provost on topics such as Division of Academic Affairs mission, planning and operational issues (budget, strategic planning, space, etc.); and (4) consult, as appropriate, with additional representatives of the Academic Senate for faculty input on matters under consideration by the Council (e.g., strategic planning, enrollment and budget).

Key concerns: It is clear that the decision-makers at the university are highly dependent on the information that is generated by entities lower in the assessment hierarchy. Consequently, it is critical that these decision-makers have easy access to accurate information that has been digested by the appropriate individuals. However, given the current state of the assessment system, there are large gaps in communication about assessment information obtained by entities lower in the hierarchy. In the case of academic programs, content-based assessment information does not typically make it past the DOAA. This makes evidence-based decision making difficult if not impossible to achieve. Moreover, given that the administration is ultimately responsible for the decisions made and the university's compliance with WASC standards, it puts the university at significant risk. Consequently, efforts must be undertaken to improve communication and ensure that relevant assessment information be communicated in an efficient and timely manner.

Part II: Revised Assessment System

Diagram

Figure 2 depicts a diagram of an improved assessment system. This system contains four layers: data generation, digestion, the combination of digestion and decision making, and decision making at the highest level. Three fundamental issues were kept in mind when designing the system: who needs the data, where do people “carry the data with them,” and where can new connections be formed to allow for the data transfer.



Examination of the current assessment system revealed a number of key concerns at each level of the assessment system hierarchy. Consequently, recommendations for each level in the system (data generators, digestion, and decision-making) are offered in this section of the report.

Data Generation Level

1. Academic Programs

- a. *Provide training for faculty on assessment.* Through collaboration with the Faculty Center, faculty must be provided opportunities to learn about assessment techniques as a fundamental component of the scholarship of teaching and learning.
- b. *Identify a program assessment lead for each academic program.* The Program Assessment Lead (PAL), working with a committee of faculty from the program, is the point person for plans, activities and reports. The \$750 stipend is provided to the PAL and/or the committee for compensation for the work. Although this process is currently in place, there needs to be a more formal designation of the PAL as the present practice is that programs scramble each year to find someone willing to lead assessment efforts. If the program does not identify someone, it falls to the chair or it doesn't get done. The program should also identify additional faculty for a degree-program assessment committee. Together with the PAL, this committee is charged with designing the annual assessment projects, oversight of the assessment activities, and writing assessment plans and reports.
- c. *Create a college-wide assessment council.* Each program sends their PAL as a representative; the council meets twice a year (once at the beginning where plans are shared and once at the end when reports are provided). The council is co-chaired by

the College Assessment Coordinator (CAC) and the Dean. The CAC is provided one or two course releases per year, depending on the size of the college. In addition to co-chair responsibilities (e.g., setting up the meetings), this person serves as a support for program leads as they design their assessments and write plans/reports and the educational effectiveness piece of program review. Each year the CAC reviews and provides feedback on the assessment plans and reports/maintains records of participation in assessment efforts in the college.

- d. *Sharing assessment information with all faculty.* Each program needs to commit to spending at least one meeting a year discussing the assessment data in terms of student mastery of PSLOs (Walvoord, 2010). Efforts should be made to include adjunct faculty in the meeting, and to disseminate assessment findings with all faculty who teach in the program.

2. General Education Committee

- a. *Work diligently with the Senate to pass policies related to GE assessment.* The GEC and the chair need to establish more frequent opportunities to educate the Senate about GE issues and to push for passing important revisions and policies. Most critical at this point in time is passing the GE mission statement, establishing a mandatory listing of GEPSLOs on course syllabi, completing the work on the UEDGE GELOs, and establishing a system for conducting GE assessment.
- b. *Training.* The GEC has a rolling membership so that each year new members join the committee and seasoned members leave the committee. There is quite a long learning curve for GEC members as the work is governed by many executive

orders, coded memos, and campus policies. A GEC boot camp, prior to the beginning of the academic year, may serve to prepare the committee to hit the ground running when the semester begins. This training MUST include information about WASC requirements. In addition, the campus must send GEC members to conferences to learn more about what is going on in higher education. Although expensive, it is much more productive to send groups of people than to send one person as the knowledge is more likely to be widely disseminated upon their return.

- c. *University Assessment Committee.* It is clear that, given the emphasis on assessment as a means of documenting the value of a college education, a University Assessment Committee must be established (see recommendation under Senate). One member of GEC should serve as a representative to this committee.
- d. *GE Assessment Coordinator.* Given that the current GE Assessment Coordinator has stepped down, it is critical that a faculty member with training in assessment be appointed to the position. This person should be responsible for providing guidance to the GEC on assessment issues and should be the point person for establishing the assessment activities each year. This person should be given a vote on the GEC as he/she is a faculty member, not an administrator. The failure to give the Coordinator a voice in GE decisions conveys a lack of credibility to the rest of the campus community. If given a voice on the committee, this person could also serve on the University Assessment Committee as a representative of GEC.

3. First Year Programs

- a. *Presentations at Structured Meetings.* The work of FYP and the continuation rates of students who participate in GEL and learning communities is extremely important information for members of the university to understand. This is especially important for those entities that digest the information and make decisions. Each year, 5-10 minutes of time should be set aside for a brief oral report from FYP describing the current status. This must include the Faculty Senate, GEC, and AALC.
- b. *Closer connections with GEC.* First and second- year students comprise the largest number of students in the GE program. Therefore, there need to be increased opportunities to share information. The chair or a member of GEC should be included in the membership of the FYC. Additionally, the GEC should arrange for a brief presentation by the Director of FYP at least once per year when the continuation rates are published.
- c. *Closer connections with Colleges.* Although the Associate Deans of two colleges (CSM and CHABSS) have membership on the First Year Council, the other two colleges (COEHHS and COBA) do not. Given that each of these colleges serve first-year students, it is imperative that they have representation on the Council. This will allow them to have access to important information from FYP and be able to bring that information back to their faculty.

4. Student Affairs

- a. *Communication with units outside of Student Affairs.* The data generated by Student Affairs is highly valuable to the Academic side of the university. There needs to be additional opportunities built into the governance structure through which Student Affairs could communicate directly with Academic Affairs. The annual report to Senate is a great start. Perhaps they could provide a brief “highlights” document once a semester to Senate, as well. Additionally, they would like stronger connections to IPA to find out about the kinds of data available. Given that Students Affairs and IPA both have representatives on First Year Council, this may be the means by which this greater communication can occur. Efforts should be made to create opportunities to learn more about IPA’s work through the membership on First Year Council.
- b. *Communication with GEC.* The data generated by Student Affairs would be useful for Senate curriculum committees. For example, data generated through Student Life and Leadership through the co-curricular model will have direct relevance for GELOs. Although the GEC currently has two Student Affairs staff as ex-officio members of the committee (e.g., from Academic Advising) it should also include a Student Affairs representative who is directly involved with assessment of student learning in student programs.
- c. *Tracking data from Student Affairs and linking to student performance.* The campus needs to be able to link what Student Affairs is doing to student success in the classroom. For example, they are currently tracking use of the language, math and writing centers to student grades in courses. This kind of data, provided

in the aggregate, would be invaluable for faculty. This information could be communicated at the end of each academic year as part of the report to the Faculty Senate so that faculty can use the information when planning their course activities.

- d. *Multi-pronged approach to dissemination of information.* Student Affairs recognizes the need to communicate information in a variety of ways. For example, they would like to have time at meetings for presentations but they also want to form strategic relationships with faculty. They want to share information at the New Faculty Institute so the new faculty members will understand the role of Student Affairs at the University. They also want to focus on how to get to part-time faculty – especially those teaching the 1st and 2nd year students.

5. Institutional Planning and Analysis.

- a. *Communication about Survey Results.* There is a great deal of survey information available about CSUSM students, however much of it is not shared. Unless a person knows about the survey and the kinds of questions it contains, it is unlikely that a request will be made for the data. For example, the NSSE contains good information about students' experiences with High Impact Practices (HIPs). However the average faculty member would not know that it exists. Although IPA, currently provides survey results on the webpage, it should consider some periodic, focused communications about key findings from the survey. One approach adopted by the University of North Carolina Wilmington is the "We have heard your voice" campaign (Lindsay & Leonard, 2010). In this campaign, short, key survey results are shared in one-page flyers that are posted on campus.

In addition, this information is posted on the assessment website. Rather than displaying long reports, the short, blunt statements make the dissemination of information easier to process.

- b. *Communication about Survey Opportunities.* Many academic and student affairs programs believe that when they have a need for survey data they must generate it themselves. A more efficient approach is for programs to take advantage of the surveys already being conducted. Specifically, programs can be encouraged to publicize the surveys to their students so the participation rate increases. This also creates opportunities for survey data to be disaggregated by program. For example, if IPA gets enough responses from Psychology majors, they can run reports specific to that major. At present, small numbers of participants from certain programs prevents these kinds of focused analyses.

6. Library

- a. *Increased opportunities to communicate about assessment with Academic Programs.* Library faculty would like dedicated time in front of the Deans and Department Chairs to provide this information as they see these individuals as “ground floor” decision-makers. Given that they are already tracking library use data, the Library could they generate annual reports for departments that could be used to argue for hires, and other resources. Optimally, the Library would supply these reports to departments prior to the chairs’ submissions of their departments’ annual reports to the Deans.
- b. *Access to course syllabi.* The Librarians would like to know what faculty are doing with students, consequently, they would like access to the Academic

Programs intranet where syllabi are filed. Syllabi contain information about required/recommended reading and requirements of the program. These readings and assignments that faculty require are much-needed information for the Librarians as they build a collection and determine how best they can support students. If Academic Programs staff could send an email telling the Librarians when the syllabi were uploaded to the folder, the Librarians could access the syllabi as needed (e.g., when students are coming to them with questions and difficulties with assignments).

- c. *Communication with Extended Learning and State Support programs.* The librarians would like more opportunities to discuss proposed programs and the nature/level of support they will be expected to offer. For example, there are a number of programs currently undergoing substantive change. These program changes have implications for library support and need to provide opportunities for librarians to dialogue with proposers about program design prior to proposal submission.

Digestion

1. Senate

- (a) *Establishment of a University Assessment Committee.* It is clear that, given the emphasis on assessment as a means of documenting the value of a college education, a University Assessment Committee must be established. This committee should include an Assessment Coordinator from each college, the GE Assessment Coordinator, representatives from PAC, Student Affairs, First-Year Programs/Undergraduate Studies, Graduate Studies, Institutional Planning and Analysis, and the AVPs of Academic Programs and Student Affairs. In an

effort to more closely link Academic Affairs and Student Affairs, the committee should be co-chaired by one faculty or staff member from each division. The purpose of this committee is to share assessment information and develop ways in which to disseminate findings to the larger campus community. This committee would also be charged with investigating assessment software for campus use once data generation has become more systematic and reliably completed.

(b) Assessment Training for Senate Leadership. Members of the Senate Executive Committee need to be knowledgeable about assessment and accreditation. In particular, the Chair and Vice-Chair should be intimately involved with current standards. To this end, the Senate Executive Committee members should be provided opportunities and support to attend assessment conferences/training. Without adequate training, Senate Leadership will not be able to move assessment efforts forward.

2. Senate Committees

(a) PAC: Assessment Training for PAC members. The PAC chair must lead the evaluation of assessment efforts of all academic programs. Consequently, the PAC chair and some PAC members should be sent to assessment conferences to obtain this training.

(b) PAC: Responsibility for Action Items. During the MOU meeting, a list of action items is created and discussed; the program chair and assessment lead agree to these action items at this time. Three actions need to be taken in order to increase accountability: (1) Faculty in the programs need to see the MOU. This has not always been the case. Action items have implications for all faculty so they need to be aware of them. (2) Faculty need to provide a timeline for completing the actions included as a part of the MOU when it is returned with signatures. If the programs don't sign off on the MOUs, the faculty Senate chair could act as

a mediator between the administration and the program, but it isn't clear if there is any authority in the chair's decision during mediation. (3) Decision-makers need to consider a program's adherence to action items when making resource decisions. For example, progress on action plans could be a required component when programs are making requests for faculty hires. The Hiring Priorities Committees of each college should see the summaries of progress on action items and use this information as a component of their decision making. (4) PAC would also like information on whether the Deans have used assessment data and program reviews to allocate resources.

(c) *GEC: Assessment Training for GEC members.* The GEC chair must lead the assessment efforts of the GE program. Consequently, the GEC chair and some GEC members should be sent to assessment conferences to obtain this training.

(d) *GEC: Regular Assessment Reports.* The GEC needs to reinstitute regular assessment reports by the GEAC to the committee. Additionally, the GEC chair must include regular progress reports on assessment in senate reports. These reports will help to provide the foundation for senate actions that the GEC requests and may help to reduce the resistance to GE assessment policies.

(e) *UCC: Collaboration between UCC and Extended Learning.* UCC has concerns regarding the lack of communication between UCC and Extended Learning. In particular, the same rules that are used for state side programs should be used for EL programs. The chair was concerned with the fact that some non-academic credit bearing certificates are awarded through EL but UCC is not informed that they exist. Consequently, there is a need for better communication. A representative of EL should sit on UCC or at least be included in

meetings where discussions of programs and certificates that will be offered through EL are held.

(f) *UCC: Assessment training for UCC.* Given that UCC is charged with reviewing curriculum it is important that members have a good working knowledge of assessment and how it contributes to the development of excellent courses and programs. The UCC chair and some of its members should be sent to assessment conferences to obtain this training.

(g) *SAC: Assessment training for SAC members.* Given that assessment activities are required of Student Affairs units, it is important the members of SAC understand how assessment differs in this domain. The SAC chair and some of its members should be sent to assessment conferences to obtain this training.

(h) *SAC: Regular Assessment Reports.* The communication regarding assessment activities in Student Affairs to SAC is currently underutilized and should be enhanced in the future. Providing opportunities for the Planning, Assessment and Compliance Manager to update the committee on assessment activities on a regular basis is imperative if SAC is have a complete understanding of the state of Student Affairs work and how that work supports our students. In an effort to form closer relationships between Student Affairs and Academic Affairs, it is important that Student Affairs be allowed to “tell their story” as appropriate. This information should also flow upward to the University’s Executive Council and the full Academic Senate.

Digestion and Decision Makers

1. AVP Academic Programs.

(a) *Review of annual plans and reports.* The review of annual plans and reports is conducted by the DOAA and the AVP for Academic Programs reads the feedback memos prepared by the DOAA. It would be useful for the AVP to have access to all program assessment folders so that the review of the memo can be supplemented with the actual report. Additionally, there need to be more people conducting the review. If the campus adopts the recommendation to create a college- and campus-wide assessment committees, then it may be adequate to have one individual designated as the DOAA and charged with oversight of the plans/reports and feedback. However, if no committee structure is adopted, Academic Programs will need to invest in hiring more individuals to review program assessment data.

(b) *Establish a timeline for feedback.* Feedback to departments and Deans has been scanty, sporadic and has taken many different forms over the years. It is important to establish a clear timeline so that all parties involved in assessment can anticipate when they will receive information. The recommended timeline is:

- Programs submit annual plans by the second week of September.
- Submissions are briefly reviewed and a summary of participation is written and dispersed to the Deans and Provost no later than October 15th.
- Assessment Plan feedback provided to department no later than September 30th. This will ensure that programs get timely feedback before conducting assessment projects.
- Memo is sent to Deans/Associate Dean and Program Chairs reminding them of assessment resources and deadlines in early February.

- Assessment reports are due to the Academic Programs Office by the last day of the spring semester (~May 22nd). Note that some Deans may require programs to submit annual assessment findings as part of their annual reports; this may help with compliance.
- An assessment report summary of participation is sent to the Deans and Provost one month after the reports were due (late June).
- Assessment reports are read and evaluated; programs are scored with WASC rubric. Feedback memos and rubrics are placed in Assessment folders in Box by late July. An email notification is sent to all chairs and Deans to inform them that the assessment feedback is available in their Box folders.

(b) Timely Program Review Feedback. The Program Review feedback system is relatively new and it is imperative that it be followed. This begins with an orientation in spring for programs that will undergo review. The self-study takes place in fall and the lead assessment person is given a course release. A reminder should be sent to the assessment leader at the end of the fall semester, just to ensure that the timetable is being kept. Once the MOU meeting occurs in spring of the 2nd year, it is important that the MOUs be sent to the programs right away and that signed documents be obtained shortly thereafter, ideally before the end of the semester.

2. Deans of the Colleges.

(a) Deans must be given access to annual assessment plans and reports. The biggest problem with the current assessment system is that Deans are largely kept out of the loop with regard to the status of assessment of academic programs. It is imperative that Deans be given regular access to annual assessment plans and reports. This can easily be achieved by

granting Deans and Associate Deans access to the Assessment folders for their respective academic programs. Thus, at any time the Deans can examine assessment reports and the feedback programs have been given by Academic Programs regarding their assessment activities.

(c) *Regular Reports on Annual Assessment Plan/Reports.* Building on the most recent practice of providing summaries of participation in assessment, a systematic schedule for these summaries must be established. A summary of program annual assessment plan submissions should be distributed to Deans no later than the end of September each year. Given that the annual plans are due in the 2nd week of the semester, this will give Academic Programs the time it needs to compile the reports. Additionally, a summary of the annual report submissions (which programs completed their work) should be sent no later than two weeks after the end of the spring semester each year. The reports are due on the last day of the semester so this should provide adequate time to compile the summary of participation. One Dean suggested that programs submit their annual assessment reports as a component of the program's annual report.

(d) *Development of a Warning system.* Multiple Deans requested that a system be developed that “warns” them of difficulties with a program (e.g., “flagging” program as green, yellow or red). Programs that are not participating in assessment or conducting assessments of limited value could be identified and additional training/support could be provided. This warning system could be developed as a collaborative effort between the college assessment committees, the university assessment committee, and Academic Programs.

(e) *Use of assessment data in decision-making.* Assessment data will never be considered important if it is not used to make decisions. At least one Dean noted that the assessment

data could be used in faculty searches as it may help to identify program weaknesses and therefore suggest hires that could be made to strengthen the program in those areas. The PAC chair also noted that participation in assessment and completion of action items in MOUs could be considered when making hiring priorities decisions.

Decision-Makers

The key concerns for decision makers rest upon two fundamental levels of the assessment system hierarchy: (1) data generation and (2) digestion of assessment information. Although there are some activities taking place at each level, the lack of communication between the levels and adequate digestion of information are particularly concerning. Administrators cannot make good decisions if they do not have good information. Consequently, the following recommendations are offered:

- (1) *Assessment training for faculty, staff and administrators.* The university must invest resources in appropriate training of all individuals at the various levels of the assessment system. When people have not been adequately trained for these tasks, significant resources of time talent and money are wasted on efforts that yield little useful data. Assessment is not a fad and the Federal Government is raising the stakes in terms of accountability on college campuses. Adequate training will help the campus to prepare for these higher standards.
- (2) *Generation of Assessment Data:* In both Academic Affairs and Student Affairs, some units are not generating assessment data. This is especially problematic for Academic Programs and General Education. The compliance with assessment requirements varies widely by college. The GE program is not conducting direct assessment of student learning at all. Top administrators need to communicate to the campus that assessment is

both required and expected for program improvement given our commitment to program quality; assessment also has WASC implications. Moreover, there is an immediate need for increased efforts to publically support those leaders who are at the forefront of assessment efforts. The campus needs to understand that the decision-makers are completely behind assessment efforts and will use this information to make resource allocation decisions.

(3) *Academic Programs: Communication with Deans and within the College.* The current assessment system has evolved into a loosely connected model of data generation in which the data is not of high quality and it does not typically go beyond the unit that creates it. Deans need regular communications regarding program participation in assessment. More importantly, they need direct access to the assessment findings for these programs. Financial support for a structure that includes a college-level assessment committee with a college assessment coordinator would be invaluable. Moreover, the college coordinator, in collaboration with coordinators from other colleges, could work together to monitor academic assessment efforts. These efforts would be reported up the hierarchy through the Deans of the colleges.

(4) *Widespread Communication about Assessment Activities.* It is imperative that communication improve among and between all units involved in assessment. These communications need to convey strong support for the efforts – the university is being held accountable and needs to be forthright about what it is doing to ensure programs and services are of high quality. This communication must take a multi-pronged approach.

(a) *Opportunities to “bring the data with you.”* Standing committee membership needs to be reviewed to ensure that assessment data is readily available to those committees.

The simplest way to achieve this is to ensure that individuals with access to assessment data be included in membership. For example, GEC should have representatives from First-Year Programs and Student Affairs/Student Life and Leadership on the committee. Communication will be improved by virtue of providing more opportunities for the exchange of information to take place. (2) *Systematic, regular communication about assessment results*. The need for formal, dedicated time at meetings (e.g., President's Executive Council, AALC and Faculty Senate) to present assessment results was repeatedly mentioned in these interviews. Five minutes of focused attention on key assessment findings from a unit could have a great impact. Additionally, the campus should provide key findings in highly accessible ways, such as the "We heard Your Voice" campaign. Simple one-page flyers, distributed on bulletin boards across campus can be used to spread key findings (e.g., "XX% of Psychology Students met the program's student learning outcome for writing a paper in APA style). Coupled with short messages on the academic and student affairs' websites, knowledge about development and achievement in units across campus will become more accessible to each member of the university community and beyond.

Conclusion

Assessment is a critical, ongoing process for ensuring the quality of programs (Wehlburg, 2007). However, the very nature of institutions of higher learning make designing an assessment process that leads to closing the loop and organizational change a daunting task. By utilizing both a macro- and micro- approach to evaluating the assessment system, campuses may move themselves closer to consistent, efficient, and successful efforts at closing the loop. However, the influence of an institution's culture on its ability to close the loop and disseminate assessment

findings is highly variable and profound. Success in this endeavor is dependent upon designing systems that pay attention to idiosyncratic qualities of campuses, while resting firmly on three key requirements: (1) Adequate leadership is fundamental (Diamond, Gardiner, & Wheeler, 2002; Lick, 2002); (2) Provision of resources is essential in that successful innovations have continuous access to appropriate human, financial and infrastructure resources (Southwell et al., 2010) and (3) Widespread training of staff, faculty, and administration is critical. Campuses may start with “preaching to the choir” but must expand their messages to wider audiences so they can begin to transform their culture to one that is focused on program improvement and quality. Given that the ultimate goal of assessment is improvement of programs to promote and enhance student learning, we cannot settle for less.

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6.2 Annual Assessment Highlights

CSU San Marcos

Academic Programs

Annual Assessment Highlights

Fall 2014

- The Bachelor of Science in Business Administration implemented mid-year interventions and observed improvement in students' ability to orally communicate in an effective and professional manner.
- The Bachelor of Arts in Women's Studies discovered that students' performance was less than satisfactory in the area of intersectional analysis; these results will be shared with the Women's Studies faculty and with interested students in Fall 2014 in order to develop specific action.
- The Bachelor of Arts in Human Development found that students' scores on psychological factor items significantly improved from year one to year four, but scores on questions about biological factors did not. The program is currently undergoing program review and will consider these findings as part of the self-study.
- The Bachelor of Arts in Global Studies used the American Council on the Teaching of Foreign Languages (ACTFL) proficiency guidelines and found that students in upper level foreign language courses demonstrated the required intermediate-high proficiency level in a second language, but they observed that students did not always use their skills to gain further knowledge of other cultures. Resulting recommendations included increased visibility of the learning outcome in course syllabi, and a workshop or colloquium focused on the teaching of culture and associated learning tasks. This program is also undergoing program review and will revisit these recommendations in Spring 2015.
- The Master of Science in Computer Science used its findings to reflect on the effectiveness of the online modality in supporting student learning. The program ultimately decided to discontinue the online version of the course; instead, the program intends to collaborate with CSUSM's Instructional & Information Technology Services (IITS) to increase the hands-on nature of the traditional course.
- Trends across programs have also been observed, with multiple programs indicating that their assessment efforts indicated room for improvement of students' abilities to apply appropriate theoretical frameworks to research (Appendices or Links - BA Political Science, MA LTWR, MA Psychology 2013-14 Assessment Reports).

Fall 2015

- The Bachelor of Arts in Women's Studies assessed three learning outcomes in a capstone course and found that while students performed satisfactorily, there is room for improving critical reflection and writing components. However, the program also found that students were able to integrate analyses of race and ethnicity, class, sexual identities, culture, religion, disabilities, and geography into their work; the bedrock of the major.
- The Biological Sciences graduate program assessed four learning outcomes; 2 in one course and 2 in another. Faculty felt the outcomes were met, and discovered that the project lent itself to cultivating lively discussions among students as they developed their theoretical basis of topics. However, since this assessment was done at an introductory level, plans for the next cycle will include a course at the reinforced and advanced levels for comparison purposes.
- Faculty in the Bachelor of Arts in Economics program determined that while students met the expectation (students earning a 70% have the minimum understanding of choice calculus and its applications), emphasis will be placed upon the in-class time devoted to choice calculus praxis to see if results will improve during the next assessment cycle.
- The Bachelor of Arts in Political Science consistently uses pre/post rubric evaluations to determine student levels of learning in their capstone course. Improvement is statistically significant between pre and post (68% to 80%) and faculty are satisfied that students have met the learning outcome. However, a discussion regarding the addition of a research-oriented course will be discussed in order to further assist students in their research efforts.

Academic Programs
and
The Faculty Center
Present

Assessment Workshop Series

Spring 2015

12:00 — 1:00 pm

KEL 2413



- March 12:** *What are learning outcomes?*
- March 16::** *Developing your plan of attack: Creating a sustainable assessment plan you actually use*
- April 27:** *Help! I'm buried in forms! How to fill out New Course Proposal, GE Recertification, Program Review, and/or Annual Assessment forms*

6.4 General Education course recertification forms

California State University, San Marcos General Education Program GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST

• AREA A1: Oral Communication

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units: ____		
College or Program: <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other	Desired term of implementation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year:	Mode of Delivery: <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print):	Email:	Submission Date:

1. Course Catalog Description:

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date		
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>					
		Support	Do not support*		<i>DC Initial</i>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ GEO Coordinator	_____ Date			_____ Library Faculty	_____ Date
		Support	Do not Support*		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
_____ Impacted Discipline Chair	_____ Date			_____ Impacted Discipline Chair	_____ Date
		Approve	Do not Approve		
		<input type="checkbox"/>	<input type="checkbox"/>		
_____ GEC Chair	_____ Date				

* If the proposal is not supported, a memo describing the nature of the objection must be provided.

Course Coordinator: Phone Email:

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA A1: Oral Communication

See GE Handbook for information on each section of this form

Part A: A1 Oral Communication General Education Learning Outcomes (GELOs) related to course content.
[Please type responses into the tables.]

Oral Communication GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
A1.1 Find and evaluate a variety of source material in order to plan, develop and craft extemporaneous public presentations.		
A1.2 Deliver extemporaneous, in-person presentations in English that contain logically coherent and adequately supported assertions, organized to intentionally affect the specific listening audience.		
A1.3 Speak with confidence to a live audience in ways that reflect her or his distinct perspective and identity.		
A1.4 Apply communication theory, concepts, principles to make rhetorical choices (regarding language, organization, content/support, and delivery) to be effective with a variety of audiences and purposes (i.e., inform, persuade, entertain, commemorate).		
A1.5. Actively listen, critically evaluate and thoughtfully respond to the diverse perspectives of all members of the community.		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)		
Students will think critically and analytically about an issue, idea or problem. (critical thinking)		
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)		

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA A1: Oral Communication

See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: *The GE program aligns with CSUSM specific and LEAP Goals. All A1 courses must meet at least one of the LEAP Goals.*

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	
Each course shall require students to present multiple major speech assignments. These speech assignments, delivered in-person, in English, before a full classroom audience, shall be individually graded and, taken together, will account for at least 50 percent of the course grade.	
Each course shall include several additional speaking assignments and exercises designed to enable students to master the skills required for the major assignments and/or to develop skills in additional forms of public speaking.	
Various written assignments to support the speaking experience shall be assigned and instructor feedback provided on these assignments.	
Each course shall include readings, lecture/discussions, and/or other sources of foundational knowledge as described in the GE Handbook.	
The course must accommodate students' multiple oral presentations.	

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA B1/B3: Physical Science with a Lab Component

See GE Handbook for information on each section of this form

Part A: B/B3 Physical Science with Lab General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Physical Science w/ Lab GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
B1.1 Students will explain accepted modern physical or chemical principles and theories, their areas of application, and their limitations.		
B1.2 Students will apply the discipline's customary methods to solve problems through data collection, critical evaluation of evidence, the application of quantitatively rich models, and /or employment of mathematical and computer analysis.		
B1.3 Students will be able to articulate what makes a good scientific theory, incorporating values of parsimony, agreement with experimental or observational evidence, and coherence with other mathematical or physical theories.		
B1.4 Students will be able to identify areas in which ethics either (1) directs or limits physical science research or (2) is informed by the products of this research		
B3.1 Students will demonstrate that they can conduct experiments, make observations, or run simulations using protocols and methods common in the scientific discipline in which the course is offered.		
B3.2 Students will be able to interpret the results of experiments, observations or simulations, understanding random and systematic errors associated with those activities, and making appropriate conclusions based on theories or models of the scientific discipline in which the course is offered.		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)		
Students will think critically and analytically about an issue, idea or problem. (critical thinking)		
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)		

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA B1/B3: Physical Science with a Lab Component

See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: *The GE program aligns with CSUSM specific and LEAP Goals. All B1/B3 courses must meet at least one of the LEAP Goals.*

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses.	
Courses shall include an evaluation of written work which assesses both content and writing proficiency, using a writing style and use of language that is appropriate for the sciences.	
Courses should demonstrate to students that the applications of physical science principles and theories can lead to lifelong learning in science and to productive and satisfying life choices.	
Courses should demonstrate to students the ways in which science influences and is influenced by societies in both the past and the present.	
Courses should empower students to communicate effectively to others about scientific principles and their application to real-world problems.	
Courses shall build the students' information literacy in a way that is appropriate to the field and level of the course.	
Courses shall require students to think critically so that they are able to distinguish scientific arguments from pseudo-scientific myths or opinions.	

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA C1: Arts

See GE Handbook for information on each section of this form

ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units: _____		
College or Program: <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: _____	Mode of Delivery: <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print):	Email:	Submission Date:

1. Course Catalog Description:

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

_____ Course Proposer	_____ Date	_____ Department Chair	_____ date		
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>					
			<i>DC Initial</i>		
		Support Do not support*		Support Do not support*	
		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
_____ Library Faculty	_____ Date			_____ Impacted Discipline Chair	_____ Date
		Support Do not Support*		Approve Do not Approve	
		<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>	
_____ Impacted Discipline Chair	_____ Date			_____ GEC Chair	_____ Date

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Phone Email:

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA C1: Arts

See GE Handbook for information on each section of this form

Part A: C1 Arts General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Arts GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
C1.1 Students will describe the ways in which art informs us of issues of diversity (such as race, class and gender) in a global, national or local context.		
C1.2: Students will apply theoretical and/or critical perspective to the study of art past and present.		
C1.3: Students will recognize and explain various artistic styles from diverse cultures and peoples.		
C1.4: Students will use appropriate vocabulary to describe and analyze works of artistic expression within the historical context in which the work was created.		
C1.5: Articulate various theoretical principles in their analysis of works in the arts and humanities. [Methods courses]		
C1.6: Use relevant research methods to analyze and interpret works in the arts and humanities. [Methods courses]		
C1.7: Students will create works of art that demonstrate facility with the key techniques of the art form in question. These courses will be taught face-to-face, rather than online. [Creative Activity Courses]		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)		
Students will think critically and analytically about an issue, idea or problem. (critical thinking)		
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)		

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA C1: Arts

See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: *The GE program aligns with CSUSM specific and LEAP Goals. All C1 courses must meet at least one of the LEAP Goals.*

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required in 3+ unit courses,	
Assessment of student learning will take a multitude of forms, including writing assignments, exams, discussion, and creative projects and performances.	

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST
• AREA D7: Interdisciplinary Social Science
See GE Handbook for information on each section of this form**

ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units: _____		
College or Program: <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: _____	Mode of Delivery: <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print):	Email:	Submission Date:

1. Course Catalog Description:

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

Course Proposer	Date	Department Chair	date	
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>				
			<u>DC Initial</u>	
		Support Do not support*	Support Do not support*	
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Library Faculty	Date	Impacted Discipline Chair	Date	
		Support Do not Support*	Approve Do not Approve	
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	
Impacted Discipline Chair	Date	GEC Chair	Date	

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Phone: Email:

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D7: Interdisciplinary Social Science

See GE Handbook for information on each section of this form

Part A: D7 Interdisciplinary Social Science General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Interdisciplinary Social Science GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
D.1 Students will describe and critically apply social science theories and methods to problems. This may include the development of research questions, critical evaluation of evidence, data collection, fieldwork, and/or employment of mathematical analysis.		
D.2 Students will analyze the impact of race, class, gender and cultural context on individuals and/or local and global societies.		
D.3 Students will outline the contemporary and/or historical perspectives of major political, intellectual, psychological, economic, scientific, technological, or cultural developments		
D7.1 Students will explain the usefulness of an interdisciplinary approach for studying social phenomena and issues.		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)		
Students will think critically and analytically about an issue, idea or problem. (critical thinking)		
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)		

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST**

• AREA D7: Interdisciplinary Social Science

See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: *The GE program aligns with CSUSM specific and LEAP Goals. All D7 courses must meet at least one of the LEAP Goals.*

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	
Instructors will include an evaluation of students' written work which assesses both content and writing proficiency.	
Courses will include a component requiring students to develop an understanding of the core information resources and literature of the disciplines.	
All social sciences core course proposals/syllabi shall require information literacy: This includes opportunities for students to read, evaluate and analyze social science information, and report results of their analysis clearly. Courses will be assigned a librarian as a resource person to facilitate the information literacy and library use components.	

**California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST
• AREA E: Lifelong Learning, Self-Development and Information Literacy
See GE Handbook for information on each section of this form**

ABSTRACT

Course Abbreviation and Number:	Course Title:	
Number of Units: _____		
College or Program: <input type="checkbox"/> CHABSS <input type="checkbox"/> CSM <input type="checkbox"/> CEHHS <input type="checkbox"/> COBA <input type="checkbox"/> Other _____	Desired term of implementation: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Summer Year: _____	Mode of Delivery: <input type="checkbox"/> face to face <input type="checkbox"/> hybrid <input type="checkbox"/> fully on-line
Course Proposer (please print):	Email:	Submission Date:

1. Course Catalog Description:

2. GE Syllabus Checklist: The syllabi for all courses certified for GE credit must contain the following:

<input type="checkbox"/>	Course description, course title and course number
<input type="checkbox"/>	Student learning outcomes for General Education Area and student learning objectives specific to your course, linked to how students will meet these objectives through course activities/experiences
<input type="checkbox"/>	Topics or subjects covered in the course
<input type="checkbox"/>	Registration conditions
<input type="checkbox"/>	Specifics relating to how assignments meet the writing requirement
<input type="checkbox"/>	Tentative course schedule including readings
<input type="checkbox"/>	Grading components including relative weight of assignments

SIGNATURES

_____	_____	_____	_____
Course Proposer	Date	Department Chair	date
<i>Please note that the department will be required to report assessment data to the GEC annually.</i>			

		DC Initial	
		Support Do not support*	Support Do not support*
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
_____	_____	_____	_____
Library Faculty	Date	Impacted Discipline Chair	Date
		Support Do not Support*	Approve Do not Approve
		<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
_____	_____	_____	_____
Impacted Discipline Chair	Date	GEC Chair	Date

*** If the proposal is not supported, a memo describing the nature of the objection must be provided.**

Course Coordinator: Phone: Email:

California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST
• AREA E: Lifelong Learning, Self-Development and Information Literacy
See GE Handbook for information on each section of this form

Part A: E Lifelong Learning and Self-Development General Education Learning Outcomes (GELOs) related to course content. [Please type responses into the tables.]

Lifelong Learning and Self-Development GELOs this course will address:	Course content that addresses each GELO.	How will these GELOs be assessed?
E1.1 Describe the physiological, social/cultural, and psychological influences on their own well-being.		
E1.2 Identify and actively engage in behaviors that promote individual health, well-being, or development.		
E1.3 Describe the value of maintaining behaviors that promote health, well-being and development throughout their lifespan.		
E1.4 Describe how their well being is affected by the university's academic and social systems and how they can facilitate their development through active use of campus resources and participation in campus life.		
E2.1 Students will demonstrate their critical thinking skills by locating, analyzing and synthesizing information.		

Part B: General Education Learning Outcomes required of all GE courses related to course content:

GE Outcomes required of all Courses	Course content that addresses each GE outcome?	How will these GELOs be assessed?
Students will communicate effectively in writing to various audiences. (writing)		
Students will think critically and analytically about an issue, idea or problem. (critical thinking)		
Students will find, evaluate and use information appropriate to the course and discipline. (Faculty are strongly encouraged to collaborate with their library faculty.)	Do not complete. This information is provided in Part A.	Do not complete. This information is provided in Part A.

California State University, San Marcos General Education Program
GENERAL EDUCATION NEW COURSE CERTIFICATION REQUEST
• AREA E: Lifelong Learning, Self-Development and Information Literacy
See GE Handbook for information on each section of this form

Part C: GE Programmatic Goals: *The GE program aligns with CSUSM specific and LEAP Goals. All E courses must meet at least one of the LEAP Goals.*

GE Programmatic Goals	Course addresses this LEAP Goal:
LEAP 1: Knowledge of Human Cultures and the Physical and Natural World.	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 2: Intellectual and Practical Skills	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 3: Personal and Social Responsibility	<input type="checkbox"/> No <input type="checkbox"/> Yes
LEAP 4: Integrative Learning	<input type="checkbox"/> No <input type="checkbox"/> Yes
CSUSM Specific Programmatic Goals	Course content that addresses the following CSUSM goals. Please explain, if applicable.
CSUSM 1: Exposure to and critical thinking about issues of diversity.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):
CSUSM 2: Exposure to and critical thinking about the interrelatedness of peoples in local, national, and global contexts.	<input type="checkbox"/> No <input type="checkbox"/> Yes (please describe):

Part D: Course requirements to be met by the instructor.

Course Requirements:	How will this requirement be met by the instructor?
Course meets the All-University Writing requirement: A minimum of 2500 words of writing shall be required for 3+ unit courses.	
Courses in this area highlight the students' self-development and promote the acquisition of skills that will allow the student to be a life-long learner. Courses that examine human development across the lifespan will not satisfy the Area E requirement unless the students' own growth is the focal point of the course.	
Courses will focus on the interdependence of the physiological, social/cultural, and psychological factors which contribute to students' own personal development.	
Content will cover factors that promote and detract from students' ability to achieve optimal individual health, well-being or development across various points in their lives.	
These courses will include at least 5 hours of class time dedicated specifically to information literacy instruction taught in collaboration with library faculty.	
Specifically, under the context of academic research, students will be able to articulate their information need, formulate a search strategy, use the appropriate tool to find information, evaluate information, and integrate these sources into their research assignments.	
Courses will require assignments that will assist the student in understanding how to use information in an academic and scholarly community.	

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA BB – MATHEMATICS/QUANTITATIVE REASONING OR PHYSICAL AND LIFE SCIENCES
Please Read Instructions on Next Page of This Form

Course Number _____ Course Title _____

- Four checkboxes for course status: new course, existing not satisfying, existing undergoing change, existing currently satisfying.

- 1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? (Upper-Division General Education courses are limited to 3 units.)
3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
b. Does this course fulfill requirements for a major by the academic unit in which the course is offered?
c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form...

Large empty rectangular box for providing details or explanations for exceptions.

Read Questions 4-7 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

Signatures

Originator _____ Date _____
Program Director _____ Date _____
General Education Coordinator _____ Date _____
General Education Committee Chair _____ Date _____

FORM INSTRUCTIONS FOR UDGE-BB (WHITE)
UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA BB - MATHEMATICS/QUANTITATIVE REASONING OR PHYSICAL AND LIFE SCIENCES

The Definition of Upper Division GE Courses:

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses should present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

Attachments and responses for questions 1-4 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units.
3.
 - a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
 - b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
 - c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. Upper division general-education students may have fulfilled their lower division area B requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

Criteria for Upper Division Area BB Courses: Questions 5-7 will help the General Education Committee decide if the course belongs in the Mathematics/Quantitative Reasoning or Physical and Life Sciences category.

Address the criteria implied by the following instructions. (In the following instructions, "scientific" or "science" is meant to pertain to the natural, as opposed to social, sciences). "Mathematical" or "mathematics" is meant to include fundamental studies of quantitative, geometrical, statistical and computational methods, and not merely their application to particular problems. Courses in this area include inquiry into the physical universe and its life forms and into mathematical concepts and quantitative reasoning and their applications.

5. Please specify how the course requires students to use reasoning skills characteristic of common scientific and mathematical practice to do one or more of the following: to solve problems, to interpret observations, to make predictions, to design experiments for the testing of hypotheses, or to prove theorems. Examples given should illustrate how these skills are used throughout the course.
6. Please specify how both past successes and current uncertainties in science or mathematics are well represented in the course, in order that the cumulative, historical nature of the development of science and mathematics can be illustrated. Give examples covered in the course of (a) older, well-established laws and theories that are no longer debated in scientific and mathematical circles, and (b) issues where either fundamental questions remain unanswered or where the application of well-established principles to new situations carries some uncertainty or controversy.

Assessment for Upper Division Area BB Courses: Question 7 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

7.
 - a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.
 - b. If you use any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

8/30/2004

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA CC – HUMANITIES

Please Read Instructions on Next Page of This Form

Course Number _____ Course Title _____

- This is a new course. A FORM C is being filed concurrently.
- This is an existing course not currently satisfying an UDGE requirement, which is not being changed.
- This is an existing course not currently satisfying an UDGE requirement, which is undergoing change. A FORM C-2 is being filed concurrently.
- This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. *A FORM C-2 is required only if the course is being changed.*

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? _____ (Upper-Division General Education courses are limited to 3 units.)
- 3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
 ___yes ___no
- b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
 ___yes ___no
- c. If you answered “yes” to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

Signatures

Originator

Date

Program Director

Date

General Education Coordinator

Date

General Education Committee Chair

Date

FORM INSTRUCTIONS FOR UDGE-CC (WHITE)
UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA CC – HUMANITIES

The Definition of Upper Division GE Courses:

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses should present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

Attachments and responses to questions 1-4 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units.
3.
 - a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
 - b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
 - c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. Upper division general-education students may have fulfilled their lower division area C requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

Criteria for Upper Division Area CC Courses:

Questions 5-7 will help the General Education Committee decide if the course belongs in the Humanities category.

On a separate sheet of paper, address the criteria implied by the following instructions. Provide specific examples wherever possible.

5. Please specify how this course represents both past and present approaches to at least one of the following: a) spirituality, b) the arts, c) philosophy or intellectual thought.
6. Please specify how in this course students address issues involving both the cognitive and affective aspects of human experience either using critical analysis or creative activity.
7. Please provide specific examples of the way in which this course examines at least one of the following: aesthetic, metaphysical, or ethical manifestations of the human intellect in at least one of the following contexts: a) diverse historical contexts; b) diverse cultural contexts.

Assessment for Upper Division Area CC Courses:

Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

8.
 - a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.
 - b. If you use any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

8/30/2004

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA DD – SOCIAL SCIENCES

Please Read Instructions on Next Page of This Form

Course Number _____ Course Title _____

- This is a new course. A FORM C is being filed concurrently.
- This is an existing course not currently satisfying an UDGE requirement, which is not being changed.
- This is an existing course not currently satisfying an UDGE requirement, which is undergoing change. A FORM C-2 is being filed concurrently.
- This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. *A FORM C-2 is required only if the course is being changed.*

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? _____ (Upper-Division General Education courses are limited to 3 units.)
- 3.a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
 ___yes ___no
- b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
 ___yes ___no
- c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

Read _____ page _____
have to be printed or submitted.

Signatures

Originator

Date

Program Director

Date

General Education Coordinator

Date

General Education Committee Chair

Date

**FORM INSTRUCTIONS FOR UJGE-DD (WHITE)
UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA DD – SOCIAL SCIENCES**

The Definition of Upper Division GE Courses:

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses should present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

Attachments and responses to questions 1-4 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units.
3.
 - a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
 - b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
 - c. If you answered "yes" to 3.a. or 3.b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. Upper division general-education students may have fulfilled their lower division area D requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

Criteria for Upper Division Area DD Courses:

Questions 5-7 will help the General Education Committee decide if the course belongs in the Social Sciences category.

Address the criteria implied by the following instructions. Courses satisfying the UJGE Social Science DD requirement focus on broad, unifying themes in the social sciences from cross-disciplinary perspectives. Social science courses should enhance student awareness of and comprehension of human, social, political and economic institutions and behavior and their historical background.

5. Please specify how this course enables students to do one or both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments.
6. Please specify how this course explores the ways in which society and culture are affected by two or more of the following: (a) gender; (b) ethnicity; (c) class; (d) regional identities; (e) global identities.
7. Please specify how this course helps students to recognize the value of multidisciplinary explorations.

Assessment for Upper Division Area DD Courses:

Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

8.
 - a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UJGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UJGE learning objectives.
 - b. If you use any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

8/30/2004

6.5 GE Assessment Plan

CSU San Marcos General Education Program Assessment Plan

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.

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.

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

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:

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.

Table 1: GE Program Student Learning Outcomes and Area Alignment

General Ed Area		GE Program Student Learning Outcomes (GEP/SLOs)								
		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 re-evaluation 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.
A1	Oral Communication		X	X	X	X	X			
A2	Written Communication		X	X		X	X			
A3	Critical Thinking			X	X	X	X			
B1	Physical Science	X		X		X	X	X		
B2	Life Science	X		X		X	X	X		
B3	Lab Activity	X		X		X	X	X		
B4	Mathematics/Quant Reasoning	X		X			X	X		
BB	Upper Division Science and/or Mathematics	X		X		X	X	X		X

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

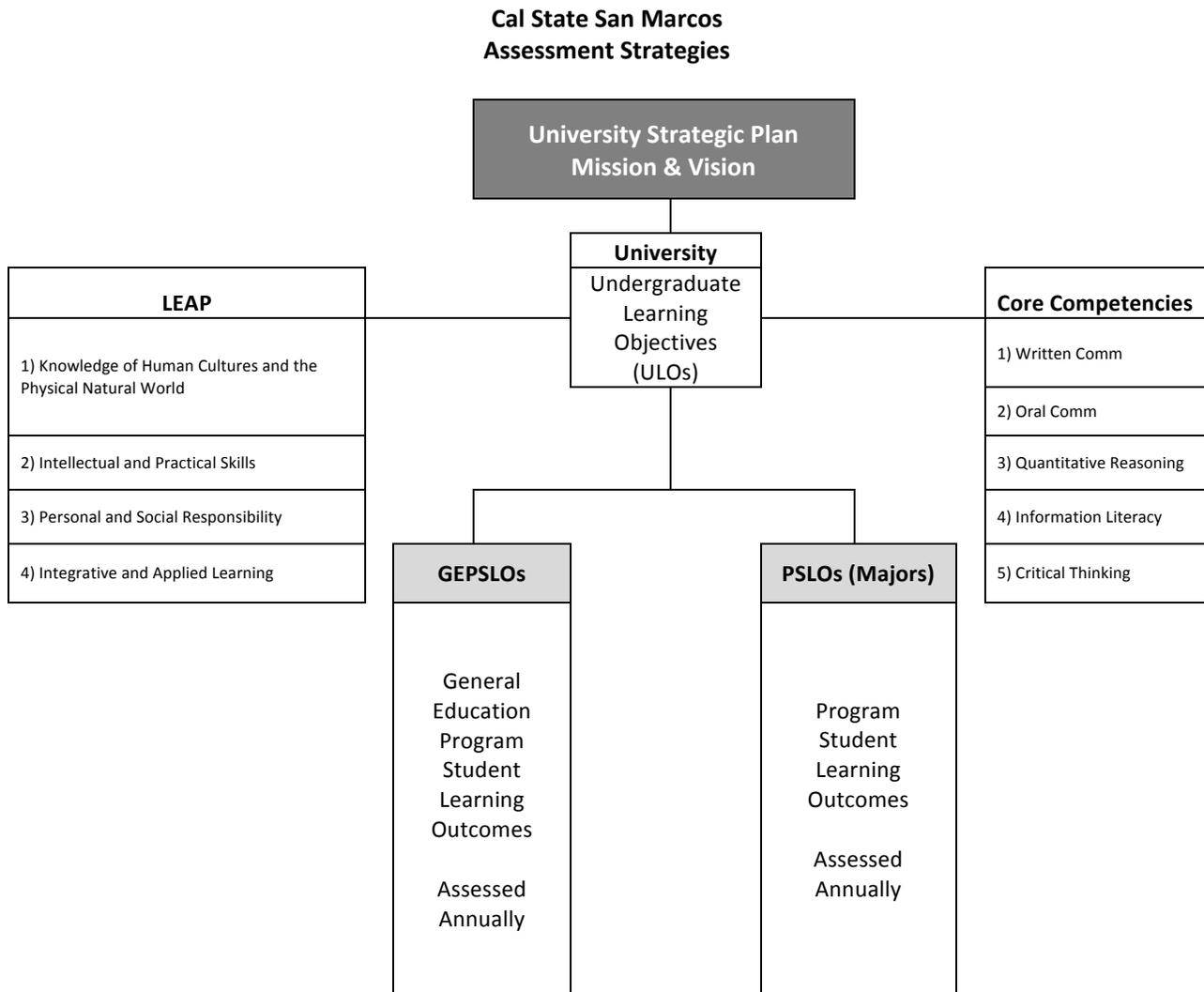


Table 4: Proposed General Education Timeline

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 & Oral Communication assessment; Critical Thinking & Info Literacy assessment; Quant Reasoning assessment	Campus-wide courses randomly chosen; student work assessed via rubric	Core Competency Team, Academic Programs, Assessment Specialist
Year Two: 2015-16	GE Area D & E Assessment GEPSLOs 5, 8, & 9	GE courses randomly chosen; student work assessment to be determined	GEC, GE faculty, program chairs/directors, Academic Programs, Assessment Specialist
Year Three: 2016-17	Area B Assessment GEPSLOs 1, 6, & 7	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 A & C Assessment GEPSLOs 2, 3, & 4	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, D	
2) Compare and contrast relationships within and between human cultures.	Fall 2015	A, C, D	
3) Communicate effectively in writing, using conventions appropriate to various contexts and diverse audiences.*	Fall 2017	A, B, C, D, E	
4) Use oral communication to effectively convey meaning to various audiences.*	Fall 2017	A, C	
5) Find, evaluate and use authoritative and/or scholarly information to comprehend a line of inquiry.*	Fall 2017	A, B, C, 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	A, B, C, D, E	
7) Apply numerical/mathematical concepts in order to illustrate fundamental concepts within fields of study.*	Fall 2015	B, D	
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, D	
9) Apply knowledge gained from courses in different disciplines to new settings and complex problems.	Fall 2016	C, D	

*Covers a core competency

Table 7: Assessment Cycle and Closing the Loop Strategy

CSU San Marcos - Assessment Cycle



6.6 - Student Affairs' Co-curricular Benchmarking Noteworthy Findings, June 2014

Civic Engagement & Social Responsibility Assessment Benchmarking

College Senior Survey (CIRP) Data							
Item Prompt	Spring 2011 Responses		Spring 2013 Responses		Trends		CSUSM v. All Four Year 2013 Status
	CSUSM Seniors	All Four Year Institutions	CSUSM Seniors	All Four Year Institutions	CSUSM Seniors	All Four Year Institutions	
Respondent engaged in these activities during their college experience:							
Discussed politics	77.9%	79.2%	71.6%	77.7%	-6.3%	-1.5%	-6.1%
Helped raise money for a cause or campaign	41.7%	56.0%	33.8%	53.7%	-7.9%	-2.3%	-19.8%
Voted in a student election	37.9%	70.1%	39.1%	61.6%	+1.2%	-8.5%	-22.5%
Respondent considers it essential or very important to:							
Help promote racial understanding	54.6%	40.6%	48.3%	41.1%	-6.3%	+5%	+7.2%
Become a community leader	42.0%	45.5%	35.8%	46.0%	-6.2%	+5%	-10.2%
During the school year, respondent frequently performed volunteer or community service work	New items in 2013		29.6%	23.1%	New items in 2013		+6.5%
Students identified their ability as strong or very strong in the following categories:							
Understanding of problems facing their community	New items in 2013		52.9%	56.4%	New items in 2013		-3.5%
Understanding of global issues	New items in 2013		36.1%	44.3%	New items in 2013		-8.2%
Understanding of national issues	New items in 2013		41.4%	47.4%	New items in 2013		-6%
Respondent agrees or strongly agrees that they are interested in seeking information about current social and political issues	61.4%	72.1%	57.1%	66.8%	-4.3%	-5.3%	-9.7%
Compared to their peers, respondents rate themselves above average in:							
Ability to see the world from someone else's perspective	81.4%	83.1%	82.4%	80.1%	+1%	-3%	+2.3%
Tolerance of others with different beliefs	82.6%	83.2%	83.8%	82.1%	+1.2%	-1.1%	+1.7%
Openness to having their own views challenged	71.6%	67.9%	69.7%	68.8%	-1.9%	+9%	+9%
Ability to discuss and negotiate controversial issues	68.6%	72.5%	71.1%	71.4%	+2.5%	-1.1%	+3%
Ability to work cooperatively with diverse people	87.1%	84.5%	89.6%	84.2%	+2.5%	-3%	+5.4%
Very Often/ Often experienced the following with students from a racial/ethnic group other than your own?							
Dined or shared a meal	61.9%	60.4%	61.8%	63.2%	-1%	+2.8%	-1.4%
Had meaningful and honest discussions about race/ethnic relations outside of class	42.6%	41.2%	45.1%	44.1%	+2.5%	+2.9%	+1%
Had guarded, cautious interactions	9.9%	10.8%	10.2%	13.7%	+3%	+2.9%	-3.5%
Had tense, somewhat hostile interactions	5.4%	6.0%	4.6%	8.3%	-8%	+2.3%	-3.7%
Felt insulted or threatened because of your race/ethnicity	4.8%	4.5%	3.2%	6.6%	-1.6%	+2.1%	+2.6%
Shared personal feelings and problems	47.9%	47.2%	52.4%	49.8%	+4.5%	+2.6%	+2.6%
Had intellectual discussions outside of class	51.2%	51.2%	57.0%	53.7%	+5.8%	+2.6%	+3.3%
Studied or prepared for class	60.4%	52.5%	69.3%	57.4%	+8.9%	+4.9%	+11.9%
Socialized or partied	44.9%	57.4%	46.9%	55.6%	+2%	-1.8%	-8.7%
During college participated in the following activities:							
Attended a racial/cultural awareness workshop	36.8%	32.7%	34.9%	34.6%	-1.9%	+1.9%	+3%
Had a roommate of a different race/ethnicity	37.1%	51.5%	40.2%	54.2%	+3.1%	+1.7%	-14%
Participated in an ethnic/racial student organization	10.8%	16.8%	10.3%	14.6%	-5%	-2.2%	-4.3%
Very Satisfied / Satisfied with racial/ethnic diversity of student body	59.9%	52.9%	62.5%	53.2%	+2.6%	+3%	+9.3%
Respondent's knowledge of people from different races/cultures is strong/major strength	New item in 2013		64.1%	58.2%	New Items in 2013		+5.9%
Helping to promote racial understanding is Essential / Very important personally to respondents	53.5%	40.4%	47.9%	41.6%	-5.6%	+1.2%	+6.3%
Strongly Agree / Agree that:							
Same-sex couples should have the right to legal marital status	76.1%	76.1%	82.5%	78.9%	+6.4%	+2.8%	+3.4%
Students from disadvantaged backgrounds should be given preferential treatment in college admissions	n/a	n/a	37.5%	38.9%	n/a	n/a	-1.4%
I have heard faculty express stereotypes about racial/ethnic groups in class	25.8%	24.7%	21.7%	26.8%	-4.1%	+2.1%	-5.1%
I have felt discriminated against at this institutions because of my race/ethnicity, gender, sexual orientation, or religious affiliation	17.1%	14.6%	15.3%	16.1%	-1.8%	+1.5%	-8%
There is a lot of racial tension on this campus	15.0%	15.4%	10.3%	17.7%	-4.7%	+2.3%	-7.4%

National Survey of Student Engagement (NSSE) – Spring 2012			
Item Prompt	CSUSM Seniors	Peer Institutions	
		Far-West Public Seniors	Carnegie Class Seniors
Participated in community service or volunteer work during current school year	75.2%	74.3%	75.2%
Contact among students of differing economic, social, & racial / ethnic backgrounds is encouraged quite a bit or very much on my campus	62.8%	49.5%	55.9%
College education contributed very much or quite a bit to knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds	67.0%	55.0%	59.3%
Perception of how student's college education contributed very much or quite a bit to their knowledge, skills, and personal development in the following areas:			
Contributing to the welfare of your community	52.6%	46.5%	51.6%
Voting in elections	32.1%	28.1%	28.4%

Leadership & Interpersonal Development Assessment Benchmarking

College Senior Survey (CIRP) Data							
Item Prompt	Spring 2011 Responses		Spring 2013 Responses		Trends		CSUSM v. All Four Year 2013 Status
	CSUSM Seniors	All Four Year Institutions	CSUSM Seniors	All Four Year Institutions	CSUSM Seniors	All Four Year Institutions	
Participated in student clubs/groups since entering college	43.8%	77.2%	52.6%	69.8%	+8.8%	-7.4%	-17.2%
Respondent is very satisfied / satisfied with campus community's:							
Respect for the expression of diverse beliefs	59.8%	71.1%	70.7%	67.9%	+10.9%	-3.2%	+2.8%
Overall sense of community among students	55.9%	75.2%	56.1%	73.4%	+2%	-1.8%	-17.3%
Availability of campus social activities	38.3%	73.4%	49.0%	67.7%	+10.7%	-5.7%	-18.7%
Was a leader in a student organization	26.7%	55.3%	29.0%	54.4%	+2.3%	-.9%	-25.4%
Agree/strongly agree that they have effectively led a group to a common purpose	64.6%	78.7%	62.2%	77.1%	-2.4%	-1.6%	-14.9%
Participated in leadership training	24.7%	32.1%	23.2%	33.0%	-1.4%	+9%	-9.8%
Compared to their peers, respondents rate themselves Highest 10% / Above Average in their:							
Leadership ability	n/a	n/a	66.7%	72.6%	n/a	n/a	-5.9%
Drive to achieve	81.2%	81%	81.9%	80.1%	+7%	-.9%	+1.8%
Self-confidence (social)	67.7%	71.1%	66.3%	69.1%	-.6%	-2%	-2.8%
Compared to their peers, respondents rate themselves Highest 10% / Above Average in their:							
Ability to see the world from someone else's perspective	81.5%	82.6%	82.4%	81.0%	+9%	-1.6%	+1.4%
Tolerance of others with different beliefs	82.6%	82.7%	83.8%	82.1%	+1.2%	-.6%	+1.7%
Openness to having my own views challenged	72.2%	67.8%	71.1%	68.8%	-1.1%	+1%	+2.3%
Ability to discuss and negotiate controversial issues	68.5%	72%	68.6%	71.4%	+1%	-.6%	-2.5%
Ability to work cooperatively with diverse people	86.8%	84.1%	89.6%	84.2%	+2.8%	+1%	+5.4%

National Survey of Student Engagement (NSSE) – Spring 2012			
Item Prompt	CSUSM Seniors	Peer Institutions	
		Far-West Public Seniors	Carnegie Class Seniors
Time spent participating in co-curricular activities (e.g. campus organizations or publications, student government, sports, Greek Life, etc.)			
1-5 hours per week	20%	24%	25%
6-10 hours per week	9%	11%	10%
11-20 hours per week	7%	8%	9%
More than 20 hours per week	3%	4%	5%
Total: One or more hours per week	39.5%	46.2%	48.2%
Member of Social Fraternity or Sorority	6.1%	7.0%	9.3%
Participate in a learning community prior to graduation	39.3%	36.5%	39.0%
Tried to better understand someone else's views by imagining how an issue looks from another's perspective	71.5%	67.7%	67.0%
Providing the support students need to thrive socially was emphasized at respondent's institution during the academic year	38.9%	35.8%	42.1%
Quality of interpersonal relationships with other students on campus (7 point scale 1 = Unfriendly & unsupportive, 7 = friendly & supportive)	5.56	5.52	5.73
College education contributed very much or quite a bit to knowledge, skills, and personal development in working effectively with others	79.2%	76.1%	80.9%

Career & Professional Development Assessment Benchmarking

College Senior Survey (CIRP) Data							
Item Prompt	Spring 2011 Responses		Spring 2013 Responses		Trends		CSUSM v. All Four Year 2013 Status
	CSUSM Seniors	All Four Year Institutions	CSUSM Seniors	All Four Year Institutions	CSUSM Seniors	All Four Year Institutions	
Since entering college, respondent has:							
Participated in an internship program	49.2%	58.1%	53.4%	55.5%	+4.2%	-2.6%	-2.1%
Participated in an undergraduate research program (e.g. MARC, MBRS, REU)	11%	13.9%	24.0%	26.7%	+13%	+12.8%	-2.7%
Participated in a study-abroad program	8.4%	34.1%	7.2%	30.0%	-1.2%	-4.1%	-22.8%
Since entering college, respondent has frequently:							
Worked with classmates on group projects during class	54.8%	36.3%	59.6%	43.9%	+4.8%	+7.6%	+15.7%
Worked with classmates on group projects outside of class	51.5%	47.1%	53.8%	48.0%	+2.3%	+9%	+5.8%
Made a presentation in class	76.7%	61.7%	77.6%	66.9%	+9%	+5.2%	+10.7%
Respondent is Very Satisfied / Satisfied with the:							
Academic Advising	52.8%	60.6%	62.2%	62.2%	+9.4%	+1.6%	flat
Career counseling and advising	49.9%	57.3%	58.2%	58.0%	+8.3%	+7%	+2%
Job placement services for students	34.4%	44.1%	28.9%	46.7%	-5.5%	+2.6%	-17.8%
If you are planning on being employed after graduation, which best describes the current state of your employment plans?							
Looking, but no offers yet	37.6%	36.2%	46.4%	37.7%	+8.8%	+1.5%	+8.7%
Accepted an offer of employment	20.5%	23.2%	15.2%	23.1%	-5.3%	-.1%	-7.9%
Not actively looking for a position	24.4%	13.2%	23.8%	13.1%	-.6%	-.1%	+10.7%
National Survey of Student Engagement (NSSE) – Spring 2012							
Item Prompt	CSUSM Seniors	Peer Institutions					
		Far-West Public Seniors	Carnegie Class Seniors				
Working for Pay On Campus							
10 or fewer hours per week	4.0%	10.0%	12.0%				
11 – 20 hours per week	10.0%	15.0%	14.0%				
During the current school year, respondents have done the following often or very often:							
Made a class presentation	71.2%	57.6%	67.1%				
Discussed ideas from readings/classes with others outside class	74.5%	67.8%	66.1%				
Asked questions in class or contributed to class discussion	72.4%	70.8%	79.4%				
Worked with other students on projects during class	53.2%	52.0%	54.1%				
Worked with classmates outside class to prepare class assignments	57.6%	60.4%	59.1%				
Has your college education contributed very much or quite a bit to your knowledge, skills, and personal development in the following areas?							
Writing clearly and effectively	85.5%	75.3%	79.8%				
Using computing and information technology	79.7%	76.1%	79.8%				
Learning effectively on your own	82.9%	73.2%	76.5%				
Acquiring a broad general education	79.9%	79.8%	83.4%				
Acquiring job or work-related knowledge and skills	70.0%	71.2%	77.0%				

Critical Thinking & Ethical Reasoning Assessment Benchmarking

College Senior Survey (CIRP)							
Item Prompt	Spring 2011 Responses		Spring 2013 Responses		Trends		CSUSM v. All Four Year 2013 Status
	CSUSM Seniors	All Four Year Institutions	CSUSM Seniors	All Four Year Institutions	CSUSM Seniors	All Four Year Institutions	
During the past year, respondents Frequently:							
Sought feedback on academic work	48.3%	47.2%	59.6%	64.8%	+11.3%	+17.6%	-5.2%
Looked up scientific research articles and resources	69.4%	47.5%	75.4%	55.1%	+6%	+7.6%	+20.3%
Supported their opinions with a logical argument	59.3%	59.9%	60.0%	67.1%	+7%	+7.2%	+7.1%
Sought solutions to problems and explain them to others	54.5%	53.9%	56.5%	63.6%	+2%	+9.7%	-7.1%
Took a risk because they felt they had more to gain	33.5%	32.1%	33.9%	42.1%	+4%	+10%	-8.2%
Revised papers to improve their writing	56.7%	49.3%	59.3%	55.1%	+2.6%	+5.8%	+4.2%
Respondent rates themselves as above average:							
Critical thinking skills	New item in 2013		83.8%	85.1%	New item in 2013		-1.3%
Analytical/problem solving skills			85.8%	86.7%			-9%
National Survey of Student Engagement (NSSE) – Spring 2012							
Item Prompt	CSUSM Seniors	Peer Institutions		CSUSM Seniors	Far-West Public Seniors	Carnegie Class Seniors	
		Far-West Public Seniors	Carnegie Class Seniors				
During the current school year, coursework has substantially emphasized applying theories or concepts to practical problems or in new situations	85.0%	79.8%	83.7%				
Your college education contributed very much or quite a bit to your knowledge, skills, and personal development in understanding yourself	66.9%	62.6%	67.6%				

Holistic Wellness Assessment Benchmarking

College Senior Survey (CIRP)							
Item Prompt	Spring 2011 Responses		Spring 2013 Responses		Trends		CSUSM v. All Four Year 2013 Status
	CSUSM Seniors	All Four Year Institutions	CSUSM Seniors	All Four Year Institutions	CSUSM Seniors	All Four Year Institutions	
Extent to which faculty Frequently / Occasionally provided emotional support and encouragement	78.1%	80.3%	77.8%	82.0%	-3%	+1.7%	-4.2%
Respondent is Very Satisfied / Satisfied with the:							
Student health services	63.5%	57.1%	59.0%	49.4%	-4.5%	-7.7%	+9.6%
Psychological counseling services	53.1%	49.3%	51.2%	53.1%	-1.9%	+3.8%	-1.9%
During the past year, respondent has Frequently / Occasionally:							
Felt overwhelmed by all I had to do	93.4%	91.7%	94.5%	90.1%	+1.1%	-1.6%	+4.4%
Felt depressed	56.6%	56.9%	60.5%	56.5%	+3.9%	-4%	+4%
Drank wine or liquor	74.9%	87.6%	79.6%	84.1%	+4.7%	-3.5%	-4.5%
Drank beer	62.0%	78.0%	66.0%	74.6%	+4%	-3.4%	-8.6%
Smoked cigarettes	13.8%	19.3%	13.8%	19.1%	flat	-2%	-5.3%
In the past two weeks, respondent had five or more alcoholic drinks in a row?	29.4%	56.9%	31.0%	51.1%	+2.6%	-5.8%	-20.1%
Spent more than 5 hours during a typical week partying	9.6%	32.3%	10.6%	23.6%	+1%	-8.7	-13%
National Survey of Student Engagement (NSSE) – Spring 2012							
Item Prompt	CSUSM Seniors	Peer Institutions		CSUSM Seniors	Far-West Public Seniors	Carnegie Class Seniors	
		Far-West Public Seniors	Carnegie Class Seniors				
During the current school year, respondents have done the following often or very often:							
Attended an art exhibit, play, dance, theatre or other performance	17.0%	20.1%	23.7%				
Participated in activities to enhance spirituality	23.6%	25.6%	33.0%				
The following were substantially emphasized at respondents' institutions during the current academic year							
Providing the support students need to succeed academically	73.5%	68.7%	75.8%				
Providing assistance with non-academic responsibilities (e.g., work, family)	28.3%	26.3%	33.3%				

6.7 - CSUSM Goals 2025

California State University - San Marcos: 2025 Goals

OVERVIEW

The Graduation Initiative 2025 organizes system-level work to improve student success, putting clear objectives and metrics to one of the CSU's most fundamental commitments. This document details your new campus goals and provides supporting information for how they were developed.

FRESHMEN GRADUATION RATE GOALS

	<u>Baseline Rate</u>	<u>Peer Group Benchmark</u>	<u>Additional Improvement</u>	2025 Goal
6-Year Graduation Rate Goal (2019 Cohort)	45%	52%	7%	52%
4-Year Graduation Rate Goal (2021 Cohort)	13%	N/A	8%	21%

TRANSFER GRADUATION RATE GOALS

4-Year Graduation Rate Goal (2021 Cohort)	68%	N/A	6%	74%
2-Year Graduation Rate Goal (2023 Cohort)	22%	N/A	8%	30%

FRESHMEN ACHIEVEMENT GAP GOALS

6-Year URM/non-URM Graduation Rate Gap Goal (2019 Cohort)	10%	N/A	50% Improvement	5%
6-Year Pell/non-Pell Graduation Rate Gap Goal (2019 Cohort)	8%	N/A	50% Improvement	4%

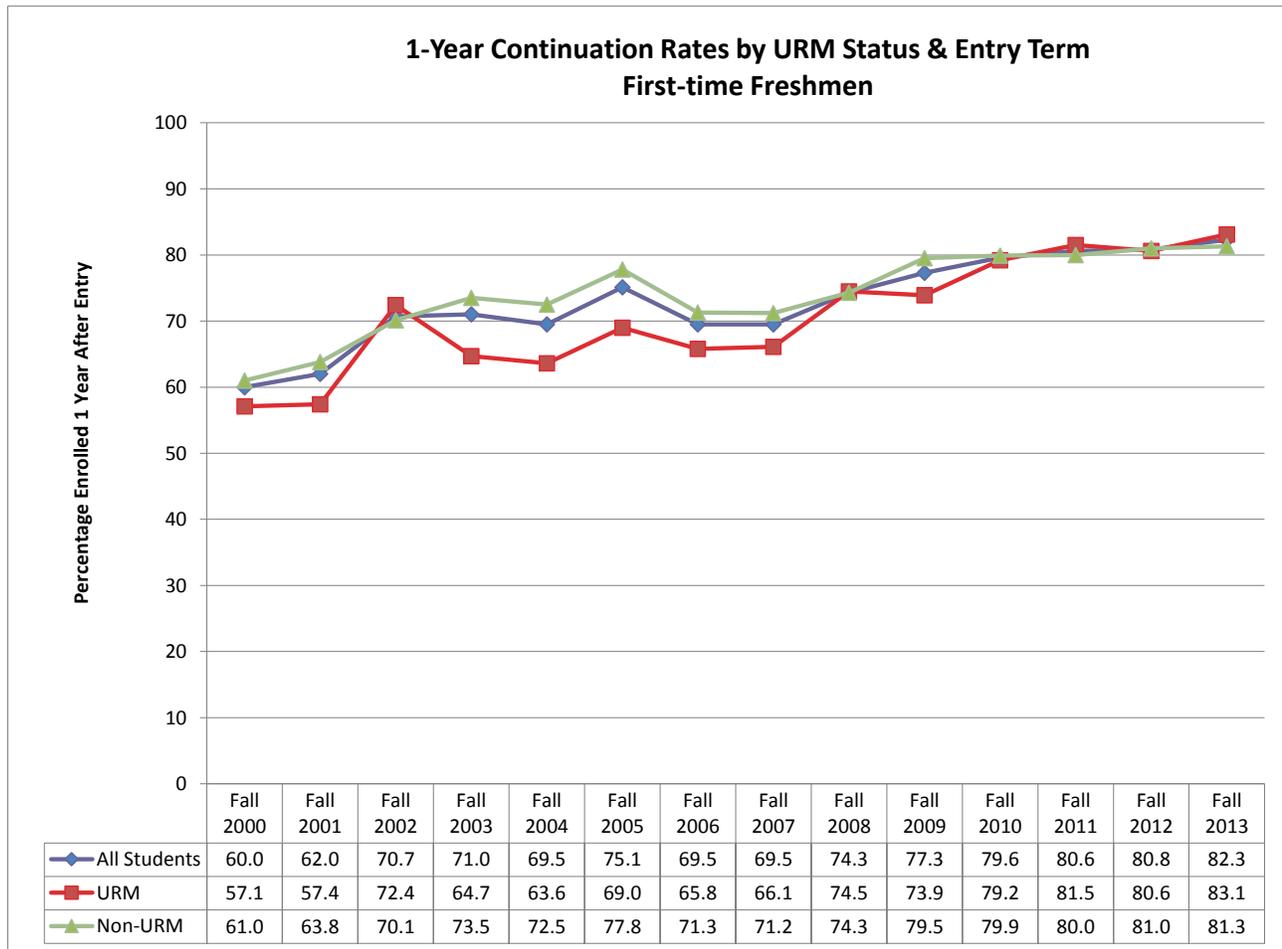
TECHNICAL NOTES

The 2025 6-year freshmen graduation rate goal challenges each CSU institution to increase its 2012 baseline rate (i.e., fall 2006 entering freshmen cohort) by 6 percentage points above the 75th percentile of the 6-year graduation rates for the institution's peer cohort as defined by the Education Trust's College Results Online data tool (peer grouping method is explained on the 3rd page). Each institution's goal is capped at 12 percentage point increase above the 75th percentile, and institutions with graduation rates that currently exceed the 75th percentile for their peer group are expected to increase their baseline graduation rates by 6 percentage points. Successful achievement of this goal will be measured by the 6-year graduation rate of the 2019 entering cohort. The 2025 4-year freshmen graduation rate goal challenges each CSU institution to increase its 2012 baseline rate (i.e., fall 2008 entering freshmen cohort) by 8 percentage points. Successful achievement of this goal will be measured by the 4-year graduation rate of the 2021 cohort).

The 2025 4-year graduation rate goal for transfer students asks each CSU institution to increase its 2013 baseline rate (i.e., 2009 entering transfer cohort) by 6 percentage points. Successful achievement of this goal will be measured by the 4-year graduation rate for the 2021 transfer cohort. Similarly, the 2025 2-year graduation rate goal for transfer students challenges each CSU institution to increase its 2013 baseline rate (i.e., 2011 entering transfer cohort) by 8 percentage points. Successful achievement of this goal will be measured by the 2-year graduation rate for the 2023 transfer cohort. The expectation of a 6 or 8 percentage point increase was derived by examining system-wide data on these metrics over a ten year period.

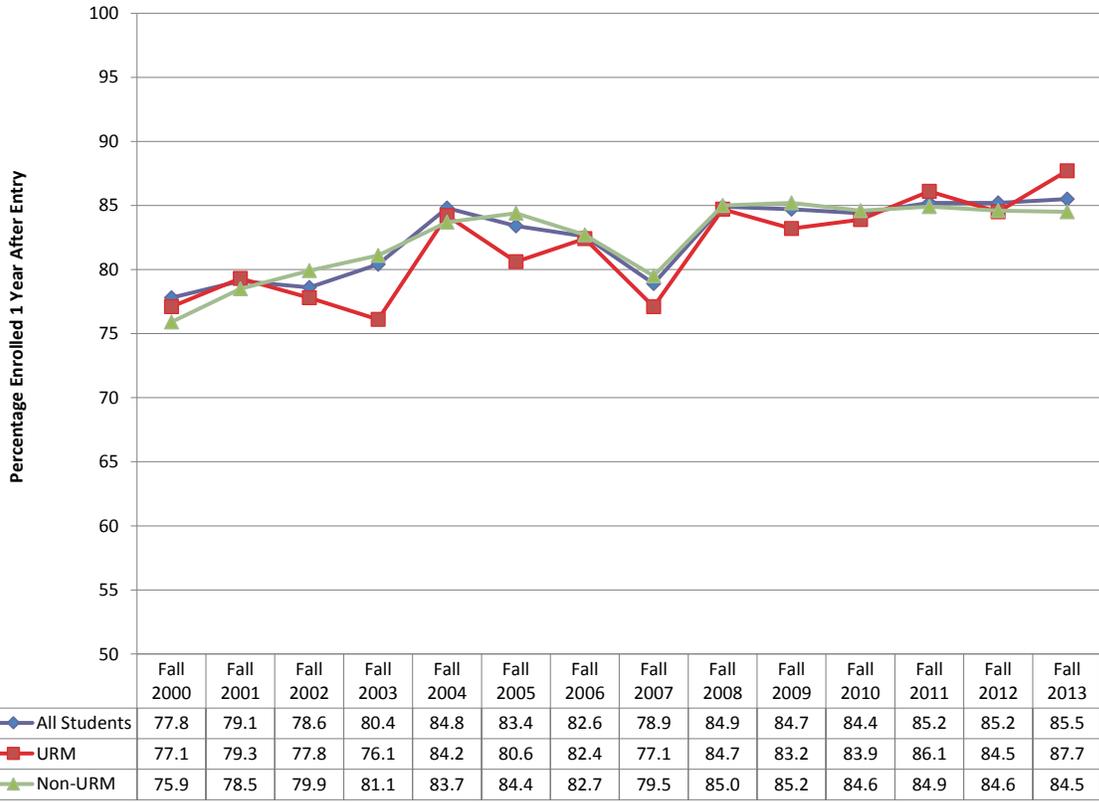
The 2025 6-year freshmen achievement gap goals challenge all CSU institutions to reduce existing gaps in completion by half for the following groups: 1) Pell grant recipients vs. non-Pell grant recipients, and 2) underrepresented minority students (URM) vs. non-URM students. These goals are based on the 2013 graduation rate data from the Access to Success initiative. Success on these metrics will be measured by the performance of the 2019 entering cohort on the Access to Success metrics.

6.8 - 2014 Graduation Rates and Transfer Graduation Rates (2 reports)



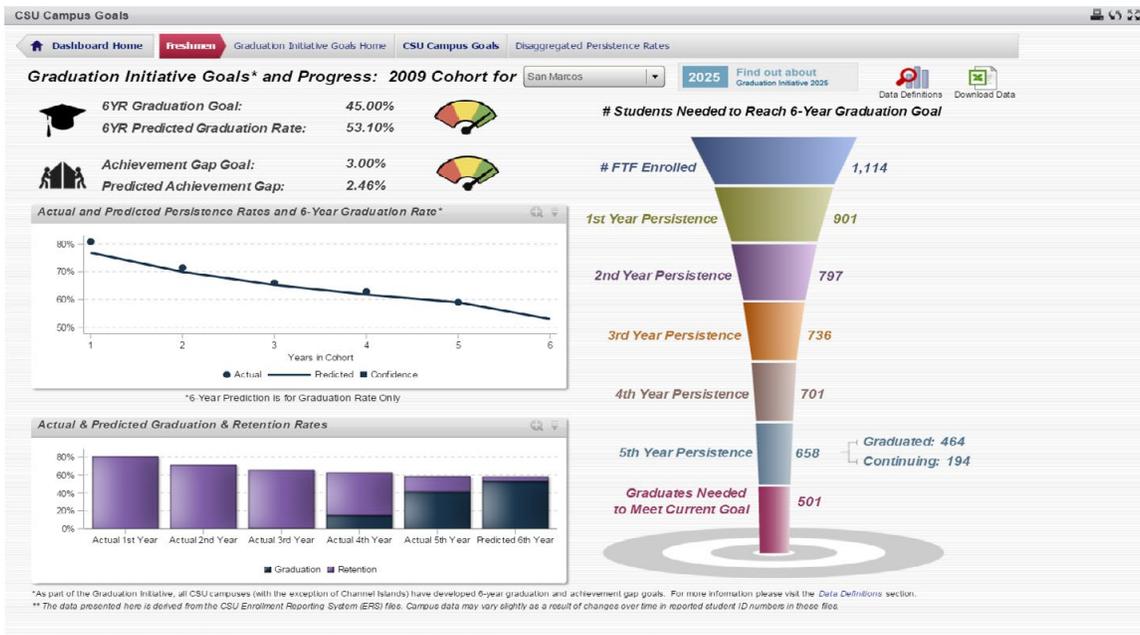
URM=Hispanic, African American, Native American & Pacific Islander
Non-URM=White, Asian (including Filipino), Other, Unknown & Multiple race.
Source: Retention files maintained by IPA

1-Year Continuation Rate by URM Status & Entry Term - Transfer Students



URM=Hispanic, African American, Native American & Pacific Islander
 Non-URM=White, Asian (including Filipino), Other, Unknown & Multiple race.
 Source: Retention files maintained by IPA

6.9 CSUSM Dashboard Goals



6.10 RaDAR List of Reports

California State University
SAN MARCOS

Logged in as: msimmitt | Log Out

Search repository here Search

Home

About RaDAR

Report Repository

All Reports

- Applicant Data
- Census Data
- Enrolled Student Data
- Enrollment Mgt. (SQL, XLI)
- Faculty Data
- HR Data
- Live Data

Search Repository

Data Request

Help with RaDAR

ALL REPORTS

This is an area to describe reports.

Reports

Name	Description	Run
Applicant Demographic Report Detailed	Number of students that Applied, were Admitted, and Enrolled by Term and Ethnicity*	Run
Campus Enrollment Cohort Report	FTE (Full-Time Enrolled) headcount by admit type cohort for a selected term and the previous year	Run
Change of Major/Welcome New Majors	List of students within a chosen date range who have changed or added majors and/or minors	Run
College by Level	Enrolled headcounts of undergraduate, graduate, and credential students per college	Run
Contact Information by Graduation Term	Student address and email address information by academic org., department, major, minor, and graduation term	Run
Contact Information by Major and Minor	Student address and email address information by academic org., department, major/minor	Run
Course Need Report	Report shows the number of students that still need to take a course for a graduation requirement & excludes IP courses.	Run
Course Taken Report	List of students in a particular plan(s) that have taken or not taken a particular CSUSM course(s) for a grade	Run
Degree Completion Report	Lists students who have either MET or NOT MET all degree requirements and displays the unmet requirements.	Run
Department Data Report (DDR) - Degree	Student degree data used in the data notebook for programs in the program Review	Run
Department Data Report (DDR) - Faculty	Faculty data used in the data notebook for programs in the program Review.	Run
Department Data Report (DDR) - Student	Student data used in the data notebook for programs in the program Review.	Run
Enrollment Funnel Report	Comparison of admission application data to previous year for geographic service areas and first-time freshmen and transfer stud	Run
FTEs by Dept & Course Trend Report	FTEs calculation by Dept & class enrollment data for each term a course was offered.	Run
Faculty Workload Reported Class Issues	List of all faculty workload class issues reported in the FAR by faculty, department chairs, and associate deans.	Run
Faculty Workload by Term	List of all faculty FAR workload information by term.	Run
First Time Freshman Continuation Report	Displays how many freshmen are enrolled one year after matriculation.	Run
General Degree Count Report	Number of degrees awarded by College and major with selected academic and demographic information	Run
General Degree Report	Number of degrees awarded by College and major or list of students with selected academic and demographic information	Run
Grade Roster Status	Status of Grade Rosters	Run
Headcount FTE Summary - Live Data	FTE information for a selected term by college and career - Live Data: Excludes EL and Open Univ enrollments	Run
Impact Report	Completion status of the pre-major requirements for each active student declared in the impacted major	Run
Intent to Enroll Summary	Counts of intent to enrolls submitted by term	Run
Open Seats Report	List of how many open seats are available per class and what FTE would be generated by those seats	Run
Orientation Attendance Report	Attendance Numbers for Orientations by term	Run
Pre Requisites	Displays if the student has completed selected pre-requisites for a selected class roster.	Run
Student Profile - Enrolled Students	Characteristics of all enrolled students	Run
Student Profile - Newly Admitted Students	Characteristics of all newly admitted students	Run
Top Feeder Institutions	Lists the top institutions from each entry category	Run

Campus employees can request an account to RaDAR by submitting an Access Request Form

California State University San Marcos
333 S. Twin Oaks Valley Rd.
San Marcos, CA 92076-0001
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6.10 RaDAR List of Reports

Parameter	Value
Report Execution Date	5/28/2015 4:34:25 PM
Graduation Term	Spring 2014
Major	ANTH

Degree Data

Data Source: PeopleSoft (updated daily)

Degrees Awarded

Degree counts include second BAs

Selected Characteristics of Degree Recipients

Demographic Data Not Available for Extended Learning

Entry Status	Spring 2014	
First Time Freshman	37.5%	3
Transfer	62.5%	5
Totals		8

Undergraduate Age at Entry	Spring 2014	
22 and under	50.0%	4
23 to 25	25.0%	2
26 to 35	25.0%	2
Average Age	22.6	22.6

Undergraduate Gender	Spring 2014	
Female	75.0%	6
Male	25.0%	2
Totals		8

Parameter	Value
Report Execution Date	5/28/2015 4:38:01 PM
Year	2014
Major	Business, Global Supply Chain Management, Management Information Systems (Business), Pre-Busi
Student Level	Undergraduate
College	College of Business Administration
Data Format	Both

Profile of All Students for Fall Term

College	2014	
College of Business Administration	100.0%	2189
Totals		2189

* Figures include students pursuing a second Bachelor's degree are included in undergraduate head count.

*For the years 2008-2011, ERSS numbers for the Computer Science major included students in the Management I

Class Level	2014	
Undergraduate	100.0%	2189
Totals		2189

Age at Entry	2014	
22 and under	57.2%	1252
23 to 25	23.3%	511
26 to 35	16.2%	355
36 and older	3.2%	71
Totals		2189
Average Age	23.1	23.1