Philosophy Recommended Action Items
California State University-San Marcos

- 1. Initial Development of Philosophy Statement *(High priority)*

  Draft a "working Philosophy Statement" to guide the entire University in its approach to the first-year.
  * Solicit input form the entire FoE Task Force as to what foundational skills, knowledge, and dispositions we want to be helping our students to develop.
  (High priority; can be completed concurrently with the FoE self-study.)

- 2. Continued Development and Adoption of Philosophy Statement *(High priority)*

  Disseminate "working Philosophy Statement" to the larger University community through various forums, and collect feedback which will be used to refine the statement and develop a University Philosophy Statement.
  a. Include a memorable tag-line or slogan that will make the longer Philosophy Statement memorable
  b. Get feedback on student reaction to the Philosophy Statement through structured activities in GEL classes.
  c. Vet the Philosophy Statement with key groups (e.g., AALC, Academic Senate, ASI and Student Affairs Senior Managers)
  d. Ask VPSA Worden and Provost Cutrer to present the Philosophy Statement to President's Executive Council for official University adoption
  (High priority; can be completed in Fall 2008 without extensive resources.)

- 3. Use the Philosophy Statement *(High priority)*

  Publicize the Philosophy Statement to the entire campus community. Include examples of how to make it applicable to various campus groups, e.g., faculty might incorporate particular learning goals into course syllabi in first-year courses, service departments might use this to modify some of their business practices, etc.
  a. Include the Philosophy Statement in materials which are sent to students upon admission
  b. Include it in the First Year New Student Orientation
  c. Include it in the Student handbook
  d. Include it in the catalog
  e. Include it in on the University website
  f. Incorporate it into new faculty and new staff orientations
  g. Develop exercises in GEL 101 based on the student learning goals
  h. Ask University administrators to refer to it at high-profile addresses
  (High priority; some parts could be put in place immediately upon adoption of a Philosophy Statement; others should wait for the normal reprinting/document-preparation

periods in order to minimize costs.)

- 4. Assess the Achievement of Learning Goals in the Philosophy Statement *(Medium priority)*

  Develop a plan for assessing the extent to which students are achieving the stated learning goals of the Philosophy Statement.
  a. Some goals can be assessed through items on regularly administered surveys (e.g., NSSE) or through an instrument used at the end of GEL courses.
  b. Some goals can be assessed by looking at student records of completed coursework and graduation requirements met.

- 5. Gauge Effectiveness of the Philosophy Statement *(Low priority)*

  Conduct a follow-up study in 2010-11 to measure the extent to which the Philosophy Statement is known and guides members of the University community and University departments/units.
  * Administer surveys to faculty, staff, administrators and students to determine familiarity with and influence of the Philosophy Statement.
  (Low priority because this can't be done until the Philosophy Statement has been in place for some time. To minimize costs, questions concerning the Philosophy Statement might be added to other survey instruments already planned for administration.)