Cal State San Marcos

WASC

Capacity & Preparatory Review Report

California State University - San Marcos

WASC Report - California State University San Marcos

Accreditation Liaison Officer:

Tom R. Bennett, Ph.D.

Associate Vice President

Strategic Planning and Assessment

California State University San Marcos

333 S. Twin Oaks Valley Rd.

San Marcos, CA 92096

PH: (760) 750-4307

FAX: (760)750-3138

Email: tbennett@csusm.edu

http://www.csusm.edu/WASC

Acknowledgements

WASC Steering Committee

- Terry Allison, Women's Studies
- Beverlee Anderson, College of Business Administration
- Tom Bennett, Strategic Planning & Assessment
- Gabriela Sonntag, Library
- Laurie Stowell, College of Education
- Jacqueline Trischman, Chemistry

Educational Effectiveness Council

- David Barsky, Academic Programs
- Tom Bennett, Strategic Planning & Assessment
- Regina Eisenbach, College of Business Administration
- Carmen Nava, Faculty Center
- Katy Rees, Finance & Administrative Services
- Gabriela Sonntag, Library
- Laurie Stowell, College of Education
- Marie Thomas, Psychology
- Miriam Schustack, University Advancement

Institutional Capacity Committee

- Terry Allison, Women's Studies
- Tom Bennett, Strategic Planning & Assessment
- Russell Decker, Planning, Design & Construction
- Linda Hawk, Finance & Administrative Services
- Susan Mitchell, Student Academic Support Services
- Rick Moore, University Advancement
- Sandra Punch, Advising, Career & Testing Services
- Katy Rees, Finance & Administrative Services
- Miriam Schustack, University Advancement
- Peter Zwick, Global Affairs

WASC Academic Master Planning Committee

- David Barsky, Academic Programs
- Matt Ceppi, Institutional Planning & Analysis
- Gary Cinnamon, Facilities Development & Management
- Regina Eisenbach, College of Business Administration
- Nathan Evans, Admissions & Recruitment
- Gerardo González, Graduate Studies
- Robin Marion, College of Education
- Bianca Mothe, Biology
- Sandy Punch, Career Center
- Elizabeth Sheets, Student Representative
- Mark Stengel, Library

WASC Assessment of Student Learning Committee

- David Barsky, Academic Programs
- Tom Bennett, Strategic Planning & Assessment
- Regina Eisenbach, College of Business Administration
- Dawn Formo, Literature & Writing
- Peggy Kelley, College of Education
- Michael McDuffie, College of Arts & Sciences
- Ken Mendoza, Literature & Writing
- Pat Morris, Institutional Planning & Analysis
- Carmen Nava, Faculty Center
- Eric Pederson, Student Representative
- Robert Sheath, Academic Affairs
- Gabriella Sonntag, Library

WASC Retention of First-Year Students Committee

- Leah Avilez, Student Representative
- Bridget Blanshan, Student Development Services
- Chuck DeLeone, Physics
- Andres Favela, Undergraduate Advising Services
- Scott Greenwood, Political Science
- Lorena Meza, Centers for Learning and Academic Support Services
- Susan Mitchell, Student Academic Support Services
- Tejinder Neelon, Mathematics
- Joanne Pederson, First Year Programs
- Dilcie Perez, Student Life & Leadership
- Jonathan Poullard, Student Development Services
- Martha Stoddard Holmes, Literature and Writing Studies
- Lynn Tolbert, Student Representative
- Julie Wright, Student Life & Leadership

WASC Retention of First-Year Students Sub-Committee

- Learning Communities & Intensive Summer Programs
- Bridget Blanshan, Student Development Services
- Brian Dawson, University Village
- Chuck DeLeone, Physics
- Scott Greenwood, Political Science
- Lorena Meza, Centers for Learning & Academic Support Services
- Tejinder Neelon, Mathematics
- Joanne Pederson, First Year Programs
- Martha Stoddard Holmes, Literature and Writing Studies

Student Support Services

- Bridget Blanshan, Student Development Services
- Andres Favela, Undergraduate Advising Services
- Lorena Meza, Centers for Learning & Academic Support Services
- Susan Mitchell, Student Academic Support Services
- Joanne Pederson, First Year Programs

WASC Retention of First-Year Students Work Group

- Learning Communities & Summer Programs
- Cecelia Blanks, Educational Opportunity Program
- Rodger D'Andreas, Student Support Services
- Brian Dawson, University Village
- Andres Favela, Undergraduate Advising Services
- Minerva Gonzalez, CAMP
- Misty Haney, Registration & Records
- Alan Miles, Registration & Records
- Heather Northway, Student Support Services
- Joanne Pederson, First Year Programs
- Jeri Richards, Registration & Records
- Candace Van Dall, Registration & Records
- Julie Wright, Student Life & Leadership

Enrollment Management & Tracking

- Darren Bush, Enrollment Management Services
- Matthew Ceppi, Institutional Planning & Analysis
- Andres Favela, Undergraduate Advising Services
- Misty Haney, Registration & Records
- Jeffrey Marks, Institutional Planning & Analysis
- Alan Miles, Registration & Records
- Susan Mitchell, Student Academic Support Services
- Joanne Pederson, First Year Programs

Minority Student Retention

- Rita Cooper, Office of Biomedical Research & Training
- Rodger D'Andreas, Student Support Services
- Nathan Evans, Admissions & Recruitment
- Scott Greenwood, Political Sciences
- Minerva Gonzalez, CAMP
- Jeffrey Marks, Institutional Planning & Analysis
- Lorena Meza, Centers for Learning & Academic Support Services

Remediation (Spring/Summer 2006)

- Andres Favela, Undergraduate Advising Services
- Lorena Meza, Centers for Learning & Academic Support Services
- Joanne Pederson, First Year Programs
- Candace Van Dall, Registration & Records

EPT Remediation (Fall 2006)

- Andres Favela,, Undergraduate Advising Services
- Erin Goldin, Writing Center
- Ken Mendoza, GEW Instruction
- Lorena Meza, Center for Learning & Academic Support Services
- Joanne Pederson, First Year Programs
- Janet Powell, College of Education

ELM Remediation (Fall 2006)

- David Barsky, Academic Programs
- Dick Bray, Biology Department
- David Chien, Mathematics Department
- Maureen DuPont, Math Lab
- Andres Favela, Undergraduate Advising Services
- Lorena Meza, Center for Learning & Academic Support Services
- Joanne Pederson, First Year Programs
- Candace Van Dall, Registration & Records

Table of Contents

1 Introduction to the Capacity and Preparatory Review

As the WASC Visiting Team steps onto the campus of California State University in March 2007, it will experience a range of sensations that would not have been likely, or even possible, during the last WASC visit in early 2000. The team will observe hundreds of students gathered to conduct research, use media services, meet for group projects, and study in the magnificent new Kellogg Library; watch faculty present engaging, multimedia instruction in case rooms of the recently completed Markstein Hall; and see a growing array of new academic programs designed to meet regional and state needs. The visiting team may hear student celebrations or a demonstration resounding along the Library Plaza during the activity-packed Women's History Month, while noting students commenting that parking is much more accessible this year. The visiting team will easily lay its hands on campus data, policies and procedures newly gathered into online databases and thus easily located and used for effective decision-making. It might even sense the excitement of student athletes representing the campus in several new competitive sports or faintly anticipate the sweet smell of success as a collaborative cross-campus team seeks a three-peat as national champions of the intercollegiate Recyclemania® contest. In short, it will witness how California State University San Marcos (CSUSM) has become more animated, spirited, engaged with the community and engaging to those on campus.

This transformation has not occurred overnight but has evolved over more than a decade of change and growth. Founded in 1989 as the twentieth campus of the publicly-funded California State University (CSU) system, CSUSM replaced the satellite branch of San Diego State University (SDSU). Located in northern San Diego County, the campus sits on a hill overlooking San Marcos, a city of over 76,000 situated in "North County," a region of rapidly changing suburban, rural, and agricultural areas and numerous municipalities and communities, including Carlsbad, Vista, Escondido, Oceanside, Encinitas, Rancho Bernardo, and Fallbrook. The university thus serves a booming popula-

Markstein Hall, home to the College of Business Administration and other programs.

tion in one of the fastest growing regions of California—north San Diego County and southwest Riverside County. Thanks to the demographics of this setting, delivering rapidly expanding services has been a constant theme of the relatively young institution.

In numeric terms, the campus has grown from 284 full time equivalent students (FTES) in fall 1990 to become a medium-sized campus with an enrollment of 6,968 FTES on opening day of fall 2006. This figure represents a headcount of 8,461 students, including nearly 1,400 freshmen (headcount) and 276 FTES of graduate enrollment. Although a downturn in the state's economy and consequent cuts to the CSU budget stalled growth in the late 1990s, the campus successfully advocated in 2004/05 for a reinstatement of CSUSM's aggressive growth plan. In the last year, we have not only met our enhanced enrollment target, we have exceeded it, with student population growth more than twice the targeted amount from 2005/06 to 2006/07. Over the

next five-year period, the campus is slated for even greater expansion, with a growth rate of more than thirty percent, or an additional 2,235 FTES.

Largely a commuter school, CSUSM completed its plan to initiate a living/learning community on campus in fall 2003 and now houses 575 students. A waiting list of 400 students that formed in spring 2006 indicates a high level of interest in additional on-campus housing, and the San Marcos University Corporation which oversees this operation, recently conducted a market study both for the next phase of student housing and for a first phase of faculty/staff housing.

At the time of the last WASC re-accreditation visit in 2000, California State University San Marcos was a campus on the verge of transformation and coalescence leading to a second stage of growth. After its first decade, the campus was still seeking to define its place within a 22 (now 23) campus system and to build some basic capacities, such as student housing. Now CSUSM exhibits a strong sense of finally coming into its own and reaching a new stage of maturity. During a difficult seven year period beginning in 1997, a period in which the campus faced extreme budgetary pressures, its first cuts in enrollment targets, complex challenges to university values, and a change of presidency, Cal State San Marcos could easily have fallen apart or faltered. It did not. The university demonstrated its capacity to respond to and learn from crises, to build more effective teams, and most significantly, to expand programs, facilities, services, community partnerships, and operating efficiencies during very difficult times.

This is not to claim that Cal State San Marcos has resolved all the major dilemmas relating to the university's capacity to meet its mission, nor that it has resolved in full each of the issues mentioned at the time of the last accreditation visit. Concern remains, for example, about the workload of staff and faculty, and the university has yet to develop a common understanding, vocabulary, and commitment to demonstrating educational effectiveness. Yet, as the following narrative on institutional capacity indicates, the university's administration, faculty, staff, and students are aware of, and often in agreement about, areas needing improvement and how institutional capacity might be enhanced. The campus is developing into a more effective learning organization, and there is ample evidence to suggest that it is effective in meeting its academic goals. Strategic planning is guiding a more
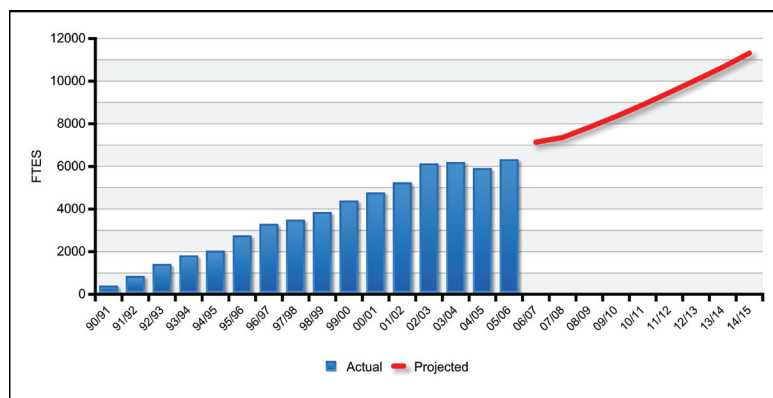
Actual and Projected FTES Growth

open and transparent budgeting process. And the accreditation self-study process itself is helping to improve the university's capacity to learn and improve its practices as it integrates improved data gathering and sharing—as well as refined practices of strategic planning, budgeting, and communication—into the ongoing processes of self-study, reflection, refinement, and learning outcomes assessment.

Our Preparation Process

Shortly after the WASC Commission approved our Institutional Capacity and Preparatory Review Proposal in June 2005, several significant changes occurred in our review planning process and structure. The chair of our WASC accreditation effort, the Director of Special Projects, moved into a new position on campus, creating a void in WASC leadership. The work of the Institutional Capacity Committee (ICC) and the Educational Effectiveness Committee (EEC) stopped. In fact, little progress was made on our self-review until January of 2006, following the appointment of the Associate Vice President for Strategic Planning and Assessment (AVP-SPA), a newly created administrative position in Academic Affairs with a portfolio that included WASC liaison responsibilities. Building on the ICC's and EEC's progress over the previous two years, including preparing an extensive inventory of evidence organized by Criteria for Review (CFR), the AVP-SPA formed a small working team of carefully selected faculty members in mid-February to help engage the campus in its own self-review under the WASC standards. The ICC was officially disbanded and replaced by the Institutional Capacity Working Team and the EEC was replaced by three focused committees, one for each of our Educational Effectiveness themes. Members of each theme committee were selected based on their connection to each of our three Educational Effectiveness themes.

In preparation for the self-review, President Karen Haynes invited all CSUSM employees to participate in a series of four online WASC surveys that began in April 2006. Over four consecutive weeks, campus employees received a weekly email message asking them to complete an on-line survey related to one of the WASC standards. When developing our surveys, the WASC working team "unpacked" each CFR, so that our results would be specific enough to be informative, and translated the CFRs into language that all members of

our campus would understand, in order to ensure the validity of our survey. To increase participation in our survey, campus members were informed that they would each receive a ten dollar gift card to Starbucks if they completed all four surveys. The level of input and participation we received from the campus was among the strongest we have ever received, not only in number of responses, but also in the quality of the feedback and input.

Each survey investigated a different WASC Standard through a series of three-point Likert Scale questions that measured the perceived importance of each CFR topic for our campus as well as our self-rating in each area. The survey instrument also included an open section for descriptive comments and input for each question. To help make sense of the data, we calculated the difference between the mean scores for perceived importance and the mean scores for our self-rating in each topic. Issues viewed by the campus as extremely important, compared to how well we were doing, produced large negative values, whereas areas not viewed as important, compared to our self-rating, produced large positive values. The comments and feedback from the campus helped us to better understand the data and often provided specific information that helped explicate the scores (comments available upon request).

The results of our self-review assisted us in identifying topics that we needed to discuss as a campus community so that we could better understand each issue and could begin to articulate a plan of action. As a result, we created a nine-week WASC Development Series as a way to share the results of our self-review and to initiate productive campus-wide conversations around topics the survey had identified as critical. This series challenged and stimulated the campus to improve in targeted areas, to identify support needs, and to celebrate our areas of strength. It also served as a forum to discuss and receive input on initial drafts of our Institutional Capacity and Preparatory Report and to help the campus recognize how the new WASC process was connected to many of our current initiatives. The series, which ran from September 2006 into November, was highly successful, far exceeding our expectations for attendance and engagement.

The following four sections address, in turn, each of the four WASC Standards and Criteria for Review. They reflect our survey results, as well as our campus discussions, and through extensive use of hyper-links, they also guide the reader to supporting documentation and evidence that—like our survey and campus discussions—have informed our self-review.

2 Standard I: Defining Institutional Purposes and Ensuring Educational Objectives

Defining our Purpose

Discussion of the university's mission and potential distinctiveness within the mission of the CSU System has tended to center on a core set of themes:

♦ **an emphasis on liberal learning, including critical thinking, intensive writing, and lifelong learning skills and attitudes;**

♦ **concern for diversity and multiculturalism;**

♦ **an infusion of global approaches, including a higher level language requirement;**

♦ **and the incorporation of demonstrated competencies in technology.**

CSUSM had a founding mission statement (a two-page narrative intertwining mission, vision, values, goals, and objectives for the newly formed university) that many faculty, staff, and administrators found highly inspiring, particularly in its aspirations to provide the educational experiences cited above that together would form a model "university for the 21st century."

In addition to its educational distinctiveness, the campus has also taken pride in its well-rounded and engaged faculty. From the beginning, CSUSM has placed considerable emphasis on the important role faculty research plays in successful teaching, and tenure-track faculty members consistently have indicated their interest in maintaining a relatively high level of research activity for a master's, comprehensive-level institution. Tenure-track faculty typically devote more of their time to research and creative activities than do their peers at comparable institutions, while also committing extraordinary amounts of time to shared governance activities

compared to their peers nationally (Table 5; HERI Survey). While this degree of faculty involvement in governance reflects the university's value of "inclusiveness," this commitment, at a time when the institution has shifted from start-up mode, merits assessment to assure the most appropriate balance among teaching, research, and service.

While the initial mission statement laid out a vision that many in the campus community found distinctive, shortly after the university's second president, Alexander Gonzalez, arrived on campus, he asked that it be revisited. Consequently, in 1999-2000, the campus launched a strategic planning process, which, upon the advice of faculty from inside and outside the institution, began with a review and streamlining of the founding mission into separate mission, vision, and values statements. Distilling the founding mission statement into fewer words and concepts, a team of faculty, students, administrators, and community members

---

MISSION OF CSUSM

California State University San Marcos focuses on the student as an active participant in the learning process. Students work closely with a faculty of active scholars and artists whose commitment to sustained excellence in teaching, research, and community partnership enhances student learning. The university offers rigorous undergraduate and graduate programs distinguished by exemplary teaching, innovative curricula, and the application of new technologies. CSUSM provides a range of services that respond to the needs of a student body with diverse backgrounds, expanding student access to an excellent and affordable education. As a public university, CSUSM grounds its mission in the public trust, alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state.

composed new statements, included below. [CFR 1.1, 1.2, 1.4, 1.5, 1.7, 1.8] While the resulting mission, vision, and values statements contain many of the most distinctive elements of the founding mission statement, to some founding faculty and staff, the process of refinement and concentration resulted in the loss of the particular language that they found most inspiring, distinctive, and visionary. Many from the founding years experienced the mission revision as an abrupt change in direction that undid the founding purposes of the institution, particularly in relation to a liberal arts versus an applied or professional focus, diversity, and the faculty's aspiration to maintain higher levels of research activities than their CSU peers.

Nevertheless, this mission statement, which continues to guide us today, contains several statements about academic quality that are similar to those in the founding mission statement, including "the student as an active participant in the learning process," students who "work closely with a faculty of active scholars and artists," and a "rigorous curriculum." These ideals, furthermore, are either quoted or implicit in many of the statements about mission and learning objectives that appear in university publications. The university's Catalog, for example, provides detailed published and online statements of educational objectives [CFR 1.2], while other online and printed materials, such as the Schedule of Courses, and the Student Handbook clearly present the university's academic goals, programs, and services to students and a larger public [CFR 1.7]. In addition to the catalog, clear statements appear in a range of publications including Extended Education's course descriptions and schedule, and printed and on-line information about international study as well as Open University. All these publications distinguish between types of credits, degrees, credentials, certification, and non-credit courses that the university offers. [CFR 1.2]

In contrast, and as we indicated in our self-study proposal, "indicators and evidence of level of achievement of purposes and educational objectives" for either general education or degree programs [CFR 1.2] are available, but unevenly so across campus. The results of our 2006 self-review survey indicate strong agreement that the campus lacks a shared vocabulary, understanding and commitment to a demonstration of educational effectiveness beyond individual courses. Nevertheless, evidence of effectiveness does exist. The College of Education, for example, has mandated electronic portfolios for teacher credential candidates and, through its National

Council for Accreditation of Teacher Education (NCATE) accreditation process, demonstrates educational effectiveness. In addition, CSUSM participated in the first and several subsequent National Survey of Student Engagement (NSSE) surveys; several years of data, including comparison data from CSUs and other peer institutions, support the claims of the mission statement that students at CSUSM are more likely to be actively involved in learning and face a more rigorous curriculum, including more writing and rewriting, than typical for students in a master's, comprehensive-level institution. [CFR 1.2] In contrast, according to senior students surveyed through NSSE, close student-faculty interaction does not constitute a particular strength of the institution, as claimed in the mission (although a clear strength of the campus according to the freshmen surveyed). While the campus has thus learned a great deal about itself through such assessments, this area is in need of further investigation.

> **VISION OF CSUSM**
>
> **California State University San Marcos will become a distinctive public university known for academic excellence, service to the community, and innovation in higher education. In its teaching and student services, CSUSM will combine the academic strengths of a large university with the personal interaction characteristic of smaller institutions. Students will select from a growing array of specialized programs responsive to state and regional needs. Our curriculum will emphasize a strong foundation in the liberal arts and sciences while it provides the knowledge, skills, competencies and experiences needed in a global society experiencing accelerated technological, social, and environmental change. A faculty of active scholars and artists will foster student learning through teaching that reflects ongoing discovery and experimentation. CSUSM will celebrate and capitalize on its diversity to form a learning community committed to this shared vision.**

Thus, in order to promote more comprehensive and consistent examination of student learning, we have adopted the student learning assessment as one of our three major themes for our educational effectiveness self study.

Establishing a Shared Vision

As part of its 1999-2000 strategic planning process, the campus also developed a new vision statement consistent with both the founding and revised campus mission statements and the CSU's mission and purposes. [CFR 1.1-1.8]

The vision statement adopted in 2000 signaled some clear directions for growth and change. First, the university recognized that it lacked the range of academic programs offered by similar-sized institutions and needed to improve planning for their development and growth. As a result, since 2000, the university has demonstrated its capacity to add new programs, having planned and launched five new undergraduate majors (along with 14 minors, 7 options, and 2 certificates), a new master's degree (along with 3 options and 2 certificates), and the campus's first (joint) doctoral program, with another

eleven majors under development.

Second was a recognition that the university would shift from a one-hundred percent commuting student body to a partially residential campus, even while the campus lacked many of the amenities, such as a student union and student centers, dining halls, athletic fields, and a full range of athletic teams that are typical of a similar size, if not similar aged, institution. The completion of the University Village, Kellogg Library, and the Clarke Field House[floorplans], as well as the founding of teams in golf, cross-country, track and field, and a student-funded expansion plan beginning with softball, baseball, and soccer in 2006/07, have helped to build more of a living-learning community, as has the Faculty-in-Residence program and learning cohorts at the University Village. Nevertheless, this shift towards a more comprehensive student campus experience is still very much a work in progress monitored through annual reports of Academic and Student Affairs.

Other ideas in the vision statement have generated considerable discussion and disagreement. For example, the question about how CSUSM is "distinctive" led to the formation of a "Niche Task Force" in 2001 to explore the formation of a new "identity statement" for the university. [CFR 1.1, 1.2] The President's Cabinet adopted the recommended statement on March 25, 2002: California State University San Marcos is "The educational leader in fostering quality of life through lifelong personal growth and sustainable community development in the northern San Diego region." This statement was adopted at the end of many months of campus conversations, surveys, and forums, but then was quietly shelved. Nevertheless, the community impact it envisioned was confirmed by the campus' recent Carnegie designation of Community Engagement.

After a series of leadership transitions, Cal State San Marcos is again involved in the discussion of distinctiveness through its strategic planning process. Like the vision statement, President Haynes's Transition Team Report, as well as many respondents to last spring's WASC survey, cite as the main point of distinction the smaller, more personal feel of the campus—including smaller class size—in contrast to the larger institutions within San Diego County. However, our data show that while the campus does not have many large lecture halls or large lecture courses with enrollments in the hundreds, CSUSM has one of the highest average class sizes and has moved from one of the lowest to one of the highest

student-faculty ratios (SFR) within the CSU system Thus, in its current strategic planning process the campus is engaged in a conversation about what it means and how it intends to deliver on its vision of "close personal interaction," with the intention of arriving at a common understanding of this value as we move through that process.

Similarly, strategic planning should inform another concern about campus distinctiveness. In the spring WASC survey, several respondents questioned how independently Cal State San Marcos can shape its future within the CSU. [CFR 1.6] These survey respondents tended to see the CSU system as controlling the campus and its destiny, without recognizing the benefits of belonging to such a system where some of the difficult and costly tasks (such as collective bargaining and governmental advocacy) can be handled centrally. The question raised is timely and informs the system's current strategic planning process. As part of this system-wide process, the campus has scheduled a day-long discussion in February 2007, and we anticipate a robust and informative conversation with one another and with system trustees about the need for campuses within the CSU to develop their own identities in keeping with the broader system mission.

Sustaining Leadership

Either because Cal State San Marcos is a relatively young institution moving from start-up mode to later stages of growth, or simply because it reflects national trends in university leadership where the average time in a senior position has diminished steadily, the visiting team will find a complete change in top campus leadership from the last visit: the president, provost, vice presidents, and most deans have taken up their posts since 2000. Among senior management positions, only a few associate vice presidents and one dean have provided continuity. Although the change in leadership produced some concern in the institutional capacity survey, more assessments were positive than negative. Telling comments include, for example, that "there has been a marked improvement in [leadership]," and that "[leadership] is an issue that has been worked on over the last year. It finally appears that we are getting some strong leaders in this institution." [CFR 1.3]

At any institution, of course, the most dramatic leadership change is at the presidential level, and since the 2000 WASC visit, CSUSM has had two presidents with an interim serving in between. An attached case study (See Appendix D) addresses questions about how the top leadership team functioned during these times of transition. To summarize, while there were some weaknesses and temporary breakdowns of communication, on the whole the institution did remarkably well in sustaining top leadership "marked by high performance, appropriate responsibility and accountability." [CFR 1.3] In fact, the transition from President Gonzalez to Interim President McTarnaghan and then to President

Haynes provided an opportunity to investigate, identify, and address some areas of needed improvement including creating and balancing multi-year budgets, implementing new programs, and launching a new strategic planning process that is aligned with budgeting processes.

Issues identified through the WASC survey include evaluation procedures for middle management, lack of opportunities for leadership training, and effective recruitment of middle management given the high cost of living in the north San Diego County area. Of the issues that the institution has the ability to address, the concern for leadership training has received the most attention. The campus has addressed leadership training, in part, through use of venues such as Western Association of College and University Business Officers (WACUBO) training and the Harvard Institutes for Higher Education. The university also launched Campus Connect, a program in which staff, faculty, and administrators from all divisions have an extended orientation to the campus. [CFR 1.3]

Ensuring our Integrity

During the 1999-2000 strategic planning process, the campus adopted a values statement consistent with the university's and the CSU's mission and purposes. In this statement, the campus identified *integrity* as one of its key values. For us integrity takes many forms, including delivering on our obligations to students, using fair and open processes, and regularly auditing and assessing our work. Framing integrity in these terms, perhaps the greatest area of concern is our record in the area of student retention and graduation, certainly one of our key obligations to students. [CFR 1.1, 1.4, 1.5, 1.7, 1.8]

Since the 2000 WASC visit, Cal State San Marcos has accumulated enough data to follow trends in timely graduation of students [CFR 1.7] for both native and transfer students. Graduation rates are also part of annual CSU accountability reporting and an indicator of campus success to the CSU system. While the campus three-year graduation rate for transfer students is at, or slightly above, the average percentage for all CSU transfer students, the average six-year graduation rate for native students consistently falls to the bottom of CSU campuses. The campus has looked at preparation levels as an explanation for the low graduation rate; however, data indicate that CSUSM freshmen enter the university needing less remediation than those at several campuses with better graduation rates.

Thus, the campus has identified additional possible explanations for this phenomenon. NSSE data indicate, for example, that students at San Marcos work even more than the already high average for Cal State students and spend less time in preparation for class and using support services in comparison to national peer institutions. Internal studies also show that many of our students who do require remediation do not complete required courses during their freshman year and are ineligible to continue, leading the university to take several steps to address these issues. Our essay on Standard 2 describes these efforts, and the preparation, experience, and graduation rate of first-year freshmen has been selected as another theme for the upcoming educational effectiveness review.

CSUSM's Mission Statement also emphasizes our role in providing access to higher education, offering "a range of services that respond to the needs of a student body with diverse backgrounds," and adding substantial value to students' knowledge and skills despite their initial level of preparedness through "exemplary teaching, innovative curricula, and the application of new technologies." Numerous members of our campus community who responded to the capacity survey as well as the President's Transition Team Report, cited this "value added" as what the university does best. While providing a full range of support services for students, an active Faculty Center, with hallmark programs such as Peer Coaching, also provides evidence of commitment to excellence in teaching.

As a university in the California State University system, Cal State San Marcos also demonstrates its integrity through published and online grievance procedures as outlined in collective bargaining agreements or, in the case of non-union staff, through policy documents. Respondents to the capacity survey generally agree that grievance policies are well articulated and fair, and student grievance policies are clearly outlined in the catalog as well as in the student handbook.

In its values statement, CSUSM affirms that "academic freedom and responsibility" are important aspects of institutional integrity. The university has published statements concerning academic freedom in a number of online documents including the catalog as well as the Unit 3 Collective Bargaining Agreement (CBA); and the Academic Senate has made

---

VALUES OF CSUSM

California State University San Marcos is an academic community dedicated to the values of:

Intellectual Engagement: learning, teaching, discovery, and application of knowledge

Community: shared commitments to service, teamwork, and partnership

Integrity: respect, honesty, trust, fairness, academic freedom and responsibility

Innovation: creativity, openness to change, flexibility, responsiveness, and future focus

Inclusiveness: individual and cultural diversity, and multiple perspectives

public statements supporting the American Library Association Bill of Rights (in 1992) and re-affirmed its commitment to academic freedom in January 2005. [CFR 1.4 and 1.8]

Our mission statement indicates that "CSUSM grounds its mission in the public trust," a significant indicator of the university's integrity. [CFR 1.8] As a California State University, Cal State San Marcos undergoes a continuous cycle of audits as do its auxiliary agencies (e.g., the Foundation and Associated Students, Inc.). The Chancellor's Office provides a summary of all ongoing audits as well as a chart of completed and outstanding findings. The university has a goal to resolve all findings within a six month period, as the President must explain to the CSU Board of Trustees any unresolved findings that exceed six months, and with very few exceptions has met CSU timetables. Special investigations also may be called of particular practices, and when not confidential, the full findings of investigations are published. The university has demonstrated its ability to identify and address potentially non-conforming practices identified through special investigation. While some respondents to the self-study survey expressed concerns about continuing lawsuits claiming discrimination, the university has demonstrated the integrity of its practices through successful resolutions to several lawsuits that challenged the university's fairness or integrity.

Educational Equity and Diversity

Educational equity has been a priority since the campus's beginning and President Haynes has further emphasized this value since her arrival in 2004.   As a result, the campus has taken significant steps to address diversity and inclusiveness, and during the current strategic planning process, has recommitted itself to respecting and modeling the diversity of our region within a context of social justice. Educational equity is one of the top priorities of the plan, and the campus has defined objectives for achieving it. In her August 2006 Convocation address, President Haynes shared a bold goal, stating that "educational equity demands our closest attention. It is not only about race, but about creating and protecting a fair and open campus environment which welcomes and supports the diversity of people and ideas; about fostering a learning perspective replete with multiple views and with respect for differences. As we create our legacy—this

region's future teachers, business and civic leaders, nonprofit administrators, artists and scientists—we must try harder to recruit, nurture and retain students who are representative of this large and diverse region we serve." [CFR 1.5]

During the period from spring 2005 to spring 2006, President Haynes appointed an Educational Equity Task Force to serve as "overall champions of educational equity" as well as a Native Advisory Council, an African American Advisory Council and a Hispanic Advisory Council (Advisory Councils). These groups help monitor our progress and serve as advocates for underrepresented populations on campus.

> **"As we create our legacy—this region's future teachers, business and civic leaders, nonprofit administrators, artists and scientists—we must try harder to recruit, nurture and retain students who are representative of this large and diverse region we serve."**
>
> **President Karen Haynes, August 2006**

President Haynes announced in November of 2006 the selection of a new Diversity and Equity Coordinator, who will coordinate the university's efforts to be a campus on which diversity is both celebrated and respected.

Cal State San Marcos has demonstrated increased capacity to address inclusiveness, particularly in relation to gender and to the inclusion and progress of Hispanic students. In fall 2006, the average age of undergraduate students entering the institution was the youngest ever (21.5 years), while the percentage of women students continued to hover at just over 60%. The percentage of minority students has continued to increase, reaching 37.9% of undergraduates in fall 2006, with the percentage of students who self-declare as "White" dropping below 50% for the first time in fall 2005 (with the balance of students in "non-resident alien" or "other/unknown" status.) The largest number and percentage of minority students is Latino (21.5%). Among undergraduates, the percentage of African Americans and Asian or Pacific Islander students roughly equates to that of the regional population. Students at CSUSM reflect the great differences in wealth and educational background in the region, and the campus has many

CSU San Marcos Undergraduate Students of Color Enrollments

students from groups traditionally underserved by higher education. Of the first time freshmen entering in fall 2006, 24.2% are first-generation college students; 19.3% have family incomes of $36,000 or less.

According to 2000 census data for those areas within the CSUSM service region (north San Diego County and southwest Riverside County), CSUSM was largely reflective of the demographic makeup.

- ♦ Hispanic: 21.5% in the region vs. 21.5% at CSUSM;
- ♦ Black: 2.9% vs. 3.5%;
- ♦ Asian/Filipino and Pacific Islander: 7.8% vs. 12%;
- ♦ Native American: 0.6% vs. 0.9%.

However, the number of Hispanic households has grown significantly since 2000 and growth in high school graduates from Hispanic homes is expected to be particularly strong in the next several years, increasing by more than 60% during 2000-2010. Although the campus's Latino population may not be reflective of the community today, it is on a trend line that will most likely intersect with the community's within the next five to ten years.

Although California's Proposition 209 imposes some restrictions, CSUSM is actively engaged in realizing its diversity goal and spreading the message that each K-12 student should consider higher education. CSUSM helped create a "Partnering for Success" compact with the local San Marcos Unified School District, an alliance that guarantees that all students who maintain a B average, pass college-prep courses, and take college entrance exams will be automatically admitted to CSUSM. In addition, the campus has worked with North County Latinas Association to host Adelante Mujer conferences for young Latinas and their mothers, and students work with the ASSIST (Association of Students Informing Students of Tomorrow) program to mentor potential higher education enrollees. Since 2004, Cal State San Marcos also been listed among the "Top 100" universities in the nation to confer bachelor's degrees to Hispanics. At approximately 21% Hispanic undergraduate students in spring 2005, our campus is well positioned to move toward designation as an Hispanic Serving Institution (HSI). With HSI status, Cal State San Marcos would be eligible for federal programs that would benefit the entire campus community. To facilitate movement toward the goal of 25% Hispanic undergraduate students, an HSI Task Force was constituted and charged with ensuring that we are positioned to apply for federal funding as soon as we reach HSI status. This group gathered information and made pre-

sentations to the campus community outlining the benefits of becoming an Hispanic Serving Institution (HSI website). This resulted in broad campus support for this goal (e.g. Academic Senate Minutes, p. 18).

The establishment of an Office for Biomedical Research and Training (OBRT), with a highly successful history of garnering federal grants in support of minority students, a successful College Assistance to Migrants Program (CAMP), and a significant expansion of the National Latino Research Center (NLRC) and the Barahona Center for the Study of Books in Spanish for Children and Adolescents also have demonstrated the campus commitment to serving the growing Hispanic population of the primary service region. Local organizations such as North County Latinas Association and the Beca Foundation have targeted scholarships to encourage Hispanic students from the region to attend Cal State San Marcos.

In relation to gender, Cal State San Marcos has a slight majority of female tenure-track as well as adjunct faculty. In the College of Arts and Sciences, a very active and broadly engaged Women's Studies program has shifted from being a distributed degree program to building a core faculty in this area of study. It also has substantially increased programming aimed at issues of women and gender on a campus with over 60% female students, and, thanks to a focused, student-led initiative, opened a Women's Center on campus in 2006.

While the student populations of Asian and Pacific Islanders and African Americans closely mirror north San Diego County, there remains particular concern that African American students never have attained a critical mass, typically remaining between 2-3% of undergraduate population, and even less at the post-baccalaureate level. In focus groups, students reported that they often are "the only one" in a class and are consistently faced with trying to "represent their race" to the vast majority of students.

In closing, Cal State San Marcos regularly assesses its effectiveness in meeting the criteria of Standard I through organizational structure, standing committees with internal and external constituents, and through task forces or other focused assessments. The university's ability to meet criteria under Standard 1 has been tested during difficult times, including periods of growth and decline, budget cuts, and leadership transition. Although these changes have caused some to question the campus's commitment to its mission, the overall record indicates that CSUSM has consistently valued academic excellence, institutional integrity, and educational equity.

CSU San Marcos Tenure and Tenure Track Faculty Gender
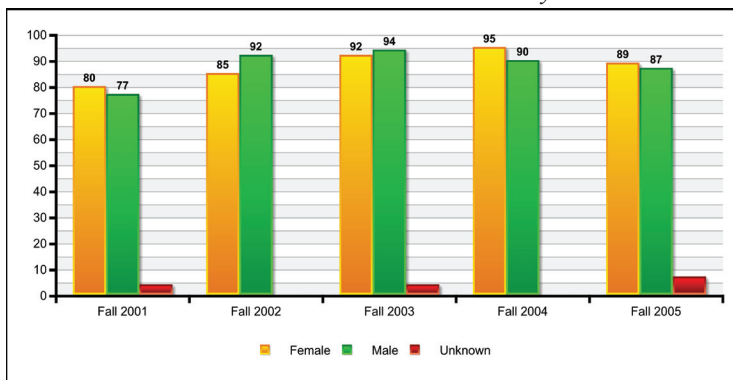
3 Standard II: Achieving Educational Objectives Through Core Functions

In our first essay, we described how the CSUSM community has developed and refined its sense of purpose as it has grown and matured. A clear sense of purpose is evident in our current Mission, Vision and Value statements and is aligned with the educational objectives we seek to accomplish. This clarity of purpose helps inform the data we collect, the decisions we make, and the processes we use to achieve our objectives. However, our ability to fulfill this purpose and achieve our educational objectives will depend largely upon the quality of our programs, support of faculty teaching, research/creative activity, and service, as well as upon our ability to support our students as learners and as engaged members of society. Central to these efforts is our capacity to continuously assess the progress we are making toward achieving our educational objectives. In this essay, we provide evidence that we have the capacity to achieve our educational objectives through our teaching and learning, our assessment and support of student learning, and our support of faculty and students in their multiple roles.

Becoming a Learning Organization

Over the past two years, our campus has made great strides toward becoming a true learning organization. We are now making more use of data to help inform our decisions than we have at any point in our history and are beginning to realize the benefits of this approach. This movement toward becoming more of a learning organization is partly a result of two recent and interrelated developments—the new strategic planning effort underway, which has required units to make use of data, as well as the ease and accessibility of useful data that help support and inform our decisions. As part of our strategic planning processes, we now make use of data to help identify areas of weakness, define our priorities and objectives, and examine the results of the changes we have made in order to inform our future decisions. In an almost parallel process, we also recognize the need for us to become more of a learning organization in areas that are related to the achievement of our educational objectives. However, in this area, we are finding that the data we need to help us make these informed decisions has not been captured consistently or that the little data we do have is not very rich.

In the past, our attention has focused more on providing the very best learning opportunities for our students than on assessing the results of our efforts in order to improve our teaching. Perhaps we have always assumed that our efforts to provide what we thought were best practices would produce positive results. Our 2000 Commission Action Letter states that "the University is also urged to begin developing the information infrastructure to be able to answer its key questions, including those about the adequacy of its support for learning, the appropriateness of the academic plan, and the retention and graduation of its diverse student body." In response, and consistent with our move toward becoming more of a learning organization, our campus is in the process of shifting from a focus on teaching and what we provide our students to more of a focus on what our students learn as a result of their experience. So important is this shift for our campus that we have identified "strengthening academic programs through assessment of student learning" as one of the three themes for our Educational Effectiveness Review.

This shift toward a greater emphasis on student learning outcomes should not suggest that we will reduce our focus on what we teach or the experiences we provide our students. In fact, it is these very programs, standards, and practices that the new focus on learning will most benefit. With an emphasis on student learning, we better understand what our students learn, which of our students learn, what they learn, and what experiences and support help them to learn best. The more we grapple with such topics, the more we will be able to improve and refine our programs, policies, and procedures so that we can more effectively attain our educational objectives.

Achieving Our Objectives Through Our Programs, Standards, and Practices

CSUSM has clearly defined admission [CFR 2.2] and program policies in place that conform to system, professional, and disciplinary standards. Graduation policies for baccalaureate degrees and academic certificate programs, for specific majors and minors, as well as for computer, language other than English, and writing competencies are clearly articulated and readily available to students. [CFR 2.1] A complete listing of graduation requirements can be found in the General Catalog, as well as listed on departmental web sites. [CFR 2.2] The results of our self-review survey, suggest that this area is viewed as one of our strengths. [CFR 2.1, 2.2]

The policies and committee structure established by the Academic Senate ensures that the faculty of CSUSM assume overall responsibility for the development of new programs and the refinement of existing programs. [CFR 2.4] Faculty are actively involved throughout the program approval process to make sure that programs have clearly articulated goals and objectives, conform to existing policies and guidelines, and are consistent with the mission of the university. Depending on the type of review, the process may include college-level committees, outside departments potentially affected by the addition of a new course or program, the University Curriculum Council (UCC), the Budget and Long-Range Planning Committee (BLP), the General Education Committee (GEC), as well as the Academic Senate. [CFR 2.4]

Program accreditation guidelines provide yet another means of ensuring that programs meet accepted norms and standards for the given field. CSUSM desires to have accredited programs whenever possible, as is evidenced by our Accreditation Policy and our objective for accreditation listed in our strategic plan. Currently, our Chemistry program is accredited by the American Chemical Society (ACS), our Teacher Credentialing program is accredited by NCATE, and we are in the initial accreditation process for Nursing through the Commission on Collegiate Nursing Education (CCNE). [CFR 2.1] The College of Business Administration has been working toward Association to Advance Collegiate Schools of Business (AACSB) accreditation for a number of years but, like many public institution business colleges nationwide, has difficulty attracting and retaining a sufficient number of academically-qualified faculty members. The college's growth rate, budget cuts, and below-market salary structure have exacerbated the situation.

For the past few years we have been working to establish student learning outcomes for each program offered at CSUSM. Although we now have student learning outcomes in place, we recognize that our next step will be to improve the quality of these outcomes. To ensure that all new programs incorporate student learning outcomes and that student learning outcomes are reviewed whenever curricular changes are made, we have changed our curricular forms to require them. We are now developing learning outcomes for all courses and connecting these course objectives with broader program objectives. In support of this effort, our approved Syllabus Guidelines articulate nineteen distinct elements that the Academic Senate recommends for inclusion in all CSUSM syllabi, including clearly defined course learning objectives and grading policies. [CFR 2.1, 2.2, 2.3, 2.10] These guidelines are also easily accessible for faculty members in the Faculty Handbook, posted on our Faculty Center website.

CSUSM's General Education (GE) Program Philosophy Statement outlines the basic principles and tenets of our GE program and articulates how it embodies the values of the university. The General Education requirement consists of fifty-one units and contains both disciplinary and interdisciplinary coursework. [CFR 2.2] CSU GE Breadth Requirements ensure that students have educational experiences that span five general areas of study, including mathematics and natural sciences, arts and humanities, social sciences, and lifelong learning and information literacy. In addition, our GE program emphasizes oral and written communication, critical thinking, information literacy, the use of technology, active learning, and close contact with faculty. [CFR 2.2] The GE Website as well as the catalog clearly articulate these requirements for students.

A distinctive aspect of the GE curriculum is the Library's Information Literacy Program which is programmatically integrated into the University curriculum. In both general education and courses for majors, instructional librarians work closely with faculty to help students recognize a need for information, to learn how it is organized and how to find it, and to evaluate, analyze, and present it. Specifically targeting the GEL (lifelong learning), GEW (writing) and GEO (oral communication) courses, this program allows students to develop the abilities needed for lifelong learning and the skills for college level research. [CFR 2.2]

Since our last WASC visit in 2000, we created the Office of Graduate Studies and Research in 2001 to support and coordinate all of our graduate programs and research

activities. CSUSM continues to add new graduate degrees and programs to help meet the needs of our region and now offers 10 master's degrees as well as an Ed.D. in Educational Leadership, a collaborative project with the University of California, San Diego (UCSD). We also have well-defined graduate and post baccalaureate policies and procedures and admission requirements that are clearly listed on our Graduate Studies website and in our Catalog. In order to graduate from a master's degree program at CSUSM, all students are required to complete a culminating experience, such as a thesis, project, or comprehensive exam. [CFR 2.2]

Achieving Our Objectives Through Data Collection and Assessment

Cal State San Marcos is continuing to grow into a learning organization that makes use of rich data and information to inform our daily practices and decisions. We are becoming more reflective, asking important questions about the success of our policies, practices, and approaches. The culture we are attempting to create is one where assessment is conducted as a result of internal curiosity and a desire to improve rather than out of compliance or mandate.

Over the past several years, we have greatly increased our capacity to support assessment on our campus. In January 2006, we created a new Office of Strategic Planning and Assessment to bring together strategic planning, budgeting, and assessment in Academic Affairs. This office is in the process of developing a new assessment website that will serve as the hub for all forms of academic assessment, including program portfolios, student learning outcomes, accreditation information, program reviews, and general resources and information related to assessment.

> **"My Senior Experience project allowed my team to tackle a real problem in the corporate world. It is more than just learning; it's applying what I learned."**
>
> **Cindy Gutierrez • Class of 2004**

Access to important and usable data has increased dramatically since the creation of the new Office of Institutional Planning and Analysis (IPA) in January 2006. We are in the process of building a data warehouse that brings together rich data under one roof around such categories as student, faculty, and staff profiles; retention and graduation rates; university indicators; information from various surveys and reports, such as the National Survey of Student Engagement (NSSE) where we have data for five of the past six years. In addition to assessments conducted in class, the information we collect from surveys, such as NSSE and our Freshmen Survey, help us to recognize that we are, in fact, achieving many of our educational objectives, actively engaging our students in the learning process, challenging them academically, and providing them with prompt feedback about their performance. [CFR 2.5, 2.6]

Such data have played a key role in many recent initiatives and decisions. For example, in 2006, the university president appointed a Facilitating Graduation Task Force in response to a CSU Board of Trustees resolution for each campus to implement twenty-two actions in order to facilitate student graduation rates within the CSU. Following a detailed self-analysis of our policies, practices, and data, CSUSM developed a plan of action and a report for the Chancellor and the Board of Trustees that outlined the progress we have made and initiatives we have implemented to support student graduation rates. To present our data, the IPA created a "dashboard" - a user interface that organizes and presents information in a way that is easy to read- that helps us to regularly monitor our progress along key indicators and to "drill down" when necessary to identify the root cause of any poor performance.

In addition to the progress we are making in assembling and using data to inform decisions, we are also making progress assessing student learning. For example, in the College of Business, all senior students engage in a Senior Experience where a team of students, under the supervision of a faculty member, work on a project for a local business or not-for-profit organization and thus apply the knowledge and skills learned in the Business Administration program to a real-life situation. In addition to completing a written report, the students present their work at the end of the term to an audience of other students, faculty, the sponsoring clients and members of the public, and their oral and written communication skills as well as competency in problem definition, project management, research and analytic skills are assessed. Corporate and non-profit implementation of student team recommendations provides strong evidence of the success of Senior Experience.

Student portfolios are another assessment tool being used by programs on our campus. The College of Education began using electronic portfolios in 2003 as a way for their credential students to demonstrate how they have met specific Teaching Performance Expectations (TPEs), learning outcomes that are expected from every teaching credential candidate in the state of California. Other programs, such as History, and Literature and Writing, also use the portfolio methods for assessment, although not in electronic form. [CFR 2.6]

In addition to these programmatic assessments, CSUSM is developing a Student Assessment ePortfolio system that will pull together assessment information on each student into a single online location for ongoing analysis. For example, CSUSM has several university-wide learning themes, such as writing and critical thinking. This ePortfolio will provide the

infrastructure to analyze such things as our students' writing abilities over time using students' actual writing samples. In addition to student writing, we are collecting information from many sources, including, the Collegiate Learning Assessment (CLA), Entry Level Math (ELM), English Placement Test (EPT), and Computer Competency Requirement (CCR) Exam.

Achieving Our Objectives Through Program Assessment

Cal State San Marcos has clear policies and procedures to ensure quality programs. The Academic Senate, the CSU Chancellor's Office, and the California Postsecondary Education Commission must approve every new degree program, and, after implementation, programs undergo a five-year cycle of reviews. During its short history, Cal State San Marcos has frequently revised and adjusted its program review processes in order to increase their value and effectiveness. In mid-2000, the Academic Senate adopted a Program Evaluation and Planning (PEP) process, the basic outlines of which are still in place. However, during the 2004-2005 academic year, the Senate's Program Assessment Committee (PAC), after evaluating several years' worth of reviews, recognized that the PEP procedures were not fully accomplishing their purpose. The procedures, the committee found, encouraged departments to focus more on producing a report, rather than collectively reflecting on their program, identifying where they might need to assess, and then identifying how they might improve their program and student learning. In other words, they were having little impact on program improvement. Thus, the PAC gathered input about the strengths and weaknesses of the current program review process and created a new *draft* program review guidelines. These new guidelines, approved by Academic Senate for piloting in 05/06, provide a more streamlined process that allows departments to use their periodic self-study to establish or monitor ongoing efforts to strengthen their degree programs by gathering and evaluating evidence of student mastery of specific learning outcomes. [CFR 2.7]

As part of this new process, all academic departments were asked to provide information on their student learning outcomes, their assessment activities, and the results of these activities on an annual basis. The purpose for annual reporting was twofold—to make assessment a more integral part of ongoing departmental business and to alleviate departments' rush to collect data as they came up for periodic reviews. The initial 2005/2006 cycle of reports was disappointing, with only 9 of the 28 departments submitting their annual assessment information. However, college deans are now required, as part of their annual goals, to ensure that departments routinely conduct and turn in reports on outcomes assessment. Recognizing that these new processes might entail additional expenditures, the Academic Senate drafted a Senate Resolu-

tion requesting funding. In response, the campus established a pool of $75,000 allowing departments to apply for up to $10,000 in their self-study year and up to $2,000 per year between program reviews.

Support for Student Learning and Graduation

Key to achieving our educational objectives is our capacity to ensure student learning through academic advising and other support services. At the time of the last WASC visit, Student Affairs reported to the university's provost; however in 2003, Student Affairs was reorganized as a separate division. This reconstituted division was organized following analysis done by a Realignment Steering Committee and six sub-committees that focused on our capacity to support students' first year experience, service learning, transfer student services, academic advising, learning assistance, and outreach and recruitment. [CFR 2.10]

As they analyzed campus operations, the Advising Realignment Committee identified significant challenges, particularly in advising services. This area, while staffed by effective and capable professionals, was disjointed, fractured and uncoordinated. Consequently, the committee was concerned that students were not receiving timely, useful, and regular information and advising and, therefore, students were often confused about their academic requirements. A 2003 study of students' views confirmed this concern. [CFR 2.10, 2.12, 2.13, 2.14] As a result, in July 2003, the area of Student Academic Support Services emerged as part of the general Student Affairs reorganization, and its staff took the lead in strengthening undergraduate academic advising. In the summer of 2004, undergraduate advisors from the various colleges and departments began attending a series of workshops and meetings and identified five areas for improvement:

♦ **role clarification;**

♦ **communication;**

♦ **training and professional development;**

♦ **effective use of technology;**

♦ **communication of articulation information to advisors.**

Similarly, the Faculty Advisor Role Advisory Committee (FARAC) established in 2004, undertook a comprehensive year-long process to review the role of faculty advisors on campus. After seeking broad faculty input and examining various models for faculty advisors, the committee ultimately reaffirmed the importance of the faculty advising role. [CFR 2.10] Recommendations submitted to and accepted by the Provost and the Vice President of Student Affairs, included establishing formal training for faculty advisors and the establishment of Faculty Advisor Liaisons with professional staff advisors for the College of Arts and Sciences.

As a result of our assessments and planning efforts, much has been accomplished to address advising concerns, particularly in the past two years. Undergraduate advisors are now organized into two groups: Primary Advisors—college advisors who provide advising for general education and graduation requirements and advising in the major—and Specialized Advisors—who provide supplemental advising for special student populations such as veterans, international students, migrant program (CAMP), disabled students, etc. [CFR 2.12, 2.13] In summer 2005, all undergraduate staff advisors and campus colleagues who directly support the advising process—such as staff from Admissions and Recruitment, and Registration and Records—joined together to form the Undergraduate Advising Team (UAT). The UAT meets once every term to share general information and to discuss advising related initiatives. The Primary Advising Team (PAT), which includes staff from Registration and Records, and Admissions and Recruitment, have bimonthly meetings that focus on policy and procedure interpretation, analysis and review of current practice with a view to best practice, and information sharing, including identifying information that needs wider circulation among the entire UAT. In addition, an Advising Technology Committee has created a comprehensive advising website for students and advisors that houses policies, procedures, information alerts, and advisor tools such as rosters and calendars. At the same time, a communication and training focused team (ACTT) developed a three-pronged advising training model and developed tools to facilitate communication. One outcome was the creation in July 2006 of the Advisor Academy, which provides formal training opportunities focused around advising core concepts (e.g. FERPA, Degree Audit, Banner, etc.) and an annual theme. This year our theme is titled "Working Effectively with First Year Students."

Since our last WASC visit we have greatly increased our capacity to support student learning using a range of different online support mechanisms. The DARS project, a degree audit system that was pilot-tested on our campus in summer 2006, allows students and advisors to use the SMART Web to view progress toward degree and identify those courses and requirements still outstanding. Another new online advising tool for students also pilot-tested in summer 2006 is the Road Maps project. "Road Maps" is an interactive engine that provides students with semester-by-semester study plans to help them complete their requirements and graduate from CSUSM in a timely fashion. Beginning in 2004 the campus implemented an advising web scheduler, which allows students to make appointments from any computer. For students who have a quick question, the university now provides an online E-Advisor, which is available to students in the College of Arts and Sciences and School of Nursing.

To support our transfer students, ASSIST, an online student-transfer information system, shows how course credits earned at one public California college or university can be transferred to another. As the official articulation repository for California public colleges and universities, ASSIST provides accurate and up-to-date information available to students interested in transferring. The North County Higher Education Alliance (NCHEA), a partnership between CSUSM and our local community colleges, Palomar and MiraCosta Colleges, seeks to improve educational opportunities in the region and the working relationship between our institutions. [CFR 2.14]

One Year Continuation Rates for CSUSM First-time Freshmen
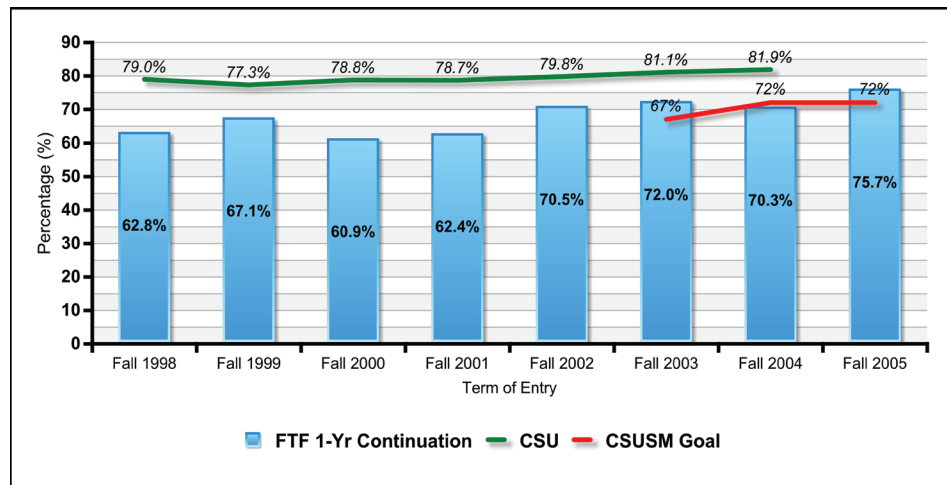
As noted in our essay on Standard 1, retention of first-year students has emerged as a campus concern, and, in response, the campus established an Office of First Year Programs, housed within Academic Affairs but with close ties to Student Affairs. First Year Programs is responsible for a number of initiatives, including the web-based ALEKS program and MAPS (Mathematics Acceleration Program in the Sum-

mer) for incoming freshmen with low ELM scores. Initially piloted in a summer remediation program required of the least prepared students, it is also used in regular-semester mathematics remediation classes. Based on the success of these efforts, plans are underway for two additional intensive summer academies to begin in 2007, one focusing on math and the other on reading and writing. First Year Programs now also oversees and is in the process of expanding the first-year General Education Learning (GEL) course, which early data indicate, has improved retention to the sophomore year, and it has also piloted two *living-learning* communities focused on civic engagement. Our plan is to expand all of these first-year programs beyond the pilot phase if our assessment indicates they are effective in supporting student learning and success.

We also have improved our capacity to support the success of all students through the Centers for Learning and Academic Support Services (CLASS). Their mission states "The Centers for Learning and Academic Services promote student success for a diverse university population by mentoring, fostering communities, and providing resources for academic excellence." These centers include the Educational Opportunity Program (EOP), Language Learning Center (LLC), the Math Lab, Student Support Services/TRIO, and the Writing Center. The Program for Adult College Education (PACE) at CSUSM is designed for upper-division students who are working and cannot attend daytime classes. The program has a high degree of flexibility and offers all upper-division coursework to complete a variety of degree programs.

In 2003, the CSU Board of Trustees adopted a bold and visionary graduation initiative with three parts: improving preparation for college, strengthening the transfer process, and helping students progress toward the degree. During the 2005-06 year, the campus submitted a report that summarized our progress in facilitating student achievement of the baccalaureate degree. In October 2006, an accreditation-style team visited campus and reviewed policies and outcomes pertaining to student achievement of the baccalaureate. The

Future students visit campus.

campus received constructive advice in areas such as student life, retention and pathways to graduation; use of technology; strategic planning; advising strategies and practices; and faculty resources. A team is reviewing this advice and will make recommendations for improvement to appropriate offices and planning bodies. [CFR 2.11, 2.12, 2.13]

Support for Faculty Development

Faculty scholarship is central to student learning and to our mission, which states "Students work closely with a faculty whose commitment to sustained excellence in teaching, research, and community partnership enhances student learning." It appears that our students agree that we are living up to this part of our mission statement with more than 90% of the students surveyed in 2001, 2003, and 2004 indicating that they were satisfied or very satisfied with the quality of instruction they received, the enthusiasm of our faculty, and with our faculty's ability to engage them intellectually as students. Additionally, more than 85% of the respondents were satisfied with the accessibility of our faculty and their ability to communicate their subject matter. [CFR 2.8]

Although we have developed a strong culture of teaching, scholarship and creative activity, and service, we also have clear policies and procedures in place that ensure feedback and accountability. [CFR 2.8] The Faculty Personnel Procedures for Promotion, Tenure and Retention policy governs the process for decisions regarding promotion, tenure, and retention of tenure track faculty, under the authority of the collective bargaining agreements between the California State University and the California Faculty Association. The university has an approved University RTP Policy that governs procedures, while allowing each department to develop its own standards for the review process. Following tenure and promotion, our Post-Tenure Review Policy provides a mechanism for periodic feedback to faculty in order to maintain and improve their performance. Although not nearly as comprehensive, the regular evaluation of temporary faculty is conducted within each college using its own approved process and in accordance with the CBA. [CFR 2.8, 2.9]

The Honor Roll of Achievements for 2005-06, presented at our 2006 Convocation and the list of faculty honors and awards on our website illustrate the contributions and productivity of our faculty. It is important to note that each year, beginning in 2002-03, the number of faculty awards has steadily increased. To help recognize excellence in faculty teaching, scholarship, and service, President Gonzalez created the President's Faculty Awards and President Haynes has increased their number. These faculty awards are for Excellence in Teaching and Learning, Scholarship and Creative Activity, and Service Leadership. In addition to the President's Faculty Awards, we have the annual Harry E. Brakebill Outstanding Professor Award, governed by the Faculty Awards Committee of the Academic Senate. The purpose of this

award is to highlight exceptional accomplishments of one faculty member on the basis of outstanding contributions to their students, their academic disciplines, and to their campus communities. [CFR 2.8, 2.9]

While hindered by years of insufficient resources, CSUSM is committed to providing faculty with the support they need to be successful. This commitment is evident in the various grant and funding opportunities we provide. Internally we provide grants for research "seed money"; instructionally related activities; co-curricular activities; professional development; international travel; and fostering linkages among the three partner institutions through the North County Higher Education Association. Sabbatical leaves, which are awarded competitively, are a benefit to both faculty and CSUSM and provide support for research, scholarly and creative activity, instructional improvement, and/or faculty retraining. [CFR 2.8, 2.9] Although we have numerous grants and funding opportunities, most awards fall within the $500 to $2,500 range. In Academic Affairs, we are currently investigating how we might combine some of the various grant opportunities, along with additional funds, to establish a more cohesive process and more substantial pool of money.

While providing monetary support, the university also sponsors other forms of faculty development. Although the system offers support through the CSU Institute for Teaching and Learning, our primary campus resource is the Faculty Center. The New Faculty Institute (NFI), a multi-day orientation, not only introduces new tenure track faculty to the campus, but also to the center itself. In addition, the center holds regular workshops and "brown-bag" lunches with topics ranging from classroom technology to grant-writing and scholarly publishing to preparing promotion and tenure files. Since fall 1997, the Faculty Center has organized a Faculty Research Colloquium Dinner each semester to provide CSUSM faculty an opportunity to present their scholarly research to their university colleagues in a refined setting. The colloquium series has helped foster collegiality across the campus and illustrates the value and importance of faculty research and creative activity. [CFR 2.8, 2.9] Similarly, the Center's Faculty Fellows program provides an opportunity for faculty to develop their leadership skills while helping their colleagues. These Faculty Fellow positions include an eLearning Faculty Fellow, a Faculty Mentoring Program Faculty Fellow, and the Peer Coaching Faculty Fellow.

4   Standard III: Developing and Applying Resources and Organizational Structures to Ensure Sustainability

California State University San Marcos has demonstrated ongoing commitment to improving its effectiveness by investing in human, physical, fiscal, and information resources during difficult budgetary times. It also has demonstrated institutional agility by adapting organizational structure and decision making processes to reflect best national and CSU practices while honoring the local culture. Faculty, staff, students and community supporters have engaged in effective multi-year resource planning and developed appropriate strategies to prevent crises and to provide targeted interventions whenever disruptions occurred. The deployment and development of human resources, while acutely challenged by budgetary shortfalls, has been highly strategic and informed by planning. Physical and information resource investment always has been a shared campus commitment, and during this review period there has been a sustained effort to improve decision-making structures and distribution of information, particularly regarding fiscal resources. Organizational structures and decision-making processes have evolved under changing campus leadership, and although many believe that a more open and shared decision-making process exists, concerns remain about duplicative efforts, effective information sharing, and—typical of any campus with academic freedom—about specific management decisions. The Cal State San Marcos commitment to institutional sustainability is evident even when the campus has fallen short of the extremely high standards and aspirations it has set for itself as a new institution.

Recruiting, Retaining and Supporting a Diverse and Productive Personnel

Like other CSU campuses, Cal State San Marcos operates within a very challenging recruitment and retention environment. The university has a rigorous recruitment and screening process for new faculty and is successful in attracting qualified candidates [CFR 3.1, 3.2], but there is increasing concern in some fields, such as Education, that the candidate pool is becoming more localized. In some fields of Business Administration, faculty positions have been posted several times in successive years without resulting in a hire. While it offers excellent long-term benefits such as the PERS retirement system, health benefits, and educational fee waivers for dependents, the CSU pays the average faculty member at a rate well below that of CPEC comparison groups (CPEC 2006 Report). Furthermore, the California Faculty Association and the CSU have not been able to settle on a new contract for 2005/06 forward.   At the same time, housing costs have soared, with homes in the San Marcos area more than doubling in price from 2000 to 2005, while condominium prices more than tripled.

This situation must be seen within the context of limited state and individual student support for the CSU. The system spends, on average, only half per FTES of the national average for 4-year institutions and is averse to raising fees beyond an historic high that nevertheless is set at about half the average of its peer institutions. To compound the continuing concern about scarce resources, the state of California faced another of its post-Proposition 13 fiscal crises during this re-accreditation review period, causing the campus's first enrollment downturn and several years of successive budget cuts to core university functions. Despite these severe limitations and a consequent fall in morale, CSUSM has been resourceful and resilient in sustaining high quality education, at least in part through improving its organizational structures. A budget case study (see Appendix E) provides evidence that the university studied and implemented best practices for inclusive budgetary decision-making, developed an effective strategy to avoid layoffs of permanently funded faculty and staff, created a multi-year plan, including borrowing to spread the costs to implement the CSU Common Management System, PeopleSoft®, and created and began to implement a budgeting strategy that highlighted strategic investment of funds to support university planning [CFR 3.5].

In reference to student support, President Haynes appointed an organizational assessment team in spring semester 2005 to examine repeated student concerns about access to staff advisors as well as concern with backlogs in admissions and transcript evaluation. Led by an internal administrator supported by external reviewers, the organizational assessment team conducted one-to-one interviews and focus groups that led to problem identification, strategic investment of one-time and permanent funds, appointment of an external technology consultant, and key leadership change. This effective intervention has greatly improved student services and contributed, in part, to the resumption of rapid campus enrollment growth, demonstrating the university's capacity to perceive, address, and resolve critical issues in staffing. Still, the capacity survey indicates that Cal State San Marcos is only beginning to come to grips with the staff shortages caused by the loss of temporary employees during the budget reductions. A shortage in the number of staff and excessive workload leading to burnout is an area needing attention, according to our institutional capacity survey. Respondents cite the need for staff across the campus, especially in academic departments and in student-support roles. The campus is responding, not with across-the-board restoration of funds previously cut, but with a strategic budgeting process that directs new positions to the greatest area of need. [CFR 3.1-3.3]

Many sources, including our survey, indicate that despite an allocation of faculty positions to Academic Affairs at a 20:1 student-faculty ratio, the number of faculty [CFR 3.2] at CSUSM is not sufficient to meet our goals. In fall 2005, we had 267 total Full Time Equivalent Faculty (FTEF) and a Student to Faculty Ratio (SFR) of 22.3:1. According to our campus data as reported to the Chancellor's Office (CougarStat), 63% of teaching FTEF is accounted for by tenure-track faculty while only 46% of our Full Time Equivalent Students (FTES) are actually taught by tenure-track faculty, the disparity largely a function of the larger class size of adjunct faculty. More tenure track hiring is clearly in order and is planned. At the same time, such large disparities between class size of tenure-track and non-tenure track faculty must be addressed. However, without a richer funding formula from the State, it is unlikely that CSUSM—or any of the other CSU campuses will meet the goals set by ACR

73 of a 19:1 SFR and a 75%/25% full-time to part-time teaching ratio.

As a case study on Faculty Workload (see Appendix F) indicates, faculty and administration at Cal State San Marcos have not always agreed about the best use of faculty time or about processes and procedures to account for the use of faculty time. Much analysis has been undertaken to understand and compare San Marcos workloads with that of other CSU campuses, demonstrating both faculty and administrative commitment to the use of data and targets to assign faculty work. [CFR 3.2, 3.3, 3.5] As the case study also demonstrates, shared understanding, agreement, and commitments about faculty work are difficult to achieve at a single campus within a system that formalizes all such discussion and agreement in terms of collective bargaining, meaning that such issues can linger literally for decades. However, some data are clear. Compared to other CSU campuses, Cal State San Marcos consistently ranks among the lowest in spending on instruction per FTES (See FIRMS data - available upon request). Given the budget reductions of the past several years, it was not feasible for the campus to move toward these goals of a lower SFR and a higher tenure-track to temporary faculty ratio. However, now that the campus is projected to grow in FTES with increased state funding, our strategic planning process identified class size reduction as an area of critical need by allocating 5.0 permanent FTEF lines, demonstrating the campus capacity to align fiscal resources with its institutional purposes and educational objectives. [CFR 3.5] These FTEF lines are above those already captured in the budget and funded at a 20:1 SFR.

Our campus operates in a collective bargaining agreement context with eight unions and even more agreements (CBAs). These CBAs, as well as specific campus procedural documents (e.g., Academic Senate policies and procedures) guide hiring, evaluation, promotion, workload, types of leaves, and work environment. [CFR 3.3] Our Office of Human Resources and Equal Opportunity (HREO) provides checklists for staff recruitment on its website (e.g. Recruitment Checklist). For faculty, the recruitment process and other governing documents are found on the Faculty Affairs website. Our campus ensures each search is performed according to regulations by assigning one member of each search committee to be the equal opportunity assistant. Even

Student to Faculty Ratio by Academic Rank
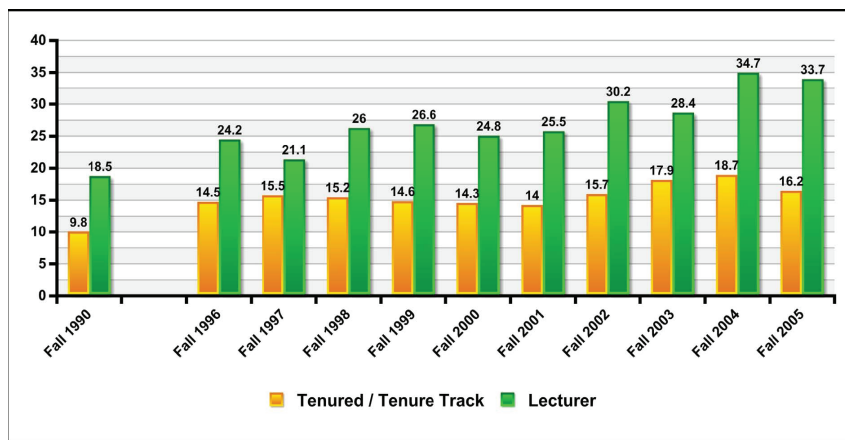
within this context of giving no preference to any candidates or student applicants based on race, gender, ethnicity or sexual preference, our campus has a goal of reflecting the diversity of our region in our students, staff and faculty. [CFR 3.2] These online documents serve as evidence of the systematic nature of human resources policy and procedure at Cal State San Marcos. The effective staffing of HREO and expansion of the AVPAA Resources staff to include an employee charged with overseeing the new graduate assistant contract through the United Auto Workers serve as points of evidence of the systematic implementation of policies and procedures. [CFR 3.3]

Although we would benefit from an increase in staff, those who work at Cal State San Marcos are highly competent and dedicated [CFR 3.1]. Faculty are highly qualified, with over 98% of tenure-track faculty holding a terminal degree. As described above, an active Faculty Center sponsors development activities for faculty. [CFR 3.4] New staff members also receive a significant amount of training, including a series of campus orientations. We currently have many staff undergoing training on PeopleSoft systems, and Instructional and Information Technology Services (IITS) schedules regular software training, which it publishes on the web (IT Training).

In recent years, President Haynes supported the formation of a Campus Connect program to provide an opportunity for personnel from across all divisions to come together monthly to learn more about all areas of the campus, from the classroom to the service tunnels (Campus Connect Article). President Haynes also enhanced the existing employee recognition program by expanding the Employee of the Month Program, which recognizes two staff members each month, to include two awards for Employees of the Year. Also added were a Service Award for Faculty and a Service Award for Staff and Administrators (Employee Awards). [CFR 3.3] The monthly BSC Connect Newsletter provides extensive "Thank You Notes" from staff to other university employees, providing welcome acknowledgement of a job well done. Evaluation tools at Cal State San Marcos are intended to generate reflection and encourage the setting of goals for the upcoming year. [CFR 3.3] For staff, the instrument (Staff Evaluation Forms) is thorough and offers quantitative as well as qualitative feedback for each employee.

Thank you to **Kathy Pendo** and her entire staff at telephone services for quickly helping the University Police out when we have our "Emergencies". Everyone there has a great attitude and is very helpful. – *Doug Miller*

Thanks to **Steve Watters** for just being "Steve". – *Doug Miller*

Ms. Cindi, I truly appreciate your "Above & Beyond" contributions to CE especially when it concerns booth coverage at 6:30 in the morning. Thank you for making sure that our customers' questions are answered correctly although you've heard the questions many times, "Do I have to pay for parking?", "Do you guys give real tickets?", etc... – Your humble Director, *Dora Knoblock*

Thank you **Cheryl Zwack** for being such a great addition to the Facility Services Team! Even though you've only been here a few short weeks your outstanding customer service to the campus community and your fellow team

Thank You!!

members has made a tremendous impact and has been very appreciated. Thanks for absorbing so much, so quick, it's made all the difference in the world. It's great to have you on board! – *Rosie Peterson and Mike Geck*

Thank you to **Esteban Garcia** and **Nicolas Magana** for helping with the giant puzzle. Those of you who

Dedication to Campus Physical Planning: A Mediterranean Village on the Hill

Cal State San Marcos has very strong evidence that it has aligned physical resources with institutional objectives. [CFR 3.5] The university was built from the ground up over the last two decades, so many employees have been heavily involved in designing not only individual buildings, but the entire physical master plan of the campus. Perhaps because

they have played a larger role in physical planning than one might find on many campuses, faculty, staff and administrators are both more proud and more critical of our plans and of our processes for planning and building physical facilities. For example, one creative form of feedback occurred in Spring of 2005 when our planning group provided members of the campus community with disposable cameras to take pictures of parts of the campus that they liked or did not like and asked them to provide brief explanations. This approach generated much discussion as well as some attention to problems that were commonly noted.

More prosaically, The Office of Planning, Design and Construction (PDC) holds annual open forums on the Physical Master Plan, inviting feedback from the campus community, and has made the latest presentation available to all on its website. (See the "Master Plan Update" link.) The adjustment of our student on-campus housing target also demonstrates the sensitivity of our physical planning group to overall campus goals. [CFR 3.5] The PDC web site includes frequent updates to our Campus Capital Outlay Proposals and an easy to read format for new building and renovation project updates. This site allows the campus community to note progress and any changes in direction during construction projects.

Since the last WASC review, the campus has established a University Space Planning Committee (USPC), charged with reviewing space requests, negotiating alternatives, identifying optimal space assignments, and making recommenda-

tions to the Executive Council. It includes representatives from all campus divisions well as from Associated Students, the Academic Senate, and the staff of Planning, Design and Construction. An indication of this group's effectiveness is their contribution to reconfiguring Craven Hall, the campus's primary administration building, to include a "one-stop shop" for student services after the Library and the College of Business Administration moved to new buildings. [CFR 3.5]

Artists rendition of "one stop shop" for student services.

The university's ability to garner external resources to support campus physical development provides another noteworthy indicator of fiscal capacity. Since the last WASC visit, we have planned and opened several important buildings on campus with the help of donations and grants. The Kellogg Library, now the centerpiece of the campus, gave Cal State San Marcos a new sense of community. The plaza outside the library has been a focal point for countless student activities and fairs, including our first pep rally in fall 2006. Inside, the main entrance hosts art exhibits and other shows that support our mission. Thanks to a generous donation from the Kellogg family, the library itself embodies the most up-to-date ideas about designing space to improve information literacy, including a reliance on electronic information rather than stacks of paper journals, and computer classrooms for teaching students how to use the library. [CFR 3.6] Similarly, Markstein Hall, which houses the College of Business Administration, boasts the most technologically advanced classrooms on campus as a result of a donation from the Markstein family.

Not all private support comes from individuals. The Palomar-Pomerado Health District enabled us to launch our School of Nursing several years ahead of schedule this fall by funding a state-of-the-art nursing instructional facility. A $7.7 million grant from the First Five Commission of San Diego has allowed us to build another state-of-the-art facility—a Center for Children and Families, combining day care for students, faculty, and staff with space for observation and study as well as family workshops.

Strategically Managing our Fiscal Resources

As detailed in an attached budget case study (see Appendix E), the ability of Cal State San Marcos to survive a multi-year state budget decline, adjust to the first downturn in enrollment, and then to develop a recovery plan provides substantial evidence of successful fiscal stewardship. Under highly challenging conditions, the campus generally met or exceeded enrollment targets, continued progress towards strategic goals, implemented a living/learning community on campus, planned and delivered several new facilities, initiated substantial new programs such as nursing, and graduated thousands of students, while continuing to build its alumni data and alumni support. Specific evidence of fiscal responsibility include multi-year budget spreadsheets showing healthy annual reserves and careful planning to rebuild permanent budget to replace cuts to the annual University Resources and Budget Report. Despite the scarcity of resources in the CSU relative to other four-year institutions, the CSU has a multi-billion dollar budget, carefully monitors debt capacity, has highly rigorous auditing practices, and otherwise demonstrates fiscal capacity to maintain quality education to meet its mission.

As the case study also indicates, since 2000 the university has improved the transparency of budget development and fiscal control. A study of best practices to link budget with strategic planning, group visits to Cal State Long Beach and the University of West Florida to observe best practices, and implementation of a newly integrated planning and budgeting model provide evidence of campus improvement. The reinstitution of the University Budget Committee, training for budget managers, the development of a multi-year budget, the use of a transparent budget process, including public forums on the budget—all accomplished within the last year—are providing more widespread understanding within the campus community of CSUSM's budget situation. [CFR 3.8, 3.11]

Nevertheless, our institutional capacity survey indicates continuing uneasiness around the budget. When questioned about whether we have sufficient fiscal and physical resources to support and maintain our educational programs, many respondents expressed concerns, particularly about the need for more faculty and funds to support their work, as well as for more staff in key areas, such as student support services. As some respondents noted, many academic and support programs made sacrifices during the budget downturn, and because of the emphasis on new program growth and strategic planning—rather than restoration—they fear that these programs may not be able to sustain themselves. One comment from the survey— "Resources need to be identified before programs are brought on"—sums up a common sentiment. According to the survey, there is widespread concern on

campus that our focus is on bringing on new programs at the expense of the vitality of the current programs. By introducing multi-year budget planning, the University has the opportunity to get more buy-in with respect to its objectives and the budget planning necessary to meet these objectives. Multi-year planning documents, however, clearly show how existing programs will grow FTES and faculty positions and program growth charts show that many existing programs have grown more rapidly than new programs in terms of FTES. As budgeting and planning processes initiated this fall become more widely known and understood, the concern about balance between new and existing programs may decline.

In relation to its ability to bring in extra resources to support limited state resources, the campus has met its external fundraising goals (see Table 9.4) while continuing to grow its foundation and contract support of centers on campus and developing its Extended Education and auxiliary services units. [CFR 3.5] The university's Foundation has made some highly strategic decisions, such as modifying its investment strategy and deciding to self-operate the bookstore after considering competitive bids to contract out when the former contract expired.

A Worthwhile Investment: Integration of Technology and Learning

Using technology to improve administrative processes and to enhance learning has been a distinctive element of Cal State San Marcos since its beginning. Seizing upon the opportunity presented by building a campus literally from the ground up, CSUSM's founders established two important traditions. First, technological infrastructure has been fully incorporated into all our buildings. The campus provides student access to more than 1055 up-to-date computers in open labs or roughly one computer for every eight students. Every lecture room on campus is a *smart* classroom, equipped with a computer, access to the web and internal campus servers, and projection capabilities. Even laboratories without *smart* equipment benefit from the campus's attention to technology. In these facilities, students typically perform experiments, then pull out their laptops, type in their data, and email results to their partners across the campus wireless network. One of the only CSU campuses with both internal and external wireless capabilities, we spend more per student on computer technology than do most other CSU campuses (data available upon request). Second, means for updating our infrastructure and equipment have been a part of our budgeting from the beginning. Our *refresh program* dictates replacement of faculty, staff and lab computers on a three-year cycle, thus ensuring that the campus's initial commitment to integrating technology can continue [CFR 3.5, 3.6, 3.7].

With all of the available facilities and support, our faculty has embraced the use of technology in the classroom. In

2005-06, more than half of our 1400 sections included an on-line component delivered through our learning management system (WebCT), a 43% increase over the courses in the previous academic year. Distance learning is also growing significantly, with 111 sections delivered completely on-line during the same year. Faculty noted that the success of our campus in incorporating media into the classrooms has resulted from many important factors, e.g. the licenses that cover home use so faculty can access their office systems remotely, and the lack of artificial hurdles, such as cumbersome approval processes for the introduction of technology into a class. Perhaps most important is the fact that at CSUSM, IITS is housed in Academic Affairs. [CFR 3.7] Many IITS staff possess degrees in educational technology, and they do an excellent job of working with faculty to meet their pedagogical needs. [CFR 3.6] Many faculty attend IITS's summer TULIP (Technology Utilization in Learning and Information Platforms) program, which exposes faculty and staff to many of the technological tools available to them on campus and provides training on web-based classroom management. [CFR 2.8] Faculty receive a $2000 stipend for participating in this 2-week summer program and incorporate some of the materials from the course into their classes. (see Appendix H). In addition, our Faculty Center sponsors workshops on the latest developments in classroom technology [CFR 3.4]

Students' access to technology is a high priority at Cal State San Marcos [CFR 3.6, 3.7]. In addition to the open computer labs, some of which are open 14 hours per day, IITS operates a student help-desk, which is open the same hours as the library where it is housed. Our records show that students took full advantage of technology services last year, including routinely bringing in personal systems for anti-virus support, checking out laptops over 4,500 times and digital video cameras over 1,000 times, printing over 500,000

With the forward thinking CIO and staff of IITS, supportive administration and the faculty eager to find even better tools to use in their classrooms, Cal State San Marcos expects to continue to be able to meet student needs and to be a leader in this area.

pages on the lab and library printers, and logging on to open lab computers more than 100,000 times during the spring semester alone. Overall, the use of technology to improve student access and learning has been one of our biggest success stories.

Extending Information Resources to the Campus Community

Just as the campus has leveraged its youth to develop outstanding technological resources, it has also used those resources, along with its status as a new institution, to develop excellent information resources for faculty, students, and staff through the library. Although some respondents to our WASC survey were concerned that the library needs "more funds to purchase more databases, book collections, journals, and media," they also recognized that "library personnel have done a *wonderful* job of creating access (web) to a wide array of resources." [CFR 3.6] The library's website provides the best introduction to available resources, which include more than 131 electronic databases accessible on any campus computer, a physical collection that has expanded dramatically through our membership in the San Diego Circuit, an effective e-reserve program that extends the faculty's ability to make a variety of sources available to students, and interlibrary loan. [CFR 3.6] To ensure equal access to online resources, including alternative formats, Cal State San Marcos provides a link to Disabled Student Services in a prominent location on our homepage for easy accessibility.

Our Dynamic Organizational Structure

As with any complex organization, our structure has multiple layers. As part of the California State University system, Cal State San Marcos answers to a system Board of Trustees, which is responsible for hiring and reviewing system-wide officers and individual university presidents. The system Chancellor, Charles Reed, and his deputies administer board policies through a number of administrative offices and executive orders. [CFR 3.9] The California State University

web site is an excellent resource for Board of Trustees agendas, the departments found at the Chancellor's Office and system-wide information. [CFR 3.9, 3.10].

As indicated earlier in this report, the organizational chart for Cal State San Marcos, found on the President's web site, has witnessed a number of changes over the last two to three years, as President Haynes has assembled her leadership team. The President regularly consults with various groups, including her Executive Council, which includes the Vice Presidents of the campus's four divisions—Academic Affairs, Student Affairs, Finance and Administrative Services, and University Advancement—as well as the Executive Director of the University Foundation and the President's Executive Assistant. Additional important advisory bodies include the President's Cabinet, CUSP, UBC, the Academic Senate, and a University Advisory Council. [CFR 3.8] Each division is led by a Vice President with a series of administrators and advisory committees aligned with the mission of the unit. All administrators are reviewed after 3 years of their appointment and then every five years after that (Administrator Review). [CRF 3.10]

CSUSM has a long, revered tradition of shared governance. At our campus, the structure of the Academic Senate empowers faculty to formulate, evaluate, and recommend to the President policies and procedures pertaining to the development, maintenance, and improvement of the University program. The Senate also serves as a forum for expressing the opinion of faculty members on matters affecting the operation of the University [CFR 3.11]. The constitution and bylaws of the Academic Senate detail its role at Cal State San Marcos, and the faculty take their role in the operation of the campus seriously. Academic Senate committees are responsible for recommending all the curriculum and nearly all academic policy on the campus. They assess their academic programs under the guidance of the Program Assessment Committee, and they set policy for their own personnel reviews in the RTP policies. [CFR 3.11] As indicated in our Standard 1 essay, we are likely to see discussion over the coming years about ways in which we might streamline some of our governance processes, as some faculty have expressed concern about demands on their time and redundancies in committee structure at both college and university levels.

5   Standard IV: Creating an Organization Committed to Learning and Improvement

The 2000 WASC accreditation report recommended that Cal State San Marcos implement a strategic planning process to better align planning and budgeting processes with the mission of the institution. In the period from 2004 through 2006, CSUSM began a comprehensive and systematic planning effort to build a vision for the future, to address significant growth and improvement opportunities, and to align budget and other resources with campus priorities. Combining this process with continuous measurement and assessment of effectiveness, CSUSM is building a model that we believe promotes meaningful engagement and positions us for the future. [CFR 4.2]

The Path to Planning

When President Karen Haynes arrived at CSUSM in January 2004, she convened a transition team to assess the campus environment, to determine short-term priorities, and to define themes for the early years of her presidency. [CRF 4.1, 4.3, 4.6, 4.8] Over 500 individuals throughout the campus and the surrounding external communities provided input about university strengths and its internal and external challenges, and proposed changes that would benefit students, staff, faculty and the region. One challenge identified by this group was "establishing unity of purpose and focus through common goals." The Transition Team Report, one piece of evidence that "the institution periodically engages in institutional reflection and planning processes…"[CFR 4.1] identified the following as central themes for a new strategic plan:

After reviewing the transition team's recommendations, President Haynes established a new strategic planning structure, replacing the existing University Planning Committee and charging a reconfigured President's Cabinet to act as her new planning council. At the same time, she invited a faculty member to lead the university planning process as the "University Planning Champion" beginning in the fall of 2004. Reporting to the President, the University Planning Champion was charged with regularly updating her and the Cabinet on our strategic planning efforts, linking our WASC process and committee structure to the strategic planning process, and leading related planning activities. After several months attempting to update the existing strategic plan and receiving considerable input from the campus community, the President decided in December 2004 that the campus would be better served by initiating a new strategic planning process that engaged the entire campus community, would be sustainable and dynamic, and promoted transparency in decision making.

In February 2005, the President charged a special task force to develop an overarching strategic plan for the university. This task force, led by the University Planning Champion, included broad campus representation: students, staff, faculty, administration, and community as well as representation from colleges, divisions, and special interests. The task force reviewed the CSUSM Mission, Vision, & Values Statements, the CSU strategic plan—the Cornerstones Report, the Transition Team Report and Analyses, previous strategic plans, and exemplary plans from other universities.   Ultimately, the

---

- ◆   Communication – internal and external
- ◆   Quality of Academic Programs
- ◆   How We Do Business (with students and each other)
- ◆   Climate of Collaboration
- ◆   Sense of Community
- ◆   Need for a Strong Vision – who are we, where are we going?

task force recommended five "overarching themes" along with clarifying statements. [CFR 4.3] These five themes have since been approved and designated as our five strategic priorities:

♦ Academic Excellence

♦ Student Life

♦ Campus Climate

♦ Community Partnerships

♦ Educational Equity

The task force made several process recommendations they viewed as factors critical for the success of strategic planning. These recommendations included: (1) continued campus discussion around strategic priorities so that all members of campus understood their own relationship to the priorities and felt "ownership" for the success of the university, (2) connecting budget to strategic planning, and (3) using data and assessment information to identify areas for improvement and demonstrate effectiveness. The University Planning Champion, along with other members of the task force, then circulated and presented these priorities and recommendations to all members of the campus community through various unit and group meetings and requested feedback. To further facilitate the communication process, the group also created a strategic planning website that is regularly updated.

After the President's Cabinet reviewed and accepted the strategic priorities, an organizational infrastructure emerged to support the strategic planning process across the university and to provide leadership within each division. The central component of this new infrastructure is the Council for University Strategic Planning (CUSP), established in spring 2005 to provide a point person for strategic planning within each division and to ensure the shared vision and sense of purpose of the President and campus community. The President charged CUSP, composed of Associate Vice Presidents from each division, not only with leading their divisions in implementing the campus's strategic planning, but also with developing and implementing a framework and process for campus and division planning, ensuring that future funding allocations are clearly tied to the strategic priorities of the campus, and supporting the planning activities across multiple divisional areas. [CFR 4.1]

Although the University Planning Champion initially chaired CUSP, in January 2006, he assumed the role of Associate Vice President for Strategic Planning and Assessment (AVP-SPA), a new position created to help bring together and integrate strategic planning, resource allocations, and assessment in Academic Affairs (including serving as the new WASC Accreditation Liaison Officer). [CFR 4.4] At the same time, the director of the newly created Office of Institutional Planning and Analysis joined the campus. Reporting

directly to the president, the new director assumed leadership responsibility for the university strategic planning processes, including chairing CUSP. By spring 2006 semester, a full team of individuals from across campus, whose portfolios include planning, budgeting, and assessment, were regularly meeting as CUSP.

One of the great strengths of our current strategic planning process is the extent to which it both generates and uses data to inform decision-making. [CFR 4.5] Replacing a previous philosophy focused on information control, the new director of Institutional Planning and Analysis has established an ethos of knowledge as power, enabling our organization to learn about and improve itself. Campus data has become more accessible and transparent, as the new Institutional Planning and Analysis website demonstrates. [CFR 4.5] In fact, the office is now leading CSU systemwide efforts in creating a data warehouse that pulls all institutional sources together in a single site, and thus makes the collection and analysis of data more widely available for a variety of uses.

Closing the Gaps – Building Capacity for Achievement of the Vision

With a sustainable planning infrastructure and strategic priorities in place, the campus began the process of identifying specific objectives for achieving each of the strategic priorities. In cabinet discussions and various forums with the campus and external community, we defined what the campus wanted to be known for, reviewed information on employers' needs, and analyzed key performance indicators such as access, retention and graduation. [CFR 4.1, 4.3] From these discussions, we identified the gaps that existed between our current state and where we aspired to be and developed objectives that would focus on closing those gaps, support the institutional learning outcomes, and ensure that the campus would retain its core strengths, such as our personal student-centered environment and applied learning experience. We also ensured that our objectives would encompass and align with other initiatives, mandates, and external influences on the campus's own vision and goals. Rather than having these priorities compete and operate in silos, CUSP identified linkages to create a comprehensive and integrated model that both supports and is supported by the objectives identified in the campus strategic plan. [CFR 4.2] After more than six months of campus consultation, the President's Cabinet adopted the proposed objectives. This step has not only provided greater clarity and direction for each of our strategic priorities, but it has also given divisions, colleges and individuals a focus that guides strategies and decisions.

Aligning Resources [CFR 4.2]

In commissioning the university strategic plan, the President promised the campus that it would connect priorities and plans with resources and budget. During the first year of the planning process, CUSP developed strategies to connect the strategic priorities with the allocation of resources, provide support to academic units, and further investigate data related to needs. Based on a review of data that identified the areas that needed our greatest attention, the President's Cabinet identified two priorities—Academic Excellence and Educational Equity for budgetary emphases, and divisions were asked to submit budget proposals that aligned with these priorities. CUSP and the University Budget Committee reviewed these proposals and recommended strategic funding needs to the President, who, with the advice of her Executive Council, approved over a million dollars for budget requests that aligned with our priorities. In subsequent years, using the defined objectives and division and college plans, the strategic funding call will identify and address resource needs, either within a specific division or across the university, that will close the gaps and advance the university toward our long-term aspirations. Divisions will develop fiscal year funding priorities with an eye toward the long-range aspirations and needs of the university and in alignment with the university strategic objectives.

University Academic Master Plan

Since the last WASC visit, Cal State San Marcos has been particularly focused on more evidence-driven strategic planning of academic programs, planning programs less focused on existing faculty expertise and increasingly engaged with community stakeholders. [CFR 4.1-4.8]

Shortly after our 2000 review, the university's previous provost established an ad-hoc advisory committee to develop what has since become known as the Academic Blueprint, a timeline for program development and projections of enrollments and resource needs. This group annually reviewed and synthesized multiple categories of information, including student demand, college planning projections, workforce data, transfer patterns, regional and state needs, the needs of our educational partners, demand for academic programs at other CSU campuses, and the availability of resources and collaborations. It also relied heavily upon information from the director of the Career Center, who regularly conducts labor market research by reviewing publications and meeting with local employers. These data guided decisions about programs to be included on the Academic Blueprint.

The Academic Blueprint process served as an impetus for systematic development of academic programs that complement the mission of the institution, that meet state and regional needs, and that could be adequately supported by campus fiscal, physical and human resources. The process of developing the Academic Blueprint was, thus, very useful, not only in projecting program development, but also in strengthening the campus's ties to the community. Many of the programs slated for development, for example, were the subject of community summits, which brought university administrators and faculty together with community members to discuss potential programs. In fact, when we submitted our self-study proposal to WASC, we envisioned that this would be an area of strength for the campus. However, as our degree program implementation accelerated over the last year, we discovered that the continuing work of the Academic Blueprint committee was confusing to many constituents on campus and overlapped, in sometimes unproductive ways, with efforts of the Academic Senate's Budget and Long-Range Planning Committee. Thus, while the Academic Blueprint itself remains a useful planning tool, the current Provost disbanded the ad-hoc Academic Blueprint Committee and is working with a group of faculty and staff to develop processes that will complement, rather than run counter to, the work of a Senate committee with a similar charge. The work of this group will be a key component of our upcoming Educational Effectiveness review, specifically as it relates to our theme on Academic Master Planning.

While the Academic Blueprint provides a detailed projection of anticipated programs in development, the University Academic Master Plan (UAMP) lists academic programs that the university is publicly committed to developing. The Provost's Office updates the UAMP on a yearly basis in consultation with the Academic Senate's Budget and Long-Range Planning Committee (BLP). After its placement on the UAMP, faculty may then submit a proposal through an established process to implement the program. The Academic Senate's University Curriculum Committee (UCC) reviews these proposals for intellectual soundness and academic integrity before submitting to the Provost, President, and, ultimately the system office for final approval. The procedures for modifying the UAMP are available, along with a flow chart that illustrates the overall approval process, on the Academic Affairs website.

Planning Our Physical Environment

As discussed more extensively in our essay on Standard 3, CSUSM has taken particular care in planning an inviting and workable physical environment for our campus community. [CFR 4.6] The campus, nevertheless, remains financially constrained in that CSU construction bonds are highly competitive and building funds awarded to campuses are often insufficient to meet the full academic and co-curricular needs of the campus. Within these constraints, physical master planning efforts have been carefully directed towards creating small piazzas, providing multiple sites for informal gathering, clustering academic programs and forming critical adjacencies that will contribute to the quality of the campus experience. The Office of Planning Design and Construc-

tion (PDC) pays close attention to issues like first year retention and campus climate. With over 90% of students coming from off-campus, particular emphasis has been given to student access and egress from campus; without having automobiles completely dominate the landscape. Multistory parking structures will be located near campus' entrances, allowing the center of campus to be accessible for pedestrians.

A long-awaited commuter rail station is located at a corner of campus near most of the planned student and faculty housing and the Center for Children and Families. The next building scheduled for construction (funded through the November 2006 Proposition 1D) is the Social and Behavioral Sciences Building, with earliest possible occupancy date of Spring 2011. As with previous buildings, planning for this structure includes extensive input from campus constituencies.

Assessing Effectiveness – Evidence Based Decision Making

Institutional Indicators: Similar to its planning model, CSUSM is using an integrated approach to measuring and assessing effectiveness. While the campus must regularly report data on key performance indicators to various entities, including the CSU system office and WASC, we have been able to consolidate this data on a single website, developed and maintained by the Office of Institutional Planning & Analysis. This focused approach provides context for dialogue to make improvement, while ensuring accountability and minimizing duplicative data collection and reporting efforts. Goals, identified in reports to the system office, communicate to the campus and others what is expected, where resources should be directed, and where there must be improvement. The campus regularly tracks performance in these areas and provides historical and comparative data from peer institutions that various administrative and faculty groups use for seeking out best practices and developing our own goals. [CFR 4.5]

Assessment of Effectiveness: The recent report of the Spellings commission found that "there is inadequate transparency and accountability for measuring institutional performance," and recommended methods for assessing student learning. Using locally developed processes and national instruments, all units at Cal State San Marcos assess contributions to stu-

dent learning results, as well as institutional effectiveness, and regularly review and report on these assessments, as indicated in the examples that follow. [CFR 4.4, 4.8]

The university has a process for curriculum and program approval, periodic review, and on-going evaluation. Assessment of teaching and learning is the purview of the faculty and occurs through the Program Evaluation Process (PEP). Guidelines for this process and the program review schedule can be found on the Academic Programs webpage. Summaries of program reviews can be found in the PAC annual report to the Academic Senate. Assessment of the General Education program, Graduate Programs, degree programs and co-curricular activities are discussed more thoroughly in Standard Two. The process has shifted from a report that goes in a binder (compliance) to a process that engages department faculty and identifies areas for improvement and additional resources. (See also the Case Study of the PEP process -Appendix I). Each program at CSUSM is building an Academic Program Portfolio that includes mission, student learning outcomes, curriculum and syllabi, assessment and data that are regularly reviewed. [CFR 4.7]

Each degree program must have indicators for their student learning outcomes and specified points in the program where these indicators will be measured. [CFR 4.6, 4.7] The faculty is beginning to use the results of these indicators for program improvement. While not all courses have student learning outcomes, we are moving in that direction through the PEP process and changes in program and course forms. Over the next four years, every program and course will have clear learning outcomes and mechanisms to assess them, while many academic programs will be using the assessment data to improve programs. [CFR 4.7]

During summer orientation sessions for new students, all entering freshmen complete the comprehensive Freshman Survey. The survey is distributed annually and conducted by the Higher Education Research Institute at UCLA. It provides a detailed profile of the freshman class including demographic characteristics, social attitudes, and reasons for attending college. The data collected is useful for programs such as admissions and recruitment, academic program development and review, institutional research, assessment, and retention studies. [CFR 4.4, 4.5, 4.7]

CSUSM has participated in the National Survey of Student Engagement (NSSE) since its inception and began participating in the Collegiate Learning Assessment in 2006; both referenced in the Spellings report as examples of student learning assessment. Results of NSSE are widely disseminated and various teams including faculty, administrators, student services professionals and support staff engage in dialog to identify areas needing focus, behaviors of students or faculty that should be changed, and how the campus could improve support of student learning and success. The results of NSSE are also made available to the public. [CFR 4.4,

4.6, 4.7] The campus is now participating in the University of Delaware National Study of Costs and Productivity. The "Delaware Study" is the preeminent national data source for information on teaching loads, instructional costs, and overall faculty productivity. The ability to assess departmental instructional costs and national disciplinary benchmarks allows for better-informed decisions with regard to resource allocation and utilization. [CFR 4.5]

An alumni survey is conducted to provide CSUSM alumni an opportunity to reflect on their experiences at CSUSM, assess alumni involvement and connection with CSUSM and identify employers of alumni for partnership opportunities. The survey was first distributed to all email-addressable alumni in October 2006. For subsequent graduates, we will survey six months and three years after graduation. Alumni are asked to reflect on what degree courses in their field of study enhanced various skills such as writing, analytical and critical thinking, ability to work in teams, oral communication, problem solving, and information literacy. It asks the same for additional coursework taken and which of those skills have proven useful since receiving the bachelor's degree. Results will be disaggregated by degree program to be used in the program review process and by other teams on campus. [CFR 4.6, 4.8]

The Finance and Administrative Services (FAS) Division is a recognized leader in the CSU Quality Improvement initiatives. The division plans and regularly assesses itself through the use of the "Balanced Scorecard" and system wide surveys. Having been an early adopter of the Balanced Scorecard, the FAS Division has now cascaded it throughout its organization and has developed several initiatives focused on improving support of students and institutional effectiveness and is seeing improved results in workforce development, physical and fiscal asset management, environmental stewardship, managing growth and administrative productivity and quality. [CFR 4.6] (Also see Case Study on the Balanced Scorecard - Appendix J).

The Student Affairs Division utilizes the CAS (Council for the Advancement of Standards in Higher Education) standards as a resource for identifying learning outcomes in its various programs and regularly monitors the success rates of student support services such as EOP and SSS, summer and first-year experience programs, financial aid and career counseling. The division conducts surveys about many facets of student life including substance abuse, quality of life (in campus housing) and for the various counseling, health and career services provided. [CFR 4.4, 4.6]

The library conducts several surveys for quality improvement and customer satisfaction and assesses utilization of

information resources and learning outcomes as they relate to information competency; Instructional and Information Technology Services (IITS) surveys employers about business innovation priorities and surveys students, staff and faculty about satisfaction and utilization of technology. IITS utilizes the system wide "Measures of Success" to assess Excellence in Learning and Teaching, Quality of Student Experience, Administrative Productivity and Quality, and Personal Productivity. [CFR 4.4, 4.6]

University Advancement is implementing a new system to engage alumni, parents, and the community in campus planning efforts and in successful annual and capital fundraising campaigns. This system allows them to conserve fundraising resources by targeting individuals most likely and able to give. Through the CSU system, the campus assesses its economic impact on the region it serves. Cal State San Marcos has a growing impact on our region. Spending related to the university and its environs is $161 million per year. This kind of spending sustains more than 5,000 jobs in addition to the

university's payroll, and generates $16 million per year in tax revenue. [CFR 4.4] As the university nears the close of its second decade, it will leverage several opportunities to launch advancement campaigns and fundraising efforts leading up to its 25th anniversary.

A recent proposal submitted to the Carnegie Foundation identified systems in place for assessing community perceptions about the effectiveness of the institution's engagement with the community. Through its various University advisory councils, the Chamber/University partnership project and a variety of assessment and evaluation tools, CSUSM continuously strives to measure the perceptions of its effectiveness in the community and across the region [CFR 4.3, 4.8]. Faculty and staff engage actively in the broad work of regional organizations and councils as yet another

Cal State San Marcos' Annual Spending · $161 Million

- Out-of-Region Student Spending — $13 Mil.
- Auxiliary (bookstore, food services) — $12 Mil.
- Capital (construction, improvements) — $39 Mil.
- Operations (salaries, services) — $97 Mil.
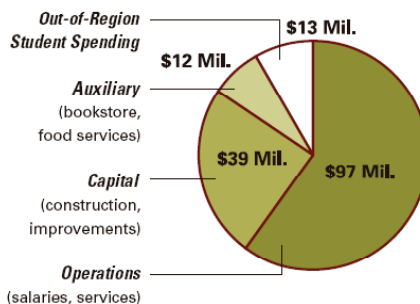
way to promote effective community engagement. (See Carnegie Community engagement Elective Classification Documentation Framework proposal).

> **"...your documentation demonstrated excellent alignment between mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement."**
>
> **Amy Driscoll, Associate Senior Scholar - Carnegie Foundation for the Advancement of Teaching**

A University Advisory Council, Native Advisory Council, Hispanic Advisory Council and African-American Advisory Council assist the President and campus with assessing and enhancing the university's relationship and involvement in the region. [CFR 4.8] Held in the fall, the All Council's Summit brings the four councils together to review the university's priorities and activities and develop a plan for the councils to undertake activities and development that will build community partnerships, promote mutuality and reciprocity across the partnerships and increase recruitment and outreach to the diverse populations in the region. As well, there are at least a dozen active college and program-based boards and councils (e.g. Nursing, Biotechnology, Barahona Center, Extended Studies, College of Business Administration, College of Education). All councils have significant community participation and input.

The CSU system is transitioning to a common set of administrative applications - Oracle (formerly PeopleSoft) enterprise reporting system (ERP). Cal State San Marcos has implemented the Finance and Human Resources systems and will complete the Student Administration implementation in spring 2008. The Campus Solutions portion of Peoplesoft is a comprehensive suite of software specifically designed for higher education institutions to manage the entire student lifecycle—from recruiting and admissions to student services and alumni relations. With these ERP systems in place, the focus has shifted from the "transaction" to making sense of the vast amount of data collected. The CSU Data Warehouse Project will provide both a renewable information repository for each campus and an effective reporting, query and analytical framework that addresses campus and systemwide information needs. It will enable Cal State San Marcos to leverage the vast amount of data captured in the operational systems. The utilization of that data and institutional intelligence will enable profound change in the California State University and address key strategic information needs as they relate to growth, quality and accountability. [CFR 4.5]

5 Transitioning: Look Back and Look Forward

The Roman God Janus is an appropriate metaphor for CSUSM at this time. We are in transition, reflecting on where we have been and envisioning where we wish to go. Our childhood has ended, and our adolescence is coming to an end. We are experiencing a period of rapid growth and hopefully the experiences we have had and the planning we have done will guide us to become the institution we aspire to be—a distinctively high-quality, public, comprehensive university closely connected to the region we serve.

WASC has provided the campus with a unique opportunity to reflect, explore, and question. What began as an exercise to create documents and processes that would satisfy WASC evolved into a multidimensional process that engaged diverse elements of the campus considering and discussing issues of importance to learning, teaching, and the future of the institution. We have always viewed ourselves as a learning institution, one that regularly assesses and examines our structure, programs, processes and procedures. We continue to define ourselves by refining our purposes and objectives. We strive to exemplify our written missions, vision and values through our academic and co-curricular activities. We believe we clearly meet the criteria for Standard 1, as shown in essay one and demonstrated in the supporting documentation.

The WASC process has also focused our attention on our progress toward meeting our education objectives. The evidence supports our belief that our students are learning – and learning well. Through the process of improving our learning goals and assessment, we will be able to show that we are meeting and, in some cases, exceeding our expectations. As Essay 2 shows, our programs are constantly seeking to improve, and we are engaged in multidimensional activities that support student learning and student success, thus meeting the criteria for Standard 2.

Our faculty and staff have done a remarkable job under the difficult budget crisis of the past several years. The campus is proud of our people, the technology, our new buildings and ample parking, and the many new organizational structures that assure our sustainability. In Essay 3, we have documented the many changes and improvements since the last WASC visit in 2000. With each addition and improvement, we are increasing our capacity to meet the challenges that will lie ahead. Thus, we believe we meet the criteria for Standard 3.

Some of our most salient improvements have come in the area of strategic planning. We are committed to improvement and are continually seeking ways in which to efficiently and effectively improve our campus, programs, and student learning. We have noted some of the significant changes in this area in Essay 4. The supporting evidence shows that we are striving to put dollars behind our plans as well as make planning and budgeting more transparent. This essay and supporting documentation indicate that we meet the criteria for Standard 4.

One of the participants at a WASC Development Series workshop asked how we would continue our conversations after the WASC visit. It is evident that many on campus found these discussions enlightening and useful. The President and others in the administration are supportive of holding town hall meetings and other discussions on topics that are important to the campus. People who attended the workshops are talking to their colleagues about the topics; thus, this self-study led by a small group has had a multiplier effect. Although we have much to improve, we have demonstrated our capacity to engage and to learn. We are prepared to engage in the next stage of the self-study, one that focuses on our educational effectiveness by exploring three major themes identified in our proposal and discussed in this report: Academic Master Planning; Strengthening Academic Programs through Assessment of Student Learning; and Improving Retention of First-year Students. Looking years into the future to our next WASC review cycle, we can only begin to imagine the range of experiences and sensations WASC reviewers will have as a result of the planning and capacity we are developing today.

Appendix A - Required Data Elements

Students

1.0 Admissions and Student Preparation by Fall Term
1.1 Admission Activities by Level
1.2a Selectivity Level of Entering Students
1.2b Proficiency Level of Entering Students
1.3 Admissions Activities by Gender, Level
1.4a Admissions Activities, First Time Freshmen by Race/Ethnicity, Level
1.4b Admissions Activities, Transfer Students by Race/Ethnicity, Level
1.4c Admissions Activities, Postbaccalaureate by Race/Ethnicity, Level

2.0 Student Enrollment by Fall Term
2.1 Headcount Enrollments by Degree Objective
2.2a Headcount Enrollments by Level and Gender (Percentages)
2.2b Headcount Enrollments by Level and Gender (Numbers)
2.3a Headcount Enrollments by Level and Racial and Ethnic Background (Percentages)
2.3b Headcount Enrollments by Level and Racial and Ethnic Background (Numbers)
2.4 Students Receiving Financial Aid by Level

3.1 Degrees Awarded by Graduation Year
3.1a Degrees Granted by Degree Level and Program (Percentages)
3.1b Degrees Granted by Degree Level and Program (Numbers)
3.1c Degrees Granted by Degree Level and Gender
3.1d Degrees Granted by Degree Level and Racial and Ethnic Background (Percentages)
3.1e Degrees Granted by Degree Level and Racial and Ethnic Background (Numbers)

3.2 Cohort Continuation, Retention and Graduation and Transfer Rate by Fall Entry Term
First Year Continuation Rates of:
3.2a First-time Freshmen
3.2b First-time Freshmen by Gender
3.2c First-time Freshmen by Racial and Ethnic Background
3.2d Transfer Students
3.2e Transfer Students by Gender
3.2f Transfer Students by Racial and Ethnic Background
Graduation and Retention:
Freshmen
3.2g Enrollment Status of First-time Freshmen
3.2h Six-Year Graduation and Retention Rates of First-time Freshmen
3.2i Six-Year Graduation and Retention Rates of First-time Freshmen by Gender
3.2j Six-Year Graduation and Retention Rates of First-time Freshmen by Racial and Ethnic Background

Transfer Students
3.2k Enrollment Status of Transfer Students
3.2l Three-Year Graduation and Retention Rates of Transfer Students
3.2m Three-Year Graduation and Retention Rates of Transfer Students by Gender
3.2n Three-Year Graduation and Retention Rates of Transfer Students by Racial and Ethnic Background

Faculty and Staff Composition
4.1 Faculty Composition by Fall Term
4.1a Faculty by Rank
4.1b Faculty by Rank and Gender (Percentages)
4.1c Faculty by Rank and Gender (Numbers)
4.1d Tenure and Tenure-track Faculty by Ethnic and Racial Background
4.1e Full-time Lecturers by Ethnic and Racial Background
4.1f Part-time Lecturers by Ethnic and Racial Background
4.2 Faculty Headcount by Department and Fall Term
4.2a Faculty by Department and Rank (Percentages)
4.2b Faculty by Department and Rank (Numbers)
4.3 Staff Composition by Fall Term
4.3 Staff by Gender and Racial and Ethnic Background
4.4 Full-time Faculty/Staff Turnover For the Past 5 Years
4.4 Faculty/Staff Turnover

Information, Physical, and Fiscal Resources
5.1 Information and Computing Resources by Fall Term
5.1a Library Resources
5.1b Computing Resources
5.2 Physical Resources
5.3 Sources of Revenue
5.4 Operating Expenditures
5.5 Assets and Liabilities
5.6 Capital Investments
5.7 Endowment Values and Performance

Institutional and Operating Efficiency
6.1 Key Undergraduate Educational Operations Ratios
6.1a Key Undergraduate Educational Operations Ratios (Enrollment)
6.1b Key Undergraduate Educational Operations Ratios (Instruction)
6.2 Key Asset & Maintenance Ratios
6.3 Key Financial Ratios

Assessment Activities
7.1 Assessment Activities

WASC Table 1.1
Cal State San Marcos
Admissions Activities by Level and Fall Term

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	Headcount	Yield	Headcount	Yield	Headcount	Yield	Headcount	Yield	Headcount	Yield
First time freshmen										
Applied	5,912		5,383		7,276		7,892		9,894	
Admitted	3,023	51.1%	3,146	58.4%	2,207	30.3%	2,883	36.5%	6,163	62.3%
Enrolled (Headcount)	837	14.2%	890	16.5%	722	9.9%	804	10.2%	1,378	13.9%
Enrolled (FTES)	677.9		716.7		617.4		687.1		1169.5	
Transfer										
Applied	1,799		1,827		2,158		1,782		2,746	
Admitted	1,664	92.5%	1,366	74.8%	1,980	91.8%	1,593	89.4%	2,534	92.3%
Enrolled (Headcount)	1,204	66.9%	997	54.6%	1,094	50.7%	779	43.7%	1,300	47.3%
Enrolled (FTES)	923.6		769.5		863.4		614.4		1001.5	
Postbaccalaureate*										
Applied	931		721		717		724		767	
Admitted	836	89.8%	621	86.1%	614	85.6%	590	81.5%	681	88.8%
Enrolled (Headcount)	537	57.7%	411	57.0%	411	57.3%	392	54.1%	380	49.5%
Enrolled (FTES)	408.6		342.7		375.3		326.1		364.1	

* Includes students seeking a master's, credential or a second bachelor's degree
Source: Enrollment Reporting Files maintained by IPA

WASC Table 1.2a
Cal State San Marcos
Selectivity Levels of Entering Students by Fall Term

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	Median Score	Range	Median Score	Range	Median Score	Range	Median Score	Range	Median Score	Range
Entering Freshmen										
SAT scores										
Verbal	480	550	490	570	480	470	490	530	480	590
Quantitative	490	520	500	500	500	480	500	540	490	590
Combined	970	960	990	870	980	790	990	940	970	870
(Number of students)	(750)		(842)		(691)		(779)		(1,305)	
ACT scores *										
Composite	19	28	19	25	19	22	19	25	20	19
Mathematics	19	19	19	22	19	17	19	16	20	19
Science	19	23	19	21	19	17	20	17	-	
(Number of students)	(126)		(213)		(163)		(172)		(312)	
High School GPA	3.11	2.41	3.15	2.28	3.04	2.17	3.08	2.12	3.07	2.81
(Number of students)	(834)		(888)		(721)		(804)		(1,372)	

* Scores for English and Reading are omitted as number of students submitting scores is too small (n < 8).
Source: Enrollment Reporting Files maintained by IPA

WASC Table 1.2b
Cal State San Marcos
Preparation Levels of Entering Freshmen by Fall Term

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Percentage of Freshmen Fully Proficient at Entry	30.5	31.5	32.7	34.0	31.5	32.1
(No. of students on which percentages based)	(545)	(837)	(890)	(721)	(764)	(1,378)
Remediation Required in: ***						
Percentages						
Writing only	15.8	31.4	32.1	31.3	29.6	29.1
Mathematics only	31.1	18.0	16.2	19.5	18.5	22.6
Both	53.0	50.6	51.8	49.2	51.8	48.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number						
Writing only	60	180	192	149	155	272
Mathematics only	118	103	97	93	97	212
Both	201	290	310	234	271	452
Total	379	573	599	476	523	936

* Excludes students who were proficient at entry
Source: Enrollment Reporting Files maintained by IPA

WASC Table 1.3
Cal State San Marcos
Admissions Activities by Gender, Level and Fall Term

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	Headcount	%	Headcount	%	Headcount	%	Headcount	%	Headcount	%
First time freshmen										
Total Applicants	**5,912**		**5,383**		**7,276**		**7,892**		**9,892**	
Female	3,567	60.3%	3,248	60.3%	4,457	61.3%	4,953	62.8%	6,123	61.9%
Male	2,345	39.7%	2,135	39.7%	2,819	38.7%	2,939	37.2%	3,771	38.1%
Total Admits	**3,023**		**3,146**		**2,207**		**2,883**		**6,163**	
Female	1,910	53.5%	1,961	62.3%	1,394	63.2%	1,873	65.0%	3,848	62.4%
Male	1,113	47.5%	1,185	37.7%	813	36.8%	1,010	35.0%	2,315	37.6%
Total Enrolled (Headcount)	**837**		**890**		**722**		**804**		**1,378**	
Female	502	60.0%	550	61.8%	457	63.3%	525	65.3%	841	61.0%
Male	335	40.0%	340	38.2%	265	36.7%	279	34.7%	537	39.0%
Undergraduate Transfers										
Total Applicants	**1,799**		**1,827**		**2,158**		**1,782**		**2,746**	
Female	1,099	61.1%	1,141	62.5%	1,280	59.3%	1,049	58.9%	1,689	61.5%
Male	700	38.9%	686	37.5%	878	40.7%	733	41.1%	1,057	38.5%
Total Admits	**1,664**		**1,366**		**1,980**		**1,593**		**2,534**	
Female	1,020	61.3%	847	62.0%	1,181	59.6%	943	59.2%	1,569	61.9%
Male	644	38.7%	519	38.0%	799	40.4%	650	40.8%	965	38.1%
Total Enrolled (Headcount)	**1,204**		**997**		**1,094**		**779**		**1,300**	
Female	737	61.2%	635	63.7%	669	61.2%	472	60.6%	784	60.3%
Male	467	38.8%	362	36.3%	425	38.8%	307	39.4%	516	39.7%

WASC Table 1.4a
Cal State San Marcos
Admission Activities for First Time Freshmen by Race/Ethnicity and Fall Term

	African American	Asian	Filipino & Pacific Islander	Hispanic	Native American	White	Other/ Unknown	Non-US citizen F,J, or other Visa	Total
Fall 2002									
Applied	318	423	385	1,571	51	2,488	676	-	5,912
Admitted	105	192	215	827	24	1,344	316	-	3,023
Enrolled (Headcount)	23	36	69	189	6	393	95	26	837
Fall 2003									
Applied	260	358	325	1,560	44	2,371	465	-	5,383
Admitted	107	186	220	897	27	1,488	221	-	3,146
Enrolled (Headcount)	25	22	72	211	11	461	68	20	890
Fall 2004									
Applied	362	505	392	2,071	51	3,222	673	-	7,276
Admitted	76	127	171	610	8	1,036	179	-	2,207
Enrolled (Headcount)	29	23	58	205	4	328	50	25	722
Fall 2005									
Applied	425	589	463	2,558	66	3,166	625	-	7,892
Admitted	101	180	157	795	19	1,426	205	-	2,883
Enrolled (Headcount)	21	39	45	207	10	399	57	26	804
Fall 2006									
Applied	572	699	693	2,793	104	4,221	812	-	9,894
Admitted	258	426	413	1754	59	2797	456	-	6163
Enrolled (Headcount)	54	56	88	369	10	667	106	28	1,378

Source: Enrollment Reporting Files maintained by IPA

WASC Table 1.4b
Cal State San Marcos
Admission Activities for Undergraduate Transfer Students by Race/Ethnicity and Fall Term

	African American	Asian	Filipino & Pacific Islander	Hispanic	Native American	White	Other/ Unknown	Non-US citizen F,J, or other Visa	Total
Fall 2002									
Applied	63	110	100	296	17	926	287	-	1,799
Admitted	51	100	93	272	15	866	267	-	1,664
Enrolled (Headcount)	34	48	62	198	8	630	196	28	1,204
Fall 2003									
Applied	52	108	90	356	17	954	250	-	1,827
Admitted	39	88	64	270	12	708	185	-	1,366
Enrolled (Headcount)	31	44	47	188	6	520	127	34	997
Fall 2004									
Applied	67	172	127	436	22	1,052	282	-	2,158
Admitted	63	161	114	396	18	974	254	-	1,980
Enrolled (Headcount)	40	55	55	202	11	560	142	29	1,094
Fall 2005									
Applied	59	129	100	385	16	887	206	-	1,782
Admitted	51	119	91	348	16	785	183	-	1,593
Enrolled (Headcount)	26	39	46	148	10	378	103	29	779
Fall 2006									
Applied	97	174	232	563	32	1,334	314	-	2,746
Admitted	86	160	217	510	30	1,240	291	-	2,534
Enrolled (Headcount)	48	65	103	271	15	631	135	32	1,300

Source: Enrollment Reporting Files maintained by IPA

WASC Table 2.1
Cal State San Marcos
Headcount Enrollments by Degree Objective and Fall Term

Degree Objective	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Percentages					
Bachelor	79.5	81.6	83.5	84.5	87.0
Master's	7.1	7.0	7.2	8.5	5.6
Credential	11.8	9.8	8.3	7.1	7.4
Total*	100.0	100.0	100.0	100.0	100.0
Numbers					
Bachelor	6,100	6,343	6,151	6,275	7,516
Master's	548	542	532	628	488
Credential	902	763	609	525	640
Subtotal	7,550	7,648	7,292	7,428	8,644
Second Baccalaureate	69	54	26	16	43
Transitory	53	69	45	58	47
Total	7,672	7,771	7,363	7,502	8,734

WASC Table 2.2a
Cal State San Marcos
Headcount Enrollments by Level, Gender and Fall Term (Percentages)

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Lower Division					
Female	60.4	61.5	62.0	63.0	62.2
Male	39.6	38.5	38.0	37.0	37.8
Total	100.0	100.0	100.0	100.0	100.0
Upper Division					
Female	59.9	59.9	60.2	60.6	60.0
Male	40.1	40.1	39.8	39.4	40.0
Total	100.0	100.0	100.0	100.0	100.0
Credential					
Female	79.5	81.7	81.8	81.3	83.2
Male	20.5	18.3	18.2	18.7	16.8
Total	100.0	100.0	100.0	100.0	100.0
Master's					
Female	63.7	66.2	67.0	70.5	70.6
Male	36.3	33.8	33.0	29.5	29.4
Total	100.0	100.0	100.0	100.0	100.0
Cal State San Marcos					
Female	62.7	62.9	63.0	63.5	62.7
Male	37.3	37.1	37.0	36.5	37.3
Total	100.0	100.0	100.0	100.0	100.0

Note: Figures exclude second Baccalaureate and transitory students.
Source: ERSS files maintained by IPA office

WASC Table 2.2b
Cal State San Marcos
Headcount Enrollments by Level, Gender and Fall Term (Numbers)

Degree Objective	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Lower Division					
Female	1,096	1,204	1,152	1,160	1509
Male	719	755	706	682	918
Total	1,815	1,959	1,858	1,842	2427
Upper Division					
Female	2,568	2,625	2,584	2,686	3052
Male	1,717	1,759	1,709	1,745	2,037
Total	4,285	4,384	4,293	4,431	5,089
Credential					
Female	717	623	498	427	406
Male	185	140	111	98	82
Total	902	763	609	525	488
Master's					
Female	353	363	358	444	452
Male	201	185	176	186	188
Total	554	548	534	630	640
Cal State San Marcos					
Female	4,734	4,815	4,592	4,720	5,419
Male	2,822	2,839	2,702	2,711	3,225
Total	7,556	7,654	7,294	7,431	8,644

Note: Figures exclude second Baccalaureate and transitory students.
Source: ERSS files maintained by IPA office

WASC Table 2.3a
Cal State San Marcos
Headcount Enrollments by Level, Race/Ethnicity and Fall Term (Percentages)

	African American	Asian	Filipino & Pacific Islander	Hispanic	Native American	White	Other/ Unknown	Non-resident Alien	Total
Fall 2002									
Lower division	2.5	3.9	6.9	22.0	0.6	50.2	10.9	2.9	100.0
Upper division	3.0	4.5	4.9	16.5	0.8	53.2	15.0	2.2	100.0
Credential	1.6	2.3	2.2	14.4	1.1	62.5	15.2	0.7	100.0
Master's	2.2	3.6	1.6	13.0	0.9	58.5	15.5	4.7	100.0
All Students	2.6	4.0	4.8	17.3	0.8	54.0	14.1	2.3	100.0
Fall 2003									
Lower division	2.9	2.7	7.9	23.9	0.9	50.0	9.0	2.7	100.0
Upper division	2.8	4.9	5.0	17.7	0.8	52.0	14.3	2.5	100.0
Credential	1.8	2.8	1.7	13.6	0.4	62.4	16.8	0.5	100.0
Master's	2.0	5.3	1.8	13.9	0.5	57.7	13.7	5.1	100.0
All Students	2.7	4.1	5.2	18.6	0.8	52.9	13.2	2.5	100.0
Fall 2004									
Lower division	2.9	3.4	8.6	24.8	0.7	48.7	8.0	2.9	100.0
Upper division	3.1	4.7	5.0	18.7	0.9	51.7	13.4	2.6	100.0
Credential	1.6	3.6	2.5	14.3	0.2	63.2	14.4	0.2	100.0
Master's	1.5	4.1	0.9	11.2	0.7	62.5	14.0	4.9	100.0
All Students	2.8	4.2	5.4	19.3	0.8	52.7	12.1	2.6	100.0
Fall 2005									
Lower division	3.1	3.8	7.6	24.8	1.0	48.7	7.9	3.1	100.0
Upper division	3.5	4.5	6.1	19.2	0.9	50.0	12.9	3.0	100.0
Credential	1.5	2.3	2.3	17.1	1.0	62.1	13.5	0.2	100.0
Master's	2.1	4.6	1.3	14.3	0.5	60.8	14.1	2.4	100.0
All Students	3.1	4.2	5.8	20.0	0.9	51.5	11.8	2.8	100.0
Fall 2006									
Lower division	3.7	4.2	6.6	25.9	0.7	48.8	7.7	2.5	100.0
Upper division	3.4	5.0	7.6	19.6	1.1	49.0	11.7	2.7	100.0
Credential	1.2	2.9	1.8	21.5	1.2	59.6	11.7	0.0	100.0
Master's	2.0	4.5	1.6	16.1	0.9	57.7	15.2	2.0	100.0
All Students	3.2	4.6	6.5	21.2	1.0	50.2	10.8	2.5	100.0

Note: Figures exclude second Baccalaureate and transitory students.

Source: ERSS files maintained by IPA office

WASC Table 3.1a
Cal State San Marcos
Degrees Granted by Degree Level, Program and Graduation Year (Percentages)

	Graduation Year				
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
All Degrees					
Baccalaureate	85.2	87.1	89.0	86.6	87.7
Second Baccalaureate	0.8	0.8	1.0	0.8	0.3
Master's	14.0	12.1	10.0	12.6	12.0
Arts & Sciences					
Biology	**2.7**	**3.0**	**2.4**	**2.8**	**2.3**
Baccalaureate	2.5	2.9	2.0	2.5	2.0
Second Baccalaureate	0.0	0.0	0.1	0.1	0.0
Master's	0.2	0.1	0.3	0.2	0.3
Biochemistry	0.0	0.0	0.0	0.1	0.5
Baccalaureate	0.0	0.0	0.0	0.1	0.5
Chemistry	**0.8**	**0.4**	**0.4**	**0.5**	**0.3**
Baccalaureate	0.8	0.3	0.4	0.4	0.3
Second Baccalaureate	0	0.1	0	0.1	0.0
Communication	**4.6**	**5.7**	**6.1**	**5.8**	**5.7**
Baccalaureate	4.6	5.7	6.1	5.8	5.7
Computer Science	**3.5**	**2.7**	**3.7**	**2.2**	**1.9**
Baccalaureate	2.5	2.1	2.6	1.8	1.4
Second Baccalaureate	0.3	0.1	0.2	0.1	0.0
Master's	0.6	0.5	0.9	0.4	0.5
Criminology & Justice Studies	0.0	0.0	**0.1**	**0.1**	**1.4**
Baccalaureate	0.0	0.0	0.1	0.1	1.4
Economics	**1.1**	**1.0**	**0.6**	**0.8**	**1.2**
Baccalaureate	1.1	1.0	0.6	0.8	1.2
History	**2.8**	**3.1**	**3.3**	**5.4**	**3.9**
Baccalaureate	2.8	2.9	3.3	5.3	3.9
Second Baccalaureate	0.0	0.1	0.0	0.1	0.0
Human Development	**4.2**	**3.4**	**3.7**	**6.0**	**5.7**
Baccalaureate	4.2	3.4	3.7	5.9	5.7
Second Baccalaureate	0.0	0.0	0.0	0.1	0.0
Liberal Studies	**21.0**	**22.1**	**20.5**	**17.4**	**18.3**
Baccalaureate	20.9	21.9	20.3	17.4	18.2
Second Baccalaureate	0.1	0.2	0.2	0.0	0.1

Table 3.1a - cont'd p. 2

	Graduation Year				
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Literature & Writing	**4.3**	**5.2**	**5.1**	**4.9**	**5.0**
Baccalaureate	4.1	4.7	4.6	3.9	4.0
Second Baccalaureate	0.1	0.1	0.0	0.0	0.1
Master's	0.2	0.5	0.5	0.9	1.0
Mathematics	**1.2**	**0.6**	**0.5**	**1.0**	**0.5**
Baccalaureate	1.0	0.4	0.4	0.7	0.5
Master's	0.2	0.2	0.1	0.4	0.0
Political Science	**1.5**	**2.2**	**2.0**	**2.2**	**2.3**
Baccalaureate	1.5	2.2	2.0	2.2	2.3
Psychology	**6.3**	**6.5**	**7.0**	**5.8**	**5.7**
Baccalaureate	5.9	5.7	6.2	5.2	5.4
Second Baccalaureate	0.0	0.0	0.1	0.1	0.0
Master's	0.4	0.8	0.7	0.6	0.3
Social Sciences	**3.2**	**2.5**	**3.1**	**3.8**	**2.3**
Baccalaureate	3.2	2.5	3.1	3.8	2.3
Second Baccalaureate	0.1	0.0	0.0	0.0	0.0
Sociology	**6.1**	**5.8**	**6.2**	**6.6**	**5.2**
Baccalaureate	5.5	4.7	6.0	6.3	4.7
Second Baccalaureate	0.1	0.1	0	0	0
Master's	0.6	1.0	0.2	0.3	0.5
Spanish	**1.9**	**1.7**	**2.2**	**2.7**	**1.6**
Baccalaureate	1.5	1.4	1.7	2.2	1.6
Second Baccalaureate	0.1	0.0	0.1	0.1	0.0
Master's	0.3	0.3	0.5	0.5	0.0
Visual & Performing Arts	**0.7**	**0.8**	**1.1**	**1.4**	**2.0**
Baccalaureate	0.7	0.8	1.1	1.4	2.0
Women's Studies	**0.4**	**0.4**	**0.3**	**0.7**	**0.2**
Baccalaureate	0.4	0.4	0.3	0.7	0.2
Second Baccalaureate	0.0	0.0	0.0	0.0	0.0
Special Major	**0.2**	**0.4**	**0.4**	**0.0**	**0.1**
Baccalaureate	0.2	0.4	0.4	0.0	0.1

Table 3.1a - cont'd p. 3

	Graduation Year				
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Business					
Accounting	**5.8**	**4.6**	**4.1**	**3.4**	**5.0**
Baccalaureate	5.7	4.6	3.9	3.2	4.9
Second Baccalaureate	0.1	0.0	0.2	0.2	0.1
Finance	**1.2**	**1.6**	**2.8**	**2.4**	**2.9**
Baccalaureate	1.2	1.6	2.7	2.4	2.9
Second Baccalaureate	0.0	0.0	0.1	0.0	0.0
High Technology Management	**7.2**	**7.6**	**7.0**	**3.7**	**5.2**
Baccalaureate	7.2	7.5	6.9	3.7	5.1
Second Baccalaureate	0.0	0.1	0.1	0.0	0.1
Global Business Management	**1.3**	**1.8**	**1.8**	**1.8**	**1.7**
Baccalaureate	1.3	1.8	1.8	1.8	1.7
Service Sector Management	**6.3**	**8.1**	**8.9**	**9.1**	**9.6**
Baccalaureate	6.3	8.1	8.9	9.1	9.6
Business Administration	**5.5**	**5.0**	**2.0**	**4.8**	**3.2**
Master's	5.5	5.0	2.0	4.8	3.2
Education					
Master's	6.0	3.7	4.9	4.6	6.1

Source: Degree files maintained by the IPA Office

WASC Table 3.1b
Cal State San Marcos
Degrees Granted by Degree Level, Program and Graduation Year (Numbers)

	Graduation Year				
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
All Degrees	**1,301**	**1,392**	**1,525**	**1,067**	**1,463**
Baccalaureate	1,109	1,212	1,357	924	1,283
Second Baccalaureate	10	11	15	9	5
Master's	182	169	153	134	175
Arts & Sciences					
Biology	**35**	**42**	**37**	**30**	**34**
Baccalaureate	33	41	30	27	29
Second Baccalaureate			2	1	
Master's	2	1	5	2	5
Biochemistry	**0**	**0**	**0**	**1**	**8**
Baccalaureate	0	0	0	1	8
Chemistry	**10**	**5**	**6**	**5**	**4**
Baccalaureate	10	4	6	4	4
Second Baccalaureate		1		1	
Communication	**60**	**79**	**93**	**62**	**84**
Baccalaureate	60	79	93	62	84
Computer Science	**45**	**38**	**56**	**24**	**28**
Baccalaureate	33	29	40	19	20
Second Baccalaureate	4	2	3	1	
Master's	8	7	13	4	8
Criminology & Justice Studies	**0**	**0**	**1**	**1**	**21**
Baccalaureate			1	1	21
Economics	**14**	**14**	**9**	**9**	**17**
Baccalaureate	14	14	9	9	17
History	**37**	**43**	**50**	**58**	**57**
Baccalaureate	37	41	50	57	57
Second Baccalaureate		2		1	
Human Development	**55**	**47**	**57**	**64**	**84**
Baccalaureate	55	47	57	63	84
Second Baccalaureate				1	
Liberal Studies	**273**	**308**	**313**	**186**	**267**
Baccalaureate	272	305	310	186	266
Second Baccalaureate	1	3	3	0	1

Table 3.1b - cont'd p. 2

	Graduation Year				
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Literature & Writing	**56**	**73**	**78**	**52**	**73**
Baccalaureate	53	65	70	42	58
Second Baccalaureate	1	1			1
Master's	2	7	8	10	14
Mathematics	**16**	**8**	**8**	**11**	**7**
Baccalaureate	13	5	6	7	7
Master's	3	3	2	4	
Political Science	**20**	**31**	**30**	**23**	**34**
Baccalaureate	20	31	30	23	34
Psychology	**82**	**91**	**107**	**62**	**84**
Baccalaureate	77	80	95	55	79
Second Baccalaureate			1	1	
Master's	5	11	11	6	5
Social Sciences	**42**	**35**	**47**	**41**	**34**
Baccalaureate	41	35	47	41	34
Second Baccalaureate	1				
Sociology	**80**	**81**	**94**	**70**	**76**
Baccalaureate	71	66	91	67	69
Second Baccalaureate	1	1			
Master's	8	14	3	3	7
Spanish	**25**	**24**	**34**	**29**	**24**
Baccalaureate	20	20	26	23	24
Second Baccalaureate	1		1	1	
Master's	4	4	7	5	
Visual & Performing Arts	**9**	**11**	**17**	**15**	**29**
Baccalaureate	9	11	17	15	29
Women's Studies	**5**	**5**	**4**	**7**	**3**
Baccalaureate	5	5	4	7	3
Second Baccalaureate					
Special Major	**3**	**5**	**6**	**0**	**2**
Baccalaureate	3	5	6		2

Table 3.1b - cont'd p. 3

	Graduation Year				
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Business					
Accounting	**75**	**64**	**63**	**36**	**73**
Baccalaureate	74	64	60	34	71
Second Baccalaureate	1		3	2	2
Finance	**16**	**22**	**42**	**26**	**42**
Baccalaureate	16	22	41	26	42
Second Baccalaureate			1		
High Technology Management	**94**	**106**	**106**	**39**	**76**
Baccalaureate	94	105	105	39	75
Second Baccalaureate		1	1		1
Global Business Management	**17**	**25**	**28**	**19**	**25**
Baccalaureate	17	25	28	19	25
Service Sector Management	**82**	**113**	**135**	**97**	**140**
Baccalaureate	82	113	135	97	140
Business Administration	**72**	**70**	**30**	**51**	**47**
Master's	72	70	30	51	47
Education	**631**	**501**	**621**	**657**	**589**
Master's	78	52	74	49	89
Basic Credentials issued ^	553	449	547	608	500

Source: Degree files maintained by the IPA Office

^ Credential figures are from the College of Education. The number of credentials issued may exceed the number

of candidates because some candidates complete programs which qualify them for two basic credentials at the same time.

WASC Table 3.1c
Cal State San Marcos
Degrees Granted by Degree Level, Gender and Graduation Year

	Graduation Year				
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Percentages					
All Degrees					
Female	65.0	64.6	63.7	65.2	65.4
Male	35.0	35.4	36.3	34.8	34.6
Total	100.0	100.0	100.0	100.0	100.0
Baccalaureate					
Female	65.2	65.3	64.1	65.0	64.9
Male	34.8	34.7	35.9	35.0	35.1
Total	100.0	100.0	100.0	100.0	100.0
Second Baccalaureate					
Female	50.0	54.5	46.7	77.8	40.0
Male	50.0	45.5	53.3	22.2	60.0
Total	100.0	100.0	100.0	100.0	100.0
Master's					
Female	64.8	60.4	61.4	65.7	69.7
Male	35.2	39.6	38.6	34.3	30.3
Total	100.0	100.0	100.0	100.0	100.0
Credential					
Female	81.6	82.3	84.8	82.6	82.6
Male	18.4	17.7	15.2	17.4	17.4
Total	100.0	100.0	100.0	100.0	100.0
Numbers					
All Degrees					
Female	846	899	971	696	957
Male	455	493	554	371	506
Total	1,301	1,392	1,525	1,067	1,463
Baccalaureate					
Female	723	791	870	601	833
Male	386	421	487	323	450
Total	1,109	1,212	1,357	924	1,283
Second Baccalaureate					
Female	5	6	7	7	2
Male	5	5	8	2	3
Total	10	11	15	9	5
Master's					
Female	118	102	94	88	122
Male	64	67	59	46	53
Total	182	169	153	134	175
Credential					
Female	440	362	453	474	413
Male	99	78	81	100	87
Total	539	440	534	574	500

Source: Degree files maintained by the IPA Office.

* The number of credentials issued may exceed the number of candidates because some candidates complete programs which qualify them for two basic credentials at the same time.

WASC Table 3.1d
Cal State San Marcos
Degrees Granted by Degree Level, Racial and Ethnic Background
and Graduation Year (Percentages)

	Graduation Year				
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
All Degrees					
Minority	28.6	26.5	28.8	27.8	30.1
African American	*2.5*	*2.2*	*2.5*	*1.8*	*2.7*
Asian	*4.2*	*3.7*	*4.7*	*3.7*	*4.3*
Filipino & Pacific Islander	*3.5*	*4.2*	*4.1*	*4.7*	*4.4*
Latino	*17.6*	*15.7*	*16.7*	*17.2*	*17.8*
Native American	*0.8*	*0.6*	*0.9*	*0.4*	*1.0*
White	54.4	55.5	55.0	54.7	53.3
Other or unknown	14.8	15.2	13.7	14.2	13.5
Non-US citizen (F, J, or other Visa)	2.2	2.8	2.6	3.3	3.0
Total	100.0	100.0	100.0	100.0	100.0
Baccalaureate					
Minority	29.9	27.6	28.9	28.9	31.9
African American	*2.7*	*2.1*	*2.4*	*1.8*	*3.0*
Asian	*3.8*	*3.8*	*4.3*	*3.4*	*4.2*
Filipino & Pacific Islander	*4.1*	*4.4*	*4.5*	*4.9*	*4.8*
Latino	*18.5*	*16.6*	*16.8*	*18.4*	*18.8*
Native American	*0.9*	*0.7*	*0.8*	*0.4*	*1.0*
White	53.3	55.3	54.9	54.1	51.9
Other or unknown	15.1	14.8	14.0	14.6	13.3
Non-US citizen (F, J, or other Visa)	1.7	2.4	2.2	2.4	2.9
Total	100.0	100.0	100.0	100.0	100.0
Second Baccalaureate					
Minority	20.0	9.1	53.3	22.2	0.0
African American	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*
Asian	*10.0*	*0.0*	*26.7*	*0.0*	*0.0*
Filipino & Pacific Islander	*0.0*	*0.0*	*6.7*	*22.2*	*0.0*
Latino	*10.0*	*9.1*	*20.0*	*0.0*	*0.0*
Native American	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*
White	50.0	54.5	20.0	44.4	40.0
Other or unknown	10.0	27.3	20.0	0.0	40.0
Non-US citizen (F, J, or other Visa)	20.0	9.1	6.7	33.3	20.0
Total	100.0	100.0	100.0	100.0	100.0

Table 3.1d - cont'd p.2

	Graduation Year				
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Master's					
Minority	20.9	20.1	25.5	20.9	18.3
African American	*1.1*	*3.0*	*3.3*	*1.5*	*0.6*
Asian	*6.0*	*3.6*	*5.2*	*6.7*	*5.1*
Filipino & Pacific Islander	*0.5*	*3.6*	*0.0*	*2.2*	*1.1*
Latino	*12.6*	*9.5*	*15.0*	*10.4*	*10.9*
Native American	*0.5*	*0.6*	*2.0*	*0.0*	*0.6*
White	61.5	57.4	58.8	59.7	64.0
Other or unknown	13.7	17.2	10.5	11.9	14.3
Non-US citizen (F, J, or other Visa)	3.8	5.3	5.2	7.5	3.4
Total	100.0	100.0	100.0	100.0	100.0
Credential					
Minority	22.3	23.6	18.4	23.2	22.6
African American	*0.9*	*0.5*	*1.9*	*1.2*	*2.0*
Asian (Includes Filipino & Pacific Islander)	*3.7*	*5.5*	*3.6*	*5.7*	*5.4*
Latino	*16.5*	*16.4*	*12.0*	*15.7*	*15.2*
Native American	*1.1*	*1.4*	*0.9*	*0.5*	*0.0*
White	62.9	56.1	66.3	63.2	61.4
Other or unknown	14.8	20.2	15.4	13.6	16.0
Non-US citizen (F, J, or other Visa)	-	-	-	-	-
Total	100.0	100.0	100.0	100.0	100.0

Source: Degree files maintained by the IPA Office

WASC Table 3.1e
Cal State San Marcos
Degrees Granted by Degree Level, Racial and Ethnic Background
and Graduation Year (Numbers)

	Graduation Year				
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
All Degrees					
Minority	372	369	439	297	441
African American	32	31	38	19	40
Asian	54	52	71	40	63
Filipino & Pacific Islander	46	59	62	50	64
Latino	229	218	254	184	260
Native American	11	9	14	4	14
White	708	773	838	584	780
Other or unknown	193	211	209	151	198
Non-US citizen (F, J, or other Visa)	28	39	39	35	44
Total	1,301	1,392	1,525	1,067	1,463
Baccalaureate					
Minority	332	334	392	267	409
African American	30	26	33	17	39
Asian	42	46	59	31	54
Filipino & Pacific Islander	45	53	61	45	62
Latino	205	201	228	170	241
Native American	10	8	11	4	13
White	591	670	745	500	666
Other or unknown	167	179	190	135	171
Non-US citizen (F, J, or other Visa)	19	29	30	22	37
Total	1,109	1,212	1,357	924	1,283
Second Baccalaureate					
Minority	2	1	8	2	0
African American	0	0	0	0	0
Asian	1	0	4	0	0
Filipino & Pacific Islander	0	0	1	2	0
Latino	1	1	3	0	0
Native American	0	0	0	0	0
White	5	6	3	4	2
Other or unknown	1	3	3	0	2
Non-US citizen (F, J, or other Visa)	2	1	1	3	1
Total	10	11	15	9	5

Table 3.1e - cont'd p. 2

	Graduation Year				
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006
Master's					
Minority	38	34	39	28	32
African American	*2*	*5*	*5*	*2*	*1*
Asian	*11*	*6*	*8*	*9*	*9*
Filipino & Pacific Islander	*1*	*6*	*0*	*3*	*2*
Latino	*23*	*16*	*23*	*14*	*19*
Native American	*1*	*1*	*3*	*0*	*1*
White	112	97	90	80	112
Other or unknown	25	29	16	16	25
Non-US citizen (F, J, or other Visa)	7	9	8	10	6
Total	182	169	153	134	175
Credential*					
Minority	120	104	98	133	113
African American	*5*	*2*	*10*	*7*	*10*
Asian (Includes Filipino & Pacific Islander)	*20*	*24*	*19*	*33*	*27*
Latino	*89*	*72*	*64*	*90*	*76*
Native American	*6*	*6*	*5*	*3*	*0*
White	339	247	354	363	307
Other or unknown	80	89	82	78	80
Non-US citizen (F, J, or other Visa)	-	-	-	-	-
Total	539	440	534	574	500

* Credential figures are from the College of Education. The number of credentials issued may exceed the number of candidates because some candidates complete programs which qualify them for two basic credentials at the same time.

Source: Degree files maintained by the IPA Office

WASC Table 3.2a
Cal State San Marcos
One-Year Continuation* Rates of Regularly Admitted
First-time Freshmen by Fall Entry Term

	Fall 2001 Entrants	Fall 2002 Entrants	Fall 2003 Entrants	Fall 2004 Entrants	Fall 2005 Entrants
Continuation Rate	62.4	70.5	72.0	70.3	75.7
Numbers					
Graduated	0	0	0	0	0
Enrolled	314	553	604	463	564
Not Enrolled	189	231	235	196	181
Total	503	784	839	659	745

* A one-year continuation rate shows the percentage of an entry cohort that is enrolled at the beginning
of the third term after entry.
Source: Retention files maintained by Office of IPA

WASC Table 3.2b
Cal State San Marcos
One-Year Continuation* Rates of Regularly Admitted
First-time Freshmen by Fall Entry Term and Gender

	Fall 2001 Entrants	Fall 2002 Entrants	Fall 2003 Entrants	Fall 2004 Entrants	Fall 2005 Entrants
Males					
Continuation Rate	55.2	70.9	72.7	66.4	70.5
(No. of entrants)	(203)	(313)	(319)	(244)	(264)
Females					
Continuation Rate	67.3	70.3	71.5	72.5	78.6
(No. of entrants)	(300)	(471)	(520)	(415)	(481)
Combined Rate	62.4	70.5	72.0	70.3	75.7
(No. of entrants)	(503)	(784)	(839)	(659)	(745)

* A one-year continuation rate shows the percentage of an entry cohort that is enrolled at the beginning
of the third term after entry.
Source: Retention files maintained by Office of IPA

WASC Table 3.2c
Cal State San Marcos
One-Year Continuation* Rates of Regularly Admitted
First-time Freshmen by Fall Entry Term and Ethnicity

	Fall 2001 Entrants		Fall 2002 Entrants		Fall 2003 Entrants		Fall 2004 Entrants		Fall 2005 Entrants	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Minority	57.7	(182)	69.8	(288)	69.9	(299)	67.0	(267)	74.4	(277)
African American	*37.5*	*(16)*	*61.1*	*(18)*	*54.2*	*(24)*	*74.1*	*(27)*	*52.6*	*(19)*
Asian	*57.1*	*(14)*	*48.6*	*(35)*	*95.2*	*(21)*	*68.2*	*(22)*	*82.9*	*(35)*
Filipino/Pacific Islander	*55.9*	*(34)*	*73.4*	*(64)*	*74.3*	*(70)*	*77.6*	*(58)*	*88.6*	*(44)*
Latino/a	*62.3*	*(114)*	*74.1*	*(166)*	*67.6*	*(173)*	*60.9*	*(156)*	*72.2*	*(169)*
Native American	*--*	*(4)*	*--*	*(5)*	*63.6*	*(11)*	*--*	*(4)*	*60.0*	*(10)*
White	65.3	(259)	72.3	(382)	75.5	(458)	70.3	(327)	76.5	(392)
Other/Unknown	64.0	(50)	68.1	(91)	58.2	(67)	80.0	(50)	81.8	(55)
Non US citizen (F,J or other Visa)	66.7	(12)	60.9	(23)	66.7	(15)	93.3	(15)	61.9	(21)
Combined Rate	62.4	(503)	70.5	(784)	72.0	(839)	70.3	(659)	75.7	(745)

* A one-year continuation rate shows the percentage of an entry cohort that is enrolled at the beginning
of the third term after entry. (Minimum n=10 to calculate rate).
Source: Retention files maintained by Office of IPA

WASC Table 3.2d
Cal State San Marcos
One-Year Continuation* Rates of Regularly Admitted
Transfer Students by Fall Entry Term

	Fall 2001 Entrants	Fall 2002 Entrants	Fall 2003 Entrants	Fall 2004 Entrants	Fall 2005 Entrants
Continuation Rate	79.3	79.5	80.5	84.9	83.6
Numbers					
Graduated	11	6	3	11	4
Enrolled	776	880	781	912	640
Not Enrolled	206	229	190	164	126
Total	993	1,115	974	1,087	770

* A one-year continuation rate shows the percentage of an entry cohort that is enrolled at the beginning
of the third term after entry.
Source: Retention files maintained by Office of IPA

WASC Table 3.2e
Cal State San Marcos
One-Year Continuation* Rates of Regularly Admitted
Transfer Students by Fall Entry Term and Gender

	Fall 2001 Entrants	Fall 2002 Entrants	Fall 2003 Entrants	Fall 2004 Entrants	Fall 2005 Entrants
Males					
Continuation Rate	76.5	79.0	77.4	83.6	79.5
(No. of entrants)	(425)	(433)	(354)	(421)	(303)
Females					
Continuation Rate	81.4	79.7	82.3	85.7	86.3
(No. of entrants)	(568)	(682)	(620)	(666)	(467)
Combined Rate	79.3	79.5	80.5	84.9	83.6
(No. of entrants)	(993)	(1115)	(974)	(1087)	(770)

* A one-year continuation rate shows the percentage of an entry cohort that is enrolled at the beginning
of the third term after entry.
Source: Retention files maintained by Office of IPA

WASC Table 3.2f
Cal State San Marcos
One-Year Continuation* Rates of Regularly Admitted
Transfer Students by Fall Entry Term and Ethnicity

	Fall 2001 Entrants		Fall 2002 Entrants		Fall 2003 Entrants		Fall 2004 Entrants		Fall 2005 Entrants	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Minority	80.9	(235)	79.3	(328)	75.0	(308)	82.6	(362)	81.0	(268)
African American	*84.6*	*(26)*	*81.8*	*(33)*	*82.8*	*(29)*	*87.5*	*(40)*	*65.4*	*(26)*
Asian	*82.5*	*(40)*	*83.3*	*(42)*	*73.8*	*(42)*	*83.6*	*(55)*	*82.1*	*(39)*
Filipino/Pacific Islander	*81.6*	*(38)*	*77.6*	*(58)*	*74.5*	*(47)*	*74.5*	*(55)*	*84.8*	*(46)*
Latino/a	*82.2*	*(124)*	*78.7*	*(188)*	*75.0*	*(184)*	*83.1*	*(201)*	*81.7*	*(147)*
Native American	*--*	*(7)*	*--*	*(7)*	*--*	*(6)*	*90.9*	*(11)*	*90.0*	*(10)*
White	78.2	(603)	80.5	(588)	82.4	(511)	84.7	(556)	87.4	(374)
Other/Unknown	78.3	(138)	76.8	(181)	85.7	(126)	90.0	(140)	77.2	(101)
Non-resident Alien	94.1	(17)	77.8	(18)	82.8	(29)	93.1	(29)	81.5	(27)
Combined Rate	79.3	(993)	79.4	(1,115)	80.5	(974)	84.9	(1,087)	83.6	(770)

* A one-year continuation rate shows the percentage of an entry cohort that is enrolled at the beginning
of the third term after entry. (Minimum n=10 to calculate rate).
Source: Retention files maintained by Office of IPA

WASC Table 3.2g
Cal State San Marcos
Enrollment Status of Regularly Admitted
First-time Freshmen by Fall Entry Term

	Fall 1996 Entrants	Fall 1997 Entrants	Fall 1998 Entrants	Fall 1999 Entrants	Fall 2000 Entrants
Percentages					
Full time (12 units or more)	77.0	74.4	66.8	64.2	67.1
Part time	23.0	25.6	33.2	35.8	32.9
Total	100.0	100.0	100.0	100.0	100.0
Numbers					
Full time (12 units or more)	224	218	203	246	359
Part time	67	75	101	137	176
Total	291	293	304	383	535

Source: Retention files maintained by Office of IPA

WASC Table 3.2h
Cal State San Marcos
Six-Year Graduation and Retention Rates of Regularly Admitted First-time
Freshmen by Fall Entry Term

	Fall 1996 Entrants	Fall 1997 Entrants	Fall 1998 Entrants	Fall 1999 Entrants	Fall 2000 Entrants
Graduation Rate	34.7	39.2	40.1	38.4	37.4
Enrolled (13th term after entry)	5.5	6.5	6.3	5.5	5.0
Retention Rate	40.2	45.7	46.4	43.9	42.4
Numbers					
Graduated	101	115	122	147	200
Enrolled	16	19	19	21	27
Not Enrolled	174	159	163	215	308
Total	291	293	304	383	535

Source: Retention files maintained by Office of IPA

WASC Table 3.2i
Cal State San Marcos
Six-Year Graduation and Retention Rates of Regularly Admitted First-time Freshmen by Gender and Fall Entry Term

	Fall 1996 Entrants	Fall 1997 Entrants	Fall 1998 Entrants	Fall 1999 Entrants	Fall 2000 Entrants
Males					
Graduation Rate	26.7	33.0	37.4	30.7	28.4
Enrolled (13th term after entry)	5.0	9.0	5.1	9.8	5.0
Retention Rate	31.7	42.0	42.5	40.5	33.4
(No. of entrants)	(101)	(100)	(99)	(153)	(218)
Females					
Graduation Rate	38.9	42.5	41.5	43.5	43.5
Enrolled (13th term after entry)	5.8	5.2	6.8	2.6	5.0
Retention Rate	44.7	47.7	48.3	46.1	48.5
(No. of entrants)	(190)	(193)	(205)	(230)	(317)
Combined Rate	40.2	45.7	46.4	43.9	42.4
(No. of entrants)	(291)	(293)	(304)	(383)	(535)

Source: Retention files maintained by Office of IPA

WASC Table 3.2j
Cal State San Marcos
Six-Year Graduation and Retention Rates of Regularly Admitted First-time Freshmen
by Ethnicity and Fall Entry Term

	African American	Asian	Filipino & Pacific Islander	Hispanic	Native American	White	Other/ Unknown	Non-US citizen F,J, or other Visa
Fall 1996								
Graduation Rate	--	57.1	40.0	42.4	--	31.4	25.0	--
Enrolled (13th term after entry)	--	7.1	6.7	10.6	--	4.5	0.0	--
Retention Rate	--	64.3	46.7	53.0	--	35.9	25.0	--
(No. of entrants)	(8)	(14)	(15)	(66)	(3)	(156)	(24)	(5)
Fall 1997								
Graduation Rate	--	50.0	41.7	37.5	--	44.0	29.3	--
Enrolled (13th term after entry)	--		0.0	8.3	--	4.3	9.8	--
Retention Rate	--		41.7	45.8	--	48.2	39.0	--
(No. of entrants)	(12)	(8)	(12)	(72)	(2)	(141)	(41)	(5)
Fall 1998								
Graduation Rate	--	38.5	51.9	41.9	--	40.3	28.0	--
Enrolled (13th term after entry)	--	0.0	0.0	0.0	--	6.0	4.0	--
Retention Rate	--	38.5	51.9	41.9	--	46.3	32.0	--
(No. of entrants)	(9)	(13)	(27)	(74)	(2)	(149)	(25)	(5)
Fall 1999								
Graduation Rate	50.0	22.7	25.0	31.7	--	41.2	53.8	--
Enrolled (13th term after entry)	0.0	18.2	10.7	8.5	--	2.7	2.6	--
Retention Rate	50.0	40.9	35.7	40.2	--	43.9	56.4	--
(No. of entrants)	(12)	(22)	(28)	(82)	(5)	(187)	(39)	(8)
Fall 2000								
Graduation Rate	30.0	50.0	36.8	33.9	--	36.0	46.3	33.3
Enrolled (13th term after entry)	0.0	7.9	10.5	3.4	--	6.0	0.0	0.0
Retention Rate	30.0	57.9	47.4	37.3	--	42.0	46.3	33.3
(No. of entrants)	(10)	(38)	(38)	(118)	(5)	(267)	(41)	(18)

Note: Minimum n=10 required to calculate retention rate.
Source: Retention files maintained by Office of IPA

WASC Table 3.2k
Cal State San Marcos
Enrollment Status of Regularly Admitted
Transfer Students by Fall Entry Term

	Fall 1999 Entrants	Fall 2000 Entrants	Fall 2001 Entrants	Fall 2002 Entrants	Fall 2003 Entrants
Percentages					
Full time (12 units or more)	56.9	54.2	57.1	55.8	69.0
Part time	43.1	45.8	42.9	44.2	31.0
Total	100.0	100.0	100.0	100.0	100.0
Numbers					
Full time (12 units or more)	504	471	567	622	673
Part time	382	398	426	493	303
Total	886	869	993	1,115	976

Source: Retention files maintained by Office of IPA

WASC Table 3.2l
Cal State San Marcos
Three-Year Graduation and Retention Rates of Regularly Admitted Transfer Students by Fall Entry Term

	Fall 1999 Entrants	Fall 2000 Entrants	Fall 2001 Entrants	Fall 2002 Entrants	Fall 2003 Entrants
Graduation Rate	51.2	49.7	51.3	43.0	54.9
Enrolled (7th term after entry)	17.4	17.6	16.9	11.2	13.8
Retention Rate	68.6	67.3	68.2	54.2	68.7
Numbers					
Graduated	454	432	509	480	535
Enrolled	154	153	168	125	134
Not Enrolled	278	284	316	510	305
Total	886	869	993	1115	974

Source: Retention files maintained by Office of IPA

WASC Table 3.2m
Cal State San Marcos
Three-Year Graduation and Retention Rates of Regularly Admitted Transfer Students by Fall Entry Term and Gender

	Fall 1999 Entrants	Fall 2000 Entrants	Fall 2001 Entrants	Fall 2002 Entrants	Fall 2003 Entrants
Males					
Graduation Rate	44.4	43.4	43.8	37.0	47.2
Enrolled (7th term after entry)	20.5	19.8	20.0	12.2	16.4
Retention Rate	64.9	63.2	63.8	49.2	63.6
(No. of entrants)	(322)	(339)	(425)	(433)	(354)
Females					
Graduation Rate	55.1	53.8	56.9	46.9	59.4
Enrolled (7th term after entry)	15.6	16.2	14.6	10.6	12.3
Retention Rate	70.7	70.0	71.5	57.5	71.7
(No. of entrants)	(564)	(530)	(568)	(682)	(620)
Combined Rate	68.6	67.3	68.3	52.5	68.7
(No. of entrants)	(886)	(869)	(993)	(1115)	(974)

Source: Retention files maintained by Office of IPA

WASC Table 3.2n
Cal State San Marcos
Three-Year Graduation and Retention Rates of
Regularly Admitted Transfer Students by Fall Entry Term and Ethnicity

	African American	Asian	Filipino & Pacific Islander	Hispanic	Native American	White	Other/ Unknown	Non-US citizen F,J, or other Visa
Fall 1999								
Graduation Rate	44.8	41.7	36.7	56.6	--	50.9	54.9	68.4
Enrolled (7th term after entry)	17.2	30.6	43.3	13.2	--	17.0	16.5	10.5
Retention Rate	62.0	72.3	80.0	69.8	--	67.9	71.4	78.9
(No. of entrants)	(29)	(36)	(30)	(136)	(7)	(487)	(142)	(19)
Fall 2000								
Graduation Rate	30.0	45.2	38.8	50.7	--	50.0	58.2	57.1
Enrolled (7th term after entry)	20.0	19.4	20.4	16.7	--	16.9	20.0	14.3
Retention Rate	50.0	64.6	59.2	67.4	--	66.9	78.2	71.4
(No. of entrants)	(20)	(31)	(49)	(150)	(8)	(492)	(105)	(14)
Fall 2001								
Graduation Rate	42.3	45.0	52.6	53.2	--	52.1	47.8	82.4
Enrolled (7th term after entry)	23.1	12.5	23.7	21.0	--	16.3	15.2	17.6
Retention Rate	65.4	57.5	76.3	74.2	--	68.4	63.0	100.0
(No. of entrants)	(26)	(40)	(38)	(124)	(7)	(603)	(138)	(17)
Fall 2002								
Graduation Rate	33.3	42.9	34.5	41.5	--	44.9	41.4	61.1
Enrolled (7th term after entry)	15.2	19.0	13.8	14.4	--	10.2	8.8	5.6
Retention Rate	48.5	61.9	48.3	55.9	--	55.1	50.3	66.7
(No. of entrants)	(33)	(42)	(58)	(188)	(7)	(588)	(181)	(18)
Fall 2003								
Graduation Rate	44.8	42.9	40.4	55.4	--	57.3	57.9	55.2
Enrolled (7th term after entry)	24.1	16.7	27.7	12.0	--	12.5	11.1	17.2
Retention Rate	69.0	59.5	68.1	67.4	--	69.9	69.0	72.4
(No. of entrants)	(29)	(42)	(47)	(184)	(6)	(511)	(126)	(29)

Note: Minimum n=10 required to calculate retention rate.
Source: Retention files maintained by Office of IPA

WASC Table 4.1a
Cal State San Marcos
Faculty Composition by Rank and Fall Term

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Percentages					
Tenure/Tenure track	40.3	47.3	50.4	41.7	37.3
Lecturer					
Full time	3.0	5.7	2.2	3.6	4.4
Part time	56.7	47.0	47.4	54.7	58.3
Total	100.0	100.0	100.0	100.0	100.0
Headcount					
Tenure/Tenure track	177	190	185	183	187
Lecturer					
Full time	13	23	8	16	22
Part time	249	189	174	240	292
Total	439	402	367	439	501

Note: Figures exclude teaching assistants and administrators.

Source: The numbers shown in this table are derived from the APDB report prepared each term for the CSU Chancellor's Office. Thus, they include only those faculty members who taught one or more courses during a given term.

WASC Table 4.1b
Cal State San Marcos
Faculty by Rank, Gender and Fall Term (Percentages)

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Tenure/Tenure track					
Female	48.0	48.4	51.4	48.6	51.3
Male	52.0	49.5	48.6	47.5	46.5
Unknown	0.0	2.1	0.0	3.8	2.1
Total	100.0	100.0	100.0	100.0	100.0
Lecturer					
Full time					
Female	46.2	43.5	37.5	56.3	59.1
Male	53.8	39.1	62.5	43.8	31.8
Unknown	0.0	17.4	0.0	0.0	9.1
Total	100.0	100.0	100.0	100.0	100.0
Part time					
Female	39.0	52.4	46.0	44.2	47.3
Male	33.7	42.3	44.8	35.8	35.3
Unknown	27.3	5.3	9.2	20.0	17.5
Total	100.0	100.0	100.0	100.0	100.0
All faculty					
Female	41.3	44.9	44.7	46.5	49.3
Male	39.6	40.8	43.4	41.0	39.3
Unknown	19.1	14.3	11.9	12.5	11.4
Total	100.0	100.0	100.0	100.0	100.0

*Includes Pacific Islanders

Note: Figures exclude teaching assistants and administrators.

Source: The numbers shown in this table are derived from the APDB report prepared each term for the CSU Chancellor's Office.

Thus, they include only those faculty members who taught one or more courses during a given term.

WASC Table 4.1c
Cal State San Marcos
Faculty by Rank, Gender and Fall Term (Headcount)

Level	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Tenure/Tenure track					
Female	85	92	95	89	96
Male	92	94	90	87	87
Unknown	0	4	0	7	4
Total	177	190	185	183	187
Lecturer					
Full time					
Female	6	10	3	9	13
Male	7	9	5	7	7
Unknown	0	4	0	0	2
Total	13	23	8	16	22
Part time					
Female	97	99	80	106	138
Male	84	80	78	86	103
Unknown	68	10	16	48	51
Total	249	189	174	240	292
All faculty					
Female	192	201	180	204	247
Male	184	183	175	180	197
Unknown	89	64	48	55	57
Total	465	448	403	439	501

*Includes Pacific Islanders

Note: Figures exclude teaching assistants and administrators.

Source: The numbers shown in this table are derived from the APDB report prepared each term for the CSU Chancellor's Office.

Thus, they include only those faculty members who taught one or more courses during a given term.

WASC Table 4.1d
Cal State San Marcos
Tenured and Tenure-Track Faculty by Racial and
Ethnic Background and Fall Term

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Percent					
Minority	35.6	35.9	36.2	36.6	35.3
African American	*2.3*	*3.2*	*3.2*	*2.7*	*3.7*
*Asian American**	*14.7*	*15.3*	*14.6*	*13.7*	*15.0*
Latino	*16.9*	*16.3*	*17.3*	*15.3*	*15.0*
Native American	*1.1*	*1.1*	*1.1*	*1.6*	*1.1*
Other Non-White	*0.6*	*0.0*	*0.0*	*3.3*	*0.5*
White	59.9	56.2	56.8	55.7	56.7
Unknown	4.5	7.9	7.0	7.7	8.0
Total	100.0	100.0	100.0	100.0	100.0
Numbers					
Minority	63	68	67	67	66
African American	*4*	*6*	*6*	*5*	*7*
*Asian American**	*26*	*29*	*27*	*25*	*28*
Latino	*30*	*31*	*32*	*28*	*28*
Native American	*2*	*2*	*2*	*3*	*2*
Other Non-White	*1*	*0*	*0*	*6*	*1*
White	106	107	105	102	106
Unknown	8	15	13	14	15
Total	177	190	185	183	187

*Includes Pacific Islanders

Note: Figures exclude teaching assistants and administrators.

Source: The numbers shown in this table are derived from the APDB report prepared each term for the CSU Chancellor's Office.

Thus, they include only those faculty members who taught one or more courses during a given term.

WASC Table 4.1e
Cal State San Marcos
Racial and Ethnic Background of Full-time Lecturers and Fall Term

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Percent					
Minority	15.4	17.4	25.0	6.3	18.2
African American	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*
Asian American*	*0.0*	*8.7*	*12.5*	*0.0*	*9.1*
Latino	*15.4*	*8.7*	*12.5*	*6.3*	*9.1*
Native American	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*
Other Non-White	*0.0*	*0.0*	*0.0*	*0.0*	*0.0*
White	84.6	60.9	75.0	87.5	68.2
Unknown	0.0	21.7	0.0	6.3	13.6
Total	100.0	100.0	100.0	100.0	100.0
Numbers					
Minority	2	4	2	1	4
African American	*0*	*0*	*0*	*0*	*0*
Asian American*	*0*	*2*	*1*	*0*	*2*
Latino	*2*	*2*	*1*	*1*	*2*
Native American	*0*	*0*	*0*	*0*	*0*
Other Non-White	*0*	*0*	*0*	*0*	*0*
White	11	14	6	14	15
Unknown	0	5	0	1	3
Total	13	23	8	16	22

*Includes Pacific Islanders

Note: Figures exclude teaching assistants and administrators.

Source: The numbers shown in this table are derived from the APDB report prepared each term for the CSU Chancellor's Office.

Thus, they include only those faculty members who taught one or more courses during a given term.

WASC Table 4.1f
Cal State San Marcos
Racial and Ethnic Background of Part-time Lecturers by Fall Term

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Percent					
Minority	11.2	14.3	13.2	13.3	16.8
African American	*1.6*	*1.6*	*2.3*	*2.1*	*3.1*
Asian American*	*4.8*	*6.3*	*5.7*	*4.2*	*4.8*
Latino	*4.0*	*6.3*	*4.6*	*5.8*	*8.6*
Native American	*0.0*	*0.0*	*0.6*	*0.8*	*0.3*
Other Non-White	*0.8*	*0.0*	*0.0*	*0.4*	*0.0*
White	55.4	74.1	71.8	59.6	61.0
Unknown	33.3	11.6	14.9	27.1	22.3
Total	100.0	100.0	100.0	100.0	100.0
Numbers					
Minority	28	27	23	32	49
African American	*4*	*3*	*4*	*5*	*9*
Asian American*	*12*	*12*	*10*	*10*	*14*
Latino	*10*	*12*	*8*	*14*	*25*
Native American	*0*	*0*	*1*	*2*	*1*
Other Non-White	*2*	*0*	*0*	*1*	*0*
White	138	140	125	143	178
Unknown	83	22	26	65	65
Total	249	189	174	240	292

*Includes Pacific Islanders

Note: Figures exclude teaching assistants and administrators.

Source: The numbers shown in this table are derived from the APDB report prepared each term for the CSU Chancellor's Office.

Thus, they include only those faculty members who taught one or more courses during a given term.

WASC Table 5.1a
Cal State San Marcos
Library Resources

	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Library Staff (FTE.)					
Librarians	14.2	14.0	13.8	12.2	12.58
Other professional staff	0.0	0.0	0.0	0.0	0.0
All other paid staff except student assistant	20.8	21.8	25.5	24.5	26.50
Student Assistants	12.2	10.4	9.6	11.3	12.89
Total Library Staff	47.1	46.1	48.9	48.0	51.97
Salaries and Wages Excluding Benefits					
Librarians/professional staff	$846,467	$914,913	$847,622	$894,468	$965,490
All other paid staff except student assistants	$716,960	$754,233	$829,739	$898,047	$963,768
Student assistants	$172,491	$180,200	$178,966	$178,699	$211,294
Total Salaries/Wages	$1,735,918	$1,849,346	$1,856,327	$1,971,214	$2,140,552
Information Resources Expenses					
Books, serial back files, and other print materials	$213,978	$220,189	$294,648	$269,749	$246,972
Current serials	$370,429	$246,127	$270,071	$132,678	$203,020
Microforms (including current serials)	$32,373	$28,635	$2,541	$21,796	$22,991
A/V (including current serials)	$36,596	$19,766	$19,205	$10,831	$19,479
Computer files & search services (including current serials)	$121,445	$177,990	$174,198	$217,328	$218,477
Document delivery/ interlibrary loan	$5,998	$7,613	$13,847	$19,157	$39,658
Total Information Resources Expenses	$780,819	$700,320	$774,510	$671,539	$750,597
Preservation/Binding	$14,447	$23,727	$89,247	$6,295	$1,980

Note that for each year, the totals reflect the June 30 Fiscal Year close.

Table 5.1a cont'd - p. 2

	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Operating Expenditures	$219,498	$182,896	$104,370	$105,540	$79,148
Furniture and equipment, excluding computer equipment	$46,543	$36,798	$37,852	$29,350	$4,725
Bibliographic utilities, networks, & consortia	$33,315	$78,034	$43,508	$43,039	$78,855
Other operating expenditures	$79,750	$73,071	$125,780	$149,196	$209,197
Total Operating Expenditures	$2,910,290	$2,944,192	$3,031,594	$2,976,173	$2,299,564
Total Library Expenditures (includes emp. fringe benefits)	$3,270,898	$3,404,095	$3,686,511	$3,681,745	$3,048,625
Library Collections:					
Books and bound periodical (volumes, held)	213,010	222,213	233,445	243,562	257,862
Government documents not included above (units)	0	0	0	0	0
Current serials (periodicals newspapers, gov. docs.) paid/unpaid subscrips	2,984	2,350	2,043	2,181	2,708
Current electronic titles (e-journals only)	9,661	10,902	12,372	15,085	16,566
Microforms (units)	894,593	917,561	941,482	949,512	957,916
Manuscripts & archives (linear feet)	331	398	491	508	522
Cartographic materials	512	573	735	1,046	1,059
Graphic materials (units)	18,884	19,077	19,415	19,415	19,415
Sound recordings (units)	2,531	2,630	2,909	2,933	3,094
Film & video materials (units)	5,045	5,348	5,619	5,960	6,519
Computer files (units)	851	971	1,194	1,417	1,424

Table 5.1a cont'd - p. 3

	2001/2002	2002/2003	2003/2004	2004/2005	2005/2006
Library Services					
Circulation Transactions					
General collection	54,486	75,336	69,758	76,711	58,874
In-house use	25,011	16,038	18,633	33,832	33,441
Mutual use	191	408	647	572	678
Reserve collection	34,615	60,755	85,342	74,746	84,569
Document delivery/Interlibrary Loan (provided to other libs)					
Returnable	1,604	1,640	1,586	1,831	1,729
Non-returnable	2,501	2,589	2,484	3,120	3,599
Total Provided	4,105	4,229	4,070	4,951	5,328
Provided for CSU libraries	1,839	1,869	1,920	2,187	2,363
Provided for UC libraries	162	136	153	165	194
Document delivery/Interlibrary Loan (from other libraries)					
Returnable	694	880	704	726	746
Non-returnable	4,061	5,443	6,561	8,318	10,324
Total Received	4,755	6,323	7,265	9,044	11,070
Received from CSU libraries	3,298	4,218	4,995	6,013	6,514
Received from UC libraries	192	329	309	382	212
Library Services for a Typical Week in Fall Qtr					
Public services hours in a typical week	69	69	69	69	--
Person hours per typical week of prof'l ref service	54	55	56	56	--
Gate count in a typical week	6,235	8,265	30,290	17,974	15,918
Reference transactions in a typical week	782	701	611	637	203

Note: The figures for each year reflect the June 30 Fiscal Year close.
Source: Kellogg Library

WASC Table 5.2
Cal State San Marcos
Physical Resources - 2006

	Size--Net Assignable Area (in square feet)	Number of Rooms	Number of Stations
1. Main Campus			
Instructional Space			
a. Lecture Room	67,164	70	3,109
b. Teaching Laboratory	42,087	35	771
c. Research Laboratory	12,665	56	163
d. Self-instruction Computer Labs	8,319	5	214
e. Music Practice Studio	1,949	10	12
f. Physical Education-Indoor	10,955	5	NA
g. Special Space Education	7,259	10	251
h. Radio-TV	3,587	11	42
i. Special Instructional	6,856	2	212
Instructional-Service Space			
a. Lecture Service	1,449	13	NA
b. Teaching Lab Service	13,396	60	NA
c. Research Lab Service	3,872	23	NA
d. Special Instructional support space	6,577	19	48
Offices			
a. Faculty Office	34,088	301	302
b. Faculty Office--Clerical	9,599	23	51
c. Faculty/Admin	3,675	25	25
d. Faculty/Admin-Clerical	4,287	21	46
e. Administration--Professional	16,226	114	116
f. Administration--Clerical	44,672	102	246
h. Student Office-Clerical	102	1	1
i. Other Office	26,444	43	136
Office-Service Areas			
a. Faculty Office--Service	445	3	3
b. Faculty/Admin--Service	2,715	16	29
c. Administration--Service	26,341	78	122
d. Student Office--Service			
Non-Office			
a. Conference Room	12,961	27	519
b. Lounge	503	1	NA
c. General Storage	9,916	41	8
d. Warehouse	5,568	12	7
e. Library Study Hall	10,391	39	354
f. Library Carrel	10,612	7	197

Table 5.2 cont'd - p.2

	Size--Net Assignable Area (in square feet)	Number of Rooms	Number of Stations
g. Library Special Study	2,558	10	91
h. Library Stack Area	47,271	19	NA
i. Library Stack Study	3,090	4	113
j. Library Services	17,253	25	64
k. Auditoria	2,343	2	300
l. Auditoria Services	1,384	8	48
Miscellaneous Space			
a. Locker Rooms	760	2	NA
b. Student Use	128	1	63
c. Administrative Use	4,725	5	36
d. Other General Use	3,720	6	3
2. Temecula Campus			
Instructional Space *			
a. Lecture Room	6,300	7	210
Instructional-Service Space	NA	NA	NA
**Offices ** **			
a. Faculty/Admin-Clerical	500	2	2
b. Computer Lab	500	1	4
Office-Service Areas	NA	NA	NA
Non-Office	NA	NA	NA
Miscellaneous Space	NA	NA	NA

	Dollars
3. Total Replacement Cost for Total Plant (or insured value)	$234,221,900
4. Total Replacement Cost of Equipment (or insured value)	$41,132,700

* Classroom space is a computer exchange program with an area high school. Size is based on average classroom space in the high school.

** Office space is leased from Mt. San Jacinto Community College

Sources: Planning, Design & Construction; Risk Management; Replacement costs are from CSUSM Risk Management July 2006 property evaluation

WASC Table 5.3
Cal State San Marcos
Sources of Revenue by Year

	FY 2002		FY 2003		FY 2004		FY 2005		FY 2006	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Operating revenues										
Tuition & fees, after deducting discounts & allowances	10,976,558	13.3%	13,735,206	14.9%	18,162,391	16.3%	19,944,432	20.6%	22,867,810	24.5%
Grants and contracts - operating:										
Federal	5,227,508	6.3%	6,192,875	6.7%	6,213,973	5.6%	5,473,044	5.6%	4,869,843	5.2%
State	1,262,554	1.5%	995,470	1.1%	1,685,944	5.6%	2,177,642	2.2%	2,070,439	2.2%
Local/private grants and contracts	866,509	1.0%	638,127	0.7%	892,476	0.8%	—	0.0%	535,955	0.6%
Sales & services of auxiliary enterprises,										
after deducting discounts & allowances	1,061,714	1.3%	1,772,277	1.9%	2,687,295	2.4%	2,791,347	2.9%	2,886,925	3.1%
Independent operations	—		—		—		—		—	
Other sources - operating (CV)	401,943	0.5%	765,074	0.8%	323,132	0.3%	177,575	0.2%	790,347	0.8%
Total operating revenues	19,796,786	23.9%	24,099,029	26.1%	29,965,211	26.9%	30,564,040	31.5%	34,021,319	36.4%
Nonoperating revenue:										
Federal appropriations	—		—		—		—		—	
State appropriations	52,989,226	64.0%	55,888,082	60.5%	54,573,409	49.1%	53,307,764	55.0%	54,723,975	58.6%
Gifts, including contributions from affiliated organizations	—		—		100,000	0.4%	860,259		896,369	
Investment income	611,853	0.7%	410,440	0.4%	140,314	0.1%	354,716	0.4%	1,918,433	2.1%
Endowment income	—		—		—		—		—	
Other nonoperating revenues (expenses)	1,544,601	1.9%	2,791,755	3.0%	904,328	0.8%	1,801,917	1.9%	235,031	0.3%
Total nonoperating revenues	55,145,680	66.6%	59,090,277	64.0%	55,718,051	50.1%	56,324,656	58.1%	57,773,808	61.8%
Other revenues and additions:										
Capital appropriations	6,208,000	7.5%	8,888,544	9.6%	26,008,455	23.4%	10,002,000	10.3%	767,000	0.8%
Capital grants and gifts	1,663,000	2.0%	300,327	0.3%	—		—		865,633	0.9%
Additions to permanent endowment	—		—		—		—		—	
Other revenues and additions (CV)	—		—		—		—		—	
Total other revenues and additions	7,871,000	9.5%	9,188,871		26,008,455	23.4%	10,002,000	10.3%	1,632,633	1.7%
Total revenues	82,813,466	100.0%	92,378,177	100.0%	111,214,209	100.0%	96,890,696	100.0%	93,427,760	100.0%

Source: Information and Technology Services

* Source: CSUSM Accounting. Figures for 2002 include initial capital lease expense; subsequent figures include depreciation.

WASC Table 5.4
Cal State San Marcos
Operating Expenditures by Year

	FY 2002		FY 2003		FY 2004		FY 2005		FY 2006	
	Amount	%	Amount	%	Amount	%	Amount	%	Amount	%
Expenses:										
Operating expenses:										
Instruction	24,782,680	32.3%	25,134,192	28.7%	27,627,643	29.9%	27,464,138	31.1%	31,179,944	30.6%
Research	54,332	0.1%	47,370	0.1%	53,266	0.1%	526,419	0.6%	670,326	0.7%
Public service	43,298	0.1%	85,693	0.1%	43,019	0.0%	27,121	0.0%	298,406	0.3%
Academic support	11,909,225	15.5%	11,395,997	13.0%	11,990,877	13.0%	12,489,035	14.1%	13,704,306	13.5%
Student services	7,403,275	9.6%	7,764,128	8.9%	6,689,970	7.3%	7,486,856	8.5%	8,325,253	8.2%
Institutional support	15,057,366	19.6%	11,897,446	13.6%	16,813,873	18.2%	14,978,589	16.9%	12,877,600	12.7%
Operations & maintenance of plant	3,621,836	4.7%	15,595,629	17.8%	7,074,693	7.7%	6,876,488	7.8%	11,914,971	11.7%
Depreciation	4,555,681	5.9%	5,610,609	6.4%	6,841,258	7.4%	7,340,268	8.3%	8,695,918	8.5%
Scholarships and fellowships expenses										
excluding discounts & allowances	7,446,918	9.7%	8,679,479	9.9%	11,748,625	12.7%	6,489,624	7.3%	9,278,598	9.1%
Auxiliary enterprises	1,738,436	2.3%	1,051,343	1.2%	2,912,096	3.2%	4,027,286	4.6%	3,253,421	3.2%
Hospital services	—		—		—		—		—	
Independent operations	—		—		—		—		—	
Other expenses & deductions (CV) *	—		—		—		—		—	
Total operating expenses	76,613,047	99.8%	87,261,886	99.5%	91,795,320	99.5%	87,705,824	99.2%	100,198,743	98.5%
Nonoperating expenses:										
Interest	153,671	0.2%	402,035	0.5%	377,508	0.4%	726,360	0.8%	1,548,154	1.5%
Other nonoperating expenses										
& deductions (CV)	—		—		88,148	0.1%	—		—	
Total nonoperating expenses (CV)	153,671	0.2%	402,035	0.5%	465,656	0.5%	726,360	0.8%	1,548,154	1.5%
Total expenses & deductions	76,766,718	100.0%	87,663,921	100.0%	92,260,976	100.0%	88,432,184	100.0%	101,746,897	100.0%

* (CV) = calculated value

Source: Financial and Administrative Services; Cal State San Marcos Financial Statements

WASC Table 5.5
Cal State San Marcos
Assets and Liabilities by Year

	FY 2002		FY 2003		FY 2004	
	Amount	%	Amount	%	Amount	%
Assets						
Current assets:						
Cash and cash equivalents	5,173,145	2.8%	6,085,663	3.2%	9,672,451	4.6%
Short-term investments	9,874,630	5.3%	10,470,120	5.5%	12,593,966	6.0%
Accounts receivable, net	7,272,343	3.9%	4,964,394	2.6%	2,377,470	1.1%
Leases receivable, current portion	—	—	—	—	—	—
Pledges receivable, net	—	—	—	—	—	—
Prepaid expenses and other assets	339,748	0.2%	3,751,590	2.0%	3,845,882	1.8%
Total current assets	22,659,866	12.1%	25,271,767	13.2%	28,489,769	13.6%
Noncurrent assets:						
Restricted cash and cash equivalents	57,292	<0.1%	564,607	0.3%	74,765	<0.1%
Accounts receivable, net	36,302,552	19.4%	17,078,333	8.9%	30,025,493	14.4%
Leases receivable, net of current portion	—	—	—	—	—	—
Student loans receivable, net	3,778	<0.1%	7,224	<0.1%	542	<0.1%
Pledges receivable, net	—	—	—	—	—	—
Endowment investments	—	—	—	—	—	—
Other long-term investments	51,950	<0.1%	60,892	<0.1%	77,436	<0.1%
Capital assets, net	128,310,266	68.5%	148,010,794	77.4%	149,570,121	71.7%
Other assets	—	—	236,423	—	479,452	0.2%
Total noncurrent assets	164,725,838	87.9%	165,958,273	86.8%	180,227,809	86.4%
Total assets	187,385,704	100.0%	191,230,040	100.0%	208,717,578	100.0%

WASC Table 5.5 cont'd - p.2

	FY 2002 Amount	%	FY 2003 Amount	%	FY 2004 Amount	%
Liabilities and Net Assets						
Current liabilities:						
Accounts payable	5,287,300	19.6%	3,982,522	15.3%	1,733,481	6.9%
Accrued salaries and benefits payable	3,480,458	12.9%	3,417,319	13.1%	4,392,388	17.5%
Accrued compensated absences – current portion	1,262,457	4.7%	1,526,619	5.9%	1,526,744	6.1%
Deferred revenue	1,777,035	6.6%	4,777,170	18.3%	6,005,943	24.0%
Capitalized lease obligations – current portion	1,275,393	4.7%	1,306,805	5.0%	821,939	3.3%
Long-term debt obligations – current portion	121,592	0.5%	85,000	0.3%	95,000	0.4%
Self-insurance claims liability – current portion	610,000	2.3%	—	—	—	—
Other liabilities	652,153	2.4%	1,011,232	3.9%	1,061,361	4.2%
Total current liabilities	14,466,388	53.7%	16,106,667	61.8%	15,636,856	62.5%
Noncurrent liabilities:						
Accrued compensated absences, net of current portion	1,264,141	4.7%	1,302,023	5.0%	1,473,375	5.9%
Deferred revenue	—	—	—	—	—	—
Grants refundable	356,165	1.3%	357,185	1.4%	419,480	1.7%
Capitalized lease obligations, net of current portion	1,635,480	6.1%	1,484,069	5.7%	662,129	2.6%
Long-term debt obligations, net of current portion	7,014,475	26.0%	6,823,827	26.2%	6,617,548	26.4%
Self-insurance claims liability, net of current portion	2,163,000	8.0%	—	—	—	—
Depository accounts	30	<0.1%	430	<0.1%	225,938	0.9%
Other liabilities	44,442	0.2%	—	—	—	—
Total noncurrent liabilities	12,477,733	46.3%	9,967,534	38.2%	9,398,470	37.5%
Total liabilities	26,944,121	100.0%	26,074,201	100.0%	25,035,326	100.0%

WASC Table 5.5 cont'd - p.3

	FY 2002 Amount	%	FY 2003 Amount	%	FY 2004 Amount	%
Net assets:						
Invested in capital assets, net of related debt	125,399,393	78.2%	138,311,093	83.7%	141,373,504	77.0%
Restricted for:						
Nonexpendable – endowments	—	—	—	—	—	—
Expendable:						
Scholarships and fellowships	304,678	0.2%	341,028	0.2%	208,925	0.1%
Research	—	—	—	—	—	—
Loans	48,004	0.03%	48,292	0.03%	51,091	0.03%
Capital projects	29,138,644	18.2%	12,143,055	7.4%	29,088,185	15.8%
Debt service	245,664	0.2%	255,529	0.2%	538,221	0.3%
Other	—	—	—	—	—	—
Unrestricted	5,305,180	3.3%	14,056,842	8.5%	12,422,325	6.8%
Total net assets	160,441,583	100.0%	165,155,839	100.0%	183,682,252	100.0%

WASC Table 5.5 cont'd - p.4

	FY 2005 Amount	%	FY 2006 Amount	%
Assets				
Current assets:				
Cash and cash equivalents	11,547,805	4.8%	2,592,088	1.1%
Short-term investments	10,747,027	4.5%	17,117,098	7.3%
Accounts receivable, net	3,628,636	1.5%	2,874,155	1.2%
Leases receivable, current portion	—	—	225,000	—
Pledges receivable, net	—	—		—
Prepaid expenses and other assets	2,315,123	1.0%	2,922,016	1.3%
Total current assets	28,238,591	11.7%	26,730,357	11.5%
Noncurrent assets:				
Restricted cash and cash equivalents	181,316	0.1%	129,495	0.1%
Accounts receivable, net	23,697,935	9.8%	11,426,849	4.9%
Leases receivable, net of current portion	25,230,000	10.5%	25,005,000	10.7%
Student loans receivable, net	373,932	0.2%	280,848	0.1%
Pledges receivable, net	—	—		—
Endowment investments	—	—		—
Other long-term investments	71,033	<0.1%	135,256	<0.1%
Capital assets, net	162,968,819	67.7%	169,471,459	72.7%
Other assets	—	—	—	—
Total noncurrent assets	212,523,035	88.3%	206,448,907	88.5%
Total assets	240,761,626	100.0%	233,179,264	100.0%

WASC Table 5.6
Cal State San Marcos
Capital Investments

	2002 Amount	2003 Amount	2004 Amount	2005 Amount	2006 Amount
Land & Land Improvements					
Beginning Balance	10,551,554	10,551,554	10,551,554	10,981,328	10,981,328
Additions	0	0	429,774	0	0
Retirements (cv)^	0	0	0	0	0
Ending Balance	10,551,554	10,551,554	10,981,328	10,981,328	10,981,328
Buildings					
Beginning Balance	59,366,454	59,546,454	97,301,388	138,893,492	139,050,766
Additions	180,000	37,754,934	41,592,104	157,274	191,222
Retirements (cv)	0		0	0	0
Transfers	—	—	—	—	23,847,376
Ending Balance	59,546,454	97,301,388	138,893,492	139,050,766	163,089,364
Infrastructure					
Beginning Balance	31,110,400	31,110,400	31,110,400	32,836,894	33,681,575
Additions	0	0	1,726,494	844,681	0
Retirements (cv)	0	0	0	0	0
Transfers	—	—	—	—	1,457,335
Ending Balance	31,110,400	31,110,400	32,836,894	33,681,575	35,138,910
Equipment					
Beginning Balance	7,627,818	10,809,603	11,574,506	11,720,834	11,572,218
Additions	3,181,785	1,513,395	835,920	359,800	2,839,676
Retirements (cv)	0	(748,492)	(689,592)	(508,416)	(1,351,255)
Transfers	—	—	—	—	62,602
Ending Balance	10,809,603	11,574,506	11,720,834	11,572,218	13,123,241
Art and Library Collections					
Beginning Balance	4,341,000	7,743,720	8,436,844	9,159,641	9,414,232
Additions	3,402,720	693,124	722,797	254,591	674,932
Retirements (cv)	0	0	0	0	(95,128)
Ending Balance	7,743,720	8,436,844	9,159,641	9,414,232	9,994,036
Construction in Process					
Beginning Balance	23,495,862	53,380,641	38,761,800	1,877,793	21,096,085
Additions	29,884,779	20,887,238	6,864,365	20,166,973	10,756,000
Retirements (cv)	0	(35,506,079)	(43,748,372)	(948,681)	0
Transfers	—	—	—	—	(25,304,711)
Ending Balance	53,380,641	38,761,800	1,877,793	21,096,085	6,547,374
TOTAL CAPITAL INVESTMENTS					
Beginning Balance	136,493,088	173,142,372	197,736,492	205,469,982	225,796,204
Additions	36,649,284	60,848,691	52,171,454	21,783,319	14,461,830
Retirements (cv)	0	(36,254,571)	(44,437,964)	(1,457,097)	(1,446,383)
Ending Balance	173,142,372	197,736,492	205,469,982	225,796,204	238,874,253

^ (cv) = Calculated Value
Source: Integrated Postsecondary Education Data System (IPEDS); 2006 figures are from CSUSM Financial Statements

WASC Table 5.7
Cal State San Marcos
Endowment Values and Performance

	2002 Amount	2003 Amount	2004 Amount	2005 Amount	2006 Amount
Market Value of Endowment	8,451,827	8,218,563	9,546,447	10,002,572	11,727,000
Income from Endowment	(349,971)	368,514	1,131,401	869,924	733,634
Total Annual Return on Investments	-4.6%	5.3%	12.6%	7.4%	7.2%

Source: CSUSM Development Office

WASC Table 6.1a
Cal State San Marcos
Key Undergraduate Educational Operations Ratios (Enrollment)

Admissions Ratios	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
Admit/Apply	57.6	60.8	62.6	62.6	46.3	68.8
Enroll/Admit	44.5	43.5	41.8	40.2	35.4	30.8
Retention	Fall 2001 Entrants	Fall 2002 Entrants	Fall 2003 Entrants	Fall 2004 Entrants	Fall 2005 Entrants	Fall 2006 Entrants
First-time Freshmen Retention*	62.4	70.5	72.0	70.3	75.7	-
Graduation Rates	Fall 1995 Entrants	Fall 1996 Entrants	Fall 1997 Entrants	Fall 1998 Entrants	Fall 1999 Entrants	Fall 2000 Entrants
Freshmen 6-year graduation rate	34.0	34.7	39.2	40.1	38.4	37.4
	Fall 1998 Entrants	Fall 1999 Entrants	Fall 2000 Entrants	Fall 2001 Entrants	Fall 2002 Entrants	Fall 2003 Entrants
Transfer students 3-year graduation rate	54.1	51.2	49.7	51.3	43.0	54.9

* Based on the one-year continuation rate which shows the percentage of an entry cohort that is enrolled at the beginning
of the third term after entry.
Source: Enrollment Reporting Files maintained by IPA

WASC Table 6.1b
Cal State San Marcos
Key Undergraduate Educational Operations Ratios (Instruction)

	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006**
Instruction (Undergraduate)						
Student Faculty Ratio for Undergraduate Courses:						
FTES	4,641.5	5,551.7	5,716.4	5,577.0	5,938.9	6,806.7
FTEF	239.3	252.0	257.0	224.8	266.9	277.3
SFR	*19.4*	*22.0*	*22.2*	*24.8*	*22.3*	*24.6*
% Credits Taught by Lecturers	55.7%	55.2%	43.0%	43.0%	53.4%	57.9%
% Credits Taught Off Campus [#]	3.7%	4.7%	4.5%	4.0%	6.5%	7.6%
% Credits Taught by Distance Learning	1.3%	2.1%	2.2%	1.5%	1.9%	2.2%
Class size ^						
Classes with 2-9 students	31	34	18	21	23	23
Classes with 10-19 students	118	71	75	68	118	80
Classes with 20-29 students	224	212	184	151	209	233
Classes with 30-39 students	200	230	193	168	193	274
Classes with 40-49 students	84	133	154	139	118	135
Classes with 50-99 students	13	43	61	66	56	56
Classes with 100+ students	1	2	9	15	13	18
Total number of classes	671	725	694	628	730	819
Average Credit Load per Student	11.6	11.8	11.9	12.2	12.3	12.4
Average GPA	2.97	2.97	2.97	2.94	2.95	2.93

[#] Includes independent study, internships, online and partially online classes

^ Includes Undergraduate lecture and seminar courses only

**Figures for 2006 are based on ABDB section transaction file and should be considered preliminary.

Source: The numbers shown in this table are derived from the APDB report prepared each term for the CSU Chancellor's Office.

Thus, they include only those faculty members who taught one or more courses during a given term.

WASC Table 6.2
Cal State San Marcos
Key Asset and Maintenance Ratios

	2001	2002	2003	2004	2005	2006
Total Faculty headcount *	100	171	186	183	178	187
Faculty 60 and Older	6	10	15	13	15	NA
Faculty 60 and Older/Total Faculty	6.0%	5.8%	8.1%	7.1%	8.4%	NA
O & M Expenditures ($)**	$4,295,863	$3,621,836	$15,595,629	$7,074,693	$6,876,488	$11,914,971
Total E & G Expenditures ($) ^	$61,081,124	$62,872,012	$71,920,455	$70,293,341	$69,848,646	$78,970,806
O & M/E & G	0.07	0.06	0.22	0.10	0.10	0.15
Equipment						
Total Capital Expenditures #	—	—	—	—	($309,454)	$1,551,023
Total Net Value of Capital Assets	—	—	—	—	$3,110,270	$4,454,136
Expenditures/Net Value	—	—	—	—	(0.10)	0.35

* Tenure and Tenure-track faculty only.

** WASC Table 5.4 - Operations and maintenance of plant

^ WASC Table 5.4 - Includes: Instruction, Research, Public Service, Academic Support, Student Services, Institutional Support, and O & M.

\# Includes additions, retirements and transfers.

WASC Table 6.3
Cal State San Marcos
Key Financial Ratios

	FY 01/02	FY 02/03	FY 03/04	FY 04/05	FY 05/06
Return on Net Assets					
Change in Net Assets/Total Net Assets at the beginning of fiscal year	0.04	0.03	0.11	0.05	(0.04)
Net Income Ratio					
Change in Unrestricted Net Assets/Total Unrestricted Revenues	(0.06)	0.12	(0.02)	0.03	(0.03)
Operating Income Ratio					
Operating Income/Total Expenses	0.26	0.27	0.32	0.35	0.33
Viability Ratio					
Expendable Net Assets/Long Term Debt	0.74	2.03	1.85	0.46	0.37
Instructional Expense per Full-time Equivalent Student	$5,123	$4,326	$4,641	$4,707	$4,398
Net Tuition & Fees per Full-time Equivalent Student	$2,269	$2,364	$3,051	$3,418	$3,226

Note: Financial data for 2001-2002 is not comparable due to significant changes in financial statement format.

Source: Financial and Administrative Services; Accounting Office

WASC Table 7.1
Cal State San Marcos

Exemplars of CSU San Marcos Assessment Activities

Assessment:	Date:	Description
National Survey for Student Engagement (NSSE)	Biennial	The NSSE is an annual inquiry into the extent to which students at four-year colleges and universities engage in an array of good educational practices. Many of the questionnaire items deal with student behaviors that educational researchers have found to be highly correlated with the intense learning and personal development that are hallmarks of a meaningful college education. Results of NSSE are widely disseminated and various teams including faculty, administrators, student services professionals and support staff engage in dialog to identify areas needing focus, behaviors of students that should be changed, and how the campus could improve support of student learning and success.
Collegiate Learning Assessment (CLA)	2006/07	The Collegiate Learning Assessment evaluates critical thinking, analytic reasoning, and written communication using performance tasks and writing prompts rather than multiple choice questions. 176 first-time freshmen were tested in Fall 2006 and 100 seniors will be tested in Spring 2007.
Recent Graduates Survey (Alumni)	2006	An alumni survey is conducted to provide CSUSM alumni an opportunity to reflect on their experiences at CSUSM, assess alumni involvement and connection with CSUSM and identify alums employers for partnership opportunities. The survey was first distributed to all email-addressable alumni in October 2006. For subsequent graduates, we will survey six months and three years after graduation. Alums are asked to reflect on what degree courses in their field of study enhanced various skills such as writing, analytical and critical thinking, ability to work in teams, oral communication, problem solving and information literacy. It asks the same for additional coursework taken and which of those skills have proven useful since receiving the bachelor's degree. Results will be disaggregated by degree program to be used in the program review process and by other teams on campus.
HERI CIRP Freshmen Survey	Annual	During the summer orientation sessions for new students at Cal State San Marcos, all entering freshmen complete the comprehensive Freshman Survey distributed annually by the Higher Education Research Institute at UCLA. The survey provides a detailed profile of the freshman class including demographic characteristics, social attitudes, and reasons for attending college.
Student Course Evaluations	End of Term	All faculty are assessed by students in all of courses each term. Over 30,000 individual evaluations are collected each term. The results are reviewed with faculty by department chairs and deans.
HERI Faculty Survey	2002	The survey instrument used is wide-ranging, dealing with issues such as workload, teaching practices and research activities, interaction with students and colleagues, job satisfaction, and campus climate.

National Study of Cost and Productivity	2006	The "Delaware Study" is the preeminent national data source for information on teaching loads, instructional costs, and overall faculty productivity. The ability to assess departmental instructional costs and national disciplinary benchmarks allows for better-informed decisions with regard to resource allocation and utilization.
CSU Quality Improvement Surveys	Annual	Each Spring, Cal State San Marcos faculty, staff and students participate in several online customer satisfaction surveys. Departments assessed include Facility Services, Human Resources, Mail Services, Parking Services, Procurement Services, Student Financial Services, and University Police among others.
Academic Program Portfolios	Ongoing	Each program at CSUSM is building an Academic Program Portfolio that includes mission, student learning outcomes, curriculum, syllabi, program assessment information, and basic program data that provides important information to potential students about the program and demographics and key planning data to improve the program, accessibility, graduation rates, etc.

National Study of Cost and Productivity	2006	The "Delaware Study" is the preeminent national data source for information on teaching loads, instructional costs, and overall faculty productivity. The ability to assess departmental instructional costs and national disciplinary benchmarks allows for better-informed decisions with regard to resource allocation and utilization.
CSU Quality Improvement Surveys	Annual	Each Spring, Cal State San Marcos faculty, staff and students participate in several online customer satisfaction surveys. Departments assessed include Facility Services, Human Resources, Mail Services, Parking Services, Procurement Services, Student Financial Services, and University Police among others.
Academic Program Portfolios	Ongoing	Each program at CSUSM is building an Academic Program Portfolio that includes mission, student learning outcomes, curriculum, syllabi, program assessment information, and basic program data that provides important information to potential students about the program and demographics and key planning data to improve the program, accessibility, graduation rates, etc.
Periodic Program Review	Every 5 years	All program outcomes are carefully reviewed at least once every five years through the Program Review Process. As part of the program review process for proposed new programs, the University Curriculum Committee, in addition to college level curriculum committees, carefully considers and approves all student learning outcomes before programs are approved. Programs are now being asked to report on assessment of program learning outcomes each year as part of a new Annual Program Report. For more information on the Periodic Program Review, see Appendix I.
Graduation Writing Assessment and All-University Writing Requirements	Annual	All CSU students must demonstrate competency in writing skills as a requirement for graduation. At Cal State San Marcos, students complete the graduation writing assessment through the All-University Writing Requirement. This requirement mandates that every course at the University must have a writing component of at least 2,500 words (approximately 10 pages). The All-University Writing Requirement can be achieved in a variety of ways, depending on the course.
Annual Reports on Assessment for Undergraduate Degree Programs	Annual	The Program Assessment Committee (PAC) developed an annual survey in 2005/06 to capture the various projects that measure and improve the quality of student learning in our undergraduate degree programs. In this report that goes out to all undergraduate department chairs, programs are asked to provide such information as, learning outcomes and any revisions they made over the past year, how they communicate expectations for student learning, targeted learning outcomes over the past year, assessment activities and the results, and how their assessments have led to changes in their program.
Campus Technology Requirement	Annual	The Computer Competency Requirement (CCR) at Cal State San Marcos is a requirement for all baccalaureate students, irrespective of major. The requirement states that a student must demonstrate basic competency in the following areas
Information Competency Test (ICT)	2006	A comprehensive test of information and communication technology skills that uses scenario-based tasks to measure ICT literacy proficiency. The ICT Literacy Assessment evaluates postsecondary students' ability to define access, manage, integrate, evaluate, create and communicate information in a technological environment.
CSU Early Assessment Program	Annual	Established by the CSU system to provide students the opportunity to measure their readiness for college-level English and mathematics during their junior year in high school in order to facilitate improvement of their skills in their senior year.
CSU Accountability Process	Biennial	The campus regularly tracks performance in these areas and provides historical data and comparative data from peer institutions that is used for seeking out "best practices" and developing our own goals. Nine of the institutional indicators are presented biennially in the "Report on Accountability" and includes campus reflection, actions to improve and updated goals. Additional indicators are made available on the Institutional Planning & Analysis website along with more disaggregated data sets and regularly published information on issues such as retention and graduation that are analyzed by various working groups and task forces on campus for action and improvement.

CSU Facilitating Graduation Initiative	2006	The Facilitating Graduation Initiative has three goals: improving preparation to begin college, strengthening the transfer process, and helping enrolled students progress toward the degree. During the 2005-06 year, the campus submitted our report that summarized our progress in facilitating student achievement of the baccalaureate degree. In October, an accreditation-style team visited campus and reviewed policies and outcomes pertaining to student achievement of the baccalaureate. The campus had several "take-aways" from the visit in areas such as student life, retention and pathways to graduation; use of technology; strategic planning; advising strategies and practices; and, faculty resources. A team is reviewing those "take-aways" and will make recommendations for improvement to appropriate offices and planning bodies.

Sample of Assessment Activities in Support Areas:

Finance and Administrative Services

The Finance and Administrative Services division plans and regularly assesses itself through the use of the "Balanced Scorecard" and systemwide surveys. Having been an early adopter of the Balanced Scorecard, the FAS Division has now cascaded it throughout its organization and has developed several initiatives focused on improving support of students and institutional effectiveness and is seeing improved results in workforce development, physical and fiscal asset management, environmental stewardship, managing growth and administrative productivity and quality.

Student Affairs

The Student Affairs Division utilizes the CAS (Council for the Advancement of Standards in Higher Education) standards as a resource for identifying learning outcomes in its various programs and regularly monitors the success rates of student support services such as EOP and SSS, summer and first-year experience programs, financial aid and career counseling. The division conducts surveys about many facets of student life including substance abuse, quality of life (in campus housing) and for the various counseling, health and career services provided.

University Advancement

University Advancement is implementing a new system to engage alumni, parents, and the community in campus planning efforts and in successful annual and capital fundraising campaigns. This system allows them to conserve fundraising resources by targeting individuals most likely and able to give. Through the CSU system, the campus assesses its economic impact on the region it serves.

Academic Affairs

The library conducts several surveys for quality improvement and customer satisfaction and assesses utilization of information resources and learning outcomes as they relate to information competency; Instructional and Information Technology Services (IITS) surveys employers about business innovation priorities and surveys students, staff and faculty about satisfaction and utilization of technology. IITS utilizes the systemwide "Measures of Success" to assess the ITS outcome categories of Excellence in Learning and Teaching, Quality of Student Experience, Administrative Productivity and Quality, and Personal Productivity.

7.1 Inventory of Educational Effectiveness Indicators

CATEGORY	Have formal learning outcomes been developed?	Where are these learning outcomes published?	What measures or indicators are used to determine that graduates have achieved the stated outcome?	Date of last program review for this degree program
General Education (GE)	Yes – Goals and Objectives and are under revision	GE Philosophy Document & GE Website	Currently establishing a comprehensive GE Assessment Plan (see GE Website for information on assessment plan)	1998 Program Review – and ongoing (see GE Website) and as part of Dept. Reviews
Degree Programs by College				
College of Arts & Sciences				
Biochemistry, B.S.	Yes	Website	Senior research project, thesis, and scientific presentation	New program
Biological Sciences, B.S.	Yes	On file and soon on Assessment website	Distributed capstone – requires minimum of 5 lab courses (lab intensive)	2004
Biological Sciences, M.S.	No	N/A	Thesis, Project, or Comprehensive Exam	2004
Biotechnology, B.S.	Yes	On file and soon on Assessment website	Distributed capstone – requires minimum of 5 lab courses (lab intensive) & 4 seminar courses	New
Chemistry, B.S.	Yes	Website	Senior research project, thesis, and thesis defense.	2005
Communication, B.A.	Yes	General Catalog	Encouraged to do internship – in process of moving to require	2004
Computer Science, B.S.	Yes	General Catalog and Annual Report	Involves core required courses that expose students to central concepts, skills, & methods. Minimum 2.0 GPA.	2005
Computer Science, M.S.	No	N/A	Thesis, Project, or Comprehensive Exam	2005
Criminology and Justice Studies, B.A.	Yes	General Catalog	Requires capstone project in community service	New program
Economics, B.A.	Yes	Full version on file and abbrev. in Annual Report	Involves core required courses that expose students to central concepts, skills, & methods. Minimum 2.0 GPA.	1999 (& now in 2006/07)
History, B.A	Yes	On file and in Annual Report	Senior portfolio project	2005
Human Development, B.A.	Yes	On file and soon on Assessment website	6 units of field study & 3 unit capstone	2008/09
Liberal Studies, B.A.	Yes	On file and soon on Assessment website	Depth of study requirement includes a capstone assessment (course or project)	1998
Literature and Writing Studies, B.A.	Yes	General Catalog, Dept Website, Annual Report	Writing, essay exams, journals, research reports, reports, etc. & a portfolio for Single Subject Preparation Option	2006
Literature and Writing Studies, M.A.	No	N/A	Thesis, Project, or Comprehensive Exam	1998
Mass Media, B.A.	Yes	On file and soon on Assessment website	Senior Capstone Project	New
Mathematics, B.S.	Yes	On file and soon on Assessment website	Senior Seminar serves as capstone	2005
Mathematics, M.S.	No	N/A	Thesis, Project, or Comprehensive Exam	2005
Political Science, B.A.	Yes	General Catalog & Annual Report	Back requiring Senior Capstone in 2007	2005
Psychology, B.A.	Yes	Annual Report	History of Psychology serves as Senior Capstone	2006
Psychology, M.A.	No	N/A	Thesis, Project, or Comprehensive Exam	2006
Social Sciences, BA	Yes	General Catalog	Multidisciplinary degree – robust distribution requirements among 3 fields ensure master of multidisciplinary fields	1999

Sociological Practice, M.A.	No	N/A	Thesis, Project, or Comprehensive Exam	2004
Sociology, B.A.	Yes	General Catalog	Requires capstone seminar, either community service internship or capstone seminar in sociological scholarship	2004
Spanish, B.A	Yes	General Catalog	3 units of Community Service Learning – setting where Spanish is the language.	1999 (& now in 2006/07)
Spanish, M.A.	No	N/A	Comprehensive Master's Exam	1999 (& now in 2006/07)
Special Major, B.A.	Within department but not independent	N/A	Each major proposal includes a designated capstone activity suited individualized nature of program (e.g., internship, research project, study abroad, etc.)	Unknown
Visual and Performing Arts, B.A.	Yes	On file and soon on Assessment website	Capstone project culminating creative project that results in public performance or exhibition.	1999 (& now in 2006/07)
Women's Study, B.A.	Yes	On file and soon on Assessment website	Either capstone seminar or independent study project as culminating experience.	1998
College of Business Administration				
Business Administration, B.A.	Yes	On file and soon on Assessment website	4 unit capstone course and 5 unit Senior Experience	2004
Business Administration, M.A.	No	N/A	Master's Project and minimum 3.0 GPA	2004
College of Education				
Education, M.A.	No	N/A	Thesis, Project, or Comprehensive Exam	2001 (& now in 2006/07)
Educational Leadership, Ed.D. (Joint Program with UCSD)	No	N/A	Researching, writing, and defending dissertation serves as the capstone project.	New program
School of Nursing				
Nursing, B.S.	Yes	Annual Report	Demonstrate proficiency in specific core performance standards.	New program

Appendix B - Stipulated Policies

One of the required elements an institution must include in its Institutional Proposal (Section III, page 40, #9) is an Institutional Stipulation Statement signed by the chief executive officer. One of the stipulations is "that the institution has published and publicly available policies in force as identified by the Commission. Such policies will be available for review on request throughout the period of accreditation."

Those policies and statements include:

Institutional Integrity

A widely disseminated, written policy statement of commitment to academic freedom in teaching, learning, research, publication, and oral presentation

♦ University Mission Statement
♦ Policy on Academic Honesty
♦ Mission of the California State University
♦ CSU Academic Senate Reaffirmation of Academic Freedom
♦ CSU Academic Senate Resolution on Academic Freedom for Students

Due process procedures that demonstrate faculty and students are protected in their quest for truth

♦ Policy on Academic Honesty
♦ Student Grievance Policy
♦ Student Grade Appeals Policy
♦ Whistleblower Protection: Complaint Procedures for Allegations of Retaliation

Written policies on due process and grievance procedures for faculty, staff and students

♦ Grievance Procedures Under Collective Bargaining Agreements
♦ Systemwide Complaint Procedure for Discrimination Complaints for Employees Not Eligible to File a Discrimination Complaint or Grievance Under a Collective Bargaining Agreement
♦ Student Grievance Policy

A clear statement of institutional policies, requirements, and expectations to current and prospective employees

♦ Policies and Procedures

Institutionally developed and published non-discrimination, equal opportunity, and affirmative action policies

♦ Policy on Discrimination and Sexual Harassment
♦ California State University Equal Employment Opportunity Statements

Clearly written policies on conflict of interest for board, administration, faculty, and staff, including appropriate limitations on the relations of business, industry, government, and private donors to research in the institution

♦ Policy on Faculty Ethics
♦ Policy on Conflicts of Interest

A clear statement that the institution agrees to abide by WASC Policy on Substantive Change and the Policy on Distance and Technology-Mediated Instruction

♦ Policy on Course and Program Proposing, Changing, and Approval Forms: Procedure of Approval for Changes

Research

Policies covering human subjects and animals in research, classified research, patent provisions, cooperative research relations with industry, and other similar issues related to the integrity and independence of the research enterprise

♦ Policy on Research and Educational Grant Applications
♦ Policy on Research Activities Involving Human Subjects

Institutions that support applied research having the potential for producing significant revenue have clear policies on how faculty responsible for such research share revenue from patents, licenses, and sales. Institutions supporting entrepreneurial activity of faculty of institutionally sponsored research parks have clear policies covering the involvement of faculty in such ventures, the protection of basic research, and the publication of research results

♦ Intellectual Property Rights

Educational Programs

Precise, accurate, and current information in printed material regarding:

a) educational purposes;

♦ University Mission Statement

b) degrees, curricular programs, educational resources, and course offerings;

♦ Degree Programs
♦ Student Support Services
♦ Course Schedule

c) student charges and other financial obligations, student financial aid, and fee refund policies;

♦ Student Fee Information
♦ Financial Aid
♦ Student Fee Refunds

d) requirements for admission and for achievement of degrees; and

- ◆ Freshmen Requirements
- ◆ Transfer Student Requirements
- ◆ Major Requirements
- ◆ Application for Graduation Requirements
- ◆ Computer Competency Requirement
- ◆ Language-Other-Than-English Graduation Requirement

e) the names of the administration, faculty, and governing board

- ◆ Profiles of CSU Leaders
- ◆ Addresses for CSU Trustees
- ◆ University Executive Council
- ◆ Faculty Listing

Publications that make clear the status (e.g., full-time, part-time, adjunct) of each faculty member

- ◆ Faculty Listing

Clearly articulated policies for the transfer of credit to ensure that students who transfer in with general education course credits meet the institution's own standards for the completion of the general education requirement

- ◆ Official repository of articulation for California's public colleges and universities

Policies and procedures for additions and deletions of programs

- ◆ Policy on Course and Program Proposing, Changing, and Approval Forms: Procedure of Approval for Changes

Requirements for continuation in, or termination from, academic programs, and a policy for readmission of students who are disqualified for academic reasons

- ◆ Policy on Undergraduate Probation, Disqualification, and Reinstatement
- ◆ Policy on Graduate Probation, Disqualification, and Reinstatement

Clearly stated graduation requirements that are consistently applied in the degree certification process

- ◆ Graduation Requirements for Baccalaureate Degrees and Academic Certificate Programs

Faculty

Personnel policies governing employment of teaching fellows and assistants

- ◆ Unit 11 Academic Student Employees
- ◆ International Union, United Automobile, Aerospace and Agricultural Implement Workers Of America, AFL-CIO and Its Local Union 4123

Policy designed to integrate part-time faculty appropriately into the life of the institution

- ◆ Handbook on Hiring Adjunct Faculty

Explicit and equitable faculty personnel policies and procedures

- ◆ Faculty Evaluation

Policies on salaries and benefits

- ◆ Benefits Administration
- ◆ Salary Program Information
- ◆ CSU Salary Schedule
- ◆ Salary Increases & Information

Policies for faculty and staff regarding privacy and accessibility of information

- ◆ Faculty Personnel Files
- ◆ Policy on Public Records Access
- ◆ Confidentiality Statement

Library

Written library collection development and weeding policies, including the bases for accepting gifts

- ◆ Collection Development Policy

Students

Admission and retention policies and procedures, with particular attention to the application of sound admission and retention policies for athletes, international students, and other cases where unusual pressures may be anticipated

- ◆ Admissions and Recruitment
- ◆ Admissions Requirements
- ◆ California Student Athlete Fair Opportunity Act of 2005

Clearly defined admissions policies attentive to the special needs of international students

- ◆ International Student Admissions
- ◆ International Student Tuition Waiver Policy

Policies on student rights and responsibilities, including the rights of due process and redress of grievances

- Judicial Affairs
- Student Grievance Policy
- Student Grade Appeals Policy

Publications that include policies and rules defining inappropriate student conduct

- Judicial Affairs
- Student Conduct Procedures

A policy regarding fee refunds that is uniformly administered, and consistent with customary standards

- Student Fee Refunds

Finances

Policies, guidelines, and processes for developing the budget

- Delegation of Fiscal Authority to University President
- Budget Policies
- Budget Practices and Methodologies
- University Budget Committee
- Trust Fund Policy
- University President's Oversight of ASI Budget

Clearly defined and implemented policies with regard to cash management and investments, approved by the governing board

- The California State University Investment Policy
- Account Management Responsibility
- Allocation of Costs to Auxiliary Enterprises
- Campus Investment Policy

Policies and a code of ethics for employees involved in buying, bidding, or providing purchase orders

- Conflict of Interest
- Policy on Procurement and Support Services
- Signature and Processing Requirements for Agreements

Policies on risk management, addressing loss by fire, burglary and defalcation; liability of the governing board and administration; and liability for personal injury and property damage

- Policy on Emergency Management Program
- Policy on Public Safety Major Incident Report
- Policy on Risk Management

Policies regarding fundraising activities that comply with sound ethical accounting and financial principles

- Policy on Gift Solicitation
- Policy on Hiring Commercial Fundraising Consultants and Counselors on Campus
- Delegation of Gift Evaluation and Acceptance to Campus President

Appendix C

RESPONSE TO ISSUES RAISED BY WASC

In response to the last WASC team visit to our campus, the Commission highlighted four areas on which it recommended we concentrate our efforts. The four areas discussed in the Commission Action Letter were: articulating a shared academic vision; evaluating educational effectiveness, sustaining capacity/faculty workload, and diversity. Although the reflective essays found in our report more fully describe the actions we have taken in each of these four areas, we provide additional information and a brief summary on each area here.

Articulation of a Shared Academic Vision

Commission Statement: *"The Commission shares the team's concern that the University, after a number of planning initiatives, still lacks the shared guidelines it needs to aid in coherent decision making and program development….the University's lack of clarity about how to proceed with the development of new programs to meet the emerging needs of the county and state seems problematic. The articulation of an academic vision and of structures for the development of new programs are essential in this regard."*

The University Academic Master Plan (UAMP) has been in existence since 1993 and a process for placing programs on the UAMP was approved and implemented in the fall of 2002. The Academic Blueprint, an overall development plan for emerging programs, and the Academic Blueprint Committee (ABC) were a first and necessary step in helping us to "kickstart" the development of new programs to meet the emerging needs of the county and state. The ABC convened its first meeting in March 2002 and included representatives from across the university. The Committee was created to be proactive; helping to articulate the academic vision, investigating the potential demand for new programs, identifying potential partnerships, and supporting proposers through the process. Each year after consulting with the various campus constituencies, the Academic Blueprint would be updated in order to provide a timetable for the implementation of new programs over the subsequent seven years.

Although this structure and process has helped us to support and develop many new important programs over the years, we are now discovering that these same processes are no longer helping us to develop a clear and coherent academic vision for our campus. When we submitted our proposal to WASC in 2005, we envisioned that this would be an area of strength for our campus. It was, in fact, the first time the campus had engaged in long range planning of academic programs in any organized fashion. ABC had been success-

ful generating new programs that would help meet the needs of our region and state, reaching out and supporting proposals and proposers. Although the Academic Blueprint laid out a roadmap of programs to implement, it did not really help us set priorities. In the early years this was not a problem given that we were lacking many of the "core" university programs.

The longer ABC worked, the more confusing the vision and direction became. Following the submission of our proposal, we established a WASC task force for each of our three WASC themes, the first on Academic Master Planning. The "Theme 1 Task Force" had the same membership as the ABC and helped identify the shortcomings of the ABC in helping the campus build new programs that helped define the academic vision. In September 2006, the ABC was dissolved. It had served its purpose and was no longer necessary. The Theme 1 Task Force will continue their work related to academic planning and will help articulate a new process that will help us grow in ways consistent with our academic vision.

Evaluating Educational Effectiveness

Commission Statement: *"The assessment and evaluation of student learning and campus programs is beginning to be a work in progress. Recognizing that the campus is at a very early stage, the Commission urges it to move assertively forward to take steps to build upon initiatives already begun, to support the creation of new assessment initiatives, and to further support the creation of the climate of trust that is crucial for evaluation initiatives…. The University is also urged to begin developing the information infrastructure to be able to answer its key questions, including those about the adequacy of its support for learning, the appropriateness of the academic plan, and the retention and graduation of its diverse student body."*

Cal State San Marcos is aggressively moving toward becoming a learning organization, developing both the infrastructure and the culture necessary for members of the campus community to make informed decisions. As discussed more fully in the essays found in Standards II and IV, we are developing a strong information infrastructure and data warehouse that is helping the campus monitor its progress in such areas as student learning, the retention and graduation of our students, the diversity of our campus, and the appropriateness of our academic plan.

Among the new initiatives we have put into place since our last WASC visit in 2000 is an organizational structure that facilitates connections between divisions as well as among ongoing processes such as strategic planning, academic assessment, program improvement, and university analyses. We have targeted key assessments for our students and faculty to participate in, such as NSSE, CIRP, and CLA, that allow us to monitor student progress over time as well as against national norms and peer institutions. Our student

Assessment ePortfolios will help us bring together and monitor student progress on common student learning outcomes, such as student progress in writing, critical thinking, and computer competencies.

We now have student learning outcomes in place for each program we currently offer, have an infrastructure in place to ensure all new programs will have student learning outcomes, and are now working to ensure that each course has well developed learning outcomes that tie back to the program outcomes. Our new program review process, currently being piloted, is a more reflective process for the department and focuses more on improving student learning (see Appendix I). Assessment initiatives on our campus are now more fully supported by the new organizational structure, the newly developed Assessment website, the rich department data now available on the web, consultants, such as Peggi Maki whom we are making available, a new program assessment process that has increased its focus on improving student learning, additional financial support , and the new annual assessment report. Although we have not met our assessment goals, we have developed a rich infrastructure for our work.

Perhaps more important than developing the infrastructure, we are developing a campus culture uses data to inform our decisions and to identify areas in need of improvement. Programs are also making use of new assessment strategies, such as the Senior Experience as a capstone project for students in the College of Business and the electronic portfolios in the College of Education how their students have reached the desired learning outcomes of the program.

Our commitment to "Evaluating Educational Effectiveness" is clearly evident in all three of our WASC themes (Academic Master Planning; Strengthening Academic Programs through Assessment of Student Learning; and Improving Retention of First-year Students). We have established the capacity for evaluating our educational effectiveness and using this capacity we are currently investigating our educational effectiveness in each area in preparation for our Educational Effectiveness WASC review in 2009.

Sustaining Capacity/Faculty Workload

Commission Statement: *"The Commission notes that the University has been less successful in integrating program and financial planning and in dealing with the implications of moving from augmented funding to the regular funding model now that it is no longer a "new" campus. It is past time for the University to come to terms with the workload implications of regular funding and to move ahead into a supportable model."*

Essays for Standards III and IV, as well as the Budget and Faculty Workload case studies, speak more fully to the issues and progress we have made in these areas. Since our last WASC visit in 2000, many of the financial challenges we have faced are the direct result of the economic downturn of

the economy and resulting cuts in student enrollment and budgets. Although difficult for our campus, our financial struggles helped us recognize the need to develop strategic priorities to guide our budgetary decisions. The strategic planning process that resulted integrates program and financial planning, aligns our resources to address strategic objectives identified by the campus community, and makes budget processes more transparent. Faculty members have assumed a strong role through the Budget and Long Range Planning Committee of the Academic Senate in helping Academic Affairs identify the strategic priorities as well as prioritizing initiatives for strategic funding within the division. The University Budget Committee provided a strong and consistent budgetary infrastructure for the campus, helping bring together key members across the campus to plan and discuss budgetary concerns. Although it will take another year or two for us to pay off the debt we knowingly incurred to get us through the budgetary crisis, we will emerge with a more effective infrastructure and practices that will serve the campus well into the future.

Faculty and staff workload continues to be an issue of concern for the campus. The essay found in Standard III and the Faculty Workload case study helps articulate some of the related issues and concerns. As evidenced by the results of our self-review survey, the top issues of concern across all CFR's related to faculty and staff workload, incentives, and support. Because of its importance, an entire session of the WASC Development Series was dedicated to this concern so the campus could better understand the issues involved and could collectively discuss how we might improve working conditions, given the collective bargaining environment and our financial status. (All nine sessions of the WASC Development Series are available to be viewed on-line using a campus computer)

Diversity

Commission Statement: *"Given the importance of this issue and its role in the University's articulation of its mission, the Commission urges the University to continue to attend to the campus climate and to develop additional strategies to move the campus toward becoming the multicultural community envisioned in the mission statement."*

As is evident in our mission, vision, and value statements, as well as our current strategic plan, Cal State San Marcos is committed to a multicultural vision. Essays found in Standards I-IV provide substantial evidence of the progress we have made since our last visit. Since our last visit, we have made considerable progress toward becoming the multicultural community envisioned in our mission statement. For example, the percentage of minority students has continued to increase. In fact, Cal State San Marcos is now listed among the "Top 100" universities in the nation to confer bachelor's degrees to Hispanics. We have initi-

ated several support and advocacy mechanisms, such as the College Assistance to Migrants Program (CAMP), the Hispanic Serving Institution Task Force, and the "Partnering for Success" compact that will help ensure that all students in a local district that meet the requirements will be guaranteed admittance. We have solidified our infrastructure, including strong Presidential support from President Haynes, identified Educational Equity as one of our five strategic priorities, created the Educational Equity Task Force to serve as advocates for equity issues on campus, developed advisory councils to help monitor our progress and serve as advocates for under-represented populations on campus, and most recently, the President created a new Diversity and Equity Coordinator position that will oversee all university efforts and serve as a direct report to the President.

In addition to administrative structures to support diversity, we have also established strong student support mechanisms to ensure the success of all students after they have been accepted to attend our campus. For example, our Centers for Learning and Academic Support Services (CLASS), such as the Educational Opportunity Program, the Language Learning Center, the Math Lab, Student Support Services/TRIO, the Computer Consulting Center, and the Program for Adult College Education are among the many centers and organizations that help ensure the success of our students.

Overall, the campus has worked diligently to address the concerns expressed by the last visiting team and we believe the 2007 visiting team will agree that we have made significant strides to improve in all four areas.

Appendix D - Presidential Transition Case Study

Change in leadership provides quite significant challenges for any organization, team, or individual (attested to by the quantity of leadership transition literature available, for example, from Harvard Business School). In late February 2003, the second President of California State University San Marcos, Alexander Gonzalez, was named as a finalist for the presidency at Sacramento State University, and by mid-March was appointed to that position. This case study will provide background information regarding how effectively Cal State San Marcos (and to a lesser extent, the CSU Chancellor's Office), handled the presidential transition. More specifically, this case study will address how Cal State San Marcos has responded to the effects of leadership changes through the following set questions:

1) **Was Cal State San Marcos prepared for the transition? Did we have a succession plan in place? Did the campus work effectively with the system during the search process for a new president?**

2) **Did the university continue to function effectively as one president left, an interim was appointed and served, and then as a new president came to campus?**

3) **What key actions did the newly appointed president take to assure an effective transition? Were these actions well communicated? Did they lead to a wider understanding and agreement about the future direction of the university?**

4) **Did internal and external communities of Cal State San Marcos reflect on the transition of leadership, learn from it, and implement any changes in practices to reflect this learning?**

These questions primarily refer to CFR 1.3, Institutional Leadership, but response to them also include reference to CFR 1.6-1.8

1) Succession and Transition Planning

The California State University's Board of Trustees and the Chancellor's Office have the responsibility for presidential succession within the CSU system. Given the size of the system and its interconnections with higher education throughout the United States, it can draw upon a tremendous range of potential leadership when a president leaves, even when the transition is sudden. After The Board of Trustees and Chancellor's Office made their announcement regarding President Gonzalez, they put into place a search process with the goal of hiring a new president to begin in January 2004. Cal State San Marcos quickly identified

individuals to serve on the search committee to represent the campus and campus constituents worked well with the Chancellor's Office to conduct the search. An interim President, Roy McTarnaghan, was named, who had worked closely with Chancellor Charles Reed as well as with several campuses of the CSU system after retiring as President of Florida Gulf Coast University.

President Gonzalez had a presidential aide, Carol Ensley, who followed him to Sacramento State University. This additional departure made the transition to an interim and then to the permanent president more difficult as many of the protocols and operations within the President's Office were no longer immediately available to the campus, although remaining staff and management contacted Gonzalez and Ensley as needed.

At the campus level, there had been little succession planning. Lack of a structured succession plan meant that the incoming interim executive had to request information about the campus that should have been readily available and packaged, that the Cabinet had not taken steps to present itself as a team capable of functioning at a high level with a shared direction, that continuity of the newly developed strategic planning and budgeting processes were in question, and that continuity plans for communication, especially with key external constituencies, had not been fully developed. Documentation of presidential office and cabinet protocols were largely absent. While many transition decisions should be at the executive level, and the campus was helpful to the incoming interim president, organizational preparedness for transition identified several weaknesses that will be addressed in section 4 of this case study.

Although challenging for the university leadership team, many units within the university did not require a transition plan and continued to function effectively. For example, shared governance processes, including the Academic Senate and leadership structures within divisions, continued normally during the time of transition. Communication between management and collective bargaining units and consultation with community groups also felt little impact.

2) Effectiveness During Time of Transition

Two of the three most challenging budgetary years in the short history of the university occurred during the period between President Gonzalez's departure and President Haynes's arrival. During this time, the campus completed its study of a new, more inclusive budgetary process and formed the University Budget Committee (for a more detailed examination of campus budgeting during the downturn, see Appendix E). The newly formed University Planning Committee continued its work, considering several possible projects for which to seek US Department of Education Title IIIA Strengthening Institutions Program grant funding, developing a comprehensive campus plan and a project-specific plan to create

a new College of Health and Human Services, and submitting a grant proposal that was funded at $1.645 million (in the second cycle of request). While it was commendable to go forward with the grant and to pursue external funding to help offset the costs for expensive programs that require start-up support, there was limited understanding of the actual costs these new programs would have on the university until only recently. When the extent of the costs of a new college were realized, the administration put its formation on hold. At the same time, campus leadership addressed required cuts in enrollment and enrolled summer students in non-state-supported programs to soften the severity of the enrollment cuts for our students while attempting to maintain FTES targets.

As the campus prepared to transition from our interim president, Dr. McTarnaghan, to the newly appointed President Haynes, the President's Cabinet, all still in place, made a determined effort to address some longstanding differences, particularly in relation to budget, that were preventing functioning as a fully successful team. While still lacking a detailed online data portfolio for the incoming president, some data were gathered and supplied, and a series of meetings between campus leadership and President Haynes occurred before her start date, including meetings with the outgoing interim president, helped prepare for her arrival. Soon after President Haynes arrived she and her Cabinet took a calculated risk at a time of great budget uncertainty to invest in a proposal for a First Five Commission capital projects grant. This informed risk-taking during transition paid off big as the campus project to create a Center for Children and Families was awarded nearly $7.7 million.

3) Steps by Newly Appointed President Haynes

With the help of a consultant, retired university president, Ed Penson, Dr. Haynes developed a deliberate transitional strategy reflective of best practices of university leadership. Dr. Penson interviewed campus leaders and provided her with an assessment report. President Haynes formed a presidential transition team of non-direct reports who, among other duties, crafted and conducted a survey that garnered over 500 responses and provided a report of their findings. The transition team was helpful in identifying key issues that President Haynes was determined to solve as soon as possible (e.g., faculty/staff parking as Finance and Administrative Services staff returned to campus), while engaging in frank discussions about issues raised either in the survey or through "rumor control." President Haynes's transition team survey as well as student government identified advising and Enrollment Management Services as particular weaknesses of the organization, leading to an organizational assessment of the merger of Academic and Student Affairs analyzed in section 4 (below). Another outgrowth of the transition survey was the institution of presidential forums with faculty, staff and students (and initially with alumni). These forums

have continued and illustrate her commitment to the serving the campus community, allowing her to explain "I asked, I listened, I acted."

Dr. Haynes was also effective in engaging the Chancellor's Office, academic leadership, and her Cabinet about a long-standing campus issue--faculty workload—and a critical new issue—the system-wide enrollment growth recovery plan. Her plan was to clarify the parameters of a perceived problem, identify the scope for action, and communicate step-by-step how these issues could be resolved, effectively using her advantage as a newly appointed executive to look afresh at these problems. Effective teambuilding within the Cabinet led to successful presentation of the campus case for growth to the Chancellor's Office [link], and a readjustment in system-wide planning for growth targets [link] that the San Marcos has exceeded [link]. Faculty and staff workload issues are addressed in another case study in this report.

Transitions in campus leadership often result in transitions in other top leadership positions, and this has certainly been the case at Cal State San Marcos, where there has been a complete turnover of vice presidents and of the Office of the President management and staff. For the most part, these transitions were handled smoothly and not to the detriment of organizational effectiveness. President Haynes identified several managers who could work comfortably outside their areas of specialty and found successful back-up to these individuals during the past two-and-a-half years of transition; thus the organization's leadership has demonstrated a capacity for flexibility and responsiveness. On the other hand, some significant gaps occurred during leadership transition, such as the above mentioned "disconnect" between winning and implementing a Title IIIA grant. The WASC self-study process went through two transitions in leadership, delaying the self-study, but much needed work to change the philosophy and direction of institutional research has assured an improved process.

4) Learning Outcomes from Leadership Transition

Leadership transition at Cal State San Marcos included assessment by an external consultant of institutional climate and leadership capacity, creation of a transition team that created, conducted, and analyzed a campus survey, and creation of a three-person organizational assessment team (including two external reviewers) to assess a merger between Academic and Student Affairs, particularly in relation to advising and Enrollment Management Services. Learning outcomes from the leadership transition process led to significant organizational response and structural change include the following:

♦ The Office of Analytic Studies was restructured to become the Office of Institutional Planning and Analysis in order to emphasize the connection between strategic planning and the need for usable data to help inform

campus decision making and improve institutional performance.

♦ The previous Cabinet and University Planning Council developed into an Executive Council, Cabinet (which extended the membership of the Planning Council), and Council for University Strategic Planning;

♦ Protocols for the Office of the President, the Executive Council, and the Cabinet began to be developed and kept on file.

♦ Academic and Student Affairs were separated, as previously, into two divisions, except that most of the previous re-assignment of units from Academic Affairs to Student Affairs was maintained.

♦ Additional staff support for the critically understaffed units of Advising and Enrollment Management Services was budgeted on a permanent or temporary basis.

♦ An external consultant identified new automation strategies for Enrollment Management Services and these were implemented, greatly improving timeliness of processing.

♦ Cross-education and improved teamwork between Academic Affairs and Financial and Administrative Services developed under President Haynes' leadership.

♦ The strategic planning capacities of the university were enhanced through the creation of a Council for University Strategic Planning with an Associate VP from each division responsible for budgeting and planning included on the council.

Appendix E - The Budgetary Process at Cal State San Marcos

During several years of very challenging budgetary times (particularly, but not exclusively, 2002/03-2004/05), California State University San Marcos demonstrated capacity to adjust to increased expectations as well as to craft and implement survival and recovery strategies. This short case study will provide a brief history of the budgeting process at Cal State San Marcos and demonstrate how we have worked toward a more open and transparent budgeting process that is increasingly tied to strategic planning.

In the early 1990's, Cal State San Marcos had a cross-divisional University Budget Committee (UBC) with approximately fifteen members. This early UBC made a number of significant recommendations to the president, particularly in relation to technology investment, that continue to shape the annual budget of the university. For example, the UBC endorsed the recommendation of Instructional and Information Technology Services (IITS) to begin a "computer refresh" program to ensure ongoing funding for updated technology as well as providing a technology innovation fund that led to programs such as Project TULIP to train faculty to integrate technology into their courses.

Soon after his appointment in 1999, President Gonzalez appointed a team, composed of the university's financial officer, the director of financial aid, the faculty chair of the academic senate and an associate dean, to conduct a comparative budgetary study with other similar CSU campuses. This team found that, in general, the smallest campuses within the CSU tended to devote the smallest percentage of their budgets to instruction and Academic Affairs because of fixed infrastructure costs. This first significant budget study at the campus recommended that more funds should be devoted to Academic Affairs, so a budget strategy was designed that would gradually move more resources in that direction.

Even after this study, there remained much dissatisfaction about the transparency of budgetary information. In late 2002, the management of the University Budget Office was replaced and the office re-assigned to the University Planning Officer, who reported directly to the president. A retired budget director from San Diego State University was hired to manage the office on a short term basis and made significant progress in training staff and publishing publicly available documents with budgetary details. A redesigned comparative budgetary study was updated two years later.[1] This second budgetary study again indicated that instruction was comparatively underfunded at Cal State San Marcos and that our strategic choices, such as investment in technology, were evident when compared to CSU peers. Data on the

number and compensation of management personnel were published and using CSU benchmarks showed that management earned about 94% of the CSU averages for similar positions, alleviating some of the concern about comparative management costs.

Later in 2002, the Provost led another budget methodology task force, which examined best practices in university budgeting and the linking of budgeting to strategic planning. This task force visited other campuses such as California State University Long Beach and University of Western Florida, organizations that were determined to have excellent practices. The recommendations from this task force led to the reinstatement of a University Budget Committee, chaired by the Provost, and a reconstituted University Planning Committee. The committees had overlapping membership, which helped implement alignment of budgeting and planning.

This new structure helped us make tough choices during the tight budgetary times. For example, in 2003, the University Budget Committee (UBC) based on feedback from the University Planning Committee, reduced the campus budget for travel by 40% for 2003/04, and these reductions were successfully put into effect. Conversely, the UBC considered, but rejected, a proposal to suspend student athletic teams, finding this idea not in alignment with the strategic goal of building more community on campus.

Executive management and the UBC established a budgetary strategy early in the process to avoid the layoff of "permanent" bargaining unit staff and the inherent disruptions to operations and morale. Reduction of permanent positions with existing incumbents occurred for only a few management positions. With the impending growth of the campus, this decision prevented the undermining of the institution's future capacity and positioned it well for the years following. Of course, normal attrition occurred and these individuals were not always replaced, at times increasing workload for remaining staff and perhaps engendering many of the comments on the institutional capacity survey concerning staff workload.

Two years ago, the campus implemented a five-year budgetary model as a tool to manage its strategy of maintaining permanently funded positions, promoting budget transparency, and leveraging future growth. This multi-year budget model has allowed the campus to budget for its system-mandated student application software conversion project and for other known or anticipated essential increases.[2] While forecasting revenue in any model is challenging, given the unpredictability of tuition and fees in our current environment, the multi-year budget model has served as a useful instrument in stating revenue assumptions as well as communicating commitments, obligations, and funding of strategic priorities to the campus. This model continues to be used to help support the budgeting decisions of the campus through the

1   All public reports of the Budget Office are posted at: http://www.csusm.edu/budgetoffice/index.htm

2   Because of the changing nature of this document, it is not posted online, but handed out periodically. The latest version will be given to the WASC visiting team.

UBC and serves as a cornerstone for the campus's commitment to an open and transparent budgeting process. There have been open public meetings to review various iterations of the model and to acquaint campus community members with the budgetary challenges and strategies illustrated in the multi-year budget. The Budget Office has also developed and presented a *Budgeting 101* slide show at open forums, various meetings, budget manager forums, and most recently to new department chairs in Academic Affairs.[3]

The organizational assessment and restructuring under President Haynes has led to changes in the Budget Office management and staff. It is now, once again, assigned to the division of Finance and Administrative Services with the UBC and online publishing of budget information contributing to a greater sense of transparency and trust. Although the institutional capacity survey conducted this spring clearly indicates that several respondents still would like more information and communication about the budget, the work of the Council for Strategic Planning (CUSP) in initiating an open budget call for strategic initiative proposals and evaluating and systematically assigning priorities for strategic funds has been a positive step. The implementation of our current strategic planning model in 2005 has helped us connect our budget to our strategic plans more closely than ever before and is described more fully in our Standard IV essay. This more transparent process of linking budget and strategic priorities is giving the campus more confidence in the process. In conclusion, while the campus demonstrated an effective crisis strategy for managing the budget, it has also developed a successful model for both recovery and future growth.

---

3   The "Budgeting 101" presentation was updated in 2006; it and other documents mentioned are available for view at: http://www.csusm.edu/budgetoffice/index.htm

Appendix F

Faculty Workload: A Faculty Perspective

Chances are that if you ask any faculty or staff member about faculty workload, you will hear that it is an issue on the campus. Unfortunately, the complexities and misperceptions associated with our faculty workload and the lack of funding available for new staff make workload a difficult topic we will continue to wrestle with for years to come. There are three distinct challenges we face with respect to workload. The first is simply the process used in accounting for faculty time. The second challenge is developing an understanding of faculty responsibilities across campus. The third challenge is reducing our actual workload.

At the time of the last WASC visit, the campus was struggling with the impact of going from enriched start-up funding to regular funding formulas. In addition, we had been using different metrics for workload than the typical CSU campus. Our focus was solely on FTES targets for each Department, Program or College. Unfortunately, in translating this FTES-based approach to the weighted teaching unit (WTU) approach used for reports to Chancellor's Office, much of faculty workload was missed. This left us being seen as teaching a standard 9 WTUs versus the CSU standard of 12 WTUs. In reality, our workload accounting system was set up in a different way, accounting for FTES rather than WTUs, so we did not report the WTUs in the same was faculty on other campuses report them, i.e. work on things like independent research courses and lab supervision were not reported at all. Simply stated, we were taking the same 120 students and splitting them into an average of 40 students per course in 3 courses rather than 4 courses with 30 each. The workload for the faculty is roughly the same, because actual classroom time only accounts for one-third of the time you spend preparing for the students and grading. In several departments, faculty have always taught more than 9 WTUs because it was not possible to assign a sufficient number of FTES in 3 courses or because courses carried 2, 4 or 5 WTUs rather than the typical 3 units. In general, most departments work hard to try to balance the actual teaching loads of their faculty.

Once we knew that the issue for the CSU was one of accounting and assigning workload rather than actual workload, we began development of workload assignment and accounting formats that would work for the campus. The Colleges developed their own formats fairly quickly and began to account for faculty time more accurately. Years were spent with the Provost, Chairs of the Academic Senate and CSUSM CFA President drafting a workable document on "Assigned Time." Unfortunately, the document was sent to the Chancellor's Office and they made revisions that took it all the way back to its original form as proposed years before. It incensed all faculty who had worked so hard to make the document function well, and it left the administration no choice but to implement as policy against the will of the faculty. This is never a good situation. The Provost worked hard to make the policy work. Much of what was removed from the final draft that had been written with the faculty, Provost Sheath communicated verbally to the faculty of each College. As long as the Deans stick to the intent communicated by the Provost, the new policy should improve the campus climate with respect to workload accounting.

Misperceptions of faculty workload abound, primarily because we had previous administrators who openly and incorrectly blamed faculty for not pulling their weight. This resulted in a huge divide between faculty and staff on campus. The campus is still recovering from this lack of understanding of what faculty do when not in class. President Haynes recognized this as a problem and has tried to address it in several ways, including the formation of Campus Connect and promotion of education as a team effort.

Appendix G - Engaging Students

As President Haynes stated in her 2005 convocation address, "CSUSM is a place of engagement, a vibrant community, a student-centered learning environment." In fact numerous programs provide students with ample opportunities to learn both inside the classroom and out.

Readings by Rudolfo Anaya, lectures by William Safire and Lyman Porter, Taiko drummers, Los Alacranes, and numerous noon-time concerts of music and dance from around the world, exhibits and film-showings, these—along with several years of the very successful American Indian Pow Wow—are but a few examples of the excellent co-curricular programming students can enjoy. Major responsibility for such activities rests with our Arts and Lecture Series, created in 1993 to address the need for more cultural opportunities for our students. This series provides a diverse offering of artistic, cultural, and scholarly events, which are tied closely to university curricula. A faculty committee oversees the series, and facult, themselves, propose various events to this group. An important selection criterion is the interdisciplinary nature of the proposed event to ensure that students from numerous courses may take advantage of the program. For example, students from women's studies, sociology, or history are as likely as students from the dance program to benefit from a performance by the dance troupe Urban Bush Women or the Ricardo Peralta Danza Performa. And even if performances are sold-out events, students benefit from classroom interactions with artists or lecturers either before or after the event.

New on campus, but collaborating closely with Arts and Lectures, is the Context Library Series. Extending the idea of the library as a 'learning laboratory,' the Context Library Series brings exhibits and programming to fuel research ideas and to take students beyond the classroom, immersing them in academic literature, scientific studies, and cultural critiques. The exhibit serves as a catalyst for discussion, an impetus for related research, and a learning opportunity for students outside the classroom. For example, with Lynching in America (Fall 2003), instruction librarians collaborated formally with numerous classes and faculty in a variety of subject areas, including sociology, communication, women's studies, history, art, and ethnic studies. In this case, faculty also asked students to attend the artist's lecture, visit the installation, and relate it to class discussion and research. Student reaction papers and comments were powerful, ranging from "Moving, provocative, beautifully executed installation" to "an eye opening experience." One student exclaimed, 'I'm speechless! This exhibit tears at my soul and I can only hope that we, as US citizens, will never do this again.'

Sometimes this sort of student engagement occurs in innovative courses that bring the larger community into the classroom. "In the Executive's Chair," a course in the College of Business, modeled after the highly successful television show, "The Actor's Studio," brings successful leaders to campus to share their experiences with students. The course provides students with that can be used in their studies and in their future endeavors. These discussions are open to the public and well attended.

Engagement also occurs when students take the classroom to the community, and our Office of Community Service Learning, which was recently named to the Presidential Honor Roll for Service Learning for its work, provides the support needed for faculty to integrate experiential learning into any course. Since 2003/2004 this office has supported an average of 67 course sections and involved an average of 1685 students per year in community projects that bring the classroom learning to life. These courses offer numerous examples of creative and innovative curriculum that actively involve students in their learning. Working with girls from Latina Unidas, a girl's club at Vista High School organized by Girls Inc., university students in VSAR 306: Video in the Community assisted participants in developing videos about prevention of violence against girls. The video project, "Safe in My World," is a series of public service announcements and dramatic shorts about safety and violence prevention for teen girls. Focusing on abusive boyfriends, the videos educate teenage girls about the signs of abuse and where to go for help.

Students in LBST 307: Children and the Environment also work with young people in the community . Here CSUSM students lead the younger children from a local elementary school in a process that involves identifying issues of concern in their environment, researching solutions to the problem identified, and then taking these solutions to the decision-makers that can implement that solution. The goal of these projects is not only to teach our students to work with others in action research to improve their communities, but also to teach the imporance of getting involved and being good citizens.

Students in Anthropology 470:Community Ethnobotany are given a unique opportunity to engage and work collaboratively with the members of the San Luis Rey Band of Luiseño Indians toward two core aims: cultural awareness and cultural survival. Students learn anthropological methods, such as participant observation, field research, interviewing, ethnographic writing, field notebook keeping, collaborative work, and literature research while conducting ethnographic and ethnobotanical research with members of the San Luis Rey and other Luiseño bands. Students also learn ethnobotanical methods, including documentation of plant uses, plant history, lore, and stories, plant processing methods, harvest and cultivation requirements, and the geographic distributions of some California native plants. A project through five successive years of this course has been the establishment of a native garden in Vista, a nearby community..

Providing opportunities for students to partner on research with faculty also offers a challenging and engaging learning experience. An excellent example of this effort at CSUSM is housed in the Office of Biomedical Research and Training. A primary mission of this office is to facilitate research and publication by CSUSM students. Since 2003 students and faculty associated with OBRT have collaborated on at least nine publications and ninety-eight conference presentations. Another example of success is the student research competition, a CSU systemwide competition for faculty-mentored student research projects. Students in the Visual and Performing Arts program also work closely with faculty on numerous creative projects. On example is Downstream, a collaborative process-oriented performance integrating dance, performance, audio and video consists of realtime ambient, amplified and sampled audio produced by the dancers and performers. The students have this exciting opportunity to be partners in a creative project and learning in an authentic environment.

Appendix H

Integrating Technology into the Classroom: The Impact of TULIP Training

TULIP (Technology Utilization in Learning & Information Platforms) has a long history of innovation at CSU San Marcos. Since 1994 the TULIP program has been providing intensive hands-on training to interested faculty members (both adjunct and tenure-track) in a variety of technologies. Because faculty members are encouraged to create projects or apply technology to their own teaching, some long-lasting projects that have had a positive impact on faculty across the campus.

One TULIP project that has had a lasting impact is librarian Sue Thompson's website Plagiarism Prevention for Students. On this site, Thompson clearly defines plagiarism, teaches students how to avoid it, and includes a quiz. She came to TULIP with the idea of developing this project and during TULIP she received help to further define her idea, refine her web editing skills and learn how to design pages and edit graphics.

Thompson began her project in 2002 and is still modifying it to meet the needs of our students. She said, "I have received very positive feedback. People are very pleased and assign it to students or use it if there is a problem." In the spring her site received 503 visits per day and the average length of a visit was 9 minutes.

When asked about her TULIP experience, Thompson said, "TULIP is just beautiful. It's just been the best service. You have that concentrated time away from your normal duties so you can just focus and you get special instruction. In that two week period I felt like I had everything at my fingertips to develop something. I can't say enough good things about it!"

This year Thompson is developing a special version of her Plagiarism Prevention for Students site for our learning management system (WebCT 6) so instructors can track their students' use of the modules and quiz results.

In 2005 we offered TULIP training on Fridays during the spring for professors who have been unable to attend summer trainings. In addition to covering technology tools, there was a major emphasis on pedagogy. A variety of projects were completed.

Moses Ochanji, College of Education, developed online components, including streaming video, for a course that he was teaching partially online for the first time. He also re-designed another course incorporating his new knowledge of WebCT tools.

Carmen Nava, history professor and Faculty Center Director, developed pre and post-tests for an upper-division history course to determine students' knowledge about key concepts essential for success in the course. She also created self-guided online quiz modules so students without the requisite knowledge could work independently to acquire it.

Rosario Diaz-Greenberg, a professor in the College of Education, created a module on service learning and social justice that will be incorporated into several of her courses. She also completely re-designed one of her courses using WebCT.

Adjunct professor Bruce Thompson developed extensive online quizzes for his philosophy course and plans to add video lectures, and Joan Hanor developed her first fully-online course. She included streaming video and increased her use of WebCT tools.

During the summer of 2006 TULIP offered two sessions immediately after spring semester ended, and there was a long waiting list of applicants. Because we were moving to a new version of our learning management system (WebCT 6), emphasis was placed on how to teach with the new tools. Also each session created group multimedia projects including digital video, Mediasite and podcasts. Professors discussed how to incorporate multimedia into face-to-face, hybrid and fully online courses.

Kinesiology professor Todd Astorino said, "I learned how to post on-line discussions which I have used successfully in my classes, to the betterment of my students' learning and development." He added, "There are so many global health issues that we cover in Kinesiology, and to enable students to post their opinions on line, and respond to their peers is extremely important."

Kara Witzke, also in Kinesiology, shared her thoughts on TULIP: "I liked the TULIP training very much...very informative and broad in scope. Gave us hands on practice using the software we needed to learn to make it all work. I have since created an audio recording and incorporated it into a "photo video," I have used iTunes to play a podcast in KINE 306, utilizing most of the features of WebCT in both KINE 403 and KINE 306, have turned both classes into "electronic ONLY" classes, meaning that students never hand in a sheet of actual paper to me. Everything is submitted and graded electronically. It has made grading so much easier. I love it! I think the students also appreciate not having to turn things in...gives them flexibility...when they finish their assignment, they turn it in! Don't have to be present to do so in class.

"I will use Turnitin for the first time this semester. I have also used discussion boards for the first time with huge success. Students really got into it and interacted with their peers and their ideas. I had them review the Healthy People 2010 Leading Health Indicators and come up with a campus program or initiative that we could realistically implement, that would target these indicators. The ideas were fantastic!"

Chemistry professor Karno Ng participated in TULIP both in 2005 and 2006. She said, "TULIP provided a very friendly environment for the faculty to learn the technology. Since TULIP is an "intensive" 3-days (last year) / 5 days (previous year) course, the participants could really get to know each other. The most valuable part of TULIP was the ability to work as a team on a project. Throughout the process, participants could share teaching ideas, "brain-storming" about new ideas for the applications of new technology to their teaching methods.

Besides learning new technology in TULIP, the most essential benefit was to be able to share ideas with other participants. Being able to be exposed to other faculty members who had used technology in different ways, gave me the encouragement to try "new technology."

Appendix I - Program Assessment Process

The relatively short history of academic program review at CSUSM has been a story of evolution. The first Program Review policy (called Program Evaluation and Planning, or PEP) was drafted by the Academic Planning and Policy (APP) Committee and approved by the Academic Senate in 1996-97, and the first round of program reviews began in 1998-99. The newly created Associate Vice President for Academic Affairs – Academic Programs (AVPAA-AP), was later charged with administering the campus program review process. A small budget was established with sufficient funding for one external reviewer as part of each program review process along with $2,000 for program improvement for each program that completed their review on schedule, beginning with AY 1998-99[1].

As a first step toward developing regular assessment of student learning outcomes in degree programs, the Dean of the College of Arts and Sciences (COAS) requested in 1999-2000 that every program develop a list of Student Learning Outcomes (SLO) for its majors. To help support these efforts, faculty were provided opportunities to attend system-wide conferences on student learning outcomes as well as discipline specific programs. While some programs made great progress, others complied with the request but did not actively engage in the process as the dean had already announced that he was stepping down from his position at the start of the academic year. This initiative lost considerable momentum as a result of the transition in COAS leadership.

Most of the degree programs at Cal State San Marcos had been initiated within the first few years of the life of the campus, which led to a 'bunching-up" of the program reviews. By the time the Program Assessment Committee (PAC) was officially convened in fall 2000 as a regular standing Senate Committee, there were only a handful of programs from the initial wave had yet to complete their review. Following the first set of reviews, the PAC and the AVPAA-AP revised the PEP guidelines based on experiences gained. The most significant changes made in the third-generation PEP guidelines were:

♦ Clarification that academic program review at CSUSM was not a review of the academic units that deliver these programs. Furthermore, the PEP process should lead to a clear articulation of student learning outcomes to be achieved in these programs, the development of assessment instruments to measure these achievements, and the use of these assessments for continuous improvement in the academic degree program.

♦ The tabular organization of issues to be discussed in the program self-study was replaced by a list of nine themes (Student Learning Outcomes, Student Readiness, Graduates, Advising and Mentoring, Enrollments, Pedagogy and Instruction, Design of the Degree Program, Resources, Extracurricular Activities), each of which had from two-to-five question prompts.

♦ New process included prompts that would apply to Master's programs.

♦ Following the Board of Trustee action to lower the minimum number of units for a bachelor's degree from 124 to 120, programs that required more than 120 units were asked to supply a justification for maintaining this requirement.

♦ At least one external reviewer was now expected in all program reviews.

As the PAC began reviewing the second wave of PEP reports, it became clear that although the intent was to make Student Learning Outcomes a focus of investigation, the programs were still reviewing and revising their SLO's and assessment of these outcomes were, for most programs, something to be conducted in the future. By spring 2005, it was clear to the PAC that the guidelines needed to more effectively target the assessment of student learning in the majors. Thus, the PAC gathered input on the strengths and weaknesses of the current program review process from department chairs and developed new guidelines in the hopes of creating a more reflective, meaningful, and streamlined process that would focus departments more on student learning outcomes. In fall 2005, the Academic Senate passed a resolution from the PAC requesting an increase in funds to support the program review process. Beginning in fall 2006, programs would be able to request up to $10,000 to support their assessment projects when actively engaged in the program review process and up to $2,000 each year when they are not in the review cycle. With funding put in to place fall 2006 to support this resolution, the PAC now receives and makes recommendations to the Associate Vice President for Strategic Planning and Assessment (AVPSPA), the office now responsible for program reviews, on how to allocate these funds in support of departmental assessment projects.

The PAC is in the process of gathering input on the current pilot program review guidelines before it recommends it become the new policy. Early feedback from programs that have made use of the new guidelines suggests both strengths and weaknesses with our new guidelines. Most suggest that although departments are able to focus more on student learning outcomes and specific issues of concern (i.e., Educational Effectiveness), it is also important that departments focus on the infrastructure necessary to be successful (i.e., Capacity), especially to provide a context for the rest of their

---

1   Beginning with 1998-99, all program reviews have had at least one external reviewer.

review. As a result, we can now see that the current WASC review process might actually provide a nice structure for our program review process as well.

We conclude with a reflection written by the Department Chair of Literature and Writing Studies, one of the departments that helped pilot the new draft guidelines, regarding their experience with the new guidelines and their recommendations for further improvement of our review process.

CSUSM's Pilot Program Review:

The Case of Literature and Writing Studies 05/06 Program Review

Our 2005/06 Program Review provided a unique opportunity for reflection and change. In the spring of 2005, our department, Literature and Writing Studies (LTWR), was invited to pilot a revised Program Review process, one that would allow us to focus on targeted student learning outcomes (SLO) rather than one that required a "comprehensive review." Our department agreed to this pilot as this approach embraces one of our values as faculty—careful study and reflection on what our students are learning. We felt confident that the sequenced approach to assessment that this model affords would allow us (assuming the ongoing availability of appropriate resources) to make meaningful changes that would strengthen our students' learning and improve our curriculum.

What did the LTWR accomplish?

Without question, this Program Review engaged the LTWR department, for well over a year, in meaningful conversations about our shared mission. With the guidance of the pilot periodic review process document, we asked ourselves these larger questions:

♦ How do we best articulate our mission?

♦ How does our mission connect to the larger college, university, and CSU missions?

♦ How do we teach towards that mission through our curriculum?

♦ What are LTWR's student learning outcomes?

♦ How should we make clear our mission and our student learning outcomes?

♦ How should we assess those outcomes routinely?

♦ Aside from the curriculum, how well are our students' "student services" needs being met?2

♦ How will results of our assessments impact our department and its curriculum?

♦ What resources are needed to ensure ongoing assessment?

To engage these questions, in the course of this review, we accomplished the following:3

1. Revised the LTWR Mission Statement

2. Revised the LTWR Student Learning Outcomes Statement

3. Conducted an undergraduate student survey in ten (10) LTWR courses

4. Developed a 5-year sequenced assessment plan

5. Facilitated and assessed Year 1 of our 5-year assessment plan

How has this pilot review process influenced our thinking about program reviews and student assessment?

This pilot process has been productive for our department, and the results of our assessment will positively influence the curriculum and student learning. As a review of our completed report attests, this pilot certainly kept our departmental discussions focused on student learning. Our final report details those important findings. We are in the process of revising the curriculum with the intention of addressing some of the issues raised. For instance, the department's curriculum committee is now considering ways to strengthen the writing option (an option in the LTWR major). The pilot assessment alone did not prompt a review of the writing curriculum. The department faculty had been discussing this curriculum for several years leading up to this review. The review, however, did help support our decision to continue our curriculum revision work.

What revisions suggestions for program review might LTWR offer?

As the chair of LTWR and the faculty member who chaired our most recent program review, I welcome a revised program review process that accomplishes the following:

1. Bridges best practices from the "comprehensive review" process and the pilot program review. Departments need to be able to use the program process as a tool for assessing student learning, curriculum, resources, budget, hiring and more. Additionally, departments need to be able to use the review for curricular and resource advocacy.

2. Clarifies review guidelines and expectations. The directions for completing the review are not clear. Additionally, the relationship between the pilot review guidelines and the data in the notebook are not clear.

3. Educates faculty on developing SLOs and concomitant plans for assessing SLOs. The current pilot review program assumes tacit knowledge about best practices for developing and assessing SLOs.

---

2   By "student services," we mean services such as communication via our website, bulletin boards, and the like; staff and faculty advising; academic assistance in the University Writing Center; library access and research services; enrollment and parking services; enrichment through student affairs and events such as the Arts & Lectures Series.

3   Our final report for this program review is available from the office of Strategic Planning & Assessment.

4. Prepares reviewers about the unique features of CSUSM's program review, paying particular attention to the student assessment piece. There are certainly a number of CSU faculty prepared to facilitate campus reviews under our previous "comprehensive review" model. My experience suggests that few reviewers are prepared to offer feedback about SLO assessment. Such feedback would surely strengthen our educational effectiveness.

5. Provides departments with adequate resources to conduct SLO assessment over the course of five-year review cycle. It will not be enough for the administration to assume that departments undergoing their fifth year program reviews need assessment budgets. It is more likely that as departments develop five-year assessment plans, they will need funds on an annual basis to support their SLO assessment.

6. Creates mechanisms for departments to share SLO assessment projects with each other. Because LTWR was part of a pilot, I was invited to a lunch meeting and a few follow-up meetings with the small group of department chairs involved in the pilot. These meetings proved to be productive.

I am invigorated by CSUSM's commitment to student learning as demonstrated through the program review process my department just piloted. I believe that by combining the best practices of the comprehensive- and pilot-review processes, CSUSM will clearly be using the review process as a powerful tool for educational effectiveness.

Appendix J

Finance and Administrative Services' (FAS) Balanced Scorecard

The FAS division on campus has committed to a total evidence based decision making system know as the Balanced Scorecard (BSC). Five years ago the FAS division instituted the Balanced Scorecard (BSC). The Balanced Scorecard provides feedback about processes and outcomes in order to continuously improve performance and results. It asks organizations to manage by fact, meaning that you can't improve what you can't measure. Therefore, FAS measures progress toward the attainment of their goals, and make changes based on that data. This means viewing the organization from four perspectives, developing measures, collecting data and analyzing it relative to each of these perspectives:

♦ People (to achieve our goals and accomplish our activities, how must we learn, communicate and work together?),

♦ Processes (to satisfy our campus community, in which processes must we excel?),

♦ Campus Community (to achieve our vision, what campus community needs must we serve?), and

♦ Resources/Regulations (to satisfy our campus community, what financial and regulatory goals must we accomplish?).

By collecting and analyzing data, managers are able to see their organization clearly, and from many different perspectives, thus allowing them to make better broad-range decisions. A BSC Planning Council was formed with representatives from key managers and staff, including the Core Team – the working hands of the Balanced Scorecard, responsible for implementing the various initiatives. The Core Team and Council initially created a Strategy Map, identifying objectives within the four perspectives, and showing the cause and effect relationships between those objectives. Once the campus developed a strategic plan, the FAS division reviewed the campus priorities and determined FAS priorities in line with those priorities. Departments developed at least one goal for each BSC perspective (people, processes, customers and resources). The division also has meaningful metrics measuring progress towards achieving the objectives. Each department reports what they are going to do based on strategic priorities in monthly reports and then they report progress on their goals. They collect data based on agreed upon measures and make adjustments according to that feedback. Employees may also visit the Strategic Planning web site to view the timeline and anticipated activities for strategic planning in the division. The FAS division has many fine examples of changes made through their Balanced Scorecard goals including the items below:

♦ Every other month, the division publishes the Balanced Scorecard CONNECT, to communicate about BSC activities, accomplishments, and also highlight systemwide efforts. A popular "thank you" column was added to this newsletter, allowing employees to send thank you notes to one another. This aligns to the division's "build a positive work environment" objective.

♦ The Core Team surveyed the entire FAS division (over 50% participation) to find out about their views and awareness of the Balanced Scorecard. Here are some results:

a. 76% of FAS division employees surveyed rated themselves as having a "Good understanding about the Balanced Scorecard. Able to understand how some activities connect to it. I sometimes see how it relates to me."

b. Over 84% of FAS division employees said they read the Balanced Scorecard CONNECT newsletter, which is published every other month. This is a key communication tool.

♦ The Core Team also asked FAS division employees to rate a list of BSC activities held in the division, and assess whether they think the activities contribute to achieving the objective of "build a positive work environment". Here are the percentages of employees who approve of the activities:

a. Spring Fling – 84%
b. Summer Jam – 71%
c. December Holiday Luncheon – 85%
d. Peer Team Awards – 94%
e. MPP Awards to Staff – 77%

♦ The $100,000 Grand Slam program was a very successful initiative, challenging the division employees to brainstorm ideas for cutting costs, saving money and reducing waste during the CSU budget decline. The FAS division employees submitted over one-hundred ideas with over 40% approved for implementation, resulting in over $530,000 saved! This program relates to the "strategically plan and manage resources" objective.

♦ The FAS division uses pbviews to present BSC data at the quarterly BSC Planning Council meetings, to review results and make decisions based on that data.

♦ The FAS PEER Recognition program has successfully existed for over ten years. The number of nominations grows exponentially each year, beginning with approximately twenty, and now boasting an average of over ninety nominations received. This program also relates to the "build a positive work environment" objective. The division's also incorporated the attributed of the FAS Values Statement into the criteria, so people who are awarded embody the values of the division.

♦ FAS division employees participate in the FAS Values Survey to measure the extent to which the implementation of the FAS Values Statement affects the quality of work life in the Division and its departments. Employees receive the Values Survey results and provide additional feedback in order to improve departmental results. Each department selects one "opportunity for improvement" (OFI) and works on improving the results for that item by doing targeted activities. Managers document the activities in their monthly reports to the Vice President. This year, the division also conducted focus groups to gain additional information from employees, resulting in specific initiatives currently being implemented, to further improve the work environment.

♦ The FAS division participates in the annual systemwide CSU Customer Satisfaction surveys. Results are posted on the web, and departments take specific actions to improve based on survey feedback.

♦ In order to communicate about the Balanced Scorecard, the Core Team placed "Visibility Boards" in several key locations. These boards show the strategy map, vision, values, goals, measures, activities, and the most recent edition of the Balanced Scorecard CONNECT newsletter.

♦ To continuously communicate to division employees, the Vice President created a weekly blog, replacing a monthly newsletter previously emailed to employees. The blog allows an informal, weekly communication mechanism for the Vice President to share information with employees. This has been well-received, with over ninety weekly "hits" to the blog.

♦ The division's vision, "Becoming nationally recognized leaders in higher education administration", is a constant focus for departments. Department managers report their successes toward achieving this in their monthly reports to the Vice President, and the division also has a web site showcasing any recognition received to celebrate and encourage further attainment of the vision.

The successes achieved by the FAS division were featured in author Paul R. Niven's book, Balanced Scorecard Step-by-Step for Government and Non-Profit Agencies. The Balanced Scorecard Core Team also won the CSU Systemwide Quality Improvement Team of the Year in 2003-2004, for their successes.

Appendix K

Self-Review Evidence

CSUSM Worksheet for Self-Review Under the Standards

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives.		
The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher educational community and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.		
Criteria for Review	**Guideline**	**Evidence**
Institutional Purposes		

1.1 The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.	The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines, or are subject to peer review within the framework of generally recognized academic disciplines or areas of practice.	**California State University System**
		• Mission of the California State University system (CSU)
		
		California State University San Marcos
		• Mission, Vision, Values of California State University San Marcos
		• Founding Mission Statement of CSUSM (historical)
		
		CSUSM Division Mission Statements
		• Student Affairs
		• Finance and Administrative Services (FAS)
		• Academic Affairs
		• University Advancement
		• Foundation
		
		College Mission Statements
		• College of Arts and Sciences (COAS)
		• College of Business Administration (COBA)
		• College of Education (COE)
		
		Related Policies and Procedures
		• CSUSM Policies and Procedures online database
		• Governed by Title V (CA Ed. Code) and CSU Executive Order regulations
		• Link to Auxiliaries' Policies & Procedures
		   o Associated Students, Inc.
		   o Foundation
		   o Fiscal Oversight of Auxiliaries
		• CSUSM Extended Studies

| 1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution has developed indicators and evidence to ascertain the level of achievement of its purposes and educational objectives. | The institution has published educational objectives that are consistent with its purposes. | **Program Review**
• Academic Assessment at CSUSM
• Academic Program Review (PEP)
• Schedule for Program Review
• Academic Senate Constitution and Bylaws (p. 8) gives charge to the Program Assessment Committee for program reviews. Completed reviews are kept in the Office of Strategic Planning and Assessment and transitioning to online.

Learning Outcomes
• Student learning outcomes by program
• Monitoring of student progress (individual and by program)
• Teacher performance expectations for all credential students in COE

Listed Objectives & Requirements
• CSUSM General Catalog (paper and online)
• Clear listing of requirements
  o Catalog: pp 67-218
• Grading standards (p. 72)
• Requirements for good standing/continuation
  o Catalog: pp 69-77
• Graduation requirements
  o Catalog: pp 83-89
  o Writing requirements
  o General Education Requirements
  o Language other than English Requirement
  o Computer competency requirement

Sample of additional program requirements
• Master's Programs require thesis, project, or comprehensive exam
• Senior experience as an example of an outcome-oriented program
• The following evaluations are performed, are confidential and will be made available to the team upon request. |

       o   Sponsor Contacts pre-project evaluation

       o   Sponsor Contacts mid-project evaluation

       o   Sponsor Contacts post-project evaluation

       o   Sponsor Contacts post-post-project evaluation (approximately six months after project completion)

       o   Students pre-project evaluation

       o   Students mid-project evaluation

       o   Students post-project evaluation

| 1.3 The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability. | | **Job Descriptions & Hiring**
• All job descriptions for all positions available for inspection in Human Resources and Equal Opportunity (HREO)
• Human Resources Forms
• System-defined classification standards
• Campus published hiring policies and procedures. (See "Recruitment" and "Job Opportunities")
• Administrative appointment policies and procedures
• Management Personnel Plan Equity Increases
• MPP Salary Adjustments, Including Retreat Conditions
• Faculty hiring governed by CSU and CBA rules

Training Opportunities
• HR-related Training
• Computer training
• Sexual harassment policy & training

Evaluation and Accountability
• Accountability via annual plans/goals, objectives, and evaluations.
  o President's Annual Report to the Community
  o FAS Annual Reports
• Risk management addresses responsibility and accountability360^0 Evaluation of top Administrators
• Evaluation Process for every employee–
  o Presidential Assessment
  o VP and Deans Policy
  o VP and Deans Procedure
  o Annual Staff Evaluations (forms)
  o Faculty evaluations (plus post-tenure review)

Leadership
• President's Executive Council
• President's Cabinet
• Structured leadership advisory councils
• Leadership Organization Charts |

Criteria for Review	Guideline	Evidence

Integrity

Criteria for Review	Guideline	Evidence
1.4 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.	The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state conditions, and ensure these conditions are consistent with academic freedom. Due process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.	**Freedom of Information and Inquiry** • ALA Library Bill of Rights endorsed through Academic Senate and represented in Library's Mission Statement. **Values Statement – Commitment to Academic Freedom** • Mission, Vision and Values • Statements on academic freedom (p. 77 in catalog). • Collective Bargaining Agreement for faculty ensures academic freedom and responsibility (in the Preamble to the document) • Academic Senate of the CSU re-affirmed its commitment to academic freedom (for faculty and students) in January 2005: • Policies published in catalog for request to change a grade (p. 71), student discipline (p.329) • Due Process and Judicial affairs for Students • FERPA and Grievance Policies for Students
1.5 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.	The institution has demonstrated institutional commitment to the principles enunciated in the WASC Statement on Diversity.	**Policies** • Statement on non-discrimination by Chancellor • Academic Senate Resolution on HSI **Educational and Co-Curricular Programs** • Hispanic Service Institution Website • Statistics related to HSI • College of Education Outreach Initiatives • COE Outreach • Disabled Student Services • Disabled Student Services Home Page • Parking lot H added 33 accessible parking spaces in the center of classroom buildings. • Parking Slots for Disabled Students • EOP/TRIO/SSS student services programs • Student Support Services • Student Equal Opportunity Program • HREO is committed to equal opportunity • HREO Homepage • Diversity issues prominent in degree programs in College of Education, Ethnic Studies (minor), Women's Studies, Border and Regional Studies (new). • College of Education • Women's Studies • College of Arts and Sciences Programs- Diversity issues prominent in GE requirements, Requirement for language competence in other than English • Women's Studies/ (pp 78-85) • Global Affairs programs • Hispanic Serving Institution (HIS) website • Hispanic, African American, and Native Advisory Councils • Multiple ethnic student organizations • Asian Student Club • Ballet Folklorica Mixtlan • Global Connections • Other Student Organizations

- Women's Center

Administrative and Organizational Practices
College Mission Statements
- College of Arts & Sciences (COAS)
- College of Education (COE)
- College of Business Administration (COBA)
- Diversity Statements and Practice- Efforts to diversify hiring and student recruitment pools
- Educational Equity Task Force
- North County Times Article on Educational Equity
- Hispanic Serving Institution Senate Resolution and HSI Website
- Programs for Employment: requires appreciation of diversity
- Chancellor's Statement on hiring and diversity
- Office of Biomedical Research and Training
- CSU Accountability Data and in Appendix of this Report
- CSU System Report
- NSSE by race and ethnicity
- Campus Climate
- Equal Opportunity Assistant on all search committees - Responsibilities
- Responsibilities of Equal Opportunity Officer
- Strategic Plan

| 1.6 Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. | The institution has no history of interference in substantive decisions or educational functions by political, religious, corporate or other external bodies outside the institution's own governance arrangements. | **Statements and Policies regarding Autonomy**
• Board of Trustees, not religious: explicit statement, Section 66607 stipulates that "The California State University shall be entirely independent of all political and sectarian influence and kept free there from in the appointment of its Trustees and in the administration of its affairs."
• Board of Trustees Appointments- CSU governance by state law, Public institution
• CSU Governance |

1.7 The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research and refunds.	The institution has published or readily- available policies on student grievances and complaints, refunds, etc. and has no history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts.	**Academic Programs** • Academic Programs Homepage • Program websites – outline of what to do for each major • Road Map for Students to easily access general education requirements • Academic Affairs website has a link to each college program web-site • Review process for 120 units Academic Advising • New program forms and processes • COE and Nursing programs cohorted for good continuation • COE Cohort Model • Nursing program introduces cohort model on its home page **Policies and Procedures** • Student Policies on Grievances and other Issues • Student Judicial Affairs website includes information for students with questions regarding discrimination, grade appeals, harassment, student employees • Degree Audit system • Student grievance and petitions process • Sexual harassment Policy • Institutional Research Board and IRB Policies
1.8 The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas.	The institution has published or readily-available grievance procedures for faculty, staff, and students. Its finances are regularly audited by external agencies.	**Grievance Procedures** • Online database for CSUSM Policy and Procedures • Staff & faculty are under Collective Bargaining agreements and grievance procedures are clearly defined **Audits and Reports** • The campus receives a regular monthly audit report from the Chancellor's Office, including resolved and unresolved findings. These are not in electronic form, but can be available to the team if requested. • CSI Audits and Evaluation Practices • CSU Policies on Evaluations and Audits • 2001 Special Investigation of CSUSM, Response and Acknowledgement • Employee Relations Audits and Reports • University Indicators and Accountability Report

Standard 2. Achieving Educational Objectives Through Core Functions

The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning. It demonstrates that these core functions are performed effectively and that they support one another in the institution's efforts to attain educational effectiveness.

Criteria for Review	Guidelines	Evidence
Teaching and Learning		
2.1 The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.	The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.	**Program Requirements** • California Code on Education – Title V • Cornerstones Project • Codes and Regulations especially Division 5 subchapter 2, and the Executive Orders of the Chancellor's Office Executive Orders **Professional and Discipline Accreditation** • Policy on Accreditation of Academic Programs • All teacher credential programs are accredited by the California State Commission on Teacher Credentialing. CCTC • B.S. in Chemistry accredited by American Chemical Society • Nursing Program will seek accreditation • College of Education is accredited by NCATE • COBA follows AACSB, whenever possible • Statement of Dean of College of Business **Program Review for Quality Assurance** • Programs conform with standards and are subject to peer review through our five-year academic review process link to PEP guidelines currently under revision • PEP Guideline Revisions • Program and Curriculum Forms and Processes. • Program Revision and Change Process and Forms
2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.	Competencies required for graduation are reflected in course syllabi for both General Education and the major.	**Syllabus Guidelines for Faculty** • Syllabus Guidelines • College of Education • College of Arts & Sciences, College of Business Administration **Graduation Requirements** • Procedure for Graduation Requirements for Baccalaureate Degrees and Academic Certificate Programs • Major/Minor Requirements • Computer Competency Requirements • Language Graduation Requirement • Writing Requirement **Assessment Portfolios for Graduation** • COE Electronic Portfolios • History Portfolio Instructions

Criteria for Review	Guideline	Evidence
Baccalaureate programs also ensure breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate programs.		(See previous websites regarding general education at CSUSM)
♦ Graduate programs are consistent with the purpose and character of their institutions; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the several levels of graduate and professional degrees offered. Graduate curricula are visibly structured to include active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences. Additionally, admission criteria to graduate programs normally include a baccalaureate degree in an appropriate undergraduate program.	The institution employs at least one full-time faculty member for each graduate degree program offered.	**Graduate Programs** • Graduate program website **Discipline Graduate Programs** • Biology • Computer Science • Literature and Writing • Mathematics • Psychology • Sociology • Spanish • MBA • Education • History See also University Catalog **Graduate Program Policies** • Use of Undergraduate Courses in Master's Degree Programs Other Graduate Program Policies
2.3 The institution's expectations for learning and student attainment are clearly reflected in its academic programs and policies. These include the organization and content of the institution's curricula; admissions and graduation policies; the organization and delivery of advisement; the use of its library and information resources; and (where applicable) experience in the wider learning environment provided by the campus and/or co-curriculum.	The use of information and learning resources beyond textbooks is evidenced in syllabi throughout the undergraduate and graduate curriculum.	**Informing Students** • Academic Advising **Undergraduate Policies** • Academic Honesty • Academic Renewal • Credit/No Credit Grade Option • Graduate Probation, Disqualification, and Reinstatement • Undergraduate Student Course Repeat • Student Grade Appeals • Undergraduate Probation, Disqualification, and Reinstatement • Student Grievance Policy • Academic Probation **Co-curricular Activities and Enhancements** • Library Context Series • Center for Leadership and Mentorship Building (CLIMB) • Service Learning • Senior Experience

Criteria for Review	Guideline	Evidence
2.4 The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.		**Assessment and Approval Activities** • Campus assessment webpage • New program proposals • New guidelines for course syllabi **Information Sharing and Review** • Academic Senate Discussion Forum • Academic Program Committee • University Curriculum Committee • Program Assessment Committee • General Education Committee • Peer Coaching • Teaching and Learning Links • Faculty Center Activities
2.5 The institution's academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.		**Engaging Students** • Psychology Research Fair • Student Research Competition • Senior Experience **Performance Expectations and Feedback** • Academic Honesty • Catalog Grades and Grading Policies • Credit/No Credit Option • Graduation Probation, Disqualification, and Reinstatement • Undergraduate Student Course Repeat • Withdrawal Policy • Student Grade Appeals • Undergraduate Probation, Disqualification, and Reinstatement • Student Grievance Policy • Academic Probation 1• SSS/EOP Mid Semester Evaluations
2.6 The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.		Feedback from Senior Experience Sponsors - available upon request.
2.7 In order to improve currency and effectiveness, all programs offered by the institution are subject to review, including analyses of the achievement of the program's learning objectives and outcomes. Where appropriate, evidence from external constituencies such as employers and professional societies is included in such reviews.	The institution incorporates it its assessment of educational objectives results with respect to student achievement, including program completion, license examination, and placement rates results.	**Program Evaluation and Review** • Program Evaluation Process is currently being revised to focus more on Student Learning Outcomes. • All Programs are subject to a peer review through our five-year academic review process (PEP) • Program Review Revised Guidelines • Program and course modification, Tracker

Scholarship and Creative Activity

2.8 The institution actively values and promotes scholarship, curricular and instructional innovations, and creative activity, as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.		**Demonstrating Value: Grants and Awards** • Lottery Fund Grants • University Professional Development Grants and Research Scholarship and Creative Activity Grants. • Faculty Fellows Awards • President's Awards for Teaching, Research and Service • Harry Brakebill Distinguished Professor Award • Technology Utilization in Learning and Instructional Platforms (TULIP) Grants • Faculty Research Colloquium • Wang CSU System Award

Criteria for Review	Guideline	Evidence
2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.		**Retention Tenure and Promotion Recognizes Linkages** • Promotion and tenure policies • Faculty Center
Support for Student Learning		
2.10. Regardless of mode of program delivery, the institution regularly identifies the characteristics of its students and assesses their needs, experiences and levels of satisfaction. This information is used to help shape a learning-centered environment and to actively promote student success.	The institution's policy on grading and student evaluation is clearly stated, and provides opportunity for appeal as needed; and periodic analyses of grades and evaluation procedures are conducted to assess the rigor and impact of these policies.	**Characteristics of Students** • Student Demographics **Grading and Evaluation** • Grades and Grading Policies (CSUSM Catalog) **Impact Analysis of selected Policies** • NSSE and Other Surveys of our Students
2.11 Consistent with its purposes, the institution develops and implements co-curricular programs that are integrated with its academic goals and programs, and supports student professional and personal development.		**Salient Co-curricular Activities** • Career Services Workshops • Associated Students Activities and Workshops • Student Life and Leadership • Student Health and Wellness • Self Care and Alcohol • Student Academic Support • Sigma Iota Epsilon and Business Etiquette Dinner • Global Affairs • Arts and Lecture Series • ASI Programs • Student Clubs and Organizations • Career Center • Leadership Development • Multicultural Programs • Intramural Sports Programs
2.12. The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.	Recruiting and admission practices, academic calendars, publications, and advertising are accurate, current, disclosing, and are readily available to support student needs.	**Information and Support for Students** • Academic Advising • Degree Audit System • Orientation for New Students • Orientation for Transfer Students • Roadmaps for Lower Division • CSU Mentor • On-line Admissions • ASSIST for Transfer Students

2.13. Student support services—including financial aid, registration, advising, career counseling, computer labs, and library and information serves—are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.		**Resources for Students** • Child care Center • Rape Aggression Defense Classes • Community Partners • Computer Consulting Center • PACE Program and Advising • Southwest Riverside Campus • Extended Education Test Preparation Courses • Language Learning Center • Disabled Student Services • Services and Workshops • Veterans Information and Services • International Student Services and Advising
2.14. Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.		**Resources for Transfer Students** • CSU Transfer Project • Program for Adult College Education. (PACE Program) • Centers for Learning and Academic Support Services (CLASS) • Orientation for Transfer Students • North County Higher Education Alliance • ASSIST- is an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California • Admission Information • Transfer orientations include a group meeting with faculty in major

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Sustainability		
The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.		
Criteria for Review	**Guidelines**	**Evidence**
Faculty and Staff		
3.1 The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.		**University Organization and Personnel** • University Organizational Chart • Faculty Numbers • Staff numbers • Job Ads and Descriptions are clear with respect to responsibilities and qualifications • View Current Job Postings • Hiring checklist • Budget planning allocates funds for faculty with a determined SFR allocated at average employment cost for new faculty • Operating expenditures • Information from Longitudinal and Comparative Budget Study • Training Opportunities for Staff
3.2. The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.	The institution has an instructional staffing plan that includes a sufficient number of full-time faculty with appropriate background by discipline and degree levels.	**Faculty Resources** • List of all TT faculty • Communicating need for faculty: CoAS Hiring and Academic Planning Committee, page 4 • Faculty diversity • California State Assembly Continuity Resolution 73 (ACR 73)
3.3. Faculty and staff recruitment, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.		**Faculty and Staff Recruitment and Evaluation** • Faculty Evaluation: RTP process/policies, Temporary Faculty Evaluation, Post-tenure Review • Academic Master Plan • Academic Recruitment Process • Tenure Track Faculty • Temporary Faculty • Collective Bargaining Agreements • Student Evaluations, e.g. Lecture Form • Salary Scales for CSU employees • Faculty Benefits • Market Equity Procedure • CSU reduction for SFR to 18:1

Criteria for Review	Guideline	Evidence/Evaluation

3.4. The institution maintains appropriate and sufficiently supported faculty development activities designed to improve teaching and learning consistent with its educational objectives and institutional purposes.		**Faculty Development Opportunities and Awards**
		• Office of Graduate Studies and Research
		   o University Professional Development Grants
		   o Lottery Funds
		   o SEED Grants
		   o Faculty Center Professional Development Grants
		   o College Professional Development Programs
		   o Sabbatical Policy
		• Institute for Teaching and Learning (Systemwide)
		• Faculty Center Workshops and Institutes
		• Technology Institute (TULIP Program)
		• Training Opportunities at CSUSM
		• President's Awards For Teaching, Research, and Service

Fiscal, Physical, and Information Resources

Criteria for Review	Guideline	Evidence/Evaluation

3.5. Fiscal and physical resources are effectively aligned with institutional purposes and educational objectives, and are sufficiently developed to support and maintain the level and kinds of educational programs offered both now and for the foreseeable future.	The institution has a history of financial stability, appropriate independent audits, and realistic plans to eliminate any accumulated deficits and to build sufficient reserves to support long-term viability.	**Capital Outlays and Planning**
		
		• Planning, Design and Construction
		• Campus Master Plan Update
		• Capital Outlay Budget Change Proposal:
		   o State funded capital outlay
		   o Non-state funded capital outlay

3.6. The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. For on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kinds to support and maintain the level and kind of education offered. These resources, services and facilities are consistent with the institution's purposes, and are appropriate, sufficient, and sustainable.		**Information Resources at CSUSM**
		• Library
		   o Traditional Library Catalog via the Web
		   o Research Databases
		   o Individual Course Research Guides
		   o Electronic Reserves
		   o About the Library – More information on many aspects of the library, including personnel and services
		• Inter Library Loan for students/faculty/staff
		• New Program Application – Library services needed are to be outlined under section 4.d.
		• SMART classrooms

Criteria for Review	Guideline	Evidence
3.7. The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.		**Information Technology at CSUSM** • Classroom Technology Services • SMART classrooms and Training on SMART Classrooms • Refresh Program • Faculty and Staff Help Desk • Open Computer labs • Online Communication – In the Loop-Faculty, In the Loop - Students, Tracks • Instructional and Information Technology Services – Many other services are outlined here

Organizational Structures and Decision- Making Processes.

Criteria for Review	Guideline	Evidence
3.8. The institution's organizational structures and decision-making processes are clear, consistent with its purposes, and sufficient to support effective decision making.	The institution has an organization chart that clearly depicts positions, associated responsibilities, and lines of authority.	**Organizational Structures at CSUSM** • University Organizational Charts • Faculty Organization and Governance Documents • Liaison with CSU System and Legislature • Policy on Centers and Institutes at CSUSM • President's Divisions • President's Cabinet • Institutional Planning and Analysis • Administrative Offices In addition to above there are numerous committees, planning groups and task forces.
Criteria for Review	**Guideline**	**Evidence**
3.9. The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.		**CSU System Policies and Oversight** • CSU Organizational Chart • Board of Trustees of CSU • Board of Trustees Rules and procedures • Auxiliary Oversight
3.10. The institution has a chief executive whose full-time responsibility is to the institution, together with a cadre of administrators qualified and able to provide effective educational leadership and management at all levels.		**CSUSM Administrative Policies and Appointments** • MPP Policy at CSUSM • MPP Review Policy • MPP Performance Review Program • Annual Review of Vice Presidents and Deans • MPP Salary Adjustments and Retreat Rights • Senior Administrator Hiring and Appointments

3.11. The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.		**Faculty Leadership Through the Academic Senate** • Academic Senate Website • University committees with faculty representation: 　o Academic & Student Affairs Round Table 　o Academic Blueprint Committee 　o Academic Program Marketing Task Force 　o Arts & Lectures Advisory Committee 　o Auxiliary Services Advisory Board 　o Citation Appeal Board 　o Commencement Committee 　o Disability Issues Advisory Committee 　o Educational Effectiveness Council 　o Enrollment Management Committee 　o Faculty Advising Role Advisory Committee 　o Faculty Awards Selection Committee 　o Faculty Center Advisory Board 　o Foundation Advisory Board 　o Instructionally Related Activities Committee 　o Parking Advisory Group 　o President's Award for Innovation in Teaching Committee 　o Professional Leave Committee 　o Risk Management Advisory Committee 　o Service Learning Advisory Committee 　o Student Fee Advisory Committee 　o Student Grade Appeals Committee 　o Student Research Competition Committee 　o Substance Abuse Advisory Council 　o University Budget Committee 　o University Global Affairs Committee 　o University Student Union Advisory Board

　　　o University Computing & Telecommunications Committee
　　　o University Planning Council
- Academic Senate Flow Chart: illustrates flow of business
- Policies on Evaluation of Temporary Faculty, RTP (for the campus and for each college/unit), Post-Tenure Review Policy developed with faculty participation
- Policies on Faculty Evaluation are on the Faculty Affairs Website

- New Policies passed by APP/APC since 1999
　　　o Grading Symbols
　　　o Acad. Deadlines: Proc. for Scheduling During Non-Semester Acad. Terms
　　　o Course Repeat Policies: Resolution on Graduate and Undergraduate
　　　o Graduate Leaves of Absence
　　　o Graduate Programs: Policy on the Use of Undergraduate Courses
　　　o Extended Education Policy
　　　o Acad. Regulations Governing "Language Other Than English" Requirement
　　　o Inactive Course Policy

- o Advancement to Candidacy Policy
- o Graduate Admission Policy
- o Class Schedules Resolution
- o Resolution on Course Expectations
- o YRO Academic Calendar for 2002/03 and Beyond
- o Resolution on Course Expectations
- o Resolution Revising Procedures for Dropping Courses
- o Resolution on Qualifications of Originators of Course and Program Proposals
- o Maximum Number of Units
- o Undergrad. Probation, Disqualification, & Reinstatement Policy & Procedures
- o Grad. Probation, Disqualification, & Reinstatement Policy & Procedures
- o Definition of a Community Service Learning Course
- o Master's Thesis and Project Committee Composition
- o Graduation Req. for Baccalaureate Degrees & Academic Certificate Programs
- New Policies passed by GEC since 1999
  - o Study Abroad Policy
  - o Resolution on Lower Division General Education Area D: Social Sciences
  - o Resolution regarding Recertification of Upper Division General Education Courses
  - o Resolution regarding Upper Division General Education Requirement
  - o Computer Intensive Requirement (CIR) Resolution
  - o Resolution: Definition of Upper Division General Education

Standard 4. Creating an Organization Committed to Learning and Improvement

The institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution, and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.

Criteria for Review	Guidelines	Evidence
Strategic Thinking and Planning		
4.1. The institution periodically engages its multiple constituencies in institutional reflection and planning processes which assess it strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution. The institution monitors the effectiveness of the implementation of its plans and revises them as appropriate.	A clear charge to planning bodies with a regular schedule and the existence of an understandable and coherent plan for assessing the attainment of educational objectives must be developed. Evidence of the ways the results of planning and evaluation are linked to decision-making is demonstrable.	**Strategic Planning at CSUSM** • Current Strategic Plan- New plan includes implementation and assessment Improvement over time, new plan more influential, $ • Previous Strategic Plans • DRAFT objectives • CUSP • FAS Balanced Scorecard • Strategic planning timeline • Path to planning • AC Blueprint/Master Plan Comm/CAS Standards review in Student Affairs(several documents here) • Student Affairs Learning Outcomes • Student Affairs Advisor Academy • Realignment Process: mentioned in minutes and reports to senate: • Student Affairs org chart: • Finance and administrative services: • Academic Affairs org chart • UBC Process • Budget Cycle Calendar • Transition Team Report • Mission/Vision/Values Process (Choose Priorities) • Budget as open and collaborative • Cycle of growth: early years building up then established • Budgetary restructuring—new UBC, budget authority moved to Planning and Budget for coordination • Academic Affairs Documents & Guidelines • Budget process • Budget Office • Strategic planning initiatives funded 06 2• Fiscal limits

4.2. Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.		**Planning Alignment Evidence** • Academic Plan tied to Building Planning • New budget dollars aligned with strategic goals • Academic Plan tied to Building Planning • Master plan • Future projects (and history) • Timing of Building Planning Process is a problem – factors beyond our control • Space committee and its charge • Space committee minutes • Growth Theme

4.3. Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.		**Evolution of Planning Process**
		• Improved over time
		• Faculty hiring plans:
		   o COAS (in the CAMP)
		   o CoBA (in their governance document)
		Largely guided by budget
		• Academic Programs annual reports
		• Academic Blueprint
		Updated academic blueprint (It's on the academic programs web page as is the UAMP)
		
		• OAS Studies/Website Office of institutional Research
		• Credential Students Study
		• DSS evaluation of their students
		• PAC /PEP review focus on educational effectiveness (on Academic Programs web page)
		• Results of PEP to be posted as archive
		• PEP Review schedule
		• Student Learning Outcomes in new P forms found on Academic Programs page
		• COE has TPE – performance-based evaluation

4.4. The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes involve assessments of effectiveness, track results over time, and use the results of these assessments to revise and improve structures, and processes, curricula, and pedagogy.		**Curriculum and Program Approval Processes** • Academic Programs Website • Program Proposal BLP, ABC. UBC, college curriculum • Curriculum tracker **Periodic Program Review** • CSUSM Program Review Process **Data Collection** • FAS Balanced Scorecard for QA • Enrollment projections • Enrollment profile (current) • OAS-run surveys • Student Course Evaluations • New nursing program handbook • Senate approval/chancellor's office • UAMP • PEP process revision • RTP process refinements Library: • COE and CoBA under revision • CoBA • Post tenure review o Effective pedagogy and curriculum

Criteria for Review	Guideline	Evidence
Commitment to Learning and Improvement		
4.5. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included among the priorities of institutional research function is the identification of indicators and the collection of appropriate data to support the assessment of student learning consistent with the institution's purposes and educational objectives. Periodic reviews of institutional research and data collection are conducted to develop more effective indicators of performance and to assure the suitability and usefulness of data.	The institution exhibits existence of clear institutional research capacities with appropriate reporting lines and support appropriate to the institution's size and scope. Institutional research or equivalent databases are developed that are sufficient to meet all external reporting needs (e.g. IPEDS), and there are appropriate ways to access or disseminate this information through publications, reports, or widely-accessible databases.	**Institutional Research and Reports** • Employer survey – career surveys/graduate surveys of employment (but not after 2001). • Student Learning Outcomes • Cornerstones performance indicators – we report to CSU, reviewed by CSU. • 2006 accountability report • Annual report on retention & time to degree • NSSE survey, and comparisons to other CSUs • Student surveys • Student opinion • Freshmen survey • Annual Policing reports- 2005 report • Customer satisfaction survey for different units each year. • CSU Bench marking with performance measures • Space committee- space needs projection (lab, lecture, office) – reviewed continuously. • Use of Non University Space Policy • Student evaluations of teaching, for RTP & adjunct hiring. • CPA Exams for Accounting • Chemistry National exams • CSU Information Literacy testing through ETS • Institutional grants: UPD, R& CA, Lottery, seed grants • Other research grant opportunities- CAMP, MAPs, Gear-Up, Upward Bound, SSS • Tracking monthly of accounts payable/financial aid/budget office. • Lottery grants (through provost) 2• Student research competition 2• Sabbatical Leave Policy 2• Evaluate workshops & seminars every time in Student Affairs – get student feedback.

| 4.6 Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning. | The institution has clear, well-established policies and practices for gathering and analyzing information that leads to a culture of evidence and improvement. | **Processes for Evaluation and Improvement**
• Customer Satisfaction
• CSU site
• Results: Quality Improvement (CSU)
• Campus Environment survey
• Transition Team Report
• CAS standards review in Student Affairs
• Mid-semester evaluation for at risk students & DSS students
• Institutional Planning and Analysis
• FAS Balance scorecard
• Student referenda – online voting
  o Athletics
  o Facility Fee
  o Childcare Center
• PB views to track strategic planning process
• Organizational assessment team
• ASI secret shoppers
• Policy task force
• Survey of physical environment master plan – used for master plan revision.
• Social and Behavioral Sciences Building
• Athletics – plan to develop based on student surveys (fee increase). Assess student athletes
• Assessment of University Village residents – satisfactory
• Tracks article |
| 4.7. The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology. | | **Faculty Involvement in Teaching and Learning**
• Assessment website
• Program portfolios
• IITS annual reports
• PEP
• Career services and testing services |

4.8. Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are involved in the assessment of the effectiveness of the educational programs.		**Stakeholder Involvement at CSUSM** • PEP process requires external reviewer • Surveys conducted by IP&A • Alumni survey – grad survey • Alumni Association website • 1999, 2004, community survey of perception of institutions • The Carnegie Foundation for the Advancement of Teaching • Partnerships • Distinguished Teacher in Residence • Student views on ITTS 04-05 • Follow-up by external boards • Job fairs • COE – Principals evaluate our credential students • CPA Exam • Nursing exam • New program in nursing will have feedback from hospital districts • New biotech program will have employer input and feedback o News release • Senior experience – we ask organizations to evaluate team & product.