

1 **I. ADHERENCE TO THE UNIVERSITY RTP POLICIES AND PROCEDURES**

2
3 A. The College of Business Administration (CoBA) uses the same definitions,
4 terms, and abbreviations as defined in the University RTP document.

5
6 B. Provisions of this document are to be implemented in conformity with
7 University RTP policies and procedures; the CSU Collective Bargaining Agreement (CBA), Articles 13, 14, 15;
8 and the University Policy on Ethical Conduct. The candidate should note, particularly, University procedures that
9 provide guidance on the working personnel action file (WPAF) and describe the responsibilities of the candidate
10 in the review process.

11
12 C. The CSUSM RTP document specifies a role of departments and chairs in the retention, tenure,
13 and promotion policy in accordance with the CBA. In its present form, CoBA is organized into departments with
14 designated department chairs who have administrative and program responsibilities. Thus, the College of
15 Business Faculty have agreed that the standards set forth in this CoBA Retention, Tenure and Promotion
16 Document provide the following:

17
18 1. The academic unit reviewing the candidate's file will be a department specific Peer
19 Review Committee.

20
21 2. Whereas the CSUSM RTP document states that departments may specify standards for
22 retention, tenure and promotion, CoBA Faculty designate the standards set forth in this document as the standard
23 for all departments within CoBA until such time as departments wish to create separate standards.

24
25 3. Department chairs may make separate recommendations¹. Such recommendations shall
26 be forwarded to subsequent levels of review. If the chair makes a separate recommendation, he/she shall not
27 participate as a member of the peer review committee (see University RTP policy; CBA Article 15.).

28
29 D. The College is guided also by the standards of American Association of Colleges and Schools of
30 Business (AACSB), the international accrediting agency for schools of business

31
32 **II. GUIDING PRINCIPLES**

33
34 A. The performance areas that shall be evaluated include teaching, scholarship, and service. While
35 there will be diversity in the contributions of faculty members to the University, CoBA recognizes that teaching,
36 scholarship and service are all central to the institution; therefore, faculty members must submit a curriculum vita
37 and narrative statements describing the summary of teaching, research and service for the review period. The
38 faculty member must meet the minimum standards in each of the three areas.

39
40 B. Retention, tenure, and promotion decisions are made on the basis of the evaluation of individual
41 performance. Candidates are responsible for 1) becoming familiar with the standards; 2) understanding the
42 standards; 3) engaging in activities that meet the standards and 4) effectively communicating how they have met
43 the standards.

44
45 C. Activities counted and assessed in one area of performance shall not be duplicated in any other
46 area of performance evaluation.

47
48 D. Candidates for retention will show effectiveness in each area of performance and demonstrate
49 progress toward meeting the tenure requirements in the areas of teaching, scholarship and service.

50
51 E. Candidates for the rank of associate professor require an established record of effectiveness in
52 teaching, scholarship and service to the University.

¹ If a department chair makes a separate recommendation for one person, then separate recommendations must also be made for all people in the department who are undergoing RTP review in that cycle.

53
54 F. Candidates for the rank of professor require, in addition to continued effectiveness, an
55 established record of initiative and leadership in teaching, scholarship, and service to the University, the
56 profession and the community. Promotion to the rank of professor will be based on the record of the individual
57 since he/she was promoted to the rank of associate professor.
58

59 G. The granting of tenure at any rank recognizes accomplishments and services performed by the
60 faculty member during his/her career. The record must show sustained and continuous activities and
61 accomplishments. The granting of tenure is an expression of confidence that the faculty member has both the
62 commitment to and the potential for continued development and accomplishment throughout his/her career.
63 Tenure will be granted only to individuals whose record meets the standards required to earn promotion to the
64 rank at which the tenure will be granted.
65

66 H. The recommending of early tenure (prior to the 6th year in rank) for assistant professors is
67 considered an exception. An individual should have a minimum of three years of service at CSUSM. A positive
68 recommendation requires that the candidate's record clearly exceeds the articulated standards for the granting of a
69 tenure/promotion decision and that the record demonstrates a sustained level of accomplishment at CSUSM in all
70 areas.
71

72 I. Faculty who are hired at an advanced rank without tenure may apply for tenure after two years of
73 service at CSUSM (i.e., in Fall of their third year at CSUSM). A positive recommendation requires that the
74 candidate's record at CSUSM clearly demonstrates a continued level of accomplishment in all areas and, together
75 with the candidate's previous record, is consistent with the articulated standards for the granting of tenure at the
76 Faculty member's rank.
77

78 III. STANDARDS AND CRITERIA FOR TEACHING

79

80 A. For retention, tenure, and promotion, College faculty members are expected to demonstrate
81 sustained effective teaching. "Effective teaching" is instructional activity in support of the College Mission and is
82 demonstrated by information in the *teaching portfolio* section of the WPAF.
83

84 B. "Teaching" includes instructional activity such as the following:

- 85 • classroom teaching
- 86 • laboratory teaching
- 87 • supervision of Senior Experience and Masters projects
- 88 • course development
- 89 • curriculum development
- 90 • program development
- 91 • pedagogical self-development
- 92 • supervision of student independent study
- 93 • student advising and counseling
- 94

95
96 C. The teaching portfolio

97
98
99 A candidate's teaching performance shall be based on an evaluation of the entire teaching portfolio.

100
101 1. The following documentation is *required*:

- 102 • University-approved student evaluation of teaching forms and summary and grade
- 103 distributions for all classes taught (e.g. all sections of BUS 304)
- 104 • Representative syllabi for courses taught
- 105
- 106

107 2. The following documentation is *optional*:

- Other course instructional materials such as candidate-prepared cases and assignments, handouts, and exams
- University-generated Grade Confirmation Reports in the courses for which student evaluations of teaching are furnished (reports should not include student names or id numbers).
- Written peer evaluations
- Documentation regarding course, curriculum, or program development
- Documentation regarding pedagogical innovations
- Documentation regarding pedagogical self-development
- Documentation regarding supervision of student independent study
- Documentation regarding student advising and counseling
- Additional summary information regarding grading
- Letters from former students (identified as solicited or unsolicited)
- Teaching awards
- Other items chosen by the faculty member

3. Occasionally, candidates may conclude that their Student Evaluation of Teaching ratings are not an accurate reflection of their teaching effectiveness. In these cases, candidates may believe that their peers would be better able to evaluate their teaching effectiveness. Accordingly, candidates may obtain written peer evaluation of their teaching, which they may submit as supplementary evidence of their teaching performance.

D. Evaluative Criteria.

1. Promotion from Assistant Professor to Associate Professor

At the Assistant Professor level, evidence of effective teaching that meets standards includes but is not limited to: student evaluations that demonstrate classroom effectiveness for the types of courses taught and, syllabi that clearly articulate course objectives and requirements and currency in the field, assignments that help students accomplish the course objectives, and assessments that measure how successfully students accomplish the course objectives. While not required, evidence of teaching effectiveness may include documentation of course, curriculum, or program development.

2. Promotion from Associate Professor to Professor

As more experienced faculty, Associate Professors being considered for promotion to Professor are held to a higher standard. Accordingly, to be rated *meets standards*, a candidate at the Associate Professor level is expected to demonstrate leadership and initiative in curriculum related activities. These activities include course, curriculum and program development, refinement and renewal. This is in addition to documentation of continued teaching effectiveness (See Section III. D1). See also Section II. F.

3. Retention

Candidates for retention are to include the required items for courses taught and additional optional materials in their teaching portfolio to show evidence of efforts and effectiveness in teaching. Because this is an evaluation intended to provide guidance, candidates will be assessed on their current teaching performance as well as on efforts that have made to address prior performance feedback.

4. Tenure

Candidates for tenure, at Associate and Full, who are not requesting a promotion in rank must show evidence of effective teaching at CSUSM that meets standards appropriate for their rank as specified in Sections III D1 and 2.

IV. STANDARDS AND CRITERIA FOR SCHOLARSHIP

163 A. For retention, tenure, and promotion, College faculty members are expected to engage in
164 scholarship and creative activity. The emphasis is on **quality** and **sustained** scholarship over the entire period of
165 the review.
166

167 1. It is essential to the University's Mission that each faculty member demonstrate
168 continued commitment, dedication, and growth as a scholar. Faculty seeking promotion are expected to provide
169 evidence of a **continual** record of quality scholarship. In all cases, scholarship results in dissemination of that
170 knowledge or understanding beyond the classroom.
171

172 2. Scholarship must be in the field of Business/Management or a related discipline and may
173 be basic, applied, integrative, and/or pedagogical. This policy is intended to be in-line with AACSB standards:
174 "Schools with a mix of undergraduate and graduate programs, but without doctoral programs, may have a balance
175 among basic scholarship, applied scholarship, and instructional development."
176
177

178 3. Measurement of scholarly achievement will include evaluation by professional persons
179 in a position to assess the quality of the contribution to the candidate's discipline. Evidence of professional
180 evaluation includes, but is not limited to, acceptance of scholarly work by an academic peer reviewed publication
181 or acceptance of scholarly work by an editorial board of a practitioner-oriented publication. Scholarship needs to
182 be substantive. Reviewers consider factors such as single authorship, lead authorship, relative contribution to
183 multiple-authored pieces, and contribution of the work to the faculty member's field as evidence of substantive
184 work.
185

186 B. Scholarship and evidence of scholarly activities include, but are not limited to:

187
188 1. Category A:

- 189 • papers published or accepted for publication in peer reviewed or editorial-board
190 reviewed journals recognized as reputable and of good quality .
- 191 • books or manuscripts published or accepted for publication as works that contribute
192 new knowledge as demonstrated by professional and academic reviewers
- 193 • peer or editorial reviewed published book chapters of original material and original
194 monographs

195
196 2. Category B:

- 197 • papers published in refereed proceedings
- 198 • refereed paper presentations at professional meetings including abstracts published
199 in proceedings
- 200 • invited papers presented at professional meetings
- 201 • published computer software
- 202 • published case studies
- 203 • .

204
205 3. Category C: (only considered for retention decisions, however these items may still be
206 included in the WPAF for all decisions)

- 207 • working papers
- 208 • submitted papers
- 209 • sponsored or contract research
- 210 • technical reports
- 211 • special recognition and awards for research

212
213 C. Standards: The following standards are intended to be consistent with AACSB standards.
214

215 1. Promotion from Assistant Professor to Associate Professor: The following paragraphs
216 (a and b) describe the research standards for a faculty member to be promoted from Assistant to Associate:
217

- 218 a. Three items from Category A
219
220 b. Three additional items from Categories A and/or B
221
222 2. Promotion from Associate Professor to Professor: Candidates for a promotion from
223 Associate to Full professor must meet the standards of :
224 a. Three items from Category A*
225
226 b. Three additional items from Categories A and/or B*
227

228 *Only published items not considered in the last promotion may be considered.(Also see Section II. F.)
229

230 3. Retention: Candidates for retention may include documentation from Category C (in
231 addition to A and B) to show effectiveness in performance and demonstrate progress toward meeting the tenure
232 requirements in the area of scholarship.
233

234 4. Tenure: Candidates for tenure at Associate and Full who are not requesting a promotion
235 in rank must meet the scholarship standards for their current rank as specified in Sections IV. C. 1. and 2., and
236 have demonstrated a continual record of quality scholarship.
237

238 V. STANDARDS AND CRITERIA FOR SERVICE ACTIVITIES

239
240 A. For retention, tenure and promotion, College faculty members are expected to demonstrate a
241 sustained record of effective service contributions, both internally and externally. Service activities will be
242 evaluated based on the quality of the service and its relevance to the College and University Missions. Each
243 faculty member is expected to participate in service activities; however, the appropriate mix and magnitude of
244 service will vary with the faculty member's rank. Assistant professors are expected to participate primarily in
245 internal service activities whereas Associate and Full professors are expected to participate in both internal and
246 external activities and in leadership roles. Attendance at meetings is expected but attendance alone is not
247 sufficient to demonstrate significant contribution. To demonstrate the quality and the effectiveness the candidates
248 should describe in the narrative their relative contribution and outcomes of the service activity. Where appropriate
249 the candidate will show the product or outcome.
250

251 B. Service activities may include, but are not limited to the following:

- 252
253 1. Internal Service Activities
254 a. Department level activities
255 • program development
256 • curriculum development
257 • membership and offices held on committees or task forces
258 • leadership and/or administrative activities
259 • special assignments/initiatives
260 • student advising/mentoring
261 • faculty mentoring
262
263 b. College level activities
264 • membership and offices held on committees or task forces
265 • governing groups
266 • leadership and/or administrative activities (e.g. department chairs,
267 program chairs, etc..)
268 • special assignments/initiatives
269 • student advising/mentoring
270 • faculty mentoring
271
272 c. University level activities

- 273 • membership and offices held on committees or task forces
- 274 • governing groups
- 275 • special assignments/initiatives

276 2. External Service Activities

- 277 a. Service in/to the profession and professional organizations
- 278 • membership and offices held
- 279 • committees, task forces and advisory boards
- 280 • organizing conferences, workshops, and seminars
- 281 • serving as referee, editor or advisor
- 282 • special assignments
- 283
- 284
- 285
- 286 b. Service in/to community organizations
- 287 • membership and offices held
- 288 • committees, task forces and advisory boards
- 289 • organizing events and programs
- 290 • special assignments
- 291
- 292 c. Gratis Professional consulting
- 293
- 294 d. Service awards and special recognition for service

295 C. Standards

296 1. Promotion from Assistant Professor to Associate Professor: Candidates for promotion

297 from Assistant to Associate Professor must provide evidence of effective internal service contributions. While

298 not required, external service contributions will be considered in the evaluation.

299

300 2. Promotion from Associate Professor to Professor: Candidates for promotion from

301 Associate Professor to Professor must provide evidence of leadership in one or more service activities in addition

302 to demonstrating active participation in both internal and external service activities (see Section II. F).

303

304 3. Retention: Candidates for retention must provide appropriate and effective evidence of

305 significant internal service. While not required, external service contribution will be considered

306 in the evaluation.

307

308 4. Tenure: Candidates for tenure at Associate and Full who are not requesting a promotion

309 in rank must meet the service standards for their current rank as specified in Sections V. C1 and 2.

310

311

1 **Resolution: Graduate Studies: Graduation Writing Assessment Requirement (GWAR)**

2
3 Whereas, CSU Chancellor’s Executive Order 665 specifies that each campus adopt a graduate
4 level Graduation Writing Assessment Requirement (GWAR) based on the following three
5 guidelines:

- 6
7 1. Campuses may require demonstration of writing proficiency as a condition for admission
8 to a graduate program.
9
10 2. Campuses shall require demonstration of writing proficiency prior to the award of a
11 graduate degree. The level of proficiency shall be no less than the level required for
12 GWAR certification at the baccalaureate level.
13
14 3. Campuses may require additional demonstration of advanced-level writing proficiency as
15 a condition for admission to a graduate program and/or award of the graduate degree.

16
17 Whereas, the CSUSM GWAR has been the same for both graduate and undergraduate studies
18 since its inception.

19
20 Whereas, it is the consensus of the Graduate Studies Committee (GSC), a committee comprised
21 of representatives from CSUSM graduate programs, that master’s students should demonstrate
22 advanced-level writing proficiency prior to the award of the graduate degree.

23
24 Therefore, be it resolved

25
26 That, the Academic Senate endorse the attached procedures and rubric for developing graduate
27 program GWARs; and be it further resolved

28
29 That, the procedures shall serve as general guidelines for individual graduate programs to
30 develop and implement their respective GWAR.

31
32 Definition: The Graduate Studies: Graduation Writing Assessment Requirement
33 (GWAR) outlines the procedures for assessing master’s student writing
34 proficiency and the criteria for each CSUSM master’s program to
35 determine that a master’s student has met the GWAR.

36
37 Authority: Academic Affairs

38
39 Scope: The purpose of this policy is to fulfill the California State University
40 (CSU) Graduation Writing Assessment Requirement (GWAR) for
41 master’s students.
42

43 **GRADUATE STUDIES: GRADUATION WRITING ASSESSMENT REQUIREMENT**
44

- 45 1. This Graduation Writing Assessment Requirement (GWAR) applies to graduate students
46 enrolled in master’s programs.
47
- 48 2. The writing requirement must be completed before a graduate student advances to
49 candidacy. A student may satisfy the graduate writing requirement in one of two ways.
- 50 • an acceptable standardized test score, such as the Analytical Writing subtest of
51 the Graduate Management Admissions Test (GMAT)
52 • a paper(s) that receive(s) a passing score as described in Point 4 below
- 53 3. The College/Department/Program from which the student will receive the graduate
54 degree determines the manner by which a student satisfies or does not satisfy the graduate
55 writing requirement.
56
- 57 4. The College/Department/Program from which the student will receive the graduate
58 degree determines the passing score on standardized tests.
59
- 60 5. If a student is satisfying the graduate writing requirement through a submission of a
61 paper(s), the student’s writing should demonstrate graduate level skills in:
- 62 • Style and Format
63 • Mechanics
64 • Content and organization
65 • Integration and Critical Analysis

66 The paper(s) will be scored using a rubric (1 - 4) in each of four areas: “I. Style and
67 Format”, “II. Mechanics”, “III. Content and Organization”, and “IV. Integration and
68 Critical Analysis”. The minimal acceptable combined score from all of the four (I-IV)
69 sections is 10 points, with no scores of “1” on any section, resulting in a minimum of a
70 2.5 average for all sections. A master’s program may establish a higher minimum
71 average score for passing.
72

- 73 6. Each master’s program will have a remediation protocol for admitted graduate students
74 who do not satisfy the graduate writing requirement on their first attempt. Each master’s
75 program will specify the maximum number of attempts that students may be allowed to
76 satisfy the GWAR.
77
- 78 7. Each master’s program will file its respective GWAR and remediation protocol with the
79 Office of Graduate Studies and Research (OGSR). Each master’s program will provide
80 the OGSR with annual aggregate student GWAR performance data.
81
82

83 **RUBRIC USED TO EVALUATE STUDENT SUBMISSIONS TO SATISFY THE GRADUATE**
84 **STUDIES GRADUATION WRITING ASSESSMENT REQUIREMENT.**

85 **I. Style and Format**

86 **4:** In addition to meeting the requirement for a "3," the paper consistently models the language and
87 conventions used in the scholarly/ professional literature appropriate to the student's discipline. The
88 manuscript would meet the guidelines for submission for publication in a peer reviewed journal in the
89 student's field of study.

90 **3:** While there may be minor errors, conventions for style and format are used consistently throughout the
91 paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little
92 difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the
93 paper. Suitably models the discipline's overall journalistic style.

94 **2:** The style and format are broadly followed, but inconsistencies are apparent. There is selection of less
95 suitable sources (non-peer reviewed literature, web information). Weak transitions and apparent logic
96 gaps occur between topics being addressed. The style may be difficult to follow so as to detract from the
97 comprehensibility of the manuscript.

98 **1:** While some discipline-specific conventions are followed, others are not. Paper lacks consistency of
99 style and/or format. It may be unclear which references are direct quotes and which are paraphrased.
100 Based on the information provided, the reader would have some difficulty referring back to cited sources.
101 Significant revisions would contribute to the comprehensibility of the paper.

102 **II. Mechanics**

103 **4:** In addition to meeting the requirements for a "3," the paper is essentially error free in terms of
104 mechanics. Writing flows smoothly from one idea to another. Transitions effectively establish a sound
105 scholarly argument and aid the reader in following the writer's logic.

106 **3:** While there may be minor errors, the paper follows normal conventions of spelling and grammar
107 throughout. Errors do not significantly interfere with topic comprehensibility. Transitions and
108 organizational structures such as subheadings are effectively used which help the reader move from one
109 point to another.

110 **2:** Grammatical conventions are generally used, but inconsistency and/or errors in their use result in
111 weak, but still apparent, connections between topics in the formulation of the argument. There is poor or
112 improper use of headings and related features to keep the reader on track within the topic. Effective
113 discipline-specific vocabulary is used.

114 **1-:** Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure,
115 and/or other writing conventions make reading difficult and interfere with comprehensibility. There is
116 some confusion in the proper use of discipline-specific terms. Writing does not flow smoothly from point
117 to point; appropriate transitions are lacking.

118

119 **III. Content and Organization**

120 **4:** In addition to meeting the requirements for a "3," excels in the organization and representation of ideas
121 related to the topic. Raises important issues or ideas which may not have been represented in the literature
122 cited. Would serve as a good basis for further research on the topic.

123 **3:** Follows all requirements for the paper. Topic is carefully focused. Clearly outlines the major points
124 related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is
125 interesting and holds the reader's attention. Does a credible job summarizing related literature. General
126 ideas are expanded upon in a logical manner thereby extending the significance of the work presented
127 beyond a re-statement of known ideas.

128 **2-:** Ideas presented closely follow conventional concepts with little expansion and development of new
129 directions. Certain logical connections or inclusion of specific topics related to the student's area of study
130 may be omitted. Ideas and concepts are generally satisfactorily presented although lapses in logic and
131 organization are apparent. The reader is suitably introduced to the topic being presented such that the
132 relationship to the student's area of study is obvious.

133 **1-:** The paper is logically and thematically coherent, but is lacking in substantial ways. The content may
134 be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content
135 may be ignored or inadequately explored. Overall, the content and organization needs significant revision
136 to represent a critical analysis of the topic.

137 **IV. Integration and Critical Analysis**

138 **4:** In addition to meeting the requirement of a "3," the document presents the current state of knowledge
139 for the topic being addressed utilizing a diversity of opinions. These various, and possibly conflicting,
140 opinions are presented in a balanced manner and seamlessly woven together to illustrate a complete grasp
141 of the literature across multiple research approaches utilizing appropriate national and international peer-
142 reviewed journals. Essential findings of multiple sources are accurately and concisely paraphrased,
143 analyzed, and integrated. Original sources are clearly identified and correctly cited in both the body of the
144 text and the reference section. Organizationally, smooth and effective transitions between topics lead the
145 reader through an orderly discussion of the topic being addressed. The gaps in current knowledge are
146 clearly identified and significant directions and approaches that fill these gaps are identified.

147 **3:** There are inconsistencies in the organization and logic of the presentation, but still clear analysis of the
148 presented materials. While synthesis of all aspects of the topic may show varying degrees of
149 development, the overall consistency, thoroughness, and analysis result in a well-crafted document.

150 **2:** Identification of key topics or uncertainties in the field may be incomplete. New concepts resulting
151 from a synthetic presentation of ideas is poorly developed or lacking. Complex topics and related
152 concepts are awkwardly presented and linkages among topics may be unclear.

153 **1:** Weakness is evident in the coverage of the field and analysis resulting in incorrect or poorly developed
154 synthesis of results. Analysis is limited to categorizing and summarizing topics. The resulting manuscript
155 degrades the comprehensibility of the document and the identification of knowledge gaps.

1 Whereas, the GPA Adjustment Policy plays a critical role in allowing students to respond to past deficiencies
2 in their overall academic performance, and thus maintain progress toward graduation; and
3

4 Whereas, that policy enables students to repeat courses in which earlier efforts were unsuccessful, improve on
5 past substandard grades, and have the earlier, substandard grades set aside from calculation into their GPA's;
6 and
7

8 Whereas, that policy currently requires the student to file a formal request with Registration and Records, in
9 order to have the GPA adjustment entered into the record; and
10

11 Whereas, advising staff often identify students who would benefit from GPA adjustments, in order (for
12 example) to prevent their academic disqualification, or facilitate their immediate graduation; and,
13

14 Whereas, the ~~current~~ revised policy from Spring 2007 requires staff ~~or to contact students, offer appropriate~~
15 ~~advisement, and await student response, in order to~~ complete and submit a GPA Adjustment form to Cougar
16 Central in order to take (or not take) ~~whatever~~ appropriate actions ~~would be warranted~~ upon the completion of
17 the GPA adjustment; and
18

19 Whereas, the current policy hinders the ability to automate this process due to the requirement of submitting a
20 form; therefore, be it
21

22 Resolved, that the GPA Adjustment policy be revised, as detailed below, to facilitate the automation of
23 adjusting students' units and GPA in order to provide timely and accurate academic information.
24

25 ~~The GPA Adjustment policy be revised, as detailed below, in order to permit University staff to order GPA~~
26 ~~adjustments on behalf of students in specific circumstances where the latter's interests would be clearly served~~
27 ~~by such adjustments.~~
28

29 Definition: The policy governs the GPA Adjustment Policy.
30

31
32 Authority: Executive Order 213 (Academic Renewal)
33

34
35 Scope: Automated application of adjusting the GPA of courses repeated by continuing
36 students at CSU San Marcos.
37

38 I. EXECUTIVE SUMMARY 39

40 California State University San Marcos currently requires students to submit a GPA Adjustment Form
41 to initiate the process to have their GPA corrected manually and to show course(s) were academically
42 renewed. The PeopleSoft student system has functionality where the system can automatically
43 calculate the repeated attempt and academically renew courses.
44

45 II. PROCEDURE/APPLICATION 46

- 47 a. Upon completion of grades, the PeopleSoft student system will generate a program to identify all
48 courses academically renewed and apply the corrected value to designate course repeated, along
49 with re-calculation of students' GPA.
- 50 b. After the 5th course renewal attempt, repeated grades are averaged into the students' overall GPA.
51

52 III. PUBLICATION in UNIVERSITY NOTICES 53

54 Information will be updated, as follows:

- a. Curriculum and Scheduling Office will publish in the General Catalog;
- b. The CSUSM Enrollment Management Registration and Records website will be updated.

Revised Catalog Copy:

Repeat of Courses and GPA Adjustment Policy for Undergraduates

When a course is designated in the catalog as "May be repeated," a student may repeat the course up to the maximum indicated in the course description and all of the grades received will be included in the calculation of the grade point average. A student may also repeat such a course for the purpose of a GPA Adjustment, as below, but the repeat completion of the course will not result in the award of additional units of credit. ~~e. When a course is not designated as "May be repeated," a student may not repeat the course to receive additional units and grade points for the course if they have already received a grade of C (2.00) or better in the course.~~

GPA Adjustment

When students repeat a course for the sake of improving upon an earlier unsatisfactory performance, they may, under certain circumstances, have their earlier grade ignored in the computation of their grade point average (GPA). The following policy, applying only to coursework completed at Cal State San Marcos, outlines the circumstances under which undergraduates students may have an request adjustment to of the GPA.

- ~~1. The course repeated for the GPA Adjustment must have been assigned If an undergraduate student has received a grade of C-(1.7) or less. Repeated courses with grades of: CR, NC, I, RD, SP will not be processed for the GPA adjustment. Thus, if a course previously taken for a grade is repeated with a CR/NC, the original grade(s) will continue to be calculated in the GPA. (It is not necessary to repeat a course with a grade of NC since CR/NC grades are not calculated in the GPA.)~~ in a course, has repeated the course in a subsequent term, and has earned a better grade, then an Undergraduate Student GPA Adjustment Request form may be submitted to Cougar Central. Any request confirmed as complying with this policy will be granted.
- ~~2. If a student chooses to repeat a course more than once, in which a grade of C- or less was earned in any earlier enrollment, the lowest grade received will be automatically replaced with the highest grade received, in calculating the GPA. The best grade stays included and the worst grade gets excluded from the GPA. Any additional attempts will be averaged into the student GPA.~~ When a request is granted, one prior grade earned in the course is ignored for the purpose of calculating the GPA. However, where all grades for a given course will be maintained as a part of the student record and will appear on the student's transcripts.
- ~~3. A maximum of five (5) different GPA adjustments may be granted for a student over the course of the undergraduate career. Only one adjustment may be granted for any single course. A request may not be filed until the student has completed the repeat, and may not be filed if the student received a grade of CR, NC, F, I, RD, SP or U the last time that the course was repeated.~~
4. If a student wishes to repeat a course, and the course is not scheduled to be offered during the student's expected time to degree, then the program director (or designee) of the program offering the original course may approve substitution of a similar course to be repeated instead. If a course with variable topics is repeated, then with the pair of exceptions stated immediately below, the same topic (identified by specific course number and suffix) must be repeated in order to omit the earlier grade from the GPA calculation. If the topic has been converted to a new course, and is identified as such in the catalog description of the new course, then the new course may be taken to repeat the topic. If the same topic is not scheduled to be offered again within the term of the student's expected time to degree, the program director (or designee) of the program offering the course may approve substitution of a similar topic offered under the same course number. The substitute course (or topic) must be taken after completion of the original course.

PROGRAM REVIEW
California State University San Marcos
DRAFT 3/12/2008

PURPOSE

The primary purpose of program review is to enhance the quality of teaching and learning. The program review process provides opportunity for programs to chart their progress on achieving their student learning outcomes, report upon their successes, and identify challenges.

The term “academic degree programs” refers to baccalaureate and Master’s degree programs; program review is not a review of the academic units that deliver these degree programs. Hence, the primary focus of program review is formative, rather than summative. Program review is geared toward clear articulation of student learning outcomes to be achieved in the program, the development of assessment instruments to measure these achievements, and the use of these assessments for continuous improvement in the academic degree program.¹

The responsibility for carrying out the program review process lies with faculty that deliver the curriculum for the particular degree program, and they are assisted in this endeavor by CSUSM staff and administration. The value of program review derives in part from the use of results in programmatic, collegiate and institutional planning, and in resource allocation decisions; yet, experience has shown that the greatest value is in opening and maintaining dialogues among the program faculty and between all of the parties (the academic unit and various administrative offices, etc.) whose cooperation is necessary for the delivery of a high-quality academic degree program.

Oversight for the review process at CSUSM is the responsibility of the Program Assessment Committee (PAC) of the Academic Senate. The Office of Academic Programs (OAP) and when appropriate the Dean of Graduate Studies, provide administrative support for the process.

The aim of this policy is to establish review processes that are set within realistic time-lines for completion of tasks, and that place minimal burdens on program budgets. Nevertheless, program review and planning are labor-intensive, time-consuming projects. In adopting this policy, the Academic Senate acknowledges the serious investments in time and effort that these processes entail, but the Senate stands committed to making assessment an important aspect of the campus culture. In order to realize this commitment, sufficient resources should be provided to programs under review, whose faculty must accept the greatest share of the task.

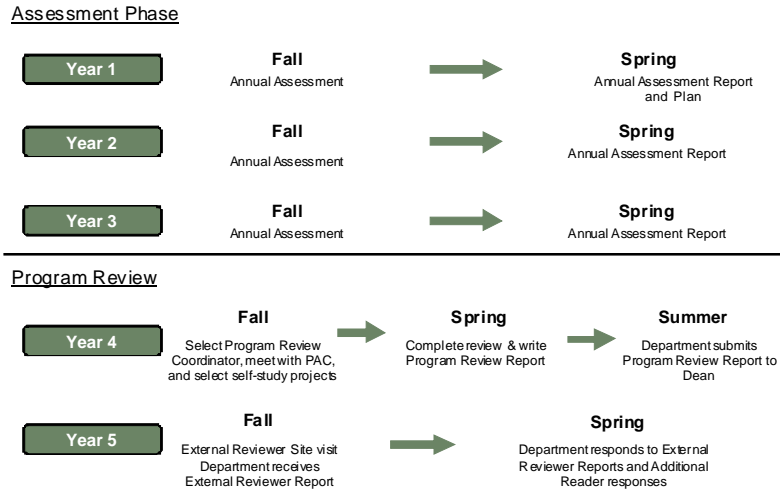
The program review process at CSUSM runs on a five-year cycle, as program review is the CSU San Marcos institutionalization of the Board of Trustees requirement that each campus review every academic degree program on a regular basis.² The Chancellor’s Office receives a summary statement of assessment results and how they have been used to improve academic degree programs. The actual program review reports themselves remain on campus in the Office of Academic Programs and online as part of the Program Portfolios.

One outcome of the review process is a plan specifying goals and strategies for student learning assessment and program improvement. For the next cycle of review, this plan becomes an important point of focus. In time, as current reviews build upon their predecessors, program review, learning assessment, and planning should become a significant and altogether routine aspect of life at CSUSM.

¹According to Board of Trustees policy (Agenda Item 1, September 11-12, 1990, Committee on Educational Policy report on Student Outcomes Assessment in the California State University), “The only legitimate purpose of assessing student outcomes is to improve teaching, learning, and academic advising at the individual, course, program, and/or institutional level.”

² The dates of scheduled Program Reviews can be found in the CSUSM Academic Master Plan, which is submitted to the Chancellor’s Office every January, and presented to the Board of Trustees in March.

49
50 **PROCESS**
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52



70 **CALENDAR OF ACTIVITIES- UNDERGRADUATE PROGRAMS**
71

72 **Year One**
73

74 The annual assessment process will consist of two parts. In the fall, all programs will conduct assessment
75 activities that provide evidence of student learning in key areas. In mid spring, all graduate and
76 undergraduate programs will submit an assessment report and planning document. The report will include
77 information about which programmatic student learning outcomes (PSLOs) were assessed and how these
78 findings will be used to improve their program. The planning document will identify which learning
79 outcome(s) will be the focus for assessment the following fall, what assessment activities you will use,
80 and what additional resources will be needed, if any. A small amount of funds are available for programs
81 to help with your assessment activities, such as the purchase of assessment materials, attending
82 assessment conferences, bringing in consultants, etc. Report forms, as well as related resources, materials
83 and suggestions are posted on the assessment web page (www.csusm.edu/assessment).
84

85 Completed Annual Assessment Reports are submitted electronically to the dean of your college. Your
86 dean will review all submissions and then forward them to OAP. Departments that offer two degree
87 programs may address each program in separate responses; where appropriate, departments offering a
88 degree with several options may treat each option as if it were a separate program.³
89

90 **Year Two**
91

92 Again in fall of this second year the program will conduct assessments of student learning outcomes
93 selecting one or two outcomes that were not previously assessed. In mid-spring, all programs will submit
94 an assessment report of their findings and how they will use these findings to improve their program.
95 Completed Annual Assessment Plan and Report are submitted electronically to the dean of your college.
96 Your dean will review all submissions and then forward them to OAP. Departments that offer two degree
97 programs may address each program in separate responses; where appropriate, departments offering a
98 degree with several options may treat each option as if it were a separate program.

³ Because the program review process also includes a Planning Report which outlines a three-year assessment these annual assessment reports/plans will in time become less time-consuming.

99

100 **Year Three**

101

102 Again in fall of this third year the program will conduct assessments of student learning outcomes
103 selecting one or two outcomes that were not previously assessed. In mid-spring, all programs will submit
104 an assessment report of their findings and how they will use these findings to improve their program.

105 Completed Annual Assessment Plan and Report are submitted electronically to the dean of your college.

106 Your dean will review all submissions and then forward them to OAP. Departments that offer two degree
107 programs may address each program in separate responses; where appropriate, departments offering a
108 degree with several options may treat each option as if it were a separate program.

109

110 It is expected that during the three years of annual assessments all of the PSLOs will be assessed to some
111 degree. In preparation for year four, the program may begin to review the results of these 3 years of
112 student learning outcomes assessment as the information gathered from these assessments will form a
113 major component of the program review report.

114

115 **YEAR FOUR: FIRST SEMESTER**

116

117 **A. Program Notification**

118 Programs are notified by OAP of impending review, with copies to PAC, Academic Senate, appropriate
119 College Dean and other offices as appropriate.

120

121 **B. Program Preparation for Review**

122

- 123 1. Program faculty shall meet to plan strategies, divide labors, familiarize themselves with the
124 Program Review process, etc
- 125 2. One faculty is identified as the Program Review Coordinator and his or her name is
126 forwarded to OAP.
- 127 3. PAC meets with the program faculty to discuss process and answer questions.
- 128 4. Annual assessments reports are reviewed and conclusions discussed.
- 129 5. Program mission statement, PSLOs and matrix are reviewed and revised to reflect changes at
130 the program and course level. These 3 documents are posted on the Program Portfolio web by
131 the end of the first semester.

132

133 Use these probing questions to launch a discussion as you work to complete step 5 above:

- 134 • How is the curriculum working? Does each element in the curriculum contribute to achieving the
135 PSLOs?
- 136 • Are expectations articulated in the PSLOs appropriate (broad enough and deep enough)?
- 137 • How do all of the parts of the curriculum work together? Examine the following:
 - 138 ○ Coherence and integration among all the parts.
 - 139 ○ Close alignment between courses and PSLOs (PSLOs are introduced, reinforced and
140 practiced).
 - 141 ○ Scaffolding (all parts build on each other in a progressive, intentional way).
 - 142 ○ Scheduling of courses so that students can follow the best sequence (examine your
143 roadmaps).
- 144
- 145 6. Program faculty should select 1-2 additional topics of self-study (see examples in Appendix
146 B), or may be asked to address specific topics by the Program Assessment Committee based
147 on the conclusions from the previous program review.
- 148
- 149

150

151 **YEAR FOUR: SECOND SEMESTER- Early**

152

153 **A. Preparation of the Academic Degree Program Report and Planning Report**

154 The Program Review report should include a thorough discussion of programmatic student
155 learning outcomes and the corresponding assessments and a self-study around the 1-2
156 selected topics. It should be no longer than 15 single-spaced pages; 1” margins, 12 point
157 Times New Roman. The report concludes with a draft Planning Report.
158

159 **Outline for the Program Review Report and Planning Report**

161 **Introduction**

162 An introductory section should include a summary of the major strengths and weaknesses, as well as a
163 discussion of the design of the academic degree program. Additionally the recommendations and
164 conclusions from the previous program review should be addressed.
165

- 166 1. Summarize distinctive aspects of the academic degree program. Are they working as planned?
- 167 2. How has the academic field corresponding to this major changed over the last decade? What
168 changes are foreseen for the next decade?
- 169 3. How is the program faculty preparing to respond to these changes?
- 170 4. Summarize any changes made to the curriculum (at both the program- and course-levels) since
171 the last Program Review. Explain how assessment played a part in the decision to make these
172 changes.
- 173 5. (For baccalaureate degree programs requiring more than 120 semester units.) Unless a P-form
174 reducing the minimum requirement to 120 units has already been submitted, explain why total
175 unit requirements greater than 120 are justified.⁴
176

177 **Program Student Learning Outcomes (PSLOs)**

- 178 1. Do your PSLOs describe learning outcomes in terms of assessable student knowledge, attitudes,
179 skills, values, and/or personal growth?
- 180 2. Please describe how the PSLOs have been reviewed as part of the annual assessment process.
- 181 3. Did you discover any need to revise your current PSLOs to bring in greater scope or depth? Please
182 describe.
- 183 4. Are your PSLOs focused clearly on the types of learning (knowledge, attitudes, skills, values,
184 personal growth) students will acquire or develop while working toward a degree in this discipline
185 and at this level (undergraduate, master's)?
186

187 **Availability and Use of Program Student Learning Outcomes**

- 188 1. How are the PSLOs made available to students, staff and faculty (including adjunct faculty)? How
189 could they be distributed more widely?
- 190 2. How well are the PSLOs cited and used by faculty, advisors, and students?
191

192 **Student Learning Effectiveness**

- 193 1. To what extent are students achieving the expected knowledge, attitudes, values, and skills stated in
194 the selected PSLOs?
- 195 2. How do you know? What evidence do you use to draw your conclusions?
 - 196 a. What does your evidence tell you about how well your students are achieving the selected
197 program learning outcomes? What are the demographic patterns of student achievement (i.e.
198 which students are learning at what levels)?
199

⁴ When the Board of Trustees amended Title 5 Regulations on September 19, 2000 to reduce the minimum total units required for a bachelor's degree from 124 to 120 semester units, the Trustees requested that the CSU put in place a process to review all programs to determine whether unit requirements could reasonably be reduced.

- 200 b. Are students learning more effectively in one or more areas than in others? What do you think
201 accounts for this? What improvements could you make that might result in better and more
202 consistent learning outcomes in all the areas examined?
203 c. What changes do you propose for improving student achievement of selected PSLOs and why?
204

205 **Assessment Procedures for PSLOs**

- 206 d. What methods did you use to assess PSLOs? Briefly describe the 3 annual assessment reports.
207 e. How do your assessment methods cover learning taught throughout the program's curriculum and
208 cover a variety of types of learning (knowledge, skills, values, etc.) necessary for the degree?
209 f. How do these methods assess all kinds of student performance? Are you looking into
210 achievement not only at the end of the program but at other points as well?
211 g. Are you getting helpful, valid and reliable information? Should you be doing anything else?
212 Would it be useful to use more than one method of assessment?
213
214

215 **Additional Topics**

216 Program faculty should include 1-2 additional topics of self-study (See Appendix B for examples), or
217 may be asked to address specific topics by the Program Assessment Committee based on the conclusions
218 from the previous program review.
219

- 220 1. Describe the additional topics that have formed part of the program review self-study.
221 2. Why have these topics been chosen? How do they contribute to or detract from student learning?
222 How do they contribute to or detract from program effectiveness?
223 3. Describe departmental discussions, plans, recommendations or solutions proposed?
224

225 **Conclusion**

226 Please include, at the end of your report, conclusions regarding your program's progress on achieving
227 student learning outcomes, your successes and your challenges.
228

229 **The Planning Report**

230
231 The Planning Report defines where the academic degree program wants to be 3-5 years hence and thus it
232 should inform the department's future academic recruitment plans. It project changes that will be made to
233 improve the quality of the academic degree program which may include (but are not limited to) curricular
234 changes at the course and/or program level, pedagogical changes, technology changes, assessment
235 changes, changes in student profiles and preparation, and changes in staffing. The Planning Report
236 should reference any assessments that have identified areas needing improvement and list steps to be
237 taken to accomplish this. Additionally it may also address actions that will be taken to preserve areas of
238 strength. The Planning Report must also describe the assessment plans for years 1-3 in the next program
239 review cycle.
240

241 The Planning Report will be initially submitted in draft form with the Report. It can be revised and
242 resubmitted after each stage of review if deemed appropriate to do so by the program faculty. A final
243 Planning Report is due at the end of the process to coincide with the program response to the additional
244 readers. This final Planning Report will be posted on the web as part of the Program Portfolio and will be
245 used as the basis for the three annual assessments as well as a foundation for the next program review.
246

247 **SECOND SEMESTER- Late**

248 **B. Preparations for External Review**

249 Except for unusual situations approved by OAP and PAC, external review will be part of all
250 Program Reviews. The program faculty shall forward to OAP the names of at least four
251 individuals they wish to have considered as external reviewer(s). OAP will contact these
252 potential reviewers and other potential reviewers identified by OAP to obtain their curriculum
253 vitae, personal/professional relationships with faculty at CSUSM, prior experience with
254 assessment and program evaluation, and any other relevant information. OAP, after

255 consultation with the College Dean and the PAC, will select one /two external reviewers and
256 make arrangements for the site visit, (ideally, reviewers are to be selected by consensus
257 among all three parties). The external review is funded out of the OAP budget.
258

259 **C. Submit Report to College Dean and OAP**

260 Once it is complete, the Report and draft Planning Report shall be submitted to College Dean
261 and OAP. The College Dean and the PAC begin review of the documents, in order to offer
262 the program preliminary guidance.
263

264 **YEAR FIVE: FIRST SEMESTER**

265 As early as possible this semester the External Reviewer(s) will be invited to campus. Generally they are
266 scheduled to meet with program faculty, attend classes and meet with students, meet with the PAC and
267 with appropriate administrators. These visits are scheduled by OAP in consultation with the program.
268

269 **The role of the external reviewer**

270
271 The external review will be conducted shortly after completion of the Program Report and draft Planning
272 Report. The External Reviewer(s) will be provided with a copy of the Program Portfolio and other
273 relevant campus documents, the Program Report and draft Planning Report, and a set of instructions
274 describing CSUSM's Program Review process.
275

276 In conducting the review, the External Reviewer(s) will be requested to bear in mind the campus Values,
277 Mission and Vision Statements, and corresponding statements for colleges. The Reviewer's report is part
278 of a process intended to help guide future decisions about the program under review, and should address
279 the issues most important in this context of planning. Concrete suggestions for improvement are expected.
280 Additionally the External Reviewer(s) will be asked to provide guidance and suggestions to the
281 department on their draft Planning Report and specifically the outline for the student learning
282 assessments.
283

284 The External Reviewer(s) will submit the report directly to OAP who will forward the report to program
285 faculty. Program faculty will have an opportunity to submit a written response to the External Reviewer's
286 report, and these documents will be included in the final package of documentation. Upon completion of
287 the program's response, copies of the report and response will be sent to PAC and the program's College
288 Dean.
289

290 **YEAR FIVE: SECOND SEMESTER**

291 **A. Consultation with PAC, Additional Readers, and Other Relevant Parties**

292 PAC and the program's College Dean will review the Report and draft Planning Report, the
293 External Reviewer's report, and the program's response to it (including, when applicable, a
294 revised draft of the Planning Report). These readers offer the program a preliminary
295 evaluation. The **additional readers** (the Provost, the Dean of Library, the Dean of
296 Instructional and Information Technology, the Director of Planning, Design and
297 Construction) may also comment.⁵ Upon receipt of these commentaries, program faculty will
298 have an opportunity to respond in writing; however the program is not required to respond.
299 To ensure that all commentaries and program faculty responses are included in the final
300 package of Program Review documentation, these commentaries and responses are routed
301 through OAP.
302

303 Ideally, this stage of the process is the appropriate time for sustained conversation between all
304 parties in the process. By the end of the semester, this cycle of preliminary review,
305 commentary, and program response and a final Planning Report should be completed, and
306 OAP will have received all documentation necessary for PAC to conduct the final review.

⁵ The materials are routed to these additional readers primarily for dissemination of planning information.
Responses from these additional readers are welcome, but not required.

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B. Program Assessment Committee Review

Program Assessment Committee compiles summaries of the various program reviews for the current cycle which are sent as information items to the Academic Senate. Upon Senate receipt, the report summaries are sent to the Provost who forwards a report to the CSUSM President’s Office, and a report to the CSU Chancellor’s Office for presentation to the CSU Board of Trustees.

Should the case arise where the PAC finds that the Program Review report fails to document satisfactory program viability, PAC will also send to the Senate a motion recommending the formation of an Ad Hoc Program Review Committee (AHPRC; see Appendix C.)

C. Program Review Follow-Up

When PACs report is given to the Academic Senate, the current Program Review cycle is concluded and the next cycle begins. During the first three years of the next cycle, program faculty should make every reasonable effort, as resources permit, to continue the planned assessments of student learning and to realize any other improvements outlined in its final Planning Report. The substance of that Planning Report will serve as an important point of focus for the next cycle of Program Review. College and University administrators should work with program faculty, over the course of these three years of assessment to ensure that sufficient resources are provided.

CALENDAR OF ACTIVITIES- GRADUATE PROGRAMS

Recognizing the different and unique nature of graduate programs the following guidelines have been developed. They are meant to be used in conjunction with the document for review of baccalaureate programs.

A. Calendar

Graduate programs will follow the same basic calendar as the undergraduate review process unless the department requests a different cycle for the graduate review. The maximum delay that the PAC will allow is 3 years. Asking “How integrally intertwined are the graduate and the undergraduate program?” may help in determining the request for postponement. Understanding that there may be overlap and blending between the undergraduate and the graduate programs, departments should focus mainly on the graduate program in this part of the program review.

B. Preparation and Process

1. Program will be notified regarding their upcoming review at the end of Fall semester. By the end of the following Spring semester the department should submit a short report including the name of the PR coordinator(s) and a proposal requesting any necessary resources to carry out the program review.
2. To begin the review process the department may want to consider some of the “big ideas” related to the program in order to set the context for the program review. It might be helpful not to consider the specifics of your program rather to use this as an opportunity to engage in a self-study and thoughtful reflection. Questions that you may want to consider include:
 - Describe the process for developing, reviewing and/or revising, the statement of purpose for the graduate program.
 - Describe the outcomes. Is the department achieving this mission or purpose? Please explain. If the department feels that the purpose is not being met, please describe what steps are being taken.

- Describe how you know that you are meeting your goals and objectives and how you are assessing the program.
- Are exit interviews conducted? What are the results of these?
- What changes have been made to the program since the last review?
- How is the program being changed to reflect any new trends in the field?
- Discuss the availability of appropriate curriculum at master's level, the deployment of faculty in the graduate program, and the culminating experience. What is the nature of the activity? How do you assess that this activity is meeting its goals?
- Describe the status of the program.
- Do the departmental discussions, and the information gathered, support the current statement of purpose or are changes needed? Are there areas where improvement is necessary? If so, discuss what steps are planned for improvement?

C. **Program Review Report**

The Program Review Report (page limit: 15 single-spaced pages; 1" margins, 12 point Times New Roman) should include the following:

1. *Statement of Purpose*

Present the statement of purpose, including goals and objectives for the graduate program. List the program student learning outcomes.

2. *Assessment*

Describe the assessment used to measure the department's performance on goals and objectives and to measure student learning outcomes. Include an explanation of how the department is or is not achieving its purpose. If the purpose is not being met, please describe the steps being taken.

Every Master's Program is required by Title 5 to have a culminating experience: a thesis, a project, and/or a comprehensive examination. What is the culminating experience in the program, and what does the department intend its students to know and be able to do as a result of successfully completing the culminating experience? How is the efficacy of the program's culminating experience assessed, and do the results of the culminating experience shed light on how well the student learning outcomes and the goals of the program are being achieved?

3. *Status*

- Describe the status of the program, based on the information provided in the program portfolio (outlined below)
- Discuss alumni of the program. (for example: in terms of those enrolled in doctoral programs, in masters' level employment, engaging in masters' level productivity (such as publishing and presenting professionally)

4. *Resources*

- Describe resources (faculty, materials, etc.) that are appropriate to support the program, and explain why additional resources might be needed.
- Deployment of faculty: e.g., is the current system working, are there other needs, are any other faculty issues that need to be discussed?

5. *Future Directions*

- Discuss future directions and proposed revisions, based on this program review.
- Discuss areas identified for improvement and discuss strategic steps to improve student success.
- Explain how departmental discussions and information gathered support the current statement of purpose or explain any needed changes.

- 415 • Describe needs for improvement and discuss steps planned.
- 416
- 417 6. *The Program Portfolio*
- 418 a) Annual enrollment history*
- 419 b) Dropout rate* and reasons for non-completion
- 420 c) Normative time to degree
- 421 d) Undergraduate GPA
- 422 e) Headcount by degree/concentration*.
- 423 f) Diversity of student population (e.g. race/ethnicity, gender, domestic, international,
- 424 internal or external undergrad degree)
- 425 g) Selectivity*-(selection criteria and admission to application ratio)
- 426 h) Graduate student/faculty ratio*
- 427 i) Entrance exams (GRE, GMAT, LSAT, etc) scores
- 428 j) Placement data for doctoral programs
- 429 k) Number of degrees awarded annually*
- 430 l) Teaching Assistants /Research Assistants headcounts by percent employment

431

432 *Available from Institutional Planning and Analysis (IPA)

433

434

435 **SUBSTITUTION OF AN ACCREDITATION REPORT**

436 Any currently accredited academic program may request to substitute the accreditation report for a

437 program review.

438

439 The PAC, in consultation with the Department, the OAP, the College Dean, and/or the Provost, will

440 determine whether or not to accept an accreditation report in lieu of a review.

441

442 In agreeing to accept an accreditation report in lieu of a review the program must prepare an executive

443 summary guiding the PAC and the additional reviewers, to those parts of the accreditation report that

444 address the student learning outcomes and the assessment of these outcomes by the program. In other

445 words the PAC must clearly understand what the program student learning outcomes are, how they are

446 integrated into the program curriculum, how the program systematically assesses these learning outcomes,

447 and how the results of the assessments are used to improve the curriculum.

448

449

450 **Appendix A: Program Portfolio/ Data Notebook**

451 **Programs should review all contents in their portfolio. Much of the following information will be**

452 **online via the campus assessment website (www.csusm.edu/assessment)**

453

454 Responsibility for preparing the program portfolio rests with the OAP and the program faculty. The

455 program portfolio consists of the following information:

- 456
- 457 I. Background materials provided by the Office of Academic Programs
- 458 A. Program Review Information
- 459 1. Program Review Procedures
- 460 2. Selected materials from Previous Program Review Cycle
- 461 a. Program's Report and Planning Report
- 462 b. External Reviewer's Report
- 463 c. Dean's Comments
- 464 d. Campus Report to Chancellor's Office
- 465 e. PAC Report to Program
- 466 B. Campus Information
- 467 1. Campus Values, Mission and Vision Mission Statements
- 468 2. Campus Strategic Goals and Objectives

- 469 3. Campus Student Profile Data (such regularly produced demographic data for all students
470 on campus as age, ethnicity, gender, residency, major, average credit hour load, etc.)
- 471 C. Curriculum
- 472 1. Catalog Description of Program
- 473 2. Course syllabi
- 474 3. Program Proposal Forms submitted since previous Program Review.
- 475 4. Course frequency and enrollment data for courses related to the degree program over
476 the last four years
- 477 D. Students in the Major
- 478 1. Numbers of Majors and Degrees Awarded
- 479 2. Full-time Equivalent Student (FTES) and Student to Faculty Ratio (SFR) Data
- 480 3. Major Student Profile Data (such regularly produced demographic data for students in
481 the major as age, ethnicity, gender, residency, average credit hour load, etc.)
- 482 4. Graduate Profile Data (such regularly produced demographic data for graduates of the
483 program as age, ethnicity, gender, residency, time-to-degree, etc.)
- 484 5. List of Master's Theses/Projects (for graduate degree programs)
- 485 E. Program Faculty
- 486 1. List of Tenured/Tenure-Track Faculty (name, rank/step at appointment, current
487 rank/step)
- 488 2. Demographic Data on All Program Faculty (e.g., gender/ethnicity/rank)
- 489 F. Resources
- 490 1. Statement of Extent of Library Support (provided by Library)
- 491 2. Statement of Extent of Instructional and Information Technology Services Support
492 (provided by IITS)
- 493 3. College Budget for most current year (to be replaced by the budget of the Academic
494 Affairs Division for "College-wide" degree programs)
- 495
- 496 II. Background materials provided by the program faculty.
- 497 A. Program Faculty
- 498 1. Mission Statement of the academic unit offering the degree program
- 499 2. Curriculum Vitae of Tenured/Tenure-Track Faculty
- 500 3. List of Temporary Faculty for most recent academic year augmented with academic
501 credentials or curriculum vitae for most recent academic year
- 502 B. Program Resources
- 503 1. Budget for most current year of the academic unit offering the degree program
- 504 2. List of Grants/Awards received by program faculty in the preceding five-year period
- 505
- 506 III. Self Study and Planning Report [written by program faculty]
- 507 A. Program Review Report
- 508 B. Matrix of programmatic student learning outcomes and courses where they are
509 taught/assessed
- 510 C. Planning Report
- 511

Appendix B: EXAMPLES OF POSSIBLE TOPICS INCLUDE:

Student Readiness

- 514 1. Have entry-level requirements for the major been adjusted since the last Program Review?
- 515 2. How ready are incoming freshmen (respectively, transfer students, and beginning graduate
516 students) to begin lower-division (respectively, upper-division, and graduate) coursework in the
517 major?
- 518 3. Please describe any relations that program faculty have with counterparts at local high schools,
519 community colleges, and nearby four-year institutions, that are used to improve the readiness of
520 arriving students.

Graduates

- 522 1. Comment on analysis of student and/or alumnae/i survey data, and analyze any additional alumni
523 data.

- 524 2. Are graduates well-prepared to begin in their chosen careers or in advanced study?
525 3. What program improvements might enhance the preparation of graduates?⁶

526

527 **Advising and Mentoring**

- 528 1. Describe academic advising procedures in the major.⁷
529 2. Describe how students in the major are made aware of career opportunities.
530 3. Describe the quality and quantity of student contact with the program faculty.⁸

531

532 **Enrollments**

- 533 1. Analyze enrollment trends in the number of majors, including data on how long it takes students
534 to graduate.
535 2. Does the major have a sufficient student base to be able to offer required courses often enough to
536 allow students to make rapid progress toward completion of their degrees?
537 3. What measures are taken to ensure timely academic progress of students, and how effective are
538 these?
539 4. If program faculty have relations with counterparts at local high schools, community colleges,
540 and nearby four-year institutions, how are these used to attract majors?

541

542 **Pedagogy and Instruction** (Throughout, cite course syllabi where appropriate.)

- 543 1. How do the research and creative activities of the program faculty manifest themselves in the
544 academic degree program?⁹
545 2. How are different modes of instruction used in the major? In particular, describe how students are
546 encouraged to become active participants in the learning process¹⁰ and how technology is used.¹¹
547 3. Is the academic degree program offered—in whole or in part—off-campus? If so, how is the
548 quality of the off-campus program maintained?
549 4. Explain how course staffing is determined by faculty expertise, rank and status (regular versus
550 adjunct).
551 5. In courses with multiple sections/instructors, how are the sections coordinated?

552

553 **Resources**

- 554 1. Comment on the adequacy of library resources for achieving student learning outcomes.
555 2. Comment on the adequacy of computing resources for achieving student learning outcomes.
556 3. Comment on the adequacy of laboratories (if appropriate) for achieving student learning
557 outcomes.
558 4. Comment on the adequacy of other facilities and resources for achieving student learning
559 outcomes.

560

561 **Extracurricular Activities**

- 562 1. Describe any extracurricular or co-curricular experiences and activities (for example, student
563 clubs and organizations, student involvement in research, etc.)

⁶ According to the November 1997 Academic Senate of the California State University report on Baccalaureate Education in the California State University, “CSU baccalaureate education provides graduates with the knowledge, skills, and social perspective necessary to succeed in their chosen careers or in advanced study.”

⁷ From Agenda Item 1, September 11-12, 1990, Committee on Educational Policy report on Student Outcomes Assessment in the California State University: “Each academic department should utilize information about how well students are meeting overarching goals ... to advise students at key points in the major.”

⁸ From the CSUSM Vision Statement: “In its teaching and student services, CSUSM will combine the academic strengths of a large university with the close personal interactions characteristic of smaller institutions.”

⁹ From the CSUSM Mission Statement: “Students work closely with a faculty of active scholars and artists whose commitment to sustained excellence in teaching, research, and community partnership enhance student learning.”

¹⁰ From the CSUSM Mission Statement: “California State University San Marcos focuses on the student as an active participant in the learning process.”

¹¹ From the CSUSM Mission Statement: “The university offers rigorous undergraduate and graduate programs distinguished by ... innovative curricula.” From the CSUSM Vision Statement: “California State University San Marcos will become ... known for ... improving learning through creative uses of technology.”

564 2. What is the level of participation by majors in these activities, both in terms of numbers of
565 students and depth of commitment?
566
567

Appendix C: Procedures Pertaining to the Ad Hoc Program Review Committee

568 In cases where the Senate elects to convene an Ad Hoc Program Review Committee (AHPRC), the
571 following policies and procedures will govern the formation and activities of the Committee:
572

- 573 a. The Senate Executive Committee will instruct NEAC to conduct an election of the AHPRC
574 membership. This election should occur by February 15 of the year following the Senate's
575 decision to convene the committee. All full time faculty of the University will be eligible to vote
576 in the election, including those members of the program to be reviewed by the AHPRC.
- 577 b. Only tenured faculty will be eligible to run for seats on the AHPRC, excluding all faculty from
578 the program to be reviewed.
- 579 c. Composition of the AHPRC is determined as follows. Five voting members will be elected to
580 serve on the Committee: two representatives from the college in which the program under review
581 is housed (when the degree program is a "College-wide" program, these representatives are
582 selected at-large from the other colleges and Library); one representative from each of the other
583 colleges; one representative from Library. The committee will also include one non-voting
584 member, a delegate of the Office of the VPAA. Voting members will select a chair from among
585 their ranks.
- 586 d. In case of any seats left vacant by the election, the Chair of the Academic Senate will appoint
587 members to those seats, in consultation with the respective College Dean and the VPAA.
- 588 e. The AHPRC is charged with the following tasks: to review all Program Review documents
589 pertaining to the program under review; to conduct a "site visit" to the program, to consult with
590 that program and clarify further the shortcomings and strengths of the program; to consult with
591 other appropriate bodies involved in governance of academic programs (e.g., UCC, BLP, College
592 and University administrators, College committees, etc.); to prepare a report to the Academic
593 Senate detailing its evaluation of the program; and to make a final recommendation to the
594 Academic Senate as to whether the program/unit should be:
595 Continued,
596 Placed on probation for 3 years,
597 Suspended for 2 years, or
598 Discontinued
- 599 f. The Academic Senate will vote on the report and recommendations of the AHPRC. The report
600 and results of the Senate vote will be forwarded to the respective college Dean and VPAA for
601 review in order to consider the support needed for implementation of the improvement plan for
602 the academic program in situations where the program is not discontinued.
- 603 g. In organizing its activities and clarifying its mission, the AHPRC will take additional guidance
604 from the CSU "Policy on Discontinuance of Academic Degree Programs.

1 **FACULTY GRANTS COMMITTEE**

2
3 Definition: Establish a Faculty Grants Committee (FGC) to conduct the review process of
4 applications for university-wide faculty grants related to professional
5 development and research, scholarship, and creative activities.
6

7
8 Authority: Academic Affairs
9

10
11 Scope: Provide policy and procedures for the Faculty Grants Committee (GGC) to
12 conduct the review process of applications for university-wide faculty grants
13 related to professional development and research, scholarship, and creative
14 activities.
15

16 I. Committee Charge

- 17
18 A. The Faculty Grants Committee (FGC) conducts the review process of applications for university-wide
19 faculty grants related to professional development and research, scholarship, and creative activities.
20
21 B. The FGC develops and revises the call for faculty grant applications, hosts workshop(s) about the
22 grants process, evaluates the grant applications, and makes recommendations for awards to the
23 Provost.
24
25 C. The FGC is not an Academic Senate standing committee. However, FGC will report to the Provost
26 through the Associate Vice President for Research.
27

28 II. Committee Composition

- 29
30 A. The FGC shall be constituted as follows:
31
32
33 1. The FGC shall be an all university committee composed of seven (7) tenure-track faculty
34 members and one (1) temporary faculty member.
35
36 2. One (1) member shall be elected from the eligible faculty in each of the following areas:
37 a. Education, Business, Science and Mathematics, Humanities and Fine Arts, the Social
38 Sciences, and the Library.
39 b. At-large representative elected from the faculty as a whole.
40 c. A temporary faculty member elected by the temporary faculty.
41
42 B. The AVP-R sits on FGC as a non-voting administrative representative.
43

44 III. Terms of Service

- 45
46 A. Committee members will serve staggered two (2) year terms. To accommodate for staggered terms
47 beginning with the first year, half of the members elected in the first year will serve a one (1) year
48 term.

1 WHEREAS, APP 126-96 Add/Drop and Withdrawal Policy, approved April 7, 2000, is outdated
2 and needed revision; and

3
4 WHEREAS, APC Resolution 297-05 of Change to Add/Drop and Withdrawal
5 Policy was forwarded to the Academic Senate in the Spring Semester 2006,

6 ***Adding Courses***

7 ~~Beginning with the first day of the academic term, students must use a Schedule Adjustment~~
8 ~~Form (available on the Enrollment Services website or Cougar Central) to add a class. The~~
9 ~~Schedule Adjustment Form, with the instructor's signature (or that of the instructor's designee),~~
10 ~~must be submitted to Cougar Central on or before the add/drop deadline for timely processing.~~
11 ~~Beyond the published add/drop deadline, students may petition for late enrollment; if approved, a~~
12 ~~late fee will be assessed. Adds beyond the University census date are normally not considered.~~
13 ~~The petition for late enrollment (adding courses after the add/drop deadline) is available on the~~
14 ~~Enrollment Services website or at Cougar Central but was not approved by the administration due to~~
15 ~~the fact that it was not in the formal policy format;~~

16
17 WHEREAS, People Soft will be used starting with the Fall 2008 registration,

18
19 WHEREAS, APC supports the revised catalogue language for adding courses:

20
21 ***Adding Courses***

22 Beginning with the first day of the academic term, students must secure a
23 permission number from their instructor to enroll online during the add/drop
24 period. ~~An add form will be used for students who receive permission to~~
25 ~~enroll with approval to override course restrictions and prerequisites.~~ Beyond
26 the published add/drop deadline, students may petition for late enrollment; if
27 approved, a late fee will be assessed. Adds beyond the University census date
28 are normally not considered. The petition for late enrollment (adding courses
29 after the add/drop deadline) is available on the Enrollment Services website or
30 at Cougar Central.

31
32 RESOLVED, that the Academic Senate endorse the proposed Policy and Procedures governing
33 Add/Drop prior to the published deadlines.

34
35
36 EXECUTIVE SUMMARY

37
38 California State University San Marcos requires instructor permission for adds beginning
39 with the first day of instruction. Currently, sStudents are required to complete a form,
40 secure instructor permission, and hand deliver to Cougar Central for processing prior to
41 the last day of the add/drop period. To become more efficient in delivering timely
42 service to students, ~~instructors will be provide permission numbers for students to enroll~~
43 ~~online.~~ The student self service system will enforce prerequisites, and therefore, an add
44 form will be used for students who receive permission to enroll along with approval to
45 override course restrictions and prerequisites.
46
47

48 I. PROCEDURE/APPLICATION

49

50

Adds:

51

a. Beginning with the first day of instruction, student must secure a permission number from their instructor. r signature of approval for add on the Schedule Adjustment Form

52

53

~~b. The Schedule Adjustment Form may be picked up at any of the advising offices or Cougar Central; may be downloaded and printed from the Registration and Records website.~~

54

55

56

~~e.b. The Schedule Adjustment Form, with the instructor's signature (or that of the instructor's designee), must be submitted to Cougar Central, on or before the add/drop deadline for timely processing. Cougar Central will work with students in reconciling enrollment issues, and enroll students with permission numbers and instructor approval to override prerequisites and restrictions.~~

57

58

59

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62

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Drops:

64

a. Student may use the on-line registration system to drop courses through the end of the add/drop deadline which will immediately make available space in the course.

65

66

b. Course is completely removed from students' record.

67

c. Student dropping all courses will result in no enrollment for the term.

68

69

70

Beyond the published add/drop deadline:

71

a. Student may petition for late enrollment where approval is required of the instructor and the Dean's office.

72

b. The petition for late enrollment is available on the Registration and Records website or at Cougar Central.

73

74

c. Adds beyond the University census date are normally not considered.

75

d. Student wishing to drop courses beyond the published deadline must comply with the Withdrawal Policy.

76

77

78

79

80 II. PUBLICATION IN UNIVERSITY NOTICES

81

Information will be updated, as follows:

82

a. The Curriculum and Scheduling Office will publish in the General Catalog and Class Schedule updated Add/Drop procedures;

83

84

b. The CSUSM Enrollment Management Registration and Records website will be updated.

85

86