

Academic Senate Executive Committee

**Secretary's Report**

August 27, 2008

*The following items have been forwarded to the university administration for information or approval:*

APC	Add/Drop Resolution & Policy
APC	Concurrent Master's Degree Credit Policy
APC	GPA Adjustment Resolution & Policy
APC	GWAR Resolution & Policy
AS	Resolution in Honor of Mary Elizabeth Stivers
AS	Resolution re Student Lobbying
BLP	Resolution re Academic Affairs Foundational Tenets
EC	Resolution – Impact of Budget on Instructional Rigor and Quality
FAC	CoBA RTP Policy revision
FAC	Faculty Grants Review Committee Policy
FAC	RTP Calendar, and Corrected RTP Calendar
FAC	Sabbatical Leave Policy revision
LATAC	Resolution on Budget Impact
LATAC	Statement on Accessibility
NEAC	Senate Election Rules & Guidelines
PAC	Resolution – Assessment Fellow
SAC	Lottery Grant Resolution

*The following Senate items have been responded to by the administration:*

APC	Community Service Learning Courses <i>Approved</i>
APC	Credit by Challenge Examination <i>Approved</i>
APC	Extended Learning's Roles & Responsibilities <i>Approved</i>
APC	Graduate and Post-Baccalaureate Student Course Repeat Policy & Procedure <i>Approved</i>
APC	Graduate Studies Policies <i>Approved</i>
AS	Human Subjects Protection in Research <i>Approved</i>
FAC	Grant Proposal Seed Money Policy <i>Approved</i>
FAC	RTP Calendar, and Corrected RTP Calendar <i>Approved</i>
NEAC	Faculty Service & Voting While on Leave <i>Approved</i>

1 **COACHING FACULTY EVALUATION POLICY FOR**  
2 **THE DEPARTMENT OF ATHLETICS**  
3

4 **Definition:** A policy for the evaluation of coaches in the Department of Athletics.  
5

6 **Authority:** CSU / CFA Unit 3 Collective Bargaining Agreement.  
7

8 **Scope:** Coaching faculty within the Department of Athletics.  
9

10 **I. General Elements**  
11

12 The purpose of this policy is to provide procedures for annual performance review of coaching faculty. The  
13 policy follows the procedures for periodic evaluation in accordance with the Collective Bargaining  
14 Agreement (CBA)<sup>1</sup>. Within 14 days of appointment, the Director of Athletics will provide coaching faculty  
15 Unit 3 employees with a copy of this policy on Evaluation of Coaching Faculty Unit 3 Employees.  
16

17 **II. Evaluation process for Head Coaches**  
18

19 A. Goal-setting and follow-up meetings: Prior to each season of competition, the head coach and the  
20 Director of Athletics (AD) will meet to set goals for the upcoming season. Goals will be set in the areas of  
21 team athletic performance, team academic performance, fundraising, and recruiting; an “other” category will  
22 also be available for any program-specific goals that may apply. It is expected that the goals will be  
23 challenging but realistic -- not unreasonable or unattainable.  
24

25 At the conclusion of each season, the head coach and AD will meet again to assess whether or not the goals  
26 set were met. If the goals were not met, they will discuss the reasons.  
27

28 The goals set and the follow-up assessment will be documented on Form A1, “CSUSM Intercollegiate  
29 Athletics: Season Goals.”  
30

31 Timeline:

32 Pre-season meetings held before first official contest.

33 Post-season meetings held as soon after conclusion of season as possible.  
34

35 B. Student-athlete evaluations: Head coaches will be evaluated by their student-athletes using Form B1,  
36 “Student-Athlete Evaluation Of CSUSM Intercollegiate Athletics (Head Coach).”  
37

38 The Office of Institutional Research will administer the evaluations electronically to each team near the  
39 conclusion of the season. The evaluation results will be sent to the coach and to the AD.  
40

41 Timeline: the forms will be administered during the same time span as the course evaluations for the  
42 instructional faculty.  
43

44 C. Peer input (optional): Coaches have the option of submitting letters or other forms of documentation of  
45 their coaching from their peers. It is understood that solicited testimonials and information from persons not  
46 familiar with the daily operation of the teams will carry less weight than unsolicited ones and those from  
47 informed persons.  
48

---

<sup>1</sup> The evaluation of temporary faculty is governed by Article 15 of the Collective Bargaining Agreement.

49 Timeline:  
50 For Fall sports, peer input must be received by the AD January 1.  
51 For Spring sports, peer input must be received by the AD by June 1.

52  
53 D. Rating form: The information from these meetings, student evaluations, and peer input (if any) will then  
54 be part of the informational basis for a coach evaluation rating form that the AD completes. We will use  
55 Form C1, "Cal State San Marcos Athletics Performance Appraisal For Head Coaches."

56  
57 The AD will then meet with each coach to review the evaluation rating form. The AD and coach will both  
58 sign the evaluation form; the coach's signature will indicate that she/he has reviewed the form and had an  
59 opportunity to discuss it with the AD, not necessarily that she/he agrees with the evaluation. Copies of the  
60 rating form will be given to the coach and placed in the coach's personnel file.

61  
62 Timeline:  
63 For Fall sports: rating forms must be completed by Jan 15.  
64 For Spring sports: rating forms must be completed by June 15.

65  
66 **III. Evaluation process for Assistant Coaches**

67  
68 A. Expectation-setting and assessment meetings: Prior to each season of competition, the head coach and the  
69 AD will meet with each assistant coach to set expectations for assistant coach performance for the upcoming  
70 season. Duties with respect to attendance at practice and competition; work with student-athletes; and  
71 administrative duties will be set; an "other" category will also be available for any program-specific duties  
72 that may apply.

73  
74 At the conclusion of each season, the head coach and AD will meet again with each assistant coach to assess  
75 whether or not the expectations were met.

76  
77 The expectations set and the follow-up assessment will be documented on Form A2 "CSUSM Intercollegiate  
78 Athletics: Season Goals."

79  
80 Timeline:  
81 Pre-season meetings held before first official contest.  
82 Post-season meetings held as soon after conclusion of season as possible.

83  
84 B. Student-athlete evaluations: Assistant coaches will be evaluated by their student-athletes using Form  
85 B2, "Student-Athlete Evaluation Of CSUSM Athletics (Assistant Coach)." Because of the unique  
86 responsibilities of track and field assistant coaches, they will be evaluated with a separate form, Form B3,  
87 "Student-Athlete Evaluation Of CSUSM Athletics (Assistant Track and Field Coach)."

88  
89 The Office of Institutional Research will administer the evaluations electronically to each team near the  
90 conclusion of the season. The evaluation results will be sent to the coach and to the AD.

91  
92 Timeline: the forms will be administered during the same time span as the course evaluations for the  
93 instructional faculty.

94  
95 C. Peer input (optional): Coaches have the option of submitting letters or other forms of documentation of  
96 their coaching from their peers. It is understood that solicited testimonials and information from persons not  
97 familiar with the daily operation of the teams will carry less weight than unsolicited ones and those from  
98 informed persons.

99  
100  
101  
102  
103  
104  
105  
106  
107  
108  
109  
110  
111  
112  
113  
114  
115  
116  
117  
118  
119  
120  
121  
122  
123  
124  
125  
126  
127  
128  
129  
130  
131  
132  
133  
134  
135  
136  
137  
138  
139  
140  
141  
142  
143  
144  
145  
146  
147

Timeline:

- For Fall sports, peer input must be received by the AD January 1.
- For Spring sports, peer input must be received by the AD by June 1.

D. Rating form: The information from these meetings, student evaluations, and peer input (if any) will then be part of the informational basis for a coach evaluation rating form that the head coach and AD complete. We will use Form C2, “Cal State San Marcos Athletics Performance Appraisal For Assistant Coaches” (attached).

The AD will then meet with each assistant coach to review the evaluation rating form. The AD and coach will both sign the evaluation form; the coach’s signature will indicate that she/he has reviewed the form and had an opportunity to discuss it with the AD, not necessarily that she/he agrees with the evaluation. Copies of the rating form will be given to the coach and placed in the coach’s personnel file.

Timeline:

- For Fall sports: rating forms must be completed by Jan 15.
- For Spring sports: rating forms must be completed by June 15.

**IV. Coaching faculty rebuttal process**

Per section 15.5 of the Collective Bargaining Agreement between the CFA and the CSU: 15.5

At all levels of review, before recommendations are forwarded to a subsequent review level, faculty unit employees shall be given a copy of the recommendation and the written reasons therefore. The faculty unit employee may submit a rebuttal statement or response in writing and/or request a meeting be held to discuss the recommendation within ten (10) days following receipt of the recommendation. A copy of the response or rebuttal statement shall accompany the Working Personnel Action File and also be sent to all previous levels of review. This section shall not require that evaluation timelines be extended.

**V. Forms to be used for evaluation of coaching faculty**

- A. Form A1: CSUSM Intercollegiate Athletic Season Goal Meetings – form for head coaches.
- B. Form A2: CSUSM Intercollegiate Athletic Season Goal Meetings – form for assistant coaches.
- C. Form B1: Student-Athlete Evaluation Of CSUSM Intercollegiate Athletics (Head Coach)
- D. Form B2: Student-Athlete Evaluation Of CSUSM Intercollegiate Athletics (Assistant Coach)
- E. Form B3: Student-Athlete Evaluation Of CSUSM Intercollegiate Athletics (Track and Field Assistant Coach)
- F. Form C1: Cal State San Marcos Athletics Performance Appraisal For Head Coaches
- G. Form C2: Cal State San Marcos Athletics Performance Appraisal For Assistant Coaches

**FORM A1: CSUSM INTERCOLLEGIATE ATHLETICS  
SEASON GOAL MEETINGS**

**HEAD COACH:** \_\_\_\_\_

**SPORT:** \_\_\_\_\_

**SEASON:** \_\_\_\_\_

**PRE-SEASON GOALS:**

1. TEAM ATHLETIC  
PERFORMANCE

2. TEAM ACADEMIC  
PERFORMANCE

3. FUNDRAISING

4. RECRUITING

5. OTHER

1. TEAM ATHLETICS  
PERFORMANCE

2. TEAM ACADEMIC  
PERFORMANCE

3. FUNDRAISING

4. RECRUITING

5. OTHER

\_\_\_\_\_  
Head Coach Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Athletics Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Head Coach Signature\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Athletics Signature

\_\_\_\_\_  
Date

\* Your signature does not necessarily indicate that you agree with the post-season goal assessment. It indicates that you have reviewed it and had an opportunity to discuss it with your supervisor.

**POST-SEASON ASSESSMENT:**

**FORM A2: CSUSM INTERCOLLEGIATE ATHLETICS: SEASON GOALS**

**As part of the coach evaluation process, the head coach and Director of Athletics will meet with all assistant coaches at the beginning of each season to set expectations for the assistant coach. They will meet again at season's end to assess whether those expectations were met.**

**ASST. COACH:** \_\_\_\_\_

**SPORT:** \_\_\_\_\_

**SEASON:** \_\_\_\_\_

**PRE-SEASON EXPECTATIONS:**

1. ATTENDANCE  
PRACTICE

COMPETITION

2. WORK WITH STUDENT-ATHLETES

3. ADMINISTRATIVE DUTIES

4. OTHER

\_\_\_\_\_  
Asst. Coach                      Date

\_\_\_\_\_  
Head Coach                      Date

\_\_\_\_\_  
Director of Athletics              Date

1. ATTENDANCE  
PRACTICE

COMPETITION

2. WORK WITH STUDENT-ATHLETES

3. ADMINISTRATIVE DUTIES

4. OTHER

\_\_\_\_\_  
Asst. Coach\*                      Date

\_\_\_\_\_  
Head Coach                      Date

\_\_\_\_\_  
Director of Athletics              Date

\* Your signature here does not necessarily indicate that you agree with the post-season goal assessment. It indicates that you have reviewed it and had an opportunity to discuss it with your supervisor.

**POST-SEASON ASSESSMENT:**

149 **FORM B1: STUDENT-ATHLETE EVALUATION OF**  
150 **CSUSM INTERCOLLEGIATE ATHLETICS (HEAD COACH)**  
151

152 We would appreciate your honest responses to the following evaluation questions. The  
153 information from this questionnaire will be kept strictly confidential.  
154

155  
156 SPORT: \_\_\_\_\_ HEAD COACH'S NAME: \_\_\_\_\_  
157

158 NUMBER OF YEARS IN SPORT AT CSUSM: \_\_\_\_\_ YEAR IN SCHOOL: \_\_\_\_\_  
159

160 ROLE ON TEAM (STARTER, RESERVE, ETC.) \_\_\_\_\_  
161

162 DO YOU INTEND TO PARTICIPATE IN ATHLETICS AGAIN NEXT SEASON?  
163 \_\_\_\_\_  
164

165 WHY OR WHY NOT? \_\_\_\_\_  
166 \_\_\_\_\_  
167 \_\_\_\_\_  
168  
169

170 **EVALUATION OF OVERALL EXPERIENCE IN ATHLETICS**  
171

172 A great deal Somewhat Not at all  
173 How has your technical skill in  
174 your sport improved this year?     
175

176 A great deal Somewhat Not at all  
177 How has your knowledge of  
178 your sport improved this year?     
179

180 A great deal Somewhat Not at all  
181 How has your physical fitness  
182 improved this year?     
183

184 A great deal Somewhat Not at all  
185 How has your overall athletic  
186 performance improved this year?     
187

188 How satisfied are you with your overall experience in intercollegiate athletics this year?  
189

190 Highly Somewhat Somewhat Highly  
191 satisfied satisfied dissatisfied dissatisfied  
192      
193  
194

195 **EVALUATION OF HEAD COACH**

196 Please rate your **head coach** on the following items by marking the appropriate box. If you  
 197 wish, in the line below the box you may add any comments that you feel are appropriate

199		<b>Strongly</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly</b>
200	<b>Your head coach...</b>	<b>agree</b>	<b>somewhat</b>	<b>somewhat</b>	<b>disagree</b>
201					
202	Has knowledge and				
203	expertise in your sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
204		<hr/>			
205					
206	Keeps informed of current				
207	techniques and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
208		<hr/>			
209					
210	Attends all practices and				
211	contests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
212		<hr/>			
213					
214					
215	Consistently maintains office				
216	hours as scheduled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
217		<hr/>			
218					
219					
220	Uses practice time				
221	effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
222		<hr/>			
223					
224					
225	Exercises appropriate				
226	control in practice and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
227	contests	<hr/>			
228					
229					
230					
231	Provides a safe, healthy				
232	environment for	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
233	student-athletes	<hr/>			
234					
235					
236					
237					
238					



		<b>Strongly agree</b>	<b>Agree somewhat</b>	<b>Disagree somewhat</b>	<b>Strongly disagree</b>
239					
240	<b>Your head coach...</b>				
241					
242	Demonstrates professional				
243	conduct with officials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
244		<hr/>			
245					
246					
247	Demonstrates professional				
248	conduct with athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
249		<hr/>			
250					
251					
252	Displays a professional				
253	appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
254		<hr/>			
255					
256					
257					
258		<b>Strongly agree</b>	<b>Agree somewhat</b>	<b>Disagree somewhat</b>	<b>Strongly disagree</b>
259	<b>Your head coach...</b>				
260					
261	Develops and clearly				
262	communicates team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
263	goals and objectives	<hr/>			
264					
265					
266	Establishes and clearly				
267	communicates team (or	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
268	meet/tournament/etc.)	<hr/>			
269	selection criteria				
270					
271					
272					
273	Establishes and clearly				
274	communicates team rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
275		<hr/>			
276					
277					
278	Applies team discipline				
279	appropriately and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
280	consistently	<hr/>			
281					

		<b>Strongly agree</b>	<b>Agree somewhat</b>	<b>Disagree somewhat</b>	<b>Strongly disagree</b>
282	<b>Your head coach...</b>				
283					
284					
285	Provides opportunity				
286	for discussion and questions				
287	of areas of concern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
288		<hr/>			
289					
290					
291	Motivates athletes effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
292		<hr/>			
293					
294					
295	Communicates awareness of				
296	and compliance with				
297	NAIA and university rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
298		<hr/>			
299					
300					
301	Understands athletic eligibility				
302	rules and informs athletes of				
303	those requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
304		<hr/>			
305					
306					
307	Organizes away trips that are				
308	well-planned and efficiently				
309	run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
310		<hr/>			
311					
312					
313	Organizes home contests and				
314	events that are well-planned				
315	and efficiently run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
316		<hr/>			
317					
318					
319	Overall, how effective has your <b>head coach</b> been this year?				
320					
321	Highly effective		Somewhat effective	Somewhat ineffective	Highly ineffective
322		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
323					
324					
325					

326 **What do you consider to be the strengths of your head coach?**

327

328

329

330

331

332

333

334

335

336

337

338

339

340

341

342 **What do you consider to be the weaknesses of your head coach (if any), and what**  
343 **suggestions do you have that might help your head coach be more effective?**

344

345

346

347

348

349

350

351

352

353

354

355

356

357

358

359

360 **Please include any other comments you feel are appropriate.**

361

362

363

364

365

366

367

368

369

370

371

**FORM B2: STUDENT-ATHLETE EVALUATION OF CSUSM  
INTERCOLLEGIATE ATHLETICS (ASSISTANT COACH)**

We would appreciate your honest responses to the following evaluation questions. The information from this questionnaire will be kept strictly confidential.

SPORT: \_\_\_\_\_ ASSISTANT COACH'S NAME: \_\_\_\_\_

NUMBER OF YEARS IN SPORT AT CSUSM: \_\_\_\_\_ YEAR IN SCHOOL: \_\_\_\_\_

ROLE ON TEAM (STARTER, RESERVE, ETC.) \_\_\_\_\_

Overall, how effective has your **assistant coach** been this year?

Highly effective	Somewhat effective	Somewhat ineffective	Highly ineffective
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**What do you consider to be the strengths of your assistant coach?**

---

---

---

---

---

---

---

---

**What do you consider to be the weaknesses of your assistant coach (if any), and what suggestions do you have that might help your assistant coach be more effective?**

---

---

---

---

---

---

---

---

**Please include any other comments you feel are appropriate.**

---

---

---

---

---

---

---

---

422 **FORM B3: STUDENT-ATHLETE EVALUATION OF CSUSM INTERCOLLEGIATE**  
 423 **ATHLETICS (TRACK AND FIELD ASSISTANT COACH)**  
 424

425 We would appreciate your honest responses to the following evaluation questions. The  
 426 information from this questionnaire will be kept strictly confidential.  
 427

428  
 429 SPORT: \_\_\_\_\_ ASSISTANT COACH'S NAME: \_\_\_\_\_  
 430

431 NUMBER OF YEARS IN SPORT AT CSUSM: \_\_\_\_\_ YEAR IN SCHOOL: \_\_\_\_\_  
 432

433 ROLE ON TEAM (STARTER, RESERVE, ETC.) \_\_\_\_\_  
 434

435 DO YOU INTEND TO PARTICIPATE IN ATHLETICS AGAIN NEXT SEASON?  
 436 \_\_\_\_\_  
 437

438 WHY OR WHY NOT? \_\_\_\_\_  
 439 \_\_\_\_\_  
 440 \_\_\_\_\_  
 441  
 442

443 **EVALUATION OF OVERALL EXPERIENCE IN ATHLETICS**  
 444

445		A great deal	Somewhat	Not at all
446	How has your technical skill in			
447	your sport improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
448				

449		A great deal	Somewhat	Not at all
450	How has your knowledge of			
451	your sport improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
452				

453		A great deal	Somewhat	Not at all
454	How has your physical fitness			
455	improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
456				

457		A great deal	Somewhat	Not at all
458	How has your overall athletic			
459	performance improved this year?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
460				

461 How satisfied are you with your overall experience in intercollegiate athletics this year?  
 462

463	Highly	Somewhat	Somewhat	Highly
464	satisfied	satisfied	dissatisfied	dissatisfied
465	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
466				

467  
 468

469 **EVALUATION OF ASSISTANT COACH**

470 Please rate your **assistant coach** on the following items by marking the appropriate box. If you  
 471 wish, in the line below the box you may add any comments that you feel are appropriate

473 <b>Your assistant coach...</b>	<b>Strongly agree</b>	<b>Agree somewhat</b>	<b>Disagree somewhat</b>	<b>Strongly disagree</b>
474 475 476 Has knowledge and 477 expertise in your sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>				
479 480 Keeps informed of current 481 techniques and strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>				
483 484 Attends all practices and 485 contests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>				
488 489 Consistently maintains office 490 hours as scheduled	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>				
493 494 Uses practice time 495 effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>				
498 499 Exercises appropriate 500 control in practice and 501 contests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>				
504 505 Provides a safe, healthy 506 environment for 507 student-athletes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>				
509 510 511				

	<b>Strongly agree</b>	<b>Agree somewhat</b>	<b>Disagree somewhat</b>	<b>Strongly disagree</b>
512 <b>Your assistant coach...</b>				
513				
514				
515 Demonstrates professional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
516 conduct with athletes				
517				
518				
519 Motivates athletes effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
520				
521				

522  
523 Overall, how effective has your **assistant coach** been this year?

	<b>Highly effective</b>	<b>Somewhat effective</b>	<b>Somewhat ineffective</b>	<b>Highly ineffective</b>
525				
526				
527	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

528 **What do you consider to be the strengths of your assistant coach?**  
 529 \_\_\_\_\_  
 530 \_\_\_\_\_  
 531 \_\_\_\_\_  
 532 \_\_\_\_\_  
 533 \_\_\_\_\_  
 534 \_\_\_\_\_  
 535 \_\_\_\_\_  
 536 \_\_\_\_\_  
 537 \_\_\_\_\_  
 538 \_\_\_\_\_  
 539 \_\_\_\_\_

540 **What do you consider to be the weaknesses of your assistant coach (if any), and what**  
 541 **suggestions do you have that might help your assistant coach be more effective?**  
 542 \_\_\_\_\_  
 543 \_\_\_\_\_  
 544 \_\_\_\_\_  
 545 \_\_\_\_\_  
 546 \_\_\_\_\_  
 547 \_\_\_\_\_  
 548 \_\_\_\_\_  
 549 \_\_\_\_\_  
 550 \_\_\_\_\_

551 **Please include any other comments you feel are appropriate.**  
 552 \_\_\_\_\_  
 553 \_\_\_\_\_  
 554 \_\_\_\_\_  
 555 \_\_\_\_\_  
 556 \_\_\_\_\_  
 557 \_\_\_\_\_  
 558 \_\_\_\_\_  
 559 \_\_\_\_\_  
 560 \_\_\_\_\_

**FORM C1: CAL STATE SAN MARCOS ATHLETICS  
PERFORMANCE APPRAISAL for  
HEAD COACHES**

561  
562  
563  
564  
565  
566  
567  
568  
569  
570  
571  
572  
573  
574  
575  
576  
577  
578  
579  
580  
581  
582  
583  
584  
585  
586  
587  
588  
589  
590  
591  
592  
593  
594  
595  
596  
597  
598  
599  
600  
601  
602  
603  
604  
605  
606  
607  
608  
609  
610  
611  
612  
613  
614  
615  
616  
617  
618

Name \_\_\_\_\_ Sport \_\_\_\_\_  
 Appraisal Period \_\_\_\_\_ Years in Current Position \_\_\_\_\_  
 Team GPA \_\_\_\_\_ Graduation Rate \_\_\_\_\_

Regional / National Championship Appearances \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Awards / Special Recognition for Coach / Athletes  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

The following scale will be used to rate performances in each of the areas listed below. Ratings of unacceptable performance or exceptional performance will be accompanied by written comments.

- |    |   |                                |   |   |              |
|----|---|--------------------------------|---|---|--------------|
| NA | - | Not Applicable or Not Observed | 3 | - | Satisfactory |
| 1  | - | Unsatisfactory                 | 4 | - | Commendable  |
| 2  | - | Marginal                       | 5 | - | Outstanding  |

**I. COMMITMENT TO THE GOALS OF THE UNIVERSITY / DEPARTMENT OF ATHLETICS**

- a. Demonstrates commitment to the mission and purpose of the university \_\_\_\_\_
- b. Demonstrates commitment to the mission and purpose of Athletics \_\_\_\_\_
- c. Communicates effectively with internal groups: other coaches and staff \_\_\_\_\_
- d. Works cooperatively with internal groups: other coaches and staff \_\_\_\_\_
- e. Communicates effectively with external groups: faculty, boosters, media, fans, and parents \_\_\_\_\_
- f. Conducts self and program in a professional manner at all times \_\_\_\_\_
- g. Attends meetings and Athletic Department functions as requested \_\_\_\_\_
- h. Supports community events through team and personal participation \_\_\_\_\_
- i. Demonstrates commitment to NAIA Code of Ethics and Coaches Code \_\_\_\_\_
- j. Sets meaningful goals for team athletic achievement \_\_\_\_\_

COMMENTS



- 619 II. ADMINISTRATIVE QUALITIES
- 620
- 621 a. Effectively plans, administers, and monitors team scheduling \_\_\_\_\_
- 622 b. Effectively plans, administers, and monitors team travel \_\_\_\_\_
- 623 c. Completes reports promptly and maintains organized records \_\_\_\_\_
- 624 d. Has developed and enforces written team rules and expectations \_\_\_\_\_
- 625 on and off the field, and on and off the campus \_\_\_\_\_
- 626 e. Arranges a competitive competition schedule within budgetary limits \_\_\_\_\_
- 627 f. Makes effective use of Assistant Coaches and student workers \_\_\_\_\_
- 628 g. Manages sport budget effectively \_\_\_\_\_
- 629 h. Participates in the promotion of the sport \_\_\_\_\_
- 630 i. Demonstrates adherence to Athletic Department policies relating to \_\_\_\_\_
- 631 purchasing and travel \_\_\_\_\_
- 632 j. Makes effective use of resources \_\_\_\_\_
- 633 k. Overall management of the sports program \_\_\_\_\_
- 634

635 COMMENTS

636

637

638

639

640

641

642

643

644

645

646 III. COACHING SKILLS

647

- 648 a. Displays a technical knowledge of the sport for competitive \_\_\_\_\_
- 649 NAIA play \_\_\_\_\_
- 650 b. Maintains a current knowledge of sport rules and trends \_\_\_\_\_
- 651 c. Demonstrates ability to effectively teach players in sport techniques \_\_\_\_\_
- 652 d. Demonstrates ability to motivate players to produce maximum results \_\_\_\_\_
- 653 e. Exercises control, leadership, and sound judgment during practices \_\_\_\_\_
- 654 and competitive events \_\_\_\_\_
- 655 f. Maintains a positive rapport with and shows respect toward athletes \_\_\_\_\_
- 656 g. Provides a role model for student athletes \_\_\_\_\_
- 657

658 COMMENTS

659

660

661

662

663

664

665

666

667

668

669

670

671

672

673

674

675

676

- 677 IV. RULES COMPLIANCE
- 678
- 679 a. Understands and complies with NAIA rules and regulations \_\_\_\_\_
- 680 b. Understands and complies with applicable university student athlete recruitment \_\_\_\_\_
- 681 policy \_\_\_\_\_
- 682 d. Understands, instructs athletes regarding, and enforces university \_\_\_\_\_
- 683 Student Athlete Code of Conduct \_\_\_\_\_
- 684 e. Understands and complies with university regulations \_\_\_\_\_
- 685 f. Understands and complies with Athletic Department policies and procedures. \_\_\_\_\_
- 686

687

688 COMMENTS

689

690

691

692

693

694

695

696

697

698

699

700 V. ATHLETE ACADEMIC ACHIEVEMENT

701

- 702 a. Promotes student athlete academic progress \_\_\_\_\_
- 703 b. Works cooperatively with academic support services to \_\_\_\_\_
- 704 monitor the academic progress of student athletes \_\_\_\_\_
- 705 c. Makes a consistent effort toward the improvement of graduation \_\_\_\_\_
- 706 rates for team members \_\_\_\_\_
- 707 d. Overall team academic achievement \_\_\_\_\_
- 708 e. Supports and encourages student athletes in the use of academic resources and \_\_\_\_\_
- 709 advising \_\_\_\_\_
- 710

711 COMMENTS

712

713

714

715

716

717

718

719

720

721

722

723

724

725

726

727

728

729

730

731

732

- 733 VI. RECRUITING
- 734
- 735 a. Establishes an effective recruiting system that is consistent with NAIA,  
736 university and department philosophy and available budgets \_\_\_\_\_
- 737 b. Establishes a rapport with regional high schools and coaches \_\_\_\_\_
- 738 c. Responds promptly to all inquiries and correspondence \_\_\_\_\_
- 739 d. Accurately assesses prospective student-athletes and effectively  
740 awards available athletic aid within institutional and team limits \_\_\_\_\_

741

742 COMMENTS

743

744

745

746

747

748

749

750 OVERALL RANKING AND COMMENTS

Overall Ranking : \_\_\_\_\_  
(enter O, C, S, etc. for overall rank)

751

752

753

754

755

756

757

758

759

760

761

762

763

764

765

766

767

768

769

A copy of this evaluation will be placed in your Personnel File five days from this date pursuant to personnel policy. You may attach or submit to your Personnel File a detailed response to this evaluation.

By signing this form, you are **not** indicating that you agree with the evaluation. Your signature indicates that you have been provided with a copy of this evaluation and have had an opportunity to discuss it with your sports supervisor.

770 \_\_\_\_\_

771 Signature of Coach Date

772

773

774

775

776

777

778

779 \_\_\_\_\_

780 Signature of Athletic Director Date

781

782

783

784

785

786

787

788

789 **FORM C2: CAL STATE SAN MARCOS ATHLETICS**  
 790 **PERFORMANCE APPRAISAL for**  
 791 **ASSISTANT COACH**

792  
 793  
 794 Name \_\_\_\_\_ Sport \_\_\_\_\_

795  
 796  
 797 Appraisal Period \_\_\_\_\_ Years in Current Position \_\_\_\_\_

798 -----  
 799 The following scale will be used to rate performances in each of the areas listed below. Ratings of  
 800 unacceptable performance or exceptional performance will be accompanied by written comments.

- 801  
 802 NA - Not Applicable or Not Observed 3 - Satisfactory  
 803 1 - Unsatisfactory 4 - Commendable  
 804 2 - Marginal 5 - Outstanding

805  
 806 **I. COMMITMENT TO THE GOALS OF THE UNIVERSITY / DEPARTMENT OF ATHLETICS**

- 807 a. Demonstrates commitment to the mission and purpose of the university \_\_\_\_\_  
 808 b. Demonstrates commitment to the mission and purpose of Athletics \_\_\_\_\_  
 809 c. Communicates effectively with internal groups: other coaches and staff \_\_\_\_\_  
 810 d. Works cooperatively with internal groups: other coaches and staff \_\_\_\_\_  
 811 e. Communicates effectively with external groups: faculty, media,  
 812 fans, and parents \_\_\_\_\_  
 813 f. Conducts self and program in a professional manner at all times \_\_\_\_\_  
 814 g. Attends meetings and Athletic Department functions as requested \_\_\_\_\_  
 815 h. Supports community events through personal  
 816 participation \_\_\_\_\_  
 817 i. Demonstrates commitment to NAIA Code of Ethics and Coaches Code \_\_\_\_\_

818  
 819 COMMENTS

820  
 821  
 822  
 823  
 824  
 825  
 826  
 827  
 828  
 829  
 830  
 831  
 832  
 833  
 834  
 835  
 836  
 837  
 838  
 839  
 840  
 841  
 842  
 843  
 844  
 845

827 **II. ADMINISTRATIVE QUALITIES**

- 828 a. Effectively assists with team scheduling (if applicable) \_\_\_\_\_  
 829 b. Effectively assists with team travel (if applicable) \_\_\_\_\_  
 830 c. Completes reports promptly and maintains organized records \_\_\_\_\_  
 831 d. Enforces written team rules and expectations on and off the field,  
 832 and on and off the campus \_\_\_\_\_  
 833 e. Maintains expenditures within budget parameters \_\_\_\_\_  
 834 f. Participates in the promotion of the sport \_\_\_\_\_  
 835 g. Demonstrates adherence to Athletic Department policies relating to  
 836 purchasing and travel \_\_\_\_\_  
 837 h. Makes effective use of resources \_\_\_\_\_  
 838 i. Keeps abreast of departmental communications, including via e-mail  
 839 and voice-mail \_\_\_\_\_

841 COMMENTS

- 846 III. COACHING SKILLS
- 847 b. Displays a technical knowledge of the sport for competitive
- 848 NAIA play \_\_\_\_\_
- 849 b. Maintains a current knowledge of sport rules and trends \_\_\_\_\_
- 850 c. Demonstrates ability to effectively teach players in sport techniques \_\_\_\_\_
- 851 d. Demonstrates ability to motivate players to produce maximum results \_\_\_\_\_
- 852 e. Exercises control, leadership, and sound judgment during practices
- 853 and competitive events \_\_\_\_\_
- 854 f. Maintains a positive rapport with and shows respect toward athletes \_\_\_\_\_
- 855 g. Provides a positive role model for student athletes \_\_\_\_\_
- 856

857 COMMENTS

858  
859  
860  
861  
862  
863  
864  
865  
866  
867

- 868 IV. RULES COMPLIANCE
- 869 a. Understands and complies with NAIA rules and regulations \_\_\_\_\_
- 870 b. Understands, instructs athletes regarding, and enforces university
- 871 Student Athlete Code of Conduct \_\_\_\_\_
- 872 c. Understands and complies with university regulations \_\_\_\_\_
- 873

874 COMMENTS

875  
876  
877  
878  
879  
880  
881  
882  
883  
884  
885

- 886 V. ATHLETE ACADEMIC ACHIEVEMENT
- 887 a. Promotes student athlete academic progress \_\_\_\_\_
- 888 b. Works cooperatively with academic support services to
- 889 monitor the academic progress of student athletes \_\_\_\_\_
- 890 c. Makes a consistent effort toward the improvement of graduation
- 891 rates for team members \_\_\_\_\_
- 892 d. Supports and encourages student athletes in the use of academic resources
- 893 and advising. \_\_\_\_\_
- 894

895 COMMENTS

896  
897  
898  
899  
900  
901  
902

- 903 VI. RECRUITING
- 904
- 905 a. Understands that the head coach is responsible for recruiting,
- 906 and coordinates all recruiting efforts with head coach \_\_\_\_\_
- 907 b. Understands NAIA rules governing contact with recruits \_\_\_\_\_
- 908 c. Makes no offers or promises regarding university admissions, scholarships,
- 909 etc., without the prior written approval of the head coach \_\_\_\_\_
- 910 d. Establishes a rapport with regional high schools and coaches \_\_\_\_\_
- 911 e. Responds promptly to all inquiries and correspondence \_\_\_\_\_
- 912 f. Accurately assesses prospective student-athletes \_\_\_\_\_

913

914 COMMENTS

915

916

917

918

919

920

921

922

923

924 OVER ALL EVALUATION AND COMMENTS

Over all Evaluation : \_\_\_\_\_  
 (enter O, C, S, etc. for overall rank)

925

926

927

928

929

930

931

932

933

934

935 COMMENTS BY DIRECTOR OF ATHLETICS

936

937

938

939

940

941

942

943

944 A copy of this evaluation will be placed in your Personnel File five days from this date pursuant

945 to personnel policy. You may attach or submit to your Personnel File a detailed response to this

946 evaluation.

947

948 By signing this form, you are **not** indicating that you agree with the evaluation. Your signature indicates

949 that you have been provided with a copy of this evaluation and have had an opportunity to discuss

950 it with your sports supervisor.

951 \_\_\_\_\_

952

953

954 Signature of Coach Date

\_\_\_\_\_  
 Signature of Athletic Director Date

955

956

957 \_\_\_\_\_

958 Signature of Head Coach Date

959

960

961

1 **Academic Affairs Restructure: Definitions**

2  
3 University:

- 4
- 5 1. Normally a larger institution that encompasses such entities as colleges and/or schools,  
6 institutes, and graduate and professional schools/programs.
  - 7  
8 2. It has an administrative structure (president/chancellor, provost, vice presidents, directors),  
9 support staff, faculty, and governance.
  - 10  
11 3. A university almost always has a large research component involving faculty in contrast to  
12 some colleges (especially community colleges) that focus on teaching.
  - 13  
14 4. A university offers baccalaureate degrees, and *at least* masters degrees, with  
15 many offering doctoral degrees.

16  
17 College:

- 18
- 19 1. In most cases a college is a sub-unit of a university, part of the organizational structure with  
20 its own distinct leadership hierarchy, usually lead by a dean.
  - 21  
22 2. It consists of subgroups of related academic departments (usually degree-granting) such as  
23 the natural sciences for one college, business for another, and fine arts disciplines for yet  
24 another college, which are usually organized for efficient resource usage and governance.

25  
26 School:

- 27
- 28 1. Although many times the term school is interchanged with college (School of Business vs.  
29 College of Business), a school is usually more specialized than a college in that it has a more  
30 distinct related cluster of degrees or a single degree. A school may focus on nursing or law but  
31 would not have as many degree offerings as a college of Natural Sciences, which may have  
32 Physics, Chemistry, Biology, Ecology, Earth Sciences, and others.
  - 33  
34 2. In many cases a school is headed by a director, sometimes a dean. The advantage to being a  
35 school is that it is a separate entity from a larger college. This can give name recognition, and  
36 make it easier and more efficient to govern.
  - 37  
38 3. A school is usually smaller than a college and more specialized. (There are exceptions to this,  
39 but this is the pattern for most institutions).

40  
41 Department:

- 42
- 43 1. Usually a department is a sub-unit of a college such as Biology or Chemistry and has a degree  
44 associated with it. It has a faculty chair as the administrative head.
  - 45  
46 2. A group of related departments form a college, usually chosen by their similarity to promote  
47 efficient governance and efficient use of resources such as laboratory buildings and specialized  
48 classrooms.

49 Program:

50

51 1. Sometimes a program relates to a specialized non-degree or certificate  
52 program such as a Leadership Certificate, Credential Program, or non-degree emphasis  
53 according to the Department of Education.

54

55 2. Mostly, it is used in a broader sense such as graduate programs or undergraduate programs in  
56 a certain subject. Many times a catalog will refer to “the graduate program in Business” which  
57 would describe an array of Master’s degree programs, which would be larger in scope than #1.

58

59 Sources: <http://educationusa.state.gov/>  
60 <http://www.harvard.edu/siteguide/faqs/faq22.html>  
61 [http://senate.sdsu.edu/policy/policy\\_file.pdf](http://senate.sdsu.edu/policy/policy_file.pdf)  
62 <http://apps.carleton.edu/intl/looking/collegevsuniv/>  
63 <http://www.wm.edu/news/nomenclature.php>

64

65

---

## 66 **Academic Affairs Restructure: Principles for Changing Organizational Structure**

67

### 68 **Goal of Organizational Structure**

69 The goal of the organizational structure is to facilitate people performing their duties and  
70 responsibilities in an effective and efficient manner in achieving the University’s overall mission.

71

### 72 **Signs When an Organizational Change Might be Needed**

73

- 74 • Decision making is poor due to differences in values and perspectives.
- 75 • Decision making is delayed. Decision-makers are over loaded and/or information is not  
76 reaching the right people.
- 77 • The current organization does not respond in an innovative manner to a changing  
78 environment.
- 79 • Current grouping doesn’t create synergy due to varying interests, purposes, and values.  
There is a lack of cohesion in the unit.

### 80 **Principles to Consider When Changing the Organizational Structure (Creating, Merging,**

81 **Splitting or Transferring Units)**

- 82 • Any change in the organizational structure needs to be consistent with the mission, vision,  
83 core values, and goals of Academic Affairs.
- 84 • The organizational change needs to be consistent with the Division’s fiscal resources. There  
85 must be sufficient fiscal resources to sustain the new unit(s) and the change should produce  
86 a net positive benefit for the entire division.
- 87 • The organizational change should result in a more effective and efficient decision making  
88 and operation in terms of effective communications, coordination and integration of efforts  
89 across and within units..
- 90 • The organizational change should provide for clear authority, responsibility and  
91 control/accountability.



## Academic Affairs Restructure: Process for Restructuring

92  
93  
94  
95  
96  
97  
98  
99  
100  
101  
102  
103  
104  
105  
106  
107  
108  
109  
110  
111  
112  
113  
114  
115  
116  
117  
118  
119

### *Proposals*

Proposals for the creation, merger, split, transfer or abolition of departments<sup>1</sup> or schools or colleges may be initiated by departments or schools or colleges, faculty members, or administrative officers of the university. The proposal is written justification based on the Academic Affairs Principles for Restructuring. The proposal shall address employment options, informed by the Memorandum of Understanding, for the affected tenured and probationary faculty and for permanent staff.

---

### **Create<sup>2</sup>**

The appropriate administrator may hire an outside consultant to prepare the proposal when sufficient expertise in the subject matter is deficient internally.

↗ To AALC

↘

Initiator

To Provost

↘ To Senate BLP → To Academic Senate ↗

---

### **Merge**

↗ To AALC

↘

Initiator → To Schools or Colleges affected → Faculty Vote → To Deans affected

To Provost

↘ To Senate BLP → To Academic Senate ↗

---

### **Split**

↗ To AALC

↘

Initiator → Faculty in splitting units vote → aggregate School or College vote recorded → To Dean

To Provost

↘ To Senate BLP → To Academic Senate ↗

---

### **Transfer**

Initiator → To both Schools or Colleges affected → Faculty Vote → To Deans affected → To Provost

---

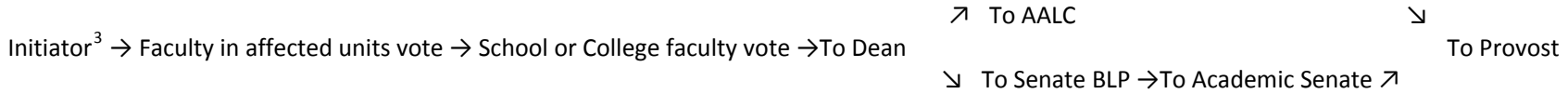
<sup>1</sup> The creation, merger, split or transfer of a department within an existing school or college is handled internal to that entity.

<sup>2</sup> If the process requires a curriculum change, the proposal is sent to the University Curriculum Committee (UCC) concurrent with Budget and Long-Range Planning (BLP) review.

120  
121  
122  
123  
124  
125  
126  
127  
128  
129  
130  
131  
132  
133  
134  
135  
136  
137  
138  
139  
140  
141  
142  
143  
144

---

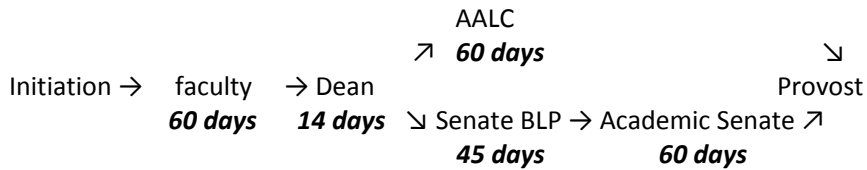
**Abolish**



---

*Timeline*

The initiator may start the process at anytime during the Academic Year. The timeline clock stops temporarily during Winter break and Spring break. The clock resets between the last day of classes for Spring semester until the first day of classes Fall semester. In the event the Senate does not receive the proposal in time to have both a first and second reading, the timeline for Academic Senate starts at the beginning of the next Academic Year.



**Recommendation**

The Ad Hoc Program Review Committee (AHPRC) procedures referenced in footnote 3, includes the wording “ the AHPRC will take additional guidance from the CSU Policy on Discontinuance of Academic Degree Programs.” The CSU Policy requires each campus to have a Policy on Discontinuance of Academic Degree Programs, which CSUSM has not yet formulated. We recommend the campus develop this policy.

---

<sup>3</sup> The Program Assessment Committee (PAC) of the Academic Senate may initiate the formation of an Ad Hoc Program Review Committee (AHPRC) when “the PAC finds that the Program Review report fails to document satisfactory program viability.” Thus the PAC may be the initiator, and the process outlined in Appendix C of the PAC policy on Program Review will be followed.

**Resolution Urging the Creation of a Study Group to Explore  
Army Reserve Officers' Training Corps (ROTC) at CSUSM**

WHEREAS, The Office of Extended Learning has, in conjunction with CSUSM faculty, proposed that CSUSM offer for-credit courses that would become part of the Army Reserve Officers' Training Corps (ROTC) curriculum at CSUSM; and

WHEREAS, The University Curriculum Committee has questions about how to treat the courses proposed since, while they are not part of a minor or major program, they are clearly a defined sequence of courses which lead to a professional goal; and

WHEREAS, There exist arguments about the benefits of Army ROTC training and about the opportunities a CSUSM-based Army ROTC program will provide for many CSUSM students; and

WHEREAS, There also exist concerns about whether the presence of Army ROTC on campus would conflict with CSUSM statements on non-discrimination; and

WHEREAS, All of these issues deserve to be explored and widely discussed in a manner befitting an institution of higher learning; now, therefore, be it

RESOLVED, That the Executive Committee of the Academic Senate CSUSM ask the provost to work with them to set up a study group to meet during fall 2008 which will look into all issues surrounding for-credit, CSUSM-based Army ROTC courses; and be it further

RESOLVED, That the Executive Committee – using the study group as a vehicle – will seek to engage the CSUSM community in a civil and wide-ranging discussion of this issue; and be it further

RESOLVED, That the Executive Committee will re-agendize the issue of for-credit, CSUSM-based Army ROTC courses no later than February 2009.