LIGHTING THE PATHWAY TO CAREER READINESS

2023-2028

LONG-RANGE ACADEMIC MASTER PLAN

A Foreword by the Provost and Vice President for Academic Affairs

California State University San Marcos (CSUSM) is a leader in social mobility. In pursuit of CSUSM's Mission and in alignment with our University Strategic Plan-The Power of CSUSM, I charged a Task Force to lead us in an academic planning process.

This Long-Range Academic Master Plan (LAMP) is built on a foundation of our commitment to educational access and inclusive student success. The central goal is to enhance the student experience. The LAMP contextualizes the university mission and operationalizes our strategic plan. This plan is the culmination of over a year of collaborative visioning, planning, and conceptualizing. It represents the work of hundreds of students, faculty, staff, administrators, and our larger CSUSM community stakeholders. The task force held webinars and focused meetings with internal and external stakeholders to collect invaluable input. I thank all who contributed to shaping this plan. I am pleased that the LAMP has identified ten pillars to help us to foster a responsive and student ready culture. The pillars provide broad recommendations to guide our academic efforts.

Each pillar has an associated high-level goal and accompanying objectives.

As we move to the implementation phase of the LAMP, we will work collaboratively with students, faculty, staff, administrators, and our larger CSUSM family to achieve measurable outcomes based on the recommendations. This process will be iterative, and I will seat a LAMP implementation steering group to help guide the next phase as a part of prioritizing resources as they become available. I am excited about what we will do together with this road map to elevate CSUSM!

My sincere appreciation to the LAMP Task Force for their significant efforts to get us to this point. I especially want to thank the Co-Chairs: Vice Provost Dr. Mary Oling-Sisay and Professor of Computer Science Dr. Rika Yoshii for their steady and thoughtful leadership throughout this process.
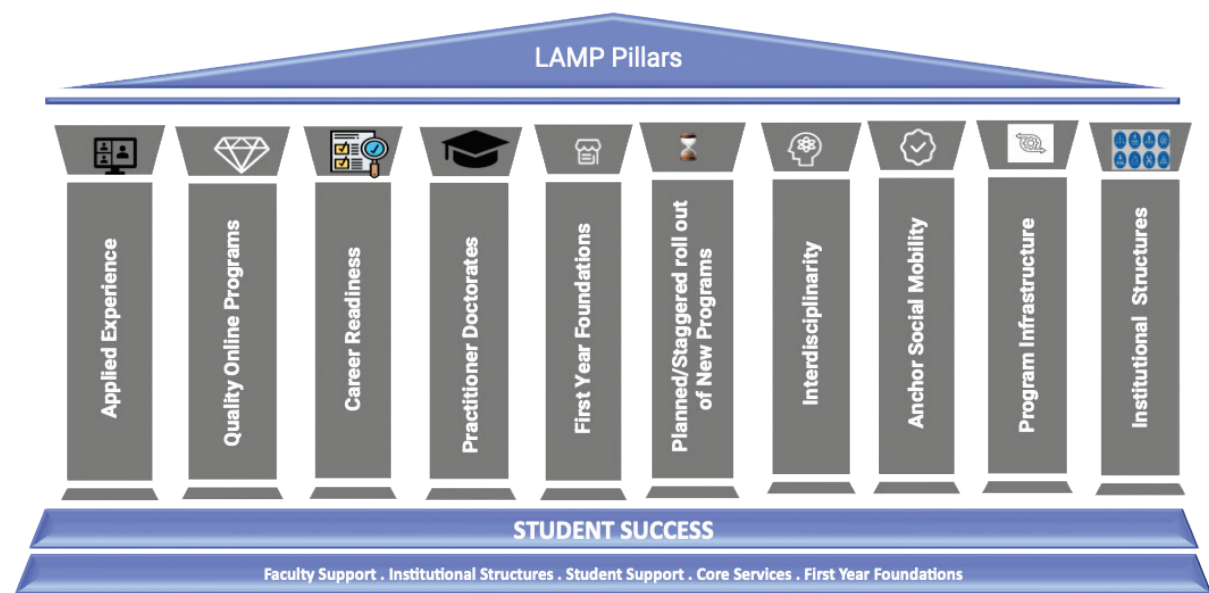
With gratitude,

Carl Kemnitz, Ph.D.
Provost and Vice President for Academic Affairs

April 2024

LAMP RECOMMENDATIONS: PILLARS OF EXCELLENCE

Executive Summary

The Long-Range Academic Master Plan (LAMP) is anchored in our dedication to educational access and inclusive student success. The LAMP centers the university mission and distinguishes CSUSM as an institution that is a national leader in social mobility. The LAMP capitalizes on our existing strengths and at the same time positions us for future opportunities in a rapidly changing world. This is a roadmap for the future of academic enterprise and is inspired by the brilliance of our students, faculty, staff, and communities that we serve.

Current academic program and faculty strengths were a driving force behind the recommendations that we present. The Taskforce notes that that planning is an ongoing process that is dynamic and not static. It therefore requires an annual review to address new conditions as they appear. The LAMP Task Force has been working since the Fall of 2022 in identifying campus wide themes and strategies. The Task Forces engaged broadly with stakeholders and establishes ten recommendations presented as Pillars of Excellence.

What is a Long-Range Academic Master Plan (LAMP)

• The LAMP clarifies the academic mission of an institution and uses it to drive the university forward academically.

• The LAMP delineates the strategies needed to accomplish the academic mission of the university.

• The LAMP integrates with existing planning processes occurring at the program, departmental, college, and university level, as well as with the university's ongoing commitment to self-review and best practices outlined by the WASC Senior Colleges and Universities Commission (WSCUC).

• The LAMP focuses on academic issues as well as academic and administrative support. Academic planning is an activity based on the mission, vision, and values of the university and its overarching goals. The LAMP informs all the other university plans, e.g., departmental plans, college plans, facilities master plans, the strategic plan of the university, etc.

• The LAMP serves as a guide for important decisions concerning resources, curriculum development, technology deployment and use, planning processes, staffing, and a variety of student success initiatives.

• The LAMP recognizes and reaffirms the value of faculty input in decision-making and resource allocation for instructional areas.

• The LAMP should provide a flexible overall framework for the development of College Academic Master Plans (CAMPs).

• LAMP is a core component of robust integrated university strategic planning on academic matters, linking vision, priorities, people, services, resources, and the physical institution in a flexible process of evaluation, decision-making, and action.

Long-Range Academic Master Plan Framework

The LAMP is our collective vision for future direction in academic matters. It involves not just what programs to offer but how we offer them to meet the needs of students, the surrounding community, and society at large.

The LAMP provides overarching goals and objectives for Academic Affairs, including students, faculty, staff, and administration.

The plan will form a bold and challenging academic road map for the university for the next five years and beyond.

More specifically, we sought to determine:

1. How can CSUSM continue to provide education that enables more undergraduate and graduate students to contribute to our local and global communities?

2. How can we best sustain teaching and research excellence that remains relevant in a rapidly changing world?

3. What should CSUSM be known for? Where do we want to be in 5-10 years?

LAMP Vision
CSUSM will develop and maintain innovative academic programs enriched with applied hands-on learning from teacher-scholars to develop life-long learners who positively impact their communities.

LAMP Guiding Principles
The LAMP was developed using the following guiding principles:

• Student-focused.

• Inclusive academic student success.

• Alignment with University Mission, Goals, and Strategic Plan.

• Engagement of key stakeholders.

• Visionary and feasible goals, while maintaining flexibility for new future opportunities.

• Distinctive, innovative academic programs that are responsive to changing societal, local, national, and global expectations.

And it must inform, integrate, and guide other planning including university strategic plan, strategic enrollment management plan, physical master plan, technology master plan.

Our Process
It was important for the LAMP Task Force to understand our current state in order to envision the future. To this end, the Task Force engaged in an extensive review to gather qualitative, quantitative, and experiential information.

  Throughout March and April of 2023, the LAMP Taskforce also held multiple webinars to get input from the following stakeholders:

• Students

• Faculty

• Industry advisors

• Community members

• Alumni

Those who could not attend provided written answers. This phase provided the Task Force with a comprehensive understanding of where we are and where our stakeholders want CSUSM to be heading.

  To aid our work, the Task Force conducted situational analyses for key areas and those can be found in Appendix A.

Here, we present the distinctive elements we have identified, the data on the external environment, and the data on the internal environment.

Distinctiveness
During this process, several themes came up repeatedly. As a result, we have identified the following distinctive elements of CSUSM's Education for Social Mobility. These elements are intricately related to one another.

• We are a responsive partner in the community with close ties to local industries.

• We are committed to social mobility by preparing our students for lifelong growth.

• We are a newer university with a start-up mentality that facilitates innovation.

• We invest in hands-on learning.

• We believe in a balanced mix between applied and theoretical research and learning.

The External Environment

Freshman Enrollment

According to the National Student Clearinghouse Research Center:

• Preliminary results indicate freshman enrollment dropped 3.6 percent, due mainly to fewer students aged 18-20 (-5.2%-see figure below). Freshman increased by double digits for all other groups especially those aged 30 or older (+24.4).

• Freshman enrollment declines at public and nonprofit four-year institutions accounted for the overall decrease, resulting in a drop in bachelor's program enrollment among first time students (-6.1%, -3.9% since Fall 2021). Fewer freshmen from neighborhoods of all income levels enrolled at these four-year institutions in fall 2023, although declines were slightly higher among students from middle income areas.

• Despite freshmen declines overall, those entering undergraduate certificate programs continued to increase this fall (+6.1%) for a total growth of 17.6 percent since 2021.

• At highly selective and very competitive four-year institutions, enrollment declines were steepest among freshmen from the lowest income neighborhoods who already accounted for fewer than 7 percent of all freshmen at these institutions.

• Asian freshmen enrollment grew (+2.0%), while all other racial ethic groups fell this year. The steepest decline was among White freshmen (-9.4%).

The following figures illustrate the changing demographics the region CSUSM serves in North San Diego, Southwest Riverside, and Southern Orange Counties. They show that our region will experience a decline in the numbers of high school graduates in the coming decades. While this may present challenges, it also provides us with opportunities to serve other demographic segments in the region. Examples include midcareer professionals needing second baccalaureate degrees, re-credentialing through certificate programs, or graduate education. This speaks to the need for strategically focusing on the role of graduate education as one of the themes that emerged through our stakeholder interviews discussed later in this report.

FIGURE 2: DEMOGRAPHIC CHANGES IN OUR REGION

FIGURE 1: FRESHMAN ENROLLMENT CHANGES BY AGE
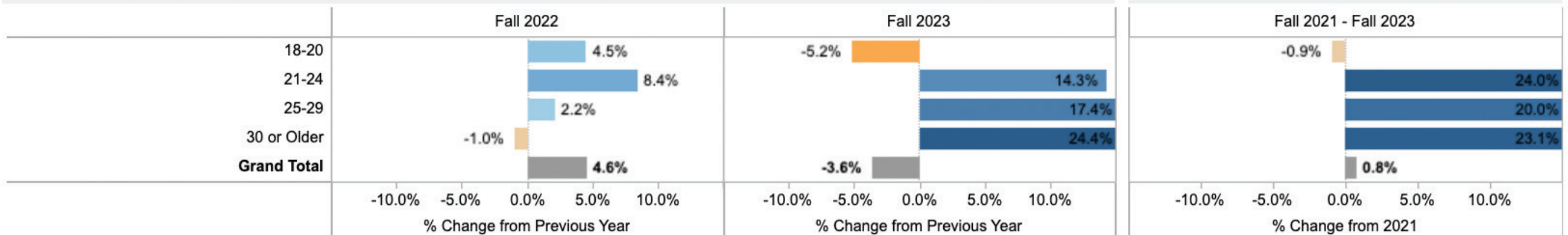
Source: National Student Clearinghouse Research Center, 2023

FIGURE 3: CSUSM APPLIED STUDENT BY CALIFORNIA COUNTY

FIGURE 5: CSUSM FIRST TIME COLLEGE STUDENTS ENROLLED STUDENTS BY CALIFORNIA COUNTY

FIGURE 4: FIRST TIME FRESHMEN ENROLLMENT BY REGION
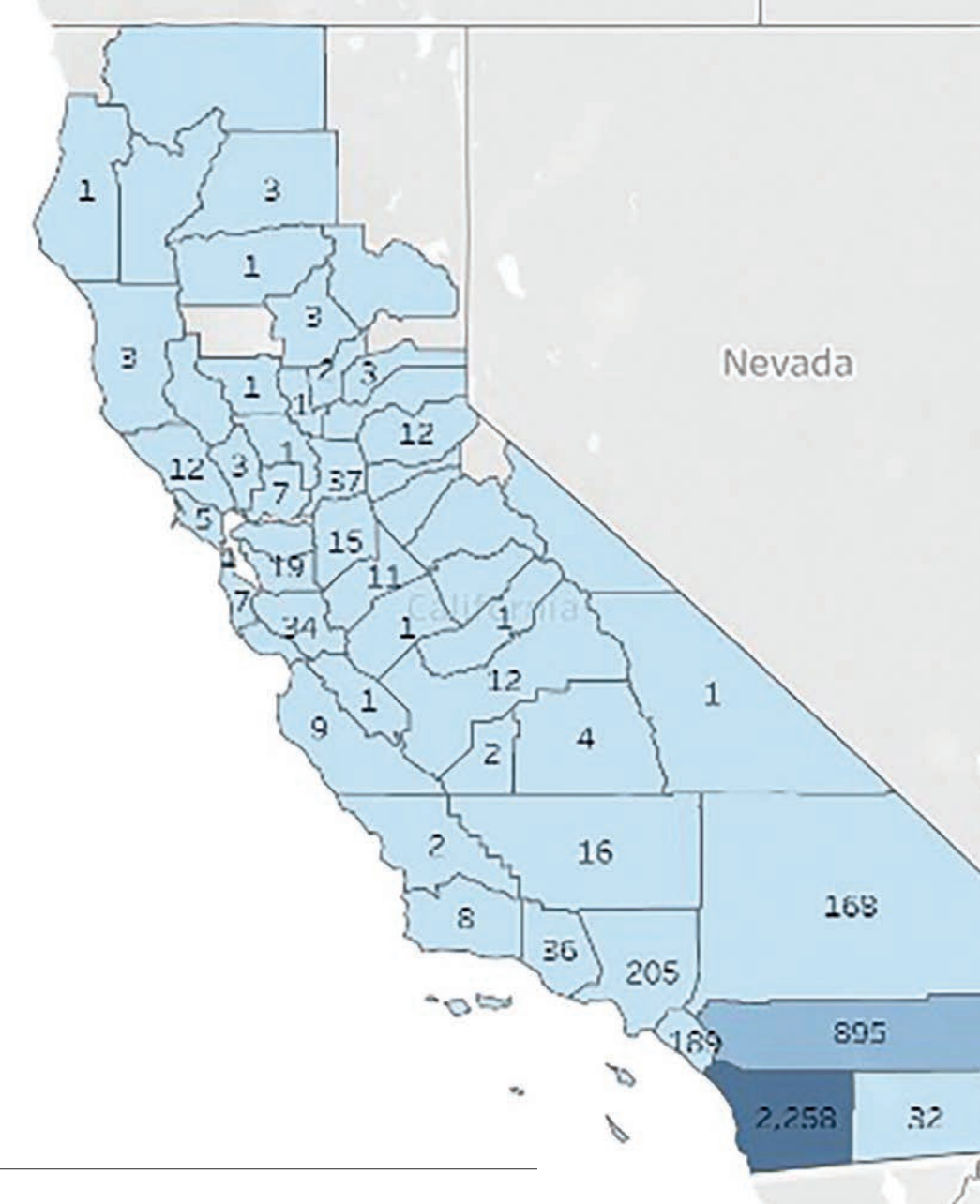
FIGURE 6: TRANSFER ENROLLMENT BY REGION
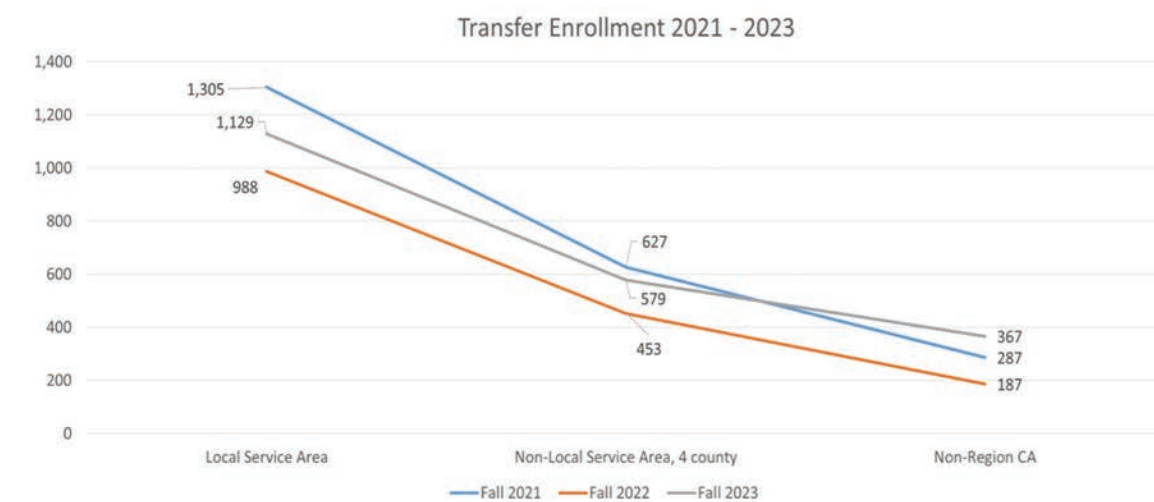
The Technological Environment

Technology continues to evolve at an ever-increasing pace. Indeed, technologies such as zoom proved to be helpful during the Covid pandemic. It had a profound effect on the way we teach, learn, and conduct research.

More recently, other technologies have emerged that promise to revolutionize every industry including higher education. Among them are artificial intelligence and machine learning. These new tools, if used properly, can transform the way we live, learn, and work. It is imperative that faculty and staff learn to use these tools and incorporate them in our learning environment and curriculum. Equally critical, we must teach our students how to ethically deploy these new technologies in their learning activities as well as in the industries where they will find employment. Keeping students–undergraduates as well as those returning for post-baccalaureate certificates and degrees – abreast of technological developments will be critical keeping them on the pathway to job readiness.

The Internal Environment

Undergraduate students: 13,921 undergraduate students enrolled* at CSUSM in Fall 2023 (90% of all enrolled students).

• 95% are enrolled in a state-supported program, 4% in a self-supported program, and .5% are transitory/un-matriculated students.

• 40% came from an origin institution in North San Diego County, 14% from elsewhere in San Diego County, and 18% from Riverside County.

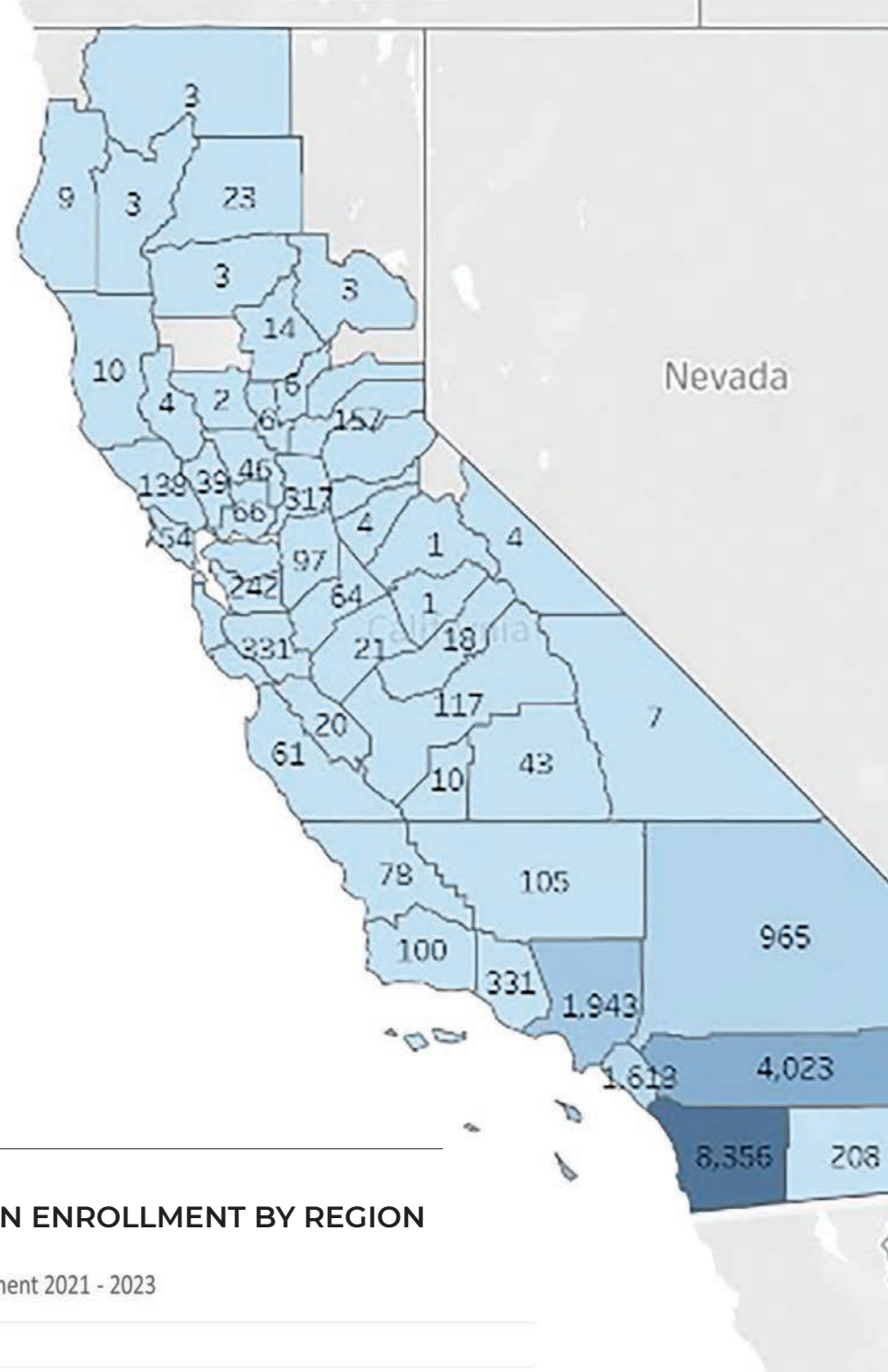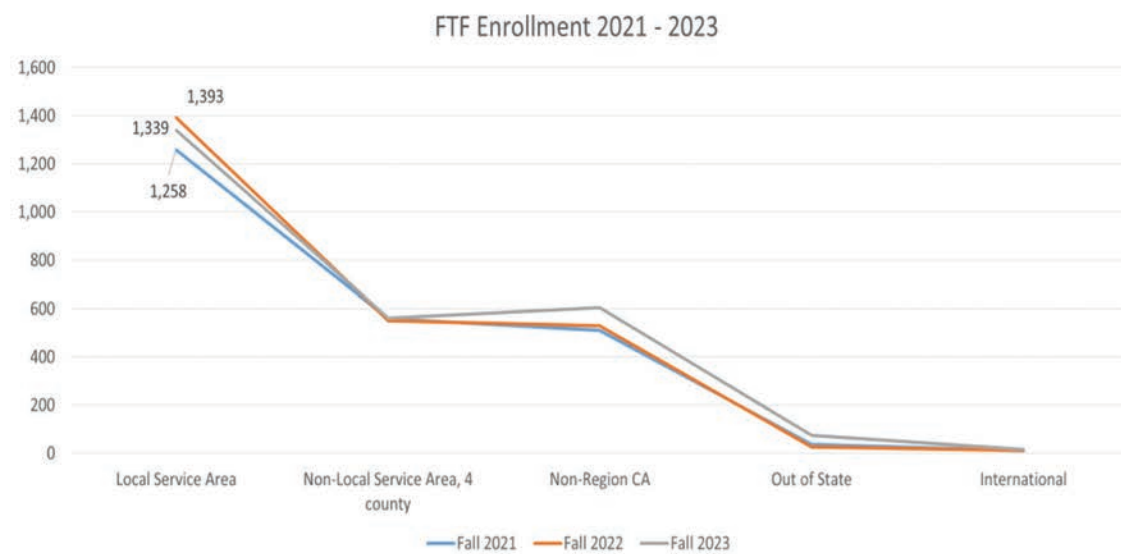• 96% came from an institution in the state of California, while 3% came from another US state or territory and .5% are international students.

• 84% are enrolled full-time and 16% are enrolled part-time.

• 58% indicate their legal sex as female, 42% male, and 0.3% non-binary.

• 56% belong to historically underrepresented racial and ethnic groups (Hispanic/Latinx, American Indian or Alaska Native, Black or African American, Native Hawaiian or other Pacific Islander).

• 30% are 19 or younger, 40% are 20 to 22, 17% are 23 to 25, and 14% are 26 or older.

• Over half will be the first in their family to graduate from a bachelor's degree program (based on reported parental education).

Postbaccalaureate students: 1,510 postbaccalaureate students enrolled* at CSUSM in Fall 2023 (10% of all enrolled students). 41% are enrolled in a state-supported program, 59% in a self-supported program, and .1% are transitory/un-matriculated students.

• 22% are pursuing a second bachelor's degree, 12% are pursuing a teaching credential, 66% are pursuing a master's degree, and .4% are enrolled in another postbaccalaureate program.

• 35% came from an origin institution in North San Diego County, 14% from elsewhere in San Diego County, and 3% from Riverside County.

• 83% came from an institution in the state of California, while 11% came from another US state or territory and 5% are international students.

• 76% are enrolled full-time and 24% are enrolled part-time.

• 73% indicate their legal sex as female, 27% male, and .1% non-binary.

• 41% belong to historically underrepresented racial and ethnic groups.

• 7% are 20 to 22, 30% are 23 to 25, and 63% are 26 or older.

Source: Official ERS (census) data maintained by Institutional Planning & Analysis

*Official census statistics exclude a small number of non-degree seeking students in self-support/Extended Learning programs

FIGURE 7: CSUSM COURSE OFFERINGS

	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023
In Person	113	775	1314	1915	1815	2095
Hybrid	158	500	291	176	129	119
Independent Study	270	250	289	280	284	273
Online	2194	1466	889	442	407	433
Total Sections (unique Class Nbr)	2735	2991	2783	2813	2635	2920

Source: PeopleSoft query with course modality
*Courses with more than one component, like LEC & LAB, are counted multiple times, as each component has a unique section/class number and may have a different modality.

Courses: In Fall 2023, CSUSM offered over 2,900 course sections.* The majority of course sections were in-person, and 19% were offered in an online or hybrid modality.

Faculty & Staff: In Fall 2022, CSUSM employed 909 faculty, 662 staff, and 149 administrators, not including temporary or student employees. CSUSM's instructional faculty tenure density (calculated by dividing tenure-track faculty FTE by total instructional faculty FTE) improved from 48.6% in Fall 2020 to 49.6% in Fall 2022.

FIGURE 8: FACULTY & STAFF

	Fall 2020	Fall 2021	Fall 2022
Faculty headcount	854	928	909
Staff headcount	640	639	662
Administrator headcount	153	150	149

Source: CSUSM IPEDS data set; employee role determined by union code

FIGURE 9: INSTRUCTIONAL FACULTY EMPLOYMENT TRENDS (HEADCOUNT), FALL 2013-2023

Campus	Tenure Status	Fall Instructional Faculty Headcount										
		2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
San Marcos	Tenure-Track	233	244	255	264	284	288	290	284	287	300	300
	Lecturers	381	414	462	483	518	562	540	532	591	555	568
	Total	614	658	717	747	802	850	830	816	878	855	868

FIGURE 10: INSTRUCTIONAL FACULTY EMPLOYMENT TRENDS (FTE AND TENURE DENSITY), FALL 2013-2023

Campus	Tenure Status	Fall Instructional Faculty Full-Time Equivalents (FTE)										
		2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
San Marcos	Tenure-Track	229.8	239.5	251.6	262.9	282.2	286.4	287.5	280.7	282.3	297.5	298.5
	Lecturers	203.9	223.0	248.0	253.3	286.4	292.5	285.0	297.5	317.3	302	314.2
	Total	433.7	462.4	499.6	516.2	568.6	578.9	572.5	578.2	599.6	599.5	612.7
	Tenure Density	53.0%	51.8%	50.4%	50.9%	49.6%	49.5%	50.2%	48.5%	47.1%	49.6%	48.7%

Source: CSU Chancellor's Office Academic Personnel Dashboards

FIGURE 11: EXPERIENTIAL LEARNING

	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023
Internship	33	25	41	31	32	28
Service learning - *Required*	23	31	27	30	25	32
Service Learning - *Optional or EC*	24	32	28	31	26	33

Source: PeopleSoft query with course level attributes

Experiential Learning & High-Impact Practices: In calendar year 2023, CSUSM offered 60 course-based internships and 116 course sections including a required or optional service-learning component. This does not include internships or service-learning experiences outside of the classroom.

Based on data from CSUSM's 2022 administration of the National Survey of Student Engagement (NSSE), 89% of graduating seniors had participated in at least one high-impact practice included on the NSSE. CSUSM seniors were more likely than seniors at other CSUs, and other institutions in our Carnegie Class, to participate in the following high impact practices:

• 74% had taken a course that included a community-based project/service learning.

• 42% had participated in a culminating senior experience.

• 40% had participated in an internship or field experience.

• 20% had participated in a learning community.

• 19% had participated in research with faculty.

• 3% had participated in study abroad.

In addition, CSUSM tracks student enrollment in GEL 101, as this also constitutes a high impact practice given the course's first-year seminar format. A large majority of new first-time students take GEL 101 in their first year.

Alumni: CSUSM has over 65,000 alumni. Based on an analysis from 2022:

• 75% of addressable alumni remain in our four-county region:

• 57% San Diego

• 14% Riverside

• 4% Orange

• 0.4% Imperial

• 84% reside in the entire State of California.

• We have alumni who live in all 50 states.

• 1% or less reside in all other States outside of California.

Source: Alumni addresses from Razer's Edge database analyzed in Esri GIS software

Top employers for alumni include CSUSM, Scripps Health, General Atomics, UC San Diego Health, County of San Diego, Viasat, Kaiser Permanente, Thermo Fisher Scientific, Sharp Healthcare, and Palomar Health.

Source: LightCast Alumni Outcomes

- Collaborative & Interdiciplinary Experience
- Career Readiness
- Community & Industry Partnerships
- Global & International Collaboration
- Strategic Integration of Technology & Online Offerings
- Strategic Role of Graduate Programs
- Strategic Role of the First Year

Emerging Areas of Focus

As we talked with stakeholders, we repeatedly heard that CSUSM has always been passionate about our students and has been resilient from the beginning. Our engagement with stakeholders illuminated the different perspectives we have, a shared understanding of who we are, where we excel, and where we have opportunities.

The LAMP, its vision, and emerging themes emanate from the conversations we have had and robust input from our broader communities. We are no doubt a university that serves as an anchor for the North County San Diego region.

Themes From Stakeholders

Based on the seven themes above, we conducted a situational analysis on the topics below and the details are in **Appendix A**. We invite you to read Appendix A to learn more about these emerging priorities and the work that we can do together:

1. Professional and Career Readiness
   a. Collaborative and Truly Interdisciplinary Learning
   b. Community and Industry Partnerships
   c. Global/International Collaboration

2. The Strategic Integration of Technology and Online Learning

3. The Strategic Role of Graduate Programs

4. The Strategic Role of the CSUSM Temecula Campus

We then developed our recommendations for the creation of a roadmap towards our next phase of excellence. We have characterized the recommendations as <u>Pillars of Excellence</u>.

LAMP Pillars

Applied Experience · Quality Online Programs · Career Readiness · Practitioner Doctorates · First Year Foundations · Planned/Staggered roll out of New Programs · Interdisciplinarity · Anchor Social Mobility · Program Infrastructure · Institutional Structures

STUDENT SUCCESS

Faculty Support . Institutional Structures . Student Support . Core Services . First Year Foundations
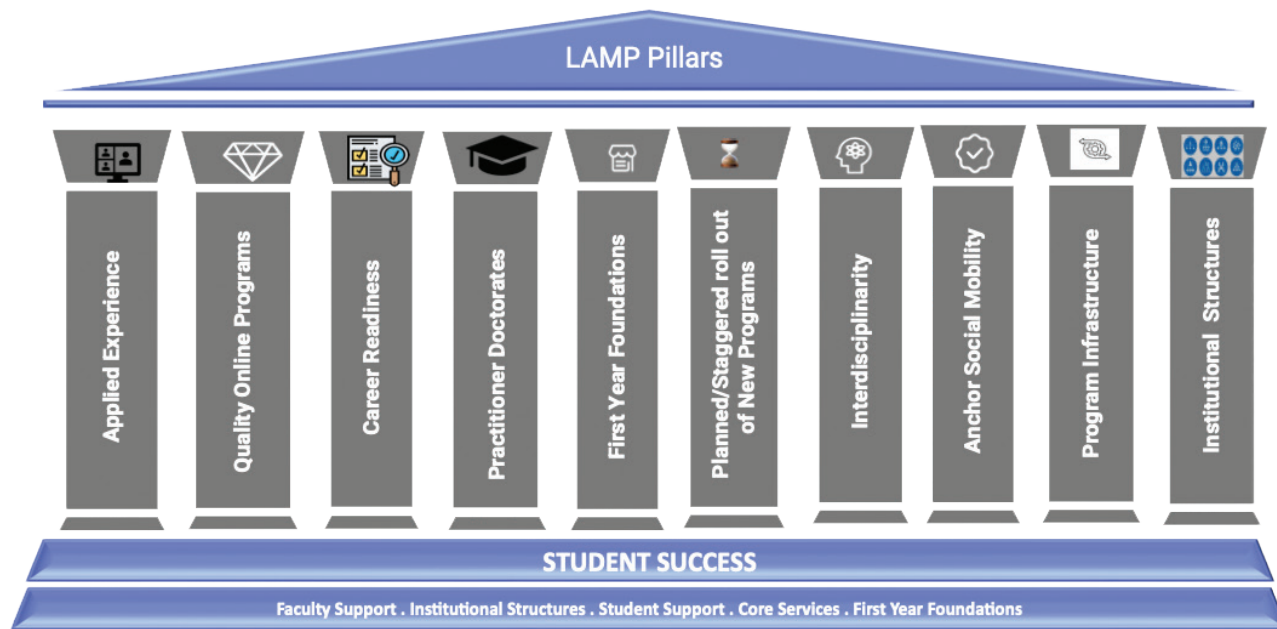
LAMP Recommendations: Pillars of Excellence

The central goal of LAMP: Transform the student experience to elevate student success.

The pandemic magnified various student experience challenges. Institutions continue to grapple with the effects of the COVID-19 pandemic and the implications for higher education. Students and society at large are questioning the value of a degree and how well students are prepared for opportunities after graduation. This behooves CSUSM to intentionally focus on building a solid first year foundation to set students up for further success.

We issue a call to action to engage fully in life cycle management for all students from the first year, the middle years to graduation and alumni status. We strive to be a student-ready campus by:

• Providing a welcoming, inclusive, and supportive learning environment for all students in and outside the classroom.

• Curating and implementing a signature Cougar experience that supports all students—this will require some reimagining and reorganization.

• Investing in faculty development to support quality learning environments by enhancing the teaching and learning arm of the Faculty Center.

• Emphasizing inclusive excellence by recruiting, developing, and retaining a diverse faculty.

• Prioritizing timely graduation by:
- streamlining and conveying inclusive clear pathways to success,
- providing students with intentional check points in the Cougar Life Cycle,

- investing in academic and career advising resources, and
- tailoring approaches to meet different student needs.

• Investing in a campus environment that promotes well-being by
- advocating for health equity, and

- prioritizing mental health resources.

• Optimizing academic program offerings by
- focusing on community and student demand, and
- ensuring quality and outcomes.

We will now expand on each of the ten pillars.

Goal: All CSUSM students will have an applied experience before graduation.

CSUSM has examples of experiential learning that offer students opportunities to apply their classroom learning to the real-world. These opportunities that include internships, externships, research with faculty, study abroad, civic and service learning are crucial in enhancing students' classroom experiences. We should leverage CSUSM's geographic location in a major urban thoroughfare as well as our commitments to community-engagement and hands-on learning to provide students with meaningful applied experiences.

Objective I: Strengthen CSUSM's position as an anchor institution engaging in mutually beneficial community engagement and partnerships.

Objective II: Intentionally embed high-impact learning practices to prepare students to apply their developing skills to community-based projects across disciplines by providing access to experiential learning opportunities (including internships, service learning, field/clinical and culminating/capstone experiences) to equip students for future success.

Objective III: Coordinate efforts across campus and expand community partnerships by

• engaging with start-ups, civic, and industry partners in the classroom, and

• identifying new ways to integrate and engage students in forms of research and applied activities that can solve critical issues and strengthen communities.

Objective IV: Integrate community engagement into the curricular and co-curricular experience by strengthening the infrastructure for civic and service learning.
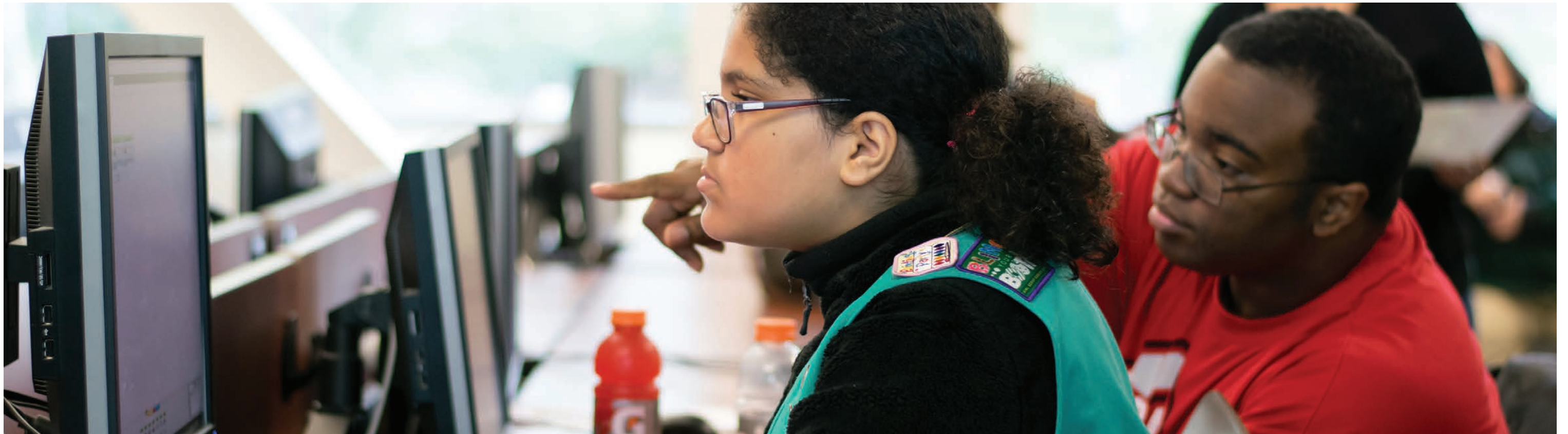
Goal: CSUSM will double the number of quality online programs by 2026 and by so doing build a global campus.

Before the pandemic, CSUSM offered few programs online. Given the lessons we have learned from the COVID-19 pandemic as well as the needs of different, new prospective students, including working adult learners, CSUSM needs to increase its online footprint strategically and intentionally. Social Work, Speech-Language Pathology, and Sociology are CSUSM programs that are already offering programs online.

Defining Online Programs: Fully online programs deliver all courses remotely and thoughtfully and intentionally leverage technology for instructional activities to provide quality, student-focused learning experiences. Online programs deliver instruction to students who are physically separated from the instructor or instructors and their class peers. Online classes include regular and substantive interaction among students, instructors, and content either synchronously (students are required to log in and participate in class at a specified time each week) or asynchronously (online learning that allows students to view instructional materials each week at any time they choose). Hybrid programs offer most instruction via remote technology and include select instructional activities such as applied or clinical aspects of the program at a specific physical location.

Objective I: All online programs should adopt quality standards (e.g., Quality Matters or QLT). (See **Appendix C** regarding online programs.)

Objective II: Incentivize exceptional online teaching by expanding support for faculty professional development and by streamlining the process for faculty training for online learning by reimagining the Faculty Center.

Objective III: Bolster the infrastructure needed to support the development and delivery of online education by enhancing learning technology support, streamlining education on academic technologies, and by integrating learning technology support with faculty development.

Objective IV: Transition to a comprehensive center for teaching and learning with enhanced teaching and learning supports that provide faculty training on the use of virtual reality, simulation, and visualization tools.

Objective V: Ensure student success in online learning environments by enhancing online student support services.

Objective VI: Employ a planned and staggered approach to roll out of new online academic programs by focusing on student and community demand, targeting student populations best served by online learning opportunities.

Goal: CSUSM will integrate career readiness in all academic programs.

It is fundamental for CSUSM to ensure that every student can participate in career-activating practices that will set them on a path for lifelong growth and success. This means having in place programming to front load career readiness beginning their first day at CSUSM. This includes supporting students in identifying career paths, preparing them with skills highly sought-after by employers, and providing development opportunities that will allow them to successfully enter their chosen careers.

Objective I: Integrate career readiness into academic advising to support students upon enrollment and based on discipline.

Objective II: Ensure all students are committed to a major by Sophomore year—target undeclared students and students who have not taken major-preparatory coursework.

Objective III: Solicit employer and Advisory Board input by identifying and developing "career-ready" skills that will make students strong candidates for employment, and by identifying hiring priorities in the region.

Objective IV: Define CSUSM specific career readiness competencies, provide and sustain targeted support that considers distinct needs and experiences of undergraduate, graduate, and professional students.

Objective V: Enhance tracking of alumni employment data by bolstering the alumni office, reconnecting with our alumni, and harnessing their experience to help define career-ready skills and career pathways.

PILLAR IV: INCREASE PRACTITIONER DOCTORATE PROGRAMS

Goal: CSUSM will become the anchor institution for CSU practitioner doctorates.

Practitioner doctorates prepare students for leadership roles in their field and for translating new knowledge into real-world solutions. CSUSM is well positioned to respond to the growing demand for skilled, practice professionals. The diversity of CSUSM students who will graduate with a practitioner degree will contribute to creating a workforce that reflects the communities and populations in California. Given high demand yet low supply of such practice degrees in California, CSUSM is poised to serve as an anchor institution in the effort to train a diverse workforce with the educational opportunity, cultural intelligence, and leadership to better serve our communities in need.

Objective I: Develop high-demand professional doctoral programs.

Objective II: Position CSUSM as the region's provider of workforce leadership and development through professional/practitioner doctoral degrees.

Objective III: Communicate the strength of CSUSM doctorates by developing targeted marketing campaigns that highlight the unique strengths and benefits of the graduate programs at CSU San Marcos.

Goal: CSUSM will invest in Foundational First-Year success in and outside the classroom for all new students.

Success in higher levels of learning must be grounded in firm foundational learning skills. Skills required for college success build upon and surpass those acquired in high school. CSUSM students arrive from a variety of backgrounds and experiences.

First-year experiences set the stage and provide students with the tools to navigate their academic programs. CSUSM is committed to investing in and bolstering best practices that equip our students to persist through degree completion, and beyond by setting them on a pathway of life-long learning.

Objective I: Invest in first year success as a foundation for all students by providing high -quality programs and building a sense of belonging.

Objective II: Ensure consistent holistic support for all students including wellness by fostering intentional collaborations between Academic Affairs and Student Affairs.

Objective III: Implement data-supported best practices by requiring first-year seminars providing first year programs that span the entire academic year.

Objective IV: Integrate high-impact practices including experiential learning into curricular and co-curricular programs for all undergraduate students.

• Integrate digital literacy including the ethical use of Artificial Intelligence

Objective V: Eliminate the Special Major and replace it with a degree completion in Bachelor's in Integrative Studies (See **Appendix B**).

Objective VI: Revamp the general education program to be an intentionally designed, common educational experience.

Objective VII: Ensure all students experience a welcoming and inclusive campus culture.

Goal: CSUSM will amplify and incentivize interdisciplinarity.

Interdisciplinarity is crucial to prepare students to be successful in a world where they are expected to engage with and solve societal challenges with people from a variety of disciplines. Being able to communicate well with people of other disciplines is essential in today's world as new innovations require expertise from many different fields. Moreover, interdisciplinarity in teaching and research spawns discovery and innovation. Expanding our interdisciplinary footprint will require new policies, programs, governance, assessment, and reinforcement structures.

Objective I: Strategically integrate interdisciplinary programs by

• incentivizing academic collaboration across disciplines and colleges

• reimagine General Education and promoting General Education as Interdisciplinary Education, and

• establishing a campus-wide faculty led taskforce to recommend a sustainable approach to promoting interdisciplinary research, teaching, and learning activities.

Objective II: Create an Infrastructure to support interdisciplinary and collaborative programs by

• considering an Institute for Interdisciplinary Learning

• supporting and incentivizing interdisciplinary teaching and research, making it easier to team teach courses across disciplines/colleges, and

• encouraging innovation and experimentation in new pedagogies.

Objective III: Create interdisciplinary capstone experiences by

• developing courses to be taken by students across disciplines, and

• providing cross-college experiential service-learning projects that serve the community.

Goal: CSUSM will be the premier recognized subject matter expert in the nation and world for the scholarship and application of social mobility.

CSUSM is already recognized as a national leader in social mobility. While many of our students come from underserved backgrounds, when they enroll, CSUSM is committed to ensuring that upon graduation they will have the skills and knowledge to overcome these disadvantages.

Objective I: Build upon CSUSM's reputation for social mobility by establishing a Center or Institute for Social Mobility.

Objective II: Elevate scholarly leadership in the area of social mobility by recruiting faculty whose research focuses on social mobility and incentivizing faculty who center social mobility in their research.

Objective III: Track the social mobility of CSUSM students by bolstering the alumni office and reconnecting with our alumni through social mobility focused engagement.

Objective IV: Meet students where they are by instituting a mid-student lifecycle progress review and advising support.

Goal: Promote flexible program structures. Questions abound from stakeholders about the value of a college degree. CSUSM must assess program relevance and sustainability.

We should favor purposeful initiatives to offer our students meaningful educational and job prospects in partnership with community and industry. Faculty and deans should engage in discourse about their disciplines' futures. Where there is disciplinary change, we must seize the opportunity to evolve and, in some cases, we may need to break boundaries so faculty can empower students for the new economy.

Objective I: Review academic offerings to ensure flexibility by

• assessing how they serve current student and market needs,

• considering how programs may evolve to meet changing needs, and

• offering student-centered scheduling.

Objective II: Increase programming and delivery for non-traditional students by

• identifying potential new student populations,

• examining how their needs differ from what CSUSM currently offers, and

• adapting our offerings and modality to meet these demands.

Objective III: Reimagine degree roadmaps to support accelerated pathways (e.g., 3-year degrees and blended bachelor's-master's degrees)

Objective IV: Invest in graduate programs by

• doubling current enrollment by 2026, and planning for a School of Graduate Studies to provide the requisite attention.

PILLAR IX: ORGANIZATIONAL STRUCTURES

Goal: Promote effective academic organizational structures.

As we enter the next phase of CSUSM's growth and development, it is crucial to emphasize the importance of having the bandwidth and human resources to effectively support our students, faculty, staff, and the communities we serve.

We must explore our current structures. Academic Affairs will strive to ensure that faculty and staff are well prepared and supported and to align strategically with the evolving needs of our students both now and in the future.

We are extremely proud of our accomplishments but to achieve more, Academic Affairs will work with and support other divisions' efforts as well as work internally to streamline operations, eliminate unnecessary duplication, and foster a culture that encourages asking the question of whether someone and/or a unit already addresses a particular initiative before launching something new. We will partner across the university to:

Objective I: Establish a Center for Teaching and Learning (also see Pillar II above).

Objective II: Work collaboratively with other divisions to organize administrative functions to optimize delivery of services through service center models, including minimizing cross-divisional duplication and confusion for students.

Objective III: Formalize a process for establishing new student support initiatives to optimize resources and to minimize duplication and reactive or disjointed approaches.

Objective IV: Assess and transform space utilization in concert with emerging needs and best post-COVID practices.

Objective V: Support university efforts to assess and transform CSUSM work processes to align with the post-COVID world.

Objective VI: Prioritize improvements in academic personnel functions and support university efforts to streamline employee processes.

Objective VII: Prioritize digital resources to support faculty routine processes and to optimize processes using technology.

Objective VIII: Improve institutional effectiveness in Academic Affairs through the alignment of financial resources to university priorities.

California State University San Marcos Temecula

In addition to the above pillars, we want to recommend the following for the Temecula campus.

Goal: Increase CSUSM presence and offerings at the Temecula Campus.

Objective I: Increase the number of transfer students to CSUSM.

Objective II: Implement two new degree completion programs by 2027.

Objective III: Implement two collaborative programs with Mt. San Jacinto College (MSJC) by 2028.

Objective IV: Increase curricular offerings (full degree programs) by at least one per year for the next 10 years.

Looking Ahead
LAMP Implementation

The LAMP Taskforce recommends that the Provost and Vice President for Academic Affairs empanel a sitting work group to serve as a steering body for the implementation of the Pillars. The LAMP Taskforce is keenly aware of resource limitations and therefore understands that there will need to be prioritization by the Provost and university leadership regarding the Pillars and recommended new programs.

To position the university for continuing success, we recommend that the following Pillars be implemented beginning academic year 2024-25 because we believe our campus can make significant strides on them:

• Pillar I: Applied Experience

• Pillar II: Quality Online Programs

• Pillar III: Career Readiness

• Pillar V: First Year Foundations

To facilitate planning and prioritization of the Pillars, we strongly encourage colleges to review and revise their existing programs based on the Pillar recommendations found above in this report, considering:

• career readiness,

• applied learning,

• collaborative interdisciplinary learning,

• flexible program structures,

• the strategic role of online programs, and

• the strategic role of graduate programs.

We anticipate further discussions among the senior leadership to establish the foundation necessary to implement the recommendations. Some of these will be discussed in the Strategic Enrollment Planning groups.

List of Recommended Programs (in Appendix D)

During the multiple webinars with stakeholders, many ideas for disciplines in high demand were identified. We also studied a variety of publications (see References) to collect a list of jobs that will be in demand in the coming years.

We grouped them according to the categories of programs that will meet the goals of:

• career readiness,

• collaborative interdisciplinary learning,

• flexible program structures,

• the strategic role of online programs, and

• the strategic role of graduate programs.

We also correlated them to the Governor's Compact Areas.

This has led to the list of recommended programs in **Appendix D**. (Please note that some of them are already listed in College Academic Master Plans (CAMPs) from 2022).

These programs reflect the new areas in which the campus can expand its offerings and at the same time sustain its enrollment in the coming years.

Therefore, you will see categories such as:

• 4+1 blended degree programs

• Practitioner doctorate programs

• Accelerated degree program

• Interdisciplinary degree programs

This list should help the colleges, but not limit them, in updating their CAMPs, which should also consider resource and budget implications. The resource and budget implications will guide a carefully planned, staggered roll out of new programs.

Afterword

We thank the entire campus community and our greater community for their invaluable engagement throughout this process. Our faculty, staff, and students shared their aspirations, and our community partners shared their hopes for a community engaged education. The hopes and ideas of our community writ large are at the core of this plan.

Provost Kemnitz recognized the need for a comprehensive LAMP, and we thank him for his vision and leadership. And of course, a big thank you to the entire LAMP Task Force for their dedication, insight and hard work. We came to the table driven by a belief in the importance of this work and the opportunity to move CSUSM to its next level of excellence. We had extraordinary participation by campus stakeholders who care deeply about our students and the future of society and higher education. The LAMP Taskforce recognizes and appreciates the work of Rebecca Lush, Professor of

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Maria Shterew
Andrea Rubio

Thank you for all the contributions to the 2023-2028 LAMP. Go Cougars!

With gratitude,
Your LAMP Co-Chairs

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Appendix A: Situational Analysis and Solutions

Professional and Career Readiness
All CSUSM students will be exposed to applied experiences.

Collaborative and Interdisciplinary Learning
Current situation: The dictionary definition of interdisciplinary is "involving two or more academic, scientific, or artistic disciplines" (Merriam-Webster 2024). Students in an interdisciplinary program or degree would learn from a variety of academic topics and approaches.

Currently, CSUSM has some interdisciplinary programs within the College of Humanities, Arts, Behavioral and Social Sciences (CHABSS):

• Cognitive Science

• Environmental Studies

• Ethnic Studies

• Film Studies

• Global Studies

• Liberal Studies

• Social Sciences

Although many programs require courses from other departments, there are no truly interdisciplinary programs across our different colleges (i.e., CHABSS, COBA, CEHHS, CSTEM). Computer Information Systems (CIS) simply uses classes from CSTEM and COBA. Additionally, unlike some other universities, CSUSM does not have a college of interdisciplinary studies.

Goals/Objectives:
With the Fourth Industrial Revolution, new inventions and product development require people of many different fields to work together. For example, to create a autonomous vehicles/driverless vehicles, engineers, artists, psychologists, lawyers, anthropologists, etc. will have to collaborate. During the LAMP webinar with industry representatives, the importance of interdisciplinary collaboration was raised repeatedly. Employers are looking for people who can work well with those of other disciplines.

Therefore, at CSUSM, we would like to provide an interdisciplinary opportunity to every student with "Career Readiness" as one of the goals.

How To Achieve the Goals:
To achieve these goals, we must first define what "interdisciplinary" means for CSUSM. We should not only look at traditional interdisciplinary programs, but other approaches to interdisciplinary studies.

1. We need to develop new programs that combine knowledge of multiple fields, such as Computing, Arts, Business, and Health Sciences.

2. At the same time, we need to create capstone courses in which students of different majors (from different colleges) can work together on interdisciplinary projects.

3. To develop such programs and courses, the faculty must be given opportunities to work together. They will need a place where the faculty can meet to discuss their interests.

Obstacles/Changes Needed:
For successful interdisciplinary collaboration to occur, the curriculum approval process will have to change since a program will not belong to one college. Also, the WTU system for team teaching needs to be modified. The current academic structure may have to change. *One possibility is to have an interdisciplinary institute or a college.*

Identifying Our Future Uniqueness:
CSUSM will be unique in providing an interdisciplinary collaboration opportunity to every student.

Community and Industry Partnerships

Current Situation: CSUSM has been active in collaborating with the local industry and community members in the following ways:

• Capstone courses sponsored by local companies (e.g., COBA, CSIS).

• Service learning.

• Innovation Hub.

• Clubs inviting local companies.

• Lecturer faculty from industry.

Goals/Objectives:

Based on the LAMP webinars with industry representatives, we have discovered how important it is for our students to learn to become independent professionals. Employers are expecting our students to develop cognitive, non-repetitive skills in addition to the domain knowledge of their fields. Although we have been active in industry collaboration in many areas, we need to do better in helping students of all majors find their career paths; we need to be more active in connecting our students with potential employers even before graduation; and in connecting our faculty with industry partners,

we need to make sure our curriculum is current, applicable, and forward-looking.

How to Achieve the Goals:

To achieve the above goals, there are at least four things we need to do:

1. We need to increase the number of and improve the quality of the capstone courses sponsored by local companies.

2. We need to <u>increase service-learning opportunities</u>.

3. We need local <u>companies to sponsor and mentor student research</u> showcase projects.

4. We need to invite <u>company representatives as guest speakers</u> in our courses. In some disciplines, we may hire industry people as lecturer faculty.

To facilitate these goals, we must <u>improve communication on events and efforts</u>. Events such as the research showcase should be for the entire campus with many departments' participation. It is also helpful if the events can be <u>held closer to the location of community members</u>.

Obstacles/Changes Needed:
Some cultural and procedural changes are essential.

• We need to encourage faculty to include "Career Readiness" as part of their curriculum regardless of their fields.

• We need to be nimble and flexible in involving industry people.

• We need to have a <u>better understanding of the career path of our alumni</u> so we can better address discrepancies before they graduate. This requires ongoing collection of employment data.

Identifying Our Future Uniqueness:

CSUSM will be unique in that industry/community collaboration will be *provided for all students*.

Global / International Collaboration

Current Situation:
• CSUSM students are less likely to pursue study abroad than their counterparts at other CSU campuses.
• We need to encourage students from Latino and APIDA backgrounds to recognize that their bilingual/bi-cultural backgrounds are competitive advantages – rather than disadvantages – that position them for success in a globalizing workplace.
• Many applicants to the Specialized MBA (SMBA) program are international students. This was one of the goals of this full-time program. Nonetheless, there is a low conversion rate in terms of the number of applicants accepted to the number who matriculate.
• Many students view international experiences as a luxury beyond their reach rather than a necessary investment in their future success.

CSUSM's Unique Positioning:
Geographically, San Marcos borders Latin America and the Pacific Rim. CSUSM has a high proportion of bi-cultural, bi-lingual students already rooted in Latino and APIDA Cultures. This student profile matches the needs of the global marketplace. Yet, obstacles remain:

• 4-year graduation rates remain low at 59%.

• Bi-lingual, bi-cultural backgrounds are too often thought of as a disadvantage rather than a competitive advantage. We are missing opportunities to connect these students to opportunities for collaboration/careers related to their families' countries of origin.

Goals/Objectives:
• Identify for students the value of global opportunities to their future success in a globalizing marketplace.

• Expand student exposure to other cultures and viewpoints.

• Prepare students to work with a broader range of people from different backgrounds.

• Highlight for students that even if they plan to stay in this region, their careers will require them to collaborate with people in Latin America and along the Pacific Rim.

• Provide real-life experiences for students by leveraging global partnerships.

How To Achieve the Goals:
1. Expand students' geographic worldview beyond San Diego County to neighboring regions including Latin America and the Pacific Rim.

2. Globalize the curriculum – embed global topics into lower division GE and implement upper division D&E Global requirement.

3. Fully integrate international students into campus life including in the classroom and in co-curricular activities.

4. Encourage more CSUSM students to take advantage of CSU study abroad programs.

5. Require international experiences for students in global majors (similar to CoBA's Global Experience project).

6. Faculty exchanges – invite international faculty to campus and encourage faculty to pursue overseas teaching assignments and research collaborations (e.g., Biotechnology)

7. Leverage technology to support Cooperative Online International Learning COIL) experiences.

8. Expand career opportunities by hiring a dedicated career center professional to focus on international internships and jobs.

9. Support more collaborative global faculty research efforts through programs funded by Fulbright and the United States Agency for International Development (USAID).

The Strategic Integration of Technology and Online Learning

Current Situation: CSU San Marcos recognizes the importance of catering to the needs of adults with life experience who seek to re-skill or up-skill through master's degree programs. While the university offers 14 online bachelors, master's, and credit certificate programs, there is a need to strategically expand and enhance our online offerings to better serve this target population.

Goals/Objectives:
• Develop quality online master's degree programs that cater to the needs of adults with life experience.

• Increase the accessibility of master's degree programs for non-local students.

• Provide opportunities for international students to pursue master's degree programs.

• Support stopped-out individuals in re-engaging with their education through flexible online programs.

• Expand online undergraduate enrollment by at least 2,000 students and double the number of master's programs participating in online education.

How to Achieve the Goals:
1. Strategically choose programs: Identify high-demand disciplines and fields that align with the needs of adults with life experience. Develop fully online master's degree programs in these areas to provide flexibility and accessibility.

2. Enhance recruitment efforts: Implement targeted marketing strategies to attract non-local and international students to our online master's degree programs.

3. Streamline admissions processes: Simplify and streamline the admissions process for online master's degree programs to facilitate accessibility and encourage enrollment.

4. Admissions: Plan on multiple admissions intakes per year with quick response rates.

5. Flexible program structures: Design online programs with flexible scheduling options and adaptable coursework to accommodate the needs of stopped-out individuals seeking to resume their education.

6. Expand undergraduate online offerings: Develop new online undergraduate programs and courses to increase enrollment by 2,000 students. However, we need to be careful to thoughtfully choose courses for online offerings. It is difficult for students to manage a schedule with a mixture of online and face-to-face courses.

7. Actively engage with faculty and departments to double the number of master's programs participating in online education.

Obstacles/Changes Needed:
• Faculty engagement and compensation: Address concerns related to faculty engagement and compensation for online teaching. Develop incentives and support mechanisms to encourage faculty participation in online program development and delivery.

• Resource allocation: Allocate resources to enhance technological infrastructure and instructional support for online programs, ensuring a seamless learning experience for students.

• Administrative support: Streamline administrative processes to facilitate efficient delivery and management of online programs.

• Collaborative partnerships: Foster collaboration between academic departments, the Computer Science department, and other relevant stakeholders to leverage expertise and resources for successful online program expansion.

• Collaboration with Computer Science department: Leveraging the expertise of the Computer Science department can enhance the technological infrastructure and support needed for successful online program delivery.

Identifying Our Uniqueness
CSU San Marcos stands out in the online education landscape due to several factors:

• Market leadership: CSU San Marcos has already established a strong presence in the online education market, and expanding our online offerings will further solidify our position.

FULLY ONLINE PROGRAM	Self-Support? YES/NO	TO BE APPROVED? YES/NO
Speech Language Path	YES	approved
PMS Cybersecurity	YES	approved
B.S. Cybersecurity 2+2	YES	At Chancellor's Office
Educational Administration, M.A.	YES	approved
Multilingual and Multicultural Education	No	approved
Nursing, RN-to BSN	YES	approved
Public Health Cohort	YES	approved
Reading, Language, and Literacy M.A.	YES	approved
Criminology and Justice	YES	approved
Sociology/Applied Sociology, B.A.	YES	approved
Wildfire Science and the Urban Interface, B.S.	YES	approved

• Targeted program growth: By focusing on areas of high demand, such as business and social sciences, we can strategically grow our online programs and attract a diverse pool of students.

• Access to non-local populations: Offering fully online programs enables us to reach students across the state who may not have access to a CSU or UC campus nearby.

In conclusion, CSU San Marcos is committed to addressing the needs of adults with life experience, non-local students, international students, and stopped-out individuals through the expansion of our online program offerings. By strategically selecting programs, implementing targeted marketing efforts, streamlining admissions processes, and fostering collaboration, we can overcome obstacles and achieve our goals of increasing enrollment in online undergraduate programs and doubling the number of participating master's programs. With our unique position in the market and collaborations with the Computer Engineering department, CSU San Marcos is poised to excel in online education.

The Strategic Role of Graduate Programs
CSUSM offers 22 master's programs and a joint doctoral program (JDP Ed.D.) with the University of California at San Diego. 6 of the master's programs are accredited by esteemed professional accreditation bodies.

• College of Education, Health, and Human Services (CEHHS): 10 master's programs, 1 doctoral program

• College of Humanities, Arts, Behavioral & Social Sciences (CHABSS): 5 master's programs

• College of Business Administration (CoBA): 1 master's program

• College of Science, Technology, Engineering & Mathematics (CSTEM): 6 master's programs.

Current Situation: According to the Integrated Postsecondary Education Data System (IPEDS) Data Feedback Report for 2022, California State University San Marcos (CSUSM) has a notably smaller graduate program footprint in comparison to peer universities of similar size, funding, and structure.

The report indicates that the number of graduate degrees awarded by CSUSM is 32% lower than that of its peer institutions, representing only 68% of the typical master's graduates among the comparison group. On the other hand, CSUSM stands out by producing 16% more undergraduate degree recipients than its IPEDS peer group data would suggest. This data highlights the university's focus on undergraduate education, while also signaling the potential for further growth and development in its graduate programs to align more closely with peer institutions.

FIGURE 14: CURRENT GRADUATE PROGRAMS

Grad Program (Accredited programs)	State-Side or Self-Support	22-23 New Enrollment	Ttl Enrollment # 22-23	Ttl Enrollment % 22-23	FTES 22-23
Biological Sciences	Stateside	12	23	2.3	16.3
Biotechnology	Self-Support	21	42	4.2	31.8
Chemistry	Stateside	3	7	.7	3.7
Computer Science	Stateside	21	53	5.3	35.8
Cybersecurity	Self-Support	14	33	3.3	23.9
Education, Bilingual	Stateside	16	37	3.7	18.8
Education Curriculum & Instruction	Stateside	15	15	1.5	11.3
Education Reading, Language, & Literacy	Self-Support	25	35	3.5	22.5
Educational Administration	Self-Support	24	24	2.4	24
History	Stateside	7	24	2.4	12.5
Kinesiology	Stateside	9	11	1.1	8.8
Literature and Writing Studies	Stateside	6	16	1.6	9.5
Mathematics	Stateside	2	25	2.5	12.8
MBA (FEMBA, SMBA)	Stateside & Self-Support	57	93	9.3	76.3
Nursing	Self-Support	24	94	9.4	56.1
Psychological Sciences	Stateside	8	30	3.0	16.1
Public Health	Self-Support	80	127	12.7	110.5
Social Work*	Self-Support	101	166	16.6	178.5
Sociological Practice	Stateside	8	27	2.7	19.5
Spanish	Stateside	4	12	1.2	6.3
Special Education	Stateside	0	24	2.4	12.5
Speech-Language Pathology	Self-Support	43	84	8.4	96.3
TOTAL		500	1002	100.0%	803.8

Goals/Objectives:

Double graduate enrollment within 5 years.

How to Achieve the Goals:

1. Targeted Marketing and Outreach: There currently is no consistent marketing or recruitment plan across stateside programs. Self-support programs utilize Extended Learning resources that often result in a more streamlined process. Partnering and sharing resources between stateside and extended learning programs can offer numerous benefits for increasing and streamlining marketing efforts for graduate programs. By combining expertise and resources, they can reach a wider audience and promote a cohesive campus brand image across different locations. Sharing marketing strategies, data analytics, and best practices can lead to more effective campaigns that resonate with prospective students. Additionally, collaboration can help identify market trends and preferences, enabling them to tailored messaging and offerings to better meet the needs of the target audience. Lead generation and inquiry management go hand in hand for successful student recruitment. All graduate programs need to begin to use or improve their usage of the university's customer relationship management (CRM) system. Our CRM allows us to maintain communication with perspective students, customize information to student interests, and keep them engaged while they are in the decision-making/program selection process. It is a low-cost way of signaling to perspective students that we are interested in them

as much as they are interested in us. It is also a way to meet the expectations of students for very rapid responses to their inquiry or expression of interest (more than half of perspective graduate students expect a response to an inquiry within an hour). Program directors and program faculty should also take an active role in student recruitment. At the graduate level, students are interested in interactions with their program faculty early and typically have questions about program content and learning objectives that exceed professional recruitment and advisement staff's expertise. However, professional staff dedicated to graduate student recruitment and admissions are also important.

2. Many of the questions students typically ask can be answered by professional staff and several steps in the admissions process that require detailed work will need the attention of dedicated staff. Having dedicated staff will also ensure that the responses to students are timely and customized to their needs. Another aspect of outreach is explicit engagement of current undergraduate students and alumni. Information should regularly be shared with current students and alumni about the graduate and post-baccalaureate opportunities available at the university. It is also worth considering the emerging practice of "loyalty pricing," which provides modest tuition discounts to alumni who enroll in a graduate program. Other initiatives should include:

• Develop targeted marketing campaigns that highlight the unique strengths and benefits of the graduate programs at CSU San Marcos.

• Utilize various channels, such as social media, email marketing, and digital advertising, to reach potential students locally, nationally, and internationally.

• Enhance the university's website with engaging content, including testimonials, student success stories, and interactive features to showcase the vibrant campus life and the achievements of current students and alumni.

• Creating recruitment targets with interest in growth.

• Leverage the power of alumni networks to connect with potential graduate students. Encourage alumni to share their success stories and experiences in graduate programs to showcase the value of the education they received.

3. Scholarships and Financial Aid: Offer competitive scholarships, fellowships, and financial aid packages to attract talented students who might otherwise be deterred by financial barriers.

4. Streamlined Application Process: Simplify and streamline the application process to make it more accessible and user-friendly. This can include offering online application options, providing clear instructions, and offering application fee waivers for qualified candidates. Professional staff can be very effective in encouraging prospective students to complete the application process. Many applications remain incomplete because one or two documents are missing. Many universities request and receive student permission to collect certain official documents (like transcripts) on their behalf to speed up the completion of applications. Programs

should also review their admissions requirements to determine which pieces of information are most important to their admissions decisions and discard required documents that are rarely used or given low priority in the admissions process. This honors students' and staff's time and helps programs build their cohort faster. The current expectation of students is that they will know their application status within a week after a completed application has been submitted. A mere 35% of applicants expect the decision to take more than two weeks. Where appropriate, decisions on applications should be made immediately upon completion of the application following the published admission criteria, and the decision communicated to applicants. Financial aid, scholarship, fellowship, and tuition discount information should be communicated immediately following the admissions decision.

5. Partnerships and Collaborations: Establish partnerships and collaborations with local businesses, government agencies, and industry leaders to create opportunities for internships, research projects, and employment after graduation.

6. Graduate Program Development: Offering new master's programs in professional disciplines can bring about several benefits that contribute to increased enrollment and overall program success. These areas typically focus on fields with high demand in the job market, such as business, healthcare, education, and technology. Growing graduate programs in these areas align academic

offerings with current industry needs, attracting students who are seeking advanced knowledge and skills to excel in their careers. Graduates in these areas are more likely to secure high-paying jobs and assume leadership roles, making the investment in their education worthwhile.

7. In addition, expanding graduate programs in professional disciplines often involves building and strengthening partnerships with relevant industries and employers. These partnerships can lead to internship opportunities, research collaborations, and guest lectures, giving students practical exposure and networking opportunities. The California State University (CSU) system has made a significant effort to grow and expand doctoral programs in recent years. By offering doctoral programs, CSUSM can address the growing demand for highly skilled professionals in the region. Doctoral graduates

can fill leadership positions, conduct research, and contribute expertise to local industries, businesses, and government agencies. Offering doctoral programs raises CSUSM's reputation and prestige within the higher education community and positions the university as a hub for advanced scholarship and attracts high-caliber faculty and students. While developing doctoral programs is a significant undertaking, it aligns with CSUSM's mission to provide transformative educational experiences and contribute positively to the communities it serves.

8. Blended Programs: Blended Programs combine existing baccalaureate and master's degree programs with the goal of accelerated pathway to a master's degree and enhancing the undergraduate learning experience. The CSU voted to amend Title 5 to permit students to double count a maximum of 12 units of graduate level (500 and
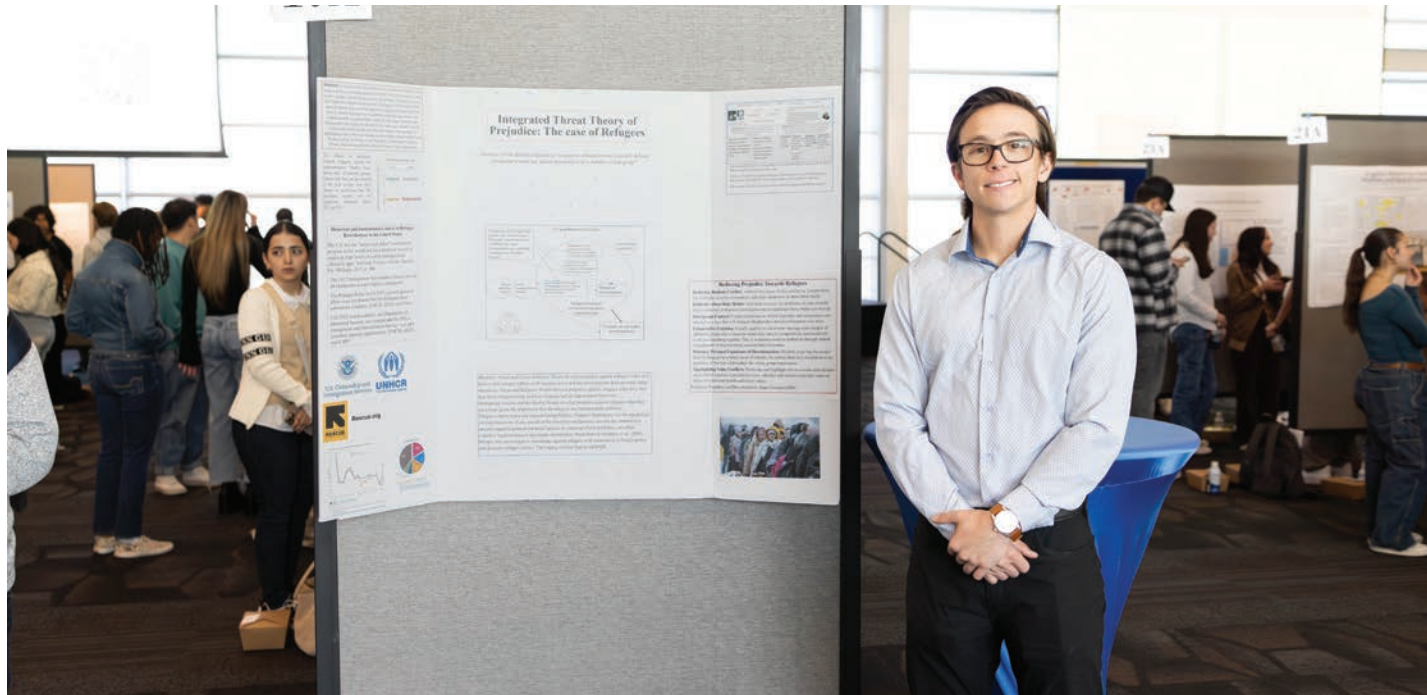
above) coursework towards their bachelor's and master's degrees. Developing 4+1 programs can be a strategic approach for CSU San Marcos (CSUSM) to increase graduate enrollment and offer additional benefits to both undergraduate and graduate students. Blended programs appeal to driven and ambitious undergraduate students who are eager to accelerate their education and career prospects. This attracts high-achieving students to CSUSM's undergraduate programs, increasing the university's overall competitiveness. In addition, this streamlined process eliminates barriers and encourages undergraduates to pursue advanced degrees at the same institution. Blended programs will optimize university resources by allowing students to take graduate-level courses during their undergraduate years. This efficient use of resources benefits both students and the university.

9. The Strategic Role of Online Programs: Over the last decade there has been a decided shift in graduate student preference towards online and hybrid instruction. The shift, though significant, was happening slowly enough to be missed by most institutions, unless close attention was being paid to the emerging trend. For example, between fall 2012 and fall 2018, enrollment in online graduate programs increased by 60,000 students per year, on average, while enrolment in all face-to-face programs decreased by an average of 30,000 per year, a slow enough pace to stay mostly undetected. The pandemic caused a sharp increase in this existing trend, so that in the 2019-2020 academic year online enrollment in graduate programs jumped by over 600,000 students, while enrollment in face-to-face graduate programs decline by nearly

850,000. Most importantly, the 2021 data show that while face-to-face enrollment did rebound somewhat, there was no "snap back" to "normal" as might have been hoped for, with some 400,000 graduate students remaining online. These data are illustrated in the table below based on Ruffalo Noel-Levitz's analysis of IPEDS data. The result of these trends is that of the 25 largest master's degrees (by subject) offered in the United States, which includes a mix of business administration, education, health sciences, computer and information sciences, psychology, management sciences and engineering, all but 5 experienced declines in *classroom only* enrollment in the last five years. On the other hand, all but two subject areas experienced growth in online enrollment and in 16 of the 25 subject areas the majority of completions are now through online delivery, including 78% of MBA, 55% of MSW, 85% of master's in healthcare administration, and 55% of degrees in computer and information sciences. Some of these trends are even more pronounced in California, either due to late entry into the online market by California institutions, causing a "catch-up" effect, or because Californians are enrolling in online master's programs offered online by out of state institutions. In concrete terms, the number of Californians who earned an MSW online increased in the last 5 years by 517%, counseling psychology completions increased by 445%, human resources management increased by 240%, and family practice nursing increased by 833%. The number of degrees earned online in

management sciences increased from 2 to 645 and the number of degrees earned online in special education increased from one to 862. Given this shift in consumer demand, the apparent stickiness of the shift, and the fact that Californians are increasingly earning their graduate degrees from out of state online institutions, online program delivery is a critical component of any expansion in graduate program enrollment.

Obstacles/Changes Needed:
The growth of graduate education is often hampered by a significant lack of consistent compensation for graduate thesis advisors, coupled with the prevailing traditional mentorship model that is still prevalent in many programs. This issue poses several constraints on the academic and professional development of graduate students. Without adequate compensation, many potential thesis advisors may be discouraged from taking on additional mentoring responsibilities, leading to a limited pool of available advisors and an imbalance between the number of graduate students and the support they receive. Consequently, this scarcity of mentors can result in overcrowded advising loads, diluting the quality of guidance and attention each student receives. Moreover, the traditional mentor model often places excessive reliance on a single advisor, potentially constraining the diversity of perspectives and expertise available to students. To foster a thriving graduate education environment, it is crucial for CSUSM to address these challenges

by implementing consistent and fair compensation for advisors and exploring alternative mentorship models that can better support students' intellectual growth and overall success.

Financial incentives play a significant role in the recruitment process of graduate programs. The absence of tuition remission and limited graduate assistantships can have a detrimental impact on attracting top-tier candidates. Prospective graduate students are often burdened by the high cost of tuition, and the availability of financial aid can heavily influence their decision-making process. Institutions that offer robust financial support, such as tuition remission and competitive graduate assistantships, are more likely to attract and retain the most talented applicants. Without such resources, graduate programs may find themselves at a disadvantage when competing with other universities that can offer more attractive financial packages. As a result, highly qualified applicants may opt for other institutions that can alleviate the financial burden of graduate education. To enhance their recruiting efforts and remain competitive, it is imperative for programs to explore and implement viable solutions to address the financial challenges faced by prospective graduate students, thereby ensuring a diverse and talented cohort of students for their programs.

Lack of attention to marketing, recruitment, and a streamlined admission process for state-supported programs will also be barriers to growth. Students are very clear on their expectations for

responsiveness and speedy decision making, as well as customized communication that shows that we are paying attention to them as individuals. State-supported programs are not currently equipped to meet these expectations.

Our Uniqueness:

• Emphasis on Local Service Area: CSUSM demonstrates a strong commitment to developing students in their service area by prioritizing community engagement and promoting a sense of social responsibility among its students.

• Focus on Diversity and Inclusion: CSUSM is known for its commitment to diversity and inclusion. The university strives to create a supportive and inclusive environment that celebrates different perspectives and backgrounds, enriching the graduate education experience for all students.

• Strong Community Engagement: CSUSM has a reputation for its active engagement with the local community. Graduate students often have opportunities to participate in meaningful service-learning projects and research collaborations that address real-world challenges and contribute to the region's growth.

• Hands-On Learning: The university emphasizes experiential learning and practical application of knowledge. Many graduate programs incorporate hands-on experiences, internships, and industry partnerships, ensuring that students are well-prepared for their future careers.

• Small Class Sizes and Personalized Attention: CSUSM prides itself on maintaining small class sizes, fostering an environment where faculty can provide individualized attention and mentoring to graduate students.

• Cutting-Edge Research Opportunities: Graduate students at CSUSM have access to cutting-edge research opportunities across various disciplines. Faculty members are actively engaged in research and often involve graduate students in their projects, providing valuable research experience.

• Focus on Health and Environmental Sciences: The university's location in San Marcos, California, surrounded by a diverse landscape, allows for unique research opportunities in health and environmental sciences. Graduate programs

in these fields can take advantage of the region's biodiversity and ecological diversity.

• Strong Partnerships with Industry: The university maintains strong ties with local industries and organizations, providing graduate students with opportunities for internships, networking, and potential job placements upon graduation.

• Resources generated through self-support instruction can be reinvested in new program development and into building supporting structures that contribute to student success.

• CSUSM has already received national recognition for the quality of the student experience in online programs. The university can leverage this reputation and further build upon it with modest investments.

The Strategic Role of the Temecula Campus

Current Situation:

• Limited CSUSM presence and limited curriculum offerings.

• All current offerings are through Extended Learning

• Strong interest by leaders in the region in having "their own" CSU—this presents potential competition from other institutions within and outside the region for CSUSM

• Private institutions and out-of-state public institutions both have on-ground presence as well as heavy online marketing.

• The CSU and UC systems combined get fewer MSJC transfers than out-of-state universities—we have an opportunity to increase our market share.

• The SW Riverside Women Leaders have made education their top priority for this year

• We currently have two sites in Temecula. The site at 43890 Margarita Road is home to the accelerated Bachelor of Science in nursing. This site has several nursing skills labs, a computer lab, a small breakroom and faculty and staff offices. At the MSJC Temecula Valley Campus site we have a license agreement for 2 classrooms, 1 computer lab/classroom, 1 conference room and 2 offices. There are 10 classrooms on this floor so we can expand the license agreement with sufficient time.

Our Uniqueness

• We have been offering degrees in the region for 15 years.

• We have a strong relationship with MSJC.

• We have maintained membership in several civic organizations, including the Chambers of Commerce and the Economic Development Coalition. Extended Learning and Ben Cherry (Professor in CoBA) have relationships with the municipalities.

• School of Education has long lasting partnerships with local Temecula schools.

• We have faculty and staff who live in the region.

• We have alums teaching at MSJC.

• Being an existing CSU campus is a significant advantage.

Appendix B: Bachelor's Integrated Studies

Many universities offer a flexible degree that exist under different names, general studies, liberal studies, or integrative studies are among the more common names. The B.A. (or B.S.) in integrative studies is an intellectually rigorous degree intentionally created to allow for a high level of customization. These programs offer students the opportunity to make connections between ideas and concepts and across disciplines. Students can connect knowledge and skills from multiple sources and experiences and apply knowledge and skills to varied situations using diverse points of view. Some universities design these programs to take advantage of pre-existing programs of study, like minors and concentrations, while others allow students to highly customize their degree by selecting which courses they are interested in completing within specific disciplinary pathways. All universities put guardrails around the design of the degree by requiring substantial and early interactions between students and advisors, requiring minimum numbers of units to be taken at the upper division, and sometimes requiring evidence of the ability to integrate the learning that occurred across disciplines.

The primary appeal of these programs is that they allow students to custom design their academic experience by selecting areas of study that suit their educational, intellectual, and professional objectives. These programs often expand the ability of the university to serve a variety of learners that are typically underserved by programs structured in traditional formats. For example, students who have previously completed college credits but did not earn a degree, military students, and students whose interests require knowledge and skills from multiple areas. Consider the following student personae:

Student A: Students A is an individual who has already completed 90 units, including all the requirements for a minor in Digital and Media Arts, stopped out and through work experience realizes that they would like to move from the production side to the marketing side of their company. This student could complete their degree by completing a minor in marketing, leveraging multiple complementary skill sets throughout their career.

Student B: Student B is a US military veteran. In the military their specialty was in technology and through credit for prior learning have demonstrated mastery of most of the requirements for a minor in computer science. This student would like to complement their knowledge of computer science with a minor in supply chain management, as knowledge of the two presents an advantage in the industry they work in.

Student C: Student C is an undergraduate student who knows their interests are global and has dreamed of living and working in Asia. They considered the B.S. in Business Administration with the Global Business option but is not really interested in a business degree. They have also noted that the Global Studies minor offers courses on global issues, culture and courses that focus on geographic areas. For them, the combination of a Global Studies minor and a Global Business minor offers the perfect blend of interest and breadth of knowledge.

As noted, students, working with their advisors, can choose their coursework based on thematic interest, or based on professional interests and some students will just need to complete their degree and are seeking the fastest path to completion. This is a program that can support all these types of learners. In any case, CSUSM has all the principal ingredients to create a program of this type for all the reasons stated.

Appendix C: Guidelines & General Principles for the Advancement of Online Teaching and Engaged Learning at CSUSM

Introduction

Online program delivery offers the university several important advantages. Among them is the potential to provide greater access to the university's curriculum to a diverse population who may face geographical and other hurdles in accessing the curriculum on campus. These populations can include active-duty military students, as well as students who have started college and stopped. Offering online programs sometimes allows the university to extend its brand beyond surrounding communities, which can raise the profile of the university and provide the benefits of brand recognition for its graduates. In some cases, offering online programs can help the university achieve or maintain financial sustainability because it can expand the number of students served with little to no expansion of its physical plant.

CSUSM offers 14 online programs (certificates and degrees) in 9 disciplines (behavioral analysis, criminology and justice studies, cybersecurity, education, public health, nursing, speech-language pathology, sociology, and wildfire science). 13 of the 14 programs are self-supported programs, 6 are graduate programs and two are certificates. Combined, these programs enroll over 900 students. In general, these programs are enrolling students well outside of the CSUSM's traditional service counties and are providing access to the university in regions that have less access to campus. For example, only 35% of applications to the on-campus BS SLP program originate from outside the service counties, whereas 52% of the applications for the online program originate from outside the service counties. Similarly, 55% of applicants for the online sociology program reside outside the service counties. The application data also suggests that these programs are opening access to individuals within the service counties who do not have easy access to campus.

Two additional self-supported online programs are expected to become available in the next two years, a BS in cybersecurity, which has already been approved by the CO and will begin Fall 2024, and a BA in organizational leadership that is currently under development, with an expected launch date of Fall 2025.

CSUSM's presence in the online learning space is beginning to gain national attention. Newsweek recently ranked CSUSM number 73 among the top 200 online learning providers. Among CSU campuses CSUSM was ranked number 2, behind CSU Northridge. Only 4 other CSU campuses were included in the top 200. These rankings are based partially on a survey of US residents who used online learning services to obtain an academic degree or acquire knowledge or skills. Students were surveyed about their experiences as online students and their likelihood of recommending the institution to others.

Clearly, substantial activity is underway in the online learning space, but further advancement requires attention to the underlying policy and strengthening of the supporting infrastructure. Part I will discuss the case for a modern online instruction policy. Part II will look at how the infrastructure could be strengthened. Part III will discuss the tools that can provide active and engaged learning experience. While the responsibility for the infrastructure lays with the university administration, it is important that we understand what resources are needed.

Part I: Online Instruction Policy

Online programs need to be intentionally designed for online teaching and learning according to well researched principles, practices, and quality standards. Quality online programs adopt and implement instructional design that is responsive to the audience. Such design will use multiple strategies and activities to assess student readiness, capability, and comprehension of course content and will include activities that

foster substantive and intellectually stimulating interactions between instructor and students and among students. When properly designed, online programs and their courses will provide students with a clear sense of membership within the university community. While online education at the post-secondary level has been happening for over 30 years, the pandemic led to the introduction of synchronous classes online in which students and professor are interacting simultaneously through live video on a wide scale. This practice of professors lecturing to students over video streaming has a place in online teaching and learning, but it is not a replacement for the "traditional" approach to online learning through asynchronous content delivery, in which students are interacting with learning materials at different times and have 24-hour access to learning materials. The asynchronous approach has several advantages. First, this approach provides maximum flexibility to students and faculty who can fit teaching and learning into divergent schedules in the most convenient manner. Secondly, asynchronous teaching and learning allows programs to serve more geographically dispersed populations. Live video streaming can be incorporated as appropriate but is not envisioned to replace asynchronous teaching and learning.

The CSUSM Policy on Online Instruction is not adequate to meet the current needs of the university as it did not anticipate growth in online teaching and learning that has occurred and the

evolution of national policy on online learning. The US Department of Education and WASC have made policy changes over the last several years that significantly changed the landscape with respect to online program delivery. WASC, for example, no longer requires prior authorization through the Substantive Change process to offer a program through online delivery. However, WASC expects universities to demonstrate how quality teaching is being maintained, that learning outcomes are being met, and that students are being adequately supported when they complete programs fully online. The current policy has reference to the outdated WASC requirement. Furthermore, without the WASC Substantive Change requirement, the current policy has no review process if an existing program wishes to change delivery modes to include fully online delivery. Finally, while the policy wisely requires that the university make training available for faculty members who wish to teach online courses it does not require that faculty obtain training prior to delivering courses online. This is a significant shortcoming of the policy because adequate training in online pedagogy is an important component of quality assurance.

Some suggested changes to the policy came from the Online Instruction Task Force, created in 2022 by the Academic Senate with input from the Provost to make recommendations on several items pertaining to online instruction. These

recommendations include:

a. Adding language to Section IV C (Curriculum Approvals) that requires programs to submit a P-2 form to change a program approved for a Face-to-Face, Traditional (FT) format to a fully online program.

b. Adding language to Section IV D (Department/Program Approval for Conversion of Existing Courses or Sections to an Online Format) that requires faculty teaching online courses to receive QLT training (or equivalent

training, for example discipline-specific training).

Additional guidance is provided by the US Department of Education. As a minimum standard, the DOE articulated the following principles:

1. Faculty members are expected to facilitate and provide for substantive interactions in these classes. Substantive interaction is defined as engaging students in teaching, learning, and assessment, consistent with the content under

discussion, and also includes at least two of the following:

I. Providing direct instruction.

II. Assessing or providing feedback on a student's coursework.

III. Providing information or responding to questions about the content of a course or competency.

IV. Facilitating a group discussion regarding the content of a course or competency; or

V. Other instructional activities approved by the institution's or program's accrediting agency.

2. Faculty members are expected to create an engaging learning environment for students, prior to the student's completion of a course or competency by:

I. Providing the opportunity for substantive interactions with the student and among students on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and

II. Monitoring the student's academic engagement and success and by promptly and proactively engaging in substantive interaction with the student when needed based on such monitoring, or upon request by the student.

III. Providing opportunities for students to

interact with each other to build learning communities, collaborating, sharing knowledge, and providing feedback to enhance each other's learning.

These are minimum standards required by the US Department of Education. At CSUSM we strive to deliver robust online instruction, using highly innovative pedagogy that ensures a high degree of substantive engagement between faculty and students and among students in a course. The Virtual Learning Leadership Alliance, Quality Matters, and the Digital Learning Collaborative have worked together to create national standards for quality online teaching, quality online programs and quality online courses. These organizations have created a national framework for quality in online instruction, along with resources and tools that can help faculty members assess their own courses and implement improvements. Within the CSU, the Quality Learning and Teaching (QLT) rubric was developed to help "support and identify exemplary practices for the design and delivery of online and hybrid courses." Training on how to implement this rubric in the design of online courses is provided by CSUSM and it is the expectation that all faculty members who are delivering online courses receive QLT training. It is the responsibility of CSUSM to provide resources to faculty by facilitating this training.

Part II: Online Learning Support

The university must ensure that student support services are appropriately available for students enrolled in fully online programs. Online support includes access to advising services, technology support, adequate assessment of online learning, and proper tracking of student persistence and graduation, and advancement into careers.

The university has much of the infrastructure to support online learning. However, the infrastructure needs to be strengthened so the university can expand online learning to

accommodate the expanded need and demand for online programs since the pandemic. There is also a growing population in California that finds it difficult to access traditional campus-based learning for various reasons, leaving more and more Californians isolated from accessing the CSU. With more online program delivery and adequate support, we can solve some of the challenges faced by these individuals.

The elements of the infrastructure that needs to be strengthened fall within the following categories:

I. Infrastructure Priorities for Faculty and Staff

a. Resources that are highly accessible and easy to locate (e.g., dial 411).

b. Regular and predictable schedule for group training (e.g. QLT) with multiple start times throughout the year + accessible 1:1 training and mentoring.

c. Investing in the Faculty Center to ensure sufficient faculty reviewers for QLT certification.

d. An integration of Instructional Designers and Educational Developers with the Faculty Center to ensure intentional coordination of pedagogy and technical know-how for course design and delivery. IITS/IDS assistance availability beyond 10a-4p M-F; online environments are 24/7.

e. Facilitation with redesign of assessment to include online environments.

f. Training for staff (e.g., departmental ACs).

g. Ensure that College & Senate curriculum and planning committees have necessary expertise on online teaching/learning and program operation.

II. Infrastructure Priorities for Students

a. 24/7 tech support.

b. Expanded hours for advising/student services.

c. Expanding outreach efforts for current students – many drop out or stop out completely . Interaction is a key in retention (e.g., Tinto's work on academic integration) and meets cognitive needs of students. We currently over rely on email when there are many other technologies available to provide more ready interaction with students.

d. Improved orientations and training on online learning – organizational skills, etc. for students. Many students come to us because it's convenient for them, not because they necessarily are adept at online learning. We need mechanisms to assess student readiness for online learning and be prepared to help students become online ready.

III. Infrastructure for Administration

a. Massive improvements to the University's website – this is the roadmap for online only students. They need to easily find out how to get things done, when things are due, who to contact, etc.

b. Must ensure that all areas of university operations are aligned to support online teaching & learning.

Part III: Future of Online Learning – Tools for Active and Engaged Learning

Online learning materials should not be limited to non-interactive materials. With the advent of avatars and virtual reality, we are able to provide a virtual reality campus using platforms such as VirBELA (www.virbela.com) which has been in use at the Stanford Graduate School of Business for many years.

In the field of Intelligent Tutoring Systems, simulations and visualizations can be used to provide interactive learning materials to students in an individualized manner, adapting to each student's needs. Virtual laboratories and environments allow students to experiment and explore in a safe way.

Combining human instruction with such tools will allow students to have active learning experience 24/7 in the comfort of their homes.

Appendix D: New Academic Program Recommendations

FIGURE 15: NEW ACADEMIC PROGRAM RECOMMENDATIONS

Actual Names of Programs May Change upon discussion in departments.

CAMPs may propose other programs in each table, keeping in mind the COMPACT, Modality suitable for the audience, Community Demand and Interdisciplinarity.

NEAR TERM PROGRAMS				
PROGRAM	STATE/SELF SUPPORT	GOVERNOR'S COMPACT?	Modality	NOTES
Doctor of Nursing Practice in Nurse Anesthesia -DNAP (CRNA)	State	Yes-Healthcare	TBA	CEHHS. This could share some courses with the DNP
Doctor of Public Health	State	Yes-Healthcare	Online+	In CAMP: CEHHS
Doctor of Audiology	State	Yes-Healthcare	On Campus	CEHHS
Doctor of Biology/Life-Science Education	State	Yes-Education	Online+	Interdisciplinary (CEHHS+CSTEM)
Doctor of Community Engagement	State		Online+	Interdisciplinary
MPA	State		TBA	Interdisciplinary (CHABSS)
MS in Counseling (LMFT, LPCC)	Self-Support	Yes-Healthcare	On Campus	CHABSS
MS Supply Chain Analytics	Self-Support		On Campus	Headed to the CO in Fall 2023: COBA
MS Business Analytics	Self-Support		On Campus	CoBA
MS Bio-Engineering	State	Yes -STEM	On Campus	CSTEM
MS Library & Information Science	TBD		Online	
MS Physician's Assistant	Self-Support	Yes-Healthcare	On Campus	CEHHS. We would need to fundraise $ for this.
MS Medical Sciences-Gerontology	State	Yes - Life Science	Online	Interdisciplinary (CEHHS+CSTEM+CHABSS)
BA Organizational Leadership	Self-Support		Online	A Form with BLP CEHHS+CoBA
BS Environmental and Climate Science	State	Yes - STEM	On Campus	In CAMP: Interdisciplinary (CSTEM+CHABSS)
BS Neuroscience/Brain/ Cognitive Science	State	Yes - STEM, Social work, life science, education	On Campus	In CAMP: Interdisciplinary (CEHHS+CSTEM+CHABSS)
BA Music Therapy	State	Yes -Education	On Campus	Interdisciplinary (CEHHS+CHABSS)
BS Game Development	State	Yes - STEM	On Campus	Interdisciplinary (CS, psychology, art, theater) (CSTEM+CHABSS)
BS Industrial and Systems Engineering	State	Yes - STEM	On Campus	CSTEM
BS Mechanical Engineering	State	Yes - STEM	On Campus	CSTEM
BS Integrated Studies	State		Online	Interdisciplinary

ACCELERATED PROGRAMS (3-years)				
PROGRAM	STATE/SELF SUPPORT	GOVERNOR'S COMPACT?	Modality	NOTES
BS Health and Wellness, Kinesiology, Human Development, Public Health	State	Yes - Health care	On Campus+	CEHHS. Dual enrollment with high school and direct admits. Donor Support

*Campus+: On Campus, some online & Offsite

*Online+: courses online and clinicals or residency

In addition to the above program, California is offering grant opportunities under a new program called the California Regional K-16 Education Collaboratives Grant Program. This new program is aimed at helping the state recover from the COVID-19 pandemic and simultaneously helping the regions tackle long-standing social and economic inequities in higher education and workforce participation.

Collaboratives are expected to create pathways that accelerate the time to degree and/or retain students in degree programs in four areas: healthcare, education, business management, and engineering and computing. Each collaborative must commit to implementing strategies identified in the February 2021 Recovery with Equity (RWE) Report, including cultivate inclusive, engaging, and equity-oriented leaning environments, retain students through inclusive support, provide high-tech, high-touch advising, and support college preparation and early credit.

CSUSM formed a partnership with Mt. San Jacinto College (MSJC) and several school districts in southwest Riverside County and applied for funding to expand the software engineering pathway initially created through a collaboration with Murrieta Valley High School and MSJC. The university was able to secure $800,000 in support of this proposal from Riverside County. There are other opportunities to participate in subsequent rounds of funding and CSUSM will be participating in the next application round in March, which will be lead by Temecula Valley High School and MSJC. The university will continue to engage potential partners to ensure sustainable pathways are created for all four areas of focus. This work should act as the catalyst for the creation of accelerated pathways.

BLENDED PROGRAMS (4+1)				
PROGRAM	**STATE/SELF SUPPORT**	**GOVERNOR'S COMPACT?**	**Modality**	**NOTES**
BS&MS Data Science Plus Machine Learning	Self Support	Yes -STEM		**Interdisciplinary**
BSW&MSW	State	Yes - Social Work	**Online+**	CEHHS
BA&MA Early Childhood Leadership + Credential	State	Yes - Education		In CAMP: CEHHS. Can add Credential?
BS&MS Clinical Psychology Or BA&MA Clinical Psychology	Self-Support	Yes - Life Science	On Campus	CHABSS
BA&MA Education and Innovation	State	Yes -Education		CEHHS. Can add Credential?
BA&MA Organizational Behavior and Leadership	Self Support		**Online**	**Interdisciplinary** (COBA+CEHHS)
BS&MS Biotechnology	Self Support	Yes - STEM	On Campus	CSTEM
BS&MS Chemistry	State	Yes - STEM		CSTEM
BS&PSM Cybersecurity	Self Support	Yes - STEM	**Online**	CSTEM
BS Computer Science&PMS Cybersecurity	State & Self-Support	Yes - STEM		CSTEM
BS&MS Kinesiology	State	Yes - Healthcare		CEHHS
BS Nursing&DNP	Self Support & State	Yes - Healthcare		CEHHS
BS STEM & MS Entrepreneurship	State	Yes - STEM		**Interdisciplinary** (CSTEM+COBA)
BS STEM & Specialized MBA	Self Support	Yes-STEM	On Campus	**Interdisciplinary** (CSTEM+COBA)
BS&MS Computer Science or Computer Engineering	State	Yes - STEM	On Campus	CSTEM
BS Human Services/Development&MSW	State	Yes - Social Work		CEHHS
BS Business Admin&Specialized MBA	State & Either			COBA
BA Sociology&MA Sociological Practices	Self Support & State			CHABSS

FUTURE PROGRAMS				
PROGRAM	**STATE/SELF SUPPORT**	**GOVERNOR'S COMPACT?**	**Modality**	**NOTES**
Doctor of Psychology (PsyD)		Yes-Healthcare		CHABSS
Doctor of Physical Therapy	State	Yes-Healthcare	**Online+**	CEHHS
MS Health Informatics		Yes-Healthcare		**Interdisciplinary** (CEHHS+CSTEM)
MS/MBA-MS Biotechnology and MBA		Yes-STEM		Dual; **Interdisciplinary** (CSTEM+COBA)
MS Finance	Self-Support		On Campus	COBA
MA Applied Medical Anthropology	State	Yes- Healthcare	**Online+**	CHABSS
MS in Sales and Marketing	Self-Support		On Campus	COBA
BS Firmware Engineering		Yes-STEM		CSTEM
BA Museum and Gallery Studies	State		On Campus	CHABSS
Pharmacovigilance Certificate		Yes-STEM		CEHHS

*Campus+: On Campus, some online & Offsite

*Online+: courses online and clinicals or residency

FIGURE 16: COLLEGE ACADEMIC MASTER PLANS FROM 2022

COLLEGE:	CEHHS						
Department	**Program Name or Degree**	**SS or EL**	**Idea (not necessarily being proposed)**	**A-form**	**P-form**	**Launch Planned**	
Education							
	Bilingual Authorization					coming revisions	
	Early Childhood Credential		Idea				
Human Development							
	Behavioral Health Certificate	EL	Idea				
	Minor in Aging	SS	Idea				
	Early Childhood Education Major	SS	Idea				
Kinesiology							
	Minor in Public health (see below)						
	Minor in Mindfulness	SS			S24		
Nursing							
	Doctorate of Nursing Practice (DNP)	SS		S23	F25		
	MSN				Phased out		
Public Health							
	Minor in Public Health	SS			F23		
	B.S. in Public Health	SS		F23	S26	F26 or F27	
	Doctorate in Public Health (DrPH)		Idea				
Social Work							
	Masters in Social Work (MSW)	EL	Move to SS		F23		
	Hybrid MSW 3-year	EL			F23 or F24		
Speech-Language Pathology							
	Minor in SLP	SS			F24 or F25		
	B.A. Bilingual SLP Degree (with CHABSS)	EL		Pilot	F25		
	SLP Assistant Program	EL			F24 or F25		

FIGURE 16: COLLEGE ACADEMIC MASTER PLANS FROM 2022 (CONTINUED)

COLLEGE:	COBA					
Department	Program Name or Degree	SS or EL	Idea-form	A-form	P-form	Launch Planned
	Supply Chain Analytics, MS	EL		F23		Fall 2025
	Business Analytics, MS	EL	X			Fall 2026
	Supply Chain Management, Professional BSBA	EL	X			Fall 2025

COLLEGE:	CSTEM					
Department	Program Name of Degree	SS or EL	Idea-form	A-form	P-form	Launch Planned
Math	B.S. Mathematics: General	SS			S21	F23
	B.S. Mathematics: Education	SS			S21	F23
	B.S. Mathematics: Algorithmic	SS			S22	F23
	B.S. Mathematics: Applied Mathematics	SS			S22	F23
	M.S. Mathematics: Applied Mathematics	SS	F22		S24	F25
CSIS	B.S. Computer Engineering	SS		F14	F21	F24
	B.S. Cybersecurity	EL		F18	F22	F24
	Minor in Data Science	SS	S22	F22	S23	F25
	CS teacher authorization	EL	S22	N/A	S23	F23
	M.S. Brain/Neuro/Cognitive Studies	EL/SS	TBD			Interdisciplinary
Biology	Environmental Biology Minor	SS		N/A	AY 23-24	F23 or F24
	Pre-Health Professions Certificate	SS		N/A	AY 22-23	F23 or F24
	B.S. Environmental Sciences	SS		AY 22-23	AY 23-24	F25
Physics	B.A. in Physics (for K12 teaching)	SS	SPR23			
	M.S. in Physics	SS		SPR23		
	Quantum Information Sciences Certificate	SS			AY 22-23	

COLLEGE:	CHABSS					
Department	Program Name of Degree	SS or EL	Idea-form	A-form	P-form	Launch Planned
	American Indian Studies divided into 3 concentrations		X			
	BA Philosophy with concentrations		X			
	BA in Chicano Studies				AY23-24	
	License in Professional Clinical Counselling		X			

Appendix E: Current CSUSM Degree Programs

Program Name	Degree Level
Accelerated Nursing	Bachelors
American Indian Studies	Bachelors
Anthropology	Bachelors
Applied Physics	Bachelors
Art, Media, and Design	Bachelors
Bachelor of Arts in Linguistics	Bachelors
Bachelor of Science in Computer Information Systems	Bachelors
Bachelor of Science in Cybersecurity	Bachelors
Bachelor of Science in Speech-Language Pathology	Bachelors
Bachelor of Science, Computer Engineering	Bachelors
Biochemistry	Bachelors
Biological Sciences	Bachelors
Biotechnology	Bachelors
Business Administration	Bachelors
Chemistry	Bachelors
Child and Adolescent Development	Bachelors
Communication	Bachelors
Computer Science	Bachelors
Criminology and Justice Studies	Bachelors
Economics	Bachelors
Electrical Engineering	Bachelors
Environmental Studies	Bachelors
Ethnic Studies	Bachelors
Geography	Bachelors
Global Studies	Bachelors
History	Bachelors
Human Development	Bachelors
Kinesiology	Bachelors
Liberal Studies	Bachelors
Literature and Writing Studies	Bachelors

Program Name	Degree Level
Mathematics	Bachelors
Media Studies	Bachelors
Music	Bachelors
Nursing	Bachelors
Political Science	Bachelors
Psychology	Bachelors
Social Sciences	Bachelors
Sociology	Bachelors
Software Engineering	Bachelors
Spanish	Bachelors
Special Major	Bachelors
Speech-Language Pathology	Bachelors
Theatre	Bachelors
Visual and Performing Arts	Bachelors
Wildfire Science and the Urban Interface	Bachelors
Women's, Gender, & Sexuality Studies	Bachelors
Biological Sciences	Masters
Biotechnology	Masters
Business Administration	Masters
Chemistry	Masters
Computer Science	Masters
Curriculum and Instruction	Masters
Cybersecurity	Masters
Education	Masters
Education (with credentials)	Masters
Educational Administration	Masters
Health Information Management	Masters
History	Masters
Kinesiology	Masters
Literature and Writing Studies	Masters

Program Name	Degree Level
Master of Arts in Multilingual and Multicultural Education program	Masters
Master of Social Work	Masters
Mathematics	Masters
Multilingual and Multicultural Education	Masters
Nursing	Masters
Psychology	Masters
Public Health	Masters
Reading, Language, and Literacy	Masters
Special Education	Masters
Social Work	Masters
Sociological Practice	Masters
Spanish	Masters
Speech-Language Pathology	Masters
Educational Leadership	Professional Doctorate

Notes