



California State University San Marcos 2006 Report on Accountability

October 2006

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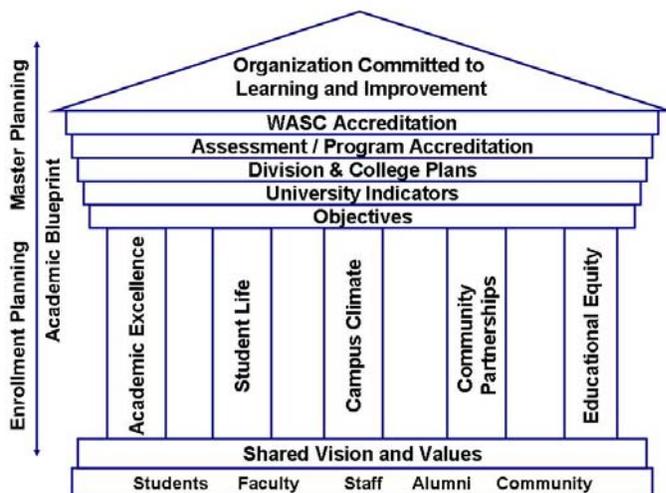


Beyond Cornerstones: Introduction and Reflections

California State University San Marcos, one of the youngest and fastest growing campuses in the CSU system, symbolizes the intent and commitment prescribed in Cornerstones. Its creation in the years approaching the 21st century enabled the CSU to ensure future access to higher education and educational results and, through smart growth and development, to maintain financial stability and accountability. As the campus nears the close of its second decade, it can celebrate its accomplishments of accommodating rapid enrollment growth, building high quality education programs and becoming a recognized resource and partner in the community it serves. But with the success of growth and the continued increase in first-time freshman, CSUSM must also address the challenges of retention, persistence and graduation and continue to create a vibrant and engaging campus life. It must also be prepared to respond to changing socioeconomic environments, leverage new opportunities and adapt to the digital age learner.



To that end, during 2005-2006, California State University San Marcos undertook a comprehensive and systematic planning effort to build a vision for the future, address significant growth and improvement opportunities and align budget and resources with campus priorities. At the same time, the campus is preparing for its 2007 Western Association for Schools and Colleges accreditation visit where it will demonstrate its capacity to fulfill its mission and achieve its goals. Embracing WASC's shift from



“compliance” to an organization committed to organizational learning and improvement, California State University San Marcos looked “beyond Cornerstones” to encompass and align other initiatives, mandates and external influencers to the campus’ own vision and goals. Rather than having these priorities compete and operate in silos, the linkages between accreditation, Cornerstones and the CSU Accountability model, facilitating graduation, the CSU Integrated Technology Strategy and the

Early Assessment Program (EAP) and Lower Division Transfer Pattern initiatives, to name a few, were identified to create a comprehensive and integrated model that both supports and is supported by the objectives identified in the campus strategic plan.

With purposes, priorities and actions aligned, CSUSM is using the same integrated approach to measuring and assessing effectiveness. The campus is consolidating the indicators of the CSU Accountability report, facilitating graduation dashboard, WASC required data elements, measures of success and other campus measurement activities (such as the National Survey for Student Engagement, financial reporting and select administrative measures) and aligning them with the established objectives and priorities of the campus. This focused approach provides context for a dialogue to make improvement, ensures accountability and minimizes duplicative data collection and reporting efforts. The identified targets communicate to the campus and others what is expected, where resources should be directed and where there must be improvement.

CSU San Marcos is pleased to present our 2006 Accountability Report and share our reflections on our experiences in embracing Cornerstones and beyond to build a model that promotes meaningful engagement and positions us for the future.

1.1 Quality of Baccalaureate Degree Programs

Indicator Definition:

Establishing and assessing student learning outcomes in general education and in the majors and for assuring that students are achieving core competencies for the degree.

Narrative only.

CSU San Marcos Reflection:

All programs at CSUSM have identified core student learning outcomes. The campus is currently in the process of developing specific “student learning outcomes” for each course. These student learning outcomes should be completed by spring 2007.

All program outcomes are carefully reviewed at least once every five years through the Program Review Process. As part of the program review process for proposed new programs, the University Curriculum Committee, in addition to college level curriculum committees, carefully considers and approves all student learning outcomes before programs are approved. Programs are now being asked to report on assessment of program learning outcomes each year as part of a new Annual Program Report.

The campus has identified “Assessment of Learning Outcomes” as a theme for its upcoming WASC accreditation and, this Fall, will begin administration of the Collegiate Learning Assessment as one method for assessing critical thinking and analytic reasoning.

2.1a Access to CSU San Marcos - First Time Freshmen

Indicator Definition:

First-time freshman who applied to CSU San Marcos, were admitted and enrolled.

The CSU is committed to providing all eligible first-time freshmen, upper-division California

Community College transfers and teacher preparation applicants with admission to a CSU campus. While these applicants may not be admitted to their first-choice CSU campus or their first-choice program, eligible applicants applying are guaranteed admission to some CSU campus.

CSU San Marcos Reflection:

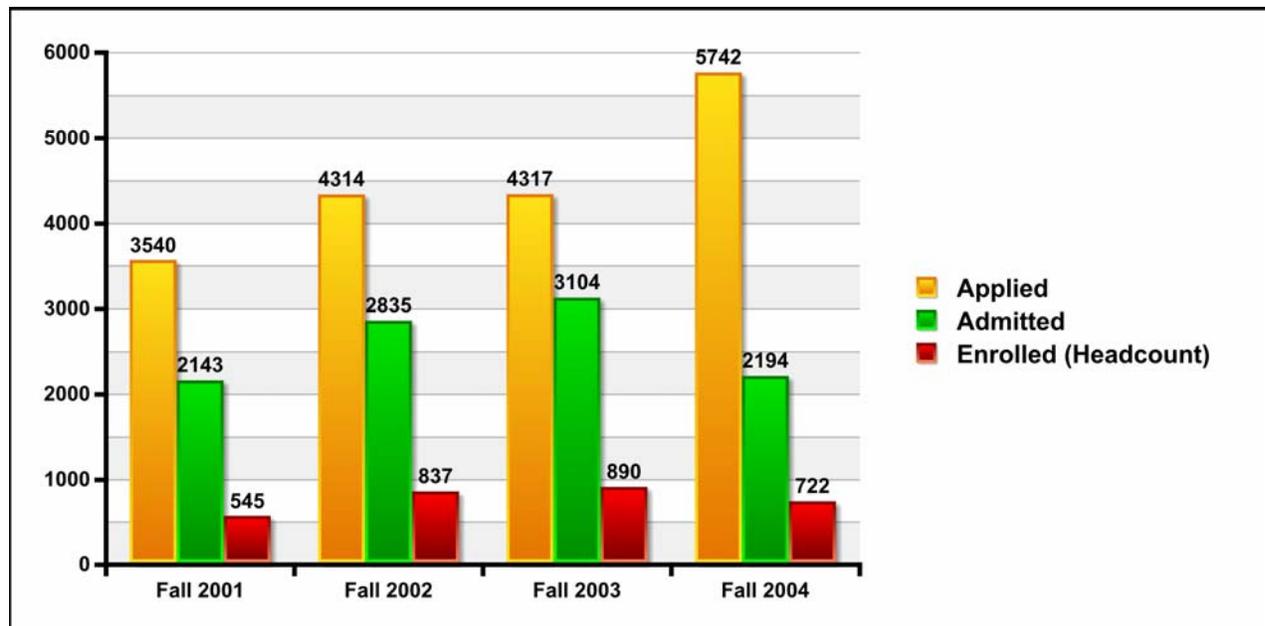
Cal State San Marcos has experienced significant growth in the number of first-time freshmen, from 541 in 2001 to 804 in 2005. On Fall 2006 opening day, the campus had over 1300 first time freshman (headcount). This increase is expected to continue.

Cal State San Marcos is striving to build an ethnically, racially and culturally diverse population of students, faculty and staff that demographically reflects the region. To that extent, the campus is involved in a number of programs aimed at increasing the number of underrepresented students eligible for college. The "I'm Going to College" initiative introduces potential students and their parents to Cal State San Marcos early in the students' educational journey. This early outreach helps ensure for these students that higher education can become reality.

The "Partners for Success" agreement was established with the San Marcos Unified School District to guarantee admission to CSUSM for graduates of the district who are CSU eligible and meet benchmarks throughout the four years of high school. The university will realize a stronger relationship with the district, greater involvement in the academic preparation of high school students and an enhanced pipeline of prospective students.

Cal State San Marcos is continuing to strengthen K-16 and other educational partnerships.

First-time freshman students who applied to CSU San Marcos, were admitted and enrolled



Source: CSU Enrollment Reporting System – Applicant, Student

Note: Fall 2005 data will be reported in 2008 Accountability Report

2.1b Access to CSU San Marcos - CCC Transfers

Indicator Definition:

Upper-division California Community College (CCC) students who applied to CSU San Marcos, were admitted and enrolled.

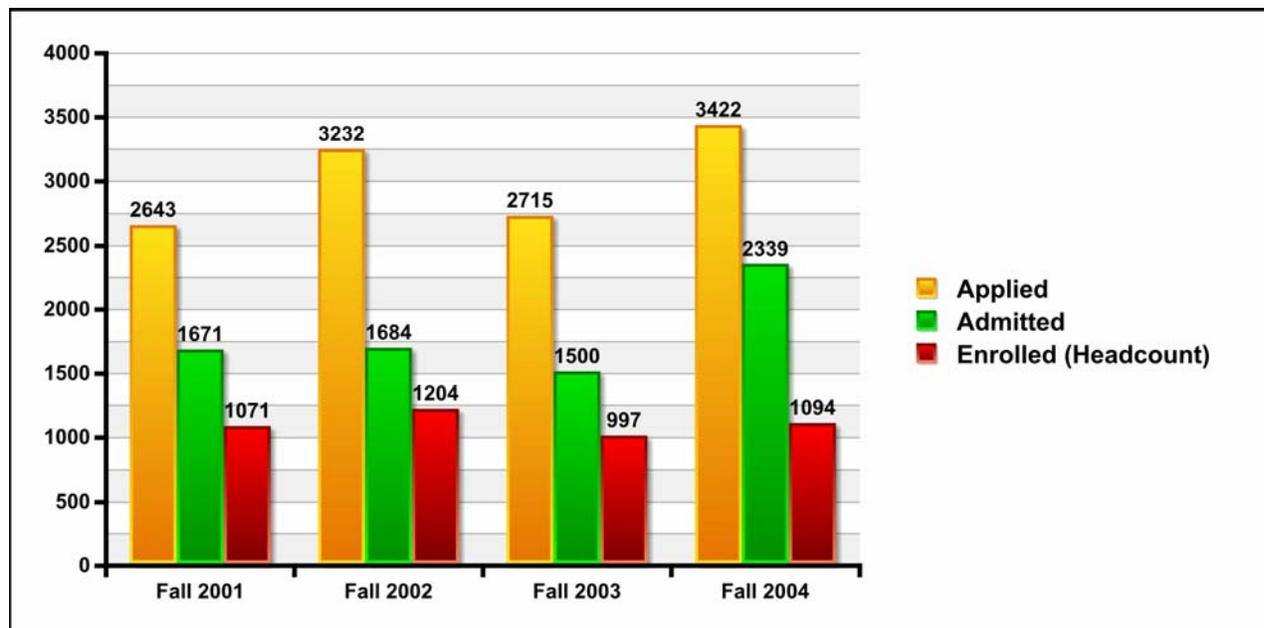
The CSU is committed to providing all eligible first-time freshmen, upper-division California Community College transfers and teacher preparation applicants with admission to a CSU campus. While these applicants may not be admitted to their first-choice CSU campus or their first-choice program, eligible applicants applying are guaranteed admission to some CSU campus.

CSU San Marcos Reflection:

As a result of continued outreach and aggressive recruitment, Cal State San Marcos is experiencing a surge of transfer student applications, even when many other four year campuses across the state are experiencing declines.

The Bridge Building Partnership through the TRIO/SSS and EOP&S programs at the regions' community colleges reaches out to first-generation students in historically economically and educationally disadvantaged communities to attract them to the university. This partnership has increased the number of transfer students to CSUSM.

Upper-division California Community College (CCC) students who applied to CSU San Marcos, were admitted and enrolled



Source: CSU Enrollment Reporting System – Applicant, Student

Note: Fall 2005 data will be reported in 2008 Accountability Report

3.1a Progression to the Degree - First Time Freshmen

Indicator Definition:

The percentage of regularly admitted first time freshmen who progress from the first year of enrollment to the second.

The CSU will provide clear paths to the baccalaureate degree for first-time freshmen. The goal is that the total number of units completed toward the degree, in both GE and the major, is comparable for students who entered as freshmen and for students who entered as transfer students.

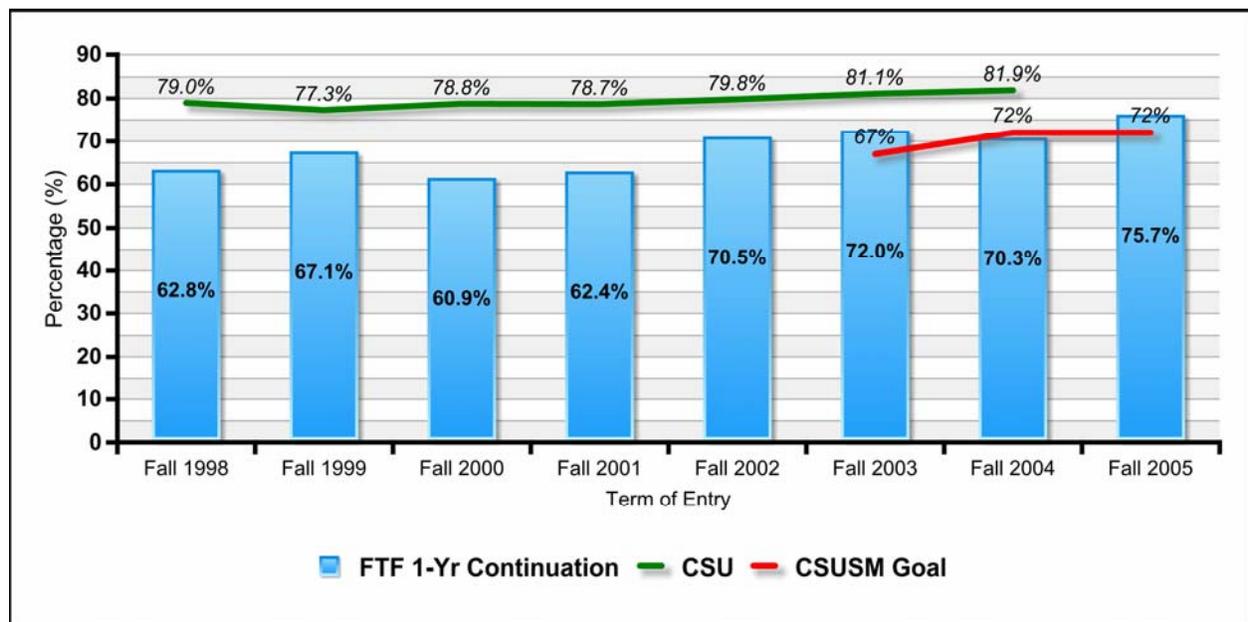
CSU San Marcos Reflection:

To ensure the success of first time freshmen and improve retention and remediation rates, the campus is focusing on expanding existing first year programs that have demonstrated results. CSUSM has identified retention of first-year students as a core theme for the upcoming WASC accreditation process and as a key component of its new strategic plan. Academic and student services professionals are collaborating to assess current programs and recommend solutions for expanding the infrastructure needed to support a first year student.

The campus is increasing enrollment in its General Education Learning (GEL) courses. Preliminary data indicate that GEL students are retained at a greater rate than students who do not enroll in GEL.

Through the National Survey for Student Engagement, the campus is tracking increased participation in co curricular activities, class project teams and learning communities and assessing the level of support needed to thrive socially, to meet non-academic challenges and to succeed academically, all of which have seen increased satisfaction levels.

One-Year Continuation Rates for CSU San Marcos First-Time Freshmen



Source: CSU Enrollment Reporting System – Student

3.1b Progression to the Degree - CCC Transfers

Indicator Definition:

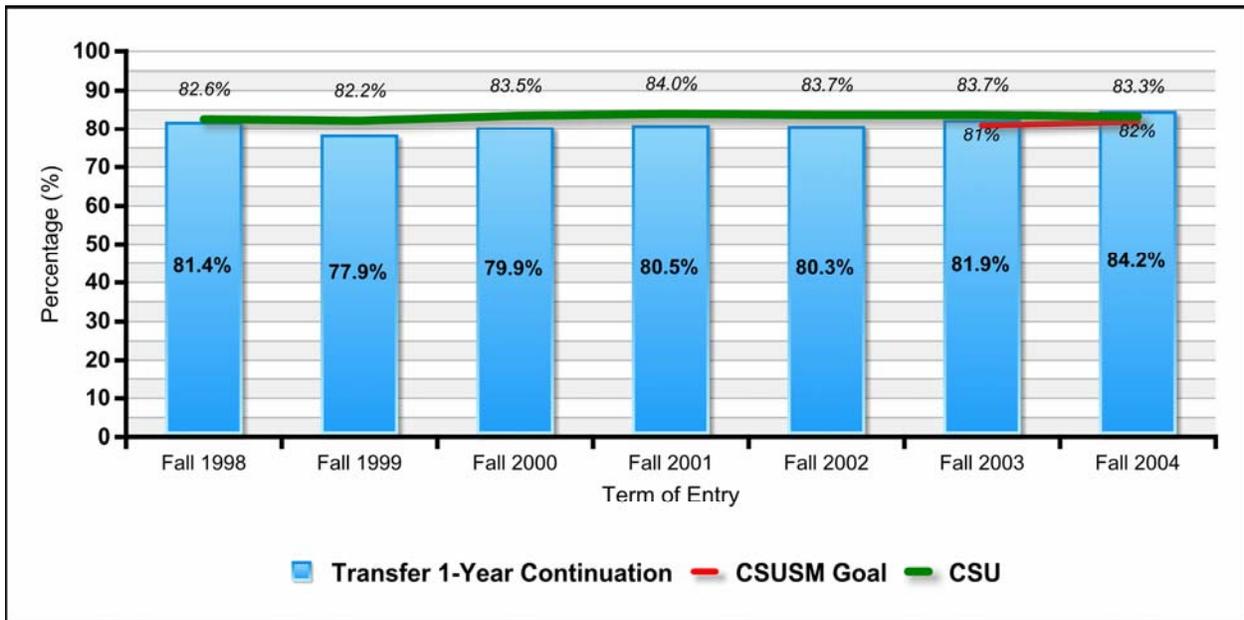
The percentage of regularly admitted California Community College (CCC) transfers who progress from the first year of enrollment to the second.

The CSU will provide clear paths to the baccalaureate degree for transfer students. The goal is that the total number of units completed toward the degree, in both GE and the major, is comparable for students who entered as freshmen and for students who entered as transfer students.

CSU San Marcos Reflection:

Cal State San Marcos enjoys relatively high transfer student retention rates, exceeding both its target and the CSU average. Upper division roadmaps and the continued engagement of students will further improve the transfer retention rate.

One-Year Continuation Rates for CSU San Marcos CCC Transfer Students



Source: CSU Enrollment Reporting System - Student

Note: Fall 2005 data will be reported in 2008 Accountability Report

3.2a Upper Division Units Earned to Degree

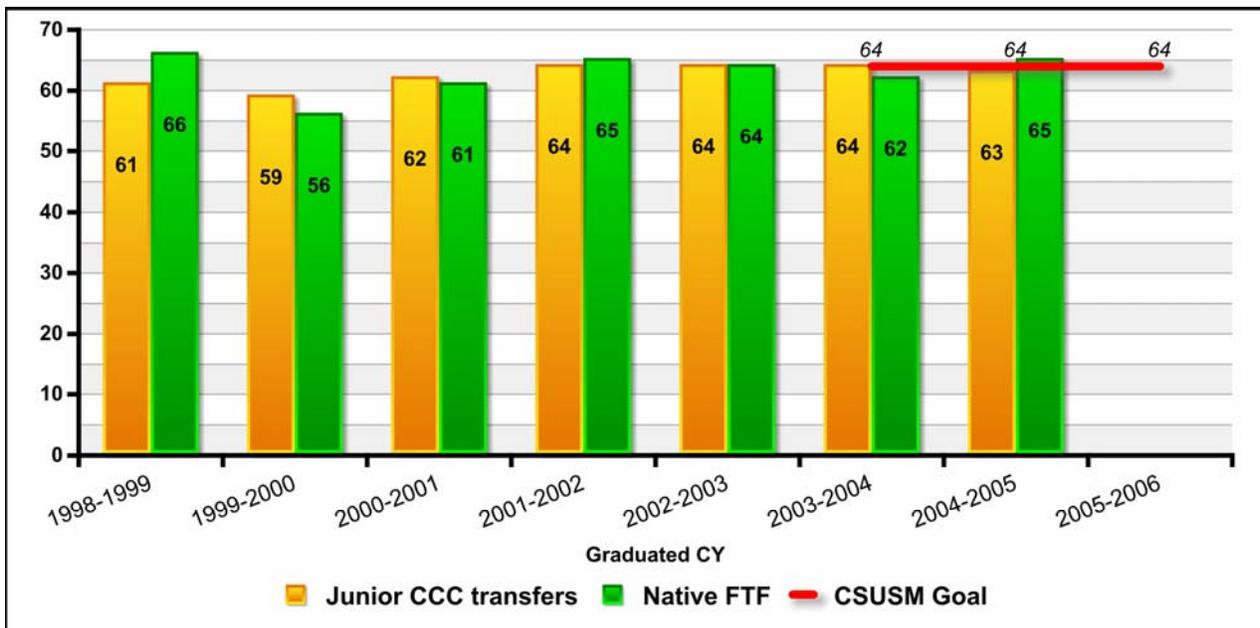
Indicator Definition:

The number of units completed by regularly admitted upper-division California Community College transfer students who graduated as compared to the number of units completed by upper-division students who also graduated but entered the CSU as regularly-admitted first-time freshmen.

CSU San Marcos Reflection:

CSUSM is consistent with the CSU and other semester campuses on this indicator.

Average Total Upper Division Units Completed: Regular Admits



Source: CSU Enrollment Reporting System – Student

Note: 2005-2006 data will be reported in 2008 Accountability Report

4.1a Persistence and Graduation

Indicator Definition:

Estimated first-time freshmen and CCC transfers who eventually will graduate (regularly admitted students only).

CSU executives decided to use the Joint Commission on Accountability Reporting (JCAR) graduation rates in CSU accountability reporting

The CSU, through clear statements of graduation requirements, effective advising, and effective access to courses, will assist students to achieve their degree objectives.

CSU San Marcos Reflection:

The average six-year graduation rate for FTF at CSUSM consistently falls towards the bottom of all CSU campuses. A key component of the university's new strategic plan is aimed at closing this gap.

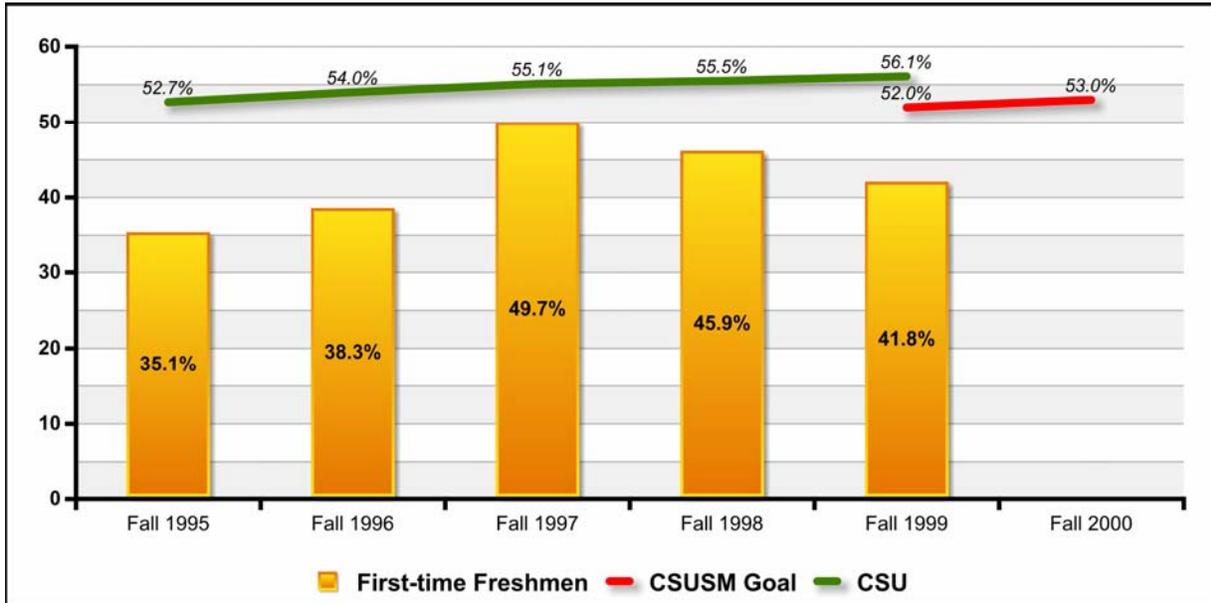
As part of the Facilitating Graduation Initiative, the campus is:

- setting required units to 120 for all programs except biochemistry and business administration;
- emphasizing graduation in new student orientation;
- advising students to declare a major by the time they reach 60 units;
- disseminating degree roadmaps suited for both lower- and upper-division students (these roadmaps recognize that students begin their study at Cal State San Marcos at varying levels of preparedness);
- aligning class schedules with roadmaps; and,
- providing student services that foster student success and support learning across the disciplines to meet the needs of our dynamic student population

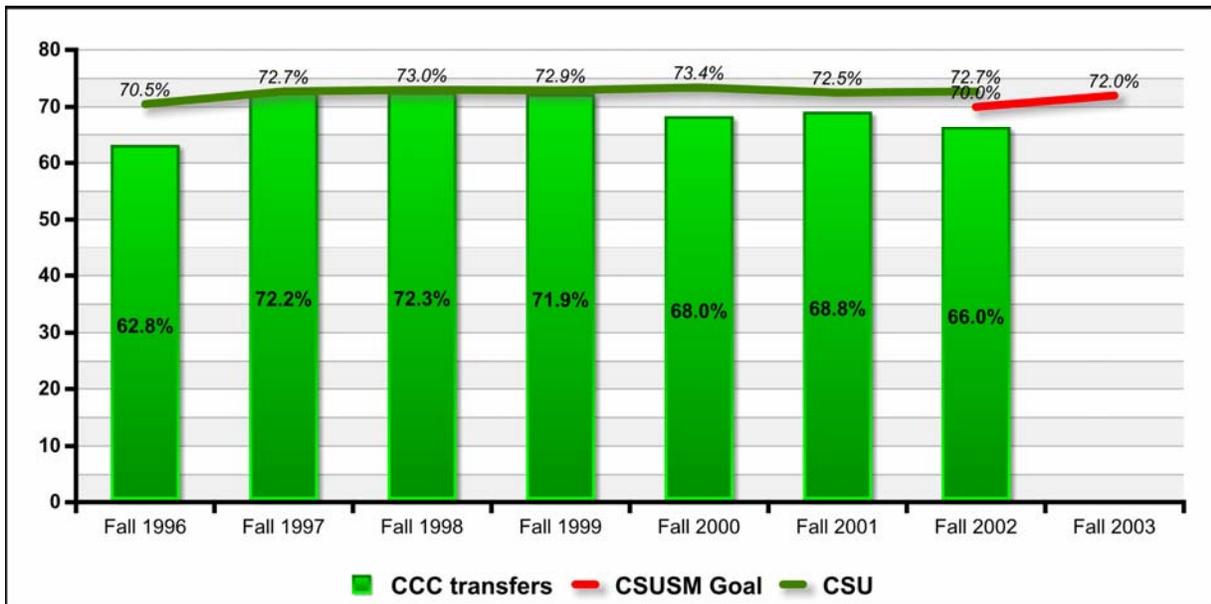
The campus is presently implementing a degree audit system for use by faculty and staff academic advisors, as well as students. In FY 2007-08, the project will make general education, graduation, and major audits available for all students, and preparation will begin to transition to the CMS Academic Advising module.

The campus launched a formal training program for undergraduate academic advisors which will enhance and strengthen their knowledge and skills in working with students on issues related to retention and graduation.

JCAR Graduation Rates from Campus of Origin: Native First-Time Freshmen and CCC Transfers by Entry Year



Source: CSU Chancellor's Office



Source: CSU Chancellor's Office

Note: Fall 2000 and Fall 2003 (Term of Entry) will be reported in 2008 Accountability Report

6.1 Relations with K-12 - Fully Prepared New Freshmen

Indicator Definition:

The percentage of regularly admitted first-time freshmen who are fully prepared in math and English at the time of entry.

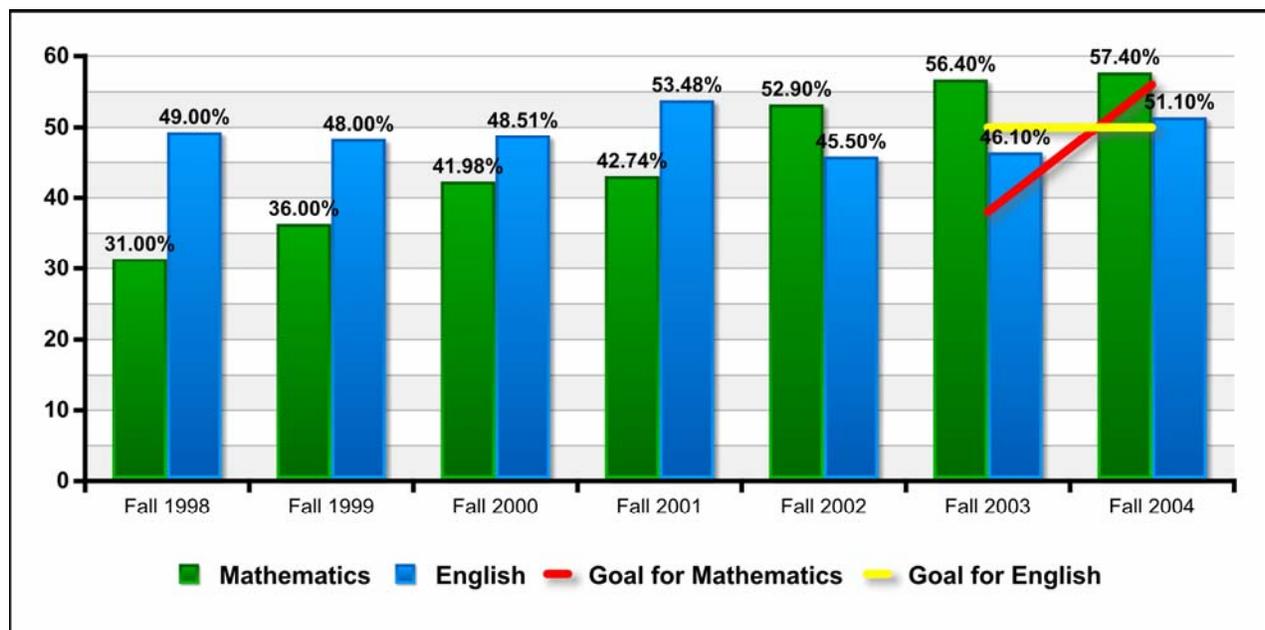
In an effort to improve the academic preparation of entering students, the CSU will be responsive to the needs of K-12 education. Although the CSU cannot assume full control of the academic preparation of entering students, our universities can influence the level of preparation through outreach effort, K-12 and regional partnerships, and other programs.

CSU San Marcos Reflection:

The university has determined the level of preparation of FTF is a significant factor for low retention. CSUSM has taken several steps to address this, including implementation of CSU-wide initiatives such as the Collaborative Academic Preparation Initiative (CAPI), SSS/EOP, and the Early Assessment Program (EAP). Local initiatives include the Math Acceleration Summer Program, the San Marcos Experience learning communities, and a Partnership for Success agreement with the San Marcos Unified School District that will increase the level of preparation for the CSU in exchange for guaranteed places in the freshmen class.

CSUSM is continuing to build relationships with additional local school districts to support them in their efforts to improve proficiency rates of high school graduates.

Percent of CSU San Marcos Regularly Admitted First-Time Freshmen Who Were Fully Prepared in Mathematics or English



Source: CSU Enrollment Reporting System - Student

Note: Fall 2005 data will be reported in 2008 Accountability Report

7.1 Remediation

Indicator Definition:

The percentage of regularly-admitted first-time freshmen who at entry required remediation in math or English (or both) and who completed remediation within one year.

The CSU will successfully remediate, within one year; students in need of college-level mathematics and English composition.

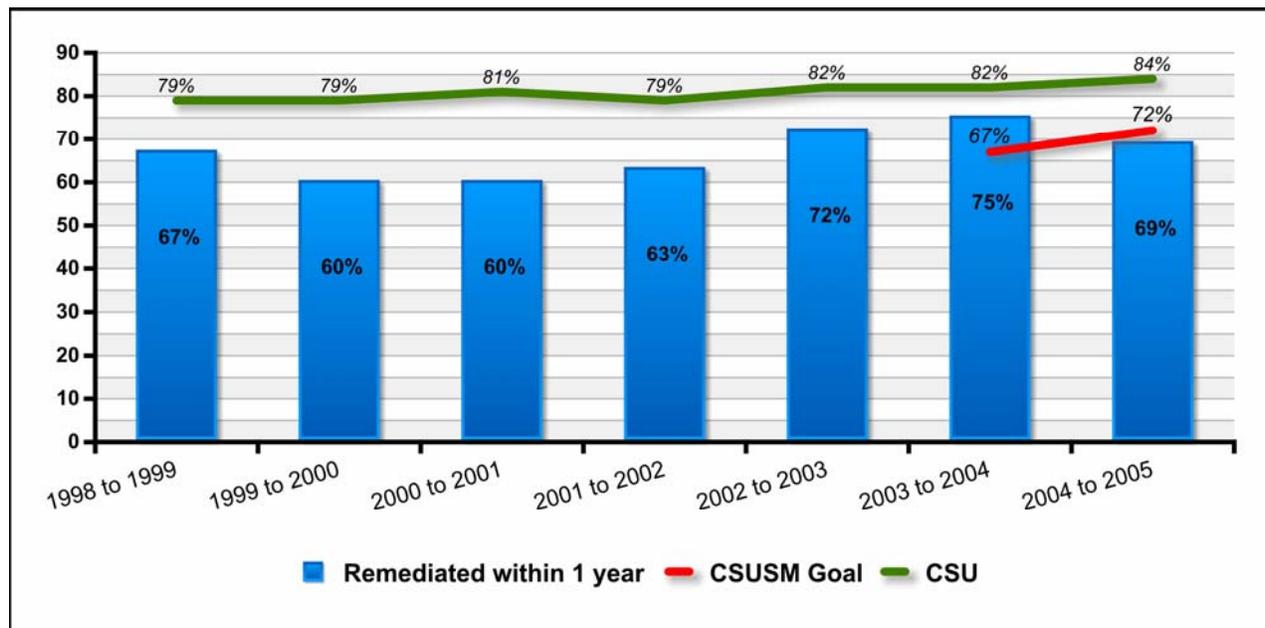
CSU San Marcos Reflection:

The Cal State San Marcos strategic plan emphasizes academic and student services support for student retention, success and graduation. The campus has made a public commitment to close the gap with the system to at least single digits within 2 years.

Several programs and centers have been expanded, including the Math Lab and the Writing Center, which support first year students. Students needing English remediation are required to visit the writing center nine times. The Math Lab supports the Math 15, 50 and 51 courses consecutively year round in support of Math remediation. The CSUSM Mathematics Acceleration Program in the Summer (MAPS) program experiences high success rates in the remediation of students in the summer prior to their freshmen year.

A cross-divisional collaboration is developing systems to identify at-risk students in order to provide prompt advising and other interventions to achieve full remediation.

Percent of Regularly Admitted First-Time Freshmen Who at Entry Required Remediation and Who Completed Remediation within One Year



Source: CSU Enrollment Reporting System – Student

Note: 2005-2006 data will be reported in 2008 Accountability Report

8.1 Facilities Utilization

Indicator Definition:

Percentage of instruction that is non-traditional.

To meet growing enrollment pressure, the CSU will expand its capacity by using existing facilities more effectively. Strategies to accomplish this include the fuller use of yearly, monthly, and weekly calendars and schedules, and the use of on-line instruction where educationally and qualitatively appropriate.

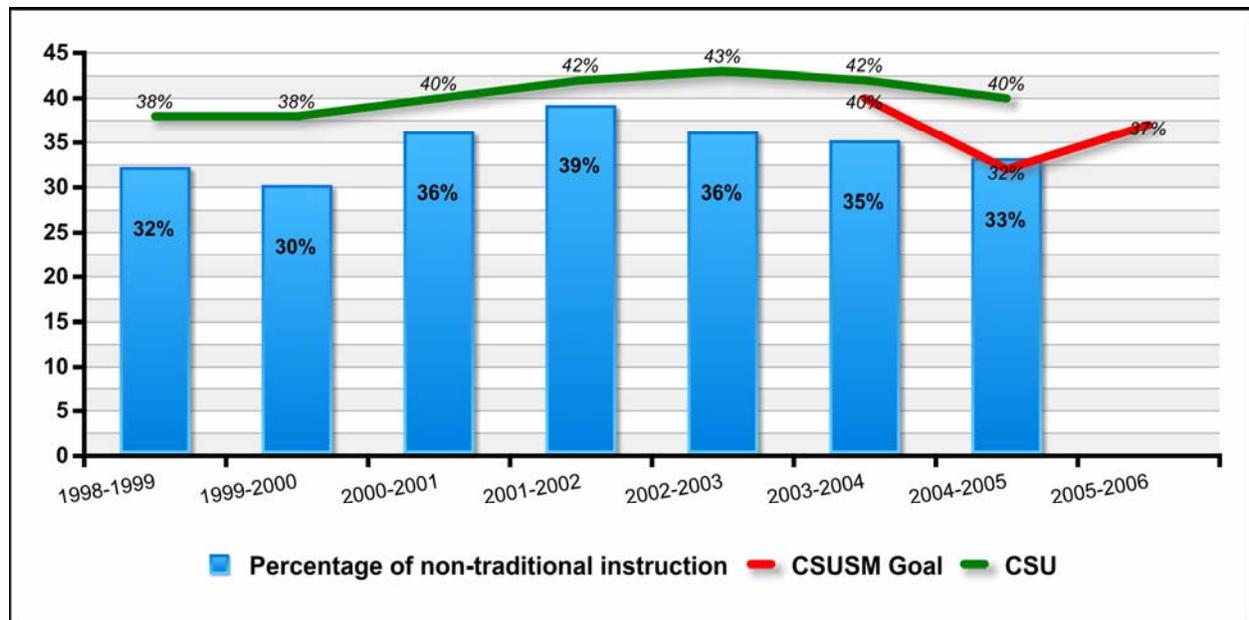
State Supported course annual FTES occurring via the main campus – evenings (after 4pm), Fridays, Weekends and term breaks (except summer break), summers, distance learning, offsite (excludes CPEC approved off campus centers).

CSU San Marcos Reflection:

As with any growing campus, Cal State San Marcos experiences challenges with space utilization and the limited addition of new space. The campus recognizes that it must be creative in utilizing current space through course scheduling during non-traditional times and online delivery of instruction.

As part of its strategic plan, the campus is assessing current usage of space and is developing explicit strategies to leverage opportunities for online instruction, expand the number of courses offered after 4pm, Friday and weekends and expand summer enrollment.

Percentage of Instruction that is Non-Traditional: Main Campus 'Capacity' Physical Facilities



Source: CSU Academic Planning Database

Note: 2005-2006 data will be reported in 2008 Accountability Report

9.1 University Advancement

Indicator Definition:

Total Charitable Gifts Receipts.

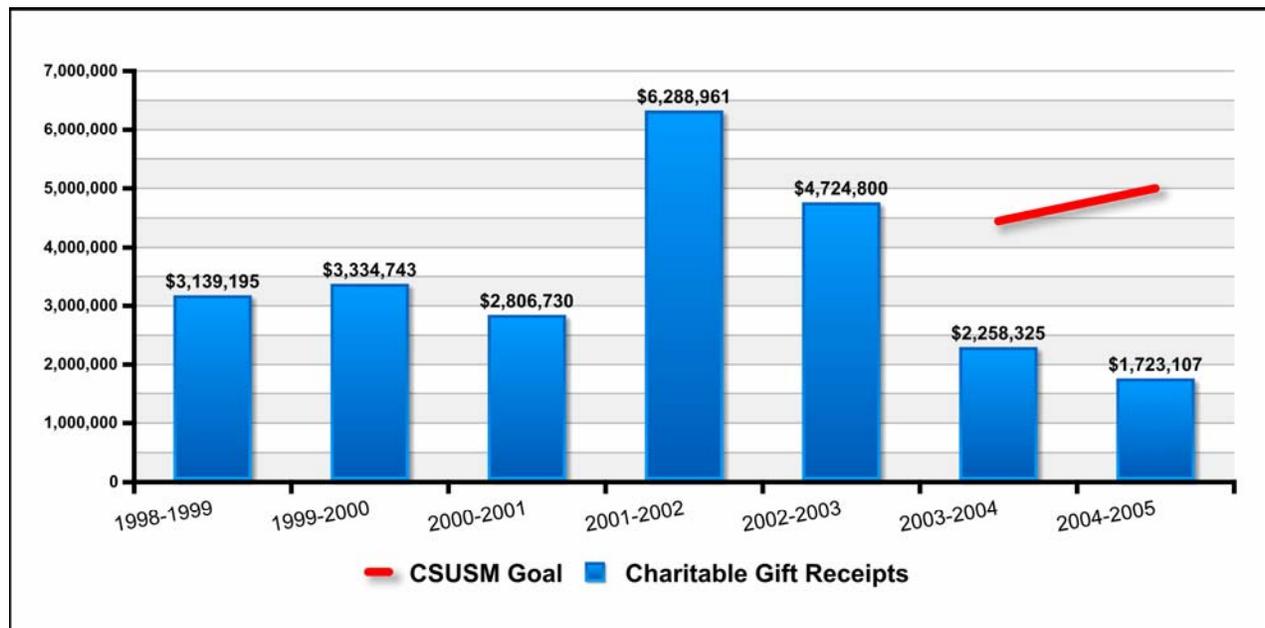
To provide support for educational excellence, the CSU will continue to seek funding through private contributions.

CSU San Marcos Reflection:

As the university nears the close of its second decade, it will leverage several opportunities to launch advancement campaigns and fundraising efforts leading up to its 25th anniversary.

CSUSM has hired a Senior Director for Development and is implementing a new system to involve alumni, parents, and the community in successful annual and capital fundraising campaigns and conserve fundraising resources by targeting individuals most likely and able to give.

Charitable Gift Receipts



Source: CSU Chancellor's Office

9.2a University Advancement - Alumni Participation

Indicator Definition:

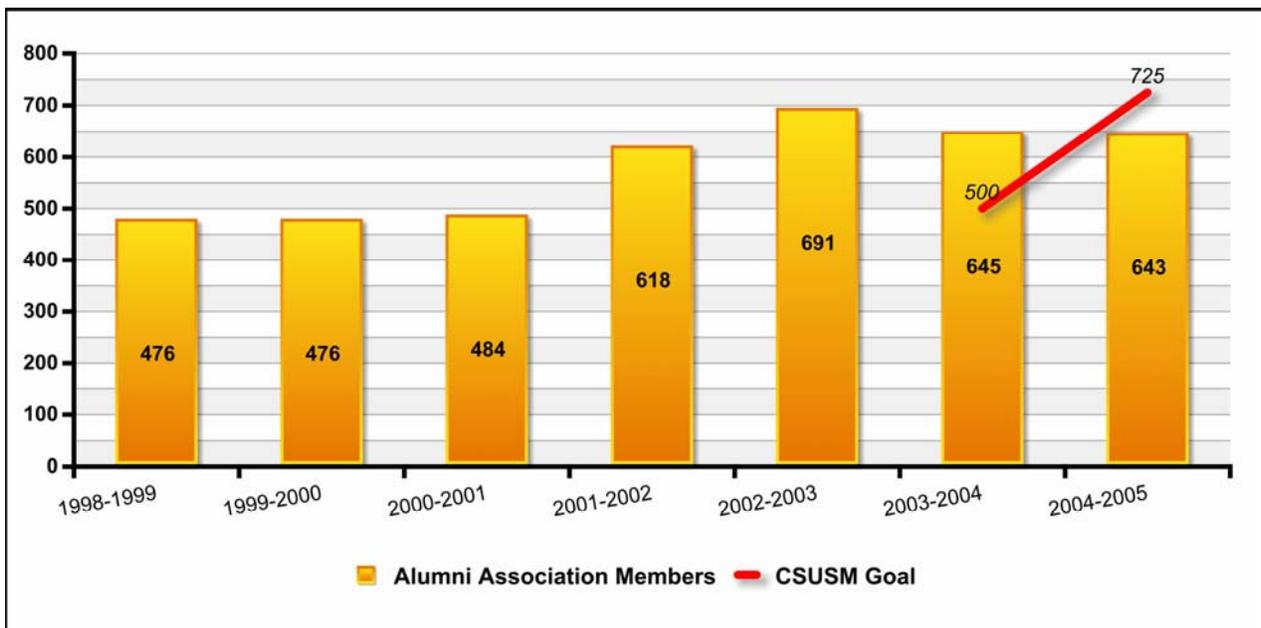
An annual report on alumni/ae participation as measured by formal membership in the alumni/ae association.

CSU San Marcos Reflection:

Despite the growth in numbers of CSUSM alumni, participation in the Alumni Association has remained relatively constant over the past four years. The campus is recruiting for a Director of Alumni Affairs to improve engagement of alumni in the campus community and campus events and build a strong alumni program. The campus is implementing a new software system to engage alumni with an interactive online community that reflects alumni interests and grow alumni giving.

Cal State San Marcos is also a pilot campus for the CSU systemwide e-Advocacy initiative.

Formal Alumni Association Membership



Source: CSU Chancellors Office

9.2b University Advancement - Total Addressable Alumni

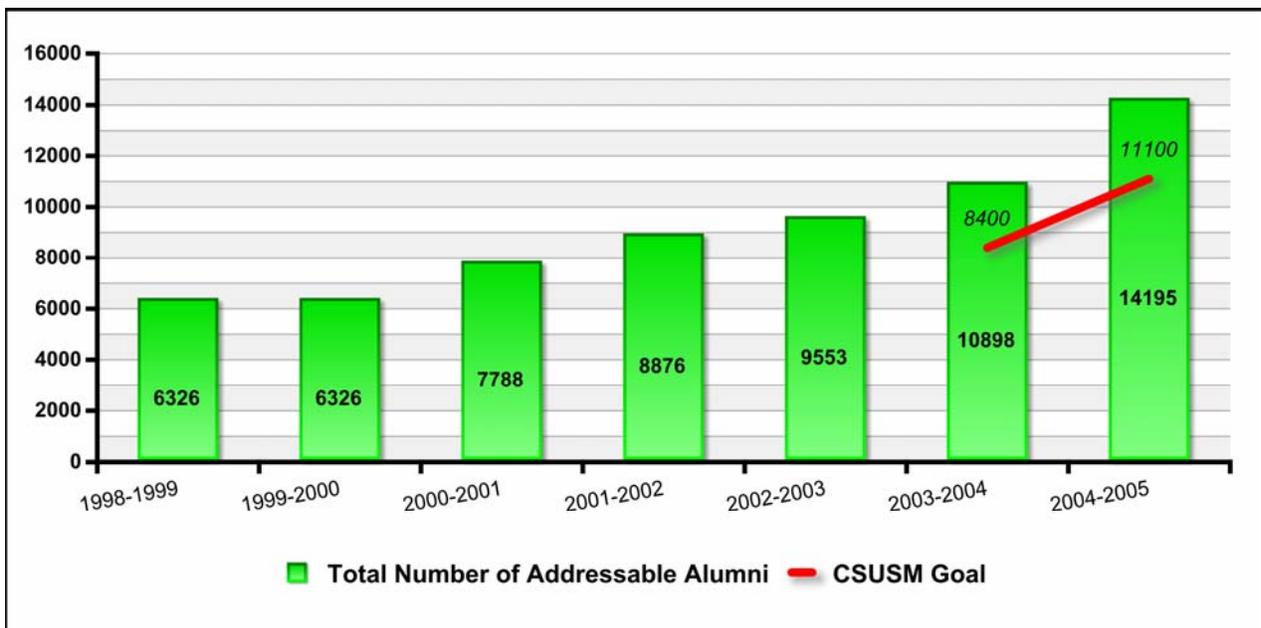
Indicator Definition:

Total Number of Addressable Alumni

CSU San Marcos Reflection:

Cal State San Marcos is partnering with a vendor to build a directory of alumni and track lost alumni.

Total Number of Addressable Alumni



Source: CSU Chancellor's Office

9.4 University Advancement - Private Support Goal

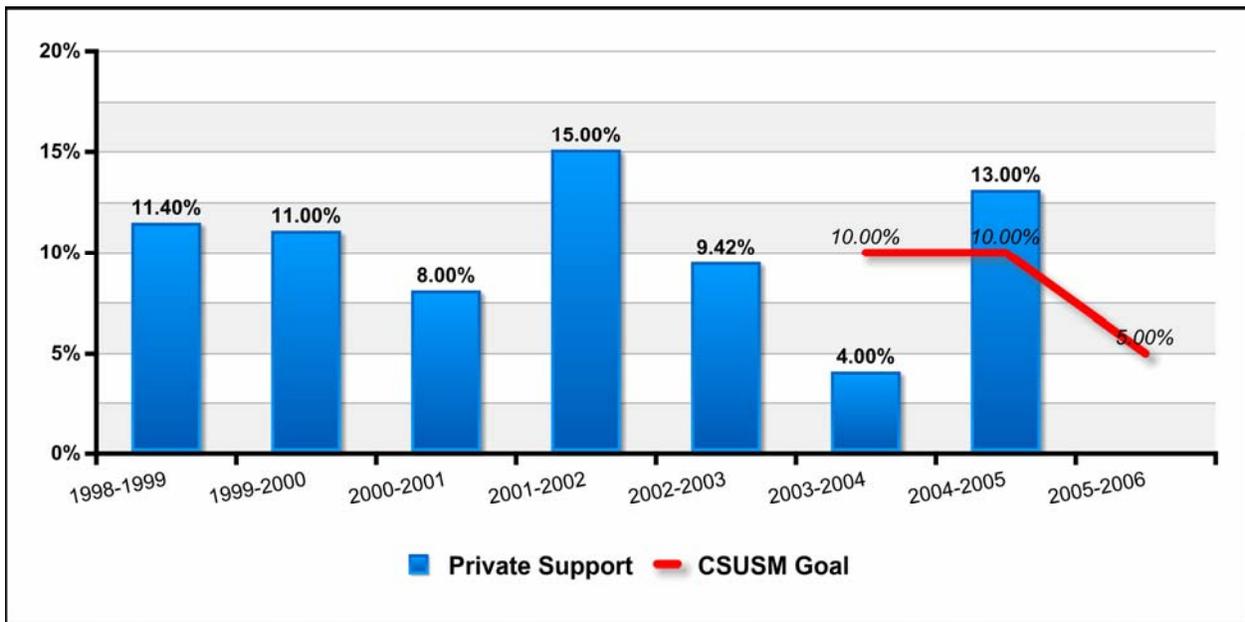
Indicator Definition:

A goal to raise in private funds a sum equal to or greater than 5 percent of the university net general fund allocation.

CSU San Marcos Reflection:

- The College of Business Administration received a pledge of \$5 million — the single largest pledge in CSU San Marcos' history.
- The First 5 Commission of San Diego County provided a grant of \$7.6 million to fund construction of the Center for Children and Families.
- Palomar Pomerado Health pledged \$2.5 million to convert 15,000 square feet of available space into a nursing school and resource lab center.
- The University raised \$2.4 million in external funds to construct the McMahan House on campus for the specific role of linking/bridging the University with the community through meetings, conferences, and community events held at the House.

Private Support Goal



Source: CSU Chancellor's Office

