Student Characteristics (Fall 2006)

TOTAL NUMBER OF STUDENTS 8,198

Student Level and Enrollment Status

- 1,925 Full-time
- 5,633 Part-time

UNDERGRADUATE PROFILE

Total 7,558

Gender
- Women 4,590 (61%)
- Men 2,968 (39%)

Race/Ethnicity
- African American / Black 261 (3%)
- American Indian / Alaskan Native 72 (1%)
- Asian / Pacific Islander 899 (12%)
- Hispanic 1,630 (22%)
- International 212 (3%)
- White 3,693 (49%)
- Race/Ethnicity Unknown 791 (10%)

Geographic Distribution (Degree-Seeking)
- California 97%
- Other US States & Territories 2%
- Other Countries 0%

Age (Degree-Seeking)
- Average Age 23.54
- Percent of Undergraduates Age 25 or Older 28%

Undergraduate Success & Progress Rate

- Graduated from CSUSM
- Graduated at Another Institution
- Enrolled at CSUSM
- Enrolled at Another Institution

Retention of Fall 2005 First-Time, Full-time Students

- 68% 4 Years Later
- 65% 6 Years Later
- 84% 4 Years Later
- 84% 6 Years Later

A 68% four-year success and progress rate means that 68% of students starting in Fall 2000 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2000 entering class shown in the graph above.
- 361 First-Time, Full-Time Students
- 499 Full-Time Transfer Students

For Detailed Success & Progress Rate Tables

For Detailed Success & Progress Rate Tables

Retention of Fall 2005 First-Time, Full-time Students

- Returned for Fall 2006 73%

A Voluntary System of Accountability (VSA™)

One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. College students have the opportunity to select the institution that is the best match for their interests, abilities, and goals. We present this information to help students and their families better understand how colleges are alike in some ways, different in others. The items in the College Portrait were selected based on recommendations from many focus groups as well as experts in higher education. While these items will give you valuable insight into college life, they will not capture the full range and richness of the experience. We encourage you to check out college web sites and visit campuses to get a more complete picture of the opportunities available to you.
Costs of Attendance and Financial Aid

Typical Undergraduate Costs per Year without Financial Aid (Full-Time, In-State Students)

- Required Fees, $3,092
- Tuition (in-state), $-2,000
- Room & Board (on campus), $6,350
- Other expenses (books, transportation, etc.), $1,260
- Total: $10,702

The cost to attend CSUSM varies based on the individual circumstances of students and may be reduced through grants and scholarships.

CLICK HERE for typical out-of-state costs and any discipline-specific tuition

Financial Aid Awarded to Undergraduates

Overall Financial Aid
- 65% of Fall 2006 full-time undergraduates received financial aid of some type including need-based loans, work study, and non-need-based scholarships.

Annual Need-Based Scholarships & Grants
- 39% of Fall 2006 full-time undergraduates received need-based grants or scholarships; the average award was $3,908.

Annual Need-Based Loans
- 25% of Fall 2006 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was $4,035.

Percent of Fall 2005 First-Time Students Receiving Each Type of Financial Aid

- State Grants: 28%
- Federal Grants: 12%
- Student Loans: 23%
- Institutional Aid/ Scholarships: 32%
- Any Type of Financial Aid: 40%

NOTE: Students may receive aid from more than one source.

To get a cost estimate for students like you!

Undergraduate Admissions

Test(s) Required for Admission: SAT and/or ACT in combination with HS GPA on a scale

Middle 50% of Test Score Range

- ACT
  - Composite: 19-23
  - Math: 18-24
  - English: 18-22.5
- Critical Reading: Percent in top 25% of High School Graduating Class 0%
  Percent in top 50% of High School Graduating Class 0%
- Average High School GPA (4-point scale) 3.12

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2005-06

- Business: 28%
- Liberal arts: 21%
- Social sciences and history: 12%
- Communication/communication technologies: 7%
- Psychology: 6%
- All other degree areas: 27%

NOTE: Students may receive a list of undergraduate and graduate programs.

COLLEGE PORTRAIT

A Voluntary System of Accountability (VSA™)

VSA TEMPLATE - BETA TEST

10/11/07 Version 1.0
The Cal State San Marcos Community

STUDENT LIFE:
MISSION: The mission of the Student Affairs Division is to promote access to higher education, foster lifelong learning, and prepare students to be active and positive contributors in a diverse global community.
VISION: The Student Affairs Division will carry out its mission by:
* Developing services that promote student recruitment, retention, and graduation;
* Providing opportunities for curricular support, academic planning, and career development;
* Facilitating co-curricular learning through student participation in an active and inclusive university community;
* Encouraging student wellness, interpersonal skills development, self-discovery, and personal accountability;
* Developing programs that promote multicultural competence and leadership; effectiveness necessary for students’ lifelong personal and professional success.
* Student Affairs will realize its vital mission and vision through teamwork, mutual respect, and effective partnerships within the division, the university, and the community.

ACADEMIC SUPPORT: http://www.csusm.edu/students.htm

Study at CSUSM

Classroom Environment
Students per Faculty 24.3 to 1
Undergraduate classes with fewer than 30 students 41%
Undergraduate classes with fewer than 50 students 91%

Full-Time Instructional Faculty
Total Faculty 187
% Women 53%
% from Minority Groups 35%
% with Highest Degree in Field 100%

Carnegie Classification of Institutional Characteristics

Basic Type
Master's Colleges and Universities (medium programs)

Size and Setting
Medium four-year, primarily nonresidential

Enrollment Profile
High undergraduate

Undergraduate Profile
Medium full-time four-year, selective, higher transfer-in

Undergraduate Instructional Program
Arts & sciences plus professions, some graduate coexistence

Graduate Instructional Program
Postbaccalaureate comprehensive

NOTE:

Student Housing
31% of new freshmen live on campus
7% of all undergraduates live on campus

Campus Safety
On behalf of the men and women of the University Police Department, welcome to California State University, San Marcos. The University Police Department operates 24 hours a day, seven days week, year round. There is always a trained emergency dispatcher on duty to answer your calls, and professional police officers on duty to respond to your calls for assistance.

The police officers of this department have statewide police authority, and the department subscribes to the standards of the California Commission on Peace Officer Standards and Training (POST). Our officers receive the same basic training as municipal and county peace officers, plus additional training to meet the unique needs of a campus community environment.

California State University San Marcos is a dynamic, fast growing campus; yet still maintains a very low crime rate. The University Police Department is

CLICK HERE for Campus Crime Statistics Reports

Future Plans of 2005-06 Bachelor's Degree Recipients

Data used to build graph are not yet available

COLLEGE PORTRAIT

A Voluntary System of Accountability (VSA)
Student Experiences and Perceptions

Students who are actively involved in their own learning and development are more likely to be successful in college. Colleges and universities offer students a wide variety of opportunities both inside and outside the classroom to become engaged with new ideas, people, and experiences. Institutions measure the effectiveness of these opportunities in a variety of ways to better understand what types of activities and programs students find the most helpful.

CLICK HERE for examples of how CSUSM evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

CLICK HERE for information on survey administration, the survey sample, and the response rate.

CLICK HERE for information on the NSSE survey.

### Group Learning Experiences
- 57% of seniors worked with classmates on a group project
- 19% of seniors tutored or taught other students
- 10% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

### Active Learning Experiences
- 27% of seniors spent at least 6 hours per week preparing for class
- 18% of seniors worked on a research project with a faculty member
- 58% of seniors participated in an internship, practicum, or field experience
- 61% of seniors participated in community service or volunteer work
- 12% of seniors participated in study abroad
- 74% of seniors made at least one class presentation last year

### Institutional Commitment to Student Learning and Success
- 79% of seniors believe this institution provides support for student success
- 71% of seniors rated the quality of academic advising at this institution as good or excellent
- 24% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities
- 62% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

### Student Satisfaction
- 52% of seniors would attend this institution if they started over again
- 90% of seniors rated their entire educational experience as good or excellent
- 82% of seniors reported that other students were friendly or supportive

### Student Interaction with Campus Faculty and Staff
- 64% of seniors believed that the campus staff were helpful, considerate, or flexible
- 81% of seniors believed that faculty are available, helpful, or sympathetic
- 59% of seniors reported that faculty members provided prompt feedback on their academic performance
- 26% of seniors discussed readings or ideas with faculty members outside of class

### Experiences with Diverse Groups of People and Ideas
- 67% of seniors reported that they often tried to understand someone else's point of view
- 66% of seniors reported their experience at this institution contributed to their understanding of people of other racial and ethnic backgrounds
- 63% of seniors often had serious conversations with students of a different race or ethnicity
Student Learning Outcomes

All colleges and universities use multiple approaches to measure student learning. Many of these are specific to particular disciplines, many are coordinated with accrediting agencies, and many are based on outcomes after students have graduated. In addition, those institutions participating in the VSA measure increases in critical thinking, analytic reasoning, and written communication using one of three tests.

Student Learning Assessment at CSUSM

Student Learning Outcomes are very important to us at CSUSM. They are currently being developed.

Pilot Project to Measure Core Learning Outcomes

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the 2006-2007 results from the Collegiate Learning Assessment (CLA). Such general skills are applicable and useful for both career and personal success and are important outcomes of college regardless of a student’s major. The CLA measures critical thinking, analytic reasoning and written communication using two different tasks — a performance task and an analytic writing task.

CLICK HERE for a description of the CLA test.

Learning Gains Between Freshman Year and Senior Year

<table>
<thead>
<tr>
<th>Performance Task</th>
<th>Freshman Score</th>
<th>Senior Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The increase in learning on the performance task is above what would be expected at an institution with students of similar academic abilities.</td>
<td>978</td>
<td>1211</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analytic Writing Task</th>
<th>Freshman Score</th>
<th>Senior Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The increase in learning on the performance task is above what would be expected at an institution with students of similar academic abilities.</td>
<td>1032</td>
<td>1233</td>
</tr>
</tbody>
</table>

Average Institutional Scores

<table>
<thead>
<tr>
<th>Performance Task</th>
<th>Freshman Score</th>
<th>Senior Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Task</td>
<td>978</td>
<td>1211</td>
</tr>
<tr>
<td>Analytic Writing Task</td>
<td>1032</td>
<td>1233</td>
</tr>
</tbody>
</table>

CLA Score Range: 400 to 1600

COLLEGE PORTRAIT
California State University, San Marcos

The information provided in this section addresses many important institutional contributions to California. This small collection of data is designed to ensure that many of our public universities are recognized for their societal contributions as well as demonstrating greater accountability to individual students, parents, and the public-at-large.

**“PUBLIC GOOD” CONTRIBUTIONS**

### Degrees Granted 2005-06

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>% of CSU</th>
<th>CSU % of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor's</td>
<td>2%</td>
<td>69,350 46%</td>
</tr>
<tr>
<td>Master's</td>
<td>1%</td>
<td>18,269 32%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>0%</td>
<td>61 1%</td>
</tr>
<tr>
<td>Total</td>
<td>2%</td>
<td>87,680 41%</td>
</tr>
</tbody>
</table>

### Economic Diversity: Access & Completion

<table>
<thead>
<tr>
<th>Undergraduate Pell Grant Recipients (2005-06)</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Marcos Undergraduates</td>
</tr>
<tr>
<td>San Marcos Undergraduate Pell Grant Recipients</td>
</tr>
<tr>
<td>Pell Percentage of Undergraduates</td>
</tr>
<tr>
<td>System Pell Percentage of Undergraduates</td>
</tr>
</tbody>
</table>

### Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>% of CSU</th>
<th>CSU % of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/ Black</td>
<td>1%</td>
<td>3,317 48%</td>
</tr>
<tr>
<td>American Indian/ Alaskan Native</td>
<td>3%</td>
<td>509 46%</td>
</tr>
<tr>
<td>Asian/ Pacific Islander</td>
<td>1%</td>
<td>11,933 38%</td>
</tr>
<tr>
<td>Latino</td>
<td>2%</td>
<td>13,877 55%</td>
</tr>
<tr>
<td>White, Non-Latino</td>
<td>3%</td>
<td>27,387 44%</td>
</tr>
<tr>
<td>International</td>
<td>1%</td>
<td>2,845 45%</td>
</tr>
<tr>
<td>Other Ethnicity/ Unknown</td>
<td>2%</td>
<td>9,482 54%</td>
</tr>
<tr>
<td>Total</td>
<td>2%</td>
<td>69,350 46%</td>
</tr>
</tbody>
</table>

### High Demand

<table>
<thead>
<tr>
<th>High Demand</th>
<th>% of CSU</th>
<th>CSU % of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business &amp; Professional Services</td>
<td>3%</td>
<td>15,155 54%</td>
</tr>
<tr>
<td>Media/Culture/Design</td>
<td>2%</td>
<td>7,841 42%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>1%</td>
<td>1,876 33%</td>
</tr>
</tbody>
</table>

### Loan Debt of Bachelor’s Degree Recipients

<table>
<thead>
<tr>
<th>Average Bachelor's Degree Recipient Loan Debt (2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Marcos</td>
</tr>
<tr>
<td>State Average</td>
</tr>
<tr>
<td>National Average</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proportion of Graduates with Debt (2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>San Marcos</td>
</tr>
<tr>
<td>State Average</td>
</tr>
<tr>
<td>National Average</td>
</tr>
</tbody>
</table>

### “Net Tuition & Fees Paid Per Student”

<table>
<thead>
<tr>
<th>Full Year, Full-Time California Listed Fee per Student</th>
<th>$3,062</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Tuition and Fees Paid per Student</td>
<td>$1,954</td>
</tr>
</tbody>
</table>

### Undergraduate Pell Grant Recipients (2005-06)

<table>
<thead>
<tr>
<th>Bachelor's Degree Pell Grant Recipients (2005-06)</th>
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<tbody>
<tr>
<td>San Marcos Bachelor's Degrees</td>
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<td>Pell Percentage of Undergraduates</td>
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