

San Marcos, CA • 760-750-4000

www.csusm.edu

Cal State San Marcos offers the ambiance of a small, personal campus with the unequalled value of the California State University. It's a new kind of CSU that is continually building a reputation for rigorous, high-quality programs.

Students from a broad range of life experiences interact closely with leading academic scholars.

Faculty design programs that help students develop critical skills for success as they pursue careers and further education in a technologically dynamic global environment

The University, through its programs, its faculty and its students, is an active partner in the vitality of the region.

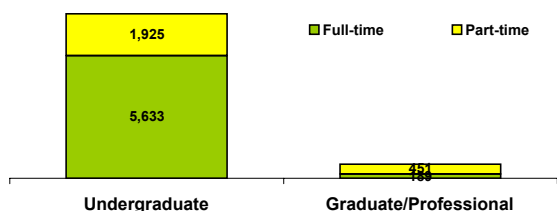
WHAT SETS US APART

*Small class size *Student access to faculty *Classes taught by faculty members (not teaching assistants) *Writing requirement in every class *Second language requirement *Assignments develop team-building skills *Students learn to master technology *Projects take students into the community

Student Characteristics (Fall 2006) [More](#)

TOTAL NUMBER OF STUDENTS **8,198**

Student Level and Enrollment Status



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)

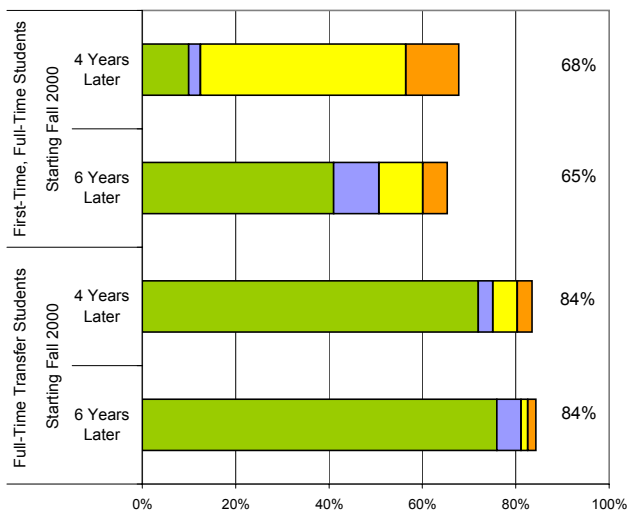
California	97%
Other US States & Territories	2%
Other Countries	0%

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
■ Still Enrolled at CSUSM
 ■ Still Enrolled at Another Institution



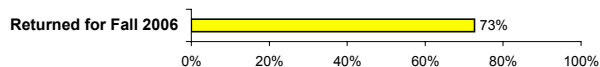
A 68% four-year success and progress rate means that 68% of students starting in Fall 2000 either graduated or are still enrolled at a higher education institution four years later.

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](#) [CLICK HERE](#)

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



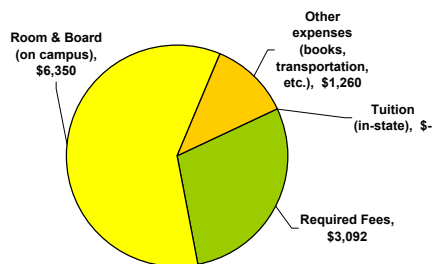
COLLEGE PORTRAIT

A Voluntary System of Accountability (VSASM)

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 [More](#)

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



Total: \$10,702

[CLICK HERE](#) for typical out-of-state costs and any discipline-specific tuition

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

[CLICK HERE](#)
To get a cost estimate for students like you!

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.

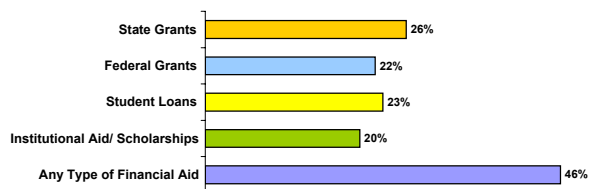
Annual Need-Based Scholarships & Grants

• 39% of Fall 2006 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$3,908.

Annual Need-Based Loans

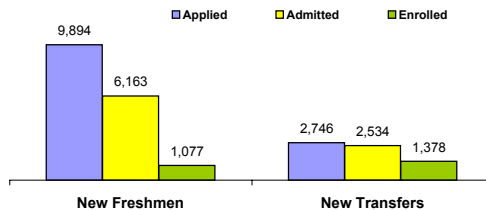
• 25% of Fall 2006 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$4,035.

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



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

Undergraduate Admissions [More](#)



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

Middle 50% of Test Score Range	ACT	SAT
Composite	19-23	
Math	18-24	440-540
English	18-22.5	430-530

Critical Reading

50% of admitted students have test scores within the ranges listed, 25% have scores above, and 25% have scores below.

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

Degrees and Areas of Study [More](#)

Degrees Awarded at CSUSM in 2005-06

Bachelor's	1,288
Master's	175
Total	1,463

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%
Total	100%

[CLICK HERE](#) for a list of undergraduate and graduate programs

COLLEGE PORTRAIT

A Voluntary System of Accountability (VSASM)

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:

Institutional classifications based on the Carnegie 2005 edition.

[CLICK HERE](#) for more information on the Carnegie Classifications.

Student Housing

[More](#)

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

Campus Safety

[More](#)

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

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 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.

[CLICK HERE](#) for examples of student learning assessment and outcomes at CSUSM

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

Performance Task

The increase in learning on the performance task is above what would be expected at an institution with students of similar academic abilities.

Analytic Writing Task

The increase in learning on the performance task is above what would be expected at an institution with students of similar academic abilities.

Average Institutional Scores

	Freshman Score	Senior Score
Performance Task	978	1211
Analytic Writing Task	1032	1233

CLA Score Range: 400 to 1600

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

Total Degree Awards	% of CSU		CSU % of State	
Bachelor's	1,523	2%	69,350	46%
Master's	242	1%	18,269	32%
Doctoral	0	0%	61	1%
Total	1,765	2%	87,680	41%

Bachelor's Degrees	% of CSU		CSU % of State	
Race/Ethnicity				
African American/ Black	43	1%	3,317	48%
American Indian/ Alaskan Native	13	3%	509	46%
Asian/ Pacific Islander	138	1%	11,933	38%
Latino	286	2%	13,877	55%
White, Non-Latino	807	3%	27,387	44%
International	35	1%	2,845	45%
Other Ethnicity/ Unknown	201	2%	9,482	54%
Total	1,523	2%	69,350	46%

High Demand	% of CSU		CSU % of State	
Business & Professional Services	405	3%	15,155	54%
Media/Culture/Design	145	2%	7,841	42%
Information Technology	25	1%	1,876	33%

Economic Diversity: Access & Completion

Undergraduate Pell Grant Recipients (2005-06)	
San Marcos Undergraduates	7,595
San Marcos Undergraduate Pell Grant Recipients	2,336
Pell Percentage of Undergraduates	31%
System Pell Percentage of Undergraduates	38%
National Pell Percentage of Undergraduates	

Bachelor's Degree Pell Grant Recipients (2005-06)	
San Marcos Bachelor's Degrees	1,523
San Marcos Pell & Degree Recipients	586
Pell Percentage of Undergraduates	38%
System Pell Percentage of Undergraduates	43%

"Net Tuition & Fees Paid Per Student"

Full Year, Full-Time California Listed Fee per Student	\$3,062
Actual Tuition and Fees Paid per Student	\$1,954

Loan Debt of Bachelor's Degree Recipients

Average Bachelor's Degree Recipient Loan Debt (2006)	
San Marcos	\$13,112
State Average	\$17,270
National Average	\$18,126

Proportion of Graduates with Debt (2006)

San Marcos	40%
State Average	47%
National Average	67%