**3: Degree Programs: Meaning, Quality, and Integrity of Degrees**

California State University San Marcos, a medium-sized, regional public institution, is the 20th campus established in the 23-campus CSU system. Founded in 1989, California State University San Marcos is a new kind of university — technologically sophisticated, fully engaged in the community and pushing the boundaries of innovation. Our hands-on, real-world curriculum and applied research fuels the creativity that yields ideas to solve critical 21st century problems. As explained below, our campus embraces the use of High Impact Practices (HIPS), remediation programs and opportunities to ensure success of our first-year students, community engagement by students, faculty, staff, and administrators, the education of non-traditional students, and continual self-reflection through assessment and program review. The University is on an upward trajectory in terms of enrollment, with a student body of over 12,000 in Fall 2014. Figure 3.1 highlights our dramatic increase in enrollment.

Figure 3.1



 The goals of our community can be seen through the mission statements of our university and our individual colleges ([CoBA](http://www.csusm.edu/coba/about/mission-vision-values.html), [COEHHS](http://www.csusm.edu/cehhs/about/missionstatement.html), [CHABSS](http://www.csusm.edu/chabss/about/mission.html), [CSM](http://www.csusm.edu/csm/about/mission-values.html), [Extended Learning](http://www.csusm.edu/el/aboutus/whoweare/index.html)). The CSUSM mission defines the university as an academic community dedicated to the values of intellectual engagement, community, integrity, innovation and inclusiveness. The four colleges and Extended Learning, though more detailed missions specific to their individual charges, share common themes that emphasize diversity (e.g. [Office of Diversity, Educational Equity and Inclusion](http://www.csusm.edu/equity)), community engagement (e.g. [Office of Community Engagement](http://www.csusm.edu/community/communityrelations/index.html), [Service learning](http://www.csusm.edu/community/civicengagement/servicelearning)), and producing lifelong and active learners (e.g. [Senior Experience](http://www.csusm.edu/coba/signature-programs/senior-experience), the [Osher Institute](http://www.csusm.edu/el/olli/)). Additionally, all units of the university strive to provide a high-quality holistic and interdisciplinary education experience that produces engaged, ethical and technologically competent citizens through collaborations among the faculty, the staff, the students, and the community.

 President Karen Haynes reiterated the University’s goals in her [2014 report to the community](http://www.csusm.edu/president/speech/2014/RtoC020614WEB.pdf) on the occasion of her 10th anniversary as our President. The goals she set for the University include: raising the educational attainment of our region; creating a student body that mirrors the diversity of our region; and connecting with and serving our community by producing well-prepared, ready-to-lead graduates. To illustrate these goals, she highlighted that during her tenure we have doubled our student population from 6,000 to 12,000 students; doubled the number of buildings from 10 to 20; doubled our endowment from 10 million dollars to 20 million dollars; more than doubled our academic degrees from 27 to 58; more than doubled the number of our athletic teams; nearly tripled our alumni from 13,000 to 35,000; and almost tripled our employee base from 700 to 1,900. Thus, CSUSM has steadily been making strides to better serve our students and our community.

 Who we serve illustrates who we are. In Fall 2014, our student body was 0.4 % Native American/American Indian, 3.3% African American, 9.9% Asian/Pacific Islander, 38.7% Hispanic, 33.1% Caucasian, 5.4% two or more races and 2.7% Non-Resident. In 2010, CSUSM earned the official designation of a Hispanic Serving Institution (HSI) and in 2009 earned the official designation of an Asia Pacific Serving Institution. When the campus first opened in Fall 1990, 8% of CSUSM students identified as Hispanic. Knowing that the Hispanic population in our service area is around 28%, we expected the demographics of our campus to change over time, and that expectation was fulfilled. In Fall 2013, 36% of our students were Hispanic. In addition, the number of new first-time, first-year students who are first-generation (neither parent has a college degree) has been steadily increasing over the years – reaching 28% in Fall 2013. Our student population skews significantly female: in Fall 2013, 39 percent of our student population was male and 61 percent was female.

 These statistics highlight the fact that our students have special characteristics and therefore often need special programs. The CSU was designed to allow access to a college education for all students in California who qualify. To ensure their success, we emphasize first-year programs. The [Office of First-Year Programs](http://www.csusm.edu/fyp/) designs, implements and supports programs that help first-year students achieve academic excellence in the classroom and develop a deeper understanding of, and commitment to, long-term academic goals. We are dedicated to helping students make a successful transition from high school to the academic world of higher education. Furthermore, CSUSM has made significant strides in remediation efforts. The academic advisors on campus, as well as the department-specific faculty who advise our students, work diligently to ensure access to information that will guide all of our students through to degree attainment. To further assist students, CSUSM utilizes several e-Advising tools, including two new tools, [Degree Planner and Schedule Assist](http://www.csusm.edu/itprojects/eadvising/).

 What follows in this essay is a demonstration of a purposeful plan designed for students at CSUSM. In 2014, CSUSM agreed on a set of undergraduate learning outcomes (ULOs). The quality of our degree is assessed through an analysis of these outcomes. The attainment of these objectives is continuously evaluated through curricular development both at the program level and the individual course level (see [Program Review](http://www.csusm.edu/assessment/programreview/); [curricular development](http://www.csusm.edu/academic_programs/catalogcurricula/index.html); and [curricular review](http://www.csusm.edu/academic_programs/catalogcurricula/curriculum_forms.html)). The University also continuously updates the [Academic Master Plan](http://www.csusm.edu/academic_programs/catalogcurricula/masterplan.html) and the [Long Range Academic Master Plan](http://www.csusm.edu/LAMP/). The campus ULO’s are defined and explained in the following paragraphs.

K**nowledgeable in their Field of Study**

 The important information and skills specific a field of study are determined by the faculty who develop and teach discipline specific curricula. CSUSM has developed tools to assess the level to which students have honed the skills necessary in a particular field as well as the types of knowledge required to understand that field. CSUSM has taken key steps to develop a culture of learning assessment, grounded in the development of program student learning objectives (PSLOs) by each program at the University, a practice of annual assessment of PSLOs, and a recently revitalized program review process. The culture of assessment has been facilitated through the establishment of the University Assessment Council. The council, staffed by faculty and administrators from across the university, makes assessment workshops available to help faculty develop and revise PSLOs and navigate the curricular approval as set forth in the Academic Senate of the Program Review Policy and Guidelines. The council has also designed and implemented a one-stop shop Program Review website for reviewers, and completed the development of annual assessment plan protocols.

 The University’s Program Review Policy requires that each academic program undergo an in-depth review of its progress towards achieving educational outcomes and its resource capacity for achieving programmatic goals. The program Review Self Study also includes a future plan for growth and for addressing program weaknesses and challenges identified in the review. In addition, Program Review includes assessments of each program’s strengths and challenges as well as recommendations for its future direction from external reviewers, the Deans of the Library and Instructional and Information Technology Services, the College Dean, and the Program Review Committee of the Academic Senate. Annual Assessments of PSLOs evaluate differing modalities of classes. The Program Review culminates in an MOU, agreed to by all parties to the Program Review, consisting of steps for improvement to be taken by the program and administration during the next review cycle. To date, the University has completed two years of successful Program Reviews.

 As CSUSM considers the future directions for our assessment practices, we acknowledge that solid progress has been made in developing a culture of learning assessment in recent years. However, this is also an area for future enhancement. We have achieved pockets of excellence in assessment practices that are in the process of being expanded across programs. Highlights include the institutionalization of annual assessment and the program review process and resultant MOU reflecting recommendations from annual assessments. Additional future directions include establishing clear practices for assessing General Education courses and institutionalizing the use of assessment findings to inform programmatic improvements more broadly across programs.

 In addition to assessment and program review activities, student success on professional exams illustrates the meaning and integrity of a CSUSM degree. Various examples exemplify the excellent preparation the CSUSM degree offers. For instance, CSUSM accounting graduates achieved the highest pass rates on the CPA exam in the CSU system in 2011 and the second highest in 2012. In 2012/13, 97.39 percent of nursing graduates passed the NCLEX. One hundred percent of Communicative Sciences and Disorders graduate students have passed the PRAXIS exam during the period from 2011 to 2014. In the School of Education, 94.5% of our initial credential program completers passed the RICA test in reading instruction in 2012/2013.

**Comprehensive and Critical Thinkers**

 Many have written about the quality of the degree, Carol Geary Schneider (2008) posits, “the college degree is meaningful, after all, only when it represents forms of learning that are both valued by society and empowering to the individual.” The quality and strength of the degree rests partially on the ability of that degree to give students consequential experiences and skills that will serve them upon graduation. One of these key skills is problem solving. Seventy-five percent of employers identified problem solving as one of the five key skills colleges should emphasize. According to the 2013 annual report from the National Survey of Student Engagement (NSSE) “Generally, students who participate in courses that emphasize higher-order learning are more likely to apply what they learned to practical problems.” [[1]](#footnote-1) Analysis of 2014 NSSE data shows that our students’ responses to items related to higher-ordered learning (such as, analyzing and evaluating information) were significantly higher than those of students at other California State University campuses.

 The implementation of high-impact practices on college campuses was aimed at increasing retention, student engagement, and the quality of student outcomes. Research shows that high-impact practices have several positive impacts on students that participate in them and these positive impacts increase as students engage in more high-impact practices. While these positive impacts are numerous, problem solving is captured in the concept of higher-order learning. CSUSM students are more likely than students at other campuses to participate in high impact practices such as service learning and learning communities. According to 2014 NSSE data, 13% of first year CSUSM students participated in learning communities (the same as the system wide average), while 35% planned to participate, which is 5% higher than the system average and 10% higher than the survey-wide average. Fifteen percent of first-year students at CSUSM participated in service learning, which is 6% higher than the system average and double that of the survey-wide average. In terms of research with a faculty member, 6% of first year students had engaged in this activity, which was slightly higher than both the system and survey average. Additionally, data showed that 88% of CSUSM seniors had participated in high-impact practices and 63% had engaged in more than one. Lastly, survey data from graduating seniors at CSUSM showed that half of students reported problem solving a major strength (2013 Senior Survey) and more than half say their education has contributed to their ability to solve complex real-world problems and to be informed and active citizens. (2014 NSSE). The prominence of key high-impact practices on campus that build to problem solving skills illustrates an emphasis enhances the strength and quality of the degree by enhancing students’ abilities to apply their curricular knowledge to solving practical problems that prepare them to meet challenges in their post-college careers and lives.

 The CSUSM Committee on Undergraduate Research (CUGR) provides further evidence that CSUSM values research. The Committee, comprised of representatives from all campus units, has set goals to develop institutional priorities for undergraduate research. These goals include assessing the campus undergraduate research activities, fostering dialogue among faculty and students, developing a system to link faculty and undergraduate student’s research activities, and creating a centralized undergraduate research effort to coordinate such activities across campus. Additionally the committee works to enhance and develop a research–supportive undergraduate curriculum, identify external resources to support undergraduate research, and formally recognize faculty and student research by celebrating their achievements.

 In 2013 CUGR conducted a survey of undergraduate research and creative activities among CSUSM campus units. In total 13 units (colleges, departments, and programs) responded to the 2013 survey. All respondents (100%) reported that faculty in their unit actively engage in mentoring students in undergraduate research and creative activities. The number of tenure-track faculty by department who engage in student research and creative activity ranged from 2 to 22. Excluding the Library, all units (100%) reported that they offer courses that provide undergraduate research opportunities. Currently, 42% of the units reported that they offer assistance for undergraduate research and creative activities. Only one unit reported that it has clear written expectations for undergraduate research. However, some other units report that they are working on developing more explicit expectations.

 We see further evidence of the CSUSM focus on critical thinking through the Office for Training, Research and Education in the Sciences (OTRES). OTRES provides a supportive multicultural environment for student and faculty career development in the biomedical sciences and related disciplines. The OTRES sponsors programs that focus on science education, student support services, research training, and research participation. They strive to make CSUSM the institution of choice for students interested in biomedical sciences.  OTRES has been very successful in obtaining funding to implement programs for student education, training and participation in research; faculty development; and for contributing to the educational mission of CSUSM.  The student training programs and support of faculty research grants includes participants from the College of Science and Mathematics (CSM); the College of Humanities, Arts, Behavioral and Social Sciences (CHABSS); and the College of Education, Health and Human Services (COEHHS).  The program equips participants with the knowledge and skills they need for a successful career in the sciences.  OTRES students perform original scientific research and present their findings at scientific meetings. They are introduced to a broad range of scientific disciplines and are provided with networking opportunities with representatives of some of the nation's top research universities.  The office is intensely involved in this trio of training, research and education activities. During the past ten years the student training programs MARC[[2]](#footnote-2), RISE[[3]](#footnote-3), Bridges[[4]](#footnote-4) and LSAMP[[5]](#footnote-5) have financially supported more than 400 students who have used the programs to further their academic and research careers.  OTRES graduates have earned Ph.D. and M.S. /M.A. degrees in a range of disciplines from prestigious universities.  OTRES student graduation rate is an impressive 93%.

 The university supports Supplemental Instruction (SI) for STEM majors.  The SI model of student academic assistance helps students in historically difficult classes master course content while they develop and integrate learning and study strategies. Goals are to improve student grades, reduce the attrition rate within those courses, and increase the graduation rates of students. SI focuses on tough courses, not struggling students; thus, there is no remedial stigma attached to participants. Students are served throughout the semester rather than when they run into difficulties. A key element of SI is the SI leader. These are students who have excelled in a targeted class in the past. These paid students are trained in proactive learning and study strategies, attend lectures, take notes, and do the assigned reading. Each week, SI leaders conduct review sessions that help students integrate course content and learning/study strategies. SI leaders are trained to share their successful learning strategies with the other students in the SI sessions, facilitating this process through a variety of techniques geared toward improving student thinking, reasoning, analyzing, organizing, and problem solving skills. Research shows that students who attend SI sessions regularly average one-half –to-one-full letter grade higher than their classmates who choose not to attend. SI participants also have significantly higher graduation rates. This provides clear evidence of the success of high-impact practices.

 Additional support for STEM majors is provided by the STEM Center.  The STEM Center is a welcoming learning community where peer tutors help students develop the skills and self-confidence they need to succeed in science and math. The Center is a key component of a recent CSUSM initiative to increase the number of students receiving degrees in STEM (Science, Technology, Engineering, and Math) fields. The Center supports College of Science and Mathematics students by providing study space, peer tutors, workshops, and academic & career information.  The Center also serves as the hub for [STEM-related outreach activities](http://www.csusm.edu/stem/stemoutreach/index.html).

**Globally and Culturally Intelligent**

 A recent [Chronicle of Higher Education article](http://chronicle.com/article/The-Employment-Mismatch/137625/#id=overview) reported that employers rank internships above major and college when hiring college grads. CSUSM has many program-based internship opportunities. For example, biotechnology, human development, kinesiology, nursing, and education all have required internship/clinical practica; other majors offer them as options including most majors in CHABSS, as well as in Global Business Management. In addition, there are College-based initiatives designed to prepare our students for the workforce. The [CHABSS Career Readiness Initiative](http://www.csusm.edu/chabss/featuredprograms/careerreadiness/index.html), the [COBA Business Professional Development Program](http://www.csusm.edu/coba/signature-programs/bpd/index.html), and the [COBA Senior Experience](http://www.csusm.edu/coba/signature-programs/senior-experience/index.htmlthere) all provide students will access to professionals for mentorship and real-world experience. Campus-wide, a Student Placement Task Force and subsequent Implementation Team are currently looking into coordinating internships and placements across the campus.

 CSUSM has a long history of facilitating meaningful student service learning designed to connect community experiences to course materials and provide students opportunities to reflect on the meaning of their service. Students have performed service learning through the Office of Community Service Learning at 279 sites in 75 cities in the region, with 2,126 students logging 74,810 hours of service in 2013/14 in 202 different sections of 71 courses. Community service learning occurs more informally in many courses, as evidenced by 76 percent of seniors reporting in 2014 that they had taken at least one course that included a community–based project. In addition, 75% of our seniors report completing an internship. In 2006, CSUSM was one of 62 universities and colleges nationwide to receive an elective Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching in the two areas of curricular engagement and outreach and partnerships. This classification attests to our strong commitment to the institutional practice of community engagement that sets the stage for our graduates to work and engage in their local and regional communities. We have applied for reclassification and expect to hear January 2015.

 Students have ample opportunities to gain knowledge and skills needed to engage globally, a core element of our mission. Our Office of Global Education facilitates study abroad for over 200 CSUSM students each year through a number of summer, semester, or year-long programs. We host a growing presence of international students representing 45 countries who are earning degrees (306 in fall 2013, up from 179 in 2012) or are learning English or studying abroad through our American Language and Culture Institute (177 in fall 2014). Several additional initiatives, programs, and centers support student global engagement, including the Global Commitment Initiative and the Engaging Diverse Dialogues Initiative in CHABBS, the Global Studies program, the Cross-Cultural Center, the Language Learning Center, and several student organizations (including the Global Studies Club, the French Club, Model United Nations, and Global Connections).

Table 3.1 NSSE Items Relating to Internships & Community Service by Respondent Grouping (Spring 2014, Percentages)









CSUSM has numerous programs and initiatives designed to prepare our students to engage in diverse local, regional, and global communities. For example, the CHABSS Engaging Diverse Dialogues Initiative (EDDI) is designed to foster and encourage a culture of diversity and inter-disciplinary collaboration through meaningful dialogues in our college, across the campus community, and in our region. The EDDI was created to help foster sustainable culturally intelligent practices and to develop a plan for multi-semester discussions and events. To promote these goals, there is an EDDI Task Force that is working to position the College as an agent of positive social change. EDDI has co-sponsored renowned speakers on campus, promoted discussions of difficult topics, and created educational materials to accompany co-curricular activities. Further, the campus promotes diversity in the curriculum. The values of the university include a focus on individual and cultural diversity, and mission statements and Program Learning Outcomes throughout the University highlight the importance of diversity. To assess our inclusion of the value of diversity throughout the University, CSUSM is undertaking diversity mapping in 2014/2015. As part of [CSUSM's Strategic Plan for Diversity and Educational Equity](http://www.csusm.edu/equity/strategicplan.html) the campus is working with [Halualani & Associates](http://www.halualani.com/for-higher-education-clients.html) to conduct a comprehensive review of the curriculum focusing on diversity and social justice. “Diversity mapping refers to a process of plotting out and analyzing (via 16-18 data layers) all of the current diversity efforts, programs, and courses at your institution.” This will allow CSUSM to assess what we have already done as well as what still remains to be done. The Diversity Mapping project is an outgrowth of the University’s Diversity Strategic plan. The Diversity Strategic Plan enables CSUSM to be forward thinking in addressing issues of diversity, educational equity and social justice. The plan guides CSUSM to develop a comprehensive strategy and vision for diversity and educational equity that will result in an optimal deployment of resources and talent to meet the growing needs of a diverse university community and region.

 As results from the 2013 College Senior Survey show, CSUSM demonstrates success in promoting the value of diversity to our students. CSUSM respondents are more likely than respondents at other participating campuses to report positive cross-racial interactions such as having “meaningful interaction with students from other racial/ethnic groups.” Fewer than 10% of CSUSM respondents report having negative interactions. CSUSM respondents are also more likely to consider it essential or very important to help promote racial understanding and more than four out of five respondents rate themselves as above average in their empathy, tolerance, and cooperativeness with people who are different from themselves. Much like respondents at other universities, a majority of San Marcos respondents say they have socialized or studied with someone of another racial/ethnic group. The 2014 NSSE (See Table 3.2) shows that senior respondents at CSUSM are much more likely than those at other participating campuses to say that CSUSM encourages contact among students from different backgrounds, particularly among freshmen. Three-quarters of freshmen and 60% of seniors say their college experience has contributed to their understanding of people of other backgrounds.

Table 3.2

**Skilled Communicators**

 A student’s ability to communicate clearly and effectively is integral to the meaning, quality, and strength of a degree. Developing student communication skills is a core ULO and is a foundational building block of curriculum. The importance of being able to effectively communicate ideas is permeates all levels of university learning outcomes. It is specifically included in college level[[6]](#footnote-6), numerous undergraduate program[[7]](#footnote-7), and several Master’s program [[8]](#footnote-8) student learning outcomes. Learning outcomes translate into assignments and projects such as the College of Business Administration’s Senior Experience Program, which tasks students with consulting projects for local businesses. The projects culminate in a formal presentation at the end of the semester and a campus trade show. Since its inception, more than 1,500 Senior Experience projects have been very successfully researched, written, and presented. One city official noted, “Their professionalism is off the charts, their thought process is clear and concise, and we're confident that at the end of the day we’ll have some good results to take to the City Council.”[[9]](#footnote-9) Students translate the emphasis on oral communication into enhancing the quality of their degrees through presenting original research at conferences. In the [CUGR 2013 Report](file:///C%3A%5CUsers%5Cematthew%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.IE5%5CXW9LPPWT%5Ccsusm.edu%5Cgsr%5Cstudent%5Ccugr.html), The Committee of Undergraduate Research reported that nearly 1000 CSUSM undergraduates participate in research and creative activity per semester. For years, the vast majority of our seniors have reported gains in their oral communication skills (NSSE: National Survey of Student engagement). Our seniors are more likely than seniors at similar campuses to report frequently giving class presentation. Similarly, longitudinal results of the College Senior Survey show a 10% increase in respondents’ confidence in their oral communication skills.

 Beyond oral communication, the university emphasizes the importance of writing to the integrity of the degree with an overarching writing requirement at both the undergraduate[[10]](#footnote-10) and graduate level[[11]](#footnote-11). This emphasis on writing is also reflected in general education learning outcomes. Results of the 2014 NSSE indicate that our students write more and longer papers than students at other comparable campuses. Our freshmen respondents wrote an average of 63 pages versus 45 pages at other campuses; our seniors report writing an average of 95 pages vs. 82 or fewer reported elsewhere. This emphasis on writing manifests itself in student outcomes, including a higher likelihood that CSUSM students took a course that required writing a paper and writing a paper over ten pages, when compared to other universities. More than half the seniors who responded to the 2013 College Senior Survey said they frequently revised their papers to improve their writing compared to 38% of these same students who answered this same question on the Freshman survey they took right before they starter college.

**Outcomes**

 When assessing our success in achieving our ULOs, one factor we look at is the level of employment of our graduates. As an institution that seeks to educate the whole student to become a productive member of society, employment while only one indicator of success, is still an important indicator of success. The Spring 2014 Institutional Planning and Analysis Alumni Survey provides some illustrative information on the success of our students after graduation. This survey was conducted through collaboration among the Career Center, the Division of Student Affairs, Graduate Programs, and Alumni Relations. (See link to survey results on the IPA website: <http://www.csusm.edu/ipa/>) The survey found that 4 out of 5 graduates were employed but those who graduated 2011 and after were more likely than earlier graduates to be working part-time (a national trend in a post recession era with weak employment growth); 73% are working in our service area and 98% have stayed in California. Factors deemed important for finding jobs is backed up by the [CSUCC Directors Employer survey](http://www.fullerton.edu/crew/projects/assessingValue.asp). In addition, there were 1,102 graduates responded to the 2014 Graduate Survey distributed at four Commencement Ceremonies, a 56% response rate. Of those respondents, 60% are employed (41% full-time) , 29% are looking for work, 13% are in graduate school and .6% are not seeking employment or further education. 92% of the 2014 graduates are staying in the service area. To make a more complete assessment of how well we are preparing our students for the job market, we recommend that CSUSM undertake a regional employer survey. This will help us ascertain how well prepared our students are to work in this region as well as provide a more complete picture of what skills local employers are seeking.

1. <http://nsse.iub.edu/NSSE_2013_Results/pdf/NSSE_2013_Annual_Results.pdf#page=22> [↑](#footnote-ref-1)
2. Minority Access to Research Careers (MARC) Program. The MARC Program is intended to prepare students from underrepresented ethnic groups for admission into prestigious graduate programs. [↑](#footnote-ref-2)
3. Research Initiative for Scientific Enhancement (RISE) Program. The RISE Program prepares students from underrepresented racial and ethnic groups for professional research careers in the biomedical sciences. [↑](#footnote-ref-3)
4. North San Diego Country Bridges to the Future Program. The BRIDGES Program is intended to prepare students from underrepresented ethnic and racial groups at community colleges for seamless transition to four year universities. [↑](#footnote-ref-4)
5. The Louis Stokes Alliance for Minority Participation (LSAMP) program. PSAMP is intended to increase the number of students from underrepresented groups graduating from college with degrees in Science, Technology, and Mathematics (STEM) and to increase the number of students from underrepresented groups who pursue graduate studies in STEM. [↑](#footnote-ref-5)
6. , College of Business Administration [↑](#footnote-ref-6)
7. Kinesiology, Anthropology, Communications, Criminology, Global Studies, History, Literature & Writing, Psychology, Social Sciences, Sociology, Spanish, Biology, biotechnology, Women’s Studies, and Chemistry [↑](#footnote-ref-7)
8. Master of Social Work, Master of Psychology, and Master of Sociological Practice. [↑](#footnote-ref-8)
9. http://www.utsandiego.com/news/2009/oct/30/san-marcos-city-officials-tap-csusm-students-for/ [↑](#footnote-ref-9)
10. <http://www.csusm.edu/policies/active/documents/all%20university%20writing%20requirement.html> [↑](#footnote-ref-10)
11. http://www.csusm.edu/policies/active/documents/graduate\_writing\_assessment\_requirement.html [↑](#footnote-ref-11)