

Appendix 5



Academic Affairs
401 Golden Shore, 6th Floor
Long Beach, CA 90802-4210

www.calstate.edu

Eric G. Forbes
Assistant Vice Chancellor
Student Academic Support
562-951-4744 / Fax 562-951-4867
Email: eforbes@calstate.edu

July 14, 2015

Dr. Karen S. Haynes
President
California State University, San Marcos
333 South Twin Oaks Valley Road
San Marcos, CA 92096-0001

Dear Dr. Haynes,

As the eAdvising initiative enters its third year, we continue to see CSU campuses investing in and leveraging technology to support academic advisement, academic planning, and course scheduling. We have completed the review of each 2015 campus eAdvising submission and have recommended specific resource allocations to continue to support student success through the use of technology in academic advising and planning.

CSU San Marcos continues to be a model campus in the broad implementation and utilization of eAdvising solutions. Your demonstrated engagement across the campus in the utilization of the Smart Planner provide a roadmaps for sister campuses. With increasing usage of these eAdvising solutions, the campus will ultimately benefit from the data available from these tools. In the upcoming year, CSU San Marcos should utilize funding to support further deployment of both Smart Planner and an “early warning system” for campuswide student engagement.

Based upon the review of progress and requests for support for the coming year, CSU San Marcos will receive the following support for eAdvising for 2015-2016:

\$50,000	Early Warning System (Vendor TBD)
\$50,000	Staffing/Consulting Support
\$8,750	Transferology (Year 2)

The funding of each eAdvising project in the system should be considered “one-time” support. The progress on each project will be assessed at the conclusion of this academic year. While a few projects will continue to be developed into the subsequent year, we anticipate a fresh review for 2016-2017.

Dr. Karen S. Haynes
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We will be in contact with you in the coming weeks regarding the specific allocations and funding approach for each initiative. If you have any questions, please contact me or Nathan Evans, Director, Enrollment Management Services, at (562) 951-4726 or at nevans@calstate.edu.

Sincerely,



Eric G. Forbes
Assistant Vice Chancellor, Student Academic Support

- c: Dr. Graham Oberem, Provost and Vice President for Academic Affairs, CSU San Marcos
- Dr. Linda Hawk, Vice President of Finance & Administrative Services, CSU San Marcos
- Mr. Bill Ward, Chief Information Officer, CSU San Marcos
- Dr. Lorena Meza, Vice President for Student Affairs, CSU San Marcos
- Ms. Pamela Bell, Project Coordinator, CSU San Marcos
- Mr. Nathan Evans, Director, Enrollment Management Services, CSU Office of the Chancellor

5.2 - Information on First-Year Programs

Information on First-Year Programs for WASC Essay 5:

“Student Learning, Retention, and Graduation”

Prepared by Joanne Pedersen, Director, First-Year Programs

The Office of First-Year Programs designs, implements and supports programs to help first-year students achieve academic excellence in the classroom and develop a deeper understanding of, and commitment to, long-term academic goals. First-Year Programs is dedicated to helping students make a successful transition from the high school classroom to the academic world of higher education. First-Year Programs has developed strong partnerships with a wide array of units from Academic Affairs and Student Affairs. Listed below are just 5 of the current First-Year Programs responsibilities:

- 1) **GEL 101-** See below for a more detailed description of the GEL program. Enrollment is voluntary, with approximately 80% of our first-year students completing a GEL course. GEL 101 is associated with very strong 1-year continuation rates. For well over 10 years, IPA has been tracking the continuation rates of students who complete GEL compared to students who do not complete GEL. Those who complete GEL have consistently greater 1-year continuation rates. The effect is magnified for students in need of remediation in mathematics and/or English. Although all of our first-year students can benefit from completing a GEL course, our most academically vulnerable students (i.e. those who have not cleared both the ELM **and** EPT) are particularly well served by the GEL program. (source, IPA- see attached spreadsheet)
- 2) **Learning Communities-** See below for a more detailed description of our first-year learning communities. FYP is currently coordinating the delivery of seven first-year student learning communities. Each learning community includes GEL 101 and at least one additional lower-division GE course. Similar to our free standing GEL 101 sections, students enrolled in GEL as a part of a learning community generate very strong 1-year continuation rates. (source, IPA, see attached spreadsheet; also see the summary report for the Undeclared Learning Community)
- 3) **Early Start-** In partnership with Proficiency Services, Mathematics and English, FYP assists with the delivery our Summer Early Start program. David Barsky and Geoff Gilmore will have the most up-to-date data on the success of our Early Start program.
- 4) **Professional Development Opportunities for Instructors Teaching First-Year Students-** In order to insure the success of our first-year students, FYP places high value in the development of professional development opportunities for all instructors teaching first-year students. For over five years, FYP has coordinated and delivered highly successful annual (held each August) retreats/conferences for all instructors who teach first-year students. Instructors of all ranks participate (i.e. tenure-line, lecturer and graduate student teaching assistants). Each year, instructors who participate in this annual conference are invited by IPA to fill out an anonymous evaluation. Details on the year’s 2014 conference are in the attachment. Also included in the attachments are the formal summary reports for the 2013 and 2012 conferences.
- 5) **AVID Higher Education Initiative (AVID HE)-** Launched in AY 13/14, FYP is the current administrative home for our AVID HE initiative. FYP is coordinating with the current AVID Liaison (Kimber Quinney). Currently, a small group of 6 GEL 101 instructors are fully participating in all of the AVID HE professional development trainings and are developing plans to implement AVID HE

pedagogical techniques in their Fall GEL 101 sections. Kimber Quinney will have more details on the broader mission and scope of this initiative.

More detailed information on the GEL Program & First-Year Learning Communities:

The growing body of research examining factors influencing the success of first-year students indicates that two of the most reliable and powerful high-impact practices are the first-year seminar and the learning community (Brownwell & Swaner, 2010; Kuh, 2008 add more references). Since 1995, Cal State San Marcos has been delivering a highly successful first-year seminar course (i.e. GEL 101). In 2004, First-Year Programs began coordinating with other academic departments to link some of the GEL 101 sections with other lower-division courses to form First-Year Learning Communities.

GEL 101-The Student, The University, The Community: Offered through First-Year Programs, General Education Lifelong Learning 101 (i.e. GEL 101) is a 3 unit semester-long course certified to meet the lower-division Area E requirement in Lifelong Learning and Self-Development (<http://www.csusm.edu/fyp/gel101.html>). Enrollment is restricted to students with freshman standing and the curriculum is designed to support personal development and a successful transition from high school to the world of higher education. The GEL program maintains very strong and supportive partnerships with a wide array of units within Student Affairs, including Student Academic Support Services, Student Life and Leadership, the Career Center, and Undergraduate Advising Services. The course includes information literacy instruction facilitated by librarians, and career development curriculum facilitated by advisors from our Career Center. Data provided by Institutional Planning and Analysis (IPA) reveal that first-year students who complete GEL 101 are more likely to be retained and graduate. (see attached spreadsheet).

First-Year Learning Communities- Since 2004, First Year Programs has coordinated a range of Fall semester first-year learning communities in which first-year students enroll in at least two linked courses, one of which is a section of GEL 101. Each learning community has a theme and is designed to meet the needs of a specific student population. Connection with various units in Student Affairs facilitates the development of related co-curricular activities and learning.

- ***San Marcos Experience (SME):*** A civic-engagement residential learning community for students living on campus. (launched in 2004- includes GEL 101, PHIL 110, GEW 101)
- ***First-Year Business Learning Community (FYBLC):*** A learning community for students planning to major in Business Administration. (launched in 2007- includes GEL 101,)
- ***Athlete Learning Community (ALC):*** A learning community for first year student athletes. (launched in 2007- includes GEL 101 and PE 200)
- ***Global Learning Community (GLC):*** A learning community for students that emphasizes global and cultural diversity. Half of the seats in this learning community are reserved for international students. (launched Fall 2010- includes GEL 101 and HIST 131)
- ***Undeclared/Undecided Learning (ULC):*** A learning community with an emphasis on researching and choosing an academic major and career path for students who have not yet chosen a major. (launched 2011- includes GEL 101 and GEO 102)

- **Health & Wellness Learning Community (HWE)**: A residential learning community for students interested in exploring issues and topics related to health and wellness. (launched 2013- includes GEL 101, PHIL 110, GEW 101)
- **Chemistry/Biochemistry Learning Community (CBLC)**: A learning community for students planning to major in Chemistry or Biochemistry. (launched 2013- includes GEL 101 and CHEM 150)

References

Brownwell, J.E. and Swaner, L. E. (2010). ***Five high-impact practices: Research on learning outcomes, completion and quality***. Washington, D.C.: Association of American Colleges & Universities.

Kuh, G.D. (2008). ***High-impact educational practices: What they are, who has access to them, and why they matter***. Washington, D.C.: Association of American Colleges & Universities.

5.3 - Undeclared Learning Community at CSUSM

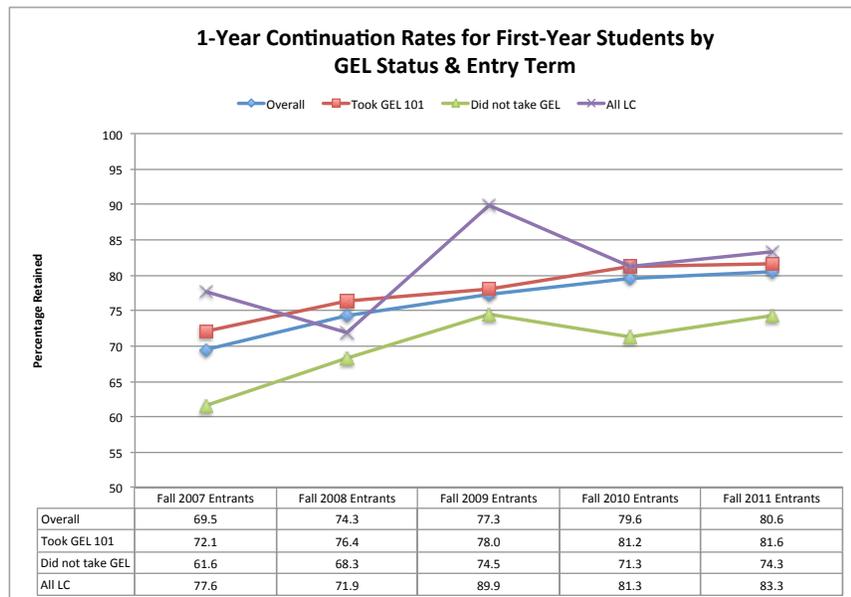
UNDECLARED LEARNING COMMUNITY AT CALIFORNIA STATE UNIVERSITY SAN MARCOS

Joanne Pedersen, Interim Director First-Year Programs
 Pat Morris, Research Analyst, Institutional Planning & Analysis
 Jeff Marks, Deputy Director, Institutional Planning & Analysis

The growing body of research examining factors influencing the success of first-year students indicates that two of the most reliable and powerful high-impact practices are the first-year seminar and the learning community (e.g. Brownwell & Swaner, 2010; Kuh, 2008; Laufgraben, 2005; Levine, 1999). This report describes how Cal State San Marcos is combining the first-year seminar (GEL 101) with the learning community model to form “first-year student learning communities” that meet the needs of a variety of student populations. In particular, the paper will describe the success we have had using a learning community model for students who are undeclared and are in the process of choosing a major.

The First-Year Seminar at Cal State San Marcos (GEL 101):

Offered through First-Year Programs, General Education Lifelong Learning 101 (i.e. GEL 101) is a 3 unit semester-long course certified to meet the lower-division Area E requirement in Lifelong Learning and Self-Development. Enrollment is restricted to students with freshman standing and the curriculum is designed to support personal development and a successful transition from high school to the world of higher education. Approximately 80% of first-time freshmen take GEL 101. The GEL program maintains very strong and supportive partnerships with a wide array of units within Student Affairs, including Student Academic Support Services, Student Life and Leadership and Undergraduate Advising Services. The course includes information literacy instruction facilitated by librarians, and career development curriculum facilitated by advisors from our Career Center. Data provided by Institutional Planning and Analysis (IPA) reveal that first-year students who complete GEL 101 are more likely to be retained and ultimately graduate.



First-Year Learning Communities at Cal State San Marcos

Although there are many ways to define and structure first-year student learning communities, The Cal State San Marcos First-Year Council (FYC) has put forth the following recommendations as stated in the First Year Council 2010-2011 annual report: “FYC revised its definition of a ‘first-year learning community’: Four essential curricular criteria are (i) curriculum linked by a common theme, (ii) a set of

clearly articulated student learning outcomes reflecting that theme, (iii) faculty collaboration on development of syllabi that speak to that theme, and (iv) co-curricular activities and community partnerships to experience the theme outside the classroom. Highly desirable/suggested elements include (a) Partnerships with residential life (housing) and student life; and/or (b) First-Year college success course as the home-base for the learning community.”

(<http://www.csusm.edu/fycouncil/Annual%20Reports/index.html>)

In 2004, First-Year Programs initiated partnerships to begin building first-year student learning communities that linked GEL 101 with at least one other lower-division GE course. At the present time, we have four learning communities that are offered in the Fall semester to new first-year students.¹

- Launched in 2004, the San Marcos Experience learning community (SME) block enrolled students into GEL 101, Principles of Written Communication (GEW 101) and, Critical Thinking (Philosophy 110). Curriculum and co-curricular activities focus on the theme of civic engagement and campus life. SME is a residential learning community and therefore enrollment is restricted to students living in our student housing.
- In 2007, we developed the First-Year Business Learning Community (FYBLC), in collaboration with the College of Business Administration. Students in this learning community are block enrolled into GEL 101 and Business Law (BUS 202). Enrollment is restricted to students who intend to major in Business Administration. Curriculum and curricular activities focus on academic and career planning for business majors and curricular activities that foster networking with business faculty and local leaders in the business community.
- Launched in 2010, the Global Learning Community, in collaboration with the Office of Global Education, block enrolls students into GEL 101 and U.S. History 1877 - Present (HIST 131). Half of the class enrollment is reserved for international students. Curriculum and curricular activities focus on global awareness and cultural literacy.

Undeclared Learning Community

From 2005 through 2012, approximately 20% of CSUSM incoming first-year student population listed their major as “undeclared”. Data from IPA show that many undeclared first-year students remain undeclared as sophomores. In addition, there are students who begin their first term having declared a major but who are actually undecided and will ultimately change their major within the first two years at CSUSM. Although being undeclared does not automatically mean a student is at risk, the Graduation Initiative Steering Committee has identified a need on our campus to provide more intentional support to these students. Undeclared students should be provided with resources to engage in self-exploration and research that guides their choice of lower-division GE courses, and ultimately results in a wise choice of major that leads to a satisfying career/life path. This type of approach to academic planning should also help reduce the probability that undeclared students will complete lower-division GE courses that are unnecessary for the major they ultimately choose.

¹ Although they are not linked to another LD GE course, we also offer specialized GEL 101 sections for Athlete (launched in 2007), EOP and SSS students.

In Fall 2011 we launched the Undeclared Learning Community (ULC) for the express purpose of serving the needs of our first-time first-year students who are undecided about choice of major. The curriculum and co-curricular focus is on academic and career planning, facilitating choice of major and involvement in campus life. Students are block enrolled into GEL 101 and Oral Communication (GEO 102). As is true for other learning communities, recruiting for the ULC was conducted by Undergraduate Advising Services advisors during the Summer 2011 and 2012 First-Year Student Orientations. The ULC is built to have the capacity for two cohorts of 30 students each and a total of 57 students enrolled in the Fall 2011 ULC and 55 students enrolled in the Fall 2012. As shown in Appendix A, the student learning outcomes and curriculum for the ULC represent a partnership between First-Year Programs, the Career Center, the General Education Oral Communication program, and Undergraduate Advising Services.

Major and Minor Fair

One important component of the ULC is a co-curricular project whereby ULC students participate in the planning and delivery of the Career Center's "Major and Minor Fair" that is open to the entire university community. Organized by the Career Center, support for the Major and Minor Fairs was provided by First-Year Programs, Student Academic Support Services and the four Colleges and represents a significant cross-campus/cross-division effort to serve the entire undergraduate student population. In an effort to educate more students about academic options (i.e. majors and minors, and other academically related department opportunities), each College provided representatives, including faculty, student services professionals and academic advisors from every department. Informational tables, representing the various departments and degree programs, were set up in the event area outside of Kellogg Library.

An assessment of the 2011 and 2012 Major and Minor Fairs, conducted by the Career Center staff, indicated that the faculty and advisors who participated valued the opportunity to share department information and talk directly with students about degree options. In addition, the ULC students who assisted with the planning and delivery of the Fairs were afforded an opportunity to gain more in-depth knowledge of major/minor options and develop leadership/service skills. In addition, non-ULC students who attended the Fair found it to be helpful for learning more about major and minor options and that it should be offered again.

ULC Pre/Post Survey Results

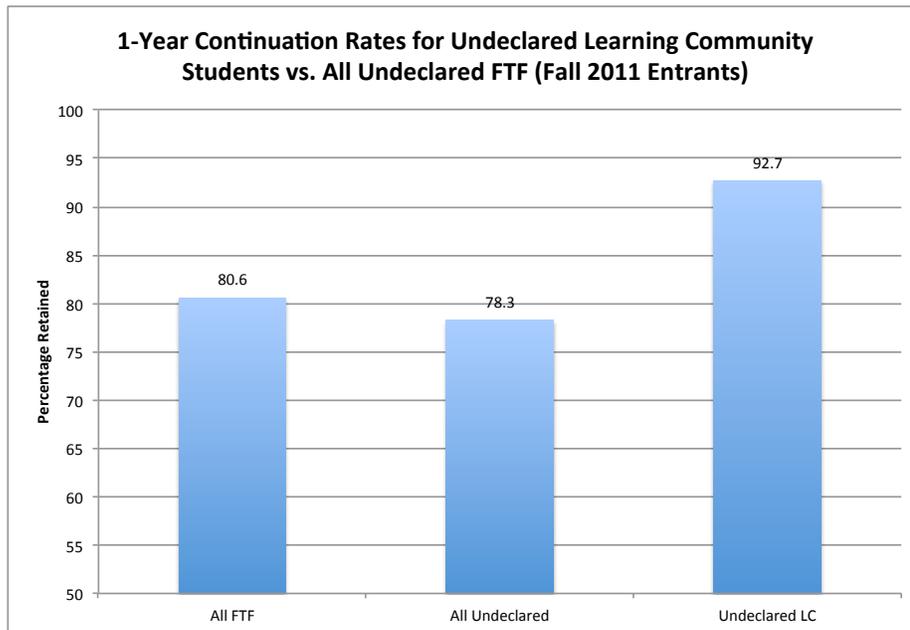
Instructor and student feedback from the Fall 2011 and 2012 ULC cohorts indicate that the ULC is a successful model for educating undeclared students about their academic options, facilitating choice of major and encouraging engagement in campus life. Results of a Pre-Survey, administered at the beginning of the semester, indicate students were very open to exploring major and career options. Their thoughts about choice of major ranged from "very undecided" to "I have an idea" indicating that our recruiting process for the ULC yielded a group of students who were both undecided about their academic plan and motivated to research major and career options.

Most students responding to the end-of-term Post-Survey reported that they had decided on a major. Among those who had not chosen a major, nearly all reported that they "had the tools to do so in the near future." The findings indicate that by the end of the Fall semester the vast majority of ULC students had developed clarity on their academic plan and agreed/strongly agreed that the ULC provided an

environment to explore major and career options. Nearly all respondents rated their overall experience with the ULC as very helpful/helpful.

One-Year Continuation Rates

An additional positive outcome of the first year of the ULC was the substantial increase in the 1-year continuation rate for the Fall 2011 ULC students. Compared to all undeclared students and all first-time freshmen, the ULC students had a much higher 1-year continuation rate. Continuation rates for the Fall 2012 ULC cohort will be available in Oct. 2013.²



² Data about one-year continuation rates for the San Marcos Experience and the First-Year Business learning communities can be found in Appendix B.

The Future of Learning Communities at Cal State San Marcos

Plans for Fall 2013:

Our most recent WASC task force, our Foundations of Excellence[®] (FoE) task force, and our Graduation Initiative Steering Committee (GISC) have recognized the value of our GEL program and our first-year learning communities and encouraged our campus to strengthen our efforts in this area.³ In response to these recommendations we are doing the following for Fall 2013:

- 1) Based on our assessment of the ULC we are expanding the ULC to four cohorts.
- 2) We are adding two new learning communities; a Health and Wellness (HWE) residential learning community and a Chemistry/Biochemistry Learning Community (CBLC) for students intending to major in chemistry and biochemistry.

Challenges to growing our learning communities:

- 1) The mechanics of block enrolling students into linked courses. For Fall 2013 we are piloting the use of a co-requisite model to link learning community course sections during the registration process.
- 2) The need for resources to create high quality professional development for instructors who teach first-year students, particularly for those who teach GEL and related learning community sections.

³ Pg. 33-44 of the WASC Educational Effectiveness Report- January 2009
http://www.csusm.edu/wasc/reports/wasc_eer_final_03_09_links_removed.pdf

Pg. 2 of the Foundations of Excellence Executive Summary http://www.csusm.edu/fycouncil/files/FoE_ExecSummaryV2.pdf

Pg. 2 of the Closing the Achievement Gap (now called the Graduation Initiative) Delivery Plan Report
http://www.csusm.edu/aa/gradinitiative/delivery_plan_report_final_122309.pdf

APPENDIX A

Undeclared Learning Community – ULC

I. Student Learning Goals and Outcomes

Goal 1: Facilitate choice of major and career path

SLOs: Upon completion of the ULC a student will be able to:

- Articulate personal values, life goals and strengths, and be able to apply that knowledge during the consideration of various majors and career paths
- Demonstrate a comprehensive knowledge of the CSUSM academic offerings and be able to apply that knowledge when registering for lower-division GE courses and ultimately selecting a major

Goal 2: Facilitate engagement in the campus community

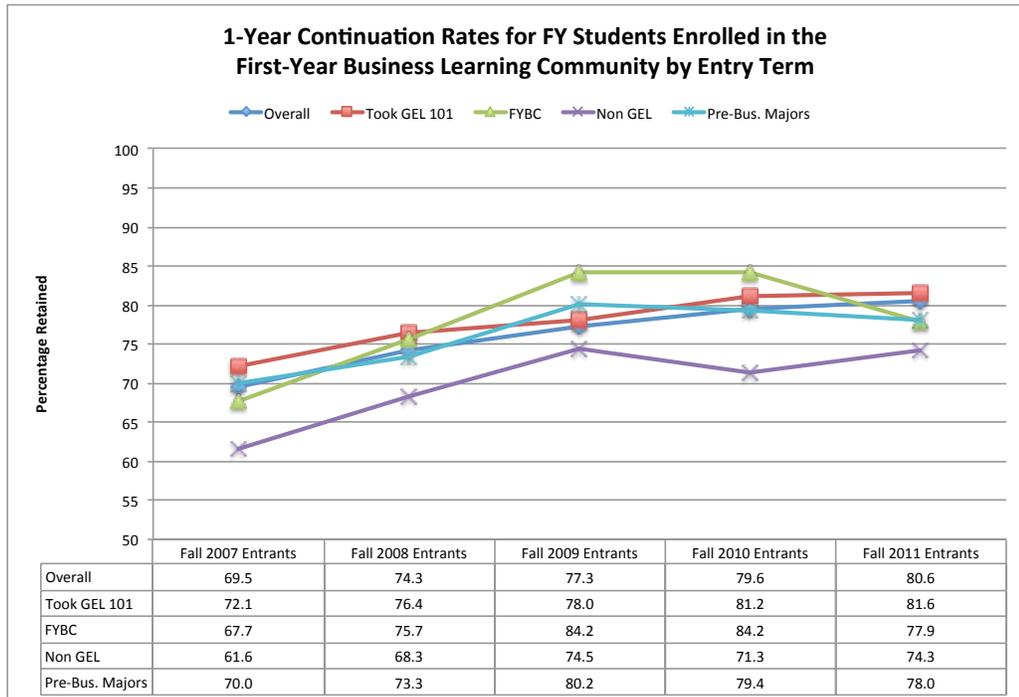
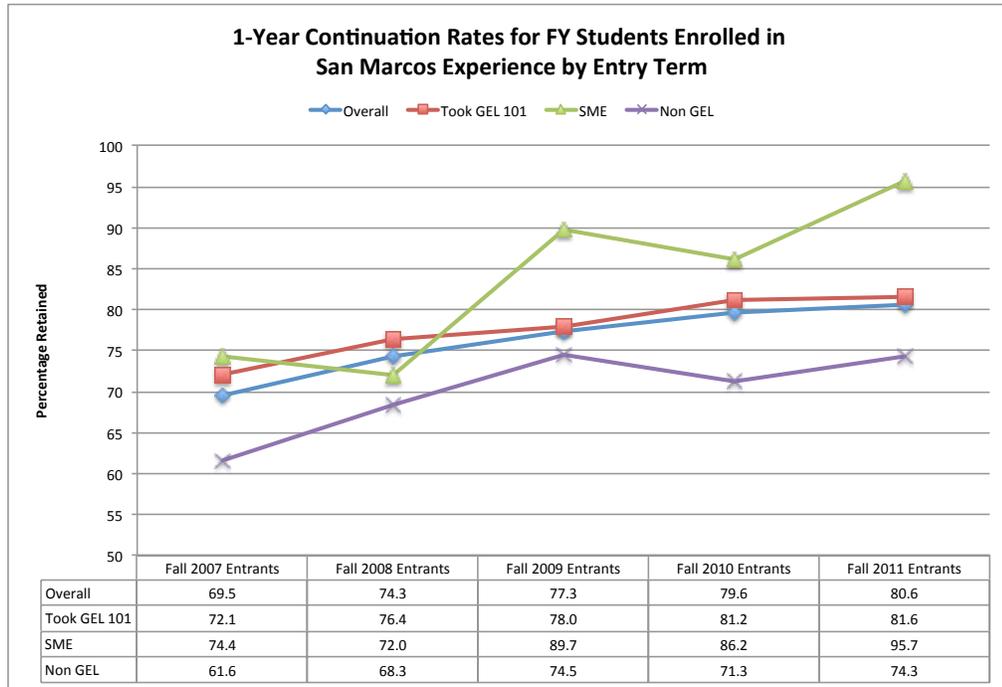
SLO: Upon completion of the ULC a student will be able to:

- Apply the necessary leadership, communication and organizational skills to plan a campus event and be able to apply those skills to other opportunities for campus engagement outside the classroom

II. Co-Curricular Activities in Support of the ULC and its SLOs:

- Service Project- Participation in the development, planning and delivery of a campus “Majors Fair”
- Additional co-curricular opportunities through Student Life and Leadership

APPENDIX B



REFERENCES

- Brownwell, J. E. and Swaner, L. E. (2010). ***Five high-impact practices: Research on learning outcomes, completion and quality***. Washington, D.C.: Association of American Colleges & Universities.
- Kuh, G.D. (2008). ***High-impact educational practices: What they are, who has access to them, and why they matter***. Washington, D.C.: Association of American Colleges & Universities.
- Laufgraben, J. L. (2005). Learning Communities. In M. L. Upcraft, J. N. Gardner, B. O. Barefoot, ***Challenging and supporting the first-year student: A handbook for improving the first-year of college***. (pp. 371-387). San Francisco: Jossey-Bass.
- Levine, J. H. (Ed.). (1999). ***Learning communities: New structures, new partnerships for learning*** (Monograph No. 26). Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition.

5.4 3rd/4th/5th Annual Professional Development Conferences for Instructors who Teach First-Year Students

Summary Report of the Fourth Annual Conference for Faculty who Teach First-Year Students

Submitted by First-Year Council Professional Development Sub-committee:

Joanne Pedersen, Terri Metzger, Catherine Cucinella, Kimber Quinney

On August 20, 2013, the First-Year Council sponsored its fourth annual professional development conference for faculty who teach first-year students. The theme of this year's conference was "Resiliency, Rejuvenation, and Re-Vision." Seventy-six (76) people attended the conference, all of whom work directly with first-year students. Participants ranged from tenured professors, new tenure-track faculty, lecturers, librarians, and teaching associates.

Our vision for the 2013 conference was to build upon and sustain the sense of community generated in the three previous conferences. In contrast to other years which focused primarily on the student, this year's theme, "Resiliency, Rejuvenation, and Re-Vision," put the emphasis on *faculty*. Through activity-based interactions, our goal was to explore the various definitions of resiliency and to develop some methods for strengthening our resiliency inside and outside the classroom. This goal rested on our belief that teaching—good teaching—engages our entire selves—body, mind, spirit. This interconnection often results in an excitement that defies logic, resists explanation, and refuses assessment. However, we recognize it in our classrooms, in ourselves and in our students. Therefore, our vision for this conference was truly re-vision.

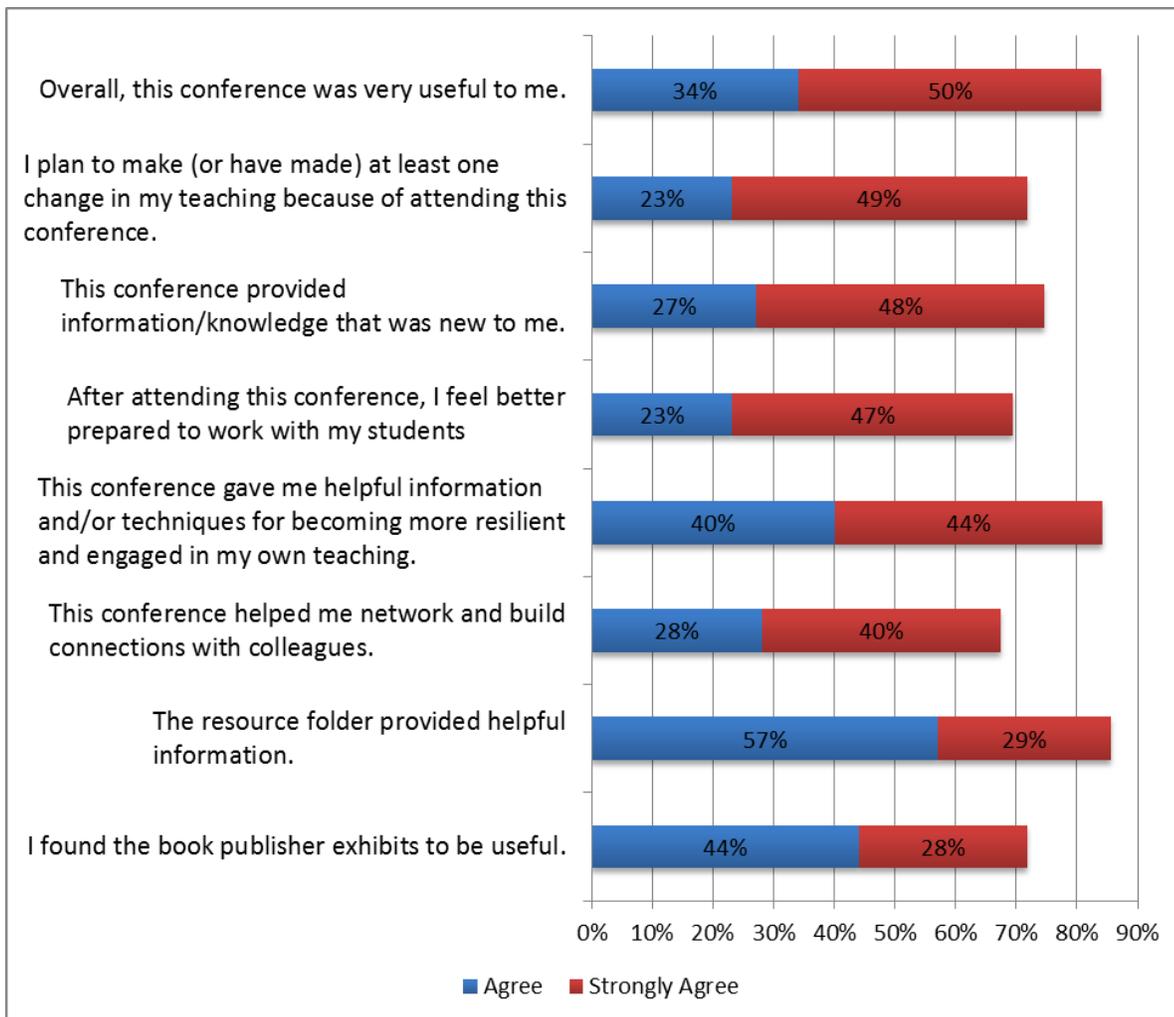
The day began with an introductory orientation to the wider theme: resilience as a practice to be incorporated into effective teaching. Our guest speakers were Drs. Marie Thomas and Jennifer Jeffries, both of whom had recently returned from a summer workshop on mindfulness in academia. Participants were reminded of the power of positive psychology and provided techniques and tools to focus the mind, refresh our approach to teaching and to our students, and to rejuvenate our own learning. Participants were exposed to breathing and meditation techniques to help boost resilience in the classroom. (Please refer to attached agenda for more details).

Four publishing companies co-sponsored the conference by providing book exhibits, as well as contributing \$2,160.00 of the cost for both breakfast and lunch for the participants. We were once again very fortunate to have the publishers' support for our fourth annual conference;

however, this type of support is inherently tentative, and we may not be able to secure the same funding in future years.

SUMMARY OF SURVEY

As in previous years, with the help and support of Pat Morris and Allen Risley in IPA, we sent all participants an anonymous electronic survey in order to gauge the effectiveness of the conference and to identify specific areas for further development. Of the 76 participants who attended the conference, 44 attendees responded to the survey, which is a 58 percent response rate.



As the summary graph above illustrates, the conference was perceived as a highly valuable event overall. Eighty-four percent of respondents agreed or strongly agreed that the conference provided helpful information and/or techniques for becoming more resilient and engaged in teaching, and an equivalent 84 percent of respondents agreed or strongly agreed that the conference was “very useful.”

We noted a few differences in comparison to previous years. First, this year we asked how many conferences each respondent had attended. The attendees were split, in that roughly the same number of attendees had only attended one conference, as those who had attended two, three, or four previous conferences. Second, this information allowed us to see mixed reactions among attendees. Participants who were attending for the first time asked for more pedagogy; others who had attended previous conferences welcomed the focus on faculty. It would seem that our deliberate effort to provide a unique theme this year may have resulted in polarization.

In response to the question, “What did you like most about the conference?” many respondents appreciated the faculty focus of this year’s conference, different from previous conferences, “allowing us to focus on our own resilience,” and learning techniques that “will be very useful to me on a personal level.”

The opportunity to interact with colleagues at the table was overwhelmingly the most commonly shared—and valued—experience. Participants shared their appreciation for having been “given time to interact with colleagues at the table.” One attendee identified that s/he liked the “great conversations and meeting new people, lots of contacts to be shared between faculty and student affairs.” And yet another participant commented, “It’s very reassuring to know that we’re all working together for the same goal, and face similar challenges with our own teaching practices.” We are again reminded that this conference functions as an important opportunity to exchange ideas about impactful teaching at a crucial point in the academic year.

AREAS FOR CONSIDERATION

As has been the case in previous conferences, conference participants were asked, “Do you have suggestions for themes or activities to be included in future sessions?” From the survey responses and written comments collected at the conference itself, we have identified the following areas for consideration by First-Year Programs:

1. Continue the conversation about faculty-student engagement. Several participants favored a return to a pedagogical approach and student learning. One attendee suggested, for example, “The committee should keep in mind that many attendees are first-time teachers who need actual guidance in teaching—in fact, are desperate for it.” Other attendees asked to learn more about “teaching first-year students who are in classes with upper class students,” and another asked about “team-based learning.” Thus, our first recommendation is next year’s conference planners seek to strike a balance between teacher and student, rather than focus on one or the other.

2. Build upon the essential foundation provided by the conference to expand future professional development opportunities for first-year instructors. As stated in previous conference summary reports, additional opportunities for connection and collaboration among instructional faculty members are absolutely necessary for effective teaching practices. We are heartened to report that the Faculty Center has provided a number of opportunities for first-year instructors in the form of faculty learning communities and other professional development opportunities. We strongly recommend that similar opportunities for future teaching and learning professional development continue to be provided.

3. Institutionalize the conference in First-Year Programs. As we have noted in previous reports, conference planning requires substantial time and funding. In previous years we had recommended the provision of dedicated support staff. We are heartened by the structural changes in First-Year Programs that have resulted in the hiring of a half-time administrative assistant; we see this as a first-step toward institutionalizing the support for the conference. We would recommend that further steps are taken toward institutionalizing the event, however, especially in the form of budget.

4. Institutionalize the funding for this important annual conference. Budget constraints continue to be problematic; as stated earlier, we tentatively rely on the support of publishers, which is voluntary only and has resulted in potential shortfall. We strongly recommend that an annual budget of \$6,500.00 be created in First-Year Programs to effectively cover all costs related to the conference, including catering, room rental, summer stipends for conference planning team, and supplies.

FURTHER RECOMMENDATIONS

First-Year Programs and specifically First-Year Council has provided a strong platform from which to provide professional development support and build a sense of community among

the faculty who teach first-year students. We have one additional recommendation for a campus-wide change:

Continue to enhance teaching and learning support activities and eliminate barriers to participation. Last year, we reported that faculty learning communities could be a powerful vehicle for impactful teaching and student success. We are very pleased that the Faculty Center has created a variety of faculty development opportunities open to first-year instructors to enhance their teaching. Moreover, we note that professional development funding for lecturers is receiving attention on our campus, for example, the CHABSS Lecturer Professional Development Fund. These changes are steps in the right direction and we recommend that teaching and learning support continue to be developed campus-wide.

In conclusion, the Annual Conference for Faculty Teaching First-Year Students provides an invaluable space for first-year instructors to meet to exchange ideas about teaching, and to share resources to support their teaching. Whereas our theme of “Resiliency, Rejuvenation, and Re-Vision,” may not have been received with equal enthusiasm by all participants, we remain convinced that mindfulness and resiliency are especially important practices for instructors who teach first-year students.

Resiliency, Rejuvenation, and Re-Vision

Agenda

8-9am	<i>Breakfast and Book Exhibit</i>	
9am	Opening remarks	Joanne Pedersen, Interim Director, First-Year Programs Graham Oberem, Provost & Vice President of Academic Affairs Catherine Cucinella, GEW Director
9:30	Introduction	Marie Thomas, Psychology Department
9:45	Present Moment Practice	Jennifer Jeffries, School of Education
10:15-10:45	<i>Break and Book Exhibit</i>	
10:45	Positive Psychology: Cultivating Happiness	Marie Thomas, Psychology Department
11:05	Discernment Inquiry	Jennifer Jeffries, School of Education
11:15	Self Compassion	Marie Thomas, Psychology Department
11:30	Questions & Answers	
11:45	Reflections	Catherine Cucinella, GEW Director
noon	Closing remarks	Terri Metzger, GEO Coordinator
12:15	Rejuvenation & Relaxation	Ileen Miller, Kinesiology/First-Year Programs
12:30	<i>Lunch</i>	

Special thanks to our publishers for graciously providing our meals and book exhibit again this year: Bedford St Martin, Cengage Learning, FountainHead Press, and McGraw-Hill.

**Summary Report of the Third Annual Conference for
Faculty who Teach First-Year Students**

Submitted by First-Year Council Professional Development Sub-committee:

Joanne Pedersen, Terri Metzger, Catherine Cucinella, Kimber Quinney

On August 24, 2012, the First-Year Council sponsored its third annual professional development conference for faculty who teach first-year students. The theme of this year's conference was "Excellence and Engagement in Teaching General Education." Over 80 people attended the conference, all of whom work directly with first-year students. Participants ranged from tenured professors, new tenure-track faculty, lecturers, librarians, and teaching associates. Four publishing companies co-sponsored the conference by providing book exhibits, as well as contributing \$2,150.00 of the cost for both breakfast and lunch for the participants. We are fortunate to have the publishers' support for this conference, as well as previous conferences; however, we may not be able to secure that funding in future years.

Our primary goals for the conference were two-fold: First, to clarify the meaning of General Education and to explain how GE is structured on our campus; second, to provide the opportunity for participants to contemplate both teacher and student engagement with GE.

The program began with a presentation about General Education at CSUSM by Dr. Sharon Hamill, General Education Assessment Coordinator. Dr. Hamill provided an excellent overview of the purpose of GE. She also explained the structure of GE in the lower-division courses (the majority of which are taught by the participants at the conference) and clarified the General Education Learning Outcomes (GELOs) that have been generated and adopted by the various disciplines at CSUSM. Dr. Hamill's presentation was followed by information about engagement and table discussions focused on a) the meaning of engagement and b) how instructors and students become engaged in the classroom and c) how we know whether our students are engaged or not.

As in previous years, with the help and support of Pat Morris and Allen Risley in IPA, we sent all participants an anonymous electronic survey in order to gauge the effectiveness of the conference and to identify specific areas for further development. (See attached summary report).

Of the 80 participants who attended the conference, 55 attendees responded to the survey, a 69 percent response rate. The conference is perceived as a high value event; more than 85 percent of respondents agreed or strongly agreed that the conference provided helpful information and/or ideas for becoming more engaged in teaching, and more than 90 percent of respondents agreed or strongly agreed that the conference was "very useful to me."

In response to the question, “What did you like most about the conference?” 47 percent of the comments pertained to the presentations and the remaining 53 percent of the participants noted the interactive nature of the conference. Some comments regarding Dr. Hamill’s presentation were “Dr. Hamill’s presentation on lower-division GE learning outcomes was outstanding!” “Keynote speaker was exceptional,” and “Sharon Hamill was an excellent speaker!”

Comments also reflect the benefits of interaction and connection with peers, specifically the value of networking, of feeling part of a larger community and having the opportunity to share ideas with one another. One participant wrote, “I really liked networking with other instructors. I was able to get new ideas and learn new things.” Another responded, “I liked that there was a strong sense of community among the general ed[ucation] faculty, or at least an effort to establish one.” Others shared their appreciation for “feeling a sense of community with my fellow instructors,” and “being able to connect with instructors from other disciplines and sharing the various ideas [about] how we engage our first-year students.” We are convinced that this conference functions as an important milestone in the academic year for lecturers, and this sentiment was reflected in the survey responses.

Conference participants were asked, “Do you have suggestions for themes or activities to be included in future sessions?” From the survey responses and written comments collected at the conference itself, we have identified the following areas for consideration by the First-Year Council:

- 1. Further conversation about student engagement, at a deeper holistic level.** One respondent suggested we focus on the “spirituality of college students (educating the whole person)” and another recommended “an update on the emotional status of first-years in comparison to past first-year students” to be included in a future conference theme. We recommend that the “whole student” become a possible theme for a future conference.
- 2. This conference has created a foundation from which future professional development should continue.** Further opportunities for connection and collaboration among instructional faculty members are absolutely necessary for effective teaching practices, and yet remain virtually nonexistent as an organized practice on our campus. In order to bridge this gap, the members of the professional development subcommittee have begun collaborating with the Faculty Center to invite instructors who teach first-year students to participate in teaching and learning professional development events organized by the Faculty Center. Second, we propose that in addition to institutionalizing the August conference, there should be a second event before the start of the Spring semester that provides a similar sense of collegiality among instructors who teach first-year students.
- 3. Dedicated personnel in First-Year Programs.** As we have noted in previous reports, conference planning requires substantial time and a budget. Additionally, dedicated support staff is absolutely essential for effective event planning, such as promoting the event, managing RSVPs, room reservations, creating the resource folders, procuring supplies, and organizing the catering. The lack of assigned support for such

responsibilities distracts from the substantive planning and delivery required for a successful conference.

First-Year Programs and specifically First-Year Council provide a model for integrating representatives from a number of different units with the express purpose of improving the First-Year student experience. This has provided a strong platform from which to provide professional development support and build a sense of community among the faculty who teach first-year students. We recommend that CSUSM find ways to build on that foundation and implement similar models to benefit all of our students. The following recommendations are relevant to other campus divisions:

1. Enhance teaching and learning support activities and eliminate barriers to participation. This suggestion is consistent with previous conference summary reports, but this year we want to emphasize the importance of professional development and community for lecturers. The entrenched culture and institutional barriers due to classification as temporary faculty thwart practices that contribute to high impact teaching. For example, “learning communities” can be a powerful avenue for student success, but lecturers’ ability to fully participate in them is hindered by logistical obstacles; sadly, then, most lecturers merely “dabble” in this kind of professional contribution to student success at CSUSM. Because lecturers make up 65% of campus faculty, CSUSM must find a means to expand learning opportunities for the instructors who need it most because they are teaching most.

2. Integrate lecturers into campus life at CSUSM. A large majority of the conference participants were lecturers, and we noticed they approached issues such as lack of engagement at an individual level only, with no discussion of collaborative or organizational solutions. This approach speaks to the practice and expectation that non-tenure track instructors are not integrated into campus life and do not receive adequate support or resources. The work life of lecturers directly influences their teaching effectiveness, and as an institution, our mission is compromised when marginalized, fragmented, unsupported faculty members do the majority of the teaching. CSUSM can and should intentionally increase the institutional commitment to lecturers. We strongly recommend the formation of a task force to examine this issue and that an action plan for integrating and supporting lecturers be adopted. One step could be the creation of a centralized lecturer coordinator position for each college to facilitate organizational development in this area.

The Third Annual Conference for Faculty Teaching First-Year Students once again proved an effective start to the semester by offering faculty a space of collaboration, conversation, and connection. What a survey cannot capture or convey is the energy, enthusiasm, and commitment that filled the Grand Salon from 8:00 AM to 1:00 PM on August 24, 2012. The conference marks the beginning of an academic year, and it marks it by validating and recognizing the work and expertise of the faculty who *routinely* teach first-year students.

5.5 - Worksheet Community Service Assignments in Class

	<u>Performed community service as part of a class</u>	
	Never	Occasionally/ Frequently
Number of respondents:	135	364

<i>Percentage of respondents who believe these abilities are "A major strength/Somewhat strong"</i>	<u>Performed community service as part of a class</u>	
	Never	Occasionally/ Frequently
Ability to get along with people of different races	93.5%	93.3%
Knowledge of a particular field or discipline	92.7%	88.1%
General knowledge	88.6%	85.9%
Problem-solving skills	89.4%	84.3%
Critical thinking skills	84.6%	83.4%
Interpersonal skills	82.9%	79.9%
Ability to manage your time effectively	79.7%	77.6%
Leadership abilities	75.6%	77.0%
Preparedness for employment after college	73.2%	69.3%
Knowledge of people from different races/cultures	64.2%	63.9%
Preparedness for graduate school	65.0%	62.0%
Understanding of problems facing your community	46.3%	56.9%
Understanding of national issues	44.7%	41.9%
Foreign language ability	30.1%	38.3%
Understanding of global issues	43.1%	37.1%

Chi-Square: 3.94; Sig=.055

<i>Percentage of respondents who said they were "Satisfied/very satisfied" with college in each area</i>	<u>Performed community service as part of a class</u>	
	Never	Occasionally/ Frequently
Class size	83.8%	86.3%
Courses in major	81.2%	84.9%
Overall quality of instruction	81.2%	84.6%
Amount of contact with faculty	83.8%	81.5%
Overall experience	71.8%	78.7%
Relevance of coursework to everyday life	67.5%	76.4%
Relevance of coursework to future career plans	60.7%	71.2%
Respect for the expression of diverse beliefs	71.8%	70.5%
Racial/proethnic diversity of the student body	67.2%	60.8%

Chi-Square: 3.38 Sig=.066

Chi-Square: 4.29 Sig=.038

Overall sense of community among students	47.9%	59.6%
Availability of campus social activities	51.3%	48.3%
Ability to find a faculty or staff member	70.1%	38.0%

Chi-Square: 4.67 Sig= .031

Percentage of respondents who rated themselves as " <i>Highest 10%/Above average</i> " on the following traits as compared with the average person their age	<u>Performed community service as part of a class</u>	
	Never	Occasionally/ Frequently
Ability to work cooperatively with diverse people	91.5%	88.8%
Tolerance of others with different beliefs	84.9%	83.6%
Ability to see the world from someone else's perspective	83.0%	82.5%
Ability to discuss and negotiate controversial issues	74.5%	69.5%
Openness to having my own views challenged	74.5%	67.3%

Percentage of respondents who have " <i>Often/Very often experienced the following with students from a different racial/ethnic group other than their own</i> "	<u>Performed community service as part of a class</u>	
	Never	Occasionally/ Frequently
Studied or prepared for class	65.4%	70.8%
Dined or shared a meal	59.6%	62.5%
Had intellectual discussions outside of class	51.9%	58.8%
Shared personal feelings and problems	48.1%	53.9%
Socialized or partied	41.3%	48.7%
Had meaningful and honest discussions about race/ ethnic relations outside of class	40.4%	46.8%
Had guarded, cautious interactions	11.5%	9.4%
Had tense, somewhat hostile interactions	1.9%	5.2%
Felt insulted or threatened because your race/ethnicity	0.0%	4.1%

Chi-Square: 4.42 Sig= .036

Percentage of respondents who say that the following are each " <i>Essential/Very important</i> " considerations when thinking about their career paths	<u>Performed community service as part of a class</u>	
	Never	Occasionally/ Frequently
Work/life balance	92.7%	94.4%
Stable, secure future	94.8%	93.7%
Availability of jobs	85.4%	88.9%

Ability to pay off debt	80.2%	84.9%	Chi-Square: 4.10 Sig= .043
Expression of personal values	69.8%	70.2%	
Leadership potential	56.3%	67.9%	Chi-Square: 6.62 Sig= .010
High income potential	66.7%	66.7%	
Creativity and initiative	65.6%	65.1%	
Opportunity for innovation	63.5%	64.3%	
Working for social change	38.5%	54.0%	
Social recognition or status	36.5%	37.7%	

Percentage of respondents who say that they are <i>planning each of the following as their <u>primary</u> activity in Fall 2013</i>	<u>Performed community service as part of a class</u>	
	Never	Occasionally/ Frequently
Working full-time	75.0%	68.3%
Working part-time	3.1%	8.4%
Attending graduate school full-time	12.5%	13.9%
Attending graduate school part-time	1.0%	0.4%
Completing additional undergraduate coursework	1.0%	3.6%
Participating in an organization like the Peace Corps	1.0%	0.0%
Serving in the Armed Forces	1.0%	0.8%
Travelling	2.1%	1.2%
Volunteer work	0.0%	0.0%
Staying at home to be with or start a family	0.0%	1.2%
No current plans	0.0%	0.4%

Percentage of respondents who say that they are <i>planning each of the following as their <u>secondary</u> activity in Fall 2013 (respondents could choose more than 1 activity)</i>	<u>Performed community service as part of a class</u>		
	Never	Occasionally/ Frequently	
Working full-time	12.5%	13.9%	
Working part-time	52.1%	55.0%	
Attending graduate school full-time	15.6%	21.4%	
Attending graduate school part-time	27.1%	26.9%	
Completing additional undergraduate coursework	17.7%	19.6%	
Participating in an organization like the Peace Corps	9.4%	16.3%	
Serving in the Armed Forces	5.2%	5.6%	
Travelling	65.6%	67.7%	
Volunteer work	59.4%	72.0%	Chi-Square: 5.12 Sig= .024
Staying at home to be with or start a family	38.5%	35.7%	
No current plans	21.1%	11.3%	

5.6 Service Learning Strategic Plan 2014-19



Service Learning Strategic Plan

2014 – 2019

Draft – 05/22/14

Vision Statement

In five years CSUSM will be providing exceptional and meaningful student experiences by employing the best practices in Service Learning pedagogy that applies cultural intelligence and employs insightful student reflections. Our student and alumni will continue to enrich their work in the community over time. We will have developed strong community, faculty and university partnerships through continuous communication and shared learning. We will have accomplished this by supporting students, faculty and community partners in their understanding of an effective Service Learning experience and seeking to continually evaluating and improving the quality of all aspects of the program.

Action Plan 2014 / 2015

Priority	Strategy	Action Plan	Time Line	Accountable Party
I. Implement best practices in Service Learning (25)	<ul style="list-style-type: none"> A. Compile best practices from faculty and community partners and post on web site B. Deepen understanding of Service Learning as differentiated from other community experiential learnings C. Offer a menu of reflection options D. Define and develop program around cultural intelligence <ul style="list-style-type: none"> 1. Create a clear definition around cultural intelligence 2. Establish training resources around cultural intelligence 	A. Compile best practices	8/15/14	Bianca / Anna / Scott
		1. Identify faculty to meet with	8/15/14	Bianca / Anna / Scott
		2. Create interview teams / develop interview questions / survey tool / Establish interview timeline		
		3. Test pilot interview process with limited cross section of faculty	9/15/14	
		4. Refine interview process		
		5. Finalize faculty interviews		
		6. Document and synthesize best practices		
		7. Post best practices	9/30/14	Bianca / Anna / Scott
		B. Deepen understanding	3/31/15	
		1. Post revised definition of Service Learning on website	6/1/15	Bianca / Anna / Scott
2. Participate in Learning Communities for High Impact Practices		Interview Teams		
3. Develop talking points to brand Service Learning	6/1/15			
4. Vet talking points with students and community partners	8/15/14	Bianca / Anna / Scott		
C. Create menu for reflections				
1. Post preliminary listing of options				
2. During faculty interview test for best practices		Anna		

		<ul style="list-style-type: none"> 3. Research other universities and national resources 4. Create links to national resources on website 5. Post final best practices on web site <p>D. Develop cultural intelligence program</p> <ul style="list-style-type: none"> 1. Identify foundational principles around cultural intelligence <ul style="list-style-type: none"> a. Identify key players that are engaged in understanding of cultural intelligence b. Create Cultural Intelligence Panel c. Develop foundational principles 2. Identify training resources for students and faculty 3. Create learning resources and define level of enforcement 	<p>6/1/15</p> <p>8/15/14</p> <p>9/30/14</p> <p>9/1/14</p> <p>3/14/15</p> <p>3/30/15</p> <p>6/1/15</p> <p>6/30/15</p> <p>6/30/14</p>	<p>Anna</p> <p>Bianca</p> <p>Bianca / Anna / Scott</p> <p>Bianca / Anna / Scott</p> <p>Anna / Scott</p> <p>Interview Teams</p> <p>Scott / Anna</p> <p>Anna</p> <p>Anna</p>
		3	<p>6/30/14</p> <p>5/31/15</p> <p>6/30/15</p> <p>6/30/15</p>	<p>Bianca</p> <p>Bianca</p> <p>Bianca / Cultural Intelligence Panel</p> <p>Bianca / Anna / Scott</p> <p>Bianca / Anna / Scott</p>
<p>II. Enhance faculty engagement and training (18)</p>	<ul style="list-style-type: none"> A. Provide faculty training on elements that make Service Learning the most effective learning experience B. Survey faculty to determine how best the Office of Service Learning can support them <ul style="list-style-type: none"> 1. Determine expectations 2. Identify needs for 	<ul style="list-style-type: none"> A. Faculty training <ul style="list-style-type: none"> 1. Finish synthesis of best practices survey interviews 2. Identify alternate means to inform faculty of best practices 3. Push out best practice findings B. Survey faculty <ul style="list-style-type: none"> 1. Incorporate in faculty survey process from Action I. A. C. Incentivize use of Office of Service Learning 	<p>6/30/15</p> <p>9/30/15</p> <p>6/30/16</p>	<p>Bianca / Anna / Scott</p> <p>Bianca / Anna / Scott</p>

	<p>support</p> <p>C. Develop strategies to incentivize community agencies and faculty to utilize the Office of Service Learning as the student clearing house</p> <p>D. Incentivize faculty members to attend workshops conducted by faculty with Service Learning experience</p> <p>E. Share success stories and quotes from students:</p> <ol style="list-style-type: none"> 1. With faculty by department 2. In campus postings <p>F. Identify new community partners based on faculty needs</p> <p>G. Restructure database to facilitate access and identification of desired community partners</p>	<ol style="list-style-type: none"> 1. Work with community partners to identify faculty that are not using the Office of Service Learning 2. Initiate process to survey faculty not currently using the Office 3. Develop strategies to incentivize use of the Office <p>D. Incentivize faculty to attend workshops</p> <ol style="list-style-type: none"> 1. Identify faculty that are best positioned to teach workshops 2. Create training workshop curriculum and define incentives 3. Create resources and schedule and schedule workshops 4. Conduct workshops <p>E. Share success stories</p> <ol style="list-style-type: none"> 1. Capture success stories through: <ol style="list-style-type: none"> a. Award nominations b. Faculty c. Community partners 2. Disseminate success stories via: <ol style="list-style-type: none"> a. Website b. Spring ceremony c. Department meetings 	<p>3/31/15</p> <p>6/30/15</p> <p>6/30/15</p> <p>6/30/15</p> <p>1/30/15</p> <p>3/31/15</p> <p>5/15/15</p> <p>6/30/15</p>	<p>Bianca / Anna / Scott</p> <p>Survey Teams</p> <p>Anna</p> <p>Bianca / Anna / Scott</p> <p>Bianca / Anna / Scott</p>
III. Seek continuous program improvement (15)	<p>A. Create standards for Service Learning</p> <p>B. Conduct annual retreat with community partners</p> <p>C. Close the year with a survey of community partners</p> <p>D. Collect feedback from faculty and assess key elements</p> <p>E. Identify opinion leaders and engage them in advocating for Service Learning program</p>	5		
IV. Enhance the University and community agency partnership (9)	<p>A. Share student reflections with community agencies</p> <p>B. Create opportunities to recognize community partners for their value to the program in an authentic manner</p> <p>C. Conduct site visits at community partners</p> <p>D. Identify community leaders who can positive represent the value of Service Learning</p>			
V. Increase faculty and community agency partnerships (2)				
VI. Increase the significance of Service Learning in the				

University community				
VII. Encourage continued student and alumni engagement				

5.7 Closing the Achievement Gap - Delivery Plan Report

California State University San Marcos
Closing the Achievement Gap
Delivery Plan Report

1) **Principal Contact / Delivery Team Leader:** **Date:** 12/23/2009

Emily F. Cutrer
 Provost and Vice President for Academic Affairs
 Email: ecutrer@csusm.edu
 Telephone: (760) 750-4054

2) **Delivery Team Members:** *(Mailing address for all members: CSU San Marcos, San Marcos, CA 92096-001)*

David J. Barsky
 Associate Vice President for Academic Programs
 Email: djbarsky@csusm.edu
 Telephone: (760) 750-4329

Lorena Meza
 Associate Vice President, Student Academic Support Services
 Email: lmeza@csusm.edu
 Telephone: (760) 750-4056

April Grommo
 CMS Campus Director, IT Project Office Director
 Instructional & Information Technology Services
 Email: agrommo@csusm.edu
 Telephone: (760) 750-4782

Pat Morris
 Research Analyst
 Institutional Planning and Analysis
 Email: pmorris@csusm.edu
 Telephone: (760) 750-4063

Janet McDaniel
 Chair, Academic Senate
 Professor, Middle level Education
 Middle Level Program Co-Coordinator
 Email: mcdaniel@csusm.edu
 Telephone: (760) 750-4318

Patricia E. Worden
 Vice President for Student Affairs
 Email: pworden@csusm.edu
 Telephone: (760) 750-4056

3) **Target for freshman graduation rate by 2015:** 45%

4) **Targets for URM freshman graduation rates by 2015 (closing the achievement gap):** 45%

5) **Targets for increasing graduation rates among transfer students from 2012 through 2015:**

2012: <u>67.4%</u>	2014: <u>69.9%</u>
2013: <u>68.9%</u>	2015: <u>71.4%</u>

6) **Target for increasing URM transfer graduation rates from 2012 through 2015 (closing the achievement gap):**

2012: <u>67.4%</u>	2014: <u>69.9%</u>
2013: <u>68.9%</u>	2015: <u>71.4%</u>

7) Specific action steps to be taken by Cal State San Marcos to result in these improvements:

- a) Continue to expand Summer Academy, EOP's Summer Bridge, and launch Summer Start in Summer 2010 for incoming first-time freshman.
- b) For Fall 2010 and beyond, the First-Year Council and the College of Arts and Sciences will work together to ensure adequate scheduling capacity of first-year courses.
- c) For Fall 2010 and beyond, the Office of Institutional Planning and Analysis (IPA) will provide instructional units with data about student course needs to help departments build schedules that facilitate graduation.
- d) For Fall 2010, generate data on 6-year graduation rates by major and establish process for addressing program specific issues.
- e) For Fall 2010, develop a communication plan to better inform students about their academic standing and the services available to assist them in making timely progress in earning their degree.
- f) By Fall 2011, implement block registration for first-time freshman in the most popular majors, including undeclared.
- g) By Spring 2011, implement an early warning system for first year students and expand to all students by Spring 2012, e.g., mid-semester progress reports and phone-a-thons to first year students, etc.
- h) By Fall 2013, modify the registration process so that students can register for courses only if they either need no remediation or if they are also registering for the correct remedial courses
- i) Implement and assess Supplemental Instruction programs in math and science.
- j) Increase professional development opportunities for the instructors of first year students.
- k) Increase professional development opportunities to help faculty meet the needs of "at risk" students.
- l) Develop clear articulation and distribution of General Education Learning Outcomes.
- m) By Fall 2010, complete Lower Division Roadmaps (LDRs) for all majors, refer FY students to these in advance of orientation, and use these at FY orientations and other venues; ensure easy access to LDRs on the website; create an interactive website for students to track their progress in completing courses, etc.
- n) Build connections between first year students and the University as recommended in the Foundations of Excellence Report:
 - 1. Determine how faculty would like to be involved in the First Year (other than providing instruction). What partnership opportunities with other units are possible/feasible? What can these other units do to facilitate involvement?
 - 2. Explore developing partnerships with employee organizations for involvement in activities that would support URM students.
- o) By Spring 2010, create a First Year webpage that includes all of the materials and services that first-year students need to succeed; develop a plan for keeping this website maintained.
- p) Establish, refine and maintain learning communities.

- q) Work with units that sponsor co-curricular programming (e.g., Arts and Lectures) in their promotional efforts to specifically target first-year students and to include language that emphasizes diversity in the programmed events.
- r) Develop and promote strategies to encourage students to take the ELM and EPT exams earlier.

8) Specific steps to be taken in

a) January 2010

1. Delivery team drafts and circulates a “Closing the Achievement Gap” project management matrix, identifying action steps, delivery times, and individuals/departments accountable for organizing and reporting on action steps.
2. Introduce “Closing the Achievement Gap” project at Academic Assembly at the beginning of the semester.
3. Work with First-Year Council (FYC) and involved departments to set goals for summer programming, as described above in action step (a).
4. Begin conversations between FYC and College of Arts and Sciences about Fall 2010 freshman classes.
5. IPA representative will meet with College Associate Deans to determine information needed for action step (c).
6. FYC previews the new FY student website under development – action step (p).
7. A FYC action team holds a pre-semester retreat for all of the instructors of GEW 101 (the A2 Written Communication course at CSUSM)

b) February 2010

1. Develop draft plan for action step (a).
2. Complete draft schedule scenarios for fall 2010 freshman courses.
3. Hold town hall/campus forum on Closing the Achievement Gap.
4. Roll-out of the new FY student website for action step (p).

c) March 2010

1. FYC will submit timeline for action steps (j)-(l), (o), and (q)-(s).
2. Delivery team will assess the extent to which colleges are using information supplied by IPA to develop fall schedule—action step (c)
3. Plan for action step (a) completed and submitted to delivery team.

CSU San Marcos Plan for Closing the Achievement Gap Narrative

Delivery Team

The CAG Delivery Team brings together key representatives of Student Affairs (Vice President and Associate Vice President for Student Academic Support Services), Academic Affairs (Academic Senate Chair, Provost, and Associate Vice President for Academic Programs), Institutional Planning and Assessment (Research Analyst), and Institutional Technology (CMS Project Director). Each participant represents an area that is integral to the success of our plan for closing the university's achievement gap.

Improving FTF Graduation Rates

In response to a growing first-year cohort, in order to meet campus strategic goals, and in preparation for our 2009 WASC Educational Effectiveness Review, CSUSM has invested considerable energy assessing and making plans for improving our first-year programming. The most visible manifestation has been our participation in a national program—Foundations of Excellence in the First Year (FoE)—during the 2007-2008 and 2008-2009 academic years. As part of this program, we conducted an extensive self-study of students' first year at CSUSM, which identified both areas where we exhibit "best practices" and areas for improvement. Because our own data and national research show a correlation among first-year practices, retention to the second year, and graduation, the recommendations from our FoE participation provide a starting point for our plan to improve FTF 6-year graduation rates.

The major recommendation from our FoE participation was the formation of a First-Year Council (FYC) to better coordinate first-year activities across the campus. This Council includes individuals who are responsible for orientation, advising, first-year courses, remediation, assessment, and special academic and student life programming. A number of the action steps listed in our plan will be undertaken or overseen by the First-Year Council and its members. The FYC's chair, David Barsky, Associate Vice President for Academic Programs, is a member of our campus delivery team and will play a key communication role between the FYC and the delivery team.

Although a successful first year is the foundation for future academic success at the university (i.e., graduation), our plan also includes actions beyond the first year. Two areas we will address are course availability and advising. Budget reductions obviously impact our ability to add monetary resources to these areas. Thus, we are looking to ways in which we can improve communication about student course needs and progress toward degree through the timely generation of data and leveraging CMS/Peoplesoft resources. Two members of our delivery team—Pat Morris, research analyst in Institutional Planning and Analysis (and a core member of the FoE team), and April Grommo, campus project director for CMS—will play a key role working with colleges and other units on campus in improving our efficiency in course delivery and advising.

Improving Transfer Graduation Rates

Improving efficiency in course delivery and advising will also be key steps in improving our transfer graduation rates at the “macro” level. At the “micro” level, we will conduct a study of which degree programs have the lowest 6-year graduation rates and have them develop specific plans to address issues that students face, which may include more efficient course delivery and/or advising to direct students to majors that are better suited to their strengths and life goals.

Addressing the Gap Between URM Students and Non-URM Students

Although Cal State San Marcos has a slight gap between URM and non-URM students, we will continue to address this gap through our current efforts at addressing remediation. These efforts have proven very effective, and, thus, we are not developing additional action steps in this area at this time. However, we will regularly track the data so that we may develop additional steps as needed.

Trajectory

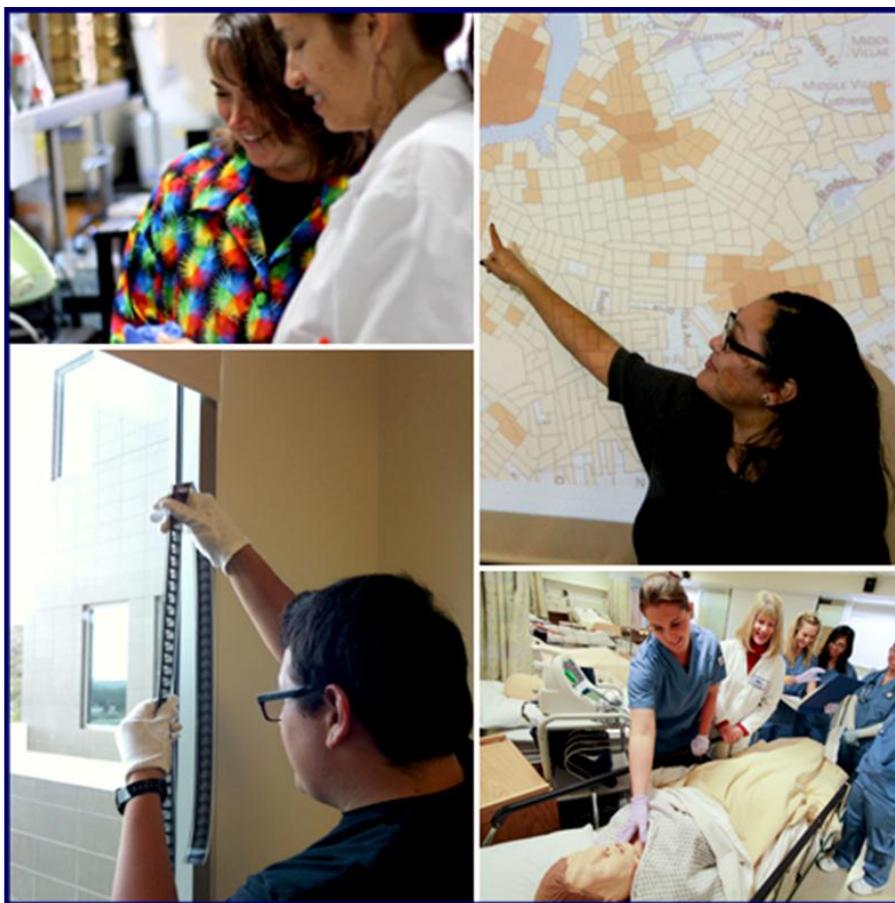
Students entering CSUSM in Fall 2009 and beyond are those who will most benefit from our action steps, we believe that our graduation rates will show only slight improvement over the next two to three years, and that major impact will be in the fourth and fifth year.

Next Steps

Our first step will be to develop a project management matrix that assigns responsibility for particular action steps to particular units or cross-unit groups and establishes timelines for progress, completion, and communication. As this overarching step is completed, we already have groups such as the First-Year Council working on specific steps in our action plan.

Directions in Graduate Education: Opportunities and Challenges

Trends from 2007-2011 California State University San Marcos (CSUSM)



Prepared by

Dr. Gerardo M. González, Dean of Graduate Studies

Office of Graduate Studies & Research

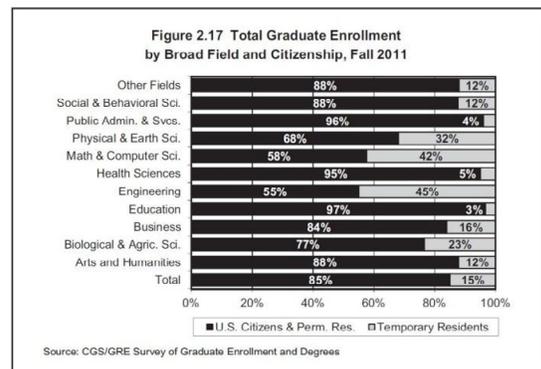
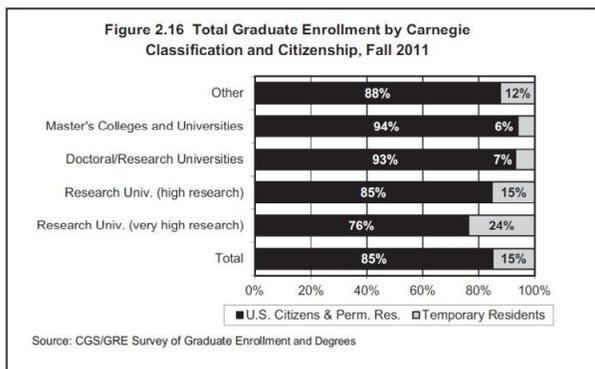
Fall 2012

D. Residence Status

Table D.1. CSUSM master’s student residence status by fall term and funding source

Residence	Source	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
International	Stateside	14	2.2%	12	2.1%	12	2.2%	7	1.3%	11	2.0%
	Self-Support	-	-	-	-	-	-	2	3.5%	1	1.6%
	Subtotal	-	-	-	-	-	-	9	1.5%	12	2%
Another State/Possession	Stateside	4	0.6%	2	0.4%	4	0.7%	4	0.7%	4	0.7%
	Self-Support	-	-	-	-	-	-	0	-	-	-
	Subtotal	-	-	-	-	-	-	4	0.7%	4	0.7%
Military	Stateside	-	-	1	0.0%	1	0.2%	0	-	2	0.4%
	Self-Support	-	-	-	-	-	-	0	-	-	-
	Subtotal	-	-	-	-	-	-	0	0	2	0.3%
California	Stateside	629	97.2%	550	97.3%	522	96.3%	535	97.6%	518	96.1%
	Self-Support	-	-	-	-	-	-	55	96.5%	55	88.7%
	Subtotal	-	-	-	-	-	-	590	97.5%	573	95.3%
Not Determined	Stateside	-	-	-	-	3	0.6%	2	0.4%	4	0.7%
	Self-Support	-	-	-	-	-	-	0	0	6	9.7%
	Subtotal	-	-	-	-	-	-	2	0.3%	10	1.7%
Totals	Stateside	647	-	565	-	542	-	548	-	539	-
	Self-Support	-	-	-	-	-	-	57	-	62	-
	Grand Total	647	-	565	-	542	-	605	-	601	-

Over 95% of CSUSM graduate students are California residents. However, only 2% of CSUSM master’s students are international or out-of-state students (Table D.1). The trend is consistent for CSUSM stateside and self-support programs. See Part II of this report. The fall 2011 CGS/ GRE data suggest that, on average, U.S. colleges and universities report 6% of their master’s student populations are temporary residents (international or out-of-state students). See Fig. 2.16. Nationally, many temporary students are enrolled in the sciences, but a sizable number are also enrolled in Business (Fig. 2.17).



Executive Summary

California State University San Marcos (CSUSM) opened in fall 1990 as an upper-division baccalaureate campus. CSUSM soon launched master's programs in 1993. Graduate programs rapidly transformed our campus environment by enriching CSUSM's instructional and research activities and attracting top-notch graduate students who serve as teaching associates/ assistants, research mentors to undergraduates, and advanced specialists for many campus and community activities. CSUSM established several more master's program offerings including self-support programs beginning in fall 2010 (Biotechnology and Nursing). There are now 12 master's programs across the four colleges in the following disciplines:

College of Business Administration (COBA)

- Master's in Business Administration (MBA)

College of Arts, Humanities, Behavioral & Social Sciences (CHABSS)

- History (M.A)
- Literature & Writing (M.A)
- Psychology (M.A.)
- Master's of Arts in Sociological Practice (MASP)
- Spanish (M.A.)

College of Education, Health, and Human Services (CEHHS)

- Education (M.A.): Four options - Communicative Sciences & Disorders, Educational Administration, General Option, or Special Education
- Master's of Science in Nursing (MSN): Two options - RN to MSN or MSN

College of Sciences & Mathematics (CSM)

- Biological Sciences (M.S.)
- Master's in Biotechnology (MBt)
- Computer Science (M.S.)
- Mathematics (M.S.)

This report is divided into two parts. Part I summarizes aggregate and program data from fall 2007 to fall 2011 on student enrollment, demographic characteristics, and retention/ graduation rates for all CSUSM master's programs. Part I also includes national data from the

. The CGS/ GRE data comprise a total of 655 U.S. higher education institutions (60% public) enrolling nearly 1.7 million graduate students. The CGS/ GRE data provide meaningful norm references and represent the latest national trends. Part II of this report summarizes CSUSM graduate student demographic data by individual master's program. Data for the CSUSM-UCSD joint-doctorate (Ed.D.) in Educational Leadership are not included in this report.

The CSUSM data are intended to be illustrative. In some cases, individual program data are not comparable because of the different scopes of each program. For example, some programs have lower enrollments because of the program focus (e.g., intensive student mentoring) and fewer faculty in the department available to teach in the master's program. Furthermore, the CGS/ GRE data are not disaggregated by

institutional size. CSUSM could not be compared to institutions of similar size. Nonetheless, general findings can be inferred from the campus and national data.

The general findings of this report are as follows:

- National data show that overall master's program enrollment increased 2.6% annually since fall 2006, but decreased by 1.7% between fall 2010 and fall 2011. On the other hand, CSUSM stateside master's student headcount decreased by 9% from 584 in fall 2007 to 535 in fall 2011 (an average 2.3% annual decrease). Similarly, CSUSM master's Full-Time Equivalent Student (FTES) enrollment decreased by 10% from 4.1% in fall 2007 to 3.7% in fall 2011. Among the reasons for the decline include reductions in enrollments for two large CSUSM master's programs (Education and MBA) and the limited capacity for most stateside master's programs to sustain growth in enrollments.
- The total CSUSM master's student population has increased to about 600 students since the inception of new CSUSM self-support master's programs. As of fall 2011 CSUSM self-support programs account for about 10% of all CSUSM master's students. Self-support student enrollments are not included in the census data reported to the Chancellor's Office. Thus, enrollments from self-support programs do not affect FTES, but also do not reflect the actual number of graduate students present at CSUSM.
- More than two-thirds of CSUSM stateside master's students are enrolled part-time (6.0 units or fewer). Conversely, about 50-60% of students in CSUSM self-support master's programs are enrolled full-time. Nationally, most master's students (64%) are enrolled part-time.
- Overall CSUSM master's student diversity is increasing and above the national norm. However, the increments are small or the numbers are declining for some CSUSM underrepresented groups, such as African Americans and Asian/Pacific Islanders.
- Over 95% of CSUSM master's students are California residents and 2% are international or out-of-state students. Nationally, about 6% of master's students are international or out-of-state residents.
- Two-thirds of all CSUSM master's students are female. The figure is consistent with national trends. However, CSUSM graduate student female enrollment varies by discipline. For example, females constitute about 40% of the CSUSM master's students in the sciences and over 80% of students in CSUSM self-support master's programs.
- CSUSM master's student one-year continuation rates increased by 18 % over the past 5 years. The rate increased from 74% in fall 2006 to 87% in fall 2010.
- CSUSM graduate student three-year retention rates demonstrated significant variability. The retention rate surged from 59% in fall 2006 to 70% in fall 2007, but regressed to 57% in fall 2008.
- CSUSM master's student graduation rates remained stable, but decreased slightly from 42% in fall 2006 to 38% in fall 2008.
- Most CSUSM master's programs offer a two-year coursework sequence. The CSUSM master's Time-to-Degree (TTD) maximum limit (period to complete degree requirements) is 5 years. The average time it took a CSUSM master's student to complete degree requirements decreased by 10% from 3 years in fall 2006 to 2.7 years in fall 2011.
- The "Average Unit Load" is the total number of semester course units that a student enrolled in at the time of census. The average unit load for CSUSM master's students increased by 3.2% from 6.7 in fall 2007 to 6.9 in fall 2011. However, slight decreases also occurred from fall 2008 to fall 2010.

These findings underscore current and future opportunities and challenges for graduate education at CSUSM. The conclusions, based the analyses of the trend data, are summarized at the end of this report.

PART I: CSUSM AND NATIONAL CGS/GRE DATA

This section incorporates aggregate and program data for CSUSM master's programs (including self-support programs when data are available) on student enrollment, demographic characteristics, and retention/graduation rates.

National master's student data from the *Council of Graduate Schools (CGS)/ Graduate Record Examination (GRE) Survey of Graduate Enrollment and Degrees: 2001 to 2011* are included as norm references for national trends in master's programs.

A. Enrollment (Headcount and FTES)

Table A.1. CSUSM total student headcount by level and fall term

Level	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Undergraduate	8110	88.5%	8159	89.2%	8749	89.6%	8851	91.0%	9486	92.3%
Other Postbaccalaureate	64	0.7%	16	0.2%	3	0.0%	5	0.1%	6	0.1%
Credential	401	4.4%	409	4.5%	471	4.8%	318	3.3%	249	2.4%
Graduate	584	6.4%	564	6.2%	544	5.6%	548	5.6%	535	5.2%
Total	9159	-	9148	-	9767	-	9722	-	10276	-

Table A.2. CSUSM Full-time Equivalent Student (FTES) enrollment by level and fall term

Level	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Undergraduate	6721.3	89.9%	6736.3	90.4%	6836.6	90.0%	7082.5	92.3%	7782.4	93.4%
Other Postbaccalaureate	33.2	0.4%	8.5	0.1%	0.6	0.0%	1.9	0.0%	2.6	0.0%
Credential	418.1	5.6%	404.3	5.4%	465.6	6.1%	293.6	3.8%	245.1	2.9%
Graduate	306.1	4.1%	300.3	4.0%	291.5	3.8%	292.2	3.8%	306.3	3.7%
Total	7478.7	-	7449.4	-	7594.3	-	7670.2	-	8336.4	-

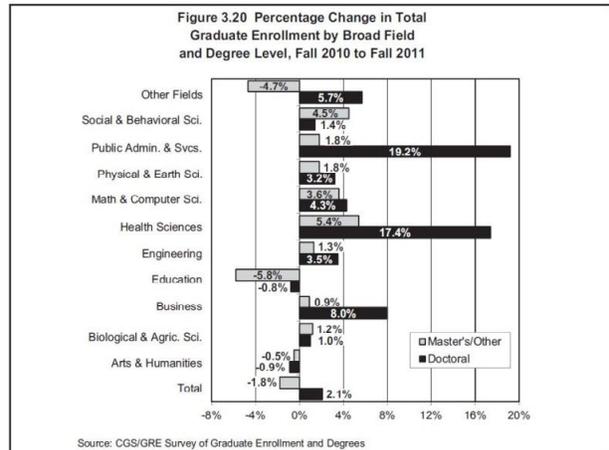
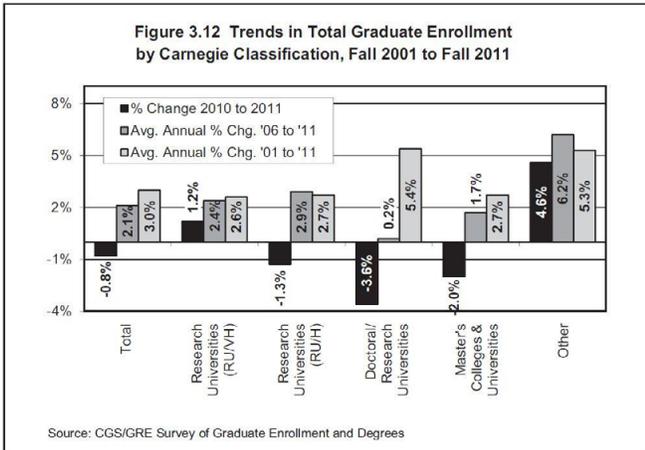
Table A.3. Student headcount for each master’s program by fall term (including self-support programs*)

Program	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Biological Sciences (MS)	30	29	35	29	29
Biotechnology (MS)*	-	-	-	24	14
Business Administration (MBA)	62	48	52	60	37
Computer Science (MS)	37	24	29	23	32
Education (MA)	325	301	271	280	274
Education Communicative Sciences and Disorders Option*	-	-	-	26	39
History (MA)	11	26	27	28	30
Lit & Writing Studies (MA)	39	36	24	28	34
Mathematics (MS)	15	14	18	18	22
Nursing (MSN)*	-	-	-	7	9
Psychology (MA)	22	17	28	31	29
Sociological Practice (MA)	48	51	48	40	35
Spanish (MA)	15	18	17	11	13
Total	604	564	549	605	597

CSUSM stateside graduate student enrollment declined by 9% since fall 2007 from 584 of the total student headcount (4.1% FTES) to 535 (3.7% FTES) in fall 2011 (Tables A.1 and A.2). Recently, CSUSM stateside graduate student headcount dipped below 550. Some of the decline can be attributed to the downsizing of large stateside master’s programs, such as the Education M.A. and MBA, and the lack of sustainable growth

in the smaller stateside master’s programs (Table A.3). However, new self-support master’s programs established in fall 2010 placed total CSUSM graduate student enrollment at or near 600. As of fall 2011, self-support programs account for about 10% of the total CSUSM master’s student headcount.

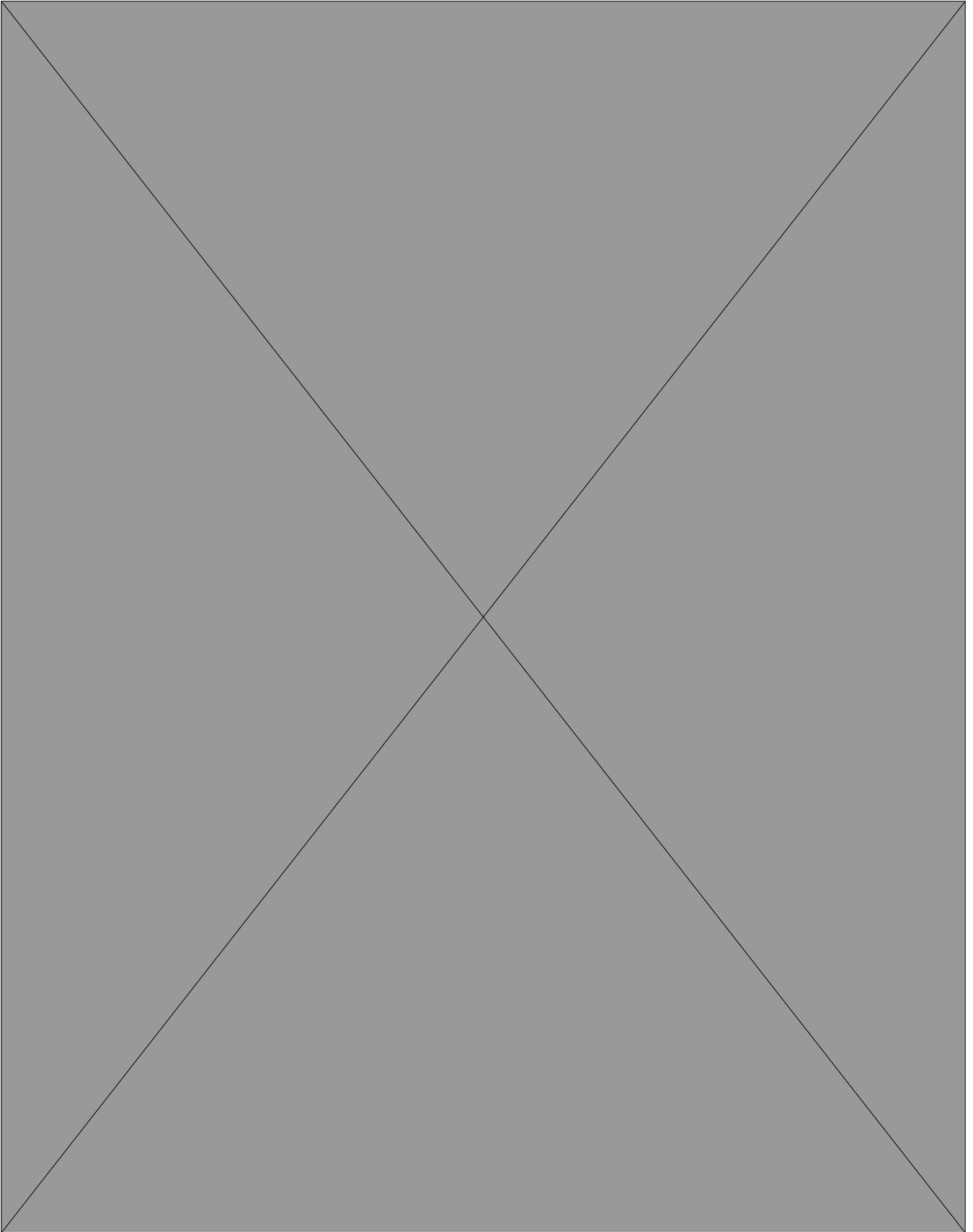
The following two tables represent national data from the *Council of Graduate Studies (CGS)/ Graduate Record Examination (GRE) Graduate Enrollment and Degree Survey: 2001 to 2011*. CGS/GRE tables are used throughout this report as national reference data for master’s programs.



Although CSUSM graduate student enrollment declined at an annual rate of 2.3% from fall 2007 to fall 2011, the CGS/GRE Survey data suggest that master’s student enrollment increased at an average rate of 1.7% from 2006 to 2011. From 2010 to 2011, enrollment in master’s programs across the country decreased by 2% (Fig. 3.12). However, Math & Computer Sciences, Health Sciences, and Social & Behavioral Sciences increased significantly in enrollment (3.6%, 5.4%, and 4.5%, respectively) from 2010 to 2011 while Education and Arts & Humanities decreased (Fig. 3.20).

Note: According to the CGS/ GRE Survey, more than half of the students matriculated in graduate programs in fall 2011 were enrolled in the fields of Business, Education, or Health Sciences.

Note: The CGS/ GRE data indicate that institutions reported a 4.3% increase in graduate program applications between fall 2010 and fall 2011. However, CSUSM had a 0.6% decrease in stateside graduate program applications between fall 2010 and fall 2011.



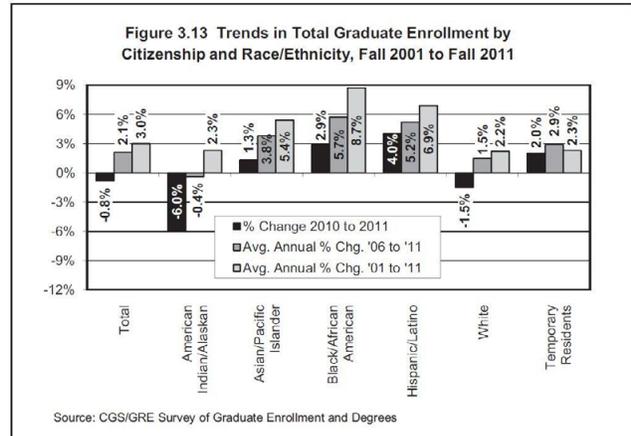
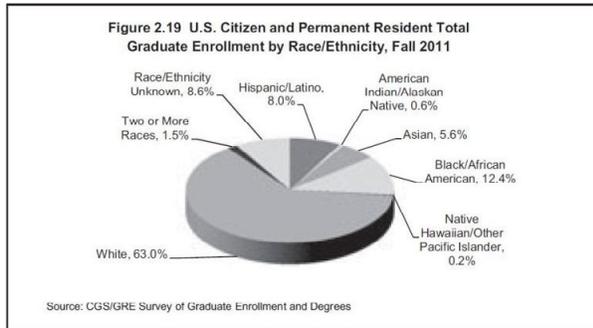
C. Ethnicity

Table C.1. CSUSM student Ethnicity by Funding Source (Stateside/Self-Support) by fall term

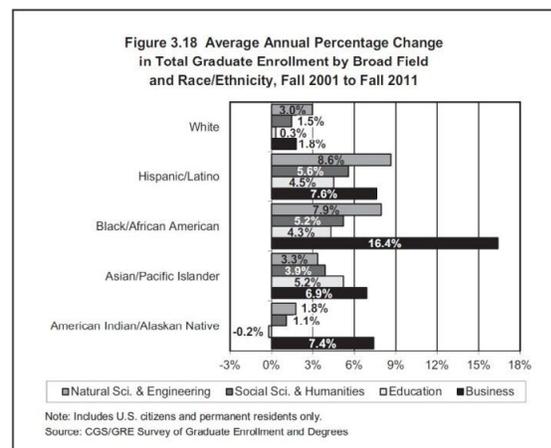
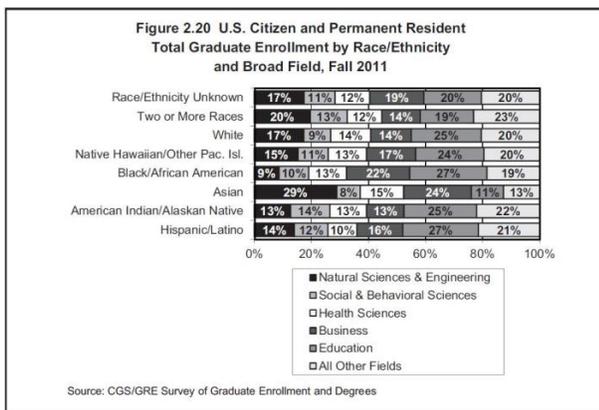
Ethnicity	Source	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
African American	Stateside	22 3.4%	15 2.7%	10 1.8%	9 1.6%	7 1.3%
	Self-Support	- -	- -	- -	- 0%	1 2%
	Subtotal	- -	- -	- -	9 2%	8 1%
Asian/ Pacific Islander	Stateside	57 8.8%	31 5.5%	33 6.1%	37 6.8%	33 6.2%
	Self-Support	- -	- -	- -	8 18.6%	10 20.4%
	Subtotal	- -	- -	- -	45 8%	44 8.0%
Latino	Stateside	98 15.1%	85 15.0%	91 16.8%	93 17%	102 19%
	Self-Support	- -	- -	- -	5 11.6%	4 8.2%
	Subtotal	- -	- -	- -	93 16%	106 18%
Native American	Stateside	7 1.1%	6 1.1%	8 1.5%	4 0.7%	6 1.1%
	Self-Support	- -	- -	- -	0 0%	0 0%
	Subtotal	- -	- -	- -	4 1%	6 1%
White	Stateside	349 53.9%	325 57.5%	303 55.9%	295 53.8%	258 48.1%
	Self-Support	- -	- -	- -	19 44.2%	21 42.9%
	Subtotal	- -	- -	- -	314 53	279 48%
Multi-race	Stateside	0 0	0 0	5 .92%	7 1.3%	15 2.8%
	Self-Support	- -	- -	- -	2 4.7%	1 2%
	Subtotal	- -	- -	- -	9 2%	16 3%
Other/Unknown	Stateside	91 14.1%	90 15.9%	79 14.6%	91 16.6%	97 18.1%
	Self-Support	- -	- -	- -	7 16.3%	11 22.4%
	Subtotal	- -	- -	- -	98 17	108 18%
Non-US Citizen	Stateside	23 3.6%	13 2.3%	13 2.4%	12 2.2%	18 3.4%
	Self-Support	- -	- -	- -	2 4.7%	1 2%
	Subtotal	- -	- -	- -	14 2.4%	19 3.25%
Totals	Stateside	647 -	565 -	542 -	548 -	536 -
	Self-Support	- -	- -	- -	43 -	49 -
	Grand Total	647 -	565 -	542 -	591 -	585 -

The diversity of the CSUSM graduate student population has increased gradually since fall 2007 (Table C.1). As of fall 2011, the graduate student demographic data do not reveal a single “majority” ethnic group. Whites currently comprise nearly 50% of the CSUSM stateside master’s student population, but have decreased by 26% since fall 2007. Latinos constitute almost 20% of the CSUSM stateside master’s student population (a 4% increase since fall 2007). African Americans and Asian/Pacific Islanders decreased in graduate enrollment by 68% and 43% since fall 2007, respectively. The ethnicity data for about 1 in 5 master’s students are unidentified or not reported.

Overall, CSUSM is above the norm in ethnic diversity for most underrepresented groups in comparison to other master's and doctoral degree programs across the country (Fig. 2.19). The national CGS/ GRE data also suggest that African Americans and Latinos displayed the largest average graduate enrollment increases (8.7% and 6.9%, respectively) from 2001 to 2011 (Fig. 3.13). This is the opposite case for CSUSM with respect to decreasing enrollment trends for African Americans.



The fall 2011 CGS/ GRE data indicate that most underrepresented students enroll in Business or Education (Fig. 2.20). Fig. 3.18 shows that African Americans, Asian/Pacific Islanders, and American Indians reported large enrollment growth in Business from 2001 to 2011. Among Latinos, the largest growth from 2001 to 2011 (8.6%) occurred in the sciences. Based on CSUSM master's student data, most underrepresented master's students enroll in Education, Sciences, or Behavioral Sciences. See CSUSM master's program tables in Part 2 of this report.

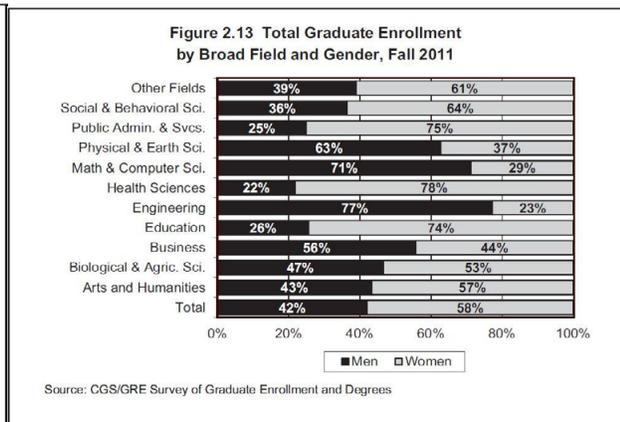
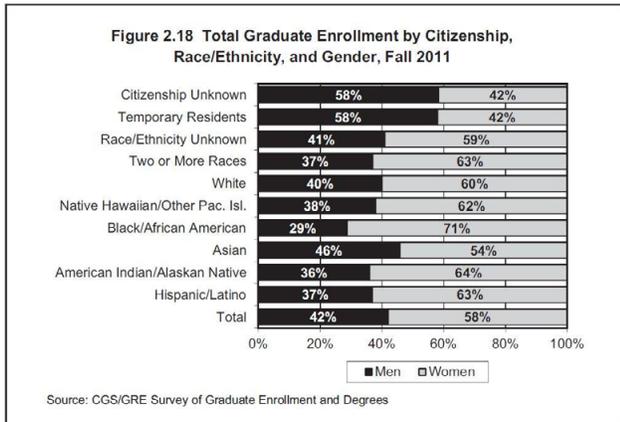


E. Gender

Table E.1. CSUSM master’s student gender by fall term and funding source

Gender	Breakdown	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Female	Stateside	451 69.7%	386 68.3%	354 68.3%	363 66.2%	360 66.8%
	Self-Support	- -	- -	- -	46 80.7%	51 82.3%
	Subtotal	- -	- -	- -	409 67.6%	411 68.4%
Male	Stateside	196 30.3%	179 31.7%	188 31.7%	185 33.8%	179 33.2%
	Self-Support	- -	- -	- -	11 19.3%	11 17.7%
	Subtotal	- -	- -	- -	196 32.4%	190 31.6%
Totals	Stateside	647 -	565 -	542 -	548 -	539 -
	Self-Support	- -	- -	- -	57 -	62 -
	Grand Total	647 -	565 -	542 -	605 -	601 -

Females constitute about two-thirds of the CSUSM stateside graduate student population and over 80% of the students in CSUSM self-support master’s program (Table E.1). According to the fall 2011 CGS/ GRE Survey, females comprise almost 60% of the national enrollment in master’s and doctoral degree programs. Nationally, women constitute a majority of the graduate student enrollment for all ethnic groups (Fig. 2.18) and all disciplines, except Physical Sciences, Math & Computer Sciences, Engineering, and Business (Fig. 2.13).



F. Retention Rates

Table F.1. CSUSM master's student 1-year continuation rate by program

Program		Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Biology	Retention Rate	90.0	83.3	80.0	100.0	91.7
	Number of Students	10	12	10	7	12
Biotechnology*	Retention Rate	-	-	-	93.8	-
	Number of Students	-	-	-	16	20
Business Administration	Retention Rate	70.8	14.8	91.3	94.7	100
	Number of Students	24	27	23	19	16
Computer Science	Retention Rate	50.0	100.0	60	85.7	80
	Number of Students	8	5	5	7	15
Education	Retention Rate	68.0	63.7	70.5	57.8	83.3
	Number of Students	25	44	44	64	42
Education CSD* (Communicative Sciences and Disorders Option)	Retention Rate	-	-	-	100.0	-
	Number of Students	-	-	-	11	18
History	Retention Rate	85.7	70	71.4	100	71.4
	Number of Students	7	10	7	4	7
Literature and Writing	Retention Rate	100.0	100.0	85.7	100.0	86.7
	Number of Students	5	9	7	12	15
Math	Retention Rate	66.7	33.3	50	87.5	83.3
	Number of Students	3	6	4	8	6
Nursing*	Retention Rate	-	-	-	66.7	-
	Number of Students	-	-	-	9	27
Psychology	Retention Rate	83.3	71.4	94.1	100.0	100
	Number of Students	6	7	17	10	8
Spanish	Retention Rate	100.0	100.0	100.0	100.0	100
	Number of Students	3	2	3	3	1
	Retention Rate	86.7	92.9	86.7	81.8	81.8
	Number of Students	15	14	15	11	11

One-year continuation rates across CSUSM master's programs increased by 18% from 74% in fall 2006 to 87% in fall 2011 (Table F.2). Three-year retention surged from 59% in fall 2006 to 70% in fall 2007, but regressed to 57% in fall 2008. Graduation rates remained stable, but decreased slightly from 42% in fall 2006 to 38% in fall 2008. See Table F.3 for individual stateside master's program data on 3-year graduation and retention rates.

Table F.2. Aggregate CSUSM master's program retention rates

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
1-Yr Continuation Rate (%)	73.5	76.4	61.8	80.0	79.0	86.5
Graduation Rate at 3 years (%)	42.1	41.5	37.5			
Enrolled 13th term after entry (%)	17.7	28.3	19.9			
3-Yr Retention Rate (%)	58.8	69.8	57.4			
Graduated at 3 years (count)	42	44	51			
Total (Count)	102	106	136	135	181	133

Table F.3. CSUSM master's student 3-year retention rates by program. (Stateside programs only. Data on CSUSM self-support programs not yet available. Data do not represent eventual graduation rates).

Program	Rates/ Count	Fall 2007	Fall 2008
Biology	Graduation Rate (%)	20.0	41.7
	Enrolled (13th term after entry) %	50.0	25.0
	Retention rate (%)	70.0	66.7
	Number of Students	10	12
Business Administration	Graduation Rate	70.8	48.1
	Enrolled (13th term after entry)	8.3	3.7
	Retention rate	79.1	51.8
	Number of Students	24	27
Computer Science	Graduation Rate	0.0	0
	Enrolled (13th term after entry)	25.0	20.0
	Retention rate	25.0	20.0
	Number of Students	8	5
Education	Graduation Rate	32.0	36.4
	Enrolled (13th term after entry)	16.0	15.9
	Retention rate	48.0	52.3
	Number of Students	25	44
History	Graduation Rate	14.3	10.0
	Enrolled (13th term after entry)	71.4	70.0
	Retention rate	85.7	80
	Number of Students	7	10
Literature and Writing	Graduation Rate	80.0	77.8
	Enrolled (13th term after entry)	20.0	0.0
	Retention rate	100.0	77.8
	Number of Students	5	9
Math	Graduation Rate	0.0	0
	Enrolled (13th term after entry)	100.0	33.0
	Retention rate	100.0	33.0
	Number of Students	3	6
Psychology	Graduation Rate	66.7	42.9
	Enrolled (13th term after entry)	16.7	14.3
	Retention rate	83.4	57.2
	Number of Students	6	7
Spanish	Graduation Rate	33.3	0
	Enrolled (13th term after entry)	33.3	50.0
	Retention rate	66.6	50.0
	Number of Students	3	2
Sociology	Graduation Rate	46.7	42.9
	Enrolled (13th term after entry)	40.0	28.6
	Retention rate	86.7	71.5
	Number of Students	15	14

G. Average Unit Load

Table G.1. CSUSM master’s student average unit load by fall term

Program	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011
Biological Sciences (MS)	8.30	8.86	7.26	6.60	7.59
Biotechnology (MS)	-	-	-	9.00	7.53
Business Administration (MBA)	7.85	7.90	7.98	7.60	8.00
Computer Science (MS)	6.78	6.55	6.41	5.52	7.63
Education (MA)	5.40	5.78	5.70	5.76	6.34
Education CSD Communicative Sciences and Disorders Option*	-	-	-	17.00	16.00
History (MA)	6.82	6.81	5.85	5.36	6.33
Lit & Writing Studies (MA)	7.51	6.42	6.92	7.11	8.26
Mathematics (MS)	7.93	5.60	6.17	7.39	5.32
Nursing (MSN)	-	-	-	5.70	6.49
Psychology (MA)	6.50	7.59	8.32	8.74	7.90
Sociological Practice (MA)	7.88	7.25	7.58	8.40	7.91
Spanish (MA)	8.87	6.89	7.29	9.00	5.77
Average	6.67	6.39	6.43	6.53	6.88

A student enrolling in 6.1 units or greater in a semester is considered full-time. Most CSUSM are part-time, thus it is not surprising that the “average unit load” is approximately 6 units. In general, the average unit load across increased by 3.2% across all CSUSM master’s programs from 6.7 units in fall 2007 to 6.9 in fall 2011. However, it is noted that average unit load decreased from fall 2008 to fall 2010 (table G.1).

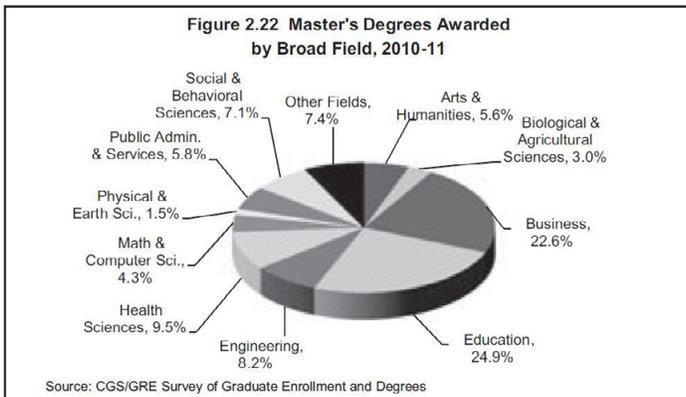
Note: CGS/ GRE national data on average unit load were not available.

*Note: The Education CSD program is unique in that the program requires coursework and intensive practica. Thus, the CSD data were not computed in the average unit load. With all self-support programs removed from the computation, the average unit load for stateside program students was 7.1 units in fall 2011.

H. Master’s Degrees Awarded by Academic Year

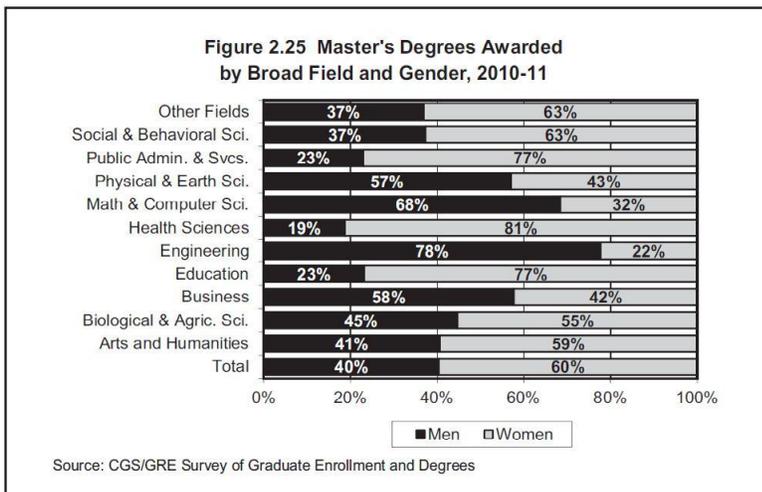
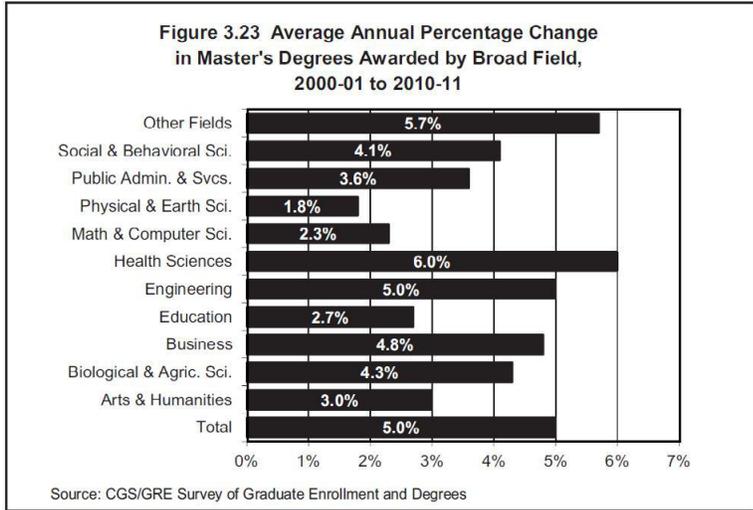
Table H.1. CSUSM master’s degrees awarded by academic year

Program	Fall 2007 to Summer 2008		Fall 2008 to Summer 2009		Fall 2009 to Summer 2010		Fall 2010 to Summer 2011		Fall 2011 to Summer 2012*	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Biological Sciences (MS)	10	5%	6	5%	6	4%	8	5%	8	4%
Biotechnology (MS)	0	0%	0	0%	0	0%	10	6%	14	7%
Business Administration (MBA)	35	18%	0	0%	20	14%	22	13%	24	11%
Computer Science (MS)	5	3%	4	3%	6	4%	10	6%	7	3%
Education (MA)	120	61%	67	54%	67	47%	84	49%	112	53%
History	0	0%	1	1%	3	2%	2	1%	5	2%
Literature & Writing Studies (MA)	7	4%	20	16%	10	7%	9	5%	9	4%
Mathematics (MS)	3	2%	2	2%	2	1%	3	2%	3	1%
Nursing (MSN)									9	4%
Psychology (MA)	8	4%	3	2%	8	6%	6	3%	7	3%
Sociology (MA)	7	4%	15	12%	12	8%	15	9%	9	4%
Spanish (MA)	2	1%	5	4%	8	6%	3	2%	3	1%
Total	197	100%	123	100%	142	100%	172	100%	210	100%



On average, CSUSM Business, Education, and Sociology programs conferred the greatest number of masters’ degrees from 2007 to 2012 (Table H.1). According to the national CGS/GRE Survey, the fields of Business and Education conferred the highest number of master’s degrees in 2010-11 (Fig. 2.22).

Nationally, there was a 5% total growth in master’s degrees awarded across disciplinary fields from 2000 to 2011. The strongest growth (5% or greater) occurred in Engineering, Health Sciences, and “Other Fields” (Fig. 3.23). The vast majority of degrees in the natural sciences are conferred to men. On the other hand, most of the master’s degrees awarded nationally in 2010-11 were conferred to women (Fig. 2.25)



I. Time to Master’s Degree by Graduation Year

Table I.1. CSUSM master’s student average Time-to-Degree (TTD) by graduation year

Program		2007 08	2008 09	2009 10	2010 11	2011 12
Biology	Average Years	4.2	5.7	3.4	4.58	3.83
	Number of Graduates	9	5	5	6	9
Business	Average Years	2.61	--	4.18	3.78	2.46
	Number of Graduates	35	0	20	16	23
Computer Science	Average Years	3.5	4.83	3.13	4.61	3.25
	Number of Graduates	4	3	4	9	6
Education	Average Years	3.01	3.37	3.54	3.79	2.64
	Number of Graduates	103	54	60	83	107
Spanish	Average Years	4	4.6	4.69	4.67	3.17
	Number of Graduates	2	5	8	3	3
Lit & Writing Studies	Average Years	3.21	3.84	4.4	3.3	2.11
	Number of Graduates	7	16	10	10	9
Mathematics	Average Years	4.25	--	5.75	3.875	2
	Number of Graduates	2	0	2	4	3
Psychology	Average Years	3.08	3.5	4.36	3.8	2.875
	Number of Graduates	6	2	7	5	8
Sociological Practice	Average Years	3.29	3.5	4.58	3.93	3.11
	Number of Graduates	7	15	12	15	9
History	Average Years	--	--	3.5	--	4.36
	Number of Graduates	0	0	4	0	7
Nursing	Average Years	--	--	--	--	2.5
	Number of Graduates	0	0	0	0	9
Biotechnology	Average Years	--	--	--	2.38	2.08
	Number of Graduates	0	0	0	13	13
Overall Average	Years	3.46	3.26	4.23	3.23	2.87
Total Count	Number of Graduates	175	100	132	164	206

CSUSM has a five-year Time-to-Degree (TTD) maximum limit. The TTD data reflect the average time it took students, who have graduated, to complete their degree. Most CSUSM master’s programs require at least 30-units to attain a master’s degree and offer a program of study that can be completed within 2 years. The average TTD across CSUSM master’s programs decreased by 17% from 3.5 years in 2007-08 to 2.9 years in 2011-12 (Table I.1). CGS/ GRE national data were not available.

PART II: DEMOGRAPHIC DATA BY CSUSM PROGRAM

This section summarizes student demographic data by individual master's program on ethnicity, residency status (California, international, military, etc.), gender, and enrollment status (part- and full-time).

The following tables extricate the CSUSM master's student aggregate data. However, the data by program are presented without further analyses or interpretations.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SERVICES

Education (MA)

Education Master's Students' Ethnicity by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
African American	8	2.5%	5	1.7%	1	0.4%	3	1.1%	2	1%
Asian	19	5.8%	15	5.0%	14	5.2%	14	5.0%	10	4%
Latino	53	16.3%	40	13.3%	39	14.4%	43	15.4%	49	18%
Native American	6	1.8%	6	2.0%	8	3.0%	2	0.7%	3	1%
White	194	59.7%	192	63.8%	164	60.5%	167	59.6%	150	55%
Multi. Race	-	-	-	-	-	-	1	0.4%	7	3%
Other/Unknown	45	13.8%	42	14.0%	44	16.2%	48	17.1%	48	18%
Non-US citizen: F, J, Other Visa, or Undetermined	-	-	1	0.3%	1	0.4%	2	0.7%	2	1%
Total	325	-	301	-	271	-	280	-	271	-

Education Master's Students' Residence Status by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
International	-	-	-	-	1	0.4%	1	0.4%	1	0.4%
Military	-	-	-	-	1	0.4%	-	-	-	-
Another Sate/Possession	1	0.3%	1	0.3%	2	0.7%	3	1.1%	-	-
California	324	99.7%	300	99.7%	267	98.5%	276	98.6%	273	99.6%
Not Determined	-	-	-	-	-	-	-	-	-	-
Total	325	-	301	-	271	-	280	-	274	-

Education Master's Students' Gender by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Female	263	80.9%	241	80.1%	211	77.9%	216	77.1%	210	76.6%
Male	62	19.1%	60	19.9%	60	22.1%	64	22.9%	64	23.4%
Total	325	-	301	-	271	-	280	-	274	-

Education Master's Students' Enrollment Status by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Part-Time	308	94.8%	266	88.4%	242	89.3%	236	84.3%	220	80.3%
Full-Time	17	5.2%	35	11.6%	29	10.7%	44	15.7%	54	19.7%
Total	325	-	301	-	271	-	280	-	274	-

Education (Communicative Sciences & Disorders)

Education CSD Master's Students' Ethnicity by Fall Term (Numbers and Percentages)					
	Fall 2009	Fall 2010		Fall 2011	
African American	-	-	-	1	4%
Asian	-	1	8.3%	2	7.7%
Latino	-	1	8.3%	2	7.7%
White	-	9	75%	15	57.7%
Other/Unknown	-	1	8.3%	5	19.2%
Multi Race	-	-	-	1	4%
Non-US citizen	-	-	-	-	-
Total	-	12	-	26	-

Education CSD Master's Students' Residence Status by Fall Term (Numbers and Percentages)					
	Fall 2009	Fall 2010		Fall 2011	
International	-	-	-	-	-
California	-	26	100%	35	89.7%
Not Determined	-	-	-	4	10.3%
Total	-	26	-	39	-

Education CSD Master's Students by Gender by Fall Term (Numbers and Percentages)					
	Fall 2009	Fall 2010		Fall 2011	
Female	-	26	100%	38	97.4%
Male	-	-	-	1	2.6%
Total	-	26	-	39	-

Education CSD Master's Students by Enrollment Status by Fall Term (Numbers and Percentages)					
	Fall 2009	Fall 2010		Fall 2011	
Part-Time	-	-	-	-	-
Full-Time	-	26	100%	39	100%
Total	-	26	-	39	-

Nursing (MSN)

MSN Students' Ethnicity by Fall Term (Numbers and Percentages)						
	Fall 2009		Fall 2010		Fall 2011	
African American	-	-	-	-	-	-
Asian	-	1	14.3%	2	22.2%	
Latino	-	1	14.3%	1	11.1%	
White	-	3	42.9%	3	33.3%	
Other/Unknown	-	2	28.6%	3	33.3%	
Non-US citizen	-	-	-	-	-	-
Total	-	7	-	9	-	-

MSN Students Residence Status by Fall Term (Numbers and Percentages)						
	Fall 2009		Fall 2010		Fall 2011	
International	-	-	-	-	-	-
California	-	7	100%	9	100%	
Not Determined	-	-	-	-	-	-
Total	-	7	-	9	-	-

MSN Students Gender by Fall Term (Numbers and Percentages)						
	Fall 2009		Fall 2010		Fall 2011	
Female	-	6	85.7%	6	66.7%	
Male	-	1	14.3%	3	33.3%	
Total	-	7	-	9	-	-

MSN Students Enrollment Status by Fall Term (Numbers and Percentages)						
	Fall 2009		Fall 2010		Fall 2011	
Part-Time	-	6	85.7%	9	100%	
Full-Time	-	1	14.3%	-	-	
Total	-	7	-	9	-	-

COLLEGE OF HUMANITIES, ARTS, BEHAVIORAL AND SOCIAL SCIENCES

History (MA)

History Master's Students Ethnicity by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
African American	-	-	-	-	-	-	-	-	-	-
Asian	-	-	3	11.5%	2	7.4%	2	7.1%	2	6.7%
Latino	1	9.1%	2	7.7%	3	11.1%	2	7.1%	2	6.7%
Native American	-	-	-	-	-	-	-	-	-	-
White	7	63.6%	19	73.1%	20	74.1%	22	78.6%	20	66.7%
Multi. Race	-	-	-	-	1	3.7%	1	3.6%	2	6.7%
Other/Unknown	3	27.3%	2	7.7%	1	3.7%	1	3.6%	4	13.3%
Non-US citizen F, J, Other Visa, or Undetermined	-	-	-	-	-	-	-	-	-	-
Total	11	-	26	-	27	-	28	-	30	-

History Master's Students Residence Status by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
International	-	-	-	-	-	-	-	-	-	-
Military	-	-	-	-	-	-	-	-	1	3.3%
Another State/Possession	-	-	-	-	-	-	-	-	-	-
California	11	100%	26	100%	27	100%	28	100%	29	96.6%
Not Determined	-	-	-	-	-	-	-	-	-	-
Total	11	-	26	-	27	-	28	-	30	-

History Master's Students Gender by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Female	3	27.3%	13	50%	13	48.1%	15	53.6%	19	63.3%
Male	8	72.7%	13	50%	14	51.9%	13	46.4%	11	36.7%
Total	11	-	26	-	27	-	28	-	30	-

History Master's Students Enrollment Status by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Part-Time	5	45.5%	17	65.4%	23	85.2%	26	92.9%	23	76.7%
Full-Time	6	54.5%	9	34.6%	4	14.8%	2	7.1%	7	23.3%
Total	11	-	26	-	27	-	28	-	30	-

Literature & Writing Studies (MA)

Literature & Writing Studies Master's Students Ethnicity by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
African American	1	2.6%	1	2.8%	-	-	-	-	-	-
Asian	2	5.1%	-	-	-	-	3	10.7%	2	5.9%
Latino	5	12.8%	5	13.9%	2	8.3%	4	14.3%	5	14.7%
Native American	-	-	-	-	-	-	-	-	-	-
White	19	48.7%	23	63.9%	19	79.2%	14	50%	15	44.1%
Multi. Race	-	-	-	-	1	4.2%	1	3.6%	1	2.9%
Other/Unknown	10	25.6%	6	16.7%	2	8.3%	6	21.4%	11	32.4%
Non-US citizen: F, J, Other Visa, or Undetermined	2	5.1%	1	2.8%	-	-	-	-	-	-
Total	39	-	36	-	24	-	28	-	34	-

Literature & Writing Studies Master's Students Residence Status by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
International	2	5.1%	1	2.8%	-	-	-	-	-	-
Military	-	-	1	2.8%	-	-	-	-	-	-
Another Sate/Possession	-	-	-	-	1	4.2%	-	-	-	-
California	37	94.9%	34	94.4%	23	95.8%	28	100%	34	100%
Not Determined	-	-	-	-	-	-	-	-	-	-
Total	39	-	36	-	24	-	28	-	34	-

Literature & Writing Studies Master's Students Gender by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Female	28	71.8%	24	29.2%	17	70.8%	18	64.3%	15	44.1%
Male	11	28.2%	12	33.3%	7	29.2%	10	35.7%	19	55.9%
Total	39	-	36	-	24	-	28	-	34	-

Literature & Writing Studies Master's Students Enrollment Status by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Part-Time	18	46.2%	26	72.2%	16	66.7%	17	60.7%	13	38.2%
Full-Time	21	53.8%	10	27.8%	8	33.3%	11	39.3%	21	61.8%
Total	39	-	36	-	24	-	28	-	34	-

Psychology (MA)

Psychology Master's Students Ethnicity by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
African American	2	9.1%	-	-	1	3.6%	1	3.2%	1	3.4%
Asian	-	-	-	-	-	-	1	3.2%	1	3.4%
Latino	6	27.3%	4	23.5%	10	35.7%	8	25.8%	9	31%
Native American	-	-	-	-	-	-	1	3.2%	1	3.4%
White	10	45.5%	9	52.9%	12	42.9%	12	38.7%	8	27.6%
Multi. Race	-	-	-	-	1	3.6%	1	3.2%	-	-
Other/Unknown	4	18.2%	4	23.5%	4	14.3%	7	22.6%	9	31%
Non-US citizen: F, J, Other Visa, or Undetermined	-	-	-	-	-	-	-	-	-	-
Total	22	-	17	-	28	-	31	-	29	-

Psychology Master's Students Residence Status by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
International	-	-	-	-	-	-	-	-	-	-
Military	-	-	-	-	-	-	-	-	-	-
Another Sate/Possession	-	-	-	-	1	3.6%	1	3.2%	2	6.9%
California	22	100%	17	100%	27	96.4%	30	96.8%	27	93.1%
Not Determined	-	-	-	-	-	-	-	-	-	-
Total	22	-	17	-	28	-	31	-	29	-

Psychology Master's Students Gender by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Female	19	86.4%	14	82.4%	22	78.6%	24	77.4%	22	75.9%
Male	3	13.6%	3	17.6%	6	21.4%	7	22.6%	7	24.1%
Total	22	-	17	-	28	-	31	-	29	-

Psychology Master's Students Enrollment Status by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Part-Time	11	50%	5	29.4%	4	14.3%	4	12.9%	10	34.5%
Full-Time	11	50%	12	70.6%	24	85.7%	27	87.1%	19	65.5%
Total	22	-	17	-	28	-	31	-	29	-

Spanish (MA)

Spanish Master's Students Ethnicity by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
African American	-	-	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-	-	-
Latino	10	66.7%	12	66.7%	12	70.6%	9	81.8%	9	69.2%
Native American	-	-	-	-	-	-	-	-	-	-
White	3	20%	4	22.2%	2	11.8%	-	-	1	7.7%
Multi. Race	-	-	-	-	-	-	-	-	-	-
Other/Unknown	-	-	1	5.6%	2	11.8%	2	18.2%	3	23.1%
Non-US citizen F, J, Other Visa, or Undetermined	2	13.3%	1	5.6%	1	5.9%	-	-	-	-
Total	15	-	18	-	17	-	11	-	13	-

Spanish Master's Students Residence Status by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
International	1	6.7%	2	11.1%	1	5.9%	-	-	-	-
Military	-	-	-	-	-	-	-	-	-	-
Another Sate/Possession	-	-	-	-	-	-	-	-	-	-
California	14	93.3%	16	88.8%	13	76.5%	9	81.8%	10	76.9%
Not Determined	-	-	-	-	3	17.6%	2	18.2%	3	23.1%
Total	15	-	18	-	17	-	11	-	13	-

Spanish Master's Students Gender by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Female	8	53.3%	11	61.1%	11	64.7%	8	72.7%	11	84.6%
Male	7	46.7%	7	38.8%	6	35.3%	3	27.3%	2	15.4%
Total	15	-	18	-	17	-	11	-	13	-

Spanish Master's Students Enrollment Status by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Part-Time	5	33.3%	11	61.1%	11	64.7%	3	27.3%	10	76.9%
Full-Time	10	66.7%	7	38.9%	6	35.3%	8	72.7%	3	23.1%
Total	15	-	18	-	17	-	11	-	13	-

Sociological Practice (MA)

MASP Students Ethnicity by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
African American	6	12.5%	7	13.7%	5	10.4%	3	7.5%	4	11.4%
Asian	4	8.3%	2	3.9%	2	4.2%	2	5%	2	5.7%
Latino	13	27.1%	12	23.5%	15	31.3%	16	40%	10	28.6%
Native American	-	-	-	-	-	-	1	2.5%	2	5.7%
White	19	39.6%	17	33.3%	17	35.4%	13	32.5%	9	25.7%
Multi. Race	-	-	-	-	-	-	1	2.5%	3	8.6%
Other/Unknown	4	8.3%	11	21.6%	8	16.7%	4	10%	5	14.3%
Non-US citizen: F, J, Other Visa, or Undetermined	2	4.2%	2	3.9%	1	2.1%	-	-	-	-
Total	48	-	51	-	48	-	40	-	35	-

MASP Students Residence Status by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
International	2	4.2%	2	3.9%	1	2.1	-	-	-	-
Military	-	-	-	-	-	-	-	-	-	-
Another Sate/Possession	-	-	-	-	-	-	-	-	-	-
California	46	95.8%	49	96%	47	97.9%	40	100%	35	100%
Not Determined	-	-	-	-	-	-	-	-	-	-
Total	48	-	51	-	48	-	40	-	35	-

MASP Students Gender by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Female	36	75%	40	78.4%	37	77.1%	30	75%	26	74.3%
Male	12	25%	11	21.6%	11	22.9%	10	25%	9	25.7%
Total	48	-	51	-	48	-	40	-	35	-

MASP Students Enrollment Status by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Part-Time	27	56.3%	28	54.9%	28	58.3%	15	37.5%	17	48.6%
Full-Time	21	43.8%	23	45.1%	20	41.7%	25	62.5%	18	51.4%
Total	48	-	51	-	48	-	40	-	35	-

COLLEGE OF SCIENCE AND MATHEMATICS

Biological Science (MS)

Biology Master's Students Ethnicity by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
African American	1	3.3%	1	3.4%	2	5.7%	2	6.9%	-	-
Asian	5	16.7%	4	13.7%	3	8.6%	1	3.4%	2	6.9%
Latino	2	6.7%	1	3.4%	4	11.4%	2	6.9%	6	20.7%
Native American	-	-	-	-	-	-	-	-	-	-
White	16	53.3%	19	65.5%	18	51.4%	15	51.7%	15	51.7%
Multi. Race	-	-	-	-	1	2.9%	2	6.9%	1	3.4%
Other/Unknown	5	16.7%	4	13.8%	7	20%	7	24.1%	5	17.2%
Non-US citizen: F, J, Other Visa, or Undetermined	1	3.3%	-	-	-	-	-	-	-	-
Total	30	-	29	-	35	-	29	-	29	-

Biology Master's Students Residence Status by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
International	-	-	-	-	-	-	-	-	-	-
Another Sate/Possession	-	-	1	3.4%	-	-	-	-	2	6.9%
California	30	100%	28	96.6%	35	100%	29	100%	26	89.7%
Not Determined	-	-	-	-	-	-	-	-	1	3.4%
Total	30	-	29	-	35	-	29	-	29	-

Biology Master's Students Gender by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Female	21	70%	20	69%	21	60%	21	72.4%	19	65.5%
Male	9	30%	9	31%	14	40%	8	27.6%	10	34.5%
Total	30	-	29	-	35	-	29	-	29	-

Biology Master's Students Enrollment Status by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Part-Time	14	46.7%	12	41.4%	20	57.1%	20	69%	17	58.6%
Full-Time	16	53.3%	17	58.6%	15	42.9%	9	31%	12	41.4%
Total	30	-	29	-	35	-	29	-	29	-

Biotechnology (MBt)

Biotechnology Master's Students' Residence Status by Fall Term (Numbers and Percentages)						
	Fall 2009		Fall 2010		Fall 2011	
African American	-	-	-	-	-	-
Asian	-	6	25.0%	6	42.9%	
Latino	-	3	12.5%	1	7.1%	
White	-	7	29.2%	3	21.4%	
Multi Race	-	2	8.3%	-		
Other/Unknown	-	4	17%	3	21%	
Non-US citizen F, J, Other Visa, or Undetermined	-	2	8%	1	7%	
Total	-	24	-	14	-	

Biotechnology Master's Students' Residence Status by Fall Term (Numbers and Percentages)						
	Fall 2009		Fall 2010		Fall 2011	
International	-	2	8.3%	1	7%	
California	-	22	91.7%	11	78.6%	
Not Determined	-	-	-	2	14.3%	
Total	-	24	-	14	-	

Biotechnology Master's Students' Gender by Fall Term (Numbers and Percentages)						
	Fall 2009		Fall 2010		Fall 2011	
Female	-	14	58.3%	7	50%	
Male	-	10	41.7%	7	50%	
Total	-	24	-	14	-	

Biotechnology Master's Students' Enrollment Status by Fall Term (Numbers and Percentages)						
	Fall 2009		Fall 2010		Fall 2011	
Part-Time	-	20	83.3%	14	100%	
Full-Time	-	4	16.7%	-	-	
Total	-	24	-	14	-	

Computer Science (MS)

Computer Science Master's Students Ethnicity by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
African American	-	-	-	-	-	-	-	-	-	-
Asian	5	13.5%	1	4.1%	3	10.3%	3	13%	6	18.8%
Latino	2	5.4%	2	8.3%	1	3.4%	-	-	4	12.5%
Native American	1	2.7%	-	-	-	-	-	-	-	-
White	14	37.8%	9	37.5%	11	37.9%	10	43.5%	8	25%
Multi. Race	-	-	-	-	-	-	-	-	-	-
Other/Unknown	7	18.9%	5	20.8%	5	17.2%	2	8.7%	2	6.3%
Non-US citizen: F, J, Other Visa, or Undetermined	8	21.6%	7	29.1%	9	31%	8	34.8%	12	37.5%
Total	37	-	24	-	29	-	23	-	32	-

Computer Science Master's Students Residence Status by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
International	5	13.5%	6	25%	8	27.6%	5	21.7%	7	21.9%
Military	-	-	-	-	-	-	-	-	-	-
Another State/Possession	1	2.7%	-	-	-	-	-	-	-	-
California	31	83.8%	18	75%	21	72.4%	18	78.3%	25	78.1%
Not Determined	-	-	-	-	-	-	-	-	-	-
Total	37	-	24	-	29	-	23	-	32	-

Computer Science Master's Students Gender by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Female	6	16.2%	5	20.8%	3	10.3%	5	21.7%	8	25%
Male	31	83.8%	19	79.2%	26	89.7%	18	78.3%	24	75%
Total	37	-	24	-	29	-	23	-	32	-

Computer Science Master's Students Enrollment Status by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Part-Time	23	62.2%	16	66.7%	20	69%	18	78.3%	14	43.8%
Full-Time	14	37.8%	8	33.3%	9	31%	5	21.7%	18	56.3%
Total	37	-	24	-	29	-	23	-	32	-

Mathematics (MS)

Mathematics MS Students Ethnicity by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
African American	-	-	-	-	-	-	-	-	-	-
Asian	4	26.7%	2	14.3%	1	5.6%	2	11.1%	3	13.6%
Latino	1	6.7%	1	7.1%	3	16.7%	7	38.9%	6	27.3%
Native American	-	-	-	-	-	-	-	-	-	-
White	9	60%	6	42.9%	11	61.1%	7	38.9%	11	50%
Multi. Race	-	-	-	-	1	5.6%	-	-	-	-
Other/Unknown	1	6.7%	5	35.7%	1	5.6%	1	5.6%	1	4.5%
Non-US citizen F, J, Other Visa, or Undetermined	-	-	-	-	1	5.6%	1	5.6%	1	4.5%
Total	15	-	14	-	18	-	18	-	22	-

Mathematics MS Students Residence Status by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
International	-	-	-	-	1	5.6%	1	5.6%	1	4.5%
Military	-	-	-	-	-	-	-	-	-	-
Another Sate/Possession	-	-	-	-	-	-	-	-	-	-
California	15	100%	14	100%	17	94.4%	17	94.4%	21	95.5%
Not Determined	-	-	-	-	-	-	-	-	-	-
Total	15	-	14	-	18	-	18	-	22	-

Mathematics MS Students Gender by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Female	7	46.7%	2	14.3%	5	27.8%	4	22.2%	8	36.4%
Male	8	53.3%	12	85.7%	13	72.2%	14	77.8%	14	63.6%
Total	15	-	14	-	18	-	18	-	22	-

Mathematics MS Students Enrollment Status by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Part-Time	10	66.7%	12	85.7%	15	83.3%	10	55.6%	19	86.4%
Full-Time	5	33.3%	2	14.3%	3	16.7%	8	44.4%	3	13.6%
Total	15	-	14	-	18	-	18	-	22	-

COLLEGE OF BUSINESS ADMINISTRATION (COBA)

Master's in Business Administration (MBA)

MBA Students Ethnicity by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
African American	1	1.6%	1	2%	1	1.9%	-	-	-	-
Asian	9	14.3%	4	8.3%	7	13.5%	9	15%	4	10.8%
Latino	4	6.3%	6	12.5%	3	5.8%	2	3.3%	2	5.4%
Native American	-	-	-	-	-	-	-	-	-	-
White	36	57.1%	27	56.3%	31	59.6%	35	58.3%	21	56.8%
Multi. Race	-	-	-	-	-	-	13	21.7%	1	2.7%
Other/Unknown	6	9.5%	10	20.8%	6	11.5%	1	1.7%	8	21.6%
Non-US citizen: F, J, Other Visa, or Undetermined	7	11.1%	-	-	4	7.7%	-	-	1	2.7%
Total	63	-	48	-	52	-	60	-	37	-

MBA Students Residence Status by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
International	2	3.2%	-	-	4	7.7%	-	-	-	-
Military	-	-	-	-	-	-	-	-	-	-
Another State/Possession	1	1.6%	-	-	-	-	-	-	-	-
California	59	95.2%	48	100%	48	92.3%	60	100%	37	100%
Not Determined	-	-	-	-	-	-	-	-	-	-
Total	62	-	48	-	52	-	60	-	37	-

MBA Students Gender by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Female	22	35.5%	15	31.2%	14	26.9%	22	36.7%	19	51.4%
Male	40	64.5%	33	68.7%	38	73.1%	38	63.3%	18	48.6%
Total	62	-	48	-	52	-	60	-	37	-

MBA Students Enrollment Status by Fall Term (Numbers and Percentages)										
	Fall 2007		Fall 2008		Fall 2009		Fall 2010		Fall 2011	
Part-Time	33	53.2%	48	100%	48	92.3%	60	100%	37	100%
Full-Time	29	46.8%	-	-	4	7.7%	-	-	-	-
Total	62	-	48	-	52	-	60	-	37	-

Testimonials

The poignant stories of our CSUSM graduate students and alumni are a testament to the quality of the CSUSM graduate experience and the dedication of our faculty. Testimonials from CSUSM masters' students and alumni are presented below. The positive impacts of graduate students on our campus have been transformative, not only on the lives of graduate students but undergraduates as well. For a future report, the impacts of CSUSM graduate students on our campus will be explored.

"I will never forget what a great experience I had at CSUSM in the Master's program. I feel extremely prepared in my field and well equipped to do the job that has been given to me thanks to the superior quality education I received through the knowledgeable and dedicated instructors"

Deanne Sternberg, Master's of Arts in Education (Special Education option), 2012

"The CSU San Marcos MBA was the most challenging academic effort I've undertaken, yet it was very rewarding! I was thoroughly impressed by the instructors' knowledge and enthusiasm for their courses, as well as the high caliber of the other students that were in my cohort. I've been able to take away a much deeper understanding of how to contribute to a company's success, and I have added life-long friends that I can network with in the future. Taking the MBA at CSUSM was a high-value endeavor that I recommend to anyone wanting to be more successful in business and in their career."

Roger Herzler, Master's in Business Administration, 2010

"One of CSUSM's greatest assets is our diversity. We come from a variety of backgrounds and are on different life paths. Some of us are building families, some of us are working while in school, and some of us are focusing on our academic pursuits full-time. The CSUSM community celebrates and welcomes our differences, which creates a productive environment for pursuing graduate study."

Sarah Wolk, Master's of Arts in History, 2012

"The (Master's of Arts in Sociological Practice) program exposed me to a wide-range of content that gave me access to a wealthy world of knowledge that I had not yet had the opportunity to tap into. Professors used the resources and the tools to make this knowledge accessible yet sufficiently rigorous for me to think about the content in new and diverse ways. In the same way, they helped me connect this new knowledge with the real world: my personal life and career. Finally, the high expectations of my thesis committee, challenged me to tap into my innermost capacities and produce a written research project that reflects the possibilities that exist when a program is committed to preparing its students for the most optimal destination."

Cynthia Arellano, Master's of Arts in Sociological Practice, 2012

"Being a person who never thought I would graduate high school, continue on to college, become a Masters Student and then sit in the office of a world-wide name in Malaria research (internship), I am still on cloud nine and I have returned to CSUSM with a heightened sense of self confidence and passion for the career path I have been working so hard to build. Simply put, the (Chancellor's Office Pre-Doctoral and master's program support) gave me an opportunity to take my education to the next level, as it opened doors to places I never dreamed I would make a name for myself."

Samantha Lang, Master's of Science in Biological Sciences, Student

Conclusions

This report identifies opportunities and challenges for CSUSM graduate education going forward. The conclusions emerged from an analysis of strengths and gaps in CSUSM graduate education trends.

Among the opportunities for CSUSM are:

- Innovative CSUSM courses and self-support master's program can be launched despite uncertain state funding. In collaboration with Extended Learning and IITS, our campus has opportunities for initiating novel interdisciplinary self-support master's programs and online courses.
- CSUSM student diversity can be more representative of the surrounding region, particularly for underrepresented groups. For example, Latinos comprise 32% of the population in the San Diego region, but only 19% of the CSUSM master's student population. The active recruitment and mentoring of underrepresented undergraduates can build pathways to CSUSM advanced degrees.
- The successful profiles of CSUSM master's programs can be elevated regionally, nationally, and internationally. In collaboration with the Colleges and Extended Learning, there are promising prospects for enhanced packaging and marketing of CSUSM graduate programs.
- Prospective CSUSM international and out-of-state applicants to master's programs can be recruited in significantly greater numbers. The recruitment of these populations can be increased through strategic marketing and collaboration with our Office of Global Education and Extended Learning.

The challenges for CSUSM include:

- The capacity to offer new stateside master's programs is becoming increasingly difficult because of state budget reductions. New stateside master's programs cannot be launched without appropriate resources to sustain them. Also, the proportion of stateside and self-support programs that we offer must represent a balance of funding priorities, so as not to diminish the importance of state funding.
- CSUSM graduate studies infrastructure has not been growing at a rate commensurate to supporting and sustaining extant and new graduate program offerings. Underfunded costs associated with meeting expanding graduate student/ program needs (e.g., student writing requirements, research, tracking, and outcome assessment) are very problematic for graduate studies/ programs to absorb.
- Access to data and reports on CSUSM master's students is extremely limited. The capabilities for tracking master's student progress in PeopleSoft, compiling statistics on master's student applicants (acceptance and yield rates), and accessing data on master's students enrolled in self-support programs is labor-intensive and impractical to compile at this time.
- The overall decline in CSUSM stateside master's student enrollment, above and beyond national trends, is alarming. Fall 2012 census data indicate that CSUSM stateside graduate student enrollment continues to decrease (29% decrement in headcount since fall 2011). Moreover, CSUSM had a 31.5% decrease in fall 2012 stateside graduate student applications compared to fall 2011. These figures are largely attributable to decreases in Education M.A. first-time applicants and enrollees. Nonetheless, aspirations for growing master's stateside enrollment and attracting talented master's students are impeded by increasing tuition rates, limited competitive student financial aid packages/ scholarships, and few prestigious academic opportunities (e.g., teaching/ graduate assistantships, tuition waivers).

Despite the challenges, the quality of CSUSM graduate education is very good. However, the challenges may beget deterioration in the effectiveness and viability of our stateside master's programs. Our hope is that these data will inform curricular, strategic planning, and budgetary decisions to enhance and strengthen our investment and commitment to the quality and future of graduate education at CSUSM.

References

Allum, J.R., Bell, N.E., Sowell, R.S. (2012). Graduate Enrollment and Degrees: 2001 to 2011. Washington, DC: Council of Graduate Schools.

Data Sources

sERSS Files for respective semesters, with aid from Extended Learning files/Peoplesoft Query

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5.9 - 2013 CSUSM's College Senior Survey satisfaction selected items

Satisfaction with Academic Support and Coursework 2013 College Senior Survey	
If respondent could make their college choice over, they would still choose to enroll at their current college	74.4%
<i>Respondent is Very Satisfied / Satisfied with the:</i>	
Library facilities	87.5%
Overall quality of instruction	84.0%
Courses in their major	85.5%
Class size	86.1%
Amount of contact with faculty	84.0%
Overall college experience	75.7%
Social science courses	75.0%
Relevance of coursework to future career plans	69.3%
Quality of computer training/assistance	72.5%
GE courses	74.0%
Laboratory facilities and equipment	71.2%
Relevance of coursework to everyday life	75.5%
Humanities courses	73.7%
Ability to find a faculty or staff mentor	68.4%
Science and mathematics courses	63.0%
Tutoring or other academic assistance	64.8%
Academic advising	62.2%

Satisfaction with Academic Support and Courses - These items gauge use of and satisfaction with campus academic support structures and types of coursework typically required in general education.

Satisfaction with Services and Community 2013 College Senior Survey	
<i>Respondent is Very Satisfied / Satisfied with the:</i>	
<i>Campus community:</i>	
Respect for the expression of diverse beliefs	71.3%
Racial/ethnic diversity of the student body	60.8%
Overall sense of community among students	55.6%
Availability of campus social activities	48.5%
<i>Services:</i>	
Student health services	61.4%
Financial aid package	58.5%
Psychological counseling services	52.5%
Career counseling and advising	58.2%
Student housing facilities	28.7%
Job placement services for students	29.0%

Satisfaction with Services and Community - These items gauge satisfaction with campus services and the general campus community.