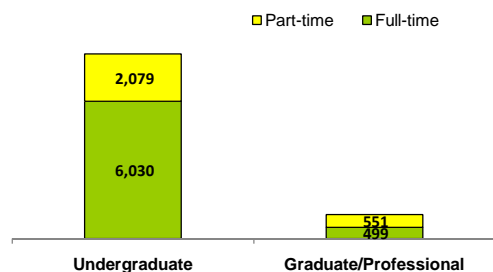


California State University San Marcos has become one of the fastest growing campuses in the CSU system. Providing access to a high quality education and preparing the leaders of tomorrow remain at the core of what we do. Cal State San Marcos embraces and symbolizes twenty-first century learning. We offer hands-on and collaborative learning experiences, cutting edge technology and academic programs relevant to the rapidly changing global environment. Our faculty engages in the latest research and other creative activities and our graduates are prepared to lead and compete in the digital age. Founded in 1989, CSU San Marcos is located on a 304-acre hillside overlooking the city of San Marcos. It is fifteen miles east of the ocean; just thirty miles north of downtown San Diego.

Student Characteristics (Fall 2007) [More](#)

TOTAL NUMBER OF STUDENTS 9,159

Student Level and Enrollment Status



UNDERGRADUATE PROFILE

Total 8,109

Gender

Women	4,944	61%
Men	3,165	39%

Race/Ethnicity

African American / Black	260	3%
American Indian / Alaskan Native	79	1%
Asian / Pacific Islander	988	12%
Hispanic	1,815	22%
International	224	3%
White	3,963	49%
Race/Ethnicity Unknown	780	10%

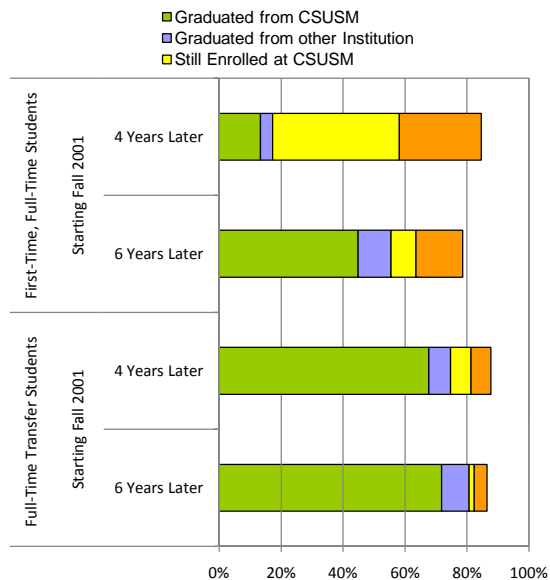
Geographic Distribution (Degree-Seeking)

California	97%
Other US States & Territories	3%
Other Countries	1%

Age (Degree-Seeking)

Average Age	23.3
Percent of Undergraduates Age 25 or Older	27%

Undergraduate Success and Progress Rate



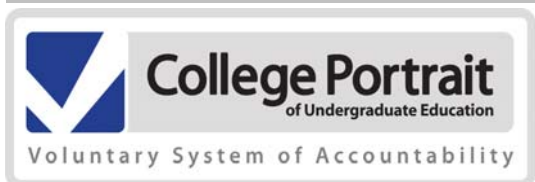
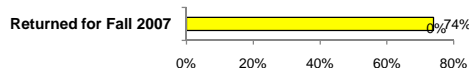
A 85% four-year success and progress rate means that 85% of students starting in Fall 2001 either graduated or are still enrolled at a higher education institution four years later.

Counts for the Fall 2001 entering class shown in the graph above.

- 339 First-Time, Full-Time Students
- 718 Full-Time Transfer Students

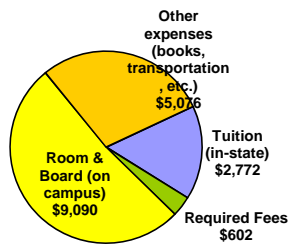
[CLICK HERE](#) for Detailed Success & Progress Rate Tables

Retention of Fall 2006 First-Time, Full-time Students



One of the strengths of U.S. higher education is the broad range of diverse institutions, each with its own distinctive mission. We encourage you to check out college web sites and visit campuses to get a more complete picture of the opportunities available to you!

Typical Undergraduate Costs per Year Without Financial Aid for Full-Time, In-State Students (2007-08)



Total: \$17,540

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

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

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

Financial Aid Awarded to Undergraduates (Fall 2006)

Overall Financial Aid

- 52% of Fall 2006 full-time undergraduates received financial aid of some type including need-based loans, work study, and non need-based scholarships.

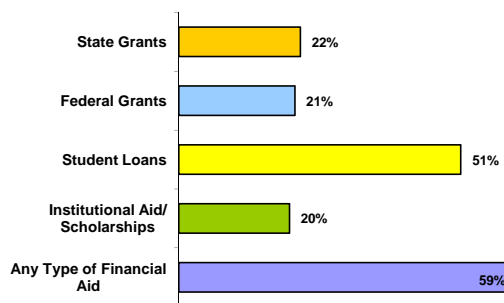
Annual Need-Based Scholarships & Grants

- 29% of Fall 2006 full-time undergraduates received need-based grants or scholarships; the average award for the year was \$5,649.

Annual Need-Based Loans

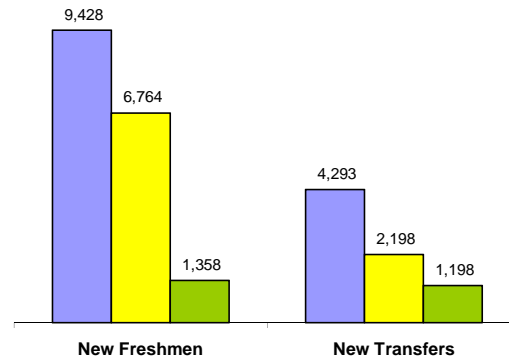
- 36% of Fall 2006 full-time undergraduates received need-based work-study and/or loans (not including parent loans); the average loan for the year was \$3,990.

Percent of Fall 2006 First-Time Students Receiving Each Type of Financial Aid



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

Applied Admitted Enrolled



Academic Preparation of New Freshman

Test(s) Required for Admission: SAT &/or ACT

Middle 50% of Test Score Range	ACT	SAT
Composite	18-23	
Math	18-23	440-540
English	17-22	
Critical Reading		430-530

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

Percent in top 25% of High School Graduating ClassNR

Percent in top 50% of High School Graduating ClassNR

Average High School GPA (4-point scale) 3.12

Degrees and Areas of Study [More](#)

Degrees Awarded at CSUSM in 2006-07

Bachelor's	1,598
Master's	198
Total	1,796

Areas of Study with the Largest Number of Undergraduate Degrees Awarded in 2006-07

Business Administration and Management, General	22%
Liberal Arts and Sciences/Liberal Studies	17%
Communication Studies/Speech Communication and Rhetoric	9%
Psychology, General	8%
Sociology	6%
All other degree areas	38%
Total	100%

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

The Cougars Community

Student Life is one of our five strategic priorities at CSUSM .

Our students are encouraged to:

- **Get Involved!** We have 80+ student organizations and many opportunities for students to engage with faculty and staff outside the classroom.
- **Advocate!** Associated Students, Inc. (ASI) is an active student government which advocates and addresses student needs and which oversees the Women’s Center and the LGBTQ Pride Center.
- **Engage!** Our Athletic program includes Men & Women’s Soccer, Cross-Country, Track & Field, Golf, as well as Baseball and Softball. ASI also has a vibrant Club Sports program which includes surf, men’s soccer, paintball, Cougar Cheer, and Lady Cougar Dancers.
- **Learn, Develop, Lead!** In addition to a variety of leadership opportunities within our academic colleges and ASI, students can also enroll in the Tukwut Leadership Circle which provides students intentional learning experience to develop their leadership skills through workshops, active engagement, and reflection. Students are also encouraged to take advantage our annual student leadership retreat which supports their development as a leader and exposes them to additional opportunities which promote their professional development.



Study at CSUSM

Classroom Environment

Students per Faculty	22 to 1
Undergraduate classes with fewer than 30 students	50%
Undergraduate classes with fewer than 50 students	93%

Full-Time Instructional Faculty

Total Faculty	247
% Women	53%
% from Minority Groups	31%
% with Highest Degree in Field	100%

Carnegie Classification of Institutional Characteristics

Basic Type

Master’s Colleges and Universities (medium programs)

Size and Setting

Medium four-year, primarily nonresidential

Enrollment Profile

High undergraduate

Undergraduate Profile

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

Undergraduate Instructional Program

Arts & sciences focus, some graduate coexistence

Graduate Instructional Program

Postbaccalaureate comprehensive

NOTE: Institutional classifications based on the Carnegie 2005 edition.

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

Student Housing [More](#)

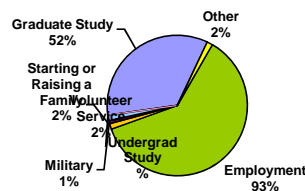
39% of new freshmen live on campus
7% of all undergraduates live on campus

Campus Safety [More](#)

California State University San Marcos has an outstanding record of safety, with a campus climate conducive to learning and an enjoyable atmosphere for students, faculty and staff. While we are dynamic, growing university involved with our surrounding community; we still maintain an extremely low rate of crime.

[CLICK HERE](#) for Campus Crime Statistics report.

Future Plans of 2006-07 Bachelor's Degree Recipients



[CLICK HERE](#) for information on survey administration, sample, and response rate.



Student Experiences and Perceptions

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

[CLICK HERE](#) for examples of how CSUSM evaluates the experiences of its students.

In addition, institutions participating in the VSA program measure student involvement on campus using one of four national surveys. Results from the one survey are reported for a common set of questions selected as part of VSA. Following are the selected results from the 2006-07 National Survey of Student Engagement (NSSE). The questions have been grouped together in categories that are known to contribute to student learning and development. The results reported below are based on the responses of seniors who participated in the survey.

[CLICK HERE](#) for information on survey administration, the survey sample, and the response rate.

[CLICK HERE](#) for information on the NSSE survey.

Group Learning Experiences

59% percent of seniors worked with classmates on assignments outside of class.

19% of seniors tutored or taught other students

21% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports

Active Learning Experiences

77% of seniors spent at least 6 hours per week preparing for class

27% of seniors worked on a research project with a faculty member

67% of seniors participated in an internship, practicum, or field experience

62% of seniors participated in community service or volunteer work

16% of seniors participated in study abroad

73% of seniors made at least one class presentation last year

Institutional Commitment to Student Learning and Success

83% of seniors believe this institution provides support for student success

65% of seniors rated the quality of academic advising at this institution as good or excellent

47% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities

61% of seniors reported working harder than they thought they could to meet an instructor's standards or expectations

Student Satisfaction

83% of seniors would attend this institution if they started over again

88% of seniors rated their entire educational experience as good or excellent

90% of seniors reported that other students were friendly or supportive

Student Interaction with Campus Faculty and Staff

78% of seniors believed that the campus staff were helpful, considerate, or flexible

93% of seniors believed that faculty are available, helpful, or sympathetic

64% of seniors reported that faculty members provided prompt feedback on their academic performance

19% of seniors discussed readings or ideas with faculty members outside of class

Experiences with Diverse Groups of People and Ideas

46% of seniors reported that they often tried to understand someone else's point of view

73% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds

59% of seniors often had serious conversations with students of a different race or ethnicity

Student Learning Outcomes

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

Student Learning Assessment at CSUSM

Graduates of California State University San Marcos will, 1) express a coherent purpose and point of view in written and other formats, including writing clearly and concisely, demonstrating proficiency in a second language and effectively presenting ideas; 2) apply critical thinking to arrive at thoughtful conclusions based on logic and sound reasoning; 3) demonstrate competence in electronic and information technologies; and, 4) possess a global and interdisciplinary perspective, appreciate and value the racial, ethnic, social and cultural diversity and combine insights from several disciplines to more fully understand today's complex problem.

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

Pilot Project to Measure Core Learning Outcomes

As a pilot project, VSA participants measure critical thinking, analytic reasoning, and written communication using one of three tests. Following are the 2006-07 results from the Collegiate Learning Assessment (CLA). Such general skills are applicable and useful for both career and personal success and are important outcomes of college regardless of a student's major. The CLA measures critical thinking, analytic reasoning and written communication using two different tasks -- a performance task and an analytic writing task.

[CLICK HERE](#) for a description of the CLA test.

Learning Gains between Freshman Year and Senior Year

PerformanceTask

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

Analytic Writing Task

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

Average Institutional Scores

	<u>Freshman Score</u>	<u>Senior Score</u>
PerformanceTask	978	1211
Analytic Writing Task	1032	1233

CLA Score Range: 400 to 1600



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

Contributions to the Public Good

Degrees Granted 2006-07

	Campus	% of CSU	CSU	% of State
Total Degree Awards				
Bachelor's	1,598	2%	70,887	46%
Master's	198	1%	18,095	32%
Doctoral	0	0%	68	1%
Total	1,796	2%	89,050	41%

Bachelor's Degree Awards

by Racial and Ethnic Background	Campus	% of CSU	CSU	% of State
African American/ Black	50	1%	3,440	48%
American Indian/ Alaskan Native	18	4%	490	44%
Asian/ Pacific Islander	155	1%	12,085	38%
Latino	280	2%	14,483	55%
White, Non-Latino	833	3%	28,039	45%
International	42	1%	2,946	46%
Other Ethnicity/ Unknown	220	2%	9,404	55%
Total	1,598	2%	70,887	46%

in High Demand Fields	Campus	% of CSU	CSU	% of State
Business and Professional Services	397	3%	15,613	54%
Media/Culture/Design	184	2%	8,128	42%
Information Technology	33	2%	1,571	33%
Life Science	51	1%	5,742	38%
Agriculture	0	0%	794	62%
Criminal Justice	0	0%	2,397	77%

Economic Diversity: Access & Completion

Undergraduate Pell Grant Recipients (2006-07)	
San Marcos Undergraduates	8,470
San Marcos Undergraduate Pell Grant Recipients	2,534
Pell Percentage of Undergraduates	30%
System Pell Percentage of Undergraduates	37%
National Pell Percentage of Undergraduates	34%

Bachelor's Degree Pell Grant Recipients (2006-07)	
San Marcos Bachelor's Degrees	1,598
San Marcos Pell & Degree Recipients	605
Pell Percentage of Undergraduates	38%
System Pell Percentage of Undergraduates	43%

"Net Price" - House version of HEA

Average "sticker" tuition and fees charged to all 2006-07 academic year, full-time undergraduates	\$3,216
Average tuition and fees paid by all 2006-07 academic year, full-time undergraduates	\$2,158
"Net" Price percent of "Sticker"	67%

Loan Debt of Baccalaureate Recipients

Percent of 2006-07 Baccalaureate Recipients who Started as Freshmen and Assumed Loans

San Marcos	41%
State Average (2005-06 Data)	47%
National Average (2005-06 Data)	58%

Average Loan Debt of 2006-07 Baccalaureate

Recipients who Started as Freshmen and Assumed Loans	
San Marcos	\$9,916
State Average (2005-06 Data)	\$17,270
National Average (2005-06 Data)	\$19,646

Average Loan Debt of 2006-07 Baccalaureate Recipients who Started as Freshmen

San Marcos	\$ 4,081
State Average (2005-06 Data)	\$ 8,118
National Average (2005-06 Data)	\$ 11,396