

Facilitating Graduation at Cal State San Marcos
Report to the Chancellor and the Board of Trustees
Karen S. Haynes, President
December 2, 2005

In response to the August 2, 2005 Coded Memorandum AA 2005-21, a “Task Force on Graduation” was created at Cal State San Marcos. The Task Force (whose membership is listed at the end of this document) has prepared the following report.

Efficiency in Academic Program Design (items 1-2)

1. Reduction of Required Units in Programs. All existing baccalaureate degrees have been reviewed and have had their total units reduced to 120 except for Biochemistry and business Administration. New programs under approval at the Chancellor’s Office are at 120 units except for Nursing, which will require 134 units. A directive from the Provost in Spring 2005 authorized graduation for students who had completed 120 or more units and all specific graduation requirements, even if they had not completed the total number of units required by their (older) catalog. In order to reflect this directive, Undergraduate Advising Services (UAS) updated the advising major worksheets in Spring 2005 that are used in advising sessions with students and in processing major evaluations. See Appendix 1.

2. Selective Reduction of Campus Graduation Requirements. Review of the GE curriculum is handled by the GE Committee of the Academic Senate (GEC), with several of these items currently under review. This committee recognizes the need for a more substantial review of the entire GE program as soon as a GE Coordinator position can be filled.
 - a. *General Education. Language–Other-Than-English:* This local requirement requires students to demonstrate mastery at the 201-level. SPAN /FREN/GRMN/JAPN 201 all can be used to fulfill a LDGE requirement in Arts & Humanities, but students who need to start with a 101- or 102-level class add 4 or 8 units.
 - b. *Computer Competency Requirement:* A 1-unit course satisfying this requirement is offered, but students are strongly encouraged to test out of this requirement. GEC reviewed the exam this year and dropped one of the five sections, General Knowledge. It was found that this section was not well-aligned with expectations for student skill sets – and it was the section on which students did the least well.
 - c. *General Education:* We have integrated the standard 48-unit CSU GE requirement with the American Institutions and Ideals (AI&I) requirement to create a 51-unit package. This effectively counts 3 of the AI&I units toward the system requirements. According to EO 595, it is possible to reduce 3 units here, but this would likely have no effect on students in certain social science majors who currently can double-count an “Intro to the major” course with their lower-division GE, as they would still need to take the course for their major even if it was not required for GE. In some majors, UD major “requirements” taken in another department are considered to be “Preparation for the Major” and we allow these courses to fulfill both UDGE requirements and a role in the major.

Action Plan Template. Please see Appendix 1 for the review of high unit undergraduate degree programs.

Supporting Students in Choosing an Efficient Pathway to the Baccalaureate (items 3-6)

3. Emphasis on graduation in orientation sessions for new students. In an effort to support student matriculation through the university in a four year time period, students are encouraged at each Orientation Welcome and during their academic advising time to register for 15 units each semester or 30 units annually, and to minimally take 12 units per semester (graduation time of 5 years).

4. Strengthened support for GE and life-career goal clarification for lower-division students. Approximately 500 freshman (approximately half, including Summer Bridge and College Assistance Migrant Program--CAMP students) take the freshman success course GEL 101 (The Student, The University, The Community) each year. Through the use of standard/commonly used first-year experience materials, GEL facilitates students' understanding and clarification of their "life goals" thereby facilitating the student's ability to focus on a major and career goal early in their education and therefore, should help to eliminate taking of "unnecessary" courses. GEL strengthens General Education via the 3 week Library Module in which students develop college level research and information literacy skills. Critical thinking and reading, as well as the access and evaluation of information and issues of academic honesty, are central to this module.

GEL students are made aware of Undergraduate Advising Services and in-class exercises facilitate the development of an academic plan that leads to completion of a major. Additionally, the GEL Career Module (6 hours), taught by Career Center Counselors, introduces students to the Career Center and the process of connecting life-goals with a major and a career. The Career Center and Undergraduate Advising staff teams offer workshops for undecided students every term. These workshops offer assessment work and tie their college coursework into making a major choice as it relates to career decisions and satisfaction.

5. Association of career outcomes with degree majors in catalogs or other student information materials and resources. The Career Center has identified a career counselor liaison to each academic college and the liaison works with faculty, staff, and students of that college to offer career services and programming specific for their college needs. Career information specific to majors is handed out at career related workshops, seminars and class presentations, as well as at graduate school and job fairs, networking events, information sessions and alumni panels. The career counselors also present career options information related to major choice at all new student orientations and co-present with academic advisors at workshops for undecided students.

The Career Center maintains a resource library with 14 student computer stations as well as career-option books and periodicals for each major and a Career Guide featuring degree related information. Additionally, at the Career Center website page there is a "Resources and Links" section that has all the campus majors listed with a monograph and related website links. It also has eleven sites linked to "What do you do with this major?" Job listing sites also list specific major requirements. The computers in every campus computing lab on campus have several career related assessments as well as Choices CT program, which has occupational and graduate education information as well as employment outlooks.

Facilitating Graduation at Cal State San Marcos

6. Choice of Degree Major Required at a Reasonable, Early Juncture. This semester, a proposal to require students to declare their major by the time they reach 60 units was forwarded to the Academic Senate for review and revision through our shared governance processes. Transfer students would be required to declare upon acceptance to the University. It is anticipated that this policy will be ready for review by the President by the end of this academic year and could be implemented shortly thereafter. Once the policy is developed, a task force will be formed to implement the early declaration of the major in the most efficient and student-friendly manner possible.

Tools to Keep Students on Efficient Pathways to the Baccalaureate (items 7-13)

7. Wide Promulgation of Roadmaps to Degree in an Official, Centrally-Archived, Graphically Authoritative Format. CSUSM has established processes to create and disseminate degree roadmaps suited for both lower- and upper-division. These roadmaps recognize that students begin their study at Cal State San Marcos at varying levels of preparedness. The campus is still in the early stages of this project, but most of the preliminary work of conceptualization and planning is completed, and we have begun the concrete processes of completing various roadmaps and initiating their distribution to students. Roadmaps are drawn-up in view of standard course-scheduling practices, in order to ensure the alignment of roadmaps with actual course schedules. Now that the actual process of compiling the roadmaps has begun, we expect to see marked progress for the remainder of the current academic year, since the most easily-drawn maps will be available almost immediately. We anticipate that roadmaps for high enrollment majors will be done by Spring '06, and will be in place for all programs by the conclusion of the 2006/07 academic year. A more detailed report is attached in Appendix 2.

8. Alignment of Class Schedules to Roadmaps. Roadmaps at both the lower and upper division of study are being constructed with careful attention to ongoing schedule-building practices in the colleges. Most colleges and departments have established well-tested, predictable patterns of academic schedule-building. It is known well in advance which courses are offered every term, which only in the Fall or only in the Spring, and which courses are offered more sporadically or infrequently. Thus, due care is taken to ensure that, when a given roadmap recommends a particular class should be completed, say, in the Spring semester, then that class is typically offered in the Spring term, and will be available to the student following that map.

9. Provision in Policy of Mandatory Individual Student Study Plans to the Degree. The campus currently has no provisions by which students file mandatory study plans at the declaration of the major. Our ability to implement any such provisions must wait, in great measure, on a number of other initiatives listed in this report: mandatory and early declaration of major; structured or mandatory advising contacts at the declaration or change of major; and an available automated degree audit system. Once these items are addressed, the campus will be much better positioned to explore processes by which, in some structured pattern of advisement, students are encouraged or required to file individual study plans. As a result, a time-frame for completion of this project is difficult to establish at this point, pending progress on these other items.

10. Use of Cumulated Individual Student Study Plans in Planning Class Schedules. Progress on this item depends upon the chain of events articulated immediately above. Once all these other structures and mechanisms are in place, the campus will then be able to create a data-base of individual student study plans that can feed back into the academic schedule-building process.

Facilitating Graduation at Cal State San Marcos

Given these factors, it appears that the campus will be able to make significant progress on this item only once DARS is fully-functional and some sort of structured approach to student advisement, relative to the declaration of Major, is instituted.

11. Adoption of Strategies for Student Success and Learning Support: Tutoring; Technology-mediated Supplementary Learning; and Similar Tactics. Student services that foster student success and support learning across the disciplines have been developed to meet the needs of our dynamic student population. Highlights of the programs that have been implemented or refined at Cal State San Marcos over the past few years are listed below. For more detailed description of each effort, please see Appendix 3.

- Tutoring services in the Writing Center, Math Lab, Accounting Lab, Computer Consulting Center and Language Learning Lab support both lower and upper division courses.
- Supplemental Instruction (SI) programs offer guidance in general study skills and course content for difficult subjects, such as organic chemistry.
- Learning communities support diversity and retention programs through the use of cohorts, linkage of lower division courses and a residence hall civic engagement program for first year students and the sponsorship of a group of upper division commuter students.
- Intensive summer learning communities are planned for 2006, based on the successful pilot of the web-based ALEKS program in MATH and the Summer Bridge programs.
- Information Literacy programs developed by the Library are programmatically integrated into the University curriculum.
- Technology-mediated teaching and learning are embraced by the campus community.
- Technology support as well as computer support and refresh programs allow students to access tools which are critical to a modern university education.

12. Renewed Enforcement of Policies that Limit or Discourage Drops, Withdrawals, Grades of Incomplete. CSUSM has established policies and procedures in this area that effectively serve the goal of facilitating students' time to graduation, while remaining sensitive to the variety of circumstances that affect students' ability to complete their planned schedule of courses. The campus has implemented a course-withdrawal petition process that discourages arbitrary and groundless dropping of courses by students beyond the add-drop deadline, requiring documentation of relevant circumstances and committee-review of petitions. Likewise, the University Withdrawal process requires students to provide evidence of serious and compelling circumstances necessitating the withdrawal from studies. The University has developed procedures for the assignment of Incompletes that reinforce the intended purpose of the grade, to provide a remedy only in exceptional circumstances, and only when the majority of work in a course is already complete. Faculty have also been encouraged to keep records of the relevant factors in the grade assignment: the work so far completed and graded, the assignment(s) required for completion of the course, the timeline for completion of the work, and should they choose, a grade based on already-completed work that will stand just in case the incomplete work is not finished within an allowed time limit. Each of these processes is administered with the purpose of providing relief to students in difficult circumstances, while discouraging patterns of conduct that delay students' completion of the degree.

13. Adoption or Renewed Enforcement of Policy that Limits the Number of Course Repetitions. CSUSM has recently revised policies and procedures related to repetition of courses that are consistent with the goal of ensuring progress to degree, while remaining sensitive to the variety of conditions and circumstances that impinge on students' ability to complete their

Facilitating Graduation at Cal State San Marcos

planned studies. The statements in the University General Catalog and related documents are consistent and standardized. Students are allowed to repeat only five courses over their undergraduate career, for the sake of filing for “grade forgiveness,” and they may file a “GPA adjustment” request only when the original grade in the course was a C-minus or worse. These conditions and limitations are stated clearly in the policy published in the Catalog, and they are carefully enforced by staff in the office of Registration and Records.

Strong Advising Strategies and Practices (items 14-18)

14. Campus Provision of a Rich CMS Information and Communications Environment for Major Advising. The campus is presently implementing a degree audit system for use by faculty and staff academic advisors, as well as students. The system is directly interfaced to our student administration system and will be accessible to students via a Web interface. The timeline is for completion over the next three years. In FY 2005-06, the degree audit system will contain general education and general graduation requirements for 70% of the incoming transfer student population by July, 2006. Also, degree audits for will be available for 3 undergraduate majors representing 17% of our undergraduate population. In FY 2006-07, degree audits will be available for 95% of Fall 06 new transfer students and additional majors will be added allowing 60% of our undergraduate population access to full audits of general education, graduation and major. In FY 2007-08, the project will complete general education, graduation, and major audits available for all students, and preparation will begin to transition to the CMS Academic Advising module.

15. Strong, Timely Major Advisement, Including Mandatory Advisement upon Declaring or upon Changing a Major. Major advising is not currently required at Cal State San Marcos. Rather than implement a high-cost system of mandatory advising strategies, the campus is developing a system of recommended advising points. For example, when a major is declared or changed and when 60 units are reached, a letter would be sent to the student inviting her/him to an advising session, either in a group setting or in a one-on-one meeting with an advisor.

16. Frequent Use of Degree Audits. As the degree audit system is implemented, advisors will be able to check the progress of students at any time. This will allow the development of a timeline of degree audits for each student. It is anticipated that this system will be developed in 2007-08 as the degree audit implementation is completed.

17. Mandatory Degree Audits not later than at 70 Semester Units. See response for #16. Once the degree audit system is fully operational, a system for degree audit by a major advisor will be developed. One suggestion is that as students declare a major, the advisor for that major should receive a notification and perform a degree audit.

18. Mandatory and If Needed Intrusive Advisement as Student Approaches/Exceeds Minimum Units Required for the Degree. This will rely heavily upon the degree audit system implementation. Once the system is in place and suitable advising points are determined, a procedure for notification and perhaps mandatory advisement of students with a high number of units can be established. Because we are implementing so many new strategies for degree audits, advising and declaration of the major at this stage, we are confident that the number of these students who are not already working closely with an advisor will be negligible.

Campus Monitoring and Feedback (items 19-20)

19. Development and Use of “Dashboard Indicators” for Campus-wide Monitoring of Graduation. In April 2005, Institutional Research updated an October 2003 report on CSUSM student success. This report will be updated annually and will serve as a central part of our “dashboard display.” It provides data on trends in one-year continuation rates, graduation rates, and time-to-degree and compares these CSUSM indicators to CSU benchmarks, and analyzes the CSU indicators by subgroups (disciplinary groupings of majors; gender; and racial/ethnic background). Where comparisons can be made, mean average time-to-degree is lower for CSUSM than for the CSU, which is positive and three-year graduation rates for transfers are higher for CSUSM than for the CSU, which is also positive. Our six-year graduation rates for first-time freshmen are a little lower for CSUSM than for the CSU and one-year continuation rates are lower for CSUSM than for the CSU – with the difference being more striking for first-time freshmen than for transfers. Due to this finding, the campus has begun to focus more aggressively on retention of first year students and we have included first year retention as one of our WASC themes for our upcoming review.

20. Review by CSU Academic Peers of How Efforts at Encouraging Graduation are Succeeding, by Degree Program. We look forward to welcoming academic peers from sister CSU campuses to assess our progress toward facilitating graduation.

Assuring the Priority of Facilitating Graduation (items 21-22)

21. Provide the Board of Trustees with Periodic Reports. The Task Force on Graduation is the coordinated working group charged with drafting periodic reports on behalf of the President.

22. Provide Appropriate Funding, Support. The Task Force on Graduation is closely connected to the campus’s integrated strategic planning and budgeting apparatus, and will provide the background information and analysis needed for appropriate budgeting and prioritization of these efforts.

Task Force on Graduation membership

Interim Vice President for Student Affairs	Pat Worden (Task Force co-chair)
Academic Senate Chair	Linda Holt (Task Force co-chair)
Associated Students, Inc. President	Marc DeGuzman
Academic Senate General Education Committee	Jackie Trischman
Academic Senate Student Affairs Committee	Melanie Chu
Academic Senate Academic Policy Committee	Rika Yoshii
Dean of Instructional and Informational Technology Services	Wayne Veres
Associate Vice President, Academic Programs	David Barsky
Associate Vice President, Student Academic Support Services	Susan Mitchell
Associate Vice President, Enrollment Management Services	Darren Bush
Associate Dean, College of Arts & Sciences	Michael McDuffie
Director of Institutional Planning (representative)	Tom Bennett
Senior Director of Advising, Career and Testing Services	Sandy Punch

Item 1. Undergraduate Degree Programs Requiring More than 120 Semester Units (Action Plan Template)

B.S. in Biochemistry

Units required for the major	80
Units required for graduation + any other (local) graduation requirements	51
How many units are double-counted between general education and the major?	9
Free elective units	0
Total units	122
Is the program accredited?	No
Date of most recent program review.	N/A New Program
Were units reduced during the most recent review?	Yes. Units reduced from 125 in an ad-hoc review.
Date of next-upcoming program review	2005-06
If beyond two years, is this program a candidate for special (accelerated) program review?	N/A

B.S. in Business Administration (all options)

Units required for the major	79
Units required for graduation + any other (local) graduation requirements	51
How many units are double-counted between general education and the major?	6
Free elective units	0
Total units	124
Is the program accredited?	No
Date of most recent program review.	2003-05
Were units reduced during the most recent review?	No
Date of next-upcoming program review	2007-08
If beyond two years, is this program a candidate for special (accelerated) program review?	N/A

B.S. in Nursing; Generic Program Track

Units required for the major	120
Units required for graduation + any other (local) graduation requirements	51
How many units are double-counted between general education and the major?	36
Free elective units	0
Total units	135
Is the program accredited?	Yes
Date of most recent program review.	N/A New Program
Were units reduced during the most recent review?	N/A
Date of next-upcoming program review	2009-10
If beyond two years, is this program a candidate for special (accelerated) program review?	No.

B.S. in Nursing; RN-to-BSN Track

Units required for the major	118
Units required for graduation + any other (local) graduation requirements	51
How many units are double-counted between general education and the major?	36
Free elective units	0
Total units	133
Is the program accredited?	Yes
Date of most recent program review.	N/A New Program
Were units reduced during the most recent review?	N/A
Date of next-upcoming program review	2009-10
If beyond two years, is this program a candidate for special (accelerated) program review?	No.

2. Undergraduate Degree Programs at 120 Semester Units, but which include fewer than 10 semester units of free electives.

B.S. in Biological Sciences (all concentrations)

Units required for the major	78
Units required for graduation + any other (local) graduation requirements	51
How many units are double-counted between general education and the major?	9
Free elective units	0
Total units	120
Is the program accredited?	No
Date of most recent program review.	2004-05
Were units reduced during the most recent review?	No
Date of next-upcoming program review	2008-09
If beyond two years, is this program a candidate for special (accelerated) program review?	No

B.S. in Biotechnology

Units required for the major	84
Units required for graduation + any other (local) graduation requirements	51
How many units are double-counted between general education and the major?	15
Free elective units	0
Total units	120
Is the program accredited?	No
Date of most recent program review.	N/A New Program
Were units reduced during the most recent review?	N/A
Date of next-upcoming program review	2009-10
If beyond two years, is this program a candidate for special (accelerated) program review?	No

B.S. in Chemistry; Chemistry Option

Units required for the major	75
Units required for graduation + any other (local) graduation requirements	51
How many units are double-counted between general education and the major?	6
Free elective units	0
Total units	120
Is the program accredited?	Yes
Date of most recent program review.	1999-2000
Were units reduced during the most recent review?	Yes. Units reduced from 125 in an ad-hoc review.
Date of next-upcoming program review	2005-06
If beyond two years, is this program a candidate for special (accelerated) program review?	N/A

B.S. in Chemistry; Science Education Option

Units required for the major	75
Units required for graduation + any other (local) graduation requirements	51
How many units are double-counted between general education and the major?	9
Free elective units	3
Total units	120
Is the program accredited?	No
Date of most recent program review.	1999-2000
Were units reduced during the most recent review?	Yes. Units reduced from 125 in an ad-hoc review.
Date of next-upcoming program review	2005-06
If beyond two years, is this program a candidate for special (accelerated) program review?	N/A

B.S. in Computer Science; Computer Science Option

Units required for the major	72
Units required for graduation + any other (local) graduation requirements	51
How many units are double-counted between general education and the major?	6
Free elective units	3
Total units	120
Is the program accredited?	No
Date of most recent program review.	2004-05
Were units reduced during the most recent review?	Yes. Units reduced from 129.
Date of next-upcoming program review	2008-09
If beyond two years, is this program a candidate for special (accelerated) program review?	No.

B.S. in Computer Science; Computer Information Systems Option

Units required for the major	75
Units required for graduation + any other (local) graduation requirements	51
How many units are double-counted between general education and the major?	6
Free elective units	0
Total units	120
Is the program accredited?	No
Date of most recent program review.	N/A New Program
Were units reduced during the most recent review?	N/A
Date of next-upcoming program review	2008-09
If beyond two years, is this program a candidate for special (accelerated) program review?	No.

B.A. in Kinesiology

Units required for the major	67
Units required for graduation + any other (local) graduation requirements	51
How many units are double-counted between general education and the major?	6
Free elective units	8
Total units	120
Is the program accredited?	No
Date of most recent program review.	N/A New Program
Were units reduced during the most recent review?	N/A
Date of next-upcoming program review	2009-10
If beyond two years, is this program a candidate for special (accelerated) program review?	No.

Item 7: Detailed Report on the Wide Promulgation of Roadmaps to Degree in an Official, Centrally-Archived, Graphically Authoritative Format. CSUSM is engaged in two parallel projects that will allow us to complete a full array of degree roadmaps by roughly the end of the 2005/2006 academic year. Faculty, staff, and administrators have teamed up to create roadmaps for both lower-division and upper-division pathways of study. The roadmaps for these different levels of study will function in different ways, and are being drawn by different task groups. Lower-division roadmaps will offer a more individualized pathway for the student, drawn specifically to the student's particular level of preparation for college as well as her intended major degree program of study. Upper-division roadmaps, geared mainly to completion of major requirements, will take on a more generic character, serving any student who, at the start of the junior year, has completed lower-division preparation for the major and General Education coursework. The roadmaps, upon completion, will be made widely available, via the campus web-site as well as typical information-sharing resources in campus advising-services offices. In particular, lower-division roadmaps will be accessible exclusively via an interactive web-site, which will allow the student to explore different major-degree-program pathways, given different levels of college preparation and placement. Both upper- and lower-division roadmaps are also providing guidance in our ongoing rollout of an automated degree-audit system, which will be functionally complete as early as Fall 2007 (via DARS, pending campus adoption of Peoplesoft Student module, beginning Fall 2008).

Lower-Division Roadmaps

The Office of First-Year Programs has taken the lead in working with Undergraduate Advising Services and individual academic departments to create a set of detailed semester-by-semester road maps for the first two years of study. These road maps lead students through Lower-Division General Education (LDGE) and Preparation for the Major.

These road maps recognize that students beginning study in a major may need different plans depending on where they fall along three different dimensions of preparedness:

- English: three levels – having failed the EPT test, having cleared the EPT requirement without having earned AP credit, and having AP credit in English;
- Mathematics: depending on the major, there are four or five levels of preparedness – needing to enroll in a Pre-Algebra course, a Beginning Algebra course, an Intermediate Algebra course, or ready for a baccalaureate-level mathematics course (in majors requiring calculus, this is divided into two cases: ready for calculus, and needing to take a College Algebra or Pre-Calculus course first);
- Language Other Than English (CSUSM requires proficiency at the third-semester level as a campus graduation requirement): four levels – students enter either ready to take a 101-, 102-, or 201-level course, or able to meet the requirement without taking a course.

Thus, for each major it is necessary to produce 48 (or 60 for majors requiring calculus) unique road maps through the first two years.

A set of principles for creating the road maps has been developed. These include:

- Recommended unit loads for each semester (at least 13 units in every semester, but not more than 15 units in the first semester of the freshman year);
- Immediate enrollment in any necessary remediation courses/sequences;
- Early completion of basic skills (Area A) courses and a college success course (Area E), and purposeful ordering of these courses;
- Taking an introductory course in the major as soon as possible, with all preparatory work for the major being completed in first two years (if possible);

- Major-specific recommendations – where applicable – for the courses to be used in fulfilling LDGE requirements;
- Advising students who will not be able to complete all LDGE or Preparation for the Major courses in the first two years (due either to extensive lower-division preparation requirements in the major or to the student needing to take remedial courses) to take summer classes.
- The Office of First Year Programs will maintain and update the roadmaps as the campus curricula develop and undergo change.

Road maps have been completed for some majors, and are under construction for the rest. An interactive website is under construction which will house all of the road maps. The graduation road maps website will allow incoming freshmen to compare study for different majors and prospective students to explore different scenarios in order to understand the implications of scoring at a certain level on the ELM exam, the EPT or the AP English exam.

Upper-Division Roadmaps

The office of Undergraduate Advising Services has taken the lead in working with department faculty to develop upper-division roadmaps focused on efficient and timely completion of major degree program course requirements. In comparison to the foregoing project, the development of the upper-division roadmaps is a rather straightforward process, and the roadmaps created are far fewer. Upper-division roadmaps assume that the student, at sixty units of study, has completed all lower-division General Education coursework and all courses required in preparation for the major. As a result, there are far fewer variables (if any) involved in describing the individual student's level of preparedness, and therefore far fewer individualized roadmaps.

Constructed with careful attention to ongoing college and department course-scheduling practices, each major will provide one or more roadmap for each concentration, option, emphasis, or track offered within the major. Students will then be able to plot out coursework several semesters in advance, at least where core requirements and some range of major-elective courses are concerned.

Once completed, upper-division roadmaps will be widely promulgated and publicized. Maps for the different majors will be available on-line at advising-services and department web-sites, and students will be directed to the roadmaps in multiple contexts. Orientation sessions for entering students will incorporate the roadmaps both as a presentation topic and a tool that is used in the student's opening semester schedule-planning and registration processes. Continuing students will be make use of roadmaps in meeting with staff and faculty advisors, and any student contemplating a declaration or change of major will be directed to the roadmaps as a planning tool to assess the consequences of one or another pathway of study.

Roadmaps and Degree Audit team members began meeting this semester to clarify how each process will work in conjunction with each other so that maximum clarity is achieved for student use and understanding.

Item 11: Detailed Report on the Adoption of Strategies for Student Success and Learning Support: Tutoring; Technology-mediated Supplementary Learning; and Similar Tactics. Tutoring services are offered by the Writing Center, the Math Lab, the Accounting Lab, the Computer Consulting Center and the Language Learning Lab. The Writing Center offers tutoring for GEW students, who are required to complete a minimum number of tutoring sessions, which allows the campus to dispense with a traditional English remediation course for students with low EPT scores. The Writing Center also provides tutors to assist students with writing across the curriculum. For fall 2005, the Math Lab provides tutors for 38 course sections for 17 different math courses, which include Math 15, 50 and 51 sections, as well as lower and upper division courses.

Supplemental instruction is provided to various students in a number of subjects including students in organic chemistry, as well as to students via various programs such as the Educational Opportunity Program (EOP), College Assistance Migrant Program (CAMP), Student Support Services (SSS), and Research Initiative for Scientific Enhancement (RISE) program. This support is provided for courses in math, college success skills, literature and writing, women's studies, and social sciences.

A number of learning communities have been developed on the campus to support retention and facilitation toward graduation. Since the inception of the College of Education, students have moved through the credential program in learning cohorts and the new doctoral program is using a learning cohort model as well. For undergraduate students, SSS and EOP sponsor two groups: one is a first year learning community that links four lower division courses, and the second serves upper division commuter students. Both groups have a focus on diversity issues. Additionally, two learning communities now exist for first year students living in the campus residence halls with a focus upon civic engagement.

Intensive summer learning communities include our Summer Bridge program which produces consistent first year to second year retention rates of over 90%. We also offer the web-based ALEKS program in MAPS (Mathematics Acceleration Program) for incoming freshmen with low ELM scores. Also, ALEKS-assisted sections of MATH 051 are used in regular-semester mathematics remediation. Plans are underway for two additional intensive summer academies to commence in summer 2006, one with a focus upon math and the other on reading and writing for first year students with low ELM and EPT scores. The campus intends to continue adding learning communities at the rate of 1-2 per year as human and fiscal resources permit.

The Library's Information Literacy Program is programmatically integrated into the University curriculum, teaching information competencies and college level research skills within the general education program (GEL, GEO, GEW) and systematically within courses in the majors. The program librarians work closely with college faculty to teach students how to recognize a need for information, know how it is organized, how to find it, and how to evaluate, analyze and present it. Program librarians have collaborated with academic programs to incorporate the competencies into course objectives and assessment instruments. In Fall semester 2005, library research was taught in more than 120 courses and through more than 50 hours of individual research consultations on course assignments, and the program continues to grow. As a result, students are taught the skills they need to do course assignments successfully and are also introduced to the librarians and resources that support their research. Additionally, librarians develop printed and web-based materials, tutorials, online course-specific learning guides, subject-specific research guides, or work one-to-one with students and groups

outside of class. Students can get help by contacting librarian subject experts to help them in person, phone, email, and 24/7 online chat services.

Technology mediated learning is used widely across campus. In Fall 2005, 334 class sections are using some form of online technology. At our present rate of growth, we anticipate needing to double our capacity to support online courses by AY2008. The Language Learning Center offers technology mediated learning that supplements classroom instruction for courses that support learning for four languages. On campus, every classroom over 25 seats is equipped with smart classroom technology which is regularly refreshed so as to maximize availability for classroom activities. Also, the campus uses WebCT as our Learning Management System and for Fall 2005, 303 course sections are using WebCT. Email is widely used between faculty and students and since 1994, the University has automatically created an email account for every enrolled student. To promote email communication, student email addresses are listed on the class roster and faculty can easily download email lists via a Web application.

The Student Technology Help Desk (STHD) has 40 laptop computers available for short-term checkout by students and the SSS/EOP programs also check-out lap tops to low income students who cannot afford them. The laptop checkout programs are very popular; the laptops from STHD were checked out more than 1750 times during the Spring 05 semester. The Evers Computer Scholarship endowment was established in the 1998 and 40 financially-needy freshmen are provided with fully configured laptop computers each year. They sign contracts that stipulate that the computers are the property of the University until such time that the student graduates from Cal State San Marcos at which time the student gets to keep the computer. Scholars return to CSUSM for the sophomore year at a higher rate than other students. One hundred percent of all campus interior spaces have wireless network coverage enabling student's access to network resources with their laptop computers and the campus has two open access academic labs containing computers which are heavily used. Each computer on the campus is on a three year computer refresh program and contains a full compliment of software applications. Other technology learning services include integrated computer resources, a Student Technology Help Desk that is open seven days a week while classes are in session, and the use of two Media Studios for faculty to create multimedia content to support their classroom instruction processes.

The campus is currently developing plans for increasing support for learning assistance, particularly for those services that support the meeting of graduation requirements and the retention of first year students. It is also planned, that as the budget picture improves, that we expand services into the early evening hours to meet the needs of students who only attend classes after traditional business hours.

Facilitating Graduation Report to Chancellor's Office 12/2/05

Element Number	Short Title	Chancellor's Office Timeframe	Progress (rough estimate)
Efficiency in Academic Program Design (1 & 2)			
1	120 units	Beginning in 2005	DONE
2	Graduation requirements	Beginning in 2005	60%
1+2	Action Plan Template	Due December 2, 2005	DONE
Supporting Students in Choosing an Efficient Pathway to the Baccalaureate (3-5)			
3	Orientation	Determined by President	DONE
4	Career info for LD students	Determined by President	DONE
5	Career info in catalog/other resources	Determined by President	DONE
Tools to Keep Students on Efficient Pathways to the Baccalaureate (7-13)			
7	Roadmap development & promulgation	Timing associated with CMS	15%
8	Align schedules to roadmaps	Timing associated with CMS	15%
9	Mandatory study plans	Timing associated with CMS	See 12/2/05 report
10	Align schedules to study plans	Timing associated with CMS	See 12/2/05 report
11	Student success support	Determined by President	50%
12	Discourage drops, Ws, Is	Systemwide policy in 2005-06	DONE
13	Limit course repetitions	Systemwide policy in 2005-06	DONE
Strong Advising Strategies and Practices (6; 14-18)			
6	Early declaration of major	Review policy 2005-06; implementation determined by president	25%
14	CMS tools for major advising	2005-06	25%
15	Mandatory major advisement	2005-06	See 12/2/05 report
16	Frequent use of degree audits	2005-06	10%
17	Mandatory degree audits no later than 70 units	Fall 2006	See 12/2/05 report
18	Mandatory, intrusive advisement for high unit students	Fall 2006	See 12/2/05 report
Campus Monitoring and Feedback (19-20)			
19	Develop dashboard indicators	Spring 2006	20%
20	Peer visits	Spring 2006	
Assuring the Priority of Facilitating Graduation (21-22)			
21	Reporting	2005-06	12/ 2/ 05 REPORT DONE
22	Campus funding	2005-06	IN PROGRESS