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)

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF STUDENTS</th>
<th>9,159</th>
</tr>
</thead>
</table>

#### Undergraduate Profile

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>4,944</td>
</tr>
<tr>
<td>Men</td>
<td>3,165</td>
</tr>
<tr>
<td>Race/Ethnicity</td>
<td></td>
</tr>
<tr>
<td>African American / Black</td>
<td>260</td>
</tr>
<tr>
<td>American Indian / Alaskan Native</td>
<td>79</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>988</td>
</tr>
<tr>
<td>Hispanic</td>
<td>1,815</td>
</tr>
<tr>
<td>International</td>
<td>224</td>
</tr>
<tr>
<td>White</td>
<td>3,963</td>
</tr>
<tr>
<td>Race/Ethnicity Unknown</td>
<td>780</td>
</tr>
</tbody>
</table>

#### 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

- 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

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

- 74%
- Returned for Fall 2007: 77.4%

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)

**Tuition (in-state)**
$2,772

**Required Fees**
$602

**Room & Board (on campus)**
$9,090

**Other expenses (books, transportation, etc.)**
$5,076

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

- State Grants: 22%
- Federal Grants: 21%
- Student Loans: 51%
- Institutional Aid/Scholarships: 20%
- Any Type of Financial Aid: 97%

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

**Academic Preparation of New Freshman**

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

<table>
<thead>
<tr>
<th>Middle 50% of Test Score Range</th>
<th>ACT</th>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite</td>
<td>18-23</td>
<td>440-540</td>
</tr>
<tr>
<td>Math</td>
<td>18-23</td>
<td>430-530</td>
</tr>
<tr>
<td>English</td>
<td>17-22</td>
<td>430-530</td>
</tr>
<tr>
<td>Critical Reading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Percent in top 25% of High School Graduating Class:
- NR
- Over all financial aid
- Over all financial aid

Percent in top 50% of High School Graduating Class:
- NR
- NR

Average High School GPA (4-point scale): 3.12

**Degrees and Areas of Study**

**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: 9%
- Psychology, General: 8%
- Sociology: 6%
- All other degree areas: 38%
- Total: 100%

CLICK HERE for a list of undergraduate and graduate programs.

2/15/2008
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


Student Housing

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

Campus Safety

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.

Future Plans of 2006-07 Bachelor's Degree Recipients

Graduate Study 52%
Starting or Raising a Family 2%
Military 1%
Employment 93%
Other 2%

### 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.

<table>
<thead>
<tr>
<th>Group Learning Experiences</th>
<th>Active Learning Experiences</th>
<th>Institutional Commitment to Student Learning and Success</th>
<th>Student Satisfaction</th>
<th>Student Interaction with Campus Faculty and Staff</th>
<th>Experiences with Diverse Groups of People and Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>59% percent of seniors worked with classmates on assignments outside of class.</td>
<td>77% of seniors spent at least 6 hours per week preparing for class</td>
<td>83% of seniors believe this institution provides support for student success</td>
<td>83% of seniors would attend this institution if they started over again</td>
<td>78% of seniors believed that the campus staff were helpful, considerate, or flexible</td>
<td>46% of seniors reported that they often tried to understand someone else's point of view</td>
</tr>
<tr>
<td>19% of seniors tutored or taught other students</td>
<td>27% of seniors worked on a research project with a faculty member</td>
<td>65% of seniors rated the quality of academic advising at this institution as good or excellent</td>
<td>88% of seniors rated their entire educational experience as good or excellent</td>
<td>93% of seniors believed that faculty are available, helpful, or sympathetic</td>
<td>73% of seniors reported their experience at this institution contributed to their understanding people of other racial and ethnic backgrounds</td>
</tr>
<tr>
<td>21% of seniors spent at least 6 hours per week participating in co-curricular activities such as student organizations and intramural sports</td>
<td>67% of seniors participated in an internship, practicum, or field experience</td>
<td>47% of seniors reported that this institution provided help in coping with work, family and other non-academic responsibilities</td>
<td>90% of seniors reported that other students were friendly or supportive</td>
<td>64% of seniors reported that faculty members provided prompt feedback on their academic performance</td>
<td>59% of seniors often had serious conversations with students of a different race or ethnicity</td>
</tr>
<tr>
<td></td>
<td>62% of seniors participated in community service or volunteer work</td>
<td></td>
<td></td>
<td>19% of seniors discussed readings or ideas with faculty members outside of class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>16% of seniors participated in study abroad</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>73% of seniors made at least one class presentation last year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Performance Task</th>
<th>Average Institutional Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Score</td>
<td>Senior Score</td>
</tr>
<tr>
<td>Performance Task</td>
<td>978</td>
</tr>
<tr>
<td>Analytic Writing Task</td>
<td>1032</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Total Degree Awards</th>
<th>Campus</th>
<th>% of CSU</th>
<th>% of CSU State</th>
<th>% of CSU State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s</td>
<td>1,598</td>
<td>2%</td>
<td>70,887</td>
<td>46%</td>
</tr>
<tr>
<td>Master’s</td>
<td>198</td>
<td>1%</td>
<td>18,095</td>
<td>32%</td>
</tr>
<tr>
<td>Doctoral</td>
<td>0</td>
<td>0%</td>
<td>68</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>1,796</td>
<td>2%</td>
<td>89,050</td>
<td>41%</td>
</tr>
</tbody>
</table>

#### Bachelor’s Degree Awards

<table>
<thead>
<tr>
<th>by Racial and Ethnic Background</th>
<th>Campus</th>
<th>% of CSU</th>
<th>% of CSU State</th>
<th>% of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/ Black</td>
<td>50</td>
<td>1%</td>
<td>3,440</td>
<td>48%</td>
</tr>
<tr>
<td>American Indian/ Alaskan Native</td>
<td>18</td>
<td>4%</td>
<td>490</td>
<td>44%</td>
</tr>
<tr>
<td>Asian/ Pacific Islander</td>
<td>155</td>
<td>1%</td>
<td>12,085</td>
<td>36%</td>
</tr>
<tr>
<td>Latino</td>
<td>280</td>
<td>2%</td>
<td>14,483</td>
<td>55%</td>
</tr>
<tr>
<td>White, Non-Latino</td>
<td>833</td>
<td>3%</td>
<td>28,039</td>
<td>45%</td>
</tr>
<tr>
<td>International</td>
<td>42</td>
<td>1%</td>
<td>2,946</td>
<td>46%</td>
</tr>
<tr>
<td>Other Ethnicity/ Unknown</td>
<td>220</td>
<td>2%</td>
<td>9,404</td>
<td>55%</td>
</tr>
<tr>
<td>Total</td>
<td>1,598</td>
<td>2%</td>
<td>70,887</td>
<td>46%</td>
</tr>
</tbody>
</table>

#### in High Demand Fields

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

### "Net Price" - House version of HE

- 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

### 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

### 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%