

All Students Recommended Action Items
California State University-San Marcos

Discussion Notes on Opportunities and Challenges

PI 6.1 Identifying Needs

- The workloads of all of the student support centers are immense and not all student needs are met. Services offered on a drop-in basis may not be immediate, especially during peak times. Such services require more resources to better meet student needs. PRIORITY: HIGH
- Our campus should improve the way it informs first-year students of the services and opportunities available to them. It is important on an on-going basis to provide students with a single source where they can obtain information about services (similar to new student orientation). PRIORITY: HIGH
- Because most students seek services through self-identification, the campus should respond to this pattern by making it easier for students to learn about and obtain services. Students receive a lot of information during First-year Orientations. PRIORITY: HIGH
- Our campus website should be better organized so that all of the services are listed and available from a single webpage. PRIORITY: MEDIUM
- Services for first-generation college students and others need to be more available. Students may not seek all of the services they need because they face daunting tasks such as filling out application forms for various campus services. PRIORITY: MEDIUM
- Our campus should be more proactive by identifying student needs before problems arise, rather than simply reacting to student requests for services. For example, the CSU Application and the CIRP Freshman survey could potentially be used to identify student needs and to direct students to appropriate services. PRIORITY: MEDIUM
- The campus community should be knowledgeable about the range of the services provided to the students including faculty, staff, and others. PRIORITY: HIGH
- Currently new tenure-track faculty are informed of the broad range of support services and activities for students during the New Faculty Institute; however there needs to be a way to educate other instructors, including adjuncts and TAs on the same. PRIORITY: HIGH
- Our campus should examine “Early-Warning Systems” designed to identify important needs of at-risk students. Examples are MAP-Works, a commercial system co-developed by Educational Benchmarking and Ball State University (<http://www.map-works.com/>),

and “home-grown” systems, such as the system at UNC Greensboro (<http://web.uncg.edu/adv/essi/>). PRIORITY: HIGH

PI 6.2 Addressing Needs

Our committee examined the degree to which our campus meets the needs of first-year students by surveying the existing services on campus.

- Our campus should explore ways of proactively reaching out to the families of these students. Family involvement is an important factor in the retention and success of all students. Involvement might be especially important for first-generation students. PRIORITY: HIGH
- All service centers should have goals and measurable objectives. A plan for ongoing formative and summative evaluation should be used to see how well goals and objectives are being met as well as the quality and effectiveness of these services. Such a plan would help the campus determine areas of improvement and, hopefully, improve the academic performance, retention and the social and personal experiences of first-year students. PRIORITY: HIGH

PI 6.3 Student Experiences

The dimension committee discussed the proportion of first year classes taught by tenured/tenure track faculty vs. lecturers/adjunct faculty. Statistics from the 2006/07 academic year indicated that among courses with high first year student enrollment, 14% of fall semester sections and 15% of spring semester sections involved a tenure track instructor.

- There appears to be a need for all faculty to become more informed of co-curricular programs and services which support student academic and personal success and retention to the second year. PRIORITY: HIGH
- Data from the National Survey on Student Engagement seems to indicate a need to increase and improve individualized attention from faculty and staff. There is an opportunity to design and support, through resources and recognition, structured elements of the first year program which increase such interaction opportunities. PRIORITY: MEDIUM
- Academic support programs such as learning assistance and academic advising need more varied hours of service in addition to consistent attention to quality in service delivery. It was recommended to the committee that courses that present particular difficulties to students entering their major coursework be targeted for supplemental instruction/tutoring investments. PRIORITY: MEDIUM

- Further opportunities for increasing first year student success include elements of “intrusive advising” where students are sought out rather than waiting to be seen. Examples of “intrusive advising” include mid-semester evaluations. Technological resources should be reviewed (PeopleSoft, roadmaps for academic majors) for assistance in building such “intrusive” tools. PRIORITY: HIGH
- Given the relationship between campus involvement, academic success and retention, faculty should encourage and/or reward student involvement in campus life. Examples could include campus involvement projects required in the General Education Lifelong Learning course (GEL) or campus involvement reflection essays written as General Education Writing (GEW) assignments. PRIORITY: HIGH
- There is a great opportunity for development of co-curricular components of First Year Programs as well. PRIORITY: HIGH
- A campus climate survey which would enable perceptions of inclusivity to be related to student demographics, including class level, would better inform this discussion and provide data from which intervention programs could be developed. PRIORITY: HIGH
- With regard to the needs of disabled students, interviews with the Director Disabled Student Services revealed a priority need for better signage entering campus and on campus allowing students to navigate the campus independently. PRIORITY: HIGH

PI 6.4 Physical and psychological safety

- With regard to psychological safety, the campus is challenged by lack of resources to hire more psychological and psychiatric personnel. At current levels, staff typically are not able to accommodate student demand and have no time allotted for prevention and education activities outside the Student Health and Counseling Center. PRIORITY: HIGH
- The campus currently has active outreach programs to recruit returning veterans and foster youth to study at CSUSM. Such programs are clearly tied to the university’s mission of student access and educational equity. However, given the higher proportion of mental health concerns often presented in these populations, such programs will tax an already overburdened service offered at the university. PRIORITY: HIGH
- A presentation entitled, “working with Distressed Students” was offered through University Police, Student Health and Counseling, Disabled Student Services, and the Dean of Students Office in Fall 2007. Such education and outreach efforts should be increased so that campus personnel have the opportunity to know what resources are available to them and to students negotiating difficult circumstances. PRIORITY: HIGH

- The new crime prevention officer affords additional resources to present safety information, but the campus must partner with University Police to provide venues, such as in person interactions or via the web, to assist the messages in being heard and retained by students. PRIORITY: MEDIUM
- For the myriad of physical safety education and harm prevention efforts, there is an opportunity for growth for the campus to assess the effectiveness of current initiatives, expand those that work and redesign those that do not meet current goals. PRIORITY: HIGH