Improvement Recommended Action Items
California State University-San Marcos

- Develop an on-campus housing option for Summer Academy *(High priority)*

  Work with University Village Apartments to develop an on-campus housing possibility for Summer Academy.

- Obtain funding for ALEKS licenses for MAPS *(High priority)*

  Secure funding for ALEKS licenses to keep pace with growth in MAPS as the FY class grows and as improved recruitment efforts attract more students into MAPS. In addition to lottery funding, explore the possibility of obtaining IRA funding.

- Increase staffing in Advising *(High priority)*

  Increase staffing in Advising so that there is greater student-advisor interaction at Orientation and throughout the first year:
  • Have more advisors present for Orientation. If this is not possible, consider having peer advisors available during registration as CoBA did in Summer 2008 Orientations.
  • Have an advisor check student schedules before they leave the room in which they register for courses.
  • Make it possible for first-year students to get timely advising. (While it is already recommended that students make a follow-up Advising appointment after Orientation, students report long waits to get an appointment.)

- Complete the development of the LDRs website *(High priority)*

  Complete the development of the LDRs website:
  o Produce roadmaps for all majors/options.
  o Provide more advice on what to do when students can't get all of the classes recommended on their roadmap. (Note: There already are suggestions in LDRs, but do students find these, and do advisors know about these?)
  Keep the LDRs website maintained.

- Promote use of LDRs by students *(High priority)*

  Promote use of LDRs by students. (Several students reported on the FoE survey that they had used LDRs at Orientation but couldn't locate the website afterwards.) Specific strategies include:
  o Include a piece of paper with the direction on how to get to LDRs (i.e., the URL) in the Orientation materials (e.g., the Student Planner)
  o Include a page (or so) on LDRs in the customized materials for the GEL text.
  o Remind students about LDRs after Orientation.
  o Work with Advising to ensure that LDRs are consistently used as an advising tool for first-year students.
  o Make it easy for students to get to the LDRs website. At one point in Spring 2008, students had a long path to get to LDRs: CSUSM Home ? Current Students ? Academic Advising ? First Year Programs ? Lower-Division Roadmaps (LDRs). Maybe add a link to LDRs directly from

myCSUSM.
o Include a discussion of LDRs in GEL prior to the registration period for the next semester.
o Create a link to LDRs in myCSUSM.
o Make it easier for students to keep track of the particular LDR that they are trying to follow. Explore the possibility of students being able to save their roadmap to myCSUSM. If this could be tracked, then that information would be even more useful than the counter indicated in the following action item.

- Identify the most critical LDRs *(High priority)*

  Identify the most critical LDRs by adding a counter to record how many times particular roadmaps are accessed.

- Develop recruitment materials & improve registration for learning communities & special GEL sections *(High priority)*

  Develop recruitment materials (i.e., brochures, webpages) and effective registration procedures for learning communities and special reserved sections of GEL 101. (Note: This recruitment for learning communities needs to be coordinated with recruitment for summer programs since both involve versions of GEL.)

- Develop a process for developing additional learning communities *(High priority)*

  Develop a process for developing additional learning communities, which should address:
  • Defining exactly what a learning community is (The answer to the question of what distinguishes a "learning community" from a section of GEL reserved for a special population of students should involve academic enhancements that are particular to the community),
  • How to determine what new learning communities to offer and what learning community model will be used,
  • What support is needed to develop and maintain them,
  • How to attract tenure-line faculty to teach in these, and
  • Assessment of the effectiveness of these communities.

- Establish student learning outcomes for learning communities *(High priority)*

  Establish student learning outcomes for learning communities that reflect the academic enhancements that are particular to them (e.g., civic engagement for SME). Develop measures to insure that those student learning outcomes are being met. Routinely and systematically collect continuation rates and graduation rates for each learning community.

- Collect key First-Year reports and data, and make this information available *(High priority)*

  Create an archive of key First-Year information/reports/data. We can start with what has been collected for the FoEtec Evidence library, but this will need to be reviewed carefully to see what items should be 'public,' with sensitive/candid information being made available on my CSUSM. In order for this to retain value, a commitment needs to be made to keeping key reports regularly refreshed and updated.

- Develop a comprehensive website for FY students *(High priority)*

  Develop a comprehensive website accessible directly from the University homepage with all of the materials that first-year students need to succeed; make it intuitive and highly visible.

- Develop (Service-Learning) courses to train upper-division students who will work with FY students *(Medium priority)*

  Develop (Service-Learning) courses to train:
  • Peer advisors
  • GEL peer leaders
  • O-Team (the training already exists; it just needs to be formally housed in a for-credit course)

- Understand why students withdraw from courses *(Medium priority)*

  Identify courses that have high percentages of W's and undertake a study of the reasons that students withdraw from these courses (when they are withdrawing from the course but remaining enrolled in some other courses). Note: In Part II of the Withdrawal Form, students must provide a statement explaining the reason for the withdrawal, and in Part V of the form (which is "For Office Use") the withdrawal reason is coded as 1. Employment, 2. Financial Hardship, 3. Lack of Academic Preparation, 4. Medical, 5. Military Duty, 6. Relocation, 7. Urgent Family Matter, or 8. Other.

- Improve campus understanding of assessment *(Medium priority)*

  Develop a campus understanding of the different kinds of assessment, and promote assessment as a vehicle for improvement and not just the collection of data.

- Fund travel to conferences and bringing experts to campus *(Medium priority)*

  Identify funding and explore grant possibilities to continue sending CSUSM teams to appropriate national/regional meetings and to bring experts to campus.

- Develop a general practice of sharing on campus lessons learned at conferences *(Medium priority)*

  In light of the budget situation, it is not likely that it will be possible to significantly increase the number of teams and individuals sent to off-campus conferences, but there are administrators, faculty and staff doing presentable work and we should leverage the funding spent on these conferences by asking those who attend them to lead local workshops on lessons learned.

- Compile a list of all first-year initiatives; ensure that their goals are aligned with FY Phil St. *(Medium priority)*

  Compile a complete list of all first-year initiatives, and check that each has clear, explicit goals for the First Year aligned with the First Year Philosophy Statement. Developing these goals will help to clarify the relations between these initiatives, and outline how they might be strengthened and better coordinated.

- Assess and plan for expansion of Supplemental Instruction *(Medium priority)*

  Assess the effectiveness of current Supplemental Instruction efforts and explore opportunities for expanding SI.

- Continue simplifying the registration process for successive remedial mathematics courses. *(Medium priority)*

  Continue simplifying the registration process for successive remedial mathematics courses.

- Continue funding the SI and class-size reduction experiment in AY 2009-10. *(Medium priority)*

  Continue funding the SI and class-size reduction experiment in AY 2009-10. (Note that the results of the first trial won't become available until Summer 2009 at which time the Spring 2010 schedule will already be under development.)

- Take attendance in first-year courses *(Medium priority)*

  Encourage instructors of courses identified as having a predominately first year audience (e.g. GEL, GEW, GEO, remedial mathematics) to regularly take attendance.

- Understand why students more students don't use LDRs *(Medium priority)*

  Understand why students more students don't use LDRs. (One reason is that not all majors have LDRs yet, and this will be addressed by another action item.)
  o Put a comment item at the end of LDRs, "Was this helpful for you. Send us your feedback."
  o Form a focus group of students who were FTF in 2007-08 to determine what would make LDRs more attractive to them.

- Continue tracking MAPS students and begin tracking Summer Academy students *(Medium priority)*

  Continue tracking MAPS students and begin tracking Summer Academy students with particular attention on the following questions:
  • Do students complete remediation requirements within the first year?
  • How do students perform in the next mathematics course (or GEW 101 for students in the version of Summer Academy with the reading and writing emphasis) that they take?
  • What are one-year and two-year continuation rates for these students?

- Continue refining recruitment and registration practices for Summer Academy *(Medium priority)*

  Continue refining recruitment and registration practices for Summer Academy. Recruitment involves several distinct units including First-Year Programs, Enrollment Management Services, First-Year Academic Support Coordinator, CAMP, SB, Athletics, Office of Biomedical Research Training (OBRT) Registration involves First-Year Programs, First-Year Academic Support Coordinator, Extended Learning and Registration and Records.

- Increase infrastructure in FYP to allow MAPS to grow *(Medium priority)*

Increase infrastructure in First-Year Programs (e.g., create a part-time MAPS director position) to allow MAPS to continue scaling up in size as the FY class grows and as improved recruitment efforts attract more students into MAPS.

- Ensure that that New Student Programs services are aligned with the First Year Philosophy Statement *(Medium priority)*

  Review the FY philosophy statement and goals to ensure that New Student Programs services are aligned with it. Share the FY philosophy statement and goals with the CSUSM Programming Council (which consists of professionals who coordinate a vast majority of the student programming) to ensure there is support for co-curricular programs which support the 'milestones' which occur through the FY.

- Implement FoE action items for Orientation *(Medium priority)*

  Establish an Orientation Planning Team (OPT) work group to review and/or implement the FOE action items related to Orientation.

- Reconsider the timing of the Advising/Registration portion of Orientation *(Medium priority)*

  Reconsider the timing of the Advising/Registration portion of Orientation. For example,
  • Break these up so that students begin working on schedules earlier in the day, but don't actually register until the end.
  • Consider holding more two-day Orientations to give more time for selection of courses that are aligned with a two-year plan.

- Increase use of Lower Division Roadmaps (LDRs) at Orientation *(Medium priority)*

  Increase use of Lower Division Roadmaps (LDRs) at Orientation. Specific strategies include:
  o Devoting more of the time spent introducing Degree Audit to LDRs (since Degree Audit is not as immediately useful for first-year students as it is for transfer students).
  o Send incoming students a message suggesting that they try LDRs before coming to Orientation.
  o Require students to be ELM/EPT exempt or have ELM/EPT scores prior to attending Orientation. If this is not feasible, then impose this requirement just on the earlier Orientations.

- Explore alternatives to LDRs *(Low priority)*

  Explore whether there are reasonable alternatives to LDRs that take more into account than the five LDR factors: major, catalog year, English proficiency level, mathematics proficiency level, and language-other-than-English proficiency level.

- Post summary of key lessons learned at the San Francisco meetings on the campus FoE website *(Low priority)*

  Complete the compilation of key take-aways and lessons learned at the San Francisco meetings, and post on the CSUSM FoE website.