

## Roles & Purposes Recommended Action Items

### California State University-San Marcos

- One-on-one sessions with advisors that consider issues beyond simple scheduling, (*High priority*)

Effective and expeditious one-on-one sessions with advisors at pre-enrollment orientations should urge students to consider why they were attending college, as well as laying out the way they could fulfill their goals.

- Expand GEL 101 objectives to include the purposes of college (*High priority*)

GEL101 course objectives should be expanded, to allow for students to reflect on purposes of college. Student "alumni" of the course should be surveyed in their last year prior to graduation to assess the course's success in preparing them for subsequent college experiences.

- More extensive campus outreach for the career center (*High priority*)

The career center, which has already established a strong connection with GEL 101, might institute even more extensive outreach activities to first year students--more frequent dorm programs, for example.

- Introductory major's courses include explicit orientation to major (*High priority*)

Faculty who teach courses that serve as introduction to majors should build in some preliminary discussion about the nature of the major and the career options it allows. Major cohorts could be explored as a way of encouraging students to consider their future curricular path.

- Service learning component added to more first year courses (*High priority*)

Faculty in all first-year courses should be strongly encouraged to include community engagement or service learning component into their courses.

- Require GEL 101 for all first-year students (*High priority*)

The retention rates, remediation rates, and overall performance of students who take GEL 101 has been consistently higher than that of first-year students who do not take GEL 101 (SEE EVIDENCE DOCUMENT 101).