

Foundations of Excellence

Appendix B. Comprehensive Listing of Action Items by Theme

The themes are:

- Communication with First-Year Students and Their Families
- Information Collection and Dissemination to Campus Personnel
- Faculty Development and Recognition
- Student Life and Co-curricular Programs
- Advising First-Year Students
- Proficiency and Placement
- Summer Programs
- First-Year Curriculum
- Miscellaneous

The particular dimension reports from which the action items are drawn are indicated in italics in brackets at the end of each action item.

Annotations in the column on the right indicate items that would not be costly to implement (referred to as “low-hanging fruit”), as well as action items on which progress is already being made (“fruit that is already being harvested”).

**Action items related to
Communication with First-Year Students and Their Families**

We need to ensure that we disseminate, and that students have access to, the information that they need in order to be successful.

<p>Highest Priority</p> <p>1. Develop a comprehensive website accessible directly from the University homepage with all of the materials/services that first-year students need to succeed; make it intuitive and highly visible. Because most students seek services through self-identification, the campus should respond to this pattern by making it easier for students to learn about these services and how to obtain them by provide students with a single source where they can obtain this information (and keeping it up-to-date). <i>[All Students and Improvement]</i></p> <p>a. Survey similar websites at other universities to come up with 'best practices' to emulate.</p>	<p>Development of a website is already underway by Geoff Gilmore at http://www2.csusm.edu/firstyearprograms/. This had been the webpage for First-Year Programs, which will give up this URL and develop its own web presence elsewhere.</p>
<p>High Priority (not ranked)</p> <p>1. 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: <i>[Learning and Improvement]</i></p> <ul style="list-style-type: none"> • Inform students about LDRs before they come to Orientation. • 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) • Remind students about LDRs after Orientation. • 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. • Create a link to LDRs in myCSUSM. • 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 this information would be very useful for keeping the most relevant roadmaps up-to-date and for building schedules. 	<p>Students are informed of the existence of LDRs in materials that they receive before Orientation, the GEL custom text references LDRs, and GEL instructors are asked to review this with their students. The aspects of this item which are not already being implemented (placement on the campus website, link from myCSUSM, ability to save LDRs) should be "low hanging fruit."</p>

<ol style="list-style-type: none"> 2. Explore ways of proactively reaching out to the families of FY students, e.g., publish a newsletter for the parents. Family involvement is an important factor in the retention and success of all students. Involvement might be especially important for first-generation students. <i>[Transitions and All Students]</i> 3. Have the comprehensive FY website also include information about what life as a FY student is like: <i>[Transitions]</i> <ol style="list-style-type: none"> a. Have a section with an inviting title like ""Make the Most of Your First-Year Experience" that leads students to an area where first-year students detail their experiences. b. Design a video for both parents and students, accessed on the campus website, which describes the life of a first-year student. 4. Publicize the Philosophy Statement to students: <ol style="list-style-type: none"> a. Include the Philosophy Statement in materials which are sent to students upon admission b. Include it in the First Year New Student Orientation c. Include it in the Student handbook d. Include it in the catalog e. Include it in on the University website. (Some parts could be put in place immediately upon adoption of a Philosophy Statement; others should wait for the normal reprinting/document-preparation periods in order to minimize costs.) <i>[Philosophy]</i> 5. Disseminate the first-year learning goals to students. <i>[Faculty]</i> 6. Make available to students a web-based tracking system so that they can easily access all of their requirements, see what has and hasn't been completed, and find deadlines and other key information at a glance in one location. <i>[Learning]</i> 7. Develop an online training, accessible to high school and middle school counselors that would answer most frequently asked questions about CSUSM. <i>[Transitions]</i> 8. Work with units that sponsor co-curricular programming (e.g., Arts and Lectures) to specifically target first-year students in their promotional efforts and to include language that emphasizes diversity in the programmed events. 9. Improve signage at the campus entrance and on campus to allowing students who are not yet familiar with the campus to navigate independently. <i>[All Students]</i> 	<p>FY Family orientations and the Overnight SME Orientation represent efforts in this direction. Creation of a newsletter should be "low hanging fruit." UVA already has a newsletter which is produced (infrequently) for parents.</p> <p>There already are some short videos with advice to FY students from current students at http://www2.csusm.edu/firstyearprograms/</p> <p>Once the Philosophy Statement has been finalized, this should be "low hanging fruit."</p> <p>Dissemination of FY learning goals to FY students should be "low hanging fruit."</p> <p>Targeting promotion of co-curricular programming to FY students is already underway.</p>
<p>Medium Priority (not ranked)</p> <ol style="list-style-type: none"> 1. Include a presentation by a current first-year student focused on his 	<p>Adding such a</p>

<p>or her own experiences during the campus tour. <i>[Transitions]</i></p> <ol style="list-style-type: none"> 2. Have the comprehensive FY website also organize and group materials for first-generation college students who may not seek all of the services they need because they face daunting tasks such as filling out application forms for various campus services. <i>[All Students]</i> 3. Partner with University Police to provide venues (e.g., in-person interactions or via the web) to assist the new crime prevention officer messages in getting out safety information in ways that are retained by students. <i>[All Students]</i> 4. Continue to reiterate campus-wide statement on explicit standards of behavior (once it is developed; see action item for "Student Life and Co-curricular Programs") regarding an open and civil campus community via various documents available on-line and in print, ranging from the most general (University Mission Statement) to the most specific (i.e. documents distributed at orientation). Post this statement under "Student Related Campus Policies" at Student Life and Leadership and/or at newly developed website devoted to FY students. <i>[Diversity]</i> 5. Develop Student Handbook for FY students that includes explicit standards of behavior related to issues of diversity, based on criteria and information available campus-wide. <i>[Diversity]</i> 	<p>presentation to campus tours should be "low hanging fruit."</p> <p>A one-day UPD Safety module was piloted in GEL sections in Fall 2008 and is slated to be part of all Spring 2009 sections.</p>
<p>Low Priority (not ranked)</p> <ol style="list-style-type: none"> 1. Include a brochure on the "Week in the Life" of a first-year student in the admission materials. <i>[Transitions]</i> 2. Make messages to students available in Spanish as well as English. <i>[GEC recommendation]</i> 3. Explore newer forms of media (which might appeal more to FY students) as complements to a FY website. <i>[GEC recommendation]</i> 	<p>Developing such a brochure should be "low hanging fruit."</p> <p>Delivering these messages in Spanish should be "low hanging fruit" and would be aligned with campus efforts to seek HSI status.</p>

**Action items related to
Information Collection and Dissemination to Campus Personnel**

We need to ensure that assessment plans and data, knowledge of campus resources and best practices are made available to the campus personnel who need them.

<p>Highest Priority</p> <ol style="list-style-type: none"> 1. Compile a complete list of all first-year initiatives and student service centers, and check that each has clear, explicit goals (with measureable objectives) 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. A plan for ongoing evaluation should be used to see how well goals and objectives are being met as well as the quality and effectiveness of these initiatives and services. These evaluations 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. <i>[All Students and Improvement]</i> 	<p>FoE has given us a start on this action item. Continuation of this work should be “low hanging fruit.”</p>
<p>High Priority (not ranked)</p> <ol style="list-style-type: none"> 1. Collect data that can suggest and support intervention strategies: <i>[Learning; All Students; and Improvement]</i> <ol style="list-style-type: none"> a. Data and exit surveys need to be consistently collected and compiled on the reasons for failure and withdrawals from the University and linked to those student’s remediation rates and look into any potential risk characteristics that could be better supported. b. 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. c. 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: On the Withdrawal Form, students must provide a statement explaining the reason for the withdrawal, and the withdrawal reason is subsequently coded as Employment, Financial Hardship, Lack of Academic Preparation, Medical, Military Duty, Relocation, Urgent Family Matter, or Other. 	<p>While these are likely to be time-consuming projects, they do not require extraordinary resources and should thus be “low hanging fruit.”</p> <p>Communicating this</p>

<p>2. Make campus personnel more knowledgeable about the range of services provided to students, especially resources available to them and to students negotiating difficult circumstances (for example, the presentation on “Working with Distressed Students” that was offered through University Police, Student Health and Counseling, Disabled Student Services, and the Dean of Students Office in Fall 2007). <i>[All Students]</i></p> <p>3. 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. <i>[Improvement]</i></p>	<p>information to faculty, staff and administrators should be “low hanging fruit.”</p> <p>As noted in the action item, the material collected in the FoEtec Evidence Library represents the start of this project.</p>
<p>Medium Priority (not ranked)</p> <p>1. Develop a general practice of sharing on campus lessons learned at conferences. 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. Examples: Posting “Key Take-Aways” from the February 2008 National FY Conference and the October 2008 CSU Proficiency Conference on the campus FoE website. <i>[Improvement]</i></p> <p>2. Develop improved campus understanding of the different kinds of assessment, and promote assessment of the first year as a vehicle for improvement and not just the collection of data. <i>[Improvement]</i></p> <p>3. Identify funding to continue sending CSUSM teams to appropriate national/regional meetings and to bring experts to campus. <i>[Improvement]</i></p> <p>4. Develop a plan for assessing the extent to which students are achieving the stated learning goals of the Philosophy Statement. <i>[Philosophy]</i></p> <p>a. Some goals can be assessed through items on regularly administered surveys (e.g., NSSE) or through an instrument used at the end of GEL courses.</p> <p>b. Some goals can be assessed by looking at student records of completed coursework and graduation requirements met.</p>	<p>As noted in the action item, the posting of such “Key take-Aways” has already begun.</p>
<p>Low Priority (not ranked)</p>	

<p>1. Conduct a follow-up study in 2010-11 to measure the extent to which the Philosophy Statement is known and guides members of the University community and University departments/units. Administer surveys to faculty, staff, administrators and students to determine familiarity with and influence of the Philosophy Statement. (This can't be done until the Philosophy Statement has been in place for some time. To minimize costs, questions concerning the Philosophy Statement might be added to other survey instruments already planned for administration.)</p> <p><i>[Philosophy]</i></p>	
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**Action items related to
Faculty Development and Recognition**

We need to recognize the special challenges of teaching courses for first-year students.

<p>Highest Priority (not ranked)</p> <ol style="list-style-type: none"> 1. Establish initial training for all new faculty teaching first-year students <i>[Learning; Faculty; Diversity; All Students; and Philosophy]</i> <ol style="list-style-type: none"> a. Establish required training especially for new tenure-track faculty and lecturers (teaching GE courses) on GE learning outcomes before they begin instructing. Alternatively, create a first-year presentation on MediaSite that could be shared with all faculty as they receive an assignment to teach a first-year class. b. Add first-year issues to the current New Faculty Institute. c. Training should include <ol style="list-style-type: none"> i. First-Year Philosophy Statement and how to incorporate particular learning goals into syllabi for first-year courses. ii. How to incorporate diversity (including cultural, political and religious difference, sexual orientation, ability) as a foundation for becoming a “citizen of the world” into FY and GE courses, and encouraging all faculty (especially lecturers) to take advantage of resources available for development of co-curricular grants, etc. related to diversity. iii. Informing lecturers and TAs of the broad range of support services and activities for students (tenure-track faculty already get this information in the New Faculty Institute). d. Develop an orientation program for adjunct faculty and teaching assistants. (Note: FAC is currently working on a handbook for lecturers.) 2. Develop ongoing faculty development concerning first-year issues with an incentive system that encourages faculty to continue learning about teaching strategies. <i>[Learning; Faculty; Diversity; and All Students]</i> <ol style="list-style-type: none"> a. Invite all faculty who are teaching first-year students to a short retreat with an agenda including 	<p>Individual programs (e.g., GEL and GEW) provide such opportunities to faculty teaching those courses. The August 2009 GEL instructor retreat will be a full-day workshop</p>
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<ul style="list-style-type: none"> i. the characteristics of the students who they will be teaching and how to reach those students; ii. innovative practices; iii. opportunities for connection between faculty; iv. issues of diversity (including cultural, political and religious difference, sexual orientation, and ability), and resources available for development of co-curricular grants, etc. related to diversity; v. reminder of the broad range of support services and co-curricular programs for students which support student academic and personal success; vi. First-Year Philosophy Statement and how to incorporate particular learning goals into syllabi for first-year courses; vii. consistency of core course outcomes; and viii. assessment of effectiveness from previous year's efforts. <ul style="list-style-type: none"> b. Provide opportunities and incentives for lecturers and graduate teaching associates to attend refreshers on best practices or common practices. c. Promote ongoing faculty meetings throughout the year with opportunities for faculty to collaborate, share, and learn from one another. d. Expand the Peer Coaching program to include more lecturers, especially targeting those who are teaching first-year students. 	<p>with Constance Daley. All faculty teaching primarily FY students (not just GEL faculty) will be invited.</p>
<p>High Priority (not ranked)</p> <ul style="list-style-type: none"> 1. Encourage faculty to encourage and/or reward student involvement in campus life. Examples: <i>[Diversity; All Students; and Roles & Purposes]</i> <ul style="list-style-type: none"> a. Campus involvement projects required in GEL b. Campus involvement reflection essays written as GEW assignments c. Strongly encourage faculty to include a community engagement or service learning component in more FY courses: <ul style="list-style-type: none"> i. Develop specific Community Service Learning projects in order to increase interactions between a wide diversity of off-campus communities and FY students ii. GEL courses and other GE and FY courses could include 	

<p>a requirement of attendance to co-curricular events that focus on diversity on and off campus</p> <ol style="list-style-type: none"> 2. Ask departments and colleges to make certain that the hiring and evaluation processes for faculty teaching FY students acknowledge the unique nature of teaching these students and recognize that teaching FY courses can be an especially challenging assignment. [Faculty and AA Town Hall feedback] 3. Increase the pool of faculty trained in diversity issues: [Diversity] <ol style="list-style-type: none"> a. Encourage faculty in disciplines or specializations that deal with diversity issues to offer GE courses (and in particular GEL). b. Launch an initiative to guide diverse faculty to teach FY students. c. Offer additional opportunities for faculty development in areas of diversity, including cultural, political and religious difference, sexual orientation, and ability. 4. Disseminate first-year learning goals (once they are developed) to faculty who will be teaching the first-year students and encourage referring to these in courses and syllabi. [Faculty] 	<p>Changing hiring/evaluation processes might be “low hanging fruit” in that no fiscal resources are directly required.</p> <p>Dissemination of the FY Learning Goals should be “low hanging fruit” once these are finalized.</p>
<p>Medium Priority (not ranked)</p> <ol style="list-style-type: none"> 1. Support regular faculty meetings for the highest DFWI classes to discuss solutions and best practices. Where possible, tie this into the systemwide Transforming Course Design initiative. [Learning] 2. Disseminate information to faculty about the incoming class at Convocation, and through other channels such as internal CSUSM publications. [Faculty] 3. Form a university-level advisory committee on Writing and Reading Across the Curriculum to support the CSUSM writing requirement. This committee should provide faculty teaching FY courses (many of whom are lecturers and TAs) with solid advice on how to plan their courses to satisfy the writing requirement. The chair should be the Writing Center director or a faculty member with a strong composition background. [Learning] 4. Explore grant possibilities to continue sending CSUSM teams to appropriate national/regional meetings and for bringing experts to campus. [Improvement] 5. Implement a program for recognition of excellence in teaching first-year students which would include development of a new teaching award and formal recognition of all faculty who are doing an 	<p>This could be supported (say, one course per semester) with relatively little funding, so this should be “low hanging fruit.”</p> <p>Dissemination of such information should be “low hanging fruit.”</p>

excellent job in reaching first-year students.	[Faculty]	
No "Low Priority" items		

Action items related to

Advising First-Year Students

We need to strengthen the advising of first-year students.

<p>Highest Priority (not ranked)</p> <ol style="list-style-type: none">1. Increase staffing in Advising so that there is greater student-advisor interaction at Orientation and throughout the first year. [Improvement]2. Become more proactive by identifying student needs before problems arise, rather than simply reacting to student requests for services: [Learning and All Students]<ol style="list-style-type: none">a. 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/).b. Examine sources of information already available to us that could potentially be used to identify student needs and to direct students to appropriate services.c. 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.d. Determine what percentage of students have registration holds (other than proficiency holds – these are addressed in Proficiency and Placement) at the end of their first year and put action plans in place to prevent students from failing to complete their hold requirements.e. Make services for first-generation college students more accessible. 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.3. Increase use of Lower-Division Roadmaps (LDRs). Note that related	<p>Note: The CIRP Freshman survey cannot be used for this purpose as this would violate the promise of anonymity that the survey requires.</p>
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<p>items can also be found in the Communication with First-Year Students and Their Families theme. <i>[Improvement and Learning]</i></p> <ol style="list-style-type: none"> a. Complete the development of the LDRs website: <ol style="list-style-type: none"> i. Produce roadmaps for all majors/options. ii. 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?) b. Keep the LDRs website maintained. c. Work with Undergraduate Advising Services to ensure that LDRs are consistently used as an advising tool when working with first-year students. <p>4. Issues involving the advising/registration process at Orientation <i>[Roles & Purposes, Learning, Transitions and Improvement]</i></p> <ol style="list-style-type: none"> a. Revisit the decision to allow students to attend Orientation without ELM and EPT scores. If it is not feasible to require all students to be ELM/EPT exempt or have ELM/EPT scores prior to attending Orientation, then impose this requirement just on the earlier Orientations. b. Re-design the Orientation Program's advising session and its timing/placement on the day's schedule: <ol style="list-style-type: none"> i. Separate advising and registration so that students begin working on schedules earlier in the day, but don't actually register until the end. ii. Consider holding more two-day Orientations to give more time for selection of courses that are aligned with a two-year plan. c. Inform students about LDRs before Orientation and require them to print out their LDR and bring it with them to Orientation. Encourage students to use LDRs as the primary tool when registering for courses. In particular, devote 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). d. Have more advisors present for Orientation so that an advisor checks every student's schedule before s/he leaves the room in which s/he registers for courses. If this is not possible, consider having peer advisors available during registration as CoBA did in Summer 2008 Orientations. 	<p>Work on LDRs is ongoing.</p> <p>UVA is moving forward with an incentive for the SME learning community which offers students free overnight accommodations for their orientation if they give their intent to participate by March 16.</p> <p>Having students bring their LDRs with them to Orientation should be "low hanging fruit."</p>
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<p>e. Hold 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.</p> <p>5. Involve and make better use of faculty advisors: <i>[Faculty and Transitions]</i></p> <p>a. Create opportunities for faculty to meet and engage with first-year students, such as lunch with faculty at student orientations, departmental or all faculty meet and greets, and mentoring programs.</p> <p>b. Increase involvement of tenure-line faculty in Orientation sessions.</p> <p>c. Increase involvement of tenure-line faculty with first-year students in areas of advising, the Orientation Program, and teaching in first year courses.</p>	<p>FY Roundtable Lunches are a small step in this direction.</p>
<p>High Priority</p> <p>1. Staffing issues (note that “Increase staffing in Advising so that there is greater student-advisor interaction at Orientation and throughout the first year” is one of the highest priorities assigned to the First-Year Council): <i>[Learning, All Students and Improvement]</i></p> <p>a. Investigate best practices and staffing patterns for advising to FTF with careful attention to ratios of advisors to FTF.</p> <p>b. Increase access to advisors on campus. Students feel lost and are frustrated with the lack of availability of walk-in appointments. The student focus group recommended group or open question advising times during university hour and peak times. Vary the hours of service in advising.</p> <p>c. Make it possible for all 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.) Explore mandating first year advising; require every first-year student to meet with an advisor before some given point in time (such as before the start of Fall classes), and in particular prior to registration for the Spring semester.</p> <p>d. Consider requiring students to meet with an advisor first when seeking withdrawals after the end of the Add/Drop period.</p>	
<p>Medium Priority (not ranked)</p> <p>1. Ask Advising to consistently recommend that most first year students take GEL and specifically take GEL in the Fall semester only.</p>	

<p>Waiting until Spring puts them at risk of not connecting to the institution early and at risk of going down the wrong path or not understanding the direction and outcomes we want for them. The Lower Division Roadmaps (LDRs) already recommend this for most students, with rare exceptions for certain majors and situations where other courses will better serve a student's needs.</p> <p><i>[Learning]</i></p> <ol style="list-style-type: none"> 2. Various LDRs improvements: <i>[Improvement]</i> <ol style="list-style-type: none"> a. Identify the most critical LDRs by adding a counter to record how many times particular roadmaps are accessed. b. Put a comment item at the end of LDRs, "Was this helpful for you. Send us your feedback." c. Form a focus group of students who were FTF in 2007-08 to determine what would make LDRs more attractive to them. 3. Develop (Service-Learning) courses to train upper-division students who will work with FY students as Peer advisors. <p><i>[Improvement]</i></p>	<p>These changes to LDRs should be "low hanging fruit."</p>
<p>Low Priority</p> <ol style="list-style-type: none"> 1. 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. <p><i>[Improvement]</i></p>	

Action items related to

Proficiency and Placement

We need to develop and promote strategies for students to achieve proficiency and success in basic skill areas, especially English and mathematics.

<p>Highest Priority (not ranked)</p> <ol style="list-style-type: none"> 1. Encourage/require students to take the Entry Level Mathematics (ELM) and English Placement Test (EPT) earlier. <i>[Learning]</i> <ol style="list-style-type: none"> a. For non-exempt students, we could keep them from attending Orientation until we have their scores. The incentive of being able to attend the earlier Orientations at which there is a greater availability of courses should encourage early testing. b. Students should be required to take a math placement test prior to registering for classes, either at orientation or possibly require it prior to signing up for an orientation session. 2. Consider approving community college mathematics courses that can be taken to satisfy our remediation requirements. <i>[Learning]</i> 3. Shorten the longest mathematics remediation path from three terms (Summer/Fall/Spring or Fall/Spring/Summer – for students needing to begin with Prealgebra) to two terms (Fall/Spring). <i>[CSUSM Proficiency Conference team]</i> 	<p>We are already encouraging students to take these tests early.</p> <p>This should be “low hanging fruit.”</p> <p>Palomar Fast-Track courses in which these students take both Prealgebra and Beginning Algebra in a single semester (at twice the normal intensity) will be introduced effective fall 2009, so this action item is already completed.</p>
<p>High Priority (not ranked)</p> <ol style="list-style-type: none"> 1. Since Math 051 and Math 051C have low pass rates, consider adding Supplemental Instruction or lowering class sizes to increase the effectiveness of the courses. Also investigate other approaches that might work to improve student success. (One such approach is the Mastery Learning method employed at SJSU which we learned about at the CSU Proficiency Conference in October 2008.) <i>[Learning]</i> 2. Determine whether students are being appropriately placed into Palomar Math 15, Palomar Math 50, and our Math 051/051C. Because Math 051, 051C, and 115 have high DFWI rates, we need to 	<p>An experiment comparing normal MATH 051 sections augmented with SI to reduced class-size sections without SI is underway in Spring 2009.</p> <p>This should be “low hanging fruit.”</p>

<p>commission a study regarding the placement of students in remedial math classes. We can do this by comparing pass rates to ELM (Entry Level Mathematics) score as well as finding out what other campuses are doing in this regard. After we get the data, we can determine if we need to change our placement practices: we might need to change the cut scores for placement in each of these classes, or another possibility would be to implement the MDTP (Mathematics Diagnostic Testing Project) exam to place students who need remediation in math into the correct course. [Learning]</p> <p>3. Investigate the best practices regarding placement and implement a math placement system. For math, ELM is not enough, it only indicates readiness for college level mathematics, and does not distinguish students ready for college algebra or precalculus from those ready for calculus.</p> <p>a. In response to the high DFWI rates in Math 115 (College Algebra), we need to commission a study to compare ELM scores with pass rates in College Algebra to determine whether an ELM score of 50 is sufficient to ensure that a student is ready for College Algebra. If not, we need to think about what to do: again, we might want to use the MDTP to determine readiness for College Algebra, and we also need to think about what to do for students who are not ready for College Algebra yet passed the ELM (e.g., we could add Supplemental Instruction for these students, or recommend GEM 100 for students who do not have a specific GE math requirement for their majors).</p> <p>b. We also should investigate the possibilities that Math 115 may have a higher failure rate due to certain majors taking the class that do not need (some of these students might be better advised into GEM 100) or due to too long a time gap from their last high school math class (these students might be better advised to take MATH 115 earlier rather than later).</p>	<p>This study of causes of the high failure rate in Math 115 should be “low hanging fruit.”</p>
<p>Medium Priority (not ranked)</p> <p>1. Adapt the curriculum for the summer GEL 110 course to pair GEL courses with remedial mathematics courses in the Fall semester. [Learning]</p> <p>2. Continue simplifying the registration process for successive remedial mathematics courses. [Learning]</p> <p>3. Develop “hold action plans” – determine what percentage of</p>	<p>FY Academic Support Coordinator continues to work on simplifying registration processes.</p> <p>Hold action plans are</p>

<p>students have (academic proficiency) registration holds at the end of their first year and put action plans in place to prevent students from failing to complete their hold requirements. <i>[Learning]</i></p> <p>4. Add more varied hours for the learning assistance centers. <i>[All Students]</i></p> <p>5. Adopt strategies similar to those used at CSU Chico for monitoring student performance in remedial mathematics courses at key point in the term (end of first week, end of fifth week, and mid-semester) and blocking student enrollment for classes in the next semester until students have come in for an appointment and committed to various corrective actions (regular meetings with the instructor, joining a study group, getting a tutor, or preparing to retake the ELM exam). <i>[CSUSM Proficiency Conference team]</i></p> <p>6. Continue funding the remedial mathematics SI and class-size reduction experiment in AY 2009-10, and – pending what is learned in Summer 2009 from the results of the first trial – subsequent years. <i>[Improvement]</i></p> <p>7. Support students in completing the Computer Competency Requirement. <i>[Learning]</i></p>	<p>already being developed.</p> <p>Learning Assistance Centers have varied their hours of service.</p>
<p>No “Low Priority” items</p>	

**Action items related to
Summer Programs**

We need to expand Summer programs that enable students to start university studies earlier and to become better prepared for the start of the Fall semester.

Additional background. The team that we sent to the CSU Proficiency Conference at the end of October, 2008 learned from Trustee Carter that if campuses do not develop “Summer Start” programs for students who do not meet CSU proficiency levels in English and mathematics, then he intends to work on making these mandatory for the system.

<p>Highest Priority</p> <ol style="list-style-type: none"> 1. Continue funding for ALEKS licenses for MAPS 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. <i>[Improvement]</i> 	
<p>High Priority (not ranked)</p> <ol style="list-style-type: none"> 1. Design programming for summer programs with diversity in mind. <i>[Diversity]</i> 2. Work with University Village Apartments to develop an on-campus housing possibility for Summer Academy. <i>[Improvement]</i> 	<p>Developing such programming should be “low hanging fruit.”</p> <p>Discussions are underway to offer housing in UVA for Summer Academy</p>
<p>Medium Priority (not ranked)</p> <ol style="list-style-type: none"> 1. 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. <i>[Improvement]</i> 2. Continue tracking MAPS students and begin tracking Summer Academy students with particular attention on the following questions: <i>[Improvement]</i> <ul style="list-style-type: none"> • 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? 	<p>FY Academic Support Coordinator continues to work on simplifying registration processes.</p> <p>FY Academic Support Coordinator is tracking these students.</p>

No "Low Priority" items	
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**Action items related to
Student Life and Co-curricular Programs**

We need to develop and promote opportunities for first-year students to learn outside of the classroom

<p>Highest Priority (not ranked)</p> <ol style="list-style-type: none"> 1. More fully develop co-curricular components for FY students which are aligned with the First-Year Philosophy Statement and which support the 'milestones' that occur throughout the FY. [All Students; Diversity; Improvement; Learning; and Roles & Purposes] <ol style="list-style-type: none"> a. Continue to encourage first-year students to participate in Student Life and Leadership and ASI events. b. Provide additional opportunities for FY students to interact with diverse communities outside the institution by bringing these groups to campus (e.g. Native American communities, immigrant communities, Special Olympics) c. Secure additional funding and support for co-curricular activities that focus on diversity. d. Encourage and support activities in UVA that promote diversity of ideas and world views. e. Develop and promote opportunities for faculty to link FY courses with co-curricular programs. Examples: <ol style="list-style-type: none"> i. Co-curricular events that focus on diversity on and off campus for which instructors in FY courses could require attendance ii. Campus involvement projects required in GEL iii. Campus involvement reflection essays written as GEW assignments iv. Learning communities f. Recognize and reward faculty (full-time and part-time), staff, and administrators for enriching the FY experience by participating in curricular and co-curricular activities. g. Offer even more programming through the Career Center with first-year students in mind. Examples include more frequent programs in UVA, additional workshops, and career exploration for undeclared students. 	<p>FY students are encouraged to participate in SLL/ASI events.</p> <p>The development of these opportunities should be "low hanging fruit."</p> <p>2009/2010 Focus Areas for the campus include "Define and Implement best practices in diversity," which should make diversity programming "lower hanging fruit." UVA does substantial programming around a wellness model that includes diversity.</p>
<p>No "High Priority" items</p>	

<p>Medium Priority (not ranked)</p> <ol style="list-style-type: none"> 1. Develop a campus-wide statement on explicit standards of behavior regarding an open and civil campus community. <i>[Diversity]</i> 2. Partner with University Police Department to develop more programming on safety by the new crime prevention officer. <i>[All Students]</i> 3. Develop and document learning outcomes for co-curricular programs. The documentation of student learning outside of the classroom (e.g., service learning, leadership, co-curricular activities, etc.) needs to be collected university-wide by one unit, and achievements need to be well promoted, publicized and celebrated. <i>[Learning]</i> 4. Expand the Faculty Mentoring Program to include first-year students. <i>[Faculty]</i> 5. Do more to recognize and encourage students who excel in their university work. For instance, have more celebrations for those who excel such as a Dean's list or celebrations. <i>[Learning]</i> 6. Develop and sponsor programs specifically designed to increase the interaction between upper division and first-year students. For example, start a peer mentor/leader program. <i>[Transitions and Learning]</i> 7. Work through Office of Global Education and UVA to sponsor events that bring together domestic first-year students and international students. <i>[Diversity]</i> 8. Develop (Service-Learning) courses to train upper-division students who will work with FY students as O-Team members (the training already exists; it just needs to be formally housed in a for-credit course). <i>[Improvement]</i> 	<p>Developing/documenting learning outcomes might be “low hanging fruit” in that no fiscal resources are directly required.</p> <p>Collaborations with Global Education and UVA should be “low hanging fruit.”</p>
<p>No “Low Priority” items</p>	

**Action items related to
First-Year Curriculum**

We need to continue to improve the curriculum and scheduling of key first-year courses.

<p>Highest Priority (not ranked)</p> <ol style="list-style-type: none"> 1. Examine two basic questions that arose from multiple groups and make recommendations to the First-Year Council: <i>[Learning; Transitions; and Roles & Purposes]</i> <ol style="list-style-type: none"> a. 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. Should we require <i>all</i> first-year students to enroll in GEL or recommend that <i>most</i> first year students take GEL? (Be sure to see Betsy Barefoot’s response to the Transitions and Roles & Purposes reports.) b. Should GEL be offered in the (Summer before the first year and) Fall only, or should it continue to be offered in all terms emphasis on the Summer and Fall? Waiting until Spring puts them at risk of not connecting to the institution early and at risk of going down the wrong path or not understanding the direction and outcomes we want for them. The Lower Division Roadmaps (LDRs) already recommend Fall GEL for most students, with rare exceptions for certain majors and situations where other courses will better serve a student's needs. 2. Re-examine the structure of fundamental first year courses, especially GEL and GEW. In several committees there were discussions about the many different ideas or goals that should find their home in the GEL course. The team that went to the CSU Proficiency Conference brought back ideas for restructuring GEW. Dissect these and other courses taken by almost all first-year students, determine what needs to be in them, and put them back together with learning outcomes shaped by evidence from this FoE study and best practices from other first year programs. The following are examples of specific features that should be considered for inclusion in the courses: <i>[Learning, All Students, Diversity, Roles & Purposes, and Improvement]</i> <ol style="list-style-type: none"> a. Survey all first-year university requirements (especially anything that would result in a registration hold if not 	<p>There is a chapter on FY requirements in the custom GEL text which reaches most of the FY class. This same information could be disseminated on an even</p>
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<p>satisfied). These requirements need to be clearly explained, including the outcomes for each requirement, the reasons and philosophy for why we as an institution value these outcomes, and the consequences for not completing each requirement.</p> <ul style="list-style-type: none"> b. Expand 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 c. Better integrate issues of diversity and respect of others' differing attitudes and opinions into the course. Explicitly promote diversity in the classroom and increase student participation in diversity activities, possibly by requiring attendance at co-curricular events that focus on diversity on and off campus. d. Encourage, reward and/or require student participation in campus involvement projects. e. Develop exercises in these courses based on the First Year Philosophy Statement and First Year Learning Goals. f. Explore revising GEW along the lines of SFSU, CSUSB, and CSUCI by developing a year-long integrated reading and writing course and allowing students to self-select either a one-semester of a two-semester, "stretched" version of GEW. <i>[CSUSM Proficiency Conference team]</i> g. Examine the library and career modules of GEL to determine if they are achieving their goals in GEL and/or whether they would work better as stand-alone requirements such as the CCR and the alcohol education requirement. Determine whether the CCR and the alcohol education requirement would be better supported by inclusion in GEL. In the case of all four items specifically mentioned here (library, careers, computer competency, and alcohol education) another option would be assembling these into some type of supported first year student requirement bundle. h. Include a page (or so) on Lower-Division Roadmaps (LDRs) in the customized materials for the GEL text and train GEL instructors in basic advising and roadmap principles so that they can discuss LDRs in GEL classes prior to the registration period for the next semester. i. Include a safety module delivered by the new crime 	<p>wider scale.</p>
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prevention officer in GEL.

3. Develop a process for adding more learning communities, which should address: *[Learning; Faculty and Improvement]*
 - a. Defining exactly what a learning community is. (Note that we have heretofore not distinguished between “learning communities” and GEL sections reserved for special populations.)
 - b. Establishing student learning outcomes for learning communities that reflect the academic enhancements that are particular to them (e.g., civic engagement for SME).
 - c. Assessment of the effectiveness of these communities:
 - i. Development of measures to ensure that those student learning outcomes are being met.
 - ii. Routine and systematic collection of continuation rates and graduation rates for each learning community.
 - d. Determining what new learning communities should be offered and what learning community model will be used. Specific suggestions include
 - i. Creating learning communities that are linked by issues of diversity.
 - ii. Linking GEL sections with certain sections of high DFWI courses to create additional learning communities organized to support students in these courses. For example, the curriculum for the summer GEL 110 course could be adapted to pair a GEL course with any remedial math course.
 - iii. Major cohorts could be explored as a way of encouraging students to consider their future curricular path.
 - e. Determining what support is needed to develop and maintain them:
 - i. Determining how to attract tenure-line faculty to teach in learning communities
 - ii. Development of recruitment materials and strategies (i.e., brochures, webpages) for learning communities.
 - iii. Development of effective registration procedures for learning communities and special reserved sections of GEL 101. (Note: The recruitment for Fall learning communities needs to be coordinated with

<p>recruitment for summer programs since both involve versions of GEL.)</p> <p>f. Linking learning communities to co-curricular programming.</p> <p>4. Ask the GEC as it leads the campus development of General Education Learning Outcomes (GELOs) to <i>[Learning and Diversity]</i></p> <p>a. Generate learning outcomes and objectives with diversity of ideas and world views in mind.</p> <p>b. Establish consistent learning outcomes for GE courses to be used across all sections, and ensure that assessment plans for measuring these are in place.</p> <p>5. Ensure that the class schedule planning for all typical first-year courses is coordinated across the different academic departments and that there is sufficient capacity in critical first-year courses. <i>[Faculty]</i></p> <p>6. Ask departments and instructors to include an explicit orientation to the major (the nature of the major and the career options it presents) in introductory major's courses. <i>[Roles & Purposes]</i></p>	
<p>High Priority (not ranked)</p> <p>1. Examine whether typical first-year courses are offered with appropriate class sizes. <i>[AA Town Hall]</i></p> <p>2. Review the hiring process for instructors of typical first-year courses to assure that there is a diverse pool of applicants. <i>[Diversity]</i></p>	
<p>Medium Priority (not ranked)</p> <p>1. Encourage instructors of courses identified as having a predominately first year audience (e.g. GEL, GEW, GEO, remedial mathematics; especially in FY learning communities) to regularly take attendance and to follow-up appropriately on student absences. <i>[Improvement]</i></p> <p>2. Look into mandated learning communities for Spring semester with additional resources for those who fail in the Fall semester. <i>[Learning]</i></p> <p>3. Work with OCSL to establish specific service-learning projects for first-year students in GEL. <i>[Diversity]</i></p> <p>4. Develop an honors learning community. <i>[Learning]</i></p> <p>5. Assess the effectiveness of current Supplemental Instruction efforts and explore opportunities for expanding SI/tutoring to other courses that courses that present particular difficulties to students. <i>[All Students]</i></p>	<p>This practice has been implemented in GEL effective with Spring 2009, and could be easily adopted in other courses.</p>

No "Low Priority" items	
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Miscellaneous Action items

<p>Highest Priority</p> <ol style="list-style-type: none"> Disseminate "working Philosophy Statement" to the larger University community through various forums, and collect feedback which will be used to refine the statement and develop a University Philosophy Statement. <ol style="list-style-type: none"> Include a memorable tag-line or slogan that will make the longer Philosophy Statement memorable Get feedback on student reaction to the Philosophy Statement through structured activities in GEL classes. Vet the Philosophy Statement with key groups (e.g., AALC, Academic Senate, ASI and Student Affairs Senior Managers) Ask VPSA Worden and Provost Cutrer to present the Philosophy Statement to President's Executive Council for official University adoption. After adoption, publicize the Philosophy Statement to the entire campus community. Include examples of how to make it applicable to various campus. Ask University administrators to refer to it at high-profile addresses (Some parts could be put in place immediately upon adoption of a Philosophy Statement; others should wait for the normal reprinting/document-preparation periods in order to minimize costs.) <i>[Philosophy]</i> 	<p>Completion of the Philosophy Statement should be "low hanging fruit."</p>
<p>High Priority (not ranked)</p> <ol style="list-style-type: none"> Develop a set of first-year learning goals. <i>[Faculty]</i> Obtain resources to hire more psychological and psychiatric personnel in the counseling center for populations which typically present more needs for counseling services. 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. <i>[All Students]</i> Develop strategies to increase external partner involvement in both financial assistance and first-year experience activities. <i>[Transitions]</i> Assess the myriad of physical safety education and harm prevention efforts, redesign those that do not meet current goals, and expand those that work. <i>[All Students]</i> 	<p>The development of General Education Learning Outcomes (GELs), which should be related to FY Learning Goals, is already underway.</p>
<p>Medium Priority (not ranked)</p> <ol style="list-style-type: none"> Increase infrastructure in First-Year Programs to allow it to grow its 	

<p>programs. <i>[Improvement and Organization]</i></p> <ol style="list-style-type: none"> a. Examples of particular actions to consider: <ol style="list-style-type: none"> i. 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. ii. Expand the Associate Director of FYP position iii. Add the FY Academic Support Coordinator to First-Year Programs b. Review the organizational structure of First-year Programs and the related job descriptions every two years to assess the impact and outcomes on the entire first-year experience at CSUSM. <p>2. Do more to recognize and encourage students who excel in their university work. For instance, start an honors program. Having an honors program could help keep the best and brightest of North County to stay in North County and would help raise the bar for all students. The program could include the following opportunities:</p> <p style="padding-left: 40px;"><i>[Learning]</i></p> <ul style="list-style-type: none"> • Have an honors learning community. • Develop honor sections of GE, math, science, or other courses. 	
<p>No “Low Priority” items</p>	