

**All Students Feedback
California State University-San Marcos**

Dear Bridget, Richard, Hillary, Carlos, Belinda, Jennifer, Jeffrey, Danielle, Moses, Lura, Jamie, and Cecilia,

I have read your very comprehensive report on the All Students Dimension and want to offer some feedback for your consideration. As I read your report, I was reminded that although the performance indicators for this Dimension seem simple, they are actually very complex. Identifying student needs is a real challenge, especially those needs on the social/personal side. Unless students self-disclose their needs, it's very hard to understand them without invading someone's privacy. I do think that when we have the luxury of more one-to-one contact with students, it's easier to get to know them and learn about their personal issues, but it's never easy.

In your comments, you indicate that the Chancellor's Office sends each university a report of students who need remediation. How does the Chancellor's office get that information? Is there a state mandated test of some sort, the results of which are fed back to the campuses? I'm not sure that either the CIRP freshman survey or the NSSE are helpful in this regard. The performance indicator as we worded it asks about identification at the individual student level, and neither of these instruments provides data that can be linked to individual students.

It's very clear from your report that you have myriad initiatives designed to help students with problems – both academic and social/personal. You reminded me that even students with disabilities can't be "identified" unless they self-identify. I actually think that faculty and staff need some help in spotting students who might have a disability and letting those students know that help is available. Especially in terms of learning disabilities, students can compensate to some degree, but not always. From your report, it's apparent that you have systems in place to address this issue, but knowledge about how to access those systems is a bit difficult to find.

In your section on addressing social/personal needs, you went a bit farther than I would have gone. I don't know that a primary function of admissions and recruitment is to help students with those needs – I guess I think of that office as part of the basic business of the institution – getting students in the door. You have a good bit of information in this section that is closely related to the spirit and context of the Transitions Dimension, especially the information on outreach to schools. I'm not quite sure I see the link between social/personal needs and "registration and records," or the "university village apartments." The information is interesting but somewhat tangential to the special questions related to this Dimension.

Since you have prior NSSE results indicating a need for more student/faculty interaction, has anything been done or proposed to address this issue? I know that you rely heavily on adjuncts and/or part-timers and this makes that kind of interaction difficult. But it's

certainly a goal worthy of your attention sooner rather than later. You have made it very clear that your students are receiving academic support and have many opportunities for involvement.

It's apparent from your report that CSU-San Marcos is committed to maintaining an inclusive environment for all students. Certainly, your highly diverse student population gives you the perfect "laboratory" to practice multicultural awareness and inclusivity for everyone.

In your responses to the last part of PI 6.4 about "psychological safety," I want to draw your attention to the footnote that explains what we mean by this somewhat unusual term. The footnote reads as follows: "Psychological safety is the absence of threat, discrimination, and/or harassment that negatively affect a student's college experience (i.e., discrimination based on gender, race, ethnicity, religion, sexual orientation, etc.)."

Your responses indicated some misunderstanding of the way we had used that term. My guess is that your campus would score very high according to our definition of "psychological safety."

You did an excellent job of identifying both opportunities and challenges for the future and for persuasively noting those areas that need immediate attention. However, many of the issues you identify are quite broad and could include multiple specific action steps. I hope that you'll go back to this list and determine a place to start. You certainly can't do everything at once, but perhaps you could begin with a few of your high priority items and make some decisions about what very specific changes you could and should make.

You have done very good work in this report that will be valuable for CSU-San Marcos in the months and years to come.

Please let me know if you have questions about any of my comments. Best wishes.

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