

***ENHANCED SELF-STUDY
PROCEDURAL HANDBOOK***

***Striving for Excellence
Through
Student Success***



***A Joint Project
of the
Academic Senate
Planning and Budgeting Council
Office of the Chancellor***

***Office of the Chancellor
City College of San Francisco***

September 2000

PREFACE

To the Participants:

With our comprehensive self-study completed and an impressive six-year accreditation awarded by the Western Association of Schools and Colleges (WASC), we are ready to apply our considerable talent to the Enhanced Self-Study process. As a joint project of the Academic Senate, the Planning and Budgeting Council, and the Office of the Chancellor, the Enhanced Self-Study, *Striving for Excellence through Student Success*, will allow us to underscore the high standards that define City College by building upon our accomplishments and capabilities in the areas of student learning and development.

The Enhanced Self-Study seeks to strengthen our contribution to student success by examining our future potential, assessing our current efforts, and articulating strategic initiatives to bridge the gap. Through this collaborative effort coupled with a strong commitment to implement the recommendations that emerge from the study, City College will transform its programs and services and redouble our contribution to the success of our student population. As a result, students will succeed in achieving their educational and career goals in greater numbers, expressing ever-higher levels of satisfaction with their experience at here at CCSF.

As we embark on the Enhanced Self-Study together our expectations are exceeded only by our potential for success. The Handbook that follows provides basic guidelines outlining the framework to support the Enhanced Self-Study process. It is our hope that you will find this document helpful in understanding the procedure and its potential, and that you will find the process stimulating, meaningful, and productive.

Welcome Aboard!

Dr. Philip R. Day, Jr.
Chancellor

Professor Ophelia Clark
President, Academic Senate

August 25, 2000

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I. INTRODUCTION TO THE STUDY

City College is on the move! The comprehensive self-study recently completed provided an outstanding platform from which to recognize the accomplishments of the College community and the “enormous strides” it has made “toward fulfilling its vision of being a leading center for teaching and learning for students from all backgrounds and cultures.” (*WASC Evaluation Report*). The Visiting Team applauded the progress City College has made on the major recommendations resulting from the 1994 site visit with many laudatory comments among their observations within each of the ten standards with which our quality is measured. And, most especially, the Team observed the intensity with which the self-study was undertaken, acknowledging that the College took the opportunity provided by the reaccreditation process to update policies and procedures, an initiative that proved both educational and informative, and to identify areas requiring continued vigilance, an initiative largely focused on the institution’s ability to meet the needs of all students with plans for further study and program improvement. With the award of the maximum six-year accreditation, a strong sense of the quality of the College’s programs and services, and a clear sense of the needs of the institution and its students, City College is prepared to embark on the next phase of the continuing self-study process: the Enhanced Self-Study.

The intent of the Enhanced Self-Study is to continue the investigative process characteristic of the comprehensive self-study into the next dimension. By focusing this process on the need to improve the College’s ability to meet the needs of all students the Enhanced Self-Study process seeks to reach deeply and incisively into the critical areas of the college where students are served and success is achieved with questions such as:

How can The College deliver services that address the needs of students entering the institution and increase the likelihood of their success?

How can instructional programs and support services be provided to increase the students’ potential for success at City College and beyond?

How can the College increase its attention to the outcomes that define student success to ensure continued investment in the development of increased student achievement, persistence, goal attainment, and satisfaction?

Through the Enhanced Self-Study process participants will seek to discover what we are doing that works and what is needed, recommending the vital changes that can transform the level of student success achieved by the institution. With direct linkages through the governance system to the organizational units and planning systems, the implementation of those changes will result in increased student achievement and satisfaction, as well as improved institutional performance. It is this strength upon which the College will build for the future.

The Context

Like the comprehensive self-study, all available information will be examined to assist in the development of a systemic understanding of the impact of the College's programs and services on the success of the students, where the institution excels and where it falls short. With upwards of 93,000 students enrolling in credit and non-credit programs each year, and only a small percentage graduating or completing their chosen programs, there seems to be considerable room for improvement. What insights do we already have, what new questions need to be investigated, and what interventions are possible?

Based on information previously generated through the comprehensive self-study, required state reports as well as those generated independently by organizational units, research conducted by the Office of Planning and Research, and reports prepared on a collegewide basis the institution has already begun to develop an understanding of the context of the Enhanced Self-Study, a context in which:

- more students seek admission to credit programs than actually enroll in credit courses;
- more students enroll in credit programs from the non-credit area than from district high schools in any given year, making non-credit the College's most significant outreach effort;
- levels of entering student participation in student support services differ by campus based on the availability of services;
- only a portion of the students seeking entry to credit programs actually complete the matriculation process including assessment, orientation and counseling to assist in the selection of credit courses that will contribute to their initial success;
- few entering students who would benefit from educational planning actually complete the prescribed counseling process;
- some of the entering students who need additional academic preparation actually gain access to the developmental courses they require to raise their skills and pursue their chosen major;
- most of the students who seek additional academic preparation eventually gain access to the developmental courses they require;
- only a portion of the students who begin developmental coursework successfully complete their preparation with levels of completion differing by academic discipline;
- the numbers of underprepared students seeking entry to credit programs is expected to increase significantly as the state university system raises admissions standards over the next few years;
- only a portion of the credit students who seek access to gateway courses in mathematics and English actually have the opportunity to enroll in those courses;
- few students who are in jeopardy of failing one or more courses actually seek and receive academic and/or student services support;
- few systemic tools are provided to track the progress of individual students;
- a significant number of students leave City College within the first year of study;
- few students placed on academic probation are counseled as a result before registration is denied;

- few students enrolled in credit programs actually complete those programs expeditiously;
- few students enrolled in credit programs for the purpose of transferring to a baccalaureate institution do so without loss of credit even if they have identified the transfer institution;
- comparatively few students who enter the College seeking a degree actually achieve their educational goal;
- expressed levels of student satisfaction with the educational opportunity provided by City College vary significantly depending on the responsiveness of the institution to the individual student; and
- relatively little information is disseminated regularly documenting specific student learning outcomes and goal attainment.

The Enhanced Self-Study process provides the opportunity to consider these – and many more – observations and perceptions of the student experience at City College. As the investigation develops, the process provides the opportunity to consider the potential of resulting questions such as:

How could we better prepare interested applicants to enter the college environment?

Are there ways to facilitate successful student transfer from non-credit to credit study?

What strategies might be developed to ensure that all students, both credit and non-credit on all campus locations, receive comparable assistance and support, particularly as they enter the institution?

Are there new strategies that could accommodate increasing numbers of students seeking basic skills development and accelerate skill acquisition?

How could we open gateway courses to increasing numbers of students to improve the accessibility of subsequent courses?

What mechanisms are available to increase the efficiency of student transfer without sacrificing the excitement of exploration, particularly to major baccalaureate transfer institutions?

Are there tools available that might increase the ability to monitor student progress and target timely interventions to those students in jeopardy?

What student outcomes should be documented regularly and reported widely?

How might an outcome-oriented culture be nurtured to ensure continued attention to the question of student success?

These and other similar questions generated by participating faculty and staff will serve to guide the investigation and help to shape the strategies generated as a result.

The Possibilities

Through considerable deliberation, the teams involved in the Enhanced Self-Study have the opportunity to envision the ultimate student success program, one that speaks to the needs of all students ubiquitously. With a clear focus on student learning and development and the effective application of new technological possibilities, such a system might include many state-of-the-art initiatives heretofore unimaginable, such as:

A comprehensive assessment of educational goals, academic skills, and career interests often in combination with other factors such as learning styles and/or motivation at any time – and place - for all students declaring a program of study.

Individual student educational plans integrating educational goals with assessment results and instructional placements with advisement and course selection via the Internet allowing faculty, staff, and students to monitor their progress at any time, from anywhere.

An open entry/open exit pre-college program without assigned credits linking to college level study that allows underprepared students to challenge themselves and move into college level coursework as quickly as possible.

A web-based early warning system available to faculty, staff and students to signal the need for assistance followed by the delivery of the student's electronic file to the requested support service, e.g., Counseling Services, Learning Assistance, etc., and the development of the necessary intervention, e.g., schedule adjustment, tutoring, etc., delivered electronically or conventionally.

Academic programs deliberately linked to baccalaureate transfer with alternative pathways and bridges for those students who seek exploration.

Institutional guidance and support throughout the program of study to graduation with follow-up requests for feedback regarding student satisfaction with their City College experience.

A virtual campus on the internet providing access to all academic programs and student services electronically from admissions to matriculation and registration, as well as the bookstore, instruction, learning assistance, advising, career planning and placement, transfer, the library, graduation and the alumni association.

The best that can be achieved is the design of a comprehensive student-oriented educational system that maximizes each student's potential for success at City College. The guidelines that follow provide a process through which this objective can be addressed; the faculty and staff participating in the process provide the talent with which this objective can be achieved; and the commitment and dedication of the institution to the implementation of the recommendations forthcoming provide the assurance that the objective will meet its mark: increased student success.

II. CONCEPTUAL DESIGN

The Enhanced Self-Study process is intended to transcend the traditional approach of assessing the institution's conformity to accreditation standards by focusing on areas of institutional need which, if addressed, are most likely to make a difference in how the institution functions and how it serves its clients. The purpose of the Enhanced Self-Study, as expressed by the Chancellor of CCSF, is "to reach deeply and incisively into the critical areas of the college where students are served and success is achieved, to discover what we are doing that works and what is needed, and to recommend the various vital changes which, taken together, can transform this educational enterprise."

Major Features

The major features of the process are the ones described below: a thematic focus, derivative recommendations, and pledged implementation.

Thematic Focus

Establishing a theme for conducting an analysis is the principal launch pad for conducting an enhanced approach to the self-study process. It is like formulating the research question before starting a scholarly investigation. The question (or theme) defines the focus and informs the results. A well-chosen theme should result in recommendations for *strategic* improvement, not just *general* improvement.

After considerable discussion of the various alternatives for a thematic focus, it appears that there are compelling reasons as well as considerable support for making *Student Success* the focal point of the Enhanced Self-Study. Several recent studies by the CCSF Office of Research and Planning provide a compelling justification for this theme. A recent study of students requiring basic skills reported that 3 of every 5 test-taking students failed to achieve success during 1993 and 1994. Another study showed that large numbers of entering students are unable to access key gateway courses in math and English because of closed sections and are turned away. And a study of non-credit students who enroll in credit courses, approximately 2200 per year, revealed that a significant proportion of them do not even complete one term and a larger number do not remain one year. By defining a framework for student success at CCSF, we can examine the flow of events that from a student's perspective affect the ultimate educational outcomes for student success.

The diagrams in Figures 1 and 2 represent an attempt to present in flow chart formats the key events at CCSF between admission and graduation, for both credit and non-credit students. It is suggested that this diagram, or its successor, could become the framework for examining student success at CCSF – what happens to students at each step along the way, what the college would like to happen, and how the college might encourage desirable outcomes to happen. By examining carefully each of the "events" in the flow chart, issues can be identified, recommendations can be formulated, and implementation of enhancements can be accomplished.

Derivative Recommendations

The corollary of a focused theme is focused recommendations. This requires a methodological approach to the analysis and formulation of recommendations. Study groups (called Ad Hoc Committees) will be organized to conduct research, evaluate findings, and identify issues for resolution. To assist in this process, a series of issue papers and reports will be gathered from various sources and presented to the study groups as background information for the study process. It is suggested for the Enhanced Self-Study that each study group consider the overall theme of the study and identify the factors contributing most significantly to the realization of the stated theme, then utilize a three-pronged question process: (a) what is the desired state for the institution with regard to the identified factor, (b) where is the institution now, and (c) what is required to achieve the desired state? This, or a similar methodology, will lead to the formulation of recommendations strategically related to the thematic focus.

Pledged Implementation

The pragmatic test of the Enhanced Self-Study process is whether recommendations are actually implemented and evaluated against results actually achieved. Many study efforts are content with formulating need-based solutions, whether implemented or not. It is important that we establish a pre-disposition to implement approved recommendations during the study process coupled with an evaluation of results. It is intended that the Academic Senate will be closely involved with the project in reviewing recommendations for approval, as described in the paragraph below. It is also expected that the Planning and Budgeting Committee will be involved in reviewing recommendations for inclusion in the annual institutional and unit plans, as appropriate. Finally, the Chancellor's Cabinet will be involved in a monitored implementation process designed to ensure an action-oriented process that leads to focused institutional change.

In order to ensure that recommendations are well conceived and widely supported, the recommendations from study groups will be reviewed and approved through the Academic Senate, which has the primary responsibility to provide advice and judgment on "academic and professional matters." Given that most of the study will concern issues related to academic and student development, it will be important to foster close collaboration during the study phase between the ESS study groups (ad hoc committees) and the relevant academic and student development committees in the participatory governance structure. This collaboration will mean that consensus among relevant parties should be achieved during the study process thus facilitating the timely approval of the Senate.

Upon review and approval by the Academic Senate, recommendations will be forwarded to the Chancellor for final approval and implemented through the cabinet and the college's organizational units.

Figure 1

Current Student Flow Process Credit Students

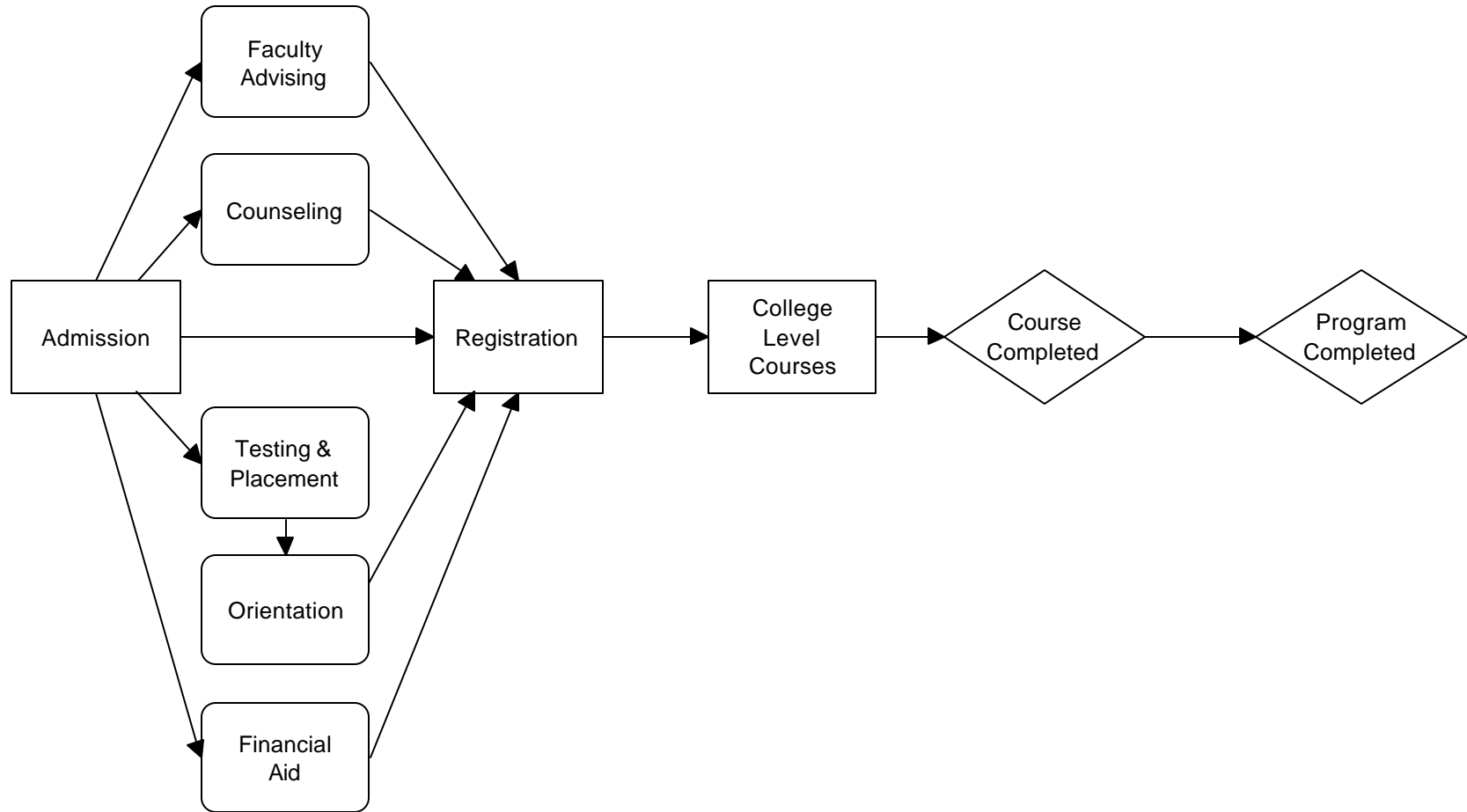
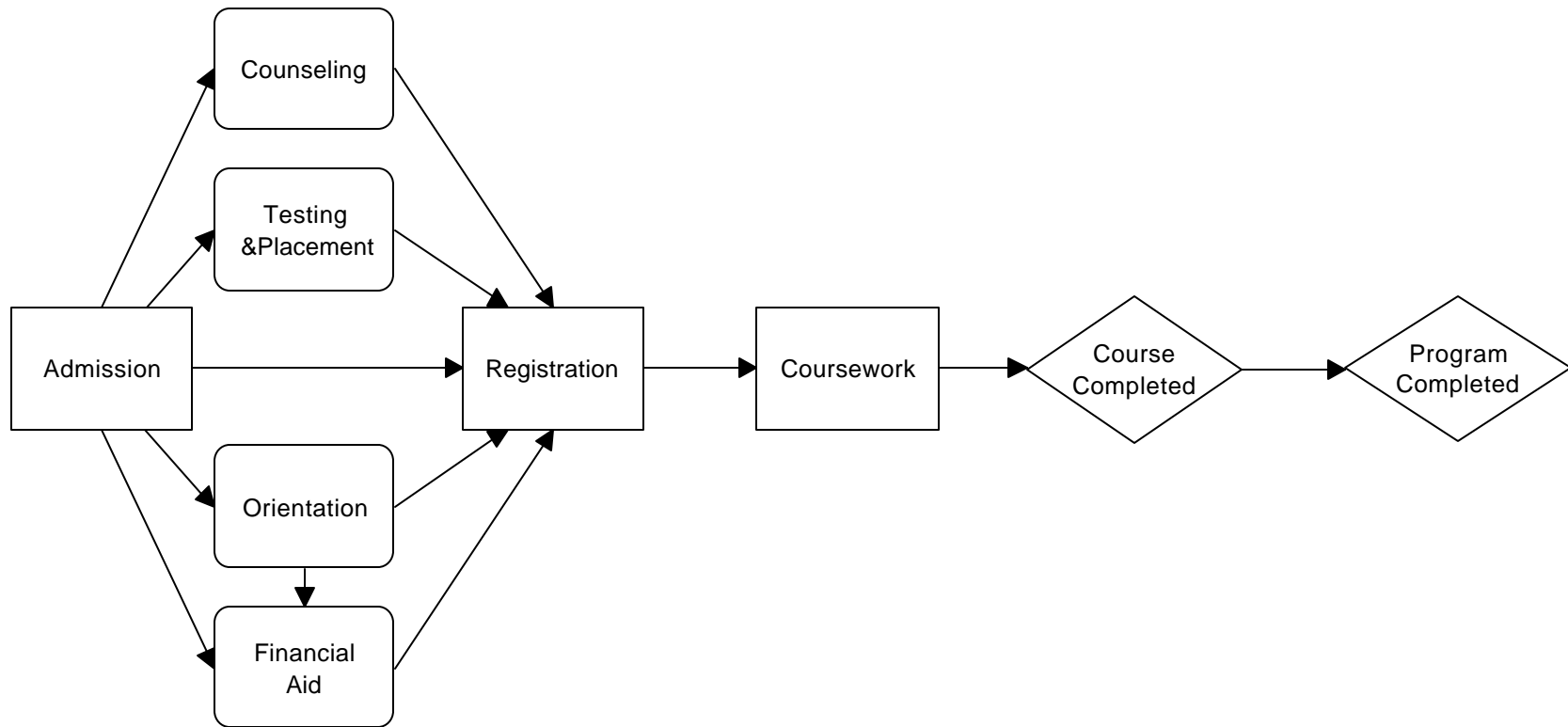


Figure 2

Current Student Flow Process Non-Credit Students



An Emerging Structure

Based upon the flow chart concept, we propose to organize five groups to be engaged in the Enhanced Self-Study. They are:

- Pre-Registration/Matriculation Group to examine everything from admissions and testing through counseling, advisement, and registration;
- Pre-College Learning Group to examine the basic skills program, ESL, and the learning assistance support system;
- College-Level Learning Group to examine the overall curricula and approach to college level course work;
- Student Outcomes Group to examine events that define the desired results – graduation, job placement, and transfer; and
- Enrollment Management Tools Group to examine the college's tools in managing student information, including monitoring student educational plans, auditing degree progress, and documenting student outcomes.

Overall responsibility for the project will rest a special Ad Hoc Coordinating Committee, to be established within the provisions of the shared governance system. Regular reports will be submitted by the Ad Hoc Coordinating Committee both to the Academic Senate and the Planning and Budgeting Council.

III. METHODOLOGY

The general approach to implementing the Enhanced Self-Study will begin with the formation of five Ad Hoc Committees—one study team for each of the general components of the student flow process at CCSF—and the Ad Hoc Coordinating Committee to provide leadership, coordination, summarization and evaluation. The study teams will conduct a thorough review of inputs, processes and outcomes within the component assigned to them. They will collect data, analyze results, develop recommendations, suggest a plan of action, and monitor implementation and results achieved, as time permits. Their recommendations will be forwarded to the Academic Senate for review and approval and to the Chancellor for final approval and implementation. The structure for the study participants is described in the next section entitled, “Participant Roles.”

Study Process

In order to review the factors within the five topical areas, a scheme for analysis has been structured for the use of the study teams. The format for analysis consists of the following set of tasks:

1. Review the functional area and related topics to determine the areas most strongly affecting student success;
2. Identify the critical issues and key questions within each functional area whose answers are expected to be strongly related to factors affecting student success (a draft of topics and issues will be developed as a starting point for the ad hoc teams);
3. Collect data for each issue or question, considering especially where the institution is now and where the institution wants to be with respect to the chosen topic;
4. Develop recommendations and strategies for where the institution wants to be, including how the institution plans to get there;
5. Collaborate with appropriate governance committees as well as departments, directors, and other administrators early in the process;
6. Prepare a summary and analysis for each recommendation, presenting the results to the Ad Hoc Coordinating Committee; and
7. Assist the Ad Hoc Coordinating Committee in its role, upon approval of recommendations, of monitoring, evaluating, and reporting the results of the implementation process.

It is suggested that study teams use the above tasks as a guide to their research and deliberations. Reports should be developed by study teams containing the findings of their studies, documenting the research and problem analysis, and offering recommendations and strategies. A format has been prepared for recording specific recommendations and transmitting those recommendations to the Ad Hoc Coordinating Committee, which is included as Attachment B.

Recommendation and Approval Process

As functional topics areas are addressed and plans developed for achieving improved student success, the recommendations will be reviewed by the Ad Hoc Coordinating Committee for endorsement and forwarded to the Academic Senate for review and approval. The Chancellor will make the final decision for acceptance of recommendations, and upon his approval the recommendations will be implemented through the organizational structure of the College.

Implementation Process

Implementation of improvements will occur upon completion of the study of a particular functional topic, the presentation of recommendations, and approval by the Ad Hoc Coordinating Committee, the Academic Senate, and the Chancellor. The particular improvements and strategies approved will become the activities for implementation. The implementations will be carried out through regular organizational channels. The implementation activities will include:

1. Developing coordination and implementation plans, including investigation of resources required and feasibility of implementation,
2. Assigning responsibilities for implementation, with particular attention paid to the role of the relevant Vice Chancellor, Dean, or Department Head, as well as other personnel designated to carry out the proposed activity,
3. Supporting implementation activities, including access to administrative support, resource persons needed to provide assistance, and problem-solving, and
4. Collecting information on results to be used for monitoring and evaluation.

The implementation of the recommendations will receive the direct attention of the Chancellor and the Cabinet, with progress reports to be provided for the Ad Hoc Coordinating Committee, the Academic Senate, and the Planning and Budgeting Council. It is anticipated that summary reports documenting the Enhanced Self-Study process will be prepared for general distribution. It is also anticipated that initiatives from the process will be incorporated into the college's comprehensive planning and budgeting systems in succeeding years.

Summary of Study/Recommendation Process

Study teams analyze questions related to the functional topics for which they are responsible. Upon concluding the study, the team prepares a report on the topic and makes specific recommendations, which are recorded on the Format for Recommendations. Recommendations are presented to the Ad Hoc Coordinating Committee and then to the Academic Senate for approval. Upon confirmation by the Chancellor, recommendations are implemented through the administrative structure of the College. The results are evaluated by the Ad Hoc Coordinating Committee or by ongoing governance groups. Figure 3 is a diagram of the recommendations path.

Projected Schedule

The Enhanced Self-Study process approved by the Academic Senate and the Planning and Budgeting Council in May of 2000 will be initiated with the fall semester with recommendations approved for implementation thereafter. Each of the study groups will move through four phases: organization, study, implementation and evaluation.

- The organizational phase includes the identification and orientation of participants during the months of August and September.
- The study phase includes consideration of the possibilities, analysis of the current state, and development of recommendations during the months of October through December.
- The implementation phase includes the approval of recommendations followed with planning, resource allocation, and the implementation of initial tasks and activities during the months of January through June.
- The evaluation phase includes the preparation of reports followed by the assessment of process, product and impact with all participants in the process during the month of June.

While each Ad Hoc Committee will move along independently, conducting their analyses and preparing their recommendations, it should be anticipated that initial recommendations on key areas will be prepared and approved prior to the start of the Spring semester with implementation to begin as soon as possible given the resources available. Therefore, key activities and anticipated timeframes might include:

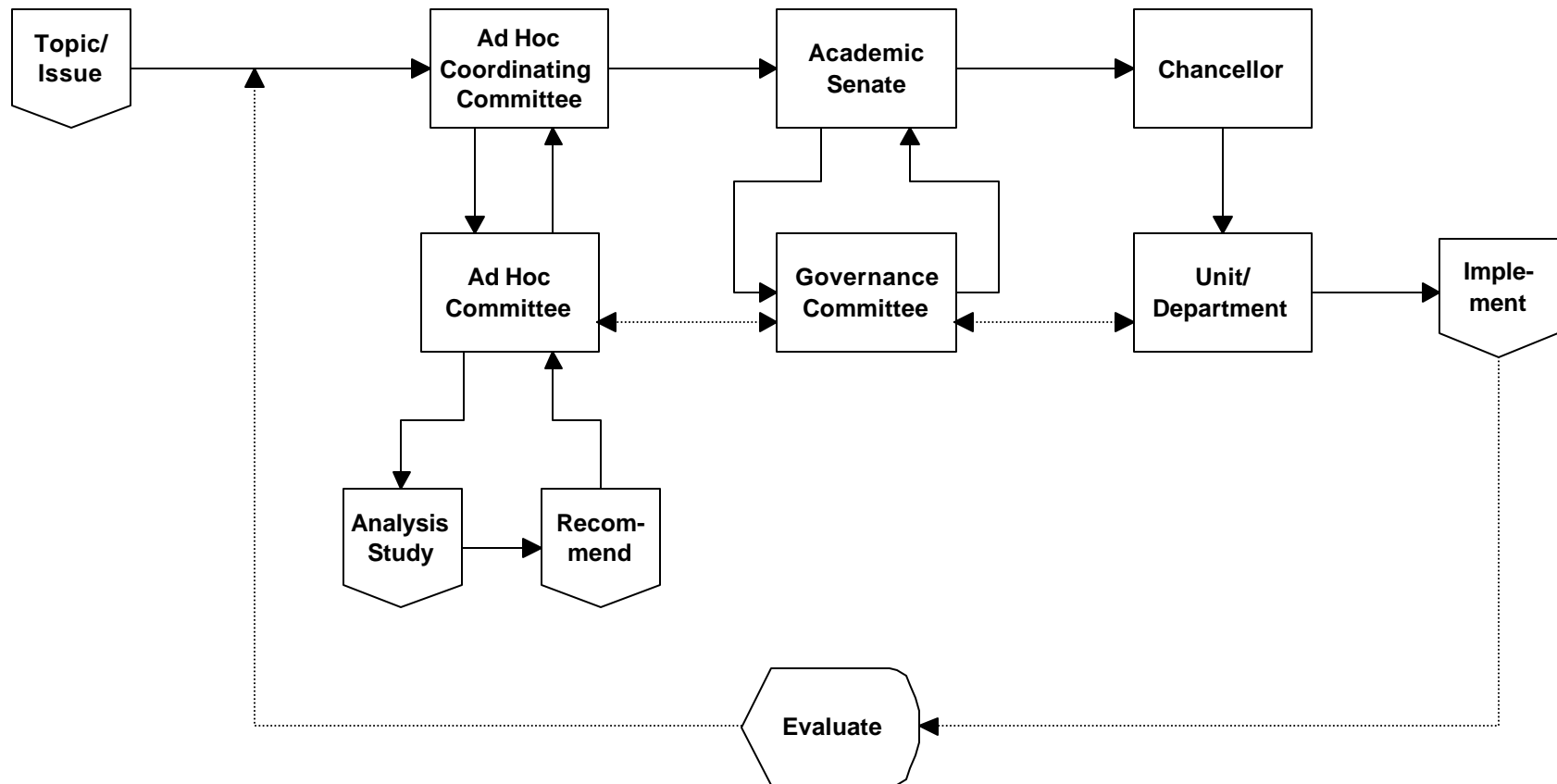
July	Invitation to Participate Issued Collegewide Preparation of Background Materials
August to September	Presentation on the Enhanced Self-Study during Flex Day Selection of Participants for Roles in the Self-Study Process Orientation of the Ad Hoc Committees and Chairs
October to December	Discussion of the Desired State in the Ad Hoc Committees Assessment of the Current Status in the Ad Hoc Committees Development of Recommendations in Ad Hoc Committees Identification of Overarching Outcomes and Evaluative Methods in Ad Hoc Coordinating Committee
January to February	Review of Recommendations in Ad Hoc Coordinating Committee Approval of Recommendations in Academic Senate Report to the Academic Senate and the Planning and Budgeting Council
March	Development of Implementation Strategies and Timetables with

to	Organizational Units
April	Identification of Resource Requirements
April	Recommendation to the Planning and Budgeting Council
to	Report to the Ad Hoc Coordinating Committee and its Committees
May	Report to the Academic Senate and the Planning and Budgeting Council
June	Overall Evaluation of the Enhanced Self-Study process
	Development of 2001-2002 Implementation Plan

Through this intensive timetable it is anticipated that critical interventions will be developed leading to significant improvements in student success.

Figure 3

**ENHANCED SELF-STUDY
RECOMMENDATIONS PATH**
Analysis, Recommendation, Approval, Implementation, Evaluation



IV. PARTICIPANT ROLES

There are several roles to be defined with regard to the Enhanced Self-Study process. The parties directly connected with the process are the Ad Hoc Coordinating Committee, the Ad Hoc Committees, the Academic Senate, the Chancellor, the Vice Chancellors, and the Project Coordinator. The parties providing support to the process are the Chancellor's Office and the Office of Planning and Research.

While role statements might be developed for all of the parties involved in order to clarify functions, three parties are defined in this section because of their extensive participation in the process:

Academic Senate Responsible for the review and approval of recommendations generated by the study teams and recommended by the Ad Hoc Coordinating Committee;

Ad Hoc Coordinating Committee Responsible to the Chancellor for recommending policies and procedures regarding the Enhanced Self-Study, providing general coordination for the process, reviewing and approving the recommendations from study teams, and monitoring progress during the Self-Study project;

Ad Hoc Committees Responsible to the Ad Hoc Coordinating Committee for studying topics within their designate areas of investigation, then making recommendations to the Steering Committee, including action steps, and evaluation procedures.

The specific responsibilities with respect to the Self-Study process are enumerated below. An organizational chart is shown in Figure 4.

Ad Hoc Committee Roles

The Ad Hoc Coordinating Committee, Co-Chaired by Dr. Philip Day and Professor Ophelia Clark, retains responsibility for oversight of the process and the results, while the Ad Hoc Committees retain responsibility for the study and development of each of the five specific areas relative to student success.

Ad Hoc Coordinating Committee Role

1. Provide oversight for the Enhanced Self-Study (ESS)
2. Review processes, progress, timelines, results and recommendations
3. Make recommendations to the Academic Senate and the Chancellor
4. Produce reports on progress
5. Receive recommendations from Ad Hoc Committees (study teams)
6. Communicate back to the study teams
7. Coordinate coverage of topical areas, use of resources, and other aspects of the study (e.g. surveys)

8. Develop and manage the master list of recommendations and actions
9. Determine resources for study teams (e.g. research, consultants, etc.)
10. Identify overarching outcomes and evaluative methods
11. Evaluate study process and results of implementation
12. Disseminate results

Ad Hoc Committee Role

1. Make recommendations to the Ad Hoc Coordinating Committee
2. Explore and review the suggested list of topical areas, together with other topics identified by the committee, and determine the elements to be studied
3. Formulate key questions to be investigated in each topical area
4. Develop time-lines for addressing the topics, including resource requirements (such as consultants, research assistance)
5. Research and study the areas
6. Explore resource materials, including on-site and off-site experiences
7. Develop recommendations and reports (using the format for recommendations)
8. Develop plan for implementation
9. Develop evaluation plan for recommendations, to the extent possible
10. Meet regularly

Project Coordination

Dr. Katherine German will assist with the overall coordination of the process to ensure a high degree of collaboration and impact. She will report directly to the Chancellor and will support the efforts of the Chancellor and the President of the Academic Senate in their roles as co-chairs of the Ad Hoc Coordinating Committee.

Project Coordinator Role

1. Facilitate the design of background materials and the organization of the initiative in conjunction with the Co-Chairs of the Ad Hoc Coordinating Committee
2. Provide general oversight for the operational responsibilities for the project with the assistance of resource staff to be responsible for implementation activities

3. Work closely with the Office of Planning and Research and others to provide the necessary resources to support the process and the implementation of approved recommendations
4. Assist with the preparation of communiqués regarding the progress of the process
5. Meet with the Academic Senate, Planning and Budgeting Council, and the Chancellor to report on progress and maintain the flow of communication

Composition of Committees

Ad Hoc Committees

Volunteers for participation on the study teams will be invited to submit their names on a response form (included as Attachment A). The nominations (self-nominations) will be collected by the Chancellor's Office and reviewed by the shared-governance constituency groups: the Academic Senate, the Classified Union, and the Associated Students. The governance bodies will present their recommendations for appointment to the Chancellor, considering the following guidelines for composition, to the extent feasible:

1. Primarily a mix of constituent groups and departments/units but without predetermined proportional composition or size; and
2. Inclusion of at least one person in each group whose position is not directly associated with the functional areas of study.

Ad Hoc Coordinating Committee

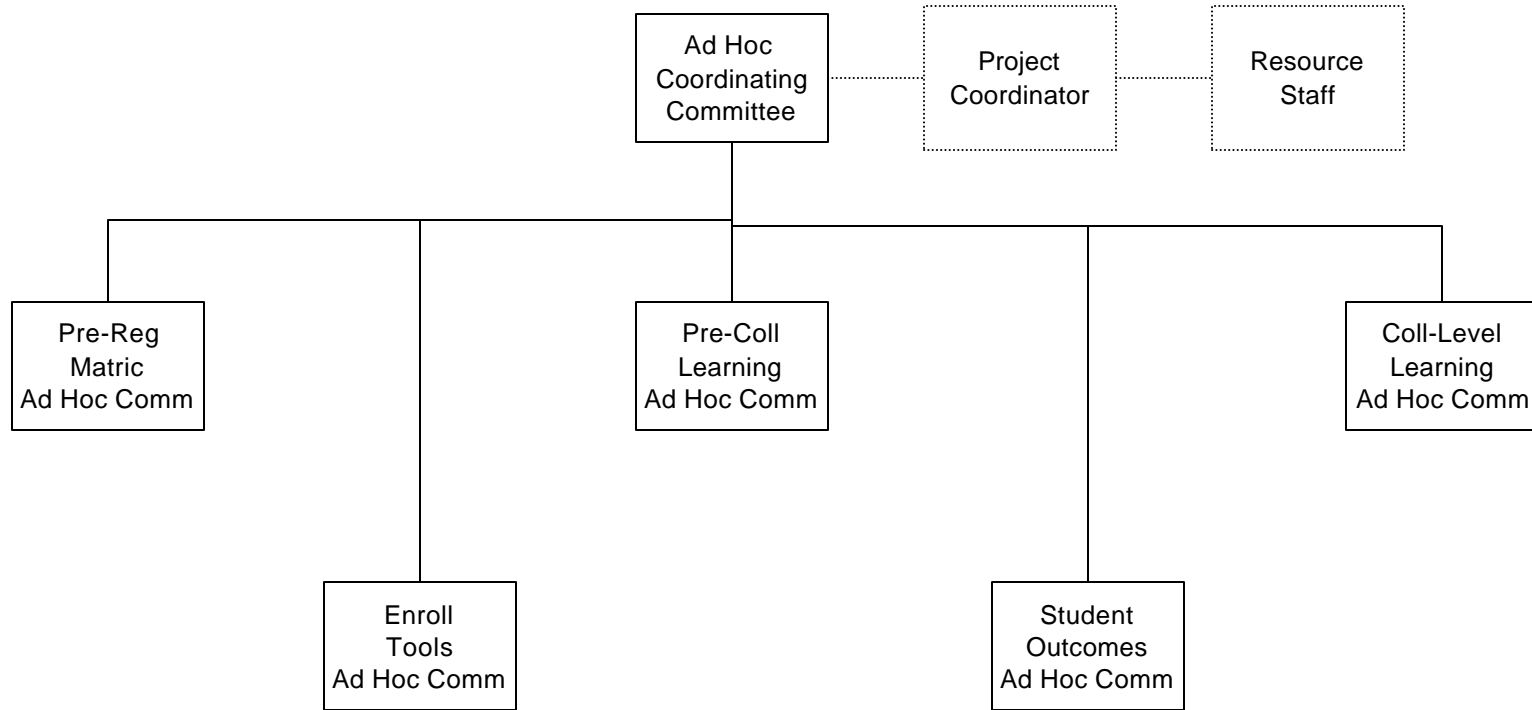
The Ad Hoc Coordinating Committee Co-chaired by the Chancellor and the President of the Academic Senate will be composed of the chairpersons of each of the five study groups plus the project coordinator.

Committee Appointment and Orientation

The Chancellor will confirm appointments of the members of all committees and conduct an orientation session for both the study teams and the Ad Hoc Coordinating Committee to begin the process.

Figure 4

ENHANCED SELF-STUDY Organizational Chart



GUIDELINES for the AD HOC COMMITTEES

Given the complexity of the Enhanced Self-Study process, the breadth of involvement required to ensure the development of a collegewide perspective, the depth of analysis required to assess current efforts, and the insight required to envision a transformative delivery system capable of the impact expected, several basic operating principles are suggested.

Volunteers selected to participate in the process will invest their time and talent through participation in the project orientation, attendance at scheduled meetings, review of pertinent documents, completion of delegated tasks, and communication with colleagues throughout the institution regarding the progress of the project.

Each Ad Hoc Committee will assess the talent of its team and work collaboratively to maximize the impact of each individual's contribution to the work of the group.

Ad Hoc Committee Chairs will assume responsibility for the overall facilitation and management of the work of the team, discussing the possibilities, analyzing the current status, and developing recommendations that will move the institution toward systemic improvements in overall student success.

Each Ad Hoc Committee will provide minutes that will serve as documentation of the issues addressed and the direction of the discussion of the team, placing the minutes in the Resource Room and the web for review by members of other Ad Hoc Committees working on the process to support cross-team collaboration.

Each Ad Hoc Committee will develop recommendations for the review and approval of the Ad Hoc Coordinating Committee using the format provided with sufficient focus and detail to ensure effective implementation upon approval.

Ad Hoc Committees will continue to support and monitor implementation plans as they are developed and exercised.

The final step in the Enhanced Self-Study process is the evaluation of the process, the recommendations developed and approved as a result of the process, and the impact of efforts to increase student success on the organization, its faculty, staff and students. The Ad Hoc Committees will be expected to review the project, its processes, products, and impact, to make suggestions for the improvement of such initiatives in the future.

The individual Ad Hoc Committee descriptions that follow outline the scope of each of the five teams, identifying linkages among them, provide an initial focus for their work, and suggest an initial list of documents and reports that the team might review as a point of departure.

Pre-Registration and Matriculation Overview

Scope of the Team

Pre-Registration and Matriculation examines all functions from admissions and testing through counseling, advisement, and registration. Consideration should include the needs of all students entering the institution as well as those continuing their studies from semester to semester, both credit and non-credit throughout the District, identifying the strategies that will invite full participation and increase student success.

Background

With upwards of 60,000 students enrolling in credit and non-credit courses and programs each semester, the College provides varying levels of pre-registration and matriculation service depending on the intent of the student.

About 31,000 students enter non-credit courses and register throughout the semester, continuing to log their attendance thereafter to signal their continued interest; non-credit students entering ESL courses, Adult High School or GED, and Transitional Studies at selected campuses are assessed to determine the level of placement, and those students who seek advice and counsel may avail themselves of those services on demand. Of the approximately 21,000 students enrolling in Transitional Studies and ESL courses each semester, over half are tested and placed in appropriate levels of instruction.

About 30,000 students enter credit courses and programs, requesting admission on or before the start of the semester. New students intending to enroll in more than 9 credits or specified courses are required to complete the matriculation process which includes academic assessment and placement, as well as counseling, unless they are exempt, while those below 9 credits are not required to complete matriculation before registering. Of the approximately 7,500 new credit students enrolling each semester, about 5,000 are tested and placed in appropriate levels of instruction in English, mathematics and ESL instruction while approximately 1,500 are exempt from matriculation with the balance presumably not required to participate in the matriculation process. The absence of matriculation services for these students “up front” raises issues “down the line” in terms of the need to provide appropriate guidance on transfer and career development issues. Additionally, over 20% of the students who complete the assessment with placement in the basic skills never register for the requisite coursework as advised, presumably because the necessary courses are not available, either taking other courses or leaving the institution.

As a rule, entering students seek assessment and placement support in greater numbers than counseling or orientation, although research suggests that those who do, in fact, complete the matriculation process achieve more and persist longer than those who don't complete the process. For credit students the entry process represents their only requisite interface with counseling unless

they are placed on probation, though most students regularly seek advice from their instructional faculty as they progress through their programs.

Because relatively few students experience a significant interface with the institution as they begin their studies, many remain unaware of the support services available and never seek access despite needs that they might have that could be addressed to help them fulfill their educational goals.

Critical Issues and Concerns

Among the critical issues and concerns that might be addressed by Pre-Registration and Matriculation are questions surrounding the College's ability to identify student needs, to address the needs of each individual and package an educational plan, to deliver continued advice and counsel, and to provide equitable services to all students:

- What impression of the nature and quality of the educational experience should be created through their initial contact with the College?
- Would the identification of a more comprehensive array of student needs and interests provide the background necessary to deliver more personalized service?
- Would all students benefit from the development of an educational plan outlining their goals, their choices, and their support systems? How does the development of a student's educational plan provide for a direct link to and appropriate follow-up with resources available within the Offices of Career Development and Transfer?
- Can the educational plan serve as a platform through which student progress can be monitored and advice provided as appropriate and necessary?
- How can the pre-registration and matriculation process support seamless movement between credit and non-credit study with increased student achievement?
- How can the pre-registration and matriculation process better support seamless transfer to baccalaureate degree programs?

Pre-registration and matriculation represent the students' first interaction with the College and create their first impressions of the institution, impressions that have a direct impact on the nature and quality of the students' perceptions of their educational experience at City College. Therefore, collaboration with other Ad Hoc Committees in determining the nature and quality of this impression will prove essential if expectations are to be met throughout the students' educational experience.

Resource Materials

Reference materials provided to support the work of Pre-Registration and Matriculation include: enrollment and matriculation reports, the *Student Services System Review*, and reports by the Office of Planning and Research such as: *The Impact of Matriculation Services on Student Progress and Success* and *CCSF's New Credit Students*.

Pre-College Learning Overview

Scope of the Team

Pre-College Learning examines the basic skills program, ESL, and the learning assistance support system. Consideration should include the needs of all students entering the institution underprepared for collegiate study, identifying the obstacles and barriers to successful completion as well as those programs and services that might be developed to increase their success.

Background

About 21,000 students enroll in the College's Transitional Studies and ESL courses each semester, seeking to improve their English language skills, including reading and writing, as well as their mathematical abilities. Additionally about 2,000 students enrolled in non-credit study will seek admission to the College's credit courses each semester. The net result is that the non-credit population comprises almost a fourth of the entering credit student population each year, making the College's non-credit program the single largest outreach initiative for the College's credit programs.

Concurrently, about 7,500 new students are admitted for credit study each semester with between 40 and 50 percent of those tested during matriculation regularly placed in developmental coursework. Almost half of those tested each year place in basic English courses, with almost the same percentage placing in basic mathematics courses. Among those tested for ESL coursework, about one-fourth place in basic skills levels of ESL.

Over 7,000 new and continuing students enroll in credit basic skills and ESL courses each semester, a figure estimated to be about half of those who need these gateway courses. Of those who do register, about 2,000 enroll in English, 3,000 enroll in mathematics, and 2,000 enroll in ESL. By discipline, approximately 20 percent succeed in their English courses, 6 percent succeed in their mathematics courses, and 9 percent succeed in their ESL courses within six semesters of entering CCSF and move into degree applicable or transfer courses.

To support underprepared students in the pursuit of their academic study the College provides many academic and student support services including services from the Learning Assistance Center and General Counseling; special programs such as the African-American Retention Program, the Latino Scholars Program, the Writing Success Program, the Math Lab, the Write Place, and others. The largest of these, the Learning Assistance Center, provides instructional support to the students enrolled in the basic skills courses, as well as instruction in college and career success classes and tutorial assistance. Over 500 students enroll in credit LERN courses each semester with 65 percent succeeding in those courses, and almost 5,000 students are tutored each semester in many disciplines for an average of about 10 hours each.

Given the importance of student success during the freshman year, the impact of the pre-college program is significant. City College research shows that the factors supporting student success in the basic skills sequence seem to include matriculation, success in the first course taken, the time-on-task or intensity of the course, linkages with experiential learning strategies such as cooperative learning, and the extent and quality of the academic support system. With the numbers of underprepared students expected to increase as the state university system decreases its involvement in such preparation, the College would do well to increase the accessibility and effect of developmental coursework, an issue raised during the previous two reaccreditation reviews.

Critical Issues and Concerns

Among the critical issues and concerns that might be addressed by Pre-College Learning are questions surrounding the College's ability to provide access to state-of-the-art instructional opportunities for all those students entering the College underprepared, to develop strategies that accelerate the pace of skill development, and to create linkages that ensure readiness in those skills required for success in college-level study:

- How can we be certain that the skills taught in the basic skills programs are those that support student success in college-level study?
- Are there additional ways in which academic and student support programs and services might contribute to the development of basic skills acquisition?
- How can the College increase the intensity of basic skills coursework within and beyond the classroom?
- What new instructional opportunities, e.g., CAI, might be created to expand the accessibility of critical basic skills courses for credit and non-credit students?
- Are there strategies that might provide students with the opportunity to accelerate their work in the basic skills through intensified study?
- Could the College initiate strategies that would provide additional support for students making the transition from their non-credit study, especially Transitional Studies and ESL, into college-level study?
- Are there viable strategies to address the bottleneck created by increasing numbers of underprepared students seeking access to limited sections of gateway courses?
- How could the organizational structure provide maximum support for developmental studies programs and services?

For many new students, pre-college study represents their first coursework at the College and creates their first impression of teaching and learning in the academic environment. Therefore, collaboration with other Ad Hoc Committees in establishing the nature and quality of this impression will prove essential if expectations are to be met throughout the students' educational experience.

Resource Materials

Reference materials provided to support the work of Pre-College learning include: pertinent enrollment, probation and matriculation reports and program reviews, as well as reports produced by the Office of Planning and Research such as *CCSF's New Credit Students, High School Report, Progress and Success of English, ESL and Mathematics Students at City College of San Francisco*, and *Registration Outcomes*.

College-Level Learning Overview

Scope of the Team

College-Level Learning examines the overall curricula and approach to college level coursework. Consideration should include the levels of competence required for graduation in the areas of composition and mathematics, articulation among the programs facilitating movement from one to another, the nature and quality of linkages between the programs and transfer or job placement, and the applicability of a variety of educational delivery systems.

Background

City College is one of the premier community colleges in the state for students seeking transfer to a baccalaureate institution as well as occupational preparation. Among those students who transfer, most choose to continue their studies in the California State University system. As a result, CSU requirements – and proposed changes in those requirements – have a profound impact on the ease with which our students move into baccalaureate study.

Almost 44,000 students are enrolled in the College's 43 associate degree and 99 certificate programs of study each year. Of those who enroll in college-level coursework, about 69 percent successfully complete their coursework each semester and about 60 percent return for the next semester, excluding the summer semester. Of those who enter the College's programs, about 2,000 students graduate each year with an average of about 75 credits completed at City College for an associate degree. Additionally, about 1,500 students transfer to baccalaureate institutions within the UC and CSU systems, and a significant number transfer to private and out-of-state institutions annually.

Based on available information from graduates, most are well satisfied with the quality of instruction provided at City College and most feel that they are well prepared for the next step, either continued study or a job in their fields. Transfer institutions, too, are well satisfied with the quality of student preparation for continued study, regularly recognizing the number and quality of transfer students from City College.

Many students enter the College's programs intending to complete degrees, transfer, and/or take jobs in their fields, and many students remain at City College for extended periods of time. As a result, many students amass more credits than required for graduation, often without meeting the program requirements in their chosen fields of study. At the point of transfer into the University system, credits are often lost, and additional study is required to satisfy program requirements at the university. In the future, as CSU seeks to redefine transfer requirements for community college students, and the Partnership for Excellence seeks to achieve target graduation, transfer, and placement rates, the College will have to review its curricula and reconsider the impact of its primary instructional delivery systems.

Today City College faces several major challenges that will require a review and re-examination of the college level curriculum and its programs:

- An increasing number of students seeking admission to postsecondary institutions as a result of Tidal Wave II which projects over 300,000 new students seeking entrance to the community colleges during the next five to seven years;
- New expectations arising from the Partnership for Excellence program which sets statewide targets for student performance in transfer, associate degrees and certificates, as well as successful course completion;
- Significant initiatives from the California State University system to limit student entrance into the CSU campuses based upon proficiencies in English and mathematics, and redefining the transfer requirements for community college students; and
- The continuing challenges associated with the preparation of students for AA degree completion that leads to transfer and fulfills career expectations while continuing to offer students the opportunity to explore as lifelong learners.

These challenges require that community colleges review and perhaps modify their college level curricula, consider the development of new teaching and learning methods for the classroom and beyond, and examine ways to accelerate student progress through the college-level curriculum.

Critical Issues and Concerns

Among the critical issues and concerns that might be addressed by College-Level Learning to balance standards of excellence with the challenges that lie ahead are questions surrounding the College's ability to facilitate student goal attainment expeditiously:

- How might the College become more cognizant of students' educational goals and follow-up to facilitate their progress toward goal attainment?
- Are the English and mathematics requirements established by the College reasonable given the level of competence generally accepted for the Associate of Arts and Sciences Degrees?
- How might the program array more effectively lead to transfer or job placement in the field?
- What strategies might be developed to facilitate student movement among programs without loss of credit?
- What strategies might be designed to more effectively assist student transfer to senior institutions?
- What changes in the curricular approach are required to effectively respond to statewide initiatives on transfer and remediation such as those anticipated by the CSU and UC systems and those required by the Partnership for Excellence?

- Should the College consider new means of accommodating the balance between the structure of the transfer-oriented approach and the flexibility necessary for exploration and lifelong learning?
- How might the College employ increased, regular comment from students and key transfer institutions to continue to increase the satisfaction with the educational opportunity provided by City College?

College-level learning represents the heart of the students' educational experience and contributes significantly to the students' overall success at City College and beyond. Therefore, collaboration with other Ad Hoc Committees in determining strategies to support students' goal attainment will prove essential if expectations are to be met through the students' collegiate experience

Resource Materials

Reference materials provided to support the work of College-Level Learning include: enrollment, transfer and placement reports, documents from CSU on transfer, documents from the State Chancellor's Office on PFE, related program reviews, reports prepared by the Office of Planning and Research, and other documents such as *The Learning-Centered College* by Terry O'Banion.

Student Outcomes Overview

Scope of the Team

Student Outcomes examines events that define the desired results – graduation, job placement, and transfer. Consideration should include the availability of information to measure student learning and development, monitor the quality of student preparation, and assess student satisfaction as well as the outcomes required by the Partnership for Excellence and the College.

Background

City College, like many post-secondary institutions within and beyond the state, is facing new demands from performance-based funding programs. Over half of the states have already incorporated performance funding into the general budgeting process for postsecondary institutions, including California, which established the Partnership for Excellence three years ago. The Partnership requires that the community college system attain specific statewide targets for transfer, associate degrees, certificates, successful course completion, and workforce training. Additionally, the College's Planning and Budgeting Council has established some core performance indicators and is considering some additional outcomes.

However, the emphasis on student outcomes is not only a response to calls for accountability, but also a response to increasing competition from private postsecondary educational providers, to the growing education and training requirements of industry, and to the expanding requirements of transfer institutions. Everyone, from the student to the employer, is demanding more for the dollar as the cost and value of higher education is scrutinized.

As a result the outcomes assessment movement has taken root at the federal, state, and regional levels through funding agents and accrediting associations, encouraging colleges and universities to increase the clarity and measurability of the value added by collegiate study. Through this effort, higher education has intensified its ability to measure both the quality of student learning and development and the overall productivity of the institution, developing a plethora of strategies to improve the impact of programs and services.

At City College three levels of documentation are available:

- Required reports are regularly produced documenting institutional enrollment as well as the level of matriculation service provided for students enrolled in credit and non-credit courses and programs; persistence, retention and graduation rates for the college as a whole; and transfer and placement rates as reported by departments, graduates, receiving institutions and employers as requested.
- The Office of Planning and Research regularly conducts focused studies on specific questions related to the quality and impact of the College's programs and services and provides reports

on student characteristics, enrollment, achievement, and satisfaction, many of which are later linked to improvements and expanded funding opportunities.

- And the program review process provides departments with the opportunity to provide assessments of the level of usage and the overall quality of their programs and services with linkages to new initiatives and requests for additional support.

However, as an institution the College has yet to establish a pervasive outcomes assessment initiative with targeted goals linked to a program of continuous quality improvement with underlying strategies designed to work toward their delivery.

Critical Issues and Concerns

Among the critical issues and concerns that might be addressed by Student Outcomes are questions surrounding the College's ability to build on its record by expanding its outcomes assessment effort to increase its focus on student outcomes and link the results to a program of continued development:

- What student outcomes should be assessed on a regular basis and reported widely throughout the institution?
- How might the results of student outcomes assessments serve as the focal point of institutional efforts to discuss the quality of our collective efforts and invest in initiatives to increase the impact of the educational experience?
- What strategies might be developed to link program planning and development initiatives with the assessment of student outcomes?
- What strategies might be developed to assist in monitoring student progress, establishing timely interventions, and increasing our collective response to students in jeopardy?
- How might faculty and staff become more involved in the assessment of student learning outcomes?
- Is there a role for the College's professional development program in providing opportunities for faculty and staff to acquire the skills and initiate the opportunity to undertake specific action research projects related to student outcomes?

Student outcomes represent a measure of the College's support for student success as well as its continued interest in self-assessment and improvement. Therefore, collaboration with other Ad Hoc Committees in determining the student outcomes to be studied will prove essential if collegewide expectations are to be met.

Resource Materials

Reference materials provided to support the work of Student Outcomes include: enrollment and matriculation reports, reports of the Partnership for Excellence, materials from the PBC on core performance indicators, reports produced by the Office of Planning and Research, pertinent information

on the program review process, departmental studies of impact on student learning and development, and articles on national trends in the measurement of student learning and success.

Enrollment Management Tools Overview

Scope of the Team

Enrollment Management Tools examines the college's tools in managing student information, including monitoring student educational plans, auditing degree progress, and documenting student outcomes. Consideration should include a review of the tools for reporting and analyzing student enrollments for use in decision-making, the development of special reports and queries, and the development of a ubiquitous student-oriented support system available to students, faculty, and staff electronically.

Background

City College began installing the SCT Banner system in 1994, thereafter implementing the Finance, Human Resource, Financial Aid, and Student Information Modules, though not all modules are fully installed or utilized. Reports are generated exclusively by the Information Services' staff upon request, including state reports; a composite list of the reports regularly generated is available on the system. Additionally, the Office of Planning and Research is able to download data for use in the various studies conducted by that department.

Virtually every office is linked to the e-mail system across the district, although without a fiber backbone linking all sites many locations must continue to dial into the system and experience difficulty in opening attachments.

Individual departments have also developed and/or installed a variety of independent software systems to facilitate student access and document levels of usage, such as the SARS-Grid installed for the Counseling Department and the Thomas software developed for the Learning Assistance Center and extended to the Student Disabilities Programs and Services Department.

And, finally, the College maintains a well-developed web-site with linkages to information on programs, services, and decision-support research information which is expanding rapidly and will continue to do so as the College implements WebCT and Campus Pipeline, both SCT products designed to support the deployment of services on the internet, as well as the delivery of instruction.

Because the accessibility of student information has been limited by the development of the system and supporting backbone, the opportunity to expedite the implementation of student-oriented enrollment management tools lies ahead. A three-tiered system of information reporting has been anticipated:

- reports for executive decision-making including enrollment trends and projections as well as other factors required to institutional management;
- reports for the management of enrollments at the departmental and programmatic level including enrollment trends and projections as well as market demand and satisfaction; and
- reports for compliance with state reporting requirements.

Initiatives might also be considered to ensure the integrity of the data available, the accessibility of data at all levels of the institution, the need for more comprehensive reporting of information throughout the district, and the linkages between the data reported and funding allocations.

Critical Issues and Concerns

Among the critical issues and concerns that might be addressed by Enrollment Management Tools are questions surrounding the College's ability to house and access the student information required to monitor progress, intervening as appropriate, and recognize student achievement:

- How might the enrollment management system accommodate efforts to expand the availability of information on student goals, educational plans, and student progress?
- What tools are available to increase student access to information on their progress toward the attainment of their goals at City College and beyond?
- How might the information system support student access for degree shopping and transfer at City College and beyond?
- What mechanisms might be developed to facilitate access to information on the attainment of student outcomes and levels of satisfaction?
- What reports are required to support enrollment management, promote student success, and effectively allocate College resources?
- What mechanisms are required to ensure the integrity of the data entered into the system?

The accessibility of enrollment management tools will become increasingly important as the emphasis on accountability increases with ramifications for funding, and as students regularly come to expect the type of access they are afforded in the commercial sector. Therefore, collaboration with other Ad Hoc Committees in determining the types of information and accessibility required will prove essential if expectations are to be met.

Resource Materials

Reference materials provided to support the work of Enrollment Management Tools include a report on the status of SCT Banner installation with a listing of the reports regularly available on the through the system, an overview of the Decision Support System and related reports, a report on plans for the expansion of the information system, and information regarding the future directions of technology in higher education.

IV. SUPPORT SERVICES

The success of the Enhanced Self-Study rests on the participation of faculty and staff, the quality of the conceptual design, and the quality of support systems such including meeting space, resource information, and clerical support. To that end, the following support systems have been developed:

Resource Information

Information files will be prepared, indexed and placed in the Posner Room for the use of Ad Hoc Committee members to anticipate the potential needs of the Ad Hoc Committees with the assistance and support of the Project Coordinator and the Office of Planning and Research.

Materials available will include pertinent data and reports from the Office of Planning and Research, as well as other pertinent reports prepared by or for the College. Additionally, bibliographic materials on topical issues related to each of the Ad Hoc Committee's interests will be collected and placed on file in the Posner Room.

Ad Hoc Committee Chairpersons are invited to suggest documents that should be acquired and used by their respective groups.

Communication

Minutes of the meetings of each of the Ad Hoc Committees will be filed by Committee Chairs in the Posner Room and posted on the web site to support effective collaboration. Periodic updates and reports on the progress of the Enhanced Self-Study process will be published in the collegewide newsletter, *City Currents*, through the Ad Hoc Coordinating Committee with regular reports provided to appropriate committees within the shared governance structure, the Administrative Council, the College Advisory Council, and the Cabinet. Opportunity for comment will be provided as the process continues through contact with Ad Hoc Committee members, Ad Hoc Coordinating Committee members, and web-site.

Coordination

The Project coordinator will assist with organizational activities and provide general oversight, working closely with the Office of Planning and Research as well as the Academic Senate, the Planning and Budgeting Council and the Chancellor to report on progress and maintain the flow of Communication.

APPENDICES

Attachment A

MEMORANDUM

TO:	College Community: Faculty, Classified Staff, Administrators, and Students
FROM:	Dr. Philip R. Day, Jr., Chancellor
DATE:	July 20, 2000
RE:	Volunteers Needed for Fall, 2000

As many of you know, I have spoken on several occasions about undertaking a special effort to make the educational experience a more successful one for our students, especially for those who having taken the extraordinary initiative to enroll but for whatever reason are unable to progress through our system, sometimes giving up before they've really begun. If you've heard my address on this subject, you know that the number of students needing help in order to succeed is startling and that the capacity of our institution to meet this demand is severely strained. And if you feel that this problem requires our best people to resolve, read on. This letter might be for you.

I have proposed and received the support of the Academic Senate and the Planning and Budgeting Council to undertake what we are calling the *Enhanced Self-Study*. The project idea actually grows out of the recently completed self-study for re-accreditation. During this project, the many strengths of CCSF were identified and documented – and for these achievements we heard glowing words from the visiting team. The self-study process also identified areas in which we as an institution ought to do better. Many of the areas identified were related to our educational and student development processes that enable students to succeed or not to succeed.

The focus of the Enhanced Self-Study will be “Student Success.” We will need five ad hoc committees to devote serious study to the effort beginning next fall. We are looking for members of the faculty, the classified staff, students, and administrators to join one of the five groups. We will have a kick-off colloquium in August or September, provide you with some study materials, and host a series of meetings to execute the study between September and December. It is my expectation that the committees will produce a stream of recommendations for action, all related to improving student success. And it is my intention to support and implement the actions that promise to achieve the desired outcomes. I plan to give this effort my personal attention and help it to make a difference in the results students achieve. I hope a number of you will join me in the Enhanced Self-Study project.

On the backside of this letter is a response form. If you are interested in participation, please complete the form and return it to my office within ten days. Responses will be forwarded to the participatory-governance constituent leaders to complete the formal nomination process. Appointments will be confirmed by August 25. If you would like more information on this project, you will find a more detailed guideline prepared by me and posted on the college's web site in the Chancellor's speeches and publications section (<http://www.ccsf.cc.ca.us>).

Attachment B**ENHANCED SELF-STUDY APPOINTMENTS****Administrators**

Pre-Registration/ Matriculation Group	Pre-College Learning Group	College-Level Learning Group	Student Outcomes Group	Enrollment Management Tools Group
Jorge Bell	Carlotta Del Portillo	Brian Ellison	Rex Garner	Robert Balestreri
Elizabeth Brent	Don Griffin	Steven Glick	Veronica Hunnicutt	Frank Chong
Bernice Brown	Sandra Handler	Rita Jones	Phyllis McGuire	Rex Garner
Nicholar Chang	Lawrence Klein	Bruce Smith	Clara Starr	Terry Hall
Marylou Leyba	Linda Squires-Grohe	Wing Tsao	Judy Teng	Joanne Low
Gary Tom				Martha Lucey

Faculty

Pre-Registration/ Matriculation Group	Pre-College Learning Group	College-Level Learning Group	Student Outcomes Group	Enrollment Management Tools Group
William Beaver	John Batly-Sylvan	Rosemary Bergin	Deanna Abma	Tom Blair
Rosemary Brinson	Sheryl Blumenthal	Brenda M. Brown	Morris Bibliowicz	Dora Dye
Pearl Chen	Barbara Ann Cabral	Ann Clark	Jessie Chin	Carol Fregly
Sharon Edwards	Maria Heredia	Timotha Doane	Larry Damato	Bonnie Gratch
Marc Gold	Grace Hom	Anne-Marie Fleming	Sharon Edwards	Linda Hirose
Shama Hasib	Gregory Johnson	Diane Fredericks	Maria Franco	Judy Hubbell
Carol Heard	Rick Kappra	Agusta Goldstein	Windy M. Franklin	Alvin Jenkins
Diana Lininger	Renato Larin	Eusebio Gutierrez	Ray J. Gamba, Dr.	Barbara Kastner
Susan Lopez	Linda Legaspi	Vivian Ikeda	Donna Hyes	Emilie Krustapentus
Patrice Mulholland	Pamela Lyau	RoseMary Johnson	Sue Homer	Alliene Lawson
Jayne Ogradnik	Antonio Martinez	Suzanne Korey	Lorelei Leung	Josephine Loo
Mike Solow	Enrique Mireles	Dennis Lebiengen	Madeline Mueller	Marie Osborne
Frederick Teti	Kitty Moriwaki	Erin Lofthouse	Jim Sauve	Fabio Saniee
Sarah Thompson	Cynthia Obenchain	Brian Lym	Ethel Tang-Quan	Jack Sparks
	Elliott Osborne	Lillian McDavid	Joyce Taylor	Debra Stewart
	Denise Quinn	Glenn Nance	Ellen Wall	Kathryn J. Summers
	Alvin Randolph	Gregory Proulx	Austin White	Diana Verdugo
	Shaun Rowley	Ron Pruitt	Kathleen White	Joan Vitorelo
	Gabriella Schultz	Linda Reichman	John "Jack" Wilde	Kovak Williamson
	Sharon Seymour	Lisa Romano		
	Jeannie Spingola- Connoly	Nadine Rosenthal		
	Paul Wong	Chris J. Shaeffer		
		Jane Sneed		
		Eve Tarquino		
		Marijke Tenge		
		Laura Walsh		
		Sally Winn		
		Susan Zimmerman		

**ENHANCED SELF-STUDY APPOINTMENTS
(Continued)**

Classified Staff

Pre-Registration/ Matriculation Group	Pre-College Learning Group	College-Level Learning Group	Student Outcomes Group	Enrollment Management Tools Group
Maria E. Chavez	Richard D. Gale	Jill Heffron	Kandra Ganim	George Donkor
Rebeca Chavez	Jim Gormley	Scarlett Liu	Alan G. Gin	Sharon M. Miller
Patricia Gant			Kathleen Hochstraser	Mia Nguyen
Karen Grant			Marguerite Vershere	
Lidia Jenkins				
Regena Lemon				
Mike Lowther				
Debra Porter				

Students

Pre-Registration/ Matriculation Group	Pre-College Learning Group	College-Level Learning Group	Student Outcomes Group	Enrollment Management Tools Group
Richard Cantora	Nancy Hernandez	Desirree Abshire	Edissa Nicolas	Agatha Panday
Toni Hines	Gladys Miguel	Becky Chan	Alma Soto	Mousa Rebouh
Lorena Navas - O'Brien				

Attachment C

A Synopsis LAUNCHING A LEARNING-CENTERED COLLEGE Terry O'Banion

O'Banion's 1999 monograph invites community colleges to join the Learning Revolution, overhauling the traditional architecture of education to place learning first in every policy, program, and practice in higher education. Based on the work of the Wingspread Group in *An American Imperative* (1993), the revolution seeks to "redesign all our learning systems to align our entire education enterprise for the personal, civic, and workplace needs of the twenty-first century" (19). To put learning "at the heart of the academic enterprise" higher education will need to overhaul "the conceptual, procedural, curricular, and other architecture of postsecondary education" (14).

Institutions that seek to focus on learning need to ask whether and how actions improve learning, always seeking evidence to ensure the desired impact. Moreover, they also need to remove traditional structures that are bound by time and place, as well as role and efficiency, ensuring that the system is designed for contemporary society and students, capitalizing on new research on learning and new applications of information technology.

Six key principles serve as the foundation of the Learning College (5):

- The Learning College creates substantive change in individual learners.
- The Learning College engages learners in the learning process as full partners who must assume primary responsibility for their own choices.
- The Learning College creates and offers as many options for learning as possible.
- The Learning College assists learners to form and participate in collaborative learning activities.
- The Learning College defines the roles of learning facilitators in response to the needs of the learners.
- The Learning College and its learning facilitators succeed only when improved and expanded learning can be documented for learners.

To implement the Learning College, institutions are encouraged to capitalize on "the teachable moment" – a natural 'trigger' event that launches energy and creates opportunity. Institutional history and culture provide the foundation for such a vision and ongoing activities provide the opportunity for change that will guide the institution into the future. Assessments of institutional values, missions, programs, needs, processes or structures provide such an opportunity, with guidelines provided both by Wingspread (1993) and O'Banion (1997). Essential to this process are conversations on learning which engage such topics as:

- What kinds of learning do we value most?
- What conditions do we need to create to best support the kinds of learning we value most?
- How do we measure the kinds of learning we agree to produce?
- What are the primary learning styles of our students, and which of these can we best accommodate?

- How can we provide more learning experience options for our students to respond to their diverse learning styles?
- How do we distinguish between learner-centered education and learning-centered education?
- How can we use technology to help our students extend and expand their learning?
- What criteria do we need to apply in selecting new faculty, administrators, and staff to help ensure we are becoming a more learning-centered institution?

Through such conversations on learning, a collegewide commitment to launch a pervasive initiative can be launched, followed by:

- Building a critical coalition of faculty and staff to serve as a laboratory to test processes that will be used later in collegewide efforts.
- Creating an emerging vision in which all members of the college community can see themselves.
- Creating action plans to serve as a clearly articulated pathway for change and a framework for next steps.
- Involving all stakeholders including administrators, faculty, staff, students and trustees, as well as community representatives, if possible.
- Ensuring appropriate support with the appointment of a project manager to coordinate the initiative as well as training and development opportunities.
- Creating an open system of communication to keep everyone fully informed on a regular basis.
- Considering consultants and the use of specialized processes as educational resources to facilitate change.
- Paying attention to language in all college documents, ensuring that they reflect the college's focus on learning.
- Reallocating resources to support the institutional focus.
- Evaluating often to ensure movement in the intended direction at all levels.

O'Banion concludes with reminders to commit to "the long haul" with the realization that such massive change does not occur quickly or easily, and to celebrate changes and accomplishments to foster the continued development of the Learning College.

"The Learning College that places learning first and provides educational experiences for learners any way, any place, and any time, has great potential . . .to create an educational enterprise that can help students make passionate connections to learning" (37). To accomplish this goal, we will need to "struggle with our own demons that would keep us mired in the past to move beyond the edge of chaos and discover a new world of education. . .in which the learning of our students guides our practice, sets our policies, and determines our programs. It is a journey well worth launching." (39).

Attachment D

RESPONSE FORM
ENHANCED SELF-STUDY PROJECT
CITY COLLEGE OF SAN FRANCISCO

The *Enhanced Self-Study* process is intended to transcend the traditional approach of assessing the institution's conformity to accreditation standards by focusing on areas of institutional need which, if addressed, are most likely to make a difference in how the institution functions and how it serves its clients. The purpose of the Enhanced Self-Study (ESS) is to reach deeply and incisively into the critical areas of the college where students are served and success is achieved, to discover what we are doing that works and what is needed, and to recommend the various vital changes which, taken together, can transform this educational enterprise.

We propose to organize five ad hoc committees to be engaged in the Enhanced Self-Study. They are: (1) the Pre-Registration/Matriculation Group to examine everything from admissions and testing through counseling, advisement, and registration; (2) the Pre-College Learning Group to examine the basic skills program, ESL, and the learning assistance support system; (3) the College-Level Learning Group to examine the overall curricula and approach to college level course work; (4) the Student Outcomes Group to examine events that define the desired results – graduation, job placement, and transfer; and (5) the Enrollment Management Tools Group to examine the college's tools in managing student information, including monitoring student educational plans, auditing degree progress, and documenting student outcomes. A description of the structure and process for the Enhanced Self-Study Project is posted on the college web site in the section for Chancellor's Speeches and Publications.

Please return to Chancellor's Office by _____(date)

Name _____ Dept/Unit _____ Faculty

Member _____ Classified Staff _____ Student _____ Administrator _____

Office Location _____ Phone _____

Area of Interest (If more than one, number in order of priority):

_____ Pre-Registration/Matriculation Group

_____ Pre-College Learning Group

_____ College-Level Learning Group

_____ Student Outcomes Group

_____ Enrollment Management Tools Group

Attachment E

ENHANCED SELF-STUDY CONNECTIONS TO THE SELF-STUDY

The following items represent linkages between the self-study plans outlined in the *College Report* and the Enhanced Self-Study project:

Standard Three

- Continue to develop projects and programs with departments to assess teaching practices and measure student learning success.
- Develop and implement performance outcomes measures for non-credit vocational programs.
- Develop a collaborative research program with the Office of Matriculation and Assessment to continue to develop and publish in-depth and longitudinal studies of student progress and success in the key gateway programs of mathematics, English and ESL.
- Continue staff development activities to inform the faculty and College community about the significance of data collected.
- Develop a report that can be distributed citywide and that will chronicle the College's many and diverse programs and student successes.
- Establish a regular schedule of public activities to report on the status of College programs, as well as to hear from local employers, community leaders, and government officials about their educational concerns.
- Continue to seek cooperation and improve communication between the Research Office and instructional departments to enhance assessment of student learning and teaching effectiveness.

Standard Four

- Continue to review and adjust programs and courses to effectively meet the College's mission and respond to student needs.
- Utilize the information from the Chancellor's Listening Sessions in planning efforts.
- Continue to implement the recommendations in the *Transfer Enhancement Plan*.
- Continue to seek input from private industry and the public to ensure that programs and courses are producing the needed on-the-job skills.
- Continue to implement the recommendations in the *ESL/Transitional Studies Plan*.
- Offer more evening and Saturday classes and expand offerings to impacted areas such as mathematics, CIS, and English.
- Continue to expand and evaluate nontraditional scheduling practices where appropriate.
- Institute short-term refresher courses in mathematics for students who return to college after a hiatus.
- Explore the feasibility and effectiveness of offering short-term English, ESL, and mathematics immersion courses.
- Continue to arrange for instructional department representatives to make presentations as needed at Counseling's Student Services meetings.

- Arrange for additional meetings and effective electronic communication among the Transfer Office, CDPC, and EOPS with the instructional departments to ensure consistent, current, and accurate advising.
- Improve the utilization of peer counselors, faculty advisors, and support staff to aid counselors at peak times.
- Review the role and effectiveness of liaison counselors.
- Continue to ensure that degrees and programs support the College's mission.
- Provide careful guidance to students in counseling and advising to ensure a basic and balanced general education.
- Examine the computation requirement in light of the recently raised high school mathematics requirement.
- Improve data collection methods on student job placement, including the development of an employer satisfaction survey.
- Initiate a standard format for the catalog to integrate general education degree requirements into vocational degree programs, using a common glossary of terms and standard footnotes.
- Continue to have the Academic Senate monitor the general education requirements, ensuring that courses included in the general education area match the state criteria of the College.
- Continue to employ creative strategies for guiding students into appropriate courses to meet general education requirements.
- Continue to have the Bipartite Committee on Graduation Requirements review and update the list of courses that meet graduation area requirements.
- Continue to monitor the current evaluation of students and the awarding of college credit.
- Continue to employ a variety of instructional modes and delivery systems.

Standard Five

- Define the admissions policies for all credit and noncredit programs in the catalog, class schedule, and on-line, including those for XL and GED.
- Investigate the feasibility of providing noncredit admissions and noncredit program information in languages other than English.
- Develop a web page for Admissions and Records, including both credit and noncredit admissions applications.
- Include both credit and noncredit admissions application in the class schedule.
- Provide all Admissions and Records Student Services information to all faculty and staff on an ongoing basis.
- Provide additional customer service training for all student services staff.
- Assess the information provided by the SARS system and adjust counseling assignments appropriately.
- Complete program reviews for the Matriculation Office and the Office of the Dean of Students.
- Seek to integrate and coordinate all Student Support offices in a Student Services Plan.
- Develop an ongoing assessment survey to identify student needs at all campuses and improve services accordingly.
- Implement the recommendations of the NASFAA "Standards of Excellence Review Program" where appropriate and feasible.
- Coordinate a plan to investigate and address possible testing bias.

- Improve the quality of lighting, sound and air temperature in the rooms that are currently used for placement testing.
- Seek dedicated, appropriate facilities for placement testing.
- Publicize current student services available at each College campus.
- Continue to increase necessary technological and space modification accommodations for DSP&S students.
- Investigate expanding support services for campuses and Saturday classes.
- Continue to improve bilingual staffing of student services units as needed.
- Investigate the reinstatement of student caseloads for counselors to ensure that students know that they can see the same counselor.
- Make information about academic support services more readily available,
- Relocate student services on the Phelan Campus to make them more accessible.
- Inform students of rules, regulations, and procedures, and about school colors, the motto, and other cultural data in the *Orientation Handbook*.
- Involve students at all campuses in activities and programs.
- Investigate the feasibility of developing more credit and degree courses, as well as extracurricular activities on other campuses.
- Consider expanding resources to provide increased staffing and improve facilities for student development.
- Continue to improve the processes by which the Office of Admissions and Records stores, retrieves, and secures students' records.
- Ensure that the Office of Admissions and Records work with Information Technology Services in the evaluation, procurement, and implementation of a document imaging system.
- Complete program revisions for the Matriculation Office and the Office of the Dean of Students.
- Increase student involvement in the program review process.
- Develop ongoing Student Services and Program evaluation procedures for all services and programs.
- Continue to offer staff development to improve the delivery of services.
- Implement student satisfaction surveys for all student services offices.
- Coordinate with Research and Planning to develop a student survey to provide information for a comprehensive student services plan.
- Develop a comprehensive student services plan.
- Expand the academic probationary procedure, where possible, to include an early alert system to identify at-risk students for additional student services assistance.
- Expand matriculation, where possible, to target at-risk students.
- Streamline testing, orientation, and counseling services to make them more convenient for the student.

Attachment F

ENHANCED SELF-STUDY RECOMMENDATIONS

(Please use this format for each recommendation)

Topical Area _____ Recommendation Number _____

Study Team _____

1. Brief Abstract

2. Background Analysis:

3. How Issue Affects Student Success:

4. Recommended Change:

5. Activities and Timetable for Implementing Change:

RECOMMENDATIONS (Continued)

6. Individuals and Units to Implement the Change:

7. Anticipated Implications and Impacts of the Proposed Change:

8. Evaluation Plan for Assessing Results of the Recommended Change

9. Relation of Recommendation to Strategic Plan

10. Recommendation for Approval:

Committee Chair _____ Date _____

Ad Hoc Coordinating Committee Chair _____ Date _____

Academic Senate President _____ Date _____

Chancellor _____ Date _____

Attachment G

OUTLINE FOR COMMITTEE REPORTS

(Please use this format for regular reports on the status of the project)

Study Team: _____

Chair: _____

Focus of Discussion:

Critical Questions Addressed:

Progress Achieved:

Areas Requiring Clarification:

Status of Recommendations:

Issues and Concerns:

Attachment H

ENHANCED SELF-STUDY RESOURCE LIST

ACT BANNER Overview and Report List

A Learning College for the 21st Century

Assessment Essentials

Assessment in Practice

Assessment Publications Bundle

Catalog

CCSF's New Credit Students

Classroom Research

Class Schedule

College Student Outcomes Assessment

Core Measures and Standards

Creating More Learning-Centered Community Colleges

CSU Transfer Requirements

Decision Support System Overview and Reports

Departmental Studies of Impact on Student Learning and Development

Developmental Education – a Twenty-First Century Social and Economic Imperative

Educating by Design

Enrollment Management for the 21st Century

Enrollment, Transfer and Placement Reports

Environmental Scan

Financial Aid Focus Group Proposal, November 1998

Financial Aid Report of Associated Students

General Counseling Student Survey

Graduation Requirements

Handbook for the Undergraduate Curriculum

High School Report

IGETSE Requirements

Information Technology Assessment: Consultant's Report, January 1999

Information Technology in Higher Education

Impact of Matriculation Services on Student Progress and Success at CCSF

Improving the Environment for Learning
Institutional Self-Study for 1994 and 2000

Learning and Development
Learning Assistance and Developmental Education
Learning through Assessment: A Resource Guide
Making a Difference
Matriculation Plan
Matriculation and Assessment Studies

NASFAA Standards of Excellence Review Program Finding and Recommendations
New Challenges, New Opportunities: A Report on CCSF Listening Sessions, June 1999
Non-credit ESL and Transitional Studies Plan

Opening Windows on Learning
Organizational Chart
Orientation Handbook

Partnership for Excellence Documents
Performance Funding for Higher Education
Placement Reports
Planning Atlas
Planning and Budgeting Council Documents on Core Performance Indicators
Planning and Budgeting Council Institutional Guidelines
Program Reviews
 Admissions and Records
 Financial Aid
 Matriculation
 Transitional Studies
 Counseling
 Learning Assistance
 Student Services Summary
Progress and Success of English, ESL, and Mathematics Students at City College

Registration Outcomes
Report on Transfers and Degrees and Certificates Awarded

SCT BANNER Overview and Report List
Shape of the River
Student Handbook
Student Services System Review

The Success and Persistence of New Students in the Credit Program with a Focus on
Those making the Transition from Noncredit
Transfer Enhancement Plan
Transfer Reports

USC and UCC Transfer Requirements

Vocational Education Program Guide
WASC Evaluation Reports for 1994 and 2000
What Students Think of CCSF
When Hope and Fear Collide