To ensure student access, progress, success and transfer readiness through an effective and expanded approach to improving basic skills, remediation, and transitional studies including instruction, academic and student support services, and other services as necessary.

GAPS IDENTIFIED AT 4/16 RETREAT – STRATEGIC PRIORITY 1

I. TECHNOLOGY
   A. We need to increase experimentation with new technologies designed to assist basic skills students

II. INFORMATION AND COMMUNICATION
   A. There needs to be a better integration of services to support student success and retention.
   B. Academic/instructional and student development divisions must work more closely together.
   C. Noncredit students currently enrolled in CCSF should be given start-date priority for credit classes.
   D. Students (not only low level students) are not informed that noncredit classes are a viable option when they cannot get into credit classes and the clock starts ticking on enrollment. Noncredit course options should not be viewed as backwards movement academically.
   E. We need to experiment more with early and late interventions.
   F. There should be better systematic ways of using data on student success and retention.
   A. Noncredit students should be able to access their noncredit transcripts on Web 4. The noncredit (CDPC) certificates for the completion of course sequences need to be automatically generated in A & R and students should be informed on Web 4 when they can be downloaded.
   G. For noncredit students, we lack an accountability system to monitor their progress. We should consider other ways to track student success other than by certificate, AA or transfer.

III. RESOURCES AND STAFFING
   A. We need to improve the availability of facilities for basic skills students for tutorials, group study rooms and labs.

IV. EXCELLENCE IN TEACHING AND LEARNING, AND PROFESSIONAL DEVELOPMENT
   B. We need integration across the disciplines to reinforce and develop basic skills (i.e. reading, writing, mathematical reasoning and study skills).
   C. Students must be informed of the expected skill levels required to succeed in courses. Disciplines should list basic skills required to do course work (to be circulated in-house; since this is officially not allowed).
   D. Course outlines should be available to students so that they are clearly informed about course objectives, content and requirements. (They should have access to more information than just the course syllabus.)
To ensure student access, progress, success and transfer readiness through an effective and expanded approach to improving basic skills, remediation, and transitional studies including instruction, academic and student support services, and other services as necessary.

E. We are losing students through course sequence transitions.
F. We need to examine English and Math Intensive, 6 unit basic skills courses as a means for improving student success.
G. There is the lack of bridge courses through which students can gain basic skills for success in credit courses.
H. Noncredit ESL and Transitional Studies is a complex mix of courses. Basic skill needs are distinct skills and all of these skills need more support.
I. There is a lack of professional development on how basic skills can be integrated in all disciplines. The faculty needs continued training in this area (including the awareness of diverse cultural backgrounds, learning styles and DSPS needs).
J. The Reading Apprentice Training Program should be offered to faculty in all disciplines.
K. There should be training for classified staff who provide services to students.

V. ACCESS, INCLUSIVENESS, AND "DIVERSITY"
   A. There needs to be a greater understanding of the achievement gap and further movement towards closing that gap.

VI. CAMPUSES AND COMMUNITIES
   A. There should be further collaboration with high schools to inform students about academic programs and student services available to them at the College with the goal of reducing the need for basic skills instruction at the community level.
   B. We need to have a more permanent presence in the high schools and the community.