

A SYNOPSIS OF THE ENHANCED SELF-STUDY RECOMMENDATIONS

In the fall of 2000 City College embarked on a new and innovative collegewide assessment of its efforts to increase student success. Since then, more than 170 faculty, staff, and students collaborated on the study of student success through five Ad Hoc Committees addressing Pre-Registration and Matriculation, Pre-College Learning, College Level Learning, Enrollment Management Tools, and Student Outcomes. They examined available data, considered best practices within and beyond the institution, discussed the options, and produced an impressive array of 38 recommendations for further consideration by the Ad Hoc Coordinating Council overseeing the initiative. Thirty-four of those recommendations were approved by the Council with the balance either merged with similar recommendations or tabled for future consideration. These approved recommendations have been forwarded to the Academic Senate for discussion and approval through the shared governance process.

Pre-Registration and Matriculation

The Pre-Registration and Matriculation Committee co-chaired by Nick Chang and Toni Hines has delivered six approved recommendations:

Assessment addresses the implementation of computerized placement testing as an alternative to paper-pencil testing, requiring a dedicated facility equipped with networked computers and a computer testing center manager with tests selected by the English, ESL, Math, and Chemistry departments, validated by Matriculation and Research, and approved by the State Chancellor's Office. This recommendation will be reviewed by the Student Prep/Success Committee.

Orientation addresses the implementation of a new "new Student Orientation" in a course format where students will earn .5 units of CCSF degree-applicable and CSU transferable credit, similar to LERN 52A, and priority registration. This recommendation will be reviewed by the Matriculation Subcommittee of the Student Prep/Success Committee.

Outreach and Recruitment addresses the development of a comprehensive collegewide outreach and recruitment effort through the establishment of an active advisory board comprised of representation from each of the major components of the institution to identify, implement, and evaluate outreach and recruitment initiatives. This recommendation will be reviewed by the Registration and Enrollment Subcommittee of the Academic Policies Committee.

Holds on Registration addresses the development of procedures to ensure the timely placement of registration holds accompanied by student notification, with academic status and registration blocks noted in the students' records for easy access by students and staff via the web supplemented with mailed instructions. This recommendation will be reviewed by the Registration and Enrollment Subcommittee of the Academic Policies Committee.

Early Intervention of At-Risk Students addresses the identification of high-risk students at entry for assignment to a counselor to meet at least once a semester and develop an academic and career educational plan with consideration of specific LERN study skills or GUID college success classes, early intervention system supplemented by a referral-based early alert system with interventions to support struggling students and assessed through a follow-up tracking system. This recommendation will be reviewed by the Student Prep/Success Committee.

Failing Students' Registration addresses the development of a mechanism to allow students who are failing a course and choose to re-enroll obtain the necessary approvals and register prior to the posting of final grades. This recommendation will be reviewed by the Grading Policies Subcommittee of the Academic Policies Committee.

Pre-College Learning

The Pre-College Learning Committee co-chaired by Ann Clark, Suzanne Korey, and Lorena Navas-O'Brien has delivered six approved recommendations:

Early Intervention for Pre-Collegiate Basic Skills Students addresses the need for students who place below transfer level to be assigned to a counselor/advisor for a one-hour Educational Planning conference to be followed by continuing interactions until they have successfully completed Math E and two English or ESL courses. This recommendation will be reviewed by the Student Prep/Success Committee.

Mentors addresses the need to increase the support system for selected non-credit Basic Skills students. This recommendation will be reviewed by the Non-Credit Issues Subcommittee of the Academic Policies Committee and the Student Prep/Success Committee.

Promoting Academic Literacy for ESL Students through Staff Development addresses the provision of support for general education faculty to develop teaching and learning strategies designed to improve the accessibility of their courses for ESL students. This recommendation will be reviewed by the Staff Development Committee and the Academic Policies Committee.

English Lab Coordination addresses the assignment of a significant portion of a full-time faculty load for coordination of the Writing Lab, Reading Lab, Write Place computer lab, and computer classroom in ARTX 265 under the supervision of the English Department in coordination with the Learning Assistance Department. This recommendation will be reviewed by the Basic Skills Subcommittee of the Academic Policies Committee and the Planning Budgeting Committee.

Extending Matriculation Support addresses the development of a plan to systematically reduce the matriculation threshold from 9 to 6 units or less in a timely fashion given resource requirements with a closer link between Counseling and matriculation to reform the delivery of services to students. This recommendation will be reviewed by the Matriculation Subcommittee of the Student Prep/Success Committee.

Student Services Support addresses the need to increase student awareness of the support services available to them by bringing the essential information into the classroom. This recommendation will be reviewed by the Student Prep/Success Committee.

College Level Learning

The College Level Learning Committee co-chaired by Becky Chan, Madeline Mueller, and Bruce Smith has delivered eight approved recommendations:

Transfer Associate Degree addresses the development of an additional option to the existing associate degree programs that would provide students who intend to transfer to either the CSU or UC systems an opportunity to complete the general education coursework requirements of the transfer institution while attending City College of San Francisco and, in the process, earn an Associate Degree. This recommendation will be reviewed by the Academic Policies Committee and the Bipartite Committee.

Scheduled Counseling Meetings for Students upon Completion of 15, 30 and 45 Credits addresses the need to formally encourage students to receive counseling when they have completed 15, 30, and 45 units of coursework. This recommendation will be reviewed by the Student Prep/Success Committee.

Student Information addresses the creation of a collegewide Office of Student Information to standardize information, work with campus offices, and coordinate activities by campus, distributing information through various media and modes. This recommendation will be reviewed by the Communication Committee and the Noncredit Issues Subcommittee of the Academic Policies Committee .

Student Services Orientations addresses the need to increase student awareness of the services available by increasing communication between the academic departments and the student services offices through workshops and electronic systems. This recommendation will be reviewed by the Student Success/Prep Committee and the Academic Senate.

Skills Across the Curriculum Advisories addresses the need to advise students regarding the reading, writing, math, and technology skills required for success in collegiate courses through the development of advisories for all appropriate credit courses. This recommendation will be reviewed by the Academic Policies Committee.

Uniform AA Written Composition Requirement addresses the potential of establishing English 96 as the AA/AS graduation level composition class by exploring the issue. This recommendation will be reviewed by the Academic Policies Committee.

Center for Teaching Excellence addresses the expansion of efforts to provide professional development activities to support teaching and learning through the establishment of a Center and related programming activities. This recommendation will be reviewed by the Staff Development Committee and the Academic Senate.

Discipline Majors Option addresses the feasibility for departments to develop specific majors of 18 or more units and the inclusion of such majors on the student's academic record. This recommendation will be reviewed by the Academic Policies Committee and the Academic Senate.

Enrollment Management Tools

The Enrollment Management Tools Committee co-chaired by Terry Hall and Agatha Panday has delivered eleven approved recommendations:

Banner User Needs Team addresses the need to prioritize requests for Banner information and features followed by the development of new Banner views to provide new pertinent data for end users of Banner. This recommendation will be reviewed by the Information Technology Policy Committee.

CCSF Web Portal addresses the need to investigate and identify the needs and objectives of a CCSF Web Portal, evaluating implementation options, identifying the infrastructure, and establishing policy guidelines for use and access. This recommendation will be reviewed by the Information Technology Policy Committee and the Communication Committee.

Student ID Smart Card addresses the creation of a “smart card” through a task force created by the College Advisory Council. This recommendation will be reviewed by the Information Technology Policy Committee and the Academic Senate.

DAR: Degree Audit Report addresses the need to institute a degree audit program at CCSF as soon as possible to provide students with a road map for the academic career. This recommendation will be reviewed by the Information Technology Policy Committee.

Noncredit Improvement addresses the need to develop enhancements to open entry, class sharing and course length, as well as minimum class size. This recommendation will be reviewed by the Noncredit Issues Subcommittee of the Academic Policies Committee.

Alternative Semester Calendar addresses the need to reconfigure the CCSF calendar to add a winter term, lengthen the summer term, and shorten spring and falls terms, leaving the length of instruction unchanged. This recommendation will be reviewed by the Academic Policies Committee, the Academic Senate, the AFT, the SEIU, the Classified Senate, and the Associated Students.

Automated Attendance Reporting addresses the need to consider the development of a new attendance reporting procedure using scannable student cards with faculty access to Banner for the completion of census information, gradually eliminating the use of PARS in noncredit. This recommendation will be reviewed by the Noncredit Issues Subcommittee of the Academic Policies Committee.

Print Prerequisites in Time Schedule addresses the inclusion of prerequisite information in the catalog to increase their visibility. This recommendation has already been implemented and requires no further review.

Follow-Up on Absences addresses the development of faculty-initiated and automated follow-up procedures in case of extended gaps in student attendance. This recommendation will be reviewed by the Student Prep/Success Committee.

Waiting List addresses the development of an automated waiting list procedure for both credit and noncredit that will account for a time lapse, comprise alternative ways of notifying students, work automatically, and record unmet need for classes that are filled. This recommendation will be reviewed by the Registration and Enrollment Subcommittee of the Academic Policies Committee.

Faculty Profiles addresses the need to better inform students about the teachers they will be learning from through the implementation of “Faculty in Review”. This recommendation has already been implemented and requires no further review.

Student Outcomes

The Student Outcomes Committee co-chaired by Alma Soto and Marguerite Versher has delivered three approved recommendations:

Sharing Data with Local CSU's addresses the establishment of a reciprocal data sharing agreement with San Francisco, Hayward, and San Jose CSU's. This recommendation will be reviewed by the Institutional Research Advisory Committee.

Student Outcomes Measures addresses the establishment of an Assessment Forum or Committee with representative membership of the key stakeholders to develop an Assessment Plan which could include a review of recommended student outcomes, a district wide inventory, and expanded data collection through the development and implementation of a collegewide process designed to ensure the integrity of the output, as well as the availability of essential resources. This recommendation will be reviewed by Student Prep/Success Committee.

Staff Development and Student Success addresses the need to increase the availability of professional development opportunities on student assessment including time, training, and opportunity. This recommendation will be reviewed by the Staff Development Committee and the Grading Policies Subcommittee of the Academic Policies Committee.

The full text of each of these recommendations as well as other information on the Enhanced Self-Study is available on the web at www.ccsf.org/Services/ResearchPlanning/ess/ with print copies available in the Library on the Ocean Avenue Campus and the Dean's Office on all other campuses.

Please contact the appropriate governance committee chairs regarding the placement of the recommendations on their agendas or check the shared governance web site for further information; Ad Hoc Committee Co-Chairs and their committee members will be available to present the recommendations with relevant background information and respond to inquiries as their efforts are considered by their colleagues through the governance system.

A tremendous amount of time and talent has been devoted to the Enhanced Self-Study over the past year; your thoughtful consideration is most welcomed as the effort to increase student success moves forward.