

# Foundations of Excellence First-year Experience Task Force Report

San Francisco State University

September 1, 2017

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## Section 1: Executive Summary

San Francisco State University began the Foundations of Excellence (FoE) first-year self-study with our launch on November 1, 2016. Over a six-month period, our nine dimension committees worked hard to determine the barriers to success for our first-year students. The success of these committees was due in no small part to the selection of co-chairs from Academic Affairs and Student Affairs & Enrollment Management, and the cross-unit collaboration is one of the achievements of the FoE process. At the final steering committee meeting on May 31, 2017, the highest priority recommendations from the committees were identified. A guiding principle of “Students before all else” was laid out, reminding the campus that we should be thinking first and foremost about what is best for our students when making decisions about the changes we make in our policies and practices.

Guiding the work was the recognition that most of SF State's students who leave without achieving their degrees do so in the lower division, with 34% of our first-time freshmen leaving before beginning junior year. We believe that this attrition results from a variety of factors, summarized here. We recognize that many of the recommendations from the task force fall into more than one of the categories below.

1. Academic and social engagement: surveys, including our campus NSSE results, reveal disappointing levels of engagement among students overall, especially in the first two years of college. We hope to address this by scaling up our high-impact practices, emphasizing high-quality student experience across the curriculum and co-curriculum and increase access to low cost, on-campus housing; this will necessarily involve concerted efforts by faculty, staff and administrators across the campus.
2. Advising and Mentoring: many of our students declare a major prematurely, without adequate guidance about appropriate majors that would align with their goals and skills, contributing further to low engagement, underperformance, and attrition. Improving our lower-division curriculum, advising for undeclared students and career counseling will address this need. The goal of a peer mentoring program is to support First Year Students in their transition to SF State, encourage successful academic and personal development, promote student involvement, and enrich the connections of SF State students to each other, the college, and the SF State campus
3. Sense of belonging: with a campus that is extremely diverse, we must provide more purposeful, accessible and frequent opportunities for students to engage in meaningful ways around issues of inclusion, intersections of identity and social justice, as well as global community citizenship and service-based learning, while also helping to improve the campus climate; increased low-cost, on-campus housing with organized activities to develop a sense of belonging is a high priority as is a strong peer mentoring program that will promote persistence, provide opportunities that encourage academic success, and foster a sense of belonging.
4. Organizational structures and Bureaucracy: Surveys of students consistently identify campus “bureaucracy” and “runaround” in the student-facing functions and units as a source of anxiety, discouragement, and stereotype threat. By better understanding the many points and levels at which students engage with the university, as well as identifying and resolving points of both overlap and inconsistency, we intend to create a more welcoming, user-friendly environment for beginning students and others. This will be aided by the development of an FYE committee with a broad range of representation from all areas of campus with significant contact with, and impact on, first-year students. The committee will be headed by an FYE Faculty Director from

Academic Affairs and an FYE Manager from Student Affairs and Enrollment Management.

5. Communication: Communication was the most frequently mentioned problem on campus during the FoE process. The communication challenges on campus range from an ineffective, and often confusing, website, little attempt to reach out specifically to first-year students, and no coordination of messaging to first year students. A communications audit will create a better understanding of current and necessary FYE communications to identify stakeholders, FYE themes, and frequency to better manage redundancy and message fatigue. Additionally, HOW students link into our communication must be considered in an audit/review of available platforms.
6. Professional Development for Faculty and Staff: The lack of professional development of faculty and staff around interacting with first year students must be addressed by the campus. A re-design of new faculty orientation and ongoing faculty development activities that focus on establishing an overarching affirming environment for responding to the unique needs of first year students, annual or cyclical training for faculty/staff in FYE serving classes and offices to ensure basic needs knowledge, and training on "how to" cross-team communicate to ensure strong referrals with minimal number of "hand offs" from one office to another.

Amongst the high priority recommendations, the steering committee identified the following twelve as the highest priority recommendations:

1. A first-year faculty director from Academic Affairs and a first-year director from Student Affairs should be appointed/hired.
2. The Academic Senate should create a first-year experience steering committee consisting of campus members from Student Affairs, Academic Affairs and Associated Students. This committee should be chaired by the First-Year Director from Student Affairs and the Faculty Director from Academic Affairs.
3. The Academic Senate should pass a resolution supporting a campus philosophy for the first year which aligns with our mission.
4. A first-year peer mentoring program should be developed and supported financially.
5. An assessment plan should accompany any new FYE project.
6. All first-year students should take a first-year seminar. The FY Steering committee should investigate various models for such a seminar and make recommendations to the Academic Senate on the requirements for such a course.
7. New student orientation should be accessible for all incoming freshmen, in either an in-person or virtual format.
8. A communications plan for first year students and their families should be created.
9. The University should recognize and reward excellence in FY teaching. First-year courses should be desirable teaching assignments that are sought after by excellent teachers.
10. Professional Development should be made available for all faculty and staff who regularly interact with first-year students.
11. The Center for Equity and Excellence in Teaching and Learning (CEETL) should provide specific programming around engagement of first-year students in the classroom.
12. The University must find ways to engage students outside the classroom. The academic and non-academic aspects of student life must be integrated.

## Section 2: Task Force

### A. Liaisons

Name	Title
Nancy Gerber	Professor of Chemistry and Biochemistry
Rogelio Manaois	Associate Registrar

### B. Research Support

Name	Title
Darryl Dieter	Director of Institutional Research
Emily Shindlecker	Senior Institutional Research Analyst

### C. Steering Committee

Name	Title	Committee Role	Committee
Mary Ann Begley	Interim AVP & Dean of Students	None	None
Lori Beth Way	Interim Dean of Undergraduate Education and Academic Planning	None	None
Nancy Gerber	Professor of Chemistry and Biochemistry	None	None
Rogelio Manaois	Associate Registrar	None	None
Glendie Domingo-Lipar	Community Partnerships & Campus Outreach Specialist, ICCE	Chair	All Students
Kathleen Kelly	Assistant to the Dean of Students	Chair	All Students
Robert Keith Collins	Associate Professor of American Indian Studies	Chair	Diversity
Rama Kased	Metro Academy	Chair	Diversity
Renee Stephens	EOP Admissions Coordinator	Chair	Diversity
Leticia Marquez-Magana	Professor of Biology & SF BUILD	Chair	Faculty
Renee Monte	University Registrar	Chair	Faculty
Eugene Chelberg	Associate Vice President, SAEM	Chair	Improvement
Jane Dewitt	Interim Associate Dean of Academic Planning	Chair	Improvement
Johana Duarte	Student Services Professional, SAEM	Chair	Learning

Kimberly Tanner	Professor of Biology, SEPAL Director	Chair	Learning
Kimberley Altura	Associate Dean of Undergraduate Education	Chair	Organization
David Rourke	Director - Residential Life	Chair	Organization
Elizabeth Brown	Associate Professor, Department Chair School of PACE	Chair	Philosophy
Brian Stuart	Asst. Dean of Students & Director New Student Programs	Chair	Philosophy
Jennifer Gasang	Interim Director, ICCE	Chair	Roles and Purposes
Norma Salcedo	Student Services Professional, SAEM	Chair	Roles and Purposes
Andrew Brosnan	Developmental Studies Director, DUEAP	Chair	Transitions
Nicholas Curry	Student Services Professional, SAEM	Chair	Transitions

#### D. Dimension Committees

Name	Title	Committee Role	Course
Edina Bajraktarevic	Associated Students Participant	Member	All Students
Catherine Custodio	Financial Aid Advisor, SAEM	Member	All Students
Glendie Domingo- Lipar	Community Partnerships & Campus Outreach Specialist, ICCE	Chair	All Students
Portia Ignacio	Metro Academy advising coordinator	Member	All Students
Kathleen Kelly	Assistant to the Dean of Students	Chair	All Students
Sara Lewis	Compliance and Equity	Member	All Students
Rick Nizzardini	Interim Director Health & Wellness	Member	All Students
Julia-Trudie Nonyelum Akai	Student	Member	All Students
Pamela Ortiz	Student	Member	All Students
Wendy Tobias	Associate Director DPRC	Member	All Students
Gabriela Alvarenga	Information Technology Consultant	Member	Diversity
Cherie Bachman	Residential Life	Member	Diversity
Aimee Barnes	Associated Students/SAEM	Member	Diversity
Robert Keith Collins	Associate Professor of American Indian Studies	Chair	Diversity

Abdourahmane Diaw	CARP (DUEAP)	Member	Diversity
Morris Head	CARP (DUEAP)	Member	Diversity
Rama Kased	Metro Academy	Chair	Diversity
Tony Little	Office of the VP/SAEM	Member	Diversity
Nilgun Ozur	Professor, MESA Engineering Program Director	Member	Diversity
Jade Rivera	Metro Academy	Member	Diversity
Renee Stephens	EOP Admissions coordinator	Chair	Diversity
Sophie Clavier	Associate Dean, College Liberal & Creative Arts	Member	Faculty
Deborah Dommelen	LAC/DUEAP	Member	Faculty
Peter Ingmire	LAC/Dept. Biology	Member	Faculty
Julia Lewis	Professor of Psychology	Member	Faculty
Tara Lockhart	Assoc Prof of English; Director of Undergraduate Writing	Member	Faculty
Leticia Marquez-Magana	COSE/SF Build	Chair	Faculty
Renee Monte	University Registrar	Chair	Faculty
Belinda Reyes	CoES	Member	Faculty
Andrew Brosnan	Developmental Studies Director, Div. of Ugrad Educ & Acad Plan	Chair	Improvement
Eugene Chelberg	Associate Vice President for Student Affairs & Enrollment Management	Chair	Improvement
Jane Dewitt	Associate Dean of Academic Planning	Chair	Improvement
Nancy Robinson	Interim Dean, GCOE	Member	Improvement
Alycia Shada	Metro Academy	Member	Improvement
Emily Shindledecker	Senior Institutional Research Analyst	Member	Improvement
Juliana Van Olphen	HED/GWAR Director	Member	Improvement
Yim-Yu Wong	College of Business	Member	Improvement
Claude Bartholomew	DUEAP Tutoring (CARP)	Member	Learning
Johana Duarte	Student Services Professional, SAEM	Chair	Learning
Sugie Goen-Salter	Professor of English	Member	Learning
Peter Ingmire	LAC/Dept. Biology	Member	Learning

Chanda Jensen	Office Coordinator, Campus Recreation	Member	Learning
Amy Kilgard	Professor of Communication Studies	Member	Learning
Laura Lisy-Wagner	Professor of History	Member	Learning
Debbie Masters	University Librarian	Member	Learning
Sally Paison	Associate Professor, Biology	Member	Learning
Erik Rosegard	Chair and Professor of Recreation, Parks and Tourism	Member	Learning
Kimberly Seashore	Assistant Professor of Mathematics	Member	Learning
Anita Silvers	Professor of Philosophy	Member	Learning
Kimberly Tanner	Professor of Biology, SEPAL Director	Chair	Learning
Jennifer Trainor	Professor of English	Member	Learning
Kimberley Altura	DUEAP	Chair	Organization
Sandra Carillo	Student Services Professional	Member	Organization
Sarah Jarquin	Student	Member	Organization
Robert Ramirez	Associate Dean, CoSE	Member	Organization
Cassie Rashleger	UPD	Member	Organization
David Rourke	Director - Residential Life	Chair	Organization
Susan Shimanoff	Associate Dean, LCA	Member	Organization
Mai Choua Xiong	Student Services Professional, Undergraduate Advising Center	Member	Organization
Kimberley Altura	Associate Dean of Undergraduate Education	Chair	Philosophy
Elizabeth Brown	Associate Professor, Department Chair School of PACE	Chair	Philosophy
John Elia	Associate Dean HSS	Member	Philosophy
Catriona Rueda Esquibel	DUEAP - GE	Member	Philosophy
Marry Beth Love	HED & Metro Academy	Member	Philosophy
Dylan Mooney	Information Technology Consultant, College Health & Social Sciences	Committee Member	Philosophy
Amy Smith	Professor of Psychology	Member	Philosophy
Brian Stuart	Asst. Dean of Students & Director	Chair	Philosophy
Connie Ulasewicz	Chair - CFS/D	Member	Philosophy
Alison Cerezo	Assistant Professor, Counseling	Member	Roles and Purposes



Ned Fielden	Librarian	Member	Roles and Purposes
Jennifer Gasang	Administrative Analyst/Specialist	Chair	Roles and Purposes
Heather Hall	Assistant Registrar, SAEM	Member	Roles and Purposes
Patrick McFall	Assistant Director Of Residential Life	Member	Roles and Purposes
Norma Salcedo	Student Services Professional	Chair	Roles and Purposes
Pam Su	Campus Recreation	Member	Roles and Purposes
Grace Yoo	Professor of Asian American Studies	Member	Roles and Purposes
Joseph Benjamin	Undergraduate Advising Center	Member	Transitions
Andrew Brosnan	Developmental Studies Director, Div. of Ugrad Educ & Acad Plan	Chair	Transitions
Tina Broughton	EMT/SAEM	Member	Transitions
Nicholas Curry	Student Services Professional/SAEM	Chair	Transitions
Tyler Heid	English/DSP/ESE	Member	Transitions
Reginald Parson	UPD	Member	Transitions
Shree Rangaraj	Student Services Professional, SAEM	Member	Transitions
Xochitl Sanchez	Guardian Scholars	Member	Transitions
Sophia Simon-Ortiz	Metro College Success Program & Health Education Faculty	Member	Transitions
Elizabeth Stickers	Communications Coordinator - EMT	Member	Transitions
Jennifer Swanson	Learning Assistance Center, DUEAP	Member	Transitions

## Section 3: Section Narrative on General Situation

Our current situation with regards to first-year students has been informed by data and information from several sources as summarized in this section.

### **NSSE Results**

SF State first-time freshmen report responses for *Quality of Interactions* and *Supportive Environment* that are statistically lower than those of other CSU campuses and with similar Carnegie classes, with large effect sizes. Just over 30% of first-time freshmen graded interactions with faculty, academic advisors, student services staff and other administrative staff as excellent. Just over 40% judged “*Helping you manage your non-academic responsibilities (work, family, etc.)*”, “*attending campus activities and events (performing arts, athletic events, etc.)*” and “*attending events that address important social, economic, or political issues*” as excellent.

### **Senior Exit Surveys**

When asked “*Will you have graduated in the time you expected?*” 41% of respondents to the most recent Senior Exit Survey respond that they will not, an increase of five percentage points over the preceding year. Of those students reporting a delay, 46% attribute it to an inability to enroll in required courses. When asked to identify “*the one thing that, if changes were made, would have improved your overall SF State experience the most,*” 38% cited course availability; an additional 18% cited advising

### **Graduation Data**

Currently students graduate from San Francisco State with an average of 135 units—which represents 15 units more than the 120 units required for the baccalaureate by Title V (the equivalent of taking an extra semester). In four years of surveys, 42% of students reported taking courses that were not needed for graduation because required courses were unavailable

### **Probation Data**

Our institutional research reveals that over 22% of FTF and 18% of new transfer students are placed on probation, most in their first term at San Francisco State. These students’ outcomes are discouraging; of those students placed on probation, 72% leave without completing a degree.

### **Retention Data**

Most of our students who leave without achieving degrees do so in the lower division, with 34% of our first-time freshmen leaving before starting junior year.

### **FoE Faculty/Staff Survey**

A total of 941 people responded to the survey, representing a 19.2% response rate. Almost 50% of the respondents were faculty, with the rest distributed amongst administrators, professional staff, and technical, clerical and service personnel.

Ideally, we would see a mean response of greater than 3.5, where 1 is not satisfied at all and 5 is extremely satisfied with our institution’s status. Some of the areas in which SF State has a

lower mean than this are around assessment, first-year structures, communication, and professional development.

Many respondents feel that we have successful programs on campus for first-year students (Metro is mentioned frequently as an exemplar), but we haven't been successful in expanding them to all students. Improved communication and better access to advising and mentoring are frequently mentioned as areas we need to improve upon, as are professional development in teaching and interacting with first-year students. Housing is also listed as a major problem for all students, but hits our first-year students the hardest.

Another thread in the survey results was that the historical focus on our larger number of transfer students has left us with few structures for supporting first-time freshmen.

### **Campus Student Success Plan**

Based in part on the information above, our campus has adopted a Campus Student Success Plan (<https://studentsuccess.sfsu.edu>), that contains several elements impacting first-year students, and was informed by the work carried out through the Foundations of Excellence self-study.

Our campus success plan is structured around six strategies:

1. improved **course availability and curriculum**;
2. coordinated, intrusive and strategic **advising**;
3. broad accessibility and visibility of **student success data**;
4. high-quality student experience in the **first year of college** for incoming freshmen;
5. effective, **targeted support services** to achieve educational equity (directed specifically at our first-generation, low-income and underrepresented students, with special attention to men of color);
6. short- and long-term planning for **faculty hiring and development** tied to curricular need and student success.

The high-priority recommendations from the Foundations of Excellence project reflect information from the above sources, as well as many others. The campus is cognizant of the issues impacting our first-year students, and looking forward to working together to identify and implement solutions to increase their success.

## Section 4: Foundations of Excellence Report Card

This report card represents the judgment of the Foundations of Excellence task force. It is the culmination of analysis and planning focused on the experience of new students. Because these grades are based on judgments made by your campus task force, they are not intended to be used in comparison to any other institution or in a ranking system. The Foundations Report Card can be used most effectively as an indicator of relative grades within your institution. The grades reflect the best collective judgment of the task force and should be supported by the evidence collected during the project. Grades will not be made public by the Gardner Institute in any manner that identifies individual institutions.

Foundational Dimensions	Grade
<p>Foundations Institutions approach the first year in ways that are intentional and based on a philosophy/rationale of the first year that informs relevant institutional policies and practices.</p> <p>The philosophy/rationale is explicit, clear and easily understood, consistent with the institutional mission, widely disseminated, and, as appropriate, reflects a consensus of campus constituencies. The philosophy/rationale is also the basis for first-year organizational policies, practices, structures, leadership, department/unit philosophies, and resource allocation.</p>	F
<p>Foundations Institutions create organizational structures and policies that provide a comprehensive, integrated, and coordinated approach to the first year.</p> <p>These structures and policies provide oversight and alignment of all first-year efforts. A coherent first-year experience is realized and maintained through effective partnerships among academic affairs, student affairs, and other administrative units and is enhanced by ongoing faculty and staff development activities and appropriate budgetary arrangements.</p>	D+
<p>Foundations Institutions deliver intentional curricular and co-curricular learning experiences that engage students in order to develop knowledge, skills, attitudes, and behaviors consistent with the desired outcomes of higher education and the institution's philosophy and mission.</p> <p>Whether in or out of the classroom, learning also promotes increased competence in critical thinking, ethical development, and the lifelong pursuit of knowledge.</p>	D

<p>Foundations Institutions make the first college year a high priority for the faculty.</p> <p>These institutions are characterized by a culture of faculty responsibility for the first year that is realized through high-quality instruction in first-year classes and substantial interaction between faculty and first-year students both inside and outside the classroom. This culture of responsibility is nurtured by chief academic officers, deans, and department chairs and supported by the institutions' reward systems.</p>	C
<p>Foundations Institutions facilitate appropriate student transitions through policies and practices that are intentional and aligned with institutional mission.</p> <p>Beginning with recruitment and admissions and continuing through the first year, institutions communicate clear curricular and co-curricular expectations and provide appropriate support for educational success. They are forthright about their responsibilities to students as well as students' responsibilities to themselves and the institution. They create and maintain curricular alignments with secondary schools and linkages with secondary school personnel, families, and other sources of support, as appropriate.</p>	D+
<p>Foundations Institutions serve all first-year students according to their varied needs.</p> <p>The process of anticipating, diagnosing, and addressing needs is ongoing and is subject to assessment and adjustment throughout the first year. Institutions provide services with respect for the students' abilities, backgrounds, interests, and experiences. Institutions also ensure a campus environment that is inclusive and safe for all students.</p>	D+
<p>Foundations Institutions ensure that all first-year students experience diverse ideas, worldviews, and cultures as a means of enhancing their learning and preparing them to become members of pluralistic communities.</p> <p>Whatever their demographic composition, institutions structure experiences in which students interact in an open and civil community with people from backgrounds and cultures different from their own, reflect on ideas and values different from those they currently hold, and explore their own cultures and the cultures of others.</p>	D+
<p>Foundations Institutions promote student understanding of the various roles and purposes of higher education, both for the individual and society.</p> <p>These roles and purposes include knowledge acquisition for personal growth, learning to prepare for future employment, learning to become engaged citizens, and learning to serve the public good. Institutions encourage first-year students to examine systematically their motivation and goals with regard to higher education in general and to their own college/university. Students are exposed to the value of general education as well as to the value of more focused, in-depth study of a field or fields of knowledge (i.e., the major).</p>	(none)

<p>Foundations Institutions conduct assessment and maintain associations with other institutions and relevant professional organizations in order to achieve ongoing first-year improvement.</p> <p>This assessment is specific to the first year as a unit of analysis distinct time period and set of experiences, academic and otherwise, in the lives of students. It is also linked systemically to the institutions' overall assessment. Assessment results are an integral part of institutional planning, resource allocation, decision-making, and ongoing improvement of programs and policies as they affect first-year students. As part of the enhancement process and as a way to achieve ongoing improvement, institutions are familiar with current practices at other institutions as well as with research and scholarship on the first college year.</p>	C
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## Section 5: High Priority Recommendations for Action

<b>Top 12 High Priority Recommendations</b>	
<p>1. Hire FYE MPP Position in SAEM and Faculty Director of FYE in Academic Affairs</p>	<p>The two Directors should chair the FYE Steering Committee and coordinate all FYE efforts on campus.</p>
<p>2. Move towards a single unit/structure for FYE coordination</p>	<p>Recommend to the Academic Senate that an FYE Steering Committee be created with membership that reflects the diversity of the FoE committees. As a committee of the Academic Senate, annual reporting to the campus would be required, which will help improve campus communication around first-year student issues. Student representatives should be included in steering committee and any task forces created.</p> <ul style="list-style-type: none"> <li>• Student Affairs First-year experience director</li> <li>• Faculty Director of First-year experiences</li> <li>• General Education Director or designee</li> <li>• Director of the Undergraduate Advising Center (UAC) or designee</li> <li>• Faculty representative whose primary teaching assignment is Written English Communication I courses</li> <li>• Faculty representative whose primary teaching assignment is Oral Communication courses</li> <li>• Faculty representative whose primary teaching assignment is Quantitative Reasoning courses</li> <li>• Faculty representative whose primary teaching assignment is Critical Thinking courses.</li> <li>• Two to three faculty representatives whose primary teaching assignments have heavy first-year student enrollments.</li> <li>• Director of Developmental Studies</li> <li>• ICCE Faculty Director</li> <li>• Representative from Metro Academies</li> <li>• Representative from EOP</li> <li>• Representative from Residential life</li> <li>• Student representative appointed by Associated Students.</li> <li>• Director of New Student Programs</li> <li>• Representative from CARP/LAC tutoring services</li> <li>• Representative from Counseling and Mental Health</li> <li>• Representative from DPRC</li> </ul>

<p>3. Develop a campus wide philosophy of the FYE that aligns with SFSU mission and strategic plan</p>	<p>Currently, the FYE learning outcomes are the only internal document that directly addresses what the FYE should be at SF State. We recommend developing a campus philosophy of the FYE that: is reflective of current research on FYEs, builds on SF State mission and values, and addresses the identified reasons for students to leave the university in the first year (e.g., curriculum is not challenging enough, inadequate supports for struggling students, etc.). It is further recommended that SF State create a FYE philosophy and learning outcomes that demonstrate the unique attributes of SF State and are positioned directly within the current strategic plan by (i.e. instead of 'academic' and 'personal' as categories guiding LOs, use 'life of the mind' and 'courage'). Since a large portion of our students continue to be transfer students, this philosophy should also articulate the implications for this student body.</p> <p style="text-align: center;"><b>Philosophy for the First Year of College at SFSU</b></p> <p>In their transition to university life, first year students bring with them a foundation of rich personal identities and lived experiences. San Francisco State University partners with students to build on these assets, creating an <u>excellent foundation for future learning</u>. Students will:</p> <ul style="list-style-type: none"> <li>• develop their own individualized <u>intellectual identity</u> through access to the rich array of curricular opportunities offered at SF State;</li> <li>• shape an <u>academic identity</u> of their own by building relationships with students, faculty and staff in multiple communities of learning;</li> <li>• construct a <u>community identity</u> through engagement with campus and community life;</li> <li>• navigate institutional structures and processes to develop self advocacy skills;</li> <li>• <u>identify with the university's mission and values</u> while finding inspiration in SF State's rich history and;</li> <li>• learn to appreciate diverse ways of being, belonging, learning and living, that may be <u>different from their own experiences and identities</u>.</li> </ul> <p>At the core of their first year experience at San Francisco State University, students will be inspired to take an active role in their education because experience teaches.</p>
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	<p>San Francisco State University looks forward to continuing the Foundations of Excellence process in the 2017-18 academic year as we develop interventions that will increase the success of our first-year students. By continuing the collaboration between Student Affairs and Academic Affairs that has been so successful during our self-study, we believe we can achieve real change at our institution that will benefit our students, faculty and staff for years to come.</p>
<p>4. First Year Mentoring Program</p>	<p>A strong peer mentoring programs will promote persistence, provide opportunities that encourage academic success, and foster a sense of belonging. The goal of this mentoring program will be to support First Year Students in their transition to SF State, encourage successful academic and personal development, promote student involvement, and enrich the connections of SF State students to each other, the college, and the SF State campus.</p>
<p>5. Identify assessment objectives, metrics and develop an assessment plan associated with the implementation of any initiative on campus.</p>	<p>Such a plan should include: the objectives to be addressed, the metrics that will be gathered, tracked or developed to determine the impact of the initiative; the committee or group who will be responsible for conducting the assessment; the timeline and frequency of assessment; a description of how the information will be shared with the campus community or relevant groups; a description of who has the responsibility of implementing any recommendations based on assessment.</p>
<p>6. First Year Seminar required of all students</p>	<p>Creating a First Year Seminar program at SF State will enhance student engagement, build student identity which will increase the likelihood that students will positively identify with SF State. A successful First Year Seminar program will also assist in setting academic expectations which will allow these first-year students to set a foundation for future success. Feeling connected to a community of first-year students allows for a ready-made social network which will allow the student feel connected socially and personally. use first year seminars in departments or colleges as a place to communicate information about college life and campus life , but also to give students a chance to begin practicing college writing, reading, analysis skills, reflect on the role and purpose of an education, articulate their goals and values, explore careers and majors. Ideally this would be bookended by a capstone course that asked students to reflect on their journey, how their goals changed, how they grew as a person.</p>
<p>7. New student orientation</p>	<p>An online new student orientation should be accessible to all students as well as the campus community. Involve Associated Students as much as possible in orientation activities and work</p>

	with them to insert information about SF State’s mission and values such as equity and social justice.
8. A communications plan for first-year students and their families should be created after an audit of first-year communications	Of all the categories of recommendations, communications was the most commonly mentioned. An audit would create a better understanding of current and necessary FYE communications to identify stakeholders, FYE themes, and frequency to better manage redundancy and message fatigue. Additionally, HOW students link into our communication should assist in an audit/review of available platforms. Various ideas have been floated as to how to communicate better with students and families such as a Campus Memo for students and Families, centralization of FY communications efforts, improvement of the website in areas that are directed at first-year students, to webinars and workshops for new students and their families.
9. Significant Recognition and Rewards for First Year Teaching	In order to encourage faculty to Understand the First Year Experience and translate that understanding across campus, we recommend more significant recognition and rewarding of the value of first year teaching, specifically by: Encouraging departments to actively recognize instructors who develop pedagogies designed for first year students via the "teaching" sections of their RTP criteria. Establishing teaching awards to be given for a few first year teaching faculty very year. Allocating travel and research funds in the form of mini grants for faculty who teach first year students (both Lecturer and tenure track) to learn about the scholarship of teaching and learning. Providing more support specifically directed toward the lecturer base that teaches the majority of first year courses. Lecturers need parallel access to technology, pertinent student data, office space, and paid professional development (including occasional conference travel). Funds for lecturer/TT co-development of curriculum can help encourage TT faculty into FY courses, and promote equity and exchange between the ranks. Regularly and proactively sharing data about our students in order to provide positive, structured opportunities for learning/training and applying/using that data to improve student and faculty experiences of the first year. Providing support to redesign new faculty orientation and faculty retreat sessions in order to create an overarching affirming environment for responding to the unique needs of first year students. (discussed in more depth below). One model that was highlighted is that from the University of Texas – Austin ( <a href="https://ugs.utexas.edu/sig">https://ugs.utexas.edu/sig</a> )

<p>10. Professional Development</p>	<p><b>All campus</b> - Consolidate and have a more intentional organization around the planning and promotion of the following: 1. Provide funding to regularly send a campus contingent to FYE conferences and bring in guest speakers 2. Development of an Online (read: Skillport) identified annual or cyclical training for faculty/staff in FYE serving classes and offices to ensure basic needs knowledge 3. Training on "how to" cross-team communicate to ensure strong referrals with minimal number of "hand offs" from one office to another.</p> <p><b>Faculty</b> - Our primary recommendation for Communicating Expectations about the first year to newly hired and continuing full-time, part-time, and adjunct faculty is as follows: Re-design new faculty orientation and offer ongoing faculty development activities that focus on establishing an overarching affirming environment for responding to the unique needs of first year students. Include lecturers who work with first year students as paid participants in new faculty orientation and ongoing faculty development activities. Create venues for interaction between tenure-track faculty and lecturers who work with first year students to provide "hands on" opportunities to learn from each other: retreats, workshops, webinars, monthly lunch series. Support faculty development activities that recognize first year students within a framework of social justice by exploring topics critical to engagement and retention: individual identity; previous educational experience; cultural, ethnic, and socio-economic background; strengths, fears, hopes, doubts about first year students' place as part of an academic community. Offer faculty development opportunities that pursue reading and discussion on topics relevant to teaching and supporting first year students: mindsets that affect achievement, pedagogical approaches for working with first year students, a micro-affirmation approach to teaching, theoretical views of cross-cultural assets and strengths as they relate to education, critical race theory and nontraditional views of knowledge, skills, and abilities that our students bring to the classroom and their academic work.</p>
<p>11. The Center for Equity and Excellence in Teaching and Learning (CEETL) should provide specific programming around engagement of first-year students in the classroom</p>	<p>Have student engagement be a priority for the new Center for Equity and Excellence in Teaching and Learning (CEETL). Provide resources for and continued commitment and support to create an interactive repository for evidence-based instructional methods and student engagement techniques. <b>Organize workshops or seminars or have a speaker series on first year practices.</b></p>

<p>12. The University must find ways to engage students outside the classroom. The academic and non-academic aspects of student life must be integrated</p>	<p>Many ideas have been floated as to how this can be achieved, but the overall recommendation is that the non-academic side of student learning be expanded, and that the academic and non-academic sides of student learning be better integrated. The Institute for Civic and Community Engagement, student organizations, and departments that offer service opportunities should be leveraged. The new Mashouf Wellness Center may be a focal point as well.</p>
<p><b>Communication</b></p>	
<p>13. Develop a campus-wide plan and innovative materials for the dissemination and institutionalization of the FYE philosophy</p>	<p>Once developed, we recommend that the university develop an action plan for disseminating the FYE philosophy across the university. Though campus memo and other email distributions provide one such forum for university-wide dissemination, these mechanisms lack the deep and sustained campaigns necessary to achieve cultural change with regards to the first-year experience. Given the already existing decentralization on campus, care should be taken to develop a long-term and sustainable plan for the dissemination and adoption of FYE philosophy throughout campus. Further, students should be welcomed to campus in ways that engage and spark their interest. Given SF State's history of political activism and protest, we would recommend that part of the FYE innovation capitalize on this history and introduce students to the unique attributes of SF State. Further, we recommend that the dissemination of FYE information continue beyond the classroom in an engaging or interactive format, such as a graphic novel about SF State.</p>
<p>14. Streamline SFSU.EDU so it's easier to find information</p>	<p>We suggest a splash page for SF State that includes, in an obvious, highly-visual graphic, a link to future students pages that then are designed in a way to highlight FYE and yield-based items.</p>
<p>15. Ensure Dissolution of EMT doesn't lead to FYE Gaps in Communication, etc.</p>	<p>Upcoming/Recent changes in EMT will result in possible knowledge and process gaps for FYE communication, first-year developmental tracking, and the like. Confirm that all colleges are on the degree planner and working.</p>
<p>16. Improving How to Apply - First-Time Freshmen Website</p>	<p>Currently the website has lots of great information but does not provide any information about the rationale of these requirements. Why are these requirements needed? How do they create purpose among students and promote motivation for seeking a higher ed degree? Including information about the rationale of these requirements will help students better understand why they need to complete them.</p>

<p>17. Outreach, Promotion, and Information of Dissemination of FYE Basic Needs</p>	<p>Consolidate and more intentional organization around the planning and promotion of: 1. Kick off meetings to better organize our first-year programmatic events (Sneak Preview, Welcome Days, Orientation, etc.) 2. Share Data with campus on the SF State First Year Student Profile 3. Promote shared responsibility through an annual or biannual summit for the campus on the First Year 4. Provide funding to regularly send a campus contingent to FYE conferences and bring in guest speakers 5. Development of an Online (read: Skillport) identified annual or cyclical training for faculty/staff in FYE serving classes and offices to ensure basic needs knowledge 6. Training on "how to" cross-team communicate to ensure strong referrals with minimal number of "hand offs" from one office to another.</p>
<p><b>Data &amp; Information</b></p>	
<p>18. Articulate Resources and Consolidate to be Available Centrally</p>	<p>Although there are many discrete structures providing support in the first-year, it was clear that we do not have a centralized way of communicating resources to the campus community. The Organization committee recommended that we: 1. Create a cheat sheet/directory for faculty and staff that outlines support for first-year students and important information such as dates and deadlines 2. Create FYE web presence where students, faculty, and staff can go to access information 3. Create a first-year timeline that directs students to important information for the first-year 4. Create an interactive app that can shows students what they need to be doing and when for the first year 5. Create an online orientation to the first year that can be accessible by all members of the campus community</p>
<p>19. Access To Data to Make Informed Decisions and Identify Top Priorities</p>	<p>There seems to be a question about what data is currently available to illustrate effectiveness, who "owns" the data, and where it is available for consideration. A group (perhaps SSGI) needs to summarize the data and identify the campus Top Priorities to guide future efforts.</p>
<p>20. Data Tracking</p>	<p>Increase data tracking and analysis based on student group (affiliations, GPA from HS, GPA from first semester, other factors) so that targeted advising outreach can occur more easily.</p>
<p>21. Resource Dedication</p>	<p>Dedicate even more money to hire extra outreach/EAP staff to visit more high schools and even middle schools. Hire bilingual staff (English-Spanish and English-Cantonese/Mandarin) for more outreach and more translations of materials/websites.</p>

<p>22. Develop a plan to communicate available data to campus, including data specific to first year student, or any data generated by AIR. Utilize Campus Memo, SF State Magazine, Golden Gate Express, Campus fee, Webpage, The Opening year convocation, college councils, etc</p>	<p>For example, create a profile of the incoming freshmen class for these communication platforms as a permanent box to share: i. Demographic information, pre-enrollment academic skills, initial college of major and pre-major, employment and volunteer hours, place of residence of students, home town, transportation to campus, average length of commute etc.</p> <p>ii. Provide compelling graphics and videos to help campus community understand better who the students are, why they chose SFSU, what their goals are, why a college education is important to them. AIR should prepare infographics to summarize key points from any data study concluded to pique interest, with links to the full report.</p>
<p><b>Additional Resources</b></p>	
<p>23. Survey other CSU and External Campuses</p>	<p>To provide a baseline of what support may look like for SF State, review campuses with stronger coordination of the first year to determine what baseline funding might look like for the campus.</p>
<p>24. Increased Funding for on-campus entertainment</p>	<p>Provide high quality, desirable on campus entertainment with diverse events that entertain students and the campus community which will contribute to student satisfaction and retention by creating a dynamic, lively campus social environment.</p>
<p>25. Housing Support</p>	<p>Address housing issues for international and undocumented students who do not meet traditional requirements for housing application (timing deadlines in relation to students' visa status; inability to get access to credit reports for undocumented students).</p>
<p>26. Health Insurance Support</p>	<p>Staff support for navigating health insurance issues (for international students, ESL students).</p>
<p>27. Hire additional mental health/clinical counselors for Counseling &amp; Psychological Services Center</p>	<p>There is a shortage of mental health clinical counselors at CPSC. Only a few of the counselors that remain are "tenured-track". The current amount of counselors is not sufficient to address the concerns of the entire student population and definitely not the first year students. Currently, there is a waitlist for students to meet a counselor. Other staff members (beyond CPSC) would like to refer students to counselors but if they are short-staffed, it is difficult to facilitate that process.</p>
<p>28. Connecting main and remote campuses</p>	<p>Create better ways to communicate services to adult students attending downtown campus, as well as provide services remotely to our other campuses not physically connected to the main campus.</p>

<b>Academic/Curricular</b>	
29. Review Policies for Relevance and Support for First-Year	Recommend that the FYE Steering Committee charge include a regular review of policies impacting first-year students, and recommend changes to the appropriate governing bodies. Some policies should be reviewed annually for their impact on first-year students (i.e. Academic Advising, Baccalaureate, Course Repeat Policy, Change of Major, Probation Policies).
30. The university should consider how FYE implementation impacts other important curricular practices.	Already the university has several mandates for curricula: complementary studies, SF State studies, and culminating experiences. These are in addition to those required by the general education curriculum. Instead of another type of curricular experience, the university should consider how first year experiences can bolster, support, and/or potentially negatively impact other important curricular goals at the university.
31. Perform study to identify causes of Ds/Fs and Ws/WUs	Prior to attempting to reduce DFWI rates for High Enrollment courses, conduct serious study to identify cause(s) of Ds and Fs, and of Ws and WUs. Distinguish effects of instructional difficulties (causing Ds and Fs) from life management difficulties (causing "disappeared student Fs" and Ws/WUs).
32. Pilot of proposed remedies identified in DFW study	Prior to broad adoption of remedies for the causes of "challenges to student success" identified as in recommendation 1 above, pilot proposed remedies to determine their efficacy, cost, and potential for smooth implementation.* *A requirement for "smooth implementation" ensures that existing practices necessary for student success do not have to be disrupted in order to adopt the new ones.
33. Continue English Placement Practices with additional study to show student outcomes	We recommend continuing the current practice of directed self-placement in the English department. We believe strongly that the current practice is meeting the range of student needs. We also recommend continuing to collect data on the student choices and outcomes, particularly so that this model can be shared with other SFSU department and CSU campuses.
34. Redesign entry level mathematics course offerings to include "stretch" courses	We recommend that the mathematics department develop two-semester versions of entry-level college mathematics courses (Math 124, Math 199, Math 110) that meet the Quantitative reasoning requirement and are gateway courses for STEM majors. Review of foundational material, currently covered in Math 60 and Math 70 should be integrated into these courses. Credit for completion of these courses should be counted towards graduation requirements.

<b>Tutoring, Mentoring and Advising</b>	
35. Evaluate the State of Road Maps	Make sure the road maps exist on all department websites.
36. Develop more course-specific tutoring workshop models to build a culture of collaborative and supportive study habits.	This is done for some GWAR courses, and could be expanded to FYE or GE courses taken by first year students. This would minimize the nervousness that students feel in seeking tutoring on their own. Perhaps instructors could be more intentional in facilitating study buddies or study groups, and centers could build tutoring times specifically these groups. Try to build a culture that normalizes studying with others and with tutors as the way to achieve success, rather than having tutoring associated only with high achieving Type A students who don't want to slip, or for students who are in deep trouble.
37. First Year Career Exploring Track	SF State has a Career Services unit for the entire university and other colleges offer Career Services (i.e. College of Business). Academic departments are offering Career Fairs but are not collaborating with other departments who are organizing the same events. These departments could benefit from collaborating with each other to better support students so that their career needs are being met. There is currently no first year career exploration experience that promotes understanding of navigating future employment.
<b>Engagement outside the classroom</b>	
38. Expand LLC's	The Living Learning Communities have been very successful at assessing progress of FTF's during the year, at providing support and resources for FTF's, and for enhancing a sense of belonging. We recommend that they be expanded.
39. First Year Cohort	By participating in targeted cohorts, students will gain a sense of identity and belonging, personal development, and academic success.
40. Connecting Students to Faculty and Staff	Having staff and faculty who can share their own motivations for obtaining a higher education can help support any student who are wondering about their future. Coordinating these opportunities by college so that students can connect to staff and faculty in their college.
41. Dedicated FYE Space (academic, social, peer mentors, activities, studying)	Create a space that is specifically designated for first-year students. This dedicated space will allow the students to study, interact socially, and create a community based on shared experience. This space will be staffed to include support for: academic, social, peer mentors, activities, studying.



<p>42. Establish a Pride Center and hire LGBTQ Coordinator</p>	<p>Space for safe conversation related to gender and sexual identity and gathering space to create a sense of community. Hire a designated staff person to coordinate activities related to the needs of LGBTQ students, including coordinating assessment and implementation of activities and associated outcomes.</p>
<p>43. Multicultural Center</p>	<p>A campus-designated building staffed by professional staff focused on providing support, activities, forums, and other programming related to the diverse identities of SF State students. This will contribute to building a sense of community and inclusion for first year students.</p>
<p><b>Professional Development</b></p>	
<p>44. Increase Visibility of Unit Level Encouragement</p>	<p>Our primary recommendation of a faculty task force shall serve as the main resource for encouraging/supporting Unit-Level Administrators to Use Pedagogies of Engagement Within and Understand the Learning Goals and Discipline-Specific Trends and Issues for Entry-Level Courses. Specifically, the task force can assist unit-level administrators by: Hosting workshops and other professional development/mentoring opportunities around engagement-based pedagogies, data-supported pedagogies, social justice pedagogy, faculty growth mindset, working with young adult learners, etc. Following up with workshops, working/affinity groups, webinars, and the like regarding important issues raised in New Faculty Orientations regarding teaching. Serving as a connective body to share expertise between divisions and coordinate efforts and knowledge across departments to build deeper relationships. Assisting in establishing clear lines of communication between unit-level administrators and the university resource center to facilitate faculty awareness of the services and support available to first-year students in their classrooms and how they can encourage students to access them.</p>
<p>45. Faculty/Staff Training to Better Understand First-Year Students</p>	<p>The key to learning how to better the first-year student experience is to understand the student as a whole. The main population of our current and upcoming first-year students fall into the demographic cohort of Generation Z, or people born between 1995-2010. If we understand the wants and need of this cohort, we can better create meaningful faculty interactions and a campus that is supportive both academically and socially. For example, if we understand that these students are future focused, we can create more campus activities that touch based on important political, economic, and social issues. Additionally, if we understand that they are born within a technological era but still require quality interactions, faculty can open up video chat hours outside of typical office hours.</p>

<p>46. Staff and faculty training on how to document and refer students who is of (mental health) concern</p>	
<p>47. Hold a faculty retreat with a theme on student retention.</p>	<p>This could be part of the implementation effort next year, to share what we learned this year, and what priorities we'll be working on first. It could also be a way to gather people already working in some way on these issues (faculty teaching courses taken by first year students, Metro and EOP, student affairs, other student support services) to share what they are doing - perhaps there could be a panel of faculty offering different sorts of first year experience courses to share what they do in their courses, or perhaps student resource groups could discuss programs or workshops targeted at first year students. This may be a way to share ideas that another group may want to adopt and/or to build collaborations across groups to improve the reach and success of programs.</p>
<p>48. Encourage faculty and staff to participate in a national first year experience listserve.</p>	<p><a href="http://www.sc.edu/fye/">Get people involved in the National Resource Center for the first-year experience and students in transition: http://www.sc.edu/fye/</a></p>
<p><b>Physical Changes on Campus/Security</b></p>	
<p>49. Additional "blue lights" and lighting on exterior of buildings</p>	<p>A common sentiment from staff members and students is the need for more blue lights around campus and more specifically, in the surrounding areas of the residential facilities. Additional lighting will also help in illuminating pathways, buildings, and spaces at night.</p>
<p>50. Increased security at all points of entry at residential buildings including "side doors" of Village housing apartments</p>	<p>Additional security measures should be implemented to ensure all doorways of entry and exit are always closed and that no individual who is not living in the residential buildings can enter. This may include holding all housing staff members (on-call) accountable in ensuring all doorways are not left open. During initial floor meeting, all residents should be oriented to adhering to all safety precautions.</p>
<p>51. Host "Campus Safety Week" specifically for students</p>	<p>In the same way that a "Campus Safety Week" was hosted for staff and faculty in the Spring 2017 semester, it would be beneficial to have a similar event hosted for students. It would be most beneficial during the beginning of the year in collaboration with UPD, ASI and the residential living staff and student community.</p>

<p>52. Each department must establish and implement safety procedures in the case of an emergency</p>	<p>Each department on campus, in collaboration with University Police Department, should provide training to all of their employees on how to respond to emergency situations such as an active shooter or a natural calamity.</p>
<p><b>Other Recommendations</b></p>	
<p>53. Create a Faculty Task Force</p>	<p>The overall, high priority, recommendation we suggest for improving SF State's Prioritization of First Year Instruction is to create a faculty task force, perhaps paired with or under the umbrella of a Resource Center (see below), that will focus on supporting and rewarding high quality education and interactions with first year students and will: Consist of faculty, both tenure-track and lecturer, who regularly teach in the first year, drawing specifically from departments and initiatives already supporting first year students so that their expertise may drive efforts. Lecturers who participate should be compensated for this work. Include student representatives and an appropriate administrator to assist efforts and provide crucial knowledge about both the student perspective and university policies. Be driven by faculty expertise, who shall have significant input in targeting a portion of Student Success funds toward supporting and rewarding first year instruction. Develop workshops, mentorship, and other supports around: faculty growth mindset, social justice pedagogy, sharing of pedagogical data and research, and finding ways to get students into the disciplinary courses that interest them within the first year. The ultimate goal here is to coordinate efforts across the first year curriculum towards a collective impact. Advocate for stronger recognition and valuing of teaching, including first year teaching, in RTP criteria at an institutional level. Partner with CEETL to establish a centralized, welcoming, and well-funded Resource Center to include a writing center, tutoring services, math support, career center, and advising resources - i.e. a student support hub that can begin supporting students in a myriad of ways from their first moments on campus.</p>
<p>54. Develop committee to work on implementation of areas identified by NSSE that need work.</p>	<p>Take a more proactive approach to pay attention to and respond to findings from NSSE. Increase student response rate by incentives (e.g., priority registration). Coordinate getting information from the NSSE to groups on campus to make them aware of a finding that pertains to their work, and discuss changes that could be made to address a challenge. This work could be done by the team of faculty first year champions, for example.</p>

55. Challenge colleges, departments to implement practices that improve experiences for students.	Offer incentives or rewards for showing success, or mini-grants to develop an intervention.

## Section 6: Proposed Timeline and Responsible Parties for Implementation of Top 12 recommendations

<b>Top 12 High Priority Recommendations</b>	<b>Timeline</b>	<b>Responsible Parties</b>
1. Hire FYE MPP Position in SAEM and Faculty Director of FYE in Academic Affairs	Fall 2017	Student Affairs and Enrollment Management (SAEM) and Division of Undergraduate Education and Academic Planning (DUEAP)
2. Move towards a single unit/structure for FYE coordination	2017-18 Academic Year	Academic Senate in consultation with SAEM and DUEAP
3. Develop a campus wide philosophy of the FYE that aligns with SFSU mission and strategic plan	Fall 2017	Academic Senate
4. First Year Mentoring Program	2018-19 Academic Year	Coordinated by FYE Committee in conjunction with SAEM and DUEAP
5. Identify assessment objectives, metrics and develop an assessment plan associated with the implementation of any initiative on campus.	2018-19 Academic Year	FYE Committee and UAcAAC
6. First Year Seminar required of all students	2019-20 Academic Year	FYE Committee working with DUEAP and Colleges
7. New student orientation changes	Continuous	SAEM
8. A communications plan for first-year students and their families should be created after an audit of first-year communications	2018-19	University Communications in conjunction with SAEM & DUEAP
9. Significant Recognition and Rewards for First Year Teaching	2019-20	FYE Committee working with DUEAP and Colleges
10. Professional Development of faculty and staff	Faculty: 2018-19	FYE Committee working with the Professional Development Council
	Staff: 2018-19	FYE Committee working with DUEAP & SAEM

<p>11. The Center for Equity and Excellence in Teaching and Learning (CEETL) should provide specific programming around engagement of first-year students in the classroom</p>	<p>2018-19 Academic year</p>	<p>CEETL</p>
<p>12. The University must find ways to engage students outside the classroom. The academic and non-academic aspects of student life must be integrated</p>	<p>Continuous</p>	<p>DUEAP and SAEM</p>

## Appendix A - Dimension Reports

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# All Students Dimension Report

5/9/2017

***Foundations Institutions serve all first-year students according to their varied needs.***

*The process of anticipating, diagnosing, and addressing needs is ongoing and is subject to assessment and adjustment throughout the first year. Institutions provide services with respect for the students' abilities, backgrounds, interests, and experiences. Institutions also ensure a campus environment that is inclusive and safe for all students.*

## Section 1: Executive Summary

Within the context of the Foundations of Excellence Self-Study, the All Students Dimension was charged with examining how SF State serves first-year students on a variety of levels. Based on the information we gathered, we examined potential reasons why first-year student retention is low and recommend ways of increasing it.

Our report calls to attention the lack of specific programming in place for first-year students and addresses methods of improving the experience of first-year students on campus.

With promised focus and funding, our recommendations will address the less than adequate score our committee determined was the current state.

Within our recommendations, our goal is to address the first year students' varied needs. Partnered with our recommendations is the recognition that the process of anticipating, diagnosing, and addressing needs is ongoing and subject to assessment and adjustment throughout the first year. We are mindful of the need to provide services with respect for the students' abilities, backgrounds, interests, and experiences. Overriding is the importance of ensuring a campus environment that is inclusive and safe for all students and a campus environment in which first-year students are accepted and valued.

## Section 2: All Students dimension committee

Name	Title	Committee Role
Edina Bajraktarevic	Associated Students Participant	Committee Member
Catherine Custodio	Financial Aid Advisor, SAEM	Committee Member
Glendie Domingo-Lipar	Community Partnerships & Campus Outreach Specialist, ICCE	Committee Chair
Portia Ignacio	DUEAP	Committee Member



Kathleen Kelly	Assistant to the Dean of Students	Committee Chair
Sara Lewis	Compliance and Equity	Committee Member
Rick Nizzardini	Interim D. H&W	Committee Member
Julia-Trudie Nonyelum Akai	student	Committee Member
Pamela Ortiz	Student	Committee Member
Wendy Tobias	Associate Director DPRC	Committee Member

### Section 3: Narrative on General Situation and Findings of the Dimension Committee

#### Academic Needs of Individual Students

**Current Situation:** One of the academic needs of individual first-year students is having a more intentional one-on-one meeting with an Academic Advisor/Counselor. In order to build community and make personalized connections, it would be advantageous to have Academic Advising staff visit all first-year courses, whether Math, English, or a Communications course. Having academic support for the transition from high school to college needs to be implemented. Students need strong support to identify available career options, which could be accomplished through workshops given by the Undergraduate Advising Center with the help of other student resource centers on campus. Students also need clarity, understanding, and targeted workshops on how to best utilize the Student Center. Navigating the Degree Progress Report, Holds, and To Do Lists may seem easy to professional staff, but for the majority of our first-year students, the only time they hear about their Student Center is during Summer Orientation or if they have attended a Freshmen Advising event offered by the Undergraduate Advising Center.

#### Social/Personal Needs of Individual Students

**Current Situation:** SF State identifies first-year students' social and personal needs by reviewing the data obtained by institutionalized surveys; however, this data is for the most part not specifically related to first-year students. The following surveys (some not current) attempt to shed light on the first year experience at SF State:

The 2016 Higher Education Research Institute Survey – Your First Year Experience (HERI-YFCY) that reached out to all first year SF State students is the most relevant survey on record. In 2014, the National Survey of Student Engagement (NSEE) was administered to all first year and senior students to provide a snap shot of students' level of campus engagement.

The 2016 HERI-YFCY survey indicates that 40% of first year students at SF State were satisfied with FY programs compared to the National average of 54%. Just 4% of SF State students participated in a common book/summer reading program compared to 30% nationally as well

as only 17% of SF State students took a first year seminar course compared to the national average of 51%. According to NSEE, only 42% of students at SF State felt a part of the community unlike the National average of 66%. These results show there is room for improvement.

The 2014 NSEE Survey found that freshman and senior SF State students ranked their quality of interactions and supportive environment significantly lower than the National average indicating much room for improvement.

## **Student Experiences**

**Current Situation:** SF State identifies students' experience through many channels. In particular, the 2014 National Survey of Student Engagement (NSSE) assessed first-year students' experience of learning with peers, having experiences with faculty, and the campus environment. To evaluate these experiences, students were asked how often or to what extent they engaged in discussions with diverse others took part in student-faculty interaction, felt a high quality of campus interactions, and saw the SF State campus as a supportive environment.

Based on NSSE 2014, on average, first year students have low individualized attention from faculty. For students, individualized attention focused on interactions not related to coursework or interactions occurring outside the classroom. Despite minimal faculty support outside the classroom, students felt a medium amount of access to learning support services outside the classroom and a campus environment that provided a medium amount of support to help students succeed academically.

In regards to the campus environment, students feel they receive a medium amount of opportunity for campus involvement. Campus opportunities focused on social events, such as athletic events and even those that addressed social, economic, or political issues. Within this context of students who were encouraged to attend important events, students felt the campus did a medium job of providing an inclusive campus environment. Students experienced SF State as an inclusive campus through contact with people of different backgrounds.

## **Subpopulations**

### **Current Situation:**

#### **FYF LGBTQ**

One of the primary needs for LGBTQ FYF is a large physical space for gathering, organizing, building community, having conversations related to sexual and gender identity, building mentor relationships with campus faculty/staff/administrators, having programs and workshops, and finding resources on and off campus related to health, mental health, AOD safety, safe sex, and relationship issues. A clearer statement from the university related to support for LGBTQ students, including information on changing one's name to their chosen name, is also a high priority. Finally, there are concerns that LGBTQ FYF may face harassment in

campus housing due to sexual and gender identity, and addressing that issue was identified as critical in building a sense of safety for our LGBTQ FYF.

### **FYF living with disabilities**

For FYF with disabilities, qualitative interviews revealed that transition issues, including assistance regarding living situations, managing roommate concerns, and how to manage academically on campus (including learning how to manage course work and living with a disability through targeted academic advising support), are critically important and not addressed currently on campus. Additionally, housing insecurity, lack of knowledge/awareness of local resources, and support for parents of students living with disabilities are key issues FYF living with disabilities are facing. FYF living with mental health disabilities were identified as needing increased support in terms of transitioning to a different geographic area and needing local mental health resources (including medication management and counseling resources). Finally, there were no identifiable resources or plans for supporting FYF with disabilities regarding building social connections and a sense of community. A primary cause of the lack of support is the lack of campus staff to focus on these concerns, as DPRC staff are more focused on accommodation issues for students than the needs of FYF living with disabilities.

### **FYF with academic developmental needs**

For FYF with academic developmental needs, qualitative interviews revealed that the primary support needed was academic and advising support. Additional support identified for this subpopulation include support in overcoming Stereotype Threat; housing and access to food; financial support; and resources and space to have a sense of belonging and community. Overall, the director and team in our Educational Opportunity Program stated that their impressions were that SF State rates "Low" in responding to the needs of FYF who have academic developmental needs.

### **FYF – Adult students**

Interview and research based on assumption first year back into the educational system, as many adult students have prior college experience.

Several concerns emerged as needs for the adult student population matriculating through the CEL program – a lack of connection between the main campus and the downtown location, lack of resources related to academic and advising support. Often times adult students face pressures of family, full time employment, elderly parents resulting in a need for greater flexibility related to attendance as well as class and time offerings. Financial aid restrictions requiring attendance of more classes than many adult students can juggle considering the aforementioned limitations make it difficult to get financial assistance for anything less than 4 classes.

Finally, improvement in communication, such as a more user-friendly website and mobile application, which would allow better interaction with programs and services offered in the main campus to this subpopulation, may assist in the success of this particular group.

### **FYF – International students/ ESL students**

This group consist of both nonnative English speakers as well as native speakers, some might have immigrant status or other non-immigrant visa type (for example, green card holders or students in working visa). ESL students who are not in F-1 visa status do not have the pressure to maintain full-time status. Some ESL students are immigrants and green card holders who are eligible to receive US financial aid.

Unique needs for this subgroup are assistance with navigating the healthcare system, specifically the complexities related to insurance. More multilingual counselors, as well as career counselors and immigration specialists would assist this population greatly. International and ESL students could benefit from a more customized registration and payment processes, understanding that they need to secure several documents prior to arriving to the country, opening bank accounts, which they need to pay tuition, secure housing, etc. The specific deadlines provided to this subpopulation make it challenging to participate in the process of obtaining campus housing, choosing a variety of classes, etc. Finally greater awareness and cultural sensitivity for the staff and faculty that interact with this population would assist the students with having a better first year experience.

### **FYF - Veteran and Active Duty Students**

The interviews conducted with staff members who work with veterans and students who are in active duty revealed that this group of students would benefit from strong programs in the first year focusing on veteran-specific career services, specialized academic advising services for students with military experience/training and military schooling, mental health services specifically for veteran with battling PTSD and other related mental health issues, and housing services. Regarding specific research that describes the veteran student experience at SFSU, the office of veterans Services gathers this information from the Student Veterans organization on campus. They send out a survey each semester asking student veterans what services they would like more of. The office has gotten feedback from both the student workers in the Veterans Services Office and those involved in the student organization and students who utilize the VETS Corner space in Burk Hall. While there is a great deal of support from senior administrators and the chancellor's office, the student services available for student veterans is limited due to a lack of staffing.

### **FYF - Racial and Ethnic Minority Students**

Since each racial/ethnic group has specific needs and there are many groups on campus, it seemed appropriate to focus on Latino/a students since they make up the largest minority group on campus. The information contained in this summary is based in a review of empirical data including Latino/a Students in Higher Education: a Portrait of San Francisco State, 2015. It is reasonable to conclude, however, that the needs identified for this minority group would be shared across other racial and ethnic minority groups. Academic advising as well as mentoring services is an important need for all first year students, especially racial and ethnic minority students. Specifically, it would be beneficial to resources to assist with transition from high school to college, perhaps partnering with local high schools and community organizations to help with college preparation and support with the application and admissions process.

Another unique need for this group of students would be faculty/staff representation. Faculty and staff should reflect the experience and life of students who are part of ethnic and racial minorities. Staff could model for students how to navigate the college experience. For racial and ethnic minority students who are also English learners, language services is an important need. Instructions, websites, and materials directed at students should be provided in multiple languages so that families can understand and help support their children. Also, university mentoring and outreach offices should be staffed with multilingual staff, particularly counselors and advisors. Additionally, scholarships/financial aid as well as more support completing the financial aid applications would greatly benefit first year students who are part of racial and ethnic minorities. Finally, learning communities are essential in order to facilitate engagement with campus activities, promote learning outside of the classroom as a way to build connections that will support retention and graduation efforts. While there are many useful programs in place, the programs should be better staffed and resourced in order to make the most impact.

### **FYF - Commuter Students**

San Francisco State serves primarily as a commuter campus, though there have been successful efforts to transition to a more residential campus. Still, students commute throughout the Bay Area to get to school as a result of high costs of living in the City and limited housing options. Building relationships on campus and connecting with the campus community tend to be more challenging for students who are first year commuters. Programs aimed at student engagement and facilitating the process of finding and joining campus organizations would be beneficial to commuter students. In addition, the cost of transportation can be limiting for some students. Fortunately, the Gator pass which will be implemented in the fall will mitigate the financial burden of transporting to and from campus that many commuter students experience.

### **FYF – Undocumented students (new category committee added)**

This group faces several challenges in navigating their first year experience, specifically navigating the new campus and administrative steps related to paying the tuition, registering for classes. In addition this group faces significant challenges related to often not having credit reports or co-signors making it very difficult for them to secure on campus housing or housing in general.

Undocumented students have a need for a campus that provides a welcoming environment to all the students regardless of status and find themselves in need of Counseling and Psychological Services to be able to talk about issues related to their immigration status / be provided support

### **FYF – Student parents (new category committee added)**

This Subgroup can greatly be assisted during their FY if the following resources were easier to access : referral agencies to assist with housing costs, Social services and BMR housing options, resources on assisting parents to provide food for their children, cover cost of infant formula-WIC program, Calfresh. In addition assistance with psychological issues such as how to parent, how to raise a child of color, how to raise a child with special needs, relationship issues, balancing work, school and parenting. Additionally, information on access to immunizations for

their children, ensuring the child gets well checks, resources for providing diapers, clothing and hygiene needs, contacts at the SF Homeless Prenatal program.

### **Physical and psychological safety**

**Current Situation:** Students at SF State report a high degree of dissatisfaction with regard to their physical safety on campus. According to the National College Health Assessment (NCHA) II, which was administered in 2015, 79.1% of students felt very safe on their campus during the daytime compared to 14.1% during the nighttime. Anecdotal data tells us that one way this could be improved is to install more "blue emergency lights" not only around the residential facilities but also on all buildings. Students and staff say those towers are rare commodities on campus. In addition, lights that would illuminate pathways should be installed.

Concerning psychological safety, SF State strives to keep its students psychologically safe. With efforts from the University Police #46 and 47 campus safety reports 2016 and safety plan -- Department and the Counseling and Psychological Services Center (CPSC), there is no doubt staff members have placed students safety as a priority. However, a high priority area for attention is the great need to recruit and hire quality mental health counselors to become part of CPSC. From interviews from CPSC counselors, they have noted that students are placed on a waitlist unless in "severe" concern. The University should make these positions attractive to potential mental health counselors.

### **Section 4: Recommended Grade & Rationale**

Recommended Grade: D+

Rationale:

### **Section 5: Recommendations for Action**

1. Create Cohorts for Undeclared students - Medium Priority  
Through the Undergraduate Advising Center, advisors/counselors can be cohorted based on their academic interests. For students who are undeclared, advisors can meet once a semester with their assigned advisor to address academic needs, have staff support on campus, and continue follow-up services.
2. College Department Outreach - Low Priority  
Advisors and staff members from each college campus could visit first year courses such as English 104, English 114, Math 60, or Math 70 to outreach about their different colleges. Visiting classrooms gives students a personal connecting when meeting with faculty and staff.
3. First Year Seminar - High Priority  
Creating a First Year Seminar program at SF State will enhance student engagement; build student identity, which will increase the likelihood that students will positively identify with SF State. A successful First Year Seminar program will also assist in setting academic expectations, which will allow these first-year students to set a foundation for future success. Feeling

connected to a community of first-year students allows for a ready-made social network, which will allow the student feel connected socially and personally.

4. First Year Cohort - High Priority

By participating in targeted cohorts, students will gain a sense of identity and belonging, personal development, and academic success.

5. First Year Mentoring Program - High Priority

A strong peer mentoring programs will promote persistence, provide opportunities that encourage academic success, and foster a sense of belonging. The goal of this mentoring program will be to support First Year Students in their transition to SF State, encourage successful academic and personal development, promote student involvement, and enrich the connections of SF State students to each other, the college, and the SF State campus.

6. Increased Funding for on-campus entertainment - High Priority

Provide high quality, desirable on campus entertainment with diverse events that entertain students and the campus community which will contribute to student satisfaction and retention by creating a dynamic, lively campus social environment.

7. First Year Steering Committee (All constituencies – empowered and funded to be creative) - High Priority

Create a committee of diverse constituents to plan and guide new first year experience initiatives. This committee will also gather feedback as to the success of each initiative and realign each as needed.

8. Dedicated FYE Space (academic, social, peer mentors, activities, studying) - High Priority

Create a space that is specifically designated for first-year students. This dedicated space will allow the students to study, interact socially, and create a community based on shared experience. This space will be staffed to include support for: academic, social, peer mentors, activities, studying.

9. Faculty/Staff Training to Better Understand First-Year Students - High Priority

The key to learning how to better the first-year student experience is to understand the student as a whole. The main population of our current and upcoming first-year students fall into the demographic cohort of Generation Z, or people born between 1995-2010. If we understand the wants and need of this cohort, we can better create meaningful faculty interactions and a campus that is supportive both academically and socially. For example, if we understand that these students are future focused, we can create more campus activities that touch based on important political, economic, and social issues. Additionally, if we understand that they are born within a technological era but still require quality interactions, faculty can open up video chat hours outside of typical office hours.

10. Create Academic Support that focuses on Generation Z's Learning Style - Medium Priority

Since Generation Z is growing up in technological based learning environment set up by Millennials, we as a school must understand that Generation Z has an inherently different learning style. Since content is available through technology. we need to understand that these students receive a lot of information outside the classroom. With this access, Generation Z

responds better to visual and engaging forms of learning. We should invest in video-based learning to accommodate this approach to learning, but at the same time understand that the engagement with a faculty member is still critical in applying the content. Students see faculty as facilitators and guides, so this engagement is key for students to feel that they are in a student-centered learning environment.

11. Pride Center - High Priority

Space for safe conversation related to gender and sexual identity and gathering space to create a sense of community

12. LGBTQ Coordinator - High Priority

Designated staff person to coordinate activities related to the needs of LGBTQ students, including coordinating assessment and implementation of activities and associated outcomes

13. Mentorship Programs - Medium Priority

Creation of mentorship programs for various subpopulations on campus, including LGBTQ first year students, students with disabilities, international students, and undocumented students.

14. Multicultural Center - High Priority

A campus-designated building staffed by professional staff focused on providing support, activities, forums, and other programming related to the diverse identities of SF State students. This will contribute to building a sense of community and inclusion for first year students.

15. Connecting main and remote campuses - High Priority

Create better ways to communicate services to adult students attending downtown campus, as well as provide services remotely to our other campuses not physically connected to the main campus.

16. Housing Support - High Priority

Address housing issues for international and undocumented students who do not meet traditional requirements for housing application (timing deadlines in relation to students' visa status; inability to get access to credit reports for undocumented students).

17. Health Insurance Support - High Priority

Staff support for navigating health insurance issues (for international students, ESL students).

18. Have a student conduct presentation at New Student Orientation - Medium Priority

Have Office of Student Conduct do an in-person session during New Student Orientation re: code of conduct to enhance awareness of student responsibility for safety and accountability. (Shimina is interested). Possibly have a conduct statement in new-student E-Packet once accepted.

19. Additional lighting at the exterior of residential buildings - High Priority

Beyond the "blue lights", additional exterior lighting should be installed especially outside of residential hall buildings. This will help in illuminating pathways, buildings and spaces at night.

20. Host "Campus Safety Week" specifically for students - High Priority

In the same way that a "Campus Safety Week" was hosted for staff and faculty in the Spring 2017 semester, it would be beneficial to have a similar event hosted for students. It would be



most beneficial during the beginning of the year in collaboration with UPD, ASI and the residential living staff and student community.

21. Increase the amount of "blue lights" throughout campus - High Priority

A common sentiment from staff members and students is the need for more blue lights around campus and more specifically, in the surrounding areas of the residential facilities.

22. Expand UPD presence on campus to educate campus community on how to be safe - Medium Priority

23. Secure "side doors" of Village housing apartments - High Priority

24. Establish financial literacy & financial safety training for students - Medium Priority  
As part of proposed "Campus Safety Week",

25. Increased security of all points of entry in residential hall buildings - High Priority  
Additional security measures should be implemented to ensure all doorways of entry and exit are always closed and that no individual who is not living in the residential buildings can enter. This may include holding all housing staff members (on-call) accountable in ensuring all doorways are not left open. During initial floor meeting, all residents should be oriented to adhering to all safety precautions.

26. Each department must establish and implement safety procedures in the case of an emergency - High Priority  
In coordination with the building safety plan for the university

27. Department training for emergency situations - High Priority  
Each department on campus, in collaboration with University Police Department, should provide training to all of their employees on how to respond to emergency situations such as an active shooter or a natural calamity.

28. Hire additional mental health/clinical counselors for Counseling & Psychological Services Center - High Priority

There is a shortage of mental health clinical counselors at CPSC. Only a few of the counselors that remain are "tenured-track". The current amount of counselors is not sufficient to address the concerns of the entire student population and definitely not the first year students. Currently, there is a waitlist for students to meet a counselor. Other staff members (beyond CPSC) would like to refer students to counselors but if they are short-staffed, it is difficult to facilitate that process.

29. Increase respondents on residential housing exit survey - Medium Priority

30. Staff and faculty training on how to document and refer students who is of (mental health) concern - High Priority

31. Create peer mental health counselors and groups - High Priority

## **Section 6: Sources of Evidence**

See Appendix C

## DIVERSITY DIMENSION REPORT

6/23/2017

***Foundations Institutions ensure that all first-year students experience diverse ideas, worldviews, and cultures as a means of enhancing their learning and preparing them to become members of pluralistic communities.***

*Whatever their demographic composition, institutions structure experiences in which students interact in an open and civil community with people from backgrounds and cultures different from their own, reflect on ideas and values different from those they currently hold, and explore their own cultures and the cultures of others.*

### **Section 1: Executive Summary**

“...Inspired by the diversity of our community that includes many first-generation college students, and the courage of an academic community that strives to break down traditional boundaries, SF State equips its students to meet the challenges of the 21<sup>st</sup> century. With the unwavering commitment to social justice that is central to the work of the university, SF State prepares its students to become productive, ethical, active citizens with a global perspective (<https://senate.sfsu.edu/policy/revision-mission-statement-policy>, accessed May 15, 2017).”

When the Academic Senate of San Francisco State University approved the revisions of the university mission statement on February 9, 2015, their goal was to assert the best practices in research informed pedagogy that enable the faculty to produce culturally competent citizens in the City of San Francisco and State of California. This impact, however, has gone beyond the entire campus community, the City of San Francisco, and the State of California through graduates that carry SF State’s perennial message of civic engagement to enable social justice. Since the revision of this policy, the dynamic ways in which social justice is practiced as a culture at SF State has received renewed attention by the Faculty of Excellence (FoE) Diversity Dimension. In the aforementioned quote of SF State’s mission statement, the theme of drawing inspiration from the diversity of our campus community to produce ethnical and active citizens that are committed to social justice was taken as central in our committee assessment activities. In a similar vein, these sentiments shaped the nature of the qualitative and quantitative data acquired to support the assertions made in this report.

**Section 2: Diversity dimension committee**

Name	Title	Committee Role
Gabriela Alvarenga	Information Technology Consultant	Committee Member
Cherie Bachman	Res Life	Committee Member
Aimee Barnes	Associated Students/SAEM	Committee Member
Robert Keith Collins	Associate Professor	Committee Chair
Abdourahmane Diaw	CARP (DUEAP)	Committee Member
Morris Head	DUEAP	Committee Member
Rama Kased	Metro Academy	Committee Chair
Tony Little	Office of the VP/SAEM	Committee Member
Nilgun Ozur	Professor, MESA Engineering Program Director	Committee Member
Jade Rivera	Institutional User	Committee Member
Renée E. Stephens	University Participant EOP Admissions & Summer Bridge	Committee Chair

**Section 3: Narrative on General Situation and Findings of the Dimension Committee**

Faculty in the College of Ethnic Studies, Metro Academy, EOP and the breadth of campus departments represented by the FOE Diversity Committee membership offered tremendous informal insight into the dynamics of diversity within the SF State campus community. Their feedback led to the FoE Diversity Dimension centering on two questions that guided committee discussion and work related to not just first-year experiences with diversity but also that of the larger campus community: How is diversity articulated within the campus community? What can these articulations lend to the type of student that SF State wishes to produce? These questions were relevant because they illuminate the intersections and sources of inconsistency between campus community practices and data representation. Feedback included - but was not limited to - the following:

1. Diversity is represented within and throughout curricula across campus, according to the aims and values of departments.
2. Diversity is only a part of the student first year experience in GE or Metro. The latter encourages students to take courses in their first two years of college to fulfill the American Ethnic and Racial Minorities (AERM) requirement.
3. Understanding diversity means understanding and accepting equity, social justice, lived experiences by ethnicity and race (Note: White lived realities must not be included), ability, gender, sexuality, and social economic status. These should comprise our campus definition of

inclusive excellence and celebrated as the knowledge that we expect SF State community members to cultivate and carry forward.

4. Understanding diverse ideas requires understandings of diverse worldviews.
5. Civic and community engagement is the best way to expose members of the campus community – particularly first-time freshman - to variations in lived realities that different individuals embody.
6. Active recruitment and retention efforts are needed to ensure the maintenance of a diverse campus population.
7. Interdisciplinary collaboration can enable students to learn in diverse and equitable environments that model the message convey.

Although the General Education curriculum requires students to complete coursework relevant to the American Ethnic and Racial Minorities (AERM), which presents, “views of one or more groups of American Ethnic and Racial Minorities both from the perspective of the group and as an integral part of American society” and encourages “the study of values, attitudes, behaviors and/or creative endeavors that acknowledge and respect the dignity of all groups...( <http://bulletin.sfsu.edu/undergraduate-education/sf-state-studies/aerm/>, accessed June 1, 2017),” the committee found that there were no real programs dedicated to FY-students. There are, however, some promising models that provide elements that the campus might adopt with regards to their first year students.

The Metro College Success Program (Metro) reconfigures the first two years of college to create a ‘school within a school’ or academies for up to 140 students. Each academy has a career theme and a focus on community empowerment and social responsibility. Metro students co-enroll in two linked general education classes each semester over four semesters. The Metro cohort studies together over time, in a highly structured curriculum that is challenging, and socially relevant and responsive to students’ needs and experiences. The sequenced curriculum accelerates students’ mastery of foundation academic skills-- writing, quantitative reasoning, public speaking and critical thinking. Instead of referring students to remote campus services, the program integrates services within Metro courses--students’ educational home. Outreach focuses on high schools and youth agencies that serve students who are first-generation, low-income and/or under-represented. Furthermore, Metro faculty are also part of a community. Metro builds and fosters a faculty learning community to foster top-quality curriculum and instruction. Outreach is also targeted to faculty who represent the communities and experiences of the students in the program.

Another highly successful model that is present in all 23 CSU campuses is the Educational Opportunity Program (EOP). For over 45 years, EOP at SF State University has improved access and retention of historically underserved (low income, first generation college) students by facilitating their matriculation into SF State and by providing an academic support system. EOP is a comprehensive program designed to provide students with outreach, admissions, academic, and financial support. Students receive advising, tutoring, peer mentoring and workshops designed to increase retention and graduation rates. In addition, EOP offers Summer Bridge, an eight-week intensive academic support and community building program for incoming freshmen entering the University. Unlike Metro, EOP also provides a special admission process for students who do not meet the CSU requirements. Once they successfully

complete Summer Bridge students are able to attend in the Fall semester. EOP also offers the Guardian Scholars Program, a program for former foster care youth including services like housing. EOP offers the Student Support Services program- a federally funded TRiO program that provides intensive academic support for students in their first two years of college.

Another promising model is Community Service Learning (CSL). This program combines “academic study with community service so that each is enhanced by the other. Through a process of structured reflection, the service experience is integrated with the lessons of the classroom to enrich learning outcomes. Students enrolled in a course offering a community service learning opportunity split their time between classroom introduction, service in the community, and reflection upon the service experience. Community service learning enhanced academic learning by allowing students to make connections between their academic study and its application, to clarify their career goals and acquire work-related skills, to develop a heightened sense of civic responsibility and awareness of moral and ethical issues, and to provide work of value to the community ([http://www.sfsu.edu/~bulletin/previous\\_bulletins/1415/commsvc.htm](http://www.sfsu.edu/~bulletin/previous_bulletins/1415/commsvc.htm), accessed June 1, 2017).” These experiences throughout the college of Ethnic Studies enable students to work with a diversity of African American, American Indian, Asian American, and Latino community organizations that enable students to see the relevance of their course work to community concerns. These models have the potential to merge with the current AERM learning outcomes to create a foundation for FYE seminars geared towards exposing students to the diverse cultures both on and off-campus and ensuring those seminars are taught by faculty coming from diverse backgrounds would be one of the high priority recommendations. In a similar vein, drawing from these established programs, Resident Life can help FY-students by creating structured programs to expose students to the on-campus and off-campus communities of different cultures and help with community building.

While SF State has an incredible archive of institutional data, it largely centers on accountability indicators, survey analyses, information for program review, analytical studies, infographics, etc. Although conducive to tracking assessment, accreditation, and remediation needs, they lend little to understanding the diversity of the first year experience or the faculty, students, administrators and staff that comprise the campus community. In a similar vein, data on diversity embedded in these areas of data acquisition focus on two major criteria: ethnicity and gender. The ethnicity data is quite conducive to examining trends in enrollment by student self-identification as Native American/Alaskan Native, Black/African American, Latino, Asian, Native Hawaiian/Pacific Islander, White, and individuals of two or more races. One of the limitations of these data, however, is that it is not disaggregated, particularly in the area of two or more races, to illuminate the specific categories with which students self-identify. This is an area in need of examination, as student numbers, for all groups could be lost and the illusion lent that those of two or more races do not also identify with both ethnicities.

A similar issue arises with gender. While first-time freshman, transfer and post-bac students are tracked by self-identified gender as male or female over time (i.e., the past seven years), those declining to affiliate or identifying with bi-sexual, or trans genders are rendered elusive in the data. This explanatory gap had not only been raised by members of the diversity dimension, it has also been raised by SF State faculty through Academic Senate Resolution RF16-

350, “In Support of Using Preferred Names.” One clause that lends to the creating a structure for future disaggregated data acquisition on these populations is as follows:

“Resolved: that the Academic Senate of San Francisco strongly encourages the university administration, faculty, and staff to review existing practices and systems of record (CS, iLearn, HRMS, etc.) to ensure all campus community members are provided with an opportunity to identify their preferred names; and be it further... Resolved: that the University administration, faculty, and staff be encouraged to affirmatively use the preferred names of all campus community members... (<http://senate.sfsu.edu/resolution/resolution-support-using-preferred-names>, accessed May 15, 2017)”

The significance of these points is that in order for first year student to experience diversity, they must have access to information salient in the realities of campus diversity. Although, we think of our faculty being as diverse as our student population, evidence proves otherwise. Hiring initiatives to help match our faculty and student diversity will also be of great help. This is particularly relevant to student learning experiences since SF State houses the world’s only College of Ethnic Studies. Diversity is understood to be embedded within our student population. The Office of Academic Institution Research ([air.sfsu.edu](http://air.sfsu.edu)) Student Success & Graduation Initiative Milestone Study reveals White non-Latino enrolled in 2010 constitute only 33.7%. Degrees awarded 2010/11 constitute 38%. Our tenure track Faculty however show 58%. A diverse distribution of Faculty of color to Students of color on this campus is recommended, which would support the SF State’s Strategic Plan and “Our commitment to **Equity** fosters an environment of respect, **diversity**, support and dignity for faculty, staff & students ([planning.sfsu.edu](http://planning.sfsu.edu), accessed June 1, 2017).”

#### **Section 4: Recommended Grade & Rationale**

Recommended Grade: D+

Rationale:

So what implications does this discussion hold for improving our understanding of diversity at SF State and the first year experience? One could argue that much of this information is slanted towards the concerns of the committee. Meaning, the issues raised were bound by the nature of our conversations and personal experiences. This was the rationale behind drawing from institutional research and wedding these data with qualitative information obtain through convenience sampling that did include committee membership concerns. One major issue illuminated by this approach, however, was the need for greater consistency between first year student experience and data type collection. The variations in diversity articulated on campus were largely unrepresented in the common data acquired on - and used to describe - our campus community. This issue was also seen in the FOE surveys, as questions did not allow for two major practices honored at SF State University and core to our mission to be articulated or represented: self-identification and variation in experience. Practices that are also evident in our motto “Experientia Docet” (Experience Teaches). Therefore, three suggestions were made by the Diversity Dimension to improve the salience of diversity in the first-year student experience. One, it is important to not postulate a casual link between meta-categories used for data acquisition

and the specific practices of self-identification. Data should map to the self-identification practices of first-year students, as well as faculty, staff, and administrators. This lends to the explanatory gaps found and the lack of data on campus populations. Two, it is important to disaggregate current data to illuminate the specificity behind the diversity that the campus community embodies. Three, since different members of the SF State campus community will self-identify in various ways, it is important to adequately represent the diversity within populations that comprise our campus community in course work, pedagogy, hiring practices, and student life. To honor and understand the incredible human diversity that SF State represents also requires additional categorization and vocabulary that ensures equal representation in the data. This information will not only prove useful for faculty interested in ensuring that their curricula allow for students to see themselves and study the diversity of their fellow citizens during the learning process, but also educate prospective students interested in SF State and seeking to be reassured of the faculty diversity our learning environment offers.

### **Section 5: Recommendations for Action**

- FYE Seminar - High Priority Expand current FYE programs that include strong Diversity components (EOP/SUMMER BRIDGE, METRO, etc.) to all Colleges through FYE seminars. FYE seminars should be taught by faculty representing the diverse student body. Learning outcomes should include students interacting with various diverse communities throughout San Francisco by incorporating both exposure to the community as well as offering Community Service Learning credit.
- 1. Structured Programs in Res Life - High Priority Create structured opportunities for FY students within Resident Life communities to interact outside of the classroom within the campus and off-campus. Off-campus events that highlight diversity in the local area including Fiesta on the Hill: <http://sf.funcheap.com/annual-fiesta-hill-bernal-heights/> and Dia de los Muertos: <https://unitycouncil.org/dia-de-los-muertos/>.
- 1. Student Conduct Communication Plan - High Priority Reference the student conduct page during orientations, during Res Life check-in and part of any FYE seminars and lower division class syllabi.
- 2. Make sure the hiring practices for faculty/lecturers matches the diversity found in the FY-student population and general student population.

### **Section 6: Sources of Evidence**

See Appendix C

## FACULTY DIMENSION REPORT

5/15/2017

### ***Foundations Institutions make the first college year a high priority for the faculty.***

*These institutions are characterized by a culture of faculty responsibility for the first year that is realized through high-quality instruction in first-year classes and substantial interaction between faculty and first-year students both inside and outside the classroom. This culture of responsibility is nurtured by chief academic officers, deans, and department chairs and supported by the institutions' reward systems.*

### **Section 1: Executive Summary**

We do not have a comprehensive approach to the first year experience, and existing unit-level efforts that focus on first year students are not cohesive, well recognized, or supported by administrators. This means that while individual faculty and lecturers, as well as some units (e.g., EOP, Metro Academies, Learning Assistance Center (LAC), Campus Academic Resource Program (CARP), and English, Math, Philosophy and Communication departments) are committed to effectively addressing the needs of first years, these efforts are largely separate from one another. Consequently, these efforts are not cohesive and there is limited opportunity to share best practices for collective impact. In fact, there is very little awareness of institutional efforts to improve the first year experience among tenure-track faculty who do not interact with these students, and most instructors of first year classes are lecturers. These facts demonstrate that the importance of the first year is not generally well recognized, diminishing opportunities for campus and unit-level encouragement of evidence-based practices for improving the first year experience. To improve this experience we must instigate and support a culture shift to prioritize the teaching and academic support of first year students to best affirm their interests and values, and to effectively meet their needs.



## Section 2: Faculty dimension committee

Name	Title	Committee Role
Sophie Clavier	Associate Dean, College Liberal & Creative Arts	Member
Deborah van Dommelen	Director, Learning Assistance Center	Member
Peter Ingmire	LAC/Dept. Biology	Member
Julia Lewis	University Participant	Member
Tara Lockhart	Assoc Prof of English; Director of Undergraduate Writing	Member
Leticia Márquez-Magana	COSE/SF BUILD	Co-Chair
Renee Monte	University Registrar	Co- Chair
Belinda Reyes	CoES/CCI	Member
Renee Stephens	Enrollment Management/EOP	Member

## Section 3: Narrative on General Situation and Findings of the Faculty Dimension Committee

First year students are largely taught by lecturers, and some are effectively supported by institutional programs like EOP, Metro, LAC and CARP that employ many staff members. Tenure-track faculty and the academic departments play a relatively smaller role in the teaching and support of first year students. The limitations posed by this general situation inform the findings of the Faculty Dimension Committee.

Finding #1: Importance of First Year: The committee found the degree to which the institution makes the first year a priority to be very low. This was evidenced by the fact that teaching assignments for tenure-track faculty often fail to include the teaching of first year students, and except for departments that focus on the first year (e.g., English, Math, Philosophy and Communication) few resources are allocated to first year instruction. Additionally, rewards to faculty for high-quality instruction, interaction, or advising of first years is minimal, although members of EOP and Metro have been recognized for their excellence in these activities.

Finding #2: Campus-Level Encouragement: The degree to which senior level academic leaders encourage faculty to understand and address the needs of first years was evaluated as low to very low by the committee. While some faculty have been encouraged and supported by their Dean to engage in learning communities that facilitated development and implementation of pedagogies of engagement in first year classes (e.g., Biology) this type of professional development is limited. Also there is a general lack of awareness of campus-wide learning goals (even though SLOs for first years were adopted by the Academic Senate in 2013), and faculty remain largely unaware of the characteristics of first years, as well as broad trends in the issues they face.

Finding #3: Unit-Level Encouragement: The committee found the degree to which unit-level administrators encourage faculty to address instructional needs and issues of first year students to be medium. This was especially deemed to be the case in departments with many first year courses. It was

noted that these departments were not only aware of university-wide SLOs for the first year that were adopted in 2013, but that these appeared to inform discipline-specific learning goals (especially in new courses). Members of the committee that interact with first years also reported efforts to better understand discipline-specific trends and issues related to their experiences of first year students. Although the campus tutoring centers have strived to reach out to departments, many gaps and much lack of awareness remain in connecting faculty to academic support on campus for the benefit of first year students.

Finding #4: Expectations: The degree to which expectations regarding first year students are clearly communicated to new faculty and lecturers was evaluated as very low. While it was noted that the New Faculty Orientation now includes a session on better understanding first year characteristics and needs, this is a recent addition that is not guaranteed to be ongoing. Moreover, lecturers who are primarily responsible for first year instruction do not participate in this orientation. In fact, they are often hired at the last minute, limiting the opportunity to gain information about their expected involvement with first year students.

#### **Section 4: Recommended Grade & Rationale**

Recommended Grade: C

Rationale: While individual and unit-level efforts exist that promote excellence in addressing the unique needs of first year students by faculty (both lecturers and tenure-track), they are not well recognized, valued with funding, or celebrated at the institutional level.

#### **Section 5: Recommendations for Action**

Create a Faculty Task Force - High Priority

The overall, high priority, recommendation we suggest for improving SF State's Prioritization of First Year Instruction is to create a faculty task force, perhaps paired with or under the umbrella of a Resource Center (see below) that will focus on supporting and rewarding high quality education and interactions with first year students and will:

- Consist of faculty, both tenure-track and lecturer, who regularly teach in the first year, drawing from departments and initiatives already supporting first year students so that their expertise may drive efforts. Importantly, lecturers who participate should be compensated for this work.
- Include student representatives and an appropriate administrator to assist efforts and provide crucial knowledge about both the student perspective and university policies.
- Be driven by faculty with first year experience who shall have significant input in targeting a portion of the Student Success funds toward supporting and rewarding first year instruction.
- Develop workshops, mentorship, and other supports around: faculty growth mindset,

social justice pedagogy, sharing of pedagogical data and research, and finding ways to get students into the disciplinary courses that interest them within the first year. The ultimate goal is to coordinate efforts across the first year curriculum towards a collective impact.

- Advocate for stronger recognition and valuing of the scholarship of teaching, including first year teaching, in RTP criteria at an institutional level.
- Partner with CEETL to establish a centralized, welcoming, and well-funded Resource Center to include a writing center, tutoring services, math support, career center, and advising resources - i.e. a student support hub that can begin supporting students in a myriad of ways from their first moments on campus.

### Recognize and Reward First Year Teaching - High Priority

In order to encourage Senior Leaders to Understand the First Year Experience and translate that understanding across campus, we recommend more significant recognition and rewarding of the value of first year teaching, specifically by:

- Establishing teaching awards to be given to a few first year teaching faculty every year.
- Allocating travel and research funds in the form of mini-grants to lecturer and tenure-track faculty who teach first years to engage in professional development centered on the scholarship of teaching.
- Providing more support specifically directed toward the lecturer base that teaches the majority of first year courses. Lecturers need parallel access to technology, pertinent student data, office space, and paid professional development (including occasional conference travel). It is expected that funds for lecturer/TT co-development of curriculum can help encourage TT faculty into FY courses, and promote equity and exchange between the ranks.
- Regularly and proactively sharing data about our students to drive positive structured opportunities for learning/training and applying/using that data to improve student and faculty experiences in the first year.
- Providing support to redesign New Faculty Orientation and Faculty Retreat sessions to enable both faculty and lecturers to create an overarching affirming environment for first year students that is customized to their unique characteristics. (discussed in more depth below).

### Increase Visibility of Unit Level Encouragement - High Priority

Our primary recommendation to create a faculty task force shall serve as the main resource for encouraging/supporting Unit-Level Administrators to Use Pedagogies of Engagement Within and Understand the Learning Goals and Discipline-Specific Trends and Issues for Entry-Level Courses. Specifically, the task force can assist unit-level administrators by:

- Hosting workshops and other professional development/mentoring opportunities

around engagement-based pedagogies, data-based pedagogies, social justice pedagogy, faculty growth mindset, working with young adult learners, etc.

- Following up with workshops, working/affinity groups, webinars, and the like regarding important issues raised in New Faculty Orientations regarding teaching.
- Serving as a connective body to share expertise between divisions and coordinate efforts and knowledge across departments to build deeper relationships.
- Assisting in establishing clear lines of communication between unit-level administrators and the university resource center to facilitate faculty awareness of the services and support available to first-year students in their classrooms and how they can encourage students to access them.

### Provide Guiding Expectations via Institutionalized Mechanisms - High Priority

Our primary recommendation for Communicating Expectations about the first year to newly hired and continuing full-time, part-time, and adjunct faculty is as follows:

- Redesign New Faculty Orientation and offer ongoing faculty development activities (e.g., Faculty Retreat sessions) that establish an environment that affirms the values, interests, and unique characteristics of first year students.
- Include lecturers who work with first year students as paid participants in New Faculty Orientation and ongoing faculty development activities, including Faculty Retreat.
- Create venues for interaction between tenure-track faculty and lecturers who work with first year students to provide "hands on" opportunities to learn from each other: retreats, workshops, webinars, monthly lunch series.
- Support faculty development activities that recognize first year students within a framework of social justice by exploring topics critical to engagement and retention: individual identity; previous educational experience; culture, ethnic, and socioeconomic background; strengths, fears, hopes, doubts about first year student's place as part of an academic community.
- Offer faculty development opportunities that pursue reading and discussion on topics relevant to teaching and supporting first year students (i.e., faculty learning communities): mindsets that affect achievement, pedagogical approaches for working with first year students, microaffirmation approaches to teaching, theoretical views of cross-cultural assets and strengths as they relate to education, critical race theory and nontraditional views of knowledge, skills, and abilities that our students bring to the classroom and their academic work.

### **Section 6: Sources of Evidence**

See Appendix C

## LEARNING DIMENSION REPORT

May 30, 2017

***Foundations Institutions deliver intentional curricular and co-curricular learning experiences that engage students in order to develop knowledge, skills, attitudes, and behaviors consistent with the desired outcomes of higher education and the institution's philosophy and mission.***

*Whether in or out of the classroom, learning also promotes increased competence in critical thinking, ethical development, and the lifelong pursuit of knowledge. – Foundations of Excellence*

### **Section 1: Executive Summary**

Over the course of the 2016-17 academic year, our 13-member Foundations of Excellence Learning Dimension committee (see table below) convened for 7 in-person meetings. There we discussed recommendations crafted prior to these gatherings by sub-teams tasked with exploring specific areas of the Learning Dimension. Just as important, these gatherings were a wonderful and rare opportunity to learn from one another across campus boundaries that isolate us from one another. In our explorations, we discovered that while there are many dedicated stakeholders attempting to positively influence students' first-year learning experiences, there is little coordination and communication among individuals, units, academic programs, and non-academic programs. Our discussions repeatedly returned to the observation that there does not appear to be a single, designated entity on our campus tasked with leadership around students' learning experiences and sense of belonging in their first year. Importantly, we discovered wonderful pockets of innovation – in both non-academic and academic contexts – squarely focused on promoting student success in learning in their first year. However, campus-wide awareness of these programs appears to be low, and as such opportunities for reform in related programs is also currently low. Our assessment is that the first-year student learning experience could be dramatically improved by increased coordination, leadership, planning, and assessment across our campus.

## Section 2: Learning Dimension Committee

Name	Title	Committee Role
Claude Bartholomew	University Curriculum Coordinator	Committee Member
Johana Duarte	Interim Assistant Director, Residential Life	Committee Chair
Sugie Goen-Salter	Professor and Chair, English	Committee Member
Peter Ingmire	Lecturer, Biology; Learning Assistance Center	Committee Member
Chanda Jensen	Campus Recreation Department	Committee Member
Amy Kilgard	Professor, Communication Studies and Incoming CEETL Director	Committee Member
Laura Lisy-Wagner	Associate Professor, History	Committee Member
Debbie Masters	University Librarian	Committee Member
Sally Pasion	Associate Professor, Biology	Committee Member
Erik Rosegard	Professor and Chair, Recreation, Parks, and Tourism	Committee Member
Kimberly Seashore	Assistant Professor, Mathematics	Committee Member
Anita Silvers	Professor and Chair, Philosophy	Committee Member
Kimberly Tanner	Professor, Biology	Committee Chair

## Section 3: Narrative on General Situation and Findings of the Dimension Committee

The Foundations of Excellence Learning Dimension framework included six areas of the first-year learning experience for self-study: 1) Learning Goals, 2) Engaging Students, 3) Course Outcomes, 4) Courses with High DFWI Rates, 5) Placement, and 6) Special Learning Opportunities. Based on expressed interest and known expertise in these areas, teams of 2-3 committee members were assigned to explore evidence related to their assigned area (see table). Teams presented their proposed recommendations and facilitated wide-ranging

discussions to the full committee at our in-person gatherings. Below are the emergent recommendations with brief accompanying explanations submitted by these teams.

<b>Learning Dimension Area</b>	<b>Discussion Topic Leaders</b>
3.1: Learning Goals	Claude Bartholomew and Debbie Masters
3.2: Engaging Students	Amy Kilgard, Erik Rosegard, and Peter Ingmire
3.3: Course Outcomes	Amy Kilgard, Erik Rosegard, and Peter Ingmire
3.4: Courses with High DFWI Rates	Anita Silvers and Sally Pasion
3.5: Placement	Kim Seashore and Sugie Goen-Salter
3.6: Special Learning Opportunities	Chanda Jensen and Laura Lisy-Wagner

### **Area 3.1 Learning Goals**

#### ***Recommendation #1: Create first-year learning outcomes (High)***

Our committee discussed the first-year student learning outcomes that were acknowledged via an SFSU Academic Senate resolution. These *Guidelines for First-Year Experience Learning Outcomes* were developed and approved by the Baccalaureate Requirements Committee in March 2013, and an Academic Senate Resolution RS13-311 dated May 2013 commended the efforts to establish these guidelines. Many on the committee were unaware of the existence of these learning outcomes. As such, it does not appear that these learning outcomes have been widely integrated and implemented across campus. Additionally, the committee discussed that some of these outcomes were exceptionally ambitious for first-year students. As such, there is a need to create a set of first-year learning outcomes that are collaboratively crafted, revised, and implemented across campus.

### **Area 3.2 Engaging Students**

#### ***Recommendation #2: Create repository of evidence-based instructional strategies and resources (High)***

Our committee's analyses revealed a variety of pedagogically innovative approaches to engaging students in learning, but also disconnects between learning outcomes, instructional methods, and assessment of student engagement in learning. To support both faculty and staff in effectively engaging first-year students, the committee discussed the need to provide concrete resources and strategies for both instructional and assessment practices. As such, the committee recommends creation of and on-going support for an interactive repository for evidence-based instructional methods and student engagement techniques that is made widely known and available across campus, perhaps spearheaded by the new Center for Equity and Excellence in Teaching and Learning (CEETL).

#### ***Recommendation #3: Prioritize first-year student engagement as focus for the new Center for Equity and Excellence in Teaching and Learning (CEETL; High)***

Further, the committee discussed the pressing need to support instructors in classrooms in

engaging students and moving away from student deficit-model thinking. While individual instructors may take innovative and effective approaches, there is little support for helping instructors understand the unique

needs of first year students. Additionally, first-year learning experiences are not currently coordinated across instructors, units, and departments. In particular, the committee noted the timely opportunity to make this a priority for the new Center for Equity and Excellence in Teaching and Learning (CEETL).

### **Area 3.3 Course Outcomes**

#### ***Recommendation #4: Re-evaluate existing general education student learning outcomes (Medium)***

The committee reflected on the extensiveness of the current general education student learning outcomes. An articulated relation between these outcomes and the first-year student's learning experience was not clear. The committee discussed how reconsideration and revision of these general educational learning outcomes may be important in crafting effective and realistic first-year learning experiences for all students. The committee suggests a need for on-going, iterative reconsideration of these general education outcomes and their assessment, which could perhaps be accomplished in the context of course recertification.

### **Area 3.4 Courses with High D/Failure/Withdrawal/Incomplete (DFWI) Rates**

#### ***Recommendation #5: Perform campus-wide study to identify causes of Ds/Fs and Ws/WUs (High)***

The committee had extensive discussions of the best way to approach analyzing which courses may be hindering academic success among first-year students. In brief, the committee called for the university to conduct a serious, campus-wide study that would identify courses that were indeed problematic. In particular, there was agreement that it would be important to investigate separately the causes for students earning D's and F's from the causes for students earning W's and WU's. The committee felt that – prior to implementing any corrective efforts – it would be key to distinguish instances where instructional difficulties led to D's and F's from instances where student life management issues may be causing W's and WU's. Additionally, the committee supported focusing more on courses with high student success and analyzing factors that contribute to that success.

#### ***Recommendation #6: Pilot of proposed remedies identified in DFW study (High)***

Given the lack of clarity on both the origins of D's, F's, W's, and WU's in some first-year courses and which courses should merit attention, the committee felt strongly that more evidence and analyses would be necessary. These analyses should drive the design of potential interventions, and these interventions should be piloted to determine efficacy, cost, and potential for "smooth implementation" before widespread implementation. Additionally, a requirement for "smooth implementation" would ensure that existing practices already promoting first-year student success in learning environments are not disrupted in the process of adopting new approaches.



### **Area 3.5 Placement**

#### ***Recommendation #7: Continue English placement practices with additional study to show student outcomes (High)***

The committee was highly impressed with the student success evidence presented for the English department's approach to student placement in their first-year learning experiences. We strongly recommend continuing the current practices of directed, self-placement in the English department, as evidence supports that the current practice meets the range of student needs. The committee also recommends continuing to collect data on the student choices and outcomes, particularly so that this model can be shared with other SFSU departments and other CSU campuses.

#### ***Recommendation #8: Consider using multiple measures and directed self-placement in Math placement (Medium)***

The committee saw wonderful opportunities for reconsidering the placement processes for students in mathematics courses. Specifically, the committee recommends that student placement into mathematics courses be based on multiple measures, including students' recent grades in mathematics courses and students' work on problem-solving assignments. Additionally, we suggest that the Early Start summer courses could be used to guide students in directed self-placement and course selection, and that students could be encouraged to take courses that enable them to participate in STEM majors.

#### ***Recommendation #9: Redesign entry-level mathematics course offerings to include "stretch" courses (High)***

Based on the enduring successful results from the English department's approach to placement and first-year learning courses for students, the committee recommends that the Mathematics department develop two-semester versions of the entry-level college mathematics courses (Math 124, Math 199, Math 110) that will meet the Quantitative reasoning requirement and that will be gateway courses for STEM majors. The committee strongly suggests that student review of foundational material, currently covered in Math 60 and Math 70, should be integrated into these courses to facilitate student success. In particular, the committee felt strongly that credit for completion of these revised courses should count towards students' graduation requirements.

#### ***Recommendation #10: Review current Calculus placement procedures (Medium)***

In the committee's discussions of student placement in first year math courses, there was consensus that the procedures for student placement into calculus courses also merits review, even though this may affect students far beyond the first year. In particular, the committee suggests that there be increased attention towards how to support students in preparing for calculus in advance of taking the course, as well attention towards the integration of reviewing and strengthening pre-requisite knowledge while students are enrolled in the Calculus course itself. Additionally, the committee considered the merits of an additional course in calculus for students majoring in biological sciences.

### **Area 3.6 Special Learning Opportunities**

#### ***Recommendation #11: Establish a first-year experience seminar (High)***

The committee discovered and explored a variety of special learning opportunities offered through a few academic departments and more extensively in non-academic campus settings, such as living learning communities. Given the lack of coordination of special learning opportunities across campus, the committee felt strongly that creating a first-year experience course or seminar – developed in collaboration among both academic and non-academic campus stakeholders – would benefit first-year students. The committee discussed a variety of approaches to first-year seminars and courses: 1-unit versus 3-unit, related to student majors or not, driven by faculty, staff, or a combination, focused on service learning, leadership or other first-year student learning outcomes. However, the committee did not draw conclusions about the specific nature of such a first-year experience course or seminar.

#### ***Recommendation #12: Expand living and learning communities (High)***

In reviewing a variety of evidence about the positive impact of living learning communities, the committee was impressed by how successful student services staff have been in monitoring and assessing progress of first-year students, providing support and resources for first-time freshman, and enhancing students' sense of belonging. Given these successes, the committee suggests expansion of living learning communities.

#### ***Recommendation #13: Expand student life co-curricular experiences (High)***

Similarly, given existing efforts on campus by student services staff and non-academic units, the committee also recommends that non-academic opportunities for student learning in the first year be expanded, perhaps in conjunction with the new Mashouf Wellness Center. Additionally, the committee felt strongly that existing and expanded student life co-curricular experiences should be better integrated with students' academic learning experiences.

### **Section 4: Recommended Grade & Rationale**

#### **Recommended Grade: D**

**Rationale:** Our Learning Dimension committee discussions repeatedly returned to the observation that there does not appear to be a single, designated entity on our campus tasked with leadership around students' learning experiences in their first year. While there are many dedicated stakeholders attempting to positively influence students' first year, there is little coordination and communication among individuals units, academic programs, and non-academic programs. Importantly, we discovered wonderful pockets of innovation around campus – in both non-academic and academic contexts – focused on promoting student success in learning in their first year, as well as students' sense of belonging. However, campus-wide awareness of these programs appears to be low, and as such opportunities for reform in related programs across is currently low. Our assignment of a grade of D is grounded in this lack of leadership, coordination, planning, and assessment of students' first-year learning experiences.

**Section 5: Recommendations for Action: 13 High Priority and 3 Medium Priority  
*HIGH Priority Recommendations (in task order, not priority order)***

1. Create first-year learning goals
2. Create repository of evidence-based instructional strategies and resources
3. Prioritize first-year student engagement as focus for the new Center for Equity and Excellence in Teaching and Learning
5. Perform campus-wide study to identify causes of Ds/Fs and Ws/WUs
6. Pilot of proposed strategies identified in a campus-wide DFW study
7. Continue English placement practices with additional study to show student outcomes
9. Redesign entry-level mathematics course offerings to include "stretch" courses
11. Establish a first-year experience seminar
12. Expand living and learning communities
13. Expand student life co-curricular experiences

***MEDIUM Priority Recommendations (in task order, not priority order)***

4. Re-evaluate existing general education student learning outcomes
8. Consider using multiple measures and directed self-placement in Math placement
10. Review current Calculus placement procedures

**Section 6: Sources of Evidence**

See Appendix C

## PHILOSOPHY DIMENSION REPORT

5/2/2017

***Foundations Institutions approach the first year in ways that are intentional and based on a philosophy/rationale of the first year that informs relevant institutional policies and practices.***

*The philosophy/rationale is explicit, clear and easily understood, consistent with the institutional mission, widely disseminated, and, as appropriate, reflects a consensus of campus constituencies. The philosophy/rationale is also the basis for first-year organizational policies, practices, structures, leadership, department/unit philosophies, and resource allocation.*

### **Section 1: Executive Summary**

The FOE Philosophy dimension committee worked over the 2016-2017 academic year to consider the state of first year experiences on campus. The committee first surveyed campus units on three questions: (1) does the department or unit have a FYE philosophy; (2) does the department or unit teach courses in the first year; and (3) if the department does have courses, who is responsible for teaching these courses. Upon review of existing campus approaches to the FYE, we found that no centralized philosophy exists and that few places on campus have an explicit approach to the FYE (Metro and SOAR providing notable exceptions). We further reviewed evidence for why students leave SF State, and the best practices in FYE development. From this, we created a draft FYE philosophy for potential adoption by SF State and a series of recommendations for developing and disseminating a campus-wide FYE philosophy.

## Section 2: Philosophy dimension committee

Name	Title	Committee Role
Elizabeth Brown	Associate Professor and Director - School of Public Affairs and Civic Engagement	Committee Chair
John Elia	Associate Dean – College of Health and Social Sciences	Committee Member
Mary Beth Love	Professor and Chair – Health Education & Metro Academy	Committee Member
Dylan Mooney	Information Technology Consultant - College Health & Social Sciences	Committee Member
Anita Silvers	Professor and Chair - Philosophy	Committee member
Amy Smith	Associate Professor - Psychology	Committee Member
Connie Ulasewicz	Professor and Chair – Consumer Family Studies/Dietetics	Committee Member

## Section 3: Narrative on General Situation and Findings of the Dimension Committee

Currently there are no institutional resources that provide a philosophy of a FYE. Most departments and units have a mission statement or a statement of values, but none related specifically to the FYE. The CSU master plan also positions the CSU as a transfer receiving institution, so departments in the past have not been encouraged to develop FYE. As our survey of the campus found, many departments do not even have any first year or lower division courses. Those that do also do not have an explicit philosophy or necessarily consider these courses to offer what might be termed a “first year experience”. The only units with explicit philosophies are those that are already oriented towards transitioning students into the university (i.e., Metro, SOAR). Those that exist are not widely disseminated or operable across university departments. Both lecturer and tenure-track/tenured faculty teach first-year courses, but this does not appear to be the product of deliberate consideration.

Based on the faculty/staff survey conducted by FOE, the majority of faculty and staff do not find SF State to have a first-year philosophy. 63.4% of faculty and staff answered “not at all” or “slight” to the question of whether an institutional philosophy had been communicated to them, 54.5% answered the same to whether a department or unit philosophy had been communicated, and 59.6% answered the same to whether the institution has a common philosophy for the first year. 43.4% answered “not at all” or “slight” to the same question at the department level. Further, a full 22% of faculty and staff indicated that the institution was only slightly or not at all committed to the success of first year student, and only 38.4% thought that the institution had a high or very high commitment to first year success. By contrast, 71.4%

answered “high” and “very high” to the question of whether a formalized institutional philosophy is valuable, suggesting a strong need for such institutional guidance over the first-year.

The closest equivalent to a FYE philosophy on campus is the FYE learning outcomes (LOs) developed by the Baccalaureate Requirements Committee in 2013. The LOs begin noting that FYEs are a high impact practice, important to addressing retention and attrition issues, and help transition students into university life. As currently developed, the LOs emphasize "campus resources and topics related to academic success, personal wellbeing, financial literacy, community awareness, and professional development", and develop LOs within each of these areas. In each area, there are two LOs: orienting students towards campus resources and explaining key terms.

Very few of the FYE LOs relate to the specific and unique mission of SFSU. This is to be expected, as these were created before our most recent strategic plan and mission statement revision. However, upon review and discussion by the committee, we found the LOs generally underwhelming as they focused on very specific types of information dissemination across campus. These outcomes do focus on institutional orientation by ensuring that when students complete the course, they are able to explain SF State resources and key terms related to these areas, but there is little other discussion of this topic. Several members questioned the premise of these LOs, suggesting that the issue might not be that students have not been offered information relevant to institutional orientation, but rather that little attention has been paid to posting it centrally and making its content easily accessible. We found the current LOs to lack the inspiration and rigor necessary for cultivating students’ ‘life of the mind.’

Further, these LOs do not focus on the particular issues with retention and attrition on our campus. The SF State FYE LOs conflict with other sources of evidence that identify five goals that make a quality first year experience. According to *Inside Higher Ed* (document 52 in evidence library below) these 5 goals are: fostering a sense of belonging, encouraging breadth and curricular coherence, making research an integral part of the FYE, building on student interests while opening windows into majors and careers, and treating Freshman as partners. The SF State student success plan provides evidence that high attrition rates are an issue of engagement, fit with major, belonging, campus bureaucracy, and health/wellness.

The attrition study says students are more likely to leave after their first two years if they had one of the following attributes: parents had attended college; they were from Southern California; they were white; they had GPAs above 3.5 or below 1.5; they needed remediation in math; or their major was undeclared. Finally, potential leavers among FTF and transfer students includes "male, Asian, first generation, Pell-eligible, or local, and were more likely to have lived on campus in their first year. With every 1-point increase in high school GPA, the likelihood of graduating tripled, and with every 1-point increase in GPA from high school to Term 1, the likelihood of graduating doubled." We also find it important to investigate how the cost of living in the local area and increased difficulty in travel to the campus has impacted students’ abilities to get courses and continue attending SF State.

By contrast, the guidelines for FYEs from the BRC are all oriented towards "explaining how campus resources and services are utilized" and "explaining basic concepts" in 5 different

categories: academic, personal, financial, community and professional. These goals are more oriented towards information dissemination than the goals of FYE's articulated by the Inside Higher Ed. Further, members of the committee identified the need for more aspirational, community building, and intellectual oriented goals including: ownership, empowerment, responsibility, individual intellectual goals, belonging, and rigor. The committee decided that the FYE should be both intellectually stimulating and socially engaging. Given that our increased campus retention efforts must reach out both to students who are struggling *and* to students who are not being challenged enough, we find that the LOs should also include the best practices of FYEs that generate a sense of belonging, provide an intellectually stimulating learning environment, and create community.

To that end, we recommend that the campus adopt an FYE philosophy and have drafted the following FYE philosophy for FOE and campus consideration:

**SFSU Student Success  
FOUNDATIONS FOR EXCELLENCE  
OUR FIRST YEAR PHILOSOPHY**

In their transition to four-year-university life, first year students acquire an excellent foundation for their future learning by:

- developing their own individualized intellectual identity through access to the rich array of curricular opportunities offered at San Francisco State University;
- shaping an academic identity of their own by building relationships with students, faculty and staff in at least one, but preferably more than one, academic program's community of learning;
- constructing a community identity for themselves with organized campus or community service experiences;
- finding inspiration in San Francisco State's history and identifying with the university's mission and values; and
- learning to appreciate diverse ways of learning and living that may be different from those with which they themselves identify.

At the core of their first year experience at San Francisco State University, students should be facilitated to take responsibility for their own learning. They should be empowered to familiarize themselves with the university's academic structures and administrative processes, an organization where all campus community members flourish because the university's motto is 'Everyone counts!'

#### **Section 4: Recommended Grade & Rationale**

Recommended Grade: “Incomplete”

Rationale: Currently, there exists no FYE philosophy on campus, so at best SF State gets an “incomplete” for this section.

#### **Section 5: Recommendations for Action**

**1. Develop a campus wide philosophy of the FYE that aligns with SFSU’s mission and strategic plan - High Priority**

Currently, the FYE learning outcomes are the only internal document that directly addresses what the FYE should be at SF State. We recommend developing a campus philosophy of the FYE that: reflects current research on FYEs, builds on SF State’s mission and values, and addresses the identified reasons for students to leave the university in the first year (e.g., curriculum is not challenging enough, inadequate supports for struggling students, etc.). It is further recommended that SF State create an FYE philosophy, and compatible curricular and extra-curricular opportunities, that demonstrate the unique attributes of SF State and are positioned directly within the current strategic plan by (i.e. instead of 'academic' and 'personal' as categories guiding LOs, use 'life of the mind' and 'courage'). Since a large portion of our students will continue to be transfer students, this philosophy should also explore the implications for this part of our student body.

**2. Simultaneously, develop a similar approach for welcoming transfer students to campus. - High Priority**

Transfer students continue to be a key portion of the SF State student body, and data about third year retention in the third year suggests that some transfer students suffer the same retention issues as first time freshman. Further, beyond orientation, there is little to welcome, engage, and incorporate transfer students into campus community. While the needs of transfer students may be different than first time freshman, we find it important to provide a similar experience for transfer students.

**3. Consider adopting the statement of FYE philosophy in Section 3 - High Priority.**

**4. Develop innovative materials to disseminate and institutionalize our campus-wide FYE philosophy - High Priority**

We recommend that the university develop an action plan for disseminating the FYE philosophy across the university. Though Campus Memo and other email distributions provide one such forum for university-wide dissemination, these mechanisms do not suffice for the sustained, intelligently planned and deployed campaigns necessary to achieve cultural change. Care should be taken to develop a long-term and sustainable plan for the dissemination and adoption of FYE philosophy throughout campus. Further, students should be welcomed to campus in ways that engage and spark their interest. Given SF State's history of political activism and protest, we recommend that part of the FYE innovation capitalize on this history and introduce students to the unique attributes of SF State. Further, we recommend that the dissemination of FYE information continue beyond the classroom in an engaging or interactive format, such as a graphic novel about SF State.



The first step in this process is to create a dissemination plan for seeking input and approval on the FYE philosophy, starting with the FOE steering committee.

5. **The university should consider how FYE implementation impacts other important curricular practices - High Priority**

Already the university has several mandates for curricula: complementary studies, SF State studies, culminating experiences, program review, and accreditation requirements. These are in addition to curriculum implementation required by the general education curriculum. Instead of another type of curricular experience, the university should consider how first year experiences can bolster, support, and/or potentially negatively impact other important curricular goals at the university.

6. **Provide incentives (i.e. funding) for departments to implement programs and projects inspired by university philosophy - Medium Priority**

To institute FYEs at the department and unit level, the university should provide incentives and guidance for departments or units to develop such opportunities for students. Departments and units should be guided by the FYE university philosophy and should draw upon best practices in FYE curricula.

7. **Encourage colleges and student affairs to align with the university FYE philosophy in institutional documents - Medium Priority**

FYE is currently not addressed in most campus documents; this recommendation is to encourage colleges and student affairs to explicitly address the university's first year philosophy in their considerations of curriculum, mission statements, marketing materials, and other actions and products that communicate SF State's vision to external audiences. To be most successful, this should be a joint endeavor between University Communications, Academic Affairs and Student Affairs.

## **Section 6: Sources of Evidence**

See Appendix C

## IMPROVEMENT DIMENSION REPORT

5/8/2017

***Foundations Institutions conduct assessment and maintain associations with other institutions and relevant professional organizations in order to achieve ongoing first-year improvement.***

*This assessment is specific to the first year as a unit of analysis—a distinct time period and set of experiences, academic and otherwise, in the lives of students. It is also linked systemically to the institutions' overall assessment. Assessment results are an integral part of institutional planning, resource allocation, decision-making, and ongoing improvement of programs and policies as they affect first-year students. As part of the enhancement process and as a way to achieve ongoing improvement, institutions are familiar with current practices at other institutions as well as with research and scholarship on the first college year.*

### **Section 1: Executive Summary**

As an institution, we do not have a coherent, comprehensive approach to the first year experience. We do not use available data in a systematic, systemic way to understand the needs of and challenges for our students, and therefore do not take action to meet those needs and support students through those challenges. We do not have a good understanding as a community about who has the responsibility or authority to enact change. There are ample opportunities for us to have a positive impact on our first year students, and a variety of ways in which we can engage together as a campus community to support the success of freshmen students across the University. We encourage the cultivation of a culture on campus that places a priority on providing an engaging, challenging and supportive experience for first year students. This can start by encouraging departments that interact with freshmen to think about the experience of those freshmen in their courses or programs, encouraging colleges to think about the experience of freshmen interested in majors in the college, and encouraging administrative units think about the experience of freshmen navigating the services and policies that impact the first year of college life. Support for initiatives to improve the first year experience should be available if needed. Data on the effectiveness of these initiatives should be shared widely across the university to encourage the adoption of working approaches in other departments, colleges or units, as appropriate.

## Section 2: Improvement dimension committee

Name	Title	Committee Role
Eugene Chelberg	Associate Vice President for Student Affairs & Enrollment Management	Committee Chair
Jane DeWitt	Interim Associate Dean of Academic Planning	Committee Chair
Nancy Robinson	GCOE	Committee Member
Alycia Shada	Metro Academy	Committee Member
Emily Shindledecker	Senior Institutional Research Analyst	Committee Member
Juliana van Olphen	HED/GWAR Director	Committee Member
Yim-Yu Wong	College of Business	Committee Member

Consultants: Andrew Brosnan (Early Start), Oscar Gardea (EOP and Guardians Program), Celina Gonzalez (student), Rachel Pina-Pinon (student)

The improvements committee met five times in the Spring semester, every other week for one hour.

## Section 3: Narrative on General Situation and Findings of the Dimension Committee

**9.1 Assessment.** To what degree does each initiative include systematic [1] assessment? Early Start, EOP, Guardian Scholars, Metro College Success, Summer Bridge

*Early start Medium*

*Equal Opportunity Program (EOP) High*

*Guardian Scholars High*

*Metro College Success High*

*Summer Bridge High*

The programs selected all serve at-risk first year student populations to support academic success by providing skills support and social support through the establishment of community. Other programs are available to support all students (not just at-risk populations) at all class levels. There do not seem to be programs that focus on all first year students only.

*Early Start:* Early Start is mandated by the CSU (EO 1048) for incoming high school students who do not demonstrate that they are ready for college-level English and/or Math courses. Students are required to close this gap by the end of their first year, and must start this work in the summer before the fall semester of admission taking an Early Start course. The number of

students who take early start and their success in the program are tracked (items 55 and 58 in Section 6, Sources of Evidence). This information is presented at an annual meeting and reported to the CSU. At biweekly SF State-only meetings, ways to improve operations and flow are discussed, and changes are made based on staff, faculty, and student feedback, rather than formal assessment.

The Math and English departments implement the Early Start program and decide on the format of the program within the requirements of the CSU. Assessment of the early start courses is done by the departments (item 39 in Section 6). English does not offer any remedial English courses, but instead uses directed self placement to help students select the appropriate college English course (item 106 in Section 6) after they have completed the Early Start course in the summer.

*EOP, Guardian Scholars, Summer Bridge:* EOP offers a variety of programs to support students, including but not limited to academic advising, mentoring, skills workshops, summer bridge, and tutoring. Instead of a full program assessment, each individual service is evaluated through surveys (items 44, 49, 50, 51) to determine how the programs are being used and how they can be improved. A lot of pre- and post-surveys are done, so a lot of data is collected and used by the program. It is not clear if they write up any analysis of these surveys to share externally. The EOP office is currently working on a full program evaluation that will be sent out to all EOP students at the end of this academic year.

*Metro College Success:* Metro uses assessment results to improve all aspects of its program. A description of the evaluation plan for the Metro Program (item 34 in Section 6). Metro reviews student outcomes and program activity data several times a year. Data are shared with Metro's leadership team, Metro's coordinators, and Metro's Leadership Council (a campus-wide advisory board), and smaller teams within Metro. Program activity data are also shared with their respective teams (e.g., outreach and recruitment, student services, etc.). Metro reviews student engagement, psychosocial factors, and student learning outcomes approximately every other year.

Student outcome data are obtained through CS and Salesforce, and reviewed via Salesforce reports. Student engagement and psychosocial factors are currently being analyzed and were obtained via a NSSE survey and a supplemental survey (administered via Qualtrics) in spring 2016. Student work is collected and measured using program-wide rubrics.

Metro conducts regular trainings and meetings on how to best teach the specific student populations with which they're working, and follows up trainings with surveys and ongoing peer support and classroom observations. Metro leaders regularly meet with advisors, tutors, program coordinators, and outreach staff to discuss what's working and what's not.

**9.2 Use of Assessment.** To what degree have assessment results been used to improve existing practices across the following initiatives?

*Early start Medium*

*Equal Opportunity Program (EOP) High*

*Guardian Scholars Medium*

*Metro College Success High*

*Summer Bridge Medium*

*Early Start:* The Math and English departments have used assessment of courses and student success to improve the approach of the courses, working toward more student-centered teaching methods. The Developmental Studies Program is assisting the Math Department to align the online Early Start Math course to retaking the ELM, and evidence of where students struggle is used to adjust content and increase advising. CSU policy on English and Mathematics competency (EO 665) is changing. The Developmental Studies office, along with the English and Mathematics Departments, will be working on implementing the new policy once it has been finalized and communicated.

*EOP, Guardian Scholars, Summer Bridge Example:* The Student Check-In Survey is used throughout the academic year to improve existing practices. Services such as workshops and social/cultural activities are tailored based on student information collected from the survey. The Second Year Experience practice came about from noticing a drop in the number of second year freshman and sophomores utilizing services. With intervention and services tailored to that student population, numbers rose to those of our 1st and 3rd year students.

*Metro College Success:* The Metro program is consistently evolving as a result of these assessment meetings. For example, advising efforts may adjust in terms of frequency, timing, and format (e.g., some advising sessions may work well as group meetings, such as getting started on an education plan). Staffing adjustments may be made based on our assessments of efficiency and effectiveness of how roles are defined. Regular assessments are particularly important as the program grows in size each year. Support specialists use student data to help determine which students may need additional intervention. For example, they run reports that show who has not yet enrolled in classes, who has a low GPA, who has not seen an advisor yet, etc. This also helps use staff resources more efficiently. Metro's tutoring center is heavily data focused; staff consistently look at usage rates of the center, pass rates of courses (particularly math and science), and regularly compare the pass rates, GPAs, and persistence of students who use the tutoring center to those who don't (and to what degree). They also use this information to inform how to best target their outreach. Metro recently assessed how students were doing after completion of the two-year program and found that 20% left the university in the third year on. As a result, Metro then implemented a pilot 'lighter-touch' intervention for upper division students that is currently in its first year of operation.

**9.3 Dissemination of Data.** To what degree does your institution routinely disseminate to faculty and staff the following first-year student data?

*Demographic characteristics Low*

*Academic profile of entering students Low*

*Intended majors Low*

*Retention and graduation rates Low*

There is not a reliable, across-campus system in place to familiarize faculty and staff with these characteristics of our first-year students. It is shared with or sought out by specific groups in response to specific needs (graduation initiative, retention initiative, external grants and funded programs on campus, specific student service programs). Academic Institutional Research (AIR) provides an annual data book, data on demographics, enrollment numbers, major information, retention and graduation rates, as well as studies about our students on their website (items 3, 4, 9-12, 19, 20, 27, 35, 37, 38, 43, 48, 57, 78 in section 6). Faculty may need this data when writing grants (to establish broader impacts), but day to day operation does not typically require this sort of data.

With a change in attitude on campus that we are all collectively responsible for retention and student success, getting this information to the campus community will be important to better tailor our approaches. AIR is developing data dashboard using WebFOCUS to make data available in a more accessible format and to be able to use filters on the data as well. The CSU Dashboard (item 8) also has information at a department level about demographics of students and success in degrees and courses. This dashboard is available to all, but the existence of this portal may not be widely known. Efforts are needed to get information to people, but also to let them know about the data that exists on the AIR website, and about the dashboards from the CSU and AIR when available.

An example of an effective way to get data out to the public is the Infographic developed by Emily Shindlecker and advertised to campus through Campus Memo (item 65). A sustained effort to disseminate data to individuals and groups and to use that data to inform practice is the subject of several recommendations.

**9.4 Understanding.** To what degree have recent assessment activities improved campus understanding of the way that the following factors impact student success?

*Student allocation of their time Low*

*Student/student connections Medium*

*Student/faculty connections Medium*

*Student use of campus services Low*

*Student class attendance patterns Low*

*Patterns of student involvement Medium*

We know that Metro, EOP and Early Start use assessment activities to improve their

programs. It is likely that there are many other groups on campus working with this information – advisors, faculty teaching courses with freshmen, supplemental instruction programs, campus services – but there aren't many connections between these individual groups. We suspect that many have anecdotal understanding of the importance of these factors in the success of students. We suspect that there are many other groups or individuals on campus who are making changes based on their understanding of these factors for their course or program or interaction with students. But this is largely hidden from the campus view.

There is not a lot of evidence about how larger campus-wide assessment activities have been used to improve understanding systematically. For example has an understanding of class attendance patterns or allocation of time shifted the hours when campus services are open to be better able to serve students? The AIR site has results from the HERI, NSSE, PULSE surveys and Exit Surveys, as well as many studies on remediation, retention, graduation and other indicators of student success (items 3, 4, 9-12, 19, 20, 27, 35, 37, 38, 43, 48, 57, 78 in section 6). We seem to have a lot of data, but not much systematic practice in doing anything with it. Perhaps the tasks are daunting - there are too many things to fix, or no one knows who has the authority or responsibility to fix something. It would be good to be able to focus discussion in a targeted way on what we learn from these surveys and studies to make improvements on campus, and establish an action plan and lines of responsibility to make improvements if improvement seems warranted.

**9.5 Strategies** To what degree have the following strategies been used by your campus to improve the first year?

*Attendance at higher education meetings (e.g., conferences, institutes, workshops) Low*

*Participation in multi-campus initiatives focused on the first year Low*

*Broad campus exposure to external experts Low*

*Broad exposure to campus-based knowledge/expertise about the first year Low*

Aside from individual programs (Metro, Early Start, Advising), administrators working in particular areas (advising, assessment), or to support initiatives (metamajors, success in gateway courses), it's not known how widely higher education meetings are attended by the campus community at large - faculty may go to these meetings if they are in their own scholarly area of work, but not necessarily to specifically support a first year experience. Efforts in this area are most likely isolated to smaller groups if they are happening.

There is a cohort of faculty working on the Causeways Grant (Evidence Library) to design a metamajor type of a program to help pre-nursing students explore other health care careers and increase success of this population on campus. SFSU representatives attended a CSU-wide workshop on metamajors in January (website in evidence library). Eight faculty were sent to a JNGI conference on improving success in Gateway Courses in February, and four were sent to a JNGI conference on retention in April. Information learned at these meetings will be shared with the broader campus community and perhaps available as a resource through the new Center for Equity and Excellence in Teaching. Sustained change will require that we find ways

to support faculty and staff participation in and to recognize the value of their participation in the broader conversation on student retention and success.

**Improvement Dimension Questions from the Faculty and Staff Survey – Results by Mean**

#	Item	N	Mean	SD
1)	Professional Development - To what degree are you engaged in the following professional activities focusing on the first year? Presenting at conferences or contributing to publications	205	1.94	1.35
2)	Professional Development - To what degree are you engaged in the following professional activities focusing on the first year? Attending national/regional conferences or meetings	216	2.11	1.36
3)	Use of Assessment - To what degree has the following information directly influenced your work with first-year students? Measures of pre-enrollment academic skills from this institution's databases	182	2.19	1.32
4)	Use of Assessment - To what degree has the following information directly influenced your work with first-year students? Measures of student time spent studying	175	2.25	1.26
5)	Professional Development - To what degree are you engaged in the following professional activities focusing on the first year? Attending conferences or workshops at this institution	217	2.32	1.28
6)	Use of Assessment - To what degree has the following information directly influenced your work with first-year students? Demographic information from this institution's databases	194	2.42	1.39
7)	Use of Assessment - To what degree has the following information directly influenced your work with first-year students? Academic skills measured after one semester/quarter or more	182	2.51	1.35
8)	Use of Assessment - To what degree has the following information directly influenced your work with first-year students? Current practices at other institutions	183	2.56	1.29



9)	Use of Assessment - To what degree has the following information directly influenced your work with first-year students? Professional / published research	186	2.69	1.33
10)	Overall, please rate this institution's assessment capabilities relevant to the first year of college: Disseminating results in a timely manner	217	2.70	1.10
11)	Overall, please rate this institution's assessment capabilities relevant to the first year of college: Using results for improvement	215	2.74	1.15
12)	Overall, please rate this institution's assessment capabilities relevant to the first year of college: Assessing what's relevant	217	2.76	1.07
13)	Professional Development - To what degree are you engaged in the following professional activities focusing on the first year? Reading professional materials	218	2.78	1.33
14)	Use of Assessment - To what degree has the following information directly influenced your work with first-year students? Student evaluations, assessments, or feedback	190	3.42	1.26

**Note:** Results are sorted in ascending order by mean. The areas that need the **most attention** appear at the top of the list and the areas that need the **least attention** appear at the bottom. Responses were based on a 5-point scale ranging from 1 "Not at all" to 5 "Very High." Data as of 4/17/17.

Based on the results from this survey, we have identified recommendations from the list in Section 5 that address the five survey questions that received the lowest scores on this survey.

#	Item	Associated Recommendations (High Priority List)
1)	Professional Development - To what degree are you engaged in the following professional activities focusing on the first year? Presenting at conferences or contributing to publications	10. Send faculty and staff to conferences about student retention (FYE seminars, high impact practices, active learning, curriculum redesign, advising, policies and practices). - High Priority Bring back what is learned through workshops or other presentations. Emphasize the possible adaptation and implementation of best practices on our campus.
2)	Professional Development - To what degree are you engaged in the following professional activities focusing on the first year? Attending national/regional conferences or meetings	
3)	Use of Assessment - To what degree has the following information directly influenced your work with first-year students? Measures of pre-enrollment academic skills from this institution's databases	2. Create a profile of the incoming freshmen class for these communication platforms as a permanent box: <ul style="list-style-type: none"> <li>i. Demographic information, pre-enrollment academic skills, initial college of major and pre-major, employment and volunteer hours, place of residence of students, home town, transportation to campus, average length of commute etc.</li> </ul>
4)	Use of Assessment - To what degree has the following information directly influenced your work with first-year students? Measures of student time spent studying	5. Develop or use existing committee to work on implementation of areas identified by NSSE that need work. Take a more proactive approach to pay attention to and respond to findings from NSSE. Increase student response rate by incentives e.g., priority registration). Coordinate getting information from the NSSE to groups on campus to make them aware of a finding that pertains to their work, and discuss changes that could be made to address a challenge. This work could be done by the team of faculty first year champions, for example.

<p>5)</p>	<p>Professional Development - To what degree are you engaged in the following professional activities focusing on the first year? Attending conferences or workshops at this institution</p>	<p>7. Hold a faculty retreat with a theme on student retention. This could be part of the implementation effort next year, to share what we learned this year, and what priorities we'll be working on first. It could also be a way to gather people already working in some way on these issues faculty teaching courses taken by first year students, Metro and EOP, student affairs, other student support services) to share what they are doing - perhaps there could be a panel of faculty offering different sorts of first year experience courses to share what they do in their courses, or perhaps student resource groups could discuss programs or workshops targeted at first year students. This may be a way to share ideas that another group may want to adopt and/or to build collaborations across groups to improve the reach and success of programs.</p> <p>8. Share best practices around first year activities - The new faculty teaching and learning center could be a repository of descriptions of different activities targeted towards activities to support first year students that could be shared. Perhaps an interface or repository could be devised that describes what people are doing, challenges of the approach, resources needed, benefits of the approach that different groups could fill out for this sort of platform. A First Year internal listserve could be created to communicate information to faculty and staff and provide a forum for discussion.</p> <p>9. Speaker series or campus workshops on student retention and/or first year experience. Perhaps through the new</p>
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		<p>center for teaching and learning, a speaker series and/or workshops led by external and internal experts could be sponsored to provide professional development to faculty and staff interested in working on these issues.</p>
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**Section 4: Recommended Grade & Rationale**

Recommended Grade: C

Rationale: There are individual programs, services, faculty and staff who are engaged in providing, assessing and improving experiences for first year students. As an institution, we do not have a well defined, coherent and coordinated approach to the first year experience of our students. Between significant program assessment being carried out in individual high impact first year programs and an overall lack of a coordinated first year experience across campus, the overall grade for campus is a C.

**Section 5: Recommendations for Action**

There are three categories of recommendations presented. The first are high priority recommendations related to the Improvements Dimension. The second are high priority recommendation for the FYE on campus in general. The third are medium priority recommendations related to the Improvements Dimension.

**High Priority Recommendations Related to Improvements Dimension**

1. Identify assessment objectives, metrics and develop an assessment plan associated with the implementation of any initiative on campus. - High Priority Such a plan should include: the objectives to be addressed, the metrics that will be gathered, tracked or developed to determine the impact of the initiative; the committee or group who will be responsible for conducting the assessment; the timeline and frequency of assessment; a description of how the information will be shared with the campus community or relevant groups; a description of who has the responsibility of implementing any recommendations based on assessment.
2. Publish first year aggregate profiles in Campus Memo, SF State Magazine, Golden Gate Express, on the campus feed and/or the SFSU webpage. - High Priority
  - a. Create a profile of the incoming freshmen class for these communication platforms as a permanent box:
    - i. Demographic information, pre-enrollment academic skills, initial college of major and pre-major, employment and volunteer hours, place of residence of students, home town, transportation to campus, average length of commute etc.
    - ii. Provide compelling graphics and videos to help campus community understand better who the students are, why they chose SFSU, what their goals are, why a college education is important to them.
3. Send faculty notifications when new data published by AIR is available, publicize and

provide training on new dashboards and available data through the WebFocus platform - High Priority AIR is planning to notify by campus memo or email when the data book is available, could also have this on the web page when a big study comes out with a few highlights or graphics to pique interests. Do the same when the results from a national survey are available.

4. Identify and provide development for first year faculty and staff champions. - High Priority A team of first year faculty champions within a college or across campus could be tasked with communicating with colleagues about first year issues and to work on first year issues in the department or college, to provide/organize workshops or speakers on relevant issues
5. Develop or use existing committee to work on implementation of areas identified by NSSE that need work. - High Priority Take a more proactive approach to pay attention to and respond to findings from NSSE. Increase student response rate by incentives (e.g., priority registration). Coordinate getting information from the NSSE to groups on campus to make them aware of a finding that pertains to their work, and discuss changes that could be made to address a challenge. This work could be done by the team of faculty first year champions, for example.
6. Engage student efforts to improve the first year/transfer experience and student retention. - High Priority These students should be part of the faculty and staff first year champion teams.
7. Hold a faculty retreat with a theme on student retention. - High Priority This could be part of the implementation effort next year, to share what we learned this year, and what priorities we'll be working on first. It could also be a way to gather people already working in some way on these issues (faculty teaching courses taken by first year students, Metro and EOP, student affairs, other student support services) to share what they are doing - perhaps there could be a panel of faculty offering different sorts of first year experience courses to share what they do in their courses, or perhaps student resource groups could discuss programs or workshops targeted at first year students. This may be a way to share ideas that another group may want to adopt and/or to build collaborations across groups to improve the reach and success of programs.
8. Share practices around first year activities - High Priority The new faculty teaching and learning center could be a repository of descriptions of different activities targeted towards activities to support first year students that could be shared. Perhaps an interface or repository could be devised that describes what people are doing, challenges of the approach, resources needed, benefits of the approach that different groups could fill out for this sort of platform. A First Year internal listserv could be created to communicate information to faculty and staff and provide a forum for discussion.
9. Speaker series or campus workshops on student retention and/or first year experience. - High Priority Perhaps through the new center for teaching and learning, a speaker series and/or workshops led by external and internal experts could be sponsored to provide professional development to faculty and staff interested in working on these issues.

10. Send faculty and staff to conferences about student retention (FYE seminars, high impact practices, active learning, curriculum redesign, advising, policies and practices). - High Priority Bring back what is learned through workshops or other presentations. Emphasize the possible adaptation and implementation of best practices on our campus. Present what we are doing on this campus at those meetings. Value this activity in retention, tenure and promotion for tenure/tenure-track faculty, in evaluations of lecturers, in evaluations of staff.
11. Encourage faculty and staff to participate in a national first year experience listserv. - High Priority Get people involved in the National Resource Center for the first-year experience and students in transition: <http://www.sc.edu/fye/>

### **High Priority Recommendations for FYE on Campus**

1. First Year Seminars - High Priority use first year seminars in departments or colleges as a place to communicate information about college life and campus life , but also to give students a chance to begin practicing college writing, reading, analysis skills, reflect on the role and purpose of an education, articulate their goals and values, explore careers and majors. It would be wonderful if this could be bookended by a capstone course that asked students to reflect on their journey, how their goals changed, how they grew as a person. Perhaps the campus could develop a policy about the learning goals of a FYE seminar and provide a menu of assignments that could be used to help students reach those goals.
2. Make First Year Seminars desirable teaching assignments. - High Priority Use the University of Texas Austin model (<https://ugs.utexas.edu/sig>).
3. Give students an intentional opportunity to reflect on what motivates them to be in college, what values drive them, why they are at SFSU, how they identify with the strategic plan or mission of SFSU. - High Priority This could be done as an assignment in a FYE course, and would help the students themselves, as well as faculty and staff understand the role and purpose of education in their lives. Student reflections that allow them to affirm their values and/or motivation for a college education has been shown improve their performance in classes and to increase persistence in college. Moreover, this type of activity can reduce the negative effects of stereotype threat and build a stronger sense of identity within their chosen academic fields.
4. Peer mentors, peer advisors; peer videos. - High Priority Could have a focus on peer advising programs, disseminate information about where peer advising is being used, create videos of students talking about their experience as a student - giving advice to other students, for example.
5. Challenge colleges, departments to implement practices that improve experiences for students. - High Priority Offer incentives or rewards for showing success, or mini-grants to develop an intervention.
6. Develop more course-specific tutoring workshop models to build a culture of collaborative and supportive study habits. - High Priority This is done for some GVAR courses, and could

be expanded to FYE or GE courses taken by first year students. This would minimize the nervousness that students feel in seeking tutoring on their own. Perhaps instructors could be more intentional in facilitating study buddies or study groups, and centers could build tutoring times specifically these groups. Try to build a culture that normalizes studying with others and with tutors as the way to achieve success, rather than having tutoring associated only with high achieving Type A students who don't want to slip, or for students who are in deep trouble.

7. Recommendations about orientation from student interviews: - High Priority "I think that the resources Associated Students offers need to be present in the student orientations. Activism and social justice are two pillars of SFSU's morals and I think it would be beneficial to see more of that history, and now present day culture, represented in the orientations; inform students that financial aid covers summer courses, inform students how to use school website for the essentials, like looking up major/minor, degree roadmaps, to find GE's."

### **Medium Priority Recommendations Related to Improvement Dimension**

1. Provide profile of incoming students at university president's opening meeting at the beginning of the academic year, and email faculty a link to more info. - Medium Priority
2. Hold weekly campus meetings about different services or initiatives: - Medium Priority each week, ask a different group on campus to provide a campus-wide meeting about some aspect of working with first year and transfer students that are data-driven. A variety of groups could be involved – it could be a student service that presents the use or needs of the new student community and how they meet those needs, it could be a program on campus that works closely with first year or new transfer students. A secondary benefit of these workshops would be to educate the campus community about the services available to students, so that they can direct students as needed. These could be recorded and posted to a First Year hub for access by faculty, staff and students.
3. Disseminate relevant information in an ongoing way. - Medium Priority Send out a blurb focusing on one aspect of the new freshmen or transfer students or on a program that supports them. Provide data on who they are or on the services provided them (What's new with EOP?, for example). This could be a follow-up to the weekly in-person meetings described above.
4. Invite Golden Gate Express to publish stories about incoming students and student profiles. - Medium Priority
5. Conduct presentations on student data at college councils, department. - Medium Priority Perhaps there will be a group on campus focused on the first year who could present to different groups on campus.
6. Investigate the use of the iLearn Splash Page as a place to share data or infographics. - Medium Priority ILearn gets 30000 hits a day. Could be used to share information or request participation in a survey.
7. Offer a certificate to faculty who want to develop expertise in the first-year student experience. - Medium Priority (being contemplated for WAC/WID). For example a certificate or letter is offered to faculty who attend a certain number of workshops or

activities, perhaps faculty with these certificates would have a higher priority to attend conferences.

8. Develop a matrix of assessment approaches that are linked to the type of activity to be assessed to help guide groups in the development of assessment plans - Medium Priority Use the assessment practices used by Metro, EOP as a starting point and add to that based on experience and expertise of others on campus. For example, to assess the value of a workshop for faculty, administer a survey about the content and helpfulness of the workshop.
9. Engage campus program stakeholders in identifying resources needed to effectively implement what they learn from assessment to make improvements to their programs. - Medium Priority Professional development or shared practices around closing the loop.

### **Section 6: Sources of Evidence**

See Appendix C



## ORGANIZATION DIMENSION REPORT

5/18/2017

***Foundations Institutions create organizational structures and policies that provide a comprehensive, integrated, and coordinated approach to the first year.***

*These structures and policies provide oversight and alignment of all first-year efforts. A coherent first-year experience is realized and maintained through effective partnerships among academic affairs, student affairs, and other administrative units and is enhanced by ongoing faculty and staff development activities and appropriate budgetary arrangements.*

### **Section 1: Executive Summary**

SF State has identified first-year retention as a critical issue that needs to be addressed if we are going to meet our student success and graduation goals for 2025. We are striving to raise our 6-year graduation rate from 53.2% (in 2016) to 69% (by 2025). SF State's 2015 Data Book cites a first-year continuation rate of 83.6% for first-time, full-time freshmen. With 16% of freshmen are leaving before their second year, we clearly need to be doing more to address the needs of our first-year students.

The Foundations of Excellence Organization Committee met over the course of the 2016-2017 academic year to review first-year organizational structures, resources, and integration. Using data from a variety of sources, the committee looked at existing structures in order to make recommendations for how SF State can move forward with a more thoughtful, coordinated, and student-centered approach to the first year. The recommendations outlined in this report focus on leadership/staffing for the first-year, communications with students and the campus community, identification and implementation of best practices, and allocation of resources to meet first-year needs.

## Section 2: Organization dimension committee

Name	Title	Committee Role
Kimberley Altura	Associate Dean, Undergraduate Education	Committee Chair
Sandra Carrillo	Admissions Counselor	Committee Member
Sarah Jarquin	University Participant	Committee Member
Robert Ramirez	Associate Dean, College of Science and Engineering	Committee Member
Cassie Rashleger	University Participant	Committee Member
David Rourke	Director, Residential Life	Committee Chair
Susan Shimanoff	Associate Dean, College of Liberal and Creative Arts	Committee Member
Mai Choua Xiong	Associate Director, Advising	Committee Member

## Section 3: Narrative on General Situation and Findings of the Dimension Committee

Although San Francisco State is currently dedicating some resources towards first-year students, our committee found very little evidence of coordination amongst the units and programs providing support for the first year. There is no office or division solely responsible for the first year, and for this reason, first-year initiatives often lack organization and are poorly aligned with each other. We found very little documented structure to provide as evidence in the form of organization charts, formal charges, or position descriptions. We did find one management level position that Student Affairs and Enrollment Management is currently recruiting and seeking to fill (see MPP I First Year Experience Manager in Evidence Library).

Even though there seems to be a lack of organization for the first year, it would be inaccurate to say that SF State does not provide any support to first-year students. We were able to identify several discrete structures providing varied forms of support to first-year students (see Discrete Structures in Evidence Library). However, we found no evidence of a central coordinating body or regular communication between the discrete structures. Responses from the *Foundations of Excellence First-Year Faculty/Staff Survey* further supported our findings regarding lack of organizational structure. When asked, about how effectively SF State had organized itself to create an integrated first-year structure with “routine communications among discrete first-year functions”, 63.1% of faculty and staff responded that they felt SF State had done this “not at all or only a slight amount”. Furthermore, 57.7% of respondents felt that the institution had very little to no organizational structure in place to facilitate collaboration between Academic Affairs and Student Affairs and Enrollment Management in the area of first-year programming.

Our committee found a few places where cross-divisional collaboration and communication is occurring. These include but may not be limited to: Metro, the Student Success and Graduation Initiative, the Academic Senate, Faculty Learning Communities sponsored by

Residential Life, the Orientation Advisory Board, Foundations of Excellence, and the SF State Academic Advising Network. In 2013, the Academic Senate passed Student Learning Outcomes (SLOs) for the first year (see Evidence Library). The intentional process of creating these outcomes was collaborative and inclusive, but unfortunately, our committee could find little evidence that much was done with the SLOs after they were passed. It was noted by the committee that the best examples of existing collaborations are the Student Success and Graduation Initiative and Foundations of Excellence, two highly visible initiatives with clear support from the President and both Vice Presidents in Academic and Student Affairs. We believe that successful initiatives must have support from campus leadership, faculty, students, and staff.

In concert with the organizational structure of the first year, **communication and expectations** for the first year also lack central coordination. The committee found University Communications to be the most central player in communicating to first-year students in collaboration with departments serving this cohort. University Communications plays a coordinating role around registration, financial aid announcements, admissions, course cancellation and wait list, and fee payments to identify a few examples (see Evidence Library “Communications”). University Communications, however, was only aware of the requests brought to its attention and therefore many other communications may be occurring outside of their purview. Additionally, within the last 5 years, the President's office attempted to coordinate FYE communication, but with uncertain results. There has also been some review of communication platforms to assist departments, colleges, and students in better organizing delivery of first-year needs. The committee agree email seems to be the most relied upon mode/method of communication to first-year students even with the knowledge that most students are not reading or responding to email as a primary mode/method of communication.

With regard to **early warning initiatives**, some departments are collecting data around GPA, unit load, and probationary status, however this seems to be a reactive rather than a proactive approach toward identifying early warnings for struggling first-year students. While the University seems to be exploring early warning protocol, the lack of a student success platform limits coordinated and integrated efforts. There was also some concern raised that even with student success platforms to coordinate early warning initiatives, the University may also not be prepared staffing-wise to intervene as case managers when early warnings are identified for particular students.

**Financial Aid communication** seems to be reasonably coordinated with advance award letters sent before acceptance to the University is required. This early communication assists the nearly 30% of student recipients who require additional documentation before awards are finalized and released. Financial Aid Counselors were found to be available to students each business day - throughout the day. There is also coordination between Student Outreach Services and the high school counselors to assist seniors in managing deadlines. Financial awards are indicated within campus systems as well as the University mobile app. Financial aid sends various reminders related to deadlines, obs, and other timely communications. There was a general consensus among committee members that timely and accurate communications were not a significant concern. The concern seemed related to the coordination of payments to the University Bursar's Office.

Outreach is limited to students in reference to **academic advising**, but does exist in some academic units (Residential Life and Equal Opportunities Program (EOP) participate in advising events with Undergraduate Advising Center). While in existence, these partnership efforts seem to be based on observed need rather than a specific coordinated charge to do so and therefore are not institutionalized. Students in their first year are likely uncertain of where their primary location for advising is on campus. Metro Academy and EOP seem to be engaging in mandated one-on-one advising. Trio Support programs (SOAR) also have limited mandated advising.

With regard to overall **effectiveness**, the committee did not think our current structure was very effective in coordinating and delivering the first year. Although Academic Senate adopted a set of SLOs for FYE (see Evidence Library), we do not think that these SLOs were integrated into curricular and co-curricular activities or if they are, this has not been well communicated. By virtue of the current graduate success rates and our stop out rate (16%) after the first year (see SF State's 2015 Databook), there seems a reasonable assumption that our effectiveness could be better. The faculty and staff survey did indicate a reasonable level of confidence that survey takers understood and could refer student inquiries (Factor 3 results of Faculty/Staff survey), however, that confidence does not indicate the level of effectiveness of those interactions from the students (i.e. Did the referral or answer respond to your need?). Finally, SF State is being compared to several Carnegie comparison institutions, however, the committee was not aware of what campuses were our comparison partners and exactly how we aligned or misaligned with FYE efforts at those institutions. A greater sense of Carnegie school identification and comparison is suggested moving forward to establish points of progress.

Congruent with our organizational structure around the first year, **training and discussions** around first-year student needs has been distinctly demonstrated in Student Affairs Enrollment Management and Academic Affairs units. These trainings and discussions occur with no formal charge in a variety of units (SF State Academic Advising: new adviser training; participation at Association for Orientation, Transition, and Retention - formerly NODA conferences; First Year Experience conferences; and National Academic Advising Association conferences).

It was the general sentiment from our committee that FYE may be seen at SF State as an SAEM responsibility rather than a partnership with SAEM and Academic Affairs. The committee's discussion also identified a concern that staff seem to have some level of access/intention around development and discussion of FYE whereas faculty seem to not have any access to ongoing professional development in this area. The Academic Senate's passing of Guidelines First Year Learning Outcomes (March 13, 2013) was a first step to better integrate first-year outcomes, but in order to fully implement these outcomes, the campus needs more intentional promotion the integration of first-year practices in the curriculum and outside of it.

Insufficient evidence exists to assess the available **financial resources** required to support students in the first year. There is one Administrator (MMP I) position currently posted within Student Affairs Enrollment Management (SAEM) at a \$65-\$75K (see MPP I First Year Experience Manager in Evidence Library). Because there is no charge within many specific first-year serving

units, the committee was limited in its ability to assess and recommend specific financial goals at this time. Many programs (e.g. Residential Life and Undergraduate Advising Center) are providing targeted support for first-year students, however, this support is not mission-driven or institutionalized. It remains uncertain if priorities were to change if these targeted efforts would continue to be supported. Another example, The Metro College Success Program estimates they spend approximately \$500,000 specifically to support first-year students, however, the program is split between the first and second year students.

Our committee reviewed five of the primary policies we believe impact first-year students. These included: the Advising Policy, the Baccalaureate Requirements Policy, the Change of Major Policy, the Course Repeat Policy, and the Written English Proficiency Policy (all can be found in the Evidence Library). Overall, the committee rated our policies as having a medium to low impact on supporting first-year success and retention. In the area of policy enforcement, the committee felt that SF State enforces the current policies with a lack of uniformity. They felt that the Written English Policy is enforced to the greatest degree and that the Baccalaureate Requirements Policy, particularly in the area of insuring the inclusion of first-year curricular content is not likely enforced. The committee also felt that the outdated Advising Policy is not currently being enforced.

Several of the policies have gone through more recent revisions and appear to address first-year concerns in some way. For example, the Course Repeat Policy, which was just revised and passed in 2016-2017, now allows for up to 16 units of grade forgiveness. This means that if a student repeats a class that they previously took and earned a C- or below, the old grade will be excluded from their grade point average. Given that 14% of our freshmen end up on academic probation at the end of their first term (see Probation Study in Evidence Library), we feel that the new Course Repeat Policy may have a positive impact on the success of first-year students. Similarly, the Baccalaureate Requirements Policy supports first-year students by mandating that courses in Oral and Written Communication include topics typically found in first-year seminars (see Summary Report on Baccalaureate Requirements Policy in Evidence Library).

The committee found the Advising Policy and the Change of Major Policy to be the least aligned with supporting the needs of first-year students. The Advising Policy was last revised in 2006, and seems to be out of date, not addressing current advising concerns like major impactation, changes to mandatory advising for students on academic probation, and new electronic advising tools. Likewise, the Change of Major Policy also does not seem to be aligned with current campus practice around students changing majors.

#### **Section 4: Recommended Grade & Rationale**

Recommended Grade: D+

Rationale: In evaluating the eight performance indicators for the Organization Dimension, our committee rated most areas as low, some as very low/none, and a few as medium. For this reason, we have given the grade of D+ as an overall assessment of the Organization Dimension.

## Section 5: Recommendations for Action

### High Priority

1. Move towards a single unit/structure for first-year experience (FYE) coordination  
Recommended to start with a Formal Coordinating Body with members from the Discrete Structures identified in the Evidence Library. This Formal Coordinating Body would be chaired by the MPP FYE Manager in Student Affairs and Enrollment Management (SAEM) and the Faculty Director of FYE in Academic Affairs (AA).
2. Hire FYE MPP Position in Student Affairs Enrollment Management  
Modify position description to be inclusive of recommendations that come out of the FOE. The committee did not feel that the existing position description is adequate to meet the elements needed for a comprehensive FYE program. This role needs to be solely focused on the first year with intentional elements to meet the needs identified through the FOE final report from the steering committee. This role can be the lead on convening the Formal Coordinating Body. May need to consider elevating this position to a higher level than an MPP I.
3. Hire a Faculty Director of FYE in Academic Affairs  
Begin with a full-time faculty member to focus on researching possible models for first-year seminars. This faculty member would work with current faculty at SF State who are delivering FYE courses to identify best practice and what is and isn't working at SF State. The role would be responsible for bringing together faculty to discuss how to imbed FYE into existing curriculum. We also would like to recommend that the Faculty Director of FYE research best practice outside of SF State and the California State University System. One goal for this position is to have a suggested seminar structure identified for implementation in 2018-2019. The faculty director would also work with the MPP FYE Manager in SAEM to run the Formal Coordinating Body.
4. Audit of First-Year Communications  
We need to better understand our current FYE communications and work to streamline and plan for an improved communications strategy as we move forward. The first step is to identify stakeholders, FYE themes, and frequency of messaging with the goal to better manage redundancy and message fatigue. Additionally, we need to look at how we communicate with students, identifying alternatives to email, through an audit of communication platforms. We may need to invest in technology to assist us with texting students as another means of communication.
5. Coordinating Body Develops a Communication Plan for FYE  
It is important to create a clear reporting out structure for the Formal Coordinating Body. There needs to be a way to share more broadly with the campus community data, campus initiatives, and outcomes related to FYE.
6. Annual Written Report for FYE  
The two chairs of the Formal Coordinating Body (on the AA and SAEM side) will be responsible for writing a report to be shared with the campus community on our progress towards meeting the goals established through the FOE process. The information in the report can be used to inform an annual FYE Summit.

## 7. Access To Data to Make Informed Decisions and Identify Top Priorities

There seems to be a question about what data is currently available to illustrate effectiveness, who "owns" the data, and where it is available for consideration. It is our recommendation that SSGI should summarize the data and identify the campus' top priorities to guide future FYE efforts.

## 8. Articulate Resources and Consolidate to be Available Centrally

Although there are many discrete structures providing support in the first year, it was clear that we do not have a centralized way of communicating resources to the campus community. The Organization Committee recommended that we:

- Create a cheat sheet/directory for faculty and staff that outlines support for first-year students and important information such as dates and deadlines
- Create FYE web presence where students, faculty, and staff can go to access information
- Create a first-year timeline that directs students to important information for the first year
- Create an web app that can shows students what they need to be doing and when for the first year
- Create an online orientation to the first year that can be accessible by all members of the campus community

## 9. Outreach, Promotion, and Information Dissemination of FYE Basic Needs

Work to consolidate and provide more intentional organization, information, and planning of:

- Kick off meetings to better organize our first year programmatic events (Sneak Preview, Welcome Days, Orientation, etc.)
- Share data with campus on the SF State First Year Student Profile
- Annual or biannual FYE Summit for the campus on the First Year to promote shared responsibility

## 10. Professional Development

Development of an Online (read: Skillport) identified annual or cyclical training for faculty/staff in FYE serving classes and offices to ensure basic needs knowledge.

Training on "how to" cross-team communicate to ensure strong referrals with minimal number of "hand-offs" from one office to another. Provide funding to regularly send a campus contingent to FYE conferences and bring in guest speakers (might be done in conjunction with annual FYE Summit).

## 11. Invest and Establish Dedicated Funding for the First Year

Investigate best practices for FYE from California State Universities and other universities in order to establish dedicated funding for the first year. Under the direction of the MPP FYE Manager and the FYE Faculty Director, the Formal Coordinating Body should be charged with researching and reviewing campuses with stronger coordination of the first year to determine what baseline funding and organizational structure should look like at SF State. This review should be done in 2017-2018 with recommendations presented to the campus community by January 2018. Our committee felt that the first-year organizational structure should include an FYE seminar

that is coordinated, consistent across colleges, and has alignment of student learning outcomes. We also would like to suggest that this course could be embedded into the General Education curriculum so that it would meet a requirement for graduation.

#### 12. Review and Update of Academic Policies Impacting First-Year Students

There were several policies identified in our work that need to be reviewed and updated. It is the recommendation of our committee that Academic Senate start with the policies identified here (Academic Advising, Baccalaureate Requirements, Course Repeat, Change of Major, and Probation), but that they also review all policies to reflect on their impact on first-year students and to make necessary modifications.

### **Medium Priority**

1. Embed FYE Roles and Responsibilities into Position Descriptions in SAEM and AA  
To improve FYE efforts, provide greater consistency, and develop transparency and accountability, FYE roles and responsibilities need to be embedded and into position descriptions across the campus (in both SAEM and AA). Once embedded, these new responsibilities and ownership of them should be shared with the campus community.
2. Bi-Annual (beginning and end of academic year) FYE Summit  
This is a chance to bring the campus community together to reflect on and assess FYE efforts from the year. It is also a chance to talk about what is planned for the upcoming year. This should be connected to the larger campus student success plan (see SF State Campus Student Success Plan in Evidence Library). It is our recommendation that this summit begin in Spring 2019.
3. Create New Programs That Address Top Priorities Identified by SSGI  
Once top priorities are identified for the campus, begin strategic planning, execution, and assessment of the new campus efforts.
4. Assess New Programs for Effectiveness in Meeting Top Priorities  
A process for this assessment needs to be developed. Some areas to consider are who is doing the assessment? How are results reported? Who oversees effectiveness? What is the role if any for the Formal Coordinating Body? How frequent are the assessments?
5. Develop a List of Shared Responsibilities  
The Formal Coordinating Body should work to develop a list of shared responsibilities that relate to the first year. This list will help to make sure that students, faculty, and staff all have a clear understanding of expectations and responsibilities related to supporting students in the first year.
6. Determine Cost and Scalability of the following programs in order to expand their reach to first-year students
  - Metro College Success Program: As Metro already serves a population of first-year students, determining the cost and scalability of this program may serve as a model for students outside of this specific program.
  - First-Year Courses: As several colleges already serve a population of first-year students through college specific FYE courses, determining the cost and scalability of these offerings may serve as a model for students outside of this specific program.



- Residential Living/Learning Communities: As some of these program offerings already serve a population of first-year students by default, determining the cost and scalability of these offerings may serve as a model for students outside of this specific program.

## **Section 6: Sources of Evidence**

See Appendix C

## ROLES AND PURPOSES DIMENSION REPORT

5/19/2017

***Foundations Institutions promote student understanding of the various roles and purposes of higher education, both for the individual and society.***

*These roles and purposes include knowledge acquisition for personal growth, learning to prepare for future employment, learning to become engaged citizens, and learning to serve the public good. Institutions encourage first-year students to examine systematically their motivation and goals with regard to higher education in general and to their own college/university. Students are exposed to the value of general education as well as to the value of more focused, in-depth study of a field or fields of knowledge (i.e., the major).*

### **Section 1: Executive Summary**

The Roles and Purposes dimension committee was tasked to consider what is currently being done to connect and engage first-year students in meaningful experiences both on and off campus to promote student understanding of the various roles of and purposes of higher education and produce civically engaged citizens to serve the common good.

The committee outreached to several campus units to conduct interviews on the three areas: purposes, motivation, and rationale. Using the guiding questions from the Foundations of Excellence Faculty and Staff survey, the committee conducted interviews with several departments across campus: Athletics, Financial Aid, Student Outreach Services, Advising, Career Services, Admissions, and the Institute for Civic and Community Engagement. Upon review, we found a common theme: departments working in silos. Many of these departments do not support students beyond the services they provide. Departments do not communicate with each other on the services they provide which has led to:

- Offices providing similar services;
- lack of understanding of the services other offices provide;
- offices not knowing how to refer students to other departments; and
- departments not helping students understand the roles and purposes of pursuing a higher education here at SF State.

There is currently no platform or office for students or staff to gather resources and support about the different opportunities offered at the university. As a result, there is no cohesiveness among the different academic and student affairs departments. Our recommendations focus on how we can work together to provide a menu of services and opportunities for first-year students. Opportunities that will could help them gain the knowledge to understand the purposes of higher education, their personal connections to community, and their roles in society for the public good.

## Section 2: Roles and Purposes dimension committee

Name	Title	Committee Role
Ned Fielden	Librarian	Committee Member
Jennifer Gasang	Associate Director, ICCE	Committee Chair
Heather Hall	Assistant Registrar, SAEM	Committee Member
Norma Salcedo	AB 540 Coordinator	Committee Chair
Pam Su	Director, Campus Recreation	Committee Member

## Section 3: Narrative on General Situation and Findings of the Dimension Committee

### Purposes

Finding #1: The committee found that the degree that the university effectively communicates to first-year students its vision for the purposes of higher education to be none/very low to low.

Currently, there is no comprehensive plan targeting first-year students that promotes the university's vision for sharing purpose in personal growth, future employment, citizenship and public service. Although, there are documents such as the university strategic plan, CSU graduation initiative, and a commitment that SF State makes things happen, SF State's purpose is not clear to students. On paper, the university shares its vision and goals for its student community but there is a lack of connection, which is not translated in a way that is tangible to first-year students. We found that each college/department has their own approach to providing orientation and advising to their students. Because of this, first-year students in different majors get different experiences and opportunities within their department. Many students miss opportunities because they do not know where to go to learn about them unless they connect with a specific staff or office (EOP, METRO, ICCE, Res Life, etc.).

In addition, SF State offers courses with community service learning (CSL) designation. CSL is the integration of academic study with community service. The service experience is integrated with classroom lessons to enrich learning outcomes. Students balance their time between course instruction, service in the community, and reflection on their experience. Students make connections between their studies and application in the field, acquire new skills, develop a heightened sense of civic responsibility and awareness of moral and ethical issues, and provide valuable work for community-based organizations and agencies. Unfortunately, many of the existing CSL courses are upper division, and as a result, there are limited, if not any CSL opportunities for first-year students.

### Motivation

Finding #2: The committee found that the degree that the university intentionally provide opportunities for first-year students to examine their personal motivation for pursuing higher education to be very low.

There is no campus-wide programming targeted towards helping students examine their personal motivation for pursuing higher education. Wide diversity among our staff and faculty can support first generation students in understanding the purpose of higher education. Students can identify with and instinctively relate to these staff and faculty, who represent a huge asset to the students both personally and in their educational development. It would benefit first-year students greatly if SF State created opportunities that could help them connect with university staff and faculty. To have conversations with them about the purpose of higher education as well as their own motivation, challenges, and experiences would greatly benefit and contextualize their own personal and educational trajectories.

First-year students can attend campus or department specific orientation before they start their coursework but this is not a mandatory practice. Those who do not attend orientation must register for classes on their own without the unique advantages that one-on-one support from an advisor can provide. However, even with orientation and campus tours there is a missed opportunity to create a space where there is dialog with students about what motivated them to attend SF State beyond finding employment. Academic advisors are one of the first individuals to interact with students. They guide students solely in understanding the purpose of coursework and not the overall purpose of pursuing a higher education. When we reached out to our Academic Advising we realized they do a great job at helping students understand why they need to take general education courses but there is no time allocated to discuss personal motivation for pursuing higher education. A program such as the Educational Opportunity Program (EOP) organizes a summer bridge program that facilitates the transition between high school and college. This program spends a lot of time focusing on helping students examine their personal motivations by connecting them to campus staff and faculty who have overcome similar obstacles. This is a great program but unfortunately, many students do not apply or do not qualify for this opportunity which excludes a large population of our first-year students.

## **Rationale**

Finding #3: The committee found that the degree that the university effectively communicates its rationale for required courses, required competencies, and requirements for entire into majors to be low to medium.

Looking at advising practices and what is shared with students prior to attending SF State, we found there is no communication on tools available for students. Staff and faculty advisors are not communicating on how they each independently advise students. Impacted majors tend to have clearer information on requirements for entry. From conversations with various departments, we found there is no clear understanding of required competencies. In addition, when reviewing the university's webpage for future students/first-time freshmen, we found that while the course requirements and competencies are well laid out, the rationale is not clearly communicated to the students as to why it is necessary to take these requirements such as ELM, EPT, etc.

#### **Section 4: Recommended Grade & Rationale**

Recommended Grade: D

Rationale: Although, there are clear graduation requirements (e.g. course, major requirements, etc....), what is lacking is a comprehensive strategy or rather rationale for first-time students regarding their own personal motivation to attain higher education.

#### **Section 5: Recommendations for Action**

1. Promote civic engagement opportunities before students get on campus. - High Priority  
Gather resources from the Institute for Civic and Community Engagement, student organizations, and departments that offer service opportunities.
2. Inter-group communication among departments/units/programs - High Priority  
Many university units offer various civic engagement opportunities but lack a comprehensive outreach campaign targeting first-year students. There is no civic engagement component to orientation. There is a half day community service during Welcome Days but there is no collaboration with various units and the Institute of Civic and Community Engagement, whose main role on campus is to connect students to engagement opportunities.
3. First Year Career Exploring Track - High Priority  
SF State has a Career Services unit for the entire university and other colleges offer Career Services (i.e. College of Business). Academic departments are offering Career Fairs but are not collaborating with other departments who are organizing the same events. These departments could benefit from collaborating with each other to better support students so that their career needs are being met. There is currently no first-year career exploration experience that promotes understanding of navigating future employment.
4. Peer Mentoring Program - Medium Priority  
A peer mentoring program would give upper class students the opportunity to peer advise first-year students. They will have the opportunity to help guide students as they transition into their first-year as college students.
5. Service Learning Opportunities - Medium Priority  
Increase the number of service-learning opportunities in the lower division courses and service engagement opportunities in residential life.
6. First Year Experience Full Time Position - High Priority  
Having a full-time person dedicated to building a first-year experience will help centralize all the resources available at SF State. There are so many offices providing civic engagement opportunities (ICCE), first-year advising (EOP, Metro, Advising), on campus employment opportunities (Career Services) but how are we connecting these students to these opportunities? These offices don't connect with each other. Having a staff member dedicated to the FYE could help bridge the gap among all these different offices

7. Improving How to Apply - First-Time Freshmen Website - High Priority

Currently the website has lots of great information but does not provide any information about the rationale of these requirements. Why are these requirements needed? How do they create purpose among students and promote motivation for seeking a higher ed. degree? Including information about the rationale of these requirements will help students better understand why they need to complete them.

**Section 6: Sources of Evidence**

See Appendix C

## TRANSITIONS DIMENSION REPORT

5/15/2017

***Foundations Institutions facilitate appropriate student transitions through policies and practices that are intentional and aligned with institutional mission.***

*Beginning with recruitment and admissions and continuing through the first year, institutions communicate clear curricular and co-curricular expectations and provide appropriate support for educational success. They are forthright about their responsibilities to students as well as students' responsibilities to themselves and the institution. They create and maintain curricular alignments with secondary schools and linkages with secondary school personnel, families, and other sources of support, as appropriate.*

### **Section 1: Executive Summary**

SF State's main strengths come from specific departments doing work for specific populations: Metro Academies, EOP, Summer Bridge, Guardian Scholars for former foster youth, and academic advising for those who seek it out. What we are lacking is a coordinated FYE effort that does the following:

- 1) Unifies these efforts under a shared mission
- 2) Fills in the gaps for students who do not participate in specialized programs like above
- 3) Advocates for more resources for a better web presence for FTFs

## Section 2: Transitions dimension committee

Name	Title	Committee Role
Joseph Benjamin	University Participant	Committee Member
Andrew Brosnan	Developmental Studies Director, Div. of Ugrad Educ & Acad Plan	Committee Chair
Tina Broughton	EMT/SAEM	Committee Member
Nicholas Curry	Student Services Professional/SAEM	Committee Chair
Tyler Heid	English/DSP/ESE	Committee Member
Reginald Parson	University Participant	Committee Member
Shree Rangaraj	Student Services Professional, SAEM	Committee Member
Xochitl Sanchez	Guardian Scholars	Committee Member
Sophia Simon-Ortiz	Metro College Success Program & Health Education Faculty	Committee Member
Elizabeth Stickers	Communications Coordinator - EMT	Committee Member
Jennifer Swanson	Learning Assistance Center, DUEAP	Committee Member

## Section 3: Narrative on General Situation and Findings of the Dimension Committee

At San Francisco State University, over a third of students who begin as freshmen drop out before their junior year. Although many factors contribute to this, a student's first-year experience has a great influence. This committee was formed in November of 2016 with the goal to examine how appropriate student transitions, through policies and practices, are aligned with and facilitated through our institution's mission. Our charge during this investigation was to review six transitional aspects of the student experience beginning with recruitment and admissions through first year (Communication Methods, Communications to Students, Connections with Families, Communication to Others, Facilitating Student Connections, and Academic Advising). In doing so, we paid careful attention to San Francisco State University's ability to communicate clearly, provide appropriate support for educational success, and partner with tertiary stakeholders including secondary schools, families, fellow students and others.



## **Communication Methods**

In reviewing our communication methods, we examined the degree to which San Francisco State University effectively communicates the lived experience, or realities of campus life, both in and out of the classroom through the following: Institutional Website, Online Communication technologies, Admissions Print Materials and Other Media, Marketing, Campus Tours for Prospective Students.

Common themes arose. Communications across all areas are largely transactional, less about the student experience, and often redundant, disjointed and decentralized. Fortunately, staff members are working to improve: a plan is underway to revamp the “New Students” site, and strong improvements have been made to campus tours—one of the most positive, and effective means of communicating and sharing the student experience.

Outside of the campus tours there was little found in our investigation that communicated why an applicant should choose to come to San Francisco State University. In marketing materials where our group had expected to find features that shared the student experience effectively with a soft touch, we instead were left with the impression that the materials and campaigns (radio, print, social media) were largely for either the Executive MBA program, or non-matriculated programs offered through the College of Extended learning.

## **Communication to Students**

In examination of San Francisco State University’s communications to students we reviewed how the Institutional Mission, Institution’s academic expectations, Definitions, disciplinary processes, and consequences regarding academic integrity, Out of class engagement opportunities, Employment on and off campus (including advantages and disadvantages, Entry Requirements for majors, College costs and financial aid during recruitment and admissions, College costs and financial aid (during the first year in order to plan for subsequent years) were conveyed. Immediately inconsistencies presented themselves.

Our committee had trouble locating the institutional mission of the university despite our years of viewing and navigating the website. It was found that the Advising office does not cover this information explicitly, and the Outreach office literature is not being used as often as it once was, though the office of New Student Programs may offer choose to disclose this information at an orientation, students are very unlikely to find this information on their own.

In exploration of academic expectations, our committee was hard-pressed to find such wording in campus communications. San Francisco State University states rather clearly—in its campus Bulletin—academic standards. Advising presents the basics of these academic standards, and some of the information is found in the New Student Guide, but other than the Bulletin, there is nothing ubiquitous used in communication of academic standards. Careful consideration is paid in development of the Bulletin annually. The careful attention paid to style and format of language utilized in its creation should be revisited with each publication—as the audience for this integral document is all university students it should be cogent to all university constituents—including a first-year student.

With regards to academic integrity, there is no explicit discussion on this topic integrated in the orientation design, or outreach events. Faculty, however, are required to publish integrity policies on all syllabi, and discuss this topic with their students. Additionally, University Librarians provide in-class, and one-on-one information and resources on this as well, and finally Guardian Scholars/EOP receive student conduct and academic integrity information from a panel. It was discovered during our examination that though not immediately apparent, the information is also presented in a variety of ways online, and is a main subject on the Office of Student Conduct website, as well as integrated in the First-year composition guide. San Francisco State University appears to have given careful thought to ensure resources are available regarding academic integrity.

In review of out of class engagement opportunities, the university utilizes myriad resources. Within the university, the Institute for Civic and Community Engagement (ICCE) is a department specifically dedicated to civic service, service learning, community engagement, et al, providing for a multitude of engagement opportunities. In addition to ICCE, other campus departments including College of Creative Arts, the J. Paul Leonard Library and Residential Life host or offer programming for students and the campus community. The university calendar, the Caesar Chavez Student Center, and the Golden Gate Express (campus newspaper) disseminate information regarding upcoming events, job fairs, campus athletic events and engagement opportunities.

Other than the Office of Career Services (OCS) tabling at Freshman orientations where students/families can find out about on campus employment as well as internships, and the Housing and Financial Aid Offices' efforts to inform students about the OCS through each departmental website and a student newsletter, the committee discovered no known efforts to target first year students specifically, with regards to on/off campus employment and its advantages and disadvantages.

Though the OCS is a great resource for the university's student population, it currently only has a staff of 5 to support the university—2 of which meet with the student population to provide career advising services. In their efforts to maximize their reach with such limited resources the OCS utilizes social media and supports job fair events. It is important to note that students are not automatically assigned a career advisor, such a feature may be typical at private/for profit universities but is not a resource usually available at public universities such as San Francisco State. As a result, students need to reach out to OCS on their own for career advising services. Furthermore, no centralized employment office exists on campus to handle all aspects of student employment. Present structuring provides a satellite approach with individual colleges facilitating their own career advising, outreach efforts and earnings tracking, Dean of Students Office (DOS) completing hiring paperwork, and Human Resources (HR) handling payroll, and policy interpretation. As OCS has undergone major restructuring recently and continues to evolve by way of both internal and external needs. This committee is hopeful that the OCS will continue its coordination of workshops, job fairs, and utilization of media such as Facebook, Instagram, Twitter, and their homepage on the university website to market to the student population, while increasing services specifically designed to support the first-year student. Discussions around advantages/disadvantages of employment during the first year typically occur during advising sessions and in conversations between various Student Affairs

staff such as Financial Aid and Undergraduate Advising it would be useful for OCS to provide a resource or liaison to assist these departments in their efforts to provide current, helpful information to the students they assist, allowing for a guided transition to OCS resources as soft touch rather than a referral.

Communications regarding entry requirements for specific majors are posted to department websites, and major impactation information is typically posted on both the specific major department and Office of Undergraduate Admissions websites; this information though kept current, easy to find, and communicated during outreach activities is often not clearly understood by applicants and their families. In practice an applicant may apply to an impacted major and be switched to an alternate with little or no notification resulting in time-consuming inquiry at both the college department and admission office resulting in further confusion and dissatisfaction. Due to enrollment targets not being met, and based on recent hearings, campus impactation is likely to end soon. The university should treat this as an opportunity to plan more effectively for future campus impactation events, and develop a clearer, centralized way of communicating entry requirements for specific, impacted majors. As the admission department is typically the first point of contact for a majority of inquiring minds, and such inquiries are usually forwarded to individual departments for major specific information after imparting CSU admission requirements, it would behoove the university to consider handling these inquiries in a more mutually beneficial manner across offices, and with better transparency to the applicant(s).

Communication efforts around college costs (tuition, books, subsistence, and all other fees) begin with both on and off campus outreach events with high schools, post-secondary support programs, and other groups working with prospective students. Outreach events are conducted by both Student Outreach Services (SOS) and Office of Student Financial Aid (OSFA). Examples of outreach events include college fairs, college nights at high schools, high school visits to college campus. Resources used to disseminate college costs and financial aid info include a per year college costs sheet, SFSU Financial Aid and Scholarships brochure, Housing brochure, and various scholarship flyers. These resources are also disseminated prior to each Fall admission application period at the CSU sponsored counselors conference held throughout the state. Attendees include high school and community college counselors, who are presented and given information to share with their students and campus communities. Later, during their first-year, students are exposed to additional resources and communications to enhance their ability to plan for college costs and financial aid needs. Crucial to this are individual departmental webpages. The sites for the University Bursar, OSFA, SOS, Housing, and the Campus Bookstore are kept current and maintained with respective fee, payment plan options, financial aid, housing/meal plan info, book/supply costs, and important deadlines. Much of the info on the SOS webpage is geared towards prospective and incoming students and includes Quick links to other key campus departments interacting with the first-year student. The campus bookstore has a specific section on their website titled "New Students and Parents" which contains general info around bookstore policies and processes. Navigating some of the department websites and locating specific info on them can be challenging though due to an overwhelming number of menu options and outdated information posted to some of the sites. Associated Students Inc. (ASI) produces postcards for the Project Connect Book Loan program.

These postcards are placed at various high traffic locations around campus. Overall, it appears varying efforts and communications methods are used by different departments in disseminating college cost info.

### **Connections with Families**

Connections with families can be both a powerful marketing tool for the University and extend—through timely, and clear information practices—the support network for the first-year student. At present this committee found due to FERPA concerns and previous practice, very little is directly targeted to families, though there are expectations that some events and communications targeted to students will attract families. As previously noted, institutional expectations and procedures are communicated in multiple, publicly available formats—though not targeted specifically to the family of the student apart from Cleary Act Notifications. Inroads in the area of communication with families are being made through Alumni Relations—a parent section of their website exists with a sign up for eNews, however the last eNews appears to be SP 2015, one SOS representative, who on his own initiative, attends parent nights targeted to Spanish-speaking families, SOS’ parents’ Facebook page (<https://www.facebook.com/SFSUparent>), which at the time of this study had 461 followers, and newly developed family tours. Though these efforts are commendable, they are often new or have decreased in vigor. Additionally, no one is coordinating a campus-wide family effort. In review of families’ inclusion orientation, it was found these events have a parent session, it should be noted however that during the 2016 orientation activities, not all days had parent sessions. Based upon data gathered from registration for these events approximately 35% of the 7274 attendees are admitted students, the remaining 65% comprised of guests who attended these typically being family members. In consideration of the opportunity to allow for inclusion of family members in other events and networks as appropriate, there generally seems to be an opportunity to involve families even more, as according to the HERI, 42% of student interacted with parents/guardians daily.

### **Communications to Others**

In examination of campus communications with groups who play a significant role in facilitating student success in the first year of college such as secondary school personnel and other support networks—including community organizations and local businesses who have ongoing connections and influence with first year students—our committee found that main university offices are already doing this. Key examples include the previously noted annual CSU counselors’ conference (many departments participate in this including-Admissions, EOP, Advising, Financial Aid, Veterans Office, EAP, SOS). The Early Assessment Program (EAP) manager within the Developmental Studies Office (DSO) in the Division of Undergraduate Education and Academic Planning (DUEAP), and Student Outreach Services (SOS). Additionally, the Educational Opportunity Program (EOP) and Metro College Success Program (Metro) do outreach at/to secondary schools, college nights, college fairs and other CBO events including SF and Oakland Promise and Super Sunday. EOP also maintains strong connections to College Track and the East Bay College Fund. The Guardian Scholars program who work with current and former foster youth, visit independent living fairs to promote foster youth in higher

education. These avenues of communication to coordinate support of this population of students are integral, and significant efforts go into cultivating external partnerships.

### **Facilitating Student Connections**

Taking into consideration San Francisco State University's campus structure our committee examined the degree to which the campus implements a first year in which students establish connections with faculty, upper-level students, other first year students, student affairs professionals, and academic support services. Our committee found that though some efforts exist across individual departments, there is no strong overarching effort to facilitate these connections.

HERI: YFCY data suggests SF State students have a strong connection to their families and have slightly more trouble than national averages in forming community and connections. That said, 79% felt faculty empowered them to learn and 84% agreed that at least one staff member took an interest in their development. According to a survey of faculty who teach first-year students, regular attempts are made to connect with students outside of the classroom and engage in conversations about non-academic topics. From an anthropological lens this data may be explained in a number of ways, the university provides opportunities for many students who are the first from their families to attend a higher education institution. It is typical for students from such families to maintain strong connections in an effort to maintain identity or as a result of financial necessity. Additionally faculty, in line with the university's social justice imperative take an interest, and make attempts to engage with this and other student populations.

Teachers of first year students also typically refer students to academic support services and encourage them to get involved on campus. Events and programs that encourage upper-level and first-year students to connect include: Welcome Days, Orientation, Associated Students events, Athletics, Residential Life events. It should be noted that through advocacy, support and empowerment—key tenets of the Guardian Scholars Program mission statement—outreach is performed to former and current foster youth to create a vibrant community in which their charges are offered a lasting cohort structure beginning in their first-year. The program also offers advising, academic support during the summer, mental health services and opportunities for social enrichment. Based on statistics provided by the Guardian Scholars program, the model offered to this population has resulted in a graduation rate 22% higher than the composite of the university as whole. Integrated engagement opportunities and support services modeled by programs such as Guardian Scholars merits further investigation and possible application in other areas.

In the arena of academic support services, programs such as those offered to first year students by Advising, CARP, Developmental Studies, DPRC, EOP, ETC, LAC and the J. Paul Leonard Library are effective when used but typically underutilized. Further efforts to engage the first-year student population in these offices and their offerings would be merited, to do so further staffing or more streamlined/integrated use of resources may be required.

## Academic Advising

Our committee found the overall quality of academic advising in selection of courses/schedule planning, exploring rationale for course selection, and exploring life and career goals related to higher education was one of San Francisco State University's stronger areas. There has been a recent influx of advisors working on a graduation initiative, as well as counselors shared between the Undergraduate Advising Center and all colleges apart from the College of Education. Efforts made in preparation for the first year of attendance include placement testing, an Early Start program, directed self-placement—giving students an opportunity to make a prepared and informed choice with regards to course selection, New Student Orientation—where new students attend a 1.5 hour workshop on success, and a 30 minute workshop on the course registration process (this is facilitated by several trained assistants, faculty ambassadors, academic counselors, and grouping of students by college). In addition to 3 to 4 freshman advising events where students are given a class planning workshop, the first-year student also has the opportunity and is encouraged to utilize academic advising.

The Undergraduate Advising Center offers both appointments, and drop-in hours, additionally each college has created its own resource & advising hub for their departments, additionally each department within a college allocates several faculty advisors for each major to address the needs of students. Exploration of the rationale for course selection in preparation for the first-year is rather limited and is usually primarily a result of DSP, Early Start or other activities listed above. This population of students primarily enter with a need to complete high-demand courses as prerequisites to coursework found in the General Education pattern, or Lower/Upper division courses within their selected major. However, in exploring life and career goals related to higher education there are a variety of quality resources available to students. In addition to departments such as ARC, CoBSSC, CoHHSRC, and COSE, there is an office of Career Services, career/job fairs, and a recent extension of staff allocated to assist first year students in this realm of self-inquiry.

Preparation for the second year of college was found to mirror the first with the addition of progress review at times resulting in referral by instructors to Developmental Studies, or outreach to identify students in non-compliance of minimum progress, assess their intentions, and work with them to provide services to gain success, or at times assist the students in making well informed choices about other options.

### **Section 4: Recommended Grade & Rationale**

Recommended Grade: D+

Rationale: Many strong individual efforts not organized or prioritized by a single University-wide FYE effort. Additionally, we are behind in technological efficiency (Salesforce/CRM) and social media communication. Lastly, change is not always quick in a union-based environment.

## **Section 5: Recommendations for Action**

1. Evaluate the State of Road Maps - High Priority  
Make sure the road maps exist on all department websites.
2. Data Tracking - High Priority  
Increase data tracking and analysis based on student group (affiliations, GPA from HS, GPA from first semester, other factors) so that targeted advising outreach can occur more easily.
3. Ensure Dissolution of EMT doesn't lead to FYE Gaps in Communication, etc. - High Priority  
Upcoming/Recent changes in EMT will result in possible knowledge and process gaps for FYE communication, first-year developmental tracking, and the like. Confirm that all colleges are on the degree planner and working.
4. Resource Dedication - High Priority  
Dedicate even more money to hire extra outreach/EAP staff to visit more high schools and even middle schools. Hire bilingual staff (English-Spanish and English-Cantonese/Mandarin) for more outreach and more translations of materials/websites.
5. First-Year Experience Lead/Dept - High Priority  
Create a first-year experience staff lead who coordinates and provides decision-level leadership for website, communications, orientation, curriculum, and student life for FY students.
6. Streamline SFSU.EDU so it's easier to find information - High Priority  
We suggest a splash page for SF State that includes, in an obvious, highly-visual graphic, a link to future students pages that then are designed in a way to highlight FYE and yield-based items.
7. Info Only Booth/Window at Bursar's and One-Stop - Medium Priority  
Create an info only booth at these locations so students don't have to wait in long or the wrong lines just to ask more simple questions or questions like "Where do I go for XXX?" Perhaps it could be a grad worker or intern position for interns in career counseling, social work, high ed, and/or communications. Even if it's staff, perhaps there's underutilized staff that will occur as we change organizational structures.
8. Gator Day! - Medium Priority  
A la UC Davis' Picnic Day, start a Gator Day event, showcasing achievements and building more relationships (instead of just transactional).
9. Prioritize a Texting Platform - Medium Priority  
Find ways to work through issues associated with implementing a texting opt in for students-- even if it means making it a one-way texting only where we can blast info out but don't take texts in...
10. Campus Memo for Families - Medium Priority  
Create a parents' newsletter, network, or site that collects contact information (allows unsubscribing). i.e. Campus Memo for families.
11. Free Orientation - Medium Priority  
Make orientation free for student and up to two guests.

12. Townhall on Quad for Students - Low Priority  
Create a townhall for students that brings updates from departments and creates an opportunity for Q+A.
13. FYE Course Lesson on Financial Literacy and Career Readiness - Medium Priority  
If an FYE course is created, make sure financial literacy and career readiness are included. Perhaps, as stated elsewhere, have a video for parents as well.
14. Increased Data - Low Priority  
New Student Programs would benefit from a specified, limited query to help with calling students to remind them of what they are missing and to attend orientation. (Even better would be a Salesforce type system.)
15. Collect Family Contact Info, FERPA-friendly - Low Priority  
Having the contact info of family would allow us to send some family-targeted communications...would probably need this to happen in order to implement some of the next recommendations.
16. Refining Orientation and Yield Events - Low Priority  
reinvigorate orientation to be more celebratory for families, recognizing the achievement this is for many families Make yield events more inclusive to parents/guardians/families...
17. Webinars/Workshops for Families - Low Priority  
Create webinars and in-person workshops for families, especially around financial aid/costs, housing, and orientation to families whose student is first gen.
18. Strengthen Relationship with SFUSD - Low Priority  
Outreach, EAP, Admissions, and NSP should unify approach to develop stronger relationships with SFUSD. (This is starting a bit.)
19. Develop More Relationships with Local Non-Profits, Charters, and related Orgs. - Low Priority  
Developing more relationships with local education and achievement based non-profits, local private high schools, and middle schools.
20. Incentivizing FYE involvement - Low Priority  
Create incentives for faculty and staff to dedicate more effort to supporting FYE efforts. Consider adding it to all new position descriptions for relevant departments. Consider having tenure associated with participation in teaching first-year students...
21. Mentoring Programs - Low Priority  
Fund more mentoring programs (faculty to student, upper to lower division student, grad student to undergrad...). Something semester-long or something like a dinner...
22. Increased Events - Low Priority  
Perhaps have smaller, more themed events: a networking one led by students or a housing one led by staff. (Needs more details)
23. Increase Quantity and Quality (Consistency) of Faculty Advising in Majors - Low Priority  
Find ways to ensure faculty advisors are giving correct information and/or referring when they



are unsure of answers. Increase proactive outreach from faculty to students with an eye to FYE retention/success.

24. Midas 21-point Inspection Style Advising Checklist - Low Priority

Consider creating a take-away (physical piece? emailed piece) that is a standardized checklist for advising students. (Must check items like probation status, graduation on track, major correct, etc...)

25. Create a First-Year Focus Group - Low Priority

Gather students from a variety of backgrounds and with different affiliations (majors, cultures, SF State involvement...) to lead focus groups on how SF State communicates with students and builds initial relationships (before students matriculate).

26. Centralize Communication Efforts - Low Priority

Create a communication czar to unify and centralize communication efforts from all departments involved in working with potential applicants, applicants, admitted, and AAO'ed students. Involve all stakeholders but coordinate efforts.

27. Move beyond transactional - Low Priority

Continue recent discussion about moving more of our communications from solely transactional to more relational. (May be more likely to be employed if number 2 happens.)

28. Campus Memo for Students - Low Priority

Edit the campus memo to send a student-friendly version out to all applicants or anyone who opts in to getting SF State emails...

## **Section 6: Sources of Evidence**

See Appendix C

## Appendix B

### **Feedback on Dimension Reports from the Gardner Foundation**

ALL STUDENTS DIMENSION

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DIVERSITY DIMENSION

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FACULTY DIMENSION

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IMPROVEMENT DIMENSION

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LEARNING DIMENSION

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ORGANIZATION DIMENSION

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PHILOSOPHY DIMENSION

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ROLES AND PURPOSES DIMENSION

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TRANSITIONS DIMENSION

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## All Students Dimension

I want to raise a few questions for you to consider. I know that all students are different, but do you think that generally, students are academically prepared for SFSU? Do you learn that through SAT/ACT scores, high school grades, placement tests or other methods? Is there a particular academic issue (writing or math, for instance) that tends to be a challenge for some students? Are you able to determine student readiness before they arrive or does that determination happen early in the first term?

I absolutely agree with you that ALL first-year students need one-to-one meetings with an academic advisor, and I like your idea of having advisors visit all first-year courses. Perhaps if students meet an advisor and learn what advising is all about, they would be more likely to take advantage of it. As I understand, you don't require all new students to meet with an academic advisor. Is this correct, or did I misunderstand? Since retention is a major concern for you, I think this is one way to reduce the number of early dropouts. I also agree that students need the various kinds of social/personal help you have identified. I know you use a number of surveys to try to understand the social/personal issues that students have, but I think this is always difficult. If students don't self-disclose about what's going on in their lives, we're sort of stabbing in the dark to try to intervene effectively. I think that perhaps the most effective means of getting at social/personal needs is to connect new students with upper-level students early in the first term. Hopefully, those relationships would be a place in which new students would feel safe and free to talk about personal issues and learn about options for referral. The survey data you describe is troubling. I don't know why SFSU students feel less of a sense of community than students at comparable institutions. I'm also sorry to see the reported low level of out-of-class involvement with faculty. Increasing this kind of involvement is difficult in a big city environment when faculty don't live close to campus, but there are probably ways to think of activities (plays, concerts, sports events) that faculty and students could do together. I think your students might be able to help you figure out what is going on and what you can do about it. Of course the good news is that your students find your campus to be inclusive. I'm certainly not surprised about that.

When I see "medium" responses, I always wonder whether some students replied "high" and others "low" for an average of medium, or whether everyone said "medium." There is no easy way to know that.

Thank you for your consideration of the subpopulations we listed but also for adding some that are important groups on your campus. What I don't know is what level of service you currently offer to these groups. Your comments focus on deficiencies (which I certainly understand), but I think you should make sure that everyone on your steering committee understands what you are doing well.

I am concerned about your comments regarding students with disabilities. I hope that addressing the needs of this group will become an important item in this project and more

broadly across campus. And of course your comments regarding students with academic developmental needs are also troubling and should be addressed by the University. This is the first time that I've heard about your downtown location, which, I assume serves primarily adult students. I'm glad they're on your radar screen. They, too, deserve more help from and connection to the main campus.

I'm curious to know the kinds of services currently offered to international, military and veteran, racial and ethnic minority, and commuter students. Since you rated yourselves "medium," that tells me that you are doing some things well, but need some improvement. Again, just make sure your Steering Committee is aware of the "current situation" so that committee can support your recommendations for change.

Undocumented students are such an important population and I'm glad to see that you "called them out" as a separate cohort. Our country is making life so difficult for these students – it's truly shameful. Also, student parents represent a cohort group that is highly at risk. Single student parents have only about a 5% chance of earning a college degree, and so anything we can do to help with their day-to-day lives and the welfare of their children is vitally important. My youngest son was a director for five WIC clinics in Texas, and our family is very committed to WIC's mission. I hope that our politicians do not erase WIC services in the near term. What is going on regarding student safety at night? Have there been incidents that have the campus on edge? Yes, anything you can do to increase the perception (and the reality) of safety is important.

Psychological safety is another concern. I note you gave the university a "very low/none" rating on the issue of its focus on psychological safety. Is this what you meant to do? You do state that the University "strives to keep its students psychologically safe." I think the need for more mental health counselors is a nationwide need on college campuses, and I hope you are able to see some forward movement in this area.

I'm sure I don't have to tell you that you need to prioritize your 31 recommendations. What would be your "top five" or even "top ten"? I know it's hard to choose, but realistically you can't do everything at once. Think about staging – what needs to happen first and would positively affect the greatest number of students? And which would be low cost or almost no cost?

In conclusion, you've done a great job here. I hope that many of your recommendations gain traction within the larger university. If you have any questions about my comments, please let me know.

## Diversity Dimension

While I enjoyed reading your report on the Diversity Dimension, I really wish I could have participated with you in the deliberations that produced this report. I want to make sure that I understand precisely what you are telling me, and so I will embed a few questions in my comments.

First, let me jump to the end and argue that while the grade for this Dimension is TOTALLY up to you, I believe that you deserve far better than a D+ --how about a B-. While SFSU can certainly improve its understanding of and service to your many diverse populations, you are well ahead of the vast majority of other U. S. institutions in this regard. I'm guessing that your knowledge of what should be done in an ideal situation has provided for your committee a different reality than would be evident at most other higher education institutions in this country. In other words, many of them don't know what they don't know. Do you know of any college or university in this country (perhaps on the West Coast) that is doing a better job in educating students (especially those in the first year) about diversity than you are? I'd be curious to know your opinions about the exemplars in the area of diversity or multiculturalism. I agree that the SFSU is not nearly as intentional as it needs to be in including all first-year students in its diversity efforts.

Certainly, the way SFSU articulates its values in the mission statement, diversity is at the top of the list. SFSU's unique Department of Ethnic Studies is yet another indicator of the university's commitment to social justice and equality for all.

You speak about the "inconsistency between campus community practices and data representation." Are you saying that the problem, as you see it, could be solved with different and more nuanced data collection? I believe that this is an easier problem to solve than if campus community practices were deficient. What do you think?

Does the general education curriculum requirement for coursework relevant to AERM include first-year courses, or are first-year courses exempt from this requirement? I'm assuming that everyone takes some form of general education, but I think you're telling me that diversity as a topic is not necessarily required for first-year students unless they are part of EOP or Metro. The Gardner Institute believes that issues of diversity should always be a part of the first-year curricular and co-curricular experience so that no first-year student experiences an initial collegiate experience devoid of attention to and education about diversity.

The more I learn about Metro, the more impressed I am with this set of initiatives. I wish that there could be "Metro for everyone." I don't know what realities would prevent that, perhaps money, but it is an ideal model for higher education. The CSL program is also exemplary. What percentage of your new students participates in CSL? I hope it is a majority. The linking of courses to community is vital, if we are to see the power of higher education in changing

society for the better. I agree that both first-year seminars and resident life can be major components of revised efforts to educate your students about diversity.

I do believe that simply being a student at SFSU provides a rich experience of diversity. I wonder if there are any students who can avoid it and just stick to others who look the same, act the same, or are from the same socioeconomic class. I recall a surprising experience when I was teaching at the University of South Carolina. I required that my first-year students meet and get to know someone who was “different” from them. The interaction was to be a source of reflection and writing about what they learned. I told them that male/female differences didn’t count. One of my dear South Carolina “born and bred” male students interviewed another first-year student IN A DIFFERENT FRATERNITY. That was about as far as he was willing to take the notion of diversity.

Your report exposes many deficiencies in common data collection methods, including our own FOE surveys. You have educated us about ways we need to change, and we appreciate that! Virtually all institutions want to recruit a more diverse faculty, but it is difficult. You do have the advantage of an extremely diverse region in which all kinds of individuals can find others “like them.” As I’m sure you know, many institutions (especially those in rural areas or in mid-America) find it almost impossible to recruit faculty representing multiple forms of diversity because those faculty would be truly alone without essential social, religious, and cultural networks outside a college or university.

You focus on four recommendations. I certainly support them, but I’m wondering if there is some way to more intentionally include your commuters in addition to residential students in what you’re advocating. When we wrote the performance indicators about behavior, we were thinking particularly about respecting human differences. I agree that all students need to be reminded of acceptable behavior in an academic community, especially when discussing contentious issues, of which there are many. Again, I wish you well in hiring a more diverse faculty. It is a challenge that will be overcome slowly as more diverse students pursue graduate degrees and have a desire to pursue an academic career.

I am sure that your report will be beneficial for the University at all levels—from senior administrators to students themselves. If you have any questions about my comments, please let me know.

## Faculty Dimension

I found your report to be succinct but thorough. Your recommendations are outstanding and absolutely “on point.” You candidly acknowledge the particular issues at SFSU that make establishing and sharing a coherent approach to the first year difficult. Many large universities are in the same situation, and you are right, it will take a major culture shift to prioritize teaching and academic support, especially for first-year students.

You do, however, have many significant areas of excellence in both the teaching and support of first-year students. It’s unfortunate that some of ideas being utilized in EOP, Metro, LAC, and CARP can’t spread to other units. Excellence in first-year teaching and support is important for all students, not just for those who need special assistance!

As you noted, opportunities for improvement exist in almost all areas: realization of the importance of the first year, campus- and unit-level encouragement for faculty to understand and address first-year students’ needs, and setting high expectations for new faculty and lecturers in terms of their interactions with first-year students.

My hope is that the Foundations of Excellence process will increase the overall awareness of the importance of the first year for all constituent groups on campus, especially those who deliver instruction.

Given the pockets of excellence, I certainly accept your “average” grade. Your recommendations are excellent and I hope will be widely supported. Those recommendations that focus on interaction – between departments and between part-time, adjunct, and tenured/tenure track faculty – are not only valuable, but could be accomplished without a major infusion of resources. But you acknowledge, and I agree, that institutional funds should be allocated to supporting professional development, both on and off campus. I also agree that students would be really valuable to your decision-making as you move forward, and that collaboration with CEETL is vitally important to your efforts.



## Improvement Dimension

If I understand you correctly, you are saying that the primary responsibility for the first-year rests on departments that teach (or units that interact with) first-year students. While I certainly agree, I also hope that a realization that “the first-year matters” permeates all colleges and campus units—even those that don’t serve first-year students. The quality of the first year will affect the readiness of students to move on into graduate and/or professional school and also the literal numbers of students who will continue to be enrolled through to graduation.

While early start does require some assessment, I note your comment that information is not gathered “systematically.” I’m not sure exactly what you mean, but I hope you will share your observations so that these efforts will continue to improve.

The assessment and improvement efforts for the remaining four programs are exemplary. Is summer bridge only offered for EOP students or is it a broader effort? You are referencing items in the evidence library, but I’m having trouble finding them. I would suggest that you actually identify each item by name in this report so that anyone reading could go immediately to the resource you are referencing. This is not something I need to see, but anyone at SFSU would benefit from a bit more specific direction. The evidence library is pretty overwhelming!

The metro program is another outstanding example of collecting and using assessment information. As I read more about it, I keep wishing that metro were available for everyone. I wonder, though, whether the metro program could be scaled up without losing some of its effectiveness.

Overall, you provide evidence of excellent use of assessment data on these programs. I am glad to know about the efforts to expand metro to upper-division students. I will be interested to learn whether the continuation of metro can reduce the 20% dropout that occurs in the third and fourth year. There are reasons for dropout that the university can’t control – but you won’t know until you try.

One question: I note that the five programs you selected all serve at-risk populations. Are there any significant programs that essentially serve all (or almost all) students that would benefit from stronger assessment and improvement?

I really like the infographic that Emily developed and think this is a great example of a way to produce data that is easily accessible to larger groups of people. I agree while data can be important in helping tailor effective approaches to the first year and other points of transition, the real challenge is finding a way engage a broader audience and present data that are perceived as relevant to the work of faculty and staff. I agree with your comment about an increase in the overall level of interest in the first year. I think you will find a greater level of overall interest, at least for the short term. But I hope you can encourage deans and chairs to, in turn, encourage front-line faculty to become more aware of the excellent data sources that you have and to use data to inform classroom practice.

In your observations, you have identified the primary issues, not only for SFSU, but for other large institutions as well. There is a great deal going on at department and unit levels, but little

to no established way to bring those data sources together or, as you say, to “do anything with it.”

Yes, it’s not easy to bring about these connections, and the institutions that do that tend to be smaller and have more centralized functions. But you have an amazing amount of data and an opportunity here to put together your multiple sources of data to present a powerful picture to SFSU, to the CSU system as a whole, and to others anywhere who are interested in ways to better understand what matters most in the first year.

In your comments, you have raised an interesting question: who does have the authority or responsibility to make changes that could positively impact the first year? My sense is that currently the authority is diffuse and that no one is really sure who has the leverage to institute change. I don’t think it needs to be one person – it could be a joint decision-making group that links academic and student affairs, for instance. But I hope the foe process will give you more clarity on this issue.

I think you are building a body of knowledge and are creating a higher level of interest in the first year as a significant component of undergraduate education. But there are lots of initiatives that compete for faculty and staff time and interest – disciplinary issues, research demands, etc., etc. The foe process is a multi-campus initiative that has included about 280 colleges and universities of all sizes and types. You will have the opportunity to share with and learn from others who are asking the same questions you are asking. You also have a number of in-house experts who can contribute to the ongoing national conversation by writing and publishing, offering conference presentations, etc.

I actually think that given the significant level of program assessment at SFSU, you deserve a somewhat higher grade – perhaps a C. But it’s your call.

The way in which you prioritize recommendations and the recommendations themselves are outstanding. I certainly cannot take issue with any of them. Because you have so many, you might, however, want to group some of these into larger, comprehensive categories so that the actual number of them won't seem so overwhelming. I am confident that many of these ideas will gain traction within the university and make a positive difference for first-year students, faculty, and staff for years to come.

## Learning Dimension

I really enjoyed reading your beautifully written report. It's interesting that what you are calling for in your first paragraph is a more intentional organizational structure for the first year. Throughout the Foundations of Excellence process, everything connects with everything else! I agree that you have pockets of exemplary innovation, but somehow the word isn't getting out.

I'm not surprised that you have first-year student learning outcomes, but what a shame that they never were disseminated and used! It sounds like you need to craft a more realistic set that can be implemented.

I certainly support your recommendation #2. I'm sure there is a great deal you can learn from each other if you can develop a repository. The new CEETL is certainly coming along at the right time. Although the first year won't be its only focus, this center can help you zero in on engaging first-year students as a unique cohort group.

I agree with your observation that the University should do an in-depth study of the causes of Ds, Fs, and withdrawals, and that withdrawals present a special case. Study should definitely precede action as you have recommended.

Your student self-placement in English is obviously working well and should be shared. I like your ideas of using multiple methods in math placement as well as making use of the Early Start summer program. All your recommendations in this area are very strong.

I know SFSU is working to determine what kind of first-year seminar would work best for your students. There is no "one right way" to do this, and we will be happy to refer you to other institutions that are implementing various seminar types. A first-year seminar can be a needed linchpin in providing students information about all your learning opportunities. And yes, living/learning communities along with other co-curricular experiences should definitely be expanded.

Your report contains excellent recommendations, and I sincerely hope that many of them gain traction within the larger university. Which of these do you think will be accepted by the campus community? Which, if any, might create controversy?

Although you've given yourselves a low grade, I'm hopeful that you're on the cusp of making some important changes that will connect student learning across the campus so that assessment and improvement will be far easier to achieve.

## Organization Dimension

I found your report to be thorough and insightful and full of excellent recommendations. Although your committee was charged with looking specifically at organization related to the first year, other committees also see this issue as a significant problem. It is clear that you have many examples of outstanding SFSU programs designed either specifically for first-year students or including them in program outreach.

As you will recall, we gave you a number of options to use in describing your organizational structure, and you picked the least desirable, primarily because of absence of good coordination and communication. I hope that the Foundations of Excellence task force will continue as a unifying entity for first-year concerns and efforts, or that you create a similar committee made up of faculty, staff members AND students. I did note that you have an open management level position in the student affairs/enrollment management area focused on the first year. My concern is that the academic side of the house won't be involved in or connected to what's going on. I hope that it's not too late to rethink reporting lines for this person so that the academic/student affairs connection is realized.

You do note some instances of cross-divisional collaboration and communication. Those can be used as models for other units that want to collaborate around any issue, including, but not limited to, the first year. The 2013 SLOs for the first year are an unfortunate example of great ideas sitting on someone's shelf for four years. I don't know whether these SLOs are still relevant to your students, but revisiting and perhaps revising them would be a good idea.

You raised some important issues around the development of early warning systems. Faculty have to be willing to participate, there needs to be a user-friendly platform for collecting such information, but most importantly, you have to have the infrastructure that enables you to respond to needs that are identified. Otherwise, it becomes an empty exercise that simply breeds cynicism.

You acknowledged that the first year is seen as an SAEM responsibility rather than as a partnership with SAEM and Academic Affairs. My initial impressions are that you are "spot on." This is not uncommon in a large university but is not a viable approach to improving various measures of student success. Collaboration is key to identifying the specific issues that are most likely to result in student dropout or lack of academic success.

I know it is difficult to get a handle on the finances – what you have and what you need. But as budget items for first-year initiatives are considered, hopefully you'll get a better idea about whether one of the root problems is money. Extra money solves some problems, but not all of them.

I appreciate your review of policies and which of them do or do not align with supporting the needs of first-year students as well as your goals for them. This is a topic that deserves more consideration by a larger group of academic and SAEM leaders as well as the individuals most likely to be charged with enforcement. Policies can be changed!

I accept your grade with the firm belief that you can change it with more attention to these issues. And I found your recommendations to be outstanding. The only ones I question are 2 and 3, simply because I think it would be a good idea for one person to serve as the glue for “all things first year.” If this isn’t possible, then I hope that these two individuals collaborate routinely and work together to understand how the university is viewed by the students – as two separate entities or as one structure. Students often don’t understand exactly who does what in a university setting or why titles and divisions matter.

You have 12 “high priority” recommendations. If you had to pick the top five, what would they be? Everything probably won’t happen at once, so prioritizing will be essential. I hope that these are supported by the FoE Steering Committee and by the larger university.

Congratulations for all your good work and for producing a report that will be valuable to the university community. Please let me know if you have questions about any of my comments.

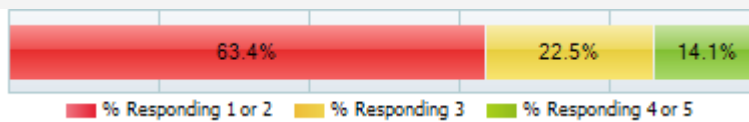
## Philosophy Dimension

Dear Elizabeth and other members of the Philosophy Dimension Committee,

Thank you for submitting a thoughtful and thorough report on the Philosophy Dimension. In reviewing the faculty/staff survey results (pasted below), they certainly are aligned with your report:

### Foundational Dimension 1: Philosophy

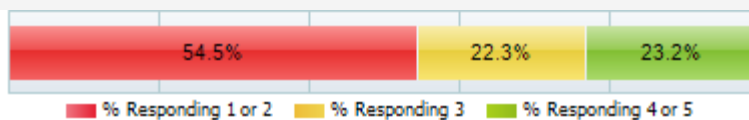
**Q018. The following questions will ask your perceptions regarding first-year students at your institution. Philosophy (a rationale that guides educational goals and practices) - To what degree: Has an institutional philosophy for the first/freshman year of college been communicated to you?**



Key Text	N (%N)
(1) Not at all	121 (34.1%)
(2) Slight	104 (29.3%)
(3) Moderate	80 (22.5%)
(4) High	33 (9.3%)
(5) Very High	17 (4.8%)

% = 37.5
Resp %
N=355
Mean=2.21
Std Dev = 1.15

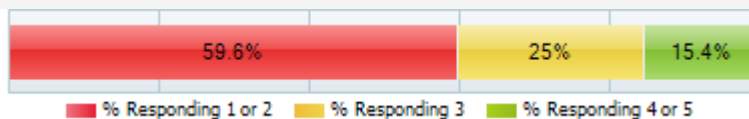
**Q019. The following questions will ask your perceptions regarding first-year students at your institution. Philosophy (a rationale that guides educational goals and practices) - To what degree: Has a department/unit philosophy for the first/freshman year of college been communicated to you?**



Key Text	N (%N)
(1) Not at all	112 (32.5%)
(2) Slight	76 (22%)
(3) Moderate	77 (22.3%)
(4) High	49 (14.2%)
(5) Very High	31 (9%)

% = 36.5
Resp %
N=345
Mean=2.45
Std Dev = 1.31

**Q020. The following questions will ask your perceptions regarding first-year students at your institution. Philosophy (a rationale that guides educational goals and practices) - To what degree: Does this institution operate from a commonly held philosophy for the first/freshman year?**



Key Text	N (%N)
(1) Not at all	81 (28.9%)
(2) Slight	86 (30.7%)
(3) Moderate	70 (25%)
(4) High	33 (11.8%)
(5) Very High	10 (3.6%)

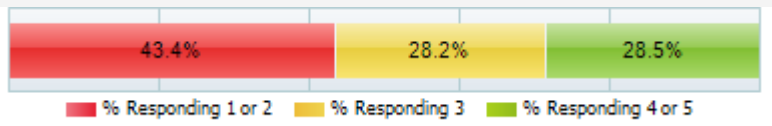
% = 29.6
Resp %
N=280
Mean=2.30
Std Dev = 1.11

**Q021. The following questions will ask your perceptions regarding first-year students at your institution. Philosophy (a rationale that guides educational goals and practices) - To**

Key Text	N (%N)
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% = 32.7
Resp %

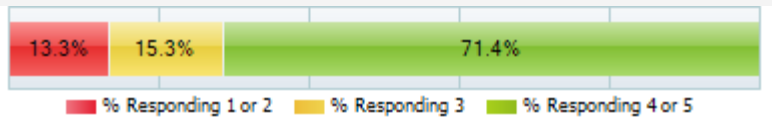
**what degree: Does your department/unit operate from a commonly held philosophy for the first/freshman year?**



Key Text	N	(%N)
(1) Not at all	70	(22.7%)
(2) Slight	64	(20.7%)
(3) Moderate	87	(28.2%)
(4) High	53	(17.2%)
(5) Very High	35	(11.3%)

N=309  
Mean=2.74  
Std Dev=1.29

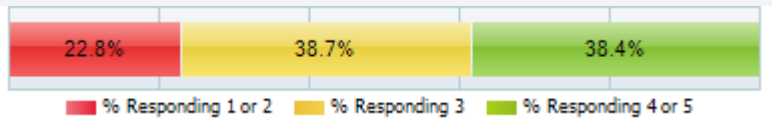
**Q022. The following questions will ask your perceptions regarding first-year students at your institution. Philosophy (a rationale that guides educational goals and practices) - To what degree: Is a formalized institutional philosophy for the first/freshman year of college valuable?**



Key Text	N	(%N)
(1) Not at all	23	(6.8%)
(2) Slight	22	(6.5%)
(3) Moderate	52	(15.3%)
(4) High	114	(33.6%)
(5) Very High	128	(37.8%)

% = 35.8  
Resp %  
N=339  
Mean=3.89  
Std Dev=1.18

**Q023. The following questions will ask your perceptions regarding first-year students at your institution. Philosophy (a rationale that guides educational goals and practices) - To what degree: Do you believe that this institution is committed to the success of first-year students?**



Key Text	N	(%N)
(1) Not at all	19	(5.5%)
(2) Slight	60	(17.3%)
(3) Moderate	134	(38.7%)
(4) High	74	(21.4%)
(5) Very High	59	(17.1%)

% = 36.6  
Resp %  
N=346  
Mean=3.27  
Std Dev=1.10

Even in the absence of a statement of a philosophy statement, the responses that trouble me the most are those for question 23. I am surprised that fewer than 40% of your faculty and staff believe that the institution is committed to the success of first-year students. I know that you were an upper-division institution for a long time, and perhaps that's a reason that the first year simply hasn't been on the front burner of institutional life.

In the absence of an existing philosophy, you have done what we hoped, and that is you have created a draft philosophy statement. Your statement is truly aspirational and fits with the university's ethos and mission. What is your plan for sharing this statement and seeking approvals as necessary? What entity would need to approve this so that it could "speak for" the university? Think through the process of how this statement can be vetted, adopted, and then disseminated to units, individual faculty and staff, and of course to students. (You may already have done this 😊.)

My hope for you is that this statement can also be a yardstick of sorts by which you measure your current and planned initiatives designed for new students. Do you currently have a method of assuring that students develop and shape their own intellectual/academic identity in the first year? Is this something that you discuss with students in any setting? Do students have an opportunity to reflect on this identity, not only in the first year, but when they complete their SFSU experience? How are students introduced to the history, mission, and values of the campus? Does the university need to do more to help students find inspiration in its unique characteristics? I believe that you are currently providing structures within which students can construct a “community identity” and learn to “appreciate diverse ways of learning and living.” I hope you will consider what you do well and where there are gaps in adhering to this philosophy.

(By the way, if you have the link to the Inside Higher Education report that lists the five goals, I would love to see it.)

I certainly accept the Incomplete grade with full expectation that when the philosophy is formalized you will replace this with an A. And also, I accept and support your recommendations. If I were on the committee, I would vote to make #7 a high priority item. Obviously these actions can happen when the philosophy statement is formalized, but I think they are very important.



## **Roles and Purposes Dimension**

As I was reading your excellent report, I was once again reminded that the most crucial issue regarding the first year at SFSU is a lack of organization, coordination, and leadership. Every report I have read has addressed this issue in one way or another.

I was really surprised to note that few CSL courses are offered to first-year students. Do you know the rationale behind this? First-year students are your ideal audience for a CSL course.

My guess is that many faculty have conversations with students about the roles and purposes of higher education, but currently there is no way to assure that is happening for most students. Of course, the question is – Whose responsibility is it? Sometimes, the responsibility falls to advisers or instructors in a first-year seminar, but without a plan, this becomes really hit and miss. Of course, the university would have to determine whether this is important enough to create a system through which these conversations are sure to happen. We at the Gardner Institute believe that this is important, especially helping students understand their own reasons for being at SFSU at this time in their life. The EOP is doing a great job, but as you say, not everyone qualifies for EOP.

You are communicating with prospective students about course requirements, but a missing piece for many students is why – why did some entity – the university or the state – decide that certain courses were essential for first-year students. This kind of information helps students feel more connected and helps them understand the relevance of higher ed to their present and future lives.

## Transitions Dimension

*Note that the comments (in caps) were embedded in the report and therefore the report has been copied along with the comments.*

I HAVE SOME QUESTIONS FOR YOU TO CONSIDER (IMBEDDED IN ALL CAPS, RED FONT) BUT NO DISAGREEMENTS! THANK YOU SO MUCH FOR YOUR GOOD WORK.

### Section 1: Executive Summary

SF State's main strengths come from specific departments doing work for specific populations: Metro Academies, EOP summer bridge, Guardian Scholars for former foster youth, and academic advising for those who seek it out. What we are lacking is a coordinated FYE effort that does the following:

- 1) Unifies these efforts under a shared mission
- 2) Fills in the gaps for students who do not participate in specialized programs like above
- 3) Advocates for more resources for a better web presence for FTFs

*I AGREE WITH THE FIRST TWO POINTS ABOVE. I'LL ACCEPT YOUR JUDGMENT ON THE 3RD POINT.*

### Section 3: Narrative on General Situation and Findings of the Dimension Committee

At San Francisco State University, over a third of students who begin as freshmen drop out before their junior year. Although many factors contribute to this, a student's first-year experience has a great influence. This committee was formed in November of 2016 with the goal to examine how appropriate student transitions, through policies and practices, are aligned with and facilitated through our institution's mission. Our charge during this investigation was to review six transitional aspects of the student experience beginning with recruitment and admissions through first year (Communication Methods, Communications to Students, Connections with Families, Communication to Others, Facilitating Student Connections, and Academic Advising). In doing so, we paid careful attention to San Francisco State University's ability to communicate clearly, provide appropriate support for educational success, and partner with tertiary stakeholders including secondary schools, families, fellow students and others.

*THIS IS AN EXCELLENT SUMMARY OF YOUR WORK ON THIS COMMITTEE AND THE REASONS WHY YOUR WORK IS IMPORTANT.*

#### Communication Methods

In reviewing our communication methods, we examined the degree to which San Francisco State University effectively communicates the lived experience, or realities of campus life, both in and out of the classroom through the following: Institutional Website, Online Communication technologies, Admissions Print Materials and Other Media, Marketing, Campus Tours for Prospective Students.

Common themes arose. Communications across all areas are largely transactional, less about

the student experience, and often redundant, disjointed and decentralized. Fortunately, staff members are working to improve: a plan is underway to revamp the “New Students” site, and strong improvements have been made to campus tours—one of the most positive, and effective means of communicating and sharing the student experience.

*I’M PLEASED TO KNOW THAT YOU ARE REVAMPING YOUR NEW STUDENTS SITE. MANY INSTITUTIONS FAIL TO DO THAT AND THEREFORE DON’T TAKE ADVANTAGE OF A PRIMARY WAY STUDENTS LEARN ABOUT THE INSTITUTION.*

Outside of the campus tours there was little found in our investigation that communicated why an applicant should choose to come to San Francisco State University. In marketing materials where our group had expected to find features that shared the student experience effectively with a soft touch, we instead were left with the impression that the materials and campaigns (radio, print, social media) were largely for either the Executive MBA program, or non-matriculated programs offered through the College of Extended learning.

*THIS IS VERY INTERESTING! SO IT SOUNDS LIKE YOU HAVE SOME WORK TO DO ON BEHALF OF TRADITIONAL UNDERGRADUATES.*

#### Communication to Students

In examination of San Francisco State University’s communications to students we reviewed how the Institutional Mission, Institution’s academic expectations, Definitions, disciplinary processes, and consequences regarding academic integrity, Out of class engagement opportunities, Employment on and off campus (including advantages and disadvantages, Entry Requirements for majors, College costs and financial aid during recruitment and admissions, College costs and financial aid (during the first year in order to plan for subsequent years) were conveyed. Immediately inconsistencies presented themselves.

Our committee had trouble locating the institutional mission of the university despite our years of viewing and navigating the website. It was found that the Advising office does not cover this information explicitly, and the Outreach office literature is not being used as often as it once was, though the office of New Student Programs may offer choose to disclose this information at an orientation, students are very unlikely to find this information on their own.

*AGAIN, WHAT YOU DESCRIBE IS NOT UNUSUAL. IT COULD BE WRITTEN ABOUT MANY OTHER UNIVERSITIES. BUT YOU CAN DO BETTER.*

In exploration of academic expectations, our committee was hard-pressed to find such wording in campus communications. San Francisco State University states rather clearly—in its campus Bulletin—academic standards. Advising presents the basics of these academic standards, and some of the information is found in the New Student Guide, but other than the Bulletin, there is nothing ubiquitous used in communication of academic standards. Careful consideration is paid in development of the Bulletin annually. The careful attention paid to style and format of language utilized in its creation should be revisited with each publication-as the audience for this integral document is all university students it should be cogent to all university constituents—including a first-year student.

*I AGREE WITH YOUR COMMENTS ABOVE. YOU MIGHT WANT TO COMMUNICATE WITH GUIDANCE*

*COUNSELORS OR TEACHERS AT FEEDER HIGHER STUDENTS TO DETERMINE “THE WORD ON THE STREET” ABOUT ACADEMIC STANDARDS AT SFSU. ONE OF OUR GEORGIA UNIVERSITIES ACTUALLY ADDED A HIGH SCHOOL COUNSELOR TO THE TRANSITIONS DIMENSION COMMITTEE TO TRY TO LEARN MORE ABOUT MESSAGES STUDENTS ARE GETTING (PERHAPS FROM OTHER STUDENTS) ABOUT ACADEMIC EXPECTATIONS. WHAT THE COMMITTEE LEARNED – THAT LOCAL STUDENTS PERCEIVED A LOW LEVEL OF ACADEMIC RIGOR AT THIS PARTICULAR UNIVERSITY – WAS TROUBLING.*

With regards to academic integrity, there is no explicit discussion on this topic integrated in the orientation design, or outreach events. Faculty, however, are required to publish integrity policies on all syllabi, and discuss this topic with their students. Additionally, University Librarians provide in-class, and one-on-one information and resources on this as well, and finally Guardian Scholars/EOP receive student conduct and academic integrity information from a panel. It was discovered during our examination that though not immediately apparent, the information is also presented in a variety of ways online, and is a main subject on the Office of Student Conduct website, as well as integrated in the First-year composition guide. San Francisco State University appears to have given careful thought to ensure resources are available regarding academic integrity.

*YOU ARE OBVIOUSLY DOING A GOOD JOB IN DEFINING/DESCRIBING ACADEMIC INTEGRITY. I WISH WE HAD SOME STUDENT VIEWS ON THIS ISSUE – WHETHER THEY UNDERSTAND RULES OF ACADEMIC INTEGRITY, WHETHER THEY REMEMBER A DISCUSSION OF ACADEMIC INTEGRITY IN THEIR CLASSES, AND HOW THOSE RULES MIGHT RELATE TO DIFFERENT DISCIPLINES.*

In review of out of class engagement opportunities, the university utilizes myriad resources. Within the university, the Institute for Civic and Community Engagement (ICCE) is a department specifically dedicated to civic service, service learning, community engagement, et al, providing for a multitude of engagement opportunities. In addition to ICCE, other campus departments including College of Creative Arts, the J. Paul Leonard Library and Residential Life host or offer programming for students and the campus community. The university calendar, the Caesar Chavez Student Center, and the Golden Gate Express (campus newspaper) disseminate information regarding upcoming events, job fairs, campus athletic events and engagement opportunities.

Other than the Office of Career Services (OCS) tabling at Freshman orientations where students/families can find out about on campus employment as well as internships, and the Housing and Financial Aid Offices’ efforts to inform students about the OCS through each departmental website and a student newsletter, the committee discovered no known efforts to target first year students specifically, with regards to on/off campus employment and its advantages and disadvantages.

*I HAVE NO IDEA WHETHER ANY SIGNIFICANT PORTION OF YOUR FIRST-YEAR STUDENTS WORKS OFF CAMPUS. THIS MAY NOT BE AN ISSUE FOR YOU. BUT IF STUDENTS ARE TRYING TO DO TOO MUCH WORK AND TAKE TOO MANY COURSES, THEY ARE SETTING THEMSELVES UP FOR FAILURE. IT’S A GOOD IDEA FOR SOMEONE (FIRST-YEAR SEMINAR INSTRUCTOR, ACADEMIC ADVISOR) TO LEARN ABOUT STUDENTS’ PATTERNS OF WORK. IF STUDENTS ARE WORKING TOO MANY HOURS (OVER 20 PER WEEK) BECAUSE THEY NEED THE MONEY, THERE IS PROBABLY NO CHANCE THAT THEY WILL STOP, BUT THE INSTITUTION NEEDS TO KNOW, FACULTY NEED TO KNOW, AND STUDENTS THEMSELVES NEED TO UNDERSTAND THE RISK THEY ARE RUNNING.*

Though the OCS is a great resource for the university’s student population, it currently only has a staff

of 5 to support the university—2 of which meet with the student population to provide career advising services. In their efforts to maximize their reach with such limited resources the OCS utilizes social media and supports job fair events. It is important to note that students are not automatically assigned a career advisor, such a feature may be typical at private/for profit universities but is not a resource usually available at public universities such as San Francisco State. As a result, students need to reach out to OCS on their own for career advising services. Furthermore, no centralized employment office exists on campus to handle all aspects of student employment. Present structuring provides a satellite approach with individual colleges facilitating their own career advising, outreach efforts and earnings tracking, Dean of Students Office (DOS) completing hiring paperwork, and Human Resources (HR) handling payroll, and policy interpretation. As OCS has undergone major restructuring recently and continues to evolve by way of both internal and external needs. This committee is hopeful that the OCS will continue its coordination of workshops, job fairs, and utilization of media such as Facebook, Instagram, Twitter, and their homepage on the university website to market to the student population, while increasing services specifically designed to support the first-year student. Discussions around advantages/disadvantages of employment during the first year typically occur during advising sessions and in conversations between various Student Affairs staff such as Financial Aid and Undergraduate Advising it would be useful for OCS to provide a resource or liaison to assist these departments in their efforts to provide current, helpful information to the students they assist, allowing for a guided transition to OCS resources as soft touch rather than a referral.

*I WROTE MY PREVIOUS COMMENTS BEFORE READING FURTHER, AND ADVISORS/STUDENT AFFAIRS PROFESSIONALS ARE OBVIOUSLY TAKING RESPONSIBILITY FOR TALKING WITH STUDENTS ABOUT WORK. BUT GIVEN THE NUMBERS OF ADVISORS VIS A VIS THE NUMBERS OF STUDENTS, THIS HAS TO BE A MAJOR CHALLENGE FOR YOU.*

*I DON'T KNOW OF ANY INSTITUTION THAT ASSIGNS EACH STUDENT A CAREER ADVISOR – ALTHOUGH THAT MAY HAPPEN IN CAREER-ORIENTED INSTITUTIONS. BUT SOME INSTITUTIONS (E.G., INDIANA UNIVERSITY/ PURDUE UNIVERSITY INDIANAPOLIS) HAVE TRIED TO HELP STUDENTS LINK THEIR WORK EXPERIENCES (BOTH ON AND OFF CAMPUS) WHILE IN COLLEGE WITH THEIR STUDIES.*

Communications regarding entry requirements for specific majors are posted to department websites, and major impactation information is typically posted on both the specific major department and Office of Undergraduate Admissions websites; this information though kept current, easy to find, and communicated during outreach activities is often not clearly understood by applicants and their families. In practice an applicant may apply to an impacted major and be switched to an alternate with little or no notification resulting in time- consuming inquiry at both the college department and admission office resulting in further confusion and dissatisfaction. Due to enrollment targets not being met, and based on recent hearings, campus impactation is likely to end soon. The university should treat this as an opportunity to plan more effectively for future campus impactation events, and develop a more clear, centralized way of communicating entry requirements for specific, impacted majors. As the admission department is typically the first point of contact for a majority of inquiring minds, and such inquiries are usually forwarded to individual departments for major specific information after imparting CSU admission requirements, it would behoove the university to consider handling these inquiries in a more mutually beneficial manner across offices, and with better transparency to the applicant(s).

*YES, I THINK THE IDEA OF IMPACTED MAJORS – WHATEVER THEY HAVE BEEN OR MIGHT BE IN THE FUTURE (IF ANY MAJOR CONTINUES TO BE IMPACTED)– IS VERY CONFUSING TO STUDENTS. I GUESS THE WORD “IMPACTED” COMES FROM THE CSU SYSTEM. YOU KNOW PRECISELY WHAT IT MEANS, BUT A BRAND NEW STUDENT AND HIS/HER FAMILY WOULD HAVE NO IDEA. I WISH YOU COULD ADOPT ANOTHER TERM, BUT PERHAPS THAT’S NOT POSSIBLE. BUT, IN ANY CASE, STUDENTS NEED A CLEAR NOTION OF WHATEVER THE ADMISSIONS REQUIREMENTS ARE FOR PARTICULAR MAJORS.*

*THE NOTION OF DIFFERENT ENTRY REQUIREMENTS FOR DIFFERENT DEGREE PROGRAMS IS CERTAINLY NOT UNUSUAL – AT THE UNIVERSITY OF SC, WE USED THE TERM, “ACADEMIC BOAT PEOPLE” TO DESCRIBE STUDENTS WHO COULD ENTER THE UNIVERSITY BUT NOT THEIR MAJOR OF CHOICE. I DON’T KNOW HOW MANY OF THOSE STUDENTS ULTIMATELY DROPPED OUT, BUT I’M GUESSING IT WAS A LARGE NUMBER.*

Communication efforts around college costs (tuition, books, subsistence, and all other fees) begin with both on and off campus outreach events with high schools, post-secondary support programs, and other groups working with prospective students. Outreach events are conducted by both Student Outreach Services (SOS) and Office of Student Financial Aid (OSFA). Examples of outreach events include college fairs, college nights at high schools, high school visits to college campus. Resources used to disseminate college costs and financial aid info include a per year college costs sheet, SFSU Financial Aid and Scholarships brochure, Housing brochure, and various scholarship flyers. These resources are also disseminated prior to each Fall admission application period at the CSU sponsored counselors conference held throughout the state. Attendees include high school and community college counselors, who are presented and given information to share with their students and campus communities. Later, during their first-year, students are exposed to additional resources and communications to enhance their ability to plan for college costs and financial aid needs. Crucial to this are individual departmental webpages. The sites for the University Bursar, OSFA, SOS, Housing, and the Campus Bookstore are kept current and maintained with respective fee, payment plan options, financial aid, housing/meal plan info, book/supply costs, and important deadlines. Much of the info on the SOS webpage is geared towards prospective and incoming students and includes Quick links to other key campus departments interacting with the first-year student. The campus bookstore has a specific section on their website titled "New Students and Parents" which contains general info around bookstore policies and processes. Navigating some of the department websites and locating specific info on them can be challenging though due to an overwhelming number of menu options and outdated information posted to some of the sites. Associated Students Inc. (ASI) produces postcards for the Project Connect Book Loan program. These postcards are placed at various high traffic locations around campus. Overall, it appears varying efforts and communications methods are used by different departments in disseminating college cost info.

*IT APPEARS THAT YOU ARE DOING AN EXCELLENT, AND VERY COMPREHENSIVE, JOB OF DISSEMINATING THIS KIND OF INFORMATION.*

#### Connections with Families

Connections with families can be both a powerful marketing tool for the University and extend—through timely, and clear information practices—the support network for the first-year student. At present this committee found due to FERPA concerns and previous practice, very little is

directly targeted to families, though there are expectations that some events and communications targeted to students will attract families. As previously noted, institutional expectations and procedures are communicated in multiple, publicly available formats—though not targeted specifically to the family of the student apart from Cleary Act Notifications. Inroads in the area of communication with families are being made through Alumni Relations—a parent section of their website exists with a sign up for eNews, however the last eNews appears to be SP 2015, one SOS representative, who on his own initiative, attends parent nights targeted to Spanish-speaking families, SOS’ parents’ Facebook page (<https://www.facebook.com/SFSUparent>), which at the time of this study had 461 followers, and newly developed family tours. Though these efforts are commendable, they are often new or have decreased in vigor. Additionally, no one is coordinating a campus-wide family effort. In review of families’ inclusion orientation, it was found these events have a parent session, it should be noted however that during the 2016 orientation activities, not all days had parent sessions. Based upon data gathered from registration for these events approximately 35% of the 7274 attendees are admitted students, the remaining 65% comprised of guests who attended these typically being family members. In consideration of the opportunity to allow for inclusion of family members in other events and networks as appropriate, there generally seems to be an opportunity to involve families even more, as according to the HERI, 42% of student interacted with parents/guardians daily.

*I WOULD AGREE THAT THE UNIVERSITY WILL BENEFIT BY EFFORTS TO MORE EFFECTIVELY ENGAGE PARENTS. I UNDERSTAND THE FERPA CONCERNS, BUT THERE ARE WAYS TO HELP PARENTS HAVE A GREATER LEVEL OF UNDERSTANDING AND HELP THEM FEEL A PART OF THE INSTITUTION WITHOUT INVADING STUDENTS’ PRIVACY. IN FACT, PARENTS NEED TO UNDERSTAND FERPA AND HOW IT AFFECTS THEIR ABILITY TO LEARN ABOUT GRADES, BEHAVIOR, AND OTHER FERPA-PROTECTED AREAS OF THE STUDENT EXPERIENCE. I REMEMBER MY OWN SHOCK WHEN I LEARNED THAT I COULD NOT VIEW MY DAUGHTER’S COLLEGE GRADES. THIS WAS A NUMBER OF YEARS AGO, BUT AS A FAIRLY KNOWLEDGEABLE COLLEGE PARENT, I KNEW NOTHING ABOUT FERPA.*

#### Communications to Others

In examination of campus communications with groups who play a significant role in facilitating student success in the first year of college such as secondary school personnel and other support networks—including community organizations and local businesses who have on-going connections and influence with first year students—our committee found that main university offices are already doing this. Key examples include the previously noted annual CSU counselors conference (many departments participate in this including-Admissions, EOP, Advising, Financial Aid, Veterans Office, EAP, SOS). The Early Assessment Program (EAP) manager within the Developmental Studies Office (DSO) in the Division of Undergraduate Education and Academic Planning (DUEAP), and Student Outreach Services (SOS). Additionally, the Educational Opportunity Program (EOP) and Metro College Success Program (Metro) do outreach at/to secondary schools, college nights, college fairs and other CBO events including SF and Oakland Promise and Super Sunday. EOP also maintains strong connections to College Track and the East Bay College Fund. The Guardian Scholars program who work with current and former foster youth, visit independent living fairs to promote foster youth in higher education. These avenues of communication to coordinate support of this population of students are integral, and significant efforts go into cultivating external partnerships.

## Facilitating Student Connections

Taking into consideration San Francisco State University's campus structure our committee examined the degree to which the campus implements a first year in which students establish connections with faculty, upper-level students, other first year students, student affairs professionals, and academic support services. Our committee found that though some efforts exist across individual departments, there is no strong overarching effort to facilitate these connections.

*IF THERE IS ONE DEPARTMENT THAT EXCELS IN THE AREA OF FACILITATING FACULTY CONNECTIONS WITH NEW STUDENTS, I HOPE YOU WILL LEARN FROM AND SHARE THAT DEPARTMENT'S SPECIFIC STRATEGIES. IN ANY URBAN ENVIRONMENT WHERE FACULTY DO NOT LIVE CLOSE TO THE INSTITUTION, FACILITATING INTERACTION, ESPECIALLY OUT-OF-CLASS IS A SIGNIFICANT CHALLENGE. BUT IT IS ONE THAT WILL PAY BIG DIVIDENDS FOR YOU IF YOU CAN FIGURE OUT WAYS TO INCENTIVIZE FACULTY AND ENGAGE STUDENTS IN MAKING CONNECTIONS WITH FACULTY.*

HERI: YFCY data suggests SF State students have a strong connection to their families and have slightly more trouble than national averages in forming community and connections.

*DO YOU HAVE ANY HUNCH AS TO WHY THIS IS THE CASE? DO YOU THINK IT'S CULTURAL – THE STUDENTS' HOME CULTURE OR THE CULTURE OF NORTHERN CALIFORNIA? IN ANY CASE, IT IS SOMETHING I KNOW YOU WORK HARD TO ACHIEVE.*

That said, 79% felt faculty empowered them to learn and 84% agreed that at least one staff member took an interest in their development. According to a survey of faculty who teach first-year students, regular attempts are made to connect with students outside of the classroom and engage in conversations about non-academic topics.

*THIS IS GOOD NEWS. WHY DON'T YOU TRY COLLECTING SOME SPECIFIC IDEAS AND SHARING THEM WITH EVERYONE.*

Teachers of first year students also typically refer students to academic support services and encourage them to get involved on campus.

*THESE ARE IMPORTANT AND VERY POSITIVE FINDINGS.*

Events and programs that encourage upper-level and first-year students to connect include: Welcome Days, Orientation, Associated Students events, Athletics, Residential Life events. It should be noted that through advocacy, support and empowerment—key tenets of the Guardian Scholars Program mission statement—outreach is performed to former and current foster youth to create a vibrant community in which their charges are offered a lasting cohort structure beginning in their first-year. The program also offers advising, academic support during the summer, mental health services and opportunities for social enrichment. Based on statistics provided by the Guardian Scholars program, the model offered to this population has resulted in a graduation rate 22% higher than the composite of the university as whole. Integrated engagement opportunities and support services modeled by programs such as Guardian Scholars merits further investigation and possible application in other areas. *YES!! I ABSOLUTELY AGREE.*

In the arena of academic support services, programs such as those offered to first year students by Advising, CARP, Developmental Studies, DPRC, EOP, ETC, LAC and the J. Paul Leonard Library are effective when used but typically underutilized. Further efforts to engage the first-year student



population in these offices and their offerings would be merited.

*I CERTAINLY AGREE WITH YOUR OBSERVATION, BUT I ALSO WONDER WHETHER THESE UNITS ARE STAFFED AT SUCH A LEVEL THAT WOULD ENABLE THEM TO SERVE MORE STUDENTS. WHAT DO YOU THINK?*

#### Academic Advising

Our committee found the overall quality of academic advising in selection of courses/schedule planning, exploring rationale for course selection, and exploring life and career goals related to higher education was one of San Francisco State University's stronger areas. There has been a recent influx of advisors working on a graduation initiative, as well as counselors shared between the Undergraduate Advising Center and all colleges apart from the College of Education. Efforts made in preparation for the first year of attendance include placement testing, an Early Start program, directed self-placement—giving students an opportunity to make a prepared and informed choice with regards to course selection, New Student Orientation—where new students attend a 1.5 hour workshop on success, and a 30 minute workshop on the course registration process (this is facilitated by several trained assistants, faculty ambassadors, academic counselors, and grouping of students by college). In addition to 3 to 4 Freshman advising events where students are given a class planning workshop, the first-year student also has the opportunity and is encouraged to utilize academic advising.

The Undergraduate Advising Center offers both appointments, and drop-in hours, additionally each college has created its own resource & advising hub for their departments, additionally each department within a college allocates several faculty advisors for each major to address the needs of students. Exploration of the rationale for course selection in preparation for the first-year is rather limited and is usually primarily a result of DSP, Early Start or other activities listed above. This population of students primarily enter with a need to complete high-demand courses as prerequisites to coursework found in the General Education pattern, or Lower/Upper division courses within their selected major. However, in exploring life and career goals related to higher education there are a variety of quality resources available to students. In addition to departments such as ARC, CoBSSC, CoHHSRC, and COSE, there is an office of Career Services, career/job fairs, and a recent extension of staff allocated to assist first year students in this realm of self-inquiry.

Preparation for the second year of college was found to mirror the first with the addition of progress review at times resulting in referral by instructors to Developmental Studies, or outreach to identify students in non-compliance of minimum progress, assess their intentions, and work with them to provide services to gain success, or at times assist the students in making well informed choices about other options.

*I'M GLAD TO READ THE SECTION OF YOUR REPORT ON ADVISING. I HAVE TO ACKNOWLEDGE THAT ADVISING IS ONE OF THE AREAS ABOUT WHICH I HAVE BEEN MOST CONCERNED. DO I UNDERSTAND CORRECTLY THAT NEW STUDENTS ARE NOT REQUIRED TO SEE AN ACADEMIC ADVISOR (EXCEPT FOR STUDENTS IN ONE OF YOUR SPECIAL POPULATIONS)? IF THAT IS THE CASE, I THINK IT IS A MAJOR PROBLEM FOR YOU. IN REVIEWING YOUR PATTERNS OF D, F, AND W, GRADES, I COULD NOT HELP NOTICING THAT A GOOD NUMBER OF FIRST-YEAR STUDENTS WERE ENROLLED IN UPPER-LEVEL COURSES, AND MANY OF THEM WERE EARNING FAILING OR UNSATISFACTORY GRADES. THESE WERE OFTEN SINGLE STUDENTS WHO HAD ENROLLED IN AN UPPER-LEVEL COURSE. HOW DOES THIS*

*HAPPEN? ARE THESE THE STUDENTS WHO WERE NOT ADVISED? OFTEN, STUDENTS EARNING ONE OR MORE UNSATISFACTORY GRADES IN THE FIRST YEAR WILL DROP OUT OF THE UNIVERSITY. I KNOW THAT AS STUDENTS ADVANCE, THEY CAN MANAGE THEIR OWN CURRICULUM EFFECTIVELY, BUT THIS IS OFTEN NOT TRUE OF FIRST-YEAR STUDENTS. IT CAN BE THAT I'M TOTALLY MISUNDERSTANDING YOUR ADVISING SYSTEM, BUT I DO BELIEVE THAT REQUIRED ADVISING IS A SIGNIFICANT CONTRIBUTOR TO AN EFFECTIVE FIRST YEAR.*

#### Section 4: Recommended Grade & Rationale

Recommended Grade: D+

Rationale: Many strong individual efforts not organized or prioritized by a single University-wide FYE effort. Additionally, we are behind in technological efficiency (Salesforce/CRM) and social media communication. Lastly, change is not always quick in a union-based environment.

*I THINK THAT PERHAPS YOU ARE BEING TOO HARD ON YOURSELVES, BUT THE CHOICE OF A GRADE IS ENTIRELY UP TO YOU. AS IMPROVEMENTS ARE MADE, YOU CAN GO BACK AND REVISE A GRADE AS NEEDED.*

*YOU MAY WANT TO CULL AND ALSO GROUP SIMILAR ITEMS UNDER A LARGER THEME. YOU WILL HAVE TO GO BACK AND CAREFULLY PRIORITIZE WHAT'S "HIGHEST" PRIORITY, WHAT CAN BE DONE QUICKLY, WHAT WILL TAKE MORE TIME AND PERHAPS MORE MONEY.*

*THIS IS A HUGE TOPIC AND YOU HAVE DONE AN EXCELLENT JOB IN REVIEWING YOUR CURRENT WORK AND SUGGESTING IMPROVEMENTS. I DO THINK YOUR CURRENT EFFORTS ARE AT A "C" LEVEL, NOT A "D" LEVEL. YOU DO MANY THINGS WELL, AND WHAT SEEMS TO BE MISSING IS A STRONG LEVEL OF COHERENCE BETWEEN THEM.*

Appendix C Evidence Library

Doc #	Title	Dimension	URL
1	Academic Senate Resolution on FYE Student Learning Outcomes	Philosophy	<a href="http://senate.sfsu.edu/resolution/resolution-support-guidelines-first-year-experience-student-learning-outcomes">http://senate.sfsu.edu/resolution/resolution-support-guidelines-first-year-experience-student-learning-outcomes</a>
2	Guidelines for First Year Student Outcomes.doc	Learning; Diversity; Faculty; Organization; Philosophy; Roles and Purposes	<a href="https://foe.jngi.org/d/9690b-5858/guidelines-for-first-year-student-outcomes.doc">https://foe.jngi.org/d/9690b-5858/guidelines-for-first-year-student-outcomes.doc</a>
3	Identifying Potential Leavers Among FT-FTF (2013)	Improvement; Learning; Diversity; Philosophy; Roles and Purposes	<a href="http://air.sfsu.edu/sites/default/files/Identifying%20Potential%20Leavers%20among%20FTFTF.pdf">http://air.sfsu.edu/sites/default/files/Identifying%20Potential%20Leavers%20among%20FTFTF.pdf</a>
4	Attrition Study - 2005 FT-FTF Cohort (2012)	Improvement; Learning; Diversity; Philosophy; Roles and Purposes	<a href="http://air.sfsu.edu/sites/default/files/Attrition%20Study.pdf">http://air.sfsu.edu/sites/default/files/Attrition%20Study.pdf</a>
6	CSU Dashboard_AggregateData_17NOV16_14_52.csv	Improvement; Learning; Diversity; Philosophy; Roles and Purposes; Transitions	<a href="https://foe.jngi.org/d/05813-5959/csu-dashboardaggregatedata17nov161452.csv">https://foe.jngi.org/d/05813-5959/csu-dashboardaggregatedata17nov161452.csv</a>
7	SF State Campus Student Success Plan 9-2-16.docx	Improvement; Learning; Diversity; Faculty; Organization; Philosophy; Roles and Purposes; Transitions	<a href="https://foe.jngi.org/d/bed92-5961/sf-state-campus-student-success-plan-92161.docx">https://foe.jngi.org/d/bed92-5961/sf-state-campus-student-success-plan-92161.docx</a>
8	CSU Data Dashboard	Improvement; Learning; Diversity; Faculty; Philosophy; Roles and Purposes; Transitions	<a href="http://www.calstate.edu/dashboard">http://www.calstate.edu/dashboard</a>
9	HERI: YFCY (Your First College Year) National vs SF State Results.pdf	Improvement; Learning; All Students; Diversity; Faculty; Philosophy; Roles and Purposes; Transitions	<a href="https://foe.jngi.org/d/e2ffc-5979/yfcy-national-vs-sf-state-results.pdf">https://foe.jngi.org/d/e2ffc-5979/yfcy-national-vs-sf-state-results.pdf</a>

10	HERI: YFCY (Your First College Year)-2016-Brief.pdf	Improvement; Learning; All Students; Diversity; Philosophy; Roles and Purposes; Transitions	<a href="https://foe.jngi.org/d/04d4f-5980/yfcy2016brief.pdf">https://foe.jngi.org/d/04d4f-5980/yfcy2016brief.pdf</a>
11	HERI - YFCY (Your First College Year)-Instrument 202016.pdf	Improvement; Learning; All Students; Diversity; Philosophy; Roles and Purposes; Transitions	<a href="https://foe.jngi.org/d/88876-6038/yfcyinstrument202016.pdf">https://foe.jngi.org/d/88876-6038/yfcyinstrument202016.pdf</a>
12	Time to Degree - SignatureReport11-NSC.PDF	Improvement; Learning; Diversity; Philosophy; Roles and Purposes	<a href="https://foe.jngi.org/d/6a236-6039/signaturereport11nsc.PDF">https://foe.jngi.org/d/6a236-6039/signaturereport11nsc.PDF</a>
13	Fee Information F2016 SFSU.pdf	Transitions	<a href="https://foe.jngi.org/d/e28e2-6044/fee-information-f2016-sfsu.pdf">https://foe.jngi.org/d/e28e2-6044/fee-information-f2016-sfsu.pdf</a>
14	fresheligibility2017.pdf	Transitions	<a href="https://foe.jngi.org/d/f163e-6045/fresheligibility2017.pdf">https://foe.jngi.org/d/f163e-6045/fresheligibility2017.pdf</a>
15	Dates/ Deadlines for Admission	Transitions	<a href="http://www.sfsu.edu/future/dates/dates.html">http://www.sfsu.edu/future/dates/dates.html</a>
16	DPRC Welcome Letter	Transitions	<a href="http://www.sfsu.edu/future/DPRC Notice Spring 2017.pdf">http://www.sfsu.edu/future/DPRC Notice Spring 2017.pdf</a>
17	Steps To Enrollment	Transitions	<a href="http://www.sfsu.edu/future/StepstoEnrollment Spring2017.pdf">http://www.sfsu.edu/future/StepstoEnrollment Spring2017.pdf</a>
18	Steps to Enrollment (International)	Transitions	<a href="http://oip.sfsu.edu/f1/new/home">http://oip.sfsu.edu/f1/new/home</a>
19	First-Year Enrollment & DFWI Rates 120816.pdf	Improvement; Transitions	<a href="https://foe.jngi.org/d/f2c1a-6071/firstyear-enrollment--dfwi-rates-120816.pdf">https://foe.jngi.org/d/f2c1a-6071/firstyear-enrollment--dfwi-rates-120816.pdf</a>
20	NSSESnapshotSFState2014.pdf	Improvement	<a href="https://foe.jngi.org/d/5b524-6073/nssesnapshotsfstate2014.pdf">https://foe.jngi.org/d/5b524-6073/nssesnapshotsfstate2014.pdf</a>
21	FYE Learning Outcomes	Learning; Philosophy	<a href="http://senate.sfsu.edu/document/guidelines-first-year-student-experience-outcomes">http://senate.sfsu.edu/document/guidelines-first-year-student-experience-outcomes</a>

22	Resolution for FYE learning outcomes	Learning; Philosophy	<a href="http://senate.sfsu.edu/resolution/resolution-support-guidelines-first-year-experience-student-learning-outcomes">http://senate.sfsu.edu/resolution/resolution-support-guidelines-first-year-experience-student-learning-outcomes</a>
23	UCLA FYE research & resources	Learning; All Students; Philosophy	<a href="http://www.firstyearexperience.ucla.edu/About/Mission">http://www.firstyearexperience.ucla.edu/About/Mission</a>
24	NCHA-II WEB SPRING 2015 SAN FRANCISCO STATE UNIVERSITY EXECUTIVE SUMMARY DATA REPORT.pdf	Learning; All Students; Diversity	<a href="https://foe.jngi.org/d/2036f-6106/nchaii-web-spring-2015-san-francisco-state-university-executive-summary-data-report.pdf">https://foe.jngi.org/d/2036f-6106/nchaii-web-spring-2015-san-francisco-state-university-executive-summary-data-report.pdf</a>
25	NCHA-II WEB SPRING 2016 SAN FRANCISCO STATE UNIVERSITY EXECUTIVE SUMMARY DATA REPORT.pdf	Learning; All Students; Diversity	<a href="https://foe.jngi.org/d/c2fe3-6107/nchaii-web-spring-2016-san-francisco-state-university-executive-summary-data-report.pdf">https://foe.jngi.org/d/c2fe3-6107/nchaii-web-spring-2016-san-francisco-state-university-executive-summary-data-report.pdf</a>
26	Key Dates Spring 2017	Transitions	<a href="https://www.sfsu.edu/~admisrec/reg/Key%20Dates%20Spring%202017.pdf">https://www.sfsu.edu/~admisrec/reg/Key%20Dates%20Spring%202017.pdf</a>
28	Composition Lecturer Survey for FoE.docx	Learning; Diversity	<a href="https://foe.jngi.org/d/a700b-6221/composition-lecturer-survey-for-foe.docx">https://foe.jngi.org/d/a700b-6221/composition-lecturer-survey-for-foe.docx</a>
29	Baccalaureate requirements policy	Learning; Diversity; Organization; Philosophy; Roles and Purposes	<a href="https://foe.jngi.org/d/516de-6310/policy-s15255.pdf">https://foe.jngi.org/d/516de-6310/policy-s15255.pdf</a>
30	Written English proficiency S12-14	Learning; Diversity; Faculty; Organization; Philosophy; Roles and Purposes	<a href="https://foe.jngi.org/d/a212b-6311/policy-on-written-english-proficiency-s1214-copy.pdf">https://foe.jngi.org/d/a212b-6311/policy-on-written-english-proficiency-s1214-copy.pdf</a>
31	Course repeat policy	Learning; Organization; Philosophy; Roles and Purposes	<a href="https://foe.jngi.org/d/c1468-6312/crpf16248policy.pdf">https://foe.jngi.org/d/c1468-6312/crpf16248policy.pdf</a>
32	Academic Senate - Withdrawal from Courses - 2016-02-10.pdf	Learning; Organization; Philosophy; Roles and Purposes	<a href="https://foe.jngi.org/d/250b3-6313/academic-senate--withdrawal-from-courses--20160210.pdf">https://foe.jngi.org/d/250b3-6313/academic-senate--withdrawal-from-courses--20160210.pdf</a>

33	Academic Senate - Academic Advising Policy - 2014-12-17.pdf	Learning; Faculty; Organization; Philosophy; Roles and Purposes	<a href="https://foe.jngi.org/d/96e63-6314/academic-senate--academic-advising-policy---20141217.pdf">https://foe.jngi.org/d/96e63-6314/academic-senate--academic-advising-policy---20141217.pdf</a>
34	Evaluation Plan.Metro.1.27.2016.docx	Improvement	<a href="https://foe.jngi.org/d/0555f-6338/evaluation-planmetro1272016.docx">https://foe.jngi.org/d/0555f-6338/evaluation-planmetro1272016.docx</a>
35	<a href="http://air.sfsu.edu/ir/student">http://air.sfsu.edu/ir/student</a>	Improvement	<a href="http://air.sfsu.edu/ir/student">http://air.sfsu.edu/ir/student</a>
36	Meta Majors	Improvement	<a href="http://www4.csudh.edu/president/national-model-laboratory/meta-majors">http://www4.csudh.edu/president/national-model-laboratory/meta-majors</a>
37	NSSE14 Engagement Indicators (SF State).pdf	Improvement	<a href="https://foe.jngi.org/d/75e9c-6341/nsse14-engagement-indicators-sf-state.pdf">https://foe.jngi.org/d/75e9c-6341/nsse14-engagement-indicators-sf-state.pdf</a>
38	NSSE14 Frequencies and Statistical Comparisons (SF State).pdf	Improvement	<a href="https://foe.jngi.org/d/6ff80-6342/nsse14-frequencies-and-statistical-comparisons-sf-state.pdf">https://foe.jngi.org/d/6ff80-6342/nsse14-frequencies-and-statistical-comparisons-sf-state.pdf</a>
41	leap presentaiton_SSGI.pptx	Improvement; Learning; Diversity; Philosophy; Roles and Purposes	<a href="https://foe.jngi.org/d/60b9e-6418/general-leap-presentaitongraduation-and-success-initiative-002.pptx">https://foe.jngi.org/d/60b9e-6418/general-leap-presentaitongraduation-and-success-initiative-002.pptx</a>
42	SFSU Transportation Survey 2014 Final Results.pdf	Learning; Diversity; Philosophy; Roles and Purposes	<a href="https://foe.jngi.org/d/e9ae1-6420/sfsu-transportation-survey-2014-final-results.pdf">https://foe.jngi.org/d/e9ae1-6420/sfsu-transportation-survey-2014-final-results.pdf</a>
43	Probation Study 2013.pdf	Improvement; Learning; Diversity; Organization; Philosophy; Roles and Purposes	<a href="https://foe.jngi.org/d/2d28b-6499/probation-study-air.pdf">https://foe.jngi.org/d/2d28b-6499/probation-study-air.pdf</a>
44	Educational Opportunity Program (EOP) AY 2015-2016 Student Checkin Survey.pdf	Improvement; All Students	<a href="https://foe.jngi.org/d/c712b-6547/eop-ay-20152016-student-checkin-survey.pdf">https://foe.jngi.org/d/c712b-6547/eop-ay-20152016-student-checkin-survey.pdf</a>
47	UPD Safety Plan/2016 report	All Students	<a href="http://upd.sfsu.edu/sites/default/files/assets/pdf/Annual_Campus_Safety_Plan_Report.pdf">http://upd.sfsu.edu/sites/default/files/assets/pdf/Annual_Campus_Safety_Plan_Report.pdf</a>

48	Data Book 2015.pdf	Improvement; Learning; All Students; Diversity; Faculty; Organization; Philosophy; Roles and Purposes	<a href="https://foe.jngi.org/d/4bde2-6594/data-book-2015.pdf">https://foe.jngi.org/d/4bde2-6594/data-book-2015.pdf</a>
49	EOP 20142 WORKSHOP REPORT.PDF	Improvement	<a href="https://foe.jngi.org/d/cc362-6607/eop-20142-workshop-report.PDF">https://foe.jngi.org/d/cc362-6607/eop-20142-workshop-report.PDF</a>
50	SSS G-Evaluation -2015.pdf	Improvement	<a href="https://foe.jngi.org/d/a9ad4-6608/sss-gevaluation-2015.pdf">https://foe.jngi.org/d/a9ad4-6608/sss-gevaluation-2015.pdf</a>
51	SSS P042A150438-SSS Project Profile Summary.pdf	Improvement	<a href="https://foe.jngi.org/d/07ce1-6609/sss-p042a150438sss-project-profile-summary.pdf">https://foe.jngi.org/d/07ce1-6609/sss-p042a150438sss-project-profile-summary.pdf</a>
52	Reinventing the first year experience	Improvement; Learning; All Students; Diversity; Faculty; Philosophy; Roles and Purposes	<a href="https://www.insidehighered.com/blogs/higher-ed-gamma/reinventing-first-year-experience">https://www.insidehighered.com/blogs/higher-ed-gamma/reinventing-first-year-experience</a>
54	HERI - Faculty-Survey-Instrument.pdf	Improvement; Learning; All Students; Diversity; Faculty; Philosophy; Roles and Purposes; Transitions	<a href="https://foe.jngi.org/d/f7b72-6659/facsurveyinstrument.pdf">https://foe.jngi.org/d/f7b72-6659/facsurveyinstrument.pdf</a>
55	ESP Program Description.docx	Improvement	<a href="https://foe.jngi.org/d/d8035-6676/esp-program-description.docx">https://foe.jngi.org/d/d8035-6676/esp-program-description.docx</a>
56	FirstYearExperienceMgr.MPPI.PositionDescription-Feb2017.docx	Organization	<a href="https://foe.jngi.org/d/c75e9-6699/firstyearexperiencemgrmppipositiondescriptionfeb2017.docx">https://foe.jngi.org/d/c75e9-6699/firstyearexperiencemgrmppipositiondescriptionfeb2017.docx</a>
57	First-year student connections with faculty.docx	Improvement; Faculty; Transitions	<a href="https://foe.jngi.org/d/7e56b-6748/firstyear-student-connections-with-faculty.docx">https://foe.jngi.org/d/7e56b-6748/firstyear-student-connections-with-faculty.docx</a>
58	Cal State English and Math Profeciency Data	Improvement; Learning; Faculty; Philosophy; Roles and Purposes; Transitions	<a href="http://asd.calstate.edu/performance/proficiency.shtml">http://asd.calstate.edu/performance/proficiency.shtml</a>

59	<a href="https://iwpr.org/publications/college-students-children-national-regional-profiles/">https://iwpr.org/publications/college-students-children-national-regional-profiles/</a>	All Students	<a href="https://iwpr.org/publications/college-students-children-national-regional-profiles/">https://iwpr.org/publications/college-students-children-national-regional-profiles/</a>
60	<a href="https://edsourcesource.org/2016/group-of-educators-policy-makers-aims-to-tackle-preschool-suspensions/571186">https://edsourcesource.org/2016/group-of-educators-policy-makers-aims-to-tackle-preschool-suspensions/571186</a>	All Students	<a href="https://edsourcesource.org/2016/group-of-educators-policy-makers-aims-to-tackle-preschool-suspensions/571186">https://edsourcesource.org/2016/group-of-educators-policy-makers-aims-to-tackle-preschool-suspensions/571186</a>
61	<a href="http://www.iie.org/Research-and-Publications/Open-Doors/Data/Fast-Facts#.WMBFtjvvyvIU">http://www.iie.org/Research-and-Publications/Open-Doors/Data/Fast-Facts#.WMBFtjvvyvIU</a>	All Students	<a href="http://www.iie.org/Research-and-Publications/Open-Doors/Data/Fast-Facts#.WMBFtjvvyvIU">http://www.iie.org/Research-and-Publications/Open-Doors/Data/Fast-Facts#.WMBFtjvvyvIU</a>
62	<a href="http://smhp.psych.ucla.edu/pdfdocs/internat.pdf">http://smhp.psych.ucla.edu/pdfdocs/internat.pdf</a>	All Students	<a href="http://smhp.psych.ucla.edu/pdfdocs/internat.pdf">http://smhp.psych.ucla.edu/pdfdocs/internat.pdf</a>
64	<a href="https://www.insidehighered.com/news/2014/05/28/new-research-retention-international-students">https://www.insidehighered.com/news/2014/05/28/new-research-retention-international-students</a>	All Students	<a href="https://www.insidehighered.com/news/2014/05/28/new-research-retention-international-students">https://www.insidehighered.com/news/2014/05/28/new-research-retention-international-students</a>
65	Fall 2016 Student Infographic.pdf	Improvement; Learning; Diversity; Philosophy; Roles and Purposes; Transitions	<a href="https://foe.jngi.org/d/0b841-6861/fall-2016-student-profile.pdf">https://foe.jngi.org/d/0b841-6861/fall-2016-student-profile.pdf</a>
66	7th Cycle Academic Program Review Handbook	Learning	<a href="https://foe.jngi.org/d/4ee0f-6868/7thcyclehandbook.docx">https://foe.jngi.org/d/4ee0f-6868/7thcyclehandbook.docx</a>
67	Academic Senate - Guidelines for the Seventh Cycle of Academic Program Review	Learning	<a href="https://foe.jngi.org/d/3689f-6869/academic-senate--guidelines-for-the-seventh-cycle-of-academic-program-review--20151216.pdf">https://foe.jngi.org/d/3689f-6869/academic-senate--guidelines-for-the-seventh-cycle-of-academic-program-review--20151216.pdf</a>
68	High Impact Practices.pdf	Learning	<a href="https://foe.jngi.org/d/b629b-6870/high-impact-practices.pdf">https://foe.jngi.org/d/b629b-6870/high-impact-practices.pdf</a>
69	BRC revisions of Appendices	Learning	<a href="https://foe.jngi.org/d/d223a-6871/brc-revisions-of-appendices.pdf">https://foe.jngi.org/d/d223a-6871/brc-revisions-of-appendices.pdf</a>
70	First-Year Experience Interview 022717.xlsx	Improvement	<a href="https://foe.jngi.org/d/a9b27-6894/firstyear-experience-interview-022717.xlsx">https://foe.jngi.org/d/a9b27-6894/firstyear-experience-interview-022717.xlsx</a>



71	National Resource Center for the First-Year Experience and Students in Transition	Improvement; Philosophy; Transitions	<a href="http://www.sc.edu/fye/">http://www.sc.edu/fye/</a>
72	Discrete Structures_Current_SF State.pdf	Organization	<a href="https://foe.jngi.org/d/cbd51-6897/discrete-structurescurrentsf-state.pdf">https://foe.jngi.org/d/cbd51-6897/discrete-structurescurrentsf-state.pdf</a>
73	DPRC_Notice_Fall_2017.pdf	Transitions	<a href="https://foe.jngi.org/d/65e7a-6905/dprcnoticefall2017.pdf">https://foe.jngi.org/d/65e7a-6905/dprcnoticefall2017.pdf</a>
74	FreshmanAlert_Fall2017.pdf	Transitions	<a href="https://foe.jngi.org/d/8e67b-6906/freshmanalertfall2017.pdf">https://foe.jngi.org/d/8e67b-6906/freshmanalertfall2017.pdf</a>
75	SampleAdmissionLetter_Fall2017.rtf	Transitions	<a href="https://foe.jngi.org/d/0db08-6907/sampleadmissionletterfall2017.rtf">https://foe.jngi.org/d/0db08-6907/sampleadmissionletterfall2017.rtf</a>
76	StepsforNewStudents_Fall2017.pdf	Transitions	<a href="https://foe.jngi.org/d/3117e-6908/stepsfornewstudentsfall2017.pdf">https://foe.jngi.org/d/3117e-6908/stepsfornewstudentsfall2017.pdf</a>
78	A Portrait of Latinos at San Francisco State FINAL.pdf	Improvement; Learning; All Students; Diversity; Faculty	<a href="https://foe.jngi.org/d/ce559-6944/a-portrait-of-latinos-at-san-francisco-state-final.pdf">https://foe.jngi.org/d/ce559-6944/a-portrait-of-latinos-at-san-francisco-state-final.pdf</a>
79	FY Experience Survey A.docx	Improvement	<a href="https://foe.jngi.org/d/0e144-6978/fy-experience-survey-a.docx">https://foe.jngi.org/d/0e144-6978/fy-experience-survey-a.docx</a>
80	FY Experience Survey B.docx	Improvement	<a href="https://foe.jngi.org/d/60a47-6979/fy-experience-survey-b.docx">https://foe.jngi.org/d/60a47-6979/fy-experience-survey-b.docx</a>
81	OCS Sp 17 Events and Workshops flyer.pdf	Transitions	<a href="https://foe.jngi.org/d/f132f-7024/ocs-sp-17-events-and-workshops-flyer.pdf">https://foe.jngi.org/d/f132f-7024/ocs-sp-17-events-and-workshops-flyer.pdf</a>
82	Career Services Info handout.pdf	Transitions	<a href="https://foe.jngi.org/d/6b10e-7025/career-services-info-handout.pdf">https://foe.jngi.org/d/6b10e-7025/career-services-info-handout.pdf</a>
83	College costs info sheet.pdf	Transitions	<a href="https://foe.jngi.org/d/8bf1e-7026/college-costs-info-sheet.pdf">https://foe.jngi.org/d/8bf1e-7026/college-costs-info-sheet.pdf</a>
84	General Scholarships/All Majors scholarship flyer	Transitions	<a href="https://foe.jngi.org/d/300a3-7027/all-majors-scholarship-flyer.pdf">https://foe.jngi.org/d/300a3-7027/all-majors-scholarship-flyer.pdf</a>

85	16-17 High School Senior Scholarship List.doc	Transitions	<a href="https://foe.jngi.org/d/76efa-7028/1617-high-school-senior-scholarship-list.doc">https://foe.jngi.org/d/76efa-7028/1617-high-school-senior-scholarship-list.doc</a>
86	Scholarships No Proof of Citizenship Required 16-17.doc	Transitions	<a href="https://foe.jngi.org/d/9801e-7029/scholarships-no-proof-required-1617.doc">https://foe.jngi.org/d/9801e-7029/scholarships-no-proof-required-1617.doc</a>
87	16-17 SFSU Bulletin- Fees and Expenses.pdf	Transitions	<a href="https://foe.jngi.org/d/b6fc5-7030/1617-sfsu-bulletin-fees-and-expenses.pdf">https://foe.jngi.org/d/b6fc5-7030/1617-sfsu-bulletin-fees-and-expenses.pdf</a>
88	16-17 SFSU Bulletin- Student Financial Aid.pdf	Transitions	<a href="https://foe.jngi.org/d/2ffab-7031/1617-sfsu-bulletin-student-financial-aid.pdf">https://foe.jngi.org/d/2ffab-7031/1617-sfsu-bulletin-student-financial-aid.pdf</a>
90	2016-2017 Academic Year Housing Fee Schedule	Transitions	<a href="http://housing.sfsu.edu/sites/default/files/assets/forms/FeeSchedule.pdf">http://housing.sfsu.edu/sites/default/files/assets/forms/FeeSchedule.pdf</a>
91	Fall 2016 SFSU Housing Newsletter	Transitions	<a href="http://housing.sfsu.edu/sites/default/files/assets/forms/Fall%20Newsletter.pdf">http://housing.sfsu.edu/sites/default/files/assets/forms/Fall Newsletter.pdf</a>
92	San Francisco State University Campus Climate Survey Report 2015.pdf	All Students	<a href="https://foe.jngi.org/d/1c66a-7038/san-francisco-state-university-campus-climate-survey-report-2015.pdf">https://foe.jngi.org/d/1c66a-7038/san-francisco-state-university-campus-climate-survey-report-2015.pdf</a>
93	Fin Aid Spring 17 incoming email.pdf	Transitions	<a href="https://foe.jngi.org/d/a9ec0-7040/fin-aid-spring-17-incoming-email.pdf">https://foe.jngi.org/d/a9ec0-7040/fin-aid-spring-17-incoming-email.pdf</a>
94	Fin Aid 17_18 Cont Stu Priority Ddl Email .pdf	Transitions	<a href="https://foe.jngi.org/d/b76a5-7041/fin-aid-1718-cont-stu-priority-ddl-email.pdf">https://foe.jngi.org/d/b76a5-7041/fin-aid-1718-cont-stu-priority-ddl-email.pdf</a>
95	Sample Financial Aid Offer Letter.pdf	Transitions	<a href="https://foe.jngi.org/d/f40af-7046/sample-financial-aid-offer-letter.pdf">https://foe.jngi.org/d/f40af-7046/sample-financial-aid-offer-letter.pdf</a>
96	NSSE14 Snapshot (SF State).pdf	Learning; All Students; Diversity	<a href="https://foe.jngi.org/d/01a2d-7048/nsse14-snapshot-sf-state.pdf">https://foe.jngi.org/d/01a2d-7048/nsse14-snapshot-sf-state.pdf</a>
97	Student Pulse Survey - Fall 2013-1.pdf	Improvement; Learning; Diversity; Roles and Purposes; Transitions	<a href="https://foe.jngi.org/d/f1ebc-7049/student-pulse-survey--fall-20131.pdf">https://foe.jngi.org/d/f1ebc-7049/student-pulse-survey--fall-20131.pdf</a>

99	2016-2017 res life exit survey.academic performance.pdf	Learning; All Students	<a href="https://foe.jngi.org/d/099c7-7086/20162017-res-life-exit-surveyacademic-performance.pdf">https://foe.jngi.org/d/099c7-7086/20162017-res-life-exit-surveyacademic-performance.pdf</a>
100	2016-2017 res life exit survey.academic standing.pdf	Improvement; Learning; All Students	<a href="https://foe.jngi.org/d/a0d90-7087/20162017-res-life-exit-surveyacademic-standing.pdf">https://foe.jngi.org/d/a0d90-7087/20162017-res-life-exit-surveyacademic-standing.pdf</a>
101	2016-2017 res life exit survey.academic sucess.pdf	Learning; All Students; Roles and Purposes	<a href="https://foe.jngi.org/d/97306-7088/20162017-res-life-exit-surveyacademic-sucess.pdf">https://foe.jngi.org/d/97306-7088/20162017-res-life-exit-surveyacademic-sucess.pdf</a>
102	2016-2017 res life exit survey.ethnicity.pdf	Learning; All Students; Diversity; Roles and Purposes	<a href="https://foe.jngi.org/d/aa6c-7089/20162017-res-life-exit-surveyethnicity.pdf">https://foe.jngi.org/d/aa6c-7089/20162017-res-life-exit-surveyethnicity.pdf</a>
103	2016-2017 res life exit survey.halls.programs.pdf	Learning; All Students; Roles and Purposes; Transitions	<a href="https://foe.jngi.org/d/1eb70-7090/20162017-res-life-exit-surveyhallsprograms.pdf">https://foe.jngi.org/d/1eb70-7090/20162017-res-life-exit-surveyhallsprograms.pdf</a>
104	2016-2017 res life exit survey.halls.safety.pdf	All Students; Roles and Purposes	<a href="https://foe.jngi.org/d/2ba2d-7091/20162017-res-life-exit-surveyhallssafety.pdf">https://foe.jngi.org/d/2ba2d-7091/20162017-res-life-exit-surveyhallssafety.pdf</a>
105	2016-2017 res life exit survey.interpersonal relationships.pdf	Learning; All Students; Diversity; Transitions	<a href="https://foe.jngi.org/d/5dcf9-7092/20162017-res-life-exit-surveyinterpersonal-relationships.pdf">https://foe.jngi.org/d/5dcf9-7092/20162017-res-life-exit-surveyinterpersonal-relationships.pdf</a>
106	Placement in First-Year English Classes at SF State: Stretch Composition and Directed Self-Placement (DSP)	Improvement; Learning; Transitions	<a href="https://foe.jngi.org/d/4815c-7127/dsp-english.docx">https://foe.jngi.org/d/4815c-7127/dsp-english.docx</a>
107	metro.sfsu.edu	Improvement; All Students; Diversity; Transitions	<a href="http://metro.sfsu.edu">http://metro.sfsu.edu</a>
108	Causeways narrative final.pdf	Improvement; Learning; Faculty	<a href="https://foe.jngi.org/d/e4471-7152/causeways-narrative-final.pdf">https://foe.jngi.org/d/e4471-7152/causeways-narrative-final.pdf</a>
109	<a href="http://www.jngi.org/retention-symposium/">http://www.jngi.org/retention-symposium/</a>	Improvement; Roles and Purposes; Transitions	<a href="http://www.jngi.org/retention-symposium/">http://www.jngi.org/retention-symposium/</a>

110	SFSU Improvement Dimensions Report Draft.docx	Improvement	<a href="https://foe.jngi.org/d/ffbd2-7210/sfsu-improvement-dimensions-report-draft.docx">https://foe.jngi.org/d/ffbd2-7210/sfsu-improvement-dimensions-report-draft.docx</a>
111	Motivation for Attending College.pptx	All Students; Diversity; Philosophy	<a href="https://foe.jngi.org/d/bda34-7233/motivation-for-attending-college.pptx">https://foe.jngi.org/d/bda34-7233/motivation-for-attending-college.pptx</a>
112	Summary of Student Reflections following Agents of Change Documentary.docx	Diversity; Philosophy	<a href="https://foe.jngi.org/d/e21af-7234/sf-buildagents-of-change-thank-you-letterssummary.docx">https://foe.jngi.org/d/e21af-7234/sf-buildagents-of-change-thank-you-letterssummary.docx</a>
113	San Francisco State University - Dimension Report for Transitions-1.rtf	Transitions	<a href="https://foe.jngi.org/d/500c4-7241/san-francisco-state-university--dimension-report-for-transitions1.rtf">https://foe.jngi.org/d/500c4-7241/san-francisco-state-university--dimension-report-for-transitions1.rtf</a>
114	Access to and Info about the First Year Composition Student/Faculty Guide	Faculty	<a href="https://ilearn.sfsu.edu/collab/mod/page/view.php?id=44190">https://ilearn.sfsu.edu/collab/mod/page/view.php?id=44190</a>
117	FOE Philosophy survey of FYE philosophies at SFSU.xlsx	Philosophy	<a href="https://foe.jngi.org/d/ab145-7281/foe-sfsu-survey-of-fye-philosophies.xlsx">https://foe.jngi.org/d/ab145-7281/foe-sfsu-survey-of-fye-philosophies.xlsx</a>
118	Advising Interview-1st Year.doc	Roles and Purposes	<a href="https://foe.jngi.org/d/6b02b-7314/advising-interview1st-year.doc">https://foe.jngi.org/d/6b02b-7314/advising-interview1st-year.doc</a>
119	Athletics Questions.docx	Roles and Purposes	<a href="https://foe.jngi.org/d/49e7f-7315/athletics-questions.docx">https://foe.jngi.org/d/49e7f-7315/athletics-questions.docx</a>
120	Career Services Notes.docx	Roles and Purposes	<a href="https://foe.jngi.org/d/62b03-7316/career-services-notes.docx">https://foe.jngi.org/d/62b03-7316/career-services-notes.docx</a>
121	Financial Aid Office - Roles Purposes Performance Indicators.docx	Roles and Purposes	<a href="https://foe.jngi.org/d/ca65c-7317/financial-aid-office--roles--purposes-performance-indicators.docx">https://foe.jngi.org/d/ca65c-7317/financial-aid-office--roles--purposes-performance-indicators.docx</a>
122	Student Outreach Services - Roles Purposes Interview.docx	Roles and Purposes	<a href="https://foe.jngi.org/d/911f7-7318/student-outreach-services--roles--purposes-interview.docx">https://foe.jngi.org/d/911f7-7318/student-outreach-services--roles--purposes-interview.docx</a>
123	Admissions Interview.docx	Roles and Purposes	<a href="https://foe.jngi.org/d/9611a-7319/admissions-interview.docx">https://foe.jngi.org/d/9611a-7319/admissions-interview.docx</a>

124	Improvement Dimensions Report Draft with FEEDBACK from BB.docx	Improvement	<a href="https://foe.jngi.org/d/d43eb-7325/feedback-from-bb-on-the-sfsu-improvement-dimensions-report-draft1.docx">https://foe.jngi.org/d/d43eb-7325/feedback-from-bb-on-the-sfsu-improvement-dimensions-report-draft1.docx</a>
125	FOE Philosophy draft final report 5.8.17.docx	Philosophy	<a href="https://foe.jngi.org/d/c91ca-7326/foe-philosophy-final-report-5817.docx">https://foe.jngi.org/d/c91ca-7326/foe-philosophy-final-report-5817.docx</a>
127	SF State- Dimension Report for All Students DRAFT.rtf	All Students	<a href="https://foe.jngi.org/d/a4018-7336/sf-state-dimension-report-for-all-students-draft.rtf">https://foe.jngi.org/d/a4018-7336/sf-state-dimension-report-for-all-students-draft.rtf</a>
128	Summary Report on Baccalaureate Requirements Policy.docx	Organization	<a href="https://foe.jngi.org/d/601d9-7354/summary-report-on-baccalaureate-requirements-policy.docx">https://foe.jngi.org/d/601d9-7354/summary-report-on-baccalaureate-requirements-policy.docx</a>
129	FOE Faculty Dimensions Report 5.15.17.docx	Faculty	<a href="https://foe.jngi.org/d/4efbd-7355/foe-faculty-dimensions-report-51517.docx">https://foe.jngi.org/d/4efbd-7355/foe-faculty-dimensions-report-51517.docx</a>
130	Improvement Dimensions Report Final.docx	Improvement	<a href="https://foe.jngi.org/d/7d82e-7357/improvement-dimensions-report-final.docx">https://foe.jngi.org/d/7d82e-7357/improvement-dimensions-report-final.docx</a>
131	San Francisco State University - Dimension Report for Transitions.rtf	Transitions	<a href="https://foe.jngi.org/d/0006c-7358/san-francisco-state-university--dimension-report-for-transitions.rtf">https://foe.jngi.org/d/0006c-7358/san-francisco-state-university--dimension-report-for-transitions.rtf</a>
132	SanFranciscoStateUniversity-DimensionReportforOrganizationDR AFT.docx	Organization	<a href="https://foe.jngi.org/d/69593-7368/sanfranciscostateuniversitydimensionreportfororganizationdraft.docx">https://foe.jngi.org/d/69593-7368/sanfranciscostateuniversitydimensionreportfororganizationdraft.docx</a>
133	SF State- Dimension Report_Roles and Purposes DRAFT 5.19.docx	Roles and Purposes	<a href="https://foe.jngi.org/d/95194-7374/sf-state-dimension-reportroles-and-purposes-draft-519.docx">https://foe.jngi.org/d/95194-7374/sf-state-dimension-reportroles-and-purposes-draft-519.docx</a>
134	5-19-17 DRAFT SFSU Foundations of Excellence Learning Dimension Report.docx	Learning	<a href="https://foe.jngi.org/d/5054b-7375/51917-draft-sfsu-foundations-of-excellence-learning-dimension-report.docx">https://foe.jngi.org/d/5054b-7375/51917-draft-sfsu-foundations-of-excellence-learning-dimension-report.docx</a>

135	FOE Philsophy final report 5.25.2017.docx	Philosophy	<a href="https://foe.jngi.org/d/97b0b-7382/foe-philosophy-final-report-5252017.docx">https://foe.jngi.org/d/97b0b-7382/foe-philosophy-final-report-5252017.docx</a>
136	FINAL SFSU Foundations of Excellence Learning Dimension Report.pdf	Learning	<a href="https://foe.jngi.org/d/5c703-7386/final-sfsu-foundations-of-excellence-learning-dimension-report.pdf">https://foe.jngi.org/d/5c703-7386/final-sfsu-foundations-of-excellence-learning-dimension-report.pdf</a>
137	Office of Student Conduct.pdf	All Students; Diversity	<a href="https://foe.jngi.org/d/5aff9-7390/office-of-student-conduct.pdf">https://foe.jngi.org/d/5aff9-7390/office-of-student-conduct.pdf</a>
138	Faculty Composition WASC 2007- 2011.pdf	Diversity; Faculty	<a href="https://foe.jngi.org/d/20c8d-7402/faculty-composition-wasc-20072011.pdf">https://foe.jngi.org/d/20c8d-7402/faculty-composition-wasc-20072011.pdf</a>
139	Diversity Report draft to Gardner.docx	Diversity	<a href="https://foe.jngi.org/d/a259a-7418/diversity-report-draft-to-gardner.docx">https://foe.jngi.org/d/a259a-7418/diversity-report-draft-to-gardner.docx</a>