

Facilitating Graduation Task Force
Attachments to the Final Report
August 14, 2006

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Facilitating Graduation Task Force
Recommendations as of 3/30/05

The Facilitating Graduation Task Force was convened by Provost Gemello on January 31, 2005. We were charged with identifying solutions to improve our undergraduate graduation rates. The task force reviewed information on graduation rates, met with department chairs, and discussed the findings of an Advising Center study of high unit undergraduates. We met weekly, coming up with a long initial list of possible actions and approaches and identified the following items as being very important and attainable in a relatively short time. A separate list was compiled that includes other ideas that were not as unanimously endorsed, might take longer to accomplish, and/or would require a great deal of resources.

We recommend that the task force (with a slightly changed membership depending on availability of current members) be charged with continuing the process through Fall 2005 in order to make further inroads into improving SFSU students' graduation rates. We propose that the task force be charged with leading the implementation of the following recommendations:

A. Data-Gathering

1. Surveys/focus groups:
 - a. Develop Pulse questions and in-class surveys of students regarding their perceived impediments to graduation.
-Person(s) responsible: Task Force members, Richard Giardina, Don Casella, Conrad Perreras
*-Timeline: Spring – Fall 2005 (Pulse questions developed 4/05 – see **Attachment I**; Pulse asked during registration in June and July; data evaluated in Fall 2005; in-class surveys developed and administered during Fall 2005)*
-\$ for printing and data analysis
 - b. Using focus groups, survey high unit undergraduates who have not yet graduated regarding why they are not graduating in a timely fashion.
-Person(s) responsible: Task Force members, Richard Giardina, faculty experts
-Timeline: Fall 2005
-\$ for facilitators
 - c. Using focus groups, gather information from professional staff regarding graduation rates.
-Person(s) responsible: Task Force members, Richard Giardina, faculty experts
-Timeline: Fall 2005
 - d. Survey recent graduates who finished in 4-6 years as well as longer by mail and e-mail to see why the former graduated in a timely way and the latter did

not. Consider surveying students who left with a high number of units but did not graduate.

-Person(s) responsible: Task Force members, Richard Giardina, Don Casella

-Timeline: Spring 2006

-\$ for mailing and analysis

2. Provide data for scheduling decisions. Meet with department chairs to find out what data they need to assist them in developing their class schedules. Provide the data in a convenient format early in the class schedule building process.

-Person(s) responsible: Jo Volkert, Dan Buttlair, College Councils, Ramona Knowles, Barbara Luzardi

-Timeline: Spring – Fall 2005

3. Investigate the degree to which repeating courses by students is a roadblock to their own or others' graduation.

-Person(s) responsible: Task Force members

-Timeline: Fall 2005

B. Curricular matters

1. Review curricular bottlenecks based on historical enrollment data (including major, GE, and prerequisites).

-Person(s) responsible: Dan Buttlair, Ramona Knowles, Task Force members, department chairs

-Timeline: Fall 2005

2. Review of GE policy: request APC and its constituencies to review general education policy with special attention to Segment III to consider how to remove complexity, provide more options (which will affect registration, petitions, scheduling, etc.), while maintaining CSU mandates and intent for GE as outlined in E.O. 595.

-Person(s) responsible: GEC, APC, Academic Senate Executive Committee

-Timeline: Fall 2005-Spring 2006, implemented for Fall 2007

3. Excess units: identify departments with a high percentage of students with excess units and help these departments strategize about how to help their students graduate in a more timely manner.

-Person(s) responsible: Task Force members, Dan Buttlair, department chairs, Jay Orendorff

-Timeline: Fall 2005

C. Advising

1. Draft implementation of the 5 pivotal points of advising (see **Attachment 2**)

-Person(s) responsible: UAC, Academic Senate Executive Committee, APC

-Timeline: Fall 2005-Spring 2006, implemented in Fall 2006

2. Provide up-to-date paper and electronic advising tools to all who advise (e.g. Bulletin, Schedule, Gatoraid). Identify all faculty and staff who do advising and ensure that they have access to/copies of all necessary advising tools. Set up communication system to keep all who advise informed of important news. In order to make sure that advising is of the highest quality across campus, and that advising faculty and staff have the most up-to-date information, set up some sort of system – website, listserve?
-Person(s) responsible: UAC, department chairs, college-based student resource center staff members
-Timeline: Fall 2005
-\$ for Bulletins, copies and website development

3. Draft policy on undergraduate advising board /council for review by the Academic Senate (See **Attachment 3**).
-Person(s) responsible: UAC, Academic Senate Executive Committee, APC
-Timeline: Spring – Fall 2005

4. Link on-line class schedule to major requirements in the Bulletin, including links to departmental roadmaps (including 4 and 5 year plans) and major worksheets. Departments should provide both a 4-year (since that’s possible for some students and desirable for PR purposes) and a more realistic 5-year plan, as well as a native and transfer pattern. Also, make major worksheets available for printing out so students can keep track of their major progress and bring them to advising meetings.
-Person(s)/offices responsible: DOIT, department chairs, Undergraduate Studies
-Timeline: Spring 2006

D. Registration/enrollment issues

1. 2-phase registration (e.g. limit registration to 13 units during Phase I): set the unit limit during priority registration to 13, rather than the current 16 units. Lowering the unit limit would give more students access to more classes in the first phase of registration. After all students have completed priority registration, they could add additional units during the open registration period. First-time freshmen might be allowed to register in 15 units at orientation given the close attention they receive from advisors in order to ensure that they enroll only in appropriate courses for FTF.
-Person(s)/offices responsible: Jo Volkert, Suzanne Dmytrenko, Enrollment Management Committee
-Timeline: June 2005

2. Consider further development of course registration options:
 - a. Allow students to register for 2 courses at a pass
-Person(s)/offices responsible: Jo Volkert, Suzanne Dmytrenko, Enrollment Management Committee
-Timeline: Spring 2006 or later

- b. Explore having continuing students register during the previous semester with new students registering at orientation. By having continuing students register early, departments will have a better sense of whether additional sections will be required in time to schedule them.

-Person(s)/offices responsible: Jo Volkert, Suzanne Dmytrenko, Enrollment Management Committee

-Timeline: Spring 2006 or later

- c. Set up “wish list” system for students so that they can identify which courses they would like to take during the next semester. Use a program already developed by San Diego State to allow students to indicate the courses they plan to take. Data collected on this “wish list” of student preferences would allow department chairs to adjust the class schedule according to demand before priority registration begins.

-Person(s) responsible: Jo Volkert, DOIT, Enrollment Planning & Management, Enrollment Management Committee

-Timeline: 9/05 or 2/06

3. Use existing registration tools for selective registration. Limit access to courses that require a certain class level or prerequisite. (e.g. limit access of FTF to upper division courses, limit access of FTF to ENGL 214, improve access for sophomores to required courses)

-Person(s) responsible: Jo Volkert, Dan Buttlair, College Councils, Ramona Knowles, Barbara Luzardi

-Timeline: Fall 2005-Spring 2006

Facilitating Graduation Task Force
Progress Report
October 2005

The Facilitating Graduation Task Force was appointed by Provost John M. Gemello in January 2005 and was charged with making recommendations to improve undergraduate graduation rates. The original task force membership included: Caran Colvin, Chair, Academic Senate and Professor, Psychology Department; David Meredith, Chair, Academic Policies Committee (2004-05); Professor and chair, Mathematics Department; David Abella, President, Associated Students; member, Academic Senate; Brett Smith, Director, Undergraduate Advising Center; member, Academic Senate; Jo Volkert, Associate Vice President, Enrollment Planning and Management; and Helen Goldsmith, Associate Dean of Undergraduate Studies.

At the end of his term, AS President Abella stepped down from the task force. We will work this year with the current AS President as well as other students to include the student voice. Because of the number of issues that affect APC, the current chair, Professor John Kim, Psychology, now attends meetings. In addition, we consult regularly with Robert Cherny, Acting Dean of Undergraduate Studies, as well as with other members of the campus community.

The task force was created to respond to:

- 1) the recognition that time to graduation is a problem throughout the CSU and nationally;
- 2) the finding that fewer than 40% of SFSU first-time freshmen graduate with a BA degree within 6 years; and
- 3) increasingly limited resources and larger numbers of students on campus, which highlights the importance of efficient strategies for facilitating graduation.

The task force framed these issues in the context of the student experience. We believe improving the student experience is the key to facilitating time to graduation. We conceptualized the student experience as five components made up of (1) academic program design; (2) choosing an efficient pathway to graduation; (3) maintaining an efficient pathway to graduation; (4) advising; and (5) extrinsic factors. For each of the five components, we identified strategies that would improve the student experience.

We discussed many activities that would improve graduation rates and enhance the student experience; however, we have chosen to focus on practical activities that are likely to produce relatively quick results. For each component we identified tasks to accomplish, delegated the tasks to people on campus, and established a timeline for their completion. With the exception of campus monitoring and feedback and assuring the priority of facilitating graduation, our efforts so far address the major points discussed in coded memorandum AA-2005-21. (NOTE: Numbers in parentheses indicate activities related to specific items in the coded memorandum.)

Academic Program Design

Efficiency in academic program design refers to reviewing programs that require more than 120 semester units (**item 1**) and the selective reduction of campus graduation requirements (**item 2**). Currently, nine degree programs of the 118 we offer require more than 120 units to graduate.

This is a decrease from 14 in 2003-2004. One of these majors may be completed within 120 units through double counting with GE. All of the remaining programs cite accreditation requirements and the complexity of the subject matter. As the remaining majors go through revision and program review, departments are being asked to address this issue.

Another type of excess unit problem was identified in a qualitative review conducted by the Undergraduate Advising Center in Fall 2004 of over 300 transcripts of high unit students who began as first-time freshmen. Although most students appeared to be making satisfactory progress in their majors, a few programs have a large number of students who have completed significantly more than the minimum number of units necessary to graduate.

Data collected from focus groups and the pulse survey point to reasons why some majors are characterized by students with excess units not required for graduation. These data indicate that a major barrier to student progress at SFSU is access to required classes. Data from the Pulse survey conducted during fall 2005 registration, for example, indicated that 93 percent of undergraduates had problems getting the classes they needed to meet their expected graduation date.

Other factors that seem to prevent timely progress to degree include: complexity or rigidity of prerequisite/requirement structure; lack of free electives; misunderstanding requirements; and lack of early advising.

The task force recommends the following strategies to help students progress more efficiently to graduation:

- Review programs that require more than 120 units to determine whether excess units are mandated by accrediting agencies.
- Provide enough sections of prerequisites, General Education, graduation and major requirements.
- Provide more flexibility in course choices.
- Make better use of restrictive registration options to ensure majors have first priority access to required major courses. Also, use such options for other graduation requirements, where appropriate. For example, English used selective registration to provide better access to ENG 114 and 214 for continuing students for Fall 2005. However, it is important to ensure that such registration edits are communicated to students in advance of registration.

During the summer, task force members spoke with counterparts at SJSU regarding their recent GE review and revision. One outcome of that discussion was a clear sense that SFSU should conduct a review of our current graduation requirements, including an external review by outside experts. The last overall review of GE was 10 years ago, and the other graduation requirements have not been reviewed in the past twenty years. Therefore, we proposed an external review of SFSU non-major graduation requirements to include the 48-unit general education (GE) program, lower division English requirements and their relationship to GE, the information competence requirement and the history/government requirements (**item 2**).

The Academic Senate, in collaboration with the Provost's office, developed a set of draft guidelines for conducting an external review of graduation requirements (see attached guidelines). The Academic Senate and the Provost will charge the Graduation Requirements

Review Committees to coordinate an external review and to implement the recommendations developed by the external review team.

Supporting Students in Choosing an Efficient Pathway to the B.A.

The goal of a pathway to graduation is to support students as they choose their major. Strategies we propose for choosing an efficient pathway include:

- making it possible for transfer students to register for classes at new student orientation (first-time freshman do so currently) (**item 3**).
- requiring that students who achieve 70 units complete a graduation plan that provides a roadmap of all GE, university, and major courses to be completed.
- implementing the Lower Division Transfer Pattern (LDTP) to assist transfer students in selecting courses at community colleges that provide the most efficient route to a baccalaureate degree.
- reconsidering the timing of when first-time freshmen must declare a major (**item 6**: existing policy F98-203 requires declaration of major by 70 units).
- requiring that upper division transfer students enter with a declared major

Tools for Maintaining Efficient Pathways to Graduation

Once a student selects a major, strategies for sustaining the degree choice should be implemented. Strategies discussed by the task force include:

- To assist with both advising and course access, programs should design freshman and transfer roadmaps that show students how to complete all graduation requirements (**items 7 & 8**). The task force recommends roadmaps that show how a freshman might graduate in 4 and 6 years and how a transfer might graduate in 2 and 3 years. We recommend interactive roadmaps if possible, consistent in format, and both centrally located (e.g. in the on-line *Bulletin*) and accessible from department websites. The Registrar and DOIT will be consulted about creating interactive plans. Ultimately, roadmaps can be connected to DARS audits to insert a student's actual academic record into what can become an individual degree completion plan.
- Require that students who achieve 70 units complete a graduation plan that outlines a roadmap of all GE, university, and major courses(**item 9**).
- Enrollment Planning and Management is developing a "Course Planner" program that will allow students to plan prospectively to give departments more reliable data on future course demand (**item 10**).
- The task force recommends that SFSU contact all students who receive W, WU, D, F, or NC grades, regardless of whether they are on academic probation (**item 12**).
- We may want to consider the CSU Fullerton model that forgives any WU grades received in a student's first semester (upon advisement and review) (**item 13**).

Importance of Advising

There seems to be universal agreement about the value of quality advising at key points in a student's career. Last year, CSSA passed a resolution entitled "Academic Advising in the California State University." Although at SFSU we have tended to take a hands-off approach, giving students the option of taking care of their academics at their own pace, students appear to want more guidance, and specifically, more *required* guidance (Golden Gate Express editorial

from 3/17/05: “Why not make university advising mandatory, like the JEPET or California government requirement? It isn’t such an outrageous idea if you think about it, and it would benefit everyone on this campus.”)

This opinion was echoed at focus groups we conducted during Summer 2005. Students in our focus groups wanted quality, personalized advising from a reliable source. However, they also wanted it on their own terms – for those students who work, they would like advising to come to them in their classrooms or through on-line services rather than having to seek it out. Some students would like to have a single person to go to for advice, rather than feeling like they must go to different people for advising for different requirements.

The task force recommends two new approaches to advising:

1. Require advising at each of the 5 Pivotal Points of Advising that form the foundation of our Academic Advising Policy (S95-191). We have provided a draft of such a policy to the Academic Senate for its review. Policy recommendations include:
 - a. revise the change of major form to include a record of academic advising taking place as part of the process for declaring a major/minor (**item 15**)
 - b. as more major requirements are coded on DARS, students should be required to do regular DARS audits to follow their degree progress more closely (**item 16**)
 - c. send an email message to students as they reach each class level that includes a checklist of what tasks/requirements should be completed at each milestone (**item 17**)
 - d. require students who have earned 120 or more semester units before the spring semester to meet with an advisor and file a graduation plan to continue (**item 18**)
2. The task force recommends that the Academic Senate create an undergraduate advising board or council similar to the existing Graduate Council. The undergraduate council would be charged to implement and monitor the strategies for facilitating graduation adopted by SFSU.

Extrinsic Factors

The task force acknowledges that SFSU student demographics influence campus graduation rates. Many students are non-traditional in several respects; the typical SFSU undergraduate is 23.6 years of age, is employed 20 hours or more per week, and is often a first generation college student. The focus groups conducted by the Task Force during summer 2005 provided clarification about the influence of demographic factors on time to graduation. The discussions revealed the difficulty of balancing work and school, financial aid issues, and obligations/pressures outside of school that kept students from making degree completion their primary focus.

Discussion topics that emerged were used to develop questions for the Pulse survey distributed during on-line registration. Questions about work-school-family balance and extrinsic pressures that influence time to degree were included in the survey. The survey results will be available for review in October 2005.

The Task Force recommends the following strategies to address the influence of extrinsic factors on time to graduation:

- Conduct a careful analysis of the fall 2005 pulse survey to discern extrinsic factor that may account for slow progress to degree.
- Consider how SFSU's first year experience (FYE) program might be utilized to address extrinsic factors that prevent timely progress to degree.

Dissemination of Task Force Findings

Many departments and offices are doing important work toward the goal of facilitating students' progress and enhancing their experience at SFSU. Although it is sometimes difficult to achieve, good and clear communication is the key.

Members of the task force already have taken a few additional steps to improve communication and address issues revealed by our preliminary findings:

- In Spring 2005, the task force contacted department chairs regarding their perceptions of fall offerings given the large number of incoming first-time freshmen.
- In May, task force members reviewed the Fall 2005 Class Schedule to determine whether adequate sections of lower division requirements were being offered based on anticipated all time high numbers of first-time freshmen and continuing second year students. The task force made recommendations regarding need for additional sections of oral communication and critical thinking which were added in June while students were still registering at orientation.
- In Spring 2005, task force members drafted and sent a message to all department chairs regarding the large number of incoming students, providing them with information on how to get a clearer picture of expected numbers of new majors.
- In August 2005, the task force contacted department chairs requesting the names of all faculty advisors. The Undergraduate Advising Center is in the process of contacting these advisors and providing them with print information. Later in the year, training will be offered to faculty advisors.

Once we review data that was recently collected (information on when courses filled during Fall 2005 registration to identify likely bottlenecks and results of the Fall 2005 Pulse survey), we will also communicate these results to the appropriate audiences.

For the Future

Task force members believe that the most important change that should occur in order to facilitate graduation and improve the student experience is a change in campus culture. Students must feel valued by the institution. SFSU should develop strategies that connect students, faculty, and staff in meaningful ways and keep student success at the forefront of all of our activities and efforts. After completing the report for the Chancellors Office, we will devote our efforts to addressing this issue.

Facilitating Graduation: **Response to AA-2005-21 by San Francisco State University**

San Francisco State University has taken seriously the need to review and, as appropriate, revise campus policies to remove obstacles to students' timely completion of all graduation requirements. Toward this end, the provost and Academic Senate created a taskforce during the 2004-05 academic year. That taskforce meets regularly and is addressing a wide range of matters, including many of those in AA-2005-21. An initial draft of the SFSU response to AA-2005-21 was prepared by that taskforce.

Item 1: Reduction of Required Units in Programs Leading to the Baccalaureate Degree

Over the past eight years, SFSU has seen a reduction in many of its high unit majors. Some majors have been through two or more reviews in order to do so. For example, in 1998, all Business degrees required a minimum of 130 units for graduation (at a time when the campus minimum for all degrees was 124). Through changes in GE offerings, a reduction in units required for the major, and the ability to test out of some requirements, the College of Business brought the number of units required to graduate from 130 to 127 (in 1999) to the current 120 (in 2002), which includes a possible 3 units of free electives. Accreditation constraints limit the college's ability to make many further reductions. However, the college is looking at ways to remove any existing bottlenecks or overly complicated pathways in order to improve student progress to degree.

As a result, SFSU now has very few programs that require more than 120 semester units. All but four of these majors are subject to accreditation by outside agencies. Several departments are now in the midst of curricular reviews that are likely to produce further reductions in degree requirements and one of the programs is likely to be discontinued.

Each time a program asks for approval of curricular changes or undergoes program review, the department is required to report on ways of facilitating students' progress toward the degree, including possible areas of double counting for GE and a four-year roadmap. When a program that is over 110 units (combined university graduation requirements and major requirements) proposes changes in its curriculum, part of the review process now involves explaining why it is necessary for students to take that number of units.

The campus will re-review large programs to determine whether curricular adjustments might be needed in those programs.

Currently, as shown in the following table, 90% of all baccalaureate major degree programs require fewer than 120 total units, and nearly two-thirds have more than ten units of free electives:

Baccalaureate Degree Programs by Number of Units in Major and University-wide Graduation Requirements	Number	Percentage of Total
Baccalaureate degree major programs requiring fewer than 110 specified units	70	62.5
Baccalaureate degree major programs at 120 units that include fewer than ten units of free electives: <ul style="list-style-type: none"> • 17 of these 31 are accredited by outside agencies; • For 14 of these 31 programs, students may choose a closely related BA program, offered by the same department, that requires 110 or fewer units. 	31	27.7
Baccalaureate degree major programs requiring more than 120 specified units: <ul style="list-style-type: none"> • 5 of these 11 programs are accredited by outside agencies, 1 is on track for accreditation in the near future, and 1 meets CCTC standards; • Of the remaining four programs that require more than 120 specified units, all are currently undergoing review and/or curricular revision, and one is likely to be discontinued; • For 5 of the 11 programs that require more 120 units, students may choose a closely related BA program, offered by the same department, that requires 110 or fewer units. 	11	9.8
Total number of baccalaureate major degree programs offered at SFSU	112	100.0

ACTION TEMPLATE 1. UNDERGRADUATE DEGREE PROGRAMS REQUIRING MORE THAN 120 SEMESTER UNITS

Degree Program	Units Required for the major	Units Required for other graduation requirements¹	Number of units double-counted	Free Elective Units	Total Units	Is the program accredited?	Date of most recent program review²	Outcome of review: were units reduced?	Date of next-upcoming program review²	Is this program a candidate for special (accelerated) program review?
BS, Clinical Science	76	51-57	12	0	115-121	No	A review is in progress; the likely outcome is program discontinuation.			
BS, Civil Engineering	99	51-57	24 ³	0	129-132	Yes	Fall 2005	No reduction	2011 ⁴	No
BS, Computer Engineering	99	51-57	24 ³	0	129-132	Accreditation is in progress	Fall 2005	No reduction	2011	No
BS, Electrical Engineering	99	51-57	24 ³	0	129-132	Yes	Fall 2005	No reduction	2011	No
BS, Mechanical Engineering	99	51-57	24 ³	0	129-132	Yes	Fall 2005	No reduction	2011	No
BS, Environmental Studies: Earth System Science	82	51-57	12	0	121-127	No	The Environmental Studies program was approved in 2000; a curricular revision is currently in progress and should be completed this academic year.			
BS, Environmental Studies: Natural Resource Management and Conservation	79	51-57	12	0	118-124	No	The Environmental Studies program was approved in 2000; a curricular revision is currently in progress and should be completed this academic year.			
BS, Geology	78	51-57	12	0	117-123	No	A review is in progress, awaiting only the report of the external evaluators; upon receipt of this report, program faculty will consider ways to reduce units.			
BS, Kinesiology: Physical Education	79	51-57	12	0	118-124	CCTC Waiver Proposal Pending	2004-05	Program faculty are currently considering ways to reduce units.		
Bachelor of Music	73	51-57	6	0	118-124	Yes	Program faculty are currently engaged in a review for reaccreditation and are considering ways to reduce units.			
BS, Nursing	79	51-57	12	0	118-124	Yes	2003, 2004	No reduction	2011	No

¹ The range of 51-57 reflects that students may choose to test out of the American Institutions requirement. Students are required to complete 48 units in General Education and an additional 3 units in English composition, for a total of 51. They may test out of either the American history requirement (3 units) or the American government requirement (3 units) or both. Thus, 51 units is the minimum number for all university-wide graduation requirements and 57 is the maximum.

² For accredited programs, this is the date of the most recent review for accreditation or the next review for accreditation.

³ Engineering has long had a special GE program that permits the double-counting of 24 units instead of the 12 that are permitted for other programs.

⁴ The Engineering programs completed an accreditation review in Fall 2005. They expect their next review will take place in six years.

ACTION TEMPLATE 2. UNDERGRADUATE DEGREE PROGRAMS AT 120 SEMESTER UNITS, BUT WHICH INCLUDE FEWER THAN 10 SEMESTER UNITS OF FREE ELECTIVES.

A. Thirty-one baccalaureate degree major programs are at 120 units but have fewer than ten semester units of free electives. Seventeen of these programs are accredited by outside agencies. For fourteen of these 31 programs, students may choose a closely related BA program, offered by the same department, that requires 110 or fewer units. The programs are:

Program	Units Required for the Major	Units Required for Other Degree Requirements	Units that can be Double-Counted	Total Units	Is the program accredited?	Does the depart./program offer a BA program that is less than 110 units?
BS, Atmospheric and Oceanic Sciences: Meteorology, Oceanography	75	51-57	12	114-120	No	No, but Certificate in Meteorology
BS, Biochemistry	72	51-57	12	111-117	No	Yes, BA, Chemistry
BS, Biology: Botany, Ecology, Marine Biology and Limnology, Physiology, Zoology	67	51-57	12	106-112	No	Yes, BA, General Biology
BS, Biology: Cell and Molecular Biology	71	51-57	12	110-116	No	
BS, Biology: Microbiology	68	51-57	12	107-113	No	
BS, Business Administration: Accounting, Business Analysis, Corporate Finance, Entrepreneurial/Small Business Management, Financial Services, Human Resources Management, International Business, Management, Marketing	63	51-57	3	111-117	Yes	No
BS, Business Administration: Electronic Commerce Systems, Information Systems	66	51-57	3	114-120		
BS, Chemistry	70	51-57	9	112-118	Yes	Yes, BA, Chemistry
BS, Computer Science	71	51-57	8	114-120	Yes	No
BS, Dietetics	72	51-57	11	112-118	Yes	No
BS, Hospitality Management: Commercial Recreation and Resort Management, Hotel Management, Restaurant and Institutional Foodservice Management	65	51-57	9	107-113	Yes	No
BS, Kinesiology: Exercise and Movement Sciences	68-70	51-57	9	110-118	No	Yes, BA, Kinesiology
BS, Physics: Physics, Astrophysics	71	51-57	8	114-120	No	Yes, BA, Physics; BA, Physics: Astronomy

- B. Five of these programs (two programs in Atmospheric and Oceanic Sciences, three programs in Hospitality Management) are currently at some stage of program review that will include a consideration of curriculum revision. The remainder will be carefully scrutinized at several points: if the program brings a proposal for a revision of curriculum, during the 6th cycle of program review, and at any review for reaccreditation.

Item 2: Selective Reduction of Campus Graduation Requirements

The entire campus has begun to review the university-wide undergraduate graduation requirements that all undergraduates must satisfy (GE, American Institutions, etc.). The following units are now required for these university-wide undergraduate requirements:

General Education	48 units
English composition	3 units
American Institutions	0-6 units
Total	51-57 units

The Academic Senate has recently approved guidelines for an external review of university-wide baccalaureate requirements. We will look at specific requirements, double counting (we currently allow up to 12 units of double counting between GE and the major but no double counting between lower-division GE and the American Institutions requirement), and other non-curricular requirements that might reduce students' time to degree. GE requirements that students have identified as bottlenecks will be given special scrutiny, with the intent to remove all bottlenecks within university-wide graduation requirements. The timelines for this review are indicated in the attached set of timelines for all items.

For the high-unit degrees in engineering, a specialized general education program has long been in place to make it possible for students to meet Title V as well as accreditation requirements within four years. During its review of all-university graduation requirements, the campus will consider whether similar exceptions might be made for other high unit programs.

Until now, the campus has not widely publicized the availability of credit by assessment. In its recent program revision, the College of Business provided the possibility for students to test out of one of its foundation courses. Although always available, the examinations to satisfy the American Institutions requirement have not been widely publicized. In the 2006-2007 course catalog we expect to make the examination option more prominent.

Finally, as mentioned in Item 1, each time a program asks for review of curricular changes, the department is required to report on ways of facilitating students' progress toward the degree, including possible double counting for GE and a four-year roadmap.

Item 3: Emphasis on Graduation in Orientation Sessions for New Students (First-time Freshmen; Transfers)

While not mandatory, 99% of first-time freshmen and 75% of transfer students participate in New Student Orientation sessions at San Francisco State University. The focus of each session is on academic preparation, understanding University processes and policies that effect academic success, and correctly completing graduation requirements. Progressing towards the degree is emphasized in several ways:

- Registrants are given evaluations of work completed from previous colleges and college coursework equivalency examinations.
- Attendees are carefully guided through every specific University, CSU, and major requirement.
- Professional advisors and peer counselors review first-year students' schedules and Academic Progress records so that students are more likely to schedule needed courses efficiently.
- During separate sessions for family members, graduation requirements and tips for proper scheduling are reviewed in order to encourage accountability and progress.

In addition, faculty and staff from several of the Colleges of the University assist in conducting workshops for their students to ensure that transferring students are meeting needed requirements without duplication.

Currently the Advising Center, which coordinates New Student Programs, is reviewing ways to increase the emphasis on graduation planning during orientation sessions and to allow transfer students to register for their courses at the conclusion of the orientation. In addition, expanded offerings of College-based orientation sessions are being considered to link faculty advisors directly with students in their majors during Orientation.

Further campus discussion may include the mandatory orientation for transfer students, which would further improve student planning and preparation towards a degree.

Item 4: Strengthened support for both General Education and life/career goal clarification for lower division students

As mentioned in Item 3, 99% of SFSU's first-time freshmen attend new student orientation during the summer before their first semester. At orientation, they learn about graduation requirements and register for classes. The Career Center has a table at each orientation where students can learn about their services. In addition to speaking with students at orientation, the Career Center presents a workshop at each parent program. This presentation is particularly valuable

since family members play a key role in helping students formulate their life/career goals. Increasingly, colleges and departments are meeting their majors at specific orientation sessions, making it possible to give more individualized information regarding degree requirements and career opportunities.

SFSU has made a special effort to address a number of issues for first-time freshmen. In Fall 2005, more than 3,100 first-time freshmen enrolled at SFSU, the highest number in our history, and approximately 40% of them live on campus. Our Housing & Residential Services has created residential learning communities for first-time freshmen interested in majors and careers in science, social sciences, and health and human services. Next year there will be a learning community for students interested in majors in the humanities. In addition, there is a learning community for undeclared majors (about 27% of the total) that focuses its course and programs on helping students clarify their life/career goals. All of these learning communities provide both academic and extra-curricular opportunities related to majors and careers.

For students who live off campus, we also offer a first-year experience (FYE) course for undeclared majors. In addition, we offer a set of linked courses as part of The Learning Community (TLC) that is specifically for pre-science and health majors who are eligible for college level composition and calculus. Students take the English and calculus course along with a 1-unit course that introduces them to majors and careers in science, health, and technology. Also, several majors offer courses that introduce students to their field of study and possible careers.

The Undergraduate Advising Center and Career Center are collaborating to develop an on-line resource to help undeclared students choose a major/career working with the "True Colors" career exploration program. This effort will be targeted at lower division students. It will tie majors to careers, be interactive, be a resource for prospective and current students, and link to other campus resources and programs.

Finally, we are currently reviewing the FYE and TLC programs to evaluate their effectiveness. This review will consider the effectiveness of such programs as vehicles for both career advising and four-year program planning.

Item 5: Prominent Association of Career Outcomes with Degree Majors in Catalogs, and Other Student Informational Materials and Resources

At SFSU, we recognize as very important the connection between career goals and completion of a major. In the SFSU course catalog the description of most majors includes a narrative that describes how that program prepares students for related careers. Information about the careers associated with each major is also available in a section of the SFSU website devoted to informing prospective students, and in one-page informational sheets distributed to prospective

students and high school and community college counselors through Student Outreach Services. The Career Center at SFSU sponsors College-based work fairs, career development courses, and department-based symposiums that often include working professionals, and alumni panels for specific majors. These are designed to connect academic preparation with the world of work. Departments/Colleges and Career Center liaisons often sponsor these meetings collaboratively. Each SFSU College has an assigned Career Center liaison.

Several departments have also established boards and liaisons with career professionals relative to that department's field of study as one of several ways to further bridge the transition between academia and career. Departments have been encouraged to include internships/service learning as part of their curriculum and service-learning courses can now be designated on student transcripts. Connecting career to major will benefit by the current discussions on both the curriculum of First-Year Experience (FYE) courses and a review of the role of faculty in general advising in ways that will allow greater faculty involvement in major-to-career discussions with students.

Item 6: Choice of a Degree Major Required at a Reasonable, Early Juncture

As mentioned in Items 3 and 4, when students attend orientation, after receiving an overview of baccalaureate requirements, they meet in small groups related to their declared major. Undeclared freshmen meet separately and are told how to explore their educational goals. They are encouraged to enroll in first-year experience courses designed specifically for undecided students to help them clarify their goals as early as possible.

By current policy, students who enter SFSU as first-time freshmen must declare their major by the time they complete 70 units, and students who enter SFSU as junior or senior level transfer students must declare their major by the end of the second semester of enrollment at SFSU. Students who do not declare a major by these deadlines lose their priority for registration.

The Academic Policies Committee (APC) of the Academic Senate is considering whether this policy should be revised so that students who enter SFSU both as first-time freshmen or as junior or senior transfer students should be required to declare their majors at an earlier time. To this end, APC is in the process of developing a survey for department chairs to determine the time by which department chairs feel students should declare a major, and to uncover unforeseen problems that might arise among the full range of major degree programs offered at SFSU if students were required to declare their majors by the time they complete 60 units, 45 units, 30 units, 15 units, and upon admission for first-time college students, and by the end of their second semester, first semester, or upon admission for junior or senior transfer students. If APC determines that a change in policy is appropriate, it will be brought to the Academic Senate in Spring 2006.

In order to better understand the current situation at SFSU and to help guide the development of this policy, information will be collected to determine the number of students who have and who have not declared a major by the currently required deadline. This information will also be collected for the possible alternative deadlines that the APC is currently considering.

Currently, APC also is reviewing the declaration of major policy in conjunction with SFSU's advising policy. This policy outlines as objectives of advising the following: facilitating intellectual and personal development; enhancing academic performance; and ensuring progress toward graduation. The policy defines five pivotal points for advising: when a student enters the university; when the student enters the major, minor, or program; if/when students experience academic difficulty (e.g., probation); when students move into upper division standing; and as students prepare to graduate. When the policy was passed in 1995, advising at each of the pivotal points was recommended but not required, except in the case of students experiencing academic difficulty. As you will see throughout this report, APC is currently reviewing whether to require mandatory advising at each of the pivotal points, which is consistent with the recommendations in AA-2005-21.

If passed, all of these resulting policy changes will be mutually supportive. In addition, the policies will emphasize the need for career and life goal advisement and for information about how degree majors relate to career outcomes at the time students declare their majors.

Item 7: Wide promulgation of roadmaps

Roadmaps can be thought of as generic graduation plans. They form the basis for individual students' graduation plans. Thus roadmaps will be used in two ways: they can be displayed for student information (self-advising) and they can be downloaded in modifiable form as the first step in constructing a student's own, individualized graduation plan.

More than half of our major degree programs have already created roadmaps, including those programs with the most complex requirements and those that are the most challenging for students to complete in a timely manner. The chair of the Academic Policies Committee and the Dean of Undergraduate Studies have collaborated to create an on-line program that will enable all departments to create their roadmaps, including all graduation requirements. This program was presented to department chairs in early October. Based on their concerns and suggestions, it is being revised and will be "test driven" by several departments from four colleges before being presented again to department chairs in early December. Departments then will be expected to complete their roadmaps by early March 2006 so that all roadmaps will

be on-line by the time new students begin attending orientation in May. This software will also permit department chairs or Academic Affairs staff to make changes in their roadmaps whenever degree requirements change.

Students will be able to view roadmaps from many locations and in various forms. Roadmaps will be available from departmental advisors and the Advising Center in printed form. They will also be available over the web through links on department web sites, the University on-line course catalog, the Advising Center web site, and so forth. The format will be attractive and easy-to-understand. To avoid the inconsistency of departmental servers, departmental roadmaps will be maintained on a central hosting site maintained by the University.

In the next section, we describe how a student turns a roadmap into an individual graduation plan.

Item 8: Alignment of Class Schedules to Roadmaps

In addition to making roadmaps accessible and easy to use, SFSU is committed to using roadmaps as a primary underlying foundation to develop class schedules. The campus has also begun to design a new, web-based tool tentatively called "Graduation Planner." One of the purposes of the Graduation Planner is to collect data about the courses that students plan to take in future semesters. With this data, colleges and departments can do a better job of scheduling courses that students actually need to complete their degrees. The Graduation Planner will be integrated with the roadmaps to give students a comprehensive, automated process for aligning the generic pathway to the degree (the "roadmaps") with their own, personal, individualized degree-completion path (the Graduation Planner). Departments will have a new source of data to create class schedules based on students' stated plans. This project will be reviewed by the Academic Affairs Council (line and staff deans, associate vice-presidents, other administrators in Academic Affairs) in early December. SFSU hopes to deploy the Graduation Planner in conjunction with roadmaps by July 2006 for use in developing the Spring 2007 class schedule.

Item 9: Provision in Policy of Mandatory Individual Student Study Plan to the Degree

As mentioned in Item 6, reaching upper-division standing is recognized as one of the five pivotal points of advising at SFSU. However, there is no specific requirement that students seek advising or create a plan when they become juniors. In Spring 2005, SFSU's Facilitating Graduation Task Force recommended that the Academic Senate consider requiring all students to complete a graduation plan outlining each individual's route to completion of all GE, major, and other requirements by the time they have completed 70 units. The Academic Policies Committee of the Academic Senate is currently reviewing this recommendation; if approved, it will be brought to the Academic Senate in Spring 2006.

If it becomes campus policy, the study plan will be integrated into the creation of the Graduation Planner tool described previously. The Graduation Planner will also interact with the campus Degree Audit Reporting System (DARS) to facilitate fulfillment of degree requirements. Ultimately, integration of DARS into the process will allow the Graduation Planner to evaluate the student's individualized plan for proper sequencing and eligibility to register in courses on a semester by semester basis. Because the Graduation Planner will be a web-based tool and fully integrated with other student data systems on the campus information web site, it will be available to all students at any time. Advisors will also have access to the students' individual study plans to provide meaningful advice based on course requirements and actual student progress.

Item 10: Use of Cumulated Individual Student Study Plans in Planning Class Schedule

As described in Item 8, the Graduation Planner will use individual student plans to feed data to the class-schedule building process. When students provide information on the classes they plan to take in future semesters (including a general sense of preferred meeting days and times), that data will provide department chairs with a clearer picture of likely demand for specific courses and requirements in a given semester.

Item 11: Adoption of strategies for success and learning support: tutoring; technology-mediated supplementary learning; and similar tactics.

SFSU has well-coordinated learning support programs. The Undergraduate Advising Center and the all-university tutoring services report to the Dean of Undergraduate Studies and work closely together to assist students with their academic skills and goals. The Learning Assistance Center (LAC) and Community Access and Retention Program (CARP) are university-wide tutoring programs that share space and coordinate their programs so that tutoring is available from 9 a.m. to 8 p.m., Monday through Thursday, and from 9 a.m. to 2 p.m. on Friday. CARP also offers tutoring services during summer sessions.

In addition, these programs work closely with individual departments to assist them in developing departmental tutoring programs. LAC and CARP make presentations to classes, train faculty and students in tutoring skills, offer workshops to specific populations, and participate in campus-wide committees, such as the Committee on Written English Proficiency.

We are beginning to integrate technology into our tutoring programs. LAC now has an updated learning/computer lab with tutors on duty to help students with Internet research, essay writing skills, support for math classes, and basic computer

skills. In addition, LAC serves as a clearinghouse for all campus tutoring services, providing a website that lists all tutoring services available on campus (<http://www.sfsu.edu/~lac/tutorsubject.htm>).

Because of the increase in the number of students at SFSU, the increased emphasis on writing skills, and the growing awareness across campus of the existence of our tutoring services, both LAC and CARP have seen increases in the number of students who use their services, and over the past few years both have needed to request additional funds in order to provide additional services. For example, over the past decade, the number of students coming to the Learning Assistance Center increased 4-fold; in the past five years alone, there has been a 70% increase. A retrospective analysis of LAC students showed that 95% passed the course for which they sought help; that they earned, on average, a B-; and that their GPA continued to improve as they continued their studies in later semesters. To accommodate the growing number of students, LAC does frequent assessments of its program to implement changes while still following its student-centered tutoring model.

In January 2006, Undergraduate Studies will have a strategic planning retreat to review the future needs of tutoring and advising services, including space and staffing needs in light of growing student enrollment.

The taskforce on facilitation graduation recommends that the Chancellor's Office convene a systemwide meeting of all CSU learning support services. Meetings of this sort happen somewhat regularly for academic disciplines, but not for student services programs. We feel that such a meeting would help us learn best practices from our counterparts across the state.

Item 12: Renewed Enforcement of Policies that Limit or Discourage Drops, Withdrawals, Grades of Incomplete

SFSU has some of the strictest course withdrawal and repeat policies in the CSU system. We have no forgiveness policy, meaning that, when a student repeats a course in which s/he received a grade, *both* grades remain on the student's record and *both* are calculated as part of the GPA. To discourage repeated withdrawals, our policy prohibits a student from withdrawing from a course from which a student has already withdrawn two times. A few programs have found withdrawals to be so frequent as to pose limitations on access to classes for students making normal progress; those programs have been given permission to implement stricter withdrawal and repeat policies than provided for in University policy.

The Board of Appeals and Review (a committee of the Academic Senate) plans to meet with the Associate Deans of all academic colleges in Spring 2006 to ensure that all people responsible for implementing SFSU's withdrawal policy understand it and attempt to implement it consistently.

Item 13: Adoption or Renewed Enforcement of Policy that Limits Number of Course Repetitions

Currently students may repeat courses they have already passed, although both grades remain on the student's record and are calculated into the GPA. Students repeat a course already passed in order to achieve the grade necessary to meet the prerequisites for other courses or for admission to some majors. The Academic Senate is considering a policy that would prevent students from repeating courses they have already passed. If this policy passes, it would effectively deter students from repeating the same course and would instead require those students to reconsider their choice of major.

The Facilitating Graduation Taskforce plans to focus on ensuring that SFSU policy is consistent with systemwide recommendations. The SFSU Academic Senate is in the process of reviewing all campus grading and repeat policies and will compare them to those recommended systemwide. Since we have no forgiveness policy in place other than E.O. 213 (which is only put into effect if students would be unable to graduate because, without grade forgiveness, they would have a GPA below 2.0), we will consider adopting the proposed repeat policy recommended by the CSU Academic Council.

Item 14: Campus Provision of a Rich CMS Information and Communications Environment for Major Advising

San Francisco State has a rich information and communications environment for students and their advisors to use. Students and advisors have easy, continuous access to degree audits at any time. The campus has established an electronic communication infrastructure in which students have come to expect all services to be delivered electronically. Use of web registration, web grade reporting, and many other services have made electronic communication the norm for both students and faculty. When the Graduation Planner function is added to the array of electronic services, students should adapt readily to this new feature.

Item 15: Strong, Timely Major Advisement, Including Mandatory Advisement upon Declaring or upon Changing a Major

As mentioned in Item 6, SFSU has an advising policy that was adopted in 1995. The policy identifies pivotal points when every student is expected to seek advising. The policy defines the responsibilities of various bodies on campus with

respect to advising at each of the pivotal points: students, faculty advisors, departments and programs, the Undergraduate Advising Center, Student Support Programs and Services, and University Administration.

The Academic Policies Committee is reviewing a draft implementation policy that affirms the existing academic advising policy and specifies actions to be undertaken at each of the five pivotal points for advising, including getting advising before being allowed to declare or change a major. The Academic Policies Committee plans to bring this item to the floor of the SFSU Academic Senate in Spring 2006. Several departments (an increasing number each year) currently use registration holds to enforce mandatory annual advising in the major.

Item 16: Frequent Use of Degree Audit

San Francisco State offers the baccalaureate degree in 109 areas of specialization. Staff have been working since June 2004 to complete coding of all undergraduate majors on the Degree Audit Reporting System (DARS). By the end of July 2006, the campus hopes to have all undergraduate majors coded on DARS. Since that date coincides with the target delivery date for the Graduation Planner, a comprehensive system will then be in place to allow frequent use of degree audits as a means to assist students in planning their path to graduation. When used in tandem with strong faculty advising, students should have the best possible support available to make good, steady progress toward degree completion.

Increasingly, SFSU utilizes e-mail to remind students of important deadlines and milestones. The Dean and Associate Dean of Undergraduate Studies, the Undergraduate Studies Advising Center Director, the Associate Vice President of Enrollment Planning and Management, and the Registrar work together to create and send out important communications regarding advising and key deadlines and requirements (such as the GVAR requirement and mandatory declaration of major).

Currently, when students reach senior status, they receive an e-mail alerting them to the top 10 reasons students typically are denied graduation. They are directed to a link to review their DARS report and urged to meet with a major advisor to ensure that they are on the right track to graduation. In Spring 2005, we wrote to second-semester freshmen to advise them how to approach their sophomore year and encourage them to seek advising. We intend to create a message for students as they achieve junior status as well. In addition, the Undergraduate Advising Center is spreading the message "Get Advising Early!" far and wide, and is sending a message to all undergraduates encouraging them to review their progress and seek timely advising.

Item 17: Mandatory Degree Audits not later than 70 units

As it reviews the policy on timely declaration of a major, the Academic Policies Committee of the SFSU Academic Senate is also reviewing a policy to mandate timely use of degree audits as part of the implementation plan for SFSU's advising policy. The policy under consideration would link the use of mandatory audits to the point at which students declare a major (see Item 6). As degree audits are also an integral component of the Graduation Planner function under development, students will become accustomed to running the audits on a regular basis during their academic career.

As mentioned in Item 16, we plan to send a message to all juniors advising them of critical issues that students are likely to encounter at this point in their academic career, including the requirement that they declare a major before reaching 70 units.

Item 18: Mandatory and If Needed Intrusive Advisement as Student Approaches/ Exceeds Minimum Units Required for the Degree

The Facilitating Graduation Task Force has recommended that students who enter a spring semester with 120 or more semester units be required to meet with an advisor and file a graduation plan to continue their enrollment. The Academic Policies Committee of the Academic Senate is considering this recommendation for presentation to the full Senate. If the policy is approved, it will be integrated using the degree completion component of the on-line Graduation Planner as the mechanism for filing the graduation plan. Advising would be a key element for filing the graduation plan.

As stated in the Bulletin, SFSU already has a policy in place that allows the Associate Vice President of Enrollment Planning and Management to review "the records of students who have earned sufficient units of credit to graduate, but have not applied for graduation." When the student has met all requirements for graduation, the Associate Vice President may "take necessary action to have the student graduated." In cases where requirements for graduation can be completed in one additional semester, campus policy further allows the Associate Vice President to meet with the student, appropriate department chair, and dean of Undergraduate or Graduate Studies and then "notify the student that he has only one additional semester in which to complete the graduation requirements." This existing policy can be called into play at any time.

Item 19: Develop dashboard indicators for campus-wide monitoring of graduation

The University already displays on a public web site many tables outlining program enrollments and graduation rates (<http://www.sfsu.edu/~ubp/welcome.htm>). Student data are displayed by major, age, gender, ethnic group, etc.

Additional tables will be added to track the progress of currently enrolled students towards graduation. For each entering class of first-year students, and for each entering class of transfer students, there will be a table listing the number and percentage of:

1. students who have left the university
2. students still enrolled with fewer than 130 units completed
3. students still enrolled with more than 130 units completed
4. students who have graduated

At SFSU, the office of Enrollment Planning and Management works closely with Academic Affairs to respond to campus-wide initiatives, such as facilitating graduation. As additional dashboard indicators are identified as being useful for planning, the appropriate data are provided in a timely and user-friendly fashion. For example, in May when we realized that we would have the largest entering class of first-time freshmen in our history, Enrollment Planning and Management provided department chairs with information about the total number of students anticipated as well as a mechanism for individual departments to monitor for themselves the number of students who had indicated a preference for their majors among the applicants, among those who expressed intent to register, and among those who actually enrolled. This information was available in a timely fashion so departments could determine whether any alterations to their course offerings were needed to prevent bottlenecks. Cross-unit collaboration will continue to produce the best possible data and analysis to tackle critical campus concerns.

In addition, each semester, the Dean of Undergraduate Studies monitors the number of lower-division students and compares those numbers to the current enrollments and future seats available for selected required courses to determine if adequate space is likely to be available in the following semester to accommodate the number of likely students who will need the course; the dean then works with college deans and Academic Resources to add additional sections where necessary and as resources permit. Undergraduate Studies and Academic Resources are currently at work on a statistical model that might be used to improve prediction regarding the necessary space for key required courses.

Item 20: Review of CSU Academic Peers of How Efforts at Encouraging Graduation are Succeeding by Degree Program.

The campus will embrace and facilitate visits by academic peers to assess progress toward facilitating graduation.

Item 21: Provide the Board of Trustees with periodic reports.

No campus action necessary.

Item 22: Provide appropriate funding, support.

The preceding survey of campus actions and plans has referred at several points to ways in which funding and support have already been made available for particular initiatives. In the future, efforts to facilitate graduation will continue to be a budget priority.

SFSU Timelines and Milestones

	Already Accomplished	Nov 05	Dec 05	Jan 06	Feb 06	Mar 06	Apr 06	May 06	June 06	July 06	AY 2006-2007
Item 3 Emphasis on Graduation in Orientation Sessions for New Students	99% attendance at Freshman orientation										Consider mandatory orientation for transfers
Item 4: Strengthened support for both General Education and life/career goal clarification for lower division students	Some first-year students in Learning Communities and First-Year Experience courses	Begin to evaluate Learning Communities and First Year Experience courses			Complete evaluation of Learning Communities and First Year Experience courses	Include first-year experiences in review of graduation requirements (continues through 2007)					Increase number of Learning Communities and First-Year Experience courses
Item 5 Prominent Association of Career Outcomes with Degree Majors in Catalogs, and Other Student Informational Materials and Resources	Career information in course catalog with majors. Many career fairs on campus.										Develop interactive online resource for undeclared students
Item 6: Choice of a Degree Major Required at a Reasonable, Early Juncture	Major required when 70 units earned.		Determine number of students in violation of this policy				Academic Senate to consider requiring earlier choice of major				
Item 7: Wide promulgation of roadmaps	50% of departments post roadmaps on department website		Test online system for creating and displaying roadmaps			All departments create roadmaps for display by online system.					Integrate roadmaps with individual student Graduation Plans
Item 8: Alignment of Class Schedules to Roadmaps											Information from student Graduation Plans collected for schedule planning
Item 9: Provision in Policy of Mandatory Individual Student Study Plan to the Degree							Academic Senate to consider policy mandating individual study plans				Online individual Graduation Plans checked by DARS available to students
Item 10: Use of Cumulated Individual Student Study Plans in Planning Class Schedule											Information from student Graduation Plans collected for schedule planning

	Already Accomplished	Nov 05	Dec 05	Jan 06	Feb 06	Mar 06	Apr 06	May 06	June 06	July 06	AY 2006-2007
Item 11: Adoption of strategies for success and learning support: tutoring; technology-mediated supplementary learning; and similar tactics.	Two all-campus programs (CARP and LAC) and several departmental tutoring programs in place			Undergraduate Studies retreat to develop strategic planning for tutoring programs							Implementation of strategic plan for tutoring programs
Item 12: Renewed Enforcement of Policies that Limit or Discourage Drops, Withdrawals, Grades of Incomplete	SFSU has strictest policies in system They are already aligned to Trustee recommendations.						BOAR meets with associate deans to review withdrawal policies.				
Item 13: Adoption or Renewed Enforcement of Policy that Limits Number of Course Repetitions	SFSU transcripts record all grades a student receives in a class, not just the last one.						Academic Senate to consider policy preventing students from repeating courses already passed.				
Item 14. Campus Provision of Rich CMS Information and Communications Environment for Major Advising	All communications with students are electronic; DARS operational for University-wide requirements. E-mails sent to remind students of critical requirements.					Additional e-mail reminders created with links to DARS audits			All undergraduate majors coded on DARS		The Graduation Planner will add an array of on-line advising services for students; DARS will include majors.
Item 15: Strong, Timely Major Advisement, Including Mandatory Advisement upon Declaring or upon Changing a Major	Current policy identifies five critical points for advising. Some departments use advising holds to enforce mandatory annual advising.						Academic Senate to reconsider advising policy including a requirement that advising be required upon change of major.				

	Already Accomplished	Nov 05	Dec 05	Jan 06	Feb 06	Mar 06	Apr 06	May 06	June 06	July 06	AY 2006-2007
Item 16: Frequent Use of Degree Audit	DARS audit of University-wide requirements available for all students. Audit of major in place for majority of students.					Additional e-mail reminders created for freshmen and juniors with links to DARS audits			All undergraduate majors coded on DARS		
Item 17: Mandatory Degree Audits not later than 70 units							Academic Senate reconsideration of advising policy will consider mandatory degree audits.				
Item 18: Mandatory and If Needed Intrusive Advisement as Student Approaches/ Exceeds Minimum Units Required for the Degree							Academic Senate reconsideration of advising policy will consider mandatory advising and filing of graduation plan every semester for students with excess units.				
Item 19: Develop dashboard indicators for campus-wide monitoring of graduation	Many demographic tables tracking majors and graduates already displayed on campus web. Data used to add additional sections of some required courses to meet projected needs.						Test predictive model for projecting space needed to accommodate students in specified required courses with high demand.		Additional tables created to track progress of each entering class to the degree.		

Possible Future Actions to Facilitate Graduation at SFSU

Possible Activity/Action	Recommended Coordinators of this Activity
1. Implement the advising policy in addition to the following: -mandatory orientation for all new undergraduate students -identify and systemize ways/events that will encourage early advising during the semester	Advising Council, Undergraduate Education Committee
2.Create, train and apply the advising module in the grad planner	Registrar, Advising Council, ASI
3.Alert students with W, WU, D, F, NC grades during their first semester	Registrar, Chairs, advisors
4.Develop a mechanism to truly monitor bottleneck courses and notify appropriate departments	Chairs, Enrollment Planning Committee, Undergraduate Education Committee
5.Publish advising worksheets for all majors online	Advising Center, Chairs
6. Train all dept. chairs on restrictive edits and mechanisms to contact select groups of students	Registrar, CTFD, Chairs, Deans
7. Administer "Reach out" activities to specific majors that we know have many students who have more than 120 units	Chairs, Undergraduate Education Committee, UAC
8. Structure/chart SFSU's advising as a system	Advising Council, UGS
9. Require a signature for all graduation requirements when the graduation application is filed	Registrar, Chairs, Advising.Council,
10. For campus purposes only identify and designate "highly enrolled" majors	Registrar, Deans
11. Create peer advising groups	Advising and Resource Centers, CARP, LAC
12. Consider and apply ways to address the student culture regarding graduation and student responsibility	ASI, Student Affairs Committee
13. Block the ability for students to register for classes during conflicting times	Registrar, Enrollment Planning Committee
14. Identify and publish how many electives are possible for all majors	Undergraduate Education Committee, UGS
15.Create and implement an advisor certification program with rewards	Faculty Affairs Committee
16. Create a mechanism/process requiring students to ensure that they have met pre-requisites before they are able to enroll in courses	Registrar, Resource Centers, Chairs
17. House TRUE interdisciplinary programs in Undergraduate Studies	Provost, UGS, Deans
18. Remove category requirements in Seg. II BSS/HCA while renaming Seg I, II, III to Areas A-F as are most of the CSU and CC's	GEC, Undergraduate Education Committee, Registrar
19. Develop more incentives and disincentives for appropriate vs. inappropriate progress to the degree	Student Affairs Committee., APC, Enrollment Planning Committee
20. Review for possible amendment policies on repeats, changing major, probation, withdrawal, etc..	APC, Advising Council, BOAR, Student Affairs Committee
21.Register current students earlier in the semester	Student Systems, Chairs, Deans
22.Streamline the graduation process	Registrars, Chairs, Advising Council
23. Assess/make recommendations on student academic preparedness and basic skills competency and inform each student of the assessment	Faculty, CTFD, Advising & Resource Centers, LAC,CARP
24. Review variables/data regarding courseload and student-faculty advisor ratios and recommend changes if needed	Advising.Council, Student Affairs Committee, Deans, Chairs
25.Review/create a policy that limits semesters on probation/disqualification	APC, Advising Center
26. Review campus retention initiatives (compare to Fullerton's Retention Initiative Project) and make recommendations to the appropriate administrators	ASI, Advising Center, Enrollment Planning Committee

Possible Future Actions to Facilitate Graduation at SFSU

27. Consider a specific two year lower division GE/Univ. requirement plan by major	Undergraduate Education Committee, GEC, APRC
28. Create an Undergraduate Education Committee	Academic Senate, Council of Deans, ASI
29. Review registration process for undergrads and identify issues; recommend changes	Enrollment Planning Committee, Advising Council, Registrar, Chairs, SAC
30. Identify and chart pre-major course requirements and consider the impact of these (especially those that are interdepartmental and that may have particular impact on interdisciplinary programs)	UGS, Advising Center, APC
31. Identify and provide advising resource materials (Bulletin, Gatoraid, advising calendar, directory, etc.,,) for all advising faculty and staff	Provost, UGS, Advising Council, CTFD, Chairs
32. Create an Undergraduate Education Committee. (replacing the FG task force)	Provost, Senate

ACADEMIC SENATE POLICY #S06-191

Policy on Undergraduate Academic Advising

(formerly Academic Senate Policy #S95-191)

Overview

The need for high quality academic advising is acknowledged by students, faculty, staff, and administrators alike to be a key component to student success and progress to degree. Recent reports by the CSU Chancellors Office and CSU Academic Senate identify advising as fundamental to the mission of the CSU. This revision to Academic Senate Policy #S95-191 serves to reaffirm the commitment of the San Francisco State University academic community to high quality academic advising, and in a newly added Section V specifies five implementation activities and strategies that correspond to each of the five key pivotal points of advising enumerated in Section III.

I. Philosophy

Academic advising is inextricably linked with student learning. In partnership, classroom instruction and academic advising assist students in weaving together the strands of personal and intellectual learning which are the marks of a true higher education. Through skillful academic advising students are guided toward the timely completion of their studies as well as the identification and fulfillment of academic and career goals.

II. Advising Program Objectives

The purpose of advising at San Francisco State University is to facilitate the intellectual and personal development of our students, to enhance their academic performance, and to ensure students' progress toward graduation by assisting them in achieving the following objectives:

A. Facilitating Intellectual and Personal Development

1. Choosing, clarifying, planning and achieving educational and career goals;
2. Understanding the relationship between academic experience and career opportunities/objectives;
3. Identifying academic skills that need to be acquired or enhanced to achieve educational goals.

- B. Enhancing Academic Performance
 - 1. Developing a strategy to monitor progress and development at the University;
 - 2. Selecting courses to integrate educational and personal goals with the objectives of the University (to educate a skillful, ethical, principled, and liberally-educated citizenry);
 - 3. Exploring academic options to make meaningful short and long-term decisions (e.g. course substitutions, Segment III clusters, options within a major, electives);
 - 4. Increasing awareness of the full range of campus programs and services (e.g. Career Day, EOP, pre-professional advising).
- C. Ensuring Progress Toward Graduation
 - 1. Understanding and following the University's policies and procedures leading to graduation (e.g. requirements for completion of general education, majors and programs, and other University requirements);
 - 2. Completing and processing appropriate forms and petitions necessary to maintain ongoing academic progress (e.g. graduation applications, petitions for withdrawal, waiver of college regulations, academic probation, independent study, grade changes, incompletes, etc.);
 - 3. Accessing information and guidance regarding post-baccalaureate studies (e.g. graduate, law, or medical school).

III. Pivotal Points for Advising

Academic advising does not take place in a vacuum; rather, it occurs within a framework of a student's academic progress. Ideally, students would seek and obtain academic advising on a regular basis throughout their academic careers. Minimally, advising revolves around the following five key pivotal points: (1) when the student enters the university, either as a first-year or transfer student, (2) when the student enters the major, minor, or program, (3) if and when the student experiences academic difficulty, including probation and possibility of disqualification, (4) when the student moves into upper division standing and closer to graduation and (5) as the student prepares to graduate and move beyond his or her studies at San Francisco State University.

It is within the scope of these five pivotal points that the SFSU Policy on Advising is founded. What follows are specific responsibilities of students, faculty, departments and administrators to ensure that students and the university community alike maximize the benefits of the SFSU academic advising programs.

IV. Responsibilities

- A. Students are responsible for the following:
1. Knowing and completing all degree requirements.
 2. Consulting a SFSU Bulletin once upon entering the University and a Class Schedule every semester. Obtaining department or major brochures, handbooks, and information as necessary.
 3. Attending a new student orientation program prior to the first semester of attendance.
 4. Declaring a major in a timely manner. It is recommended that students who enter SFSU as freshmen declare a major by no later than the end of the sophomore year and those students who enter as junior transfers declare a major by the end of the second semester in attendance.
 5. Maintaining a personal academic advising folder and taking it to every advising appointment. It is recommended that this folder include:
 - a. Grade reports or unofficial copies of prior college/university transcripts;
 - b. Evaluations of transfer credit (Advanced Standing Evaluations/ASE);
 - c. DARS, G.E. and Graduation check lists;
 - d. Semester grade reports; and
 - e. Tentative schedules and other forms and notes from formal advising sessions (e.g. Incomplete Grade Form, Probation Release, Course Withdrawal Form, etc.).
 6. Seeking academic advising at the appropriate time. Minimally, to include:
 - a. When entering the university, either as a first-year or transfer student;
 - b. When entering the major, minor, or program;
 - c. If and when experiencing academic difficulty, including probation and possibility of disqualification;
 - d. When moving into upper division standing and closer to graduation, and;

- e. When preparing to graduate and move beyond studies at San Francisco State University.
7. Seeking academic advising from the appropriate sources:
 - a. Declared majors will receive their primary academic advising from their major department;
 - b. Undeclared students will receive their primary academic advising from the Advising Center or a specifically assigned Academic Support Program (e.g. Educational Opportunity Program);
 - c. Students with declared majors who are also in special academic support programs (e.g. EOP) will maintain regular contact with (1) the advisor in the appropriate support program and (2) the faculty advisor in their major.
 8. Evaluating academic advising programs and individual academic advisors through established procedures or by speaking or writing directly to faculty advisors, chairs of departments, Deans of Colleges, or supervisors of campus advising units.
- B. Faculty Advisors are responsible for the following:
1. Being prepared after the first semester of employment to advise students:
 - a. Attend an advising orientation or in-service training as provided by department/program or university services;
 - b. Obtain and become familiar with the SFSU Bulletin, "Gator Aid" Student Handbook and current Department advising materials;
 - c. Become skilled in using electronic advising tools (e.g. DARS, Roadmaps, Graduation Planners, the Advising Center website);
 - d. Become familiar with University advising materials and procedures (e.g. ASE, Class Schedule);
 - e. Be familiar with campus advising resources as listed in the Bulletin under "University Resources and Support Services".
 2. Providing accessible advising services to students by scheduling and maintaining regular office hours.
 3. Providing supportive academic advising assistance by responding to the differing needs of SFSU's diverse student population. Advisors should be trained to 1) recognize problems that affect the academic performance of students, either personal, social or economic, and 2) to refer students to

appropriate campus support services (e.g. Counseling and Psychological Services, Advising Center, EOP, Financial Aid, Testing Center, etc.).

- C. Each Department or Program is responsible for the following:
1. Preparing and implementing a written plan for advising students in their majors. The plan should include the following elements:
 - a. A clear delineation of who in the department is responsible for academic advising (e.g. Department Chair, Advising Coordinator, GE Advising Coordinator, Probation Advising Coordinator, etc.), including the designation of liaisons with important Campus Advising Resources (e.g. Advising Center, EOP, Disability Programs and Resource Center, Financial Aid, etc.);
 - b. Identification of mechanisms which ensure the accessibility of advising (e.g. faculty office hours which accommodate a variety of student schedules; periodic department orientations, peer advising program, written advising materials, etc.);
 - c. A method by which faculty advisors will be selected (including lecturer faculty, per College procedures), assigned, and trained to provide academic advising;
 - d. Materials which will be used in the advising process, including an orientation-to-the major brochure or handbook, a prerequisite-to-the major flow chart, a semester-by-semester graduation plan for native and transfer students (including GE and major requirements) and a graduation progress checklist;
 - e. An information program for the major/minor (e.g. Advising Day major/minor overview; new majors/orientation meeting);
 - f. A written plan requiring students on academic probation/subject to disqualification to meet with a major advisor as a requisite for on-going registration;
 - g. A procedure to evaluate the effectiveness of departmental advising, including recognition of advisors.
 2. Making specific requirements of their academic program readily available to students by having a designated area on department bulletin board for public display of advising procedures and information. Departments are encouraged to develop electronic means for disseminating advising information to students and faculty.
 3. Providing a list of faculty advisors, their office hours, where they are located and the type of advising provided.

- D. The Advising Center is responsible for the following:
1. Providing direct advising services to students in the following ways:
 - a. Be the primary advising department for Undeclared, Special Major, and Re-entry students;
 - b. Provide services to the above student populations who experience academic difficulty or are subject to disqualification;
 - c. Coordinate orientation programs for new students and SFSU all-university advising programs and events;
 - d. Provide general advising information workshops, drop-in quick questions, and advising appointments by referral (GE and general graduation requirements) for the general student population;
 - e. Coordinate special advising programs as necessary (e.g. CEEL, Special Major, GE petition process).
 2. Providing the following advising support services to University staff, faculty and departments:
 - a. Gather and disseminate appropriate academic advising materials to assist college, department, and program advising coordinators; once a semester, call a meeting of all advising coordinators;
 - b. Act as a referral service and respond to questions from the college, department, and program advising coordinators, as well as from faculty and students;
 - c. Be familiar with campus-wide advising problems and formulate and make suggestions for the improvement of the advising program;
 - d. Play an integral role in preparing, reviewing and updating advising related all-university publications (e.g. SFSU Bulletin, Student Handbook, Class Schedule, etc.);
 - e. Provide academic advising orientation for newly appointed faculty and in-service training and development for faculty and advising coordinators.
 - f. Coordinate and train student peer advisors and graduate student interns to offer the University an alternative advising service during peak advising times (e.g. Orientation of New Students, first week of classes, etc.).

- E. Student Support Programs and Services will be responsible for the following:
1. Academic support programs established to respond to specific student populations (e.g. EOP, ILP, MEP, OIP, college resource centers, etc.) shall embrace the general philosophy and objectives of the Policy on Academic Advising. Students participating in these programs will receive the following support to facilitate their effective academic and social integration into the University.
 - a. Orientation to the University, with developmental programs as necessary (e.g. EOP 5-week Summer Bridge Program);
 - b. Comprehensive academic planning support leading to successful entry and/or continued success in major programs and progress toward graduation;
 - c. Through effective programming and referral, link students to campus resources (e.g. Career Center, Counseling and Psychological Services, Financial Aid, Testing Center, Disability Programs and Resource Center, etc.);
 - d. Mandatory programs requiring students on academic probation or subject to disqualification to meet with an advisor as a requisite for on-going registration.
 2. Career-oriented advising will be the primary responsibility of the Career Center and an ancillary responsibility of departmental advisors and the Advising Center;
 3. Personal development counseling will be the primary responsibility of Counseling and Psychological Services; academic advisors will refer students to these services as necessary.
- F. Advising will be supported by University Administration as follows:
1. The Office of the Vice President for Academic Affairs shall be responsible for the following:
 - a. In conjunction with the Vice President for Student Affairs, the Academic Senate, the Dean of Undergraduate Studies and College Deans identifying ways to provide resources, incentives and recognition necessary for an effective and efficient advisement system;
 - b. Ensuring that academic advising of students is fully recognized, duly supported, and periodically evaluated.

2. The Dean of Undergraduate Studies shall provide the following:
 - a. Leadership in the area of all-university advising endeavors by working closely with advising-related committees and programs (e.g. General Education Council, Liberal Studies Council, Board of Appeals and Review, College Advising Coordinators, etc.) to ensure coordination and effectiveness of University advising;
 - b. Periodic and thorough reviews of academic advising culminating in a report to the Academic Senate.
3. College Deans shall implement, coordinate and provide oversight of departmental and program advising activities in their unit.

V. Implementation Activities and Strategies

At a minimum, students should receive assistance and advice at each of the five key pivotal points outlined in Section III above. The following five implementation activities and strategies help to ensure that students will attain such assistance and advice at each of the respective five key pivotal points:

- A. *When the student enters the university:* All newly admitted students should attend and register for courses at a new student orientation.
- B. *When the student enters the major:* The “Request for Change of Undergraduate Major/Minor or Addition of Secondary Major or Minor” form will be revised to include a notation that academic advising took place as part of the process for declaring a major/minor.
- C. *If and when the student experiences academic difficulty:* All students on academic probation or subject to disqualification are required to seek advising before being allowed to register for the following semester. If allowed to continue, undergraduate students on academic probation may register for no more than 13 semester units.
- D. *When the student moves into upper division standing and closer to graduation:* Students must create and have approved by an advisor a graduation plan no later than the semester after they have achieved 70 semester units, or they will lose their registration priority.
- E. *As the student prepares to graduate and move beyond his or her studies at San Francisco State University:* A student who has earned 120 or more semester units must have a degree completion plan approved by an advisor before being allowed to register for the following semester. A revised plan will need to be approved by an advisor each semester to ensure that the student is making adequate progress to the degree.

*****Revisions Approved by the Academic Senate at its meeting on April 18th, 2006*****