

City College of San Francisco



Chancellor's Taskforce Report on
Student Equity and the Achievement Gap

April 28, 2011

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Section 3: Financial Aid

Section 4: AB 540

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Introduction

The following report serves to update the Board of Trustees on progress made since October 2010 in each of the areas to address the student achievement gap, and to assist in the implementation of those plans with the various College divisions and departments. The taskforce includes representatives of all College constituencies (faculty, classified staff, students, and administrators), as well as key leaders of shared governance committees.

On April 12, 2011, the Taskforce convened its third meeting to hear presentations on the following topics: English Course Sequencing, Math Course Sequencing, Financial Aid, AB540, International Students, Student Employment, Student Registration, Placement Testing, and Counseling. The plans and updates in the form of minutes and proposals are included in this report. Here is a summary of progress made in each of the work groups.

English Course Sequencing - In a recent survey of students in required English courses (1,464 respondents), 71% indicated that they were satisfied with their initial placement based on their reading and writing skills. Eleven new accelerated courses in both Basic Skills and Pre-Transfer/Transfer level were offered in Spring 2011. The mid-term retention rates for three out of four accelerated courses significantly exceeded the mid-term retention rates of the traditional 3-unit courses. 75% of faculty teaching in the new accelerated courses felt the class was serving the educational needs of the student; 100% of faculty teaching the new courses thought that these courses can be successful and should be offered.

Math Course Sequencing –The department approved new course outlines for Math 840 Elementary Algebra and Math 860 Intermediate Algebra to ensure a smoother transition from one class to the next. Four sets of intensive short-term sections of Math 840 and Math 860 were offered in Spring 2011, in which students were able to complete both courses in one semester. Student success rates in the first group of short term classes that ended March 17 were notably high (68%). Students are offered the option to take the same instructor for two consecutive semesters in the algebra sequence and success rates will be analyzed at the end of the Spring semester. New retention initiatives are also planned for Fall 2011.

Financial Aid – The Financial Aid Office expanded its capacity to serve more students and opened new offices at the Mission Campus and Evans Campus; established a new counseling office in Cloud 330; created new counseling and financial aid orientations in English and Cantonese; established evening hours two days per week. The Financial Aid Office is testing the Banner Document Imaging system this semester and will fully implement in Summer 2011.

AB 540 – The workgroup has coordinated many outreach efforts and educational activities such as campus wide informational sessions, faculty professional development events, outreach to other CCSF campus, and students from the SAFE (Students Advocating for Equity) providing peer mentoring to other AB540 students at various high schools. Efforts to fundraise and establish scholarship funds are underway.

International Students – Improvements in serving international students include additional space made available in Cloud 212 which is being utilized for student meetings, welcoming visitors, and training sessions. The department now offers transitional workshops on noncredit to credit for international students, as well as increased communication with credit international students.

Student Employment – The Payroll Department has been working out glitches in this streamlined Student Hiring Eligibility Process (SHEP) including international student issues; TB accounting issues; job terminations; automating direct deposits; automating W-4 status. Job posting and an overhaul of the website will be focus of future work in this area.

Student Registration – In Fall 2010, CCSF assigned 390 students who had just graduated from SFUSD schools with early registration as part of a Pilot program and 323 students took advantage of the program. In Spring 2011, those 323 students were given early registration again and 318 enrolled, representing an 89% retention. These students enrolled in high demand Math and English courses.

Placement Testing – The College adopted a new Placement Testing re-test policy in October 2010, whereby students may re-take their placement test after two weeks (compared to previous 3 month period) in any given testing cycle. With the Spring 2011 testing cycle concluded (October 2011 to January 2011), preliminary data indicate that close to 50% of students who retook the exam placed at a higher level (27 out of 54 in English; 27 out of 63 in ESL; 9 out of 25 in Arithmetic; 21 out of 47 in Elementary Algebra; 1 out of 3 in College level Math).

Counseling – Data on the students who completed the Summer 2010 Enhanced Orientation and were tracked through Fall and Spring Registration indicates that these students had higher GPAs compared to a control group. The Counseling department is focused currently on FRISCO Day (FRIday=Successful College Opportunities) to be held on April 29, during which over 1500 San Francisco Unified School District (SFUSD) students will be bussed to Ocean Campus to prepare them for Fall 2011 enrollment.

Section 1: Math Course Sequencing

UPDATE ON MATH STUDENT EQUITY INITIATIVES SPRING 2011

Submitted by Dennis Piontkowski, Mathematics Department Chair

April 8, 2011

The Mathematics Department has begun implementation of several student equity initiatives that were first proposed in Spring 2010. In addition, some initiatives are still in development, while others that require substantial funding are still in the planning stages.

The status of all these efforts was discussed at a meeting of the Math Subgroup of the Chancellor's Task Force on Student Equity on April 7, 2011.

These initiatives address the Achievement Gap in mathematics as described in the Preliminary Report on the Student Achievement Gap and Social Equity of October 2009 as well as concerns raised at the equity hearings of February 2009. The initiatives were developed by several committees within the Mathematics Department, including the Mathematics Department Student Equity Committee. The Math Subgroup of the Task Force supplied input and criticism that has helped to tailor the initiatives.

For years, the Mathematics Department has devoted energy and resources to closing the achievement gap: MATH E, Math Bridge, the NIH Science Scholars Program, the Math Lab, LAC partnerships, and Retention Center partnerships and tutoring.

The focus of this report is new initiatives, beyond the programs that existed in Spring 2010. The budget crisis and possible reductions in math course offerings may negatively impact the Math Department's ability to implement these initiatives.

Mathematics Student Equity Initiatives Implemented in Fall 2010 and Spring 2011

- 1) **New Sections to Improve Student Access to Math Classes: ONGOING**
Four new tenure-track math faculty were hired for Fall 2010. This amounts to a net increase in 2 FTEF since two positions were replacements. From Spring 2009 to Spring 2011, math instructional hours have increased by 8%. During this same time period, average class size has increased, an indication that new sections have filled. In fact, in Spring 2011, according to DSS data, unmet demand is 4957 (far larger than any number we have seen in previous semesters), which means that although we have added math sections, there are now more qualified students than ever who are unable to add a math class! Within the constraints of the current budget crisis, we must still try to continue to expand math offerings.
- 2) **Revised Elementary and Intermediate Algebra Curriculum**
New course outlines have been approved for MATH 840 Elementary Algebra and MATH 860 Intermediate Algebra that clarify the differences in content and level, and thus provide for a smoother transition between the two algebra courses.
- 3) **Accelerated Algebra Sequence**
Four short-term sections of each of MATH 840 and MATH 860 were introduced in Spring 2011. Students can now complete both classes in one semester. This reduces the developmental math

sequence by one semester. Student success rates in the first group of short-term classes that ended on March 17 were notably high: 68%. If success rates in the second group of short-terms are also high, accelerated offerings will be expanded. Special tutoring support needs to be attached to these accelerated sections. Unfortunately, our request for a classified staff tutoring position to support the accelerated sections was denied.

4) **MATH 840/860 Cohorts**

We continue to offer students the possibility of taking the same instructor for two consecutive semesters of the algebra sequence. Overall success rates need to be analyzed at the end of Spring Semester to measure the effectiveness of this initiative based on the Math Bridge model.

5) **Gates Foundation “Bridge to Success” Grant: Math Teaching Team**

Ten members of the Mathematics Department are actively involved in working with math teachers from the SFUSD on the Bridge to Success Math Teaching Team. Their goal is to work toward an optimized transition for high school graduates to college level coursework at CCSF, particularly African American and Latino students.

Mathematics Student Equity Initiatives To Be Implemented in Fall 2011

6) **Stats Pathway**

Mathematics will offer a new experimental course, MATH 845X Preparation for Statistics, starting in Fall 2011. This course will satisfy the prerequisite requirement for MATH 80 Probability and Statistics, a course taken to fulfill the Bachelor’s Degree quantitative reasoning requirement for many students who transfer to four-year universities. REQUIRES NEW 0.8 FTEF.

7) **TULAY: New Filipino American Retention Center Math Sections**

The Math Department and TULAY (the Filipino American Success Center) have partnered in three math sections starting Fall 2011. This expands the current retention center math partnerships that already exist with AASP, APASS, and LSN.

8) **Women’s Studies MATH 860 Intermediate Algebra**

The Math Department partnership with the Women’s Studies Department will add a new section in Fall 2011. These courses examine how society shapes women’s views towards math. Class examples are related to women’s lives. Emphasis is on breaking through barriers of math anxiety and building confidence. The empowering aspects of math knowledge are highlighted.

Mathematics Student Equity Initiatives Currently Under Development

9) **Student Success Survey**

We are creating a user-friendly student survey that can be administered to all basic skills math students (and eventually to math students at all levels) to help the math faculty better determine what works and what doesn’t work for our students. We will ask students to describe their own successful learning strategies as well as any barriers to success they may have encountered.

10) **Math Study Skills Course**

While CCSF offers several Student Success courses, the college has no study skills course that addresses the particular challenges faced by math students. This new course would be taught by a counselor and a math instructor as a team and would focus on skills needed to succeed in math as well as strategies to address math anxiety.

- 11) **MATH 860 Intermediate Algebra Competency Exam**
We have begun development of an exam that students will be able to take to demonstrate competency with MATH 860 exit skills. A satisfactory score on this exam will allow students to jump a level in the math sequence.

Mathematics Student Equity Proposed Future Projects

- 12) **Expanded Math Lab Services**
Currently, the Math Lab is housed in the temporary 600 Bungalows on the Ocean Avenue campus. The Math Lab is a highly effective tutoring and computer study lab that focuses only on MATH E and MATH 840. The Math Lab is *extremely* popular with students, but unfortunately, due to lack of space, we are unable to serve students taking MATH 860. (About 1000 students take MATH 860 each semester!) MATH 860 students are now demanding access to Math Lab services. This makes sense since MATH E/840/860 together form the basic skills/precollegiate math sequence. We need to plan NOW to relocate and expand the Math Lab so that, in the near future, we can provide MATH 860 students with the service they deserve. In addition, the current Math Lab space, while popular, is very crowded and noisy. An expanded Math Lab needs to have space for quiet study and individual tutoring.
- 13) **An Institutionalized Professional Development Program**
Math instructors need math-focused professional development opportunities involving training in the latest pedagogical practices, such as hands-on, project-based, and contextualized learning.
- 14) **Interdepartmental Collaboration**
The Mathematics Department needs to work more closely with other instructional departments to share successful teaching practices. What we learn about other department's successes will benefit our own teaching.
- 15) **Mathematics Facilities Upgrade:
NEW Ocean Avenue Campus STEM Building (*Future Bond Measure?*)
(STEM = Science, Technology, Engineering, Mathematics)**
If we are truly serious about closing the achievement gap in mathematics, then we need to infuse the CCSF mathematics curriculum with cutting edge technology that is intrinsically tied to modern pedagogical practices. Also, having tutoring, instruction, labs, study areas, and faculty offices in close proximity to each other would allow us to establish a stronger, mutually supportive community of mathematics students and instructors. Student success in mathematics at CCSF is currently hindered by our out-dated, overcrowded, and fragmented Ocean Campus math facilities. Improving mathematics and science education is a national priority. It's high time to make this a CCSF priority. City College has the potential to serve as a major gateway for students from our incredibly diverse student population to enter the STEM majors. Our efforts to close the achievement gap in mathematics must include the goal of greatly increasing the representation in STEM careers for people of color. For CCSF to do its part, we need a modern STEM facility.

Section 2: English Course Sequencing

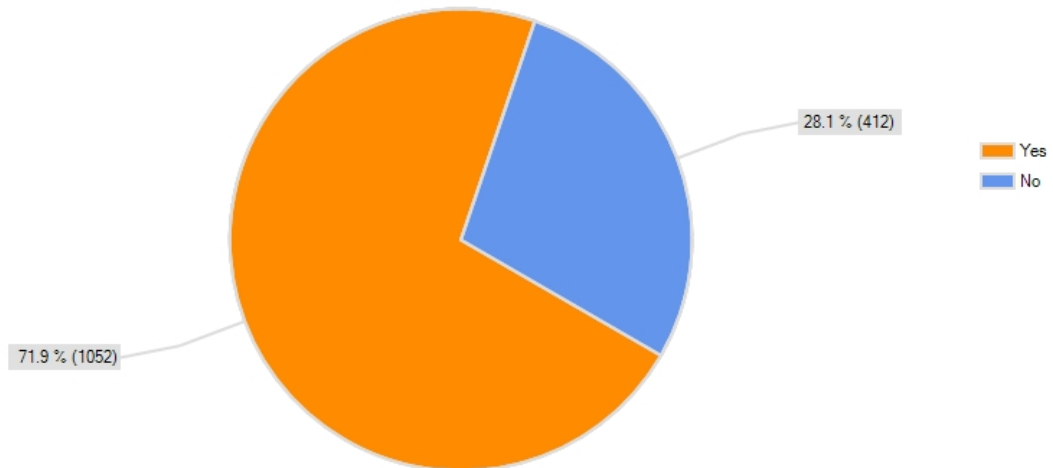
**English Department
April 12th, 2011**

Equity Taskforce Update

1) Research Update: Student Satisfaction with English Course Placement

As part of a major assessment and survey during this semester, the English Department asked students in all required courses in the English sequence—English L, 90, 91, 92, 93, 96, 1A, 1B, and 1C—about their satisfaction with their initial placement in an English course at CCSF. 1,464 students responded.

Only answer this question if you have taken the English Placement Test. (Do not answer this question if you entered the City College English curriculum after taking ESL classes here at City College or if you took English 1A at another college.) Do you think your initial placement in an English class at City College was a fair and accurate placement based on your reading and writing skills?



A clear super-majority of 71.9% thought that their initial placement was accurate.

2) Mid-Term Retention Rates for the new, Accelerated Courses Significantly Exceed Mid-Term Retention Rates for Three of the Four of the “Traditional” 3 Unit Courses That the Accelerated Classes Are Equivalent to

Course	Ave. # of Students Per Section as of Thursday 4/7/11	Class Cap	Average Retention Percentage
English 961A	27.10	31	87.4%
English 95X	27.00	31	87.1%
English 1B	26.42	31	85.2%
English 93	26.29	31	84.8%
English 1C	26.17	31	84.4%
English 1A	24.75	31	79.8%
English 96	24.71	31	79.7%
English 90	24.60	31	79.4%
English 91	23.57	31	76.0%
English L	23.29	29	80.3%
English 92	22.25	31	71.2%

961A retention over traditional English 96 +9.7%
 961A retention over traditional English 1A +9.5%

At this point in the semester, the accelerated class is, on average, holding on to two more students per section than an English 96 or 1A.

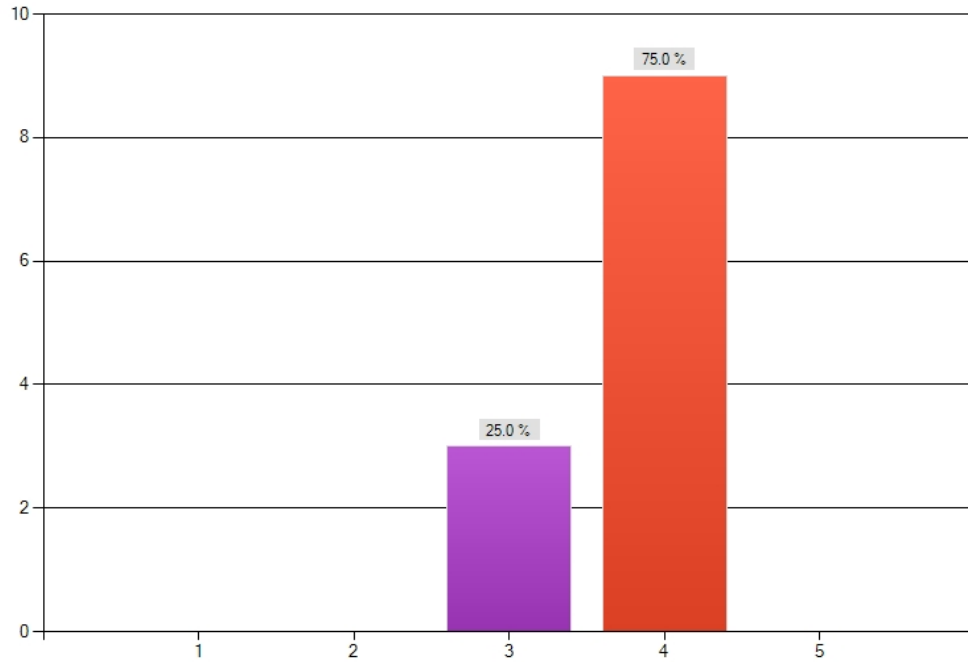
95X retention over traditional English 92 +21.4%
 95X retention over traditional English 93 + 3.1%

At this point in the semester, the accelerated class is, on average, holding on to almost five more students per section than an English 92 class.

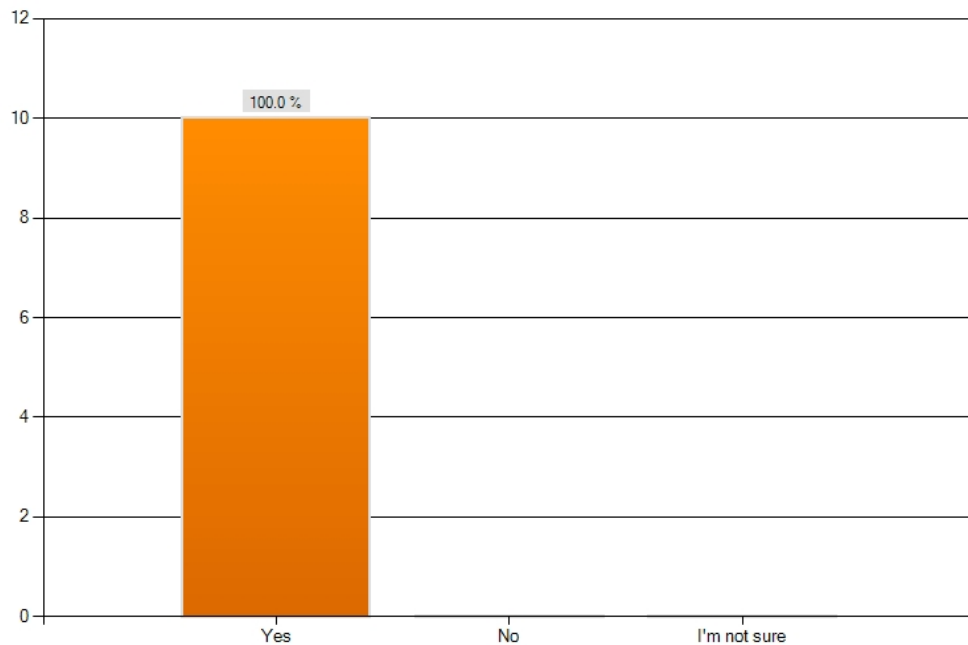
At this point in the semester, the accelerated class is, on average, holding on to almost one more student per section than an English 93 class.

- 3) Faculty responses at mid-term are positive with regard to teaching the new, Accelerated classes.

On a 1-5 scale with 5 being the best, how effectively do you feel your 95X or 961A class is serving the educational needs of your students?



Allowing for the fact that A) This is the first time you have taught 95X or 961A and B) You had to rush your preparation to teach the course, do you still think that these courses can be successful and should be offered?



Some thoughts from faculty piloting the Accelerated classes (4-11-11):

“I am having a lot of success with my English 95 class, and although not everyone is going to pass, I do feel like the students who are going to pass will be well served by this course. I also think that the students who do NOT pass 95x, but who make it to 93, will be quite successful in English 93 for having had such extensive work. I'm generally finding that the students who can't keep up are dropping before the end of the term, so that I could end up with a pretty big success rate (success = either passing into 96 or into 93).”

“For these very reasons (little prep time and my first time teaching the class), this first semester was a little rough. But I have every reason to believe that by the 2nd, 3rd semester, this will be an excellent class. I don't know if it's a class for everyone, but students willing to put in the time and effort will do well.”

“Two hour chunks of time are great. How can a 50 minute class develop community and learn with such small increments of time?”

“1. This class should NOT have 31 students. The cap should be much lower so that I have time to attend to each student more. Accelerated and intensive learning requires accelerated and intensive teaching, and when I am spread as thin as in any other class, it limits me to attending to students as little as I would in any other class. 2. Tutors are essential. There are mountains of data that prove that dedicated professional tutors increase student success dramatically. In order to accelerate, these students need the support of specialized tutors who know the curriculum, the assignments, the teachers, and their expectations.”

“I think this is a very important option to offer the students, and so far the prepared, motivated student seems very challenged by the course. After teaching the course for the first time, I see where I can adjust my teaching to reach the less motivated student.

“Post midterm, I feel like we're in a groove and that the students are really blossoming as thinkers (partly because they've spent the semester focused on one theme). I'm intrigued to see how this class develops over time.”

“Encouraging instructors to experiment is very important. Telling them to think radically and to take risks, despite the fact that they might blow up in your face, is great.”

“The two-hour class is hugely helpful in giving students time to learn a new concept, try it out in an exercise, and then reflect on the process. I feel like we get so much done that the "accelerated" part of the program is really happening.”

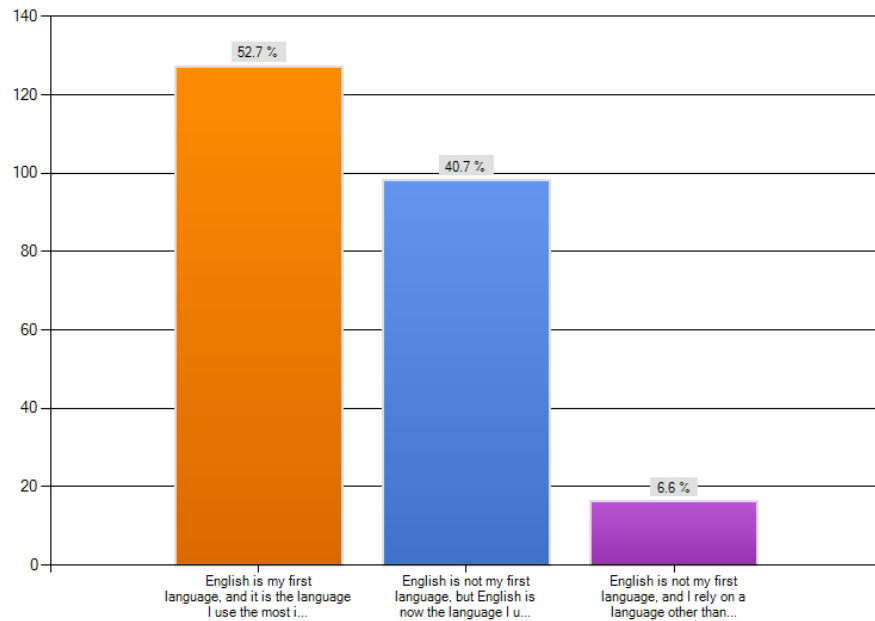
“I have had to learn a lot about the best way to teach this course. I am taking extensive notes, and have every reason to think I will be better prepared for the Fall... As for my students, I'm not sure everyone understood initially what they were getting in to. However, as the semester progressed, my class became very focused and responsible for their success. Everyone has told me that they enjoy the class. They like the content, and feel that they are learning "how to think" as one student recently told me. All in all, I really enjoy teaching this class and am excited about doing it again. I think once I work out all the day-to-day stuff (writing prompts, incorporating lab/distance ed hours, working with the counselors) it will be a great class.”

English 1A—English and ESL Populations 2003 versus 2011

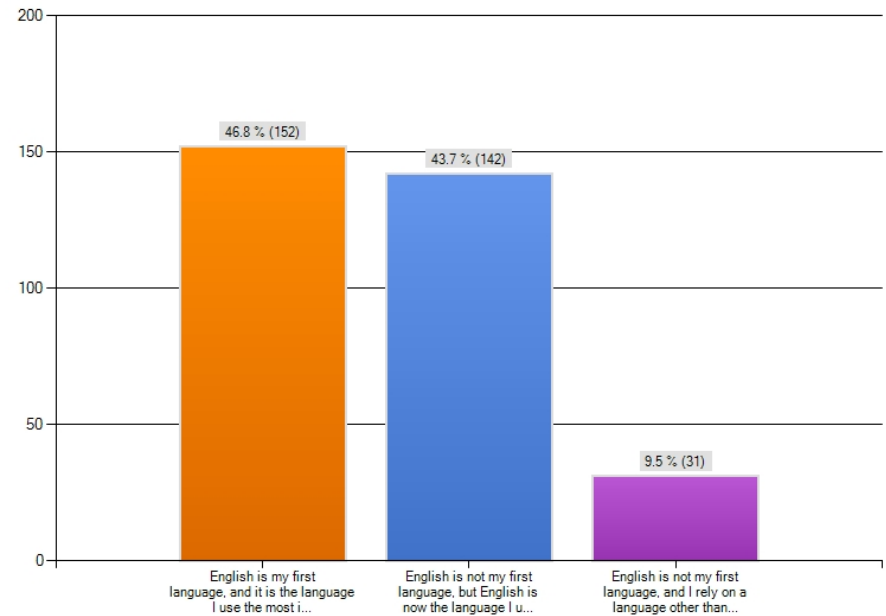
English 1A Fall 2003
(n = 241)

English 1A Spring 2011
(n = 325)

Which sentence best describes how you use English in your daily life?



Which sentence best describes how you use English in your daily life?



Native Speaker Population:
English-Dominant ESL Student
Other Language Dominant ESL Student

-5.9%
+3.0%
+2.9%

Section 3: Financial Aid



FINANCIAL AID OFFICE

50 PHELAN AVENUE • SAN FRANCISCO, CA 94112 ☎ (415) 239-3575/3576 • Fax (415) 239-3917

Financial Aid Student Equity Task Force

Objective: To continue to expand access to Financial Aid services and shorten the length of the lines by offering more time efficient ways to get financial aid information

Members: Jorge Bell, Maria Chavez, Gwyn Leong, Lerone Mattis, Kelsey Jetter, Madeline Mueller, Guillermo Villanueva, Leti Silva, Sophia Toney, Ellen Wall, Nicole Andonov, Indiana Quadra, Roland Montemayor

Background: During the past ten years, the number of students receiving financial aid has increase by approximately 400%. Last year we served more than 30,000 students and awarded more than \$50,000,000 to students. This year, we estimate that an additional 3,000 CCSF students will receive financial aid and we will award more than \$60,000, 000.

Activities:

Expand Capacity

- Tested Banner Document Imaging system; implementation summer 2011
- Establish New Counseling Office, Cloud-330
- Decentralizing Financial Aid; New offices in Mission and Evans Campus
- Opened the Scholarship/ Financial Aid Information Center in MUB Fall 2011
- Expanded LERN 64 at Ocean, Mission and Evans
- Created New Student Counseling/ Financial Aid Orientation; English and Cantonese Sp 2011
- Piloted English 92 program in Fall 2010; SLO and program in Fall 2011
- Participate in Frisco Day
- Established evening hours; two days per week

Maximize Existing Resources

- Established an all hands on deck policy during the beginning of each semester
- FA lines supported by Students Ambassadors and FAO staff
- Revised counseling appointment policy
- Courtesy support to students in literacy workshops; including new Financial Aid Information Center
- Redirect students in line unnecessarily
- Reduced file completion rate to two and a half weeks in Spring 2011
- Expanded Counseling availability; adding approximately 80 new appointments each week
- Creates new Financial Aid Student Orientation
- Faculty Conducted profession development activities for SFUSD/CCSF counselor

Section 4: AB 540

Chancellor’s Task Force on Student Equity

AB 540 Task Force Follow Up Report 4.10.11

Status Report: The mission of the AB 540 Task Force is to educate the campus community, students and community members about the benefits of the law to immigrant students. In addition, the Task Force strives to improve access, resources and support to AB 540 students and those seeking to qualify for the law.

The task force is continuing the work needed to identify and support students who may qualify for AB 540 by engaging in outreach and educational activities, including, campus wide informational sessions , faculty professional development events, outreach to other CCSF campuses, Steps to Credit classroom presentations to non-credit ESL students, Non-credit ESL Orientations, and continued outreach to SFUSD high schools. We now have students from the S.A.F.E (Students Advocating For Equity) going to high schools to mentor other AB 540 high school students to support them in their dreams to go to college. We have also raised funds to establish an AB 540 scholarship and plan to continue regular fundraising efforts. Both AB 540 Task Force Co-chairs have accepted faculty advisor roles to support AB540 student clubs, one at Ocean Campus and one at Mission Campus. We have created two power point presentations: one for use in professional development workshops for faculty, staff and students; and another bilingual (English/Spanish) power point for high school students and their parents.

Listed below is the 2010-2011 updated report on the numbers and ethnic breakdown of all AB 540 students attending CCSF.

	Number	Percent
African American	11	1.91
Asian	60	10.40
Filipino	29	5.03
Hispanic	350	60.66
Other Non White	4	.69
Pacific Islander	3	0.52
South East Asian	7	1.21
Unknown/No Response	40	6.93
White Non Hispanic	73	12.65

Progress: What have we done in terms of supporting AB 540 students since the last Equity Hearing?

Several Outreach events are taking place at CCSF campuses and SFUSD high schools as a result of the November 8th Campus wide Professional development event on AB 540, as well as, the January 26th Professional Development event for SFUSD Counselors through Bridge to Success:

March-April 2011: Nancy Vargas is launching outreach efforts at Mission Campus through the Steps to Credit Program designed to reach non-credit ESL students. She has infused information and resources on AB540 into the Steps to Credit curriculum since lack of CA residency is the biggest obstacle for students considering credit classes. Counselors at Mission Campus also include information re: AB 540 in every non-credit ESL Orientation they conduct. The goal is to reach students who may not know about the Transitional Studies (TRST) High School Diploma Program and how they may enroll in TRST classes to eventually qualify for AB 540 and receive the benefit of resident tuition rates when they take credit classes.

Dec. 7th, Leti Silva and Nancy Vargas were invited to present an informational session on AB 540 to Civic Center Non-Credit ESL faculty.

March 22-Thurgood Marshall High- Leti Silva and 2 SAFE students spoke to AB 540 students at lunch per counselor's request.

April 6th-Washington High School- Leti Silva and 2 SAFE students will be speaking to a group of potential AB540 students. One of the SAFE students is a former Washington High student (now at CCSF) who will most effectively reach other students like himself!

April 7th- Leti Silva and 2 SAFE students will be speaking to AB 540 students at Burton High School one of whom is a former Burton student.

April 7th- Nancy & Leti were invited to conduct an AB 540 faculty information session to Downtown Campus Non-Credit ESL Faculty and staff during their department meeting.

April 13th – Leti Silva, Nancy Vargas and an AB 540 student panel are invited to conduct an informational workshop for 100 students at Downtown Campus.

2. The AB 540 Task Force raised \$4000 for AB 540 scholarships during the November 8th campus wide professional development event.

3. AB 540 Task Force Co-Chairs are working closely with Bridge to Success Initiative counselors from SFUSD and CCSF to insure all incoming high students are informed about AB540. In addition, CCSF AB 540 students will be giving out information and providing support and encouragement to prospective CCSF students on Frisco Day.

What are the needs, challenges and recommendation identified by students:

1. Create an AB 540 Resource Center
2. Establish a payment plan to help safeguard AB 540 students' access and good standing at CCSF while they make more manageable tuition payments on their student accounts.
3. Create jobs on campus for AB 540 students payable through stipends or scholarships.
4. Create general scholarships for AB 540 students.
5. Permit more faculty time dedicated specifically to AB 540 issues.

AB 540 Task Force Meeting
March 23th 2011
10:00-12:00pm

Minutes

Present: Enrique Mireles, Maria Vasquez, Amber Strauss, Co-Chair Leti Silva, Co-Chair Nancy Vargas

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II. **Scholarships:** The AB5 40 Task Force has will be giving out eleven \$300 scholarships this semester from money that was raised through our fundraising efforts. We went over scholarship application draft and members made suggestions for changes to document. Another \$300 scholarship from private donations will be awarded to an AB 540 student who has taken a class at Mission Campus. We still need more applicants. Please spread the word!

III. **The Task Force discussed the updated report on the number and ethnic breakdown for all AB 540 students attending CCSF and how we can better reach this diverse population:**

	Number	Percent
African American	11	1.91
Asian	60	10.40
Filipino	29	5.03
Hispanic	350	60.66
Other Non White	4	.69
Pacific Islander	3	0.52
South East Asian	7	1.21
Unknown/No Response	40	6.93
White Non Hispanic	73	12.65

Section 5: International Students

EQUITY TASK FORCE
INTERNATIONAL EDUCATION REPORT – APRIL 12, 2012

Since the last Student Equity Hearing, current status report for International Education includes: processing of paperwork for Intensive English Program (IEP) students, which is very time-consuming and labor intensive; determining ways to provide for Credit international students to satisfy visa requirements; providing assistance for Credit students struggling with obtaining and maintaining 12.0 units; ongoing collaboration and development of Master Calendar.

In terms of progress, improvements have been made since the last hearing. There has been an improvement in space for international student counselors. This was due to the move to MUB 125 and subsequent vacant spaces in C212, which now provides an area for student meetings, welcoming visitors, and training sessions. Transitional workshops for IIS to Credit students are now offered. There has been clarification of some roles and responsibilities between A&R and Institute IEP. Additionally, there is continued improvement in the delivery and quality of service provided to international students. There has also been significant improvement with communication with Credit international students. Much of this is due to access of student e-mail addresses. This has helped with student services in terms of informing students about workshops, seminars, and other events. Furthermore, there has been an increase in communication between prospective Credit students and the International Education staffing, particularly via e-mail, which should improve enrollment of new international students.

There have been current challenges which affect the ability to improve and expand services to international students. They include: the need for the Office of Admissions & Records to respond in a timely manner to inquiries by Credit students; the challenge to provide the same or even greater level of service with reduced staffing; retirement of full-time counselor, which was replaced by a full-time hire of part-time counselor for this semester only; the anticipated retirement of a full-time clerical counseling staff, which needs replacement or possible internal transfer; the need for Credit students to enroll in 12.0 units and maintain 12.0 units; the anticipated transfer to the IT department of support staff who currently covers computer lab, technical support, and knowledge support for international students; the need to further clarify roles and responsibilities between Admissions and Registration and International Education in order for students to know which office to approach for questions and answers.

In trying to address these challenges, some possible solutions have been proposed. Addressing current needs and challenges will involve: planning to meet with director of Information and Technology Services (ITS) to discuss logistics regarding transfer of support staff; meeting with A&R to further clarify roles; current responsibilities by A&R include handling admissions, visas, I-94, bank statement for credit, and SEVIS issues for Credit students; currently International Education sometimes changes information entered by Admissions & Registration; clarifying the handing of I-20's, which can be issued through IIS; clarifying outreach responsibilities; increasing group services provided to make up for the lack of staffing since International Education is able to help more students at a time through workshops and group meetings; making progress to facilitate the transition of international students from the Institute to the Credit Program; in particular, there is discussion between ISCD and the Institute IEP about a separate orientation for Institute students entering the Credit Program.

Recommendations to address needs of international students in terms of college support include: collaboration between A&R and International Student Counseling to communicate with students who have not yet arrived in the U.S. via online video conferencing, Skype; providing group counseling instead of individual counseling; emphasizing importance of counseling staff, i.e. replacing retired faculty, to support students; mandated counseling session before Spring Break for Educational Master Plan for all new students entering the Credit Program; addressing comments by students on the need to see more

detailed course information in order to better choose their classes; a new initiative to have Institute IEP students shadow Credit students for an entire day in order to better understand demands and workload involved in credit program; requesting support for shadowing initiative from Department Chairs; requesting a letter from Darlene Alioto to show to instructors regarding initiative; ambassador program as a possible future initiative to support students new to the credit program; counseling which focuses on students below 12.0 units; next step targeting of students who fall below a 2.0 GPA; streamlining the application and acceptance process through rolling admissions and faster processing of I-20s for credit program students.

International students' needs, challenges, and recommendations include: more support in clarification and number of units that need to be carried; further support for balance of course and GPA demands; considering if short-term classes, such as basic college success tools, would be helpful when transitioning from Institute IEP to Credit Program; special early orientation for IEP to Credit students by ISCD; incorporating information in orientation and written materials regarding unit requirements such as ability to drop below 12.0 units for 1st semester students; mandatory meeting with counselors prior to midterms; providing more detailed descriptions of courses; sessions between students who have completed or are currently participating in the IIS to Credit Program and students pursuing program.

Section 6: Student Employment

**Student Equity Taskforce
Automated Student Hiring
Update 4/12/11**

Original Task

Effective Fall 2010 the student hiring process was automated and greatly improved. Students are now only required to present the federally mandated I-9 hiring document and associated documents. In most circumstances this is a one-time requirement and students applying for rehire will not have to repeat this process. Students have instant (online) feedback regarding any missing documents or requirements so that they may address them immediately. The Chancellor will require all jobs to be posted so that student applicants will have an equal and fair chance to apply for open positions. When a student applicant is selected for employment, the hiring authority can "instantly" hire him or her. The hiring authority receives instant feed-back that the student is hired and can begin to work immediately.

This new method will:

1. Ensure all students are aware that they may be eligible for a lab aid or federal work study positions.
2. Greatly reduce the effort for students to complete the hiring eligibility process.
3. Ensure ALL interested students are aware of all positions that are available.
4. Almost eliminate any administrative burden hiring authorities now have to hire student(s).
5. Instill verifiable accountability into the system on both the applicant and hiring sides.

Minutes of Automated Student Hiring Task Force: 3/15/11

In Attendance: Donald Lind (Payroll); Mark Kenny (Payroll); Frank Morales, John Wills and Joe Jah (IT); Indana Quadra, ; Nadine Rosenthal (LAC); Nancy Tay (Payroll); Carol Reed (Student Hiring)

Task Force discussed

- Payroll Services will lose (retirement) Nancy Tay, the only employee currently assigned to Student Payroll.
- The Student website works well. Glitches have been sent to IT, who has fixed them on a continual basis, glitches such as transition from federal work study to lab aid positions, and direct deposit processing are being addressed.
- The Employer website works well. IT has fixed a couple glitches. We need to work on an enforcement method for employers to post and delete jobs, and we need to work on the job site generally. This website still needs of work, such as deleting extra proxies.
- The Job Posting website needs a major overhaul including total integration into the SHEP system to increase effectiveness and instill accountability that ensure all jobs are posted prior to being filled. This overhaul will also significantly simplify the job posting process.
- The "About City College" menu includes a link to Jobs at CCSF; the site footer, also includes the same link. They appear in all CCSF web pages. The Communications Committee will be asked to change these links when the overhaul of job postings is complete. The new linkage will be more intuitive to the end users.
- Positive feedback from students includes:
 - "It's Great!"
 - "Speeds up the process."
 - "Having someone at Ocean is great."

- “Hiring process is immediate and time sheet is there the next day - used to be a 20 page package that had to be completed by the student who would have to run back and forth to many departments and finally forwarded to student employment that cleared it for manual entry within two weeks before the time sheet would appear.”
- “The hiring process is positive compared to last year!”
- “It used to take two weeks from hiring for me to appear on the payroll list. Now it happens in a day.”
- Suggestions from students include:
 - “Provide customer service.”
 - “Send email to student and employer when student's eligibility changes to “ineligible.”
 - “Make better signage and an "A" shaped sign stand on the sidewalk needed.”
 - “Evaluate best times and dates for the person who hires to be on campus.”

Measurable Outcomes: Student Hiring Eligibility Process (SHEP)

Jobs Created

Fall 09: 1367 total jobs created; New Hires: 334; Rehires: 1033
 Spring 10: 1303 total jobs created; New hires: 269; Rehires: 1034
 Fall 10 to 10/5/10: 1108 total jobs created; New hires: 381; Rehires 727

Jobs Posted Online

Fall 10 as of 10/5/10: 567 Jobs posted online; 170 are open; 397 are closed

Progress in Stages

The conceptual stage is complete. Payroll Services solicited input from a wide range for campus constituency groups including, Instructional Deans, Student Service Deans, Department Chair Council, Planning and Budget Committee, College Council and the Associated Students. We kept these groups engaged and solicited constant feedback as we developed the automated student hiring system. While at times we needed to reconcile divergent goals, overall there was a consensus to update, modernize and greatly simplify a cumbersome unmanageable system that has not been overhauled for years.

The development stage is complete. Payroll Services engaged IT and functional resources to develop a system that satisfied the conceptual goals within the functional limits that Banner presents. We were able to develop the student employment system with the "one data base" concept.

The implementation stage is in process. Progress Fall 10 to 3/15/2011: The SHEP website at <http://www.ccsf.edu/NEW/en/about-city-college/jobs-at-ccsf/shep.html> is working well. Students are finding the website and employers are using it to hire student workers. The website includes video instructions for students.

- Student rehires can check their eligibility status on-line, and in the majority of circumstances, be eligible for immediate employment.
- Per the Chancellor's request, student employment positions are to be posted so that all students

interested in applying for a position have knowledge of positions available. Most employers have posted their student jobs on www.ccsf.edu/jobs. Not all employers are posting and closing them.

- Per the Chancellor's request, student applicants may be hired after completing and passing the first part of the two part TB test. The student will have thirty days from hire to complete and pass the second part.

The evaluation stage has begun. Payroll is receiving feedback from many areas within the college and is fixing many problems as they arise, while other problems are on the list for the 10/11 academic year.

Problems solved Fall 10 and Spring 11

- International student issues
- TB accounting issues
- Banking issues
- Job terminations
- Automate Direct Deposit
- Automate W-4 status

Problems yet to be solved

- Job posting accountability: Need to coordinate and/or link job posting with employer job creation so that advertised jobs are automatically posted and deleted as employers hire. This is the major initiative for 10-11. Enforcement is a major issue. Job posting is now an open process and it needs to be a closed process. The Career Center and IT will work on this issue with the goal of either linking the current job posting site to the employer hiring site, or creating a new site. The goal is to have the new process completed for Fall 11.
- Hiring process for students with TB tests older than 60 days: Need to address issue of students who completed their TB tests, but were never hired. They need to retake their TB tests in most instances. Directions need to be updated.
- Notifying students when their eligibility lapses. Need to set up an email system to notify students when they have fewer than 6 units since they will be deleted automatically.
- Proxies on the employer website: Need to delete job postings for extra proxies that appear on employer websites.
- Advertising jobs for students. Need to further advertise ways for students to find jobs.
- Signage for Student Hiring Office. Need better signage for the office so students can find it easier. Perhaps add a tab on the CCSF website.
- Need to address transition from one job (ex: FWS) to another (ex: Lab-aid)
- Provide students with e-mail direct deposit advices.
- Implement usage of document imaging system to further streamline I-9 process and ensure record keeping is linked with the student employees' Banner job record.

Section 7: Student Registration

EQUITY WORKGROUP ON REGISTRATION MINUTES – 3/18/11

The Equity Workgroup on Registration met on March 18, 2011 from 1-2 pm in L 108.

Monika Liu reported that the pilot project on priority registration for matriculated recent San Francisco Unified School District graduates has been a real success.

In Fall 2010, CCSF assigned 390 students priority enrollment and 323 students took advantage of the program and enrolled early. In Spring 2011 those 323 students were given priority enrollment again and 318 enrolled early (an 89% retention).

These students enrolled in high demand courses, including Math and English and the increase in the number of students getting their classes was quite high (see attached).

From Spring 2010 to Spring 2011 enrollment in Math classes increased from 24% to 62%; enrollment in English classes increased from 41% to 59%; in Physical Education from 24% to 32%; in ESL from 12% to 25%; in Chemistry from 7% to 23%; in Economics from 17% to 20%; and in Asian American Studies from 9% to 18%. (These classes represent the classes in most demand by entering high school students).

A survey of graduating students was conducted to determine if giving high school students priority registration displaced continuing students. Members of the Equity Workgroup on Registration expressed concern that the survey given to 1000 students (with 153 responses) was inconclusive since it included many students who finished before the pilot started. While this is not good evidence about the pilot, the survey was interesting and it should be noted that the students who responded think very highly of CCSF. It is recommended that the survey be done again.

Under the Bridge to Success initiative, funded by the Gates Foundation, CCSF is coordinating a comprehensive effort to bring the 5-step matriculation process to all 18 SFUSD schools. Outreach and Recruitment Services, Matriculation, Admissions and Records, Counseling, and many other departments from across the entire college are working in close collaboration to make this happen.

Laurie Scolari also described some of the intensified efforts at the high schools and stated that the Unified School District is much happier with CCSF and feels we now have a true partnership. The Gates Foundation Bridge to Success program is donating \$75,000 per year for 3 years to support priority registration. This program can be continued at the end of the 3 years.

Laurie Scolari also reminded the committee about FRISCO day (April 29) – where 1500 high school students will be at CCSF to introduce (or complete) the matriculation and orientation process. Counselors and the retention programs will be present to assist students as well.

It was suggested that as we approach high school students that we stress the fact that they will be given priority registration when they come to CCSF.

The Committee recommends a continuation of this very successful pilot to give priority registration to S.F. high school students and thanks all those involved with making the program a success.

Members Present: Darlene Alioto, Patricia Gant, Sue Homer, Hal Huntsman, Lidia Jenkins, Monika Liu, Karen Saginor, Laurie Scolari.

SFUSD Pilot Program Comparison Spring 2011 vs Spring 2010

	Spring 2010 ¹	Spring 2011 ²	Spring 2010 ¹	Spring 2011 ²	Diff.	% Diff.
SFUSD HS Graduates in 2009 & 2010:	367	390			23	6.27%
Students Enrolled in Fall 2009 & Fall 2010:	293	323			30	10.24%
Students Enrolled in Sp 2010 & Sp 2011:	262	318	Retention 89%	Retention 98%	56	21.37%
Total Units:	2,477	4,093			1,616	65.24%
Average Units:	9.45	12.87			3.42	36.14%
Students enrolled in Mathematics:	69	198	24%	62%	129	186.96%
Students enrolled in English:	120	189	41%	59%	69	57.50%
Students enrolled in Physical Education:	71	102	24%	32%	31	43.66%
Students enrolled in English as a Second Language:	34	81	12%	25%	47	138.24%
Students enrolled in Chemistry:	20	74	7%	23%	54	270.00%
Students enrolled in Economics:	50	63	17%	20%	13	26.00%
Students enrolled in Asian American Studies:	26	58	9%	18%	32	123.08%

- ¹ For Spring 2010, students' registration appointments were based on their total grade point. Under the current registration priority policies, they were mixed with the continuing students with a much later registration appointment.
- ² Early registration priorities for Spring 2011 were given to 390 SFUSD students.

Prepared by: Office Admissions & Records
 Last Updated: February 22, 2011

Section 8: Placement Testing

**Student Equity Taskforce
Status Report on Placement Testing
April 2010**

Over the course of the fall and spring semesters, the following placement testing activities have been implemented to address issues of equity and achievement. This provides a status report on changes in policy and practice that have been implemented with the goal of making placement assessment more accessible to prospective CCSF students and current students as they beginning course sequences in basic skills.

Placement Testing Retests

A new Placement Testing ReTest policy was adopted in October 2010. The revised policy included the following changes: students not enrolled in courses are able to retake the placement test after 2 weeks for a maximum of two tests per testing cycle; students who have withdrawn from courses are eligible to retake the placement test 3 months after the posting of the grade.

With the Spring 2011 testing cycle (October 2010 through January 2011) now concluded, we have preliminary data regarding the number of retests in English, ESL and math. The overall number of students seeking to take the placement test for a second time is small relative to the total number of test takers. A larger sample and further analysis is needed to draw a conclusion; however, a small number of students have succeeded in achieving a higher placement level in English/ESL and math. The data is as follows:

	English	ESL	Arithmetic	Elementary Algebra	College Level Math
Number of tests	3,362	1,560	3,362	3,390	584
Number of Retests	61	66	26	50	3
Valid Retests	54	63	25	47	3
Number of Retests resulting in a higher placement	27	27	9	21	1

Placement Assessment at Local High Schools

Efforts are underway to provide SFUSD high school students namely 12th grade students with CCSF matriculation services on site at local high schools. Matriculation/Testing staff have made multiple visits to over 18 high schools in San Francisco. We continue to work collaboratively with CCSF and SFUSD faculty and staff to facilitate a smooth transition to college. Placement testing will continue throughout the

summer for enrollment in summer and fall courses. To date, CCSF placement testing has occurred at the following high schools:

San Francisco High School	Students Tested
Academy of Arts & Science	18
Balboa	49
Philip and Sala Burton	88
City Arts and Tech	25
Downtown	18
Galileo	147
International Studies Academy	37
Ida B. Wells	13
Independence	36
John O'Connell	133
June Jordan	11
Abraham Lincoln	130
Lowell	April 9
Metropolitan	15
Mission	83
Principal's Center	2
School of the Arts	10
Thurgood Marshall	119
Raul Wallenberg	April 14
George Washington	152
Total	967

Placement Testing Pilot for Concurrent HS Students (10th and 11th graders)

In support of the College's enrollment strategies and to facilitate concurrent high school student enrollment, placement testing policies for this cohort have been modified. This summer, HS students may enroll in a variety of courses without participating in English/ESL and math placement testing. Placement testing is still required for enrollment in English, ESL, math and courses with prerequisites. High school students enrolling concurrently are still encouraged to participate in other components of matriculation such as orientation and counseling.

Section 9: Counseling

REPORT
Student Equity Counseling Task Force
April 2011

Pilot Project: Summer '10 Enhanced Orientation

- Tracked students who completed the summer '10 Enhanced Orientation through fall semester and spring registration and compared data with a control group. One significant difference is GPA, which was higher for students who completed the in-depth summer orientation than for those in the control group. A report was sent to presenters of the enhanced orientation and to the orientation coordinator in New Student Counseling.
- Unfortunately, there will probably not be Enhanced Orientations this summer due to budget cuts and an emphasis being placed on using available funding for counseling hours.

FRISCO Day - April 29th (Part of the Bridge 2 Success Partnership Initiative)

- FRISCO Day (**FRI**day=**S**uccessful **C**ollege **O**pportunities) will be on the Ocean campus, April 29th.
- On that day, 1500 San Francisco Unified School District (SFUSD) high school seniors will be bussed to Ocean Campus to prepare them for their enrollment in Fall 2011. We also want to encourage them to get an early start on their education by enrolling in summer courses. Additional orientation classes have also been added in May to accommodate high school students through the concurrent enrollment process.
- The event aims to ensure that all eligible SFUSD seniors complete the 5-step enrollment process and is made possible by the Bridge to Success initiative. This important initiative, funded by the Gates Foundation, is a collaborative effort between CCSF, the San Francisco Mayor's office and SFUSD. The overarching goal of the initiative is to double the number of low-income, underrepresented youth that obtain a post-secondary degree or certificate in San Francisco.
- The best parts of the summer '10 Enhanced Orientation will be replicated on FRISCO Day, April 29th.
- There will be a mandatory training for CCSF FRISCO Day participants on April 27th.

Future Initiatives and Ideas

- Look for additional projects that bring counseling into the classroom because research tells us this is a successful model. (Currently projects with College Success, General Business, and English)

- Look at pairing counselors with instructors as in the Puente Project (but using a more scalable model.) (See above.) (Next targeted academic area: Math)
- Expand the number of counselors working with instructors of the accelerated English sections (Engl. 95X and 96/1A.) Analyze the two models being used for effectiveness and impact: 1) pairing counselors with instructors including classroom visits and presentations or 2) assigning counselors to a group of instructors for referral in a traditional early alert model.
- Expand LERN 52 probation sections as late start sections on a regular basis.
- Send a congratulatory admissions letter as a follow-up to FRISCO Day. The Counseling Professional Learning Community – (PLC-B2S) is discussing the best way to implement.

Continuing Challenges (B2S/FRISCO Day)

- Continue to work with Bridge 2 Success initiatives and through its partnerships with SFUSD and CBO's to develop additional ways to present meaningful orientations to large groups in effective ways.
- Provide a solid 20 minutes of counseling to students when they attend FRISCO Day. (Students must understand that these 20 minute meetings are only an introduction and that they must come back for a longer appointment later.)
- Enroll 100-200 students in a Summer Bridge program. Students most likely to fall through the cracks will be enrolled into that program
- SFSUSD and CCSF are both working on changing the attitudes of HS counselors and teachers—some of whom do not view City College as a viable “next step.” Next phase will be CCSF posters alongside UC posters. CCSF **will** be another viable option; the culture is already changing.
- With current CCSF students, continue actively following up with students after their first counseling appointment. Different departments do follow up differently: phone calls, postcards, e-mail reminders, etc. Allocating resources and time can be difficult.

Strategies in response to student comments during the District-wide Student Equity Hearing on Counseling November 2010

- Professional development for counselors is imperative. (Encourage department chairs to rotate counselors so all counselors attend some professional development and then utilize “train the trainer” models.)
- Counselors should inspire and coach. (Develop additional mentor programs departmentally.)
- Counselors must provide accurate and timely information to students. (Mandatory “all counseling” meetings for critical areas of training/changes in policies and requirements.)

- Effective communication between counselors, students, student clubs, etc. is imperative. (Increase networking with and presentations to Associated Students through AS Council, Student Clubs, Associate Dean Santos and the different Resource Centers.)
- Students must understand where to go for counseling services. (Counseling tents/tables during the first two weeks of the semester could assist in this effort. Have at least one counselor at the Conlan Hall information desk the first week of school alongside the student ambassadors.)

MINUTES

Student Equity Counseling Task Force

April 6, 2011

Present: Lindy McKnight (Interim VC Student Development/Dean Counseling) Josie Loo (Writing Success Project), Carmela Ronas (Student), Nancy Vargas (Counselor MIS), Li Miao Lovett (Counselor CSCD/CDEV), Anastasia Fiandaca (Counselor LSN), Lisa Romano (Counselor NSCD), Ingrid Wynn (Student), Nadine Rosenthal (LAC).

Vice Chancellor McKnight reviewed the progress on several goals previously set by the Student Equity Counseling Task Force. The members of the Task Force also discussed the feedback from the students at the District-wide Student Equity hearing on counseling on November 17, 2010.

General Items

Pilot Project: Summer '10 Enhanced Orientation

- Tracked students who completed the summer '10 Enhanced Orientation through Fall semester and Spring registration and compared data with a control group. One significant difference is GPA, which was higher for students who completed the in-depth summer orientation than for those in the control group. A report was sent to the presenters of the enhanced orientation as well as to the orientation coordinator of the NSCD.
- Unfortunately, there will probably not be Summer Enhanced Orientations this summer due to budget cuts and an emphasis being placed on using available funding for counseling hours.

FRISCO Day - April 29th

- FRISCO Day (**FRI**day=**S**uccessful **C**ollege **O**pportunities) will be on the Ocean campus, April 29th.
- On that day, 1500 San Francisco Unified School District (SFUSD) high school seniors will be bussed to Ocean Campus to prepare them for their enrollment in Fall 2011. We also want to encourage them to get an early start on their education by enrolling in summer courses. Additional orientation classes have also been added in May to accommodate high school students through the concurrent enrollment process.
- The event aims to ensure that all eligible SFUSD seniors complete the 5-step enrollment process and is made possible by the Bridge to Success initiative. This important initiative, funded by the Gates Foundation, is a collaborative effort between CCSF, the San Francisco Mayor's office and SFUSD. The overarching goal of the initiative is to double the number of low-income, underrepresented youth that obtain a post-secondary degree or certificate in San Francisco.
- The best parts of the summer '10 Enhanced Orientation will be replicated on FRISCO Day, April 29th.
- There will be a mandatory training for CCSF program participants on April 27th.

**PROGRESS REPORT on items from the
October 2010 Report: "Future Initiatives and Ideas" Section**

1. Monitor, across counseling units, existing student learning outcome projects and data to identify scalable, existing best practices...
 - Looking for projects that bring counseling into the classroom because research tells us this is a successful model.
 - Looking at pairing counseling with instructors, but less than in the Puente Project (scalable).
 - Counseling (academic and career) project with General Business (GNBS 119) is a roaring success. Students are meeting individually with counselors (academic and career) as a follow-up to in class activities.
 - Two new projects started in response to the accelerated English sections pairing instructors and counselors in two different models.
2. Create an integrated and well coordinated outreach approach between Outreach and Recruitment and the counseling departments and retention programs ...
 - Most outreach efforts are focused on the Bridge to Success initiative and FRISCO Day.
3. Work with instructional departments to build counseling support...
 - New Student Counseling has been doing outreach to a variety of departments. They have a large umbrella initiative.
4. Involve current CCSF students who are alumni of surrounding high schools and who are graduating or transferring in student panels and presentations at local high schools...
 - Student panels are being used in professional development offerings to counselors. Student ambassadors give presentations at high schools. Need to expand in this area.
 - There are CCSF counselors going into the high schools and a summer bridge program is planned as part of B2S.
5. Provide updated training on the use of counseling caseload ...
 - Caseloads are being sent out and many counseling faculty are using the caseloads. International Student Counseling Dept. is using case loading to identify students who fall below the required 12 units or 2.0 gpa and bring them in for counseling before they lose their F-1 status.
6. Expand offerings of the LERN 52 probation classes ...
 - Added several LERN 52 probation sections as late start sections this spring. Sections are filling even though they are late start.
7. N/A
8. Revitalize the notion and practice of assigning counselors to liaison with instructional departments...
 - Some counselors have a natural affinity with particular schools on casual bases. Some departments have historical ongoing liaisons. LSN: current project to list green-related classes together in the catalogue and will share with other counselors.
9. Consider sending a congratulatory admissions letter to newly graduated high school students ...

- Thinking of sending a congratulatory admissions letter as a follow-up to FRISCO Day; the Counseling Professional Learning Community (PLC) (B2S) is discussing this.

CHALLENGES

1. Continue to explore and experiment with ways to present orientations in large groups ...
 - Bridge to Success is working towards ways to present orientations in large groups and in meaningful ways. NSCD is constantly reviewing and improving their orientations.
2. Develop and build on existing strategies to ensure students seen in the hurried, frenzied atmosphere...
 - Working to give a solid 20 minutes to students when they attend FRISCO Day. Students must understand that these 20 minute meetings are only an introduction and that they must come back for a longer appointment later.
 - Will have 100-200 students enrolled in a Summer Bridge program. Students most likely to fall through the cracks will be enrolled into that program.
 - Follow up can be difficult. Different departments do follow up differently: phone calls, postcards, e-mail reminders, etc. Allocating resources and time can be difficult.
3. Advocate for early registration appointments for recruited high school students...
 - Early registration, (not priority registration) has been initiated in a pilot phase. Many returning students register for different classes than new students.
4. Study the impact for CCSF students on the newly implemented CSU Local Area Admissions policy...
 - Will study in the future.
5. Foster a change in SFUSD faculty and counselor attitudes and treatment of community college as an option for their students...
 - SFSUSD and CCSF are both working on changing the attitudes of HS principals, counselors and teachers. Next phase will be CCSF posters along with UC posters. CCSF will be another viable option.

COUNSELING STUDENT EQUITY HEARING

The task force reviewed and discussed all student comments from the District-wide Student Equity hearing on November 17, 2010.

PROGRESS REPORT

Regarding student comments during the Student Equity Hearing on Counseling Nov. 17, 2010

1. Multicultural Student Resource Center: Not much has been accomplished.
2. Puente: Request for student center was put into their program review and the Dean also emphasized their need in her report.
3. Mandatory staff development is up to department chairs.
4. Student voices must be heard. Discussed how to keep students abreast of information they need. Would be nice to have additional/updated information on Student Clubs to make it easier to send students to clubs, AGS, etc. Changes each year are dependent on enrollment in clubs. Students find out about clubs by stopping by.

5. Advertising of cuts, etc, is being handled college wide. AB540 club advisor said outreach to campuses is ongoing.
6. Counseling is working on replicating Puente, but funding is scarce. Expensive to duplicate the Puente model. But counselors are going into the classrooms and trying to make it scalable. Mentorship programs like Puente are critical. The Career Center works on setting up internships. Work on creating additional peer or professional mentoring programs. Guardian Scholars and International Student Counseling have peer and/or professional mentoring programs.
7. Regarding bilingual support: Counseling faculty is diverse and bilingual in most offices, although there are holes, such as few counseling faculty who speak Cantonese/Mandarin are in some departments. Smaller departments need to network so counselors know who speaks what and help each other and the students in this area: Create a list of counselors by languages they speak. Institution-wide would be ideal (including all employees).
8. Counseling offices need to educate students to request appointments, not to only use express counseling. Front staff can explain difference between express and apt.
9. Student Development has been offering professional development seminars to counseling faculty for years. Mandatory does not work. Department chairs are in charge of faculty. It is difficult to staff offices during professional development activities. Issue is what counselors do when they don't have an answer. Must develop a culture of checking with colleagues, admitting that we don't know the answer, and expect our colleagues to ask questions and seek out accurate answers. Continuous training should occur.
10. Students do not have input into counselor evaluations. Students can use ratemyprofessor.com. The evaluation form for counselors is being reviewed, including adding a section to evaluate those who teach. Evaluation is a contractual issue. Departments could send out a SurveyMonkey survey online to students who have accessed their counseling services.
11. How are people in the counseling departments held accountable when a student is not given proper information? What recourse does a student have and where should they go? Perhaps counselors can have folders on students so that follow up can occur and students are listened to, assisted. Some departments keep tangible notes, others keep notes on the computer screen within the SarsGRID program. Getting more counselors to use the notes portion would be possible.
12. Additional advertising could be accomplished with ongoing pamphlets and information for students the first week of classes. Information should be disseminated across campuses. Students must be treated as if they are supposed to be here, counselors should be coaches. Counselors can forget what students don't know. Also, students must take responsibility for being educated consumers.