Over the past several years counseling departments across divisions have engaged in Student Learning Outcome projects that support institution-wide efforts to close the achievement gap and that focus on increasing student retention and success. In October of 2010 counseling faculty and student representatives met to form the Student Equity Counseling Task Force. The Task Force will continue to meet to oversee existing initiatives, strategize priorities and effective use of limited resources, and introduce new initiatives and projects that target the student achievement gap and directly respond to student input and need.

**Pilot Project: Summer Enhanced Orientations**
During July of 2010 counseling and retention programs across the institution worked together to implement a pilot enhanced orientation project. Preliminary analysis of data from those sessions combined with discussion among the counseling teams who presented the material and provided follow up counseling point to a very successful initiative. (Addendum #1 summarizes the project, process and future plans.)

**One Stop Shop Events—Spring 2011**
The Task Force compiled a list of ideas and action items in many areas to further explore, prioritize and implement. Strongest and most ambitious among them is to work with other Student Development units, led by Outreach and Recruitment, to provide two Saturday “one stop shop” matriculation and enrollment events for new matriculating students from SFUSD and their parents to be held in the Multi-Use Building on the Ocean campus. (See Addendum #2 for an outline of this initiative.) This event would be preceded by pre-event services in the high schools such as application workshops and testing. Students will then be invited to the Ocean campus to participate in enhanced orientations, counseling sessions, registration demonstrations, financial aid and scholarship workshops, ambassador panels, campus tours, and a student club/student activities mini-fair. The intent is to bring this model also to the campuses as resources become available.

**Future Initiatives and Ideas**
1. Monitor, across counseling units, existing student learning outcome projects and data to identify scalable, existing best practices that are positively affecting student retention and success. (I.E. LSN transition session for students moving from ENGL 91 into ENGL 92; ENGL 91-
2. Create an integrated and well coordinated outreach approach between Outreach and Recruitment and the counseling departments and retention programs that utilizes counselors and student ambassadors.

3. Work with instructional departments to build counseling support into the new math and English course sequencing offerings to embed supportive services into the classroom.

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 members of the Task Force will assist in building a list of these students.)

5. Provide updated training on the use of counseling caseload excel spreadsheets to faculty to encourage widespread use of this effective data tool. Use caseload information to implement new methods of communication and outreach to students.

6. Expand offerings of the LERN 52 probation classes and enroll probationary students sooner in the process as well as students most at risk for probationary status (early alert).

7. Enlist the support of CCSF’s Board of Trustees to initiate conversations with their counterparts at SFUSD re: the need to change high schools’ perspective that California Community Colleges are not a viable option that signifies success for their students.

8. Revitalize the notion and practice of assigning counselors to liaison with instructional departments to foster increased collaboration between instructional and counseling units. Encourage the practice of embedding utilization of student support services into course assignments. Promote the idea of including curriculum that fosters the use of support services such as labs, workshops, tutoring and counseling and include these in curriculum course outlines.

9. Consider sending a congratulatory admissions letter to newly graduated high school students or send CCSF outreach material during the months preceding graduation so as to be in alignment with other college and university outreach efforts and calendars.
**Challenges**

1. Continue to explore and experiment with ways to present orientations in large groups in meaningful ways to support student engagement, including the use of multi-media, student ambassadors and teams of counseling faculty from varied units.

2. Develop and build on existing strategies to ensure students seen in the hurried, frenzied atmosphere at a semester's beginning return to counseling units for quality, reserved counseling appointments later in the semester.

3. Advocate for early registration appointments for recruited high school students to ensure core classes are available at registration—particularly in the areas of math, English and ESL.

4. Study the impact for CCSF students on the newly implemented CSU Local Area Admissions policy as well as the new Transfer degree so as to prepare, advise and counsel transfer students accordingly.

5. In order to effectively work in collaboration with SFUSD high school personnel, it will be imperative to foster a change in their attitude and treatment of community college as an option for their students. The impact this attitude has on students can be devastating when they are left feeling like they have failed if they attend CCSF. By contrast, high schools generally reserve special recognition only for their UC admitted students.
Introduction

While budget cuts decreased the availability of counseling services during the summer months of 2010, Student Development took a proactive approach to respond to the number of students expected to matriculate during the month of July.

In March, 2010, Dean Lindy McKnight convened a meeting of counselors from within the different divisions at CCSF. Volunteers in attendance represented numerous counseling departments and retention programs across several campuses. Together the members of the committee strategized counseling methods that would provide services to these new and new continuing students even amidst a challenging budget.

The idea for the Enhanced Orientations grew out of these committee meetings. Dean McKnight formed a subcommittee and charged members with planning, organizing, and implementing the Enhanced Orientations.

There were to be 14, three hour enhanced orientations offered throughout the month of July. There was to be a team of 4 counselor presenters at each session. The orientation would conclude with a small group counseling session in which students had a more individualized meeting with a counselor to discuss the first semester educational plan. Members of the counseling teams were from Career Development, Continuing, EOPS, Financial Aid, Writing Success, Financial Aid, International, and Multicultural Retention Services, with New Student counselors participating in the planning meetings/focus groups.

Two focus groups met to determine orientation topics. Members of the focus group were from a wide range of departments within Student Development as listed above. To ensure content consistency, counselor presenters attended resource exchange sessions wherein materials, resources, and best practices were shared between and among counselors. A presenter handbook outlining the orientation topics and the topic sequence was created.

Student Development exists to serve students. Of most concern to counselors is how services increase student confidence, knowledge, and success and positively support and contribute to institution-wide efforts to close the achievement gap. Student Learning Outcomes is a vehicle Student...
Development will use to assess how the Enhanced Orientations impacted students.

To gather data on the impact of the Enhanced Orientation, counselors administered a pretest questionnaire to students while the students waited for the orientation to begin. During the small group counseling session at the end of the day, students completed the posttest questionnaire. The questionnaire was double sided, with the pretest on side one and the posttest on side two. The students were asked to keep their questionnaire with them until the end of the day at which time the counselor collected it after students had completed the posttest. Students were asked to include their college student identification number.

Preliminary Analysis Summary and Implication for Counseling Services

From the initial data collected from the pre and posttest questionnaires, students who attended the enhanced orientation are more comfortable with college and more knowledgeable about managing their upcoming semester than before they attended the orientation.

Counselors who presented put great effort into welcoming students and into creatively providing accurate information. The change in mean scores from pretest to posttest supports these efforts.

The Enhanced Orientation is a model for best practices. Several implications for counseling services have surfaced:

- Methods to help students to manage the pressures on them to decide a major quickly
- Approaches to ease student worry about selecting courses
- Procedures to continue to assist students to feel welcomed and cared about
- Approaches to continue to build rapport between a counselor and students
- Process to increase student knowledge of the scope and depth of services available to them
- Techniques to continue to build student knowledge of general education, career technical programs, and transfer preparation.

By supporting students in these areas, retention and engagement will follow--important ingredients that will positively contribute to the achievement gap response.
Phase 2: Observing Student Progress

During phase 2, student progress of those who attended the enhanced orientations will be observed both at midterms and at the end of the semester. This survey will note the relationships, if any, between students’ answers on the pre/post questionnaire and their course progress and completion. For example, one such survey will review how many services students utilized who attended the Enhanced Orientation. Another might be to review the progress of those who answered strongly agree to “I know how my placement test results can help me pick a math and English class.” Additionally, student completion rate will be reviewed to determine if those feeling pressured to decide a major completed more or less courses than those not indicating such urgency.

The data from the pre and posttest questionnaires and the monitoring of student progress can provide useful information to Student Development about ways to improve services. The counselors who presented the Enhanced Orientations offered best practices. Student Development and the college community can learn much from these orientations about welcoming students and providing information to them in inviting and creative ways.

*Postscript*

In September, counselor enhanced orientation presenters attended a debriefing session. Counselors reviewed all aspects of the summer enhanced orientations. They evaluated the organization, including such topics as the team concept, sequence and content of topics, time allotment, small group counseling sessions, and uniformity of materials. Preliminary analysis of the survey results summarized above was presented and discussed as well as the follow up plans for phase 2. The counselors overwhelmingly agreed to continue the enhanced orientations. Several of the counselors are also members of the Student Equity Counseling Task Force which is now looking at using this format for the spring one stop shop events targeting graduates from SFUSD.
One Stop Shop Proposal
Draft (L.Scolari 10/8/10)

Objectives:
1. Increase high school enrollment for fall of 2011 by 4%.
2. Increase high school students who receive early registration for fall by 20% (78 more students).
   a. Fall 2009: 367 students
   b. Fall 2010: 390 students
      i. Source: A&R pilot program enrollment data.

Pre-event services:
- Application workshops at high schools in February by A&R (STEP 1)
- Testing to be offered at high schools in March and April by Testing office (STEP 2)
- Work with SF Promise to determine which schools to target.
  Suggested schools: Mission HS, Burton HS, Thurgood Marshall HS, City Arts and Tech HS, Washington HS

Services to be offered at the event:
- Make-up application workshops by A&R in ESL lab
- Make-up Testing sessions by Testing office
- Enhanced Orientation Sessions by Counseling
- Counseling Sessions (Complete First Semester Education Plans)
- Register for classes by A&R (with Ambassadors) in ESL lab
- Financial Aid and Scholarship workshops
- Campus Tours by Outreach & Recruitment
- Ambassador panels by Outreach & Recruitment
- Student club and departmental fair by Student Activities Office

Primary location:
- Multi Use Building

Proposed dates and time:
- Saturday, April 30th 9:00-1:00
- Saturday, May 7th 9:00-1:00
Dean McKnight reviewed the goals and directive of the work group in regards to counseling initiatives and student learning outcomes that address the student achievement gap. The committee currently has student representation and counseling faculty representation from nine areas. The committee would like instructional faculty to also join the work group.

Student development and the retention programs have a wide variety of student learning outcome projects already underway in various stages of the assessment and continuous improvement cycle:

- Credit ESL orientations
- LERN 52 college success courses for probationary students
- Incentive scholarship programs (Goldman, Mosaic, College Readiness)
- Enhanced Orientation program
- ENGL 91 Collaborative
- LERN 1000 tutor training
- LERN 50 College Success course
- Transfer Admission Guarantee (TAG) Online Pilot Program with counselor review
- Professional Development program for counseling faculty
- Early intervention with International Students falling out of unit compliance
- Counseling, Career and GNBS 119 Collaborative
- LSN/English transition Initiative
- Retention programs/Math/English collaborative
- Metro Health Academy/Counseling collaborative

Several counselors shared stories with the group about effective interactions and interventions with students, students shared counseling and familial experiences, and the group identified common obstacles students face. The group discussed the Outreach and Recruitment proposal to hold two “one stop shops” this spring to aid in the matriculation of SFUSD high school graduates. The group endorsed the idea and added several components to the original proposal including holding a panel or workshop for parents that addresses first generation issues, financial aid and general Q and A’s. Everyone is very excited about the potential of holding these events and collaborating across units and with the Student Activities office.

Many additional ideas for new and ongoing initiatives were discussed as well as some of the challenges inherent in implementation. These ideas will be presented in the Student Equity Counseling Task Force report.

The group will continue to meet monthly and work collaboratively with other units to implement some of the current ideas as well as to support the one stop shop initiative.