

# EASE Evaluation 2020-2021 Report to the Accreditation Steering Committee

## Executive Summary

The Equitable Access to Success Evaluation (EASE) Workgroup helps ensure that CCSF meets Standard II.C.3 and related standards, by evaluating implementation of practices that ensure equitable services at the centers. This report contains the EASE update for 2020-2021, with considerations for continuous quality improvement.

The EASE Workgroup undertook three evaluation activities in 2020-2021; a reflection on EASE Implementation Plan 2015 Five year retrospective report, a Center Questionnaire about service provision during and after the pandemic, and a discussion of needs and priorities in light of difficult fiscal conditions.

Overall, the workgroup found that CCSF continues to provide equitable access to services to students at the Centers. Highlights include unexpected benefits from the shift to remote services, which led the college to provide online access for all student services, both those provided by staff and faculty assigned to Centers, and those assigned to Ocean campus. However, some gaps were identified, particularly related to noncredit student registration, and alignment of instructional offerings with services. The workgroup also noted the importance of continuing collaboration across services and locations.

When considering the dire fiscal situation the college is facing, workgroup members focused on the challenge of assuring all core services continue to be made available for students at the Centers via a combination of on-site and virtual modalities. Closer coordination between Academic Affairs and Student Affairs for scheduling availability and accessibility of services was a recurring theme. Members identified several key items as priorities: assuring adequate provision of Admissions and Enrollment; Counseling, including Disability Support Programs and Services; Financial Aid; and Library, course materials and learning support. Center deans also noted ongoing efforts to bring bookstore services to students on site at key points in the semester.

In reflecting more broadly on support services CCSF extended to students at the Centers during the pandemic, EASE members cited the value of food pantries and Safeway gift cards; virtual access to Student Health services for credit students (access for noncredit students is being explored); Chromebook and wifi hotspot loans (pick-up at Ocean); availability of LanguageLine for real-time translation in multiple languages; and virtual workshops via Zoom on how to access Canvas. Mission Center also noted communication to students about an adjacent Covid vaccination clinic.

The workgroup also developed two suggestions for improvement of EASE itself. First, the workgroup recommends updating the EASE description wording as it pertains to the administrative Chair. Second, the workgroup suggests establishing objectives for the next reporting period to demonstrate that progress is still sought in spite of COVID and uncertain budgeting and staffing.

## Background

EASE was established in 2015 as the Equitable Access to Services Emergency Taskforce to address accreditation findings related to Standard II.C.3. The EASE Implementation Plan 2015 identified seven core services, and the status, gaps, and plans for their provision at eight CCSF centers. In 2016, EASE developed into the Equitable Access to Services Evaluation. EASE was cited in a commendation by the ACCJC visiting team in the 2016 Restoration Report, which also suggested EASE be institutionalized.

In 2020 the EASE institutionalization proposal was recommended via the Accreditation Steering Committee to the Participatory Governance Council, approved by the Chancellor in June 2020. As described in the proposal the goal of EASE is: Through evaluation, ensure that core student services are equitably provided across all state-recognized City College of San Francisco Centers.

## EASE evaluation 2020-2021

The EASE Workgroup undertook three evaluation activities in 2020-2021:

- Reflection on EASE Implementation Plan 2015 Five year retrospective report
- Center Questionnaire – service provision during and after the pandemic
- Discussion of needs and priorities in light of fiscal conditions

## Highlights

### EASE Implementation Plan 2015 Five Year Retrospective Report reflection

In 2019-2020, the EASE Implementation Plan 2015 Five Year Retrospective report was developed with leadership by the EASE faculty tri-chair and the leads for each of the seven core services. The report was finalized in Fall 2020 and shared with the EASE Workgroup for review and reflection.

Key findings:

- Reflecting upon what is going well, a range of core services was including admissions and enrollment, counseling, financial aid, library, and student activities. A highlight was contributions of the 1490 Student Services Specialists, a new position created as part of the original EASE Taskforce plan to address equitable provision of all 7 core services at the Center locations. Availability of online forms, and relationships between services and instruction were also mentioned.
- Concerns were expressed about staffing levels, particularly for Admissions & Enrollment, bookstore services, especially for noncredit students. Also cited were gaps in serving student parents and those with disabilities, improving the student grievance process, and increasing support for student activities at some centers. Desirability of cross training for staff was also noted.
- Of services not addressed in the EASE 2015 Implementation Plan, City DREAM was commonly cited, along with Career Counseling and resources, marketing/outreach, and provision of services in multiple languages.
- Areas for identified for collaboration include bookstore/library to address provision of course materials, tutoring services at libraries where not currently available, sharing information to facilitate cross-center referrals for, e.g., ESL assessment, Steps to Credit workshops, and

program orientations. Collaboration across Student Affairs and Academic Affairs to improve alignment of student services with instructional offerings.

- Pandemic learnings focused mainly on the benefits of the virtual counters, and online versions of services including counseling, orientation, and tutoring via video conferencing software; online forms; use of Canvas to link students to services; and 24/7 Library chat. Equitable provision of Chromebooks and wifi hot spots was also cited.

#### Center Deans questionnaire responses (October 2020 – Jan 2021):

Center Deans were asked to complete a questionnaire regarding provision of each core service during the pandemic stay at home order, and plans for post-pandemic. Leads for the services assisted with completing the information requested.

#### Key findings:

- During the pandemic, all seven core services for the Centers have been provided remotely via virtual help counters, email, phone, and video-conference (Zoom). As well, Library and bookstore materials have been made available via contact-free pick-up at the Ocean campus, and Admissions and Enrollment was able to offer a limited number of in-person registration sessions for noncredit students at Chinatown/North Beach, Downtown, John Adams, Mission, and Ocean. Student Support Specialists (1490s), along with Center deans, have played a critical role in supporting students including liaising with services at Ocean.
- Looking forward to post-pandemic, the expectation is that both on-site and virtual options will be offered, based on budgets, staff availability and student needs (credit and noncredit). The Student Support Specialists (1490s) will continue to play a critical role, and it is anticipated that a 1490 will be added to serve the John Adams Center.

#### Discussion of needs and priorities in light of difficult fiscal conditions:

The EASE Workgroup had small-group discussions regarding provision of the seven core services at the Centers in light of severe fiscal challenges facing the College.

#### Discussion prompts:

- With the anticipated fiscal impact at the College and, subsequently, on each of the Center sites, what changes will need to occur to ensure continuity of support to our students?
- Please consider core/unique support services needs for the students at your respective CCSF locations.
- Please share how you would prioritize the need for those services given the anticipated budget constraints.
- What are the most critical issues you would like us to address in our upcoming meeting with the Accreditation Steering Committee?

#### Key items identified as priorities:

- All core services will be impacted by the budget.
  - How are we going to offer services after the pandemic? Will centers get their own budget to prioritize center needs? Based on enrollment, size of campus or services on site? [Beyond EASE per se, but may impact service provision].
- Increase coordination and support for on-site and virtual registration for all Center offerings. [Core Service 1]
  - Determine staffing of A&E and Counseling, what is feasible for availability in-person and online. [Core Services 1 and 3]
  - Add Listen and Learn session and MyRam Registration training particularly for Evans & Southeast [Core Service 1]
  - Assure availability of counseling specific to needs of students at Centers [Core Service 3]
  - Maintain DSPS services at John Adams [Core Service 3.G]
- Increase Financial Aid support, particularly for peak times at Downtown, Evans & Southeast [Core Service 2]
- Coordinate library services to assure availability of course materials especially where they are high cost, e.g., Allied Health at John Adams. [Core Services 4 and 5]
- Determine levels and types of tutoring collaboration with Tutoring Center [Core Service 4]

#### Suggestions for improvement of the EASE Workgroup

1. Update the EASE description to indicate the administrative Chair is the Senior Administrator responsible for Student Affairs, or designee.
2. The EASE Workgroup should establish objectives for the next reporting period to demonstrate that progress is still sought in spite of COVID and uncertain budget-staffing.

#### Members/participants in 2020-21

Amy Coffey, Angelica Nevarez, Anthony Joseph Costa, Aziza DeLaTorre, Chadwick Stephenson, Chieu Hien Van (tri-chair), Cindy Giree, Donna Reed, Edith Kaeuper, Francisco Rosales, Garth Kwiecien, Geisce Ly, Gregoria Cahill, Guillermo Villanueva, Ilona McGriff, Ismael Padilla, James Wong (tri-chair), Katie Mills, Kit Dai, Lisa Cooper Wilkins (tri-chair), Lisa Romano (preceding tr-chair), Maria Vasquez, Michelle Borjal, Monika Liu, Noah Lystrup, Rogelio Camacho, Ron Gonzales, Tessa Brown, Torrance Bynum, Vinicio Lopez, Cherisa Yarkin (facilitator).

#### Source Documents (available upon request)

- I. EASE Implementation Plan 2015 Five-Year Retrospective Report and Reflection
  - a. EASE Implementation Plan 2015 Five-Year Retrospective Report
  - b. Reflection on the EASE Five-Year Retrospective Report
- II. EASE Survey All campus w Summary 3-12-21
- III. EASE Workgroup Breakout Summary 3.16.21