

City College of San Francisco

EASE Evaluation Fall 2016

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Executive summary

The Equal Access to Success Emergency (EASE) Task Force was convened in 2015 to address accreditation findings of inadequacy in the provision of student support services at City College of San Francisco Centers. The Task Force was charged by the Chancellor to identify core student services, identify gaps in services at specific locations, and to create an implementation plan to address the deficiencies. In a consultative and collaborative process, the Task Force identified seven core services and eight locations.¹

- *Core services:* Admissions and Records, Financial Aid, Counseling, Library and Learning Resources, Bookstore and Access to Course Materials, Co-curricular Activities, Access to Complaints, Grievances and Students Rights and Responsibilities.
- *Locations:* Airport, Chinatown/North Beach, Civic Center, Downtown, Evans, John Adams, Mission and Southeast.

Task Force deliberations included consultation with operational staff, review of data provided by the Office of Research, and student surveys. Recommendations were developed and adopted by the College for both “proportional” and “sufficient” services for every location in order to provide equitable access to success for all students. Key areas addressed were services, staffing, space usage, technology, professional development and training, as well as outreach and in-reach, ongoing collaboration, and further research. Implementation included creation of a new job classification, 1490 Student Services Specialist, and a variety of efforts including changes in facilities, signage, staffing and training.

¹ Locations are those places that the EASE Task Force identified where a student is able to start and complete an academic program at a particular site. See City College of San Francisco Institutional Self Evaluation [Report](#) 2016 (ISER), page 218

Evaluation commenced in summer 2016 with a review of the status of implementation of the seven core services at each of the eight centers. A more formal evaluation was conducted in Fall 2016. Following a standard protocol, a Visiting Committee made up of EASE Task Force members toured each Center, and spoke to staff, faculty, administrators and students. The committee members discussed observations for each site, and both summary and individual notes were collected. In December 2016, the Committee met to review and distill the findings, which are reported below.

Highlights by Center:

- Airport - Great teamwork, collaborations with faculty/staff/classified
- Chinatown/North Beach - Beautiful facilities and great signage
- Civic Center - The library configuration is a model for accessibility
- Downtown - Great bookstore, and breadth of credit/noncredit instructional programs
- Evans - Engaged community, strong instructional programs
- John Adams - Excellent collaboration and positive attitudes, strong instructional programs (...)
- Mission - Staff/classified work well together, balance of credit/noncredit instructional programs
- Southeast - Community engagement

Opportunities for improvement:

- Develop a better understanding of staffing and scheduling across the Centers to inform possible adjustments for increased effectiveness and efficiency in meeting student needs
- Examine space utilization and needs to inform possible reconfigurations and facilities requests to improve service to students
- Continue to improve signage for increased visibility
- Increase availability and use of up-to-date technology
- Conduct ongoing training related to the 7 Core Services for Center staff, including Deans

The next step for the EASE Evaluation process is to reconvene the EASE Task Force to consider this report and the EASE-related elements of CCSF Team Report for Restoration of Accreditation (January 2017), including commendations and suggestions. Based on that review, the Task Force will develop a framework for ongoing assessment and use of the results for improvement, including integration into the Program Review and annual planning. The Center Survey, to be administered again in April 2017, is part of this assessment process.

Background: EASE purpose and mandate

The Equal Access to Success Emergency (EASE) Task Force was convened by Chancellor Lamb in August 2015 as a "Task Force of Super Heroes (Classified, Faculty, Management, & Students)" to address findings by the ACCJC as stated in the January 14, 2015 action letter:

"... CCSF is reminded that in order to meet standards, its student support services, library, and learning support services must be provided at all centers

in order to appropriately serve the students in programs located at those centers."

"The College is reminded that to meet the standards, these plans, processes, systems, and practices must be implemented, integrated across the institution, and evaluated with results and changes noted as evidence of institutional effectiveness and quality improvements."²

Specifically, the EASE Task Force was tasked with addressing three goals: (1) identifying core student services (2) identifying gaps in services at specific locations, and (3) creating an implementation plan to address the deficiencies.³

The EASE Task Force is guided by Tri-chairs representing the three employee categories: Classified – Teresa Melendrez; Faculty – Lisa Romano; and Managers – Samuel Santos. Students are also represented on the Task Force, and on the team conducting this evaluation. Additional background information about EASE can be found in the [EASE Implementation Plan 2015](#) and other documents available at ccsf.edu/EASE.

Brief recap of activities fall 2015 through summer 2016

The Task Force used a 4-part process to develop the implementation plan. First, the Task Force identified seven core services and eight locations.⁴

- *Core services:* Admissions and Records, Financial Aid, Counseling, Library and Learning Resources, Bookstore and Access to Course Materials, Co-curricular Activities, Access to Complaints, Grievances and Students Rights and Responsibilities.
- *Locations:* Airport, Chinatown/North Beach, Civic Center, Downtown, Evans, John Adams, Mission and Southeast.

Second, a uniform template was created and tested to identify gaps in services and opportunities for improvement. Third, breakout workgroups were convened to complete a template for each core service identified. Fourth, each workgroup presented templates to the full Task Force for a full and thorough discussion on identified gaps and proposed plans to address those gaps.⁵ Deliberations included review of results from the Center Survey 2015 and Spring 2016 addendum, the Spring 2014 CCSSE, and other student data from the Office of Research. The EASE Task Force identified four key areas for change: staffing, space usage, improved technology, and professional development and training. Four additional areas for attention were also identified: services, outreach and in-reach, ongoing collaboration, and further research.

Implementation

Services. The College adopted the EASE Task Force recommendations of both “proportional” and “sufficient” services for every location in order to provide equitable access to success for all

² EASE Task Force [presentation](#) by Chancellor Lamb, August 3 2015

³ EASE Implementation [Plan](#) 2015

⁴ Locations are those places that the EASE Task Force identified where a student is able to start and complete an academic program at a particular site. See City College of San Francisco Institutional Self Evaluation [Report](#) 2016 (ISER), page 218

⁵ EASE Implementation [Plan](#) 2015

students. Library services and bookstore access was made available at every location. Workshops were added for noncredit students interested in credit programs, and career counselors added career information workshops.

Staffing. In order to assure authentic access to services, the College created a new civil service exempt classification of Student Services Specialist (1490), and created five 1490 positions to support students at the Centers. Cross training of Center staff was also made a priority. Additional counselors were hired, and faculty assignments were rearranged to create broader coverage across all locations. The new positions of Associate Dean for Outreach, and Associate Dean for Student Equity provided additional support for EASE implementation.

Space usage. Each Center designated a primary location from which all services can be accessed. Multi-lingual signage and a Center-specific "Guide to Student Services" were made available at each location.

Technology. Taking advantage of advances in technology, which allows for a wider array of services to be provided to students no matter where they take classes, the College initiated implementation of software allowing electronic submission of student documents with the Financial Aid Office, consolidated the complaint and grievance process into one page for easier accessibility, and implemented Banner Document Management (BDM), an imaging system for student records in Admissions and Records.

Professional development and training. To efficiently deliver a wider variety of services to a broader group of students, the College implemented cross-training of specific personnel and expansion of professional development training sessions, focusing on the new 1490 Student Services Specialists, but also including those in other roles where appropriate.

Outreach and in-reach. To inform and encourage students to make use of all the services provided, the College increased both outreach and in-reach activities. For example, the Associate Dean of Outreach oversaw the creation of a College brochure that provides an overview of the enrollment process and programs and services offered at each location. In addition, both counseling faculty and classified staff visit noncredit ESL classrooms to invite students to counseling services.

Ongoing collaboration. Feedback from the EASE Task Force demonstrated a clear understanding that improving the services offered will be facilitated by greater collaboration between programs, services, and constituents. Communications and planning between instructional faculty and counseling faculty to promote the use of student services has increased. Stronger connections between Associated Students and Student Activities at the Ocean Campus and Centers facilitates provision of leadership and involvement opportunities for students.

Further research. The EASE Task Force has relied on several sources of data including the Center Surveys (including the spring 2016 supplement), the CCSSE and SENSE surveys, and overall enrollment and FTES information. Research will continue to be an essential component of EASE going forward.

EASE Evaluation 2016

The College committed to evaluate EASE informally upon implementation in Spring 2016 and formally beginning in Summer 2016.⁶ To begin that process, in June 2016, the Task Force conducted a review of the current status of implementation of the seven core services at the eight centers, producing a [summary matrix](#) of the results.

A more formal protocol was then developed and evaluation was conducted in Fall 2016.

Phase I. EASE Task Force reflection

At their September 21, 2016 meeting, the Task Force conducted an initial overall evaluation using a [tool](#) developed by the Office of Research and Planning. [Results](#) were compiled and shared with the College and the public via posting on the EASE website.

Among the responses to the prompt “What is going well?” major themes included:

- The creation and implementation of the new Student Services Specialist (1490) positions
- Increased hours of service, increased visibility of services to students
- Improved communication and collaboration across services and programs
- Increased use of technology that has helped fill some gaps
- Consultative, focused and well documented process

Among the responses to the prompt “What could be improved?” major themes included:

- Clarification of the role of the 1490s, including improved training for them, and cross training among other staff
- Strengthen communication with the Center Deans and other staff
- Improve communication to the CCSF community as a whole
- Address gaps in personnel and technology

Phase II. Center Site Visits

In order to better understand the status of EASE-related improvements at each of the Centers, a subset of the Task Force formed a Visiting Committee.

Visiting Committee members - Fall 2016

Tri-Chairs: Lisa Romano, Teresa Melendrez, Samuel Santos

Lidia Jenkins, Dean of Matriculation & Counseling

Tessa Brown, Continuing Student Counseling Chair

Office of Research: Chien (Ken) Lin and Cherisa Yarkin

Elizabeth Coria – Dean of Financial Aid and Special Programs

Robert Gibson – Bookstore

Jorge Bell – Center Dean, Mission

MaryLou Leyba – Dean of Admissions & Records

Anthony Costa – Librarian

Elaine Avrus – LAC Department Chair

⁶ [ISER](#), page 239

Donna Reed, Dean of Library

Student Reps: Bouchra Simmons - Student Trustee; Brenna Stroud - *AS President*, Evans Center

The Committee also invited various 1490's (newly hired Student Services Specialists) to attend on a rotating schedule.

Purpose, protocol and tool

The Visiting Committee was tasked with using the visit protocol and evaluation tool, described below, to systematically view and record their observations at each Center. Visits included both visual observation during walking tours and dialog with Center employees, and when available, students. At the conclusion of each visit, the Committee discussed their observations and a summary set evaluation insights was drafted. Committee members were also invited to submit their individual observations recorded on the evaluation tool to the Tri- Chairs.

The Committee used the following agenda for the site visits:

- a.) A brief tour of the facility - 30 min
- b.) A brief meet/greet with the faculty/staff/admin/students - 15 min
- c.) A meeting with the Center Dean/Faculty/Staff and EASE sub-committee to gain further insight on progress to date, and opportunities for improvement - 60 min
- d.) Sub-committee debrief - 15 min

The evaluation tool included the following elements:

- I. Availability of the seven core services at the Center
- II. Observable changes to Student Development services at the Center since summer 2015
- III. Overall, with regard to provision of the seven core services at the center, what is working well, what can be improved, and what would be most helpful for sustaining and continuing to improve.

Timeline

October 5, 2016: Preparation for site visits, discussion of evaluation tool

Site visits:

November 1, 2016: Southeast

November 8, 2016: Mission

November 15, 2016: John Adams

November 29, 2016: Downtown and Civic Center

December 5, 2016: Airport

December 6, 2016: Evans

December 13, 2016: Chinatown/North beach

December 14, 2016: Visiting Committee reflection on observations and distillation of main insights.

Main insights

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Next steps

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- Develop a framework for ongoing assessment and use of the results for improvement, including integration into the Program Review and annual planning. The Center Survey, to be administered again in April 2017, is part of this assessment process.

Appendices

Appendix A. [Meeting agenda and notes](#)

Appendix B. Attendance Patterns - [Fall 2016](#)

Appendix C. [EASE - background documents 2015-2016](#)