



EQUAL ACCESS TO SUCCESS EMERGENCY TASK FORCE

2015 Implementation Plan

Implementation proposal on how to achieve equitable access to Student Development Programs and Services at the Centers.

Table of Contents

I.	Introduction and Background.....	1
II.	Summary.....	2
III.		
IV.	Statement of Problem.....	2
	i. ACCJC Deficiencies	
V.	College Plans.....	2
	i. Education Master Plan	
	ii. College Mission	
VI.	EASE	
	i. Task Force Membership	
	ii. Task Force Goals	
	iii. Task Force Meeting Schedule	
	iv. Task Force Plan Development	
	v. Core Services, Locations, and Templates Defined	
VII.	Center Descriptions & Current Student Services Status	
	A. Airport.....	8-17
	i. Core Service 1 – Admissions and Records	
	ii. Core Service 2 – Financial Aid	
	iii. Core Service 3 – Counseling	
	iv. Core Service 4 -- Library and Learning Resources	
	v. Core Service 5 – Bookstore and Access to Course Materials	
	vi. Core Service 6 – Co-curricular Activities	
	vii. Core Service 7– Access to Complaints, Grievances and Students Rights and Responsibilities	
	B. Chinatown/North Beach.....	18-27
	i. Core Service 1 – Admissions and Records	
	ii. Core Service 2 – Financial Aid	

iii. Core Service 3 – Counseling	
iv. Core Service 4 -- Library and Learning Resources	
v. Core Service 5 – Bookstore and Access to Course Materials	
vi. Core Service 6 – Co-curricular Activities	
vii. Core Service 7– Access to Complaints, Grievances and Students Rights and Responsibilities	
C. Civic Center.....	28-36
i. Core Service 1 – Admissions and Records	
ii. Core Service 2 – Financial Aid	
iii. Core Service 3 – Counseling	
iv. Core Service 4 -- Library and Learning Resources	
v. Core Service 5 – Bookstore and Access to Course Materials	
vi. Core Service 6 – Co-curricular Activities	
vii. Core Service 7– Access to Complaints, Grievances and Students Rights and Responsibilities	
D. Downtown.....	37-44
i. Core Service 1 – Admissions and Records	
ii. Core Service 2 – Financial Aid	
iii. Core Service 3 – Counseling	
iv. Core Service 4 -- Library and Learning Resources	
v. Core Service 5 – Bookstore and Access to Course Materials	
vi. Core Service 6 – Co-curricular Activities	
vii. Core Service 7– Access to Complaints, Grievances and Students Rights and Responsibilities	
E. Evans.....	45-53
i. Core Service 1 – Admissions and Records	
ii. Core Service 2 – Financial Aid	
iii. Core Service 3 – Counseling	
iv. Core Service 4 -- Library and Learning Resources	
v. Core Service 5 – Bookstore and Access to Course Materials	
vi. Core Service 6 – Co-curricular Activities	
vii. Core Service 7– Access to Complaints, Grievances and Students Rights and Responsibilities	
F. John Adams.....	54-61
i. Core Service 1 – Admissions and Records	
ii. Core Service 2 – Financial Aid	

	iii. Core Service 3 – Counseling	
	iv. Core Service 4 -- Library and Learning Resources	
	v. Core Service 5 – Bookstore and Access to Course Materials	
	vi. Core Service 6 – Co-curricular Activities	
	vii. Core Service 7– Access to Complaints, Grievances and Students Rights and Responsibilities	
G.	Mission.....	62-70
	i. Core Service 1 – Admissions and Records	
	ii. Core Service 2 – Financial Aid	
	iii. Core Service 3 – Counseling	
	iv. Core Service 4 -- Library and Learning Resources	
	v. Core Service 5 – Bookstore and Access to Course Materials	
	vi. Core Service 6 – Co-curricular Activities	
	vii. Core Service 7– Access to Complaints, Grievances and Students Rights and Responsibilities	
H.	Southeast.....	71-79
	i. Core Service 1 – Admissions and Records	
	ii. Core Service 2 – Financial Aid	
	iii. Core Service 3 – Counseling	
	iv. Core Service 4 -- Library and Learning Resources	
	v. Core Service 5 – Bookstore and Access to Course Materials	
	vi. Core Service 6 – Co-curricular Activities	
	vii. Core Service 7– Access to Complaints, Grievances and Students Rights and Responsibilities	
VIII.	Appendix A	80-81
IX.	Appendix B	82

Summary

In July 2015, Chancellor Lamb convened a student services Task Force to develop a plan addressing equitable access to student services at the centers across the District. This was in response to accreditation visiting team findings. Reports from 2012 and 2014 accreditation visits, cite major concerns regarding the District's ability to provide equitable student services across the District. The standard reads "...the institution assures equitable access to all of its students by providing appropriate comprehensive and reliable services to students regardless of service location or delivery method..." Previous attempts to address deficiencies in student services did not include all constituent groups.

The Task Force membership was comprised of all four constituency groups (students, classified staff, counseling faculty, and administrators). Three chairs of the Task Force were identified, Teresa Melendrez (classified staff representative), Lisa Romano (faculty representative), and Samuel Santos (administrative representative). These tri-chairs were selected with the input and direction of each constituent group leadership. The thirty five member Task Force was comprised of students, classified staff, counseling department chairs, and counseling faculty. Student Development Deans representing areas within Admissions and Records, Counseling and Matriculation, Financial Aid, and Student Affairs and Wellness, Center Deans representing 7 Centers and Dean David Yee representing the airport site were also members of the EASE task force (for a comprehensive list of Task Force membership, see Appendix A). Additionally, several staff members from the Office of Research and Planning served as resource members providing the Task Force with data to help inform the creation of a plan.

The Task Force, named the Equal Access to Services Emergency Task Force (EASE), was charged with 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. EASE set a rigorous schedule to meet the timeline of a late fall semester implementation schedule. Each meeting was well attended, with representation from each constituent group present at every meeting. The Task Force met for a total of 26.5 hours. A full and specific list of meeting times and locations is listed in the report.

EASE developed the draft implementation plan in four parts. First, core services and locations were identified. Second, a uniform template was created and tested to identify gaps in services and opportunities for improvement. Third, break out 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. These templates were the core guiding documents for the full implementation draft report.

The Task Force identified eight locations and seven core services. The seven core services identified are: Admissions & Records, Bookstore/Access to Course Materials, Counseling, Co-curricular Activities, Financial Aid, Library and Learning Resources, and uniform practice and processes related to student complaints and grievances. The eight locations identified are: Airport, Civic Center, Chinatown/North Beach, Downtown, Evans, John Adams, Mission, and Southeast. The criteria set

for providing the seven core services required one specific criteria -- if a student is able to start and complete an academic program at a particular location, then that location was identified as a site required for the seven core services, as identified by EASE.

After the initial kick-off meeting, the Office of Research and Planning presented the Task Force with data from both the CCSSEE and Center Surveys. Throughout the planning process the Office of Research and Planning remained a resource for the Task Force.

While each location is at varying phases in providing the seven core services, emerging themes across locations were identified. First, staffing, across all centers, was the most critical resource identified. Classified staffing is required to assist in providing the seven core services. Some centers, also, identified improving access to counseling faculty and available hours. Additionally, there is a need to ensure and continue bilingual services and support at specific centers. Clarifying supervision, training, and support are critical factors in staffing at the Centers.

Second, space was identified as an overall theme. Each center has its own unique approach to providing student services at each location. Identifying a more consistent and uniform delivery model would assist in improving access and communication for employees and students. Exploration of a "one stop shop," space audit, and consolidated student services map of services at each location, in multiple languages, both in print and online would greatly improve support for students.

Third, improved technology and support. Each core service identified relies heavily on the utilization of technology. EASE workgroups recommended, across the board, the need to leverage technology. The District's Chief Technology Officer attended an EASE meeting to hear recommendations from the Task Force work groups.

Fourth, once staffing is identified, continuous training for classified staff, counseling faculty, and administration will be essential in ensuring quality and consistent services across the District. One mechanism to identify specific training needs will be via regular assessment of services as part of the Districts' commitment to continuous quality improvement.

Finally, beyond the seven core services identified at the eight locations, EASE also identified a number of future factors and services to continue once the core services are implemented. A comprehensive list can be found in the meeting notes and drafts on the EASE webpage at <http://www.ccsf.edu/en/student-services/ease.html>

Introduction

Statement of the Problem:

In July 2015, Chancellor Lamb convened a student services Task Force to develop a plan addressing equitable access to student services at the centers across the District. This was in direct response to accreditation visiting team findings. First, the July 2013 decision later states that, "...the Commission determined that City College of San Francisco does not yet meet Standards....IIB1..." Second, 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."

In short, both reports from 2012 and 2014 accreditation visits, cite major concerns regarding the District's ability to provide equitable student services across the District. The standard reads "...the institution assures equitable access to all of its students by providing appropriate comprehensive and reliable services to students regardless of service location or delivery method..." Previous attempts to address deficiencies in student services did not include all constituent groups.

Task Force Membership: Three chairs of the Task Force were identified, Teresa Melendrez (classified staff representative), Lisa Romano (faculty representative), and Samuel Santos (administrative representative). These tri-chairs were selected with the input and direction of each constituent group leadership. The 35 member Task Force was comprised of students, classified staff, counseling department chairs, and counseling faculty. Student Development Deans representing Admissions and Records, Counseling and Matriculation, Financial Aid, and Student Affairs and Wellness, Center Deans representing 7 Centers and Dean David Yee, representing the airport site, were also members of the EASE Task Force (for a comprehensive list of Task Force membership, see Appendix A). Additionally, several staff members from the Office of Research and Planning served as resource members providing the Task Force with data to help inform the creation of a plan.

Task Force Goals: The Task Force, named the Equal Access to Services Emergency Task Force (EASE), was charged with 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.

Task Force Meeting Schedule: The Task Force set a rigorous schedule to meet the timeline of a late fall semester implementation schedule. Each meeting was well attended, with representation from each constituent group present at every meeting. The Task Force met for a total of 26.5 hours.

Monday, August 3, 2015 from 12:00 pm-4:00 pm (4)
Tuesday, August 4, 2015 from 12:00 pm-4:00 pm (4)
Monday, August 10, 2015 from 12:00 pm-4:00 pm (4)
Tuesday, August 11, 2015 from 12:00 pm-4:00 pm (4)
Monday, August 24, 2015 from 2:00 pm-4:00 pm (2)
Monday, August 31, 2015 from 2:00 pm-4:00 pm (2)
Tuesday, September 8, 2015 from 11:00 am-2:30 pm (3.5)
Monday, September 14, 2015 from 1:00 pm-4:00 (3)

Task Force Plan Development: The Task Force developed the draft implementation plan in four parts. First, core services and locations were identified. Second, a uniform template created to identify gaps in services and opportunities for improvement. Third, break out 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.

Core Services, Locations, and Template Defined: The Task Force identified eight locations and seven core services. The seven core services identified are: Admissions & Records, Bookstore/Access to Course Materials, Counseling, Co-curricular Activities, Financial Aid, Library and Learning Resources, and uniform practice and processes related to student complaints and grievances. The eight locations identified are: Airport, Civic Center, Chinatown/North Beach, Downtown, Evans, John Adams, Mission, and Southeast. If a student is able to start and complete an academic program at a particular location, then that location was identified as a site required for the seven core services, as identified by the task force. The Task Force created a template in order to identify in a more uniform manner each core service area service gaps and opportunities for improvement (Appendix B). This process included designing and testing the template during a task force meeting in order to ensure that we were effectively addressing current service, gaps, and opportunities for improvement. This included identifying current resources and the additional resources needed to effectively implement improvement. The Task Force broke up into work groups, based on the core services, and began to evaluate gaps in service, areas for improvement, resources required, and in some cases an implementation timeline. Each workgroup then presented their completed templates to the full Task Force for a thorough discussion. These workgroup presentations to the full Task Force allowed for input and suggested edits from the full task force. These templates are the core guiding documents for the full implementation draft report.

After the initial kick-off meeting, the Office of Research and Planning presented the Task Force with data from both the CCSSEE and Center Surveys. Throughout the

planning process the Office of Research and Planning remained a resource for the Task Force.

Airport

129 students in the Aeronautics Program, 0.3%

Airport Center Description: The Airport location is a single story warehouse that is on land leased from the San Francisco International Airport (SFO) for 40 years. The SFO Building 928 property is about 149,000 sq. ft. with school usable area of 22,745 sq. ft. The facility is a structure that is owned by CCSF. The Aircraft Maintenance Technology program is housed at this location. There are currently five classrooms (4 for Aircraft Maintenance and 1 for Fire Science) and one of which is setup with the class divider open, thus making it one large classroom. There is a computer lab with 28 stations. Phone and internet access is provided by SFO. As a result, access to Banner and Argos is difficult and requires VPN. There are five faculty offices (4 for Aircraft Maintenance and 1 for Fire Science). Also located on the Airport Campus is the Biotech Depot, a grant funded clearing house that accepts donations of usable equipment and supplies from local biotechnology companies and offers them to regional high school, community college and university biotechnology programs. Current enrollment at this site is 129 credit students. The average class enrollment at census for the last three academic years is 25. FAA regulations require a maximum class size of 25. There is currently no public transportation to this facility, so an automobile is needed to get to the airport location.

The Aircraft Maintenance Technology Department offers six courses each semester and one course in the summer. The Fire Science Department offers FSC 111 – Firefighter Academy at the Airport Campus. This class is part of the Certificate of Achievement in Basic Fire Fighter. The Regional Academy is accredited by the State Fire Marshall. In the summer, FSC 115 – Incident Command System 200 is offered. The Certificate Program Pathways include an Associate Degree in Aircraft Powerplant Maintenance Technology Major, an Associate Degree in Airframe Maintenance Technology Major, an Associate Degree in Avionics Maintenance Technology Major, an Aircraft Powerplant Maintenance Technology Certificate and an Airframe Maintenance Technology Certificate

There is a growing need for a workforce trained in similar skill sets that the Aircraft Maintenance Technology offers. We have a strong demand from the international workforce for our training and this represents a means by which the program could become revenue generating as well as providing a student base. There also exists a need for ancillary training services within the aeronautics field and the need to expand in the near future into avionics and include our engineering department and their

electronics courses. Since the building is a movable building, the infrastructure is getting old and is in need of repairs and, in some situations, replacement.

Core Service Area 1: Admissions & Records Current Status:

There is currently no Admissions & Registration support for students at the Airport location. Because of this, there are 129 students at the Airport location who must primarily request assistance from faculty for admissions and registration issues. The Department Chair and/or faculty rely heavily on email to address any student issues with the admissions and/or registration staff. Aircraft Maintenance Technology is a restricted program and registration can be difficult for new students if there is a delay in posting the restricted major code for the program in Banner. Students without the correct coding are blocked from registering in the restricted program. Students currently rely on faculty to assist them with any admissions and/or registration issues. Students also must come to Ocean to obtain their Student Photo ID cards.

Action Plan: 1) Designate staff to assist students with the Admissions & Registration process during peak periods such as two weeks before and two weeks after the start of primary terms; one week before and after for summer term; 2) Provide computer kiosks at the Airport location for students to apply online and utilize the student portal. This will we require, a) Identification of staff to assist students during peak periods, b) Funding allocation for equipment such as computers and Photo ID equipment (camera, printer and supplies for Photo ID), and c) Technology support for Airport Center.

Implementation Timeline: In order to implement this action plan, collaboration between the Vice Chancellor of Student Development, Center Dean, Dean of Admissions & Records, and the Chief Technology Officer, (CTO) is necessary.

Additional Resources Needed: 1) Identify staff to assist students during peak periods, 2) Funding allocation for equipment such as computers, Photo ID equipment, (camera, printer) and supplies for Photo ID, 3) Technology support for Airport location.

Core Service Area 2: Financial Aid Current Status:

There is currently no Financial Aid support for students at the Airport location. There is a need for coverage between the hours of 10am – 2pm, during the first 2 weeks of the semester only. Student traffic significantly decreases after the high student traffic period. There is also a need for the ability for students to submit required documentation for eligibility purposes at the Airport location.

Action Plan: Short term goals: 1) Cross-train other center personnel, 2) Identify high-traffic time, currently the first 2 weeks of every semester, 3) Provide scanner for counter staff with Banner Document Management System (BDMS) access to scan documentation for Ocean Campus to receive documentation, 4) Provide access to BDMS for Financial Aid personnel, 5) Begin collaborating with center faculty to promote student services during class, 6) Possibly secure a financial aid representative to work at the Center 2 to 3 days a week between the hours 10am – 2pm.

Long term goals: 1) Provide a Financial Aid representative from 10am - 2 pm Monday – Friday for the first 2 weeks of the semester, 2) Provide the ability to submit Financial Aid required documentation electronically via the WEB4 student portal.

Implementation Timeline: All short term goals could potentially be met by Spring 2016. The long term goal is contingent upon the availability of additional resources (more staff) and funding for technology resources specifically for student document submission and document intake.

Core Service Area 3A: Counseling: Academic, Career, and Personal Current Status:

Currently there is not a Counselor assigned at the Airport location. Students travel to the Ocean campus to see an academic counselor.

Action Plan: Using data from Office of Research, the survey that was conducted at the Centers, and SARS Grid we will reevaluate current resources to better reflect the needs of the students at Airport location. Counseling and matriculation goals are 1) Review data of day/evening students attending Airport location, 2) Hire, train and supervise Student Ambassadors to make classroom presentations to increase student awareness about counseling hours of operation and services offered.

Implementation Timeline: 1) Review data by September 15, 2015, 2) Identify funding to hire student ambassadors, 3) Identify counselor to supervise student ambassadors, 4) Hire and train by October 30, 2015.

Additional Resources Needed: Funding for additional classified staff.

Core Service Area 3B: Counseling: Educational Plans:

The web4 education planning tool is inadequate for credit and noncredit programs. A number of education plans are also written in paper form. Paper educational plans are not in compliance with SSSP mandates. The college needs a functioning educational plan tool. Counselors will need training on any new tool that is developed.

Action Plan: 1) Participate in statewide EPI, 2) Implement Starfish/Hobson Degree Planner in spring 2016, 3) Convene meetings with Counseling, Faculty Advisors and stakeholders to discuss implementation of SSSP mandates.

Implementation Timeline: 1) Train Center staff on matriculation process, 2) Educate Center Deans and larger community about SSSP mandates, 3) Designate Counseling Coordinators for all Centers, 4) Create schedule of dates for Centers that don't already have matriculation activities, 5) Increase outreach activities by counselors to students at the Centers to grow awareness and make appointments.

Additional Resources Needed: 1) Training for staff and faculty, 2) Maintenance of education planning tool, 3) Update computer equipment, 4) Additional counseling faculty and counseling support staff.

Core Service Area 3C: Counseling: Coordination of SSSP/Matriculation Components Current Status:

SSSP/Matriculation components are not sufficient at the Airport location. Testing/Orientation dates are not consistent. There is a need to identify staff and develop a schedule at the Airport location. Documentation for discipline advising is almost nonexistent. There is also a need to educate instructional faculty on the importance of documenting SSSP services, particularly counseling/educational planning and multiple measures and placement. Career counseling should be a component of counseling services for industries such as aeronautics.

Action Plan: 1) Schedule hours this semester for graduating Airport students, 2) Identify counselor for Airport, 3) Identify staff to support appointments and clerical support, 4) Identify testing/orientation dates, and 5) Conduct workshops in the classrooms.

Implementation Timeline: 1) Train Center staff on matriculation process, 2) Educate Center Deans and larger community about SSSP mandates, 3) Identify counseling schedule for Centers such as Airport. 2 days per week only, proportionate to number of students enrolled at the location, 4) Create schedule of dates for matriculation activities, 5) Increase in-reach/outreach activities by counselors to students at the Airport to grow awareness and make appointments.

Additional Resources Needed: 1) Identify appropriate staffing, 2) Training for staff and faculty, 3) Appropriate access and computer equipment, 4) Update computer equipment, 5) Additional counseling faculty and counseling support staff.

Core Service Area 3D: Counseling: Counselor's Role on the Completion of Certificate and Degree petitions Current Status:

Services are not sufficient for the students at the Airport location. There is not enough communication between the Airport location and Student Development and a lack of communication campus-wide around student issues. Students are not aware of important deadline dates. Counselors are available but students may not be aware of the timelines. Counselors work with instructional faculty to identify students who are finishing their certificates.

Action Plan: 1) Disseminate information via DCC (deadlines, process, procedures), 2) Admissions and Records should create more flyers to grow awareness and publicize important dates, 3) Collaborate with Counseling, A&R, and Associated Students to advertise when students can meet with counselors to complete petitions, 4) Send email blasts, 5) Order stands, big signs, sandwich boards, and 6) Conduct workshops on certificate/degree requirements.

Implementation Timeline: 1) Need greater collaboration between Counseling and Instructional programs to handle petitions, 2) Schedule regular meetings between Counseling and the Aircraft Maintenance Technology program, 3) Aim for consistency in the process to avoid student confusion; however, some certificates have different requirements.

Additional Resources Needed: 1) Update and standardize forms, worksheets, educational plans, and ISEP's for certificates at all centers, 2) Post commonly used forms on the CCSF web page, 3) Identify appropriate staffing, 4) Need more staffing in A&R to process the increase of petitions being generated by the Centers, 5) Training for staff and faculty to reiterate processes and for greater consistency, 6) Provide a safe space for Counselors to continue learning CCSF procedures, new programs, etc., and 7) Appropriate access and computer equipment.

Core Service Area 3E: Counseling: Counselor's Role in Disseminating Information and Student Referrals Current Status:

Current resources are not sufficient or proportionate for the students at the Airport location. Service gaps include lack of communication concerning services, programs and locations. More open dialogue needs to exist. Informal communication doesn't serve us well, should be consistently and widely communicated to all stakeholders. Must have catalog and other written documents.

Action Plan: 1) Develop resources for Counselors of community resources, services, programs, agencies, 2) Create expectation that faculty/staff will contact/phone other CCSF offices to connect student with next steps/referral, 3) Create CCSF master calendar so that counselors can refer students appropriately, include student events and committee meetings, and 4) Create more flyers to grow awareness and publicize important dates.

Implementation Timeline: 1) Division wide training or professional development, 2) Create web-based shared drive where all counselors can access information, presentations, changes in business procedures, 3) Consider using Drop-box to house/share information.

Additional Resources Needed: Technological support from IT.

Core Service Area 3F: Counseling: Counselor's Role in Center In-Reach and Outreach Current Status:

There is not enough faculty/staff to provide outreach. Strengthen existing coordination of procedures, personnel and materials in collaboration with Marketing and Outreach. Each Center would need some Center-specific materials, events, schedule of activities district wide for in-reach and outreach.

There is inconsistent recruitment of current students to enroll in other CCSF programs. There need to be more classroom presentations to encourage other noncredit/credit pathways. Credit faculty are less willing to give time for classroom presentations by counselors. Not all instructional faculty are aware of services provided by counselors; education is needed to improve assumptions and perceptions about Counseling. Counselors are not provided with Outreach materials. College needs to develop process in collaboration with Office of Outreach and Recruitment. When high school visits are done, counselors will need to present information that covers programs at the Centers and Ocean. Integrate Center Deans with Bridge to Success/Frisco Day process.

Action Plan: 1) College needs to develop appropriate marketing materials to be used for outreach, 2) Center Deans and Center counselors will provide descriptions of programs offered at the Centers for a brochure advertising the center, 3) Funding source could be Bridge to Success, 4) Develop college-wide master calendar of event, 5) Informational credit workshops such as "What Is Credit" to grow awareness about differences between noncredit and credit courses/programs, 6) Conduct day and evening workshops, 7) Hold Flex activity where all faculty can participate and discuss their respective roles, 8) College must hire Associate Dean of Outreach to develop outreach plan and work collaboratively with Counseling and SD units (A&R, FA), 9)

Include more counselors from the Centers as high school leads for Frisco Day/Bridge to Success, 10) Include Associated Students with the in-reach and outreach coordination, 11) Research and explore examples of how other colleges coordinate their outreach efforts.

Implementation Timeline: 1) Create student testimonials/videos of student experiences, 2) Each Center will host a “Center Day” to highlight programs at that location, 3) Invite parents to Centers, 4) Send letters to advertise enrollment services—SSSP/Matric steps, financial aid, others, 5) Review resources, 6) Develop a plan or schedule of what is feasible for covering various events.

Additional Resources Needed: Identify different sources of funding that could be used to support outreach.

Core Service Area 3G: Disabled Students Programs & Services Current Status:

DSPS Academic Accommodations are federally mandated Services. Current services consist of a counselor sent to the site upon request. DSPS Counselors also provide phone appointments for students when necessary. This level of service is sufficient and proportionate. The service gap identified for this counseling area is that there are no testing accommodations for classes at this location.

Action Plan: To address the service gap the DSPS counselor will discuss options with the Instructor and student to agree on Testing Accommodations provided by the instructor on site or that the student travel to Ocean Campus to take the exam, if necessary. Additional resource needed is a reduced distraction room and CCSF staff (not necessarily DSPS Staff) to proctor exams at center location.

Core Service Area 4: Library/Learning Resources (including labs/software)

Current Status:

Currently, there are classroom manual collections, online workshops, librarian assistance, and resources including aircraft maintenance periodicals, e-books, and streaming video. The library does spend a proportionate amount of its materials budget to support both departments at the Airport. However physical materials for those programs are housed at the Rosenberg Library. This may suffice for Fire Science 111 students since this program is based at the Ocean Campus and those students have access to library and learning resources at Ocean, Mission, Southeast, and Chinatown where they take the rest of their classes. However, the Aircraft Maintenance programs are exclusively at the Airport and extra precautions need to be taken to continue to assess the adequacy of accessibility for the students in those programs. There is no

physical location/site for a library, no Wi-Fi access, and no delivery of circulating materials to the Airport location.

Action Plan: The goals to address the Library and Learning Resources gaps are 1) delivery of circulating materials planned to begin for Spring 2016, 2) instructors will be encouraged to submit course materials for e-reserve, 3) Wi-Fi implementation will make electronic library resources more accessible, 4) Under consideration is a student computer workstation in student lounge.

Implementation Timeline: 1) Begin delivery of circulating materials to Airport, 2) Install Wi-Fi network access, 3) Purchasing and installation of student computer workstation in student lounge, 4) Promoting e-reserves among faculty, 5) Assign a librarian part-time on a regular schedule.

Core Service Area 4B: Learning Assistance Center Services Current Status:

There are currently no Learning Assistance Center Services at the Airport location. The current resources are neither proportionate nor sufficient. In order to facilitate access to tutoring and specific learning support materials, the following will be needed: 1) Development of a central location for services, 2) Development of computer workstations with access to Wi-Fi for faculty, staff and online tutoring, 3) Analysis of departmental related tutoring needs from faculty, staff and students, 4) Distribution plan for students to access in house resources and electronic resources, 5) Direct input from the Center chairs, Dean and departments about specific needs of the students, 6) There is a need for a physical location for tutoring center, 7) There currently is no Wi-Fi access, 8) Availability of a staff to monitor center in needed.

Action Plan: 1) Researching specific needs through Fall 2015 and developing delivery method, 2) Collaboration between Interim Chair of Ocean LAC and Center Chairs/Deans, 3) Begin implementing learning resources in Spring 2016.

Implementation Timeline: 1) Requires the input needed from Center Deans, and Department Chairs. Chair of Learning Assistance Department will begin research and analysis.

Additional Resources Needed: 1) Additional staffing, 2) Wi-Fi access, 3) computers and printers, 4) furniture to house materials, 5) Subject-specific learning support services, such as tutoring related to departmental programs offered, 6) Learning Assistance budget is impacted by FTES, therefore tutoring support will require additional funding.

Core Service Area 5: Bookstore/Access to Course Materials Current Status:

There is currently no physical Bookstore support for students at the Airport location. Online ordering services/textbooks and materials are not shipped directly to the location. The textbooks are shipped to a different location than the Airport location. Many career technical education/vocational students are not aware of the online ordering system via the bookstore.

Action Plan: There is no physical bookstore location at the Airport location. Although students are able to order textbooks online, this service is insufficient to meet student needs. All of the Airport location students are taking courses in the Aircraft Maintenance Technology and/or the Fire Science Technology programs. It would greatly benefit this population to have access to a bookstore at this unique location that is far away from the Ocean Campus. Providing a few hours of bookstore service, especially when students are in class and at the beginning of the semester, would make the most sense.

Implementation Timeline: 1) Identify a suitable space to accommodate a bookstore, 2) Assign a staff person to provide skeletal hours when most students are present (perhaps during break times), 3) Advertise the bookstore location, hours and materials.

Core Service Area 6: Co-Curricular Activities, Current Status:

There are currently no co-curricular activities for students at the Airport location.

Action Plan: The Co-curricular Activities goals are to 1) Meet with Dean David Yee and Associated Students Executive Council about possibility of AS Council, 2) Meet with students at Airport to determine interest in creation of AS Council, 3) Identify potential Faculty Advisor for new AS Council, 4) Meet with current students on process to develop council (creation of bylaws, minimum qualifications), 5) Meet with Bursar's Office and AS Executive Council regarding allocation of Student Activity Fee for new AS Council account and budget, 6) Meet with the Dean regarding role/expectations in supporting the Council.

Implementation Timeline: Action plan will be completed by Fall 2015.

Core Service Area 7: Complaints, Grievances & Students Rights and Responsibilities:

The grievance and complaint process for all students is confusing and scattered. There is no one area or place where students can find information on filing a complaint or grievance. Currently, the processes are scattered across the District, with most students being directed to Ocean Campus, Conlan Hall 106, the Dean of Student Affairs and Wellness. The major gap is in accessibility.

Action Plan: 1) Update Current Forms and convert them into writeable PDFs. These forms include a) Formal/Advocacy Grievance Form, b) Late Withdrawal, c) Grade Review, d) Discrimination, e) Notice of Violation of Student Code of Conduct; 2) Update Website and College Catalog so that processes for the aforementioned forms are clearly outlined in both the website and the catalog a) once forms are updated and converted to writeable PDFs they should be accessible via the CCSF website and b) Identify Central Office at Site for Complaint & Grievance Process. Information regarding this process should be available and accessible at all centers and locations. This will require both IT support and training for all District employees on the student complaint and grievance process.

Implementation Timeline: Action plan will be completed by Fall 2015.

Chinatown/North Beach

874 students (credit) 5,697 (credit & noncredit) 11%

Chinatown/North Beach Center Description: The Chinatown/North Beach Center (CHNB) is committed to providing open access to postsecondary education of the highest standards for credit and noncredit instruction. With a presence of over 35 years, the Chinatown/North Beach Center provides day, evening and weekend instructional programs. The Current Center opened in June of 2012, is located in the heart of Chinatown, bordering the San Francisco Financial and North Beach districts. The Center includes two buildings, a fourteen-story tower and a four-story facility with a total of 186,764 square feet and 43 smart classrooms, meeting rooms, office spaces, library, book store, a culinary kitchen, labs, and a 150 seat auditorium, serving students from many parts of the City. The largest group served is from the immediate vicinity of the Center and the 94133 and 94108 zip code areas. Over 90% of the students use public transportation or walk to the Center. Programs and services are selected to meet the changing needs of the students and the community.

The Center is a LEED Certified building. Students, faculty and staff members are being informed of sustainability awareness and work closely with the CCSF Ecology department in implementing the concepts of recycle, compost and landfill in all areas within the buildings. To maintain a clean and functioning facility, food and drink are restricted to specific floors and rooms. All classrooms are ADA compliant.

The Chinatown/North Beach Center serves 5,697 credit and noncredit students annually, 11% of the total CCSF student population with 2587 FTES, 90% of the student population speaks Chinese (Cantonese and Mandarin). The Center is open Monday through Sunday. CHNB offers all required courses leading to 34 noncredit certificates in ESL, Business, Culinary, Home Health Aide, Housekeeping, and custodian services and 7 credit certificates in Child Development and Fashion Design.

The majority of our students are enrolled in noncredit English as a Second Language (ESL) classes and noncredit business computer classes. In the Spring of 2013, we began to offer a variety of General Education transfer pathway classes in biological science, arts and humanities, physical science, social Science, and lifelong understanding and self-development.

The Chinatown North Beach Center has 50 full-time equivalent faculty (FTEF) and 19 classified staff. The total cost to operate the Chinatown North Beach Center for 2012-2013 was \$8,062,939 and the total revenue earned was \$12,181,461.

Core Service Area 1: Admissions & Records Current Status:

Classified staff needs more training in order to provide services to credit students. Current staff consists of two FTE, 1404 Clerks, and 1426 Sr. Clerk Typist. Existing resources are not sufficient as staff are not fully knowledgeable in services for credit students. Job reclassification for Admissions classified employees is necessary. Current hours of operation are not sufficient to meet the needs of the community. The current classified staff resources are not proportionate as the number of staff in the A & E office at Chinatown/North Beach is not sufficient to take on additional responsibilities. These classified staff are not currently in the correct job classification that includes specialized A & R duties such as the ability to determine a student's Residency status. The current staff at the Center do not have sufficient knowledge to serve credit students; therefore, students must travel to the Ocean Campus for assistance. Also, the majority of the noncredit paper admissions applications and registration forms are not processed at the Center. They are forwarded to Ocean Campus for processing which further delays the enrollment of students. In addition, there is a need for weekend hours to address equitable services.

Action Plan: 1) Provide Center Deans and staff with training on services for credit and noncredit students, 2) Create a staff resources/information manual of all Admissions, Registration, & Records services, 3) Set up Banner Document Management Suite (BDMS), a scanning system for staff to scan documents and send across all CCSF locations, 3) Provide ongoing training on state and federal, (including FERPA), regulations pertaining to Admissions & Records.

Implementation Timeline: 1) Training of existing staff can occur by Spring 2016 semester and 2) Reclassification or *Bump Bypass* by Spring 2016 semester.

Additional Resources Needed: 1) Implementation of and training on the use of the Banner Document Management Suite (BDMS) to provide staff with the capability to image documents, 2) Additional bilingual staff, 3) Funding for scanners, 4) Technology support for scanners to image documents, 5) Lab aide budget allocation needed in order to further assist students with application and registration process and/or navigating the student portal.

Core Service Area 2: Financial Aid Current Status:

The current resources available at the Chinatown/North Beach Center are 1 Financial Aid Counselor, 3 hours per week on Wednesdays 1:30pm-5:00pm. These resources are not sufficient. The hours that the financial aid service is available are insufficient and do not align with the student need. Services are not proportionate as the number of hours that the financial aid service is available is not proportionate to the number of

students, which is 5697. The service gaps identified are 1) There is a need for coverage between the hours of 9:30am – 1:00pm, Monday – Friday; 2) There is also a need for the ability for students to submit required documentation for eligibility purposes at the Center. A classified financial aid representative who can assist students with general financial aid questions, receive and review documentation and conduct student information sessions is currently not available at the Center; 3) Not all Non-Credit and Credit Programs offered are currently Financial Aid Title IV eligible. There are currently 11 Non-Credit Programs that are Title IV eligible at the Centers. Chinatown offers 7 out of the 11 Title IV eligible programs. There is a need for more financial aid representation. Not addressing this gap may prevent students from being eligible for receiving federal financial aid, only BOGW.

Action Plan: Short term goals: 1) Conduct cross-training of other center personnel; 2) Identify high-traffic time, which currently are Monday – Friday from 9:30am-1:00pm; 3) Provide scanner for counter staff with Banner Document Management System (BDMS) access to scan documentation for Ocean Campus to receive documentation; 4) Provide access to BDMS for financial aid personnel; 5) Begin collaborating with Center faculty to promote student services during class; 6) Possibly secure a financial aid representative to work at the Center 3 days a week between the hours 9:30am – 1:00pm.

Long term goals: 1) A financial aid representative from 9:30am-1:00pm, 5 days a week, Monday-Friday along with evening coverage on Tuesdays and Wednesdays from 1:00pm – 6:00pm; 2) The ability to submit Financial Aid required documentation online via their WEB4 student portal; 3) An assessment to determine if Saturday Financial Aid coverage is needed at the Center; 4) Identify high peak weekend coverage if and when applicable, such as during the first weeks of the semester rather than throughout the semester.

Implementation Timeline: All short term goals could potentially be met by Spring 2016. The long term goals are contingent upon the availability of more resources (more staff) and funding for technology resources, specifically for student document submission and document intake. The Center Dean will research additional staffing and technology that would facilitate the provision of financial aid services (as well as other core services).

Core Service Area 3A: Counseling: Academic, Career, and Personal Current Status:

There are 2.3 FTEF Counselors /week and 1 .4 FTE (STO) counseling classified staff at the Chinatown North Beach Center. Service hours and student needs are not aligned. Services are not proportionate for an unduplicated headcount of more than 5000 students. There not enough weekend/evening hours to serve noncredit and credit students. There is a need for more weekend/evening hours for the first few weeks of the

semester. Additionally, there is not enough A&E staff to support counseling services in the evenings. Counseling is only available on the evenings when testing is scheduled. Bilingual counselors/staff is needed to provide service to a predominantly Chinese-speaking population. 70% CHNB student population speaks Cantonese, 15% speaks Mandarin. Fully supporting the students at CHNB requires at least 50% bilingual faculty/staff. A full-time bilingual counselor will be on 50% load as of spring 2016, CHNB will need an additional 2 FTEF Chinese speaking counselor by Spring 2016.

Action Plan: 1) Request data from Research to make informed decision on which days and evenings would need more counseling services, 2) Review data of day/evening students attending Chinatown/North Beach campus, 3) Hire, train and supervise Student Ambassadors to make classroom presentations to increase student awareness about counseling hours of operation and services offered.

Implementation Timeline: 1) Review data by September 15, 2015, 2) Identify funding to hire student ambassadors, 3) Identify counselor to supervise student ambassadors, 3) Hire and train by October 30, 2015.

Additional Resources Needed: Funding for additional counselors and classified staff.

Core Service Area 3B: Counseling: Educational Plans Current Status:

The web4 education planning tool is inadequate for credit and noncredit programs. CCSF has no system in place to assist Counselor in developing noncredit education plans. A number of education plan are written in paper form. All CHNB noncredit education plan are in paper form. Paper educational plans are not in compliance with SSSP mandates. The college needs a functioning educational plan tool. Counselors will need training on any new tool that is developed. Documentation for discipline advising is almost nonexistent. Need to educate instructional faculty on the importance of documenting SSSP services, particularly counseling/educational planning, multiple measures and placement.

Action Plan 1) Participate in statewide EPI, 2) Implement Starfish/Hobson Degree Planner in spring 2016, 3) Convene meetings with Counseling, Faculty Advisors and stakeholders to discuss implementation of SSSP mandates.

Implementation Timeline: 1) Train Center staff on matriculation process, 2) Educate Center Deans and larger community about SSSP mandates, 3) Designate Counseling Coordinators for all Centers, 4) Create schedule of dates for Centers that don't already have matric activities, 5) Increase outreach activities by counselors to students at the Centers to grow awareness and make appointments.

Additional Resources Needed: 1) Training for staff and faculty, 2) Maintenance of education planning tool, 3) Update computer equipment, 4) Additional counseling faculty and counseling support staff.

Core Service Area 3C: Counseling: Coordination of SSSP/Matriculation Components Current Status:

Matriculation activities are in place. Career counseling should be a component of counseling services. Steps to Credit Services promote transition and enrollment into credit classes/programs.

Action Plan: 1) Identify staff to support appointments and clerical support, 2) Identify testing/orientation dates for each Center, 3) Consider Saturdays and evening matriculation steps for special program/populations, 4) Conduct workshops in the classrooms.

Implementation Timeline: 1) Train Center staff on matriculation process, 2) Educate Center Deans and larger community about SSSP mandates, 3) Identify counseling schedule proportionate to number of students enrolled at the Center, 4) Increase in-reach/outreach activities by counselors to students at the Centers to grow awareness and make appointments.

Additional Resources Needed: 1) Identify appropriate staffing, 2) Training for staff and faculty, 3) Appropriate access and computer equipment, 4) Update computer equipment, 5) Additional counseling faculty and counseling support staff.

Core Service Area 3D: Counseling: Counselor's Role on the Completion of Certificate and Degree petitions Current Status

There is a lack of communication campus-wide around student issues. Students are not aware of important deadline dates. Counselors are available but students may not be aware of the timelines. Counselors work with instructional faculty to identify students who are finishing their certificates. Need to work with Admissions and Records to shorten delay for processing petitions. Additionally, noncredit certificates should be mailed to student mailing address rather than held for pick-up at Ocean.

Action Plan: 1) Disseminate information via DCC (deadlines, process, procedures), 2) Admissions and Records should create more flyers to grow awareness and publicize important date, 3) Collaborate with Counseling, A&R, and Associated Students to advertise when students can meet with counselors to complete petitions, 4) Send email blasts, 5) Order stands, big signs, sandwich boards, 6) Conduct workshops on certificate/degree requirements.

Implementation Timeline: 1) Need greater collaboration between Counseling and Instructional programs to handle petitions, 2) Aim for consistency in the process to avoid student confusion; however, some certificates have different requirements.

Additional Resources Needed: 1) Update and standardize forms, worksheets, educational plans, and ISEP's for certificates at all Centers, 2) Post commonly used forms on the CCSF web page, 3) Identify appropriate staffing, 4) Need more staffing in A&R to process the increase of petitions being generated by the Centers, 5) Training for staff and faculty to reiterate processes and for greater consistency, 6) Provide a safe space for Counselors to continue learning CCSF procedures, new programs, etc., and 7) Appropriate access and computer equipment.

Core Service Area 3E: Counseling: Counselor's Role in Disseminating Information and Student Referrals Current Status:

There is a lack of communication concerning services, programs and locations. More open dialogue needs to exist. Informal communication doesn't serve us well, should be consistently and widely communicated to all stakeholders. Must have catalog and other written documents.

Action Plan: 1) Develop resources for Counselors of community resources, services, programs, agencies, 2) Create expectation that faculty/staff will contact/phone other CCSF offices to connect student with next steps/referral, 3) Create CCSF master calendar so that counselors can refer students appropriately, include student events and committee meetings, 4) Create more flyers to grow awareness and publicize important dates

Implementation Timeline: 1) Division wide training or professional development, 2) Create web-based shared drive where all counselors can access information, presentations, changes in business procedures, 3) Consider using Drop-box to house/share information.

Additional Resources Needed: Technological support from IT.

Core Service Area 3F: Counseling: Counselor's Role in Center In-Reach and Outreach Current Status

There is not enough faculty/staff to provide outreach. Strengthen existing coordination of procedures, personnel and materials in collaboration with Marketing and Outreach. Each Center would need some Center-specific materials, events, schedule of activities districtwide for in-reach and outreach. Inconsistent recruitment of current students to enroll in other CCSF programs. More classroom presentations are needed to encourage other noncredit/credit pathways. Credit faculty are less willing to give time for classroom presentations by counselors. Not all instructional faculty are aware of services provided by counselors; education is needed to improve assumptions and perceptions about

Counseling. Counselors are not provided with Outreach materials. College needs to develop process in collaboration with Office of Outreach and Recruitment. When high school visits are done, counselors will need to present information that covers programs at the Centers and Ocean. Integrate Center Deans with Bridge to Success/Frisco Day process.

Action Plan: 1) College needs to develop appropriate marketing materials to be used for outreach, 2) Center Deans and Center counselors will provide descriptions of programs offered at the Centers for a brochure advertising the center, 3) Funding source could be Bridge to Success, 4) Develop college-wide master calendar of events, 5) Informational credit workshops such as “What Is Credit” to grow awareness about differences between noncredit and credit courses/programs, 6) Provide day and evening workshops, 7) Hold Flex activity where all faculty can participate and discuss their respective roles, 8) College must hire Associate Dean of Outreach to develop Outreach plan and work collaboratively with Counseling and SD units (A&R, FA), 9) Include more counselors from the Centers as high school leads for Frisco Day/Bridge to Success, 10) Include Associated Students with the in-reach and outreach coordination, 11) Research and explore how other colleges coordinate their outreach efforts.

Implementation Timeline: 1) Create student testimonials/videos of student experiences, 2) Each Center will host a “Center Day” to highlight programs at that location, 3) Invite parents to Centers 4) Send letters to advertise enrollment services—SSSP/Matric steps, financial aid, others, 5) Review resources, 6) Develop a plan or schedule of what is feasible for covering various events.

Additional Resources Needed: Identify different sources of funding that could be used to support outreach

Core Service Area 3G: Disabled Students Programs & Services Counseling Current Status

Currently, there is a DSPS counselor who offers counseling at the Chinatown/North Beach Center 8 hours a week (Thursday 8-12; 12:30-4:30). DSPS Counselors also provide phone appointments for students when necessary. Services are not sufficient or proportionate. Academic Accommodations are federally mandated Services. Service gaps include 1) the need for more counseling hours are needed per week (up to 15 hours) and 2) the availability of Testing Accommodations for day and evening classes offered at this site.

Action Plan 1) the DSPS counselor will discuss options with the Instructor and student to agree on Testing Accommodations provided by the instructor on site or that the

student travel to Ocean Campus to take the exam, if necessary and, 2) the hiring of an additional full time counselor to cover the centers. Additional resource needed is a reduced distraction room and CCSF staff (not necessarily DSPS Staff) to proctor exams at the center location.

Core Service Area 4A: Library & Learning Resources Current Status:

The current Library and Learning Resources are 1) Collection, 2) student computers, 3) Language / Media Center, 4) Smart classroom (301), 5) printing and photocopy machine, 6) Staffing includes a) Librarian (30 hours), b) part time librarians (12 hours), c) Library Technician 3618 (37.5 hours), d) work study / lab aide students (30 hours). Current resources are by and large sufficient. Future growth areas include additional staffing, for weekend hours. The library's student hiring budget has decreased this Fall 2015 semester. The library is currently open 5 days a week; with additional staffing, we may be able to add Saturday hours as well. The current resources are proportionate to our student population at the Center. A desire has been expressed for Saturday hours at the Chinatown/North Beach library. The need for Saturday hours will be assessed.

Action Plan: A plan of action will be taken to address the service gaps for Library and Learning Resources once an assessment of need, specifically for weekend hours, has been performed. If the assessment determines that Saturday hours are needed, 1) these hours will be added with additional staffing or by reallocation of existing staffing and 2) a request for more student lab aide hours will be made.

Implementation Timeline: 1) Fully sufficient hours will be in place by or before Fall 2016.

Core Service Area 4B: Learning Center Resources Current Status:

Current learning resources available to students include: 1) Library with study rooms that includes a roll out computer cart, webcam, microphone, headsets for online tutoring; 2) Computers, printing, copier; 3) Language/Media Center; 4) Volunteer Tutoring through Project Shine for English (unclear who leads program); 5) Staffing: Library is staffed-but not responsible for supervision and support of tutoring services or learning centers. Current resources are not sufficient. In order to facilitate access to tutoring and specific learning support materials the following will be needed: 1) Development of a central location for tutoring services and resources (online and in house); 2) Centralized location for peer tutor training (if needed); 3) Analysis of departmental related tutoring needs from faculty, staff and students; and 4) Faculty, staff, peer tutors to provide appropriate lab supervision and services. Current resources are not proportionate. Requests from Librarians have confirmed needs for on-site Math and Chemistry tutors. ESL and Foreign Language services are also needed. Direct

input from Chairs and Deans of Departments is also necessary. Service gaps are: 1) No reported physical location for tutoring center; 2) Available faculty, staff to monitor center; 3) Peer tutors needed: Require training and supervision; 4) No current delivery of learning resources to center; 5) Need centralized location and appropriate literature and sign holders.

Action Plan: 1) Researching specific needs through Fall 2015 and developing delivery method, 2) Delivery of learning resources to be developed and distributed in Fall 2015, 3) Partnership forming with SFPL and their free tutoring services, 4) Collaboration between Interim Chair of Ocean LAC and Center Chairs/Deans, 5) Development of space and training program for peer tutors, 6) Begin implementing learning services in Spring 2016.

Implementation Timeline: 1) Meet with Chairs and Center Dean to assess student needs, 2) Chair of Learning Assistance Department will begin research and analysis.

Additional Resources Needed: 1) Subject-specific learning support services, such as tutoring related to departmental programs offered, 2) Additional staffing, 3) Funding for training, peer tutors, materials and staffing, 4) Literature and sign holders to house material, 5) Learning Assistance budget is impacted by FTES, therefore tutoring support will require additional funding.

Core Service Area 5: Bookstore & Access to Course Materials Current Status:

Based on the results of a recent center student survey and subsequent changes, it was determined that the bookstore hours at Chinatown/North Beach are sufficient and no service gap exists.

Core Service Area 6: Co-Curricular Activities Current Status:

This Center does have opportunity for and access to the support of Associated Students Council. The current resources are sufficient and proportionate. Service gaps for Co-Curricular Activities are 1) that students have expressed interest in AS, but need further discussion with Student Activities and Associated Students regarding minimum qualifications and AS expectations and 2) with reference to a Faculty Advisor, a Faculty Advisor has been identified, but training must take place.

Action Plan: 1) Meet with Center Dean, Advisor, and Associated Students Executive Council about expectations of AS Council & elections process, 2) Meet with students at the Center to determine interest in serving on AS, 3) Provide training for new Faculty Advisor for AS Council, 4) Meet with student leaders to review and train on AS and Student Activities policies and procedure, 5) Meet with student leaders and Advisors

regarding AS Financial guidelines, 6) Meet with Center Dean regarding the role and expectations of the Dean in supporting the Council.

Implementation Timeline: Action plan will be completed by Fall 2015.

Core Service Area 7: Administrative Oversight Current Status:

The grievance and complaint process for all students is confusing and scattered. There is no one area or place where students can find information on filing a complaint or grievance. Currently, the processes are scattered across the District, with most students being directed to Ocean Campus, Conlan Hall 106, the Dean of Student Affairs and Wellness. The major gap is in accessibility.

Action Plan: 1) Update Current Forms and convert them into writeable PDFs. These forms include a) Formal/Advocacy Grievance Form, b) Late Withdrawal, c) Grade Review, d) Discrimination, e) Notice of Violation of Student Code of Conduct; 2) Update Website and College Catalog so that processes for the aforementioned forms are clearly outlined in both the website and the catalog a) once forms are updated and converted to writeable PDFs they should be accessible via the CCSF website and b) Identify Central Office at Site for Complaint & Grievance Process. Information regarding this process should be available and accessible at all centers and locations. This will require both IT support and training for all District employees on the student complaint and grievance process.

Implementation Timeline: Action plan will be completed by Fall 2015

Civic Center

122 students (credit) 1,681 (credit & noncredit) 3%

Civic Center Description: Continuously used since the 1940s as an adult education center by the San Francisco Unified School District followed by City College of San Francisco, the permanent Civic Center campus at 750 Eddy Street closed in January 2015, and requires major seismic retrofitting and renovation to support teaching and learning in the 21st century.* In addition to the Center's core mission to provide basic skills instruction in English as a Second Language and Transitional Studies to the Tenderloin district, the Center seeks to develop its organizational identity as the Center for Public Service and provide high quality, affordable instruction to civil service employees of the federal government, State of California, and the City and County of San Francisco.

The current Civic Center location is housed in a facility which has been subleased from the Art Institute of San Francisco in May 2015. The sublease agreement for the property at 1170 Market Street will expire in 2021. It opened for instruction and student services on August 17, 2015. In October of 2015, this Center will grow from its current size of two floors to include three more floors, a total of five floors will be subleased. Upon completion, the facility will include 10 smart classrooms, 2 computer labs, a library, bookstore, a student lounge and other student services office areas. The enrollment at this center includes 1,681 students, 3.0% of the CCSF student body, 122 are enrolled in credit coursework.

The Civic Center offers a variety of courses, which include Noncredit ESL classes, Transitional Studies (Adult Basic Education), and Noncredit Labor and Community Studies. For Spring 2016, the course offerings will grow to include Non-credit Business and LGBT Studies, which will be re-introduced to the class schedule. This CCSF location offers multiple levels of Certificate Program Pathways in both the Noncredit ESL and Transitional Studies (Adult Basic Education) departments. There are multiple services available to students at this site. Library services are currently under development (Fall 2015).

(*Initially the District's plan was to move Civic Center operations to the Gough Street location. However, that was not possible and this resulted in there being no physical site for classes to take place for the Spring 2015 semester. This change in "normal" Civic Center operations has led to Faculty and Classified staff concerns about the data that has been used to inform the EASE Process.)

Core Service Area 1: Admissions & Records Current Status

The current Classified staff in the Admissions and Records area is not fully knowledgeable of services for both credit and noncredit students. Also, job reclassification is necessary in order to have Center staff perform the duties necessary to carry out A & R service delivery to students at this site. Hours of operation are not sufficient to meet the needs of the community; and evening hours needed. Current resources are not proportionate. The number of Student Services staff at Civic Center is not sufficient to take on additional responsibilities without the job reclassification that would allow for a more comprehensive A & R service delivery for students at this Center.

The service gaps identified at this Center 1) The staff at the Center does not have sufficient knowledge to provide core services to credit and noncredit students; therefore, students must be referred to and travel to the Ocean Campus, 2) Noncredit Registration: Civic Center does not have the capacity to register students in Banner, and continues to rely on the use of Scantron registration forms and mailing the forms to the Noncredit Admissions & Records Office at Ocean to process the admissions and registration forms. This process causes a registration time delay, 3) Other Non-credit Services: Requests for directory corrections are initially screened and received by Civic Center staff, and processed by Noncredit A&R at the Ocean campus, 4) Credit Services: The Center opened in August 2015 at a new location. The new facility with its unscheduled classrooms increases the likelihood that new classes will be introduced, particularly credit classes in the evenings. The current classified staff possesses limited knowledge of and experience with credit student services. Since the Center's class schedule is predominately noncredit the Classified Staff do not have the information or training to serve credit students.

Action Plan 1) Hire or designate additional staff to provide the core services as described for both noncredit and credit services at the Center, 2) Provide Center Deans and staff with training on introductory, intermediate and advanced topics in noncredit and credit, Admissions and Records functions, 3) Create a staff resources/information manual of all Admissions & Records services, 4) Set up Banner Document Management Suite (BDMS), a document imaging system for staff to scan and store documents, and send across all CCSF locations, 5) Provide ongoing training on state and federal, (including FERPA), regulations pertaining to Admissions & Records, 6) Increased and ongoing training from and inter-office collaboration with the Office of Admissions and Records will help to improve and expand services on site

Implementation Timeline: 1) Training of existing staff can occur by Spring 2016 and 2) Reclassification or *Bump Bypass* by Spring 2016 semester.

Core Service Area 2: Financial Aid Current Status:

Hours that the Financial Aid service is available are insufficient, not proportionate and do not align with the needs of the 1,687 students at this Center. Service gaps identified include: 1) a need for coverage between the hours of 9:45am – 12:30pm, Monday – Thursday; 2) a need for the ability for students to submit required documentation for eligibility purposes at the Center; and 3) a need for a classified financial aid representative who can assist students with general financial aid questions, receive and review documentation and conduct student information sessions.

Action Plan: Short term goals: 1) Cross-training of other center personnel, 2) Identify high-traffic time, currently are Monday – Thursday from 9:45am-12:30pm, 3) Provide scanner for counter staff with Banner Document Management System (BDMS) access to scan documentation for Ocean Campus to receive documentation, 4) Provide access to BDMS for Financial Aid personnel, 5) Begin collaborating with center faculty to promote student services during class, 6) Possibly secure a financial aid representative to work at the center 2 days a week, 6 hours a week between the hours 9:45am – 12:30pm.

Long term goals: 1) Have a financial aid representative from 9:45pm-12:30pm 2 days a week between Monday – Thursday, and 2) Have the ability to submit financial aid required documentation online via their WEB4 student portal.

Implementation Timeline: All short term goals could potentially be met by Spring 2016. The long term goals are contingent upon the availability of more resources (more staff) and funding for technology resources, specifically for student document submission and document intake.

Core Service Area 3A: Counseling: Academic, Career, and Personal Current Status:

Civic Center is transitioning to new facilities. Rooms and appropriate space has been identified on the first floor, however, this space will not be available until January 2016. Multi-use space is not appropriate for one on one counseling. Plans are underway to relocate Counseling to first floor in October 2015. Current resources are proportionate, and consist of evening services Monday - Thursday. Counseling FTEF is sufficient. There is a need for classified staff person to support the counselors. Staff should be versatile and trained to provide general student services. The service gap identified is 1) a need for bilingual counselors in Spanish, Chinese and Vietnamese. 2) The Fort

Mason site has a need for credit counseling at the start of the semester; primarily credit Art students.

Action Plan 1) Review data of day/evening students attending Civic Center campus, 2) Hire, train and supervise Student Ambassadors to make classroom presentations to increase student awareness about counseling hours of operation and services offered, 3) Provide support to Farmers Market on Wednesdays for outreach/enrollment activities.

Implementation Timeline: 1) Review data by September 15, 2015, 2) Identify funding to hire student ambassadors, 3) Identify counselor to supervise student ambassadors, 4) Hire and train by October 30, 2015, 5) Resolve space issues.

Additional Resources Needed: 1) Employees with a social work background, and 2) Collaborate with Single Stop to connect students with resources.

Core Service Area 3B: Counseling: Educational Plans Current Status:

The web4 education planning tool is inadequate for credit and noncredit programs. A number of educational plan are written in paper form. Paper educational plans are not in compliance with SSSP mandates. The college needs a functioning educational plan tool. Counselors will need training on any new tool that is developed. Documentation for discipline advising is almost nonexistent. Instructional faculty need to be educated on the importance of documenting SSSP services, particularly counseling/educational planning, multiple measures and placement.

Action Plan 1) Participate in statewide EPI, 2) Implement Starfish/Hobson Degree Planner in spring 2016, 3) Convene meetings with Counseling, Faculty Advisors and stakeholders to discuss implementation of SSSP mandates.

Implementation Timeline: 1) Train Center staff on matriculation process, 2) Educate Center Deans and larger community about SSSP mandates, 3) Designate Counseling Coordinators for all Centers, 4) Increase outreach activities by counselors to students at the Centers to grow awareness and make appointments.

Additional Resources Needed: 1) Training for staff and faculty, 2) Maintenance of education planning tool, 3) Update computer equipment, 4) Additional counseling faculty and counseling support staff.

Core Service Area 3C: Counseling: Coordination of SSSP/Matriculation Components Current Status:

Matriculation activities are in place. Career counseling should be a component of counseling services. Steps to Credit Services promote transition and enrollment into credit classes/programs.

Action Plan 1) Identify staff to support appointments and clerical support, 2) Identify testing/orientation dates for each Center, 3) Consider Saturdays and evening matriculation steps for special programs/population, 4) Conduct workshops in the classrooms

Implementation Timeline: 1) Train Center staff on matriculation process, 2) Educate Center Deans and larger community about SSSP mandates, 3) Identify counseling schedule proportionate to number of students enrolled at the Center, 4) Create schedule of dates for Centers that don't already have matric activities, 5) Increase in-reach/outreach activities by counselors to students at the Centers to grow awareness and make appointments.

Additional Resources Needed: 1) Identify appropriate staffing, 2) Training for staff and faculty, 3) Appropriate access and computer equipment, 4) Update computer equipment, 5) Additional counseling faculty and counseling support staff.

Core Service Area 3D: Counseling: Counselor's Role on the Completion of Certificate and Degree petitions Current Status:

There is not enough communication between Centers and Student Development and a lack of communication campus-wide around student issues. Students are not aware of important deadline dates. Counselors are available but students may not be aware of the timelines. Counselors work with instructional faculty to identify students who are finishing their certificates. Need to work with Admissions and Records to shorten delay for processing petitions. Additionally, noncredit certificates should be mailed to student mailing address rather than held for pick-up at Ocean.

Action Plan 1) Disseminate information via DCC (deadlines, process, procedures), 2) Admissions and Records should create more flyers to grow awareness and publicize important dates, 3) Collaborate with Counseling, A&R, and Associated Students to advertise when students can meet with counselors to complete petition, 4) Send email blasts, 5) Order stands, big signs, sandwich boards, 6) Provide workshops on certificate/degree requirements.

Implementation Timeline: 1) Need greater collaboration between Counseling and Instructional programs to handle petitions, 2) Schedule regular meetings between

Counseling and program, 3) Aim for consistency in the process to avoid student confusion; however, some certificates have different requirements.

Additional Resources Needed: 1) Update and standardize forms, worksheets, educational plans, and ISEP's for certificates at all centers, 2) Post commonly used forms on the CCSF web page, 3) Identify appropriate staffing, 4) Need more staffing in A&R to process the increase of petitions being generated by the Centers, 5) Training for staff and faculty to reiterate processes and for greater consistency, 6) Provide a safe space for Counselors to continue learning CCSF procedures, new programs, etc., 7) Appropriate access and computer equipment.

Core Service Area 3E: Counseling: Counselor's Role in Disseminating Information and Student Referrals Current Status:

There is a lack of communication concerning services, programs and locations. More open dialogue needs to exist. Informal communication doesn't serve us well, should be consistently and widely communicated to all stakeholders. Must have catalog and other written documents.

Action Plan 1) Develop resources for Counselors of community resources, services, programs, agencies, 2) Create expectation that faculty/staff will contact/phone other CCSF offices to connect student with next steps/referral, 3) Create CCSF master calendar so that counselors can refer students appropriately, include student events and committee meetings, 4) Create more flyers to grow awareness and publicize important dates.

Implementation Timeline: 1) Division wide training or professional development, 2) Create web-based shared drive where all counselors can access information, presentations, changes in business procedures, 3) Consider using Drop-box to house/share information.

Additional Resources Needed: Technology support from IT.

Core Service Area 3F: Counseling: Counselor's Role in Center In-Reach and Outreach Current Status:

There are not enough faculty/staff to provide outreach. There is a need to strengthen existing coordination of procedures, personnel and materials in collaboration with Marketing and Outreach. Each Center would need some Center-specific materials, events, schedule of activities district-wide for in-reach and outreach. There is an inconsistent recruitment of current students to enroll in other CCSF programs. There is a need for more classroom presentations to encourage other noncredit/credit pathways.

Credit faculty are less willing to give time for counselor led classroom presentations. Not all instructional faculty are aware of services provided by counselors, thus, education is needed to improve assumptions and perceptions about Counseling. Counselors are not provided with Outreach materials. The College needs to develop a process in collaboration with the Office of Outreach and Recruitment. When high school visits are done, counselors will need to present information that covers programs at the Centers and Ocean. Center Deans should integrate into the Bridge to Success/Frisco Day process.

Action Plan 1) College needs to develop appropriate marketing materials to be used for outreach, 2) Center Deans and Center counselors will provide descriptions of programs offered at the Centers for a brochure advertising the center, 3) Funding source could be Bridge to Success, 4) Develop college-wide master calendar of events, 5) Informational credit workshops such as “What Is Credit” to grow awareness about differences between noncredit and credit courses/programs, 6) Provide day and evening workshops, 7) Hold Flex activity where all faculty can participate and discuss their respective roles, 8) College must hire Associate Dean of Outreach to develop Outreach plan and work collaboratively with Counseling and SD units (A&R, FA), 9) Include more counselors from the Centers as high school leads for Frisco Day/Bridge to Success, 10) Include Associated Students with the in-reach and outreach coordination, 11) Research and explore how other colleges coordinate their outreach efforts.

Implementation Timeline: 1) Create student testimonials/videos of student experiences, 2) Each Center will host a “Center Day” to highlight programs at that location, 3) Invite parents to Centers, 4) Send letters to advertise enrollment services—SSSP/Matriculation steps, financial aid, others, 5) Review resources, 6) Develop a plan or schedule of what is feasible for covering various events will be taken to address the service gaps.

Additional Resources Needed: Identify different sources of funding that could be used to support outreach

Core Service Area 3F: Disabled Services Programs & Services Counseling

Current Status:

Currently DSPS counseling consists of a counselor sent to the Center upon request. DSPS Counselors also provide phone appointments for students when necessary. This service is sufficient and proportionate. Academic Accommodations are federally mandated Services. The gap in DSPS counseling service that exists is the lack of Testing Accommodations for classes at this site.

Action Plan To address the stated service gap, the DSPS counselor will discuss options with the Instructor and student to agree on Testing Accommodations provided by the instructor on site or that the student travel to Ocean Campus to take the exam, if necessary.

Core Service Area 4A: Library & Learning Resources Current Status:

The current Library and Learning Resources are 1) librarian on-site Tuesdays and Wednesdays 9am-5pm, 2) wireless network accessible, 3) physical collection assessed to be approx. 1500 items, 4) four desktop computers awaiting set-up, 5) furnishings and equipment: desk chairs, small shelves, desk for librarian, desensitizer. The current resources are not sufficient for proportionate. Needs include: 1) a room, 2) shelving, 3) planned purchases of library furnishings. Service gaps identified include 1) no physical location/site for library, 2) no computing services activated (other than wi-fi), 3) no furnishings installed, 4) physical collection needs to be increased to support 40+ classes and four departments/programs.

Action Plan: The goals for the Library and Learning Resources are 1) physical location of library scheduled to open October 2015, 2) collection development funds allocated September 2015, 3) computers to be installed will provide student Internet access, print/copy services expected to arrive mid-October, circulation computer expected to go online mid-October, 4) additional furnishings are being identified for ordering, 5) access to circulating collection scheduled for October.

Implementation Timeline: 1) Opening of the physical library space, 2) Ordering and completing facilities furnishing and supplies, 3) Purchasing hardware and tools for operating the library and staffing of technicians, 4) Library staffing to be increased. The justification is that sufficient access to services (library) was identified by the ACCJC report.

Core Service Area 4B: Learning Center Resources Current Status:

There was no data or information gathered from this center in Spring 2015. The Learning Assistance Department at Ocean will begin collaboration with this Center in Fall 2015 to research the needs of the center and to develop an action plan for Spring 2016. According to the Civic Center's website, the students at this center currently have access to help off-site at the CCSF Adult Learning and Tutorial Center. The services are free to students.

Core Service Area 5: Bookstore & Access to course materials Current Status:

Of the five floors leased by CCSF, only two floors (the third and fourth floors) were released to the college on July 1, 2015. The bookstore will eventually be located on the first floor, a floor still being occupied by the Art Institute that will be released to the College by October 1, 2015. The temporary location of the bookstore is Room 409, a supply closet that also functions as a police officers' locker room. The bookstore hours are Tuesday and Wednesday 9:30 am – 1:00 pm and 4:30 pm – 7:00 pm, a total of 12 hours per week. These hours will help to cover the six major time periods of classes scheduled each week. Once the bookstore is moved to the first floor, it would be prudent to revisit the appropriate hours of operation based on student needs.

Core Service Area 6: Co-Curricular Activities Current Status:

This Center does have opportunity for and access to the support of Associated Students Council. The current resources are sufficient and proportionate. Service gaps for Co-Curricular Activities are 1) that students have expressed interest in AS, but need further discussion with Student Activities and Associated Students regarding minimum qualifications and AS expectations and 2) with reference to a Faculty Advisor, a Faculty Advisor has been identified, but training must take place.

Action Plan: 1) Meet with Center Dean, Advisor, and Associated Students Executive Council about expectations of AS Council & elections process, 2) Meet with students at the Center to determine interest in serving on AS, 3) Provide training for new Faculty Advisor for AS Council, 4) Meet with student leaders to review and train on AS and Student Activities policies and procedures, 5) Meet with student leaders and Advisors regarding AS Financial guidelines, 6) Meet with Center Dean regarding the role and expectations of the Dean in supporting the Council.

Implementation Timeline: Action plan will be completed Fall 2015.

Core Service Area 7: Administrative Oversight Current Status:

The grievance and complaint process for all students is confusing and scattered. There is no one area or place where students can find information on filing a complaint or grievance. Currently, the processes are scattered across the District, with most students being directed to Ocean Campus, Conlan Hall 106, the Dean of Student Affairs and Wellness. The major gap is in accessibility.

Action Plan: 1) Update Current Forms and convert them into writeable PDFs. These forms include a) Formal/Advocacy Grievance Form, b) Late Withdrawal, c) Grade Review, d) Discrimination, e) Notice of Violation of Student Code of Conduct; and 2) Update Website and College Catalog so that processes for the aforementioned forms are clearly outlined in both the website and the catalog a) once forms are updated and

converted to writeable PDFs they should be accessible via the CCSF website and b) Identify Central Office at Site for Complaint & Grievance Process. Information regarding this process should be available and accessible at all centers and locations. This will require both IT support and training for all District employees on the student complaint and grievance process.

Implementation Timeline: Action plan will be completed by Fall 2015.

Downtown Center

1,383 students (credit) 4,037 (credit & noncredit)

Center Description: Opened in 1979, the Downtown Center (an eight-story building with 43 classrooms and a full-scale teaching kitchen in the basement) is located in the heart of San Francisco amidst the vibrancy of the Yerba Buena Gardens, Union Square and Moscone Convention Center. Students are drawn to the Downtown Center because its location is easily accessible through multiple veins of public transportation from all over the SF/Bay Area. The Downtown Center has 57 full-time equivalent faculty and 20 classified staff. The Downtown Center has a very diverse student body with regard to race, ethnicity, age, and English language proficiency. Although a majority of students are of Asian descent, there is an increasing number of Latino/Hispanic students. A large percentage of Downtown Center students are enrolled in noncredit English as a Second Language classes and noncredit business technology classes. The two noncredit culinary art certificates—Culinary & Service Skills Training, and Baking and Pastry—are also very popular. The Downtown Center also offers a variety of courses in Fashion and Foreign Languages, including French, German, Italian, Japanese, Russian, and Spanish. Known as the “business” destination, the Downtown Center offers all the required courses leading to the following 13 business-related certificates: California Real Estate, Fashion Design, Fashion Merchandising, General Business, Green & Sustainable Business, Image Consulting, International Business, Marketing, Microcomputer Accounting, Paralegal/Legal Studies, Retail Management, Small Business, and Supervision & Management.

Core Service Area 1: Admissions & Records Current Status:

Classified staff needs more training for services for credit students. Current staff consist of one FTE, 1426 Clerk Typist. Existing staff is not fully knowledgeable in services for credit students and job reclassification is necessary. Hours of operation are not sufficient to meet the needs of the community; evening and weekend hours need. The number of staff in the A & E office at Downtown is not sufficient to take on core services. The staff at the Center does not have sufficient knowledge to serve credit students therefore students must travel to Ocean. In addition, there are needs for evening and weekend hours to provide more equitable services.

Action Plan: 1) Hire additional bilingual staff to provide the core services as described, 2) Provide Center Dean and staff with training on services for credit and noncredit students, 3) Create a staff resources/information manual of all Admissions, Registration, & Records services, 4) Set up Banner Document Management Suite (BDMS), a scanning system for staff to scan documents and send across all CCSF locations, 5)

Provide ongoing training on state and federal (including FERPA) regulations pertaining to Admissions & Records.

Implementation Timeline: 1) Training of existing staff can occur by Spring 2016 semester, and 2) Reclassification or *Bump Bypass* by Spring 2016 semester.

Core Service Area 2: Financial Aid Current Status:

Current Resources include: 1 Financial Aid counselor, 10 hours per week on Tuesday 9am – 12pm & 1:30pm – 5:00pm and Thursdays 1:30pm – 5:00pm. The hours that the financial aid service is available are insufficient and do not align with student need. There is a need for coverage between the hours of 5pm – 7pm Tuesday, Wednesday and Thursday. There is also a need for the ability for students to submit required documentation for eligibility purposes at the Center. A classified financial aid representative who can assist students with general financial aid questions, receive and review documentation and conduct student information sessions is currently not available at the Center. There are currently 11 Non-Credit Programs that are Title IV eligible at the Centers. Not all Non-Credit and Credit Programs offered are currently Title IV eligible. Although, there is a need for more financial aid representation, Downtown Center's educational programs that are offered may not all be eligible Title IV programs which may prevent students from being eligible for receiving federal financial aid, only BOGW. Furthermore, the number of hours that the financial aid service is available is not proportionate to the number of students, which is 4,037 students.

Action Plan: Short term plans: 1) Cross-training of other center personnel, 2) Identify high-traffic time, currently are Tuesdays, Wednesdays, and Thursdays, 3) Provide scanner for counter staff with Banner Document Management System (BDMS) access to scan documentation for Ocean Campus to receive documentation, 4) Provide access to BDMS for Financial Aid personnel, 5) Begin collaborating with center faculty to promote student services during class, 6) Possibly secure a financial aid representative to work at the center 3 days a week between the hours 12pm – 7pm.

Long term plans: 1) A financial aid representative from 12pm-7pm Tuesdays – Thursdays, and 2) Ability to submit financial aid required documentation online via their WEB4.

Implementation Timeline: All short term goals could potentially be met by Spring 2016. The long term goal is contingent upon the availability of more resources (more staff) and funding for technology resources specifically for student document submission and document intake.

Additional Resources Needed: The Center Dean will research additional staffing and technology that would facilitate the provision of financial aid services (as well as other core services)

Core Service Area 3A: Counseling: Academic, Career, and Personal Current Status

There are 3.0 FTEF Counselors/week at the Downtown Center. Counseling FTEF is proportionate; however, hours should be split to cover day and evening needs. Hours are not adequately serving day and evening students. This Center has a growing credit population that needs counseling in the early evening before evening classes

Action Plan: 1) Review data of day/evening students attending Downtown Center, and 2) Hire, train and supervise Student Ambassadors to make classroom presentations to increase student awareness about counseling hours of operation and services offered.

Implementation Timeline: 1) Review data by September 15, 2015, 2) Identify funding to hire student ambassadors, 3) Identify counselor to supervise student ambassadors and hire and train by October 30, 2015.

Additional Resources Needed: Funding for additional classified staff.

Core Service Area 3B: Counseling: Educational Plan Current Status:

The web4 education plan tool is inadequate for credit and noncredit programs. A number of education plans are written in paper form. Paper educational plans are not in compliance with SSSP mandates. The college needs a functioning education plan tool. Counselors will need training on any new tool that is developed. Documentation for discipline advising is almost nonexistent. Need to educate instructional faculty on the importance of documenting SSSP services, particularly counseling/educational planning, multiple measures and placement.

Action Plan: 1) Participate in statewide EPI, 2) Implement Starfish/Hobson Degree Planner in spring 2016, 3) Convene meetings with Counseling, Faculty Advisors and stakeholders to discuss implementation of SSSP mandates.

Implementation Timeline: 1) Train Center staff on matriculation process. Educate Center Deans and larger community about SSSP mandates, 2) Designate Counseling Coordinators for all Centers, 3) Create schedule of dates for Centers that don't already have matric activities, 4) Increase outreach activities by counselors to students at the Centers to grow awareness and make appointments.

Additional Resources Needed: 1) Training for staff and faculty, 2) Maintenance of educational planning tool, 3) Update computer equipment, 4) Additional counseling faculty and counseling support staff.

Core Service Area 3C: Counseling: Coordination of SSSP/Matriculation Components Current Status:

Matriculation activities are in place. Career counseling should be a component of counseling services. Steps to Credit Services promote transition and enrollment into credit classes/programs.

Action Plan: 1) Identify staff to support appointments and clerical support, 2) Identify testing/orientation dates for each Center, 3) Consider Saturdays and evening matriculation steps for special programs/populations, 4) Conduct workshops in the classrooms.

Implementation Timeline: 1) Train Center staff on matriculation process, 2) Educate Center Deans and larger community about SSSP mandates, 3) Identify counseling schedule proportionate to number of students enrolled at the Center, 4) Create schedule of dates for matriculation activities, 5) Increase in-reach/outreach activities by counselors to students at the Centers to grow awareness and make appointments.

Additional Resources Needed: 1) Identify appropriate staffing, 2) Training for staff and faculty, 3) Appropriate access and computer equipment, 4) Update computer equipment, 5) Additional counseling faculty and counseling support staff.

Core Service Area 3D: Counseling: Counselor's Role on the Completion of Certificate and Degree Petitions Current Status:

There is a lack of communication campus-wide around student issues. Students are not aware of important deadline dates. Counselors are available but students may not be aware of the timelines. Counselors work with instructional faculty to identify students who are finishing their certificates. Need to work with Admissions and Records to shorten delay for processing petitions. Additionally, noncredit certificates should be mailed to student mailing address rather than held for pick-up at Ocean.

Action Plan: 1) Disseminate information via DCC (deadlines, process, procedures), 2) Admissions and Records should create more flyers to grow awareness and publicize important dates, 3) Collaborate with Counseling, A&R, and Associated Students to advertise when students can meet with counselors to complete petitions, 4) Send email blasts, 5) Order stands, big signs, sandwich boards, 6) Provide workshops on certificate/degree requirements.

Implementation Timeline: 1) Need greater collaboration between Counseling and Instructional programs to handle petitions, and 2) Aim for consistency in the process to avoid student confusion; however, some certificates have different requirements.

Additional Resources Needed: 1) Update and standardize forms, worksheets, education plans, and ISEP's for certificates at all centers, 2) Post commonly used forms on the CCSF web page, 3) Identify appropriate staffing, 4) Need more staffing in A&R to process the increase of petitions being generated by the Centers, 5) Training for staff and faculty to reiterate processes and for greater consistency, 6) Provide a safe space for Counselors to continue learning CCSF procedures, new programs, etc., 7) Appropriate access and computer equipment.

Core Service Area 3E: Counseling: Counselor's Role in Disseminating Information and Student Referrals Current Status:

There is a lack of communication concerning services, programs and locations. More open dialogue needs to exist. Informal communication doesn't serve us well, should be consistently and widely communicated to all stakeholders. Must have catalog and other written documents.

Action Plan: 1) Develop resources for Counselors of community resources, services, programs, agencies, 2) Create expectation that faculty/staff will contact/phone other CCSF offices to connect student with next steps/referral, 3) Create CCSF master calendar so that counselors can refer students appropriately, include student events and committee meetings, 4) Create more flyers to grow awareness and publicize important dates

Implementation Timeline: 1) Division wide training or professional development, 2) Create web-based shared drive where all counselors can access information, presentations, changes in business procedures 3) Consider using Drop-box.to house/share information.

Additional Resources Needed: Technology support from IT.

Core Service Area 3F: Counseling: Counselor's Role in Center In-Reach and Outreach Current Status:

There is not enough faculty/staff to provide outreach. Strengthen existing coordination of procedures, personnel and materials in collaboration with Marketing and Outreach. Each Center would need some Center-specific materials, events, schedule of activities district wide for in-reach and outreach. Inconsistent recruitment of current students to enroll in other CCSF programs. More classroom presentations to encourage other

noncredit/credit pathways. Credit faculty are less willing to give time for classroom presentations by counselors. Not all instructional faculty are aware of services provided by counselors; education is needed to improve assumptions and perceptions about Counseling. Counselors are not provided with Outreach materials. College needs to develop process in collaboration with Office of Outreach and Recruitment. When high school visits are done, counselors will need to present information that covers programs at the Centers and Ocean. Integrate Center Deans with Bridge to Success/Frisco Day process.

Action Plan: 1) The College needs to develop appropriate marketing materials to be used for outreach, 2) Center Deans and Center counselors will provide descriptions of programs offered at the Centers for a brochure advertising the center, 3) Funding source could be Bridge to Success, 4) Develop college-wide master calendar of events, 5) Informational credit workshops such as “What Is Credit” to grow awareness about differences between noncredit and credit courses/programs, 6) Provide day and evening workshops, 7) Hold Flex activity where all faculty can participate and discuss their respective roles, 8) College must hire Associate Dean of Outreach to develop Outreach plan and work collaboratively with Counseling and SD units (A&R, FA), 9) Include more counselors from the Centers as high school leads for Frisco Day/Bridge to Success, 10) Include Associated Students with the in-reach and outreach coordination, 11) Research and explore how other colleges coordinate their outreach efforts.

Implementation Timeline: 1) Create student testimonials/videos of student experience, 2) Each Center will host a “Center Day” to highlight programs at that location, 3) Invite parents to Centers, 4) Send letters to advertise enrollment services—SSSP/Matric steps, financial aid, others, 5) Review resource, 6) Develop a plan or schedule of what is feasible for covering various events.

Additional Resources Needed: Identify different sources of funding that could be used to support outreach.

Core Service Area 3G: Counseling: Disabled Students Programs & Services

Current Status:

Currently, there is a DSPS counselor who offers counseling at the Downtown Center 3 hours/week (Mondays, 10:00-1:00). DSPS Counselor sent other times upon request. DSPS Counselors also provide phone appointments for students when necessary. Services are not sufficient or proportionate. Academic Accommodations are federally mandated Services. Service gaps include 1) the need for more counseling hours are needed per week (up to 15 hours) and 2) the availability of Testing Accommodations for

day and evening classes offered at this site. DSPS Counselors also provide phone appointments for students when necessary.

Action Plan: 1) the DSPS counselor will discuss options with the Instructor and student to agree on Testing Accommodations provided by the instructor on site or that the student travel to Ocean Campus to take the exam, if necessary and, 2) the hiring of an additional full time counselor to cover the centers.

Additional Resources Needed: A reduced distraction room and CCSF staff (not necessarily DSPS Staff) to proctor exams at Center location.

Core Service Area 4A: Library & Learning Resources Current Status:

Current services include: 1) Collection, 2) computers for student use and 2 adaptive technology computers for DSPS, black/white printing and photocopy machine, 3) audiovisual/computing equipment for classroom use, 4) Staffing includes 1 FT Librarian, 2 PT librarians, 3 Overload evening librarians, 1 library technician, and 2 work study students. Librarian staffing and materials budget are both proportionate to the student population.

Core Service Area 4B: Learning Assistance Center Current Status:

There has not been any tutoring services or online tutoring services available. An assessment conducted in Spring 2015 which verified tutoring services on site and/or online are needed for English, Math and Foreign language sections and possible Accounting and Economics 3.

All services are currently available online through Ocean online tutoring, but no reported space for online tutoring services available.

Action Plan: Collaboration to begin Fall 2015 to research needs of center and develop an action plan for Spring 2016.

Core Service Area 5: Bookstore & Access to Course Materials Current Status:

Based on the results of a recent center student survey and subsequent changes, it was determined that the bookstore services and hours at Downtown are sufficient and that there is no service gap.

Core Service Area 6: Co-Curricular Activities Current Status:

This Center does have opportunity for and access to the support of Associated Students Council. The current resources are sufficient and proportionate. Service gaps for Co-Curricular Activities are 1) that students have expressed interest in AS, but need further discussion with Student Activities and Associated Students regarding minimum

qualifications and AS expectations and 2) with reference to a Faculty Advisor, a Faculty Advisor has been identified, but training must take place.

Action Plan: 1) Meet with Center Dean, Advisor, and Associated Students Executive Council about expectations of AS Council & elections process, 2) Meet with students at the Center to determine interest in serving on AS, 3) Provide training for new Faculty Advisor for AS Council, 4) Meet with student leaders to review and train on AS and Student Activities policies and procedures, 5) Meet with student leaders and Advisors regarding AS Financial guidelines, 6) Meet with Center Dean regarding the role and expectations of the Dean in supporting the Council.

Implementation Timeline: Action plan will be completed by Fall 2015.

Current Status of Core Service 7: Complaints, Grievances & Students Rights and Responsibilities

The grievance and complaint process for all students is confusing and scattered. There is no one area or place where students can find information on filing a complaint or grievance. Currently, the processes are scattered across the District, with most students being directed to Ocean Campus, Conlan Hall 106, the Dean of Student Affairs and Wellness. The major gap is in accessibility.

Action Plan: 1) Update Current Forms and convert them into writeable PDFs. These forms include a) Formal/Advocacy Grievance Form, b) Late Withdrawal, c) Grade Review, d) Discrimination, e) Notice of Violation of Student Code of Conduct; and 2) Update Website and College Catalog so that processes for the aforementioned forms are clearly outlined in both the website and the catalog a) once forms are updated and converted to writeable PDFs they should be accessible via the CCSF website, and b) Identify Central Office at Site for Complaint & Grievance Process. Information regarding this process should be available and accessible at all centers and locations. This will require both IT support and training for all District employees on the student complaint and grievance process.

Implementation Timeline: Action plan will be completed by Fall 2015.

Evans Center

692 students (credit) 1,475 (credit & noncredit) 3%

Center Description: The Evans Center specifically addresses the College's mission through continuing technical education in Automotive, Auto Body, Motorcycle, Construction, Building Maintenance (Custodial), Fashion Design and Production, Fire Science, Vocational English as a Second Language, Transitional Studies, and computer skills. The Evans Center is a nexus of job preparation training (CTE) for the City of San Francisco and surrounding areas. The Evans Center connects the general education outlined in the College's mission statement to quality technical education in the above-mentioned areas. As a demonstration of student success, this Center consistently puts out one of the highest numbers of completion certificates in all these areas, and is among the highest producers of technical education certificates in San Francisco overall. Based on this strong faculty skill and knowledge level, all of our course learning outcomes are constantly monitored and revised to ensure success in the workplace. Within our stable of programs, Automotive is nationally-certified and submits to a five-year cycle of rigorous evaluation by the National Automotive Technicians Education Foundation (NATEF).

Core Service Area 1: Admissions & Records Current Status:

Current staff consists of shared resources with the one FTE Automotive Department classified staff. The shared staff member does not process admissions applications and registration forms. The forms are sent to Ocean for processing which delays the processing of official registration for students. Furthermore, the staff at the Center does not have sufficient training to fully assist credit and noncredit students. The Evans Center hosts City Build, a San Francisco City grant funded program. The program does not follow the normal semester calendar and requires specialized functions that are handled through the faculty coordinator and the admissions & registration staff at Ocean. As a result, there are a lot of delays in completing the admissions & registration process of these students.

Action Plan: 1) Provide Center Deans and staff with training on admissions & registration functions related to credit and noncredit students, 2) Hire staff for the A & E office at Evans Center, 3) Create a staff resources/information manual of all Admissions, Registration, & Records services, 4) Set up Banner Document Management Suite (BDMS), a scanning system for staff to scan documents and send across all CCSF locations, 5) Provide ongoing training on state and federal (including FERPA) regulations pertaining to Admissions & Records.

Implementation Timeline: 1) Fill immediate need for staff at the Evans Center and 2) Possible reassignment until permanent staff can be hired.

Additional Resources Needed: 1) Hire staff for the A & E Office, 2) Increased and ongoing training from and interoffice collaboration with the Office of Admissions and Records will help to improve and expand services on site, 3) Implementation of Banner Document Management Suite (BDMS) to provide staff with the capability to image documents, 4) Funding for scanners and technology support for scanners to image documents, 5) Lab aide budget allocation needed in order to further assist students with application and registration process and/or navigating the student portal.

Core Service Area 2: Financial Aid Current Status:

There is 1 financial aid faculty member, 2 hours per week (schedule based on faculty availability 8:00am-10:00am, the hours that the financial aid service is available are insufficient and do not align with student need. There is a need for evening hours, there is a need for more day hours. There is also a need for the ability for students to submit required documentation for eligibility purposes at the Center. A classified financial aid representative who can assist students with general financial aid questions, receive and review documentation and conduct student information sessions is currently not available at the Center. There is a need for more financial aid representation, Evans Center educational programs that are offered may not be eligible Title IV programs which prevent students from being eligible for receiving federal financial aid, only BOGW.

Action Plan: Short term goals include: 1) continue the current work, cross-training of other center personnel, 2) provide scanner for counter staff with Banner Document Management System (BDMS) access to scan documentation for Ocean Campus to receive documentation, 3) provide access to BDMS for Financial Aid personnel, 4) identify high-traffic time, currently it is Wednesday evenings, 5) keep collaborating with center faculty to promote student services during class, 6) possibly secure a financial aid representative to work at the center from 7 am-4 pm and from 6 pm-9 pm.

Long term goals include: 1) 1 additional financial aid representative from 7am- 4pm and 6pm-9pm during the weekdays, and on Saturdays from 7:45 am-3 pm, 2) Ability to submit financial aid required documentation online via their WEB4, 3) Assess if Saturday Financial Aid coverage is needed at the Center and identify high peak weekend coverage if applicable, such as during the first weeks of the semester rather than throughout the semester, etc.

Implementation Timeline: All short term goals could potentially be met by Spring 2016. The long term goal is contingent upon the availability of more resources (more staff) and funding for technology resources specifically for student document submission and document intake.

Additional Resources Needed: The Center Dean will research additional staffing and technology that would facilitate the provision of financial aid services (as well as other core services).

Core Service Area 3A: Counseling: Academic, Career, and Personal Current Status

There are .8 FTEF Counselors/week at the Evans. Counseling FTEF is proportionate; however, hours should be split to cover day and evening needs. M-F 8:00-1:00 and two evenings 3:00-6:00. Classified staff needed to support counseling, currently no classified staff is available. Building opens at 7:00 a.m. so an 8:00 a.m. starting time for counseling is preferred. There is a growing need for counseling services on Saturdays for City Build, AUTO, and Fashion students. Hours are not adequately serving day and evening students.

Action Plan: 1) Review data of day/evening students attending Evans Center, 2) add counseling on Saturdays, if funding is available, such as SSSP or Equity, 3) hire, train and supervise Student Ambassadors to make classroom presentations to increase student awareness about counseling hours of operation and services offered

Implementation Timeline: 1) Review data by September 15, 2015, 2) Identify funding to hire student ambassadors, 3) Identify counselor to supervise student ambassadors, 4) Hire and train by October 30, 2015, 5) Identify some Saturday hours this fall (2015).

Additional Resources Needed: Funding for additional classified staff and counseling hours.

Core Service Area 3B - Counseling: Educational Plan Current Status:

The web4 educational planning tool is inadequate for credit and noncredit programs. A number of education plans are written in paper form. Paper educational plans are not in compliance with SSSP mandates. The college needs a functioning education plan tool. Counselors will need training on any new tool that is developed. Documentation for discipline advising is almost nonexistent. Need to educate instructional faculty on the importance of documenting SSSP services, particularly counseling/educational planning and multiple measures and placement.

Action Plan: 1) Participate in statewide EPI, 2) Implement Starfish/Hobson Degree Planner in spring 2016, 3) Convene meetings with Counseling, Faculty Advisors and stakeholders to discuss implementation of SSSP mandates.

Implementation Timeline: 1) Train Center staff on matriculation process, 2) Educate Center Deans and larger community about SSSP mandates, 3) Designate Counseling Coordinators for all Centers, 4) Create schedule of dates for Centers that don't already have matric activities, 5) Increase outreach activities by counselors to students at the Centers to grow awareness and make appointments.

Additional Resources Needed: 1) Training for staff and faculty, 2) Maintenance of education planning tool, 3) Update computer equipment, 4) Additional counseling faculty and counseling support staff.

Core Service Area 3C: Counseling: Coordination of SSSP/Matriculation Components Current Status:

Testing/orientation dates are inconsistent. Career counseling should be a component of counseling services. Steps to Credit Services promote transition and enrollment into credit classes/programs.

Action Plan: 1) Identify staff to support appointments and clerical support, 2) Identify testing/orientation dates for each Center, 3) Consider Saturdays and evening matriculation steps for special programs/populations, 4) Conduct workshops in the classrooms.

Implementation Timeline: 1) Train Center staff on matriculation process, 2) Educate Center Deans and larger community about SSSP mandates, 3) Identify counseling schedule proportionate to number of students enrolled at the Center; 4) Create schedule of dates for matriculation activities, 5) Increase in-reach/outreach activities by counselors to students at the Centers to grow awareness and make appointments.

Additional Resources Needed: 1) Identify appropriate staffing, 2) Training for staff and faculty, 3) Appropriate access and computer equipment, 4) Update computer equipment, 5) Additional counseling faculty and counseling support staff.

Core Service Area 3D: Counseling: Counselor's Role on the Completion of Certificate and Degree Petitions Current Status:

There is a lack of communication campus-wide around student issues. Students are not aware of important deadline dates. Counselors are available but students may not be aware of the timelines. Counselors work with instructional faculty to identify students

who are finishing their certificates. Need to work with Admissions and Records to shorten delay for processing petitions. Additionally, noncredit certificates should be mailed to student mailing address rather than held for pick-up at Ocean.

Action Plan: 1) Disseminate information via DCC (deadlines, process, procedures), 2) Admissions and Records should create more flyers to grow awareness and publicize important dates, 3) Collaborate with Counseling, A&R, and Associated Students to advertise when students can meet with counselors to complete petitions, 4) Send email blasts, 5) Order stands, big signs, sandwich boards, 6) Provide workshops on certificate/degree requirements.

Implementation Timeline: 1) Need greater collaboration between Counseling and Instructional programs to handle petitions and, 2) Aim for consistency in the process to avoid student confusion; however, some certificates have different requirements.

Additional Resources Needed: 1) Update and standardize forms, worksheets, education plans, ISEP's for certificates at all centers, 2) Post commonly used forms on the CCSF web page, 3) Identify appropriate staffing, 4) Need more staffing in A&R to process the increase of petitions being generated by the Centers, 5) Training for staff and faculty to reiterate processes and for greater consistency, 6) Provide a safe space for Counselors to continue learning CCSF procedures, new programs, etc., 7) Appropriate access and computer equipment.

Core Service Area 3E: Counseling: Counselor's Role in Disseminating Information and Student Referrals Current Status:

There is a lack of communication concerning services, programs and locations. More open dialogue needs to exist. Informal communication doesn't serve us well, should be consistently and widely communicated to all stakeholders. Must have catalog and other written documents.

Action Plan: 1) Develop resources for Counselors of community resources, services, programs, agencies, 2) Create expectation that faculty/staff will contact/phone other CCSF offices to connect student with next steps/referral, 3) Create CCSF master calendar so that counselors can refer students appropriately, include student events and committee meetings, 4) Create more flyers to grow awareness and publicize important dates

Implementation Timeline: 1) Division wide training or professional development, 2) Create web-based shared drive where all counselors can access information,

presentations, changes in business procedures 3) Consider using Drop-box to house/share information.

Additional Resources Needed: Technology support from IT.

Core Service Area 3F: Counseling: Counselor's Role in Center In-Reach and Outreach Current Status:

There is not enough faculty/staff to provide outreach. Strengthen existing coordination of procedures, personnel and materials in collaboration with Marketing and Outreach. Each Center would need some Center-specific materials, events, schedule of activities district wide for in-reach and outreach. Inconsistent recruitment of current students to enroll in other CCSF programs. More classroom presentations to encourage other noncredit/credit pathways. Credit faculty are less willing to give time for classroom presentations by counselors. Not all instructional faculty are aware of services provided by counselors; education is needed to improve assumptions and perceptions about Counseling. Counselors are not provided with Outreach materials. College needs to develop process in collaboration with Office of Outreach and Recruitment. When high school visits are done, counselors will need to present information that covers programs at the Centers and Ocean. Integrate Center Deans with Bridge to Success/Frisco Day process.

Action Plan: 1) The College needs to develop appropriate marketing materials to be used for outreach, 2) Center Deans and Center counselors will provide descriptions of programs offered at the Centers for a brochure advertising the center, 3) Funding source could be Bridge to Success, 4) Develop college-wide master calendar of events, 5) Informational credit workshops such as "What Is Credit" to grow awareness about differences between noncredit and credit courses/program, 6) Provide day and evening workshops, 7) Hold Flex activity where all faculty can participate and discuss their respective roles, 8) College must hire Associate Dean of Outreach to develop Outreach plan and work collaboratively with Counseling and SD units (A&R, FA), 9) Include more counselors from the Centers as high school leads for Frisco Day/Bridge to Success, 10) Include Associated Students with the in-reach and outreach coordination, 11) Research and explore how other colleges coordinate their outreach efforts.

Implementation Timeline: 1) Create student testimonials/videos of student experience, 2) Each Center will host a "Center Day" to highlight programs at that location, 3) Invite parents to Centers, 4) Send letters to advertise enrollment services—SSSP/Matric steps, financial aid, others, 5) Review resource, 6) Develop a plan or schedule of what is feasible for covering various events.

Additional Resources Needed: Identify different sources of funding that could be used to support outreach.

Core Service Area 3G: Counseling: Disabled Students Programs & Services

Current Status:

Currently, there is a DSPS Counselor sent out upon request. DSPS Counselors also provide phone appointments for students when necessary. Services are sufficient and proportionate.

Core Service Area 4A: Library & Learning Resources Current Status:

Current services include: 1) Core collection: Automotive (motorcycles, engine, heating and air conditioning, welding, transmission, hybrids, bodywork, painting, etc.), construction (plumbing, wiring, blueprints, carpentry, furniture making, and solar), fashion (upholstery, sewing, apparel), 2) Wireless network accessible, 3) Desktop computers, 4) Printer; 5) Copier and scanners—in progress.

New resources recently made available. Still in process of implementation. While materials budget is more than proportional in order to build new collection, additional staffing hours need to be assessed. Hours of operations need to be assessed - large number of night students until 9:30pm Monday through Thursday, large number of students also on Saturdays until 2:30pm.

Action Plan: Library to open September 22, 2015 a) Shelving – basic shelving — approx. September 22nd, b) Furnishing- estimated September 22, c) Periodical Shelving- funding needed, d) Circulation and Reference Desk – CCSF Consultants working on draft (June 2015+), and e) Computers – in process of networking computers and printers.

Implementation Timeline: 1) Shelves to be installed, 2) New library to open September 22, 3) Collection to be built 2015-2016

Additional Resource Needed: 1) Periodical shelving, 2) Hours of Operation to be assessed, 3) Reference and Circulation Desks.

Core Service Area 4B: Learning Assistance Center Current Status:

Action Plan: Assess current services to identify service gaps.

Core Service Area 5 - Bookstore & Access to Course Materials Current Status:

There is no physical bookstore location at the Evans Center. Although students are able to order textbooks online, this service is insufficient to meet student needs. A good number of the Evans students work full-time during the day and attend classes in the late afternoon/evening. It would greatly benefit this population to have access to a bookstore at Evans, even if it's 6-10 hours a week, especially at the beginning of the semester.

Action Plan: 1) Identify a suitable space to accommodate a bookstore OR temporary space for peak times, 2) Assign a staff person to provide skeletal hours both in the morning and afternoon, 3) Advertise the bookstore location, hours and materials.

Implementation Timeline: Pilot spring 2016.

Additional Resources Needed: Funding for staffing and materials.

Core Service Area 6: Co-Curricular Activities Current Status:

This Center does have opportunity for and access to the support of Associated Students Council. The current resources are sufficient and proportionate. Service gaps for Co-Curricular Activities are 1) that students have expressed interest in AS, but need further discussion with Student Activities and Associated Students regarding minimum qualifications and AS expectations and 2) with reference to a Faculty Advisor, a Faculty Advisor has been identified, but training must take place.

Action Plan: 1) Meet with Center Dean, Advisor, and Associated Students Executive Council about expectations of AS Council & elections process, 2) Meet with students at the Center to determine interest in serving on AS, 3) Provide training for new Faculty Advisor for AS Council, 4) Meet with student leaders to review and train on AS and Student Activities policies and procedures, 5) Meet with student leaders and Advisors regarding AS Financial guidelines, 6) Meet with Center Dean regarding the role and expectations of the Dean in supporting the Council.

Implementation Timeline: Action plan will be completed by Fall 2015

Current Status of Core Service 7: Complaints, Grievances & Students Rights and Responsibilities:

The grievance and complaint process for all students is confusing and scattered. There is no one area or place where students can find information on filing a complaint or grievance. Currently, the processes are scattered across the District, with most students

being directed to Ocean Campus, Conlan Hall 106, the Dean of Student Affairs and Wellness. The major gap is in accessibility.

Action Plan: 1) Update Current Forms and convert them into writeable PDFs. These forms include a) Formal/Advocacy Grievance Form, b) Late Withdrawal, c) Grade Review, d) Discrimination, e) Notice of Violation of Student Code of Conduct; and 2) Update Website and College Catalog so that processes for the aforementioned forms are clearly outlined in both the website and the catalog a) once forms are updated and converted to writeable PDFs they should be accessible via the CCSF website, and b) Identify Central Office at Site for Complaint & Grievance Process. Information regarding this process should be available and accessible at all centers and locations. This will require both IT support and training for all District employees on the student complaint and grievance process.

Implementation Timeline: Action plan will be completed by Fall 2015.

John Adams Center

1,028 students (credit) 5,554 (credit & noncredit) 11%

Center Description: The John Adams main building was constructed in 1911 and the gymnasium in 1938. Major renovation and earthquake retrofitting was completed in 2009. The John Adams Adult School, under the auspices of the San Francisco Unified School District, relocated in 1963 from 750 Eddy Street (Civic Center) to the Hayes Street campus. The two buildings total 95,033 square feet including an auditorium, library, gymnasium, bookstore, 56 classrooms of which 25 are designated as smart classrooms, and 2 parking lots. The John Adams Center seeks to expand its role as a leading provider of affordable healthcare workforce training in the San Francisco Bay Area and help to fill the anticipated employment growth of the healthcare industry in the next decade. In so doing, the Center intends to serve as the District's health and wellness campus across the lifespan. The Top 5 Areas of Instruction at the John Adams Center include Health Care Technology, Licensed Vocational Nursing, Noncredit ESL, Transitional Studies (Adult Basic Education), and Consumer Education (Health Education). There are a variety of Certificate and Degree Program Pathways options for students at this Center: 4 majors in Allied Health fields (Health Information Technology, Medical Administrative Assisting, Medical Office Assisting and Paramedic), Noncredit and Adult Basic Education students, there are multiple levels and types of certificate pathways are offered

The services available to students at this site include: Outreach, Admissions and Registration, Placement Testing, New Student Orientation, Academic Counseling including educational planning, Financial Aid Counseling, Bookstore, Student Activities, Library, and Disabled Student Programs and Services.

Core Service Area 1: Admissions & Records Current Status:

Classified staff need more training to provide core services to credit students. Current staff consists of 2.6 FTE positions including 1424 Clerk Typist, 1406 Senior Clerk and 1488 Evaluation Technician. A second part-time (30hrs week) 1488 Evaluation Technician from Admissions & Records is assigned to the center. Existing staff is not fully knowledgeable of services for credit students. Job reclassification may be necessary. Hours of operation are not sufficient to meet the needs of the community; evening hours needed. The number of Student Services staff at John Adams Center is not sufficient to take on additional responsibilities. The staff at the Center does not have sufficient knowledge to provide core services to credit students; therefore, all such requests are redirected to the part-time Evaluation Technician on loan from Admissions & Records. In addition, there is a need for evening hours to provide more equitable levels of service.

Action Plan: 1) Provide Center Dean and staff with training on services for credit and noncredit students, 2) Create a staff resources/information manual of all Admissions & Records services, 3) Implementation and training of Banner Document Management Suite (BDMS) to provide staff with the capability to image documents, 4) Provide ongoing training on state and federal regulations (including FERPA) pertaining to Admissions & Records.

Implementation Timeline: 1) Training of existing can occur by Spring 2016 semester, 2) Reclassification or *Bump Bypass* by Spring 2016 semester.

Additional Resources Needed: 1) Implementation of BDMS, 2) Bilingual staff, 3) Technology support for scanners to image documents, 4) Funding for scanners, 5) Lab aide budget allocation needed in order to further assist students with application and registration process and/or navigating the student portal.

Core Service Area 2: Financial Aid Current Status:

Currently there is 1 Financial Aid Counselor working 9.5 hours per week on Mondays 9am – 12pm and 1:30pm-5:00pm and Thursdays 9:00am – 12:00pm. While the number of hours that the financial aid service is available is proportionate to the number of students, which is 5554, the hours that the financial aid service is available are insufficient and do not align with student need. There is a need for coverage between the hours of 9:45am – 12:30pm Mondays - Thursdays. Rather than providing (3.5 hours) of services between 1:30-5:00 pm, hours can be allocated to an additional day of the week to better align services to student needs. There is also a need for the ability for students to submit required documentation for eligibility purposes at the Center. A classified financial aid representative who can assist students with general financial aid questions, receive and review documentation and conduct student information sessions is currently not available at the Center.

There are currently 11 Non-Credit Programs that are Title IV eligible at the Centers. Not all Non-Credit and Credit Programs offered are currently Title IV eligible. Although, there is a need for more financial aid representation, John Adam's Center offers 5 out of the 11 Title IV eligible programs. This may prevent students from being eligible for receiving federal financial aid, only BOGW.

Action Plan: Short term goals: 1) Cross-training of other center personnel, 2) Identify high-traffic time, currently are Monday – Thursdays from 9:45am-12:30pm, 3) Provide scanner for counter staff with Banner Document Management System (BDMS) access to scan documentation for Ocean Campus to receive documentation, 4) Provide access

to BDMS for Financial Aid personnel, 5) Begin collaborating with center faculty to promote student services during class, 6) Possible secure a financial aid representative to work at the center 3 days a week between the hours 9:45am – 12:30pm

Long term goals: 1) A financial aid representative from 9:45am-12:30pm 3 days a week between Monday – Thursday, 2) Ability to submit financial aid required documentation online via their WEB4.

Implementation Timeline: 1) All short term goals could potentially be met by Spring 2016, 2) The long term goal is contingent upon the availability of more resources (more staff) and funding for technology resources specifically for student document submission and document intake.

Additional Resources Needed: The Center Dean will research additional staffing and technology that would facilitate the provision of financial aid services (as well as other core services)

Core Service Area 3A: Counseling: Academic, Career, and Personal: Current Status:

Currently there are 3 FTEF Counselors at the John Adams Center. A bilingual counselor would support the student body; Chinese language preferred. While counseling FTEF is sufficient, bilingual language needs should be addressed in future hiring. Need classified staff person to support counselors. Staff should be versatile and trained to provide general student services. The mindset of segregating students into credit versus non-credit must be changed. New staff serves both credit and noncredit. 1,000 students in health care programs need credit services. Facilities could be redesigned for better student flow during the enrollment/in-take process. Follow through on developing John Adams as the Health Care Training site.

Action Plan: 1) Review data of day/evening students attending John Adams campus, 2) Hire, train and supervise Student Ambassadors to make classroom presentations to increase student awareness about counseling hours of operation and services offered.

Implementation Timeline: 1) Review data by September 15, 2015, 2) Identify funding to hire student ambassadors, 3) Identify counselor to supervise student ambassadors, 4) Hire and train by October 30, 2015.

Core Service Area 3B: Counseling: Education Plans: Current Status:

The web4 educational planning tool is inadequate for credit and noncredit programs. A number of educational plan are written in paper form. Paper educational plans are not in compliance with SSSP mandates. The college needs a functioning educational plan

tool. Counselors will need training on any new tool that is developed. Documentation for discipline advising is almost nonexistent. Need to educate instructional faculty on the importance of documenting SSSP services, particularly counseling/educational planning, multiple measures and placement.

Action Plan: 1) Participate in statewide EPI, 2) Implement Starfish/Hobson Degree Planner in spring 2016, 3) Convene meetings with Counseling, Faculty Advisors and stakeholders to discuss SSSP, 4) Implementation of action plan, 5) Train Center staff on matriculation process, 6) Educate Center Deans and larger community about SSSP mandates, 7) Designate Counseling Coordinators for all Centers, 8) Create schedule of dates for Centers that don't already have matric activities, 9) Increase outreach activities by counselors to students at the Centers to grow awareness and make appointments.

Additional Resources Needed: 1) Training for staff and faculty, 2) Maintenance of educational planning tool, 3) Update computer equipment, 4) Additional counseling faculty and counseling support staff

Core Service Area 3C: Counseling: Coordination of SSSP/Matriculation Components: Current Status

Matriculation activities are in place, Career counseling should be a component of counseling services. Steps to Credit Services promote transition and enrollment into credit classes/programs.

Action Plan: 1) Identify staff to support appointments and clerical support, 2) Identify testing/orientation dates for the Center, 4) Consider Saturdays and evening matric steps for special populations/programs, 5) Conduct workshops in the classrooms.

Implementation Timeline: 1) Train Center staff on matriculation process. Educate Center Deans and larger community about SSSP mandates 2) Identify counseling schedule proportionate to the number of student enrolled at the center 3) Designate Counseling Coordinators for all Centers, 4) Create schedule of dates for matric activities, 5) More outreach by counselors to students to grow awareness and make appointments.

Additional Resources Needed: 1) Identify appropriate staffing, 2) Training for staff and faculty, 3) Appropriate access and computer equipment, 4) Update computer equipment 5) Additional counseling faculty and counseling support staff.

Core Service Area 3D: Counseling: Counselor's Role in Completion of Certificate and Degree petitions: Current Status:

There is a lack of communication campus-wide around student issues. Students are not aware of important deadline dates. Counselors are available but students may not be aware of the timelines. Counselors work with instructional faculty to identify students who are finishing their certificates. Need to work with Admissions and Records to shorten delay for processing petitions. Additionally, noncredit certificates should be mailed to student mailing address rather than held for pick-up at Ocean.

Action Plan: 1) Disseminate information via DCC (deadlines, process, procedures), 2) Admissions and Records should create more flyers to grow awareness and publicize important dates, 3) Collaborate with Counseling, A&R, and Associated Students to advertise when students can meet with counselors to complete petitions, 4) Send email blasts, 5) Order stands, big signs, sandwich boards, 6) Provide workshops on certificate/degree requirements.

Implementation Timeline: 1) Need greater collaboration between Counseling and Instructional programs to handle petitions, 2) Schedule regular meetings between Counseling and programs at the Center, 3) Aim for consistency in the process to avoid student confusion; however, some certificates have different requirements.

Additional Resources Needed: 1) Update and standardize forms, worksheets, education plans, and ISEP's for certificates at all Centers, 2) Post commonly used forms on the CCSF web page, 3) Identify appropriate staffing, 4) Need more staffing in A&R to process the increase of petitions being generated by the Centers, 5) Training for staff and faculty to reiterate processes and for greater consistency, 6) Provide a safe space for Counselors to continue learning CCSF procedures, new programs, etc., 7) Appropriate access and computer equipment

Core Service Area 3E: Counseling: Counselor's Role in Disseminating Information and Student Referrals: Current Status

There is a lack of communication concerning services, programs and locations. More open dialogue needs to exist. Informal communication doesn't serve us well, should be consistently and widely communicated to all stakeholders. Must have catalog and other written documents.

Action Plan: 1) Develop resources for Counselors of community resources, services, programs, agencies, 2) Create expectation that faculty/staff will contact/phone other CCSF offices to connect student with next steps/referral, 3) Create CCSF master calendar so that counselors can refer students appropriately, include student events

and committee meetings, 4) Create more flyers to grow awareness and publicize important dates

Implementation Timeline: 1) Division wide training or professional development, 2) Create web-based shared drive where all counselors can access information, presentations, changes in business procedures, 3) Consider using Drop-box to house/share information

Additional resources needed: Technology support from IT.

Core Service Area 3F Counseling: Counselor's Role in Center In-Reach and Outreach Current Status:

There is not enough faculty/staff to provide outreach. Strengthen existing coordination of procedures, personnel and materials in collaboration with Marketing and Outreach. Each Center would need some Center-specific materials, events, schedule of activities district wide for in-reach and outreach Inconsistent recruitment of current students to enroll in other CCSF programs. More classroom presentations to encourage other noncredit/credit pathways. Credit faculty are less willing to give time for classroom presentations by counselors. Not all instructional faculty are aware of services provided by counselors; education is needed to improve assumptions and perceptions about Counseling. Counselors are not provided with Outreach materials. College needs to develop process in collaboration with Office of Outreach and Recruitment. When high school visits are done, counselors will need to present information that covers programs at the Centers and Ocean. Integrate Center Deans with Bridge to Success/Frisco Day process.

Action Plan: 1) The College needs to develop appropriate marketing materials to be used for outreach, 2) Center Deans and Center counselors will provide descriptions of programs offered at the Centers for a brochure advertising the center, 3) Funding source could be Bridge to Success, 4) Develop college-wide master calendar of events, 5) Informational credit workshops such as "What Is Credit" to grow awareness about differences between noncredit and credit courses/programs, 6) Provide day and evening workshops, 7) Hold Flex activity where all faculty can participate and discuss their respective roles, 8) College must hire Associate Dean of Outreach to develop Outreach plan and work collaboratively with Counseling and SD units (A&R, FA, 9) Include more counselors from the Centers as high school leads for Frisco Day/Bridge to Success, 10) Include Associated Students with the in-reach and outreach coordination, 11) Research and explore how other colleges coordinate their outreach efforts.

Implementation Timeline: 1) Create student testimonials/videos of student experiences, 2) Each Center will host a “Center Day” to highlight programs at that location, 3) Invite parents to Centers, 4) Send letters to advertise enrollment services—SSSP/Matric steps, financial aid, others, 4) Review resources, 5) Develop a plan or schedule of what is feasible for covering various events

Additional Resources Needed: Identify different sources of funding that could be used to support outreach.

Core Service Area 3G: Counseling: Disabled Services Programs & Services

Current Status:

Currently, there is a DSPS counselor who offers counseling at the John Adams Center 3 hours a week (Mondays, 10:00-1:00). DSPS Counselor sent other times upon request. DSPS Counselors also provide phone appointments for students when necessary. Services are not sufficient or proportionate. Academic Accommodations are federally mandated Services. Service gaps include the availability of testing accommodations for day and evening classes offered at this site.

Action Plan: DSPS discusses options with Instructor and student to agree on Testing Accommodations provided by the instructor on site or student takes exam at Ocean Campus if necessary.

Additional Resources Needed: Reduced distraction room and CCSF staff (not necessarily DSPS Staff) to proctor exams at center location.

Core Service Area 4A: Library & Learning Resources Current Status:

The following equipment is currently provided at the John Adams Center: 13 student computers, printing and scanning, 2 DSPS computers, CCTV, A/V viewing station, 9,500 item collection, study room with online tutoring capability, open 38 hours per week. Based on usage, computer facilities, hours and collection size are adequate; Service gap: (possibly Friday morning hours) – hours to be assessed

Action Plan: Assess course enrollment for Fridays and resource (personnel) availability.

Implementation Timeline: TBD

Additional Resources Needed: TBD

Core Service Area 4B: Learning Assistance Center Current Status:

Action Plan: Assess current services to identify service gaps.

Core Service Area 5: Bookstore & Access to Course Materials Current Status:

Currently, the bookstore hours at John Adams are Monday – Wednesday from 9:30 am – 1:30 pm and from 4:00 – 6:30 pm. Since there are a sizable number of evening classes, it would better serve the evening students if the bookstore were to close at 7 pm instead. By adding an extra half an hour, it would increase the total number of hours to 21 per week.

Core Service Area 6: Co-Curricular Activities: Current Status

This Center does have opportunity for and access to the support of Associated Students Council. The current resources are sufficient and proportionate. Service gaps for Co-Curricular Activities are 1) that students have expressed interest in AS, but need further discussion with Student Activities and Associated Students regarding minimum qualifications and AS expectations and 2) with reference to a Faculty Advisor, a Faculty Advisor has been identified, but training must take place.

Action Plan: 1) Meet with Center Dean, Advisor, and Associated Students Executive Council about expectations of AS Council & elections process, 2) Meet with students at the Center to determine interest in serving on AS, 3) Provide training for new Faculty Advisor for AS Council, 4) Meet with student leaders to review and train on AS and Student Activities policies and procedures, 5) Meet with student leaders and Advisors regarding AS Financial guidelines, 6) Meet with Center Dean regarding the role and expectations of the Dean in supporting the Council.

Implementation Timeline: Action plan will be completed by Fall 2015.

Core Service Area 7: Complaints, Grievances & Students Rights and Responsibilities: Current Status

The grievance and complaint process for all students is confusing and scattered. There is no one area or place where students can find information on filing a complaint or grievance. Currently, the processes are scattered across the District, with most students being directed to Ocean Campus, Conlan Hall 106, the Dean of Student Affairs and Wellness. The major gap is in accessibility.

Action Plan: 1) Update Current Forms and convert them into writeable PDFs. These forms include a) Formal/Advocacy Grievance Form, b) Late Withdrawal, c) Grade Review d) Discrimination, e) Notice of Violation of Student Code of Conduct; 2) Update Website and College Catalog so that processes for the aforementioned forms are clearly outlined in both the website and the catalog a) once forms are updated and converted to writeable PDFs they should be accessible via the CCSF website and b) Identify Central Office at Site for Complaint & Grievance Process. Information regarding this process

Implementation Timeline: Action plan will be completed by Fall 2015

Mission Center

1,028 students (credit) 5,554 (credit & noncredit) 11%

Center Description: The City College of San Francisco Mission Center is located in the heart of San Francisco's Mission District. It has been offering classes in the Bartlett Building (Building B) since 1971. Major renovation of an existing building and the construction of a new building on Valencia Street (Building A) was completed in the Fall of 2007. The gross square footage of the two buildings total 180,000 square feet, including a basement with 49 parking spaces, 3 multi-purpose/community meeting rooms, 71 classrooms of which 14 are designated smart classrooms, 3 science laboratories (Two wet labs and one dry lab), the Center has offices for coordinators and department chairs, a faculty lounge, a staff lounge, a learning assistance center, library, bookstore, a testing room, a conference room, a transitional studies center and a cafeteria. The current enrollment at this center includes 7,172 students, 14.0% of the CCSF student body, 1,975 of which are in credit coursework.

The Mission Center offers a myriad of programs and department options for students who attend school there. These offerings include: Metro Transfer program, Puente Transfer program, Computer Networking and Information Technology (CNIT), Journalism and Broadcast Media Arts (BEMA), Latin American and Latino Studies (LALS), Child Development, Visual Media Design, Construction Management, Noncredit ESL, Non-credit business certificate programs, Transitional Studies (Adult Basic Education) and CCSF High School program. Specifically, there are Certificate and Degree Program Pathways through the Puente and Metro transfer programs, Latin American and Latino Studies, Visual media Design, Journalism, Broadcast Media Arts (BEMA), Construction Management, Administration of Justice departments. Credit Certificate options at this center offer: Child Development, Computer Networking and Information Technology (CNIT), Biotechnology, Spanish and German Certificate programs. The Noncredit Certificates options include: Multiple levels and types of certificate pathways for ESL students as well as students in the Business and Adult Basic Education programs.

To enhance student access and retention, the Mission Center offers an array of Student Development Services that support student success. Spanish/English bilingual services are offered wherever possible (the majority of students seeking non-credit services speak Spanish as their main language). To serve our students' needs, the Student Services available at the Mission Center include: Admissions and Registration, Placement Testing, Learning Assistance Center, New Student Orientation, Academic Counseling including educational planning, Financial Aid Services (including Single

Stop), Bookstore, Student Activities/Associated Student Council, Library, Disabled Student Programs and Services, Outreach, and a Cafeteria.

The Mission Center seeks to expand its role as a leading provider of technology classes, film classes, Latin American and Latino Studies classes and transfer pathways opportunities in the San Francisco Bay Area and help to facilitate the transfer of students to the CSU, UC and other 4 year universities as well as fill the anticipated employment growth in those areas.

Core Service Area 1: Admissions & Records Current Status:

Classified staff needs more training for services for credit students. Current staff consist of 3.375 FTE, 1842 Management Assistant, 1426 Sr. Clerk Typist, 1424 Clerk Typist, 1404 Clerk (0.375). Existing staff is not fully knowledgeable in services for credit students and job reclassification is necessary. 0.375 staff should be made full-time. Evening hours of operation are not sufficient to meet the needs of the community. The number of staff in the A & E office at Mission is not sufficient to take on additional responsibilities and are not in the correct job classification. The high school diploma program at Mission is a pathway for the credit program which demands a greater understanding and knowledge of the rules and regulations of AB540. The Partnership between CCSF and John O'Connell and Mission High Schools create opportunities for their students to enroll as concurrently enrolled high school students at the Mission Center. Additional pathways to the Mission Center such as Puente and Metro Transfer Academy require additional staff resources. The staff at the Center does not have sufficient knowledge to serve credit students therefore students must travel to Ocean for specialized services such as residency, AB540, Concurrent Enrollment, etc. In addition, there is a need for additional evening hours to address equitable services.

Action Plan: 1) Provide Center Deans and staff with training on services for credit and noncredit students, 2) Create a staff resources/information manual of all Admissions, Registration, & Records services, 3) Set up Banner Document Management Suite (BDMS), a scanning system for staff to scan documents and send across all CCSF locations, 4) Provide ongoing training on state and federal (including FERPA) regulations pertaining to Admissions & Records.

Implementation Timeline: 1) Training of existing can occur by Spring 2016 semester, 2) Reclassification or *Bump Bypass* by Spring 2016 semester.

Additional Resources Needed: 1) Implementation of BDMS, 2) BDMS training for Center staff, 3) Additional bilingual staff and technology support for scanners to image

documents, 4) Funding for scanners, 5) Lab Aide budget allocation to assist students in completing admissions & registration forms and/or navigating the student portal.

Core Service Area 2: Financial Aid Current Status:

The current resources available at the Mission center are 2 Financial Aid Classified Staff 40 hours per week Monday – Friday, (1) 1424 Clerk and (1) 1406 Clerk. Hours that the financial aid service is available are sufficient and align with student need. The number of hours that the financial aid service is available is proportionate to the number of students, which is 7,172 students. There is a need for coverage between the hours of 11:30am – 7:30pm on Tuesdays and 9:00am – 6:00pm on Wednesdays, which are considered high student traffic times. There is also a need for the ability for students to submit required documentation for eligibility purposes at the Center.

There are currently only 11 Non-Credit Programs that are Title IV eligible. Although, there is a need for more financial aid representation, Mission Center’s educational programs that are offered may not be eligible Title IV programs which prevent students from being eligible for receiving federal financial aid, only BOGW.

Action Plan: Short term goals: 1) Cross-training of other center personnel, 2) Identify high-traffic time, currently are Tuesdays from 11:30am-7:30pm and Wednesdays 9:00am – 6:00pm, 3) Provide scanner for counter staff with Banner Document Management System (BDMS) access to scan documentation for Ocean Campus to receive documentation, 4) Provide access to BDMS for Financial Aid personnel, 5) Begin collaborating with center faculty to promote student services workshops/presentations during class, 6) Provide adequate staff schedules to align with high student traffic needs.

Long term goals: 1) Continue to provide adequate staffing and assess the needs of student traffic times, 2) Assess if Saturday Financial Aid coverage is needed at the Center and identify high peak weekend coverage if applicable, such as during the first weeks of the semester rather than throughout the semester.

Implementation Timeline: All short term goals could potentially be met by Spring 2016. The long term goal is contingent upon the availability of more resources (more staff) and funding for technology resources specifically for student document submission and document intake.

Additional Resources Needed: The Center Dean will research additional staffing and technology that would facilitate the provision of financial aid services (as well as other core services).

Core Service Area 3A: Counseling: Academic, Career, and Personal Current Status

There are 2.4 FTEF Counselors/week and .5 FTE Counseling Classified Staff. Service hours and student needs are not aligned. Currently there are not enough evening hours to serve credit students and not enough A&E staff to support counseling services in the evenings. Bilingual counselors/staff is needed to meet student need. Resources are not proportionate for more than 7,000 students at the Center. One 1.5 FTE Classified staff is needed during day and for evening shift. There is a need more evening hours. This semester evening hours on Wednesday would have been helpful. Request data from Research to make informed decision on which evenings would need more counseling services. Counseling is currently offered on Tuesday evenings only. There are not enough bilingual counselors available to provide serve to a predominantly Spanish-speaking population. Adequate staffing to meet the needs of the Center would at least 50% bilingual faculty/staff.

Action Plan: 1) Review data of day/evening students attending Mission campus, 2) Hire, train and supervise Student Ambassadors to make classroom presentations to increase student awareness about counseling hours of operation and services offered.

Implementation Timeline: 1) Review data by September 15, 2015, 2) Identify funding to hire student ambassadors, 3) Identify counselor to supervise student ambassadors, 4) Hire and train by October 30, 2015

Additional resources needed: Funding for additional counselors and classified staff.

Core Service Area 3B: Counseling: Educational Plans Current Status

The web4 educational planning tool is inadequate for credit and noncredit programs. A number of educational plan are written in paper form. Paper educational plans are not in compliance with SSSP mandates. The college needs a functioning education plan tool. Counselors will need training on any new tool that is developed. Documentation for discipline advising is almost nonexistent. Instructional faculty need to be educated on the importance of documenting SSSP services, particularly counseling/educational planning, multiple measures and placement.

Action Plan: 1) Participating in statewide EPI, 2) Implement Starfish/Hobson Degree Planner in spring 2016, 3) Convene meetings with Counseling, Faculty Advisors and stakeholders to discuss implementation of SSSP mandates.

Implementation Timeline: 1) Train Center staff on matriculation process. Educate Center Deans and larger community about SSSP mandates, 2) Designate Counseling Coordinators for all Centers, 3) Create schedule of dates for Centers that don't already

have matric activities, 4) Increase outreach activities by counselors to students at the Centers to grow awareness and make appointments.

Additional resources needed: 1) Training for staff and faculty, 2) Maintenance of education planning tool, 3) Update computer equipment, 4) Additional counseling faculty and counseling support staff.

Core Service Area 3C: Counseling: Coordination of SSSP/Matriculation Components Current Status

Matriculation activities are in place. Career counseling should be a component of counseling services. Steps to Credit Services promote transition and enrollment into credit classes/programs.

Action Plan: 1) Identify staff to support appointments and clerical support, 2) Identify testing/orientation dates for the Center, 4) Consider Saturdays and evening matriculation steps for special populations/programs, 5) Conduct workshops in the classrooms

Implementation Timeline: 1) Train Center staff on matriculation process, 2) Educate Center Deans and larger community about SSSP mandates, 3) Identify counseling schedule proportionate to the number of students enrolled at the center, 4) Designate Counseling Coordinators for all Centers, 5) Create schedule of dates for matriculation activities, 6) More outreach by counselors to students to grow awareness and make appointments.

Additional Resources Needed: 1) Identify appropriate staffing, 2) Training for staff and faculty, 3) Appropriate access and computer equipment, 4) Update computer equipment 5) Additional counseling faculty and counseling support staff.

Core Service Area 3D Counseling: Counselor's Role on the Completion of Certificate and Degree petitions Current Status

There is a lack of communication campus-wide around student issues. Students are not aware of important deadline dates. Counselors are available but students may not be aware of the timelines. Counselors work with instructional faculty to identify students who are finishing their certificates. Need to work with Admissions and Records to shorten delay for processing petitions. Additionally, noncredit certificates should be mailed to student mailing address rather than held for pick-up at Ocean.

Action Plan: 1) Disseminate information via DCC (deadlines, process, procedures), 2) Admissions and Records should create more flyers to grow awareness and publicize

important dates, 3) Collaborate with Counseling, A&R, and Associated Students to advertise when students can meet with counselors to complete petitions, 4) Send email blasts, 5) Order stands, big signs, sandwich boards, 6) Provide workshops on certificate/degree requirements

Implementation Timeline: 1) Need greater collaboration between Counseling and Instructional programs to handle petitions, 2) Convene regular meetings between Counseling and programs at the Center, 3) Aim for consistency in the process to avoid student confusion; however, some certificates have different requirements

Additional Resources Needed: 1) Update and standardize forms, worksheets, education plans, and ISEP's for certificates at all centers, 2) Post commonly used forms on the CCSF web page, 3) Identify appropriate staffing, 4) Need more staffing in A&R to process the increase of petitions being generated by the Centers, 5) Training for staff and faculty to reiterate processes and for greater consistency, 6) Provide a safe space for Counselors to continue learning CCSF procedures, new programs, etc., 7) Appropriate access and computer equipment.

Core Service Area 3E Counseling: Counselor's Role in Disseminating Information and Student Referrals Current Status

There is a lack of communication concerning services, programs and locations. More open dialogue needs to exist. Informal communication doesn't serve us well, should be consistently and widely communicated to all stakeholders. Must have catalog and other written documents.

Action Plan: 1) Develop resources for Counselors of community resources, services, programs, agencies, 2) Create expectation that faculty/staff will contact/phone other CCSF offices to connect student with next steps/referral, 3) Create CCSF master calendar so that counselors can refer students appropriately, include student events and committee meetings, 4) Create more flyers to grow awareness and publicize important dates

Implementation Timeline: 1) Division wide training or professional development, 2) Create web-based shared drive where all counselors can access information, presentations, changes in business procedures, 3) Consider using Drop-box to house/share information

Additional resources needed: Technology support from IT.

Core Services Area 3F Counseling: Counselor's Role in Center In-Reach and Outreach Current Status

There is not enough faculty/staff to provide outreach. Strengthen existing coordination of procedures, personnel and materials in collaboration with Marketing and Outreach. Each Center would need some Center-specific materials, events, schedule of activities district wide for in-reach and outreach. Inconsistent recruitment of current students to enroll in other CCSF programs. More classroom presentations to encourage other noncredit/credit pathways. Credit faculty are less willing to give time for classroom presentations by counselors. Not all instructional faculty are aware of services provided by counselors; education is needed to improve assumptions and perceptions about Counseling. Counselors are not provided with Outreach materials. College needs to develop process in collaboration with Office of Outreach and Recruitment. When high school visits are done, counselors will need to present information that covers programs at the Centers and Ocean. Integrate Center Deans with Bridge to Success/Frisco Day process.

Action Plan: 1) The College needs to develop appropriate marketing materials to be used for outreach, 2) Center Deans and Center counselors will provide descriptions of programs offered at the Centers for a brochure advertising the center, 3) Funding source could be Bridge to Success, 4) Develop college-wide master calendar of events, 5) Informational credit workshops such as "What Is Credit" to grow awareness about differences between noncredit and credit courses/programs, 6) Provide day and evening workshops, 7) Hold Flex activity where all faculty can participate and discuss their respective roles, 8) College must hire Associate Dean of Outreach to develop Outreach plan and work collaboratively with Counseling and SD units (A&R, FA, 9) Include more counselors from the Centers as high school leads for Frisco Day/Bridge to Success, 10) Include Associated Students with the in-reach and outreach coordination, 11) Research and explore how other colleges coordinate their outreach efforts.

Implementation Timeline: 1) Create student testimonials/videos of student experiences, 2) Each Center will host a "Center Day" to highlight programs at that location, 3) Invite parents to Centers, 4) Send letters to advertise enrollment services—SSSP/Matric steps, financial aid, others, 4) Review resources, 5) Develop a plan or schedule of what is feasible for covering various events.

Additional Resources Needed: Identify different sources of funding that could be used to support outreach.

Core Service Area 3G: Counseling: Disabled Student Programs & Services

Current Status:

DSPS counseling services at the Mission Center are: 10 hours/week, 2 days (Wednesday, 7 hours 11-2:15; 2:45-6:30) (Friday 3 hrs, 9-12) One classified on Friday 4 hours and Wednesday 5 hours. DSPS Counselor are sent other times upon request. DSPS Counselors also provide phone appointments for students when necessary. Services are not sufficient or proportionate. Academic Accommodations are federally mandated Services. Service gaps include the need for at least 20 hours per week of counseling/testing accommodations.

Action Plan: DSPS discusses options with Instructor and student to agree on Testing Accommodations provided by the instructor on site or student takes exam at Ocean Campus if necessary.

Additional Resources Needed: Reduced distraction room and CCSF staff (not necessarily DSPS Staff) to proctor exams at center location day and evening.

Core Service Area 4A: Library & Learning Resources Current Status:

Current Resources at the Center include Library collection, reserve books, computers, printing, photocopying, scanning, and fax. Current resources are sufficient in general but the collections need updating. The resources and support, so far, are proportionate to the size of the center. An identified service would be to conduct an assessment of Library hours.

Action Plan: Collaborate with other departments to address computing lab gaps.

Implementation Timeline: Library faculty will meet with Learning Assistance faculty to address computing lab gaps.

Additional Resources Needed: None.

Core Service Area 4B: Learning Assistance Center Current Status:

Action Plan: Assess current services to identify service gaps.

Core Service Area 5: Bookstore & Access to Course Materials Current Status:

Based on the results of a recent center student survey and subsequent changes, it was determined that the bookstore hours at the Mission Center are sufficient and that there is no service gap.

Core Service Area 6: Curricular Activities Current Status:

This Center does have opportunity for and access to the support of Associated Students Council. The current resources are sufficient and proportionate. Service gaps for Co-Curricular Activities are 1) that students have expressed interest in AS, but need further discussion with Student Activities and Associated Students regarding minimum qualifications and AS expectations and 2) with reference to a Faculty Advisor, a Faculty Advisor has been identified, but training must take place.

Action Plan: 1) Meet with Center Dean, Advisor, and Associated Students Executive Council about expectations of AS Council & elections process, 2) Meet with students at the Center to determine interest in serving on AS, 3) Provide training for new Faculty Advisor for AS Council, 4) Meet with student leaders to review and train on AS and Student Activities policies and procedures, 5) Meet with student leaders and Advisors regarding AS Financial guidelines, 6) Meet with Center Dean regarding the role and expectations of the Dean in supporting the Council.

Implementation timeline: Action plan will be completed by Fall 2015.

Core Service Area 7: Complaints, Grievances & Students Rights and Responsibilities Current Status:

The grievance and complaint process for all students is confusing and scattered. There is no one area or place where students can find information on filing a complaint or grievance. Currently, the processes are scattered across the District, with most students being directed to Ocean Campus, Conlan Hall 106, the Dean of Student Affairs and Wellness. The major gap is in accessibility.

Action Plan: 1) Update Current Forms and convert them into writeable PDFs. These forms include a) Formal/Advocacy Grievance Form, b) Late Withdrawal, c) Grade Review, d) Discrimination, e) Notice of Violation of Student Code of Conduct; 2) Update Website and College Catalog so that processes for the aforementioned forms are clearly outlined in both the website and the catalog a) once forms are updated and converted to writeable PDFs they should be accessible via the CCSF website and b) Identify Central Office at Site for Complaint & Grievance Process. Information regarding this process.

Implementation timeline: Action plan will be completed by Fall 2015.

Southeast Center

282 students (credit) 637 (credit & noncredit) 1%

Center Description: The Southeast Center is an outgrowth of the San Francisco Community College District's former Skills Center, which mostly offered vocational training classes. In 1987, the Center was relocated to the current site at 1800 Oakdale Avenue. This site is a San Francisco City and County owned building. The "Southeast Facility," was created as a community "mitigation facility," and was intended to be a trade-off for the solid waste treatment plant. By law, the intended use for the Southeast Facility was to house an educational program, a childcare program, a community meeting room and a program for older adults. The size of the leased space to City College of San Francisco is 35,719 square feet, with approximately 17,000 square feet subleased to City and County of San Francisco, Human Service Agency (HSA) and local community based organizations. City College of San Francisco is the anchor tenant in the facility, leasing approximately 85% of the building. In October of 1997, City College of San Francisco was given approval to sublease space. Approximately 17,000 square feet of the 35,719 square feet is now being used by (1) Human Service Agency, (2) Hunters Point Family (3) Renaissance.

The Southeast Center is located at 1800 Oakdale Avenue and serves residents and employees in the 94124, 94134, and 94107 zip codes.

Core Service Area 1: Admissions & Records Current Status:

Classified staff needs more training in Admissions & Registration functions for credit students. Current staff consists of 1.5 FTE, 1426 Sr. Clerk Typist, 1404 Clerk (0.5).

Existing staff does not process admissions applications and registration forms at the Center. They are sent to Ocean for processing which delays processing for students. There are no evening hours of operation available to students and the community.

The numbers of staff in the A & E office at Southeast is not sufficient to take on additional responsibilities and are not in the correct job classification for specialized functions. The Memo of Understanding (MOU) between CCSF and 5 Keys Charter School has created opportunities for their students to enroll as concurrently enrolled high school students and/or college students while incarcerated. Additional pathways to the Southeast Center such as Community Health Worker Program and 5 Keys Charter School students require additional staff resources. It is also important to mention that CCSF is in discussion with the San Francisco Police Department to offer Police Academy classes at the Southeast Center. Existing staff does not process admissions applications and registration forms. They are sent to Ocean for processing which delays the processing of official registration for students. Furthermore, the staff at the Center

does not have sufficient training to assist credit students therefore students must travel to Ocean for specialized services such as Concurrent Enrollment, etc. In addition, there is a need for evening hours. The additional Pathway programs at Southeast such as 5 Keys require increased training in admissions & registration functions.

Action Plan: 1) Provide Center Deans and staff with training on admissions & registration functions related to credit and noncredit students, 2) Create a staff resources/information manual of all Admissions, Registration, & Records services 3) Set up Banner Document Management Suite (BDMS), a scanning system for staff to scan documents and send across all CCSF locations, 4) Provide ongoing training on state and federal regulations pertaining to Admissions & Records.

Implementation Timeline: 1) Training of existing staff can occur by Spring 2016 semester, 2) Reclassification or *Bump Bypass* by Spring 2016 semester.

Additional Resources Needed: 1) Similar to Civic Center, Southeast because of its size also requires versatility amongst its classified staff to perform a broad array of functions within their scope of responsibilities, 2) Increased and ongoing training from and interoffice collaboration with the Office of Admissions and Records will help to improve and expand services on site. Implementation of BDMS to provide staff with the capability to image documents, 3) Funding for scanners and technology support for scanners to image documents, 4) Provide additional staff, preferably bilingual, which will provide enhanced admissions and records services, 5) Lab Aide budget allocation to assist students in completing admissions & registration forms and/or navigating the student portal.

Core Service Area 2: Financial Aid Current Status:

Currently at the Southeast Center there is 1 financial aid faculty member, 2 hours per week (schedule based on faculty availability 8:00am – 10:00am. The hours that the financial aid service is available are insufficient and do not align with student need. The number of hours that the financial aid service is available is not proportionate to the number of students, which is 637 students. There is a need for more day hours during high student traffic area times on Tuesdays and Thursdays from 10am – 2pm. There is also a need for the ability for students to submit required documentation for eligibility purposes at the Center. Although, there is a need for more financial aid representation, Southeast Center educational programs that are offered may not be eligible Title IV programs which prevent students from being eligible for receiving federal financial aid, only BOGW.

Action Plan: Short term goals: 1) Continue the current work, 2) Cross-training of other center personnel, 3) Provide scanner for counter staff with Banner Document Management System (BDMS) access to scan documentation for Ocean Campus to receive documentation, 4) Provide access to BDMS for Financial Aid personnel, 5) Identify high-traffic time, currently it is Tuesdays and Thursdays from 10am – 2pm, 6) Keep collaborating with center faculty to promote student services during class, 7) Possibly secure a financial aid representative to work at the center from 10am - 2pm.

Long term goals: 1) Additional financial aid representative from 10am- 2pm on Tuesdays and Thursdays and 2) Ability to submit financial aid required documentation online via their WEB4.

Implementation Timeline: All short term goals could potentially be met by Spring 2016. The long term goal is contingent upon the availability of more resources (more staff) and funding for technology resources specifically for student document submission and document intake.

Additional Resources Needed: The Center Dean will research additional staffing and technology that would facilitate the provision of financial aid services (as well as other core services).

Core Service Area 3A: Counseling: Academic, Career, and Personal Current Status:

Currently there is 1.0 FTEF Counselor/week. Classified staff is needed to support counseling services. Counseling FTEF is proportionate; however, hours should be split to cover day and evening needs. Classified staff needed. Two part-time staff to cover 11-7 p.m. Friday hours of operation could be morning only, such as 9:00-2:00. Hours are not adequately serving day and evening students. Currently no classified staff are available.

Action Plan: 1) Review data of day/evening students attending Southeast Center, 2) Hire, train, and supervise Student Ambassadors to make classroom presentations to increase student awareness about counseling hours of operation and services offered.

Implementation timeline: 1) Review data by September 15, 2015, 2) Identify funding to hire student ambassadors, 3) Identify counselor to supervise student ambassadors, 4) Hire and train by October 30, 2015.

Core Service Area 3B: Counseling: Educational Plans Current Status:

The web4 education planning tool is inadequate for credit and noncredit programs. A number of educational plan are written in paper form. Paper educational plans are not in compliance with SSSP mandates. The college needs a functioning educational plan

tool. Counselors will need training on any new tool that is developed. Documentation for discipline advising is almost nonexistent. Instructional faculty need to be educated on the importance of documenting SSSP services, particularly counseling/educational planning, multiple measures and placement.

Action Plan: 1) Participate in statewide EPI, 2) Implement Starfish/Hobson Degree Planner in spring 2016, 3) Convene meetings with Counseling, Faculty Advisors and stakeholders to discuss SSSP, 4) Implementation of action plan, 5) Train Center staff on matriculation process, 6) Educate Center Deans and larger community about SSSP mandates, 7) Designate Counseling Coordinators for all Centers, 8) Create schedule of dates for Centers that don't already have matriculation activities, 9) Increase outreach activities by counselors to students at the Centers to grow awareness and make appointments.

Additional Resources Needed: 1) Training for staff and faculty, 2) Maintenance of education planning tool, 3) Update computer equipment, 4) Additional counseling faculty and counseling support staff.

Core Service Area 3C: Counseling: Coordination of SSSP/Matriculation Components Current Status:

Testing/orientation dates are inconsistent. Career counseling should be a component of counseling services. Steps to Credit Services promote transition and enrollment into credit classes/programs.

Action Plan: 1) Identify staff to support appointments and clerical support, 2) Identify testing/orientation dates for the Center, 4) Consider Saturdays and evening matriculation steps for special populations/programs, 5) Conduct workshops in the classrooms.

Implementation Timeline: 1) Train Center staff on matriculation process. Educate Center Deans and larger community about SSSP mandates 2) Identify counseling schedule proportionate to the number of students enrolled at the center 3) Designate Counseling Coordinators for all Centers, 4) Create schedule of dates for matric activities, 5) Increase outreach activities by counselors to students to grow awareness and make appointments.

Additional Resources Needed: 1) Identify appropriate staffing, 2) Training for staff and faculty, 3) Appropriate access and computer equipment, 4) Update computer equipment, 5) Additional counseling faculty and counseling support staff.

Core Service Area 3D Counseling: Counselor's Role on the Completion of Certificate and Degree petitions Current Status

There is a lack of communication campus-wide around student issues. Students are not aware of important deadline dates. Counselors are available but students may not be aware of the timelines. Counselors work with instructional faculty to identify students who are finishing their certificates. Need to work with Admissions and Records to shorten delay for processing petitions. Additionally, noncredit certificates should be mailed to student mailing address rather than held for pick-up at Ocean.

Action Plan: 1) Disseminate information via DCC (deadlines, process, procedures), 2) Admissions and Records should create more flyers to grow awareness and publicize important dates, 3) Collaborate with Counseling, A&R, and Associated Students to advertise when students can meet with counselors to complete petitions, 4) Send email blasts, 5) Order stands, big signs, sandwich boards, 6) Provide workshops on certificate/degree requirements.

Implementation Timeline: 1) Need greater collaboration between Counseling and Instructional programs to handle petitions, 2) Schedule regular meetings between Counseling and programs at the Center, 3) Aim for consistency in the process to avoid student confusion; however, some certificates have different requirements.

Additional Resources Needed: 1) Update and standardize forms, worksheets, education plans, and ISEP's for certificates at all Centers, 2) Post commonly used forms on the CCSF web page, 3) Identify appropriate staffing, 4) Need more staffing in A&R to process the increase of petitions being generated by the Centers, 5) Training for staff and faculty to reiterate processes and for greater consistency, 6) Provide a safe space for Counselors to continue learning CCSF procedures, new programs, etc., 7) Appropriate access and computer equipment.

Core Service Area 3E Counseling: Counselor's Role in Disseminating Information and Student Referrals Current Status:

There is lack of communication concerning services, programs and locations. More open dialogue needs to exist. Informal communication doesn't serve us well, should be consistently and widely communicated to all stakeholders. Must have catalog and other written documents.

Action Plan: 1) Develop resources for Counselors of community resources, services, programs, agencies, 2) Create expectation that faculty/staff will contact/phone other CCSF offices to connect student with next steps/referral, 3) Create CCSF master

calendar so that counselors can refer students appropriately, include student events and committee meetings, 4) Create more flyers to grow awareness and publicize important dates.

Implementation Timeline: 1) Division wide training or professional development, 2) Create web-based shared drive where all counselors can access information, presentations, changes in business procedures, 3) Consider using Drop-box to house/share information.

Additional resources needed: Technology support from IT.

Core Service Area 3F: Counseling: Counselor's Role in Center In-Reach and Outreach Current Status:

There is not enough faculty/staff to provide outreach. Strengthen existing coordination of procedures, personnel and materials in collaboration with Marketing and Outreach. Each Center would need some Center-specific materials, events, schedule of activities district wide for in-reach and outreach. Inconsistent recruitment of current students to enroll in other CCSF programs. More classroom presentations to encourage other noncredit/credit pathways. Credit faculty are less willing to give time for classroom presentations by counselors. Not all instructional faculty are aware of services provided by counselors; education is needed to improve assumptions and perceptions about Counseling. Counselors are not provided with Outreach materials. College needs to develop process in collaboration with Office of Outreach and Recruitment. When high school visits are done, counselors will need to present information that covers programs at the Centers and Ocean. Integrate Center Deans with Bridge to Success/Frisco Day process.

Action Plan: 1) The College needs to develop appropriate marketing materials to be used for outreach, 2) Center Deans and Center counselors will provide descriptions of programs offered at the Centers for a brochure advertising the Center, 3) Funding source could be Bridge to Success, 4) Develop college-wide master calendar of events, 5) Informational credit workshops such as "What Is Credit" to grow awareness about differences between noncredit and credit courses/programs, 6) Provide day and evening workshops, 7) Hold Flex activity where all faculty can participate and discuss their respective roles, 8) College must hire Associate Dean of Outreach to develop Outreach plan and work collaboratively with Counseling and SD units (A&R, FA), 9) Include more counselors from the Centers as high school leads for Frisco Day/Bridge to Success, 10) Include Associated Students with the in-reach and outreach coordination, 11) Research and explore how other colleges coordinate their outreach efforts.

Implementation Timeline: 1) Create student testimonials/videos of student experiences, 2) Each Center will host a “Center Day” to highlight programs at that location, 3) Invite parents to Centers, 4) Send letters to advertise enrollment services—SSSP/Matric steps, financial aid, others, 4) Review resources, 5) Develop a plan or schedule of what is feasible for covering various events.

Additional Resources Needed: Identify different sources of funding that could be used to support outreach.

Core Service Area 4A: Library & Learning Resources Current Status:

Current resources include: Library collection, reserve books, computers, printing, photocopying, scanning, and fax. Resources are sufficient but collection needs updating. The resources and support, so far, are proportionate to the size of the Center.

Identified service gap is the need to assess Library hours.

Action Plan: Assessing the need for changing open hours is an ongoing process. Funding has been allocated to update the collections

Implementation timeline: TBD.

Core Service Area 4B: Learning Assistance Center Current Status:

Action Plan: Assess current services to identify service gaps.

Core Service Area 5: Bookstore & Access to Course Materials Current Status

There is no physical bookstore location at the Southeast Center. Although students are able to order textbooks online, this service is insufficient to meet student needs. A good number of the Southeast students work full-time during the day and attend classes in the late afternoon/evening. It would greatly benefit this population to have access to a bookstore at Southeast, even if it’s 6-10 hours a week, especially at the beginning of the semester.

Action Plan: 1) Identify a suitable space to accommodate a bookstore, 2) Assign a staff person to provide skeletal hours both in the morning and afternoon, 3) Advertise the bookstore location, hours and materials.

Core Service Area 6: Co-Curricular Activities Current Status:

This Center does have opportunity for and access to the support of Associated Students Council. The current resources are sufficient and proportionate. Service gaps for Co-Curricular Activities are 1) that students have expressed interest in AS, but need further discussion with Student Activities and Associated Students regarding minimum qualifications and AS expectations and 2) with reference to a Faculty Advisor, a Faculty Advisor has been identified, but training must take place.

Action Plan: 1) Meet with Center Dean, Advisor, and Associated Students Executive Council about expectations of AS Council & elections process, 2) Meet with students at the Center to determine interest in serving on AS, 3) Provide training for new Faculty Advisor for AS Council, 4) Meet with student leaders to review and train on AS and Student Activities policies and procedures, 5) Meet with student leaders and Advisors regarding AS Financial guidelines, 6) Meet with Center Dean regarding the role and expectations of the Dean in supporting the Council.

Implementation timeline: Action plan will be completed by Fall 2015.

Core Service Area 7: Complaints, Grievances & Students Rights and Responsibilities Current Status:

The grievance and complaint process for all students is confusing and scattered. There is no one area or place where students can find information on filing a complaint or grievance. Currently, the processes are scattered across the District, with most students being directed to Ocean Campus, Conlan Hall 106, the Dean of Student Affairs and Wellness. The major gap is in accessibility.

Action Plan: 1) Update Current Forms and convert them into writeable PDFs. These forms include a) Formal/Advocacy Grievance Form, b) Late Withdrawal, c) Grade Review d) Discrimination, e) Notice of Violation of Student Code of Conduct; 2) Update Website and College Catalog so that processes for the aforementioned forms are clearly outlined in both the website and the catalog a) once forms are updated and converted to writeable PDFs they should be accessible via the CCSF website and b) Identify Central Office at Site for Complaint & Grievance Process. Information regarding this process

Implementation timeline: Action plan will be completed by Fall 2015

Appendix A:

Equal Access to Success Emergency (EASE) Task Force Members

Tri-Chairs

Samuel Santos, Vice Chancellor, Student Development
Lisa Romano, Faculty, New Student Counseling, Ocean Campus
Teresa Melendrez, Senior Management, EOPS, Ocean Campus

Student Members:

Bouschra Simmons, Student Trustee, Downtown Center
Salavador Ortiz, AS President, Mission
Shane A, Perry, AS Vice President, Evans Center
Brenna Stround, AS President, Evans Center

Administrators:

Jorge Bell, Dean, Mission Center
Torrance Bynum, Dean, Evans and Southeast Center
Dr. Elizabeth Coria, Dean, Financial Aid
Dr. Minh-Hoa Ta, Dean, Chinatown North Beach Center
Lidia Jenkins, Dean, Matriculation and Counseling
Carl Jew, Dean, Civic Center and John Adams Centers
MaryLou Leyba, Dean, Admissions and Records
Monica Liu, Associate Dean, Admissions and Records, Ocean
Dr. Geisce Ly, Dean, Downtown Center
David Yee, Dean of Math and Science, Airport Location

Faculty

Donna Hayes, Faculty, Continuing Student Counseling, Ocean Campus
Tessa Henderson-Brown, Department Chair, Continuing Student Counseling, Ocean Campus
Maria Heredia, Department Chair, New Student Counseling, Ocean Campus
Mandy Liang, Faculty, New Student Counseling, SS SLO Coordinator, Ocean Campus
Susanna Mayorga, Acting Department Chair, Multicultural Retention Services
Maria Vasquez, Faculty, New Student Counseling, Mission Center/Ocean Campus
Guillermo Villanueva, Faculty, FAO, Ocean Campus
Carlos Webster, Faculty, New Student Counseling, John Adams Center
Marcus Yngojo, Faculty, New Student Counseling, Civic Center

Classified Staff:

Attila Gabor, Coordinator, Downtown Center
Maria Chavez, FAO, Ocean Campus
Ilona McGriff, Research & Grants, Ocean Campus
Ismael Padilla, Admission and Enrollment, Mission Center
Adriana Rivera, Admission & Records, Ocean Campus
Chieu Van, Admission and Enrollment, Chinatown North Beach Center

Resource Members:

Elaine Avrus, Department Chair, Learning Assistance Center, Ocean Campus

Anthony Costa, Faculty, Library & Learning Resources

Dr. Laura Lara-Brady, Research Associate, Ocean Campus

Chien Lin, Research Analyst, Ocean Campus

Karen Saginor, Department Chair, Library & Learning Resources, Ocean Cam