

## EASE Workgroup Description

*Based on Proposal for Institutionalizing EASE adopted May 2020, October 2021. Revised December 2024*

I. **NAME:** Equitable Access to Success Evaluation (EASE) Workgroup

II. **TYPE:** Workgroup, providing evaluation updates with considerations for continuous quality improvement addressing Standards 2.7 and 2.8 to the Accreditation Steering Committee.

III. **MEMBERSHIP:** The EASE Workgroup members are people who have direct experience with students at the Centers. Included are representatives from each of the following groups:

- Academic Affairs Deans for CCSF's state-recognized Centers, and Student Affairs Deans and leaders for the 7 core services (A&R, Counseling, Financial Aid, Library and Learning Resources, Bookstore and instructional materials, Student Activities, Student Conduct)
- Counselors/Coordinators
- Students (Associated Student leaders from Centers)
- Student Services Specialists (1490s - in consultation with Supervisor for availability)
- Resources: Representative from Institutional Effectiveness

IV: **CHAIR(S):** Tri-chairs, representing classified staff, faculty, and administration. Includes senior administrator for Student Affairs or designee, plus Classified and Faculty representation with at least one member from each group elected annually by vote of the workgroup.

V. **GOAL:** *Evaluate the core student services to determine if they are equitably provided across all state-recognized City College of San Francisco Centers, and present findings to the Accreditation Steering Committee.*

VI. **PURPOSE AND RESPONSIBILITIES:** Evaluate the implementation of practices that ensure equitable services for students enrolled at the centers, in person or online.

- a. Review and refine definition of "core services," evaluation criteria, and measurements.
- b. Address sustainability of core services across centers.
- c. Include student voice.
- d. Conduct systematic assessment and evaluation.
- e. Provide updates to the Accreditation Steering Committee, which communicates to PGC as needed.

## VII. ACCJC – ACCREDITATION STANDARDS TO WHICH WORKGROUP CONTRIBUTES

### Standard 2: Student Success

In alignment with its mission, the institution delivers high-quality academic and learning support programs that engage and support students through their unique educational journeys. Academic and learning support programs promote equitable student success, and the institution evaluates student learning and achievement data to inform improvements and advance equitable outcomes.

2.7. The institution designs and delivers equitable and effective services and programs that support students in their unique educational journeys, address academic and non-academic needs, and maximize their potential

for success. Such services include library and learning resources, academic counseling and support, and other services the institution identifies as appropriate for its mission and student needs.

2.8. The institution fosters a sense of belonging and community with its students by providing multiple opportunities for engagement with the institution, programs, and peers. Such opportunities reflect the varied needs of the student population and effectively support students' unique educational journeys.

**MEETING FREQUENCY:** Twice per semester. Additional meetings to be scheduled as needed.