
Equitable Access to Services Evaluation (EA) 2020-2021

REPORT OF THE EASE WORKGROUP TO THE ACCREDITATION
STEERING COMMITTEE

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*2020-2021 TRICHAIRS, **2015-2020 TRICHAIR

EASE fundamentals

Equitable Access to Services Emergency Taskforce (EASE) formed by Chancellor in 2015 to address accreditation finding – focus: Standard II.C.3

EASE identified 7 Core Services, 8 CCSF state-recognized Centers

Created EASE Implementation Plan 2015 (Sections for each Center)

Initial implementation Spring 2016

- A&R (photo ID stations, Banner Document Management; staff to assist at Centers)

- Student Support Specialist (1490) position created

Additional service improvements were made in 2016-2017

- Counseling faculty increased .5-2 FTE (Airport, Chinatown, Civic Center, Evans, Mission)

- STO Classified support staff hired at Evans, John Adams, Mission

- Counseling faculty received training on AB 705

- Began transition to Starfish degree planner

EASE 2020-2021 Evaluation

Three activities:

Reflection on EASE Implementation Plan 2015 Five year retrospective report

Center questionnaire about service provision during and after the pandemic

Discussion of needs and priorities in light of dire fiscal conditions

EASE 2020-2021 Main Findings

Overall, CCSF continues to provide equitable access to services for students at the Centers.

Highlights include unexpected benefits from shift to remote services

Online access for all student services, both those provided by staff and faculty assigned to Centers, and those assigned to Ocean campus.

However, some gaps remain

EASE considerations given dire fiscal situation

Challenge: assuring all core services continue to be available for students at the Centers

combination of on-site and virtual modalities

Need: closer coordination between Academic Affairs and Student

EASE 2020/2021 Main Findings

Overall, CCSF continues to provide equitable access to services for students at the Centers.

Highlights include unexpected benefits from shift to remote services

- Online access for all student services, both those provided by staff and faculty assigned to Centers, and those assigned to Ocean campus.

However, some gaps identified

- particularly for noncredit student registration, and alignment of instructional offerings with services.

Also noted: contributions of 1490s, and importance of continuing collaboration across services and locations.

EASE additional observations

Thank you & Q & A

