City College of San Francisco
Equitable Access to Services Evaluation (EASE)

EASE: 5-year Retrospective Evaluation

October 2020 (finalized May 2021)

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Executive summary

Background

The Equitable Access to Services Emergency Taskforce (EASE), was established in October 2015 to identify and address shortcomings in the provision of student services at CCSF centers. EASE included 38 members representing all constituencies: faculty, classified staff, administrators and students. Led by tri-chairs (representing administration, faculty and classified staff), EASE collectively identified seven core services to be provided equitably to students at all eight CCSF Centers.

Seven core services: Admissions and Enrollment (A&E), Counseling, Financial Aid, Library and Learning Resources, Bookstore and instructional materials, Student Activities, Student Conduct

Eight centers: Airport, Chinatown/North Beach, Civic Center, Downtown, Evans, John Adams, Mission, Southeast

The EASE Implementation Plan was adopted in December 2015, and significant effort was undertaken to work toward the action plans for each service at every Center. Critical to implementing EASE was the creation of a new job classification, Student Support Specialists (1490s) to enhance student services capacity at the Centers. The1490s have broad duties across several service areas, including admissions, enrollment, and financial aid. Center deans, counseling and library faculty and department chairs, lead managers and staff of the other core service areas contributed to implementing EASE.

The 2016 Accreditation Visiting Team Restoration/Reaffirmation report cited EASE in both a commendation for inclusive and broad participatory governance, and in a suggestion that the college institutionalize EASE (see CCSF Mid-term Report October 2020 for more information). In Fall 2016, EASE undertook an evaluation involving assessment of service provision at the Centers, identification of aspects going well, and areas for improvement. Renamed Equitable Access to Services Evaluation workgroup (EASE) continued to meet several times a year to evaluate progress. As of May 2020, EASE is institutionalized as a workgroup under the aegis of the Accreditation Steering Committee.

Evaluation overview

Over the course of the 2019-2020 academic year, the lead for each of the 7 core services was provided with relevant sections of EASE Implementation Plan – 2015. For each Center, core service leads were asked to provide input regarding what activities had been implemented, what adjustments had been made, and the current status.

Overall progress was noted for provision of most core services, including staffing, service hours, staff training, technology, access points and service availability. Details can be seen in the "Reflection -2019-20" section for each Center/Core Service in the attached report.

However, there are a number of challenges as well. The college has faced major challenges over the past several years, with leadership turnover at the Chancellor and upper administrative levels, and increasingly dire financial conditions. For budgetary reasons, the college offered an early retirement

incentive in spring 2019, which affected staffing at the centers. Many student services staff and counseling faculty retired.

The college has been re-assessing all locations, and as leases end, changes are happening. For example, classes and services previously offered at Civic Center are being relocated elsewhere in the District. After decades at the San Francisco International Airport, the CCSF Airport Center lease was terminated as of December 2020. The Fire Science Program had previously relocated to the John Adams Center. The college is exploring options for relocation of the Aircraft Maintenance Program . A decision to seek synergies by grouping more health sciences programs at John Adams Center has led to other program moves, which may continue as the college implements the Facilities Master Plan. Looking ahead, there will be readjustments and realignments as programs settle into new locations. This process will likely be ongoing for the next 3-5 years.

As well, while the 5-year retrospective evaluation process began pre-pandemic, the 2019-2020 academic year was interrupted by the abrupt shift to remote operations due to the COVID-19 pandemic. This shift had particularly adverse impacts on noncredit English language learners, who are most reliant on in person services at the Centers and least equipped to navigate technology-mediated learning. Regardless of how long the current situation lasts, it is anticipated that the EASE workgroup will continue to evaluate equitable provision of student services to all CCSF students, building on a strong foundation established in the first five years.

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Core Service Area 1: Admissions & Records

Fall 2015:

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 go 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 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.

Reflection 2019-20:

- Student computer kiosk – 1; student printer – 1.
- January 2019 to February 2019 – A&R staff Lorenzo Gastinell was deployed to the Airport to provide assistance to students with registration, admissions, and photo ID.
- In spring 2016, one computer kiosk and one printer was set up at the Airport Center for student use; Photo ID equipment has been set up permanently.
- Future A & R support for the students will be identified in collaboration with the appropriate Center Dean.

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Core Service Area 2: Financial Aid

Fall 2015:

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 students to be able 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.

Reflection 2019-20:

Implementation and current status are consistent across all centers. Every semester, the Student Support Specialists (1490s) receive Financial Aid training from the Financial Aid managers. Training is offered each semester because regulations change frequently, this approach keeps the 1490s aligned with the operational tempo of the Financial Aid office. Training includes outreach, in-reach, and processing files via CampusLogic, which was acquired in 2016. The 1490s help students upload files when they are selected for verification. Students submit verification documents requested by the Dept of Education.

Outreach activities at the Centers: In 2018, created Financial Aid awareness week at the centers. Normally happens in fall when FAFSA is opened (Oct/Nov). Activities are workshops geared toward students completing the FAFSA, and answering verification questions. Financial Aid advising is conducted by the 1490s. If there is not a 1490 assigned to a Center, then a 1487 Financial Aid Specialist from the Ocean office is assigned to provide Financial Aid services at the center. 1490s are invited to the weekly Financial Aid meetings and training, and during COVID-19, the 1490s are housed in Financial Aid and report to Dean. A major focus for Financial Aid is using more technology to serve students, including communication via texting, via the virtual counter, and via Zoom. Data collection has improved in identifying deficiencies to be addressed,

which have been addressed. E.g., from 36 Dreamers in 2016 to 361 in 2019-20 (across the college). A continuing effort is sustained, open communication with Center Deans regarding Financial Aid matters, including release of 1490s for training and participation in Financial Aid Awareness Week.

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

Fall 2015:

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

Reflection 2019-20:

In Fall 2017, 2 counselors (1 academic, 1 career) were assigned to work with the students at the airport location. Counselors were on-site once a week on the 1st Monday of each month from 9 AM – 12:30 PM. Services offered included education planning, information on associate degree and transfer; review of external transcripts; assistance with resume writing and cover letters; how to use Linkedin; job search resources and occupational and information resources. A classified support staff was also assigned to provide support for the program.

In Spring 2018 both on site counseling services and classified support at the airport location were not continued. Faculty in the counseling department (CSCD and Career) were stretched to the limit. Students enrolled in the aircraft maintenance program have a tight and rigid schedule. Students are generally in class from 7:00 AM until 9:50 AM and again from 10:30 AM -1:20 PM. Students in the program must follow a rigid schedule that does not accommodate the time needed for the traditional counseling sessions. Additionally, the majority of students leave right after the second class to get to work. Given the student's rigid schedule, assigning a counselor onsite at the airport location is not an ideal situation for the students or best use of counseling services. Regardless, it is important that this group of students receive academic and career advisement and work with a counselor to develop an education plan that will guide the student through the program efficiently.

The lease at the airport will expire within the next year and the aircraft maintenance program will need to relocate. . In the interim, counseling services at the airport location need to be revisited and a plan will be developed to serve the students. During the interim period, work with the Department Chair and Dean (STEM) to develop a schedule that will best serve the students in the program.

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Core Service Area 3B: Counseling: Educational Plans

Fall 2015:

Status: 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.

Additional support: Dedicated technological support from IT.

Reflection 2019-20:

The web4 educational planning tool has been phased out and the counselors are now using the Starfish degree planning tool to develop educational plans for students. The Starfish degree planner for credit educational planning is in the implementation stage. Counselors are currently using it to develop educational plans and there is a continuous loop for provide feedback to improve the tool. Development of non-credit education plans is a limitation within the Starfish tool that needs to be addressed. This and other limitations of the Starfish tool poses challenges and questions about the effectiveness and accuracy of the tool.

Eventually, students will have access to the Starfish degree planning tool and will be able to develop their own education plans to submit to the counselor for review and final approval. Currently a counselor is working with the program department chair to conduct degree audits for students in the program and schedule follow up appointments to develop education plans.

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

Fall 2015:

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.

Reflection 2019-20:

The passage of AB 705 has mandated how credit students are assessed for English and math course placements. Rather than taking placement tests in native English and math, students are able to use measures such as high school data, self-reporting, or college transcripts to place into appropriate English and math levels. Counseling faculty have been informed and trained

regarding the implementation of this new policy. AB 705 legislation will be expanded to include assessment for English for credit ESL students. Currently, the State Chancellor's office allows the use of the credit ESL placement tests through Summer/Fall 2020, however using assessment tests will probably change within the next 1-2 years. More guidance will be released regarding continuous use beyond Fall 2020. Although guidance is not yet available regarding non-credit ESL placement testing, AB 705 has also impacted how services are provided to students transitioning from non-credit into credit classes/programs (Steps to Credit program).

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

Fall 2015:

Status: Services are not sufficient for the students at the Airport location. There is not enough communication between the Airport location and Student Development. There is also 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.

Reflection 2019-20:

In Fall 2020 the aircraft maintenance program will begin a cohort model that will guide the students through the program from start to finish within 2 years. The counselor would work with the cohort to provide important information regarding deadlines and assist students with developing education plans that will provides a path towards certificate and degree completion and be eligible to take their Federal Aviation Administration (FAA) exams.

District-wide: The student funding formula introduced by the State Chancellor's Office in Fall 2018 dictates the prioritization for completion of certificates and degrees (including transfer). In Fall 2018, the counselors started working on a completion project to assess, identify and notify students who met eligibility requirement to petition for a certificate or a degree. In addition, students who were less than 6 units from completion were invited to meet with a counselor to plan their remaining coursework for certificate and degree completion or transfer. In Spring 2020 the district began a graduation guarantee campaign to further assist students toward completion. The district is also looking into the feasibility of an auto-award program.

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

Fall 2015:

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 does not serve us well, should be consistently and widely communicated to all stakeholders. Must have catalog and other written documents.

Additional Resources Needed: Dedicated technological support from IT

Reflection 2019-20:
There is an opportunity for exchange of information during the Student Affairs division professional development meetings which occur twice a month (1st and 3 Wednesdays). Counselors serve as liaisons to academic departments/programs providing the opportunity to share information and refer students to services. In the last year there has been greater intentional cooperation and communication among academic department/programs and student services to create pathways as well as publicize these programs on the CCSF website. Counselors continue to assess students' academic and personal needs and make referrals as appropriate (i.e, tutoring, library services, DSPS, career, financial aid, mental and physical health, etc.)

Core Service Area 3F: Counseling: Counselor's Role in Center In-Reach and Outreach Fall 2015:

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 needs 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. Center Deans should integrate with Bridge to Success/Frisco Day process.

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

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Reflection 2019-20:
Each department/program has an assigned counselor liaison who checks in with the departments on a regular basis and is available to make classroom presentations and participate in academic department meetings to provide information on counseling services. The counselor liaison also brings back updated/new information regarding academic program changes to the counseling department. The liaison work has created more opportunities for dialogue and strengthened in-reach and outreach efforts. Counselors also participate in the Re-Imaging the Student Experience (RISE) project and work with various academic departments to assist with mapping for Guided Pathways. Counselors also serve as leads at the SFUSD high schools providing on site orientations and counseling. FRISCO day is an all-day outreach event serving over 900-1000 incoming high school graduates.

Core Service Area 3G: Disabled Students Programs & Services
Fall 2015:

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: a reduced distraction room and CCSF staff (not necessarily DSPS Staff) to proctor exams at center location.

Reflection 2019-20: No change.

Core Service Area 4: Library &Learning Resources
Fall 2015:

Status: 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.

Reflection 2019-20:

- In Spring 2016 through Spring 2019 a librarian was onsite once a week on Tuesdays from 9:00 AM – 12:00 PM.
- Due to budget reductions, onsite Librarian hours have been reduced to every 3rd Tuesday from 9:00 AM – 12:00 PM beginning Fall 2019.
- All aircraft maintenance materials have been moved from Rosenberg to the Airport site; however, having a secure space for these resources is a concern.
- While there is wi-fi access, reliable service is intermittent at best.
- The Fire Academy also housed at the Airport, moved to John Adams Center in Fall 2019. The lease for the airport site is up in the air
- Additional library services including the purchasing and installation of a student computer workstation in the student lounge has been put on hold pending resolution of the relocation of the aircraft program.

Core Service Area 5: Bookstore/Access to Course Materials

Fall 2015:

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

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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.

Reflection 2019-20:

- No progress was made with regard to space, staffing and hours for a physical bookstore at the airport.
- Currently, books can be purchased online and shipped to Ocean, Mission, Downtown or picked up.
- The Fire Science program relocated to John Adams Fall 2019.
- The lease at the airport site is ending and there is no plan to renew the space. The Aeronautics program is planning to relocate in the next year.
- The Bookstore is exploring the possibility of providing inclusive access to course materials as well as printing/copying and vending services for students.

Core Service Area 6: Co - Curricular Activities:

Fall 2015:

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 an AS Council, 2) Meet with students at Airport to determine interest in creation of an AS Council, 3) Identify potential Faculty Advisor for a new AS Council, 4) Meet with current students on process to develop a council (creation of bylaws, minimum qualifications), 5) Meet with Bursar's Office and AS Executive Council regarding allocation of Student Activity Fee for a new AS Council account and budget, 6) Meet with the Dean regarding role/expectations in supporting the Council.

Reflection 2019-20:

There are currently no co-curricular activities for students at the Airport location. Headway was made in 2015, students were contacted, but once expectations and time commitments were clarified, students did not pursue establishing an AS Council at Airport. Additional efforts have been made over the past several years. Student who was most interested in getting it started transitioned into taking classes at Ocean. The Student Activities Office will continue to work with the Center Dean and faculty to support students who wish to form an Associated Students Council or Association of Students. Currently Airport does not get any student activity fee money.

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That money cannot be spent without an AS Council. There are very few students, and a lack of interest. Airport students are always invited to vote in Districtwide student elections.
Ongoing: Other approaches are being explored, such as having student representatives being appointed or elected to serve on the Executive Council. A mechanism could be developed for students at Airport to access funds or resources via the Executive Council. This is a long-term project that would require significant restructuring of student governance.

Note: There are new students every semester/year, so orientation and training are an ongoing need. Level of engagement depends on specific students taking an interest and becoming engaged. In 2015, the State Chancellor's Office said that noncredit students are not recognized as elected student leaders. In Spring of 2018 the Associated Students Executive Council passed a new set district-wide bylaws allowing for the creation of Associated Students Councils by election at centers with primarily credit students, and Associations of Students, to be formed by petition at centers with primarily non-credit students. The bylaws also created two new elected student positions, the Student Chancellor and Student Vice Chancellor, who are responsible for convening the Executive Council and bringing cohesion to Associated Student groups across the district. The bylaws were ratified in a general election.

Core Service Area 7: Complaints, Grievances & Students Rights and Responsibilities: Fall 2015

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.

Reflection 2019-20:
As of 2018, Student Complaints/Grievances process was revised and distinguished from Student conduct and discipline process. There is still one central webpage with all the information, accessible by all Center locations. Students are no longer sent to a particular office, they are

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directed to the web page to access these services. Several forms were updated and are now available online as Qualtrics surveys. (Grievance forms, grade review). Title IX – information is linked to the informational web page, but there is not a fillable form, rather students are instructed to contact the Title IX officer.

All of the information is now available on the website: https://www.ccsf.edu/en/studentservices/student-conduct/CG.html. Updates are being made to the college catalog to reflect the same information as the website. These forms are now accessible via the website.

Regarding Student Code of Conduct violations: process has been to have students go to the Ocean campus to meet with the Conduct Officer. Exceptions are made on a case-by-case basis. There has also been recent Flex Day trainings regarding Student Conduct, so that the campus community is aware of the procedures. Professional development tools are in process, and will address student conduct and handling difficult students (includes addressing complaints and grievances).

[note: CCSF's lease ended and Airport Center vacated during Fall 2020, so no EASE 2020-21 reflection]

CHINATOWN/NORTH BEACH

Core Service Area 1: Admissions & Records

Fall 2015:

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.

Reflection 2019-20:

- Note: Prior to EASE assessment at CNB, 4 computer kiosks and 1 printer were onsite for student use.
- BDMS system was set up spring 2016.
- A permanent photo ID station has been set up at the Center.
- January 2018 to January 2020 – A&R team provided training to CNB A&E staff Rui Wen. Training in admissions, registration, photo IDs, corrections, grade.

CHINATOWN/NORTH BEACH

- April 2018 – A&R team provided Training to 1490 Daniel Van with BDM service.
- In collaboration with the Center Dean A & R will provide ongoing training for the staff.
- A staff resources/information manual is in the process of being updated as new procedures and policies are implemented and will distributed to the Center no later than Fall 2021.

Core Service Area 2: Financial Aid

Fall 2015:

Status: The current resources available at the Chinatown/North Beach Center are 1 Financial Aid Counselor, 3.5 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).

Reflection 2019-2020:
Every semester, the Student Support Specialists (1490s) receive Financial Aid training from the Financial Aid managers. Training is offered each semester because regulations change frequently, this approach keeps the 1490s aligned with the operational tempo of the Financial Aid office. Training includes outreach, in-reach, and processing files via CampusLogic, which was acquired in 2016. The 1490s help students upload files when they are selected for verification. Students submit verification documents requested by the Dept of Education).

Outreach activities at the Centers: In 2018, created Financial Aid awareness week at the centers. Normally happens in fall when FAFSA is opened (Oct/Nov). Activities are workshops geared toward students completing the FAFSA, and answering verification questions. Financial Aid advising is conducted by the 1490s. If there is not a 1490 assigned to a Center, then a 1487 Financial Aid Specialist from the Ocean office is assigned to provide Financial Aid services at the center. 1490s are invited to the weekly Financial Aid meetings and training, and during COVID-19, the 1490s are housed in Financial Aid and report to Dean. A major focus for Financial Aid is using more technology to serve students, including communication via texting, via the virtual counter, and via Zoom. Data collection has improved in identifying deficiencies to be addressed, which have been addressed. E.g., from 36 Dreamers in 2016 to 361 in 2019-20 (across the college). A continuing effort is sustained, open communication with Center Deans regarding Financial Aid matters, including release of 1490s for training and participation in Financial Aid Awareness Week.

Core Service Area 3A: Counseling: Academic Career and Personal

Fall 2015:

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, 4) Hire and train by October 30, 2015.

Additional Resources Needed: 1) Funding for additional counselors and classified staff

Reflection 2019-20:
Currently, there 4.3 FTE bilingual counselors (2 FTE counselors were hired in Fall 2017) and 0 FTE classified support staff at Chinatown North Beach Center. 3 counseling faculty are bilingual Cantonese, 1 counseling faculty member is bilingual Cantonese/Mandarin and .3 FTEF counseling faculty member is bilingual Spanish.

Core Service Area 3B: Counseling: Educational Plans

Fall 2015:

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 do not 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.

Reflection 2019-20

The web4 educational planning tool has been phased out and the counselors are now using the Starfish degree planning tool to develop educational plans for students. The Starfish degree planner for credit educational planning is in the implementation stage. Counselors are currently using it to develop educational plans and there is a continuous loop for provide feedback to improve the tool. Development of non-credit education plans is a limitation within the Starfish tool that needs to be addressed. This and other limitations of the Starfish tool poses challenges and questions about the effectiveness and accuracy of the tool. Eventually, students will have access to the Starfish degree planning tool and will be able to develop their own education plans to submit to the counselor for review and final approval.

Additional support: Dedicated technological support from IT.

Core Service Area 3C: Counseling: Coordination of SSSP/Matriculation Components Fall 2015:

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.

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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.

Reflection 2019-20:

The passage of AB 705 has mandated how credit students are assessed for English and math course placements. Rather than taking placement tests in native English and math, students are able to use measures such as high school data, self-reporting, or college transcripts to place into appropriate English and math levels. Counseling faculty have been informed and trained regarding the implementation of this new policy. AB 705 legislation will be expanded to include assessment for English for credit ESL students. Currently, the State Chancellor's office allows the use of the credit ESL placement tests through Summer/Fall 2020, however using assessment tests will probably change within the next 1-2 years. More guidance will be released regarding continuous use beyond Fall 2020. Although guidance is not yet available regarding non-credit ESL placement testing, AB 705 has also impacted how services are provided to students transitioning from non-credit into credit classes/programs (Steps to Credit program).

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

Fall 2015:

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.

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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.

Reflection 2019-20:

The student funding formula introduced by the State Chancellor's Office in Fall 2018 dictates the prioritization for completion of certificates and degrees (including transfer). In Fall 2018, the counselors started working on a completion project to assess, identify and notify students who met eligibility requirement to petition for a certificate or a degree. In addition, students who were less than 6 units from completion were invited to meet with a counselor to plan their remaining coursework for certificate and degree completion or transfer. In Spring 2020 the district began a graduation guarantee campaign to further assist students toward completion. The district is also looking into the feasibility of an auto-award program.

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

Fall 2015:

Status: There is a lack of communication concerning services, programs and locations. More open dialogue needs to exist. Informal communication does not 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: Dedicated technological support from IT.

Reflection 2019-20:

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There is an opportunity for exchange of information during the Student Affairs division professional development meetings which occur twice a month (1st and 3 Wednesdays). Counselors serve as liaisons to academic departments/programs providing the opportunity to share information and refer students to services. In the last year there has been greater intentional cooperation and communication among academic department/programs and student services to create pathways as well as publicize these programs on the CCSF website. Counselors continue to assess students' academic and personal needs and make referrals as appropriate (i.e, tutoring, library services, DSPS, career, financial aid, mental and physical health, etc.)

Core Service Area 3F: Counseling: Counselor's Role in Center In-Reach and Outreach Fall 2015:

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 districtwide 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 classroom presentations by counselors. 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 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. Center Deans should integrate with 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 an 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.

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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 efforts.

Reflection 2019-20:
Each department/program has an assigned counselor liaison who checks in with the departments on a regular basis and is available to make classroom presentations and participate in academic department meetings to provide information on counseling services. The counselor liaison also brings back updated/new information regarding academic program changes to the counseling department. The liaison work has created more opportunities for dialogue and strengthened in-reach and outreach efforts. Counselors also participate in the Re-Imaging the Student Experience (RISE) project and work with various academic departments to assist with mapping for Guided Pathways. Counselors also serve as leads at the SFUSD high schools providing on site orientations and counseling. FRISCO day is an all-day outreach event serving over 900-1000 incoming high school graduates.

Core Service Area 3G: Disabled Students Programs & Services
Fall 2015:

Status: A DSPS counselor 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) 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 either, 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.

Reflection 2019-20:

- DSPS counseling has been reduced from 8 hours/week to 4 hours/week (Monday 11am-3pm).

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- Change from Thursday to Monday.

Additional resource needed: a reduced distraction room and CCSF staff (not necessarily DSPS Staff) to proctor exams at the center location.

Core Service Area 4: Library &Learning Resources
Fall 2015:

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.

Reflection 2019-20:

- The library at the Chinatown North Beach center opened 2014. The Library Technician 3618 position was lost in Spring 2018, replaced in Fall 2018, and lost again in Fall 2019.
- The library is currently open 4 days a week, reduced from 5 days a week.
- Fully sufficient hours were achieved in Spring 2017. In Spring 2019 Library hours were reduced from 6 days (5 days plus Saturday) to 4 days a week, with no hours on Friday or Saturday.
- Saturday hours were implemented then cut in Fall 2019. Friday hours were also cut in Fall 2019. Librarian staff reduction from 1 FT (30 hrs.) and 2 PT, (12 hrs.) to 3 part time librarians (16 hours, 2 days a week). Lab aide budget was drastically cut resulting in the consolidation of available lab/work study hours.

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Core Service Area 5: Bookstore/Access to Course Materials
Fall 2015:

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.

Reflection 2019-20:

- During the first week of classes, the bookstore is open Monday through Thursday from 9:30-2:00.
- Bookstore regular hours are Tuesday and Wednesday from 9:30 AM-2:00 PM and 5:00 PM-6:00 PM.

Core Service Area 6: Co - Curricular Activities:
Fall 2015:

Status: This Center does have opportunity for and access to the support of Associated Students Council. The current resources a - re 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.

Reflection 2019-20:
This Center does have opportunity for and access to the support of Associated Students Council. The current resources are sufficient and proportionate. The Center is allocated activity fee funds, and has an active Associated Students Council. Advisor has been in role for several years teaches on site weekly.

Action Plan: 1) Continue to provide support for Associated Students Council and training for faculty advisor at Chinatown/North Beach Center, 2) Work with Council to draft and approve a new set of center-specific governing codes, following the passage of the district-wide bylaws 3)

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Meetings have occurred with Council President, Advisor, Student Chancellor, and Interim Assistant Director of Student Activities, to encourage participation of Chinatown council members in Executive Council. Continued efforts will be made to encourage students to participate in district-wide governance.

Note: There are new students every semester/year, so orientation and training are an ongoing need. Level of engagement depends on specific students taking an interest and becoming engaged. In 2015, the State Chancellor's Office said that noncredit students are not recognized as elected student leaders. In Spring of 2018 the Associated Students Executive Council passed a new set district-wide bylaws allowing for the creation of Associated Students Councils by election at centers with primarily credit students, and Associations of Students, to be formed by petition at centers with primarily non-credit students. The bylaws also created two new elected student positions, the Student Chancellor and Student Vice Chancellor, who are responsible for convening the Executive Council and bringing cohesion to Associated Student groups across the district. The bylaws were ratified in a general election.

Core Service Area 7: Complaints, Grievances & Students Rights and Responsibilities: Fall 2015

Status: The grievance and complaint process for all students in 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.

Reflection 2019-20:

As of 2018, Student Complaints/Grievances process was revised and distinguished from Student conduct and discipline process. There is still one central webpage with all the information, accessible by all Center locations. Students are no longer sent to a particular office, they are

directed to the web page to access these services. Several forms were updated and are now available online as Qualtrics surveys. (Grievance forms, grade review). Title IX – information is linked to the informational web page, but there is not a fillable form, rather students are instructed to contact the Title IX officer.

All of the information is now available on the website: https://www.ccsf.edu/en/studentservices/student-conduct/CG.html . Updates are being made to the college catalog to reflect the same information as the website. These forms are now accessible via the website.

Regarding Student Code of Conduct violations: process has been to have students come the Ocean campus to meet with the Conduct Officer. Exceptions are made on a case-by-case basis. There has also been recent Flex Day trainings regarding Student Conduct, so that the campus community is aware of the procedures. Professional development tools are in process, and will address student conduct and handling difficult students (includes addressing complaints and grievances).

EASE Workgroup Reflection March 2021

Q1. What one core service/location went very well, or was especially strong?

1490s were broadly trained across services including Financial Aid, and also able to provide coverage across Centers when needed.

Q2. Are there additional functions/responsibilities needed for any core service? Is there something needed, e.g., additional training and/or resources needed to perform those functions?

Especially for NC: Bookstore services backfill, A&E staff to assist with application (quick access to Student ID, connection to services & programs).

Q3 Are there additional challenges in any core service that were not addressed in the report? NA

Q4. Are there additional functions/responsibilities needed for any core service? Is there something needed, e.g., additional training and/or resources needed to perform those functions?

Additional cross training, staff who are multi-lingual.

Q5. What would you suggest as 1 – 3 areas for future collaboration across services?

Collaboration with Library to address gap in Bookstore services.

Q6. What was learned about operating in the pandemic that you would like to see continue once operations return to in-person?

Virtual service counters; Online video sessions for counseling, Steps to Credit, etc.

Q7. Any additional questions or items that were not addressed; goals, implementation, resource challenges? NA.

CIVIC CENTER

Core Service Area 1: Admissions & Records

Fall 2015:

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.

Reflection 2019-20:

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- Student computer kiosk – 1; student printer - 1
- December 2016 to present – Kathy Kwok, Susanna Ma and Sunny Ngo. Ongoing training and updates were provided to Center staff on topics such as admissions, registration, photo IDs, attendance tracking, and correction.
- BDMS system was set up spring 2016.
- A staff resources/information manual is in the process of being updated as new procedures and policies are implemented and will distributed to the Center no later than Fall 2021.
- A permanent photo ID station has been set up at the Center.
- In collaboration with the Center Dean A & R will provide ongoing training for the staff.

Core Service Area 2: Financial Aid
Fall 2015:

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 assists 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.

Reflection 2019-20:
Every semester, the Student Support Specialists (1490s) receive Financial Aid training from the Financial Aid managers. Training is offered each semester because regulations change frequently, this approach keeps the 1490s aligned with the operational tempo of the Financial Aid office.

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Training includes outreach, in-reach, and processing files via CampusLogic, which was acquired in 2016. The 1490s help students upload files when they are selected for verification. Students submit verification documents requested by the Dept of Education.
Outreach activities at the Centers: In 2018, created Financial Aid awareness week at the centers. Normally happens in fall when FAFSA is opened (Oct/Nov). Activities are workshops geared toward students completing the FAFSA, and answering verification questions. Financial Aid advising is conducted by the 1490s. If there is not a 1490 assigned to a Center, then a 1487 Financial Aid Specialist from the Ocean office is assigned to provide Financial Aid services at the center. 1490s are invited to the weekly Financial Aid meetings and training, and during COVID19, the 1490s are housed in Financial Aid and report to Dean. A major focus for Financial Aid is using more technology to serve students, including communication via texting, via the virtual counter, and via Zoom. Data collection has improved in identifying deficiencies to be addressed, which have been addressed. E.g., from 36 Dreamers in 2016 to 361 in 2019-20 (across the college). A continuing effort is sustained, open communication with Center Deans regarding Financial Aid matters, including release of 1490s for training and participation in Financial Aid Awareness Week.

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

Fall 2015:

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. Multiuse 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 at 1.5 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 a counselor to supervise student ambassadors, 4) Hire and train by October 30, 2015, Resolve space issues. Additional Resources Needed: 1) Employees with a social work background, 2) Collaborate with Single Stop to connect students with resources.

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Reflection 2019-20:

In Spring 2017, a bilingual Spanish speaking counselor was hired and assigned to Civic Center. In Fall 2017 a Vietnamese speaking counselor was hired and assigned to Civic Center. The counseling office at Civic Center is still without a classified support staff person to assist the counselors. In the interim, A & E classified support staff help to provide support to the counselors.

Core Service Area 3B: Counseling: Educational Plans:

Fall 2015:

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.

Reflection 2019-20:

The web4 educational planning tool has been phased out and the counselors are now using the Starfish degree planning tool to develop educational plans for students. The Starfish degree planner for credit educational planning is in the implementation stage. Counselors are currently using it to develop educational plans and there is a continuous loop for provide feedback to improve the tool. Development of non-credit education plans is a limitation within the Starfish tool that needs to be addressed. This and other limitations of the Starfish tool poses challenges and questions about the effectiveness and accuracy of the tool. Eventually, students will have

access to the Starfish degree planning tool and will be able to develop their own education plans to submit to the counselor for review and final approval.

Core Service Area 3C: Counseling: Coordination of SSSP/Matriculation Components Fall 2015:

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.

Reflection 2019-20:
The passage of AB 705 has mandated how credit students are assessed for English and math course placements. Rather than taking placement tests in native English and math, students are able to use measures such as high school data, self-reporting, or college transcripts to place into appropriate English and math levels. Counseling faculty have been informed and trained regarding the implementation of this new policy. AB 705 legislation will be expanded to include assessment for English for credit ESL students. Currently, the State Chancellor's office allows the use of the credit ESL placement tests through Summer/Fall 2020, however using assessment tests will probably change within the next 1-2 years. More guidance will be released regarding continuous use beyond Fall 2020. Although guidance is not yet available regarding non-credit ESL placement testing, AB 705 has also impacted how services are provided to students transitioning from non-credit into credit classes/programs (Steps to Credit program).

Core Service Area 3D: Counseling: Counselor's Role on the Completion of Certificate and Degree petitions
Fall 2015:

CIVIC CENTER

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.

Reflection 2019-20:
The student funding formula introduced by the State Chancellor's Office in Fall 2018 dictates the prioritization for completion of certificates and degrees (including transfer). In Fall 2018, the counselors started working on a completion project to assess, identify and notify students who met eligibility requirement to petition for a certificate or a degree. In addition, students who were less than 6 units from completion were invited to meet with a counselor to plan their remaining coursework for certificate and degree completion or transfer. In Spring 2020 the district began a graduation guarantee campaign to further assist students toward completion. The district is also looking into the feasibility of an auto-award program.

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

CIVIC CENTER

Fall 2015:

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: Identify different sources of funding that could be used to support outreach efforts.

Reflection 2019-20:

There is an opportunity for exchange of information during the Student Affairs division professional development meetings which occur twice a month (1st and 3 Wednesdays). Counselors serve as liaisons to academic departments/programs providing the opportunity to share information and refer students to services. In the last year there has been greater intentional cooperation and communication among academic department/programs and student services to create pathways as well as publicize these programs on the CCSF website. Counselors continue to assess students' academic and personal needs and make referrals as appropriate (i.e, tutoring, library services, DSPS, career, financial aid, mental and physical health, etc.

Core Service Area 3F: Counseling: Counselor's Role in Center In-Reach and Outreach Fall 2015:

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.

Reflection 2019-20:

Each department/program has an assigned counselor liaison who checks in with the departments on a regular basis and is available to make classroom presentations and participate in academic department meetings to provide information on counseling services. The counselor liaison also brings back updated/new information regarding academic program changes to the counseling department. The liaison work has created more opportunities for dialogue and strengthened in-reach and outreach efforts. Counselors also participate in the Re-Imaging the Student Experience (RISE) project and work with various academic departments to assist with mapping for Guided Pathways. Counselors also serve as leads at the SFUSD high schools providing on site orientations and counseling. FRISCO day is an all-day outreach event serving over 900-1000 incoming high school graduates.

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Core Service Area 3G: Disabled Students Programs & Services
Fall 2015:

Status: 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 either, Testing Accommodations provided by the instructor on site, or that the student travel to Ocean Campus to take the exam, if necessary.

Reflection 2019-20: No change.

Core Service Area 4: Library & Learning Resources
Fall 2015:

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 to be 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.

CIVIC CENTER

Reflection 2019-20*:*

- Physical dedicated location for the library on the first floor.
- Librarian on-site 10 hours a week reduced from 16 hours a week.
- On-site hours are Tuesday 2-7 PM and Wednesdays 9:00-2:00.
- Library hours are insufficient.
- From Spring 2016-Fall 2017 Library was staffed 4 days a week.
- Currently there is 1 part-time librarian, staffing 2 five-hour days plus one Library Technician 3618 one day per week.
- Physical collection may be adequate for current number of classes offered at Civic Center. Enrollment at Civic Center has declined.

Core Service Area 5: Bookstore/Access to Course Materials
Fall 2015:

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.

Reflection 2019-20*:*

- The bookstore has relocated to the first floor of the building just behind the registration area.
- During the first week of school the bookstore is open on Monday and Thursday 10:00 AM - 1:00 PM and 5:00 PM -6:00 PM.
- Regular bookstore hours are Thursdays from 10:00-1:00 and 5:00-6:00.

Core Service Area 6: Co - Curricular Activities:
Fall 2015:

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.

CIVIC CENTER

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.

Reflection 2019-20*:*
This Center does have opportunity for and access to the support of an Association of Students. The current resources are sufficient and proportionate. Due to lack of eligibility of students being elected on an Associated Students Council, center students have petitioned successfully to form an Association of Students. The Association is very active, and is training and planning events. An Advisor has been in the role for several years, and works on site daily in the counseling department.

Action Plan: 1) Provide continued and ongoing support to Association of Students and training for advisor, 2) Work with Council to draft and approve a new set of center-specific governing codes, following the passage of the district-wide bylaws. 3) Meetings have occurred with Council President, Advisor, Student Chancellor, and Interim Assistant Director of Student Activities, to encourage participation of Civic Center Association members in Executive Council. Continued efforts will be made to encourage students to participate in district-wide governance.

Note: There are new students every semester/year, so orientation and training are an ongoing need. Level of engagement depends on specific students taking an interest and becoming engaged. In 2015, the State Chancellors Office said that noncredit students are not recognized as elected student leaders. In Spring of 2018 the Associated Students Executive Council passed a new set district-wide bylaws allowing for the creation of Associated Students Councils by election at centers with primarily credit students, and Associations of Students, to be formed by petition at centers with primarily non-credit students. The bylaws also created two new elected student positions, the Student Chancellor and Student Vice Chancellor, who are responsible for convening the Executive Council and bringing cohesion to Associated Student groups across the district. The bylaws were ratified in a general election.

Core Service Area 7: Complaints, Grievances & Students Rights and Responsibilities: Fall 2015

Status: The grievance and complaint process for all students in confusing and scattered. There is no one area or place where students can find information on filing a complaint or grievance.

CIVIC CENTER

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.

Reflection 2019-20:

As of 2018, Student Complaints/Grievances process was revised and distinguished from Student conduct and discipline process. There is still one central webpage with all the information, accessible by all Center locations. Students are no longer sent to a particular office, they are directed to the web page to access these services. Several forms were updated and are now available online as Qualtrics surveys. (Grievance forms, grade review). Title IX – information is linked to the informational web page, but there is not a fillable form, rather students are instructed to contact the Title IX officer.

All of the information is now available on the website: https://www.ccsf.edu/en/studentservices/student-conduct/CG.html . Updates are being made to the college catalog to reflect the same information as the website. These forms are now accessible via the website.

Regarding Student Code of Conduct violations: process has been to have students come the Ocean campus to meet with the Conduct Officer. Exceptions are made on a case-by-case basis. There has also been recent Flex Day trainings regarding Student Conduct, so that the campus community is aware of the procedures. Professional development tools are in process, and will address student conduct and handling difficult students (includes addressing complaints and grievances).

[Note: No classes at Civic Center in 2020-21, so not included in EASE 2020-21 reflection]

DOWNTOWN

Core Service Area 1: Admissions & Records

Fall 2015:

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.

Reflection 2019-20:

- Student computer kiosk – 6; student printer - 2
- September 2017 to present – Ethan Cheung. Training provided to Center staff on areas including admissions, registration, photo IDs, attendance-tracking process.
- November 2018 to January 2019 – Shuai Liu. Training provided to Center staff on areas including admissions, registration, photo IDs, attendance-tracking process.
- 11/2019 to present – Sofia Cortez (Spanish speaking) and Richard Chan (Chinese speaking) were deployed to assist students at Downtown Center and Mission Center with duties: assisting students with registration process, assist 1490 with data entry, photo ID booth, answer telephones, assist students with inquiries, process applications, assist Dean with important projects, assist with enrollment using SARS to schedule students for assessment testing, using ARGOS to access HS student transcript, offering language translation services.
- BDMS system was set up spring 2016.
- A staff resources/information manual is in the process of being updated as new procedures and policies are implemented and will distributed to the Center no later than Fall 2021.
- A permanent photo ID station has been set up at the Center.
- In collaboration with the Center Dean A & R will provide ongoing training for the staff.

DOWNTOWN

Core Service Area 2: Financial Aid
Fall 2015:

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 assists 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)

Reflection 2019-20:
Implementation and current status are consistent across all centers. Every semester, the Student Support Specialists (1490s) receive Financial Aid training from the Financial Aid managers.

DOWNTOWN

Training is offered each semester because regulations change frequently, this approach keeps the 1490s aligned with the operational tempo of the Financial Aid office. Training includes outreach, in-reach, and processing files via CampusLogic, which was acquired in 2016. The 1490s help students upload files when they are selected for verification. Students submit verification documents requested by the Dept of Education.

Outreach activities at the Centers: In 2018, created Financial Aid awareness week at the centers. Normally happens in fall when FAFSA is opened (Oct/Nov). Activities are workshops geared toward students completing the FAFSA, and answering verification questions. Financial Aid advising is conducted by the 1490s. If there is not a 1490 assigned to a Center, then a 1487 Financial Aid Specialist from the Ocean office is assigned to provide Financial Aid services at the center. 1490s are invited to the weekly Financial Aid meetings and training, and during COVID-19, the 1490s are housed in Financial Aid and report to Dean. A major focus for Financial Aid is using more technology to serve students, including communication via texting, via the virtual counter, and via Zoom. Data collection has improved in identifying deficiencies to be addressed, which have been addressed. E.g., from 36 Dreamers in 2016 to 361 in 2019-20 (across the college). A continuing effort is sustained, open communication with Center Deans regarding Financial Aid matters, including release of 1490s for training and participation in Financial Aid Awareness Week.

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

Fall 2015:

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.

Reflection 2019-20:

DOWNTOWN

Counseling FTE (3.0) is sufficient and proportionate. The counseling office is open 5 days/week with evening hours until 6:00 PM on Wednesdays and Thursdays. Counseling also supports students in the Working Adult Degree Program (WADP) on Tuesday evenings from 5-7 and Saturdays from 10 AM-2:00 PM.

Core Service Area 3B: Counseling: Educational Plans

Fall 2015:

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 matriculation 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.

Reflection 2019-20:

The web4 educational planning tool has been phased out and the counselors are now using the Starfish degree planning tool to develop educational plans for students. The Starfish degree planner for credit educational planning is in the implementation stage. Counselors are currently using it to develop educational plans and there is a continuous loop for provide feedback to improve the tool. Development of non-credit education plans is a limitation within the Starfish tool that needs to be addressed. This and other limitations of the Starfish tool poses challenges and questions about the effectiveness and accuracy of the tool. Eventually, students will have access to the Starfish degree planning tool and will be able to develop their own education plans to submit to the counselor for review and final approval.

DOWNTOWN

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

Fall 2015:

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.

Reflection 2019-20:

The passage of AB 705 has mandated how credit students are assessed for English and math course placements. Rather than taking placement tests in native English and math, students are able to use measures such as high school data, self-reporting, or college transcripts to place into appropriate English and math levels. Counseling faculty have been informed and trained regarding the implementation of this new policy. AB 705 legislation will be expanded to include assessment for English for credit ESL students. Currently, the State Chancellor's office allows the use of the credit ESL placement tests through Summer/Fall 2020, however using assessment tests will probably change within the next 1-2 years. More guidance will be released regarding continuous use beyond Fall 2020. Although guidance is not yet available regarding non-credit ESL placement testing, AB 705 has also impacted how services are provided to students transitioning from non-credit into credit classes/programs (Steps to Credit program).

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

Fall 2015:

DOWNTOWN

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.

Reflection 2019-20:

The student funding formula introduced by the State Chancellor's Office in Fall 2018 dictates the prioritization for completion of certificates and degrees (including transfer). In Fall 2018, the counselors started working on a completion project to assess, identify and notify students who met eligibility requirement to petition for a certificate or a degree. In addition, students who were less than 6 units from completion were invited to meet with a counselor to plan their remaining coursework for certificate and degree completion or transfer. In Spring 2020 the district began a graduation guarantee campaign to further assist students toward completion. The district is also looking into the feasibility of an auto-award program.

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

Fall 2015:

DOWNTOWN

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: Dedicated technological support from IT

Reflection 2019-20:
There is an opportunity for exchange of information during the Student Affairs division professional development meetings which occur twice a month (1st and 3 Wednesdays). Counselors serve as liaisons to academic departments/programs providing the opportunity to share information and refer students to services. In the last year there has been greater intentional cooperation and communication among academic department/programs and student services to create pathways as well as publicize these programs on the CCSF website. Counselors continue to assess students' academic and personal needs and make referrals as appropriate (i.e, tutoring, library services, DSPS, career, financial aid, mental and physical health, etc.)

Core Service Area 3F: Counseling: Counselor's Role in Center In-Reach and Outreach Fall 2015:

Status: There are 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 efforts.

Reflection 2019-20:

Each department/program has an assigned counselor liaison who checks in with the departments on a regular basis and is available to make classroom presentations and participate in academic department meetings to provide information on counseling services. The counselor liaison also brings back updated/new information regarding academic program changes to the counseling department. The liaison work has created more opportunities for dialogue and strengthened in-reach and outreach efforts. Counselors also participate in the Re-Imaging the Student Experience (RISE) project and work with various academic departments to assist with mapping for Guided Pathways. Counselors also serve as leads at the SFUSD high schools providing on site orientations and counseling. FRISCO day is an all-day outreach event serving over 900-1000 incoming high school graduates.

Core Service Area 3G: Disabled Students Programs & Services

Fall 2015:

DOWNTOWN

Status: A DSPS counselor offers counseling at the Downtown Center 3 hours/week (Mondays, 10:00am-1:00pm). 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 45 Downtown 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.

Reflection 2019-20*:*
DSPS counseling has increased an hour from 3 hours/week to 4 hours/week on Wednesdays, 11:00am-3:00pm.

Core Service Area 4: Library &Learning Resources

Fall 2015:

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.

Reflection 2019-20:

- Staffing includes 1 FT Librarian and 3 PT Librarians.
- PT time librarians provide evening coverage on Monday, Tuesday and Wednesdays until 630 PM.
- Evening coverage reduced from 4 evenings to 3.

Core Service Area 5: Bookstore/Access to Course Materials

Fall 2015:

DOWNTOWN

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.

Reflection 2019-20:

- The bookstore is open Monday, Tuesday and Wednesday 9:45 AM – 2:30 PM and 5:30 - 7:00 PM.

Core Service Area 6: Co - Curricular Activities:

Fall 2015:

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.

Reflection 2019-20:

This Center does have opportunity for and access to the support of an Association of Students. The current resources are sufficient and proportionate. Due to lack of eligibility of students being elected on an Associated Students Council, center students have petitioned successfully to form an Association of Students. The Association is very active, and has begun the process of recognizing center-based clubs. The Faculty advisor is new as regular advisor is on sabbatical; the faculty advisor has engaged in several training sessions with Interim Assistant Director of Student Activities. 2018-2019 the Association was able to present a proposed budget for 2019-2020, allowing approval of final budget to happen quickly and allow students to plan events right away.

Action Plan: 1) Provide continued and ongoing support to Association of Students and advisor, 2) Work with Council to draft and approve a new set of center-specific governing codes, following the passage of the district-wide bylaws- codes to include provisions for recognizing clubs.

DOWNTOWN

Note: There are new students every semester/year, so orientation and training are an ongoing need. Level of engagement depends on specific students taking an interest and becoming engaged. In 2015, the State Chancellors Office said that noncredit students are not recognized as elected student leaders. In Spring of 2018 the Associated Students Executive Council passed a new set district-wide bylaws allowing for the creation of Associated Students Councils by election at centers with primarily credit students, and Associations of Students, to be formed by petition at centers with primarily non-credit students. The bylaws also created two new elected student positions, the Student Chancellor and Student Vice Chancellor, who are
responsible for convening the Executive Council and bringing cohesion to Associated Student groups across the district. The bylaws were ratified in a general election.

Core Service Area 7: Complaints, Grievances & Students Rights and Responsibilities: Fall 2015

Status: The grievance and complaint process for all students in 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.

Reflection 2019-20:
As of 2018, Student Complaints/Grievances process was revised and distinguished from Student conduct and discipline process. There is still one central webpage with all the information, accessible by all Center locations. Students are no longer sent to a particular office, they are directed to the web page to access these services. Several forms were updated and are now available online as Qualtrics surveys. (Grievance forms, grade review). Title IX – information is linked to the informational web page, but there is not a fillable form, rather students are instructed to contact the Title IX officer.

DOWNTOWN

All of the information is now available on the website: https://www.ccsf.edu/en/studentservices/student-conduct/CG.html . Updates are being made to the college catalog to reflect the same information as the website. These forms are now accessible via the website.

Regarding Student Code of Conduct violations: process has been to have students come the Ocean campus to meet with the Conduct Officer. Exceptions are made on a case-by-case basis. There has also been recent Flex Day trainings regarding Student Conduct, so that the campus community is aware of the procedures. Professional development tools are in process, and will address student conduct and handling difficult students (includes addressing complaints and grievances).

EASE Workgroup Reflection March 2021

Q1. What one core service/location went very well, or was especially strong?

1490, resourceful, team player, trained across services including Financial Aid.

Q2. Are there additional functions/responsibilities needed for any core service? Is there something needed, e.g., additional training and/or resources needed to perform those functions?

A&E staffing levels.

Q3. Are there additional challenges in any core service that were not addressed in the report?

Matching service hours to instructional offerings, e.g., Library hours.

Q4. Are there additional functions/responsibilities needed for any core service? Is there something needed, e.g., additional training and/or resources needed to perform those functions? NA

Q5. What would you suggest as 1 – 3 areas for future collaboration across services?

Tutoring services in the library.

Q6. What was learned about operating in the pandemic that you would like to see continue once operations return to in-person?

Virtual service counters.

Q7. Any additional questions or items that were not addressed; goals, implementation, resource challenges? NA

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Core Service Area 1: Admissions & Records

Fall 2015:

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.

Reflection 2019-20:

- Student computer kiosk – 7; student printer - 2
- 2016 – A&R staff Trenise McQueen, assisted at the Evans Center for several months with duties: Sending out memos to staff, registering students for classes, purchasing office supplies, filing, acting secretary to Dean Bynum, payroll submission, submitting census to Deans, organizing the office and office for functionality.
- August 2016 to September 2016 – A&R staff Lorenzo Gastinell, assisted with registration, admissions, photo IDs and counter service.

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- January 2017 to February 2017 - A&R staff Lorenzo Gastinell, assisted with registration, admissions, photo IDs and counter service.
- January 2017 – A&R staff Eleazar Sunga, assisted with registration, admissions, photo IDs and counter service.
- February 2017 – 1490 Julia Dillard. Training with admissions, registration, photo IDs, corrections, grade.
- September 2017 to present – Center staff Carol Leung. Training in admissions, registration, photo IDS, corrections, grades.
- Fall 2019 – Training was provided for new 1490 staff, Michelle Borjal
- BDMS system was set up spring 2016
- A staff resources/information manual is in the process of being updated as new procedures and policies are implemented and will distributed to the Center no later than Fall 2021
- A permanent photo ID station has been set up at the Center.
- In collaboration with the Center Dean A & R will provide ongoing training for the staff

Core Service Area 2: Financial Aid

Fall 2015:

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 assists 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 7am - 4pm and from 6pm - 9pm. Long term goals include: 1) 1 additional financial aid representative from 7am - 4pm and 6pm - 9pm during the weekdays, and on Saturdays from 7:45am - 3pm, 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).

Reflection 2019-20:
Implementation and current status are consistent across all centers. Every semester, the Student Support Specialists (1490s) receive Financial Aid training from the Financial Aid managers. Training is offered each semester because regulations change frequently, this approach keeps the 1490s aligned with the operational tempo of the Financial Aid office. Training includes outreach, in-reach, and processing files via CampusLogic, which was acquired in 2016. The 1490s help students upload files when they are selected for verification. Students submit verification documents requested by the Dept of Education).

Outreach activities at the Centers: In 2018, created Financial Aid awareness week at the centers. Normally happens in fall when FAFSA is opened (Oct/Nov). Activities are workshops geared toward students completing the FAFSA, and answering verification questions. Financial Aid advising is conducted by the 1490s. If there is not a 1490 assigned to a Center, then a 1487 Financial Aid Specialist from the Ocean office is assigned to provide Financial Aid services at the center. 1490s are invited to the weekly Financial Aid meetings and training, and during COVID-19, the 1490s are housed in Financial Aid and report to Dean. A major focus for Financial Aid is using more technology to serve students, including communication via texting, via the virtual counter, and via Zoom. Data collection has improved in identifying deficiencies to be addressed, which have been addressed. E.g., from 36 Dreamers in 2016 to 361 in 2019-20 (across the college). A continuing effort is sustained, open communication with Center Deans regarding Financial Aid matters, including release of 1490s for training and participation in Financial Aid Awareness Week.

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

Fall 2015:

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.

Reflection 2019-20:
In Spring 2017, 1 FTE counselor was hired and trained to work at the Evans Center part time. In Fall 2017, the counselor's part time assignment was increased to 1 FTE and a second counselor was hired to support the students at the Evans Center. In Spring 2018, the department was able to hire a 1406 clerk position to support the counselors at the Evans Center. Counseling services are offered Monday-Thursday with evening hours until 6:00 PM on Tuesday and Wednesday and once a month on Saturdays from 9 AM – 1 PM.

Core Service Area 3B: Counseling: Educational Plans
Fall 2015:

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 plan 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.

Reflection 2019-20:

The web4 educational planning tool has been phased out and the counselors are now using the Starfish degree planning tool to develop educational plans for students. The Starfish degree planner for credit educational planning is in the implementation stage. Counselors are currently using it to develop educational plans and there is a continuous loop for provide feedback to improve the tool. Development of non-credit education plans is a limitation within the Starfish tool that needs to be addressed. This and other limitations of the Starfish tool poses challenges and questions about the effectiveness and accuracy of the tool. Eventually, students will have access to the Starfish degree planning tool and will be able to develop their own education plans to submit to the counselor for review and final approval.

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

Fall 2015:

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.

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Reflection 2019-20:

The passage of AB 705 has mandated how credit students are assessed for English and math course placements. Rather than taking placement tests in native English and math, students are able to use measures such as high school data, self-reporting, or college transcripts to place into appropriate English and math levels. Counseling faculty have been informed and trained regarding the implementation of this new policy. AB 705 legislation will be expanded to include assessment for English for credit ESL students. Currently, the State Chancellor's office allows the use of the credit ESL placement tests through Summer/Fall 2020, however using assessment tests will probably change within the next 1-2 years. More guidance will be released regarding continuous use beyond Fall 2020. Although guidance is not yet available regarding non-credit ESL placement testing, AB 705 has also impacted how services are provided to students transitioning from non-credit into credit classes/programs (Steps to Credit program).

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

*Fall 2015**:***

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.

Reflection 2019-20:

The student funding formula introduced by the State Chancellor's Office in Fall 2018 dictates the prioritization for completion of certificates and degrees (including transfer). In Fall 2018, the counselors started working on a completion project to assess, identify and notify students who met eligibility requirement to petition for a certificate or a degree. In addition, students who were less than 6 units from completion were invited to meet with a counselor to plan their remaining coursework for certificate and degree completion or transfer. In Spring 2020 the district began a graduation guarantee campaign to further assist students toward completion. The district is also looking into the feasibility of an auto-award program.

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

Fall 2015:

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: Dedicated technological support from IT.

Reflection 2019-20:

There is an opportunity for exchange of information during the Student Affairs division professional development meetings which occur twice a month (1st and 3 Wednesdays). Counselors serve as liaisons to academic departments/programs providing the opportunity to share information and refer students to services. In the last year there has been greater intentional cooperation and communication among academic department/programs and student services to create pathways as well as publicize these programs on the CCSF website.

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Counselors continue to assess students' academic and personal needs and make referrals as appropriate (i.e, tutoring, library services, DSPS, career, financial aid, mental and physical health, etc.)

Core Service Area 3F: Counseling: Counselor's Role in Center In-Reach and Outreach Fall 2015:

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, 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.

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Reflection 2019-20:
Each department/program has an assigned counselor liaison who checks in with the departments on a regular basis and is available to make classroom presentations and participate in academic department meetings to provide information on counseling services. The counselor liaison also brings back updated/new information regarding academic program changes to the counseling department. The liaison work has created more opportunities for dialogue and strengthened in-reach and outreach efforts. Counselors also participate in the Re-Imaging the Student Experience (RISE) project and work with various academic departments to assist with mapping for Guided Pathways. Counselors also serve as leads at the SFUSD high schools providing on site orientations and counseling. FRISCO day is an all day outreach event serving over 900-1000 incoming high school graduates.

Core Service Area 3G: Disabled Students Programs & Services
Fall 2015:

Status: A DSPS Counselor sent out upon request. DSPS Counselors also provide phone appointments for students when necessary. Services are sufficient and proportionate.

Reflection 2019-20*:* No change.

Core Service Area 4: Library &Learning Resources
Fall 2015:

Status: 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.

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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

Reflection 2019-20:

- Items on the action plan achieved. Workforce money was requested to purchase new adjustable furnishing.
- From Spring 2016 through Spring 2019 hours of operation were Monday through Thursday until 9:30, Saturdays until 2:30.
- Beginning Fall 2019 Library is open 4 days a week Monday, Tuesday and Thursday until 7:00 PM, Saturdays until 1:30 PM.
- A Library Technician is also onsite on Mondays.
- Staffing is inadequate and library services at Evans Center is assessed every semester.

Core Service Area 5: Bookstore/Access to Course Materials

Fall 2015:

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 for 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.

Reflection 2019-20:

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- While a space was identified for a physical location for the bookstore with a plan to hire a student worker, implementation did not occur.
- The bookstore is willing to revisit this again.

Core Service Area 6: Co - Curricular Activities

Fall 2015:

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.

Reflection 2019-20:

This Center does have opportunity for and access to the support of Associated Students Council. The current resources are sufficient and proportionate. The Advisor is new, but has engaged in training with the Interim Assistant Director of Student Activities, and teaches on site daily.

Action Plan: 1) Provide continued and ongoing support to Association of Students and training for advisor, 2) Work with Council to draft and approve a new set of center-specific governing codes, following the passage of the district-wide bylaws- codes to include provisions for recognizing clubs.

Note: There are new students every semester/year, so orientation and training are an ongoing need. Level of engagement depends on specific students taking an interest and becoming engaged. In 2015, the State Chancellors Office said that noncredit students are not recognized as elected student leaders. In Spring of 2018 the Associated Students Executive Council passed a new set district-wide bylaws allowing for the creation of Associated Students Councils by election at centers with primarily credit students, and Associations of Students, to be formed by petition

at centers with primarily non-credit students. The bylaws also created two new elected student positions, the Student Chancellor and Student Vice Chancellor, who are responsible for convening the Executive Council and bringing cohesion to Associated Student groups across the district. The bylaws were ratified in a general election.

Core Service Area 7: Complaints, Grievances & Students Rights and Responsibilities: Fall 2015

Status: The grievance and complaint process for all students in 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 are 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.

Reflection 2019-20:
As of 2018, Student Complaints/Grievances process was revised and distinguished from Student conduct and discipline process. There is still one central webpage with all the information, accessible by all Center locations. Students are no longer sent to a particular office, they are directed to the web page to access these services. Several forms were updated and are now available online as Qualtrics surveys. (Grievance forms, grade review). Title IX – information is linked to the informational web page, but there is not a fillable form, rather students are instructed to contact the Title IX officer.

All of the information is now available on the website: https://www.ccsf.edu/en/studentservices/student-conduct/CG.html . Updates are being made to the college catalog to reflect the same information as the website.
These forms are now accessible via the website.

EVANS

Regarding Student Code of Conduct violations: process has been to have students come the Ocean campus to meet with the Conduct Officer. Exceptions are made on a case-by-case basis. There has also been recent Flex Day trainings regarding Student Conduct, so that the campus community is aware of the procedures. Professional development tools are in process, and will address student conduct and handling difficult students (includes addressing complaints and grievances).

EASE Workgroup Reflection March 2021

Q1. What one core service/location went very well, or was especially strong?

Admissions, Registration, Financial Aid, Counseling, Library & Student activities; 1490s role.

Q2. Are there additional functions/responsibilities needed for any core service? Is there something needed, e.g., additional training and/or resources needed to perform those functions?

More 1490 coverage, classified staff support, cross training. City DREAM services. For SE, Student Activities.

Q3. Are there additional challenges in any core service that were not addressed in the report?

Class scheduling, aligning service hours to instruction; bilingual staff; improving accuracy of marketing materials.

Q4. Are there additional functions/responsibilities needed for any core service? Is there something needed, e.g., additional training and/or resources needed to perform those functions?

More clerical/office staff, preferably bi-lingual.

Q5. What would you suggest as 1 – 3 areas for future collaboration across services? NA.

Q6. What was learned about operating in the pandemic that you would like to see continue once operations return to in-person? NA**.**

Q7. Any additional questions or items that were not addressed; goals, implementation, resource challenges? NA

JOHN ADAMS

Core Service Area 1: Admissions & Records
Fall 2015:

Status: Classified staff need more training to provide core services to credit students. Current staff consists of 26 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

Reflection 2019-20:

- Student computer kiosk – 5; student printer - 2
- November 2016 to present – Center staff Vivian Chu. Training in admissions, registration, photo IDs, attendance-tracking process, BDM, student records correction.
- October 2016 to present – Center staff Hongyan Chen. Training in admissions, registration, photo ID process.
- BDMS system was set up spring 2016.
- A staff resources/information manual is in the process of being updated as new procedures and policies are implemented and will distributed to the Center no later than Fall 2021.
- A permanent photo ID station has been set up at the Center.

JOHN ADAMS

- In collaboration with the Center Dean A & R will provide ongoing training for the staff.
- In collaboration with the Center Deans, Department Chairs and Program Coordinators, A & R services are also provided for the various allied health programs at the Center.

Core Service Area 2: Financial Aid
Fall 2015:

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 assists 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)

JOHN ADAMS

Reflection 2019-20:
Implementation and current status are consistent across all centers. Every semester, the Student Support Specialists (1490s) receive Financial Aid training from the Financial Aid managers. Training is offered each semester because regulations change frequently, this approach keeps the 1490s aligned with the operational tempo of the Financial Aid office. Training includes outreach, in-reach, and processing files via CampusLogic, which was acquired in 2016. The 1490s help students upload files when they are selected for verification. Students submit verification documents requested by the Dept of Education.

Outreach activities at the Centers: In 2018, created Financial Aid awareness week at the centers. Normally happens in fall when FAFSA is opened (Oct/Nov). Activities are workshops geared toward students completing the FAFSA, and answering verification questions. Financial Aid advising is conducted by the 1490s. If there is not a 1490 assigned to a Center, then a 1487 Financial Aid Specialist from the Ocean office is assigned to provide Financial Aid services at the center. 1490s are invited to the weekly Financial Aid meetings and training, and during COVID19, the 1490s are housed in Financial Aid and report to Dean. A major focus for Financial Aid is using more technology to serve students, including communication via texting, via the virtual counter, and via Zoom. Data collection has improved in identifying deficiencies to be addressed, which have been addressed. E.g., from 36 Dreamers in 2016 to 361 in 2019-20 (across the college). A continuing effort is sustained, open communication with Center Deans regarding Financial Aid matters, including release of 1490s for training and participation in Financial Aid Awareness Week.

Core Service Area 3A: Counseling: Academic, Career, and Personal
Fall 2015:

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/intake process. Follow through on developing John Adams as the Health Care Training site.

JOHN ADAMS

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.

Reflection 2019-20:
3 FTE counselors is sufficient. However, in the last year a .5 FTE has been assigned to work with formerly incarcerated students in the New Directions program at the Ocean campus. In addition, several allied health programs from Ocean will be relocating to John Adams within the next few years which may necessitate adding an additional 1 FTE. A 1406 classified support staffed was hired in Spring 2019 to provide much needed support in the counseling office.

Core Service Area 3B: Counseling: Educational Plans:
Fall 2015:

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.

Reflection 2019-20:

JOHN ADAMS

The web4 educational planning tool has been phased out and the counselors are now using the Starfish degree planning tool to develop educational plans for students. The Starfish degree planner for credit educational planning is in the implementation stage. Counselors are currently using it to develop educational plans and there is a continuous loop for provide feedback to improve the tool. Development of non-credit education plans is a limitation within the Starfish tool that needs to be addressed. This and other limitations of the Starfish tool poses challenges and questions about the effectiveness and accuracy of the tool. Eventually, students will have access to the Starfish degree planning tool and will be able to develop their own education plans to submit to the counselor for review and final approval.

Core Service Area 3C: Counseling: Coordination of SSSP/Matriculation Components Fall 2015:

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 students 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, 4) Additional counseling faculty and counseling support staff.

Reflection 2019-20:

The passage of AB 705 has mandated how credit students are assessed for English and math course placements. Rather than taking placement tests in native English and math, students are able to use measures such as high school data, self-reporting, or college transcripts to place into appropriate English and math levels. Counseling faculty have been informed and trained regarding the implementation of this new policy. AB 705 legislation will be expanded to include assessment for English for credit ESL students. Currently, the State Chancellor's office allows the use of the credit ESL placement tests through Summer/Fall 2020, however using assessment tests

will probably change within the next 1-2 years. More guidance will be released regarding continuous use beyond Fall 2020. Although guidance is not yet available regarding non-credit ESL placement testing, AB 705 has also impacted how services are provided to students transitioning from non-credit into credit classes/programs (Steps to Credit program).

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

Fall 2015:

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.

Reflection 2019-20:

The student funding formula introduced by the State Chancellor's Office in Fall 2018 dictates the prioritization for completion of certificates and degrees (including transfer). In Fall 2018, the

counselors started working on a completion project to assess, identify and notify students who met eligibility requirement to petition for a certificate or a degree. In addition, students who were less than 6 units from completion were invited to meet with a counselor to plan their remaining coursework for certificate and degree completion or transfer. In Spring 2020 the district began a graduation guarantee campaign to further assist students toward completion. The district is also looking into the feasibility of an auto-award program.

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

Fall 2015:

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: Dedicated technology support from IT.

Reflection 2019-20:

There is an opportunity for exchange of information during the Student Affairs division professional development meetings which occur twice a month (1st and 3 Wednesdays). Counselors serve as liaisons to academic departments/programs providing the opportunity to share information and refer students to services. In the last year there has been greater intentional cooperation and communication among academic department/programs and student services to create pathways as well as publicize these programs on the CCSF website. Counselors continue to assess students' academic and personal needs and make referrals as appropriate (i.e, tutoring, library services, DSPS, career, financial aid, mental and physical health, etc.)

JOHN ADAMS

Core Service Area 3F: Counseling: Counselor's Role in Center In-Reach and Outreach Fall 2015:

Status: There are 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 is a need for 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, thus, 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. Center Deans should integrate with the 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, 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 efforts

Reflection 2019-20:

Each department/program has an assigned counselor liaison who checks in with the departments on a regular basis and is available to make classroom presentations and participate in academic

department meetings to provide information on counseling services. The counselor liaison also brings back updated/new information regarding academic program changes to the counseling department. The liaison work has created more opportunities for dialogue and strengthened in-reach and outreach efforts. Counselors also participate in the Re-Imaging the Student Experience (RISE) project and work with various academic departments to assist with mapping for Guided Pathways. Counselors also serve as leads at the SFUSD high schools providing on site orientations and counseling. FRISCO day is an all-day outreach event serving over 900-1000 incoming high school graduates.

Core Service Area 3G: Disabled Students Programs & Services
Fall 2015:

Status A DSPS counselor offers counseling at the John Adams Center 3 hours/week (Mondays, 10:00am-1:00pm). 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 some day, evening, and weekend 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.

Reflection 2019-20***:***
DSPS counseling hours were increased from 3 hours/week (Mondays, 10:00 am-1:00 pm) to 15 hours/week (Mondays, Tuesdays, & Thursdays 9:00am-2:00pm).

Core Service Area 4: Library & Learning Resources
Fall 2015:

Status: The following equipment is currently provided at the John Adams Center: 13 student computers, printing and scanning, 2 DSPS computers, CCTV, AA/ 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**

Reflection 2019-20:

- Hours have been reduced at John Adams from 38 hours a week to 31.5.
- No Friday library services.
- Funding is needed funding to replace student computers.

Core Service Area 5: Bookstore/Access to Course Materials
Fall 2015:

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.

Reflection 2019-20:

- During Spring 2016 through Spring 2019 the bookstore hours were reduced from 3 days to 2 days.
- An Increase in the demand for medical uniforms necessitated expansion of hours and In Fall 2019 the bookstore hours were reinstated - Monday, Tuesday, Wednesday 9:30-1:30 and 4:00-6:00.

Core Service Area 6: Co - Curricular Activities:
Fall 2015:

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.

JOHN ADAMS

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.

Reflection 2019-20:
This Center does have opportunity for and access to the support of Associated Students Council. The current resources are sufficient and proportionate. The Advisor is new, but has engaged in training with the Interim Assistant Director of Student Activities, and teaches on site daily.

Action Plan: 1) Provide continued and ongoing support to Association of Students and advisor, 2) Work with Council to draft and approve a new set of center-specific governing codes, following the passage of the district-wide bylaws- codes to include provisions for recognizing clubs.

Note: There are new students every semester/year, so orientation and training are an ongoing need. Level of engagement depends on specific students taking an interest and becoming engaged. In 2015, the State Chancellors Office said that noncredit students are not recognized as elected student leaders. In Spring of 2018 the Associated Students Executive Council passed a new set district-wide bylaws allowing for the creation of Associated Students Councils by election at centers with primarily credit students, and Associations of Students, to be formed by petition at centers with primarily non-credit students. The bylaws also created two new elected student positions, the Student Chancellor and Student Vice Chancellor, who are responsible for convening the Executive Council and bringing cohesion to Associated Student groups across the district. The bylaws were ratified in a general election.

Core Service Area 7: Complaints, Grievances & Students Rights and Responsibilities: Fall 2015

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)

JOHN ADAMS

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.

Reflection 2019-20:

As of 2018, Student Complaints/Grievances process was revised and distinguished from Student conduct and discipline process. There is still one central webpage with all the information, accessible by all Center locations. Students are no longer sent to a particular office, they are directed to the web page to access these services. Several forms were updated and are now available online as Qualtrics surveys. (Grievance forms, grade review). Title IX – information is linked to the informational web page, but there is not a fillable form, rather students are instructed to contact the Title IX officer.

All of the information is now available on the website: https://www.ccsf.edu/en/studentservices/student-conduct/CG.html . Updates are being made to the college catalog to reflect the same information as the website. These forms are now accessible via the website.

Regarding Student Code of Conduct violations: process has been to have students come the Ocean campus to meet with the Conduct Officer. Exceptions are made on a case-by-case basis. There has also been recent Flex Day trainings regarding Student Conduct, so that the campus community is aware of the procedures. Professional development tools are in process, and will address student conduct and handling difficult students (includes addressing complaints and grievances).

EASE Workgroup Reflection March 2021

Q1. What one core service/location went very well, or was especially strong?

Integration of services, direct access to Banner; on-site student ID cards, student activities, Library services; relationship with instruction.

Q2. Are there additional functions/responsibilities needed for any core service? Is there something needed, e.g., additional training and/or resources needed to perform those functions?

Needs of student parents, students with disabilities; tutoring; Bookstore closure; budget for Student Council.

Q3. Are there additional challenges in any core service that were not addressed in the report?

More bi-lingual support; Career counseling and resources.

JOHN ADAMS

Q4. Are there additional functions/responsibilities needed for any core service? Is something needed, e.g., additional training and/or resources needed to perform those functions? NA.

Q5. What would you suggest as 1 – 3 areas for future collaboration across services?

Share A&R information for cross-center referrals, NC placement tests, steps to credit, specialized program orientation.

Q6. What was learned about operating in the pandemic that you would like to see continue once operations return to in-person?

Canvas, online advising, online orientation, 24/7 library chat.

Q7. Any additional questions or items that were not addressed; goals, implementation, resource challenges?

Marketing budget and materials specific to programs/Center

MISSION

Core Service Area 1: Admissions & Records

Fall 2015:

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 fulltime. 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)I 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.

Reflection 2019-20:

- Student computer kiosk – 7; student printer - 1
- 2016 to present – A&R staff Tracy Masingale provided training to new employees of Cashier I, Cashier III, Enrollment Specialists. Training in registration and tuition and fees procedures, training new hires in resolving student discrepancies and inquiries, training new hires with

payment procedures and or discrepancies to be handled at other CCSF Centers so that students are accommodate outside of the main campus Registration Center.

- January 2018 – A&R staff Lorenzo Gastinell assisted with registration, admissions, photo ID station and counter service.
- March 2018 to present – Provided training to Center staff Arturo Alvarado on Positive Attendance Roll Sheet (PARS).
- January 2019 – A&R staff Lorenzo Gastinell, assisted with registration, admissions, photo IDs and counter service.
- June 2016 to June 2019 – Jeanette Calixto. Training in admissions, registration, photo IDs, attendance-tracking process, BDM (document imaging), student records correction.
- April 2016 to June 2019 – Sonia Ramirez. Training in admissions, registration, photo ID process.
- February 2020 – A&E staff. Training staff with (see #1).
- BDMS system was set up spring 2016
- A staff resources/information manual is in the process of being updated as new procedures and policies are implemented and will distributed to the Center no later than Fall 2021
- A permanent photo ID station has been set up at the Center.
- In collaboration with the Center Dean A & R will provide ongoing training for the staff (registration and tuition and fees procedures, training new hires in resolving student discrepancies and inquiries, training new hires with payment procedures and or discrepancies to be handled at other CCSF Centers so that students are accommodate outside of the main campus Registration Center).

Core Service Area 2: Financial Aid

Fall 2015:

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.

MISSION

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).

Reflection 2019-20:

Implementation and current status are consistent across all centers. Every semester, the Student Support Specialists (1490s) receive Financial Aid training from the Financial Aid managers. Training is offered each semester because regulations change frequently, this approach keeps the 1490s aligned with the operational tempo of the Financial Aid office. Training includes outreach, in-reach, and processing files via CampusLogic, which was acquired in 2016. The 1490s help students upload files when they are selected for verification. Students submit verification documents requested by the Dept of Education.

Outreach activities at the Centers: In 2018, created Financial Aid awareness week at the centers. Normally happens in fall when FAFSA is opened (Oct/Nov). Activities are workshops geared toward students completing the FAFSA, and answering verification questions. Financial Aid advising is conducted by the 1490s. If there is not a 1490 assigned to a Center, then a 1487 Financial Aid Specialist from the Ocean office is assigned to provide Financial Aid services at the center. 1490s are invited to the weekly Financial Aid meetings and training, and during COVID19, the 1490s are housed in Financial Aid and report to Dean. A major focus for Financial Aid is using more technology to serve students, including communication via texting, via the virtual counter, and via Zoom. Data collection has improved in identifying deficiencies to be addressed, which have been addressed. E.g., from 36 Dreamers in 2016 to 361 in 2019-20 (across the college). A continuing effort is sustained, open communication with Center Deans regarding Financial Aid

matters, including release of 1490s for training and participation in Financial Aid Awareness Week.

Core Service Area 3A: Counseling: Academic, Career, and Personal
Fall 2015:

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 additional 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.

Reflection 2019-20:
In Fall 2016 there were 3 FTEF counseling faculty, a .5 PT counseling faculty and .5 FTE classified support staff. Counseling services were available on Tuesday evening until 8:30 and Wednesday evenings until 7:00. In mid spring 2017 a second .5 FTE counselor was hired. In Fall 2017 counseling faculty increased from 3 to 5 FTEF. In Fall 2018 a full time, STO classified staff was hired. In Spring 2019, a .5 classified staff retired and 1 FTEF counselor moved to administration. Currently there are 4.5 FTEF counseling faculty and 1.0 FT classified support staff. Evening counseling hours have been adjusted (Tuesdays 6:30 PM and Wednesdays until 5 PM) to be consistent with services within the student affairs division. Counseling also supports the Working Adult Degree program (WADP) on Monday evenings from 5-7 PM and Saturdays from 10 AM – 2:00 PM.

Core Service Area 3B: Counseling: Educational Plans:
Fall 2015:

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.

MISSION

Reflection 2019-20:
The web4 educational planning tool has been phased out and the counselors are now using the Starfish degree planning tool to develop educational plans for students. The Starfish degree planner for credit educational planning is in the implementation stage. Counselors are currently using it to develop educational plans and there is a continuous loop for provide feedback to improve the tool. Development of non-credit education plans is a limitation within the Starfish tool that needs to be addressed. This and other limitations of the Starfish tool poses challenges and questions about the effectiveness and accuracy of the tool. Eventually, students will have access to the Starfish degree planning tool and will be able to develop their own education plans to submit to the counselor for review and final approval.

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

Fall 2015:

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.

Reflection 2019-20:
The passage of AB 705 has mandated how credit students are assessed for English and math course placements. Rather than taking placement tests in native English and math, students are able to use measures such as high school data, self-reporting, or college transcripts to place into appropriate English and math levels. Counseling faculty have been informed and trained regarding the implementation of this new policy. AB 705 legislation will be expanded to include assessment for English for credit ESL students. Currently, the State Chancellor's office allows the use of the credit ESL placement tests through Summer/Fall 2020, however using assessment tests will probably change within the next 1-2 years. More guidance will be released regarding continuous use beyond Fall 2020.

Although guidance is not yet available regarding non-credit ESL placement testing, AB 705 has also impacted how services are provided to students transitioning from non-credit into credit classes/programs (Steps to Credit program).

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

*Fall 2015**:***

MISSION

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.

Reflection 2019-20:

The student funding formula introduced by the State Chancellor's Office in Fall 2018 dictates the prioritization for completion of certificates and degrees (including transfer). In Fall 2018, the counselors started working on a completion project to assess, identify and notify students who met eligibility requirement to petition for a certificate or a degree. In addition, students who were less than 6 units from completion were invited to meet with a counselor to plan their remaining coursework for certificate and degree completion or transfer. In Spring 2020 the district began a graduation guarantee campaign to further assist students toward completion. The district is also looking into the feasibility of an auto-award program.

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

*Fall 2015**:***

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.

Reflection 2019-20:

There is an opportunity for exchange of information during the Student Affairs division professional development meetings which occur twice a month (1st and 3 Wednesdays). Counselors serve as liaisons to academic departments/programs providing the opportunity to share information and refer students to services. In the last year there has been greater intentional cooperation and communication among academic department/programs and student services to create pathways as well as publicize these programs on the CCSF website. Counselors continue to assess students' academic and personal needs and make referrals as appropriate (i.e, tutoring, library services, DSPS, career, financial aid, mental and physical health, etc.)

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

Fall 2015:

MISSION

Status: There are 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.

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

Reflection 2019-20:
Each department/program has an assigned counselor liaison who checks in with the departments on a regular basis and is available to make classroom presentations and participate in academic department meetings to provide information on counseling services. The counselor liaison also brings back updated/new information regarding academic program changes to the counseling department. The liaison work has created more opportunities for dialogue and strengthened in-reach and outreach efforts. Counselors also participate in the Re-Imaging the Student Experience (RISE) project and work with various academic departments to assist with mapping for Guided Pathways. Counselors also serve as leads at the SFUSD high schools providing on site orientations and counseling. FRISCO day is an all-day outreach event serving over 900-1000 incoming high school graduates.

Core Service Area 3G: Disabled Students Programs & Services

Fall 2015:

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 9-12). One classified on Friday 4 hours and Wednesday 5 hours. DSPS Counselors 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

MISSION

Accommodations provided by the instructor on site or student takes exam at Ocean Campus if necessary.

Additional Resources Needed**:** An additional counselor for center coverage, and reduced distraction room and CCSF staff (not necessarily DSPS Staff) to proctor exams at center location day and evening.

Reflection 2019-20*:*

- DSPS counseling services increased from 10 hours/week to 21 hours/week and from 2 days/week to 3 days/week. (Monday 9am- 6pm, Tuesday 10am – 4pm, and Wednesday 10am – 4pm).
- Classified support staff hours increased to match counseling hours plus 4 additional hours on Friday (9:00-1:00) for test proctoring. (25 hours total)

Core Service Area 4: Library &Learning Resources

Fall 2015:

Status: 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.

Reflection 2019-20:

- Library hours are assessed every semester.
- There continues to be a gap in collaborating with other departments to address computing labs such as installation of Quickbooks for the business department.

Core Service Area 5: Bookstore/Access to Course Materials

Fall 2015:

MISSION

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.

Reflection 2019-20:

- No change in bookstore hours – Monday, Tuesday, Wednesday 9:30 AM-2:00 PM and 5:00 PM-8:00 PM.

Core Service Area 6: Co - Curricular Activities:

Fall 2015:

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.

Reflection 2019-20:

This Center does have opportunity for and access to the support of an Association of Students. The current resources are sufficient and proportionate. Due to lack of eligibility of students being elected on an Associated Students Council, center students have petitioned successfully to form an Association of Students. The Advisor has been in the role for several years, and teaches on site several days per week.

Action Plan: 1) Provide continued and ongoing support to Association of Students and training for advisor, 2) Work with Council to draft and approve a new set of center-specific governing codes, following the passage of the district-wide bylaws. 3) Meetings planned with Association members, Advisor, Student Chancellor, and Interim Assistant Director of Student Activities, to encourage participation of Association members in Executive Council. Continued efforts will be made to encourage students to participate in district-wide governance.

MISSION

Note: There are new students every semester/year, so orientation and training are an ongoing need. Level of engagement depends on specific students taking an interest and becoming engaged. In 2015, the State Chancellors Office said that noncredit students are not recognized as elected student leaders. In Spring of 2018 the Associated Students Executive Council passed a new set district-wide bylaws allowing for the creation of Associated Students Councils by election at centers with primarily credit students, and Associations of Students, to be formed by petition at centers with primarily non-credit students. The bylaws also created two new elected student positions, the Student Chancellor and Student Vice Chancellor, who are responsible for convening the Executive Council and bringing cohesion to Associated Student groups across the district. The bylaws were ratified in a general election.

Core Service Area 7: Complaints, Grievances & Students Rights and Responsibilities: Fall 2015

Status: The grievance and complaint process for all students in 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.

Reflection 2019-20:

As of 2018, Student Complaints/Grievances process was revised and distinguished from Student conduct and discipline process. There is still one central webpage with all the information, accessible by all Center locations. Students are no longer sent to a particular office, they are directed to the web page to access these services. Several forms were updated and are now available online as Qualtrics surveys. (Grievance forms, grade review). Title IX – information is linked to the informational web page, but there is not a fillable form, rather students are instructed to contact the Title IX officer.

All of the information is now available on the website: https://www.ccsf.edu/en/studentservices/student-conduct/CG.html . Updates are being made

to the college catalog to reflect the same information as the website. These forms are now accessible via the website.

Regarding Student Code of Conduct violations: process has been to have students come the Ocean campus to meet with the Conduct Officer. Exceptions are made on a case-by-case basis. There has also been recent Flex Day trainings regarding Student Conduct, so that the campus community is aware of the procedures. Professional development tools are in process, and will address student conduct and handling difficult students (includes addressing complaints and grievances).

EASE Workgroup Reflection March 2021

Q1. What one core service/location went very well, or was especially strong?

Longstanding provision of all core services on site. Associated Students includes Noncredit students. Forms available online.

Q2. Are there additional functions/responsibilities needed for any core service? Is there something needed, e.g., additional training and/or resources needed to perform those functions?

A&E staffing. 1490 training. More user-friendly student grievance process.

Q3. Are there additional challenges in any core service that were not addressed in the report?

City DREAM. Streamline forms. Address marketing & outreach.

Q4. Are there additional functions/responsibilities needed for any core service? Is something needed, e.g., additional training and/or resources needed to perform those functions? NA.

Q5. What would you suggest as 1 – 3 areas for future collaboration across services?

Align student services and instructional offerings.

Q6. What was learned about operating in the pandemic that you would like to see continue once operations return to in-person?

Online forms. Equitable provision of Chromebooks / hotspots. Virtual counters, with evening hours.

Q7. Any additional questions or items that were not addressed; goals, implementation, resource challenges?

A&E staffing, technology infrastructure (bandwidth).

SOUTHEAST

Core Service Area 1: Admissions & Records
Fall 2015:

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.

Reflection 2019-20:

- Student computer kiosk – 6; student printer - 1
- A & R will continue to work collaboratively with the Center Dean to identify needs.
- BDMS system was set up spring 2016 (Center does not have equipment but can access records using Banner).
- A staff resources/information manual is in the process of being updated as new procedures and policies are implemented and will distributed to the Center no later than Fall 2021.

Core Service Area 2: Financial Aid
Fall 2015:

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.

SOUTHEAST

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).

Reflection 2019-20:

Implementation and current status are consistent across all centers.

Every semester, the Student Support Specialists (1490s) receive Financial Aid training from the Financial Aid managers. Training is offered each semester because regulations change frequently, this approach keeps the 1490s aligned with the operational tempo of the Financial Aid office. Training includes outreach, in-reach, and processing files via CampusLogic, which was acquired in 2016. The 1490s help students upload files when they are selected for verification. Students submit verification documents requested by the Dept of Education).

Outreach activities at the Centers: In 2018, created Financial Aid awareness week at the centers. Normally happens in fall when FAFSA is opened (Oct/Nov). Activities are workshops geared toward students completing the FAFSA, and answering verification questions. Financial Aid advising is conducted by the 1490s. If there is not a 1490 assigned to a Center, then a 1487 Financial Aid Specialist from the Ocean office is assigned to provide Financial Aid services at the center. 1490s are invited to the weekly Financial Aid meetings and training, and during COVID19, the 1490s are housed in Financial Aid and report to Dean. A major focus for Financial Aid is using more technology to serve students, including communication via texting, via the virtual counter, and via Zoom. Data collection has improved in identifying deficiencies to be addressed, which have been addressed. E.g., from 36 Dreamers in 2016 to 361 in 2019-20 (across the college). A continuing effort is sustained, open communication with Center Deans regarding Financial Aid matters, including release of 1490s for training and participation in Financial Aid Awareness Week.

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

*Fall 2015**:***

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.

SOUTHEAST

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.

Reflection 2019-20:

Counseling FTE is proportionate for the number of students at the Center. In Spring 2018 and Fall 2018 counseling hours were Monday-Friday 9:00-2:00 with evening coverage 1 night a week until 6:00 PM. In Fall 2019 courses offerings at the Center were reduced. Counseling support need to be re-examined to determine appropriate days and hours that will best serve the needs of the Center. Classified support is not available to support counseling or the Center.

*Core Service Area 3B: Counseling: Educational Plans: Fall 2015**:***

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.

SOUTHEAST

Reflection 2019-20:

The web4 educational planning tool has been phased out and the counselors are now using the Starfish degree planning tool to develop educational plans for students. The Starfish degree planner for credit educational planning is in the implementation stage. Counselors are currently using it to develop educational plans and there is a continuous loop for provide feedback to improve the tool. Development of non-credit education plans is a limitation within the Starfish tool that needs to be addressed. This and other limitations of the Starfish tool poses challenges and questions about the effectiveness and accuracy of the tool. Eventually, students will have access to the Starfish degree planning tool and will be able to develop their own education plans to submit to the counselor for review and final approval.

Core Service Area 3C: Counseling: Coordination of SSSP/Matriculation Components Fall 2015:

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, 4) Additional counseling faculty and counseling support staff.

Reflection 2019-20:

The passage of AB 705 has mandated how credit students are assessed for English and math course placements. Rather than taking placement tests in native English and math, students are able to use measures such as high school data, self-reporting, or college transcripts to place into appropriate English and math levels. Counseling faculty have been informed and trained regarding the implementation of this new policy. AB 705 legislation will be expanded to include assessment for English for credit ESL students. Currently, the State Chancellor's office allows the

use of the credit ESL placement tests through Summer/Fall 2020, however using assessment tests will probably change within the next 1-2 years. More guidance will be released regarding continuous use beyond Fall 2020. Although guidance is not yet available regarding non-credit ESL placement testing, AB 705 has also impacted how services are provided to students transitioning from non-credit into credit classes/programs (Steps to Credit program).

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

Fall 2015:

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.

Reflection 2019-20:

The student funding formula introduced by the State Chancellor’s Office in Fall 2018 dictates the prioritization for completion of certificates and degrees (including transfer). In Fall 2018, the counselors started working on a completion project to assess, identify and notify students who

met eligibility requirement to petition for a certificate or a degree. In addition, students who were less than 6 units from completion were invited to meet with a counselor to plan their remaining coursework for certificate and degree completion or transfer. In Spring 2020 the district began a graduation guarantee campaign to further assist students toward completion. The district is also looking into the feasibility of an auto-award program.

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

*Fall 2015**:***

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**:** Dedicated technological support from IT.

Reflection 2019-20:

There is an opportunity for exchange of information during the Student Affairs division professional development meetings which occur twice a month (1st and 3 Wednesdays). Counselors serve as liaisons to academic departments/programs providing the opportunity to share information and refer students to services. In the last year there has been greater intentional cooperation and communication among academic department/programs and student services to create pathways as well as publicize these programs on the CCSF website. Counselors continue to assess students' academic and personal needs and make referrals as appropriate (i.e, tutoring, library services, DSPS, career, financial aid, mental and physical health, etc.)

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

Fall 2015:

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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 efforts.

Reflection 2019-20:
Each department/program has an assigned counselor liaison who checks in with the departments on a regular basis and is available to make classroom presentations and participate in academic department meetings to provide information on counseling services. The counselor liaison also brings back updated/new information regarding academic program changes to the counseling

department. The liaison work has created more opportunities for dialogue and strengthened in-reach and outreach efforts. Counselors also participate in the Re-Imaging the Student Experience (RISE) project and work with various academic departments to assist with mapping for Guided Pathways. Counselors also serve as leads at the SFUSD high schools providing on site orientations and counseling. FRISCO day is an all-day outreach event serving over 900-1000 incoming high school graduates.

Core Service Area 3G: Disabled Students Programs & Services
Fall 2015:

Status A DSPS Counselor sent out upon request. DSPS Counselors also provide phone appointments for students when necessary. Services are sufficient and proportionate.

Reflection 2019-20*:* No change

Core Service Area 4: Library &Learning Resources
Fall 2015:

Status: 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.

Reflection 2019-20:

- Due to a lack of courses offered for Spring 2020, there are plans to eliminate library hours at Southeast

Core Service Area 5: Bookstore/Access to Course Materials
Fall 2015:

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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 for 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.

Reflection 2019-20:

- Assess the number of course offering and student enrollment at the Center to evaluate the need for bookstore services.

Core Service Area 6: Co - Curricular Activities:
Fall 2015:

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.

Reflection 2019-20: There are currently no co-curricular activities for students at the Southeast location.

Action Plan: 1) The Student Activities Office will continue to work with Center Dean and faculty to support students who wish to form an Associated Students Council or Association of Students. Currently Southeast does not get any student activity fee money. That money cannot be spent without an AS Council. There are very few students, and a lack of interest. Southeast students are always invited to vote in Districtwide student elections.

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Ongoing: Other approaches are being explored, such as having student representatives being appointed or elected to serve on the Executive Council. A mechanism could be developed for students at Southeastto access funds or resources via the Executive Council. This is a long term project that would require significant restructuring of student governance.

Note: There are new students every semester/year, so orientation and training are an ongoing need. Level of engagement depends on specific students taking an interest and becoming engaged. In 2015, the State Chancellors Office said that noncredit students are not recognized as elected student leaders. In Spring of 2018 the Associated Students Executive Council passed a new set district-wide bylaws allowing for the creation of Associated Students Councils by election at centers with primarily credit students, and Associations of Students, to be formed by petition at centers with primarily non-credit students. The bylaws also created two new elected student positions, the Student Chancellor and Student Vice Chancellor, who are responsible for convening the Executive Council and bringing cohesion to Associated Student groups across the district. The bylaws were ratified in a general election.

Core Service Area 7: Complaints, Grievances & Students Rights and Responsibilities: Fall 2015

Status: The grievance and complaint process for all students in 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.

Reflection 2019-20:
As of 2018, Student Complaints/Grievances process was revised and distinguished from Student conduct and discipline process. There is still one central webpage with all the information, accessible by all Center locations. Students are no longer sent to a particular office, they are directed to the web page to access these services. Several forms were updated and are now

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available online as Qualtrics surveys. (Grievance forms, grade review). Title IX – information is linked to the informational web page, but there is not a fillable form, rather students are instructed to contact the Title IX officer.

All of the information is now available on the website: https://www.ccsf.edu/en/studentservices/student-conduct/CG.html . Updates are being made to the college catalog to reflect the same information as the website.
These forms are now accessible via the website.

Regarding Student Code of Conduct violations: process has been to have students come the Ocean campus to meet with the Conduct Officer. Exceptions are made on a case-by-case basis. There has also been recent Flex Day trainings regarding Student Conduct, so that the campus community is aware of the procedures. Professional development tools are in process, and will address student conduct and handling difficult students (includes addressing complaints and grievances).

EASE Workgroup Reflection March 2021

Q1. What one core service/location went very well, or was especially strong?

Admissions, Registration, Financial Aid, Counseling, Library & Student activities; 1490s role.

Q2. Are there additional functions/responsibilities needed for any core service? Is there something needed, e.g., additional training and/or resources needed to perform those functions?

More 1490 coverage, classified staff support, cross training. City DREAM services. For SE, Student Activities.

Q3. Are there additional challenges in any core service that were not addressed in the report?

Class scheduling, aligning service hours to instruction; bilingual staff; improving accuracy of marketing materials.

Q4. Are there additional functions/responsibilities needed for any core service? Is there something needed, e.g., additional training and/or resources needed to perform those functions?

More clerical/office staff, preferably bi-lingual.

Q5. What would you suggest as 1 – 3 areas for future collaboration across services? NA.

Q6. What was learned about operating in the pandemic that you would like to see continue once operations return to in-person? NA.