INSTRUCTIONS

Colleges are asked to use this report form in completing their College Status Report on Student Learning Outcomes Implementation. Colleges should submit a brief narrative analysis and quantitative and qualitative evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into sections representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of the Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a brief narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in place to mitigate any noted deficiencies or areas for improvement. Narrative responses for each section of the template should not exceed 250 words.

This report form offers examples of quantitative and qualitative evidence which might be included for each of the characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the kinds of evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteristic may also serve as evidence for another characteristic.

This report is provided to colleges in hard copy and also electronically, by e-mail, as a fill-in Word document. The reports must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as defined on the enclosed list of colleges by assigned reporting date. When the report is completed, colleges should:

a. Submit the report form by email to the ACCJC (accjc@accjc.org); and
b. Submit the full report with attached evidence on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949).

Although evidence cited in the text of the report may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

COLLEGE INFORMATION: DATE OF REPORT; COLLEGE; SUBMITTED BY; CERTIFICATION BY CEO

Date of Report: To be submitted on March 15, 2013 (version: UPDATED: MARCH 5, 2013)

Institution’s Name: City College of San Francisco

Name and Title of Individual Completing Report: Joanne Low, Vice Chancellor of Academic Affairs; Tom Boegel, Dean of Instruction; Katryn Wiese, SLO Coordinator

Telephone Number and E-mail Address: gmomjian@ccsf.edu 415.239.3797 (Accreditation Officer) or katryn.wiese@mail.ccsf.edu 415.452.5061 (SLO Coordinator)

Certification by Chief Executive Officer: The information included in this report is certified as a complete and accurate representation of the reporting institution.

Name of CEO: Dr. Thelma Scott-Skillman, Interim Chancellor Signature:

March 2013
PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.

Eligibility Requirement 10: Student Learning and Achievement Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2.

EXAMPLES OF EVIDENCE: Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE
QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOs DEFINED AND ASSESSED

1. Courses
   a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): 1884
   b. Number of college courses with defined Student Learning Outcomes: 1884
      Percentage of total: 100%
   c. Number of college courses with ongoing assessment of learning outcomes: 1385
      Percentage of total: 82%

2. Programs
   a. Total number of college programs (all certificates and degrees, and other programs defined by college): ~349
   b. Number of college programs with defined Student Learning Outcomes: 349
      Percentage of total: 95%
   c. Number of college programs with ongoing assessment of learning outcomes: 248
      Percentage of total: 76%

3. Student Learning and Support Activities
   a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): ~53
   b. Number of student learning and support activities with defined Student Learning Outcomes: ~53
      Percentage of total: 100%
   c. Number of student learning and support activities with ongoing assessment of learning outcomes: ~51
      Percentage of total: 96%

4. Institutional Learning Outcomes
   a. Total number of institutional Student Learning Outcomes defined: 4 ILO Areas + 8 GEO Areas = 42 SLOs
   b. Number of institutional learning outcomes with ongoing assessment: 3
**PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE**

SLOs are in place for all courses, programs, and support services, across all centers, delivery modes, and student groups. Course SLOs are identified, mapped to and aligned with appropriate Program and GE SLOs, and approved as part of the course outline by the Curriculum Committee. ILOs have been developed and align with the college mission statement. (1.1-1.4).

Each course, program (major, certificate, or discipline), and service either has authentic assessments or a definite timeline/planning to do so. 15% of programs, 22.4% of courses, and ~28% of services are at closed-loop CQI. All programs, courses, and services are moving towards that goal and updating reports each semester with current assessment stages (1 through 5, with 5 being closing the loop). Assessments results are used to improve courses, pedagogy and services increasing student success. (1.5-1.8)

Each department and program is refining its understanding of the SLO process and assessment needs of its program. For courses, instructional programs, and counseling and learning support programs, faculty drive development of assessments, ensure quality, and recommend and implement improvements. Department Chairs provide review, encouragement, and guidance where needed. The Office of Research & Planning provides student success data to departments during each program review cycle (1.9).

GEOs were approved and placed in the Course Catalog in Spring 2009. In Fall 2012, they were mapped to appropriate courses. Initial assessments from Fall 2011 were refined into a new process implemented Spring 2013. Area C GEOs (Natural Science) are being assessed in ~35 Area C-eligible courses this semester (multiple sections – over 1,000 students). Plans are online. Reporting instructions and rubrics along with a summary of results will be developed by a workgroup in Spring and Fall 2013. (1.10)

ILOs were developed in Fall 2012 and finalized in February 2013. A detailed assessment plan has been drafted, and the first assessment is planned for Fall 2013. (1.11)

**PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.**

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

**EXAMPLES OF EVIDENCE:** Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

**PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE**

To facilitate information exchange across the district, assessment results for all courses, programs, and services are available online in semester reports. Departments have efficient access to assessment data for courses and services that affect their students’ success, but that aren’t housed in their own department.

As semester report data show, in addition to intradepartmental dialogue, as many as 10% of course SLO assessments are being discussed with colleagues outside the department including members of other departments across the college, colleagues at other colleges, and students. 20% for instructional program assessments. 43% for service/AUO assessments. (1.5-1.8)

SLO assessment has been a regular part of our ongoing professional development workshops for years. Fall 2012 had an entire day (Sept. 12) devoted to SLOs for all faculty: full- and part-time. Spring 2013 has at least one workshop scheduled for each week of the semester. These workshops are designed to facilitate dialogue among faculty and staff and to promote the sharing of assessment results and teaching/service strategies (to address gaps and challenges). Sample workshops from March 2013

March 2013
Spring 2013 include: Flipping without Flopping, Using Rubrics, and How INSIGHT can enhance a classroom and improve student learning. (2.1)

The SLO Coordinator sends weekly emails to the entire college community reviewing ongoing assessment activities and plans. (2.2) Once a month, 3 or 4 programs from across the college are highlighted in an online newsletter describing program improvements resulting from ongoing assessment. (2.3)

Department meetings consistently include sessions devoted to sharing and discussing assessment results. (2.4) Annual program reviews include a section on how SLO assessment results have brought about program improvements. Resource requests are supported by links to SLO improvements (2.5) A Program Review report, produced by the SLO Coordinator and team, reviews results across all departments and programs. (2.6)

**PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.**

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

**EXAMPLES OF EVIDENCE:** Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

**PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE**

Decision making at the department and program level is informed by SLO assessment data, as documented in annual program reviews and semester reports. College-wide improvements have occurred as a result of these assessments. A small sampling includes the review and improvement of placement testing for English and Math (3.1), the increased sharing of resources within Counseling services (3.2), and upgrades to the student hiring procedures (3.3). Highlights of the changes made as a result of these assessments are shared in our semester report summaries online. (1.5-1.8, 2.5, 2.6)

SLOs and their assessment methods are continually refined, as noted in semester reports. SLOs are reviewed by the Curriculum Committee at least once every 6 years. (1.12, 3.4) Faculty evaluations (3-year cycle) review whether faculty “effectively assess Student Learning Outcomes as stated in approved departmental documents (e.g. course outlines) and demonstrate the use of data to improve instruction and/or program.” (3.5) Department Chair evaluations review whether chairs “facilitate faculty and staff involvement in the assessment of Student Learning Outcomes as stated in approved departmental documents (e.g. course outlines) and demonstrate the use of data to improve instruction and/or programs.” (3.6)

The Vice Chancellors of Academic Affairs and Student Development have embedded SLO conversations into leadership meetings to ensure support of ongoing SLO assessments, training, review, and needed improvements within their areas. (3.7) College centers have developed service outcomes, conducted assessments, and are reviewing data that cut across all units (instructional, service, and administration). Center Deans also complete program reviews, maintain websites, and complete semester reports to share their data, review, and planned improvements with the entire CCSF community. (3.8)
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**PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.**

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

**EXAMPLES OF EVIDENCE:** Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

**PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE**

Since Fall 2008, program reviews have reported on student success and SLO assessment progress and impacts. Resource requests include linkages to SLOs where appropriate. The Office of Research and Planning has provided to each department their specific student success data, which are now expanding to include data from surrounding 4-year colleges. (1.9) Starting Fall 2012, program-specific SLO assessment web pages contain links to program reviews. (1.1b) SLO-assessment data-driven program changes are more directly reported. College-wide summary reports highlight and share examples. (2.6) Deans apply a grading rubric to each resource request, evaluating, among other things, the strength of the SLO impact. (2.5) These rubrics are used to prioritize resource requests during budgeting and planning.

Resources available to support SLO assessment include weekly professional development opportunities (2.1), weekly SLO emails to the entire college (2.2), monthly highlight web newsletters (2.3), daily drop-in SLO help labs (4.21), an online handbook (4.2), online examples and references (4.3), and an online feedback form (4.4). The SLO Coordinator meets, as needed, with departments, faculty, and staff to provide assistance and training (4.5). The current SLO Coordinator position began November 2012, and for Spring 2013 is shared between two individuals: 60% release time for one, 20% for the other.

Current SLO assessment and reporting processes are undergoing continuous review and improvement to meet the needs of the wide range of courses (delivery methods, locations, and students) and services and to ensure the achievement of the underlying goal of improving student learning. An Academic Senate SLO committee provides support and review of efforts carried out by the SLO Coordinator, Faculty, Office of Instruction, and Curriculum Committee (4.6). An assessment planning team assists with college-wide assessment planning across all units (including administrative and support services) (4.7). Additional review and feedback comes from accreditation work groups (4.8) and student services and Department Chair Council SLO leaders.

**PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.**

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

**EXAMPLES OF EVIDENCE:** Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.

**PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE**

The entire SLO assessment process and cycle along with semester reports can be found online at www.ccsf.edu/slo. (2.2) Each department in the college has its own SLO-assessment web page, which displays course and program SLOs, reviews of the department’s SLO-assessment processes, highlights of past semester assessments, links to program reviews, and links to external agencies that are consulted during assessment. (5.1)

In Fall 2012, each course coordinator (guided by department chairs) was required to file an online report summarizing assessment plans for the semester (linked to relevant SLOs). (5.2) In Spring 2013, improved, more robust reporting forms
captured a review of Fall 2012 assessment and a summary of Spring 2013 plans for each course and program across the college (instructional, counseling, and services) (5.3) Similar forms (continually refined) will be used each semester to provide regular reports for college-wide dialogue and to keep assessments moving toward closing the loop in all courses, programs, and services. (1.12)

Report data are visible instantly in through the website, allowing department chairs and deans to monitor progress and assist with completion. Highlights of these reports are reviewed and posted to websites by chairs and program managers during the semester. (5.1) Summary reports developed by the SLO coordinator and team members are also posted online. (1.5-1.8)

Online reports describe assessment methods, discussion/analysis, implementation of changes, other related activities, and relevant SLOs. Support services are analyzed (through student surveys, focus groups, and external and internal persistence and access data) to ensure the college is providing appropriate services and programs to address student needs. (5.3)

A long-term Institutional Assessment Plan, developed in Spring 2013, has received participatory governance review and guides long term efforts. (1.11)

**PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.**

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

**EXAMPLES OF EVIDENCE:** Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

**PROFICIENCY RUBRIC STATEMENT 6: NARRATIVE RESPONSE**

In Fall 2012, course SLOs were mapped to GEOs. The results were made available online (1.3), and a summary of results will be available Spring 2013. Preliminary evaluation of these results led to recommendations by the Office of Instruction and Bipartite Committee on Graduation Requirements. (6.1) Some recommendations have already been implemented: eliminating one Area C (Natural Science) GEO (1.3a), which mapped only to non-GE-eligible lab classes; improving alignment through clarifying Curriculum Committee policies and processes (6.2); and developing GE-area workgroups to refine GEOs and assessment processes (1.11). The Area-C workgroup is convening during Spring 2013 to review Area C GEOs and provide guidance and review for the coordinated assessment efforts happening in Area C courses this Spring.

In Fall 2012, all courses connected to degree programs, certificates, and disciplines were mapped to PSLOs. (6.3) These mappings were reviewed and approved by the Curriculum Committee. Future program development will embed mapping to ensure alignment. (6.4)

At the end of Fall 2012, ILOs were developed to align with the college mission statement. (1.4) The Curriculum Committee is developing mapping templates to ensure that programs align with ILOs. Combined with the templates that already exist for mapping GE courses to relevant Area GEOs (1.3) and the 7-year review cycle for each course outline (3.1), the Curriculum Committee will continue to ensure appropriateness and measurability of SLOs and alignment with college mission.
PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.

Standards: I.B.5; II.A.6; II.A.6.a; II.B.

EXAMPLES OF EVIDENCE: Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.

PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE

All programs, departments, and services across the college have assessment web pages found in their main website area and linked to from the main SLO website, through which course and program SLOs are publicly displayed. (1.1-1.4)

Program SLOs are listed in the College Catalog. (1.2) Course SLOs are listed in course outlines. (1.1) SLOs are listed on the course syllabus distributed to students. (7.1)

In Fall 2012, we began an education campaign to help staff and faculty develop and share ways to demonstrate student awareness of course and service SLOs. This campaign continued in Spring 2013 with a Jan. 11 FLEX day workshop dedicated to sharing strategies for demonstrating student awareness. A webpage summary and resource page reviews shared ideas and includes examples from across the college. (7.2) On February 12th 2013, a student survey was emailed to students throughout the district. (7.3) The survey had three primary goals: 1) to seek student engagement on the SLO assessment front, 2) to educate students about the ongoing SLO efforts, 3) to gather data on student awareness of SLOs. A summary of those data are available online: 98% of students say that SLOs were discussed in at least one of their classes, 81% said they were discussed in ALL their classes, 58% had engaged in a particular activity or assignment devoted entirely to SLO awareness. 60% were able to write down a favorite SLO from one of their classes. 2149 students completed this survey. (7.4)
**SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:**

<table>
<thead>
<tr>
<th>YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS? WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?</th>
</tr>
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</table>

**SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE**

For many years, CCSF has had SLO assessments in place across multiple departments and programs, but no consistent method for sharing results. May 2012, we started a new process – including the development of a robust website and reporting structure. Since then, we have built assessment tools and processes where none had been developed before and refined and expanded those that already existed. With the November 2012 appointment of the college SLO coordinator, who collaborates with the Office of Instruction, the Academic Senate, accreditation workgroups, Vice Chancellors, and the participatory governance assessment planning team, the SLO assessment process is generating robust dialogue and a college-wide assessment culture. In many areas, proficiency has been met or exceeded. We recognize the need for improvement in these areas:

**SUSTAINABILITY**
- The current reporting structure is on its second semester of implementation. 5% of programs and courses remain unreported for data gathered on Jan. 31st forms. We need to continue to refine the forms, ensure their usefulness in supporting SLO assessment and widespread dialogue, and uncover and remove obstacles faced by those unable to complete the reports on time. This effort is facilitated by the Academic Senate SLO Committee, the Department Chair Council, and School Deans.
- The college has not invested sufficient resources towards supporting SLO assessment and ensuring continued success and growth. We are working through the program review process to ensure resources are committed for:
  1. Permanent SLO Coordinator and Professional Development Coordinator (4.8)
  2. Survey/data support/training
  3. Coordination of SLO efforts among faculty at the department level

**GROWTH**
- Though we have had GEOs for years, ILOs are new. Mapping of programs to ILOs will be completed in Fall 2013. The first coordinated assessments of a subset of aligned courses will begin Fall 2013. (1.12)
- Ongoing, collegial, self-reflective dialogue about CQI of student learning and institutional processes must involve all college constituents and management levels. The college remains optimistic that this will be accomplished through the AUO assessment plans already underway. (1.8)
- The Dean of Instruction, in concert with the SLO Coordinator and Curriculum Committee chair are continuing to develop and refine mapping templates to ensure that programs align with ILOs and courses with PSLOs and GEOs. (6.2, 6.3)
# TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION.

## TABLE OF EVIDENCE (NO WORD COUNT LIMIT)
To see links to these documents, go to SLO website ACCJC March 15th Report evidence page:

### Course SLOs
1.1a Course SLOs webpage
1.1b Department Details web page
1.1c Sample dept web page: Business
1.1d Sample course outline: HOEC 105
1.1e Sample course outline: French 1
1.1f Sample course outline: Phot 51
1.1g Sample SLO document: History
1.1h Sample SLO document: Behavioral Sciences
1.1i Curriculum Committee: Credit Course Outline template
1.1j Curriculum Committee: Noncredit Course Outline template
1.1k Curriculum Committee: Excerpts from Handbook and Policies (include only SLO-relevant sections)

### Instructional Program SLOs
1.2a Program SLOs webpage
1.2b Sample: Biological Sciences Major
1.2c Sample: Administration of Justice Major
1.2d Sample: Construction Management Core Skills Certificate
1.2e Sample: Art Discipline
1.2f Curriculum Committee PSLO creation/refinement instructions

### Student Service Program SLOs
1.2g Sample student service department web page: Continuing Student Counseling
1.2h Sample PSLOs web page: Continuing Student Counseling -- Outcomes

### General Education SLOs
1.3a GEOs webpage
1.3b GEOs mapping Fall 2012 overview screenshot
1.3c Sample: GEO mapping Area C

### Institutional SLOs
1.4a ILOs webpage
1.4b ILOs mapping to Mission

### Course SLO Assessments
1.5a Spring 2013 Plans & Fall 2012 Review: Courses (overview page)
1.5b Sample: AAPS courses -- Fall 2012 Activities
1.5c Sample: AAPS courses -- Spring 2013 Plans
1.5d Sample: Women's Studies Fall 2012 Review
1.5e Sample: Dental Assisting Fall 2012 Review
1.5f Sample: Registered Nursing Fall 2012 Review
1.5g Sample: LBGT Fall 2012 Review
1.5h Sample: DSPS Spring 2013 Plans
1.5i Course Assessment Summary Report February 2013
1.5j Sample assessment method: PE & Dance
1.5k Sample assessment rubric: Art 132
1.5l Sample assessment method: Geology 10

### Instructional Program SLO Assessments
1.6a Spring 2013 Plans & Fall 2012 Review: Instructional Programs (overview page)
1.6b Sample: Architecture Spring 2013 Plans
1.6c Sample: Radiologic Sciences Fall 2012 Review
1.6d Sample: IDST Fall 2012 Review
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1.6e Sample: Fashion Fall 2012 Review
1.6f Program Assessment Summary Report February 2013
1.6g Sample assessment method: Physics

Counseling Program SLO Assessments
1.7a Spring 2013 Plans & Fall 2012 Review: Counseling Programs (overview page)
1.7b Sample: Veteran's Counseling Fall 2012 Review & Spring 2013 Plans
1.7c Counseling Program Assessment Summary Report February 2013
1.7d Sample assessment method: Transfer Counseling

Student Service Program SLO Assessments
1.8a Spring 2013 Plans & Fall 2012 Review: Admin & Student Services (overview page)
1.8b Sample: Student Health Services Fall 2012 Review
1.8c Sample: Student Health Services Spring 2013 Plans
1.8d Service/AUO Assessment Summary Report February 2013
1.8e Sample assessment method: Guardian Scholars

Program Data available for Assessments
1.9a Office of Planning & Research Program Review main page
1.9b Sample data across the college (credit and noncredit)
1.9c Sample data on CCSF transfers to SFSU

GEO Assessments
1.10a GEO assessment webpage
1.10b Spring 2013 GE Area C workgroup webpage
1.10c GEO assessment plan details Spring 2013
1.10d Fall 2011 Pilot GEO assessments

ILO Assessments
1.11a ILOs assessment webpage
1.11b Assessment Plan
1.11c Spring/Fall 2013 ILO 1 workgroup webpage

Professional Development
2.1a Professional Development website main page
2.1b Flipping without Flopping Series main page
2.1c Ed Tech Series main page
2.1d Flipping without Flopping Feb 13, 2013 web page
2.1e Assessing Program SLOs Jan 17, 2013 web page
2.1f Sample future event: Assessing Learning Styles: May 3, 2013 web page
2.1g FLEX days sample: Sept. 12

Email updates
2.2a Update Email from SLO Coordinator (main page of SLO website)
2.2b Update Email archives

CCSF Highlights
2.3a January Highlights page
2.3b February Highlights page
2.3c Current Highlights page

Department Meetings and Minutes
2.4a Sample Department SLO meeting presentation: CAHS All-Day Retreat - Aug. 13, 2012
2.4b Sample Department SLO meeting minutes: Academic Counseling
2.4c Sample Department SLO meeting agenda: Art

Program Reviews and SLOs
2.5a Program Review template
2.5b Program Review resource request scoring rubric
2.5c Guidelines for Completing Form
2.5d Sample Program Review: Graphic Communications
2.5e Sample Program Review: Music
2.5f Sample Program Review: ESL
2.6 Program Review – SLOs – Summary Report

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<th><strong>Samples of college-wide improvements</strong></th>
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<td>3.1a New placement-testing procedures</td>
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<td>3.1b English placement testing policy</td>
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<td>3.1c Math bump up explanation</td>
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<td>3.2a Fall 2012 Report: Continuing Student Counseling</td>
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<td>3.2b Focus Groups Rubric of results -- Continuing Student Counseling</td>
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<td>3.2c Focus Groups overview report -- V.C. Student Development</td>
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<td>3.3a Upgrades to the Student Hiring Eligibility Process</td>
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<td>3.3b Initial kickoff email</td>
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<td>3.3c Job Posting upgrades</td>
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<td>3.3d Most recent release</td>
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<td><strong>Curriculum Currency</strong></td>
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<tr>
<td>3.4a Curriculum currency memo – Joanne Low, VC Academic Affairs</td>
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<td>3.4b Follow-up policy memo – Tom Boegel, Dean of Instruction</td>
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<td><strong>Employee evaluations</strong></td>
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<td>3.5 Faculty evaluation form</td>
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<td>3.6 Department Chair evaluation form</td>
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<td>(District/DCC Collective Bargaining Agreement Appendix B)</td>
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<tr>
<td><strong>Dean and VC meeting minutes</strong></td>
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<tr>
<td>3.7a Sample Vice Chancellor of Academic Affairs Deans Meeting Agendas with SLOs</td>
</tr>
<tr>
<td>3.7b Sample Vice Chancellor of Student Development Deans Meeting Agenda with SLOs: 12/17/2012</td>
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<td>3.7c Sample School Dean Chair’s Meeting Agenda with SLOs: School of Liberal Arts</td>
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<td><strong>Center assessments</strong></td>
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<tr>
<td>3.8a AUO web page</td>
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<td>3.8b Sample center assessment web page: Downtown Center</td>
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<td>3.8c Sample center assessment report: Mission Center</td>
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<td>3.8d Sample Center/site meeting agenda with SLOs (Evans Center)</td>
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<td>3.8e Sample assessment method: Downtown Center Student Survey</td>
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<td><strong>SLO web resources</strong></td>
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<td>4.1 SLO website Resources page with drop-in help lab hours</td>
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<td>4.2 CCSF SLO Handbook – September 11 draft</td>
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<td>4.3a Outcomes Assessment resource web page</td>
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<td>4.3b Sample template: CCSF Outcomes Assessment Plan</td>
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<td>4.3c Sample template: CCSF Individual Assessment Notes</td>
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<td>4.4 Main website feedback form</td>
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<td>4.5 Sample department training agenda w/SLO coordinator (MRSD)</td>
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<td><strong>SLO committees, teams, and work groups</strong></td>
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<tr>
<td>4.6a 2013 SLOC web page</td>
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<td>4.6b 2012 SLOC web page</td>
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<td>4.7a Assessment Team web page</td>
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<td>4.7b Sample Assessment Team Minutes: December 10, 2012</td>
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<td>4.8 Sample Accreditation Work Group agenda: Work Group 4 10/9/2012</td>
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<td><strong>Department reports</strong></td>
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<tr>
<td>5.1a Metro Academy of Health: SLO Assessment Plan</td>
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<td>5.1b Metro Academy of Health: SLO Assessment Results</td>
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<td>5.1c Sample Department web page: Library &amp; Learning Resources</td>
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<td>5.1d Sample Department web page: Math</td>
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<td>5.1e Sample Department web page: PE &amp; Dance</td>
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<td>5.1f Sample Department web page: New Student Counseling</td>
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<td>5.1g Sample departmentally developed instructor report: Learning Assistance Center</td>
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<td>5.1h Sample departmentally developed course report: Sound Recording (BCST 125)</td>
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<td>5.1i Sample departmentally developed course report: Public Safety-Emergency Medical Response (FSC 17)</td>
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<tr>
<td>5.1j Sample departmentally developed course report: Environmental Studies (Bio/Sust/Geog 91)</td>
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<td>5.1k Sample department highlights: Business</td>
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5.1m Sample department highlights: Computer Science
5.1n Sample department highlights: DSPS
5.1o Sample department highlights: Transitional Studies
5.1p Sample department highlights: Child Development
5.1q Sample department assessment report: DMI

**College reports**

5.2a Online reporting form instructions for Fall 2012 Plans (due Aug. 31, 2012)
5.2b Online reporting form for course assessments for Fall 2012 Plans (due Aug. 31, 2012)
5.3a Online reporting form instructions for Spring 2013 Plans & Fall 2012 Review (due Jan. 31, 2013)
5.3b Online reporting form for course assessments for Spring 2013 Plans & Fall 2012 Review (due Jan. 31, 2013)
5.3c Online reporting form for instructional program assessments for Spring 2013 Plans & Fall 2012 Review (due Jan. 31, 2013)
5.3d Online reporting form for counseling program assessments for Spring 2013 Plans & Fall 2012 Review (due Jan. 31, 2013)
5.3e Online reporting form for service assessments for Spring 2013 Plans & Fall 2012 Review (due Jan. 31, 2013)

**Course SLOs aligned with Degree SLOs**

6.1 Bipartite Meeting Notes Fall 2012
6.2 Recommendations & plans for ongoing GEO-mapping
6.3a Active Programs and PSLO/Course mapping status (02/06/2013)
6.3b PSLO mapping sample: Speech Communication Certificate
6.3c PSLO mapping sample: Physics Major
6.3d PSLO mapping sample: Library Technology Certificate
6.4a Curriculum Committee instructions on Program mapping
6.4b PSLO mapping template instructions
6.4c Curriculum Committee Fall 2012 & Spring 2013 minutes

**Demonstrating Student Awareness**

7.1a Sample course syllabus: LERN 60
7.1b Sample course syllabus: GIS 111
7.1c Sample course syllabus: LALS 1
7.2a Jan. 11 FLEX workshop on Demonstrating Student Awareness
7.2b Sample class activity engaging students in SLO awareness: MUS 5A
7.2c Sample class activity engaging students in SLO awareness: English 93
7.2d Sample class activity engaging students in SLO awareness: Speech 1A (used in INSIGHT shell)
7.2e ESL Classroom Signs (website with signs)
7.2f ESL Classroom Signs (explanation)
7.2g ESL Classroom Signs (sample)
7.3a Student Survey: Image of first page
7.3b Student Survey: PDF of text
7.3c Student Survey: email instructions
7.4 Summary of Student Survey Data