

CCSF Institutional Assessment Plan

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[*All activities in this plan shall follow the principles and practices set forth in BP and AP 2.07, BP and AP 2.08, and the Academic Senate Constitution, Bylaws, and Committee Guidelines.](#)

INTRODUCTION

Since 1935, City College of San Francisco (CCSF) has provided high quality education through programs and services to its community. The College is committed to improving student access, learning and success. The College has developed and implemented a systemic outcomes assessment reporting structure that supports continual improvement and data-informed decision making at all levels of the College. This Institutional Assessment Plan helps guide and maintain the College's continuous cycle of outcomes assessment. The systematic approach to outcomes assessment engages the College community in reflection of its practices and strengthens curricula and teaching methodologies and the processes used within student services to impact student learning. It ensures that outcomes assessment can be used to demonstrate continuous improvement in student learning, educational programs, and administrative and educational support services.

College Mission and Institution-Level Outcomes Assessment

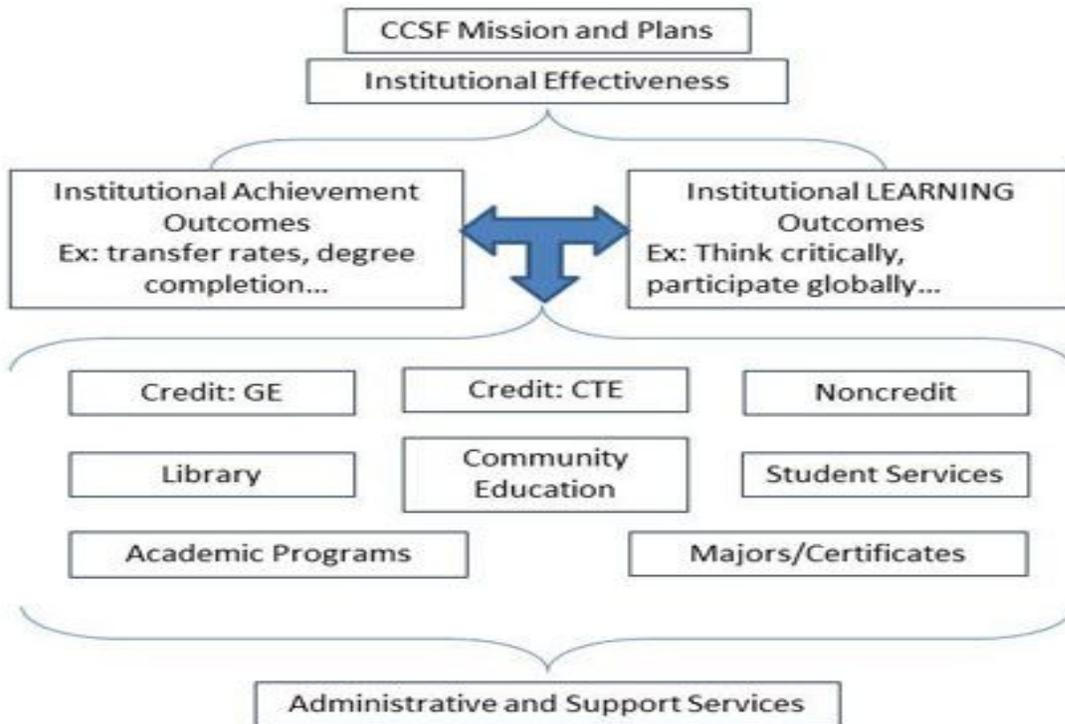
Learning outcomes and achievement outcomes are mutually fundamental to the review of the College's [mission](#) statement. The annual mission statement review includes reflection on and discussion of assessments for Institutional Learning Outcomes (ILOs) and General Education Learning Outcomes (GELOs), along with achievement data that is compared to Institution-Set Standards. Outcomes assessment is an ongoing process aimed at measuring and improving student learning. It involves making achievement of learning outcomes explicit and public; setting appropriate criteria and high standards for learning quality; and systematically gathering, analyzing, interpreting and reporting evidence to determine how well performance matches those expectations and standards. At City College we use the resulting information to document, explain and improve performance. Assessment helps City College create a shared, data-driven culture dedicated to assuring and improving the quality of higher education. With this in mind, outcomes assessment analysis is essential to meeting the College's mission. Woven into all aspects of the institution is a commitment to improving courses, program, and services so that students are able to meet our communicated standards for transfer, degrees and certificates completion and acquisition of the skills needed to navigate higher education. Highlighting both learning and achievement represents our college-wide commitment to student success.

Institution-Level Outcomes Drive Outcomes Assessment

City College assesses two forms of institutional-level outcomes: ILOs which apply to programs, and through them both credit and noncredit courses; and GELOs, which apply only to credit degree-applicable courses approved for Areas A through H of the Associate's degrees, as well as outcomes related to CSU and IGETC transfer areas. Assessment of outcomes at the institutional level allows the College to look at broad learning trends across the College or within large areas of study. Moreover, institutional outcomes provide a broad framework upon which program outcomes should be created and aligned. Every fall semester, City College conducts an in-depth assessment of one of the ILOs; each spring City College conducts an in-depth assessment of a general education area. Each assessment culminates with a college-wide forum where recommendations for the college are shared.

CCSF Institutional Assessment Plan

The goal of institutional-level assessment is to determine whether or not the institution is imparting the knowledge, behaviors, and skills valued as outlined in the CCSF mission statement. The regular cycle of assessment involves measuring one or more GELO and ILO across the curriculum followed by the use of the results to improve programs. The assessment process helps to ensure the quality of programs and the success of students at CCSF.



Annual Planning and Outcomes Assessment

In addition to informing the annual review of the College's mission statement, outcomes assessment is a fundamental component of unit-level planning. Each unit at the College completes a program review that includes analysis of achievement data (completion rates) and outcomes assessment data (reviewed for information about success trends such as achievement gaps). Program plans and resource requests are informed by these data.

Academic Assessment

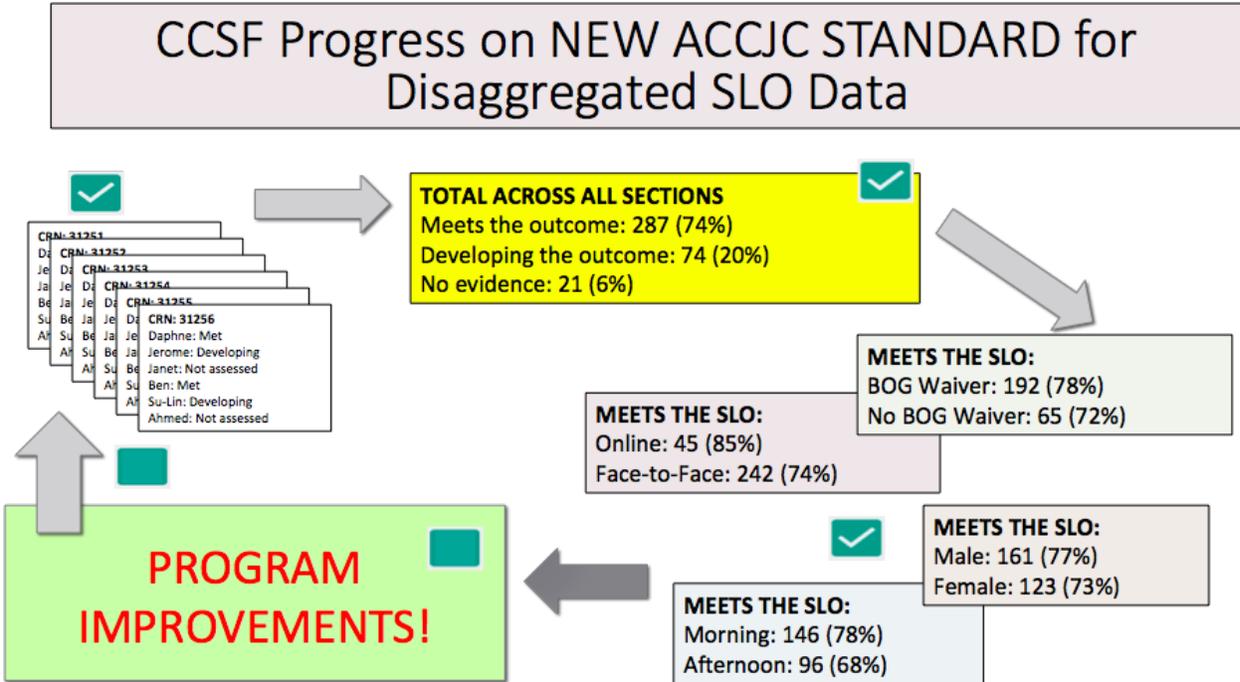
The College is committed to improving student access, learning, and success. Continual quality improvement is supported by a systemic assessment and reporting structure developed in May 2012, enhanced through evaluations of each assessment cycle, and furthered by the implementation of CurricUNET in Spring 2015. This assessment and reporting structure drives data-informed decision making at all levels of the college.

Aggregate Course-Level Data Analysis

All SLOs for every course are assessed at least once every three years. As a part of that three-year cycle, course coordinators aggregate data across all sections of the course and complete a detailed analysis of student learning at the course level. This analysis is the basis for dialog within the department in which that course resides as well as with the individual instructors who teach the course. Outcomes of this dialog may include revision of course outcomes, changes in pedagogy, and/or new assessments or assessment strategies. Prior to spring 2015, these reports were created in Google Forms. Since spring 2015, they have been completed within CurricUNET and collate data entered each semester by individual instructors (as noted below). Both these older and new reports are publicly available to ensure that the College community has access to the data and analysis. Depending on the number of CRN's offered, these data sometimes represented the average assessment data for hundreds of students taking a single course from multiple faculty members.

Collection of Disaggregated SLO Data by Course Section (CRN)

Beginning in spring 2015, CCSF began collecting disaggregated SLO data for at least one SLO for every section (all sections covered), capturing the individual assessment results for every student who takes a course at City College. With the help of the Office of Research, these SLO data are connected to demographic data captured in our Banner system and made available to the college community through our ARGOS reporting tool to help us evaluate student learning relative to a wide range of demographics.



Selection of Specific Groups for Analysis

The analysis of SLO data connected to demographics informs Program Reviews and resource allocation for the following academic year. The tremendous amount of data available in the disaggregated data sets requires that the College community prioritize which specific student demographic groups will be the focus of Program Review data analysis. To make this determination, a Student Equity Taskforce has been formed and representatives from every constituent group (administrators, faculty, classified staff, and students) work collaboratively in developing the Student Equity Plan. The Student Equity Plan (SEP) is a three-year plan that describes specific strategies and activities to close achievement gaps in five areas: Access, Course Completion, Basic Skills/ESL Completion, Degree/Certificate Completion and Transfer.

In addition, because CCSF is a large institution with a diverse range of programs offered with a wide variety of student served, each department is able to analyze its own disaggregated achievement and student learning outcomes data, identify disproportionate achievement or learning specific to the discipline, and submit a proposal, through Program Review, for equity resources to assist with improvement plans to address identified achievement or outcomes gaps between student groups.

Aggregate Program-level Data Analysis

All SLOs for every major and certificate (PSLOs) are assessed at least once every three years. As a part of that three-year cycle, program coordinators aggregate data across all courses in the program and complete a detailed analysis of student learning happening across the program. Where appropriate these data are combined with additional data that can inform program evaluation, such as capstone courses, job placement, and transfer rates. This analysis is the basis for dialog within the department in

which that program resides. Outcomes of this dialog may include revision of program outcomes, changes in pedagogy, and/or new assessments or assessment strategies. Prior to spring 2015, these reports were created in Google Forms. Since spring 2015, they have been completed within CurricUNET and collate data entered each semester by individual instructors (as noted above). Both these older and new reports are publicly available to ensure that the College community has access to the data and analysis.

Institution-Level Data Analysis

General Education Learning Outcomes (GELOs) define the knowledge, behaviors, and skills students will acquire upon completion of courses approved for general education areas identified for the AA or AS degree or CSU or IGETC transfer. Those for the AA or AS were identified and approved in 2009. Those for CSU and IGETC were identified and approved in Spring and Fall 2015.

Institutional Learning Outcomes (ILOs) define and identify the knowledge, behaviors, and skills the College would like students to acquire and develop throughout their CCSF education experiences. ILOs implement the CCSF mission statement. On February 6, 2013, the Academic Senate Executive Council agreed upon the language for ILOs; they were reviewed by Participatory Governance and the Board of Trustees and finalized on March 1, 2013.

Goals of the Academic Senate Executive Council for Institutional Learning Outcomes (ILOs):

- I. ILOs are achieved by students who meet their own educational goals at City College. The student's goals do not have to be satisfying degree requirements, transferring, or earning a certificate. A student whose educational goal is acquisition of basic English for the work environment or updated job skills should achieve most or an appropriate set of the ILOs in the process of reaching their own goals.
- II. The ILOs represent very broad modes of learning than can be experienced through many paths. For instance, the ability to communicate is achieved through writing, speaking, music, dancing, and / or visual art. The communication ILO can be satisfied through any one of these modes or any combination.
- III. The ILOs should be few in number and general in application.
- IV. ILOs are expected to be continually reviewed and refined to improve their usefulness and assessment.

The assessment of student performance in general education courses and across all our programs helps the College determine students' current knowledge and any improvements needed to improve success at institutions of transfer and in future careers. Through assessment processes, ILOs and GELOs are continually reviewed and refined.

ILOs and GELOs are assessed through workgroups coordinated by the Academic Senate SLO Committee (SLOC). Assessments are based on mappings, CRN-level assessment reporting by faculty each semester, and workgroup review. Under the guidance of the SLO Coordinators and SLOC, GE Area and ILO workgroups focus on the following goals:

- Evaluate existing mapping data for GE Areas and ILOs and update as needed.
- Review outcomes and refine as necessary to promote continued value and appropriateness.
- Review assessment data from previous semesters alongside completion rates.
- Discuss and make recommendations for any potential improvements or next steps.
- Facilitate college-wide discussion of the results and implementation of any recommendations.

A detailed [description of the process](#) for ILO and GELO Area-X assessment is maintained on our main SLO website as a guide online for SLO Coordinators, the SLOC, and the workgroups. GELO and ILO assessments alternate each semester annually. A detailed timeline exists for ILO and GELO Area-X assessment to ensure we assess all ILOs and GELOs every four years. These timelines are maintained by SLO Coordinators and the Academic Senate SLO Committee:

[ILO Assessment Timeline](#)

[GELO Assessment Timeline](#)

Curriculum Mapping (ILO, GELO, PSLO)

In order to fulfill the College's mission and sustain and improve institutional cohesion, curriculum mapping is designed, assessed, and reviewed at all levels including ILO, GELO, and PSLO.

All students completing a program at CCSF address most or a portion of the ILOs. This relationship is demonstrated as each program at the College maps its program outcomes to one or more ILOs (completed within CurricUNET and reviewed by the Curriculum Committee).

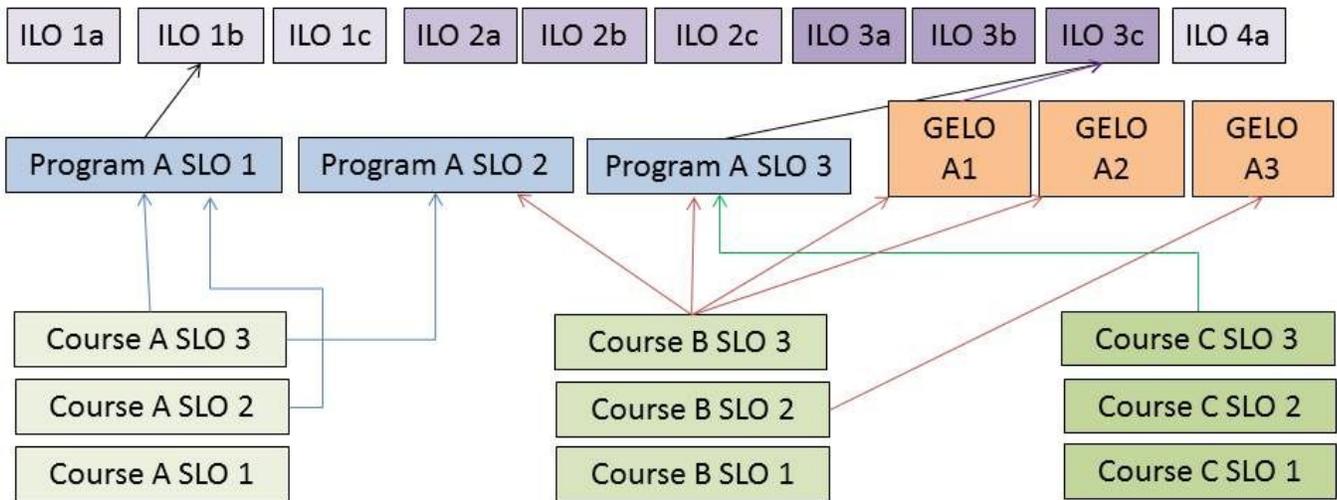
All courses that meet a particular GE-Area (local, IGETC, or CSU) cover all the GELOs for that area so all students who pass these classes achieve these outcomes. This relationship is demonstrated as each GE-Area A-H-applicable course at the College maps its course Student Learning Outcomes to GELOs (these mappings are reviewed by the Curriculum Committee and Bipartite committee). Completed mappings require that all GELOs within a given area map to at least one of the course SLOs.

All students completing certificate or majors programs will address all the PSLOs in the certificate or major. Every major or certificate at the College maps its PSLOs *up* to relevant ILOs and *down* to the SLOs of courses that satisfy those degree or certificate requirements (every course in a program maps to at least one SLO to one PSLO). This mapping is reviewed by the Curriculum Committee each time the program is reviewed (at least once every six years).

ILOs, GELOs and PSLOs follow a continuous cycle of assessment and improvement, and since these outcomes function concurrently to help ensure that CCSF delivers its mission effectively, curriculum maps are designed to be clear and logical and enhance the conversations and processes that make learning and teaching dynamic. Most programs are located in a department that maintains responsibility for ensuring that all PSLOs are assessed at least once every three years. However, CCSF Liberal Arts & Sciences degrees are not affiliated with a single academic department and responsibility for analyzing data mapped to the PSLOs lies with the GE workgroups for Areas A, C, D, and E.

Curriculum Mapping (courses to majors or certificates or GE-Areas to ILOs)

- Every semester, at least one course SLO for each section of a course is assessed.
- Every GE-applicable course at CCSF maps at least one SLO to every GELO in its area.
- At least once every 3 years, an entire course is assessed (reviewed across all SLOs for multiple semesters, pulling the section-level data).
- Every **program** at CCSF maps to at least one ILO (at least one PSLO map to at least one course SLO), and every course in every program must map at least one SLO to at least one PSLO.
- Every PSLO is assessed at least once every 3 years.



Student Services Assessment

All student service areas have established Student Learning Outcomes (SLOs) and/or Student Services Outcomes (SSOs), which have been recorded on CurricUNET and published on the department assessment webpages.

The Student Services Outcomes Assessment Workgroup provides leadership in reviewing and refining the plans, models, timelines, and reporting methods for assessing student learning outcomes and student services outcomes in the Student Development Division and other student services areas. The participants of the workgroup include faculty, department chairs, classified staff, and administrators from the Student Development Division and all student services. Student services professionals assess the SLOs or SSOs through gathering and analyzing data from existing data sets, surveys, focus groups, and other assessment methods.

Effective integration of student services SLOs and SSOs with academic SLOs are achieved by mapping these outcomes to Institutional Learning Outcomes (ILOs).

Administrative Unit Assessment

Executive leadership directs assessment processes for administrative units. All administrators define outcomes for themselves and for their units -- including those units that do not provide direct instruction or direct services to students. The approach to defining and assessing Administrative Unit Outcomes (AUOs) was revamped in 2015-2016. The new approach seeks to make AUOs more meaningful through alignment with College Priorities developed annually by the Board of Trustees. In addition, the new approach facilitates greater accountability through direct connection to administrator evaluations.

APPENDICES

Institutional Support for Outcomes Assessment

CurricUNET

Since spring 2015, assessment reporting at CCSF has been completed through the CurricUNET Assessment Module. CurricUNET is a software program developed and maintained collaboratively by the CCSF CurricUNET team and Governet. The CCSF version of CurricUNET was designed in consultation with CCSF's Curriculum Committee Chair, Articulation Officer, SLO Coordinators, Dean of Institutional Effectiveness, Prerequisites Coordinator, Associate Vice Chancellor of Instruction, Information Technology Services, and others. CurricUNET consists of three modules, all of which impact Outcomes Assessment.

The outcomes for each course and program are entered into CurricUNET's curriculum module where the course SLOs are part of the official course outline of records and the certificate and major SLOs are part of the official program description. When courses satisfy a particular GE-Area, they are mapped to GELOs. Certificate and major PSLOs are mapped *up* to ILOs and *down* to course SLOs within the major or certificate.

Academic and Student Service Area outcomes are entered into the Assessment module of CurricUNET (maintained by the CurricUNET Administrator) and shown publicly on Service Area Assessment web pages (maintained by unit web managers).

Assessment results and analysis are entered into the CurricUNET Assessment module for each outcome. For services, data are entered in an aggregate form. For courses assessment data are gathered and entered each semester for each student in each section (CRN) (for at least one SLO) (disaggregated data).

For courses, certificates, majors, GELOs, and ILOs, assessments pull directly from these CRN-level data based on mappings as described above over multiple semesters. This allows the College to evaluate proficiency at a multitude of levels.

The Program Review module allows Department Chairs to review assessment reporting currency (to help them meet the three-year benchmark) and curriculum currency (to help them meet the six-year review requirement) and link resource requests to assessment data. The Program Review process is designed to demonstrate a review of a variety of types of data (SLOs, achievement, and more), evaluate progress, and plan for future needs and projects.

Curriculum, Assessment, and Program Review module goals:

- Save time by automating many current laborious tasks, specifically aggregation, collation, and documentation
- Improve reporting quality and consistency through automated formatting
- Streamline workflows through recorded histories and email alerts
- Improve integrated planning across the college by sharing data among the different modules
- Simplify maintenance such that it can be completed independent of a particular individual

Research & Planning

Research & Planning works with the SLO Coordination Team to identify ways to deepen and sustain outcomes assessment efforts. The Dean of Institutional Effectiveness oversees Research & Planning and is also the administrator who provides direct support to the SLO Coordination Team. This reporting line underscores the commitment to and coordination of outcomes assessment college-wide, rather than embedding responsibility solely or separately in one or multiple divisions, e.g., Academic Affairs or Student Development. Reporting lines also underscore the relationship to planning and professional development through the dean's role on those committees. The relationship also emphasizes the data analysis needed for successful outcomes assessment. With the implementation of CurricUNET, researchers developed tools that provide query access to outcomes assessment data, along with comparisons to achievement data. Both outcomes assessment and achievement data can be queried by roughly a dozen disaggregated demographic variables. The Director of Research and the College's research analysts helped develop and facilitate trainings on these new data query tools. This work feeds directly into annual unit planning via program review.

SLO Coordination Team

The coordination of outcomes assessment is shared by a team of SLO Coordinators. The responsibilities of this team are reviewed and recommended by the Academic Senate. Appointment of these faculty members is a joint process of both the Academic Senate and administration.

Primary SLO Coordinator Responsibilities

1. Coordinating institutional level assessments and serving as liaison between various Outcomes Committees, the Academic Senate, and the Planning Committee.
2. Providing and coordinating professional development opportunities related to assessment of outcomes.
3. Communicating to the campus community (via SLO Updates, SLO Highlights, and Academic Senate reports) about assessment related improvements.
4. Serving as a resource to the SLO Committee, including serving as a member if appointed or Chair if elected, as well as Co-Chairing the Assessment Planning Team with the Dean of Institutional Effectiveness.
5. Overseeing the evaluation and updating of the Institutional Assessment Plan, Assessment Reporting Summary Reports, and guiding the process for periodic validation of assessment progress reports and assessment analysis in program review, and shepherding these reports and analysis through the appropriate governance committees for review, discussion, and if appropriate, recommendation.

6. Shepherding changes to GE or Institutional Level Outcomes through the appropriate governance committees for review and discussion, and if appropriate, recommendation.
7. Maintaining and updating the CCSF outcomes assessment main website, which provides a central location for the College community to learn about, interact, share, and report all learning outcomes assessment activities.
8. Serving as a voting member of the Curriculum Committee and ensuring the effective and quality development of instructional learning outcomes.

Student Services SLO Coordinator Responsibilities

1. Serving as a resource to the Student Services Outcomes Assessment Workgroup, a subcommittee of the Assessment Planning Team, including serving as a member if appointed or Chair if elected.
2. Serving as a resource to the Academic Senate SLO Committee, including serving as a member if appointed, and the Assessment Planning Team.
3. Working with members of the College community in promoting, developing, and implementing student service outcomes assessment.
4. Working with administrators, faculty, department chairs, and classified staff and assists with continuous closed-loop SLO/SSO assessment for courses, programs, and/or service units in the Student Development Division and all student services areas.
5. Facilitating successful college-wide ongoing dialogue on the student services SLO/SSO assessment.
6. Developing, in collaboration with the Office of Professional Development, SLO Coordinator Team, Student Development Division, and the Academic Senate, professional development opportunities and coordinating various ongoing efforts to help student services professionals enhance student support for learning.
7. Collaborating with the Primary SLO Coordinators on coordinating institutional level assessments.

CurricUNET Administrator Responsibilities

The CurricUNET Administrator works with the SLO Coordinators, the Office of Research and Planning, the Office of Instruction, and the Curriculum Committee to maintain and support the software and its data and assist groups on running administrative reports. This work includes the development and maintenance of training materials, user support, running and maintenance of data imports and exports, data clean up and support as needed, and continued developing to ensure the software continues to meet the needs of the College.

Employee Roles in Conducting and Supporting Outcomes Assessment

Role of Faculty

The role of faculty in assessment at City College is central. Credit and noncredit as well as full- and part-time faculty participate in coordinated assessments of the stated Student Learning Outcomes for the courses they instruct. Since spring 2015 that includes assessing at least one SLO every semester for every student in every course section (managed by the primary instructor of the course section). Information about the assessment processes for the college can be found on the SLO website (www.ccsf.edu/slo) and processes that are unique to each Department can be found on the Department's assessment webpage.

Accreditation Standards ask for documentation that demonstrate assessments are taking place and that improvement strategies for the classroom practice, course design, and program development are informed by the analysis of assessment data. As such, in addition to the semester section-level SLO reporting, faculty work collaboratively to review courses across multiple semesters and instructors and across programs (once every three years). Individual student results are private and secure, much like grades. Aggregate reports about sections, courses, and programs are publicly available documents. To summarize:

1. Faculty members assess student learning outcomes and report results each semester for every course section.
2. Faculty members ensure that students are aware of student learning outcome. SLOs, as they appear of the Course Outline of Record, are available on the course syllabus.
3. Course Coordinators and Program Coordinators (faculty members assigned by the department chairs) facilitate dialogue on assessment results and planned improvements that impact courses and programs respectively. They are also responsible for submitting reports on this review and discussion and planned next steps at least once every 3 years for every course and program (major or certificate).
4. Faculty-elected Department Chairs facilitate assessment activities in the department and oversee the quality of reporting. Faculty Department Chairs use data from assessment reporting to facilitate discussions about outcomes assessment results and next steps in departmental meetings on a regular basis, update assessment webpages, and facilitate the writing of program reviews. Program reviews link resource requests to assessment data and ask units to consider assessment review and discussions when describing planning and progress. Program review documents are available on the main program review website: www.ccsf.edu/program_review.
5. Faculty-elected Department Chairs facilitate the maintenance of the department's assessment webpage. The web pages display links to program reviews and assessment reports and provide an online presence in which departments can define their assessment process and share assessment tools, strategies, and reports.
6. All of the above ongoing processes are evaluated annually and modified as needed to ensure they continue to meet our assessment needs.

Role of Student Development Professionals/Faculty

1. Administrators, faculty, department chairs, and staff in the Student Development Division and all student services areas contribute to assessing student services outcomes and reporting.
2. Student service programs designate coordinators that maintain the student service assessment webpages, coordinate assessment activities, facilitate dialogue, and work with colleagues to implement improvements.

Role of Administration

Although SLO-assessment at CCSF is faculty-driven, support from the College administration is essential. To sustain a college-wide culture of assessment, administrative responsibilities include:

1. Ensure sufficient resources are available to fund SLO coordinator(s) and support of the people involved in and the processes of assessment.
2. Ensure sufficient resources are given to and provided by the Office of Research & Planning.
3. Ensure engagement in outcomes assessment at all levels of the College and across all College units.
4. Facilitate conversations about assessment data and analysis between departments and programs, and within and across schools and divisions.
5. Fund professional development and other necessary institutional supports for effective collaborative assessment.
6. Promote and support integrated assessment, planning and budgeting.

Committee Structures Supporting Outcomes Assessment

The CCSF assessment program is a collaborative effort between the SLO Coordinator(s) and the SLO Committee (Academic Senate) and the Planning Committee (one of the Standing Committees under the Participatory Governance Council). The SLO Committee may be chaired by a primary SLO Coordinator (if elected by the committee) and has unlimited faculty appointments. The Planning Committee is chaired by the Dean of Institutional Effectiveness. In addition, the Planning Committee maintains the Assessment Planning Team (APT) which is co-chaired by the primary SLO Coordinator and the Dean of Institutional Effectiveness. The Planning Committee and APT are both comprised of classified, faculty, student and administrators from a variety of College units.

SLO Committee Charge

- Review and propose refinements to plans, models, timelines, and reporting methods for assessing course, instructional programs, and institutio learning outcomes (both GELOS and ILOs).
- Facilitate workgroups that conduct GE and ILO assessment.
- Review and/or propose refinements to institutional outcomes
- Propose ideas for on-going professional development, resources, and trainings in collaboration with the Office of Research and Planning and other professional development committees.

CCSF Institutional Assessment Plan

- Provide guidelines and feedback to improve quality of assessment reports and quality of assessment analysis in program review.
- Communicate important SLO related information and developments to the Executive Council.

Planning Committee Charge

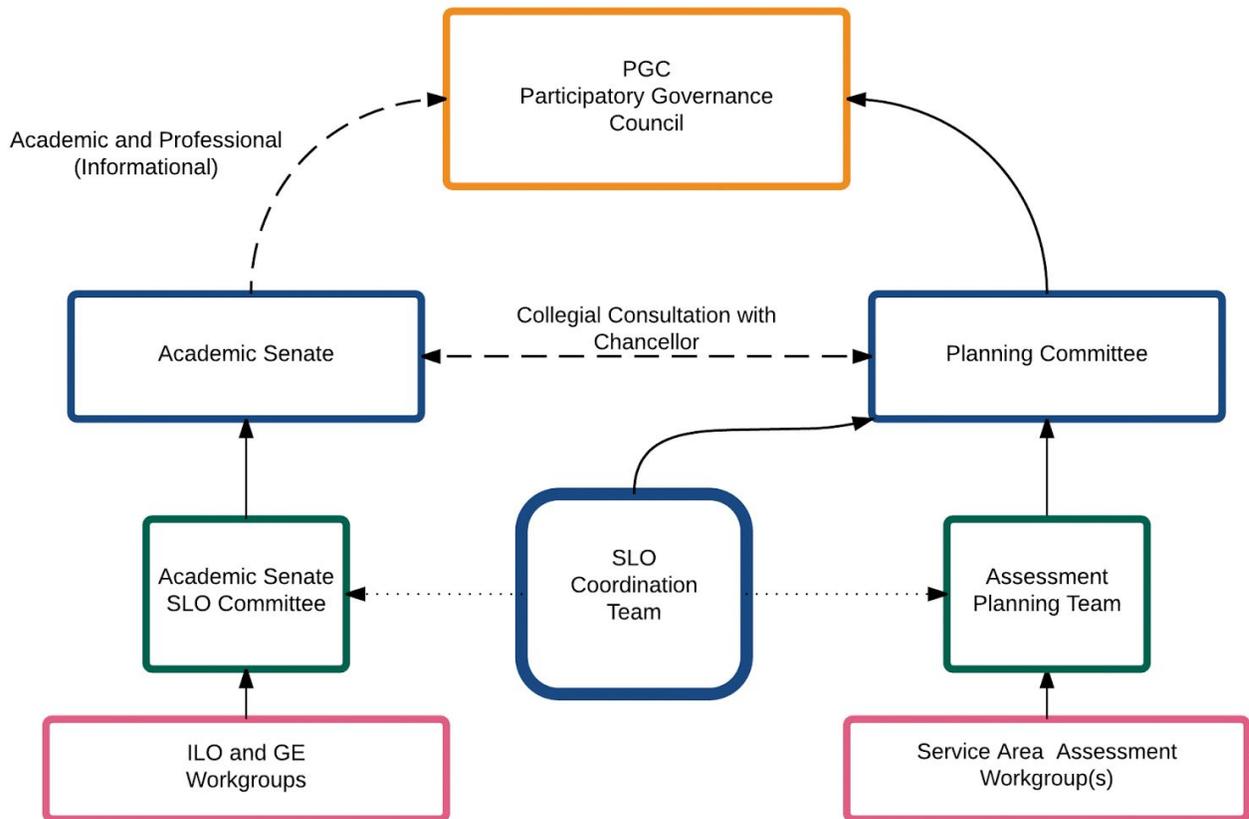
- Communicate the goals and shared efforts of outcomes assessment to students, faculty, and the College community.
- Help evaluate outcomes-assessment processes and procedures on a regular basis and make decisions to improve the College's Institutional Assessment Plan.
- Work with other committees to ensure a clear connection between this plan and other assessment and planning processes at the College.
- Identify and communicate any additional resource needs to support assessment.
- Facilitate and support all members of the college community in the assessment process. that assessment is a process established, supported, and evaluated by all members of the College community.
- Support all members of the college community in using assessment to inform improvement strategies. that the goal of improved student learning directs the assessment process.
- Support the establishment of processes for incorporating both quantitative and qualitative research in recommendations to the College to facilitate meaningful change.
- Celebrate learning improvements that result from assessment.
- Review and help disseminate annual and semester reports of accomplishments and gaps.

Assessment Planning Team Charge

- Establish a common language and shared understanding of outcomes assessment.
- Develop and maintain the Institutional Assessment Plan in collaboration with the SLO Committee and Student Development Assessment Workgroup, and in support of the College's mission.
- Identify institutional-level assessment measures to apply to assessment activities and recommend institution-set standards.
- Develop SLO Coordinator(s) job description in collaboration with the Academic Senate.

Given CCSF's size and complexity, coordination from many levels is crucial for assessment cycles to be effective. Two consultation lines exist for assessment issues. While maintaining the primacy of faculty in assessing student learning, broad assessment-related consultation in the Participatory Governance structure is primarily done in the Planning Committee. More granular work is vetted through workgroups of the Planning Committee such as the Assessment Planning Team (APT) and the Student Development Assessment Work group. The second line of consultation is through the Academic Senate. The SLO committee of the Academic Senate helps develop and manage a sustainable college-wide outcomes assessment process for instructional learning outcomes, providing feedback about the quality of assessments, assessment reporting, current conversations on assessment and policies related to accreditation. Workgroups of the Academic Senate SLO Committee lead assessment activities for General Education Learning Outcomes and Institutional Learning Outcomes. Under the guidance of the Dean of Institutional Effectiveness, the SLO Coordination Team along with these committees and work groups develop timetables and assessment reporting mechanisms used by the College and provide

ideas for fostering dialog across the college and future professional development and trainings. The image below provides an overview of this coordination.



Web Resources Supporting Outcomes Assessment

The CCSF SLO Coordination Team maintains web pages dedicated to supporting outcomes assessment work that is done throughout the College. Additionally, our reporting software is also supported online with web and video tutorials available for employees. Along with providing support, the SLO web pages, program review web pages, and our reporting software provide publically accessible, centralized repositories for results and reports at the unit-level and college-wide. See list below:

- [Outcomes Assessment at CCSF \(Main Page\)](#)
 - [SLO Dashboard](#)
 - [Instructional SLOs](#)
 - [Professional Development for SLOs](#)
 - [Resources for Assessment](#)
- [CurricUNET](#)
- [Program Review \(Research & Planning\)](#)