



OUTCOMES & ASSESSMENT

Student Service Outcome (SSO) Workgroup

Fall 2024-Spring 2025 Progress Report

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Introduction

The Student Services Outcomes (SSO) Workgroup provides a forum for Student Affairs departments and programs to examine how service assessment supports and improves student services and activities outside the classroom. Dialogue among representatives from across Student Affairs is essential for understanding how students navigate the college and for identifying opportunities to strengthen services.

By reviewing both individual and multi-unit assessments, workgroup members identify shared themes, gaps, and areas for improvement. This sustained, cross-departmental dialogue supports collaboration with a shared goal of enhancing the overall student experience.

For the 2024–2025 academic year, the workgroup’s goals included using assessment data to improve the visibility and effectiveness of student services, promoting interdepartmental data sharing, and expanding outreach to underserved student populations.

Member Representation

The workgroup is composed of representatives from all Student Affairs programs and departments. Each program or department is assigned to one of three breakout groups.

Breakout Groups

Direct Services	Student Support Services	Counseling
<ul style="list-style-type: none"> • Admissions & Records (A&R) • Financial Aid (FAO) • Outreach & Recruitment • Scholarship Office • Student Completion 	<ul style="list-style-type: none"> • City Dream • CalWORKs • Equal Opportunity Program & Services (EOPS) • Guardian Scholars (GS) • Homeless At-Risk Transitional Students (HARTS) • Student Life & Leadership • Veterans Services & Programs (VRC) 	<ul style="list-style-type: none"> • Counseling Services and Programs (CSP) • Disables Students Services & Programs (DSPS)

Membership Changes

- New members from EOPS Cooperative Agencies Resources for Education (CARE) and NextUp programs
- New member representing DSPS
- New member from SparkPoint
- Student Health Services (SHS) continues to conduct SSO assessments and submit reports but does not currently have representation in the SSO Workgroup

Meetings

SSO workgroup members each attend one monthly SSO workgroup and one monthly breakout group meeting. This robust meeting schedule helps to maintain a collaborative and consistent dialogue around assessment and improvement efforts focused on the whole student experience.

Closing the Loop on the 2021-24 Assessment Cycle

In Fall 2024, all departments and programs in the workgroup completed the 2021–2024 assessment cycle. In addition to individual outcome assessment reports, finalized department assessment plans document the process and provide evidence of improvements resulting from assessment efforts during the cycle.

Planning the 2024–27 Cycle

The SSO workgroup's goals for the new assessment cycle focus on aligning student services assessment efforts with institutional priorities, fostering cross-department collaboration, and incorporating student voice and equity-centered practices. The overarching aim is to enhance the ways in which student needs are met while promoting transparency through stronger connections to college-wide plans and initiatives.

Improved Assessment Plan Template

A new assessment plan template was developed with two components: Reflection and Assessment Planning. During the fall semester, the workgroup reflected on the prior assessment cycle, program missions, outcome language, services provided, and equity-related supports. Workgroup members were asked to identify key questions within their individual programs that, if explored, could lead to service improvements. These questions were then considered as potential guides for assessment efforts in the upcoming cycle.

Part 2 of the new plan provides the opportunity to identify new and existing assessment measures aligned to program outcomes and links to Institutional Learning Outcomes (ILOs) and the Student Affairs Action Plan (SAAP), which emphasizes equity, empowerment, and interdepartmental partnerships. SSO work is encouraged to align with

SAAP goals to increase visibility and demonstrate institutional contribution. New to the template is a column to indicate whether the assessment is in collaboration with other units or with the Office of Research & Planning.

Departments with multiple programs

Two departments, Student Completion and EOPS, explored different models for developing assessment plans that include multiple programs or service areas. The Student Completion Department created individual assessment plans for each of its three areas (the Completion Center, Assessment Center, and Student Services Specialists) along with a consolidated departmental plan. In contrast, EOPS developed a single, comprehensive plan that integrated both the CARE and NextUp programs. These two distinct approaches offer practical models for other departments managing multiple programs.

Highlights by Department

Admissions & Records (A&R)

A&R continues to survey students to gauge satisfaction levels with the application process and make necessary changes. They also worked with CCCApply by providing feedback and attending statewide events to speak with CCCApply administrators, particularly when it comes to fraudulent students. New fraud mitigation efforts are embedded in the application which contribute to minimizing questions for students.

A&R inquiries, submitted through the CCSF Help Desk ticket system and student emails, address issues students encounter when navigating and resolving admissions and registration conflicts independently. To support students, A&R continues to provide Virtual Counter and Computer Lab for enrollment events, as well as phone, email, and in-person services.

The move to the new Student Success Center will provide yet another opportunity to streamline the provision of A&R services and offer soft hand-offs for students from one service area to another.

CalWORKs

Ongoing conversations ensure the CalWORKs team understands the importance of needs assessments, educational plan tracking, and career planning. Progress is discussed at every staff meeting and during daily check-ins. A QR code is used for CalWORKs students to complete the needs assessment while waiting for appointments and at the end of appointments. CalWORKs emphasizes transparency, encouraging students to share honest feedback so that continuous improvements can be made to the program. CalWORKs is currently collecting data through the updated needs assessment process.

Additionally, CalWORKs is improving processes related to work-study and career services, aligning student employment opportunities with their long-term goals. A newly hired

employment specialist focuses on the career development aspect of the program. This role ensures students are building skills that align with their academic area of interest and desired employment field. Career readiness directly connected to educational planning supports the achievement of SSO 3 by contributing to persistence and retention and provides a new measure for assessment.

Counseling Services & Programs (CSP)

CSP focused on improving education plan data and transitioning to new systems. A key concern was ensuring the accuracy of education plan data, given fraudulent applications and the complexity of tracking abbreviated versus comprehensive plans. Counseling moved from SARS to ConexED for appointment scheduling and documentation.

Multiple meetings explored potential assessment opportunities utilizing the new Degree Works software and Conex scheduling software, including meetings with Conex representatives, dean and chair. CPS also collaborated with the Completion Center to help gather data from Degree Works educational plans.

Equal Opportunity Program & Services (EOPS)

EOPS included the NextUp and CARE programs in its outcomes and assessment processes this year. Representatives from these programs now participate in the SSO Workgroup, where they collaboratively assess the broader EOPS outcomes. The Office of Research and Planning has supported this work by assisting with data collection for the CARE program and developing a finalized assessment tool for NextUp.

City Dream

City Dream participated in the collaborative assessment through the MyCCSF app, and it monitored awareness by tracking website visibility and event participation. Measuring outreach is a crucial metric to demonstrate the program's impact. In addition, City Dream increased its outreach by hosting more immigration-focused informational events, connecting students with free legal immigration services. The program also collects data via voucher usage to further assess engagement.

DSPS

DSPS worked to improve data collection on student referrals and use of accommodations and is currently exploring integration with a new system, Simplicity. The service also plays a key role in campus-wide accessibility efforts aligned with ADA Title 2 updates.

Guardian Scholars (GS)

Guardian Scholars completed its first assessment of its new outcome measuring the effectiveness of communication about CCSF financial aid, grants, and scholarships. This new outcome is in alignment with the Student Affairs Action Plan and equity goals. Assessment methods included the Spring 2025 student survey and Banner data. Results exceeded benchmarks: 95% of students received financial aid, 100% accessed the

Financing Your Education Canvas module, and myRAM financial aid section. Students rated their knowledge of financial aid at 4.29 out of 5. All students were aware of Satisfactory Academic Progress standards, and 83% reported successfully securing aid, with the remainder referred to Financial Aid Specialists.

Program improvements included orientations covering financial aid processes and resources, along with expanded access to the financial aid module on Canvas. Plans include tracking student use of Scholarship Universe, with a success target of at least 50% participation.

Homeless At-Risk Transitional Students (HARTS)

In alignment with the Guardian Scholars program, the HARTS program also revised its outcomes. The first assessment of SSO1, via survey and Banner data, also focused on communicating how to secure CCSF financial aid, grants, and scholarships. Results show that 88% of HARTS students received financial aid in 2024–25. Survey responses indicated mixed engagement: 60% viewed the Financing Your Education Canvas module, students rated their financial aid knowledge at 4.12 out of 5, and 58% reported successfully securing aid, while others reported not securing or being unsure. Awareness of Satisfactory Academic Progress standards was relatively strong at 86%, and 95% reported accessing the financial aid section in myRAM.

Program improvements included orientations via Zoom and in person that explained financial aid processes, SAP, and available resources, along with the addition of a financial aid module in the HARTS Canvas course. Plans include tracking student use of Scholarship Universe, with success defined as at least 50% of participants applying for CCSF scholarships through the platform.

Financial Aid (FAO)

In 2024–25, the Financial Aid Office increased awareness, literacy, and access to financial aid and resources through targeted support and outreach. Staff provided individualized assistance with FAFSA and Dream Act applications, guided students through SAP appeals, and ensured timely completion of eligibility and documentation to maintain access to critical funding. The office expanded its engagement with students through hybrid workshops (e.g., FAFSA/CADA support, Cal Grant and scholarship sessions, SAP appeal guidance, and the annual Cashchella event) along with consistent text and email outreach. FAO strengthened partnerships across campus and with community partners, including Frisco Day, Unity Day, SFUSD specialists, classroom presentations, and departmental training workshops, to expand engagement and promote financial aid awareness. By maintaining equitable, hybrid services across all centers and online platforms, the Financial Aid Office significantly increased student access and outcomes; this is

evidenced in a substantial rise in Pell Grant recipients from 4,287 in 2023–24 to 6,943 in 2024–25 while also enhancing fraud prevention efforts.

Outreach & Community Partnership

In preparation for the new assessment cycle, the Outreach team revised the department's mission to align with the college mission and to better reflect the department's identity and purpose. Because the department has multiple areas of focus, conversations centered on services provided, student populations served and those not yet reached, and on- and off-campus partnerships. These discussions laid out the groundwork for redefining service outcomes and measures in the upcoming cycle, with an emphasis on creating a process for data collection and analysis. The new approach is expected to improve accountability and support decisions based on evidence.

A major project currently in development is the implementation of the Salesforce database system, which is expected to support many of the department's outcome goals. Work with Salesforce began in February 2024, with the goal of launching by 2026. Once implemented, the system will be used to streamline collaboration with campus and community partners, strengthen student enrollment, expand participation in outreach events, and improve the collection of data on prospective students and partners.

Scholarship Office

The Scholarship Office maintains a clear, updated scholarship platform that lists all scholarships in one place (searchable by major, eligibility, deadline) using Scholarship Universe. Program outcomes are achieved at greater levels by helping more students discover scholarships they are eligible for, guiding them through strong application submissions, and increasing overall student success in securing awards.

Plans to increase outreach in several ways have been discussed. They include: 1) sending out monthly scholarship newsletters with upcoming deadlines and spotlight opportunities through email/text messaging platforms and through *City Notes*; 2) hosting recurring “How to Find Scholarships” and “How to Write a Winning Scholarship Essay” workshops (virtual and in-person); 3) designating weekly times when students can stop by for one-on-one scholarship help by visiting our Scholarship Virtual Counter.

Data is collected on how many students apply and how many receive awards, then analyze patterns (majors, demographics, barriers). Students are also asked about their experiences of finding and applying for scholarships, such as, what helped, what was confusing, and what support they needed. This data is used to adjust outreach, workshops, and resources each semester.

Student Completion

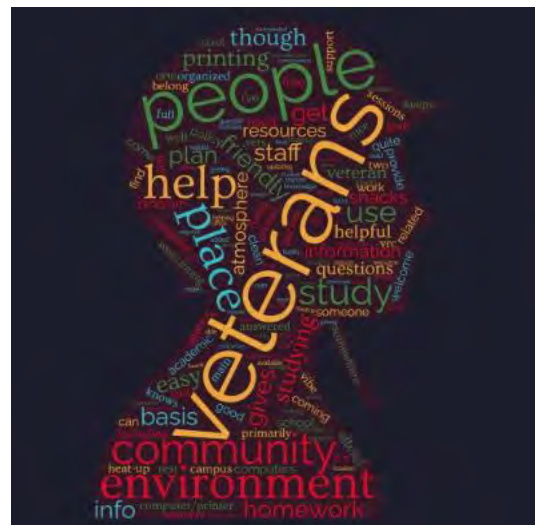
The restructuring of the Assessment and Completion Centers required a thorough review of each area and its program objectives to ensure alignment with the newly established Student Completion Department, which now includes the Completion Center, the Assessment Center, and Student Services Specialists. This restructuring coincided with the launch of a new three-year assessment cycle for all Student Affairs departments, creating an opportunity to refine outcomes and measures. Through dialogue and planning, the department developed three distinct assessment plans, one for each area, with clearly defined outcomes and assessments that integrate into a consolidated plan. This structure not only supports continuous improvement across the department but also streamlines reporting through broad, overarching outcomes.

Student Life & Leadership

The Student Life & Leadership team had extensive discussions about how to engage students in their own advocacy, whether through self-advocacy, group advocacy focused on a particular concern, or a group. Assessments are being conducted to ensure that the programming being offered meets the needs of the students served. Additionally, the manager of the Family Resource Center (FRC) has been in discussion with the Office of Research and Planning to conduct a needs assessment of Student Parents' needs in general, and of the FRC in particular, to evaluate the quality of programming and to inform the work being conducted through *FamilyU*.

Veterans Resource Center

VRC assessed their outcome on providing welcoming spaces that support veteran student persistence. Data sources included Canvas shell activity, surveys, VRC usage tracking, and a qualitative word cloud analysis of student feedback, which highlighted “people,” “veterans,” “community,” “environment,” “help,” and “place,” reinforcing the program’s goal of fostering community and engagement. Veterans Services uses Canvas to communicate with veterans and to provide an online community space.



The manager of the Veterans Resource Center also began reviewing state-level VA data to better gauge the level of services provided and to visualize the college's impact compared to peers.

Centering Student Voice and Equity in Assessment

A central theme for the semester was incorporating more student voices in assessment. Some programs increased student involvement in assessment design and evaluation. Programs shared best practices such as student advisory committees, post-event surveys, and feedback tools to ensure student perspectives inform service improvements. They acknowledged the value of open-ended questions and creative feedback methods, like QR codes used during events. However, concerns were raised about survey fatigue and the risk of overburdening students.

There was strong interest in identifying shared assessment areas that could support broader institutional insight and equity goals, such as communication strategies, education planning, and app-based check-ins.

Collaboration and Integration Across Departments

The Student Support Services, Direct Services, and Counseling breakout sessions allow programs and departments time to reflect on and share strategies for assessing the impact of services.

Direct Services departments collected feedback and launched a collaborative communication project aimed at improving student referrals across programs. Key challenges included outdated contact information, poor website navigation, and untracked student inquiries (see [Reflective Inquiry](#)). Improvement efforts identified include implementing centralized referral forms and a shared contact directory.

Student Support Services programs reported ongoing progress in developing meaningful assessments.

Collaborative Assessments

Three collaborative assessments are underway in the SSO Workgroup and supported by the Office of Research. They will continue into the new assessment cycle.

1. Student support services continue to collect data on student engagement via the MyCCSFapp and more programs are joining the effort.
2. Counseling is collecting data from Degree Works on the number of comprehensive education plans as compared to abbreviated plans.
3. Direct Services is in the development stage of looking again at internal modes of communication and timing.

Student Services and the College's LMS, Canvas

In April 2025, the Direct Services and Student Support Programs groups met to discuss their use of the college's learning management system, Canvas, to support and connect with students. The Associate Dean of Online Learning, explained the benefits of Canvas as

an interactive tool familiar to students, while pointing out the challenges, particularly to students when key tasks remain only on the website.

Common concerns included duplication of resources, inconsistent practices, high maintenance demands, and limited Canvas training for staff. A draft guidance document was introduced to set standards for design, accessibility, enrollment, and student feedback. The Office of Online Learning and Educational Technology (OLET) plans to provide training, accessibility checks, and annual reviews.

The group agreed on the need for consistency, clearer naming conventions, and stronger coordination across services. The meeting ended with an agreement to refine the guidance, expand training, and explore regular check-ins to keep Canvas shells sustainable and effective for students.

Spring 2025 Reflection

At the final meeting of the Spring 2025 semester, the SSO Workgroup met in person and reflected on their progress toward the 2024–25 academic goals. Discussions centered around the following goals:

Making SSO Work More Meaningful within Individual Departments

All workgroup members identify this as an ongoing issue. Members emphasized incorporating SSOs into meeting agendas consistently and sharing the purpose and “why” behind each outcome to connect to daily work tasks for others within their departments. Departments reported progress in discussing SSOs regularly, with some like Counseling receiving support to recruit new faculty into the workgroup. EOPS also made strides by intentionally including CARE and NEXTUP in SSO work.

Next Steps

As a next step, the group proposed hosting a focused session during one of the initial meetings in the upcoming term to explore how programs can embed SSO work as a standing agenda item in their department meetings. Suggestions included providing professional development from the SSO Workgroup, sharing best practices for communicating SSO assessments with students, and reframing staff complaints as opportunities for assessment-driven improvement. The tri-chairs plan to discuss their involvement in supporting this work through orientations or presentations, possibly to SALT (Student Affairs Leadership Team), which includes managers, directors, and deans. The goal is to clearly align SSO efforts with broader objectives and secure the necessary time and support for this work in departmental planning and discussions.

Collaboration and Cross-Department Support

Collaboration across service areas emerged as a key theme, with members noting that “the more the merrier” when departments join forces. Sharing what works within the SSO workgroup, collaborating with the Office of Research, and learning from other support

departments were mentioned as strategies that strengthen assessment work. Examples included the use of VA data to understand the VRC's role statewide, connecting with computer centers to learn how students use Degree Works, and exploring how other community colleges collect and apply SSO data. Meeting in person was also identified as valuable for more effective communication and idea sharing.

Next Steps

The opening of the new Student Success Center in fall 2025 provides an opportunity for services to collaborate on an assessment on communicating between services and identifying redundancy among services housed in the same building. A new software roll out with ConnexEd also provides an opportunity for a cross-department assessment.

Using Internal and External Data to Support SSO Work

SSO members showed interest in leveraging college data and statewide resources (e.g., VA data, RP Group, CCCO DataMart) to better advocate for student needs, particularly for student parents and veterans. There was also interest in viewing SSOs and outcome assessments from similar programs at other colleges to learn how other colleges assess services.

Next Steps

The tri-chairs will continue to invite CCSF's research analysts to present on leveraging data. A new idea that emerged from the reflection was a working session to review other college outcomes and assessment reports. Tri-chairs can conduct preliminary work to identify the outcomes and assessments ahead of the working session.

Student Voice and Feedback

Including student voices in assessment was identified as essential. Strategies included surveys during orientation, open-ended questions, QR codes at events, follow-up emails to students, and targeted outreach such as encouraging DSPS students to complete their biennial survey. Members recognized that student input is crucial in understanding needs, improving services, and guiding future priorities. The group also acknowledged concerns about over-surveying and potential student burnout, emphasizing the need to balance feedback collection with respect to students' time and capacity.

Next Steps

The workgroup will continue discussions on how to increase the use of student voice in assessment work.