

# CCSF SLO Coordinator Activities 2024-25

## Introduction

SLO Coordinators support outcome assessment at all levels at CCSF. Broadly speaking, they support the academic mission of the college by facilitating and synthesizing outcome assessment. The SLO team also collaborates with Research and Planning in collecting, interpreting and applying assessment data to better understand outcomes and equity issues at CCSF. The SLO team takes the lead in writing institutional assessment reports, seeking input from diverse sectors of the college and documenting our performance as an academic institution. The SLO Team coordinates the SLO Committee of Academic Senate, works with the Curriculum Committee on course outline improvements, and supports faculty in SLO reporting at the section, course and program levels. Additionally, a designated Student Services Outcomes (SSO) Coordinator serves as a tri-chair of the SSO Workgroup and supports the Student Affairs programs and departments in developing assessment plans, effective measures, dialogue amongst service departments, and assessment reporting. Finally, SLO Coordinators are active voices in an ongoing conversation with faculty and staff about teaching and learning across the college, to better meet the needs of our students.

This document briefly summarizes the activities and projects of the SLO Coordination team for the 2024-25 academic year.

## SLO Team and 2024-25 Goals

During the 2024-25 academic year, the SLO team operated with reduced SLO coordination time, a reduction of 0.6 FTE while SLO coordinator Janey Skinner was on sabbatical. As a result, the team's yearly goals prioritized two main objectives, supporting faculty in SLO assessment reporting and completing the ILO 4 assessment report.

The SLO team for 2024-25 included Nathan Lawless Steele (Communications Studies, Curriculum-SLO Liaison), and Andrea Niosi (Library, Student Services Outcomes [SSO] Coordinator); in addition, the team benefits from the support of Cherisa Yarkin (Office of Research and Planning, Director of Planning).

## Assessment Reporting Services for Faculty

SLO Coordinators provided support and information for CCSF faculty on assessment reporting at all levels.

- Welcome emails were sent out to all new faculty describing the college's SLO assessment practices, outlining faculty responsibility and offering an introduction to the SLO reporting processes and procedures. The team observed an uptick of one-on-one bookings from new faculty, approximately 25% of the new faculty hired booked appointments for an SLO overview.
- Support and coordination efforts between individual programs and the SLO team
  - The SLO team collaborated with the ESL department to streamline communication to new ESL faculty, so efforts are aligned and do not overlap. It was an opportunity to learn more about one department's coordinated SLO assessment efforts.
  - The SLO team met several times with the Workforce Education Apprenticeship Program Lead and the chair of the apprenticeship program to understand the nuances of the apprenticeship program and its student evaluation process. These meetings were timely because the Plumbing Apprenticeship Program is working with the Curriculum committee to adjust its hours to better conform to CCSF practices. This gives an opportunity for updating the outcomes and finding an SLO assessment process that is insightful and not burdensome. Apprenticeship programs have certification exams that must be passed, and the pass rate serves as an indicator of the health of the program. Discussions will continue in fall 2025 about how assessment practices, including CRN-level and aggregate reports, can support students' success in apprenticeship courses and programs.
- As participation in the drop-in virtual SLO support sessions declined, the team shifted to a "Book an Appointment" model to better accommodate faculty availability. As a result, the number of one-on-one sessions between SLO coordinators and instructors increased.
- *The SLO Update*, sent via email several times a semester, informs faculty about reporting deadlines and invites participation in SLO-related meetings and workshops.
- The SLO Committee of the Academic Senate serves as the primary forum where the SLO team engages in dialogue and coordination around institutional-level assessments and college-wide SLO processes. All college constituents are invited to attend, and meeting notes are shared monthly with the broader college community.
- The Student Services SLO Coordinator provides support to student services faculty and classified professionals as a co-chair and facilitator to the SSO Workgroup and by appointment for one-on-one program-specific consultation; for more information and a current summary of activities see [SSO Workgroup website](#).

## Assessment Reporting Participation

CRN-level reporting for Fall 2024 declined by 11%, dropping from 74% in Fall 2023 to 63%. Spring 2025 reporting rates reached 65%, the same as in Spring 2024. While most faculty continue to engage in SLO assessment as documented in CurriQunet, increased participation to 75% or above is a goal.

In Fall 2025, a new interface will be introduced in the CurriQunet system for SLO reporting, providing an opportunity to enhance outreach and reinforce the value of SLO reporting as faculty adapt to the updated platform. The SLO team will promote dialog as a way of expanding meaningful SLO reporting, with a goal to increase reporting rates and illuminate high-impact teaching practices.

See [Appendix](#) for a summary of the CRN-level reporting data for the full year 24-25.

## Website

The team reviewed the Outcomes and Assessment website to identify sections that could be transferred from the student-facing CCSF site to the college intranet. The CurriQunet Guide webpage was streamlined in fall 2024, and all SLO guides for faculty will be relocated to SharePoint in fall 2025.

## Professional Development

### SLO Up for Equity (Nov. 22, 2024)

While the SLO team did not present FLEX Day activities, SLO Coordinator Nathan Steele teamed up with the Office of Student Equity to offer a session on aligning and institutionalizing equity efforts alongside SLO assessment.

### Institutionalizing “Teaching and Learning” FLEX Days

One of the main takeaways from the META Assessment—which examined the college’s practices around assessing student learning outcomes (SLOs)—was the need to explore ways to make SLO assessment more meaningful and useful to better support student equity. The META Assessment revealed that dialogue about teaching and learning is a key factor in improving student learning outcomes. In fall and spring semesters, the SLO Committee had robust discussions which resulted in the SLOC Chair bringing forth the [Teaching, Learning, and Student Success Resolution](#), endorsed by many college committees to support a yearly FLEX Day as an essential space for faculty to come together to discuss their courses and programs in conjunction with outcome attainment. This resolution was accepted by PGC, and will be implemented for March 2026, in collaboration with the Academic Senate, and its SLO

Committee, Faculty Professional Development Activities Committee, and College-wide Professional Development Committee.

## Outcome Assessment Reports

### ILO 4 report

This year's ILO 4 assessment adopted a new approach, resulting in a streamlined report that incorporated mapped instructional SLO data, selected student service outcome (SSO) reports, and highlighted college improvements since 2021 aligned with ILO 4. The report was presented to and reviewed by key college committees—including the SLO Committee, Classified Senate, Associated Students, and the Academic Senate Executive Council (ASEC). On May 7, ASEC approved the report by resolution.

### Reporting out on Institutional Assessments to the College Community

One advantage of the ILO assessment process, beyond the findings presented in the reports, is its role in fostering dialogue about the college's core educational goals. Although the direct reference to ILOs in daily instructional and service practices is limited, the values they represent are embedded in college teaching and learning practices. ILO assessments offer a structured opportunity to reflect on shared institutional goals. To support this reflective practice, the SLO Coordinators actively share institutional assessment reports with stakeholders across the college. Although ILO reports (and GELO reports) provide a high-level view of student learning that can make it challenging to identify specific action steps, the discussions they prompt often lead to meaningful reflection and the exchange of ideas across disciplines and service areas.

Date	Group	Topic
Sept. 6, 2024	Executive Council of the Academic Senate (ASEC)	ILO 4 Outcome <a href="#">Modified Resolution</a>
April 14, 2025	Teaching & Learning Roundtable (TLRT)	ILO 4c Suggestion for Improving Canvas Use for In-person Instruction <a href="#">(Minutes)</a>
Apr. 15, 2025	Classified Senate	ILO 4 Report ( <a href="#">slides</a> )
April 23, 2025	ASEC	ILO 4 Report ( <a href="#">slides</a> )
April 25, 2025	Associated Students	ILO 4 Report ( <a href="#">slides</a> )
May 5, 2025	Planning Committee	ILO 4 Report ( <a href="#">slides</a> )

May 7, 2025	ASEC	ILO 4 Report ( <a href="#">Resolution</a> , p.4)
-------------	------	--

Note: Due to the timing of the curriculum migration to the California General Education Transfer Curriculum (Cal-GETC) as the sole GE pattern for all CSU and UC transfer pathways, insufficient data was available for GELO assessment this year.

## Participatory and Collegial Governance

SLO Coordinators participated in CCSF governance committees at several levels.

*The SLO Committee* of the Academic Senate provides students, staff and faculty an opportunity to be part of the conversation around outcome assessment at CCSF. This committee is facilitated by the SLO team.

*The Curriculum Committee* has direct ties to the SLO team. SLO Coordinators assist with course outline revisions and aggregate assessments (now part of the curriculum workflow). One SLO Coordinator serves as a member on the Curriculum Committee, and the Chair of the Curriculum Committee is an *ex officio* member of the SLO Committee.

*The SSO Workgroup* provides Student Affairs staff and faculty with an opportunity to work collectively on service outcome assessment at CCSF. The SSO Coordinator attends these meetings as a tri-chair.

The SSO Coordinator serves on the Accreditation Steering Committee and advises on outcome-related accreditation topics, as well as serving as a conduit for accreditation information that the SLO team may need.

One SLO Coordinator serves on both the Faculty Professional Development Activities Committee of the Academic Senate and the College-wide Professional Development Committee of the Participatory Governance Council.

## Other Ongoing Forum for Outcome Assessment Work

The SSO Workgroup provides leadership in reviewing and refining the plans, timelines, and reporting methods for assessing student service outcomes in the Student Affairs division and other student services areas. The Student Services SLO Coordinator has co-chaired the workgroup since 2018 and produces [yearly progress reports](#) to document the work of the SSO Workgroup.

## Appendix:

### Summary of CRN Assessment Reporting for Academic Year 2024-2025

Overall, 64% of CRNs with SLO assessments reported in AY 2024-2025. A breakdown by semester is below:

#### Summer 2024

Category	Count
Faculty reporting	116
Unique count CRN w/reports	172
CRNs with no reports submitted	235
Total CRNs	407
% reported	42.3%

#### Fall 2024

Category	Count
Faculty reporting	505
Unique count CRN w/reports	1,371
CRNs with no reports submitted	662
Total CRNs	2,033
% reported	67.4%

#### Spring 2025

Category	Count
Faculty reporting	486
Unique count CRN w/reports	1,343
CRNs with no reports submitted	693
Total CRNs	2,036
% reported	66.0%

Most recent update: 6/20/25