

CCSF SLO Coordinator Activities 2025-2026 / Progress Report

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 2025-26 academic year.

SLO Team and 2025-26 Goals

Primary goals for this year included:

- Implementation of the Teaching & Learning Flex Day to encourage dialogue related to teaching approaches, outcomes, curriculum, and collaborations;
- Completion of the ILO 1 assessment report;
- Support for the rollout of CurriQunet Maverick; and
- Updating the Institutional Assessment Framework.

The SLO team for 2025-26 included Janey Skinner (Community & Public Health, SLO Coordinator), 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).

In Spring 2026, the SLO coordinators, in consultation with the Director of Planning, updated the description of SLO coordination duties and developed a job description distributed through the Academic Senate. Five candidates applied and two were interviewed; a new SLO coordinator, Anna-Lisa Helmy (English as a Second Language) will start in Fall 2026.

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. A significant number of new faculty followed up with one-on-one meetings with SLO coordinators.
- 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 (3-5) times a semester, informs faculty about reporting deadlines and invites participation in SLO-related meetings and workshops.
- The SLO Handbook serves as a guide to developing and assessing learning outcomes. The SLO coordinators worked on updates to the Handbook in Spring 2026; a fully updated Handbook will be brought to the SLO Committee in Fall 2026, then shared.
- 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 2025 met our goal of 75% or higher, coming in at 76%. This is an increase over 63% in Fall 2024 and 74% in Fall 2023. Spring 2026 reporting rates reached 68.5%, notably lower than Fall semester and the previous Spring. Including Summer 2025, our overall rate of reporting was 71.2%, below goal. The increased reporting levels in Fall semester may reflect the role of SLO reporting in Comprehensive Program Review (with Part 1 begun that semester) and increased awareness due to publicized changes to the CurrlQunet interface with

the implementation of Maverick. Most faculty continue to engage in SLO assessment as documented in CurriQunet, often with important reflection on the assessment results and plans for improvement (for example, reports on [TRST 3423](#), [ENGL C1000](#), [MATH 70](#), [EMPT 122](#)).

Aggregate assessment reports for courses and programs are submitted on a regular basis, tied to the [curriculum update process](#). The integration of these processes ensures that all courses and programs are assessed at least once every six years. SLO coordinators regularly assist faculty in completing these reports.

See [Appendix](#) for a summary of the CRN-level reporting data for the full year 25-26.

CurriQunet guides

The SLO coordination team (Andrea Niosi, in particular) developed new CurriQunet Guides, to reflect the changes in the interface with the implementation of the Maverick upgrade and the simplification of CRN-level SLO report prompts. These guides were posted both to the college intranet (SharePoint) and linked to the landing page of CurriQunet itself, for easy access when starting a report.

Professional Development

“Teaching and Learning” FLEX Day, March 4, 2026

Building on work started in the previous year by the SLO Committee and the Academic Senate resolution brought forth by the SLOC Chair ([Teaching, Learning, and Student Success Resolution](#)), the first spring “Teaching and Learning Flex Day” was implemented on March 4, 2026. In advance of this flex day, the SLO coordinators and the SLO Committee were actively involved in the planning and preparation for the day, in coordination with the collegewide Professional Development Committee and various Academic Senate committees and officers. In Fall 2026, SLO coordinators joined with SLO Committee members (especially Sheri Miraglia) and other faculty leaders to solicit input on the agenda and activities for the day at meetings of the following committees:

- SLO Committee
- Curriculum Committee
- Faculty Professional Development Committee
- Student Equity Strategies Committee
- Academic Senate Executive Committee
- Student Services Outcomes Workgroup
- College-wide Professional Development Committee
- Department Chairs Council (DCC)

Deans and Chairs Meetings

Deans Meetings

The agenda created through the consultation process included three main working spaces — School Meetings, Workgroups, and Department Meetings — as well as breakfast and lunch, including some social time and a brief lunchtime address by the Chancellor and the Academic Senate President. The School Meetings fostered data-informed interdepartmental conversations on student learning and student success; the Workgroups varied in size and purpose, to meet departmental or interdepartmental needs; and Department Meetings allowed for additional conversations on teaching and learning to occur. Examples of Workgroup topics: various Allied Health and Biology departments met to discuss what students need to know from their biology courses by the time they enter allied health programs; HLTH faculty discussed classroom activities that engage students in learning; and faculty from Visual Media Design and Broadcast Media departments met together to discuss how their curricula intersect.

Past and present SLO coordinators took a lead role in developing a template for School Meetings during the Flex Day; developing [SLO worksheets](#) and [Curriculum worksheets](#) to guide workgroup discussions; and working with Chairs to create meaningful workgroup activities for their departments. They also took a lead on logistics for the day, reserving rooms, ordering food, and setting up OWLs. During the Flex Day, they also co-facilitated several School Meetings and workgroups.

Faculty were encouraged to attend the Flex Day in person, while remote options were available — indeed. The in-person attendance at this Flex Day was probably the highest since January 2020. Feedback on the day was generally quite positive, with the notable exception of some negative feedback from some counselors, who did not find their needs and expertise sufficiently addressed. On the 155 feedback surveys received, an average score of 4.68 out of 5 was received on usefulness of the day's activities overall. Attending in person correlated to the likelihood of faculty reporting that they engaged in a meaningful conversation that day (one of the goals of the day being fostering more dialogue on teaching and learning), with 92% of those who attended in person choosing agree or strongly agree with the statement; 85% of those who attended a mix of in person and online sessions; and 61% of those who attended only online. Enabling more meaningful conversations and participation for those who attend virtually, if future Flex Days are organized similarly. (It should be noted that increased conversation about teaching and learning among faculty was a primary goal of the day, and one that was generally well met.) Workgroups were the newest component of the Flex Day — different from the usual workshops offered and different from a department or school meeting — and drew mixed comments, with some faculty expressing confusion about them and others

expressing great appreciation for the time to grapple with specific curriculum, SLO, or teaching challenges. All in all, the feedback was encouraging and will flow into planning for the next one.

After the March Flex Day, debriefing of the experience and planning for the next Teaching & Learning Flex Day in spring 2027 began immediately. The SLO team met with the collegewide Professional Development Committee, the Chancellor, Deans and Chairs, and several committees to seek out feedback and to initiate planning for next year. The SLO team is specifically reaching out to the Counseling department to address their concerns in plans for 2027.

Outcome Assessment Reports

ILO 1 report

This year's [ILO 1 assessment](#) included SLO assessment data from CurriQunet, library workshop data, some data on tutoring, and ideas gathered through interviews with various departments linked to ILO 1 (English, Math, Transitional Studies, Learning Assistance, and Library). The report was presented to and reviewed by key college committees—including the SLO Committee, Associated Students, the Planning Committee of PGC, and the Academic Senate Executive Council (ASEC). On May 20, 2026, ASEC approved the report by [Resolution 2026.05.20.5.d](#). No changes to the wording of ILO 1 sub-elements were enacted in this cycle.

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
April 10, 2026	SLO Committee (as well as earlier discussions of ILO 1 data at multiple SLO Committee meetings)	ILO 1 Report vote to endorse (SLO Committee minutes)

May 4, 2026	Planning Committee	ILO 1 Report (Planning Comm. Slides) (Planning Comm. Minutes)
May 15, 2026	Associated Students	ILO 1 Report (ASC slides)
May 20, 2026	Academic Senate Executive Committee (ASEC)	ILO 1 Report (ASEC slides) Resolution 2026.05.20.5.d.

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. GELO assessment will resume in 2026-2027.

Institutional Assessment Framework

SLO coordinators met with the Dean of Institutional Advancement, the SLO Committee, and the Planning Committee of PGC to get input on updates to the Institutional Assessment Framework (formerly Plan) in response to the current priorities around assessment at the college and the 2024 Standards (ACCJC). An updated draft document was completed. A second round of input in Fall 2026 will allow for finalizing the new Framework through the Academic Senate and PGC.

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. In addition to providing input to the ILO assessment report and the Teaching & Learning Flex Day, the SLO Committee updated its description and mapping to the ACCJC standards.

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 SLO coordinator serving on the Curriculum Committee modeled and workshopped SLO language with faculty developing course and program outlines, with a focus on supporting student learning and ensuring good mappings across the curriculum.

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](#).

One SLO Coordinator serves on the [Student Equity Strategies Committee](#) and the [Teaching & Learning with Technology Round Table](#).

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 2025-2026

Overall, **71.2%** of CRNs with SLO assessments were reported in AY 2025-2026. A breakdown by semester is below:

Summer 2025

Category	Count
Faculty reporting	153
Unique count CRN w/reports	252
CRNs with no reports submitted	168
Total CRNs	420
% reported	60.0%

Fall 2025

Category	Count
Faculty reporting	541
Unique count CRN w/reports	1690
CRNs with no reports submitted	533
Total CRNs	2223
% reported	76.0%

Spring 2026

Category	Count
Faculty reporting	519
Unique count CRN w/reports	1500
CRNs with no reports submitted	689
Total CRNs	2189
% reported	68.5%

Most recent update: 6/24/26