



OUTCOMES & ASSESSMENT

Student Service Outcome (SSO) Workgroup

Fall 2025-Spring 2026 Progress Report

Contents

Contents.....	1
Introduction.....	2
Member Representation.....	2
Breakout Groups.....	2
Meetings.....	3
Membership Changes.....	3
Strengthening Assessment and Use of Data.....	3
Collaboration and Cross-Department Work.....	4
Equity and Student-Centered Improvements	4
Areas of Focus.....	4
Assessment Process and Reporting	5
Department Highlights.....	5

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. This cross-departmental dialogue supports collaboration with the goal of enhancing the overall student experience.

During 2025–26, SSO Workgroup members continued to build on their assessment work, with more intention to use data to inform improvements, connect and collaborate, and align with the updated ACCJC standards. Workgroup members plan, assess and document how services impact and support students and where changes are needed.

The SSO Workgroup is the central space for student service assessment work, supporting ongoing dialogue, reflection, and shared problem-solving across departments. This has helped build a more consistent approach to assessment while reinforcing a student-centered focus.

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
• Admissions & Records (A&R) • Financial Aid (FAO) • Outreach & Recruitment • Scholarship Office • Student Completion	• City Dream • CalWORKs • Extended Opportunity Program & Services (EOPS)/CARE/NextUp • Guardian Scholars (GS) • Homeless At-Risk Transitional Students (HARTS) • Student Life & Leadership • Veterans Services & Programs	• Counseling Services and Programs (CSP) • Disabled Students Services & Programs (DSPS)

Meetings

As in past semesters, SSO workgroup members attended one monthly SSO workgroup and one monthly breakout group meeting. This schedule supports collaborative and consistent dialogue around assessment and improvement focused on the whole student experience.

In the 2025-26 academic year, meetings were moved to Fridays to allow more administrators to attend, resulting in less overall attendance. Considerations are underway to move meetings back to Thursdays in the 2026-27 academic year.

Strengthening Assessment and Use of Data

A major theme discussed this year was how to improve how data is used, not just collected. Challenges around system limitations (e.g., Degree Works) and what can realistically be measured, especially for student-facing work, came up.

To better understand student engagement, more services began using the check-in tool to track how students use services. The goal is to move beyond basic usage counts and better understand how students engage with and move across different services. At the same time, departments and programs are thinking more intentionally about what they want to learn from the data and what questions they want it to answer.

Educational plan (ed plan) data also was a key focus this year. Degree Works provides baseline information but doesn't give long-term data needed to look at completion trends. Departments had to revise their goals with this data and are asking smaller, more immediate questions, such as whether students who complete certificates or degrees had an ed plan. Over time, this work is expected to be built into a more complete picture.

SSO workgroup members also discussed how system data alone may not be enough to answer all their questions if they want to make improvements. Understanding student behavior, such as why students go "off plan" or change direction, will likely require direct student input, not just system data.

Collaboration and Cross-Department Work

Collaboration continues to expand within Student Services. The move into the Student Success Center, a new one-stop-shopping for CCSF services, has made day-to-day coordination easier, allowing each service area the ability to connect students more quickly to the other services. At the same time, improving the referral processes to ensure smoother handoffs between offices, particularly in high-traffic service areas, is still a point of discussion.

Workgroup members continue to align assessment efforts across programs. In some cases, this included shared tools and data sources (such as MyCCSF and ConexEd), while in others it meant looking at broader service outcomes that cut across departments. These efforts support a more holistic understanding of how Student Services contribute to student success, rather than viewing outcomes in isolation.

Areas of Focus

Several cross-cutting issues emerged this year:

Fraud prevention: Admissions & Records and Financial Aid focused on assessing their efforts to address both the increase in ghost students and the impact on staff workload.

Capturing service impact: Student support programs, like EOPS, highlighted the difficulty of measuring the impact of ongoing, individual student support. While workshop and event data are easier to track, relationship-based work remains harder to quantify.

Outreach and access: Departments are rethinking how and where outreach happens, including more targeted efforts in specific programs, classes, and community settings.

Technology and workforce preparation: Counseling has begun developing an improvement project focused on helping students prepare for careers that may be affected by technological change, including AI. This work will involve gathering input from academic departments and exploring how that information can be incorporated into counseling practice.

Equity and Student-Centered Improvements

Equity remained central to assessment work this year. Departments increasingly ask not just who is being served, but who is not and how services can better reach those students. There is also growing interest in disaggregating data across programs such as EOPS, CalWORKs, and Veterans Services, where possible.

For example, DSPS is refining its outreach efforts by identifying which equity populations it is reaching and where gaps remain. This includes setting clearer targets for outreach activities and exploring partnerships with programs such as Umoja and other support services. Similarly, several teams expressed interest in disaggregating data where possible, though this continues to depend on system capabilities and Office of Research availability.

There is also growing awareness that standard metrics do not always reflect the experiences of all students. DSPS noted that measures like throughput may not fully capture the progress of students who need more time or accommodation, especially in the context of AB 1705. This has prompted broader conversations about how success is defined and measured.

Assessment Process and Reporting

The college is currently in year two of the three-year assessment cycle, and departments are at different stages of that process. While there are no fixed reporting deadlines, to be in line with the Institution Assessment Framework, all programs are planning to assess and report on all outcomes within the cycle.

This year, there was a strong emphasis on documenting work as it happens. Rather than waiting until the end of a cycle, departments are encouraged to document observations, changes, and early results as they happen. The “What did you learn?” and “Next Steps” sections of SSO reports continue to be key spaces for demonstrating the connection between assessment and program improvement.

Rather than viewing assessment as a compliance activity, the SSO Workgroup continues to support a shift toward an improvement-oriented approach. This includes regular opportunities for dialogue, peer feedback, and shared learning across departments.

Department Highlights

Admissions & Records (A&R)

During academic year 2025 – 2026, Admissions and Records (A&R) made significant progress in fraud mitigation through ongoing collaboration with Information Technology Services (ITS) and Financial Aid. The Dean of A&R provided regular updates on fraud mitigation efforts, data trends, and outcomes at Technology Committee meetings, fostering campus-wide awareness, collaboration, and shared problem-solving. In addition, have regular dialogue with external partner, San Francisco Unified School District (SFUSD) to support and protect the integrity of services for the dual enrollment students as well as the graduating seniors. Assessment data were routinely collected, analyzed, and shared through department meetings, committee discussions, and workgroup collaborations to inform continuous process improvements. These collective efforts resulted in a substantial reduction in fraudulent activity, with more than 50% of suspicious applicants stopped before gaining access to college resources, financial aid disbursements to suspicious accounts. and faculty reporting noticeable improvements in their classrooms. Faculty survey results further validated these efforts, with 69% of respondents reporting a reduction in fraudulent student activity and many noting a significant improvement in the classroom. Building on these successful outcomes, CCSF implemented a new fraud detection tool in Summer 2026, which has further strengthened the college's ability to identify and prevent fraudulent applications through enhanced automated screening and verification processes. Early results indicate additional gains in detection of efficiency and effectiveness. Through data-informed decision making, cross-departmental collaboration, and strong partnerships with educational stakeholders, A&R has strengthened institutional integrity, improved services for legitimate students, including the dual enrollment population, and enhanced the overall student experience.

City Dream

Throughout the academic year, City DREAM has engaged in active data collection. Through participation in the SSO Workgroup, City DREAM learned about an outreach tracker being used by a colleague and reformatted it to fit the program's needs. This tool has become the primary measurement tool used by the City DREAM team to measure SSO #2, which tracks City DREAM awareness and impact in the community over the last two academic years. Collecting outreach numbers has helped the team better understand and share the impact of programming in relation to the political transitions and changes that have occurred during this period. The data will also help document changes in student participation and needs over time. It has been helpful in planning future programming by identifying the types of programs students respond to most and has also provided useful information for discussions with Dean Guillermo Villanuevacollege administration about strategies for City DREAM's growth.

One of City DREAM's highlights has been the extensive programming developed during the 2025–2026 academic year. The program led student experiences related to academic preparation for health careers and child development, wellness, entrepreneurship, college field

trips, and personal exploration. During 2025–2026, City DREAM hosted 47 events and participated in an additional 14 events. Student feedback was added as a component in spring 2026 to help the team reflect on the growth of the programming and plan for future activities. Outreach data will be analyzed and reported for SSO #2. Going forward, sharing assessment tools and approaches through the SSO Workgroup would provide another opportunity for programs to learn from one another.

CalWORKs

During 2025–26, CalWORKs collected and reviewed data on educational plans, student support services, and barriers to student success. Results were discussed with program staff, counseling faculty, student workers, and the Dean and used to identify areas for improvement. Participation in the SSO Workgroup also helped the department strengthen its assessment methods and focus on data that could be used to make changes to student services.

One significant improvement was in educational planning. Ninety percent of CalWORKs students now have an abbreviated or comprehensive educational plan, up from 68% in the previous assessment cycle and well above the program's goal of a 5% increase. Among students with plans, more than 68% have a GPA of 2.0 or higher, while 16% are new students without a recorded GPA and 16% have a GPA below 2.0. The program also admitted 55 new students, with increased attention to connecting students to educational planning early in their academic experience.

Assessment results are now helping shape the program's next improvements. Needs-assessment data identified student barriers and services students would like to see offered, which will be used to guide future programming. CalWORKs also plans to examine why some students do not follow their educational plans and whether being off track is associated with lower GPA. These findings can then be used to develop more targeted outreach and support and to monitor whether new or revised services improve student persistence, engagement, and academic success.

Counseling Services and Programs (CSP)

During 2025–26, CSP continued its SSO assessment work through several collaborative projects. In partnership with the Student Completion Center, CSP collected feedback from students attending Degree Works workshops to establish a baseline for understanding whether students were using Degree Works independently before attending a workshop. CSP also explored using the new ConexEd scheduling platform for assessment. After discussions with the SSO Workgroup and Office of Research & Planning (ORP), the department shifted its focus to examining appointment-based versus drop-in counseling data to better understand how students access counseling services.

CSP also worked with the SSO Workgroup and ORP to examine Degree Works educational planning data. The data showed consistent increases in educational planning over time and

found that students from identified equity populations had abbreviated or comprehensive educational plans at higher rates than students outside those populations. The findings also raised important questions about students who have only an initial plan or no educational plan and how CSP might increase the number of comprehensive plans where appropriate. The department is exploring how ConexEd scheduling data could be used alongside Degree Works data to better understand and address these patterns.

Participation in the SSO Workgroup also increased collaboration among counseling faculty, classified staff, ORP, and other Student Services programs. One new area of focus is career readiness. CSP began developing a survey of academic departments to identify major-specific activities and experiences that counselors could recommend to transfer students to help strengthen their career preparation. The survey is being refined with input from the SSO team and career counseling, with plans for distribution in fall 2026.

Disabled Students Services & Programs (DSPS)

During the 2025–2026 academic year, DSPS completed data collection and analysis for SSO #1.1 as part of the 2024–2027 assessment cycle. Results were shared and discussed with the DSPS Department Chair and counseling staff, and the full assessment report was submitted. A key finding from the assessment of Alternate Media services was that many new students who are eligible and referred for services do not follow up to receive their accommodations, despite outreach efforts. This finding provides an opportunity to explore barriers to accessing services and ways to improve connections with eligible students.

Another highlight of the year was the active participation of classified staff in the assessment process. Participation in both the SSO Workgroup and Counseling Breakout meetings brought firsthand knowledge of student services into the assessment discussions and supported greater collaboration.

Looking ahead, DSPS will focus on collecting and assessing data related to outreach presentations and refining its assessment tools and methods. Continued discussion with the SSO Workgroup will help inform this next phase of assessment and improvement.

Equal Opportunity Program & Services (EOPS)

EOPS collected data through the student check-in system in the myCCSF app. The Office of Research and Planning assisted in developing a dashboard for the data, which will be analyzed to better understand the services most frequently utilized by students visiting the office. A student survey will also be distributed to gather additional feedback and inform future improvements.

One area identified for further exploration, and previously discussed within the SSO Workgroup, is the examination of equity and opportunity gaps. While EOPS is itself an equity-

focused program, there are still opportunities to better understand how different equity groups connect with EOPS services and successfully achieve their educational goals.

Several important developments took place within the department this year. EOPS relocated to the new Student Success Center, bringing many student services together in a centralized location. The department also transitioned to Conexed scheduling. In the coming year, continued discussion of data collection through an equity lens and exploration of assessment opportunities with counseling are planned.

CARE

Data for CARE were collected throughout the semester; however, detailed review and analysis have not yet been completed. Assessment of the data is planned by the end of the Fall 2026 semester.

One of the greatest benefits of the workgroup meetings has been the renewed focus on Student Service Outcomes (SSO) efforts and the reminder to consistently collect data throughout the semester. The meetings have also provided valuable opportunities to learn about the processes and practices of other departments and programs across campus.

This year, CARE reached student capacity and was able to serve a larger number of students. Moving into the new Student Success Center also improved access to childcare services, as CARE students can now more easily utilize drop-in hours through the Family Resource Center (FRC), which is in the same building.

In addition, the new EOPS/CARE/NextUp office layout has created a more open and accessible environment for CARE students. This unofficial “open-door policy” has helped strengthen relationships and increase student engagement. At the same time, the layout has encouraged more EOPS students who are not part of CARE to stop by for informal office-hour interactions. While these interactions are valuable for building student connections, they can also be time-consuming given the large number of students served. Moving forward, it would be beneficial to continue discussions about ways to track and assess the impact of these impromptu student interactions.

NextUp

This year, NextUp collected beginning-of-the-year data and workshop feedback from students with support from internal staff. NextUp plans to expand data collection efforts in Fall 2026. Through discussions in the SSO Workgroup, the department strengthened its approach to developing assessment questions, using foster youth data related to retention and persistence, and applying these findings to refine student learning outcomes and improvement efforts.

Department highlights included growth in the student cohort, the addition of new workshops, overnight professional development experiences, new partnerships, and strengthened collaboration with social workers, HSA, SFUSD, and SFILSP.

Plans for the coming year include collecting feedback for every workshop and improving identification and outreach to new students, as there is continued potential for NextUp enrollment growth. Next fall, the department aims to focus on deeper use of data with support from the Office of Research and Planning, including student appointment tracking, student check-ins, NextUp grant disbursement data, and continued development of NextUp student learning outcomes.

Financial Aid (FAO)

The department did not formally analyze or share assessment data this year but identified increased staff engagement with assessment as a priority for the coming year. Participation in the SSO Workgroup helped reinforce the value of assessment, particularly how different departments approach the process and use results to identify both strengths and areas for improvement. Department highlights included a significant reduction in fraudulent cases through new prevention measures, continued outreach workshops with campus and community partners, development of a more comprehensive policies and procedures manual, an 8% increase in Cal Grant awards, and an estimated cohort default rate of 4.95% for loan borrowers. Future assessment efforts will focus on identifying students who may be missing financial aid opportunities, examining equity in access to financial aid and barriers such as satisfactory academic progress (SAP) or incomplete requirements, and creating dedicated time for staff to work collaboratively on assessment and improvement efforts.

Guardian Scholars (GS) and Homeless At-Risk Transitional Students (HARTS)

Guardian Scholars and HARTS collected assessment data through student surveys and Banner data, with support from the Office of Research and Planning, including data on Equity event attendance and Campus Cloud check-ins. Results will be shared with the Office of Student Equity. Survey findings indicate that both programs continue to provide services that align with students' identified needs and encourage use of CCSF services to support term-to-term retention.

During 2025–2026, both programs made changes intended to expand access and strengthen student support. Guardian Scholars removed its age requirement, allowing former foster youth over age 25 to receive services. HARTS removed its homeless verification requirement and implemented a two-step enrollment process consisting of a small group orientation followed by an individual intake meeting. The intake provides an opportunity to discuss community resources, housing needs, and other college services. Looking ahead, both programs are interested in strengthening the connection between assessment, program improvements, and institutional goals.

SparkPoint CCSF Basic Needs Center

SparkPoint CCSF joined the SSO Workgroup in Fall 2025. The primary focus was on understanding the assessment process and collaborating with the workgroup, the Office of Research and Planning, and the SparkPoint CCSF Director to develop Student Service Outcomes

(SSOs). By the end of the fall semester, two outcomes related to resources and financial supports had been finalized. During the spring semester, the focus shifted to refining these outcomes to ensure alignment and clarity.

Through discussions with the workgroup, the department strengthened its approach to writing outcomes and developing questions that align with the data it hopes to collect. The group also explored how data collection could be implemented in Fall 2026. These conversations helped clarify which questions and methods would be most useful for gathering information to support future planning and improvements.

One highlight from the semester was an activity connecting departmental work to the Student Affairs Action Plan. The activity encouraged engagement, increased participation, and helped broaden understanding of the many ways student support services contribute to student success. A topic identified for future discussion is the sharing of best practices and examples from departments that have previously implemented data collection and assessment processes.

Outreach & Recruitment

Outreach and Recruitment collected data from outreach efforts throughout the year. The data were regularly shared and discussed during weekly meetings at several points throughout the semester. At this stage, the department is still focused on strengthening data collection strategies and developing tools for gathering data, so formal analysis and assessment have not yet been completed.

Through conversations in the SSO Workgroup, the department received guidance on different methods of data collection and the importance of aligning data collection practices with departmental goals and outcomes. One of the department's major accomplishments this year was the progress made in developing data collection processes and engaging in SSO work. Through ongoing team discussions about goals, outcomes, data collection, and the department's mission, the department is now better prepared to move into the assessment phase. The goal for next year is to begin analyzing at least some of the collected data.

Scholarship Office

During 2025–26, the Scholarship Office monitored application numbers, student eligibility, reviewer activity, award recommendations, and scholarship funding. Preliminary results show an increase in applicants compared with the previous year, suggesting that outreach and collaboration with campus partners have increased awareness of scholarship opportunities. Final results will include applicant and recipient demographics, scholarship dollars awarded, reviewer participation, and comparisons with prior years and will be shared with college leadership and Research and Planning.

Participation in the SSO Workgroup strengthened the department's approach to assessment and helped staff identify ways to improve application instructions, communication with

students, reviewer training, and equitable access to scholarships. A highlight of the year was the Scholarship Appreciation Reception, which recognized donors, scholarship coordinators, and volunteer reviewers who support scholarship opportunities for students.

Student Completion

Student Completion is comprised of the Completion Center, the Assessment Center and the work of 1490's at center locations. This year included a transition of leadership to these service areas; during the transition, service outcome assessment and reporting were temporarily paused while the approach to service outcomes and assessment planning were reevaluated. At the same time, work continued through the Equitable Access to Services Taskforce (EASE), which focuses on equitable access to services across all Centers. EASE developed a multi-year action plan to strengthen and standardize services across locations and will develop an evaluation tool to assess the effectiveness and equity of services as the plan is implemented. This work can provide evidence for assessing SSO 3, Provide multifaceted student services at all center locations for students to have equitable access and support, as part of the 2027–30 assessment cycle.

Student Life & Leadership

The Office of Student Life & Leadership was short staffed during the 2025–2026 academic year, with two team members on leave and an additional vacant position, which limited assessment efforts. The resource centers, including the Queer Resource Center, Family Resource Center, and SCube, continued to track student engagement data such as center visits and event attendance.

The new SLL representative in the SSO Workgroup benefited from individual check-ins and opportunities to learn more about the assessment process. Despite staffing challenges, the office continued to support students through its resource centers, Associated Students, student clubs, and other engagement opportunities throughout the year. Looking ahead, Student Life & Leadership plans to build its understanding of the assessment process and explore strategies for measuring the impact of student engagement.

Veterans Services & Programs (VRC)

During the 2025–2026 academic year, the VRC continued to review and analyze data related to its SSOs, identifying both program strengths and gaps in services to student veterans. Findings were shared with VRC staff, student workers, and program leadership to support planning and improvement efforts. Participation in the SSO Workgroup provided opportunities to learn from other programs and brought additional perspectives to assessment discussions. The VRC also successfully completed its Spring 2026 VA Compliance Survey. The review identified both areas of strength and opportunities to strengthen procedures and processes.

The VRC hosted approximately 50 events during the academic year and participated in campus-wide activities such as Welcome Day and Unity Day. A recent student survey found strong satisfaction with the sense of community among veterans, relationships with staff, academic and benefits guidance, and dedicated study and decompression space. Areas identified for improvement included computers and printers, limited evening hours, and communication.

Overall, the assessment results indicate that the VRC is a trusted resource for student veterans while also identifying targeted opportunities for improvement. These findings will inform the VRC Program Improvement and Strategic Plan for the upcoming year.