To: Authors of SCC unit plans  
Re: Unit plan outcomes/achievements reporting process  
From: M. Buechner, PRIE dean, March 23, 2010

Many thanks for all of the work you have done this year related to unit planning! As always, we are thinking about more than one year at a time. Each year you implement the objectives for the current academic year and plan for the next year. Since last August you have been implementing the objectives this academic year (2009-10) and recently you wrote your plans for the next academic year (2010-11).

Now as we approach the latter part of this academic year we ask you to look back and briefly discuss whether your goals for the year were met. We are at a stage in our planning process when we look at this academic year and ask you to briefly assess progress on the unit objectives that were identified in your unit plan for this year (you wrote them last year). This information is important for a variety of reasons: it will help you reflect on your accomplishments and challenges, it can inform your future unit plans, it becomes part of college planning and goal setting, it can provide information for the reports we present to the Los Rios Board, etc.

When you put together your unit plans for the 2009-10 year, you identified unit objectives that you wanted to work on this academic year. The plans also listed the outcome measures you would use to tell if the objectives were achieved. Use the columns in on the attached form to briefly tell us if your objectives were accomplished based on the outcome measures you outlined as well as any other data you have.

The form this year includes a couple additional columns. In response to the accreditation standards and the recommendation the college received from the accrediting team, we are working to demonstrate that we are using SLO assessment to inform our planning and to make changes when appropriate. One of the things that we need to do to meet accreditation standards is to demonstrate that we are using SLO assessment to inform our planning and to make changes when appropriate. A relatively easily way to help do this was suggested by the SLO Advisory Group – We can note which of our unit plan objectives were related to SLO assessments. Since we have a report due to the accrediting commission in less than a year, we wanted to try this on a provisional basis in this year’s unit plan outcome form.

The form asks you to check a box if the assessment of SLOs was part of the development or the evaluation of your unit plan objectives. Please check the box if you considered SLO data when you wrote your unit plan objective of if you are using SLO assessment data to decide if you’ve accomplished your objective. If you like, in the next column you can describe how SLOs played a role in your unit plan objectives. Hypothetical examples are shown on the next page. There is also a comment box at the top of the form where you can, if you want, make an overall statement about the use of SLOs in your department.

Hopefully, you can use the information to reflect on the endeavors, successes, and challenges of the current academic year. The reports should be sent to Rose Fassett in the PRIE office by email by April 23rd.

Your work is truly appreciated!
Summary of instructions for filling out the attached form (note - we’ve already filled in the objective and outcome measures columns)

1. Use the drop down menu to indicate if each 09-10 objective was accomplished.
2. Briefly state how the objectives were achieved; refer to the outcomes measures that show this.
3. If an objective is related to your SLO assessment data, check that column.
4. If you’d like to add more information about how SLO assessment data was used, please do so.
5. Return the form by email to Rose Fassett by April 23rd.

Example of how to fill out the form for a hypothetical program:
The columns that people fill in are shaded; the other columns are filled in by the PRIE Office before the form is sent out.

Sacramento City College, 2009-10 Unit Plan Outcomes, **“Water Art, Resources and Technology (WART) Program **

<table>
<thead>
<tr>
<th>Obj ID</th>
<th>Unit Objective</th>
<th>Outcome Measures</th>
<th>Was the Objective Met?</th>
<th>Briefly discuss how the objective was met, citing appropriate outcome measures</th>
<th>SLO data used</th>
<th>SLO data use description (optional)</th>
<th>College Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example-1</td>
<td>Improve student success by incorporating “clicker” technology into our Water Quality and Taste course.</td>
<td>Clickers in use. Improved student success seen on class work as shown by grades and SLO assessment.</td>
<td>Yes</td>
<td>Clickers were purchased and used in all sections of the course. Student work improved as shown by grades on assignments and by SLO assessment.</td>
<td>X</td>
<td>SLO assessment was a measure of student success. The clickers were associated with greater SLO achievement.</td>
<td>1. Promote engagement and success of first-year students.</td>
</tr>
<tr>
<td>Example-2</td>
<td>Increase student workplace skills by providing training for students on the most recent equipment used for urban water conservation.</td>
<td>Equipment purchased and in use in classes.</td>
<td>Partly</td>
<td>Some equipment was purchased and in use, but funding was insufficient to purchase all desired equipment</td>
<td>X</td>
<td>SLO assessment data on workplace skills was one of the reasons that the new equipment was requested.</td>
<td>5. Revise or develop new courses, programs and services based on assessment of emerging community needs and college resources.</td>
</tr>
<tr>
<td>Example-3</td>
<td>Expand the offerings in the department by adding new courses in fountain design.</td>
<td>New courses approved by SCC Curriculum Committee and articulated with Watertown University.</td>
<td>Yes</td>
<td>Courses in approved and articulated.</td>
<td></td>
<td>Not at this time. Future SLO assessments in the new courses will be used for revisions and improvement.</td>
<td>9. Deliver programs and services that demonstrate a commitment to learner-centered education and training and institutional effectiveness through continuous process improvement.</td>
</tr>
<tr>
<td>Example-4</td>
<td>Hire a new faculty member with a specialty in synchronized swimming as an art form to replace retiring professor.</td>
<td>New faculty hired</td>
<td>No</td>
<td>The hire was prioritized below the number of new hires the college received.</td>
<td></td>
<td></td>
<td>1. Promote engagement and success of first-year students.</td>
</tr>
</tbody>
</table>