SLO WEBSITE
Glossary of Terms and Frequently Asked Questions

Glossary of Terms

Here are definitions to common terms relating to Student Learning Outcomes (SLOs) and Administrative Unit Objectives (AUOs). Please note that many glossary terms have clear examples and more information provided in the Guidebook to SLOs and AUOs. The Guidebook is available as a .pdf through the following link:
http://www.mtsac.edu/administration/senates/academic/documents/SLOAUOGUIDEBOOK090808FINAL.pdf

1. Administrative Unit Objectives

Include statements that identify client response to a certain service that your department provides. They identify activities that are critical and central to the unit. Designed and identified by your department, these statements provide evidence that a positive client reaction has occurred as a result of a specific service.

2. Affective Domain

Involves the manner in which students deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations and attitudes. The domain includes three levels: awareness, distinction, and integration. Affective concepts within the domain may also be based upon behavioral aspects (actions) but are often labeled as beliefs (feelings, emotions).

3. Affective Learning

Identifies the students' personal awareness and self-image, and involves their clarification of values, development of creative thinking skills, and acceptance of others' opinions. Affective areas include: 1) self-worth, 2) relationships with others, 3) world awareness, 4) learning and 5) spiritual life etc. When assessing affective outcomes make sure that they are measurable (*see* pg. 17 SLO/AUO Guidebook)

4. Assessment

Implies a variety of meanings such as: 1) A process of determining whether the learning or performance outcome has been achieved. 2) A systematic collection of data and information focused on student learning, and other outcomes and objectives. 3) Sometimes used to directly refer to a Means of Assessment (*see* Means of Assessment; also *see* SLO/AUO Guidebook, par. 3 pg 17).

5. Assessment Plan

Includes a detailed and clear procedure for measuring your intended outcomes. As phrased in the SLO/AUO Guidebook, an assessment plan is like a "recipe for a cake that anyone can follow" (*see* pg. 21 of SLO/AUO Guidebook). The plan should include aspects such as the explicit method of assessment you will employ (e.g., questionnaire, course-embedded assessment), your expectation of success, who specifically will partake in the assessment (e.g., students), how you will collect your data (e.g., scan surveys and tabulate data in a database),

whether or not you have pilot data or baseline data to make your predictions, when you will collect your evidence, and when you expect to have evaluated your results.

6. Authentic Assessment

Requires students to perform a task rather than take a test (in a real-life context or simulated). Authentic assessment is designed to actively demonstrate knowledge, skills, and abilities rather than rely on recognition or recall to answer questions. Authentic Assessment examples in the SLO/AUO Guidebook Assessment include: "Oral Speech," "Debate," and "Product Creation" (*see* pg. 36 in SLO/AUO Guidebook).

7. Bundled Statements

Two or more outcomes written into a single intended outcome (see Intended Outcome) indicated by the use of a conjunction such as "and" or "or." In most cases, an Intended Outcome for an SLO defines one skill or ability that is expected of the students. In some cases when multiple skill sets are related to a major concept, it is appropriate to combine or bundle them to form one SLO. Ultimately, it is up to faculty members to evaluate the overlapping nature of various skills to determine whether multiple skills would be more clearly measured as a set or as singular items.

- Appropriate bundling: Students will be able to define and apply the theory of relativity. (The students are asked to both define and apply the theory, but because the major skill, application, is related to the student having a clear definition, it is acceptable to bundle these skill sets.)
- Inappropriate bundling: Students will be able to write a thesis statement and transition sentences. (The students are asked to demonstrate two discrete writing skills, one skill thesis writing, the other is building transition sentences both of which would be better presented as two separate Intended Outcomes for an SLO).

8. Central

Refers to whether or not the principles guiding the SLO or AUO process are aligned with central issues in a department or unit. By making your SLO inquiry process central, your data will provide useful results.

9. Cognitive Domain

Includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills (*see* Bloom's Taxonomy, pg. 18 of SLO/AUO Guidebook). In this domain, the knowledge or mind-based aspects involve three practical instructional levels: factual-based, understanding-based, and application-based.

10. Cohort

Refers to a specialized group of students who share a common element or characteristic. Examples include first-time freshmen at a distinct term or students whose final attempt in English67 was in 2003. Cohorts are often tracked over long periods of time (e.g., via longitudinal studies).

11. College Goals

Allow a campus to focus on critical issues. At Mt. SAC, the college goals are revised by the Institutional Effectiveness Committee through a yearly evaluation of the program reviews (i.e., PIE) with the suggested revisions given to the President's Advisory Council (PAC) and the final version approved by the Board of Trustees. The College goals guide all planning and assessment processes and are directed by the Institutional Mission (*see* pg. 11 of the SLO/AUO Guidebook; refer to pg. 12).

12. Competency

Refers to a combination of knowledge, skills, and abilities needed to perform a specific task at a specific criterion established by the evaluator. As an example at Mt. SAC, specified competencies are contained in our "General Education Outcome Zones" which extend to a number of broad educational areas (e.g., reading competence, cultural competence, information competence). Please refer to the General Education Outcomes website at http://www.mtsac.edu/instruction/generaled/outcomes.html.

13. Criterion-Referenced

Refers to the notion that evaluation of students is based upon performance which is gauged according to a set of pre-determined standards or goals (e.g., placement test score as the criteria) rather than an assessment of how the student is improving him/herself over time or how the student compares with other students (this is peer or norm-referencing). In this way, criterion-referenced data is solely referencing expected outcomes based upon a standardized reference (e.g., cut-scores for placement tests).

14. Department or Unit Goals

Allow an area to focus its priorities. At Mt. SAC, Department and Unit goals are prompted in part by college goals as well as the department/unit needs generated by faculty/staff. They guide area planning and assessment. (*see* pp. 11-12 SLO/AUO Guidebook).

15. Direct Assessment

Refers to a type of assessment that requires students to display their knowledge and skills as they respond to the instrument itself. Objective tests, essays, presentations, and classroom assignments all meet this criterion (from the SLO/AUO Guidebook pg. 35, key definitions). Direct assessment tools are fundamentally important when we look at students' core competencies (e.g., quantitative, comprehension) as broad skills crossing multiple disciplines. Such skills are thought to be attained through a general educational development process. SLOs are also clear outcomes of the direct assessment approach, as SLOs are principled on the idea that students' skills are directly evident through their demonstration via an instrument of some kind (e.g., tests, essay, and/or presentations).

16. Embedded Assessment

Refers to assessment that is included as part of the regular instruction or service. For example, specific questions can be embedded in numerous classes via quizzes, tests, and homework to provide summative and formative evaluation of departmental, program, or institutional outcomes. Embedded assessment is more easily obtained as it uses current assignments/tests for the assessment purposes and does not require much additional or extra work from the instructor.

17. ePIE

Acronym for the electronic version of the Planning for Institutional Effectiveness (PIE). It is the set of electronic forms that records information about a unit's planning efforts. This information could include conditions affecting a unit's planning efforts, short-term and long-term goals, SLOs/AUOs/Strategic Actions, resources, and relevant documents. ePIE is supported through a software application called TracDat. See PIE for more information on the Mt. SAC planning process.

18. Evaluation

Covers, broadly, all potential investigations with formative or summative conclusions about institutional functioning. It may include assessment of learning, but it might include non-learning centered investigations (e.g., satisfaction with recreational facilities; *see* pg. 35 in SLO/AUO Guidebook). Note: this concept of evaluation is separate from Faculty Evaluation which is further addressed by visiting: http://fa.mtsac.edu/.

19. Focus Groups

Belong to a type of qualitative means of assessment that rely on a series of facilitated discussions, usually with 6-10 respondents each, that are asked a series of carefully constructed, open-ended questions about their attitudes, beliefs, and experiences. Please refer to this link for further information and general guidelines for focus groups:
http://www.mtsac.edu/administration/research/pdf/tips/ResearchTips%20v1n3%20focus%20groups.pdf

20. Formative Assessment

Is a type of assessment used for improvement (individual or end of an instructional unit or course of study) rather than making final decisions or for accountability (*refer to* SLO/AUO guidebook key definitions pg. 35).

21. General Education

Defined from the Mt. SAC course catalog: "General education is the distinguishing feature of higher education. It is a broadly-based core of humanistic knowledge and abilities, the acquisition of which is the distinctive characteristic of the educated person. General education courses emphasize the ability to reason, to examine issues from different perspectives, to challenge authority, and to communicate ideas logically and confidently. They instill open-mindedness, respect for differences among people, and knowledge of self. By exposing students to different fields of study, general education courses provide an understanding of the human condition and of human accomplishments and encourage a lifelong interest in learning." (*update to link to the 2008-2009 course catalog)

22. General Education Outcomes:

Statements that define the knowledge, skills, and perspectives acquired by students who satisfy our general education requirements. These can be classified as relating to content knowledge from a range of disciplines, to expected intellectual abilities, or to the development of values commensurate with those of an educated citizen in a democratic society. http://www.mtsac.edu/instruction/generaled/

23. General Education Outcome Zones:

Faculty-generated, Academic Senate-approved guidelines that summarize the aims of general education at Mt. SAC. http://www.mtsac.edu/instruction/generaled/outcomes.html

24. Holistic Scoring

Refers to assessment with a scoring process based on an overall rating of a finished product or performance based upon a collected or integrated set of criteria. Holistic scoring provides only one score for the entire assessment. As an example, when grading an essay with a maximum of 5 points, you may adopt a criterion that a "5" is an essay that provides accurate and in-depth analyses of several topics; has grammar and punctuation accuracy which does not affect the flow and meaning of the paper; and has innovative translation of in-class materials. On the other hand, a "2" essay would reflect a paper in which grammatical errors are frequent and detract from the overall flow and meaning of the essay; displays limited topical knowledge; and does not integrate in-class material.

25. Indirect Assessment

Details methods that reveal characteristics which are commonly associated with learning that may imply learning has occurred. Indirect measures include self-reports and observations from others on attitude, motivation, perception, satisfaction and some behaviors (such as time on task, study habits, engagement, etc.). Indirect measures answer HOW and WHY questions about student learning (*compare to* Direct Assessment).

26. Intended Outcomes/Objectives:

According to the Mt. SAC model, outcomes and objectives that clearly articulate the student will think, feel, know or be able to do as a result of a given educational experience. Intended objectives, also known as AUOs, clearly identify what the client will experience, receive, or understand as a result of a given service.

27. Institutional Effectiveness (IE):

Encompasses the idea that institutional effectiveness efforts (i.e. the continuous cycle of planning, assessing, and improving) should be set in motion by measurable college goals (designed for problem solving or quality improvement) that are derived from the college mission. Achieving institutional goals should move the college toward the full realization of its mission, which is the primary characteristic of an effective institution (from IEC definition, RIE, 2007).

28. Inter-Rater Reliability

Reflects that raters independently evaluate similar performances with very similar scores. When raters disagree, open discussions between raters can clarify the scoring criteria and performance standards, while providing opportunities to practice applying the rubric at various levels.

29. Meta-cognition

Involves three large areas: 1) what is known about one's own cognitive resources and regulation of those resources, 2) the ability to control and self-regulate learning, and 3) the ability to reflect on one's own cognitive process and explain it to others.

30. Means of Assessment

Includes information regarding assessment (described below) and also includes defined or established criteria for student success, such as what they will be able to achieve.

Encompasses a variety of assessment tools (see: SLO/AUO Guidebook Assessment Tool Box, pg 34) which can be used to evaluate student learning outcomes. Means of assessment also include course-embedded assessments (e.g., student tests, exams, quizzes, and portfolios), external surveys, or focus groups. Means of assessment should have good reliability and validity (also see assessment and assessment plan).

31. Measurable Objectives

Identifies instructional expectations for a given course or class that establish curricular elements and standards. The measurable objectives for each course are listed on the Course Outline of Record. To view any set of measureable objectives visit: http://webcms.mtsac.edu

32. Mission Statement

Includes an institutional statement with an expanded statement of institutional purpose such that a campus is unified through its demonstrated connection to the mission. At Mt. SAC, the mission is driven by the needs of the community and Mt. SAC programs, revised by President's Advisory Council (PAC), and approved by the Board of Trustees. It informs all planning and assessment http://www.mtsac.edu/about/mission.html (also *see* pg. 14 of the SLO/AUO Guidebook).

33. Multiple Measures

Refers to using more than one type of assessment to measure outcomes or objectives. When using multiple measures it is important to delineate which findings result from each measure. In general, it is a good idea to have convergence between multiple measures. This is because when trying to assess the same skill (e.g., English composition) through different measures (e.g., quizzes, essays, take-home exams) the resulting data can be difficult to interpret if scores are reported differently.

34. Norm-Referenced

Occurs when individual student performances are compared to a larger group of similar individuals (e.g., peers or a larger representative cohort). Usually the larger group, or "norm group," is a consistently represented sample containing a specific peer-group of students (e.g., all students at Mt. SAC who have taken English67, or all California community college students who have taken English 67). Assessment of an individual is compared to that of his/her peer-based representative group at large. Individuals from the larger group are commonly ranked to determine a median or an average, and it is usually assumed that the mean of the group at-large will not change much from year to year. An example of norm-referencing includes referencing an individual's English67 grade to the 5-year average ("norm") grade in English67 among all students across the California community colleges.

35. Performance-based Assessment

Applies with items or tasks that require students to apply knowledge, skills, and abilities in real-world situations. Similar to direct assessment, performance-based assessment illustrates skills of students through direct measurements of their behaviors on an instrument or assignment. Performance-based assessment might be a part of a formative assessment process, as an instructor might elect to grade a student's performance to determine a student's improvement in a skill (the purpose of formative assessment). An instructor might also use a performance-based assessment as one aspect of the student's skill set in a cumulative assessment of grades, performance, etc. (summative assessment). Performance-based assessment is an example of authentic assessment because instead of using a standardized test to measure a skill, the student is required to illustrate his/her knowledge. Finally, performance-based assessment is contrasted to indirect assessment because indirect assessments ask students to reflect upon the learning process rather than to demonstrate it (*see* pg.s 34-48 of the Assessment Toolbox in the SLO/AUO Guidebook for examples).

36. PIE

Acronym for Planning for Institutional Effectiveness and refers to an annual campus-wide SLOs/AUOs-based program review and planning process at Mt. SAC. In this process, departments/units document accomplishments and planning efforts in alignment with the institutional mission and goals. Departments/units outline conditions, short-term and long-term goals, SLOs/AUOs/Strategic Actions, resources, and relevant documents (*see* pg. 11 & 12 in the SLO/AUO Guidebook for a description of this process).

37. Planning

Used for reference to planning at Mt. SAC uses a highly structured process in order to set key priorities which align with the college mission, while being continuously responsive to environmental or external needs. Through planning, the college builds commitment among key stakeholders while establishing and building proactive processes (definition adapted from Allison & Kaye, 2005).

38. Portfolio

Represents a collection of an individual's work, including some evidence that the individual has evaluated the quality of his or her work. The method for evaluating the work is important, as well as determining the reasons for which the individual chose each selection included in his or her portfolio.

39. Program-Level SLOs

Pertains to SLOs that speak to what a student will be able to think, feel, or do as result of an educational experience such as a certificate or degree program. The list of programs leading to a certificate can be found on pages 30-31 and the list of programs leading to an Associate's degree can be found on pages 67-68 of the 2009-10 catalog. For descriptions of program-Level SLOs, refer to pg. 8 in the SLO/AUO Guidebook.

40. Program Review

See Planning for Institutional Effectiveness.

41. Reliability

Incorporates the notion that instrument used for assessment yields data that are reproducible such that repeated assessment yields the same data. For example, a reliable measure of body temperature is a thermometer. If you took your body temperature three times in a row, you should get the same exact result each time. This illustrates the thermometer's reliability. One type of reliability also includes inter-rater reliability, which is the degree to which an outcome can be similarly assessed (e.g., scored as 3 out of 5) by different individuals (*compare to* Validity).

42. Relevant

Relates to the means of assessment and resulting data when answering important questions. When planning the assessment of your students, it is important to integrate relevance into your research design. For SLOs, relevance might be determined by discussing key student learning issues at the department level. For AUOs, relevance may evolve through a department discussion about key services which may need to be improved upon.

43. Rigor

Relates to degree to which research methods are meticulously carried out in order to recognize important influences occurring in the assessment.

44. Rubric

Designed for scoring student work against a pre-defined set of criteria. A rubric is typically in a tabular format with two or more criteria and two or more levels of performance to be measured. Analytical rubrics specify individual criteria and evaluate these standards as independent of one another. Holistic rubrics measure performance across multiple factors as a complete product (*see* pg.11. Rubrics under Methods of Assessment

in the SLO/AUO Guidebook, pg. 41). For a good example of a rubric, visit:
http://jonathan.mueller.faculty.noctrl.edu/toolbox/rubrics.htm

45. Sampling

Based upon the idea that population (of students or clients) commonly contains too many individuals to study conveniently, so research is often restricted to one or more samples drawn from it. A well chosen sample will contain most of the information about a particular population but the relation between the sample and the population must allow true inferences to be made about a population from that sample. Consequently, the first important attribute of a sample is that every individual has an equal chance of being included in the study. This is called random selection. The second important attribute of a sample is that it is representative; that is to say the demographic features of the sample closely resemble the entire population. At Mt. SAC we can sample by courses, by course sections, or by a course and all of its sections across multiple terms.

46. Scaling

Incorporates values used to rate items in an assessment instrument. Scales can be numerical (e.g., "1" to "7") or semantic ("agree" to "disagree"). Both types of scaling units can be adopted for quantitative and/or qualitative analysis.

47. Summary of Data

A descriptive, narrative report of results documenting discoveries made through an assessment process. It outlines whether or not the learning expectations of an SLO were met as well as any key findings.

48. Summative Assessment

Designed to provide a final evaluative summary or score. A student's grade is an example of summative assessment. Summative evaluation is a final determination of particular knowledge, skills, and abilities (*see* SLO/AUO Guidebook pg. 35). This could be exemplified by exit or licensing exams or any final assessment which is not created to provide feedback for improvement (i.e., formative assessment).

49. TracDat

Refers to the actual software application on which ePIE, Mt. SAC's program review and planning mechanism, operates. It is provided by a company called Nuventive. ePIE is the most commonly used term to describe the electronic planning process at Mt. SAC (*refer* to PIE and ePIE).

50. Validity

Refers to the extent to which an assessment instrument measures what it is supposed to measure; and the extent to which inferences made on the basis of test scores are appropriate and accurate. For example, if a student performs well on a reading test, how confident are we that the same student is a good reader? A valid standards-based assessment is (1 aligned with the standards intended to be measured, (2 an accurate and reliable estimate of students' performances relative to the standard(s), and (3 fair. An assessment cannot be valid if it is not reliable (also *see* Reliability).

Frequently Asked Questions

1. **What is a student learning outcome (SLO)?**

   A student learning outcome (SLO) is a statement about what a student will think, know, feel or be able to do as a result of an educational experience, such as a course, a program, or a degree (including the general education component). The purpose of SLOs is to improve teaching and learning.

2. **What is an administrative unit objective (AUO)?**

   An administrative unit objective (AUO) is a statement about what a client will experience, receive, or understand as a result of a given service.

3. **What is a general education outcome (GEO)?**

   A general education outcome (GEO) is a statement that defines the knowledge, skills, and perspectives acquired by a student who satisfies the general education requirements. These can include content knowledge obtained from a range of disciplines, expected intellectual abilities, and the development of personal and social responsibility that are commensurate with those of an educated citizen in a democratic society. A GEO is a type of an SLO.

   For more information, visit http://www.mtsac.edu/instruction/generaled/

4. **What is the relationship between an SLO, an AUO, and a GEO?**

   The same process is used to develop and assess SLOs, AUOs and GEOs and consists of the following five steps:
   1. Mission/Goals
   2. SLO/AUO/GEO
   3. Means of Assessment and Criteria for Success
   4. Summary of Data
   5. Use of Results

   Course-level and program-level SLOs stay within the discipline whereas a GEO, which is another type of SLO, crosses disciplinary boundaries. AUOs are separate from learning outcomes like SLOs and GEOs because they measure service expectations instead of learning expectations.

5. **What is a strategic action (SA)?**

   A strategic actions (SAs) is a step that an academic program or administrative unit may take to achieve its goals and is not necessarily assessed through the five steps (see Question 4). One or more SAs may help the unit achieve its SLOs and AUOs.

6. **How did SLOs, AUOs, and GEOs get their start?**

Mt. SAC began developing SLOs and AUOs in 2004. An SLO/AUO Implementation Team (with leadership from faculty) was formed and worked for three years to facilitate these processes at the college. In 2007, the SLO Committee was formed and took over these efforts with the leadership and support of the SLO Coordinator and the assistance of the Research and Institutional Effectiveness Office. The college began the GEOs process in 2007. The GEO Committee facilitates this process with the leadership and support of the GEO Coordinator and the assistance of the Research and Institutional Effectiveness Office. Each of these efforts supports Mt. SAC's commitment to enhance teaching and learning, thereby working to increase the success of its students.

7. **What is the relationship between course-level measurable objectives and course-level SLOs?**

Course-level measurable objectives encompass the content of a course and are used to form SLOs. Many measurable objectives resemble SLOs since they outline the skills that a student will learn through the course and thus, need to be minimally revised to become SLOs. Other measureable objectives may need to be combined or broken down to function as SLOs. Measurable objectives can also be combined to create higher-level SLOs that look at a student's ability to synthesize various skills.

8. **What is the difference between SLOs and grades?**

A grade provides an overall picture of how a student performed in the entirety of the course. It does not indicate how well a student obtained various skills and concepts. Whereas grades are meant to be student-specific, SLOs are meant to be skill-specific. The purpose of SLOs is to first determine which skills are most central to the course and then to assess if and how well a group of students have indeed obtained those skills. A student who attains course-level measureable objectives and those measurable objectives are related to an SLO is said to have attained the SLO. Grades are thus awarded to the student based on achieving the measurable objective and its related SLO. Attainment of degrees and/or certificates follows a similar pattern in that if the measurable objectives for the course and thus the relevant program are achieved, then students are awarded their degree and/or certificates based on the SLOs.

9. **What is the relationship between SLOs and ePIE?**

SLOs are a component of a unit's Planning for Institutional Effectiveness (i.e., Mt. SAC's program review) and assist with meeting the department goals of enabling student success.

10. **Are SLOs a passing fad?**

Improving teaching and learning and focusing on student success are the central principles of SLOs. Because these are the same principles that have directed education since its beginning, there is little likelihood of this being a passing fad. In 2008, the Mt. SAC Academic Senate passed a Course-Level SLO Plan that takes Mt. SAC through 2010 and beyond. Because Mt. SAC uses SLOs, AUOs, and GEOs, it emphasizes teaching, learning, and success as central to its institutional effectiveness.

11.   Should SLOs be on the course syllabus?

Yes, but it is an Academic Senate matter. SLOs can be incorporated into your syllabus and in the course/program descriptions as found in the catalog and schedule of classes. Through this process of transparency, the students will benefit from knowing what outcome to expect (as well as the associated criteria) as a result of the education experience. Furthermore, they will have a clearer understanding of the grading system in the course since the criteria for measuring their performance will be shared. In addition to students, the public also has an opportunity to see the expectations set for a course or program. Transparency of SLOs is necessary to improve teaching and learning.

12.   Do SLOs need to change from year to year?

No. Since SLOs reflect the central skills in a course, they should remain fairly constant. However, they can be changed as necessary based on the clarification of faculty perspectives through sources like the review of curricular expectations and the results of previously assessed SLOs.

13.   What is the role of faculty, managers, and classified professionals in developing SLOs?

The process of developing and measuring SLOs must remain the responsibility of faculty. The process of developing and measuring AUOs must remain the responsibility of those who provide the services. The best planning occurs when appropriate input from all college constituencies (i.e., faculty, managers and classified) is encouraged and supported. This results in a more effective and efficient team.

14.   How will SLOs/AUOs be tied to budget?

Through the Planning for Institutional Effectiveness (i.e. Mt. SAC's program review process), the requesting of resources flows naturally from the SLOs/AUOs or Strategic Actions (SAs) accomplished within the planning and program review processes. These budget requests are filtered to the appropriate area leaders and through a team-focused approach, recommendations for budget allocation within the team are made. Please contact your manager for information on how budget allocation works in your area.

15.   How will SLOs/AUOs be tied to performance evaluation?

Contact your Faculty Association.

16.   What if the SLO results show that the students are not meeting the learning expectations?

Such information is intended to prompt dialogue among faculty members. Dialogue could include a reflection on the assessment process and possible modifications, an additional iteration to verify the results, and discussion regarding what possible modifications can be made to the course to ensure a greater number of student meet the learning expectations. No matter your final results, as Winston Churchill stated, "Success is not final; failure is not fatal; it is the courage to continue that counts."

17. **What is Mt. SAC's timeline for course-level SLOs?**

In order to reach the 2010 goal of all active courses having two SLOs and the Means of Assessment and Criteria for Success, the plan is as follows:

- By December 2008, 45% of all active courses should have at least 2 SLOs and accompanying means of assessment and criteria for success.
- By June 2009, 75% of all active courses should have at least 2 SLOs and accompanying means of assessment and criteria for success.

Please see the Academic Senate's website for up-to-date information on plans, timelines and goals to be achieved.

18. **What is the relationship between the Nichols' Five-Column Model and the Mt. SAC Model?**

They are essentially the same. Mt. SAC started with the Nichols' Five-Column Model to document SLOs and AUOs but slight changes were made that customized the model to the campus. It is now referred to as the Mt. SAC Model. The five columns are as follows:

1. Mission/Goals
2. SLO/AUO/GEO
3. Means of Assessment and Criteria for Success
4. Summary of Data
5. Use of Results

Over the last couple of years, the campus has been using ePIE to document the program review process as well as progress made in assessment efforts such as SLOs and AUOs. Though the ePIE framework is a bit different than the five columns, the content has not changed. Please consult the SLO/AUO Guidebook (*see* pages 50 and 51) for a crosswalk between the Mt. SAC Model and ePIE.

19. **Where can I get a copy of the SLO/AUO Guidebook?**

The SLO/AUO Guidebook is electronically located on the Academic Senate website at http://www.mtsac.edu/administration/senates/academic/documents/SLOAUOGUIDEBOOK090808FINAL.pdf or you can pick up a hard copy from the Research and Institutional Effectiveness Office located in Building 4, Room 217.

20. **What is the relationship between PIE, ePIE, TracDat, and Nuventive?**

The annual program review process at Mt. SAC is called Planning for Institutional Effectiveness (PIE). In the last couple of years, the PIE process has become electronic and is now referred to as ePIE. The actual software application on which ePIE runs is called TracDat and it is provided by a company called Nuventive.

21.   **Where can I get more information about ePIE?**

The homepage for ePIE is http://tracdat.mtsac.edu/tracdat/ and is generally accessible 24 hours a day, 7 days a week from most web browsers. The ePIE workbook is customized for each of Mt. SAC's four areas (Administrative Services, Instruction, Human Resources, and Student Services) and is located as a .pdf on the Institutional Effectiveness Committee webpage at http://inside.mtsac.edu/organization/committees/iec/forms.html