

# ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

## COLLEGE STATUS REPORT ON STUDENT LEARNING OUTCOMES IMPLEMENTATION

### INSTRUCTIONS

Colleges are asked to use this report form in completing their *College Status Report on Student Learning Outcomes Implementation*. Colleges should submit a brief narrative analysis and quantitative and qualitative evidence demonstrating status of Student Learning Outcome (SLO) implementation. The report is divided into sections representing the bulleted characteristics of the Proficiency implementation level on the Rubric for Evaluating Institutional Effectiveness, Part III (Rubric). Colleges are asked to interpret their implementation level through the lens of the Accreditation Standards cited for each characteristic. The final report section before the evidence list requests a brief narrative self-assessment of overall status in relationship to the proficiency level, indicating what plans are in place to mitigate any noted deficiencies or areas for improvement. **Narrative responses for each section of the template should not exceed 250 words.**

This report form offers examples of quantitative and qualitative evidence which might be included for each of the characteristics. The examples are illustrative in nature and are not intended to provide a complete listing of the kinds of evidence colleges may use to document SLO status. College evidence used for one Proficiency level characteristic may also serve as evidence for another characteristic.

This report is provided to colleges in hard copy and also electronically, by e-mail, as a fill-in Word document. The reports must be submitted to the Commission by either the October 15, 2012 date or the March 15, 2013 date, as defined on the enclosed list of colleges by assigned reporting date. When the report is completed, colleges should:

- a. Submit the report form by email to the ACCJC ([accjc@accjc.org](mailto:accjc@accjc.org)); **and**
- b. Submit the full report *with attached evidence* on CD/DVD to the ACCJC (ACCJC, 10 Commercial Blvd., Suite 204, Novato, CA 94949).

Although evidence cited in the text of the report may include links to college web resources, the Commission requires actual copies (electronic files) of the evidence for its records.

### COLLEGE INFORMATION: DATE OF REPORT; COLLEGE; SUBMITTED BY; CERTIFICATION BY CEO

Date of Report: March 15, 2013

Institution's Name: Santa Monica College

Name and Title of Individual Completing Report: Randal Lawson  
Executive Vice President

Telephone Number and E-mail Address: (310) 434-4360  
[Lawson\\_Randal@smc.edu](mailto:Lawson_Randal@smc.edu)

Certification by Chief Executive Officer: *The information included in this report is certified as a complete and accurate representation of the reporting institution.*

Name of CEO: Dr. Chui L. Tsang      Signature: \_\_\_\_\_  
(e-signature permitted)

**PROFICIENCY RUBRIC STATEMENT 1: STUDENT LEARNING OUTCOMES AND AUTHENTIC ASSESSMENTS ARE IN PLACE FOR COURSES, PROGRAMS, SUPPORT SERVICES, CERTIFICATES AND DEGREES.**

Eligibility Requirement 10: Student Learning and Achievement

Standards: I.A.1; II.A.1.a; II.A.1.c; II.A.2.a,b,e,f,g,h,i; II.A.3 [See II.A.3.a,b,c.]; II.A.6; II.B.4; II.C.2].

**EXAMPLES OF EVIDENCE:** Evidence demonstrating numbers/percentages of course, program (academic and student services), and institutional level outcomes are in place and assessed. Documentation on institutional planning processes demonstrating integrated planning and the way SLO assessment results impact program review. Descriptions could include discussions of high-impact courses, gateway courses, college frameworks, and so forth.

**PROFICIENCY RUBRIC STATEMENT 1: NUMERICAL RESPONSE**

**QUANTITATIVE EVIDENCE/DATA ON THE RATE/PERCENTAGE OF SLOs DEFINED AND ASSESSED**

1. Courses

- a. Total number of college courses (active courses in the college catalog, offered on the schedule in some rotation): 1,130
- b. Number of college courses with defined Student Learning Outcomes: 1,130
- c. Percentage of total: 100%
- d. Number of college courses with ongoing assessment of learning outcomes: 1,130
- e. Percentage of total: 100%

2. Programs

- a. Total number of college programs (all certificates and degrees, and other programs defined by college): 93
- b. Number of college programs with defined Student Learning Outcomes: 93
- c. Percentage of total: 100%
- d. Number of college programs with ongoing assessment of learning outcomes: 90
- e. Percentage of total: 97%

3. Student Learning and Support Activities

- a. Total number of student learning and support activities (as college has identified or grouped them for SLO implementation): 27
- b. Number of student learning and support activities with defined Student Learning Outcomes: 27;  
Percentage of total: 100%
- c. Number of student learning and support activities with ongoing assessment of learning outcomes: 27; Percentage of total: 100%

4. Institutional Learning Outcomes

- a. Total number of institutional Student Learning Outcomes defined: 4
- b. Number of institutional learning outcomes with ongoing assessment: 100%

**PROFICIENCY RUBRIC STATEMENT 1: NARRATIVE RESPONSE**

SLOs are required for academic courses/programs as they are part of the Course Outlines of Record (COR). Each SLO is mapped to the core competencies of the ILOs. Academic departments review SLOs at least once a year, in conjunction with their annual Program Review update. This ensures ongoing SLO assessment.

Course SLO assessments are integrated into regular classroom assessments (e.g., items on examinations, projects, and papers). Student-level performance in course SLOs is primarily documented through the College's web-based student information system, ISIS. Data reports, summarized at the course, discipline, and department levels are produced each term.

Certificate and degree learning outcomes are assessed by examining the course SLO results for all core courses required for the award. General education outcomes are assessed by comparing performance of students in course-level SLOs in their first term with SLOs in students' last term before earning the award. These reports are produced by the Office of Institutional Research (OIR).

ILOS are assessed each term by examining the course SLOs which are mapped to core competencies of the ILOs. In addition, in spring 2012, a survey was administered asking students to self-report their gains in learning on the ILOs.

Student learning and support activity SLOs are assessed primarily through surveys and counselor/faculty judgments of gains in student learning. Counseling programs also enter student-level SLO data into ISIS and summary reports of assessment results are produced each term.

Evidence provided in the appendices:

- A. Institutional Learning Outcomes
- B. Institutional Learning outcomes Core Competencies
- C. Findings: Departmental SLO Survey
- D. SLO Profile by Course
- E. SLO Profile by Department
- F. SLO Profile by Section
- G. Certificate/Degree Program Outcomes Report Example
- H. General Education Outcomes Report Example
- I. SLO/ILO Assessment Summary
- J. ILO Survey Report
- K. SLO Profile by Counseling Program
- L. Program Review Annual Update (Format)
- M. Program Review 6-Year Report (Format)

**PROFICIENCY RUBRIC STATEMENT 2: THERE IS A WIDESPREAD INSTITUTIONAL DIALOGUE ABOUT ASSESSMENT RESULTS AND IDENTIFICATION OF GAPS.**

Standards: I.B.1; I.B.2; I.B.3; I.B.5.

**EXAMPLES OF EVIDENCE:** Documentation on processes and outcomes of SLO assessment. Specific examples with the outcome data analysis and description of how the results were used. Descriptions could include examples of institutional changes made to respond to outcomes assessment results.

**PROFICIENCY RUBRIC STATEMENT 2: NARRATIVE RESPONSE**

SLO assessment discussions regularly take place across the College, through meetings in academic, student services and administrative units, DPAC and its subcommittees, and Academic Senate committees (e.g., Department Chairs, Program Review, Institutional Effectiveness, Student Success, and Curriculum) and through professional development activities (e.g., Institutional Flex Day).

Academic departments use SLO assessment data to inform their decisions regarding curriculum, teaching strategies, materials/technologies, and assessment methods. In Physical Science, SLO analysis revealed gaps between students' laboratory experiences and their theoretical knowledge developed through lectures and reading. In response, organic chemistry faculty utilized the recently purchased Turnitin program to assign laboratory reports, helping students connect theoretical knowledge to lab experiences and allow instructors to effectively assess results. To address students' diverse learning styles, identified through SLO assessment, the CSIS Department incorporated greater use of videos and software demonstrations.

When mapping SLOs to ILOs, discussions arise regarding identified gaps. Theatre Arts faculty responded to an identified gap: by incorporating critical thinking components into writing assignments required of students attending theatrical performances, their coursework now reflects greater acknowledgement of the critical thinking ILO.

Student Services departments are also actively engaged and dialogue about SLOs and assessment results. For example, faculty/staff have observed a growing number of students placing into developmental courses. Assessments revealed that despite their awareness of the importance of preparing for placement exams, students failed to do so. In response, the department launched Prep2Test, a program designed to promote the importance of placement test preparation. Subsequent assessments results revealed that 59% of students prepare by reviewing Prep2Test components and as a result, place into higher levels of math (49% vs. 32%) and English (41% vs. 30%). Previously, only 25% of students reported preparing for these assessments.

Evidence provided in the appendices:

- A. Institutional Learning Outcomes
- E. SLO Profile by Department
- N. Application for ASCCC Exemplary Program Award: Prep2Test

**PROFICIENCY RUBRIC STATEMENT 3: DECISION MAKING INCLUDES DIALOGUE ON THE RESULTS OF ASSESSMENT AND IS PURPOSEFULLY DIRECTED TOWARD ALIGNING INSTITUTION-WIDE PRACTICES TO SUPPORT AND IMPROVE STUDENT LEARNING.**

Standards: I.B; I.B.3; II.A.1.c; II.A.2.f; III.A.1.c; IV.A.2.b.

**EXAMPLES OF EVIDENCE:** Documentation of institutional planning processes and the integration of SLO assessment results with program review, college-wide planning and resource allocation, including evidence of college-wide dialogue.

**PROFICIENCY RUBRIC STATEMENT 3: NARRATIVE RESPONSE**

Note: Descriptions of the decision making processes are described in other statement responses. This narrative focuses on specific examples showing how dialogue informs program improvements to support student learning.

Development of annual institutional objectives is a key component of the College's annual update to the *Master Plan for Education*. Many institutional objectives in the *MPE* are based on work done at College-wide planning committees, e.g. Student Success, Program Review, Curriculum. One example of how SLO assessment results have informed college planning is Institutional Objective #9 in the 2012-2013 *Master Plan: to develop and begin implementation of a plan for the SMC Teaching and Learning Center in order to expand institutional capacity to support creative efforts that generate innovative pedagogies, foster professional development, and increase student success*.

This objective addresses needs discovered through outcomes assessment. For example, the English Department used dialogue on outcomes assessment results to revamp its basic skills curriculum and, ultimately, spur the College's pursuit and receipt of a federal Title V grant to develop a Teaching and Learning Center.

One approach used to ensure that dialogue about assessment results impact College planning was to have departments with basic skills courses, such as English, share and compare assessment results across disciplines at Student Success Committee meetings and in Basic Skills Initiative/Career Technical Education meetings. Basic skills assessment data was also shared with the Board of Trustees. Multiple communication links helped the College recognize the need to develop new leadership and initiatives in inter-departmental collaboration supportive of Basic Skill and Career Technical Education. This outcomes assessment work, which helped the College discover and communicate identified needs, was ultimately captured and addressed in the Master Planning process.

Evidence provided in the appendices:

- O. *Master Plan for Education* Update (2011/12)
- P. Teaching and Learning Center (Title V Grant) Executive Summary
- Q. Basic Skills Report to the Santa Monica College Board of Trustees

**PROFICIENCY RUBRIC STATEMENT 4: APPROPRIATE RESOURCES CONTINUE TO BE ALLOCATED AND FINE-TUNED.**

Standards: I.B; I.B.4; I.B.6; III.C.2; III.D.2.a; III.D.3.

**EXAMPLES OF EVIDENCE:** Documentation on the integration of SLO assessment results with institutional planning and resource allocation.

**PROFICIENCY RUBRIC STATEMENT 4: NARRATIVE RESPONSE**

In addition to allocating resources for processes associated with the SLO proficiency rubric (described below), resource allocations, whether human, fiscal or facilities, continue to be refined and informed by the integration of SLO assessments into those processes. One example is the process for prioritizing fulltime faculty hiring decisions which uses SLO assessments and various planning documents (e.g., *Master Plan for Education* and Program Review Planning Recommendations) to determine which departments will be granted new positions.

Another example of resource allocation tied to assessment and planning is the acquisition of system software such as CurricUNET and Turnitin, both of which are designed to address overarching institutional needs identified during the College's planning and program review processes.

The College has also developed an Institutional Effectiveness Dashboard which serves as a mechanism for assessing the institution's effectiveness against established benchmarks and also informs recommendations for resource allocation.

The College continues to allocate and refine resources to facilitate integration of SLO assessment results with institutional planning efforts. The OIR is pivotal to this effort and has both been stabilized and expanded, ensuring that staff have the capacity to support the College's effective use of SLO assessments for program improvement, institutional planning and resource allocation. The expanded staff provides training and ongoing assistance to all college departments/programs to ensure that meaningful, ongoing assessment is included in their annual program review reports.

Evidence provided in the appendices:

- O. *Master Plan for Education* Update (2011/12)
- L. Program Review Annual Update Format
- R. Institutional Effectiveness Dashboard/Effectiveness Report
- S. Turnitin Description
- T. Strategic Planning Initiatives
- U. Academic Senate Objectives
- V. Master Plan for Facilities Summary
- W. Master Plan for Technology Annual Objectives
- X. Accreditation Recommendations

**PROFICIENCY RUBRIC STATEMENT 5: COMPREHENSIVE ASSESSMENT REPORTS EXIST AND ARE COMPLETED AND UPDATED ON A REGULAR BASIS.**

Standards: I.A.1; I.B; I.B.3; I.B.5; I.B.6; II.A.2.a; II.B.

**EXAMPLES OF EVIDENCE:** Documentation on the process and cycle of SLO assessment, including results of cycles of assessment. Copies of summative assessment reports, with actual learning outcomes.

**PROFICIENCY RUBRIC STATEMENT 5: NARRATIVE RESPONSE**

At the end of each semester, instructional faculty enter SLO assessment results for each student and each SLO into the College student information system, ISIS. Similarly, counseling faculty enter SLO assessment results upon completion of their counseling sessions with students. SLOs are housed in that database along with information mapping each SLO to the appropriate ILOs and Core Competencies. These data are used to generate several standard reports after each semester. Departments may request additional, custom reports as needed. Standard reports generated every semester to summarize outcomes assessment data include SLO Profiles by Department, by Course, by Section, and by Counseling Program, as well as the SLO/ILO Assessment Summary and the General Education Outcomes reports at the institutional level.

Several additional reports regularly summarize actions taken at the department (instructional, student service, and administrative) and institutional levels resulting from analysis and discussion of outcomes assessment results. These reports include the Program Review Six-Year Reports and Annual Updates, the Program Review Annual Planning Recommendations, *Master Plan for Education* updates, and the Five Year Study of Institutional Objectives Mapped to Strategic Initiatives and Level of Completion.

Reports are also prepared on one-time or as-needed bases to summarize the results of additional assessment projects. In 2012, for example, the College administered the Community College Survey of Student Engagement (CCSSE) to a large cohort of students and included custom questions regarding SMC Institutional Learning Outcomes, the results of which are presented in the ILO Survey Report.

Evidence provided in the appendices:

**E. SLO Profile by Department**, received by Department Chairs, summarizes the number of assessments conducted per SLO and the percent of those assessments indicating successful student mastery of the SLO. These data are listed for each course and section offered by the department.

**D. SLO Profile by Course**, received by Department Chairs, gives the same data as the SLO Profile by Department, but for a single course and breaks the results down by a variety of critical student characteristics including both demographic and academic preparation factors.

**F. SLO Profile by Section** is received by Department Chairs for all sections within their departments, and by the individual faculty for the sections they taught. These data are the same as in the SLO Profile by Course, but allow individual instructors to see how their assessment results compare the department aggregates.

**K. SLO Profile by Counseling Program**, received by Counseling Department Chair and Individual Counseling Program Leader, summarizes the number of assessments conducted per SLO per counseling program and the percent of those assessments indicating successful mastery of the SLO.

**I. SLO/ILO Assessment Summary**, received by Department Chairs, academic administrators, the Academic Senate's Institutional Effectiveness Committee, and DPAC, summarizes the total number of assessments conducted campus wide and uses mapping information to generate data on student

mastery rates for each of the four ILOs and for each Core Competency.

**H. General Education Outcomes Report**, received by Department Chairs, academic administrators, the Academic Senate's Institutional Effectiveness Committee, and DPAC, examines the level of mastery of core competencies for SMC students completing the college's most frequently awarded degree & certificate programs (Liberal Arts – Arts & Humanities; Liberal Arts – Social & Behavioral Science; General Science; IGETC Transfer Certificate; and CSU GE Transfer Certificate), comparing mastery levels for these students' during their first and last semesters at SMC.

**L. Program Review Annual Updates** summarize conclusions drawn from each department's analysis and discussion of assessment results and document resulting modifications made to curriculum, outcome statements, teaching methods, or other department activities. Programming efforts are underway to computerize this process, which will allow aggregated summary reports of department conclusions to be sent to relevant planning bodies.

**M. Program Review 6-Year Reports**, similar to the annual updates, are conducted every sixth year and represent a more comprehensive evaluation of each department, including analysis of longitudinal trends.

**Y. Program Review Annual Planning Recommendations**, prepared annually by the Program Review Committee for DPAC, address overarching trends and needs identified by the Committee via review of the six-year departmental reports. This report provides critical information used by DPAC to generate institutional objectives in the College's **Master Plan for Education**.

**J. ILO Survey Report** summarizes results of custom questions regarding ILOs that were asked of SMC students in the recent Community College Survey of Student Engagement (CCSSE).



**PROFICIENCY RUBRIC STATEMENT 6: COURSE STUDENT LEARNING OUTCOMES ARE ALIGNED WITH DEGREE STUDENT LEARNING OUTCOMES.**

Standards: II.A.2.e; II.A.2.f; II.A.2.i.

**EXAMPLES OF EVIDENCE:** Documentation on the alignment/integration of course level outcomes with program outcomes. Description could include curriculum mapping or other alignment activities. Samples across the curriculum of institutional outcomes mapped to program outcomes.

**PROFICIENCY RUBRIC STATEMENT 6: NARRATIVE RESPONSE**

All courses and programs leading to degrees and certificates are mapped to twenty-one core competencies. For any degree/certificate program with a capstone course, the SLOs of the capstone course are that program's assessed outcomes. For degree/certificate programs that do not have a capstone course, course SLOs for all required courses taken serve as the assessed outcomes of that program. For the four degrees that are very broad and interdisciplinary and which offer students numerous options (e.g., Liberal Arts and Behavioral Science, General Science, IGETC Transfer Certificate, CSU GE Transfer Certificate), the Institutional Outcomes are the Program Outcomes and they are assessed in the classes taken in the students' last semester at SMC.

The College portal system also provides the means for assessing students in their first semester and then again in their final semester, comparing their level of success in achieving the twenty-one core competencies. Additionally, all programs are actively encouraged to employ additional assessment tools and many are. For example, most of the CTE programs look at licensing exams and employment data. Collegewide dialogue is facilitated through the mapping of all courses and programs to the twenty-one core competencies. New initiatives and core competencies have been developed as a result of these discussions. In the past year, for example, we embarked on a new strategic initiative, GRIT, and added a new core competency: perseverance in pursuit of valued goals. All courses and college units are now encouraged to foster this perseverance and to assess their success in doing so.

Evidence provided in the appendices:

- T. Strategic Planning Initiatives
- Y. Description of SLO Assessment Capture Instrument
- Z. Example of SLO Mapped to General Education Outcomes
- AA. Overview of the Three Steps Employed to Capture Assessment Data
- A. SLO Profile by Course
- F. SLO Profile by Section
- G. Certificate/Degree Program Outcomes Report Examples

**PROFICIENCY RUBRIC STATEMENT 7: STUDENTS DEMONSTRATE AWARENESS OF GOALS AND PURPOSES OF COURSES AND PROGRAMS IN WHICH THEY ARE ENROLLED.**

Standards: I.B.5; II.A.6; II.A.6.a; II.B.

**EXAMPLES OF EVIDENCE:** Documentation on means the college uses to inform students of course and program purposes and outcomes. Samples across the curriculum of: course outlines of record and syllabi with course SLOs; program and institutional SLOs in catalog.

**PROFICIENCY RUBRIC STATEMENT 7: NARRATIVE RESPONSE**

The College has taken several steps to ensure that students are informed of course and program purposes and outcomes through the college catalog, as well as through Course Outlines of Record (COR) and class syllabi. The ILOs and Program Outcomes for specific courses of study or programs that lead to certificates, such as Business, Computer Science, Theatre Arts, General Science, and Liberal Arts, are articulated in the college catalog. After lengthy and robust college-wide discussions in academic and student services departments, academic senate committees, and the academic senate, weighing the pros and cons, consensus resulted to include SLOs on the CORs (since Fall, 2011) and syllabi.

In student services units, 100% of the College's student learning and support activities have established goals and purposes which are communicated to students through program orientations, marketing materials, websites and counseling sessions.

Evidence provided in the appendices:

- BB. Santa Monica College Catalog
- CC. Examples of Course Outlines of Record
- DD. Examples of Course Syllabi

<b>SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION:</b>	<b>WHAT LEVEL OF SLO IMPLEMENTATION WOULD YOU ASSIGN YOUR COLLEGE? WHY? WHAT EFFORTS HAVE YOU PLANNED TO ADDRESS NEEDED IMPROVEMENTS?</b>
<p><b>SELF-ASSESSMENT ON LEVEL OF IMPLEMENTATION: NARRATIVE RESPONSE</b></p> <p>Based on the established rubrics, Santa Monica College meets each of the rubric statements associated with the level of proficiency in its implementation of student learning outcomes. All instructional programs and student services have student learning outcomes in place and conduct regular assessments for use in program improvement, planning and review efforts. The data from the assessments is compiled in the College’s ISIS portal and regular reports are generated for departments, allowing for meaningful discussion and program improvements. The decision making processes associated with the evaluation of assessments is ingrained throughout the College’s planning and review processes. The new annual program review format, in conjunction with the learning outcomes portal, is amassing a repository of longitudinal data for departments and functions to use in their planning cycles and will ensure that resources are allocated based on needs identified through these processes. The College is also investing in adequate research staffing to support the assessment of learning outcomes and in online systems that support the College’s ongoing, authentic assessments and planning efforts.</p> <p>Process improvement is something the College is constantly working on, whether it is in response to a recommendation from an Accreditation visit or simply a self-identified need for improvement. An area of SLO implementation improvement that the College is currently focusing on is enhancing the assessment processes for Administrative Units. While unit outcomes are in place for administrative functions, assessment is still at a relatively early stage of development as compared with the assessment of learning outcomes for instructional and student services units. The College is developing training sessions and one-on-one meetings with these departments to accelerate the development of the administrative units’ assessment efforts.</p> <p>Another area that the college is seeking to improve is the assessment of programs and repository of data for those assessments. While learning outcomes at the program level are assessed, the use of data with regard to those assessments in evaluation and planning is not as mature as the assessment of course-level SLOs. The College’s Office of Institutional Research is working with the Institutional Effectiveness Committee, the Program Review Committee and the Management Information System staff to develop efficient, effective tools to facilitate the use of program-level learning outcomes.</p>	

**TABLE OF EVIDENCE: LIST THE EVIDENCE USED TO SUPPORT YOUR NARRATIVE REPORT, SECTION BY SECTION.**

<b>Evidence of SMC's Meeting of the SLO Proficiency Rubric</b>	Applicable Rubric Statements						
	Statement 1	Statement 2	Statement 3	Statement 4	Statement 5	Statement 6	Statement 7
A. Institutional Learning Outcomes	●	●					
B. Institutional Learning Outcome Core Competencies	●						
C. Findings: Departmental SLO Survey	●					●	
D. SLO Profile by Course	●				●		
E. SLO Profile by Department	●	●			●		
F. SLO Profile by Section	●				●	●	
G. Certificate/Degree Program Outcomes Report Examples	●					●	
H. General Education Outcomes Report Example	●				●		
I. SLO/ILO Assessment Summary	●				●		
J. ILO Survey Report	●				●		
K. SLO Profile by Counseling Program	●				●		
L. Program Review Annual Update (Format)	●			●	●		
M. Program Review 6-Year Report (Format)	●				●		
N. Application for ASCCC Exemplary Program Award: Prep2Test		●					
O. <i>Master Plan for Education Update (2011/ 12)</i>			●	●			
P. Teaching and Learning Center (Title V Grant) Executive Summary			●				
Q. Basic Skills Report to the Santa Monica College Board of Trustees			●				
R. Institutional Effectiveness Dashboard/Effectiveness Report				●			
S. Turnitin Description				●			
T. Strategic Planning Initiatives				●		●	
U. Academic Senate Objectives				●			
V. Master Plan for Facilities Summary				●			
W. Master Plan for Technology Annual Objectives				●			
X. Accreditation Recommendations				●			
Y. Program Review Planning Recommendations					●		
Z. Description of SLO Assessment Capture Instrument						●	
AA. Example of SLO Mapped to General Education Outcomes						●	
BB. Overview of the Three Steps Employed to Capture Assessment Data						●	
CC. Santa Monica College Catalog							●
DD. Examples of Course Outlines of Record							●
EE. Examples of Course Syllabi							●

## **ACRONYM LIST**

AO:	Administrative Outcome
ASCCC:	Academic Senate for California Community Colleges
CCSSE:	Community College Survey of Student Engagement
COR:	Course Outline of Record
CSIS:	Computer Science and Information Systems (an SMC Instructional Department)
CTE:	Career/Technical Education
DPAC:	District Planning and Advisory Council
GRIT:	Strategic Initiative (Growth, Resilience, Integrity, Tenacity)
IGETC:	Intersegmental General Education Transfer Curriculum
ILO:	Institutional Learning Outcome
ISIS:	Integrated School Information System
MPE:	<i>Master Plan for Education</i>
OIR:	Office of Institutional Research
SLO:	Student Learning Outcome
SMC:	Santa Monica College
SUO:	Service Unit Outcome
TIMS:	The Instructional Management System