

GLOSSARY

AY	Academic Year (fall, winter/spring, summer terms)
CY	Current Year
FY	Fiscal Year (July 1 st thru June 30 th)
PY	Prior Year
RY	Reporting Year as defined by Florida DOE (summer 1E, fall 2B/E, plus spring 3B/E) B = beginning of term and E= end of term
Assessment	According to Ewell, refers primarily to the methods that an institution or program employs to gather evidence of student learning.
CTE	Career & Technical Education
Evaluation	According to Ewell, refers to evidence-gathering processes that are designed to examine a much wider domain of institutional performance.
Expected Outcome	The “why” of a planning or program objective. What we hope to achieve through strategies or initiatives undertaken.
GELO	General Education Learning Outcomes developed by FCS committee; adopted by SF
IE	According to Ewell, Institutional Effectiveness is the examination of the extent to which the institution as a whole attains all of the performance goals it establishes for itself.
Outcome	Refer to Expected Outcome or SLO(A).
Output	An indirect indicator of learning such as retention rate, graduation rate, enrollment data, satisfaction rate, etc. (Jones, 2005). According to Ewell, results of what an institution does including student activities and investments; such as numbers of graduates, numbers of credits produced through instruction, or types of service or research products generated.
PRA	Program Review Assessment Team
QEP	Quality Enhancement Plan required by SACS-COC
RPC	Santa Fe College’s Resource & Planning Council
SACS	Southern Association of Colleges & Schools, Commission on Colleges (COC or “The Commission”)

SLO (SLOA)	Student Learning Outcomes (Assessment). A directly measurable change in student learning and/or the learner as the result of engaging in a learning activity or program (Jones, 2005). According to Ewell, something that happens to an individual student (hopefully for the better) as a result of his or her attendance at a higher education institution and/or participation in a particular course of study. Note: Per SACSCOC, grades are not a measure of what students have or have not learned.
SMART	Specific, Measurable, Aligned, Realistic, Time-bound planning objectives
SMARTER	SMART performance plans with E = Extending capabilities thru professional development and R = Rewarding thru merits/ awards
SWOT	Strengths, Weaknesses, Opportunities, and Threats analysis