ASSESSMENT - GLOSSARY OF TERMS

ACADEMIC PROGRAM REVIEW – (APR) an inclusive method for gathering evidence of student learning and determining program effectiveness; engaging programs in systematically assessing their policies, procedures, and practices, and making positive changes based on the use of data. It is a five (5) year cycle.

ACHIEVEMENT TARGET - indicates the expected level of a group of students’ performance for each assessment measure. The percentage of students expected to score at or above a benchmark.

ACTION PLAN - statement that indicates the specific changes that a given area plans to implement in the next assessment cycle based on analysis of findings. It is data driven.

AFFECTIVE OUTCOME – is related to attitudes, values, and emotions. It is how graduates relate to their work and towards others.

ARTIFACTS – forms of evidence or performance based examples of student work guided through a course assignment used to measure student achievement of course and program learning outcomes and/or core competency.

ASSESSMENT – an ongoing process aimed at refining programs and improving student learning.

ASSESSMENT PROCESS – a continuous cycle in which faculty plan, do, act, and revise; an intentional and reflective process aimed at refining programs and understanding and improving student learning.

ASSESSMENT REPORT – a summary of assessments which highlights the program’s particular strengths in fostering student learning, while also documenting the improvements made as a consequence of results. It includes the assessment plan, analysis of data collected, action plans for improvements, and student artifacts that support the findings and action plans.

BENCHMARK – a criterion for assessing results compared to an empirically developed standard.

CENSUS- assessing the entire population. Best used when there are only small numbers within a program, cohort, etc.

CLOSE THE LOOP – encompasses analyzing results from the assessment of outcomes, using results to make changes to improve student learning, and re-
assessing outcomes in order to determine the effect those changes had on student learning.

**CLUSTER SAMPLING**- randomly selecting clusters or groups (i.e. classes or sections) and assessing the assignments of all the student in those randomly selected clusters or groups.

**COGNITIVE OUTCOME** – is related to how students acquire, process and use knowledge. It is what the program’s graduates should know.

**CORE COMPETENCIES** – a set of skills, knowledge, and behaviors identified as critical to the success of all GTC graduates. They include written and oral communication, critical thinking, information literacy, and professionalism.

**CURRICULUM MAP** – a visual alignment of program student learning outcomes, core competencies, learning activities, and primary assessments within a curriculum.

**DIRECT MEASURE** – Observable, tangible evidence that require students to demonstrate their knowledge, skills, abilities, etc. They included embedded questions within exams, project artifacts, artistic work products, capstone experiences, case studies, oral presentations, papers, and portfolios to name a few.

**INDIRECT MEASURE** – a measure that gathers perceptions of how well students have achieved a learning outcome. They include alumni, employer, or student surveys, exit or focus group interviews, enrollment and retention data, job placement, certification exam pass rates, etc.

**MEASURE** – A method to gauge achievement of expected results. Includes the learning activities that can be used for assessing the expected level of student learning and providing data for analysis.

**MISSION** – a concise statement expressing values and principles that guide the curriculum.

**PATTERNS OF CONSENSUS**- involves disaggregating data to determine if all populations are achieving an expected level of performance. For example, breaking data down by gender, students enrolled in traditional versus online classes, students enrolled in day versus night classes, etc.
PATTERNS OF CONSISTENCY - type of pattern that develops by studying data acquired from the same outcome over a period of time. The period of time could be from semester to semester or year to year for example.

PROGRAM PROCESS OUTCOMES – Indirect measures of student learning rather than a direct demonstration of learning. Can be used to compliment direct assessments of student learning and include such things as graduate and employer satisfaction surveys, interviews, and certification exam pass rates.

PROGRAM STUDENT LEARNING OUTCOMES – knowledge, skills, or behaviors that program’s students should be able to demonstrate upon program completion. The must be observable and measurable.

PSYCHOMOTOR OR BEHAVIORAL OUTCOME – Is related to the manual and physical skills of students. It is what your graduates should be able to do.

SAMPLING - a portion of the population. Used when assessing a large number of students.

SIMPLE RANDOM SAMPLING - randomly selecting a certain number of students or artifacts to assess.

STRATIFIED SAMPLING - students are sorted into homogenous groups and then a random sample is selected from each group. Useful when there are groups that may be underrepresented; ensures that all groups are represented in a sample.

SYSTEMIC SAMPLING - selecting the nth (i.e. 7th, 9th, 20th) student or artifact from an organized list.