

## Shared Vocabulary

Assessment – The systematic collection, review and use of information about educational programs undertaken for the purpose of improving student learning and development.

(Marchese, 1987; Palomba & Banta, 1999)

- Institutional Effectiveness - Assessment to determine the extent to which a college or university is achieving its mission.
- Program-level Assessment - Assessment to determine the extent to which students in an academic program can demonstrate the learning outcomes for the program.
- Classroom Assessment - Assessment to determine the extent to which a specific course is achieving its learning goals, as well as, assessment to improve teaching of specific courses or segments of courses.

Mission – A holistic vision of the values and philosophy of a program, department or institution.

Goals, Objectives, Outcomes:

- Program Goals – Statements that describe what the program will achieve.
- Course Goals – The goals of the course; what the instructor tends to cover and do.
- Course Objectives – Student expectations for the course; what the instructor expects the students to be able to know, to do or to believe by the end of the course.
- Student Learning Outcomes – The knowledge, skills, and dispositions that students should be able to demonstrate upon graduating from a program and/or institution.

Assessment Strategies

- Formative Assessment – The assessment of student achievement at different stages of a student's academic career.
- Summative Assessment – The assessment of student achievement at the end point of their education.
- Direct Evidence – A tangible, visible, self-explanatory evidence of exactly what students have and have not learned.
- Indirect Evidence – Evidence that deduces student achievement of learning outcomes through the students' reported perception of their own learning.
- Quantitative Assessment – Methods that rely on numerical scores or ratings.
- Qualitative Assessment – Methods that rely on descriptions rather than numbers.
- Embedded Assessment (Course) – A method in which evidence of student learning outcomes for the program is obtained from assignments in particular courses in the curriculum.
- Add-On Assessment – Assessment strategies beyond course requirements.
- Performance Assessment - The process of using student activities or products to evaluate students' knowledge, skills, and development.
  - Authentic Assessment - a form of performance assessment in which the activity simulates the contexts, tasks and ways people in "real-life" situations use knowledge and skills.
- Traditional Assessment – Assessment strategies often completed in a controlled, timed examination setting and are usually designed only to collect assessment.

Performance Indicator (Criteria for success) – A description of an observable and measurable characteristic or change that represents achievement of an outcome. The standard by which student performance is evaluated; Criteria for assigning a score or the dimensions of proficiency

in performance used to describe a student's response to a task or judging the results of student learning.

- Benchmarking (Peer-reference or Norm-referenced) – Compares student performance or score against their peers either established by use of its own program or from other institutions.
- Standards-based (Competency-based or Criterion-referenced) – Compares student performance or score against an established standard.
- Best-Practice (Best-in-class) – Compares your results against the best of your peers.
- Value-added (Growth or pre-post) – Compares results against student scores when they started or entered the program to the end of the program or course of study.
- Longitudinal – Compares student performance or scores against peers in prior years.

Scoring Rubric - A determined set of criteria that describes the characteristic(s) of a learning outcome and the level of achievement in each characteristic(s).

Reliability - the extent to which an experiment, test, or any measuring procedure yields the same result on repeated trials.

Validity - refers to the degree to which a study accurately reflects or assesses the specific concept that the researcher is attempting to measure. Validity has three components: relevance (direct measurement), accuracy (how precise are the measurements), and utility (how clear are the implications for improvement).

“Close the loop” or “Feedback loop” - Using assessment results for program change and improvement.

Triangulation - the use of a combination of assessment methods in a study.