



Assessment Vocabulary and Examples

Assessment: A process of measuring and analyzing student learning to provide quality, timely feedback for improvement.

Assessment Plan: A written plan of program learning goals that communicates to everyone in the program what is to be done and each person's role and responsibilities to ensure that assessment efforts be effective and meet relevant accreditation requirements.

- *Some questions to address in an Assessment Plan include:*
 - *How will each learning outcome be assessed?*
 - *How will you decide what constitutes acceptable outcomes?*
 - *Who, where, what, and how do faculty submit information?*
 - *Who will summarize and discuss the evidence?*
 - *How will this all be communicated to the faculty and staff working on the assessment?*

Mission Statement: A statement of what your program is about. This should summarize you and your colleagues' goals and values of the program. Ask, "What are we aiming to achieve inside or outside of the teaching/learning process with this program."

The mission statement of the program should align with the mission statement of the college or school as well as the university. Demonstrate what makes your program unique among all the similar programs across all universities.

Student Learning Outcome: A statement of what a student can expect to attain or achieve as a result of the educational process(es). Ask yourself, "What do we expect our students to know or be able to do upon completion of a course, sequence of courses, or a program?"

As a result of students participating in _____, students will _____ (analyze, synthesize, create, etc.).

- *As a result of students participating in the tutor training session, students will write concisely, include factual details in their reports and use language that is nonjudgmental.*

Measure: Assignments in which the products of student work are evaluated in light of the learning outcomes for the program.

- *Subject exams, portfolios, performances, competency tests, etc.*



Evaluation Tool: A published or unpublished tool used to assess information, determine the relationship between intended and actual outcomes, and judge the quality or worth of a program, project, or other endeavor.

<i>If you want to...</i>	<i>Use these sources of information</i>	<i>And Assess Them Using These Evaluation Tools</i>
<i>Assess knowledge and conceptual understanding</i>	<i>Multiple-choice tests</i>	<i>Item scores, mapped back to test blueprints</i>
<i>Assess thinking and performance skills</i>	<i>Paper, projects, performances, essays, exhibitions, or field experiences</i>	<i>Rubrics</i>
<i>Assess attitudes and values</i>	<i>Reflective writing</i>	<i>Qualitative analysis</i>
<i>Compare your students against peers</i>	<i>Published instruments</i>	<i>Item scores and instrument sub-scores, mapped back to key learning goals</i>

Methodology: Assessment methodology include sources of data, collection methods, and how the data is analyzed and evaluated.

- *Course Name and Number as source of data collection*
- *The how, when, and by what means you plan to collect data*

Target: The proportion of students that should achieve at least the defined minimally acceptable level. There must be a target for each student in the class represented by the SLO. The target should be measurable and rigorous yet attainable for the interval of instruction.

- *80% of the students assessed achieved a level of proficiency of “acceptable” or higher on the Oral Presentation Scoring Rubric.*
- *Students entering their senior year will achieve a mean score **at or above** that of **peer institutions** for **80%** of the discipline’s content test subscales.*

Findings: The results of your assessment/evaluation based upon the methodology (or methodologies) you applied to gather information.

- *73% of students achieved “acceptable” or higher level in the programming skills demonstrated in the course’s programming project.*



Action Plan: A well-defined sequence of steps that must be taken, or activities that must be performed well for a goal/strategy to succeed. This specifically includes changes you plan to implement to improve performance on the following year's Student Learning Outcomes.

Action	Specifics	Resources Needed	Assessment	Timetable
Assess student learning objectives and outcomes in department/program courses	Establish schedule/timeline for assessing specific courses, learning outcomes	Administrative time/assistance	Built into the process	2020-21
Revise curriculum based on college strategic plan, retiring or recently hired faculty, findings from current program review.	Stay engaged with committees working on academic strategic plan and revision of general education requirements	Administrative time/assistance	Revising the department curriculum map, focus groups with students/majors, quantitative analysis of class patterns	2020-21