

Affective Domain: A learning domain that addresses motivation, attitudes, emotions, perceptions, and values.

Assessment: The systematic collection of valid, reliable and unbiased (to the extent possible) data about formal and informal educational activities, programs, and courses undertaken for the purpose of identifying what learners know, understand, and can do as a result of educational experiences.

Assessment Tools/Instruments: Techniques and/or instruments used to collect assessment data.

Authentic Assessment: The collection of data using student activities or products to identify students' knowledge, skills, attitudes, abilities and development in a real world context.

Closing the Loop: Implementing improvements in curriculum design and instructional delivery based on evaluated assessment data.

Cognitive Domain: A learning domain that addresses knowledge and its use.

Course Embedded Assessment: Data generated as part of course learning activities or assignments.

Curriculum: A set of interrelated and integrated activities which facilitate student learning in a developmentally appropriate manner designed to foster satisfactory achievement of student learning outcomes.

Curriculum Mapping: The process of creating a schematic representation of a curriculum to identify appropriate educational experiences to foster satisfactory achievement of student learning outcomes aligned with academic missions while critically addressing any academic gaps, redundancies, and misalignments.

Data: Data are the raw observations or measurements from which information is derived to be used as a basis for reasoning.

Diagnostic Assessment: Collection of data on participants prior to an educational experience.

Direct Assessment: Examination or observation of student knowledge, skills, attitudes and/or abilities measured against defined learning outcomes and/or indicators.

Evaluation: The qualitative and/or quantitative analysis of assessment data so that it may be used to determine merit, worth, value, or significance (www.eval.org).

Evidence-Based Quality Improvement: The application of evaluated assessment data and other sources of information to improve teaching and learning.

Feedback: Information provided to the learner, instructor and/or program director to guide future action.

Formative evaluation: Evaluation of assessment data during the course of an educational experience in order to provide timely feedback and facilitate learning.

Indirect Assessment: Data gathered on the opinions and/or perceptions of individuals concerning their own learning.

Information: Data in context.

Institutional Effectiveness: The degree to which an institution achieves its goals.

Institutional Level Assessment: Assessments collected to determine if institutional goals are being met.

Instructional Design: The creative process by which instruction is implemented through the analysis of learning needs and development of educational experiences to attain desired learner outcomes.

Learning Indicator: A subcomponent or metric with which a learning outcome can be measured. (See Learning Outcome and Learning Objective)

Learning Objective: An expressed, anticipated, and measurable result of educational experiences based in the cognitive, affective and/or psychomotor domain (see also Learning Outcome and Learning Indicator). *Faculty intent*

Learning Outcome: Knowledge, skills, attitudes, and abilities attained through participation in an educational experience. (See Learning Objective and Learning Indicator) *Student focus*

Mission Statement: A statement that articulates an organization's or academic unit's values and purpose.

Outcome: An anticipated result

Portfolio: A compilation of materials that represents, characterizes, and/or summarizes one's work in a defined context (e.g., teaching, research, financial, creative work).

Program: A collection of educational experiences to fulfill requirements leading to a corresponding degree/certificate awarded by the University.

Program Evaluation: The qualitative and/or quantitative analysis of program assessment data to determine merit, worth, value, or significance.

Psychomotor Domain: A learning domain that addresses physical movement and motor skills.

Quantitative Methods of Assessment: Methods that directly generate numerical scores or ratings. Examples: Surveys, inventories, institutional/departmental data, departmental/course-level exams (locally constructed, standardized, etc.).

Qualitative Methods of Assessment: Methods that rely primarily on descriptions rather than numerical scores. Examples: Ethnographic field studies, logs, journals, reflective writing, artifacts, images, audio clips, video clips, participant observation, and narrative responses to questions on interviews and surveys.

Reliability: A measurement characteristic on how well a tool consistently reproduces the same result.

Reporting: The process by which assessment information is communicated to constituents for use in evaluation.

Rubric: A guide for assessing performance outcomes.

Student Outcomes Assessment and Evaluation: The act of collecting, assembling and analyzing quantitative and qualitative data to provide meaningful feedback.

Summative Evaluation: Evaluation of assessment data at the end of an educational experience in order to provide feedback on the attainment of learning goals and objectives.

Validity: A measurement characteristic judging how well a tool does in fact measure what it purports to measure.