

Delta College Assessment Dictionary

Commonly Used Acronyms

CCP- Cocurricular Program

CCLO- Cocurricular Learning Outcome

GECAC- General Education Curriculum and Assessment Committee

GELO- General Education Learning Outcome

HLC- Higher Learning Commission

ISLO- Institutional Student Learning Outcome

OATS- Outcomes Assessment Tracking System (Assessment Database)

PLO- Program Learning Outcome

SLAC- Student Learning Assessment Committee

SLO- Student Learning Outcome

Academic program

An instructional program leading toward a certificate or associate's degree or resulting in credits that can be applied to a certificate or degree. Source: Higher Learning Commission (HLC), modified

Assessment

-Assessment and evaluation are used as ordinary language synonyms. When a narrower referent is intended, the terms are modified, as in "assessment of student learning" or "evaluation of academic services." Source of Definition: HLC

-The term "assessment" at Delta College is used to refer to the assessment of student learning outcomes in courses and programs including academic, cocurricular and general education. Source: Delta College Assessment Leadership

Assessment Cycle

The annual assessment cycle includes planning and implementing an assessment tool to gather information about student learning results, then analyzing and using the information to make improvements to future student learning results. The cycle includes reporting this information each year. See the Assessment Cycle Document on Delta Assessment website page. Source: Delta College Assessment Leadership

Assessment for Accountability vs Improvement

Assessment for accountability: assessment of some unit (could be a department, program or entire institution) to satisfy stakeholders external to the unit itself. Results are often compared across units. Always summative. Example: to retain state approval, the achievement of a 90 percent pass rate or better on teacher certification tests by graduates of a school of education.

Assessment for improvement: assessment that feeds directly, and often immediately, back into revising the course, program or institution to improve student learning results. Can be formative or summative (see "formative assessment" for an example). Source: Peer Review, Winter/Spring 2002

Assessment of Individuals vs Programs vs Institution

Assessment of individuals uses the individual student, and his/her learning, as the level of analysis. Can be quantitative or qualitative, formative or summative, standards-based or value added, and used for improvement. Would need to be aggregated if used for accountability purposes. Examples: improvement in student knowledge of a subject during a single course; improved ability of a student to build cogent arguments over the course of an undergraduate career. Source: Peer Review, Winter/Spring 2002

Assessment of programs uses the department or program as the level of analysis. Can be quantitative or qualitative, formative or summative, standards-based or value added, and used for improvement or for accountability. Ideally

program goals and objectives would serve as a basis for the assessment. Example: how sophisticated a close reading of texts senior English majors can accomplish (if used to determine value added, would be compared to the ability of newly declared majors). Source: Peer Review, Winter/Spring 2002

Assessment of institutions uses the institution as the level of analysis. Can be quantitative or qualitative, formative or summative, standards-based or value added, and used for improvement or for accountability. Ideally institution-wide goals and objectives would serve as a basis for the assessment. Example: how well students across the institution can work in multi-cultural teams as sophomores and seniors. Source: Peer Review, Winter/Spring 2002

Assessment Planning and Reporting Forms

Forms used by programs (academic and cocurricular) to plan and report assessment cycles annually. The forms can be found on Delta College's Assessment website page. Source: Delta College Assessment Leadership

Certificate

-A formal award certifying the satisfactory completion of a postsecondary education program.

Source of Definition: AACCC's Voluntary Framework of Accountability

-A certificate is any non-degree (associate/baccalaureate) formal award recognized by the college for completing a credit-based program of study. Source of Definition: AACCC's Voluntary Framework of Accountability

Cocurricular

-**Cocurricular** refers to activities, programs, and learning experiences that complement, in some way, what students are learning in school—i.e., experiences that are connected to or mirror the academic curriculum.

Cocurricular activities are typically, but not always, defined by their separation from academic courses. For example, they are ungraded, they do not allow students to earn academic credit, they may take place outside of school or after regular school hours, and they may be operated by outside organizations. That said, these traditional distinctions between academic and co-curricular programs are being eroded in some schools—

www.edglossary.org

-**Cocurricular** activities refer to all the activities performed by students to enhance their life skills. Curricular activities comprise academic and scholastic activities. Cocurricular activities can be performed individually or in groups, inside or outside the classroom, depending on the activity's nature.

www.cuemath.com/learn/co-curricular-activities/

-**Cocurricular** Learning activities, programs and experiences that reinforce the institution's mission and values and complement the formal curriculum. Examples: Study abroad, student-faculty research experiences, service learning, professional clubs or organization, athletics, honor societies, career services, etc. Source: HLC

Cocurricular vs. Extracurricular

Cocurricular activities are an extension of the formal learning experiences in a course or academic program, while *extracurricular* activities may be offered or coordinated by a school but may not be explicitly connected to academic learning. This distinction is extremely fuzzy in practice, however, and the terms are often used interchangeably. Athletics, for example, are typically considered to be extracurricular activities, while a science fair would more likely be considered a co-curricular activity, given that students are learning science, participation may be required by the school, students may be graded on their entries, or a science teacher may coordinate the fair. Still, in some schools certain athletics activities might be considered "co-curricular," while in other schools a science fair may be labeled "extracurricular."

Cocurricular Learning Outcome (CLO)

Student Learning Outcomes for Cocurricular Programs developed specifically for each program by the respective faculty or instructional staff leader. Source: Delta College Assessment Leadership

Cocurricular Learning Outcome Assessment

Cocurricular learning outcome assessment involves measuring and improving cocurricular student learning. The goal of the co-curricular learning outcomes assessment is to continually improve the quality of the student experience and positively affect the success of graduates. Source: Delta College Assessment Leadership

Course/Discipline Assessment

Assessment of a course or course sequence in disciplines without a program. Course assessment is focused on Delta College's top 30 enrolled courses. Source: Delta College Assessment Leadership

Direct vs Indirect Assessment of Learning

Direct assessment of learning gathers evidence, based on student performance, which demonstrates the learning itself. Can be value added, related to standards, qualitative or quantitative, embedded or not, using local or external criteria. Examples: most classroom testing for grades is direct assessment (in this instance within the confines of a course), as is the evaluation of a research paper in terms of the discriminating use of sources. The latter example could assess learning accomplished within a single course or, if part of a senior requirement, could also assess cumulative learning. Source: Peer Review, Winter/Spring 2002

Indirect assessment of learning gathers reflection about the learning or secondary evidence of its existence. Example: a student survey about whether a course or program helped develop a greater sensitivity to issues of diversity. Source: Peer Review, Winter/Spring 2002

Embedded assessment

Embedded assessment is a means of gathering information about student learning that is built into and a natural part of the teaching-learning process. Often uses for assessment purposes classroom assignments that are evaluated to assign students a grade. Can assess individual student performance or aggregate the information to provide information about the course or program; can be formative or summative, quantitative or qualitative. Example: as part of a course, expecting each senior to complete a research paper that is graded for content and style, but is also assessed for advanced ability to locate and evaluate Web-based information (as part of a college-wide outcome to demonstrate information literacy). Source: Peer Review, Winter/Spring 2002

Formative vs Summative Assessment

Formative assessment: the gathering of information about student learning-during the progression of a course or program and usually repeatedly-to improve the learning of those students. Example: reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative. Source: Peer Review, Winter/Spring 2002

Summative assessment: the gathering of information at the conclusion of a course, program, or undergraduate career to improve learning or to meet accountability demands. When used for improvement, impacts the next cohort of students taking the course or program. Examples: examining student final exams in a course to see if certain specific areas of the curriculum were understood less well than others; analyzing senior projects for the ability to integrate across disciplines. Source: Peer Review, Winter/Spring 2002

General Education

Courses that consist primarily of English, mathematics, biological/physical sciences, social sciences, fine arts, and communication. Source of Definition: Delta Data Dictionary

General Education Assessment

Delta has six GELOs. The assessment of these outcomes uses an embedded approach to collect instructor scores from student work using a common rubric as well as qualitative comments by the instructor. This data, both quantitative and qualitative, is then used to improve student learning as a result of the changes faculty make to their individual courses in response. Source: Delta College Assessment Leadership

General Education Curriculum and Assessment Committee (GECAC)

GECAC is a committee made of faculty and staff that comprehensively oversees and coordinates Delta's General Education Program. This involves conducting assessment of the six GELOs, providing oversight of the A.A., A.S., and A.G.S. degrees, and making recommendations to improve student learning at Delta College. Source: Delta College Assessment Leadership

General Education Learning Outcome (GELO)

Student Learning Outcomes developed to review the general education program and transfer degrees. Delta has six GELOs. Delta College graduates will:

Think Critically-Produce a defensible conclusion or solution using critical or creative thinking.

Communicate Effectively-Communicate effectively in oral, written, or symbolic expression.

Think Civically-Demonstrate an understanding of diverse societies, ranging from local to global, in order to engage effectively in civic life.

Cultivate Wellness-Demonstrate an understanding of wellness principles to promote physical and personal health.

Utilize Technology Effectively-Solve a problem or accomplish a task using technology.

Reason Quantitatively-Use quantitative information or analyze data within context to arrive at meaningful results.

Source: Delta College

General Education Program

The General Education Program is the collection of courses at Delta College in which students are introduced to, practice, or master at least one of the six GELOs. Source: Delta College Assessment Leadership

Higher Learning Commission (HLC)

An institutional accreditor recognized by the U.S. Department of Education. HLC accredits degree-granting institutions of higher education in the United States. Source of Definition: Higher Learning Commission (HLC)

Institution

One of Michigan's educational organizations authorized under Public Act 331 of the Community College Act of 1966 which provides instruction or training. Source of Definition: Delta Data Dictionary

Institutional Assessment

Assessment of the ISLOs which consists of aggregating all assessments of courses and programs (academic and cocurricular) by each ISLO to review the results and improve Delta's policies and processes. Source: Delta College Assessment Leadership

Institutional Student Learning Outcome (ISLO)

Student Learning Outcomes developed to review the overall experience and learning of Delta College graduates.

Delta College graduates will: **Apply Skills and Knowledge, Think Critically, Communicate Effectively, and Act Responsibly.**

Source: Delta College

Institutional Program

The total curriculum offering of the college. Source of Definition: Delta Data Dictionary

Instruction

Instruction includes those activities carried out for the expressed purpose of eliciting some measure of educational change in a learner or group of learners. "Educational change" is defined to include: (1) the acquisition or improved understanding of some portion of a body of knowledge; (2) the adoption of new or different attitudes, and (3) the acquisition or measured mastery of a skill or set of skills. The activities that may be carried out to elicit these educational changes include both teaching activities and facilitating activities. The instruction activity includes both credit and non-credit instructional offerings. Source of Definition: ACS

Internal vs External Assessment

Internal/Local assessment: means and methods that are developed by an institution's faculty based on their teaching approaches, students, and learning goals. Can fall into any of the definitions here except "external assessment," for which is it an antonym. Example: one college's use of nursing students' writing about the "universal precautions" at multiple points in their undergraduate program as an assessment of the development of writing competence. Source: Peer Review, Winter/Spring 2002

External assessment: use of criteria (rubric) or an instrument developed by an individual or organization external to the one being assessed. Usually summative, quantitative, and often high stakes. Example: GRE exams. Source: Peer Review, Winter/Spring 2002

Program

A combination of courses and related activities organized for the attainment of broad educational objectives as described by the institution. Source of Definition: IPEDS

Program Assessment vs Program Review

Program Assessment is the assessment of program learning outcomes for each academic and cocurricular program leading to continuous improvement of student learning outcome results and successful student graduates. Program Assessment is part of Program Review. Source: Delta College Assessment Leadership

Program Review is a continuous evaluation process that helps faculty in the development of academic programs at Delta College. It involves assessing the status, effectiveness, and progress of academic programs, which helps identify the future direction, needs, and priorities of those programs. The process is closely connected to strategic planning, resource allocation, and other decision-making processes. However, the real value of program review comes when faculty engage in self-study to understand the strengths, weaknesses, and opportunities of the program. An essential part of program review is the improvement plan, which outlines the path forward for the program by addressing gaps and opportunities identified during the program's performance analysis. The program review process, along with the college's assessment process, should guide future planning and resource allocation for the program. Source: Delta College Leadership

Program Learning Outcomes (PLO)

Student Learning Outcomes for Academic Programs developed specifically for each program by the respective faculty leader. Source: Delta College Assessment Leadership

Resource Group

Each General Education Resource Group assists GECAC in the assessment process for one of the six GELOs. They consist of faculty and staff with a particular interest in that outcome. The resource groups help in scoring student work, analyzing data, writing and presenting assessment reports, and providing professional development to faculty. Source: Delta College Assessment Leadership

SLAC Quality Check Feedback Form

A rubric used by SLAC to review and provide feedback regarding assessment activities of course and programs. Source: Delta College Assessment Leadership

Standards

Standards set a level of accomplishment all students are expected to meet or exceed. Standards do not necessarily imply high quality learning; sometimes the level is the lowest common denominator. Nor do they imply complete standardization in a program; a common minimum level could be achieved by multiple pathways and demonstrated in various ways. Examples: carrying on a conversation about daily activities in a foreign language using correct grammar and comprehensible pronunciation; achieving a certain score on a standardized test. Source: Peer Review, Winter/Spring 2002

Student activities

Programs are designed to support and complement the institution's academic mission and enhance the educational experience of students, individually and through student groups. Includes exposure to and participation in social, cultural, recreational, intellectual, and governance activities.

Source of Definition: IPEDS

Student Learning Assessment Committee (SLAC)

A committee made up of faculty and instructional staff to review and improve assessment activities. Source: Delta College Assessment Leadership

Student Learning Outcomes (SLO)

Student Learning Outcomes for courses, programs and the institution developed specifically for each. Source: Delta College Assessment Leadership

Value added

The increase in learning that occurs during a course, program, or undergraduate education. Can either focus on the individual student (how much better a student can write, for example, at the end than at the beginning) or on a cohort of students (whether senior papers demonstrate more sophisticated writing skills-in the aggregate-than freshmen papers). Requires a baseline measurement for comparison.