

## Glossary of Assessment Terminology (Towson University Assessment System)

Academic Program Review	The University System of Maryland requires review of academic degree programs every 7 years. The program review process consists of an internal self-study. Reviews include feedback from an external reviewer and a comprehensive improvement plan.
Aggregated Data	Student learning outcome assessment data aggregated by measure
Analysis by Faculty	Faculty review student learning outcome assessment results and make recommendations based on them
Annual Results	Annual reporting of assessment results from data collected in relevant assessment period. Assessment of student learning uses academic year. Assessment of units uses April 1 to March 31.
Assessment Coordinator (assessment leader)	Person(s) responsible for overseeing student learning outcome assessment at course or academic program level(s)
Assessment Cycle for Student Learning Assessment	7-Year period associated with measuring targeted student learning outcomes, examining and discussing results, and planning and conducting interventions.
Assessment Cycle for Unit Assessment	5 year period associated with measuring targeted unit outcomes/objectives, examining and discussing results, and planning and conducting interventions.
Assessment Measure (aka measure)	Measure used to gauge student performance related to a student learning outcome. Measures may be direct and indirect.
Assessment Results	Summary table for reporting student learning outcome assessment results by measure
Assessment Templates	Report format in Compliance Assist that summarizes the elements of assessment associated with the unit/program/core course. Overviews summarize the assessment plan for the unit/program or core courses. Outcome results serve as the annual reporting structure for each outcome/objective.
Collection Cycle	Administration cycle for each student learning outcome assessment measure
Common Core Course Faculty	Faculty who teach certain University Core Courses
Compliance Assist	Electronic reporting tool for assessment purposes. Access is password protected. The link is located on the Office of Assessment website at: <a href="http://www.towson.edu/assessment/index.asp">http://www.towson.edu/assessment/index.asp</a> User should link on “TU Compliance-Assist” under “Announcements.” The username and password are your TU credentials.
Core Curriculum Student Learning Outcomes	Student learning outcomes associated with a specific University Core Category (14 categories)
Curricular Alignment	Matrix mapping student learning outcomes with required academic program courses
Designated Academic Program Faculty	Faculty teaching and/or affiliated with an academic program/major
Direct Measure	Samples of actual student performance (student work), including papers, reports, exams, demonstrations, performances, and completed works. A strength of direct measures is that faculty are capturing a sample of what students can do which can be very strong evidence of student learning. Examples include essay test questions, term papers, multiple choice tests, poster Presentations, class projects, case studies, live performances.
Disaggregated Data	Student learning outcome assessment results by measure broken down by method of delivery and/or location of delivery
Goals	Key functions of the administrative unit aligned with the expectations of the institution/division.

Indirect Measure	Indirect measures are reports of perceived student learning. Indirect measures include feedback and perceptions from students, faculty, internship supervisors, transfer institutions, and employers about how much student learning has taken place. Examples include asking students to reflect on how much they feel they have learned about a particular topic over time, or feedback from a faculty person on how much she/he feels a student has learned a particular topic. Indirect measures can provide additional information about what students are learning and how this learning is valued by different constituencies.
Locations	Locations where more than 50% of academic program coursework are taught (must be approved by MHEC)
Modes of Delivery	Method of course or program delivery; examples include: 1) traditional face-to-face instruction, 2) online, 3) interactive video conferencing, and 4) correspondence
Program Achievement	Determination that learning was achieved based on student learning outcome assessment results by measure
Program Student Learning Outcomes	Student learning outcomes related to a particular program/major
Program/Major	A coherent, sequential, and integrated study of an academic discipline which includes in-depth study of a body of knowledge, methods of study, and practice appropriate to a specific discipline. Approved by the University System of Maryland and MHEC
Rubric (aka scoring rubric)	Scoring schemes used to guide analysis of aspects of student performances and/or products. A first step in developing a scoring rubric is to identify clearly qualities needed to be displayed in a student's work to demonstrate proficient performance (Brookhart, 1999).
Student Learning Outcomes	Statements that specify what students will know be able to do, or be able to demonstrate when they have completed or participated in a program/activity/course/project. Outcomes are usually expressed as knowledge, skills, attitudes or values. (from University of Rhode Island)
Summary Table	Table of results displaying assessment data for each measure.
Targeted Performance Level	Percentage of data associated with all measures that must be at the “meets expectation” and “above” scoring levels to determine if the outcome is “met”
Unit	The organizational level identified for assessment purposes. Towson University has identified those organizational structures reporting to the division heads for the purposes of assessment reporting. Division heads may choose to subdivide the organizational tree below that level if they so desire, but baseline unit level information must be collected for all units reporting to the Vice Presidents of each division.
Unit Objectives/outcomes	Specific statements that reflect the broader goals. Objectives for an administrative unit focus more on process and student development, than student learning. They focus on what the user of the unit should be able to know and do as a result of the services offered by the unit. These may include students and other key stakeholders (faculty, alumni, parents, employers, etc. depending on the unit). Objectives also include performance criteria – what standards are expected from services provided by the unit. These provide the basis of the assessment.