Assessment Terms Commonly Used at Lincoln University

Academic Program Review (APR): Academic Program Review exists to ensure that course content and methodology are meeting the needs of the students with an overall goal of improving the program. APR at Lincoln University provides an opportunity for reflection and coordinated planning for the future.

Acceptable Target (Benchmark): A description of a specific level of expected performance. This serves as a point of reference when faculty are evaluating students' achievement of learning outcomes. Acceptable targets are base level goals that help instruct units and programs if they are meeting proposed expectations. Academic Example: 70% of all students will achieve level 2 on the presentation rubric.

Acceptable Target Achievement (Results): This section helps to identify the degree to which goals were not met, met or exceeded.

Alignment: The connection between objectives, outcomes and assessment.
> Academic: The process of intentionally connecting course, program, and institutional learning outcomes. At the program level, alignment represents the ideal cohesive relationship between curriculum (courses) and outcomes (PSLOs). Checking alignment allows program faculty to determine whether the curriculum provides sufficient and appropriately sequenced opportunities for students to develop the knowledge, skills, and dispositions articulated in the PSLOs.
> Non-Academic: The process of intentionally connecting unit actions to the Themes of the Strategic Plan. Some co-curricular units may also connect to the institutional learning outcomes. Alignment allows the institution to track activities supporting each theme of the Strategic Plan and overall the mission of the institution.

Assessment Findings/Results: The assessment findings/results section contains the information for each outcome including summary/analysis, recommendations, reflections, and for academic programs the degree to which you met, did not meet, or exceeded the benchmark.

Assessment of student learning: Form of systematic inquiry that includes: statements of intended learning outcomes; defined methods and ways to measure learning; gathering evidence and comparing results with expected learning; making decisions about how to improve program content and practices.

Assessment Plan: The assessment plan is the way that units and programs will assess their ability to meet their stated outcomes. Each academic assessment plan has a measure, courses, target, and a responsible person. Each non-academic assessment plan has a measure, details/description, implementation plan, and a responsible person.

Assessment Process: The assessment process is the term used to describe all assessment activities related to formulating an assessment plan, gathering assessment results, completing a final assessment report, developing an action plan from the findings and beginning the process again.

Assessment Report: The assessment report is the term for the complete end of cycle report for each unit's assessment activities. This report documents the assessment activities and evidence for the program/unit during the respective assessment cycle.

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Benchmark (Acceptable Target): A description of a specific level of expected performance. This serves as a point of reference when faculty are evaluating students' achievement of learning outcomes. Acceptable targets are base level goals that help instruct units and programs if they are meeting proposed expectations. Academic Example: 70% of all students will achieve level 2 on the presentation rubric.

Capstone Course: Integrates knowledge, concepts, and skills associated with an entire sequence of study in a program. This method of assessment is unique because the capstone itself becomes an instrument to measure student learning in the program. Capstone projects typically require higher-level thinking skills, problem-solving, creative thinking, and integration of learning from various sources.

Course Learning Outcomes (CSLOs): The learning goals for course level assessment are referred to as CSLOs. CSLOs align with 1 or more PSLOs and thus inform PSLO assessment.

Curriculum Map: An analytic process in which faculty examine the alignment of program student learning outcomes with curricula (courses). The resulting curriculum map provides a summarized view of the curricula. Maps are displayed in a matrix form with courses listed down the left hand column and PSLOs listed across the top. The maps may contain various levels of detail showing how and where outcomes are introduced, reinforced and mastered. Program student learning outcomes and curriculum also can be mapped to ILOs.

Co-Curriculum Map: An analytic process in which units examine the alignment of student learning experiences/opportunities with institutional learning outcomes. The resulting co-curriculum map provides a summarized view of learning opportunities that support the institutional learning outcomes. Often, maps are displayed in a matrix form with learning opportunities/experiences listed down the left hand column and ILOs listed across the top.

Details/Description (in assessment plan): The details/description section allows units the opportunity to clarify the data, evidence, and/or quantifiable metric for a particular measure. This section should include detailed information on what the evidence/data will be and how the data/evidence will be gathered.

Direct Measures: Measures that examine or observe student knowledge, skills, attitudes or behaviors. Examples include tests, written work, portfolios, and observations of student behavior.

Embedded Assessment: Means of gathering information about student learning that is built into and a natural part of the course. Embedded assessments do double-duty: (1) they yield information to assign grades to individual students, and (2) they can be extracted for use at the program level to provide evidence of student progress in achieving learning outcomes.

Formative Assessment: Assessments used as part of the learning process. These assessments are typically low stakes and help both the instructor and student monitor student learning. Examples include: one-minute paper, homework assignments, quizzes, self-assessment, discussions, etc.

Implementation Plan: The implementation plan identifies the ways programs and units will ensure that the assessment plan and/or the operational/action plan is carried out. This may include checkpoints of tasks as components of the overall assessment plan or operational/action plan.

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Indirect Measures: Measures that evaluate the perceived extent or value of learning. They are proxy signs of what students may be learning. Examples include surveys or other self-reported data in which perceptions about learning are shared by students, faculty, employers, alumni, etc.

Institutional Learning Outcomes (ILOs): Statements detailing what students should know, be able to do, or value and appreciate upon completion of the learning experience. ILOs inform the General Education program and are outcomes expected of all Lincoln University graduates. Academic program PSLOs align with ILOs and also inform the General Education program.

Learning Outcomes: Statements detailing what students should know, be able to do, or value and appreciate upon completion of the learning experience. Outcomes can be written at various levels, including institutional, program, course, unit, and lesson or for other related academic or co-curricular experiences.

Mission: The mission refers to the general values and principles that guide the activities of the unit, program, or institution. Missions should be specific to programs, units and institutions. Missions should be created and assessed periodically by appropriate stakeholders.

Measure: The measure of an assessment is the name for the activity, process, assignment, project, etc. that is being used to assess the selected outcome (learning or otherwise). Measures may be Direct or Indirect.

Non-Academic Program Review (NAPR): Non-Academic Program Review exists to ensure that Administrative and Student Success units are meeting the needs of the students and the institution with an overall goal of improving the unit. NAPR at Lincoln University provides an opportunity for reflection and coordinated planning for the future.

Outcomes: The outcomes for Academic programs are the Program Student Learning Outcomes. The Outcomes for Non-Academic units are informed by and aligned with the Themes and Objectives of the Strategic Plan.

Peer Review (and Feedback): Lincoln University's peer review (feedback) process engages faculty and staff to work in assessment committees to review reports and provide feedback that is returned to the programs/units. In this way, we develop a community to support the Assessment process and enrich our understandings and perspectives about assessment.

Portfolio: A purposeful collection of artifacts that demonstrate a student's development or achievement of learning outcomes.

Program Student Learning Outcomes (PSLOs): The learning goals for academic program assessment are referred to as PSLOs. PSLOs are broad descriptions of what a student will be able to know and what they will be able to do or value after majoring in a particular program. PSLOs may align with 1 or more Institutional Learning Outcomes. Thus, PSLO assessment helps inform ILO assessment.

Reflections: This section provides an opportunity to reflect on the assessment plan and report to consider ways that assessment itself could be changed (different goals, different timeline, etc.) or report

on something that impacted the assessment process (e.g. pandemic challenges, student access to technology, etc.).

Rubric: A set of criteria used to assess work products or performance coupled with levels of achievement (i.e., a rating scale) and descriptors of various levels of performance.

Summary of Findings: Findings/Results must be reported by participating units in a way that both analyzes and contextualizes them. Academic findings should include number of students assessed and a detailed break-down of student results. Non-Academic findings must provide sufficient clarity to understand the meaning of the results. For both, a short sentence summarizing the results is helpful.

Summative Assessment: These assessments evaluate student learning at the end of a module, chapter, semester, etc. Summative assessments are high stakes or worth a high percentage of the final grade. Examples include final projects, Research papers, final presentations, exams, etc.

Adapted from several sources:
http://marquette.edu/assessment/documents/ProceduresfortheAssessmentofStudentLearning.pdf
https://www.mvcc.edu/institutional-research-and-assessment/glossary-of-assessment-terms-pdf
http://assessment.ucdavis.edu/how/glossary.htm
https://drive.google.com/file/d/1WEgJTp9Ec4dyFIchUZXNBGV3mnbzu2LZ/view
file:///Y:/Assessment/Assessment%20Resources%20and%20Guides/Howard%20Univ%20ADA_Assessment%20Glossary.pdf