

Procedure/Process Name: Academic terms glossary

Committee or position responsible for review and update: Academic Affairs

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Instructional Assessment	
Instructional Assessment (assessment of student learning outcomes)	Instructional assessment is focused on evaluation of the achievement of student learning outcomes at the course and program levels for the purpose of improving student learning. It is a systematic process conducted regularly that includes the following cycle: defining learning outcomes, measuring or gathering evidence of student achievement of the outcomes, analysis of the measurements, and “closing the loop” (the implementation of an improvement, a final measurement and analysis to evaluate impacts, and documentation of the assessment).
Assessment tasks	Assessment tasks are the things students are asked to do (projects, assignments, tests, skills performance) to show their level of achievement of student learning outcomes.
Benchmark (this is optional and can be used if helpful)	A target threshold of performance used for considering a student learning outcome as “met” when assessed. Measurements below the benchmark are considered “not met”. For example, the nursing department may set a benchmark of a score of greater than or equal to 90% on the RN boards to indicate a student has met program-level outcomes.
COG, or “course outcomes guide”	A tool used at COCC to organize and communicate important components of course-level learning. Student Learning outcomes are listed alongside assessment tasks (what students can do to demonstrate achievement of outcomes), process skills (skills that are essential to achieving the outcome), and themes/concepts/issues (key words, themes, critical problems).
Closing the Loop	This expression refers to the final steps in the cycle of assessment, which are frequently omitted when the term “assessment” is used to mean “measurement”. Implementing an action to improve learning, collecting more data to determine the impact, and documenting the assessment are all steps associated with “closing the loop”.
POG, or “program outcomes guide”	A tool used at COCC to organize and communicate important components of program-level learning. Student Learning outcomes are listed alongside assessment tasks (what students can do to demonstrate achievement of outcomes), process skills (skills that are essential to achieving the outcome), and themes/concepts/issues (key words, themes, critical problems).
Program	An academic program is any institutionally established combination of courses and/or requirements leading to a degree or certificate. (Academic Affairs, Fall, 2014)
SLOs or student learning outcomes	Student learning outcomes indicate the expectation of skills, competencies, practices, aptitudes, and/or knowledge that, due to active participation in a program, degree, or course, a student will be able to demonstrate by means of a chosen assessment task. (Academic Affairs, Fall, 2013)
Types of SLO assessment measures	Direct assessment: <i>Direct assessment measures</i> are those that demonstrate that students have learned specific skills or concepts through products or performances. Can be qualitative or quantitative, and use local or external criteria. <ul style="list-style-type: none">• Pre and posttests

	<ul style="list-style-type: none"> • Course-embedded assessment (e.g., homework assignment; essays, locally developed tests) • Comprehensive exams • National Major Field Achievement Tests • Certification exams, licensure exams • Portfolio evaluation • Case studies • Reflective journals • Capstone projects • Internal/external juried review of performances and exhibitions • Internship and clinical evaluation • External examiners/peer review • Grading with criteria or rubrics <p>Indirect assessment: <i>Indirect assessment measures</i> are reported rates or perceptions that student learning has taken place and that outcomes have been met.</p> <ul style="list-style-type: none"> • Departmental survey • Exit interviews • Alumni survey • Employer survey • Student survey • Graduate survey • Focus groups • Job placement statistics • Graduation and retention rates
General Education/Related Instruction	
General Education	A set of courses that introduces the content and methodology of the major areas of knowledge and essential skills for all transfer degree graduates. COCC's general education courses are categorized into nine general education groups (GEGs) and meet defined learning outcomes for each group. GEGs are divided into two categories: Discipline Studies and Foundational Requirements (COCC definition proposed 9/2016)
General Education Group (GEG)	One of the nine groups identified by outcomes and criteria that make up COCC's general education. The GEGs fall into one of two general education categories: Foundational Requirements (writing, information literacy, oral communication, mathematics, and health/wellness/fitness) or Discipline Studies (cultural literacy, arts and letters, social science, science or computer science).
Discipline Studies	One of two general education categories at COCC. Discipline Studies includes the following general education groups: cultural literacy, arts and letters, social science, science/math/computer science.
Foundational Requirements	One of two general education categories at COCC. Foundational Requirements includes the following general education groups: writing and information literacy, oral communication, mathematics, health/wellness/fitness.
Related Instruction (RI)	A set of courses that provides critical skills to all graduates of applied programs and that supports the learning in the program area. All CTE

	<p>programs of 36 or more credits have related instruction requirements in which students meet outcomes in the areas of communication, computation, and human relations. Additional RI areas such as safety, industrial safety, and environmental awareness may be included by programs if appropriate. These outcomes align with and support program outcomes. (COCC definition proposed 9/2016)</p> <p>“Programs of study for which applied or specialized associate degrees are granted, or programs of an academic year or more in length for which certificates are granted, must contain a recognizable body of instruction in program-related areas of 1) communication, 2) computation, and 3) human relations. Additional topics which should be covered as appropriate include safety, industrial safety, and environmental awareness.” (CCWD Community College Handbook)</p> <p>“... Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.” NWCCU standard 2.C.9</p>
Academic Program Review	
Academic Program Review (APR)	A system of periodic self-evaluation of an academic discipline in order to improve and strengthen the discipline.
Discipline	A unit of instruction that reflects a branch of knowledge or in the case of Career and Technical Education, joins one or more related programs. COCC defines disciplines to provide meaningful evaluation in academic program review. Disciplines are coded using the TOPs codes in Banner on courses and programs.
Discipline Lead	The person responsible for facilitating the academic program review process. In the case of CTE disciplines, this person will likely be the program director. In transfer disciplines, the discipline lead may be the department chair or an experienced faculty member from within the discipline.
Other academic terms	
Focus	A focus is an area of concentration within the program (e.g. psychology or geology). (Academic Affairs, Fall, 2014)
Adult Basic Skills	The department which houses the programs English Language Learning (ELL) and Adult Basic Education/Adult Secondary Education (ABE/ASE).