

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
GLOSSARY OF ASSESSMENT TERMS
 (Updated 1/24/07)

TERM	UMUC DEFINITION
ACADEMIC PROFILE®	A norm-referenced assessment produced by Educational Testing Service designed to assess general academic knowledge and skills of undergraduate students. Assesses proficiency and performance in the areas of reading, writing, critical thinking, and mathematics. Used to collect Spring 2005 institutional-level data in the core learning areas of Written Communication, Quantitative Literacy, and Critical Thinking. Formally re-named in 2006 to the Measure of Academic Proficiency and Progress (MAPP) Test.
ALTERNATIVE ASSESSMENT	An assessment method used to gather student learning data that allows students an opportunity to demonstrate application of knowledge and curriculum goals. Examples include, but are not limited to, portfolios and projects.
ASSESSMENT	A systematic process or method of gathering information to better determine the knowledge possessed or achieved by a student. Results may provide quantitative and qualitative data.
ASSESSMENT COORDINATOR	Professional staff member within the Office of Outcomes Assessment designated to provide school-level support on assessment matters, assist faculty with assessment projects, and facilitate the building of a learning assessment process within the School of Undergraduate Studies and Graduate School of Management and Technology.
ASSESSMENT SYSTEM	A combination of multiple assessments grouped or merged into a comprehensive reporting format/schema that produces comprehensive, credible, and dependable information on the performance of students, programs, and the institution.
BIOL 101 FINAL EXAM	A common final examination administered in BIOL 101 (Concepts of Biology) used to gather undergraduate student learning data in the core learning area of Scientific Literacy.
CAPSTONE COURSE	A mechanism that may be used to gather student learning data. Represents a course where students must demonstrate the achievement of learning goals established by the institution for a degree program. Requires application of learning applied to a project or experience that serves as the instrument of evaluation.
CASE STUDY	A mechanism that may be used to gather student learning data. Represents a written assignment used to demonstrate systematic inquiry into a specific phenomenon, e.g. person, event, program, or process. Data are collected via various methods that utilize either/both qualitative and quantitative approaches. Specific scoring guidelines delineate the criteria, content, and/or skills evaluated within the assignment.
CIVIC RESPONSIBILITY	A designated core learning area for the School of Undergraduate Studies. Defined in the <u>Institutional Plan for Assessment of Student Learning Outcomes</u> as the ability to “demonstrate awareness of individual functioning as a member of society and individual obligations of citizens.”

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
GLOSSARY OF ASSESSMENT TERMS
 (Updated 1/24/07)

TERM	UMUC DEFINITION
CLA	Acronym for core learning area (See Core Learning Area).
CLA REPRESENTATIVE	A faculty member and/or academic director within the School of Undergraduate Studies designated to serve as a content expert for specific questions on issues and matters within the School of Undergraduate Studies related to one designated core learning area.
CONFERENCE	A mechanism that may be used to gather student learning data. Represents a discussion-focused strategy used to facilitate online student interaction. Interaction is measured via a specified technique or rubric.
CORE LEARNING AREA(S)	The broad areas of content and/or skills identified as the expected knowledge for all graduates of University of Maryland University College. Also known as CLAs.
<u>CORE LEARNING AREA REPORT</u>	An official report prepared by the Office of Outcomes Assessment that describes the institutional-level results and findings in one or more specific core learning areas.
COURSE-LEVEL ASSESSMENT	Assessment activity that demonstrates effort to assess and improve student learning in a course (or series of courses). Conducted using measures that include, but are not limited to, pre/post testing, rubrics, and course exams/projects.
CRITERION-REFERENCED ASSESSMENT	An assessment whereby individual student performance is compared to a pre-determined or specific performance standard rather than the performance of other students.
CRITERIA FOR THE REVIEW OF INSTITUTIONAL-LEVEL ASSESSMENT TOOLS	A set of six criteria that guide the selection of institutional-level assessments at University of Maryland University College. The specific set of criteria is defined within the <u>Institutional Plan for the Assessment of Student Learning Outcomes</u> .
CRITICAL THINKING	A designated core learning area for the School of Undergraduate Studies and Graduate School of Management and Technology. Defined in the <u>Institutional Plan for Assessment of Student Learning Outcomes</u> as the ability to “demonstrate the use of analytical skills and reflective processing of information.”
DIRECT ASSESSMENT MEASURE	A type of assessment method that provides clear and compelling evidence of student learning. Examples of direct measures include, but are not limited to, course embedded rubrics, locally developed exams, and portfolios.
ESSAY AND/OR WRITING TASK	A mechanism that may be used to gather student learning data. Represents a written assignment, excluding case studies or journals, used to demonstrate the narrative explanation of any or all content essential to the course. Examples include, but are not limited to, short essays, long essays, chapter questions, etc. Specific scoring guidelines delineate the criteria, content, and/or skills evaluated within the writing task.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
GLOSSARY OF ASSESSMENT TERMS
 (Updated 1/24/07)

TERM	UMUC DEFINITION
EXAM (COMPREHENSIVE/ PROGRAM)	A mechanism that may be used to gather student learning data. Represents a locally developed examination aligned with course learning objectives and utilizes subjective and/or objective formats and used to assess comprehensive understanding and application of the content essential to the entire course. For subjective examination components, specific scoring guidelines delineate the criteria, content, and/or skills evaluated within the examination.
EXAM (COURSE/CHAPTER)	A mechanism that may be used to gather student learning data. Represents a locally developed examination aligned with course learning objectives and utilizes subjective and/or objective formats and used to assess a subset of the content essential for the course. For subjective examination components, specific scoring guidelines delineate the criteria, content, and/or skills evaluated within the examination.
EXAM (LICENSURE/ PROFESSIONAL)	A mechanism that may be used to gather student learning data. Represents a standardized and/or national examination aligned to a specific program, certification, and/or licensure needs. Norms and collective data are used to compare achievement over time, among skill components, and/or between test takers.
FIT EXAM	Acronym for Fluency in Technology Exam (See Fluency in Technology Exam).
FLUENCY IN TECHNOLOGY EXAM	A common final examination administered in IFSM 201 (Introduction to Computer-Based Systems) used to gather undergraduate student learning data in the core learning area of Technology Fluency.
FORMATIVE ASSESSMENT	Any assessment that generates feedback for improvement and provides an opportunity to receive guidance for shaping final performance.
GLOBALIZATION/DIVERSITY	A designated core learning area for the School of Undergraduate Studies. Defined in the <u>Institutional Plan for Assessment of Student Learning Outcomes</u> as the ability to “demonstrate knowledge of other cultures and the ability to respond appropriately to a variety of cross-cultural situations.”
GSMT	Acronym for Graduate School of Management and Technology at University of Maryland University College.
<u>GSMT LEARNING ASSESSMENT PLAN</u>	The plan written by the Graduate School of Management and Technology that describes the process for incorporating assessment data into curriculum development and/or program review processes. Contained within the <u>Institutional Plan for Assessment of Student Learning Outcomes</u> .
GSMT STANDARDIZED WRITING RUBRIC	An institutional-level assessment tool used to gather graduate-level student learning data in the core learning area of Written Communication.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
GLOSSARY OF ASSESSMENT TERMS
 (Updated 1/24/07)

TERM	UMUC DEFINITION
HISTORICAL PERSPECTIVE	A designated core learning area for the School of Undergraduate Studies. Defined in the <u>Institutional Plan for Assessment of Student Learning Outcomes</u> as the ability to “demonstrate ability to understand cause and effect in human affairs and the role of people, institutions, and circumstances in the shaping of events.”
INDIVIDUAL REPORT/PAPER	A mechanism that may be used to gather student learning data. Represents a written product used to demonstrate understanding and/or application of content, concepts, or ideas. Specific scoring guidelines delineate the criteria, content, and/or skills evaluated within the report/paper.
INDIRECT ASSESSMENT MEASURES	A type of assessment method that provides signs of probable student learning, but does not provide specific evidence of knowledge gained. Examples of indirect measures include, but are not limited to, course grades, course evaluations, and student satisfaction surveys.
INFORMATION LITERACY	A designated core learning area for the School of Undergraduate Studies and Graduate School of Management and Technology. Defined in the <u>Institutional Plan for Assessment of Student Learning Outcomes</u> as the ability to “demonstrate the ability to use libraries and other information resources to effectively locate, select, and evaluate needed information.”
<u>INSTITUTIONAL PLAN FOR THE ASSESSMENT OF STUDENT LEARNING OUTCOMES</u>	The written plan updated annually that describes the framework for the assessment of student learning at University of Maryland University College. Defines the institutional core learning areas, details the roles and responsibilities of faculty and staff, describes processes for using data to improve learning, and outlines the implementation timeline for reporting.
INSTITUTIONAL-LEVEL ASSESSMENT	Assessment activities that result in data intended to depict broad findings and conclusions relevant for all degree programs. Typically involves institution-wide or school-wide samples of students across programs and divisions at a given point in time. Conducted using measures that include, but are not limited to, standardized achievement examinations and assessment tools embedded within required coursework.
JOURNAL	A mechanism that may be used to gather student learning data. Represents a written assignment used to chronicle the development and understanding of content or experiences over time. Data are collected via various methods that may utilize either/both qualitative and quantitative approaches. Specific scoring guidelines delineate the criteria, content, and/or skills evaluated within the journal.
LEARNING ASSESSMENT	A systematic process of gathering and interpreting information related to the level of student achievement in relation to specific learning outcomes. Also, known as student learning assessment or learning outcomes assessment.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
GLOSSARY OF ASSESSMENT TERMS
(Updated 1/24/07)

TERM	UMUC DEFINITION
LEARNING ASSESSMENT CULTURE	An environment that demonstrates an attitudinal and organization commitment to the concept of learning assessment. The concept is evidenced by a pattern of behavior that places high priority on student learning and values assessment as a means of documenting and improving such learning. (Further defined in the <u>Institutional Plan for Assessment of Student Learning Outcomes</u> .)
LEARNING OUTCOME(S)	A statement (or collective set of statements) that specifies what a student will know, understand, and/or be able to do upon successful completion of a degree program at University of Maryland University College. The collective set of statements may also be known as the programs outcomes for a degree program.
LEARNING OUTCOMES ASSESSMENT	A systematic process of gathering and interpreting information related to the level of student achievement in relation to specific learning goals. Also, known as learning assessment or student learning assessment.
LIBS 150 FINAL EXAM	A common final examination administered in LIBS 150 (Information Literacy and Research Methods) used to gather undergraduate student learning data in the core learning area of Information Literacy.
MARYLAND HIGHER EDUCATION COMMISSION	The higher education coordinating board for the state of Maryland. Responsible for establishing statewide policies for Maryland public and private college, universities, and for-profit career schools.
MAPP	Acronym for Measure of Academic Proficiency and Progress Test (See Measure of Academic Proficiency and Progress Test).
MEASURE OF ACADEMIC PROFICIENCY AND PROGRESS TEST®	A norm-referenced assessment produced by Educational Testing Service designed to assess general academic knowledge and skills of undergraduate students. Assesses proficiency and performance in the areas of reading, writing, critical thinking, and mathematics. Used to collect online institutional-level data in the core learning areas of Written Communication, Quantitative Literacy, and Critical Thinking. Formerly known as Academic Profile.
MIDDLE STATES COMMISSION ON HIGHER EDUCATION	The unit that examines and accredits degree-granting colleges and universities within the geographic area known as the Middle States region.
MHEC	Acronym for Maryland Higher Education Commission (See Maryland Higher Education Commission).
MSCHE	Acronym for Middle States Commission on Higher Education (See Middle States Commission on Higher Education).
NORM-REFERENCED ASSESSMENT	An assessment that measures achievement by ranking student performance with respect to achievement of other students.
PEDAGOGY	The art and science of how something is taught and how students learn. Includes how teaching occurs, the approach to teaching and learning, the way the content is delivered, and what students learn as a result of the process.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
GLOSSARY OF ASSESSMENT TERMS
 (Updated 1/24/07)

TERM	UMUC DEFINITION
OFFICE OF OUTCOMES ASSESSMENT	The institutional office charged with the day-to-day leadership of ensuring the implementation of the <u>Institutional Plan for the Assessment of Student Learning Outcomes</u> .
ORAL COMMUNICATION	A designated core learning area for the School of Undergraduate Studies and Graduate School of Management and Technology. Defined in the <u>Institutional Plan for Assessment of Student Learning Outcomes</u> as the ability to "demonstrate competence in effective oral communication."
OUTCOMES ASSESSMENT	A systematic process of gathering and using data to determine how well the programs and/or services of a given institution are fulfilling the intended mission. Student learning outcomes assessment (also known as student learning assessment) is one form of outcomes assessment.
PORTFOLIO	A mechanism that may be used to gather student learning data. Represents a comprehensive assimilation of materials and/or collection of work samples used to assess student achievement and/or progress related to a) one class, b) several courses, and/or c) all program courses. Evaluation criteria are provided via a scoring rubric or other formal assessment mechanism.
PRESENTATION	A mechanism that may be used to gather student learning data. Represents an activity used to assess understanding and/or application of specific content. Specific scoring guidelines delineate the criteria, content, and/or skills evaluated within the presentation.
PROGRAM ASSESSMENT LEAD/LIAISON	A faculty member and/or academic director within the School of Undergraduate Studies or Graduate School of Management and Technology designated to serve as the conduit for facilitating learning assessment initiatives within a respective degree program.
<u>PROGRAM ASSESSMENT PLAN</u>	A written plan developed by all degree programs with the School of Undergraduate Studies and Graduate School of Management and Technology that links the curriculum of each degree program to the institutional core learning areas. Matrices show the alignment of program outcomes to course learning objectives and identify the specific methodologies used to assess student learning.
PROGRAM-LEVEL ASSESSMENT	Assessment activity that demonstrate efforts to assess and improve student learning in a specific program. Conducted using measures that include, but are not limited to, <u>pre/post testing, rubrics, and course exams/projects</u> .
<u>PROGRAM-LEVEL LEARNING ASSESSMENT REPORT</u>	An annual report written by each degree program within the School of Undergraduate Studies and Graduate School of Management and Technology that describes program-specific learning assessment activities and results for one academic year in one or more designated core learning areas.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
GLOSSARY OF ASSESSMENT TERMS
 (Updated 1/24/07)

TERM	UMUC DEFINITION
PROGRAM OUTCOME(S)	A statement (or collective set of statements) that specifies what a student will know, understand, and /or be able to do upon successful completion of a degree program at University of Maryland University College. The collective set of statements may also be known as the learning outcomes for a degree program.
<u>PROGRESS REPORT ON STUDENT LEARNING OUTCOMES</u>	Mandated triennial report by the Maryland Higher Education Commission completed by all Maryland colleges and universities that summarizes the status of ongoing learning assessment activities.
PROJECT (CAPSTONE/PROGRAM)	A mechanism that may be used to gather student learning data. Represents a course task used to assess comprehensive understanding and application of the content essential to the entire course. Specific scoring guidelines delineate the criteria, content, and/or skills evaluated within the project.
PROJECT (COURSE/CHAPTER)	A mechanism that may be used to gather student learning data. Represents a course task used to assess a subset or portion of the content essential to the course. Specific scoring guidelines delineate the criteria, content, and/or skills evaluated within the project.
QUALITATIVE DATA	Any information collected that is considered descriptive. Examples include, but are not limited to, portfolios and narrative open-ended questions.
QUANTITATIVE DATA	Any information collected that provides numerical or statistical values. Examples include, but are not limited to, numbers, performance scores, and ratings.
QUANTITATIVE LITERACY	A designated core learning area for the School of Undergraduate Studies and Graduate School of Management and Technology. Defined in the <u>Institutional Plan for Assessment of Student Learning Outcomes</u> as the ability to "demonstrate the application of mathematical and numerical reasoning skills."
RELIABILITY	The reproducibility of results over time or a measure of consistency when an assessment tool is used multiple times.
RESEARCH PAPER	A mechanism that may be used to gather student learning data. Represents a written product used to demonstrate a variety of research and writing skills. Specific scoring guidelines delineate the criteria, content, and/or skills evaluated within the research paper.
RESEARCH STEERING COMMITTEE	The institutional group charged to prepare the initial vision for the <u>Institutional Plan for the Assessment of Student Learning Outcomes</u> . Chaired by the Provost, the membership included representatives from the School of Undergraduate Studies, Graduate School of Management and Technology, and university administration.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
GLOSSARY OF ASSESSMENT TERMS
 (Updated 1/24/07)

TERM	UMUC DEFINITION
RUBRIC	A mechanism that may be used to gather student learning data. Represents a type of rating scale used to score a product or performance of one student. Provides detailed and thorough criteria that discriminate among performance levels.
SCHOOL-LEVEL ASSESSMENT	Assessment activities that demonstrate the assessment of common standards/expectations specific to one school, but across all programs. Typically involves a targeted group of students (i.e., undergraduate or graduate, specific degree program, etc). Conducted using measures that include, but are not limited to, standardized tools (rubrics, common examinations, etc.), professional licensure/certification examinations, and capstone projects.
<u>SCHOOL-LEVEL LEARNING ASSESSMENT REPORT</u>	An annual report written by the both the School of Undergraduate Studies and Graduate School of Management and Technology that describes school-level learning assessment activities results for one academic year.
SCIENTIFIC LITERACY	A designated core learning area for the School of Undergraduate Studies. Defined in the <u>Institutional Plan for Assessment of Student Learning Outcomes</u> as the ability to “demonstrate the ability to understand key concepts and principles of the natural, social, and behavioral sciences, and apply these principles appropriately within personal lives.”
SLOAR	Acronym for <u>Progress Report on Student Learning Outcomes Assessment</u> (See <u>Progress Report on Student Learning Outcomes Assessment</u>).
SPECIALIZED KNOWLEDGE	A designated core learning area for the School of Undergraduate Studies and Graduate School of Management and Technology. Defined in the <u>Institutional Plan for Assessment of Student Learning Outcomes</u> as the ability to “demonstrate the ability to apply the disciplinary knowledge and skills appropriate for the chosen field of study.”
STANDARDIZED ASSESSMENT	An assessment instrument, tool, examination, or test that is constructed using standard procedures. Such instrument, tool, examination, or test is administered and scored in a consistent manner.
STUDENT LEARNING ASSESSMENT	A systematic process of gathering and interpreting information related to the level of student achievement in relation to specific learning outcomes. Also, known as learning assessment or learning outcomes assessment.
STUDENT LEARNING OUTCOME(S)	A statement (or collective set of statements) that specifies what a student will know, understand, and/or be able to do upon successful completion of a degree program at University of Maryland University College. The collective set of statements may also be known as the programs outcomes for a degree program.
SUMMATIVE ASSESSMENT	Any assessment that provides a final determination of knowledge, skills, and abilities. May include, but not be limited to, exit examination, final examination in a course, or a licensing examination.
SUS	Acronym for School of Undergraduate Studies at University of Maryland University College.

UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE
GLOSSARY OF ASSESSMENT TERMS
(Updated 1/24/07)

TERM	UMUC DEFINITION
<u>SUS LEARNING ASSESSMENT PLAN</u>	The plan written by the School of Undergraduate Studies that describes the process for incorporating assessment data into curriculum development and/or program review processes. Contained within the <u>Institutional Plan for Assessment of Student Learning Outcomes</u> .
TECHNOLOGY FLUENCY	A designated core learning area for the School of Undergraduate Studies and Graduate School of Management and Technology. Defined in the <u>Institutional Plan for Assessment of Student Learning Outcomes</u> as the ability to “demonstrate an understanding of information technology broadly enough to apply technology productively to academic studies, work, and everyday life.”
THESIS	A mechanism that may be used to gather student learning data. Represents an original, written product that conforms to established institutional guidelines and presents systematic study of a significant problem/issue.
UCSP 611 FINAL EXAM	A common final examination administered in UCSP 611 (Introduction to Graduate Library Research) used to gather graduate-level student learning data in the core learning area of Information Literacy.
UMUC	Acronym for University of Maryland University College.
UNIVERSITY SYSTEM OF MARYLAND	The public higher education system of Maryland comprised of 11 degree-granting institutions and two research institutions.
USM	Acronym for University System of Maryland (See University System of Maryland).
VALIDITY	The indication that an assessment method/tool accurately measures what the method/tool was designed to measure.
WORK SAMPLE REVIEW TEAM	Teams of professionals convened by the Graduate School of Management and Technology and Office of Outcomes Assessment to conduct the review of student work samples within specific a core learning area.
WRITTEN COMMUNICATION	A designated core learning area for the School of Undergraduate Studies and Graduate School of Management and Technology. Defined in the <u>Institutional Plan for Assessment of Student Learning Outcomes</u> as the ability to “demonstrate competence in effective written communication.”