

Assessment Glossary

1. **Assessment:** the systematic collection, review, and use of information about educational programs undertaken to improve student learning and development.
2. **Benchmark:** a description or example of candidate or institution performance that serves as a standard of comparison for evaluation or judging quality.
3. **Bloom's Taxonomy of Cognitive Objectives:** Six levels arranged in order of increasing complexity (1=low, 6=high):
 1. Knowledge- recalling or remembering information without necessarily understanding it. Includes behaviors such as describing, listing, identifying, and labeling.
 2. Comprehension-understanding learned material and includes behaviors such as explaining, discussing, and interpreting.
 3. Application-the ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.
 4. Analysis-Breaking of information into its parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing.
 5. Synthesis-the ability to put parts together to form something original. It involves using creativity to compose or design something new.
 6. Evaluation-judging the value of evidence-based on definite criteria. Behaviors related to evaluation include: concluding, criticizing, prioritizing, and recommending.
4. **General Education Outcomes:** statements that are considered to be the College's Institutional Outcomes. They are statements that describe what a student should know or be able to do at the end of their time at the college. These outcomes are set by the Assessment Committee and are faculty-driven.
5. **Portfolio:** an accumulation of evidence about individual proficiencies, especially about learning standards. Examples include but are not limited to: Samples of student work including projects, journals, exams, papers, presentations, videos of speeches, and performances.
6. **Program:** Curriculum of course of study in a discipline specialty that leads to a certificate or degree.
7. **Program outcomes:** statements conveying the intent of a program. They refer to what the student should know and be able to demonstrate by the time they graduate. The outcomes should be focused, measurable, achievable, meaningful to the program, and address a specific action, behavior, or achievement. They are considered to be the college's contract with all stakeholders and reflect those competencies that students will possess and demonstrate upon graduation. Lastly, they reflect those knowledge, skills, and professional dispositions most deeply valued by the college community. These are for programs only.
8. **Rubrics:** scoring guidelines written and shared for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgment about the degree of achievement.

9. **Stakeholders:** are the sum of everyone interested in, supports, or is affected by a program. Primary stakeholders are typically considered the students. Faculty, staff, and administrators. But others such as alumni, community members, or accreditors may also participate in the assessment.

10. **Student Learning Outcomes:** statements that specify what the student will know and be able to exhibit after completion of a course. They specify an action by the students that must be observable, measurable, and able to be demonstrated by the end of the course. These outcomes need to be realistic, specific, and well-defined and rely on action verbs in the future tense. These are for courses only.