Student Affairs Assessment Glossary
(Approved March 11, 2015)

Term	Final definition
Assessment	Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. *T. Marchese, 1987*
Closing the Loop	Assessment results are acted upon. Assessment data are turned back into program improvement. This is part of the assessment process. *http://www.und.nodak.edu/dept/datacol/assessment/glossary*
Competency	A competency is a clearly defined and measurable statement of the knowledge, skill, and ability a student has acquired in a designated course or program. *Adapted from Southern Association of Colleges and Schools Commission on Colleges (SACS COC). http://www.sacscoc.org/pdf/081705/CompetencyBasedEducationPolicy.pdf*
Expected Level of Achievement (Criterion for Success)	The target used to determine student success and the standard against which actual results are compared and assessed. It is the level students "ought" to perform or the "ideal state" rather than a modest target that can be achieved and is "safe" to assess. Using assessment data to improve a program is greatly diminished when the criteria for success is not set at the level students "ought" to be achieving. *Adapted from Developing an Institutional Effectiveness (IE) or Outcomes Assessment Plan for Academic Programs, Cape Fear Community College.*
Educational Goal	A broad term to define student's interest area that can range from type of degrees and certificates to life goals (e.g., student wants to raise grade point average; student wants to become an entrepreneur).
Goals	Goals are broad, general statements of what the program, course, or activity intends to accomplish. Goals describe broad learning outcomes and concepts (what you want students to learn) expressed in general terms (e.g., clear communication, problem-solving skills, etc.) Goals should provide a framework for determining the more specific educational objectives of a program, and should be consistent with the mission of the program and the mission of the institution. A single goal may have many specific subordinate learning outcomes. *Adapted from Assessment Primer, University of Connecticut: http://assessment.uconn.edu/docs/HowToWriteGoals.pdf*
Outcome	Outcomes are achieved results or consequences of what was learned (e.g., evidence that learning took place). Outcomes are more precise, specific, and measurable than goals. There can be more than one outcome related to each goal and a particular outcome can support more than one goal. *Adapted from Assessment Primer, University of Connecticut: http://www.assessment.uconn.edu/docs/HowToWriteObjectivesOutcomes.pdf*
Performance Indicator (Performance Measure)	Performance indicator is the measure of institutional performance focused on overall outcomes of the institution (e.g., course success rates, re-enrollment rates, degrees and certificates awarded, transfer to UH 4-year schools, active & collaborative learning; academic challenge, student effort, faculty-student interaction, support for learners). It is also the measure of unit/program performance focused on overall outcomes of the unit/program (e.g., number of attendees/participants, number of students in program, satisfaction with services or events, retention). Examples of KCC's Institutional Effectiveness Measures (IEM's): course success rates, Fall to Spring re-enrollment, Fall to Fall re-enrollment, annual number of certificates and degrees, annual number of transfers, percentage of completing a certificate or degree in 3 years, percentage of transferring in 3 years (See http://ofie.kapiolani.hawaii.edu/institutional-effectiveness-measures/) Examples of UH System Annual Reporting of Program Data (ARPD) Effectiveness Indicators: persistence Fall to Spring, degrees & certificates awarded, transfers to UH 4-year (See http://www.hawaii.edu/offices/cc/arpd/index.php) *Adapted from Student Affairs Assessment Team. University of Wisconsin, Milwaukee: https://sa.uwm.edu/assessment/tools/key-performance-indicators/*

Student Learning Outcome (SLO) (Student Learning Objectives)	Statements of what students are expected to know and be able to do by the time they complete the major or degree. They may be stated in terms of expected knowledge, skills, or attitudes. These outcomes must be consistent with the mission of the department, college, and university. *Adapted from Assessing Academic Programs in Higher Education. Mary J. Allen.*
Service Area Outcome (SAO)	A concrete, measurable statement expressing the expected achievement level (target) of a service area outcome. Using the identified assessment method, actual achievement will be determined by comparing the resulting data to the expected achievement level (target). The resulting data will also be used as the criteria for tracking success in future years. Example: Students who are awarded financial aid and who review the financial aid policies will understand the Satisfactory Academic Progress (SAP) Policy. *Adapted from Administrative Unit Outcome Statements and Service Area Outcome Statements. Mira Costa College.* *http://www.miracosta.edu/officeofthepresident/accreditation/downloads/AUO-SAO_DefinitionsAndExamples.pdf*
Student Engagement	Engagement is "the amount of physical and psychological energy that the *student* devotes to the academic experience" (Astin, 1984, p. 297). More specifically, it is the time and effort student invest in educational activities, in-class (or academic) and out-of-class (co-curricular), that are empirically linked to desired college outcomes. (Kuh, 2009)
Program Learning Goal (PLG)	Overview of the goals of the program that lists what students will know or be able to do at the end of their interaction with the program over the course of their study. *Adapted from Center for Teaching and Learning. University of California, Berkeley.* *http://teaching.berkeley.edu/developing-program-level-learning-goals*
Rubric	A rubric is a scoring tool that explicitly represents the performance expectations for an outcome. A rubric divides the outcome into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Rubrics can be used as scoring or grading guides, to provide formative feedback to support and guide ongoing learning efforts, or both. *Adapted from Eberly Center Teaching Excellence & Educational Innovation. Carnegie Mellon.* *https://www.cmu.edu/teaching/assessment/basics/glossary.html*