BCC Outcome Assessment Committee (OAC) Glossary

Approved by Academic Senate August 2021

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Broad Terminology

Assessment	The systematic collection and analysis of information to improve student learning. However, "assessment is not an end in itself but a vehicle for educational improvement" (Hutchings, Ewell, & Banta, 2012). The purpose of assessment is not merely to gather information; the purpose of assessment is to foster improvement. Assessment is an ongoing process aimed at understanding and improving student learning. Assessment involves the following: • making instructor expectations explicit and public; • setting appropriate criteria and high standards for learning quality; • systematically gathering, analyzing, and interpreting evidence to determine how well performance matches expectations and standards; • use results to document, explain, and improve performance. *(See Assessment Types)* When embedded effectively, assessment can help focus an institution's collective attention, examine assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education (Mallon, 2020). *(See Outcome Processes)*
Canvas	Canvas is the learning management system (LMS) used by BCC for online, hybrid, and supplementary instruction. Canvas can link to eLumen to allow outcomes to be automatically submitted to eLumen and the Research Office. *(See eLumen)* Canvas has the capacity to submit grades to Banner (not set implementation date as infrastructure and piloting needs to be completed)
Core Competency	See Institutional Learning Outcomes BCC used this name in the past, but now used the term Institutional Learning Outcomes (ILOs) See **Institutional Learning Outcomes (ILOs)** See BCC website Institutional Learning Outcomes (ILOs Core Competencies)

Course-Level SLO	What the student will be able to produce at the end of a course. This is the lowest level at which outcomes are assessed.
	Writing a course-level SLO involves considering the overarching goals of the respective course, matching these goals with a particular assessment method, and articulating these overarching goals in an SLO statement.
	At BCC, the official Course-Level SLOs are listed on the curriculum Course Outlines of Records (COR). *(See Curriculum Link below)* Courses may have multiple SLOs. However, BCC standard *recommendations are between 2-4 with a strong recommendation for three. Courses that require additional SLOs are usually based on state requirements These are exempt from BCC recommendations, but should include that information when creating or revising curriculum
	BCC uses the 3Ms as a guide to creating effective SLOs: measurable, manageable, and meaningful. *(See M's or 3 M's)*
Course Objective	A statement of what the students are expected to know or learn by the end of a course. These differ from SLOs in several ways:
	• Focuses on what the instructor does rather than what the student will be able to do (i.e. input rather than output);
	• Often content-based and not necessarily competency-based
	• Often not measurable or assessable
	• Supports and aligns with course SLO's
	• BCC suggests objectives more numerous than SLOs, but usually recommend no more than 10 for a course.
	• Courses that require more objectives than BCC guidelines are usually due to state requirements. State requirements are exempt from BCC guidelines, but faculty should include that information when creating or revising curriculum for courses.
	At BCC, official Course-Level SLOs are listed on the curriculum Course Outlines of Records (COR). *(See Curriculum link at end of Glossary)*
eLumen	eLumen is the software BCC uses to gather, organize and report out assessment data. eLumen integrates with Canvas allowing rubrics in Canvas to automatically submitted Course-Level LO assessment rubric to the eLumen and the research office. *(See Canvas)*
	NOTE: eLumen is also how BCC submits and approves curriculum (Launch data tentative Fall 2021)
	For more information, contact Research Office or Co-Coordinators (see Contact Infor at end of Glossary) *(See Contact Information at end of glossary)*

Evidence	Evidence is the quantitative or qualitative data gathered to evaluate objectives, SLOs, PLOs, and ILOs. Examples include summary assessments, formative assessments, student portfolios, student video submissions, discussion boards, quizzes, exams, and written assignments. Not all courses or instructors will utilize all forms of evidence *(See Types of Evidence)*
General Education Learning Outcomes (GELOs)	Some college use the term General Education Learning Outcomes (GELOs) for outcomes in general education area path. BCC uses the ILOs as overarching institution level outcomes and GE outcomes *(See* ILOs*)* NOTE: Prior to 2020, the college used the term Core Competencies

Institutional Learning Outcomes (ILOs)	BCC uses the term Institutional Learning Outcomes (ILOs) in eLumen and many other areas. In the past BCC used Core Competencies. There may be older materials with that designation, but ILOs are the preferred term for consistency.
	
	Broad, institutional-level outcome statements which describes what students are able to do at the end of their experience at the college. These are usually the result of completing a program and the GE required courses included. ILOs act as higher level under which course- and program-level learning outcomes are organized BCC standard practice is to use course level SLOs to determine achievement in PLOs and ILOs so mapping is critical *(see Mapping)*
	
	BCC has four Institutional Learning Outcomes (ILOs):
	  I. *Communication*
	  II. *Critical Thinking and Questioning*
	  III. *Global Awareness*
	  IV. *Personal and Professional Development*
	(For details, see BCC website [Institutional Learning Outcomes (ILOs Core Competencies)](#)

Outcome Levels	• Course-Level Student Learning Outcomes (assessment at the course level) • Program Learning Outcomes (specific to course as core to a program) • Institutional Learning Outcomes (ILOs) College experience/completion • General Education Outcomes (GELO's) specific to GE courses / courses that not in the core program completion

Program	A set of courses which culminates in a degree, certificate, or preparation for degree or certificate
	      NOTE: this is distinct from a discipline in which courses are of a shared designation. Courses may be in a discipline, but not in a program.
	      EX: ENGL 194 is a support course and is under the ENGL discipline, but is not in the ENGL ADT Program

Program Learning Outcomes (PLOs)	What the student will be able to produce at the end of a program. At BCC most Program-Level Outcomes (PLOs) are assessed though courses level assessments of SLOs to culminate into a whole learning experience. Writing a PLO involves considering the overarching missions of the respective program. PLOs must map to courses in the program and align with the program and coming up with a cumulative assessment which may or may not be the same as a course-level assessment. Some programs use a final career license or exam. It is possible to assess using a cumulative assessment, but that is not standard procedure at BCC. Program-level SLOs, like core competencies, may also serve as under which course-level SLOs are assessed
Research Office	The Institutional Research and Planning Office is commonly referred to as the Research Office. For assistance in research aspects of outcomes assessment such as eLumen -Canvas connections, outcomes reports, or data on outcomes and enrollment for Program Review see contact and links below

Student Learning Outcome (SLO)	*NOTE: SLOs at BCC usually refers to Course-level outcomes (SLOs), but SLOs sometimes encompass all concepts and processes of outcomes* What students are expected to produce or do by the end of a course, degree, certificate, program, or college experience. SLOs are agreed upon by faculty as outcomes for a course, program, institution. • Course SLOs are listed on CORs. • PLOs are listed in Curriculum and in BCC Catalog. • ILOs (previously Core Competencies) are in the catalog and website Assessment use these college approved outcomes. See Curriculum How-To and OAC Handbook for more details

~~Student~~ Learning **Outcomes Assessmen t Cycle**	The process by which SLOs are identified, measured and analyzed, and the results used to improve student learning. The three steps in the cycle are:
	
	• *Identify and Create*:
	    o Faculty work together in identifying what the students should produce at the end of a set of learning experiences (for course or program level). Outcomes are drafted, submitted to curriculum for creation of new courses and programs or revising existing course-level SLOs or Program level outcomes (PLOs).
	• *Map*:
	    o New or revised outcomes of Course or program must be mapped.
	    o Course must be mapped to PLOs and ILOs
	    o Program Outcomes must be mapped to courses in program and assessment plan created that states what the assessment type will be used course wide -- **type** of assessment all instructors will use to measure SLO.
	• *Schedule and Assess*:
	• **Course-Level**
	    o When submitting to curriculum a schedule of assessment within a two-year schedule new courses must be added to existing discipline two-year assessment schedule.
	    o Once entered into eLumen on the two-year schedule, when the course is offered, any instructor teaching the class will be notified of the assessment cycle and offered eLumen/Canvas help in setting up for rubric connections
	• **Program Level:**
	    o Once courses are mapped to programs in eLumen, program data will be regularly gathered in from the course-level assessment schedule.
	    o Programs are all to be in a Program Review schedule for a formalized review of all PLO data in a Program review cycle.
	    o **Institutional-Level:**
	    o Once courses are mapped to ILOs in eLumen, data will be regularly gathered in from the course-level assessment schedule. Each ILO will be assessed in a cycle to be determined by OAC in consultation with IEC and Academic Senate.
	• *Reflect*:
	• **Course-Level:**

- o After courses are assessed according to the two-year assessment schedule, data is
- o compiled and provided to the faculty in the discipline and/or program. Faculty will and discuss the results. This dialogue should include what the results mean, what concerns the data raises, and how results can be used to improve student learning.
  - **Program Level:**
    - o If mapping is done and correctly represent the program outcomes, these will create data for the program outcomes. This program level data is also compiled and provided to the faculty in the discipline and/or program. Faculty will and discuss the results: What the results mean, what concerns the data raises on the program outcomes and courses mapped, and how results can be used to improve student learning at the program level.
    - o This should be done regularly, and must be reported out in the program review See image below). This formalized assessment reflection will be done in the established program review cycle. (See Program Review)
    - o General Education is also a program. So, GE courses have their course-level SLOs mapped to ILOs. ILOs are used interchangeably with GE program outcomes.
  - **Institutional-Level:**
    - o If mapping is done and correctly represent the General Education / Institutional Outcomes, these will create data for the General Education / Institutional outcomes. This data is also compiled and provided to the faculty in the discipline and/or General Education area. Faculty will discuss the results: What the results mean, what concerns the data raises on the ILOs, does the mapping effectively show sequences and/or learning patterns, and how results can be used to improve student learning at the institutional level.

Instructional Program Review Template

Program Learning Outcomes	Assessment Results – Summary of Data	Use of Results
1.		
2.		

M's (aka 3 M's)	**M**easurable, **M**anageable, and **M**eaningful See BCC OAC Handbook for more detailed description

Mapping	Mapping is the connection of outcome levels – there are two primary levels
	The most common faculty work with is mapping Course-level SLOs to PLOs. This is to ensure each course's outcomes align with the program outcomes.
	Mapping is by degree of proficiency towards outcome – I, D, P
	      I – Introductory Level
	      D – Developing Level
	      P – Proficiency Level
	
	      NOTE: Proficient Level is on the degree of proficiency for the expected program outcome not in the field or related to end career goals.
	
	Course-level SLOs are also mapped to the ILOs to assess General Education outcomes outside of the program core courses
	      * In curriculum when a new course is created or outcomes of an existing course outcomes are revised, or PLOs are revised, the mapping must be done to include all course, program, and institutional level outcomes
	(See OAC Handbook for more information)

Outcomes and Assessment Committee (OAC)	Outcomes and Assessment Committee (OAC) is a sub-committee of Academic Senate. In 2019, BCC restructured the committee to be responsible for training, assistance in assessment, and planning for **instructional programs only**. At that time, the committee name was changed from SLOAC to OAC and moved under Academic Senate. *(See OAC website and Handbook)*
OAC Handbook	The OAC Handbook is an in-depth look at the committee, its responsibilities, and more hands-on descriptions of the processes and steps in outcomes assessments at BCC.
Two-Year Assessment Schedule	The Two-Year Assessment Schedule determines within a two-year cycle when each specific course will be assessed and data entered into eLumen. All BCC courses are to be assessed every two years. This assessment plan is done by faculty in each discipline for courses in their discipline – All course with the discipline designator are done by discipline faculty, even if the courses may not be part of a degree path, but general education. Once the two-year assessment cycle is completed by faculty, it is submitted to the Research Office and input into eLumen. During program review, faculty should review 2-year assessment schedule to ensure it is still the most effective. Cancellations and Scheduling Changes: eLumen will compensate if a course is moved off cycle through cancellation or scheduling. The course is usually assessed in the next available offering after the semester planned if course is not offered in planned semester.

Assessment	Assessment is simply the systematic collection and analysis of information to improve student learning. The purpose of assessment is not merely to gather information; the purpose of assessment is to foster improvement as "assessment is not an end in itself but a vehicle for educational improvement" (Hutchings, Ewell, & Banta, 2012).
	Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance.
	When it is embedded effectively within larger institutional systems, assessment can help focus collective attention, examine assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education (Mallon, 2020).
	Most BCC assessment is mapped from the course-level SLOs to demonstrate proficiency in different areas that map/align with PLOs and ILOs.
Assessment Instrument	The evidence of learning that the student will produce (e.g. test, essay, portfolio, demonstration) and which will be evaluated by faculty associated with a particular program with respect to a rubric.
Dialogue	A group discussion among colleagues, often facilitated, which is designed to explore complex issues, greater group intelligence and facilitate group learning (ACCJC Standards Glossary). Dialogue is an essential process in SLO development.
Norming	A process in which faculty come to an agreement about how the rubric will be used and standards applied to evaluate assessments. The purpose is to avoid inter-rater error (i.e. large differences from evaluator to evaluator in how assessments are scored). This is often done in disciplines to ensure more uniform assessment of assignments, often, but not only used for a specific course outcomes assessment.
Pilot	A small-scale trial of an assessment instrument to test its validity and usability before the full-scale assessment is run.
Program Review	An analysis of a program's performance with respect to particular indicators, including student learning outcomes. BCC Program Reviews are done in a cycle. (See Program Review website) Outcomes belong in program reviews because for both, the goal is improvement (of student learning). Then research office assists with providing course, program, and discipline outcomes achievement and enrollment which are required in Program Reviews

Rubric   A set of primary traits and guidelines for scoring and evaluating each assessment.
              These are usually agreed upon by a particular faculty group. A rubric makes explicit and
              specific statements about the expected qualities of performance at each point in the scale
              and for each primary trait or standard being evaluated. Rubrics help ensure consistency
              among raters.
              Rubrics also allow wide assessments utilizing the same rubric to be compiled into useable
              data.

              BCC uses a standard Outcomes rubric when submitting assessment into Canvas and into
              eLumen
              The standard outcomes rubric has only three level: See OAC Handbook
              This designated rubric is normally attached to an existing assignment rubric. The
              Outcomes row assessment can be assigned points or assigned no points instructor choice.

Most Common Types of Assessment

Classroom Assessment	Simple, non-graded, anonymous, in-class activities that help instructors gather feedback from students on the teaching-learning process and determine how well their students are learning what they are being taught. The purpose of classroom assessment is to provide faculty and students with information and insights needed to improve teaching effectiveness and learning quality. College instructors use feedback gleaned through Classroom Assessment to inform adjustments in their teaching. Quality faculty helps students, participate in the learning process including reflection and enhance learning strategies and study (Camarata, and Slieman 2020). Classroom assessment is a formative assessment *(See Formative Assessment)*
Embedded Assessment	Collecting assessment data information within the classroom because of the opportunity it provides to use already in-place assignments and coursework for assessment purposes. This may involve reviewing student products generated in the classroom through the additional lens of allowing faculty to evaluate instructional approaches and course design. These assessments can be a part of the student's grade, but do not have to be.
Pre-Test/Post-Test	An assessment technique in which students are given an assessment at the beginning of the semester on material to be covered in the course to provide a baseline (pre-test). Then, students are given the same or a similar assessment at the end of the semester (post-test). This is a particularly valid way to show learning in a course because prior knowledge is established through the pre-test; then it's possible to show learning that took place in the course itself (rather than some other course or prior knowledge) through comparing the pre- and post-test results.
Portfolio	A collection of student work to show not only learning outcomes but also the progress or process of learning. Portfolios may be used not only as a course-level assessment but also at the program-level to show learning progress throughout a whole program.

Types of Evidence

Direct Evidence	Evidence that shows directly that a student has learned. Direct evidence is produced by students. Examples: essays, tests, portfolios, or demonstrations.
Indirect Evidence	Evidence that shows student learning indirectly, through which student learning can be inferred rather than directly demonstrated. Examples: course grades, transfer and retention data, surveys, or exit interviews
Formative Assessments	Assessments or evaluation of work for the purpose of *improvement*. Formative evaluation usually takes place *continually* throughout a lesson module, course, or program often in small valued work or in the process of creating summative work. Formative assessment may or may not be graded as the feedback and process are the more critical aspects. As a rule, if formative assessment is graded, it has lower value attached as it is meant to show progress towards goals more than attainment to the outcome goals NOTE: Formative and summative evaluation should be used to complement each other.
Summative Assessments	Assessments or evaluation of work used to show *learner achievement*. Summative evaluation usually takes place at the *end* of a lesson module, course, or program. NOTE: Formative and summative evaluation should be used to complement each other.
Qualitative Evidence/Data	Data/evidence that is narrative or descriptive in form. Qualitative evidence usually involves fewer cases than quantitative data, but shows much more specific information and tends to be very subjective.
Quantitative Evidence/Data	Data/evidence that is numerical in form. Quantitative evidence usually involves a great number of cases and is used to show general patterns and trends rather than specifics and tends to be much more objective.

Outcomes and Assessment Glossary

Contact Information:

- OAC email – OAC@barstow.edu
- Co-Coordinators (2020/2021) - pshreve@barstow.edu & jwilliams3@barstow.edu
- Director of Research, Development, and Planning – lholmes@barstow.edu

Links:
- OAC Handbook (TO BE ADDED)
- Curriculum Committee
    - Link to Final CORS
    - Curriculum Guidelines – or COR How-To
- Research Office (Office of Institutional Research)
- Institutional Level Outcomes (ILOs, Core Competencies)
- Academic Senate
- Program Review

Sources Used

Camarata, Troy, and Tony A. Slieman. "Improving Student Feedback Quality: A Simple Model Using Peer Review and Feedback Rubrics." Journal of Medical Education and Curricular Development, Jan. 2020, doi:10.1177/2382120520936604.

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