Glossary of Terms

Co-Curricular refers to activities, programs, and learning experiences that complement, in some way, what students are learning in their classes—i.e., experiences that are connected to or mirror the academic curriculum. Co-curricular activities are typically, but not always, defined by their separation from academic courses. Examples include: study abroad, volunteer service, undergraduate research, leadership, and internships.
https://www.edglossary.org/

Curriculum Mapping is the process indexing or diagraming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and, by extension, its effectiveness.
https://www.edglossary.org/curriculum-mapping/

Formative Assessment/Assignments refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments/assignments help instructors identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or outcomes they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and or academic support. The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning *while it's happening*.

https://www.edglossary.org/formative-assessment/

Summative A**ssessments/Assignments** are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

https://www.edglossary.org/summative-assessment/

Direct Measures require students to demonstrate their knowledge and skills. They provide tangible, visible and self-explanatory evidence of what students have and have not learned as a result of a course, program, or activity (Suskie, 2004, 2009; Palomba and Banta, 1999). Actual student behavior or work is measured or assessed. Some examples of direct measures include: exams/tests, quizzes, papers, oral presentations, group work, creative work, assignments, exit exams, and standardized tests.

Indirect Measures are assessments that measure opinions or thoughts about students' or graduates' own knowledge, skills, attitudes, learning experiences, perceptions of services received or employers' opinions. While these types of measures are important and necessary, they do not measure students' performance directly. They supplement direct measures of learning by providing information about how and why learning is occurring. Some examples of indirect measures include: self-assessment, peer-feedback, surveys, end-of-course evaluations, questionnaires, focus groups, or exit interviews and other

activities that gather impressions or opinions about the program and/or its learning goals. Other examples: academic performance levels (e.g., GPAs), graduation rates, retention and transfer studies, graduate follow-up studies, success of students in subsequent institutional settings, and job placement data.
https://planning.iupui.edu/assessment/prac-files/guidelines/SLMeasures.pdf

Signature Assignments require students to demonstrate and apply their proficiency in one or more key learning outcomes. This often means synthesizing, analyzing, and applying cumulative knowledge and skills through problem- or inquiry-based assignments or projects.
https://www.aacu.org/sites/default/files/Signature-Assignment-Tool.pdf

Student Learning Outcomes are statements that focus on what a student should know and realistically be able to do by the end of a program of study or an individual course.

Examples:

Program: Upon successful completion of this program, students will be able to evaluate the general state of public health conditions and concerns and apply appropriate programs of action to address those conditions and concerns.

Course: Upon successful completion of this course, students will be able to explain ethical issues related to public health.

For more information on how to write an effective student learning outcome statement and to view the University to Toledo's institutional student learning outcomes, please review the following links:

http://www.utoledo.edu/aapr/assessment/resources.html

http://www.utoledo.edu/aapr/assessment/ISLOs.html