

Glossary of Assessment-Related Acronyms and Jargon

13 December 2017

AAC&U VALUE Rubric	1
ARC (Area Review Committee)	1
CASL (Committee on the Assessment of Student Learning)	2
CAPSUB (Course Approval Subcommittee).....	2
College Accreditation Committee	2
Departmental student learning outcomes or objectives	3
General Education Student Learning Outcomes.....	3
GENSUB (General Education Subcommittee)	4
GEWG (General Education Work Group).....	4
HLC (Higher Learning Commission)	4
Institutional Student Learning Outcome (ISLO) Assessment Committee	4
ISLO (Institutional Student Learning Outcome)	5
LAP (Liberal Arts Perspectives)	5
NCATE (National Council for the Accreditation of Teacher Education).....	5
PADC (Program Assessment and Development Committee)	5
PAL (Program Assessment Liaison)	5
Rubric.....	6
SLO (Student Learning Outcome).....	6
VALUE Project (AAC&U VALUE Project)	6

AAC&U VALUE Rubric

“VALUE” stands for VALID Assessment of Learning in Undergraduate Education. Each of the 16 rubrics corresponds with the AAC&U [Essential Learning Outcomes](#). Each VALUE rubric was developed by groups of faculty from across the country over several years. Each contains the most broadly shared criteria or core characteristics considered to be critical for judging the quality of student work in a particular outcome area. This was part of AACU’s efforts to enhance higher education’s shared ownership of the assessment process.”

ARC (Area Review Committee)

Faculty groups tasked with reviewing each of the Liberal Arts Perspectives in the period 2010-2012. These groups’ responsibilities included reviewing and revising existing Area goals, Area course criteria, and Area student learning outcomes. The ARCs were also encouraged to re-name the Area if it made sense. (The only one of the ARCs where this occurred this past cycle was NWEST was changed to GLOBL.) Each ARC was then asked to revise as needed the handbook language describing the Area for the *Faculty Handbook*. All of these changes were then brought forward to the Curriculum Committee who brought it to the Faculty as a whole for approval.

Finally, the ARCs were asked to develop a rubric for faculty teaching in the area to use in assessing whether student work was meeting the area learning outcomes.

The ARCs included a Curriculum Committee representative, a PADC liaison, and faculty representing most if not all of the departments who traditionally had courses in the Area.

CASL (Committee on the Assessment of Student Learning)

<https://gustavus.edu/committees/casl/>

Committee on the Assessment of Student Learning (formerly [PADC](#)). The CASL was dissolved by a vote of the faculty in May 2017. It's assessment duties were shifted to the Curriculum Committee.

CAPSUB (Course Approval Subcommittee)

Subcommittee of the Curriculum Committee. Reviews and recommends new semester and on-campus IEX courses, General Education area approvals, Writing Course approvals and First Term Seminar to the Curriculum Committee. The forms CAPSUB uses for [Liberal Arts Perspectives](#) area approval asks for examples of assignments that will be used to assess whether students are meeting the area learning objectives. CAPSUB asks for revisions of these from faculty when they are not clear. These forms also ask for department chairs to ascertain that anyone teaching the course, especially new and temporary faculty, be informed of the criteria for the course and the requirement that its learning objectives be assessed.

College Accreditation Committee

<https://gustavus.edu/committees/accreditation/>

Also known informally as “the HLC committee.”

1. The Gustavus Adolphus College Accreditation Committee will be convened by the President, with the Provost acting as its presider.
2. The Committee members are expected to become familiar with the processes and criteria for accreditation, and will work to ensure continued Higher Learning Commission accreditation.
3. The Committee will guide the accreditation progress and process for the entire college, including:
 - a. Development of timelines, policies, and procedures for accreditation within the guidelines provided by the HLC.
 - b. Coordinating training for faculty, staff, and administration with regard to accreditation criteria, policies, and procedures.
 - c. Engaging the college community in ongoing dialogue with regard to HLC accreditation.
 - d. Recommending faculty, staff, students, or others to the President for subcommittees as needed in the accreditation process.
 - e. Providing editorial input on assurance reports and other special monitoring or progress reports required by the HLC.
4. The Committee will report on HLC accreditation progress and processes to the College constituencies as necessary.

Committee Membership

- President of the College
- Provost and Dean of the Faculty
- Vice President for Finance and Treasurer, or designee
- Vice President for Student Life and Dean of Students, or designee
- Academic Dean (1)

- Director of Institutional Research
- College Assessment Director
- Curriculum Committee Representative
- Faculty Senate Representative
- Student Representative (2)
- Support Staff Representative

Departmental student learning outcomes or objectives

Every academic program at the college should have student learning outcomes and a plan for assessing them. These are the learning goals students are expected to reach when they complete a major or minor in a department or interdisciplinary program.

General Education Student Learning Outcomes

Approved at the 18 May 2017 Faculty Meeting

1. Students will analyze enduring and contemporary questions or challenges from multiple disciplines, using qualitative and quantitative methods.
2. Students will use ethical, religious, or philosophical frameworks to evaluate their own and others' responses to enduring and contemporary challenges.
3. Students will examine issues of cultural difference both locally and globally.
4. Students will communicate effectively in written, spoken, and creative expression with a variety of audiences.

Background and Development: As the Curriculum Committee has considered changes to general education, its members realized that we needed outcomes specific to general education before developing proposals for revision. An iterative process engaging as many members of the faculty began in January 2017. First, the committee held a faculty workshop designed to begin the process of developing general education outcomes. Working in small groups, faculty at the workshop considered our college's mission and goals and crafted four to five outcomes. The committee then studied those outcomes, identified common themes, and drafted four revised outcomes to share with the full faculty. At the February faculty meeting, the committee sought feedback on the revised outcomes. We revised the outcomes again, in light of that feedback. At the April faculty, we sought feedback again. This draft is the result of that iterative process.

On Student Learning Outcomes: It is important to understand what General Education Student Learning Outcomes can do and what they cannot, and should not, do. They do name 1) essential skills, abilities and areas of content proficiency that students should gain through general education coursework at a liberal arts college and, 2) areas in which we, as teachers, have meaningful influence. They must also lend themselves to regular assessment that will give us useful information toward improving student learning.

Student Learning Outcomes do not, however, name all the things to which we, as an institution, are committed. The College's mission identifies these commitments, many of which involve students developing dispositions, habits, and commitments of their own. As an institution, we care about this development. We also recognize that such development is not as much in our control as we would like and not regularly assessable. We still care about this development, consider how the curriculum could better facilitate it, and spend resources towards it. Still, not all of the things we want for our students make for good learning outcomes.

The Student Learning Outcomes before you are assessable. They name skills, abilities, and areas of content proficiency that are appropriate for general education. They also serve our mission. In addition to our mission and the curricular principles passed by the faculty last spring, these outcomes will guide us as we revise the general education curriculum. They will serve the faculty as we, together, consider how to identify, propose, and count courses for a revised curriculum.

GENSUB (General Education Subcommittee)

This is the General Education Subcommittee of the Curriculum Committee (formerly [GEWG](#)). The subcommittee was dissolved in 2017-18, its duties and membership redundant to the Curriculum Committee.

GEWG (General Education Work Group)

Also known as the General Education Work Group. It was an ad hoc group convened for several years by the Associate Provost and Director of General Education. It was formalized in Spring 2014 with the creation of [GENSUB](#) (see above), a subcommittee of the Curriculum Committee.

HLC (Higher Learning Commission)

HLC is the body tasked by regional higher education units with implementing its system of peer review and affirmation/reaffirmation of accreditation. If HLC did not exist and oversee this process, the federal government would.

Institutional Student Learning Outcome (ISLO) Assessment Committee

<https://gustavus.edu/committees/Assessment/index.php>

Formerly known as the College Assessment Committee. The purposes of this group are:

- Develop an institutional assessment plan and schedule that yields longitudinal outcomes data used to evaluate all-college program effectiveness and achievement of the College's institutional student learning outcomes.
- Identify, implement, or develop means of analyzing data.
- Work with the Institutional Research Director on communicating ISLO assessment results to the College community.
- Encourage units across the institution to articulate operational goals related to the institutional student learning outcomes.
- Establish regular ISLO assessment processes, analyze and publish results, and provide those results to budgetary and programmatic decision-makers.
- Appoint members to the ISLO subcommittees, one for each of the ISLOs, comprised of at least two faculty members, two students, and two admin/staff representatives.
- Act as the body whereby the ISLO subcommittees will communicate and learn from one another.

The ISLO Assessment Committee is co-chaired by the Associate Provost serving as the Director of General Education and the Dean of Students. The ISLO Assessment Committee handles the coordination and direction of the ISLO assessment work. Data collection and analytical work will be done by the Director of Institutional Research and College Assessment Director, supported by faculty and staff in the seven working groups.

Membership

- Provost or designee (Co-Chair)
- Dean of Students or designee (Co-Chair)

- Faculty Representative (2)
- Student Representative
- Staff/Administrator (2)
- Director of Institutional Research (ex officio)
- College Assessment Director (ex officio)
- Chair of the Committee for the Assessment of Student Learning (or designee) (ex officio)

ISLO (Institutional Student Learning Outcome)

<https://gustavus.edu/committees/Assessment/StudentLearningOutcomes.php>

The four Institutional Student Learning Outcomes (ISLOs) were adopted by the Gustavus faculty 8 December 2017.

Gustavus Adolphus College students experience an innovative and rigorous liberal arts education, which equips students to develop their skills to engage broadly and purposefully with the world. As an institution, we commit our time and resources to helping students attain their full potential as persons, developing in them a capacity and passion for lifelong learning, ethical reflection, civic engagement, and global concern that prepares them for lives of leadership and service while maintaining their personal wellbeing. We are also committed to the regular assessment of four institutional student learning outcomes that measure skills that will help our students attain their potential so they can be productive, engaged members of a global community working for the common good. These four outcomes do not replace nor take precedence over our larger commitments, but serve them. Students shall develop, practice, and demonstrate these skills across the college, just as all parts of the college are united in the commitments above.

- Analyze enduring and contemporary questions from multiple perspectives.
- Demonstrate the ability to reason and communicate effectively in written and oral modes.
- Demonstrate competence with the content and methods of a particular field of study.
- Implement an effective strategy to address an open-ended question or to solve a multi-faceted problem.

LAP (Liberal Arts Perspectives)

One of the college's two general education curricula and the one 90% of students do. It is a distribution based model where students must take courses in 9 distinct areas.

NCATE (National Council for the Accreditation of Teacher Education)

Some departments have outside accrediting agencies separate from HLC. This is an example of one. They still are part of our overall accreditation though as well.

PADC (Program Assessment and Development Committee)

PADC existed up until 2013-14. In 2013-14, the committee changed its charge to more accurately reflect its role and renamed itself as the [Committee for the Assessment of Student Learning \(CASL\)](#).

PAL (Program Assessment Liaison)

Faculty member within a department (not usually the chair) who takes leadership for the assessment of student learning in the department's academic majors and minors. Their responsibilities are:

- Maintaining and updating department and/or program assessment plan
- Providing guidance and direction to the members of your department and/or program in implementing the plan

- Collecting and maintaining evidence of student learning
- Overseeing evaluation of evidence through rubrics or other appropriate methods
- Preparing an annual assessment report

Rubric

Scale for evaluation of student learning that enhances instructor consistency and provides benchmarks.

SLO (Student Learning Outcome)

A student learning outcome is what we expect students to have developed (knowledge or skills) at the end of a particular program. There are student learning outcomes we have for a class, a course, a major or minor, for the individual areas within the Liberal Arts Perspectives as well as for Three Crowns overall. Finally, there are four [institutional student learning outcomes](#) that we are saying students will have attained upon graduation. When we assess, we assess in terms of how well we are meeting these desired outcomes.

VALUE Project (AAC&U VALUE Project)

VALUE stands for VALID Assessment of Learning in Undergraduate Education. In 2014-15, Gustavus is participating in a proof of concept study with 14 other Minnesota schools for AAC&U to check the x-institutional reliability of the rubrics. As part of this, a group of faculty whose courses focus on one of these three areas (quantitative literacy, written communication and critical thinking) are being asked to contribute student work for assessment using these rubrics. Our participation in this project is being facilitated through the Kendall Center's Learning Communities.