**Appendix A:**

**Glossary**

**Accountability** is a relationship where one party is responsible to another party for achieving and assessing agreed upon goals.

**Assessment** is a term that is sometimes distinct from testing, but can be broader. It is a process that integrates information from tests or performance appraisals or other sources, but it can be as narrow as a single test (AERA, APA & NCME, 2014).

**Construct Validity** is the broadest form of validity; it refers to the “concept or characteristic that an assessment is designed to measure” (AERA, APA & NCME, 2014).

**Direct Assessment** is the measurement of student knowledge, behaviors, and learning. It is linked to specified student learning outcomes. These measures are directly observed and assessed by the content expert.

**Evaluation** is the process of assessing the value, worth, or effectiveness of an educational program, process, or curriculum.

**Goals** are the general aims or purposes of an educational system, often at the program level, that are broadly defined and include intended outcomes.

**Indirect Assessment** is the measurement of student learning experiences often linked to direct assessments but not directly measuring student learning outcomes. Consequently, indirect assessments can include opinions or thoughts about student knowledge, values, beliefs, and attitudes about educational programs, processes, and curriculum. They may also include measures of student outcomes like retention rate, course grades, or GPA that are not direct assessments of the student learning outcomes.

**Objectives** are brief clear statements of the expected learning outcomes of instruction, typically at the course level.

**Outcomes** are the student results of programs including behaviors, knowledge, skills, and level of functioning. They are usually measured by a test or other assessment method, such as a performance appraisal.

**Outputs** are the results of program participation that specify types, levels, and targets of service. They are often measured as a count (e.g., number of students participating in a program).

**Reliability** is the consistency of scores across replications of a testing procedure (AERA, APA & NCME, 2014).

**Rubric** is a tool used in assessing student artifacts, e.g., oral exams, research papers, and capstone projects. Assessment rubrics are useful because they list clear expectations of student performance and provide a way to rate student work.

**Student Learning Outcomes (SLOs)** are behavioral statements that specify what students will learn or be able to do as a result of a learning program, process, or curriculum.

**Test** is a device or procedure in which a sample of an examinee’s behavior in a specified domain is obtained and subsequently evaluated and scored using a standardized process (AERA, APA, NCME, 2014).

**Test Blueprint** is a document aligning test items on a locally developed exam to the learning outcomes that the test is assessing.

**Validity** is the degree to which evidence and theory support the interpretations of test scores or assessment results for proposed uses (AERA, APA, NCME, 2014).

**Appendix B:**

**Sample Mapping of Program-Level Outcomes to College Mission**

**Recoded Brooklyn College Mission Statement for Mapping**

|  |  |
| --- | --- |
| College Mission Statement | Code |
| Brooklyn College provides a transformative, distinctive, and affordable education to students from all backgrounds. We are proud of our history of intellectual freedom and academic excellence, as well as our location in a borough known for innovation, culture, and the arts. | CMS\_1 |
| We have a special commitment to educate immigrants and first-generation college students from the diverse communities that make up our city and state. | CMS\_2 |
| Our striving spirit reflects our motto: "Nothing without great effort." Through outstanding research and academic programs in the arts, business, education, humanities, and sciences, we graduate well-rounded individuals who think critically and creatively to solve problems. | CMS\_3 |
| They become leaders who transform their fields and professions and serve our increasingly global community. | CMS\_4 |

**Alignment of Program Outcomes to College Mission**

*Please indicate how each program outcome aligns to the college mission by marking with an "***X***".*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Program Outcomes | CMS\_1 | CMS\_2 | CMS\_3 | CMS\_4 |
| 1. Define and describe communication differences vs. disorders, roles, responsibilities, scope of practice, career paths, and inter-professional collaborations within the fields of speech-language pathology and audiology. |  |  | X | X |
| 1. Identify and discuss the development and nature of communication and swallowing from physiological, neurological, psychological, linguistic, and multicultural perspectives. |  | X |  | X |
| 1. Demonstrate a foundational understanding of the theories, concepts, research, and processes related to the prevention, identification, assessment, and intervention of various communication and swallowing disorders. | X |  |  | X |
| 1. Analyze, develop and/or execute research studies on contemporary communication topics. | X |  |  | X |

*Adapted from the BA in Communication Sciences and Disorders Program SLOs*

**Appendix C:**

**Sample Mapping of Outcomes to Institutional/Gen Ed Outcomes**

**Alignment of Program Outcomes to Institutional Outcomes**

*Please show how program outcomes align to the institutional outcomes by marking with an "***X***".*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Program Outcome | Think critically and creatively | Effectively express their thoughts | Make sound ethical judgments | Integrate knowledge from diverse sources | Become an informed and responsible citizen of the world |
| 1. Graduates will be able to discuss the complexity and potential trade-offs between social, economic, and environmental systems when analyzing urban sustainability issues and causes for environmental change. |  | X | X |  |  |
| 1. Graduates will be able to apply methodologies in economics, sociology and/or environmental sciences to analyze an urban sustainability problem through multiple disciplinary lenses using various forms of data (primary, secondary, qualitative, quantitative). | X |  |  | X |  |
| 1. Graduates will be able to work in interdisciplinary teams to solve urban problems at the intersection of social, economic, and natural systems. | X |  |  |  | X |
| 1. Graduates will be able to communicate sustainability concepts and information to a variety of audiences with well-organized and clear graphics (e.g., annotated photos, maps, graphs, posters) using technologies frequently used in urban sustainability research (e.g., software for GIS, statistics, spreadsheets, and presentations). |  | X |  | X |  |

*Adapted from the BA in Urban Sustainability Program SLOs*

**Appendix D:**

**Sample Detailed Assessment Planning Document**

*Adapted from the BA in Africana Studies Program SLOs*