



## Glossary

**AAT:** Associate of Arts in a Teaching degree. Board-approved collegiate degree programs consisting of lower-division courses intended for transfer to baccalaureate programs that lead to initial Texas teacher certification.

**Academic Course Guide Manual (ACGM):** The official list of approval numbers for general academic transfer courses that may be offered for state funding by public community and technical colleges in Texas. It lists a basic core of general academic courses which are freely transferable among all public institutions of higher education in Texas in accordance with the Texas Education Code, §61.051(g). TCCNS numbers are assigned to most courses in the manual. Academic courses reported on the CTC CBM004 must appear either on this list of approved courses or in the **Special Approval/Unique Need Inventory**. See **Lower Division Academic Course Guide Manual**.

**Academic Credit Course:** A college-level course that, if successfully completed, can be applied toward the number of courses required for achieving a degree, diploma, certificate, or other formal award.

**Academic Program:** Instructional program leading toward an associate's, bachelor's, master's, doctor's, or first-professional degree or resulting in credits that can be applied to one of these degrees.

**Academic Year:** The 12-month period of time generally extending from September to August.

**Academic assessment:** A type of assessment that is focused particularly on improving student learning, so the goals addressed in academic assessment are student learning goals and the measurements are measurements of learning.

**Academically Disadvantaged:** Students who have demonstrated (either by low performance on pre-entrance test, or by attending class and struggling with the material) an inability to succeed academically without specific counseling, tutorial support, or academic remediation. (IPEDS)

When reporting academically disadvantaged students, colleges may report students who, based on a Texas Success Initiative (TSI) approved test, do not have college entry-level skills in reading, writing, or math. Colleges should also report TSI compliant students who are enrolled in remedial courses based on the results of tests administered for placement purposes. The InterimEvaluationReport definition may also be applied for students who did not receive a high school diploma nor receive a GED certificate. (THECB)

**Accountability System:** The Higher Education Accountability System is used to track performance on critical measures that exemplify higher education institutions' missions. The System is modeled on the state's higher education plan, *Closing the Gaps by 2015*. Its major focus is on the four *Closing the Gaps* target areas of participation, success, excellence, and research.

**Access:** Has two components: the percentage of the community that is served by the college and the ratio of diversity in the student population as compared with the community.

**Accountability:** the public reporting of student, program or institutional data to justify decisions or policies.

**Accreditation:** Accreditation is the designation that an institution functions appropriately in higher education with respect to its resources, programs, and services. Also, the institution maintains educational objectives consistent with its purpose, mission, and goals. Maintaining fully accredited status ensures that a university continues to receive federal funding. Texas colleges are accredited by Commission on Colleges of the Southern Association of Colleges and Schools (SACS).

**Accuplacer:** An approved assessment instrument that will allow a student to satisfy one section or all sections of the Texas Success Initiative upon passage of the section. (THECB)

**Adjunct Faculty:** A person who holds a non-tenure-track appointment to the teaching staff of an institution. Adjunct faculty are generally part-time, with generally narrower expectations for involvement with the institution. Hired as needed, with no guarantees as to continuation of employment. Reported as Other Faculty on the CBM008.

**Administrative outcomes:** benefits for the department, administrative unit or college as a whole. If you want to improve programs and services, attempt a new solution to an old problem, or help improve conditions for student, faculty and staff. Some examples are: recruiting a new faculty member with expertise in a needed area, improving turn-around time for hiring new employees, increasing student/faculty/staff perceptions of safety on campus by upgrading lighting, etc.

**Administrative Unit:** An administrative subdivision (department) of a college or school with a teaching staff responsible for instruction in a particular subject-matter area or field of study. It is an item on the CBM008 to identify the department in which the faculty member teaches or an item on the CBM003 to identify the department in which the course is taught.

**Administrative Unit/Division:** A unit charged with responsibilities, relating to either administration (student or campus support and operations) or learning (curriculum and development). (IPEDS)

**Admissions:** Applicants granted an official offer to enroll in a college or university.

**Admission Category:** Indicator of whether student is a first-time freshman, new undergraduate transfer, new post-baccalaureate, new master's, new special professional, new doctoral student, or a continuing/former student.

**Advanced Placement Program (AP):** A national program of standardized high school courses by which high school students can earn college credit(s) at most institutions of higher education. The state provides funding for AP classes through an appropriation to the Texas Education Agency (TEA). The AP examination is administered by The College Board.

**Advanced Technical Certificate:** A certificate that has a specific associate or baccalaureate degree (or, in some circumstances, junior-level standing in a baccalaureate degree program) as prerequisite for admission. It must consist of at least 16 and no more than 50 SCH. It must be focused, clearly related to the prerequisite degree, and justifiable to meet industry or external agency requirements.

**Advanced Technology Certificate (ATC):** A certificate that has a specific associate or baccalaureate degree (or, in some circumstances, junior-level standing in a baccalaureate degree program) as prerequisite for admission. It must consist of at least 16 and no more than 50 semester credit hours. It must be focused, clearly related to the prerequisite degree, and justifiable to meet industry or external agency requirements. (CTC CBM009)

**Advisory Committee:** A group of business or industry representatives whose purpose is to advise the college on the needs for a particular program. The committee advises on matters of curriculum, instructor qualifications, and equipment and facility requirements needed to assure that graduates will have appropriate skills for employment in the business or industry upon graduation.

**Affiliation Agreement:** Documentation between a college and business/industry affiliate defining an educational partnership, and specifying conditions, roles, and time lines.

**African American (or Black):** A person having origins in any of the black racial groups of Africa. (IPEDS)

**Alumni Surveys:** Questionnaires administered to undergraduate alumni to determine their satisfaction with programs and services, as well as their current educational and employment status.

**American Indian or Alaska Native:** A person having origins in any of the original peoples of North and South America (Including Central America) who maintains cultural identification through tribal affiliation or community attachment. (IPEDS)

**Analysis of Variance (ANOVA):** A statistical test of whether or not the means of several groups are all equal, and therefore generalizes  $t$ -test to more than two groups.

**Analytic Rubric:** An analytic rubric articulates levels of performance for each criterion so the teacher can assess student performance on each criterion.

**Analytical Scoring:** evaluating student work across multiple **dimensions** of performance rather than from an overall impression (**holistic scoring**). In analytic scoring, individual scores for each dimension are scored and reported. For example, analytic scoring of a history essay might include scores of the following dimensions: use of prior knowledge, application of principles, use of original source material to support a point of view, and composition. An overall impression of quality may be included in analytic scoring.

**Anchor(s):** a sample of student work that exemplifies a specific level of performance. Raters use anchors to score student work, usually comparing the student performance to the anchor. For example, if student work was being scored on a scale of 1-5, there would typically be anchors (previously scored student work), exemplifying each point on the scale.

**Annual Data Profile (ADP):** A report (data profile) prepared by the Coordinating Board staff from college-generated data and program information to be used by the colleges to conduct institutional effectiveness self-assessments and institutional plans for new program review and program revisions. The ADP summarizes annual progress by each college toward meeting state-level goals and contains data required in institutions' Perkins Annual Application and data for federal reporting. (THECB)

**Annual Expenses:** The total expenditures associated with tuition, required fees, room, and board for a typical undergraduate student.

**Annual Review:** Informational guide containing activities from one academic year. Contents include planning initiatives, institutional effectiveness reports, data compiled from the federal IPEDS, state accountability legislative budget board data, and various internal survey items.

**ASALFS (Automated Student and Adult Learner Follow-Up System):** An automated process that uses employment and education databases to track community, technical, and state college program completers (both degree and certificate recipients), verifying their status of employment or further education. The follow-up system is used for program evaluation and state/federal reporting.

**Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine islands, Thailand, and Vietnam. (IPEDS)

**Assessment:** 1. An on-going cycle of goal setting, measurement of outcomes, interpretation of results, and subsequent improvement of programs and activities. Assessment can be used in any setting. 2. An on-going systematic collection and review of evidence used to shape and support program and individual development. (NACADA)

**Assessment Plan:** The assessment plan is the initial document that outlines and describes the assessment cycle such as institutional effectiveness, statements of intended learning outcomes, program objectives, and/or assessment strategies and criteria to measure improvement and growth of an academic or administrative unit. Periodically, it is necessary to look at the assessment plan to be certain that it is working and to see how it can be improved to better serve students the needs of the department.

**Assessment Tools:** What devices and methods are used to measure attainment of the SLO's? As in the other areas of learning, both direct and indirect measures should be used.

**Assessment Results:** What are the assessment findings?

**ASSET:** An academic skills assessment instrument offered by American College Test (ACT).

**Associate Degree:** An award that normally requires at least 2 but less than 4 years of full-time equivalent college work in a grouping of courses designed to lead the individual directly to employment in a specific career or to transfer to an upper-level baccalaureate program. This specifically refers to the associate of arts, associate of science, associate of applied arts, associate of applied science, associate of arts in teaching, and associate of occupational studies degrees. The term "applied" in an associate degree name indicates a

program in which the content is primarily technical. (CBM009)

**Associate of Applied Arts (AAA) Degree:** A two-year applied associate degree program designed to lead the recipient to immediate employment and/or career advancement. The program is composed of an orderly, identifiable sequence of courses designed to meet specific occupational competencies and outcomes. It includes technical courses, general education courses, related instruction, and, as appropriate, elective courses to prepare students for employment as technicians or professionals. The AAA is a general designation for applied associate degree programs in non-science areas, such as music performance.

**Associate of Applied Science (AAS) Degree:** A two-year applied associate degree program designed to lead the recipient to immediate employment and/or career advancement. The program is composed of an orderly, identifiable sequence of courses designed to meet specific occupational competencies and outcomes. It includes technical courses, general education courses, related instruction, and, as appropriate, elective courses to prepare students for employment as technicians or professionals.

**Associate Professor:** A faculty member of an institution of higher education who ranks above an assistant professor and below a professor and who is tenured or is on a tenure track.

**Association for Institution Research (AIR):** The national-level organization focusing on the roles of the institutional research and institutional effectiveness. The mission of the Association for Institutional Research is to support members in their efforts to continuously improve the practice of institutional research for postsecondary planning, management and operations and to further develop and promote the institutional research profession.

#### **Attainment Levels for Core Objectives:**

**ATC:** An Advanced Technology Certificate program is comprised of 16-50 semester credit hours. A student must have an associate degree, baccalaureate degree, or junior status in a baccalaureate degree program.

**ATD:** Achieving the dream

**At-Risk Student:** An undergraduate student who has one of the following attributes: (a) score on the Scholastic Assessment Test (SAT) or the American College Test (ACT) is less than the national mean score of students' scores on that test; (b) has been awarded a grant under the federal Pell Grant program; (c) was 20 years of age or older on the date the student initially enrolled in the institution; (d) enrolled as a part-time student; and (e) did not receive a high school diploma but received a high school equivalency certificate with the last six years.

**Attitudinal Learning:** A process through which the student's feelings or attitudes effect their learning environment and enhances or prohibits their ability to concentrate, motivate and learn.

**Audit Measures:** Audit measures provide information about student success rates in courses, programs, and institutions (e.g., course grades, graduation rates, placement rates into graduate programs).

#### **Authentic Assessment:**

**Automated Student and Adult Learner Follow-up System (ASALFS):** An automated process that uses employment and education databases to track university, community, technical, and state college program completers (both degree and certificate recipients), verifying their status of employment or further education. University students are also tracked for some measures. The follow-up system is used for program evaluation and state/federal reporting.

**AVID:** Advancement Via Individual Determination, is an elementary through postsecondary college readiness system that is designed to increase school wide learning and performance. The AVID system accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional development, and acts as a catalyst for systemic reform and change.

**Award:** The credential granted a student for successful completion of a set curriculum such as a degree or certificate.

**Bachelor's Degree:** This award normally requires at least 4 but not more than 5 years of full-time equivalent college-level work. This includes all bachelor's degrees conferred in a 5-year Cooperative Education (Work-study Plan) Program. Also includes degrees in which the normal 4 years of work are completed in 3 years.

**Balanced Scorecard:** A strategic performance management tool used by managers to keep track of various activities of the staff within their control and to monitor the consequences arising from those actions.

**Base Year:** The time period that is used to collect semester credit or contact hours that are used in allocating the funding in the appropriation act each biennium. It is a 12-month period of time that ends in the term that the legislature is convened in a regular session. Depending upon the formula, credit or contact hours or full-time student equivalent headcount are summarized for the terms of the base year and used to allocate the funds in the appropriation bill each biennium.

**Basic Skills:** below college-level reading, writing, ESL, and mathematics.

**BAT:** Bachelor of Applied Technology degree offered at community colleges.

**Benchmark:** A point of reference or established data point upon which measurements can be made. Benchmarks are often represented by samples of student work. A set of benchmarks can be used as "checkpoints" to monitor progress toward meeting performance goals within and across grade levels.

**Best Practices:** Best or good practices are general principles, guidelines, and suggestions for good and effective teaching and learning based upon systematic study.

**Biennium:** The two-year budget period used by Texas state government. A biennium begins on September 1 of an odd-numbered year and ends on August 31 of the next odd-numbered year. Each biennium contains two state fiscal years. (THECB)

**Black (or African American), Non-Hispanic:** A person having origins in any of the black racial groups of Africa. (IPEDS) See Also African American

**Bloom's Taxonomy of Cognitive Objectives:** Six levels arranged in order of increasing complexity (1=low, 6=high):

1. Knowledge: Recalling or remembering information without necessarily understanding it. Includes behaviors such as describing, listing, identifying, and labeling.
2. Comprehension: Understanding learned material and includes behaviors such as explaining, discussing, and interpreting.
2. Application: The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.
4. Analysis: Breaking down information into its component parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing.
5. Synthesis: The ability to put parts together to form something original. It involves using creativity to compose or design something new.
6. Evaluation: Judging the value of evidence based on definite criteria. Behaviors related to evaluation include: concluding, criticizing, prioritizing, and recommending.

**Branch Campus:** A campus or site of an educational institution that is not temporary, is located in a community beyond a reasonable commuting distance from its parent institution, and offers organized programs of study, not just courses.

**CATs:** Classroom Assessment Techniques

**Calendar Year:** January 1 to December 31

**Calibration:** Calibration is a process in which those using a rubric or rubrics gather to achieve a common understanding of how the rubric was designed and how it ought to be applied.

**CampusCruiser:** is SWTJC's official means of communication to students.

**Capstone Course:** A course designed and normally offered in the final semester of a student's major. This course should tie together the key learning objectives that faculty expect the student to have learned while completing the program or major field of study.

**Capstone Experience:** The capstone experience is a culminating project that provides information about how students integrate, synthesize, and transfer learning.

**Career School or Career College:** A business enterprise that maintains a Texas place of business operated on a for-profit or nonprofit basis and offering a range of academic programs from short courses to associate degrees. The Coordinating Board must approve and oversee degree programs offered by career schools and colleges, which in the past have been called "proprietary" schools or institutions.

**Carnegie Unit:** Time-based references for measuring educational attainment used by American universities and colleges.

**CCSSE:** Community College Survey of Student Engagement.

**CBM:** Coordinating Board Management Report.

**CBM001 Student Report:** This report reflects all students enrolled in credit courses at the reporting institution as of the official census date, which is the 12th class day for the Fall and Spring semesters (16-week session) and the 4th class day for each of the summer terms (6-week session).

**CBM002 Texas Success Initiative (TSI):** This report includes all undergraduate students attempting credit hours and any others required to be reported for Texas Success Initiative (TSI) purposes, including transfer students who are registered for one or more Coordinating Board approved courses during the reporting period and high school students taking CB approved college courses for dual credit or as concurrently enrolled students. The report includes information known about students as of the end of the semester. Students who withdraw prior to or on the official census date are not included.

**CBM004 Class Report:** This report will reflect conditions as of the official census date. All higher education institutions may schedule enrollment periods different from the standard periods noted above. This report will include classes in Coordinating Board approved courses for resident credit, whether the class is on-campus or off-campus (universities), in-district or out of district, or academic or technical (community, technical, and state colleges) for which semester credit hours are awarded. State-fundable contact hours summarized from this report and the CBM00C are included in the funding formulas each base year as part of the appropriation process for community, technical, and state colleges.

**CBM008 Faculty Report:** The purpose of this report is to collect data on the academic duties and service of each person who has any type of faculty appointment, regardless of the source of funds or their assignment. Included are research faculty, librarians, and administrators if they have faculty titles as well as faculty who may be on leave.

**CBM009 Graduation Report:** This is an annual report submitted in the fall semester. It will reflect degrees conferred during the fiscal year immediately preceding the fall semester in which the report is submitted.

**CBM00A Students in Continuing Education Courses Report:** This quarterly report is limited to public community, technical, and state colleges and includes all students enrolled as of the official census date in continuing education courses whose official census date occurs within the reporting period.

**CBM00C Continuing Education Class Report:** This quarterly report is limited to public community, technical, and state colleges. Courses reported on the CBM00C include all specially approved continuing education courses as listed in the institution's inventory, courses listed in the current Continuing Education Guidelines and Common Course Manual, and courses listed in the continuing education section of the Workforce Education Course Manual. State-fundable contact hours summarized from this report and the CBM004 are included in the funding formulas each base year as part of the appropriation process.

**CBM00S Student Schedule Report:** This report reflects individual courses and grades, by student, as of the final day for each semester, and includes only Coordinating Board-approved courses for credit, whether the class is delivered on-campus or off-campus (universities), in-district or out of district, or

academic or technical (community, technical, and state colleges) for which semester credit hours are awarded. Students who withdraw from a class on or before the official census date are not included in the report.

**CBM0E1 Student End of Semester Report:** This report reflects students enrolled at the reporting institution as of the final day of each semester. If a student withdraws from a class on or before the census date, the semester credit hours from that class will not be included in this report.

**Census Date:** The official day of record that public higher education institutions must determine the enrollments that qualify to be reported to the Coordinating Board for state reimbursement. Also referred to as Official Reporting Date (ORD). For fall and spring semesters, it is the 12th class day. For summer semesters, it is the 4th class day. The count of class days begins on the first day that classes are held in the term and includes each calendar day on which classes are normally held at the institution (e.g., Monday through Friday) until the official census date is reached. The official census day must be on a day that the Registrar's office is scheduled to be open so that a student will be able to drop or withdraw from class.

**Cert1: Certificate Level One** - A level 1 certificate program consisting of at least 15 but no more than 42 semester credit hours (23-63 quarter hours) designed to be completed in one year or less. Level 1 certificate programs are exempt from the requirements of the Texas Success Initiative, although all certificate programs must provide for local assessment and remediation of students.

**Cert2: Certificate Level Two** - A level 2 certificate consisting of at least 43 but no more than 59 semester credit hours (64-89 quarter hours). Level 2 Certificates are subject to the requirements of the Texas Success Initiative.

**Cert3: Certificate Level Three** - An enhanced skills certificate associated with an AAS or AAA degree program. It may be Tech Prep or non-Tech Prep. It consists of at least six and no more than 15 semester credit hours (9-23 quarter hours) and may extend an AAS or AAA award to an overall total of no more than 87 semester credit hours (126 quarter hours). See **Enhanced Skills Certificate**.

**Certificate:** A formal award certifying the satisfactory completion of a postsecondary education program.

**Certificate Program:** A technical program designed for entry-level employment or for upgrading skills and knowledge within an occupation. Certificate programs serve as building blocks and exit points for AAS degree programs. This award is approved by the CB at one of four levels, appears on the Workforce Program Clearinghouse Inventory, and is subject to the CB program evaluation process.

**CEU:** Continuing education unit. One continuing education unit is normally defined as 10 contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.

**CIP (Classification of Instructional Programs):** An NCES publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs.

**CIP Code:** Used to identify subject matter content of courses and major area of concentration of students. Texas adds a 2-digit suffix to the federal 6-digit code to identify instructional program specialties and a second two digits to identify the funding area.

**Classification:** Eight groupings based upon semester credit hours successfully completed and degree pursued [e.g., Freshman (0-29 hours); Sophomore (30-59 hours); Junior (60-89 hours); Senior (90+hours); Master's (pursing a master's degree); Doctoral (pursuing a doctoral degree)]

**Clinical:** Clinical experiences provide workplace settings in which students learn and apply program theory and management of the work flow. Clinical experiences must take place in a health care setting and students must not be paid for the learning experiences.

**CNA: Certified Nurse Assistant**

**Cognition:** The process of acquiring, creating, and disseminating knowledge.

**Cognitive Learning:** The process of gaining knowledge through thought or perception. A technique that enables students to learn by using their sense of reasoning, their intuition and their own sense of perception.

**Cohort:** A grouping of students who share a statistical factor (age, ethnicity, academic standing, class membership) in common in a demographic study.

**College-Level Examination Program (CLEP):** A national program of standardized examinations by which students can earn college credit at many institutions of higher education.

**College Ready:** (1) The student who has enrolled into a college and has no requirement to enroll in any developmental courses prior to enrolling in college-level math or English courses. (2) The student who has completed all developmental courses.

**Common Course Numbering System for Texas (TCCNS):** A course numbering system for lower-division courses that assigns common course numbers to lower-division academic courses in order to facilitate the transfer of courses among institutions of higher education by promoting consistency in course designation and identification.

**COMPASS:** An approved academic skills assessment instrument offered by ACT, Inc. that allows a student to satisfy one or more section(s) of the Texas Success Initiative (TSI) upon meeting the designated standard for that section or sections. (CBM002)

**Completer:** Generally used to refer to a student who completes a Coordinating Board-approved core curriculum or field of study curriculum. The term is also used to refer to a student who completes a Coordinating Board-approved degree or certificate.

**Completers within 150% (OF NORMAL TIME):** Students (within a cohort or subcohort) who completed their program within 150% of the normal time to completion. For example, a student enrolled in an Association program would complete the program within 3 years to meet the 150% rule. (IPEDS)

**Competency:** a combination of skills, ability and knowledge needed to perform a specific task at a specified criterion.

**Composite Class:** The CB uses the term composite class to refer to cross-listed classes (classes that are taught at the same time in the same room by the same instructor but which have different class identifiers), courses with multiple instructors, and courses which meet in multiple locations.

**Concurrent Enrollment:** Refers to a student who is enrolled at two or more postsecondary institutions at the same time. It is also used to identify high school students who are enrolled in high school and taking a college class or classes for college credit-only (not dual credit).

**Consortium:** An association of two or more individuals, companies, or organizations (or any combination of thereof) with the objective of participating in a common activity or pooling their resources for achieving a common goal.

**Contact Hour:** A unit of measure that represents an hour of scheduled instruction given to students of which 50 minutes must be of direct instruction. Also referred to as clock hour. It is also a field on the CTC CBM004 and CBM00C which indicates the number of contact hours for which the class is actually scheduled

**Continuing Education:** (1) A course or activity having no credit applicable toward a degree, diploma, certificate, or other formal award. (2) A Coordinating Board approved higher education technical courses offered for continuing education units and conducted in a competency based format. (THECB)

### **Core Assignments:**

**Core Curriculum:** Core Curriculum or Texas Core Curriculum – the curriculum in the liberal arts, humanities, sciences, and political, social, and cultural history that all undergraduates of an institution of higher education are required to complete before receiving an academic undergraduate degree. Core curriculum provisions apply to institutions of higher education that offer academic undergraduate degree programs. The new core curriculum (Fall 2014) includes six core objectives and totals 42 semester credit hours. **The foundational component areas of the core include:**



Communication (6 SCH)  
Mathematics (3 SCH)  
Life and Physical Sciences (6 SCH)  
Language, Philosophy, and Culture (3 SCH)  
Creative Arts (3 SCH)  
American History (6 SCH)  
Government/Political Science (6 SCH)  
Social and Behavioral Sciences (3 SCH)  
Component Area Option (6 SCH)

**Core Curriculum Matrix:** A mapping tool that identifies the core curriculum and shows the foundational components and core objectives as they relate to the core courses.

**Core Objectives:** The six core objectives include:

- Critical Thinking – To include creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information
- Communication Skills – To include effective development, interpretation and expression of ideas through written or oral
- Empirical & Quantitative Skills – To include the manipulation and analysis of numerical data and observable facts resulting in informed conclusions
- Teamwork – To include the ability to consider different points of view and to work effectively with others to support a shared purpose of goal
- Social Responsibility – To include the ability to connect choices, actions, and consequences to ethical decision making
- Personal Responsibility – To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Credit Hour:** A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate or other formal award. (THECB)

**Criteria:** guidelines, rules, characteristics, or **dimensions** that are used to judge the quality of student performance. Criteria indicate what we value in student responses, products or 10 performances. They may be holistic, analytic, general, or specific. **Scoring rubrics** are based on criteria and define what the criteria mean and how they are used.

**Criterion-Referenced Assessment:** an assessment where an individual's performance is compared to a specific learning objective or **performance standard** and not to the performance of other students. Criterion-referenced assessment tells us how well students are performing on specific goals or standards rather than just telling how their performance compares to a norm group of students nationally or locally. In criterion-referenced assessments, it is possible that none, or all, of the examinees will reach a particular goal or performance standard.

**Colleague:** SWTJC's administrative computing system.

**Continuing Education Certificate:** A Coordinating Board-approved workforce education certificate containing a coherent sequence of continuing education courses totaling 360 or more contact hours and listed on the college's approved inventory of programs.

**Continuing Education Course:** A Coordinating Board-approved higher education technical course offered for continuing education units and conducted in a competency-based format. Such a course provides a quick and flexible response to business, industry, and student needs for intensive preparatory, supplemental or upgrade training and education and has specific occupational and/or apprenticeship training objectives. (CTC CBM00C)

**CEU - Continuing Education Unit:** Basic unit for continuing education courses. One continuing education unit (CEU) is 10 contact hours of participation in an organized continuing educational experience under responsible sponsorship, capable direction, and qualified instruction and not offered for academic credit.

**Co-operative Education (Work Study Plan) Program:** A type of external learning experience where students receive both lecture instruction and practical experience at a worksite in business, industry, or government. (CTC CBM004, CBM00S)

**Core Curriculum:** The common part of every undergraduate curriculum that introduces students to a broad range of knowledge areas beyond their major and helps students develop basic intellectual competencies in reading, writing, speaking, listening, critical thinking, and computer literacy. In Texas, the core curriculum usually consists of 42-48 semester credit hours of course work distributed among the disciplines of communication, mathematics, the natural sciences, the arts and humanities, and the social and behavioral sciences. State law mandates the transfer of core curriculum courses between all public institutions of higher education.

**Core Curriculum Completer:** A student may be reported as a core curriculum completer if the institution certifies that the student has satisfactorily completed all required elements and courses in the institution's approved core curriculum (including any hours transferred from other institutions). Core curriculum completers must have completed courses totaling at least the number of semester credit hours in the institution's approved core curriculum (range: 42-48 semester credit hours).

**Core Objectives** - Refers to the specific knowledge, skills, or attitudes that students are expected to achieve through their college experience; expected or intended student outcomes.

**Course Assessment:** assessment of student learning outcomes at the course level.

**Course-based Assessment:** Techniques or methods used to measure student learning within the classroom environment.

**Course-embedded Assessment:** A method in which evidence of student learning outcomes for the program is obtained from assignments in particular courses in the curriculum.

**Course Completers:** Individuals who are enrolled in credit awarding course on the day of census and remain continuously enrolled until the course completion date. (IPEDS)

**Course Credit:** Course credit is a measure of the content (skills and/or knowledge) in a course. The expert authority with regard to course content and proposing credit value is the department responsible for designing the course.

**Course-level assessment:** Assessment to determine the extent to which a specific course is achieving its learning goals. (For comparison, see Program assessment and Institutional assessment.)

**Course mapping:** A matrix showing the coverage of each program learning outcome in each course. It may also indicate the level of emphasis of each outcome in each course.

**Credit Hour:** A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester system or a 10-week period in a quarter system. It is applied toward the total number of hours needed for completing the requirements of a degree, diploma, certificate or other formal award. (Univ, CTC CBM004, CBM00S)

**Criteria:** Characteristics of good performance on a particular task. For example, criteria for a persuasive essay might include *well organized*, *clearly stated*, and *sufficient support for arguments*. (The singular of criteria is criterion.)

**Criteria for Success:** What are the standards by which these SLO's will be judged?

**Cross-Listed Class:** A course which is taught by the same instructor in the same class but which is listed in two different departments, such as an interdisciplinary course. Cross-listed classes are reported as composite classes.

**CSC:** Career Schools and Colleges.

**CTC:** Community and Technical Colleges.

**CTE:** Community and Technical Education.

**Current Funds Expenditures (and Transfers):** The costs incurred for goods and services used in the conduct of the institution's operations. Includes the acquisition cost of capital assets, such as equipment and library books, to the extent current funds are budgeted for and used by operating departments for such purposes. (IPEDS)

**Current Funds Revenues:** Unrestricted gifts, grants, and other resources earned during the reporting period and restricted resources received in non-exchange transactions for which any time restrictions have been met, or which have been earned in exchange transactions. (IPEDS)

**Curriculum map:** Curriculum mapping is a method to align instruction with desired goals and program outcomes. It can also be used to explore what is taught and how. The map documents what is taught and when, reveals gaps in the curriculum and helps in designing an assessment plan.

**Dashboard:** Shows what the institution considers to be important indicators of how the college, administration, and programs are operating and gauging progress or the results of expended resources.

**Data mining:** A process that attempts to discover patterns in large data sets.

**Degree:** An award conferred by a postsecondary institution to recognize the successful completion of a program of studies. SWTJC offers the following degrees: AA – Associate of Arts, AAS – Associate of Applied Science, AS – Applied Science, and AAT – Associate of Arts in Teaching.

**Degree Program:** A degree program is any grouping of subject matter courses which, when satisfactorily completed by a student, shall entitle the student to a degree from an institution of higher education. A degree program is characterized by a disciplinary major which is the primary focus of course work. (THECB)

**Degree Seeking Students:** Students enrolled in courses for credit that are recognized by the institution as seeking a degree or formal award. At the undergraduate level, this is intended to include students enrolled in vocational or occupational programs.

**Developmental:** (1) Designed to assist growth or bring about improvement (as in a skill). (2) Pre-college level course work designed to bring improvement or enhance a skill or skill set.

**Developmental Education:** Developmental education is defined as courses, tutorials, laboratories, or other efforts to bring students' skill levels in reading, writing, and mathematics to entering college level. English for Speakers of Other Languages (ESOL) and study skills or thinking skills courses are considered developmental education courses in the ACGM manual and fall under developmental education funding limits established by the Texas Legislature.

**Direct assessment** - Assessment to gauge student achievement of learning outcomes directly from their work. Direct assessment gathers evidence about student learning based on student performance that demonstrates the learning itself. Can be value added, related to standards, qualitative or quantitative, embedded or not, using local or external criteria. Examples are written assignments, classroom assignments, presentations, test results, projects, logs, portfolios, and direct observations. (For comparison, see indirect assessment.)

**Direct Methods:** These are data sources that rely on actual student work (e.g., portfolios, examinations, rubric-based assignments) to determine if learning has occurred.

**Direct Measures of Learning:** Students (learners) display knowledge and skills as they respond directly to the instrument itself. Examples include: objective tests, essays, presentations, and classroom assignments.

**Distance Education:** The formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50 percent) of instruction.

**Distance Education Course:** A course in which a majority (more than 50 percent) of the instruction occurs when the student(s) and instructor(s) are not in the same physical setting. A distance education course can be delivered synchronously or asynchronously to any single or multiple location(s) through electronic, correspondence, or other means. The course may be formula-funded or offered through extension, and it may be delivered to on-campus students and those who do not take courses on the main campus. A fully distance education course is a course which may have mandatory face-to-face sessions totaling no more than 15 percent of the instructional time. Examples of face-to-face sessions include orientation, laboratory, exam review, or an in-person test.

**Distance Learning:** Any for-credit instruction where delivery of instruction may utilize any or all of the following: print material, e-mail, telephone, audio tape, television/VCR, satellite, or computer for access to CD ROM, interactive video, Internet, or the web. The instructor may be physically separated from the students or

may meet with students intermittently throughout the term. A distance-learning course is reported as either on- or off-campus based on where the majority of the students enrolled in the course is located. (IPEDS)

**Division Chair:** Departments are collected together to form divisions over which a division chair has functions described in the faculty handbook.

**Domain:** a set of skills or sub skills in a particular educational area; for example, the specific skills that make up algebra or critical thinking.

**Drop-Out:** A student who left the institution and did not return.

**Dual Credit:** A college-level course taken by a high school student through which the student will receive high school and college credit at the same time.

**Duplicated Headcount:** The sum of course enrollments for credit during the reporting period.

**E-Portfolio:** An online tool that allows students to collect evidence in multiple formats in order to demonstrate their learning as it develops over time and in a variety of contexts.

**Early College High School or Middle College:** The institution or entity that provides the outreach, curricula, and student learning and support programs for students who attain the Recommended or Advanced High School Program diploma and up to two years of college credit simultaneously.

**Economically Disadvantaged:** Colleges may use one or more of the following standards to determine whether an individual is economically disadvantaged: 1) annual income at or below the federal poverty line, 2) eligibility for Aid to Families with Dependent Children or other public assistance programs (includes WIC program participants), 3) receipt of a Pell Grant or comparable state program of need-based financial assistance, 4) participation or eligible for JTPA programs included under Title II, and 5) eligible for benefits under the Food Stamp Act of 1977 or the Health and Humans Services (HHS) Poverty Guidelines, 403.114, page 36721 of final Rules and Regulations. Students should not continue to be reported as economically disadvantaged if their circumstances change and they no longer meet the definition of economically disadvantaged.

**Efficiency:** A comparison of the resources used to produce the output.

**Effectiveness:** As a result of practices and operations, effectiveness is how well an approach, process, or measure addresses its intended purpose.

**Embedded Assessment:** A means of gathering information about student learning that is built into and a natural part of the teaching-learning process. Often uses for assessment purposes classroom assignments that are evaluated to assign students a grade. Can assess individual student performance or aggregate the information to provide information about the course or program; can be formative or summative, quantitative or qualitative. Example: as part of a course, expecting each senior to complete a research paper that is graded for content and style, but is also assessed for advanced ability to locate and evaluate Web-based information (as part of a college-wide outcome to demonstrate information literacy).

**End of Course Evaluations:** A questionnaire administered to students at the end of each course to assess their degree of satisfaction with the course and its instructor.

**Enhanced Skills Certificate:** (formerly called Advanced Skills Certificate) An enhanced skills certificate associated with an AAS or AAA degree program. It may be Tech-Prep or non-Tech- Prep. It consists of at least six and no more than 15 semester credit hours (9-23 quarter hours) and may extend an AAS or AAA award to an overall total of no more than 87 semester credit hours (126 quarter hours).

**Enrollment Statistics:** The number of students attending the college, sorted according to the student characteristics such as age, gender, full-time/part-time status, and residence.

**Equity:** the extent to which an institution or program achieves a comparable level of outcomes, direct and indirect, for various groups of enrolled students.

**Ethnicity:** Student's ethnic group assignment. If a student is visiting from a foreign country with a temporary visa, "international" is assigned. (THECB)

**Evaluation:** A process of examining or reviewing individuals or programs to measure performance.

**Evidence:** Outcomes that make it easy to see (clear) or establish proof of behavior, attitude, or external attribute.

**External Assessment:** This is the use of criteria (rubric) or an instrument developed by an individual or organization external to the one being assessed.

**External motivation:** Outside factors that influence individual or programmatic actions.

**Fact Book:** A compendium of selected facts concerning the academic activities occurring annually on campus. Data may include admissions, enrollment, and degrees conferred, faculty information, grant and contract awards, various expenditures, student demographics, and other items of interest.

**Faculty Evaluations:** A questionnaire administered to students at the end of each course to assess their degree of satisfaction with the course and its instructor.

**Faculty Workload:** Refers to all faculty activities that contribute to the accomplishment of unit related activities and responsibilities.

**Fast Facts:** A smaller condensed version of a fact book. A short synopsis of student demographics normally occurring during a particular semester.

**FICE Code:** A six-digit identification code created by the Federal Interagency Committee on Education. The FICE was originally used to identify all schools doing business with the Office of Education from the early sixties to the mid-nineties. The Coordinating Board adopted these codes as the identifier for each higher education institution in Texas. Around 1995 IPEDS began using a code called a unit-id to identify institutions that are accredited at the postsecondary level (college) by an agency recognized by the Secretary, U.S. Department of Education. These are the traditional institutions of higher education, formerly surveyed under the Higher Education General Information Surveys (HEGIS), plus any schools that are newly accredited institutions of higher education. Even though NCES modified the FICE by adding a two-digit suffix (00) and calling the new identifier an OPE number, the Coordinating Board still uses the six-digit FICE as its institution code for standard reporting of CBM data.

**Field of Study Curriculum (FOSC):** A set of courses that will satisfy the lower-division requirements for a baccalaureate degree in a specific academic area at a general academic teaching institution (university). A field of study curriculum affects academic degree programs at public colleges or universities as designated within the particular field of study curriculum.

**Field of Study Curriculum Completer:** A student who has satisfactorily completed all courses in a field of study that has been approved by the Coordinating Board.

**First College-Level Mathematics, Writing, Reading Course:** As determined by the reporting institution, the first college-level mathematics, writing-intensive, and reading-intensive course reported on the CBM002. Report the grade made in such courses each semester for each time attempted until the student makes a grade of A, B, or C. (CBM002).

**First-Generation College Student:** A student who is the first member of his or her immediate family to attend a college or university; neither of his or her biological or adoptive parents have ever attended a college or university.

**FTIC - First-Time in College:** A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with college credits earned before graduation from high school. The term applies even to students who earned more than 30 credits in high school.

**First-Time Freshman:** An entering freshman who has never attended any college. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school). Students who have not completed their high school work are not included.

**First-Time, First-Year Student:** A student attending any institution for the first time at the undergraduate level. Includes students enrolled in the fall term who attended college for the first time in the prior summer term. Also includes students who entered with college credits earned before graduation from high school. The term applies even to students who earned more than 30 credits in high school. (IPEDS)

**First-Time Transfer Student:** A certificate-, diploma-, or degree-seeking student entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g., technical, undergraduate, graduate), or a student who has participated in postsecondary instruction at a technical institution, and for whom this activity is recognized by the receiving institution.

**First-Time Undergraduate Student:** An undergraduate student who has not previously attended any postsecondary institution or who attended postsecondary level courses as a high school student and is currently enrolled for the first time since high school graduation. Does not include students who are currently in high school taking postsecondary level courses. Includes first-year certificate or diploma seeking students, first-time freshman, undergraduate non-degree, and audit students.

**Fiscal Year:** The period of time beginning September 1 and ending on the following August 31, both dates inclusive, which coincides with the State of Texas' fiscal year. It is sometimes called academic year.

**Formative:** The process of assessment that occurs between advisors and students at regular intervals to foster and enhance the students' learning experience. It is more focused on process.

**Formative assessment** - Formative assessment refers to the gathering of information or data about student learning during a course or program that is used to guide improvements in teaching and learning. Formative assessment activities are usually low-stakes or no-stakes; they do not contribute substantially to the final evaluation or grade of the student or may not even be assessed at the individual student level. For example, posing a question in class and asking for a show of hands in support of different response options would be a formative assessment at the class level. Observing how many students responded incorrectly would be used to guide further teaching. The focus of formative assessment is on the documentation of student development over time. It can also be used to engage students in a process of reflection on their education. (For comparison, see Summative assessment.)

**Formative evaluation:** Improvement-oriented assessment. The use of a broad range of instruments and procedures during a course of instruction or during a period of organizational operations in order to facilitate mid-course adjustments. A formative assessment occurs during a course, project, or program that is used to make immediate changes.

**Formula-Funded Course:** An academic credit course delivered face-to-face or by distance education whose semester credit hours are submitted for formula funding.

**Formula Funding:** The method used to allocate appropriated sources of funds among institutions of higher education.

**Freshman:** A student who has completed fewer than 30 semester credit hours in a 120 semester credit hour program.

**Focus Group:** A focus group consists of a small number (8-12) of relatively similar individuals who provide information during a directed and moderated interactive group discussion. Participants are generally chosen based on their ability to provide specialized knowledge or insight into the issue under study.

**Full-Time Student:** In determining financial aid and graduation rates an undergraduate student enrolled in 12 or more semester credit hours in a long semester is considered full-time. An academic graduate student (master's, doctoral, or first-professional) enrolled for 9 or more semester credit hours in a long term or students involved in thesis or dissertation preparation are considered full time by the institution.

**Full-time Equivalent Enrollment (FTE):** An enrollment measure that takes into account the number of credits and courses each student is taking. Thus, two half-time students make for one FTE student. FTE enrollment is typically reported over the entire 12 months of the fiscal year. 1 FTE generally requires 30 credits but could change depending upon the program. (IPEDS)

**Full-Time Student Equivalent (FTSE):** The Texas guideline for credit students uses a standard student credit hour load that would allow a student to graduate in a minimum number of 15-week semesters for their degree program. The Texas guideline for continuing education students at the two-year colleges uses 300 contact hours per quarter as the standard contact hour load for a full-time student equivalent.

To compute the **annual** average FTSE enrollment of credit-hour students, determine the total yearly number of credit hours (including summer sessions) and apply the following conversion factors as applicable:

- 1 annual undergraduate FTSE student = 30 undergraduate semester credit hours
- 1 annual master's FTSE student = 24 master's semester credit hours
- 1 annual first-professional FTSE student = 24 first-professional semester credit hours, except Optometry which is 34
- 1 annual doctoral FTSE student = 18 doctoral semester credit hours

To compute a **semester** average FTSE enrollment of credit-hour students, use a fall or spring term of credit hours and apply the following conversion factors as applicable:

- 1 semester undergraduate FTSE student = 15 undergraduate semester credit hours
- 1 semester master's FTSE student = 12 master's semester credit hours
- 1 semester first-professional FTSE student = 12 first-professional semester credit hours
- 1 semester first-professional FTSE Optometry student = 17 semester credit hours
- 1 semester doctoral FTSE student = 9 doctoral semester credit hours

**Gatekeeper Course:** (1) Pre-requisite course that must be successfully completed before enrolling in a credit course. Gatekeeper courses are normally associated with developmental math and English courses. (2) When following a prescribed series of courses to achieve a degree, the gatekeeper is the course in the series that most students find particularly challenging and they tend to fail the course and not continue with the series. One such course that fits this gatekeeper model is Anatomy and Physiology in the Nursing program.

**Gender:** Male or female

**General Appropriations Act:** An act adopted by the Legislature each biennium that contains most of the appropriations made by the Legislature for the next biennium.

**General Educational Development (GED):** Refers to the Tests of General Educational Development, which provide an opportunity to earn a high school credential. The GED program, sponsored by the American Council on Education, enables individuals to demonstrate that they have acquired a level of learning comparable to that of high school graduates.

**General Education:** the content, skills and learning outcomes expected of students who achieve a college degree regardless of program or major. This includes both skills in such areas as writing, critical thinking, problem solving, quantitative reasoning, and information competency as well as content knowledge in a spectrum of learning outcomes including: communications, arts, humanities, mathematics, sciences and social sciences.

**General Education Assessment:** This kind of assessment provides the opportunity to obtain data about the impact of the general education program on student learning and to make improvements in the program if indicated.

**General Revenue Appropriations:** Appropriations of state tax dollars made by the Legislature.

**Goal:** In the field of student assessment, a goal is a very broad statement of what students should know or be able to do. Unlike a standard or an objective, a goal is often not written in language that is amenable to

assessment. Rather, the purpose for crafting a set of goals typically is to give a brief and broad picture of what a school, district, state, etc. expects its students will know and be able to do upon graduation.

**Goals for Learning:** Goals are used to express intended results in general terms. The term goals are used to describe broad learning concepts, for example: clear communication, problem solving, and ethical awareness.

**Governing Board:** The body charged with policy direction of any public community/junior college district, technical college system, public university, or other educational agency, including, but not limited to, boards of directors, boards of regents, or boards of trustees.

**Grade Points Earned:** The numerical value assigned to letter grades to provide a basis of quantitative determination of an average. The grade assignments in a four-point system are A = 4, B = 3, C = 2, D = 1, and F = 0 in non-developmental education courses taken during the reporting period.

**Graduate Rate:** The percentage of students in a cohort who graduate within 150% of normal time. The cohort of first-time, associate students who enter the institution during the Fall Semester is tracked for three years.

**Graduation Survey:** Conducted on an annual basis at many institutions--targeted audiences are normally those students who are receiving an academic credential.

**Guidelines for Instructional Programs in Workforce Education (GIPWE):** A Coordinating Board approved publication containing policies and procedures related to the proposal and approval of workforce education courses and programs for Texas public institutions.

**Headcount Enrollment:** Each student is counted as one enrollment, regardless of the number of courses they are taking. Generally a "snapshot" as of a specified day.

**Hispanic or Latino:** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. (IPEDS)

**Holistic Rubric:** In contrast to an *analytic rubric*, a holistic rubric does not list separate levels of performance for each criterion. Instead, a holistic rubric assigns a level of performance by assessing performance across multiple criteria as a whole. In a *holistic rubric*, a judgment of how well someone has performed on a task considers all the criteria together, or holistically, instead of separately as in an analytic rubric. Thus, each level of performance in a holistic rubric reflects behavior across all the criteria.

**Holistic Scoring:** a scoring process in which a score is based on an overall rating or judgment of a finished product compared to an agreed-upon standard for that task.

**Hybrid/Blended Course:** A distance education course in which a majority (more than 50 percent but less than 85 percent) of the planned instruction occurs when the students and instructor(s) are not in the same place.

**In-District Student:** A community college student who is a legal resident of the locality (taxing district) in which he/she attends college and thus is entitled to reduced tuition charges if offered by the institution.

**In-District Tuition:** The tuition charged by a community college to those students residing in their taxing district. This may be a lower rate than in-state tuition offered by the institution.

**Indirect assessment:** Acquiring evidence about how students feel about learning and their learning environment rather than actual demonstrations of outcome achievement. Examples include surveys, questionnaires, interviews, focus groups, and reflective essays (For comparison, see direct assessment.)

**Indirect Measures:** Methods of gathering information that ask students/advisors to reflect on what has been learned rather than to demonstrate it (e.g. questionnaires, interviews, focus groups). Indirect measures are more inferential than direct measures.



**Indirect Methods:** These data sources require inferring actual student abilities, knowledge, and values rather than measuring them directly (e.g., student self-report data, course grades, graduate rates) and include survey, focus group and interview data/methods.

**Input:** the demographics and skills students bring with them as they enter a course, program or institution.

**Indirect Measures of Learning:** Students (learners) are asked to reflect on their learning rather than to demonstrate it. Examples include: exit surveys, student interviews (e.g. graduating seniors), and alumni surveys.

**In-State Student:** A student who is a legal resident of the state (Texas) in which he/she attends college.

**In-State Tuition:** The tuition charged by institutions to those students who meet the state's or institution's residency requirements.

**Institutional assessment** - Assessment to determine the extent to which a college or university is achieving its mission. (For comparison, see Course-level assessment and Program assessment.)

**Institutional Effectiveness:** This term describes how well an institution is accomplishing its mission and major strategic goals. SACS-COC defines it as follows: The institution identifies expected outcomes for its educational programs and its administrative and education support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.

**Institutional Research:** A broad category of work done at colleges and universities to assist decision-making and planning in areas such as admissions, financial aid, curriculum, enrollment management, staffing, student life, finance, facilities, athletics, and alumni relations.

**Institutional Review Board (IRB):** Process used within the educational field to ensure that any conducted research will protect and pose no threat to the rights and welfare of human participants.

**Instruction Mode:** The method by which the instruction is delivered (e.g., face-to-face, internet, other electronic media).

**Instructional Objective:** The instructional objective is a statement that explains what the instructor intends to teach and the teaching procedure for an effective course.

**Instructor:** A faculty member of an institution of higher education who is tenured or is on tenure-track and who does not hold the rank of assistant professor, associate professor, or professor.

**Integrated Postsecondary Education Data System (IPEDS):** The education data collection program used by the U. S. Department of Education National Center for Education Statistics (NCES). It is a single, comprehensive data collection system developed to encompass all institutions and organizations whose primary purpose is to provide postsecondary education.

**Inter-institutional Class:** A class in which the faculty and course of one institution are provided to the students of another and the institutions have an agreement on file with the CB. As determined by the agreement, either the providing institution may report all sch for funding, or each of the participating institutions may report the sch generated by their own students.

**Intended Student Learning Outcomes (SLO's):** What should students know and be able to do when they complete the course, program and institution? These need to be specifically defined in terms of both content and skills.

**Internal Motivation:** Incentive and rewards build from within an individual and may be based on inherent or intrinsic wants or needs without any influence from external reinforcement.

**Internship:** A supervised, external learning experience for students in non-health professions programs. Internship experiences provide workplace settings in which students learn and apply program theory and management of the work flow. Internship experiences take place in any setting outside of health care and students may or may not be paid for the learning experiences. (CTC CBM004, CBM00S, CBM00C)

**Item:** an individual question or exercise in an assessment or evaluative instrument.

**Key Point Indicators:** Indicators used by institutions to understand performance in relation to strategic goals and objectives. Important performance information that enables the institution and/or stakeholders to understand whether or not the college or university is performing within acceptable standards.

**Learning outcomes** - Knowledge, skills, and dispositions that students should be able to demonstrate upon graduating from the program. Legislative Appropriations Request (LAR): Documents developed each biennium in which state agencies and institutions indicate their financial needs for the next biennium to the Legislature.

**LEAP:** Liberal Education and America's Promise (LEAP) is a national initiative that champions the importance of a twenty-first-century liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality. LEAP was launched in 2005 by the Association of American Colleges and Universities (AAC&U)

**Legislative Budget Board (LBB):** A permanent joint committee of the Texas Legislature that develops budget and policy recommendations for legislative appropriations for all agencies of state government, as well as completes fiscal analyses for proposed legislation.

**Level (Student):** Student's educational level based upon whether he/she has obtained a Bachelor's degree. Those without a Bachelor's degree are classified as undergraduate. Students who have obtained a Bachelor's degree and have or are pursuing a higher degree are graduate.

**Level of Award/Degree:** A code identifying a formal recognition certifying successful completion of a prescribed set of courses or program of study. (i.e., certificate, associate degree, baccalaureate, masters', doctoral degree, core curriculum completer, field of study completer, marketable skills achievement award)

**Limited English Proficiency:** A student who has limited ability in speaking, reading, writing, or understanding the English language, and whose native language is a language other than English; or who lives in a family or community environment in which a language other than English is the dominant language. The field contains a '4' if the student has limited English proficiency and blank if not applicable.

**Local Assessment:** These are instruments developed within the institution by faculty or staff and are based on their teaching/program approaches, students, and learning/program goals.

**Longitudinal Cohort Analysis:** a form of evaluation or assessment where a particular group (cohort) is defined on a set of predetermined criteria and followed over time (longitudinal) on one or more variables.

**Lower Division Academic Course Guide Manual (ACGM):** The official list of approval numbers for general academic transfer courses that may be offered for state funding by public community and technical colleges in Texas. It lists a basic core of general academic courses which are freely transferable among all public institutions of higher education in Texas in accordance with the Texas Education Code, §61.051(g). TCCNS numbers are assigned to most courses in the manual

**Manageable Assessment:** For this kind of assessment, methods are efficiently executed and yield results that are easily communicated and used.

**Mapping:** The process of determining when, where and through what experiences the outcomes for advising will be accomplished over the student's academic career.

**Matriculation:** a process to assist entering college students to be successful, including admissions, registration, orientation, placement testing, counseling, registration and evaluation.

**Major:** A subject-matter area in which a student may specialize by taking a specified number of courses as a part of the requirements for completion of a program of study. It is identified with a six- or eight-digit **CIP code** of the program in which the award is to be conferred.

**Master Plan:** Annual plan that identifies short-term activities, generally on a one-year timeframe, based upon broader goals established in the strategic plan.

**Master's Degree:** An award that requires the successful completion of a program of study of at least the full-time equivalent of 1 but not more than 2 academic years of work beyond the bachelor's degree.

**Measurements:** Design of strategies, techniques and instruments for collecting feedback data that evidence the extent to which students demonstrate the desired behaviors.

**Meaningful Assessment:** This kind of assessment is connected to issues and questions people care about in the department, college, and/or institution.

**Metacognition:** An awareness of personal knowledge and ability to understand, control, and manipulate the 'thinking' process itself. (NACADA)

**Methods of Assessment:** Techniques or instruments used in assessment.

**Metropolitan Statistical Areas (MSA):** These are geographic units to gather statistics in metropolitan areas of the United States. If a county is located in an MSA it is considered to be located in an urban area, otherwise it is considered rural. The State Demographer defines the MSAs.

**Milestones:** Milestones are measurable educational achievements that include both conventional terminal completions, such as earning a credential or transferring to a baccalaureate program, and intermediate outcomes, such as completing developmental education or adult basic skills requirements. **Milestones associated with Success Points include:** Complete Developmental Education, Complete First Year College Level Math, Complete First Year College Level Reading/Writing, Completed 15 College Level semester credit hours, Complete 30 College Level semester credit hours, Earn a degree or certificate, Earn a degree or certificate in a critical field, Transfer to a 4 year.

**Mission:** The mission statement explains why an organization or department exists and what it hopes to achieve.

**Mission Statement:** A specific charge given to a group to perform or accomplish, often self-imposed or pre-established.

**Modifications:** Recommended actions or changes for improving student learning, service delivery, etc. that respond to the respective measurement evaluation.

**Momentum Points:** Momentum points, which can be measured by term or year, provide a useful measure of student progress toward a meaningful outcome. Momentum points can be particular courses (such as the first college-level "gatekeeper" math or English course), sets of courses (such as a developmental education series), or levels of educational attainment (such as one term's worth of credits) that, once reached, increase the likelihood of completion of degrees or other milestone events. Therefore, attaining a momentum point is associated with a higher probability of achieving a milestone.

**Massive open online course (MOOC):** is an online course aimed at large-scale interactive participation and open access via the web. In addition to traditional course materials such as videos, readings, and problem sets, MOOCs provide interactive user forums that help build a community for the students, professors, and teaching assistants (TAs). MOOCs are a recent development in distance education.

**Moodle: Modular Object-Oriented Dynamic Learning Environment** is a free web application that educators can use to create effective online learning sites.

**Multiple Measures:** Several measures of the same construct.

**Multi-racial:** People or groups of people whose ancestries come from multiple races.

**Native Hawaiian or Other Pacific Islander:** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**National Center for Education Statistics (NCES):** A part of the Office of Educational Research and Improvement at the U. S. Department of Education, the center collects and reports statistical information showing the condition and progress of education in the U. S.

**Non-Course-Based Developmental Education:** May include, but is not limited to, such activities as tutoring, supervised self-study, and participation in learning assistance centers. While non-course-based developmental education is not eligible for state formula funding, beginning in fall 2009, short or “accelerated” developmental education courses are eligible.

**Non-Credit Course:** A course that results in the award of continuing education units (CEU) as specified by Southern Association of Colleges and Schools (SACS) criteria, or institutional credit rather than credit toward a degree or certificate. Only courses that result in the award of CEUs may be submitted for state funding. (CTC CBM00C)

**Non-Degree-Seeking Student:** A student who is attending a university but who does not intend to work toward a degree.

**Nonresident Alien:** A person who is not a citizen or national of the United States and who is in this country on a visa or temporary basis and does not have the right to remain indefinitely.

**Nonresident Student:** A student who is not a legal resident of the state in which he or she is attending college. Also known as an OUT-OF-STATE Student.

**Normal Time of Completion:** The amount of time necessary for students to complete all requirements for a degree or certificate according to the institution’s catalog. This is typically 2 years (4 semesters, excluding summer term) for an associate’s degree in a standard term-based institution; and the various scheduled times for certificate programs.

**Norm-Referenced Assessment:** an assessment where student performance or performances are compared to a larger group. Usually the larger group or “norm group” is a national sample representing a wide and diverse cross-section of students. Students, schools, districts, and even states are compared or rank-ordered in relation to the norm group. The purpose of a norm-referenced assessment is usually to sort students and not to measure achievement towards some criterion of performance.

**Occupational Program:** A program of study consisting of one or more courses designed to provide the student with sufficient knowledge and skills to perform in a specific occupation.

**Objective:** A short-term, measurable, specific activity having a time limit or timeline for completion. They specify who, will do what, under what condition, by what standard and within what time period.

**Objectives for Learning:** Objectives are used to express intended results in precise terms. Further, objectives are more specific as to what needs to be assessed and thus are a more accurate guide in selecting appropriate assessment tools. Example: Graduates in Speech Communication will be able to interpret non-verbal behavior and to support arguments with credible evidence.

**On-Campus Student:** A student who is admitted to an institution, the majority of whose semester credit hours are reported for formula funding and whose coursework is primarily taken at an institution’s main campus or on one or more of the campuses within a multi-campus community college system.

**Open-Response Items:** items requiring short written answers.

**Operational Planning:** Planning that deals with short-term activities, generally on a one-year timeframe, which effectively operationalize (implement) the strategic plan.

**Outcome:** Outcomes are specifically about what you want the end result of your efforts to be. In other words, what do you expect the student to know and do as a result of your work with them. Outcomes focus on what students are able to do/know at the end of instruction or after receiving a service (the achieved results). College administrators use this term to describe student success such as course completions, student persistence, and graduation rates. (2) Many state and legislative boards use this term as a judgmental concept – allocating resources where student outcomes (e.g., activities) are perceived as being successful.

**Outcome Objective:** A short-term, measurable, specific activity having a time limit or timeline for completion related to a specific outcome. Typical tell you *who* will do *what* by *how much* and by *when*.

**Outcome Indicator:** Usually referred to as a key indicator, this is that data set, or set of statistics that best verifies the accomplishment of a specific outcome. An outcome indicator for college readiness might be an SAT score of 1100 or above. It is typically the accomplishment of a specific skill or assessment at a certain level that indicates an outcome is met.

**Outcome Target:** the benchmark set as a performance indicator for a given outcome. An example would be that 80% of students would score a 75% or above on a reading assessment. The outcome target would be "80% of students."

**Out-of-District Student:** A community college student who is a legal resident of the state of Texas but who resides outside the locality (taxing district) in which he/she attends.

**Out-of-State Student:** A student who is not a legal resident of the state in which he/she attends school.

**Output:** anything an institution or system produces

- A value-neutral quantity measure
- Usually measured in terms of volume of work accomplished
- Often confused with a measure of quality of degrees, research, student services, etc.

**Outputs:** The types, levels or targets of a service such as the number student graduates, total visitors to the library, or number of people who were served. This type of data may include the level of satisfaction determined through the use instruments as Likert or Semantic Differential Rating scales.

**Overload:** A faculty member who is employed full time and has a teaching assignment in addition.

**Paraprofessional Staff:** Persons whose assignments require specialized knowledge or skills which may be acquired through experience, apprenticeship, on-the-job-training, or academic work in occupationally specific programs that result in a 2-year degree or other certificate or diploma.

**PARF – Personnel Action Request Form (SWTJC):**

**Part-Time Student:** An undergraduate student enrolled for either 11 semester credits or less or less than 24 contact hours per week each term. A graduate student enrolled for eight semester credits or less.

**Passive Compliance:** Performing an action or activity to meet a requirement, with little or no intention of follow up or follow through on the subject area.

**Performance Assessment:** The process of using student activities or products, as opposed to tests or surveys, to evaluate students' knowledge, skills, and development. Methods include: essays, oral presentations, exhibitions, performances, and demonstrations. Examples include: reflective journals (daily/weekly); capstone experiences; demonstrations of student work (e.g. acting in a theatrical production, playing an instrument, observing a student teaching a lesson); products of student work (e.g. Art students produce paintings/drawings, Journalism students write newspaper articles, Geography students create maps, Computer Science students generate computer programs, etc.).

**Performance-based Assessment:** (also known as *Authentic Assessment*): items or tasks that require students to apply knowledge in real-world situations.

**Performance Indicators:** a set of measures that are used to evaluate and report performance.

**Persistence:** the ongoing enrollment of students over multiple semesters or terms.

**Persistence Rate:** The rate at which students persist in higher education, often as measured by the percentage of students who continue in higher education from one year to the succeeding year. To avoid confusion, this term is replacing the term "retention rate," which is used in the public education sector as a reference to students who are held back and not promoted to the next grade.

**PK-16 or P-16:** The period of education that begins with pre-kindergarten and ends with a four- year baccalaureate degree.

**Plan:** A blueprint specifying the resource allocations, schedules, and other actions necessary for attaining goals.

**Planning:** The act of determining the college's goals and the means of achieving those goals.

**Placement:** the counseling/advising process, using multiple variables, usually including the results of a placement test, to assist entering college students enrolling in beginning college courses, especially remedial/basic skills courses.

**Placement Testing:** the process of assessing the basic skills proficiencies or competencies of entering college students.

**Portfolio:** A purposeful collection of artifacts that demonstrate a student's development or achievement.

**Post-Baccalaureate Student:** A student with a bachelor's degree and who has not been admitted to a graduate or first-professional program and is not currently enrolled in an undergraduate degree program.

**Practicum:** A type of external learning experience whereby the students receive practical, general training and experiences in the workplace. Includes student teaching, internships, work- study, cooperative education and similar activities.

**Predictive Modeling:** The process by which a model is created or chosen to try to best predict the probability of an outcome.

**Prerequisite:** A course or competency required prior to entering a program or a course.

**Priority Occupations:** Occupations that have an impact on the Texas economy, require substantial training time, and offer a reasonable expectation of career opportunities and advancement. Priority occupations for the state are determined by the Texas State Board of Education.

**Professor:** A faculty member of an institution of higher education who has the highest academic rank and who is tenured or is on-tenure track.

**Program:** A set of courses constituting an area of specialization.

**Program Assessment:** Assessment to determine the extent to which students in a departmental program can demonstrate the learning outcomes for the program. (For comparison, see Course-level assessment and Institutional assessment.)

**Program Closure:** The process whereby a program is officially discontinued and removed from the program inventory either voluntarily by the institution or by the Coordinating Board through the deactivation process.

**Program Funding:** The rate per base contact hour generated in a particular subject field as recommended by the Coordinating Board and approved by the Texas Legislature.

**Program Goal:** The program goal is a statement that explains what the program aims to accomplish with faculty and staff support in terms of the teaching and learning process. The statement can also extend beyond teaching and learning.

**Program Inventory:** A database of Coordinating Board-approved degree programs listed by institution.

**Program of Study:** The post-secondary educational courses and academic requirements that a student must complete to earn a credential from a particular post-secondary institution.

**Program-based Assessment:** The process used to determine whether students have acquired the skills, knowledge, and competencies associated with the program of study.

**Programmatic Objective:** Statements of what the program wants students and/or advisors to be able to do and to know or what the program will do to ensure what students and/or advisors will be able to do or to know. Objectives tend to be more specific than goals. (NACADA)

**Program outcomes:** The benefits (changes in values, status, position, etc.) students receive as a result of the completing the entire program of study (rather than a few courses). Some of those things might be employment, licensure pass rates, and opportunities for advancement, improved conditions, lifelong learning issues or employer satisfaction with recently hired students.

**Program Review:** a process of systematic evaluation of multiple variables of effectiveness and assessment of student learning outcomes of an instructional or student services program.

**Prompt:** a short statement or question that provides students a purpose for writing; also used in areas other than writing.

**Psychomotor:** The acquisition of skills involving both mental and motor activities.

**QR Code:** Quick Response Code. A QR code is a type of 2D bar code that is used to provide easy access to information through a smartphone.

**Qualitative:** Assessment methods that provide a narration or description of learning (e.g. logs, journals, participant observations, open-ended questions on interviews and surveys).

**Qualitative Methods of Assessment:** Methods that rely on descriptions rather than numbers. Examples: Ethnographic field studies, logs, journals, participant observation, and open-ended questions on interviews and surveys.

**Quantitative:** Assessment methods that rely on numerical scores or ratings (e.g. standardized tests, surveys). (NACADA)

**Quantitative Methods of Assessment:** Methods that rely on numerical scores or ratings. Examples: Surveys, Inventories, Institutional/departmental data, departmental/course-level exams (locally constructed, standardized, etc.).

**Questionnaire:** A research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents.

**Race/ethnicity:** Categories used to describe groups to which individuals belong, identify with, or belong in the eyes of the community. The categories do not denote scientific definitions of anthropological origins. A person may be counted in only one group.

**Rater:** a person who evaluates or judges student performance on an assessment against specific criteria.

**Rater Training:** the process of educating raters to evaluate student work and produce dependable scores. Typically, this process uses anchors to acquaint raters with criteria and scoring rubrics. Open discussions between raters and the trainer help to clarify scoring criteria and performance standards, and provide opportunities for raters to practice applying the rubric to student work. Rater training often includes an assessment of rater reliability that raters must pass in order to score actual student work.

**Registrar:** A college official concerned with keeping academic records, approving course selections, and sometimes, counseling. The registrar's office is responsible for student admissions, records and the college timetable.

**Reliability:** The degree to which a measure yields consistent results.

**Remedial Services:** Instructional activities designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

**Remediation:** An activity designed to teach basic competencies in such areas as reading, writing, oral communication, and mathematics.

**Residence:** A person's permanent address determined by such evidence as a driver's license or voter registration. For entering first-time first-year students, residence may be the legal residence of a parent or guardian.

**Restricted Program Admission:** An item used to distinguish students who have a declared major in a particular discipline from those who are actually admitted to a certificate or degree program through a restricted or separate admission process. The distinction provides more accurate enrollment and graduation numbers in key, high-demand occupations, and the data are often linked to special legislative initiatives.

**Retention Rate:** In higher education discussions, the rate at which students are retained or graduate, and thereby persist, in higher education, as often measured by the percentage of students who continue in higher education from one year to the succeeding year. The cohort generally consists of students who started in a fall term or in the previous summer term and who continued in the fall term. More recently, the term "persistence rate" is used more commonly to avoid confusion with the use of retention rates in the public education sector, where it refers to students who are held back and not promoted to the next grade.

**Retention:** in California community colleges, the completion of a course or semester (Course Completion outside of California). Outside of California, used in the same manner as persistence: the reenrollment of students over multiple semesters or terms.

**Revenues:** The collective amounts of income (increase in net assets) of the institution from all sources for public and private, not-for-profit institutions. For private and for-profit institutions it is their increase in equity. In either case, the increase is a result of the provision of an education service or selling education product.

**Rubric:** A tool that merges the criteria for the goal (the "what") with a rating scale (the "how well"). Rubrics offer consistent sets of descriptors to which student work can be compared by both professors and students themselves. A rubric is composed of at least two criteria by which student work is to be judged on a particular task and at least two levels of performance for each criterion.

**Scale:** values given to student performance. Scales may be applied to individual items or performances, for example, *checklists*, i.e., yes or no; *numerical*, i.e., 1-6; or *descriptive*, i.e., the student presented multiple points of view to support her essay. Scaled scores occur when participants' responses to any number of items are combined and used to establish and place students on a single scale of performance.

**SCANS Skills:** Skills identified by the Secretary's Commission on Achieving Necessary Skills as needed by American workers for entry-level employment.

**SCH:** Semester Credit Hour. A unit of measure representing an hour (50 minutes) of instruction over a 15-week period in a semester or trimester system or a 10-week period in a quarter system.

**Semester:** A fall or spring semester shall normally include at least 15 weeks for instruction and one week for final examination, or a total of 16 weeks of instruction and examination combined. Each of the two summer terms shall include no less than 5½ calendar weeks, including registration, instruction, and final examinations.

**Semester Credit Hour (SCH):** A unit of measure of instruction consisting of 60 minutes, of which 50 minutes must be direct instruction, over a 15-week period in a semester system.

**Service Area:** The geographical area, or target market, for educational delivery by community/junior colleges as defined in the Texas Education Code..

**Skilled Crafts Staff:** Persons whose assignments typically require special manual skills and a thorough and comprehensive knowledge of the processes involved in the work, acquired through on-the-job-training and experience or through apprenticeship or other formal training programs.

**Small Class:** Undergraduate level organized classes with less than 10 registrations and graduate level classes with less than five registrations. Any composite or cross-listed section having both undergraduate and graduate level courses will be treated as if it were an undergraduate class and will be defined as a small class if there are less than ten total registrants in the class.



**Sophomore:** A student who has completed the equivalent of one year of undergraduate work; that is, at least 30 semester hours but less than 60 semester hours in a 120-hour program.

**Source of Data:** Primary source of information from which data was obtained concerning the topic.

**Southern Association of Colleges and Schools (SACS):** The regional organization that accredits postsecondary educational institutions in Texas.

**SPSS:** Statistical Package for the Social Sciences

**Stakeholders:** Individuals or departments who have a shared interest in academic advising. (NACADA)

**Standardization:** a consistent set of procedures for designing, administering, and scoring an assessment. The purpose of standardization is to assure that all students are assessed under the same conditions so that their scores have the same meaning and are not influenced by differing conditions. Standardized procedures are very important when scores will be used to compare individuals or groups.

**Statement of Purpose:** Identifies who the organization is (mission), what the organization stands for (values), and what the organization intends to accomplish (goals).

**Self-efficacy:** Students' judgment of their own capabilities for a specific learning outcome.

**Self-Report Instruments:**

NSSE: National Survey of Student Engagement  
CCSSE: Community College of Student Engagement  
SERU: Student Engagement at Research University  
EBI: Educational Benchmarking, Inc.

**Skills, Proficiency, Performance Competence Instruments:**

CAAP: Collegiate Assessment of Academic Proficiency  
MAPP: Measure of Academic Proficiency and Progress  
CLA: Collegiate Learning Assessment  
CCLA: Community College Learning Assessment

**Southern Association of Colleges and Schools–Commission on Colleges (SACS-COC):** This is the accrediting agency of higher education institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.

**Standardized Assessments:** These are instruments developed outside the institution with standardized administration and scoring procedures.

**Standard:** Much like a goal or objective, a standard is a statement of what students should know or be able to do. Distinguished between a standard and these other goal statements by indicating that a standard is broader than an objective, but more narrow than a goal. Like an objective and unlike a goal, a standard is amenable to assessment, that is, it is observable and measurable.

**State Appropriations:** A source of salary funds that includes all funds from state appropriations including special items, whether funded by general revenue or other educational and general income.

**Stop Out:** A student who left the institution and returned at a later date.

**Strategic Plan:** Contains the vision, mission and goals of the college, and provides guidance for decision-making based on resource allocations, including the organization's capital and people.

**Strategic Planning Process:** The act of defining objectives and assessment methods through which the organization can gauge performance and make adjustments as necessary to obtain pre-determined goals. Strategic planning normally addresses pre-determined goals for a three-year or five-year period.

**Student-Faculty Ratio:** Determined using a formula by dividing student FTE by faculty FTE of the same

level.

**Student Engagement:** Involvement of students with the college, including in the classroom and out; encompasses development of friendships, memberships in college organizations, and amount of time spent in college-related activities. High levels of student engagement are associated with student retention and achievement.

**Student Learning Outcomes (SLO's):** Statements of what students are expected to know and be able to do (competencies and skills) by the time they complete the course, major, or degree program. These statements focus on what the student will take away from the learning experience and are the basis for assessment of student learning.

**Student Outcomes Assessment:** The act of assembling, analyzing and using both quantitative and qualitative evidence of teaching and learning outcomes, in order to examine their congruence with stated purposes and educational objectives and to provide meaningful feedback that will stimulate self-renewal.

**Student-To-Faculty Ratio:** An index of the average size (enrollment) of classes in relation to faculty resources. It may also be defined as the ratio of full-time-equivalent (FTE) students to full-time-equivalent (FTE) faculty. (IPEDS)

**Summative:** A method of establishing the quality or effectiveness of a program/intervention/service after its delivery. The focus is on outcome of what students have learned and how well they were taught the information needed. May serve as some indication whether or not students have met the intended goals and objectives. (NACADA)

**Summative assessment:** The assessment of student achievement at the end point of their education or at the end of a course. The focus of summative assessment is on the documentation of student achievement by the end of a course or program. The purpose is to determine success or to what extent the program/project/course met its goals. It does not reveal the pathway of development to achieve that endpoint. (For comparison, see Formative assessment.)

**Summative evaluation:** Accountability-oriented assessment. The use of data assembled at the end of a particular sequence of activities, to provide a macro view of teaching, learning, and institutional effectiveness.

**Summer Session:** A summer session is shorter than a regular semester. It is not the third term of an institution operating on a trimester system or the fourth term of an institution operating on a quarter calendar system. The institution may have two or more sessions occurring in the summer months. Some schools, such as vocational and beauty schools, have year-round classes with no separate summer session.

**Surveys:** Surveys are an ordered series of questions in a systematic manner used to gather data about beliefs, attitudes, and experiences.

**Sustainability:** The resources (people and financial) and systems enable assessment to continue and be replicated over time.

**Task:** an activity, exercise, or question requiring students to solve a specific problem or demonstrate knowledge of specific topics or processes.

**Teaching-Improvement Loop:** Teaching, learning, outcomes assessment, and improvement may be defined as elements of a feedback loop in which teaching influences learning, and the assessment of learning outcomes is used to improve teaching and learning.

**Technical Staff:** Persons whose assignments require specialized knowledge or skills which may be acquired through experience, apprenticeship, on-the-job-training, or academic work in occupationally specific programs that result in a 2-year degree or other certificate or diploma.

**Tech-Prep:** A program of study that (a) combines at least two years of secondary education (as determined under State law) and two years of postsecondary education in a non-duplicative sequential course of study; (b) strengthens the applied academic component of vocational and technical education through the integration of academic, and vocational and technical, instruction; (c) provides technical preparation in an area such as engineering technology, applied science, a mechanical, industrial, or practical art or trade, agriculture, a health

occupation, business, or applied economics; (d) builds student competence in mathematics, science, and communications (including through applied academics) in a coherent sequence of courses; and (e) leads to an associate degree or a certificate in a specific career field, and to high skill, high wage employment, or further education.

**Tenure:** Defined as the status of a personnel position, or a person occupying a position or occupation, with respect to permanence of the position. It is the academic tradition of guaranteeing continuing employment to faculty members who have demonstrated a high level of performance in the areas of research, teaching, and service. Tenure decisions are usually made for tenure-track faculty in the fifth year of employment.

**Tests:** Tools used in measurement of knowledge, attitude and behavior. Tests and testing are specific to a defined circumstances, a period of time or set of outcomes.

**Texas Common Course Numbering System (TCCNS):** A common system of four-letter prefixes and four-digit numbers for freshman- and sophomore-level academic courses offered in Texas public community and technical colleges. Originally developed as a joint project by the Texas Association of Collegiate Registrars and Admissions Officers (TACRAO) and the Gulf Coast Consortium of Community and Technical Colleges, the system has been voluntarily implemented across the state of Texas in an effort by colleges to facilitate the successful transfer of courses taken by students from one college to another. These courses form the basis for the Lower Division Academic Course Guide manual.

**Texas Education Agency (TEA):** The purpose of the TEA is to provide leadership, guidance and resources to help schools meet the educational needs of all students in grades P-12.

**Texas Education Code (TEC):** Statutes of the State of Texas dealing with education. In general, the statutes dealing with higher education are within Title III of the code.

**Texas Higher Education Coordinating Board (THECB):** Provides leadership and coordination for the Texas higher education (post-secondary) system.

**Texas Success Initiative (TSI):** A legislatively mandated program effective September 1, 2003. The TSI, which replaced the Texas Academic Skills Program (TASP), gives more flexibility to public higher education institutions in their efforts to ensure that students have the academic skills they need to succeed in higher education. The TSI requires testing of students' academic skills upon entry into public higher education and appropriate counseling, advice, and opportunities -- such as developmental education courses or non-course-based education (computer-based instruction or tutoring, for example) -- for improving those skills. Each college or university is responsible for determining when students have the appropriate skills to succeed in college.

**Tracking Period:** The amount of time the cohort is followed.

**Transfer Student:** A student entering the reporting institution for the first time and who is known to have previously attended another institution at the same level (e.g., undergraduate to undergraduate, graduate to graduate; not undergraduate to graduate). This does not include an institution's own graduates who enter for further education.

### **Transparent Assessment:**

**TSI-waived:** Some TSI exemptions/exceptions are not considered permanent because the exempt status only applies to the student while the student meets the qualifications for exemption, including certificate programs that are not subject to state mandated assessment and remediation requirements, students who have met the testing standards to take dual credit courses, and certain students who are currently in the United States military.

**Tuition and Required Fees:** Amount of money charged to students for instructional services. Tuition may be charged per term, per course, or per credit.

**Undergraduate Student:** A student enrolled in a 4-5 year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate.

**Unduplicated Headcount:** The sum of students enrolled with each student counted only once during the reporting period.

**Unit Action Plan (UAP):** The Unit Action Plan documents a department's purpose, goals, intended activities, and expected outcomes.

**Use of Results:** What changes will be made as a result of faculty reflection on the assessment findings? What areas of concern need attention to promote student learning and departmental and institutional effectiveness?

**Validity:** The degree to which an assessment tool measures what it purports to measure.

**Value:** A principle or quality that is intrinsically important to the organization or culture.

**Value Rubric:** VALUE: Valid Assessment of Learning in Undergraduate Education. The LEAP VALUE rubrics (15) were developed by teams of faculty experts representing colleges and universities across the United States. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

VALUE Rubrics:

**Intellectual and Practical Skills**

- Inquiry and analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Reading

**Value Rubric Continued**

- Quantitative literacy
- Information literacy
- Teamwork
- Problem solving

**Personal and Social Responsibility**

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning
- Foundations and skills for lifelong learning
- Global Learning

**Integrative and Applied Learning**

- Integrative and applied learning

**Value Added:** The effects educational providers have had on students during their programs of study. The impact of participating in higher education on student learning and development above that which would have occurred through natural maturation, usually measured as longitudinal change or difference between pretest and posttest; A comparison of the knowledge, skills, and developmental traits that students bring to the educational process with the knowledge, skills and developmental traits they demonstrate upon completion of the educational process.

**Value Standards:** Statements that describe attitudes teachers would like students to develop towards learning (e.g., *students will value diversity of opinions or perspectives*).

**Vetted:** to appraise, verify, or check for accuracy, authenticity, validity, etc

**Virtual College of Texas:** A consortium of all accredited, public Texas community and technical colleges. It includes the 50 community college districts and the four colleges of the Texas State Technical College system. The mission of VCT is to provide distance learning access to all Texans wherever they may live, regardless of geographic, distance, or time constraints. The reporting of such a class is a hybrid of instructional

telecommunications and an inter-institutional class. This sharing makes it possible for students to enroll in a local (host) college for courses provided by other colleges throughout Texas, while receiving support services from the local institution.

**Vision:** The vision statement looks into the future and defines a desired state.

**Vocational Courses or Programs:** Workforce education courses or programs for which continuing education units (CEUs) are awarded.

**Voluntary System of Accountability (VSA):** The Voluntary System of Accountability is an initiative by public, four-year universities to supply basic, comparable information on the undergraduate student experience to important constituencies through a common web report named the College Portrait.

**WebAdvisor:** is a secure web interface that allows guests, students, faculty and staff of Southwest Texas Junior College to access and/or update information.

**White:** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

**Workforce Continuing Education Course:** A course of ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction, as outlined in the Guidelines for Instructional Programs in Workforce Education, with an occupationally-specific objective and supported by state appropriations. Workforce continuing education courses are offered by community and technical colleges and differ from a community service course, which is not eligible for state reimbursement and is offered for recreational or avocational purposes.

**Workforce Education:** In reference to programs offered primarily by community and technical colleges, technical courses and programs for which semester hours are awarded and vocational courses and programs for which continuing education units are awarded. Workforce education courses and programs prepare students for immediate employment or job upgrade within specific occupational categories.

**Workforce Education Course Manual (WECM):** The Coordinating Board's official statewide inventory of workforce education courses (Technical Course Inventory) for public two-year colleges. Courses appearing on the CBM00C must also appear on this inventory.

**Workforce Program Clearinghouse Inventory:** Formerly called the Technical Program Clearinghouse Inventory. A listing of all technical awards (AAS, AAA, and certificates) maintained by the Coordinating Board.