**Definitions**

**Artifact** – evidence of student work which represents their degree of learning. (Examples include a student’s completed exam, research paper, a poster, a recorded speech, scantrons, quiz, web posting)

*Note:* If scantrons are submitted as artifacts, a MS Excel or Word table illustrating analysis of correct verses incorrect responses associated with each outcome must also be submitted.

**Assessment** – the ongoing process of establishing clear, measurable expected outcomes of student learning; ensuring that students have sufficient opportunities to achieve those outcomes; systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations; and using the resulting information to understand and improve student learning.

**Direct evidence of student learning** – tangible, visible, self-explanatory, and compelling evidence of exactly what students have and have not learned. (Examples include capstone experiences, observations of student behavior, student reflections, written work scored using a rubric)

**Evaluation** – using assessment information to make an informed judgment on such things as whether students have achieved the learning goals established for them; the relative strengths and weaknesses of teaching and learning strategies; and what changes in goals and teaching-learning strategies might be appropriate.

**Indirect evidence of student learning** – consists of proxy signs that students are probably learning; evidence is less clear and less convincing than direct evidence. (Examples include course grades and grade distributions, retention and graduation rates, and placement rates)

**Program Learning Outcomes (PLOs)** – the essential knowledge, skills, attitudes, and behaviors that a student is expected to have acquired upon graduation of a particular program.

**Rubrics** – are used to describe explicitly a set of expectations for student learning. They are used formatively to help students understand what learning is expected of them and how they should demonstrate their knowledge, skills and abilities, as well as to provide opportunities for formative feedback via self, peer and instructor assessment. They are also used summatively for purposes of evaluating student learning. (Definition by Elise Martin)

**Supplemental materials** – an instructor’s course material regarding the prompting and grading of student artifacts. (Examples include assignment instructions, course-level rubric and/or grading rationale)