

Oral Roberts University

Student Learning Glossary



ORAL ROBERTS UNIVERSITY

Student Learning Glossary

Accreditation - A certification awarded by an external, recognized organization, that the institution or program meets certain requirements overall, or in a particular discipline

Aesthetic appreciation (*An ORU proficiency/capacity*) - The ability to understand and appreciate various forms of artistic expression

Analytical problem solving (*An ORU proficiency/capacity*) - The ability to discover the underlying structure of an argument, communication, problem, or solution and to develop divergent conclusions

Andragogy - The study of teaching methods, especially as applied to adult learners, including the aims of education and the ways in which such goals may be achieved

Appreciation of cultural and linguistic differences (*An ORU proficiency/capacity*) - Awareness, sensitivity, and respect for the beliefs, social forms, language, and traits of different ethnic, religious, or social groups

Artifact - Any of the materials that are placed in a portfolio; e.g., document, video, photograph, artwork

Assessment - The systematic process of determining educational objectives, gathering, using, and analyzing information about student learning outcomes to make decisions about programs, individual student progress, or accountability (Asking the questions: “How are we doing?” and “How can we get better?”)

Attrition - Loss of students through means other than graduation, death, or service in the Peace Corps, armed forces, or missions.

Baldrige Criteria - The Baldrige Criteria for Performance provide a valuable framework for performance excellence and can help institutions assess and measure performance on a wide range of key institutional performance indicators: student/stakeholder, educational service and outcomes, operational, and financial

Baseline - A measurement or calculation used as a basis for comparison

Benchmark - Performance data that are used for comparative purposes. A program can use its own data as a baseline benchmark against which to compare future performance. It can also use data from another program as a benchmark. In the latter case, the other program often is chosen because it is exemplary and its data are used as a target to strive for, rather than as a baseline

Biblical knowledge (*An ORU proficiency/capacity*) - The ability to accurately interpret the Scriptures in order to arrive at principles that serve as guidelines for living a Spirit-filled life

Bloom's taxonomy - Six levels in which cognitively related objects can be categorized by levels of increasing complexity; the levels are knowledge, comprehension, application, analysis, synthesis, and evaluation

Capacity - The power of receiving and holding ideas, knowledge, etc.; the comprehensiveness of the mind; the receptive faculty; capability of understanding or feeling; ability

Capstone - Experience for graduating seniors are designed to demonstrate comprehensive learning in the major through some type of product or experience. In addition to emphasizing work related to the major, capstone experiences can require students to demonstrate how well they have mastered important learning objectives from the institution's general studies program

Communication skills (*An ORU proficiency/capacity*) - The ability to effectively communicate in both written and spoken forms at appropriate cultural, educational, economic, social, and maturity levels.

Competency - A level of knowledge, skill, or ability (usually demonstrated on a measure) that has been determined to be the minimum required for successful use of that knowledge, skill, ability, or personal trait

Course-embedded assessment - An assessment tool (e.g., pre-test/post-test, short paper, or individual test item) intentionally built into the requirements of a course and designed to measure student learning

Criterion - A standard, rule, or test upon which a judgment or decision can be based

Criterion-referenced - An interpretation of scores on a measure that focuses on the students' actual performance in relation to criteria, not on their rank order

Critical thinking (*An ORU proficiency/capacity*) - The ability to integrate knowledge in order to identify and weigh possible responses to different situations, and to process information—both analytically and critically—so as to determine the validity of different, competing claims

Direct assessment - Direct measures of student learning require student to display their knowledge and skills as they respond to the instrument itself. Examples: objective tests, essays, presentations, and various classroom assignments

Employer satisfaction - Employer approval of the worksite performance of educational/technical program completers in their employ

Engagement - extent of participating in or being involved in an activity or relationship

Entry level assessment - Information collected by programs about potential students to determine their qualifications for entering a program. In some cases, information is also used to select the appropriate level for students to begin their studies. Information collected for entry-level decisions about individual students can provide a good starting point for assessing academic programs

Ethical behavior (*An ORU proficiency/capacity*) - The ability to recognize potential ethical dilemmas and make morally correct choices based on knowledge of professional codes of ethics, the ethical dimensions of professional practice, and the Word of God

Evangelistic capability (*An ORU proficiency/capacity*) - The ability to intentionally share the gospel of Jesus Christ as led by the Holy Spirit

Exit-level assessment - Information obtained about students on completion of their study to assess the changes in learning as a result of their program of study. May also refer to information about student growth and change, satisfaction with academic programs, their experiences in their majors, and their immediate and future plans

Feedback loop - Continuously using assessment data to make improvements in both student learning and the functioning of the institution

Focus group - A carefully planned discussion to obtain perceptions on a defined area of interest in a nurturing, non-threatening environment, generally conducted with approximately 6 to 12 people by a trained facilitator and a note-taker

General education - The common knowledge, skills, and developmental characteristics of the college educated person

Global and historical perspectives (*An ORU proficiency/capacity*) - The capacity to adapt to an international understanding in an increasingly interdependent global community, and to understand how current situations relate to events of the past

Goals - General expectations for student intended outcomes

Healthy lifestyle (*An ORU proficiency/capacity*) - An intentional way of living in which the balanced practice of proper exercise, nutrition, attitudes, and values reinforces a positive intellectual, mental, social, and physical condition

I-E-O model - Astin's Input-Environment-Outcome model of student development. This model describes the development of students as being an interaction of the college environment and the characteristics students bring in with them

Indicators - Measures for individuals or organizations that provide information about measurable traits, situations, knowledge, skills, performances, resources, inputs, outputs

Indirect assessment - Indirect methods such as surveys and interviews ask students to reflect on their learning rather than to demonstrate it

Information literacy (*An ORU proficiency/capacity*) - The ability to access, evaluate, and use information, as well as to determine which sources to consult

Inputs - The personal, background, and educational characteristics that students bring with them to postsecondary education that can influence educational outcomes

Institutional effectiveness - Broadly refers to the extent to which an institution meets its unique mission.

Intellectual creativity (*An ORU proficiency/capacity*) - The ability to develop flexible thinking patterns and to analytically process information in a manner that results in the creation of new forms and structures

Intellectually alert (*One of ORU's four University-wide student outcomes*) - Students will expand their capacity to gather, retain, and apply knowledge and truth, using analytical problem-solving, critical thinking, and decision-making skills which they can utilize in their professional and personal lives. They will also develop global perspectives, including an appreciation for artistic expression in various historical and cultural settings

Interpersonal skills (*An ORU proficiency/capacity*) - The ability to create unique shared meaning with others by engaging in voluntary, ongoing, interdependent interactions, which involve meaningful interpretation of verbal and nonverbal behaviors

Journaling - As a way to assess student learning, students record their new learning, questions to pursue, and observations about themselves as learners

Knowledge - Cognitive objective that involves recalling or remembering information without necessarily understanding it and includes behaviors such as describing, listing, identifying, and labeling

Leadership capacity (*An ORU proficiency/capacity*) - The ability to effect change within various group settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions

Learning - The act, process, or experience of gaining knowledge or skill

Learning community - A group of students, staff, or faculty members formed for the purpose of sharing ideas and building a sense of group identity; may be cohort-focused or issue-focused

Learning outcomes - Refers to the specific knowledge or skills that students actually develop through their college experience

Life-long learning - Preparation of students to educate themselves throughout their lifetimes

Mission - A general statement of purpose guiding the practices of an institution or program

Norm-referenced - An interpretation of scores on a measure that focuses on the rank ordering of students not their performance in relation to criteria

Objective measures - Tests or measures that can be scored without need for subjective judgment (e.g., multiple-choice format)

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

Open-ended - In test or questionnaire construction, open-ended items require an examinee to construct a response to a given prompt, for example a short answer or essay

Outcomes - Refers to the specific knowledge, skills, or developmental attributes that students actually develop through their college experience

Peer assessment - Evaluation of learning by one's peers

Pedagogy - The study of teaching methods, including the aims of education and the ways in which such goals may be achieved

Performance indicators - A set of measures on which postsecondary institutions, systems, states, or sectors evaluate and report their performance; often used to measure efficiency or effectiveness

Physically active lifestyle (*An ORU proficiency/capacity*) - An active lifestyle which includes assessing personal fitness, setting goals to meet current health-related fitness standards, applying principles of training in designing a personal fitness program, and participating in a variety of physical activities appropriate for enhancing physical fitness

Physically disciplined (*One of ORU's four University-wide student outcomes*) - Students will develop an active awareness of the importance of living a balanced, healthy, and physically disciplined lifestyle

Pilot - A pilot often refers to a small scaled down study designed to test the validity of measures and manipulations of a planned full-scale study. A pilot can also refer to the initial administration of new assessment items/procedures with the intent of evaluating and revising the items/procedures for future use

Placement test - Instrument to determine whether students qualifications for entering a program or course are at an appropriate level to begin their studies

Plagiarism - Submitting someone else's work as one's own; failure to acknowledge where paraphrased or summarized information came from; using a source for information and acknowledging that source incorrectly; incorrectly paraphrasing an author

Portfolio - A portfolio is a collection of work, usually drawn from students' course work

Portfolio assessment - A portfolio becomes a portfolio assessment when (1) the assessment purpose is defined; (2) criteria are made clear for determining what is contained in the portfolio, by whom, and when; and (3) criteria for assessing either the collection or individual pieces of work are identified and used to make judgments about performance. Portfolios can be designed to assess student progress, effort, and/or achievement, and encourage students to reflect on their learning

Pre-test - A preliminary test administered to determine a student's baseline knowledge or preparedness for an educational experience or course of study

Prior learning assessment - Techniques to assess student understanding and recall of material learned in previous, related courses, so that faculty can teach accordingly. Information helps faculty determine the most effective starting point for a given lesson and the most appropriate level at which to begin instruction. Often takes the form of a pre-test

Post-test - A test given after a lesson or a period of instruction to determine what the students have learned

Proficiency - Performing in a given art, skill, or branch of learning with correctness and facility; achieving competency on predetermined standard

Program review - Periodic peer evaluation of the effectiveness of an educational degree program usually encompassing student learning, faculty research, scholarship, and service, and assessment resources

Properly balanced nutrition plan (*An ORU proficiency/capacity*) - A plan to apply to daily life the concepts concerning the intake of adequate amounts of the necessary nutrients required for healthy growth and activity.

Qualitative methods - An inquiry process designed to increase understanding of a social or human problem through building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting

Quantitative methods - An inquiry process of understanding a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true

Questionnaire - A list of questions concerning a particular topic administered to a group of individuals to obtain information concerning their preferences, beliefs, interests, and behavior

Random sample - A sample drawn from a population such that every member of the population has an equal opportunity to be included in the sample

Responsible citizenship (*An ORU proficiency/capacity*) - Adopting a lifestyle of servant leadership which demonstrates God's love to one's world of influence through such actions as engaging in service to church and community, caring for the environment, and promoting family values, social justice, and economic empowerment

Retention - The continuation of a student's involvement in an academic endeavor until graduation. The most commonly used measure is the number of freshmen returning as sophomores

Rubric – An assessment tool which assigns a numerical score to what would otherwise be called a non-quantifiable activity. Usually designed as grids with the top row designating the rating scale and the left-most column displaying the criteria for evaluation.

Sample - Sub-group of persons/items/observations drawn from and meant to represent a larger population

Satisfaction - A student's attitude toward the educational environment

Sensitivity to the Holy Spirit (*An ORU proficiency/capacity*) - A maturing process of growing in wisdom to do the right things in accordance to God's will, and to expect the Spirit's direct leading in response to one's asking and receiving

Service learning - Student affairs or course-embedded program related to enhanced social responsibility through community based environments

Socially adept (*One of ORU's four University-wide student outcomes*) - Students will develop the skills to effectively communicate in both spoken and written language and to interact within diverse cultures, professions, and social settings. They will gain an understanding of their obligations as service-oriented leaders who can make a positive impact on society—locally, nationally, and internationally

Spiritually alive (*One of ORU's four University-wide student outcomes*) - Students will grow in their relationship with Jesus Christ, develop sensitivity to the Holy Spirit, and expand their biblical knowledge so that they can act ethically in any situation and evangelize their world of influence

Standard - A pre-determined criterion or expectation of a level of student learning or program performance

Stop-out - When a student leaves school for a while and then returns to school

Student development - The ways that a student grows, progresses, or increases his or her developmental capabilities as a result of enrollment in an institution of higher learning

Student learning - The acquisition of knowledge or behavior as a result of participation in programs and services

Student outcomes - The achieved results or the actual consequences of what a student has demonstrated or accomplished; may be academic and occupational, as well as the intellectual, personal, civic development, attitudes, values, and beliefs that students attain as a result of postsecondary education

Survey - Any measurement procedure that involve asking questions of respondents. A "survey" can be anything from a short questionnaire feedback form to an intensive one-on-one in-depth interview

Test - Measurement instrument, procedure or device that require scoreable responses from examinees; includes both selective and constructed response formats

Validity - The degree to which a test or other assessment measure measures what it is designed to measure

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

Volunteerism - The act or practice of doing work in community service by one's own free will without valuable consideration or legal obligation

Worldview - The overall perspective from which one sees and interprets the world; a collection of beliefs about life and the universe held by an individual or a group

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Suggestions? Please call or email us.