## Glossary of Academic Definitions

### General Definitions

**Assessment**

is 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
- using the resulting information to understand and improve student learning (Suskie, 2009, p. 4).

**Blooms Taxonomy**

The original taxonomy described by Bloom outlines six levels of cognitive learning which are as follows: knowledge, comprehension, application, analysis, synthesis and evaluation (Bloom, 1956). Anderson and Krathwohl (2001) updated the taxonomy using action verbs which are as follows: remembering, understanding, applying, analyzing, evaluating and creating. **NOTE: Regis University has adopted the updated version which is reflected in the curriculum mapping.**

**Curriculum Map**

...is a matrix or grid used to map program learning outcomes, institutional learning outcomes, and courses. Completing the grid allow faculty to see the outcomes covered allowing for the identification of areas that receive too much or too little coverage (Banta & Palomba, 2015).

**Embedded Assessment**

“...are program, general education or institutional assessments that are embedded into course work. In other words, they are course assessments that do double duty, providing information not only on what students have learned in the course but also on their progress in achieving program or institutional goals” (Suskie, 2009, p. 27).

### Assessment Unit Definitions

**Instruction Unit**

An instructional unit is responsible for the awarding of an undergraduate or graduate degree through a combination of courses and related activities. Institutional learning outcomes for these units include the Regis Nine.

**Co-curricular Unit**

Co-Curricular units provide academic support in the form of programs that enhance student learning experience both inside and outside the classroom. Institutional learning outcomes for these units include the Regis Nine and the Six Key Jesuit Values of Higher Education.

**Operational Unit**

Operational units serve important administrative functions at the university that occur outside of academic affairs and that are not explicitly aligned with the curriculum or the Regis 9 learning outcomes. Examples include physical plant, grounds maintenance, finance, and information technology. Institutional outcomes for these units include the Six Key Jesuit Values of Higher Education and Industry Professional Standards.

### Learning Outcome Definitions

**Student Learning Outcome (SLO)**

Student learning outcomes statements clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution of higher education. ("Providing evidence of student learning: A transparency framework," 2012)
<table>
<thead>
<tr>
<th>Program Learning Outcome (PLO)</th>
<th>Program learning outcomes are typically broader in scope than student learning outcomes and contain outcomes related terminology regard specific aspects of the discipline, professional expectations, demonstration of higher level cognitive skills such as critical thinking or critical reflection, or value focused outcomes such as ethical understanding (Larsen, 2011)</th>
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<tr>
<td>Institutional Learning Outcome (ILO)</td>
<td>Institutional learning outcomes are the overarching learning outcomes for all students regardless of major (Suskie, 2009). <strong>NOTE: At Regis University the Regis 9 are our Institutional Learning Outcomes.</strong></td>
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### Regis University Assessment Acronyms

<table>
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<tr>
<th>Regis University Academic Council (RUAC)</th>
<th>Faculty led university committee charged with ensuring the quality and rigor of programs, majors and certificates. RUAC developed and authorized the University Assessment Committee to lead the assessment efforts of the university.</th>
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<tbody>
<tr>
<td>University Assessment Committee (UAC)</td>
<td>Faculty led university level committee authorized by RUAC to lead university assessment efforts.</td>
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<tr>
<td>RU Learning Template for Assessment of Student Learning (TASL)</td>
<td>A manual that guides the assessment of instructional units at the university level An excel spreadsheet containing the outcome mapping, planning cycle reports and yearly reports for instruction units.</td>
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<tr>
<td>RU Learning II Template for Assessment of Co-Curricular Student Learning (TACSL)</td>
<td>A manual that guides the assessment of co-curricular units at the university level An excel spreadsheet containing the outcome mapping, planning cycle reports and yearly reports for co-curricular units.</td>
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### Regis 9

The Regis 9 are the institutional learning outcomes for the University.

| **Knowledge** | Knowledge of a discipline or content area  
Knowledge of diverse cultures, perspectives, and belief systems  
Knowledge of arts, sciences, and humanities |
|---------------|-----------------------------------------------------------------------------------------|
| **Skills**    | Ability to think critically  
Ability to communicate effectively  
Ability to use contemporary technology |
| **Values**    | Commitment to ethical and social responsibility  
Commitment to leadership and service to others  
Commitment to learning as a lifelong endeavor |

### Key Values in Jesuit Higher Education

Values of students, faculty and administrators that are used to guide everyday life, interactions, and leadership at Jesuit Universities.

1. **Cura Personalis** - Latin phrase meaning "care for the person," cura personalis is having concern and care for the personal development of the whole person. This implies a dedication to promoting human dignity and care for the mind, body and spirit of the person.

2. **Magis** - Latin meaning the “more,” magis embodies the act of discerning the best choice in a given situation to better glorify or serve God. Magis does NOT mean to always do or give “more” to the point of exhaustion. Magis is the value of striving for the better, striving for excellence.

3. **Men and Women for and With Others** - This value embodies a spirit of giving and providing service to those in need and standing with the poor and marginalized. We are encouraged to pursue justice on behalf of all persons.

4. **Unity of Mind and Heart** - Our hearts and minds are not divided; they are congruent when the whole person is educated and engaged.

5. **Contemplatives in Action** - Although we are thoughtful and philosophical, we do not merely think about social problems, we take action to address them. Developing the habit of reflection centers and strengthens one's spiritual life and guides our actions.

6. **Finding God in all Things** - This may be the one phrase that sums up Ignatian Spirituality. It invites a person to search for and find God in every circumstance of life; God is present everywhere and can be found in all of creation.
References


