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4th Class Day	The fourth class day of the second summer session. This is the official reporting date for the Summer semester.
12th Class Day	The twelfth class day of the Fall or Spring semester. This is the official reporting date for these semesters.
60X30 TX	The Texas Higher Education Coordinating Board's new 15-year initiative. Its goal is to have 60 percent of young adults in Texas holding a "post-secondary credential by 2030. It also proposes that these graduates will have marketable skills regardless of major and that, statewide, students will not graduate with debt exceeding 60 percent of their first-year wages." [1]
AA	Associate of Arts degree *(see Associate Degree)*
AACC	American Association of Community Colleges
AAC&U	American Association of Colleges and Universities *(see LEAP, VALUE Rubrics)*
AAS	Associate of Applied Science degree *(see Associate Degree)*
AAT	Associate of Arts in Teaching degree *(see Associate Degree)*
AAUP	American Association of University Professors
ABE	Adult Basic Education, a previous term for Adult Education
Academic 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. [1]
Academic Master Plan	The former document developed by the Office of the Provost and all units under it to guide the three-year planning process. The AMP has since become incorporated into the current institutional planning process and the acronym is no longer used.
Academic Course Guide Manual	The ACGM is produced by the Texas Higher Education Coordinating Board and lists courses with Texas Common Course Numbers, expected learning outcomes, and other similar information.
Academic Outcomes Assessment	The mission of the Academic Outcomes Assessment office is to promote and support the assessment of student learning outcomes across the college, to document the extent to which students have achieved program-level student learning outcomes and general education competencies, and to support the integration of assessment results in planning processes. *(see Institutional Planning, Development, and Evaluation)*
Academic Profile	A norm-referenced assessment produced by Educational Testing Service (ETS) designed to assess general academic knowledge and skills of undergraduate students. Assesses proficiency and performance in the areas of reading, writing, critical thinking, and mathematics. Formally re-named in 2006 to the Measure of Academic Proficiency and Progress (MAPP) Test.

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Academic Support Unit Plan	The document formerly developed by the non-instructional units to guide the three-year planning process. It has since become incorporated into the current institutional planning process and the term is no longer used.
Academic Unit	A unit whose function is instructional, often commonly referred to as a department or discipline. These units are under the Provost and the Vice-President of Instruction.
Academic Year	The official school year, which runs from Sept. 1 to Aug. 31. *(see Calendar Year, Fiscal Year)*
Accountability	The reporting of performance measures to stakeholders so as to demonstrate institutional effectiveness.
Accreditation	Certification by a recognized body that programs or institutions have sufficient infrastructure, policies, and services to support their operations and are accomplishing their mission. [2]
Accreditation & Compliance	The mission of the Office of Accreditation and Compliance is to support Austin Community College's compliance with the Southern Association of Colleges and Schools Commission on Colleges policies and standards. *(see Institutional Planning, Development, and Evaluation)*
Accreditation Committee	The committee sent by an accrediting body to visit an institution or program and evaluate the extent to which it has met the accreditor's established standards. *(see SACS)*
Accreditation Liaison	The individual at a given institution who serves "as the resource person on campus for SACSCOC accreditation questions and as an institutional contact person for SACSCOC personnel." [3]
ACGM	<u>Academic Course Guide Manual</u>
Achieving the Dream	<u>Achieving the Dream</u> (AtD) is a comprehensive national initiative organized by the Lumina Foundation and others to help more community college students succeed. It creates and shares resources among its member institutions.
ACT	<u>American College Test</u>. The ACT is a competency test that is administered before college admission to assess an individual's skills and knowledge in math, English, science and social studies. Colleges may require the results of the ACT before granting admission.
Action Strategy	Activities a unit intends to take to improve student learning, in the case of an instructional department, or to improve its functioning and delivery of services in the case of a non-instructional unit. The action strategy should be based on the analysis of assessment data. Follow-up assessment of the same parameters after the improvement actions have been taken is the documentation that is critical for closing the loop.
Administrative Employees	Also known as administrators, this term applies to personnel in an annually budgeted position who are not exempt from federal regulations regarding overtime pay, but whose position involves significant oversight and supervision, such as vice-presidents, deans, and executive directors. *(see Classified Employees and Prof./Tech. Employees)*

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Administrative Planning Subcommittee	Subcommittee that reports to the Institutional Planning & Assessment Committee and is responsible for quality assurance and supporting continuous improvement of the planning process for administrative units of the College. Comprised of 10 total members, including 2 representatives from College Operations and President's Direct Reports, 4 representatives from Finance & Administration units, and 2 representatives from IPDE.
Administrative Support Unit	Units whose functions are non-instructional and do not directly interact with students. Human Resources and Grants Development & Compliance are two examples of AS units.
Administrative Support Unit Plan	The document developed by the administrative units to guide the three-year planning process. The ASUP for each unit is updated every year.
Adjunct Faculty	*See Faculty, Adjunct*
Adult Education	Non-college credit courses offered to adults to prepare them to take the GED or to improve their English skills. *(see ESL, GED)*
Advisory Committees	External committees composed of community professionals and leaders who work with the discipline's faculty to evaluate workforce programs' instructional outcomes and curriculum so as to produce graduates with the requisite skills needed for employment.
Alignment	The coordination between learning outcomes, action strategies, program goals, institutional mission and/or other objectives so that successful achievement of lower-level objectives will lead to the fulfillment of higher-level ones.
Alignment Matrix	A matrix (table) that shows the relationship between two sets of categories, such as the relationship between program and course learning objectives. [9]
Alumni	Former students who have graduated from the institution.
American College Test	American College Test. The ACT is a competency test that is administered before college admission to assess an individual's skills and knowledge in math, English, science and social studies. Colleges may require the results of the ACT before granting admission.
AMP	Academic Master Plan
AMPERC	Academic Master Plan Effectiveness Review Committee. The AMPERC reviewed the AMPs of academic/instructional units undergoing intensive review that year, providing feedback as appropriate. The AMPERC has since been renamed the Program Review Working Group.
Annual Headcount	The total number of students enrolled in one or more courses. Each student is only counted once.
Analytical Scoring	Evaluating student work across multiple dimensions of performance rather than from an overall impression (see holistic scoring). In analytic scoring, individual scores for each dimension are scored and reported. *Glossary of Useful Terms,* SABES Home Page [7]
Annual Assessment Summary	The Annual Assessment Summary is a review of the unit's performance on the objectives that it planned to achieve for the year. The Annual Assessment Summary documents, through the unit's assessment activities, the strengths, improvements that were needed and implemented,

	and accomplishments, as well as challenges that still face the unit in delivering its' services. By documenting these it provides data-based information the unit can use as the basis for the its' planning activities for the next year. [4]
Assessment	The collection of quantitative or qualitative data to identify the extent to which a stated outcome or objective is achieved. In higher education, assessment is often a measurement of students' attainment of learning outcomes, but it also includes the measurement of other unit performance or instructional level objectives. Implicit in the collection of assessment data is the assumption that the data will be reviewed and acted upon so as to improve performance. Assessment is used in multiple ways within higher education: • For students, assessment typically refers to the assessment of college-level skills in reading, writing, and mathematics that are used to determine appropriate course placement. • For the institution as a whole, institutional assessment is typically reflected in the types of measurements used to assess institutional quality or compliance with external expectations.
Assessment, Absolute Attainment	An assessment evaluating the extent to which students have achieved the learning outcomes. Absolute attainment assessment examines whether the outcome is mastered, rather than any value-added from where the student began.
Assessment, Alternative	Any assessment method other than essay, oral exams, or multiple-choice tests, which have been the traditional instruments used.
Assessment, Authentic	A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills. [4] Of course, implicit in this definition is the idea that much assessment is not relevant to the real-world (*see Assessment, Standardized*)
Assessment, Course Level	The assessment of course-level student learning outcomes.
Assessment, Criterion-Referenced	An assessment whereby individual student performance is ranked by comparison to a pre-determined or specific performance standard rather than the performance of other students *(see Assessment, Norm-Referenced).*
Assessment, Direct	Assessments that involve examination of student work or performance, such as embedded test questions, written papers, oral presentations, student projects, competence interviews, performances, or portfolios. [2]
Assessment, Embedded	Assessment performed as part of a classroom instructional activity.
Assessment, Formative	Assessment designed to give feedback to improve what is being assessed. [2]

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Assessment, Indirect Measures	Assessment indicating probable student learning, but that does not directly examine student work. Course grades, course evaluations, and student satisfaction surveys are examples of indirect assessments.
Assessment, Institutional-Level	Assessment of outcomes, goals, objectives, or other parameters across the college. Institutional level assessments may aggregate data across disciplines, such as graduation rates, or focus on problems that are not tied to a particular program or unit, such as parking.
Assessment Instrument	The tool or measure, such as a test, survey or essay, which is used to gather assessment data.
Assessment, Norm-Referenced	An assessment whereby individual student performance is ranked by comparison to the performance of other students, rather than a pre-determined or specific performance standard *(see Assessment, Criterion-Referenced).*
Assessment, Objective	An assessment for which there is only one correct response. An answer key could be used by any individual, even one with no content knowledge, to evaluate the responses to an objective assessment. *(see Assessment, Subjective).*
Assessment, Performance	An assessment wherein a student demonstrates desired skills. Examples might include musical recitals, oral presentations, clinicals, essay writing, and so forth.
Assessment Plan	The structured documentation of the activities the unit will perform to measure its effectiveness. By measuring the extent to which goals or outcomes are met, the unit can identify possible areas for improvement.
Assessment, Qualitative	Assessment for which the collected data cannot be fully quantified mathematically, but rather involves subjective analysis *(see Assessment, Quantitative).*
Assessment, Quantitative	Assessment for which the collected data can be fully quantified, allowing for objective, mathematical analysis *(see Assessment, Quantitative).*
Assessment, Standardized	Assessment using an instrument, often a multiple-choice test, which can be used by many units, programs or institutions. Standardized assessment allows for comparison of numbers between otherwise widely different entities, but often fails to yield meaningful data that can be acted upon to improve student learning. Such data often has little intrinsic value because it is not specific enough to act upon, and little extrinsic value because it compares entities that have little in common.
Assessment, Subjective	An assessment for which there is not a single, simple correct response, and therefore requires professional expertise to evaluate. Rubrics are of particular value in subjective assessments *(see Assessment, Objective).*
Assessment, Summative	Assessment conducted at the conclusion of an instructional sequence. The data collected can be used to inform an action strategy that can be implemented for the next cohort.

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Assessment, Traditional	Traditional assessments generally include multiple-choice tests, essays, and oral exams. They are usually offered as summative assessments and are often conducted in controlled, timed settings *(see Assessment, Summative).*
Assessment, Unit-Level	An assessment to evaluate the performance of a college unit. Such an assessment examines the unit's functioning and the extent to which it reaches its goals, rather than student achievement.
Associate Degree	An associate degree is awarded to students who successfully complete the 60 credit hour degree plan for that award. At least 25% of the coursework for the degree must have been taken at ACC. The College offers four types of associate degrees: • **Associate of Arts (AA)** – this degree is associated with transfer programs and includes 42 credit hours of Core Curriculum courses. • **Associate of Applied Science (AAS)** – this degree is associated with workforce programs and includes 15 credit hours of general education courses drawn from the Core Curriculum course list. • **Associate of Arts in Teaching (AAT)** – this degree is associated with education programs for those pursuing a career in teaching and includes 42 credit hours of Core Curriculum courses. • **Associate of Science (AS)** – this degree is associated with transfer programs and includes 42 credit hours of Core Curriculum courses. Associate of Science degrees include science and math courses beyond those required to meet Core Curriculum standards.
ASUP	Academic Support Unit Plan
AtD	Achieving the Dream
Auditing	Attending a class for educational purposes only. Auditing students do not receive credit for the class and it does not apply towards their degree requirements.
Benchmarking	The initial collection of data to serve as a standard of reference in comparison to later performance or to the results of similar assessments in other units
Bloom's Taxonomy	A widely used system for determining the level of cognitive performance. The system was first proposed by Benjamin Bloom in 1956 and has since been modified by others. There are six levels in the taxonomy. From lowest to highest they are: • Knowledge / Remembering • Comprehension / Understanding • Application / Applying • Analysis / Analyzing • Synthesis / Evaluating

	• Evaluation / Creating
Bologna Process	An international effort to coordinate curricula and the recognition of qualifications across 49 countries in Europe and beyond, with the goal of establishing universal educational milestones that ensure appropriate rigor and promote transferability of credit across national boundaries.
Calendar Year	The traditional span of a year, which runs from Jan. 1 to Dec. 31. *See Academic Year, Fiscal Year*
Calibration Norming	A work session wherein reviewers compare and adjust their assessment evaluations to ensure that they consistently apply standards in the same way.
Campus	One of the major teaching locations of Austin Community College. There are 11 current campuses: • Cypress Creek Campus (CYP) • Eastview Campus (EVC) • Elgin Campus (EGN) • Hays Campus (HYS) • Highland Campus (HLC) • Northridge Campus (NRG) • Pinnacle Campus (PIN) • Rip Grande Campus (RGC) • Riverside Campus (RVS) • Round Rock Campus (RRC) • South Austin Campus (SAC)
CAO	Component Area Option. *See Core Curriculum*
Case Study	An assessment instrument that may be used to gather data on student learning. Case studies are often written assignments requiring synthesis, application, and evaluation of information and skills, and typically include both qualitative and quantitative aspects.
Catalog	The catalog is an annual publication produced by a college that details its academic policies, degree plans, course descriptions, and other information.
Catalog in Effect	The catalog containing the degree plan requirements the student is pursuing and under which the student intends to graduate. The catalog in effect the first time the student enrolls is the default catalog in effect, though the student may choose to follow a later one if desired. The catalog in effect cannot be more than five years old.

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CBE	Competency-based education
CBM Reports	Coordinating Board Management reports that are must be submitted to the Texas Higher Education Coordinating Board in order to receive state reimbursement.
CCFSSE	Community College Faculty Survey of Student Engagement
CCSSE	Community College Survey of Student Engagement
CE	Continuing Education
Census Date	A synonym for the Official Reporting Date, the day in a semester in which ACC certifies the enrollment in courses. This date is on the 12th class day of the Fall and Spring semester, and the 4th class day of the second summer session for the Summer semester. Enrollment numbers certified on these dates are reported to the Texas Higher Education Coordinating Board and others.
Centers	Non-campus locations that are staffed, have regular posted hours, and offer credit courses on a regular basis. [5] There are six centers, many of which are at area high schools: • Leander Center (LEA) • Lockhart Center (LKH) • Manor Center (MNR) • Pflugerville Center (HEH) • San Marcos Center (SMC) • San Marcos Goodnight Center (SMG) There are about 150 teaching locations in all.
Certificate	A certificate is awarded to students who successfully complete the degree plan for that award. Certificates do not have general education requirements and require fewer credit hours than associate degrees. In many cases, they are comprised of coursework necessary to fulfill the associate degree requirements in that discipline. The College offers several types of certificates and awards: • **Advanced Technical Certificate** – A certificate having between 16 and 50 credit hours and having a college degree as a prerequisite. • **Enhanced Skills Certificate** – A certificate having between 6 and 15 credit hours and which is stackable with an associated AAS degree. • **Institutional Certificate** – A certificate offered by the College but that is not formally recognized by the THECB or other accrediting bodies. These awards serve to provide students with formal recognition of their skills and relevant coursework.

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	• **Level I Certificate** – A certificate having between 15 and 42 credit hours and which can be completed in one year or less. • **Level II Certificate** – A certificate having between 43 and 59 credit hours. • **Marketable Skills Award** – An award having between 9 and 14 credit hours and which is therefore too short to qualify as a certificate under THECB rules, but which meets the minimum program length specified in the Workforce Investment Act.
Certified Data	Data that are reported to the Texas Higher Education Coordinating Board and verified by ACC as of the term's official census date.[5]
Challenge Exam	An exam taken by a student so as to receive credit for a class by demonstrating mastery of the course's curriculum. In contrast to CLEP tests, challenge exams are designed and given by the ACC faculty in the discipline.
CHEA	The Council on Higher Education Accreditation. CHEA is the agency within the federal Department of Education that certifies regional accreditation bodies, such as SACS.
CIP	Classification of Instructional Programs. The federal level scheme for classifying instructional courses.
Civic & Cultural Awareness	One of the seven general education competencies that any graduate of ACC completing an associate degree is expected to have achieved. Civic & Cultural Awareness is defined as: *Analyzing and critiquing competing perspectives in a democratic society; comparing, contrasting, and interpreting differences and commonalities among peoples, ideas, aesthetic traditions, and cultural practices*
Classified Employees	Personnel in an annually budgeted position who are not exempt from federal regulations regarding overtime pay, including administrative assistants, clerks, building maintenance staff, and others. *(see Administrative Employees and Prof./Tech. Employees)*
Class Climate	The prevailing culture, attitudes, and conditions in an educational community.
CLEP	College Level Examination Program. These proficiency tests, developed by the College Board, are administered to students who desire to obtain college credit in selected courses based on skills and knowledge acquired outside of a regular classroom setting.
Closing the Gaps	A former initiative of the Texas Higher Education Coordinating Board "directed at closing educational gaps in Texas as well as between Texas and other states. It [had] four goals: to close the gaps in student participation, student success, excellence and research." [2]
Closing the Loop	The last stage of the assessment cycle, wherein "faculty discuss assessment results, reach conclusions about their meaning, determine implications for change, and implement them." [1]
Co-Board	See The Texas Higher Education Coordinating Board

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Co-Curricular Activities	Learning activities that support broad educational learning outcomes but are done outside of traditional classroom instruction. Co-curricular activities often involve civic engagement, such as helping the homeless, repairing a park, working with youth, etc. In contrast to extra-curricular activities, co-curricular activities are usually formally organized by the institution as part of degree or course requirements. *(see Extra-Curricular Activities)*
Coding Scheme	A description of how to categorize responses in a content analysis. [2]
Co-Enrollment	A term describing students who are enrolled simultaneously at one or more institutions. For example, students may be co-enrolled at ACC as well as UT Austin, an area high school or another local institution.
Coherent Evidence	Coherent evidence of an institution's level of compliance with SACSCOC standards and requirements is orderly and logical and consistent with other patterns of evidence presented. [3]
Colleague™	ACC's integrated management information system, formerly known as Datatel™
College Board	A nonprofit organization that develops and distributes nationwide proficiency exams such as CLEP tests and the SAT.
College Connection	College Connection is an ACC initiative designed to facilitate area high school seniors in making the transition to college. It provides personalized support to students to help them through the college admission process.
College Level Examination Program	College Level Examination Program. These proficiency tests, developed by the College Board, are administered to students who desire to obtain college credit in selected courses based on skills and knowledge acquired outside of a regular classroom setting.
Commission on Colleges	The Commission on Colleges (SACS-COC) is the branch of Southern Association of Colleges and Schools that accredits institutions of higher education. *See SACS*
Community College Faculty Survey of Student Engagement	The CCFSSE is a nationwide given to community college faculty every two-three years at ACC. It includes questions that can be used to "assess institutional practices and student behaviors that are correlated highly with student learning and student retention." [6] The questions inquire how faculty think students spend their time, and how they interact with each other and with them. *See Community College Survey of Student Engagement*
Community College Survey of Student Engagement	The CCSSE is given to community college students every two-three years at ACC. It includes questions that can be used to "assess institutional practices and student behaviors that are correlated highly with student learning and student retention." [6] The questions inquire how students spend their time, interact with each other and with faculty, and what they feel they have gained from their classes. *See Community College Faculty Survey of Student Engagement*

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Compass Test	The Compass Test is an untimed, computerized test that helps colleges evaluate student's skills and place them into appropriate courses.
Competency-Based Education	The competency-based education (CBE) model is built upon developing and demonstrating discrete skills. The model serves as a contrast to the traditional educational model that is measured by credit hours and coursework. Attempts to implement CBE have been plagued by problems concerning what the competencies should be and how they can be consistently measured.
Compliance	A finding of compliance in a report from SACS-COC resulting from committee review indicates that an institution has documented that it meets the expectations set forth in a standard or requirement in The Principles of Accreditation. [3] *See SACS*
Compliance Certification	The primary document prepared by Candidate institutions for Off-Site Reaffirmation Committees when member institutions are seeking Reaffirmation of Accreditation by SACS-COC. The Compliance Certification presents narrative arguments for compliance with Core Requirements, Comprehensive Standards, and Federal Requirements and appropriate documentation supporting those narratives. [3] *See SACS*
Compliance Components	Embedded in the wording of the Core Requirements, Comprehensive Standards, and Federal Requirements (and frequently signaled by numbers, commas, and the use of compound modifiers), the compliance components are the multiple discrete issues that must be addressed for each requirement and standard. [3] *See SACS*
Component Area Option	One of the nine Foundational Component Areas of the Texas Core Curriculum. The courses in this Component Area include Language, Philosophy, and Culture, as well as oral communication, lab science co-requisites, and student success courses, among others. *(see Core Curriculum, Foundational Component Area)*
Comprehensive Standard	The Comprehensive Standards set forth requirements in the following four areas: (1) institutional mission, governance, and effectiveness; (2) programs; (3) resources; (4) institutional responsibility for Commission policies. The Comprehensive Standards are more specific to the operations of the institution, represent good practice in higher education, and establish a level of accomplishment expected of all member institutions. If an institution is judged to be significantly out of compliance with one or more of the Comprehensive Standards, its reaffirmation of accreditation may be denied. [7]
Concurrent Enrollment	See Co-Enrollment
Contact Hours	Contact hours are the basis of state reimbursement to the College and represent the number of hours of instruction provided to students in a given course. For example, a 3 credit hour lecture course, meeting for three hours a week for 16 weeks, is deemed to have 48 contact

	hours. Lecture/lab courses are designated as having 96 contact hours. If a section of ENGL 1301 has 28 students in it, then the College will report a total of 1,344 contact hours (48 hours times 28 students) for reimbursement from the State.
Content Knowledge	Understanding, knowledge, skills, and attitudes related to specific subject content areas. [8]
Continuing Education	Non-credit courses and programs, often in adult workforce or vocational areas. [5]
Content Standard	What students should know and be able to do. Content standards are broad descriptions of the knowledge and skills students should acquire in the core academic subject. The knowledge includes the important and enduring ideas, concepts, issues, and information. The skills include the ways of thinking; working, communicating, reasoning, and investigating that characterize each subject area. Content standards may emphasize interdisciplinary themes as well as concepts in the core academic subjects.
Continuing Student	A student registering for classes who was active in the college during one of the two immediately preceding regular semesters. A student registering for the fall semester is a continuing student if he or she was active in the college during the previous spring or fall semester. [9]
Coordinating Board	The Texas Higher Education Coordinating Board (THECB)
Core Requirements	Basic, broad-based, foundational requirements that an institution must meet to be accredited with the Commission on Colleges. They establish a threshold of development required of an institution seeking initial or continued accreditation by the Commission and reflect the Commission's basic expectations of candidate and member institutions. Compliance with the Core Requirements is not sufficient to warrant accreditation or reaffirmation of accreditation. Accredited institutions must also demonstrate compliance with the Comprehensive Standards and the Federal Requirements of the Principles, and with the policies of the Commission. [7] (see SACS).
Core Curriculum	The Core Curriculum is defined in House Bill 2183 of the Texas Legislature as "the curriculum in the liberal arts, humanities, sciences, and political, social, and cultural history that all undergraduates of a particular institution of higher education are required to complete before receiving an associate or baccalaureate degree." The Texas Higher Education Coordinating Board (THECB) is responsible for ensuring that each state-supported college and university has a Core Curriculum. ACC requires students seeking an Associate of Arts (A.A.), an Associate of Science (A.S.), or an Associate of Arts in Teaching (A.A.T.) to complete the college's Core Curriculum of 42 credit hours. The purpose of the Core Curriculum is to provide the skills, knowledge, and perspectives that help define the educated person. Courses that are included in the Core Curriculum contribute to the acquisition of these skills, perspectives, and to a basic core of knowledge, and it is within these courses that general education competencies are taught As put into practice at ACC, a student must take 42 credit hours spread across several disciplines, including:

	• Communication (6 credit hours) – *written communication* • Mathematics (3 credit hours) • Life and Physical Sciences (6 credit hours) • Language, Philosophy, and Culture (3 credit hours) – *humanities* • Creative Arts (3 credit hours) – *art, music, dance, drama, and film* • American History (6 credit hours) • Government/Political Science (6 credit hours) • Social and Behavioral Sciences (3 credit hours) • Component Area Option (6 credit hours) – *this includes additional Language, Philosophy, and Culture requirements, and oral communication*
Core Objectives	The state-mandated general education competencies that the THECB has identified within the Core Curriculum of every institution of higher education in Texas. Courses in each Component Area are expected to address particular Core Objectives. ACC's general education competencies map quite closely to the Core Objectives, which include: **Social Responsibility** ▪ to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. **Critical Thinking Skills** ▪ to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. **Personal Responsibility** ▪ to include the ability to connect choices, actions and consequences to ethical decision-making. **Teamwork** ▪ to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. **Empirical and Quantitative Skills** ▪ to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. **Communication Skills** ▪ to include effective development, interpretation and expression of ideas through written, oral and visual communication.
Co-requisite	A requirement that must be satisfied either before or at the same time a particular course is taken.

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Correspondence Education	Correspondence education is a formal educational process under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; courses are typically self-paced. [7] *(see Distance Education).*
Council for Higher Education Accreditation	The Council on Higher Education Accreditation. CHEA is the agency within the federal Department of Education that certifies regional accreditation bodies, such as SACS.
Course	A particular portion of a subject selected for study. A course is identified by its title and a course number (e.g., Physical Geology, GEOL 1403) *(see Course Number, Course Rubric, Course Title).*
Course Mapping	A tool for curriculum design that helps instructors align the student learning outcomes (SLOs) with the assigned activities within a course.
Course Number	The four-digit number associated with a particular course (e.g., MATH 1316). The first digit represents the year (0 = developmental, 1 = freshman, 2= sophomore), the second digit represents the number of credit hours, and the third and fourth digits serve to uniquely identify the course. *(see Course Rubric)*
Course Rubric	The four-letter designation associated with a particular course (e.g., MATH 1316). The course rubric is a unique alphabetic abbreviation for the discipline. *(see Course Number).*
Course Title	The name of a particular course (e.g., the title of MATH 1316 is Trigonometry)
Credit by Examination	Course or unit credit granted for demonstrated proficiency through testing. [11]
Credentials, Faculty	The degrees, coursework, and/or work experience that are used to demonstrate that a particular faculty member is qualified to teach a particular course or discipline. Such qualifications are made in accordance with SACS-COC Comprehensive Standard 3.7.1 and are detailed in the Faculty Credentials Table. Some faculty may be deemed qualified by exemption, in which the individual has personally demonstrated expertise in the discipline in some extraordinary way (e.g., a well-known, professional musician who is to teach a course on the music business). *(see Faculty Credentials Table)*
Credit Hours	A standard of measurement used to compare college courses. One credit hour is usually equated with one classroom hour (usually 50 minutes) per week for the whole semester (usually 16 weeks). Classes may be offered in 1 - 5 credit hour increments, though most are three or four credit hours. Credit hours provide a standard to determine the length of a degree plan, the cost of tuition for that course, faculty teaching loads, and much else. In the Texas Common Course Numbering (TCCN) system used by ACC and other Texas colleges, the credit hour value of a course is indicated by the second digit of the course number (e.g., ENGL 1301 is three credit hours).

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Credit-In-Escrow	A course that is part of an articulated Tech-Prep agreement between a public high school and ACC. After high school graduation, the student continues at ACC and, after successfully completing a college class, is awarded credit-in-escrow for previous high school course work. This is handled through the ACC Tech program.
Critical Thinking	One of the seven general education competencies that any graduate of ACC completing an associate degree is expected to have achieved. Critical Thinking is defined as: *Gathering, analyzing, synthesizing, evaluating and applying information*
Crosswalk	The matching of older course numbers with current course numbers. The crosswalk for ACC is located at http://www3.austincc.edu/catalog/crswalk.htm
Curriculum	The content of a course or program.
Curriculum Map	A table linking student learning outcomes to the assignments, courses, or programs in which they are taught. *(see Course Mapping)*
CurricUNET	A former "assessment database" used by ACC. The less said, the better.
DAC	Discipline Assessment Cycle
Data, Aggregated	Data that summarizes or combines other data for analytical and research purposes. Aggregated data is typically reported by organizations as a sum or total over a given time period or across campuses.
Data, Disaggregated	Data broken out by a particular category to identify patterns associated with particular groupings, such as ethnicity or grade level.
Data, Longitudinal	Data on individuals, programs, or other entities collected and traced over many years.
Datatel™	The former name of ACC's integrated management information system, now known as Colleague™.
Degree Plan	An organized sequence of courses that must be successfully completed to receive a particular degree or certificate.
Degree Requirements	The formal requirements necessary to successfully complete a program of study and receive a degree or certificate. Degree certificates typically include a certain number of credit hours, a minimum GPA and successful completion of the degree plan.
Degrees	An award for the successful completion of a defined sequence of courses. There are three types of degrees: **Associate degrees** – generally requiring about two years of study and offered at community

	or junior colleges **Baccalaureate or Bachelor's degrees** - generally requiring about four years of study and offered by four-year colleges and universities **Graduate degrees** – requiring additional studies beyond the bachelor's degree, e.g., Master's or Ph.D's.
Department	An administrative unit. The term is usually, but not exclusively, used in reference to instructional units. Instructional departments are overseen by a dept. chair, who is supervised by an instructional dean. Instructional departments may encompass one or more disciplines and offer one or more programs or, in some cases, only courses.
Descriptors	Statements of expected performance at each level of performance for a particular criterion in a rubric. [4]
Developmental Education	Instruction designed to prepare students for college-level work in such areas as reading, writing, mathematics, and study skills.
DIR	Directed Studies. While there may be some meetings on campus, DIR students spend most of the instructional time on location at a local facility, such as a government, health, or social service institution. *(see Distance Learning)*
Discipline	An area of study, usually in reference to courses offered by the college. For example, ASTR 1303 and ASTR 1404 are courses within the discipline of Astronomy. Faculty teach courses in the discipline(s) for which they are credentialed. Several disciplines may be within a single department, and there may be multiple degrees or programs within a single discipline. In other cases, coursework may be offered in a discipline, but not a degree. *(see Program, Department)*
Discipline Assessment Cycle	The Discipline Assessment Cycle (DAC) provides a comprehensive framework for instructional assessment intended to support faculty in assessing what they are already doing in their classes. More than anything else, the DAC is a process whereby data is reported. It helps to feed the data and the action strategies that follow into other college processes, such as institutional planning and budget development. It also provides a database from which information can be drawn for the purposes of reporting to SACS-COC and others.
Discipline Assessment Cycle Working Group	The collection of dedicated individuals from across the College, comprised of faculty members, administrative and educational support representatives, who review the assessment plans and results of the instructional disciplines. The DAC Working Group meets 2 or 3 times annually to review disciplines' learning outcomes assessment and action plans and provide constructive feedback.
Distance Education	Another term for Distance Learning
Distance Learning	Distance Education, uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously.

	It is Instruction that is offered outside of a traditional classroom or laboratory setting. Technologies used in distance learning include: telecourses (ITV), print-based (PRN), personal computer with modem (PCM), or Directed Studies (DIR). Correspondence Education is similar, but is generally considered distinct. *(see Correspondence Education, ITV, PRN, PCM, DIR)*
Distractors	The incorrect choices presented in a multiple-choice question.
Division	The academic grouping under the leadership of a dean. (e.g., Social & Behavioral Sciences)
Dual Credit	A course that earns college credit while also satisfying the coursework required for high school graduation.
Duplicated Headcount	The number of students calculated in such a way that an individual student may be counted more than once. For example, an enrollment determined by adding students in all government courses would double-count all students taking both GOVT 2304 and 2305 simultaneously.
Early College High School	An initiative at ACC wherein selected high school students form a cohort of students who take dual credit courses at ACC that, if successfully completed, allow them to graduate high school with an associate degree from ACC.
Early College Start	The broad framework in which eligible high school juniors and seniors may take dual credit courses and earn college credit prior to graduating from high school. *(see Dual Credit)*
Early Intervention	The effort to identify and support students who are falling behind in their academic course work before they withdraw from or fail a class.
ECHS	Early College High School
ECS	Early College Start
Educational Support Unit	Units whose functions are non-instructional but are under either the Vice President of Instruction or the Vice-President of Student Services. Many of these units may interact with students directly, though many others do not. Faculty Evaluations and the Dean of Math & Sciences are two examples of Educational Support units. *(see Administrative Support Unit)*
Effectiveness	Institutional Effectiveness refers to the process of establishing measures to ensure that the College is meeting its intended outcomes. The Office of Effectiveness and Accountability works with all college units to establish goals and measures, which are then used to analyze college effectiveness and to guide continuous quality improvement efforts. [2] (See Institutional Effectiveness).
Elective	A course required in a degree plan, but one for which the student has some degree of flexibility. For example, a degree plan may require a math class, but any of a select group of mathematics classes may be taken to fulfill that requirement.

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Enrollment	The registration of a student to take a particular class.
Enrollment, Full-Time	A full-time student is one who is enrolled in 12 or more credit hours in the fall or spring semester, or at least 6 credit hours in a 5.5 week summer session.
Enrollment, Part-Time	A part-time student is one who is enrolled in fewer than 12 credit hours in the fall or spring semester, or fewer than 6 credit hours in a 5.5 week summer session.
EPP	ETS Proficiency Profile
ESL	English-as-a-Second Language. This term is a synonym for ESOL.
ESOL	English for Speakers of Other Languages. ACC's ESOL Department offers a variety of classes at different levels in English for Speakers of Other Languages, such as: • Writing and Grammar • Reading and Vocabulary • Oral Communication
ETS	Educational Testing Service, one of the largest providers of standardized tests.
ETS Proficiency Profile	A standardized, norm-referenced and criterion-referenced test produced by the Educational Testing Service that is used to assess general education skills. It was formerly known as the MAPP test or the Academic Profile.
Evaluation	A term sometimes synonymous with assessment. The term evaluation however, can also imply some degree of subjectivity. Assessment is the measurement of outcomes, whereas evaluation may be the judgment made based on that assessment.
Exemplary Education Objective	A student learning outcome defined by the Texas Higher Education Co-Board within on of the component areas of the Core Curriculum. [14]
Extra-Curricular Activities	Activities outside of the classroom and usually not for credit. Such activities are often viewed as favorably contributing to a well-rounded education, and often involve recreational and social organizations and events, clubs, athletic leagues, etc. *(see Co-Curricular Activities)*
Faculty, Adjunct	Part-time instructors employed on a semester basis.
Faculty Credentials Table	The Faculty Credentials Table lists the specific requirements for a faculty member to teach in a particular discipline. *(see Credentials, Faculty)*
Faculty, Full-Time	Instructional employees in an annually budgeted position with faculty status, including teaching faculty, librarians, and counselors.

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Faculty, Temporary Full-Time	Adjunct faculty who are recruited to teach a full-time load and receive benefits, but only a temporary basis, such as a semester or academic year. Such faculty are often employed when circumstances prevent the timely hiring of a full-time faculty member.
FERPA	Family Educational Rights & Privacy Act. This legislation limits what student information may be made public.
FICE Code	Federal Interagency Committee on Education Code. Every public institution of higher education has a unique FICE code that identifies it.
Field of Study	Fields of Study are defined by Senate Bill 148, passed in 1997, as "a set of courses that will satisfy the lower-division requirements for a bachelor's degree in a specific academic area at a general academic teaching institution." Students completing fields of study do not have to complete the Core Curriculum and can transfer and apply their coursework to the relevant degree at any public college or university in Texas. Fields of study are established for: business, communication, computer science, criminal justice, engineering, engineering technology, Mexican-American studies, music, and nursing.
Fifth Year Interim Report	Submitted five years prior to an institution's reaffirmation review by SACS, a Fifth-Year Interim Report includes: • a modified compliance certification • an Impact Report on the Quality Enhancement Plan, • an abbreviated Institutional Summary Form • where applicable, a report on off-campus sites initiated since the institution's last reaffirmation but not reviewed • a report on issues identified for verification of continued compliance during the last reaffirmation review. [3] *(see SACS)*
First-Time in College Student	A student who has never attended college or any other postsecondary institution. Students are not reported as first-time-in-college until they have completed their high school work. [5]
Fiscal Year	The year as measured for accounting purposes, which at ACC runs from Sept. 1 to Aug. 31. *(see Academic Year, Calendar Year)*
Foundational Component Areas	One of the nine parts that together comprise the 42-hour Core Curriculum. Each Foundational Component Area covers one of the broad categories of learning and has specific Core Objectives associated with it. The Foundational Component Areas are: • Communication (6 credit hours) – *written communication* • Mathematics (3 credit hours) • Life and Physical Sciences (6 credit hours) • Language, Philosophy, and Culture (3 credit hours) • Creative Arts (3 credit hours)

	• American History (6 credit hours) • Government/Political Science (6 credit hours) • Social and Behavioral Sciences (3 credit hours) • Component Area Option (6 credit hours) – *this includes additional Language, Philosophy, and Culture requirements, oral communication, student success courses, laboratory science co-requisites, and others*
FTIC	First Time in College
FTSE	Full-Time Student Equivalent
Full-Time Faculty	*See Faculty, Full-Time*
Full-Time Student	A student enrolled in 12 or more semester credit hours in the fall or spring semester, or 6 or more semester credit hours in the summer.[5] *See Part-Time Student*
Full-Time Student Equivalent	The Full-Time Student Equivalent (FTSE) is a standard allowing enrollment comparisons between institutions. It is determined by taking the total number of semester credit hours for which students have enrolled and dividing it by fifteen; 15 SCH is considered a full-time load.
GED	General Equivalency Degree, an award equivalent to a high school diploma.
General Education	The skills and knowledge expected of any college graduate receiving an associate's degree or higher. General Education competencies are student learning outcomes that may be uniquely defined by each institution, but usually include such broad areas as reading, writing, mathematics, critical thinking, teamwork and so forth. The Core Objectives of the Core Curriculum and SCANS competencies for workforce programs are examples of General Education competencies.
Generalizable Results	Results that accurately represent the population that was sampled. [2]
GIPWE	Guidelines for Instructional Programs in Workforce Education. These are the THECB guidelines for vocational-technical degree programs. *(see Texas Higher Education Coordinating Board).*
Goal	A generalized statement or intended outcome of what a program, department, support unit, or institution is seeking to accomplish. Goals are often not stated in terms conducive to direct assessment. In the institutional planning process, goals are broken into concrete objectives that can be accomplished and measured.
Grade Point Average (GPA)	The grade point average of a student is calculated by dividing the number of credit hours into the total grade points (4 point system with A = 4 points, B = 3 points, C= 2 points, D = 1 point, F = 0 points). A GPA of 2.0 is the same as a "C" average.

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High Impact Practices	High-Impact Practices (HIPs) are educational approaches that have been demonstrated to be particularly effective in helping students achieve the desired learning outcomes. Hips include such activities as first-year programs, learning communities, service learning, and others.
HIP	*See High-Impact Practice*
Hourly Employees	Personnel who are paid by the hour and who are not in an annually budgeted position. With rare exceptions, hourly employees may not work more than 19 hours a week.
HSE	High School Equivalent. This is a newer term for the GED and related coursework to prepare for it. *(see GED)*
Hybrid Courses	Hybrid courses combine traditional classroom instruction with computer-based distance learning. The majority of the coursework (more than 50%) is online, with some classroom or laboratory meetings also scheduled *(see Distance Learning)*
HYD	Hybrid courses
Impact Report	Submitted as part of the Fifth-Year Interim Report, the Impact Report demonstrates the extent to which the QEP has affected outcomes related to student learning.
Improvement Actions	Activities a unit intends to take to improve student learning, in the case of an instructional department, or to improve its functioning and delivery of services in the case of a non-instructional unit. The improvement actions should be based on the analysis of assessment data. Follow-up assessment of the same parameters after the improvement actions have been taken is the documentation that is critical for closing the loop.[14]
In-District	A term applying to students who live or own property within ACC's tax-paying districts. Since they pay taxes to support the college, they receive lower in-district tuition rates.[5]
In Progress Grade	The "In Progress" (IP) grade may be awarded to students who remain in the class, meet class deadlines, are progressing, but are not achieving the standards for earning a C or better in the course. The IP grade counts toward the student's term hour load but carries no grade points or credit toward graduation. An IP does not mean successful completion of the objectives of the course or completion of remediation.
Incomplete Grade	A grade of "Incomplete" (I) is granted only at the discretion of the instructor when unusual circumstances occur. If the student does not complete the work prescribed by the instructor by the date designated by the instructor, the incomplete grade will automatically be converted to a grade of F.
Information Literacy	The ability to use the internet, libraries, or other sources to effectively find, evaluate, and use relevant information. Information literacy closely aligns with critical thinking *(see Critical Thinking)*

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Initiative	In the strict sense, one of the items identified in the Provost's Academic Master Plan. The initiatives are grouped into four major themes: Increase Student Success, Meet Business/Industry Workforce Needs, Achieve Operational Excellence, and Increase Community Outreach and Communication.
Institutional Effectiveness	Institutional effectiveness relates to determining the extent to which the College is achieving its intended mission, goals, and outcomes. At ACC, evaluating institutional effectiveness is overseen by the Office of Institutional Effectiveness and Accountability (OIEA), which collects and reports data in order to guide continuous quality improvement efforts.
Institutional Planning	The development of goals by each unit in the college, the objectives to meet those goals, and their alignment from lower-level to higher-level units. Program reviews are part of the planning process. Institutional planning is largely overseen by the office of Institutional Planning & Evaluation. (see Institutional Planning and Evaluation)
Institutional Planning & Assessment Committee	District-wide committee that provides institutional leadership and constituent representation in policy guidance and quality assurance, as related to institutional planning and assessment for the ACC District. It is composed of a core group of members from all areas of the College, to include leadership from 3 subcommittees and 2 working groups that are housed under it.
Institutional Planning, Development, and Evaluation	The Institutional Planning, Development, and Evaluation (IPDE) office is the administrative unit that oversees institutional planning by supporting faculty, staff, and administration through resource development, academic assessment, planning, and accreditation compliance. IPDE is comprised of four departments: Academic Outcomes Assessment, Accreditation & Compliance, Grants Development & Compliance, and Institutional Planning & Evaluation. (see Academic Outcomes Assessment, Accreditation & Compliance, and Institutional Planning and Evaluation).
Institutional Planning and Evaluation	The mission of the Institutional Planning & Evaluation Department is to promote institutional effectiveness and continuous improvement of programs and services by overseeing the District's institutional planning processes and activities. *(see Institutional Planning, Development, and Evaluation)*
Instructional/ Educational Support Planning Subcommittee	Subcommittee that reports to the Institutional Planning & Assessment Committee and is responsible for quality assurance and supporting continuous improvement of the planning process for instructional and educational support units of the College. Comprised of 14 total members, including 2 dean-appointed faculty representatives from each dean area, 4 representatives from educational support units, and 2 representatives from IPDE. It also houses 2 working groups (Discipline Assessment Cycle Working Group and Program Review Working Group).
Intensive Program Review	The Intensive Program Review, formerly known as the Instructional Program Review, is often referred to simply as the "Intensive Review." It has been refined and is now been integrated into the Institutional Planning process. Faculty use the IPR framework to conduct a reflective evaluation of the content, quality, and effectiveness of a discipline's curriculum and other features.
Interpersonal Skills	One of the seven general education competencies that any graduate of ACC completing an

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	associate degree is expected to have achieved. Interpersonal Skills is defined as: *Interacting collaboratively to achieve common goals.*
Inter-rater Reliability	The consistency with which a subjective assessment is scored by different individuals. When there is some element of interpretation in the scoring of a student's performance, inter-rater reliability becomes an issue, because the scoring by two individuals of the same work may not be the same, even if they are using the same rubric.
IP	Institutional Planning
IPDE	Institutional Planning, Development, and Evaluation. This department oversees the College's planning, assessment, and grant processes.
IPEDS	Integrated Postsecondary Educational Data System. IPEDS is overseen by the Dept. of Education and collects data from institutions of higher education.
IPR	Intensive Program Review
IRT	Instructional Resources and Technology. Now referred to as Instructional Services, or <u>Instructional Development Services</u> at ACC.
ISD	Independent School District
IT	Information Technology
ITV	Telecourses (formerly known as Instructional Television). ITV students watch pre-recorded video programs on cable or on campus in ACC Media Centers. Some programs may also be streamed online. *(see Distance Learning)*
LEAP	Liberal Education & America's Promise (LEAP) is an initiative led by the AAC&U to promote the broad-based liberal education that is expected of all college graduates. The effort promotes identifying and aligning essential learning outcomes, high impact educational practices, and authentic assessments. *(see AAC&U, Assessment, Authentic, High-Impact Practices, VALUE Rubrics)*
Lecture Equivalent Hours	Lecture Equivalent Hours (LEH) is a standard for comparison between courses of differing contact hours. Lab hours are valued at 75% of lecture hours, so a standard laboratory science course with 3 hours of lecture and 3 hours of lab a week is 5.25 LEH. Most 3 credit hour classes that meet for three hours a week are 3 LEH.
LEH	Lecture Equivalent Hours
Life Long Learning	Helping students acquire the skills to engage in Life Long Learning is one of the goals of any secondary or higher education. The term often refers to alumni wanting and being able to find

	and evaluate sources of often informal education and synthesize what they learn into new skills and perspectives.
Lower Division	Courses determined by the Texas Higher Education Coordinating Board to be at the freshman or sophomore level of college.
LRS	Learning Resource Services
MAPP	Measure of Academic Proficiency and Progress Test. The former name of the ETS Proficiency Profile.
Major/Minor	A **major** is a student's chosen field of study. It usually requires the successful completion of a specified number of credit hours. A **minor** is designated as a specific number of credit hours in a secondary field of study. [11]
Matriculation	To enroll in a college or university as a candidate for a degree.
Method	The method is a list of the actions the unit will take to gather the data needed to determine whether the outcome has been achieved. The method directs the measurement of the unit's performance, and should include what data will be collected, when it will be collected, and who is responsible for collecting it. [4]
Milestones	A milestone is a "measurable educational achievement", such as demonstrating problem-solving skills, finishing a developmental education sequence, or graduating from college. Milestones are significant to the individual. But while some educational milestones are measured by an institution as formal completions, others are not.
Mission Statement	The overarching purpose of a department or administrative unit. The mission statement illustrates how the unit connects and contributes to the College's overall work. The mission statement usually remains the same from year-to-year. *(see Vision Statement)*
Momentum Points	A momentum point is a "measurable student attainment", such as completing a set of courses or obtaining a degree, that has a clear relationship to students' achievement of milestones and that is recorded at the institutional level. Some momentum points are milestones in themselves, such as graduating, but others, such as completing Calculus I, merely indicate the extent to which students are progressing towards a milestone.
National Institute for Learning Outcomes Assessment	The National Institute for Learning Outcomes Assessment (NILOA) is an organization whose mission is to promote the effective use of assessment data to improve student learning. It also serves to communicate about assessment with stakeholders and policy makers.
NCES	The National Center for Education Statistics. The NCES is a branch of the federal Dept. of Education that collects and analyzes educational data.
NILOA	National Institute for Learning Outcomes Assessment
Noel-Levitz Student Satisfaction	The Student Satisfaction Survey (SSI) is often referred to simply as "the Noel-Levitz." It seeks to identify those aspects of college life that are most important to students and how satisfied

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Inventory	they are with them at the institution at which the survey is conducted.
Non-Credit Courses	These are classes or courses that do not meet the requirements for a certificate or a degree at a given institution. Non-credit courses may serve one of several purposes: to explore new fields of study, increase proficiency in a particular profession, develop potential or enrich life experiences through cultural and/or recreational studies. Continuing education courses are one such example of non-credit courses.
Non-Resident Alien	A self-reported race/ethnicity category for an individual who is not a citizen or permanent resident of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely.[5]
Norming	The effort to ensure that results are examined in a consistent context, either by comparison to other students' performance or between reviewers. Evaluators are normed or calibrated so they consistently apply standards in the same way.[2]
Objective	A measurable step taken towards achieving a goal.
Office of Institutional Effectiveness and Accountability	The administrative unit responsible for documenting institutional effectiveness and performing data analyses.
Official Reporting Date	A synonym for the Census Date, the day in a semester in which ACC certifies the enrollment in courses. This date is on the 12th class day of the Fall and Spring semester, and the 4th class day of the second summer session for the Summer semester. Enrollment numbers certified on these dates are reported to the Texas Higher Education Coordinating Board and others. *(see Census Date)*
OIEA	Office of Institutional Effectiveness and Accountability
Online Course	A course primarily taught in a distance-learning format. *See Distance-Learning*
Open-Door Admission	An admission policy that states that anyone who is 18 years of age or older, whether or not a high school graduate, can be admitted to that college.[1]
Out-of-District	A term applying to students who have been Texas residents for at least a year but live outside ACC's tax-paying districts. Since they do not pay taxes to support the college, they receive higher out-of-district tuition rates.
Out-of-State	A term applying to students who have not been Texas residents for at least a year, and must pay substantially higher tuition rates.
Outcome	As the term is used at ACC, it refers specifically to learning outcomes, that is, what students are expected to know or be able to do upon completion of a course or program. Learning outcomes may be at the course-level, program-level (PSLOs), or institutional-level (gen ed

	competencies). The term may also be used to refer to process outcomes (what a unit or process is expected to achieve) or satisfaction outcomes (a measure of how well a unit serves its target group), but such usage should be avoided for the sake of clarity.
Part-Time Student	A student enrolled in less than 12 semester credit hours in the fall or spring semesters, or less than 6 semester credit hours in the summer.[5] *See Full-Time Student*
Pass/Fail Courses	Courses taken pas/fail do not earn letter grades or grade points for students. If a student passes a pass/fail course, he/she receives a "P" (pass) or "CR" (credit) on the transcript and the credit hours. If the student does not pass the course, they will receive a "NP" (not pass) or a "NC" (no credit) on the transcript and no credit hours. The evaluation for the pass/fail course is not figured into the student's GPA.
PBN	Academic Probation
PCM	Personal computer and modem, a method for providing distance education *(see Distance Learning)*
Pedagogy	Pedagogy is the study of being a teacher or the process of teaching. The term generally refers to strategies of instruction, or a style of instruction. OR The art and science of how something is taught and how students learn. Includes how teaching occurs, the approach to teaching and learning, the way the content is delivered, and what students learn as a result of the process.
PEP	The Performance Excellence Program, the evaluation process for Classified, Professional-Technical, and Administrative employees.
Performance Criteria	The standards by which performance is evaluated. Performance criteria help assessors maintain objectivity and provide students with important information about expectations. [7]
Performance Measure	A performance measure is a quantifiable indicator of the unit's achievement that includes the outcome statement, standard, and methods for gathering data. [9] Students exhibit how well they have achieved an objective by doing it, such as a piano recital. [4]
Personal Responsibility	One of the seven general education competencies that any graduate of ACC completing an associate degree is expected to have achieved. Personal Responsibility is defined as: *Identifying and applying ethical principles and practices; demonstrating effective learning, creative thinking, and personal responsibility*
Persistence	A student's continuing of their enrollment from one semester to the next.
Petition	A petition is both the process and the form a student fills out to request consideration of special circumstances. For example, if a student is denied admission, they may petition for admission based on extenuating circumstances. [11]

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Placement Tests	Exams given during the admissions process to determine a prospective student's proficiency of basic skills so as to place them at the appropriate level of instruction.
Portfolios	A compilation of student work collected at various stages of their academic progress to demonstrate improvement of important skills, such as writing.
Prerequisite	A course or competency required prior to entering a program or a course [1]
Print-Based Instruction	Print-based instruction (PRN) is a method for providing distance education. PRN students use printed materials such as textbooks and study guides as their primary mode of instruction, though some classes may also include videotapes, email, or online activities, blurring the distinction between this method and others *(see Distance Learning)*
Private Institutions	An institution that is not publicly supported by tax dollars, but whose income derives from private donations, other organizations, and/or student fees and tuition. Because they do not receive tax money, private institutions do not have to follow many of the regulations placed on public institutions.
PRN	Print-based instruction, a method for providing distance education. PRN students use printed materials such as textbooks and study guides as their primary mode of instruction, though some classes may also include videotapes, email, or online activities, blurring the distinction between this method and others. *(see Distance Learning)*
Probation	The more serious of the sanctions levied by SACS-COC, an institution is placed on Probation if it fails "to correct deficiencies or . . . make satisfactory progress toward compliance with the Principles of Accreditation."[10] The maximum amount of time an institution may be on Probation is two years. *(see SACS, Warning)*
Probation, Academic	Students who fail to maintain satisfactory academic progress (SAP) are placed on academic probation. Such status makes them ineligible for financial aid. *(see Suspension, Academic, Warning, Academic, and Satisfactory Academic Progress)*
Prof./Tech Employees	Professional/technical employees are personnel in an annually budgeted, but non-instructional, position who are exempt from federal regulations regarding overtime pay, including coordinators, managers, supervisors, specialists, and others. *(see Administrative Employees and Classified Employees)*
Program	A plan of coursework that, if successfully completed, will lead to the awarding of a degree or certificate.
Program Review	This is an essential part of academic stewardship and is required for accreditation. Faculty use the Program Review process framework to conduct a reflective evaluation of the content, quality, and effectiveness of a program's curriculum, and operation
Program Review Working Group	The Program Review Working Group is a collection of dedicated faculty that reviews the submissions of the disciplines undergoing an intensive review that year, providing feedback as appropriate. It is part of the Institutional Planning process and is overseen by the Director of

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	Institutional Planning and Evaluation and a faculty co-chair.
PSLO	Program Student Learning Outcome. PSLOs are the learning outcomes that all graduates of a program are expected to have achieved.
Public Institutions	An institution receiving some funding from the state or other governmental entities and overseen by public boards. While public institutions may receive private donations from individuals or organizations, most of their revenue comes from student fees and tuition.
QEP	The Quality Enhancement Plan is mandated by SACS-COC Core Requirement 2.12. The QEP describes "a carefully designed and focused course of action that addresses a well-defined issue directly related to enhancing student learning."[3] *(see SACS)*
Quantitative & Empirical Reasoning	One of the seven general education competencies that any graduate of ACC completing an associate degree is expected to have achieved. Quantitative & Empirical Reasoning is defined as: *Applying mathematical, logical and scientific principles and methods.*
Reliability	The consistency of an assessment or assessor. Instruments or evaluators with high reliability will provide nearly the same result when given the same sample.
Result	Result is a term used in both the assessment and planning processes that refers to something that has happened after the implementation of a plan or action taken in the pursuit of a particular objective. Results are used to inform decisions for next steps in achieving goals and striving for continuous improvement.
Reverse Transfer	The awarding of an associate degree to a student who takes courses at ACC, transfers to another institution, and then transfers course credits back to ACC. At least 25% of the credit hours in the degree plan must be taken at ACC.
Rubric	A guide for scoring student performance using explicitly defined criteria. Rubrics may vary in their detail, but provide for more consistent scoring between artifacts and between raters.
Rubric, Checklist	A checklist rubric is a simple list indicating the presence of the things an instructor is looking for in a completed assignment. [11]
Rubric, Descriptive	Descriptive rubrics are a variety of rating scale rubric that have "brief descriptions of the performances that merit each possible rating." [11]
Rubric, Holistic Scoring	Holistic scoring guides are short narrative descriptions of the characteristics of outstanding work, acceptable work and unacceptable work. The major purpose of such summative assessments is not to give feedback to individual students but to allow faculty to make decisions within a tight time frame when grading a large amount of work. [11]
Rubric, Rating Scale	A rating scale rubric is a checklist with a rating scale added to show the degree to which [the items faculty are] looking for are present in completed assignments. [11]

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Rubric, Structured Observation Guide	Structured observation guides are qualitative evaluations that help the assessor subjectively determine how to score a student's performance. For example, they may list features of "A" work, "B" work, etc.
SACS	The Southern Association of Colleges and Schools, the organization that accredits ACC and other educational institutions across much of the southern United States. SACS defines Core Requirements and Comprehensive Standards with which colleges and universities are expected to comply. *(see Core Requirements, Comprehensive Standards, SACS-COC)*
SACS-COC	The Southern Association of Colleges and School - Commission on Colleges, the branch of the regional accreditor that deals with issues involving institutions of higher education. The acronym is to be pronounced "saks-see-oh-see".
SAP	Satisfactory Academic Progress
Satisfactory Academic Progress	A student is deemed to be making Satisfactory Academic Progress if they have a GPA of 2.0 or above and have completed at least 67% of the coursework in which they have enrolled.
SAT	Scholastic Aptitude Test is a traditional exam taken by high school students to measure their understanding of math, science, English, languages, and history. Many colleges and universities require applicants to submit their SAT scores before considering admission.
SCH	Semester Credit Hour, equivalent to "credit hour" in most contexts.
Self-Assessment	Sometimes called reflection, self-assessment involves the student analyzing and assessing their own performance or skills.
Semester Credit Hour	Credit hour
SENSE	Survey of Entering Student Engagement
Service Learning	An educational approach in which students engage in community service as part of a class or program so as to gain experiential learning.
Shared Governance	At ACC, shared governance refers to soliciting input and collaboration from faculty, staff, and students.
Site-Based Instruction	Credit course sections that are taught by ACC faculty but offered at locations not owned by the College.
SLO	Student Learning Outcome
Snapshot	The ACC Snapshot is a summary of key accountability measures in which ACC seeks to evaluate its quality and its student's success at an institutional level. It measures things most

	associated with the complex, diverse mission of the community college. While the College has hundreds of accountability and effectiveness measures (from the Southern Association of Colleges and Schools (SACS), the Texas Higher Education Coordinating Board (THECB), specialized instructional programs accreditation agencies, and its own Office of Institutional Effectiveness and Accountability) the ACC Snapshot seeks to provide a quick glance at how well ACC is fulfilling its mission statement to promote student success. [1]
Snapshot, College Wide	The ACC College Wide Snapshot is produced by OIEA to provide a summary of key accountability measures for the college. It serves to highlight strengths and weaknesses of the institution at a glance.
Snapshot, Departmental	The ACC Departmental Snapshot is produced by OIEA to provide a summary of key accountability measures for individual disciplines. It serves to highlight strengths and weaknesses of the discipline and department at a glance.
Staffing Table Personnel	Personnel in an annually budgeted position who are eligible for benefits. This category includes full-time faculty, administrative employees, professional-technical employees, and classified employees, but excludes hourly staff and adjunct faculty.
Stem	A question or statement followed by a number of choices or alternatives that answer or complete the question or statement. [4]
STEAM	Science, Technology, Engineering, Arts, and Math
STEM	Science, Technology, Engineering and Math
Strategic Plan	The ACC Strategic Plan is the guiding document to ensure that the college continues to meet its State-mandated mission effectively and efficiently, and that it achieves the goals established by the Austin Community College Board of Trustees. I establishes the College's strategic priorities and provides institutional goals, objectives and measures to identify and measure improvement.
Student Learning Outcome	A statement defining the knowledge or skills that a student is expected to possess upon the successful completion of an activity, course, or degree. Student Learning Outcomes must be measurable and meaningful in that they can be assessed to gather data as to whether or not the student achieved them. SLOs can be on the program/discipline level (PSLOs) or on the course level (CSLOs).
Student Right to Know and Campus Security Act	A federal law in which institutions must make certain information available to students and the general public upon request. These include police and safety information as well as course completion rates and other course information. [2]
Student Success Initiative	An early institutional commitment by ACC to enhance learning and success for all students regardless of age, gender, ethnicity, race or socio-economic status. The original goals of the SSI have since become incorporated into goals, processes, and policies across the College. http://www.austincc.edu/success/

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Surface Learning	Learning based on memorization of facts without deep understanding of what is learned. [9]
Survey of Entering Student Engagement	The Survey of Entering Student Engagement (SENSE) is given to community college students every three years at ACC. It gathers feedback from incoming students in the first few weeks of the semester to "collect data about institutional practices and student behaviors that may affect student success in the first year of college." http://www.austincc.edu/oiepub/pubs/surveys/sense.htm[12]
Suspension, Academic	Students who fail to maintain satisfactory academic progress (SAP) may be placed on academic suspension if they fail to improve after being on academic probation. *(see Probation, Academic, Warning, Academic, and Satisfactory Academic Progress)*
Syllabus	A document summarizing the important information about a course. It provides clear statements of course expectations, requirements, and polices, as well as a schedule of course topics, tests, and assignments. Details of what should be included in a syllabus are available at http://www.austincc.edu/offices/academic-outcomes-assessment/master-syllabi/master-syllabus-checklist .
Syllabus, Master	The master syllabus for a course is a framework upon which individual faculty build the syllabus for their particular course sections. Master syllabi for all courses are available at the master syllabus repository located at http://www.austincc.edu/offices/academic-outcomes-assessment/master-syllabi/master-syllabi-repository
TABPHE	Texas Association of Black Personnel in Higher Education
TACC	Texas Association of Community Colleges
TACHE	Texas Association of Chicanos in Higher Education
Taxing District	A region in Central Texas whose property owners pay taxes to support Austin Community College. ACC's taxing districts include the City of Austin, Austin, Del Valle, Elgin, Hays, Leander, Manor, and Round Rock independent school districts, as well as some additional areas.
TCCNS	Texas Common Course Numbers System
TCCTA	Texas Community Colleges Teachers Association
TEA	Texas Education Agency
TEC	Texas Education Code

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Technology Skills	One of the seven general education competencies that any graduate of ACC completing an associate degree is expected to have achieved. Technology Skills are defined as: *Using appropriate technology to retrieve, manage, analyze, and present information*
Telecourses	*See ITV*
Temporary Full-Time Faculty	*See Full-Time Faculty, Temporary Full-Time*
Texas Association of Community Colleges	The Texas Association of Community Colleges includes all 50 community college districts in Texas and is a non-profit organization that advocates for them, especially with regard to legislation and public policy.
Texas Common Course Numbering System	The Texas Common Course Numbering System is a database designed to facilitate transfer among state colleges and universities by providing common course rubrics and numbers for lower-level undergraduate courses clarifying their equivalence (e.g., MATH 1316 is the designation for the standard Trigonometry course). TCCN designations are listed in the Academic Course Guide Manual and only those courses tied to a TCCN may be reimbursed by the state. All TCCNS courses are identified by a four character course prefix representing the course type or academic discipline, followed by a four digit course number. The first digit of the course number denotes the academic level of the course. The second digit represents the credit value of the course in semester hours. The third and fourth digits establish course sequencing and/or distinguish the course from others of the same level, credit value, and prefix.
Texas Community College Teachers Association	The Texas Community College Teacher's Association is a professional organization that supports and advocates for community college faculty and promotes excellence in education in the community, junior, and technical colleges of Texas.
Texas Education Agency	The Texas Education Agency oversees primary and secondary (K-12) public education in Texas.
Texas Education Code	The Texas Education Code is the body of laws and statutes governing education in Texas.
Texas Higher Education Coordinating Board	The THECB is the state agency charged with overseeing and guiding public higher education in Texas. It approves the Core Curriculum for each institution, produces the Academic Course Guide Manual and GIPWE, promotes Texas Common Course Numbers, and is tasked with transforming relevant legislation into guidelines for colleges and universities to follow.
Texas Success Initiative	The Texas Success Initiative (TSI) is a state-mandated program to address issues concerning students' preparedness for college. Unless they are exempted, incoming credit students are assessed on their reading, writing, and mathematics skills. Those who do not demonstrate college-ready skills are directed into developmental instruction. *(see Developmental Education)*

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Texas Workforce Commission	The Texas Workforce Commission (TWC) is the state agency that provides oversight of workforce development in Texas. It administers unemployment benefits and services, and provides resources to those seeking employment. It also guides the provision of job training programs. *(see Texas Workforce Solutions)*
Texas Workforce Solutions	Texas Workforce Solutions is a statewide network that coordinates regional planning and workforce training services. It consists of nearly thirty workforce development boards and the Texas Workforce Commission. *(see Texas Workforce Commission)*
THECB	Texas Higher Education Coordinating Board
Themes	One of the four major clusters of initiatives in the Provost's former Academic Master Plan. The themes were: Increase Student Success, Meet Business/Industry Workforce Needs, Achieve Operational Excellence, and Increase Community Outreach and Communication.
TIPS	The Information Portal System – ACC's institutional database that provides student performance data for instructional disciplines & programs. It provides student success, graduation & completion, withdrawal, transfer data, and other data resources related to student performance.
TracDat	TracDat is the software system used to document and track assessment of student learning outcomes in the Discipline Assessment Cycle. It is also used in the tracking and assessment of goals and objectives in the Institutional Planning process. *(see Discipline Assessment Cycle, Institutional Planning)*
Transfer	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.[1]
Transfer Equivalency Credit	Credit hours that an institution accepts toward a degree from courses that the student has earned elsewhere. Such credit may be given for work done at another higher education institution, by challenge or assessment exams, "testing out," or by military service.
Triangulation	The use of multiple assessment measures to determine if they suggest a similar conclusion.
TSI	Texas Success Initiative
TSI-Exempt	Students who meet certain criteria are not required to take TSI-mandated assessment tests and the requisite development education. Such exemptions are given for students who: • have an associate or baccalaureate degree; or • have already completed college-level work at another institution; or • met TSI standards at another institution; or • are honorably discharged or retired from the armed forces. *(see TSI-Waived)*

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TSI-Waived	Students who meet certain criteria are not required to take TSI-mandated assessment tests and the requisite development education. Some exemptions are temporary, however, and students with such status are said toe be TSI-waived. Such temporary exemptions are given for students who: • score sufficiently high on the SAT, ACT, or other tests within the past few years; or • are enrolled in a certificate program of one-year or less; or • are on active duty or reserve in the armed forces. *(see TSI-Exempt)*
TSTC	Texas State Technical College
Tuning USA	Tuning USA is an American version of the Bologna Process. The goal is to harmonize curricula between states by establishing common milestones and outcomes, allowing ease of transfer and the recognition of educational achievement in other states. *(see Bologna Process)*
UEAC	Undergraduate Education Advisory Commission
U-LEAD	The Unit-Level Effectiveness Assessment Documentation database was ACC's original assessment database. It was maintained by OIEA and collected information on learning outcomes and what is now institutional planning.
Undergraduate	A student enrolled in a four- or five-year bachelor's degree program, an associate's degree program, or a vocational or technical program below the baccalaureate 1
Undergraduate Education Advisory Committee	The Undergraduate Education Advisory Committee (UEAC) is a group brought together by the THECB to generate ideas for improving undergraduate education, specifically with regard to the goals of 60x30TX. Recommendations of the UEAC are forwarded to the Texas Higher Education Coordinating Board itself for approval.
Unit	A unit is the generic term for any office or department at ACC. It can include instructional departments, student service offices, or administrative support offices. *(see Administrative Support Units, Departments, and Educational Support Units,)*
University	An institution of higher education offering predominantly baccalaureate and/or graduate degrees.
Validity	How well a procedure assesses what it is supposed to be assessing [2]
Value Added	The extent to which a student's skills, knowledge, and capabilities have improved as a result of an intervention. In most educational contexts, the term refers to improvement presumably resulting from the student's higher education experience.

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VALUE Rubrics	The Valid Assessment of Learning in Undergraduate Education Rubrics were created by the AAC&U as part of the LEAP initiative. There are 16 VALUE rubrics in all, and they serve to support educators in the assessment of skills and concepts in intellectual and practical skills, such as reading or critical thinking, in personal and social responsibility, such as ethical reasoning, and integrative learning. (see AAC&U, LEAP)
VCT	Virtual College of Texas
Virtual College of Texas	The Virtual College of Texas is a collaborative of all the public Texas community and technical colleges. The VCT provides a distance-learning platform for inter-institutional classes. In this way, students may enroll at their home college to take courses offered at another institution, while still receiving support services at the local college. ACC hosts the Virtual College of Texas.
Vision Statement	The values and intended contribution of a department or administrative unit. The vision statement lays out the ideal, long-term aspiration of the unit. Austin and Pinkleton (2006) have one of the best descriptions of vision and mission statements (and from which this definition was largely drawn). *(see Mission Statement)*
Vocational Courses	Workforce education courses or programs for which continuing education units (CEUs) are awarded.[1]
Warning	The less serious of the sanctions levied by SACS-COC, an institution is usually placed on Warning before it is placed on Probation. An institution is placed on Warning "for noncompliance with any of the Core Requirements or significant noncompliance with the Comprehensive Standards, . . . failure to make timely and significant progress toward correcting the deficiencies that led to the finding of noncompliance with any of the Principles of Accreditation [or] . . . for failure to comply with Commission policies and procedures, including failure to provide requested information in a timely manner." [10] The maximum amount of time an institution may be on Warning is two years. *(see SACS, Probation)*
Warning, Academic	A student whose cumulative GPA falls below 2.0 is placed on Academic Warning. If their GPA does not improve, they will be placed on Academic Probation. *(see Probation, Academic, Warning, Academic, and Satisfactory Academic Progress)*
WECM	Workforce Education Course Manual
Workforce Education	Workforce education encompasses "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."[1] Most workforce education is offered at community and technical colleges.
Workforce Education Course Manual	The WECM is produced by the Texas Higher Education Coordinating Board and lists course guidelines and other information for workforce courses.

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Written, Oral, and Visual Communication	One of the seven general education competencies that any graduate of ACC completing an associate degree is expected to have achieved. Written, Oral, and Visual Communication is defined as: *Communicating effectively, adapting to purpose, structure, audience, and medium*

Definitions in this glossary were adapted from the following sources:

1. **Texas Higher Education Coordinating Board**

2. **Assessing Academic Programs in Higher Education by Mary J. Allen**

3. **Southern Association of Colleges and Schools (SACS) [handbook for institutions seeking reaffirmation, 2011 edition]**

4. **Mueller's* Glossary of Authentic Assessment Terms by Jon Mueller**
   http://jonathan.mueller.faculty.noctrl.edu/toolbox/glossary.htm

5. **OIEA Fact Book**

6. **CCSSE website**

7. **Southern Association of Colleges and Schools (SACS) [principles of accreditation, 2012)**

8. **School Improvement Glossary, Michigan Dept. of Education**

9. **Chicago Public Schools [College and Career Preparations Guide]**

10. **SACS Policy Statement** SANCTIONS, DENIAL OF REAFFIRMATION, AND REMOVAL FROM MEMBERSHIP Policy Statement

11. **Linda Suskie, Assessing Student Learning: a common sense guide**

12. **OIEA website**