Huston-Tillotson University

Glossary of Terms

(This glossary is a listing of terminology, acronyms, common phrases, etc. used at Huston-Tillotson University, in Texas higher education, and in academia, in general.)

60X30 TX	The Texas Higher Education Coordinating Board's 15-year initiative. It has four goals that are to be reached by 2030: • > 60 % of Texans aged 25-34 will have a post-secondary degree or certificate • > 550,000 students will earn a certificate or degree each year • All higher-ed programs will teach identified marketable skills • Undergraduate student loan debt will not exceed 60% of a graduate's first year wages
A	
AAC&U	American Association of Colleges & Universities
AAUP	American Association of University Professors
ADP	Adult Degree Program
ATCP	Alternative Teacher Certification Program
Academic Outcomes Assessment	The assessment of student learning outcomes across the college, documents the extent to which students have achieved program-level student learning outcomes and general education competencies, and to supports the integration of assessment results into the planning processes.
Academic Year	The official school year, which runs from Sept. 1 to Aug. 31. (*see Academic Calendar*)
Accountability	The reporting of performance measures (*on all levels*) 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 that they are accomplishing their mission." [1]
Accreditation Liaison	The individual at a given institution who serves as the resource person for developing reaffirmation documents and ensuring their accuracy. They are also responsible for submitting institutional profiles and other reports to SACSCOC, and reporting any substantive changes. The Director of Institutional Planning, Research & Assessment is HT's Accreditation Liaison
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".)
Adjunct Faculty	Part-time instructors employed on a semester basis. *(see Part-Time Faculty)*

Adult Degree Program	The Adult Degree Program (ADP) extends the University's educational offerings to full-time, working adults in need of continuing education opportunities. At Huston-Tillotson University (HT), degree programs reflect the urgent demands of the changing times by providing the practical, relevant knowledge needed for success in today's global economy.
Alignment	The coordination between learning outcomes, action strategies, program goals, University mission and/or other objectives so that successful achievement of lower-level outcomes will lead to the fulfillment of higher-level ones.
Alumni	Former students who have graduated from the University.
Alternative Teacher Certification Program	The Alternative Teacher Certification Program (ATCP) is an innovative, flexible, and high-quality program to prepare the most qualified, diverse, and effective teachers in Texas. Teachers trained at HT's ATCP educate children in more than 40 school districts in Texas and have a nearly perfect success rate on state certification examinations. The HT ATCP is accredited by the Texas State Board for Educator Certification (SBEC) and meets state and national requirements for alternative pathways to teacher certification (Certificates Offered).
Apprenticeship	Training programs recognized by the Department of Labor in designated industries that have been "cross-walked" by the Texas Higher Education Coordinating Board to facilitate providing students with college credit. The curricula of these apprenticeships have been aligned with courses defined in the Workforce Education Curriculum Manual.
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 faculty, assessment refers to measuring the extent to which students achieve learning outcomes. • For the University 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 outcome or a target has been met. Absolute attainment assessment of students examines whether the outcome is mastered, rather than any value-added from where the student began. In addition, determination of a unit's operation and performance is often this variety of assessment.
Assessment, *Alternative*	Any assessment method other than essays, oral exams, or multiple-choice tests, which have been the traditional instruments used.
Assessment, *Course-Level*	The assessment of course-level student learning outcomes.
Assessment, *Diagnostic*	Very similar to both benchmarking and formative assessment, diagnostic assessment involves an initial collection of data to identify a student or unit's current level of performance.

Assessment, *Direct*	Assessments that directly examine student work to evaluate student performance. Many direct assessments are embedded in coursework, and can include written papers, test questions, student projects, portfolios, and any other artifact a student produces that reveals the extent to which they have achieved a learning outcome.
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]
Assessment, *Indirect*	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, *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
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 score the responses to an objective assessment.
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
Assessment, *Quantitative*	Assessment for which the collected data can be fully quantified, allowing for objective, mathematical analysis
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 which therefore requires professional expertise to evaluate. Rubrics are of particular value in subjective assessments
Assessment, *Summative*	Assessment conducted at the end of a curriculum, course, or program. The data collected can be used to inform an action strategy that can be implemented for the next cohort.
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 and objectives, rather than student achievement.
Auditing	Attending a class for educational purposes only. Auditing students do not receive credit for the class and it does not apply towards any degree requirements.
Award	A generic term encompassing all degrees and certificates.

B	
Bachelor's Degree	A bachelor's degree (or baccalaureate) is an undergraduate academic degree awarded by colleges and universities upon completion of a course of study lasting three to six years (depending on institution and academic discipline). The two most common bachelor's degrees are the Bachelor of Arts (BA) and the Bachelor of Science (BS or BSc). Commonly the successful completion of a bachelor's degree is a prerequisite for further courses or degrees *(see Master's Degree; Doctoral Degree)*
Bachelor of Arts	**Bachelor of Arts** (**BA** or **AB**; from the Latin *baccalaureus artium* or *artium baccalaureus*) is a bachelor's degree awarded for an undergraduate program in the arts. A Bachelor of Arts degree course is generally completed in three or four years. Broadly speaking, subjects within **the arts and social sciences** (which make up a Bachelor of Arts), deal with ideas around identity and what it means to be human. The arts or humanities include subjects like philosophy, history, english, languages, visual arts, performing arts, media and communications and religion.
Bachelor of Science	**Bachelor of Science** (**BS**, **BSc**, **SB**, or **ScB**; from the Latin *baccalaureus scientiae* or *scientiae baccalaureus*) is a bachelor's degree awarded for programs that generally last three to five years and focus on areas of science, such as: Biology, biochemistry, mathematics, physics, chemistry, some social sciences, sport/exercise science, general science, earth science, computer science and the various fields of engineering are almost universally considered to be sciences.
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 (the psychologist) 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
C	
CACE	Center for Adult & Continuing Education
CAIT	Center for Academic Innovation and Transformation
Calendar Year	The traditional span of a year, which runs from Jan. 1 to Dec. 31.
Campus Safety	The mission of Campus Safety Department is to ensure a safe, secure, and orderly campus for students, faculty, staff, alumni and visitors at Huston-Tillotson University, thereby contributing toward a positive learning environment. Safety at Huston-Tillotson is a shared responsibility that every member of the University community needs to take seriously. We believe that the key to preventing crime is awareness, which is best achieved through education and communication. Faculty, staff, students and Campus Safety all work together to promote a safe environment in which to learn.

Canvas *(LMS)*	Canvas is the web-based learning management system (LMS) used by HT. It is used by learning institutions, educators, and students to access and manage online course learning materials and communicate about skill development and learning achievement. Canvas includes a variety of course creation and management tools, course and user analytics and statistics, and internal communication tools for educational institutions.
Capstone Course	A final course in a degree plan in which a student applies the knowledge and skills they have gained, often in a workplace setting. The term is primarily used in reference to workforce awards.
CAS	Council for the Advancement of Standards in Higher Education. CAS is an independent organization that has developed standards defining expectations regarding student needs, pedagogy, and institutional management and operation.
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.
CBE	(*Competency-Based Education*) - The competency-based education (CBE) model is built upon developing and demonstrating discrete skills in contrast to the traditional educational model that is measured by credit hours and coursework. "CBE allows students to progress towards completion, often at their own pace, as they demonstrate mastery – measured through authentic assessment – of a defined set of knowledge and skills. Programs may be organized around traditional course-based units, but this is not required. A majority of the curriculum must include regular and substantive interaction with faculty."
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.
Center for Academic Innovation & Transformation (CAIT)	The Center for Academic Innovation & Transformation (CAIT) is Huston-Tillotson University's ….
Center for Adult and Continuing Education (CACE)	The Center for Adult and Continuing Education's mission is to support the University by providing continuing education and lifelong learning opportunities for individuals, the corporate community, and its stakeholders. Our mission includes courses on professional training and skill development. Other responsibilities include providing personal enhancement courses and events to empower individuals to reach their maximum potential. Currently, CACE hosts three programs, the Adult Degree Program (ADP), Alternative Teacher Certification Program (ATCP), and Continuing Education.
Center for Civic Engagement & Community Outreach	Huston-Tillotson University's Office of Civic Engagement and Community Outreach provides mission driven leadership around community initiatives fostering articulation agreements that support internships, service learning, volunteer, and community service.
Certified Data	Student enrollment data as of a term's official census date that is verified by OIPRA and reported to the Texas Higher Education Coordinating Board.

Charrette	A charrette is a collaborative exercise in which faculty from disparate disciplines work together to critique and improve each other's student assignments. The results of such charrettes are available on the NILOA website.
CHEA	The Council on Higher Education Accreditation. CHEA is the agency within the federal Department of Education that certifies regional accreditation bodies, such as SACSCOC.
CIP	Classification of Instructional Programs. The federal level framework for classifying instructional courses. Each instructional course has a "CIP number"
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.
Climate, *Classroom*	The prevailing culture, attitudes, and conditions in an educational community. Classroom Climate usually refers to a small community, such as a class section.
Climate, *Organizational*	The prevailing culture, attitudes, and conditions in an educational community. Organizational Climate or Workplace Climate usually refers to a large community, such as an entire institution.
Closed-ended Questions	Assessment questions in which the possible answers are very brief or already designated by the faculty. A multiple-choice question or one asking students to identify a particular bone in a skeleton would be examples of closed-ended questions.
Closing the Loop	The last stage of an assessment cycle, wherein faculty or staff analyze and interpret the results of an assessment, develop an action strategy to address identified concerns, and implement it.
CMS	Curriculum Management System – HT's CMS is ………………….
Co-Board	The Texas Higher Education Coordinating Board
Co-Curricular Activities	Activities that support 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.
Co-Enrollment	Concurrent enrollment is being enrolled simultaneously at one or more institutions. For example, students may be co-enrolled at HT, as well as ACC, an area high school, or another local institution.
Coding Scheme	A framework for categorizing responses when analyzing qualitative assessment results, such as from a survey. Categorizing open-ended responses facilitates their analysis.
Cognitive	In an educational context, the term refers to learning outcomes or assessments having to do with knowledge and skills, both those that are discipline-specific and the broader general education competencies expected of every college graduate. Cognitive knowledge and skills can often be measured through direct assessments, in contrast to affective learning outcomes involving attitudes and values which are commonly assessed indirectly.
Cognos	IBM® Cognos® Business Intelligence is an integrated business intelligence suite (used by HT) that provides a wide range of functionality to help us understand our institution's data. It allows the user to create business reports, analyze data, and monitor events and metrics to help make effective business decisions. Cognos BI integrates many business intelligence activities in one Web-based solution.
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]
College Board	A nonprofit organization that develops and distributes nationwide proficiency exams such as CLEP tests and the SAT.

Commission on Colleges	The Commission on Colleges is the branch of the Southern Association of Colleges and Schools that accredits institutions of higher education. (see SACSCOC)
Competency-Based Education	The competency-based education (CBE) model is built upon developing and demonstrating discrete skills in contrast to the traditional educational model that is measured by credit hours and coursework. "CBE allows students to progress towards completion, often at their own pace, as they demonstrate mastery – measured through authentic assessment – of a defined set of knowledge and skills. Programs may be organized around traditional course-based units, but this is not required. A majority of the curriculum must include regular and substantive interaction with faculty." [1]
Compliance	"A finding of compliance in a report from SACSCOC 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]
Compliance Certification	The report and supporting documentation prepared for an Off-Site Reaffirmation Committee explaining the extent to which the institution has met the Core Requirements, Comprehensive Standards, and Federal Requirements for Reaffirmation of Accreditation.
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]
Comprehensive Standard	The Comprehensive Standards defined by the Southern Association of Colleges and Schools set forth requirements in the following four areas: (1) institutional mission, governance, and effectiveness (2) programs (3) resources (4) institutional responsibility for following Commission policies. The Comprehensive Standards are "[m]ore specific to the operations of the institution than the Core requirements . . ., represent good practice in higher education and establish a level of accomplishment expected of all 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.
Composite Class	A section in which the instructor is teaching two (or more) courses in the same room at the same time. For example, students working in a Jewelry lab at the same time may be completing projects for courses at different levels of the program.
Concurrent Enrollment	Concurrent enrollment is being enrolled simultaneously at one or more institutions. For example, students may be co-enrolled at HT as well as ACC, an area high school, or another local institution.
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	The knowledge, as opposed to skills or attitudes, that students are expected to have upon completion of a course or program. The acquisition of knowledge involves the lower levels of Bloom's taxonomy, whereas applying, synthesizing, and otherwise employing that knowledge represents higher-level cognitive skills.
Continuing Education	Continuing education courses are offered to adults in the community by local school boards, colleges and universities. The Continuing Education Programs at Huston-Tillotson University offers a variety of educational opportunities and services specifically designed

	to address the needs of the lifelong learner, businesses, and institutions. Their mission is to provide various industry-recognized certificate series, certification exam preparation courses, personal enrichment classes, programs, and events.
Core Requirements	Basic, broad-based, foundational requirements that an institution must meet to be reaffirmed for accreditation. If an institution is judged to be significantly out of compliance with one or more of the Core Requirements, its reaffirmation of accreditation may be denied.
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." [1] The Texas Higher Education Coordinating Board (THECB) is responsible for ensuring that each state-supported college and university has a Core Curriculum.
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.
	THECB's six (6) Core Objectives, are:
	1. **Critical Thinking Skills**
	• to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
	2. **Communication Skills**
	• to include effective development, interpretation and expression of ideas through written, oral and visual communication
	3. **Empirical and Quantitative Skills**
	• to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
	4. **Teamwork**
	• to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
	5. **Personal Responsibility**
	• to include the ability to connect choices, actions and consequences to ethical decision-making
	6. **Social Responsibility**
	• to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. [1]
Corequisite	A requirement that must be satisfied either before or at the same time aa a particular course is taken.
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." [3] (see Distance Learning).
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; Texas Common Course Numbering System).
Course Mapping	A tool for curriculum design that helps instructors align the student learning outcomes (SLOs) with the assigned activities within a course. (see Curriculum Mapping;)
Course Number	The four-digit number associated with a particular course (e.g., ENGL 1301). 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.
Course Rubric	The four-letter designation associated with a particular course (e.g., PSYC 2301). The course rubric is a unique alphabetic abbreviation for the discipline. (see Course Number; Texas Common Course Numbering System).
Course Title	The name of a particular course (e.g., the title of MATH 1314 is College Algebra)
CPL	Credit for prior learning.
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 in a discipline. Such qualifications are made in accordance with SACSCOC Principles of Accreditation Section 6.2 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).
Credit for Prior Learning	Also known as prior learning assessment, giving credit for prior learning is an equitable practice that helps students receive appropriate college credit for previous work. Departmental faculty control the process; means by which students demonstrate achievement of relevant learning outcomes might include transfer credit, military transcripts, CLEP exams, continuing education to credit articulations, portfolios, and others.
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 Texas colleges, the credit hour value of a course is indicated by the second digit of the course number *(e.g., DANC 1305 is three credit hours)*.
Cross-listed Course	A course taught in a composite class. *(see Composite Class)*
Culturally-Responsive Teaching	Strengths-based instruction that uses the wealth of cultural differences between students to make learning experiences more relevant and effective for all students
Current Evidence	In regards to meeting compliance requirements for the Reaffirmation of Accreditation, current evidence reflects the institution's present situation and the extent to which it meets compliance expectations now, as opposed to where it wishes to be.
Curriculum	The content of a course or program.
Curriculum Management System	A software system designed to handle the administrative tasks related to curriculum, such as creating new courses or programs, retiring old courses, revising degree plans, and so forth.

Curriculum Mapping	A table or graphic linking student learning outcomes to the assignments, courses, or programs in which they are taught.
D	
Data	Information used for insight. Facts and/or statistics collected together for reference or analysis.
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 by ethnicity or the number of credit hours completed. Disaggregating data is a key element of identifying inequitable outcomes.
Data, _Longitudinal_	Data on individuals, programs, or other entities collected and traced over many years.
Data Request	A data request is a submission by a member of the HT community for information related to student, departmental or institutional performance, statistics, etc. in any particular area or combination of areas. All HT Data requests must be submitted via the University's official **Data Request Form** located on the OIPRA website.
Dean	An administrator overseeing an academic College, within the University. Deans oversee numerous departments, their faculty, and all administrative functions therein. Department Chairs report directly to them.
Degree Plan	An organized sequence of courses that must be successfully completed to receive a particular degree or certificate.
Degree Qualifications Profile	A framework developed by the Lumina Foundation describing "what students should know and be able to do as they progress through progressively higher levels of postsecondary study." [4] The Degree Qualifications Profile (DQP) identifies five intellectual skills common to all college curricula: 1) broad & integrative knowledge; 2) specialized disciplinary knowledge; 3) applied & collaborative learning; 4) civic & global learning; and 5) institution-specific emphases. The DQP describes the level to which these cognitive skills are attained by students completing associate, bachelor, and master degrees, respectively.
Degree Requirements	The formal requirements necessary to successfully complete a program of study and receive a degree. Degree requirements 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, may only offer courses. Department can also refer to a non-instructional (*administrative or student services*) unit.
Department Chair	A faculty position with tremendous responsibility and depressingly little actual authority. The department chair is a full-time faculty member overseeing a college department, which may include one or more disciplines. A department chair reports directly to a dean.
Descriptors	Statements defining different levels of performance for each element of a rubric. For example, the grammar element in a rubric for written communication might have descriptors defining Poor, Acceptable, or Excellent levels of performance.
Distance Learning	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.
Diversity	The degree to which an institution, program, or other organization is comprised of individuals with a variety of backgrounds and characteristics (i.e., ethnicity, gender, religion, socioeconomic status, etc.)
Dual Credit	A course that earns college credit while also satisfying the coursework required for high school graduation. Dual credit students take regularly scheduled college courses, while ECHS students often enroll in sections specifically scheduled for them.
DuBois Scholars	HT Students in the The W.E.B. DuBois Honors Program *(see W.E.B. DuBois Honors Program/Scholars)*
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 count determined by adding students in all government courses would double-count all students taking both GOVT 2304 and 2305 simultaneously.
E	
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.
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. Admissions & Records and the office of the Dean of Math & Sciences are two examples of Educational Support units.
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.
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 Limit	The maximum number of students who may be enrolled in a particular course section.
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
Equality	The treatment of all individuals in a comparable, non-discriminatory manner, providing the same opportunities and resources for all. While admirable in and of itself, a focus on equality often fails to consider cultural biases, many of which have been in place for centuries, and ignores the way in which such practices create hurdles for those of traditionally marginalized populations.

Equity	Equity is the provision of resources and support to individuals as needed to ensure not only access to opportunities but the readiness to take advantage of those opportunities to achieve success. In an equitable situation, such as students studying in a particular program, any individual has just as much likelihood of success as any other. Any differences in their performance are entirely due to factors over which the students have control. An analysis of their performance that disaggregates the data by race, gender, or any other parameter would show no consistent pattern. To compensate for cultural biases and the societal inequities they create for members of traditionally marginalized populations, resources are directed towards individuals to provide intentional support as appropriate. Achieving equity requires an awareness of different cultural perspectives and the experiences of members of other groups.
ESL	ESL English-as-a-Second Language. This term is a synonym for ESOL.
ESOL	English for Speakers of Other Languages.
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 authoritative oversight. Assessment is the measurement of outcomes, whereas evaluation may be the judgment made based on that assessment. The term is also used as shorthand for "faculty evaluations."
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)*
F	
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.
Faculty, Full-Time	Instructional employees in an annually budgeted position with faculty status, including teaching faculty, librarians, and counselors.
Federal Requirements	"[C]riteria established by the U.S. Department of Education for inclusion in regional accreditation reviews." [3]
FERPA	Family Educational Rights & Privacy Act. This legislation limits what student information may be made public.
	Federal Interagency Committee on Education Code. Every public institution of higher education has a unique FICE code that identifies it. HT's FICE Code is 003577
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Field of Study	Fields of Study were established by Senate Bill 148, passed in 1997. Each field of study "is a selection of lower-division courses that are guaranteed by state law to transfer and apply to a degree program." 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 to which they are accepted. Fields of Study are established for nearly 25 different subjects.

Fifth Year Interim Report	Submitted five years prior to an institution's decennial reaffirmation review by SACSCOC, 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 Compliance; QEP; SACSCOC)
Financially Complete	
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] *(see FTIC)*
Fiscal Year	The year as measured for accounting purposes, which at HT runs from July. 1 to June 30.
Focused Report	A report submitted to SACSCOC before the visit of the On-Site Review Committee that addresses specific concerns raised by the Off-Site Review Committee. *(see Off-Site Review Committee; On-Site Review Committee; Recommendation; SACSCOC)*
Foundational Component Areas	Eight 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) (010) • Mathematics (3 credit hours) (020) • Life and Physical Sciences (6 credit hours) (030) • Language, Philosophy, and Culture (3 credit hours) (040) • Creative Arts (3 credit hours) (050) • American History (6 credit hours) (060) • Government/Political Science (6 credit hours) (070) • Social and Behavioral Sciences (3 credit hours) (080). [1] *(see Component Area Option; General Education)*
FTIC	First-Time in College
FTSE	Full-Time Student Equivalent
Full-Time Faculty	Instructional employees in an annually budgeted position with faculty status, including teaching faculty, librarians, and counselors. *(see Faculty, Adjunct; Faculty, Temporary Full-Time)*
Full-Time Student	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. (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; in this context, 15 SCH is considered a full-time load.
G	
GED	General Equivalency Degree, an award equivalent to a high school diploma.
GELO	General Education Learning Outcome, a generic term for general education competencies. *(see General Education)*

GEM	[General Education Maps and Markers](#) is an initiative sponsored by the AAC&U to define principles and promote guidelines regarding general education. *(See AAC&U; General Education)*
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. *(see Core Objectives; General Education Competencies; SCANS)*
General Education Competencies	The institutional learning outcomes that are expected of any college graduate receiving an associate's degree or higher. Courses in each Component Area are expected to address particular Core Objectives. THECB's six (6) Core Objectives, are: 7. **Critical Thinking Skills** • to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information 8. **Communication Skills** • to include effective development, interpretation and expression of ideas through written, oral and visual communication 9. **Empirical and Quantitative Skills** • to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions 10. **Teamwork** • to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal 11. **Personal Responsibility** • to include the ability to connect choices, actions and consequences to ethical decision-making 12. **Social Responsibility** • to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. [1]
Generalizable Results	"Results that accurately represent the population that was sampled." [2] *(see Validity)*
GIPWE	[Guidelines for Instructional Programs in Workforce Education](#). These are the THECB guidelines for vocational-technical degree programs. (see ACGM; THECB).
Goal	A generalized statement 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. *(see Institutional Planning)*

GPA	Grade Point Average
Grade Distribution	The proportion of A's, B's, and other grades in a class section or course. *(see Faculty Evaluations)*
Grade Point Average	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.
Grant	**Grant** are funds given by an entity – frequently, a public body, charitable foundation, or a specialized grant-making institution – to an individual or another entity (usually, a non-profit organization, sometimes a business or a local government body) for a specific purpose linked to public benefit. Unlike loans, grants are not to be paid back. However, there are generally stipulations, requirements, and/or expectations that must met in return for receiving the grant funding.

H

HBCU	Historically Black College & University - "…any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary [of Education] to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation." [9]
High Impact Practice	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.
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. *(see Administrative Employees; Classified Employees; Professional/Technical Employees)*
HSE	High School Equivalent. This is a newer term for the GED and related coursework to prepare for it. *(see GED)*
HSI	Hispanic Serving Institution. An HSI is a college or university whose full-time equivalent student population is at least 25% Latinx.
Hybrid Courses	Hybrid courses combine traditional classroom instruction with computer-based distance learning. The majority of the coursework is online, with some classroom or laboratory meetings also scheduled *(see Distance Learning)*

I

IRB	Institutional Review Board
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. *(see Fifth-Year Interim Report; QEP; SACSCOC)*
Inclusion	"Inclusive learning and teaching in higher education refers to the ways in which pedagogy, curricula and assessment are designed and delivered to engage students in learning that is meaningful, relevant and accessible to all. It embraces a view of the individual and individual difference as the source of diversity that can enrich the lives and learning of others." [6] *(see Culturally Responsive Teaching; Diversity; Equity)*

Incomplete Grade	A grade of "Incomplete" (I) is granted only at the discretion of the instructor when unusual circumstances occur that prevent the student from completing the coursework by the end of the semester. 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 Skills)
Information Technology	HT's Department of Information Technology (IT) provides a technology-rich learning and working environment for Huston-Tillotson University. It is responsible for implementing, monitoring, and maintaining all university technology such as the campus network and wi-fi, computer systems, computer labs, servers and help desk support.
Institutional Advancement	A division of an institution focused on the improvement of the entity, primarily involved in fundraising activities. Offices of institutional advancement are typically responsible for many of the institution's relationships with individuals external to the institution. HT's Office of Institutional Advancement consists of 4 major areas: Development, Marketing & Public Relations, Donor Relations, and Alumni Affairs.
Institutional Effectiveness	The measure to which an institution is achieving its intended mission, goals, and outcomes.
Institutional Planning	The development of goals by each unit in the University, the objectives to meet those goals, and their alignment from lower level to higher-level units. It includes University-wide strategic planning; division-level, and individual unit planning. Program reviews are part of the planning process. Institutional planning is overseen by the Office of Institutional Planning, Research & Assessment (OIPRA).
Institutional Review Board	The HT Institutional Review Board (IRB), along with The Research Standards Committee, informs the University community-at-large concerning the responsibilities of faculty, students, or administrative researchers whose projects involve biological or behavioral research using live human and animal subjects, in order to ensure that procedures are followed to safeguard the rights, dignity, and welfare of research subjects and are in conformance with federal regulations.
International Baccalaureate	The International Baccalaureate (IB) is a curriculum intended for high school juniors and seniors. It focuses on general education skills and has international recognition. An IB diploma may provide some college course equivalencies, depending on the receiving institution.
International Student	Non-citizen academic (F-visa), vocational (M-visa), or exchange (J-visa) students who do not have permanent residency status. Undocumented students granted Texas residency and refugees are not classified as international students.
Internship	A learning experience, usually in a workplace setting, in which a student is often supervised by a potential employer. Internships are often part of capstone courses. They are similar to clinicals, but are outside of the health profession. Assessments typically include employer reviews, often with rating scale rubrics.
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.
IPEDS	Integrated Postsecondary Educational Data System. IPEDS is overseen by the Dept. of Education and collects data from institutions of higher education. HT reports various types of data to IPEDS that are gathered throughout the year by departments across the University.

IT	Information Technology; *(see Information Technology)*
J	
Joint Services Transcript	A transcript detailing the courses a member of the armed forces has taken, as well as college-level test scores, job descriptions, and other learning experiences. Military courses have been evaluated by the American Council on Education to determine relevant college credit. The JST is used by the Army, Coast Guard, Navy, and Marine Corps. *(see Credit for Prior Learning)*
K	
K-12	Kindergarten through 12th grade.
K-16	Kindergarten through the first four years of college.
KPI	Key Performance Indicator
L	
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)*
Learning Management System	A software system designed to allow online interfacing between faculty and students, including posting documents, making announcements, conducting assessments, having discussion boards, and other activities. HT uses Canvas for its learning management system. *(see Canvas)*
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.
Levels of Mastery	The extent to which a student is proficient with a particular learning outcome. PSLOs are often introduced in one course, reinforced in another, and mastered in a third.
LMS	Learning Management System *(see Canvas)*
Lower Division	Courses determined by the Texas Higher Education Coordinating Board to be at the freshman or sophomore level of college. (see THECB; Upper Division)
Lumina Foundation	A private foundation whose "goal is to prepare people for informed citizenship and for success in a global economy." 4 It works with government and other nonprofit entities to promote educational accessibility and related higher education initiatives. (see Achieving the Dream)
M	
MBA	Master of Business Administration -

Master Syllabus	The master syllabus for a course is a framework upon which individual faculty build the syllabus for their particular course sections. (*Plural: Master Syllabi*)
Matriculate	To enroll in a college or university as a candidate for a degree.
Milestone	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. (see Momentum Points)
Minute Paper	A quick assessment given at the end of class session in which students identify the most important thing they learned in that day's instruction and an important, unanswered question that they still have. If a pattern emerges, the instructor can spend additional time on unanswered questions or otherwise adjust their teaching. (see Muddiest Point)
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.
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. (see Milestones)
Monitoring Report	This Report addresses recommendations and continued concerns of compliance usually identified by the SACSCOC Committee on Compliance and Reports (C&R) or by the Executive Council and referred to the SACSCOC Board of Trustees.
MSC	Multi-State Collaborative
Muddiest (Muddy) Point	A quick assessment given at the end of class session in which students identify the topic of the day's instruction that was the least clear to them. If a pattern emerges, the instructor can then spend additional time on that topic. (see Minute Paper)
Multiple-Choice Question	A form of closed-question assessment in which a set of possible answers is provided and from which the student must choose the most correct one. (see Closed-Ended Question; Distractors; Stem)
Multi-State Collaborative	Commonly referred to as the MSC, the full name is the Multi-State Collaborative to Advance Learning Outcomes Achievement. This initiative from 2014-2018 was led by the AAC&U and SHEEO and involved 12 state higher education systems and 88 two-year and four-year institutions. Participants gathered work from students nearing the end of their academic programs and sent it along with relevant demographic information to the AC&U. Trained faculty evaluators then scored the work using the appropriate VALUE rubrics. Each school then received information back about how its students performed and how they compared to the other institutions involved. This model for comprehensive general education assessment inspired the Texas Assessment Collaborative and has since developed into the VALUE Institute. *(see AAC&U; SHEEO; Texas Assessment Collaborative; VALUE Institute; VALUE Rubrics)*
N	
NACE	National Association of Colleges and Employers - Established in 1956, NACE is a professional association that connects over 9,900 college career services professionals; over 3,200 university relations and recruiting professionals; and over 300 business solution providers that serve this community. NACE provides information on the employment of

	the college educated, and forecasts hiring and trends in the job market; tracks starting salaries, recruiting and hiring practices, and student attitudes and outcomes; and identifies best practices and benchmarks.
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 Inventory	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 they are with them at the institution at which the survey is conducted.
Non-Credit Courses	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. *(see Continuing Education)*
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 process whereby results of an assessment are examined so as to ensure reliability between reviewers and/or to compare an individual student's score to that of other students. Evaluators are normed to ensure high levels of inter-rater reliability. (see Assessment, Norm-Referenced; Calibration Norming; Inter-rater Reliability)
O	
Objective	A measurable step taken towards achieving a goal.
OER	Open Educational Resources are instructional and research materials whose intellectual property license allows their free use and adaptation by faculty for their own courses. Such resources can include assignments, entire textbooks, videos, modules, assessments, or indeed, anything else. One of the goals of making such materials available is to: 1) reduce the cost of education to students by eliminating the need to buy textbooks or other supporting materials; and 2) ensure that all students have access to such materials at the start of the semester.
Office of Institutional Planning, Research & Assessment	The Office of Institutional Planning, Research, & Assessment (OIPRA) is HT's division that oversees the University's institutional effectiveness activities and processes, such as: strategic planning, institutional research and data, assessment of student learning and other institutional outcomes, and adherence to SACSCOC accreditation standards. *(See OIPRA, SACSCOC, Student Learning Outcomes,)*
Official Reporting Date	A synonym for the Census Date, the day in a semester in which HT 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 4th Class Day; 12th Class Day; Census Date)*
Off-Site Review Committee	"Composed of a Chair and evaluators for finance, institutional effectiveness, organization and administration, student support services, learning support services, and two or more evaluators for educational programs, the Off-Site Review Committee completes the first review of the Compliance Certification developed by a Member institution seeking Reaffirmation of Accreditation." [3]. (see On-Site Review Committee; Reaffirmation of Accreditation; Principles of Accreditation; SACSCOC)
OIPRA	Office of Institutional Planning, Research, & Assessment
Online course	A course primarily taught in a distance-learning format by using the internet. (see Distance-Learning)
On-Site Review Committee	"Composed of a minimum of seven members (the Chair and evaluators in the areas of organization/governance, faculty, educational programs, student support services, institutional effectiveness, and the Quality Enhancement Plan), the On-Site Review Committee visits a Member institution seeking Reaffirmation of Accreditation to complete the review of the standards begun by the Off-Site Review Committee and to review the Quality Enhancement Plan. [3]. (see Off-Site Review Committee; Reaffirmation of Accreditation; Principles of Accreditation; SACSCOC)
Open-ended Questions	Assessment questions in which the possible answers can be very long and are often qualitative. An essay prompt would be an example of an open-ended question. *(see Assessment, Qualitative; Closed-Ended Questions)*
Outcome	As the term is used at HT, 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 (CSLOs), 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. (see Course-level Student Learning Outcomes; General Education Competencies; Objective; Program-level Student Learning Outcomes)
P	
Part-Time Student	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. *(see Full-Time Student)*
Pass/Fail Courses	Courses taken pass/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.
PCM	Personal computer and modem, a method for providing distance education. Today, this is synonymous with an online course. (see Distance-Learning; Online Course)
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.
Pell Grant	A federal subsidy provided by the Department of Education and given

	to undergraduate students based on financial need. Because of its relationship to students' personal financial situation, Pell grant status is often used as a proxy for identifying low-income students in institutional data analyses.
Persistence	A student's continuing of their enrollment from one semester to the next.
PLA	Prior Learning Assessment
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. The use of portfolios is considered one of the more equitable forms of assessment.
PPE	Personal Protective Equipment
Practicum	A general term for a learning experience outside of the classroom and in which a student gains workplace training. Practicums can include internships, student-teaching, clinicals, and work-study programs, and any similar activities. (see Clinical; Internship)
Prerequisite	"A course or competency required prior to entering a program or a course" [1]
Principles of Accreditation	The Core Requirements, Comprehensive Standards, and Federal Requirements that an institution must meet in order to be accredited by the Southern Association of Colleges & Schools Commission on Colleges (SACSCOC). The extent to which an institution meets these principles is described in the Compliance Certification (see Accreditation; Core Requirements; Compliance Certification; Comprehensive Standards; Federal Requirements; Reaffirmation of Accreditation; SACSCOC)
Prior Learning Assessment	Also known as credit for prior learning, giving credit for prior learning is an equitable practice that helps students receive appropriate college credit for previous work. Departmental faculty control the process; means by which students demonstrate achievement of relevant learning outcomes might include transfer credit, military transcripts, CLEP exams, continuing education to credit articulations, portfolios, and others. *(see Advanced Placement Exam; Apprenticeship; CLEP; Continuing Education; Credit for Prior Learning; Industry Recognized Certifications; Military Transcript; Portfolio; Prior Learning Assessment)*
Private Institution	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. HT is a private university.
Probation *(Institutional Accreditation)*	The more serious of the sanctions levied by SACSCOC, an institution is placed on Probation if it fails "to correct deficiencies or . . . make satisfactory progress toward compliance with the Principles of Accreditation."7 The maximum amount of time an institution may be on Probation is two years. *(see SACSCOC; 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 Satisfactory Academic Progress; Suspension, Academic; Warning, Academic)*
Program	A plan of coursework that, if successfully completed, will lead to the awarding of a degree or certificate.
Program Review	A component of the institutional planning process, Faculty use the Program Review framework to conduct a reflective evaluation of the content, quality, and effectiveness of a discipline's curriculum and other features. *(see institutional Planning; Program Review Working Group)*

Provost	Also designated as Vice-President for Academic Affairs; Direct reports are the Associate Provost, Instructional Deans, and Directors of the Adult Degree Program, Library and Media Services, and STEM & Sustainability
Public Institution	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.
Q	
QEP	The Quality Enhancement Plan (QEP) is one of the two documents an institution must submit as part of its Reaffirmation of Accreditation (*the other being the Compliance Certification*). It describes a "focused course of action that addresses a well-defined issue directly related to enhancing student learning." [3] It entails a commitment of resources by the institution and should be developed with broad-based input from the college community. HT's QEP Project is "RAMSS *(see Compliance Certification; Principles of Accreditation; Reaffirmation of Accreditation; SACSCOC)*
Quality Matters	A process designed to ensure the quality of distance-learning courses. Quality Matters is sponsored by MarylandOnline, Inc., and involves the peer review of a faculty member's course materials to determine if they meet the defined standards regarding outcomes, assessment, student support, and so forth.
R	
RAMSS	"Ready to Attain Maximum Student Success" – HT's Quality Enhancement Project (QEP), developed to improve career readiness for its students. The RAMSS program calls for the infusion of career readiness concepts in three competency areas, 1) Professionalism/Work ethic, 2) Communications (oral and written), and 3) Critical Thinking/Problem solving.
Ram Radar	
Reaffirmation of Accreditation	An involved decennial process conducted by SACSCOC to determine if an institution meets its Core Requirements and Comprehensive Standards and merits a continuation of the college's accreditation. Institutions must submit a Compliance Certification and a Quality Enhancement Plan (QEP) and be evaluated by Off-Site and On-Site Review Committees. Lack of compliance with the requirements and standards may cause an institution to be placed on Warning or Probation and lead to a period of monitoring by SACSCOC. *(see Accreditation; Compliance Certification; Comprehensive Standards; Core Requirements; Federal Requirements; Focused Report; Off-Site Review Committee; On-Site Review Committee; Principles of Accreditation; Probation; QEP; Recommendation; Response Report; SACSCOC; Warning).*
Recommendation	A formal statement from SACSCOC describing a lack of compliance with a Core Requirement, Comprehensive Standard or Federal Requirement. *(see Accreditation; Comprehensive Standards; Core Requirements; Federal Requirements; Principles of Accreditation; Probation; SACSCOC; Warning).*
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.
Resource Manual	A very useful publication of SACSCOC, the Resource Manual explains the Principles of Accreditation and describes how compliance with them can be demonstrated. *(see Accreditation; Compliance Certification; Comprehensive Standards; Core Requirements; Federal Requirements; Principles of Accreditation; SACSCOC)*

Response Report	A report submitted to SACSOC in response to recommendations made by the On-Site Review Committee. Also known as a monitoring report, this report seeks to demonstrate that the institution is now in compliance with all standards and requirements and should be reaccredited and taken off Warning or Probation. . *(see Accreditation; Compliance Certification; Comprehensive Standards; Core Requirements; Federal Requirements; Focused Report; On-Site Review Committee; Principles of Accreditation; Probation; Recommendation; SACSCOC; Warning).*
Retention	Keeping a student enrolled until they complete a program. Retention is often measured from Fall to Spring or from Fall to Fall. (see Persistence)
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	Checklist rubrics merely list the items that should be included in a completed assignment. The assessment only notes their presence or absence.
Rubric, Holistic Scoring	Holistic scoring guides include "short narrative descriptions of the characteristics of outstanding work, acceptable work and unacceptable work." 8 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.
Rubric, Rating Scale	A rating scale rubric is a checklist with an additional component describing the frequency or quality of each item.
Rubric, Structured O bservation 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.

S

SACS	The Southern Association of Colleges and Schools, the organization that accredits HT 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. SACS also accredits K-12 educational institutions. *(see Accreditation; Core Requirements; Comprehensive Standards; Federal Requirements; Principles of Accreditation; SACSCOC)*
SACSCOC	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*". *(see Accreditation; Accreditation Committee; Accreditation Liaison)*
SAT	The 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. *(see ACT)*
Self-Assessment	Sometimes called reflection, self-assessment involves the student analyzing and assessing their own performance or skills.
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.
Standardizatioin	1.) In test *administration*, maintaining a consistent testing environment and conducting the test according to detailed rules and specifications, so that testing conditions are the same for all test takers on the same and multiple occasions. **2.)** In test *development*, establishing

	norms based on the test performance of a representative sample of individuals from the population with which the test is intended to be used.
Stem	In a multiple-choice question, the statement that is to be completed by one of the possible answers provided. *(see Distractor; Multiple-Choice Question)*
STEAM	Science, Technology, Engineering, Arts, and Math
STEM	Science, Technology, Engineering, and Math
SLO	Student Learning Outcome
Strategic Plan	The overarching plan for the college that serves as the framework for all other planning processes. HT's Strategic Plan has ….5,6,7 goals/priorities/:
Student	A person who is enrolled in a school, college or university.
Student, *Continuing*	At HT, a student who was once enrolled in HT, did not enroll the next semester or more, and then enrolls again.
Student, *New*	A student who is enrolling in HT for the first time.
Student, *Returning*	At HT, a student who enrolls in HT in a subsequent semester, after having just been enrolled the previous semester.
Student, *Transfer*	A student who comes to a university or school after having begun his or her course of study at a different university or school.
Student Evaluations	A survey conducted in every class section to gather feedback from students regarding the instructor and the class experience. These are sometimes called "faculty evaluations", since many of the questions focus on interactions with the professor. *(see Faculty Evaluations)*
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 should be measurable, so that an assessment can provide meaningful, actionable information on student performance. The course-level and program-level outcomes are stated in a course syllabus.
Substantive Change	A substantive change is one that alters the character or scope of an institution in some fashion, necessitating notifying SACSCOC and, in some cases at least, getting their approval as well. As described by SACSCOC, substantive changes include, but are not limited to: • revising the institution's mission • altering the institution's legal status or ownership • adding programs or courses that represent a "significant departure" from those currently offered (in practice, this encompasses the addition of any new program that requires the addition of a substantial number of new courses and/or new faculty) • the offering of a degree at a different level than currently offered (e.g., a community college offering a bachelor's degree) • offering at least 50% of a program at a location where no program had ever before offered such a significant part of their degree plan • establishing a new branch campus • closing an institution, campus, off-campus site, or program

	• merging with or acquiring another institution or campus • acquiring a program moved from another college *(see SACSCOC)*
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; Satisfactory Academic Progress)*
Syllabi	Plural form of the word "syllabus". Anything more than one syllabus is referred to as "syllabi"
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. All syllabi are expected to follow the master syllabus template and master syllabi for all courses are available in the Master Syllabus Repository. *(see Master Syllabus Repository; Syllabus, Master)*
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 in the Master Syllabus Repository. *(see Master Syllabus Repository)*
T	
TABPHE	Texas Association of Black Personnel in Higher Education -
TACHE	Texas Association of Chicanos in Higher Education -
TEA	Texas Education Agency -
Texas Assessment Collaborative	Modeled after the Multi-State Collaborative, the Texas Assessment Collaborative (TAC) is an approach to general education assessment that collects student work from institutions across the state and has them reviewed by trained faculty using the VALUE rubrics. Each school then receives information back about how its students performed and how they compared to the other institutions involved. *(see General Education; Multi-State Collaborative; VALUE Rubrics).*
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., ENGL 1301 is the designation for the standard English Composition 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. *(see ACGM)*
Texas Education Agency	The state agency that oversees primary and secondary (K-12) public education in Texas.
Texas Education Code	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)*
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)*
THECB	Texas Higher Education Coordinating Board -
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 Texas Success Initiative; TSI-Waived)
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 Texas Success Initiative; TSI-Exempt)*
U	
UNCF	United Negro College Fund
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]
Unique Needs Course	A course for which a single institution has requested and received approval from the THECB to offer. Such courses are intended for transfer into a baccalaureate program. If several colleges request the same unique needs course, the THECB may consider incorporating it into the Academic Course Guide Manual. *(see ACGM; THECB)*
United Negro College Fund (UNCF)	UNCF, also known as the **United Fund**, is an American philanthropic organization that funds scholarships for Black students and general scholarship funds for 37 private historically Black colleges and universities. UNCF was incorporated on April 25, 1944, by Frederick D. Patterson (then president of what is now Tuskegee University), Mary

	McLeod Bethune, and others. UNCF envisions a nation where all Americans have equal access to a college education that prepares them for rich intellectual lives, competitive and fulfilling careers, engaged citizenship and service to our nation. UNCF's mission is to build a robust and nationally-recognized pipeline of under-represented students who, because of UNCF support, become highly-qualified college graduates, and to ensure that its network of member institutions is a respected model of best practice in moving students to and through college.
University	An institution of higher education offering predominantly baccalaureate and/or graduate degrees.
Upper Division	Courses determined by the Texas Higher Education Coordinating Board to be at the junior or senior level of college. *(see Lower Division)*
V	
Validity	The extent to which an assessment measures what it purports to measure and, therefore, the extent to which inferences drawn from performance scores are justified.
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.
Value Rubrics	VALUE (Valid Assessment of Learning in Undergraduate Education) is a campus-based assessment approach developed and led by AAC&U. VALUE rubrics provide needed tools to assess students' own authentic work, produced across students' diverse learning pathways, fields of study and institutions, to determine whether and how well students are meeting graduation level achievement in learning outcomes that both employers and faculty consider essential. The VALUE rubrics were created for 16 Essential Learning Outcomes that all students need for success in work, citizenship, and life. They include: Inquiry and Analysis, Critical Thinking, Creative Thinking, Written Communication, Oral Communication, Quantitative Literacy, Information Literacy, Reading, Teamwork, Problem Solving, Civic Knowledge and Engagement—Local and Global, Intercultural Knowledge and Competence, Ethical Reasoning and Action, Global Learning, Foundations and Skills for Lifelong Learning, and Integrative Learning.
Vision Statement	A unit's values and its ideal, long-term aspirations. *(see Mission Statement)*
W	
Warning	A serious sanction levied by SACSCOC, 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." 7 The maximum amount of time an institution may be on Warning is two years. *(see Probation; SACSCOC)*

The "White House"	Nickname of The Anthony and Louise Viaer Alumni Hall (formerly the Administration Building), on Huston-Tillotson University's campus.
	Constructed in 1914 in the "Prairie School" style, it was built of bricks manufactured by Huston–Tillotson students. The building was named after Anthony E. Viaer, an alumnus of the Class of 1958 who gave a $1 million scholarship opportunity to University students.
	The building was first nominated for listing in the National Register of Historic Places in 1986, but was not then listed, due to owner objection. It was listed in the National Register in 1993. It currently houses the Office of the President/CEO and other executive & administrative staff offices, primarily.
Workforce Education	Workforce education encompasses "technical courses and programs for which semester hours are awarded and vocational courses and Education 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.
W.E.B. DuBois Honors Program/ Scholars	HT's W.E.B. DuBois Honors Program experience is one that offers students both exceptional academic and extracurricular opportunities. These opportunities are designed for students (of all majors) who are intellectually curious, capable, and interested in making the most of their time at Huston-Tillotson University. The DuBois Honors Program is dedicated to assisting students to achieve their academic and personal goals. Each DuBois Scholar receives personalized academic advisement and guidance from Honors Program staff regarding course selection.
WECM	The WECM is produced by the Texas Higher Education Coordinating Board and lists course guidelines and other information for workforce courses.
X	
Y	
Z	

Definitions in this glossary were also adapted from the following sources:

1. Texas Higher Education Coordinating Board

2. Assessing Academic Programs in Higher Education, 2004, by Mary J. Allen

3. Handbook for Institutions Seeking Reaffirmation, 2011 [updated 2018], Southern

Association of Colleges and Schools

4. Lumina Foundation

5. Office of Institutional Effectiveness and Accountability Fact Book 2018-2019

6. Inclusive learning and teaching in higher education: a synthesis of research, 2010, by

Christine Hockings. Located at EvidenceNet. (www.heacademy.ac.uk/evidencenet)

7. Southern Association of Colleges & Schools Policy Statement: Sanctions, Denial of

Reaffirmation, & Removal from Membership.

8. Assessing Student Learning: a Common Sense Guide, 3rd Ed., 2018, by Linda Suskie.

9. The Higher Education Act of 1965