



Student Competency Assessment Key Terms & Definitions

Purpose

It is important that all stakeholders understand and use a standard set of language to avoid confusion. The following are key terms as they relate to competency assessment and to CORE's CompMS application.

Key Terms

Accreditor	Experiential Education
Administrator	Faculty
Assessment Committee	Formative Assessment
API	Gap Analysis
Artifact	Likert Scale
Assignment	LMS (Learning Management System)
Capstone Observation	LTI Integration
Cohort	Micro-Credentials
Commenting / Journaling	MyCred Presentation ePortfolio
Communication Plan	Observer
Competency	Observation
Competency Assessment Execution Plan (CAEP)	Observation Expectation
Competency Certificate	Outcome
Competency Library	Pedagogy (related to curricular mapping)
Competency Transcript	Qualitative Data
CompMS	Quantitative Data
Course List	Rubric
Curriculum Mapping	SIS (Student Information System)
Curriculum Mapping Key	SSO (Single Sign On)
Curricular Mapping Rules	Strength (related to curricular mapping)
Curriculum Mapping Shared Spreadsheet	Student List
Didactic Education	Summative Assessment
	Type (related to curricular mapping)



Accreditor: Provides accreditation to a college or university. Many national and regional accreditors include student competency accountability as a requirement within their standards. Schools are required to map school outcomes and competencies to a national set of outcomes and competencies set forth by their accreditation body. The CompMS software provides a curricular mapping module for this specific purpose.

Assessment Committee: The committee charged with assessment oversight, promotion, and support for both academic and institutional support operations as they relate to student assessment. The Assessment Committee would be the responsible body for implementing and monitoring a student competency assessment program or CBE initiative.

API: (Application Programming Interface) is a set of routines, protocols, and tools for building software applications and is typically used to transfer data from one system to another.

Artifact: A student work sample (paper, presentation, video, etc.) used to demonstrate competency for a particular competency or outcome. Artifacts are one of the three data components of a full competency observation (1; likert point choice, 2; commenting / journaling, 3; inclusion of an artifact). Artifacts are stand-alone files that are attached to the competency observation after the Likert Scale point has been chosen and commenting / journaling completed. Individual artifacts the student deems important can simultaneously be incorporated into their presentation ePortfolio (MyCred) at the point of upload in CompMS.

Capstone Observation: The final observation of an individual competency or outcome which triggers a Competency Certificate (micro-credential) for the student.

Commenting / Journaling: Can be either self-assessment or feedback given to students relating to the quality of their work on a particular competency or outcome. Commenting / journaling is considered qualitative data and is one of the three data components of a full competency observation. Commenting / journaling is one of the three data components of a full competency observation (1; likert point choice, 2; commenting / journaling, 3; inclusion of an artifact).

Competency: A skill or conceptual understanding demonstrated by students and documented in the CompMS software. Achievement of a set of competencies lead to the overall achievement of the outcome and to the generation of individual Competency Certificates.

Competency Assessment Execution Plan (CAEP): The overall execution plan provided to stakeholders (students and faculty) on how and when individual competencies will be tracked, assessed, and reported.

Competency Certificate: A micro-credential issued by the school via the CompMS software indicating that the student has fulfilled the requirements for performing a particular competency.



Competency Certificates are generated for individual outcomes or competencies, and are triggered by a Capstone Observation. The collection of Competency Certificates is known as the Student Competency Transcript.

Competency Transcript: A collection of individual competency certificates achieved by the student. Competency Transcripts are unofficial transcripts and can be exported by the student in a PDF format to be shared with others, and imported into their MyCred presentation portfolios.

CompMS: CORE Higher Education Group's Competency Management System (CompMS) software that serves as the technology platform for CBE (Competency Based Education) assessment initiatives.

Curriculum Mapping: The process of collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for each subject. Within CompMS, faculty map competencies to both courses and to national accreditation standards for reporting and gap analysis purposes.

Curriculum Mapping Key: An established set of guidelines used for mapping curriculum to competencies to ensure consistency for faculty members.

Curricular Mapping Rules: Defined guidelines to ensure proper standardization and consistency in the curricular mapping process.

Didactic Education: (For the purposes of a CBE program), is the lecture-based education (classroom) with the role of the instructor as that of the expert, and with the students as receptors of the teacher's knowledge and experience.

Experiential Education: (For the purposes of a CBE program), is the hands-on education typically experienced by students in the field, labs, and simulations.

Formative Assessment: Measurements at different points during a particular course or over the span of a student's education that provide meaningful feedback to improve student learning. Individual observations in CompMS throughout the didactic and experiential portions of instruction are considered formative assessments.

Gap Analysis: (As it relates to competency assessment and curricular mapping), is the identification of gaps in the curriculum where specific competencies are not being taught to the degree necessary for students to adequately master the competency.

Likert Scale: A point value assessment scale used to gather quantitative assessment data. Point choices within likert scales are one of the three data components of a competency observation. An assessment rubric is applied to the likert scale providing guidance to the

assessment observers. Likert Scale data generates the quantitative data reports within CompMS. Likert Scale point choices one of the three data components of a full competency observation (1; likert point choice, 2; commenting / journaling, 3; inclusion of an artifact).

LMS (Learning Management System): A software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology courses or training programs. Examples include Blackboard, Canvas, Moodle, etc.

LTI[®] Integration: (Learning Tools Interoperability[®]) An interoperability process with the primary purpose of connecting learning systems such as a learning management system (LMS) with another complementary learning system such as CORE's CompMS for the transference of real-time data.

Micro-Credentials: The individual competency certificates generated by a capstone observation. Micro-credentials can be hosted and shared via the student's MyCred digital presentation portfolio.

MyCred Presentation ePortfolio: A self-curated electronic credential presentation portfolio designed to manage and present a student's educational, professional, and experiential achievements. Competency Certificates, Competency Transcripts, and individual Artifacts can all be shared with others (employers, colleagues, family, etc) through a MyCred portfolio.

Observer: Any person (faculty, student, student advisor, etc) responsible for observing students' work related to achievement of competencies, and documenting evaluations (observations) relating to the quality of the work within CompMS.

Observation: The act of observing students' work related to competencies, and the documentation related to the quality of the work within CompMS. An observation in CompMS consists of three data components: 1) a point choice on an established Likert Scale, 2) Commenting / Journaling, and 3) the attachment of an Artifact.

Observation Expectation: A set of guidelines that defines how observations are to be conducted and are components of the CAEP.

Outcome: Identifies what the student will know and be able to perform by the end of a course or program.

Pedagogy (As it relates to curricular mapping), is the method by which an outcome/competency is taught within a chosen course.

Qualitative Data: Information that is not in numerical form, typically descriptive data, and as such are harder to analyze than quantitative data. Examples include the Commenting/Journaling and Artifacts of a competency observation.

Quantitative Data: Information in numerical form which can be placed into categories, in rank order, or measured in units of measurement. An example of quantitative data are the competency Likert Scale numbers within competency observations.

Rubric: A supporting document that articulates the expectations of each individual point on a competency Likert Scale.

SIS (Student Information System): A management information system for education establishments to manage student data.

SSO (Single Sign On): A session and user authentication service that permits a user to use one set of login credentials (e.g., name and password) to access multiple applications. For example, once students logs into their LMS, they would automatically be logged into CompMS due to SSO.

Strength (As it relates to curricular mapping), is the level of correlation between a chosen outcome/competency and a chosen course.

Summative Assessment: Measurements at the culmination of a particular course or at the culmination of any part of a student's education that measure the degree of student learning. Capstone observations in CompMS at the completion of a didactic or experiential portion of the students instruction would be considered Summative Assessments. Competency Certificates and Competency Transcripts would be the end-result of Summative Assessments.

Type (As it relates to curricular mapping), delineates how a specific outcome or competency relates to the curriculum, such as didactic or experiential.