

Glossary of Terms

AQIP	Academic Quality Improvement Program (AQIP) of the Higher Learning Commission (HLC) is NTCs path to regional accreditation required by the Department of Education.
Artifact	Assignments or performance tasks completed by learners in a course or program that demonstrate knowledge, skills and abilities developed in that course or program.
Assessment	Ongoing process aimed at improving, monitoring student learning. It can be conducted at the course, program, and/or institutional level.
Authentic Assessment	The process of judging learners' performance in life-like role applications.
Chapter 38	The Chapter of Wisconsin state law that provides oversight related to the Wisconsin Technical College System.
Classroom Assessment Techniques (CATs)	Activities that occur during classroom instruction to assess whether learners are catching on to newly learned concepts (e.g. muddiest point, one minute papers, pair/share, empty outline, concept maps, one sentence summaries)
Clinical/Field Experience/ Internship/Practicum	An off-campus occupationally related experience where learners demonstrate skills and knowledge under the supervision of a site practitioner and/or NTC instructor.
Core Abilities	Core Abilities are broad outcomes or skills that every graduate of a Northcentral Technical College program is expected to achieve. These skills go beyond the context of a specific course or program and are the skills employers tell us they expect employees to have. Northcentral Technical College has identified seven of Core Abilities that are important in every area of learning.
NTC's Core Abilities	<ul style="list-style-type: none">• Act responsibly• Communicate effectively• Demonstrate integrity• Develop global awareness• Think critically and creatively• Work cooperatively• Work productively
Course Competencies	Stated skills learners will use in the occupational setting included in a particular course.

DACUM	Developing A CurricuLUM. A DACUM is an approach to occupational analysis that involves bringing a committee of occupational experts together under the leadership of a trained facilitator. Modified brainstorming techniques are used to specify in detail the duties and tasks that a successful worker must perform in their occupation.
Direct Measure of Learning (DML)	Performance assessment tasks that ask learners to demonstrate what they know or can do with their knowledge (e.g. capstone experiences, clinicals, internships, licensure/certification, artifacts, etc)
Formative Assessment	Strategies and tasks that provide on-going feedback about a learner's progress while developing competency; used to monitor student progress (e.g. ungraded quizzes, oral questioning, teacher observations, think alouds, student-constructed concept maps, learning logs, portfolio reviews)
Indirect Measure of Learning	Indirect data about student success that, when used in conjunction with direct measures of learning, provides relative information on learner success (e.g. placement rates, retention, graduate follow-up survey results, employer follow-up survey results)
Learning outcome	An ultimate synthesis and application of learning in global, macro or significant performance contexts; culminating demonstration of learning that really matters
Licensure/Certification	A process through which learners are granted a license or certification based upon meeting standardized criteria (typically a standardized exam or test).
NTC	Northcentral Technical College
Performance Assessment	The process of figuring out what learners know and can do. Usually requires some type of demonstration of the learning.
Performance Assessment Task(s) (PATs)	An assignment or activity a learner must do to demonstrate achievement of one or more competencies. Criterion is established and includes a scoring guide and rating scale (e.g. projects, debates, role plays, comparison papers, mindmaps).
Portfolio	A purposeful collection of performance based learning artifacts that exhibit progress and/or achievement in one or more areas over a period of time.
Program Learning Outcomes	Statements identifying exit-level occupational skills and abilities.

Rubric	An instrument or tool (a.k.a. scoring guide/checklist) that contains the criteria (standards) by which a product, performance, or outcome will be developed and assessed. Allows for differentiating scale of performance levels.
Stakeholder(s)	A person or group of people who have a vested interest in and to whom the College is committed to serving the needs of including the general community, taxpayers, business and industry, K-12 schools, other higher education institutions, partners, donors, friends and legislators.
Summative Assessment	Strategies and tasks that provide cumulative evaluation of intended learner outcomes and demonstration of competencies; used to verify a learner's exit-level competencies. (e.g. exams, performance tasks, projects, work portfolios, capstone experiences, clinicals, certification exams, practicums, field experiences, scenarios).
WTCS	Wisconsin Technical College System