SELECT COLLEGE

Student Assessment and Evaluation Guideline

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1. Introduction

The *Guideline for the Evaluation of On-line Learning* has been developed by Select College to assist the institution in planning *On-line Learning* and to provide an assessment framework for the institution already involved *On-line Learning* and for evaluation teams.
Based on the , *Evidence of Quality Assurance drawn from Interviews with the HERQA experts* "Best Practice Strategies are taken to Promote Academic Integrity in Online Education," prepared by SBTC. We replace the regular education program best Practices by Electronically Offered Master Degree Programs, and are intended to be used in conjunction with the relevant standards and policies of each accreditor.

The *Guideline* comprises nine hallmarks of quality for *On-line Learning*. This implies that how the *On-line Learning* program fulfills the accreditor's standards, institutions are asked to include evidence of the extent to which they meet these hallmarks. Examples of the types of evidence that institution might use is given below. These lists are not meant to be exhaustive; it is likely that the institution will include additional types of evidence in its reports.

1. **On-line learning is appropriate to the institution's mission and purposes.**

Examples of evidence:

a. The mission statement explains the role of on-line learning within the range of the Institution's programs and services.

b. Institutional and program statements of vision and values inform how the on-line Learning environment(s) is created and supported.

c. As appropriate, the institution incorporates into its on-line learning programs methods of meeting the stated institutional goals for the student experience at the institution.

d. The recruitment and admissions programs supporting the on-line learning courses and Programs appropriately target the student populations to be served.

e. The students enrolled in the institution's on-line learning courses and programs fit the Profile of the students the institution intends to serve.

f. Senior administrators and staff can articulate how on-line learning is consonant with the institution's mission and goals.

2. **The institution's plans for developing, sustaining and, if appropriate, expanding on-line Learning offerings are integrated into its regular planning and evaluation processes.**

Examples of evidence:

a. Development and ownership of plans for on-line learning extend beyond the Administrators directly responsible for it and the programs directly using it.

b. Planning documents are explicit about any goals to increase numbers of programs provided through on-line learning courses and programs and/or numbers of students to be enrolled in them.

c. Plans for on-line learning are linked effectively to budget and technology planning to ensure adequate support for current and future offerings.

d. Plans for expanding on-line learning demonstrate the institution’s capacity to assure an appropriate level of quality.

e. The institution and its on-line learning programs have a track record of conducting needs analysis and of supporting programs.

3. On-line learning is incorporated into the institution’s systems of governance and Academic oversight.

Examples of evidence:

a. The institution’s faculties have a designated role in the design and implementation of its On-line learning offerings.

b. The institution ensures the rigor of the offerings and the quality of the instruction.

c. Approval of on-line learning courses and programs follows standard processes used in the college or university.

d. On-line learning courses and programs are evaluated on a periodic basis.

e. Contractual relationships and arrangements with consortia partners, if any, are clear and guarantee that the institution can exercise appropriate responsibility for the academic quality of all on-line learning offerings provided under its name.

Curricula for the institution's on-line learning offerings are coherent, cohesive, and Comparable in academic rigor to programs offered in traditional instructional formats. Examples of evidence:

a. The curricular goals and course objectives show that the institution or program has Knowledge of the best uses of on-line learning in different disciplines and settings.

b. Curricula delivered through on-line learning are benchmarked against on-ground courses and programs, if provided by the institution, or those provided by traditional institutions.

c. The curriculum is coherent in its content and sequencing of courses and is effectively defined in easily available documents including course syllabi and program descriptions.

d. Scheduling of on-line learning courses and programs provides students with a dependable pathway to ensure timely completion of degrees.

e. The institution or program has established and enforces a policy on on-line learning course enrollments to ensure faculty capacity to work appropriately with students.

f. Expectations for any required face-to-face, on-ground work (e.g., internships, specialized laboratory work) are stated clearly.

g. Course design and delivery supports regular and substantive faculty-student

and student-student interaction.

h. Curriculum design and the course management system enable active faculty contribution to the learning environment.

i. Course and program structures provide schedule and support known to be effective in helping on-line learning students persist and succeed.

The institution evaluates the effectiveness of its on-line learning offerings, including the extent to which the on-line learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.

Examples of evidence:

a. Assessment of student learning follows processes used in onsite courses or programs and/or reflects good practice in assessment methods.

b. Student course evaluations are routinely taken and an analysis of them contributes to Strategies for course improvements.

c. Evaluation strategies ensure effective communication between faculty members who design curriculum, faculty members who interact with students, and faculty members who evaluate student learning.

d. The institution regularly evaluates the effectiveness of the academic and support services provided to students in on-line courses and uses the results for improvement.

e. The institution demonstrates the appropriate use of technology to support its assessment strategies.

f. The institution documents its success in implementing changes informed by its programs of assessment and evaluation.

g. The institution provides examples of student work and student interactions among themselves and with faculty.

h. The institution sets appropriate goals for the retention/persistence of students

using on-line learning, assesses its achievement of these goals, and uses the results for improvement.

Faculty responsible for delivering the on-line learning curricula and evaluating the Students' success in achieving the on-line learning goals are appropriately qualified and effectively supported.

Examples of evidence:

a. On-line learning faculties are carefully selected, appropriately trained, frequently evaluated, and are marked by an acceptable level of turnover.

b. The institution's training program for on-line learning faculty is periodic, incorporates tested good practices in on-line learning pedagogy, and ensures competency with the range of software products used by the institution.

c. Faculty is proficient and effectively supported in using the course management system.

d. The office or persons responsible for on-line learning training programs are clearly identified and have the competencies to accomplish the tasks, including knowledge of the specialized resources and technical support available to support course development and delivery.

e. Faculty members engaged in on-line learning share in the mission and goals of the institution and its programs and are provided the opportunities to contribute to the broader activities of the institution.

f. Students express satisfaction with the quality of the instruction provided by on-line learning faculty members.

The institution provides effective student and academic services to support students Enrolled in on-line learning offerings.

Examples of evidence:

a. The institution's admissions program for on-line learning provides good web-based information to students about the nature of the on-line learning environment, and assists them in determining if they possess the skills important to success in on-line learning.

b. The institution provides an on-line learning orientation program.

c. The institution provides support services to students in formats appropriate to the delivery of the on-line learning program.

d. Students in on-line learning programs have adequate access to student services, including financial aid, course registration, and career and placement counseling.

e. Students in on-line learning programs have ready access to 24/7 tech support.

f. Students using on-line learning have adequate access to learning resources, including library, information resources, laboratories, and equipment and tracking systems.

g. Students using on-line learning demonstrate proficiency in the use of electronic forms of learning resources.

h. Student complaint processes are clearly defined and can be used electronically.

i. Publications and advertising for on-line learning programs are accurate and contain necessary information such as program goals, requirements, academic calendar, and faculty.

j. Students are provided with reasonable and cost-effective ways to participate in the institution's system of student authentication.

The institution provides sufficient resources to support and, if appropriate, expand its on-line learning offerings

Examples of evidence:

a. The institution prepares a multi-year budget for on-line learning that includes resources for assessment of program demand, marketing, appropriate levels of faculty and staff, faculty and staff development, library and information resources, and technology infrastructure.

b. The institution provides evidence of a multi-year technology plan that addresses its goals for on-line learning and includes provision for a robust and scalable technical infrastructure

9. The institution assures the integrity of its on-line learning offerings.
Examples of evidence:

a. The institution has in place effective procedures through which to ensure that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit. The institution makes clear in writing that these processes protect student privacy and notifies students at the time of registration or enrollment of any projected additional costs associated with the verification procedures.

All institutions that offer on-line learning programs must demonstrate compliance with this requirement.)

b. The institution's policies on academic integrity include explicit references to on-line Learning.

Issues of academic integrity are discussed during the orientation for on-line students.

c. Training for faculty members engaged in on-line learning includes consideration of issues of academic integrity, including ways to reduce cheating.

2. Purpose

This guideline provides an overview of good practice in graduate program assessment (for all graduate degrees including the online learning programs), and is intended to serve as a guide for existing and emerging graduate programs at the Select College. The unique challenges of graduate assessment are addressed, and the diversity of types of graduate programs is acknowledged. Readers will gain suggestions for the development of learning outcomes, the organization of graduate curriculum and the effective measurement of student learning for program improvement. Suggestions are provided in the context of the Select College, but are meant to apply generally to graduate program regardless of institution.

The main purpose of this guideline is:

- To develop and implement consistent, valid and reliable assessment of learning at Select College,
- To provide appropriate academic recognition for knowledge identified with high standards of quality and rigor. Moreover, the essence of this procedure is that the student assessment should be an integral part for a better teaching and learning process. It should be treated as an ongoing and comprehensive process that is provided by careful planning and systematic implementation.

3. Scope

This procedure applies for the Post graduation program online learning undertaken with in Select College.

4. Process Owners

The process owners include post graduates regular and online learning post graduates, ICT and Communication Administrators, instructors, Office of registrar, exam committees, department heads, campus coordinators, invigilators, and faculty and/or campus deans.

5. Resource Requirements of the Program

5. 1. Academic Staff Requirement

Presently, the College has adequate academic staff members with the rank of Assistant Professor and above. Some of the academic staff members hold PhD degrees in the area of departments and have rich experiences in teaching and research at various higher educational institutions in Ethiopia. In addition to this, academic staff members who meet the required standard (assistant professorship conferred by accredited higher education institution) to teach at master program level will be invited to participate in teaching and advising students whenever the need arises.

5. 2. Administrative Staff Requirement

The college had enough support staff to smoothly run the program. The existing office secretaries, librarians, offices assistants and lab assistants are believed to be sufficient to smoothly conduct the requirement of the program.

5.3. Learning Resources Requirement

To effectively run the graduate program, it is necessary to equip the College with relevant material resources. The College has adequate laboratories, teaching aids such as photocopiers, adequate number of computers, state of the art LCD projectors for each class room, well-furnished lecture halls, standard faculty offices and cubicles and any other relevant resources. The College Library is well equipped with the necessary text books and reference materials, magazines, journals and other relevant reading materials as well as online sources of journals. On top of this, the Select College is also equipped with the state of the art broad band connection so that participants can get access to academic contents in the net.

6. General Premises

6.1. Graduate Program Online learning student Outcomes

Graduate program online learning student outcomes should be distinguished from general graduate program outcomes. While there are many measures of the quality and success of graduate programs, they do not always reflect the achievement of learning outcomes. For example, job placement rates and the prestige of institutions that hire program graduates may be used to evaluate the quality of the program, but those measures are not directly related to what students in the program actually learn.

Graduate program learning outcomes should be distinguished from undergraduate program learning outcomes (and doctoral outcomes distinguished from masters-level outcomes). Those who successfully complete graduate programs should exhibit skills and complex knowledge structures that they did not (and were not expected to) develop as undergraduates. Graduate outcomes should reflect more complex learning as reflected in the skills of analyzing, evaluating, creating and applying (see Bloom's Taxonomy).

At the College of Select, graduate program learning outcomes are also expected to align with the University Graduate-Professional Student Learning Outcomes Graduate program learning outcomes depict the qualities and abilities that all individual alumni should exhibit. These outcomes should reflect the unique qualities of the program and the institution. For example, what qualities, abilities, and knowledge characterize the MBA graduates from our college In general, graduate programs have learning outcomes in two areas: content knowledge and methodology. The following are examples of typical graduate-level outcomes:

- Demonstrate knowledge in the field of study
- Conduct research projects
- Solve problems related to the field of study

- Communicate effectively (written and oral)

- Use a variety of sources and evaluate multiple points of view to analyze and integrate information

- Use appropriate technologies to communicate, collaborate, conduct research, solve problems and

- Conduct reasoned arguments Graduate learning outcomes may also differ based on the type of graduate program (or degree type): Professional practice graduate programs (e.g., MSW, PsyD, EdD) typically place more emphasis on

- Learning outcomes associated with the application of knowledge to practice. Professional practice programs that are individually accredited may have to establish learning outcomes based on the standards or requirements of the accrediting body.

  Preparing students for academic careers include teaching competency in their learning outcomes. Another type of graduate program is the industry-specific master's program. Typically offered to:

- Working professionals, these programs seek to improve the effectiveness of their graduates in particular industries and areas of specialization.

- Learning outcomes for these programs include content knowledge, but emphasize the application of knowledge in the workplace, and the ability to act as a professional.

6.2. The Graduate Program Curriculum

Curriculum mapping like undergraduate program assessment, graduate program assessment is a curriculum improvement process. A critical step in the development of a graduate program assessment process is to align the required curriculum with the

student learning outcomes that have been identified. This alignment (called a curriculum map) identifies the aspects of a graduate program where students are developing the skills and knowledge that are expected of program graduates (where does learning take place?).

For graduate programs whose curriculum is primarily coursework, it may be relatively simple to create a curriculum map consisting of the required courses that provide opportunities for student learning. However, there are a variety of models for graduate curricula, and many include learning experiences that are not bound by coursework. For example, the following experiences may also be included in a curriculum map: Internships: For some programs, internships are a critical aspect of the curriculum. Students learn to apply knowledge to specific situations and to develop professional identities by working in the field. Practicum experience: Professional practice programs often require extensive practicum experience.

In these settings, students develop (generally with extensive feedback) the key attitudes and skills that are expected of a program graduate. Practicum hours often cross multiple terms of graduate work, and complement coursework and other learning experiences. Research experience: In more academically-oriented programs, research or lab time is often an expectation that is not explicitly part of the required curriculum, yet it is where much of the critical learning takes place. For programs where the research is strictly focused on a thesis or dissertation, it can be easier to identify the learning experience, but other programs may simply expect graduate students to be heavily involved in the lab. Paid research assistantships may also be important learning experiences in the program (although not all students typically hold such positions). Mentoring/Advising: Feedback and guidance from an advisor or mentor may be the most direct way of learning of critical methodological skills, performances, written and oral communication effectiveness, or professional behavior and ethics. Again, this learning experience is not usually explicitly part of the graduate curriculum, but is most definitely important to student learning in many programs. Teaching experience: Many programs expect that their graduates will engage in teaching, either in a formal position as an academic, or in informal ways, such as helping laypersons and organizations

understand important issues in the field. Teaching assistantships provide opportunities for students to learn effective teaching skills, but are not universally available. Like other implicit expectations, teaching experience is not typically recognized as a part of the graduate curriculum, but may be an essential resume element. Another challenge to curriculum mapping at the graduate level is the role of elective courses in the curriculum.

Graduate programs may differ in the way they view the function of electives. For example, here are some different ways electives may function: Electives allow the program flexibility in order to meet the specialized career goals and interests of individual students. Electives provide an opportunity for students to pursue a graduate-level minor or concentration.

- Electives provide students to the opportunity to develop breadth in the field of study. Electives provide students the opportunity to develop interdisciplinary knowledge and interests.

- Electives provide students the opportunity to apply and practice methodological and professional skills in various contexts.

The outcomes associated with electives are often missing from lists of graduate program student learning outcomes. A thorough look at the graduate program curriculum (and the development of the curriculum map) should include the role of electives in meeting the critical learning outcomes for the program. Structure in the Curriculum From an assessment perspective, the structured elements of a graduate program curriculum provide useful opportunities to gather information about student learning. Graduate programs with more structured elements may not have as much flexibility at the individual student level, but they can more easily track student progress in achieving the learning outcomes for the program. In addition, structured program elements serve as built-in milestones for student achievement that offer natural opportunities to gather assessment data.

Here are some examples of structured elements that might be found in a graduate curriculum:

1. Foundational knowledge: Some programs include a required course or set of courses that provides initial graduate level knowledge or skills that are important prerequisites for later work. Assessment at this level could provide useful initial information about individual student capabilities and the need for additional support.

2. Methodological skills: Many programs have learning outcomes related to discipline-specific methodologies that are essential to continued scholarship in the discipline. Often, courses in methodology are required early on in a graduate program. Assessment of these courses can help to determine if the curriculum adequately prepares students for more advanced work.

3. Minor or concentration: In some programs, required minor or concentration course work serves to create an additional specialization or skill set. Assessment of the specialization coursework can provide insight regarding the match of the coursework outcomes to the objectives of the graduate major curriculum.

4. Qualifying or comprehensive exams: Particularly for doctoral programs, comprehensive exams offer the opportunity to assess a student's development in the field of study. Often, students must pass the exam in order to continue their graduate work. In addition to student strengths and weaknesses, these exams can reveal areas of strength and weakness for the program as a whole.

5. Culminating products, performances and experiences: Most graduate programs provide some opportunity for students to integrate their learning in a thesis, dissertation or performance.

These signature assignments allow students to demonstrate learning gained from coursework as well as from the more informal or experiential elements of the program. Graduate programs that lack culminating signature assignments are difficult to assess, because students have no opportunity to apply their newly developed skills and

knowledge. For programs that lack structured elements, it is good practice to consider providing, at minimum, a structural element at the end of the program that gives students an opportunity to integrate and apply their program learning.

6.3. Measuring Learning Assessment

Exam Policy

The final examination will be given as per the schedule from the college's registrar office, which will be posted few weeks prior to the final date of examination.

Final exam question will incorporate the entire contents (all chapters) of the course. Both objective and subjective types of questions will be included in the examination.

Other Issues

Other issues that are not specified in this syllabus will be handled per the applicable College's policies stated elsewhere.

Advisory Note

Students are highly advised and encouraged to attend online lectures, collect and attend digital contents read notes, and solve exercises and problems of at least some of the reference books.

6.4. Methods of Delivery and Evaluation

6.4.1. Teaching and Learning Methods

The teaching methods that will be used after this program getting launched may include digital content, online lectures, case analysis [or case study], and presentation. Students will have to actively attend online lectures and digital contents of each course, participate a group discussion sessions online, make individual and group presentations online, and undertake any assignments given by the course instructors online.

6.4.2. Assessment and Evaluation Techniques

The total course hours or credit hours taken in the curricula will be calculated using credit hour system.

The assessment of course works depending on the nature of the course may use different methods. These may include, but not limited to:

- Online quizzes
- Written and/or oral examinations,
- Online Individuals and group presentations,
- Online participation in online case studies, assignments, online discussion, problem solving, and online seminars.

1. Online Lecture

Lecture is perhaps the most prevalent instructional strategy used in higher education on campus and online. Just as they would in a classroom, professors use online lectures to transmit information, promote comprehension, and spark students' interests. The college would use Learning Management Systems (LMS) which allow instructors to record lectures, deliver them live, or both.

2. Online Discussion

In conjunction with online lectures, online class discussion would be used to actively engage online students in the learning process. Students would have an opportunity to ask questions and communicate their ideas while practicing analytical and cognitive skills. By making students feel more comfortable participate in discussions.

3. Demonstrations

Demonstrations are a mainstay when it comes to conveying certain concepts and processes. They are also among the instructional methods enhanced by the virtual learning environment. Online instructors would frequently upload recorded video

demonstrations to the LMS. Then students can review these clips as often as necessary to master the lesson.

4. Virtual Team Discussion

When there is a concept needed to be discussed in small groups, virtual team would be formed by the instructor. Virtual team teaching uses digital and web-based tools to enhance the collaborative nature of effective learning. By starting with shared common core state standard goals, the instructors develop a plan on specific learning activities for the students. The students, with instructor guidance will have detail discussion on the concept for better understanding and common consensus.

5. Case Studies

Case studies are other designed instructional methods to places students in an active learning role while promoting research, problem-solving, and high-level cognitive skills. When used in a collaborative way, these exercises present another opportunity for online students to connect and learner from one another. It could also be helpful for instructors to suggest reputable online resources students can consult for information.

6. Problem-Based Learning Projects

Problem-based learning (PBL) is another designed method of teaching for the program. PBL encourages students to practice many of the same skills as case studies while actively solving problems. Projects are usually collaborative in nature: teams of online students can use collaborative document programs like Google Drive to manage their work and share information. Small group chats and forums can also become a sounding board for theories and discussion.\

6.5. Method of Assessment and Grading

MSc/MBA/MA students' performance would be assessed continuously throughout the semester through examinations, quizzes, group and individual assignments, projects and participation in class discussions. A comprehensive final examination for each course shall be administered by the end of a semester during which the course has been offered.

Generally speaking, the assessment method for a course will involve two techniques that can be described as:

- Continuous Assessment (tests, quizzes assignments, Term papers, projects presentation and others) takes 50 to 60 percent. The assessment should also involve both written reports and oral presentations.

- Final Exam takes the remaining 40 to 50 percent.

Depending on the nature of the course, the continuous assessment comprises the following assessment techniques:

- Online reflection and participation (individual or virtual group depending on the convenience),
- Individual and virtual group assignments
- Peer evaluations
- Article review and term paper
- Case report.
- Online mid and final exams.

Students' performance on MSc/MA/MBA Thesis, which they shall carry out at the final semester of their study, will be evaluated by two examiners: one from among the members of the department and another from outside the members of the department/college/university, preferably from other Universities in the country. The external examiner must have at least an assistant professor academic rank, and thus must provide a credential for proof of same. The evaluation will be based on the quality of the thesis work as evidenced from the written report; and the ability of the student in presenting his/her thesis work as well as the his/her competence in defending the concerns and questions raised during the viva voce. The thesis work is evaluated by external examiner (60%), and an internal examiner (40%). The overall

performance of the student on the thesis work shall be rated as Excellent, Very good, Good, Fair or Fail Grade that commensurate with the total marks obtained thereof as indicated

6.6. Grading System

The grade assignment mechanisms shall be fixed approach. The following table depicts the letter grades, respective points and their implications.

The College's criteria referenced grading system

Raw Mark Interval [100 %]	Corresponding Fixed Number Grade	Corresponding Letter Grade	Status Description
[95, 100)	4.0	A+	Excellent
[85, 95)	4.0	A	
[80, 85)	3.75	A-	
[75, 80)	3.5	B+	Very Good
[70, 75)	3.0	B	
[65, 70)	2.75	B-	Good
[60, 65)	2.5	C+	
[50, 60)	2.0	C	Satisfactory
[40, 50)	1.0	D	Unsatisfactory
< 40	0.0	F	Fail

Note:
A grade of "I" is available only under extenuating circumstances and must be negotiated with the individual instructor(s) before the end of the grading semester. A grade of "I" will significantly affect student progress in the program.

Thesis evaluation shall be graded on the following ranking system, with corresponding grading scales and letter grades; which may appear on the transcript but will not be used for calculation of the CGPA of the student.

Rank	(%)	Letter
Excellent	≥ 85	A
Very Good	$75 \leq X < 85$	B+

Good	60 ≤X < 75	B
Satisfactory	50 ≤X < 60	C
Fail	X < 50	F

Note: Thesis Evaluation Weight (%) = 0.5 x External examiner's + 0.40 x Internal examiner's + 0.10 x Chairperson.

6.7. Role of process owners

6.7.1. The Role of instructors

Instructors are expected to:

- They should prepare reliable, valid (both face and content) comprehensive and manageable test timely and submit to the department head according to the schedule of the department.
- . Edit the exam before they submit
- Inform students about the coverage and other non-leading issues, if any.
- Prepare the exam together, by optimally narrowing variations, when a course is taught by different instructors.
- Duplicate, pack and stamp the exam and submit it to the program officer three days before the commencement of that exam.

6.7.2 The Role of Departmental examination committee

- The evaluate of the appropriateness the scoring format/guide developed by each instructors before correcting paper
- Evaluate the fairness of scoring done by instructors of that department
- Evaluate and decide the grading system used by each instructor in that department
- Review and decide any grading complaint made by students of the department

6.7.3. The role of program officer

The program officer is expected to:

- Receive the packed and stamped exams from each department three days before the commencement of a given exam.
- Keep the packed exams safely

- Hand over the packed exam to the campus or faculty dean three hours before the administration of the exam.
- Announce the examination program to the university college community at least three weeks before the exam commences.

6.7.4. The role of department Head

The department head is expected:

- To ensure the proper implementation of the assessment guideline
- Head the departmental exam committee
- Assigns invigilators at least three weeks before the exam commences
- . Ensures the timely and proper preparation of all exams
- . Reports monthly to the faculty/campus deans and the Academic Vice President concerning the process of examination.
- Ensures the timely submission of grades to the registrar within four days after the exam is administered
- Approves the final grades after commented and deliberated by the departmental exam committee.
- **Evaluates** the exam executive process

7. Exam Administration

7.1. The Role of Faculty and/or Campus Deans

They are expected to:

- Give complete instructions as to how the examination is to be taken
- Provide information on issues of test security and inform staff of sanctions, penalties, or other possible consequences for test security violations
- Check the availability of sufficient copies of test materials
- Ensure that all eligible students are found assigned in their classrooms
- Accurately count and distribute test materials required for the test administration at the office before the administration of each test
- Supervise the exam administration process

7.2. The Role of Invigilators

Invigilators are required to:

- Ensure that students are properly ready before they start working on the exam
- Read and study thoroughly the assessment guideline prior to test administration
- count and record the number of the test materials when receiving and handing them over to the deans
- Read the allotted time as written in the *exam paper* to all students
- Write the starting and ending time of the exam on the white/black board
- Ensure that students are following the test directions, performing the required tasks, and working independently
- Encourage students to do their best
- Provide a positive test-taking environment
- Avoid distracting behaviors (e.g., holding extended conversations, reading newspapers or novels, eating, carrying out other unrelated personal or professional duties, dialing or receiving phones)
- Ensure the proper exam sitting arrangements before distributing the test
- Return all test materials to the dean or campus coordinator, immediately following the completion of the test administration
- Take attendance of the examinees
- Return all used and unused attendance sheets testing materials, blank papers, and supplemental materials etc

7.3. The Role of Students

Students should:

- Know and see the exam results and the grading system employed by the instructor.
- Submit written appeal to the department for any possible complaints regarding the scoring techniques, grading system the grade values etc. within one week after knowing the scoring or grading results.

7.4. The Role of Campus Coordinators

The Campus coordinators are expected to:

- Assist the test administrators during test administration
- Check that physical conditions in the room are appropriate for testing (e.g., seating, lighting, temperature,) etc
- Ensure test security is maintained at all times;
- Assist students with emergencies (including restroom emergencies) during the test administration;

7.5. The Role of Instructors

Course instructors should:

- Collect his/her exam papers within a day after the exam administration is over.
- present physically when his/her exam is administered for possible corrections

7.6. The role of Department Heads

The department head shall;

- Ensure the implementation of the grading system of the university college or the department.
- Approve the grade made by each instructor
- Ensure the proper and timely submission of all grades to the registrar.

8. GRADING AND REPORTING

8.1. The role of instructors

Instructors should:

- Employ criterion referenced system to grade scores whenever possible, However, they can also use norm-referenced system when they have justifiable reason
- Incorporate all the results of the various
- . Submit the grade results to the registrar within four days after the exam is administered.

9. Input Notes

9.1. Definition of Assessment

"**Assessment** is the systematic collection, examination, and interpretation of qualitative and quantitative data about student learning and the use of that information to document and to improve student learning."

Assessment of student learning is a systematic attempt to...

- Understand what students are/aren't learning
- Provide feedback to reinforce student learning
- Improve student learning!

Assessment is NOT...

- solely an administrative activity.
- a means of punishment. It is for improvement only!
- an intrusion into a faculty member's classroom or an infringement on academic freedom.

9.2. Use of Assessment

Assessment of student learning is a fundamental aspect of instruction. Special challenges and affordances exist in assessing student learning in online environments. This two-phase study investigated the types of assessment methods being used in online courses and the ways in which the online environment facilitates or constrains particular methods. In Phase One, syllabi from 24 online courses were reviewed in order to discover the types of method being used to assess student learning and contribute to the overall course grade. Five categories emerged: (1) written assignments; (2) online discussion; (3) fieldwork; (4) quizzes and exams; and (5) presentations. Phase Two consisted of a focus group and interviews with eight online instructors to discuss challenges and effective practices in online assessment. Challenges arose due to the impact of physical distance between the instructor and the students, adaptations resulting from the necessity of using technology for communicating with students, workload and time management issues, and the ongoing need to collect a variety of assessment data and provide feedback. Phase-Two interviewees offered strategies and suggestions to counteract the challenges they identified. The paper concludes with recommendations synthesizing the results of this study with those

found in the literature.

Keywords: online learning, online teaching, online assessment, assessment methods, Assessment challenges

Course-level Assessment

Assessment embedded at the course level (sometimes referred to as embedded assessment or authentic assessment) typically involves the use of assignments. Students receive feedback on their performance on assignments and faculty gain knowledge of student learning to use for grading. The work assessed within courses best relates to specific program-level student learning outcomes.

Assessment is an important part of the faculty feedback loop which can provide meaningful information about their effectiveness as teachers while also giving students a measure of their progress as learners.

Student Perception of Feedback

Studies show feedback is valued by students. Feedback that is timely, specific and delivered individually helps to reinforce this perception. This type of feedback usually referred to as Just In Time, helps to create a feedback loop between student and teacher. Students generally find more utility from formative feedback when they are also presented with strategies of how to use the feedback. These strategies help with perception because they tackle lack of understanding of academic discourse which hinders students' ability to use the feedback effectively.

Quality of Feedback on Assessment

Timing is crucial in the delivery of feedback to students. Kift and Moody claim that the complexity of the assignment should dictate how soon feedback should provide. For simpler tasks, feedback should be provided within 24 hours. However, if the task is more complicated, giving students time for reflection before providing feedback is more beneficial. "Effective feedback should be task related and focus on student performance rather than personal attributes of the student." Studies have shown that the way feedback is delivered can have either positive or

negative effects on the student. Corrective feedback helps to move student learning forward and improves future assessments.

Principles of Good Feedback Practice (with Strategies to Implement)

1. Facilitates the development of self-assessment (reflection) in learning.
    1. Students might request the kinds of feedback they want.
    2. Students can identify the strengths and weaknesses in their own work, based on a rubric, before giving it to the teacher for feedback.
    3. Students reflect on their achievements.
    4. Teacher and student set milestones So they can reflect back and on progress, and forward on what to do next
    5. Students give peer feedback to one another.
2. Encourages teacher and peer dialogue around learning.
    1. The use of one-minute-papers
    2. Read feedback given by teacher, and discuss with other students.
    3. Discussing feedback that students found useful and why.
    4. Group projects.
3. Helps clarify what good performance is a (goal, criteria, standards expected).
    1. Provide students with good examples along with feedback.
    2. Discussion about criteria in the classroom.
    3. Include student participation during feedback process.
    4. Collaborate with students on creating grading/feedback rubric.
4. Provides opportunities to close the gap between current and desired performance.
    1. Increase the number of opportunities for resubmitting assignments.
    2. Teacher models how to close the learning gap.
    3. Include “Action Points” for students along with feedback.
        1. Alternatively, have the students figure out their own action points.
5. Delivers high quality information to students about their learning.
    1. Being cognizant of the number of criteria used in feedback to ensure it remains effective, by limiting the amount of feedback.
    2. Providing feedback soon after the activity.

3. Provide corrective advice.
4. Prioritizing areas of improvement.

6. Encourages positive motivational beliefs and advocates for self-efficacy.
    1. Giving students a grade only after they've responded to feedback.
    2. Allowing students' time to rewrite certain parts of their work based on feedback.
    3. Automated testing.
7. Provides information to teachers that can be used to help shape the teaching.
    1. Exit-ticket/One-minute papers.
    2. Students request feedback they want.
    3. Having students identify where they are having trouble.
    4. Students work in groups to choose one idea they are unclear about and share that idea.

Course assessment benefits students when it leads to improved learning of the course content; the faculty benefit as well. The course assessment process provides one of the few opportunities for faculty to discuss course content with each other and, based on the results of an assessment; determine how they can improve student learning in the course.

Using assessment results as evidence, instructors might decide to:

- Revise the course outcomes to include higher-order thinking and greater intellectual rigor
- Obtain more consistency in large multi-section courses
- Reduce grade inflation by linking test and course grades to mastery of all Outcomes
- Increase contact with adjunct faculty
- Explore active learning strategies and other teaching methods
- Explore other ways of assessing outcomes
- Explore technological enhancements (labs, equipment, CD tutorial, etc.), Using the assessment evidence to support a request for increased funding
- Conduct a retreat or workshop for instructors.

10. Controlling Mechanism of Plagiarism

10.1. What is Plagiarism in Research?

Plagiarism is the unethical practice of using words or ideas (either planned or accidental) of another author/researcher or your own previous works without proper acknowledgment. Considered as a serious academic and intellectual offense, plagiarism can result in highly negative consequences such as paper retractions and loss of author credibility and reputation. It is currently a grave problem in academic publishing and a major reason for paper retractions.

It is thus imperative for researchers to increase their understanding about plagiarism. In some cultures, academic traditions and nuances may not insist on authentication by citing the source of words or ideas. However, this form of validation is a prerequisite in the global academic code of conduct. Non-native English speakers face a higher challenge of communicating their technical content in English as well as complying with ethical rules. The digital age too affects plagiarism. Researchers have easy access to material and data on the internet which makes it easy to copy and paste information.

10.2. How to Avoid Plagiarism in Research Papers

Writing a research paper poses challenges in gathering literature and providing evidence for making your paper stronger. Drawing upon previously established ideas and values and adding pertinent information in your paper are necessary steps, but these need to be done with caution without falling into the trap of plagiarism. In order to understand how to avoid plagiarism, it is important to know the different types of plagiarism that exist.

How Can You Avoid Plagiarism in a Research Paper?

Guard yourself against plagiarism, however accidental it may be. Here are some guidelines to avoid plagiarism.

1. Paraphrase your content

- Do not copy–paste the text verbatim from the reference paper. Instead, restate the idea in your own words.
- Understand the idea(s) of the reference source well in order to paraphrase correctly.

- Examples on good paraphrasing can be found here (https://writing.wisc.edu/Handbook/QPA_paraphrase.html)

2. Use Quotations

Use quotes to indicate that the text has been taken from another paper. The quotes should be exactly the way they appear in the paper you take them from.

3. Cite your Sources – Identify what does and does not need to be cited

- The best way to avoid the misconduct of plagiarism is by self-checking your documents using plagiarism checker tools.
- Any words or ideas that are not your own but taken from another paper need to be cited.
- Cite Your Own Material—If you are using content from your previous paper, you must cite yourself. Using material you have published before without citation is called self-plagiarism.
- The scientific evidence you gathered after performing your tests should not be cited.
- Facts or common knowledge need not be cited. If unsure, include a reference.

4. Maintain records of the sources you refer to.

- Maintain records of the sources you refer to. Use citation software like EndNote or Reference Manager to manage the citations used for the paper
- Use multiple references for the background information/literature survey. For example, rather than referencing a review, the individual papers should be referred to and cited.

5. Use plagiarism checkers

You can use various plagiarism detection tools such as iThenticate or HelioBLAST (formerly eTBLAST) to see how much of your paper is plagiarised.

Tip: While it is perfectly fine to survey previously published work, it is not alright to paraphrase the same with extensive similarity. Most of the plagiarism occurs in the literature review section of any document (manuscript, thesis, etc.). Therefore, if you read the original work carefully, try to understand the context, take good notes, and then express it to your target audience in your own

language (without forgetting to cite the original source), then you will never be accused with plagiarism (at least for the literature review section).

Caution: The above statement is valid only for the literature review section of your document. You should NEVER EVER use someone else's original results and pass them off as yours!

What strategies do you adopt to maintain content originality? What advice would you share with your peers? Please feel free to comment in the section below.

If you would like to know more about patch writing, quoting, paraphrasing and more, read the next article in this series!

10.3. How can we prevent plagiarism?

Because writing tasks often feel daunting to students, there is the temptation of plagiarizing written work. Written resources have become more easily available on the internet, and students may not have a clear understanding of what constitutes plagiarism in each of their courses (either because of lack of knowledge or because of mismatches relative to their previous experience). See also CMU's academic integrity website for additional information and resources.

1. Clearly define plagiarism.

At the beginning of the semester – in the syllabus and verbally – give students a clear definition of what constitutes plagiarism and what is considered appropriate collaboration. Note that these definitions may differ from one faculty member to another and from one course to another, so it is especially important to make our expectations clear to students in each course we teach.

2. Committing plagiarism.

Your good ideas become better when you test them against others' ideas. For this course, feel free to discuss your ideas about the assignments with other students. However, using someone else's words, ideas, or concepts without citing your source is plagiarism. So is presenting part or all of another student's work as your own. In the world of writing – especially academic writing – this is a serious crime and is treated as such. Anyone who commits plagiarism may receive a failing

grade for the entire course and be referred to the appropriate dean's office for further disciplinary action. [From H. Franklin's Interpretation and Argument Syllabus, 2008]

3. Provide examples of proper citation.

Give students examples of how and when they should credit the work of others in their writing. This way, they will have concrete cases to which they can refer when questions arise.

4. Create original assignments.

The more unusual an assignment (e.g., taking a different perspective on a problem, question, or reading), the less likely students will be able to find something (from the internet or their peers) to submit as their own work. In addition, an assignment that has multiple parts may reduce the likelihood of plagiarism.

5. Require rough drafts.

Adding milestones to a written assignment where students must submit preliminary drafts of their work discourages them from the prospects of plagiarizing. It also helps them spread a larger writing task over a longer period of time, so students are not as likely to be in the situation where they are sorely tempted to take the easy way out of the assignment.

6. Suggest that students submit electronic copies of their drafts to Turnitin.com.

Instructors can use this online resource as an instructional and educational tool as well as a detection aid. Turnitin (pdf) can provide valuable information to students on drafts if we allow them to view their "originality reports" where they see how much of the paper is actually written in their own words, and then revise accordingly Many students, especially first year undergraduates, have very narrow definitions of plagiarism, believing that re-ordering, paraphrasing or inserting a portion of another text into their own is not plagiarism. Turn tin can help to educate students about what is appropriate and what is not.

7. Require that students submit electronic copies of their papers and (where feasible) copies of the material they used as sources.

With electronic copies of students' written work, it is easier for instructors to detect plagiarism using one of several software packages. In addition, by assigning students to submit their background research material, they will also be less inclined to skip steps and resort to plagiarism.

8. Inform students about support services.

Academic Development helps students be more effective in their academic work, but not all students know about this resource. Giving a quick endorsement of this kind of help can really encourage students to take advantage of the support that is available. Also, for non-native speakers of English, the Intercultural Communications Center (ICC) offers writing help.

10.4. Plagiarism and Assessment Misconduct

What is plagiarism?

Plagiarism is when you present another person's thoughts or words as though they are your own. Please read the School's Statement on Plagiarism.

Plagiarism is a very serious offence. So if you're at all unsure, please check with your tutor, supervisor or course convener.

Plagiarism is an assessment offence, and could result in an allegation of cheating. The Student Casework Team deals with plagiarism and other examination or assessment misconduct. You can read more about the regulations and process in the *General and Admissions Regulations for Students*, and about how we deal with plagiarism allegations in our *Academic Misconduct Policy*. Both of these can be found on the Degree Regulations, Policies and Procedures page.

How to avoid plagiarism

Always use quotation marks, references and your bibliography to identify when you:

- use a direct quote from the published or unpublished work of others
- use a series of short quotations from several different sources
- Summarize another person's ideas and judgments.

Even if you draw on your own previous work (whether you submitted it as coursework for your current degree or for a previous degree), you must clearly state it.

You can't re-submit essays from another course without acknowledgement or approval.

It's a very serious offence to be caught plagiarizing and accused of cheating. If you're at all unsure, please check with your tutor or supervisor.

Declaration

When you submit any work – whether online or on paper – you're implicitly declaring that:

- all the work is your own
- you have properly acknowledged and cited all the materials you've used from the published or unpublished work of others
- You have not submitted that work for any other course.

You are also implicitly giving SOAS the permission to authenticate your submitted work – including submitting it to a plagiarism checking service, copying the work to another member or members of staff, or inviting students to a meeting to discuss the authorship of their work.

Informing and Educating Students about Plagiarism

There are a number of points in the academic year and several levels at which information and instruction about plagiarism and self-plagiarism can be given.

These include Welcome Week (School level), the introduction to the Department, and the opening session of a program or a module. Students should be informed about the Academic Misconduct Policy and where to obtain help and advice with referencing.

Level of originality expected in university level work

A good way into this topic is by running through the learning outcomes at the start of each module. These outcomes and the level of creativity and analysis expected in assessments should make clear.

Use of sources – quotation, citation, footnotes, end notes, bibliography The Centre for Innovation in Learning and Teaching (CILT) runs sessions on academic skills within departments, covering essay writing and conventions of quotation and citation. These sessions are embedded into core first year modules and can be arranged to take place before reading week in Term 1 to help prepare the students for their first essay. They take up to only half an hour of the curriculum time and benefit the students in term of improving their academic capabilities and informing them of what is expected. In order to make these sessions as

subject-specific as possible, the academic skills tutor and the module convener plan the session together to make sure the needs of the students are correctly addressed.

International students Module conveners need to be sensitive to the different educational backgrounds of some international students, if they come from a system that gives high regard to accurate memorization, respect for standard texts, and avoidance of critical comments. Individual help may be appropriate in some cases. B5 Collusion and joint working Group presentations are a useful method of assessment, and joint working is a valuable transferable skill. However, module conveners need to give guidance as to the limits of acceptable collaboration in relation to the joint writing of essays.

Self-plagiarism and recycling essays for different modules It is useful to make clear the reason why self-plagiarism is wrong: it is trying to obtain credit for the same work twice. It is a sign of possibly undesirable overlap in module content if the same essay, largely unchanged, can be submitted for two modules. Module conveners should consider whether they are repeating each other's teaching.

Early diagnostic essay and continued reinforcement of the message The information about plagiarism given in induction sessions needs to be reinforced and repeated at points through the year. An early diagnostic essay is a useful tool to reveal students with problems of writing as well as those poor citation skills that could if uncorrected later result in a charge of plagiarism.

Contract cheating and essay writing websites Students should be warned against using other people to write their essays for them.

Turn tin can be effective in detecting essays bought from websites (which are often full of plagiarized material).

Turn tin Students have the opportunity to run their coursework through Turn tin before submission and to access the originality report. This is an important part of the educational process.

10.5. Assessment Design to Prevent Plagiarism

The following practices will encourage academic honesty or make it difficult for students to plagiarize.

I. Clarify expectations

1. Set clear expectations for each assessment task including the students' role and the importance of academic honesty. Inform students at the beginning of the subject.
2. Set clear assessment and grading criteria.
3. Ensure students understand individual requirements in group assessment.

II.Educate students to prevent plagiarism

5. Introduce/reinforce/discuss the following:

a. What constitutes plagiarism? (use discipline examples to illustrate)

b. Why is plagiarism not acceptable?

c. Government/society's views and policy on plagiarism

d. The University's policy on plagiarism and the penalties that go with it

Provide clear and explicit instructions to students on disciplinary specific requirements for citation and referencing practice.

7. Ask students to complete an Honour Declaration for each (major) assessment task they hand in.

III. Make it difficult to plagiarize

8. Use a combination of assessment methods.

9. Avoid direct repetition of previous assessment questions. Set different topics for assessment for different years.

10. Design assessment questions focusing on evaluation and application of information rather than on memorization of facts and reproduction of materials.

11. Design assessment tasks that demand:
    a. Intermediate steps and processes rather than just a final answer (as a check, call for an outline, draft, or an annotated bibliography at different stages, and expect the students to hand these back in with the final assignment)
    b. Specific data e.g., interview data, observations from industrial/clinical placements
    c. Real life examples; unique, recent or local events
    d. Personal reflections, views or relate to personal circumstances
    e. An integration of theory and practice
    f. Most recent references
    g. The actual location of references as well as the reference itself (in some circumstances a photocopy of the first page of the reference might also be asked for)

12. Incorporate an oral presentation into the assessment.

13. Keep copies of student work from previous

See *"Strategies of Detection"* in *http://www.virtualsalt.com/antiplag.htm*

Some examples of assessment focusing on individual work and discouraging plagiarism include reflective diaries/ journals, portfolio assessment, case studies, individual projects.

A helpful web-based resource on designing assessment to improve learning:

Designing Assessment to Improve Physical Sciences Learning
http://dbweb.liv.ac.uk/ltsnpsc/guides/ designing_assessment/exams.htm

years to detect plagiarism.

IV. Help students Cope with Assessment

14. Ensure appropriate assessment workload, and even distribution of assessment workload amongst all subjects.
15. Provide adequate and appropriate support to students on matters relating to assessment.
16. Ensure that there is equitable / sufficient access to resources and study materials so that students do not resort to plagiarism.
17. Make the task interesting and worthwhile.
18. Be realistic about the size of assignments you set: quantity can get in the way of quality.

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