ASSESSMENT HANDBOOK

Office of Academic Affairs

Updated July 2021

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Introduction:

The purpose of the Assessment handbook is to:

- Establish the assessment mission and guiding principles
- Provide background information on the assessment process
- Detail the assessment process
- Explain the role of stakeholders in the assessment process
- Provide timetables for the assessment process
- Answer frequently asked questions about the assessment process
- Provide examples of assessment
- Guide stakeholders to appropriate individuals for assistance

Purpose:

The Outcomes Assessment process is a formal, collaborative process between the faculty, Deans, Department Leads, Institutional Research and Effectiveness Officers, and the Office of Academic Affairs. These individuals are dedicated to ensuring that student-learning outcomes demonstrate achievement of educational goals congruent with their specific program of study, their degree level, and RPCC institutional mission. The Deans, Department Leads, Institutional Research and Effectiveness Office, and the Office of Academic Affairs specifically work with outcome assessment and their authors to provide mentoring/training, review submissions, provide feedback, and submit results to the Vice Chancellor of Academic Affairs and the Office Institutional Research, Effectiveness, Grants and Resources.

Mission:

The mission of Outcome Assessment at River Parishes Community College is to ensure the following:

Guiding Principles - Commitment to Assessment:

- ✓ Provide oversight of student learning outcome assessment and validate the content and quality ofassessment tools through faculty peer review.
- ✓ Ensuring the overall process of outcomes assessment is driven by the faculty and stakeholders, with established roles and connection to all assessment activities.
- ✓ Provide stimulating and meaningful training and professional development opportunities on assessment for all full and part-time faculty members.
- ✓ Develop a common language for outcome assessment and provide continuous communication about outcomes assessment efforts and improvements to the entire RPCC community.
- ✓ Use student outcomes assessment to improve the quality of teaching and learning and to promote the overall success of the student.

Oversight:

Assessment Oversight Committee (AOC)
Dean of Applied Science
Dean of Health Sciences
Dean of General Education
Director of Nursing & Allied Health
Director of Applied Sciences
Division Coordinator for Business
Director of Innovative Teaching and Learning
Department Chairs Allied Health
Department Chair of Process Technology
Department Chair of Instrumentation & Electrical
Department Chair of Skilled Crafts
Department Chair of Mathematics
Department Chair of Science
Department Chair of Arts & Humanities
Department Chair of Social Sciences
Director of Institutional Research and Effectiveness- ex-officio
Vice-Chancellor of Academic Affairs - ex-officio
Assessment Officer - ex officio
Institutional Research Officer – ex officio

Roles in Assessment:

Vice Chancellor Academic Affairs - Provides leadership for improvement, and establishes priorities
Institutional Research and Effectiveness – Provides support, resources, and coordinates formal reporting
Assessment Officer–Manage/monitor Canvas assessment implementation and training and updates
Deans– Set rotation, coordinate, and complete annual assessment reports, and share results
Department Leads– Review results, ensure processes are followed, and share results
Faculty and Staff – Identify courses and indicators, create rubrics, share results, collect, and report data

Scope:

The planning and outcome assessment process applies to every credit-based academic program and discipline in the College including departmental annual unit planning

✓ **Required Reporting**

For outcomes assessment purposes, an academic *"program"* is a credit-bearing course of study that results in a degree or stand-alone certificate. All terminal degree academic and stand-alone certificate programs must participate. Furthermore, all disciplines supporting the *general education* coursework of the college are required to complete the assessment process.

Structure:

The Office of Academic Affairs (OAA) in conjunction with the Office of Institutional Research, Effectiveness, Grants and Resources oversees the outcome assessment process each year.

They will:

- ✓ Provide documentation and training on the assessment process.
- ✓ Document and communicate the outcome assessment schedule to the campus community.
- ✓ Reviews, assessment documents submitted and provide structured feedback to the originators.
- ✓ The OAA will oversee the assessment databases and rubrics used in the process, all documentation,and the implementation of the process itself, and will make recommendations for continuous, sustainable improvement.
- ✓ The appropriate Deans are charged with ensuring that all disciplines complete theassessment process properly and in a timely manner.

Key Terms:

- ✓ **SLO Assessment**: Refers to the course-level learning outcome assessment – what a student should know, think, and be able to do after completing the course.
- ✓ **PLO Assessment**: Refers to the Program- level learning outcome assessment – what a student should know, think, and be able to do after completing the program;
- ✓ **GELO Assessment**: Refers to the General Education – level learning outcomes assessment – what a student should know, think, and be able to do after completing the general education portion of their program.

Process Goals:

- Establish student learning outcomes.
- Measure and analyze student achievement of the outcomes aggregated across theprogram/department.
- Review findings and create action plans to improve curricula or support services.
- Implement improvements and assess effectiveness of changes on student outcomes.

Process Steps to Streamline Learning Outcomes Assessment:

- **Step 1:** Faculty identify the general education learning outcomes (GELOs)and the
- program learning outcomes (PLOs) for all educational programs (Six PLOs per program).
- **Step 2:** Faculty develop assessment schedule, with two PLOs per program
- being assessed each academic year (one PLO in the fall and one PLO in the spring).
- **Step 3:** Faculty map the PLOs to Student Learning Outcomes (SLOs) in specific courses
- to determined which PLOs, corresponding SLOs, and courses will be assessed during
- during the assessment cycle, including appropriate assessment measures (e.g., exams,
- capstone projects, research papers, simulations, case studies, etc.) and tools, such as rubrics,
- to document student performance.
- **Step 4:** Faculty enter their student learning outcomes, rubrics, and assessment data into
- Canvas. (RPCC Student Learning Management System).

- **Step 5**: The Office of Institutional Research and Effectiveness compile the data, aggregating data
- from all course sections.
- **Step 6**: Faculty, with the leadership of their respective Deans, review the data and complete the
- Program Assessment Annual Reports, submitted to the Office of Institutional Research,
- Effectiveness, Grants and Resources and the Office of Academic Affairs.
- **Step 7:** The Office of Institutional Research, Effectiveness, Grants and Resources compiles an
- Annual Assessment Summary Report.
- **Step 8**: Program improvements identified from the previous year are implemented in the
- current academic year. And will be analyzed at the end of the year through the annual
- assessment process.

End-of-Cycle Program Review

Within each educational program's *End-of-Cycle Review*, program leaders completing the third year of their three-year planning cycle will be asked to complete a more comprehensive reflection on their program's past, present, and future activities, include three years of student learning outcomes data for each program. special emphasis on planning program improvements. This reflection includes a comprehensive review of three years of quality/viabilitycriteria and Student Learning Outcomes with an emphasis on recommendations for future improvements.

Within this framework, program leaders are asked to consider input from students, faculty/staff,and external stakeholders in order to identify and capitalize on instructional program strengths, weaknesses, and challenges.

Reporting Process:

Initial Annual reports and updates documenting assessments and improvements made in response to the assessment results are collected and compiled by the Deans, reviewed, and submitted to the Vice Chancellorof Academic Affairs and Institutional Research, Effectiveness, Grants and Resources Office annually. Assessment reports include required documentation for the self-study prepared for the college's End of Cycle Program Review process. (Appendix 1)

Reporting Cycle:

RPCC works on a fiscal year reporting cycle. All assessment reviews must be completed and submitted to the Office of Academic Affairs by June 15th of the assessment year for 9-month programs and August 25th of the assessment year for 12-month programs.

Reporting Databases:

All RPCC programs and general education disciplines will be required to keep an updated PLO or GLO database. All databases will include a curriculum map, rotation schedule, courses being assessed each semester, rubrics and section and assignment information.

PROGRAM LEARNING OUTCOMES (PLO)s THREE-YEAR ASSESSMENT SCHEDULE

PROGRAM	PROGRAM LEARNING OUTCOME	ASSESSMENT CYCLE					
		Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Associate of Arts/Associate of Science (AALT/ALST) Louisiana Transfer	**PLO 1**. Student will be able to write, read, and listen critically and effectively.	✓					
	PLO 2. Student will be able to use quantitative skills and the concepts and methods of mathematics to solve problems.		✓				
	PLO 3. Student will be able to demonstrate knowledge and apply the concepts and methods of the natural sciences.			✓			
	PLO 4. Student will be able to demonstrate knowledge and apply the concepts and methods of social sciences.				✓		
	PLO 5. Student will be able to develop knowledge anddisplay critical understanding of history, the arts, and/or literature.					✓	
	PLO 6. Student will be able to organize, summarize, and citeinformation correctly from multiple sources						✓
Associate of General Studies (AGS)	**PLO 1**. Student will be able to write, read, and listen critically and effectively.	✓					
	PLO 2. Student will be able to use quantitative skills and the concepts and methods of mathematics to solve problems		✓				
	PLO 3. Student will be able to demonstrate knowledge and apply the concepts and methods of the natural sciences			✓			
	PLO 4. Student will be able to demonstrate knowledge and apply the concepts and methods of social sciences.				✓		
	PLO 5. Student will be able to develop knowledge and display critical understanding of history, the arts and/or literature.					✓	
	PLO 6. Student will be able to organize, summarize, and cite information correctly from multiple sources.						✓
Associate of Science in Teaching (AST)	**PLO 1**. Communicate effectively in writing demonstrating correct grammar usage, organization, spelling, and effective word use.	✓					
	PLO 2. Demonstrate understanding of educational reforms and apply this knowledge to Department of Education reports.		✓				
	PLO 3. Apply knowledge of the legal rights that effect the education of children with and without special needs and minority students. Analyze field-based situations based on this knowledge.			✓			
	PLO 4. Demonstrate knowledge of major theories of human development and learning including cognitive development theories, social/emotional development theories, moral development, and behavior-based theories, through written and oral work					✓	
	PLO 5. Demonstrate the ability to research topics, create activities based upon the research, and create PowerPoint presentations. Apply appropriate technology to create an engaging learning experience for students.						✓
	PLO 6. Describe the process for obtaining special education, programs available for students with special needs, and how parentscan access these services				✓		
Associate of Applied Science (AAS) Business	**PLO 1**. Apply critical thinking and reasoning skills in a business environment	✓					
	PLO 2. Deliver effective business communications			✓			
	PLO 3. Apply economic theories in business decision making.					✓	

Program	PLO	1	2	3	4	5	6
Office Administration	PLO 4. Apply managerial accounting techniques.						✓
	PLO 5. Evaluate, synthesize, articulate, and communicate information from a variety of sources.		✓				
	PLO 6. Manage and analyze data in Microsoft Excel				✓		
Practical Nursing Technical Diploma (TD)	PLO 1. Assign empathy training to demonstrate knowledge of various mental illnesses.	✓					
	PLO 2. Demonstrate the role of an entry-level nurse in a clinical setting.		✓				
	PLO 3. Demonstrate proper basic nurse assisting skills.			✓			
	PLO 4. Demonstrate a fundamental knowledge of body system disorders.				✓		
	PLO 5. Uphold legal and ethical standards and demonstrate knowledge of HIPAA.					✓	
	PLO 6. Demonstrate professional behaviors in the workplace						✓
Medical Assisting Certificate of Technical Studies (CTS)	PLO 1. Apply general knowledge of effective communication skills.	✓					
	PLO 2. Demonstrate phlebotomy skills in a safe manner in the laboratory and clinical setting.		✓				
	PLO 3. Demonstrate proper basic clinical skills.			✓			
	PLO 4. Demonstrate knowledge of positive professional interactions in the workplace.				✓		
	PLO 5. Apply general knowledge of body systems and disorders.					✓	
	PLO 6. Uphold legal and ethical standards and demonstrate knowledge of HIPAA.						✓
Medical Coding Certificate of Applied Science (CAS)	PLO 1. Demonstrate a fundamental knowledge of the human body and medical terminology as they apply to medical coding.		✓				
	PLO 2. Assign diagnostic and procedure codes using ICD-10 (CM/PCS)	✓					
	PLO 3. Assign procedure codes using HCPCS/CPT.			✓			
	PLO 4. Demonstrate a fundamental knowledge of reimbursement policies, methodologies, and systems.				✓		
	PLO 5. Uphold legal and ethical standards and demonstrate knowledge of HIPAA.						✓
	PLO 6. Demonstrate professional behaviors in the workplace.					✓	
Patient Care Technician Certificate of Technical Studies (CTS	PLO 1. Apply general knowledge of effective communication skills.		✓				
	PLO 2. Demonstrate phlebotomy skills in a safe manner in the laboratory and clinical setting			✓			
	PLO 3. Demonstrate proper basic clinical skills.						✓
	PLO 4. Demonstrate professional behaviors in the workplace.				✓		
	PLO 5. Apply general knowledge of body systems and disorders.	✓					
	PLO 6. Uphold legal and ethical standards and demonstrate knowledge of HIPAA					✓	
Applied Associate of Science (AAS) Process Technology	PLO 1. Apply business communication using listening verbal and written, and electronic forms that are needed for entry level employment.	✓					
	PLO 2. Apply mathematical reasoning, applied sciences and technical literary concepts for industry to meet employment requirements,				✓		
	PLO 3. Research, evaluate, synthesize and apply information/data relevant to business, sciences, and technical careers.					✓	
	PLO 4. Demonstrate a knowledge of terminology, symbols, business practices, principles, application of associated technical skills.				✓		
	PLO 5. Perform the necessary applied skill sets to fulfill the needs of entry-level industrial employment						✓
	PLO 6. Demonstrate ethical, civic, safety practices, and work place responsibility as part of professional behavior	✓					
Applied Associate of Science (AAS) Industrial Instrumentation Technology	PLO 1. Apply communication skills using, verbal, written, and electronic transmission of information for entry level employment.	✓					
	PLO 2. Apply mathematical principles, applied sciences, and computer application to solve technical problems according standards.				✓		
	PLO 3. Solve problems encountered in "real-life" plant situations. Performance will be graded with the standardized rubric and will include a final assessment				✓		

Program	PLO	1	2	3	4	5	6
	PLO 4. Display knowledge of terms, symbols, instrument diagrams and knowledge of electronics as it relates to Instrumentation					✓	
	PLO 5. Perform calibrations on equipment used in industry including flow, level, pressure, temperature and analytical measurement.						✓
	PLO 6. Demonstrate ethical, safety practices, work place responsibility, and working knowledge of activities needed to function in industry.	✓					
Drafting & Design Technology Technical Diploma (TD)	PLO 1. Interpret Sketches, data, and views.	✓					
	PLO 2. Demonstrate fundamentals such as geometric construction through drawings.			✓			
	PLO 3. Differentiate between computer error and user error.				✓		
	PLO 4. Read, analyze, and create technical drawings.					✓	
	PLO 5. Demonstrate a CADD knowledge through drawing exercises and technical drawings.	✓					
	PLO 6. Demonstrate ethical, civic, safety practices, and work place responsibility.						✓
Applied Associate of Science (AAS) Industrial Maintenance Technology	PLO 1. Apply communication skills using, verbal, written, and electronic transmission of information for entry level employment	✓					
	PLO 2. Proficient with measurements, fractions, and dimensional geometry.	✓					
	PLO 3. Solve problems encountered in "real-life" plant situations. Performance will be graded with the standardized rubric.				✓		
	PLO 4. Display knowledge of terms, symbols, diagrams and knowledge as it relates to entry level employment.			✓			
	PLO 5. Apply skills necessary for entry level employment				✓		
	PLO 6. Demonstrate ethical, safety practices, work place responsibility, and working knowledge of activities needed to function in industry						✓
Air Condition & Refrigeration Technical Diploma (TD)	PLO 1. Apply communication skills using, verbal, written, and electronic transmission of information for entry level employment	✓					
	PLO 2. Proficient with measurements, fractions, and dimensional geometry.			✓			
	PLO 3. Solve problems encountered in "real-life" plant situations. Performance will be graded with the standardized rubric.				✓		
	PLO 4. Display knowledge of terms, symbols, diagrams and knowledge as it relates to entry level employment.					✓	
	PLO 5. Apply skills necessary for entry level employment.				✓		
	PLO 6. Demonstrate ethical, safety practices, work place responsibility, and working knowledge of activities needed to function in industry.						✓
Electrical Helper Certificate of Technical Studies (CTS)	PLO 1. Apply communication skills using, verbal, written, and electronic transmission of information for entry-level employment.				✓		
	PLO 2. Proficient with measurements, fractions, and dimensional geometry.	✓					
	PLO 3. Proficient with measurements, fractions, and dimensional geometry.	✓					
	PLO 4. Display knowledge of terms, symbols, diagrams and knowledge as it relates to entry-level employment.				✓		
	PLO 5. Apply skills necessary for entry-level employment.					✓	
	PLO 6. Demonstrate ethical, safety practices, work place responsibility, and working knowledge of activities needed to function in industry.						✓
Pipefitting Apprentice Certificate of Technical Studies (CTS)	PLO 1. Apply communication skills using, verbal, written, and electronic transmission of information for entry level employment.				✓		
	PLO 2. Proficient with measurements, fractions, and dimensional geometry.				✓		
	PLO 3. Solve problems encountered in "real-life" plant situations. Performance will be graded with the standardized rubric.						✓
	PLO 4. Display knowledge of terms, symbols, diagrams and knowledge as it relates to entry level employment.					✓	
	PLO 5. Apply skills necessary for entry level employment.			✓			
	PLO 6. Demonstrate ethical, safety practices, work place responsibility, and working knowledge of activities needed to function in industry.	✓					
Welding Technology	PLO 1. Intemperate and understand welding terminology	✓					
	PLO 2. Proficient with measurements, fractions, and dimensional geometry.					✓	
	PLO 3. Shows initiative work with minimal supervision.				✓		

Technical Diploma (TD)							
	PLO 4. Able to inspect welds		✓				
	PLO 5. Apply skills necessary for entry level welding.				✓		
	PLO 6. Demonstrate ethical, civic, safety practices, and work place responsibility.						✓

Academic Programs Outcomes Assessment Report

Division

Department:

Degree/Major:

Contact:

Part : Report on Learning Outcomes Assessed in @@@@@@@: Methods, Findings, and Improvements Made or Planned in Response to Results

Instructions: For each learning outcome assessed this year, copy the outcome statement from the assessment plan, and then describe the methods, performance targets, results, and improvements or action plans made based on the findings. To add more outcomes, copy and paste the outline as needed. Note: The bulleted items in italics below are offered as guidance. It is not necessary to respond to each one.

1. **Learning Outcome Assessed:** (*copy from assessment plan):*

Methods That Were Used to Assess Student Achievement of This Outcome at the Program (FO&E Level (If multiple methods are used, describe each one separately):

- X   *What types of student work or other evidence of learning were evaluated?*
- X   *What instruments, rubrics or other tools were used as measures?*
- X   *How werethe results analyzed and aggregated at the program level for review?*
- X   *What persons/committees carried out the assessments and reviewed the results?*

Performance Target(s) for Each Assessment Method Used:

- X   *The target can be stated as either a minimum hold or a goal*
-      *For example of students who takethe comprehensive exam will score or higher*

Results from This Assessment with Analysis and Interpretation:

- X   *Summarize the results from the analysis of the assessment data*
- X   *Report key statistics. Present quantitative findings in tables or graphs if appropriate. Attach or provide links to any supplemental documents (such as a survey report). Qualitative results can be described in narrative form.*
- X   *Attach a copy of the rubric or other instrument used to collect data*
- X   *State whether the performance target(s) were met*
- X   *Provide a brief interpretation of the resultsand discuss the implications for the students and program.*
- X   *What strengths and concerns did you identify from the assessment findings?*

Program Improvements Made or Actions Planned in Response to These Assessment Findings

- X   *Describe in thepast tense improvements made or initiated in response to the results.*
- X   *Describe action plans-- what faculty have decided to do in the future to address the assessment findings.*
- X   *If target was not met, some description of improvements made or action plans must be reported.*
- X   *If target was met and no immediate interventions are needed, you can say so and go on to describe any newinitiatives that might be underway to further enhance student outcomes in this area*

[Repeat for Each Outcome Assessed]

Follow-Up on Prior Year Improvements Reported and Action Plans:

Review your prior year assessment reports and provideupdates as described below:

1. <u>Improvements Reported in Prior Years That Were Based on Assessment Findings</u> ' *Provide a follow-up on improvements the program previously reported that it had initiated in response to its assessments of student learning. What have you observed to date about how effective those changes have been?*

2. <u>Plans Reported in Prior Reports for Making Improvements in Response to Assessment Findings</u> ' *Describe the status of any plans reported in prior years to monitor, discuss changes, or make improvements based on assessments of learning. Were changes/improvements initiated or completed? Do you have any evidence to date that they been effective?*

OPTIONAL

Part : Other Continuous Improvement Efforts Related to This Program_____

You can use the space below to describe assessments and improvements made in relation to program goals other than those related to student learning. This might include curriculum redesigns, policy changes and implementations, improvement of advising, recommendations from Program Review recommendations or professional accreditation reviews.

Evaluation of Other Program **Goals:** *Metrics the program tracks to evaluate other aspects of academic program quality besides student learning, such as graduation rates, time-to-degree, diversity, teaching quality, course and curriculum reviews, etc.*

Program Goal	Method Used to Assess Progress toward Goal and Performance Target	Results for This Year	Improvements Made or Planned

ASSESSMENT GLOSSARY OF TERMS*
*Adapted from Cloud County Community College

It is important that faculty and staff across all areas agree on the meaning of terms that will be used in assessing courses, programs, and academic support services. Selected assessment terms are defined below.

Assessment
"Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance." (Tom Angelo, 1995)

"Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development." (Palomba & Banta, 1999)

Capstone Assessment
Assessment of outcomes structured into learning experiences occurring at the end of a program. The experiences involve demonstration of a comprehensive range of program outcomes through some type of product or performance.
The outcomes may be those of the major and of the general education program or of the major only. (Palomba & Banta, 1999)

Criteria/Standards
Performance descriptors that indicate how well students will meet expectations of what they should be able to think, know or do. They are descriptive benchmarks against which performance is judged. These criteria or standards may be described in varying gradients of success as in rubrics or in grades. Often, they are stated in terms of percentages, percentiles, or other quantitative measures (Nichols, 2000).

Direct Assessment Methods
These methods involve students' displays of knowledge and skills (e.g. test results, written assignments, presentations, classroom assignments) resulting from learning experiences in the class/program. (Palomba & Banta, 1999)

Evaluation
Decisions made about assessment findings; deciding about the value of programs/program outcomes; may involve recommendations for changes.

Formative Assessment
Assessment conducted during a performance/course/program with the purpose of providing feedback that can be used to modify, shape, and improve a performance/course/program. (Palombra & Banta, 1999)

Goals
Description of intended results of learning stated in global, general terms, e.g. clear communication, problem solving.

Grading
Values placed on varying levels of achievement in course assignments and/or examinations. Course assignments and tests can be used for assessment if they are clearly linked to course/program goals and if the assessment is based on established criteria and standards.

Holistic Scoring
A type of grading in which an assignment is given an overall score. Possible scores are described in a rating scale. A high score indicates achievement of all aspects of the assignment, while a low score means few if any of the desired outcomes have been achieved. The score levels need to be specific enough to reveal meaningful, diagnostic information when the scores are aggregated. (Ewell, 1991; Palomba & Banta, 1999).

Indirect Assessment Methods
Assessment methods that involve perceptions of learning rather than actual demonstrations of outcome achievement (e.g. alumni surveys, employer surveys, exit interviews).

Objectives
Synonymous with outcomes. Statements that describe measurable expectations of what students should be able to think, know or do when they've completed a given educational program. Each statement should describe one expectation; should not bundle several into one statement. The statements must be clear and easily understood by all faculty in the area/department.

Outcomes
Statements that describe qualitative or quantitative measurable expectations of what students should be able to think, know or do when they've completed a given educational program. Synonymous with learning objectives. Each statement should describe one expectation; should not bundle several into one statement. The statements must be clear and easily understood by all faculty in the area/department. (Nichols, 2000)

Portfolio Assessment
A type of direct measure, a performance measure, in which students' assignments are carefully reviewed for evidence of desired learning outcomes. The portfolios contain work selected over a period of time, with materials added as the student progresses through the course/program. In addition, the portfolios usually include students' reflective learning/outcome analysis statements. (Lyons, 1998)

Primary Trait Analysis
Factors or traits (assignment specific) that are considered in scoring an assignment generally stated in a hierarchical scale of three to five incremental levels of achievement quality. For each level on the scale there is a specific statement that describes expected behavior (criterion) at that level. (Palomba & Banta, 1999; Walvoord & Anderson, 1998).

Scoring Guide/Rubric
A kind of holistic or primary trait scoring in which detailed criteria are delineated and used to discriminate among levels of achievement in assignments, performances, or products.

Summative Assessment/Evaluation
Assessment conducted after a program has been implemented and completed to make judgments about its quality or worth compared to previously defined standards. (Palombra & Banta, 1999)

Resources:

Angelo, T. (1995). Improving Classroom Assessment to Improve Learning", Assessment Update, 7(6), 1-2, 13-14.

South Louisiana Community College Assessment Handbook. (2109). Office of Academic Affairs.

Nichols J, & Nichols K. (2000). The Departmental Guide and Record Book for Student Outcomes Assessment and Institutional Effectiveness. NY: Agathon Press.

Ewell, P.T. (1991). To Capture the Ineffable: New Forms of Assessment in Higher Education. In G. Grant (ed.), Review of Research in Education, no. 17, Washington D.C.: American Educational Research Association.

Lyons, N. "Portfolios and Their Consequences: Developing as a Reflective Practitioner". In N. Lyons (ed.), With Portfolio in Hand: Validating the New Teacher Professionalism, New York: Teacher's College Press.

Palomba, C & Banta T. (1999). Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education. San Francisco: Jossey-Bass.

Walvoord, B. and Anderson V.J., (1998). Effective Grading: A tool for Learning and Assessment. San Francisco: Jossey-Bass.