



## **ACADEMIC SUPPORT POLICIES — SECTION 400**

NUMBER: **410**

SUBJECT: 400 ACADEMIC ASSESSMENT

LAST REVIEWED: SEPTEMBER 23, 2016; AUGUST 31, 2017 NO CHANGES; JANUARY 9, 2019 NO CHANGES;

EXECUTIVE COMMITTEE APPROVAL: SEPTEMBER 26, 2016

BOARD APPROVAL: AUGUST 14, 2013; OCTOBER 19, 2016

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### **410.1 POLICY**

Mountainland Technical College has established the Academic Assessment Policy as the primary means for evaluating and improving the curriculum and learning process. This ongoing activity determines the extent to which students meet goals for learning outcomes and improvements to programs and services.

Adequate and appropriate assessment methods and procedures are used to measure student mastery of course objectives; these may include online practice tests, face-to-face computer or competency-based tests, projects, demonstrations, and case studies.

The Academic Assessment policy meets all institutional and accreditation policies, procedures and standards.

### **410.2 PROCEDURE**

Academic assessment pertaining to student progress provides faculty and staff with information that can be used to make improvements and adjustments. Each program implements an assessment program that clearly articulates outcomes for student learning, measures the extent to which students demonstrate these outcomes, analyzes the findings to identify areas of strength and areas for improvement, and uses the results for curricular or programmatic enhancements or adjustments.

Students should be able to demonstrate cognitive, behavioral and/or affective skills and competencies by the completion of the program. Determining the scope and appropriateness of student learning outcomes in accordance with industry standards is the responsibility of instructors in each credential-granting program. Instructors consult with Employer Advisory Members, Program Directors and other qualified professionals in setting the overall assessment practices in general education courses they offer.

## **2.1 ASSESSMENT DESIGN/DEVELOPMENT**

Instructors will design student assessments to include the use of resources that are available from industry sources or as stated in industry certification licensing exams.

## **2.2 ASSESSMENT ADMINISTRATION**

- 2.2.1 Student assessments will be administered at appropriate intervals of the course and be structured to encourage student interaction, reinforce learning, monitor learning progress, and provide feedback to students on their performance.
- 2.2.2 Scoring of assessments will be impartial.
- 2.2.3 Knowledge assessments will be graded with a predetermined grade level denoting the pass level.
- 2.2.4 Skills assessments will be graded on a pass/fail basis. The minimum percentage acceptable as a “pass” will be predetermined and communicated to the student.
- 2.2.5 For competency assessments, performance criteria and grading standards will be clearly outlined for students in the curriculum using rubrics.
- 2.2.6 Assessments will be made available to the program Advisory Committee members for review.
- 2.2.7 Results of student learning outcomes will not be used for the evaluation of faculty or administrators.

## **2.3 INSTRUCTOR RESPONSIBILITY**

- 2.3.1 Criteria for passing or failing an assessment will be predetermined, consistent, and communicated to the student in the curriculum and will include information regarding remediation, reassessment, or dismissal.
- 2.3.2 The instructor will evaluate student demonstration of competency and results of course assessments.