

Davis Applied Technology College
Student Assessment Policy
Training Division

Board Approval: 24 April 2008

1. Purpose

- 1.1 Student assessment at the Davis Applied Technology College (College) is undertaken in accordance with all institutional and accreditation policies and procedures. This document clarifies the roles, responsibilities, and processes of assessment development, delivery, grading and assessment security at the College.

2. References

- 2.1 College Employer Advisory Team Policy
- 2.2 College Student Code of Conduct Policy
- 2.2 College Student Records Policy

3. Definitions

- 3.1 **Competencies** – The specialized knowledge, skills, and attitudes required for successful performance relating to a specific occupation.
- 3.2 **Competency Test** – A group of questions and/or tasks to which a student responds to produce a quantitative representation of the student’s knowledge, skill and/or performance in a specific occupational area.
- 3.3 **Completer** – A student who has demonstrated the competencies required for a program and has been awarded the appropriate credential (graduate) or has acquired sufficient competencies through a program to become employed in the field of education pursued or a related field as evidenced by such employment (non-graduate).
- 3.4 **Council on Occupational Education** – The accrediting agency for the Davis Applied Technology College. As articulated by its membership, the mission of the Council is “assuring quality and integrity in career and technical education.”
- 3.5 **Credential** – A diploma, certificate, degree, or other official acknowledgement that a student has completed a program.
- 3.6 **Course** – Specific subject matter comprising part of a program for which instruction is offered within a specified time period.
- 3.7 **Employer Advisory Team** – A group of at least three persons external to the institution who are knowledgeable of occupational education and employment needs relating to a

specific occupation. Through regularly scheduled (twice annually) and documented meetings, the team provides consultative assistance to ensure that the program continually strives to meet the occupational education needs of the community.

- 3.8 **Instruction** – Planned activities directed by an instructor for the purpose of enabling students to acquire specific knowledge, skills, and attitudes. Instruction may be provided through lectures, laboratory or clinical exercises, or planned Work-based Learning.
- 3.9 **Instructional Media** – Any print or non-print learning resources (e.g. books, manuals, periodicals, computer software, films, videotapes, audio tapes, slides, and others) and the equipment and services necessary to use them.
- 3.10 **Instructional Supplies** – Items needed for instruction.
- 3.11 **Objectives of an Educational Program** – A statement that specifies the knowledge, skills, and attitudes to be acquired by students through planned instructional activities.
- 3.12 **Program** – A combination of courses and related activities (i.e. laboratory activities and/or Work-based Learning) that lead to a credential and are offered to enable students to develop the competencies required for a specific occupation.
- 3.13 **Work-Based Learning** – Structured learning activities conducted in work settings that are components of educational programs (e.g. externships, internships, clinical experiences, instructional cooperative education, and similar activities).

4. Policy

- 4.1 Adequate and appropriate assessment methods and procedure will be used to measure student mastery of course objectives. Methods may include online practice tests, face-to-face computer or competency-based tests, projects, demonstrations, and case studies. Multiple testing methods may be used.
- 4.2 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.
- 4.3 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.
- 4.4 Final assessments will exist for every course in a program.
- 4.5 Instructors will design student assessments to include the use of resources that would be available for use in industry or as stated in industry certification licensing exams.
- 4.6 Assessments will be made available to the Employer Advisory Team for review as

designated in the College Employer Advisory Team Policy.

4.7 Student Assessment Security

4.7.1 Instructors will provide assessment security.

4.7.1.1 Closed-book, written assessments will be proctored by the instructor or an independent proctor to ensure student work is completed independent of outside assistance.

4.7.1.2 Instructors will ensure the testing environment is structured to minimize the potential for cheating.

4.7.1.3 Instructors will enforce the College Student Code of Conduct.

4.7.1.4 The number of personnel with access to assessments will be limited.

4.7.1.5 For written tests, test banks should be used and will include sufficient questions to allow for multiple versions of the test.

4.7.1.6 Instructors will properly dispose of all assessments, regardless of form, that are no longer in use.

4.8 Administering Student Assessments

4.8.1 Student assessments will be administered on campus as designated in the curriculum.

4.8.2 Instructors will ensure that students understand the instructions before beginning the assessment. Instructions should include:

4.8.2.1 Test time limits.

4.8.2.2 Proper completion of all forms and answer sheets.

4.8.2.3 Materials and/or equipment needed for the evaluation.

4.8.2.4 Proper handling of test interruptions (i.e. broken pencils, restroom needs, other personal emergencies).

4.8.2.5 Limitations of instructor/proctor assistance (i.e. definitions, rewording questions).

4.8.2.6 Safety instructions.

4.8.2.7 Any parts of the assessment that are weighted.

4.8.2.8 Required levels for passing.

4.9 Grading Student Assessments

4.9.1 The instructor is responsible for evaluating student demonstration of competency and results of course assessments.

4.9.2 The instructor will grade assessments as soon as possible after completion of the assessment, and provide feedback that will help students understand what they missed and/or how to improve their performance.

4.9.3 The instructor will enter assessment results in the student information system following the College Student Records Policy.

4.9.4 Grading Criteria

4.9.4.1 Scoring of assessments will be impartial.

4.9.4.2 Knowledge assessments will be graded with a predetermined grade level denoting the pass level.

4.9.4.3 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.

4.9.4.4 For competency assessments, performance criteria and grading standards will be clearly outlined for students in the curriculum using rubrics.