

POLICY: <p style="text-align: center;">Student Assessment Policy</p>		POLICY NUMBER: <p style="text-align: center;">AC-005-A2</p>
		PREVIOUS/REPLACES: <p style="text-align: center;">Updated March 16, 2022</p>
APPROVED BY: <p style="text-align: center;">Academic Council</p>	EFFECTIVE DATE AS OF: <p style="text-align: center;">April 1, 2022</p>	PRIOR VERSIONS: <p style="text-align: center;">November 1, 2021</p>

1. Policy Statement

Herzing College knows that the ideal assessment of student learning in a course would be to not only assess students' learning, but also to teach students and improve their skills and understanding of course content. One fundamental aspect of such assessments is that they are authentic. Authentic assessments can be contrasted with conventional test questions, which are often indirect measures of a student's ability to apply the knowledge and skills gained in a course. Conventional tests have an important place in college courses but cannot take the place of authentic assessments.

Herzing College believes that an authentic assessment is one that requires application of what students have learned to a new situation, and that demands judgment to determine what information and skills are relevant and how they should be used. Authentic assignments often focus on messy, complex real-world situations and their accompanying constraints; they can involve a real-world audience of stakeholders or "clients" as well.

2. Scope

This policy applies to all Herzing College staff, faculty members, and students unless otherwise noted.

3. Policy Content

1. A student assessment is considered authentic if it:
 - Is realistic in terms of scope and content.
 - Is consistent from student to student.
 - Requires judgment and innovation.
 - Replicates or simulates the contexts in which professionals are "tested" in the workplace.
 - Assesses the student's ability to efficiently and effectively use a repertoire of knowledge and skills to negotiate a complex task.
 - Allows appropriate opportunities to rehearse, practice, consult resources, and get feedback on and refine performances and products.
2. Faculty members use formative and summative procedures to improve the instructional process and student assessment.

4. Administration

The Academic Dean will oversee the administration and enforcement of this policy.

5. Review

This policy will be reviewed as required by the Academic Council in 2027.

6. Reference

- Herzing College Student Manual

7. Definitions

Authentic Assessment - This is the measurement of intellectual accomplishments that are worthwhile, significant, and meaningful, as contrasted with multiple-choice tests. Authentic assessment can be devised by the faculty member, or in collaboration with the student by engaging student voice. When applying authentic assessment to student learning and achievement, a faculty member applies criteria related to “construction of knowledge, disciplined inquiry, and the value of achievement beyond the school.” Authentic assessment tends to focus on contextualized tasks, enabling students to demonstrate their competency in a more “realistic” setting

Formative - This refers to the gathering of information or data about student learning during a course or program that is used to guide improvements in teaching and learning. Formative assessment activities are usually low-stakes or no-stakes; they do not contribute substantially to the final evaluation or grade of the student or may not even be assessed at the individual student level. For example, posing a question in class and asking for a show of hands in support of different response options would be a formative assessment at the class level. Observing how many students responded incorrectly would be used to guide further teaching.

Summative - This refers to the gathering of information at the conclusion of a course, program, or undergraduate career to improve learning or to meet accountability demands. When used for improvement, the procedure impacts the next cohort of students taking the course or program. Examples: examining student final exams in a course to see if certain specific areas of the curriculum were understood less well than others or analyzing senior projects for the ability to integrate across disciplines

Reliable - This is the degree to which an assessment tool produces stable and consistent results.