

Assessment is a constant cycle of improvement



January 2018

Examination Unit
College of Applied medical sciences
Majmaah University

Vision:

The examination unit will be a leader in the field of preparing and management of schedules and exams at the university.

Mission:

Management of schedules and development of measurement and evaluation tools within the college according to the standards of quality and academic accreditation

Objectives:

- 1- To achieve the learning process from the first day
- 2- To achieve the highest standard in measurement and Assessment techniques.
- 3- To establish a database for measurement and evaluation.
- 4- To participate in the development of academic programs to conform with the latest developments in teaching and learning method

Exam Committee

Exam committee of College of Applied Medical sciences is committed towards the standard assessment process. Assessment must be designed to contribute to high quality student learning and underpin the development, delivery and quality assurance of units and courses. Assessment should both help students learn (assessment for learning) and measure explicit evidence of their learning (assessment of learning).

Goals of Exam committee

1. Develop a clear intended student learning outcome.
2. Description of methods of assessment to measure these outcomes.
3. Analysis of the results obtained from these measures,
4. A description of how these results validate current practices or point to changes needed to improve student learning.

Purpose of assessment

1. Help students perform to the best of their abilities through assessment that's inclusive and supports their learning and future employment
2. Encourage, motivate and involve students in extensive learning
3. provide a fair and reliable measure of students' performance, knowledge and skills against the learning outcomes and discipline pedagogy
4. Help students to develop, through timely and constructive feedback
5. Give our stakeholders confidence that a student has achieved the necessary level of achievement, giving a reliable and consistent basis for their award.

Guidelines of Examination committee for assessment procedures.

1. Ensure that all courses included in the curriculum have a Clearly defined and identified learning outcomes.
2. Emphasis that each lecture/practical demonstration will comprise of specific lecture objectives.
3. Verify appropriate assessment methods are used to assess the learning outcomes.
4. Check whether multiple assessment methods are used to assess the learning outcomes.
5. The level of student assessment should be assessed using Rubrics for practical exams, clinical exams, assignments, student presentations, essay -type questions and any other suitable assessment methods. The exam committee recommends a single rubric for all practical exams and so for the other assessment methods.
6. Policies and guidelines for the exam pattern and marks distribution should be framed by each department and to be approved by the department council. The approved policies should be communicated to the exam unit at the beginning of each semester.
7. An Examination committee should be formed within the department which includes a minimum of 2 members to the maximum of 5 members. These department committee members will coordinate with the assessment unit of College of Applied Medical Sciences.
8. Blue print should be prepared for internal and final exams based on the template circulated by the examination unit (Template-1).

9. Each department should depute Course coordinators. The examination unit suggest deputing a Coordinator for multiple courses. The coordinators list should be submitted to the examination unit during the first week of the semester.

10. The course instructor from male and female section should prepare a minimum of two questions from each lecture based on the lecture objective. The prepared questions will be submitted to the course coordinator. The course coordinator evaluates the questions and can revert to the respective teachers for any modifications. The corrected question will be documented by the course coordinator. One to two week(s) before the scheduled date of exam, the course coordinator will prepare the question paper based on the blue print and includes the documented questions received from the course instructors. The question paper will be forwarded to the department assessment unit for approval. The department assessment unit will check for the basic format of question paper-cover page suggested by the exam committee, type of questions included, check for clear instructions, mark distributions, alignment with the respective outcomes and approves the question paper for printing. **The course coordinator will print the question papers according to the number of students and submit it to the exam committee along with the attendance sheet (template given by exam committee) for the conduction of exams.**

12. The questions will be initially categorized according to the level of difficulty, such as:

- **Easy-** Remembering or knowledge (simple recall of previously learned information)
- 35% of questions should be easy to answer)
- **Moderate-** covers Understanding, and Applying levels of learning- 50% of questions should be moderately difficult to answer)

- **Difficult** -covers Analysis, Evaluating and Creating levels of learning- 15 % of questions should be difficult to answer.

13. The faculty member should construct the test questions in correct grammar and structure.

14. The types of questions and their item number distribution in the Midterm and Final exams should strictly follow the Blue print.

15. The exam unit recommends Multiple choice questions and Short answer questions.

16. The Mcq questions should be framed clearly to enable the student think clearly and answer. (Guidelines mentioned below).

17. The Mcq questions should be answered in OMR sheets, which will be evaluated by the exam committee at the exam control room, the test scores and the Item-analysis of the exams will be done, the recommendations will be reported to the course coordinator. The course coordinator modifies the questions which is reported as easy or hard and questions which have negative discriminating index. After modification the standardized questions will be documented in question bank by examination unit.

18. The exam committee ensures a unified schedule between Male and female section which will be coordinated by the department assessment unit.

19. The course coordinator should ensure that practical exams and other assessment procedures are assessed by Rubrics.

20. The Student marks should be communicated through D2L. The students who show poor performance should be identified and improvement measures should be planned before final theory exams.

21. Assessment tasks, including marking criteria, must be clearly communicated to students.

22. It is mandatory that all students are aware about the outcomes which they have to achieve.

Suggestions to write MCQ:

- Try to write items in which there is one and only one correct or clearly best answer.
- The phrase that introduces the item (stem) should clearly state the problem.
- Test only a single idea in each item.
- Be sure wrong answer choices (distractors) are at least plausible.
- Incorporate common errors of students in distractors.
- The position of the correct answer should vary randomly from item to item.
- Include from three to five options for each item.
- Avoid overlapping alternatives.
- The length of the response options should be about the same within each item (preferably short).
- There should be no grammatical clues to the correct answer.
- Format the items vertically, not horizontally (i.e., list the choices vertically)
- The response options should be indented and in column form.
- Word the stem positively; avoid negative phrasing such as “not” or “except.” If this cannot be avoided, the negative words should always be highlighted by underlining or capitalization: Which of the following is NOT an example
- Avoid excessive use of negatives and/or double negatives.
- Avoid the excessive use of “All of the above” and “None of the above” in the response alternatives. In the case of “All of the above”, students only need to have partial information in order to answer the question. Students need to know that only two of the options are correct (in a four or more-option question) to determine that “All of the above” is the correct answer choice. Conversely, students only need to eliminate one answer choice as implausible in order to eliminate “All of the above” as an answer choice. Similarly, with “None of the above”, when used as the correct answer choice, information is gained about students’ ability to detect incorrect answers. However, the item does not reveal if students know the correct answer to the question.

WORKSHOPS PLANNED DURING 2nd SEMESTER 1438-1439H

External Resource persons:

1. Methods to write Learning outcomes
2. Construction of Rubrics for exams

TEMPLATES THAT WILL BE CIRCULATED BY EXAM COMMITTEE

1. Exam cover page
2. Basic instructions about format, font size and text style.
3. Blue print for Theory and Practical exam