

## Procedures for Quality Assurance of Student Evaluation Processes and Verification of Student Achievement Level

### Introduction

As Jouf university demands that quality and validity of the assessment methods and level of student achievement are verified, the B. Pharm program has set up measurable practices.

### First: Procedures/practices for designing a good test

According to Jouf University policies for examination and student evaluation, a good test should be valid, reliable, transparent, objective and capable of measuring targeted learning outcomes. To construct such exams, course coordinators are required to use miscellaneous question types within the same test (e.g. MCQs, SAQs, fill in blanks, essays, etc.) written in clear language.

To ensure each assessment method is able to measure a specific learning outcome in the course, course coordinators are demanded to prepare a course specification form containing an alignment between CLOs, teaching strategies and assessment methods, and to submit a course learning outcome assessment report containing two matrices; the CLO/assessment task matrix and distribution of assessment grade with CLO and assessment task matrix.

If an assessment method (e.g. written exam, practical exam, presentation, etc.) is intended to measure more than one CLO, the assessment tool/instrument is designed so that its total marks are distributed among the CLOs to be measured. Examples can be seen on the cover pages of the final examination papers and in the rubrics scoring instruments used in the program for student evaluation in field training, presentations, reports, and practical performance and exams. These instruments link evaluation items or questions to learning outcomes.

### Second: Procedures/practices to ensure fair and effective application of student assessment

Based on Jouf University policies for examination and student evaluation, clear measures are to be taken to announce assessment methods together with its associated schedule and results to students, ensure exam secrecy, monitor cases of late assignment submission, establish effective invigilation process, evaluate graduation research projects and online exams effectively, manage cheating cases, excuses and exceptions, grievances, and requests for re-correction. The measures involve:

### A-Pre-exam measures:

- Course coordinators prepare course specification and plan containing schedule of assessment tasks and announce it to students
- Timetable for final exam is announced to students
- Exam papers are circulated in sealed envelopes with proper authentication forms
- Students are alerted about late submission via blackboard

### B-During exam measures:

- Exam unit informs staff members about their duties during an invigilation task
- Graduation research projects are evaluated through committees using rubrics
- e-learning unit instructs teaching staff on construction of online exams
- e-learning unit instructs students on methods of taking online exams
- Cheating students receive disciplinary actions according to university regulations
- The program accepts valid medical excuses as per the regulations of Jouf University

### C-Post-exam measures:

- Periodic evaluation results are announced to students via Blackboard
- Final results are announced to students through Jouf University Edugate
- Feedback is given to students on their answers through Blackboard
- Students are allowed to submit requests for re-correction of exam paper within a defined time frame according to university regulations
- The program forms a committee for destroying and disposal of exam papers

### Third: Procedures/practices for verification of quality of student evaluation process and standards of student achievement

Executing post-exam verification tasks is the responsibility of three parties; internal departmental auditing committees, course auditors, and program independent verification committee.

The *internal auditing committee* in each department is responsible for revising the exam papers of the courses belonging to this department to verify its quality and validity. The committee has to analyze and evaluate the exam paper and fill a "[Test Paper and Answer Sheet Evaluation Form](#)" containing the following items;

- If exam questions are valid, clear, independent, and free from answer bearing statements
- If exam language is clear

- If exam questions assess memorization, comprehension and application
- If exam questions differentiate between student levels
- If exam questions cover the entire learning outcomes of the course

Likewise, the *internal auditing committee* in each department is responsible for revising the correction of the exam answer sheets of the courses belonging to this department to verify the accuracy of students' grade assessment. The committee has to inspect a sample of student answer sheets in each course and fill the "[\*Test Paper and Answer Sheet Evaluation Form\*](#)" containing the following items;

- If answers were corrected according to the model answer key prepared by course coordinator
- If correction of answers was conducted with full fairness, transparency and integrity
- If correction of answers was comprehensive and covered all student input
- If correction of answers considered differences in student answers relative to each learning outcome
- If correction of some answers does not need recalibration
- If there are questions that need to be modified in the exam paper or model answer key

The *internal auditing committee* prepares a collective report on verification of adequacy of final exam questions and the answer sheet correction process of the courses belonging to the department. The report lists the courses examined by the committee. Each report sums up the responses on the following evaluation criteria;

- Diversity of assessment methods
- Comprehensiveness of questions (the exam covers all aspects of the course and course learning outcomes)
- Correction of answers is accurate and according to model answers prepared by course coordinator
- Clarity of marks distribution inside the exam paper
- Difficulty levels of exam questions are diverse to measure individual differences
- Marks designated by the course instructor are identical to those estimated by the review committee
- Balance between number of questions and exam total marks

Since the final written examination is considered the major tool/instrument used for summative assessment of student learning in standard courses, as it accounts for 50-60% of the total marks a student can get in a course, it was imperative for the program to assign an auditor for each course.

The *course auditor* checks the correction and marking of the final exam answer sheets of all students enrolled in the course.

Moreover, the *course auditor* examines the course file submitted by the course coordinator and fills the following forms;

- [Form for Analysis and Evaluation of Test Paper](#): The form is a checklist containing items on readability, objectivity, diversity and quality of test questions such as if miscellaneous questions were used, and if the questions measure understanding, and ability to think and apply knowledge.
- [Internal Review Report for Evaluation of Course Quality](#): The form is checklist containing items on clarity of course objectives, consistency of targeted CLOs with course objectives, alignment of CLOs with PLOs, measurability of targeted CLOs, adequacy of teaching strategies to achieve and assessment methods to measure targeted CLOs.
- [Course Report Auditing Form](#): The form contains items to verify course learning outcome assessment and student grade achievement verification.

The *program independent verification committee* works centrally to follow up on the process of verification of student achievement across all departments.

## Program coordinator

  
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