

Shenzhen Technology University

Undergraduate Course Assessment Reform Plan

To further deepen course teaching reform, enhance the management of the learning process, and strengthen process-based assessment, a course assessment reform plan has been formulated based on the university's focus on cultivating application-oriented talents.

1 Scope of Application

All professional courses listed in the undergraduate programs of the university.

2 Implementation Period

First semester of the 2021-2022 academic year.

3 Course Assessment Requirements

(1) Undergraduate course assessments adopt a comprehensive and diversified approach throughout the entire process. During the course, students are evaluated comprehensively in terms of knowledge, skills, and overall competence through various forms of assessment. The assessment methods, frequency, and overall grading criteria for each course are specified by the course syllabus developer and entered into the academic affairs system.

(2) In addition to final exams, instructors can conduct assessments such as attendance, individual assignments, group projects, in-class quizzes, class discussions, PPT presentations, literature review reports, project assignments, practical experiments, survey reports, course papers, and midterm exams.

Alternatively, instructors may design other forms of assessment based on the course's requirements and characteristics. Schools are encouraged to enhance the implementation of diversified assessments and promote varied assessment formats according to the reform guidelines.

(3) Course instructors collectively develop detailed implementation rules for diversified assessments, specifying the forms, content, and requirements of assessments at each stage, scheduling timelines, and setting evaluation criteria, scoring standards, and weightings for various assessment methods.

(4) Instructors must inform students of the forms, content, and requirements of the diversified assessments during the first class of the semester.

(5) Requirements for diversified assessments:

1) Theoretical courses: Beyond attendance and final exams, at least three additional assessment methods are recommended. For courses with 3 or fewer credits, at least four assessments should be conducted; for courses with more than 3 credits, at least six assessments are required. For purely theoretical courses, the final exam should account for no more than 60% of the total grade. For theoretical courses with practical credits, the final exam should account for no more than 40%, with at least one practical assessment method, such as course design or course papers.

2) Laboratory and practical courses (excluding theoretical credits): Suggested assessment methods include pre-lab quizzes, evaluation of lab operations, assessments of experiment completion, records of lab attitudes and performance, lab quizzes, and lab reports, with scores assigned for each experimental

activity. The lab report grade should not exceed 40% of the total score.

4 Other Requirements

(1) Professional courses worth 1 or fewer credits are not required to follow the above assessment guidelines but must have a clear assessment method outlined in the course syllabus, subject to review by the school and recorded with the academic affairs office.

(2) Instructors must enter detailed records of students' ongoing assessment scores into the teaching management system as the basis for determining the overall performance.

(3) Instructors must retain all materials related to students' assessments, such as assignments, reports, and recorded videos, for future inspection.