

**BOUCHER INSTITUTE  
POLICY**

**Policy Title: Program Assessment and Review Policy (replaces Program Review Policy)**

**Date of Initial Board Approval: May 2<sup>nd</sup>, 2011**

**Date of Last Approved Revision: December 11, 2016**

**Person(s) Responsible for Implementation & Adherence: Dean of Education, Provost, Curriculum Review Committee, Academic Curriculum Committee, and Clinic Curriculum Committee**

**Related Procedures: Syllabus Policy, Assessment Procedure,**

**Policy Statement:**

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The Boucher Institute is committed to a curriculum review process that is responsive and incorporates student, faculty, collegiate and professional feedback as part of a continuous cycle of program improvement.

**Purpose and Scope:**

The purpose of this policy is to require the Boucher Institute to fulfill its mandate for continuous programmatic quality improvement through the implementation and maintenance of its currently accepted assessment plan.

Student assessment is the cornerstone of success for the naturopathic medical learner. Through the consistent, clear and measurable application of assessment methods, the learner understands what they need to know, their strengths and limitations and how they can improve.

Student assessment measures are also integral to the continuous improvement of the program through a systematic process of collection, review and analysis of data.

The Curriculum Review Committee (CRC) is responsible for determining the area of study to be assessed, the assessment criteria and benchmarks and timelines for review. These are documented in the Boucher Assessment Record. The CRC analyzes assessment data and makes recommendations, based on its review, to the academic and clinical curriculum committees. These recommendations can include changes in curriculum delivery, assessment methods, learning outcomes and institutional changes necessary for the adequate delivery of the program.



**BOUCHER INSTITUTE**  
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## **BINM Assessment Guidelines**

In order to generate student ownership of learning and to lay the groundwork for each course, the assessment methods must be communicated to the learner at the start of the course and clearly aligned with the learning objectives. These learning objectives will identify the specific skills, knowledge and/or attitudes in which the learner must demonstrate competence. In addition to utilizing several assessment methods, including both formative and summative assessments, each course should include a minimum of two assessments and no assessment should constitute more than 70% of the final grade. Other assessment tools can include reflection papers, presentations, portfolios, demonstrations and oral reports.

Participation may be included as an assessment method but evaluation should be evidenced based and may not constitute the majority of the final grade.

Faculty members are required to familiarize themselves with the BINM Assessment plan and the Assessment Procedure and are required to complete annual faculty development regarding assessment.

### **Principles**

In order for assessment tools to best support the learner and provide useful feedback to the instructor and the institute, assessment should;

- Be fair and inclusive
- Be timely and effective
- Include multiple assessment tools including both formative and summative feedback
- Be ongoing and varied and provide a variety of opportunities for learners to demonstrate competence
- Be valid, reliable and consistent
- Be clearly aligned with learning objectives for the course
- Clearly lays criteria for success
- Provide opportunities for self-assessment

### **Assessment tools**

The use of assessment tools should be diverse, inclusive, have well defined rubrics and should relate back to the learning objectives for the course. Assessment tools include quizzes, exams, presentations, oral reports, demonstration of skills and reflection pieces.

The use of well-developed rubrics will increase inter-rater reliability and enhance student understanding of development and goals to be achieved.



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### **Reporting**

- Mid-terms – formative assessment that must be completed for every student for every course.
- Final grades – final exams are usually cumulative/summative and grades must be submitted within 2 weeks of the final assessment.
- Students must have received feedback on all assessments leading into a final exam

### **Instructor guidelines**

- Learning objectives (LO) and assessment methods and criteria are clearly identified in syllabus and reviewed by Dean/Associate Dean of Education.
- Instructors must complete a *Learning Outcomes Assessment Matrix* for each course they are instructing and submit to the Dean/Associate Dean of Education at least 2 weeks prior to the first class
- Learning Objectives notify the student of the specific knowledge, skills and attitudes that are being assessed
- Learning Objectives can be demonstrated in an observable way and are not open to misinterpretation.
- Assessment methods are linked to the LOs and reviewed by the Dean/Associate Dean of Education prior to instruction
- Assessment includes both formative and summative for comprehensive assessment of student learning.
- No one assessment is worth more than 70% of course grade
- LO for each class is clearly articulated at the start of the class
- Changes to syllabus can be made up to 2 weeks prior to the start of class
- Feedback of assessment is provided within 2 weeks of submission date
- Faculty members must make themselves available for review of an assessment and suggestions for improvement
- Faculty must notify the relevant Associate Dean of any low-flagged students
- Assessment of participation – should be evidence based, should include peer and self assessment and can't count for more than 60% of the grade
- Grades policy –70% minimum is required for competence. A grade between 60-70% can allow remediation
- Multiple choice and T/F exams should not include a penalty for wrong answers
- Students should be told how they will be graded and be provided a grading rubric before an assessment of performance