

Implementation Opinions of the School of Architecture and Civil Engineering, Kunming University, on Further Standardizing Course Assessment

Course assessment is an important link in improving teaching quality, evaluating teaching effectiveness, and cultivating qualified talent. In order to better help students master the course content, implement the outcome-oriented engineering education philosophy, and promote standardized and orderly course assessment, the following opinions are put forward in accordance with the relevant regulations of the university's undergraduate education and teaching.

General Objective

Guided by Xi Jinping's Thought on Socialism with Chinese Characteristics for a New Era, and in accordance with the spirit of the 20th National Congress of the Communist Party of China, we will deeply implement the strategies of invigorating the country through science and education, strengthening the nation through talent, and driving development through innovation. We will fulfill the fundamental task of moral education, focus on student development, strengthen value guidance, a sense of mission, and ability development, further standardize course assessment and review processes, and cultivate high-quality talents who are politically steadfast, have solid fundamental knowledge, possess innovative spirit, and are capable of shouldering the responsibility of the great rejuvenation of the Chinese nation.

Basic Requirements

1. All theoretical courses in the undergraduate talent cultivation plan should be assessed. The assessment methods should be diversified, emphasizing the integration of theory and practice, and focusing on evaluating students' ability to apply the knowledge they have learned to solve practical problems, as well as their practical skills and innovation capabilities. Course assessments are divided into paper-based assessments and non-paper-based assessments. The college encourages the use of non-standardized forms of assessment.
2. The final course assessment grade is composed of the regular performance and the final assessment score. The regular performance should account for

no less than 30% of the total grade, and there should be at least three recorded assessments of regular performance. For courses worth 4 credits or more, a midterm exam score is required. The composition and weighting of the grades should be clearly stated in the "Teaching Plan and Assessment Methods," and after being reviewed by the course offering department, it should be announced to the students in the first class. No changes can be made thereafter.

3. In addition to the assessment content specified in the "Teaching Plan and Assessment Methods," all courses must submit at least one formative assessment during the course teaching period. Formative assessments will be implemented in accordance with the college's "Interim Measures for Formative Assessment of Student Learning."
4. Teachers should promptly collaborate with counselors when issues are identified during regular assessments and formative evaluations. They should regularly provide academic guidance and personalized tutoring for students, while also strengthening mental health education. For students with serious issues, they should be reported to the department, which should conduct targeted discussions and submit the conclusions of the discussions to the college's academic affairs office.
5. At the end of the semester, course instructors must upload all course assessment materials to the school's archive management system within the specified time frame, ensuring both quality and quantity, in accordance with the school's relevant requirements.

Work Responsibilities

1. Responsibilities of the College
 - a. Coordinate the reform of professional course assessments and strengthen guidance on course assessments.
 - b. Supervise and guide the basic teaching organizations and course leaders in fulfilling their responsibilities.
2. Responsibilities of Basic Teaching Organizations
 - a. Implement the relevant systems of the school and college, conduct discussions on course assessments, and propose improvement measures.
 - b. Supervise teachers to complete the archiving of various materials on time (the formative evaluation forms should be uploaded in the

"Other Materials" section), and ensure the standardization and accuracy of the course assessment archive materials.

- c. Review the assessment methods and content proposed by the course instructors and course leaders.
- d. Review the formative evaluation forms submitted by teachers and the self-correction materials for cases where the failure rate of exam papers is excessively high.

3. Responsibilities of the Course Leader

- a. The course leader must coordinate the development of the course syllabus, oversee the review of midterm and final assessments, and provide corrective suggestions for assessments that do not align with the course syllabus.
- b. Supervise the completion of the archiving of course assessment materials.

4. Responsibilities of the Course Instructor

- a. Ensure the quality and quantity of course assessments, and submit them for review by the course leader and the respective teaching department.
- b. Address any issues identified during the course midterm (including formative evaluations) in a timely manner through collaboration, counseling, and reporting.
- c. Prepare archiving materials in accordance with regulations and complete the archiving of assessment materials on time.

Handling Measures

If the basic organization fails to perform its duties as required, the number of awards or recognition for the organization in the annual evaluation will be reduced or canceled based on the level of unfinished tasks and their importance.

For courses with a failure rate of 30%-35% in exam paper scores, the course instructor and course leader must submit a written corrective action plan. For courses with a failure rate exceeding 35%, the teaching workload of the instructor for the following academic year will be reduced by 30%. For courses with a failure rate exceeding 60%, the instructor's teaching workload will be reduced by 50%, and the instructor will be disqualified from teaching that course.

For teachers who fail to archive assessment materials as required, a deduction of 1 hour of workload for the course will be imposed for each instance found.

Strictly prevent the uploading of blank or false assessment materials. Any actions that result in serious consequences for the college will be handled in accordance with the relevant school regulations.