

Statement of Assessment Philosophy

In support of NTC's mission to build a competitive workforce, NTC faculty measure student attainment of knowledge, skills and abilities to provide insights into opportunities for course and program improvements, as well as opportunities to improve the services that support student learning.

Assessment Goal

To use assessment as a conceptual framework to measure evidence of learning and to rapidly respond to the changing needs of the stakeholders including learners, employers and the community at large.

Definition of Assessment

The following is the definition of assessment to which NTC subscribes:

“Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.” Huba and Freed (2000). Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning. Allyn & Bacon: Needham Heights, MA.

The College has been on a continuous journey to build a “culture of evidence” by ensuring that faculty use a variety of both direct and indirect assessment tools to document that learning has occurred. This culture includes early and frequent feedback (formative) to students as well as evaluation of levels of mastery (summative). In upholding our commitment to the tenets of the Learning College, we believe that students will take responsibility for their learning and that their learning will be measured by successful completion of course competencies, program outcomes and core abilities.