

Evaluation of Student Performance RVC Administrative Procedure (4:20.050)

This procedure guides the College's commitment to an equitable evaluation process for students.

Purpose

The College must maintain a process for the awarding and recording of the evaluation of student learning.

Scope

This procedure applies to all students who are enrolled in credit-bearing programming.

Department and Primary Point of Contact Involved

Department: Academic Affairs and CTE/Workforce Development

Primary Point of Contact: VP of Academic Affairs/CAO and VP of CTE/Workforce Development

Definitions

Evaluation

The systematic process of judging the quality, value, or effectiveness of educational programs, teaching methods, and student learning outcomes

Grading

The application of standardized measurements to evaluate and benchmark a student's academic achievement, skill mastery, or coursework performance.

Instructor Syllabus

The instructor's comprehensive, written guide that outlines the academic expectations, policies, and learning objectives for a specific class.

Master Course Syllabus

A comprehensive, written guide that outlines the academic expectations, policies, and learning objectives for a specific course. The learning outcomes, content, and assessment standards included serves as a framework to ensure consistency across all sections, regardless of the instructor.

Student

Any learner enrolled in courses at RVC

Procedure

Evaluation is an essential part of the educational process. Evaluation measures learning progress and provides meaningful feedback. Grading provides a standardized way to relay student performance in the course.

Rock Valley College

The Master Course Syllabus serves as the official departmental framework for each academic course, establishing the standardized learning outcomes, core content, essential assessments, and minimum academic expectations that apply across all course sections. As the governing curricular document, it ensures consistency, academic integrity, and alignment with programmatic and institutional objectives regardless of the instructor assigned to teach the course.

All faculty members teaching a course are required to adhere to the requirements, expectations, and assessment structures outlined in the approved Master Course Syllabus. This standardized approach promotes equity, fairness, and consistency in the evaluation of student learning by ensuring that all students are assessed against the same core outcomes and academic standards.

While the Master Course Syllabus provides the foundational framework for course delivery, faculty retain professional autonomy in selecting instructional methods, pedagogical approaches, learning activities, supplemental materials, and classroom practices that best support student success. Such instructional flexibility must remain consistent with, and not supersede, the established objectives and requirements of the Master Course Syllabus. Instructor Syllabus

Compliance with the Master Course Syllabus is essential to maintaining curricular coherence, supporting accreditation and assessment processes, and ensuring that all students receive a comparable educational experience regardless of course section or instructor.

Grading is the sole responsibility of individual faculty and adjuncts. Faculty chairs and program directors confirm that the grading criteria for their programs meet any accreditation requirements if appropriate.

Final course grades are reflective of the effectiveness of educational programs, as assessments are aligned with specific activities that evaluate course and program outcomes. Course Completion Reports are created for each semester and are analyzed for purposes of continuous improvement.

Related Documents

2021-2026 Collective Bargaining Agreement between Illinois Community College District #511 and Rock Valley College Faculty Association Local 6211 IFT-AFT

Reference: AR 314

Implemented: April 8, 2014

Revised: July 17, 2026