

**CANADORE COLLEGE**  
**OPERATIONAL POLICY MANUAL**

**TITLE:** Assessment and Evaluation of Student Learning Policy

**EFFECTIVE DATE:** June 23, 2016

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## **1. SCOPE**

### **1.1 Authority**

This policy is issued under the authority of the President.

### **1.2 Application**

- 1.2.1. This policy applies to all courses where assessment and evaluation of student learning takes place.
- 1.2.2. This policy applies to all courses where learning outcomes are used to establish terminal expectations.
- 1.2.3. This policy does not apply to OntarioLearn courses hosted by another College.

## **2. PURPOSE AND PRINCIPLES**

### **2.1 Purpose**

To establish parameters governing the design, and implementation of course assessments and evaluations.

## **3. DEFINITIONS**

### **3.1 Assessment**

Assessment focuses on learning, teaching and outcomes. It provides information for improving learning and teaching. Assessment is an interactive process between students and professors that informs professors the extent to which students are reliably able to demonstrate the course learning outcomes.

### **3.2 Evaluation**

Evaluation focuses on grades and may reflect classroom components other than course content and skills mastery level. These components could include discussion, cooperation, attendance, and verbal ability.

### **3.3 Program Vocational Learning Outcome**

Program Vocational Learning Outcomes are statements that describe what learners will know and must be able to do when they graduate from a program. They describe capabilities that integrate knowledge, skills, and attitudes that are necessary and significant for college graduates to be effective in their vocational pursuits. They describe what students need to be able to do “out there” that we are responsible for “in here”. They are specific, measurable, observable and action-oriented and align with curriculum learning activities, resources and assessments.

### 3.4 Course Learning Outcome

A course learning outcome is a terminal statement that indicates what a student is reliably expected to demonstrate at the end of a course and upon which they are formally evaluated through grade allocation. It consists of an initial verb identifying HOW the student needs to demonstrate learning, WHAT needs to be demonstrated, and often a qualifier identifying UNDER WHICH CONDITIONS the learning should be demonstrated.

### 3.5 Section-Specific Information

This document, together with the course outline, documents the curriculum for a course. It is developed by the course section professor. It includes, among other things, the instructional plan, section-specific evaluation strategy and the course expectations. It is provided to students through the College's Learning Management System at the onset of each course section.

### 3.6 Dean

For the purpose of this procedure, reference to 'Dean' is understood to mean Dean or an academic administrator with program responsibilities.

## 4. **POLICY**

- 4.1 Program Vocational Learning Outcomes are assessed through a combination of assessments across multiple courses, thereby ensuring that students have multiple opportunities to demonstrate competence in the Program Vocational Learning Outcomes.
- 4.2 Course Outlines include Course Learning Outcomes, which form the basis for student assessment and evaluation within a course.
- 4.3 professors evaluate/assess students' work using written rubrics and/or marking schemes or other tools that identify and use criteria for evaluation that are congruent with the learning requirements established for the course, use criteria that reflect the course learning outcomes, and clearly specify the required standard for success.
- 4.4 Students are to have more than one opportunity to demonstrate their achievement of the required learning. Normally, several evaluation methods will be used and these are spaced at intervals that provide an opportunity to learn from ongoing feedback regarding progress.
- 4.5 Evaluation/assessment components are spaced at timely intervals during the course to provide students with prompt and constructive feedback about their progress and opportunities for additional learning prior to a subsequent evaluation.
- 4.6 Evaluation/assessment components are coordinated by professors within a program to ensure that overall student workload is manageable throughout the semester.
- 4.7 The weight assigned to each evaluation/assessment component reflects the relative importance of the course learning outcome(s) to which the component aligns as well as the effort required for that component.
- 4.8 No single component of a course evaluation/assessment counts for more than 40% of the final grade, unless approved by the Dean.
- 4.9 Attendance is not used as an evaluation/assessment component, unless there exists a corresponding course learning outcome.
- 4.10 At least twice during a term, the overall performance of full-time students in a program of study is formally reviewed by the Dean and faculty teaching in the program.
- 4.11 In keeping with outcomes-based evaluation, no bell-curving or norm-referencing occurs.

- 4.12 The overall achievement demonstrated by course evaluations/assessments is translated into a final grade as per College policy.
- 4.13 Completed evaluation/assessment items are retained in accordance with the College's Record Retention practice.

#### Communicating Expectations

- 4.14 The assessment and evaluation strategy is published in all Course Outlines.
- 4.15 Evaluation and assessment methods and instruments used to evaluate student performance within a course, such as projects, written tests, assignments, performance tests, and the linkage of each to the course learning outcomes are noted in the Section-Specific Information.
- 4.16 Peer evaluation is identified on the Course Outline, is limited to 10% of the course grade, and follows objective processes and criteria.
- 4.17 Where group assessment is used, the criteria for assessment are clearly communicated to the students in writing prior to commencing the group assignment.
- 4.18 Written rubrics and/or marking schemes are provided, with the assignment instructions, well in advance of the due date.
- 4.19 Expectations related to turnaround time for feedback to students on assessments/evaluations is shared through the Section-Specific Information document.
- 4.20 It is the students' responsibility to inform themselves of the assessment and evaluation parameters and to seek clarification if the parameters are not completely understood.
- 4.21 It is the students' responsibility to make themselves available for assessments and evaluations and to proactively seek consideration for unforeseen circumstances that might affect their availability.

#### Communication of Assessment Results

- 4.22 Ongoing evaluation/assessment results are formally documented and accessible to the student in the learning management system gradebook on a timely basis.
- 4.23 Confidentiality is maintained in the return and discussion of all evaluations/assessments.
- 4.24 Students have access to their marked evaluations/assessments on request, including final evaluations/assessment.
- 4.25 Explanation of the grade or marks assigned is provided by the professor on request of the student.

#### Special Consideration

- 4.26 Evaluations/assessments are designed in compliance with the Accessibility for Ontarians with Disabilities Act (AODA).
- 4.27 Requests for accommodation follow the College's *Requirements for Accommodation: Working Guidelines*, available from the Student Success Services department.
- 4.28 In the event of an interrupted scheduled evaluation/assessment, the Professor will determine how the interrupted evaluation will be addressed and advise the students.
- 4.29 Policy governing supplemental assessments are established at the program level and communicated with students through the Program Handbook.

#### Appealing Assessment Results

- 4.30 Students may challenge the results of an evaluation/assessment through the Student Concern Process, which is posted in the Student Handbook in the Learning Management System.
- 4.31 Students have the right to appeal a procedural error in regards to a final grade that impacts their academic standing or progression within a program. (See A1 Academic Appeal Policy).

## **5. ROLES AND RESPONSIBILITIES**

### **5.1 President**

The President is responsible for the overall management and operation of the College. The President ensures that the policy is implemented and that compliance is monitored.

### **Vice President, Academic**

The Vice President Academic is responsible for the effective implementation of this policy and is to resolve any disputes arising over policy interpretation.

## **6. EVALUATION**

This policy will be reviewed every three years.