



## Evaluation of Student Learning - Policy: A08 - 3

Revised/Reviewed: July 1, 2016 – VP Academic Office

### **I. Purpose**

The purpose of this policy is to establish the College's expectations regarding the student evaluation process, and a common understanding for all parties of the rules that guide the assessment, evaluation and examination process. The College aims to safeguard the integrity of the evaluation process, and to ensure fair and equitable treatment of students.

### **II. Scope**

This policy applies to evaluation of student performance in all College courses, including college Test Centres.

### **III. Definitions**

#### **i. Assessment**

Assessment is the systematic process of gathering information about student learning. It is ongoing and done routinely for the purpose of improving student learning and informing the effectiveness of instruction. It is often referred to as formative assessment.

*Authentic Assessment:* Authentic assessment is based on performances that correspond as closely as possible to real work experiences. It is integral to applied learning and the learning-centred paradigm.

#### **ii. Evaluation**

Evaluation is the formal measurement of student learning based on established criteria and curriculum standards. It may include, but is not limited to, an examination, a test, an assignment, or a project. It is often referred to as a summative assessment and contributes to grades that are awarded to students.

#### **iii. Deferred evaluation**

This refers to a formal arrangement, under this policy, to grant an extension for an evaluation not completed on the date and time as planned by the instructor.

#### **iv. Legitimate exceptional circumstances**

These include both conflicting responsibilities as well as unforeseen events which might prevent students from completing required assignments or examinations as planned. **Legitimate conflicting responsibilities** include, but may not be limited to: representing the College, the province, or the country in a competition or performance; serving in the Canadian military; religious observances or rites; working to support oneself or one's family; having responsibility for the care of a family member; or legal obligations (e.g. jury duty, witness, defendant). **Legitimate unforeseen events** include, but may not be limited to: illness or other personal challenges that arise during a term; personal or family tragedy; changes in the requirements of an on-going job; or extreme weather conditions.

#### **v. Student in good academic standing**

Unless the program has stipulated otherwise, a student who achieves a term grade point average as defined by Policy A08-5 Student Academic Standing and Progression, as well as any minimum grade requirements in particular course(s) within a program, is considered a student in good standing.

#### **vi. Supplemental examination**

Supplemental exams are a privilege extended to qualifying students, described in this policy, designed to assist in determining whether a student has achieved the academic standard required for a course through an additional evaluation.

### **IV. Policy**

#### **i. Educational Philosophy**

Assiniboine Community College's educational practice emphasizes the philosophy of learning by doing, combining theory with hands-on learning inside classrooms, labs, kitchens, shops, fields, and the College's sustainable greenhouse. Assessment is integral to learning; a variety of formative and summative assessments are utilized to facilitate the acquisition of learning outcomes and to clearly demonstrate the achievement of learning outcomes. The following describes the College's approach to evaluation:

- a. Formative assessments contribute to instruction and learning. Such assessments provide opportunities for practice, peer assessment, and self-assessment;
- b. Methods of evaluation are aligned with learning outcomes, instruction, and learning activities;
- c. Evaluations are fair, valid, and consistent;
- d. Evaluations provide evidence of the achievement of learning outcomes;
- e. A variety of methods are used in order to maintain student interest, encourage thinking, and allow choices which accommodate different learning styles;
- f. Evaluations are authentic in that they measure performances that are as close as possible to real-world experiences and applications;
- g. Evaluations facilitate student use and application of higher order thinking skills;
- h. Explicit, transparent guidelines regarding instructor expectations and marking criteria are provided to students.



## **ii. Evaluation Standards**

- a. Students will receive regular and timely feedback, early and throughout the semester.
- b. Student evaluation will be conducted in a fair and objective manner, according to pre-determined performance levels. There are no pre-established percentages of students earning particular grades.
- c. Student performance in a course shall normally be evaluated on more than one occasion.
- d. No single evaluation event, including tests, projects, and final examinations, shall have a value of greater than 40% of the course grade, with the following exceptions: one-credit courses; directed studies in cases where a single project constitutes the course requirements; clinical or practicum courses; apprenticeship courses; and courses in which specific evaluation practice is required by accreditation bodies. These exemptions will be reviewed and approved by the Dean, and published in the Calendar.
- e. Students shall have at least one evaluation, constituting part of the final grade, conducted early in the course; the student shall receive feedback in time for discussion with the instructor prior to the last day to withdraw from the course without academic penalty.
- f. Student final standing in a course will be determined by achievement throughout the term or level, taking into account evaluation measures such as tests and examinations, laboratory work, essays, reports and projects.
- g. Where students may be wholly or partially evaluated by individuals not in the employ of the college, e.g. work practicum courses and business project course(s), a member of the college staff will take ultimate responsibility for recording and reporting of grades, and responding to any questions with respect to these grades.
- h. All programs will provide students the opportunity to review their examination papers.

## **iii. Mechanisms for Evaluation**

### **a. Attendance**

Given that participation is essential for academic success, instructors may require attendance and punctuality. Attendance and participation marks may be a component of overall course grades and grade penalties may be applied, and will be communicated clearly to students through the course outline. Absence for any reason does not relieve the student of the responsibility for completing course work or assignments. Participation marks may not exceed 10% of the overall course evaluation and should be guided by a rubric.

Students sponsored by outside agencies will be subject to that agency's rules and regulations with regard to attendance and punctuality.

b. Examinations

i. *Weighting of mid-term and final examinations*

No single evaluation event in a course, including examinations, shall have a value of greater than 40% of the course grade. Approved exceptions are noted in Policy A08-4 Grading. These exemptions will be reviewed and approved by the Dean, and published in the Calendar.

ii. *Notification and Scheduling*

Students will be notified in a timely manner of examination schedules. Final examinations are scheduled to produce a conflict-free schedule for program students, and will be scheduled to make efficient use of the time and space resources available. Final examinations must be conducted during the scheduled examination period. The Dean must approve any planned exceptions to the examination schedule, with the exception of individual deferred evaluations.

iii. *Responsibilities for Examinations*

Program chairs/directors are responsible for scheduling final examinations, reviewing requests for deferred evaluations following consultation with the instructor, and for communicating decisions made.

Instructors shall make reasonable efforts to inform students of the date, time, duration and location of examinations and are responsible for invigilation.

All students must be available for final examinations for courses in which they are registered. Students are responsible for accessing published information about the final assessment date, time, duration and location. Students are responsible for familiarizing themselves with examination requirements and guidelines for the conduct of examinations. Students must notify their instructors or program chair/director in a timely manner if examination schedules include conflicts where courses they are registered in have final assessments scheduled at the same time.

iv. *Student Late Arrival to Examination*

Students who arrive one-half hour or more after an examination has started will not be allowed to write at that sitting and must meet with the instructor to determine appropriate action. Students sitting for an examination will not be allowed to leave the examination room until one-half hour after the start of the examination.

v. *Emergencies*

In the event of an emergency that occurs immediately prior to or during the examination time, the invigilator is responsible for initiating proper emergency procedures as published in the Calendar.

In the event of academic or other misconduct during an examination, the invigilator is responsible for initiating proper procedures as per Policy A02 - Student Conduct, Behaviour and Discipline.

c. Deferred Evaluation

The College is committed to supporting student success. The College recognizes that students may face exceptional circumstances during the term that can prevent them from completing an evaluation(s) as scheduled, including final examinations. In those circumstances, students in good academic standing can request an extension to complete the missed evaluation(s), including a final examination. This process is termed a “deferred evaluation”.

Deferred evaluation is different than formal academic accommodation for students with disabilities, who may apply for academic accommodation using Policy A03 – Academic Accommodations.

i. *Student Responsibilities*

Students who know they will be unable to meet established deadlines, tests, or examination dates due to legitimate exceptional circumstances are responsible for making alternative arrangements with their instructors prior to the deadline. Students with conflicting responsibilities have a duty to arrange their course schedules so as to avoid as much as possible any conflicts with course requirements. Students with such responsibilities are also required to discuss their issues with their instructor(s) at the start of each term, or as soon as a conflicting responsibility arises. Notification should be given at least five days in advance in order that alternative arrangements can be made, which may involve the Test Centre.

Students who, because of unforeseen legitimate exceptional circumstances, are absent and unable to meet established deadlines, tests, or examination dates should normally discuss with their instructors how they can make up for missed work, according to the guidelines provided in the course outline.

In the case of final examinations, students who are unable to write final examinations because legitimate exceptional circumstances must notify the program chair prior to or on the day of the exam. This notification must be followed by documentation support within seven days of the examination.

ii. *Conditions for Approval of Deferred Evaluations*

Instructors may not be able to comply with all such requests especially if the academic standards, student safety, or integrity of the course or program could be compromised. Particularly in cases where provincial, national, or professional qualifying exams are involved, alternative arrangements may not be possible.

In response to requests for deferred evaluation, documentation to support any of the eligibility criteria of legitimate exceptional circumstances may be required of students. Students may also be asked to formulate and follow a learning success plan, taking the student’s personal circumstances into account. Instructors and program chairs are to exercise discretion when requiring documentation, particularly when the assessment in question constitutes a small proportion of the course grade, or when alternative means for carrying out the assessment are available.



Approval of deferred evaluations, including final examinations, may be granted by the instructor with permission from the program chair/director, given legitimate reasons as described in this policy.

Once agreed upon, failure to complete the assignment or examination on time will result in a failing grade for that course component.

*iii. Use of Incomplete Grade (INC) and Alternative Evaluation*

As per Policy A08-4 Grading, an incomplete grade will only be awarded where extraordinary circumstances have impeded a student's capacity to complete course requirements by course end date. A grade of INC should only be awarded when a student can reasonably be expected to complete all course requirements within a 30 day extension after the official course end date.

In cases where an INC course grade is warranted, it is the student's responsibility to petition the Registrar's Office for the extension, with the signed approval of the instructor. Once the student has satisfactorily met the course requirements within the approved extension time period, the instructor will use the Mark Adjustment Form to submit the revised final grade to the Registrar's Office. If the Registrar's Office has not received an adjusted mark by the deadline, an F or NP will be automatically recorded.

In extenuating circumstances, the final mark may be determined by an alternative assessment of student progress throughout the course. Approval by the Dean is required.

**d. Supplemental Examinations**

In courses where supplemental privileges are allowed, students who receive a failing grade in a course may write a supplemental examination in accordance with the following guidelines:

- i.* It is the instructor's responsibility to determine if supplemental privileges will be permitted in a course. Course outlines will stipulate whether or not supplemental privileges are permitted in a course. Where multiple sections of the same course are offered, the granting of supplemental privileges will be the same for all sections. If instructors are unable to agree on the granting of supplemental privileges in a course with multiple sections, this decision will be referred to the Dean/Director(s) of the school(s) offering the course.
- ii.* Supplemental examinations will be comprehensive examinations covering the entire course, and the mark received will be the only mark considered when determining the supplemental mark; i.e. no other marks received for previous course work will be combined with the supplemental mark.
- iii.* Only one supplemental examination will be permitted in a course unless the Dean authorizes a second on medical or compassionate grounds.
- iv.* In courses where supplemental privileges are allowed, students must have an overall GPA of 1.5 to receive supplemental privileges in a failed course. In courses where supplemental privileges are allowed, students will be granted supplemental privileges if

they fail a course(s) during the first half of the first term in which they are registered at the college (i.e. before they have attained a grade point average).

- v. Except in cases where the writing of supplemental examinations must adhere to provincial and/or national regulations, an application for supplemental privileges must be made within four normal student class days of the course end date.
- vi. Students granted supplemental privileges will be assessed a non-refundable supplemental examination fee.
- vii. The time and location for the writing of a supplemental will be arranged by the instructor.
- viii. Students who fail supplemental examinations will have to re-take the failed course in order to obtain credit for that course.
- ix. All supplemental exams will be graded and that grade will be recorded on the student transcript with an S preceding the supplemental grade.
- x. Students writing supplemental examinations in a course that is a prerequisite for course(s) in the next term will be allowed to proceed on a probationary basis with course(s) or practical work until the results of the supplemental examination(s) are known. If the supplemental is failed, students will be required to withdraw from the subsequent course(s) and will receive a full refund of all course fees.
- xi. It is the responsibility of the student to ensure that they are aware of all rules and regulations governing supplemental examinations.
- xii. Application for supplemental examinations must be made on the approved "Application for Supplemental Examination" form available on the Registrar's Office website.

e. Requirements for Retention of Examinations and Major Assignments

The purpose of records retention guidelines for examinations and major assignments is to provide transparent support for student evaluation and for potential student appeals.

For those courses with final examinations, all final examination papers and a signed examination attendance roster generated from the student registration system will be kept by instructors for a minimum of one term or level of the program. Major tests not returned to students will be retained a minimum of one term after the test. In the event of any challenge or academic complaint, all relevant examination results and term assignments will be retained until the complaint is resolved.

When the designated retention period has passed, these examination records will be disposed following College guidelines, as per Policy G12 - Records Storage and Retrieval.

## V. Policy Authority

The Vice President Academic is responsible for the overall management of the policy.

The Registrar is accountable for the annual production of the Calendar, and managing academic archives. The Calendar will include emergency procedures that occur during examinations.

The Dean is accountable for ensuring academic policy objectives are met, including evaluation of student learning. Deans may delegate responsibility for approving course outlines, including evaluation practices, to program chairs.

Questions regarding interpretation of this policy should be directed to:

Office of the Vice-President Academic  
1430 Victoria Ave. East  
Brandon, MB R7A 2A9  
Phone: 204.725.8700 / 800.862.6307  
Email: [VPAcademic@assiniboine.net](mailto:VPAcademic@assiniboine.net)

## VI. Appeals

Students who feel that requests for consideration have not been dealt with fairly by their instructors or program chairs may take their concerns to their Dean.

Students may appeal a decision made using this policy by following the steps outlined in Policy A01 - Academic and Disciplinary Appeals.

## VII. Policy History


Policy Change Date	Details
Approved: June 27, 2016	Replaces: Policy A08 Student Evaluation and Progression; Policy A05 Attendance and Punctuality. Effective July 1, 2017.



## VIII. Related Policies

Academic and Disciplinary Appeals (A01)  
Student Conduct, Behaviour and Discipline (A02)  
Academic Accommodations (A03)  
Student Concerns and Complaints (A04)  
Prior Learning Assessment and Recognition (A06)  
Credit for Previous Education (A07)  
Academic Responsibilities (A08-1)  
Academic Standards (A08-2)  
Grades (A08-4)  
Student Academic Standing and Progression (A08-5)  
Graduation (A08-6)  
Co-operative Education (A12)  
Handling of Student Information and Student Records (A22)  
Accreditation of Training Offered in Partnership with Other Agencies (A24)  
Student Honesty and Integrity (A25)

July 15/16  
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Date

  
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President