

EVALUATION OF STUDENT LEARNING PROCEDURE

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Version: V9

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PROCEDURE STATEMENT:

This procedure describes a coordinated and consistent institutional approach to the evaluation of student learning.

SCOPE:

This procedure applies to all full and part-time employees involved in the scheduling, design, delivery, and documenting of student learning and achievement. This procedure applies to all course delivery, independent of the delivery strategy (i.e., hybrid, on-line, full-time or part-time.)

RESPONSIBILITIES:

Student

- Be aware of the evaluation scheme on the course outline and how it is realized on the Instructional Plan. Seek clarification and Accommodations as necessary.
- Adhere to the established timelines.
- Request clarification from faculty as needed.
- Retain and provide, in the event of an Appeal, all relevant work that has been returned.

PROCEDURE ELABORATION:

Evaluation Scheme

1. The Program Team will review and approve the evaluation scheme on the course outline annually.
 - a. Faculty will review the course outline evaluation scheme on an annual basis during the Annual Program Reflections (APR) and suggest any needed adjustment so that an appropriate evaluation scheme is in place.
 - i. Faculty will review college policies and procedures related to evaluation and the Student Program Handbook and ensure all evaluation practices are in alignment.
 - ii. Faculty will develop evaluation components as per the course outline and program outcomes.

- iii. Faculty will evaluate associated Essential Employability Skills within the evaluation components.
- b. The Academic Manager (e.g., Chair, Program Manager) will ensure program teams coordinate their instructional plans so that evaluation components are scheduled in a timely manner.
 - i. The Academic Manager will review and approve any changes to the scheduling of evaluations once the semester commences, e.g., removal or addition of a component.
- c. The Executive Dean/Dean will review and approve any exceptions to the Evaluation of Student Learning Policy, e.g., a single component weighted at more than 40% or a must-pass rider on any evaluation component.

Communication

- 2. Faculty will complete the 'essential elements' on eConestoga.
 - a. Faculty will create and post a complete instructional plan prior to the start of each semester and keep it available all semester.
 - i. Any changes to the dates of evaluation components must take into consideration the impact on each student, be discussed with the student group and then approved by the Academic Manager.
 - ii. Note, date, and communicate any approved revisions.
 - b. Prior to the start of the semester, faculty will load the instructional plan to eConestoga.
 - c. Upload all available evaluation materials (e.g., assignment description, rubric, exam information) on the college LMS (eConestoga) at the start of the semester. In consideration of accessibility needs, upload any newly created evaluation materials well in advance of the due date.
- 3. In the first week of each semester, faculty will review the instructional plan with students providing clarification as needed.
- 4. Faculty will advise students as to the Supplemental criteria.
 - a. Faculty will inform them that the Supplemental opportunity occurs after the final mark is posted, is time-sensitive, and may not be available for all courses.
- 5. Faculty will review guidelines, instructions, and a rubric or marking scheme in advance of due dates so that standards and criteria are communicated to students as they prepare for each evaluation component.

Evaluation

- 6. Faculty will design evaluation components using the principles of Universal Design for Learning (UDL) and in compliance with the Accessibility for Ontarians with Disabilities Act (AODA).
 - a. Note: The method of evaluation for college courses may not align fully with the Universal Design for Learning (UDL) framework. Rationale for this approach includes the required level of learning, the need for students to have memorized the items for subsequent recall, the expectations of the accrediting body in terms of knowledge display, and public safety

7. Faculty will evaluate student work promptly, fairly, and consistently.
 - a. Faculty will identify challenges to validity and reliability after the use of each evaluation component and revise prior to the next course offering.
 - b. Faculty will provide constructive formative and summative feedback.
 - c. Faculty will:
 - i. maintain confidentiality when returning or discussing evaluations.
 - ii. provide students with an opportunity to review and discuss their evaluated materials
 - iii. be accessible and available to students for discussions regarding evaluation components and results. Provide an explanation of the grade assigned upon request.
 - iv. respond to student concerns promptly.
 - v. post marks for each component on eConestoga as soon as the mark is available.
8. As required, faculty will provide accommodations and book tests with Accessibility Services using the Test Booking System.
 - a. Faculty will ensure a suitable environment for test and exam writing.
9. Following any unexpected events, faculty will determine how the interrupted evaluation will be addressed and communicate this process on eConestoga to the students and to the Academic Manager.

Final Grades

10. Faculty will submit the final grade to the Employee Portal within 3 working days of the course end or final assessment.
 - a. Faculty will consult with Academic Manager prior to any delays.
 - b. Where an Incomplete (I) has been assigned, faculty will:
 - i. Inform the Academic manager.
 - ii. Submit the Incomplete Form to the Registrar's office.
 - iii. Submit a mark Change Form, within the required time frame, as soon as the grade becomes available.
11. The Academic Manager will review and approve final grades.
 - a. The Academic Manager will consult with the faculty member prior to changing the final grade of any student barring exceptional circumstances.
 - i. In such circumstances, the academic manager will inform the faculty member of the occurrence.

Document Retention

12. Where a graded assignment is in the custody of faculty, it should be kept for 1 year after the end of a semester and then destroyed.
13. If the graded assignment has been uploaded to eConestoga then faculty can destroy any other copy immediately.

DEFINITIONS:**Course Learning Outcomes**

Terminal statements that indicate what a student is reliably expected to demonstrate at the end of a course and upon which they are formally evaluated through grade allocation.

Course Outline

An official, approved document outlining the course and unit learning outcomes, required resources and the evaluation components for the course.

eConestoga

The learning management system that Conestoga uses to deliver online and hybrid courses, and enhance face-to-face courses. It makes content and activities available online and allows us to provide these in alternate formats to meet AODA requirements. It also provides assessment options and tracks grades. It is powered by Brightspace (Desire2Learn).

Digital Learning Resources

Digital learning resources are materials provided on the internal learning management system and / or accompany purchased resources.

Evaluation

Summative activities that assess student achievement of course learning outcomes after learning opportunities are provided. These activities provide evidence of the degree to which the student has met the learning outcomes. These include, but are not limited to, demonstrations, exams, projects, tests, and quizzes.

Faculty

Individuals responsible for the teaching and learning process. They provide learning opportunities related to the course and program learning outcomes and are responsible for the evaluation of student learning of the outcomes. Faculty contribute to both course and program plans.

Feedback

Constructive formative information provided to students to support continued learning and improve performance. Constructive summative information explaining achievement of the course learning outcome(s).

Instructional Plan

A structured plan based on a college-wide template that ensures that dates for learning opportunities and evaluations are clearly communicated to students and other stakeholders as well as providing course-related information and practices.

Program Learning Outcomes

Terminal statements that indicate what a student is reliably expected to demonstrate at the end of a program.

Program/Student Handbook

A document produced by the program team and published on the Conestoga website that sets out expectations, rules, and regulations for the program.

Supplemental Evaluation

An evaluation provided to a student who meets the supplemental eligibility criteria to clear an academic deficiency.

REFERENCES:

Academic Standing and Promotion Requirements Procedure
Academic Dispute Resolution and Appeal Policy
Academic Dispute Resolution and Appeal Procedure
Clearance of Academic Deficiency Policy Clearance of Academic Deficiency Procedure
Course Delivery Procedure
Evaluation of Student Learning Policy
Grading Procedure
Post-Secondary Quality Education Assessment Board

REVISION LOG:

February 24, 2014	Academic Forum - Approved
April 9, 2014	Policy and Procedure Committee – Approved
April 16, 2014	Academic Coordinating Committee – Approved
February 27, 2015	Academic Forum – Minor Changes Approved
September 1, 2017	Academic Forum – Minor Changes Approved
January 21, 2019	Minor revisions
January 12, 2022	Academic Forum
January 19, 2022	Academic Coordinating Committee
May 11, 2022	Academic Forum
May 25, 2022	Academic Coordination Committee
June 28, 2023	Academic Forum
August 18, 2023	Academic Coordination Committee