



Evaluation of Student Learning Policy AC-006

Version	Version Date (MM/DD/YYYY)	Review Date (MM/DD/YYYY)	Description of Changes
02	April 26, 2023	April 26, 2026	Second Edition Updated link to Academic Reg; removed “as in the case of Covid-19 pandemic”. Small tweak to 1.3 to remove content that should be covered in other policy. Deletion of 50% pass grade statement and exceptions to avoid confusion and listing – Program and Course Outlines indicate what passing grade is.

Dean, Liberal Arts and Academic Quality	Anne-Liisa Longmore	
Policy Holder	Print Name	Date: May 15, 2023

Academic Council	
Advising Body	Date Consulted: May 11, 2023

Vice President, Academic	Yael Katz	Signature: 
Approver	Print Name	Date: May 15, 2023

Purpose

Evaluation is the means by which the college measures the success of students in meeting the learning outcomes of courses, and by extension programs. This policy was created to ensure transparency and timeliness in the assessment of student performance, and to ensure that evaluation of student work at

Georgian College adheres to the standards laid out by the Ontario Colleges Quality Assurance Service (OCQAS) and by the Postsecondary Education Quality Assessment Board (PEQAB).

Scope

The policy applies to all Georgian College credit courses.

Definitions

Word/Term	Definition
<i>Assessment – Formative</i>	<i>Formal and informal assessments conducted by faculty throughout the learning process in order to monitor student progress, and to modify teaching and learning activities to improve student success.</i>
<i>Assessment – Summative</i>	<i>Assessments used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.</i>
<i>Course Learning Outcomes (CLOs)</i>	<i>Clear statements that define and clarify the level and quality of performance required by students in a specific course. Learning Outcomes must be specific, attainable, measurable, and learner-centered, and they should identify the knowledge and skills that students are able to demonstrate by the end of a course or program. CLOs are developed from Program Learning Outcomes and appear on course outlines.</i>
<i>Ontario Colleges Quality Assurance Service (OCQAS)</i>	<i>Body established to provide efficient tools that ensure specific quality and consistency standards are met by the Colleges of Applied Arts and Technology (CAAT) in Ontario. The OCQAS is responsible for ensuring quality at both the program level through the Credential Validation Service (CVS), as well as at the institutional level through the College Quality Assurance Audit Process (CQAAP).</i>
<i>Postsecondary Education Quality Assessment Board (PEQAB)</i>	<i>Makes recommendations to the Minister of Training, Colleges, and Universities (MTCU) on applications for ministerial consent under the terms of the Post-secondary Education Choice and Excellence Act, 2000. All degrees offered at the college must meet PEQAB standards and benchmarks.</i>

<p><i>Program Renewal</i></p>	<p><i>A comprehensive, cyclical program quality review process, typically conducted every five years. At Georgian College, this includes the Five-year Program Renewal for diplomas and certificates, and the Ministry Consent Renewal for degrees.</i></p>
<p><i>Student Information System (SIS)</i></p>	<p><i>Computer software used by the college to house admission, registration, and graduation records of all students.</i></p>

Responsibility

The **Vice President, Academic** is responsible for ensuring that this policy is fully implemented.

Faculty are responsible for

- reviewing the evaluation component on relevant course outlines as part of the annual Program Quality Review and Program Renewal, and recommending adjustments where necessary;
- determining and designing appropriate student assessments for courses based on the Course Learning Outcomes (CLOs) on the official course outline;
- collaborating with other faculty teaching the same course to ensure consistency in meeting the learning outcomes across sections;
- ensuring consistency in rigour of evaluation across multiple sections of the same course;
- specifying the types and schedule of evaluation within the course syllabus;
- responding appropriately to documented student accommodation requests;
- ensuring an appropriate test environment during tests and exams;
- objectively grading student work based on a clearly articulated grading scheme or rubric;
- returning graded work promptly in order to provide constructive feedback and the opportunity for students to progress throughout the semester;
- retaining unreturned work for a period of one year from the conclusion of the semester; and
- communicating with students at the initial stages of the academic appeals process, according to [Academic Regulation 9.2 Academic appeal process](#).

Program or College-wide Coordinators are responsible for

- participating in the academic appeals process where necessary, according to [Academic Regulation 9.2 Academic appeal process](#).

The ***Dean** of the academic area is responsible for

- reviewing the evaluation component on course outlines, as part of annual Program Quality Review and Program Renewal; and
- managing the academic appeals process between the student and the academic area, according to [Academic Regulation 9.2 Academic appeal process](#).
- ***Note:** The Dean may delegate responsibility to the Associate Dean as appropriate.

The **Registrar** is responsible for

- managing steps of the academic appeals process between the student and the Office of the Registrar, according to [Academic Regulation 9.2 Academic appeal process](#).

Policy

- 1.1 Evaluation of student learning is designed to assess the capabilities of program graduates consistent with the established Program Learning Outcomes (PLOs).
- 1.2 Faculty may use formative and/or summative evaluation methods that directly measure Course Learning Outcomes (CLOs) that are mapped to PLOs. Students are typically given more than one opportunity to demonstrate their achievement of the required learning. In most cases, faculty will use several methods of evaluation, spaced at appropriate intervals throughout the semester, the feedback from which will facilitate student progress and success.
- 1.3 Faculty shall make available to students a copy of the course outline and course syllabus which define the specifics of evaluation. The course outline clearly states the CLOs and categories of evaluation (e.g., assignments, tests, projects). The course syllabus indicates the specific evaluation methods and their weighting, the connection between the evaluation and the CLOs, and the approximate timing of all graded activity.
- 1.4 Typically, a minimum of 30% of the total course evaluation must be graded and returned to students by the midpoint of the course (e.g., for 14-week courses, by week 7), so that students are aware of their progress to date.
- 1.5 Typically, faculty will provide a minimum of two evaluation categories and three evaluation opportunities per course. The weighting in any one category should not exceed 70% of the final grade. Typically, no one instance of evaluation should exceed 40% of the overall course grade. In the case of cumulative final examination, the weighting should be no less than 25% of the total grade. Evaluation categories may include but are not limited to those outlined in Appendix A: Course Evaluation Categories.
- 1.6 No marks will be assigned for attendance.
- 1.7 Academic courses typically have a numeric grade mode, while experiential learning courses use pass/fail. If successful completion of a course is dependent on meeting a specific requirement, the course will be evaluated by means of a pass/fail (e.g., 90% requirement on a safety test in order to pass the course). Refer to the official program and course outlines for specific details regarding minimum pass grades for individual courses, for program progression, and for graduation.
- 1.8 For each assessment, faculty will provide outlines detailing the work to be submitted and how it is to be graded (marking scheme or rubric). The course syllabus and assessment outline, where appropriate, will include a list of the course learning outcomes being assessed.

- 1.9 Tests and examinations are conducted in class or online and must be conducted in adherence with [Academic Regulation 10: Tests and Examinations](#).
- 1.10 Faculty will typically return graded student work within 10 working days of submission for evaluation. Any assignments, exams, tests, project work, etc., that are not picked up are kept by the faculty for one year from the end date of the course.
- 1.11 Final grades must be entered into the SIS by the End-of-term Grade Submission Deadline, usually the Wednesday following the last week of term. In situations where a student's grade is unresolved by the semester's end, the mark is left blank if resolution will occur within one month, or if not, entered as "incomplete" in the system (Refer to 2.3). Note: If the course is a pre-requisite for a course in the subsequent term, a final passing grade must be entered prior to the last day of Add/Drop or the student will not be allowed to continue in the subsequent course.
- 1.12 Final grades are entered by the faculty responsible for the course.
- 1.13 Students have the right to request a review of a grade, and appeal a grade on an assignment, test, examination, or practical experience, or a missing or incorrect assessment information on a grade report and/or transcript (refer to [Academic Regulation 9.2 Academic appeals process](#)).
- 1.14 The evaluation component of each course outline shall be reviewed on an annual basis, as part of the Annual Program Assessment, and approximately every five years as part of the formal Five-year Program Renewal process or Ministry Consent Renewal process (refer to [Policy AC-004: Program Renewal](#)). This is to ensure continual reflection upon the appropriateness of the evaluation breakdown for the course, its context within the program, and its consistency with the Program Learning Outcomes.
- 1.15 In exceptional circumstances, it may be necessary for faculty to diverge from the evaluation breakdown on the official course outline in order to facilitate student completion of a course. In these cases, faculty make any modifications to the course syllabus with the approval of their Academic Dean and provide the revised syllabus to students. All efforts will be made to ensure that students satisfy a minimum of 80% of the course learning outcomes.

Procedures

Evaluation of Student Learning

- 2.1 Evaluation methods and weightings are determined by the faculty teams in the academic area, approved by the Dean, and documented on the official course outline. The Office of Academic Quality and the Centre for Teaching and Learning are available to support where necessary.
- 2.2 Assessments should be developed by faculty. The Centre for Teaching and Learning is available to support where necessary.
- 2.3 Incomplete grades are handled in one of the following ways:
 - 2.3.1 Where a student has an incomplete grade that will be resolved by the end of the first month in the following semester, faculty should leave the grade blank, and enter it upon resolution. Note: If the course is a pre-requisite for a course in the subsequent term, a final passing grade must be entered prior to the last day of Add/Drop or the student will not be allowed to continue in the subsequent course.
 - 2.3.2 If the incomplete status will continue further into the next semester, faculty must enter an Incomplete Grade (IN) Designation in the Student Information System and establish a completion contract with the student to be resolved by that semester's end (refer to [Academic Regulation 5.1.3 Incomplete grade designation](#), for the complete academic regulation and process regarding student completion contracts).
- 2.4 Refer to Georgian College's [Academic Regulation 9: Appeals](#) for the complete academic appeals regulation and process.
- 2.4 Refer to Georgian College's [Academic Regulation 10: Tests and Examinations](#) for the complete regulation and process regarding tests and examinations.

Related Materials

Freedom of Information and Privacy Act
College Quality Assurance Audit Process (CQAAP)
Standards PEQAB Handbook for Ontario Colleges
[Academic Regulations](#)
[Policy AC-004: Program Renewal](#)
[Policy AC-007: Course Outline](#)