



EVALUATION OF STUDENT LEARNING POLICY

Approved by: Academic Coordinating Committee Authorizer:

Vice President, Academic Administration & Human Resources

Reference Code: ACA15 V6

Effective Date: 4/16/2014

POLICY STATEMENT:

Conestoga recognizes that consistent, fair and timely evaluation of student learning is an integral aspect of good pedagogy, is crucial to the academic process, and contributes to students having a positive attitude towards learning. Evaluation measures student learning of the course and program learning outcomes after appropriate learning opportunities have been provided. The evaluation of student learning takes into account the needs of the student, the faculty member, and relevant stakeholders, such as the Registrar's Office, the Ministry of Training, Colleges, and Universities, and external regulating bodies as appropriate.

SCOPE:

This policy applies to all course delivery, independent of the delivery strategy, i.e. hybrid, on-line, full-time or part-time. It provides a coordinated and consistent institutional approach to the evaluation of student learning.

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.

Digital Learning Resources

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

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).

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.

POLICY ELABORATION:

- 1.0 The evaluation of student learning aligns with the course learning outcomes and the learning opportunities supplied. In keeping with outcomes-based evaluation, no bell-curve or norm-referencing occurs. Attendance is not used as an evaluation component.
- 2.0 The evaluation of student learning uses valid and reliable measures.
- 3.0 The weight assigned to each evaluation component must reflect the relative importance of the course learning outcome(s) to which the component aligns as well as the effort required for that component. No component can be weighted at more than 40% and the use of digital resources purchased for assessment reasons should not exceed more than 15% of the overall scheme within that program. No evaluation component can be a must-pass. Any peer evaluation must be identified on the course outline, be limited to 10% of the course grade, and follow objective processes and criteria.
- 4.0 Evaluation components must be 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.
- 5.0 The specific components for the evaluation of student learning outcomes are published in

the course outline and followed in the instructional plan. The evaluation methods contribute to ensuring appropriate standards are set for demonstration of the course and program learning outcomes.

- 6.0 The Essential Elements in eConestoga are provided to ensure student access to necessary information and materials. A schedule of dates listing each evaluation component will be part of the instructional plan available on eConestoga prior to the start of the semester.
- 7.0 Evaluations must be designed in compliance with the Accessibility for Ontarians with Disabilities Act (AODA). Any requested accommodations must be met and the Test Booking system used as required.
- 8.0 Faculty must evaluate student work fairly and consistently using written rubrics and/or marking schemes. These schemes use criteria aligned to the course learning outcomes and clearly specify the required standard for success. These are provided, with the assignment instructions, well in advance of the due date.
- 9.0 Confidentiality must be maintained in the return and discussion of all evaluations.
- 10.0 Students must have access to their marked evaluations on request.
- 11.0 Explanation of the grade or marks assigned must be available on request.
- 12.0 Completed evaluation items must be retained until after the date for student appeals. Some programs with external accreditation may require a longer retention period.
- 13.0 In the event of an interrupted evaluation, the faculty member will determine how the interrupted evaluation will be addressed and advise the students and the Academic Manager.
- 14.0 Students must be informed of the processes for academic appeals and supplemental assessments.
- 15.0 This policy does not apply to OntarioLearn courses hosted by another College.

REFERENCES:

Academic Dispute Resolution and Appeal Policy
Clearance of Academic Deficiency 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
May 17, 2017	Academic Forum – Minor Changes Approved
January 21, 2019	Minor revisions