



### EVALUATION POLICY

<b>Policy Name:</b> Evaluation Policy	<b>Responsible Owner:</b> Vice-President, Academic and Provost	<b>Created:</b> 2006 January
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#### PURPOSE

This policy determines any provisions or restrictions that govern how students are evaluated in credit courses and programs, including the setting and organizing of assignments, tests, examinations and other types of formal evaluation of student performance at Douglas College.

#### SCOPE

- Faculty
- Students
- Responsible Administrators (Deans/Associate Deans/Directors)
- Education Council

#### DEFINITIONS

**Evaluation:** an evaluation is any assessment of a student’s performance in a credit or non-credit course that will count towards the final grade achieved by the student in that course.

#### POLICY STATEMENTS

**Evaluation** of student performance is established by faculty members within parameters specified in a course curriculum guideline (See: Curriculum Development and Approval Policy). Curriculum guidelines are approved by Education Council. Douglas College recognizes the need for **evaluation** of student performance to adhere to College-wide standards to ensure fairness and consistency in good practice. This policy delineates those cross-College standards.

**INSTRUCTOR COURSE OUTLINE**

Instructors will provide for each course or section an *Instructor Course Outline* document that outlines, among other information, how a student's performance will be evaluated and any specific criteria regarding how student work will be treated for **evaluation** purposes; examples include penalties for missed work and extra credit opportunities.

In no case may an *Instructor Course Outline* contravene this Policy or the course curriculum guideline.

**A. The Instructor Course Outline must include:**

1. Instructor's name, office number, e-mail address, and office hours
2. Course title, section(s), campus, semester and course prerequisites
3. General description of the course, its topics, scope, methodological approach, etc., as well as required and/or recommended texts and/or materials
4. Instructor's guideline statements relating to
  - a. Late assignment penalties
  - b. Missed tests/make-up tests or assignments
  - c. Academic integrity (see *Academic Integrity* policy)
  - d. Attendance
  - e. Course- or section-specific competency standards
5. Value and number of all assessments/**evaluations**, such as exams, tests, essays, labs, class participation, etc., expressed as a percentage of the final grade
6. Minimum grade required to pass the course if this is at variance with standard College grading policy, or other exit requirement, where applicable, in accordance with an approved curriculum guideline
7. Course-specific requirements, such as that students "must complete every assignment in order to receive a passing final grade," "must write one in-class assignment," "must pass both theory and lab components in order to pass this course," etc., in accordance with an approved curriculum guideline
8. If necessary, a statement indicating that the means or values of assessments/**evaluations** are subject to change during the semester
9. Information on the College *Academic Integrity* policy

**NUMBER AND TIMING OF EVALUATIONS**

All **evaluations** must adhere to the following College-wide conditions:

1. The final grade awarded to each student shall consist of at least three separate assessments. These could be any combination of tests, examinations, or assignments, and may include class participation and attendance if these are included in the *Instructor Course Outline* and allowed-for the course curriculum guideline.  
*[Note: students who enroll in Co-operative Education programs or in courses that include a practicum, preceptorship, or field experience must accept that evaluations may be based on assessments carried out, in part, by persons who are not instructors at the College.]*
2. No single assessment will be weighted at more than 40% of the final course grade, except in exceptional circumstances and with the agreement of the student, the course instructor, and a responsible administrator.
3. **Evaluations** should be spaced in such a way that they provide students with the earliest possible indication of their achievement. At a minimum, students have the right to receive from an instructor their scores on at least one performance-based assessment prior to the mid-term date as published by the College. The purpose of this assessment is to give students a rational basis on which to determine whether they should redouble their study efforts, carry on as before, or withdraw from the course.

4. Where instructors provide opportunities for students to make up missed coursework, this make-up work cannot contravene the limitations identified in items (1) and (2) immediately above.

#### **CLASS ATTENDANCE AND PARTICIPATION**

Instructors may use a student's record of attendance and/or level of active participation in a course as part of the student's graded performance. Where this occurs, expectations and grade calculations regarding class attendance and participation must be clearly defined in the *Instructor Course Outline* and allowed for in the course curriculum guideline.

#### **FIELD SCHOOL READINESS**

Students who are enrolled in courses offered as part of an International Field School must demonstrate sufficient readiness to succeed in the program prior to departure on the field experience. Prior to departure, students must attend all classes and complete all required assignments or activities to a satisfactory level as determined by the course instructor and as outlined in the *Instructor Course Outline*. Any dispute over whether the student has met the required standard prior to departure will be arbitrated by the Responsible Administrator responsible for the program or a Responsible Administrator's designate.

#### **SUBMITTING COURSEWORK**

The *Instructor Course Outline* should specify how students should submit coursework, along with an explanation of submission timelines. Students are responsible for ensuring that their work is delivered as specified by instructors. Where students hand in assignments to someone other than the instructor, they should obtain a proof of receipt. Where students submit assignments electronically, they should retain proof of sending. Students are strongly advised to retain copies of their assignments where possible. Instructors are not obligated to receive coursework submitted electronically where electronic submission is not specified in the *Instructor Course Outline*, or otherwise pre-arranged in writing.

#### **PENALTIES FOR LATE COURSEWORK**

Expectations and grade calculations regarding penalties for late work must be clearly defined in the *Instructor Course Outline*.

- Instructors may choose not to accept late assignments beyond the stated due date.
- Instructors may reduce the grade awarded for an assignment that is turned in late to the instructor. Where this occurs, the grade reduction must be proportional to the degree of lateness and applied consistently to all work turned in late in the course.

#### **FINAL EXAMINATIONS IN CREDIT COURSES**

Instructors will determine whether a final examination will be set in a course in accordance with an approved curriculum guideline.

1. Final examinations in credit courses of a semester length must be scheduled during the official examination period after the end of classes. A take-home final exam may be assigned prior to the last day of classes in a semester and made due during the official examination period, in lieu of a scheduled exam.

In the interest of planned student learning, no evaluations can be conducted in class that, individually or in combination, are worth more than 10% of the final course grade during the final 14 calendar days of classes (this 14-day period will be pro-rated for courses shorter or longer than a regular semester length).



Application of the 14-day rule can be modified by the following situations:

- a. Students completing assignments such as individual and/or group in-class presentations, practicum completions, and term papers whose due dates were assigned in the *Instructor Course Outline* at the beginning of the course.
  - b. Faculty providing make-up assignments/tests for students whom faculty are satisfied were unable to complete assessments earlier in the semester (due to student illness, class cancellation, etc.), provided the make-up assignments/tests conform to the restrictions in the "Number and Timing of Evaluations" section above.
  - c. Other situations may arise where exceptions to the 14-day rule are integral to the course curriculum or its delivery, and instructors can justify why the **evaluation** worth more than 10% should be given prior to the examination period. Such variances must be approved by Education Council in advance or mentioned explicitly in the course curriculum guideline.
2. There shall be a minimum of one full day with no scheduled classes or mandatory activities for students between the end of classes and the beginning of the final examination period of the semester.

#### PROCEDURES

None

#### LINKS TO SUPPORTING FORMS, DOCUMENTS, WEBSITES, RELATED POLICIES

##### [Educational Policies](#)

- Academic Integrity Policy
- Curriculum Development and Approval Policy
- Grading Policy

#### RELATED ACTS AND REGULATIONS

To be determined

#### RELATED COLLECTIVE AGREEMENT CLAUSES

To be determined