



**HERITAGE COLLEGE
POLICY #18**

**CONCERNING
COMPREHENSIVE PROGRAM EXIT ASSESSMENT**

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ADMINISTRATOR: Academic Dean

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CONCERNING COMPREHENSIVE PROGRAM EXIT ASSESSMENT

Preamble¹

The intended outcome of the comprehensive program exit assessment is to ensure that every student who graduates from Heritage College has acquired an integrated set of skills, abilities and attitudes. Consequently, the development of a concerted vision of the program approach is fostered, in the belief that the more a student perceives a program as an integrated activity, the more successful that student will be in all courses.

Policy #18 on Comprehensive Program Exit Assessment at Heritage College was established in accordance with Articles 25, 27 and 32 of the *College Education Regulations* and *Heritage College Policy #5 relating to the Evaluation of Student Achievement*.

ARTICLE 1 Purpose

The present policy represents a means for the College to render public its comprehensive program exit assessment practices and to assure consistency regarding these assessments within the institution.

The goal of the present policy is to attest to a student's integration of learning within a program.

Heritage College has adopted a College-wide policy for comprehensive program exit assessment in order to:

- provide specific guidelines for the development and implementation of program exit assessment;
- identify the roles and responsibilities of each participant in assessment;
- contribute toward intra-institutional equity and equivalence of assessment between programs;
- provide terms of reference within which students, faculty and administrators operate;
- establish the means through which the present policy translates into practice;

¹ See the Glossary for explanations of frequently-used terms.

- ensure that the present policy's standards are known and understood by universities, potential employers and the community at large;
- complete the contract that is undertaken between the student and the College;
- provide the rationale by which the learning outcomes of each student are assessed;
- set into place a means for the ongoing review and revision of the present policy, in whole or in part;
- ensure that student achievement in the program is assessed independently from the evaluation that takes place in each course; and
- make provisions for individualized results for each student.

ARTICLE 2 Application

The present policy applies to all students registered in Heritage College programs leading to a Diploma of College Studies (D.E.C.).

ARTICLE 3 Provisions

3.1 General Principles of Assessment

All assessments must:

- respect the student as a responsible individual;
- affirm that scholastic pursuits are primarily the responsibility of the student;
- acknowledge the diversity of program exit assessment practices within the College;
- recognize, within the regulations of each program, the autonomy of the faculty to establish assessment practices;
- accept that summative assessment is used to measure the degree to which a student attains the learning outcomes defined for each program; and

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- require that students achieve a determined level of competence appropriate to, and expected from, a DEC graduate who will be entering the labour market or an undergraduate university program.

3.2 Attributes of Assessment

All assessments must be:

- just, equitable, and developed within established criteria and standard practices of assessment that must correspond to the competencies required by the program;
- objective, in that the assessment must be based on performance associated with the competencies required by the program; and
- transparent, in that the student must have clear and accessible information on the contents, activities, and methods of assessment.

3.3 Types of Program Exit Assessment Activity

The type of activity used for the program exit assessment can vary. The assessment may consist of a single assessment or any combination of the following, each of which may be in oral or written form: a research project, an experimentation, a solution to a complex problem, a dissertation, a report, an interview, a production (artistic, audio-visual), an examination, a simulation, a portfolio, etc.

3.4 Components of Program Exit Assessment

Each program exit assessment must identify the specific objectives of the assessment (i.e., competencies), weight of objectives, assessment criteria, and standards of assessment (*refer to Annex #P18.1*).

3.5 Validation of Assessment

For validity, the assessment activity/instrument should be submitted to any of the following: College faculty, College personnel, practising professionals, graduate students and/or university professors who have not

participated in the design of the assessment activity. Modifications are made as feedback is received. The following procedures then apply:

- administer the assessment;
- grade the assessment;
- compare student performance and expectations;
- adjust as required.

3.6 Length and Timing of Assessment Activity

The length and timing of the assessment activity may vary from program to program depending on the approach selected by the program (i.e., ongoing, as in a portfolio; or one-time, as in an oral presentation).

The program exit assessment shall normally take place in the final or graduating semester of the program. Other approaches may be undertaken with the approval of the Academic Dean, after consultation with the Academic Senate.

3.7 Grading

3.7.1 Pass Grade

In accordance with article 27 of the *College Education Regulations*, the pass mark for all program exit assessments is 60%. The passing grade will be recorded as a “P” on the student transcript.

3.7.2 Notation on Report Card

The only grade appearing on the student’s report card will be a “P” for a passing grade, or an “F” for a failing grade.

3.7.3 Grading of Objectives

An assessment of each terminal objective will be accompanied by supporting documents.

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3.7.4 Submission of Results

The results and supporting documents of the program exit assessment are submitted by the Program Committee Chair to the Registrar by the submission deadline.

3.8 Make-Up Assessment

A student who fails the program exit assessment may repeat it in accordance with individual program exit assessment guidelines. The specific details will vary from program to program.

The program exit assessment will identify areas of strengths and weaknesses in the comprehensive knowledge and skills of students in order to assist in the preparation for subsequent assessments, if appropriate.

3.9 Remediation

A student who fails to pass the Program Exit Assessment must follow some form of remediation. The specific remediation to be followed will be identified by the Program Committee. The remediation must be appropriate to address the student's weaknesses as identified in previous assessments.

3.10 Revision of the Program Exit Assessment

Any change to the program exit assessment must be submitted by the Program Committee Chair to the Academic Dean for approval.

The program exit assessment should be adjusted and revised as required. At a minimum, the program exit assessment will be reviewed every three years by the Program Committee.

3.11 Academic Integrity

The provisions of *Heritage College Policy #33 concerning Academic Integrity* apply to the program exit assessment.

3.12 Appeal of Final Grade

Students have the right to appeal final grades utilizing a *Request for Review of Final Grade* form, available from Student Services, by the prescribed deadline. The grade review process is outlined on the form.

3.13 Verification of the Conditions for Registration in the Program Exit Assessment

Potential graduating students must register for the program exit assessment. Before a student is allowed to register for the program exit assessment, however, the Director of Student Services, in collaboration with the program's Academic Advisor, ensures that a student has the necessary pre-requisites for the program exit assessment, and also must verify the application of related policies approved by the Academic Senate.

ARTICLE 4

Roles, Rights and Responsibilities

4.1 College

The comprehensive program exit assessment is under the jurisdiction of each college. As specified in article 17 of the *College Education Regulations*, "A college shall adopt and make public, in whatever form it deems appropriate, a description of the objectives, standards and learning activities for each program it offers." The program description shall be distributed to students upon their admission to the program.

The College has the responsibility to implement the present policy.

4.2 Board of Governors

The *Colleges Act* stipulates that program exit assessments fall within the jurisdiction of the Board of Governors because they constitute evaluation of student achievement, and because they are to become an integral part of the certification process in the College. Therefore, after consultation with Academic Senate, the present policy, and any revisions

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thereto, shall come into force upon adoption by the Board.

4.3 Academic Senate

Advice from the Academic Senate on this matter must be sought, and its advice reported to the Board.

The Academic Senate has the responsibility to:

- recommend to Academic Services any changes deemed necessary to the present policy;
- assure that the program exit assessment set by the Program Committee is in agreement with the present policy; and
- advise the Board of any matters concerning the present policy, which include the procedures for the certification of studies.

4.4 Academic Dean

The Academic Dean has the duty to:

- apply the present policy and answer for all matters related to the program exit assessment;
- disseminate the present policy to all teachers;
- approve program regulations pertaining to assessment;
- ensure that the participants fulfil their responsibilities as defined by the present policy;
- approve program exit assessments in accordance with ministerial and institutional requirements and ensure that program exit assessments conform to the regulations stipulated in the present policy;
- impose the program exit assessment for each program leading to a Diploma of College Studies (D.E.C.);
- coordinate the ongoing evaluation of the present policy; and

- provide participants with the support necessary to apply the present policy.

The Academic Dean is responsible for the revision of the present policy and ensures that the Academic Senate initiates the revision process.

4.5 Students

Students have the right to:

- receive a just, equitable and pertinent assessment;
- submit an appeal of final grade, if appropriate; and
- receive complete information concerning the present policy and program exit assessment.

Students have the ultimate responsibility for their learning and have the duty to:

- become acquainted with the present policy and with the program exit assessment practices of their program;
- participate in the program exit assessment;
- comply with the stated requirements of the program exit assessment;
- fulfil all diploma requirements, which includes passing the program exit assessment in order to graduate;
- respect the prescribed delays in regard to appeal of final grade;
- abide by all College policies regarding cheating and plagiarism; and
- register for the program exit assessment.

4.6 Teachers

Teachers have the right to:

- receive assistance from the College in order to fulfil their obligations as teachers; and

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- participate in the development of the program Exit assessment activity, in accordance with program policies.

Teachers have the responsibility to:

- respect the present policy when fulfilling their obligations as teachers; and
- encourage the development of positive and confident student attitudes towards this assessment.

Designated teachers have the responsibility to:

- assist students on an individual basis.

4.7 Program

The program has the responsibility to:

- develop the program exit assessment activity, in accordance with program policies;
- inform students of the objectives, competencies, standards, and criteria of the program exit assessment;
- set objectives, standards and criteria of assessment, choose and develop the assessment activity;
- ensure that the objectives are congruent with ministerial objectives and standards for the program;
- ensure that the program exit assessment corresponds to the present policy;
- ensure that all elements of the assessment, the criteria for grading, as well as the standards of assessment used to determine the pass/fail grade, are clearly and explicitly formulated;
- establish a process for grade review;
- justify all decisions and actions concerning assessment; and
- ensure the assessment results give direct information about student achievement in

relation to assessment objectives, and not other students.

4.8 Program Committee

The Program Committee has the responsibility to:

- ensure that all elements of the present policy, the program objectives, the assessment objectives, and the standards of assessment are in agreement;
- assure that all students who graduate from a program have an equivalent profile;
- develop a program exit assessment and outline grading procedures;
- determine who administers/grades the assessment; and
- establish the registration criteria for the program exit assessment.

4.9 Program Committee Chair

The Program Committee Chair has the responsibility to:

- submit required grades to Student Services; and
- report all cases of plagiarism and cheating to Academic Services.

ARTICLE 5

Revision

The present policy will be reviewed at least every five (5) years, and revised when deemed necessary.

The Academic Senate initiates the revision process at the request of the Academic Dean.

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GLOSSARY

Board:	Heritage College Board of Governors.
College:	Heritage College/Collège Héritage.
Competency:	capability and ability which allows success in the completion of a task and the exercise of a function.
Course:	a set of learning activities comprising at least 45 periods of instruction or, in the case of physical education, 30 periods of instructions, for which credits are attributed.
Credit:	unit equivalent to 45 hours of learning activities.
D.E.C.:	the French acronym for Diploma of College Studies.
Generic, Global Objectives:	objectives that relate to, or are characteristic of, General Education courses.
Graduating Semester:	the final semester for which the student is registered in all courses required to complete a D.E.C.
Integration:	the ability to apply what one knows and to transfer it to other areas.
Learning Activities:	definition of courses, prerequisites, and “ponderation”, that are within the jurisdiction of the College, in accordance with the <i>College Education Regulations</i> .
Objectives:	competencies, skills or knowledge to be acquired or mastered.
Program:	integrated set of learning activities leading to the achievement of educational objectives based on set standards.
<i>Program Exit Assessment:</i>	a summative appraisal activity, occurring at or near the end of each college diploma program, which demonstrates the student’s achievement of objectives, standards and outcomes expected of graduates in a program.
Program Committee:	committee established for each DEC program in accordance with College guidelines (with representation from A, B, C and D block courses) to coordinate development of the Program Exit Assessment.
Remediation:	programs, courses and/or activities appropriately selected and designed to address specific weaknesses of a student in regard to the Program Exit Assessment.
Standard:	level of performance at which an objective is considered to be achieved.

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**Terminal
Program**

Objectives: the skills and attitudes the student is expected to achieve upon completion of the program (i.e., expected outcomes).

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Related Document(s)

This document is to be used in conjunction with:

- *General and Vocational Colleges Act, Revised Statutes of Quebec Chapter C-29* and its amendments.²
- *College Education Regulations, General and Vocational Colleges Act, R.S.Q., C-29, S. 18*, and its amendments.³
- *Reference Document #P18.1, Procedures for submitting Program Exit Assessment to Academic Senate.*⁴
- *Heritage College Policy #5 relating to the Evaluation of Student Achievement.*⁵
- *Heritage College Policy #33 concerning Academic Integrity.*⁶

² Copies of this document are available from the Director General's office and from the Secretary to the Board.

³ Ibid.

⁴ Copies of this document are available from Academic Services.

⁵ The text of this policy can be found in the latest edition of the Heritage College Student Handbook. Copies of this policy are also available from Academic Services or from Student Services.

⁶ Copies of this policy are available from Academic Services or from Student Services.