



**HERITAGE COLLEGE
POLICY #5**

**RELATING TO THE EVALUATION OF
STUDENT ACHIEVEMENT**

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ADMINISTRATOR: Academic Dean

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Preamble¹

Policy #5 relating to the Evaluation of Student Achievement at Heritage College was established in accordance with Article 25 of the *College Education Regulations*.

This policy represents a means for the College to render public its evaluation practices and to assure consistency regarding these practices within its institution.

This policy outlines the contract that is undertaken between the students and the College.

ARTICLE 1

Purpose

Heritage College has adopted a College-wide policy for the evaluation of student achievement in order to:

- identify the rights and responsibilities of each participant in evaluation;
- provide a framework within which students, faculty and administrators operate;
- establish the mechanisms through which the present policy translates into practice;
- provide the rationale by which each student is evaluated;
- set into place a means for the ongoing review and revision of the evaluation policy, in whole or in part, and,
- attest that diplomas granted to students are both valid and equitable.

ARTICLE 2

Application

The present policy:

- pertains to all students registered in a program (D.E.C. or A.E.C.) at the College; and
- is distributed to all registered students and to all teachers.

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

2.1 Internal Evaluation of the Application of the Policy

The College will evaluate the application of the present policy in the Fall of the revision year, or at the request of the *Commission d'évaluation de l'enseignement collégial*. The evaluation will be coordinated by an ad-hoc Evaluation Committee of the Academic Senate which will present its report to the Board of Governors.

2.1.1 Procedures

The evaluation will be performed using the following:

- a questionnaire designed for teachers;
- a questionnaire directed to a representative sample of students; and
- a review of selected student files, assessment tools, and course outlines.

2.1.2 Criteria

The evaluation criteria will include:

- conformity, in that the practical application of the present policy is in accord with the written policy;
- effectiveness, in that the application guarantees the quality of the evaluation of student achievement; and
- equivalency, in that the evaluation of student achievement assures equity.

ARTICLE 3

Provisions

3.1 General Principles of Evaluation

The general principles of evaluation are:

- respect the student as a responsible individual;
- affirm that scholastic pursuits are primarily the responsibility of the student;

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- acknowledge the diversity of evaluation practices within the College;
- recognize, within the guidelines of each department, the autonomy of the faculty to establish evaluation practices; and
- accept that both summative and formative evaluations are used to measure the degree to which a student attains the learning objectives described in each course outline.

3.2 Attributes of Evaluation

All evaluations must be:

- just, equitable, and developed within established criteria and standards;
- coherent, in that the practice of evaluation must correspond to the competencies required by the department and/or program;
- objective, in that the evaluation must be based on performance associated with the competencies required by the department and/or program; and
- transparent, in that the student must have clear and accessible information on the contents, activities, and methods of evaluation.

3.3 Mechanisms of Evaluation

3.3.1 Definition

Within the framework of the present policy, evaluation of students will be the critical appraisal of the degree to which students have attained the standards of the course objectives.

3.3.2 Types of Evaluation

Since learning is progressive, the evaluation process must allow for the progression of learning. Thus, student evaluation is comprised of two distinct but complementary processes:

a) Formative Evaluation

Formative evaluation allows students the opportunity to build on the feedback from past assessments and aims to support student achievement by:

- requiring an early appraisal in each course, followed by additional appraisals;
- providing constructive feedback to help students achieve the standards of the course objectives; and
- encouraging ongoing student-teacher interaction which ensures the necessary guidance for continual improvement.

With this in mind, mid-term marks serve as progress reports in that they furnish students with the measure of their performance up to mid-term.

b) Summative Evaluation

Summative evaluation measures the degree to which students have attained the standards specified in course objectives by:

- requiring an appraisal early in each course, followed by additional appraisals; and
- providing a grade, either numeric or pass/fail, which reflects the final assessment of student achievement.

3.3.3 Grading

The following legend is to be used when awarding numeric grades:

90-100 Awarded to those students whose mastery of the course objectives and quality of work is **outstanding**.

80-89 Awarded to those students whose mastery of the course objectives and quality of work is **superior**.

70-79 Awarded to those students whose mastery of the

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course objectives and quality of work is **good**.

65-69 Awarded to those students whose mastery of the course objectives and quality of work is **satisfactory**.

60-64 Awarded to those students whose mastery of the course objectives and quality of work is **marginal**.

0-54 This represents a failure, and thus, no credit is given. It signifies that the student has *not* mastered the course objectives and that the quality of work is **unsatisfactory**.

A final grade between 55% and 59% is not awarded.

The following letter grades are to be used when indicating a pass or fail:

RE Received by those students whose mastery of the course objectives and quality of work is marginal to outstanding.

EC Received by those students whose mastery of the course objectives and quality of work is unsatisfactory.

c) Passing Grade

A student must obtain at least 60%, according to article 27 of the *College Education Regulations*, to pass a course.

For courses defined in terms of objectives, each element of the

objective is evaluated separately. A passing grade confirms a mastery of both the objective itself and the elements of the objective.

Consequently, failure results if one of the elements of the objective is not mastered.

3.3.4 Final Examination

Most courses require a final examination. A final examination should not count for less than 20% and should not count for more than 40% of a final mark, unless otherwise authorized by the Academic Dean or a delegate.

All students are expected to take final examinations where required, and teachers are not to grant exemptions from final examinations to some students because they have achieved a certain standard in their term work.

In the five school days before the start date of the final exam period, teachers may not give final examinations, oral examinations, major tests or assign any other work worth 20% or more of a final grade, unless otherwise authorized by the Academic Dean or a delegate.

3.4 Standards and Regulations

The following standards and regulations apply to all credit courses offered by the College.

3.4.1 Departmental Standards

Each department must ensure that:

- the learning objectives and the criteria of evaluation within a course must be equivalent from teacher to teacher; and
- although the learning activities may vary, they must allow for the evaluation of the same objectives.

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Each department or program must define and communicate to the students:

- the specific details about the participation in a course;
- the form to be used in the presentation of course work; and
- the specific requirements for laboratory work and work terms.

3.4.2 English Language Standards

In written and oral work where English is the language of instruction, the quality of English is a measure for evaluation. In such cases, the student must submit assignments, tests and examinations in English and may lose marks, according to departmental policies, for mistakes in standard English usage.

3.4.3 Course Outlines

Each teacher must submit a course outline to the department and ensure that students receive said outline at the first class of each course.

Course outlines represent an agreement between the teacher and the student and are expected to contain:

- Official Cover Page
 - Heritage College letterhead/logo
 - title of course as in program profiles
 - current semester and year in which course is being taught
 - official course number as in program profiles (8 numbers and/or letters)
 - in-house course number
 - number of course hours
 - lecture/laboratory/stage/homework ratio as per Cahier/program profile
 - number of credits attached to course
 - name of discipline and department

- approved course pre-requisites/co-requisites
- course description as per Heritage College Course Description Booklet
- name(s) of teacher(s)
- office room number(s) and office telephone extension(s)
- e-mail(s) (optional)
- Competencies/Course Objectives
 - competency code and statement of competency partial/complete)
 - terminal course objectives
- Course Content (Syllabus)
 - list and sequence of major topics to be addressed
- Methodology
 - outline of teaching methods to be used to convey course content
- Attendance
 - statement of the importance and value of student attendance/participation as per article 3.4.4 of the present policy
- Evaluation
 - statement concerning academic integrity
 - statement concerning passing grade
 - list and value of activities (i.e., projects, laboratories, assignments, essays, presentations, etc.) to be given
 - value and number of tests to be given during the semester
 - value of final examination (min. 20%/max 40%)
 - statement concerning mid-term evaluation
- Required Course Materials and Estimated Costs
 - mandatory textbooks with all relevant bibliographical details
 - other estimated costs (i.e., laboratory fees, materials, supplies, parking, etc.)
- Bibliography
 - bibliographic information on secondary sources

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3.4.4 Value of Attendance

Regular attendance in course activities is essential for active participation in student learning. Students, therefore, have an obligation to attend course activities and to arrive on time.

Students who miss classes on a regular basis are not considered to be participating actively and thus decrease the possibility of academic success.

3.4.5 Academic Integrity

In accordance with Heritage College Policy #33, article 3,

“Heritage College believes that the academic value of the diplomas and attestations it grants rests upon the honesty of the learning relationship that exists between students and teachers. An act of academic dishonesty (such as cheating, plagiarism, or the falsification of records) undermining the integrity of this relationship shall be considered a grievous offense.”²

3.4.6 Appeal of Final Grade

Students have the right to appeal final grades. Following a discussion with the teacher, if a student is still not satisfied, the student initiates the appeal process by obtaining a “Request for Review of Final Mark” form, available at Student Services. This form must be completed and returned no later than two weeks after the beginning of the semester which follows the granting of the mark.

3.5 Notations on Report Cards [Exemption (DI), Equivalence (EQ), Permanent Incomplete (IN), Temporary Incomplete (IT), and Substitution (SU)]

3.5.1 Definitions

a) Exemption (DI)

This notation is utilized for students who are exempted from certain courses. It does not allow the student to receive credit for the exempted course, but the course does not have to be replaced by another course.

The exemption is generally granted to students who, for medical reasons, cannot complete their physical education requirements.

b) Equivalence (EQ)

This notation is utilized when the College recognizes that a student has reached the learning objectives of the course for which an equivalence is requested. The equivalence allows the student to receive the related course credits and the course does not have to be replaced by another.

The equivalence is generally granted for studies completed out-of-province and at university, as well as to mature students with pertinent work experience.

c) Substitution (SU)

This notation is utilized when a student has reached the learning objectives of a course through the completion of another cégep course.

The substitution is generally granted when students change program or when a program is revised.

² Please refer to articles 3.1 and 3.2 of Heritage College Policy #33 for offences and sanctions.

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A student transferring from a French college to Heritage College must demonstrate achievement of the competencies specific to each language and literature course for which a substitution is being requested.

d) Permanent Incomplete (IN)

This notation is utilized when the College recognizes that a student, for reasons beyond said student's control, has not completed the learning objectives of a course.

Conditions related to each permanent incomplete are determined by the Academic Dean after consultation with the department involved.

The permanent incomplete is generally granted to students who, for serious reasons, are incapacitated for a period of three weeks or more. Supporting documentation is required.

e) Temporary Incomplete (IT)

This notation is utilized when a teacher recognizes that a student, for a serious reason, is temporarily unable to complete the learning objectives of a course.

This temporary incomplete is changed to a final mark by a prescribed deadline.

3.5.2 Procedures

The Academic Dean or a designate is authorized to grant exemptions, equivalences, substitutions and permanent incompletes. The College reserves the right to require that the student writes an examination before the notation is granted.

The student may request an exemption, an equivalence, a substitution, and a

permanent incomplete by completing the required form available in Registrar Services. All pertinent documents must be received before the request is assessed.

Mature students requesting an equivalence for out-of-school experience must submit a description of the pertinent experience and include all supporting documentation. The student must abide by the method of evaluation proposed by the College.

When the required documentation is received, Academic Services studies the documents and renders a decision. The notation granted appears on the student's transcript and the documents are kept on file.

3.6 Procedures for the Certification of Studies

To confirm the College's recommendation that a student be granted certification, the College must verify that the conditions for admission and for registration are met and that the requirements of the program of studies are completed.

3.6.1 Admission

In order to admit a candidate to a program leading to a Diploma of College Studies (D.E.C.), the College verifies that the candidate has satisfied the Ministerial requirements and the specific College requirements in accordance with Heritage College Policy #8.

The College may admit to a D.E.C. program a candidate who possesses instruction deemed equivalent. This equivalence is determined through supporting documentation, i.e. out-of-province diplomas.

In order to admit a candidate to a program leading to an Attestation of College Studies (A.E.C.), the College determines, through supporting

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documentation, that the candidate possesses instruction deemed sufficient and must satisfy one of the conditions specified in Article 4 of the *College Education Regulations*.

3.6.2 Limited Enrollment

Student selection to a limited enrollment program is determined in accordance with guidelines developed by the College in conjunction with the program.

3.6.3 Registration

The College ensures that the student has the necessary pre-requisites for each course and applies related College policies approved by Academic Senate.

The College informs students that some programs require particular registration conditions such as medical and immunization certificates as well as criminal reference checks/security clearance.

3.6.4 Program of Studies

Before the College grants the student a D.E.C. or A.E.C., it verifies:

- that each course corresponds to the allotted number of credits; and
- that all courses required by the program of studies are successfully completed.

3.6.5 Program Exit Assessment

As per Article 32 of the *College Education Regulations*, in order to be awarded a D.E.C., each student must pass a program exit assessment.

The College determines the rules governing student access to the Program Exit Assessment.

Upon entering the program, the College must inform students that, in

order to obtain their D.E.C., they must successfully complete the Program Exit Assessment.

The Program Exit Assessment is normally administered during the graduating semester.

3.6.6 English Exit Examination

The Minister has imposed a uniform examination for the common core English courses provided for in Article 32 of the *College Education Regulations* and requires that the passing of such examination be a condition for awarding the Diploma of College Studies.

The College shall ensure the administration of the English Exit Examination.

ARTICLE 4

Rights and Responsibilities

Heritage College recognizes that all participants have rights and responsibilities with respect to the present policy.

4.1 Rights and Responsibilities of Students

Students have the right to:

- receive information concerning the present policy, the Program Exit Assessment, and the English Exit Examination;
- be given information concerning the evaluation practices for every course in which they are registered;
- receive just, equitable and pertinent evaluations in a reasonable amount of time;
- receive a balanced scholastic workload according to the weighted-time distribution;
- receive assistance when experiencing scholastic difficulties;
- appeal their final grades; and
- confidentiality with regard to access to any evaluation information that may serve to identify them, in accordance with the *Law on Access to Documents held by Public*

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Institutions and on the Protection of Personal Information (L.R.Q. c. A-2.1, a.53).

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

- become acquainted with the present policy;
- participate in all learning activities;
- comply with the stated requirements for the evaluation practices as recorded in the course outline, for the Program Exit Assessment, the English Exit Examination, and for any other examinations planned by the Minister;
- exercise self-discipline in regard to attendance and grades. Since students are legally responsible for their course selection, they must fulfil all diploma requirements;
- allow sufficient time for studies and give them priority over other work;
- respect the prescribed deadlines in regard to appeals of final grades;
- develop, during collegial studies, the linguistic competencies required for their level of studies, and obtain all information regarding the evaluation of linguistic requirements;
- use standard English when submitting assignments, tests, and examinations in courses where the language of instruction is English;
- abide by all College policies regarding academic integrity;
- request exemption, equivalence, and substitution where warranted; and
- request a Diploma of College Studies (D.E.C.) through Student Services.

4.2 Rights and Responsibilities of Teachers

Teachers have the right to:

- receive assistance from the College in order to fulfil their obligations as teachers; and
- select and apply the evaluation tools, in accordance with departmental policies, for their courses.

Teachers have the duty to:

- respect the present policy when fulfilling their obligations as teachers;
- prepare course outlines which conform to the *College Education Regulations* and to the present policy. Before the beginning of each term, course outlines are to be submitted to the respective departments for review;
- inform students of the objectives, competencies, standards, and criteria of evaluation required by the course;
- ensure that all learning activities respect the stated weighted-time distribution;
- ensure that all learning activities are completed during the assigned course schedule;
- assist students on an individual basis within specified hours of availability;
- fulfil evaluation tasks as required by the present policy: setting of objectives, standards and criteria of evaluation, choosing and developing the evaluation tool and providing time for feedback;
- submit required marks to Registrar Services;
- provide Registrar Services with a copy of the final examination, with an answer sheet when applicable, and return the graded copies of the final examination;
- provide a written report of all cases of academic dishonesty, including the sanction, to the Academic Dean;
- inform students that it is College policy that attendance be taken in all first-year, first-semester classes; and
- take attendance in all first-year, first-semester classes.

4.3 Responsibilities of Department

The department has the duty to:

- develop evaluation practices guided by the present policy;
- ensure that course outlines correspond to the present policy;
- submit course outlines to Academic Services;
- ensure that the evaluation of all common courses is equivalent in objectives, standards and tools of evaluation;
- establish a process for mark review; and

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- justify all decisions and actions concerning evaluation.

4.4 Responsibilities of the Program Committee

The Program Committee has the duty to:

- ensure that all elements of the present policy, the program objectives and the course outlines are in agreement with each other;
- ensure that all students who graduate from a program have an equivalent profile; and
- coordinate development of the Program Exit Assessment in accordance with *Heritage College Policy #18 Concerning Program Exit Assessment*.

4.5 Responsibilities of the Academic Dean

The Academic Dean has the duty to:

- review and, if necessary, revise the present policy;
- ensure that the Academic Senate initiates the revision process
- disseminate the present policy to all participants;
- apply the present policy and answer for all matters related to the evaluation of student achievement;
- approve departmental regulations pertaining to evaluation;
- ensure that the participants fulfil their responsibilities as defined by the present policy;
- approve course outlines in accordance with ministerial and institutional requirements and ensure that course outlines conform to the regulations stipulated in the present policy;
- for each Diploma of College Studies (D.E.C.), impose the Program Exit Assessment for each program;
- administer all uniform examinations where required by the Minister;
- coordinate the ongoing evaluation of the present policy;
- provide participants with the support necessary to apply the present policy;

- recommend that the Board of Governors approve, and transmit to the Minister, requests for the certification of students who have completed the requirements of a D.E.C. program of studies; and
- recommend to the Board of Governors the granting of the Attestation of College Studies (A.E.C.) to students who have met the objectives of an A.E.C. program of studies.

4.6 Responsibilities of the Academic Senate

The Academic Senate has the duty to:

- recommend to Academic Services any changes deemed necessary to the present policy; and
- advise the Board of Governors of any matters concerning the present policy.

4.7 Responsibilities of the Board of Governors

The Board of Governors has the duty to:

- adopt and implement the present policy, after consultation with the Academic Senate;
- recommend to the Minister the certification of students, in accordance with the present policy; and
- grant the Attestation of College Studies (A.E.C.) in accordance with the present policy.

ARTICLE 5

Revision

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

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GLOSSARY

- A.E.C.** the French acronym for Attestation of College Studies.
- Appeal:** a formal process whereby a student requests that a College committee be convened to review a final mark in an effort to bring about a positive adjustment to that mark.
- College:** Heritage College/Collège Heritage.
- Competency:** capability and ability which allows success in the completion of a task and the exercise of a function.
- Co-requisite:** a formal course of study required to be taken simultaneously with another course.
- 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.
- Elements of the Competency:** the essential components of a given competency, and establishing in detail what is necessary in order to understand and attain that competency.
- English Exit Examination:** a ministerial English examination that evaluates college-level reading, writing and critical thinking.
- Laboratory Work:** practical work that takes place in a laboratory setting or during a “stage.”
- Learning Activities:** definition of courses, prerequisites, and “pondération,” that are within the jurisdiction of the College, in accordance with the *College Education Regulations*.
- Objectives:** competencies, skills or knowledge to be acquired or mastered.
- Participants:** students, teachers, departments, services, Program Committees, Academic Senate, and the College.
- Pre-requisite:** a formal course of study that permits the student to acquire the elements of knowledge and to develop the abilities essential for taking another course in the learning sequence.
- Program:** integrated set of learning activities leading to the achievement of educational objectives based on set standards.
- Program Committee:** committee established for each program in accordance with College guidelines (with representation from A, B, C and D block courses) to coordinate the development of programs.

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Program Exit

Assessment: an activity that occurs at or near the end of each diploma program and demonstrates a student's attainment of program objectives.

Standards: level of performance at which an objective is considered to be achieved.

Weighted-Time

Distribution: number of hours assigned to lectures-laboratories/work terms-homework ("pondération").

Work Term:

practical aspect of an academic course that provides students with the opportunity to gain pertinent work experience (e.g. work study, "stage," work placement, fieldwork, clinical, co-op, preceptorship).

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Related Document(s)

This document is to be used in conjunction with:

- *College Education Regulations* (R.S.Q., c. C-29, s.18; 1993, c.25, s. 11) Revised edition.³
- Course Outline Grid.⁴
- *Heritage College Bylaw #3 concerning the Attestation of College Studies.*⁵
- *Heritage College Bylaw #5 concerning Support for Student Success.*⁶
- *Heritage College Policy #18 concerning Comprehensive Program Exit Assessment.*⁷
- *Law on Access to Documents held by Public Institutions and on the Protection of Personal Information* (L.R.Q. c. A-2.1, a.53.)⁸
- Request for Review of Final Mark form.⁹
- Student Mediation Procedure.¹⁰
- *Heritage College Policy #33 concerning Academic Integrity*¹¹

³ Copies of this document are available from the Director General's office.

⁴ Copies of this document are available from Academic Services.

⁵ Copies of this document are available from the Director General's office.

⁶ Ibid.

⁷ Copies of this document are available from Academic Services.

⁸ Copies of this document are available, for reference purposes, in the Director General's office.

⁹ Copies of this document are available from Student Services.

¹⁰ Ibid.

¹¹ Copies of this document are available from Academic Services.