



**HERITAGE COLLEGE
POLICY #5**

**RELATING TO THE EVALUATION OF
STUDENT ACHIEVEMENT**

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ADMINISTRATOR: Academic Dean

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Preamble

Heritage College is committed to student success. To foster student success, each program clearly outlines the learning outcomes and competencies expected of students and the criteria against which students will be expected to demonstrate their learning achievement.

To attest to the student's learning, the student is evaluated at both the course and program levels.

The present policy¹ outlines Heritage College's principles and methodology respecting the evaluation of student learning.

ARTICLE 1 Purpose

The purpose of the present policy is to ensure that the evaluation of student learning is fair and equitable², and is in accordance with ministerial regulations governing the evaluation of student achievement³.

Objectives:

The objectives of this policy are to:

- specify, in a clear and comprehensive manner, the provisions from which student evaluation activities are designed and implemented;
- inform students, faculty, professionals and administrators about their rights and responsibilities in the evaluation of student learning;
- ensure that diplomas and attestations awarded to students are valid and equitable; and
- ensure the regular evaluation and amendment of this policy.

ARTICLE 2 Application

The present policy applies to all students registered in:

¹ Established in accordance with Article 25 of the *College Education Regulations (RREC)*.

² See Glossary for definition of 'fair and equitable' and for other specific terms.

³ *CEEC. Evaluating Institutional Policies on the Evaluation of Student Achievement. General Guidelines, January 1994.*

- regular education programs of study leading to a Diploma of College Studies (D.C.S.)⁴, and
- continuing education programs of study leading to an Attestation of College Studies (A.C.S.)⁵

ARTICLE 3 Provisions

3.1 Principles Underlying the Evaluation of Student Learning

- Evaluation is an integral part of the teaching-learning process. It plays a dual role at both the course and program levels by fostering deeper learning (formative evaluation) and attesting to learning achievement (summative evaluation).
- Evaluation is planned and continuous at both the course and program levels, based on established criteria and standards specific to the required competencies. Evaluation activities are equivalent across course sections.
- Evaluation is transparent. At the beginning of their course/program, students know how and when they will be evaluated, as specified in the course outlines.
- Evaluation is progressive in complexity from the beginning to end of the course/program. The evaluation activities are varied, but always coherent with the intended learning outcomes and required competencies of the course/program.
- Evaluation provides timely and constructive feedback to students, encouraging them to take an active and responsible role in their learning.
- The results of summative evaluation serve to officially sanction studies, and are communicated to the students in a confidential manner.

⁴ Ministère de l'éducation, du Loisir et du Sport changes made to version 9.70 of the *Bulletin d'études collégiales : bulletin séquentiel en cours de formation dit « sessionnel » et du bulletin par composantes de formation et par objectifs et standards. (Please note that this reference requires validation.)*

⁵ Ibid

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3.2 Mechanisms of Evaluation

Evaluation is the judgement made about student learning achievement, against a set of established criteria and standards, required to satisfy course/program learning outcomes and competencies.

3.2.1 Types of Evaluation

Diagnostic evaluation is conducted to inform the teacher and the student of the student's current level of learning achievement and competency, usually at the beginning of a course.

Formative evaluation helps students achieve the course/program outcomes and competencies by informing both the student and the teacher of the student's progress. It is based on the evaluation criteria to be used during summative evaluation. Formative evaluation activities provide feedback. Although grades can be used as feedback, they do not count toward the final course grade.

Summative evaluation measures the degree to which students have achieved the course/program outcomes and competencies. Summative evaluation is formal: it provides a grade and generally occurs at the conclusion of a major component of a course and/or near the end of a course or program. Summative evaluation activities must:

- be coherent with the intended learning outcomes of the course; and
- evaluate each student's achievement individually.
- Each **course** must have **final summative evaluation activities** to attest to each student's achievement of the intended learning outcomes and competencies. Final summative evaluation activities that take place at the end of a course must also:
 - be a synthesis of the required competencies; and
 - represent at least 40% of the final grade but not more than 60%.
- Each **program** leading to a D.C.S. requires students to successfully complete a **comprehensive program exit assessment**, designed to demonstrate achievement of the

program learning outcomes and associated competencies⁶. This is a summative evaluation activity in which student achievement is awarded a letter notation.

3.2.2 Grading

The **passing grade** in any course is 60%.

The **final grade** confirms the student's achievement of the course outcomes and associated competencies, in relation to identified standards and performance criteria.

Failure results if the course outcomes and competencies are not achieved.

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

- 90-100%** awarded for outstanding performance
- 80-89%** awarded for superior performance
- 70-79%** awarded for good performance
- 65-69%** awarded for satisfactory performance
- 60-64%** awarded for marginal performance
- 0-59%** awarded for unsatisfactory performance; this represents a failure and no credit is given

The following **letter** notations are to be used to denote a **pass or fail**:

RE is received by those students whose performance is marginal to outstanding.

EC is received by those students performance is unsatisfactory.

3.3 Scheduling of Evaluation Activities

The course outline will inform students of the projected timing and the value of all evaluation activities that contribute to the final grade.

⁶ See Reference Document #P5.1 *Guidelines for Comprehensive Program Exit Assessment*.

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3.3.1 Evaluation Reports

Each student shall be able to monitor their progress via the online grade book⁷ throughout the semester.

In D.C.S. Programs, each student shall have access to a progress report by the end of week six (6). This progress report includes the results of at least one summative type evaluation.

In A.C.S. Programs, each student shall have access to a progress report after the halfway (50%) point of the course, but before the two-thirds (66%) point.

3.3.2 Final Evaluation Activities in Programs Leading to a D.C.S.

At the **course level**:

- A seven (7) day period at the end of the fall/winter session is designated for the scheduling of final written examinations. Final evaluation activities, such as projects assigned earlier in the course, may be submitted or presented during this period, only if they do not interfere with the student's written examination schedule.
- If a course requires a final written examination, the maximum value of other summative evaluation activities, scheduled during the last two (2) weeks of classes, is 20%.
- If the course does not require a final written examination, final summative evaluation activities worth more than 20% of the final course grade may be submitted or presented during the last two weeks of classes.

Every effort will be made by the College to schedule at least one day between the last day of classes and the beginning of the final examination period.

The **Program Exit Assessment (PEA)** usually takes place during the final semester. Because of its comprehensive nature, the PEA shall be explained to students at the

outset of the program and periodically throughout, when relevant.

3.3.3 Final Evaluation Activities in Programs Leading to an A.C.S.

Final evaluation activities shall occur during the final days of a course.

3.3.4 Special Accommodation

In highly exceptional circumstances, a student who is unable to attend a scheduled evaluation activity may request, no later than four weeks in advance, an alternate submission/examination date or a re-distribution of evaluation weighting. The decision to accommodate the student rests with the department. If granted, the scheduling of make-up evaluations is to be negotiated between the student and the teacher.

In the case of a final evaluation activity, the request must be authorized by Academic Services or the Director of Continuing Education.

Critical, unforeseen situations that prevent a student from attending a scheduled evaluation activity will be individually assessed by the department and Academic Services / Continuing Education. Verifiable documentation is required to justify the absence.

Students who have been granted special accommodation for evaluation activities are required to adhere to specific guidelines, outlined in Reference Document #P5.2.

Regular Education students who fail the Program Exit Assessment may repeat it, in accordance with program specific guidelines.

3.4 Standards and Regulations

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

3.4.1 Departmental /Continuing Education Standards

Each department, and Continuing Education, must ensure that:

⁷ OMNIVOX

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- the learning outcomes, competencies and the evaluation criteria of a course are equivalent from teacher to teacher;
- each student's achievement of each competency associated with a group project will be evaluated individually; and
- although the learning activities may vary, they must prepare the student for the evaluation of the same learning outcomes and competencies.

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

- specific details and expectations essential for full participation,
- specific policies and procedures, which have been either derived from existing College policies, or are specific and unique to the discipline,
- specific stylistic or technological requirements to be used in the presentation and submission 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, projects and examinations in English, and may lose marks for mistakes in English language usage, according to Policy 36 *Concerning the Promotion of the English Language*.⁸

3.4.3 Course Outlines

Each teacher shall submit a course outline, compliant with the template provided by Academic Services, to the department and give it to all students at the first course meeting. It informs the student of essential information needed to be successful in the course, including:

⁸ Policy 36, *Concerning the Promotion of the English Language*, Heritage College

- official course identification - title, official course number, in-house course number, semester, hours, credits, weighting, pre-requisites, co-requisites, teacher, teacher coordinates, department, program, and competencies,
- course description, as it appears on the College web site,
- student learning outcomes - what the students will be able to do upon completion of the course,
- student evaluation - a breakdown of all summative evaluation activities, their timing and value,
- required course texts/materials,
- course syllabus - a schedule of learning activities and evaluation activities, and
- rules to play by:
 - specific course policies that are over and above related College policies,
 - specific requirements such as style guides and assignment submission protocols.

Each course outline shall be based on the official Course Plan⁹ held by the department (refer to article 4.6).

3.4.4 Attendance

Regular attendance in course learning and evaluation activities is essential for a student to succeed.

Grades are awarded during summative evaluation activities that attest to the achievement of learning outcomes and related competencies, therefore, grades cannot be linked to or determined by attendance.

Because students are responsible for their achievement and success, they must be clearly informed of course and program learning outcomes and what they must do to be successful.

Teachers are required to take attendance for first year students during the first semester and record it in the online grade book.

⁹ See Reference Document #P5.3 Course Plan template.

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Teachers are strongly encouraged to take and record attendance in second and third years, and to follow-up with students who are frequently absent.

3.4.5 Academic Integrity

In accordance with *Policy #33, Concerning Academic Integrity*:

“Heritage College believes that the academic value of diplomas and attestations it grants rests upon the integrity of students’ work. Any act of academic dishonesty, such as those outlined below, must not be tolerated.”¹⁰

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” form¹¹, available at Student Services or at Continuing Education. This form must be completed and returned no later than:

- two weeks after the beginning of the semester following the granting of the mark, for Regular Education students, and
- thirty (30) days following the granting of grades, for Continuing Education students.

3.5 Notations on Report Cards

3.5.1 Definitions

a) Exemption (DI)

This notation is used for students who are exempted from certain courses. It does not allow the student to receive credit for the exempted course; 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 used when the College recognizes that a student has achieved the competencies of the course for which an equivalence is requested. The equivalence allows the student to receive the related course credits; the course does not have to be replaced by another.

The equivalence is generally granted for studies completed out-of- province and at college or university.

c) Substitution (SU)

This notation is used when a student has achieved the competencies of a course through the completion of another CEGEP course.

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

A student transferring from a French language 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 used when the College recognizes that a student, for reasons beyond this student’s control, is unable to complete the competencies of a course.

Conditions related to each permanent incomplete are determined by the Academic Dean and, if possible, in 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. In exceptional cases, and following specific conditions issued by the Ministry, a

¹⁰ Policy 33, *Concerning Academic Integrity*, Preamble, p. 2, Heritage College, 2009

¹¹ See *Request for Review of Final Mark* in Reference Document #P5.5.

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permanent incomplete may be awarded for an absence of less than three weeks. Supporting documentation is required.

e) **Temporary Incomplete (IT)**

This notation is used when a teacher recognizes that a student, for a legitimate reason, is temporarily unable to complete the course competencies.

This temporary incomplete is changed to a final mark by a prescribed deadline, usually before the beginning of the next semester.

3.5.2 Procedures

The Academic Dean, or designate, or the Director of Continuing Education is authorized to grant exemptions, equivalences, substitutions and permanent incompletes. The College reserves the right to require that the student successfully complete evaluation activities before the notation is granted.

The student may request a specific notation by completing the required form available in Student Services or Continuing Education. All pertinent documents must be received before the request is assessed. See Reference Documents 5.6, 5.7, 5.8, 5.9, and 5.10.

Candidates requesting credit for out-of-school experience must successfully complete the Recognition of Acquired Competencies (RAC) process of application, validation and evaluation. See Reference Document 5.12. Specifically:

- the RAC process is overseen by the RAC Counsellor and faculty members appointed by the program or department;
- upon completion of the RAC process, the recommendation to grant credit is made to the Academic Dean, or when outstanding competencies exist, the candidate receives a formal training plan for completion.

The grade granted appears on the student's transcript, and the documents are kept in the student's 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.

The College may also recommend that a student be granted a General D.C.S. ('D.C.S. No Mention') upon request if all requirements are satisfied.

3.6.1 Admission

To admit a candidate to a program leading to a Diploma of College Studies (D.C.S.), Student Services verifies that the candidate has satisfied all requirements in accordance with Heritage College Policy #8¹².

To admit a candidate to a program leading to an Attestation of College Studies (A.C.S.), Continuing Education verifies that the candidate has satisfied the requirements in accordance with Bylaw #3 *Concerning the Attestation of College Studies (A.C.S.)*¹³

3.6.2 Registration

The College verifies that the student has the necessary pre-requisites for each course.

3.6.3 Program of Studies

Before the College grants the student a D.C.S. in a program, it verifies that:

- all courses and competencies required by the program of studies are successfully completed;
- each student has passed the Program Exit Assessment; and
- each student has passed all Ministry required general education examinations¹⁴.

¹² Policy 8, *Concerning Conditions For Admission To Diploma (D.C.S.) Programs*, Heritage College

¹³ Bylaw #3 *Concerning The Attestation Of College Studies (A.C.S.)*, Heritage College

¹⁴ *College Education Regulations*, Article 32

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The Program shall ensure the administration of the Program Exit Assessment; the College shall ensure the administration of Ministry required examinations.

Before the College grants the student an A.C.S., it verifies that all courses and competencies required by the program of studies are successfully completed.

3.6.4 General D.C.S. (D.C.S. 'No Mention')

As per Article 32 of the College Education Regulations, a student who has completed all of the following requirements may request a D.C.S. 'No Mention':

- passed all general education courses,
- passed the required uniform examinations,
- passed a minimum of 28 credits in a program specific area (as per articles 10 and 11 of the RREC),
- does not already possess a D.C.S., and
- is not currently registered in a D.C.S. program.

ARTICLE 4

Roles, Responsibilities and Rights

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

4.1 Board of Governors

The Board of Governors has the responsibility to:

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

4.2 Academic Senate

The Academic Senate has the responsibility to:

- approve program exit assessments, as required;

- recommend to Academic Services any changes deemed necessary to the present policy;
- strike an ad-hoc Evaluation Committee to conduct the internal evaluation of the application of the present policy (see Article 5.1); and
- advise the Board of Governors of any matters concerning the present policy.

4.3 Academic Dean

The Academic Dean has the responsibility to:

- disseminate the present policy to all participants;
- provide participants with the support necessary to apply the present policy;
- apply the present policy and answer for all matters related to the evaluation of student achievement;
- approve course outlines in accordance with ministerial and institutional requirements and ensure that course outlines conform to the regulations stipulated in the present policy;
- approve departmental regulations pertaining to evaluation;
- ensure that the program exit assessment set by the Program Committee complies with the PEA guidelines;
- ensure that the participants fulfil their responsibilities as defined by the present policy;
- administer all uniform examinations where required by the Minister;
- review and, if necessary, revise the present policy;
- ensure that the Academic Senate initiates the revision process;
coordinate the evaluation of the present policy;
- propose that the Board of Governors recommend to the Minister, and transmit to the Minister, approval for the certification of students who have completed the requirements of a D.C.S. program of studies; and
- recommend to the Board of Governors, the granting of the Attestation of College Studies (A.C.S.) to students who have met the learning outcomes and competencies of an A.C.S. program of studies.

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4.4 Director of Continuing Education

The Director of Continuing Education has the responsibility to:

- disseminate the present policy to all Continuing Education participants;
- ensure that the participants fulfill their responsibilities as defined by the present policy;
- provide Continuing Education participants with the support necessary to apply the present policy;
- provide each Continuing Education teacher with a course plan that clearly defines the competencies, elements and performance criteria; the course's intended learning outcomes, achievement context and summative evaluation activities; and a general description of the course and its fit within the program;
- approve Continuing Education course outlines in accordance with ministerial and institutional requirements, ensure that course outlines are compliant with the template provided, and conform to the regulations stipulated in the present policy;
- ensure that each Continuing Education program establishes a process for *final* grade review;
- apply the present policy to all matters related to the evaluation of student achievement; and
- contribute to the review of and, if necessary, revision of the present policy.

4.5 Program Committee

The Program Committee has the responsibility to:

- ensure that all elements of the present policy, the program outcomes, and the course plans and outlines are coherent;
- ensure development of the Program Exit Assessment in collaboration with the program-related departments:
 - document program specific implementation guidelines and student guidelines;
 - inform students about the Program Exit Assessment at the outset of the program;

- establish the eligibility criteria for the comprehensive program assessment; and
- ensure that all students who graduate from a program have an equivalent profile.

4.6 Department

The department has the responsibility to:

- provide each teacher with a course plan that clearly defines the competencies, elements and performance criteria; the course's intended learning outcomes, achievement context and suggested summative evaluation activities; and, a general description of the course and how it fits within the program;
- ensure that course outlines correspond to the present policy;
- submit course outlines to Academic Services or to Continuing Education;
- ensure that the evaluation of multi-sectional courses is equivalent in outcomes, competencies, standards, and evaluation activities;
- develop evaluation activities guided by the present policy;
- establish a process for mark review;
- participate in the development and implementation of program exit assessments, as required; and
- justify all decisions and actions concerning evaluation.

4.7 Teachers

Teachers have the right to:

- receive assistance from the College in order to fulfil their obligations as teachers; and
- develop and conduct specific evaluation activities for their courses, in accordance with departmental / continuing education policies and the present policy.

Teachers have the responsibility to:

- respect the present policy when fulfilling their obligations as teachers;
- prepare course outlines, which conform to the present policy, and submit them to their respective departments for review before the beginning of each term;

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- present course outlines to students at the first meeting of the course, clearly informing them of the course outcomes, competencies, standards, and evaluation activities;
- 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;
- fulfill evaluation tasks as required by the present policy - setting outcomes, standards and criteria of evaluation, choosing and developing the evaluation activities, and providing time for feedback;
- maintain an online grade book;
- submit required marks to Student Services or to Continuing Education;
- provide Student Services or Continuing Education with a copy of the final written examination, with an answer sheet when applicable, and return the graded copies of this final examination;
- provide a written report of all cases of academic dishonesty, including the sanction, to the Academic Dean or to the Director of Continuing Education; and
 - in Regular Education:
 - 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.
 - in Continuing Education, take attendance in every class.

4.8 Students

Students have the right to:

- receive information concerning the present policy, the Program Exit Assessment, and Ministry required examinations;
- be given information concerning the evaluation activities for every course in which they are registered;
- receive just, equitable, and pertinent evaluations in a reasonable amount of time;
- have access to a current online grade book;

- receive a balanced scholastic workload according to the weighted-time distribution (“ponderation”);
- 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 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 responsibility to:

- become acquainted with the present policy;
- participate in all learning and evaluation activities;
- comply with stated requirements for the evaluation activities indicated in the course outline for the Program Exit Assessment, and for any other examinations required by the Ministry;
- exercise self-discipline in regard to attendance and grades;
- fulfill all diploma or attestation 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 proper 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.C.S.) through Student Services or an A.C.S. through Continuing Education.

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ARTICLE 5 Revision

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

5.1 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 their report to the Academic Senate.

5.1.1 Procedures

The evaluation will be performed using the following:

- questionnaires designed for teachers, students, and administrators,

- document analysis of course plans and course outlines, summative evaluation activities (course and program), related policies and procedures, audits, minutes from Academic Senate and the Board of Governors, College publications (print and electronic), and
- program information system statistics based on the CEGEP network, as well as internally generated statistics.

5.1.2 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.

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GLOSSARY

Coherence: a coherent (logically consistent) relationship between teaching activities, learning activities, and evaluation activities.

Competency: a set of knowledge, skills, and attitudes deemed essential by the Ministry. Each Ministry approved program has a set of required competencies which the student must achieve to graduate.

Comprehensive Program Exit Assessment (PEA): a final evaluation activity, or a set of activities, that attests to the student's achievement of the program learning outcomes and associated competencies in programs of study leading to a D.C.S. It requires students to integrate and synthesize the knowledge and skills gained throughout the program.

Course: a course is comprised of a series of learning and evaluation activities. Each course addresses one or more competencies from the Ministry guidelines. Each competency is comprised of one or more elements.

Course Plan: An official local document that accurately identifies the course name, course number, in-house course number (if applicable), credits, ponderation, hours, pre-requisites, co-requisites, competencies, elements and performance criteria as registered with MELS. It provides a general description of the course and how it fits within the program as well as the course's intended learning outcomes, achievement context and suggested summative evaluation activities. It is the basis from which Course Outlines are prepared for students at the beginning of the semester the course is offered.

Course Outline: A local document prepared by the teacher, based on the official Course Plan held by the department, to give their students the essential information needed to be successful in the course. It includes: official course identification, description, course learning outcomes, competencies, pre-requisites, co-requisites, and fit within the program; teacher name and coordinates, and office hours; a schedule of learning activities and evaluation activities, commonly called a course syllabus; and a listing of specific department requirements and policies.

Diagnostic evaluation: is conducted to inform teachers and students of the students' current level of learning achievement and competency, usually at the beginning of a course or unit of study.

Elements of the Competency: the essential components of a given competency, as defined by the Ministry.

Equivalence: equivalence indicates the equality of value or standard. In **reference to credits**, equivalence is granted when the College recognizes that a student has already attained the course outcomes and competencies through a previous academic activity. The equivalence entitles the students to the course credits. In **reference to course sections**, course sections are equivalent when the evaluation activities measure the same learning outcomes and competencies.

Evaluation: the judgement made about student learning achievement against a set of established criteria and standards required to satisfy course/program learning outcomes and competencies.

Evaluation Activities: an integral part of the teaching – learning process, providing both student and teacher with an indication of student progress. They take a variety of formats ranging from informal reflective responses, to formal written or practical examinations, presentation of projects, etc. depending on the type of evaluation needed. Diagnostic evaluation activities are commonly used to determine the entry level of skill and knowledge. Formative evaluation activities are used to give students feedback on their progress, and summative evaluation activities are used to attest to the students' achievement of the learning outcomes and competencies, i.e. successful completion of a course or program.

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Fair and equitable evaluation¹⁵: **Fair** implies an evaluation that is both just and accurate. A fair and equitable evaluation fulfills three requirements: **justice**, **accuracy** and **equity**. **Justice** means the absence of arbitrary decisions in conformity with agreement on lines of conduct, suitable rules, and the right of recourse should someone perceive the evaluation as either unfair or not equitable. **Accuracy** is the quality of proper targeting, of assigning the rightful and exact value. Its purpose is to evaluate effectively what one seeks to evaluate (validation), to evaluate the object of evaluation with accuracy (reliability), and to judge based on a sufficient amount of data. **Equity** means the judgment is impartial, it treats all individuals equally, and the process of evaluation is free of discrimination, at all levels. The process of judgment is written out, illustrated and executed in a manner that ensures the greatest possible objectivity, impartiality and stability. Measures are taken to ensure equivalence as much as possible in the evaluation from one classroom-group to another, from one teacher to another.

Formal: developed and implemented for official purposes.

Formative evaluation: formative evaluation helps students achieve the course/program outcomes and competencies by informing both the student and the teacher of the student's progress. Its purpose is to provide feedback, and it is based on the evaluation criteria to be used during summative evaluation.

Learning Activities: activities or tasks that engage the student in the course. They are coherent with the intended learning outcomes, enabling the student to successfully achieve the course/program outcomes and competencies. Learning activities take place in the classroom and online.

Learning Outcomes: learning outcomes describe what students should know and be able to do at the end of the course / the end of the program. They are locally determined, based on the required competencies. Outcome statements are the central expectations from which all learning and evaluation activities are derived.

Program: an integrated set of learning activities leading to the achievement of Ministry determined educational objectives, and locally determined intended learning outcomes, based on set standards.

Progress Report: either a grade or a short text describing the student's progress toward achieving the course learning outcomes and competencies based on the required performance criteria and 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 and ongoing evaluation of programs.

Standard: the level of performance at which a learning outcome or competency is considered to be achieved.

Summative evaluation: summative evaluation measures the degree to which students have achieved the course/program outcomes and competencies. Summative evaluation is formal; it provides a grade, and generally occurs at the conclusion of a major component of a course and/or near the end of a course or program.

¹⁵ The Evaluation of Learning. Learning Kit #8. Le Carrefour de la Réussite au Collégial, March 2008, p. 136

HERITAGE COLLEGE POLICY #5 RELATING TO THE EVALUATION OF STUDENT ACHIEVEMENT

Related Document(s)

This document is to be used in conjunction with:

- *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.)¹⁶ *College Education Regulations* (R.S.Q., c. C-29, s.18; 1993, c.25, s. 11) Revised edition¹⁷
- Heritage College Bylaw #3 *Concerning the Attestation of College Studies*¹⁸
- Heritage College Bylaw #5 *Concerning Support for Student Success*¹⁹
- Heritage College Policy #36, *Concerning the Promotion of the English Language*²⁰
- Heritage College Policy #18 *Concerning Comprehensive Program Exit Assessment*²¹
- Heritage College Policy #33 *Concerning Academic Integrity*²²
- Student Mediation Procedure²³
- Heritage College Student Agreement²⁴
- Reference Document #P5.1, *Guidelines for Comprehensive Program Exit Assessment*²⁵
- Reference Document #P5.2, *Request for Accommodation: Evaluation Activities*²⁶
- Reference Document #P5.3, *Course Plan Template*²⁷
- Reference Document #P5.4, *Course Outline Template*²⁸
- Reference Document #P5.5, *Request for Review of a Final Mark*²⁹
- Reference Document #P5.6, *Request for Exemption Form*³⁰
- Reference Document #P5.7, *Request for Equivalence(s)*³¹
- Reference Document #P5.8, *Changes Requested to the B.E.C.*³²
- Reference Document #P5.9, *Permanent Incomplete Request Ibid*³³
- Reference Document #P5.10, *Submission of an Incomplete Grade*³⁴
- Reference Document #P5.11, *Mark Correction Form*³⁵
- Reference Document #P5.12, *Recognition of Acquired Competencies (RAC) Guidelines*³⁶

¹⁶ Copies of this document are available from the Director General's office.

¹⁷ Ibid

¹⁸ Ibid

¹⁹ Ibid

²⁰ Ibid

²¹ Copies of this document are available from Student Services.

²² Ibid

²³ Copies of this document are available from Student Services.

²⁴ Ibid

²⁵ Copies of this document are available from Academic Services.

²⁶ Copies of this document are available from Student Services.

²⁷ Copies of this document are available from Academic Services.

²⁸ Ibid

²⁹ Copies of this document are available from Student Services.

³⁰ Ibid

³¹ Ibid

³² Ibid

³³ Ibid

³⁴ Ibid

³⁵ Ibid

³⁶ Copies of this document are available from Academic Services.