

## **Assessment of Student Learning**

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| Number:                | 2.3.3                  |
| Responsible Executive: | Chief Academic Officer |
| Approval Authority:    | Academic Council       |
| Effective Date:        | January 29, 2026       |
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| Revised Date:          |                        |
| Category:              | Academic               |

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### **PURPOSE**

The purpose of this policy is to establish the College's institutional framework for the assessment of student learning in post-secondary courses.

### **SCOPE**

This policy applies to all post-secondary credit courses offered by the College and to all instructors, departments, and academic units responsible for the design, delivery, and assessment of student learning.

### **POLICY STATEMENTS**

1. The College is committed to the accurate assessment of student achievement, the protection of academic integrity, and upholding the credibility and transferability of academic credit and credentials.
2. As a core academic function, the College maintains assessment practices that are fair, transparent, academically sound, and incorporate both formative and summative approaches.
3. Student learning must be assessed using methods that are aligned with approved course learning outcomes and reflect the level and nature of the course.
4. Assessment practices must be designed to provide reasonable assurance that assessed work reflects a student's own learning and achievement.
5. The College is committed to consistency and equity in assessment practices across sections of the same course, while allowing appropriate pedagogical flexibility.
6. Assessment requirements and expectations must be connected to the course learning outcomes stated on the approved course outline, clearly communicated to students in the course syllabus, and applied consistently throughout the course.
7. Assessment of student learning is grounded in approved institutional standards and established academic policies and procedures.

### **PROCEDURES**

#### **General**

8. Assessment framework and requirements are established in the course outline and approved through the College's curriculum development and alignment process.

9. Instructors are responsible for assessing student learning in accordance with approved course outlines and these procedures.
10. Assessment breakdowns must be communicated in the course syllabus and provided to students during week one of the semester.
11. Any changes to assessment methods or weighting after the course has commenced must be communicated clearly to students and must not disadvantage students.
12. Adherence to this policy and its procedures may be reviewed through curriculum alignment, grade appeal processes, program review, and other academic quality assurance activities. Where concerns are identified, the College may work with the instructor or department to clarify expectations, provide guidance or support, and ensure compliance with approved assessment standards.

### **Assessment Standards**

13. When developing syllabus for the semester, instructors must follow the assessment methods and weightings as set out in the approved course outline.
14. Each course must include a minimum of four (4) separate assessments, drawn from a variety of assessment types.
15. No single assessment may account for more than 40% of the final course grade unless approved through the curriculum development and alignment process.
16. Each course must include a final summative assessment, which is normally a final examination scheduled during the final exam block each semester.
17. Where, through the curriculum development or alignment process, a final examination is determined to be pedagogically inappropriate or insufficient to assess achievement of course learning outcomes, an alternative summative assessment (such as a final project, paper, oral assessment, or equivalent) must be documented in the course outline and approved by Academic Council.
18. Regardless of the approved final assessment method, final exams or summative assessments must take place during the scheduled final exam block.
19. Any requirement that a student must pass a specific assessment component to pass a course must be approved through the course outline approval process and clearly stated in the course syllabus.
20. Assessments may include individual and group work, with assessment criteria that explicitly addresses the bases for individual and group work.
21. Attendance cannot be used as a basis for assessment. All learning activities (i.e. participation, in-class activities, etc.) must be tied to course learning outcomes and explained in the course syllabus.
22. Department Heads are responsible for maintaining alignment and consistency of assessment practices across sections of the same course.

### **DEFINITIONS**

Assessment: A method or activity used to evaluate student learning, achievement, or performance in relation to course learning outcomes.

Course Outline: The officially approved document that describes a course’s learning outcomes, content, and evaluation framework.

Formative Assessments: Low-stakes, ongoing assessment for learning. These are designed to support learning by allowing students to check their understanding, receive feedback, and improve their knowledge.

Invigilated Assessment: An assessment conducted under supervised conditions to ensure academic integrity.

Learning Activity: Assessment of a student’s participation in defined learning activities, based on clear and measurable criteria.

Summative Assessments: These are high-stakes assessments of learning. These typically occur at the end of a unit, at midterm, or the end of a course. They measure what students have learned without an opportunity for revision after submission.

#### **RELATED RESOURCES**

- Curriculum Development, Alignment, and Approval Policy 2.4.1
- Employee Professional Standards and Conflict of Interest Policy 3.1.2
- Grading and Academic Standing Policy 2.1.2
- Instructor Review Policy 1.3.7