

TYPE:	Academic
TITLE:	Assessment and Evaluation of Student Learning
NO.:	ACAD-135
RESPONSIBILITY:	Vice President, Academic and Students
APPROVED BY:	Durham College Leadership Team
EFFECTIVE DATE:	November 2024

1. Introduction

Providing students with relevant assessments and ongoing, timely and meaningful feedback supports their achievement of learning outcomes and academic progression. A consistent approach for the design, implementation and communication of assessment and evaluation practices clarifies expectations, enhances learning and supports the preparation for the workplace.

2. Purpose

This policy and procedure addresses Durham College's (DC) principles and practices for course assessment and evaluation.

3. Definitions

Refer to [Durham College's Standard Definitions](#).

4. Policy statements

This policy applies to courses at DC, except when warranted by external requirements, including clinical placement and/or accreditation.

4.1. Purpose of Assessment

- 4.1.1. Assessments are designed to demonstrate the achievement of one or more course learning outcome(s), as published in the course outline. Where possible, authentic assessment methods will be used to reflect skills and knowledge required in the appropriate field.
- 4.1.2. Elements of successful performance will be identified and communicated to students in advance.

4.2. Assessment Practice

- 4.2.1. Students are evaluated using a variety of formative and summative assessments designed using the principles of Universal Design for Learning (UDL) and, where possible, at least two different assessment methods will be made available to students.
- 4.2.2. Course learning outcomes should be evaluated at least twice per course and no single evaluation will count for more than 30 per cent of a student's final grade, without prior approval from the Executive /Associate Dean or unless specified by a regulatory body.
- 4.2.3. Faculty will inform students in writing of the permitted use of generative or other artificial intelligence or other digital tools for each activity or assessment. Where possible, this should be discussed with students at the beginning of the semester and reminders provided in the learning management system (LMS).
- 4.2.4. A student's posted mid-term grade will comprise at least 30 per cent of the final grade. At least 40 per cent of a course's final grade will be posted in the LMS one week before the last day to withdraw from the course without academic penalty.
- 4.2.5. The course assessment plan and methods will be consistently applied across all sections.

4.3. Assessment Evaluation and Grade Allocation

- 4.3.1. Grades will not be assigned solely for attendance or participation, unless designated as a core element of performance (e.g., placement, laboratory, clinical) and approved by the Executive /Associate Dean. In such cases, attendance requirements will be clearly communicated on the course outline and other relevant documentation (e.g., manuals, supervisory evaluation forms, etc.).
- 4.3.2. Grades and/or meaningful feedback from each assessment will typically be provided within ten (10) business days of the due date or in advance of the next relevant or related assessment, whichever comes first. Grading and feedback timelines are to be communicated with students in the LMS and in course outlines.
- 4.3.3. Results of evaluations are to be documented in the LMS on an ongoing basis.

4.4. Changes to Assessments or Evaluation Plan

- 4.4.1. In exceptional circumstances, a faculty member may reschedule an assessment at their discretion, and with prior written notice to all students.
- 4.4.2. The process for addressing missed assessments will be communicated in course outlines and applied consistently across all sections of a course.
- 4.4.3. Any change to assessment methods must be approved by the Executive /Associate Dean before it can be implemented. Approved amendments will be documented in a course addendum and given to students before the assessment. To support quality assurance, assessment practices will be regularly reviewed at the course, program and institutional level.

5. Procedure

5.1. Changes to a Course Evaluation Plan – Course Addendum

- 5.1.1. DC reserves the right to alter a course's evaluation plan in exceptional circumstances.
- 5.1.2. Changes to a course's evaluation plan will be documented in writing on the Addendum to Course Outline form by the relevant faculty member(s) and submitted to the Executive /Associate Dean for signed approval as soon as practicable.
- 5.1.3. The relevant faculty member(s) will post the approved course addendum in all sections of the course, in the LMS. Additionally, the relevant faculty member(s) will announce the changes noted in the course addendum at the next class, where applicable.
- 5.1.4. All sections of a course must follow the approved course addenda.

6. Accessibility for Ontarians with Disabilities Act considerations

Accessibility for Ontarians with Disabilities Act (AODA) standards have been considered in the development of this policy and procedure and it adheres to the principles outlined in the College's commitment to accessibility as demonstrated by the Multi-Year Accessibility Plan.

7. Non-compliance implications

Failure to implement this policy may diminish the inclusiveness of DC's pedagogy, negatively impact student success in becoming job-ready graduates, and harm the reputation and quality of the College's courses and programs.

8. Related policies, forms, legislation or external resources

- Addendum to Course Outline form
- Requirements of accrediting and regulatory bodies, as applicable
- OPSEU CAAT Faculty Collective Agreement