1.0 PURPOSE

1.1 The purpose of assessing and evaluating student achievement are:

a) to ensure that the student has met the performance requirements established for a course and for a program as a whole, as indicated by established learning outcomes;

b) to provide feedback to students on progress in a course or program, and assist students in the identification of appropriate activities to meet the performance requirements indicated by established learning outcomes;

c) to assist students in the identification of individual goals and in the development of a portfolio of skills; and

d) to provide feedback to the faculty regarding the effectiveness of delivery technique.

2.0 SCOPE

2.1 This policy details the methods for evaluating students’ learning outcomes required for the successful completion of all credit College programs and courses.

3.0 DEFINITIONS

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and evaluation</td>
<td>is a process for facilitating and measuring student learning outcomes. The process includes the design, development, and implementation of assessment tasks, and the evaluation and reporting of student performance. At NSCC we distinguish between assessment and evaluation and provide a clear definition for each.</td>
</tr>
<tr>
<td>Assessment</td>
<td>is formative and may also be referred to as Assessment for Learning. The primary purpose of assessment is to provide ongoing feedback to improve student learning and to continuously inform instructional practice. The results of assessment inform instructors and students about what has been learned and how well and what remains to be learned.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>is summative and may also be referred to as Evaluation of Learning. It refers to activities meant to evaluate (judge) student learning based on learning outcomes and assign a representative grade.</td>
</tr>
</tbody>
</table>

4.0 POLICY

4.1 Evaluation

To meet the requirements of the community, business, industry, and government, the Nova Scotia Community College must ensure that graduates of the College are competent to practice in their fields or professions. Student progress in a program/course is continually assessed and evaluated, using a variety of methods which may include projects, assignments, tests, and/or examinations.
4.2 The Nova Scotia Community College evaluates students on a learning outcomes basis. College curriculum outlines the performance required for the successful completion of College programs and courses, as indicated by industry and certifying bodies.

Learning outcomes represent culminating demonstrations of learning and achievement and describe performances that demonstrate that significant learning has been achieved by students of the program.

Assessment and evaluation methods will differ between programs and courses. Students will be provided with course requirements and assessment and evaluation methods at the beginning of each course, including tentative dates for tests, assignments, projects, and/or examinations.

4.3 Every effort will be made to accommodate the educational needs of all individuals. It is the responsibility of students to notify the Faculty of such needs.

4.4 The overall achievement demonstrated by course evaluations is translated into a final grade using the College Grading System. Every learning outcome outlined in the curriculum of a course must be evaluated and met. A final grade for most credit courses is recorded on a student’s transcript in the form of a percentage grade. No single evaluation may account for more than 40 percent of the final grade of a course except in exceptional circumstances with the approval of the Dean.

4.5 Absences
This section applies to those circumstances in which a student does not complete some aspect of the academic program due to either a) medical or b) extenuating circumstances. Wherever feasible, students in such circumstances should be given every opportunity to complete their outstanding outcomes. Reasons for the absence shall be documented to the satisfaction of the College.

Such absences generally fall into three categories:

a) Short Absences - a brief illness or absence for a few days (less than 5 days), resulting in a missed exam, assignment or other single academic requirement.

Note: In cases of short absences, where possible, the student should have discussed the absence with the appropriate Faculty prior to the date of the evaluation.

b) Long Absences - illness or absence which requires the student’s absence for a considerable period of time (5 days or more), resulting in missing a major part of the course content and evaluations.

Note: Many of the programs at the NSCC consist of skill and performance-based courses. As a result, active participation is critical to the student’s success. Extended absences may negatively impact on the student’s chances of success in the course or program. If the student is experiencing difficulty in attending classes through poor health or other extenuating circumstances, the College encourages the student to discuss the situation with their Faculty and the Academic Chair to ensure that all alternatives to withdrawal are considered. If
22.01 Evaluation

**Policy**

circumstances dictate that the student withdraw from the course and/or program, they should refer to the College’s 23.11- Grading Policy.

c) An inability to write or complete a final examination.

Note: Students who by reason of illness or misfortune are unable to write final examinations at the specified times may apply to the College for permission to write deferred examinations. The time and place for the deferred examinations to be written will be determined by the Faculty in consultation with the Campus Administration. Such examinations will take the place of the final examinations which the student was unable to write. Applications for deferred examinations must be made in writing within 24 hours of return to the College.

Students who miss a specialized training course of a program may be required to obtain this training at their own expense in order to meet the requirements for graduation from their program.

5.0 Policy Supports

23.11 Grading Policy
23.01 Graduation Requirements & Program Progression Policy
23.02 Graduation Requirements & Program Progression Procedures.

6.0 Revision Log

<table>
<thead>
<tr>
<th>Effective Date:</th>
<th>SCOPE</th>
<th>Action:</th>
<th>Approved by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2 11-22-2016</td>
<td>TEMPLATED</td>
<td>This policy has been reformatted to comply with the 2016 NSCC Standard Policy Template</td>
<td>VP Academic</td>
</tr>
<tr>
<td>5.3 11-22-2016</td>
<td>SUBSTANTIVE</td>
<td>Sections 6.11 and 6.12 are replaced by policy 23.01 – Graduation Requirements &amp; Program Progression</td>
<td>Executive Council</td>
</tr>
<tr>
<td>5.4 05-22-2018</td>
<td>SUBSTANTIVE</td>
<td>Sections 3.4 – 3.5, 3.7, 3.8, 3.9, 3.10 and 3.13 are replaced by policy 23.11 – Grading. Section 3.11 is replaced by policy 25.01 - PLAR, and section 3.12 is replaced by policy xx.xx - Transfer Credit</td>
<td>Executive Council</td>
</tr>
<tr>
<td>5.5 DATE TBD</td>
<td>SUBSTANTIVE</td>
<td>Remaining content reviewed and updated</td>
<td>Executive Council</td>
</tr>
<tr>
<td>5.6 03-31-2020</td>
<td>Minor</td>
<td>Section 4.4 – An exception clause was added to the statement that no evaluation can account for more than 40% of the final grade in a course.</td>
<td>Executive Council</td>
</tr>
</tbody>
</table>

Executive Sponsor: Vice President, Academic
Policy Steward: Director, Academic Development
Approval authority: Executive Council
First approved: November 22, 2016
Last reviewed: March 2020
Effective date: April 1, 2020
Next review: January 2025