



Category:	Academic Programming and Instructional
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Policy Sponsors:	Provost and Vice President Academic
Policy Administrator:	Dean Centre for Teaching, Learning and Innovation

Assessment Policy

Purpose

The purpose of this policy is to articulate common principles for assessment of learning at Lethbridge College in order to support the measurement of learning in a fair, constructive and meaningful manner.

Scope / Limits

This policy applies to all credit courses. This policy does not apply to non-credit courses.

Definitions

Assessment means any form of measurement designed to inform, shape, guide and facilitate learning and teaching.

Course outcome is a statement identifying the knowledge, skills and attitudes the learner is expected to demonstrate after successfully completing the course. A module outcome is a more specific statement identifying how the student will demonstrate his/her knowledge, skills and attitudes related to specific content/topics that are taught in a course.

Student is a person who accesses college learner services, has applied to or is enrolled in Lethbridge College, or who is attending Lethbridge College while being registered in a course / program offered by another institution.

Invigilation refers to the supervision of exams.

Off-site invigilation refers to the supervision of exams by a pre-approved invigilator at a location other than Lethbridge College Testing Services.

Policy Statements

1. Assessments will be aligned with the course outcomes.
2. Students should be assessed using a variety of methods within each course.
3. The assessment procedures used in any course will be clearly stated on course outlines.
4. Students will normally have sufficient prior knowledge of an assessment activity.

5. Instructors should clearly outline their expectations of an assessment activity prior to asking students to complete it so that students may successfully meet those expectations.
6. The assessment process will be applied in a fair manner, respecting the dignity and privacy of the student.
7. Where possible, assessments will be arranged to allow students the opportunity to process/internalize the results before another assessment is conducted.
8. Students will have sufficient feedback about their progress in a course (minimum 30 per cent of the final grade) to be able to make sound judgments with respect to withdrawal deadlines.
9. Articulation agreements and/or accreditation bodies may directly or indirectly require that program assessment methods meet specific assessment standards.
10. Invigilation rules and procedures for students writing examinations outside the classroom setting and under the supervision of an invigilator (other than the instructor) are established and monitored by Lethbridge College Testing Services.

A: Policy Supports

[Assessment and Examination Procedures \(Appendix A\)](#)

B: Legislated References

C: Other References

D: Related Policies

Academic Program
Academic Timetable
Course Outline Standards
Grading
Student Rights and Code of Conduct
Board of Governors Executive Limitations:
 EL-1 Treatment of Students



Parent Policy:	Assessment
Effective Date:	December 5, 2012
Revised Date(s):	
Policy Sponsors:	Provost and Vice President Academic
Policy Administrator:	Dean Centre for Teaching, Learning and Innovation
Appendix A	

Assessment and Examination Procedures

Part A: General Procedures

1. Each course outcome will be assessed in a course. Assessments will be designed and weighted to accurately reflect the emphasis given to the course outcomes.
2. Generally, the same assessment methods are to be used consistently across all sections of a course in a term. If, due to the course instructional method (example: online vs. face-to-face), there is a need to use a different assessment method, the Dean or their designate may approve the proposed assessment.
3. Clearly established criteria for an assignment or learning activity and the corresponding grading rubric are to be provided to students prior to assessment.
4. If participation in class activities is an integral means by which students will learn the knowledge, skills and attitudes covered in a course, then the expected learning should be reflected in a course outcome.
5. The number of, and/or the due dates of, assessments should be reviewed by instructors in relation to the expectations of other courses in the program prior to the beginning of the term.
6. The means by which a course is assessed and/or the percentage attributed to each type of assessment cannot be changed during the semester unless the Dean or their designate gives approval, and 100 per cent of the students give written consent. The instructor and Dean will consult on extenuating circumstances.
7. Results of student assessment activities controlled by Lethbridge College should normally be made known to students within two (2) weeks of the work being submitted. Programs or courses on a compressed schedule will need to be adjusted accordingly.
8. No more than 50 per cent of the final grade, including the final examination, will be due in the last five (5) instructional days of the term.
9. Instructors are responsible for submitting final grades by the date identified in the appropriate College Academic Schedule for each class/section for which they are responsible.

10. Instructors must provide students with feedback on a minimum 30 per cent of the final grade prior to the withdrawal deadline.

Part B: Examination Procedures

An examination (exam) refers to all tests or quizzes (written or oral) used to determine final grades for students registered in College courses.

1. Final exams worth 30 per cent or more must be scheduled during final exam week.
2. Scheduling of final exams will be coordinated within academic centres at the program level. The Office of the Registrar will coordinate room assignments.
3. Once a draft final exam schedule is published there will be two (2) weeks for review and revision.
4. Final exams will be scheduled in the evening for courses in which classes are held during the evening.
5. The final examination period will be published in the current college calendar.
6. No student will be required to write more than two (2) final exams on any one (1) day of the final exam period.
7. If a student is scheduled to write more than two (2) final exams in a calendar day, the student should consult with his/her instructors (or Chair) to make arrangements for an alternate testing day.
8. The college acknowledges that some students may require alternative exam arrangements for reasons such as religious obligations or academic accommodations.
9. A student who requires an alternative final exam time/date must provide a minimum of three (3) weeks' notice to the instructor and document the rationale as to why they are unable to write the final examination at the scheduled time. Alternatively, students with disabilities will follow policy and procedure outlined in the college policy related to academic accommodations.
10. Students may be granted deferred exams for extenuating circumstances such as medical or compassionate reasons where sufficient documentation is provided. A request for deferral, along with supporting documentation, must normally be provided to the instructor within five (5) working days after the scheduled date of the exam.

Work schedules and discretionary arrangements such as travel plans are not considered to be extenuating circumstances.

11. The Registrar, or designate, will decide to postpone examinations in the event of extreme weather condition or any other general emergency which occurs when final exams are in session. Notification of the postponement of an exam will be communicated as outlined in the college policy and procedure dealing with closure and service interruptions.

12. In the event that examination dates are altered for online or off-site exams, the revised exam date must provide Testing Services with adequate time (as per Testing Services procedures) for processing and delivery of exams to off-site invigilators.
13. If a course has a comprehensive final exam, it must be open to supplemental.

PART C: Examination Invigilation Procedures

The following procedures apply to examination (exam) invigilation occurring outside the classroom and under the supervision of an invigilator.

1. If writing at Lethbridge College Testing Services (located on the main campus), the student will call to make arrangements for testing as outlined in Testing Services' rules and procedures and within the prescribed timelines. It is the student's responsibility to obtain permission from and make advance arrangements for test delivery with the course instructor.
2. If writing at an off-site invigilation location, the student will complete and return the necessary exam request form within the prescribed timelines and follow Lethbridge College Testing Services' rules and procedures.
3. Lethbridge College Testing Services is responsible for administrative work related to the invigilation of the exam, such as invigilator background checks; exam requests and confirmations; password security; and distribution, collection, and return of exam materials.
4. Off-site invigilators must be preapproved by Testing Services and are required to supervise examinees and complete related administrative tasks in accordance with all Lethbridge College exam invigilation procedures.
5. The student is responsible for any fees for service associated with off-site invigilation.
6. Falsification of information related to exam invigilation is considered academic dishonesty according to College policies and procedures dealing with academic dishonestly.

PART D: Grade Appeal Process

1. Students have the right to fair and equitable procedures for resolving matters that affect academic standing through the Academic Grade Appeal process. Students requesting a grade change as a result of perceived non-compliance with policy statement #8 in the Assessment Policy, must follow procedures identified in the Grading Policy.