



ASSESSMENT OF LEARNING POLICY

NEW BRUNSWICK COLLEGE OF CRAFT AND DESIGN

1.0 GUIDING PRINCIPLE

The assessment of learning acknowledges each individual student's achievement and is a fundamental responsibility of New Brunswick College of Craft and Design ("The College"). The College must provide fair, consistent, and timely feedback in the reporting of evaluation.

2.0 POLICY STATEMENT

The College is committed to:

- i. Fostering excellence in student learning and achievement by maintaining academic integrity and quality teaching.
- ii. Ensuring that each course is composed of a variety of evaluation strategies, for example; assignments, projects, tests, exams, etc.
- iii. Ensuring the assessment of student performance, through the application of evaluation strategies which effectively measure learning outcomes.
- iv. Ensuring students receive course outlines for each course in which the criteria for assessment and evaluation of their performance is clearly identified.
- v. Supporting and facilitating academic success by providing a process, through academic advising, of early identification and intervention for students whose learning is considered at risk.
- vi. Formally documenting evaluation results and making them accessible to students in an ongoing and timely fashion.
- vii. Reporting the overall achievement, that combines the assessments and evaluations from assignments given during the course, into a final grade or status.
- viii. Providing ample opportunity for students to demonstrate their learning.

3.0 DEFINITIONS

Academic Advisor

An instructor who advises, counsels, and coaches students in their creative and academic development.

Aegrotat

The awarding of credit to a student who has been unable to fulfill course requirements due to medical or compassionate reasons.

Assessment

The systematic gathering of information about a student's learning that describes what they can do, know, and value.

Assessment Plan

A list of assignments on a course outline that includes the percentage of the overall course grades and related course learning outcomes.

Assessment Tools

Measure student achievement through tools such as observation, rubrics, answer keys, and checkmark sheets.

Evaluation

Making judgments based on the assessment information gathered.

Evaluation Strategies

These may include, among others; projects, tests, exams, etc. as identified in the course outline.

Extenuating Circumstances

The kinds of circumstances that might be accepted as "extenuating" include ill health, bereavement, or other significant personal issues which were unexpected, out of the student's control, and are likely to have an impact on the student's ability to complete course requirements.

Formative Evaluation

An assessment for learning that is part of the instructional process which informs teachers and students about student understanding at a point when timely adjustments can be made. Formative assessments are not necessarily graded or used to calculate the final grade. They are used as a guide for teachers to determine the next steps of the learning process.

Grades

A standardized performance measurement within a subject area in a letter or a numerical value.

Incomplete (IC)

This notation indicates that a student did not complete the requirements of a course. Following approval, the student is given a specified period to meet the course requirements, at which time the IC grade is replaced by the final grade.

Learning Outcome

Achieved within a defined period of time, a learning outcome describes what the learner will know, be able to do and value, and to what level that knowledge or skill will be demonstrated.

Re-Mark

When a student feels they have been unfairly graded on an assignment that is 25% or greater of the total course value, they may request that the assignment be re-marked.

Reporting

Communicating to various audiences the information gathered from assessment and evaluation.

Rewrites/Resubmission

A privilege provided to students only in extenuating circumstances.

Rubric

A rubric is an explicit set of criteria used for assessing a particular type of work or performance which includes descriptors for levels of potential achievement for each criterion.

Status

Indicators that signify a student's status in a course when there is no grade shown on a transcript.

Summative Evaluation

Given periodically to determine at a particular point in time what students know and do not know. Generally, it is the assessment of learning and is part of the grading process.

Supplemental Assessments

An additional evaluation given to an eligible student after a failing grade in a credited course has been submitted to the Registrar's office and only considered in extenuating circumstances. It allows a student to demonstrate that defined competencies have been met without having to retake the course. Examples of Supplemental Assessments commonly used are: exam, test, assignment, project and demonstration of skills.

4.0 PURPOSE

To ensure valid, consistent, reliable, and ongoing assessment and evaluation of the achievement of the expected course learning outcomes.

5.0 SCOPE

The scope of this procedure begins with the development of an Assessment Plan and includes marks meeting, students at risk, missed or late assignments, Rewrites/Resubmissions, Re-Marking, Incomplete Grades, Supplemental Assessments, Aegrotat, and the submission of final grades to the Studio Head (SH) for review and ends with the reporting of the final grades to the student.

6.0 WORKFLOW

Each course has specific approved course learning outcomes. For more information, refer to the [Curriculum Review, Development, and Growth Policy](#).

6.1. Assessment Plan

- i. The instructor creates an assessment plan based on the course learning outcomes that:
 - Include a range of assignments using both **formative** and **summative assessment** that are spaced at intervals throughout the course to provide ongoing feedback;
 - May have in-class assignments;
 - Can include attendance, punctuality, and professionalism;
 - Effectively measure the expected student achievement; and
 - Is for the purpose of granting final course grades.
- ii. The assessment plan is approved by the Studio Head (SH) who ensures congruency between the assessment plan and the course profile, and is verified by the Academic Dean or Associate Dean.
- iii. The assessment plan, located in the course outline, is provided to students on the first class of the course. Refer to the

[Course Outlines Policy.](#)

- iv. Changes to the assessment plan require prior approval of the Academic Dean or Associate Dean, and must be presented to the students in advance of the evaluation.

6.2. Assessment Plan

- i. Any material submitted by the student for evaluation is stored appropriately by the instructor.
- ii. The SH ensures that appropriate assessment tools (checkmark sheet, answer key, or rubric) are developed for all assignments based upon clearly observable and measurable student performance.
- iii. Any individual assignment or assignment detail that is equal to or greater than twenty percent (20%) in value requires the development of a rubric.
- iv. All assignments that are below twenty percent (20%) must have a checkmark sheet or answer key.
- v. Individual assignments will carry a maximum weight of thirty-five percent (35%) of the total course grade. This ensures that students have many opportunities to demonstrate their achievement of the expected course learning outcomes.

6.3. Reporting of Results

- i. Evaluations of student assignments are made available to the student normally within ten (10) academic days after their due dates.
- ii. By the mid-term of each course, students must receive a clear indication of their academic status. For more information, refer to the [Academic Standing Policy](#).
- iii. In the case of a practicum, a designated person assesses if the standards of the work practicum were met.

- iv. Instructors submit final grades to the Registrar through the Student Information System (SIS) and are due by the last day of the in-class assessment period of each term. After this date, all grade information must be communicated through email to the Registrar's Office. For more information, refer to the [Grading System Policy](#).

6.4. Marks Meetings

- i. Marks meetings are held to identify students at risk. For more information, refer to the [Academic Standing](#) and [Academic Advising](#) policies.
- ii. Each program meets at the end of each semester.
- iii. The Academic Dean chairs the meeting where course grades are reviewed and discussed by the SH, Registrar, and other faculty as requested. The Learning Strategist may be included in the meeting if needed.
- iv. The Registrar's office prepares a document for each program containing the:
 - Student name;
 - Courses taken with submitted grades;
 - GPA and CGPA; and
 - Incomplete and failing grades are identified.
- v. The Registrar releases the grades through the SIS within five (5) days of the end of term Marks Meeting.

6.5. Late Assignments and Missed Tests

- i. Late assignments and missed tests may receive a mark of zero (0) at the instructor's discretion unless students provide documentation of **extenuating circumstances**.

- ii. In the case of anticipated late assignments, students may request short extensions on assignments to the instructor before the deadline.
- iii. If an extension is approved, a penalty may be applied at the discretion of the instructor of up to ten percent (10%) of the total value of the assignment per academic day late.
- iv. Instructors may consider student attendance and participation when considering the student's request.
- v. Instructors may include information on penalties specific to their course in their course outline.

6.6. Rewrites/Resubmissions

- A rewrite/resubmission of assignments and tests during the course may be granted at the discretion of the instructor on an individual basis.
- A rewrite/resubmission opportunity is considered a privilege provided to students only in extenuating circumstances.
- The instructor can informally change the mark.
- Rewrites/resubmissions are requested to the instructor within three (3) days of receiving the grade.
- Rewrites/Resubmissions cannot take place once the semester has ended and the final grade has been given.

6.7. Re-Marking of Assignments

When a student feels they have been unfairly graded on an assignment that is 25% or greater of the total course value, they may request that the assignment be re-marked within three (3) working days of receiving a mark.

A Re-Mark differs from a Rewrite/Resubmission in that the student has to be able to demonstrate that they have been unfairly graded. The Rewrite/Resubmission is at the discretion of the instructor to grant when student work does not meet expectations and there have been extenuating circumstances involved.

- i. For a Re-Mark, the student:

- Has three (3) working days from receiving their grade to request a formal re-mark to the Academic Dean;
 - Must be able to demonstrate that inappropriate criteria have been used in evaluation and/or an unfair interpretation of student work has been made;
 - The demonstration must be specific to the assignment, not the course as a whole;
 - Must provide the assignment to the Academic Dean unaltered; and
 - May remain in class until the re-marking process is complete.
- ii. The Academic Dean determines whether the request for a remark is valid.
- The Academic Dean will request that an instructor familiar with the course in question, but not involved in the initial evaluation, conduct the Re-Mark.
 - The Re-Mark is returned to the student within five (5) working days.
- iii. The results of the formal re-mark will;
- Either change the original mark or determine that it remains the same; and
 - Be entered into the SIS by the instructor if the mark has been changed.
- iv. If the final mark has been submitted to the Registrar's office, the instructor recalculates the final mark and emails the new mark to the Registrar's office who enters it into the SIS.
- v. If a student is not satisfied with the outcome of the formal re-mark, they may appeal. For more information on the procedure and timeframe, refer to the [Academic Code of Conduct](#).

6.8. Incomplete Grades

- i. The instructor submits an email to the Registrar with the student's name, class, and new due date by the deadline. Please see below for due date guidelines.
- ii. The instructor may request official documentation from a student for the exceptional circumstances, for example, a doctor's certificate in the case of absence due to illness.
- iii. The granting of an IC by the instructor, in consultation with the SH, AA, Registrar, and Academic Dean/Associate Dean, will be based upon individual consideration of a student's circumstances.
- iv. Due dates for Incompletes are as follows:
 - In the fall term, an IC may be awarded if a student can reasonably be expected to complete all course requirements in a maximum of a two (2) week period from the course end date.
 - In the winter term, an IC may be awarded if a student can reasonably be expected to complete all course requirements in a maximum of a two (2) week period from the course end date.
 - In the spring term, students expecting to graduate must have all course requirements completed with enough time for instructors to assess work and submit grades by the date marks are due, to ensure they are able to graduate.
 - In extenuating circumstances with approval from the SH and Registrar, non-graduating students may be granted additional time to complete spring course requirements.
 - In the case of unit courses, the period of the incomplete will be determined in consultation with the instructor, SH, AA, and Academic Dean.
- v. The notation IC will be recorded on the transcript by the Registrar's Office.
- vi. An instructor, SH, AA, or designate, monitors the student's progress in fulfilling the requirements of the IC.

- vii. Students who have an IC in a course that is a requisite to another course will be allowed to proceed on a probationary basis with course(s) until the results of the IC are known.
- viii. The student is solely responsible to provide the completed work to the instructor for evaluation by the due date.
- ix. If a new grade is not received by the deadline in 4.10.4., the Registrar's office enters zero (0) as the final course grade.
- x. The Academic Dean is informed of the results of the ICs and, if an IC results in a failure, determines, in consultation with the SH, if the student will be required to withdraw from subsequent and requisite courses.

6.9. Supplemental Assessments

- i. Students who have received a failing grade in a credited course are eligible for a Supplemental Assessment when:
 - The student has regularly attended classes;
 - All required course work has been completed during the term;
 - A final course grade between fifty percent (50%) and fifty nine percent (59%) has been achieved; and
 - The failure is not due to academic dishonesty.
- ii. The number of Supplemental Assessments that a student can complete is at the discretion of the Academic Dean.
- iii. Supplemental Assessments shall normally be held within two weeks of the course's end. Exceptions may occur just prior to the Winter break and for courses that end within the last term of the academic year.
- iv. The instructor, in consultation with the SH, will determine the appropriate Supplemental Assessment(s) for the course.
- v. A Supplemental Assessment shall normally cover the same content as the assessment it replaces.

- vi. The grade received on the Supplemental Assessment is used to recalculate the final course grade. If the recalculation results in a pass, the minimum passing grade of sixty percent (60%) will be given. If the recalculation of the final course grade results in a failing mark for the course, the student will receive the higher of the two grades.
- vii. Once the Supplemental Assessment has been completed, the instructor updates the marks and submits it to the Registrar's office who records the new grade.
- viii. Students can register in courses where the failed course is a requisite, pending the Supplemental Assessment outcome.

6.10. Aegrotat Credit

- i. At any point during a term, a student may be granted Aegrotat Credit.
- ii. When the need for Aegrotat Credit is identified, the Instructor and SH/AA meets with the Academic Dean/Associate Dean to present the circumstances.
- iii. The Academic Dean determines if the student's performance has given sufficient evidence that the critical course performance of the course has been met.
- iv. If approved by the Academic Dean, a numerical grade is determined from the completed assignments in the course and is submitted by the course instructor to the Registrar's Office.

6.11. Documentation

- i. Instructors retain, as a minimum requirement, student evaluations used to calculate the final grade for a period sufficient to cover the appeal process. For more information, refer to the [Academic Code of Conduct](#) and the [Student Records Policy](#).

- ii. After that time, documentation is held in accordance with the [Student Records Policy](#).

7.0 POLICY CUSTODIAN

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