Cégep de la Gaspésie et des Îles
Dean's Office

Institutional policy
on the evaluation of student achievement

IPESA

May 2009

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FOREWORD

Since June 1987, the Cégep de la Gaspésie et des Îles has had an *Institutional policy on the evaluation of student achievement* (IPESA).

By preparing and publishing its IPESA, the Cégep de la Gaspésie et des Îles seeks to guarantee students, the college community and the general public of the quality of its evaluation of student achievement and consequently, the quality of the diplomas earned through this quality schooling.

This policy recognises the professional independence of teaching staff with respect to actions taken to measure and evaluate student achievement. Its also considers that this autonomy must be exercised within the broader context of institutional responsibility.

The 1994 policy served as the departure point for the development of this latest policy; it incorporates the modifications that had become necessary following an evaluation of its application, and it takes into account the changing reality of educational programs and evolving practices pertaining to the evaluation of student achievement.

This policy was drafted and adopted within the framework of the provisions and rules set out in the *General and Vocational Colleges Act* (R.S.Q. chapter C-29) and the *College Education Regulations* (R.S.Q. c. C-29, r.4). It takes into account the various policies adopted by the College.

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CHAPTER 1   ULTIMATE PURPOSE, PRINCIPLES AND OBJECTIVES OF THE POLICY

1.1   ULTIMATE PURPOSE

This policy aims to give all the persons involved in the student achievement measurement and evaluation process – particularly students and teaching staff – an operational framework that guarantees the fairness, coherence, transparency and quality of the evaluation practices implemented at our institution.

1.2   PRINCIPLES

The following principals guide student achievement evaluation practices at the Cégep de la Gaspésie et des Îles.

1.2.1 **The evaluation of student achievement is part of the education program.**

The evaluation of student achievement must verify whether the competencies (objectives and standards) set for the program have been acquired. It must take into account the integrative nature of a learning process centred on the acquisition of competencies.

1.2.2 **The student achievement evaluation process is part of the broader process of planning the pedagogical aspects of the course.**

This policy places considerable emphasis on the syllabus, and its drafting, approval and distribution. The policy identifies the role of the master syllabus and the conditions governing its approval.

1.2.3 **The evaluation of student achievement must be fair and just.**

By introducing this principle regarding the fairness of the evaluation, the College recognises that any evaluation of student achievement must be faithful to the content taught and comply with good practices in this field, and that a given course taught by different members of the teaching staff – and more generally, all courses in a given program of study – must be evaluated in an equivalent manner.

1.2.4 **Students must know in advance what procedures (type of assessment, criteria and schedule) will be used for their evaluation.**

1.2.5 **Students must be informed about the quality of their achievement before being sanctioned on the basis of that quality.**

Summative evaluation activities shall be preceded by formative evaluation activities.

1.2.6 **The summative evaluation of student achievement is a criterion-referenced assessment.**

The degree to which a competency has been acquired can only be evaluated by comparing students' performances to performance criteria.

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1.2.7 **Student achievement measurement instruments show the quality of the evaluation.**

For the College, recognising this principle means that it is obligated to support and back the members of its teaching staff as they perform their evaluative duties.

1.2.8 **The term-end evaluation shows the degree to which a competency has been developed.**

The term-end evaluation determining the degree to which a given competency has been developed shall be done individually and shall constitute the final element in the evaluation of this competency or the competency component taught in the course. Teamwork may be evaluated on the condition that each member's contribution be evaluated fairly.

1.2.9 **The confidential nature of evaluation results must be protected throughout the evaluation process.**

The teaching and administrative staff must make sure that the students' right to the confidentiality of their results is respected at all times. Without a student's explicit consent (either oral or in writing), evaluative assignments, exams or results may not be freely available.

1.3   OBJECTIVES

1.3.1 Establish the institution's responsibilities, rules and procedures that provide a framework for student achievement evaluation practices.

1.3.2 Support and back the members of the teaching staff as they perform their evaluation duties.

1.3.3 Describe how to draft, produce, approve and distribute syllabi.

1.3.4 Describe how to draft, produce and approve master syllabi.

1.3.5 Describe the conditions governing the following educational sanctions:

- Exemption
- Equivalence
- Substitution

and certain notations on students' transcripts

- Incomplete
- Temporarily incomplete
- Fail
- Pass mark

1.3.6 Establish the conditions conducive to preparation of the comprehensive exam.

1.3.7 Describe the recourse available to students if they wish to contest the results of their evaluation (grade review).

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1.3.8   Establish the procedure for certifying studies.

1.3.9   Distribute adequate information about IPESA to the students.

1.4 STUDENTS' RIGHTS

Students have the right to:

1.4.1   A syllabus that is presented and distributed at the beginning of each term;

1.4.2   A balanced work load that respects the weighting established for the course, and assignments and tests that have been adequately planned;

1.4.3   Adequate information provided in advance about the types of formative evaluation and the summative evaluation procedures that have been selected by the teaching staff;

1.4.4   An evaluation that considers the learning objectives established for the course and the competencies identified for the program;

1.4.5   Regular information about the progress of their learning progress;

1.4.6   The assistance of teaching staff and the support of the Dean's Office to help them overcome their learning difficulties;

1.4.7   A just and fair evaluation of their learning achievement;

1.4.8   Confidentiality of their learning achievement evaluation results;

1.4.9   Recourse if they wish to contest the result of their evaluation (grade review);

1.4.10   Adapted services if they have diagnosed functional limitations; and

1.4.11   Any IPESA-related information.

1.5 APPLICATION FRAMEWORK

This policy applies to all courses and programs that allow students to obtain course credits offered by the College: the courses and comprehensive assessments associated with programs leading to diplomas of college studies, and to courses offered within the framework of programs leading to attestations of college studies. It concerns all forms of teaching for which college credits are attributed: summer courses, on-line or distance learning, etc. The standards and rules set out in this policy do not apply to evaluation done for made-to-measure educational activities or for vocational training, although the evaluation of these activities must be founded on the same principles.

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CHAPTER 2   RULES

2.1   REGISTRATION CANCELLATION

2.1.1   During the weeks leading up to the registration deadline set by **MELS**, the College informs the students, by the means it deems appropriate, of the course withdrawal deadline set by the Ministère and the related conditions. In the case of intensive courses, summer courses or continuing education courses, registration cannot be cancelled after 20% of the hours scheduled for the course have been completed.

2.1.2   Students who wish to cancel their registration for a course must meet with their personal academic counsellors or with the adult education academic adviser responsible for their program before the cancellation deadline and complete the cancellation formalities the College has established. Students who fail to do so or who fail to present a medical certificate shall be considered to be registered and any later withdrawal from the course will result in a FAIL (*ÉCHEC* – EC) notation appearing on their college studies transcripts for the abandoned course.

2.2   EVALUATION OF STUDENT ACHIEVEMENT

Evaluation is the action that serves to judge the value of achievements made by individuals engaged in the process of learning. In this regard, evaluating involves more than just grading and quantifying. Consequently, it is appropriate that evaluation be done in a manner that respects the various functions attributed to evaluation… in other words, its formative and summative functions.

The policy encourages regular and ongoing evaluation, either formative or summative, because it not only serves to regulate teaching but also to record the progress being made, support the progress of students and ensure that learning is integrated.

Diversity in the ways of proceeding is inherent to the student achievement evaluation process. This diversity from one member of the teaching staff to the next must nevertheless respect the objectives and contents set out in the master syllabi. The policy requires the various members of the teaching staff giving the same course to agree on the equivalence of the evaluations each has planned for their students to ensure the fairness of the evaluations and maintain the internal coherence of programs of study.

The following rules stem from these considerations:

2.2.1   To facilitate learning and the achievement of learning objectives, the teaching staff must reserve as large a place as possible to formative evaluation activities. As early as possible in the term, teachers must give their students feedback on their achievements and their likelihood of successfully completing the course.

2.2.2   A formative evaluation activity can in no case be used to calculate a grade appearing on the college studies transcript.

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2.2.3 To reflect the degree to which students have developed a competency, the summative evaluation of achievement must necessarily be done on an individual basis and it can examine only the anticipated outcome of the learning process – acquisition of the competency or its constituent elements.

Because teamwork is inherent to the professional reality, it is considered to be an effective way to cover competencies or their components as long as each member's contribution is evaluated fairly and individually.

2.2.4 The teaching staff must indicate in the syllabus the types of formative evaluation and the procedures used for the summative evaluation of achievement (subjects covered, schedule, tools and weighting), including the term-end evaluation activity or activities.

2.2.5 Saving exceptional circumstances, the summative evaluation must encompass more than one evaluation activity scheduled during the term.

2.2.6 The term-end evaluation of a course (weighting, form, schedules) must correspond to the elements indicated in the syllabus and master syllabus.

2.3 WEIGHTING OF SUMMATIVE EVALUATION ACTIVITIES

2.3.1 In each syllabus, the teaching staff must provide the students with precise information about the weighting assigned to each summative evaluation activity.

2.3.2 For each course, there must be a term-end evaluation activity (with one or more components) that will serve to determine in a final and comprehensive manner the degree to which the students have developed the competency or competency component taught in the course and how well each student has integrated the course-related knowledge, skills and attitudes.

2.3.3 Unless campus management has authorised otherwise, the term-end evaluation – or the final part of the term-end evaluation – shall take place during the official examination period scheduled on the academic calendar and coordinated by the academic organisation department. Given the particular practices that pertain to courses offered by the Continuing Education Department, this rule cannot apply to those courses.

2.3.4 Given the significant nature of the term-end evaluation as a means of reflecting the degree to which students have developed or integrated a competency or competency component taught in the course, this evaluation must count for at least 40% of the final grade.

2.3.5 Students also need to understand the importance of intermediate objectives or competency components studied during the term. Given the impact evaluation practices have on teaching and learning, particularly in terms of student motivation and their perception of the value of the learning process, the term-end evaluation cannot count for more than 60% of the final grade.

2.3.6 However, when formative evaluation procedures are stipulated in the syllabus and validated by the department and centre management, it is possible to exceed the

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abovementioned 60%. In such cases, the teacher must plan to automatically allow any of their students who fail the term-end evaluation and the course with a final grade of from 50 to 59% to make up the term-end evaluation.

2.3.7 If a term-end evaluation is broken down into components that take place on separate occasions because of the need to evaluate a particular competency component, it must be considered as a single unit and count for from 40 to 60% of the total number of points.

2.4 PASS MARK

2.4.1 *The pass mark is 60%. (*Section 27, *College Education Regulations*)

According to prescribed standards, when evaluating competency by examining how well objectives have been reached, the evaluation must be done progressively. To pass a course for which they have registered, students must obtain an average grade of 60% on all summative evaluations, including the term-end evaluation that reflects the comprehensive integration of a competency or competency component studied covered in a course.

However, when it deems such action necessary, a department can also require a minimum grade of 60% for a particular learning objective, some learning objectives being so important that students who fail to master those objectives would fail the course. In such cases, the department must inform the Dean's Office of this requirement and mention it explicitly in the master syllabus and syllabus.

2.5 DEPARTMENTAL POLICY ON THE EVALUATION OF STUDENT ACHIEVEMENT AND DEPARTMENTAL POLICY ON THE EVALUATION OF STUDENT ACHIEVEMENT IN CONTINUING EDUCATION

2.5.1 In compliance with articles 3.3.1 and 3.7.1 of this policy, departments shall draw up a departmental policy on the evaluation of student achievement (DPESA); likewise, the Continuing Education Department shall establish a policy on the evaluation of student achievement in continuing education. These policies shall set out conditions governing:

- Class attendance;
- Language quality;
- Particular rules governing the presentation of assignments, if applicable; and
- Any rules concerning the evaluation of student achievement.

2.5.2 These policies shall set out the procedure used to analyse and adopt syllabi. They should identify the particular conditions pertaining to harmonisation and equivalency when evaluating student achievement for a given course when it is taught by different members of the teaching staff.

2.5.3 These policies must comply with the IPESA and be approved by the Dean's Office; moreover, students must be informed thereof.

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2.6   MASTER SYLLABUS

The master syllabus is a mandatory document adopted by the program team or by a regular education department that presents the essential elements that must absolutely be part of a given course. This document contains all the details the teachers need to prepare their syllabi in keeping with all the requirements set for a regular education program or discipline.

Syllabi for courses offered through continuing education programs are verified by the academic adviser and must serve as a reference (in the same way as a master syllabus, when the latter has not been prepared) in terms of the competency or competency components that are to be developed, course content and evaluation procedures; these syllabi can ultimately be used again should the continuing education certificate program be offered again in the future. Any changes to the syllabus must therefore be approved by the continuing education academic adviser and address the targeted competency.

2.7   SYLLABUS

2.7.1   The teachers prepare detailed syllabi for each course under their responsibility. These syllabi must be consistent with the master syllabus or with the syllabus that serves as a master syllabus in the case of continuing education courses; they must also comply with this IPESA.

2.7.2   Each syllabus must contain the following elements:

- A clear identification of the course (title, number, weighting, duration, units);
- A general presentation of the course;
- The course's position within the program;
- The learning objectives and content elements;
- The selected teaching sequence;
- Information about methodology (teaching method and learning activities);
- The types of formative evaluation (written exercises, pre-exam review, etc.);
- How the summative evaluation of achievement will be done (subjects covered, schedules, testing tools and weighting);
- A mediagraphy;
- *The way in which the *Institutional language policy* (ILP) is applied;
- *Requirements concerning the presentation quality of assignments;
- *Conditions governing class participation;
- *Requirements concerning mandatory material;
- *Rights and procedures concerning grade review; and
- *Any department rule concerning the evaluation of student achievement.

   * The elements marked with an asterisk can be set out in a departmental document distributed to students when they register.

2.7.3   The syllabi must be verified and adopted by department faculty in keeping with the information set out in the preceding articles and the verification grid prepared by the College (Appendix 1). After they have been verified in this manner and signed by the department coordinator or the person responsible for the program, they must be sent – together with

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the completed verification grid – to campus management which will then proceed to approve them.

2.7.4 Continuing education syllabi are verified and approved by the academic adviser responsible for the program, in keeping with the information set out in the IPESA. Also, any significant changes to a syllabus must be verified and approved by the continuing education academic adviser and the information transmitted to the students.

2.7.5 The teachers present the syllabi to students when they meet for the first class of the term. Any exception to this rule must be approved by campus management or by the academic adviser in the case of continuing education courses.

2.7.6 Any significant changes to a regular program syllabus during the term must be verified by the department coordinator, approved by department faculty and by campus management; students must then be informed of the changes.

2.8 CLASS ATTENDANCE

2.8.1 It is up to each department and the Continuing Education Department to decide whether class attendance is required for a given discipline or course.

2.8.2 Class attendance cannot be used for grading purposes but it can be a condition governing access to grading. For instance, the objectives set for some activities cannot be reached unless students participate actively in those activities. Failure to participate in these activities can result in a penalty (for example, students who do not participate may be refused access to activity-related evaluation). The department determines the types of activities to which such rules apply and provides that information in its DPESA. Students must be informed of this condition via the syllabus.

2.8.3 Notwithstanding the preceding articles, students who are absent for more than one week – or a period equivalent to one week of classes in the case of intensive courses – must provide a reason for their absence to campus management or the continuing education academic adviser who then informs the teaching staff thereof.

2.9 LANGUAGE QUALITY

2.9.1 Given the importance of language mastery and to comply with the ILP, language quality must be evaluated in all courses.

2.9.2 The summative evaluation of language quality counts for 10% of the mark attributed for an assignment or exam, whether included in the total number of points or subtracted from them.

In courses where mastery of the written language is one of the learning objectives, the department or Continuing Education Department can – by means of an internal rule – allocate more than 10% for language quality in assignments and exams. In this case, it is up

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to the department or Continuing Education Department to establish the conditions governing implementation of this policy in its DPESA and to inform the students thereof via the syllabus.

2.9.3   For allophone clientele and students enrolled in immersion programs, 10% of the total number of points will be allocated to language quality during the first year of study, but students will be allowed to recover this 10% entirely it they correct their assignments within five days. During the second year of study, a total of 10% is still allocated for language quality. Immersion students can recover up to half of the points (5%) if they make the required corrections. During the third year of studies, all students are subject to the same rule.

For exams written in class, no language quality-related penalties are imposed on allophone and immersion students and they may use a translation dictionary.

2.10   PRESENTATION OF ASSIGNMENTS

2.10.1   It is up to each department, including the Continuing Education Department, to establish its own rules regarding the presentation of assignments and to inform students thereof by the means it considers appropriate.

2.11   ABSENCE FROM A SUMMATIVE EVALUATION ACTIVITY

2.11.1   Students who for a serious reason (illness, death of a loved one, family obligation) must miss a summative evaluation activity, test, exam, lab or internship, must inform their teacher at least 24 hours before the scheduled date of the evaluation activity. If the absence is due to unforeseeable circumstances (accident, criminal act), students must inform their teacher within 3 working days following the absence. Students who fail to do so will receive a mark of "0" for this evaluation activity. Teachers can ask students who miss evaluation activities to produce written justification for their absence.

2.11.2   If students miss an evaluation activity for a justified reason, they may make up for that activity as arranged mutually by students and teacher.

2.12   FRAUD AND PLAGIARISM

2.12.1   Any fraud, attempted fraud or collaboration in fraud will result in a mark of "0" being attributed for the test or assignment in question. In such cases, the teacher must seize the documents and draft a report that will be sent to campus management by the department coordinator or continuing education academic adviser. Unless exceptionally authorised, the use of MP3 devices, cells phones or laptops is prohibited during in-class exams.

2.12.2   Students who commit plagiarism… who, in other words, pass off as their own something they have stolen or borrowed from an author, regardless of who that author may be, without

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indicating the reference, regardless of the source, will be given a "0" for the assignment in question.

2.12.3 Students who commit fraud or plagiarism for a second time will be given a grade of "0" for the course.

2.13 CORRECTION OF ASSIGNMENTS AND TESTS

2.13.1 Students must be informed in advance of the weighting assigned to each part of an assignment or summative evaluation test, and of the evaluation criteria that will be used.

2.13.2 The weighting assigned to each part of an evaluation activity as well as the activity's total value must be clearly indicated on the evaluation document.

2.13.3 Unless specifically indicated otherwise in the syllabus, the teaching staff must return the results of summative evaluation tests to their students within ten working days of the test date.

2.13.4 In the case of formative evaluation activities, the students or group must be given feedback early enough to be able to adjust the learning effort before a summative evaluation activity on the same subject is held.

2.13.5 When correcting in-term assignments and evaluation tests, teachers must add a series of annotations that will help their students correctly interpret their evaluations and adjust their learning effort.

2.13.6 The teaching staff must, whenever possible, review the corrected in-term evaluation tests in class or individually if asked to do so by a student.

2.13.7 Copies of the term's assignments and summative evaluation tests must be kept by the students or the department until the end of the deadline for grade review applications. The teaching staff will give the term-end evaluations to campus management or the continuing education academic adviser where they will be kept until the deadline for grade review applications.

2.13.8 Any mark given for an oral test must be supported by written criteria and annotations. An oral test that counts for more than 15% of the total grade or which is administered in lieu of a term-end evaluation must be recorded so that it can be used when dealing with any applications for grade review that might be submitted. The students must know what evaluation criteria will apply.

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2.14 NOTATIONS APPEARING ON THE COLLEGE STUDIES TRANSCRIPT

2.14.1 TEMPORARILY INCOMPLETE (*Incomplet temporaire* – IT)

Definition
This notation is added to the transcripts of students who, for exceptional reasons, were unable to reach the objectives set for the course during a regular term.

After reaching an agreement with the teaching staff, students have no more than one term to meet the course requirements and correct their situations. If they fail to do so within that timeframe, the cumulative grade they obtained for that course will appear on their college transcripts.

The department can restrict the time period allowed if it clearly explains this restriction to the students concerned and notifies the Dean's Office thereof in writing.

2.14.2 EXEMPTION (*Dispense* – DI)

Definition

Exemption is the action by which the College exempts a student from registering for a course that is normally included in that student's program of study when the college believes that the student would not be able to reach course objectives, or to prevent causing serious prejudice to that student.

Field of application

Exemptions are granted under exceptional circumstances and only in cases where a student is unable to register for a given course which cannot be replaced by another course.

Conditions and rules

-   In cases involving medical exemptions, students must provide medical proof explaining the reasons why they are unable to take a given course.

-   Exemptions do not entitle students to the credits attached to the course in question, which has not been replaced by another course. The credits that would normally be granted for the exempted course are subtracted from the total number of credits required for the program.

2.14.3 EQUIVALENCE (*Équivalence* – EQ)

This notation means that the students have reached course objectives by means of equivalent studies.

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Definition

By granting an equivalence, the College recognises that a student has reached the objectives for a given course without actually having taken that course.

Field of application

Equivalences are granted when students show – to the satisfaction of the College – that they have reached course objectives through previous schooling or out-of-school training.

Conditions and rules

- Equivalences will be granted for previous high school or university-level studies or for courses taken outside Québec when the objectives of the courses for which equivalence is requested correspond to those of the relevant college courses.

- Equivalences will be granted for out-of-school training if analysis of the student's file shows that the student has reached course objectives.

- Recognition of previous out-of-school training through experience-based learning must take place within a process that serves to recognise previous schooling and acquired competencies supported by the *Institutional policy on the recognition of previous schooling and acquired competencies* (IPRPSAC).

- Equivalences entitle students to the credits associated with the course, which does not have to be replaced by another course.

2.14.4 SUBSTITUTION (*Substitution* – SU)

This notation indicates that the student has taken a course that replaces or has been substituted for a course normally planned as part of that student's program of study.

Definition

Substitution is the action by which the College authorises students to not register for a course normally planned as part of their programs of study on the condition that they replace it with one or more other College courses.

Field of application

Substitution can apply in the following cases:

- Students change programs or institutions; or

- A course is removed from the program course list following a review of the program in which the student is registered.

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<u>Conditions and rules</u>

In cases involving a change of programs or institutions:

- For substitutions to be accepted, applicants must already have reached the objectives set for the course for which substitution is being requested by having successfully completed one or more college-level courses.

In cases involving a program review:

- Courses for which substitutions are requested must be replaced by one or more courses as determined by the College.

2.14.5 FAILURE (*Échec* – EC)

This notation indicates that the student has not attained the competency taught by the course.

2.14.6 INCOMPLETE (*Incomplet* – IN)

<u>Definition</u>

This notation is permanent and added to the college studies transcript of students who due to very exceptional circumstances (accident, illness...) were unable to reach the objectives set for a course within a regular term and who cannot do so because too much time has passed. This notation can be added to a transcript only with the approval of the Dean's Office. Students with incomplete courses will have to repeat those courses to complete their programs of study.

2.14.7 APPLICATION CONDITIONS AND PROCEDURES GOVERNING EXEMPTIONS, EQUIVALENCES, SUBSTITUTIONS AND INCOMPLETE COURSES

2.14.7.1 Application conditions

a) Only students whose names appear on official College enrolment lists can apply for exemptions, equivalences, substitutions or incomplete course status. The application process can be used only for programs offered by the College.

b) It is up to the students to demonstrate the merits of their applications.

c) The College can require applicants to pass an exam to verify the pertinence of the application, in particular to see how current the applicant's knowledge is.

d) Exemptions, equivalences and substitutions granted to students by other colleges in Québec's college network are recognised by the Cégep de la Gaspésie et des Îles.

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e) After receiving notice from a department recommending that an equivalence or substitution be granted, the College draws on the competencies of personal academic counsellors, academic advisers and continuing education academic advisors before making a decision.

f) Recognising exemptions, equivalences, substitutions and incomplete courses calls for a particular administrative effort that generates costs. Consequently, students who apply to have certain applications studied are charged a fee as set out in the College by-law on the collection of fees payable by students.

2.14.7.2 Procedure

a) The personal academic counsellor or continuing education academic adviser, as the case may be, receives applications for equivalence, substitution, exemption or incomplete course status from students. Applications are made using the prescribed forms and are accompanied, if applicable, by the required supporting documents: the course syllabus setting out the content, objectives and duration of the course, the official transcript and any other pertinent document. Applicants must pay the required fee, if applicable.

b) Equivalence and substitution

The personal academic counsellor or academic adviser for continuing education, as the case may be, analyses the application in keeping with the by-laws in force at the College. The counsellor or advisor checks the decision record to see if similar recommendations have already received departmental consensus. If there have been no similar decisions, the counsellor or adviser forwards the file to the relevant department. The latter studies the application and sends a written notice recommending that the application for equivalence or substitution be granted or refused, together with the reasons motivating its decision. This notice is added to the record of decisions already made. If the recommendations made by the relevant department and the personal academic counsellor or academic adviser for continuing education are not unanimous, it is the responsibility of the Dean's Office to make the final decision and forward that decision to the person in charge at the Registrar's Office.

The Dean's Office renders the decision. If the application is accepted, the required notation is added to the applicant student's transcript for the relevant course and the supporting documents are added to the student's record.

2.15 GRADE REVIEW

Review of a grade received for in-term summative evaluation assignment or test.

2.15.1 Students who wish to have reviewed a grade they received for a summative evaluation assignment or test during the term must submit an appeal application to their teacher within five working days of receiving the grade.

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Review of a grade received for a term-end examination.

2.15.2 Students who wish to have reviewed a grade they received for a term-end examination must submit an appeal application via the academic secretariat, or the academic adviser in the case of a continuing education course, no later than ten days after the beginning of the term following the one for which the relevant college transcript was issued.

2.15.3 The department forms a review committee composed of three members of the teaching staff, including the teacher involved. The committee informs the Dean's Office of the revised final grade. In cases involving a continuing education course, the review committee is composed of three members of the teaching staff, including the teacher involved, and the academic adviser.

2.15.4 Any teachers who leave the College must submit the following to the person in charge of departmental coordination or, in the case of continuing education courses, the academic adviser:

- The grades obtained for summative evaluation assignments and tests with their weighting; and
- The criteria used to assess term-end examinations and their students' grades.

2.16 COMPREHENSIVE ASSESSMENT (CA)

2.16.1 Definition

The comprehensive assessment is an evaluation effort that is dissociated from the individual evaluation of each competency. This comprehensive assessment must certify the learning integrated throughout the program; in other words, the ability of the students to use the competencies acquired through all their courses in an integrated and autonomous manner.

The comprehensive assessment must serve to verify the students' capacity to solve problem situations they are likely to encounter in a job setting or that will prepare them for university.

2.16.2 Evaluation tools used for the CA

- The CA can be composed of a single evaluation activity or consist of a combination of several evaluation activities that can last varying lengths of time and take place on different occasions.

- The CA can consist of a long-term assignment (research, end-of-studies project, resolution of a complex problem, portfolio, etc.) It must however be a summative evaluation activity.

- The CA can be based on practical demonstrations; examples include internships, production of an artistic work or other similar effort.

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2.16.3 Conditions governing administration of the CA

-   The CA is administered during the last term of the program.

-   The CA can be associated with the successful completion of one or more courses taken during the last term (required courses).

-   In cases where the objectives of one or more of the required courses do not encompass the integrating objectives or competencies covered by the CA, the latter must be a distinct evaluation activity, separate from the other evaluation activities planned for the required course or courses.

2.16.4 Information provided to students

-   When students enter a program, the department immediately informs them that they must undergo a comprehensive assessment and that they must obtain a passing grade on the relevant CA in order to obtain the DEC for that program.

-   At the beginning of the last term of the final year of a program, the department informs the students of the nature of the CA, the conditions governing its implementation and how it is to be done, and the evaluation criteria.

2.16.5 Eligibility criteria

To be eligible for the CA, students must have successfully completed all the courses required for their programs of study in the winter term or be in the process of doing so, or be able to successfully complete them no later than the following fall term (on the condition that they have no more than three courses yet to complete). If a student in the latter case obtains a passing grade for the CA, it will not be reported on that person's college studies transcript until he or she has successfully completed the missing courses.

2.16.6 Conditions governing grading and passing

-   Since the CA is founded on a criteria-based interpretation, students must be informed of the applicable criteria in advance.

-   The assessment is certified by means of the notation RE (*Réussi*: pass) or EC (*Échec*: failure). Students can obtain the pass (RE) notation only if they have successfully completed all the courses in the program.

-   The notation recorded on the college studies transcript for the CA is distinct from the notations indicated for required course(s) and refers only to the CA.

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2.16.7 Make-up procedures

- If passing the CA is associated with passing a required course, students who fail the CA can make it up by registering for the associated course, which they will also have failed (according to the current course schedule posted for the course).

- The program team must determine and assume responsibility for make-up procedures for the CA in cases where students successfully complete the required course but fail the CA.

- The program team must determine and assume responsibility for the make-up procedures when it decides to not associate the CA with a required course, or to associate it with a required course but administer it as a distinct evaluation separate from the one administered for the course.

2.17 CERTIFICATION OF STUDIES

At the end of each term, or as needed, the personal academic counsellors or the continuing education academic advisers will proceed to analyse the records of students who may be about to obtain their diplomas:

For Diplomas of College Studies (DEC) and Attestation of College Studies (AEC), by:
- Verifying whether the objectives set for the program in which the student is enrolled have been attained.

For the DEC, by:
- Verifying whether the credits attached to the courses have been granted in accordance with the version of the program registered at MELS.

The personal academic counsellors or the continuing education academic advisers, as the case may be, transmit the following to the academic administration department:
- a report on their analysis of the student's file indicating the certification granted, their verification that the CA and uniform examination, if applicable, have been successfully completed, their verification of previous schooling for exemptions, equivalences and substitution using the transcripts and recommendations on which they based their decisions as set out in articles 2.14.2, 2.14.3 and 2.14.4 of this policy. This report is signed by the Academic Dean, making these notations official;
- or exceptionally in the case of a program not catalogued in the program management system, a letter confirming the completed program (version), the term, the type of diploma and in the case of AECs, the number of credits and hours.

Thereafter, the College recommends the certification of studies by:
- Completing Socrate transmissions;
- Completing Sysec transmissions (objectives, right to DEC, certification of studies or SET);

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- Producing the list of students eligible for DECs or AECs for submission to the Executive Committee (responsibility delegated to the Executive Committee by *Internal management by-law No. 1*);

- Transmitting to MELS the list of students for whom it recommends DECs be issued;

- Issuing college studies transcripts bearing the notation YES indicating that certification for a DEC is recommended; and

- Issuing AECs.

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CHAPTER 3   RESPONSIBILITIES

3.1   STUDENTS' RESPONSIBILITIES

Learning is first and foremost the responsibility of the students themselves. To this end, it is their responsibility to:

3.1.1   Chose a training program and take charge of their education;

3.1.2   Take cognisance of syllabus content and react, if necessary. Comply with the requirements and procedures set out in the syllabus.

3.1.3   Complete the course cancellation process, if necessary, before the deadline established for each term.

3.1.4   Participate actively in the learning and evaluation activities planned in the syllabus.

3.1.5   Notify their teachers in the event of any absence from a summative evaluation for a serious reason (illness, death of a loved one, parenting obligation, accident or criminal act) at least 24 hours before the activity is to take place if the absence is foreseeable and within three working days in the case of an unforeseeable absence.

3.1.6   If experiencing difficulty, ask the persons in charge (teachers, professionals, administrators) for the help or support needed to advance learning.

3.1.7   Make sure their rights with respect to the evaluation of student achievement are respected.

3.1.8   Throughout the term, keep the assignments or summative evaluations completed during that term until the deadline for grade appeal applications has passed, unless the department takes responsibility for doing so.

3.1.9   It is the responsibility of students with diagnosed functional limitations to initiate efforts, if applicable, to apply for adapted services by contacting the person in charge and to use the proposed services.

3.2   TEACHING STAFF RESPONSIBILITIES

Members of the teaching staff are responsible for planning learning activities as well as the formative and summative evaluation activities within the framework established by this policy. To this end, they are required to:

3.2.1   Prepare a syllabus that complies with the master syllabus (or, in a continuing education context, to the syllabus that fulfils this role) and with this policy for each course they teach and forward it to their departments.

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3.2.2 Draw up the formative and summative evaluation procedures so they truly show whether the objectives and standards for each course have been attained.

3.2.3 Identify the evaluation criteria and inform the students thereof. Include criteria-related notations on the students' assignments and evaluations.

3.2.4 In the case of a course taught by several teachers, the weighting, evaluation criteria and performance level it establishes must be equivalent and comparable to those established by the other teachers and comply with DPESA procedures.

3.2.5 Distribute the syllabus to students registered for the course at the beginning of each term.

3.2.6 Make sure language quality is evaluated in each of their courses.

3.2.7 Give campus management, or the academic adviser for continuing education in the case of continuing education courses, the term-end evaluations used for their courses.

3.3 *DEPARTMENT RESPONSIBILITIES*

The department is responsible for ensuring the quality of the courses taught by its members. To this end, it must:

3.3.1 Prepare a DPESA that complies with and is complementary to this IPESA.

3.3.2 Draw up master syllabi for the courses under its responsibility for each program in which it is involved.

3.3.3 Analyse and adopt the syllabi for the courses under its responsibility, making sure they comply with the program, master syllabi, IPESA, DPESA and ILP.

3.3.4 Ensure the fairness of the evaluations planned for the courses under its responsibility and their equivalence in terms of performance levels, weighting and the application of evaluation criteria.

3.3.5 Make sure the procedures used to evaluate student achievement conform to the objectives and standards for each course under its responsibility.

3.3.6 Inform campus management and the Dean's Office of needs pertaining to evaluation-related information, technical and material assistance and upgrading.

3.3.7 Ensure that students' rights are respected within the framework of this policy and its DPESA.

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3.4 RESPONSIBILITIES OF THE DEPARTMENT COORDINATORS

Department coordinators make and maintain the necessary ties between their department and the College and see to the sound operations of the department. For the purposes of this policy, they must:

3.4.1 Make sure the DPESA is prepared and implemented;

3.4.2 Transmit the syllabi together with the completed verification grid to campus management after having signed it, since the grid certifies that the department has fulfilled its responsibilities with respect to the adoption of syllabi.

3.4.3 Include in their annual reports any information or recommendation regarding the condition and needs of their departments with respect to the evaluation of student achievement, and make the appropriate recommendations.

3.5 RESPONSIBILITIES OF PROGRAM HEADS

3.5.1 Establish interdisciplinary relations to ensure that the academic organisation of courses and the evaluation of student achievement take place in a fair and harmonised manner.

3.5.2 Make sure the procedures used to evaluate student achievement for the courses in the program comply with objectives and standards.

3.5.3 Determine the general framework of the comprehensive assessment and have it adopted by the program team for recommendation to the Academic Council.

3.5.4 Include in their annual reports information regarding the condition and needs of their programs with respect to the evaluation of student achievement.

3.6 RESPONSIBILITIES OF ACADEMIC ADVISERS FOR REGULAR PROGRAMS

As members of the Pedagogical Development Department, academic advisers have responsibilities connected to the development and improvement of the means used to evaluate student achievement. To this end, they must:

3.6.1 Provide consultation, analysis and upgrading services pertaining to the evaluation of student achievement to the teaching staff and the departments.

3.6.2 Transmit to the departments and the teaching staff any information about the evaluation of student achievement (documentation, symposia, tools, etc.).

3.6.3 Make recommendations to the Dean's Office regarding the provision of resources needed to improve the evaluation of student achievement.

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3.6.4 Verify the pedagogical validity and coherence of documents pertaining to programs (master syllabi, logic diagrams, correspondence tables, educational intentions, exit profiles and comprehensive assessments).

3.7 RESPONSIBILITIES OF THE CONTINUING EDUCATION DEPARTMENT MANAGEMENT

The Continuing Education Department manager is responsible for the day-to-day application of the policy. He or she acts, through delegation of authority, on behalf of the Dean's Office to:

3.7.1 Prepare a policy on the evaluation of student achievement for the Continuing Education Department that is compliant with and complementary to this IPESA.

3.8 RESPONSIBILITIES OF ACADEMIC ADVISERS FOR CONTINUING EDUCATION

3.8.1 See that this policy is distributed to students enrolled in continuing education courses.

3.8.2 Apply study certification procedures with respect to the conditions governing exemptions, equivalences and substitutions.

3.8.3 Provide consultation, analysis and upgrading services pertaining to the evaluation of student achievement to the teaching staff in the Continuing Education Department.

3.8.4 Transmit to the teaching staff any information about the evaluation of student achievement (documentation, symposia, tools...).

3.8.5 Make recommendations to the Dean's Office regarding the provision of resources needed to improve the evaluation of student achievement.

3.8.6 Verify the pedagogical validity and coherence of syllabi, and if applicable, the coherence of documents pertaining to the AEC programs offered.

3.8.7 Analyse the records of students who may be about to obtain their diplomas in order to transmit the list of certifications that are to be issued to the academic administration department.

3.9 RESPONSIBILITIES OF PERSONAL ACADEMIC COUNSELLORS

3.9.1 See that this policy is distributed to students enrolled at the College.

3.9.2 Apply study certification procedures with respect to the conditions governing exemptions, equivalences and substitutions.

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3.9.3 Analyse the records of students who may be about to obtain their diplomas in order to transmit the list of certifications that are to be issued to the academic administration department.

3.10 RESPONSIBILITIES OF CAMPUS DIRECTORS

Campus directors are responsible for the policy's day-to-day application. They act, through delegation of authority, on behalf of the Dean's Office to:

3.10.1 Make sure a syllabus is prepared for each course offered, and follow up on any departmental recommendations regarding the adoption of syllabi considered compliant to the *College Education Regulations* (CER, Section 20), IPESA and ILP.

3.10.2 Make sure the departments prepare their DPESAs.

3.11 RESPONSIBILITIES OF THE DEAN'S OFFICE

The Dean's Office has the ultimate responsibility for the implementation, follow-up, evaluation and updating of this policy. To this end, it must:

3.11.1 Approve the rules and procedures pertaining to the evaluation of student achievement that are submitted to the Office.

3.11.2 Collaborate in the analysis of needs, and in the preparation and accomplishment of upgrading activities associated with application of the policy and improvement of the quality of the evaluation of student achievement.

3.11.3 Provide students and teaching staff with the appropriate human, material and financial resources.

3.11.4 See that each party fulfills its duty-related responsibilities.

3.11.5 See that the Continuing Education Department (Groupe Collegia) for adult students prepares its own policy on the evaluation of student achievement and verify its compliance with this policy.

3.11.6 Ensure the respect of students' rights pertaining to evaluation of student achievement.

3.11.7 Ensure that student achievement is evaluated in an equivalent manner for all programs of study offered by the College.

3.11.8 Send the recommendations for certification of studies for students who have met all the requirements for successful completion of their programs of study to the Executive Committee (responsibility delegated to the Executive Committee by *Internal management by-law No. 1*).

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3.11.9 Proceed to evaluate the application of the IPESA on an ongoing basis through the program self-evaluation process and identify the elements that are to be improved or revised.

3.11.10 Proceed to conduct a formal evaluation of the IPESA after it has been in use for seven years.

3.11.11 Approve the DPESAs prepared by the departments and verify their compliance with this policy.

3.12 RESPONSIBILITIES OF THE ACADEMIC COUNCIL

3.12.1 Make recommendations to the Board of Governors on how to improve the evaluation of student achievement. (Bill 82, Section 17.01)

3.12.2 Advise the Board of Governors on IPESA-related proposals, including study certification procedures (Bill 82, Section 17.02)

3.13 RESPONSIBILITIES OF THE BOARD OF GOVERNORS

3.13.1 Adopt the IPESA and ensure its implementation (CER, Section 24).

3.13.2 Allocate the structural and financial resources required to apply the IPESA.

3.13.3 Approve recommendations regarding certification of studies (responsibility delegated to the Executive Committee by *Internal management by-law No. 1*).

3.13.4 Ensure that the IPESA is periodically evaluated and revised.

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CHAPTER 4   APPLICATION, EVALUATION AND REVIEW OF THE POLICY

4.1   APPLICATION

4.1.1   The Cégep de la Gaspésie et des Îles IPESA shall come into force upon its adoption by the Board of Governors.

4.1.2   The approved policy is distributed to all members of the teaching staff, students and other affected staff members.

4.1.3   The Dean's Office ensures the application of this policy.

4.2   EVALUATION OF THE POLICY'S APPLICATION

4.2.1   The Dean's Office must conduct an on-going evaluation of IPESA application. This evaluation is based on analysis of a sampling of master syllabi, syllabi and tools used to evaluate student achievement (term-end evaluations). It can also consult the reports submitted by department coordinators and program heads. This analysis will be done systematically through the program self-evaluation process for all programs evaluated each year.

4.2.2   The following criteria must be used when evaluating policy application: compliance with the text of the policy, the effectiveness of application, and equivalence in the evaluation of student achievement.

4.3   EVALUATION AND REVIEW

4.3.1   The Dean's Office must conduct a formal evaluation of this policy.

4.3.2   This evaluation must be conducted periodically, at least once every seven years.

4.3.3   A formal application must be sent to the Dean's Office for any changes to IPESA.

4.3.4   The Academic Council must be consulted on any proposed modification.

4.3.5   Upon recommendation from the Academic Council, the Board of Governors shall proceed to adopt the revised policy.

4.3.6   Once adopted, the modification is included in the policy and all concerned parties are informed thereof.

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GLOSSARY

Learning activity

An activity offered to students to help them attain a learning objective

Competency

An educational target centred on the development of the student's capacity to independently identify and effectively resolve problems that are unique to a family of situations, based on conceptual and procedural knowledge that is pertinent and which the student has integrated. (Pôle de l'Est, 1996)

Comprehensive assessment

An examination unique to each program that aims "to assess the students' achievement of the set of objectives and standards determined for that program" (CER, Section 25)

Formative evaluation

An on-going evaluation process that aims to ensure the advancement of each individual involved in a learning effort, the goal being to adapt the learning situation or pace of advancement in order to introduce, if necessary, the appropriate improvements or corrective measures (G. Scallon)

Summative evaluation

Evaluation done at the end of a stage, course or program that aims to determine the degree to which knowledge or skills have been acquired (degree to which the competency has been acquired) so that decisions pertaining to such things as diplomas or the recognition of experience-based knowledge can be made (R. Legendre)

Term-end evaluation

Evaluation activity that aims to determine the degree to which an overall competency or competency element seen in a course has been developed or integrated. It is administered at the end of a significant stage in the development or integration of the competency or competency component.

Teaching method (teaching technique)

An integrated set of pedagogical processes used by a teacher to transmit information and foster the development of skills (R. Legendre)

Objective

The competency, skills or knowledge to be acquired or mastered (CER); an objective is composed of the competency statement and its competency components.

Learning objective

Objective that identifies the lasting changes that must come about in a student, during or following a pedagogical situation (R. Legendre)

DPESA

Departmental policy on the evaluation of student achievement

IPESA

Institutional policy on the evaluation of student achievement

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IPEP

Institutional policy on the evaluation of programs

ILP

Institutional language policy

IPRPSAC

Institutional policy on the recognition of previous schooling and acquired competencies

Plagiarism

Plagiarism is:
- Appropriating someone else's creative work and presenting it as one's own;
- Taking excerpts or elements from texts, images, data, etc. from outside sources and integrating them into one's own work without indicating provenance; and
- Summing up an original idea presented by an author and expressing it in one's own words without mentioning the source (Service des bibliothèques de l'UQAM).

Electronic plagiarism

The following practices are considered to be electronic plagiarism:
- Copying, in whole or in part, the content of a Web site or documents available on the Internet without indicating it or identifying the source;
- Copying information from the computer or e-mail correspondence of another student without indicating the source; and
- Copying, in whole or in part, the content of an academic assignment downloaded from a Web site that sells or trades such assignments (CEST-Jeunesse 2005).

Program

An integrated set of learning activities leading to the achievement of educational objectives based on set standards (CER, Section 1)

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APPENDIX 1
Syllabus verification grid

Course: _____ Number: _____ Term: _____

Presence of required elements	Yes	No	
Clear identification of course: title, number, weighting, duration, credits			
General presentation of course			
Position of course in the program			
Competency statement and competency components			❑ complies with **master syllabus**
Learning objectives and content elements			❑ complies with **master syllabus**
Methodology-related information (teaching methods and learning activities)			
Types of formative evaluation			
Procedures used for the summative evaluation of achievement: Subjects			
Times			
Evaluation tools			
Weighting			
Mediagraphy			

Elements that must be included in the syllabus or a departmental document given to the students	Included in the…	
	Syllabus	Departmental document
Conditions governing the application of the *Institutional language policy* (ILP)		
Requirements concerning assignment presentation quality		
Conditions governing class participation (rules pertaining to class attendance, etc.)		
Requirements concerning mandatory material		
Rights and procedures with respect to grade review		
Other departmental rules concerning the evaluation of student achievement		

IPESA compliance	Yes	Non	
The term-end evaluation counts for between 40 and 60% of the final grade* (articles 2.3.4 and 2.3.5 – IPESA)			❑ Authorised by campus management
The course concludes with a term-end evaluation during exam week* (article 2.3.3 – IPESA)			❑ Authorised by campus management
Language quality evaluation counts for 10%** (article 2.9.2 – IPESA)			❑ Mastery of the written language is a learning objective
In cases involving team assignments, the syllabus stipulates that each member's contribution will be evaluated fairly and individually (article 2.2.3 – **IPESA**)			

*Unless otherwise authorised by campus management
** Except in the case of courses for which mastery of the written language is a learning objective.

Department coordinator: _____

Campus management: _____

The completed grid, signed by the department coordinator must be attached to the syllabus when the latter is submitted to management for approval.

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Syllabus verification grid – Continuing education

Course: _____   Number: _____

Presence of required elements	Yes	No
CLEAR IDENTIFICATION OF COURSE: title, number, weighting, duration, credits		
GENERAL PRESENTATION OF COURSE		
POSITION OF COURSE IN THE PROGRAM		
COMPETENCY STATEMENT AND COMPETENCY COMPONENTS		
LEARNING OBJECTIVES AND CONTENT ELEMENTS		
METHODOLOGY-RELATED INFORMATION (teaching methods and learning activities)		
TYPES OF FORMATIVE EVALUATION		
PROCEDURES USED FOR THE SUMMATIVE EVALUATION OF ACHIEVEMENT: Subjects		
Times		
Evaluation tools		
Weighting		
MEDIAGRAPHY		

Elements that must be included in the syllabus or a continuing education departmental document given to the students	Included in the…	
	Syllabus	Continuing education departmental document
Conditions governing the application of the *Institutional language policy* (ILP)		
Requirements concerning assignment presentation quality		
Conditions governing class participation (rules pertaining to class attendance, etc.)		
Requirements concerning mandatory material		
Rights and procedures concerning grade review		
Other departmental rules concerning the evaluation of student achievement		

IPESA compliance	Yes	No	
THE TERM-END EVALUATION COUNTS FOR BETWEEN 40 AND 60% OF THE FINAL GRADE* (articles 2.3.4 and 2.3.5 – IPESA)			❏ Authorised by the academic adviser
LANGUAGE QUALITY EVALUATION COUNTS FOR 10%** (article 2.9.2 – IPESA)			❏ Mastery of the written language is a learning objective
IN CASES INVOLVING TEAM ASSIGNMENTS, THE SYLLABUS STIPULATES THAT EACH MEMBER'S CONTRIBUTION WILL BE EVALUATED FAIRLY AND INDIVIDUALLY (article 2.2.3 – **IPESA**)			

* Except in the case of courses for which mastery of the written language is a learning objective.

Academic adviser: _____

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