

**Policy No. & Title: A131: EVALUATION OF STUDENT LEARNING***Effective:* 2022-05-01*Next Review:* 2027-05-01*Policy Sponsor:* Senior Vice-President, Academic*Ref Cttee:* College Council*Approvals:* 1992-06-01/CC-91-15), 2004-05-26/CC-03-08, 2005-06-22/CC-04-09 \*\*name change only\*\*, 2007-05/23/CC-06-07, 2009-04/15/CC-08-06, 2011-02-16/CC-10-05, 2013-06-19/CC-12-09, 2016-09-28/CC-16-01, 2022-04-20/CC-21-07

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**1. PURPOSE**

The purpose of this policy is to ensure fair and equitable evaluation of student learning through valid evaluation methods and timely and constructive feedback on student performance.

**2. DEFINITIONS**

*Evaluation:* A formal measurement of student learning that may include, but is not limited to, any examination, test, culminating assignment or project.

**3. THE POLICY**

Fanshawe College will conduct evaluations of student learning in a manner that ensures transparency, fairness, timeliness of professor feedback, and authenticity to the theoretical and practical elements of a course, and will apply all relevant standards and guidelines equitably.

**3.1. Scope**

This policy applies to all courses where evaluation of students' learning takes place.

**3.2. Principles**

3.2.1. Evaluations are theoretical and/or practical in nature as befits the learning outcomes of the course.

3.2.2. Evaluations are fair, timely, and consistent.

**3.3. Administration**

Associated addenda to this policy may be amended by authority of the Policy Sponsor with advice from the Academic Leadership Team.

**4. REFERENCES**College Policy:

A101: Accommodation of Applicants and Students with Disabilities  
A102: Post-Secondary Academic Calendar  
A105: Academic Standing  
A112: Course Grade System  
A113: Programs and Courses  
A115: Online Education and Digital Technology  
A136: Academic Integrity  
C304: Freedom of Information and Protection of Privacy

Other

[Religious Holy Days – College Employer Council](#)  
[Statement of Student Rights and Responsibilities](#)

**5. ADDENDUM**

Standard 1: EVALUATION PROTOCOL  
Standard 2: IN-PERSON EVALUATION AND INVIGILATION  
Standard 3: ONLINE EVALUATIONS AND PROCTORING

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*Policy No. & Title:* A131: EVALUATION OF STUDENT LEARNING

*Addendum:* **Standard 1: EVALUATION PROTOCOL**

*Issued by:* Senior Vice-President, Academic

*Effective:* 2022-05-01

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## 1. PURPOSE

The purpose of this Standard is to establish the protocols by which Evaluations are planned for and conducted.

## 2. EVALUATION PLANNING

### 2.1. Evaluation Practices

2.1.1. Evaluation criteria are based on a student's ability to reliably demonstrate the learning outcomes of a course as identified in the Course Outline.

2.1.2. The evaluation of student learning must be completed fairly and consistently using written rubrics and/or marking schemes that are weighted appropriately toward the final grade.

2.1.3. Professors must complete timely evaluation of student learning throughout the semester and communicate results to students. Regular and ongoing feedback is encouraged. Professors post all grades in the gradebook on the Learning Management System. Recommended response time for posting grades and providing feedback is no more than ten business days.

### 2.2. Establishing Evaluations in Courses

2.2.1. Professors must establish evaluation schedules, weights, and types as a part of the Course Outline and Course Plan.

2.2.2. Changes to the scheduling of evaluations during the course should usually be avoided and must be communicated to students well in advance of the deadline.

2.2.3. Changes to evaluation weights and/or evaluation types are only possible during the course with the agreement of the Academic Manager and must be clearly communicated to students well in advance of the deadline/date of the evaluation.

2.2.4. Evaluations must be spaced at timely intervals during the course to provide students with timely and constructive feedback about their progress and opportunities for additional learning prior to a subsequent evaluation.

2.2.5. Professors must return the results of graded evaluations to students, representing no less than 25% of the final grade, prior to the date on which mid-term grades are recorded. If a course does not adhere to this policy statement it must be communicated to students in the Course Outline or have been approved by the Academic Manager and communicated to students well in advance.

2.2.6. No single component of a course evaluation may count for more than 40% of the final grade, unless approved by the Academic Manager.

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- 2.2.7. Evaluation criteria and evaluation types used to calculate final grades must be consistent across all sections. Differing delivery sites will achieve consistency in accordance with policy A113: Programs and Courses.
- 2.2.8. Evaluation plans and evaluation practices must be reviewed with the students within the first two weeks of the course.
- 2.2.9. Exemptions to the protocols outlined in this Standard required for compliance with external accreditation, regulatory bodies, a professional organization's requirements, or the Postsecondary Education Quality Assessment Board may be sought under section 5.2.6.

### 2.3. Exam Days

- 2.3.1. Exam days occur at the end of a semester in a standard semester or during the last two class meetings in a non-standard semester.
- 2.3.2. There shall be no more than one final exam per course during exam days. This does not preclude a final exam composed of separate theoretical and practical components being administered at different times during the evaluation period.
- 2.3.3. Normally, only two final exams per student in a 24-hour period shall be permitted during exam days.
- 2.3.4. The scheduling of final exams and the appropriate notification to students will be coordinated between Resource Planning and the Schools, Campuses, and sites.

### 2.4. Accommodations

- 2.4.1. The College supports accommodations needed by students during evaluations in accordance with A101: Accommodation of Applicants and Students with Disabilities.
- 2.4.2. If necessary, professors will provide, without penalty, an alternative to the evaluation that is consistent with learning outcomes.

## 3. INTERRUPTED AND MISSED EVALUATIONS

### 3.1. Interrupted Evaluations

#### 3.1.1. *In-Person Evaluations*

- 3.1.1.1. If there is an interruption when half of the evaluation time has elapsed, the evaluation will be marked and pro-rated. If less than half of the evaluation time has elapsed, the evaluation will be rescheduled.

### 3.1.2. *Online Evaluations*

- 3.1.2.1. Professors will provide instructions to students before the evaluation regarding procedures in the event of an interruption including the professor's available response times.
- 3.1.2.2. Students are expected to follow the evaluation instructions as provided and must communicate with the professor as soon as possible about the nature of the interruption.
- 3.1.2.3. Professors will investigate the interruption as soon as possible to determine whether the severity of the problem necessitates a rescheduling of the evaluation.

### 3.2. Missed Evaluations

- 3.2.1. If a student misses an evaluation due to exceptional circumstances (e.g., medical condition or public health directive, bereavement, religious accommodation), an opportunity will be provided to reschedule the missed evaluation and/or an alternative evaluation or accommodation. Documentation provided by the student is required to substantiate the requested absence.
- 3.2.2. When prior notification is not provided, and immediately upon return from the absence, the student is responsible for submitting a written request for a rescheduling opportunity to the professor. This request must state the reason(s) for the absence and be followed by appropriate supporting documentation within a timeframe determined by the professor.
- 3.2.3. Where rescheduled opportunities are made available, these should be provided as soon as possible after the original date, depending on the circumstances.

#### 3.2.4. *Exceptions*

Should exceptions to this policy be required to satisfy external accreditation, regulatory bodies, a professional organization's requirements, or the Postsecondary Education Quality Assessment Board, a request including rationale shall be submitted to the Senior Vice-President, Academic for consideration.

Individual schools may implement procedures and processes that place further restrictions beyond this policy in order to receive the course credit. These procedures and processes must be based on external accreditation standards or the health and safety of students, the public, vulnerable populations, and/or community partners. Any such restrictions must be communicated to students in the Course Outline and must be directly linked to one or more learning outcomes.

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*Policy No. & Title:* A131 EVALUATION OF STUDENT LEARNING

*Addendum:* **STANDARD 2: IN-PERSON EVALUATION AND INVIGILATION**

*Issued by:* Senior Vice-President, Academic

*Effective:* 2022-05-01

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## 1. PURPOSE

This standard is intended to minimize the potential for academic offences during tests and examinations.

## 2. PREPARATION, SCHEDULING AND MARKING OF TESTS AND EXAMINATIONS

2.1. The space where an evaluation is conducted must be adequate to maintain appropriate integrity of the evaluation methodology (e.g. an examination).

2.1.1. Where the testing space/environment is limited or cramped, different versions of the evaluation may be created with the questions in different orders. These may be coded (colour, number, letter, etc.) and distributed in such a way as to discourage copying.

2.2. If a student discovers an error in an evaluation, the invigilator will provide the student with a form to describe the perceived error. The student would be advised to continue to answer the question in the best possible way. All such forms will be provided to the professor.

2.3. Professors will advise students in advance of the aids permitted during an evaluation, and these aids will be indicated clearly on the question paper.

2.4. Students must be provided their own copy of the evaluation.

2.5. In Accordance with policy A101: Accommodation of Applicants and Students with Disabilities, students who are identified as having a documented disability and provide the professor with appropriate notification and a "Confidential Student Academic Accommodations Form" must be accommodated.

## 3. INVIGILATION

The role of the invigilator will be to create the appropriate atmosphere and physical environment for secure writing of evaluations insofar as it is possible within the assigned facility.

- Those who invigilate final evaluations should be trained, and their role is maintaining the integrity of the evaluation process only.

### Exam Space and Student Access

- The invigilator is encouraged to reserve several seats near the evaluation room entrance for late arrivals to minimize disruption.
- Students will not be admitted 30 minutes after the start of the evaluation nor permitted to leave during the first 30 minutes.

- In no case will late arrivals be permitted any time extension.
- Where appropriate, an invigilator may restrict access to the evaluation setting.

#### Student Identification

- For final evaluations where the professor of record is not in attendance, all students must provide Student ID or government issued photo identification which they leave on their desks. Some part-time students may not have Student ID.
  - The invigilator will pass through the room during the evaluation, requiring each student to sign a list, which indicates his/her seating position in the room and checking the photograph on the student card or other identification for positive identification if necessary.
  - Where the seating does not permit the invigilator to pass through the room (e.g. lecture theatres), the students will be required to sign a class list on completion of their evaluation producing their student card (with photo) for positive identification if necessary.
  - The invigilator should compare the photo on the Student ID or government issued photo identification to the student presenting the card.
  - For students who do not have a Student ID or government issued photo identification, the invigilator should compare the signature on the identification provided to the signature on the list.
  - At the end of the evaluation, students should be instructed to leave their evaluation with the invigilator and depart quietly.
  - Invigilators should take the time to check evaluation papers upon submission.
  - When a student fails to present the required identification, the invigilator may permit the student to write the evaluation, but must:
    - Have the student complete the form "Student Without Identification."
    - Attach the "Student Without Identification" form to the student's completed evaluation form.

#### Disruptions

- All effort must be taken in order to minimize disruption during the evaluation period. The following activities / actions may be applied to minimize disruptions.
  - No verbal communication regarding evaluation content should occur between invigilators and students once the evaluation has begun. Invigilators should advise students who raise questions about evaluation content to read the questions carefully.
  - Errors in the evaluation questions discovered prior to commencement of the evaluation may be corrected in writing either by distributing a written correction to all students or writing the correction on a blackboard.
  - Where students may be sitting the same evaluation in different locations, every effort will be made to ensure that such a correction is provided to all students at approximately the same time.

- During final evaluations, errors discovered after the commencement of an evaluation should not be corrected. Students who perceive there to be an error with regard to the evaluation questions will be provided a mechanism to document their perception in writing and to provide this document to the invigilator. The invigilator will deliver any such documents to the course instructor, who should make allowances in the marking scheme if there was an error. Students should attempt to answer, in the best possible way, the question which they perceive to contain an error.

#### Timing and Aids

- Where a clock is not visible, invigilators will identify the time periodically during the evaluation.
  - The invigilator will indicate the half-time point of the evaluation and the beginning of the last ten minutes for a one-hour evaluation or the last fifteen minutes for an evaluation of longer duration.
  - Students will not be permitted to bring any aids other than those specified in writing on the evaluation paper to the evaluation table.
- In order to ensure the integrity of the evaluation, professors are encouraged to restrict use of all electronic devices (e.g., cell phones, laptops, translators, iPods, voice recorders, etc.).
  - All personal materials should be left in an appropriate location (such as along the walls of the evaluation room or beneath the desk). In light of increased potential for theft, students should be discouraged from bringing any unnecessary items of value to the evaluation room.

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*Policy No. & Title:* A131: EVALUATION OF STUDENT LEARNING

*Addendum:* **Standard 3: ONLINE EVALUATIONS AND PROCTORING**

*Issued by:* Sr. Vice-President Academic

*Effective:* 2022-05-01

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## 1. PURPOSE

The purpose of this Standard is to describe the requirements of administering an online evaluation to students and the methods by which those evaluations are proctored.

## 2. DEFINITIONS

*Online Evaluation:* Any evaluation which is administered through a technology platform. This excludes paper-based and practical evaluations.

*Remote Proctoring:* The practice of maintaining the integrity of an evaluation that a student conducts in isolation, usually online.

## 3. ORGANIZING ONLINE EVALUATIONS

### 3.1. Scheduling Online Evaluations

- 3.1.1. Professors must ensure that online evaluations are scheduled in accordance with Standard 1: Evaluation Protocol.
- 3.1.2. Online evaluations must have clear timelines for when they may be accessed and completed by students. These timelines must be communicated to students at least two weeks prior to the evaluation and documented in the Course Plan.
- 3.1.3. Professors must communicate the expectations of the proctoring software utilized for the evaluation and/or direct the students to the information provided on their Fanshawe Online course site. Professors must clearly define the resources that students may use during the evaluation (e.g., class notes, textbooks).
- 3.1.4. Technology requirements for online evaluations must be specified in the Course Outline and listed on the Learning Management System (LMS) course site.
- 3.1.5. Professors must communicate their expectations of the software or external services utilized for the evaluation.
- 3.1.6. Some online evaluations may require a fee payable by the student. These evaluations must be identified in the Course Outline and listed on the LMS course site. If a student is unable to pay the fee, the school must provide a cost-free alternative.
- 3.1.7. Should an online evaluation be recorded by the professor, management of this recording will follow the requirements outlined in Standard 3 of A115: Online Learning and Educational Technology.

### 3.2. Expectations of Students During Online Evaluations

- 3.2.1. Students are expected to be familiar with the proctoring software that is being used. Students may access a test site of the proctoring software in the LMS.
- 3.2.2. Students are expected to have access to all technology requirements set in their program specific fees and the Course Outline. Students that are unable to access these requirements may complete the exam in a location approved by the School.
- 3.2.3. Students should ensure that they have access to stable internet and a distraction free space for the duration of their online evaluation. If the student has concerns about the stability of their internet connection, the student should contact their professor to find a Fanshawe College approved test location.
- 3.2.4. Students must adhere to policy A136: Academic Integrity during all online evaluations.
- 3.2.5. Students should refer to policy A115: Online Learning and Educational Technology to access assignment information.

## **4. PROCTORING OF ONLINE EVALUATIONS**

### 4.1. Proctoring Software

- 4.1.1. Online evaluations at the College may be invigilated using online proctoring (which may be recorded and/or live-streamed). The College utilizes remote proctoring software tools for this purpose. Descriptions and guidance for these tools is found in the LMS.
- 4.1.2. Professors are expected to know how to utilize this software for online evaluations and may receive training in its use from Organizational Development and Learning.
- 4.1.3. Students may access more information about the technical and operational requirements of the proctoring software through the LMS.
- 4.1.4. In the event of an irregularity during the online proctored evaluation, the professor or designate, the student, and/or the Academic Manager will have access to the recording of the proctored session.

## **5. STUDENT PRIVACY AND CONFIDENTIALITY**

### 5.1. College Requirements

The College will comply with the Freedom of Information and Protection of Privacy Act (FIPPA) as described in C304: Freedom of Information and Protection of Privacy. This policy ensures that the College collects, uses, maintains, discloses, and disposes of personal information in a manner consistent with the legislation.

- 5.1.1. The online proctoring software used by the College will limit the personal information that is collected and used to what is directly related to, and needed by, the College for the purpose of administering online exams and maintaining academic integrity of the exam process.
- 5.1.2. This online evaluation data will be securely deleted from the online proctoring software's systems or internal storage as per the schedule provided by the College.

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