

Procedure Title:	Evaluation and Assessment
Procedure ID:	#OP 2-224D
Manual Classification:	Academic Affairs
Linked to Policy:	2-224 Course and Curriculum Quality Assurance
Approved by Senior Management Team (SMT):	December 17, 2025
Effective Date:	December 19, 2025
Next Review Date:	December 2028
Contact for Procedure Interpretation:	Executive Vice President Academic Experience

1.0 – Purpose

The purpose of this procedure is to describe evaluation and assessment within courses offered at Fleming College.

2.0 – Definitions and Acronyms

Course: A distinct and discrete teaching and learning framework, defined through course learning outcomes, and approved using a course outline.

Course Outline: An approved document outlining the course learning outcomes, title, course code, description, credits, hours, evaluation methodology and associated grading allocation, pre-requisites, co-requisites, and required resources and any associated fees for courses offered at Fleming College.

Course Team: includes individuals such as professors, instructors, technician/technologist who are currently teaching or involved in delivering the course.

Curriculum: is the plan for learning that is coordinated and articulated in a manner designed to result in student achievement of course learning outcomes. Curriculum encompasses the content, learning materials, delivery, and course resources, as well as the context and processes for evaluating the attainment of learning outcomes.

Evaluation: A formal measurement of student learning that may include, but is not limited to, examinations, tests, culminating assignments, or projects.

Evaluation Framework: The descriptive information used to convey the type of assessment, deadlines, scope, and proportional value for each of the evaluations within a course. The evaluation framework is described in the course outline.

Formative Assessment: Evaluates a student's learning progress to identify areas for support and provide feedback on understanding. Formative assessments may or may not contribute to a student's overall grade.

Summative Assessment: Evaluates a student's learning, knowledge, proficiency, and achievement. Summative assessments are used to provide an overall grade or score.

3.0 – Guiding Principles

Fleming College faculty are accountable for assessing student performance using clearly described criteria. Examples of evaluation tools and methods include, but are not limited to, projects, written tests, performance tests, assignments, quizzes, demonstrations, and essays.

4.0 – Scope

This procedure applies to all evaluations and assessments conducted as a part of post-secondary courses offered by the College.

5.0 – Operating Procedure

5.1 – Evaluation and Assessment of Course Learning Outcomes

Course outlines must include the evaluation framework for the course which will be used to assess student performance and achievement of course learning outcomes. The evaluation framework outlines the assessment tools and methods for the course, which may be summative or formative, and may range in type and quantity of contribution to the overall course grade.

Normally, a single component of course evaluation cannot count for more than 30% of the final grade. No combination of evaluations may be due in any one week of the course that combine to exceed 30% of the final grade. For exceptions, a rationale must be provided to the Dean/Chair during the course outline approval process.

For all courses of duration longer than 5 weeks, at least 30% of course evaluation must be completed by the mid-point of the course. This allows students to make a fair assessment of their progress while they are still able to withdraw without academic penalty.

Evaluation and assessment must be uniformly applied to all students. The evaluation framework for each course must require all students to complete at least one evaluation that demonstrates the achievement of each course learning outcome.

The evaluation framework for a course must provide students with more than one opportunity to demonstrate their achievement of course learning outcomes. Different evaluation methods must be used to evaluate student performance, and should be spaced throughout the course to provide ongoing feedback regarding student progress.

Results of student performance must be communicated to students using the learning management system gradebook within two weeks of the established deadline indicated on the course outline. When exceptions to the timeline are necessary, they must be communicated to students.

Any change made to the evaluation framework after students have received the course outline must be made in consultation with the Dean/Chair, and must follow the process for within-term modification of the course outline as described in the Course Outline Procedure 2-224A.

If a student misses an evaluation, the student and faculty will follow the provisions set out in the Class Absence Operating Procedure 2-204.

5.2 – Final Course Grade

Assessment and evaluation of student performance culminate in the calculation of a final grade which faculty will transcribe on the student record using the student information system by the deadline set by the Office of the Registrar.

Final grades enable the College to determine progression, probation, and suspension as described in the Grading and Academic Standing Policy 2-203.

Students have the right to appeal a final course grade as described in the Academic Appeal policy and OP 2-219.

5.3 – Storage of Student Submissions

Student work, after evaluation, is to be returned or made accessible to students to support further learning within and after the course whenever possible.

Faculty are responsible for storing physically submitted student work (that has not been previously collected by students) for a period of two years after the conclusion of the course as specified in OP #1-104: Record Retention. Materials are to be disposed of in a such a manner that student information, including student name and other identification is non-recoverable. All submissions must be securely stored, in digital or physical repositories until their final destruction or return to students.

The learning management system will store electronic student submissions until removal from the system as described in the Learning Management System Operating Procedure 2-224E.

5.4 – Roles and Responsibilities

It is the responsibility of the school Dean/Chair to approve the evaluation framework within the course outline and any subsequent changes.

It is the responsibility of the faculty to assess and evaluate student performance, using the established evaluation framework on the approved course outline, and using clear criteria which are communicated to students in advance of each assessment. Faculty must communicate the results of student performance within two weeks of the assignment's deadline.

It is the responsibility of the student to review the evaluation framework of the course outline and be accountable for the work required to achieve the course learning outcomes.

It is the responsibility of the staff of the Learning Design and Support team to provide training and guidance in the development or revision of course outlines and evaluation and assessment tools, as needed.

It is the responsibility of the Office of the Registrar to communicate the final course grade for each student using the student information system and to make decisions regarding student progression consistent with existing policy and procedure.

6.0 – Related Documents

- College Policy #2-224: Course and Curriculum Quality Assurance
- College Operating Procedure #2-224A Course Outlines
- College Operating Procedure #2-224E Learning Management System
- Grading and Academic Standing Policy 2-201
- Academic Appeal Policy and Procedure 2-219

7.0 – History of Amendments & Reviews

Date Approved	Approved By	List of Approved Amendments / Review
December 17, 2025	Senior Management Team	NEW