



## **New Brunswick Indigenous Career College**

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*"Your Training – Your Future,  
Soar to New Heights"*

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## **Student Assessment**

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### **POLICY STATEMENT**

NBICC applies student assessment practices that ensure equitable, fair and consistent evaluation of student academic performance and conduct.

NBICC has an on-going commitment to create and sustain learning environments that will support student learning, involvement, participation and growth.

### **PURPOSE**

The purpose of the Student Assessment policy is to ensure a fair and informed evaluation of student conduct, learning and performance, and to outline the assessment of individual student academic and non-academic progress and standing.

### **SCOPE AND LIMITATIONS**

The assessment of student learning and progress at NBICC is considered a continuous process – not a single event. This policy applies to individual student performance and conduct issues (academic and/or non-academic).

## **1.0 DEFINITIONS**

### **Balance of Probability**

- the standard that must be met in order to demonstrate that it is "more probable than not" that there has been a violation of the Student Conduct policy.

### **Formative Learning Assessment**

- a variety of assessment methods administered by instructors during the learning process to discern student comprehension, learning needs and academic progress related to a lesson, unit, or overall course content.

**Interim Measures**

- for the purposes of individual and community safety, non-disciplinary restrictions that are placed upon student(s) pending the completion of an investigation. These restrictions could include, but are not limited to: requiring a student to limit their participation in non-essential educational activities, limiting contact between individuals, and/or placing interim restrictions on access to campus locations or services.

**Lead**

- the NBICC staff member responsible for leading the Student Assessment process.

**Minor Misconduct**

- a breach of the Student Code of Conduct policy that has had a limited impact on the rights or academic experience of others, but may have created a disturbance or had an impact on the operation of the college community.

**Major Misconduct**

- conduct which breaches the students' express or implied obligations as set out in the Student Code of Conduct, and is also threatening, aggressive, harassing, discriminatory, violent, or harmful or potentially harmful to property or individuals. It also includes recurring minor misconduct (even if the student had acknowledged their responsibility for previous minor misconduct).

**Procedural Fairness**

- the process that ensures that an individual who is alleged to be in violation of a policy is given fair consideration in the determination of responsibility. Please see the Companion Guide to Student Assessment (Conduct) Process for more information.

**Summative Learning Assessment**

- learning assessment of which the primary purpose is to recognize the student's degree of knowledge and skills acquired in order to grant course credit based on computation of the student's marks and grades. Summative assessment may include periodic assessments done at pre-determined times during the course and at the conclusion of the course as specified in the course outline.

**Support Person**

- a person who clarifies policies and processes, as well as provides assistance to the student.

## **2.0 IMPLEMENTATION**

College staff share responsibility for ensuring that students are aware of their responsibilities regarding NBICC policies, to provide clarification when questions arise related to policies and

processes, and to ensure that breaches are dealt with in a reasonable timeframe and in a progressive manner.

NBICC has a responsibility to evaluate, investigate and adjudicate allegations of violations of policies in a manner that adheres to the principles of procedural fairness. The Student Assessment process is designed to incorporate a developmental approach. NBICC Staff are committed to encouraging critical reflection, accountability and learning. Where possible and appropriate, education and coaching shall be used to support student standing improvements and informal resolutions of minor misconduct.

Student Assessments may be informal or formal in nature—details for each are outlined in the following sections.

Example of Concerns	Examples of Related Policy	Type of Assessment	Responsible for Leading Student Assessment Process (Lead)
Initial concerns of academic performance, based on formative and/or summative assessments	Student Standing	Informal	Instructor
Ongoing concern for academic performance, based on summative assessments		Formal	Principal
Minor misconduct (see definition)	Student Code of Conduct	Informal	Instructor, NBICC Staff
Major misconduct (see definition)		Formal	Board of Directors
First violation	Academic Integrity	Informal	Instructor
Repeated minor violations, or major violation		Formal	Board of Directors

## 2.1 Informal Student Assessment

**2.1.1** Instructors are responsible for evaluating and assessing a student's academic progress and behavioral conduct. On an ongoing basis, feedback from

evaluations and inappropriate behaviour is discussed with individual students by the appropriate instructors, allowing for student input. Self-referral and informal referral options for academic coaching, counselling and other assistance will be used when appropriate.

- 2.1.2** When a concern exists regarding student performance in the learning environment – academic or conduct – instructors are expected to inform the student of the concern and to explain the nature of the concern; allowing the student an opportunity to ask questions and share their experience. Instructors will use education and coaching to support a student's learning and ask how the student intends to improve. Together with the student, the instructor will outline future expectations. Notation of the concern and future expectations will be completed and kept in student's file and provided to the student, instructor, and Principal.
- 2.1.3** When a concern exists regarding student conduct outside the learning environment with a connection to the College – College staff are expected to inform the student of the concern and to explain the nature of the concern; allowing the student an opportunity to ask questions and share their experience. College staff will use education and coaching to support a student's learning and ask how the student intends to improve. Together with the student, the College staff will outline future expectations. Notation of the concern and future expectations will be completed and kept in student's file and provided to the student, instructor, and Principal.
- 2.1.4** If a student disputes the alleged violation, instructors may request a self-referral through the Board of Directors to initiate the Formal Student Assessment process.
- 2.1.5** If there is a repeating concern of minor misconduct or academic integrity, or if there is an issue that potentially constitutes major misconduct, this must be referred to the Formal Assessment Process (See 2.2 Formal Assessment).

## **2.2 Formal Student Assessment – Investigation, Committee & Meeting**

- 2.2.1** A referral for a Formal Student Assessment is made when the following occur:
- repeated concern of minor misconduct
  - repeated concern of academic integrity or major concern of academic integrity
  - ongoing concerns of academic performance
  - major misconduct

- 2.2.2** A referral is made to the Principal or Board of Directors as outlined in section 2.0 Implementation.
- 2.2.3** In cases of severe breach of college policies, the Principal and instructor in consultation with the Board of Directors may initiate an interim measure as needed prior to the formal assessment meeting. This may include suspension of the student for a period of up to three (3) academic days while awaiting the scheduling of the Student Assessment Meeting or other appropriate interim measures.
- 2.2.4** Within five (5) academic days of receipt of referral, the Lead determines if a formal Student Assessment is required, forms the Student Assessment Committee and completes an investigation following procedural fairness. This involves gathering all previous complaint forms and related documentation.
- 2.2.5** The Student Assessment Committee may consist of the following representatives (or designates):
- The Board of Directors of the program involved, and/or Principal serve as the Lead of the Assessment Committee
  - The student suspected of violation or student of concern (related to academic performance)
  - The College personnel involved (when appropriate, other staff may attend as guests)
- 2.2.6** Students shall be notified by the Lead in writing of the Student Assessment Committee meeting, its mandate and responsibilities at least two (2) academic days in advance of the meeting. Student input and participation in the assessment process is valued and encouraged. The student is encouraged to speak with a member of the Board of Directors prior to the assessment meeting. Students are advised that they can bring a support person to the meeting and can request appropriate individuals as guests (i.e., sponsoring agency, co-op coordinator).
- 2.2.7** The Board of Directors acts within the scope of the mandate of NBICC and its existing policies. The committee conducts an internal review of the academic performance or suspected conduct policy violation by ensuring that all relevant facts from all parties involved be reviewed and taken into consideration.
- 2.2.8** The student is encouraged to attend the assessment meeting. Both staff and students will have the opportunity to provide input at the meeting. In the event the student does not attend, the meeting will take place in their absence.

- 2.2.9** The student may be permitted to attend classes awaiting the decision of the Assessment Committee.

## **2.3 Formal Student Assessment – Decision & Sanctioning**

- 2.3.1** After an assessment meeting occurs, the Board of Directors meets to decide if there is a violation of a policy and what sanctions will be applied.
- 2.3.2** The Board of Directors weighs all information available from the investigation and meeting to determine if there is a policy violation based on the balance of probability.
- 2.3.3** Where a policy violation is confirmed, sanctions will be decided. These can be developmental, restorative, or disciplinary and should be reasonable and progressive in nature.
- 2.3.4** The Board of Directors decisions may include but are not limited to any of the following sanctions:
- referral of the student for support services
  - additional requirements established for program completion
  - a developmental or educational assignment
  - a restorative agreement
  - a reprimand so that the student is advised of unacceptable behavior with formal notification that continuation of such behavior will result in disciplinary action
  - change in student standing as a result of repeated minor misconduct (i.e. Conduct Probation, Conduct Suspension)
  - change in Student Standing as a result of major misconduct (i.e. Conduct Probation, Conduct Suspension, Expulsion)
  - no finding of violation based upon information and evidence provided.

Committee decisions for sanctioning are made through a consensus decision-making process. Decisions by the committee to impose extended suspension and expulsion outcomes may require consultation with the Principal and/or Board of Directors. To comply with fairness principles, including a meaningful right of appeal, the decision must include the following elements when issued to the student:

- factual findings that were key to the decision
- reasons/clear explanation how the factual behavior is deemed to constitute misconduct or why the complaint is deemed to be unfounded.
- where misconduct is identified:

- a) confirmation of the assessment of the level/nature of the misconduct identified (minor misconduct, major misconduct, severe breach)
- b) sanction imposed
- c) reasons/clear explanation why the imposed sanction is deemed to be appropriate (i.e. why the “punishment fits the crime.”)

**2.3.5** The Lead advises the student of the Committee’s decision within two (2) academic days of the Student Assessment meeting. At the time of student advisement, the student is also informed of their right to appeal.

**2.3.6** A copy of the Student Assessment Meeting decision letter is sent to the Board of Directors , Principal, instructor and sponsor (if applicable).

## **2.4 Formal Student Assessment – Student Follow-up & Records**

**2.4.1** When possible, the Principal or Board of Directors will conduct a follow-up meeting with the student to support developmental or restorative outcomes being completed. If developmental or restorative sanctions have been completed, the student is sent an email after the check-in meeting as a record of the sanctions being fulfilled.

**2.4.2** If developmental or restorative sanctions are not completed within the timelines outlined in the decision letter, a disciplinary sanction may be issued by the initial Student Assessment Committee.

**2.4.3** Records of the meeting, outcomes and other relevant documentation are confidentially maintained by the Lead in a secure location for the current academic year. For meetings resulting in a change in student standing, records become part of the official student record. The Lead notifies the Registrar to add the appropriate notation to the official student record.

**2.4.4** Students who have been suspended for misconduct reasons will be readmitted to a class or program only after the time frame specified, and conditions of the assessment committee decision have been met.

### **SUGGESTIONS FOR IMPROVEMENT**

Your suggestions for improvement to this document and/or its content will be forwarded to the policy owner.