BITS COLLEGE

Student Assessment and Evaluation Policy

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ADDIS ABABA, ETHIOPIA

Promoting excellence in learning and teaching

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Abbreviations

AB   Academic Board

CAARC   College Academic Affairs and Research Council

EM   Executive Management

VPAAR   Vice President for Academic Affairs and Research

VPBA   Vice President for Business and Administration

1. Introduction

1.1 BITS College

BITS College is a private higher learning institution with a vision of promoting excellence in the production, growth and dissemination of advanced scientific knowledge through teaching and research. The College is conceived, established and run by caring and committed educators and innovators who seek to improve the quality of higher education in the country through the introduction of innovative and enlightened education programmes that help students realize their potential. It aims at realizing this by engaging a management team experienced in education and business, a dedicated team of faculty and staff, well-designed academic programmes, world class educational facilities and cutting edge technologies.

The executive officer of the College is the President assisted by the Vice President for Academic Affairs and Research (VPAAR) and the Vice President for Business and Administration (VPBA).

The highest decision-making body of the College is the Academic Board (AB). However, most academic and administration activities are carried out by the Executive Management (EM). The College Academic Affairs and Research Council (CAARC) is a standing committee accountable to the EM. The CAARC, working under the chairmanship of VPAAR, deliberates and decides on all academic matters of the College on behalf of the EM. At School level, the Head, program coordinators and staff members deliberate on the day to day academic matters in their respective academic committees.

Currently, the School of Systems and Technology is established under the College to offer four academic programs, namely:

- Master of Science Degree in Enterprise Systems Engineering
- Master of Science Degree in Information Technology Management
- Bachelor of science Degree in Information Technology and Systems
- Bachelor of Science Degree in Software Engineering

The College is dedicated to quality and would like to demonstrate accountability by designing assessment and evaluations that are linked to course learning outcomes which should be

communicated in course outlines. The purpose of this assessment and evaluation policy is, therefore, to support a consistent approach to the assessment and evaluation practices across the College.

The policy document is organized as follows: The remaining part of this section provides the general policy statement, working definitions as they apply in this policy document and responsibilities of the college community to act in accordance with the policy. Sections 1-4 present assessment and evaluation policies that apply for all programmes in the College. Section 5 is dedicated to assessment and evaluation policies specific to graduate programs. Policies specific to undergraduate programs are provided in section 6.

1.2 Policy Statement

This assessment and evaluation policy shall serve as a guide to all forms of assessment and evaluations in courses offered by the College except in external accreditation, collaborative programs, field experiment etc.

1.3 Definitions

Assessment: is the process of gathering information that accurately reflects a student's achievement of curriculum expectations in a course. Assessment is based on the demonstration of a student's achievement of learning outcomes. Methods of assessment include student critiques, focus groups, interviews, reflective practice, surveys and reviews.

Formative assessment: refers to the gathering of information or data about student learning in relation to learning outcomes during a course or program; used to guide improvements in teaching and learning. Formative assessment activities are usually low-stakes or no-stakes; they may not contribute substantially to the final evaluation of grade of the student. For example posing a question in class and asking for a response would be formative assessment at the class level. Observing how many students responded incorrectly would be used to guide further teaching.

Summative Assessment: refers to the gathering of information related to individual learning compared with learning outcomes, at the conclusion of a course or program to meet accountability demands.

Assessment Types: are the ways in which information about student achievement is collected. Assessment information may be gathered in three ways: through observations of student performance, conversations had with students, and products that students create.

Assessment Tools: are the instruments that teachers use to gather information about student achievement. Examples of assessment tools include but are not limited to work samples, presentations, tests/quizzes, debates, portfolios, labs, demonstrations, and anecdotal notes.

Course learning objectives: articulate the knowledge and skills students should acquire by the end of the lesson

Course learning outcomes: are terminal statements that indicate what a student is expected to demonstrate at the end of a course

Evaluation: is summative activity that assesses student achievement of course learning outcomes after learning opportunities are provided. These activities provide evidence of the degree which that student has met the learning outcomes. Evaluation methods include test/quizzes, semester projects, demonstrations or exams, presentations, assignments, projects, test and quizzes, etc.

Assessment and Evaluation: assessment practices will be fair and equitable to all students.

1.4 Responsibility

The Office of the Vice President for Academic Affairs and Research (VPAAR) is responsible for overseeing the full implementation of this policy.

Administration, staff, faculty and students are responsible for familiarizing themselves with this policy, and acting ethically and in accordance with this policy.

Faculty are responsible for:

(i)   Clearly defining and communicating to students in writing, in course outlines, manuals, program policies and procedures documents etc. the criteria to be used in assessing and evaluating the student's work for the course for the entire academic semester.

(ii)   Ensuring the assessments/evaluations are aligned with the outcomes, the right tools is being used to shape or measure the learning, and the student can access the information easily, and all information is available in a timely fashion.

Students are responsible for:

(i)   Keeping track of his/her academic standing in each course and in the program and encouraged to seek opportunities to facilitate success by consulting with course professors, accessing advising attending classes/labs and by seeking assistance.

(ii)   Requesting an extension for assignments in a timely manner when required;

(iii)   Completing assignments by specified due dates so that teachers can provide timely feedback;

(iv)   Responding to feedback provided during the learning process.

2.   Course Assessment

Course assessment shall:

- align with curriculum and instruction;
- inform instructional decisions;
- include a balance of formative and summative purposes;
- have a clear purpose which includes criteria for evaluation that is communicated to students in advance;
- provide equitable opportunities for students to demonstrate their achievement of the expected learning outcomes.
- be conducted only by qualified professionals.

3. Assignments

- Students will be provided with multiple opportunities to demonstrate their progress toward achievement of outcomes.
- Students, in consultation with their teachers, are responsible for completing all assignments.
- All assignments will have reasonable due dates.
- In the event that a due date for an assignment is missed, it will be at the discretion of the teacher and principal to extend the deadline.
- Students who do not adhere to the extended deadline will have missed that opportunity to demonstrate achievement towards the outcomes addressed in that assignment.

4. Grading

4.1 Grading of courses

Examinations are graded on the following letter grading system, with corresponding points.

Raw Mark[1]	Letter Grade	Grade Points	Description	Class Description
[95, 100)	A+	4.00	Excellent, Exceptional	First Class with Great Distinction
[85, 95)	A	4.00	Excellent - Outstanding Performance	
[80, 85)	A-	3.70.	Excellent	
[75., 80)	B+	3.50	Very Good – Better than Average Achievement	First Class with Distinction
[65, 75)	B	3.00	Very good	
[60, 65)	B-	2.70.	Very Good – less than average achievement	First Class
[55, 60)	C+	2.50	Good Achievement	Second Class
[50, 55)	C	2.00	Average Achievement	Second Class
[45, 50)	C-	1.75	Lower than average achievement	Lower Class
[40, 50)	D	1.00	Fail	Lower Class
< 40	F	0.00	Fail	Lower Class

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[1] *The square bracket [indicates that the number is included in the respective range*
The open bracket) indicates the number is excluded in the respective range.

Raw Mark[1]	Letter Grade	Grade Points	Description	Class Description
	AU	Neutral	Successfully audited a course – no grade is assigned	
	CO	Neutral	Course continued in the following semester and grade assigned at that time – not included in grade – point average calculation.	
	W	Neutral	Withdrawn: Student has withdrawn from the course – no academic penalties	
	NG	Neutral	No Grade for some reason – This grade will be changed to F unless an appropriate reason comes or grade given in 6 weeks time.	
	I	Neutral	The student has not yet completed all requirements to receive a grade. The instructor has to write the reason why the grade of I is given. This grade will be changed to F unless an appropriate reason comes or grade given in 6 weeks time.	

The student information system will take only the above codes and no other code can be used.

4.2 Grading of Thesis / Projects

Thesis or project evaluation shall be graded on the following ranking system, with corresponding grading scales and letter grades;

Rank	Grading scale in percent	Letter Grade
Excellent	≥ 85	A
Very Good	$70 \leq X < 85$	B+
Good	$60 \leq X < 70.$	B
Satisfactory	$50 \leq X < 60$	C+
Fail	< 50	F

4.3 Calculating Grade Point Average

The grade point average (GPA) per semester is based on the letter grade (A^+, A , A^- ,B^+ , B , B^- , C^+ , C , C^- , D ,F) and is calculated as follows:

Course grade points = Course credit weight * Course grade numerical value

Term grade point average = Total term course grade points ÷ total term course credit weights

The Cumulative Grade Point Average (CGPA) is calculated as follows:

CGPA = Total of all course grade points ÷ total of all course credit weights where

Course credit weight is the credit weight assigned to a course (4, 3.70, 3.50, 3.00, 2.70, 2.50, 2.00, 1.00, 0)

Course grade is the numerical value given to a letter grade as explained in section 4.1.

Neutral grades are not included in grade calculation

4.4 Graduation Designations

The following shall constitute the requirements for academic distinction upon graduation

- **Very Great Distinction**: This honor is conferred upon a student who attains a CGPA of 3.75 or above.
- **Great Distinction**: This honor is conferred upon a student who attains a CGPA of 3.5 to 3.74.
- **Distinction**: This honor is conferred upon a student with a CGPA of 3.25 to 3.49.

5. Graduate Programs - Assessment and Evaluation

5.1 Academic Probation and Dismissal

- A first year graduate student is subject to dismissal without first being put on probation if his performance falls below 2.50 in his first semester results.

- Any first year graduate student who achieves a first semester GPA (SGPA) between 2.50 and 3.00 shall be placed on probation by CAARC and any such student who had been placed on probation shall be subject to dismissal if he fails to achieve a semester GPA of 3.00 in the next semester.

- If, a student on probation for the first time achieves during the next semester, a SGPA of 3.00 or above but his CGPA still falls below 3.00, the CAARC may place the student on final probation if it finds that there is reason to believe that the student will attain a CGPA of 3.00 or above in the third semester.

- A graduate student may be put on probation for a second time provided it is ascertained that he has successfully come out of the previous probation. However, where a student who has been placed on a second probation fails to achieve a CGPA of 3.00 in the next semester, he shall be dismissed.

- No candidate subject to dismissal may expect discretionary probation as a matter of right.

5.2 Repeating Courses

- Only courses with grades lower than 'B' may be repeated when the CGPA of the student is less than 3.00.

- A student with a grade of "C" or lower may be allowed to take a re-exam, instead of repeating the course, with the recommendation of the course instructor and the CAARC by assessing the overall performance or special conditions of the student on individual basis.

- No course may be repeated or re-examined more than once.

- Grades obtained on a repeated course shall stand as they are.

5.3 Grade point average

- Getting a grade less than 'B' in individual subjects and/or course by a graduate student may be tolerated. However, to complete the program, and be eligible for graduation, a graduate student shall have to obtain a minimum CGPA of 3:00 ('B').

5.4 Graduate Thesis Requirements

- Masters programs require students to write a thesis or carry out a project.
- A thesis / project shall constitute a partial fulfillment of the requirement for a master's degree
- A thesis / project shall constitute an individual's effort in academic pursuits to identify and analyze problems by applying sound methodology.
- The topic for thesis / project work shall be selected in consultation with, and prior approval of the advisor (s).
- Upon approval of the advisor, students shall present their work for the public in the presence of an external examiner.
- Thesis / project shall be rejected if:
  - The work is found by the examining board not to have met the required standards; or
  - The work is judged as plagiarized by the examining board; or
  - The work has been already used to confer a degree from this or another higher learning institution.
- A candidate who fulfills the requirements for a thesis and whose research, study and examination results are judged to be of sufficient merit shall be recommended by the College Registrar to the CAARC and award of appropriate credentials by the College.
- A candidate with a grade of very good and above is encouraged to write at least one article out of the thesis in collaboration with his supervisor.

5.5 The College Medal

The Postgraduate College Medal is a prize awarded at commencement to an outstanding student from the College graduate programs. The award is made not only on the basis of academic excellence, but also includes character, contribution to the public, and participation in extra-curricular activities.

6. Undergraduate Programs - Assessment and Evaluation

6.1 Grading Rules for Undergraduate Programs

- A student shall be said to have done a course when he is graded according to grading scale and letter grade system indicated in section 4.1 and 4.2.
- A student may not graduate with a CGPA of less than 2.0. He shall thus score at least a `C` grade in each of the courses he is required to take under the program.
- A student who has scored a `C-`grade in all the courses taken may be promoted to the next semester where he is a first semester first year student. This minimum grade required to be promoted to the next semester may be raised for second year and above students.
- A student who has scored `D` grades in all courses may not be promoted to the next semester.
- A good standing student is entitled to be promoted to the next semester as well as graduate even if he scores a `D` grade in any course.
- For any course having lecture, laboratory/practice and tutorial components, raw mark evaluation should be treated independently from 100%. The final number grade obtained for a course shall be the sum of the percentage raw mark with its weight.

6.2 Semester Academic Achievements

- A student who earned a "2.00 (C)" grade or above in all course of a semester shall be in good standing.
- A student shall be warned or placed in probation by the academic unit under the following conditions:
  - A student who fails to achieve a semester GPA of 1.70; OR a CGPA of 2.00.
  - A student who scores three "F's'' at the end of each semester with less than or equal to 12 total credit points (CP);
  - Any newly admitted student who, at the end of the first semester, earns a semester GPA of 1.50 to 1.74;
  - Any newly admitted student, who at the end of the first year, earns a CGPA of 1.70. to 1.99.

6.3 Academic Dismissal

- Any consecutive warning leads to academic dismissal.
- Any student who scored more than three ''F's" in a given semester,
- Any student whose semester GPA falls below 1.70. or who fails to maintain a CGPA of 2.00.
- A student placed on probation shall be dismissed after one semester on probation if he fails to emerge from the state of probation by raising his CGPA up to 2.00 or by obtaining a semester GPA which, if maintained at that level, would permit him to reach the CGPA of 2.00 by graduation.

No candidate subject to dismissal may expect discretionary probation as a matter of right.

6.4 Repeating Courses

- Only courses with grades lower than 'C' may be repeated when the CGPA of the student is less than 2.00.
- A student with a grade of "C" or lower may be allowed to take a re-exam, instead of repeating the course, with the recommendation of the course instructor and the CAARC by assessing the overall performance or special conditions of the student on individual basis.
- No course may be repeated or re-examined more than once.
- Grades obtained on a repeated course shall stand as they are.

6.5 Grade point average

- Students must pass every compulsory and support course, and at least 9 credit hours of elective courses with a cumulative grade point average of at least 2.0. A pass grade for a course is considered to be A, B+, B, C+, C or C-.
- A student cannot graduate with a CGPA of less than 2.0. He shall thus score at least a `C` grade in each of the courses he is required to take under the program. However, a good standing student is entitled to graduate even if he scores a `D` grade in any course.

6.6 Capstone Project Requirements

- Bachelor's programs require students to carry out a capstone project over the two semesters of the final year.
- A project shall constitute a partial fulfillment of the requirement for a bachelors degree
- A project shall be carried out in a group of 3 to 4 students.
- The topic project work shall be selected in consultation with, and prior approval of the advisor (s).
- Project evaluation will be done by a group that consists of the supervisor and internal examiners.

- The weighting distribution will be based on the demonstration on the project and the application package or system developed.
- There will be a separate project guideline to be provided to students at the start of project.

6.7 Internships

Internship is a compulsory non-credit work and shall be recorded with a grade of "P" (Pass) and "F" (Fail), but neither shall be included in the computation of the grade point average.

There will be a separate guideline for students going for internships

6.8 Community Service

In accordance with the community service guideline provided by the College, students are required to complete a minimum of 24 hours of community service in the course of their study.

The College shall provide a certificate of appreciation for the community service carried out by a student.

6.9 The College Medal

The Undergraduate Program College Medal is a prize awarded at commencement to an outstanding student from the College undergraduate programs. The award is made not only on the basis of academic excellence, but also includes internship activities, community service, character, and other extra-curricular activities.

7. References

1. Legislation of BITS College