

Development of Assessment Approach

Building a Coordinated Approach to Assessment at USask

The University of Saskatchewan's approach to assessment has been developed over several years through educational research, broad consultation, academic governance, policy development, and implementation planning.

This work reflects a coordinated institutional effort involving educators, students, governance committees, colleges and schools, and institutional partners to strengthen assessment while supporting diverse disciplinary, professional, and accreditation contexts.

The University's assessment approach has evolved through four interconnected phases:



TIMELINE

DATE	MILESTONE
2021	Assessment initiative begins. TLARC begins work to strengthen assessment across the University through a review of educational research and evidence-informed assessment practices.
2021–2022	Assessment Principles developed. Evidence-informed Assessment Principles are developed through literature review, consultation, and collaboration to guide assessment practice across the University.
September 2022	Joint APC–TLARC Working Group established. A joint working group of the Academic Programs Committee (APC) and Teaching, Learning and Academic Resources Committee (TLARC) is established to review assessment policy and guide future policy development.
November 2022	Working group begins. Review of the Academic Courses Policy begins alongside consideration of the University's Assessment Principles and future policy direction.
January 2023	Project scope expands. The working group determines that the work will proceed in two phases: immediate amendments to the Academic Courses Policy and development of a new Course-based Assessment Policy and Course-based Assessment Procedures.
March–June 2023	Phase One amendments completed. Initial amendments to the Academic Courses Policy are reviewed through governance processes and approved by University Council. The Assessment Principles are incorporated into the existing policy while longer-term policy renewal continues.
Summer–Fall 2023	Development of the Course-based Assessment Policy begins. A landscape review of assessment policy and practice informs drafting of the new policy and procedures. Implementation planning also begins.

2023–2025	Extensive consultation and revision. Multiple rounds of consultation are undertaken with faculty, students, academic leaders, governance committees, colleges and institutional partners, informing ongoing revisions to both the policy and procedures.
2025	Course Delivery Policy developed. As assessment provisions move into a dedicated policy and procedures, course delivery provisions are developed into a separate Course Delivery Policy and Procedures.
Winter 2026	University approval. The Course-based Assessment Policy and Course-based Assessment Procedures receive final approval through the University's governance processes.
2026–2027	Implementation across the University. Colleges and schools develop local procedures, implementation resources are created, professional learning expands, and academic units prepare for implementation.
Fall 2027	Implementation begins. The Course-based Assessment Policy and Course-based Assessment Procedures come into effect across the University.

Together, these phases established a coordinated institutional approach to assessment that combines shared principles, institutional policy, local implementation, and ongoing collaboration across the University.

CONSULTATION AND COLLABORATION

Development of the University's assessment approach included multiple rounds of consultation over several years. Feedback informed ongoing revisions to the Assessment Principles, Course-based Assessment Policy, and Course-based Assessment Procedures before advancing through academic governance and approval processes.

PHASE	PRIMARY CONSULTATION	KEY OUTCOME
Assessment Principles (2021–2022)	Faculty, student leaders, Academic Associate Deans, TLARC, APC	Assessment Principles were refined through consultation and incorporated into the Academic Courses Policy as part of the initial amendments approved by University Council.
Course-based Assessment Policy (2023–2025)	TLARC, APC, Academic Associate Deans, faculty reviewers, Deans, senior leaders, University Council discussions	Multiple rounds of consultation informed revisions to the draft policy before development of the supporting procedures.
Course-based Assessment Procedures (2024–2025)	Teaching, Learning and Student Experience units, TLARC, APC, Academic Associate Deans, faculty reviewers, senior staff	Operational and academic consultation informed significant revisions before broader institutional consultation.
Combined Policy & Procedures (2024–2025)	Student leaders, college leadership teams, Registrar's Office, Governance Office, Faculty Relations, GMCTL, ICT, academic administrators, college staff	Broad institutional consultation informed final revisions before governance review and University Council approval.

GOVERNANCE AND APPROVAL

Oversight of the University's assessment approach was provided through established academic governance processes, including:

- Teaching, Learning and Academic Resources Committee (TLARC)
- Academic Programs Committee (APC)
- Governance Committee
- University Council

These committees provided oversight throughout policy development, consultation, revision, and approval.

IMPLEMENTATION (2026–2027)

Following approval by University Council, the focus shifted from policy development to institutional implementation. Current implementation activities include:

- Development of college and school assessment procedures
- Professional learning for educators and academic leaders
- Curriculum renewal and assessment redesign
- Development of implementation resources, FAQs, and guidance materials
- Collaboration among colleges, governance committees, and institutional partners
- Ongoing implementation support leading to Fall 2027

The **Course-based Assessment Policy** and **Course-based Assessment Procedures** come into effect in **Fall 2027**.

A COLLABORATIVE INSTITUTIONAL EFFORT

The University's assessment approach was developed through educational research, multiple rounds of consultation, shared governance, and collaboration among faculty, students, academic leaders, colleges and schools, and institutional partners.

This collaborative process ensured the University's Assessment Principles, Course-based Assessment Policy, and Course-based Assessment Procedures reflect both evidence-informed practice and the diverse disciplinary, professional, and accreditation contexts in which assessment occurs.