

**TAV COLLEGE**

**COLLÈGE TAV**

**Policy Number 03**

**INSTITUTIONAL POLICY FOR THE EVALUATION OF PROGRAMS**

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BG-11-011-014

# **TAV College**

## **Institutional Policy for the Evaluation of Programs**

### **Development Committee**

#### **Contributors in the writing Committee :**

Ruth Bensimhon, Coordinator  
Charles Plourde, Academic Advisor  
Patrice Robitaille, Associate Director and Registrar

#### **Validation Committee :**

Ruth Bensimhon, Coordinator  
Jean-Yves Marquis, External Consultant  
Eli Meroz, Dean of Studies  
Charles Plourde, Academic Advisor  
Patrice Robitaille, Associate Director and Registrar

#### **Translation :**

Patrice Robitaille, Associate Director and Registrar

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## **Institutional Policy for the Evaluation of Programs at TAV College**

### **Foreword**

Because of its mission and Institutional Success Plan, TAV College wants to create an environment conducive to the training of persons capable of realizing themselves personally and integrating Québec society through quality education programs. To this end, the college makes every effort to ensure that its programs remain relevant and adapted to 1) the labour market and to 2) the needs of the students in view of their admission to university. It also wants all of its programs to be evaluated, adjusted and improved continuously.

This policy is a clear commitment on behalf of the college to students, teachers, upper management and to the *Commission d'évaluation de l'enseignement collégial* (CEEC) so that efforts put in place to improve its programs are known and disseminated to all instances that are entitled to know how the college intends to go about fulfilling this responsibility and to testify openly to the realization of program evaluations.

### **1.0 The purpose and objectives of the policy**

This policy aims to support the exercise of periodic evaluations of the curriculum to ensure the continuous improvement of training offered by the College. It specifies the participation of all stakeholders (internal or external) who are called to contribute to the evaluation of programs and the establishment of a process that will allow the college to assess program performance against the requirements of the labour market or the admission of students to university. The policy also aims to verify the student's ability, through the various means put in place, to attain the skills that are covered by the program.

Through its evaluation process, the college seeks to establish the clearest and most appropriate verdict possible as to the quality of its programs over time. This involves the evaluation of the objectives targeted by its programs and their relevance to students' expectations and the real needs of the labour market, an evaluation that is part of an approach that promotes the active participation of all persons concerned by the completion of the various phases of the evaluation process. The policy aims to regulate the process of periodic assessment of program quality in all its dimensions and encourages the participation of all stakeholders.

The proposed actions and changes made to programs following a program assessment will be carried out in a spirit of continuous improvement of services in order to increase the quality of training and quality of programs.

## **1.1 Policy Objectives**

1. Give the College a set of principles, rules and processes that enable it to conduct quality program evaluations;
2. Establish a flexible process tailored to the needs of the college that will be really useful;
3. Inform all employees of the requirements of the program evaluation, their participation and responsibility in the operations to be conducted;
4. Systematically use, in the routine operations of the College, the tools for gathering the data and the information identified for the program evaluation;
5. Conduct evaluations on a yearly basis.

## **2.0 College Leadership**

Throughout the evaluation process, the leadership of the college, including that of the Dean of Studies, is fundamental. The Dean of Studies is responsible for the dissemination of the policy in order to make it accessible. He determines the duties and responsibilities of stakeholders during its application, in view of the evaluation of a program. He ensures that the evaluation takes place in an atmosphere of respect and trust.

## **3.0 The Usefulness, Realism and Objectivity of the Policy**

The evaluation of a program allows the college to profile the program, to identify its strengths, to identify its weaknesses, to identify the desired improvements to be made; to provide an overall college assessment of the program and to identify the actions that it can implement.

The evaluation is done within a clearly defined timetable that takes into account its realization in a given timeframe, the resources available and the specific actions that will be promoted by the college. It allows the Dean of Studies to implement the recommendations arising from the evaluation.

A program evaluation is based on 1) the best practices of other colleges, 2) credible analysis criteria and indicators, 3) a rigorous analysis of the data and 4) a credible interpretation. The findings of the evaluation report are based on an analysis of the information system that is consistent and appropriate to the approach.

## **4.0 Respect and confidentiality**

The policy's primary objective is the improvement of college programs. At the outset, the policy is at the basis of any reflection on the quality of programs, any adjustments considered for them and, ultimately, their reorganization by the college. In this sense, the college seeks the support of all those entitled to take part in this decision-making process so that the evaluation remains transparent and objective. It is carried out in the respect of the persons concerned and it ensures the confidentiality of the information used.

### **4.1 Respect for Persons**

To ensure the openness and full cooperation of everyone, the college invites all stakeholders to demonstrate professional conduct, consideration, integrity, neutrality, discretion and respect for all those involved directly or indirectly in the evaluation process.

### **4.2 Respect for Data**

The evaluation is conducted with objectivity and rigor. It is with this in mind that stakeholders must ensure that the data collected, compiled and analyzed by the college are treated with the confidentiality that is required when handling and disseminating this sensitive information. The information from college records (student records and teacher records) are confidential and college staff agrees to comply with all laws of Quebec, including the *Act Respecting Access to documents Held by Public Bodies and the Protection of Personal Information* (R.S.Q., chapter A-2.1).

## **5.0 ROLES AND SHARING OF RESPONSIBILITIES**

The application of this policy is placed under the highest authority of the College that wishes to encourage the maximum participation of stakeholders in its implementation. The *Evaluation Specifications Guide* (see below) is established by the Dean of Studies based on the objectives set forth by the college. By appropriating the assessment process for themselves, stakeholders will develop their sense of belonging to the program and to the college.

The effective contribution of the different actors who are responsible for the implementation of the program is a key element of the assessment of each of the criteria used for the evaluation of a program.

## **5.1 The Board of Governors**

The Board of Governors of TAV College is the official body ensuring the official communications between the College and external agencies, in particular the *Commission d'évaluation de l'enseignement collégial*.

As such, the Board of Governors

- Adopts, upon recommendation of the Dean of Studies, the Policy for the Evaluation of Programs;
- Establishes, upon the recommendation of the Dean of Studies, the evaluation objectives of a program;
- Adopts the *Commission d'évaluation de l'enseignement collégial* assessment reports for its various programs;
- Receives the assessment reports of the *Commission d'évaluation de l'enseignement collégial* and takes appropriate action, if needed.

## **5.2 The Dean of Studies**

At the college, the Dean of Studies is responsible for program evaluations. He recommends to the Board the adoption of the objectives of the evaluations, determines the *Evaluation Specifications Guide* used for the evaluation process and certifies compliance of the evaluation procedure with the policy. He testifies, as needed, to the validity of the evaluation process to the *Commission d'évaluation de l'enseignement collégial (CEEC)*.

As such, the Director of Studies:

- Disseminates the policy and oversees its careful implementation;
- Appoints the members of the coordinating committee for the evaluation of programs;
- Convenes and chairs the meetings of the evaluation committee and meetings with teachers and / or students;
- Determines the program to be evaluated in conjunction with the coordinating committee for the evaluation of programs;
- Determines the work schedule of the coordinating committee;
- Coordinates the development and optimal use of the college information system;
- Ensures the relevance of the *Evaluation Specifications Guide* and the assessment tools that are proposed to him;
- Ensures that the verdicts arising from the evaluation process are relevant;
- Presents the evaluation report to the Board of Governors and recommends its adoption;

- Ensures that the changes, orientations and adjustments to the curriculum stemming from the evaluation report and adopted by the Board are implemented in a coherent and adequate fashion;
- Coordinates and actively takes part in the visits of the *Commission d'évaluation de l'enseignement collégial*;
- Implements the recommendations and other reports from the *Commission d'évaluation de l'enseignement collégial* in connection with the policy and implements the actions he sees fit.

### ***5.3 The Coordinating Committee for the Evaluation of Programs***

Under the authority of the Dean of Studies, this committee is responsible for the implementation of the *Policy for the Evaluation of Programs* and coordinates its implementation. As such, the coordinating committee for the evaluation of programs:

- Coordinates the correct application of the policy during the evaluation of a program;
- Coordinates the use of the college information system;
- Coordinates the evaluation activities both internally and externally;
- Coordinates the evaluation activities in connection with the demands of the *Commission d'évaluation de l'enseignement collégial (CEEC)*;
- Determines the criteria and indicators that will be used through the evaluation process;
- Coordinates the preparation of the *Evaluation Specifications Guide*, ensuring its relevance and its approval by the teachers of the program;
- Coordinates the preparation of the assessment tools, ensuring their relevance and their approval by the teachers of the program;
- Identifies the actions that will be part of the evaluation process;
- Coordinates the collection of data and transmits the data to the persons conducting the analysis;
- Coordinates the compilation, analysis and interpretation of data obtained during the process of program evaluation;
- Coordinates the preparation of the evaluation reports;
- Reviews the preliminary assessment report and makes any corrections deemed necessary;
- Gives its advice on the evaluation report and makes its recommendations and proposes a plan of action to the Dean of Studies;
- Proposes changes susceptible to improve the policy to the Dean of Studies;
- To meet the needs of the college, coordinates any training considered necessary after the evaluation process, taking into account recommendations made to it.

The committee is made up of the following people:

- a) The Dean of Studies;
- b) The Associate Director and Registrar;
- c) The program coordinators;
- d) The Academic Advisors;

When a program has been chosen to be evaluated:

- e) Two teachers of the program under evaluation are then appointed to the coordinating committee.

The Committee may use the services of an external consultant or any other person to join it in order to complete the evaluation of a program, if deemed appropriate. In addition, the committee may appoint an in-house or external resource that can perform the operations it deems necessary.

#### ***5.4 The Program Coordinators<sup>1</sup>***

The effective evaluation of programs relies heavily on the contribution of the program coordinators. They see to the evaluation of applications, to the selection and hiring of teachers, to the respect of program descriptions, (objectives and standards), that teachers comply with college policies (for example, the IPESA) and the college Success Plan. They oversee the quality of course plans, the consistent use of Omnivox, ensure the direct supervision of teachers and ensure that good communication between teachers and management is maintained. Apart from the fundamental role they play as members of the coordinating committee for the evaluation of programs, the coordinators:

- Receive the course plans from teachers, ensure the relevance of the course plans, complete compliance reports in relation to the course plans, provide follow-up and validate documents prior to their distribution on Omnivox;
- Directly supervise the implementation of programs;
- Organize and host meetings with teachers in view of pedagogy, internal management, teaching organization, policies, teacher development, assessment tools, methods of teaching, program structure, and supervision of students;
- Ensure the presence of adequate human and material resources linked to all teaching operations;
- Recommend to the Dean of Studies the appointment of two teachers who can serve on the coordinating committee for the evaluation of programs.

#### ***5.5 The Teachers***

The teachers of the college play a fundamental role in the program evaluation process. They participate in the analysis and interpretation of data arising from the information system

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<sup>1</sup> At TAV college, the academic advisors also act as program coordinators.

that the college has put in place. They contribute to the continuous improvement of training that has been assigned to them.

As such, teachers

- Participate in the committee of evaluation as representatives of their discipline or their department. To this end, two teachers are appointed to the committee by the Dean of Studies;
- Collaborate in the ongoing assessment and evaluation of programs in which they are involved;
- Collaborate, as deemed appropriate, to the development of the *Evaluation Specifications Guide* and participate in its validation;
- Collaborate, as deemed appropriate, to the development of assessment tools and participate in their validation;
- Participate in the program evaluation survey;
- Collaborate in data collection and validate the results;
- Collaborate in the analysis of assessment data that relates to them;
- Identify the strengths and weaknesses of the program;
- Make their assessment known on the evaluation of their program in accordance with the *Evaluation Specifications Guide*;
- Propose, in collaboration with the program coordinators, actions that can be undertaken by the college;
- Validate the evaluation report;
- Under the authority of the Dean of Studies, implement the recommendations arising from the evaluation report after its adoption by the Board of Governors.

## **5.6 The Students**

In the eyes of the college, the evaluation of its curriculum cannot be achieved without the commitment of its students. Data collected from students is a valuable source of information that allows the college to identify their views, their opinions on the curriculum and the assessment that graduates can have on the overall training that is proposed to them by the college.

As such, students

- Participate in the committee for the evaluation of programs, when deemed appropriate, as representatives of their program;
- Participate, through the assessment tools chosen, to the evaluation of courses and programs;

- Give their views, as graduates, on the quality of the training;
- Participate in focus groups, questionnaires or by any other means deemed appropriate by the evaluation committee.

### ***5.7 Employers, Internship Partners and Universities***

The view expressed by outside employers, internship partners and universities is essential to the process of the evaluation of programs. The contribution of these stakeholders is an essential component of the process by which the College wants to verify that its technical programs remain relevant to the current needs of the labour market and whether the pre-university programs adequately prepare students who want to undertake studies at the undergraduate level. As such, employers, internship partners and universities

- Participate in the program evaluation;
- Give their views on the graduates and the program;
- If necessary, participate in focus groups, surveys or any other means deemed appropriate by the evaluation committee.

## **6.0 The College Information System**

### ***6.1 Scope***

The information system of this policy is applicable in the context of evaluating a program of study leading to a Diploma of College Studies (DCS) in each component of the program (common and general training, proper and complementary training, and specific training) and in the context of evaluating a program of study leading to an Attestation of College Studies (ACS) (specific training).

### ***6.2 The Components of the Information System***

The Dean of Studies is ultimately responsible for the implementation of the information system, the recording and processing of data collected by the college. He makes sure to devote the necessary human, material and financial resources for the computerization of data, to preserve the confidentiality of the data and to see to its security on the computer systems of the college.

### ***6.3 The Instruments Used***

Reporting to the Dean of Studies, the coordinating committee determines which program evaluation instruments will be given priority in the evaluation of a program. It ensures that the instruments are reliable, valid and appropriate. It determines, under the authority of the Dean

of Studies, what tools (software) and what methods will be used to record data. In addition, it determines, through the *Evaluation Specifications Guide*, what instruments will be used in accordance with the assessment that it wishes to put forward. In this sense, the committee is responsible for the overall design of the *Evaluation Specifications Guide*, its content and its use in compliance with this college policy.

#### ***6.4 The Evaluation Specifications Guide***

Under the authority of the Dean of Studies, the coordinating committee for the evaluation of programs develops the *Evaluation Specifications Guide* to be used. In this capacity, it coordinates the preparation of the guide, ensuring its relevance and receives relevant feedback from the teachers in the program. The guide:

- Identifies and specifies everyone's role and responsibility;
- Presents the spirit of the general approach;
- Presents the working hypothesis and problems that need to be considered;
- Presents the specific situation from which will be carried out the evaluation;
- Presents the process and steps of the evaluation;
- Explains the actual manner in which the evaluation will be carried out;
- Presents the criteria chosen as the basis for the assessment of the program;
- Presents the indicators to be analyzed;
- Provides guidance on methods for collecting, analyzing and interpreting data;
- Presents the evaluation tools to be used;
- Presents an assessment of the resources that will be involved in the process;
- Presents the meetings calendar;
- Presents the operations and activities calendar;
- Gives any useful instructions for conducting the evaluation.

Through its design, the *Evaluation Specifications Guide* allows the college to examine the relevance of the program, its coherence, the value of the teaching methods used, the adequacy of the resources (human, material and financial), its effectiveness and the quality of the management that is provided by the college.

## **7.0 The Information System Data**

### ***7.1 The Descriptive Data***

The College will consider the descriptive data that contributes to effectively supervise the evaluation of its programs. Descriptive data includes components that make up what might be called the program fundamental data. This data consists of:

- 1) The program descriptions, including educational goals;
- 2) The history of the programs;
- 3) The ministerial specifications (DCS) and institutional specifications (ACS) developed by Standards and Objectives;
- 4) The profile of teaching resources;
- 5) The contributing policies (IPESA, etc.).

### ***7.2 The Statistical Data***

Statistics enable the College to have an overview of the individual and collective success of students enrolled in its programs. As part of the application of its policy, the college management software **Clara** developed by **Skytech** will help it analyze meaningful information on:

- 1) Admission;
- 2) The types of courses and programs;
- 3) Registration;
- 4) Program changes;
- 5) Student withdrawal from a program;
- 6) Grades, averages and graduation rates;
- 7) The success rate of students in the Ministerial Exit Exam and the Program Synthesis Exam;
- 8) Performance;
- 9) Attendance;
- 10) Major failure situations;
- 11) Graduation;
- 12) Class size.

### ***7.3 The Gathering of Non-Computerized Data***

Some of the data that the College will consider within its information system is not contained in the college's database. This data is collected from students, teachers, employers, internship

partners and, if necessary, from universities. This information helps to identify a number of factors that can affect the quality of the evaluation. These elements include:

- 1) The reasons given for dropping a course;
- 2) The reasons given for abandoning the program;
- 3) The overall placement rate;
- 4) The placement rate in jobs related to the program;
- 5) The complaints related to the implementation of the curriculum (Human Resources, etc.);
- 6) The complaints related to teaching methods;
- 7) The complaints related to academic progression.

#### ***7.4 Student Perceptual Data***

Perceptual data supports an analysis of the factors that are identified through student surveys. To complete the evaluation of its programs, the College invites students to complete, at every semester, the **Student Course and Program Evaluation Survey**<sup>2</sup> which covers the following topics:

- 1) The educational support provided;
- 2) The quality of human resources;
- 3) The quality of services;
- 4) The quality of learning activities in relation to the learning targets;
- 5) The program description;
- 6) The program objectives;
- 7) The course outline;
- 8) The coherence of the course outline in relation to the learning targets;
- 9) The relevance of the courses related to the objectives and standards of the program;
- 10) The relevance of formative and summative evaluations in relation to the objectives and standards of the program;
- 11) The teaching methods used;
- 12) The general atmosphere at the college;
- 13) The fairness of evaluations related to the course plan;
- 14) The compliance with the contributing policies (IPESA and Success Plan);
- 15) The strengths of the program;
- 16) The weaknesses of the program;
- 17) The desired improvements;

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<sup>2</sup> See the typical survey in Appendix II of this policy. The survey can be adapted or replaced in accordance with the evaluation criteria used in the college's official *Evaluation Specifications Guide*.

18) All other comments.

### ***7.5 Teacher Perceptual Data***

Perceptual data supports an analysis of the factors that are identified through teacher surveys. As part of the ongoing evaluation of programs, the College invites teachers to complete, on a yearly basis, the **Teacher Course/Program Evaluation Survey**<sup>3</sup> which covers the following topics:

- 1) The support offered by the College;
- 2) The organization of teaching;
- 3) The quality of communication between management and teachers;
- 4) The material and physical resources available;
- 5) The work environment;
- 6) The program description;
- 7) The program objectives;
- 8) The quality of the learning activities in relation to the learning targets;
- 9) The relevance of the courses related to the objectives and standards of the program;
- 10) The relevance of formative and summative evaluation in relation to the objectives and standards of the program;
- 11) The teaching methods used;
- 12) The course outline;
- 13) The coherence of the course plan in relation to the learning targets;
- 14) The evaluation tools;
- 15) The contributing policies (for example, the IPESA);
- 16) The quality and frequency of development activities;
- 17) The strengths of the program;
- 18) The weaknesses of the program;
- 19) The desired improvements;
- 20) All other comments.

### ***7.6 Perceptual Data From Employers, Internship Partners and Universities***

The perceptual data collected from internship partners, employers and universities allows the college to have a direct external evaluation on the quality of teaching, on the implementation of programs, objectives and standards, on the relevance of learning targets and, more generally, on the quality and relevance of the programs offered.

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<sup>3</sup> See the typical survey in Appendix III of this policy. The survey can be adapted or replaced in accordance with the evaluation criteria used in the college's official *Evaluation Specifications Guide*.

This external point of view is essential in the evaluation of college programs and helps the college meet its objective of wanting to pursue its efforts to establish proper evaluation mechanisms that promote the continuous improvement of programs and teaching given to students.

The survey conducted in a structured manner, at the end of the program, is an essential part of the rigorous and open process by which the College wishes to secure all program evaluations. Stakeholder participation in this survey is essential. It is in this spirit of cooperation that the college invites community partners to complete the **Internship / Employer / University Program Evaluation Survey**<sup>4</sup> that covers the following topics:

- 1) The preparation of the student;
- 2) The relevance of the curriculum;
- 3) The relevance of the skills developed in the program;
- 4) The skills of the student;
- 5) The student's social skills;
- 6) The strengths of the student;
- 7) The weaknesses of the student;
- 8) The strengths of the program;
- 9) The weaknesses of the program;
- 10) The program's relevance to the needs of the labour market;
- 11) The desired changes;
- 12) All other comments.

## **7.7 The Ministerial Data**

To carry out its evaluation, the college considers the public data that is produced by the *Ministère de l'Éducation, du Loisir et du Sport* (MELS) and the reports that are produced by the *Commission d'évaluation de l'enseignement collégial* (CEEC) to guide its work locally. The documents considered are the following :

### **7.7.1 The Ministerial Indicators**

- The *indicateurs sur les cheminements scolaires au collégial* that concern the programs offered at the college and comparative data available in the network;

The indicators provided by the Ministry are a fundamental starting point for the college since it can refer to them to compare its programs to those offered elsewhere in Quebec.

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<sup>4</sup> See the typical survey in Appendix IV of this policy. The survey can be adapted or replaced in accordance with the evaluation criteria used in the college's official *Evaluation Specifications Guide*.

### 7.7.2 The Reports Produced by the CEEC

- L'évaluation des politiques institutionnelles d'évaluation des programmes d'études, cadre de référence (2011);
- Guide général pour les évaluations des programmes d'études (1994);
- L'application des politiques institutionnelles d'évaluation des programmes, rapport synthèse (2002);
- L'évaluation institutionnelle, guide (2002);
- Autoévaluation de programmes menant à une attestation d'études collégiales (AEC), guide d'évaluation, (2010);
- CEEC reports prepared for colleges on an individual basis.

The guidebooks and reports prepared by the *Commission* are valuable benchmarks that the college considers throughout the process of program evaluation. The guidebooks allow the college to work from a frame of reference that is flexible. The summary report allows it to see what opinion, from an external perspective, the *Commission* gave with respect to the application of policies throughout the college network. Specific individual reports allow it to see what expertise is available elsewhere, giving it an objective basis for comparison when building its own evaluation. The contribution of the CEEC is significant in that the work of the College can be greatly facilitated by the direct consultation of these documents.

## 8.0 The six (6) Evaluation Criteria

The college uses the six criteria determined by the *Commission d'évaluation de l'enseignement collégial*<sup>5</sup> to assess the curriculum under its responsibility:

### 8.1 Program Relevance

The evaluation of the **relevance** criterion is intended to ensure that the program meets the needs of the labour market, that it meets the expectations of students and whether mechanisms are in place to ensure its continuous improvement.

### 8.2 Program Coherence

The evaluation of the criterion of **coherence** is made to verify the structural cohesion of the program, namely the arrangement of courses within the proposed academic progress (course selection in a given session) in relation to the skills to be developed, the articulation of the

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<sup>5</sup> *Guide général pour les évaluations des programmes d'études* (1994) et *Autoévaluation de programmes menant à une attestation d'études collégiales (AEC), guide d'évaluation* (2010).

program grid based on the progression of learning activities and the realistic workload imposed on students (weighting).

### ***8.3 The Value of the Teaching Methods and the Support that is Offered to Students***

The evaluation of this criterion is carried out to 1) determine whether the teaching methods are well adapted and allow students to achieve the objectives of the curriculum and 2) to verify whether the support offered by the college (for example, the Success Plan) and the availability of teachers contribute to the achievement of these goals.

### ***8.4 The Adequacy of Human, Material and Financial Resources***

The evaluation of this criterion is meant to determine whether the college has sufficient and quality human and material resources to foster the appropriate implementation of its programs. The evaluation is carried out to assess teachers, support staff, management of the premises and equipment in relation to the needs of the program.

### ***8.5 Program Effectiveness***

The evaluation of the **efficiency** criterion is intended to verify if the methods and learning instruments allow students to adequately master the skills of the curriculum and if, in a satisfactory proportion, they successfully complete their courses and obtain their diplomas in a timely manner.

### ***8.6 Program Management Quality***

The evaluation of the **quality** criterion is designed to determine whether the organizational structures and the management practices of the College encourage the full implementation of its programs. This assessment includes:

- 1) The analysis of the sharing of roles and responsibilities;
- 2) Communication;
- 3) The ongoing development and evaluation of human resources;
- 4) Pedagogical support;
- 5) The application of contributing policies (for example, the IPESA).

## **9.0 THE PROGRAM EVALUATION PROCESS**

The evaluation process is built into the college's yearly operations calendar. In this sense, program evaluation is part of an ongoing process and is included in the activities of the college.

## ***9.1 The Frequency and Method of Determination of Programs to be Evaluated***

The College evaluates each program within an interval of five years. The choice of the program to be evaluated is determined by the coordinating committee for the evaluation of programs and it considers programs previously evaluated. It will make its choice based on the preliminary data obtained through the information system established by the Dean of Studies. Other factors may influence the choice of college:

- A change in the orientations of the labour market;
- The creation or acquisition of a program that has not been evaluated by the college;
- The time elapsed since the last evaluation of a program;
- A request from the *Commission d'évaluation de l'enseignement collégial*.

## ***9.2 The Completion of an Evaluation***

The college records the activity of program evaluation in its yearly calendar of operations. As such, the coordinating committee for the evaluation of programs:

1. Determines which program will be evaluated based on the method of determination of programs to be evaluated;
2. Invites two teachers of the program under evaluation to take part in the committee;
3. Develops the *Evaluation Specifications Guide* and determines the organization of assessment activities according to the roles and responsibilities of different actors within a predetermined work schedule;
4. Presents the assumptions on the quality of the program based on the indicators obtained in the preliminary data (See reports available in Appendix I);
5. Implements the consultation with students on Omnivox (questionnaire presented in Appendix II);
6. Implements the consultation with teachers (questionnaire presented in Appendix III);
7. Implements the consultation with internship partners, employers and universities (questionnaire presented in Appendix IV);
8. Compiles the data collected;
9. Performs data analysis using the criteria and indicators that are pre-determined in the *Evaluation Specifications Guide*;
10. Takes stock of the analysis and establishes a preliminary verdict on the curriculum;
11. Reviews the recommendations that can be incorporated in its evaluation report;

12. Determines what actions, modifications, changes or orientations should be considered following the data analysis and registered in the action plan that can be included in its evaluation report;
13. Coordinates the preparation of the final evaluation report and has it validated by the internal stakeholders of the evaluation (teachers, academic advisors, program coordinators, Associate Director and Registrar). If deemed appropriate, it may use the services of an external consultant;
14. Sends its final evaluation report to the Dean of Studies.

### ***9.3 The Evaluation Report***

The evaluation report indicates what process was followed by the coordinating committee and has the same structure that is encouraged by the *Commission d'évaluation de l'enseignement collégial* :

- The program description;
- The description of the evaluation process;
- The data supporting the assessment;
- The findings and the resulting recommendations;
- The action plan that translates into action the recommendations put forward at the end of the evaluation.

If the coordinating committee deems it appropriate, the final program evaluation may be preceded by progress reports which are presented to the various stakeholders involved in the evaluation process. This additional step allows the committee to better supervise the progress of the work to be accomplished and allows it to evaluate more thoroughly, for each one of the major steps included in the evaluation, if the evaluation process respects the specifications set out in the *Evaluation Specifications Guide* that it initially developed as a work plan.

### ***9.4 Program Evaluation Follow Up***

Reporting to the Dean of Studies, the coordinating committee for the evaluation of programs oversees the implementation of the recommendations that emanate from the evaluation report, as approved by the college Board of Governors, using the action plan it has prepared in advance. To this end, the action plan includes:

- All recommendations included in the evaluation report;
- The roles and responsibilities of those involved;
- The preferred means to implement the actions (course plans, program descriptions, assessment tools, teaching methods, teacher development, etc.).

- The calendar of operations including the work schedule and deadlines.

The committee ensures the implementation of all the recommended measures indicated in its action plan and reports on the work accomplished to the Dean of Studies and to all stakeholders taking part in program improvement. At the beginning of each session, or at any other time deemed appropriate, it convenes a meeting with teachers, academic advisors and program coordinators to present the results of the work completed and to ensure that the actions that have not yet been realized are quickly put in place and supported. The Dean of Studies makes the necessary follow up with the Board of Governors.

## **10.0 Policy Revision**

Reporting to the Dean of Studies, in order to update the policy, the coordinating committee for the evaluation of programs may propose adjustments or in-depth changes, as it deems necessary. Once the changes to the text of the policy have been made, the Dean of Studies presents the new policy to the Board of Governors for adoption. Once adopted by the Board, the new version of the policy is forwarded to the *Commission d'évaluation de l'enseignement collégial*.

## **11.0 Final Provisions**

- The opening foreword of this policy is an integral part of it;
- This policy is implemented upon adoption by the college Board of Governors;
- The French version adopted by the Board has precedence over this English version;
- The policy is distributed to staff and students of the college by the Dean of Studies. It is also available on the college website ([www.tav.ca](http://www.tav.ca));
- The Dean of Studies ensures the application of this policy by all relevant bodies;
- The Dean of Studies will, if necessary, formulate proposals to amend this policy after requests made by teachers, academic staff or management personnel. The proposed amendments will then be submitted to the Board of Governors who will also consider, when appropriate, the findings of the *Commission de l'évaluation de l'enseignement collégial*;
- During the evaluation of a program using this policy, all requests for changes to the policy must take the form of a formal request addressed to the Dean of Studies;
- Any changes to this policy are effective upon their adoption by the Board of Governors.

# APPENDIX I

## College Information System – Preliminary Data<sup>6</sup>

### DATA ON ADMISSION :

**RPADM016** – Admission Statistics by Program

**RPADM016** – Admission Statistics by Type of Program, Level and Sex

### DATA ON PROGRAM CHANGES :

**RPADM016** – Confirmed Change of Program Statistics

### DATA ON REGISTRATION:

**RPCOH001** – Semester Record Statistics by Level and Status

**RPINS090** – New and Returning Student Statistics by Program

**RPINS045** – Semester Records Statistics

### DATA ON CLASS SIZE :

**RPGRP030** – Comparatif du nombre de places par programme

### DATA ON TYPES OF TRAINING AND PROGRAMS :

**RPETU025** – Statistiques d'étudiants par type de formation, programme, niveau, SPE, sexe, et grille

### DATA ON PROGRAM WITHDRAWAL :

**RPETU065** – Statistiques d'abandon

### DATA ON RESULTS AND SUCCESS RATES :

**RPCOH005** – Pass Rate by Semester

**RPREU010** – Taux de réussite par cours

**RPREU012** – Réussite étudiante par programme et par cours

**RPREU015** – Comparatif des taux de réussite des cours par session

**RPREU017** – Taux de réussite des cours par programme

**RPREU020** – Statistiques d'honneur

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<sup>6</sup> Les rapports de cette annexe proviennent du logiciel de gestion pédagogique *Clara* de Skytech.

- RPREU021** – Statistiques d’honneur des finissants
- RPREU022** – Listes des moyennes par discipline
- RPREU025** – Course pass rate statistics by section and teacher

**DATA ON ATTENDANCE :**

- RPRCN001** – Sommaire des statuts de fréquentation scolaire
- RPRCN015** – Liste des étudiants à appeler (rapport qui présente le pourcentage des présences confirmées par l’étudiant).

**DATA ON GRADUATION :**

- RPETU012** – Statistiques de diplomation
- RPPRG004** – Listes des étudiants certifiés par programme

**DATA ON PERFORMANCE :**

- RPRSC020** – Statistiques de rendement et d’inscription par programme
- RPRSC002** – List of Probation and Academic Standing
- RPRSC035** – Détail des statistiques sur le statut des étudiants en rendement

**DATA ON STUDENTS WITH MAJOR FAILURE SITUATIONS**

- RPRSC001** – Probation and Academic Standing by Program
- RPREU030** – Occurrence of Failure Statistics



## APPENDIX II

### SAMPLE TAV COLLEGE Student Course and Program Evaluation Survey

SEMESTER / YEAR : (ex. F2010) \_\_\_\_\_

PROGRAM : \_\_\_\_\_ COURSE CODE : \_\_\_\_\_

This questionnaire is meant to be anonymous. Do not provide your name. Answers will remain confidential. You must indicate your degree of agreement or disagreement with the listed items by selecting one answer.

Please NOTE : *This survey is meant to help TAV College improve its programs. Therefore, your feedback is important. If you have any questions concerning this survey, you can contact the following persons at 514-731-2296 :*

*Charles Plourde – Advisor, ext. 223  
Ruth Bensimhon – Advisor, ext. 233  
Patrice Robitaille – Registrar, ext. 228*

*They will take the necessary measures to protect your identity and the confidentiality of your answers. Thank you for your cooperation.*

1. Do you feel you have received sufficient information about the program, the objectives to be reached and the learning activities to be used?

- Yes
- No

2. Was the Course Outline presented and explained?

- Yes
- No

3. Were the Course Objectives presented at the start of the semester?

- Yes
- No

4. Did the course content respect the course outline?

- Yes
- No

5. Was the layout of courses, from the beginning to the end of the program, relevant, coherent and balanced?

- Yes
- No

6. Were the teaching methods adapted to the program competencies and to the characteristics of the students?

- Yes
- No

7. Did the evaluation tools (exams, quizzes, term papers, etc.) respect the course outline?

- Yes
- No

8. Can the skills and knowledge acquired in this course be used in other program courses?

- Yes
- No

9. Was the course well-prepared?

- Yes
- No

10. Was the subject matter clearly explained?

- Yes
- No

11. Were practical examples used to help you understand?

- Yes
- No

12. Were communication and relationships between the students and the teacher good?

- Yes
- No

13. Was the teacher open to suggestions and criticism?

- Yes
- No

14. Do you feel the course develops the competencies of the program?

- Yes
- No

15. Do you feel the link between the courses and the competencies are clear?

- Yes

No

16. Were the exams and assignments related to the course objectives and learning target?

Yes

No

17. Were the exam and assignment correction criteria clear and specified in advance (in the course outline)?

Yes

No

18. Did the exam and assignment corrections include appropriate feedback (oral or written) from the teacher?

Yes

No

19. Did the teacher use formative evaluations (ex: quizzes that were **not graded**) to help prepare students for exams?

Yes

No

20. Were lectures used to render subject matter?

Yes

No

21. Were discussion periods used to build on learning?

Yes

No

22. Was audio-visual material used (Power-Point, slides, movies, recordings, etc.)?

Yes

No

23. Was role playing used in class to help students learn?

Yes

No

24. Was teamwork used as a teaching method?

Yes

No

25. Were case studies used (studying specific situations or experiences) to help students use their knowledge and build their skills?

- Yes
- No

26. Do you feel the teacher made himself/herself sufficiently available to students ?

- Yes
- No

27. Do you feel the IPESA (The Institutional Policy for the Evaluation of Student Achievement) was applied in conformity with College guidelines?

- Yes
- No

28. Do you feel the College's Success Plan helped you (or will help you) with learning difficulties, to persevere in the program, to complete the program in a normal time frame and to graduate?

- Yes
- No

29. In view of the competencies to be developed, do you feel the college has a sufficient number of teachers to give the program?

- Yes
- No

30. Do you feel the teachers in the program have the necessary qualifications?

- Yes
- No

31. Was the contribution of the technical staff (ex: computer technician) adequate?

- Yes
- No

32. In view of the program requirements, do you feel the college has adequate material resources (computers, projectors, etc.)?

- Yes
- No

33. Overall, I think the course was :

- Very poor

- Poor
- Good
- Very Good
- Excellent
- Does not Apply

34. Overall, I think the program is :

- Very poor
- Poor
- Good
- Very Good
- Excellent
- Does not Apply

35. Overall, I think the Program can be improved.

- Yes
- No

36. What is the most positive element of the program?

37. Would you change anything in this program ?

38. Please list what needs to be improved in the program.

39. Do you have other comments? Please list them here.



## APPENDIX III

### SAMPLE TAV COLLEGE Teacher Course/Program Evaluation Survey

SEMESTER / YEAR : (ex. F2010) \_\_\_\_\_

PROGRAM : \_\_\_\_\_ COURSE CODE : \_\_\_\_\_

This questionnaire is meant to be anonymous. Do not provide your name. Answers will remain confidential. You must indicate your degree of agreement or disagreement with the listed items by selecting one answer.

Please NOTE : This survey is meant to help TAV College improve its programs. Therefore, your feedback is important. If you have any questions concerning this survey, you can contact the following persons at 514-731-2296 :

*Charles Plourde – Advisor, ext. 223  
Ruth Bensimhon – Advisor, ext. 233  
Patrice Robitaille – Registrar, ext. 228*

*They will take the necessary measures to protect your identity and the confidentiality of your answers. Thank you for your cooperation.*

1. Do you feel you have received sufficient information about the program, the objectives to be reached and the learning activities to be used?

- Yes
- No

2. Do you feel you know the program description ?

- Yes
- No

3. Do you feel you are sufficiently aware of the College Policies and regulations and how they apply to the program?

- Yes
- No

4. Do you feel the college provides you with adequate teacher training (workshops, teacher information meetings, etc.)?

- Yes
- No

If not, what would you suggest?

---

5. Do you present and explain your Course Outline at the beginning of the semester ?

Yes

No

6. Do you present the Course/Program Objectives at the beginning of the semester?

Yes

No

7. Do you feel your course content respects the course outline?

Yes

No

8. Do you feel the layout of courses, from the beginning to the end of the program, is relevant, coherent and balanced?

Yes

No

9. Do you feel your evaluation tools (exams, quizzes, term papers, etc.) respect the course outline?

Yes

No

10. Do you feel the college recruiting mechanism allows for a selection of students that can be successful in the program?

Yes

No

11. Do you feel your teaching methods were adapted to the program competencies and to the characteristics of the students?

Yes

No

12. Do you feel the course you give develops the competencies of the program?

Yes

No

13. Do you feel the link between your course(s) and the program competencies are clear?

Yes

No

14. Do you feel the program competencies are well-adapted to the needs of the work force?
- Yes
  - No
15. Do you feel our graduates are easily integrated into the work force?
- Yes
  - No
16. Do you feel the liaison mechanisms between the graduates and employers are good?
- Yes
  - No
17. Do you feel your exam and assignment material is always related to the course/program objectives and learning targets?
- Yes
  - No
18. Do you feel the evaluation tools (exams, quizzes, etc.) allow you to adequately measure the attainment of the program objectives and standards ?
- Yes
  - No
19. Do you feel you made yourself sufficiently available to students ?
- Yes
  - No
20. Do you feel the skills and knowledge acquired in your course are relevant to the program?
- Yes
  - No
21. Do you feel language skills are a barrier for students in the program?
- Yes
  - No
22. Do you feel you personally take into account the students' learning difficulties?
- Yes
  - No
23. Do you feel your communication skills and people skills contribute to the quality of your course?
- Yes

No

24. Do you feel the student work load corresponds to what they expect in this program ?

Yes

No

25. Do you feel your exam and assignment correction criteria were clear and specified in advance in your course outline?

Yes

No

26. Do you feel your exam and assignment corrections included appropriate feedback from yourself to students (oral or written)?

Yes

No

27. Did you use formative evaluations (ex: quizzes that were **not graded**) to help prepare students for exams?

Yes

No

28. Did you use discussion periods to build on learning?

Yes

No

29. Did you use audio-visual material in class (Power-Point, slides, movies, recordings, etc.)?

Yes

No

30. Did you use role playing in class to help students learn.

Yes

No

31. Did you use teamwork as a teaching method?

Yes

No

32. Did you use case studies (studying specific situations or experiences) to help students use their knowledge and build their skills?

Yes

No

33. Do you feel the college provided you with the support you needed to give your course?
- Yes
  - No
34. Do you feel you applied the IPESA (The Institutional Policy for the Evaluation of Student Achievement) in conformity with College guidelines?
- Yes
  - No
35. Do you feel the objectives relating to the application of the IPESA were reached in your course(s)?
- Yes
  - No
36. Do you feel the College's Success Plan helps students with learning difficulties, to persevere in the program, to complete the program in a normal time frame and to graduate?
- Yes
  - No
37. Do you think the student success rate in your course(s) is satisfactory?
- Yes
  - No
38. Do you feel our student graduation rate is satisfactory?
- Yes
  - No
39. Was the contribution of the technical staff (ex: computer technician) adequate?
- Yes
  - No
40. In view of the program requirements, do you feel the college has adequate material resources (computers, projectors, etc.)?
- Yes
  - No
41. Do you feel the college maintains good communication practices with you?
- Yes
  - No

42. Do you feel the communication between the persons involved in the program contributes to the efficient management of the program?

Yes

No

43. Do you feel the sharing of responsibilities and the decision process at the college contribute to the efficient management of the program?

Yes

No

44. Do you feel the hiring, training and evaluation of teachers has a positive effect on the program?

Yes

No

45. Do you feel there is a good atmosphere at the College?

Yes

No

46. What do you think is the strength of our program?

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47. What do you think is the weakness of our program?

---

48. What would you do to improve the program?

---

49. Do you have other comments? Please list them here.

END OF SURVEY – THANK YOU !



# APPENDIX IV

## SAMPLE TAV COLLEGE Internship/Employer/University Program Evaluation Survey PROGRAM EVALUATED : Early Childhood Education 322.A0

SEMESTER / YEAR : (ex. F2010) \_\_\_\_\_

PROGRAM : \_\_\_\_\_ COURSE CODE : \_\_\_\_\_

This questionnaire is meant to be anonymous. Do not provide your name. Answers will remain confidential. You must indicate your degree of agreement or disagreement with the listed items by selecting one answer.

Please NOTE : *This survey is meant to help TAV College improve its programs. Therefore, your feedback is important. If you have any questions concerning this survey, you can contact the following persons at 514-731-2296 :*

*Charles Plourde – Advisor, ext. 223  
Ruth Bensimhon – Advisor, ext. 233  
Patrice Robitaille – Registrar, ext. 228*

*They will take the necessary measures to protect your identity and the confidentiality of your answers.  
If you are not the person responsible for greeting internship students in your work place, please forward this questionnaire to the person in charge of internships /stage students. Thank you for your cooperation.*

1. Why did you accept a student from TAV?

\_\_\_\_\_

2. What do you know about TAV College?

- a little
- a lot
- nothing
- a long experience

How many years ? \_\_\_\_\_

3. Do you feel TAV students sent to your work place for an internship/stage have gained the necessary knowledge to work in the field they have chosen ?

- Yes

No

4. Do you feel the students have acquired the necessary *qualifications* to work in the field ?

Yes

No

5. Do you feel the *program* in which students complete an internship/stage in your work place is *relevant and appropriate* to the job profile to be filled by them ?

Yes

No

6. Do you feel the student had good work ethics?

Yes

No

7. Do you feel the student has acquired good people skills to work in the field?

Yes

No

8. In your opinion, what are the most important people skills for your work place?

---

---

---

9. What people skills did the student adequately demonstrate?

---

10. What order of priority would you give to people skills (for example: personal presentation, communication, work ethics, punctuality, motivation, sense of belonging, professionalism, good adaptation, interpersonal relationships, etc.)?

1

2

3

4

5

11. Do you feel the students doing their internship/stage in your work place were well-prepared by the program?

Yes

No

12. Do you feel the students master the competencies they need to work in the field they have chosen?

Yes

No

If not, what other competencies should be built?

---

13. If they don't presently have the competencies you have identified, do you think they will acquire those competencies as they work in the field?

Yes

No

14. Do you feel the program competencies are well-adapted to the needs of the work force?

Yes

No

15. Do you feel our graduates are easily integrated into the work force?

Yes

No

16. Do you feel the liaison mechanisms between the graduates and employers are good?

Yes

No

17. According to you, what is the strength of the student(s) who completed an internship/stage with you?

---

18. According to you, what is the weakness of the student(s) who completed an internship/stage with you?

---

19. According to you, what is the strength of the program ?

---

20. According to you, what is the weakness of the program ?

---

21. Do you feel the program is well-adapted to the needs of the work force (employers) ?

Yes

No

22. What would you do to improve the program ?

23. Do you think your field is rapidly changing (your field is undergoing changes that are not limited to your work place but affect everyone on a national scale) ?

Yes

No

Why? \_\_\_\_\_

24. If you answered YES to question 23, how should the program be adapted to account for these changes?

25. During the stage/Internship, do you feel the communication between the College and yourself was good?

Very poor

Poor

Good

Very Good

Excellent

Does not Apply

26. Here is a list of competencies to be acquired by students in the program. Please rate these competencies on a scale of 1 to 20, 1 being the most important competency and 20 being the least important.

Competencies developed in the Diploma of College Studies <b>Early Childhood Education (322.A0)</b>	
	Analyze the work function
	Observe the behaviour of the child
	Identify the a child's overall development needs
	Conduct their work safely in the workplace
	Establish a significant emotional relationship with children
	Intervene with regard to child health
	Ensure good nutrition for children
	Communicate in the Workplace
	Analyze the family and social context of a child to determine their effects on behavior
	Analyze the needs or provide assistance to a child
	Make use of creativity in professional interventions
	Define the pedagogical approach to adopt
	Design global development activities
	Organize and facilitate educational activities
	Work in a team
	Establish a partnership with parents and resource persons
	Take appropriate action with respect to the behaviour of children
	Develop and revise curriculum
	Arrange private child care
	Provide educational services to a group of children

27. If you had to select the 10 most important competencies in the program, what would they be (you can even list competencies that are not part of the ones listed above)?

1
2
3
4
5
6
7
8
9
10

28. We invite you to voice any comment you feel can contribute to make our program even better (you can use a separate sheet of paper if the space provided is not enough).

29. Would you hire the TAV candidate if you had the opportunity to do so?

- Yes
- No

30. Would you refer the TAV candidate to an employer if you had the opportunity to do so?

- Yes
- No

END OF SURVEY - THANK YOU!