



POLICY No. 3

INSTITUTIONAL POLICY FOR THE EVALUATION OF PROGRAMS¹

MODIFICATIONS

Adopted November 22, 2011
The text adopted by the Board takes precedence over this translation.
BG-11-011-014

Modified September 26, 2012
BG-12-009-036

Modified January 29, 2019
BG-19-001-221

TAV College

Institutional Policy for the Evaluation of Programs

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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

- a) Give the College a set of principles, rules and processes that enable it to conduct quality program evaluations;
- b) Establish a flexible process tailored to the needs of the College that will be really useful;
- c) Inform all employees of the requirements of the program evaluation, their participation and responsibility in the operations to be conducted;
- d) Systematically use, in the routine operations of the College, the tools for gathering the data and the information identified for the program evaluation;
- e) 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. 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 Quebec laws, including the *Act Respecting Access to documents Held by Public Bodies and the Protection of Personal Information* (R.S.Q., chapter A-2.1; [Loi sur l'accès aux documents des organismes publics et sur la protection des renseignements personnels](#)).

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* 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 ensures 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 dean 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;
- Ensures that the evaluation of the application of the policy is carried out according to the schedule determined by the College;
- 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;
- Coordinates the preparation of the assessment tools ensuring their relevance;
- 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;
- 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

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 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 and the Graduates

In the eyes of the College, the evaluation of its curriculum cannot be achieved without the commitment of its students and the graduates. 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 and graduates:

- 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. It coordinates the preparation of the guide, ensuring its relevance and receives relevant feedback from the teachers in the program.

In this capacity, 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:

- a) The program descriptions, including educational goals;
- b) The history of the programs;
- c) The ministerial specifications (DCS) and institutional specifications (ACS) developed by Standards and Objectives;
- d) The profile of teaching resources;
- e) 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 analyze meaningful information on¹:

- a) Admission;
- b) The types of courses and programs;
- c) Registration;
- d) Program changes;
- e) Student withdrawal from a program;
- f) Grades, averages and graduation rates;
- g) The success rate of students in the Ministerial Exit Exam and the Program Synthesis Exam;
- h) Performance;
- i) Attendance;
- j) Major failure situations;
- k) Graduation;
- l) 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, graduates, 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:

- a) The reasons given for dropping a course;
- b) The reasons given for abandoning the program;
- c) The overall placement rate;
- d) Admission to university;
- e) The placement rate in jobs related to the program;
- f) Use of support services;
- g) The complaints related to the implementation of the curriculum (Human Resources, etc.).
- h) The complaints related to teaching methods;
- i) The complaints related to academic progression.

¹ See [Appendix I](#) for a list of reports from *Clara*. The list will evolve as *Skytech* develops new reports.

7.3.1 Survey for the Graduates

The questionnaire used to conduct the Survey for the graduates aims to collect data on students and their progress after graduation. It provides a picture of their placement rate in the job market, their admission to university, their type of job, their salary, their program's relevance for employment, etc. The Survey, [Appendix VI](#), is administered every other year at the end of the winter semester.

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 Evaluation Survey](#)². Another survey concerning Program Evaluation is sent every year to all the graduates (see [Appendix III](#)). Both surveys must be distributed even when the program is not being evaluated.

The Student Course Evaluation Survey covers the following topics:

- a) The educational support provided;
- b) The quality of human resources;
- c) The quality of services;
- d) The quality of learning activities in relation to the learning targets;
- e) The program description;
- f) The program objectives;
- g) The course outline;
- h) The coherence of the course outline in relation to the learning targets;
- i) The relevance of the courses related to the objectives and standards of the program;
- j) The relevance of formative and summative evaluations in relation to the objectives and standards of the program;
- k) The teaching methods used;
- l) The general atmosphere at the College;
- m) The fairness of evaluations related to the course plan;
- n) The compliance with the contributing policies (IPESA and Success Plan);
- o) The strengths of the program;
- p) The weaknesses of the program;
- q) The desired improvements;
- r) All other comments.

² See the typical survey in Appendix II of this policy. All the surveys can be adapted or replaced in accordance with the evaluation criteria used in the College's official *Evaluation Specifications Guide*.

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, every other year, the [Teacher Program Evaluation Survey](#). This survey must be distributed even when the program is not being evaluated.

The Teacher Program Evaluation Survey which covers the following topics:

- a) The support offered by the College;
- b) The organization of teaching;
- c) The quality of communication between management and teachers;
- d) The material and physical resources available;
- e) The work environment;
- f) The program description;
- g) The program objectives;
- h) The quality of the learning activities in relation to the learning targets;
- i) The relevance of the courses related to the objectives and standards of the program;
- j) The relevance of formative and summative evaluation in relation to the objectives and standards of the program;
- k) The teaching methods used;
- l) The course outline;
- m) The coherence of the course plan in relation to the learning targets;
- n) The evaluation tools;
- o) The contributing policies (for example, the IPESA);
- p) The quality and frequency of development activities;
- q) The strengths of the program;
- r) The weaknesses of the program;
- s) The desired improvements;
- t) 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.

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](#) that covers the following topics:

- a) The preparation of the student;
- b) The relevance of the curriculum;
- c) The relevance of the skills developed in the program;
- d) The skills of the student;
- e) The student's social skills;
- f) The strengths of the student;
- g) The weaknesses of the student;
- h) The strengths of the program;
- i) The weaknesses of the program;
- j) Admission to university;
- k) The program's relevance to the needs of the labour market;
- l) The desired changes;
- m) 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 et de l'Enseignement supérieur* (MEES) 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.

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*³ 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

³ *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:

- a) The analysis of the sharing of roles and responsibilities;
- b) Communication;
- c) The ongoing development and evaluation of human resources;
- d) Pedagogical support;
- e) 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:

- a) Determines which program will be evaluated based on the method of determination of programs to be evaluated;
- b) Invites two teachers of the program under evaluation to take part in the committee;
- c) 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;
- d) Presents the assumptions on the quality of the program based on the indicators obtained in the preliminary data (See reports available in Appendix I);
- e) Implements the consultation with students on Omnivox (questionnaire presented in Appendix II);
- f) Implements the consultation with teachers (questionnaire presented in Appendix III);
- g) Implements the consultation with internship partners, employers and universities (questionnaire presented in Appendix IV);
- h) Compiles the data collected;
- i) Performs data analysis using the criteria and indicators that are pre-determined in the *Evaluation Specifications Guide*;
- j) Takes stock of the analysis and establishes a preliminary verdict on the curriculum;
- k) Reviews the recommendations that can be incorporated in its evaluation report;

- l) 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;
- m) 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;
- n) 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* :

- a) The program description;
- b) The description of the evaluation process;
- c) The data supporting the assessment;
- d) The findings and the resulting recommendations;
- e) 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:

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

- d) 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 and evaluation of the application of the policy

Reporting to the dean of studies, in order to update the policy, the coordinating committee for the evaluation of programs may:

- Propose the revision of the policy including adjustments or in-depth changes, as it deems necessary.
- Propose and help to elaborate the periodical evaluation of the application of the policy in order to determine its effectiveness.

10.1 The Dean of Studies

As the first person responsible for the implementation of the institutional policy for the evaluation of programs, the dean of studies proceeds with the evaluation of the application of this policy every five (5) years. Its first evaluation was conducted in 2016.

10.2 The Board of Governors

Following the recommendation of the Dean of Studies, the board of governors can modify the frequency of any assessment of this policy and change the year of its realization by resolution of the Board. The resolution is sent to the *Commission d'évaluation de l'enseignement collegial* to inform its members.

10.3 The fundamentals of the evaluation

The evaluation of the policy will touch upon the goals of the policy, the sharing of responsibilities, stakeholder participation, the program information system, the data, the evaluation

specifications guide, the evaluation criteria, the process of program evaluation and the mechanisms for revising the policy.

10.4 The evaluation criteria

The criteria for the evaluation of the IPEP are:

- a) The congruence between the implementation of the policy and its contents;
- b) The effectiveness of the implementation of the policy in relation to its objectives and goals;
- c) The relevance of the information system based on the evaluation of programs to be carried out.

10.5 The evaluation reports

The dean of studies will submit any evaluation report in connection with this policy to the Board of governors who will follow up as needed.

10.6 Changes made to the policy

If changes are made to the policy, the dean of studies will present them to the Board for approval. Once adopted by the board, the new version of the policy is transmitted to the *Commission d'évaluation de l'enseignement collegial*. 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 approval. 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);
- The dean of studies ensures the implementation of this policy and the evaluation of its coherent application 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.

Annexe I

College Information System – Preliminary Data⁴

DATA ON ADMISSION :

RPADM016 – (Admission-Admission) - Admission statistics by program/Statistiques d'admission par programme

RPADM060 – (Admission-Admission) - Admission statistics by type of training, program, level and sex/ Statistiques d'admissions par type de formation, programme, niveau et sexe

DATA ON PROGRAM CHANGES :

RPADM020 – (Admission-Admission) - Confirmed change of program statistics/Statistiques sur les changements d'orientation confirmés

DATA ON REGISTRATION:

RPCOH001 – (Follow-up of cohorts-Suivi des cohortes) - Semester Record Statistics by Level and Status/Statistiques des dossiers session par niveau et statut

RPINS090 – (Registration-Inscription) - New and returning student statistics by program/ Statistiques sur les nouveaux et les anciens étudiants par programme

RPINS045 – (Registration-Inscription) - Statistics of semester records/ Statistiques des dossiers sessions

DATA ON CLASS SIZE :

RPGRP030 – (Section -Groupe) - Comparison of the number of seats by discipline /Comparatif de la comptabilisation des sièges par discipline

DATA ON TYPES OF TRAINING AND PROGRAMS :

RPETU025 – (Student-Étudiant) - Student statistics by type of training, program, level/SPE, sex and grid Statistiques d'étudiants par type de formation, programme, niveau, SPE, sexe, et grille

DATA ON PROGRAM WITHDRAWAL :

⁴ Les rapports de cette annexe proviennent du logiciel de gestion pédagogique *Clara* de Skytech.

RPETU065 – (Student-Étudiant) - Withdrawal statistics / Statistiques d'annulation

DATA ON RESULTS AND SUCCESS RATES :

RPCOH005 – (Follow-up of cohorts-Suivi des cohortes) Pass rate by semester/ Taux de réussite par session

RPREU010 – (Student success follow-up-Suivi de la réussite) – Pass rate by course - Taux de réussite par cours

RPREU012 – (Student success follow-up-Suivi de la réussite) Student success by program and by course- Réussite étudiante par programme et par cours

RPREU015 – (Student success follow-up-Suivi de la réussite) Comparison of the course pass rates per semester-Comparatif des taux de réussite des cours par session

RPREU017 – (Student success follow-up-Suivi de la réussite) Pass rate of courses by program or grid / Réussite des cours par programme ou grille

RPREU020 – (Student success follow-up-Suivi de la réussite) - Honours statistics - Statistiques d'honneur

RPREU021 – (Student success follow-up-Suivi de la réussite) - Honour roll statistics for graduates - Statistiques d'honneur des finissants

RPREU022 – (Student success follow-up-Suivi de la réussite) - List of averages by discipline- Listes des moyennes par discipline

RPREU025 – (Student success follow-up-Suivi de la réussite) - Course pass rate statistics by section and teacher/ Statistiques sur la réussite des cours par groupe et enseignant

DATA ON ATTENDANCE :

RPRCN001 – (Validation - Recensement)- Summary of validation status /Sommaire de l'état du recensement

RPRCN015 – (Validation - Recensement) – Liste of students to be recalled / Liste des étudiants à relancer

DATA ON GRADUATION :

RPETU012 – (Certification-Sanction) Certification statistics /Statistiques des sanctions

RPPRG004 – (Certification-Sanction) List of students certified by /Liste des étudiants sanctionnés par programme

DATA ON PERFORMANCE :

RPRSC020 – (Academic standing-Rendement scolaire) - Probation and standing advancement and registration statistics by program - Statistiques de rendement et d'inscription par programme

RPRSC002 – (Academic standing-Rendement scolaire) - List of probation and standing advancement by program /Liste des rendements scolaires par programme

RPRSC035 – (Academic standing-Rendement scolaire) - Details of the statistics on the status of students on probation and standing advancement - Détail des statistiques sur le statut des étudiants en rendement

DATA ON STUDENTS WITH MAJOR FAILURE SITUATIONS

RPRSC001 – (Academic standing-Rendement scolaire) - Probation and standing advancement statistics by program /Statistiques de rendement scolaire par programme

RPREU030 - (Student success follow-up -Suivi de la réussite) - Occurrence of failure statistics /Statistiques sur les occurrences d'échecs

Appendix II

Course Evaluation - students / Évaluation de cours - étudiants

TAV College – Bilingual format for OMNIVOX⁵

This questionnaire was designed to help the College improve the quality of its teaching and its programs. Every question applies to all classes combined for this school year. If you wish to voice your opinion on a specific course, you are strongly invited to do so by filling out the “comment” section at the end of this questionnaire. Your individual contribution is very important. You are invited to complete the questionnaire anonymously. Do not give your name.

1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree N/A = Not applicable

Ce questionnaire a été conçu afin de permettre au Collège d’améliorer la qualité de son enseignement et de ses programmes. Chaque question s’applique à l’ensemble des cours suivis cette année scolaire. Si vous désirez formuler une critique (négative ou positive) pour un cours spécifique, vous êtes fortement invités à remplir la section « commentaires » à la fin du questionnaire. Votre participation individuelle est donc très importante. Vous remplissez ce questionnaire sous le couvert de l’anonymat. N’y indiquez pas votre nom.

1 = Pas du tout d’accord 2 = Peu d’accord 3 = Assez d’accord 4 = Tout à fait d’accord

N/A = Ne s’applique pas

1. The Course Outlines were presented and explained. // Les plans de cours ont été présentés et expliqués.
2. The Objectives of the courses were presented at the beginning of the semester. // Les objectifs des cours ont été présentés en début de session.
3. The courses’ content respected the course outlines. // Le contenu des cours respectait les plans de cours.
4. Teaching methods and learning activities were varied and adapted to the students in the courses. // Les méthodes d’enseignement et les activités pédagogiques étaient variées et adaptées aux étudiants ainsi qu’aux compétences des cours.

⁵ Questionnaire administré en 2016-2017.

5. The evaluation tools (exams, quizzes, term papers, etc.) respected the course outlines. // Les outils d'évaluation (examens, quiz, dissertations, travaux, etc.) respectaient les plans de cours.
6. The courses were well-prepared. // Les cours étaient bien préparés.
7. The subject matter was generally well explained in the courses. // La matière était bien expliquée dans les cours.
8. The material taught in class prepared you well for homework and assessments. // La matière enseignée en classe vous préparait bien aux devoirs et aux évaluations.
9. Workload required for your courses was appropriate and corresponded to what was announced at the beginning of the courses. // La charge de travail exigée pour vos cours était adéquate et correspondait à ce qui avait été annoncé au début des cours.
10. The communication and relationships between the students and the teachers were good. // La communication et les relations entre les professeurs et les élèves étaient bonnes.
11. The teachers were open to suggestions and criticism. // Les professeurs étaient réceptifs aux suggestions et aux critiques.
12. The courses contribute to the development of the competencies targeted by the program. // Les cours contribuent à développer les compétences visées par le programme.
13. The links between the skills developed in your courses and those covered by the program were clear. // Les liens entre les compétences développées dans vos cours et celles visées par le programme étaient clairs.
14. The exams and assignments were related to the objectives and learning targets of the courses. // Les examens et les travaux étaient en lien avec les objectifs des cours et la cible d'apprentissage.
15. The exam and assignment correction criteria were clear and specified in advance in the course outlines. // Les critères d'évaluation pour les examens et les travaux étaient clairement présentés à l'avance dans les plans de cours.
16. The exam and assignment corrections included appropriate feedback (oral or written) from the teachers. // Les corrections des professeurs étaient accompagnées d'une rétroaction (orale ou écrite) constructive.
17. The teachers used formative evaluations (ex: quizzes or tests that were not graded) to help you prepare for exams. // Les professeurs ont utilisé des évaluations formatives (par exemple, des quiz ou des tests qui n'étaient pas notés) pour vous permettre de mieux vous préparer aux examens.

18. The teachers used audio-visual material (Power-Point, slides, movies, recordings, etc.) // Les professeurs ont utilisé du matériel audio-visuel (Power-Point, présentations sur acétates, films, enregistrements, etc.).

19. The teachers were sufficiently available for students. // Les professeurs ont été suffisamment disponibles pour les élèves.

20. The teachers have the required qualifications to teach their course. // Les professeurs ont les qualifications requises pour enseigner leur cours.

21. Generally speaking, the courses were good. // De manière générale, les cours étaient de bonne qualité.

Do you have any other comments to add or details to provide concerning one or some classes in particular? // Avez-vous d'autres commentaires à formuler ou des précisions à apporter sur un ou plusieurs cours en particulier?

Do you have any other comments to add concerning one or some teachers? // Avez-vous d'autres commentaires à formuler sur un ou plusieurs professeurs ?

Do you have any other comments to add? According to you, what are the strengths of your courses? Which aspects need improvement? // Avez-vous d'autres commentaires à formuler? Selon vous, quels étaient les points forts ou les points à améliorer dans vos cours?

Appendix III

Questionnaire for program evaluation (graduating students) // Questionnaire pour l'évaluation de programme (étudiants finissants)

This questionnaire is used to get the appreciation of graduating students on several aspects of the program. The data collected from this survey will be made anonymous and strictly confidential. Your answers will be very useful for the evaluation and improvement of our program. We thank you in advance for your participation in this survey. // Ce questionnaire a pour but de connaître l'appréciation des étudiants finissants sur différents aspects du programme. Les données recueillies par l'entremise de ce questionnaire seront rendues strictement anonymes et confidentielles. Vos réponses seront très utiles pour l'évaluation et l'amélioration de notre programme. Nous vous remercions à l'avance de votre participation à cette enquête.

PROGRAM // PROGRAMME : _____

DATE : _____

PARTIE 1

In this part, you have to evaluate the program with the following grade scheme: // Dans cette partie, vous devez évaluer le programme selon l'échelle suivante :

1 = Not agree 2 = Somewhat disagree 3 = Somewhat agree 4 = Totally agree
N/A = Not applicable.
1 = Pas du tout d'accord 2 = Plutôt en désaccord 3 = Plutôt d'accord 4 = Parfaitement d'accord
N/A = Non applicable.

1. The skills taught in the program correspond to your initial expectations. // Les compétences enseignées dans le programme correspondaient à vos attentes initiales.
2. The skills taught in the program well prepared you for the final stage. // Les compétences enseignées dans le programme vous ont bien préparé(e) au dernier stage.
3. The courses allow you to develop the competencies of the program. // Les cours vous permettent de développer adéquatement les compétences visées par le programme.

4. The links between courses and the competencies of the program are clear. // Les liens entre les cours et les compétences visées par le programme sont clairs.
5. The course arrangement is relevant, coherent and balanced from the beginning to the end of the program. // L'agencement des cours est pertinent, cohérent et équilibré du début à la fin du programme.
6. The teacher/student ratio (number of students per class) contributes to learning. // Le ratio professeurs/étudiants (nombre d'étudiants par classe) favorise les apprentissages.
7. The workload required for each course corresponds to what is listed in the course outline. // La charge de travail exigée pour chaque cours correspond à ce qui est inscrit dans le plan de cours.
8. Teaching methods and pedagogical activities are adapted to the programs competencies. // Les méthodes d'enseignement et les activités pédagogiques sont adaptées aux compétences qui doivent être enseignées dans le programme.
9. Teaching methods and pedagogical activities are adapted to the students. // Les méthodes d'enseignement et les activités pédagogiques sont adaptées aux étudiants.
10. The teachers are competent and show an accurate knowledge of their subject. // Les enseignants sont compétents et démontrent une bonne connaissance de leur matière.
11. The College offers sufficient services and support to students to help them succeed, resolve learning issues, to persevere in the program and complete the program in a normal timeframe. // Le Collège offre suffisamment de services et de soutien aux étudiants pour les aider à réussir, à résoudre des problèmes d'apprentissage, à persévérer dans le programme et à terminer le programme dans une durée normale.
12. The availability of teachers meets the needs of students. // La disponibilité des enseignants répond aux besoins des étudiants.
13. College human resources (teachers, technical and support staff, etc.) are sufficient. // Les ressources humaines du Collège (enseignants, personnel technique et de soutien, etc.) sont suffisantes.
14. The technical staff is competent. // Le personnel technique est compétent.
15. The support staff is competent. // Le personnel de soutien est compétent.
16. In view of the program requirements, the College has the adequate material resources (classrooms, computers, projectors, laboratories, etc.). // Compte tenu des besoins du programme, le collège dispose des ressources matérielles adéquates (locaux, ordinateurs, laboratoires, projecteurs, etc.).
17. The information you received about the program, the objectives and learning activities of the program was sufficient and adequate. // L'information que vous avez reçue au sujet du programme, de ses objectifs et de ses activités d'apprentissage était suffisante et adéquate.
18. Generally speaking, I think the program is good. // De manière générale, je crois que le programme est de bonne qualité.
- 19.

PARTIE 2

1. According to you, what are the strengths of the program? // Quels sont, selon vous, les points forts du programme ?

2. According to you, what are the weaknesses of the program? // Quels sont, selon vous, les points à améliorer du programme ?

3. Do you have any other comments or suggestions about the program? // Avez-vous d'autres commentaires ou des suggestions au sujet du programme ?

END OF SURVEY – THANK YOU ! // Fin du questionnaire – Merci !

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 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*

1. Why did you accept / admit 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 admitted by your university (or sent to your work place for an internship/stage) have gained the necessary *knowledge* to study (or work) in the field they have chosen ?

- Yes
- No

4. Do you feel the students have acquired the necessary *qualifications* to study / 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 or to move on to university ?

- Yes
- No

6. In the stage, 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 or university?

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 admitted to university or 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 study / 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 study / work in the field?

Yes

No

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

Yes

No

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

Yes

No

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

Yes

No

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

18. According to you, what is the weakness of the student(s) who was admitted to your program or 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 university program or work force (employers) ?

- Yes
- No

22. What would you do to improve the program ?

23. Do you think your program / field is rapidly changing (your field is undergoing changes that are not limited to your university / 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 admission / 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 <i>Early Childhood Education (322.A0)</i>	
	Analyze the work function
	the behaviour of the child
	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 admit / hire the TAV candidate if you had the opportunity to do so?

- Yes
- No

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

- Yes
- No

END OF SURVEY - THANK YOU!

Appendix V

Questionnaire for program evaluation - teachers // Questionnaire pour l'évaluation de programme (enseignants)

Program's name:

This questionnaire is used to get the appreciation of graduating students on several aspects of the program. The data collected from this survey will be made anonymous and strictly confidential. Your answers will be very useful for the evaluation and improvement of our program. We thank you in advance for your participation in this survey. // Ce questionnaire a pour but de connaître l'appréciation des étudiants finissants sur différents aspects du programme. Les données recueillies par l'entremise de ce questionnaire seront rendues strictement anonymes et confidentielles. Vos réponses seront très utiles pour l'évaluation et l'amélioration de notre programme. Nous vous remercions à l'avance de votre participation à cette enquête.

1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree
N/A = Not applicable

1 = Pas du tout d'accord 2 = Plutôt en désaccord 3 = Plutôt d'accord 4 = Parfaitement d'accord
N/A = Non applicable.

1. You have received all the necessary information about the program in general. // Vous avez reçu toute l'information nécessaire sur le programme en général.
2. You have received all the necessary information concerning the policies and regulations of the College (IPESA, Success Plan, etc.). // Vous avez reçu toute l'information nécessaire au sujet des politiques et règlements du Collège (PIEA, Plan institutionnel de réussite, etc.)
3. You have received all the necessary information to build your courses properly (course description and competencies). // Vous avez reçu toute l'information nécessaire pour élaborer votre cours (description de cours et compétences).
4. The course arrangement is relevant, coherent and balanced. // L'agencement des cours est pertinent, cohérent et équilibré.
5. The link between the skills developed in the courses and those covered by the program is clear. // Le lien entre les compétences développées dans les cours et celles concernant le programme est clair.
6. Generally, the College admits a student population able to successfully complete the program. // De façon générale, le Collège admet une population étudiante ayant la capacité de compléter le programme avec succès.
7. The teachers hiring and evaluation process are adequate and have a positive effect. // Le processus d'embauche et d'évaluation des enseignants est adéquat et a un impact positif.

8. The College provides enough support for teachers (teaching methods, classroom management, conflict resolution, etc.). // Le Collège offre un soutien suffisant aux enseignants (méthodes d'enseignement, gestion de classe, résolution de conflit, etc.)
9. The College offers sufficient services and support to help students succeed in resolving learning problems, to persevere in the program and complete the program in a normal time frame. // Le Collège offre suffisamment de services et de soutien pour aider les étudiants dans la résolution de problèmes, à persévérer dans le programme et à compléter le programme dans les délais prévus.
10. Communication between teachers and management is simple and promotes effective management. // La communication entre les enseignants et la direction est simple et encourage une gestion efficace.
20. The teacher/student ratio (number of students per class) contributes to learning. // Le ratio professeurs/étudiants (nombre d'étudiants par classe) favorise les apprentissages.
11. Given the needs of the program, the college has adequate resources (classrooms, computers, projectors, laboratories, etc.). // Compte tenu des besoins du programme, le Collège dispose des ressources matérielles adéquates (locaux, ordinateurs, laboratoires, projecteurs, etc.)
12. Technical staff is sufficiently qualified and available and contributes to the achievement of program objectives. // Le personnel technique est suffisamment qualifié et disponible, il contribue à l'atteinte des objectifs du programme.
13. Generally speaking, I think the program is good. // De manière générale, je crois que le programme est de bonne qualité.
14. I think the program can be improved. // Je considère que le programme pourrait être amélioré.

According to you, what are the strengths of this program? // Quels sont, selon vous, les points forts du programme

According to you, which aspects of the program should be improved? // Quels sont, selon vous, les points à améliorer du programme ?

Other comments // Autres commentaires:
