



Commission d'évaluation
de l'enseignement collégial

A Preliminary Approach to
Evaluating the Effectiveness of Quality
Assurance Systems

Guidelines and Framework
Third Edition



This document may be consulted on the website of the
Commission d'évaluation de l'enseignement collégial:
www.ceec.gouv.qc.ca

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Introduction

Under the *College Education Regulations* (RREC), colleges have certain responsibilities for programs and policies, and for their application. As stipulated in sections 24 and 25 of the RREC, every college is required to adopt and implement an *Institutional Policy for the Evaluation of Academic Programs* (IPEP) and an *Institutional Policy on the Evaluation of Student Achievement* (IPESA). For its part, the Commission is mandated by its constituting Act to evaluate each institution's IPESA and IPEP, as well as the objectives, standards and implementation of the programs of study established by the institution.

The Preliminary Approach to Evaluating the Effectiveness of Quality Assurance Systems is part of this regulatory framework. It is intended for new college institutions and those that have not yet developed their quality assurance systems, and is triggered once the colleges have adopted their institutional policies. It serves as a tool that they can use to produce a critical assessment of the quality of one of their programs of study, the application of their IPEP and their ability to maintain the quality of their evaluation of student achievement. Through this approach, the Commission helps the colleges to prepare and implement institutional quality assurance mechanisms and to develop evaluation expertise.



The *Commission d'évaluation de l'enseignement collégial*

Created in 1993, the *Commission d'évaluation de l'enseignement collégial* is an independent, external, public quality assurance organization whose mission is to contribute to and demonstrate the development of the quality of college education.¹

The Commission's mission covers all college-level institutions governed by the *College Education Regulations*. Currently, the college education network comprises 121 institutions:²

- 48 general and vocational colleges (cegeps);
- 21 subsidized private colleges;
- 48 non-subsidized private institutions; and
- 4 public institutions under the authority of a ministry or a university.

As mandated by law, the primary function of the Commission is to evaluate the following elements for each institution:³

- institutional policies on the evaluation of student achievement, including procedures for the certification of studies, and their implementation;
- institutional policies on the evaluation and implementation of programs;
- implementation of programs of study authorized by the Ministère de l'Enseignement supérieur (MES), taking into account the objectives and standards assigned to them; and
- the objectives, standards and implementation of programs of study established by the institution, taking into account the needs these programs are designed to meet.

1. *Act respecting the Commission d'évaluation de l'enseignement collégial*, CQLR, chapter C-32.2, s. 17 and 18.

2. Campuses, constituent colleges and college study centres are not included here. The figures reflect the situation as at March 29, 2021.

3. The mission and powers of the *Commission d'évaluation de l'enseignement collégial* are set out mainly in sections 13 to 19 of the *Act respecting the Commission d'évaluation de l'enseignement collégial*.

The Commission's mandate was amended in 2002 to include, for cegeps and subsidized private colleges, the evaluation of:

- administrative and academic planning and management activities relating to their educational mission as well as instruction and support services; for cegeps, this includes an evaluation of their strategic plans.

Furthermore the Commission has been granted three major powers through legislation: the power to verify, the power to make recommendations, and declaratory powers to make its work publicly available. Operating with a considerable degree of autonomy, the Commission can collect, from institutions, the information it needs to do its work, make recommendations on the steps needed to improve quality in a specific area, and make its evaluation reports publicly available. The institutions are required to follow up on the recommendations made by the Commission and report on the steps they take. The Commission may also make recommendations to the Minister of Higher Education.



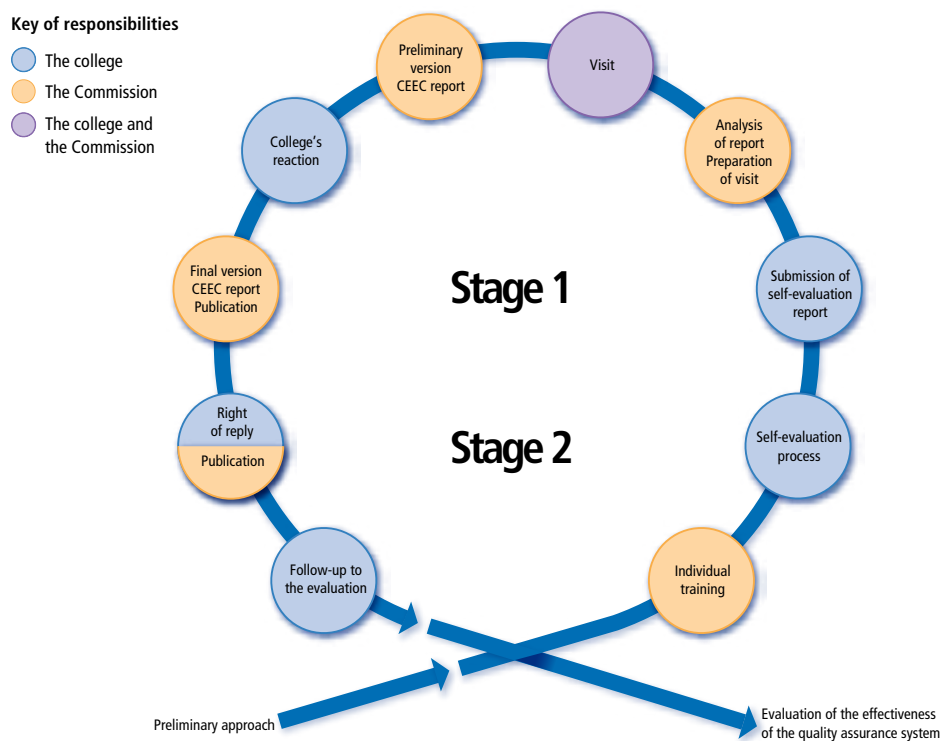
The Preliminary Approach to Evaluating the Effectiveness of Quality Assurance Systems

The Preliminary Approach to Evaluating the Effectiveness of Quality Assurance Systems is divided over time into two separate stages.⁴ In the first stage, the college evaluates a program of studies and the application of its IPEP. In the second stage, it evaluates the application of its IPESA. If its IPEP provides only for ongoing evaluation, the preliminary approach process must be adapted so that the IPEP evaluation can be carried out during the second stage, at the same time as the IPESA evaluation. At the end of this exercise, the college will have developed the expertise it needs to evaluate the effectiveness of its quality assurance systems.

The process is the same for the two stages, as shown in the diagram below.

Diagram 1

The preliminary approach process



4. Appendix A presents a typical timeline for the preliminary approach.

Individual training

Each stage begins with individual training during which the college learns of the Commission's expectations and the main steps to be taken. It also provides an opportunity for the Commission and the college to agree on a timeframe for the work and on the semester selected for the visit.

The Commission contacts the college to plan the individual training.

- The first stage can start when the program of study chosen by the college for evaluation has been completed by at least three cohorts of students, two of which have graduated.
- The second stage begins one year after the end of the first stage. However, if recommendations are made after the first stage, the beginning of the second stage may be postponed, depending on the nature of the recommendations, to give the college time to provide satisfactory follow-up.

College self-evaluation

The college has one year to plan and carry out the evaluation. It prepares self-evaluation plan stipulating how it intends to carry out the self-evaluation process, depending on its specific context.⁵ As part of the self-evaluation process, the college is required to carry out a critical assessment of each evaluation item for the stage in question, and to demonstrate this in a self-evaluation report. The report must be concise, supported by relevant information in appendices, and include an action plan.⁶ Depending on the stage, the items to be addressed are as follows:

- **First stage: Program of studies and IPEP application**

The evaluation of a program of studies must take into account the six program evaluation criteria selected by the Commission, namely: relevance, coherence, the suitability of pedagogical methods and student supervision, adequacy of human, material and financial resources for the educational needs of the program, effectiveness, and the quality of program management.⁷

5. The three criteria used to judge the quality of the college's self-evaluation process are set out in Appendix B.

6. The required content for a self-evaluation report are set out in Appendix C.

7. The six criteria used to assess the quality of the chosen program of studies are set out in Appendix D.

The evaluation of IPEP application must address the aspects of conformity and effectiveness. The conformity review verifies whether the assigned responsibilities are carried out in accordance with the policy, and in particular, whether all the rules and procedures set out in the policy have been applied to program evaluation. The effectiveness review verifies whether the policy's objectives have been met, and in particular, whether the policy supports program management decision-making, whether it has resulted in a balanced and accurate assessment of the program, and lastly, whether it has led to the identification of appropriate improvements.⁸

■ **Second stage: IPESA application**

The evaluation of IPESA application must address the aspects of conformity and effectiveness. The conformity review verifies whether the assigned responsibilities are carried out in accordance with the policy, and in particular, whether all the rules and procedures set out in the policy have been applied to the evaluation of student achievement. The effectiveness review verifies whether the policy's objectives have been met, and in particular, whether it has resulted in a balanced and accurate assessment and in the development of evaluation instruments to measure the achievement of learning objectives in accordance with the program standards.⁹

Submission of the self-evaluation report

The college must file its self-evaluation report and appendices electronically, on the Commission's digital portal, in accordance with the pre-arranged procedure. The college may then implement the action plan from its self-evaluation report.

Analysis of the self-evaluation report and preparation for the visit

The college's self-evaluation report is analyzed by the members of the visiting committee.¹⁰ They forward the results of the analysis to the Commission's research officer in preparation for the on-site visit.

8. The criteria and questions used to assess IPEP application are set out in Appendix E.

9. The criteria and questions used to assess IPESA application are set out in Appendix F.

10. The role of the visiting committee and the contribution of its experts are detailed in Appendix G.

On-site visit

The purpose of the on-site visit is to contextualize and supplement the information contained in the self-evaluation report and obtain a better understanding of the college's conclusions. In addition, any actions taken by the college between the adoption of the report and the time of the visit can be taken into consideration. When the visit is part of the preliminary approach, it generally takes place over two days.

Typically, the visiting committee meets with the college administration, the Commission of Studies (or the equivalent), the self-evaluation committee, teachers, students, professionals and support staff. These meetings are adapted to the organizational structure of each college.

When the meetings have taken place, the committee members meet amongst themselves to summarize their observations. At the meeting, they comment on the results of the audit for each criterion, identify the main elements (strengths and areas for improvement), render their judgments and, in some cases, formulate opinions and comments that the Commission can then forward to the college. The committee's observations are evidence-based and supported by the information in the college's self-evaluation report, as well as by the views expressed by the people interviewed during the visit, and any other documents examined while on site.

The on-site visit concludes with a meeting with the college administration, at which the commissioner who chairs the visiting committee, accompanied by the research officer, presents the committee's key conclusions.

Drafting, validating and adopting the preliminary version of the Commission's evaluation report

The research officer drafts a preliminary version of the evaluation report, based on the conclusions and opinions set out in the visiting committee's summary, and validates the content of the report with the commissioner in charge and the experts on the visiting committee. The preliminary report is then submitted to a revision panel to ensure clarity and consistency of the text, and is then examined and approved by the Commission.

In its evaluation report, the Commission renders a judgment on the following elements.

- At the end of the first stage, the Commission rules on the quality of the self-evaluation process applied by the college, the quality of the program evaluated, and its IPEP application. With regard to the process, the Commission first judges whether it gives an accurate overview of the program evaluated and clearly shows how the college applied its IPEP. With regard to program quality, it considers each of the criteria, then renders a general assessment of whether it is a quality program and outlines its strengths, weaknesses and any shortcomings. With regard to the IPEP, the Commission judges whether the implementation of the policy was fully, partially or not really in conformity, and whether it was fully, partially or not really effective. Lastly, the Commission assesses the overall quality of the action plan established by the college, and whether or not it covers the all the required elements.
- At the end of the second stage, the Commission rules on the quality of the self-evaluation process applied by the college and on its IPESA application. In particular, the Commission first judges whether the process clearly shows how the college applied its IPESA, whether implementation was fully, partially or not really in conformity, and whether it was fully, partly or not really effective in ensuring a fair and equitable evaluation of student achievement. Lastly, it assesses the overall quality of the action plan established by the college, and whether or not it covers all the required elements.

In its evaluation report, the Commission emphasizes strengths and, where applicable, makes comments and gives opinions on any elements that require improvement. Opinions may take the form of invitations, suggestions or recommendations. The college must follow up on any recommendations made.

The college's feedback on the preliminary version of the evaluation report

The preliminary version of the evaluation report is sent to the college, and the college has one month to react to the Commission's opinions and findings. The college may also comment on whether the report presents an accurate reflection of its situation, and may inform the Commission of any steps undertaken or completed since the site visit.

Adopting the final version of the Commission's evaluation report

In some cases, the final version of the report adopted by the Commission may include the college's comments and any follow-up demonstrating the measures adopted and carried out since the site visit. The report is then sent to the college, forwarded to the Minister and published on the Commission's website.

The college's right to reply

After receiving the final version of the evaluation report, the college has two months to submit its reaction, in the form of a letter to the Commission from its administration. The college's comments in the letter must focus on the report's conclusions, opinions and findings. The Commission undertakes to publish the full original version of the college's letter on its website.

Follow-up to the audit

If required, the college must send a follow-up report to the Commission, within the deadline agreed upon with the Commission, demonstrating the measures implemented by the college to address the recommendations made in connection with the problems identified in the audit. The Commission evaluates the follow-up and adopts a follow-up report, which it publishes in the same manner as the final evaluation report.



Conclusion

The preliminary approach to evaluating the effectiveness of quality assurance systems is intended for new college institutions and those that have not yet developed their quality assurance systems. It serves as a tool that they can use to critically assess the quality of the programs of study they offer, the application of their IPEP and its ability to maintain the quality of those programs, and the application of their IPESA and its ability to support quality evaluations of student achievement.

All the colleges that complete this operation will have carried out two separate self-evaluation procedures, demonstrated the completion of those procedures in two self-evaluation reports and, in some cases, provided proper follow-up to the Commission's recommendations. In doing so, they will have developed their own evaluation expertise and implemented institutional mechanisms designed to maintain the quality of their programs and evaluation procedures for student achievement. As a result, they will be in a position to evaluate the effectiveness of their quality assurance system – in other words, to verify the system's ability to ensure and demonstrate ongoing quality improvements. This is the next operation that the Commission will invite them to carry out.



Appendix A

Typical timeline for the Preliminary Approach

		Responsibility		
		Commission	College	Commission and college
Stage 1 Evaluation of a program of studies and IPEP application	Year 1	Individual training	Self-evaluation procedure	
	Year 2		Submission of the self-evaluation report	Site visit
	Year 3	Evaluation report	Reaction, preliminary version Feedback	
Stage 2 Evaluation of IPESA application	Year 4	Individual training	Self-evaluation procedure	
	Year 5		Submission of the self-evaluation report	Site visit
	Year 6	Evaluation report	Reaction, preliminary version Feedback	



Appendix B

Evaluation of the self-evaluation approach

This appendix presents the three criteria used to assess the quality of the college's self-evaluation approach. Each criterion is presented as follows:

- A brief description of the elements covered by the criterion;
- The main elements to be examined and the information required to assess the approach, using the criterion in question;
- The assessment questions underlying the college's analysis, to ensure that the criterion as a whole is covered.

Lastly, the entire self-evaluation approach is critically assessed.

1. Compliance with the Commission's expectations

This criterion is used to verify whether the college has met all the Commission's expectations for the self-evaluation approach.

Subjects to be reviewed / Data to be collected

1. Self-evaluation plan;
2. Data collection tools;
3. Data used to support the analyses;
4. Self-evaluation report, including the action plan;
5. Other item(s) and information, depending on the needs of the institution.

Assessment questions

- Was self-evaluation plan produced?
- Do the self-evaluation plan cover all the subjects to be reviewed during this stage?
 - For stage 1, the self-evaluation plan cover the evaluation of a program using the six criteria identified by the Commission, and the evaluation of IPEP application using the criteria of conformity and effectiveness.
 - For stage 2, the self-evaluation plan cover the evaluation of IPESA application using the criteria of conformity and effectiveness.

- Do the self-evaluation plan present evaluation issues for the items in question, for the college's situation or for the context in which the college works?
- Does the self-evaluation report present full results for the stage to which it refers?
 - For stage 1, the results should cover the six evaluation criteria for a program of study and the two evaluation criteria for IPEP application, i.e. conformity and effectiveness.
 - For stage 2, the results should cover the two evaluation criteria for IPESA application, i.e. conformity and effectiveness.
- Was an action plan produced to follow up on the self-evaluation?
- Were the authorities and groups concerned consulted on the self-evaluation plan, the report and the action plan?

2. Suitability of methodological choices

This criterion is used to verify whether the college used methods and gathered information that allowed it to document the questions studied and items evaluated, in order to analyze them and take into account the opinions of the individuals, bodies and groups concerned.

Subjects to be reviewed / Data to be collected

1. Self-evaluation plan;
2. Data collection tools;
3. Data used to support the analyses;
4. Self-evaluation report, including the action plan;
5. Other item(s) and information, depending on the needs of the institution.

Assessment questions

- Are the data collection methods used suited to the questions studied and items reviewed?
- Do the information and data used come from a variety of sources (documents, statistics, perceptions)?
- Did the college obtain opinions from the individuals, bodies and groups concerned by the questions studied and items reviewed?
- If the institution took samples, did it make sure the samples were representative and, in the case of small cohorts, valid?
- Did the institution test its data collection tools?

- Did the college establish procedures to protect the confidentiality of information?
- Did the college justify its choice of methodology?
- Were the data and information suited to the questions studied and items reviewed?
- Were the data and information sufficient to support an in-depth analysis?

3. Quality of the data analysis

This criterion is used to verify whether the institution's analysis is objective, rigorous, supported by data that are presented in the report, and pertinent to the issues identified by it when it prepared the self-evaluation plan. It is also used to verify the report's ability to establish clear connections between the conclusions reached and the data presented.

Subjects to be reviewed / Data to be collected

1. Self-evaluation report, including the sections on data analysis and conclusions;
2. Other item(s) and information, depending on the needs of the institution.

Assessment questions

- Did the college perform an objective analysis of the data it collected?
- Was the analysis rigorous and in-depth?
- Was the analysis supported by data that are presented in the report and pertinent to the issues identified?
- Are the college's conclusions appropriate and based on the analysis?

Critical assessment of the overall self-evaluation approach

- What were the strengths of the approach, and the elements to be improved?
- Did the approach provide an accurate idea of the items reviewed? Did it accurately depict the college's situation?



Appendix C

Suggested plan for the self-evaluation report

At the end of each stage, the college prepares a self-evaluation report and sends it to the Commission. The Commission expects to find the following elements in the report.

Introduction

The institution presents a brief description of its own organization and activities, the context in which the evaluation took place and the items reviewed during the process.

The self-evaluation approach

The institution describes the self-evaluation approach it applied, including the methodology used to reach its conclusions and obtain its findings, the schedule of work, the division of responsibilities, internal (teachers, students, staff members) and external (graduates, employers, other collaborators) consultations, the steps leading to the adoption and dissemination of the self-evaluation results, and the measures introduced to protect the confidentiality of personal information.

The results of the evaluation

For each evaluation criterion used for a given item, the institution presents the data collected, the analyses performed, the observations made and the actions proposed as a result. The report's conclusion should include an overall assessment of each item reviewed. Depending on the stage of the process to which the report refers, it should address:

- For stage 1, the evaluation of a program of study using the six criteria identified (relevance, coherence, the suitability of pedagogical methods and student supervision, adequacy of human, material and financial resources, effectiveness, and the quality of program management) and the evaluation of IPEP application using the criteria of conformity and effectiveness;
- For stage 2, the evaluation of IPESA application, using the criteria of conformity and effectiveness.

Action plan

The self-evaluation report includes a structured action plan in which the institution sets out the measures it intends to implement, based on the conclusions from the evaluation, to address the elements to be improved. The plan establishes a priority order and timeframe for the measures, and entrusts responsibility for them to the individuals or bodies with the authority to implement them.

Appendices

The following table shows the documents that the institution must attach to its report, depending on the evaluation stage.

Documents required for both stages	
<ul style="list-style-type: none"> • The resolution of the board of directors adopting the report; • The institution's organization chart; • The self-evaluation plan; • A compilation of the surveys used for data analysis; • The <i>Institutional Policy on the Evaluation of Student Achievement</i>. 	
Documents specific to stage 1	Documents specific to stage 2
<ul style="list-style-type: none"> • The <i>Institutional Policy for the Evaluation of Programs</i>; • The course grid for the program to be evaluated; • The training matrix or flowchart for the program to be evaluated; • The course plans and related evaluation tools for a representative sample of courses from the program to be evaluated; • The internship handbook and evaluation criteria, if the program includes an internship. 	<ul style="list-style-type: none"> • The course plans and related evaluation tools for a representative sample of courses in all the programs offered by the college

The representative sample must comprise enough course plans and evaluation instruments to support the college's conclusions.

The college may also attach any other documents it feels are appropriate.



Appendix D

Evaluation of a program of study using the six criteria identified by the Commission

This appendix presents the six criteria used to rule on the quality of the program being evaluated. Each criterion is presented as follows:

- A brief description of the elements covered by the criterion;
- The main items to be examined and the data to be collected in order to form an opinion of the program based on that criterion;
- The assessment questions used to guide the college's analysis and ensure that it covers the criterion as a whole;
- A critical assessment of the analysis results.

Cross-sectional analyses may be needed to identify problems affecting more than one criterion.

1. Relevance of program of study

This criterion examines the alignment of the program's objectives, standards and content with the expectations and needs of the labour market or university, as well as student and societal expectations, in order to adjust the program on an ongoing basis.

Subjects to be reviewed / Data to be collected

1. Labour market needs that the program is intended to meet.
2. The expectations of students and society in general.
3. List of competencies to be developed.
4. Employment data for program graduates, including placement rates and employment status.
5. Liaison mechanisms used to maintain links with graduates and employers.
6. Other item(s) and information, depending on the needs of the institution.

Assessment questions

- Are the program's objectives, standards and content aligned with the expectations and needs of the labour market?
- Do the program's objectives, standards and content take student expectations into account?
- Where appropriate, do the program's objectives, standards and content take into account the institution's mission or educational project, regional development priorities, government guidelines and the expectations of society in general?
- Do graduates successfully integrate the labour market?
- Are the liaison mechanisms with graduates effective?
- Are the liaison mechanisms with employers effective?

Critical assessment

- Regarding relevance, what are the program's strengths and areas for improvement?
- What actions should be considered to improve the program's relevance?

2. Coherence of program of study

This criterion examines the structure and content of the program and, in particular, the relations of courses in the program of study given the competencies to be developed, as well as the course sequence based on student learning progress and course load.

Subjects to be reviewed / Data to be collected

1. Objectives and standards of the program to which each course is linked, as well as links between the course and the competencies;
2. Organization of courses (including any recent changes), tools used to ensure the coherence of this organization (e.g. course matrices or flowcharts);
3. The proposed weighting for each course (three numbers);
4. Average weekly hours of individual work outside the classroom for each course, based on student estimates;
5. Other item(s) and information, depending on the needs of the institution.

Assessment questions

- Do the program's objectives clearly describe the competencies to be developed?
- Do the courses that make up the program allow students to achieve the program's objectives and standards? Do the courses address all the program's competencies? Are the links between courses and competencies clear?
- Are the courses organized in a logical way? Does the sequence of courses facilitate an in-depth and comprehensive understanding of the program content? Is the sequence of courses balanced between sessions, from the beginning to the end of the program?
- Are the requirements in the weighting for each course (theory, practical work, individual work) set out clearly and realistically? Do they reflect the levels at which the competencies must be acquired by college students? Are they accurately represented in course outlines and the calculation of credits?
- Do the students think the actual workload is consistent with the weighting?

Critical assessment

- Regarding coherence, what are the program's strengths and areas for improvement?
- What actions should be considered to improve the program's coherence?

3. Suitability of teaching methods and student supervision and support

This criterion is used to evaluate the alignment of pedagogical methods with the course objectives and their adaptation to student characteristics as well as student supervision and support and the availability of teaching staff to enable students to achieve the objectives of the program of study.

Subjects to be reviewed / Data to be collected

1. Description of the main pedagogical methods used in the program and the rationale for their choice;
2. Description of guidance, support and follow-up measures and screening measures designed to identify learning difficulties;
3. Availability of teaching staff;
4. Other item(s) and information, depending on the needs of the institution.

Assessment questions

- Are the pedagogical methods aligned with both the program objectives and the individual courses? Do they take into account student characteristics so as to help them achieve the objectives to the required standard?
- Are the existing guidance, support and follow-up activities, as well as the screening measures used to identify learning difficulties, conducive to student success? Do they help the students to overcome learning difficulties and follow the program through to certification?
- Are sufficient staff members available to meet the students' supervision needs?

Critical assessment

- Regarding the suitability of the pedagogical methods and student supervision, what are the strengths and areas for improvement?
- What actions should be considered to improve the suitability of the pedagogical methods and student support?

4. Alignment of human, material, and financial resources

This criterion makes it possible to examine, with regard to the needs of the program, the number of teachers and their qualifications, the contribution of professional and support staff, staff development and evaluation, and the alignment of teaching facilities (premises, sets and stages, laboratories, etc.) and equipment, and the adequacy of financial resources.

Subjects to be reviewed / Data to be collected

1. Key data on the training, experience and workload of each teacher, specifying their status;
2. Key data on the training, experience and workload of professional and support staff.
3. Description of hiring, assessment and professional development measures for the different personnel categories;
4. Description of the supervision and pedagogical support measures and the pedagogical professional development activities available to teaching staff;
5. Main teaching facilities and equipment available to teaching staff and students (rooms, specialized platforms, laboratories, computer equipment, devices, etc.);

6. The perceptions of teaching staff and students regarding the quantity, quality and accessibility of space, equipment and other physical resources;
7. Acquisition and renewal plan for specialized equipment;
8. Other item(s) and information, depending on the needs of the institution.

Assessment questions

- Considering the competencies to be developed in the program, as well as student characteristics and the teaching workload, is the number of teachers sufficient and are their qualifications appropriate? Are their respective areas of specialization sufficiently diversified to satisfy the needs of all the courses and achieve the program's objectives?
- Is the number of professional and support staff sufficient, and are their qualifications appropriate? Are their respective areas of specialization sufficiently diversified to satisfy the needs of the program? Where applicable, do the technical staff contribute appropriately to the achievement of the program's objectives?
- Are the skills and motivation of the teaching staff and other staff members maintained and developed through clearly-defined evaluation procedures focused on professional development? Do hiring and professional development measures for teaching staff and other staff members have a positive impact?
- Do the teaching staff receive sufficient pedagogical support and supervision?
- Given the needs of the program, are the facilities, equipment and other material resources adequate in terms of quantity, quality and accessibility?
- Are sufficient financial resources available to ensure the proper functioning of the program?

Critical assessment

- Regarding the adequacy of the human, material and financial resources, what are the strengths and areas for improvement?
- What actions should be considered to improve the alignment of these resources?

5. The effectiveness of program of study

This criterion relates to the capacity of the college to examine the successful completion and graduation rates students in relation to the objectives and standards of the proficiency in program competencies.

Subjects to be reviewed / Data to be collected

1. Description of the college's student recruitment, selection and integration measures.
2. Alignment of the objectives and standards in the course outline with the evaluation methods and tools used for a representative sample of courses, including at least:
 - one course in the program's main subject area, for each semester of the program;
 - one course in a contributing subject area, if applicable;
 - the internship or, if there is no internship, the final research project, with a description of the coordination or supervision method. If there is no internship or final research project, then a course offered at the end of the program.
3. Course success rates for all courses in the program, for the last three cohorts that took them.
4. Program graduation rates, within the regular timeframe and over the maximum period, for the available cohorts.
5. Other item(s) and information, depending on the needs of the institution.

Assessment questions

- Are the recruitment, selection and integration measures effective in admitting students capable of succeeding in the program?
- Are the student evaluation tools and methods used in the program effective in evaluating the achievement of objectives by students according to the established standards for the courses concerned, including the internship?
- Is the course success rate satisfactory, given the context? Where appropriate, is it comparable to other programs of study and other institutions?
- Is the graduation rate satisfactory, given the context? Does a satisfactory percentage of students complete the program within a reasonable time frame, depending on their status and the type of training?
- Do graduates meet the established standards for the acquisition of the competencies required by the program?

Critical assessment

- Regarding program effectiveness, what are the strengths and areas for improvement?
- What actions should be considered to improve the program's effectiveness?

6. Quality on the management of program of study

This criterion is used to examine management structures and functions, the distribution of roles and responsibilities, communications between teaching staff and the institution's administrative and pedagogical authorities, and program implementation.

Subjects to be reviewed / Data to be collected

1. Functions, roles and responsibilities of the individuals and bodies that manage the program;
2. Description of the institution's decision-making process;
3. Information on communication methods amongst teaching staff and between them and other people involved in implementing the program, including management;
4. Methods used to disseminate the program description;
5. Other item(s) and information, depending on the needs of the institution.

Assessment questions

- Are the structures, methods of management and means of communication well-articulated? Do they promote the proper functioning of the program and the program-based approach?
- Are communications, the decision-making process and the division of responsibility conducive to efficient program management?
- Is the program description duly distributed and explained to the students and teaching staff concerned?
- Are the program's basic characteristics (target competencies, course objectives, standards, sequence of courses) known to and understood by the teaching staff and students?

Critical assessment

- Regarding program management, what are the strengths and areas for improvement?
- What actions should be considered to improve the quality of program management?



Appendix E

Evaluation of the application of the Institutional Policy for the Evaluation of Academic Programs (IPEP)

This appendix presents the two criteria used to assess IPEP application. Each criterion is presented as follows:

- A brief description of the elements covered by the criterion
- The main items to be examined and the data to be collected in order to form an opinion of the policy's application based on that criterion
- The assessment questions used to guide the college's analysis and ensure that it covers the criterion as a whole.

The assessment questions are used to obtain a critical assessment of overall IPEP application.

1. Conformity of IPEP application

The conformity criterion is used to verify whether responsibilities are carried out in compliance with the policy, and in particular, whether the process and rules set out in the policy were followed during the evaluation.

Subjects to be reviewed / Data to be collected

1. The procedure used to select the program for evaluation;
2. The data used for the evaluation;
3. The application of the evaluation method;
4. The overall approach and means used to report on the evaluation;
5. Carrying out of responsibilities;
6. Other item(s) and information, depending on the needs of the institution.

Assessment questions

- Was the program chosen in conformity with the rules and procedures described in the IPEP?
- Was the information needed to evaluate the program available?

- Was the chosen evaluation method applied as stipulated in the IPEP?
- Does the general assessment made at the end of the evaluation process take into account all the elements specified in the IPEP?
- Were the responsibilities relating to the program evaluation process carried out as specified in the IPEP?

2. Effectiveness of IPEP application

The effectiveness criterion is used to verify whether the policy's objectives have been achieved, and in particular whether the IPEP is applied in a way that supports program management decisions, whether it results in a fair and accurate assessment of the program, and whether it identifies actions for improvement.

Subjects to be reviewed / Data to be collected

1. Usefulness and relevance of the IPEP's key components (goals and objectives, evaluation criteria, description of evaluation and overall assessment methods, data and sharing of responsibilities);
2. Other item(s) and information, depending on the needs of the institution.

Assessment questions

- Did the evaluation result in a fair and accurate assessment of the program?
- Did the evaluation make it possible to develop an action plan to improve the program?

Critical assessment of IPEP application

- Regarding IPEP application, what are the strengths and areas for improvement?
- Was the evaluation carried out in accordance with the prescribed rules?
- If responsibilities were not carried out, why?
- Were the IPEP's objectives achieved?
- If the objectives were not achieved, why?
- What actions should be considered to improve IPEP application?



Appendix F

Evaluation of the application of the Institutional Policy on the Evaluation of Student Achievement (IPESA)

This appendix presents the two criteria used to rule on IPESA application. Each criterion is presented as follows:

- A brief description of the elements covered by the criterion;
- The main items to be examined and the data to be collected in order to form an opinion of the policy's application based on that criterion;
- The assessment questions used to guide the college's analysis and ensure that it covers the criterion as a whole.

The assessment questions are used to form a critical assessment of overall IPESA application.

1. Conformity of IPESA application

This criterion is used to verify whether all the parties carry out their responsibilities as described in the policy.

Subjects to be reviewed / Data to be collected

1. Responsibilities of individuals and bodies in IPESA application;
2. Approval mechanisms for course outlines and IPESA application;
3. Course outlines and tools for the evaluation of student achievement, for a representative sample of courses;
4. Statistical data and opinions of the grade review procedure and, where applicable, the other recourses specified in the IPESA;
5. Other item(s) and information, depending on the needs of the institution.

Assessment questions

- Is the IPESA applied consistently? More specifically:
 - Are the different responsibilities carried out as required by the IPESA?

- Are the different rules and processes implemented as established in the IPESA?
- Is the grade review process implemented in accordance with the IPESA?
- Is the certification procedure applied in accordance with the IPESA?
- Does course outline content comply with the IPESA and is it developed and approved in accordance with the IPESA?
- Are the tools used to evaluate student achievement designed in accordance with IPESA requirements?
- Do students and teaching staff receive sufficient and relevant information on the program's objectives and learning activities?
- Was the IPESA self-evaluation process carried out using the mechanisms provided for in the IPESA?

2. Effectiveness of IPESA application

This criterion is used to verify whether the policy's objectives have been met, including those relating to fairness and equity in the evaluation of student achievement.

Subjects to be reviewed / Data to be collected

1. Alignment of the objectives and standards in the course outline and the methods and tools used to evaluate student achievement, for a representative sample of courses including at least:
 - two courses in the program's main subject area, for each semester of the program;
 - one course in a contributing subject area, if applicable;
 - the internship or, if there is no internship, the final research project, with a description of the coordination or supervision method. If there is no internship or final research project, then a course offered at the end of the program.
2. Methods used to apply the various evaluation rules stipulated in the IPESA;
3. Mechanisms used to ensure that teaching staff and students are familiar with the rules and procedures specified in the IPESA;
4. Other item(s) and information, depending on the needs of the institution.

Assessment questions

- Are the formative evaluation methods specified in the IPESA applied?
- Do the evaluation methods ensure a fair evaluation?
 - Are students aware of the rules governing the evaluation of achievement?
 - Are students duly informed of all evaluation of achievement activities?
 - Are the criteria used to evaluate student achievement designed to guarantee impartiality?
 - Do students have a right to appeal that allows at least for a grade review?
- Do the evaluation methods ensure an equitable evaluation?
 - Do the evaluation methods allow students, individually, to show that they have achieved the objectives in accordance with the established standards?
 - Is the evaluation based on what has been taught?
 - Is evaluation equivalent in the case courses given by different teachers?
- Are teachers and students given adequate and sufficient information on the rules and procedures contained in the IPESA?

Critical assessment of IPESA application

- Regarding IPESA application, what are the strengths and areas for improvement?
- Were responsibilities carried out as stipulated in the IPESA?
- If responsibilities were not carried out, why?
- Were the IPESA's objectives achieved?
- If the objectives were not achieved, why?
- What actions should be considered to improve IPESA application?



Appendix G

Composition of the visiting committee and the role of the experts

For each institution, the Commission sets up a visiting committee to assist with its analysis of the self-evaluation report, visit the institution and help formulate opinions and findings. The committee is composed of two outside experts, the commissioner overseeing the visit and the Commission's research officer, who acts as its secretary.

The role of the experts is to:

- use specially-prepared tools to analyze the self-evaluation report submitted by the institution they will visit;
- identify the items to be verified or examined in more detail during the visit;
- take part in the visit;
- take part, at the end of the visit, in the preparation of an overall assessment of the evaluation results and the college's action plan for any improvements that may be required;
- ensure the conformity of the draft preliminary version of the report prepared by the Commission's personnel.

The experts are chosen for their knowledge of the college network and their expertise in evaluation, quality assurance or other relevant areas. They receive training that prepares them to carry out the responsibilities entrusted to them. They must also abide by a code of ethics in which the principles of confidentiality, impartiality and respect are primordial.

The experts' profiles are diverse, so as to vary the viewpoints of visiting committee members. In some cases the experts may come from the college network, where they occupy positions such as director general, deputy director general, director of studies, deputy director of studies, director of continuous learning, director of human resources, teacher, professional or external member of the board of directors. In other cases they may come from the socio-economic community or from a university, and be either a director or a postgraduate student in the field of education.

The choice of the experts must be approved by the administration of the college to be visited, to ensure that the approach remains impartial.



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