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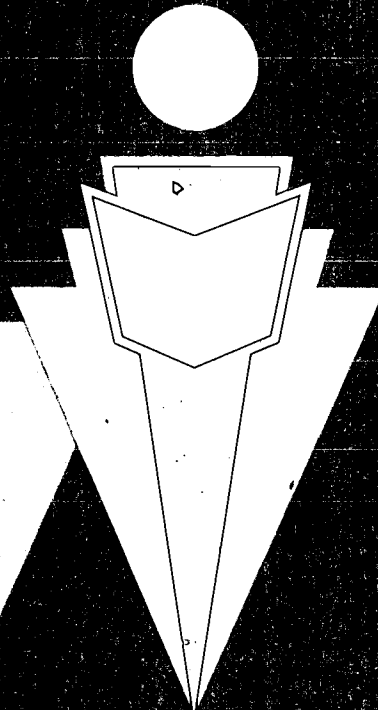
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ABSTRACT

This guide, from the Commission d'Evaluation de l'Enseignement Collegial (Quebec), was prepared in collaboration with an advisory committee composed of persons from both public as well as private colleges. It aims to provide institutions with the necessary information to plan and implement their institutional self-evaluation. It has also been written to make known the requirements of the Commission with respect to this process. The guide consists of three parts: (1) a description of the institutional evaluation, its nature, its objectives and scope; (2) a discussion of the criteria selected and the execution of the evaluation, including the main documents to consult and produce; and (3) a description of the proposed standard report to account for the process. Evaluation criteria include: (1) the college pursues objectives which are clear, pertinent and congruent with its mission; (2) the college's organization and management promotes the attainment of its objectives and the fulfillment of its mission; (3) the college makes use of appropriate methods to ensure its development within the framework of its mission; and (4) the college demonstrates integrity and transparency in its communication practices. Appended are documents to be attached to the self-assessment report, documents to be made available to the Commission during the visit, and a list of Advisory Committee members. (LD)

ED 453 897

The Institutional Evaluation Guide



COMMISSION D'ÉVALUATION
DE L'ENSEIGNEMENT COLLEGIAl

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**The Institutional
Evaluation**

Guide

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Commission d'évaluation de l'enseignement collégial
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Table of contents

PRESENTATION	1
PART ONE: THE INSTITUTIONAL EVALUATION.....	3
1. Nature, Objectives and Scope of the Institutional Evaluation	3
2. The Institutional Evaluation Process.....	4
3. Recommended Approach.....	5
PART TWO: THE CRITERIA	9
Criterion 1	
<i>The college pursues objectives which are clear, pertinent and congruent with its mission</i>	<i>9</i>
Elements of demonstration.....	9
Additional points of information.....	10
Evaluation of the criterion and proposed actions	11
Sources of information.....	11
Criterion 2	
<i>The college's organization and management promotes the attainment of its objectives and the fulfillment of its mission</i>	<i>12</i>
Elements of demonstration.....	12
Additional points of information.....	14
Evaluation of the criterion and proposed actions	15
Sources of information.....	16
Criterion 3	
<i>The college attains its objectives</i>	<i>17</i>
Elements of demonstration.....	17
Additional points of information.....	18
Evaluation of the criterion and proposed actions	19
Sources of information.....	19
Criterion 4	
<i>The college makes use of appropriate methods to ensure its development within the framework of its mission</i>	<i>20</i>
Elements of demonstration.....	20
Additional points of information.....	21
Evaluation of the criterion and proposed actions	21
Sources d'information.....	21
Criterion 5	
<i>The college demonstrates integrity and transparency in its communication practices</i>	<i>22</i>
Elements of demonstration.....	22
Additional points of information.....	22
Evaluation of the criterion and proposed actions	23
Sources of information.....	23

SELF-EVALUATION REPORT.....24

APPENDIX A25

 Documents to be attached to the self-assessment report.....25

APPENDIX B27

 Documents to be made available to the Commission during the visit27

APPENDIX C29

 Members of the Advisory Committee.....29

Presentation

The Commission d'évaluation de l'enseignement collégial was created in 1993¹. An autonomous body, the Commission's mission consists, in particular, of evaluating the institutional policies on evaluation of student achievement and on program evaluation, as well as their implementation². The legislation establishing the Commission stipulates also that it "*may recommend to the educational institution (...) measures concerning the organization, operation and academic management of the institution*" and "*recommend to the Minister that an educational institution be authorized to award the Diploma of College Studies*³".

In January 1994, at the time of the publication of its first orientation document, the Commission wrote about the power to recommend that an institution be authorized to grant the Diploma of College Studies: "The Commission hopes that colleges will gradually develop their own culture of evaluation and that, through self-evaluation, they will be better placed to ensure the quality of the education they offer and the reliability of the diplomas they grant. Once this practice is firmly entrenched, the Commission will set the criteria it will use for recommending that the Minister allow an institution to award the Diploma of College Studies⁴".

It is with this gradual approach towards authorization in mind that the Commission now invites colleges to develop an institutional evaluation policy integrating the overall activities they carry out with their educational mission. Within the context of this process, the Commission will pursue three objectives: 1) on the one hand, it will help the colleges fulfil even more fully their educational mission; 2) on the other hand, it will testify to the efforts the colleges invest in reaching their objectives and to the results they obtain; 3) finally, in the medium term, it will use the institutional evaluation to justify its decision to recommend that a college be authorized to grant the Diploma of College Studies.

-
1. The Commission was instituted in accordance with the *Act respecting the Commission d'évaluation de l'enseignement collégial and amending certain legislative provisions*.
 2. The Commission published regulatory frameworks and general guidelines for each of these themes.
 3. Article 17 of the Act constituting the Commission.
 4. *The Commission d'évaluation de l'enseignement collégial: sa mission et ses orientations*, p. 13.

This guide was prepared in collaboration with an advisory committee composed of persons from both public as well as private colleges⁵. It aims at providing the institutions with the necessary information to plan and implement their institutional self-evaluation. It has also been written to make known the requirements of the Commission with respect to this process. The guide consists of three parts. The first part presents the institutional evaluation, its nature, its objectives and its scope. The second deals with the criteria selected, gives indications on the carrying out of the evaluation and indicates the main documents to consult and to produce. Finally, the third part describes briefly the proposed standard report to account for the process.

5. Appendix C lists the members of the advisory committee.

Part One:

The Institutional Evaluation

1. Nature, Objectives and Scope of the Institutional Evaluation

The institutional evaluation may be defined as a continuous and concerted process of analysis and appreciation of the carrying out of the educational mission of an institution. The Commission's approach with respect to institutional evaluation consists of two distinct, but complementary, stages which allow the aims expressed in this definition to be covered. These two stages consist of a self-evaluation process undertaken by and for the college, followed by an external evaluation review by the Commission.

The institutional evaluation process proposed is founded on the educational mission of the institution which it adopts as its main theme. It leads the college to carry out a self-evaluation adapted to its reality, thus allowing it to affirm its personality, its characteristics and the distinctive values it intends to promote.

The institutional evaluation is the occasion, for each of the institutions, to reflect on its mission and on the main ensuing institutional objectives. The evaluation then leads the college to take a good look at its organization and management, to measure the achievement of its institutional objectives, to appreciate the methods adopted to ensure its development and to adjust itself to the expectations of society and to verify the quality of its communication practices.

In this process of institutional evaluation, the Commission plays a triple role. It *guides the college* in its self-evaluation process by the support given in the form of documentation (guides, instruments) and of consultation. It *substantiates the process* of the college by providing an external review of the self-evaluation. Finally, with a view to accounting to society, the Commission *renders a judgment* on the ability of the institution to offer under the best conditions a quality education and to guarantee the reliability of the diplomas it awards. The Commission's evaluation assesses all of the college's administrative units which contribute to teaching activities and the support of teaching activities.

2. The Institutional Evaluation Process

The institutional evaluation process builds on the self-evaluation undertaken by the college, that is by the persons involved in the implementation of activities related to teaching, from an administrative and academic management perspective as well as from a teaching and various support services perspective. To ensure the success of this operation, the Commission counts on the dynamism of the institution, the leadership of its management authorities, the coming together of the different sectors and the broadest consultation.

In order to ensure the credibility of the evaluation, the process and the resulting self-evaluation report are submitted to an external appraisal based on *peer judgment*, in its broadest sense. To this end, the Commission seeks persons from various milieux, including the colleges, to participate in the appraisal process.

The steps of the institutional evaluation process are similar to those characteristic of the program evaluation. The principal steps of the process are the following:

- *preparation and adoption by the college of a self-evaluation report*, in light of criteria presented in the Evaluation Guide of the Commission;
- *analysis of the dossier and visit to the institution* by a committee composed of a commissioner and experts external to the Commission;
- *transmission to the college of a preliminary report and the reaction of the college*;
- *review by the Commission of the comments of the college*, followed by modifications to the report if necessary;
- *adoption of the final report* of the Commission. This report is transmitted to the college and to the Minister and is *made public*.

The Commission has agreed on the following timeline:

- self-evaluation reports must be completed during the years 2001 and 2002;
- visits of the colleges will begin in the Fall 2001 to go on until the Spring 2003;
- the final appraisal of the operation and the report to the Minister will be prepared in 2003.

3. Recommended Approach

The present institutional evaluation bears first and foremost on the educational mission of a college and covers the principal responsibilities, activities and achievements related to that mission. More specifically, it affects the following aspects: the precision of institutional objectives, their congruence with the mission of the college and their pertinence with respect to students' and society's expectations; the appropriateness of its organization and management; the attainment of institutional objectives; the ability of the college to ensure its development; the integrity and transparency of communication practices.

The Commission retained the following five criteria to structure the evaluation process and to take into consideration the specific situation at each college:

1. *The college pursues objectives which are clear, pertinent and congruent with its mission.*
2. *The college's organization and management promotes the attainment of its objectives and the fulfillment of its mission.*
3. *The college attains its objectives.*
4. *The college makes use of appropriate methods to ensure its development within the framework of its mission.*
5. *The college demonstrates integrity and transparency in its communication practices.*

In its self-evaluation, the college will evaluate its situation with respect to each one of the criteria by focusing on the educational aspects of its mission. In light of its analysis, it will identify its weaknesses and make suggestions for improvement. It may, to achieve this, take up issues judged appropriate to its context and use data and approaches deemed appropriate. It must, however, deal with a number of themes which the Commission deems particularly important. Finally, the college will provide an action plan including priorities and specifying responsibilities and implementation schedules.

The sub-criteria to which the Commission will pay particular attention under each criterion are the following:

Criterion 1

1. the clarity and precision of its mission statement;
2. the clarity of institutional objectives, their congruence with the mission statement and their pertinence with respect to the student's and society's needs;
3. the adherence to the mission and to the institutional objectives.

Criterion 2

1. the effectiveness of the management authorities;
2. the effectiveness of the academic management;
3. the effectiveness of student services;
4. the effectiveness of human resources management;
5. the efficiency of material, informational and financial resources management.

Criterion 3

1. the attainment of objectives related to student achievement and to their academic and professional progress;
2. the attainment of institutional educational objectives;
3. the results attained in the other areas of its mission and their consequences on educational activities.

Criterion 4

1. the identification of new needs and the innovation in pedagogy as well as management;
2. the effectiveness of the evaluation and planning processes and their consequences on management.

Criterion 5

1. access to information, accuracy of information and respect of commitments made.

The degree of importance of these different criteria may vary considerably according to the characteristics of each institution, but the Commission expects that each one will be addressed in the self-evaluation report.

In other respects, the Commission suggests, to help the college achieve self-evaluation of each of the criteria, a certain number of sub-criteria for analysis. These are suggestions that may be helpful to fully understand the scope of each of the criteria and to facilitate their analysis. The college is free to use them as deemed appropriate. The criteria and the sub-criteria are outlined in the section "*Elements of demonstration*" of each criterion.

Furthermore, each of the criteria comprises *additional points of information* aimed at facilitating the college's task. These indications provide information and methods that the college may consider in its evaluation. Under the heading *Sources of information*, colleges will find documents likely to contain information useful for the demonstration. Appendices A and B list *the documents to be attached to the evaluation report* and the *documents to be made available to the Commission during the visit*. The documents to be attached to the report are mostly existing information material.

The college will take into account the data and the information of the five years preceding the self-evaluation. The Commission encourages the college to use existing information (documents, data, indicators), as much as possible, even though it may have been produced outside the context of the present operation. It expects the college, in its self-evaluation, to put the emphasis on the analysis and evaluation rather than on the description. The evaluation must be convincing without necessarily giving an exhaustive account.

Part Two: The Criteria

Criterion 1

The college pursues objectives which are clear, pertinent and congruent with its mission

Elements of demonstration

The college will evaluate the clarity and precision of its mission statement. It will verify the pertinence of the institutional objectives it pursues as well as their congruence with its mission. The college will measure the degree of adherence to its mission and institutional objectives and their effects on the educational life of the college.

In its evaluation, the Commission will pay particular attention to the following three sub-criteria⁶:

1. the clarity and precision of the mission statement

- *the clarity, the precision and the univocity of the formulation of its mission in printed documents (mission statement, educational project or any other official document), audiovisual or electronic.*

2. the clarity of institutional objectives, their congruence with the mission statement and their pertinence with respect to the students' and society's needs

- *the clarity of institutional objectives;*
- *the congruence of institutional objectives with the mission statement;*
- *the pertinence of institutional objectives with respect to the expectations of society, the surrounding community and the students.*

6. Under each criterion, the Commission suggests a few sub-criteria.

3. the adherence to the mission and to the institutional objectives

- *the effectiveness of the means implemented to promote adherence to the mission and institutional objectives;*
- *the taking into account of the mission, specifically in the pedagogical organization (policies and regulations), in the development of programs of studies and in the student life.*

Additional points of information

The educational mission of a college institution stems from, first and foremost, the legal framework within which it operates⁷. For example, the mission of a public college consists of “*implementing programs for which they have received the Minister’s authorization*”⁸. Moreover, this mission may be accompanied by *complementary activities* related to labour training, technological transfers, assistance to businesses, regional development, community service, international development⁹. Many colleges have specified the educational mission conferred by the legal framework and have formulated, in a mission statement or an educational project, specific areas of interest. The demonstration leading to the evaluation of the criterion rests on a description of the mission (and educational project, if need be) and institutional objectives the college adopted to ensure the implementation.

The college must first evaluate the degree of clarity and precision of its mission as formulated in the documents it produces (mission statement, educational project, institutional policies, communication documents, website, etc.). The Commission recommends that it pay special attention to the quality of expression, the univocal character and the overall coherence.

The college should then verify to which extent the institutional objectives it pursues meet well identified, pertinent and current expectations and needs. The expectations and needs may come from the students, the school system, the labour market or society. The college

7. This framework is specified in the *General and Vocational Colleges Act*, the *Act respecting private education*, legislation regulating governmental schools, the *College Education Regulations*, the charter of an institution and the teaching permit.

8. *General and Vocational Colleges Act*, s. 6a.

9. *Ibidem*, s. 6.0.1.

should also question itself on the clarity of the wording of its objectives, their degree of congruence with its mission and their contribution to the pursuit of this mission.

Finally, the college should ensure that its mission and institutional objectives promote adherence by the persons and authorities concerned. To this end, the Commission recommends that the college verify to which extent the various aspects of its mission, its educational project and its institutional objectives have an impact within the college, particularly in the pedagogical organization and the development of programs of studies. The college should also examine the methods it has implemented to make them known and encourage its staff to adhere to them.

Evaluation of the criterion and proposed actions

The college evaluates the overall criterion and recommends actions likely to improve the situation or correct the identified deficiencies.

Sources of information

To carry out its demonstration, the college will find data and indicators, particularly in the following sources of information:

- mission statement;
- educational project;
- minutes of meetings dealing with the mission and the institutional objectives;
- prospective research; inquiries and staff, student and surrounding community surveys;
- introduction or preamble to institutional policies;
- annual reports;
- periodical development plans and evaluation reports;
- agendas, calendars, guides, flyers and other documents prepared for the students and staff of the college;
- presentation, information and promotional documents of the college (printed, audiovisual and electronic documents);
- documents produced or disseminated on special occasions (annual start of the school year, Founders' Day, etc.).

Criterion 2

The college's organization and management promotes the attainment of its objectives and the fulfillment of its mission

Elements of demonstration

The college will evaluate to which extent its organization and management mode promotes the attainment of its objectives and the pursuit of its mission. To reinforce its demonstration, the college will take into account the various organizational structures and the quality of its available resources.

In its evaluation, the Commission will pay particular attention to the following five criteria¹⁰:

1. the effectiveness of the management authorities

- *the distribution of mandates entrusted to the different management authorities, in particular the Board of Governors, the Academic Council, the Director General, the Director of Studies (regular and continuing education programs), departmental chairs, program committees;*
- *the action of each of these management authorities with respect to their mandates.*

10. Under each criterion, the Commission suggests a few sub-criteria.

2. the effectiveness of the academic management

- *the implementation of management policies of programs of studies (development, implementation and evaluation) and the functionality of the resulting management practices;*
- *the effectiveness of the mechanisms ensuring the implementation of the institutional policy on the evaluation of student achievement (IPESA) and other policies concerning the quality of learning (first language...);*
- *the functionality and integrity of the different teaching and learning support services;*
- *the commitment of the college to organize academic activities (calendar, timetable, teachers' workload...) so as to promote the attainment, by the students, of the objectives of the programs.*

3. the effectiveness of student services

- *the variety of services offered, the frequency of their utilization taking into account students' needs;*
- *the complementarity of student services' activities with teaching and their contribution to the attainment of institutional objectives.*

4. the effectiveness of human resources management

- *the effectiveness of hiring, evaluation and professional development practices and their ability to develop and maintain a competent staff;*
- *the management of labour relations and its contribution to the maintenance of a climate promoting the attainment of institutional objectives.*

5. the efficiency of material, informational and financial management

- *the availability and accessibility of resources (physical facilities, library, computer facilities, etc.);*
- *the ability of the college to allocate resources in such a way as to optimize their utilization.*

Additional points of information

It is obvious that the methods of organization and management of an institution play a major role in the attainment of its objectives. The Commission therefore invites each college to examine carefully its methods of organization and management under each criterion proposed, while remaining very conscious that the importance of these criteria may vary considerably from one institution to another.

As a first step, the Commission asks the college to present and to explain its organizational chart and, if applicable, to describe the changes made in the last few years. Within this presentation, the college should specify the role, mandates and responsibilities of each level of authority and the functional links they share between themselves (Board of Governors, Academic Council, Director General, Director of Studies, Departmental Committees, Program Committees). The college may then evaluate more easily how these various levels of authority carry out their mandates.

Then, the Commission suggests to the college to examine all that is linked to academic management, that is to say the management of programs of studies, the management of policies and services related to learning and, finally, the organization and management of academic activities. To this end, it should verify that its development and evaluation policies of programs of studies, as is the case for institutional policies related to learning (IPESA, quality of maternal language...), are well implemented and produce the expected results.

With respect to academic management, the Commission also suggests to the college to verify if the different learning and teaching help and support services are adequate for the needs of its student population and staff and to ensure that their actions are concerted and have an adequate follow-up. It should also assess to which extent the academic organization (allocation of workloads, calendars, timetables, room allocation) works towards promoting a healthy management of programs and the attainment, by students, of program objectives.

The Commission suggests to the college to briefly describe the major personal services it offers to its students (counseling, academic and professional advising, psychological services...), as well as the major extracurricular activities it proposes, and to demonstrate that these activities constitute a valuable contribution to enrich the education of students, to

attain the objectives of the college and to maintain a friendly atmosphere within the institution.

With respect to human resources, the college must demonstrate how its hiring policies ensure the recruitment of staff with appropriate qualifications (teachers, professionals and other staff offering services to students), and how it maintains their motivation and develops their competency by means of performance evaluation, professional development and self-actualization. The college may support its demonstration through its human resources management policy (HRMP). It should also provide details concerning the application of collective agreements and the functioning of the committees provided for, the mechanisms for allocating workloads, the processing of grievances and, in general, demonstrate that the work climate prevailing in the institution promotes the attainment of objectives.

With respect to material, informational and financial resources, the Commission suggests to the college to demonstrate that the resources are sufficient and that they are used efficiently. It should also demonstrate that its different purchasing and equipment renewal practices allow teachers and students to have access to the documentary, educational, computer and other resources necessary to the pursuit of educational objectives. It will show that its premises offer an adequate framework for its educational activities. Finally, the college should demonstrate that its mechanisms for making budget allocations take into account the needs of the different programs, student learning, staff professional development and the maintenance and renewal of equipment.

Evaluation of the criterion and proposed actions

The college evaluates the overall criterion and recommends actions likely to improve the situation or correct the identified deficiencies.

Sources of information

To carry out its demonstration, the college will find data and indicators, particularly in the following sources of information:

- ❑ the organizational chart of the college;
- ❑ functioning and decision-making process of the various levels of authority;
- ❑ institutional policies, procedures and internal regulations;
- ❑ annual reports or appraisals of services and support measures;
- ❑ regulations pertaining to teaching workload allocation;
- ❑ regulations or criteria governing the offering of courses;
- ❑ periodical development plan for information technology and communications;
- ❑ resource and equipment purchase and renewal plan;
- ❑ results of surveys concerning satisfaction with resources and services (library, computer resources...);
- ❑ minutes of committees provided for by the collective agreements.

Criterion 3

The college attains its objectives

Elements of demonstration

To support its demonstration, the college will assess the results of its action with respect to student achievement and their progress academically and professionally. It will also assess the attainment of its main educational objectives. Finally, the college will examine the results reached in the complementary aspects of its mission, results for which it verifies the consequences on its educational activities.

In its evaluation, the Commission will pay particular attention to the following three criteria¹¹:

1. the attainment of objectives related to student achievement and to their academic and professional progress

- *the course success rate, perseverance and completion of studies, attainment of program objectives, obtention of the diploma;*
- *the impact of help and support services for students with learning problems;*
- *the pursuit of studies and the integration into the labour market.*

2. the attainment of institutional educational objectives

- *the attainment of institutional objectives formulated in the mission and various institutional policies:*
 - *the institutional policy on the evaluation of student achievement (IPESA);*
 - *the institutional policy on program evaluation (IPPE);*
 - *other institutional policies (ex. promoting the quality of the language);*

11. Under each criterion, the Commission suggests a few sub-criteria.

- *the attainment of institutional training objectives provided for in the development plans, in the action plans or in other reference documents.*

3. the results attained in the complementary sectors of its mission and their repercussions on educational activities

- *the attainment of institutional objectives pursued in other spheres of activities of the college which have repercussions for training, be it with respect to activities or results.*

Additional points of information

The college will present the major indicators related to the success rate in courses, perseverance and completion of studies, the attainment of program objectives, the obtention of the diploma (in the expected time and in the maximum observation time) and the progress of students in the pursuit of their studies or their integration into the labour market. The college needs to interpret these data and, to this end, may take into account their evolution over a period of time, and their comparison with other entities (network, institutions, training sectors, programs...), their position with respect to established standards (ex.: attainment of program objectives), with respect to predetermined target objectives (ex.: graduation objectives)... In so doing, the college will be able to evaluate the impact of its help and support measures to learning.

The Commission suggests to the college to evaluate the attainment of institutional objectives of a pedagogical nature as per its mission statement, educational project or policies. It should, specifically, evaluate the degree of attainment of the objectives stated in its IPESA, its IPEP or its other policies related to learning or that have been identified in plans of action and development. In its evaluation, the college should take into account the respective importance of objectives evaluated, placing more emphasis on those considered central or essential to its educational mission.

The Commission hopes that the college will evaluate also the results attained in the complementary sectors of its mission, in particular their repercussions on the educational activities. Those sectors fall under various related areas such as the transfer of knowledge and technologies, pedagogical research, grant research, regional development, international cooperation.

Evaluation of the criterion and proposed actions

The college evaluates the overall criterion and recommends actions likely to improve the situation or correct the identified deficiencies.

Sources of information

To carry out its demonstration, the college will find data and indicators, particularly in the following sources of information:

- mission statement;
- educational project;
- institutional policies;
- institutional development plans and follow-up reports;
- annual activities reports;
- statistical data (governmental and institutional) on academic standing and progress;
- data on graduates (governmental and institutional) on the professional development of students;
- data on the impact of support services.

Criterion 4

The college makes use of appropriate methods to ensure its development within the framework of its mission

Elements of demonstration

The college will ponder its constant evolution as an institution. It assesses the effectiveness of its evaluation and institutional planning processes as well as its ability to identify new needs and to innovate. The college explains the trends or the stakes in its internal environment as well as its relations with the milieu. It shows the orientation and strategies it favours for its expansion with respect to pedagogy as well as management.

In its evaluation, the Commission will pay particular attention to the following two criteria¹²:

1. the identification of new needs and innovation, in pedagogy as well as in management

- *the ability of the college to identify the major stakes for development with regard to the quality and the pertinence of the training, as well as the efficiency of the management;*
- *the ability to resort to innovation and change strategies to face up to these stakes and ensure the development of the college.*

2. the effectiveness of evaluation and planning processes and their repercussions on management

- *the effectiveness of existing evaluation and planning processes;*
- *the appraisal of concrete results of these processes on the program management and the human, material, informational and financial resources management.*

12. Under each criterion, the Commission suggests a few sub-criteria.

Additional points of information

First, the college will demonstrate how it endeavours to develop adaptation strategies in order to address identified needs in an innovative way. The Commission suggests to the college to pay particular attention to the elements it considers innovative, original, corresponding to its culture and its own reality. The college could analyse the various methods, mechanisms and processes it presently utilizes to identify the needs, while outlining their characteristics and the resources allocated, and show how these methods have allowed it to identify the restrictions and the needs presently noted internally and externally, and to develop the necessary strategies to address them and ensure its own development. The span of the analysis, which is normally five years, may vary according to the pertinence of information provided.

The college will also demonstrate its ability to integrate into plans of action the results of various evaluations carried out over the last five years: program evaluations, evaluation of policies and institutional evaluation, as well as the operations carried out under the aegis of the Commission d'évaluation de l'enseignement collégial. To this end, the Commission suggests to the college to present the principal conclusions of these evaluations, the plans of action that have been produced and the reports on results achieved. The college may then evaluate the concrete repercussions of the evaluations, particularly the implementation of programs, the management of resources and their redeployment during the budgeting process.

Evaluation of the criterion and proposed actions

The college evaluates the overall criterion and recommends actions likely to improve the situation or correct the identified deficiencies.

Sources d'information

To carry out its demonstration, the college will find data and indicators, particularly in the following sources of information:

- ❑ socioeconomic studies and demographic projections;
- ❑ prospective studies on education or qualified manpower;
- ❑ research documentation on pedagogical innovation;
- ❑ documents of the college concerning planning, evaluation and budgeting.

Criterion 5

The college demonstrates integrity and transparency in its communication practices

Elements of demonstration

The college will assess its internal and external communication practices with respect to access to information, transparency, accuracy of messages transmitted to different publics as well as respect of various commitments towards its students, its management authorities, its partners, other institutions and the public in general.

In its evaluation, the Commission will pay particular attention to the following criterion¹³:

1. access to information, accuracy of messages and respect of commitments made

- *access to information and transparency in communication practices;*
- *accuracy of information transmitted;*
- *respect of commitments towards different publics.*

Additional points of information

Access to information and transparency are discussed, on the one hand, with a view to promoting the development of the institution by encouraging concerned persons to be more responsible, by holding open debates, by the development of mutual trust and, on the other hand, by responding to the need and the right to know. The Commission suggests to the college to demonstrate that it responds adequately to requests for information and that it acts so as to be understood and observed. The college should explain how it guarantees access to information within the limits imposed by legislation on access to information and protection of personal information and by the respect of professional ethics regulations.

13. Under this criterion, the Commission suggests a few sub-criteria.

The college should undertake a critical examination of the documentation it publishes in order to vouch for the accuracy of the information it contains. It should pay particular attention to the truthfulness of the information contained in recruitment material, making sure that it is exempt of false or incomplete information, particularly with respect to the financial aid provided, to the academic support provided, to the qualifications of the teaching personnel and to the chances of finding employment at the completion of a program. It should also ensure that its corporate image corresponds to reality, as well as the messages it disseminates to its partners (other educational institutions, public authorities, governmental agencies, foundations, agencies and businesses).

Evaluation of the criterion and proposed actions

The college evaluates the overall criterion and recommends actions likely to improve the situation or correct the identified deficiencies.

Sources of information

To carry out its demonstration, the college will find data and indicators, particularly in the following sources of information:

- annual report;
- presentation, information or promotional documents of the college; printed, audiovisual, computer document (website);
- multiyear development plan and follow-up report;
- agendas, calendars, guides or other similar documents intended for students and staff of the college;
- documents produced or disseminated for special events (annual start of the new academic year, Founders' Day, etc.).

Self-Evaluation Report

The self-evaluation report of the college explains the results of the self-evaluation process. It presents the elements essential to justifying its judgments. The college will put the emphasis on the analysis of situations, their evaluation, and the search for solutions rather than on exhaustive descriptions. It will present at the same time a diagnosis of the situation at the college and a plan of action for making the desired improvements.

In its general assessment, the Commission will take into account the rigour and the transparency of the process, the depth of the analysis, the pertinence of conclusions and proposed actions and the adequacy of the plan of action.

The Commission expects to receive a concise report of no more than one hundred pages. The college will report on the essential elements and will include the complementary elements in an appendix. Over and above the self-evaluation, the report will contain a brief presentation of the institution and a description of the self-evaluation process. The Commission wishes that the report be structured in the same sequence as the criteria in the guide and that it contain a plan of action specifying priorities, the sharing of responsibilities and the implementation schedule.

The college will submit to the Commission eight copies of its self-evaluation report, with its appendices, and one electronic copy (wordprocessing format on 1.44Mb diskette), without appendices. It will include with its remittance a copy of the Board of Governors resolution of adoption of the self-evaluation report.

Appendix A

Documents to be attached to the self-assessment report

- organizational chart of the college
- mission statement, educational project
- latest annual report
- presentation or promotional printed documents of the college
- documentation given to teachers and to students at the start of the new academic year (guides, agendas...)
- institutional policies related to teaching: IPPE, PIESA, others
- human resources management policy
- teaching workload allocation regulations
- communication policy
- current development plan
- acquisition and renewal plan for resources and equipment
- data on student achievement and academic and professional standing of students (success rate in courses, perseverance, graduation, pursuit of studies; integration into labour market)
- if available, evaluation report of the implementation of IPESA
- if available, answers to questionnaires on computer resources and services (teaching personnel, students, other staff)
- if available, answers to questionnaires on library resources and services
- if available, data on the impact of help and support services to learning
- any other documents essential to the comprehension of the report

Appendix B

Documents to be made available to the Commission during the visit

- annual reports (last five years)
- major planning, assessment and budget reports of the last five years
- reports on the implementation of the multiyear development plan
- activity reports of officers, departments and services of the college contributing significantly to the attainment of institutional objectives
- reports of other evaluation and accreditation bodies
- current collective agreements
- list and subject of grievances and, if applicable, settlement procedures
- list of agreements, grants and contracts signed with external agencies
- documentation produced locally on pedagogical innovation
- pertinent minutes of meetings

Appendix C

Members of the Advisory Committee

Mr. Jacques L'Écuyer

Chairman

Commission d'évaluation de l'enseignement collégial

Mr. Claude Bélanger

History Teacher

Marianopolis College

Mr. Jean Bouchard

Business Administration Teacher

Cégep de Lévis-Lauzon

Mr. René Fradette

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Cégep de La Pocatière

Ms. Jacqueline T. Giard

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Ms. Katherine Guenette

Vice-President Academic

Fédération étudiante collégiale du Québec

Ms. Patricia Hanigan

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Collège de Maisonneuve

Ms. Hélène Huot

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Collège de Limoilou

Mr. Alain Lallier

Director General

Cégep du Vieux Montréal

Mr. André Lapré

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Mr. Pierre Martel

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École commerciale du Cap

Mr. Denis Savard

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Commission d'évaluation de l'enseignement collégial



Gouvernement du Québec
Commission d'évaluation
de l'enseignement collégial





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