Policy

Champlain College Saint-Lambert

INSTITUTIONAL POLICY ON THE EVALUATION OF

ACADEMIC PROGRAMS

(IPEAP)

This policy was adopted for the first time by the Champlain Saint-Lambert Governing Board on June 10, 2024 (Resolution No.: LAM-2023-020).

Table of Contents

LIST OF ABBREVIATIONS

AEC	Attestation d'études collégiales (Attestation of College Studies)
CCSL	Champlain College Saint-Lambert
CEEC	Commission d'évaluation de l'enseignement collégial
CEGEP	Collège d'enseignement général et professionnel
DAA	Designated Academic Administrator
DEC	Diplôme d'études collégiales (Diploma of College Studies)
IPESL	Institutional Policy on the Evaluation of Student Learning
PCA	Program Comprehensive Assessment
RREC	Règlement sur le régime des études collégiales
IPEAP	Institutional Policy on the Evaluation of Academic Programs
MES	Ministère de l'Éducation et de l'Enseignement supérieur
SOBEC	Système des objets d'études collégiales

1.INTRODUCTION

Champlain College Saint-Lambert's *Institutional Policy on the Evaluation of Academic Programs* (IPEAP) serves as the principal mechanism to ensure that academic programs at CCSL maintain high academic standards, foster a culture of continuous improvement, and ensure accountability in delivering quality college education.

This policy is intentionally designed to harmonize with and support the college's *Strategic Plan*, *Student Success Plan*, and *Institutional Policy on the Evaluation of Student Learning* (IPESL). Together, these policies comprise CCSL's Quality Assurance System.[1]

The Director of Studies of Champlain College Saint-Lambert is responsible for the implementation of this policy and delegating responsibilities for ensuring its compliance.

---

[1] Program evaluation at CCSL respects the provisions of the General and Vocational Colleges Act (*Loi sur les collèges d'enseignement général et professionnel*), the College Education Regulations (*Règlement sur le régime des études collégiales*), the collective agreements (*Fédération des enseignantes et enseignants de cégep* [FEC], *Fédération nationale des enseignantes et enseignants du Québec* [FNEEQ]), and the *Protocol d'entente entre les Cégeps concernant la gestion des programmes menant à une Attestation d'Études Collégiales* (AEC). The IPEAP is governed by relevant College bylaws and policies in the application of this policy. These include the Institutional Policy on the Evaluation of Student Learning (IPESL), Bylaw Concerning Students' Admission to DEC and AEC Programs (Bylaw 7), and the Bylaw Concerning Student Success (Bylaw 8).

1.1 OBJECTIVES

The IPEAP establishes the procedures for the ongoing evaluation of academic programs,[2] program changes, and the implementation, revision, and adjustment of the policy itself.

The IPEAP:

- Defines the processes for continuous improvement and internal evaluation of academic programs
- Specifies the responsibilities of stakeholders in the evaluation process
- Supports the evaluation process that identifies program strengths and areas for improvement
- Encompasses a program approach to program evaluation
- Ensures reliable and ongoing data collection to support program modifications based on program evaluation criteria established by the CEEC
- Defines the mechanisms for the implementation and revision of the IPEAP.

1.2 PRINCIPLES

The five principles that underlie the evaluation of academic programs at CCSL are:

Useful: The evaluation process provides insights that can directly enhance the quality of academic programs.

Valid: The methods used in program evaluation accurately measure targeted criteria and indicators.

Reliable: The evaluation process is consistent and reproducible, yielding stable results over time.

---

[2] Program revision, adjustment, and modifications to academic programs at CCSL is addressed in Appendix B.

Feasible: The evaluation process is practical and manageable within the college's resources.

Ethical: The evaluation process upholds ethical standards, ensuring privacy and consent.

1.3 SCOPE

The IPEAP applies to all academic programs under the responsibility of CCSL that lead to a Diploma of College Studies (DEC) or an Attestation of College Studies (AEC).

2. CRITERIA FOR PROGRAM EVALUATION

Academic programs are evaluated using the six criteria defined by the CEEC.

Academic programs of quality are relevant, coherent, and effective, with teaching methods that are aligned with the academic programs' ministerial competencies and resources that are suitable.

The six criteria and their respective indicators are:

2.1 Program Relevance

- Program objectives, standards, and content are aligned with university requirements and labour market demands
- Program objectives, standards, and content are consistent with student expectations
- Program objectives, standards, and content are consistent with expectations of society
- Program objectives, standards, and content adapt to changes in the discipline, incorporate emerging trends, and respond to feedback from stakeholders.

2.2 Program Coherence

- The learning objectives and content of program courses are defined and aligned with the ministerial competencies
- Learning activities and assessments align with the learning objectives of program courses
- Standards establish the levels at which course competencies are to be acquired in program courses
- Learning activities and assessments support objectives and standards in program courses

- The organization and sequencing of program courses facilitate in-depth understanding and synthesis of the curriculum
- Course learning activities and assessments correspond to the course weighting and calculation of credits.

2.3 Program Effectiveness

- Potential students are made aware of the academic programs offered at CCSL through student recruitment
- CCSL admits candidates capable of succeeding in the programs
- Pass rates are satisfactory and comparable to other academic programs at CCSL and other institutions
- Students complete the programs within a reasonable timeframe, depending on their enrolment status and characteristics
- By graduation, students meet the established standards set by the program, as defined in the program's Exit Profile.

2.4 Quality of Teaching Methods and Student Support

- Teaching methods and assessments align with the program competencies and learning objectives
- Teaching methods and learning activities prepare students to meet the established standards
- Academic programs establish a system of support for student learning
- Students at risk are identified and supported.

2.5 Suitability of Material, Financial and Human Resources

- Teaching facilities, equipment and other material resources are suitable in quantity, quality and accessibility

- Financial resources ensure the proper functioning of the academic programs

- The number of qualified faculty for each academic program is sufficient

- Faculty in departments that contribute to an academic program possess the teaching expertise required to help students succeed

- The number of professional and support staff and their qualifications satisfy the needs of the programs

- Professional development activities and funds offered for faculty, support staff, professionals, management are sufficient.

2.6 Quality of Program Management

- The IPESL is applied in all academic programs

- Program descriptions, Exit Profiles and Program Comprehensive Assessments are distributed and explained to students and faculty

- The organizational structure and methods of academic program management is guided by a program approach

- Effective communication supports a program approach

- Program evaluation is based on valid and relevant qualitative and quantitative data.

3 ONGOING PROGRAM EVALUATION CYCLE

Program evaluation is the central mechanism for quality assurance which assesses the impact and outcomes of CCSL's academic programs. Effective program evaluation processes ensure that academic programs successfully meet the indicators of the six identified criteria.

CCSL's program evaluation process uses an ongoing program evaluation cycle consisting of an *Annual Action Plan*, an *Annual Program Evaluation Report*, and a *Five-Year Program Evaluation Report*. The process includes identifying which criteria is of interest to an academic program at a particular point in time, formulating questions in regard to the criteria of interest, collecting relevant data to answer the questions, analyzing the data, and drawing meaningful conclusions. The process is meant to allow the academic program to state, with evidence, what is going well and if there are areas that need improvement or adjustments. It uses research methods to measure effectiveness against a set of standards for the purpose of decision making.

Effective program evaluation requires a continuous collaborative effort involving faculty, current students, graduates, administration, supporting departments, and external stakeholders. Key aspects of the program evaluation cycle include:

- Collecting and analyzing data on various aspects of academic programs
- Implementing mechanisms to receive feedback from all internal and external stakeholders
- Developing and implementing action plans based on the insights gained from data and feedback
- Tracking the effectiveness of changes and adjustments made to programs.

The *Annual Action Plan*, the *Annual Program Evaluation Report*, and the *Five-Year Program Evaluation Report* are the components of program evaluation (*Figure 1*). The respective DAAs of the Day Division and Continuing Education set the calendar dates for the steps in the cycle and provide suggested templates for the *Annual Action Plan*, the *Annual Program Evaluation Report*, and the *Five-Year Program Evaluation Report*.

Figure 1. Ongoing Program Evaluation Cycle
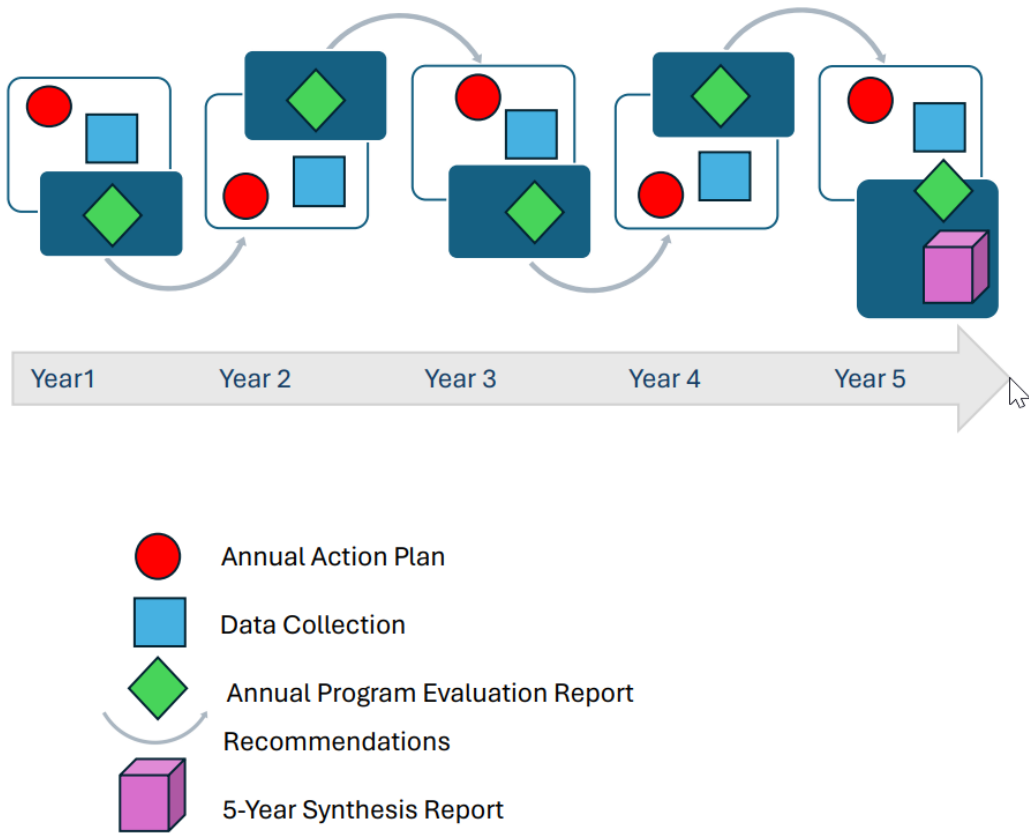
3.1 Annual Action Plan

The *Annual Action Plan* is the first step of the program evaluation cycle. It draws its focus from one or more of the six established criteria. It outlines the evaluation process, including the data collection methods, the stakeholders involved, and a timeline for implementing recommendations from the previous year's *Annual Program Evaluation Report*.

The focus of the *Annual Action Plan* is based on a selected criterion, selected multiple criteria, or a specific issue impacting the program. The data collected and methodology are based on the questions posed by the program committee to address the selected criteria and indicators, keeping in mind the principles of usefulness, validity, reliability, and feasibility.

In the Day Division the *Annual Action Plan* is submitted to the DAA by the Program Committee coordinator on behalf of the Program Committee.

In Continuing Education, the *Annual Action Plan* is submitted to the DAA by the pedagogical counsellor for the program on behalf of the Program Committee.

3.2 Annual Program Evaluation Report

The *Annual Program Evaluation Report* documents the results of the evaluation process initiated by the *Annual Action Plan*. Overseen by designated program committee members, the report ensures that the evaluation is useful, valid, reliable, feasible, and conducted ethically. The *Annual Program Evaluation Report* also ensures that the academic program remains relevant, effective, and aligned with both institutional goals and external standards. The *Annual Program Evaluation Report* in the fifth year is accompanied by the *Five-Year Program Evaluation Report*.

In the Day Division the *Annual Program Evaluation Report* is submitted to the DAA by the Program Committee coordinator on behalf of the Program Committee.

In Continuing Education, the *Annual Program Evaluation Report* is submitted to the DAA pedagogical counsellor for the program on behalf of the Program Committee.

3.3 Five-Year Program Evaluation Report

The *Five-Year Program Evaluation Report* compiles and analyzes the recommendations from the *Annual Program Evaluation Reports* of the five years. It identifies patterns, connections, trends observed during previous years, draws conclusions and makes recommendations for program adjustments, if required. By the five-year mark, the six criteria defined by the CEEC must have been addressed. The report ensures that the program evaluation is useful, valid, reliable, feasible, and conducted ethically. Designated program committee members oversee the report's writing.

In the Day Division the *Five-Year Program Evaluation Report* is submitted to the DAA by the Program Committee coordinator on behalf of the Program Committee.

In Continuing Education, the *Five-Year Program Evaluation Report* is submitted to the DAA by the pedagogical counsellor for the program on behalf of the Program Committee.

4 DATA COLLECTION FOR PROGRAM EVALUATION

Data are essential for objective analysis. Objective analysis leads to informed decision-making and accountability. Data support informed communication with stakeholders by providing transparent and quantifiable metrics about an academic program's health. There are two forms of data used for program evaluation: Monitoring Data, and Specific Program Evaluation Data.

4.1 Monitoring Data

CCSL monitoring data consists of numerical information related to aspects of academic programs, including applications and enrollment, student performance, retention within the program, graduation from the program, and other relevant metrics. The regular analysis of monitoring data is critical for informing broader program evaluation processes.

In the regular Day Division, the DAA sends the monitoring data to the program committee according to a set calendar.

In Continuing Education, the DAA will ensure that the program committee has access to the monitoring data.

4.2 Specific Program Evaluation Data

Specific program evaluation data are used to assess the outcomes and impact of an academic program. Quantitative and/or qualitative data is collected in relation to the criterion/criteria being evaluated according to the timeline established in the *Annual Action Plan*.

Examples of the types of data that might be collected regarding each criterion appear in Appendix A.

5 IPEAP IMPLEMENTATION, EVALUATION & REVISION

5.1 Principles for the evaluation of the IPEAP

The five principles that underlie the evaluation of the IPEAP are:

Comprehensiveness – The policy encompasses all necessary elements for the effective evaluation of academic programs.

Coherence - The policy aligns with CCSL's framework policies, the *Strategic Plan*, the *Student Success Plan*, and the IPESL, ensuring consistency and integration across all areas of program assessment.

Clarity -The policy is clear and understandable in its language and formatting.

Relevance - The policy supports the delivery of academic programs of quality at CCSL.

Effectiveness - The policy is applied and contributes to the continuous improvement and development of academic programs at CCSL.

5.2 IPEAP Implementation

The IPEAP is distributed to all college stakeholders who have roles and responsibilities connected with the IPEAP and posted on the CCSL's website.

5.3 IPEAP Revision

The IPEAP is subject to a structured revision schedule to ensure its continued comprehensiveness, coherence, clarity, relevance, and effectiveness in response to evolving educational standards, regulatory requirements, and feedback from the academic community it serves.

This policy is reviewed every five years by a dedicated committee composed of faculty members, administrators, professionals, and student representatives.

The review process involves an assessment of the current policy's effectiveness, in consideration of new educational research, and integration of feedback from all

stakeholders. Proposed changes must be approved by the CoS and Governing Board before implementation.

Additionally, ad-hoc reviews may be conducted in response to significant changes in legislation or educational practices, or as part of a continuous-review cycle, ensuring that the IPEAP remains aligned with best practices and serves the evolving needs of the college and its stakeholders.

6 ROLES & RESPONSBILITIES

The institutional roles and responsibilities presented below connect exclusively to the implementation of the IPEAPS.

6.1 Students

Student provide feedback on their experiences in academic programs through surveys and focus groups. Elected students are present on relevant committees that oversee the revision of the IPEAP.

6.2 Director of Studies at Champlain College Saint-Lambert

The Director of Studies oversees all academic programs in both the Day Division and Continuing Education. The Director of Studies designates specific academic duties to the DAAs of both the Day Division, and Continuing Education.

6.3 Designated Academic Administrators Day Division & Continuing Education

The DAAs, working alongside departments and program committees, support the implementation of the policy in their respective divisions.

6.4 Commission of Studies (CoS)

The CoS receives, reviews, and makes recommendations on proposals for new academic programs, minor and major changes to existing programs, and local policies affecting academics including the IPESL, the IPEAP, and the *Student Success Plan*.

6.5 Champlain College Saint-Lambert Governing Board

The members of the Governing Board are responsible for reviewing, approving, and adopting proposals for new academic programs, major changes for academic programs, rules, procedures, and criteria governing the admission and registration of students and CCSL's IPESL, IPEAP, and *Student Success Plan*.

6.6 Day Division Departments

The day division faculty departments appoint program committee representatives.

6.7 Day Division Program Committees

The program committee is responsible for overseeing *Annual Action Plan*, *Annual Program Evaluation Report*, and the *Five-Year Synthesis Report*.

6.8 The Continuing Education Program Committee

The program committee, which is composed of the pedagogical counsellor for the program, and may include, as determined by the DAA of Continuing Education, teachers from the program, other pedagogical counsellors, and or other stakeholders as needed, is responsible for overseeing *Annual Action Plan*, *Annual Program Evaluation Report*, and the *Five-Year Synthesis Report*.

Appendix A - Program Evaluation Data Collection

Data Collection Connected to Program Relevance

Data Collection Connected Program Coherence

Data Collection Connected Program Effectiveness

Data Collection Connected Quality of Teaching Methods and Student Support

Data Collection Connected Suitability of Material, Financial and Human Resources

Data Collection Connected Quality of Program Management

Appendix B - PROGRAM REVISIONS

There are two types of program revisions to academic programs, those as mandated by the Ministry of Education and those recommended as part of ongoing program evaluation.

Ministry of Education Mandated Revisions

A revision is initiated when the Ministry of Education mandates a change to an existing program to comply with new educational policies, standards, requirements, or laws.

Revision as Part of Ongoing Program Evaluation

The recommendations that result from the analysis and interpretation of program evaluation data (4.2) and monitoring data (4.1) as part of the *Ongoing Program Evaluation Cycle* may require program revisions.

DEC Programs

The DAA and program committees share responsibilities for determining whether revisions are necessary and ensure that proposed revisions are submitted for approval by the College, are implementation and evaluated. The academic program revision proposals include:

- A description and rationale of proposed changes
- An implementation plan including timelines and resource requirements.

Minor Revisions

Minor revisions involve specific adjustments, such as changes to a course title or course number.

Proposed adjustments are submitted to the CoS and then to the Governing Board for approval of revisions. Proposals for minor revisions must be submitted to the CoS by December and to the Governing Board by early January of the subsequent calendar year. Minor revisions are implemented at the start of the academic year following the approval process. Minor revisions apply only to incoming students enrolling in the program.

Major Revisions

Major revisions encompass the creation or elimination of a program profile, adjustments to course hours or weightings, and changes affecting a significant component or proportion of a program.

The extensive nature of major revisions necessitates a detailed review process, involving stakeholder consultations, impact assessments, and strategic considerations to align with educational goals.

- Proposed adjustments are submitted to the CoS
- Following the CoS's review and approval of the proposed changes, the Governing Board approves the revisions.
- Proposals for major changes must be submitted to the CoS by December and to the Governing Board by early January of the following calendar year, facilitating structured review and timely implementation.

Validation

Major revisions are validated by entering the proposed changes into the SOBEC system, which verifies the compliance of the changes with ministerial requirements, ensuring that the program continues to meet provincial educational standards.

Major revisions are implemented at the start of the academic year following the

approval process. The timeframe for the implementation of a major revision is two years for pre-university programs and three years for technical programs.

Major revisions apply to incoming students enrolling in the program post-implementation and do not retroactively affect current students.

Exceptions

All revisions to academic programs require approval by the Governing Board with the exception of:

- Changes to course sequencing, approved by the program committee, which may consult with the local academic advisory council or pedagogical committee, with the agreement of the DAA.

- Changes to course pre-requisites or co-requisites, approved by the program committee, which may consult with the local academic advisory council or pedagogical committee, with the agreement of the DAA.

- Changes to the comprehensive assessment, approved by the Commission of Studies.

AEC Programs

In recognition of the need for AECs to be able to respond to changes and adjustments in business and industry needs, minor revisions on an ongoing basis are anticipated. This article, therefore, refers to proposed revisions that require approval by various College bodies based on a recommendation by the DAA(s), the Campus Director, and the Director of Studies.

A revision to an AEC program is typically undertaken by the DAA for Continuing Education and/or delegates who will ensure that the appropriate frameworks provided by the MESRS are followed.

Throughout the revision process, the program revision proposal is presented for feedback to faculty currently teaching in the program and at least one expert from a relevant industry.

Proposing revisions to AEC programs

A revision proposal must include the following elements

- A clear indication of the nature of the adjustment (s) being made

- A description of each of the proposed changes being made

- For each proposed change, an explanation of the reasons for the modification

- Work plan, timelines, and required resources

- An updated program framework

Ministry Validation through SOBEC

Major revisions are validated by entering the proposed changes into the SOBEC system, which verifies the compliance of the changes with ministerial requirements, ensuring that the program continues to meet provincial educational standards.

The implementation phase of an AEC is under the responsibility of the CCSL Director of Studies, the DAA of Continuing Education Office and pedagogical counselor in charge of the program.