



St. Lawrence

CEGEP CHAMPLAIN

INSTITUTIONAL POLICY ON THE MANAGEMENT AND *EVALUATION OF ACADEMIC PROGRAMS*

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1 PREAMBLE

This Institutional Policy for the Management and Evaluation of Academic Programs (IPMEAP) is part of an overall approach to ensure the quality of education offered at CEGEP Champlain–St. Lawrence. The other corner stones of quality assurance are the Institutional Policy on the Evaluation of Student Achievement (IPESA) and the Student Success Plan, and different mechanisms such as revision of course outlines and revision of generic course plans.

This policy is aligned with the program approach on which the structure of college programs is based, and it complies with the terms of reference of the Commission d'évaluation de l'enseignement collégial (CEEC). It meets the requirements of the Règlement sur le régime des études collégiales (RREC), which makes it the responsibility of each college to adopt a program evaluation policy and ensure its application (article 24).

It is the first Institutional Policy for the Management and Evaluation of Academic Programs developed and adopted by St. Lawrence as a constituent college and locally replaces the Champlain Regional College Institutional Policy on the Management of Academic Programs. It is recommended by the Commission of studies and adopted by the Governing Board.

2 PURPOSES AND OBJECTIVES OF THE POLICY

CEGEP Champlain-St. Lawrence's policy for the Management and Evaluation of Academic Programs serves the following purposes:

- To ensure the quality of the programs of studies offered.
- To ensure that local programs meet ministerial expectations and are adapted to our student population.

Through the implementation of the first local iteration of this policy, the College's objectives are:

- To establish sound local program management practices, from conception to revision.
- To establish program evaluation mechanisms that serve the quality of local programs.

3 VALUES AND PRINCIPLES

The values and principles that guide the conception and implementation of programs at CEGEP Champlain-St. Lawrence are quality, relevance, and equity. The College aims to continue developing first-rate programs that correspond to the aspirations of its student population and that yield the same high quality of education across groups and cohorts.

The values and principles that guide the evaluation of programs at CEGEP Champlain-St. Lawrence are usefulness, feasibility, transparency, rigour, and confidentiality. The evaluation must prove useful in its attempt to find concrete solutions to identified problems and help improve the quality of education. It must be feasible in that it adopts a simple methodology and takes place in a climate of trust. It is transparent as its objectives are known to those involved. It is rigorous because its conclusions are evidence-based. Furthermore, the evaluation of programs requires a respect for confidentiality that dictates the boundary between the confidential nature of personal information and the stakeholders' need for information.

4 SCOPE OF THE POLICY

This policy applies to the development, evaluation, and continuous improvement of all pre-university and technical programs that lead to a Diploma of College Studies (Diplôme d'études collégiales, DEC) or to an Attestation of College Studies (Attestation d'études collégiales, AEC) offered by CEGEP Champlain-St. Lawrence.

For DEC programs, the policy covers two areas: program-specific components and general education components. For courses leading to an AEC, program-specific courses as well as recognition of acquired competencies are targeted.

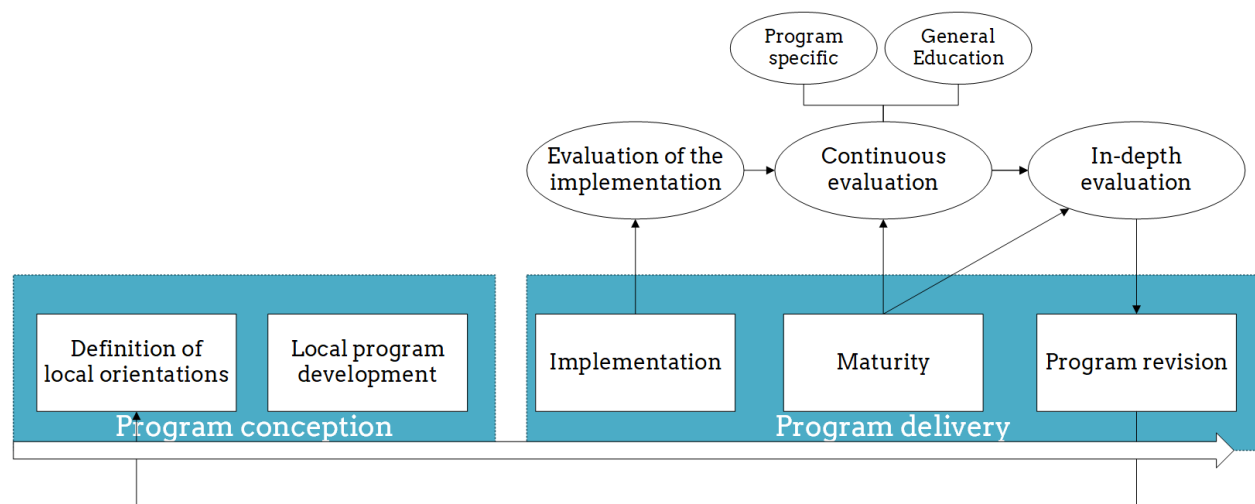
When a program is offered in partnership with another CEGEP, the agreement specifies which institution is responsible for the management and the evaluation of this academic program.

5 LIFE CYCLE OF AN ACADEMIC PROGRAM

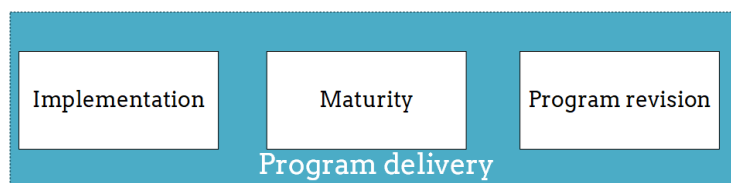
The quality of an academic program takes root in every stage of its life cycle.

Program evaluation can take three different forms, depending on the stage in the life cycle of the program.

Figure 1: Stages of a program life and evaluation mechanisms



5.1 PROGRAM DELIVERY



5.1.1 Implementation

The implementation stage of a program is defined as the years during which courses are given for the first time. Therefore, the implementation phase lasts two years for pre-university programs and three years for technical programs.

The definition of implementation for an AEC program is the same as for pre-university or technical programs, that is the period in which the courses are given for the first time.

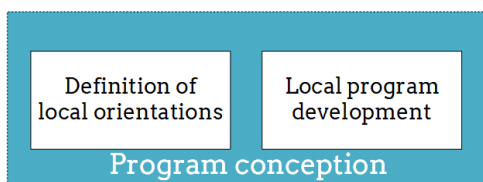
5.1.2 Maturity

A program is deemed mature after a successful implementation of a new or revised program.

5.1.3 Revision

A program is in revision when a new local version of it is being developed or following a ministerial modification or rewriting of the program.

6 PROGRAM CONCEPTION



The quality of a newly developed program depends a great deal on the program conception stage, which comprises two key steps: the definition of the local program's overarching orientations and the development of the local program itself.

Planning of these two steps falls under the purview of The Director of Studies' Office.

6.1 PLANNING OF THE PROGRAM CONCEPTION WORK

The Director of Studies' Office is responsible for planning the program conception efforts. It consults the existing Program Committee.

EXPECTED OUTCOMES

- Identification of program conception committee members and
- Identification of collaborators
- Conception and implementation timeline

6.2 PROGRAM CONCEPTION COMMITTEE

Program conception is conducted by a committee consisting of the following:

- The Dean of Faculty, who chairs the committee
- The Pedagogical counsellor associated with the program, who is the head-writer of program documents
- Two faculty members whose candidacy was presented by the Program Committee and approved by the Director of Studies' Office

The Program Conception Committee works in close collaboration with Academic Departments involved in the program and the Program Committee and solicits the input of internal collaborators such as academic advisors and guidance counsellors.

The program conception committee must seek, when appropriate, the input of external stakeholders such as representatives of universities or potential employers at different moments during the conception process.

6.3 DEFINITION OF LOCAL ORIENTATIONS

The program conception committee and its collaborators are responsible for defining the overarching local orientations of the program. The expected outcomes are elements necessary to the development of the program and must be recommended by the Program Committee and approved by the Director of Studies' Office before the phase of local program development is launched.

EXPECTED OUTCOMES

- The orientations of the local program and the rationale for their selection
- An exit profile that describes the skills and competencies that students will be able to demonstrate upon graduation
- The program profiles and the rationale for their selection

6.4 LOCAL PROGRAM DEVELOPMENT

The program conception committee and its collaborators are responsible for developing a local academic program in line with the orientations set by the Program Committee and the Director of Studies' Office.

General Education components are constitutive of any DEC program. General Education is therefore part of the local program development.

EXPECTED DELIVERABLES OF A LOCAL PROGRAM DEVELOPMENT

- Identification of contributive disciplines and the rationale for their selection
- Program book (see below for further information)
- Generic Course Plans for all courses included in the program, with the exception of the non-program specific general education components
- Executive summary for the Governing Board

The program book is presented to the Program Committee for recommendation, to the Commission of Studies for recommendation, and to the Governing Board for adoption.

The Generic Course Plans are developed by the concerned Academic Departments, adopted by the Program Committee and approved by The Director of Studies' Office.

EXPECTED CONTENT OF THE PROGRAM BOOK

The program book is the official description of the local program. It contains several components that together officially describe and define the program's orientations, structure, and expected outcomes. The document is made available to all personnel involved in the program.

The content of the program book is prescribed. The program book contains the following items:

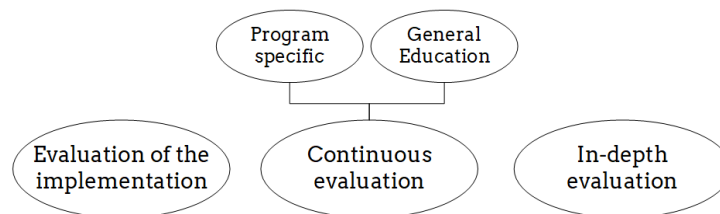
- Introduction
 - A rationale for the development of the program;
 - A description of its orientation and development process and an overview of the stakeholders and members of committees involved.
- Description of the program
 - An overview of Ministry specifications, program goals, General Education components, program-specific components, program duration, and admission requirements;
 - A description of the local orientations for the program and their rationale;
 - A description of the exit profile and its rationale;
 - Profiles and their rationale;
 - A correspondence table matching the competencies and their corresponding courses, and a rationale for the distribution of competencies across courses;
 - A correspondence table showing the courses and the competencies they will cover, including an indication of whether the course fully or partially covers the competency;
 - A description of each course, including
 - The objective of the course
 - The pre-requisites and co-requisites (and to which course this course is a pre-requisite)
 - The fully and partially developed competencies
 - If the competency is partially developed, the other courses that contribute to its development, and the distribution of the elements of competencies developed in each course.
 - A description of the course contribution to the exit profile
 - Course grids showing the General Education and program-specific courses by semester, including course weightings, credits, and hours;
 - A course equivalence table for students who are studying in both the old and the revised program, if applicable;
 - A preliminary description of the comprehensive assessment;
- Executive summary

Program grids must be designed so that students' progression in their studies is realistic, fluid, balanced, and success oriented.

The conception of any program takes into consideration financial, material, and human resources. It is the responsibility of the College Management to ensure impact assessment.

7 PROGRAM EVALUATION

The quality of an existing program depends in large part on how it is evaluated. Program evaluation planning falls under the purview of The Director of Studies' Office, which also oversees program evaluation work.



Four different evaluation mechanisms coexist at St. Lawrence to ensure the quality of programs of study. The stage of life of a program and overall context dictate which mechanism applies to a program evaluation. General Education is an integral part of any DEC program. Given the transversal nature of General Education courses, these courses are evaluated separately. The four different evaluation mechanisms and moments are as follows:

1. Implementation Assessment: Throughout the first complete cycle of a new or revised program
2. Continuous Monitoring: During the maturity of a program
3. In-Depth Evaluation: At least every 7 years
4. Continuous Monitoring of General Education

During the conception of a new program, program evaluation mechanisms are paused, as future changes are already being planned.

7.1 IMPLEMENTATION ASSESSMENT

The objective of the Implementation Assessment is to make sure that the program follows the orientations established during its conception and meets its overall objectives. It also aims to identify any coherence issues.

This assessment, led by the Program Revision Committee, focuses on the relevance and coherence of a program, as well as on the program outcomes, which are indicators of its effectiveness.

The Program Revision Committee defines an implementation revision plan, which is presented to the Program Committee and approved by The Director of Studies' Office. It includes precisions on the program outcomes to be assessed, a methodology, and a calendar. Following the assessment, an implementation report is produced, a decision is made about the confirmation or rejection of new elements of the program, and an action plan is produced if needed.

7.2 CONTINUOUS MONITORING

The objective of the Continuous Monitoring is to identify potential issues and help find solutions.

This form of assessment, led by the Program Committee, with the support of the pedagogical counsellor, and under the supervision of the Director of Studies' Office, collects and briefly analyzes information on the main indicators of relevance, effectiveness, and suitability of pedagogical methods and support such as: numbers of applications, admission and enrollment, course success rates and trends concerning courses whose success rate is below 80%, perseverance rate, drop out rates, graduation rates.

The collected information is included in the year-end report and in the College's yearly evaluation report. The assessment provides an overall health assessment of the program, an action plan if needed, and a Program Committee yearly work plan.

The program committee can also present a recommendation for In-Depth Evaluation to the Director of Studies' Office based on the conclusions drawn from the Continuous Monitoring process.

7.3 IN-DEPTH EVALUATION

The objective of the In-Depth Evaluation is to document issues in order to ensure the overall quality of the program and provide information for future iterations of the program.

A program is evaluated in-depth at least every 7 years; this evaluation covers all criteria in a comprehensive manner. The evaluation committee may decide to use additional criteria if need be.

The program evaluation committee, struck by the Director of Studies' Office according to its program evaluation and development plan or on the recommendation of the Program Committee, consists of the Dean of Faculty, who pilots the in-depth process and chairs the revision committee meetings; the pedagogical counsellor, who is head writer of the program document; and two faculty members, nominated by the Program Committee and approved by The Director of Studies' Office. The program evaluation committee defines an evaluation plan that is then presented to the Program Committee, approved by The Director of Studies' Office, and presented for information to the Commission of Studies. This evaluation plan includes the reasons for conducting an in-depth revision, the aspects of the criteria that will be targeted, a methodology for the evaluation, and a calendar. The In-Depth Evaluation produces an evaluation report that is approved by The Director of Studies' Office. It is then presented to the Commission of Studies for recommendation and to the Governing Board for adoption. The evaluation also produces recommendations for revision and an action plan when needed.

7.4 GENERAL EDUCATION MONITORING

The objectives of the General Education Monitoring are to identify potential issues within the general or program-specific student populations and to identify issues arising from changes brought by ministerial decisions.

This form of assessment, led by the General Education Coordination Group, with the support of the pedagogical counsellor and supervised by The Director of Studies' Office, collects and briefly analyzes information on the main indicators of coherence, effectiveness, and suitability of pedagogical methods and support such as: course success rates in general and per academic program, and trends concerning courses whose success rate is below 80%. Results and conclusions drawn from the analysis are included in the end of year report and in the College's yearly evaluation report. This form of assessment can lead to an action plan that is integrated in the yearly work plan of the General Education Coordination Group's. The action plan can also lead to recommendations for program specific or global changes when needed.

7.5 PLANNING OF PROGRAM EVALUATION

The Director of Studies' Office is responsible for planning the application of these mechanisms. It produces a 5-year program evaluation and development plan (including AEC) that is revised yearly to take into account results from the different evaluation mechanisms and ministerial decisions.

The Director of Studies' Office provides an update of the life cycle and evaluation of every program to the Commission of Studies for information at the beginning of the academic year.

7.6 PROGRAM EVALUATION CRITERIA

The four program evaluation mechanisms at St. Lawrence are conducted in accordance with the six criteria defined by the CEEC. These criteria are:

- A. Relevance of the program of study
- B. Coherence of the program of study
- C. Suitability of teaching methods and student supervision and support
- D. Alignment of human, material, and financial resources with the educational needs
- E. Effectiveness of the program of study
- F. Quality of the management of the program of study

A thorough definition and description of these criteria, as well as of the aspects to be covered, are found in appendix 1.

7.7 DATA REQUIRED FOR THE EVALUATION OF ACADEMIC PROGRAMS

As all quality assurance mechanisms, program evaluation uses a variety of data.

Statistical data is collected on an ongoing basis and shared mainly through the college's dashboard with program and department coordinators. It includes internal data such as success rates, and external data such as admission rates to universities. Additional data may be collected on an ad hoc basis to meet specific evaluation needs.

A variety of documentary data such as policies, course outlines and generic course plans is used in the program evaluation process, and most are already available to the program evaluation committee through the program committee. Additional documents may be consulted on an ad hoc basis to meet specific evaluation needs.

Perceptual data includes answers from yearly questionnaires taken by students, faculty and alumni, as well as answers to semesterly questionnaires used during the implementation of a program. It also includes the opinion of support and professional staff involved in the academic program, notably the academic advisors and laboratory technicians. Additional perceptual data can be collected on an ad hoc basis to meet evaluation needs.

All use of data must respect the confidential nature of personal information.

8 MECHANISMS FOR CONTINUOUS POLICY IMPROVEMENT

8.1 MECHANISMS FOR EVALUATING THE APPLICATION OF THIS POLICY

The Director of Studies' Office annually monitors the application of the policy and informs the Commission of Studies and the Governing Board of any problem that may arise.

The Director of Studies' Office carries out periodical evaluations of the application of the policy and produces a report that is presented to the Commission of Studies for recommendation, adopted by the Governing Board, and sent to the CEEC. The criteria used to evaluate the policy's implementation are the compliance of practices with the policy and the efficiency of the policy itself.

8.2 MECHANISMS FOR EVALUATING THIS POLICY

The Director of Studies' Office evaluates the current policy at least once every ten (10) years. The criteria used for the evaluation of the policy itself are its compliance to regulatory requirements and the CEEC's expectations, the internal coherence of its elements, and its clarity. All relevant bodies are consulted during the evaluation of the policy.

The results of the evaluation of the policy are presented to the Commission of Studies and the Governing Board.

8.3 MECHANISMS FOR MODIFYING THIS POLICY

When the evaluation of the policy concludes that there is a need for a partial or complete revision, the revision process is initiated by either the Director of Studies' Office or by a recommendation by the Governing Board.

The Director of Studies' Office pilots the revision process and presents a revised policy to the Commission of Studies for recommendation, and to the Governing Board for adoption.

9 DELINEATION OF RESPONSIBILITIES

GOVERNING BOARD

Adopts:

- The current policy (art. 1)
- The program book (art. 6.4)
- The In-Depth Evaluation report (art. 7.3)
- The report on the application of the current policy (art. 8.1)

Can initiate by resolution a revision process of this policy (art. 8.3)

COMMISSION OF STUDIES

Receives for information:

- The In-Depth Evaluation plan (art. 7.3)
- A yearly update of the life cycle and evaluation of every program (art. 7)
- Results of the monitoring of the application of the policy (art. 8.1)

Recommends:

- The current policy (art. 1)
- The program book (art. 6.4)
- The In-Depth Evaluation report (art. 7.3)
- The report of the evaluation of the application of the policy (art. 8.1)
- A revised version of the policy (art. 8.3)

DIRECTOR OF STUDIES' OFFICE

Plans the program conception efforts (art. 6.1), including :

- Identification of program conception committee members and
- Identification of collaborators (including representative for General Education)
- Conception and implementation timeline

Approves:

- The candidacies of the faculty members to the program conception committee presented by the Program Committee (art. 6.1)
- The candidacies of the faculty members to the Program Revision Committee presented by the Program Committee (art. 7.3)
- The Generic Course Plans (art. 6.3)
- The program implementation plan (art. 6.4)
- The program In-Depth Evaluation plan (art. 7.3)
- The program In-Depth Evaluation report (art. 7.3)

Supervises:

- The Continuous Monitoring of programs (art. 7.2)
- The General Education Monitoring (art. 7.4)

Prepares a 5-year program evaluation and development plan (art. 7)

Annually monitors the application of the policy and informs the Commission of Studies of any problem that arises (art. 8.1)

Carries out periodical evaluations of the implementation of the policy (art. 8.1)

Evaluates the policy at least every ten (10) years (art. 8.2)

Makes recommendations for partial or complete revision of the policy, when needed, to the Commission of Studies (art. 8.2)

DEAN OF FACULTY

Chairs:

- The program conception committee (art. 6.2)
- The program evaluation committee (art. 7.3)

Pilots the In-Depth Evaluation process (art. 7.3)

PEDAGOGICAL COUNSELLOR

Sits on:

- The program conception committee (art. 6.2)
- The program evaluation committee (art.7.3)

Is the head-writer for:

- Program conception documents (6.2)
- Program evaluation documents (7.3)

Supports the Program Committee in collecting and analysing information in Continuous Monitoring (art. 7.2)

Supports the General Education Coordination Group in collecting and analysing information in General Education Monitoring (art. 7.4)

PROGRAM COMMITTEE

Recommends to the Director of Studies' Office two faculty members to sit on the program conception committee. (art. 6.2)

Recommends to the Director of Studies' Office two faculty members to sit on the program evaluation committee. (art. 7.3)

Recommends:

- The overarching orientations of the program, including: (art. 6.3)
 - The orientations of the local program and the rationale for their selection
 - An exit profile that describes the skills and competencies that students will be able to demonstrate upon graduation
 - The program profiles and the rationale for their selection
- The program book (art. 6.4)
- The description of the comprehensive assessment (art. 6.4)

Adopts:

- The Generic Course Plans (art. 6.4)

Collects and analyses information in Continuous Monitoring (art. 7.2)

Includes results of the Continuous Monitoring in its end of year report, including: (7.2):

- An overall health assessment of the program
- A Program Committee action plan
- A Program Committee yearly work plan
- Recommendation for In-Depth Evaluation when needed.

GENERAL EDUCATION COORDINATION GROUP

Collects and analyses information in General Education Monitoring (art. 7.4)

Includes results of the General Education Monitoring in its end of year report, including: (7.4):

- An overall health assessment of General Education components
- A General Education Coordination Group action plan
- A Program Committee yearly work plan

PROGRAM CONCEPTION COMMITTEE

Seeks, when needed, the input of external and internal stakeholders (art. 6.2)

Defines, with collaborators, the overarching orientations of the program. (6.2)

Develops a local academic program, including: (art. 6.4)

- Identification of contributive disciplines and the rationale for their selection
- Program book (see below for further information)
- Generic Course Plans for all courses included in the program, with the exception of the non-program specific general education components
- Executive summary for the Governing Board

PROGRAM EVALUATION COMMITTEE

Defines the In-Depth Evaluation plan, including (art. 7.3)

- The reasons for conducting an In-Depth Evaluation
- The aspects of the criteria that will be targeted
- A methodology for the evaluation
- A calendar

Performs the In-Depth Evaluation (art. 7.3)

COLLEGE MANAGEMENT

Assesses the financial, material, and human resource impacts of potential programs (art. 6.4)

LIST OF APPENDICES AND ACCOMPANYING DOCUMENTS

APPENDICES

1. Description of the Evaluation Criteria and Aspects to be Observed
2. Summary of Program Evaluation Mechanisms at St. Lawrence
3. Resolution of Disagreements during Program Conception

ACCOMPANYING DOCUMENTS

1. Comprehensive Assessment Description template
2. College yearly evaluation report template
3. Implementation Assessment report template
4. Executive summary template

APPENDIX 1 : DESCRIPTION OF THE EVALUATION CRITERIA AND ASPECTS TO BE OBSERVED

The CEEC defines as follow the criteria and aspects in its third framework regarding the evaluation of Institutional policies for the Evaluation of Academic Programs¹

Relevance of program of study

DESCRIPTION	ASPECTS TO BE COVERED
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.	<ul style="list-style-type: none">• The objectives, standards and content of the programs of study are aligned with the expectations and needs of the labour market or universities;• The objectives, standards and content of the programs of study take student expectation into account;• The educational project of the institution, regional development priorities, government policy directions, and general societal expectations are taken into account, when appropriate, in the objectives, standards, and content of the programs of study offered by the college.

Coherence of program of study

DESCRIPTION	ASPECTS TO BE COVERED
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.	<ul style="list-style-type: none">• Programs of study include a set of learning activities making it possible to meet program objectives and standards;• Learning activities are organized in a logical and sequential fashion to facilitate acquiring an in-depth and comprehensive understanding of program content;• The requirements specific to each learning activity (courses, laboratories, personal work) are established clearly and realistically and they correspond to college-level competencies; these requirements are accurately represented in course outlines as well as in the calculation of credits and in course weighting;• The objectives of programs of study leading to an AEC clearly define the competencies to be developed; the standards establish college-level competencies.

¹ Commission de l'évaluation de l'enseignement collégial (2020). Evaluating Institutional Policies for the Evaluation of Academic Programs. Framework. Third edition. (pp. 25-26)

Suitability of teaching methods and student supervision and support

DESCRIPTION	ASPECTS TO BE COVERED
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.	<ul style="list-style-type: none">• Teaching methods are aligned with both the program objectives and each of the learning activities, and take into account student characteristics, facilitating the achievement of these objectives in compliance with set standards;• Guidance, support and follow-up services, as well as screening measures designed to identify at-risk students, facilitate student success;• The availability of teachers is sufficient to meet the needs of students with respect to supervision and support.

Alignment of human, material, and financial resources with the educational needs

DESCRIPTION	ASPECTS TO BE COVERED
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.	<ul style="list-style-type: none">• Teachers are sufficient in number, they have suitable qualifications, and their competencies are diversified enough to take charge of all learning activities and meet program objectives;• Professional and support staff are sufficient in number, they have suitable qualifications, and their competencies are diversified enough to meet the needs of programs of study;• The motivation and competencies of instructors and other categories of personnel are maintained or developed through clearly-defined professional development activities and evaluation procedures from a professional development perspective;• Teaching facilities, equipment and other material resources are adequate in terms of quantity, quality and accessibility;• Financial resources are sufficient to ensure the proper functioning of programs of study.

The effectiveness of programs of study

DESCRIPTION	ASPECTS TO BE COVERED
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 and proficiency in program competencies.	<ul style="list-style-type: none">• Student recruitment, selection and integration measures are effective in admitting candidates capable of succeeding in the programs;• Student evaluation tools and methods used in the programs of study are effective in the evaluation of students' achievement of objectives according to the established standards;• Course success rates are satisfactory and comparable to other programs of study and other institutions;• A satisfactory proportion of students complete the programs within a reasonable time frame, depending on their status and characteristics;• Graduates meet the established standards for the acquisition of competencies required by the programs of study.

Quality on the management of programs of study

DESCRIPTION	ASPECTS TO BE COVERED
This criterion examines the management structures and functions, as well as the delineation of responsibilities and the means of communication between professors and the administrative or pedagogical authorities of the institution, the implementation and evaluation of the programs of study and the application of the Institutional Policy on the Evaluation of Student Achievement (IPESA).	<ul style="list-style-type: none">• The organizational structure, methods of management, and means of communication are well articulated and promote the proper functioning of the programs of study and a program-based approach;• Clearly-defined procedures, using valid qualitative and quantitative data, facilitate regular assessment of the strengths and shortcomings of the programs and of each of the learning activities;• Program descriptions are duly distributed and explained to both teaching staff and students;• The implementation of the Institutional Policy on the Evaluation of Student Achievement (IPESA) is conformed to the policy and effective in the programs.

APPENDIX 2 : SUMMARY OF PROGRAM EVALUATION MECHANISMS AT ST. LAWRENCE

	Implementation Assessment	Continuous Monitoring	In-Depth Evaluation	General Education Monitoring
OBJECTIVES	The objective of the Implementation Assessment is to make sure that the program follows the orientations given during its conception and meets its overall objectives. It also aims to identify any coherence issues.	The objective of the Continuous Monitoring is to identify potential issues and help find solutions.	The objective of the In-Depth Evaluation is to document issues and to ensure the overall quality of the program and provide information for future iterations of the program. A program is evaluated in depth at least every 7 years.	The objectives of the General Education Monitoring are to identify potential issues within the general or program-specific populations and to identify issues arising from changes brought by ministerial decisions.
RESPONSIBILITIES	The Implementation Assessment is under the responsibility of the Program Revision Committee.	The Continuous Monitoring is under the responsibility of the Program Committee, with the support of the pedagogical counsellor and the supervision of the Director of Studies' Office.	The In-Depth Evaluation is piloted by the Dean of Faculty and performed by the program evaluation committee. The pedagogical counsellor in the committee is the head-writer of the program evaluation documents.	The Continuous Monitoring is under the responsibility of the General Education Coordination Group, with the support of the pedagogical counsellor and the supervision from the Director of Studies' Office.
CRITERIA	The Implementation Assessment focuses on relevance and coherence, and on the program outcomes, a part of effectiveness.	Continuous Monitoring focuses on the main indicators of relevance, effectiveness, and suitability of pedagogical methods and support.	In-Depth Evaluation covers all criteria: relevance, coherence, suitability of teaching methods, alignment of resources, effectiveness, and management of the program of study.	General Education Monitoring focuses on the coherence, effectiveness, and suitability of teaching methods.
PROCESS	The Program Revision Committee defines and puts in place an implementation revision plan presented to the Program Committee and approved by the Director of Studies' Office that includes: <ul style="list-style-type: none"> Precisions on program outcomes to be assessed Methodology Calendar 	The Program Committee reviews yearly the relevant data and shares its results and conclusion in the Program year-end report.	The program evaluation committee defines and puts in place an evaluation plan presented to the Program Committee, approved by the Director of Studies' Office and presented for information to the Commission of Studies that includes: <ul style="list-style-type: none"> Rationale behind the decision to conduct an in-depth revision Aspects of the criteria on which to focus Methodology Calendar The In-Depth Evaluation covers all criteria in a comprehensive manner.	The General Education Coordination Group reviews yearly the relevant data and shares its results and conclusion in the General Education year-end report.
EXPECTED OUTCOMES	<ul style="list-style-type: none"> Implementation Report approved by the Director of Studies' Office and presented to the Commission of Studies. Decision on whether new elements of the program are confirmed or rejected Action plan if needed 	<ul style="list-style-type: none"> Results and conclusions drawn from the analysis are included in year-end report and in the College yearly evaluation report Overall health assessment of the program Recommendation for In-Depth Evaluation when needed Action plan and Program Committee yearly work plan 	<ul style="list-style-type: none"> In-Depth Evaluation report approved by the Director of Studies' Office and presented to the Commission of Studies for recommendation and Governing Board for adoption Recommendation for revision when needed Action plan 	<ul style="list-style-type: none"> Results and conclusions drawn from the analysis are included in year-end report and in the College yearly evaluation report Recommendations for program-specific or global changes when needed Action plan and General Education yearly work plan

APPENDIX 3 : RESOLUTION OF DISAGREEMENTS DURING PROGRAM CONCEPTION

If a disagreement occurs during the conception of a program, concerning the selection of contributive disciplines, the attribution of competencies or hours between disciplines or any other topic, a committee composed of the Director of Studies, an academic manager, and a neutral faculty member is appointed to hear the representatives of the concerned disciplines and render a final decision.