



## **Institutional Policy on the Evaluation of Academic Programs**

The official version is the one in French, approved by the Board on September 26, 2023  
Approval, for the first time, by the Board on January 18<sup>th</sup>, 2016

### **PURPOSE & OBJECTIVES**

- 1.1 Centennial College is a private college located in Montreal. The College aims to provide a successful educational experience for students who have diverse learning needs. Its mission to achieve this mission, the College has adopted the philosophical framework of Universal Design for Learning (UDL). UDL is an educational framework based on research in the learning sciences that guides the development of flexible learning environments that can accommodate individual learning differences. UDL is intended to increase access to learning by reducing physical, cognitive, intellectual, and organizational barriers to learning.
- 1.2 Given its mission, Centennial views program evaluation as a critical mechanism in managing and developing the program. This Policy specifically seeks to:
  - 1.2.1 Make program evaluation an ongoing and integral component of a dynamic planning and review process which builds a shared community knowledge about program delivery and outcomes;
  - 1.2.2 Establish and maintain effective methods of management and modes of organization and communication in order to ensure the coordination and proper functioning of the program;
  - 1.2.3 Foster a culture of constant improvement measuring performance of various kinds, and provide assurance that they are in conformity with ministerial and institutional regulations, goals and objectives and meet predetermined standards of quality;
  - 1.2.4 Identify professional development needs of the faculty and professional staff that may be required to support and maintain the quality of the Social Science program;

1.2.5 Assist in facilitating a smoother transition when there is staff turnover.

## **2. EVALUATION PRINCIPLES**

The following principles provide guidelines to ensure that the program evaluation process is practical, balanced, ethical and fair. Specifically, the goal is to:

- 2.1 Program's mission, goals and objectives are consistent with and aligned with the goals of the College;
- 2.2 Comprehensive evaluation of the program;
- 2.3 Create a highly credible, independent and transparent process;
- 2.4 Conduct the process in an ethical, fair way and aligned with the College values;
- 2.5 An efficient process leading quickly to action (program strengths and weaknesses);
- 2.6 Use multiple measures and procedures for gathering, analyzing, and interpreting comprehensive sets of quantitative as well as qualitative data.

## **3. EVALUATION CRITERIA & SOURCES OF DATA**

Centennial College will evaluate the Social Science Program based on the criteria listed below. For each criterion, the goal is to identify program strengths and to address areas needing improvement. Each evaluation criteria is outlined below as well as the sources of data.

- 3.1 Program Relevance
- 3.2 Program Coherence
- 3.3 Program Effectiveness
- 3.4 Value of Teaching Methods
- 3.5 Value of Student Supervision
- 3.6 Alignment of human, Financial and material resources
- 3.7 Quality of Program Management

### **3.1 Program Relevance**

- 3.1.1 Objectives, standards and content are aligned with needs of universities and society.

- 3.1.1.1 The Program Exit profile is aligned with the skills identified by employers and universities as essential for success in higher education and integration into the work force. The Exit profile is a summary of the competencies and skills a graduate from the program will have acquired upon completion of their Program.
  - 3.1.1.2 Course objectives, content, and skills taught in all courses are aligned with the Program Exit Profile.
  - 3.1.1.3 The Experiential Activities included in all courses are aligned with course objectives and perceived as relevant by students.
- 3.1.2 Students see the relevance of the program and feel it prepares them for university studies.
- 3.1.2.1 Centennial graduates will be asked for their feedback on the relevance of the program.
  - 3.1.2.2 Student perception on the relevance of the curriculum will be collected.

### **3.2 Program Coherence**

- 3.2.1 Objectives, content and assessments in the Program represent the competencies to be acquired.
- 3.2.1.1 All course objectives are aligned with the ministry requirements and all course assessments are aligned with course objectives. Compliance is validated by the Academic Dean at the beginning of each semester in accordance with the institutional Policy for learning assessment (PIEA) and the Onboard Manual. The results of this exercise are shared with all teachers, and corrections are made if necessary.
  - 3.2.1.2 The UDL committee verifies the compliance of course assessments, exams, assignment guidelines, and grading rubrics with the Onboard Manual every semester, ensuring adherence to the UDL framework.
- 3.2.2 Varied learning activities are used in the program.
- 3.2.2.1 Learning activities are connected to the objectives of each course and are varied to create greater access to the course content.
- 3.2.3 Learning activities are organized in a sequential and logical fashion to facilitate the attainment of course and program objectives.

- 3.2.3.1 Course objectives and assessments are designed to demonstrate an organized program progression students must follow to attain program objectives.
- 3.2.3.2 The level of cognitive complexity increases as a student progresses through the program.
- 3.2.3.3 The Program Approach as developed in the Onboard Manual contributes to the coherence of the program.
- 3.2.4 Course requirements for each learning and assessment activity are clear, realistic, and perceived as such by the students.
- 3.2.4.1 The UDL Committee determines that the course objectives, learning activities and assessments are appropriately weighted and aligned with the Onboard Manual.

### **3.3 Program Effectiveness**

- 3.3.1 Student recruitment and selection measures are effective in admitting candidates to the Centennial program.
- 3.3.1.1 Admission procedures allow for the identification of students with specific needs.
- 3.3.2 Student integration measures are effective in supporting students who will be successful in the program.
- 3.3.2.1 Integration services and student supports are effective in supporting student transitions. The integration services and student support are effective in supporting student transitions from high school to college and from college to university, according to the analyses conducted as part of the PIR (Plan institutionnel de réussite).
- 3.3.3 Course success rates are satisfactory according to the targets set in the PIR.
- 3.3.3.1 Data on course success rates are collected.
- 3.3.3.2 Courses with relatively high failure rates are analyzed.
- 3.3.4 A satisfactory number of students complete the program within a reasonable timeframe according to comparative dashboards with other college institutions.
- 3.3.4.1 Data on the number of semesters required before graduation for Cohorts A and B students is collected.

### **3.4 Value of Teaching Methods**

3.4.1 The teaching methods and learning activities are aligned with the program and course objectives and take into account the requirements of the Onboard Manual and the PIEA.

- 3.4.1.1 The Academic Dean assesses whether teaching methods in the courses are varied and support the course objectives.
- 3.4.1.2 Student perception of the value of the teaching methods is collected and analyzed.
- 3.4.1.3 The evaluation of the Academic Dean and the results of the student perception survey are presented and discussed at the UDL committee, which determines the next steps to be taken and their implementation (action plan).

3.4.2 The availability of faculty is sufficient to meet the needs of students.  
Faculty availability is centered in a service called C-space. Student satisfaction with C-space and faculty availability is evaluated through course evaluations.

*Each Course includes a mandatory additional one hour period called C-Space. This is a working period that counts towards a student's final grade. The purpose of C-Space is to provide opportunity for students to actively work with course content and ask questions under the guidance of their teachers. Teachers use this time to design activities that help students engage in course material and learn the skills to complete the requirements of the course. This service supports the entire student population.*

### **3.5 Value of Student Supervision**

3.5.1 Student support measures and screening measures to identify at risk students will be evaluated. These include:

- Weekly Student Success Follow-up meetings
- Workshops
- Student teacher meetings
- Welcome and orientation sessions
- Accommodations
- Attendance

- 3.5.1.1 Support services are evaluated based on data collected and analyzed submitted by the Student Success team and by students.

### **3.6 Alignment of Human, Financial and Material Resources**

- 3.6.1 The number of qualified faculty is sufficient to meet the needs of the program and the learning activities according to the ratio determined at Centennial.
  - 3.6.1.1 Student teacher ratio will be collected after the course-drop deadline.
- 3.6.2 Qualifications of staff are sufficient to meet the needs.
  - 3.6.2.1 Experience and qualifications of the teachers are taken into consideration.
- 3.6.3 Skills of teachers and staff are updated and developed through professional development activities.
  - 3.6.3.1 All Professional development activities will be collected and analyzed.
  - 3.6.3.2 Students' perception is collected and analyzed.
  - 3.6.3.3 Teachers regularly engage in self-evaluation following topics discussed in the UDL committee and the results of the student-filled survey.
- 3.6.4 Teaching facilities, classrooms, equipment and other material resources are adequate in terms of quality, quantity and accessibility.
  - 3.6.4.1 Feedback is collected from faculty and students.
- 3.6.5 Financial resources are sufficient to ensure the proper functioning of the programs.
  - 3.6.5.1 The Administration provides relevant information on financial resources in accordance with the steps specified in the Universal Calendar.

### **3.7 Quality of Program Management**

- 3.7.1 The organizational structure, methods of management and means of communication are well articulated and promote proper functioning of the program and the program approach.
  - 3.7.1.1 Information is collected from faculty and students.
- 3.7.2 Clearly defined procedures using valid quantitative and qualitative data, among others in the Universal Calendar, facilitate regular evaluation of the strengths and areas for improvement of the program.
  - 3.7.2.1 Data is collected from faculty and students.
- 3.7.3 The implementation of the PIEA contributes to the quality of program management.
  - 3.7.3.1 Evaluation of how PIEA is known and adhered to at the college is solicited by faculty and students.

## **4. STAKEHOLDERS AND RESPONSIBILITIES**

The task of planning and delivering academic programs involves partnerships and collaboration at multiple levels of the institution. Below is a list of stakeholders who have a vested interest in what will be learned from an evaluation and what will be done with the information:

- Board of Directors
- Director General
- Academic Dean
- College Council
- UDL Committee (Teachers)

### **4.1 The Board of Directors**

The Board of Directors is responsible for the ultimate approval of the Evaluation Report.

### **4.2 Director General**

The Director General is responsible for the execution of all educational and administrative policies at the College, and is therefore the individual responsible for the administration of the college's programs of study. Regarding program evaluation, the Director General:

- 4.2.1 Carries out the decisions of the Board of Directors concerning the PIEP
- 4.2.2 Ensures that the Policy is applied.
- 4.2.3 Integrates program evaluation into the overall strategic priorities of the College.
- 4.2.4 Appoints a person responsible for writing the program evaluation report.
- 4.2.5 Ensures that sufficient human and financial resources are available for implementing the evaluation Policy.

### **4.3 Academic Dean**

The Academic Dean is responsible for program assessment, development and evaluation. The Academic Dean is therefore responsible for the overall enhancement of the quality of the College's academic program and the effective functioning of the UDL committee and the College Council.

- 4.3.1 Oversees the application of the PIEP and fulfills the following responsibilities:
- 4.3.2 Chairs the UDL committee.
- 4.3.3 Clarifies the operational evaluation schedule and the breakdown of evaluation tasks.
- 4.3.4 Ensures that the College Council and UDL Committee have all the materials and resources necessary to make recommendations.
- 4.3.5 Clarifies the choice of the instruments for the collection of data and verifies the validity and the reliability of the procedures.

- 4.3.6 Ensures the collection, analysis and interpretation of the relevant statistics and indicators from multiple sources.
- 4.3.7 Guarantees that collection of data respects the rights and privacy of the individuals involved.
- 4.3.8 Oversees the drafting of the program evaluation report.
- 4.3.9 Submits the final draft to the UDL committee, College Council and Board of Directors for approval.
- 4.3.10 Ensures that the planned actions described in the evaluation report and recommendations are implemented.

#### **4.4 College Council**

The UDL committee is the main advisory committee for the methodology, data collection, and analysis for program evaluation. The committee is composed of teachers and the Academic Dean. It:

- 4.4.1 Provides input on the elaboration, implementation or modification of the PIEP.
- 4.4.2 Consults on the development, implementation or modification of college policies and procedures.
- 4.4.3 Reviews official reports of evaluation of the PIEP.
- 4.4.4 Proposes to the Academic Dean changes and recommendations regarding the PIEP.

#### **4.5 UDL Committee (All teachers are members of this committee)**

The UDL committee is the main chief consulting body for the methodology, data collection and data analysis for Program evaluation. The committee is comprised of teachers and the Academic Dean. It:

- 4.5.1 Ensures PIEA is implemented and reviewed.
- 4.5.2 Takes the necessary decisions to ensure the quality of academic programs.
- 4.5.3 Makes recommendations necessary to ensure periodic evaluation of the quality of the academic programs of the College.
- 4.5.4 Analyzes and interprets the necessary qualitative and quantitative data.
- 4.5.5 Formulates recommendations and proposes the actions to be undertaken based on the analysis of the data.
- 4.5.6 Reviews and approves the report when the program evaluation has been carried out.

### **5. STRUCTURE OF THE FINAL REPORT**

- a. Table of contents
- b. Executive summary
- c. Composition of the UDL committee
- d. Description of the program evaluated

- e. Description of the aims, objectives and scope of the evaluation
- f. Detailed description of the evaluation master plan
- g. Evaluative Report including the evidence collected and the interpretations and findings as well as the justification for the conclusions that were made.
- h. Recommendations for improving the quality of the program and the analysis based on the collected data
- i. Appendices of a) tables, graphs, etc. b) sample questionnaires and evaluation tools, c) relevant policies and documents

## **6. THE DRAFTING PROCESS**

- a. The final report will be written by the Academic Dean in cooperation with the UDL committee.
- b. When the final draft report is complete, it will be approved by the UDL committee.
- c. The final draft will be shared with the entire faculty.
- d. The final draft will be reviewed by College Council.
- e. The final draft is submitted to the Director General.
- f. The final draft will be sent to the Board for an official resolution.
- g. The Final version along with the resolution will be sent to the CEEC by the Academic Dean.

## **7. EVALUATION SCHEDULE**

- a. Data is collected per semester for 4 semesters prior to the drafting of a final report on all 7 criterion (section 4).
- b. The UDL committee reviews the data for each criterion at the end of each semester and analyses it.
- c. A short summary of the data and its analysis are recorded as well as areas of strengths and improvement. If there are to be immediate changes based on this date, this will also be outlined.
- d. The semesterly report is shared with the faculty, College Council and the Board of Directors.
- e. After 4 semesters, a final report is drafted by analyzing the data of the 4 semesters combined.

## **8. POLICY REVIEW**

The PIEP shall be reviewed by the UDL Committee at least once every two years. This review will serve to:

- a. Ensure that the procedures of implementation conform to the specifications of the Policy
- b. Consider modifications to the Policy based on the current experience in program evaluations and based on the needs of the college
- c. Improve the rigor and efficiency of the Policy
- d. Clarify any elements of the Policy or add other elements considered necessary