



INSTITUTIONAL POLICY ON THE MANAGEMENT OF ACADEMIC PROGRAMS

(IPMAP)

Recommended by the Commission of Studies on May 11, 2023 (Resolution CS-LEN-2022-038)
Approved by the Governing Board on May 23, 2023 (Resolution LEN-2022-075)

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PREAMBLE

The *Institutional Policy on the Management of Academic Programs* reflects Champlain College Lennoxville's ongoing commitment to offering programs of the highest quality to students. As a quality assurance mechanism, it facilitates the College's ability to ensure continuous improvement by offering an integrated and comprehensive approach to managing academic programs with respect to program development, monitoring, evaluation, and revision. For programs, the application of this policy affords the opportunity to gain current portraits of program health and allows for a more timely and efficient response to opportunities and challenges.

Program management is a collective endeavour, with specific responsibilities assigned to different College authorities and stakeholder groups. The concerted efforts of those engaged in managing the quality of academic programs will ensure the ability of the College to successfully carry out its responsibilities as mandated by the Ministry of Higher Education and its educational mission, values and vision as adopted by the Board of Governors.

ARTICLE 1 FOUNDATIONS OF THE POLICY

1.1 Purpose and Objectives

The purpose of this policy is to define the context, principles, and goals that govern the way Champlain College Lennoxville assumes its responsibilities with respect to the management of academic programs. It provides faculty, staff, and management with a common framework and shared vocabulary in addressing all aspects of program management, including the development and implementation of new programs, monitoring program health, conducting program evaluations, and planning and implementing program revisions.

The objectives of this policy are to ensure:

- The quality of academic programs and their management;
- Continuous improvement of academic programs and their management;
- Timely response to changing academic program needs or emerging opportunities and challenges;
- That stakeholders involved in program management are clear about their roles and responsibilities;
- Effective implementation and application of the program approach;
- Consistency and coherence across the College in approaches to program management.

1.2 Application and Scope

The *Institutional Policy on the Management of Academic Programs* (IPMAP) applies to all stages of program management for programs that lead to either a Diploma of College Studies (DEC) or an Attestation of College Studies (AEC).

Program management at the College is carried out within the frameworks set by 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 faculty collective agreement (*Fédération des enseignantes et enseignants de cégep* [FEC], and the *Commission d'évaluation de l'enseignement collégial* (CEEC).

The application of this policy is governed by relevant College bylaws and policies. These include the *Institutional Policy on the Evaluation of Student Achievement* (IPESA), *Bylaw Concerning Students' Admission to DEC and AEC Programs*, *Bylaw 1 General Administration of Champlain Regional College*, *Bylaw Concerning Student Success*, and the *Policy on the Commission of Studies*.

The application of this policy is under the joint responsibility of the Director of Constituent College (hereinafter referred to as the Director), and designated Deans responsible for specific programs (Pre-university, Technical, and Continuing Education). The application of certain articles within the Policy may be delegated by the Director to individuals responsible for academic administration within the College.

1.3 Guiding Principles and Orientations

This policy serves as a central mechanism for ensuring the quality and continuous improvement of programs of study at Champlain College Lennoxville and is based on the following set of guiding principles and orientations:

- All stages of the program management cycle require the participation of many stakeholders including administration, faculty, students, staff and external parties such as graduates, employers, and universities.
- Student success is at the core of all efforts to ensure program quality and continuous improvement;
- The program approach entails the active engagement of all stakeholders associated with a program;
- General Education plays an essential role in the richness and quality of the education offered to students;
- All aspects of program management, from program development through to program evaluation and revision, require the responsible and effective use of human, physical, environmental, and financial resources.
- The confidentiality of personal information shall be safeguarded at all times; and in particular, when reporting on program management activities.

1.4 The Distinctive Nature of AEC Programs

The management of academic programs takes into account the distinctive nature and context of AEC programs. These programs must respond rapidly to the labour market and they range in mode and length of delivery. AEC programs are most often developed by the College, unlike DEC programs which are developed by the Ministry of Education. Finally, AEC program evaluation activities may require a different evaluation schedule than those for DEC programs.

1.5 Planning for Program Management Activities

The Director will establish an annual calendar of program management activities in collaboration with designated academic administrators and program coordinators. The program management calendar will take into consideration the institutional Strategic Plan, information on program health, annual reports from the prior year, action plans for the upcoming year from program committees, former evaluation reports, program revisions and evaluations to be carried out, and any other information deemed necessary for program management planning.

1.6 Reporting on Program Management Activities

1.6.1 DEC programs

A program annual report will be prepared by the program committee and submitted by the program coordinator to the relevant designated Dean before the end of each academic year. The program annual report will include the results of program management activities that were undertaken during the year including progress on action plans contained in the preceding annual report, and a follow-up action plan to address emergent issues from the current academic year. Annual reports are submitted using the template provided by the Office of Academic Affairs.

1.6.2 AEC programs

A designated member of each AEC program will ensure that an annual report on program management is submitted to the designated Dean. The annual report will include the results of program management activities undertaken during the year, in addition to an action plan. The annual report will be submitted using the template provided by the Office of Academic Affairs.

1.7 The Program Management Cycle

Program management can be thought of as cyclical in nature, moving iteratively through a series of stages during the lifespan of the program (see Figure 1). The starting point for any new program is *development*, the stage of program management in which the program is initially proposed, designed, approved by the Governing Board, and prepared for delivery.

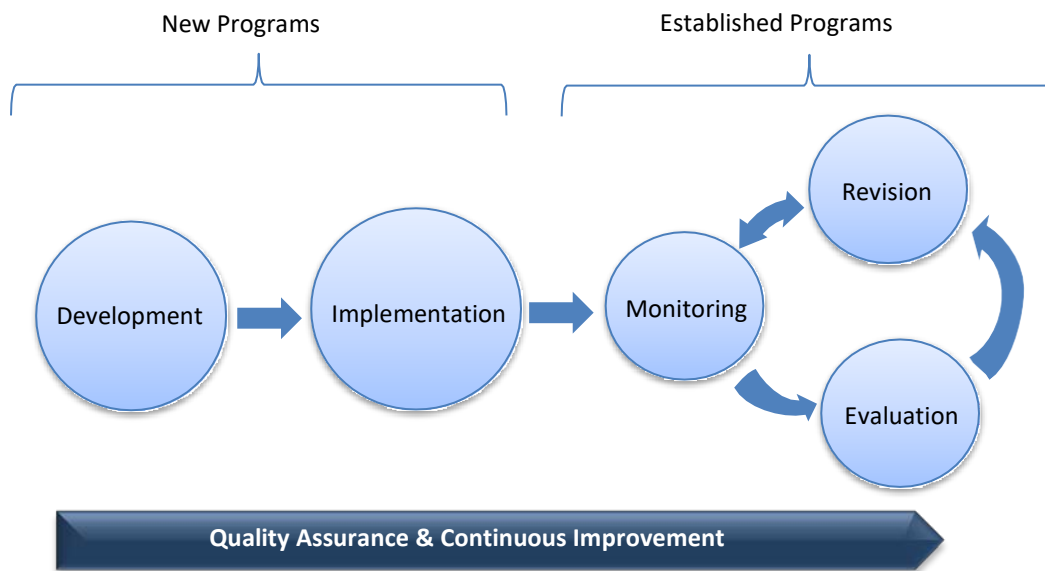


Figure 1. Program management cycle

Once the program has been developed, it then moves into the *implementation* stage. This includes the period of time in which the program is initially rolled out (e.g., once the students have been registered and most of the preparatory work has been completed). Throughout the implementation phase, information is gathered, and a follow-up is conducted to assess the impact of choices made during the development stage. The implementation phase lasts for the duration of time it takes for the initial cohort to complete the program within the prescribed program grid. For pre-university programs, this is two (2) years, and for technical programs, it is three (3) years.

Upon completion of the implementation period, a program enters a phase of on-going delivery and shall be considered an established program during which three kinds of program management activities take precedence: *program monitoring*, *program evaluation*, and *revision*.

Program monitoring is the on-going review of data that provides a portrait of the program's health. Program evaluation involves the examination of the program in terms of the criteria identified in this policy and, optionally, specific issues identified by either the program committee, the departments, the College, or other regulatory bodies external to the institution.

Program revision means modifying the program in order to improve its educational effectiveness. The impetus for program revision can be either internal (e.g., results of annual monitoring, or program evaluation) or external (e.g., Ministry directives, changes in the labour market, or university requirements).

Central to all aspects of the program management cycle is a concern with both *quality assurance* and *continuous improvement*.

ARTICLE 2 NEW PROGRAM DEVELOPMENT FOR DEC'S AND AEC'S

The development of a new academic program shall follow procedures that lead to its design, the courses to be delivered, and learning activities based on the standards and objectives prescribed by the Ministry and/or the College. The impetus for development may be either external or internal and may involve the development of an entirely new DEC or AEC program, a new DEC option, or a new DEC profile.

2.1 Developing a New DEC Program or Option (*voie de spécialization*) in the Regular Day Sector

2.1.1 Feasibility and Rationale

The development of a new program or option begins with a preliminary assessment to determine the feasibility and potential need for the program to be developed. A brief report on the feasibility and rationale for offering the program or option is submitted by the Director to the Director General for preliminary approval. This report should be produced in consultation with relevant professionals, support staff, faculty, and administration. Consultation may also include input from external stakeholders.

Upon preliminary approval by the Director General, the Director will notify the relevant stakeholders who will be involved in subsequent development efforts.

2.1.2 Ministry Authorization & Notifications

Requests for authorization will be submitted according to Ministry policies and procedures in force at the time. The Director is responsible for preparing and submitting all requests for authorization to deliver a new program or option to the relevant governing bodies, regional tables, and the Ministry.

When official confirmation is received from the Ministry that the College is authorized to provide a new DEC program or option, the major stakeholders shall be notified in a timely fashion. Specifically, the Director shall inform relevant academic administrators, the Commission of Studies, and the Governing Board.

2.1.3 Determining the Contributing Disciplines

Prior to the existence of a program committee, the designated Dean will identify academic departments which may be reasonably expected to contribute to the delivery of the program. The designated Dean will provide the disciplines listed within the ministerial framework the opportunity to present their interest in contributing to the program. The designated Dean and the Director will jointly decide on the contributing disciplines.

2.1.4 Developing a Program Framework

A program framework contains the essential elements that define a program and its structure. A program framework shall be developed by a team of relevant staff and faculty with support of a pedagogical counsellor under the auspices of a designated academic authority. Once approved by the Governing Board, the program framework is kept up to date and housed within the College information system.

The program framework shall include the following elements:

- The rationale for developing the new program;

- A description of the development process that was followed; including consultations held with the Registrar, Human Resources, Finance, and other parties concerned;
- An overview of the stakeholders and members of committees involved;
- Enrolment projections for the first three years;
- Preliminary estimates of financial, material, and human resource requirements;
- An overview of Ministry specifications, program goals, General Education components, program-specific components, program duration, and admission requirements;
- A section that describes the local orientations of the program;
- A flowchart showing the sequencing of competency attainment;
- Course grids showing the General Education and program-specific courses by semester, including course weightings, credits, and hours;
- A listing of course pre-requisites or co-requisites;
- The exit profile which describes the outcomes that students will be able to demonstrate upon graduation;
- A correspondence table linking the competencies and their corresponding courses;
- A correspondence table showing the courses and the competencies to be attained, including an indication of whether the course completely or partially attains the competency;
- Course descriptions;
- A preliminary description of the comprehensive assessment.

2.1.5 Obtaining Approval for a New Program or Option

The process for obtaining approval includes the following steps:

- Submission of the framework by the designated Dean to the Registrar for validation, and then to the Director for preliminary approval;
- Submission to the contributing departments and program committee for discussion and endorsement;
- Submission to the Commission of Studies for discussion and endorsement;
- Submission to the Governing Board for discussion and approval.

2.1.6 Officializing the Program with the Ministry

When the proposed program or option has been approved by the Governing Board, the Registrar submits it to the Ministry for validation so that it may be officialised in SOBEC (Système des objets d'études collégiales). Officialization in SOBEC must be completed prior to the start of admissions for the upcoming semester to allow the necessary time for synchronization with CLARA. In general, this means that a new program or option must be approved by November for admissions in the month of March, or in April for admissions in the month of January.

2.1.7 Timelines for Program Development

The timeframe to complete the development stage is generally between 1 - 2 years prior to program implementation. The following key factors should be considered:

- The time needed to appropriate the new ministerial requirements;
- The time needed to develop the program framework components and assemble other program-specific information requiring approval;
- The time needed for the program approval process to be completed;

- Timelines for submission to SOBEC;
- The time it takes to develop the implementation plan (Article 3.1);
- The timing of publicity for recruitment purposes and initial admissions to the program.

2.2 Developing a New Profile within an Existing DEC Program

New DEC programs and program options are established and authorized by the Ministry and approved by the Board of Governors; whereas program profiles are created internally by the College and approved by the Governing Board.

The development of a new profile shall follow the process outlined in Article 2.1 regarding DEC programs or options, but with the following exceptions:

- A new profile does not require Ministry authorization
- The approval process ends at the level of endorsement by the Commission of Studies and approval by the Governing Board;
- For a new DEC profile, the designated Dean develops an implementation plan in collaboration with the program committee.

2.3 Developing a New AEC Program

In general, AEC programs serve one of three primary purposes:

- Initial technical training for employment in a specific labour market field or subfield;
- Advanced specialized training within a specific labour market field or subfield;
- Technical training to update the skills and knowledge of individuals already employed in a specific labour market field or subfield.

There are two general circumstances in which AEC programs are developed: (a) The acquisition of a new AEC program that exists in the college network; and (b) the creation of an entirely new AEC program. AEC programs must be developed based on an existing reference DEC and in accordance with the *Protocol d'entente entre les Cégeps concernant la gestion des programmes menant à une Attestation d'Études Collégiales* (AEC).

The responsibility for the development of new AEC programs is assumed by the designated Dean who may delegate specific development tasks.

2.3.1 Feasibility and Rationale

Before proceeding with the development stage, a brief written report on the feasibility and rationale for offering the program is submitted by the designated Dean to the Director for approval. This report shall contain the following elements:

- Description of the labour market need that the program will address, including (a) the labour market field or subfield, and (b) the educational purpose/type of training needed (initial training, advanced specialization, or technical updating);
- Identification of any existing AEC programs within the college network that could address the identified need and be acquired by the College;
- An indication of the reference DEC upon which the AEC will be developed;
- If a completely new AEC program is to be created, an indication of whether the program will be developed independently or in collaboration with other colleges, and the reasons for this choice.

Upon approval of the report, the Director will notify the designated Dean, the

Commission of Studies and the Governing Board of the project.

2.3.2 Developing an AEC Program Framework

The program framework contains the documents that are used to describe and define the structure of the program. Once approved, the program framework becomes the official reference description for the program throughout its lifecycle and is housed within the College program management information system.

The designated Dean ensures that a program framework is developed and proposed to the Commission of Studies and Governing Board for endorsement and the Director submits it to the Board of Governors for approval. The program framework for a new AEC should include the following elements:

- A rationale for developing the program which includes a description of existing programs in the network, the need for the program, key members of the development team, career outlooks for graduates and program-specifics (number of hours and units);
- Identification of the reference DEC (s);
- Targeted clientele;
- The exit profile;
- Admissions requirements;
- Program goals;
- A description of program objectives and standards related to each competency, including the performance criteria for each competency element;
- A flowchart that illustrates the sequencing of competency attainment throughout the program;
- A flowchart that illustrates the sequencing of the courses to be offered in each semester, and the links between each course and their prerequisite(s) if any;
- A correspondence table that includes each of the course titles and codes to be offered, course weightings, contact hours, units, prerequisites and associated competencies, including whether the course partially or completely attains the competency;
- A correspondence table that relates each competency to the courses to be offered in the program;
- A full description of each course to be offered which includes course placement within the program, course objectives, course content, instructional methods to be used, and the human and material resource requirements for course delivery.

2.3.3 Acquiring an AEC Program Code

When the program framework has been developed, the Director initiates the request for a program code with the Ministry.

2.3.4 Obtaining Approval for a New AEC

The approval process for a new AEC program includes the following:

- Submission of the new program by the designated Dean to the Director for preliminary approval;
- Submission by the Director to the Commission of Studies for discussion and endorsement;

- Submission by the Director to the Board of Governors for endorsement.
- Submission by the Director to the Governing Board for approval.

ARTICLE 3 PROGRAM IMPLEMENTATION FOR DECS AND AECS

3.1 Planning for Implementation

Prior to the first semester during which implementation occurs, the designated Dean ensures that a program committee is established in a manner that is consistent with the faculty collective agreement (FEC). The designated Dean and program committee will ensure that an implementation plan is developed and presented to the Commission of Studies and Governing Board for approval. The plan should include a listing of roles and responsibilities, the tasks to be completed, the approval processes, the financial, human, and material resources needed, the timeframe for the development of generic plans (Art. 3.4), and the anticipated timeline for the implementation cycle to be completed. Provisions should also be made in the implementation plan to meet with the Academic Advisors who will be responsible for advising students once the program has been approved and is ready for implementation.

3.2 Implementing a New DEC Program, Option or Profile in the Regular Day Sector

The implementation period is two years for pre-university programs, and three years for technical programs. This period begins with the registration of the first cohort of students. The program committee oversees the implementation and monitoring of a new program, option or profile. The program committee reports on the progress of the implementation in the annual report and suggests possible adjustments to the designated Dean.

3.3 Implementing a New AEC Program

The implementation period for a new AEC program begins with the registration of the first cohort of students entering the program and ends when the first cohort graduates from the program.

The designated Dean oversees the progress of the implementation by identifying challenges that arise and aspects that are going well, while making adjustments that are needed along the way.

3.4 Developing Generic Course Plans for DEC and AEC programs

Program coordinators are responsible for ensuring that generic course plans are developed for every course to be delivered in the program. Generic plans provide a common framework that guide teachers in the development of course outlines. They not only reflect how the college has interpreted the program objectives and standards as set out by the Ministry, but also the decisions made for course delivery and relevant learning and evaluation activities that may be involved. As a result, generic course plans play an important role in program management by helping to ensure consistency and coherence in addition to fairness and equity within courses taught by multiple teachers in the delivery of the program.

For regular day courses, new generic course plans shall be created and approved by the department and then submitted for adoption to the program committee. The program committee then submits the final versions of the generic course plans to the designated Dean for approval. For continuing education courses, the generic course plans are developed by teachers in the Continuing Education department and approved by the designated Dean. New or significantly revised generic course plans must be presented to the Commission of Studies for information purposes.

3.4.1 Required Content of a Generic Course Plan

A template for generic course plans is made available by the Office of Academic Affairs. The following elements should be included in a generic course plan:

Course identification

- Program or Department name
- Course title and code
- The number of credits and ponderation (hours of classroom instruction, laboratory and homework)
- Pre-requisites;

Course Context

- Place and role of the course in the program (specific education component) or place in a sequence of courses (general education component).

Course objectives and content

- Ministerial and College program competencies achieved by this course:
- Competency number and description;
- Elements of competencies to be covered and their descriptions;
- For each competency, an indication of whether it is completely (c) or partially (p) achieved by the course.
- Program standards for student achievement/performance criteria, as prescribed by the Ministry or the College;
- Suggested content proposed by the program;
- Any other pertinent learning objectives (or intended learning outcomes).

Instructional approaches and learning activities

- Suggested instructional methods and learning activities appropriate for the competency to be attained in the course.
- Expected student participation (in addition to regular attendance).

Final Evaluation of the Competency¹

Describe the evaluation activity or activities and weighting that all teachers must use for the final evaluation of the competency associated with the course. As per the IPESA, the final evaluation must be worth a minimum of 40%.

- The final evaluation activity should be defined in such a way as to ensure that equity is maintained among multiple sections.
- Describe the context within which the final evaluation must be carried out (e.g., In-class, in a lab, individually, at the end of the semester, etc.).
- Provide any other details pertaining to the final evaluation of the competency that are deemed important by the program.
- The final evaluation must allow the student to individually demonstrate the attainment of the competency.
- The nature and type of tasks involved must have an integrative and synthetic quality and be clearly linked to the stated objectives and standards of the competency.
- Although not required, it may be helpful to list suggested evaluation activities and weightings that are deemed appropriate for the course content and objectives (for the

¹ The evaluation of learning is governed by the IPESA (Article 5.2).

formative and summative evaluations that are not part of the final evaluation).

Program and Department Policies

- Program and department policies related to the IPESA (student absences, English proficiency, penalties for cheating and plagiarism).

ARTICLE 4 PROGRAM MONITORING

Ongoing monitoring refers to the regular review and analysis of key indicators associated with program health. Program monitoring enables the identification of emerging issues that can be addressed rapidly through minor modifications or through a program revision.

4.1 Monitoring DEC Programs in the Regular Day Sector

At a regularly scheduled time in the academic year, monitoring reports shall be produced by the Office of the Registrar through the College information system and distributed to program committees. The monitoring reports shall contain data on the:

- Applications and enrollment;
- Academic performance;
- Retention within the program;
- Graduation from the program;
- Performance on Ministerial Examination(s).

Each program committee, in collaboration with the designated Dean will review the monitoring reports provided along with any additional information including student success data that may inform the assessment of the health of the program and identify any potential issues that need to be addressed. Contributing departments may also provide input to the program committee regarding the monitoring of program health. Program committees will comment on the monitoring data in their annual reports.

4.2. Monitoring General Education

The research analyst will provide General Education departments with reports to assist in monitoring the health of General Education courses. The departments in General Education will submit a report on the results of monitoring activities to the designated Dean as part of their annual report.

4.3 Monitoring AEC Programs

The research analyst will provide monitoring reports on each AEC program as the data becomes available. The monitoring reports will include the following aspects of program health:

- Applications and enrollment;
- Academic performance;
- Retention within the program;
- Graduation from the program;

The designated Dean in conjunction with the AEC program professors will assess the health of the program and identify any potential issues that need to be addressed.

ARTICLE 5 PROGRAM EVALUATION

All CEGEPs are required to adopt an institutional policy for the Evaluation of academic programs and ensure its implementation.² Champlain Lennoxville assumes this responsibility for both DEC and AEC programs through the application of this Article. Program evaluation is an essential component of a quality assurance system, making it possible to adjust programs on an ongoing basis, to detect problematic situations and to address them as needed, thereby ensuring continuous improvement and program quality.³

5.1. Guiding Principles

Program evaluation at Champlain College Lennoxville is based on the principles established by the CEEC:⁴

Principle 1: A quality evaluation is relevant, feasible, and rigorous

A *relevant* evaluation leads to an accurate assessment and comprehensive view of the program and provides the opportunity for concrete solutions to be found for any issues observed. *Feasibility* refers to the use of methods and approaches that generate work that can be realistically carried out using available resources, and interests of those involved; and providing opportunities to take action. *Rigor* involves the quality of the approach used to obtain relevant and sufficient information from several sources and the analysis of data collected to draw credible conclusions.

Principle 2: A quality evaluation involves leadership, participation, and respect for ethics

Institutional *leadership* is required to ensure the successful completion of an evaluation and its follow-up. An organizational culture conducive to producing quality evaluations requires that all stakeholders *participate* in the evaluation process. A quality evaluation involves a *respect for ethics* with regard to the collection and dissemination of data and the confidential nature of personal information.

Principle 3: The IPMAP is an essential mechanism of a quality assurance system

Article 5 (Program Evaluation) provides an effective framework for those involved in the evaluation of academic programs, including a clear definition of roles and responsibilities. The application and management of the IPMAP demonstrates that the college is concerned with the quality of programs of study and that it includes this concern in its on-going administrative and pedagogical activities.

5.2. IPMAP Advisory Committee

The IPMAP Advisory Committee is chaired by a designated Dean and is composed of the Director (ex officio), 3 faculty members, and at least one pedagogical counsellor. Other academic administrators, students, or resource persons may be invited to participate in meetings as observers. The role of the advisory committee is to contribute to the development, monitoring and updating of program evaluation guidelines and tools, and to provide oversight in the

² *College Education Regulations* (RREC), section 24.

³ *Evaluating Institutional Policies for the Evaluation of Academic Programs*, 3rd edition (2020).

⁴ *Ibid*

application of the IPMAP.

When relevant, the IPMAP Advisory Committee will contribute to the monitoring, evaluation, and revision of the IPMAP.

5.3. Program Evaluation Committee

When a program is scheduled to undergo an evaluation, the program committee will establish a program evaluation committee (PEC), chaired by the program coordinator. The mandate of the committee will be to carry out each phase of the evaluation process in accordance with the guidelines established and made available by the Office of Academic Affairs. The composition of the program evaluation committee will be determined by the program.

5.4. Methods for Evaluating DEC Programs Offered in the Regular Day Sector

Program evaluations for DEC programs in the regular day sector shall be carried out using a comprehensive approach that involves the examination of all or most of the evaluation criteria identified in Article 5.7.1 of this Policy. Each program will undergo a comprehensive evaluation within a six-year period. This period may be extended up to a maximum of ten-years for programs undergoing a revision. Additional criteria or issues may be examined as identified by the program committee or contributing departments in collaboration with the designated Dean.

In the event that extenuating circumstances affect the program's capacity to complete the full evaluation within the 10-year cycle, program coordinators will submit an explanation and recommendations to the designated Dean who will inform the Director.

In exceptional circumstances, the designated Dean upon consultation with the Director and program coordinators may decide that it is necessary to conduct a partial or comprehensive program evaluation outside the scheduled calendar.

5.4.1. Methods for Evaluating General Education

The General Education departments will be evaluated according to a schedule established by the Director in collaboration with the designated Deans and the respective coordinators of General Education. Ideally, General Education evaluations will follow a six-year cycle. The criteria to be used shall be selected from among those identified in Article 5.7.1 of this policy, and may include additional criteria identified by the Director, the designated Dean and General Education coordinators. At a maximum, General Education shall be comprehensively evaluated at least once every ten years, and follow the same procedures outlined in this Policy. General Education departments will establish an evaluation committee in consultation with the designate Dean. The guidelines and tools for evaluation will be made available through the Office of Academic Affairs to those involved in the evaluation.

5.5. Program Evaluation Guidelines and Tools

Program evaluation guidelines and tools will be developed and submitted by the Office of Academic Affairs to the Commission of Studies and Governing Board for approval. The guidelines will be made available through the Office of Academic Affairs to those involved in program evaluation. The guidelines include details such as an overview of the evaluation process, descriptions of evaluation activities to be carried out with suggested timelines, roles and responsibilities, the criteria and sub-criteria to be examined, methods and tools for gathering data, the types of data to be gathered and analyzed, and a listing of data sources and participants. The guidelines will also include a template with the methods for reporting and

follow up once an evaluation has been completed.

5.6. Planning for Evaluations

The Office of the Director shall develop and maintain a long-range program evaluation calendar. The Director shall inform the designated Dean and program coordinator in the month of March of the year in which a particular program is to be evaluated.

Once informed that a program shall undergo an evaluation, the program committee must develop an evaluation plan to be submitted to the designated Dean and the Commission of Studies for approval. Information on the development of an evaluation plan and the overall tasks associated with the planning phase are found in the program evaluation guidelines made available through the Office of Academic Affairs. The evaluation plan should include the following details:

- the criterion being investigated; including sub-criteria and recommended assessment questions
- a description of the situation of the program using the program monitoring data (Article 4.1) made available through the College information system (admissions, enrolments, first semester success rates, program retention rates, ppt graduation rates, exit exam pass rates, etc.)
- the methods, types of data to be collected, potential data sources, and participants
- the resources needed to carry out the evaluation
- a breakdown of responsibilities
- an evaluation timeline

Once approved by the designated Dean, the Director ensures that the necessary resources are made available to conduct the evaluations.

5.7. Conducting Program Evaluations

Upon approval of the evaluation plan, the program evaluation committee will begin the work of carrying out evaluation activities in accordance with this Policy and using the program evaluation guidelines. The entire process should be carried out within one school-year; including the development of recommendations, an action plan, and the evaluation report. The Office of Academic Affairs and the Office of the Registrar will ensure that support is provided to programs and General Education departments for the purpose of gathering the data needed to carry out an evaluation.

5.7.1. Criteria and Data Used to Conduct Evaluations

There are six (6) criteria established by the CEEC to ensure a comprehensive evaluation of a program of study⁵. Programs may decide to add additional criteria as deemed necessary by the program, and in agreement with the designated Dean.

The six (6) criteria established by the CEEC include:

1. Program relevance
2. Program coherence
3. Suitability of teaching methods and student supervision and support
4. Alignment of human, material, and financial resources with education needs

⁵ *Ibid*

5. Effectiveness of programs of study
6. Quality of management of programs of study

The following tables provide descriptions of each criterion including the sub-criteria to be observed; recommended assessment questions to help guide the evaluation; observations to be made, and suggestions for the types of statistical, documentary, and perceptual data to be gathered and analyzed. Suggestions are also provided for the various sources from which to gather data, including the College information system, the Ministry, surveys of students, teachers, graduates, the labor market, stage placements, and universities.

Criterion 1: Program Relevance

<p>Description</p> <p>This criterion examines the alignment of the program's objectives, standards and content with the expectations and needs of the labor market or universities, as well as student and societal expectations.</p>
<p>Sub-criteria</p> <ol style="list-style-type: none"> 1.1. The objectives, standards and content of the program of study are aligned with the expectations and needs of the labor market or universities; 1.2. The objectives, standards and content of the program of study take student expectations into account; 1.3. The educational project (strategic plan) 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 program of study offered.
<p>Recommended assessment questions</p> <ul style="list-style-type: none"> • Are the program's competencies aligned with the needs of the labor market or the expectations of university studies? • Are graduates successfully integrating into the labor market or university studies? • Are the college's liaison mechanisms with graduates, the labor market, and universities effective?
<p>Potential data to be collected and analyzed</p> <ul style="list-style-type: none"> • Information obtained from the labor market (employers, college-industry committees, regional round-tables, etc.) to identify workforce needs and expectations • Information obtained from universities to identify educational program needs and expectations (specific programs, DEC-BAC meetings for technical programs of study, other meetings with one or more universities to identify education needs, etc.) • Data obtained through workplace internships; • Data gathered from graduates and alumni; • Use of data from the <i>Relance Survey of College Graduates: Technical Training</i> published by the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) for technical programs of study resulting in the granting of a DEC or an AEC (employment status: people who are employed, looking for work, studying, etc.); • Data compiled by the <i>Bureau de coopération interuniversitaire</i> (BCI) on the university educational pathway (admission rate, enrolment rate, etc.); • Program data obtained from the Champlain information system for monitoring indicators, student success data, placement rates in connection with the training received, university admission rates, etc.; • Documentary analysis; portraits of sectors or analysis of the training needs of universities published by the MEES, sectoral workforce portraits, other documents related to regional training needs; • The competencies in the Ministerial Program Description (devis) • The local program description (framework) • The College strategic plan • Data from external qualifying bodies for entry into the workforce (e.g., graduate results on the Nursing OIIQ exam)
<p>Observations</p> <ul style="list-style-type: none"> • What are the program's strengths and areas for improvement regarding its relevance? • What actions should be taken to improve the program's relevance?

Criterion 2: Program Coherence

Description

This criterion examines the structure and content of the program and 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.

Sub-criteria

- 2.1. The program includes a set of learning activities that make it possible to meet program objectives and standards;
- 2.2. Learning activities are organized in a logical and sequential fashion to facilitate acquiring an in-depth and comprehensive understanding of program content;
- 2.3. 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;
- 2.4. The objectives of programs of study leading to an AEC clearly define the competencies to be developed; the standards establish college-level competencies.

Recommended assessment questions

- Do the courses take into account all of the program's competencies?
- Are the links between the courses and competencies clear?
- Is the structure of courses relevant, coherent and balanced, from the beginning to the end of the program?
- Does the course load demanded by the assigned weighting numbers match student estimates?

Potential data to be collected and analyzed

- A review of the program competencies and their links to courses
- Organization of courses, course grids, competency grids
- Course ponderations, weekly hours of individual work outside the classroom
- Program frameworks, exit profiles, program comprehensive assessments/exams, generic plans, course outlines;
- Other data or documents
- Perceptual data from students regarding workloads

Observations:

- What are the programs' strengths and areas for improvement regarding its coherence?
- What actions should be considered to improve the program's coherence?

Criterion 3: Suitability of teaching methods and student supervision and support

<p>Description</p> <p>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.</p>
<p>Sub-criteria</p> <ol style="list-style-type: none"> 3.1. Teaching methods are aligned with 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; 3.2. Guidance, support and follow-up services, as well as screening measures designed to identify at-risk students, facilitate student success; 3.3. The availability of teachers is sufficient to meet the needs of students with respect to supervision and support.
<p>Recommended assessment questions</p> <ul style="list-style-type: none"> • Are the pedagogical methods aligned with both the program objectives and the individual courses? Do they take into account student characteristics so as to help them achieve the objectives to the required standard? • Are the existing guidance, support and follow-up activities, as well as the screening measures used to identify learning difficulties, conducive to student success? Do they help the students to overcome learning difficulties and follow the program through to certification? • Are sufficient staff members available to meet the students' supervision and support needs? • Regarding the suitability of the pedagogical methods and student supervision, what are the strengths and areas for improvement? • What actions should be considered to improve the suitability of the pedagogical methods and student support?
<p>Potential data to be collected and analyzed</p> <ul style="list-style-type: none"> • Descriptions of the main pedagogical methods used in the program and the rationale for their choice; • Description of guidance, support and follow-up measures and screening measures designed to identify learning difficulties; • Perceptions of students and teachers with regards to teacher availability, support and supervision needs; • Other item(s) and information, depending on the needs of the institution.
<p>Observations</p> <ul style="list-style-type: none"> • What are the strengths and areas for improvement regarding the value of pedagogical methods and student supervision and support? • What actions should be considered to improve the value of pedagogical methods and student supervision and support?

Criterion 4: Alignment of human, material, and financial resources with educational needs

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.

Sub-criteria

- 4.1. 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;
- 4.2. 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;
- 4.3. 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;
- 4.4. Teaching facilities, equipment and other material resources are adequate in terms of quantity, quality and accessibility;
- 4.5. Financial resources are sufficient to ensure the proper functioning of programs of study.

Recommended assessment questions

- Considering the competencies to be developed, student characteristics, and teaching responsibilities, is the number of teachers sufficient and are their qualifications appropriate?
- Is the contribution of technical staff adequate for meeting the program's objectives?
- Given the program's requirements and considering the views of teachers and students, are available material resources adequate?

Potential data to be collected and analyzed

- Key data on the qualifications, experience, and responsibilities of each teacher, specifying their status;
- Qualifications or experience of technical staff hired to support the program;
- Main teaching facilities, equipment, and material resources available
- (e.g., buildings, specialized platforms, laboratories, IT equipment, devices);
- Acquisition and renewal plan for specialized equipment;
- Student and teacher perceptions on the adequacy of material resources;
- Other item(s) depending on the needs of the College or program.

Observations

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

Criterion 5: Effectiveness of programs of study

This criterion makes it possible to examine the successful completion of courses and student graduation rates in relation to the targeted objectives and standards, as well as the mastery, by graduates, of the competencies targeted by the program.

Sub-criteria

- 5.1. Student recruitment, selection and integration measures are effective in admitting candidates capable of succeeding in the programs;
- 5.2. 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;
- 5.3. Course success rates are satisfactory and comparable to other programs of study and other institutions;
- 5.4. A satisfactory proportion of students complete the programs within a reasonable time frame, depending on their status and characteristics;
- 5.5. Graduates meet the established standards for the acquisition of competencies required by the programs of study.

Recommended assessment questions

- Do evaluation tools measure the attainment of course objectives, including internships, according to standards?
- Do the evaluation tools ensure proficiency in one or more course competencies for which students received prior learning assessment recognition?
- Do evaluation methods ensure a **fair** and **equitable** evaluation? That is, are students clearly informed about the rules of evaluation (notably through the course outline), are evaluations carried out impartially, and do students have the right to appeal a final grade?
- Do evaluations measure the attainment of objectives according to established standards, do they correspond to the content taught, and are they equivalent in the case of courses given by a number of different teachers and over different semesters?
- Considering the context, is the success rate of each course satisfactory?
- Considering the context, are graduation rates satisfactory?

Potential data to be collected and analyzed

- Description of the college recruitment and selection mechanisms and definition of "qualifications deemed sufficient" in admitting students;
- Alignment of objectives and established standards in course outlines and final course evaluations for a representative sample of courses, including at least:
 - one from program specific courses, for each semester of the program;
 - one in a contributing discipline, if applicable;
 - an internship or a final research project, with a description of the coordination or supervision method. Should there be no internship or final research project, then a course offered during the final year of the program should be reviewed instead.
- High school averages of entering students, program retention rates; success rates for all courses in the program, graduation rates within the prescribed period of time, graduation rates two years after the prescribed period of time, and the average time to complete program (using reports generated by the College information system)
- Student perspectives on the fairness and equity of evaluation of their learning

Observations

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

Criterion 6: Quality of management of programs of study

This criterion examines the management structures and functions, as well as the delineation of responsibilities and the means of communication between teachers 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).

Sub-criteria

- 6.1. 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;
- 6.2. Clearly-defined procedures, use of valid qualitative and quantitative data, facilitate regular assessment of the strengths and shortcomings of the programs and of each of the learning activities;
- 6.3. Program descriptions are duly distributed and explained to faculty and students;
- 6.4. The implementation of the Institutional Policy on the Evaluation of Student Achievement (IPESA) is in conformity with the policy and is effective.

Recommended assessment questions

- Do the sharing of responsibilities and the decision-making process promote efficient management of the program?
- Does communication between those involved in implementing the program promote efficient management?
- Do recruitment, evaluation, and professional development measures for teachers have a positive impact?
- Is pedagogical support for teachers adequate?
- Is the IPESA applied consistently? More specifically, are the different responsibilities carried out as required? Are all the different rules and processes implemented as established in the IPESA?
- Do course outlines respect the content of the IPESA and are they developed and approved in accordance with it?
- Are the final course evaluations carried out as prescribed by IPMAP, and IPESA rules?
- Is the grade review process implemented in accordance with the IPESA?
- Are methods of prior learning assessment recognition implemented following the IPESA (or the document that contains them)?
- Have the objectives in implementing the IPESA been met?
- Do teachers and students receive sufficient and relevant information on the program's objectives and learning activities?

Potential data to be collected and analyzed

- Functions, roles, and responsibilities of individuals and bodies that ensure the management of the program.
- Details of the institution's decision-making process;
- Information on communication methods amongst teachers and between them and management;
- Pedagogical support and professional development measures for teachers;
- Measures, rules, or procedures overseeing teacher management and supervision;

- Responsibilities of individuals and bodies in the application of the IPESA;
- Approval mechanisms for course outline and the application of the IPESA;
- Means used to ensure that the key features of the program (competencies, course objectives and standards, conform or partially conform to the policy) are known and understood by both teachers and students (program description and course outlines are made available to students).

Observations

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

5.8. Finalizing the Evaluation

5.8.1. Evaluation Report and Action Plan

The program committee shall ensure that an evaluation report is written and submitted to the designated Dean for preliminary approval and then to the Commission of Studies and Governing Board for final approval. Careful considerations must be made throughout the reporting phase to respect confidential information.

A template for the program evaluation report will be provided by the Office of Academic Affairs and included in the program evaluation guidelines. The report will include a statement about the current situation of the program, the criterion evaluated, the methods and data collected and analyzed to conduct the evaluation, the findings of the evaluation, recommendations stemming from the findings, and an action plan. The action plan shall include a timeline and the roles and responsibilities of those who will follow up on each action.

Once approved, the designated Dean ensures that the report and action plan are distributed to the program committee, relevant departments, and other college staff as required.

5.9. Evaluating AEC Programs

AEC programs will carry out comprehensive program evaluations every four years. The maximum amount of time between evaluations will not exceed seven years, unless otherwise approved by the Director.

The designated Dean, in collaboration with the Director, will choose the programs to be evaluated in a given year. The likelihood that the program will be offered again in the next two years should be taken into consideration when making the decision.

5.9.1. Conducting Program Evaluations for AECs

The designated Dean will ensure that program evaluations are conducted in accordance with the guidelines established by the CEEC as articulated in Article 5.7.1 of this Policy.

To facilitate and plan the evaluation process, the designated Dean will provide evaluation tools, templates, and guidelines to evaluate AEC programs.

5.9.2. Reporting on AEC Program Evaluations

The designated Dean or their delegate prepares an evaluation report that includes the following content elements:

- A brief description of the program, its history, and current status;
- A description of the methodology and the issues addressed in the evaluation;
- An analysis of the relevant data;
- Evaluation results that address the specific evaluation questions and criteria retained for the evaluation;
- A conclusion giving a general appraisal of the program and recommendations deriving from the evaluation. Recommendations must be clearly linked to the evaluation's findings;
- An action plan for responding to the recommendations.

5.9.3. Approval of the AEC Program Evaluation Report

The AEC evaluation report shall be submitted to the Governing Board for approval. The process for submitting the evaluation report for approval is as follows:

- Submission of the report by the designated Dean to the Director for preliminary approval;
- Submission by the designated Dean to the Commission of Studies for discussion and endorsement;
- Submission by the Director to the Governing Board for final approval.

ARTICLE 6 PROGRAM REVISIONS FOR DECS AND AECS

6.1. Revisions to DEC Programs

Program revisions are sometimes initiated by the Ministry due to the changing needs of society or prospective employers. At other times revisions may stem from the results of internal College monitoring or program evaluations.

Program revisions impact several stakeholders at the College such as teachers, program coordinators, students, student services, the registrar's office, and designated administrators. During the revision process there are several factors that must be taken into consideration including such things as organizational, operational, and material resource requirements, timelines, submissions to SOBEC, and the integration of IT.

Program revisions involve either major or minor modifications to programs that can include such things as, but are not limited to, changing the courses attached to program objectives, developing new courses to be attached to existing objectives, adjustments to course ponderations (hours and units), the comprehensive assessment, pre-requisites, co-requisites, or course sequencing. The designated Dean and program committees play a key role in managing program revisions. Together they determine whether revisions are necessary, carry out the revision process, ensure that necessary documents are submitted for approval to the College, and follow up on implementation.

6.1.1 Planning a Program Revision

The designated Dean will ensure that a revision plan is developed to include a timeline of the tasks to be completed, the roles and responsibilities of those involved, key deadline dates, the dates upon which the College will approve the revision, and the expected timing for implementation. The revision plan should be adopted by the program committee and presented by the designated Dean to the Commission of Studies for approval.

6.1.2 Program Revision Team

The program committee in collaboration with the designated Dean will determine the composition of the team that will work on the revision. The revision team will consult with the program committee throughout the process and will present the revised program to the program committee and designated Dean for endorsement.

The ministerial framework normally lists the contributing disciplines that may be included in the program. In cases where several disciplines are linked with a program competency the designated Dean will provide the disciplines listed the opportunity to present their interest in contributing to the program. In the event that a dispute arises

with regard to the allocation of disciplines, the designated Dean and Director will jointly make the final decision in order to resolve it.

6.1.3 Preparing Revision Documents for Approval

The program committee is responsible for ensuring that the necessary documents are presented to the College for approval:

- A description of each of the proposed changes to be made;
- A rationale for each proposed change;
- A description of the development process that was followed and an overview of the stakeholders and members of committees involved;
- An implementation plan which includes timelines, resource requirements, and details about the integration of IT and CSST standards where appropriate;
- Enrolment projections for the first three years;
- Preliminary estimates of financial, material, and human resource requirements;
- An updated program framework as per Article 6.1.3.1.

6.1.3.1. Updating the Program Framework

The program framework is the official description of the program that shall be approved by the Governing Board. It contains several components that together officially describe and define the program's content and structure. Once approved by the Governing Board, the framework is kept up to date and housed within the College information system.

The program framework shall include the following elements:

- An overview of Ministry specifications, program goals, General Education components, program-specific components, program duration, and admission requirements;
- A section that describes the local orientations for the program;
- A flowchart showing the sequencing of competency attainment;
- Course grids showing the General Education and program-specific courses by semester, including, course weightings, credits, and hours;
- Pre-requisites or co-requisites;
- The exit profile which describes the outcomes that students will be able to demonstrate upon graduation;
- A correspondence table linking the competencies and their corresponding courses;
- A correspondence table showing the courses and the competencies to be attained, including an indication of whether the course completely or partially covers the competency;
- Course descriptions;
- A preliminary description of the comprehensive assessment.⁶

6.1.4. Obtaining Approval for a Program Revision

The process for approving a program revision involves the following:

⁶ The comprehensive assessment is governed by the IPESA (Article 6.2)

- Endorsement by the program committee;
- Submission by the program coordinator to the designated Dean for preliminary approval;
- Submission by the designated Dean to the Registrar for validation;
- Submission by the designated Dean to the Commission of Studies for endorsement;
- Submission by the Director to the Governing Board for discussion and approval.

Once approved by the Governing Board, a *request for officialization* is submitted to SOBEC by the Director or a designated academic administrator.

Not all modifications to a program require approval by the Governing Board. These include the following situations:

- Changes to course sequencing are approved by the program committee and designated Dean.
- Changes to course pre-requisites or co-requisites are approved by the program committee and designated Dean.
- Changes to the comprehensive assessment are approved by the program committee in consultation with the designated Dean, and then approved by the Commission of Studies.

Such changes should, however, be presented to the Commission of Studies for information and discussion prior to implementation.

6.1.5. Implementing a Revised DEC Program

The designated Dean and the program committee are jointly responsible for ensuring that program revisions are implemented as approved by the Governing Board. An important task to be carried out during the implementation phase involves ensuring that all generic plans are created and/or updated to reflect the changes made to the program (Article 3.4.1).

The timeframe for the implementation of a revision is two years for pre-university programs and three years for technical programs. The monitoring activities and analysis that occur throughout the implementation period should be reported on as part of the program annual report.

6.2 Revisions to AEC Programs

The Director or designated Dean may mandate a revision to an AEC program. The designated Dean or their delegate shall carry out the revision and ensure that the appropriate frameworks provided by the MEES 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.

6.2.1 Proposing Revisions to an AEC Program

A revision proposal shall 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;
- A work plan, timelines, and required resources;

- An updated program framework;
- An implementation plan.

6.2.2 Approval of Proposed Revisions to an AEC Program

The approval process for proposed revisions is as follows:

- Submission by the designated Dean to the Director for preliminary approval;
- Submission by the designated Dean to the Commission of Studies for discussion and endorsement;
- Submission by the Director to the Governing Board for discussion and approval.

Upon approval by the Governing Board, the Director sends notification of the approval to the Ministry.

6.2.3 Implementing a Revised AEC Program

The designated Dean is responsible for ensuring that program revisions are implemented as approved by the Governing Board. An important task to be carried out during the implementation phase involves ensuring that all generic plans (as per Article 3.4.1) are created and/or updated to reflect changes made to the program.

The monitoring activities and analysis that occur throughout the implementation period should be reported on as part of the program annual report.

ARTICLE 7 PROGRAM MANAGEMENT INFORMATION SYSTEM

The College maintains a program management information system as part of its quality assurance system. The program management information system will serve as an important mechanism for ensuring the effective management of program quality by collecting and storing data and documents essential for making informed decisions at each phase of the program management cycle.

7.1 Content Areas

The program management information system will include but not be restricted to elements pertaining to the following content areas:

- Program frameworks;
- Program action plans and reports;
- Information and data pertaining to program health;
- Information and data pertaining to program evaluation;
- Student success data
- Mechanisms pertaining to the quality of programs of study.

ARTICLE 8 IMPLEMENTATION OF THE POLICY

The Director is responsible for ensuring the implementation of this Policy. Its application is under the joint responsibility of the Director and the designated Dean.

8.1 Dissemination

Upon its approval by the Governing Board, the Director will ensure that a copy of this policy is submitted to the CEEC. Any subsequent amendments or revisions to the Policy will similarly be submitted to the CEEC immediately upon their approval by the Governing Board.

The Director will ensure that a copy of the Policy is made available to all teachers and other College personnel affected and will be made readily available on the main College website.

ARTICLE 9 EVALUATION OF THE POLICY

The Director is responsible for ensuring that three types of evaluation are carried out pertaining to this policy: its initial implementation, the coherence and clarity of its text, and its application. The initial implementation of the Policy will be evaluated seven years after its initial approval by the Governing Board. The text and its application will be evaluated at least once every 10 years.

9.1 Evaluation at the End of the Implementation Period

Seven years after its approval, an evaluation of the initial implementation of the Policy will be conducted. Special attention will be paid to the state of the program management information system and the local procedural guides and tools.

9.2 Evaluation of the Policy Text

For the purpose of evaluating the text of the Policy, the College has chosen to adopt the following criteria based on those articulated in the CEEC framework.⁷

- **Compliance with legal and regulatory requirements and with the Commission's expectations**
This criterion makes it possible to establish whether the policy contains elements deemed essential by the Commission, including those set out in the College Education Regulations (RREC) and, where applicable, the Act respecting general and vocational colleges.
- **Internal coherence of the policy elements**
This criterion refers to the alignment of the aims, objectives and means provided for in the policy with their potential contribution for ensuring the quality of the programs of study. During the evaluation of the policy, particular attention is placed on the means chosen to ensure that the programs of study are evaluated and that the results of these evaluations are taken into consideration for purposes of program management.

The coherence criterion also makes it possible to assess whether all the elements of the policy form a harmonized, consistent whole. In this regard, it concerns both the wording of the text and the logical relationships between elements.
- **Clarity**
This criterion makes it possible to assess the wording and the structure of the text. The evaluation examines whether the terms used are unambiguous and that the text is easily understood by all the individuals and bodies responsible for implementing the policy.

9.3 Evaluation of the Application of the Policy

The individuals and bodies responsible for the Policy's implementation will be consulted for the purpose of evaluating its application. The primary criteria for evaluating the application of the

⁷ *Ibid*

Policy are based on those articulated by the CEEC framework:⁸

- **Conformity**
The consistency between the provisions of the Policy and their implementation (the extent to which activities governed by the Policy are carried out in conformity with the Policy). The conformity criterion examines the exercise of responsibilities and the implementation of mechanisms, procedures, and rules as set out in the Policy.
- **Effectiveness**
The extent to which the objectives of the Policy are achieved. This criterion covers aspects such as the capacity of the Policy to support program management decisions, lead to a fair and accurate diagnosis of the programs of study and the identification of appropriate actions to improve them.

9.4 Annual Monitoring

Annual monitoring of the implementation of the Policy consists of two aspects: feedback from those who have engaged in program management activities during the academic year, and a review by the designated Dean of the products of program management activities such as the analysis of program health, program evaluations and annual reports.

The combination of annual monitoring and a comprehensive evaluation every seven years is intended to facilitate both quality assurance and continuous improvement of the Policy.

9.5 Circumstances Leading to an Unscheduled Evaluation

An unscheduled evaluation of the Policy or its implementation may be necessitated by external circumstances (e.g., modifications to the Colleges Act or to the College Education Regulations, or a directive given by the CEEC).

9.6 Follow-up to Evaluations of the Policy

The Director will ensure the follow-up of evaluations carried out on the Policy, including the development of an evaluation report and action plan. The evaluation report will include the following:

- A brief description of the Policy, its history, and current status;
- A description of the methods used and the issues addressed in the evaluation;
- An analysis of the relevant data;
- Evaluation results that address the specific evaluation questions and criteria retained for the evaluation;
- A conclusion giving a general appraisal of the Policy and recommendations deriving from the evaluation.
- An action plan for responding to the recommendations.

The evaluation report and action plan will be submitted by the Director to the Commission of Studies and Governing Board for approval. Annual follow-up reports on the action plan will be submitted to these two bodies until such time as the actions have been completed.

⁸ *Ibid*
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ARTICLE 10 REVISIONS TO THE POLICY

Policy revisions and their implementation will be coordinated by the Director in conjunction with the IPMAP Advisory Committee. The revision process will be initiated by either the Director or by a recommendation from the Governing Board. Upon completion of necessary consultations with campus stakeholders, a final draft of the revised policy will be prepared by the Director and presented to the Commission of Studies for review and recommendation to the Governing Board for final approval. Revisions to this policy may be triggered by either external or internal factors.

10.1 External Factors

External factors that may necessitate a revision of this policy or its related procedures include, but are not limited to:

- A request or recommendation from the CEEC;
- Changes in either the Colleges Act or the College Education Regulations;
- Changes in the collective agreements with faculty unions;
- Changes in memoranda of agreement concerning AEC programs and their supporting documents.

10.2 Internal Factors

Internal factors that may lead to a revision of this policy or its related procedures include, but are not limited to:

- Recommendations for revisions received from:
 - Program committees
 - Designated Dean
 - Commission of Studies
 - Governing Board
- Results of annual monitoring;
- Results of an evaluation of the Policy.

ARTICLE 11 ROLES AND RESPONSIBILITIES

This section outlines the roles and responsibilities of individuals and groups within the College who have responsibilities related to the implementation of the articles found herein.

Director General

- Grants preliminary approval for the development of a new DEC program or option to be delivered by the College (Art. 2.1.1)

Board of Governors

- Submits requests to authorize a new program of study to the Ministry on behalf of the Constituent College (Art. 2.1.2)
- Allocates DEC programs or options and AEC programs authorized by the Ministry to be delivered by the College (Art. 2.1)
- Approves AEC Program Frameworks (Art. 2.3.2)
- Endorses new AEC programs to be delivered by the College (Art. 2.2), (Art. 2.3.4)

Governing Board

- Approves all DEC program frameworks (Art. 2.1.4), (Art. 2.1.5)
- Endorses all AEC program frameworks (Art. 2.3.2)
- Approves new profiles to be offered within an existing DEC program (Art. 2.2)
- Approves DEC and AEC Program Evaluation Guidelines and tools (Art. 5.4)
- Approves DEC and AEC Program Evaluation Reports and Action Plans (Art. 5.8.1),(Art.5.9.3)
- Approves the updated program framework for DEC programs (Art. 6.1.3.1)
- Approves DEC and AEC program revisions (Art. 6.1.4), (Art. 6.2.2)
- Approves and disseminates the IPMAP (Art. 8.1)
- Approves the evaluation, action plans, and revision of the implementation of the IPMAP (Art. 9.6)
- May recommend that a revision be made to the IPMAP (Art. 10)

Commission of Studies

- Recommends new or revised DEC program frameworks to the Governing Board (Art. 2.1.5), (Art 6.1.4)
- Recommends new or revised AEC program frameworks to the Governing Board (Art. 2.3.4), (Art. 6.2.2)
- Recommends new Profiles to be offered in a DEC program to the Governing Board (Art. 2.2)
- Recommends Program Evaluation Guidelines and tools to the Governing Board (Art. 5.5)
- Approves Program Evaluation plans received from program evaluation committees (Art. 5.6)
- Recommends DEC Program Evaluation Reports and Action Plans to the Governing Board (Art. 5.8.1)
- Recommends AEC Program Evaluation Reports to the Governing Board (Art. 5.9.3)
- Reviews and discusses program revision plans submitted to it by the designated Dean (Art. 6.1.1)
- Recommends DEC and AEC program revisions to the Governing Board (Art. 6.1.4), (Art. 6.2.2)
- Discusses changes to course sequencing, course pre-requisites, and the comprehensive assessment presented to it by the designated Dean (Art. 6.1.4)
- Recommends the approval of the evaluation and revision of the IPMAP to the Governing Board (Art. 10)

- May recommend that the IPMAP be revised (Art. 10.2)

Director of Constituent College (Director)

- Responsible for the application of the IPMAP in conjunction with the designated Deans (Art. 1.2), (Art. 8)
- Establishes an annual calendar of program management activities in conjunction with relevant academic administrators and program coordinators (Art.1.5)
- Submits a report on the feasibility and rationale for a new DEC program to the Director General for preliminary approval and notifies relevant stakeholders upon receipt of preliminary approval (Art. 2.1.1)
- Submits requests for authorizations to deliver a new DEC program to the Board of Governors, regional tables, and the Ministry and informs relevant academic administrators when a response is received (Art. 2.1.2)
- Decides on the contributing disciplines jointly with the designated Dean (Art. 2.1.3)
- Approves the report on the feasibility and rational for a new AEC program presented by the designated Dean (Art. 2.3.1)
- Initiates the request for an AEC program code to the Ministry (Art. 2.3.3)
- Submits the AEC program framework to the Board of Governors for approval (Art. 2.3.4)
- Ex officio member of the IPMAP Advisory Committee (Art. 5.2)
- Decides in consultation with the designated Dean, when it is necessary to conduct a comprehensive program evaluation outside the scheduled evaluation calendar (Art. 5.4)
- Develops and maintains a long-range evaluation calendar (Article 5.6)
- Ensures that necessary resources are made available to conduct a program evaluation (Art. 5.6)
- Chooses the AEC programs to be evaluated in collaboration with the designated Dean (Art. 5.9)
- Submits AEC program evaluation reports to the Governing Board for approval (Art. 5.9.3)
- Decides on contributing disciplines for revised programs jointly with the designated Dean (Art. 6.1.2)
- May mandate a revision to an AEC program (Art. 6.2)
- Submits DEC and AEC program revisions to the Governing Board for approval (Art. 6.1.4), (Art. 6.2.2)
- Submits requests for officialization to the Ministry (SOBEC) (Art. 6.1.4)
- Notifies the Ministry when an AEC program has been revised and approved (Art. 6.2.2)
- Is responsible for the dissemination of the Policy to the College community and makes it readily available on the College website. (Art. 8.1)
- Ensures that the Policy is submitted to the CEEC (Art. 8.1)
- Works with the IPMAP Advisory Committee to monitor, evaluate, and revise the IPMAP (Art. 5.2), (Art. 9), (Art. 10)
- Ensures the follow-up to evaluations of the IPMAP and submits the action plan and report to the Commission of Studies and Governing Board (Art. 9.6)

Office of Academic Affairs (under the authority of the designated Deans)

- Provides a template for annual reports for DEC and AEC programs (Art. 1.6.1) (Art. 1.6.2)
- Provides a template for program evaluation reports and action plans for DEC and AEC programs (Art. 5.8.1)
- Provides a template for Generic Course Plans for DEC and AEC programs (Art. 3.4)
- Establishes program evaluation guidelines and tools to be used for DEC and AEC programs (Art. 5.3)(Art.5.5) (Art. 5.6)

- Ensures that support is provided to DEC and AEC programs, including General Education during program evaluations (Art. 5.7)
- Provides a template for the program evaluation report and ensures that the report and action plans are distributed (Art. 5.8.1)

Designated Deans or Academic Administrator

(Responsible for Pre-university or Technical and Continuing Education programs)

- With the Director, is jointly responsible for the application of the Policy (Art. 1.2)
- Works in collaboration with the Director to establish an annual calendar of program management activities (Art. 1.5)
- Receives and reviews annual reports (Art. 1.6.1)(Art. 1.6.2)
- Determines the contributing disciplines with the Director (Art. 2.1.3)
- Submits new DEC program frameworks (Art. 2.1.4) to the Registrar for validation and then to the Commission of Studies and Governing Board for approval (Art. 2.1.5)
- Develops an implementation plan for a new DEC program (Art. 3.1) and profile (Art. 2.2)
- Responsible for the development of new AEC programs, including the feasibility report (Art. 2.3)(Art. 2.3.1)
- Ensures that an AEC program framework is developed and submitted to the Commission of Studies for recommendation (Art. 2.3.2)
- Ensures that a program committee is established (Art. 3.1)
- Approves Generic Plans (Art. 3.4)
- Oversees the implementation of new AEC programs (Art. 3.3)
- Reviews DEC and AEC program health monitoring reports received from the research analyst (Art. 4.1) (Art. 4.3)
- Chairs the IPMAP Advisory Committee (Art. 5.2)
- Ensures that guidelines and tools for program evaluation are made available (Art. 5.2)
- Decides with Director when a comprehensive program evaluation is needed outside the scheduled calendar of evaluation (Art. 5.4)
- Submits program evaluation guidelines and tools to the Commission of Studies for endorsement and Governing Board for approval (Art. 5.5)
- Approves program evaluation plans (Art. 5.6)
- Approves program evaluation reports and action plans and submits them to the Commission of Studies and Governing Board for final approval. (Art. 5.8.1)
- Ensures that approved Program Evaluation Reports are distributed to program committees and departments once approved by the Governing Board (Art. 5.8.1)
- Chooses the AEC programs to be evaluated in collaboration with the Director (Art. 5.9)
- Oversees program evaluations for AEC programs and provides evaluation tools, templates, and guidelines to evaluate AEC programs (5.9.1)
- Prepares (or their delegate) AEC program evaluation reports (Art. 5.9.2) and submits them to the Commission of Studies for approval (Art. 5.9.3)
- Determines with program committee whether a revision is necessary (Art. 6.1)
- Ensures that a revision plan is developed and presented to the Commission of Studies (Art. 6.1.1).
- With program committee, determines revision team (Art. 6.1.2).
- Preliminary approval of revised program (Art. 6.1.4).
- May determine the necessity of an AEC program revision and carry it out (Art. 6.2)
- Submits revised DEC and AEC program revisions to Commission of Studies for approval (Art.

6.1.4) (Art. 6.2.2)

- Ensures the implementation of the revised DEC or AEC program (Art. 6.1.5) (Art. 6.2.3)
- Jointly responsible with the Director for the implementation and application of the policy (Art. 8)
- Reviews the products of program management activities each year (Art. 9.4)
- May recommend a revision to the Policy (Art. 10.2)

IPMAP Advisory Committee

- Contributes to the development monitoring and updating of program evaluation guidelines and tools, and when relevant, contributes to the monitoring, evaluation and revision of the IPMAP. Provides oversight in the application of the IPMAP (Art. 5.2)

Program Evaluation Committee

- Carries out program evaluations in accordance with the guidelines established by the Office of Academic Affairs (Art.5.3)(Art. 5.7)

Departments

- Endorses new or revised DEC programs (Art. 2.1.5) (Art. 6.1.4)
- Develops and approves Generic Course Plans (Art. 3.4)⁹
- May provide input to programs on monitoring report data (Art. 4.1)

General Education Departments

- Reports on program monitoring data received from the research analyst (Art. 4.2) as part of the annual report.
- Carries out General Education evaluations in collaboration with the Director and Deans (Art. 5.4.1)

Program Committee

- Prepares the annual report for DEC programs (Art. 1.6.1)
- Works with the designated Dean to develop an implementation plan for a new DEC or AEC (Art. 3.1)
- Endorses new or revised DEC programs (Art. 2.1.5) (Art. 6.1.4) and profiles (Art. 2.2)
- Oversees the implementation and monitoring of new DEC programs (Art. 3.2)
- Reports on the progress of a program implementation as part of the annual report (Art. 3.2)
- Adopts Generic Course Plans and submits them to the designated Dean for approval (Art. 3.4)
- Reviews monitoring data received through the College information system and reports observations in the annual report. (Art. 4.1)
- Decides the composition of the Program Evaluation Committee (Art. 5.3)
- May identify additional criteria to be evaluated (Art. 5.4)
- Develops a program evaluation plan (Art. 5.6)
- Reports on the results of program evaluations and develops an action plan (Art. 5.8.1)
- Determines with the Dean whether a revision is necessary (Art. 6.1) and adopts program revision plans (Art. 6.1.1)
- Works with the designated Dean to determine the composition of a revision team (Art. 6.1.2)

⁹ *Generic Course Plans are discussed in the IPMAP, however, course outlines are governed by the IPESA.*

- Ensures that the necessary documents are presented to the College for approval, including the updated program framework (Art. 6.1.3)
- Endorses the program revision prior to presentation to the Commission of Studies and Governing Board (Art. 6.1.4)
- Approves changes to course sequencing and changes to course pre-requisites or co-requisites (Art 6.1.4)
- Jointly responsible with the designated Dean for the implementation of a revised program (Art. 6.1.5)
- May recommend a revision to the IPMAP (Art. 10.2)

Program Revision Team

- Responsible for carrying out a program revision (Art. 6.1.2)
- Consults with the program committee throughout the revision process and presents the revised program to the program committee and designated Dean for endorsement (Art. 6.1.2)

Program Coordinator

- Submits a program annual report to the designated Dean on behalf of the program committee (Art. 1.6.1)
- Ensures that Generic Plans are developed (Art. 3.4)
- Chairs the program evaluation committee (PEC) (Art. 5.3)
- Provides input to the designated Dean on the necessity to evaluate a program outside of the scheduled evaluation calendar (Art. 5.4)
- Submits the program revision to the designated Dean for preliminary approval (Art. 6.1.4)

Office of the Registrar

- Submits the new or revised program to the Ministry for validation in SOBEC (Art. 2.1.6)
- Validates proposed changes to program grids (Art. 6.1.4)
- Produces annual monitoring data reports for each program and General Education department through the College information system and ensures their distribution (Art. 4.1)
- Supports the gathering of data during program evaluations (Art. 5.7)

Faculty

- Ensures that AEC program annual report is prepared and submitted to the designated Dean (1.6.2)
- Develop generic course plans for AEC program courses (Art. 3.4)
- Participate on committees in accordance with the provisions of the Policy (Art. 1.3), (Art. 2.1.4)
- With the designated Dean, will assess the health of AEC programs (Art. 4.3)
- Participates in the IPMAP Advisory Committee (Art. 5.2)
- Participates on DEC program revision team (Art. 6.1.2)
- Participates in AEC program revisions (Art. 6.2)

ARTICLE 12 EXTERNAL REFERENCES

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