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# Program Evaluation: A Small College Approach

June 9, 2011

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Workshop #509

# Agenda

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- Context
- Our Approach
- Tools and Templates
- Discussion

# Context

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- Ministry curriculum guidelines
- Local program development
- Local program excellence
  - 6 program evaluation criteria
  - Heritage College
  - Policy 17 Concerning Program Evaluation

# Our Approach

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- Ongoing program evaluation
  - Policy 17
  - Academic Services
  - PED Committee, standing committee of Academic Senate

# Tools and Templates

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- Binder
  - Tracking sheet
  - Policy 17
  - Ongoing program evaluation timelines
  - Criteria checklist
  - Stats
  - Surveys
  - Criteria 1 – 6
  - Annual program report
  - Flowchart for Program Profile Changes

# Tracking Sheet



## PROGRAM EVALUATION TRACKING

Report date	Author	Criterion	Planned Actions

# Policy 17

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[http://www.cegep-heritage.qc.ca/PDF\\_Files/Policies/Policy-17.pdf](http://www.cegep-heritage.qc.ca/PDF_Files/Policies/Policy-17.pdf)

# Ongoing Program Evaluation Timelines

## Ongoing Program Evaluation Timelines

When	Activities <sup>1</sup>	Outcomes
September	Program Committee meets to: <ul style="list-style-type: none"> <li>• Review recommendations made in last year's annual program report and confirm planned actions</li> <li>• Confirm evaluation criterion to be addressed this year</li> <li>• Review the evaluation activities, tools and templates</li> <li>• Create program evaluation <b>workplan</b> for the year</li> </ul>	Program evaluation <b>workplan</b>
December	Program Committee meets to <b>report on and assess progress</b>	Update <b>workplan</b>
April/May	Program Committee meets to <b>review results</b> of evaluation activities and agree on recommendations and action plan	<b>Data</b> Draft program <b>report</b>
May	Program Committee Chairperson <b>circulates report</b> for review by Committee members Program Committee meets to <b>finalize report</b> and confirm <b>Action Plan</b>	Final <b>report</b> <b>Action Plan</b>
June	Submit Annual Program Report to Academic Dean	<b>Submit report</b>

<sup>1</sup>Use the program evaluation questions in your program evaluation binder (hard copy) and on the [Guide to Program Evaluation Moodle page](#) (e-copy)



# Criteria Checklist

## Program Evaluation Checklist

Relevance	How well does your program prepare students for university / the labour market?	Very / reasonably /somewhat /not at all
	How well does your program prepare students for today's society?	Very / reasonably /somewhat /not at all
	How well does your program meet the expectations of its students?	Very / reasonably /somewhat /not at all
	<b>Overall, rate the relevance of your program</b>	<b>Excellent good adequate poor</b>
Coherence	How clear are your program's learning outcomes and standards?	Very / reasonably /somewhat /not at all
	How well do the learning activities prepare students to achieve the program's learning outcomes?	Very / reasonably /somewhat /not at all
	How well are your courses sequenced?	Very / reasonably /somewhat /not at all
	How demanding are course workloads and requirements for today's student?	Very / reasonably /somewhat /not at all
	<b>Overall, rate the coherence of your program</b>	<b>Excellent good adequate poor</b>
Teaching & Supervision	How well does your program engage its students?	Very / reasonably /somewhat /not at all
	How well does your program identify students at risk?	Very / reasonably /somewhat /not at all
	How accessible are your teachers?	Very / reasonably /somewhat /not at all
	<b>Overall, rate the value of teaching methods and supervision</b>	<b>Excellent good adequate poor</b>

# Criteria Checklist – cont'd



Resources	How well staffed is your program (expertise, complementary skills)?	Very / reasonably /somewhat /not at all
	How well is your program supported (professional and support staff)?	Very / reasonably /somewhat /not at all
	How well do you support teacher engagement professional development and care?	Very / reasonably /somewhat /not at all
	How adequate are your program teaching and learning resources?	Very / reasonably /somewhat /not at all
	How adequate are your program's financial resources?	Very / reasonably /somewhat /not at all
	<b>Overall, rate your resources</b>	<b>Excellent good adequate poor</b>
Effectiveness	How well prepared are the students entering your program?	Very / reasonably /somewhat /not at all
	How well do your student activities demonstrate program success?	Very / reasonably /somewhat /not at all
	Is your course success rate satisfactory?	Very / reasonably /somewhat /not at all
	How well do your graduates achieve the program's learning outcomes and standards?	Very / reasonably /somewhat /not at all
	<b>Overall, rate your program effectiveness</b>	<b>Excellent good adequate poor</b>
Management	How well do you manage your program?	Very / reasonably /somewhat /not at all
	How well do your monitor its ongoing success?	Very / reasonably /somewhat /not at all
	How well known is your program?	Very / reasonably /somewhat /not at all
	<b>Overall, rate the quality of program management</b>	<b>Excellent good adequate poor</b>

# Criteria 1-6

## Program Relevance

### Related questions

#### 1. How well does your program prepare students for university / the labour market?

- 1.1. Do you have a Program Advisory Committee (PAC)? If so, how often do you meet? Does the PAC advise you on education or industry trends, both locally and more globally?
- 1.2. What was the university success rate of your graduates over the past three years? How does it compare with the success rate of graduates from other programs or with the average success rate of graduates from other colleges? **OR** What was the employment rate of graduates in program-related jobs over the past three years? How does it compare with reseau statistics for graduates from this program?
- 1.3. Describe recent (within the last 5 years) changes you've made to your program based on input from your PAC, or graduates' employment / success rates.
- 1.4. In its current form, does your program appear to meet the needs of employers and universities? If no, what changes are needed?

#### 2. How well does your program prepare students for today's society?

- 2.1. Does your program align with the College's mission statement?
- 2.2. Are [Canada's Essential Employability Skills](#) (EES) built into your program?
- 2.3. Are there changes your program could make to better integrate EES acquisition or help your program fulfill its promise to students?
- 2.4. Does your program prepare students to be **information literate**?

#### 3. How well does your program meet the expectations of its students?

- 3.1. What are your students' expectations? Is your program meeting them?
- 3.2. What recent changes (within the past 5 years) have you made to the program to reflect these expectations?
- 3.3. Do you plan to make changes to the program this year, to better meet student expectations?

### Toolbox: Information & Data Sources

KPI data: 1<sup>st</sup> semester course success, 3<sup>rd</sup> semester retention, graduation rates

Surveys: Incoming student, Current student, Graduating student, Alumni, Early-leaver

PAC input

Co-op employer feedback

[Canada's Essential Employability Skills](#)

Program Overview

Student Profile data

# Criteria 1-6 – cont'd

## Program Coherence

### Related Questions

**1. How clear are your program's learning outcomes and standards?**

- 1.1. Does each teacher have a copy of, and refer to the program curriculum?
- 1.2. Do teachers prepare their course outlines based on department approved course plans?
- 1.3. Does your program use its Program Overview?
- 1.4. Does each teacher have the opportunity to provide feedback, make requests, etc?

**2. How well do course learning activities prepare students to achieve the program's learning outcomes?**

- 2.1. Do teachers demonstrate how the learning outcomes of their courses help the students achieve the program learning outcomes and standards?
- 2.2. Do you hold at least one program committee meeting per semester?
- 2.3. Is your Program Exit Assessment (PEA) coherent with your program learning outcomes?
- 2.4. Does your PEA attest to the student's achievement of the program learning outcomes?

**3. How well are your courses sequenced?** Courses should be sequenced to encourage the development of critical thought and integration of skills and knowledge.

- 3.1. Is your program profile sequenced and developed progressively based on the students' achievement of program learning outcomes? Is this evident in your course plans?
- 3.2. Do the pre-requisites and co-requisites support the student's progressive learning and achievement?

**4. How demanding are course workloads and requirements for today's student?**

- 4.1. Are course ponderations and credit allocations realistic?
- 4.2. Are learning activities within each course realistic, given the course ponderation?

### Toolbox: Information & Data Sources

Course evaluations: student & teacher	Program curriculum documents
Course plans and outlines	Pre-requisites & co-requisites
Program/Department meeting notes	Program Overview

# Criteria 1-6 – cont'd

## Value of Teaching Methods & Student Supervision

### Related Questions

- 1. How well does your program engage its students?**
  - 1.1. Do teachers share best practices and learning resources?
  - 1.2. How has your program evaluated its general approach to teaching and learning?
  - 1.3. Are the teaching methods consistent with the competency-based approach?
  - 1.4. Do the teaching methods in the learning activities prepare the students for the evaluation activities and achievement of the program learning outcomes?
  - 1.5. Do teachers practice the [7 principles of student engagement](#)?
  - 1.6. Has your program considered various technological resources that may lead to increased student engagement?
  - 1.7. Do teachers require students to complete a course evaluation form?
- 2. How well does your program identify students at risk?**
  - 2.1. Do teachers use the online gradebook?
  - 2.2. What are your retention rates (both course level and program level)?
  - 2.3. Do you support TLC?
  - 2.4. What other forms of student assistance does your program offer?
- 3. How accessible are your teachers?**
  - 3.1. Do students report adequate teacher availability, both online and f2f?
  - 3.2. Do your teachers report adequate time to meet with students?

### Toolbox: Information & Data Sources

Course evaluations: student & teacher	Program curriculum documents
Resources: peer tutors, teacher, TLC	Resources: teacher availability, f2f & virtual
TLRC report	Department/Program meetings notes
Progress reviews	Program Overview

# Criteria 1-6 – cont'd

## Program Resources

### Related Questions

#### 1. How well staffed is your program (expertise, complementary skills)?

- 1.1. Do you mentor teachers within your program?
- 1.2. Do you encourage the sharing of best practices?
- 1.3. Are you happy with teacher hiring, assignment, and supervision practices?
- 1.4. Do you have a succession plan to replace retiring faculty?

#### 2. How well is your program supported (professional and support staff)?

- 2.1. Do you find the professional and support staff (librarians, teaching assistants, technicians, maintenance personnel, etc.) sufficient, available, and qualified to meet program needs?

#### 3. How well do you support teacher engagement, professional development and care?

- 3.1. What type of evaluation procedures and professional development activities exist?
- 3.2. What is the teachers' level of involvement in activities other than classroom teaching (participation in institutional committees, educational research, college life, etc.)?
- 3.3. Do you encourage professional contact with teachers from other milieu?
- 3.4. What is your teacher retention rate?

#### 4. How adequate are your program teaching and learning resources?

- 4.1. In what state are the various teaching and learning resources assigned to your program (classrooms and laboratories, technical and computer equipment, libraries, etc.) in terms of quantity, quality, accessibility, upkeep, and renewal?
- 4.2. Do you make optimal use of common teaching and learning resources, e.g. Moodle, Information Literacy, Profweb, CCDMD, etc?
- 4.3. Which teaching and learning resource needs are prioritized? How will you meet these needs?

#### 5. How adequate are your program's financial resources?

- 5.1. How do you allocate available financial resources to optimize your program?
- 5.2. Are the program's essential needs being met?

### Toolbox: Information & Data Sources

Program curriculum documents	PD participation
Program/department policies	Academic Planning Committee report
173 hours report	Budget
TLRC report	Teaching awards
Program Overview	

# Criteria 1-6 – cont'd

## Program Effectiveness

### Related Questions

**1. How well prepared are the students entering your program?**

- 1.1. How is your program advertised?
- 1.2. Describe your target group. Are they capable of achieving the program outcomes?
- 1.3. What are the student demographic and academic trends?

**2. How well do your student evaluation activities demonstrate program success?**

- 2.1. Do your course evaluation activities indicate student success in your program? Do they respect increasing standards from first to last semester?
- 2.2. Do different teachers of the same course use similar evaluation activities and tools?
- 2.3. Do you feel your evaluation activities are fair to all students?

**3. Is your course success rate satisfactory?**

- 3.1. What trends have been observed in success rates for courses within the program, specifically first semester, third semester retention and graduation?
- 3.2. Do these rates compare favourably to those for other programs in the college or similar programs offered elsewhere?

**4. How well do your graduates achieve the program's learning outcomes and standards?**

- 4.1. To what extent do graduates successfully pass the program exit assessment?
- 4.2. To what extent does the program exit assessment demonstrate that students, who successfully complete the program, meet the established learning outcomes and standards of the program?
- 4.3. What proportion of students complete their studies within the normal time frame in recent years? How does this compare with other colleges?
- 4.4. What assistance do you offer students-at-risk?

### Toolbox: Information & Data Sources

KPI data: 1<sup>st</sup> semester course success, 3<sup>rd</sup> semester retention, graduation rates

Surveys: Current student, Graduating student, Alumni, Early-leaver

Program access policies

Program/Department Committee meetings

Program Overview

EEE & PEA stats

# Criteria 1-6 – cont'd



## Quality of Program Management

### Related Questions

#### 1. How well do you manage your program?

- 1.1. Who is responsible for the various aspects of program management (planning, organization, administration, and evaluation)? Does this position rotate?
- 1.2. What support does the college administration provide?
- 1.3. Does a program committee exist? What is its relationship with the departments? How does it carry out its duties?
- 1.4. Does your program comply with Policy 5 (Institutional Policy on the Evaluation of Student Achievement), Policy 36 (Concerning the Promotion of the English Language), Policy 33 (Concerning Academic Integrity)?
- 1.5. How could your program be better managed?

#### 2. How well do you monitor its ongoing success?

- 2.1. Does your program implement ongoing program evaluation (Policy 17)?
- 2.2. How is your program evolving as a result of ongoing evaluation?

#### 3. How well known is your program?

- 3.1. How does your program ensure that both students and teachers are aware of and understand the program's fundamental characteristics (learning outcomes, standards, and structure)?
- 3.2. Do you actively promote your program to the public?

### Toolbox: Information & Data Sources

Policy 17 Concerning Program Evaluation	Program Committee workplan
Program / Department Committee meetings	Course plans and outlines
Program Overview	Promotional activities



# Annual Program Report



## Annual Program Report

### **Provide a general description of your program**

[½ page summary; append your Program Overview]

### **Provide an overview of your program evaluation activities of this academic year**

[½ page summary; append your Program Evaluation Workplan]

### **Describe your findings in terms of program strengths and weaknesses**

[1 page summary; append available data and tools]

### **State your conclusions, decisions, recommendations and planned actions to enhance:** [1 page, to include:

- student success, i.e. students achieving the competencies
- readiness of students to pursue further education or to enter the job market
- program viability]

### **Appendices**

Program Overview

Program Evaluation Workplan

Findings

PIS data provided by Academic Services

Copies of all survey reports

# Flowchart for Program Profile Changes

## Flowchart for Program Changes Regular Education

Most program changes require approval from Academic Senate. They are:

- Profile Change (course name, course title, ponderation, credits, order, addition or deletion)
- Change of course pre-requisites or co-requisites
- Change of course competencies

If your program changes require Academic Senate approval, please follow this flowchart.

STEPS	TIMEFRAME	TASKS	RESPONSIBILITY
1	Spring	Undertake a review by criterion of the Program. After rigorous analysis by the program committee, recommend consideration of changes to the Program Profile and pre-requisites. See Policy #17.  PROGRAM COMMITTEE meets to conclude program evaluation activities and identify potential program changes to the program profiles or pre-requisites.	Program Coordinator (or designate)
2	September	Memo sent to programs and departments requesting notification of profile/pre-requisite changes.	Academic Dean
3	September - October	Program Committee confirms decision to make profiles/pre-requisites changes and proposes changes.	Program Coordinator

# Flowchart for Program Profile Changes – cont'd

4	September - October	Program Coordinator works with Academic Services to make changes.	Program Coordinator
5	September - October	Program Coordinator meets with Academic Dean for preliminary approval.	Program Coordinator
6	September - October	Program Committee meets for final review of changes, if required.	Program Coordinator
7	<b>No later than November 1</b>	Deposit with Academic Services the Profile document; matrix of competencies and courses; changes to pre-requisites; rationale for all changes.	Program Coordinator
8	November	Creation of new course numbers, as required.	Registrar
9	October - November	Review and approval of profile/pre-requisite changes by Academic Forum.	Academic Forum
10	October - November	Preparation of documents for Academic Senate.	Information Technician
11	<b>No later than December Senate</b>	Approval of Program changes by Academic Senate.	Academic Senate
12	December	Information forwarded to Communications Manager for preparation of Board of Governors' Package.	Information Technician
13	February	Approval of program profile and pre-requisite changes.	Board of Governors
14	March	Secure authorization of program via SOBEC.	Registrar

# Flowchart for Program Profile Changes – cont'd

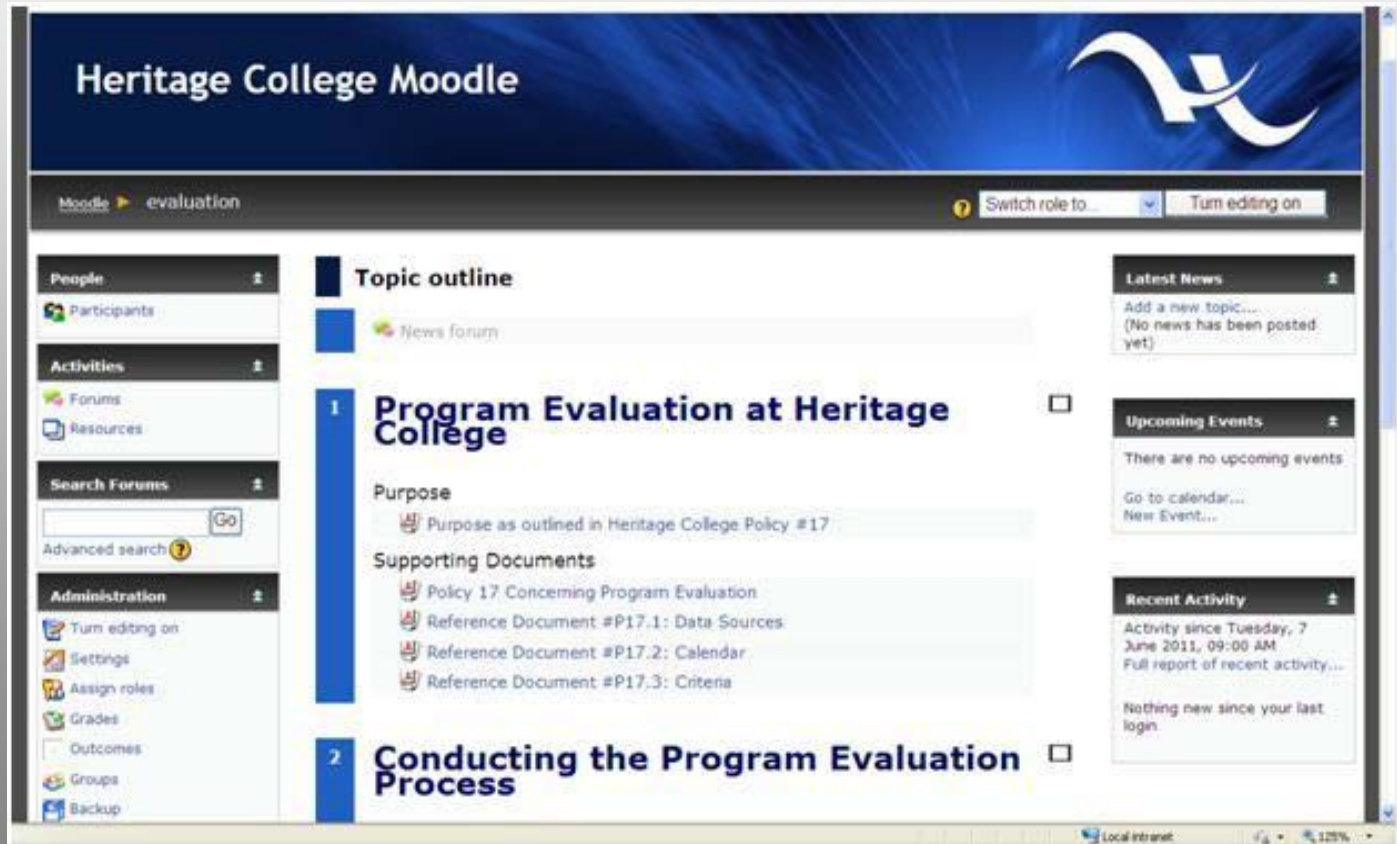
15	March	Update all publications: CLARA; Course Description Booklet and Public Folders; ViewBook; College Website; PALS.	Registrar; Information Technician; Communications Manager; Webmaster; Associate Academic Dean
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Please append supporting documentation, such as:

- Recommendations emanating from program evaluation activities, agreed to by the Program Committee. These typically would be found in the Annual Program Report submitted at the end of the Winter semester.
- Program profile (xlsx files)—original and proposed
- Program matrix showing where the required competencies are summatively evaluated. Note that the official program matrix comes from CLARA. Academic Services will post a copy of this matrix on the Public Folders.
- Course plans (required for ponderation, sequencing or competency changes; are not needed for a simple course title change.)
- Pre-requisites and co-requisites changes

# Tools and Templates

- Moodle page



The screenshot displays the Moodle interface for Heritage College. The top banner features the text "Heritage College Moodle" and the college's logo. Below the banner, the page is organized into several sections:

- Navigation:** A top bar includes "Moodle" and "evaluation" links, a "Switch role to..." dropdown, and a "Turn editing on" button.
- Left Sidebar:** Contains sections for "People" (Participants), "Activities" (Forums, Resources), "Search Forums" (with a search box and "Go" button), and "Administration" (Turn editing on, Settings, Assign roles, Grades, Outcomes, Groups, Backup).
- Main Content Area:**
  - Topic outline:** Lists "News forum" and "1 Program Evaluation at Heritage College".
  - Program Evaluation at Heritage College:** Includes a "Purpose" section (Purpose as outlined in Heritage College Policy #17) and "Supporting Documents" (Policy 17, Reference Document #P17.1: Data Sources, Reference Document #P17.2: Calendar, Reference Document #P17.3: Criteria).
  - 2 Conducting the Program Evaluation Process:** A second topic section.
- Right Sidebar:** Contains "Latest News" (Add a new topic...), "Upcoming Events" (There are no upcoming events), and "Recent Activity" (Activity since Tuesday, 7 June 2011, 09:00 AM).

# Discussion

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Thank you!

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