

HERITAGE COLLEGE REFERENCE DOCUMENT #P17.3
(supporting material for Heritage College Policy #17 concerning Program Evaluation)

Program Evaluation Outline

Criterion 1: Program relevance

Sub-criteria	Questions	Tools/Evidence/ Data
1.1 The objectives, standards and content are consistent with the expectations and needs of the labour market or university community	<p>How does your program measure these needs and expectations?</p> <p>1.1.1 Do you have a PAC? If so, how often do you meet? What is their role?</p> <p>1.1.2 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?</p> <p>OR</p> <p>1.1.2 What was the employment rate of graduates in program-related jobs over the past three years? How does it compare with overall statistics for graduates from this program?</p> <p>1.1.3 Describe recent (within the last 5 years) changes you've made to your program based on input from employers or universities, or graduates' employment / success rates.</p> <p>1.1.4 In its current form, does your program appear to meet the needs of employers and universities? If no, what changes are needed?</p>	<p>PAC</p> <p>Alumni survey</p> <p>Co-op employers</p>
1.2 The objectives, standards and content of the program of study are consistent with society's overall expectations.	<p>How well does your program prepare students for today's society?</p> <p>1.2.1 Does your program align with the College's mission statement?</p> <p>1.2.2 Are Canada's Essential Employability Skills (EES) built into your program?</p> <p>1.2.3 Are there changes your program could make to better integrate EES acquisition or help the College fulfill its promise to students?</p> <p>1.2.4 Does your program prepare students to be information literate?</p>	<p>Rationalize program outcomes wrt College mission statement & employability skills</p> <p>Rationalize student evaluation wrt College mission statement</p> <p>Alumni survey</p>
1.3 The objectives, standards and content of the program of study are consistent with student expectations.	<p>What measures has your program taken to ascertain and meet student expectations?</p> <p>1.3.1 What are your students' expectations? Is your program meeting them?</p> <p>1.3.2 What recent changes (within the past 5 years) have you made to the program to reflect these expectations?</p> <p>1.3.3 Do you plan to make changes to the program?</p>	<p>Current student survey</p> <p>Program exit survey</p> <p>Early leaver survey</p>

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Criterion 2: Program coherence

Sub-criteria	Questions	Tools/Evidence/ Data
2.1 Program objectives clearly describe the skills students must acquire; program standards establish the degree to which these skills must be mastered at the college level.	<p>Are program objectives and standards clear and explicit?</p> <p>2.1.1 Does each teacher have a copy of, use and implement the program curriculum?</p> <p>2.1.2 Does each teacher have the opportunity to provide feedback, make requests, etc?</p>	<p>Program curriculum documents</p> <p>Department meetings</p> <p>Program meetings</p> <p>Course evaluations: student & teacher</p>
2.2 The program contains a series of general and specialized education learning activities, whose specific objectives and content are clearly defined and consistent with program standards and objectives; these learning activities ensure that program standards and objectives are met.	<p>Do general and specialized learning activities contribute to program success?</p> <p>2.2.1 How do the objectives, content and standards of each course help meet program standards and objectives?</p>	<p>Program curriculum documents</p> <p>Course outlines</p> <p>Program meetings</p> <p>Course evaluations: student & teacher</p>
2.3 Learning activities are ordered logically and sequenced so as to facilitate progressively more detailed study and integration of the various program content elements.	<p>Is the scope and sequencing of your program educationally sound?</p> <p>2.3.1 Is your program profile sequenced and developed progressively based on program objectives?</p>	<p>Program curriculum documents</p> <p>Pre-requisites & co-requisites</p> <p>Program meetings</p>
2.4 Specific requirements for each learning activity (courses, laboratories, individual projects) are realistic and clearly defined; these requirements are accurately reflected in course outlines and the weighting and calculation of credits.	<p>Are the workloads of your courses reasonable for the current student population?</p> <p>2.4.1 Are course ponderations and credit allocations realistic?</p> <p>2.4.2 Are learning activities within each course realistic?</p>	<p>Course outlines</p> <p>Course evaluations: student & teacher</p>

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Criterion 3: Value of teaching methods & student supervision

Sub-criteria	Questions	Tools/Evidence/ Data
3.1 Teaching methods are adapted to program and learning activity objectives, and take student characteristics into account in order to help students achieve these objectives based on established standards.	<p>Does your program evolve teaching methods to engage students?</p> <p>3.1.1 Do teachers share best practices?</p> <p>3.1.2 How has your program evaluated its general approach to teaching and learning?</p> <p>3.1.3 Do teachers require students to complete a course evaluation form?</p>	<p>Program meetings</p> <p>Program curriculum documents</p> <p>Course evaluations: student & teacher</p>
3.2 Measures are designed to detect learning problems and provide guidance, support and follow-up to enhance student success.	<p>How does your program identify students at risk?</p> <p>3.2.1 What are your retention rates (both course level and program level)?</p> <p>3.2.2 Do you support TLC?</p> <p>3.2.3 What other forms of student assistance does your program offer?</p>	<p>Program meetings: mark review</p> <p>Resources: peer tutors, teacher, TLC, etc.</p> <p>TLRC report</p>
3.3 Teachers are available to meet students' need for supervision.	<p>Are your teachers available?</p> <p>3.3.1 Do students report adequate teacher availability, both online and f2f?</p> <p>3.3.2 Do your teachers report adequate time to meet with students?</p>	<p>Resources: teacher availability f2f & virtual</p> <p>Course evaluation: student feedback</p>

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Criterion 4: Appropriateness of resources

Sub-criteria	Questions	Tools/Evidence/ Data
4.1 The number and quality of teachers are sufficient and their areas of expertise are diversified enough to meet program and learning activity objectives.	<p>Does your program have adequate staff and areas of expertise to be properly implemented?</p> <p>4.1.1 Do you mentor teachers within your program?</p> <p>4.1.2 Do you encourage the sharing of best practices?</p> <p>4.1.3 What changes do you want to make with respect to teacher hiring, assignment, and supervision?</p>	<p>Program curriculum documents</p> <p>Program/department policies</p> <p>HR policies</p>
4.2 There are enough professional & support staff to meet program needs.	<p>Does your program have adequate support?</p> <p>4.2.1 Is the professional and support staff (librarians, teaching assistants, technicians, maintenance personnel, etc.) sufficient, available, and qualified to meet program needs?</p>	<p>Program curriculum documents</p> <p>Teacher reflection</p>
4.3 The motivation and competence of teachers and other college staff are maintained and developed, among other things, through well defined evaluation procedures and professional development activities.	<p>How do you retain, motivate and help your teachers excel?</p> <p>4.3.1 What type of evaluation procedures and professional development activities exist?</p> <p>4.3.2 What is the teachers' level of involvement in activities other than classroom teaching (participation in institutional committees, educational research, etc.)?</p> <p>4.3.3 What is the status of professional contacts between teachers and their colleagues from other milieu?</p> <p>4.3.4 What is your teacher retention rate?</p>	<p>Department policy</p> <p>173 hours</p> <p>PD participation</p> <p>AQPC award</p>
4.4 The quantity, quality, and accessibility of classrooms, equipment and other material resources are appropriate.	<p>Do you have adequate teaching and learning resources?</p> <p>4.4.1 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?</p> <p>4.4.2 Do you make optimal use of common teaching and learning resources?</p> <p>4.4.3 Have you integrated the College's ILP resources into your program?</p> <p>4.4.3 Which teaching and learning resource needs are prioritized? What is your plan to satisfy these needs?</p>	<p>Academic Planning Committee report</p> <p>TLRC report</p>
4.5 Financial resources are sufficient to ensure that the program functions properly.	<p>Do you have adequate financial resources to run your program?</p> <p>4.5.1 How do you allocate available financial resources to optimize your program?</p> <p>4.5.2 Are the program's essential needs being met?</p>	<p>Budget</p>

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Criterion 5: Program effectiveness

Sub-criteria	Questions	Tools/Evidence/ Data
5.1 Recruitment, selection and integration measures allow the college to constitute a student population capable of successfully completing the program.	<p>Do you have the right students in your program?</p> <p>5.1.1 How is your program advertised?</p> <p>5.1.2 Describe your target group. Are they capable of achieving the program outcomes?</p> <p>5.1.3 What are the student trends?</p>	<p>Program access policies</p> <p>Access committee</p> <p>Orientation</p> <p>Student services</p>
5.2 The methods and tools used to evaluate student learning applied in the program allow the college to determine how effectively program and learning activity objectives have been met.	<p>Do your student evaluation methods demonstrate program success?</p> <p>5.2.1 Do your evaluation methods and tools determine to what extent program learning outcomes have been achieved? Do they respect existing standards?</p> <p>5.2.2 Are evaluation methods and tools used uniformly by different teachers giving the same course?</p> <p>5.2.3 Do you feel your evaluation methods are fair to all students?</p>	<p>Course outlines</p> <p>Program committee meetings</p>
5.3 The course success rate is satisfactory and compares favourably with that of other programs of study and other institutions.	<p>Are your course success rates exemplary?</p> <p>5.3.1 What trends have been observed in success rates for courses within the program, especially those offered in first term?</p> <p>5.3.2 Do these rates compare favourably to those for other programs in the college or similar programs offered elsewhere?</p>	<p>Success rates: courses & program</p> <p>Retention and graduation rates</p>
5.4 An acceptable proportion of students complete the program within a time frame that is tolerable given their student status (full-time or part-time) and personal characteristics.	<p>Are your program success rates exemplary?</p> <p>5.4.1 What proportion of students have completed their studies within the normal time frame in recent years? How does this compare with other colleges?</p> <p>5.4.2 What assistance do you offer students-at-risk?</p>	<p>Program completion times & rates</p>
5.5 Graduates meet the established skills acquisition standards targeted by the program.	<p>Are your graduates able to demonstrate their achievement of program outcomes?</p> <p>5.5.1 To what extent do graduates meet program standards and objectives?</p> <p>5.5.2 To what extent do the program exit requirements show that students who complete the program meet established standards governing the acquisition of the skills targeted by the program?</p>	<p>Program curriculum documents</p> <p>PEA stats</p> <p>EEE stats</p>

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Criterion 6: Quality of program management

Sub-criteria	Questions	Tools/Evidence/ Data
6.1 Management methods and structures and the existing means of communication are well-defined and promote the program's proper functioning as well as the program approach.	<p>Is your program managed effectively?</p> <p>6.1.1 Who is responsible for the various aspects of program management (planning, organization, administration, and evaluation)?</p> <p>6.1.2 What support does the college administration provide?</p> <p>6.1.3 Does a program committee exist? What is its relationship with the departments? How does it carry out its duties?</p> <p>6.1.4 How could your program be better managed?</p>	<p>Department & program meetings</p> <p>Program committee workplan</p>
6.2 Clear procedures allow for ongoing evaluation of the strengths and weaknesses of the program and its learning activities based on reliable qualitative and quantitative data.	<p>Does your program practice ongoing evaluation?</p> <p>6.2.1 Does your program implement the IPPE?</p> <p>6.2.2 Is your program evolving as a result of ongoing evaluation?</p>	<p>IPPE</p>
6.3 Program descriptions are distributed and explained to both students and teachers.	<p>Is your program known?</p> <p>6.3.1 How does your program ensure that both students and teachers are aware of and understand the program's fundamental characteristics (objectives, standards, and structure)?</p>	<p>Program committee meetings</p> <p>Student program orientation</p> <p>Course outlines</p>