

**Commission d'évaluation
de l'enseignement collégial**

Analytical Framework

Evaluating the Effectiveness
of Success Plans in the
Subsidized Private Colleges

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This document describes the Analytical Framework on which the expectations of the Commission are based and identifies the elements to be taken into consideration for the Commission's analysis of the reports from the colleges on their evaluations of the effectiveness of their success plans.

Introduction

In the spring of 2000, the Minister of Education of Québec announced the requirement that public and subsidized private colleges develop and implement success plans. This requirement was the result of the consensus established in February 2000 in favour of increasing qualifications for young people, established at the *Sommet du Québec et de la jeunesse*.

In 2001-2002, at the request of the Minister, the Commission d'évaluation de l'enseignement collégial carried out an evaluation of Institutional Success Plans in the colleges. The following year, the Commission analyzed the implementation of those plans and all colleges subsequently reviewed the results of their 2000-2003 success plans and evaluated their effectiveness. As a result, colleges were able to refer to the results of these reviews as they developed their new success plans. Most of the subsidized private colleges subsequently adopted new success plans.

The current operation for evaluating the effectiveness of the success plans is part of a continuum of actions that enables the Commission to both monitor the application of the success plans in the colleges and provide support to the colleges involved. It also contributes to the ongoing improvement of the quality, credibility and recognition of the importance of college-level education in Québec. The evaluation process enables the Commission to monitor the effectiveness of the various quality assurance components (institutional program evaluation policies, institutional policies on the evaluation of student achievement and student success plans) stipulated in the regulations as being fundamental to ensuring the quality of education given by all institutions in the system. Furthermore, the evaluation of their student success plans constitutes a crucial reference for the colleges in their development of subsequent plans.

As it has done in the past, the Commission established an advisory committee in the fall of 2007 to work with it during the operation for evaluating the effectiveness of the strategic plans. The committee was consulted on both the Guidelines and the Framework of Analysis.

In the Guidelines document¹ sent out in March 2008, the Commission specified that each college was expected to choose its own process for evaluating the effectiveness of its success plan and assessing results, in relation to its initial objectives, while at the same time carrying out a critical analysis of its particular plan. This would give the college the opportunity to review its situation by assessing the processes used for plan development, implementation, monitoring and updating, in addition to presenting its own analysis of its strong points, and of areas where improvements to its success plan should be made.

The evaluation report to be prepared by the Commission will consider the quality of each college's evaluation process; it will appraise the effectiveness of the institution's student success plan, review the extent to which objectives have been achieved, and give its assessment of areas or processes where the strengths of the college lie and of those needing further attention in the subsequent success plan.

1. Commission d'évaluation de l'enseignement collégial, *Evaluating the effectiveness of success plans in the private colleges – Guidelines* – December 2007.
(http://www.ceec.gouv.qc.ca/publications/ORIENTATION-DOC/EfficacitePS_anglais.pdf).

The self-evaluation process

Each college should determine the processes and methodology to be used for this operation, in reference to its own particular context. These choices should enable the college to evaluate the effectiveness of its success plan through a comparison of target objectives and the results obtained and through a critical analysis of the plan as a whole. Reports by colleges to the Commission should describe the processes used in carrying out the self-evaluation.

A. Expectations of the Commission

1. Each college should prepare a self-evaluation plan identifying issues to be addressed in the evaluation of the effectiveness of its success plan and specifying how the evaluation process will be carried out.
2. Colleges should evaluate the effectiveness of their student success plans, looking in particular at target objectives and the results achieved.
3. Colleges should carry out a critical analysis of the effectiveness of their student success plans, in terms of the context of their development and implementation, the monitoring and revision of their plans and any updating carried out.
4. Each college should make an overall appraisal of its plan, identify where its strengths lie and where improvements need to be made in its student success planning, and then prepare a follow-up action plan.
5. Each college should consult the appropriate organizational structures and groups concerned, both as regards the self-evaluation plan and the institution's self-evaluation report or any aspects of the report that involve them.

B. Methodology

1. Colleges should make use of the most appropriate indicators available for assessing the achievement of target objectives, whether or not these indicators are identified in their plans.
2. Colleges should collect relevant and sufficient data for their analyses.

3. Colleges should be able to justify their choice of the methodology used for the process.
4. Colleges should ensure that all appropriate procedures are in place to guarantee the confidentiality of information collected, as required by the *Act respecting Access to documents held by public bodies and the Protection of personal information*.

C. Analysis of data

1. Colleges should be rigorous in carrying out the analysis of the data they collect.
2. Conclusions that colleges arrive at should be relevant and based on the data collected and analyzed.

Evaluation of the effectiveness of the plans

Colleges should evaluate the effectiveness of their success plans, looking in particular at target objectives and the results achieved, as well as carrying out a critical analysis of their plans as a whole.

A. Achievement of plan objectives

Colleges should present the results obtained and, where appropriate, explain the reasons for any differences between these results and the target objectives. Colleges should take into consideration objectives adopted in their own success plans and:

- Evaluate, with supporting arguments, the degree to which objectives have been achieved;
- Explain any differences identified between the initial objectives and the final results.

B. Critical analyses of the plans

Colleges should carry out critical analyses of their plans and assess results obtained, with reference to their context of their plan development, implementation and monitoring processes.

Development context

Each college should make a well-founded assessment of the analysis made of its own particular situation at the time the plan was developed. The college should be able to show whether it considers that:

- The analysis of the situation was complete;
- The analysis enabled it to better understand the characteristics of its clientele;
- The analysis enabled it to identify barriers to student success.

Colleges should present a well-founded evaluation of the processes used in the development of their success plans. They should be able to demonstrate that:

- Objectives identified were based on the college's analysis of the characteristics of its clientele and of barriers to student success.
- Target objectives were realistic and defined in ways that allowed the institution to demonstrate the degree to which they were achieved.

Plan implementation

Colleges should present well-founded evaluations of the implementation of their plans. They should be able to demonstrate that:

- The chosen strategies were implemented and resulted in the desired outcomes being achieved;
- People or groups required to intervene in the process carried out their responsibilities seriously;
- Timelines for the process were respected;
- The indicators selected were valid instruments for monitoring progress toward the achievement of the desired results.

Making reference to issues identified during the evaluation of the effectiveness of their plans, colleges should also assess the efficiency of the different means used to put the plans into effect and be able to justify the choices made.

Monitoring of plans

Colleges should present a well-founded evaluation of the effectiveness of the plan monitoring strategies used and show that the monitoring process made it possible to make any needed adjustments.

C. Overall assessment

In conclusion to their student success plan evaluations, colleges should present an overall assessment of their success plans and be able to demonstrate that these plans effectively led to successful results, perseverance in studies and success in obtaining diplomas. Colleges should ultimately be able to show that the plan development, implementation and

monitoring strategies they employed contributed to the effectiveness of the plans themselves.

D. Follow-up plans

All colleges should draw up follow-up plans identifying needed improvements, responsibilities to be taken and timelines for implementation. The follow-up process will be a means to improve colleges' subsequent plans.

