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## ABSTRACT

This guide is designed to support the self-evaluation procedures of public colleges in Quebec, Canada, offering a Social Sciences program. First, the guide presents evaluation topics for the revised Social Sciences program and proposed evaluation criteria and sub-criteria. Areas to be evaluated are listed under the headings "program coherence," "student population characteristics and academic supervision," "human resources," "program effectiveness and academic success," and "program management." For each heading, a link is established between the points to be evaluated and the evaluation criterion and subcriteria to be used. The second part of the guide describes each of these criteria and sub-criteria in context, explains the elements to be evaluated, specifies supporting documents required, and provides instructions on how to complete the self-evaluation report. Appendixes include: (1) a lexicon of terms; (2) a list of supporting documents which must be submitted with the evaluation report; (3) a table summarizing self-evaluation data to be collected; (4) a description of the revised Social Science program; (5) a list of institutions authorized to offer the Social Science program; and (6) a list of advisory body members. (KP)

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**GUIDE  
SPÉCIFIQUE**  
POUR L'ÉVALUATION  
DE PROGRAMMES D'ÉTUDES

ED 382 265

**The Social Sciences  
Program**

Specific Guide  
to the Evaluation of  
Programs of Studies

2410-0518



COMMISSION D'ÉVALUATION  
DE L'ENSEIGNEMENT COLLÉGIAL

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**CORRECTION**

Under the criterion nr 5, sub-criterion 5.2 (pages 14, 36, 37 and others), the specific guide mentions the application of the "Institutional policy on program evaluation (IPPE)". Instead of this expression, please read **Institutional policy on evaluation of student achievement (IPESA)**.

March 1995

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This document was prepared in  
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## Introduction

Evaluating the implementation of programs of studies is part of the mission of the Commission d'évaluation de l'enseignement collégial. In its first publications as well as in its contacts with the colleges, the Commission described the context in which it was created, the legal underpinnings of its mission, the spirit guiding its work, and the methodology it intended to adopt. As specified in its *General Guide to the Evaluation of Programs of Studies*, the Commission's objective is twofold : to help institutions constantly improve the quality and relevance of the education they offer, and to report on the value of the instruction their students receive. To do so,

[...] the Commission opted for an approach focusing on the formative component of evaluation, which led it to propose procedures in which the colleges play an active role. The Commission asks the colleges to first conduct a self-evaluation of their programs of study based on a guide it will provide. It also calls on recognized independent specialists to assess the self-evaluation, hold discussions with the institution, and reach a decision on the program's value. The active participation of these two categories of interests is essential to the successful evaluation of the programs of study, and is consistent with higher education evaluation practices used widely in industrialized countries.<sup>1</sup>

After stressing the importance of the self-evaluation carried out in each institution, the Commission described its program evaluation procedure and promised to formulate and provide individual guides adapted to the characteristics of each of the programs to be evaluated. The goal of this document is thus to support the self-evaluation procedure of those colleges offering the Social Sciences program. It was prepared in conjunction with an advisory body, whose members are drawn from the college and university community<sup>2</sup>.

This individual guide contains two sections. The first presents the topics of evaluation for the revised Social Sciences program and the proposed evaluation criteria and sub-criteria,

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1. COMMISSION D'ÉVALUATION DE L'ENSEIGNEMENT COLLÉGIAL, *General Guide to the Evaluation of Programs of Studies by the Commission d'évaluation de l'enseignement collégial*, Gouvernement du Québec, May 1994, p. 3.
  2. Appendix 6 lists the members of this advisory body.



while the second describes each of these criteria and sub-criteria in context, explains the elements to be evaluated, specifies the supporting documents required, and provides indications on how to complete the self-evaluation report.

The appendices include :

- a lexicon defining certain terms used in the text;
- the list of documents the college must submit with the evaluation report or make available to the Commission during its visit to the college;
- a table summarizing the information that the college must collect in order to conduct its self-evaluation;
- the description of the Social Sciences program excerpted from the *Cahiers de l'enseignement collégial*;
- the list of institutions authorized to offer the Social Sciences program;
- a list of the members of the advisory body formed by the Commission to evaluate this program.

## Part one

### Areas to be Evaluated and Choice of Criteria

The challenges related to evaluating the implementation of the Social Sciences program since its 1991 review are numerous and varied. The first entails examining how this review helped improve the former program's shortcomings that were identified over the years; the second, analyzing the aspects linked to the structure and implementation of the revised program, since any changes made to a program result in new challenges and, often, unforeseen problems.

In the following pages, the main issues pertaining to program implementation will be identified and the evaluation criteria and sub-criteria specified. It should be kept in mind, however, that although these areas to be evaluated are often interrelated, the resulting criteria sometimes differ. In fact, given the scope and complexity of the Social Sciences program and the fact that this is its first evaluation, the Commission, assisted by its advisory body, has chosen to place greater emphasis on certain criteria and analysis perspectives.

The areas to be evaluated are listed under the headings *program coherence*, *student population characteristics and academic supervision*, *human resources*, *program effectiveness and academic success*, and *program management*. For each heading, a link is established between the points to be evaluated and the evaluation criterion and sub-criteria to be used.

## Program Coherence

### Area to be Evaluated

Criticism had been levelled at the former program's lack of coherence. To rectify this shortcoming, the following elements were incorporated into the revised program :

- the definition of program objectives<sup>3</sup>;
- a significant reduction in the number of eligible courses;  
the definition of a core curriculum<sup>4</sup>;
- the introduction of an *integration activity*<sup>5</sup>, to be carried out at the end of the program.

This quest for coherence is critical in evaluating program implementation, especially since the number of possible course combinations remains very high; except for the five compulsory core courses and a sixth course chosen from a limited list, the other eight concentration courses are selected from some 90 alternatives.

The purpose of the review was to bring the program into line with the *Regulation respecting the basis of college organization* and, more specifically, with the definition of the *program* as an "integrated set of courses leading to the achievement of general and particular objectives". This definition, which is recapitulated almost verbatim in the new *College Education Regulations*, introduces the concept of the so-called *program approach*.

This approach, which could be defined as a way of organizing teaching activities so as to ensure that each course is part of a logical whole and contributes in a planned, structured and integrated manner to program objectives, appears conducive to ensuring the coherence of the education plan. Various elements of the revised program lend themselves well to the application of the program approach, especially :

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3. These objectives appear to pertain to the concentration (specific program component) rather than to the program as a whole.
  4. In this document, *core curriculum* refers to the group of *five courses* which are *compulsory* for Social Sciences students throughout the college network.
  5. The terms with an asterisk are defined in the lexicon appearing in Appendix 1.

- objectives 1.5 and 2.6<sup>6</sup>, the latter of which is expressly targeted by a specific learning activity known as an *integration activity*;
- objective 2.1, which targets the development of "intellectual work methods necessary to pursue higher education";
- the makeup of the core curriculum, which includes methodology courses in the social sciences and other courses in certain specific disciplines.

Furthermore, the colleges may choose to implement training profiles\* within the program, and many do. These profiles--which may allow students a certain amount of leeway in choosing their courses--are generally organized around aspects or themes linking courses from various disciplines (*the individual*, *society* and *the world* have proven popular themes), and based on a sequential arrangement of the courses within each discipline. A variety of profiles is thus offered to students in the Social Sciences program, although this variety often results in negligible differences in program makeup. To learn more about these profiles as a means of formulating a coherent education plan for the Social Sciences program, it would be interesting to see which criteria each college used to organize their respective profiles.

In short, the aim is to determine whether the program approach is being applied, how it was implemented, and its impact on program coherence.

The integration activity was introduced to enhance program coherence. This is a new type of activity for most colleges, at least with respect to pre-university studies. It may take different forms, either as part of one or more courses specific to social sciences, or as a separate activity. It is, in a sense, the cornerstone of the program, and its implementation is of particular importance.

### **The evaluation criterion**

Among the criteria selected for the evaluation of the Social Sciences program, program coherence appears critical. It will be used to study the impact of various courses, especially those in the core curriculum, and the contribution of the integration activity to meeting program objectives. The sequencing of those courses which should enhance learning and help students summarize what they have learned will also be analyzed. Finally, we will

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6. "To understand certain theories or models of the program disciplines, their limits, their complementary nature, and their potential consequences" (objective 1.5); "to carry out a project which demonstrates the student's ability to analyze a problem by applying more than one social sciences approach" (objective 2.6).

look at whether program coherence is reflected in the requirements of the core courses and whether these requirements are defined in a clear, balanced and realistic manner.

The Commission has selected the following sub-criteria :

- *The program contains a series of learning activities\* whose objectives and content clearly reflect program objectives and enable them to be met.*
- *Learning activities are ordered logically and sequenced so as to facilitate progressively more detailed study and integration of the various program content elements\*.*
- *Specific requirements for each learning activity are realistic and clearly defined; these requirements are accurately reflected in course outlines and weighting\*.*

## Student Population Characteristics and Academic Supervision

### Area to be Evaluated

Social Sciences is by and far the most popular college program, and its enrolment represents approximately 30 % of the student population. It receives the highest number of new enrolments--19 850 in 1993--and attracts many students who change programs. This may be due both to the education system and to the characteristics of the program itself. Unlike most other college programs, it has no prerequisites, except for paths requiring mathematics courses. It is a far-reaching program with general content. Consequently, it attracts a vast and varied clientele, ranging from top students to those who are among the weakest in the whole college network, and from those enrolled through interest and with the intention of pursuing university studies in the same field, often with a specific occupation in mind, to those who have no clear career choice, many of whom have ended up in Social Sciences for want of anything better and who see the program as a "last resort".

The information the Commission possesses on student characteristics is general in nature and does not reflect major differences between student groups within the program. Ideally, these groups should be subdivided by training profile or course selection.

The fact remains that Social Sciences, more than any other program, has borne the brunt of democratization and increased accessibility in higher learning. This elicits new challenges with regard to teaching methods and supervision.

These challenges assume staggering proportions simply because of the number of students enrolled in the program. In a 1987 cohort totalling some 15 000 new enrolments in Social Sciences, 36 % left college without a diploma, signifying a "loss" of some 5400 students from this cohort alone<sup>7</sup>. Comparatively speaking, this figure may be even higher today since the number of enrolments has increased since 1987.

The organization of the Social Sciences program makes academic supervision, as well as the joint action needed to effectively carry it out, more difficult. One of the objectives of the review was to reinforce the program by bringing the number of concentration credits (24) into line with those in the Pure and Applied Sciences program (32), upping them to

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7. Approximately 10 % (some 1500 students) from this cohort eventually obtained a DEC in another program, while 54 % (8100 students) obtained their diploma in Social Sciences.

28. However, class time was maintained at three hours (except for the two methodology courses), so that the increase in the number of credits resulted in a greater number of concentration courses to be completed (14 instead of 12)<sup>8</sup>.

Consequently, the number of hours of student-teacher contact for each of the courses remains relatively low : 3 hours per week in most cases. To achieve the required number of classroom hours, social sciences teachers generally teach four or five groups, for a total of between 100 and 150 students. For the students, the increase in the number of courses means that, in most cases, they must work with more teachers than before.

This raises specific challenges in disciplines such as the social sciences where documentation, communication and research activities must play a key role, and in a program where many students could benefit from individual academic supervision. It remains to be seen whether the organization of a reception and integration session and learning assistance activities will have increased the success rate of weaker students, whether current teaching methods reinforce academic supervision in the classroom, and how the conditions governing teachers' availability contribute to ensuring the supervision required outside the classroom.

In short, the challenge is to determine whether or not colleges have succeeded in providing adequate academic supervision so as to combine access to college studies, education quality, and academic success.

### **The evaluation criterion**

The criterion governing the appropriateness of teaching methods and student supervision is critical. It will be used to verify whether teaching methods are adapted to program objectives, core courses, and student characteristics. It will also serve to determine whether the various learning assistance measures and guidance services are adequate and whether the reception and integration activities offered to Social Sciences students have the desired results. Finally, teachers' availability to meet supervision needs will be analyzed.

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8. The Social Sciences program actually allots more hours to the *student workload* than the Natural Sciences program.  
Social Sciences : 12 courses @ 3 hrs/week + 2 courses @ 2 hrs/week = 40 hrs/week;  
Natural Sciences (in general) : 12 or 13 courses @ 3 hrs/week = 36 or 39 hrs/week.

The Commission has selected the following sub-criteria :

- *Teaching methods are adapted to program objectives and the learning activities defined for a specific course, and take student characteristics into account in such a way as to help them achieve these objectives in a satisfactory manner.*
- *Guidance, support and follow-up services and screening measures to detect learning problems enhance student success.*
- *Teachers are available to meet students' need for supervision.*



## **Human Resources**

### **Area to be Evaluated**

Clearly, the quality of education depends on teachers' scientific and instructional abilities, commitment, and motivation. In Québec colleges, this is all the more true given that teachers are heavily involved in defining programs and courses, and are the ones who decide on teaching methods and learning evaluation procedures.

Consequently, colleges must be able to count on a teaching staff that has received the necessary initial training and professional development, and that participates wholeheartedly in all educational activities.

Most social sciences teachers have at least one university undergraduate degree and relevant experience in the discipline taught. However, knowledge is constantly evolving, and teachers must remain abreast of the main developments in their discipline.

Many college teachers' initial training does not include courses in education or practical teaching sessions. For many of them, instructional skills have come with experience.

Clearly, professional development is a must both in the discipline and in terms of teaching skills. This need became particularly pressing with the implementation of the revised program, which includes new objectives, new courses (some of them interdisciplinary), an integration activity to be developed, organized and evaluated, and, in general, a fairly decisive orientation toward the program approach.

### **The evaluation criterion**

For the evaluation of this program, the criterion of the appropriateness of human, material and financial resources emphasizes teacher training, experience and professional development with respect to the workload entrusted to them, as well as all measures aiming to enhance their skills and increase their motivation.

The Commission has selected the following sub-criteria :

- *The number and professional qualification of teachers are sufficient and their skills are diversified enough to allow for the implementation of the program and its learning activities (courses\*).*
- *Teachers' motivation and skills are maintained and developed, among other things, through well-defined evaluation procedures and professional development activities.*

## Program Effectiveness and Academic Success

### Area to be Evaluated

Success in the Social Sciences program may be considered from many angles. In terms of the graduation rate\* at the end of a five- or six-year observation period, it hovers around 53 % or 54 %<sup>9</sup>, only one percentage point lower than that for the Pure and Applied Sciences program, but some 20 points lower than that for the various programs in Arts and Literature (1987 and 1988 cohorts, follow-up done in 1993). Such a result could be considered satisfactory given that the students in Social Sciences are, on average, weaker when they begin college than those who begin in the Pure and Applied Sciences program--their success rate at the secondary level being some 11 % lower--and that they are much stronger than students beginning the Arts and Literature programs

However, the fact that only 27 % or 28 % obtain their diploma within the prescribed time frame (1989, 1990 and 1991 cohorts, same program, same college)--a much lower rate than that for the Pure and Applied Sciences program (but considerably higher than for the Arts and Literature programs)--may well be cause for concern. Analysis of various other parameters (success rate\* in the first term, retention rate\*, graduation rate in a prescribed time frame, total graduation rate regardless of the program) shows that students' results in the Social Sciences program are substantially lower than those observed in the Pure and Applied Sciences program, but in general compare favourably with results in the Arts and Literature program.

The fact that the majority of students do not obtain their diploma in the prescribed time frame and that a large proportion drop out without obtaining their diplomas is particularly significant for the Social Sciences program, as mentioned above, due to the considerable number of students enrolled in it.

Overall data sometimes conceals substantial variations among colleges. The graduation rate in the prescribed time frame, which hovers around 27 % on average, as indicated earlier, actually varies from 8 % to 54 % depending on the college.

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9. In private colleges, the graduation rate for the Social Sciences program is higher. For the cohorts considered, it varies between 62 % and 63 % (graduation rate at the end of five or six years) and between 38 % and 40 % (graduation rate in the usual time frame).

However, many of the data given here concern the progression of students in the former Social Sciences program. The program review has resulted in the establishment of general aims, the definition of program objectives (absent from the former version), the introduction of new courses, and the updating of existing course content and objectives.

The general aim of the revised Social Sciences program is to "adequately prepare students for university studies in one of the social sciences by focusing on the acquisition of basic concepts specific to the social sciences and by contributing to their overall personal culture"; the program now has 14 objectives grouped under the headings *knowledge*, *methodology* and *language*. Objective 2.6, which we mentioned earlier, is significant in that it entails a specific activity (the integration activity), calling students to "carry out a project which demonstrates their ability to analyze a problem by applying more than one social sciences approach".

Although the wording of the program's general aim and its objectives lends itself to various interpretations, academic success in the current Social Sciences program is more clearly defined than in the former program, since it is now measured via specific objectives and attaches greater importance to core courses and the integration activity. Universities should be able to assume the achievement of objectives pertaining to general knowledge and skills, but also on a certain amount of prior learning in given disciplines (history, psychology, and economics).

Since the program's general aim is to "adequately prepare students for university studies in one of the social sciences [...]", we must determine whether universities actually admit college graduates and whether they are sufficiently prepared to successfully complete their university studies. As concerns university admission, follow-up studies show that some 85 % of college graduates enrol in university programs the following year; at least, this was the case for the graduating classes between 1990-1991 and 1992-1993. According to recent data<sup>10</sup>, the vast majority of college graduates who enrolled in bachelor's programs (some 80 %) enrolled in the social or administrative sciences. Therefore we can conclude that, at least as concerns university admission and the general orientation of studies at this level, the college diploma in Social Sciences would be sufficient preparation. However, the Commission currently has no detailed information on which university programs attract graduates, or on their progression through these programs.

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10. Data provided by the Conférence des recteurs et des principaux des universités du Québec (CREPUQ).

Finally, one of the goals of the revised program is to prepare the students so that the universities do not feel the need to require specific prerequisites for admission to their programs.

### **The evaluation criterion**

The evaluation of program effectiveness requires an examination of evaluation practices and methods to ensure that the achievement of program objectives and core courses are being measured adequately, combined with an examination of the application of the institutional policy on program evaluation (IPPE) to the Social Sciences program. Specific attention will be given to the integration activity as confirmation of the achievement of program objectives.

Evaluation will also deal with students' academic success and retention rates, with the understanding that program success should be reflected in the pursuit of university studies.

More specifically, evaluation will be based on the following sub-criteria :

- *The learning evaluation methods\* and tools\* applied in this program allow the college to determine how effectively program and learning activity (course) objectives have been met.*
- *The course success rate\* is satisfactory and compares favourably with that of other programs of studies and other institutions.*
- *A satisfactory proportion of students complete the program within an acceptable time frame, given their student status (full-time or part-time) and characteristics.*
- *Graduates meet the established standards with regard to the achievement of program objectives.*

## **Program Management**

### **Area to be Evaluated**

The implementation of the revised Social Sciences program calls for stricter program management. The achievement of program objectives, the determination of course sequences, themes or key aspects, and the development and organization of the integration activity make it necessary to identify joint action and exchange mechanisms or fields that are likely to foster a common understanding of the program and the way each course contributes to it.

The harmonization of content, teaching methods and supervision methods cannot be achieved without setting up joint action mechanisms, not only within each department but also among all teachers who give courses in the program. As well, the implementation of learning aids (screening, assistance measures, evaluation) calls for the contribution of various partners involved in the program.

### **The evaluation criterion**

Evaluation based on the quality of program management will deal mainly with the exercise of management tasks and the implementation of communication methods and joint action mechanisms fostering the program approach.

Evaluation will be based on the following sub-criterion :

- *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.*

## Part two

### Self-Evaluation of the Social Sciences Program

The evaluation which the Commission is asking the colleges to perform deals with the concentration (or, using the new terminology, the *specific program component*) of the revised program, which has been in force since 1991.

It mainly targets the program followed by cohorts<sup>11</sup> having begun their studies in the fall terms of 1991, 1992, 1993 and, in some cases, 1994. Therefore, the courses in question are those given during the four school years from 1991-1992 to 1994-1995.

Below are useful tips for program self-evaluation based on the criteria chosen, namely : program coherence, the appropriateness of teaching methods and student supervision, the appropriateness of resources, program effectiveness, and the quality of program management<sup>11</sup>. The sub-criteria were chosen based on the elements to be evaluated and the resulting evaluation priorities. The criterion of program relevance will not be used for this evaluation.

The criteria and sub-criteria are accompanied by an explanation and, for each sub-criterion, the following are specified :

- the elements to be evaluated;
- the information or indicators on which the college will base its evaluation;
- the documents to be included with the evaluation report.

The college is also asked to perform a more general evaluation based on each criterion, as well as an overall evaluation of program implementation.

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11. See *General Guide to the Evaluation of Programs of Study* by the Commission d'évaluation de l'enseignement collégial...

Finally, for each sub-criterion as well as for the program as a whole, a section has been set aside for *planned actions* in which the college may list actions that have already been planned or which appear warranted in light of the evaluation results.

The criteria and sub-criteria appear in the same order as in the *General Guide*. Unless otherwise indicated, the years or cohorts used for each evaluation element are those mentioned below.

Following this, a number of details will be provided concerning the presentation of the college's evaluation report, its approval by the college, and its transmission to the Commission.



## **General Program Overview**

Since the instruction of social sciences is definitely part of a broader educational project defined by the college, based on its mission or major orientations, its local reality or concept of personal education, the college shall present a general overview of the program as it was implemented and in relation to its educational project.

The college can then refer back to this overview when conducting its overall appraisal of program implementation (see page 48).

## Program coherence

To ensure that the Social Sciences program of studies constitutes a quality education plan, it is essential that its elements form a coherent whole. Course content and objectives must be a direct extension of program objectives. The courses should be interlinked based on well-defined themes in a logical, progressive sequence. Course-specific requirements, such as the degree of difficulty of the knowledge and skills to be acquired or the students' workload, must be established in a clear, balanced manner.

The evaluation looks at program coherence as it has been implemented by the college since fall 1991, and more specifically at the core curriculum, which includes the following courses :

- Practical Initiation to Methodology in the Social Sciences (300-300-91);
- History of Western Civilization (330-910-91);
- Introduction to Psychology (350-102-91);
- Quantitative Methods in the Social Sciences (360-300-91);
- Macroeconomics (383-92-90).

It is also based on the integration activity\* (Objective 2.6) and the training profiles\*, where applicable.

The coherence sub-criteria selected from the *General Guide* are **2.2** (page 21), **2.3** (page 23), and **2.4** (page 24).

## **Sub-criterion 2.2**

***The program contains a series of learning activities\* whose objectives and content clearly reflect program objectives and enable them to be met***

Based on this sub-criterion, the balance between the content and objectives of the courses offered and the objectives of the Social Sciences program as set out in the *Cahiers de l'enseignement collégial* (see appendix) is evaluated : objectives linked to knowledge of social sciences (1.1 to 1.5), methodology in the social sciences (2.1 to 2.6), and the language (vocabulary and communication) of social sciences (3.1 to 3.3).

The evaluation deals specifically with the core courses, the integration activity, and the training profiles\* in Social Sciences where they are offered by the college or, in their absence, with the rules governing course selection. If the college has adapted or added objectives, it is important that they be specified by showing how they contribute to achieving the program's general aim, which is to "adequately prepare students for university studies in one of the social sciences by focusing on the acquisition of basic concepts specific to the social sciences and by contributing to their overall personal culture".

### **Elements to be evaluated**

**The college shall evaluate :**

- the contribution of each of the five core courses and the integration activity to achieving the program objectives, taking into account, where applicable, any objectives it has added or adapted;**
- how each of the profiles or, in their absence, the concentration courses and the rules governing course selection ensure that program objectives are achieved.**

To complement its evaluation, the college shall present the content and objectives of its core courses as they are implemented locally, showing how they, and the integration activity, contribute to achieving the program objectives. If the college offers training profiles, it must present the makeup of each and explain their underlying motives or criteria. If the college does not offer specific training profiles, it must explain how other concentration courses as a whole and the rules governing course selection ensure that program objectives are achieved.

### **Documents to be included**

The course list for each of the training profiles offered by the college or, in their absence, the list of available courses and the rules governing course selection.

The description of the general framework for the integration activity.

### **Documents to be made available to the Commission**

During the visit to the college<sup>12</sup>, the Commission may wish to consult the following documents :

excerpts from minutes of meetings (department, curriculum committees) at which the general framework for the integration activity and the motives or criteria underlying the creation of each of the training profiles, or the rules governing course selection, were formulated.

### **Planned actions**

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12. See *General Guide to the Evaluation of Programs of Studies [...]*.

### ***Sub-criterion 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\*.***

This sub-criterion provides for the evaluation of the linkage and sequencing of the concentration courses, the progressive order guiding their integration, the themes or key aspects common to their content, and the makeup of the training profiles, where applicable.

#### **Elements to be evaluated**

**The college shall evaluate how the sequencing of the concentration courses and the integration activity, and the links established among their content, facilitate the progressive acquisition and integration of the knowledge and skills targeted by the program.**

To complement its evaluation, the college must explain the logic guiding the order and sequencing of the concentration courses, including the learning links among the courses, and show how this contributes to program coherence. If the college offers training profiles, it must explain the links and themes or key aspects underlying the makeup of each such profile.

#### **Documents to be included**

The organizational charts\* for the program applied since 1991.

Where applicable, the organizational chart for each of the training profiles offered.

#### **Planned actions**

#### ***Sub-criterion 2.4***

***Specific requirements for each learning activity are realistic and clearly defined; these requirements are accurately reflected in course outlines and weighting\*.***

This sub-criterion is used to evaluate the realism and balance of the core curriculum requirements, which are reflected mainly in the type of personal projects assigned and the number of hours of work required.

#### **Elements to be evaluated**

**The college shall evaluate the realism and balance of the requirements of the program's five core courses.**

To complement its evaluation, the college shall identify, where applicable, the courses that required a restructuring of the anticipated weighting, explaining the reasons for these decisions. (For example, an hour of lecture may have been replaced by an hour of practical work, or the number of hours allotted to the students' workload may have been redistributed among the various courses). For each of the core courses, the college shall specify the type of assignment required in 1994-1995, analyze the workload generated, and evaluate the impact of assignments on the progression of students through the program. On this topic, and for each of the core courses, the viewpoint of the students affected (as many as possible) shall also be presented.

#### **Planned actions**

## **Overall evaluation of program coherence**

The college shall present an overall evaluation of the coherence of the Social Sciences program as it has been implemented. It shall briefly identify the main strengths and weaknesses in terms of program coherence. It may also submit any comments it deems appropriate.

## **The appropriateness of teaching methods and student supervision**

Given the diversity of students' academic backgrounds and their reasons for enrolling in the Social Sciences program, it is important to evaluate the appropriateness of the teaching methods used in light of program and course objectives, as well as their adaptation to the students' characteristics. Student supervision which, for the same reasons, is an important element of the Social Sciences program should also be evaluated. Furthermore, since formal and informal contact between students and teachers is an important factor in academic success and the retention rate, this criterion specifically considers teacher availability and students' need for supervision.

The three sub-criteria from the *General Guide* have been used, i.e. **3.1** (page 27), **3.2** (page 28), and **3.3** (page 29).



### ***Sub-criterion 3.1***

***Teaching methods are adapted to program objectives and the learning activities defined for a specific course\*, and take student characteristics into account in such a way as to help them achieve these objectives in a satisfactory manner***

This sub-criterion is used to evaluate the appropriateness of teaching methods in light of program objectives. More specifically, the college must analyze these methods with regard to the objectives of the core courses, and with respect to the characteristics of the student population the college feels are relevant.

#### **Elements to be evaluated**

**The college shall evaluate :**

- the relevance of the teaching methods used in the core courses to the objectives of these courses;**
- more broadly, the relevance of the teaching methods used in the concentration courses of the Social Sciences program to student characteristics.**

To complement its evaluation, the college shall show how the teaching methods used in the core courses foster student achievement of the objectives of these courses and the objectives of the program to which they contribute. It shall also explain the specific characteristics of the students enrolled in the program and show how the main teaching methods used in the concentration courses take these characteristics into account.

#### **Planned actions**

### ***Sub-criteria 3.2***

#### ***Guidance, support and follow-up services and screening measures to detect learning problems enhance student success.***

This sub-criterion is used to appraise the effectiveness of the support measures used to help students pursue their studies and better succeed in the Social Sciences program. These measures include screening for learning difficulties, student aid, guidance, and follow-up, which may take the form of reception and integration activities or sessions\*, remedial activities\*, tutoring, or learning of intellectual work methodology.

#### **Elements to be evaluated**

**The college shall evaluate the relevance and effectiveness of the support measures used to enhance students' academic success and retention rate in the program.**

To complement its evaluation, the college shall describe the support measures available to students in Social Sciences, and indicate the number of students in the program who have benefited therefrom since fall 1992. The college shall evaluate the impact of these measures by analyzing, for example, the retention\* and success rates for the program<sup>13</sup>; it may also compare, where possible, the results of students having benefited from these measures to those of a control group with similar characteristics. On this topic, the college shall present the viewpoint of students in the Social Sciences program affected by the various support measures.

#### **Planned actions**

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13. These are the rates calculated for sub-criterion 5.4, page 41.

### ***Sub-criteria 3.3***

#### ***Teachers are available to meet students' need for supervision***

Formal and informal contacts between teachers and students constitute an important factor in student retention\* and success rates. This sub-criterion is thus used to verify whether students can rely on teacher availability to meet their supervision needs.

#### **Elements to be evaluated**

**The college shall evaluate the effectiveness of the measures taken to ensure that teachers meet students' need for supervision.**

To complement its evaluation, the college shall describe the measures that have been taken to ensure that teachers can provide adequate supervision, and shall present the teachers' viewpoint on the effectiveness of these measures and the conditions under which they conduct student supervision. It shall also present the viewpoint of the students (a significant number thereof) on the availability of the teachers and the benefits of individual supervision.

#### **Planned actions**

## **Overall evaluation of the appropriateness of teaching methods and student supervision**

The college shall present an overall evaluation of the appropriateness of its teaching methods and supervision measures, and briefly identify the main strengths and weaknesses observed. It may also submit any comments it deems appropriate.

## **The appropriateness of human, material and financial resources**

This criterion is used to evaluate human resources, particularly the teaching staff.

Regardless of how relevant and coherent a program may be, it cannot be implemented without the contribution of teachers. Its quality is based largely on the links between the teachers' qualifications, skills and experience and the teaching load entrusted to them. In order to maintain this quality, teacher motivation must be maintained at a high level.

The sub-criteria selected from the *General Guide* are 4.1 (page 32), and 4.3 (page 33).

### ***Sub-criterion 4.1***

***The number and professional qualification of teachers are sufficient and their skills are diversified enough to allow for the implementation of the program and its learning activities***

This evaluation concerns especially those teachers who, in 1994-1995, were responsible for teaching core courses and supervising the integration activity.

#### **Elements to be evaluated**

**The college shall evaluate the degree of compliance between teachers' qualifications, experience, and status, and the teaching loads entrusted to them with regard to core courses and the integration activity.**

To complement its evaluation, the college shall describe (in the form of a table or similar layout) the following characteristics for each of the teachers giving core courses or supervising the integration activity, without mentioning their names :

- status (full-time or part-time/permanent or non-permanent);
- level of schooling (number of years, diplomas obtained and areas of training);
- experience (number of years of recognized teaching experience);

linking them with

- number and title of courses given, including identification of the integration activity, during the 1994-1995 school year.

The college shall also indicate the criteria used to assign teaching loads for the concentration courses.

#### **Planned actions**

### ***Sub-criterion 4.3***

***Teachers' motivation and skills are maintained and developed, among other things, through well-defined evaluation procedures and professional development activities***

Evaluation procedures and professional development activities are the ideal means for assessing, maintaining, and developing the motivation and skill levels of the teaching staff.

This sub-criterion applies to those teachers who teach concentration courses (the specific program component) in the Social Sciences program.

#### **Elements to be evaluated**

**The college shall evaluate the relevance and effectiveness of the methods used to maintain and develop the teaching staff's motivation and skill levels.**

In addition to factual descriptions, the college shall provide a reasonable appraisal of the appropriateness of the methods used to evaluate teachers and formulate professional development activities, based on the teachers' level of satisfaction in this regard and on an assessment of the most significant spinoffs of these measures.

#### **Documents to be included**

A list of professional development activities completed by each of the teachers who taught social sciences courses over the past three years (1992-1993, 1993-1994, and 1994-1995), without mentioning their names.

The college's policy on teacher evaluation and professional development.

#### **Planned actions**

## **Overall evaluation of the appropriateness of human, material and financial resources**

The college shall present an overall evaluation of the appropriateness of the resources devoted to program implementation, and briefly identify the main strengths and weaknesses observed. The sub-criteria selected by the Commission deal solely with human resources, and more specifically the teaching staff, but the college may include in its overall evaluation any other comments concerning resources that may have an impact on program implementation.

### **Documents to be included**

The information requested and set out in the following table deals with all teachers who gave social sciences courses during the 1994-1995 school year. This information is not directly linked to any one of the above sub-criteria, but will provide the Commission with a more general profile of the teaching staff for the college network as a whole.



# Overview of teaching staff teaching concentration courses in the Social Sciences program during 1994-1995

Number and status of teachers		Full-time	Part-time	Total
Permanent				
Non-permanent				
Total				

Age	20-29	30-39	40-49	50-59	60 and over
Number					

Highest diploma	Undergraduate certificate	Bachelor's	Graduate diploma	Master's	Ph.D.	Other (specify)
Number						

Experience <sup>14</sup>	0-2 years	3-5 years	6-10 years	11-15 years	16-20 years	21-30 years	31 years or more
Number							

Teaching discipline by contract	Social Sciences (300)	Geography (320)	History (330)	Ancient Civilizations (332)	Psychology (350)	Multidiscipl.	Religious Sciences (370)	Anthropology (381)
Number <sup>15</sup>								
Teaching discipline by contract	Economics (383)	Political Science (385)	Sociology (387)	Administration (401)	Mathematics (201)	Philosophy (340)	Computer Science (420)	Languages (602/604)
Number								

14. Number of years of recognized teaching experience.

15. If a teacher teaches more than one discipline, divide by the number of disciplines taught (e.g., 1/2-1/2, 1/3-1/3-1/3, etc.).

## Program effectiveness

This criterion is used to evaluate the extent to which the objectives of the Social Sciences program are achieved and to determine whether, upon completion of their college studies, students possess the knowledge and skills levels targeted by the program, and whether they are adequately prepared to pursue university studies.

Evaluation must focus on the quality of graduates' education, as well as on the college's ability to foster students' academic success, taking into account their level of preparation when they are admitted to the program. At this time, the institutional policy on program evaluation (IPPE) as applied to the Social Sciences program will also be evaluated, as will the course success rate, the graduation rate, and the duration of studies. Finally, the level to which graduates have mastered and integrated the relevant knowledge and skills will be appraised.

The sub-criteria selected from the *General Guide* are 5.2 (page 37), 5.3 (page 39), 5.4 (page 41), and 5.5 (page 43).

### ***Sub-criterion 5.2***

***The learning evaluation methods\* and tools\* applied in this program allow the college to determine how effectively program and learning activity objectives have been met***

Before looking at the achievement of the program's general aims and objectives, it is important to ensure that the tools and methods used for this purpose are also appropriate for evaluating the achievement of the learning activity objectives. The quality of this evaluation depends largely on the application of rules set out in the institutional policy on program evaluation (IPPE) to ensure rigour, validity and fairness. The college shall evaluate the application of its IPPE within this program. This evaluation deals more specifically with the application of the IPPE in force during the 1994-1995 school year in the core courses and integration activity.

#### **Elements to be evaluated**

**The college shall evaluate :**

- the application of the IPPE to the five core courses;**
- for the two courses mentioned below and the integration activity, the effectiveness of the learning evaluation methods used to measure, suitably and fairly, the extent to which objectives are achieved.**

To complement its evaluation, the college shall describe the mechanisms used to verify the application of its IPPE and demonstrate how current practices in the core courses comply with this policy and, where applicable, with the department's evaluation rules formulated in keeping with the IPPE. The college shall also demonstrate, for the two courses *Practical Initiation to Methodology in the Social Sciences* (300-300-91) and *Macroeconomics* (383-920-90) given during the 1994-1995 school year, the compliance between the objectives described in the course outlines, the examinations and assignments that count for at least 20 % of the final mark, and the evaluation grids.\* The college shall also demonstrate the compliance between the objectives *of the integration activities* carried out during the 1994-1995 school year, the learning evaluation tools, and the evaluation grids.

### **Documents to be included**

A copy of the IPPE and of the department rules whose application is being evaluated.

### **Documents to be made available to the Commission**

During the visit to the college, the Commission may wish to consult the following documents :

the detailed outlines for the core courses given during the 1994-1995 school year and the description of the integration activities carried out over the same period;

a copy of the evaluation tools or outlines of the assignments to be completed and of the evaluation grids used during the 1994-1995 school year for the courses *Practical Initiation to Methodology in the Social Sciences* (300-300-91) and *Macroeconomics* (383-920-90), as well as for the *integration activities*.

### **Planned actions**

### ***Sub-criteria 5.3***

***The course success rate is satisfactory and compares favourably with that of other programs of studies and other institutions***

#### **Elements to be evaluated**

**The college shall evaluate the students' academic success rate in the five core courses of the Social Sciences program.**

To complement its evaluation, the college shall present, based on the indications listed below, the success rates observed, comparing them with the average rates calculated by the Ministère de l'Éducation and set out in the following table. The college may also take into account the students' level of preparation, changes in the success rate during the period in question (1991-1992 to 1994-1995), etc.

The success rate is obtained by calculating the ratio between the number of students who are granted the credits assigned to a course and the number of students enrolled in this course. The rate is expressed as a percentage, and to facilitate interpretation, the absolute values are to be added in brackets. Only those students enrolled in the regular Social Sciences program are to be taken included. The rates are to be calculated for the fall and winter terms of the following four school years : 1991-1992, 1992-1993, 1993-1994, and 1994-1995<sup>16</sup>. In this case, these years do not correspond to cohorts.

#### **Planned actions**

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16. For 1991-1992, dropouts will be considered course failures. For subsequent years, only those students still enrolled after September 20 for the fall term and after February 15 for the winter term will be considered in the calculations.

**Success rate (%) in the five core courses  
1991-1992 to 1994-1995  
(Colleges, regular programs, full-time)**

Course	1991-1992		1992-1993		1993-1994		1994-1995	
	F 91	W 92	F 92	W 93	F 93	W 94	F 94	W 95
Practical Initiation to the Methodology of the Social Sciences (300-300-91)	n/a	83.3	91.3	86.5	90.1	85.9	n/a	n/a
History of Western civilization (330-910-91)	72.7	73.5	74.9	74.4	74.1	74.4	n/a	n/a
Introduction to Psychology (350-102-91)	75.1	74.0	74.6	75.6	76.0	75.1	n/a	n/a
Quantitative Methods in Social Sciences (360-300-91)	64.8	63.5	72.6	69.4	73.5	69.3	n/a	n/a
Macroeconomics (383-920-90)	67.9	68.6	70.5	72.0	70.1	71.1	n/a	n/a

#### ***Sub-criteria 5.4***

***A satisfactory proportion of students complete the program within an acceptable time frame, given their student status (full-time or part-time) and characteristics***

The graduation rate for a given program is one of the key indicators of the program's effectiveness. Student status (full-time or part-time) and characteristics (especially their success rate at the secondary level), as well as the observation period (prescribed period, longer period) are factors to be considered in interpreting the graduation rate. For a given program, there is no absolute threshold for a "satisfactory" graduation rate.

#### **Elements to be evaluated**

**The college shall evaluate its graduation rates and justify this evaluation.**

The college shall describe the elements on which its evaluation was based. It may take into account the students' previous level of preparation, the variation in graduation rates from one cohort to another, the graduation rates obtained for other pre-university programs offered by the college, the average rates calculated by the Ministère de l'Éducation (using the CHESCO system), etc.

The rates shall be calculated and presented based on the information provided on the following page. This data deals with the progression through school of the three cohorts which, theoretically, had time to obtain their college diploma in Social Sciences, i.e. those that enrolled in the fall terms of 1991, 1992 and 1993. Two types of cohorts must be considered : those made up of students continuing directly from secondary school to college (cohort A\*), and those made up of other students (cohort B). Only those students in the regular program should be considered. Where possible, the college shall also break down the data based on the training profiles followed by the students.

***The college shall include the table containing this information in its report.***

#### **Planned actions**

**Progression through school in the Social Sciences program  
1991, 1992, and 1993 cohorts**

Cohorts	Success rate at the secondary level <sup>17</sup>		Enrolment 1st term		Retention rate in program <sup>18</sup>		Graduation rate in program <sup>19</sup>			
							Prescribed duration (2 years) <sup>20</sup>		Maximum observation period	
	A <sup>21</sup>	B <sup>22</sup>	A	B	A	B	A	B	A	B
1991										
1992										
1993										

17. Using the CHESCO method (MEQ-DGEC information system on the progression through school of college students).
18. Number of enrolments in third term/number of enrolments in first term.
19. Number of graduates/number of enrolments in first term.
20. If this data is not available for the 1993 cohort, use the enrolment rate for a fourth consecutive term (please specify).
21. Cohort A includes students who have enrolled directly upon graduating from secondary school.
22. Cohort B includes all other students.



### ***Sub-criterion 5.5***

#### ***Graduates meet the established standards with regard to the achievement of program objectives***

In keeping with program organization rules, students in the Social Sciences program must carry out a project which demonstrates their ability to analyze a problem by applying more than one social sciences approach. This project or activity may take many forms, but all of them require that the students show a sufficient mastery of the knowledge and skills acquired throughout their college studies in the Social Sciences program. This project or activity can be used to evaluate to what extent the program objectives have been achieved and integrated. This sub-criterion is used to evaluate the nature of this integration activity and the objectives of the program it aims to assess, and verify whether the objectives have been achieved.

#### **Elements to be evaluated**

**The college shall evaluate :**

- the effectiveness of the integration activity in evaluating the extent to which the objectives have been achieved;**
- the quality of the education received by Social Sciences graduates with regard to their ability to pursue university studies.**

To complement its evaluation, the college shall describe the nature of the integration activity, as well as the objectives it is supposed to achieve. Obviously, the nature of this activity may differ depending on the training profile. By considering the success rates of 1993, 1994 and 1995 graduates for this integration activity, the college shall explain to what extent this activity reflects the achievement of program objectives.

Since the program's aim is to prepare students for university studies, the college shall provide information on the success rate of 1994 Social Sciences graduates on the MEQ French test. It shall also present the viewpoint of these Social Sciences graduates on whether they were well-prepared for university studies and on their progression through university.

#### **Documents to be included**

The description of two examples of integration activities offered to students.

#### **Planned actions**

## **Overall evaluation of program effectiveness**

The college shall present an overall evaluation of the effectiveness of the Social Sciences program as it has been implemented and briefly identify the main strengths and weaknesses with regard to this criterion, taking into account, where applicable, the training profiles it offers. It may also submit any comments it deems appropriate.

## **The quality of program management**

The principles underlying the management of the Social Sciences program, the definition of structures, the distribution of roles and responsibilities, and the effectiveness of interpersonal communication are essential to successful program implementation.

The sub-criterion selected from the *General Guide* is 6.1 (page 46).

### ***Sub-criterion 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***

This sub-criterion is used to identify the agencies and individuals involved in program management, describe their respective roles, determine how various responsibilities are exercised, evaluate the extent to which these management methods and structures promote the program approach, and verify whether interpersonal communication is adequate and effective.

#### **Elements to be evaluated**

**The college shall evaluate the efficiency of the structures and processes governing program management, the quality of communication among those involved and with the students, and the degree to which the program approach has been implemented.**

The college shall base its evaluation on the identification of individuals, structures and agencies such as departments, the program committee, the academic services, the curriculum committee, etc., that are involved in planning, organizing, implementing or evaluating the Social Sciences program; on a description of the respective roles assumed by these individuals or agencies; and finally, on a description of the highlights of program management during the past three years (1992-1993, 1993-1994, and 1994-1995).

The college shall also present the measures it has adopted to ensure that the teaching staff of the Social Sciences program has a joint vision of the program and how it intends to ensure that students are adequately informed of program and integration activity content and requirements.

#### **Documents to be made available to the Commission**

Excerpts of meeting minutes outlining the adoption of the major elements of program structure and operation and the method of sharing responsibilities with regard to program management.

#### **Planned actions**

## **Overall evaluation of the quality of program management**

The college shall present an overall evaluation of program management, and briefly identify the main strengths and weaknesses observed. The sub-criterion selected by the Commission emphasizes the sharing of responsibilities, communication, and methods of promoting the program approach, but the college may also include any other elements it deems relevant to program management.

## **Overall evaluation of program implementation**

At the end of the evaluation based on each of these criteria, the college shall provide an overall appraisal of the strengths and weaknesses in the implementation of the Social Sciences program. In addition, the college shall evaluate the implementation of the program as a whole in light of its educational project or the general or specific training objectives it has established (see page 19).

The college shall identify three elements of the program implementation that it considers strong points, and three elements it considers weak points.

It may also submit its comments on the anticipated impact of the application of the *College Education Regulations* on the program, especially as concerns the new definition of the general education component.

### **Planned actions**

## Standard self-evaluation report model

The self-evaluation report must include the following :

- *A description of the program*
- *A description of the self-evaluation procedure*

The college shall provide information on work organization, responsibility sharing, the cooperation elicited, the consultations carried out, and the evaluation procedure used.

If the college has formed an evaluation committee, the list of members as well as their respective positions should be included in this description.

- *Self-evaluation of the program*

To facilitate analysis of the report by the Commission, the self-evaluation report must correspond to the order and numbering of the criteria and sub-criteria in this guide.

For each sub-criterion, the college shall outline and substantiate the decision it has made with regard to the evaluation question. It shall base its reasoning on the indicators identified by the Commission, but also include any other information it deems essential, as well as the actions it plans to take. It shall then enclose the documents required, as well as a description of the evaluation method used or a copy of the data-gathering tools employed to obtain the information necessary for its evaluation.

After evaluating each criterion, the college shall make a final decision and include any other comments it deems relevant. After evaluating all the criteria, it shall adopt an overall decision with regard to program implementation.

Once the report has been approved by the board of directors, the college shall submit eight (8) copies of its self-evaluation report and the supporting documents to the Commission. The report should not exceed 100 pages, excluding the appendices. This guide includes a list of the documents the college must enclose with its report or make available during the Commission's visit to the college, as well as a table summarizing the information on which the college shall base its evaluation, according to the various sub-criteria.

## Appendix 1

### Glossary

The following definitions have been specifically adapted to the Social Sciences program evaluation context.

#### **Learning activities**

Synonym of *course* under the former basis for college organization, identified by a code and a title in the *Cahiers de l'enseignement collégial*.

#### **Integration activity**

Program activity which specifically targets the achievement of Objective 2.6 by demonstrating the student's ability to analyze a problem by applying more than one social sciences approach.

#### **Cohort**

Group of persons having begun their college studies during the same term (see also *cohort A* and *cohort B*).

#### **Cohort A**

Group of students continuing directly from secondary school to college and having begun studies in the Social Sciences during the same term.

#### **Cohort B**

Group of students not coming directly from secondary school and having begun college studies in the Social Sciences during the same term.

#### **Course**

Under the former basis for college organization, "an organized set of learning activities, of set duration, to which are attached credits and which are intended to achieve educational objectives" (see *learning activities*).

The courses comprising a program are identified by a code and a title in the *Cahiers de l'enseignement collégial*.

#### **Program content elements**

The courses in a program; by extension, the knowledge or skills to be acquired or mastered.

#### **Evaluation grid**

Document providing the correct answers and equivalents for an assignment or examination and information on how to mark incomplete answers. This document specifies the quantitative or qualitative criteria on which learning evaluation is based, as well as the weighting (relative value) of the various criteria or different types of answers.

#### **Evaluation tools**

Tests, examinations, marking guides, rating scales, plans or guidelines for completing an assignment.

#### **Program organizational chart**

Organization of program courses based on a logical sequence.



### **Remedial activities**

Learning activities, usually in the form of a course, which aim to supplement the student's previous level of education, thereby enabling him/her to begin studies in a given program. Remedial activities may be used to overcome weaknesses in a given subject or complete the prerequisites for a given program. In general, the credits obtained for these activities are not calculated for the purposes of the college diploma.

### **Evaluation methods**

Specific method of evaluating learning : for example, number and type of examinations, examination scheduling (beginning, middle or end of term), value or weighting of examinations.

### **Course weighting**

Weekly breakdown of activities in each course description appearing in the *Cahiers de l'enseignement collégial* and expressed by three numbers.

"The first two numbers refer to the activities supervised by the teacher. The first refers to theoretical activities, the second to practical work, laboratories and on-the-job training sessions, and the third to the student's workload" (*Cahiers 1993-1994*, pp. 1-32).

### **Training profile**

Education plan composed of courses organized around themes or key aspects, such as "administration", "individual or psychology", "society", "world or international", "social sciences with mathematics", etc.

### **Reception and integration session**

Study session organized for students who show a high risk of failure or dropping out.

This session usually includes courses that are compulsory for all programs, remedial courses, and educational and vocational guidance activities.

### **Core curriculum**

Block of concentration courses that all students must take, composed of : *Practical Initiation to Methodology in the Social Sciences* (300-300-91), *History of Western Civilization* (330-910-91), *Introduction to Psychology* (350-102-91), *Quantitative Methods in the Social Sciences* (360-300-91), and *Macroeconomics* (383-92-90).

### **Program graduation rate**

Difference between the number of graduates and the number of enrolments in the first year of the program. The rate is calculated for cohorts A and B.

### **Program retention rate**

Difference between the number of enrolments in the third term and the number of enrolments in the first term of the program. The rate is calculated for cohorts A and B.

### **Course success rate**

Difference between the number of students who obtain the credits assigned to a course and the number of students enrolled in this course.

## Appendix 2

### List of documents to be included with the report or made available to the Commission

#### Documents to be included

List of courses for each training profile offered by the college or, in their absence, list of courses offered and rules governing course selection (2.2).<sup>23</sup>

Description of the general framework for the integration activity (2.2).

Organizational charts used for the program since 1991 (2.3).

Where applicable, organizational chart for each training profile (2.3).

List of professional development activities completed by each teacher who taught social sciences courses over the past three years (1992-1993, 1993-1994, and 1994-1995), without mentioning their names (4.3).

College policy on teacher evaluation and professional development (4.3).

Information appearing in the tables on pages 31 and 32 concerning the teachers who taught concentration courses in the Social Sciences program in 1994-1995 (criterion 4).

Copy of the IPPE and department rules whose application is being evaluated (5.2).

Description of two examples of integration activities offered to students (5.5).

#### Documents to be made available to the Commission

Excerpts from minutes of meetings (department, curriculum committees) at which the general framework for the integration activity and the motives or criteria underlying the creation of each training profile, or the rules governing course selection, were formulated (2.2).

Detailed outlines for the core courses offered in the 1994-1995 school year and description of the integration activities carried out over the same period (5.2).

Copy of the evaluation tools or outlines of assignments and evaluation grids used in 1994-1995 for the courses *Practical Initiation to Methodology in the Social Sciences* (300-300-91) and *Macroeconomics* (383-920-90), as well as for the integration activities (5.2).

Excerpts of meeting minutes outlining the adoption of the major elements of program structure and operation and the method of responsibility-sharing for program management (6.1).

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23. The numbers in brackets refer to the corresponding sub-criteria.

## Appendix 3

### Summary of data to be collected for self-evaluation

Subject	Details	Sub-criterion
<i>Profiles</i>	composition of profiles and their underlying motives or criteria or, in the absence of profiles, the contribution of non-core courses to program objectives	2.2
	key aspects and themes for each profile	2.3
	progression through school and graduation rate with breakdown by profile (where possible) of 1991, 1992 and 1993 cohorts	5.4
<i>Concentration courses</i>	course order and sequencing	2.3
	viability of main teaching methods used, based on student characteristics	3.1
	criteria used for assigning teaching loads	4.1
	teacher evaluation and upgrading procedures (see <i>Human resources</i> )	4.3
<i>Core courses</i>	objectives and content based on program objectives	2.2
	type of assignments required; students' workload; review of course weighting; students' viewpoint	2.4
	teaching methods promoting fulfilment of course and program objectives	3.1
	for every teacher giving courses in 1994-1995, identification of courses given and information on his/her status, level of schooling and experience	4.1
	compliance of learning evaluation practices with the IPPE and resulting departmental rules	5.2
	success rates from 1991-1992 to 1994-1995 compared with overall college network data, taking into account relevant factors	5.3
<i>Integration activity</i>	link with program objectives	2.2
	for every teacher supervising the activity during 1994-1995, information on his/her status, level of schooling and experience (see <i>Core courses</i> )	4.1
	for 1994-1995, compliance between objectives of activities carried out and learning evaluation tools and their evaluation grids	5.2
	type of activity and targeted objectives; success rate for 1993, 1994 and 1995 graduates	5.5
	activity type, objectives and link with fulfilment of program objectives	5.5 (2.2)

Subject	Details	Sub-criterion
<i>Practical Initiation to Methodology in the Social Sciences and Macroeconomics</i>	for courses given in 1994-1995, compliance between the objectives described in the course outlines, the examinations and assignments counting for at least 20 % of the final mark, and the evaluation grid	5.2
<i>Supervision and support measures</i>	support measures available to Social Sciences students; number of Social Sciences students having benefited therefrom since fall 1992; impact of these measures on success and retention rates, using a control group where possible; students' viewpoint	3.2
	measures taken to encourage supervision by teachers; teachers' viewpoint on these measures and on supervision conditions; students' viewpoint on teachers' availability and the benefits of individual supervision	3.3
<i>Progression through school, success rate</i>	impact of support measures with regard to success and retention rates (see below and <i>Supervision and support measures</i> )	3.2
	success rate (see <i>Core courses</i> )	5.3
	progression through school and graduation rate of cohorts A and B for 1991, 1992 and 1993 (see <i>Profiles</i> )	5.4
	graduates' success rate in MEQ French test	5.5
	preparation for university studies and progression through university; information to be obtained from graduates	5.5
<i>Human resources (upgrading) and program management</i>	description and assessment of the appropriateness of the procedures used for teacher evaluation and the identification of upgrading activities; most significant spinoffs; teacher satisfaction	4.3
	mechanisms selected to verify application of IPPE	5.2
	identification of people, structures and bodies involved in program planning, organization, completion and evaluation; description of their respective roles	6.1
	highlights of program management between 1992-1993 and 1994-1995	6.1
	action taken to encourage teaching staff to adopt a joint vision of the program	6.1
	measures taken to ensure that students are informed of program content and requirements	6.1

Appendix 4  
**Description of the Social Sciences program based on the *Cahiers  
de l'enseignement collégial***

## 300.01 Sciences humaines (1992)

### TYPE DE SANCTION :

DIPLÔME D'ÉTUDES COLLÉGIALES

54 2/3 unités

### FINALITÉ

Préparer adéquatement les élèves à des études universitaires dans l'une ou l'autre des sciences humaines en privilégiant l'acquisition des concepts fondamentaux propres aux sciences humaines, et en contribuant à leur formation générale personnelle.

### OBJECTIFS

#### Connaissances

- 1.1 Connaître les principaux faits faisant l'objet de l'analyse des disciplines du programme.
- 1.2 Connaître, par leurs écrits, les principaux auteurs dans les disciplines du programme et les différentes approches méthodologiques d'une même discipline.
- 1.3 Comprendre les concepts fondamentaux des disciplines du programme et leur évolution dans le temps.
- 1.4 Établir les relations entre les principaux faits ou concepts.
- 1.5 Comprendre quelques théories ou modèles des disciplines du programme, leurs limites, leur complémentarité, et leurs conséquences éventuelles.

#### Méthodologie

- 2.1 Développer des méthodes de travail intellectuel nécessaires à la poursuite des études supérieures.
- 2.2 Utiliser les éléments essentiels de la méthodologie en sciences humaines : raisonnement hypothético-déductif, argumentation rationnelle, démarche scientifique.
- 2.3 Réaliser toutes les étapes d'une recherche scientifique de base en suivant les procédés propres à un ensemble, ou à l'une ou l'autre, des méthodes de sciences humaines.
- 2.4 Utiliser les méthodes quantitatives pertinentes aux sciences humaines.
- 2.5 Interpréter correctement les nouvelles, les articles généraux, et divers indices quantitatifs véhiculés dans le quotidien social et personnel de l'élève.
- 2.6 Réaliser un travail qui démontre la capacité d'analyser un problème en appliquant plus d'une approche des sciences humaines.

#### Langage

- 3.1 Utiliser, en langue maternelle, le vocabulaire de base des sciences humaines.
- 3.2 Traiter des sujets propres aux disciplines choisies dans une langue claire et correcte, en utilisant un niveau de langage approprié au type de communication choisi et à l'auditoire visé.
- 3.3 Comprendre, en langue seconde, l'essentiel des textes portant sur les sciences humaines.

### LES RÈGLES D'ORGANISATION

1. Un minimum de vingt-huit (28) unités de cours de concentration, dont un minimum de vingt (20) unités provenant des cours de la partie ministérielle.
2. Un maximum de huit (8) unités dans une même discipline.
3. Un maximum de six (6) disciplines dans les cours de concentration, hormis les cours de méthodologie.
4. Une activité visant spécifiquement l'atteinte de l'objectif 2.6 doit se faire à l'intérieur des cours disciplinaires de la quatrième session.

### DISPOSITIONS PARTICULIÈRES

1. L'élève qui désire suivre d'autres cours de langue seconde que ceux figurant dans la liste des cours de concentration les choisira comme cours complémentaires, jusqu'à un maximum de huit (8) unités dans la discipline.
2. Uniquement pour fins d'application de la règle d'organisation no. 2 (maximum de huit unités dans une même discipline), les disciplines 401 et 410 sont considérées comme une seule discipline.

### CONTENU DU PROGRAMME

Les cours obligatoires :

2 2/3 unités d'éducation physique  
8 unités de philosophie ou humanités  
8 unités de langue et littérature

plus les cours suivants :

#### COURS DE CONCENTRATION : PARTIE MINISTÉRIELLE

##### Tronc commun ministériel

300-300-91	INITIATION PRATIQUE À LA MÉTHODOLOGIE DES SCIENCES HUMAINES	2-2-2	2
330-910-91	HISTOIRE DE LA CIVILISATION OCCIDENTALE	3-0-3	2
350-102-91	INTRODUCTION À LA PSYCHOLOGIE	2-1-3	2
360-300-91	MÉTHODES QUANTITATIVES EN SCIENCES HUMAINES	2-2-2	2
383-920-90	ÉCONOMIE GLOBALE	3-0-3	2
et un cours parmi les sept cours suivants :			
320-103-91	LA CARTE DU MONDE	2-1-3	2
332-903-91	À LA RECHERCHE DES CIVILISATIONS DISPARUES	3-0-3	2
370-111-91	SUR LA PISTE DES DIEUX : INTRODUCTION À L'ÉTUDE DES RELIGIONS	3-0-3	2
381-900-91	L'ESPÈCE HUMAINE ET SON ÉVOLUTION	3-0-3	2
385-941-91	IDÉOLOGIES ET RÉGIMES POLITIQUES	3-0-3	2
387-960-91	INDIVIDU ET SOCIÉTÉ	3-0-3	2
401-913-91	L'ENTREPRISE	3-0-3	2
8 unités choisies parmi les cours suivants :			
320-103-91	LA CARTE DU MONDE	2-1-3	2
320-212-91	L'ESPACE URBAIN	2-1-3	2
320-215-92	DÉFIS DE NOTRE PLANÈTE	2-1-3	2
320-311-91	L'ESPACE QUÉBÉCOIS	2-1-3	2
330-951-91	LES FONDEMENTS HISTORIQUES DU QUÉBEC CONTEMPORAIN	3-0-3	2
330-961-91	HISTOIRE DES ÉTATS-UNIS	3-0-3	2
330-972-91	HISTOIRE DU TEMPS PRÉSENT : LE XX <sup>e</sup> SIÈCLE	3-0-3	2
332-111-91	À LA DÉCOUVERTE DES GRECS	3-0-3	2
332-112-91	À LA DÉCOUVERTE DES ROMAINS	3-0-3	2
332-903-91	À LA RECHERCHE DES CIVILISATIONS DISPARUES	3-0-3	2
332-904-91	L'AVENTURE DES PREMIÈRES CIVILISATIONS AU PROCHE-ORIENT	3-0-3	2
350-901-91	PSYCHOLOGIE DU DÉVELOPPEMENT	2-1-3	2
350-903-91	PSYCHOLOGIE SOCIALE ET ENVIRONNEMENTALE	2-1-3	2
350-914-91	INTERACTIONS ET COMMUNICATION	2-1-3	2

370-111-91	SUR LA PISTE DES DIEUX : INTRODUCTION À L'ÉTUDE DES RELIGIONS	3-0-3	2	332-953-91	LA FAMILLE ET L'ÉDUCATION DANS L'ANTIQUITÉ	3-0-3	2
370-333-91	CROIRE EN UN SEUL DIEU : JUDAÏSME, CHRISTIANISME, ISLAM	3-0-3	2	340-217-91	PHILOSOPHIE DE LA COMMUNICATION	3-0-3	2
370-353-91	LE VOYAGE INTÉRIEUR : EXPÉRIENCE PERSONNELLE DU SACRÉ	3-0-3	2	340-225-91	PHILOSOPHIE, INDIVIDU ET SOCIÉTÉ	3-0-3	2
370-950-91	L'UNIVERS DE LA BIBLE : SOURCE ET REFLET DES CIVILISATIONS	3-0-3	2	340-300-91	PHILOSOPHIE DES SCIENCES HUMAINES	3-0-3	2
381-900-91	L'ESPÈCE HUMAINE ET SON ÉVOLUTION	3-0-3	2	340-930-91	PHILOSOPHIE DE L'ÉDUCATION	3-0-3	2
381-901-91	ORIGINE ET DÉVELOPPEMENT DES PREMIÈRES CIVILISATIONS	3-0-3	2	350-213-91	PSYCHOLOGIE DE LA SANTÉ MENTALE	2-1-3	2
381-902-91	PEUPLES DU MONDE : CULTURES ET DÉVELOPPEMENT	3-0-3	2	350-360-91	PSYCHOLOGIE DE L'APPRENTISSAGE	2-1-3	2
381-910-91	RACE OU RACISME	3-0-3	2	350-911-91	PSYCHOLOGIE DE LA PERSONNE AU TRAVAIL	3-0-3	2
383-921-91	LES AGENTS ÉCONOMIQUES	3-0-3	2	350-930-91	PSYCHOLOGIE DE LA SEXUALITÉ	3-0-3	2
383-924-90	RELATIONS ÉCONOMIQUES INTERNATIONALES	3-0-3	2	370-332-91	LES RELIGIONS ORIENTALES	3-0-3	2
383-938-91	QUÉBEC, CANADA ET RÉGIONS	3-0-3	2	370-336-91	VIE, MORT ET AU-DELÀ	3-0-3	2
385-940-91	LA VIE POLITIQUE	3-0-3	2	370-372-91	MAGIE, RELIGION, SCIENCE ET PHÉNOMÈNES PARARELIGIEUX	3-0-3	2
385-941-91	IDÉOLOGIES ET RÉGIMES POLITIQUES	3-0-3	2	370-384-91	LES SECTES RELIGIEUSES : RÉSURGENCE ET NOUVEAUTÉ	3-0-3	2
385-942-91	LA POLITIQUE AU CANADA ET AU QUÉBEC	3-0-3	2	381-913-91	AMÉRINDIENS D'HIER ET D'AUJOURD'HUI	3-0-3	2
385-950-91	ACTUALITÉ POLITIQUE INTERNATIONALE	3-0-3	2	381-914-91	MÉDECINES D'AILLEURS ET D'ICI : ANTHROPOLOGIE DE LA SANTÉ	3-0-3	2
387-937-91	CULTURE ET MÉDIA	3-0-3	2	381-915-91	VIVRE DANS UNE SOCIÉTÉ OUVERTE SUR LE MONDE	3-0-3	2
387-960-91	INDIVIDU ET SOCIÉTÉ	3-0-3	2	381-916-91	L'ANTHROPOLOGIE ET LES ENJEUX CONTEMPORAINS	3-0-3	2
387-961-91	DÉFIS SOCIAUX ET TRANSFORMATION DES SOCIÉTÉS	3-0-3	2	383-925-91	MONNAIE ET BANQUE	3-0-3	2
387-967-91	INSTITUTIONS ET NOUVELLES FORMES DE VIE SOCIALE	3-0-3	2	383-930-91	ACTUALITÉ ÉCONOMIQUE	3-0-3	2
401-123-91	INITIATION AU MARKETING	3-0-3	2	383-931-91	PROBLÈMES DE SOUS- DÉVELOPPEMENT	3-0-3	2
401-431-91	PRINCIPES ET MÉTHODES DE GESTION	3-0-3	2	383-937-91	ÉCONOMIE DU TRAVAIL	3-0-3	2
401-913-91	L'ENTREPRISE	3-0-3	2	385-944-91	IDÉES POLITIQUES MODERNES	3-0-3	2
401-916-91	LES AFFAIRES ET LE DROIT	3-0-3	2	385-946-91	TIERS-MONDE ET POLITIQUE INTERNATIONALE	3-0-3	2
<b>COURS DE CONCENTRATION :</b> <b>PARTIE AU CHOIX DES ÉTABLISSEMENTS</b>				385-952-91	ADMINISTRATION PUBLIQUE ET PARAPUBLIQUE	3-0-3	2
plus 8 unités choisies parmi les cours suivants :				385-955-91	GROUPE DE PRESSION ET OPINION PUBLIQUE	3-0-3	2
— les cours de la partie ministérielle non encore choisis plus les suivants :				387-968-91	SOCIOLOGIE DE LA SANTÉ	3-0-3	2
201-103-77	CALCUL DIFFÉRENTIEL ET INTÉGRAL I	3-2-3	2 1/2	387-970-91	SOCIOLOGIE DE LA FAMILLE	3-0-3	2
201-105-77	ALGÈBRE VECTORIELLE ET LINÉAIRE; GÉOMÉTRIE	3-2-3	2 1/2	387-971-91	SOCIOLOGIE DU TRAVAIL	3-0-3	2
201-203-77	CALCUL DIFFÉRENTIEL ET INTÉGRAL II	3-2-3	2 1/2	387-987-91	SOCIOLOGIE DES DIFFÉRENCIATIONS SEXUELLES	3-0-3	2
201-300-92	FORMATION COMPLÉMENTAIRE EN MÉTHODES QUANTITATIVES	1-1-2	1 1/2	401-979-91	L'ENTREPRENEURSHIP	3-0-3	2
320-116-91	L'ENVIRONNEMENT BIO-PHYSIQUE	2-1-3	2	401-982-91	PRINCIPES GÉNÉRAUX D'ADMINISTRATION PERSONNELLE APPLIQUÉE	3-0-3	2
320-214-91	GÉOGRAPHIE CULTURELLE ET POLITIQUE	2-1-3	2	401-988-91	L'ENTREPRISE : SA PLACE ET SON RÔLE DANS LA SOCIÉTÉ	3-0-3	2
320-216-91	GÉOGRAPHIE DU TOURISME	2-1-3	2	401-989-91	NOTIONS DE COMMERCE MONDIAL	3-0-3	2
320-310-91	L'ESPACE RÉGIONAL	2-1-3	2	420-300-91	ÉLÉMENTS D'INFORMATIQUE	2-1-3	2
330-925-91	HISTOIRE DU CANADA	3-0-3	2	420-954-91	INITIATION À L'INFORMATIQUE	1-2-3	2
330-963-91	HISTOIRE ÉCONOMIQUE DU MONDE CONTEMPORAIN	3-0-3	2	420-965-91	NOTIONS DE PROGRAMMATION	1-2-3	2
330-983-91	HISTOIRE DU TIERS-MONDE	3-0-3	2	420-973-91	DÉVELOPPEMENT D'APPLICATIONS AVEC UN CHIFFRIER	1-2-3	2
330-984-91	HISTOIRE DES CIVILISATIONS	3-0-3	2	602-906-91	LECTURE DE TEXTES FRANÇAIS EN SCIENCES HUMAINES	3-0-3	2
332-113-91	À LA DÉCOUVERTE DES ÉGYPTIENS	3-0-3	2	604-303-91	LECTURE DE TEXTES ANGLAIS EN SCIENCES HUMAINES	3-0-3	2
332-924-91	LES CIVILISATIONS DE LA MER ÉGÉE	3-0-3	2	8 unités de cours complémentaires			
332-944-91	MYTHES ET SOCIÉTÉS ANCIENNES	3-0-3	2	Ces unités sont choisies parmi les disciplines qui ne figurent pas dans les cours de concentration de l'élève.			

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## Appendix 5

### Institutions authorized to offer the Social Sciences program

#### CEGEPs (49)

Abitibi-Témiscamingue	Maisonneuve
Ahuntsic	Marie-Victorin
Alma	Matane
André-Laurendeau	Montmorency
Baie-Comeau	Outaouais
Beauce-Appalaches	Région de l'Amiante
Bois-de-Boulogne	Rimouski
Campus Lennoxville	Rivière-du-Loup
Campus Saint-Lambert-Longueuil	Rosemont
Campus St-Lawrence	Saint-Félicien
Chicoutimi	Saint-Hyacinthe
Dawson	Saint-Jean-sur-Richelieu
Drummondville	Saint-Jérôme
Édouard-Montpetit	Saint-Laurent
François-Xavier-Garneau	Sainte-Foy
Gaspésie et les Îles	Sept-Îles
Granby Haute-Yamaska	Shawinigan
Héritage	Sherbrooke
John Abbott	Sorel-Tracy
Joliette-De Lanaudière	Trois-Rivières
Jonquière	Valleyfield
La Pocatière	Vanier
Lévis-Lauzon	Victoriaville
Limoilou	Vieux-Montréal
Lionel-Groulx	

#### Private subsidized colleges (15)

Académie Centennale	Collège Marianopolis
Campus Notre-Dame-de-Foy	Collège Mérici
Collège André-Grasset	Collège O'Sullivan de Montréal
Collège de l'Assomption	Petit Séminaire de Québec
Collège de Lévis	Séminaire de Sherbrooke
Collège Français	Séminaire Saint-Augustin
Collège Jean-de-Brébeuf	Villa Sainte-Marcelline
Collège Laflèche	



## Appendix 6

### Members of the advisory body on the evaluation of the Social Sciences program

Louise Chené	Commissioner Commission d'évaluation de l'enseignement collégial Chairperson of the advisory body
Jean-Paul Bernard	Professor of History Université du Québec à Montréal
James Cooke	Academic Dean Champlain Regional College
Yves de Grandmaison	Professor of History Cégep de Rosemont
Georges Goulet	Professor of Educational Sciences Université du Québec à Hull
Ivon Robert	Professor of Psychology Cégep du Vieux-Montréal
Claude Rochette	Assistant Academic Dean Université Laval
Carole Sexton	Professor of Economics Cégep de Sainte-Foy
Ninon St-Pierre	Assistant Academic Dean Collège dans la Cité (Villa Sainte-Marcelline)
Bengt Lindfelt	Researcher and Project Coordinator Commission d'évaluation de l'enseignement collégial



Gouvernement du Québec  
Commission d'évaluation  
de l'enseignement collégial

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