POLICY NO. 1

ASSESSMENT AND REVISION FOR QUALITY EDUCATION

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ARTICLE 1 – PURPOSE AND OBJECTIVES

1.1 Purpose

The purpose of this policy is to ensure the quality of education at John Abbott College (JAC) through the assessment of the specific and general education components of programs leading to a *Diplôme d'études collégiales* (DEC), the assessment of programs leading to an *Attestation d'études collégiales* (AEC), and the revision of those programs. Continuous improvement is to be based on collaborative inquiry, reflection and action.

1.2 Objectives

To support its overall purpose, this policy has the following objectives:

- conduct assessments and revisions in a timely manner that prioritizes areas needing most attention and uses a reasonable level of resources;
- ensure assessment and revision are evidence-based and transparent, while safeguarding the confidentiality of those whose data is being used;
- establish a structured approach for objective, reliable analysis that recognizes good practices to be shared and maintained, leads to realistic, relevant recommendations, and results in appropriate, timely action;
- clarify responsibilities in a way that supports the participation and collaboration of all stakeholders, including students, faculty, non-teaching staff and external parties; and
- serve as a living guide, providing the flexibility needed for innovation and the process needed for any appropriate changes to this policy.

1.3 Continuous Process

This policy promotes continuous improvement, with a focus on assessment and revision. Assessment may include ongoing monitoring of the evolving context of programs and general education, and revision may include ongoing updating for minor program changes that address the evolving context. In addition, new programs require development, which entails work similar to that involved in revisions. In exceptional cases, programs may face significant difficulties whereby registrations are suspended or discontinued.

Thus, this policy is relevant to the following endeavors which, depending on the situation, may be involved at different points:

- development (covered under Article 5 with revision work);
- monitoring and assessment (covered under Article 4);
- revision (covered under Article 5); and
- decisions on the viability of programs (which may be recommendations from assessment or revision work).

This continuous process of improvement is illustrated below.
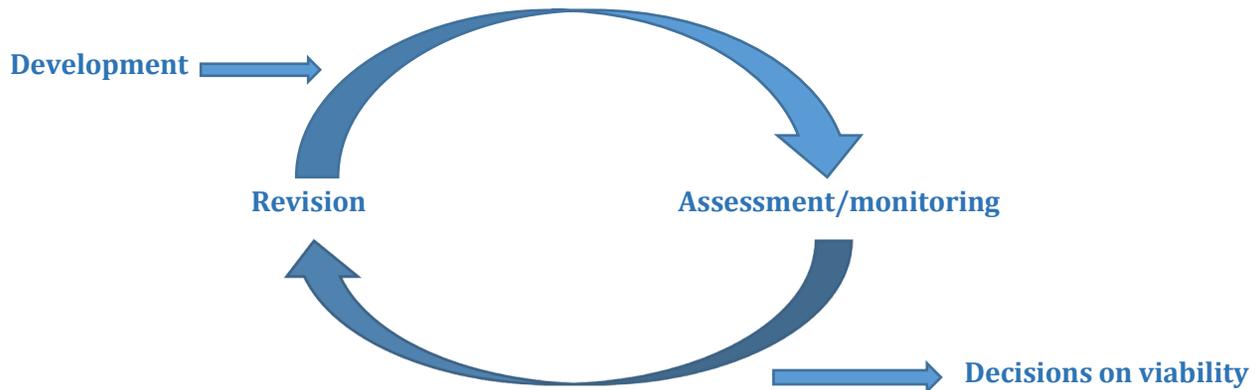
Given the similarity in the circumstances that may lead to assessment and revision, the two may be conducted at the same time, combining relevant aspects of the plans and reports in Articles 4 and 5.

1.4   College Obligations

This policy addresses the College's responsibilities to adopt and implement a policy on the evaluation of programs under the College Education Regulations and to cooperate with the *Commission d'évaluation de l'enseignement collégial* (CEEC) regarding related assessments. The College may also use the policy in connection with the work of other organizations, such as accreditation bodies. Whenever possible, the College shall attempt to meet the needs of its stakeholders and the needs of such external bodies through the same processes, as provided for in this policy.

ARTICLE 2 – CRITERIA

AEC programs and both the specific and general education components of DEC programs shall be assessed using the following criteria, which are also pertinent when revising programs:

1. **Relevance** – the extent to which the needs and expectations of universities and/or the labour market, students and society are met, leading to graduates' integration into the desired area of university studies or employment;
2. **Coherence** – the extent to which programs and their components are aligned, logically ordered and balanced at all levels, i.e. global objectives and standards, competency objectives and standards, courses, and the elements of course weighting (course activities related to theory, practice and personal work);
3. **Suitability of pedagogical methods and student supervision and support** – the extent to which teaching methods are aligned with program objectives, established standards and student characteristics, and to which faculty availability and support services facilitate student success;
4. **Alignment of human, material and financial resources** – the extent to which human, material and financial resources meet educational needs;
5. **Effectiveness** – the extent to which students enter and progress through their studies in a manner that reflects the attainment of objectives at established standards for graduation within a reasonable timeframe;
6. **Quality management of programs** – the extent to which the College's program approach includes appropriate structures, processes, assessment and communication for understanding and taking any appropriate action regarding programs, their components and related courses, and the extent to which the College ensures student evaluation is based on the Institutional Policy on the Evaluation of Student Achievement (IPESA).

The degree to which particular criteria are evaluated during assessment or revision will depend on the circumstances at a particular point in time. However, all the above criteria should be addressed over a reasonable period, as defined below in Article 4. Additional criteria may be identified if important issues cannot be adequately handled otherwise.

The above criteria can be associated with three broad categories, as shown below, and as referred to in subsequent articles of this policy.

What Is Being Taught/Learned	Support for Teaching/Learning	Result in Learning
Relevance Coherence	Pedagogical methods and student support Resources Program management	Effectiveness

ARTICLE 3 – INFORMATION FOR ASSESSMENT AND REVISION

Assessments and revisions can make use of a wide range of information, and they should include a variety of both quantitative and qualitative data whenever possible. A complete inventory of all relevant internal and external information for assessment and revision is beyond the scope of this policy. However, the table below provides an overview of major categories of information, along with indications about ownership and/or access, as well as timing of production or distribution.

Category	Key Information	Ownership/Access	Timing
Information on studies	Academic policies and procedures of the College	Academic Council and its related committees, as well as the Board of Governors for policies	Ongoing updating
	Ministerial *devis* for DECs	Ministry for DECs, uploaded on portal by the Academic Dean's Office	As programs revised
	JAC program framework (with program planner)	Academic Dean's Office for DECs and Continuing Education for AECs, uploaded on portal	As programs revised
	Past assessments	Academic Dean's Office and archives	Has varied
	Program overview on website	Communications in collaboration with Program Committee and Program Dean or with Cont Ed	Ongoing updating
	Course calendar on website and Viewbook	Communications in collaboration with Registrar's Office	Ongoing updating
	Course outlines	Faculty, department and Program Deans' Office or Continuing Education, uploaded on portal	Beginning of semester
	Course evaluations of student achievement	Faculty, uploaded on portal for students to see their grades	Ongoing updating
Info on resources	Operating budget	Finance	Annual
	Capital budget	Finance	Annual
	Plan d'effectif	Human Resources	Annual
	Renovation plan	Facility Management Services	Ongoing updating
	IT strategic plan	Information Technology Services	Ongoing updating
	Resource or service usage statistics	Department concerned, e.g. Student Services, Library, etc.	As needed
Perceptual data	First-year student characteristics/attitudes	College Development Office, through *Sondage provincial sur les étudiants des cégeps* (SPEC)	Annual
	Graduating student perceptions and plans	College Development Office, through Potential Graduate Survey	Annual
	Alumni perceptions and experience	College Development Office, through JAC alumni survey and/or Ministry for *La Relance* survey	Annual
	Internship employer feedback	Internship evaluations, from employers in some programs	Annual
	Tailored surveys for student, faculty, alumni and/or employers	College Development Office, in collaboration with survey user	As needed
Student progress	Dashboards	College Development Office (annual) and Program Deans' Office (multi-year)	By semester
	Applications	Registrar's Office, through *Service régional d'admission du Montréal métropolitain* (SRAM) and Clara databases, reported in dashboards	Ongoing updating
	Admissions	Same as for Applications	Same
	First-semester success	Same as for Applications (for DECs)	Same
	Third-semester retention	Same as for Applications (for DECs)	Same
	Graduation rates	Same as for Applications	Same
	R-score statistics	Registrar's Office	By semester
	University acceptance rates and requirements	*Bureau de cooperation interuniversitaire* (BCI) database accessed by authorized JAC users	Annual
	Job placement statistics	*Emploi Québec* web-site, reviewed by JAC users	As needed
	Other bodies' statistics	Professional, accreditation and other bodies	As needed

ARTICLE 4 – ASSESSMENT

Assessment may include in-depth assessment and ongoing monitoring of the evolving context of a program or its components. This article includes both approaches. The extent of the work involved is a continuum between in-depth assessment and ongoing monitoring.

For AEC programs, ongoing monitoring is normally the principal approach for assessing criteria, due to short turn-around times. The process is led by the Director of Continuing Education or delegate and supported by the Program Coordinator and program faculty in the Centre for Continuing Education.

4.1 Selection

The ongoing monitoring of programs and General Education is the responsibility of program committees, the General Education Department(s) and Committee and the Centre for Continuing Education. They incorporate monitoring into annual work plans and annual reports, using templates that include assessment criteria as appropriate. Such monitoring may in turn provide input for in-depth assessment (see below) and revision (Article 5).

The selection of programs for in-depth assessment shall be based on consultation between the Academic Dean and the Program Committee, General Education Department(s) and Committee, and the Director of Continuing Education, as appropriate, in addition to the Assessment Coordination Committee (ACC) of the Academic Council. In-depth assessments may involve one or more of Article 2's criteria, each of which should be subject to in-depth assessment at least once every ten years for DEC programs and General Education.

The timing and nature of in-depth assessments shall take into account the following factors:

- the time since the last assessment;
- stakeholder input or data identifying potential improvements;
- changes warranting consideration regarding enrolment, student progress or graduate prospects;
- changes in the field, discipline or labour market, including changes in certification or accreditation requirements; and
- other special circumstances.

4.2 Process

Working in collaboration with stakeholders, the Academic Dean or Director of Continuing Education shall ensure a writer or writing group is in place for an in-depth assessment. Consensus on roles will be sought when possible. The approach for in-depth assessment may differ based on criteria, to give a leading role to those in the best position to analyze the information and follow up on any appropriate actions.

- Normally, DEC faculty or AEC Program Coordinators will take the lead for the assessment of criteria related to what is being taught/learned (relevance, coherence) and the result in learning (effectiveness). The College Development Office (CDO) will provide support, which may be in the form of a co-writer, guidance, data, data collection tools, templates for plans or reports, or the collation of plans or reports in a package to facilitate their presentation and review.

- Normally, the College Development Office will take the lead for the assessment of criteria related to support for teaching/learning (teaching methods and student support, resources and program management), since it is useful to deal with such issues for the College as a whole as well as for particular programs or program components. However, input from faculty will be important for the analysis and actions related to all criteria.

In-depth assessments shall include planning, conducting and implementing phases, as outlined below.

4.2.1 Planning

The writer or writing group shall prepare an assessment plan for validation by the Academic Dean and relevant Program Dean or Director of Continuing Education (unless validation is waived or delegated to the College Development Office) and for adoption by the relevant Program Committee (DEC programs), or by the General Education Department(s) and Committee, as well as by the Assessment Coordination Committee (ACC) and the Academic Council.

The assessment plan shall include the following:

- context (background, issues) and assessment objectives;
- proposed criteria, methodology and data sources; and
- proposed timing, responsibilities and resources.

4.2.2 Conducting

The writer or writing group shall coordinate the assessment with support from the College Development Office as appropriate. This coordination includes the review and generation of relevant information, which may require the development of data collection tools. It also involves the analysis of the information and the review of results with the Program Committee. It shall culminate in the following steps for the assessment report:

- validating the assessment report with the Academic Dean and with the relevant Program Dean (DEC programs) or Director of Continuing Education (AEC programs), unless waived or delegated to the College Development Office;
- seeking adoption by the Program Committee or by the General Education Department(s) and Committee if the assessment is specific to particular DEC programs or to General Education, or seeking feedback from the Program Committees or from the General Education Departments and Committee for college-wide assessments conducted by the College Development Office; and
- seeking adoption by the ACC and the Academic Council, followed by approval by the Board.

The assessment report shall include the following:

- executive summary;
- overview of program or program component (if not a college-wide operation);
- context, assessment objectives and process;
- criteria, methodology and data sources;
- results and recommendations by criteria;
- feedback on the assessment process;
- action plan of prioritized recommendations, proposed responsibility and timing; and
- relevant appendices with data collection tools, pertinent source data, etc.

If the assessment is specific to particular programs or General Education (not a college-wide

assessment conducted by the College Development Office), the report may be appended to or integrated into the annual report for the relevant program or General Education Department.

The writer or writing group shall also provide feedback on the assessment process to the Chair of the ACC.

4.2.3   Implementing

The Academic Dean shall ensure that the assessment report is posted on the College's portal and that those identified in the action plan of the report are notified.

Depending on who was responsible for the writer or writing group, the Program Committee, General Education Department(s) and Committee, Continuing Education Program Coordinator or College Development Office shall follow up on the action items under their control and those outside their purview. Departments responsible for the latter shall provide information on the status and their intentions. Stakeholders responsible for action plan items incorporate them into annual work plans, as appropriate.

Those responsible for the writer or writing group, as identified in the paragraph above, shall report to the ACC on the implementation of the action plan one year following completion of the assessment report, and subsequently as required.

4.2.4   Process Summary

For convenience, the table below summarizes the in-depth assessment steps noted in this article, including how the steps differ based on the writer or the writing group.

In-depth Assessment Phase and Steps	Writer or Writing Group (√ = Step Applies)	
	DEC Faculty or AEC Program Coordinators	College Development Office (CDO)
Planning		
• CDO identifies or develops potential data, data collection tools and templates for plans, as support for writer or writing group	√	√
• Writer or writing group prepares assessment plan and validates with Academic Dean and relevant Program Dean or Director of Continuing Education (unless validation waived or delegated to CDO)	√	√
• Relevant Program Committee or General Education Department(s) and Committee adopt plan (DEC programs)	√	√
• CDO collates plans in package to facilitate presentation and review	√	N/A: single plan
• ACC and Academic Council adopt plan	√	√
Conducting		
• Writer or writing group coordinates assessment, including review, generation and analysis of information	√	√
• Writer or writing group collaborates with CDO as appropriate (e.g. use of report templates from CDO)	√	N/A
• Writer or writing group prepares assessment report and validates with Academic Dean and relevant Program Dean or Director of Continuing Education (unless validation waived or delegated to CDO)	√	√
• Program Committee or General Education Department(s) and Committee adopt report if assessment is specific to particular DEC programs or to General Education	√	N/A
• Program Committees or General Education Department(s) and Committee provide feedback on report for college-wide assessments conducted by CDO	N/A	√
• CDO collates reports in package to facilitate presentation and review	√	N/A: single report
• ACC and Academic Council adopt report	√	√
• Board of Governors approves report	√	√
Implementing		
• Academic Dean ensures assessment report is posted on portal and those identified in action plan are notified	√	√
• Program Committee, General Education Department(s) and Committee, Continuing Education Program Coordinator or CDO follow up on action plan items under their control and outside their purview; departments responsible for the latter provide information on status and intentions	√	√
• Stakeholders responsible incorporate action plan items into annual work plans, as appropriate	√	√
• Program Coordinator, General Education Department Chair, Continuing Education Program Coordinator or CDO report to ACC on implementation of action plan	√	√

ARTICLE 5 – REVISION AND DEVELOPMENT

Revision involves a continuum between major revisions and ongoing updating. The general term "revision" will be used at the College, regardless of the various terms used by the Ministry. Development of new programs entails work similar to that involved in revision, and so it is also covered here.

For AEC programs, the Ministry delegates more responsibility for the development and revision of competencies to colleges. The College can develop or revise its own programs, or it can join a consortium of colleges to develop a new AEC or to adopt or revise an existing AEC. The process is led by the Director of Continuing Education or delegate and supported by the Program Coordinator and program faculty in the Centre for Continuing Education.

5.1 Selection

The selection of programs for revision shall be based on consultation between the Academic Dean and the Program Committee, General Education Department(s) and Committee, and the Director of Continuing Education, as appropriate, in addition to the Academic Program Coordination Committee (APCC) of the Academic Council. The timing and nature of revisions shall take into account the following factors:

- program changes called for by the Ministry or an AEC consortium of partner colleges;
- program changes recommended by assessments;
- the time since the program was developed or last revised;
- stakeholder input or data identifying potential improvements;
- changes warranting consideration regarding enrolment, student progress or graduate prospects;
- changes in the field, discipline or labour market, including changes in certification or accreditation requirements; and
- other special circumstances.

The selection of new programs for development shall be based on consultation between the Academic Dean, Director of Continuing Education and the Academic Council, based on new programs showing the most potential for development.

5.2 Process

Working in collaboration with stakeholders, the Academic Dean or Director of Continuing Education shall ensure that a writer or writing group is in place to coordinate and report on program revision or development. Consensus on roles will be sought when possible. Normally, DEC faculty or AEC Program Coordinators will play the lead role and the College Development Office will provide support as needed.

Program revision and development shall include planning, conducting and implementing phases, as outlined below.

5.2.1   Planning

In collaboration with stakeholders, the writer or writing group shall prepare a development or revision plan for validation by the Academic Dean and relevant Program Dean or Director of Continuing Education and for adoption by the relevant Program Committee (DEC programs), the APCC and the Academic Council. Adoption by the ACC will also be sought if the revision includes in-depth assessment.

A formal plan may be waived by the Academic Dean for minor updating of DEC programs or by the Director of Continuing Education for AEC programs. They may also waive or delegate their validation process.

The development or revision plan shall include the following:

- context and objectives for the program development or revision;
- proposed methodology and data sources for any additional analysis required regarding relevance, coherence and/or effectiveness (beyond ongoing monitoring and recent assessments); and
- proposed timing, responsibilities and resources.

5.2.2   Conducting

In collaboration with stakeholders and with any required support from the College Development Office, the writer or writing group shall coordinate the program development or revision. This includes the review and generation of relevant information. In addition, it is important for the writer or writing group to complete the following before preparing the report:

- identify the graduate exit profile and tie it to a comprehensive assessment of potential graduates (DEC programs);
- analyze or update the work function (AEC programs); and
- tie competencies to courses and timing (all programs).

The writer or writing group shall prepare a report on the program development or revision for validation by the Academic Dean, Dean of Academic Systems (Registrar) and relevant Program Dean or Director of Continuing Education. The report requires adoption by the relevant Program Committee (for existing DEC programs), the APCC and the Academic Council, as well as approval by the Board of Governors. Adoption by the ACC shall also be sought if the revision includes in-depth assessment.

Ministry authorization of changes is also required. All competency and course numbers must be determined before the validation by the Dean of Academic Systems in the Ministry system, known as the *Système d'objets d'études collégiales* (SOBEC).

The report on program development or revision shall include the items below.

DECs	AECs
Context • Rationale • Process • Effectiveness (for revised programs, based on ongoing monitoring or recent assessments) • Relevance (for new or revised programs, based on appropriate data and analysis, which may come from ongoing monitoring or recent assessments for existing programs) • Coherence (for new or revised programs, based on appropriate data and analysis, which may come from ongoing monitoring or recent assessments for existing programs) Implementation • Changes to the program planner and other major changes • Timing • Enrolment projections • Resource requirements • Transitional measures for courses	Context • Rationale • Process • Effectiveness (for revised programs, based on ongoing monitoring) • Relevance (for new programs, if there is no reference DEC linked to the AEC at the College, and for revisions, based on appropriate data and analysis, which may come from ongoing monitoring for existing programs) • Analysis of the work function (the results of which are summarized in the framework) • Coherence (based on appropriate data and analysis) Implementation • Changes to the program planner and other major changes • Timing • Resource requirements

The new or revised program shall have a program framework appended to the report. The program framework shall include the items below.

DECs	AECs
Ministerial specifications from Ministry *devis* • Program name, number • Admission requirements • Credits and hours • Program-specific component description	Program specifications set by JAC/consortium • Program name, number, type (AEC) • Admission requirements • Credits and hours • Program description Link with reference DEC
Graduate exit profile	Description of the work function
Program option/profile	Program objectives
Competencies and competency elements	Competencies and competency elements
Program planner	Program planner
Program grid and pre-requisites	Program grid and pre-requisites
Competency-course matrix	Competency-course matrix
Comprehensive assessment	Course descriptions

Details on the format and content of framework documents may be set in Academic Procedures and templates.

5.2.3   Implementing

The Academic Dean shall ensure that the development or revision report and program framework is posted on the College's portal and inform the Registrar's Office and appropriate committees and departments of its approval at the Board, for their implementation.

Departments and the Centre for Continuing Education are responsible for developing courses for adoption by the Curriculum Validation Committee (CVC) of the Academic Council and then by the Academic Council itself.

The DEC Program Committee or AEC Program Coordinator is responsible for coordinating delivery of the new or revised program, in conjunction with any relevant departments and the responsible members of the administration.

5.2.4   Process Summary

For convenience, the table below summarizes the development and revision steps noted in this article.

Development or Revision Phase and Steps	Responsibility
Planning • Prepare development or revision plan for validation with Academic Dean and relevant Program Dean or Director of Continuing Education (unless validation waived or delegated to CDO, or unless formal plan waived by Academic Dean or Director of Continuing Education) and for adoption by Program Committee (DEC programs), APCC, Academic Council	Writer/writing group
Conducting • Review/generate information • Identify the exit profile and tie it to the comprehensive assessment (DEC programs) • Analyze or update the work function (AEC programs) • Tie competencies to the courses and timing • Use any college procedures/templates to prepare report and program framework for validation with Academic Dean and relevant Program Dean or Director of Continuing Education (unless validation waived or delegated to CDO) and for adoption by Program Committee (DEC programs), APCC, Academic Council and for approval by Board of Governors	Writer/writing group
Implementing • Develop courses for adoption/approval by department/Centre for Continuing Education, CVC, Academic Council • Deliver new or revised program	Departments, DEC Program Committee, AEC Program Coordinator, administration

ARTICLE 6 – RESPONSIBILITIES

6.1   Sharing of Responsibilities

Responsibilities are shared throughout the College for the many aspects of this policy. Most significantly, actions for continuous improvement are the responsibility of all employees.

The Academic Dean is responsible for the overall application of this policy. The responsibilities for key information are outlined in Article 3. The responsibilities related to selecting and conducting in-depth assessments and revisions are presented in the summary table below. See Articles 4 and 5 for implementation and Article 7 for the responsibilities for reviewing this policy.

	Conducting Assessments	**Conducting Revisions**
Board of Governors	Approve report	Approve report & program framework
Academic Council	Provide input on selection; Adopt plan; Adopt report	Provide input on selection; Adopt plan; Adopt report & program framework
Assessment Coordination Committee (ACC)	Provide input on selection; Adopt plan; Adopt report	Adopt plan if includes new assessment; Adopt report if includes new assessment
Academic Program Coordination Committee (APCC)		Provide input on selection; Adopt plan; Adopt report & program framework
Program Committee (for existing DEC programs)	Ongoing monitoring in annual plan & report; provide input on selection; Adopt plan; Give input on tools & results; Adopt report	Provide input on selection; Adopt plan; Adopt report & program framework
General Education Committee	Provide input on selection; Adopt plan; Adopt report	
Gen. Ed. Depts.	As for Program Committee	As for Program Committee
Centre for Continuing Education	Ongoing monitoring in annual plan & report	Support Director in all steps
Academic Dean	Select assessments in collaboration with others; Ensure DEC writer(s) in place; Validate plan; Validate report	Select revisions or development areas in collaboration with others; Ensure DEC writer(s) in place; Validate plan; Validate report & program framework
Director of Continuing Education	Select assessments with Academic Dean (AECs); Ensure AEC writer(s) in place; Validate plan (AECs); Validate report (AECs)	Select revisions or development areas with Academic Dean (AECs); Ensure AEC writer(s) in place; Validate plan (AECs); Validate report & program framework (AECs)
Program Deans	Validate plan (DECs); Validate report (DECs)	Validate plan (DECs); Validate report & program framework (DECs)
Registrar		Validate program framework
College Development Office (CDO)	Provide support and data as needed; Take lead for assessment of teaching methods & student support, resources & program management (faculty normally lead other criteria)	Provide support and data as needed
Writer or Writing Group	Coordinate, consult on tools & results; Write plan & report	Coordinate, collaborate; Write plan, report & program framework

6.2   Composition of Relevant Bodies

The composition of the Board of Governors, Academic Council and General Education Departments is beyond the scope of this policy (subject to legislation, collective agreements, by-law provisions, local agreements and/or Academic Council recommendations). Subject to By-law 5 Concerning the Academic Council, the composition of other relevant bodies is outlined below.

6.2.1   Assessment Coordination Committee and Academic Program Coordination Committee

The Assessment Coordination Committee (ACC) and the Academic Program Coordination Committee (APCC) have mandates and membership that are set by the Academic Council under By-law 5. Subject to any decisions by the Academic Council under the by-law, they are each composed of the following:

- the Academic Dean or delegate (Chair);
- seven faculty members (including a minimum of two each from pre-university and career programs and a minimum of one from General Education, when possible);
- two students (one each from pre-university and career programs);
- one non-teaching professional from the College Development Office;
- one additional non-teaching professional;
- one support staff member; and
- one non-voting resource person from Continuing Education, if that sector is not represented by the other members.

6.2.2   Program Committees

Program committees for DECs meet at least once per semester to ensure a program approach is taken on issues affecting the program as a whole. Subject to any local agreements with employee associations, they are normally composed of the following:

- the Dean responsible for the area of study;
- faculty members for program specific disciplines in the program (specifically, three for the main discipline for career programs and for the Visual Arts program, along with one for each of the other contributing disciplines, elected by their respective departments; two elected by each program committee for the Double DEC; all faculty teaching in the current year for Liberal Arts and for Arts and Sciences; one per discipline for all other programs, elected by their respective departments, along with any associated Honours, Pathways or Methods coordinators);
- one faculty member for each General Education discipline, elected by their departments;
- one faculty member from any discipline elected as coordinator by the program committee;
- any other faculty members released specifically for the program;
- one student for every year of the program (ideally with each of the students coming from a different year), designated by the Student Union of John Abbott College (SUJAC), which may base the representation on student elections;
- one Academic Advisor or Pedagogical Counsellor; and
- one support staff member with responsibilities for the program, if applicable.

The Dean responsible for the area of study may request non-voting resource people to take part in meetings of DEC program committees, for such purposes as providing assessment or revision expertise, external stakeholder input or potential new discipline input. Subject to any local agreements with employee associations, the Academic Council may adopt additional committee membership proposals for particular situations.

6.2.3 General Education Committee

The General Education Committee meets at least once per semester to handle issues of common interest for all General Education disciplines. Subject to any local agreements with employee associations, it is composed of the following:

- the Dean of General Education (chair);
- one faculty member for each General Education discipline, elected by their respective departments;
- any other faculty members released specifically for General Education;
- one student designated by SUJAC, which may base the representation on student elections;
- one Academic Advisor or Pedagogical Counsellor; and
- one support staff member with responsibilities for General Education.

The Dean of General Education may also request non-voting resource people to take part in meetings of the General Education Committee, for such purposes as providing assessment or revision expertise, external stakeholder input or potential new discipline input.

6.2.4 Writer or Writing Group

The role of the writer or writing group is normally assumed by the following:

- DEC faculty or the AEC Program Coordinator with any required College Development Office (CDO) participation, support for the assessment of relevance, coherence and effectiveness;
- CDO personnel with faculty participation or input for the assessment of other criteria;
- DEC faculty or the AEC Program Coordinator with any required CDO participation, support for revisions; and
- Faculty or others with suitable expertise in the appropriate field for new program development.

ARTICLE 7 – POLICY REVIEW

The ACC (for assessment), the APCC (for revision) and the Academic Dean shall monitor the functioning of this policy and propose any appropriate changes to the Academic Council for consideration and recommendations to the Board of Governors. Such changes shall be based on the following:

- the ability of the policy to address its purpose and objectives; and
- the CEEC's criteria of completeness and potential effectiveness for assessment policies (the latter being closely connected to meeting the policy's objectives).

At a minimum, the ACC, the APCC and the Academic Dean shall collaborate in reviewing the need for any changes every five years. Their review shall include feedback from faculty who have been involved in assessments and revisions, the Director of Continuing Education, Deans, the College Development Office and students.

ABBREVIATIONS

ACC   Assessment Coordination Committee
AEC   Attestation d'études collégiales (Attestation of College Studies)
APCC   Academic Program Coordination Committee
BCI   Bureau de cooperation interuniversitaire
CDO   College Development Office
CEEC   Commission d'évaluation de l'enseignement collégial
CVC   Curriculum Validation Committee
DEC   Diplôme d'études collégiales (Diploma of College Studies)
IPESA   Institutional Policy on the Evaluation of Student Achievement
JAC   John Abbott College
SOBEC   Système d'objets d'études collégiales
SPEC   Sondage provincial sur les étudiants des cégeps
SRAM   Service régional d'admission du Montréal métropolitain
SUJAC   Student Union of John Abbott College