

INTRODUCTION

Institutional Evaluation is a requirement of the individual colleges and institutes pursuant to Section 63 of the College and Institute Act (1996).

“An institution must plan for and evaluate its programs and operations on an ongoing basis and, on the request of the Minister, must report on these matters in a form the Ministry directs.”

In 1996 the BC College and Institute System developed and issued *Charting a New Course*, a strategic plan for the System. *Charting a New Course* has four goals; Quality and Relevance; Access; Affordability; and Accountability. To discharge the responsibilities of the Accountability goal the Standing Committee on Evaluation and Accountability (SCOEA) was established. SCOEA is comprised of representatives from students, Ministry, Boards, administration, faculty and support staff. The Standing Committee is fulfilling its role by advising the Minister on Section 63 College and Institute Act; and by advising the Boards re: Section 19 of the College and Institutes Act.

There are two major initiatives of SCOEA: system wide Key Performance Indicators with a report to the Minister, the Auditor General and the public at large; the other major initiative being institutional evaluation.

SCOEA, in working to develop strategies to meet the requirements of the Accountability goal, has revamped the institutional evaluation process. The objectives for the new institutional evaluation process are:

1. to provide meaningful data to the College Board which will assist the Board to
 - a) determine the health of the institution, and
 - b) plan for the improvement of the institution.
2. to create a “culture of evaluation” throughout the institution which will drive improvement and renewal.

SCOEA was guided by the following principles in developing the new institutional evaluation process:

- 1) must be ongoing not sporadic,
- 2) is driven by the strategic plan and focus on outcomes,
- 3) uses available data, including system Key Performance Indicators, and
- 4) is simple to understand and administer.

Thus, the Institutional Evaluation process differs from the previous model in two important aspects:

- 1) an increased emphasis on outcomes, and

2)

1. Governance
 - a) Board
 - b) Education Council
2. Strategic Plan
3. Program Reviews
4. Service Reviews
5. Management Reviews
6. Employee Relations
7. Student Relations
8. Facilities and Infrastructure

Each working group was guided by the work of the Standing Committee on Evaluation and Accountability. As this is a pilot project the College Working Committees must perform a dual purpose - complete the institutional evaluation; and, comment on the process and guidance provided by the Provincial committee.