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## **A Summary Report by the Commission d'Évaluation de l'Enseignement Collégial**

The Commission d'évaluation de l'enseignement collégial (CEEC) released its latest summary report in mid-January titled "L'évaluation de programmes du renouveau de l'enseignement collégial." The FAC Pedagogical Affairs Service has examined the report and has released its analysis of it.

After evaluating programs throughout the college network over a five-year period, the CEEC has announced the intentions and purposes of these evaluations and the conclusion it has reached. According to the report, its intentions were to describe the implementation of programs developed according to objectives and standards (p.1) and to assess the status of the implementation of the renewal of college education (p.1) by measuring the ability of local administrations to fulfill the new responsibilities assigned to them by the reform.

Based on an examination of each college's self-evaluation reports, i.e., the Institutional Policy on Program Evaluation (IPPE), the Institutional Policy on the Evaluation of Student Achievement (IPESA), and the Success Plan, the CEEC concluded that these policies, which colleges had given themselves, are components of their quality assurance system and that it was their responsibility to ensure the effective implementation of these policies (p. 50).

FAC's analysis of the content, recommendations, and conclusions of the CEEC summary report is severe, seen from a purely educational perspective. If the CEEC is supposed to be a commission that evaluates college education, then this report demonstrates that the CEEC has failed in its mission. We believe it should be renamed the CEAC, or the Commission de l'évaluation de l'administration des collèges, because this name would accurately reflect the work it has done. Indeed, we found no elements of education anywhere in this summary report!