

***Progressing Towards Excellence
The Challenge for European Public Administrations in Difficult Times***

Evaluation of the teachers by their students, a challenge for Higher Education

1. Identification

Reference/ Session: S3.2.

	<p>Organisation: School for Higher Education of the French-speaking Community Wallonia Brussels of Belgium (Haute Ecole provinciale de Charleroi Université du Travail, now HEPH Condorcet)</p> <p>Country: Belgium</p> <p>Name case presenter(s): Christine Defoin and Marie-France Dony</p> <p>@ : christine.defoin@skynet.be and mariefrance.dony@condorcet.be</p> <p>Phone: +32 496 81 99 92 and +32 477 75 13 76</p> <p>Website: http://www.condorcet.be</p>
	<p>Focus: Customer (learners) focus; People development and involvement; Continuous learning, innovation and improvement.</p>

Case presentation (two pages max.)

Evaluation of the teachers by their students, a new challenge for Higher Education

- × Rules of Excellence: Customer (learners) focus; People development and involvement; Continuous learning, innovation and improvement.

Introduction

Until September 2009 the HEPCUT, Haute Ecole provinciale de Charleroi-Université du Travail, was a school for Higher Education funded by the French-speaking Community Wallonia Brussels of Belgium (CFWB) and organised by the « Province du Hainaut ». The institution offered more than 25 types of training, Bologna bachelors and masters, in five departments (economy, paramedical, pedagogical, social and technical departments) located on five different sites in three towns (Charleroi, Ath and Tournai).

Since the Decree of 14 November 2002 by the CFWBⁱ, when the National Agency for Quality in Higher Education was created (NAQHE = AEQES in French)ⁱⁱ, all schools for Higher Education in French-speaking Belgium have had to initiate a quality approach and to set up self-assessment in order to launch continuous improvement. However, each School got the opportunity to think about its own methodology and was free to choose the quality system that seemed best adapted to its needs and requirements.

Consequently, from April 2003 on, the HEPCUT has chosen to involve all partners and stakeholders (leadership, teachers, students, administration staff and social partners) in relation with the adopted Sequalsⁱⁱⁱ methodology and initiated an assessment approach based on "strata" and called NSA (Needs and Satisfaction Assessment), cross-applicable to each type of stakeholders.

In order to define the objectives of the overall quality approach, the institutional quality coordinator organised and carried out a CAF analysis of the institution in 2006. Thanks to the approach based on strata the global results was:

- ⇒ very good assessment of the learners' needs and satisfaction,
- ⇒ good assessment of partners' needs and satisfaction,
- ⇒ lack of assessment of people's needs and satisfaction and of social/environmental impact,
- ⇒ no teaching assessment at all (not compulsory in 2006).

Teachers' assessment building process

In September 2007 the Board of Directors decided to set up an institutional focus group called **CAPE** (Commission d'analyse des pratiques enseignantes, in French) composed of the Head leader, the head of each department with at least one teacher, the Institutional International Relations coordinator, the Institutional Quality coordinator and members of the Institutional Computer team, whose work was dedicated to set up a system of teaching assessment by students.

This focus group CAPE created internal rules (who, when, how, missions, objectives, values of the group, schedule of the project...) and wrote a **CHARTER of the teaching assessment** accepted by the Board of Directors and people, testifying of the clear involvement of the institution and its leadership, the scope of the assessment, the transparency of the assessment process, the real role of the assessment (no punishment), and so on. The CHARTER is a real « safeguard » against a possible abuse in the way of using the results.

The role of the focus group CAPE was

- ✓ to choose the assessment method;
- ✓ to write a specific satisfaction questionnaire linked to the institutional context and the sensibility of the different departments;
- ✓ to choose the means, paper or virtual (on line questionnaire);
- ✓ to decide the scope and the schedule of the assessment;
- ✓ to decide WHO has an access to the results (teachers only!) and what to do with them (Lifelong Learning);
- ✓ to decrease people's fears of results;
- ✓ to organize information for people while building the process (report to people every three months, for example);
- ✓ to organize training and information for people as well as for students before the assessment begins:
 - For teachers:
 - × practical and conceptual information,
 - × preparing session to use the on-line tool,
 - × methodology paper folder (analysis of the results) ,
 - × on-line folder on the e-campus,
 - × on-line support,

- × support from the e-campus team with individual meetings every two weeks to solve technical problems...
 - For students
 - × practical and conceptual information,
 - × initiating session in the computer room,
 - × on line methodology only,
 - × invitation to fill in the on-line questionnaire by e-mail thanks to a special and individual code,
 - × support from the e-campus team if needed...
- ✓ to assess the support (form and contents of the questionnaire) and the method (on line platform).

The good practice:

The student had the opportunity to assess the contents and the methods used during his/her training in an anonymous and confidential way. The assessment of the teachers was not considered as a punishment tool (no results included in the individual form, no administrative impact, no impact on the career evolution, only the teacher can read and analyze the results...) And, most important, the assessment HAD to be formative. The aim of the teaching assessment by the students as considered at the HEPCUT was to enable the teacher to integrate the assessment process and to regard it as a way of improving his/her own personal practice viewed inside the institutional context.

The institution decided:

- ✓ to support the teachers and offer help linked to the working context;
- ✓ to appoint a person in charge of the dialog with the teachers assessed, inside the institution;
- ✓ to provide the teachers with
 - × an on line catalogue of training (inside and outside the institution);
 - × personalized « COACHING » (peer coaching, group coaching...);
 - × help through the person in charge of the assessment follow up;
 - × a group called « best practices » (meetings between peers)...

The new deal!

- September 2008: **new decree**^{iv} of the CFWB. The teachers' assessment is now compulsory!
- September 2009: **new School for higher education!** The HEPH Condorcet^v, resulting from the merging of three similar schools, including the HEPCUT! (700 teachers, 7800 students, 7 departments, 7 locations).
- A new focus group called the Condorcet CAPE was created to continue the teachers' assessment process. The Condorcet CAPE keeps the on line tool, the methodology, the on line support, the self assessment of the whole process.

But with the new decree appears a new deal: the process of evaluation is still strictly anonymous and confidential but now the participation of all the students is compulsory and the assessment takes place every two years for the whole school within severe deadlines. So, the Condorcet CAPE has to adapt the CHARTER and re-write new questionnaires.

The last (but not least!) subject in progress is: what to do with the results?

- The global results could be discussed in the Pedagogical Council!
- The individual results could be discussed in the Department Council!
- Maybe no more follow up or coaching and LLL!

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ⁱ Décret du 14 novembre 2002 créant l'Agence pour l'évaluation de la qualité de l'enseignement supérieur organisé ou subventionné par la Communauté française

ⁱⁱ <http://www.aeges.be>

ⁱⁱⁱ <http://www.syneva.net>

^{iv} Décret démocratisant l'enseignement supérieur, œuvrant à la promotion de la réussite des étudiants et créant l'Observatoire de l'enseignement supérieur D. 18-07-2008

^v <http://www.condorcet.be>