

EDUCATION PLAN 2009

SUMMARY OF FEEDBACK TAKEN FROM CONSULTATION SESSIONS

Revised November 3, 2009

1. EDUCATIONAL VISION

Our educational vision provides the framework for, and describes the future of, education at Camosun College. While it references our government mandate and institutional mission, the educational vision focuses on such elements as our educational philosophy and principles; institutional identity - or how we differentiate ourselves educationally from other institutions; and our long term vision or educational direction.

In this context, what statements are important to make in articulating an educational vision for Camosun?

- Community – outreach, relationship/connection with community, definition of community, go beyond our community boundaries; transition to/from community, grounding practice within the community, embedded within our community, community leadership
- Global community, internationalization, off-shore programming
- Indigenization, Indigenous values – belonging, mastery, independence, generosity
- Student transitions, adaptable, flexible, student/learner centred, customized/individualized, curiosity about the student and students' needs, we fit the student, meeting students where they are, seamless access, small classes, intimacy, accessible, affordable.
- Student diversity, inclusiveness, diversity of needs, comprehensive opportunities, gap education
- Student Success, learner/learning focus, focus on outcomes
- Cross-disciplinary learning/programming, inter-professional education, integration of curriculum, cross-functional teams, cross-fertilization
- Essential skills, outcomes across the curriculum, applied learning
- Technologically current, innovative, relevant, specialized, forefront of technology, future looking / oriented, abreast of change, adaptive, Centers of Excellence
- Social responsibility, human responsibility, environmental responsibility, sustainability, service learning, social change and effecting the community, civic interests/skills, the whole student, preparation for life, principle based, integrity, accountability, (appropriate) collaborative/team learning, student involvement in shaping education
- Campus community, student life, connecting outside the classroom, group space, conducive facilities, student experience, unique college experience, student/faculty interaction
- Excellence, quality, standards, continuous improvement, research/evidence based, currency, reliability, responsiveness, dynamic, leaders in our own fields, transformational learning
- Strength based, emphasis on what we do well, focus on community college identity, degree granting but not a university, focus on our unique community, focus on teaching and learning
- Teaching with passion, resonance, engagement, excitement, creativity
- Workforce – career transitions, workforce literacy, pre-employment and re-entry into employment, job ready, new directions within the workforce; market driven; applied learning; connections to industry and professional community, practice based, skills based, proactive with industry
- Transfer / transitions to further education, laddering, bridging, long term educational goals

- Lifelong learning, learning for generations, just-in-time education, flexible, quick time to completion; student workplace learning, education that works, two-way transfer of knowledge
- Ourselves / employees / teachers as learners, learning all of our responsibility, dynamic of learning, learners / students as teachers, teaching as facilitation / facilitating connections
- Comprehensiveness, all things to all people, responsive within the confines of what is possible, balanced, leaving some things behind in favor of the new
- Partnerships, networking, sending/receiving, web of relationships with other institutions and agencies, new pathways, technology as pathway, information navigation, facilitating student pathways, partnerships at local, provincial, national and international levels, complementing rather than competing

2. PROGRAMMING

Our Strategic Plan identifies several ‘targeted’ or important populations for us to serve in the coming years – aboriginal, international, workforce, and distance students among them. Our current programs meet a broad spectrum of industry and learner needs and articulate to additional opportunities across the system. We pride ourselves in our dedication to serving the needs of our community in diverse ways.

What new programming thrusts and priority areas should we establish in order to best serve the populations within our mandate?

Aboriginal Programs

- Take programs into the community
- Draw aboriginal culture into all programs
- Indigenization of all faculty and staff (TTW); develop a light version of TTW; should this be an expectation from all faculty?
- Partnership/ relationship building/ a strength for AECC Camosun.
- Support to continue indigenization coordinator.
- Indigenization may need to put into policy.

Applied Degrees

- Are we encroaching on the responsibility of university? Is the College trying to become a university?
- What are these degrees? Define applied degrees; list areas in which to proceed; will graduates have access to graduate degrees?
- Support to develop applied degrees.

Working Population

- Flexibility in programming/scheduling
- Evening and weekends
- Blended format
- Online / Distance / Part-time
- Short courses / programs/ Responsive programs to get redundant employees back to work.
- Prior Learning Assessment should be available through out all programs.

International Students

- Eight month programs (a minimum for students)
- Growing population of recently landed immigrants
- Recent arrivals with unrecognized professional qualification: language training & PLA
- More reciprocal arrangements for students to access International experiences.
- More opportunity to access coop.
- Recent landed immigrants have similar needs to international students.

New Program Areas

- Indigenous specialty courses. Indigenous arts
- Green technologies – Oceans – Solar Tech – Marine
- Core values / General Ed Course – Centennial College. College 101 – preparation credit course on how to succeed as student.
- Literacy and Numeracy; common core outcomes; financial literacy.
- Sustainability; eco-tourism.
- Address Waitlists; resource existing programs
- Inter disciplinary programs
- Advanced diploma programs – building on performance credentials
- Healing programs (Aboriginal); Spiritual, Cleansing, Personal Well-being
- Business Skills for Trades
- Allied Health, Medical Radiography, Pharmacy Tech, Therapy Assistant
- Applied Degree in Mental Health
- Applied Technology Degree
- Refrigeration, Solar Geothermal installation technicians
- Hybrid Vehicle Technologies
- Too much duplication. Costly and confusing for students. Can not do everything. Must focus preparation courses to preparing students for College programs.
- Wellness programming; seniors health; caring for elderly; recreational health
- Biotechnology management.
- More community based programs (sports)
- Increase HS programs.

CE programming

- CE is good trial area to launch new program initiatives. Try in CE and move to base later.
- CE produces more than \$. Produces FTE to the bottom line.
- Programming falls between two or more school areas. Whose responsibility is it? Break silos.
- Credit programming in CE; union issue.

General

- Programming in Western communities.
- Careful not to put one population needs above another. Mainstream is all learners, Accommodate within as opposed to specialized programs where ever possible.
- All students leaving with basic knowledge of aboriginal culture.
- On campus learning experience for students serving the college community.
- Be aware of the digital gap. Not all students have access to a computer or internet at home.
- Specializations ie. Advanced certificates for people with degrees.
- “right to fail” – a flawed and expensive concept.
- Support for PAC. PAC critical for program success.
- Students are not empty vessels. When will we start to design and deliver education appropriately.
- Applied research can also have students engaged in community based projects.
- “Quick response team” = respond to RFP. Develop proposals; Mount programs quickly.

- Programs need to be Accessible, Attainable, Affordable, Attractive; 4A
- Need a process to inform students to seek help; academic alert; personal framework, intervention. Identify/assess/provide support.
- RRU model; follow for competitiveness; a degree in 'one year' after diploma.
- Allow students to build their education plans.
- Accreditation for the learner who wishes to work internationally.

3. TEACHING AND LEARNING

Student learning is the primary purpose of Camosun College. It invites us to continually focus on the goals, decisions and processes that support learning-centered practice. It also motivates us to ensure that organizational structures and resources are in place to support learning and learning centered teaching practice, including faculty development, library and other learning resources, distributed education, and educational leadership development.

What aspects of these and other supports must we ensure are present and optimized in order to foster quality teaching and enhance student learning and success?

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Through a consultative process engaging the college community some themes have presented:

Advance the use of technology in teaching-learning

- Support and expand on-line learning /provide more flexible options
- exploring new educational technologies
- consider virtual worlds – have a Camosun “Island” in “Second Life”
- increasing use of actual and virtual simulations to provide practical learning
- ensure adequate “back-ups” for technology
- support innovation
- evaluations should be technology enhanced
- choose technology tools wisely – ie get the best value to maximize outcomes and gain faculty buy-in

Increase Faculty Development Expectations and Activities

- recognize and celebrate best practices in teaching
- use more on-line and blended teaching strategies
- advance distributed education
- assist faculty with adapting new innovative teaching methods
- expand the Centre for Teaching and Learning and have this area more inviting – larger spaces and areas for gathering and sharing ideas – have an Interurban presence

- showcase excellence in teaching – video taping and highlighting on the web monthly
- consider “mandatory” Instructional Skills Workshops and/or Diploma for all new faculty
- provide more inclusive orientation programs for new faculty
- focus on Excellence
- facilitate faculty leaves to work in industry and gain current experiences (suggestion to make this mandatory)
- encourage and support the Scholarship of Teaching and Learning
- use feedback from faculty evaluations and course surveys to develop PD plans

Interdisciplinary/Interprofessional learning

- Schools and/or departments could partner to encourage students learning from, with and about each other and their roles
- gain union agreements to support cross-union teaching
- support cooperation and collaboration between courses

Curriculum Development and Program Renewal

- formalize a program renewal cycle/schedule and ensure adequate support
- align assessment tools with outcomes
- curriculum development support is crucial (“need a Curriculum Manager”)

Ensure Adequate Supports for Teaching and Learning

- writing centre
- library resources (“Library is Key to Teaching and Learning”)
- technology infrastructure (eg – projectors in all classrooms; more smartboards)

Re-design Space

- with increasing emphasis on group work and collaborative strategies, the space must accommodate opportunities for gathering and working together/networking
- increase the number of convertible labs (computers when needed and desks when computers are not needed) so various strategies can be used within the same class space
- need some larger, multifunctional classrooms
- have office space that supports individual (and private) student-teacher interaction
- more meeting spaces

Other

- Indigenization (have an Indigenization Counselor)
- focus on environmental issues
- Prior Learning Assessment

- increase student involvement-mentorship/leadership – encourage team learning
- need to support those with diverse needs/disabilities (be a welcoming community)
- embrace work of diversity committee
- environmental accountability
- training for all front line staff to ensure greater service integration (one-stop shopping)
- develop Core Competencies for learners (Essential Skills)
- need greater flexibility in our process for off-cycle programming
- increase customer service mentality
- recognize and act on early warning signs – support retention

Retention (?) (does this fit here or somewhere else in the plan?)

4. EDUCATIONAL PROCESSES

Our “educational processes” encompass a fairly diverse set of activities, mainly in support of curriculum and teaching and learning. These might include educational standards and outcomes, educational or applied research, curriculum development, approvals processes, and assessment, review and renewal among others.

What strategies should we have in place in these and other areas to ensure our educational processes are effective and efficient?

Simplify the Education Approvals Process

- Ensure non-adversarial (perception)
- Improve responsiveness
- Continue to look critically at what’s been created, so that the students get what they need
- Introduce flexible alternatives
- Develop consultation process with expertise all the way through the checkpoints; and all along the development process
- Improve communication: friendly, accessible, and known as possible
- More needed upfront at the school level; someone needs to be involved in the school level before it goes to CCC
- Be strategic about what courses or programs are being offered

Training for the curriculum committee memberships

- Develop system redundancies
- Develop education opportunities for the members of the committees
 - Include philosophical issues
 - Program outcomes
 - Meeting educational standards
- Aboriginal values “indigenous literacy” for all as part of the curriculum review, renewal and development “Indigenizing the academy”
- Instructors having worked in the community
- Student centered
- “Signature Learning Experience”
- Equity Competencies – learning, teaching and working that value diversity and difference, and embrace and promote equity and inclusion
- Laddering, linkages in programs: making the curriculum “live”, movement of students between programs/careers facilitated; diploma programs moving directly into a degree program
- The holistic student experience

Camosun's "Little Red School House" a place for

- Innovation centre for curriculum development and support
- Building on what's already growing
- Store house of curriculum; a general store of resources; somewhere to share; what has already been developed
- Someone internal to the college to assist, coach, facilitate and advocate
 - Development and review
 - Logistics support, finding grants, drafting proposals;
 - Developing curriculum that will see
- Create new alliances and ways of doing things within the college; curriculum initiatives presented college-wide

Other unrelated items:

- Applied Degree document should be used for all programming
- Transfer credit process needs help
- Continuous renewal
 - Program renewal for all programs

5. ENROLMENT MANAGEMENT

"Enrolment Management" is a term that refers to institutional practices pertaining to and supporting student recruitment, retention and success. As such these practices focus on the student and their experience in entering, participating and succeeding in their educational path. We seek to enhance the student experience because it in turn is key to successful educational outcomes for Camosun's learners.

What strategies should we have in place in these areas to optimize enrolment, the student experience and successful educational outcomes at Camosun?

Terminology:

The 'enrolment management' term is not well understood or supported although each aspect of what is covered under our enrolment management umbrella is supported.

Advising:

A number of suggestions were put forward re the advising role and its importance. These included:

- Many potential students need or would benefit from career counseling before registration
- We need to ensure that everyone in an advising role has training, information to be able to provide accurate, timely information to potential, current students
- Chairs, faculty and staff in the Schools also play an advising role at a certain stage in the process; we need to build this into our strategies and processes and resource appropriately
- We need to define, articulate and communicate career pathways; students think in terms of what they want to do and we need to be able to show them how our programs work to take them there
- Hours of service need to be designed to meet student/potential student need or services need to be delivered across web

Registration:

- Can we use Prospect module in Colleague to gather and share names and contact information of potential students?
- Can we provide more/extended information and services on the web to reduce the demand on the phone lines?
- Can we offer registration for the whole year at once? Can we block register?
- Having to declare one's program/area of study can create a barrier for some in the UT/Associate Degree area
- Having a contact's name is important for potential students, current students

Transition programming and services:

- A number of people talked about PLA and assessment; how we can improve our turnaround time, use technology to simplify and speed up the process, use PLA as a part of our recruitment strategy, etc. for those targeted groups that are or have been in the workforce, for international, etc.
- Can technology be employed to more efficiently check for pre-reqs?
- There were a few suggestions that we look at offering something like BEST more widely; helping potential students to discover their strengths and interests, explore possible career options, sample different subject areas, etc.

Retention:

- A number of the comments related to student life and what we could or should be doing to enhance it with clubs, etc.
- There were comments about student spaces or lack thereof, the quality of the student spaces
- Mention was made about the importance of student welcome and orientation
- Mentorship was mentioned a number of times, particularly second year students mentoring first year
- How do we encourage and promote wellness?

Alumni:

- Why do students need to complete a request for credential form?
- How can we/do we engage with our alumni?

Reputation:

- Some comments about the quality of our labs, student spaces, etc. affecting how we're seen
- A comment about how we might give branded items to all new, current employees to get our name out there
- Lots of comments about research to know our potential students better, know our competition, know how well we're serving our current students and what our strengths really are, etc. Also, we need to have mechanisms for ongoing two-way communication with our students, community