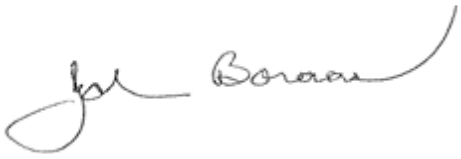
Territorial Acknowledgment

Camosun College campuses are located on the traditional territories of the Lkwungen and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.

STATEMENT OF INSTITUTION REPORT PREPARATION

DECLARATION

The signature of the College's Vice President, Education acknowledges the signatory's responsibility for the contents of the report.



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John Boraas
Vice President, Education

PREPARED BY THE

OFFICE OF EDUCATION POLICY AND PLANNING

OCTOBER 2019

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1. INSTITUTION PROFILE

GENERAL OVERVIEW AND HISTORY

Camosun College located in Victoria, was founded in 1971. Camosun is a comprehensive college that evolved from the Victoria Normal School (1914), Victoria College (1946) and the Institute of Adult Studies (1967). In 1971, the Institute of Adult Studies and the Victoria location of the BC Vocational School merged, becoming the province's ninth community college. The name 'Camosun' is from the Lkwungen (Songhees) and means "where different waters meet and are transformed."

Camosun College serves the communities of southern Vancouver Island and the south Gulf Islands that are located on the traditional territories of the Lkwungen (Esquimalt and Songhees), Malahat, Pacheedaht, Scia'new, T'Sou-ke and W̱SÁNEĆ, (Pauquachin, Tsartlip, Tsawout, Tseycum) peoples.

The College received BC's Education Quality Assurance (EQA) designation in 2009 and is a member of Colleges and Institutes Canada (CICan) and of BC Colleges.

VISION MISSION AND MANDATE

Our Vision: *Inspiring life-changing learning.*
Camosun's vision defines an optimal future for the college. It gives us guidance and inspiration about what we will focus on achieving. It builds on our hope of what we can become. Ours is simple. It encompasses the community college's role in transformative education and highlights the mutual partnership of the learner and facilitator while speaking to a process in which learning in all its forms challenges the status quo, both institutionally and personally.

Our Mission*: We build a better future for our community with relevant, innovative and applied education.*
Our mission statement defines our purpose and outlines what we do, who we do it for, and how we accomplish this.

Our Values:

- *Lifelong learning*
- *Positive and supportive student experiences*
- *An inclusive community*
- *An environment of respect and safety for all*
- *Our relationships with one another*
- *Indigenization*

College values reflect a common core of understanding and a guideline for how we relate to students. They are a positive reflection of what is at our core and are seen in our practice or in how we do things.

The Four Corner Posts underlying Camosun's vision, mission, and values are articulated below.

CORNER POST 1

THE STUDENT EXPERIENCE

Students are the centre of everything we do, from the decisions we make to the programs and services we offer. Students are why we are here and supporting them in their path to success is the reason the college exists.

Goals:

- Ensure we have an environment in which students learn to learn; are engaged in community; and acquire skills and knowledge that effectively supports them in building their future.
- Develop a strong, college-wide service philosophy and culture that puts students at the centre of everything we do.

CORNER POST 2

SUPPORTING PEOPLE IN AN ENGAGED COMMUNITY

Our students, the broader community, and the people who work here all matter and have a role in contributing to our collective success.

Goals:

- Recognize and celebrate diversity within the college community.
- Build on the support for the Indigenous peoples and communities in BC.
- Build internationalization opportunities for the college.

CORNER POST 3

CREATIVITY & INNOVATION

Camosun will be guided by a mandate to create and innovate; to question how we currently operate; to develop programs and services that look to the future. We strive to expand our vibrant learning and working environment to help us address upcoming challenges and opportunities.

Goal:

- Actively engage the college community in recognizing and building on innovation and creativity.

CORNER POST 4

SUSTAINABILITY FOR THE ENVIRONMENT & SOCIETY

Camosun plays a key role in developing an engaged, civic-minded, educated society. We do this through economic development, jobs and skills training, cultural and social involvement, and an awareness of our impact on the environment

Goal:

Provide leadership and support on key social, environmental, and economic issues impacting the college.

Student Enrollment

	Undergraduate	Graduate	Degree Programs	Non-Degree Programs
Full-time equivalent (FTE)	10,273	N/A	1,250	9,022

Campus Locations

Lansdowne Campus	Interurban Campus
3100 Foul Bay Road, Victoria BC V8P 5J2	4461 Interurban Road, Victoria BC V9E 2C1

Program Offerings

Credential Type	# of Programs
Degree	6
Associate Degree	5
Diploma	27
Advanced Diploma	1
Post-Degree Diploma	6
Certificate	33
Advanced Certificate	5
Access (0-level) Certificate	5
Trades Foundation Certificate	14
Continuing Education Certificate	7

International Partnerships

International Partnerships Involved in the delivery of programs which result in conferring a Credential
Partnership with Technische Hochshule Ingolstadt University (Germany) – exchange program leading to THI "Bachelor of Arts" and Camosun College "Bachelor of Business Administration – Marketing Major"

Impact of the Institutional Mandate on the Quality Assurance Mechanisms

Camosun College's mandate is assigned by the Government of British Columbia under the College and Institute Act. The College's mandate under the Act is to deliver courses of study:

- at the first and second year levels of a baccalaureate degree program;
- for applied baccalaureate degree programs;

- for post-secondary education or training;
- for adult basic education; and continuing education.

The legislation outlines a bi-cameral governance structure with clear, differentiated roles for the Board of Governors and the Education Council. Section 6 identifies the role of the College; Section 19 identifies the roles and responsibilities of the Board of Governors; Section 24 identifies the roles and responsibilities of Education Council; and Section 25 identifies decisions that must have joint approval. The College operates in compliance with and in respect of these legislative obligations. A rigorous education approval process ensures compliance and quality programming.

Education Council reports with regard to educational matters through its minutes to the Board of Governors as specified in policy E-1.6 Educational Approvals (see Appendix 3A).

Camosun's mandate is also reflected in the College's Strategic Plan (2016-2021). The Strategic Plan's mission and vision statements and the four corner posts guide the delivery of life-changing learning.

Camosun undertakes policy development through a clear, transparent and accessible process that exemplifies the College's commitment to life changing learning. The established policy development framework promotes a values-based and inclusive approach to policy development which is enhanced further in the College's updated Policy Framework. The new Policy Framework went through extensive College-wide engagement and commits the College to cyclical policy review to ensure continuous improvement of College practices. The new Policy Framework also clarifies the role policy, directives, procedures, requirements, standards, and policy-informed practices play in respect to the governance of teaching and learning practices. The new Policy Framework is expected to be approved by the Board of Governors in November 2019.

Camosun's Centre for Excellence in Teaching and Learning (CETL) is mandated to promote innovation and excellence in all aspects of teaching and learning. CETL faculty and staff support instructors in their teaching practices and the schools through, program renewal, and curriculum development. The College's strategic initiatives of Indigenization, interculturalization, sustainability, and applied learning are also supported by CETL.

The College submits an annual Institutional Accountability Plan and Report to the BC government that aligns College activities to government priorities and the achievement of key performance measures.

2. QUALITY ASSURANCE POLICY AND PRACTICE

Quality Assurance and Policy

Camosun College has a comprehensive set of policies to ensure that the student experience is grounded in solid educational and administrative practices. High standards of academic quality are reflected in the teaching and learning experience, including student recruitment, admissions and evaluation. The awarding of credits and credentials is governed by a set of policies linked to the authority of Education Council as specified in legislation.

A Program Quality Assurance policy (see Appendix 4B) will be submitted to the Board of Governors in November 2019 for approval. In this policy Camosun commits to broadening the scope and depth of existing quality assurance practices including the addition of external academic reviews and a required five- to seven- year cycle of reviews.

Policies related to quality assurance in terms of program development, renewal and standards can be found on Camosun's public policy website and in Appendices 3A, 3B, 3C, 3D, 3E, and 3F of this

document. The following Programming and Instruction policies have a direct relation to quality assurance:

- Academic Progress
- Academic Schedule
- Grading
- Educational Approvals
- International Education
- Prior Learning Assessment
- Program Advisory Committees
- Program Suspension and Cancellation
- Scheduling Instructional Space
- Standard for Awarding Credentials
- Work Integrated Learning

Other policies related Student Services and Support are also located on Camosun's policy website and include:

- Admission
- Course Withdrawals
- Involuntary Health and Safety Leave of Absence
- Medical/Compassionate Withdrawals, Sexual Violence and Misconduct
- Student Ancillary Fees, Student Appeals
- Student Conduct, Student Penalties and Fines
- Tuition Fees

The Framework for Programs and Credentials in the College's Educational Approvals policy (see Appendix 3A) includes quality as a key concept, with expectations specified under each type of program, including those involving partnerships. Two principles that support processes related to this policy are:

- Programs will be reviewed in a rigorous and open manner in order to ensure quality while addressing educational needs of the Camosun College region.
- Camosun programs will be developed in response to identified educational needs. Long-term needs typically will be addressed through permanent, stable programming—the primary focus for base funding.

QUALITY ASSURANCE PRACTICES

Practice 1: Achievement of Learning Outcomes

As a learning-centred organization, Camosun has endorsed an outcomes-based approach to learning and assessment as articulated in *Educational Standard and Guidelines – Learning Outcomes for Programs and Courses* (see Appendix 13), with the expectation that all curriculum leading to a credential granted by Camosun adheres to the standard. All new or renewed programs and courses have been written to reflect an outcomes-based approach to learning that describe what it is that students are expected to know and do upon successful completion of a course or program. During curriculum development, the learning outcomes for courses are matched and linked to program learning outcomes. This ensures that curriculum and learning experiences are organized, well-constructed and intentional and that learners will progress through a program learning experience in a meaningful and purposeful manner. Outcomes-based educational practices enable articulation and transferability for students across post-secondary institutions, and provide the foundation for prior learning assessment and recognition practices.

The application of an outcomes-based approach to education informs assessment practices at Camosun by aligning learning activities, assessment strategies and learning outcomes. College strategic priorities of Indigenization, interculturalization, applied learning, and sustainability also inform the practice of assessment as a tool for learning in addition to evaluation.

An Assessment for Learning Working Group has been established to examine assessment at Camosun and to provide recommendations for enhancing and developing the College's assessment practices. This group is undertaking a review of the literature and an environmental scan to inform recommendations for assessment practices that promote learning, strengthen learners' autonomy and independence, and which incorporate principles of constructive alignment.

Practice 2: Assessment and Measurement of Student Progress

Student progress at Camosun is guided by policy E-1.5 Grading (see Appendix 3G), which outlines the two recognized grading systems used at Camosun, standard and competency based. The standard grading system is used for most academic, technical, and career based programming. The competency-based grading system is used for courses in which satisfactory acquisition of defined skills or successful completion of the course learning outcomes is the basis of evaluation and grading.

The standard grading system is a nine-point scale based on a percentage. Each of the nine points correspond to a letter grade. The competency grading system offers grades of COM (complete), DST (completed with distinction), and NC (not complete). CETL offers important guidance in the promotion of effective grading practices.

Timely grading is very important to ensure student progress, particularly when successful completion of a course is required as a pre-requisite to further study. Policies are in place to ensure that grading and promotion are "consistent and fair" (E-1.5 Grading policy) and that define the College-wide standard for academic progress, with principles and protocols to assist students, their instructors and administrative staff to monitor and intervene when a student is academically "at risk" (E-1.1 Academic Progress – see Appendix 3H).

Student progress measures in academic program reviews will often include examination of course completion rates which identify courses in which the learning outcomes are not being achieved at a high level. Other measures will vary by type of program. For a majority of students in the University Transfer program, completion of a credential at Camosun is not a goal, and as a result, transfer rates are the important factor to consider. Camosun is grateful to the BC Council on Admissions and Transfer which publishes studies profiling college students who transfer to BC universities. Transfer studies as well as the Student Transitions Project provide information about the successful transfer of students from Camosun's University Transfer programs, and data are sometimes provided from the universities on actual course level success in courses subsequent to studies at Camosun.

Practice 3: New Program Development and Major Revisions to Programs

Camosun is committed to ensuring a sustainable mix of quality programming aligned with its mandate, and responsive to the needs of learners, the community, and the employers who hire Camosun graduates.

A rigorous process for new program approval is in place, as outlined in the "New Program Development & Approval Template" (see Appendix 14) and the process for development of credentialed programs is provided as a framework in policy E-1.6 Educational Approvals (see Appendix 3A) The Framework for

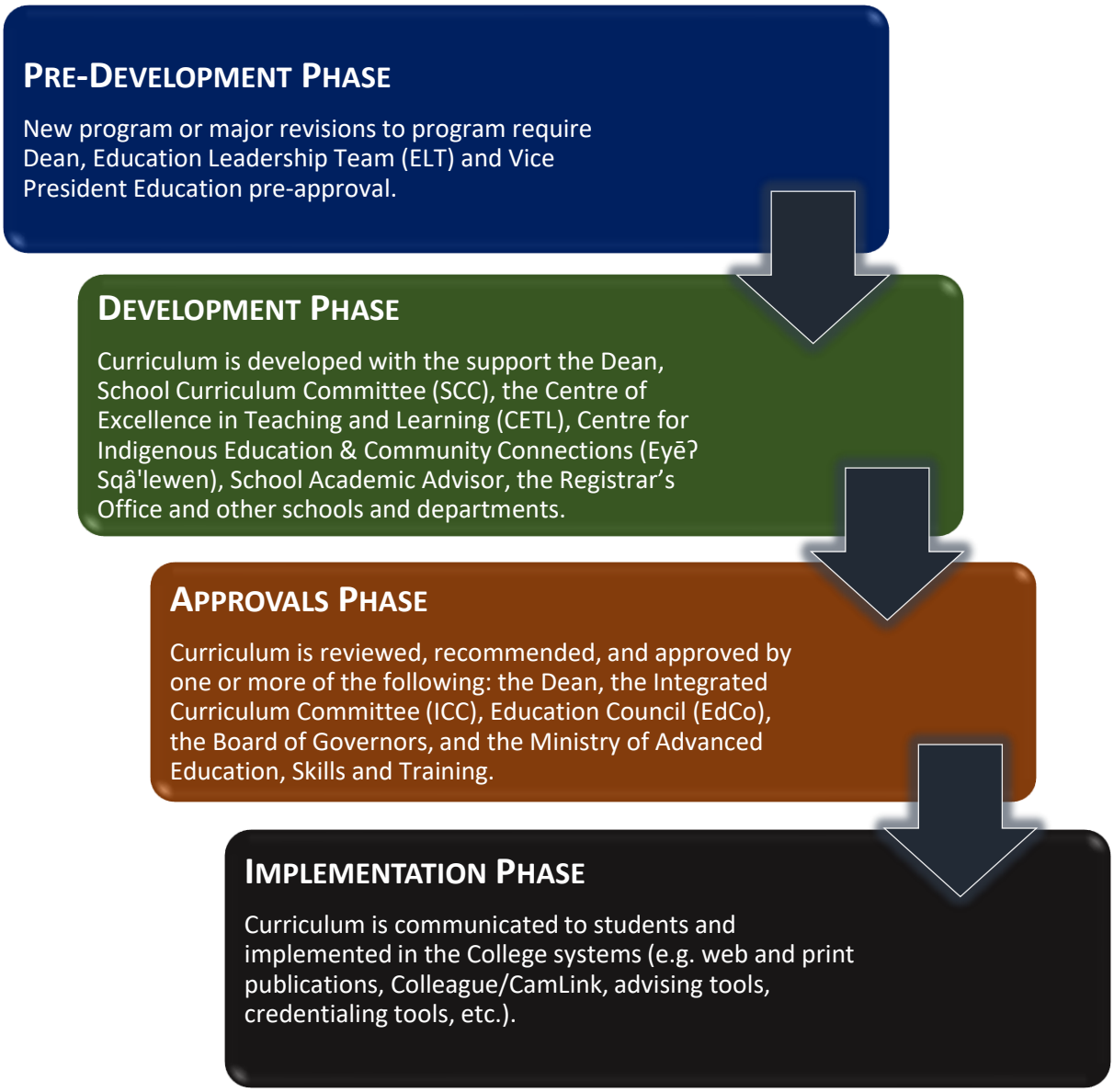

Figure 1: Overview of how new programs and major revisions to programs are processed at the College

Programs and Credentials within the Education Approvals policy identifies types of programming, levels of credentials, and governs the requirements for review if partnerships are a component of the program. Beginning with a proposal that addresses program relevance, responsiveness, system rationalization, system coherence, operations, funding sources, revenue projections, resource and service implementation, new program proposals move through levels and stages of approvals. Checks and balances throughout the process ensure that new programs meet or exceed institutional and Ministry of Advanced Education, Training and Skills requirements for educational quality.

Camosun's process for new program development is composed of the following processes and steps:

Part 1 – Rationale Process

STEP 1: Submit Brief Rationale Page to ELT for approval	Deans submit a brief statement of rationale for the new program to the Education Leadership Team (ELT)
STEP 2: Submit Detailed Rationale to ELT for approval	Detailed template attached. This is separate from the proposal forms for School Curriculum Committee (SCC), Integrated Curriculum Committee, and Education Council (EdCo)
	If curriculum includes an online component, please contact the Centre for Excellence in Teaching & Learning
STEP 3: Submit Appendix A to VP Academic for approval	See attached. Assistance available from Director, Educational Planning

Part 2 – Program Development Process

STEP 4: Program Development	Curriculum document template & development support available through the Centre for Excellence in Teaching & Learning

Part 3 – Approval Process

STEP 5: Feedback to ELT re: significant changes	Initiate research re: tuition fees elsewhere for comparable programs. Tuition Committee submission template
STEP 6: Program Proposal approval from SCC	Program Proposal forms for SCC, ICC, and EdCo
STEP 7: Student Services and Fin. Aid Checklists completed	Student Services Checklist for program and course changes Financial Aid Checklist for program eligibility
STEP 8: Program Proposal Approval from ICC	
STEP 9: Program Proposal Approval from EdCo	
STEP 10: PSIPS proposal process	

A new program that has received proposal approval (the pre-development phase) then moves through the remaining phases of the curriculum development and planning cycle as described below. Processes of consultation are included throughout the development and planning cycle.

Practice 4: Program Review and Renewal

Program Review and Renewal: Current and Future Practices

Camosun College policy pertaining to program review currently resides in Educational Approvals policy E-1.6, principle (3), which states: "Programs will be reviewed in a rigorous and open manner in order to ensure quality while addressing educational needs of the Camosun College region."

A new Program Quality Assurance policy (see Appendix 4B) will broaden the scope and depth of the existing program review and renewal process with the incorporation of an in-depth program evaluation, and a required five- to seven- year cycle of review for all credentialed programs. Additionally, the inclusion of an external academic review component will strengthen Camosun's current practices of consultation and review from industry, professional, licensing and accreditation bodies.

Camosun's program review and renewal process, established in 2001 and successfully implemented College-wide, is distinct from an evaluative approach to program review. A developmental and transformative model focuses on the strengths of a program, with a view to creating a positive future and goals. Reflections on current practices help to inform development and renewal. At the core of this faculty-driven, peer-based review process is a commitment to a learning-centred approach to quality programming. It provides opportunities for reflection, is future oriented, and strives to improve and enhance the quality of the students' learning experiences. The College recognizes that the incorporation of external academic reviews into a renewed program review process will serve to strengthen the intended learning experience for students.

Program review and renewal at Camosun is undertaken to satisfy requirements of the *Colleges and Institutes Act* and as part of Camosun's commitment to quality improvement. Some programs must undertake other forms of review. The Nursing, Dental Hygiene, Athletic and Exercise Therapy, Early Childhood and Care, Civil and Mechanical Engineering programs for example, are required to undergo extensive externally mandated review processes to meet professional and/or accreditation requirements. These accreditation reviews inform but no do not replace the need for internal program review and renewal.

As described in the A Guide to Program Review: A Framework for Renewal (see Appendix 5), program review at Camosun helps answer the questions:

- Are students learning what they need to learn for today's world within the context of their program or discipline?
- Are the most effective teaching, learning, and assessment strategies to promote student learning in relation to the identified program outcomes being used?
- Are learning opportunities accessible to students? Do they meet current and future student, community and industry needs?

To adequately address the College's primary focus on student learning, all aspects of program or academic discipline function, delivery and curricular content may be examined in a program review. Consequently, a program review may also fulfill some or all of the following purposes:

- Examine issues related to student access, success and satisfaction, including issues related to support service departments;
- Determine if the program adequately prepares students for changing job markets, market demands, and transitions to further study;
- Incorporate Indigenous and culturally responsive teaching and learning practices;
- Examine innovative teaching, learning, and assessment practices that might better meet the learning needs of students in cooperation with relevant support departments;
- Examine the responsiveness, currency and relevancy of the program to community or workplace issues and practices;
- Encourage discussion and dialogue amongst faculty;
- Foster the team work of faculty and staff, creating a shared purpose;
- Address student workload;
- Ensure that all program and course changes are based on adequate information and discussion;
- Promote alignment with Camosun's Strategic Plan and priorities, including enhancing applied learning opportunities within programs, responding to Truth and Reconciliation Commission's Calls to Action, and encouraging the application of Universal Design for Learning principles.

As well as focusing on student learning, regular reviews allow the program or discipline to be accountable to the community for the provision of sound, relevant learning opportunities for citizens, to meet licensing and accreditation requirements, and to satisfy requirements of the *College and Institute Act*.

Program Review: Roles and Responsibilities

Camosun's Centre of Excellence for Teaching and Learning supports the review process through its Program Review Facilitators who are experienced in program review, facilitation, change processes, collaborative work, and curriculum development. As peers, Facilitators work with faculty and staff to promote positive and respectful dialogue within and across programs and disciplines, departments, schools and the college community. Facilitators assist program/discipline teams as they design and navigate through their individual review and renewal initiatives, following the format and processes explained in *A Guide to Program Review: A Framework for Renewal*. They also assist teams with curricular development and renewal based upon the principles and standards articulated in *Leading Practices in Curriculum* (see Appendix 6).

Program Review and Renewal Facilitators:

- Assist review teams to identify their values and strengths and to develop a vision;
- Help review teams to focus the review, determine the issues to be examined as part of the review and the questions that the review process will help answer;
- Help review teams to determine what data they need to collect and how best to get needed data;
- Assist review teams to access or develop needed tools or resources required for data collection;
- Assist, as needed, with collection of data, such as conducting focus group sessions or surveys with faculty, students, graduates, employers, and the like;
- Suggest and provide connections with resources (people, departments, etc.) within the college;
- Support review teams as they analyze data and make thoughtful recommendations for program renewal;

- Assist review teams to undertake a thoughtful examination of their curricula, to ensure coherence, currency, relevance, flexibility, sustainability, and Indigenization of the learning experience;
- Produce regular, clear documentation including questions that guide the review, relevant review data, group decisions and recommendations, curricular materials and other written materials that support the review/renewal process;
- Help keep the program review and renewal process on track;
- Follow up a year after the review completion to validate the outcomes.

The program or discipline Chair, faculty and staff members of the School plan and participate in the program review and renewal process in consultation with the Dean. Representatives from the Office of the Registrar, Eyē? Sqâ'lewen (Centre for Indigenous Education and Community Connections) or other College service areas may also be included in the review process as determined by the needs and goals of the review team. A designated member of the team ensures the Dean or designate is receiving regular updates on the review process, and that a Portfolio of Progress is maintained within the School.

The schedule for program reviews is planned within each school through a process of consultation between the Dean, Chair, and faculty. Program areas are encouraged to undertake a formalized review approximately every five years. As indicated, the new Program Quality Assurance policy (see Appendix 4B) will embed five- to seven- year cycle of review practice into policy.

Phases of the Review

At the initial phase of a program review, facilitators guide faculty in a focused analysis of programming and courses, and identifying priorities for renewal. An important aspect of the analysis includes information gathering from a variety of sources. This information contributes to evidence-informed renewal and change, and may involve several sources including:

- Students and graduates;
- Other college departments, especially those that service or support the program directly;
- Employers and/or program advisory committee members;
- Other post-secondary institutions;
- Institutional Research and Planning;
- BC Student Outcomes data;
- Research or literature reviews related to best and current practices.

The development of a review plan in this stage of the review process provides program personnel with a plan that is practical to implement in a reasonable amount of time. Over a period of months, information is collected, a plan is developed, and recommendations for renewal or change are made. Program personnel are encouraged to work towards achieving the goals and recommendations that result from the review plan.

The second phase of the review process culminates in a short report and presentation at a regular meeting with the school and educational leadership. This report, completed by the program faculty, outlines the review process and sets out the recommendations coming from the program review. The aim of the presentation is to educate and inform colleagues within the College about the review and toserve as the official culmination of the second stage of the review and renewal process.

Implementation of recommendations always overlaps with the second phase of the process, and implementing the remaining recommendations coming from the program review may take several months or years, depending on the extent of change involved. If any of the recommendations involve curriculum change, program faculty then engage in the Camosun College Educational Approvals process.

An important part of the review process is to confirm or validate that changes made have resulted in improvement. Approximately one year following the completion of a review, Facilitators consult with the program Chair to discuss the review and renewal process and the progress in implementing the review recommendations. Facilitators prepare a Validation Report to document this phase.

Figure 2: The process for facilitated program review and renewal follows the above steps

Practice 5: Data and Evidence Informed

Evidence informs Camosun College's quality assurance practices, supporting continuous improvement in programs. Institutional Research and Planning (IRP), housed within the Office of the Registrar, provides expertise in the collection and analysis of data.

In support of ongoing course and program review, IRP provides educational research and statistical reporting for the College community and support for planning cycles, including strategic information, provincial government reporting, and survey research. Assistance is provided with other research and information needs, including needs assessment and environmental scanning. Institutional research and analyses regularly support program areas with the provision of specific data on applicants, enrolments, student engagement, student outcomes and FTEs that are required for various phases in the planning, development and review processes. Student Outcomes survey data are accessed and summarized to meet the internal needs of programs and departments, and are included in Camosun's annual Institutional Accountability Plan and Report (see Appendix 10).

Camosun College participates in three provincial student outcomes surveys (graduate follow-up), and makes use of the valuable feedback provided by its graduates through these valid and reliable surveys. These surveys are the Apprenticeship Student Outcomes Survey (APPSO), the Diploma, Associate Degree and Diploma, Associate Degree, and Certificate Student Outcomes Survey (DACSO) and the Baccalaureate Graduate Survey (BGS). Issues identified in the surveys are considered important and are internally reviewed during program review cycles. The discontinuation of the Developmental Student Outcomes Survey (DEVSO) after 2014 has affected the completeness of available data to support comprehensive analysis.

The BGS has collected information from 400 Camosun applied degree graduates over the past five years. These respondents are satisfied (overall 97%), likely to be employed (93%), in training related jobs (87%) and earning salaries (2 years out) averaging $51,000. Results are publicly available via a selection process at Baccalaureate Graduates Survey Reports by Institution and Discipline.

Below (Figure 5) is an example of a BC Student Outcomes DASCO assessment 2015-2017 results available to Camosun for the diploma program in Early Learning and Care: percentages who indicated "good" or "very good" regarding the listed aspects of their program. The survey includes feedback on critical thinking skills, amongst other measurements.

Students are the most important stakeholders and provide significant evidence about quality assurance. The annual Student Outcomes Surveys provide valuable and reliable data from former students in university transfer, diploma, certificate and trades programs about the extent to which we meet these goals. In addition to student satisfaction, graduates report on their skill development, their evaluation of the quality of instruction and the usefulness of their education for employment and further education. These topics are central to the mission and mandate of the College.

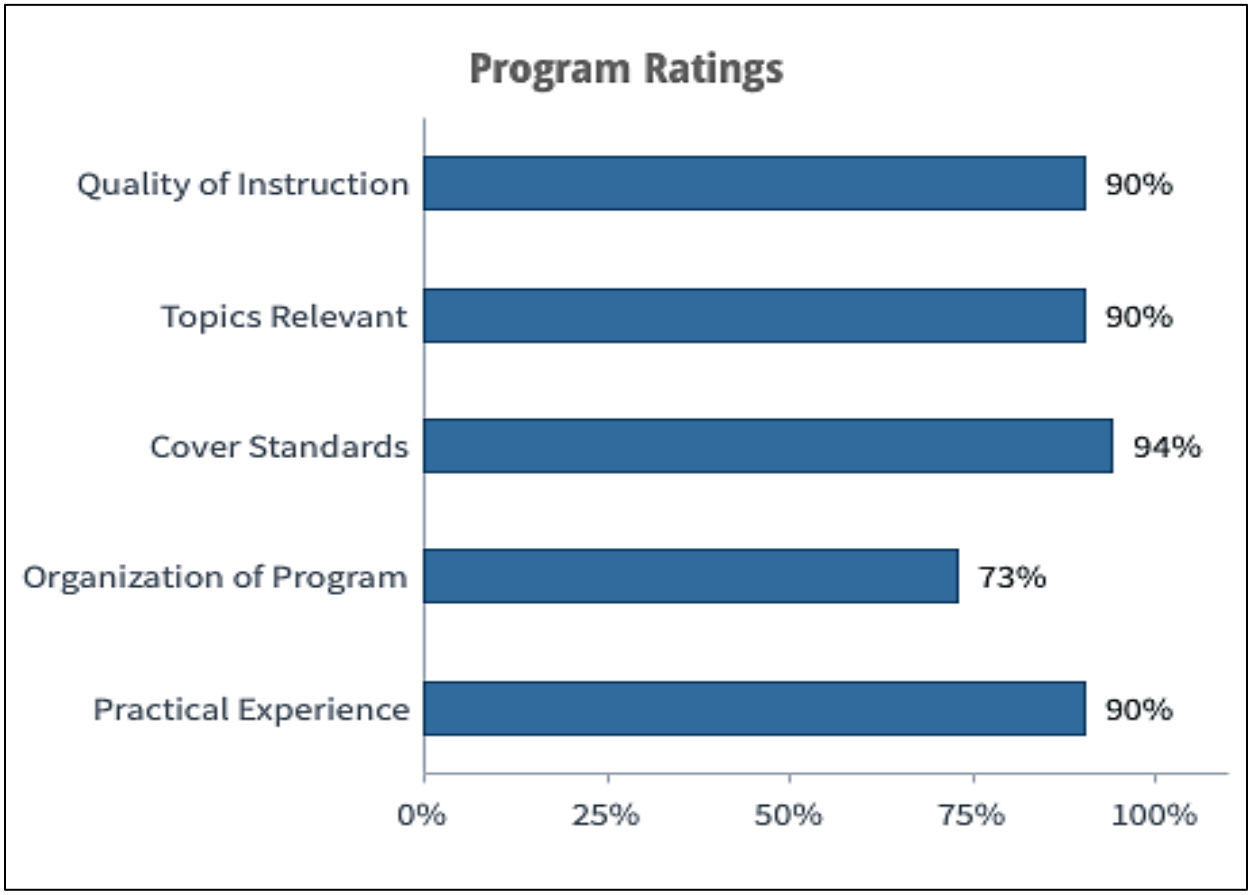

Figure 3: Program Ratings of Early Learning and Care graduates, 2015-2017 Results.

Source: http://www2.bcstats.gov.bc.ca/Dashboard/

Camosun surveys current students about their College experiences through an annual Student Experience Survey. Students are asked why they chose Camosun, what they think about the College, what services and technologies they use, and how the College could improve students' learning experiences. In October 2018, 2,300 students responded to the survey indicating:

- 86% of students were satisfied or very satisfied with their overall educational experience;
- 85% of students say that interactions with Camosun staff and faculty have been supportive and positive; and
- 83% of students say that Camosun offers them the resources and services they need to succeed academically.

The College's extensive Program Mix Analysis project in 2014-15 involved the gathering of large amounts of qualitative and quantitative data at the program level with the purpose of informing a wide scope of action plans. Datasets included:

- Student metrics: data on student activity in programs at Camosun – course registrations, headcounts, full-time equivalent students, applications and retention rates;

- Financial metrics: data on financial results of programs at Camosun – tuition, instructional cost per course registration, tuition revenue per instructional FTE, and instructional cost compared to revenue per student FTE;
- Outcomes metrics: data on student activity related to programs at Camosun – student satisfaction, taking further studies, graduates in the labour market, employed and unemployed, and students employed in training-related employment.

Practice 6: Scholarship, Professional Development, and Research

Camosun recruits and hires faculty with appropriate balance of three essential qualifications: academic or professional credentials, employment experience, and a commitment to teaching excellence. Appropriate qualifications vary by program, but all faculty should have demonstrated mastery of the subject area through their employment experience.

Recruitment and appointment of faculty is guided by the Recruitment and Selection policy (see policy on website) and the Capability Framework (see Appendix 8) which articulates the college's expectations of all employees to focus on knowing, being, doing, and relating in ways that foster an environment that supports students on their path to success as life-long learners.

Camosun College values and supports faculty scholarship and professional development through a range of formal procedures and practices. Institutional activities and employee development ensure that faculty remain current in their fields and focused on teaching and learning.

Continuing faculty under the Camosun College Faculty Association (CCFA) collective agreement are entitled to two months each year of scheduled development time and can use some of this time to pursue professional development activities. Similarly, continuing faculty who are under the BC Government Service Employees' Union (BCGEU) collective agreement are entitled to eight days of professional development time.

Faculty have access to professional development funds, administered jointly by the College and the Faculty Association. Funds can be used to attend or present at academic or professional conferences or to pursue additional academic credentials. This structured practice creates a culture where faculty scholarship and professional development is valued and supported.

Scheduled development allows faculty members across the institution to remain current in their knowledge, skills and awareness of both their field of expertise and professional practice as well as current and emerging educational delivery and instructional practices. This annual investment provides capacity and opportunity to support and undertake course and program development, review and renewal, and provides dedicated capacity and opportunity for reflective practice and enhancement of educational programming and delivery. The College maintains robust mechanisms for the proposal, review and approval of scheduled development activities in alignment with the provisions negotiated through collective bargaining processes.

Sharing of scholarly activity and professional development learning is expected of faculty. Activities pursued on scheduled development must be reported on. Schools provide opportunities for the knowledge sharing, and Centre of Excellent in Teaching and Learning (CETL) hosts the annual Walls Optional conference that focuses on excellence and innovation in teaching and learning. Walls Optional provides an opportunity for the faculty community to learn from external scholars, and from their colleagues. CETL also publishes an annual *Showcase* highlighting Camosun faculty's professional, scholarly and creative activities.

Housed within CETL is the Faculty Development unit. This unit supports instructors in developing educational practices that puts learning first. CETL provides expertise and initiatives to support faculty to share and develop teaching practices, including workshops, resources, and community-building. In the 2018 – 2019 academic year, the faculty development unit organized and facilitated the delivery of over 30 professional development activities open to Camosun faculty and staff.

A hallmark of CETL's faculty development offerings is the Instructional Skills Workshop, a four-day intensive workshop offered three times per year. A team of 20 Camosun faculty are certified ISW facilitators, and collectively they present the workshops, and work collaboratively to ensure the content and techniques are regularly updated to be relevant to the Camosun context. The ISW is a component of the Provincial Instructor Diploma Program delivered through Vancouver Community College (VCC). In partnership with VCC, Camosun regularly hosts onsite delivery of additional courses from the diploma program, providing access and opportunity for Camosun instructors to complete this credential.

CETL also supports the facilitation of professional learning communities which involve educators in collaborative, caring, inclusive, critical reflection on teaching practice and student learning (Stoll & Seashore Louis, 2007). Current Communities of Practice initiated and facilitated by Camosun faculty include Animal Ethics on Campus, Indigenous Education Circle, Appreciative Inquiry, Mindfulness in Education, Fostering Resiliency, Chair Share, Parenting, and Teaching and Learning Strategies.

The Instructional Designers within the eLearning team of CETL work directly with faculty to support quality practices that lead to learner-centred flexible learning. The unit has defined a set of flexible learning principles to guide their work:

- **Accessible**: Accessible design of online course components enables all students to access their web-based content and educational technologies regardless of their location, experience, device, or abilities;
- **Inclusive**: Flexible learning requires a focus on designing online learning environments that are respectful and supportive of audiences who typically face barriers when entering post-secondary education: women, First Nations, students with physical and learning challenges, new Canadians and students who are located in remote and/or rural locations;
- **Innovative**: A rapid prototyping development model is incorporated to test assumptions, solicit learner feedback and push boundaries in flexible delivery. Research agendas are developed and results are published;
- **Transformational**: Creative options for face-to-face components are developed as faculty begin to redesign their face-to-face experiences to make best use of both online and face-to-face modalities while also saving costs associated with the use of campus facilities;
- **Sustainable**: Flexible learning programs can be modularized, exported, reconfigured, and shared with other courses to enhance traditional face-to-face delivery;
- **Contextual**: Flexible learning needs to be closely linked to the world of work. Employers will be engaged as partners in the design and delivery process to ensure that both the content and delivery methods are relevant, feasible, and reflective of workplace requirements.

Applied research is increasingly becoming part of Camosun teaching and learning fabric. Research-enriched teaching and learning is also accomplished through interactions of faculty with those from those from other post-secondary institutions, employers and communities. Camosun Innovates is the organization unit that manages the College's applied research agenda. Camosun Innovates delivers applied research to the community in collaboration with Camosun faculty and students. This office

supports faculty in pursuing research by providing assistance to obtain research funding, finding project partners, and understanding research related policies and procedures such as research ethics approval.

Practice 7: Indigenization

Camosun has demonstrated a strong and sustained commitment to Indigenization and Reconciliation. Camosun's Strategic Plan situates Indigenization as a core value for the College and recognizes Camosun's educational relationship with Indigenous communities. The College has defined the goals of Indigenization as ensuring:

- Indigenous students see themselves and their realities reflected in the curriculum in which they engage;
- Non-indigenous students come away from the College equipped with knowledge and processes that enable them to develop stronger and better-informed relationships with Indigenous peoples.

Eyēʔ Sqâ'lewen: The Centre for Indigenous Education and Community Connections provides culturally relevant and pedagogical sound leadership to the College's Indigenization work. The centre Indigenous Advisory Council, with community representatives, provides direction to the College regarding Indigenous programming, partnerships and services. Founded in 1991, it is the longest continuously-run post-secondary Indigenous Advisory Council in the province.

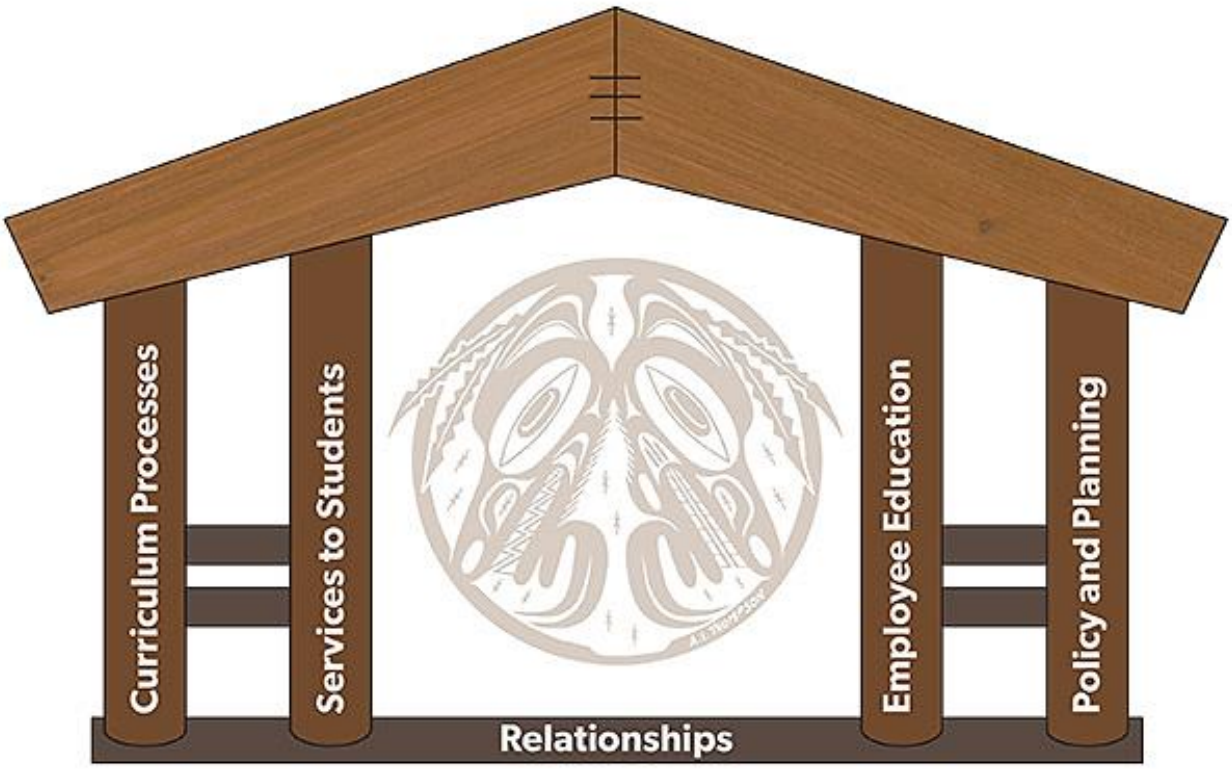

Figure 4: Indigenization is an ongoing phase of consultation, collaboration, action, and reflection that is conducted with respect to the four corner-post model. It includes initiatives around curriculum processes, service to students, employee education, and policy and planning.

Eyēʔ Sqâ'lewen defines its education practice through the corner-post model. This model supports the delivery of education and services to Indigenous students enrolled at the college, and informs the Indigenization efforts across all program areas.

In response to the Truth and Reconciliation Commission's Calls to Action, a College-wide task force for Indigenization and reconciliation was formed in 2016. A comprehensive response plan identified 39 reconciliation and Indigenization recommendations. By October 2019, 13 recommendations have been fully addressed, another 14 have the foundational work complete and 12 recommendations are ongoing. Among the completed recommendations is work in the area of curriculum and teaching practice. As a result of the task force work, all submissions to Education Council must now provide a response to a question asking how the curriculum and teaching practices have been Indigenized. The Calls to Action identified areas where Indigenous content should be required and Camosun courses in criminal justice, social work, nursing, early learning and care were renewed to address this recommendation. The college's annual Student Experience Survey now asks students if the College has helped enhance their understanding of Indigenous culture and issues.

A new position of Indigenization Strategist was created in CETL, to provide timely and responsive support to instructors seeking to Indigenize practices and curriculum. The strategist has delivered annual workshops on Indigenizing curriculum. CETL published *Journeys: Camosun Stories of Indigenization* (see link) in 2018 as a means to document and raise awareness about Indigenization. The second edition will be published in January 2020.

In 2012, Eyēʔ Sqâ'lewen and CETL partnered in the development and delivery of TELŦIN TŦE WILNEW, a blended online and face-to-face course which provides insight into an Indigenous world view; describes the impact of colonization and how it affects students attending the College today; and guides participants in the development of new teaching and learning methods. The Indigenization and Reconciliation Task Force recommended expanding the offerings of TTW, and as a result 393 instructors, staff and administrators have completed the course. At least four sections a year are offered.

The College is a leader in the development and adoption of *Pulling Together: A Guide for Indigenization of Post-Secondary Institutions* (see link), a series of guides to further Indigenization at BC post-secondary institutions. This provincial project was managed by a Camosun faculty member on secondment to BC Campus, and a college team of faculty and administrators wrote the leaders and administrators guide.

An Indigenization policy is currently under development. The purpose of the Indigenization policy is to articulate the commitment and vision of Camosun College in its ongoing work of Indigenization across and within all areas of the College.

Practice 8: Applied Learning

For almost 50 years Camosun has provided students with relevant and impactful applied learning experiences. In 2018, Camosun's principles of applied learning were formalized with the development of the Applied Learning Framework (see Appendix 7) and adoption of an applied learning model.

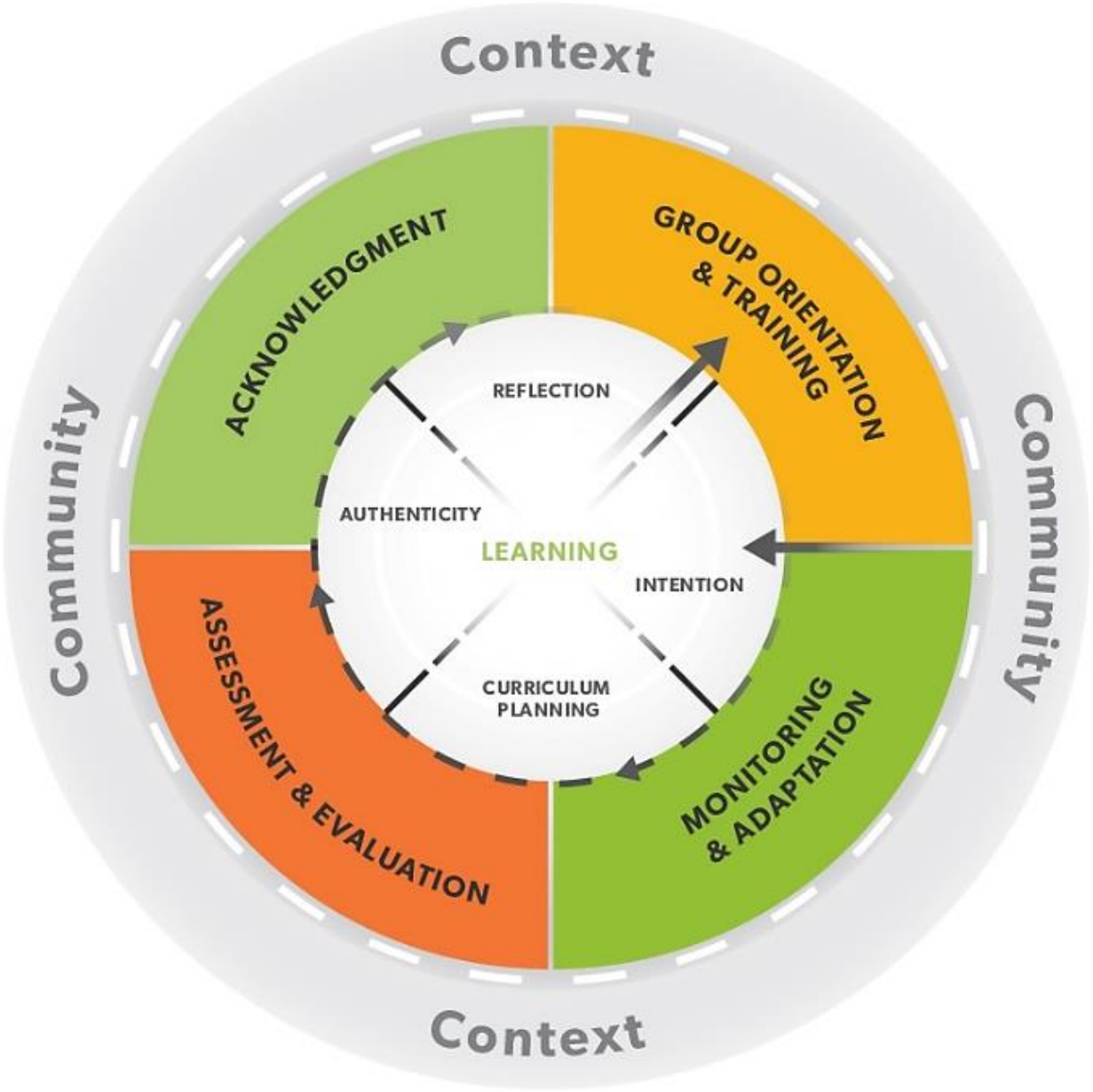

Figure 5: Camosun's applied learning model

The applied learning model is based on eight principles of experiential education as identified by the National Society for Experiential Education. Incorporating the College's curricular practices, guiding principles, concepts and approaches, and building on current practices, the model provides a flexible, scalable framework for the consistent definition, development, and delivery of quality applied learning experiences. These experiences enhance the college's ability to enable students to develop the academic, personal, professional knowledge and skills that will lead to successful and meaningful careers, as well as the skills and attitudes required to be socially responsible, engaged citizens.

A key strength of the model is the inclusion of critical curriculum design elements that enable faculty to facilitate meaningful learning experiences that allow students to meet program and course learning

outcomes. While the model provides structure in terms of design, it also allows the flexibility to meet discipline/interdisciplinary requirements, as well as for the integration of Camosun values such as Indigenization, equity, diversity and inclusion, and sustainability. The College is currently working to document existing quality assurance practices in experiential/applied learning opportunities for students across programs at the College, and to develop or improve those opportunities where needed.

Practice 9: Industry, Employer and Professional Engagement

Program Advisory Committees

The College requires both in policy and practice that applied program areas be responsive and engaged with their respective communities through Program Advisory Committees (PACs). The College recognizes PACs as an effective means of gaining input from the larger community of graduates, employers, and stakeholders.

Camosun policy E-1.9.1 Program Advisory Committees (see Appendix 3E) establishes common standards for the formation and ongoing support of Camosun College Program Advisory Committees. The policy states:

> Program Advisory Committees (PACs) will be established for all applied programs as well as other program areas that would benefit from formal linkages to the community, with the purpose of: a) advising the College on program outcomes and on program development, review and renewal; b) advising the College on current trends in the field; and c) providing a valuable link to the communities we serve.

In practice, the membership composition of the PACs ensures that a breadth of perspectives and expertise are represented in order to provide advice and guidance to the College about program currency and relevancy, and community, and professional standards or requirements.
As described in the Terms of Reference for Program Advisory Committees (see link) all PACs should have a comprehensive spectrum of field expertise that includes:

- Employers of grads that reflect the diversity of industry or the field of study
- Licensing and accreditation bodies
- Representatives of professional associations
- Alumni working in the field

And, as appropriate:

- Organized labour, destination institutions, government, and sponsoring agencies, and
- Social service and community agencies.

Within Camosun's current Program Review and Renewal process, PACs are a valued source of reliable information and insight in the areas of program currency and relevance, and those external opportunities and challenges that may affect programs and graduates.

Engagement with and Feedback from Program Graduates

Engagement of and feedback from program graduates plays an important role in maintaining the quality, currency and relevance of Camosun programs. Annually, Camosun participates in the BC Student Outcomes Survey process, collecting feedback from certificate, diploma, trades foundation, apprenticeship and applied degree program graduates as it relates to their educational experiences with respect to overall program quality and satisfaction, skill development, employment rates and further education. Annually, program areas across the College are advised of the availability of their Student Outcomes Survey data to facilitate and support ongoing discussions on program quality.

Within Camosun's current Program Review and Renewal process, feedback via surveys and focus groups with program graduates provide important information and insight in the areas of program currency and relevance, as well as opportunities and challenges that may affect programs and future graduates.

Accreditation and Professional Bodies

In addition to Program Advisory Committees (PACs), many College programs also receive external input, review and approval through robust, formalized accreditation review, requirements and practices. For example, Camosun's Bachelor of Athletic and Exercise Therapy Degree is accredited by the Canadian Athletic Therapists Association (CATA). Accreditation includes ongoing review and revision to meet recognized industry competencies.

As another example, Camosun's Bachelor of Business Administration, Accounting Major is one of the largest and most robust accounting degree programs in British Columbia, and Camosun is a preferred partner of the Chartered Professional Accountants (CPA). The degree undergoes annual review with the CPA that involves assessing alignment with CPA program competencies; competency mapping is published each year. Camosun is one of a select few institutions that currently offers all of the undergraduate requirements for the CPA program and is the only such institution in the region.

College wide, many Camosun faculty are highly active in provincial and national professional organizations. The level of professional engagement of Camosun faculty with community, professional and industry stakeholders and leaders, supports the continuous improvement of the learning experience for students and the provision of relevant, current and quality programs.

Academic Peer Review

As part of Camosun's Program Review and Renewal process, the College seeks external input. However, through the Exempt Status application process, the College has become aware of the need to enhance requirements for external academic peer review of programs. The requirement for external academic peer review will be mandated by the Program Quality Assurance policy (see Appendix 4B), is embedded in the Quality Assurance Framework, and is reinforced in the Education Approvals Renewal Project currently underway.

Practice 10 – Student Services

Camosun is committed to enabling student success beyond the classroom, integrating their learning experience with the entire campus community. Strong supports for students enhances the College's ability to provide quality programs. The Student Experience Division (Academic Affairs, Learning Services, Registrar's Office and Applied Learning Cooperative Education) stewards a comprehensive range of supports. These serve to enrich student learning and contribute to an exceptional overall educational experience from registration through to graduation.

Services are provided in an integrated effort to help students be successful and healthy during their time at Camosun. The following services are available to Camosun students:

- Accessible learning (disability supports)
- Academic advising, admissions, assessment and testing, registration and student records
- Childcare services
- Co-operative education, career services, career counselling
- Financial aid and awards (bursaries, scholarships)
- Fitness)
- Library
- Writing Centre and learning skills
- writing centre, and learning skills
- Math and Science help centres

- Services for Indigenous learners (educational, financial and community supports)
- Services for International students (homestay, advising, counselling, orientation)
- Office of the Ombudsman

Camosun's Student Mental Health and Wellbeing Strategy, along with the newly developed Sexual Violence and Misconduct policy (see link) and support services, have been initiated to create awareness, education and processes to support the mental well-being and physical safety of Camosun students. This past year the College undertook a full consultation and engagement process with current students, faculty, staff, counsellors and community experts in the field, to develop the resulting Sexual Violence and Misconduct Policy. Camosun is committed to ensuring students receive the mental and physical resources they need and to fostering a safe and respectful campus environment for all.

3. SELF EVALUATION APPROACH

Steering Committee

In 2018, a Quality Assurance Process Audit Steering Committee was established to guide the College's preparation for the Quality Assurance Process Audit. Executive sponsorship for this Steering Committee is John Boraas, Vive President of Education, and the Chair is Peter Moroney, Director Educational Policy and Planning. The steering committee includes representatives from all Schools and related administrative units:

- Bijan Ahmadi (Chair, Education Council)
- Cynthia Smith (Dean, Health and Human Services)
- Gillyan Hayden (Associate Registrar)
- Heather Del Villano (Associate Dean, Access)
- Janice Simcoe (Director, Eyēʔ Sqâ'lewen)
- Ken Kosik (Associate Dean, Trades and Technology)
- Nasr Khalifa (Associate Dean, Arts and Science)
- Patti Odynski (Team Leader, Curriculum Development and Program Renewal, CETL)
- Rashed Al-Haque (Education Policy Specialist, Office of Education Policy and Planning)
- Richard Stride (Dean, Business and Centre for Sport and Exercise Education)
- Sybil Harrison (Director, Learning Services CETL)

The terms of reference for the committee were adopted April 2, 2019 and defined the work as:

- Oversee Camosun's participation in the QAPA process
- Participation in DQAB institution briefing
- Approve plan and working principles for QAPA review
- Develop principles for reporting on programs
- Provide guidance re: institutional documents and program documents
- Review institutional report prior to submission
- Identify key individuals to be involved in document preparation, planning, site visits
- Advise on internal communication, stakeholder involvement
- Ensure adequate response to DQAB report

- Make recommendations based on QAPA process and DQAB report

The QAPA Steering Committee also assumed oversight of the development of the Program Quality Assurance policy. Terms for reference for that work were identified as:

- Advise on development strategy, process and timelines
- Advise on policy structure and principles
- Advise on Framework structure and principles
- Contribute to finalizing documents for approval

The steering committee has met at least monthly since inception.

Issues of the Self-Evaluation

The self-study component of the Camosun Quality Assurance Process audit has been significantly informed by the recommendations of the Degree Quality Assessment Board's response to the College's 2018 application for Exempt Status at the Baccalaureate applied degree level.

The recommendation stated:

> *Camosun needs to revise its policies for program approval and reviews to include reviews by an independent panel of experts that would include academics from peer institutions. Professional accreditation reviews are not sufficient. The lack of appropriate external reviews affects the efficacy of the College's governance structure to ensure it can develop degrees of high quality as well as ensuring accountability to stakeholders.*

Camosun College has developed a draft Program Quality Assurance policy (see Appendix 4B) in recognition of the need to establish a formal program review cycle that incorporates external review. In support of the College's commitment to continuous improvement of the student learning experience and outcomes, a draft policy was created during the winter term of 2019, with engagement continuing into Spring/Summer 2019. The Program Quality Assurance policy received endorsement at the October 2019 Education Council meeting and is scheduled on the November 2019 Board of Governor's agenda for discussion and approval.

Development of the Institution Report and Preparation for the Site Visit

The Institutional Report was championed by the VP Education with operational support from the Director of Education Policy and Planning. Once an initial report was drafted by the Office of Education Policy and Planning, the report was forwarded to the various stakeholders at the College responsible for ensuring program quality assurance. Stakeholders were asked to ensure that the information in the report was accurate.

Additionally, the three schools whose programs were selected for the QAPA were given requests for documentation regarding their respective program reviews. The Office of Education Policy and Planning collected the various self-study reports and collated it with the feedback received from the stakeholders to complete the Institutional Report.

Throughout the process of creating the Institutional Report, the Deans, Associate Deans, and Program Chairs were informed by VP Education and the Office of Education Policy and Planning that they will need to prepare for site visits.

4. QUALITY ASSURANCE PROCESS AUDIT (QAPA) SELF-STUDY

4.1 Overall Process

A. Does the process reflect the institution's mandate, mission and values?

Camosun has an established program review process that is publicly available on the website as the *Guide to Program Review: A Framework for Renewal* (see Appendix 5).

From page six of the Guide: "Programs are encouraged to undertake a formalized review approximately every five years". Currently, the five-year program review planning cycle is a recommendation. The new Program Quality Assurance policy mandates a requirement to conduct program reviews every five to seven years. A wide range of circumstances would lead us to engage in program review more often for some programs than for others.

The Framework for Programs and Credentials in the College's Educational Approvals policy includes quality as a key concept, with expectations specified under each type of program, including those involving partnerships. Two principles that support processes related to this policy are:

- *Programs will be reviewed in a rigorous and open manner in order to ensure quality while addressing educational needs of the Camosun College region.*
- *College programs will be developed in response to identified educational needs. Long-term needs typically will be addressed through permanent, stable programming—the primary focus for base funding.*

Camosun's *Guide to Program Review: A Framework for Renewal* describes the program review and renewal process, which is facilitated and faculty-driven. The College strives to ensure the review process is meaningful, reasonable in scope, and contributes to purposeful and positive change so that a program is current, relevant and meeting learner, community and/or industry needs. The process is intended to contribute to the continuous improvement of the College and aligns with Camosun's vision, mission, values, and four Corner Posts embedded within the Strategic Plan.

The principles that guide the program review process are based in respected educational and organizational theory. Key questions include:[1]:

- *Are students learning what they need to learn for today's world within the context of their program or discipline?*
- *Are we using the most effective teaching, learning, and assessment strategies to promote student learning in relation to the identified program outcomes?*
- *Do program or discipline learning opportunities meet current and future student, community and industry needs?*

To adequately address the College's primary focus of student learning, all aspects of program or academic discipline function, delivery and curricular content may be examined in a program review.[2]

[1] Guide to Program Review: A Framework for Renewal, Camosun College, 2018, p. 3

[2] Guide to Program Review: A Framework for Renewal, Camosun College, 2018, p. 3

B. Is the scope of the process appropriate?

To ensure the quality and relevance of all Camosun's programs, the institution has in place rigorous, ongoing processes and policies that provide assessment and review through statistical monitoring processes, program reviews, and program renewal opportunities. The scope of Camosun's program quality assurance process takes into account the diversity of the programs Camosun offers.

It is of paramount importance to the College to ensure courses and programs continue to meet the needs of current and future students, community members, and the industries and employers that hire graduates. To this end, the College employs a multitude of resources, processes, and investments that support self-study and contribute to ensuring high quality programming standards, including but not limited to: investment in *Scheduled Development activities*; analysis and *provision of data through Institutional Research and Planning*; and self-assessment of programs via *Program Mix Analysis*.

Camosun policy and processes for the quality development of new programs that require external review by appropriate experts is embedded in processes that identify how to bring forward a new program through the College structure to the Education Council. The latter may include government, industry, university, licensing bodies, professional associations or community groups. Moreover, new Applied Degree programs follow the approval process outlined in the College's *Applied Degree Approval Process at Camosun College: A Guide for Administrators, Faculty, and Staff* (appended to this report; see Appendix 12). Through the Educational Approvals Renewal project currently underway, requirements for external academic expert review will be reinforced within the curriculum approval and review process.

The following tables identify the measures and results that are based on student outcomes; all of these are available at the program level (except for access or developmental programs, due to loss of funding for Developmental Student Outcomes).

Camosun considers all these learning outcomes to be important to students across all program areas. However, the College recognizes the importance of different outcomes to different programs. For example, using employment rates is a key part of a program review in a program such as Business Administration or Dental Hygiene, but is not a key outcome for programs such as English Language Development or Adult Basic Education, where success in further education is more important.

Achievement of teaching and learning outcomes is related to these data. For example, the College excels at teaching "group collaboration" in its applied baccalaureate degree programs (87% reported development of that skill). Camosun's learning outcomes often include development in reading and comprehension: 90% or more of former students in diploma, associate degree, and certificate and apprenticeship programs reported development in reading and comprehension.

Student Outcomes Measures Used for Accountability in the Institutional Accountability Plan and Report

Performance Measure 4:

Student assessment of satisfaction with education

Diploma, Associate Degree & Certificate Student Outcomes	90%
Apprenticeship Student Outcomes	96%
Baccalaureate Student Outcomes	99%

Performance Measure 5:

Student assessment of quality of instruction

Diploma, Associate Degree & Certificate Student Outcomes	90%
Apprenticeship Student Outcomes	97%
Baccalaureate Student Outcomes	99%

Performance Measure 6:

Skill Development Assessment (Overall and Learning Outcomes) – by Survey Group

Diploma, Associate Degree & Certificate Student Outcomes

Skills development overall	85%
Written communication	82%
Oral communication	80%
Group collaboration	87%
Critical analysis	90%
Problem resolution	83%
Learning on your own	86%
Reading and comprehension	90%

Apprenticeship Student Outcomes

Skills development overall	89%
Written communication	77%
Oral communication	84%
Group collaboration	87%
Critical analysis	91%
Problem resolution	88%
Learning on your own	90%
Reading and comprehension	93%

Baccalaureate Student Outcomes

Skills development overall	91%
Written communication	92%
Oral communication	91%
Group collaboration	97%
Critical analysis	90%
Problem resolution	89%
Learning on your own	90%
Reading and comprehension	87%

Performance Measure 7:

Student assessment of usefulness of knowledge and skills in job performance

Diploma, Associate Degree & Certificate Student Outcomes	92%
Apprenticeship Student Outcomes	92%
Baccalaureate Student Outcomes	99%

C. Are guidelines differentiated and adaptable to respond to the needs and contexts of different units?
As articulated in the *Guide to Program Review: A Framework for Renewal*, the program review and renewal process currently employed at Camosun supports and is respectful of the diversity and breadth of credentialed programs offered at the institution. This is accomplished largely due to the learner-centred model of review which emphasizes the students' learning experience. Camosun faculty, Departments, and Schools share the common goal of providing quality learner-centred educational experiences. With a focus on the learner, individual or unique program and department needs and contexts can be addressed without changing those guidelines that are in place.

D. Does the process promote quality improvement?
An example of how existing processes promote quality improvement can be found in the report on renewal for the Early Learning and Care program, posted on the College at http://camosun.ca/about/teaching-learning/documents/ELCCurriculumDocumentJune2016.pdf

Program Advisory Committees operate as a form of external review for Camosun programs. Members of these committees represent external partners and stakeholders from the community, industry, government, post-secondary institutions, professional bodies, and others as appropriate.

The starting point for new program development is the assessment of student, labour market, and social needs. New programs can be initiated by Camosun faculty and staff, by government, and by stakeholders and partners. Annual academic plans are developed within departments, programs and schools, then integrated under the leadership of the Vice-President, Education and aligned with the College budget planning exercise.

Camosun College participates in both internal and external processes as part of its commitment to accountability. An annual submission to government is the Institutional Accountability Plan and Report. This report is annually prepared in accordance with the Ministry of Advanced Education directives and Camosun College's governance structure. The College complies with all accountability processes required by the Industry Training Authority.

The Program Mix Analysis (PMA) is an example of a College-wide internal program review study that took place in 2014-2015. Findings included: commitment to applied and work-integrated learning; commitment to interculturalization (Indigenization and internationalization); continuous improvement of curriculum and educational offerings; and actively seeking and being responsive to student needs, views and feedback. The PMA submissions presented strong linkages across schools with community partners, including: government agencies; community associations; credentialing bodies; occupational associations; industry employers; not-for-profit organizations; and, other post-secondary institutions.

As a community college with a focus on teaching over research, Camosun does not currently measure research output. However, the College encourages research partnerships that benefit faculty and students (e.g. Camosun Innovates, NSERC grants). Camosun was the first college in the province to establish a Technology Access Centre, funded nationally. This nexus of applied research has provided the

foundation for the largest applied research unit in a BC College and has helped to pave the way for government policy shifts to encourage and support applied research.

As well, Camosun's distinctive approach to co-operative education, where work-term experiences are supervised by department/discipline faculty, brings up-to-date information directly back to the program. Not only does this add academic rigour to the experience, contact with industry employers in the form of site visits helps to directly inform course curriculum for faculty.

Faculty development activities are diverse. One faculty member might do a different learning project each year, from a content related experience to a project related to e-learning. Another might spend each development period working with a group of colleagues from other institutions to update common curriculum. Accountability rests with Deans and the Vice-President Education. Sharing takes place at department meetings, through written materials and in curriculum renewal.

The quality of Camosun's programs are strongly linked to the outcomes-based approach to learning and assessment, as articulated in the Educational Standards and Guidelines document on Learning Outcomes for Programs and Courses (see Appendix 13), with the expectation that all curriculum leading to a Camosun credential adheres to the standard. The College's Grading policy and Academic Progress policy guide how student progress is assessed and measured.

INSTITUTION ASSESSMENT: STRENGTHS AND AREAS FOR IMPROVEMENT FOR THE OVERALL QUALITY ASSURANCE PROCESSES

Strengths

Academic governance – Educational Approvals policy and process
Camosun's academic governance model encompasses a robust set of policies and processes for vetting and approving curriculum. The student learning experience is the central consideration of the education approvals process which is governed by policy E-1.6 Educational Approvals. A subcommittee of Education Council reviews proposals and works with developers on amendments as needed prior to recommending acceptance by Education Council. In turn, Education Council has the opportunity to further vet proposals prior to a formal vote.

Facilitated Program Review and Renewal

The Program Review and Renewal team has significant expertise in facilitating educational quality improvement and provides a level of consistency through their work across the College. As part of the Centre for Excellence in Teaching and Learning, they also provide expert guidance in development of curriculum and supporting the College's strategic directions in this area. A notable example is their work in advancing the Indigenization of curriculum.

Internal and External Engagement

Across the College, extensive external engagement with community, industry, and professional stakeholders is integral to the ongoing review and development of programs. Through this, and in conjunction with labour market analysis, the College seeks to align its programs with substantiated needs, and to enhance relevance and positive impact of its programs. As part of the commitment to Indigenization, the College ensures that Indigenous voice is present in program planning and approval processes. Similarly, students are engaged at various stages of planning and approvals, including in policy development. Data collected from alumni and students, including reputational data, provides important input into program planning considerations.

Areas for Improvement

Current Gap in Policy and Process

Although Camosun has defined processes for program review, through the recent Exempt Status application, the College became aware of a specific gap in policy and process which would clearly detail requirements for cyclical review and the inclusion of external academic experts in the review process. As indicated, this is now being addressed through the draft Program Quality Assurance policy (see Appendix 4B). This policy will ensure that a regular cycle of review is in place for all credentialed programs, as well as a requirement for appropriate external review.

The College is also currently developing a new Quality Assurance Framework, expected to be introduced in November 2019, which will establish College-wide baseline expectations for a program review process in support of quality assurance. Requirements for external academic peer feedback for program review will be detailed in the new Framework.

Consistency in Follow-Up to Review

In reviewing the College's approach to facilitated Program Review and Renewal, a significant area for improvement exists in developing consistency across Schools for the elements of the review process that extend beyond the work of the Program Review and Renewal team. This includes communicating, tracking, monitoring, and documenting the outcomes of the review process, along with appropriate leadership involvement.

The Quality Assurance Framework (currently under development) will have structural and operational elements to guide the formal response to program review and developmental recommendations. The formal response includes the opportunity to have appropriate leadership input and feedback on the review process and outcomes.

As a result, the College expects increased consistency in program review and renewal practices with enhanced accountability across Schools.

Assessing Operational Impacts

Though the College maintains a strong education approvals process, it is one that focuses primarily on the curricular aspects of the student learning experience. Through a recent review of the College's education approvals process, it has become evident that operational considerations impacting the quality of the student experience are not adequately addressed in all circumstances. Examples include: facility requirements, equipment needs, and Library resources.

The assessment of operational impacts will be addressed through the Education Approvals Renewal project currently underway at the College. A significant goal of Education Approval Renewal project is to incorporate appropriate expertise (both academic and operational) at earlier stages of the curriculum proposal and development process. This will ensure adequate consultation and preparation prior to approval along with a formal process to review and implement the recommendations emerging from the education approvals process.

4.2 Review Findings

A. Were the responses to the sample program review findings adequate?

The sample programs selected for the QAPA indicate that the College adhered to the follow-up procedures for program review and renewal in effect at the time. In each of the program samples, the

Program Review and Renewal process resulted in specific recommendations for changes to the programs. Some of these recommendations have been adopted by the programs; others were not and others are under consideration.

Examples of recommendations resulting from the Program Review and Renewal process included stronger commitments to indigenizing the program curricula; meeting professional, provincial, and licensing requirements; introducing a new core course on Indigenous legal traditions and forms for justice (in the case of the Criminal Justice program); balancing content-driven and applied courses within programs to make stronger connections to practical skills; and, making changes to the program structure to expand and strengthen career and education pathways.

The Program Review and Renewal process includes a formal Validation phase which takes place approximately one-year following the review. This serves a check-in opportunity and is documented in a Validation Report prepared by the Program Review and Renewal team. Validation reports for each of sampled programs are included in the Program Review and Self-Study Reports.

B. Does the process inform future decision making?

Camosun's Program Review and Renewal Process is intended to inform future decision making at the College and to ensure that programs continue to align with the College's vision, mission, and values. These vision, mission, and values are articulated in the Camosun's commitments and Strategic Plan. Below are just some of the ways that selected programs are connecting program reviews with changes to their programs such that they align with Camosun's vision, mission, and values:

- The Criminal Justice program aligns with Camosun's commitment to applied education and views the student as a future practitioner. Opportunities to volunteer, participate in co-ops, and internships provides students with applied skills. Moreover, the program is committed to Indigenizing its program, demonstrated by the inclusion of the mandatory Indigenous Justice and Law (IST 136) course that students of the program are required to take.

- The Early Childhood and Care program aligns with Camosun's mission to enhance the student experience. The program learning environment is reflective, collaborative, responsive, and democratic, which ensures that students are at the centre of the teaching and learning practice. The program adopts principles of Indigenization by honoring multiple ways of knowing, doing, and existing in their communities. Mirroring Indigenization, students in the Early Childhood and Care program are reflective about their practice and critically examine the socio-political and historic contexts of their communities. The program is also aligned with the College's commitment to applied learning.

- The Hospitality Management Diploma program creates on-campus applied learning experiences through partnerships within and beyond the College. One example includes trips to Whistler and Vancouver (restaurants, conference centres and tourism operators) and on-campus restaurant, student pubs and events – that engage learners as active participants in the learning process. These activities enrich the student learning experience. Furthermore, the program in committed to indigenizing its curriculum and the learning experiences it delivers. Students in the program can enroll in HMGT 286 – Integrated Event Management, a course that focuses on a partnership with the Songhees Nation to create a food reconciliation event and also work in an Indigenous community to develop stronger connections with local Indigenous peoples.

The recommendations from the program reviews continue to demonstrate that future changes to and decisions about the programs continue to align with Camosun's mission, goals, and long-range plan

outlined in the College's commitments and Strategic Plan. However, currently, there is a gap in formalizing a College-wide response to recommendations emerging from the program review.

C. Are the review findings appropriately disseminated?

How program review findings are disseminated depends on the purpose of the program review, the level of dissemination that is appropriate for the scale and scope of the review, and of the diversity of programs and students. Camosun's *Guide to Program Review: A Framework for Renewal* (see Appendix 5) provides specific recommendations for dissemination of the findings.

In all cases that bring forward the need to make changes to curriculum or credentials, program review findings are disseminated to those individuals and committees that have authority to approve and implement changes. In cases that illustrate solutions to College-wide issues or concerns, findings are typically brought forward to the Education Leadership Team (ELT) for consideration, discussion and decision.

Institution Assessment: Strengths and areas for improvement based on selected program reviews and self-studies

In each of the program review samples, clear recommendations emerged from the process and the validation phase served to document ongoing outcomes of the review. The Early Learning and Care program had the clearest link between the program review recommendations and follow-up implementation. All of the program reviews cited alignment with one or more aspects of Camosun's mission and strategic directions. Most prevalent of these was the focus on Indigenization which all of the program self-studies addressed, and which resulted in meaningful changes. In the Criminal Justice program, a new course was introduced: IST 136 - Indigenous Justice and Law. In Early Learning and Care, IST 120 – Introduction to Indigenous Peoples was included in the curriculum. The Hospitality Management program review findings led to recommendations promoting Indigenization of the program including the pilot launch of the Aboriginal Culinary Arts and Hospitality and Tourism Management program delivered on-site in partnership with the Songhees Nation.

The follow-up process for program review will be enhanced in a number of ways:

1. The Quality Assurance Framework will clearly define the roles and responsibilities of Chairs, Deans and the Vice President, Education with respect to the program review process.
2. The Quality Assurance Framework will standardize the dissemination practices across the program self-studies. These dissemination practices will include systematic communication of review outcomes and action steps to senior College leadership and to students, both of which were not explicit in the program reviews sampled.
3. The Framework will require a more formalized process for ensuring appropriate leadership engagement in the prioritization and implementation of action items resulting from the review recommendations. Addressing the gap identified in the program review samples above in section 4.2B, the Quality Assurance Framework will enroll decision makers in the program review process to ensure that recommendations align with the College's vison, mission, and values.

5. OTHER INSTITUTION COMMENTS

Camosun College has embraced the opportunity to participate in the QAPA process, recognizing that it has provided significant impetus to the College's new quality assurance initiatives. Preparation and reflection on the College's policies and practices has generated valuable and meaningful discussions at senior leadership tables, and this has extended through to faculty, students and staff through the policy development process.

The diversity of programs at the College, as well as the communities served, requires policy and practices that are appropriate to their respective contexts. Through the Exempt Status application and the self-study aspects of the QAPA process, greater understanding has emerged around the need to enhance quality assurance across all programs while retaining appropriate measures and benchmarks of student learning and success. This will be an evolving discussion at the College, informed by academic literature and the practices of peer institutions in BC and beyond.

The College looks forward to hosting the QAPA assessor team on-site, and College representatives are eager to engage in-depth discussions about the nature of educational quality assurance in the context of a community college, and most importantly, to learn from the process.

6. PROGRAM SAMPLES

- Diploma in Criminal Justice, School of Arts and Science
- Diploma in Early Learning and Care, School of Health and Human Services
- Diploma in Hospitality Management, School of Business

For Program Review and Self-Study Reports of the above programs and their related appendices, see the Program Review and Self-Study Report package.

APPENDICES

Appendices to Camosun's QAPA Institutional Report is attached as a separate package. The following are included.

Appendix 1: Student Headcounts by Credential Type

Appendix 2: Policy Framework and Guiding Principles

Appendix 3A: Approved Policy: Educational Approvals

Appendix 3B: Approved Policy: Education Council By-Laws

Appendix 3C: Approved Policy: Integrated Curriculum Committee Terms of Reference

Appendix 3D: Approved Policy: Prior Learning Assessment (PLA)

Appendix 3E: Approved Policy: Program Advisory Committees

Appendix 3F: Approved Policy: Work Integrated Learning

Appendix 3G: Approved Policy: Grading

Appendix 3H: Approved Policy: Academic Progress

Appendix 4A: Draft Policy: Policy Framework (2019)

Appendix 4B: Draft Policy: Program Quality Assurance (2019)

Appendix 5: A Guide to Program Review – A Framework for Renewal

Appendix 6: Leading Practices in Curriculum

Appendix 7: Applied Learning Framework

Appendix 8: Capability Framework

Appendix 9A: Faculty Showcase (2017)

Appendix 9B: Faculty Showcase (2018)

Appendix 9C: Faculty Showcase (2019)

Appendix 10: Institutional Accountability Plan and Report (2017/2018 Reporting Cycle)

Appendix 11: Completed and Planned Program Reviews

Appendix 12: The Applied Degree Approval Process at Camosun

Appendix 13: Educational Standard and Guidelines – Learning Outcomes for Programs and Courses

Appendix 14: New Program Development and Approval Template