Territorial Acknowledgment

Camosun College campuses are located on the traditional territo
of the Lkwungen and t Ƶ E ‰ } ‰ o • X t I v } Á o
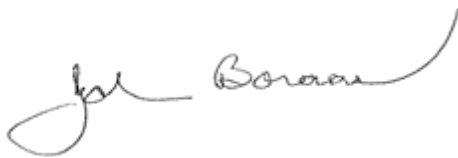welcome and graciousness to the students who seek knowledg
here.

TABLE OF CONTENTS

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
██████████████████████	

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
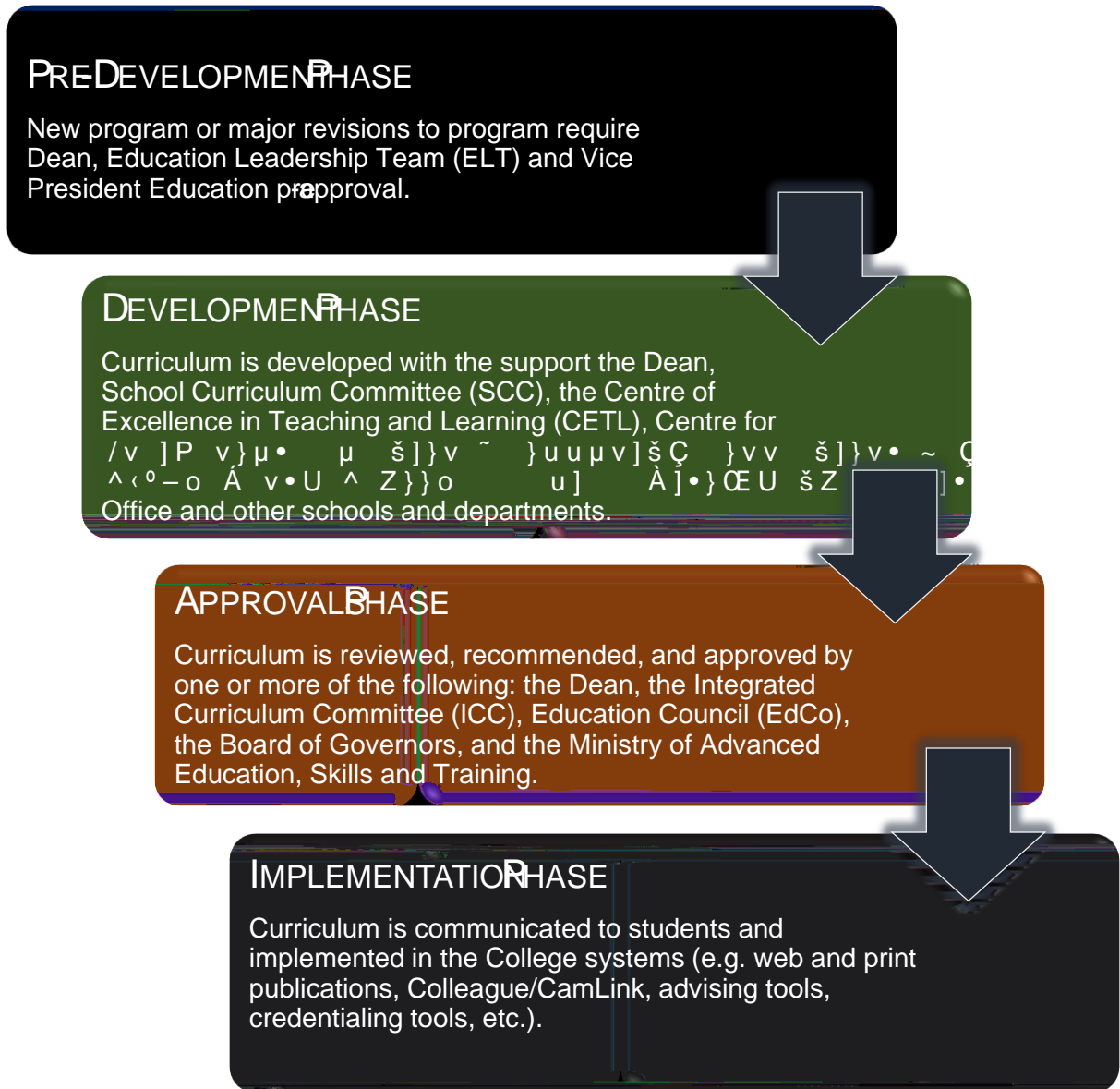
PRE-DEVELOPMENT PHASE

New program or major revisions to program require Dean, Education Leadership Team (ELT) and Vice President Education pre-approval.

DEVELOPMENT PHASE

Curriculum is developed with the support the Dean, School Curriculum Committee (SCC), the Centre of Excellence in Teaching and Learning (CETL), Centre for /v] P v }µ • µ š] } v ˜ } u u µ v] š Ç } v v š] } v • ~ Ç ^ ‹ º – o Á v • U ^ Z } } o u] À] • } Œ U š Z] • Office and other schools and departments.

APPROVAL PHASE

Curriculum is reviewed, recommended, and approved by one or more of the following: the Dean, the Integrated Curriculum Committee (ICC), Education Council (EdCo), the Board of Governors, and the Ministry of Advanced Education, Skills and Training.

IMPLEMENTATION PHASE

Curriculum is communicated to students and implemented in the College systems (e.g. web and print publications, Colleague/CamLink, advising tools, credentialing tools, etc.).

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 approval. 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.

u } • µ v [• ‰ Œ } ( ] o (} Œ new program development is composed of the following processes and steps:

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

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 cT re W* n BT /F1 11.04 Tf 1 0 0.00000912 0 612 792 ree departments

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, Ç|ŝ^‹º[o (Centre for Indigenous Education and Community Connections), other C

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 Approval 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.
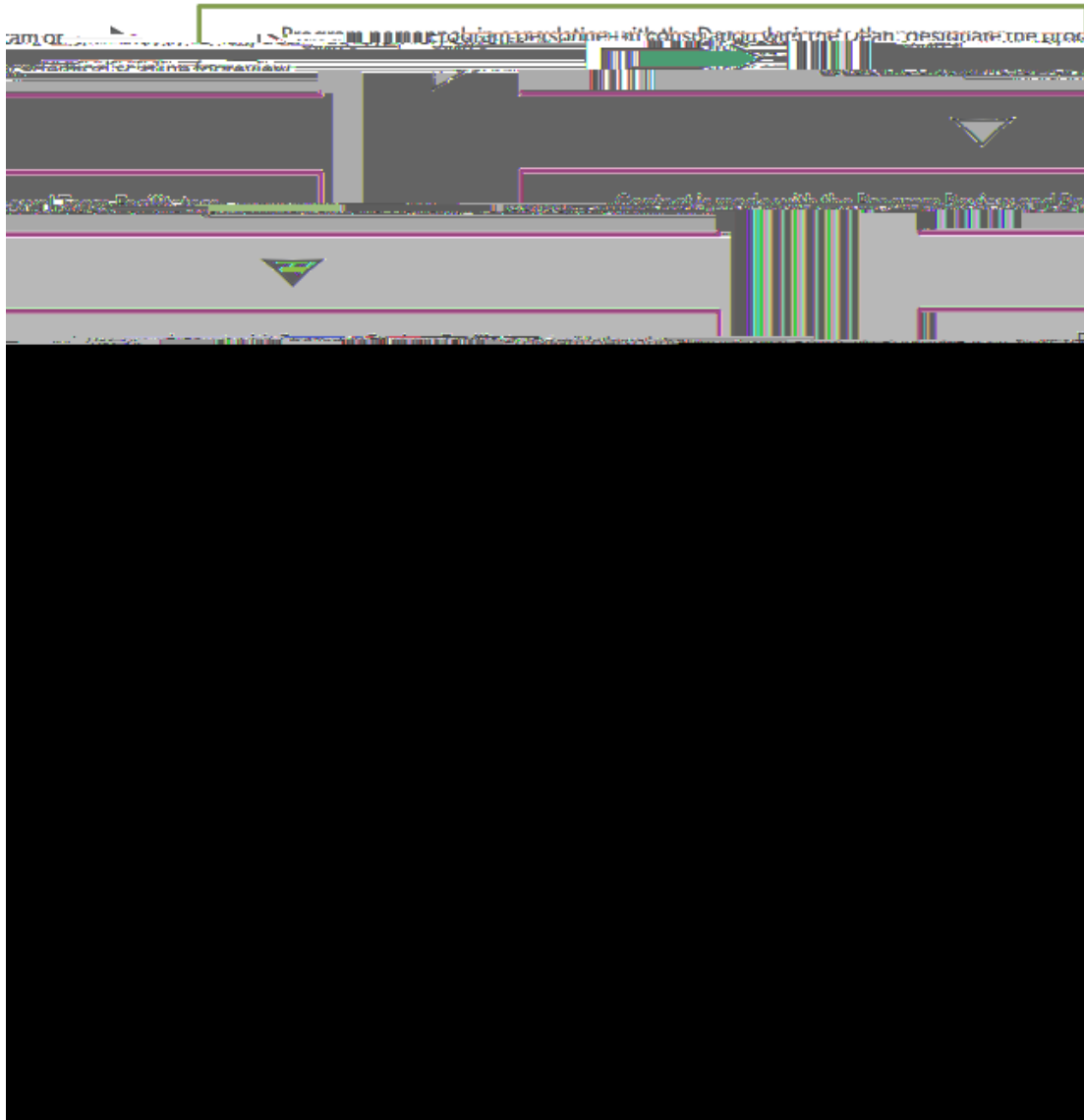

Figure 2: The process for facilitated program review and renewal follows the above steps

Practice 5: Data and Evidence Informed

Evidence informs most quality assurance practices, supporting continuous improvement in programs. Institutional Research and Planning (IRP), used 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 program areas and departments, and annual institutional reporting to the [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 Baccalaurea9(n)3(t)nh02 0 612r.00000992 ru(ce)seey (y)BGS(an-3().)1Issu)6(-4(iud)4(i2(ffie4(n)9y)-in)9(t5(s

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 ꝏΕꝏꝏꝏꝏꝏꝏꝏꝏ experiences. In October 2018, 2,300 students responded to the survey indicating.

Financial metrics: data on financial results of programs at Camosun: tuition, instructional cost per course registration, tuition revenue per instructional FTE, and instructional cost net of tuition 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). The Capability Framework outlines 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 lifelong 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.

Housed within CETL is the Faculty Development unit. This unit supports instructors in developing educational practices that put 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 to 2019 academic year, the faculty development unit organized and facilitated the delivery of over 30 professional development activities open to Camosun faculty and staff.

Z oou Œl }(d>[• (µ šÇ Àhe Instructional Skills Workshop [a four-day intensive workshop offered three times per year. A team of 20 Camosun faculty are certified ISW

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 u } • µ v [Strategic Plan]() situates Indigenization as a core value for the College and recognizes Camosun

ǧⱵⱮⱮⱲ of institutional support to Indigenous students on the college post model. This model supports the delivery of education and services to Indigenous students enrolled the college, and informs the

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 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 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 3) 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

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 role of athletic exercises therapy is the Canadian Athletic Therapists Association (CATA). Accreditation includes ongoing review and revision to meet recognized industry competencies.

Services for Indigenous learners
(educational, financial and community
supports)

Services for International students
(homestay, advising, counselling,
orientation)
Office of the Ombudsman

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4. QUALITY ASSURANCE PROCESS AUDIT (QAPA) SELF-

4.1 OVERALL PROCESS

B. Is the scope of the process appropriate?

To ensure the quality and relevance of all Camosun 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 program quality assurance processes 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   ; analysis and   ; and self-assessment of programs via   .

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   (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 (83% reported development of that skill). Camosun learning outcomes often include development in reading and comprehension. 90% or more of former

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%

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.

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

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 curriculum; 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 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 as 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 is intended to inform future decision making at the College and to ensure that programs continue to align with the College's vision. These vision, mission, and values are formulated in the 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 Vision, mission, values.

> The Criminal Justice program aligns with the Camosun commitment that 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 the Camosun mission through its 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 sociopolitical and historical context of their communities. The program is also aligned with Camosun'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 is 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 the range of Camosun's mission, vision,

APPENDICES