



## **EDUCATION COUNCIL RETREAT**

**Monday, June 4, 2001  
9:00 a.m. – 3:30 p.m.  
Eaglequest Golf Center  
(at Coyote Creek)  
7778 – 152<sup>nd</sup> Street  
Surrey, BC**

### **A G E N D A**

- 9:00 a.m.      Welcome Session and Overview
  
- 9:15 a.m.      Discussion of the Meta-Evaluation Education Council Report
  
- 10:15 a.m.     Break
  
- 10:30 a.m.     Review of SORS Data
  
- 11:30 a.m.     Education Council Evaluation: Developing Formal Requirements  
and Mechanisms for Review
  
- 12:30 p.m.     Lunch
  
- 1:15 p.m.      Formulating the Future: An Education Council Vision
  
- 2:30 p.m.      Review of the Act  
Priorities and Plans for Education Council 2001 to \_\_\_\_\_
  
- 3:15 p.m.      Summary and Completion



## EDUCATION COUNCIL RETREAT

### SESSION GOALS

- 1. Agree on Kwantlen's Education council's role and legislated mandate and its effectiveness in meeting these requirements.**
  - 1.1 Review the Meta-Evaluation education Council Report
  - 1.2 Review samples of reports containing indicators and trends
- 2. Establish the formal requirements and mechanisms for the review and evaluation of the Council's role and effectiveness.**
  - 2.1 Identify the requirements for an effective Education Council evaluation
  - 2.2 Prioritize the areas to be evaluated, the methods/approaches and the time frame for operation
- 3. Formulate a vision of the preferred future for Kwantlen's Education Council.**

*?, Articulate elements of a common vision*

  - 3.1 Identify the Council's current issues that create barriers to realizing this preferred future
  - 3.2 Develop strategies or approaches aimed at reducing or eliminating these barriers
- 4. Agree on the Council's priorities and plans for the future.**
  - 4.1 Review the College and Institute Act (Chapter 52), specifically Sections 23 – 25
  - 4.2 Establish a 'working calendar' that identifies the priority goals, tasks, and timeframe for the future

**Kwantlen Education Council  
 Priorities & Planning : Developing a Working Calendar  
 June 4, 2001**

College and Institute Act	Comments	Priority Goals/Tasks	Time Frame
<p><b>SECTION 23 (1) An education . . council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters:</b></p> <p><b>b) proposals about implementation of courses or programs.</b></p>	<p>We are doing this right now. The Board has before them an amendment to the relevant policy in regard to recognizing the expertise that Council brings to program development.</p>		
<p><b>c) reports after implementation by the institution without prior review by the education council of (i) new non-credit programs, or (ii) programs offered under service contract</b></p>	<p>This is an area that needs work, particularly with respect to the contract courses/programs.</p>		
<p><b>( d) Priorities for implementation of new programs and courses leading to certificates, diplomas or degrees</b></p>	<p>This is also an area that needs consideration as it leads to discussion around financial considerations, budget, etc.</p>		
<p><b>f) evaluation of programs and services</b></p>	<p>This process is being discussed now by the Degree and Program Advisory Committee with a recommendation to come to Education Council in the Fall.</p>		

College and Institute Act	Comments	Priority Goals/Tasks	Time Frame
<p><b>(SECTION 23 Cont'd)</b></p> <p><b>h) setting of the academic schedule</b></p>	<p>This is an area that needs some work and improvement. This work has been done out of the Registrar's office. There is some debate/concern around whether the requirements of the Act are being met. A recent issue-around turn around time for marking final exams was settled amicably but did not follow proper process or requirements.</p>		
<p><b>j) adjudication procedure for appealable matters of student discipline</b></p>	<p>This seems to overlap with section 24 (2) (e) and could be one of the items of interest over the longer term.</p>		
<p><b>m) qualifications for admission policies</b></p>	<p>This is a very relevant topic which needs more attention. We have discussed it before particularly as it applies to English language requirements. The communication between board and council has expanded because of this.</p>		
<p><b>n) criteria for awarding certificates, diplomas and degrees</b></p>	<p>This part has largely been left to Council with the board accepting all recommendations over the past recent years.</p>		
<p><b>o) other matters specified by the board</b></p> <p><b>Exceptions to the need for the board to give reasonable notice to education council with respect to the timing of discussion and advice</b></p>	<p>(4) So far this has not been an issue, but it does show that the Act gives great power to the board about many matters and provides no consequences for breach of obligation.</p>		

College and Institute Act	Comments	Priority Goals/Tasks	Time Frame
<p><b>SECTION 24: the absolute powers of education council. By letter from (2)</b></p> <p><b>a) set policies concerning examinations and evaluation of student performance</b></p>	<p>Most of the current practice is historic and still has not been examined by Education Council.</p> <p>(a) real governing authority in this area through our Degree and Program Approval Committee and through our Curriculum Approval Sub-Committee.</p>		
<p><b>b) Set policies concerning student withdrawals from courses, programs and the institution</b></p>	<p>Most of the current practice is historic and still has not been examined by Education Council.</p>		
<p><b>c) set criteria for academic standing, academic standards and the grading system</b></p>	<p>We have implemented this part of the Act in some minor ways during through our curriculum review process. Defining 'academic standing' and 'academic standards' as terms with Kwantlen specific content could be one of our to-dos over the next year. The grading system reflects historic practice.</p>		
<p><b>d) set criteria for awards recognizing academic excellence</b></p>	<p>We do this for faculty in the form of our Grants Application Panel, which allocates curriculum development monies but we do not set criteria for students.</p>		
<p><b>e) set policies and procedures for appeals by students on academic matters and establish a final appeal tribunal for these appeals</b></p>	<p>Most of the current practice is historic and still has not been examined by Education Council. A review of current practice is desired by some faculty members.</p>		
<p><b>f) set curriculum content for courses leading to certificates, diplomas or degrees</b></p>	<p>We have established reasonable real governing authority in this area through our Degree and Program Approval Committee and through our Curriculum Approval Sub-Committee.</p>		

College and Institute Act	Comments	Priority Goals/Tasks	Time Frame
<p><b>SECTION 25: Joint approval.</b></p> <p><b>(1) Decisions which must be approved jointly</b></p> <p><b>a) articulation of courses or programs between institutions and between departments within Kwantlen University College</b></p> <p><b>b) other responsibilities that are initiated by the board and agreed to by both bodies</b></p>	<p>A joint decision some years ago turned most of this over to the individual faculties but some macro issues such as Associate of Arts degrees still come to both bodies</p> <p>We have had a few joint Board/Council meetings to try to download some approval processes to Education Council. The last effort failed to pass at Council. This is really not an issue yet but may be in the future.</p>		
<p><b>(2) instructional methodology is not to be considered in the evaluation of curriculum equivalency</b></p>	<p>Read: protection from dislike of on-line and distributed learning.</p>		
<p><b>(3) the procedure for terminating an agreement arrived at under (1) (b)</b></p>	<p>Read: the Act is a committee developed piece of legislation</p>		
<p><b>(4) preserves the power of the ministry</b></p>	<p>Unlike the Universities, Colleges are governed very closely by the Ministry. This also precludes university colleges like Kwantlen University College developing a more powerful, senate-like body.</p>		
<p><b>(5) makes the minister or his designate the final adjudicator after 60 days</b></p>	<p>(1) This has never been done, however, we have sent a disputed decision to the Ministry for determination and had it returned without an answer.</p>		

**MEETING DATE:** September 11, 2000  
**AGENDA #:** 4  
**PREPARED BY:** Robin Russell

## **EDUCATION COUNCIL**

---

**ISSUE:** Chair's Report

Before I give you some idea of my own approach to chairing Education Council during the 2000/2001 year, I want to thank those who have undertaken this task during previous years. In particular, I want to thank Jim Gunson, who chaired Council for four years. The initial work of implementing a new form of governance has been accomplished very successfully. Processes for handling courses, degree and program development have taken shape. Ministry initiatives have been reviewed and adopted/adapted with increasingly greater input from those most affected. Perhaps the key sign of success is the level of cooperation and respect that has been established among the various members of the Council. It is my hope to take this good work forward over the next year.

My own approach to chairing Education Council will be to build on the structure that is now in place in these key ways:

✓ Increasing communication between the members and their constituent groups

Each of us has been delegated by a constituent group of the University College to attend Council on its behalf. I would like to see each member of Council communicate actively with their constituency, providing summaries of information that are of particular interest and gathering information that pertains to current Council decisions. An e-newsletter giving area specific interpretations of Council matters is useful for large constituent groups such as faculties. I have been writing an e-newsletter to my colleagues in Humanities for two years and have received many comments of appreciation. A less formal method might work for smaller groups such as deans.

✓ Increasing sub-committee presence in the University College

In my view, the sub-committees are an underutilized tool. I would like to publicize these committees and their work to the larger community. I would like to activate the committees by having them meet on a more consistent basis and take a greater role in canvassing the University College community for input and receiving feedback from it as well. In effect, I would like to make our work more transparent and to increase the spread of information and comment.

## **EDUCATION COUNCIL**

---

**ISSUE:**            **Chair's Report (cont'd.)**

✓ Focusing on both issues and processes

A key strength of our Education Council is the number of fair and ever clearer processes that have been put in place over the last five years. For example, the process for creating and approving course outlines has, after some refinement, become much clearer and more efficient. In fact, the "Course Outline Manual" is a good example of how Education council can establish a new process and provide support for those who must learn to use it. Some of the concerns around academic standards and student success, however, have been more difficult to discuss within our forum. I would like to find ways to put our talents to work by identifying and acting on issues that clearly reside within the purview of Education Council.

I look forward to a lively and work-filled year.

Robin Russell



**Kwantlen University College's Education Council and the College and Institute Act: Implementation To-date**

23 (1) An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters:

<p>b) proposals about implementation of courses or programs. . .</p>	<p>We are doing this right now. The Board has before them an amendment to the relevant policy that I wrote. Basically, I have proposed to stated in policy the recognition of the expertise that Council brings to program development.</p>
<p>c) reports after implementation by the institution without prior review by the education council of (i) new non-credit programs, or (ii) programs offered under service contract</p>	<p>This is an area that needs work, particularly with respect to the contract courses/programs.</p>
<p>(d) Priorities for implementation of new programs and courses leading to certificates, diplomas or degrees</p>	<p>This is also an area that needs consideration as it leads to discussion around budget and so money, a topic that Education Councils are not supposed to be concerned with but really must if they are to do their job. This year the Chair of Education Council was invited to sit in on a budget advisory session.</p>
<p>(f) evaluation of programs and services</p>	<p>This process is being discussed now by the Degree and Program Advisory Committee with a recommendation to come to Education Council in the Fall.</p>
<p>(h) setting of the academic schedule</p>	<p>This has been done out of the Registrar's office and has caused some debate/concern since it seems not to follow the Act. Our most recent issue-turn around time for marking final exams- was settled amicably but did not follow what I consider to be a proper process</p>
<p>(j) adjudication procedure for appealable matters of student discipline</p>	<p>This seems to overlap with section 24 (2) (e) and could be one of the items of interest over the longer term.</p>

<b>(m) qualifications for admission policies</b>	A really hot topic but we have danced around this one a few times, particularly as it applies to English language requirements. The communication between board and council has expanded because of this.
<b>(n) criteria for awarding certificates, diplomas and degrees</b>	This part has largely been left to Council with the board accepting every recent recommendation that I can think of.
<b>Exceptions to the need for the board to give reasonable notice to education council with respect to the timing of discussion and advice</b>	(4) So far this has not been an issue, but it does show that the Act gives great power to the board, even about matters for which boards are ill prepared to understand, and provides no consequences for breach of obligation.

**Section 24: the absolute powers of education council. By letter from (2).**

<b>(a) set policies concerning examinations and evaluation of student performance</b>	Most of the current practice is historic and still has not been examined by Education Council.
<b>(b) Set policies concerning student withdrawals from courses, programs and the institution</b>	Most of the current practice is historic and still has not been examined by Education Council.
<b>(c) set criteria for academic standing, academic standards and the grading system</b>	We have implemented this part of the Act in some minor ways during through our curriculum review process. Defining 'academic standing' and 'academic standards' as terms with Kwantlen specific content could be one of our to-dos over the next year. The grading system reflects historic practice.
<b>(d) set criteria for awards recognizing academic excellence</b>	We do this for faculty in the form of our Grants Application Panel, which allocates curriculum development monies but we do not set criteria for students.
<b>(e) set policies and procedures for appeals by students on academic matters and establish a final appeal tribunal for these appeals</b>	Most of the current practice is historic and still has not been examined by Education Council. A review of current practice is

	desired by some faculty members.
<b>(f) set curriculum content for courses leading to certificates, diplomas or degrees</b>	We have established reasonable real governing authority in this area through our Degree and Program Approval Committee and through our Curriculum Approval Sub-Committee.

**Section 25: Joint approval.**

<p><b>(1) Decisions which must be approved jointly</b></p> <p><b>(a) articulation of courses or programs between institutions and between departments within Kwantlen University College</b></p> <p><b>(b) other responsibilities that are initiated by the board and agreed to by both bodies</b></p>	<p>A joint decision some years ago turned most of this over to the individual faculties but some macro issues such as Associate of Arts degrees still come to both bodies. More recently, block transfer was brought to the Board and, while passed, came under scrutiny with respect to student access issues.</p> <p>We have had a few joint Board/Council meetings to try to download some approval processes to Education Council. The last effort failed to pass at Council.</p>
<b>(4) preserves the power of the ministry</b>	Unlike the universities, colleges are governed very closely by the Ministry. This also precludes university colleges like Kwantlen University College developing a more powerful, senate-like body.
<b>(5) makes the minister or his designate the final adjudicator after 60 days</b>	<b>(1)</b> This has never, to my knowledge, been done. However, we have sent a disputed decision to the Ministry for determination and had it returned without an answer.

**Kwantlen University College  
Education Council Retreat  
Summary Report, June 20, 2001**

**1. Introduction**

Earlier this month, on June 4th, Kwantlen's Education Council participated in a one-day retreat located off campus at the Eaglequest Golf Center in Surrey. Fifteen Education Council members attended the session. The purpose of this report is to present a summary of the day's discussions and decisions related to the goals of the retreat.

**2. Session Goals**

The four main goals of the session were to:

- Agree on Kwantlen's Education Council's role and its legislated mandate and effectiveness in meeting these requirements.
- Establish the formal requirements and mechanisms for the review and evaluation of Council's role and effectiveness.
- Formulate a vision of the preferred future for Kwantlen's Education Council.
- Agree on the Council's priorities and plans for the future.

**3. Council's Role and Mandate and a Model for Effective Self-evaluation.**

The morning session addressed the first two goals and discussions focused on the Council's role and mandate and how best to review and evaluate the Council's effectiveness. Three documents were used as a reference and framework for the discussion. These included the Meta-Evaluation Education Council Report, Kwantlen's Strategic Framework, the 1999 & 2000 Key Student Outcomes Indicators for Kwantlen, selected outcomes indicators for Lower Mainland Colleges and BC University Colleges, as well as other BC Colleges and Institutes.

**3.1 Review and Evaluation of Education Council**

The Council's Meta-Evaluation was conducted by a Working Group consisting of Education Council and other Kwantlen representatives.

Faculty, student and administration constituent groups were included in the group. Their work is captured in the Meta-Evaluation Report and includes Kwantlen's response to questions related to evaluating the effectiveness of Education Council self-evaluation. The questions developed by the Standing Committee on Evaluation and Accountability (SCOEA), form the required criteria and processes the Council needed to consider in evaluating its effectiveness. Kwantlen's role was to take part in 'testing the tool' as a large post-secondary institution and to make recommendations regarding the criteria/processes based on its assessment.

Council agreed that although the SCOEA study was useful as a guide to self-evaluation, it had several limitations. The questions were seen as based on certain assumptions about the role of Education Council, which may not be true for Kwantlen and somewhat restrictive in failing to address other aspects of Council's role. For example, the evaluation tool/documentation seems primarily designed for use in evaluating an existing evaluation scheme, rather than designing one; it assumes that evaluations have taken place, where that may not be the case. There is also an assumption that there is some similarity in how Education Councils operate at each institution, where in fact there is significant variance. The role of the Council continues to evolve at each institution, depending on institutional history and culture and on the resources provided. It was noted in the day's discussion that concerns had been raised by the Senior Instructional Officers Committee (SIOC) that SCOEA committee membership in the development of the criteria/processes did not include any senior educational representation.

In order to put the Meta-Evaluation report in a proper context the following information on some Kwantlen 'facts' was included:

- Kwantlen's size has doubled in the past ten years, and in that time has added a number of courses and degrees. The Education Council has concentrated its energy and time on processes necessary to facilitate sound educational growth.
- Council has been engaged in filling a policy vacuum.
- Council is in the process of assuming it's full mandate.
- It is anticipated that the above activities will be completed, leaving more time for fine-tuning and introspection.
- Informal reviews of Council's role and effectiveness have taken place, but informally, largely by the Chair.
- The Education Council continues to be in an evolutionary state-many subcommittees have been formed since the last self-evaluation.

In responding to the self-evaluation, Kwantlen replied to the given questions as fully as possible, but also answered with some additional recommendations that either 'reworked' the original questions so they were more relevant or added other evaluation criteria or processes, that SCOEA had not considered. The Working Group's recommendations provide a useful self-evaluation template/model for Kwantlen's Education Council to consider in the future. The recommended evaluation criteria and processes are clustered in the areas of Self-Evaluation, Information Use, and Other. This last area 'opened up' the criteria more fully, to look at Education Council's legislated mandate, required resources, Council size, composition, meetings, committee structure, current program & course review practice and working relationships with the Board of Governors.

Kwantlen's Education Council's self-evaluation model proposed by the Working Group in the Meta-Evaluation recommendations was endorsed in principle by the Council. More time, however, needs to be spent in the Fall 2001, to agree on these formal requirements and establish mechanisms for review and evaluation.

### **3.2 Education Council's Role and Mandate**

The Kwantlen 'facts' identified in the report triggered discussion on the mandate and priorities of KUC and Education Council; how Council operates in relation to its sub-committees, the quality of the relationship to the Board, Senior Leadership, Students and Faculty; the importance of grounding the Council's work to Kwantlen's Strategic Framework such as the vision, mission, and strategic objectives as well as considering external factors and provincial goals. These themes reappeared like beacons throughout the day and guided the Council in its reflection and dialogue. Key words identified by the Council to describe the Institution's priorities for the past decade were expansion, growth and increased access. Albeit necessary and productive, this rapid growth has required that Council work more on the development requirements of the Institution related to course and program implementation. Therefore, any in-depth evaluation processes related to other aspects of Council's work such as their own performance or internal reviews of all programs including the 'open-access' or academic career preparation programs has not been conducted.

A sample of comments and suggestions that illustrate this discussion are included below:

*If we go back to Charting a New Course, the initiative we have been focusing on is 'access'.*

*We need to define what is important for Kwantlen as an institution, and then start there. Lets go back to our mandate and define what we want to accomplish in a year; it would be useful to publish a two-year framework.*

*We have to look at our EdCo Sub-committees: are they functional?*

*Wouldn't it be nice to have some committee structure that could deal with some of the specific areas.*

*One suggestion would be to review Education Council's sub-committees; on an annual basis such as their mandate, representation, outcomes/met goals and time frame/term. We can review what the committee will concern itself with in the next year. Maybe we should consider putting a Standing Committee in place to review the sub-committees.*

*Education Council has an awkward relationship with the Board of Governors re: philosophy and communication.*

*Budget information and program profile information comes to EdCo on an infrequent and minute way.*

*How can we make our governance structures more equal?*

*There is a faculty morale problem within the departments. We need to be on the same page - doesn't seem like we are in this together.*

*We need to determine how we will evaluate our programs. External factors drive evaluation at Kwantlen such as professional accreditation requirements. Nothing internal at present at Kwantlen triggers an evaluation.*

*We haven't been completing internal Program Reviews. This may be one of the things we'll need to focus on in the next year.*

*The cost of in depth evaluation is high. We go from Concept to Letter of Intent and then to the Full Program Proposal in the first cycle, then after that, we need to monitor key performance indicators and go in when we believe a Program Review may be necessary.*

*Tracking graduates in open-access programs is usually at somebody's own initiative. However, there is nothing that mandates this.*

### 3.3 Data on Indicators and Trends

Council members reviewed the 1999 & 2000 Key Student Outcomes Indicators for BC Colleges and Institutes. The majority of the discussion centered on the need to make some meaning of this data and to ensure that the data are complete and understood in relation to Kwantlen's goals, mission, and unique demographic profile. Council committed to take a more pro-active role in working with Institutional Research and Senior Leadership to ensure that all relevant studies and reports be provided to Education Council. In addition, Council plans to dedicate one meeting per year to study key data and make recommendations for the upcoming year and use the information to set goals and objectives. Key data could include the SORS data, KPI reports, Student Outcomes, Program Review and Annual Reviews.

Kwantlen's data indicates they have the lowest program completion rates compared to other BC Colleges and Institutes. Comments on the low completion rates linked back to questions reflecting on why that is and what it means. It reinforced the importance of asking the right questions and initiating new research so as to generate accurate and inclusive quantitative and qualitative data for Kwantlen.

Clearly, the government will examine the data and use it to make decisions that may well impact on Kwantlen. It would be prudent to be proactive with the government on this issue in terms of acknowledging the research data, augmenting and contextualizing the data, and identifying the strategies Kwantlen will put into place to address improving program completion rates.

In processing and interpreting the data on low completion rates the Council members spoke thoughtfully on some of the unique factors that have shaped the Institution's priorities and culture such as Kwantlen's commitment to an 'open door policy on access' and the culturally rich and diverse population of the community it serves. The discussion was not about how these factors are to 'blame' for Kwantlen's performance but rather a critical reflection on the key questions that serve to focus and direct best practice such as who are the learners, what contributes to learner success and how can we best serve our community.

When it came to discussing Access, the Council members had concerns about Kwantlen's decisions in areas like admission policies and student resources. Although members valued access, the question was at what cost? What are the negative impacts on the learner and our society when students fail? Can we create a culture where we can respond to the



access crisis, maximize our seat capacity, but at the same time ensure we create quality in our service and program delivery?

The dialogue on the data led to a rich discussion on educational leadership and the key components of access, quality and success. The following ideas and comments capture some of the values, concerns and creative ideas of the group:

*Access doesn't deal with quality - the success/retention issues - the repeating student. This is the student that is bound for failure.*

*We open up capacity with the number of repeaters who, if we provided more assessment, would not repeat the courses. This would open spaces for students who would be more successful.*

*I like the idea that we are an open-door institution, but we do need to have some standards.*

*Access is good, but it needs to be shaped and supported. We can open our doors wide and be proud of that, but make sure there is a bridge to help the learners succeed. Is the bridge there? What services and supports need to be in place.*

*What is the bar or admission criteria-that is the best fit here?. How can we serve the learner in a way that is meaningful and achieves success?*

*Disbanding personal registration has caused more difficulties as faculty are not there personally to warn students if they believe their course load is too high.(If not inspected, then not respected).*

*The notion of "informed choice" is important. This is what we should offer students. Services like orientation/Information sessions where students are informed and receive a clear picture of the responsibilities, expectations and available resources.*

*There is a public perception that anyone with a pulse can get into Kwantlen. This effects our morale and how we operate.*

*Council needs to take on that stewardship - give us a timeframe to overcome that stigma.*

*Each time we go to the Board, we are stressing quality and success, and the Board seems to be concerned with 'Access' issues.*

*We need to communicate with the Board in terms of the direction they would like to see Kwantlen move. We all have a part to say and play in this.*

*We need to decrease access, and increase quality. Maybe the challenge for the Board and Council is to level out this teete- totter and regain some balance here. What do we need to do to make it happen?*

*To what extent do we overproduce? We have now found that we haven't spent the time increasing quality. We need to put more resources towards this right now.*

*With the huge and growing population, the internal structure hasn't changed. We now need to stop the degree growth for awhile. Next year a total of 24 FTE are available for the institution after meeting the requirements for new degree offerings.*

*It makes sense to research and examine the data on demographics, we need to know more about the age, cultural diversity and English language skills of the learners for example.*

*There also appears to be a large number of students who are working part-time (for financial reasons?), and who have more difficulty with their studies. (Juggling family/work and taking one or two courses).*

*What about data from the Secondary system - what is going on there in terms of their preparedness? There may be things that high school students are experiencing that cause them difficulty once they come to college. They could be in academic areas such as Math or English, but perhaps they lack skills and abilities for success in learning. Areas like organization, study skills, time-management, communications, responsibility and motivation for learning*

*As part of our evaluation we need to be commissioning studies to examine learning and success from all aspects; look at what we say in our Mission Statement -opportunities to achieve personal, social and career success.*

*We have a First Year Experience initiative proposed that will come through Council. The focus will be on open-access programs and the initiatives will be curricular (packaging courses, etc.). Some suggestions are to put students in 'need' in a cohort group and provide more individual attention - (personal and social component of study) and ensure that students meet with their instructor at least 2 times per semester.*

#### **4. Council's Vision, Plans and Priorities For the Future**

The afternoon session addressed the last two goals on formulating a vision of the preferred future for Kwantlen's Education Council and agreeing on the Council's priorities for the future. A guided imagery exercise was conducted to facilitate discussion on defining the elements of a common vision.

##### **4.1 The Elements of a Common Vision**

The data generated from the Council members was helpful in identifying how Council envisioned themselves operating effectively in the future. The challenge for the group was to move from the Forecasted Future (what they think might happen) to the Preferred Future (what they want to have happen). They willingly took that a leap of faith and responded to the challenge with a bold vision for the future. By articulating a common vision the group was able to gain more insight into what they need and want and what potential they have as a group to move beyond their present way of being and operating.

The visioning data was empowering and verified that Council can fulfill their role and mandate in a variety of ways. The discussions kindled an energy and realization that this Council has both the will and abilities to not only fulfill their mandate but also offer some value-added services.

The common elements of the vision articulated by Education Council are described below. It provides a picture of what Council would look like if it moved beyond the performance status quo to a model of excellence.

##### **4.2 Role & Function**

The Council is bold on what it could do and its mandate may move beyond the present legislation. It could work more in partnership with the Board of Governors, as a senior peer review body with considerable power and a broad sphere of influence, to fulfill Kwantlen's mission. It emulates the values and beliefs of the strategic framework as it proactively addresses substantive issues related to learning & education in a considered, collaborative and consultative manner. The leadership it provides is a shared process with students, faculty, senior leadership and the Board, similar to the senate model of a university.

The respective roles and functions of the Board and Council are well understood. Just as the Board trusts the Council to fulfill its responsibilities, the Council trusts its committees to perform theirs.

#### **4.3 Communications & Teamwork**

The Council is known for its openness and communicates broadly and freely with all its constituents in a wide variety of forums and formats. It is proactive in initiating marketing and communications strategies.

Each member regularly canvasses the groups and areas he/she represents, seeks input and communicates the outcomes. In reflecting on and debating the substantive issues that come before it, the Council always ensures sufficient time to receive and consider input, and find common ground among divergent viewpoints prior to making a decision.

The Council functions as a team with the high level of trust required for shared responsibility and leadership. It values risk taking and initiative, takes time to celebrate its successes and sees the absence of failure as an indication that it may not be trying hard enough.

#### **4.4 Quality Relationships**

The Council has a very harmonious relationship with the Board. Its relationships with the Board, students, faculty and senior management are characterized by the respect and trust that follows from acknowledging the issues of others, considering their needs, and identifying common interests. It is primarily through these relationships that things get done and the culture is nurtured.

#### **4.5 Educational Leadership**

The Council is a proactive body, one that people turn to bring forth concerns about educational issues. The shared leadership it provides with the BOG is clearly visible and positively impacts the culture of the institution. Its approach to open access is also unique -- one that values diversity and doesn't create barriers to student success.

## **5.1 Priorities and Plans for the Future**

After the visioning exercise, the Council focused on particular aspects of their legislated mandate as described in the College and Institute Act. A priorities and planning worksheet was used to guide the group in developing a working calendar for the future. Using the information from Sections 23, 24 & 25 of the Act and the updates and comments on

Council's activities in relation to the Act, members started to identify some priority goals/tasks and timeframes for the future.

Due to time constraints the group was not able to complete the entire plan but substantial initial work was done on the priority areas in Section 24. The work completed is included in the following section. Council members will look at Sections 23 and 25 and forward any suggested priorities to the Council chair.

## **6. Summary and Next Steps**

The suggested plans for the fall will be to continue on with the work of formalizing the approach/ mechanisms to implement for the Council's self-evaluation process. In addition, the working calendar will be reviewed and completed so there is an understanding and agreement on what aspects of the Act will be worked on and by when.

Last, but not least, the Council members have started the work of defining and realizing their common vision of the future. The retreat session today helped to spark some of the 'synergy' that is needed to clarify and confirm the important values and goals in order to move onwards and upwards. Along with recognizing the challenges and hard work involved in Council work, Council members showed goodwill and respect, an appreciation for each others expertise and contributions, and a commitment to working more effectively in the future. These are the ingredients for success.

Education Council  
Retreat – Eaglequest Golf Course  
June 4, 2001

Evaluation  
Agenda

- 1. Welcome and Overview – Patti Gauchie
- 2. Discussion of Meta-Evaluation Education Council Report

Criteria and processes mentioned in first sentence of report, however, difficult to find those within the report.

New evaluation processes are data driven.

Time is a barrier to getting things done.

We appear to have a lot more data than we used to have, but this doesn't seem to come Ed. Council's way.

Robin: As Chair, had no idea so much data was out there. Ed. Council scrambles on Ministry's directives, but finds it has little of its own data to get the job done.

Need to look at big picture – define a template/framework - augment/incorporate/fit in our evolutionary state to the SCOEA guidelines.

Key statement is that Kwantlen doubled in size in 10 years

If we go back to Charting a New Course, the initiative we have been focussing on is 'access'.

We will be entering a no-growth time - now some of the reports deal with relevance and quality.

We haven't been doing this - (such as Program Reviews); we've been driven by access.

Institutions across the Province are all so different.

Need to define what is important for Kwantlen as an institution, and then start there.

Would be nice to have some committee structure that could deal with some of the specific areas.

SIOC had concerns that the Committee that developed the Meta Evaluation had no VP, Ed. reps. on it.

Cost of in depth evaluation is high - from Concept to Lol to FPP - in first cycle, then after that, we need to monitor key performance indicators and go in when we believe a Program Review may be necessary.

We haven't been completing internal Program Reviews. (This may be one of the things we'll need to focus on in the next year).

Nothing at Kwantlen triggers an evaluation.

We need to determine how we will evaluate our programs. External factors drive evaluation at Kwantlen.

Tracking graduates in open-access programs is usually at somebody's own initiative. However, there is nothing that mandates this.

Labour market demand; raising prerequisites;

A  
A

What about working with Program Advisory Cttees. – there are all kinds of mechanisms for gathering students' satisfaction

30 to 50% of the programs don't have Advisory Cttees.  
How involved do they stay once the program has been launched.

Remember that advisory boards are on a voluntary basis – they represent only a small part of the puzzle.

KPI data will be the core and driving force of our reviews and evaluation - does Council want to incorporate this data in its review process?

SORS data comes out annually. It's supposed to be the most comprehensive graduate survey we have.

Why don't we look at the 'Recommendations' in Meta Evaluation Report?

Concern that the job was done backwards. Didn't give us a template to do the job.

EdCo Sub-committees: are they functional?

E +  
A

<p>Suggestion: Review EdCo sub-cttees, their reps, and their mandate for that particular year on an annual basis. Review what the group will concern itself with in the next year. (Put a standing committee in place to review the sub-cttee.'s role).</p> <ul style="list-style-type: none"> <li>- Mandate</li> <li>- Representation</li> <li>- Outcomes/Met goals</li> <li>- Time frame/term</li> </ul>
--

- Mandate
- Representation
- Outcomes/Met goals
- Time frame/term

International Ed. Cttee - is a rote cottee. It is not monitored. Shouldn't be called an EdCo Cttee.

EdCo has an awkward relationship with the Board of Governors re: philosophy/spirit.  
A strong entity, and we know nothing about BOG

Budget information that comes through to Kwantlen come to EdCo on an infrequent and minute way.  
The context of information needs to be broader. Communication needs to be more open.

How can we make our governance structures more equal?

How can Council make sound decisions when we don't have all the information to make them?

Suggestion: Go back to a Mandate - define what you want to accomplish in a year  
It would be useful to publish a two-year framework.

There is a faculty morale problem within the departments.  
We need to be on the same page - doesn't seem like we are in this together.

Sub-committees need to be tied more closely to Council's mandate.

some EdCo sub-committees appear to have a Collective Agreement mandate to them.

Intake & Assessment Committee. - Sec. 24 2(a)

Student Withdrawal - Sec. 24 2(b) - however, Board is in charge of admission. Would Council set the policy for withdrawal? Do we need a committee for this? (Currently done by Registrar's Office)

L.C.L.C. (Sec. 24 2(f) also some reference to (c) (This is not an official sub-committee of EdCo – it is a spin-off to the Intake Testing and Assessment Committee.

Policies and Procedures for Appeals (never done through Council)  
DPAC and Curriculum Sub-committees. Sec. 24 2(f)

International Education - (Who are our students and who has privileges for study within our institution?)  
- don't deliver education - they are assigners of students to placement.  
- we were told (strongly) that Council has no controlling power over International Education (Some institutions have committees on internationalization of curriculum). - perhaps that is the mandate we need to assign to that committee. There is reluctance on the part of this tripartite group in the free information flow.

There are dark spots in the college - nobody knows what is going on.

People want to understand and know what International Education is doing. It needs to be clearer and more transparent. Good will/clarity/the political part.

GAP -

On to the Data: (after a.m. break)

Lowest percentage for program completion. We have a lot of "required to withdraw". Also our entry age is one of the youngest. Perhaps some of our demographics are unique.

Council may need to look at this data - what does it mean?

Quality - organization - ability of instructors - outside class - very low.

Not broken down by program. In program areas, faculty are more bonded to their students.

Factors:

Availability of office space.

Multi-campus.

This is where Council would examine the data, and make recommendations for change of policy.

It would be interesting to have statistics on "required to withdraw".

We need to ask the right questions.

The other consideration is the current political environment.

Need to understand our profile - then the data would make more sense.

Even with a high average to get into (say Math), we still have up to 80% repeaters.

We can acknowledge and let government know this is what we are doing to handle it.

Secondary system - what is going on there in terms of their preparedness?

There may be things that high school students are experiencing that cause them difficulty once they come to college. (Hard skills (Math/English, but soft skills also - org. skills, *my words- basically success skills*).

Need to develop strategy on how we will address the new government's concerns.

Cannot judge Academic Career Preparation by the "completed Program" area - as this is basically an area where students don't complete - they are simply moving on to another area.

There appears to be a qualitative piece that is missing in this data. (Not so much did you complete, but what did you learn?).



- personal growth, social responsibility, citizenship.  
Need to discriminate between programs and courses.

Part of our evaluation - need to be commissioning studies - revisit Mission Statement - particularly the successful aspects – career, social and personal.

How true are we to our Missions Statement and how well are we doing?

Makes sense to check out the demographics - demographics/age/cultural diversity

Council should discuss within our mandate - what social and personal we can be responsible for.

Where does Community Service fit into each of our programs? Have students done any community interaction while involved in their study?

There is a whole thing about the individual Conference Board/E-skills. Weave it all together and this has a lot to do with the individual.

First Year Experience - will assist - put students in a cohort – provide more individual attention - (personal and social component of study) - make sure students meet with their instructor at least 2 times per semester.

Who are the students who need such a program? Will give priority admission, but will need to work in a cohort study.

Need to apply the data and learn more about what it means.

There also appears to be a large number of students who are working part-time (for financial reasons?), and who have more difficulty with their studies. (Juggling family/work and taking one or two courses). Disbanding personal registration has caused more difficulties as faculty are not there personally to warn students if they believe their course load is too high. (If not inspected, then not respected).

Is it our powers - is this our vision - what does Kwantlen need to be over time?

Council needs to take on that stewardship - give us a timeframe to overcome that stigma.

Like the idea that we are an open-door institution, but we do need to have some standards. There is a class thing - that going to the university is more of a prestigious thing.

We need to find some strategies - evaluate - and know where we are going over time.

Council sets the criteria for academic standards.

Group would like to get more meaning around the SORS data - refining it and figuring out what it means. Doing other studies - tracking students - General Studies - and looking at the personal / social aspects with respect to Kwantlen's Mission Statement.

Look at the profile and obtain as much detail as possible.

First Year Experience - will come through Council - focus will be on open-access programs and the initiatives will be curricular (packaging courses, etc.).

Also, need to communicate with BOG - in terms of the direction they would like to see Kwantlen move.

We shouldn't make judgments around the students (they are the clients); this could be one of the most precious things this institution has to offer.

However, is the bridge there? What needs to be in place - what is the bar - how can we serve the learner in a way that is meaningful and successful?

Each time we go to the Board, we are stressing quality and success, and BOG seems to be concerned with 'Access' issues.

To what extent do we overproduce? We have now found that we haven't spent the time increasing quality. We need to put more resources towards this right now.

With the huge and growing population, the internal structure hasn't changed. We now need to stop the degree growth for awhile. Next year a total of 24 FTE are available for the institution.

Decrease access, and increase quality.  
BOG/Council on a teeter totter to level it out. What do we need to do to make it happen?

Growth, access and success.  
Success is measured by the mandate.  
Success is the result - if we have control over quality, then will there be success?

	Capacity
Access	Quality

396 English sections, only 151 are pre-college level.  
We will be looking at Math success rates also.  
These are the students we need to deal with. This is the cost of access.  
Access doesn't deal with quality - the success/retention issues - the repeating student. This is the student that is bound for failure.  
We open up capacity with the number of repeaters who, if we provided more assessment, would not repeat the courses. This would open spaces for students who would be more successful.

Information sessions - students appropriately informed - receive clear picture of expectations.

Technology has driven us.

Notion of "informed choice". This is what we can offer students.

Education Council Evaluation - what kinds of formal mechanisms would you like to put in place.

Could look at data - how we will use it over the next year. Studies/augmentation.  
How do we use information? Perhaps this would constitute as one of the criteria.

Identify one of the requirements.

Look at Criteria and Measurements.

Part of this is understanding what the Act is about - what haven't we touched yet - do we have the time in the next year to look at this? How will we look at ourselves and decide if we are doing a good job.

Need to evaluate ourselves against the legislation. Then all the data fits into a number of areas. We can get lost in data - so is it relevant and how is it tied into what we are doing?

What do we want to foster in the way of new behaviours or changed behaviours?

What responsibilities do we have for our Mission Statement?

Council is supposed to advise the Board on educational policy with respect to Mission.

Data - how to use it - augmenting data

Criteria - ongoing evaluation

Communication with the Board

Vision

Evaluation

To Do's (prioritize and put some time frames around that).

What are some of the possible ways for evaluation? Bring this to Council in the Fall. (Executive).

At this time Council is absolutely driven by events.

After lunch - the Vision and the To Do's.

**ACTION: Karin Green will join the Executive to discuss evaluation component for Council.**

Council's mandate may move beyond the current legislation. Get a good idea on what it is we can do, but also be bold on what Council could do. Ed. Leaders, positive impact on culture - serving student group even better. (Common values).

Don't forget to pat ourselves on the back and compliment each other on our success.

We value risk taking and initiatives. Take this seriously.

If not having any failures, then not trying hard enough.

Evaluation - attendance and participation - how many of us are canvassing our areas and communicating outcomes? We represent areas in our membership .

We need to summarize those things we think are important.

A simple thing would be to have a monthly column in "Communications". This requires an anecdotal extraction.

Perhaps a more chatty website. Go in pairs to campuses - on a rotational basis - have open sessions at each campus. However, each one of us has a responsibility to represent a certain number of groups. This is the first place to start - have to provide information back.

Consultative model - get a sense from the group on what type of information is required.

When meet in Fall - could have a good session on marketing/communications.

What works and what doesn't.

Meeting minutes are sent - but we may need more of a highlighted news package.

Before this can be an evaluation component - it needs to be defined.

We don't want Council to be a secret society. Are we seen as a senate - "come to Council to 'get it through' - a troublesome group that stops things getting through.

### Session After Lunch

Articulating a Vision for Education Council  
Active Creation

Forecasted Future - What do you think will happen or might happen - trends realities (data, etc.)

Preferred Future - What do you want to have happen?

Trends - realities - what is probably going to happen - try to realize to the greatest degree possible - ultimate realization.

We can fill role and mandate in a variety of ways.

Our behaviour is very much tied to how we want to see the world.

Introduction:

Guided Imagery  
(Patti reads to Council)

*My thoughts:*

*Preferred future: Council members communicate freely with their constituents  
Kwantlen's intranet Plaza site has a section devoted to 'Upcoming Issues for Ed Council'  
and provides "fuel for thought".*

*There is a forum today to discuss "open access" and what it means - it is being held in the Conference Centre at Surrey Campus, and 54 people (from all areas of the college attend).*

*The Chairs of Kwantlen's BOG and EdCo are meeting on a frequent basis to discuss educational issues and BOG issues. They decide to form a small sub-cctee. To explore more detail.*

### Key Words that people mention.

Student success - certainty that students were on a pathway - they had direction and were certain about it.

Golden light

students increasing ability to communicate with each other

EdCo would function well with the BOG

in concert with the Board

Improved and harmonious functioning with the Board

BOG trusts Council as a senior peer review body. Compelling arguments, not just anecdotal. (What serves the community)? - BOG sometimes see themselves as having the role that protects the University College and the community - appear to be doing things more related to the needs of their discipline than the community.

EdCo has more power not less - not subordinate - stronger than what it is now. More egalitarian - sphere of influence (like a University Senate).

### Jack's group

Council dealing with substantive issues, enough time for members to consider input and get constituents input - come forward and make a decision to do it - more time - debate the issues - dialogue and reflect.

Dialoguing kindles my voluntary commitment. Once you harness that in an organization, it can take you wherever you want to go. The heartbeat - what is important to people, what is valued and how

strong vision - focussed and valued input - teamwork - all work together well as a team. - visionaries.  
A vision will ground you. Whether a vision for work or your homelife - always useful to move toward this.

Working well together as a team. Open, diversity - we are not the same as the universities.  
We want to be unique.  
Unique way; of looking at access - value diversity - not creating barriers to success.

Search for words to describe Kwantlen. Youth - attracted to new in developing - frozen - still in transition  
- lots of promise for evolution. The bread isn't baked yet.

### Ihor's group

"Better to be green and growing than ripe and rotting."

Overall comment -Council has steering function rather than voting function (business).  
students - our primary business is education and learning - students have a perceived equal role - starts with a comprehension of the issues. Students are essential - not just KPI's. The ideal achievable

### Faculty -

Leaders - not management - reactive rather than proactive - there is evidence that management provides leadership - student perceives that management is doing something related to student/faculty  
Kwantlen believes in shared leadership - less hierarchically and more team - assembles teams in order to solve the problem.

Doesn't use the hierarchical structure to get things done.

Take value of shared leadership very seriously.

Leadership visible and real - shared leadership being operationalized.

Council will become a more proactive body. Council is a body that people could turn to in order to bring forth concerns about educational issues.

Everybody has input.

We feel valued when we are asked for input

Collaborative - taking values and beliefs as stated in strategic framework and continuing them.

The mission statement looks just fine - but what does it mean?

Is it working? Discussion about it - part of the visioning is to see these things in operation.

In order for us to succeed, we need to put our mission into operation.

### Skip adds:

Trust - delegation shared - responsibility and leadership

Have to be willing to let it go - also shared responsibility and openness - anytime open communication you are going to get back at least 12 different views. Council as a leader needs to look for commonalities and similarities and go with it. Council needs to trust its committees to consider all the options - just as BOG needs to trust its committees.

... as long as we all know who we are and what we are here for.

Respect -----> trust.

Sometimes people find it hard to bond or align and to see another person's point of view - but if respect is in place, then will trust.

There is a quality of competency that is vital to trust.

(Knowledge, skills and abilities) = competency.

## Communication

### Board/Council/Management

We don't know each other - don't know what we look like

Difficult to have respect and trust when you don't see each other

Most of us need that interpersonal exchange

Building relationships - if the relationship piece is embedded enough - then there is a culture that is nurtured.

How do I know that we have a good Board and that they are doing competent work?

Is the Board making the same film that we are?

Skip - think starts before communication - need to consider the other person's point of view.

We love people because of the way they make us feel.

When you look at the Board or Senior Leadership Team or Council, need to say what are their issues and how does this have an effect on their issues.

Need to tap into where their interests are.

Right now working with new Liberal government.

Need to get beyond the position and get to the interest.

Need to move into needs and interests of the other party.

This is strategic thinking - not touchy/feelie - trust and respect comes together.

I can see the world as you see it.

How?

Attend Board meetings - meet with Skip, Judith or Robin regarding some of the Board issues.

Use colleagues who have a closer connection with the Board.

On Council agenda, the dialogue piece needs to be in place.

Difficult to predict what the Board will say/do.

Trust goes back even further.

Faculties don't always trust Council or its sub-committees.

When we give a committee a mandate, we need to trust it - clarity of purpose.

Effective communication with the entire college.

### The Working Calendar

Recommendation - that Board members be shown Section 23 - so that they know what they should be advising Council on.

AECBC - briefs the Board of Governors on duties and responsibilities.

Board's role is to see that Kwantlen is meeting the needs of its region.  
 The Board wouldn't develop the program; the expertise for that is our faculty.  
 Council designs the program (through Divisional Curriculum Committees.), and puts curriculum to it.  
 Now Lol goes to the Board before it goes to Ministry.

Section 24: set policies concerning examinations and evaluation of student performance. (Done)

Set policies concerning student withdrawals from courses, programs and the institution. (To do list for the future) - has to be a priority. Not only a power but a duty. - We will do this within the next 6 to 12 months. Need to know what has happened during the course of the year. Policy could be the job of one of the sub-ctees. One possibility is to get Council volunteers to look at a review of the summary of the practices over the past year.

(B) (E) - appeal statistics would be something Council should be aware of.

(C) set criteria for academic standing, academic standards and the grading system:

Ministry have set no definitions for academic standards. This is Council's responsibility. Do you allow the program to set the academic standard or do you make this the purview of Ed Council? (Pull all policies - and have a look at them. If think change needs to be made - then - but simply review.) Policies could be looked at as "outcomes based" - The non-negotiable is whether the learning outcomes are in place - there are commitments - every course has that snapshot.

Council has an obligation to review policies and procedures for appeals. Would Council members be willing to take on this challenge? Derek Francis would be happy to work with Council members on reviewing these policies (stats, etc.). Perhaps some constituencies may have information with respect to these policies.

Appeals is a priority for the Fall.  
 Put some of the others in a committee framework. It is a multi-stage process, chaired by Derek Nanson.  
 Data collection from current constituency groups.

Work as a large group. People work with Derek. Canvass the various faculty groups to find out what some of the various issues are.

**ACTION:** Derek will canvass faculty in the next few weeks.

Re: (d) - Not sure how Council sets criteria for awards recognizing academic excellence. This is a broad term. Academic excellence corresponds to the values of the institution. This is much broader. This is an issue that we should discuss. Need to define what excellence is. There is room for some good discussion. (Social/personal/career - through Mission Statement.

(F) Set curriculum content for courses leading to certificates, diplomas or degrees. This is a meaty topic, but will require the setting of standards. (Next yr. 2001/02 session)

History of degree development and what it takes to implement them. (DPAC could give a template and help us in putting a framework together.)

Is there something that you will want people to focus on (25.2) - Instructional methodology is not to be considered in the evaluation of curriculum equivalency.  
 Council should have a discussion on this. It is not only on-line - it is 3 hrs. vs. 4 hrs. - if say to faculty yes have the right - (2001/02). November 2001.

All section 24 - 2001/02

If think reasonable, when Charon, Susan and I plan the agenda, we will propose them in the Fall and see who will agree to work on these issues.

(Will propose a tentative timeline) -

**ACTION:** Council members will send rest of priorities to Robin.

Follow-up for today's meeting.

Some of what happened today is a process piece.

Goals - how to find some ways to begin an evaluation process

What out of the mandate of the legislation do we want to try to tackle next year?

How do we want to grow beyond the action tasks?



# Meta-Evaluation Education Council Report

## Membership of the Working Group

Jim Gunson (chair)

✓ Robin Russell

Harry Yang

Peter Chevrier

Jack Finnbogason

Steven Lee

Elizabeth Friesen

## Introduction

We take the intention of this study as being to recommend criteria and processes evaluating the effectiveness of Education Council self-evaluation. *Appendix G of the Institutional Self-study Working Group Guide* lists a number of questions to be answered. We feel that restricting ourselves to these questions unnecessarily limits our role and value as the questions are based on certain assumptions about the role of Education Council, which may not be true for Kwantlen, and fail to address other aspects of Council's role. We, therefore, propose to address the issue by answering the given questions, but in the context of Kwantlen University College, and providing additional criteria.

The role of Education Council is defined (or ill-defined) in legislation. *The College and Institute Act* is open to interpretation. The reality is that the role of Education Council varies from institution to institution. All councils approve curriculum and policies related to the granting of credit. In the area of priority setting, the role of council varies considerably. At some institutions, council has a direct role in the budgeting process, at others not at all. It should also be noted that the role of Council continues to evolve at each institution, depending on institutional history and culture, and on the resources provided. Councils have existed for comparatively few years.

Some Kwantlen-specific facts are worth noting:

- Kwantlen's size has doubled in the past ten years, and in that time has added a number of courses and degrees. The Education Council has concentrated its energy and time on the growth of the University College (Appendix 1).
- Council has been engaged in filling a policy vacuum.
- Council is in the process of assuming its full mandate.
- It is anticipated that the above activities will be completed, leaving more time for fine tuning and introspection.
- Informal reviews of Council's role and effectiveness have taken place, but informally, largely by the Chair.
- The Education Council continues to be in an evolutionary state - many subcommittees have been formed since the last self-evaluation.

# Meta-Evaluation Education Council Report

## Comments on the Process

We have a number of concerns about the process as it now stands. The major concern is that the documentation seems primarily designed for use in evaluating an existing evaluation scheme, rather than in designing one. The suggestions as to what might be said when a question is answered in the negative tend to beg questions. Questions about the use of evaluations, for example, are moot when no evaluations have as yet taken place.

It would have been helpful if the meeting with SCOEA personnel had taken place before we began the task. This would have set us on the right path without having to read the subtext of the documentation.

The Meta-Evaluation assumes that evaluations have taken place.

# Expanded Access

Standards = Doc UBC

= IDSA Orientation for manufacturing

= presentation via Access

Faculty Support →

Scholarship for CEETA

---

Pe

# Meta-Evaluation Education Council Report

## Recommendations

### Self Evaluation

- *That the Education Council perform periodic self-evaluation, and that processes be implemented for this purpose.*
- *Education Council should review legislation to ensure that it is fulfilling the mandate set out in legislation.*
- *That each sub-committee of Education Council also undergo an annual formal self-evaluation process.*
- *That Education Council should annually monitor the extent to which action has been taken on those recommendations from the self-evaluation that relate to its mandate.*
- *That the process for in-depth review of the Education Council's governance function be formalized. Reviews should take place at least every 5 years.*
- *That the process for in-depth review of the Education Council's governance function be formalized.*
- *That Education Council comply with the following requirements for an effective Education Council evaluation:*
  - *It considers whether the Education Council's goals and objectives*
    - *are explicit,*
    - *are consistent with the institution's Strategic Plan,*
    - *have been developed in consultation with constituencies,*
    - *have been reviewed and revised as prompted by the annual indicators and trends, changes to the institutional Strategic Plan and other factors which may have arisen.*
  - *It includes a summary of the relevant indicators and trends which are collected annually. (See Guidelines for Annual Reviews.)*
  - *It examines Council's operations (procedures & practices) and policies in terms of the Council's goals and objectives. This evaluation will include*
    - *relationships among Board, Administration and Education Council,*
    - *process for ensuring that the Education Council is fulfilling its roles and responsibilities as outlined in the relevant legislation or as otherwise empowered by the Board,*
    - *measures of institutional satisfaction with the Education Council,*
    - *measurement of achievement of the Education Council's goals and objectives.*

## Meta-Evaluation Education Council Report

- *It includes consultation with constituencies and the results are made available to the stakeholders.*
- *It includes evaluators external to the Education Council.*
- *It produces a clear summary of the findings and recommendations emerging from the evaluation.*
- *That Education Council dedicates one meeting to study key data received and make recommendations for the upcoming year, and use the information to set goals and objectives*

### Information Use

- *That, once formal mechanisms are in place for evaluations, Education Council should investigate how the evaluation outcomes might be used for planning, decision-making, and policy development.*
- *The Education Council should review reports containing indicators and trends, such as SORS data, KPI reports, Student Outcomes, Program Reviews, and Annual Reviews. One session each year should be devoted to analysing the information in the KPI's Annual Report together with data from other areas that relate to the report.*
- *That Education Council formalize the process of using indicators and trend.*
- *That Education Council work with Institutional Research and senior leadership to ensure that all relevant studies and reports be provided to Education Council.*
- *That Education Council formalize the collection and distribution of information for sub-committees, enabling Education Council to anticipate and comment on changes in the mandate of the University College, including matters related to budget cuts and program reviews.*
- *That Education Council take an active role in the evaluation of institutional effectiveness as it pertains to student retention and success.*
- *That, if Education Council is to be involved in Program Review, then it must be a primary recipient of Educational Studies, Program Reviews, and Reports.*

### Other Recommendations

- *That Education Council consider whether its current size and composition are appropriate, and whether its meeting times and locations are appropriate.*
- *That Education Council consider whether its sub-committee structure is appropriate. In particular, it should consider the mandates, composition and process of subcommittees.*

## Meta-Evaluation Education Council Report

- *That Education Council review whether current practices for program and course review are appropriate.*
- *That Education Council reflect on the health of its relationships, particularly with the Board of Governors.*
- *That Education Council review how well it is fulfilling its legislated mandate.*
- *That Education Council consider the effectiveness of its meetings.*
- *That the University College ensure that adequate resources are provided for Education Council to fulfil its mandate, and, in particular, to support its information needs.*

# Meta-Evaluation Education Council Report

## Answers to SCOEA Questions

1. Does the Education Council annually examine a set of relevant data concerning key elements of its operation and performance?

SCOEA requires that the Education Council annually reviews a set of indicators and trends dealing with educational programs and services which may include

- institutional Key Performance Indicator (KPI) data,
- institutional Student Outcomes data,
- program and education services reviews.

### Response

The role of Education Council at Kwantlen is largely confined to setting educational policy, rather than priorities. The data mentioned above would seem to be more significant in the latter. Thus, Education Council does not currently annually examine the relevant data on a formal basis. In addition, Council has not become involved in program and service reviews.

### Recommendations:

- *That Education Council review reports containing indicators and trends such as SORS data, KPI reports, Student Outcomes, Program Reviews, and Annual Reviews. Information can be distributed to Education Council members by Institutional Research. One session each year should be devoted to analyzing the information in the KPI's Annual Report together with data from other areas that relate to the report.*
- *That Education Council dedicate one meeting to study key data received and make recommendations for the upcoming year, and use the information to set goals and objectives.*

2. Does the Education Council use the information for planning and decision-making?

There is not a formal process for this, as Council is not currently involved in priority setting.

### Response

No. See the response to question 1.

### Recommendation:

*That Education Council formalize the process of using indicators and trends as indicated in Question 1.*

## Meta-Evaluation Education Council Report

3. Does the institution have processes to ensure that appropriate bodies annually monitor the implementation of recommendations arising from completed In-depth Evaluations of the Education Council and from previous Institutional Self-studies?

### Response

The last institutional Self-Study was 1992/1993. The Education Council did not exist at that time.

### *Recommendation:*

*That Education Council should annually monitor the extent to which action has been taken on those recommendations from the self-evaluation that relate to its mandate.*

4. Does the institution regularly review its governance function as defined by SCOEA?

### Response

Some form of governance review takes place regularly, but informally, as provoked by issues. Last year the Board and EdCo began working on a review of their roles in curriculum approval.

### *Recommendation:*

*That the process for in-depth review of the Education Council's governance function be formalized. Reviews should take place at least every 5 years.*

5. What are the dates of the last two evaluations of the Education Council?

If the institution has not complied with SCOEA's criteria for regular review, refer to the appropriate body to develop a schedule for governance function reviews.

### Response

See the response to question 4



## Meta-Evaluation Education Council Report

9. Has each evaluation completed since the current process was adopted followed that process?

*Recommendation: As per Recommendation in Question 8.*

10. Are the findings and recommendations of Education Council evaluations used for planning, decision-making and policy development by the institution's faculty or staff, board, management, or education council, as appropriate?

### Response

The Education Council does periodic informal evaluations, but they are often pushed to the end of the agenda, and are not seen as critical. As yet there have been no formal evaluations.

### Recommendation:

*That, once formal mechanisms are in place for evaluations, Education Council should investigate how the evaluation outcomes might be used for planning, decision-making, and policy development.*

11. Does the evaluation process result in constructive change to the Council's operation if required?

In those cases where an evaluation recommended changes to the Education Council, have they occurred?

### Response

The question is currently not applicable, as the Education Council has not been evaluated on a formal basis. Education Council was formed after the last Institutional Self-Evaluation.

## Appendix

1. Kwantlen University College *Summary of Education Council Minutes*

## References

College of New Caledonia *1999 Institutional Evaluation Self-Study Report* (available on line at <http://www.cnc.bc.ca/ie/reptoc.html>)

Government of British Columbia *College and Institute Act. Part 4 - "The Powers and Duties of Boards and Education Councils"*.

Kwantlen University College *Charting a New Course*

Kwantlen University College *Critical Success Factors (aka) Management Letters*

Kwantlen University College *1994/95 Calendar*

Kwantlen University College *Coyote Creek Retreat Notes*

Kwantlen University College *Education Council Minutes* (available on-line at <http://www.kwantlen.bc.ca>)

Kwantlen University College, *Kwantlen College 1992/93 Self-Study Steering Committee Summary Report*.

Kwantlen University College *Strategic Plan 1997*

Ministry of Advanced Education, Training and Technology, *1998 Performance Report (Key Performance Indicators)*

Ministry of Advanced Education Training and Technology (via Auditor General's Office) *FTE Reports 1999 - 2000*.

Standing Committee on Evaluation and Accountability *Draft Working Group Guide: Appendix G- Governance: Education Council*

# Meta-Evaluation Education Council Report

## Appendix 1: Educational Council Summary

### Part A

#### Standing Committee on Evaluation and Accountability (SCOEA): Meta-evaluation of Governance, Education Council

The Mission of the Education Council was outlined in 1995 December as:

"The Education Council is a group representative of the internal Kwantlen community. Its mission is to guide the educational activities of the University College and provide the structure to achieve University College mission and goals. It does this by: being a forum for the exploration, discussion, and resolution of educational issues; establishing priorities, policies and procedures in consultation with peers and with external communities; advising the Board on a wide range of educational matters."

Membership entailed the following (April 1995):

"The current council is the result of democratic voting and presidential appointments. It represents the Kwantlen community well. Councillors did not recommend changes. However, the Council instructed Skip Triplett to invite Kwantlen's Board of Governors to exercise its right [11.4(3)(5) of the College and Institute Amendment Act, 1994] to "appoint one person to be a non-voting member of the Education Council to serve for one year".

The Objectives of the Educational Council were examined in September 1996.

Education Council Goals:

- What
- policy for curriculum matters, have an evaluation scheme that matches the outcomes
  - what direction the University College should take in degree approval process
  - role of liberal arts
  - policies and procedures to improve access to Kwantlen
  - prior learning assessment policies
  - relevance vs. liberal education
  - course program outline review approval process
  - bridging between programs
  - workplace based training
  - articulation of private training.
- How
- briefing from sub committees re issues identified above
  - strategic plan first
  - effective use of time

In April 1997, Goals of the Educational Council were revisited.

One of the recurring concerns of discussion groups was "communication" i.e. is the University College community aware of Education Council functions, are we working toward clear procedures? planned professional day in August to address some of these concerns. Awareness needs to be developed and maintained of Education Council's role as a governance body as opposed to a working committee. Committees need to be educated as to which issues are learning related and need to be referred to Education Council for acceptance or recommendation. Suggestion made to invite a representative from outcomes group to provide an information sheet and give brief report. Education Council should receive minutes from sub committees on a regular basis.

## Meta-Evaluation Education Council Report

The following was stated regarding Education Council Self-Assessment (March 1999):

"The Chair stated that at some point in time, Council should hold a brief discussion on how we are doing and what we can do better. It was agreed that this item should be deferred to another meeting, and placed a little earlier on the agenda."

A Review of Education Council's Structure and Mandate took place (September 1999):

"After review of the section of the Act pertaining to Education Council, it was agreed that Council is operating well. It was questioned whether the Liberal Education Committee should be part of the standing committee reports, and the consensus was that it should be deleted."

### Standing Committee on Evaluation and Accountability (SCOEA): Meta-evaluation of Governance, Education Council (cont.)

#### NUMBER OF COURSES & PROGRAMS APPROVED MINUTES

The following is a synthesis of *degree programs and courses* approved by Education Council from 1995, its first year of existence.

Note: Minutes from January, February, March, June, September, October, November 1995 are missing. Plus, January & February 1996 Minutes are not included.

#### FROM APRIL 1995 TO DECEMBER 1996

##### *COURSE APPROVAL*

Number of Courses Approved	72
----------------------------	----

##### *PROGRAM APPROVAL*

Program "Studies" Approved	3
Certificate Programs Approved	1
Diploma Programs Approved	1
Degree Programs Approved	0

#### FROM JANUARY 1997 TO DECEMBER 1998

(In Jan. 1997, it was moved that members of Ed. Council form a sub-committee that looks at all future course outlines until Ed. Council receives the report from the Course Outline Committee and that the new sub-committee makes recommendations to the Ed. Council as a whole as to acceptance or rejection of course outlines.)

##### *COURSE APPROVAL*

Number of Courses Approved	202
----------------------------	-----

## Meta-Evaluation Education Council Report

### ***PROGRAM APPROVAL***

Program "Studies" Approved	1
Certificate Programs Approved	2
Diploma Programs Approved	0
Degree Programs Approved	2

### **FROM JANUARY 1999 TO DECEMBER 2000**

(In Jan. 1998, it was noted that concerns have been expressed that the Curriculum Approval sub-committee is usurping the role of the divisional curriculum committees, particularly with regard to course outline revisions.)

### ***COURSE APPROVAL***

Number of Courses Approved	247
----------------------------	-----

### ***PROGRAM APPROVAL***

Program "Studies" (& Program Training) Approved	2
Certificate Programs Approved	2
Diploma Programs Approved	0
Degree Programs Approved	3
Bachelor "Credentials" Approved	4

## Part B

### Standing Committee on Evaluation and Accountability (SCOEA): Meta-evaluation of Governance, Education Council

The following is a comparison of the number of courses and programs that Kwantlen University College offered in the 1994/95 academic year, EdCo's first year of existence, compared with the number of courses and programs offered in the 2000/01 academic year.

### **Kwantlen Calendar 1994/95**

#### ***NUMBER OF COURSES IN 1994/95***

Total Number of Courses	978
-------------------------	-----

#### ***NUMBER OF PROGRAMS IN 1994/95***

Total Number of Programs	72
Number of Certificates of Completion	2
Number of Citations	15
Number of Certificates	30
Number of Diplomas	24

## Meta-Evaluation Education Council Report

Number of Associate Degrees	5
-----------------------------	---

Kwantlen Calendar 2000/01

### *NUMBER OF COURSES IN 2000/01*

Total Number of Courses	1179
-------------------------	------

### *NUMBER OF PROGRAMS IN 2000/01*

Total Number of Programs	92 – 105 (fluctuates with CE)
Number of Certificates of Completion	4
Number of Citations	16
Number of Certificates	44
Number of Diplomas	21
Number of Associate Degrees	6
Number of Bachelor Degrees	5

Regarding CE, the note on approval of **Continuing Education Curriculum** reads as follows:

“At the June 1, 1998, Education Council Meeting, Council approved in principle a number of CE Programs. Details at the course outline level have still to be considered. Following the motion, it was suggested that the Executive Committee examines each CE Program and makes a judgment on which curriculum committee should review it. If there is not a relevant committee, then the Executive Committee will recommend a group of experts to vet the program.”