



EVALUATION TEAM REPORT

.ON

CARIBOO COLLEGE

PREPARED AT THE REQUEST OF

CARIBOO COLLEGE

AND THE

COUNCIL OF COLLEGE PRINCIPALS

MARCH 31 - APRIL 3 1981

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INTRODUCTION

In September 1979, Cariboo College began an intensive period of self-examination which resulted, some 16 months later, in the publication of a comprehensive institutional self-study document. This document then formed the major portion of the information base used by the 10 member External Review Team which visited the college during the period March 31 - April, 1981. The purpose of the visit was essentially to audit the self-study, and to make additional observations regarding the operation of the college where deemed appropriate. This report is the result of that effort.

Prior to the visit, the team had the opportunity to review the self-study in depth, and to meet with college representatives on two occasions for purposes of becoming oriented to the college and its approach to self-study. During the visitation itself, the team was provided with extensive back-up documentation including the Self-Study Subcommittee Reports, the Guidelines for Self-Study, the Five Year Educational Plan, Financial Statement, Board Policy Manual, and a host of other College publications. There was no shortage of opportunity, in terms of materials provided, to learn about the operation of the college.

The major activity of the visit itself was the interview process. During what was essentially a two day period, the team held 166 interviews for a total of some 222 contacts. A number of individuals were interviewed more than once. It was the unanimous feeling of the team that a good understanding of the college operation was achieved in the brief time available.

The organization of this report is similar to that of the self-study. While members of the team were assigned specific areas of the college to review, there was a great deal of cross referencing and discussion of observations such that each aspect of the report should be viewed as the team's product and not that of particular individuals.

Due to the limitations of team size and available time, Section II of the self-study was not reviewed as a distinct area. However, there are a number of references and recommendations related to Section II in other sections of the report.

The team commends Cariboo College, and particularly the Self-Study Steering Committee, for having produced a well planned, thorough, and readable document. Hopefully, this work, along with the Team Report and other planning documents, will provide solid footing for future college planning and development.

I. GOVERNANCE

I. 1 MISSION AND GOALS

While there may be a tendency to view the establishment of a Mission and Goals statement as somewhat of a "motherhood" question, the Board should regard the development of such a statement as vital to the life and work of the institution. A properly formulated and comprehensive Mission and Goals statement, which has been developed through a broad process of internal and external consultation, and which is ultimately adopted by the College Board, should provide all areas of the institution with both a reference point and direction indicator.

The current Mission and Goals statement has been thoroughly reviewed as part of the self-study process. The criticisms made of it are found to be warranted. The proposed Mission and Goals statement more adequately meets the criteria normally expected of such statements and as such would appear to be a more complete and therefore useful description of the central purpose and objects of the college. Since the statement was developed in relative isolation from the general college community, many interested and affected segments of the college community have not had an opportunity to review it and thereby contribute to its development. This should be done if the necessary sense of "ownership" is to be created.

RECOMMENDATIONS

1. That the Mission and Goals statement be viewed as a draft document for the consideration of the college community.
2. That a process be set in motion to provide ample opportunity for the various segments of the college to consider and respond to the draft statement.
3. That the College Board adopt the proposed statement of Mission and Goals once the above process has been accomplished.
4. That the adopted statement be circulated through the college and community as may be appropriate, and published in pertinent college documents.
5. That the Mission and Goals statement be reviewed on a regular basis, in conjunction with the establishment (and/or revision) of the college's 5 year plan.
6. That failing the acceptance of the above recommendation, the College Board consider the adoption of the Mission and Goals proposed in the self-study.

I. 2 GOVERNING AND ADMINISTRATION STRUCTURE

COLLEGE BOARD

The team had an opportunity to interview a number of College Board, Executive and other members of the college community regarding the work of the Board and Executive, and the impact of both groups on the college as an educational organization. The Board was described as interested, active, and dedicated to the purposes and continued development of the college. The Board is to be commended for establishing and maintaining a comprehensive policy manual and for adopting a statement of Board Standards, possibly a first in the province. The college's executive group was also viewed by the great majority of those interviewed as competent and dedicated to the rather difficult task of directing the operations of a complex organization. It was generally felt that conditions at the college have vastly improved since the appointment of the current Principal.

It was somewhat apparent to the team that, while the effectiveness of the Board and College Executive continues to develop and improve, these groups are not functioning as a team to the extent normally considered desirable. There is some confusion regarding the roles and authority of each group. The Board is perceived to have a rather high profile internally, which tends to diminish perceived administrative authority. The Board's high internal profile tends to be supported by a Board committee structure which places members in direct contact with college operations on a regular and frequent basis. The following questions may help to bring focus to this matter:

1. Does the present arrangement result in Board members being somewhat knowledgeable (as opposed to being properly informed) about operational matters which are properly the concern of senior administration?
2. Is it realistic or appropriate that the Board be concerned with such operational matters?
3. Is the Board's involvement enhancing its policy making ability or is it a means of involving itself, perhaps inappropriately, in the administration of the institution?
4. Would the Board be more effective and efficient in its work if required information and alternative policy proposals were generated through internal management and policy recommending structures?
5. Has the Board clearly established its expectations of the Principal, as Chief Executive Officer, in this regard?
6. Have adequate mechanisms for Board - Executive and Board - Faculty/ Staff interactions been devised?
7. Have adequate accountability procedures been established?

The team is left with the impression that many of these questions have not been confronted and that the Board finds itself in a position of attempting to control and direct the institution through a more direct involvement of Board members rather than by policy making and monitoring.

It was suggested to the interview team that - "the Board is beginning to grapple with its role and what it should be - ". This is not an easy task, but is vital for the well-being of the institution. As the role of the Board is defined, the responsibility and authority of the Senior Executive will also be more fully understood and accepted by the college in general.

RECOMMENDATIONS

1. That the Board institute the concept of an annual retreat for its members and the executive group for purposes of achieving a common understanding of respective roles, responsibilities, college problems, issues, and directions.
2. That the Board continue in its effort to establish and clarify its primary role as the college's policy making body.
3. That the Board review its committee structure, with a view to reducing the number of committees and their frequency of meeting, and that the terms of reference of Board committees be reviewed to ensure their concern is in the areas of policy and planning.
4. That the Board establish an annual list of priorities and govern its activities in accordance with the list.
5. That the Principal and Board Chairman establish clear procedures for handling information flow and communications between the Board and the College, and that the flow of information to and from the Board be through the Principal's office.
6. That the Principal take every reasonable step to ensure that the Board is fully informed about college developments and issues, particularly those which are likely to become public knowledge.
7. That the Board review the adequacy of existing mechanisms for internal input on proposed college policies (except in matters related to collective bargaining, matters covered by the collective agreements, and confidential or emergency matters), with a view to establishing a representative college forum comprised of students, staff, faculty and administration, which would serve to produce policy proposals for the Board's consideration. Such a properly constituted and operated forum should serve to alleviate the sense of alienation and "distance" currently experienced by many college faculty and staff.
8. That the Board take steps to provide opportunities for Board - Faculty interaction of both a formal and informal nature, with a view to establishing increased understanding and mutual respect.
9. That the Board clarify its policy and procedures regarding the evaluation of the Principal, and that such clarified policy and procedures be a matter of public record.

10. That the Board, being the primary political arm of the college, take a more active and assertive role in the areas of college advocacy and community and government relations.
11. That the Board, having adopted some aspects of the performance standards presented by the self-study, carry out an evaluation of its performance against the adopted standards.

ADMINISTRATIVE ORGANIZATION

Considerable time was spent by the team reviewing the college's administrative structure. The current organization chart (page 28, self-study) has existed for some time and like most such arrangements has interesting historical roots which do not seem to provide a rational basis for present and future operations. There is some evidence that in the past, organizational arrangements were established with perhaps undue reference to the persons involved or affected, rather than on the basis of clear organizational and educational principles. Recommendations for improving the structure are presented in this and other sections of the report.

The team concurs with the self-study observation that the V.P. Education position is "overburdened by the number of people reporting to it". This assertion is supported by even the most elementary management principles. At the same time, it will prove most beneficial in both educational (program coordination/articulation) and administrative (best use of financial, human and physical resources) terms, to maintain all instructional programs under one jurisdiction. Therefore any proposals which involve the splitting of program responsibilities at the Vice Principal level should be avoided. The solution to this problem would appear to be in the clustering of program areas and assigning responsibility for such clusters to a manager at the Director level.

Elsewhere in this report (Student Services Report), the need to bring the student service functions together under one office has been established. This move would appear to be long overdue.

The team paid particular attention to the comments of the self-study regarding the office of the College Affairs Manager. Attempts to clarify the nature of the position did not prove enlightening. There appears to be no clear internal understanding or consensus regarding the purpose of and/or need for the office as it is presently constituted. However, there is a need for certain functions to be performed which require distinctly different specialized knowledge and skill and which at this point appear to be assigned to the office of the College Affairs Manager. These include Public Information and Institutional Research. The former is a critically important function for a community college and there appears to be little evidence that it is being adequately provided at this time. The need for the latter function will become increasingly clear as the college grows and better information for effective program management, student counseling and institutional decision making becomes necessary.

There is some overlap of responsibilities currently assigned to the Vice Principal Administration and the Bursar. A thorough analysis of the functions should be completed prior to the consideration of change in the organization chart. The logic of the assignment of responsibility should be the first consideration with the question of balance of load being a secondary factor.

The college has grown to the point where there is evidence of the need to centralize both planning and administrative responsibilities for physical facilities. Similarly, existing and planned data processing applications warrant the establishment of a centralized operation.

RECOMMENDATIONS

1. That the Principal complete a review of the college's organizational structure in the near future and that the following suggestions be considered in that review;
 - a) That at least four Director level positions be established reporting to the V.P. Education, each being responsible for a cluster of programs. Various program areas within the clusters should continue to be administered by chairpersons whose job descriptions should be revised.
 - b) The Director of Learning Resources (responsible for A.V., Library & Study Skills) should report to the V.P. Education as should the Regional Director of Continuing Ed.
 - c) That the position of Director of Student Services be created and all services, traditionally described as Student Services (including athletics), be assigned to that Director.
 - d) That an office of Institutional Research & Analysis be created.
 - e) That an office of Public Information and Relations be created.
 - f) That the position of College Affairs Manager be abolished with the responsibilities currently assigned to that position being reassigned to the Director of Student Services, and the proposed Public Information Office.
 - g) That all data processing operations be centralized under one Director of Computing Operations.
 - h) That an office of Physical Facilities be created to be responsible for plant planning, operations and maintenance.

I. 3 PLANNING

The planning function proved difficult to evaluate in the context of the external review since responsibility for this function is distributed throughout the institution. The description of the planning process for programs is typical of that of other B.C. colleges. The college is to be commended for focusing on the program planning function, particularly as evidenced by the Five Year Educational Plan.

There appears to be adequate opportunity for input by faculty in both program and course planning. The curriculum approval process for new programs or for major revisions of existing programs appears to be appropriate. The Vice-Principal Education should retain responsibility for approving course changes. A review of the workings of the P.A.C. would appear to be warranted.

The relationship between program and budget planning, as described in the self-study seems appropriate. The team's understanding is that the preferred institutional approach is that the program "drives" the budget, rather than the reverse. Every effort should be made to limit course duplication and proliferation. A mechanism should be established to deal with this tendency at an educational level, rather than having financial limitations force the issue.

The college is encouraged to continue offering special programs, and to expand this offering to as many groups as possible.

RECOMMENDATIONS

The team concurs with the recommendations listed in pages 41 and 42. Additionally, the team recommends that the college take steps to improve its planning and follow-up activities by providing for a more formalized institutional research function.

I. 4 FINANCE

A study was undertaken of the financial activities of Cariboo College with a view to substantiating and clarifying the information contained in the Cariboo College Institutional Evaluation. The study consisted of interviews with the Bursar and two department chairpersons, and a tour of the Finance Department.

The following were reviewed: The Cariboo College Institutional Evaluation; the Expenditure Control and Purchasing Procedure Flow Chart; the Income Control and Revenue Flow Chart; the Purchase Requisition Form; the Purchase Order Form; the Cariboo College Board and Executive Administration Travel Expense Claim Form; the Cariboo College Board and Executive Administration Travel Advance Form; the Cheque Requisition Form; the 1981 Five-Year Operating and Capital Budget Forecast letter of transmittal; the correspondence between the Bursar and the accounting firm of Buxton, Gates and Co. relating to the interim audit for the year ending March 31, 1979; the 1980 Cariboo College Financial Statements letter of transmittal; the 1981/82 Operating and Capital Budgets letter of transmittal; the letter of transmittal for the copies of the 1980/81 Expenditure Plan; the 31 March 1980 Financial Statements; material forwarded to the College community in order to prepare for the 1981/82 budget allocations; Departmental Expenditure/Revenue Summary Reports; and the Cariboo College Five-Year Education Plan Directions for 1981-1986.

The purposes of the visit, the interviews and the review of the material were to check the congruency of the Institutional Evaluation with our observations and the perspectives of members of the College community; to determine what action had been taken by the Finance Department as a result of the recommendations contained in the Institutional Evaluation, what actions were planned and what recommendations still needed to be acted on; to gather additional information regarding the status of the Finance Department; to assess the performance and major dimensions of the Finance Department; and to verify the validity of the recommendations contained in the Institutional Evaluation.

People interviewed were encouraged to raise issues and to provide any information they felt would be valuable to the study.

Findings

Budgeting and Budget

- (1) The Operating and Capital budget is prepared in accordance with a critical path that allows for input from all department heads and chairpersons.
- (2) The critical path is adhered to, and budget information is provided to the Ministry by the required dates.

- (3) Decisions along the critical path are made initially by the Bursar, department heads and chairpersons involved, and appropriate Vice-Principals; then by the Principal, Executive Committee, the Finance and Education Committees of the Board; then the College Board.
- (4) Good communication with all departments is maintained throughout the budgeting and funding process.
- (5) The budgeting process is primarily incremental; however the Bursar stated that last year the College did a "major overhaul."
- (6) If the level of funding is less than the amount requested, priorities are determined with department heads or chairpersons and the appropriate Vice-Principal; then an expenditure plan is prepared for the College Board.
- (7) The Bursar finds it difficult to provide more information to department heads or chairpersons regarding the criteria used by the Ministry and the Councils in reviewing and evaluating budget estimates. These criteria are not well known.
- (8) The systems in place to control expenditures are well documented and effective.
- (9) Department heads and chairpersons are held responsible for the bottom line of their budgets, with the exception of the travel funds, which cannot be overspent. They are provided with monthly budget reports which give data on encumbrances, expenditures during current month, and expenditures to date of uncommitted balance in each budget code area.

Accounting System

- (1) The strengths of the Finance Department are correctly identified in the Institutional Evaluation and the Finance Department should be commended for these as well as for the substantial improvements noted in the accounting system during the past several years. The development of the accounting system to generate financial reports to meet management needs is a particularly noteworthy achievement.
- (2) The procedures and systems which govern the control and recording of budgetary and financial transactions appears appropriate and the quality of staff as reflected in the strength of the Department appears to be very good.
- (3) Chairpersons and department heads have difficulty interpreting the monthly budget reports. A plan exists for a member of the Bursar's staff to meet monthly with all department heads and chairpersons to review their expenditure reports.

Financial Planning

- (1) With the introduction of five-year operating/capital budgeting the College Administration and Ministry have recognized the need and value of advanced planning.

Comparative Instructional Costs

- (1) These are currently available as recorded on the TV27 and CE120 reports. Additional comparative data should be available with the PACS service measures.

RECOMMENDATIONS

- (1) We concur with the recommendation that the Finance Department provide better orientation to budget preparation for newly appointed chairpersons and department heads. We understand that this is already being done.
- (2) We concur with the recommendation that greater use of formalized priority systems should be made in the budget allocation process. We believe that the intent of the original recommendation is to ensure that scarce resources be allocated on a needs basis and not in an across the board cut for all departments.
- (3) We concur with the recommendation that the system of allocation of financial resources be matched continually with the educational plans and goals for the institution. Such regular reviews are taking place.
- (4) We concur with the recommendation that consideration be given to enhancing the monthly Departmental Budget Expenditure Report by providing means of identifying each encumbrance or actual expenditure for the month. This enhancement is already in process and a member of the Bursar's staff will be meeting with all department heads and chairpersons on a monthly basis to review their expenditure reports.

II. PHYSICAL PLANT

As noted in the introductory comments to this report, the team was unable to complete an in-depth review of items covered in this section of the report. However, a number of comments and recommendations regarding physical facilities are made in other sections of the report.

The extensive nature of existing and planned facilities, and particularly in the light of the pressure which an expanding program will place on the facility, leads the team to recognize a general need for centralizing responsibility for facility planning and administration.

III. 1 PERSONNEL OFFICE

INTRODUCTION

A study was undertaken of the Personnel Office of Cariboo College with a view to substantiating and clarifying the information contained in the Cariboo College Institutional Evaluation. The study consisted of interviews with the Personnel & Industrial Relations Manager; the chairman of the faculty associations Salary & Working Conditions Committee; the CUPE Local chairperson; the Vice-Principal, Administration; the Vice-Principal, Education; the Labour Relations Board Committee chairman, and two department chairpersons.

The Personnel Office was visited and the following were reviewed; the Cariboo College Institutional Evaluation; the recruitment and interview procedure; the Wage and Salary Policy; the Cariboo College Five-Year Education Plan Directions for 1981-1986; the 1979/80 Collective Agreement between Cariboo College Board and Cariboo College Faculty Association; the Collective Agreement between the Cariboo College Board and the Canadian Union of Public Employees, Local 900, July 1, 1979 to June 30, 1981; the Cariboo College Employee Appraisal Report Forms; the subcommittee report on Instructional Support Staff; the subcommittee report on Instructional Staff; the Administrative Staff Benefits and the College Council Policy re Staff Benefits for Executive Officers.

The specific purposes of the visit, the interviews and the review of material were: to check the congruency of the Institutional Evaluation with our observations and the perspectives of members of the College community; to determine what action had been taken by the Personnel Office as a result of the recommendations contained in the Institutional Evaluation, what actions were planned and what recommendations needed to be acted on; to gather additional information regarding the status of the Personnel Office; to assess the performance and major functions of the Personnel Office and to verify the validity of the recommendations contained in the Institutional Evaluation.

People interviewed were encouraged to raise issues and to provide any information they felt would be valuable to the study.

FINDINGS

Policy

- (1) The College Board sets personnel policy on the recommendation of the Administration of the College.

Service

- (1) The recruitment, selection and hiring procedures appear to be working effectively, although several people participate in the selection process, even at the clerical level.
- (2) The policy of the College Board is that all full time ongoing positions must be advertised. Furthermore, all "full load" temporary positions in excess of one month are advertised. The Personnel Office does, however, maintain a list of possible candidates for most lower-level positions.
- (3) At the present time the orientation for new employees is done once a year only. The Personnel Office does give new staff a short verbal orientation, but any additional orientation is left to the department heads.
- (4) Recommendations to hire employees are made by the search committee to the Personnel & Industrial Relations Manager. The Manager in turn recommends these appointments to the Principal, who rarely dissents.
- (5) There appears to be a lack of understanding regarding the procedures required to fill a new position. Combined with the requirement included in the CUPE Collective Agreement to advertise internally, this lack may contribute to a perceived lag time between the approval of a position and the appearance of advertising.
- (6) The labour relations aspect of the Personnel & Industrial Relations Manager's functions appears to be in conflict with the normal staff functions of a personnel manager. This perceived problem is exacerbated by the fact that the Personnel & Industrial Relations Manager is expected to provide personal and financial counselling.
- (7) The negotiating team is led by the Personnel & Industrial Relations Manager and consists of the Bursar, the Vice-Principal, Education (for negotiations with faculty), the Vice-Principal, Administration (for negotiations with CUPE), and two College Board members. The Committee receives input from the Executive Committee and makes recommendations on issues to the subcommittee of the Board which supplies its negotiating guidelines. There is a plan to remove the financial input from the negotiating table with the hope of creating an improved negotiating environment.

Personnel

- (1) Given the current level of responsibilities, the Personnel Office appears to be adequately staffed with competent people who take pride in their work.

Facilities

Additional space for the purpose of conducting employee interviews was made available in 1980.

III. 2 INSTRUCTIONAL STAFF

Findings

The results of the Capri Survey, which showed that "the College was not performing satisfactorily in the area of 'process goals' - that is, goals having to do with communication, atmosphere and the processes by which things were accomplished" were particularly evident in matters such as negotiations, professional development and evaluation which related to instructional staff.

It should be clear that the function of the Personnel Office in all matters relating to instructional staff, including recruitment, selection, hiring, orientation, evaluation and professional development, is a staff function and that the primary responsibility for these is the Vice-Principal, Education's. The recommendations at the conclusion of this report are made in that context.

Recruitment, Selection and Hiring

- (1) These processes are done in accordance with the procedures outlined in the previous section. The selection process is done by a committee comprised of the department chairperson, other instructional staff and the Personnel & Industrial Relations Manager if requested. The Personnel & Industrial Relations Manager carries a staff supporting function and it is important that the role of the Personnel Office be restricted to that. Such support is very helpful.
- (2) Faculty expressed concern at not being able to advertise instructional positions prior to knowing the budget allocation. It was felt that this policy gave other institutions an unfair advantage and a better opportunity to attract candidates of a high calibre.

Negotiations

This is an extremely sensitive subject on which an overwhelming amount of energy is expended by many members of the College community. An often bitter adversarial climate is evident as a result of the protracted negotiations. There are still two issues to be resolved in the 1980-81 Faculty Association Collective Agreement. These issues are release time for the Faculty Association Executive, and political leave.

The incentive to resolve bargaining issues between faculty and Board seems to have been removed by the mediation and arbitration provisions in the existing collective agreement. Protracted negotiations therefore seem inevitable. The new contract proposal provides a timetable during which negotiations must take place prior to arbitration and should limit the duration of negotiations considerably.

Evaluation

Instructors are evaluated according to the terms and by means of the procedures set out in the Faculty Association Collective Agreement. There are a number of problems:

- (1) The current process establishes as many standards as there are chairpersons. Instructor expectations vary.
- (2) Evaluation of instructors occurs only within the context of contract renewal. This removes the emphasis from instructional improvement.
- (3) It appears to students that their role in the evaluation process is not always taken into consideration.

Professional Development

"Professional Development and activities are the focus of some disagreement between the faculty and administrative groups."

There are four ways in which professional development activities are provided for instructional staff:

- (1) Nine weeks in the contract year are set aside for a Professional Development Work Program.
- (2) Access to seminars, workshops and conferences is provided.
- (3) A Leave Committee chaired by the Vice-Principal, Education considers applications for long- and short-term assisted and unassisted leave.
- (4) There are in-service activities, including lectures, articulation meetings and workshops.

Faculty feel that the administration does not favour Professional Development and that not enough funds are available. At the same time there is some recognition that several faculty members are not aware of the importance of Professional Development and that some chairpersons do not require that the nine-week Professional Development Work Program be completed. The Vice-Principal, Education is not required to approve the nine-week Professional Development Work Program. There is little follow-up of Professional Development activities.

The Administration feels that it does support Professional Development by providing \$40,000 for a Leave Fund, \$300 per discipline and \$300 per faculty member. The Vice-Principal, Education is planning to recommend a one-half time release for a faculty member to act as a staff development coordinator for the College.

III. 3 SUPPORT STAFF

Findings

Recruitment, Hiring and Selection

The selection process is done by a committee, and the posting of positions is done in accordance with the terms and conditions of the Collective Agreement with CUPE.

Evaluation

For support staff there is only one performance appraisal, which takes place after the initial three-month probationary period. There is some desire for an annual performance appraisal, because such appraisals offer an opportunity for employee and supervisor to agree on performance standards and goals.

Professional Development

There are very few professional or staff development opportunities for support staff other than job-related courses offered by the College.

III. 4 ADMINISTRATIVE STAFF

INTRODUCTION

The Personnel Policy and Procedures Manual for this group of employees is still being worked on. Two documents entitled Administrative Staff Benefits and Executive Staff Benefits are available and contain information which would be included in a Policy and Procedures Manual.

Findings

Evaluation

There is a very comprehensive performance appraisal system which is used once a year to evaluate the performance of administrative staff. The performance appraisal is not tied to a merit increase; however, the wage and salary policy for this group of employees has the provision for a 2% merit bonus when an employee has reached the top of the salary scale. The wage and salary policy is quite unique and allows administrative staff to reach the top of their grade in three years. The ranges of the grades are not wide.

Professional Development

Provisions are flexible and requests are approved by the Principal.

RECOMMENDATIONS

As previously stated in the section on instructional staff, the function of the Personnel Office in all matters relating to instructional staff, including recruitment, selection, hiring, orientation, evaluation and professional development is a staff function and that the primary responsibility for these is the Vice-Principal, Education's. Recommendations related to these functions for instructional staff are made in that context.

1. We concur with the recommendation that additional office space be allocated to the Personnel Office; this has already been done.
2. We concur with the recommendation that periodic newsletters inform the College community of promotions and new staff. The Personnel & Industrial Relations Manager has reported that this is now a normal event.
3. We concur with the recommendation that the composition of an interview committee not change during the process of filling one position.
4. We concur with the recommendation that a clerk be hired for the Personnel Office. Furthermore, we recommend that the Principal and vice-principals assign priorities to all new positions recommended in the Institutional Evaluation and any other new positions identified since the Institutional Evaluation was completed. As funds become available the appropriate positions will be filled.
5. We concur with the recommendation that the process of faculty evaluation be reviewed. It should be recognized that instructional requirements may differ from department to department and that this lack of uniformity will not readily be overcome. The College should define standards which could be used to evaluate performance. It should conduct training programs to train chairpersons in the interpretation of standards and in methods used to conduct a performance appraisal. There should be formative as well as summative evaluations. Better student evaluation forms as well as student evaluation mechanisms are also required. Students should be made aware of their role in the evaluation process.
6. We concur with the recommendation that a procedure regarding issuance of instructional staff contracts be included in the Procedures Manual.
7. We concur with the recommendation that a procedure regarding the issuance of temporary instructional contracts be included in the Procedures Manual.
8. We concur with the recommendation that some form of performance appraisal be considered for members of the support staff. The purpose of this appraisal should be to communicate to the employee how well he/she is performing.

9. We concur with the recommendation that a review be made into offering a merit system to recognize excellent performance by support staff.
10. We concur with the recommendation that funds be allotted to plan and implement innovative approaches to teaching/learning processes for the 1980/81 budget. This is already in effect (e.g. Instructional Skills Program).
11. We concur with the recommendation that the Personnel Department provide basic orientation to new staff at the time of appointment, and group sessions from time to time as the need arises.
12. We concur with the recommendation that the Vice-Principal, Education expand current new instructor orientation to include demonstration by the Instructional Technique Facilitators groups. We understand that this has already been done.
13. We concur with the recommendation that the Vice-Principal, Education encourage in-service workshops for instructors.

The Vice-Principal, Education intends that a faculty member be released one-half time to act as a Staff Development Co-ordinator.

The Administration should make a clear and positive statement re professional development and continue to support it by providing the funds required to maintain a comprehensive program. This program could be complemented with a manpower planning program and furthermore the level of professional development activities undertaken by faculty should be a consideration during the evaluation process. The Vice-Principal, Education, should be required to approve the nine-week Professional Development Work Program.

The Leave Committee should review its policy regarding the criteria used to determine the level of financial support provided for short- and long-term leave with a view to encouraging professional development through the assisted leave provision.

14. We concur with the recommendation that the Vice-Principal, Education establish a clearing house service for teacher exchange by 81/82. We understand that this has already been done.
15. We concur with the recommendation that the Vice-Principal, Education require the chairpersons to establish a mechanism to review professional development activities of staff, including a follow-up interview.
16. We concur with the recommendation that the Personnel Department establish a professional development information centre regarding training opportunities. This could be the responsibility of the half-time staff development co-ordinator who is to be named by the Vice-Principal, Education.

17. We concur with the recommendation that the Faculty Association establish a forum to provide a regular exchange of teaching ideas within the institution and with other institutions.
18. We concur with the recommendation that the comprehensive, multi-faceted evaluation process undertaken by faculty and administration be extended to support staff.
19. We concur with the recommendation that each employee review his/her job description annually with his/her supervisor.
20. We concur with the recommendation that supervisors give positive reinforcement whenever warranted.
21. We concur with the recommendation that retraining opportunities be provided. We understand that this is already happening.
22. We concur with the recommendation that opportunities for input be given to appropriate staff during the hiring process. We understand that this is already happening.
23. We concur with the recommendation that interviewees be given an opportunity to spend some time at the College, meeting relevant staff and seeing the College. We understand that this is already happening.
24. We concur with the recommendation that candidates on short list be supplied with an expanded information package including the college calendar, a copy of the Chronicle, Chamber of Commerce information about Kamloops for out-of-town applicants, and a formal job description. We understand that this is already happening.
25. We concur with the recommendation that the Personnel Office place greater emphasis on individuals' welfare. This recommendation may be a result of the dual capacity of the Personnel & Industrial Relations Manager as negotiator and personnel manager. We do not know how the apparent conflicts inherent in these two roles can be resolved without the undesirable step of adding another senior person.
26. We concur with the recommendation that regular in-house supervisory training programs be provided. Apparently this has already happened through Continuing Education.
27. We concur with the recommendation that job opportunities be posted throughout the College. An appropriate number of official posting areas should be designated throughout the College.
28. We concur with the recommendation that all news releases on bargaining matters be joint news releases. It would be in the best interests of the parties negotiating to negotiate at the table.

29. We concur with the recommendation that the College Negotiator or Board representative at the negotiating table report directly to the full Board on the status of negotiations.
30. We disagree with the recommendation that the Board negotiate directly with faculty and staff.

We recommend -

31. That a proposal to establish a timetable in order to limit the length of negotiations be developed and accepted.
32. That the College Board, Faculty Association and Administration make a concerted effort to quickly resolve the outstanding Faculty Association Collective Agreement.
33. That the Personnel & Industrial Relations Manager stop providing personal and financial counselling. If it is felt that this service is either highly desirable or necessary, the Principal and vice-principals should determine how it will be provided. Apparently Counselling would be willing to provide such services as its time allows.
34. That the Wage and Salary Policy for Administrative staff be reviewed.
35. That approval be given to advertise(subject to budget approval), at least some vacant or proposed faculty positions prior to the College being made aware of the level of funding it will receive.
36. That a Personnel Policy and Procedures Manual for Administrative staff be developed.

IV. SUPPORT SERVICES

1 PURCHASING/STORES DEPARTMENT

INTRODUCTION

A study was undertaken of the Purchasing/Stores Department of Cariboo College with a view to substantiating and clarifying the information contained in the Cariboo College Institutional Evaluation. The study consisted of interviews with two storemen, two faculty chairpersons, and the Bursar. Unfortunately the Buyer was not available; however, the Purchasing/Stores facility was visited.

The following were reviewed: The Cariboo College Institutional Evaluation; the Purchasing/Stores subcommittee report; the forms for purchase requisition and purchase order; the Expenditure Control and Purchasing Procedure Flow Chart.

The purposes of the visit, the interviews and the review of the material were to check the congruency of the Institutional Evaluation with our observations and the perspectives of members of the College community; to determine what action had been taken by the Purchasing/Stores Department as a result of the recommendations contained in the Institutional Evaluation, what actions were planned and what recommendations still needed to be acted on; to gather additional information regarding the status of the Purchasing/Stores Department; to assess the performance and major functions of the Purchasing/Stores Department; and to verify the validity of the recommendations contained in the Institutional Evaluation.

People interviewed were encouraged to raise issues and to provide any information they felt would be valuable to the study.

Findings

Policy

The Purchasing/Stores Department is a relatively new department which has been operating since 1978 and is the authorized representative of all departments of Cariboo College in dealing with firms supplying goods and services. The Purchasing/Stores Department maintains a modest Stores Department and also provides a number of other services to the College community. The primary objective of the department is to do all the purchasing for the College.

Service

- (1) The department is currently working on a Purchasing Policy and Procedures Manual.

- (2) The Purchase Requisition and Purchase Order Forms are effective and together with the procedures in effect provide the controls which are necessary. Purchase Orders are signed in the Bursar's office and this step has the effect of separating the purchasing and receiving functions.
- (3) The Purchasing/Stores Department has not been able to assume all purchasing functions for the entire College because of the additional workload the Buyer has had in physical plant and because of the relative uniqueness of the department.
- (4) The Purchasing/Stores Department does purchase all items in excess of \$300, obtain the necessary number of quotations, and take advantage of available tax exemptions.
- (5) They have established a local Purchase Order system for the Williams Lake campus which enables departments at that campus to issue Purchase Orders for goods and services up to \$300. Within Kamloops any goods or services required in excess of \$20 requires a Purchase Order issued through the Purchasing/Stores Department.
- (6) The Purchasing/Stores Department will also be acquiring service and maintenance contracts.
- (7) The stores function is a modest operation which stocks and supplies stationery and office supplies for the College. The Department is also attempting to standardize furniture. The Bursar estimated that at the end of the year the value of goods in stores would be around \$10,000.
- (8) The services provided by the two storemen include a great deal more than the stores function. The Department acts as central receiving for the entire College and in addition picks up and delivers material throughout the College.
- (9) The Purchasing/Stores Department is also responsible for the pick-up and delivery of mail. This service is not seen to be effective and should be reviewed.
- (10) There are some problems associated with the services provided by the stores. The Bursar is aware of these problems, which focus around the personnel and might be compounded by the lack of adequate planning by departments.

Personnel

There are five people employed in the Purchasing/Stores Department: a Buyer, a clerk, two storesmen and one courier. The Bursar is aware of the personnel problems which exist in this area.

Facilities

The Purchasing/Stores Department share facilities with a number of other unrelated departments. The facilities did not seem excessive for this size of operation and the number of services provided from this area. However, because the Buyer was unavailable it was difficult to determine which material belonged to the Stores Department.

RECOMMENDATIONS

- (1) We concur with the recommendation that the mail system be reviewed. The review should try to determine not only how to provide faster service but also alternative methods and/or structures for providing this service.
- (2) We concur with the recommendation that all tendering requirements should be processed through the Purchasing Department. We assume that this recommendation is intended to prevent individual departments from obtaining quotations.
- (3) We disagree with the recommendation that a central mail room be established in the main building pending the outcome of the review referred to in (1).

IV. 2 DUPLICATING

POLICY AND SERVICE:

The duplicating service has adopted a good policy and put into place procedures which ensure that it is carried out. The use of date required is a logical and effective system. Everyone interviewed indicated satisfaction with the service.

PERSONNEL AND FACILITIES:

The number of staff and their training is adequate to meet current needs. The equipment is adequate to provide up to 50% more service although this would require more staff.

The area allocated is not adequate but reasonable interim measures are being taken and long term plans are being made for a better facility.

RECOMMENDATIONS:

#1 - Interim steps in process.

#2 - Agreed

#3 - Agreed

IV. 3 LIBRARY

POLICY: The lack of college policy on the role of the library in the college is the root from which many of the identified concerns grow.

SERVICE:

Holdings: There has been an improvement in the collection in depth and currency since the original report was written. The addition of public services librarian position has made it possible for the library to expend its full collection budget in a productive and responsible way.

The figures provided in the report show quite clearly that the collection development budget has not kept pace with inflation. In interviews with faculty, this surfaced most clearly in the comments about the periodicals collection. If the budget is not adjusted this will be an area of growing dissatisfaction among faculty.

Procedures and

services: The hours of operation are appropriate. The range of services offered is sound. As stated in the report, the services are primarily passive rather than outreach. Some progress in this area has been made with the addition of the public services librarian position but a great deal more remains to be done if and when there is adequate personnel.

Evaluation of the library service by users is being developed in a creative manner.

The circulation ratio has improved since the collection was weeded. Efforts to keep it current and develop its depth and correct its weaknesses should help to maintain this trend.

Personnel: The report clearly indicates the problems arising from the shortage of personnel. This seems an accurate perception.

The librarian's estimates of adequate staff are much more reasonable than the cited CACUL standards.

The present personnel are adequately and appropriately trained and the internal functions are performed efficiently.

Facilities: The reported state of current facilities is accurate. The proposed expansion makes further comment on facilities superfluous.

RECOMMENDATIONS:

#1 - Actioned

#2 - In process

#3 - This recommendation is crucial. The role of the library in the college

must be stated in a clear policy which could be based on the BCAC Library Policy Guideline.

- #4 - In process *(Increase in support staff and professional staff.)*
- #5 - Agreed. This would support the integral nature of the library in the instructional process.
- #6 - In process
- #7 - In process
- #8 - This CACUL standard is inappropriate to this institution. The new Management Indicators developed for the Management Advisory Committee are more appropriate. Certainly ongoing collection development is essential.
- #9 - Agreed. Indications are that this will happen once the facilities are expanded and an appropriate space is available.
- #10 - In process *(Student handbook)*
- #11 - In process
- #12 - Agreed if after a careful review of possible goals and guidelines a sound basis for a viable ongoing committee is found.
- #13 - Actioned
- #14 - Actioned
- #15 - Actioned
- #16 - A college policy is required in this area. A clear statement of the relationship between the public and college libraries is needed.

COMMENTS

1. The institutional evaluation did not address service to other campuses. The response to inquiries in this area were mixed. The Merritt and Goldbridge sites situation is satisfactory. Williams Lake response indicated a degree of dissatisfaction among students that neither the public library nor the college is meeting their need for resource material adequately. The time lag makes the current distance service inadequate. Faculty seem resigned to a lack of resources, filling the gaps as best they can. The faculty at the Allan Matthews centre, although not nearly as isolated, reflected a similar situation.

RECOMMENDATIONS:

1. That a policy on the role of the library in the college be developed.
2. That a policy on the extent of service to other sites be developed. implications for personnel need to be addressed.

IV. 4 AUDIO-VISUAL SERVICES

POLICY:

A policy has been adopted on the role and function of the audio-visual service to the college. This should give direction to future development of the service.

SERVICE:

Equipment and Software: Past purchasing procedures, and to some extent present ones, have produced a situation where there is no central inventory of equipment owned by the college. Planning of future purchases and co-ordination of hardware to be compatible is difficult in this type of situation.

The software collection has been catalogued and most of it centralized. This is a logical development which should allow a balanced and efficient collection to be developed.

Services: Statistics cited indicate that A-V equipment is heavily used and that the service is efficient. There is some need for a better delivery or depot system so that faculty do not have to transport awkward equipment between buildings.

Maintenance of equipment is a major concern because of the distance from service centres leading to both high costs and time delay. This is well documented in the report.

Instruction: The processes and techniques in use seem adequate. An increase in personnel should allow for an expansion of this activity.

Personnel: The need for a maintenance technician has been clearly identified and justified in the report.

A need was expressed in faculty interviews for an A-V software specialist. This would be a reference, selection, and collection development function which is felt to be lacking.

Facilities: The proposed expansion of the library and the integration of services make comments on the present facilities inappropriate. If the proposed expansion does not go ahead a thorough review of facilities will be required.

1. RECOMMENDATIONS:

#1 - Agreed

#2 - In process

#3 - Actioned

Actioned #4 - This is an important procedural step assuming it is viewed in the context of the new L.R.C. arrangement.

5 - Actioned

#6 - The Bursar indicated this is in process.

2. RECOMMENDATIONS:

1. That an A-V software specialist be identified within the professional staff of the L.R.C. This may have to be deferred until there is more personnel.
2. Other sites lack A-V equipment and have no routine maintenance service. That a policy of service to other sites be developed. Implications for personnel need to be addressed.

V. STUDENT SERVICES - GENERAL

Interviews were held with members of all constituencies of the College on the general subject of student services. It was the unanimous view that there should be a Director appointed for Student Services to achieve a smooth-functioning, coordinated organization. Under present arrangements, the various functions are a collection of fragmented units.

RECOMMENDATIONS

It is recommended that a Director of Student Services be established at an early date to assume jurisdiction over all student service functions including Appeals, Bookstore, Athletics, the service function of Food Services, Health Services, Counselling, Women's Access, Financial Aid, Admission/Registrar, Area Liaison with Student Government and Student Body, and Placement.

If such a position is established, care should be taken that the person chosen have a good knowledge of the system in British Columbia, and, most importantly, a sensitivity to students and their needs, and an ability to coordinate the variety of units which would be included in the Student Services area.

V.1 BOOKSTORE

Interviews were held with Bookstore personnel and others, including administrators, faculty and students. Many commendations were received concerning the bookstore operation.

RECOMMENDATIONS

1. Agreed
2. Agreed

While the Bookstore is operating under very crowded conditions, it is providing an excellent service. Additional space is sorely needed and plans are underway to provide such additional space in the Library.

Present staff is at the same level as it was five or six years ago. Receipts at that time were 75,000. a year, while for the present year the total will reach almost \$400,000. Steps should be taken to obtain an additional staff member now.

If, and when, additional space is available, additional staff will be required.

V. 2 HEALTH SERVICES

Interviews concerning Health Services included discussion with the Occupational Health Officer and others, including administrators and faculty.

The service is provided by the Occupational Health Officer, with relief $1\frac{1}{2}$ days a month so that the Health Officer may undertake audio and visual testing.

Considerable commendation was given to the Health Services by the various persons interviewed in the College.

RECOMMENDATIONS

1. Action has been taken
2. Action taken
3. Agreed
4. Agreed

It is suggested that expansion of the Health Services be undertaken according to the five-year plan. Accordingly space facilities should be increased to accommodate any such increase.

V.3 FOOD SERVICES

Interviews were held with Food Services personnel and others, including administrators, faculty, staff and students. The comments received on the Food Services were of a complimentary nature, and it was the unanimous observation that the Food Services unit is providing a fine service.

RECOMMENDATIONS

8 and 9 - Pages 56 and 57, Internal Report

8 - 1 to 11 - Agreed

9 - Agreed

COMMENTS

1. Item number 6 should receive attention at a very early date. Students have to change in the public washroom, and, also, there are no shower facilities available. The lack of appropriate facilities is contravening health regulations.
2. Items number 7 and 8 urgently required to cope with the daily traffic in this unit. At peak times there is a severe overload in the facility.
3. Items numbers 1, 2, 3, 4, 5, 9, 10 and 11 are required to service the population or to rearrange the facilities so that there will be an appropriate training situation. The present arrangement comprehends

a service arrangement rather than a training facility. Every effort should be made to implement the recommendations listed.

4. While it is agreed that Recommendation Number 9 should be implemented, care should be taken to limit such an installation to a soup and sandwich type operation. To go beyond these limits could well cause staffing and other problems relating to supply.

V. 4 ATHLETICS

Interviews were held with the Athletic Coordinator and others, including administrators and faculty.

The extra- and intra-mural program at Cariboo College is indeed impressive. The College's participating in Totem Conference has indeed been enthusiastic and extensive. It is commendable.

Facilities at the College are very acceptable and appear to be of a high order.

RECOMMENDATIONS

1. Completed.
2. Priority #1 in planning. Agreed.
3. Agreed
4. Agreed
5. Priority #2 in planning - Agreed.

One major concern of the Athletic Department was an increased interest by all B.C. Colleges in an expanded Athletic Program for the Province. Every encouragement should be given to an enhanced program for the College and for the Province.

V.5 FINANCIAL AID

Interviews were undertaken with Student Services personnel, and others, including administrators and faculty. There was total consensus that a very good service is being performed by the Financial Aid unit. Time is fully occupied of the two persons employed and peak periods do become very heavy.

RECOMMENDATIONS

1. Agreed - See below
2. Agreed - See below
3. Agreed - See below
4. Agreed - Placement
5. Ongoing
6. Agreed
7. Changes made by Government

COMMENTS

1. Ways and means should be considered for dissemination of information on financial aid to students - boards, booklets, racks and similar aids could be utilized.
2. Every effort should be made to obtain funds from the community for use of scholarships, bursaries and student assistance funds.
3. The concept of a financial aid committee with student and faculty representation would be of value in administering the program and financial aid resources. Such committee should meet periodically, but as often as is productive and is of assistance to the unit.
4. The reduction of the recently instituted reduction to 12 weeks for financial aid guidelines will cause additional work and, will probably, necessitate additional staff assistance.

V.6 COUNSELLING, WOMEN'S ACCESS & STUDY SKILLS

Interviews were held with counsellors, on a variety of other persons, including administrators, faculty, students and staff.

Many favourable comments were received regarding the Counselling Department. However, persons who worked on the sub-committee for the Counselling section of the Internal Evaluation, as well as members of the Counselling Department, expressed major concern with the Internal Report dealing with the Counselling area. The sub-committee submitted to the steering committee eight items concerning Counselling, one item on Women's Access, and two items on the Study Skill's Centre. Only item 2 of the Counselling Section was included in the Internal Report recommendations and that item appeared in the Facilities Section.

Appearing in the Counselling Section were five other recommendations of which the Counsellors and sub-committee members were not aware and had not had any opportunity to consider.

It is suggested that consideration be given for action deemed appropriate in the circumstances.

RECOMMENDATIONS

1. On the question of faculty advisor system the Counselling Department desires to give full consideration to the proposal before any action may be taken. Agreed.
2. Agreed - Would appear to be an Admissions area recommendation.
3. Agreed.
4. Agreed.
5. Agreed.

COMMENTS

Observations received and are recommended:

1. That the Women's Access Centre be moved into the Counselling Centre as soon as opportunity permits so there will be in integration of this service with that of Counselling.
2. That there be made available for the Counselling Department a well-planned, appropriate, expanded facility making a more comprehensive Centre, which proposal is included in Physical Facilities. Coupled with this recommendation - that there be a Career Resources and Information Centre established in the Counselling area coordinated with a Placement Centre if such is established.
3. That an appropriate staff assistant be made available for the expanded area.
4. That consideration be given to ways and means for improved communications between the Study Skills Centre and other units of the College.
5. That staff be fully aware of the importance of dealing with persons at the reception area in a courteous and friendly manner; and/or that appropriate orientation be given to new staff members operating in this capacity.
6. If possible, a more appropriate waiting area be established, pending the implementation of point number two above. This could be difficult. A rearrangement of furniture may create a more private waiting area.

V. 7 ADMISSION/REGISTRAR

Interviews were held with a wide variety of persons, including personnel of the unit, administrators, faculty, counsellors, staff and students. While it was generally recognized that problems are encountered with the turnaround time of the computer system and other data being obtained, concern was expressed for delays in schedules, marks and registration.

Action taken recently to establish a Registrar's Committee, with student representation, to examine the procedures involved, should help in the total process of admissions, registration, record handling, class lists, schedules of courses and distribution of marks.

One major concern is that the present computer system was designed for limited use but handling of records and related matters as well as a host of requests for other material, it is felt, is beyond the capability of the system.

RECOMMENDATIONS

It is agreed that all recommendations - 1 to 12 would be beneficial to the College and student body.

COMMENTS

1. Every effort should be made to have schedules of courses available at the earliest possible date.
2. Turn around time for handling of data by the computer system articulated with Simon Fraser University seem to be a relatively lengthy time. Every effort should be made to install an on line system in order to avoid delays and supply better service for all concerns in the College.
3. A careful study should be made of the relationship of the Registrar's area and both outlying satellite centres, especially Williams Lake. While arrangements may be suitable for the present, an appropriate system should now be established to cope with future growth and eliminate problems which could occur with a limited manual system.
4. Careful examination should be undertaken of the staff resources of the Registrar's area, and limitations on its ability to provide service to the College.
5. Requests for data from the computer system, in addition to the normal functions for which the system was designed, should be carefully screened, and a strict prioritization of work to be done should be undertaken continually.
6. Every effort should be made to meet deadline requirements, by Departments and Units which supply data and information to the Registrar's area.
7. In summary, a major effort on the part of the Registrar's Committee, should be made to improve services to the College as a whole.

V. 8 COLLEGE AFFAIRS

(STUDENT AFFAIRS PORTION)

Interviews were held with the College Affairs Manager and others, including administrators, faculty and students.

It is recommended that those items concerning student relations such as interface with student government, exploration of College rules and regulations to students and formal advisor in appeals procedure now handled by the College Affairs Manager, be transferred to the Director of Student Services, if and when such position is established.

RECOMMENDATIONS

Those recommendations contained in Pages 132- 134^{*} as concerning student affairs, would become the responsibility of the Director if so appointed.

V. 9 STUDENT SOCIETY

Interviews with Student Council and other members of the student body revealed the following concerns and commendations:

1. A real need for a position of Director of Student Services, to which student could go for consultation, advice, direction, appeal and general liaison. All student services should report to the Director as the students feel there is presently a fragmentation of the various services.
2. While it is recognized certain appeal procedures are outlined for certain purposes, it is felt there should be a specific policy to cover harassment, both against students and by students.
3. A concern for the problem of housing. That action be taken to pursue this question with the Ministry. In the interim, on the local basis the Society would be willing to handle the housing list for the College.
4. A concern for the increase in fees.
5. A well stacked information centre in the Counselling Area to give literature on a broad range of education, institutions, programs available, work possibilities and similar information.
6. An understanding of problems faced by the Registrar's area but a need for a reduction in the time taken for distribution of marks.
7. That in general there is a good relationship with administration and faculty, with the reservation that there is need for liaison with a student services director.
8. There was considerable praise for the Counselling Department, pointing out there was a flexibility and desire to meet student needs.

* Self Study

V. 10 PLACEMENT

Recommendation was made in the Financial Aid Section of the report that an employment office be established.

This office would be a valuable addition to the Student Service area. Whether it should report to the Financial Aid Unit should be carefully considered. It would seem that it may well be a separate unit.

In some instances Manpower supplies to educational institutions the services of a Manpower Placement Officer. This source of funding should be explored for staffing of a Placement Centre.

VI. CONTINUING EDUCATION

1. INTRODUCTORY REMARKS

The external evaluation team quickly discovered that only one member of the Continuing Education Division who was part of the original institutional self-study process remained with the College. New personnel perceived the study as having historical significance but did not relate to all of the content as relevant to the present. Perceptions were gathered in this atmosphere.

2. OBJECTIVES AND PURPOSE - OBSERVATIONS

The Continuing Education Division believes that its mandate (as expressed in the 5 year educational plan) is to extend the services of the College into its region.

The Division intends to pursue this goal by:

- 1) Identifying and assessing community needs.
- 2) Finding the necessary resources to meet these needs from both within and outside the College.
- 3) Providing administrative support for established programs.
- 4) Exploring and developing alternative non-traditional delivery systems.
- 5) Acting as a broker for other post secondary institutions for programs not included in the mandate of the College.
- 6) Acting in a community development role by assisting specific groups design and develop programs.
- 7) Engaging in public relations through dissemination of information about the College and its course offerings.
- 8) Providing evening programming for community needs in vocational, career, academic and general interest areas.

3. ADMINISTRATION - OBSERVATIONS

The staffing and organization of this Division will require constant attention if the area is to be enabled to carry out its mandate. The team was impressed by the clearly articulated philosophy of providing administrative support to program development without attempting to create parallel services to those already in existence at the College. This sometimes creates difficulties because often the systems which successfully meet the needs of other departments on the main campus

need modification when applied to the Continuing Education division because of its need to respond rapidly to community needs. The perceptions of those involved seems to indicate that there is a willingness to make such modifications. The issue of whether or not registration should be handled centrally is one such example. Again, these critical areas should be carefully monitored as the size and scope of Continuing Education programming continues to expand.

4. FACULTY AND STAFF - OBSERVATIONS

The creation of the position of Regional Director for the Division reporting to the Vice Principal, Education, has had a very positive impact on the Division and its operation. Concern was expressed for the need for another Director position to share responsibilities particularly for developmental program areas.

There is a good degree of dedication and commitment on the part of the faculty and staff of this Division. Faculty demonstrate good knowledge of their communities. The work of program coordinators, carrying responsibility for special programs and special populations, addressing the needs of the Native Indian population, the aged and women is having a significant impact on the communities served. Concern was expressed for need for more manpower in this area. The concept of local community coordinators on a fee for service basis appears to be a workable method by which to program in small communities.

Concern was expressed for the need for evaluative procedures for instructors of non-credit courses and for content of these courses.

5. PROGRAM - OBSERVATIONS

A broad, balanced Continuing Education program is now being offered at the main campus. The major thrust now is to develop a similar balanced program throughout the region. This program includes expanding College courses and programs throughout the region with the increased involvement of Academic, Career, Vocational and Adult Education Departments. It also involves developing new programs, in response to community needs, in areas of high priority such as special programs for Native Indian persons, for women, the aged, industrial and supervisory training and increased utilization of alternative delivery systems. The growing involvement with the Open Learning Institute and the Knowledge Network is an exciting example of the use of alternative non-traditional modes of education. Reorganization of the Division and assignment of responsibilities to reflect these priorities has recently been completed. This has resulted in more effective identification of community needs and development of a number of new programs. In addition, the exciting development of local community coordinators and community advisory committees along with the expansion of store front centres in larger communities has raised the awareness of the College's presence markedly throughout the region.

Community Education personnel implements needs assessments, accesses the resources to meet these needs and as appropriate, alerts the respective instructional department for the delivery of services. The Division presently perceives itself as primarily having an administrative rather than instructive role in its function of responding to community needs.

The relationship between Continuing Education Division and the Department of Adult Basic Education was obviously stressed and seriously impairing coordination and follow up with the community being served - in particular the Native Indian programs. A resolution of this situation is imperative.

Procedural process between Continuing Education and instructional departments for course delivery was perceived to be clear in some instances and unclear in others. Difficulty was identified in providing adequate resources to mount courses. Career program areas are concerned about lack of instructional time and funding required to launch needed upgrading - community interest non-credit courses.

Improved communication by the Continuing Education Division with the rest of the College was felt to be essential in order to build a greater acceptance of the role and services of the Division in administrative and outreach activities, particularly at the Department level.

The Williams Lake Centre is seen by centre personnel as a fast growing satellite soon to emerge with separate campus identity. From the main campus, Williams Lake Centre is viewed as an extension of the Continuing Education Division.

The Centre has a dual function as a community education outreach arm and base for a large number of Adult Basic Education courses. The currently strained relationship between these two departments is less evident at the Centre but still demands resolution for the sake of the students and liaison with the community. Funding resources are limited as are people resources. Linkage for services from main campus is problematic because of needed response time. Instructional resources are also limited, particularly for credit course offerings.

6. FACILITIES - OBSERVATIONS

The physical office location of Continuing Education on the Kamloops campus is centrally located in the administration building. The floor space is well utilized. At Williams Lake, the office is located on the second floor of a three storey building in the downtown area. Over the past two years, there has been a marked increase in public awareness of the centre as a community resource. The building is also occupied by other community agencies and business offices. It is recognized that the Williams Lake centre is fast growing and will soon require more space. Similar space needs apply to the central Continuing Education facilities. The

opening of the store front centre in Merritt has created an increased awareness of the college in that community.

Long range planning for future growth was a concern and interest on the part of personnel to provide input for planning was evident.

7. STUDENT SERVICES - OBSERVATIONS

The College is endeavouring, through its Continuing Education Division, to serve a broad spectrum of students in a large college region. A rich offering of educational opportunities with an abundance of student services are available on the Kamloops campus. In the outlying areas, depending on place and resources available, the student has access to a limited number of services. Students interviewed at the Williams Lake Centre see themselves benefiting educationally from attending the college but are conscious of specific lacks in readily accessible support services, i.e. library and counselling services. Concern was expressed for the need for improvement in the provision of these services.

8. COMMENDATIONS

- 1) The appointment of the Regional Director reporting to the Vice-Principal, Education, has engendered a viable thrust in overall initiation, planning, implementation, administration and coordination of the Continuing Education Division.
- 2) The College is fortunate to have deeply committed and well qualified personnel in the Continuing Education Division. A significant number of faculty have recently joined the College. In a remarkably short time, faculty have developed into a highly effective and productive team. The support staff in this area also demonstrated a willingness and effectiveness in assuming and carrying out a wide range of responsibilities. The local community coordinators also deserve a tremendous amount of credit for their programming efforts which are so essential to the effectiveness of the College in the outer areas.
- 3) Program Coordinators have built a number of strong community advisory committees and provide a good support to the individual community coordinators.
- 4) There appears to be a genuine willingness on the part of Program Coordinators to share information and problem solve together with the Regional Director.
- 5) A review of flyers and calendars published out of the Continuing Education Division evidences a fairly comprehensive offering of courses and reflects a rapidly expanding growth area of the College services.

9. RECOMMENDATIONS

- 1) That the Regional Director of Continuing Education . . . continue to report to the Vice-Principal, Education.
- 2) That the roles of Continuing Education Division and all instructional departments in developing and delivering non-credit and credit courses need to be more explicit. Although there seems to be policy/procedure in existence, not everyone is aware of it. Steps need to be taken to remedy this situation to ensure a collaborative working relationship.
- 3) That the College demonstrate a clear commitment to the provision of instructional time and funding required for upgrading, community interest - non-credit course offerings identified as needed by the career program area of the College.
- 4) That closer communication and collaboration is required between the Continuing Education Division and the Department of Adult Basic Education. Effective interface is particularly vital in the area of Native Indian programs and in the representation and interpretation of the College in the outlying areas.
- 5) That there should be an ongoing system of internal communication established within the College to make people more aware of the changes and activities of the Continuing Education Division. This is particularly important for Chairpersons.
- 6) That Williams Lake Centre requires additional personnel in the areas of counselling, secretarial service and program administration if it is to continue to develop toward satellite campus status.
- 7) That physical space needs on all sites of the College occupied by Continuing Education Division be monitored to ensure adequacy and planning for future needs.
- 8) That an evaluative instrument be developed and implemented for appraisal of instructional performance for non-credit courses and for appraisal of course content.
- 9) That the manpower demands of this Division be monitored closely to ensure adequate numbers of personnel to service this explosive growth area.

VII. 1 UNIVERSITY TRANSFER PROGRAM

The following report does not attempt to deal in detail with all aspects of the twenty-six University Transfer areas outlined in the self-study. Rather it reflects on generic issues related to University Transfer in general and comments directly on only a few specifics related to transfer offerings.

The reader will observe that the format or outline for these observations follows that used in the self-study report itself (Program, students, instruction, facilities, recommendations). As such comments are as follows:

GENERAL COMMENTS:

A. PROGRAMS:

University transfer offerings are as outlined on Page 144 of the Self-Study - Institutional Evaluation.

1. University Transfer courses are accredited through an annual articulation process involving consultation between B.C. colleges and universities.

COMMENT -

- (a) Although the articulation process from the perspective of Cariboo College appears to function well, one question which arises is that of consultation between universities and colleges. For example, U.B.C. has changed its curriculum in Commerce apparently without consideration for the full impact on colleges. Should the universities perhaps consult with the colleges before such changes are made?
- (b) Also related to the broader issue of transfer is the question of the legitimacy of colleges offering one or two years of university courses. Is approval for these offerings dependent on the articulation process with universities or is it a matter of Government approval that colleges offer two years of university courses? If it is the former, the colleges are then dependent on the benevolence of universities for recognition of transfer. If the latter, universities and colleges are part of an inter-dependent system of post-secondary education with equal powers and interests to ensure equitability in student transfer.

2. Funding for University Transfer Courses-

It is a general perception of faculty in transfer areas that there is a low priority for funding in their area. College resources seem to be allocated towards job oriented offerings.

COMMENT -

If this is true, might the college address this issue in some form of open debate with a view towards either modification of the practice or at least recognizing the "writing on the wall" and planning accordingly?

3. Expansion of College Programs

There is a view amongst U.T. faculty that the college is expanding or developing new programs in vocational or job oriented areas but not in transfer areas.

COMMENT -

Do U.T. oriented faculty share a common vision of the comprehensive nature of the college? Is the addition of technical/vocational programs really to the detriment of university oriented courses? What about the question of services courses for these new programs? Should faculty who are primarily oriented towards teaching at the first and second year university level be expected to offer courses in their disciplines to career program students? Does this mean a lowering of standards, or simply different standards? What about remedial education in certain course areas? Should this be the responsibility of say, the English department for written and oral English? Do faculty in the department have the skills to deal with these students? Should they develop these skills, or should a new department be created to address these emerging needs?

B. STUDENTS:

1. University transfer enrolments seem to have reached a plateau in the past few years. Low second year enrolments in the Sciences, particularly Physics and Chemistry courses seem to have been rectified with the institution of second year Engineering offerings.
2. Follow up studies are not conducted in a systematic manner by the college. There seems to be some feeling that the results of B.C. Research Institute studies indicate Cariboo students do better than other college students on the average in their transfer studies.

COMMENT-

Is it necessary for the college to institute its own follow up surveys of transfer students?

C. INSTRUCTION:

1. In terms of instructional methodologies, what proportion of Cariboo College staff teach on the basis of a choice of several alternatives instructional modes? How many people teach using the only mode with which they are familiar?
2. What opportunities exist for faculty for professional development related to their disciplines as well as methodologies for conveying knowledge?

D. FACILITIES AND SUPPORT SERVICES

1. Facilities concerns identified in the self-study are being addressed. A new Science building has opened, a Fine Arts facility has been approved and faculty offices are improved. Many facilities are still in temporary buildings though and it is hoped that permanent quarters are forthcoming.
2. Several areas reported problems with upkeep of capital equipment such as language laboratories or various pieces of science equipment.

COMMENT

The college might consider building a replacement cycle into its capital budgeting process which would ensure upgrading or replacement of equipment over a specific time span.

3. Library holdings and procedures for acquisition of materials did not seem to present a problem for transfer faculty.
4. Overall support services and basic administration or organizational procedures caused concerns for some faculty. It was commented that clocks throughout the campus are not synchronized and this, although not a major problem in itself, is perhaps symbolic of the organization as a whole. Although things were perceived to be "getting better" there was a generalized feeling that inconsistency in basic organizational academic support systems reflected a lower than acceptable status of the college's teaching/learning function.

E. RECOMMENDATIONS

Most major recommendations in the self-study have been addressed in the preceding discussion. Following are simply brief comments on some recommendations not yet covered:

- (1) Geology courses as per the recommendation are still offered albeit with a part time faculty member. This seemed to be supported as a reasonable approach by program level administration.
- (2) The need for a math remediation lab appears to be substantiated particularly if the college places a high priority on the needs of adult upgrading students.
- (3) The rec. to create full time math positions to replace part time people seems to have merit based on the need to provide continuity as well as modularized instructional materials for upgrading students.
- (4) To establish a department made up of physical education, leisure and athletics would appear to be a valid approach based on a commonality of interests amongst the areas. It should be noted that the question of appropriate course, program or activity organization is a larger college issue and not simply confined to these areas.

COMMENT -

- (a) The Instructional Technique Facilitator Workshop seems to be extremely well supported amongst transfer faculty. The major benefit of the approach seems to be one of a grass roots orientation - i.e. professional development for faculty by faculty. It is recommended that this activity be supported and extended.
 - (b) Educational leave funds of \$40,000 appear to be rather limited. Although the self-study report mentions faculty do not seem to take advantage of the opportunity, some faculty view the amount of financing to be a deterrent. Knowing there is a limited opportunity for sabbatical, "is it worth the bother?", is a feeling expressed by some faculty! It is recommended that faculty and Board negotiators address this problem!
3. The college uses a procedure which includes student evaluation of instructors as part of the feedback process for professional development.
- Although faculty seem to endorse the idea of having student feedback there were suggestions that some faculty either evade the process or take it so lightly it is rendered meaningless. Is this a problem for the college; if so, how must it be resolved?
4. Faculty have 9 weeks of "professional development" time each year. From the perspective of those faculty and administration I interviewed the time is generally well-used.

COMMENT -

Two problems were noted regarding the professional development period. One is that there is little systematic follow-up regarding the activities pursued by individual faculty to determine impact on the instructional process. Also, the activities are primarily individual oriented without enough attention focussed on the needs for collective activity oriented towards program or departmental improvement. Recommendations to address these concerns by the Science department might be applicable across the college.

A second problem identified was a belief that a few faculty may treat the Prof. Develop. period too lightly - perhaps "goof off". If this is the case, should the college simply ignore it or should there be some monitoring system in place? What role might the faculty association itself, as a professional group, play in monitoring the process?

- (5) The question of goals and objectives of the Fine Arts program does not yet seem to be resolved. It appears to be resolved from the perspective of the Fine Arts department but the question of balance or orientation in terms of degree of emphasis accorded to BFA versus Diploma, job oriented versus personal development objectives, and credit versus general interest functions seems yet to be resolved and legitimized.
- (6) The recommendations under English are not 'owned' by the English department. A question which remains then is what are the English department's goals and objectives? Is the department to be primarily oriented towards transfer courses? What about the broader needs of other college programs? What about remediation? Are these to be addressed through departments other than English? If the English department is to be responsible for these broader needs, how will the college address concerns regarding standards, or lack of teaching skill preparation and perhaps attitude for dealing with the learning needs and abilities of adult students? In addressing these other dimensions, how will the department and the college approach the need to ensure the integrity of existing university courses?
- (7) The Commerce, Math, Computing, Economics and Business Administration amalgamation is really part of larger picture or question of appropriate college academic/administrative organization. Some facets of this issue are discussed in the latter comments on college organization.
- (8) Several recommendations are made to expand the range of course offerings in a variety of disciplines. It should be recognized that this capability is dependent upon available funding, balance of other college academic priorities competing for the same funds and satisfaction that present U.T. courses are rationalized to ensure minimum duplication and maximum consolidation with continued regard for course integrity and quality.

F. COLLEGE ORGANIZATION AND GOVERNANCE

Comments on college organization are set on the context of considering the effect on U.T. courses, faculty and students of the environment in which these U.T. education functions.

- (1) As a backdrop let us assume that the overall form of Cariboo College organization can be placed on a continuum which might have at one end a collegial/academic participatory form, and at the other end an industrial/hierarchical/bureaucratic form; Both of the above extremes being stereotypes which may not even exist in a pure form but the conceptual continuum should serve to illustrate the problem. From the U.T. perspective the Cariboo College organization is too far towards the industrial end of the continuum to function well as a healthy academic community. This may be manifested or reflected in a variety of ways - for example:
 - (a) There is a feeling amongst many faculty of alienation and disenfranchisement from the overall assumption which does not seem, from their perspective, to recognize the teaching/learning function as the core or central purpose for the institutions existence.

- (b) The college's system of governance does not provide a respected forum for debate and discussion of academic issues by academics in conjunction with students and administration..
- (c) Not intended as a criticism of persons serving on the Board but the structure or composition of the College Board blocks out formal faculty input, further frustrating the ideal of the collegial/academic model therefore reinforcing feelings of lack of recognition and negative reactions to the institution.
- (d) Although administration is by and large respected by faculty there is a feeling that even the administration may not have enough influence on the Board decisions. And "if the administration doesn't exert influence what chance is there for a lowly faculty member?" It must be noted that faculty need the opportunity to voice their opinions and feel they are heard - they are not asking to "control" the institution.
- (e) Reinforcement of the industrial model orientation is found in the reporting relationships as indicated in the organization chart. Areas such as Student Services, and the Library report through an administration V.P. rather than directly to the Principal or the academic/educational line found in most colleges. In addition, there is a question of the role of the "Personnel" function as it relates to engagement and professional development of professional staff. It seems that this role reflects that found more often in an industrial enterprise than an academic community.
- (f) Another dynamic affecting the climate of the institution is that of collective bargaining based on an adversarial model for competing interests. Unfortunately, the bargaining process seems to be an aberration in an academic setting where Board, faculty and administration can be allies in promoting common interests - education for college students - rather than adversaries.

The college might consider investing time and effort into shifting the bargaining process to a more cooperative mutual problem solving model.

- (g) There are some real paradoxes related to college academic organization which might be constructively confronted. For example U.T. faculty generally feel the college is already too bureaucratic in its organization and thus cling to the present chairperson structure as one which reflects their ideals of the academic organization. "Chairpersons are one of us, they are teaching and not caught up in meaningless administrative trivia allowing them to focus on the really important instructional function." There is also a feeling that because chairpersons report

directly to the V.P. Instruction there is a flat organization with good administrative connections. At the same time there is some concern that because of lack of time, expertise, etc. the departments are not really "plugged" into the key decision making apparatus of the college. The V.P. Instruction, with 17 people reporting through him, does not have the time to involve Chairpersons in full consultation and decision-making. Likewise, Chairpersons do not have time to participate fully in decision-making. Therefore, decisions and information tend to "come down". What appears to be a flat organizational structure must out of sheer necessity function in a fairly directive mode. Paradoxically, the lack of a conventional organization results in less support for faculty than normally is found in colleges and universities which have adopted a more functional structure.

It is suggested that the college continue to work towards a structure which groups subjects and programs, with some common threads, together in departments headed by a coordinator (or chairperson), that groupings of departments be formed into Divisions headed by a chairperson (or Director) reporting through the Vice-Principal-Instruction. Such a structure is common to most post-secondary organizations. If implemented properly it can have a very positive freeing effect supporting the educational process. With the right people in the positions, with the time to gain insights to identify problems and work through those concerned to resolve problems, with opportunities afforded for development of administrative skills, and with levels of delegated responsibility and authority appropriate to the needs of an educational enterprise, such a structure can produce major benefits for the college community.

G. SUMMARY RECOMMENDATIONS AND COMMENDATIONS

1. A summary audit of the recommendations contained in the self-study is that for the most part they appear to be valid and can be substantiated by those who have made the recommendations. Specifics, where appropriate are addressed herein.
2. In examining University Transfer offerings it became apparent that courses, faculty and the organization and governance related to transfer are inextricably interwoven. Complex patterns or relationships between these variables effect a climate which has a definite impact on the instructional process. Consequently, the climate itself must also be part of further institutional study as it permeates all aspects of the academic operation.
3. The team reviewed, however briefly, the academic organization and recommends that the college examine the applicability of a more conventional, functional structure linking instructional level elements with senior academic administration and that the overall college structure be reviewed to ensure it is consistent with the needs of an educational community.
4. It is recommended that the college examine the applicability of a system of governance which incorporates an academic council or senate operative in colleges elsewhere in British Columbia, Alberta, Quebec or several U.S. and British colleges.
5. It is recommended that the college seize the opportunity to extend the benefits accrued from the Institutional Evaluation by developing a series of Organizational Development activities oriented to: improving communications; clarifying diverse values; developing a problem solving approach to collective bargaining; and setting mutually agreed upon goals and objectives for the college. The O.D. activities would apply to all levels of the institution involving students, support staff, faculty, administration and Board as appropriate.
6. Many commendations could be offered to college members for their work. The team has chosen not to single out any functions but a general observation is that considering the many faculty and administration interviewed, the team was extremely impressed with the dedication and desire of all of them to work towards improvement of their college.

VII. 2 CAREER TECHNICAL PROGRAM AREA

In reviewing the Institutional Evaluation document and analyzing the results of the faculty/student/administration interviews a number of common elements were observed across the programs as well as specific concerns and recommendations.

This report will address the common results first and then review the specific program areas.

A. COMMON RESULTS -

As noted above, there were a number of common elements to the evaluation results and interviews. These are:

- a) The need for a much tighter tie, greater leadership and specific financial support for the Community/Continuing Education function in each of the career program areas.
- b) The development of a "college" placement/practicum service to coordinate practicum requests to the various community agencies.
- c) The development of an Institutional Analysis function at the college to:
 - develop with the appropriate faculty "student follow-up" and "employer evaluation to graduates"-instruments
 - carry out the surveys and analyze the results for the faculty and administration.
- d) A clearer understanding of college policy on approved association memberships for instructional and student placement needs.
- e) A review of the Educational Leave policy with an eye to developing a sliding scale of support rather than the "all or nothing" model presently in use.
- f) A coordination of advertising for low enrolment programs to maximize the limited advertising budget.
- g) The formalization of and requirement of compulsory attendance of the newly introduced familiarization or information sessions on career programs for prospective students.
- h) A further examination of appropriate selection procedures and pre-requisites for a number of the programs which preserves the "Open Door" concept yet recognizes some of the unique requirements of the career programs.
- i) The concern evident in the designation of a number of career/technical format programs as vocational, in line with funding sources, rather than certificate level career/technical programs and the resulting teaching loads that could be required by a formal interpretation of the collective agreement. It is recognized on educational grounds, and is the present practice at Cariboo, that teaching loads (hrs/week or other models such as total units) for

Career/Technical should rightly be somewhere between the levels for academic and vocational programs.

- j) The clear definition of the primary role of Career/Technical programs such as Leisure and Recreation, so that the desire for transferability to universities not distort the curriculum direction unduly.
- k) The value of instructional techniques courses being made available to faculty with particular emphasis on the use of audio-visual aids was generally recognized by the faculty and administrators interviewed.
- l) Although only a few specifically referred to the need for courses in basic supervision, the comments of a number of the others in the area of supervision supported this recommendation.

It is worthy of note here that some of the above recommendations are under review at the present time. An expansion of each of the above items is included in Appendix I.

B. OBSERVATIONS AND RECOMMENDATIONS ON SPECIFIC PROGRAM AREAS

a) General

As a result of both the normal review process and the specific analysis and studies involved in the preparation of the Institutional Self Study/Evaluation document, a redirection of the development in the Career/Technical areas has resulted. This redirection has taken the form of the grouping of related programs into program clusters with the intention of developing core programs for the first segment of the program (semester or year) followed by more specialized courses in the second segment leading to a specific certificate or diploma.

This redirection is to be strongly commended since it

- i) gives students the maximum flexibility through
 - a) the opportunity to truly understand the choices open to them during their first segment studies;
 - b) the chance to modify their initial direction within a cluster with no loss of time or credit;
 - c) the opportunity to take a second option at a later date without repeating the initial segment of the work;
- ii) is in line with directions being followed at a number of other colleges and will therefore retain the transfer opportunities for students;
- iii) lends itself to the modularization (or Dacum) of the curriculum where appropriate and hence make the program more available to part-time students;

- iv) allows for greater faculty cooperation between program areas which in turn:
 - a) expands the interest and expertise of the faculty;
 - b) allows for cooperative development of Community and continuing Education courses;
 - c) maximizes the available full time faculty while still retaining an appropriate level of part-time staffing.

SPECIFIC PROGRAMS -

These programs will be covered under the new clusters.

I) BUSINESS & MANAGEMENT

A general observation from this area was the problem of getting minor repairs done. There was general satisfaction with the facilities available to Business, however, the provision of lockable storage was given a high priority.

A) MARKETING MANAGEMENT -

The results of discussion in this area is covered in the section "Common Results" sub-units numbered a; c; d; e; f.

B. GENERAL BUSINESS

The review called for in the Evaluation report has been completed and the program now consists of a first year core curriculum package and a second year made up of four optional programs so that the student may specialize in one of the options. The support of the faculty and advisory committee members for this direction as well as the fact that other institutions have come to similar conclusions would indicate that this is a worthwhile redirection of the program.

The results of other topics discussed are covered in the section "Common Results" sub-units numbered a; c; d; e; k.

C. PUBLIC ADMINISTRATION

Although the recommendation to discontinue this program has been implemented there is still felt to be a need for the program. The present thoughts of the Department that a viable program may well be developed out of clustering existing Business courses with slightly modified existing courses (a few unique topics in place of less relevant topics) plus one or two specialized courses seems to be defensible and should be pursued. However, it must be recognized that funds will need to be allocated for advertising and promoting the program to both students and prospective employers. Relevant observations from the section "Common Results" are numbers, a; c; d; e; f; g; h; k.

D. ACCOUNTING

The recommendation regarding the need for a curriculum review was acknowledged and led into the observation that the contact with professional associations such as the C.G.A., R.I.A. and C.A. was extremely important. Since these associations are the accrediting agencies for the accounting field these

contacts must be maintained and the curriculum review must be given a high priority. Relevant observations from the section "Common Results" are numbers, a; c; d; e; k.

E. LEISURE & RECREATION -

The direction of development in this program area towards the management aspects of Leisure and Recreation has proceeded with the appointment of the second faculty member called for in the Self-Study.

The need for a classroom/laboratory for both interpersonal skills classes and model building has yet to be resolved. The present classrooms appear to be too subject to inter-classroom noise transfer and in one case too small for the twenty four students involved. Resolution of this space problem should be considered a high priority. Storage space needs to be included with this new classroom/laboratory space.

The possibility of transfer credit towards the B.C. Universities has been reviewed but not pursued at the present because of the "state of flux" that exists in the university programs. Transfer credit is possible to a number of American universities. Specific reference was made to the concern of not modifying the basic thrust of the program as career/technical to obtain greater transfer credit (see also Common Results item j).

Strong concern was expressed regarding faculty involvement in student selection and the process noted in items g and h of the Common Results section were endorsed.

It was noted that as a result of the curriculum review the location of the six week practicum in the program is being reviewed. It is recommended that the practicum not only be moved from the end of the program but that it be broken into two three week or three two week segments to allow students more than one practicum experience especially where one experience, if in a unionized environment, can be extremely limited.

Other observations from this area are covered by "Common Results" responses number a; b; c; e; f; g; h; j; k.

II. SOCIAL SERVICES OR HUMAN SERVICES

The programs that fall into this area are:

A) CORRECTIONS/CRIMINAL JUSTICE

This program which was nine months (not ten as noted in the Institutional Evaluation Report) has been reduced to eight months as a direct result of Manpower's refusal to support their students through the final four week practicum. Indications from the faculty member involved is that adjustments have been made to allow for this change. These adjustments answer most of the problems introduced by the loss of the four week block but they do not allow for that solid block of field evaluation at the end of the program.

It is obvious that this ongoing problem with Manpower is still strongly influencing the curriculum at this and other colleges. Ongoing pressure must be mounted through the B.C. Association of College and Institute Principals

and the B.C. Association of Colleges, to prevent this kind of direct external influence on the college programs.

The program has received course transferability for 4 courses at S.F.U. and a fifth is under review. Transferability also exists to Douglas College.

The expansion of the original concept of the program from the training of guards for the proposed Federal prison to a basic first year and pre-employment program in Criminal Justice is to be both commended and encouraged.

Particularly strong concern was expressed regarding student selection and although the present process (Common Results item g) was felt to be a step in the right direction the action noticed in item h was strongly endorsed.

The problem of attracting students to the program and the limited funds available for promotion led to support of the proposal outlined in Common Results item f.

Other topics of discussion and action are covered by items a; b; c; f; g; h; i; j; k of the Common Results section.

Course transferability with S.F.U. and Douglas College exist. Positive response from employers in both Federal and Provincial agencies has been received regarding the high level of the training in the graduates.

B) COMMUNITY HEALTH SERVICE WORKER

The five month Incumbent program has been closed down and the 10 month pre-employment section is the only program now in operation.

The age restriction has been removed from the program.

The problem of audio-visual support has been resolved as has the space problem. However, future access to nursing type labs within the CHSW area would be an asset.

There is support for the provincial direction in the introduction of a second year to the program.

A strong response on items a; b; c; g; h; i; k was received.

C) SOCIAL SERVICES WORKER

Although actioned the provision of additional faculty support has not yet occurred.

The problems of audio-visual support and classroom space have been resolved.

The Board has approved a second year to the program but this must await the provincial study now underway.

Concern was expressed that the approaches to the Ministry by other colleges in the interior for a S.S.W. program could result in both a serious overloading of the practicum agencies as well as a flooding of the labour market seem worthy of exploration by the appropriate Provincial Council.

Other points of discussion and action proposed are covered in "Common Results" items a; b; c; e; g; h; i and k.

D) EARLY CHILDHOOD EDUCATION

Scheduling difficulties made the interview with E.C.E. extremely brief so that only the recommendations in the Self-Study could be reviewed as to status. No in depth discussion was possible.

The problem of classroom space and shape has been resolved with the move to new facilities and the close proximity to the audio-visual centre has given full access to A-V resources.

No solution to the request for additional faculty support has been found to date.

In a brief review the following items in the "Common Results" are were spoken to and supported a; b; d; g; h; i.

III. HEALTH SERVICES

Since all the Health Service programs are housed in the new science building the question of problems regarding physical facilities was non-existent.

A common sense of responsibility to Continuing and Community Education was expressed by all three programs in this area as was a sense of some frustration regarding the inability of the system to allow either funds or limited time release for this activity. Both Respiratory Technology and Medical Lab Technology as unique (only one and one of two) programs particularly feel a concern not only as a regional but also as a provincial resource.

Another common concern was the slowness of response from the Registrar's office regarding students grades etc. and the Personnel Office regarding contracts for part-time faculty, etc.

All units commented on the good job being done by Counselling in the interviewing of students prior to entry into their program area and the information delivery to local high schools etc.

A) NURSING

Referring to the specific recommendations in the self-study the following observations and recommendations are made:

- 1) Although the faculty agree with the need to be involved in student recruitment and are presently actively involved with the Counselling Department in student recruitment there is a sense of confusion since they feel that the office of the Vice-Principal Administration intends to carry out this function. This needs to be clarified by the Institution.

- 2) The present follow-up of graduates occurs through RNABC reports and discussions with hospital staff. There is strong support for the Common Result items c and b recommendations regarding an Institutional Analysis Function and a coordinated placement/practicum function.

Faculty feel particularly short of time regarding the clinical function but the movement from a 6 semester two year model to a 6 semester three year model will greatly alleviate this problem and allow a significant increase in clinical practice. Students interviewed unanimously supported this move to a three year program as does the evaluation team.

A final benefit of the three year model is increased common professional development time for faculty.

- 3) An external facilitator has been used to address the problems within the Department as they relate to the administrative structure. The feelings expressed within the Department are that a first step has been taken in the right direction but that it is time for the next step to occur. It is important that because of the previous experience within this unit that maximum consultation occur with faculty before a new level of administration is introduced.
- 4) As is noted in the introduction to the Health area of this report a strong commitment to the Continuing and Community education responsibilities is accepted but frustration exists with what they see as a lack of funds and/or time release for this activity.

Other items discussed and considered to be important to both those interviewed and the Evaluation Team are included in the Common Results items, a; b; c; e; f; g; h; k and l.

B) RESPIRATORY TECHNOLOGY

Since this program is so new no specific recommendations were presented in the Self-Study. However, in the time that has passed since the start of the study a number of worthwhile observations and recommendations have come forth. These are:

- a) with the responsibility for the third year clinical experience section of the program moving to the college, the need for the field supervisors to be paid for and hence accountable to the Ministry of Education rather than the Ministry of Health becomes critical if college control is to be maintained.
- b) the need for the continued promotion of the program both locally and provincially.

Referring to the "Common Areas" the following items were felt to be of importance; a; b; c; e; f; k/

IV. COMMUNICATIONS MEDIA

The specific problems referred to in the Self-Study regarding television equipment has been addressed. A few other observations worth reporting here are:

- The space, although workable, is at its limit. Specific areas of concern are the darkroom facilities and the joint classroom television studio.
- A second full-time faculty member will be needed as the program grows. Even with the assistance of the members of a committed Advisory Committee it is becoming increasingly difficult to find the necessary part-time instructors.
- With the introduction of VDT's into the newspaper industry similar equipment may be needed in the future for the program.

V. FINE ARTS

The interview in this area identified the following points:

- 1) That an unavoidable schizophrenia exists in this program area because of the mix of students with one of three basic goals. These are:
 - Fine Arts as a hobby;
 - Fine Arts as a career as a practicing artist;
 - Fine Arts as a discipline or academic pursuit.

With respect to this the question of transfer credit needs to be kept in perspective. At present a number of routes are open to the student to universities in and out of B.C. plus either of the two Art Schools in B.C. In all these cases the problem of articulation is severe and it is clear that the Academic Council/Universities Council should focus on making the articulation process more effective in this area.

- 2) That a Community Education component of the Fine Arts program operate separate classes because of the problem of mixing the groups noted in 1) above.
- 3) That the necessity of the faculty member being a practicing artist be recognized. Also that the definition of the appropriate use of professional development time and funds take into account the need for the artist to continue actively in his/her field if he/she is teaching students with a career goal in mind.

VII. 3 VOCATIONAL DIVISION REPORT

The vocational program portion of the "Institutional Evaluation Report" is divided into two sections. The first section describes the general attributes of the Division and concludes with two recommendations. The second section of the report pertains to specific vocational programs currently allocated to the Division.

SECTION 1 - A DIVISIONAL OVERVIEW

Division Objectives

Each department is meeting the divisional objective in "providing training to prepare the student for employment". Ample evidence attests to the success of the Division in this regard.

The provision of "recurrent education for those seeking career advancement or change" varies in each department. Although all departments identify an employer demand for "upgrading" and "Special Education", their ability to meet the requests for training is related to instructor loading, the provision of learning materials to support the training initiative, the degree of "over-time" salary for regular faculty, and/or the availability of qualified part-time instructors.

COMMENT: The Departments that have provided "extra" programming are to be commended. A review of "recurrent educational" needs could be undertaken. Arrangements to support this type of training should be undertaken if the division is to meet the stipulated objective.

DIVISION RECOMMENDATIONS

1. It is recommended "that the College appoint a coordinator for Vocational Programs---"

While some departments emphasize the need for "coordination" rather than the provision of a coordinator, other departments elaborate the advantages of providing an administrator specifically assigned to the role.

COMMENT: The above dichotomy points to the need to re-assign the department clustering into divisions of related discipline. If this re-arrangement was considered, one scenario would be to provide a Coordinator/Director/Dean of trades and related vocational programs. This middle-management position, if provided, would then meet the proposed recommendation.

2. It is recommended that "The college continue to address the issue of recruitment and retention of quality instructors---"

The difficulty in recruiting permanent faculty is directly related to the initial location of the newly appointed faculty member on the college salary grid. It is recognized that the probability of retaining faculty is related to the allocated position on the salary grid. The recruitment of "quality" vocational instructors on a temporary and/or part-time basis remains a problem.

COMMENT: The practice of requiring trades qualification plus five year's experience as the first step in the allocation of salary is the inhibiting factor in encouraging "quality" tradespersons to join the vocational faculty. An alternate practice is encouraged.

Division Future Planning

The publication of the "Institutional Evaluation Report" is dated by almost 1½ years. Most of the recommendations made by each departmental sub-committee have been "activated". An enthusiastic faculty have, for the most part, agreed upon a unified and concentrated action plan to meet the recommendations proposed.

It is recognized that any change in the curricula or delivery methods of designated trades must receive the approval of the Ministry of Labour. Any major changes in these programs will come about as a result of direct action by the Ministry of Labour. An annual inter-college articulation meeting in most trades (disciplines) coordinates years 1 - 3 of the respective apprenticeship programs.

Changes in the "Technician" programs will be as a result of the duly appointed Local Advisory Committees' deliberations. Currently some of the "Technician" (less than 52 wk) programs are in a state of review. Others are in the planning stage.

Revisions are actively being pursued; the ensuing results will form the basis of the "Five Year Plan". Progressive cost-effective programs are envisaged that will allow the laddering of continuous intake of individualized, competency-based programs.

COMMENT: The prime element in the development of competency based programs, is the commitment of dedicated competent faculty to the development task. However, the absence of fiscal, resource, administrative support will eventually nullify the effort. Consequently, it is suggested that legitimate vocational program development aspirations in the next five years be encouraged and adequately supported.

SECTION II - SPECIFIC DIVISIONAL PROGRAMS

The following excerpts are not intended to reiterate the positions adopted in the sub-committee and institution evaluation reports. The intention is to augment the activities that are in various stages of implementation by the described departments. The following is a brief account in order of progression as provided in the evaluation report.

1. Electrical Programs

The electrical apprenticeship and pre-apprenticeship programs are formally monitored by the Apprenticeship Board in consultation with the Electrical Advisory Board. Well equipped laboratories are updated on a regular basis by dedicated instructional staff.

COMMENT: Notwithstanding the dedication of faculty, it is recognized that there is a constant faculty need to remain current in the practices of a changing technology. Adequate staff development opportunities are encouraged for all faculty on a regular basis.

2. Electronics Technician Programs

The greatest technological changes occur within the confines of these programs. An ever changing need dictates constant revision of programs and laboratory facilities. The faculty have made recommendations which are actively being reviewed.

COMMENT: Any revisions in the electronics programs should take into account the need to provide an alternate laboratory situation:
The current laboratory facilities need to be reallocated. This environment could be arranged to incorporate modern instructor technologies and programs that allow a continuous intake of students in competency-based programs in cooperation with industry.

3. Welding Programs

The approval of the Welding Technician Program, and associated, C, B, A levels of the "Laddering" concept, will require a concentrated program development effort by the faculty.

The faculty intend to examine alternate instructional delivery methods, and where applicable incorporate such into their programming.

COMMENT: An opportunity to establish a quality program that could eventually form the basis for qualification in a standardized provincial tradespersons program is currently within the reach of the welding department. The faculty, however, recognize the need to acquire support in the development of such a program. The provision of adequate support should be encouraged.

4. Mechanics

The six program areas in mechanics successfully meet government and industry requirements. Minor changes in present lab facilities have been suggested: e.g., the need to ventilate the mezzanine fuel injection laboratory. These changes should be actively pursued.

The mechanics department also has an opportunity to develop a standardized provincial program in cooperation with other selected colleges. The development of the general mechanics program on a ladder, continuous intake, competency based mode could set a standard.

COMMENT: Faculty assigned to program development require release time; They also initially require the services of instructional technologists to assist in accomplishing the task. Full support for the redevelopment initiative should be considered.

5. Partsperson

The partsperson program, having received recognition by the Apprenticeship Branch, has been approved for on-going funding by the Ministry of Education. Recommendations made in the evaluation report have been addressed. The program is expected to continue to meet the employment needs of students and industry.

6. Carpentry

Provincial disparity between programs exists in the colleges. The difference evolved due to the regional application of the six week curriculum to a five week time frame. It is expected that this problem will be resolved with the introduction of a six week program this year. The need to provide a covered open area for outdoor operation is being addressed by the college. Quality training in carpentry can be expected to continue in the traditional college mode.

7. Practical Horticulture

COMMENT: Discussion between the external reviewer and the faculty did not take place at the appointed time. However, discussions with administration supports the position stipulation in the institution evaluation report.

8. Drafting

The current drafting program continues to successfully place students in the industry. The recently approved "Computer Aided Drafting Technology" program is expected to commence in September 1981. Revision of the Advisory Committee membership is being undertaken and they are expected to convene in the fall of 1981.

COMMENT: The introduction of one of two provincially approved programs into the college drafting department could add to the instructional duties of the faculty during the implementation of the new program.

9. Food Training

Five courses are described in the evaluation report. Currently, only four are offered on a regular basis; waiter-waitress training is no longer provided. The need to provide service in a "cafeteria" environment places limitation of the training aspect of the program. The inter-relationship of "service" and "training" continues to be a concern of the faculty. These concerns are also related to the need to provide additional training facilities.

COMMENT: Active consideration of the above issues are being undertaken by the administration and faculty.

10. Business Office Administration

The ladderred sequential curriculum is offered on a continuous intake. The program outline is well designed and is in varying stages of implementation. The need to "manage" student progress in this type of program has been noted. The program is progressive and exhibits educational leadership.

COMMENT: The faculty have identified a need to apply computer applications to the tracking of students. Computer managed learning systems have been implemented in other similar programs. The faculty and administration could examine the acquisition or development of such a system.

11. Commercial Art and Printing

This program has undergone considerable review and change since the publication of the evaluation report. The off-campus program will be transferred to the college location in September 1981. Students will benefit by this move.

COMMENT: The opportunity to continue the upgrading of the program will occur when the new facilities are provided. The administration could be encouraged to lend extra support during transfer and consolidation phases.

CONCLUSIONS

Commendations for the Vocational Division faculty abound. It is most difficult to single out and document the individual commendations that need to be expressed to an enthusiastic group of dedicated educators. Any college system would be most fortunate in receiving their services.

There is clear evidence that this Division's faculty have sincerely engaged in the "self-evaluation". Having identified areas for improvement, they have rationally addressed each need. A common desire to improve the quality of learning in their respective programs is most evident.

There is also ample evidence that there is need to support those faculty engaged in program revision. Consequently it is recommended that:

The College administration acquire the services of instructional consultants to assist the Vocational Division faculty in their program redevelopment aspirations.

VII. 4 ADULT BASIC EDUCATION

Pre-college level education is a rapidly expanding sector of programming at Cariboo College. Like many program areas experiencing rapid growth, it is not doing so without some difficulties related to the organization and delivery of services. The programs of the Adult Basic Education department represent the largest proportion of activity at the pre-college level. This section of the external audit examines the observations and recommendations contained in the internal audit under the title of Adult Basic Education.

The team conducted several interviews with individuals and groups in the college community. These included:

- A.B.E. department members
- A.B.E. students
- Senior administrators
- Continuing Education department members
- Academic department chairpersons
- Trades department chairpersons
- Records and registration personnel
- Counselling personnel

Interviewees were requested to assess A.B.E. and/or College Foundations programs as they are currently functioning and as they should function in the future. They were also requested to comment on questions related to the specific recommendations found in the A.B.E. section of the internal audit document.

GOALS AND OBJECTIVES

Members of the A.B.E. department appear to share a general sense of mission with respect to the developmental nature of their programs. Almost all of the programs are highly individualized; that is, designed to accommodate the varying pace of the students. Several of the more experienced department members commented on the importance of curriculum flexibility. This flexibility was viewed as necessary if a course was going to meet the needs of particular groups of students as these varied from time to time and place to place.

Although there might be a shared sense of mission amongst Adult Basic Education instructors, the objectives for the department, as specified in the latest annual report, are not as widely acknowledged or understood by all. Many instructors, particularly temporary employees, mentioned the need for further clarification of departmental goals and objectives. This need was notably apparent in the area of curriculum coordination and course design. The wide range of flexibility, referred to above as a source of program strength by experienced instructors, was viewed by new instructors as a source of great confusion and concern. Given the substantial percentage of the department's labour force which is either temporary, short term, or both, all Adult Basic Education programs and courses should have clearly specified goals and objectives. These should include detailed curriculum outlines, identified material resources, and specified standards of achievement for student work.

Recommendations

The team recommends:

- that the A.B.E. department review its department-wide and individual programme objectives.
- that all members in the department be encouraged to participate in such a review so that a general consensus on the overall directions of the department might be achieved.
- that any departmental objectives identified as not being met at the present time become the major focus for program development over the next period of time.
- that the development of detailed curriculum guides be undertaken, especially in those program areas where none currently exist, or are inadequate to provide sufficient assistance to new instructors.

ORGANIZATION AND ADMINISTRATION

The Placement of A.B.E. in the Administrative Organization

The team recognizes the placement of the A.B.E. department within the overall administrative schema of the college to be a source of some contention at the present time. In its discussions with various college personnel the team heard widely divergent views on the matter. Each view expressed had considerable merit, given the underlying assumptions about developmental education on which it was based. The senior administration should examine the relative strengths of each alternative before a decision on placement is made. Whatever the outcome of the decision, it will be imperative that the Adult Basic Education department work very hard on developing improved lines of communication with all other departments in the college.

Recommendations

The team recommends:

- that the college senior administration carefully weigh the educational merit of each alternative for the administrative placement of A.B.E.
- that educational issues be the major determinants in the eventual placement of the A.B.E. department within the college's administrative reporting structure.
- that, after a placement decision is made, all departments with an interest in developmental education clearly identify statements of goals and priorities so that all concerned can be certain of their respective roles within the college.

Internal Administration of the A.B.E. Department

A clerical support staff position has been added to the department since the conclusion of the internal audit. (Note recommendation #1 p.276). The team also notes that regular departmental meetings are now being scheduled. (Note recommendation #3 p.276). The addition of a department secretary has helped a great deal

to ease the burden of administrative paperwork and time consuming interruptions for the chairperson and other department members. The administrative load remains sizeable, however, and further support at the coordinator level is necessary in order for the chairperson to accomplish his or her role as overall administrator for the program. The current chairperson will be stepping down in the very near future and a new chairperson is being selected. Department members are virtually unanimous in their enthusiastic recognition of the efforts of the outgoing chairman. Many instructors, particularly those who are new to the department or on temporary contracts, commented on how supportive the chairman had been to them as a professional colleague.

Commendation

The team wishes to commend the job of the outgoing chairman for his strong support for the members of the A.B.E. department.

Recommendations

The team recommends:

- that further administrative support be provided to the chairperson in the form of additional coordinators with specific intra-departmental responsibilities.

PROGRAMS AND SERVICES

Basic Training and Skills Development

The majority of departmental activity is focused on the delivery of full-time B.T.S.D. programs. Although the program was primarily designed to meet the needs of pre-vocational upgrading, students are beginning to seek a wider range of alternatives on completion of the course. This presents a major challenge for curriculum development in the immediate future. Furthermore, the need for diverse program delivery systems, accommodating both full and part-time students, day and evening timetables, is also becoming more and more apparent. The team acknowledges the work that has begun on part-time programing in the Learning Centre as an important first step in this regard. The team also endorses recommendations #2 and #9 (p.276) in the internal audit as statements that speak to this concern.

In discussions with the Trades departments, the team confirmed a strong support for the value of B.T.S.D. programs. In addition, the need for specific generic skills upgrading modules in Maths, Science, and Communications was also identified. A demand for specific generic skill upgrading was also brought to the attention of the team by various career programs.

Recommendations

The team recommends:

- that a survey of other colleges offering part-time upgrading be undertaken to identify systems that might be adapted to the particular needs of the Cariboo college setting.
- that the A.B.E. department hold discussions with the Trades and Careers departments to determine the nature and extent of the need for generic skill upgrading.

Basic Job Readiness Training (B.J.R.T., B.E.S.T., E.O.W., C.O.P.E.)

The team only interviewed two instructors in this program cluster during its visit. Nevertheless, the team was impressed with the operation of each program that was visited. Supportive comments were received from students interviewed in one case, and from an agency contact person in the other. The team wishes to encourage the A.B.E. department to continue its attempts to meet the needs of non-traditional students through the provision of basic literacy, lifeskills, and employment preparation courses.

English Language Training

Very little is mentioned in the internal audit about English Language Training. To date the curriculum and materials used in this area of programming are primarily developed by the individual instructors. Further curriculum development for the department is hampered by the absence of any permanent instructors in this area of programming. The team suggests that the department acquire copies of the new E.L.T. curriculum material when it becomes available (in the Fall) from the Ministry of Education coordinator for English Language Training. A complete file of bibliographic resources is also available from the same source.

College Foundations

College Foundations programming is not the specific responsibility of any one departmental area at the present time. Several academic departments have one or more preparatory courses offered on a regular basis as finances allow. The team recognizes and supports the need for coordination and articulation between secondary completion and College Foundations programming. (See recommendation #7 p.276). The team further recognizes, however, that such coordination is more likely to result in successful program development if all the departments with a direct stake in College Foundations programs (including A.B.E.) work in close cooperation with one another to ensure the goals of each program are met.

Recommendations

The team recommends:

- that an Ad Hoc Task Force be struck by the Vice-Principal Education to examine the question of coordination and articulation for College Foundations programs.

INSTRUCTIONAL STAFF

Adult Basic Education programs at Cariboo College are instructed by seven full-time members of the college faculty and a large cadre of temporary and part-time employees. Owing to the short notice between the receipt of final funding approval and the anticipated start dates for many courses, instructors rarely find themselves with adequate lead time to prepare thoroughly before they are expected to commence instruction. The nature of the college's contractual agreement with temporary instructors further compounds the difficulties presented by the operation of short-term courses. The standard contract for a temporary employee begins and ends with the first and last day of instruction. No time is allowed for advance preparation of the course materials, nor is there opportunity for proper program evaluation after the course is completed. The internal audit appropriately notes the loss of these potential manpower resources to the overall development of the department.

Another area of concern stems from the uncertainty of program continuity and funding arrangements. This has the effect of creating a high level of employment insecurity felt by temporary instructors. The end result is a fairly high turn-over rate of non-permanent employees. The impact of this is felt throughout the entire department. Much of the chairman's time is taken up with orientating and supporting new personnel. At peak periods of the year, when a large number of courses are starting up, even this level of support becomes practically impossible to provide. The following ideas are put forward by the team as possible first steps in resolving the problems outlined above.

Recommendations

The team recommends:

- that, wherever possible, short-term courses be planned for, and arrangements made, well in advance.
- that contracts for temporary instructors include adequate preparation and program evaluation time.
- that the possibility of implementing a system of seniority for temporary instructors be investigated.

STUDENTS

The needs of students in A.B.E. programs are quite diverse and the department has made significant attempts to accommodate many of them. During the team's visit, however, several as yet unmet needs were mentioned by students and instructors alike. These needs included concerns about instructional standards, curriculum content, program accessibility, and availability of extra-curricular student activities at the off-campus locations. The team endorses recommendations 2, 6 and 9 (p.276) from the internal audit in this regard and adds the following recommendations of its own:

Recommendations

The team recommends:

- that the A.B.E. department develop an instructional policy which outlines guidelines for teachers to follow and makes explicit what students can legitimately expect of their instructors.
- that the level of part-time upgrading available in the day and evening increase to accommodate the needs of students with other responsibilities of family and work.
- that part-time upgrading include classes specifically designed for G.E.D. preparation as well as generic skill upgrading in Math, Science and English.
- that the social and recreational needs of the students at the Allan Mathews Centre be considered in the distribution of student activities and equipment resources.

RELATIONSHIP WITH STUDENT SERVICES

Records and Registration

The members of the team noted that some problems between the A.B.E. department and the Registrar's office have occurred in the past. It would appear that, with some effort, satisfactory compromises have been arrived at which make the current situation tolerable, if not ideal.

Recommendations

The team recommends:

- that any new systems developed for registration and the recording of student grades strive to be sensitive to the needs of developmental students.

Counselling

While it is true that the nature of the instructional process in A.B.E. requires that instructors perform many counselling functions on their own, generally they are not trained as professional counsellors. The need for the occasional use of special counselling services is recognized in recommendation #5 (p.276) of the internal audit and the team endorses this observation.

Recommendations

The team further recommends:

- that counsellors and instructional staff meet on a scheduled basis to exchange views as to how best to serve the needs of A.B.E. students.

OUTREACH

It is not too surprising that A.B.E. is one of the first instructional departments to disperse its services widely throughout the college region. The desire to provide increased levels of programming, however, can soon outstrip the means of supply. The team recognizes that the department is aware of the problems that this situation can create. The following commendations and recommendations are intended to give recognition to the department for its efforts and to provide appropriate cautions where these are felt to be needed:

Commendation

The team commends the obvious enthusiasm displayed by the department in meeting the needs of students wherever they might be located.

Recommendations

The team recommends:

- that the planning for outreach facilities be reviewed with a view to providing a learning environment (furnishings, space, equipment, etc.) as comparable to the major campus locations as possible.

- that the department request the assistance of service departments such as physical plant and continuing education in locating and securing suitable facilities.
- that the A.B.E. department discuss the problems of temporary instructors with the personnel office, senior administration, and the faculty association in order to gain a recognition of the importance of adequate preparation time in advance of class commencement.
- that the department review its method of supplying material resources to outreach facilities.

(The following suggestions are provided as possible considerations in this review):

- 1) Adequate course supplies and equipment for outreach classes should be collected together in one place.
- 2) These resources could be stored in large wooden crates or storage cabinets ready for quick delivery to any location in the college region.
- 3) Storage cabinets, if designed properly, could double as mini on-site resource centres for the duration of the class.
- 4) Included in the storage cabinets could be a Bibliographic listing of the departmental holdings available from the central campus.

FACILITIES

Apart from the comments made in the outreach section of this report, the team wishes to make the following observations about the move to the Allan Mathews Centre. Although the Allan Mathews Centre in the downtown core has increased the availability of space for programs and offices, the move has not been without significant cost to the department and its students. The department's need for greater visibility has already been mentioned in the internal audit. (See recommendation #8 p.276). It is much harder for the department to forge the necessary links with other college departments from its present location than it would be if it were on campus. For the students, the already significant social barriers to accessing the educational opportunities of the college have been further compounded by geographic separation.

Recommendations

The team recommends:

- that the A.B.E. department return to the main campus as soon as adequate space can be provided to house its programs and activities.

CONCLUDING STATEMENT

In what has been a relatively brief period, Cariboo College has established itself as a viable post-secondary institution. Generally speaking, it brings to the community it serves an impressive facility, a comprehensive and developing instructional program and supportive services and a competent and dedicated faculty, administration and staff.

As the college enters its second decade there are a number of major problems it faces, the resolution of which will, to a large extent, determine the kind of college Cariboo will become. The team identifies the following major areas of challenge for the Board and college community:

1. College Board and Executive development and the separation of policy and management functions.
2. The establishment of opportunity for effective internal participation in the policy making function.
3. The establishment of more effective means of communication between and among various segments of the college.
4. Improvement of the labor relations climate.
5. The continued development of the instructional programs, credit and non-credit.
6. The continued development of student and instructional support services.
7. The extension of programs and services throughout the college region.
8. The establishment of opportunities for, and the active encouragement of faculty and staff development.
9. The continued development, through the application of effective planning, of the college's physical facilities.

The team extends its appreciation for the opportunity to participate in the review process, and trust this report will be of value to the college.

Respectfully Submitted
on behalf of the Evaluation Team


Team Chairman

