**Cambrian College Program Evaluation**

Cambrian College is one of the oldest colleges in Ontario. It was established in 1967 when classes started simultaneously at North Bay, Sudbury, and Sault Ste.Marie (“Timeline and background,” n.d.). Currently, it has campuses in Sudbury, Espanola, and Little Current Manitoulin Island. There are more than 11,000 learners at the college out of which 4100 students are in 80 full-time programs and about 7000 students in 900 part-time courses and programs across the three campuses(“About Cambrian,” n.d.).

The motto of the college is “Imagine, Inspire, Innovate”(“About Cambrian,” n.d.). The goals of the organization are to “develop a teaching and learning framework to advance and sustain innovative approaches in flexible, customizable learning experiences”(“StratPlan\_OperationalGovernance 2015 - 2020.pdf,” n.d.). Thus, they aim to provide a wholesome but flexible teaching experience to students where they can be innovative and advance their skills and knowledge. Their objectives also include enriching the experience of students by providing various opportunities to all its students(“StratPlan\_OperationalGovernance 2015 - 2020.pdf,” n.d.). They promote inclusivity and have an atmosphere where students from all around the world, irrespective of their nationality, caste, and creed can gain knowledge and secure their future. They aim expand their influence globally “as a leader in evidence-based practice and applied research”(“StratPlan\_OperationalGovernance 2015 - 2020.pdf,” n.d.).

The strategic plan of the college revolves around these main aims. Their strategic priority is to provide “continuous access to flexible and customizable learning experiences”(“StratPlan\_OperationalGovernance 2015 - 2020.pdf,” n.d.). The strategic plan for 2015-2020 includes the following strategies:

* “develop flexible, customizable, technology-enhanced learning experiences” (“StratPlan\_OperationalGovernance 2015 - 2020.pdf,” n.d.);
* “foster an organizational culture of innovation” (“StratPlan\_OperationalGovernance 2015 - 2020.pdf,” n.d.);
* “provide enhanced opportunities to acquire and apply knowledge of Indigenous people” (“StratPlan\_OperationalGovernance 2015 - 2020.pdf,” n.d.);
* “establish and promote an inclusive and engaging atmosphere in which to work and learn” (“StratPlan\_OperationalGovernance 2015 - 2020.pdf,” n.d.);
* “support improved affordability and increased transferability of learning” (“StratPlan\_OperationalGovernance 2015 - 2020.pdf,” n.d.);
* “create meaningful connections in our community and promote the value of shared learning” (“StratPlan\_OperationalGovernance 2015 - 2020.pdf,” n.d.);
* establish their “global identity as a world leader in evidence-based practice and applied research” (“StratPlan\_OperationalGovernance 2015 - 2020.pdf,” n.d.);
* broaden their outreach and brand awareness.

The institution has several stakeholders: students, parents, staff, board, alumni, the public, industry, and the government. All the stakeholders have a vested interest in the organization’s improvement. The table below shows what all the stakeholders are interested in:

|  |  |
| --- | --- |
| Stakeholder | Interested in |
| Students | Knowing how well the program is doing so as to decide whether they should enroll in the program (if not already enrolled) |
| Parents | Knowing how well the program is doing and what are the future prospects of taking that program |
| Staff | Highlights of the good and the moderate aspects of the program to decide the required changes |
| Board of Directors | Evaluate whether the program should be continued |
| Alumni | How well the program is performing, and the industry use of the program |
| Public | Exploring new opportunities |
| Industry | The performance of the program to see its relevance to the industry and look for prospective employees |
| Government | Maintenance of the quality of the program and its relevance in current times |

There are several ways to gather information from each group. The table below shows the various ways in which information can be gathered from each group:

|  |  |
| --- | --- |
| Stakeholder | How to gather information |
| Students | Interviewing, feedback forms |
| Parents | Interviewing, feedback forms |
| Staff | Interviewing, Feedback forms |
| Board of Directors | One-on-one interviews as and when the board members are available |
| Alumni | Surveys |
| Public | Surveys |
| Industry | One-on-one interviews with industry leaders in various industries |
| Government | Interviews with government officials in the education department as and when feasible |

The report can be used by various groups in various ways. The parents, students, and alumni can view the report to gauge how well a particular program is doing at school. Alumni can use the report for the same and know which programs are in demand and what are the new programs being introduced at school and how well the program is doing. The staff can use the report to see where improvements can be made in the program and what aspects should be kept the same. The board of directors would use it to decide whether the program should be continued or not. The public can use the report to explore about the up and coming requirements of the industry and the program’s relevance to it. The industries can decide whether there can be prospective employees in the program. The government can use the report to check whether the program is relevant to the current day and time, has up-to-date curriculum and is being taught as it should be.

Here, there are several stakeholders whose interest overlap. For example, the students and the parents both want to know how the program is performing so that they can enroll themselves (in case of students) or their children (in case of parents) for those programs. Another overlap is between the board of directors and the government. Both have the authority to decide if the program should be continued, whether it is relevant to the industry, and whether it is taught as it should be. All the stakeholders are interested in knowing whether the program is relevant to the present times and how much can a student graduating from the program can fare in his career because of taking it.

Ignoring or forgetting a stakeholder group can have some serious repercussions. Let us have a look at some of the examples of what can happen if a stakeholder group is ignored or forgotten. Suppose, the staff is ignored or forgotten, the evaluation of the program would lack some key information like how the program is being taught and what are the changes required in the program. The same thing would happen if the students are ignored. Also, that might lead to the student’s voices not being heard, which in turn can lead to lower admissions in the next batch of the programs. If the industry is ignored, then the relevance of the program to the industry would not be known and the career opportunities for the students of the program might be lost.

The institution can use the report to reflect upon the program, the feedback from various stakeholders, and can make the required changes to the program. For example, they can make the program more flexible if the students or the staff find it to be to rigid. It can introduce innovations where it is required in the program. The program can be made more relevant to the global industry so as to attract international students and thus expand the institution’s presence in other countries.

Suppose the institution wants to build a new outdoor sports stadium that will cost $1.2 m, there are several groups that need to be consulted. The students should be consulted first as it is required to get an idea about whether they feel the stadium would be an improvement to the college. The students participating actively in various sports should especially be consulted. The finance team should be consulted to check the feasibility of the enterprise. The government permissions need to be taken. The public should be consulted to see whether they would be more likely to enroll in the school if it had a sports stadium. The implications of building the stadium might be increased participation in various sports events by the students, more enrollment of students which would lead to more profit for the organization.

Doubling the number of international students can have serious implications. On one hand, it can put the school on the global map, which would mean a massive increase in the profits. On the other hand, if the balance between international and domestic students is not maintained, there might be a decrease in the number of domestic students. To make this decision, the board of directors needs to be consulted and industry experts as well. This is because they have a number of years of experience and knowledge of the industry as well as the competition in the country.

Lowering the age of retirement is a big step for the staff. It can make way for younger, more updated staff. Such teachers are especially required in dynamic fields like IT and labor-intensive fields like millwright and others. In order to make this decision, the staff should be consulted first and foremost as it would affect them the most. The board of directors need to be consulted as well to check whether this is feasible for the college. The headhunters need to be consulted to check whether the professors with the required experience are available or not.

CITATION:

About Cambrian. (n.d.). Retrieved December 6, 2018, from https://cambriancollege.ca/about/

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