COLUMBIA COLLEGE
Mission Statement, Goals Statement and Columbia's College-Wide Learning Objectives

NOTE:	Clarification of Terms
Must; Shall; Will:	These words or phrases indicate actions or activities that are *essential* or *mandatory*.
Should:	This word implies that it is highly desirable to perform certain actions or activities, but not essential or mandatory.
May or Could; Can:	These words imply freedom or liberty to follow an alternative to the action or activity being presented in a document.

MISSION STATEMENT

The mission of Columbia College is to build an academically superior educational institution that focuses on active and collaborative student learning. This institution will be internationally recognized by employers, professional bodies, and the public for the outstanding knowledge, skills, attitudes, and behaviour of its graduates. Our diverse and multicultural student body will consist of more mature and/or educationally motivated learners preparing for a career or further education.

GOALS STATEMENT

The following items outline Columbia College's goals.

1. To be a highly respected learner centered institution which engages in research.

2. To develop relationships with leading industry practitioners and professional bodies who work with the College to continually improve the quality of our graduates.

3. To be internationally recognized for the competency and quality of our faculty and staff and to provide them with a rich working and learning environment.

4. To prepare learners primarily for professions, careers, and occupations in which employers recognize them for their outstanding level of knowledge, skills, attitudes, and behaviours.

5. To help learners develop strong learning-to-learn competencies that will enable them to continue to learn throughout life.

6. To be primarily focused on adults who have historically been underrepresented in colleges and universities. This includes such groups as older adults; working adults; lower income adults; adults from visible minorities; adults with disabilities; adults with children; and adults with a lower education.

7. To prepare learners in an accelerated learning environment to achieve above average academic results on professional body exams, graduate exams, and other internal and external exams that measure academic and skill based competencies.

8. To create a learning culture where learners are actively and collaboratively engaged in on-line, blended, and classroom activities as well as, labs, clinics, and field based cooperative education.

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9. To provide experiences that take learners far beyond simply learning theory and fact, to developing a range of skills that enable learners to effectively question, assess, analyze, synthesize, evaluate, and solve real everyday problems/challenges.
10. To provide pre-school, elementary, middle, and high school courses and programs for children and adults that meet or exceed local, regional, national, and/or international quality standards.

11. To provide on-line education and training at the international level that is recognized by accrediting bodies, professional associations, educational organizations, governments, and corporations.

12. To only consider itself successful when each learner is successful in their academic studies, future career, and take their place as strong moral, ethical, and caring members of society.

COLUMBIA'S COLLEGE-WIDE LEARNING OBJECTIVES

The following list of College-wide learning objectives outlines the knowledge and skills, as well as attitudes and behaviors that are considered important in preparing adult learners for new careers and continued learning as professionals. The descriptors under each learning objective describe the important components that will be considered when incorporating learning objectives in a specific department and each of its courses.

1. *Workplace Behaviour*

- Approaches work in a professional, pleasant, co-operative, and positive way and presents a professional appearance regarding dress and hygiene.
- Treats others in an equal, fair and just manner regardless of race, gender, or cultural origin and speaks to others in a sincere, respectful, and polite manner.
- Displays an appropriate level of self-confidence and offers support, assistance, and help to others when appropriate.
- Maintains a positive attitude, energy, drive and motivation to continually learn, grow, and adapt to a changing world.
- Handles constructive criticism in an appropriate manner and learns from it.
- Displays appropriate behaviours related to such areas as absenteeism, punctuality, productivity, quality of work, completing assignments on time, seeking additional assessments, and contributing to an effective work culture.
- Effectively deals with change and unexpected situations as well as handles stress in an appropriate manner.
- Deals with negative situations in an appropriate manner (conflict resolution).
- Demonstrates physical ability to keep up with the demand of work and maintains a properly organized work area.
- Demonstrates behaviour that contributes to a safe and secure work environment.
- Displays genuine interest in the needs of customer/patient, etc.
- Selects most appropriate tools (equipment, devices) to complete a task and uses supplies and resources in an appropriate manner.
- Functions well with a limited level of supervision yet understands own limitations and seeks appropriate assistance.

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- Supports and/or contributes to continuous improvement and is committed to quality and takes pride in own work.

2. ***Computer Literacy***
- Uses computers to effectively communicate, manage data, and process information.
- Demonstrates competence in the use of occupation-specific technologies which operate on computers.
- Applies computing skills to new situations and environments

3. ***Communication***
- Uses appropriate vocabulary, concepts, numbers, symbols, and charts that are appropriate to the occupation/position.
- Communicates effectively using written, spoken, visual and/or media formats that are appropriate to purpose, situation and audience needs.
- Displays effective interpersonal skills through listening, establishing rapport, and monitoring non-verbal signals while demonstrating respect for self and others.

4. ***Group Effectiveness***
- Communicates effectively in a group setting by actively listening as well as giving and receiving feedback in a proper manner.
- Accepts and demonstrates personal responsibility for the success of a group.
- Personally displays the ability to be an effective group member by being open, flexible, respectful of others and accepting of diversity.
- Demonstrates an understanding of group processes by participating in specific group tasks and by building relationships to support group success.

5. ***Information Retrieval and Evaluation***
- Identifies what information is required in a given situation and then identifies where it will be found.
- Identifies relevant sources of information and generates search methods in order to complete an effective search.
- Evaluates the quality of the information acquired (source, currency, accuracy, authenticity) and organizes it in order to assess its completeness. In addition, notes the sources of the information using a recognized format.

6. ***Problem Solving and Decision Making***
- Identifies and considers underlying beliefs, values, and parameters when assessing a situation or problem.
- Reviews current knowledge and then analyzes and evaluates this information in order to conclude a worthwhile, innovative and/or creative solution to a problem or challenge.
- Breaks down a complex problem into its basic elements and examines connections to the elements.
- Achieves goals using objective thought processes to solve problems and overcome obstacles.
- Identifies and weighs alternatives in order to make an appropriate decision that is defensible.

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Ethical Reasoning

- Demonstrates awareness of own values and beliefs and recognizes and understands others have a right to their own values and beliefs.
- Accepts diversity and diverse points of view from a wide range of individuals.
- Examines various assumptions and connections among beliefs, decisions, actions and consequences from a variety of perspectives (individual, community, national, and global).
- Analyzes and discusses issues from ethical perspectives and applies ethical principles and frameworks in making a decision.

Communicating Learning Objectives

The College Academic Calendar and website introduces students to the College-wide learning objectives. This information is briefly reintroduced to students during their orientation activities.

Faculty members list in their course syllabus those College-wide and specific program learning objectives formally assessed and measured during course delivery. Faculty also discuss these learning objectives when they review their course syllabus during their first class. They also share with students how these learning objectives will be measured.

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