

# COLUMBIA COLLEGE

## Columbia's Commitment to Continuous Innovation

<b>NOTE:</b> <b>Must; Shall; Will:</b> <b>Should:</b> <b>May or Could; Can:</b>	<b>Clarification of Terms</b> These words or phrases indicate actions or activities that are <i>essential</i> or <i>mandatory</i> . This word implies that it is highly desirable to perform certain actions or activities, but not essential or mandatory. These words imply freedom or liberty to follow an alternative to the action or activity being presented in a document.
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At Columbia College we are committed to continuous improvement through continuous innovation. This commitment is not only on an individual basis but also on a department and institutional basis as well. We achieve this by constantly asking questions of our students, boards of advisors, employers, professional bodies and other relevant stakeholders. Some questions come in the form of surveys while others are based on face-to-face discussion.

We are not satisfied with annual outcomes and hold ourselves to a higher standard of performance. Our faculty and staff are entrepreneurial, energetic, and enthusiastic risk takers who are open to constant change and challenge themselves and those around them, including students, to stretch themselves. They know by doing this they will tend to fail more than succeed, but they also realize that they will learn far more from their failures than do others who sit on the fence and play it safe. This environment of constant experimentation by collaborating group members has created a state of perpetual learning, growing, developing, and enables us to achieve greater success than would otherwise be possible.

Our intent is not to mimic other educational institutions but to outperform them. This normally involves using non-traditional means. We want to deliver a much better quality of education at a much lower cost. In education, quality of results is primarily measured in the classroom and Columbia is highly focused on helping our faculty develop greater and greater facilitational skills. This means our faculty receives more training and support than their counterparts. What goes on in the classroom is central to our College's future.

We constantly measure student academic progress, student satisfaction, and student issues. From this we develop interactive approaches to support learners. These are referred to as mastery learning supports. Mastery Learning is an approach to learning at Columbia College which states that we will do everything we can to ensure students master each subject they are being taught.

We realize our financial and human resources are limited and find more cost efficient ways to achieve more effective student outcomes. Our team members constantly ask themselves how they can do things easier, faster, better, safer, and at less cost. They are constantly observing, assessing, analyzing, and collaborating with other internal and external stakeholders on a daily basis. They are reading, researching and studying our competitors as well as leaders in the field as they prepare to innovate.

They have a can-do approach in their nature and believe that failure for themselves and those around them (including students) is not an option. They believe that they will not succeed until those around them succeed. This has created a work and learning environment where everybody sees his/her role as becoming a helper to those around him/her. Columbia's culture is therefore one of sincere cooperation. It is one where internal competition is frowned on! In this institution's knowledge is shared openly and willingly. So is process, product and everything else. People (whether staff, faculty, or student) are treated as equals regardless of position, gender, race, sexuality, or ethnicity. Although we may have different roles and responsibilities, we realize that first of all we are all simply human beings.