Table 1

Scribe: Greg Jenson & Wahid Maref

Table Issue: Getting the Right Students in the Right Programs

Individual Issue Submissions:

- Testing – ensure the right program with the right student
  - TSA, Vocational Assessment, etc
- Partner with high schools on volunteer hours
  - Students participate in AC programs as observers and it counts towards the volunteer hours needed for graduation
- During the application process:
  - Prerequisites
  - Checking ability to attend and finish specific courses

Summary of Table Notes:

- Pre requisites should be respected for admissions i.e. communication skills
- Possibility of switching between programs – work with government
- College needs to have a voice with government to set program prerequisites
- Possibility of getting “updates” or basic knowledge workshops/courses
- Orientation
  - Set up a program to allow students to use 8-16 hours of their high school volunteer hours to visit/audit programs in their field of interest
    - H.S. guidance counsellors would be expected to ‘audit’ or attend this orientation program

Table 2

Scribe:

Table Issue: International

Individual Issue Submissions:

- International
  - International findings woven into courses
  - International opportunities for students
  - Global economy is a reality
- AC has international campuses
  - What are the plans for international expansion or what kind of guidelines should drive the need for international expansion?
  - What about international agreements with colleges or education institution abroad?
- Foreign accreditation
  - i.e. law practice, international marketing, counselling services
Summary of Table Notes:

- Global world (economy and society) is now a reality and global skills need to be integrated into all programs
  - Standards, laws that pertain to programs
  - Cultural differences and communication skills
- Opportunity to teach internationally
  - National University of Mexico has campus in Gatineau
- Online classes need boost of energy to work internationally
- Impact beyond fee from a course – open college
- Partners with international operators to open campuses 2+1 model

Table 3
Scribe: Stephen Pope
Table Issue: Demographics

Individual Issue Submissions:

- Demographics and changing offerings
- Demographics – encourage multigenerational training in individual disciplines to take advantage of the potential for informal mentoring
- Enrollment
  - Lifelong learning
  - Online extension, distance learning
  - Changing demographics
- Aging workforce
  - Leveraging talent/expertise
  - Deal with labour shortages – skilled trades
- Opportunity for updating training – reality based, industry specific
- Increased online learning
  - Working people can’t always travel to update skills
- How do you serve in one class different age and maturing levels? Do you separate the classes based on needs?
- Demographics – can it support the plans

Summary of Table Notes:

- How does a program attract students? Who will grow into the content of the program? What is the learning by play (for the millennials)?
- Is the demographic pie shrinking or is the college focusing on too few segments?
- How can mature experience be harnessed? Apprenticeship/Continuing education? Specialty certificates? Refresher courses?
- Industry and education links – how can the college facilitate student contributions to real work on a timeline
- How can the college facilitate cross disciplinary and inter-institution education

Table 4
Scribe: Gordon Deecker
Table Issue: Keeping Current

Individual Issue Submissions:
• Quality control – some professors’ performance
• Part time profs
  o Pay for prep
  o Use of old material
• Staff funding – young professors
• Nimble and efficient way to update course content every year & quality control mechanism for development
• More engagement with part-time and continuing/online facilitators
  o Better onboarding
  o Technology training
• How do you cram courses into 2-3 years program
• Make it easier to engage part-time teachers from the industry

Summary of Table Notes:
• Keeping teachers current
• Quality control of teaching (online courses)
• Proper part-time teachers (up to date)
• Difference between u and College and how does AC quality control ensure this and not creep towards being a U
• Failure should be an option!!!
• Proper (ANY) standards for part timers

Table 5
Scribe: Line Binda
Table Issue: Communication
Individual Issue Submissions:
• Overall communication skills
  o Written, oral, collaboration, teamwork, project management
• Communication skills, Collaboration/Teamwork skills, Basic professional manners/skills
  o Ability to write defensible, professional report
  o Ability to work with others and bring together skills
• More focus on:
  o Soft skills (conversation)
  o Writing skills
  o Communication (verbal and written)
• Integrating an “all about me” and “always online” generation into existing workforce that values accountability and responsibility
• Skills training – project management, time management, team work
• Online and Social Media etiquette
• Fundamental basics – theory and practical
• Employment skills
  o Ability to problem solve
  o Accountability and justification for decisions
• Conflict resolution skills (face to face)
• Teach skills for interviews – likability
• Instilling work ethic that goes beyond the job description or a 7 ½ hour day
• Migrate students from competition to collaboration
• English as a second language
• Effective communication especially online communication

Summary of Table Notes:
• Likeability – being able to communicate
• Do not know how to express – write a letter
• Soft skills, basic courses, interactive/relationships
• Assessment – in language skills
• Interactive communications
• Etiquette at work
• We did not learn it this way
• Teaching “when to zip it”
• Screening students for soft skills
  o 1-2 page why they wish to be in a study program
• Certain courses should have pre requisites / pre program examinations
• Mandatory basic courses on humanities, business communication, C.V. online etiquette, social media, etc
• Mentors in more programs
• At least one large group project in each program
• Some programs may have to impose bilingual status (depending on the program) to meet industry needs
• Social media personal/Social media business
• Knowing proper method of communication
• Preparing students to be the face of the industry/company they work for
• Relationship impact

Table 6
Scribe: Alex Leung
Table Issue: Experiential Learning/Employment Preparedness

Individual Issue Submissions:
• Increase experiential learning opportunities (not just co-op style)
• Increase hands on experience not just theory – use of case studies
• Finding solid placement opportunities
• Learning partners
  o Build on the great foundation of “co-ops” and “internships”
  o How else can businesses and NGOs and government agencies help educate students for their future
• Co-ops and workplacements
  o Developing local talent
  o Connecting employers with programs/students/skills
• Partnerships for work placements (local and abroad) for students to gain experience
• Co-op programs to provide “real” world experiences employability skills
• Graduate employment
  o Tracking
  o What is the quality of the employment
• Common ground program/course for term by domain of expertise
Program should be evolving
Offer short time study within programs i.e. certificates

Summary of Table Notes:
- Tracking student progress to understand their success and employment opportunities after graduation
  - Then adapt programs to these employment areas
- Increase amount of time of hands on experience
  - Relative to “real” projects in the industry
- Partnering with industry, connecting with employers for job placements

Table 7
Scribe: Reagan Nuss
Table Issue: Program Path to employment/Employment expectations
Individual Issue Submissions:
- Selling realistic career growth/path expectations
- Make career path clear to students i.e. “when I graduate I will be able to...”
- Skills gap between employers need for solid writing skills and what the grads actually have
- Encourage more student accountability for learning
- Ensure the programs offered map to employers’ needs – specifically hands on skills
- Prepare students to understand expectations in the workplace
- Grads expectation from employers

Summary of Table Notes:
- Bridge between College and University level programs (i.e. accounting)
  - Let students know what to expect with a diploma vs. degree
- Need to set expectations:
  - Of what the student can expect in the workplace
  - Of what the employer can expect from a student
- Focused time spent with students to understand what is important to them/expected by them in the workplace
  - Reach out to employers to understand what they are seeing from recent grads
  - Help employers understand the students

Table 8
Scribe: Ross Rankin
Table Issue: Technology
Individual Issue Submissions:
- Technology – how will they learn/communicate in the future?
- Online courses/degrees
  - International programs and international “teaching”
- Delivery of courses – using the internet – integrating into courses rather than “fighting” with it
- Student experience – how do we ensure the online experience provides the full benefit of the Algonquin/educational experience

Summary of Table Notes:
- Online learning
• Not necessary great writing skills
• Currently no prerequisites
• Exploding – increased courses

• Communication
  o In virtual environment
  o Communication through emails
  o Want instant communication
  o Reaching our for the answer rather than researching themselves

• Online chats
  o Difficult to schedule
  o Students in various areas

• Could have live instructors videotaped for viewing on own time
• Job readiness – should have this if no work placement
• Difficult to have students engaged
  o Update blackboard/facebook groups
  o Create better online environment
    • Avatars
    • Show other students arriving

• Ways to do group work
  o Facetime opportunities
  o Skype
  o Join Me
  o Some difficulties with time zones

Table 9
Scribe: Jane Venus
Table Issue: Academic Partnerships
Individual Issue Submissions:
• Better links between part-time and full-time programs
• Academic standing – partnerships and affiliations for degree programs (post diploma)
• Portability of credentials
  o Recognition – international, institutions, part-time
  o Based on industry standards – employers, employees, occupational standards
• Develop educational program partnership

Summary of Table Notes:
• Recognition and portability of credentials
  o Use credentials for further education
  o Use credentials when you have to move
    o Engage/build relationships with other organizations offering similar programs
• Standards in programs need to be based on industry standards, what employers and students feel are important, national occupational standards where they exist
• Prerequisites for professional designations
• Academic partnerships – ability to bridge from diploma to degree
  o Standards high enough to be stepping stone to other programs
• More local academic partnerships
• If this is not done will lose market share to online programs that do
• Work in collaboration with/between programs
  o Including linkages between part time and full time programs
• Potential partnerships for hands on experiences
  o Exposure will open minds and opportunities
• Important to maintain academic standing
  o Do not dilute entrance requirements to gain market share
• Potential opportunities to further careers
  o Post graduate learning opportunities
  o Necessary skills to support advanced career needs: leadership, management
• Prior learning assessment
  o Experience counting as prerequisite
• Successful graduates on advisory committees
• Looking directly to industry/community partners as standard setters
  o Potential partners:
    ▪ Regulators
    ▪ Industry leaders
    ▪ Membership organizations
    ▪ Certification bodies
  o Align with best practices and current trends
• Across provincial/International/North American experiences = transferable skill sets and
  transferable credentials
• Establishing Easter Ontario best practices/presence in discussing Academic credentials

Table 10
Scribe: Wynn Quon
Table Issue: Cost of Education
Individual Issue Submissions:
• Cost of education

Summary of Table Notes:
• $1600/semester - $2400 tuition
• 50% of students OSAP loans - $70 M/year
• Algonquin scholarships - $5 M/year
• $20K F.T. $37K P.T.
• Increase these things:
  o Fundraising for foundation
    ▪ Need stronger alumni support
  o Reduce ancillary costs – etext initiative saves 40% on text books, deliver courses
differently (cheaply)
  o Making sound educational choices (students have “false starts” elsewhere and here, if
they make the right choice their costs will be reduced)