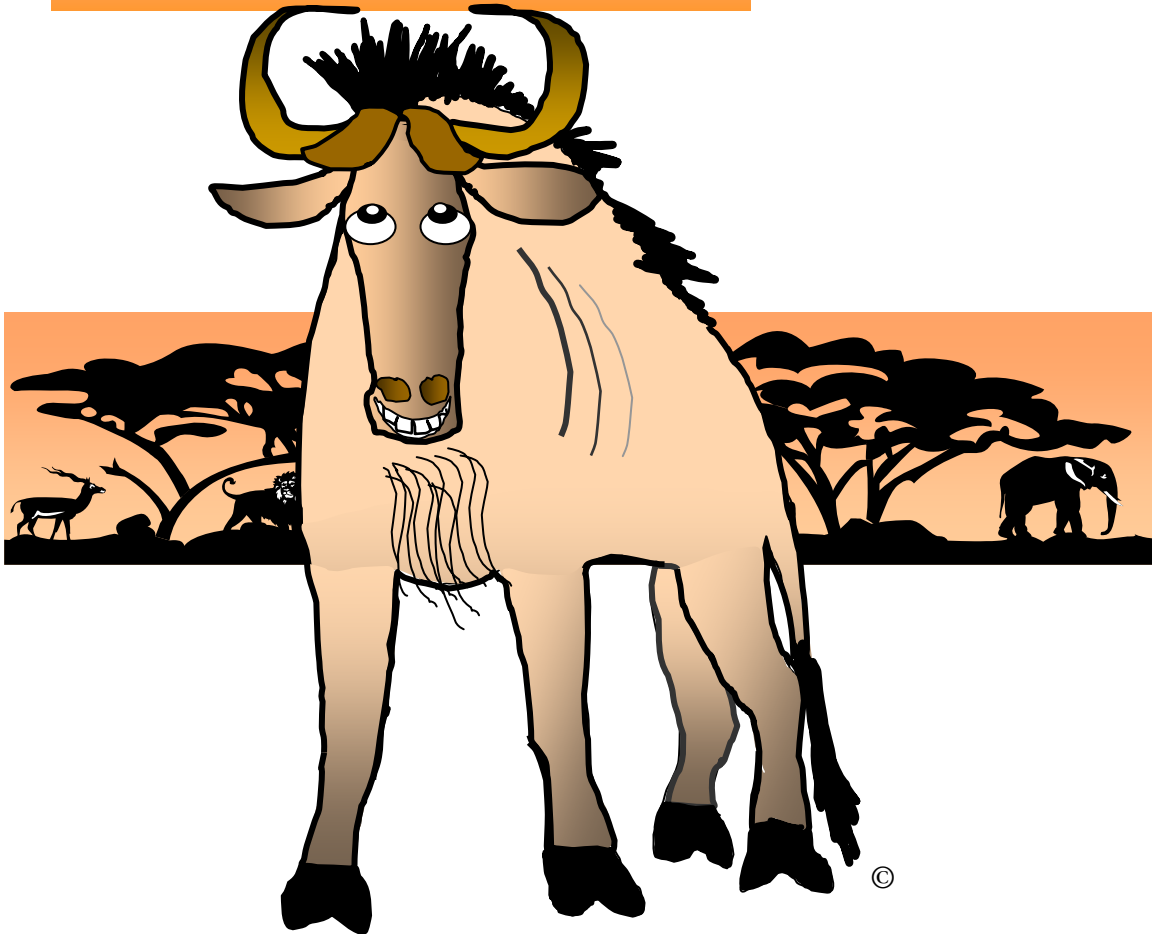


What's Gnu?



**College Sector Committee
Provincial Conference 2005**
Conference Report

Prepared by: Goforth Consulting



Acknowledgements

The 2005 CSC Provincial Conference, *What's Gnu?*, was a well-attended, rewarding and enjoyable experience for participants due to the hard work and dedication of many individuals and groups. The College Sector Committee would like to acknowledge the following:

CSC Executive Members

Jeanette Barrett, Durham College
Janet Gambrell, Sheridan College
Barb Glass, Canadore College
Leolyn Hendricks, Seneca, College
Sandra Hennessey, Fanshawe College
Andrea Leis, Conestoga College
Odette Regimbal, Algonquin College
Lynne Lamontagne, Collège Boréal

Conference Planning Team

Lynne Wallace, CSC Executive Director
Marla White, CSC Program Assistant
Dee Goforth, Educational Consultant

Executive members, once again your teamwork was outstanding. Andrea, thanks for hosting the Conference at Conestoga and executing countless conference tasks with competence and finesse. This commitment involved staffing the registration table, liaising with the ever-so-helpful AV staff, and trouble shooting on a constant basis. Sandra and Jeanette, thanks for facilitating workshops along with your various other conference responsibilities. The evaluation results show they were excellent. Barb, you pitched in when needed during the Conference. Whether it was carrying heavy boxes to the parking lot, chairing the sessions or introducing speakers, you were always there to lend a hand.

Lynne, once again you set your sights high and followed through with the kind of leadership we have come to expect from you as CSC Executive Director. Your creative touch and sense of humour added sparkle to the Conference. Where do you get the energy to lead plenary discussions and facilitate workshops with all your other conference responsibilities?

Marla, you finally made it to the Conference. Your organizational skills were put to the test in new ways. In addition, you got to see real people – not just their electronic counterparts. We expect to see you again in 2006!

Dee, by developing clear guidelines for the facilitators, you ensured successful sharing of resources in the working groups. The working groups are considered pivotal to the success of the CSC Conference. They require experienced, enthusiastic facilitators. Participant feedback indicated a high degree of satisfaction with the quality of facilitation in the working groups this year. Your ongoing insights, advice and organizational skills helped make *What's Gnu?* a big success.

The facilitators were:

Deborah Ross, Algonquin College, Science Working Group
Judy Barton, Confederation College, Communications Working Group
Barbara Banaschewski, Niagara College, Administrative Support Staff Working Group
Glenn Groulx, Seneca College, Computer Skills Working Group
Mark Irwin, Centennial College, Math Working Group
Mary Jonik, Cambrian College, Self-Direction Working Group
Francine Gascon, Cambrian College, Administrative Support Staff Working Group
Georgie Parsons, Sault College, Administrative Support Staff Working Group
Deborah Ross, Algonquin College, Science Working Group

Numerous others contributed to the Conference. They include the panel members, speakers, presenters, and the dedicated, professional staff at Conestoga College.

The conference participants, too, deserve special mention for their involvement in the 2005 Conference. Much was asked of you this year. Judging by the quantity and quality of resources shared, as well as the enthusiasm with which they were shared, you met this challenge head on.

The CSC Provincial Conference was made possible with the support of the Ministry of Training, Colleges and Universities and the National Literacy Secretariat. As always, this support is highly appreciated.

Table of Contents

<i>INTRODUCTION</i>	- 1 -
<i>THE CONFERENCE</i>	- 2 -
<i>A: FIND OUT ABOUT NEW DIRECTIONS AND DEVELOPMENTS IN THE FIELD</i>	- 2 -
<i>B: LEARN NEW CONCEPTS AND STRATEGIES</i>	- 3 -
<i>C: MEET AND SHARE INFORMATION WITH COLLEAGUES FROM OTHER COLLEGES</i>	- 7 -
<i>CONFERENCE EVALUATION RESULTS</i>	- 11 -
<i>Overall Outcomes</i>	- 11 -
<i>Content</i>	- 11 -
<i>Workshops</i>	- 14 -
<i>Networking</i>	- 15 -
<i>New Directions and Developments</i>	- 16 -
<i>Conference Format and Theme</i>	- 16 -
<i>Accommodation</i>	- 18 -
<i>Lack of Time</i>	- 19 -
<i>Points to Ponder for Next Conference</i>	- 20 -
<i>RESOURCES</i>	- 22 -
<i>CONCLUSION</i>	- 24 -
<i>APPENDIX A – MEMO TO PARTICIPANTS</i>	- 25 -
<i>APPENDIX B – SUBMISSION SHEET</i>	- 27 -
<i>APPENDIX C – GUIDELINES FOR FACILITATORS</i>	- 28 -
<i>APPENDIX D – STRATEGIES FOR SHARING ACE RESOURCES</i>	- 31 -
<i>APPENDIX E – NEXT STEPS</i>	- 33 -
<i>APPENDIX F – KALAHARI KAFE RESULTS</i>	- 36 -
<i>APPENDIX G – RESOURCES</i>	- 42 -
<i>Samples include:</i>	
<i>Administrative Support Staff</i>	
<i>Communications</i>	
<i>Math</i>	

Introduction

In planning the 2005 CSC Provincial Conference, organizers followed the same formula for success as last year's conference. The 2004 Conference was the first provincial event held for managers and practitioners involved in college academic upgrading in over a decade; and it was an unqualified success. To achieve the same degree of success, the CSC drew heavily on participant feedback from last year's conference. Participants provided suggestions on every facet of the Conference.

The first suggestion acted on related to the selection of theme and title of the Conference. The theme of the 2005 Conference was adapting to change. The theme determined the focus of the plenaries and the content of the working groups and workshops. Two large-scale initiatives that have had an impact on college upgrading programs and have taken them in two seemingly divergent directions include the Academic and Career Entrance Program (ACE), with its academic focus, and the Workforce Development Strategy, with its employment focus. The Conference offered participants an opportunity to reflect on the impact of these initiatives and on the innovative approaches programs have developed to successfully meet challenges presented by these initiatives. The title of the Conference, *What's Gnu?*, challenged participants to look ahead to yet new initiatives.

In keeping with the theme, the gnu was chosen as the conference "mascot" because of its ability to adapt to its climate. Adult gnus have developed an acute sense of hearing and smell to locate predators. Calves can stand a few minutes after they are born and can run with the herd. Now that's adaptability! The gnu also captured the imagination of the CSC Executive and provided an upbeat atmosphere for the Conference.

Last year's participants agreed that they enjoyed having the conference at a college site. Participants commented that the college staff were very hospitable, the meeting venues, comfortable, and the room accommodation, lovely. Conestoga College graciously agreed to host the 2005 Conference. The first week in June proved to be a good time to hold a conference. Specific concerns of participants with regard to signage and meals were taken into consideration.

The Conference

What's Gnu? was planned as an inclusive event involving program managers, faculty/classroom support staff, and administrative support staff. The goal of the Conference was to meet the information needs and expectations of all participants.

This was incorporated into the design of the Conference and provided participants with opportunities to:

- A. Find out about new directions and developments in the field
- B. Learn new concepts and strategies to apply in daily practice
- C. Meet and share information with colleagues from other colleges

2004 Conference Participant

The Conference should be an annual or biannual event including managers, faculty, adm. support staff with specific workshops for all.

A: Find Out About New Directions and Developments in the Field

A number of sessions provided participants with information about developments and new directions in the field. One of these was the panel discussion which focused on developing provincial and individual strategies for Job Connect, Apprenticeship and college upgrading programs to work together in preparing for the implementation of the One-Stop initiative. Participants reported that this session provided great ideas for action plans.

Another was the ministry update provided by Patti Redmond, Director of Skills Investment. Topics covered in her address included:

- 1) The One-Stop Initiative – the idea is that there is “no wrong door.”
- 2) The Learning to Eighteen Strategy – funding will be announced for a broad range of initiatives.
- 3) Research and Development – the focus is on larger, broader projects as always.
- 4) The Adult Education Review – an announcement is anticipated shortly.

A third session was the plenary, Kalahari Kafe, a highly interactive and lively session that moved participants in new directions – literally, from table to table. The Kafe was built on the assumption that people have within them the wisdom and creativity to confront the most difficult challenges. It was designed to help participants gain a better understanding of how to manifest an attitude of change and innovation.

Based on World Café, the plenary focused on providing a hospitable place for participants that was safe and inviting. The premise is that when people feel comfortable, they do their most creative thinking. Another element involved exploring questions or topics that matter. Participants were asked to:

- 1) Share a success story that involved change and innovation
- 2) Identify the factors that contributed to success
- 3) Discuss what to do to ensure change and innovation

B: Learn New Concepts and Strategies

The choice and number of workshops were also influenced by the theme of the Conference. The number of workshops for *What's Gnu?*, for example, was increased threefold from the previous year – from four to twelve. There were three reasons for this:

- # 1. Conference participation was extended to administrative support staff. This decision partly contributed to the **73%** jump in the number of conference participants from last year.
- # 2. The rate of success of the 2004 Conference workshops had been high. Nearly **90%** of participants agreed that the workshops they attended met most of their needs and expectations.
- # 3. Large-scale initiatives like workforce development demand new thinking about preparing students for employment, and new approaches to teaching. Workforce development figured prominently in the workshop line-up. Three workshops and a panel discussion focused on Essential Skills, Job Connect, Apprenticeship and TOWES (Test of Workplace Essential Skills).

The additional number of workshops meant that participants could attend more workshops than last year and could choose from a wider selection. Some of the topics, such as learning disabilities, were based on participants' suggestions from last year's conference. Others were inspired by participants' comments in the overall evaluation. Too much "sitting" was a particular concern for the more active participants. To respond to this concern and to focus on personal as well as professional development, sessions on pilates were added to the workshop line-up.

A brief description of each workshop is provided in the next section.

Workshops: A Series

A 1: Tribal Wisdom: Adult Literacy Educator Program – What’s in it for me?

Facilitated by: Anne Ramsay, Project Read Literacy Network

This presentation will give an overview of the Adult Literacy Educator Certificate (ALEC) Program to instructors and administrators considering it as a part of a professional development pathway. It will highlight the history, purpose, and current project to revise the modules (a partnership between Project READ, Algonquin, Conestoga, and Sault Colleges). As well, the session will focus on the program’s merits, benefits, and its possible role in the adult literacy field. The ALEC program has been taken by practitioners working in the field and by individuals anxious to enter the wonderful world of literacy. The presenter hopes that participants will discuss how we presently support and train practitioners, as well as planning for future staff turnovers due to impending retirements.

A 2: Essential Skills – A Primer

Facilitated by: Sandi Hennessey, Fanshawe College

If you haven’t been introduced to Essential Skills, the Essential Skills Profiles and the Test of Workplace Essential Skills, this is a good place to start. Background information on Essential Skills, an introduction to TOWES and the three Essential Skills it assesses, along with an overview of Essential Skills Profiles will help you begin to integrate these tools in the classroom. This workshop is a good preparation for the Essential Skills – Online Tools workshop in the computer lab immediately following the break.

A 3: Herd at the Waterhole: Distance Delivery

Facilitated by: Matthias Sturm, AlphaPlus

Four LBS delivery sites, including Confederation College, have been engaged in pilots testing distance delivery with LBS students since 2003. Distance delivery models with a high degree of flexibility in meeting the needs of the students and overcoming geographical, social, and technological barriers were developed and implemented before the field research was carried out by AlphaPlus in partnership with the project sites.

Matthias will provide an overview of this development and research project and share the findings, conclusions and recommendations with workshop participants.

This workshop will be of particular interest to colleges interested in participating in the next round of distance delivery pilots, or in providing more flexible options within their regular LBS program.

A 4: Join the Pilates Pride

Facilitated by: Mary Jonik, Cambrian College

This workshop will introduce the basic principles of Pilates. The benefits of Pilates includes: longer, leaner muscles; increase in core strength; injury prevention; no-impact joint protection; balance, posture, coordination, and circulation improvement. Please come dressed in work out clothing!

A 5: Learning Disabilities

Facilitated by: Steve Miller, Georgian College

What is a learning disability and how does it affect a student's success? Does a student's knowledge of their learning disability help them? And if so, how can I help? Let's look at what a learning disability is and how we as educators can help support student success.

A 6: Symbiosis and Mutualism: The Rhino and Its Companion Bird as a Model of Integration

Facilitated by: Jeanette Barrett, Durham College

This panel is comprised of representatives of Job Connect, Dan Goldring and Wanda Jacobs, and Apprenticeship, John Woodward. It will provide an overview of program delivery guidelines and objectives, and share examples of successful "mutualism" already occurring. The bulk of the time will be set aside to develop provincial and individual college strategies for these three programs to work together more closely – just like the rhino and its passenger bird. One provides food; the other provides comfort and a warning system.

This workshop will help you prepare for the anticipated implementation of the One Stop Initiative.

Workshops: B Series

B 1: Essential Skills – Online Tools

Facilitated by: Patti Miller and Elaine Nadalin, Fanshawe College

In this hands-on workshop, you will learn about various Essential Skills websites and tools and how to use them with your students. The website safari will include TOWES, the Essential Skills Equalizer, Essential Skills website and profiles. Time permitting, some international sites will be included.

B 2: Join the Pilates Pride (repeated)

Facilitated by: Mary Jonik, Cambrian College

This workshop will introduce the basic principles of Pilates. The benefits of Pilates includes: longer, leaner muscles; increase in core strength; injury prevention; no-

impact joint protection; balance, posture, coordination and circulation improvement. Please come dressed in work out clothing!

B 3: Lead from Within

Facilitated by: Steve Miller, Georgian College

This is a workshop that will consider leadership and team work skills, and offer a model of support to assist students with a learning disability shift their belief about their potential. Through use of a case study and a demonstration, participant will gain a more tangible awareness of how to put this into practice themselves.

B 4: Pick Up Your Trunk: Blended Learning

Facilitated by: Trudy Kennell, AlphaPlus

First there was classroom delivery; then there was distance delivery; now there is "blended learning." Trudy Kennell will talk about what she's learned about blended learning and provide some examples from the Guide to Blended Learning: part of the *Skills at Work* series of workforce literacy books.

B 5: Surveying the Savanna

Facilitated by: Debera Flynn, Literacy Network Northeast

Literacy Network Northeast contacted employers to ask them to assist in validating exit demonstrations for 10 specific entry-level jobs. Find out what employers had to say about the skills applicants need and the training methods used in their workplaces. Take a look at the demonstrations created. Find out about other Essential Skills projects funded in 2004-2005 and what materials will be available in the fall.

B 6: Survival in the Jungle: How To Read the Signs on the Trail

Facilitated by: Lynne Wallace, College Sector Committee

This workshop is primarily of interest to those responsible for gathering and entering IMS data. The focus is on interpretation – not data entry. Lynne will provide each participant with a 2004-2005 year-end report comparing individual college stats to regional and provincial summaries. Participants will learn about provincial trends over the past 3 years, identify regional and local differences, discuss interpretations and share data collection entry strategies. All of this intended to help plan programming, promote provincial consistency, anticipate change and prepare for MTCU monitoring visits.

This workshop will help you make sense of the jungle that is LBS/OBS

C: Meet and Share Information with Colleagues from Other Colleges

Sharing program information and resources with colleagues from other colleges has always been a high priority area for faculty/classroom support staff and administrative support staff involved in the delivery of academic upgrading programs. Sharing resources has typically been done through subject working groups which have been a part of regional PD events for many years, and at the provincial conference last year.

A professional development (PD) questionnaire, conducted by the CSC in 2004, showed that enthusiasm for subject working groups had not waned. Respondents, however, wanted them to be more effective and they provided many suggestions for achieving this end. Their suggestions were used to plan the 2004 subject working groups. Facilitators were chosen for each group and provided with instructions for facilitating the groups ahead of time. Participants were sent two memos identifying what kinds of materials to bring and how many copies. In spite of these efforts, many participants still did not bring resources for sharing. This resulted in frustration for those participants who brought resources and expected other participants to do the same. It also presented a serious challenge for the facilitators. Preparedness did not appear to be a factor in 2004. For the most part, participants indicated they had received sufficient information about what resources/materials. In groups where there were sufficient resources and information, the outcomes were very positive.

In spite of the uneven results, there was fairly strong support for the continued use of subject working groups. When asked if they would recommend continuing with this kind of format for future PD events, over **80%** of all participants said they would. One participant commented that s/he would recommend this kind of format only if all participants brought resources.

2004 Conference Participant

I am hopeful that some coordinated curriculum development will actually happen so that colleges that are small and do not get curriculum development time will be able to have access to quality learning materials and resources.

The conference organizers, then, were challenged to act on this recommendation and find a way to ensure that all participants in the working groups bring resources to the 2005 Conference. In response, a memo was drafted and sent to all colleges clearly stating that as a condition of attending the Conference, participants were required to:

- (a) submit in advance, to the CSC, at least one resource, and
- (b) bring sufficient copies of the resource with them to the working groups to share with other participants

Participants were told in a later memo how many copies to bring. Besides ensuring more consistent and successful outcomes for the working groups, a larger and more varied collection of resources would benefit college staff unable to attend the Conference. Resources would be included in the final report for distribution to all colleges.

See **Appendix A** for the Memo to Participants.

The memo also identified the focus for each group. Faculty/classroom support staff were asked to focus on resources used in OBS level delivery. This was in response to the implementation of the ACE Program which was approved for delivery in July, 2004, at all twenty-four colleges by the Colleges Branch of the Ministry of Training, Colleges and Universities. ACE is a Grade XII Equivalent program. It is the level of programming generally accepted by colleges for admission to college-level postsecondary programs and apprenticeship. During the ACE consultation process, many colleges indicated interest in knowing what learning materials and texts other colleges were using

The decision to focus on resources used in OBS delivery also responded to participant feedback from last year's subject working groups. One participant commented that there were few demonstrations at the LBS 4/OBS level. Another commented that s/he taught at the LBS 5 and BTSD 4 level and that most of the ideas shared were at the LBS 2 and 3 levels.

ACE resources, therefore, were considered to be of greatest interest, although LBS 5 materials, which prepare students for ACE and some postsecondary programs, were also of interest. Teaching staff could submit a learning activity or an assessment activity they had developed, a description of a student project, information about an

effective text or website, or information about initiatives they had been involved in such as Essential Skills, Job Connect or Apprenticeship.

See **Appendix B** for a sample of the Submission Form.

Also in response to last year's working groups, greater attention was paid to how the groups were facilitated. For the 2005 working groups, goals and outcomes for the working groups were drafted. Facilitation guidelines were emailed to working group facilitators in advance. In addition to sharing ACE resources, participants were also asked to discuss strategies for continued sharing, to review two proposed, large-scale strategies, and to wrap up the discussion by identifying next steps.

See **Appendix C** for the Guidelines for Facilitators.

See **Appendix D** for the two strategies.

Administrative support staff were asked to focus on the accurate tracking and follow-up of students – especially OBS students. They could submit:

- (a) a description of their process for collecting information or doing student follow-up, or
- (b) a form that they use as part of their LBS intake or ongoing tracking processes.

This plan proved very successful as you will see in the next section. In the words of one participant, “The sharing in the working group was much more effective and useful than last year.”

SAFARI SCENES



**CSC Executive Director Lynne Wallace
in African Attire**



Opening Plenary



**Facilitator Mary Jonik at
Butterfly Gallery**



**Conference Participants at
Wings of Paradise**



Panel Discussion: Symbiosis and Mutualism

Conference Evaluation Results

Overall Outcomes

Participants were asked to rate specific elements of the Conference as well as the overall Conference itself by using a four point scale. The possible choices were:

1 = Agree Strongly, 2 = Agree, 3 = Disagree, and 4 = Disagree Strongly

For the purposes of determining satisfaction, 1 and 2 together are considered satisfactory/successful while 3 and 4 together are considered unsatisfactory/unsuccessful.

To provide balanced feedback, the evaluation form asked participants what they liked best and what they liked least about the Conference. In addition, space was provided for “other comments.” Of the **96** participants who completed the Overall Conference Evaluation Form, an impressive **89** of them provided written comments. Anecdotal information was examined for general themes which are briefly described in this section and are supported by participants’ comments. It was felt that using participants’ own words provided a more accurate and detailed picture of their experiences and observations. Because of the large number of written responses, it was not possible (or desirable) to include all of the responses in the report. The conference organizers, of course, will review and consider all information gathered from the evaluation forms in planning future conferences and PD events.

In spite of the increased enrolment, this year’s CSC Conference, like last year’s, was enormously successful. **99%** of the conference participants who completed the Overall Conference Evaluation Forms (95 of 96 individuals) agreed that overall the Conference met their needs and/or expectations. **71%** agreed “strongly” while **28%** agreed.

Content

Participants reported on the **content** of the Conference. **100%** of participants agreed that the information they gathered during the two days was mostly relevant to the program at their college and/or to their PD needs. **99%** agreed that they would be able to apply much of the information gained during the Conference. Both of these figures are up from last year. When asked what they liked best about the Conference, **32%** of participants mentioned workshops/working groups/sessions in general or identified specific ones. Several commented on the high quality and choice of the presentations and presenters.

Comments about what participants liked about the content include:

- Some (workshops) were very open-ended, so discussion was focused and guided, but far ranging and at the same time beneficial. They provide insight into the issues at hand, yet allow for hearing how other colleges do business.
- The inclusion of faculty and staff. I appreciated the time to have conversations with our faculty, especially from other campuses especially to imagine, create, and problem solve in an informal way. As Brenda Herchmer said, we are so pressed these days, we don't have time to have conversations which spark innovation and creativity.
- Received some good demos which I plan to use and gained valuable insights into teaching/recognizing students with learning disabilities.
- I liked that the topics of seminars met areas of interest for me.
- Science group sharing was excellent. Got lots of great ideas. (x 3)
- As always the discussions generated a lot of interest.
- Thank you for so much choice!
- The Communications working group participants shared valuable resources. Please continue this practice.
- Great ideas for liaising with Job Connect.
- The Essential Skills portions were well done and informative.
- ACE materials especially.
- Finally I know what Towes and Essential Skills are. Excellent.

Comments about what participants thought was missing include:

- Due to teaching everything in one room, some of the materials may not be relevant.
- I was hoping for and expected more information and sharing on ACE.

Suggestions by participants about content include:

- There should be manager-oriented breakout sessions.
- We are hoping to meet again. Meeting twice a year would be good.

When asked if they will be able to apply the information gained during the Conference, participants supplied the following comments:

- Some (can be applied) directly, some indirectly but all very valuable.
- It's nice to plan for future implementation. It takes time to get to a point of application. (x 3)
- IMS gathering information.
- Loved getting materials form other programs.
- Everything!

Working Groups

Participants were also asked to rate specific elements of the working groups by using the same four point scale:

1 = Agree Strongly, 2 = Agree, 3 = Disagree, and 4 = Disagree Strongly

The approach used to improve the sharing of resources in the working groups proved very successful, as the aggregated results in the chart below indicate. In fact, one group had so much information to share that it didn't get to the large-group, wrap-up discussion of "Next Steps." Only two working groups found time to review the two proposed strategies for sharing ACE resources on a provincial level. Both groups strongly supported Strategy # 2. One group commented that Strategy # 2 has depth for continuity and that it doesn't set up any particular college as "expert" or "in charge." Participants from various groups indicated that they needed more time for discussion.

To see the "Next Steps" working groups identified, go to **Appendix E**.

EVALUATION CRITERIA FOR WORKING GROUPS	AGREEMENT
Preparedness: I received sufficient information about what resources/materials to bring to this working group.	85%
Resources/Materials: The resources/materials/ideas shared by participants in this working group were relevant to my program and/or PD needs.	99%
Application: I plan to use the resources/materials/ideas in my own setting.	96%
Networking: I made some new contacts that I will try to maintain.	91%
Facilitation: Facilitation techniques contributed to the success of the working group.	94%
Workshop Environment: In general, the environment (room size, seating arrangement, lighting, temperature, etc.) contributed to the working group.	94%
Outcomes: Overall, the working group met my needs and/or expectations.	96%
Overall: I would recommend continuing with this kind of format for future.	95%

Some participants said they were confused about what resources to bring. One participant explained that she had decided to come at the last minute. Others did not provide an explanation. Nevertheless, the approach this year was far more effective than last year's, as illustrated by the table below:

Percentage response in descending order by working group to preparedness question: I received sufficient information about what resources/materials to bring to the working group.						
2004	88%	86%	77%	75%	75%	70%
2005	94%	91%	85%	83%	78%	76%

Detailed evaluations of both workshops and subject working groups will be reviewed by the CSC Executive and recommendations will be made for future PD events.

Workshops

The 2004 CSC Conference workshops had been considered very successful. Conference organizers had hoped to maintain that degree of success, and were delighted to learn that the 2005 workshops were not just more successful – but significantly more successful! The table below provides a comparison of the workshop evaluation feedback from both conferences:

Participants in agreement that:	2004	2005
The workshop they attended met most of their needs or expectations	86%	97%
They would apply what they learned to their own situation,	80%	95%
They would recommend the workshop to others	92%	97%

Furthermore, workshop participants were very satisfied with how the content was presented. **96%** of participants supported three statements about how the workshops were facilitated. These included:

- 1) facilitator(s) presented information in a clear, organized way

- 2) facilitator(s) related information to its practical application as much as possible, and
- 3) facilitator(s) used appropriate instructional and facilitation techniques

Lack of time was an issue for some participants, however. Several commented that the workshops started late and that they needed more time with the presenter(s). Others provided positive feedback and specific suggestions about aspects of the workshops. These have been shared with the presenters.

Networking

84 % of the participants agreed that there was ample time to share information with colleagues from other colleges (compared to **76%** from last year). Other participants wanted more time for networking.

88 % of the participants reported that they had made new contacts that they would try to maintain (compared to **81%** from last year). Eighteen participants did not respond to this question, most likely because many participants commuted rather than staying in residence. One participant who commuted noted that there was little time between events for networking.

When asked what they liked best about the Conference, **53%** of the participants identified networking and sharing information, resources, ideas, and issues with others with similar challenges in the same field. Some participants were happy to meet new people, while others reconnected with former colleagues.

Comments about how participants benefitted from networking or what they liked about networking include:

- I liked the opportunity to grow – exchange ideas, explore the way others are doing things.
- I enjoyed the chance to be immersed in LBS/OBS discussions across a wide range, and to meet people from so many different settings.
- Will do follow-up with specific colleges for resources, etc. Nice to have the chance to meet and get to know (people).
- Please make Conference three days – longer workshops.
- Good turnout for administrative support staff – lots of shared information.
- I made a contact at a college I've never met anyone from before.

- I really enjoyed being with the other people from my college. We got to see each other in a relaxed setting and talk about things we can do back at school. It brought us closer together.
- The dinner evening “Wings of Paradise” setting was ideal for conversations, connections, and reconnections with people.
- I am brand new to this literacy world and have instantly made new contacts.
- I will really try to contact others.
- This is one of the major benefits of this conference. (x 2)
- We exchanged email addresses so maybe we could share more.

New Directions and Developments

95% of participants reported that they gained important information about new direction and developments in the field. This percentage is the same as last year's.

Comments include:

- Thank you – it was great to get the “up-to-the-minute” scoop. I learned that I need to visit your (CSC) website more often too!
- I feel more confident implementing ACE.
- For sure, this was a highlight.
- I liked the exit forms from Durham College and other forms we were able to collect and utilize in our LBS Program.
- Interesting comparison of different college approaches.
- Award recognitions – not only academic.

One participant pointed out that there were too many concurrent sessions which made it impossible to attend ones on new directions.

A large body of information was also gathered from the Kalahari Kafe.

See **Appendix F** for the different themes or categories that emerged from the discussion in this session.

Conference Format and Theme

While the majority of participants enjoyed the conference format and theme of the Conference, others felt they detracted from the Conference.

Comments about what participants liked:

- It (the Conference) was extremely well organized, the attention to detail (especially related to the conference theme) was second to none, and the enthusiasm and spirit of fun were wonderful. Well-organized, quite productive and lots of fun!

- The upbeat atmosphere.
- The theme carried through everywhere.
- Sense of fun, the butterfly visit, and lovely dinner.
- Well-organized. Thoughtful, relevant topics. (x 5)
- Enjoyed the themes, *Mooooving Forward* and *What's Gnu*. Lots of fun!
- Well organized, quite productive and lots of fun!
- Fun, creative theme and atmosphere.
- Workshops were well planned and organized to cover presentation and sharing of information and experiences.
- The presentation/lecture style workshops (Lead from Within).
- A good conference – very well planned and paced.
- Excellent workshops – presenters well organized and participants shared individual experiences and ideas.

Comments about what participants would have liked or didn't like:

- I would have liked a little more time to talk about the outcomes of workshops in a group setting.
- I would like more topics to choose from for the workshops.
- I would have appreciated more in-depth discussions of the listed agenda items for the managers' session on Thursday.
- Too many announcements. Showing videos not scheduled.
- No free time during the day.
- Non respect of schedule.
- Since workshops ran simultaneously, there was no opportunity to attend more than one working group. This presented a disadvantage for faculty "wearing more than one hat."
- I know a lot of work went into the theme, but I'm not sure that a theme is necessary.
- Too much of the theme.
- Unnecessary expense regarding the theme – had expected to go to an African Lion Safari – disappointed – overkill on the theme. Also had trouble determining what the workshops were about when sending in form.
- Having to re-track to cars for parking permits.

Accommodation

97% of participants agreed that they enjoyed having the Conference at a college site (compared to **94%** from last year).

89% found the room accommodation and meals satisfactory (same as last year). The Wings of Paradise venue and dinner was identified as particularly enjoyable by many conference participants.

Comments about the positive features of the accommodation include:

- Found the residence a very pleasant place to stay.
- The meals were excellent. The dinner at the Wings of Paradise was lovely.
- Loved the Wings of Paradise.
- Meals were awesome!
- Easy to find. Nice that they (residence and campus) were so close.
- Excellent room accommodation.
- Vastly preferable to other places.

Specific issues or concerns with accommodation and suggestions for improvements include:

- Breakfast was very crowded at the residence – nice to have extra food in the Blue Room.
- The room was smoky.
- The mattress was uncomfortable.
- Noisy accommodations.
- Breakfast at the residence – not the best – have some bowls of fruit available.
- Air conditioning.
- (Accommodation was highly satisfactory) although would prefer not being “car” dependent.
- Have a bus to go off to the off campus dinner.
- More signage and directions needed.
- Need decaf coffee – please.
- We were not all together in the residence. The unwinding time is also important.

Accolades focused on participants' appreciation for the planning and organizing of the Conference.

Comments include:

- My thanks to the conference committee members responsible for organizing this conference. Thank you so much!
- Everyone was very welcoming, hospitable and accommodating. We were well looked after.
- It (the Conference) keeps enhancing every year.
- An excellent conference – well organized, meaningful sessions and good companionship. Thanks to all who obviously worked hard to give us a good experience.
- Congratulations to the organizing team. It was a pleasure to attend.
- Great! Well done. Excellent. (x 8)
- Looking forward to future conferences. (x 2)
- Great conference – best one yet!
- Thank you to all those who worked very hard to put this conference together. (x 2)
- Always appreciate the opportunity to network. See you next year!
- Marla, Dee and Lynne outdid themselves, as usual! It was Grrrrreat! (x 2)
- Great conference, great networking and great workshops.
- Great job! This is such an important event to help us “feel good” about what we do.
- Thank you for all your work and devotion. It has been very educational and enjoyable experience.
- My first conference – great. I will never miss – good fun and relevant. Thank you!
- Obviously, a lot of time and effort go into a conference like this. Well done!
- Wonderful conference, excellent meals and location. Thank you to all involved.
- Great learning experience and wonderful venue for dinner!

Lack of Time

Lack of time appeared to be an issue for several participants. Some of participants' comments about the lack of time are listed below:

- Not enough time for workshops
- I am always grateful for the managers' meeting – could have used a bit more time for this – good to get ideas, discussions, problem solve – I would have liked another hour with a break in the middle.
- The Conference was too short.
- No free time during the day.

- Feeling rushed between sessions.
- Too much on the agenda.
- Not enough time in Online Essential Skills Tools workshop.
- Would like more time to share issues with other practitioners.
- As a presenter in workshop 2, I felt rushed – didn't have enough time.
- There's never enough time to share everything, but thoroughly enjoyed the time we did have with support staff colleagues.
- Needed more time in working groups.
- Presentations (in working groups) took too long and left no time for sharing of questions and information.

Points to Ponder for Next Conference

Location:

- Perhaps in Toronto next year?
- Please have a conference in the North – Canadore!
- Let's have a conference at Canadore!
- Go North next year and look at how we can link with JC and HAT.
- I think that going to North Bay would significantly reduce the number of participants – much as I would like to go there. We would miss the opportunity to include more staff.

Accommodation:

- Internet access information and contact phone number for family ahead of time would be a good idea.
- Better signage in building.
- Shuttle to off-campus dinner.

Format:

- I think the Conference could have been longer. People are hungry for PD that is useful. Afternoon sessions or an additional day would be good.
- Would have liked to have attended a couple more workshops. (x 2)
- Shorter lunch period (12:00 – 12:30) so that we leave earlier.
- Enjoyed the discussion and continuity of the Kalahari Kafe. This could also work with the working groups.

- The Kalahari Kafe would be more useful as table discussion where you meet others from different colleges and catch up on what they are doing and problems they are experiencing.
- Managers' breakout sessions – get to focus on small specific issues in smaller groups.
- Managers sit on panels to discuss issues, i.e., inspection of programs.
- More high profile speakers at the Managers' Meeting. Establish academic experts in literacy areas.
- Have the conference earlier (in year) to allow for implementation.
- Need to have more time beforehand to look over the materials to be shared or could have given out packages and then had several hours to discuss many issues.
- Involve students – get them to act as tour guides.

Other:

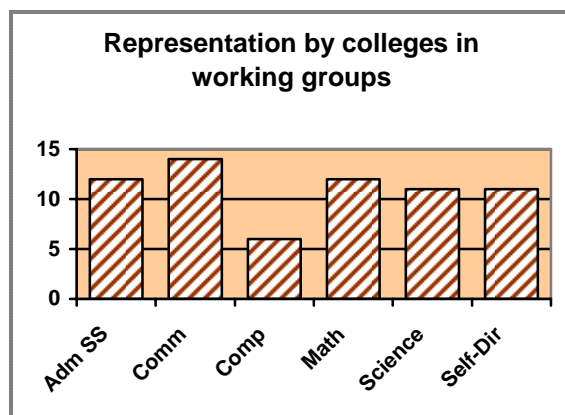
- Increase support staff working groups provincially and regionally.
- Need to have a Support Staff conference to allow us to strategize and implement best ways to enter, understand and utilize our time, materials and program.
- Please consider helping our programs achieve a more uniform level of support from our colleges; help us learn more about how to show financial viability (attribution of FTE- Type revenue, use of OSBP revenue); help us address issues of consistency in the area of entry levels for postsecondary programs.
- How do we maintain the momentum? How could the threads be extended from year to year, e.g., what happened last year and how has it changed today?

Resources

A selection of resources, presented by participants in the working groups, is provided in **Appendix G** of the report. The purpose of including them in the report is to provide a “snapshot” of program activity at the OBS delivery level and promote the value of sharing resources within and among colleges.

Generally, the working groups had good college representation. The Communications Working Group, for example, had participation from fourteen of the province’s 24 colleges. Only the Computer Skills Group was somewhat underrepresented, with participants from six colleges.

See the chart below:



Colleges that collected the resources in the working groups are expected to distribute them internally as well as externally to their smaller campuses.

For its part, the CSC will cross-reference all 24 colleges with the working group attendance sheets to identify the resources colleges still need – either because they could not attend a particular working group, or

because they were unable to attend the Conference at all. During the summer months, the CSC will develop resource packages and mail them out to those colleges. While this approach ensures that every college has a complete package of the materials distributed in the six working groups, ultimately, a more co-ordinated strategy for sharing LBS/ACE resources is required.

As mentioned in the Conference Evaluation Results section, the plan to ensure successful sharing of materials in the working groups was highly successful. This factor combined with the big jump in conference attendance had a major impact on the number of resources collected at the 2005 Conference. Compared to the previous conference, an overwhelming number of materials were gathered – even without the feedback from the AlphaPlus Research Teams. This feedback will be addressed in a

separate report. Stacked up, the resources from the six working groups measure a whopping 4.5 inches thick! Clearly then, a selection method was required.

Several issues or concerns were considered in the development of the method. Many conference participants, for example, had submitted resources in advance as requested by the CSC. Other participants did not submit in advance, but brought materials with them to the Conference to share. Because submission sheets were not included with these resources, it was not always possible for the consultant to identify the individual or college that had developed the resource. Nor was it always possible to determine the educational level of the resource.

To address issues like these, several criteria were developed to help narrow the collection of resources to a manageable number for inclusion in the report.

The criteria suggested using resources that:

- were ACE or LBS 5 materials as requested in two separate memos to participants sent before the Conference
- focused on curriculum areas where there has been less development, e.g., speaking and listening (Communications)
- did not have a copyright
- were submitted in advance for the 2005 Conference
- were not submitted to last year's conference
- were of good print quality for photocopying purposes
- were identified by college or developer
- stood alone, i.e., did not require the complete explanation provided in the working groups
- had limited college participation, e.g., only six colleges participated in the Computer Skills Working Group

For lengthy resources, a sample only is provided. Every effort to include resources from all colleges and provide a good cross-section of resources, (e.g., text, website, curriculum, demonstrations) was made.

Please note that no attempt has been made to evaluate the materials in any way.

Please also note that for the e-version of the conference report, only a few samples are provided.

The College Sector Committee wishes to thank all the LBS faculty/classroom support staff and administrative support staff for sharing their materials/resources in the working groups and contributing to the collection. It would be pleased to hear any ideas offered on resource distribution.

Conclusion

In following a tried-and-true formula for planning a successful conference, the CSC was well rewarded for its efforts. Not only was the 2005 Conference bigger – it was better! **99%** of the conference participants who completed the Overall Conference Evaluation Forms (95 of 96 individuals) agreed that the Conference met their overall needs and/or expectations. **100%** of the participants agreed that the information they gathered during the two days was mostly relevant to the program at their college and/or to their PD needs.

The formula took into account factors that contribute to effective PD – factors such as sustained PD activities which focus on professionally meaningful issues. In many respects, the Conference was a culmination of a three-year focus on programming resources and curriculum at the higher academic upgrading levels. Judging by the number and quality of resources shared in the working groups this year, it was a culmination that produced huge results. A small sampling of those resources is included in the report. Over the summer, the CSC will identify the resources colleges didn't get, make up packages with the resources colleges still need, and mail the packages out.

Participants in the working groups were given a fourth opportunity to update the delivery grids, a simple but effective means to identify programming gaps. By all indications, these gaps are closing. Programs have moved forward, and it may be time to ponder something new.

Appendix A – Memo to Participants



TO: Safari Adventurers
FROM: Lynne Wallace, Executive Director of the CSC
DATE: April 5, 2005
RE: Resource Sharing

It's migration time and the great savannas of Kitchener beckon. The College Sector Committee invites you on a learning safari. Join us for *What's Gnu?*, the provincial conference for individuals involved in the administration and delivery of academic upgrading at all colleges. Management, faculty, classroom support staff, administrative support staff, and of course, gnus, are welcome. This year, *What's Gnu?* will be held Thursday, June 2nd and Friday, June 3rd at Conestoga College. It builds on the success and recommendations of last year's conference, and promises something for everyone. We're not 'lion'!

Once again, the focus of the 2005 Conference for faculty and classroom support staff is on the sharing of resources and information. Based on recommendations from last year's conference participants, we are asking you to specifically focus on resources you use in OBS level delivery. ACE resources, therefore, are of greatest interest, although LBS 5 materials, which prepare students for ACE, are also of interest. As a condition of participating in *What's Gnu?*, individuals providing classroom delivery are required to submit resources to the CSC in advance for sharing with other participants in Thursday's working groups. This requirement is also in response to participant feedback on subject working groups from last year's conference.

The focus for administrative support staff is on the accurate tracking and follow-up of students – especially OBS students. Staff participating in this working group are also required to forward in advance to the CSC one resource for sharing.

Submitting resources in advance will ensure there are sufficient resources for discussion in all working groups. In addition to submitting a resource in advance, we are also asking you to bring enough copies of your resource with you to the Conference to be shared with other group participants. The Conference Planning Committee will organize the resources and prepare a schedule for sharing the resources in Thursday's working groups. We will notify you a week in advance as to how many copies to bring. All resources will be included in the final conference report for distribution to all colleges.

What to submit?

Faculty and classroom support staff: You can submit a learning activity or an assessment activity you have developed, a description of a student project, information about a text or website you have found effective in your program, or information about initiatives you have been involved in such as Essential Skills, Job Connect or Apprenticeship. If you plan to send samples of completed projects, please make sure you have the student's permission.

Administrative support staff: You can submit a description of your process for collecting information or doing student follow-up, or a form that you use as part of your LBS intake, or ongoing tracking processes. We are particularly interested in follow-up strategies.

If you provide both classroom and administrative support, you must decide which workshop you plan to attend and submit the corresponding resource or resources.

We also ask that you complete a cover form with your submission. For example, if you are submitting a demonstration, you might wish to comment on some of the challenges involved in developing it; or, you might comment on the results or outcomes. See the attached cover forms for further details. Please note that there are two separate forms. One is for a classroom resource submission and the other is for an administrative support resource submission. You are not limited to one resource submission for your choice of working group, but if you plan to submit more than one document, please attach a cover form for each.

How to submit?

You have three options for returning the cover form and your submission.

By email: Save the completed cover form [as a new file](#) and email it as an attachment to goforth@ican.net.

By fax: Fax the questionnaire to: (705) 560-0101

By regular mail: Send to: Marla White, Program Assistant
109 Elm Street, Suite 200
College Sector Committee
Sudbury, ON
P3C 1T4

When to submit?

The deadline for submission is May 13, 2005.

If you have any questions please contact Dee Goforth at goforth@ican.net



Appendix B – Submission Sheet

Cover Form for Administrative Support Resource

CONTACT INFORMATION

Name	
College	
Mail Address	
Email Address	

RESOURCE INFORMATION

Type of Resource	Process for collecting information	<input type="checkbox"/>	
	Process for doing student follow-up	<input type="checkbox"/>	
	Student intake form	<input type="checkbox"/>	
	Student tracking form (ongoing or exit)	<input type="checkbox"/>	
	Other process or form	<input type="checkbox"/>	
	If other please explain:	_____	

Comments about Development of Process or Form, Use and Results (e.g., why was the form or process developed, what challenges were involved developing the process or form, how is the process or form used with students, what were the results or conclusions?)	
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Appendix C – Guidelines for Facilitators

Math Working Group

AGENDA		
1:00 – 1:10 p.m.	Introduction (10 min)	
	Review Agenda for the Afternoon <i>[including goals and outcomes]</i>	
	<u>PART A: Presentation of ACE Resources</u>	(75 min)
1:10 – 1:30 p.m.	Report from AlphaPlus Research Team	<i>(20 min)</i>
1:30 – 2:20 p.m.	Presentations of ACE Resources	<i>(50 min)</i>
2:20 – 2:25 p.m.	Wrap-up of Presentations or <u>carry over</u>	<i>(5 min)</i>
2:25 – 2:45 p.m.	BREAK	(20 min)
	<u>PART B: Continued Sharing</u>	(65 min)
2:45 – 2:50 p.m.	Update ACE Grids	<i>(5 min)</i>
2:50 – 3:20 p.m.	Small Group Discussion: Strategies for Sharing ACE Resources	<i>(30 min)</i>
3:20 – 3:50 p.m.	Large Group Discussion: Next Steps	<i>(30 min)</i>
3:50 – 4:00 p.m.	Evaluation and Wrap-up	(10 min)

Facilitator will call the group together and briefly introduce himself/herself, distribute handout, review agenda, goal, and outcomes for the session.

Goal: To promote networking among faculty and sharing of ACE learning and assessment materials.

Outcomes for the working groups

- 1) Verify areas of ACE learning and assessment materials that require development provincially.
- 2) Identify issues and barriers related to the sharing/exchange of materials.
- 3) Identify strategies to facilitate the sharing of ACE materials, e.g., on a provincial, regional, or college-to-college basis.
- 4) Identify next steps.

Notes to Facilitator: To save time, participants can introduce themselves individually (name and college) when they present their resources.

Part A: Presentation of ACE Resources (75 min) 1:10 to 2:30**Report on AlphaPlus Resources** (20 min.)

The CSC asked teams of faculty to research college appropriate materials for AlphaRoute, Demonstrations Ontario, and AlphaPlus Library Services in each subject area. Ask members of the research team to make a brief report on their findings to date. You will find a list of the research team members in your package. Please note that the team members were exempted from contributing submissions so their report is considered part of the presentation.

Presenting the Resources (50 min.) 1:30 – 2:20 p.m.

Notes to Facilitator: Use participant list (in alphabetical order) to schedule the presentations. Appoint a volunteer as time keeper and two volunteers to help distribute resources. Ask participants to introduce themselves and advise them on how much time they have to present. The amount of time will be determined by how many presenters there are. The presentation can follow the format in the Resource Submission Form, i.e., what kind of resource, what level, what subject area, and what challenges were involved in developing the resource or initiative, how the resource was used with students, how many students were involved, what were the results or conclusions? Allow for one or two brief questions for each presentation.

Collect a sample of each resource.

Wrap-Up (5 min.) 2:20 – 2:25 p.m.

Try to wrap up Part A before break with a brief (large group) discussion. You can open the discussion up to more questions about the resources, but try to steer the discussion towards the value of sharing resources. If you can't get to this, carry it over after break, and compress Part B.

Resource sharing is what participants are really interested in.

Remind participants that the session will resume at 2:45 promptly.

Break (20 min)

Part B: Continued Sharing (65 min) 2:45 to 3:50**Small Group Discussion** (35 min) 2:45 – 3:20 p.m.

Notes to Facilitator: Ask the group to break into small groups of 5 to 6 persons from different colleges. Distribute ACE Delivery Grids and ask everybody to update them. This should only take a few minutes.

Next, ask each small group to select a facilitator and recorder. Provide the facilitator with the one-page topics for discussion handout, and the recorder with the four-page recording form. Mention that the small groups will report back to the large group when it reconvenes. Mention that the information gathered from the groups will be included in a final report.

The groups may not get through all the questions. That's fine. If the discussion wraps up early though, you'll need a back-up plan. Hand out the two proposed strategies developed by CSC for sharing ACE information and resources. Participants can read, discuss, and decide which strategy, if either, they like better.

The topics for discussion are:

#1 What ACE resource and curriculum needs have you, as an individual, identified from updating the grids? What resources and curriculum can other participants in the group offer you?

#2 What does the ACE Program look like at your college? Is it designed for self-study? Are there opportunities for small group work? What curriculum or learning materials format would work best in your setting?

#3 What are some challenges in sharing ACE curriculum or learning materials with other colleges. For example, how "portable" is your ACE curriculum? Could you put it on a CD, or email a copy of a course unit or module to a colleague at another college?

#4 What strategies can you identify for sharing of ACE resources to facilitate the implementation of ACE.

Large Group Discussion: Next Steps (30 min) 3:20 – 3:50 p.m.

Notes for Facilitator: Ask one group to report back briefly on each topic.

Ask the large group to identify next steps. Designate a recorder for this session and provide them with the clipboard and one page recording form. The large group will discuss where do we go from here?

Wrap-up (10 min) 3:50 – 4:00 p.m.

Remind participants to complete evaluation forms. Collect the following and hand over to Dee:

- samples of resources
- the reporting forms (from both the small and large group sessions)
- the updated grids
- the evaluation forms

Appendix D – Strategies for Sharing ACE Resources

Strategy # 1: College Leads

For this strategy, a single college, with the support of the CSC, would take a lead role in designing a process that would establish linkages among colleges for the purpose of information-sharing. The lead college would be identified through the delivery grid process. For example, in the fall of 2004, the delivery grid results indicated that Durham College had much of its ACE curriculum in place. Durham is a potential candidate to take the lead for the sharing and distribution of ACE curriculum materials, although there may be other well-positioned candidates.

The strategy consists of four phases:

Phase 1: The CSC would enter into discussion with Durham or another well situated college to determine interest in taking the initial lead in the sharing of ACE materials. If Durham College, for example, accepted the role as lead college, it would need to conduct a review of its ACE materials to determine how portable they are and what programming gaps still exist. Assistance would be provided to help Durham consolidate and complete its ACE curriculum. For example, Durham could contact:

- Georgian for Self-Direction (Community Involvement)
- Georgian, Northern or Niagara for Computers (Ethical Issues)
- George Brown, Conestoga or Loyalist for Computers (Web Page Development)

Phase 2: Durham would contact three other well-positioned colleges such as Fanshawe, Northern and Centennial, to see if they would be willing to take a regional lead in the sharing of ACE materials. If not, it would be necessary to review the delivery grid data to identify other well-situated candidates and determine their interest.

Phase 3: Durham College would assist the three regional leads in consolidating and completing their ACE materials as quickly and as efficiently as possible. Again, the regional leads would need to conduct a review of their ACE materials to determine how portable their materials are.

Phase 4: Once all four regional leads have completed their ACE curriculum, they would begin assisting other colleges in their respective regions. This could be accomplished at regional meetings.

Strategy # 2: Subject Leads

In this strategy, the CSC would assume a stronger role.

The strategy also consists of four phases:

Phase 1: The CSC would be responsible for contacting the colleges that have indicated complete development of a particular ACE subject to see if they would be willing to take a lead in the sharing and distribution of materials for that subject.

Phase 2: Colleges that agree to take part in this initiative would conduct a review to determine the portability of materials for each component or unit of the particular ACE subject they have agreed to share or distribute. The CSC would provide the direction and support necessary to see that this review was conducted in a co-ordinated and systematic way.

Phase 3: The CSC would develop and distribute a list of participating colleges with contact information. It is possible that more than one college would be willing to share curriculum for a particular subject. The list would include email addresses and phone numbers of individual faculty responsible for distributing ACE materials. The list might also include a brief description of the materials, for example, how the materials are organised or how they are formatted.

Phase 4: Colleges needing specific ACE subject units to complete their ACE Program would use the list to contact the college that has the material. If it is discovered that the material can't be easily integrated into their existing curriculum, the college might contact another source.

Appendix E – Next Steps

ADMINISTRATIVE SUPPORT STAFF Working Group

A. Intake Orientation:

- 1) market LBS/OBS to colleges – successful students
- 2) create link to college sector website
- 3) create administrative support staff site

B. Ongoing Tracking:

- 1) set up list to share areas
- 2) staff needs to communicate weekly
- 3) ensure consistency of testing (placement tests)

C. Follow-up:

- 1) need phone numbers from IMS
- 2) need time
- 3) need training on Access to produce data form IMS
- 4) use part-time staff in the evening to do the 3 to 6 month follow-up
- 5) follow-up needs to be extended to include OW and WSIB

MATH Working Group

- Curriculum for all streams of ACE (Core, Business, Technical and Apprenticeship) possibly province wide.
- Curriculum/Assessment – meeting to adopt common standards.
- Look at – what we have, what we want, what we need and what the cost is.
- Core Math Committee to determine how curriculum has been developed and what needs to be developed. Managers need to be on board.
- Create Google discussion group for math communication.

COMPUTER SKILLS Working Group

- Develop “base modules” that cover the ACE objectives. They should be easily modified or enhanced. They should include rubrics.
- Workbook(s) and demonstrations.
- Develop “My Home Computer” curriculum for skills to support learners’ real world experiences.
- Curriculum should not be software specific, i.e., word processing, not “Word.”

Challenges identified include:

- Ready access to curriculum guidelines online
- Central info for teacher contacts/content repository
- In-house resources not readily shared – intellectual property issues
- Access to resources (NALD site). Few resources listed about computer skills on AlphaRoute.

Examples of strategies include:

- Central object repository (password protected).
- Data base for instructor contacts.
- Mailing list.
- Blogging.

SELF- DIRECTION Working Group

- Set up an email group.
- CSC takes the lead. Group meets more regularly, identifies initiatives, shares information and sends along to colleges.

SCIENCE Working Group

Unanimous preference for Strategy #2, but note the following implementation challenges:

- Organizational logistics.
- Someone should be appointed as the lead organizer of the process.
- Finances – Transportation.
- Reimbursement.
- Most colleges would likely be willing to pay some amount for shared materials.
- Develop a credit for work system.
- Job Shadowing.
- Brainstorming sessions/sharing.
- Internet discussion group.
- Video clips, lesson ideas, etc.
- On line conferences.
- Next year – set up a fair where everything is laid out to see. Follow up with discussions.

Appendix F – Kalahari Kafe Results

Overview of Participant Feedback

Participant Feedback (Key Insights and Items for Action) have been summarized into the following 10 categories:

1. ATTITUDE TOWARD CHANGE	- 36 -
2. TEACHING STRATEGIES.....	- 37 -
3. PARTNERSHIPS	- 38 -
4. IMPORTANCE OF FLEXIBILITY	- 38 -
5. TEACHING ENVIRONMENT	- 38 -
6. ACE	- 39 -
7. RECOGNITION AND FEEDBACK	- 39 -
8. TECHNOLOGY.....	- 40 -
9. PLANNING AND GOALS.....	- 40 -
10. COMMUNICATIONS	- 40 -

Important Note: As there was overlap, “*Key Insights*” and “*Items for Action*” have been grouped together. To differentiate, the key insights (as they were originally identified by participants) are shown in normal text, whereas items for action are italicized.

Attitude Toward Change

- Process of change – educators as well as learners need to be open to it...see value of change and be learners (revamp the curriculum goals of ACE). Become a learner – make the change/revamp and see if its working
- Change needs to be supported/encouraged (it does not just happen)
- “Change” needs to be perceived as “improvement” in order to occur, and therefore needs to be contextualized as such
- Change is not done to you but by you
- Change in one place/area triggers change in another
- Reflective practice is a critical component of change
- Change goes beyond what we see. Good deeds create domino effect
- Change is a personal transformation
- People are more receptive to change than often assumed
- Must be a “risk-taker”
- Does “coping” = “change”?
- Change must be sought
- Sense of humour (2)
- A lot of ideas are floating around but no one is following them up or implementing them.

- Be ready to redefine success
- Silence may not be golden
- Ask others for help to implement a solution. You don't have to do it all yourself
- Maintain a positive attitude
- Self incentive
- Sense of humour
- Pay attention to patterns
- Successful innovation is dependent upon good timing...."The time is ripe"
- Replace fear with fun
- We're creatures of habit, fearful and painful but it's necessary to move forward
- See the value of change
- Encourage faculty to adapt to program change
- Respect for self and others

Teaching strategies

- Teachers talk too much. We need to be silent to encourage students to ask their own questions and tell their own stories
- Look for ways to empower students to succeed
- Denise: a blind student – change & innovation
 - In staff – to put themselves in her position to provide for her needs
 - In students – mentor, model. She brought out the best in everyone
 - The system – signage for the blind

A FLASHPOINT FOR CHANGE

- Encourage group activities, team spirit, Learners contributing to their program and the community
- Prepare learner for personal change, whether it is an employment related goal, or College related → personal development
- Factors contributing to success:
 - Definite goals
 - Peer interaction
 - Fun learning (field trips)
- Get a fresh start for students (aids in their success)
- Schedule ref family – matching school breaks
- Taking training to clients who are unable to access the college i.e., penitentiary Success was attributed to advocacy of LBS team on behalf of the client
 - Implicate students/family in organizing sector activities
 - Partner with community partners to enhance program offerings
 - Math – Practical customization for students needs/requirements for post secondary studies

- Offer LBS in the evening for learners who can't make it in the day or are working.
- Success Symbols Activity
 - Students bring a symbol of their success story
 - Students take turns telling the group about one significant success story of their life
- Identify and support learners with disabilities
 - Quick screen
 - Designated faculty re: Centennial College
- Incorporate soft skills back into program
- Use specialists
- Use mentors

Partnerships

- Interactive teams of management, staff, faculty and students are necessary for success
- It takes a community at large to support and coordinate successful life transitions
- Actively pursue partnerships with stakeholders and own college
- Innovation: establish partnerships between colleges and school boards
- Implement a PD Day between community agencies and LBS Administration/ support and practitioners
- Promote more community involvement
- Foster continued relationships with community partners
- More curriculum partnerships between colleges
- Foster “teamwork”
- Respect for self and others

Importance of Flexibility

- We need to emphasize with students who are not always successful – be flexible, give more time or a second chance
- When Plan A doesn't work, try Plan B
- Use one skill to foster another
- Be versatile in language and communication skills
- Flexibility is the key
- *Think outside the scheduling box*
- *Flexible hours*
- *Flexibility*

Teaching Environment

- Changing “setting” and “environment” can effect change
- Provide a welcoming physical environment (flowers, plants, sunlight, cookies, posters, fresh air)
- Environment can improve attendance

- Provide environment that contributes to confidence, self esteem and independence
- Change the physical environment i.e., move from desks to tables, add flowers, pictures, open windows, add light
- Smaller groups

ACE

- ACE credential will let us serve students with equity i.e., students with ACE credential from one college can enter P.S. in any college – not necessarily so with OBS
- Need to market ACE to business, colleges
- Create a sense of community within the ACE sector to encourage achievement of personal growth/change (not just academic standing)
- Revamp the curriculum goals of ACE
- Be a part of ACE, accept it
- Update English ACE – Components related to media and popular culture/workforce
- Incorporate ACE graduates into post-secondary graduation ceremonies
- ACE certificate should be part of graduation ceremony
- Re ACE: time for curriculum development
 - *Going on to incorporate what Ministry expects*
 - *Do research*
 - *Prepare demonstrations*
- Timeline for the acceptance of ACE in the community
- Guidelines for marketing ACE in community and to potential employers
- Promotion of ACE to all as a means of recognition of student accomplishment (in college calendars)

Recognition and Feedback

- Build student feeling of self esteem and self worth
- A formal acknowledgement of individual achievement boosts the student's self-esteem
- Acknowledging student success/achievement builds self esteem for individual and group and builds and nurtures motivation and self worth
- Formal/informal recognition is important, on a regular basis to promote change
- Award ceremony celebrating change from levels – families invited
- Celebrate risks and benefits of risk taking OFTEN (informally)
- Class recognizes attendance, a motivator moved from a level of just working hard.
- RECOGNITION DAY – President comes, families come, Christmas party, speakers
 - *Students Need Recognition*
 - *Graduation Ceremony*

- *Certificates*
- *Honour Rolls*
- *Photographs with success stories*
- *Wall of fame*

Technology

- Students like online learning. Blended learning works best. Our student population has a higher learning disabled component
- Don't under-estimate the ability of students to adapt to new technologies
- Computer used as communication tool. IT Department came and gave instruction
- Allow technology in class
- *Investigate integration of web-based/Course Management System, communication tools for upgrading courses i.e., WebCT, Blackboard, Lyrx*

Planning and Goals

- Concentrate on one thing i.e., TOWES, ACE, Essential skills
- Working towards common goal. We need to have SWIFT RESPONSE to needs of TARGET GROUPS i.e., 18 – 25 Lost Boys
- Doing what we tell our students to do – set goals and revisit them. Visualize and keep them front and centre
- Group must agree on a goal
- Need clear goals
- “Look at the whole picture”
- Be current with workplace as well as college goal activities
- Greater standardization of prerequisites for apprenticeship, workplace, police colleges, etc.
- More integration within the college
- Realistic time limits
- Follow up and implement
- Don't reinvent the wheel

Communications

Big group get-togethers or meetings aren't working. Smaller groups i.e., 2 people who are specialists in a particular area such as self management

- Need marketing to go out into the community – ACE, TOWES, LTAB, NTAB?
- Spend more time communicating on a more casual (less stress, fast paced) level
- Reflective to people's ideas
- Keep talking
- Staff meetings to ensure administration, faculty, support staff working to same goals

- We need to remind our Admin people of the good program we offer
- Sharing information is essential
- Need to promote all programs within sector LBS/OBS
- Consistency + standards + communication = professional
- Lots of paths to same goal – all equally valid
- Post on CSC website stories about challenges/sacrifices students face to come to upgrading programs.
- Share success stories
- Implement a “Day of Reflection” (College wide, or department or faculty)

Appendix G – Resources





Administrative Support



Cover Sheet for Support Staff

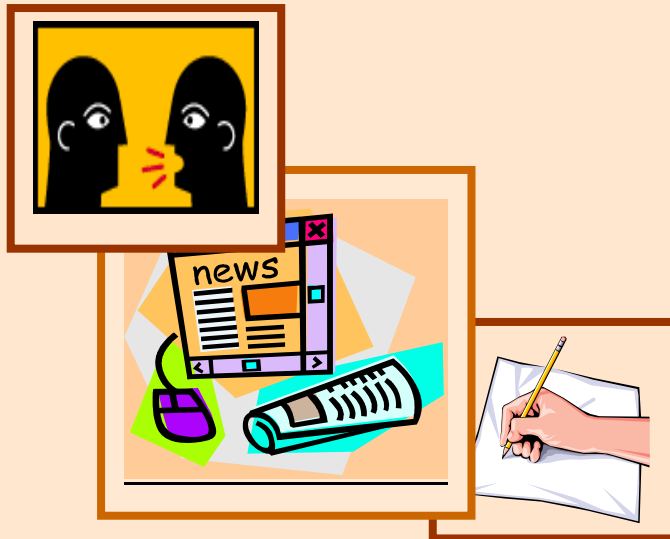
CONTACT INFORMATION

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RESOURCE INFORMATION

Type of Resource	Process for collecting information Process for doing student follow-up Student intake form <input type="checkbox"/> Student tracking form (ongoing or exit) <input checked="" type="checkbox"/> Other process or form <input type="checkbox"/> If other please explain: <input type="checkbox"/> <input type="checkbox"/> <hr style="width: 40%; margin-left: auto; margin-right: 0;"/>
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Comments about Development of Process or Form, Use and Results (e.g., what challenges were involved developing the process or form, how is the process or form used with students, what were the results or conclusions?)	<p>Since the majority of my LBS learners are OW clients, I have a wonderful rapport with the OW office here, and when I do follow ups, they always know where they are and what they are doing. For those who are not OW, I always get an alternate phone number from the learner. So if I cannot get in touch with them at their home, I can call the alternate number and leave a message for the learner to contact me. In some cases, I am successful, in others I am not.</p>
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Communications

LISTENING SKILLS

OBJECTIVES

1. To identify and to practise a variety of listening techniques.
2. To learn to listen carefully for different purposes such as recalling specific information and formulating personal opinions and/or responses to information.

INTRODUCTION

Here is one assessment of how we spend our communications time:

Textbooks tell us that a manager/leader spends about 70% of his/her day in some form of communication. Listening accounts for 45% of that time. Within 24 hours, however, a poor listener can easily forget 75% of what he or she has heard. Even at the moment of listening, a person may only recall about 50%. Up to 25% of any conversation can be forgotten in 3 to 4 hours. It could happen, then, that a leader/manager may function on as little as 10% of the information he or she needs.

We are also told that at any given moment during a college lecture, the breakdown in thinking was as follows:

20% erotic thinking	12% paying attention
20% reminiscing	12% active listening
8% worrying, day dreaming, thinking about lunch or religion	

One last little bit of information: research tells us that our capacity for listening is used less and less as we grow older. After a presentation, 90% of first graders could answer "What am I talking about?" And 80% of second graders could answer. But only 43% of junior high students answered, and 28% of high school students answered. As adults, how much do we hear?

While we use our abilities less, our capacity for listening grows as we get older; we acquire more knowledge and, therefore, can attend to more things in our world. We just do not use that capacity.

There are many obstacles to being a good listener. Have you ever heard or said any of the following:

"Don't listen to him."

"Don't pay any attention to her."

"We don't listen to such things in this family."

Sometimes it seems that there's a conspiracy against listening well.

Furthermore, there is a great difference between the rate of speech (about 125 to 200 words per minute) and the rate at which the brain can operate (between 400 and 500 words per minute). It takes a special effort to listen effectively because there are many other obstacles that will interfere.

ACTIVE LISTENING

The key to good listening is to be an active participant in the situation. Act like an active listener, physically and mentally. Practice the three most important principles of active listening:

1. Say in your own words what you think the speaker meant. This is called a paraphrase. Use a paraphrase to check your understanding of what the speaker has said. The speaker can then correct any misperceptions in your thinking.
2. In your paraphrase, echo the feelings you felt were expressed or implied. This helps you check on the accuracy of your interpretation of the speaker's feelings.
3. Ask questions to ensure your own understanding of the speaker's thoughts and feelings and to acquire additional relevant information.

Active listening forces you test your listening accuracy. However, it is a lot easier in theory than in practice. It is a skill that must be consciously developed and constantly practiced.

ASSIGNMENT

Frequently we invite speakers to make a presentation to our Upgrading students. There are times, however, when students' schedules make attendance at these presentations difficult or impossible. In those instances, there are a number of videos available for your use as listening skills practice. The interaction with the speaker is missing, but the exercise does provide practice in listening for key points and supporting details. You will also have an opportunity to provide feedback on the messages contained in the videos.

The video can be booked from Media Services in the Simcoe Building. There is a small preview room available in the Media Services room; if it is in use, check with a Communications teacher as there may be a classroom available for you to use to view the video.

You may want to view the video twice: the first time to familiarize yourself with the content and the second time to help in answering the assignment questions.

The following is a list of videos you may select for your assignment. Question sheets are available in the filing cabinet in the classroom.

OLD LIKE ME:

This is the story of a young woman who knows how it feels to be old. Pat Moore spent three years "in character" as an 80 year old to find out how society treated the elderly.

OLD BAGS' CLUB:

This is a lively documentary that looks at wives whose husbands have left them for younger women.

DIRTY ROTTEN GOSSIP:

This documentary presents various viewpoints and experiences dealing with gossip in our society.

BLACK BOLD AND BEAUTIFUL

Meet a group of Black Canadian women who talk about their hairstyles.

THE ILLUMINATED LIFE OF MAUD LEWIS

Maud Lewis is a Canadian folk artist.

A MIND OF YOUR OWN

It is estimated that in every Canadian classroom, there are two or three students with learning disabilities (LDs).

BIOGRAPHY: WAYNE GRETZKY, THE GREAT ONE

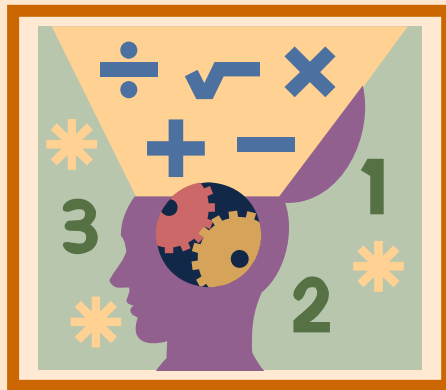
This video tells about Gretzky's life from early childhood to his retirement.

**HOW DIFFICULT CAN IT BE: UNDERSTANDING LEARNING
DISABILITIES**

This is a film of a workshop given to parents, teachers and others who work with children about what it is like to have a learning disability. It also suggests ways to help L.D. children.

SOMETHING IN THE AIR

This is a film about pesticide use in Prince Edward Island.



Math

ANSWER THE FOLLOWING QUESTIONS BASED ON THE INFORMATION GIVEN IN THE NUTRITION CHARTS. SHOW YOUR WORK WHERE POSSIBLE.

1. a) How many different types of sandwiches does Tim Horton's serve?

- b) How many different types of soup are served? _____
- c) What is the total possible number of different soup and sandwich combinations? _____ (4 marks)
2. a) Compare the percentage of calories of the "lightest calorie" sandwich to the sandwich containing the greatest number of calories. The lightest calorie sandwich has _____ % of the calories of the sandwich with the greatest number of calories. (2 marks)
3. Which sandwich contains the greatest amount of fat? _____.
- Which sandwich contains the least amount of fat grams?
_____.
- What percentage is the greatest compared to the least? (be careful here) The sandwich with the greatest number of fat grams has _____ % of the fat grams of the sandwich with the least fat content. (4 marks)
4. If you ordered a black forest ham & swiss sandwich every day of one year except Sundays, by the end of the year how many more grams of protein would you eat than if you had ordered a garden vegetable sandwich for all those days? _____ grams of protein. (3 marks)
5. A slice of cherry pie has 494 calories of food energy. If each gram of fat in that slice has 9 calories, what is the total number of calories from just fat in that slice of pie? _____ calories.
- What percentage of the entire number of calories in that slice of pie is just from fat alone? _____ % (4 marks)

6. Notice the relationship between the numbers in the calorie and kilojoules columns and complete the following chart:

Food Item	Calories (energy)	Kilojoules (energy)	As a fraction $\frac{\text{Calories}}{\text{Kilojoules}}$
Chicken noodle soup	_____	_____	_____
Double Chocolate cake	_____	_____	_____
Chunky chicken sandwich	_____	_____	_____

Are all of these fractions equivalent? _____
 If so, then how many kilojoules are in one calorie? _____ (5 marks)

7. If you were looking for the “healthiest” muffin to eat you might consider the following information: muffin should be: high in protein/ low in fat/ low in calories and high in fibre. What would be your choice, selecting from the muffins offered at Tim Horton’s? _____ (2 marks)
8. Approximately how many chocolate glazed Timbits could you make from one chocolate glazed donut? _____ (2 marks)
9. A box of donuts contains one dozen. There are only 2 kinds of donuts in this box. One of the donuts contains 390 calories each, which is 3X the calories of the other type of donut in the box. If the TOTAL number of calories in these donuts in the box equals 3,380....then how many of each type of donut are in the box?
 Donut 1.... (390 calories each).... number = _____
 Donut 2.number = _____

(You could start by letting X = the number of high calorie donuts) (4 marks)

