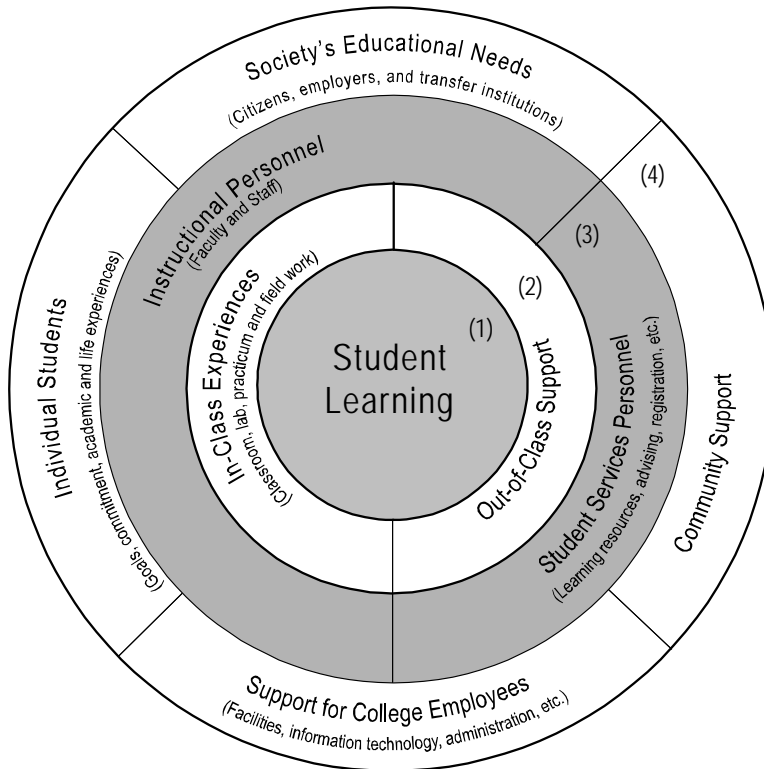


# Facilitating Student Learning



*Student learning is at the heart of Douglas College's mission.*

*(1) The amount and nature of student learning are affected by (2) intentional student experiences inside and outside the classroom that are provided or facilitated by College personnel.*

*(3) Instructional personnel interact with students both in-class and outside the class. Student services personnel provide support outside class to help students succeed in their courses. The amount and nature of the support college employees provide students is affected by (4):*

*- each individual student's situation*

*- society's expectations of educational institutions*

*- other supports and services available to students in the community*

*- the support the College is able to provide students and employees in terms of facilities, computers, and so on.*

Plans to facilitate student learning are made at various scales:

- Provincial
- College
- Faculty, department, and program
- Course

and over various timeframes with varying levels of specificity:

- Long term directions
- Medium term goals
- Short term objectives

The manner in which plans prepared at different scales and for different timeframes relate to each other is diagrammed on the following page.



## Comparison of Strategic and Organizational Planning

	STRATEGIC PLANNING	ORGANIZATIONAL PLANNING
Purpose:	What to do	How to do it
Focus:	External (What are the community's educational needs and constraints?)	Internal (Which departments should do what?)
Timeframe:	All, but emphasizes medium to long term	1 year: Operational planning 3-5 years: Tactical planning
Scale:	Macro issues	Impact of macro issues on micro issues
Boundaries:	Crosses departmental and other boundaries	Tied to organizational units
Information Sources:	Collect expert opinion from across North America	Advice from local constituents/stakeholders
Nature of Information:	Uncertain Wide ranging Specified by environmental conditions Qualitative, value-laden, political	Certain Established, narrow focus Specified by organizational cycles Relatively rational and quantitative
Output:	Imprecise Alternatives and contingencies	Precise Linear development