

Program Review: Progress Report
TASK: Training in Attitudes, Skills, and Knowledge for the Workplace
April 13, 2026

Curriculum and Assurance of Learning			
Goal: Comment on the quality of the program being delivered.			
Task	Key Milestone/ Measurable Outcome	Progress Made	Planned Action
Continue to develop relationships and access services on and off campus that support Indigenization.	Instruct students about the services on and off campus that support Indigenization. Ensure that students are aware of the Indigenous Student Center	During the first week of classes, students visited the river, engaged in a territory acknowledgement, and reflected on Indigenous histories and connections. One student engaged with the Indigenous Student Center multiple times and was supported in accessing food and services. An Indigenous Celebration assignment was implemented, inspired by the Vancouver Indigenous Fashion Show, and students explored Indigenous music, smudging, dancing, activists, and cultural connections. The class also partnered with SASET’s culinary program for a cultural learning experience. Additional collaboration with UFV Indigenous Services included a guided tour of the Teaching Garden on the Abbotsford campus; where students learned about Indigenous plants, land use, and cultural teachings connected to place. On the Chilliwack campus, we worked with UFV Elders who delivered a storytelling workshop, and another Elder facilitated a session on work and decolonizing work while guiding students in making traditional medicine bags. To further embed Indigenous ways of knowing into our program culture, we have also chosen to host our Achievement Day celebration in the Gathering Place on the Chilliwack campus and will be inviting the Elders who supported our students throughout the year. TASK has participated in multiple community engagements within the indigenous community to learn about how we can better engage with our students and the larger community. We have been also able to use these opportunities to learn about the services available in the indigenous community to share with our students.	- Continue implementing the river visit on day one each semester. - Continue engagement with the Indigenous Student Center. - Maintain and enhance the Indigenous Celebration assignment. - Propose bannock-making collaboration with SASET in the future. - Work with UUP to fund bringing in an elder. TASK will continue to attend local community engagement opportunities to connect with our local community and support our students.

Student Achievement			
Goal: Comment on the extent to which the program is meeting student needs and supporting outcome attainment.			
Task	Key Milestone/ Measurable Outcome	Progress Made	Planned Action
Review staffing, class size, and resources, considering the level of support needed in the classroom.	Write a report discussing the current amount of staffing, class size, and resources. The report could summarize any workable recommendations.	Analysis of 33 AET programs across BC showed that most enroll 12 or fewer students. Only two programs enroll 16 students with one instructor. Teaching 14 students in 2024/2025 and then 16 students in 2025/2026 posed challenges due to varied support needs. External review emphasized need for robust staffing. Conversations with past instructor and AET articulation confirmed best practice at 12–13 students.	Recommend a cap of 13 students (or reinstating the previous 12–16 range). Findings have been reported and presented to FECHD leadership for consideration.
Explore implementing a social enterprise as part of providing students with more opportunities by creating real-life experiential learning as well as raising the program profile.	Try to obtain a Service Innovation Fund Grant so that it is possible to have site visits at other post-secondary institutions with social enterprises in the Lower Mainland.	Attended AET Articulation where institutions shared the extensive time, staffing, and funding required to run social enterprises. Models at KPU, CMC, and TRU required new courses, business licenses, time release, and multi-year development. Not feasible at this time.	Revisit possibility in future years. Consider a more manageable student-led fundraiser in collaboration with the Library Makerspace to create tote bags or 3D-printed items as gifts.

Governance and Resources			
Goal: Comment on the program’s governance, operations, and the adequacy of available resources (e.g., facilities, equipment, library resources, laboratories, computing facilities, shops, specialized			
Task	Key Milestone/ Measurable Outcome	Progress Made	Planned Action
Explore opportunities for collaborative partnerships and resource-sharing with other departments to optimize resource utilization and program support.	In the same report that would be used for the staffing, class size, and resources, recommendations could give regarding ways to enhance resource sharing/utilization with UUP and possibly other departments.	Working closely with FECHD and the department head to implement updates to policy, assessment practices, and intake procedures. An instructor from Applied Business Technology has supported the development and documentation of policies, communication tools, and work experience manuals to ensure program processes are clearly articulated. The Program Assistant supports UUP Coordinators (0.2 FTE) through administrative and communication tasks, contributing to improved coordination across the department. Ongoing efforts continue to focus on streamlining procedures and policies to ensure effectiveness and consistency.	Program Assistant will continue biweekly meetings with UUP Coordinators to support shared administrative and operational needs. The Program Assistant also attends FECHD administrative meetings, SAILL administrative meetings, and is collaborating with other administrative staff to develop department manuals that standardize processes across units. Additionally, the Instructor and Program Assistant sit on the Field Placement Committee, contributing to collaborative discussions on work experience and

		For the second year there has been collaborated with the Kinesiology 465 class Adaptive Physical Activity. TASK students brainstormed ideas for the wellness stations prior to meeting with the Kinesiology students met with kinesiology students and shared their ideas with their kinesiology peers. The group used the ideas to further plan the health and wellness stations that we will later lead at Stitó:s Lá:lém Totí:lt Elementary / Middle School. Through the Teaching Inquiries into Pedagogical Practices (TIPP) fund, TASK students have been designing keychains that are printed for all UFV students involved in this project. TASK hopes to continue to build relationships and collaborate with other departments including agriculture and theatre.	practicum placements. We will also provide regular updates to the department head and the incoming SAIL director and use documentation for UUP and AET articulation reporting.
Consider adding credit values to the TASK courses to more closely align with other university programs and make program cost more transparent.	-Communicate with chair from UEC to determine if this is appropriate for TASK courses. -If it is appropriate, make the changes in the Official Course Outlines and bring before UEC.	Inquiry sent to the UEC Assistant/Calendar Editor; changing credit values is a major change requiring 4–5 months. 52% of BC AET programs have credits attached.	In Program Review Reflection meeting with the FECHD Deans office it was decided that at this time the consideration for adding credit values would not be followed through.
Consider implementing badges for each TASK course as recommended by faculty.	Create a template from one of the programs available from the UFV computers. So that badges can be made as needed.	A certificate/badge has been implemented and is being printed for students after each semester and added to their professional portfolio. Badges emphasize participation to ensure dignified recognition even if students do not complete all components. Department has purchased an embosser that will amplify the look of the certificates/badges	Continue using and distribute at end of each semester. Students should put their certificates into their portfolios as part of the portfolio course.

Planning and Sustainability			
Goal: Comment on the overall sustainability of the program, both socially and economically.			
Task	Key Milestone or Measurable Outcome	Progress Made	Planned Action
Consider expanding the program to additional UFV campuses, to increase access and allow for more than one cohort running at one time.	Have a meeting to determine costs, availability of funds, and space for a TASK program at Abbotsford and Clearbrook.	Exploring a partnership with Mission School District; they visited a class session, expressed strong interest, and are exploring funding options. The TASK program has passed the information to the Department Head and Deans office as this is outside of their scope. There was interest with the Scotiabank RISE fund to address the expansion of the program to another campus but was decided to be put	Discussions with Mission are put on hold until there is funding to expand the program.

		on hold.	
Explore the possibility of increasing tuition for the program to cover necessary staffing for a full and sustainable program.	Meet with FECHD Dean, FECHD Associate Dean, and UUP Department Head to discuss and determine new fees for Fall 2025	Supplementary fee increase request was denied, including supporting certificates (First Aid, Foodsafe, WHMIS) and guest speaker fees. TASK program is increasing tuition by the maximum amount each year.	FECHD leadership indicated that FECHD would fund the certifications as they are a part of the program. Currently we are investigating the Scotiabank RISE fund to strategically support and expand the TASK program.
Consider hiring the current faculty member as a short-term consultant after she retires to provide training and support during the transition for new faculty	Department Head to consider progress of the new TASK instructor and determine if there is a need for a consultant.	Was not done	
Consider using student assistants to support student learning in the classroom. Students in other UFV programs might be interested in the opportunity to obtain such skills.	UUP department head to meet with TASK instructor and assistant to determine need of student assistants toward end of Fall semester	Identified that student assistants may not have training needed for AET support. Other institutions rely on instructional assistants instead. ABT practicum student identified as a more meaningful option for administrative, marketing, and organizational support.	Continue ABT practicum partnership; decline use of student assistants for classroom support.

Other Goal: Identify other TASK program possible enhancements to implement			
Task	Key Milestone/Measurable Outcome	Timeline	Assigned to
Build a program culture that supports faculty and students to be fully integrated members of the UFV community	In the same report as used for staffing, class, resources and collaboration/resource sharing, also address recommended ways to better integrate TASK with the UFV community.	Ongoing	TASK Instructor, Department Leadership
Establish a Program Advisory Committee for the program to enhance program profile and	TASK instructor to connect with individuals both within UFV and the community to establish a Program	(We decided against implementing this right now but the faculty and program assistant are on the Chilliwack Employment Roundtable)	TASK Instructor

community connections.	Advisory Committee.		
Consider supporting the TASK program to become a full department with a chair, work experience support staff, and a faculty complement as a long-term goal.	During the same meeting regarding the possibility of expanding the TASK program, discuss the feasibility of having TASK become a full department.	Long-term	TASK Instructor, Department Head