

Adult Education Program Review

Faculty of Professional Studies

Dean's Summary

Submitted by:

Dr. Tracy Ryder Glass, Dean of the Faculty of Professional Studies

Accepted by:

Senate in April 2018

Academic Planning and Priorities Committee in March 2018



To: Dr. Eric Davis, Chair APPC

From: Tracy Ryder Glass
Dean, Faculty of Professional Studies

Date: February 21, 2018

Re: **Executive Summary** - Program Review of the Adult Education Department

Based on the Report of the External Review Committee of the University of the Fraser Valley Adult Education Department (ADED) programming and the Response to the Report from the ADED Academic Unit, I would like to make the following observations on the review of the ADED programming.

Process

The general intent of the review was to identify the strengths and weaknesses of the ADED programming, to highlight factors which contribute to or inhibit the success of the ADED programming, to ensure institutional learning outcomes are being addressed and to use the recommendations from the review to shape the vision of the ADED programming over the next five years.

The External Review Committee (ERC) was comprised of two members external to UFV and one member from within UFV but external to the program area. As part of the review process, the ADED Department completed a self-study of their unit and this information was provided to the ERC. The self-study report included information on the history of the ADED Department, detailed descriptions of programming offered, description of the ADED Department's administrative structure, data from surveys conducted with students and the external community on the effectiveness of the ADED Department and the ADED

Department's own reflections on their challenges and opportunities. In addition, the ERC conducted a two-day site visit and met with a number of stakeholders including students, faculty, sessional instructors, staff, members of UFV's senior administration and members of the external community.

Overall, the site visit and subsequent review was quite positive. The ERC was extremely complementary of the faculty, staff, students, and programming and of UFV.

Review Results

(a) Program Identity

The ERC, in considering the program offerings in light of UFV's Strategic Plan and Education Plan, it is recommended that:

The ADED Department create a set of statements to express its values, mission and vision; and, that these statements form the context for program and course development, implementation and evaluation. (Recommendation 1)

(b) Curriculum and Course Development

In their report, the ERC was complementary to the ADED Department in their use of a hybrid approach to curriculum delivery in stating, *"UFV Adult Education Program has responded to local and distance students. Deploying a blended or hybrid approach using Blackboard Collaborate video conferencing technology, the courses include local students who attend in person and students at a distance to participate synchronously. This hybrid approach positions this Adult Education program at UFV as a quite unique in its delivery compared with many other programs in the field."*

To evidence this, the ERC highlighted in their report, positive features of the programming including:

- *The opportunity for Prior Learning and Recognition (PLAR)*
- *Quality instructors with knowledge and skilled in the field of study*
- *Emphasis on peer education*
- *Congruence between program curriculum and program learning outcomes.*

While the ERC was positive in their feedback around curriculum and course development, they did comment in their report on the challenges associated with technological changes in instruction and delivery whereby the ERC were shared concerns around “*significant barriers when the technology and technological support were insufficient.*”

To better equip the ADED Department with further curriculum development and delivery, they recommend the following:

That the ADED program be given more resources to support Prior Learning Assessment and Recognition (PLAR). (Recommendation 2)

That the ADED program develop a curriculum committee with membership as outlined in the report. (Recommendation 3)

(c) Student Standing, Performance and Satisfaction

The ERC, in their report, made note of the many pathways available to ADED students and access to enrolment through Red Seal credentials, transfer credits, PLAR and other UFV course work. In addition the ERC emphasized the overall positive satisfaction rates of graduates in relation to very high levels of employment, with 92% of graduates employed and program students identifying their Department studies as very relevant and work-related (mean of 4.5/5.0). In addition, 34% of graduates were engaged in further studies, all of whom indicated that their Department studies prepared them (6 of 9 "very well prepared") for advanced studies.

The ERC also emphasized four areas in which students and graduates commented the ADED Department programming could be improved. These include: “*research and inquiry; interpersonal connections; information technologies; and access to graduate programs.*” They also pointed out that while the ratings were still adequate and they did not see as a critique of the programming by students, they commend the ADED Department on their commitment to addressing these perceived gaps.

(d) Student Experience

The ERC commented on the excellent reviews provided by students as to their course content, instructors and the overwhelmingly positive advising support provided by ADED staff. As the ERC states

in its report, *“some students stated that the main reason for taking the program was due to the initial contact with the Department Assistant/Advisor.”*

Despite the positive experience enjoyed by program students, the ERC also pointed out some less than favorable feedback around assistance outside of the ADED Department. This includes a lack of awareness around the Student Success Centre and support services as well as the library and difficulty in finding information about the program.

In addition, the ERC, after consulting with the broader UFV community in meetings throughout their visit commented in their report that they came away with the perception, *“The ADED program is small, isolated, overtaxed, and is often misunderstood by others within the University.”*

To respond to this feedback, the ERC recommends:

That ADED use the current staff position for student/program advising; and, add an administrative / business / marketing position. (Recommendation 4)

That the ADED Department expand relationships with faculty and staff in other Faculties throughout the university. (Recommendation 5)

That the ADED Department expand and formalize partnerships within the university; specifically, with the Student Success Centre; Teaching and Learning Center; University Marketing Group; and, related departments to engage in work projects (e.g. Student-Work projects, Student Co-op). (Recommendation 6)

That the ADED Department explore the consolidation or merger of ADED with other small Department(s) at the university. (Recommendation 7)

That the ADED Department, in consultation with the Dean, establish a Program Advisory Council (PAC) for the Department. (Recommendation 8)

(e) Faculty and Administration

The ERC was very complementary to the ADED faculty and staff and the work that they do with their students and programming development. While not noted in any recommendations, they did comment on the future needs of the Department including the potential for two new faculty hires and additional administrative support in order to meet the growing enrolment demands as a result of new programming and specializations within ADED.

It was also noted that a stronger level of engagement should be built with Teaching and Learning given the shared interests they have with ADED, and that facilities be improved for delivery of blended and hybrid courses. While the hiring of students with IT skills to assist on weekends has been helpful, it is more advantageous to have an IT person available during the delivery of their courses.

The ERC recommends the following to assist with these comments:

That UFV explore newer e-learning technologies to support a blended learning format for the ADED program. (Recommendation 9)

That IT support extend to the instructional delivery dates and times for the ADED program. (Recommendation 10)

(f) **Planning**

During their conversations with the UFV community, the ERC came to the conclusion that the ADED Department and its program may not be as well known as they should be.

To assist with this identity concern, the ERC recommends that UFV:

Invest in a proactive, professional marketing strategy for ADED. Pair it with a proactive PAC to identify and target new opportunities. (Recommendation 11)

As the ERC comments in its report, *“the marketing process needs precise and targeted messaging to move the program beyond its current position towards a growth state.”* This marketing strategy, together with the formation of a Program Advisory Council (PAC), the ERC believes will assist the ADED Department in solidifying their identity within the institution and within the academic community.

To further strengthen the delivery of programming within ADED, the ERC also notes in its report *“a better technology than Blackboard Collaborate can be identified for use within the hybrid model, along with more robust audio and specialized systems that can target participants more effectively.”*

They recommend that UFV:

Explore and invest in state-of-the-art technologies to support differentiated delivery models for online and hybrid course with ADED. (Recommendation 12)

To better assist students with their knowledge, competency and skill *“in their desired program of study in whatever modality of learning best suits their personal needs,”* the ERC, in their report, recommends

the use of curriculum mapping to “align learning outcomes, resources, activities, assessments, and instructional techniques” and “to identify appropriate uses of technology in UFV’s ADED program to match the kinds of outcomes that set the ADED program apart and benefit the types of students UFV attracts to the ADED program.” The ERC recommends the ADED Department:

Model the use of curriculum mapping to demonstrate the breadth and depth of the ADED program, along with its alignment to the UFV Education Plan. (Recommendation 13)

Conclusion

In response to the recommendations made by the ERC, the ADED Department collaboratively produced a response and action plan.

I look forward to supporting the ADED Department as we move forward together with the action plan.



Tracy

Category	External Review Report Recommendation	Area Responsible	Comments/Next Steps	Timeline
<p>Program Design and Mapping</p>	<p>#1. That ADED Department create a set of statements to express its values, mission and vision; and, that these statements form the context for program and course development, implementation and evaluation.</p> <p>#13. That ADED model the use of curriculum mapping to demonstrate the breadth and depth of the ADED program, along with its alignment to the UFC Education Plan.</p>	<p>Department Head</p>	<p>Will be commenced following hiring of new faculty member in 2018 to ensure that they are integrated into the visioning process.</p> <p>(NOTE: We do have an existing curriculum map but less extensive than here proposed.)</p>	<p>Sept. 2018 to Dec. 2018</p> <p>(NOTE: Depends on admin staffing support).</p>
<p>Prior Learning Assessment Recognition (PLAR)</p>	<p>#2. That the ADED program be given more resources to support Prior Learning Assessment and Recognition (PLAR).</p>	<p>UFV Teaching & Learning Department and Dean</p>	<p>Director of Teaching & Learning currently investigating the PLAR process at UFV. The ADED Department has been asked to participate in the consultation process.</p> <p>Department will review funding formula for PLAR credits – e.g, distribution of tuition and FTEs associated with PLAR credits</p> <p>(NOTE: The Department has been pursuing and asking about this now for four years, since the divestment of the PLAR office.)</p>	<p>ongoing</p>
<p>Admin Staffing</p>	<p>#4. That ADED Department use the current staff position for student/program advising; and, add an administrative / business /</p>	<p>Department and Dean</p>	<p>The current budget of the ADED Department does not support additional hires for the 2018/2019 academic year. However, ongoing needs will be reviewed including provision of auxiliary support as needed.</p>	<p>Review in Spring 2018 as per budget process for 2018/2019 academic year.</p>

	<p>marketing position.</p>		<p>The ADED Department will differentiate and map roles of Assistant, Advisor, and Head to assist in this process.</p> <p>The ADED Department hopes to hire a 0.5 staff person to take assist with this role.</p> <p>A new full-time tenure track faculty member is being sought in the ADED Department and the posting is currently posted for recruitment.</p> <p>The Department Head has already been given an additional administrative release this year, increasing the number of releases granted from 2 to 3.</p>	<p>SAC will proceed with hiring process in January 2018 when all applications are in.</p>
<p>Internal Relations</p>	<p>#5. That the ADED Department expand relationships with faculty and staff in other Faculties throughout the university.</p> <p>#6. That the ADED Department expand and formalize partnerships within the university; specifically, with the Student Success Center; Teaching and Learning Centre; University Marketing Group; and, related Departments to engage in work projects (e.g. Student-Work projects, Student Coop).</p>	<p>Department and Dean</p>	<p>Department will continue to work with the Centre for Teaching and Learning – e.g., Faculty Development Liaison is on our SAC and teaches for us.</p>	<p>Ongoing as per need</p>

<p>Technology Support</p>	<p>#9. That UFV explore newer e-learning technologies to support a blended learning format for the ADED program.</p> <p>#10. That IT support extend to the instructional delivery dates and times for the ADED program.</p> <p>#12. That ADED Explore and invest in state-of-the-art technologies to support differentiated delivery models for online and hybrid course</p>	<p>Information Technology Services (ITS) / Educational Technology Services (ETS).</p>	<p>Key faculty met with the Project Manager working with ETS on technology investments expressing concerns around support needs.</p> <p>Additional support has been provided through students and individual technical support in pairing faculty with a technical support person on hybrid/collaborate courses.</p> <p>The Blackboard Collaborate Ultra system was introduced in Sept. 2017.</p> <p>ETS is currently engaged in a study to improve our hardware in our principle classroom.</p>	<p>Ongoing via ETS</p>
<p>Curriculum and Advisory Board</p>	<p>#3. That the ADED program develop a curriculum committee with membership as outlined in the report.</p> <p>#8. That the ADED Department, in consultation with the Dean, establish a Program Advisory Council for the Department.</p>	<p>Department Head and Dean</p>	<p>The Faculty of Professional Studies has formed a Faculty wide curriculum committee and it will commence its work in January 2018.</p> <p>The formation of the PAC is in the process of formation for all four programs: ADED, Workplace Education Certificate (WE(a)C), Teaching English as a Second Language (TESL), and Mindful Based Teaching and Learning (MBTL).</p>	<p>2018 – curriculum committee 2019 – PAC first meeting once the new MBTL program has started</p>
<p>Marketing</p>	<p>#11. That UFV Invest in a proactive, professional marketing strategy for ADED. Pair it with a proactive PAC to identify and target new opportunities.</p>	<p>Department and PAC</p>	<p>Working with the PAC, the ADED Department will work to promote the current and new programs more widely through the PAC resources.</p>	<p>2019 – first PAC meeting</p>

			The ADED Department will continue to work with the Marketing and Communication Department at UFV to promote the current programming.	
Administrative Structure / Unit	#7. That the ADED Department explore the consolidation or merger of ADED with other small Department(s) at the university.	Department and Dean	Discussions have been had with the Departments of Child, Youth and Family Studies, and Teacher Education to discuss the creation of a third school. Given the current growth of programming in each of these areas in conjunction with two of the three areas under a program review process, the decision was made to wait until the new program development is complete before looking at the possibility of combining these areas. Given this recommendation, discussions will continue in the 2018/2019 academic year.	Discussions to continue in the 2018/2019 academic year.