

## **Final Assessment Report & Implementation Plan for the Cyclical Program Review of the Academic Programs in the Faculty of Education**

In accordance with Queen's University Quality Assurance Processes (QUQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the graduate and undergraduate programs delivered by the Faculty of Education. This report identifies the significant strengths of the programs, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the Final Assessment Report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations; who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

### **Summary of the Cyclical Program Review of the Academic Programs in the Faculty of Education**

The Faculty of Education submitted a self-study to the School of Graduate Studies and the Office of the Provost and Vice-Principal (Academic) on January 12, 2013. The self-study presented the program descriptions and learning outcomes, an analytical assessment of the academic programs, and program data, including the data collected by the Office of Institutional Research and Planning and the School of Graduate Studies. Appended to the Self-Study were a number of documents, including CVs, for each member of the Faculty of Education and the Library Report.

Three arm's-length reviewers (Professor Gaalen Erickson, Professor Emeritus, University of British Columbia; Dr. John O'Meara, Professor and Dean, Faculty of Education, Lakehead University; and, Dr. Jay Handelman, Associate Dean Research, Queen's School of Business) were selected by the Deputy Provost in consultation with the Dean of the School of Graduate Studies, from nominations submitted by the Faculty of Education. The Review Team evaluated the self-study documentation and then conducted a site visit to Queen's on April 8-9, 2013. The site-visit included interviews with the Provost and Vice-Principal (Academic), the Vice-Provost and Dean of the School of Graduate Studies, the Dean of the Faculty of Education and meetings with undergraduate students, graduate students, librarians, staff and faculty.

In their report (April 18, 2013), the Review Team provided feedback that describes how the Faculty of Education programs meet the QUQAP evaluation criteria and are consistent with the University's mission and academic priorities. The Review Team noted that the academic programs offered by the Faculty of Education were of high quality and meet the needs of a diverse student body. The Review Team also noted that the Faculty is strongly committed to their mission of *"developing progressive, ethical, competent, and thoughtful leaders in education through teaching, research and professional collaboration"*.

The Review Team did report on a number of challenges, including the need for: a continued review of the structure of the PhD program; further library resources for the continuing development of on-line programs; deepening relationships with the Faculty of Arts & Science; enhanced employment data on graduates of their programs; access to University Health and Wellness services; and, securing a Canada Research Chair in order to strengthen research capacity.

The Dean of Education, after consultation with faculty and staff in the Faculty of Education, submitted a response to the Review Team Report (May 14, 2013). The Dean of the School of Graduate Studies (June 10, 2013) also submitted her response to the Office of the Provost. Specific recommendations were discussed, and clarifications and corrections were presented.

Subsequent to receipt of the Review Team Report and the internal responses from the Faculty of Education and the Dean of the School of Graduate Studies, the Senate Cyclical Program Review Committee (SCPRC) dedicated its meeting of October 15, 2013 to this particular discussion.

The SCPRC would like to recognize the following strengths:

- Strong complement of faculty with a very good record of teaching and scholarship;
- High level of engagement of tenure-tracked faculty in teaching the undergraduate program;
- Very strong culture of mentorship in graduate programs;
- Number of innovative features in undergraduate education that meets a diversity of student and societal needs, for example, the Aboriginal Teacher Education Community-Based Program and the Technological Education Program;
- Introduction of a new graduate diploma in Professional Inquiry that demonstrates innovation and creativity;
- Success with implementing different modes of delivery for both on-campus and off-campus students, including blended and online learning;
- Providing opportunities for experiential learning through school settings and classrooms, residential outdoor education settings and other workplace settings such as museums;
- Creation of the Master of Education in Aboriginal and World Indigenous Educational Studies (AWIES), a unique blended, part-time program that addresses a wide spectrum of issues relating to aboriginal education.

The SCPRC would like to identify the following opportunities for enhancement. The Faculty of Education is encouraged to explore:

- The ongoing review of the structure of the PhD program, including the appropriateness of the number and type of doctoral courses;
- To strategize on how to address the significant number of low-enrolment graduate courses;
- To monitor and manage graduate students' time-to-completion with particular attention to the M.Ed. (AWIES);

- To develop the online professional master's program and ensure that it is sufficiently resourced so that students and instructors involved in the program are supported adequately;
- To seek new revenue streams to support and sustain the core programs of the Faculty.

### **Summary of the Reviewer's Recommendations with the Faculty's and School of Graduate Studies' Responses**

#### **Graduate Program**

1. The Review Team recommended reviewing the course offerings for doctoral students in light of possible resource issues associated with delivering a number of low-enrolment graduate courses.

*The Faculty's response indicated that it was their intention to continue to review and revise the PhD program. The Dean agreed with the Review Team's observation that very small classes are an issue from the standpoint of student engagement with colleagues and costs. To address this issue, the Dean plans to open and renegotiate the Faculty workload document.*

*The Dean of the School of Graduate Studies supported reviewing the course offerings in the PhD program to find the right balance between resource implications and delivering an appropriate course curriculum to support the fields of study.*

#### **Undergraduate Program**

1. The Review Team strongly urged the Faculty to expand the opportunities for first-year concurrent students to reflect upon their field experiences and try to integrate these experiences into their respective PROF courses.

*The Dean responded that the Review Team report was helpful in drawing attention to the need for the Faculty to look at streamlining the practicum experience and the Faculty's ability to have conversations/draw on those practicum experiences within the three-year experience. The Dean noted that as the Faculty moves forward the value of on-line forums for concurrent education students to converse about their field experiences could be quite valuable.*

#### **Health & Wellness**

1. The Review Team recommended that the Faculty address the concerns about lack of accessibility to counselling service on the main campus by hiring a Counsellor dedicated to 'West Campus'.

*The Faculty responded that it believed that it was critical to address the concerns raised about accessibility to health and wellness services on West Campus. The Dean expressed his desire to have someone from Health Counselling and Disability Services in McArthur Hall during the times that teacher candidates are on campus.*

*The Dean of Graduate Studies indicated that there is an identified need for increasing Health Counselling and Disability Services provided to graduate students in particular and noted that strategies to address this need are under consideration.*

**Implementation Plan:**

<b>Recommendation</b>	<b>Proposed Follow-up</b>	<b>Responsibility for Leading Follow-up</b>	<b>Timeline for Addressing Recommendation</b>
1. As identified in the Self-Study and the Review Team Report, data on the employment of graduates from the Bachelor of Education program is incomplete. It is recommended that the Faculty of Education work with the Office of Institutional Research and Planning (OIRP) to develop a tool/survey that will provide more granular information about what BEd graduates are doing 6 months and 2 years after leaving Queen's.	Consult with the Director of the Office of Institutional Research and Planning (OIRP) regarding the development of a tool/survey that can be sent to recent graduates	Dean of Education and Director OIRP	Dean of Education's <i>Annual Report</i> to the Provost 2015
2. With the impending major changes to all Bachelor of Education programs in Ontario, it is recommended that the Faculty of Education, in conjunction with the Centre for Teaching and Learning, complete a mapping of the new curriculum to the degree level expectations, learning outcomes and indicators of achievement.	A curriculum mapping of the new BEd curriculum to DLEs, LOs and other indicators of achievement	Dean, Associate Deans, all Faculty members in Education and an Educational Developer from the Centre for Teaching and Learning	Dean of Education <i>Annual Report</i> to the Provost 2015
3. The need for a wide range of health and wellness services on West Campus and for teacher candidates while on practicum placements outside Kingston have been well articulated in both the Self-Study document and the Review Team Report. It is	Consultation with the Director of Health Counselling and Disabilities	Dean of Education and Health Counselling and Disabilities (Student Affairs)	Dean of Education's <i>Annual Report</i> to the Provost 2015

recommended that a Counselor from Health Counseling and Disability Services be assigned exclusively to the Faculty of Education. It is also recommended that a comprehensive plan to address the health, safety and wellness needs of all students registered in Education be created.			
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**The Dean of Education shall be responsible for monitoring the Implementation Plan. The details of progress made will be presented in the Dean's Annual Report and filed in the Office of the Provost and Vice-Principal (Academic). Monitoring reports will be posted on the University web site.**

**Final Assessment Report & Implementation Plan**

8.04.14

**Approval Date**

**Vice-Provost (Teaching and Learning)**

  
**Signature**

**Dean, Faculty of Education**

  
**Signature**

**Dean, School of Graduate Studies**

  
**Signature**

**Final status of academic programs in the Faculty of Education**

**Approved to Continue**

**Date of next program review year**

**2020/2021 Academic**

**Queen's University**  
**Executive Summary of the Review of the Academic Programs in the Faculty of Education**

In accordance with Queen's University Quality Assurance Processes (QUQAP), the Faculty of Education submitted a self-study in January 2013 to the Office of the Provost and Vice-Principal (Academic) and the School of Graduate Studies to initiate the cyclical program review of its undergraduate and graduate programs. The approved self-study presented program descriptions, learning outcomes, a library report and analyses of data provided by the Office of Institutional Research and Planning and the School of Graduate Studies. Appendices to the self-study contained CVs for each full-time member in the Faculty of Education.

Three arm's-length reviewers (Professor Gaalen Erickson, Professor Emeritus, University of British Columbia; Dr. John O'Meara, Professor and Dean, Faculty of Education, Lakehead University; and, Dr. Jay Handelman, Associate Dean Research, Queen's School of Business) examined the materials and conducted a site visit on April 8 & 9, 2013. The site-visit included interviews with the Provost and Vice-Principal (Academic), the Vice-Provost and Dean of the School of Graduate Studies, the Dean of the Faculty of Education and meetings with undergraduate students, graduate students, librarians, staff and faculty.

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Based on all of the above documentation, a *Final Assessment Report* and an *Implementation Plan* were prepared by the Vice-Provost (Teaching and Learning) and approved by the Provost (April 10, 2014).

The academic programs in the Faculty of Education have been approved to continue and are scheduled for their next review in 2020-2021.

Prepared by the Vice-Provost (Teaching and Learning)  
April 7, 2014