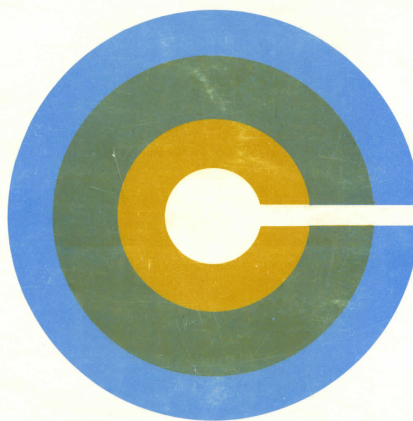




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REPORT
on the
PROGRAM REVIEW
of the
COLLEGE PREPARATION PROGRAM



Cariboo College

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**REPORT
on the
PROGRAM REVIEW
of the
COLLEGE PREPARATION PROGRAM**

OFFICE OF INSTITUTIONAL RESEARCH & EVALUATION

JULY, 1990

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SUMMARY

After 20 years of service to the College in various manifestations, the College Prep. Program finds itself at a critical but challenging juncture. Like the whole A.B.E. division, it has recently experienced structural re-organization. Like the division, it must address the task of re-defining its clientele: the previous A.B.E. philosophy of being "all things to all people" is no longer appropriate, given the new structure and the opportunity for each department to focus specifically on its own segment of the A.B.E. population.

The College Prep. Program Evaluation Committee did not find all well with the program. It identified major concerns regarding:

- * workload and lack of professional development time, and their negative impact on curriculum development;
- * program intake, pre-assessment, advising and orientation procedures;
- * operation of and procedures in the Centre for Independent Study;
- * departmental, and perhaps by extension, divisional morale and extra-divisional communication;
- * attrition rates;
- * academic advising;
- * Merritt and Williams Lake facilities.

Certain items such as workload, professional development, and provision of facilities fall outside the jurisdiction of College Prep. and the Division of Regional and Developmental Programs. Nevertheless, the Evaluation Committee sees the future of College Prep. as being essentially in its own hands. It offers recommendations pertaining to:

- * curriculum revision and program rationalization;
- * departmental cohesiveness;
- * professional upgrading and renewal;
- * improvement of front-end advisory, assessment and orientation functions;
- * combating high attrition rates.

If the College Prep. Program can implement these recommendations, it can confidently look forward to the 1990's.

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THE PROGRAM EVALUATION COMMITTEE

(May 24-25, 1990)

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**DATA COLLECTION
& CLERICAL SUPPORT**

Carol Davy
W. Larry Xiong

INTRODUCTION

Initial discussions on questionnaire design and review procedures were held with the Dean and Associate Dean, Regional and Developmental Programs, and the Chairperson, Adult Basic Education (of which the College Preparation Program was then a part), on November 10, 1989. A sample of former students of the program between 1986 and 1989 was mailed questionnaires on February 2, 1990; a second mailing took place on March 13 and 14. College Prep. faculty, including those at Merritt, 100 Mile House and Williams Lake, were sent surveys on February 8. A sample of current students in structured classroom situations in Kamloops was surveyed between February 26 and March 9; Kamloops Centre for Independent Studies students were administered the survey between February 28 and March 16. Samples of current students at the Merritt Centre were surveyed between March 12 and 16, and at Williams Lake between March 19 and 23. Selected "receiving faculty"--i.e., those teaching in programs for which College Prep. students are upgrading or qualifying--were sent surveys on March 30. The cut-off date for all responses was April 30. The review committee met to analyze and discuss the data on May 24-25, 1990.

PROGRAM BACKGROUND

The programming now known as College Prep. was, under other names, one of the earliest components of Cariboo College. During the late '60s, B.T.S.D. (Basic Training for Skill Development) and B.J.R.T. (Basic Job Readiness Training) programs were offered, under the sponsorship of Canada Manpower, in various communities in what was to become the Cariboo College region. These programs were designed exclusively to provide academic upgrading to adults seeking entry to vocational training programs. After the creation of the melded community college, and for many years thereafter, these programs maintained their vocational focus. In the late 1970's, the program area, by then known as A.B.E. (Adult Basic Education) began to diversify to include programs in English as a Second Language and Adult Special Education.

The 1980's were a period of major growth and change for A.B.E. The department moved from the main campus to the downtown Allan Matthews Centre and soon began program expansion that ultimately filled that facility. Programming in E.S.L. and A.S.E. continued to grow. The mandate of A.B.E. to provide training for students seeking entry to the full range of post-secondary programs was established during this period.

The department also began to offer the adult high school completion diploma. In order to address the enormous demand for preparatory courses throughout the College region during this period of fiscal restraint, the department explored some non-conventional delivery systems. MILE and CIS offered tutorial instruction, flexible pacing and a wide ranging curriculum to many thousands of students. On a provincial level, the department participated in the development of the Provincial Articulation Framework.

Re-organized in 1989 as the "Developmental" sub-division of the new Division of Developmental and Regional programs, this program area enters the '90s with four new, clearly defined departments: Adult Basic Education, English as a Second Language, College Access, and College Preparation. The College Access department will focus on the development of personal coping and life skills, employment skills and fundamental academic skills; the College Prep. department will offer more advanced academic skills to students seeking secondary completion and preparation for, or pre-requisites to, post-secondary study in any area.

DISCUSSION OF QUESTIONNAIRES

1. Faculty:

All of the 28 College Preparation faculty at the Kamloops, Merritt, and Williams Lake campuses responded for a return rate of 100%. At Kamloops, where two instructional delivery systems (i.e. conventional classroom instruction and independent study) are in operation, two questionnaires were sent to those faculty identified as being both structured classroom and C.I.S. staff.

In Merritt, 100 Mile House, and Williams Lake, where only the C.I.S. (Independent Study) system is in place, one questionnaire per faculty member sufficed.

2. Receiving Faculty:

Eighty "receiving faculty"--faculty belonging to other Cariboo College programs to which College Prep. graduates are historically most likely to gravitate--were mailed questionnaires to elicit their perceptions of College Prep. Thirty-five responded, for a response rate of 44%.

The programs identified as attracting College Prep. graduates are: English, Math, Health Sciences, Nursing, Business Administration, Office Administration, Long Term Care Aid, Human Services, and Trades and Industrial Training.

3. Current Students:

A total of 280 current students were surveyed:

Kamloops Centre For Independent Study (CIS): 107;
Kamloops structured classroom delivery: 98;
Merritt (CIS): 27;
Williams Lake (CIS): 48.

Total enrolments in these areas are estimated as follows:

Kamloops (CIS): 320;
Kamloops structured classroom: 303;
Merritt (CIS): 77;
Williams Lake (CIS): 140.

Accordingly, the proportions of students sampled are as follows:

Kamloops (CIS): 33%;
Kamloops structured classroom: 32%;
Merritt (CIS): 35%;
Williams Lake (CIS): 34%.

The data from these responses are sufficiently representative to draw meaningful inferences from.

4. Former Students:

Because of the sheer volume of students who register for College Preparation courses--over 1,000 a year--it was decided to use a three-year, as opposed to the normal five-year parameter. Even within this time-frame, records show almost 8,000 course registrants over the last three years, and a headcount of almost 4,000 over the same period. To overcome the problems attendant on such large numbers, a stratified sample of 497, or one student in eight, was taken. The two factors underpinning the stratification were the students' sex and their geographical location. In the three-year headcount, the percentage breakdown of females to males was discovered to be 55% - 45%, or 11:9. This ratio was replicated in the sample. Likewise, the overall headcount revealed that 87% former students had attended the Kamloops campus, 8% the Williams Lake campus, and 5% the Merritt campus. These percentages were replicated in the sample so that of the 497 former students surveyed, 434 had attended Kamloops, 40 Williams Lake and 23 Merritt. MILE students and N.V.I.T. students were excluded from all calculations, and age stratification was deemed to be too complicated with such a large population.

Of the 497 former students sampled, 132 responded from Kamloops, 4 from Merritt, and 7 from Williams Lake for response rates of 30%, 17%, and 18% respectively. The total number of respondents was 143, an overall response rate of 29%. Such a low response rate means that, although the data elicit instructive trends and information, statistically meaningful inferences should not be risked.

Of the 143 respondents, 109 reported having studied independently (under the CIS system), while 29 received conventional instruction. Five made no indication of the mode of delivery.

QUESTIONNAIRE DATA

The following trends were detected in the questionnaire responses:

Receiving Faculty Survey:

Receiving faculty reported a fair degree of dissatisfaction with College Prep. graduates and courses. Much of the dissatisfaction centred around the inadequacy of the mastery learning system as preparation for entry into other programs, and the inappropriateness of a criterion-referenced grading system which gives receiving instructors and students themselves a false sense of confidence.

Receiving faculty reported problems in the level of preparation demonstrated by incoming students in English and Mathematics, and singled out ENGL 020 and MATH 012 as not producing students capable of the next steps in the discipline sequence.

Faculty:

College Prep. faculty identified communication, both internal and external, as a major departmental problem. They felt no sense of departmental teamship, and no sense of connection with other faculty, service units and administration. C.I.S. faculty felt particularly isolated.

Faculty indicated that insufficient time was available for curriculum revision and development and perceived themselves to be over-worked and under-funded.

They were dissatisfied with the success rates in their courses; C.I.S. instructors were particularly aware of the high attrition rates in Independent Study courses.

They were critical of the inadequacies of the current pre-assessment and academic advising procedures and practices.

They indicated a concern about lack of formative evaluation and periodic student feedback.

The Merritt instructor expressed concern about the shortcomings of the facilities there.

Williams Lake faculty expressed frustration at a variety of items such as poor communications with Kamloops campus and generally inadequate facilities at Williams Lake (lack of lockers, plug-ins, cafeteria services, and computers).

Current Student Survey:

Kamloops C.I.S.

C.I.S. students reported a lack of knowledge of Student Services.

They were critical of the Counselling Department's lack of specialized knowledge about A.B.E. programs.

At the course level, they reported some frustration with aspects of BIOL 011, ENGL 010, and GEDT 012; PHYS 011 was perceived by some to be too easy and to suffer through lack of labs.

However, most C.I.S. students were appreciative of the Independent Study system and of the efforts of and instruction provided by faculty.

Kamloops Structured:

Conventionally instructed students also felt the advising function could be strengthened.

At the course level, they lamented the lack of lab facilities for PHYS 011 and BIOL 012; however, ENGL 020 received generally good reports.

Several students indicated a preference for a norm-referenced grading system as a more realistic preparation for subsequent programs.

Registration procedures appear to be a source of frustration to several students.

Merritt:

Merritt students expressed some concern that the Cariboo College Calendar made no mention of Merritt course offerings.

A substantial number indicated ignorance of the existence of the many Student Services offered on the Kamloops campus; very few Merritt students seem to have availed themselves of any Student Services.

Courses that appear to present problems are GEDT 012, MATH 010/011, ENGL 010 and ENGL 020.

Although respondents were extremely appreciative of the instructional "beach-head" at Merritt, their major, overriding concern was the poor learning environment in the Merritt facility.

Williams Lake:

Williams Lake respondents reported an absence of the normal Student Service facilities available at Kamloops: particular concern was expressed of the lack of recreation, health and athletic services and at the inadequacy of the bookstore.

Generally, they reported a high appreciation of the efforts of the faculty.

They indicated that Williams Lake facilities could benefit from the installation of lockers, plug-ins and a paved parking lot.

Former Student Survey:

A larger than normal number of former students report having not met their objectives for enrolling in College Prep. The average percentage for other programs is 10%; former College Prep. students report 17.6% dissatisfaction.

Contrary to the conventional philosophy that College Prep. students are preparing for further study, a surprisingly high percentage of former students are now employed: 44.4% of respondents. Only 38% report themselves engaged in further studies.

The most popular subsequent program for College Prep. students is Academic Studies (17%), followed by Business/Secretarial Programs (11%), and Trades and Industrial Programs (8%). Twenty-four percent of respondents reported themselves in other areas of study, and 29% indicated that they were no longer attending College.

Most respondents reported having experienced the Independent Study mode as opposed to Conventional instruction (107 C.I.S.; 29 Conventional). Given the parameters of the Former Student Survey (1986-89), this is not a surprising statistic.

At course level, former students identified problems with mathematics, especially MATH 012. GEDT 012 came under some fire as well, and some students complained about the lack of rigour in ENGL 020.

There were pervasive disparaging comments about the Allan Mathews facility, and relief that A.B.E. programs had been moved back to the Kamloops campus.

TABULAR SUMMARY OF QUESTIONNAIRE DATA

(College Preparation Program)

The categories and quantities of responses are tabled below:

| Recipient | # Sent | # Completed and Returned | % Return |
|--------------------|--------|--------------------------------|----------|
| Faculty: | | | |
| Kamloops | 21 | 21 | 100% |
| Williams Lake | 5 | 5 | 100% |
| Merritt | 1 | 1 | 100% |
| 100 Mile House | 1 | 1 | 100% |
| Receiving Faculty: | 80 | 35 | 44% |
| Current Students: | | | |
| Kamloops (Struc.) | 98 | 98 | 100% |
| Kamloops (C.I.S.) | 107 | 107 | 100% |
| Williams Lake | 48 | 48 | 100% |
| Merritt | 27 | 27 | 100% |
| Former Students: | | | |
| Kamloops | 434 | 132 | 30% |
| Williams Lake | 40 | 7 | 18% |
| Merritt | 23 | 4 | 17% |
| <hr/> | | | |
| TOTAL | 885 | 486 | 55% |
| <hr/> | | | |

Former Student Non-Respondents:

Kamloops - 302
Williams Lake - 33
Merritt - 19

As at April 30, 1990

ENROLMENT AND PERFORMANCE STATISTICS

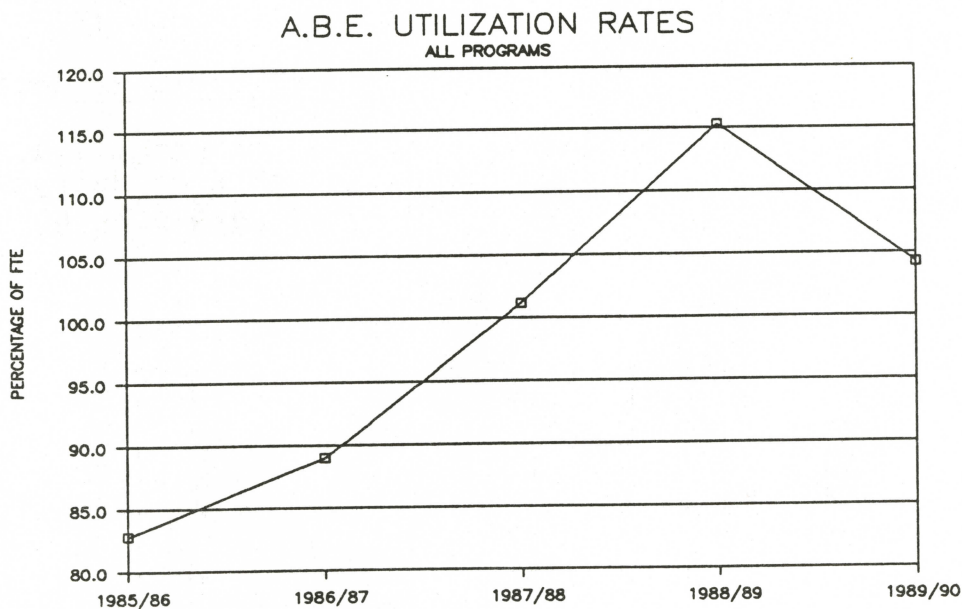
Admission Requirement:

- 1) 17 years of age and one year out of school
- 2) Canadian citizen, landed immigrant or student permit
- 3) Counselling interview recommended

Program Capacity:

A.B.E. program profiles, including Adult Special Education, English As A Second Language, and Employment Preparation programs such as B.J.R.T. and C.O.P.E., have been as follows over the past five years:

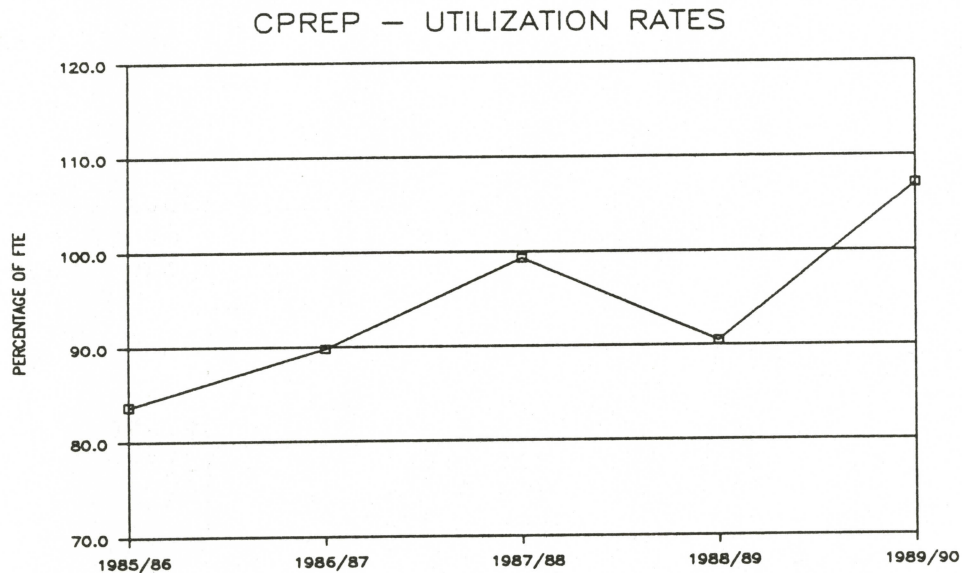
| | <u>Funded</u> | <u>Actual</u> | <u>Utilization Rate</u> |
|---------|---------------|---------------|-------------------------|
| 1989/90 | 369.0 FTE | 385.0 FTE | 104.3% |
| 1988/89 | 334.0 FTE | 385.0 FTE | 115.3% |
| 1987/88 | 332.0 FTE | 336.0 FTE | 101.2% |
| 1986/87 | 338.3 FTE | 301.4 FTE | 89.0% |
| 1985/86 | 340.6 FTE | 282.2 FTE | 82.8% |



| | |
|---------|-------|
| 1985/86 | 82.8 |
| 1986/87 | 89 |
| 1987/88 | 101.2 |
| 1988/89 | 115.3 |
| 1989/90 | 104.3 |

If we subtract A.S.E., E.S.L., B.J.R.T., C.O.P.E. etc. FTE's from the above A.B.E. global figures, the pattern we get for College Prep. programming is as follows:

| | <u>Funded</u> | <u>Actual</u> | <u>Utilization Rate</u> |
|---------|---------------|---------------|-------------------------|
| 1989/90 | 280.0 FTE | 300.0 FTE | 107.1% |
| 1988/89 | 305.0 FTE | 276.0 FTE | 90.5% |
| 1987/88 | 307.0 FTE | 305.0 FTE | 99.3% |
| 1986/87 | 311.3 FTE | 279.6 FTE | 89.8% |
| 1985/86 | 315.9 FTE | 264.5 FTE | 83.7% |



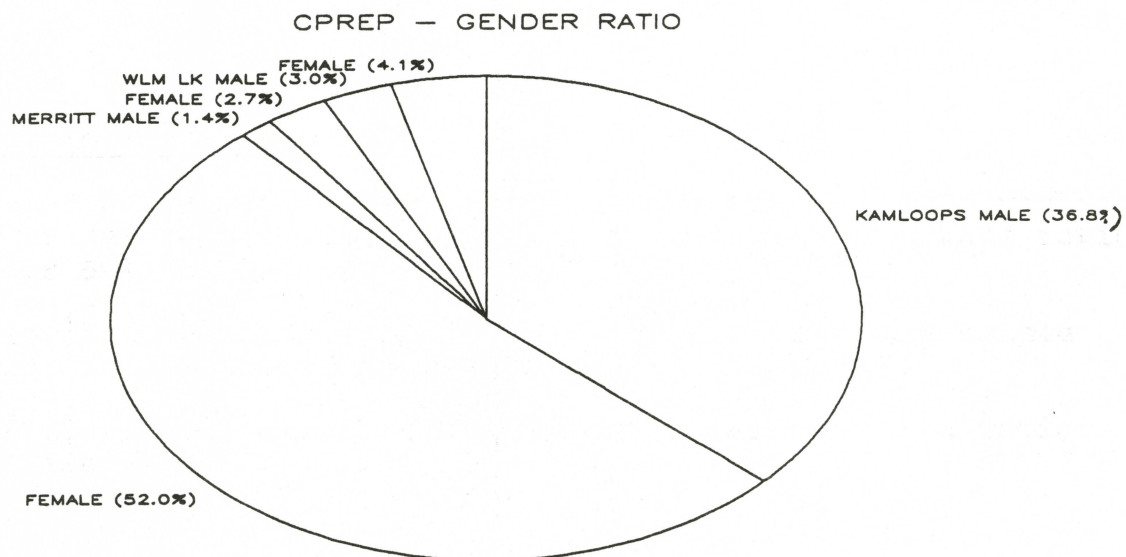
The general pattern over the past five years has been a decrease in FTE funding. Actual enrolments, on the other hand, have grown from 264.5 to 300 FTE, and utilization rates, with the exception of that of 1988/89, when only a 90.5% utilization was achieved, have improved from 83.7% in 1985/86 to 107.1% in 1989/90.

Gender Ratio (female to male):

A sample of 497 students registered between 1986 and 1989 yielded a count of 291 females and 206 males--giving an approximate ratio of 6:4, or 59% female and 41% male.

The proportion of males to females in the Williams Lake sample was 17:23, or 42% males and 58% females.

The Merritt figures elicited 8 males to 15 females for a ratio of approximately 1:2.



| | |
|---------------|-----|
| KAMLOOPS MALE | 206 |
| FEMALE | 291 |
| MERRITT MALE | 8 |
| FEMALE | 15 |
| WLM LK MALE | 17 |
| FEMALE | 23 |

Completion/Attrition Rates over the Five Year Period Sept/84 to Aug/89:

Graphs illustrating enrolment/completion and attrition rates are located in Appendices B through K of this report:

| | |
|----------|----------|
| Biol 011 | GEDT 012 |
| Biol 012 | Math 010 |
| Engl 010 | Math 011 |
| Engl 012 | Math 012 |
| Engl 020 | Phys 011 |

The standard definition of attrition used in all other program review reports, and indeed College-wide, was adopted:

attrition is the difference between the enrolment figures at the start of a program and the successful completion rate at the end of the program's normal duration.

It was recognized that the phrase "program's normal duration" would pose problems in a self-paced study system such as CIS. Accordingly, a generous definition of the duration of self-paced courses was applied, with an eight month maximum being deemed a more than adequate time allowance for all the above courses.

Although College Prep. courses are in some ways "special cases", in which completion rates are expected to be lower than in other programs, over the five year period Sept/84 to Aug/89, completion rates have been **substantially** lower and attrition rates substantially higher than those in other major programs, such as vocational, career/technology and university transfer. Completion rates in the latter areas have averaged out at approximately 80% productive grades over the five year period 1984 to 1989. The following graphs illustrate completion rates in College Prep. courses:

| <u>Course</u> | <u>Completion</u> | <u>Attrition</u> |
|---------------|-------------------|------------------|
| Biology 011 | 37.9 | 62.1 |
| Biology 012 | 48.0 | 52.0 |
| English 010 | 36.0 | 64.0 |
| English 012 | 29.0 | 71.0 |
| English 020 | 32.0 | 68.0 |
| GEDT 012 | 66.0 | 34.0 |
| Math 010 | 33.7 | 66.3 |
| Math 011 | 31.1 | 68.9 |
| Math 012 | 39.6 | 60.4 |
| Physics 011 | 30.0 | 70.0 |

In the face of these bald and somewhat depressing statistics, it should be noted that there has been an upturn in completion rates in most College Prep. courses over the last two years (1987 to 1989). Biology 011/012 certainly reflect an improved pattern of completion, as do English 020, Math 010/011/012. Exceptions to this pattern appear to be English 010/012, GEDT 012 and Physics 011. (Please consult Appendices B through K).

Generally, these graphs raise the question of what measures College Prep. faculty can take to enhance students' performance and improve completion rates in College Prep.

Grade Distribution:

The grade distribution graphs in Appendices L through U are self-explanatory. The main trends appear to be a high percentage of NCG's (No Credit Granted), DNC's (Did Not Complete), and W's (Withdrawal) in each course. The preponderance of grades in these areas suggests that lack of persistence is a major factor in student performance in College Prep. courses, and that strategies need to be developed to encourage and retain flagging students.

Further Education Opportunities:

College Preparation courses prepare students for all post-secondary activities.

STRENGTHS OF THE PROGRAM

The following strengths may be identified in the College Preparation program:

1. College Prep. faculty are a highly committed professional staff who are working in less than optimal conditions. They have demonstrated dedication to the educational goals of the College and of their Division. They are to be highly commended for their efforts.
2. The recent establishment of an independent Division of Regional and Developmental Programs, and its even more recent internal re-organization into four departments (Access, Adult Special Education, College Prep., and E.S.L.) is viewed by the Evaluation Committee as a positive step in promoting more efficient and effective service to the wide variety of clients served by this division. In particular, it allows the College Prep. Department to identify and serve a more clear-cut clientele--those who are upgrading for entry to other post-secondary programs--and to shift some of their focus and energies away from the clientele now targeted by the Access Department: those in need of literacy training, job preparation, and fundamental and intermediate upgrading.
3. Many students, both current and former, commented appreciatively on the one-to-one contact and the flexible pacing of the Independent Study courses offered by the program.
4. College Prep. instructors at Merritt and Williams Lake have shown initiative in "taking ownership" of their courses and revising the assessment methods to better reflect the academic standings of their students.

AREAS WHICH CAN BE IMPROVED
(WITH RECOMMENDATIONS)

This section highlights areas of the College Preparation Program which the data suggest can be improved. Further input from College Prep. faculty and administrative staff has clarified concerns which arose from the data base. The recommendations are prioritized, with **workload, curriculum, communications, attrition, academic advising, and facilities** being the main areas which the Program Evaluation Committee identifies for improvement.

1. Workload and Professional Development:

While the data suggest that College Prep. faculty are highly regarded by students on all campuses, and are in some cases performing nobly in adverse conditions, their categorization as vocational instructors ensures that they carry extremely heavy workloads (25 instructional contact hours and five hours "additional responsibilities" per week) over a 190 working day period. In addition, they are allowed limited professional and curriculum development time (13 working days per year, if organizational in-services are excluded).

This workload, which has been in place since 1983, has contributed over the long haul to increasing stress and burn-out among College Prep. faculty. It ignores the need for lesson preparation and curriculum development--activities that have become de rigueur as O.L.A.-acquired curricula have become dated, and as the department has moved towards conventional classroom instruction. In addition, the truncation of professional development time does not allow for extended curriculum revision or for faculty renewal and upgrading through course work at another institution.

The Committee is concerned that curriculum revisions must occur to upgrade and maintain course standards. It cites in support of its concern College Three-Year Strategy and Goal #5, which states that to maintain quality of instruction, the College must "work towards reasonable teaching loads, preparations, and student-faculty ratios".

Although the Committee realizes that these are contractual matters, it urges College Management and the Cariboo College Faculty Association to address these issues in upcoming contractual negotiations.

Recommendations:

- a) that College Management and the Faculty Association seek to reduce vocationally-designated instructors' workload gradually over the next three years to a mutually acceptable level;
- b) that College Management and the Faculty Association seek to increase vocationally-designated instructors' professional development time over the next three years to a mutually acceptable level;

2. Curriculum Development:

Partly because of the pressures of workload, partly because of the paucity of block professional development time, and partly because of the dependence on "packaged", externally acquired and often unsuitable course materials between 1981 and 1988, College Prep. curriculum revision has been inadequate and irregular for the last few years. With little incentive to ownership, faculty avoided revision and improvement of course materials. Likewise, curriculum development was somewhat haphazard, with little reference to overall divisional goals and objectives, and to the functionality, effectiveness, and utilization rates of various courses. In lieu of program rationalization, College Prep. spread its resources rather thinly by offering some courses for which there was little demand.

College Prep. faculty have been perennially involved with the A.B.E. Provincial Articulation Committee, and work is in progress to ensure that College Prep. courses meet provincial articulation standards (see Provincial Update on A.B.E. Articulation--September, 1989). However, the program Evaluation Committee identified English, Math, Biology, and Physics as areas still requiring improvement.

Recommendations:

- a) that College Prep. faculty undertake a systematic inventory of their course offerings, with a view to rationalization and reduction of the number of courses in the program. (Merritt and Williams Lake College Prep. faculty are encouraged to continue the process of program rationalization on which they have independently embarked);
- b) that the English 010 curriculum be re-designed and strengthened, and that its articulation with English 020 be revised;

(English 010 is a **developmental** course whereas English 020 was originally conceived as a **refresher** course catering to a narrow band of clientele who had completed English 012 but with a poor grade or who had scored low on the Language Proficiency Index. However, because many students in English 020 are referrals from other programs and divisions, and because no pre-assessment is in place, English 020 now appears to be serving a far broader clientele than it was intended to. A much tighter assessment mechanism is required to direct some of the weaker students to English 010.)

- c) that the Math 012, Biology 012, and Physics 011 curricula be re-written to eliminate the ambiguities, errors and confusion in certain segments of the current curricula, and brought up to provincial standards by Fall, 1990; in particular, the Math 012 test bank should be replaced with a set of tougher problems designed by College Prep. faculty.

3. Course Formats, Delivery Mode, Grading, etc:

The Committee endorses the current trend towards structured classes in the College Prep. program and feels that this approach prepares students more realistically for entry into other programs. In this delivery mode, the consistent pacing of instruction and regular attendance at class appear to promote higher rates of course completion. However, the Committee recognizes that the C.I.S. format offers a viable alternative to student clients who are unable to attend at set class times. Students in C.I.S. courses value the flexibility and one-on-one interaction provided by this format. Implementation of the following recommendations would enhance delivery in both formats.

Recommendations:

- a) that Centre for Independent Studies operations on all campuses move to a bi-monthly (every two months) fixed intake pattern by September, 1990, and if necessary, "cap" enrolments and implement waiting lists for subsequent intakes;
- b) that College Prep. faculty, in conjunction with the Student Assessment Centre, implement pre-entry assessment and counselling of all incoming College Prep. students to ensure that they are placed in the type of delivery system (independent study or conventional instruction) best suited to their needs;

- c) that College Prep. faculty institute a fixed appointment system and fixed testing times in the Kamloops Centre for Independent Study in place of the current continuous tutorial and testing drop-in system. This will lead to more efficient use of instructional time and better study habits among students.

The Committee discussed reasons for high non-completion rates in C.I.S. courses with College Prep. faculty and administrators. It concluded that one reason may be that the eight-month timeline is too liberal in that it encourages irregular work habits. It was also suggested that such extended course duration is poor preparation for students entering structured classroom and rigorously paced programs. Accordingly, the Committee recommends:

- d) that, with a view to improving courses completion rates and instilling regular work habits in their students, College Prep. faculty examine the possibility of restructuring the current eight-month duration period for C.I.S. courses to a five to six-month timeframe;
- e) that College Prep. faculty explore implementation of norm- referenced grading in place of the current criterion- referenced system to ensure that students and receiving faculty are given a full and unambiguous reflection of student performance in College Prep. courses.

The Committee feels that while such a move is not imperative at intermediate levels, it is highly desirable at advanced and provincial levels in College Prep. courses.

- f) that College Prep. faculty explore the possibilities of implementing group sessions in C.I.S. on common-theory topics to aid in the development of oral communication;
- g) that College Prep. faculty and administration implement a peer tutor system similar to that operated by the Counselling Department.

4. Communication, Liaison and Morale:

Most College Prep. faculty commented on the sense of isolation that A.B.E. experienced in the 1980's during its sojourn at Allan Mathews. As well, the sheer amorphousness of A.B.E. Department and its multi-faceted clientele caused frustration in communication and confusion in objectives and

sense of purpose. Even with the Divisional move to the main campus in 1989, College Prep. faculty comment that they still feel isolated by a workload which allows them little time to liaise with one another and with other instructional departments and service units.

The establishment of an autonomous Division of Regional and Developmental Programs, and more recently, the re-organization of departmental structure within the division, will go a long way to improve internal lines of communication. However, the Committee feels that implementation of the following recommendations is necessary to ameliorate communication and to rebuild the sagging morale of the department.

Recommendations:

- a) that regardless of Management/Faculty Association initiatives on workload and professional development time, the Dean and Associate Deans, Regional and Developmental Programs, and the Chairperson, College Prep., emphasize that it is a professional responsibility for faculty to upgrade and renew, and encourage them to participate in P.D. activities of a more extended nature than conferences and in-services;
- b) that the Dean, and Associate Deans, Regional and Developmental Programs, and the Chairperson, College Prep., ensure that full-time, permanent College Prep. faculty complete annual, formative evaluation activities as per Schedule G.3 of the Collective Agreement, and encourage temporary and part-time faculty to do likewise.

This will provide faculty with annual measure of their performance, will indicate what aspects of their teaching need improvement, and will also provide course feedback useful for curriculum revision and development.

It further recommends:

- c) that, to foster departmental team work, the Dean and Associate Deans, Regional and Developmental Programs, and the Chairperson, College Prep., ensure that regular departmental meetings and problem-solving retreats are scheduled; although teleconferencing offers a means of communication with faculty from satellite campuses, it is preferable that, budget permitting, they attend plenary departmental meetings and retreats in person;

- d) that the Dean and Associate Deans, Regional and Developmental Programs, and their Chairpersons and faculty endeavour to raise the Division's visibility by celebrating their students' accomplishments--for example, by encouraging participation in the annual College graduation ceremonies, or by holding their own;
- e) that College Prep. faculty establish a series of curriculum committees by discipline with receiving programs to facilitate course articulation, discussion of marking standards, and the determination of exit competencies;
- f) that College Prep. faculty ensure that receiving departments and programs are regularly provided with current course outlines and with copies of the most current A.B.E. Articulation;
- g) that College Prep. faculty broach the possibility of having receiving faculty monitor the progress of former College Prep. students;
- h) that the Chairperson, College Prep., ensure that a description of course offerings at Merritt, 100 Mile House and other satellite campuses is inserted in future Cariboo College Calendars;
- i) that the Dean, Regional and Developmental Programs ensure that faculty vacancies are posted on all campuses, that the College hiring procedures are observed, and that divisional faculty are informed of the successful candidate's identity;
- j) that, to facilitate better enrolment flow management, to improve tracking students, and to assist in future program review reports, the Registrar install in SRS a coding system whereby student registrants may be identified by the campus which they attend.

5. Attrition:

The Committee discussed reasons attrition rates for College Prep. courses are generally high. It recognized that the College Prep. student clientele varies greatly in its commitment to completing courses and acknowledged that reasons for withdrawal and non-completion are often beyond the control of the College Prep. faculty. For example, a large number of ENGL 020 registrants, simply do not show up.

Students also withdraw for a variety of personal reasons related to life style and life choices, and in College Prep. those pressures are intensified. On the other hand, the Committee believes--and has data to corroborate this (see graph page 22)--that students who attend classes regularly generally perform better than those studying in unstructured situations. As well, the establishment in Fall, 1990, of a Student Assessment Centre should provide them with more accurate course placements and a correspondingly better chance of success.

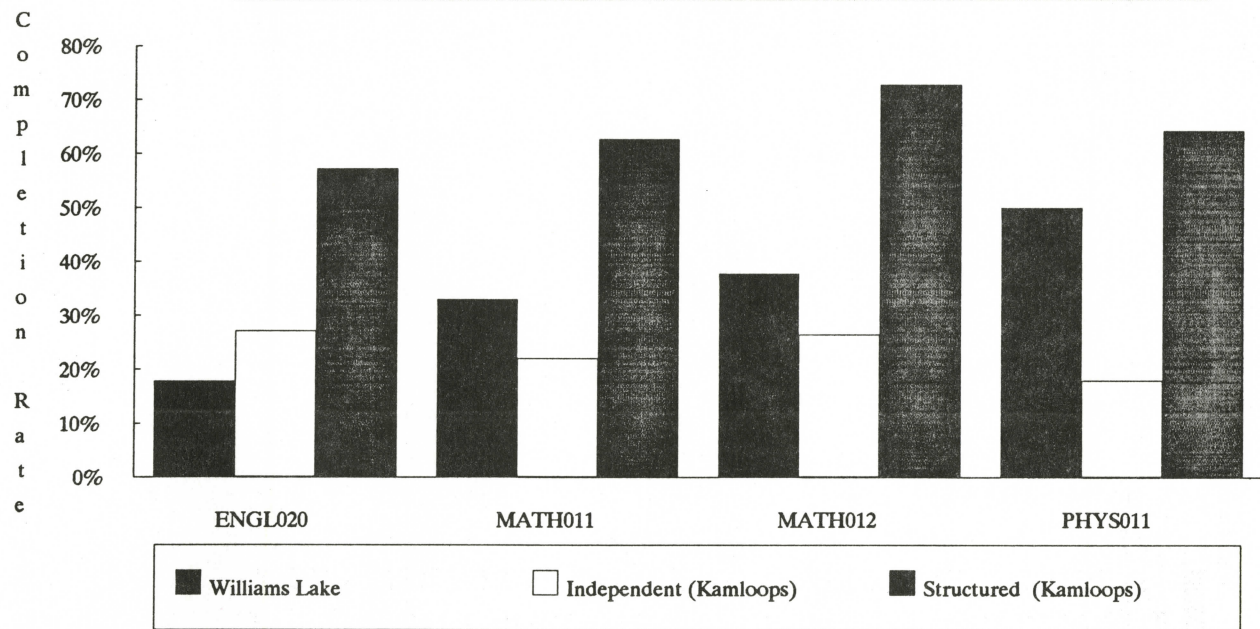
Recommendations:

- a) that College Prep. faculty undertake orientation of each intake of students to the support services provided by the College;
- b) that College Prep. faculty offer student success courses (STSS 101) aimed specifically at their clientele;
- c) that College Prep. faculty, the Chairperson, College Prep., and the Dean and Associate Dean, Regional and Developmental Programs study the reasons for student withdrawal and non-completion to allow better analysis and, hopefully, improvement of attrition rates;
- d) that College Prep. faculty explore the implications of splitting courses into smaller, more manageable units to promote more successful completions;
- e) that College Prep. faculty review the practice of assigning "generalist" faculty to staff the Centre for Independent Study.

6. Academic Advising:

Because College Prep. clients are often mature students re-entering the education system after several years of "stop-out", or high school graduates deficient in pre-requisites for other programs, they are often more hesitant and less goal-oriented than the rest of the College population. It is therefore all the more critical that they be provided with front-end information and advising prior to registration. The Committee noted that the College lacks an Academic Advisor specializing in developmental and upgrading programs, and that satellite campuses such as Williams Lake and Merritt are even more poorly serviced in this respect.

**COURSE COMPLETION RATES --- INDEPENDENT STUDY &
STRUCTURED CLASSROOM, KAMLOOPS; AND INDEPENDENT
STUDY, WILLIAMS LAKE: SEPT. 1988 -- MAY 1990**



Recommendations:

- a) that the Counselling Department appoint or designate an Academic Advisor to deal specifically with College Prep. faculty and Access program clientele;
- b) that College Prep. faculty assist the Student Assessment Centre and Counselling Department in student advisement and placement.

7. Facilities:

Kamloops Campus:

The Committee identified an increasing demand for science-based courses, yet noted the absence of laboratories or even laboratory access in the College Prep. courses.

Recommendations:

- K(a) that the Chairperson, College Prep., in conjunction with the Director, Information and Facilities Services, explore the possibility of acquiring laboratory space;
- K(b) that the Dean, Regional and Developmental Programs, budget in the coming year for laboratory equipment for Physics 011 and Biology 012.

Merritt Campus:

The whole Merritt operation is currently situated in an extremely cramped and inadequate "store-front" space. In the CPREP classroom, the noise level, ongoing student traffic, and lack of private office space make teaching, advising, and study extremely difficult. The following recommendations should be implemented.

Recommendations:

- M(a) that the College re-double its efforts to acquire a more suitable learning facility in Merritt, by lease, purchase or construction;
- M(b) that this learning facility include a student lounge space to promote more student interaction and social atmosphere;

- M(c) that, until adequate facilities are secured in Merritt, the Dean, Regional and Developmental Programs, impose immediate enrolment "caps" on College Prep. enrolment, and institute fixed bi-monthly (every two months) intakes, as per Recommendation 3(a).

Williams Lake Campus:

Concerns were expressed about the paucity of student services at the Williams Lake campus. The Committee believes that environment affects learning, and that social interaction and integration are key factors influencing student success. The following recommendations are intended to improve the learning environment at Williams Lake.

Recommendations:

- WL(a) that the College install 100 lockers on the Williams Lake campus for use by all students;
- WL(b) that the College install 100 automotive plug-ins on the Williams Lake campus;
- WL(c) that the College explore the possibility of providing more adequate food services to the Williams Lake campus;
- WL(d) that the College expand the existing bookstore on the Williams Lake campus;
- WL(e) that the Dean, Regional and Developmental Programs, expedite the acquisition of two IBM Compatible pc's, one Dot Matrix Printer, and assorted software, as outlined in the Williams Lake College Prep. faculty capital request memo of April 9, 1990.

APPENDIX A

METHODOLOGY

The methodology was fivefold:

1) Standard questionnaires were administered to College Prep. former students, faculty, receiving faculty, and current students (CIS and structured). All data were entered into an SPSSX software program to achieve mean responses. Verbal comments for each group were recorded separately and anonymously.

2) "Descriptive Data" on the College Preparation Program's history, description, objectives, budget, etc., were solicited from Adrian Kershaw, Dean, Regional & Developmental Programs, via the standard "Data Required From Dean/Chairperson/Program Co-ordinator" form, along with course outlines.

3) Statistical data on annual FTE, utilization rates, attrition rates, graduation rates, gender ratios, and grade distribution were provided by the Office of Institutional Research.

4) Several discussions were conducted with Adrian Kershaw, Dean, Regional & Developmental Programs, Stan Bennett, Chairperson, College Prep. Program, and the College Prep. faculty during the design of the questionnaires and collection of the data.

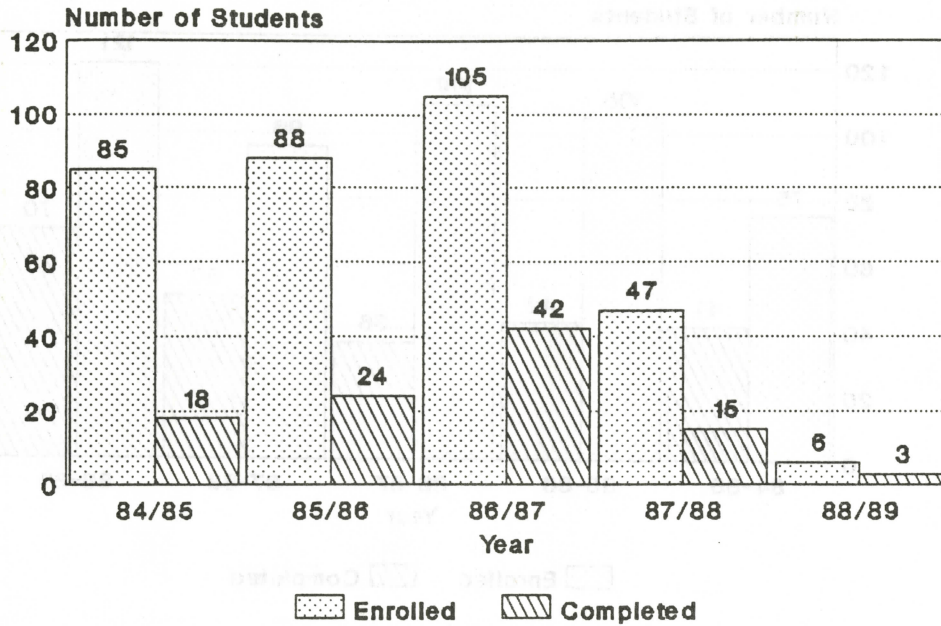
5) The Program Evaluation Committee interviewed the following faculty and staff associated with the program:

Dian Alwyn, Laboratory Demonstrator, C.I.S.;
Jim Bray, Instructor, Access Programs;
Fred Cunningham, Instructor, College Prep. Program;
Kathy Mitchell, Instructor, College Prep. Program;

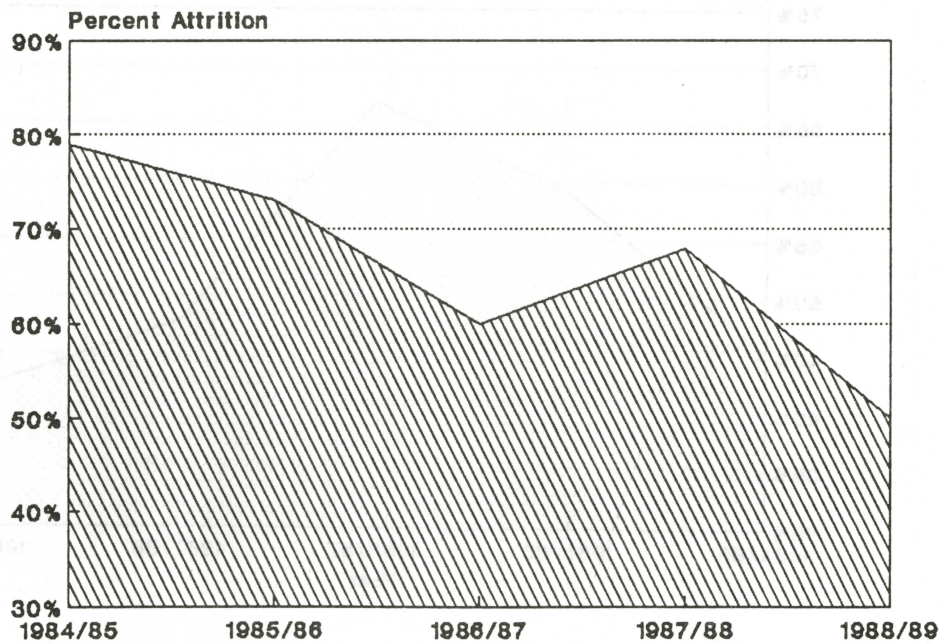
Dale Geck, Instructor, College Prep. Program, Merritt;

Allan Hneeda, Instructor, College Prep. Program, Williams Lake;
Barbara Masters, Instructor, College Prep. Program, Williams Lake.

BIOLOGY 011 ENROLMENT/COMPLETION **September 1984 - August 1989**

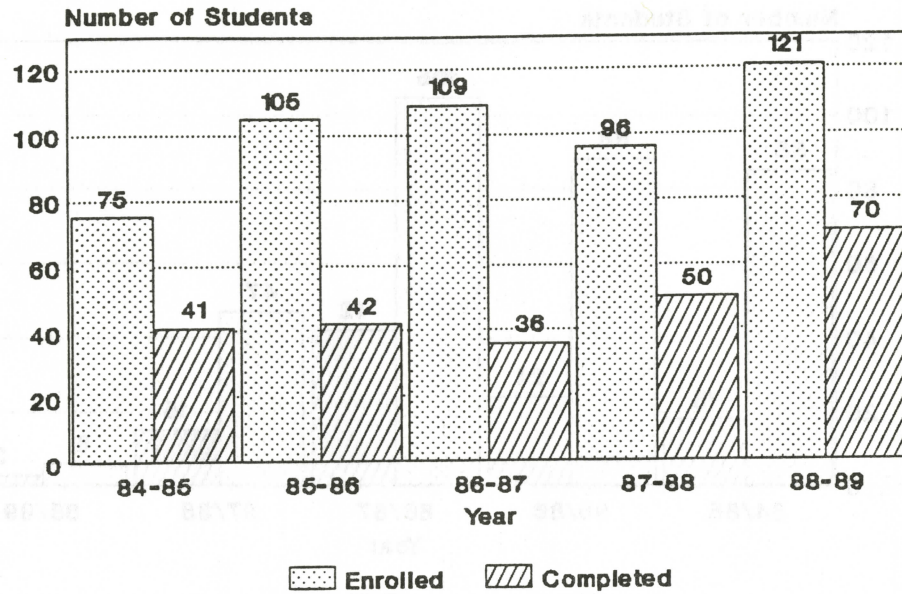


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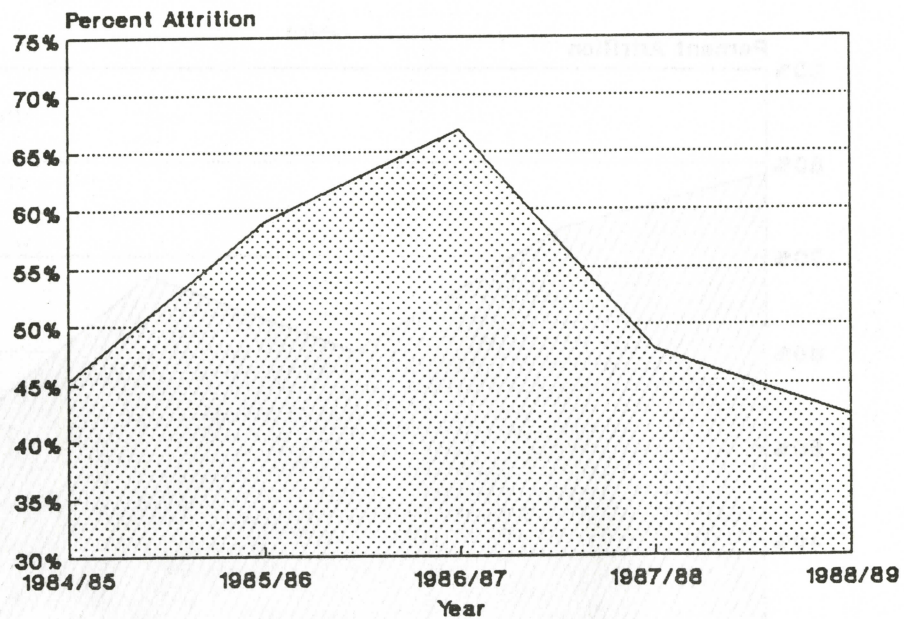


APPENDIX C

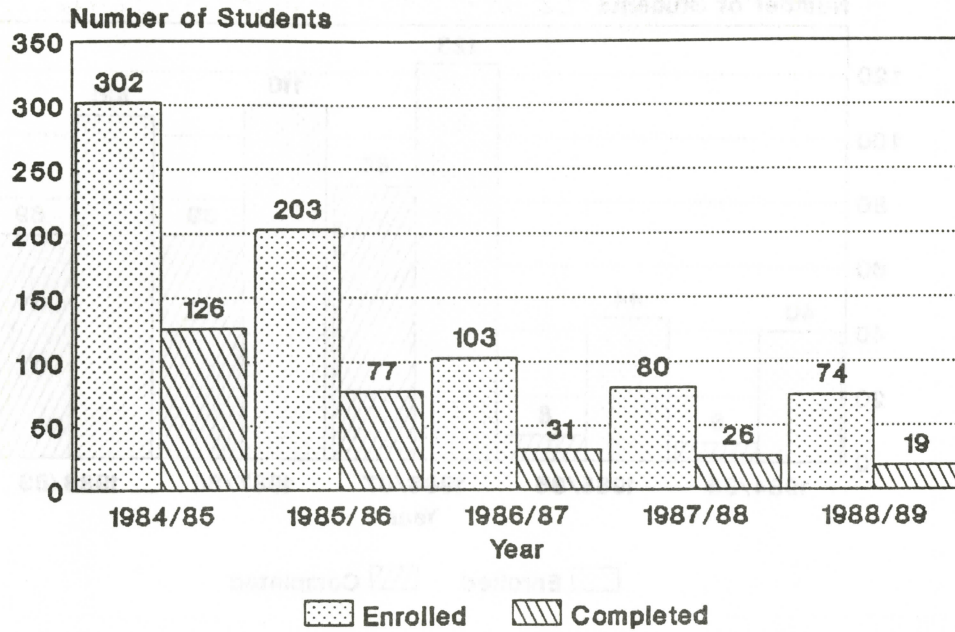
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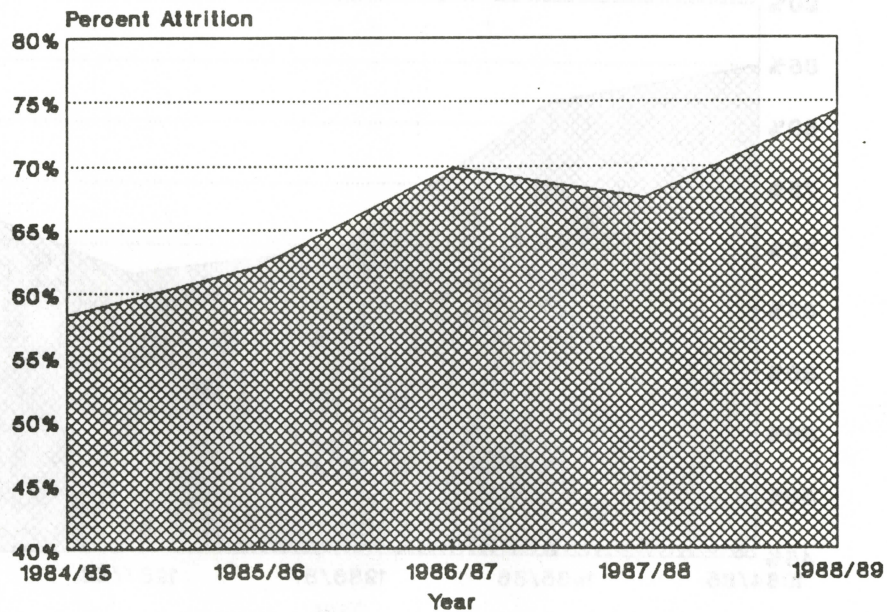
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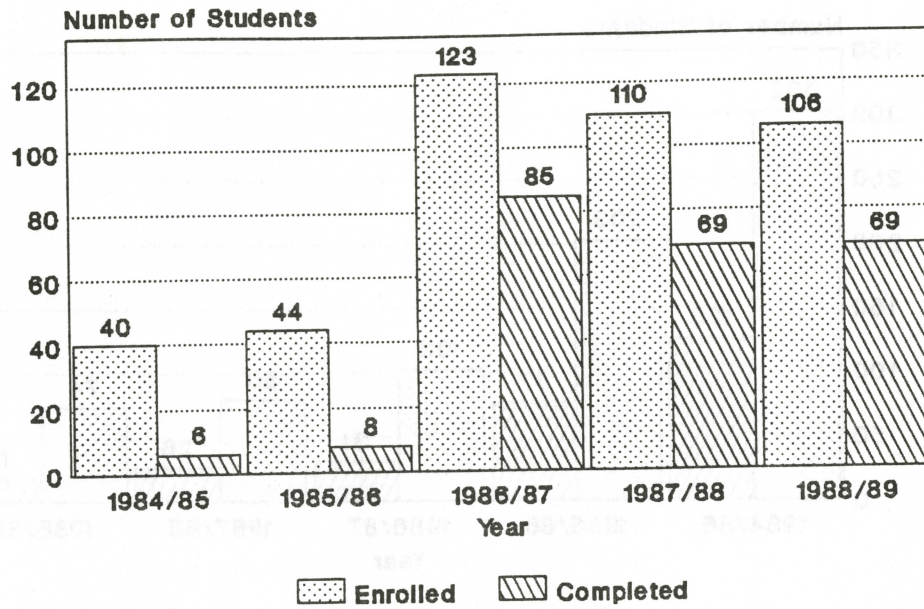
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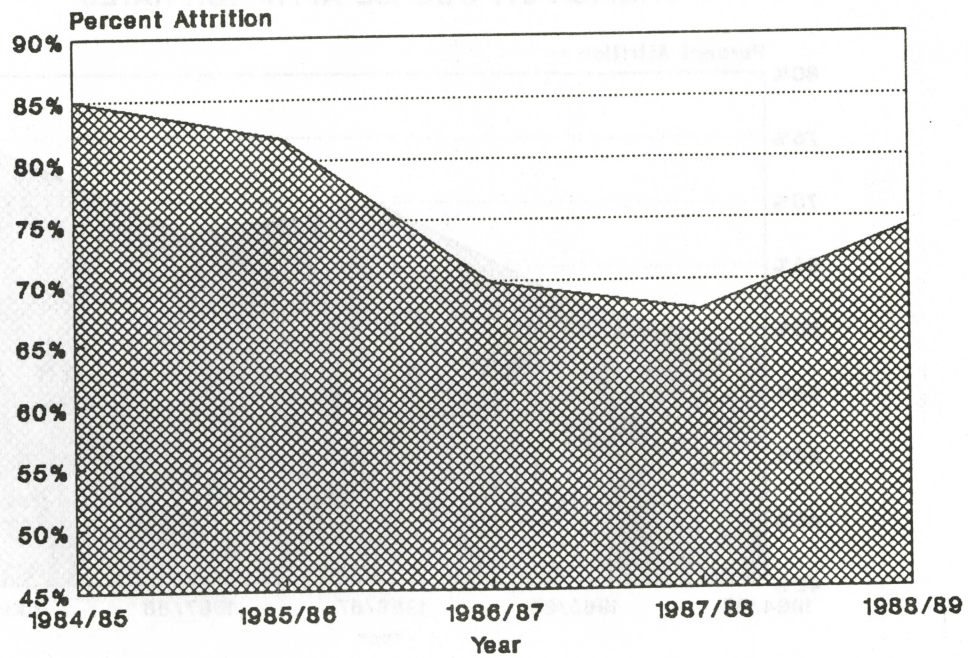
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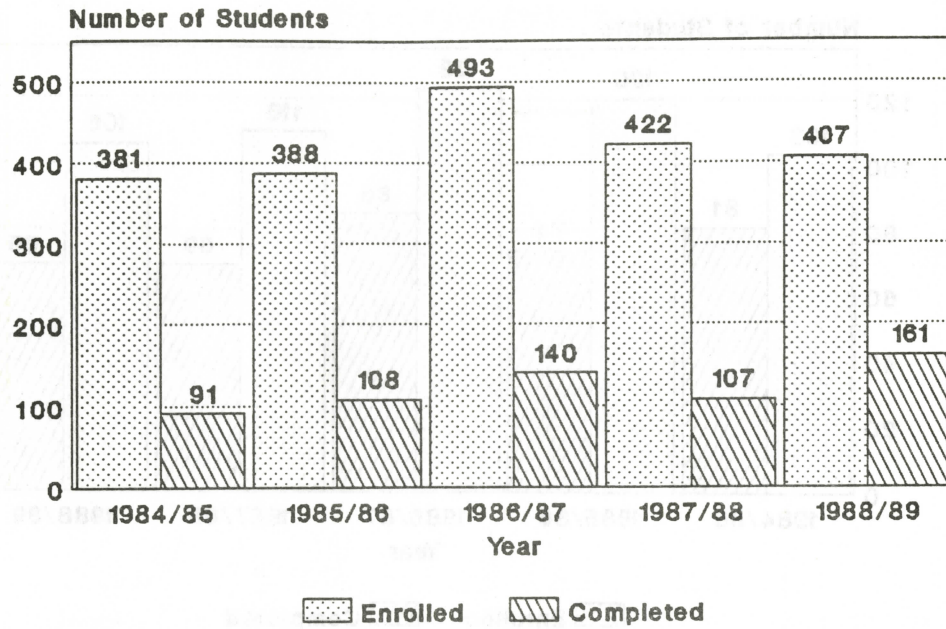
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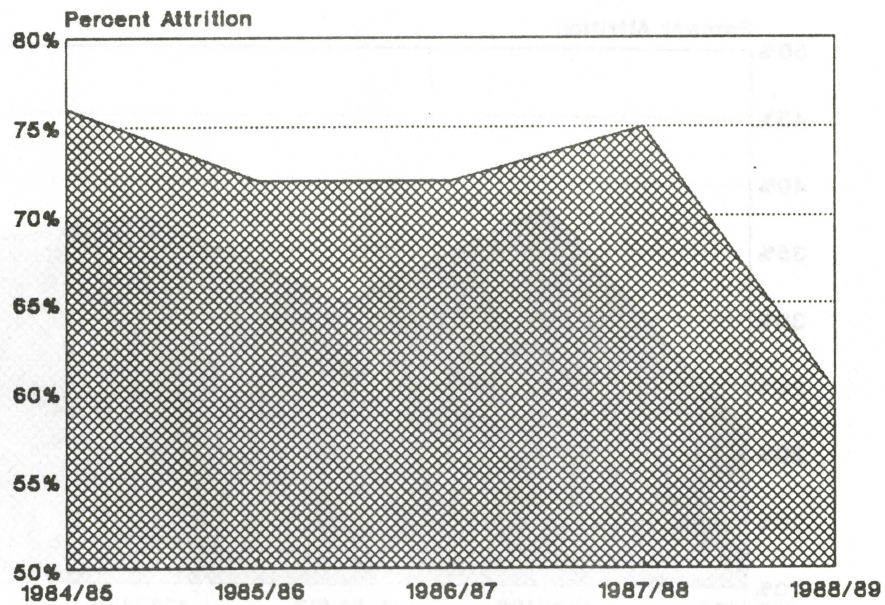
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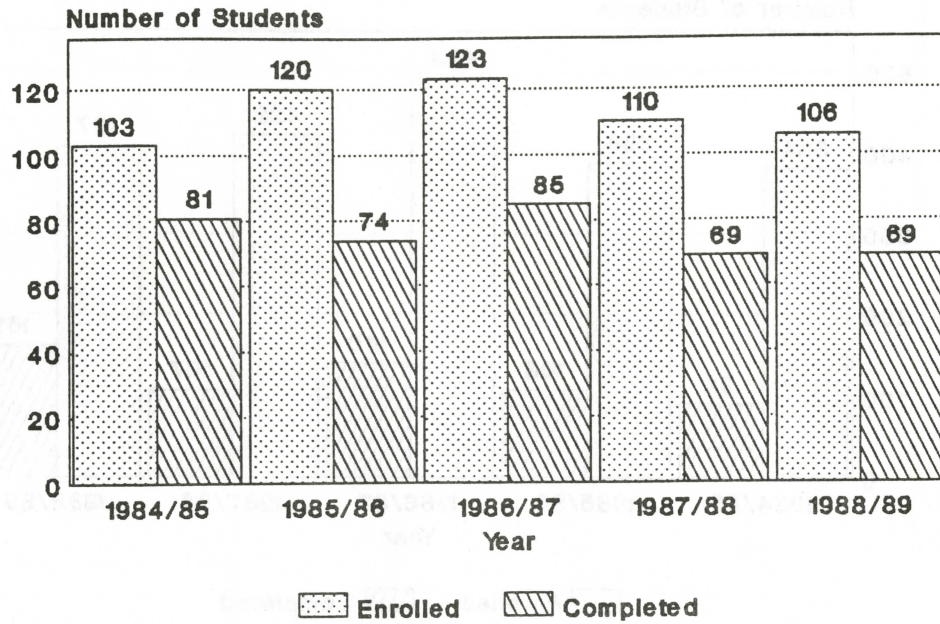
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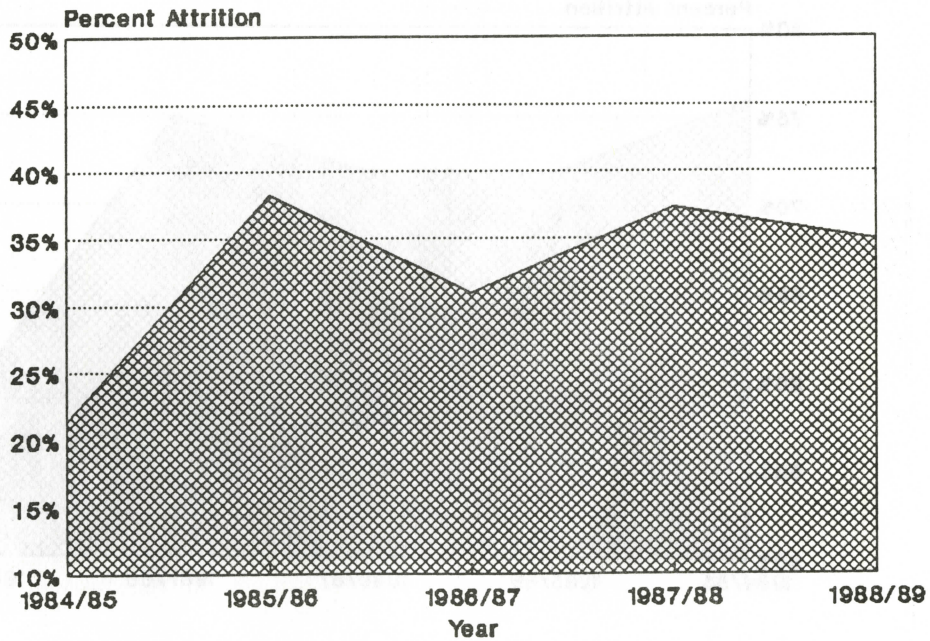
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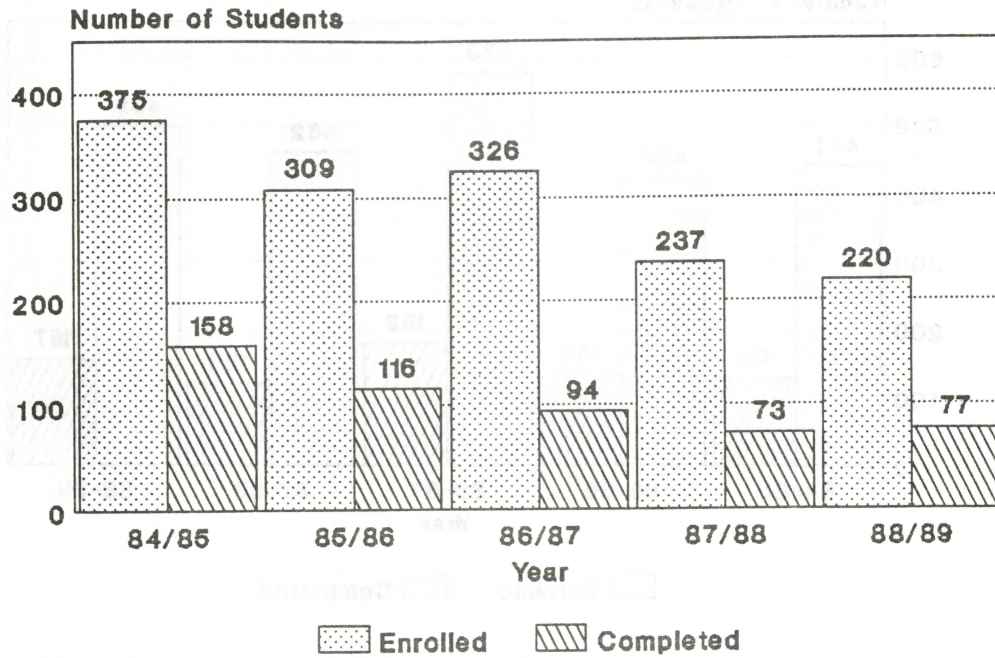
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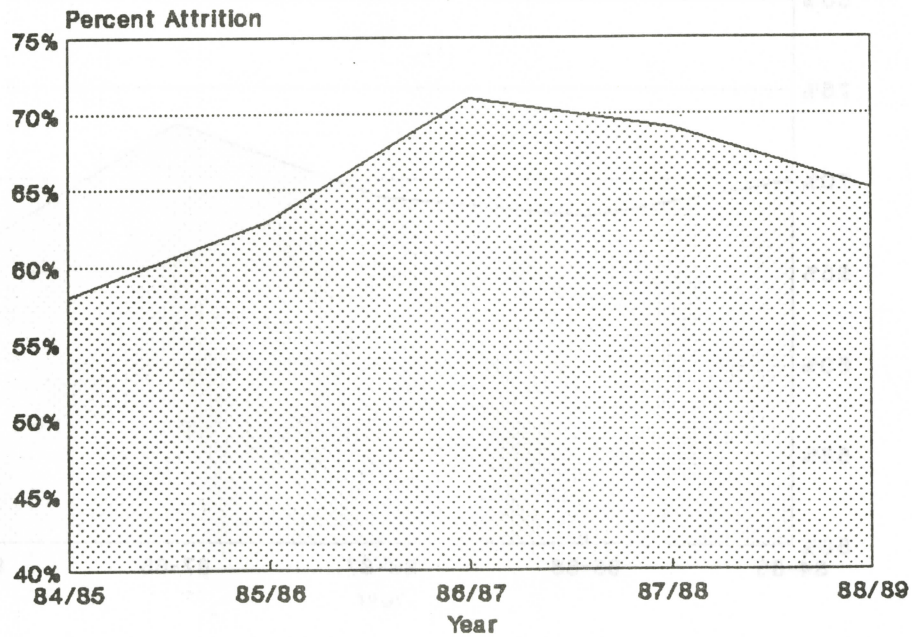
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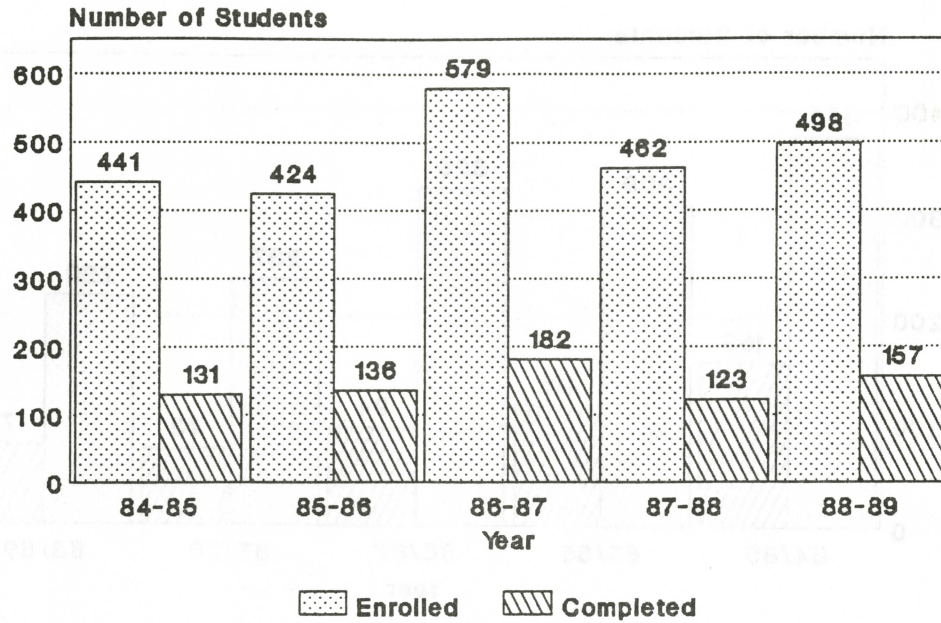
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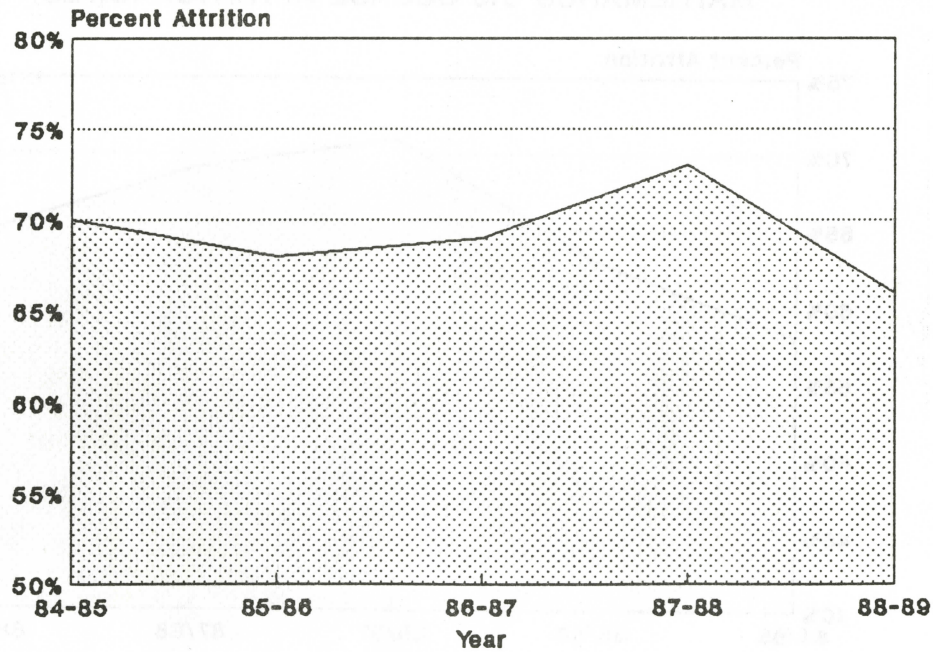
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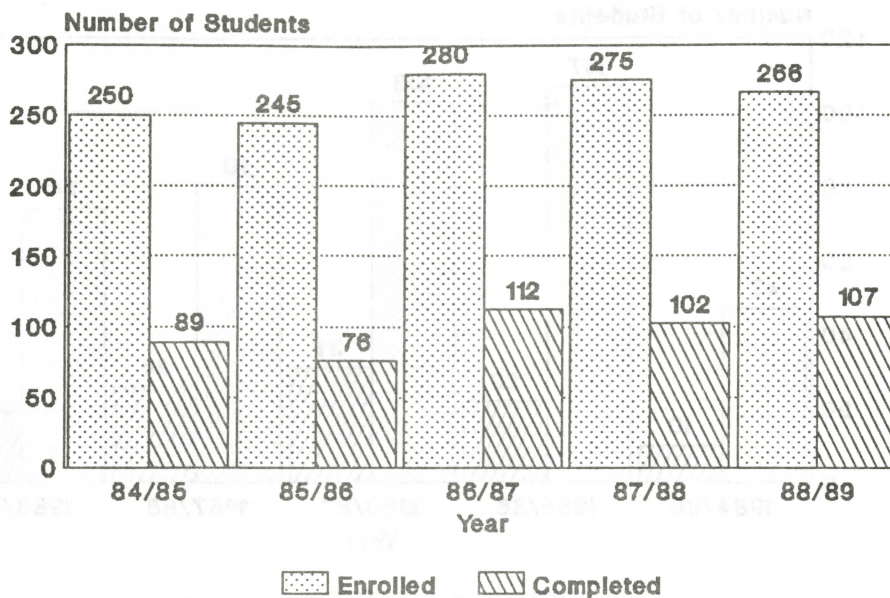
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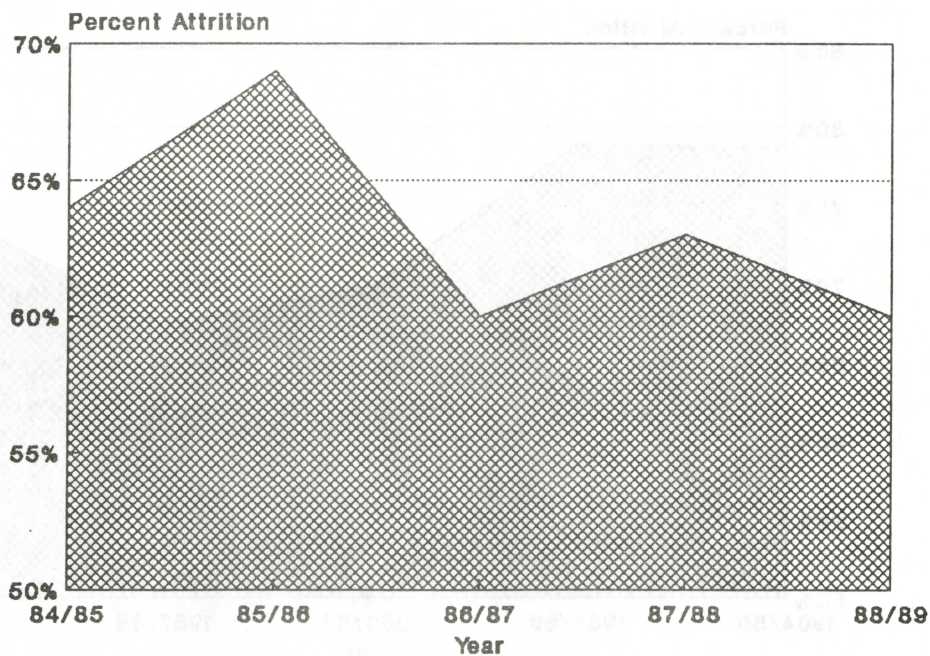
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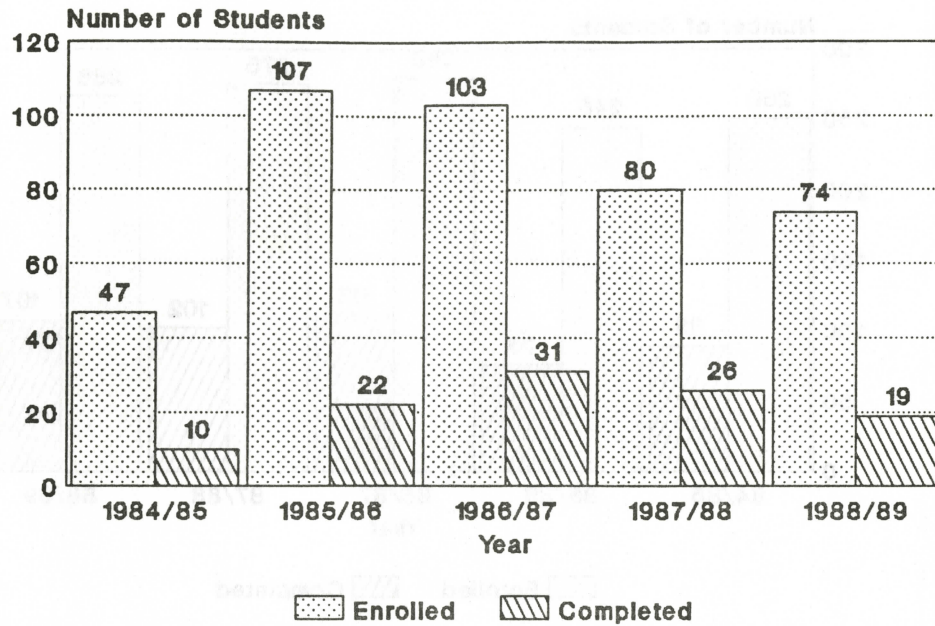
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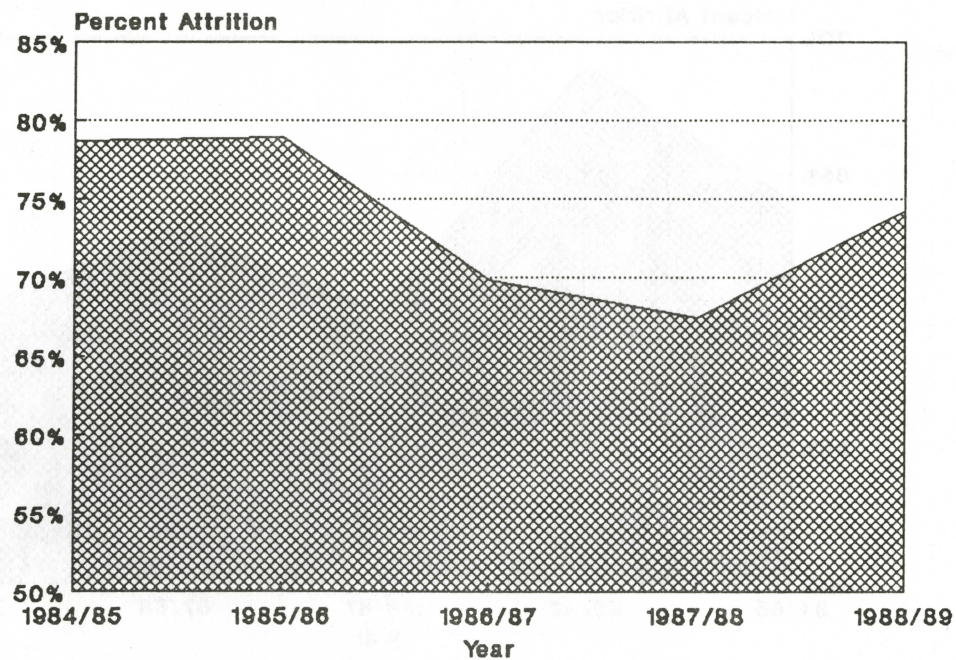
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PHYSICS 011 COURSE ENROLMENT/COMPLETION September 1984 - August 1989



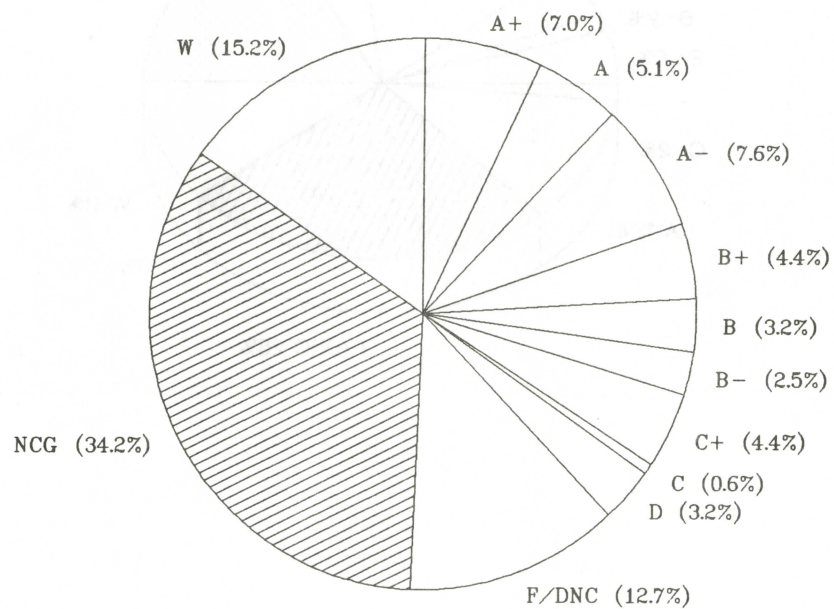
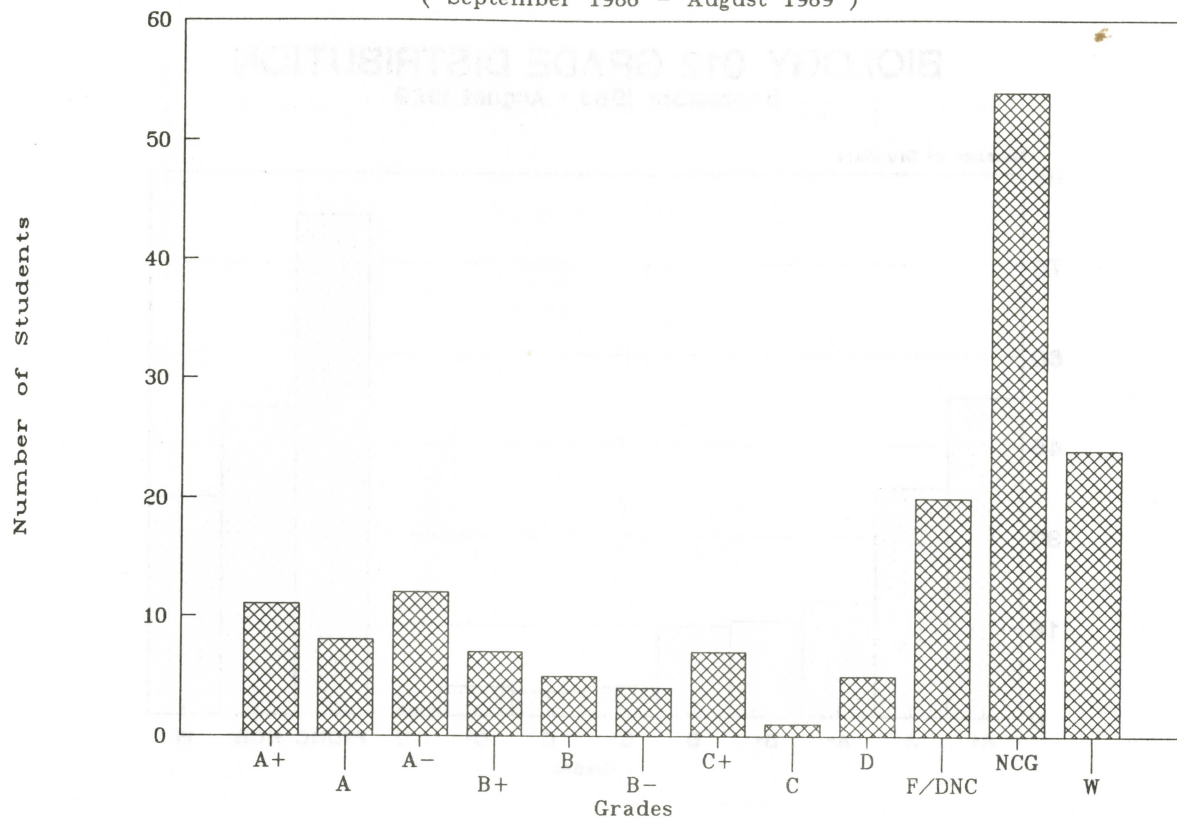
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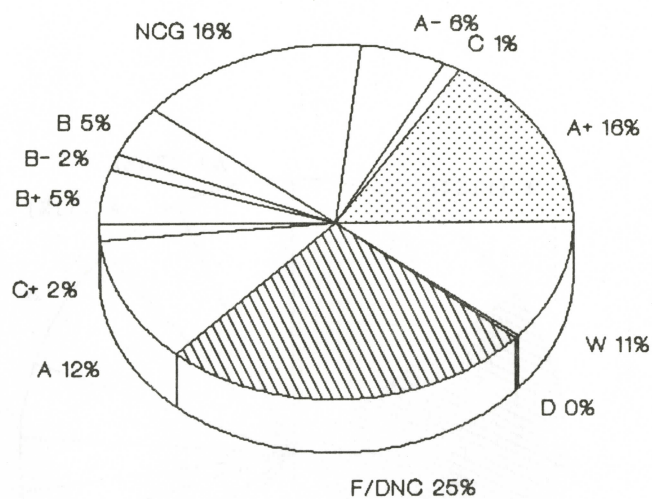
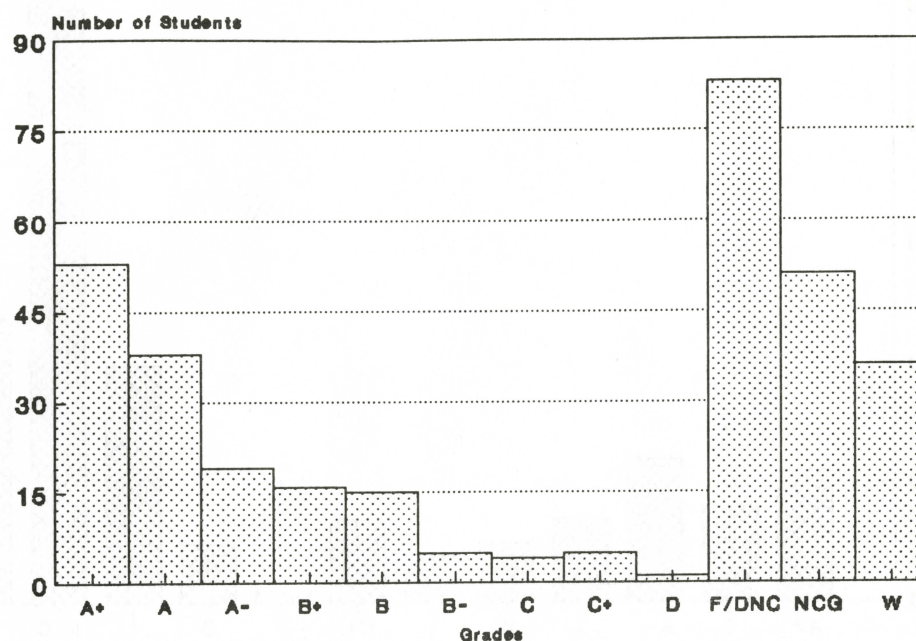
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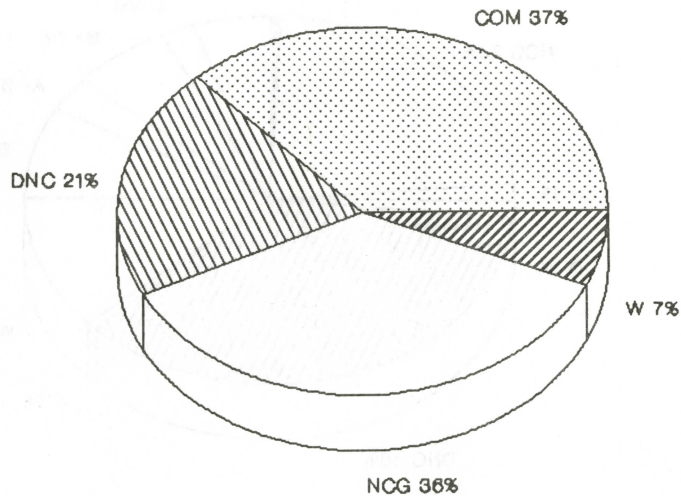
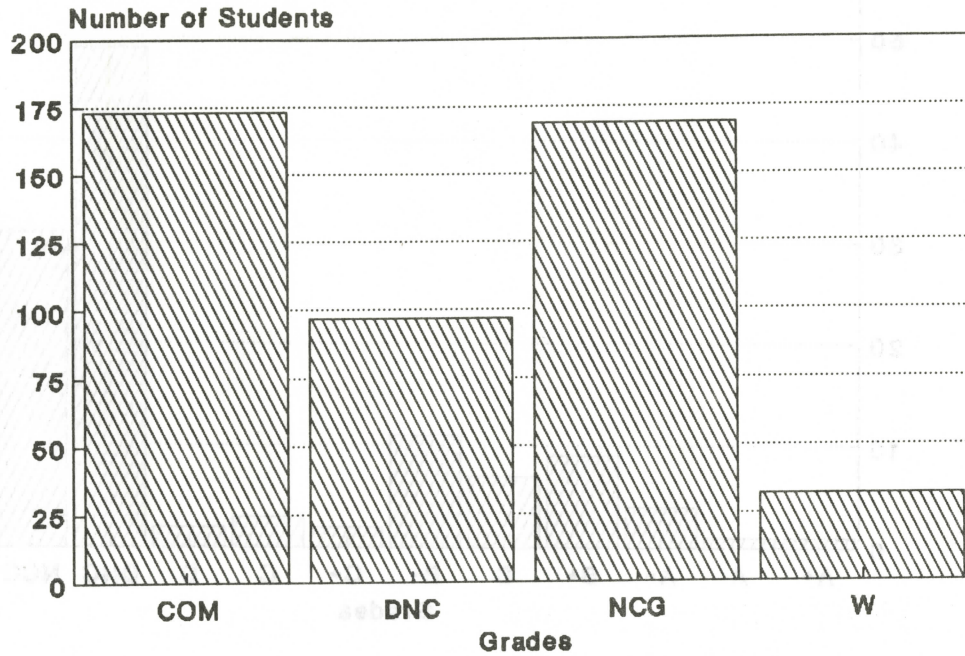


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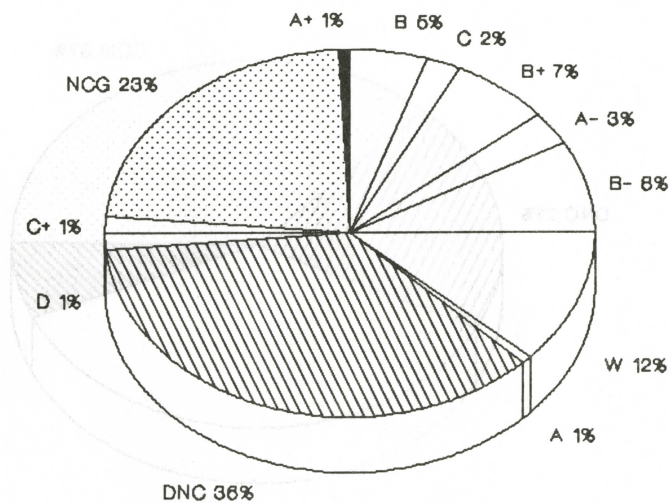
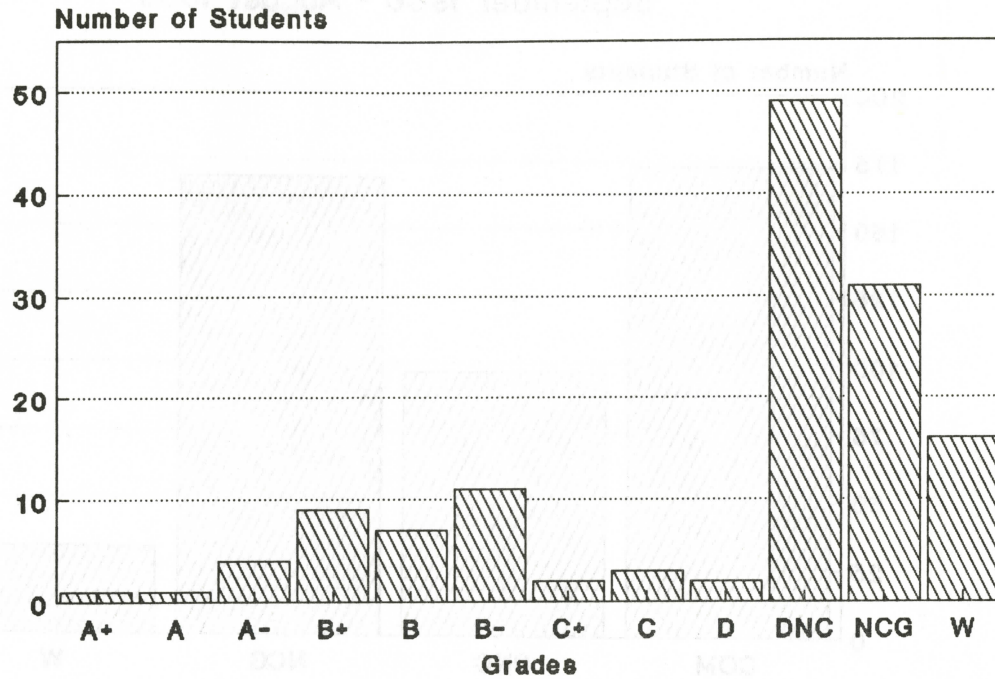


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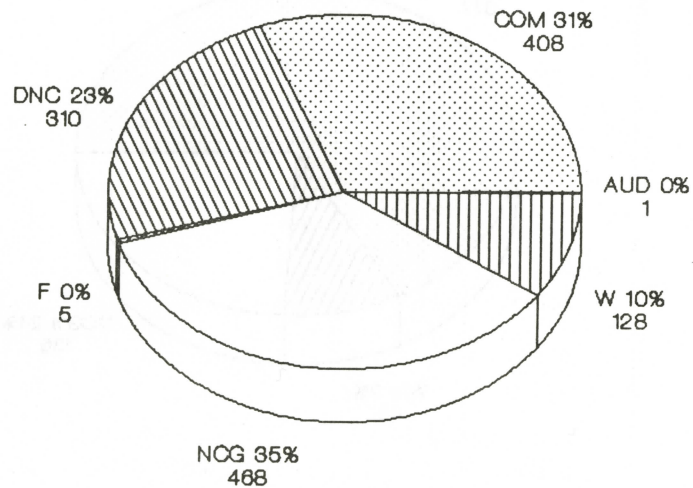
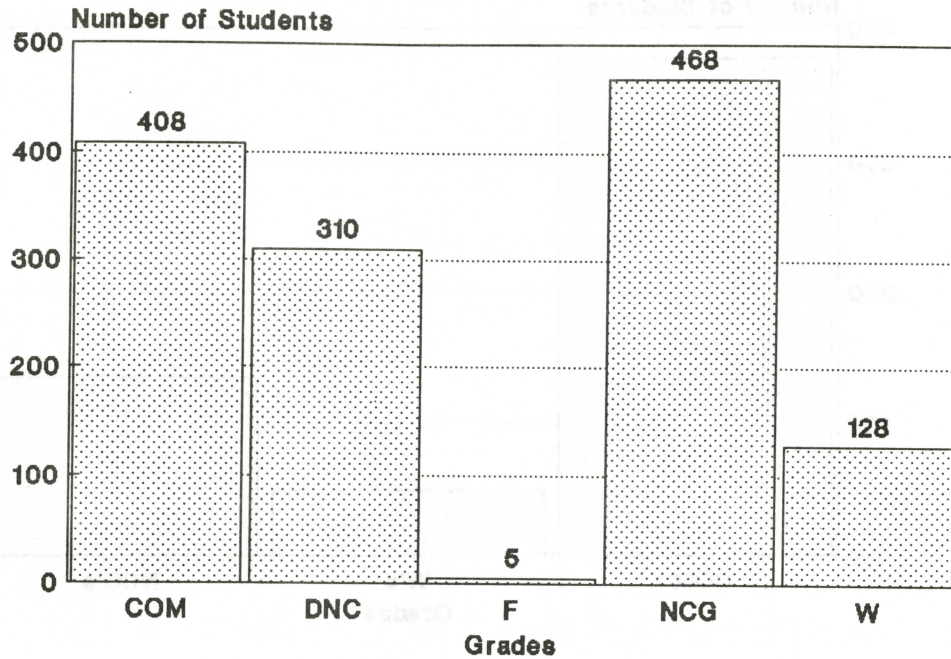


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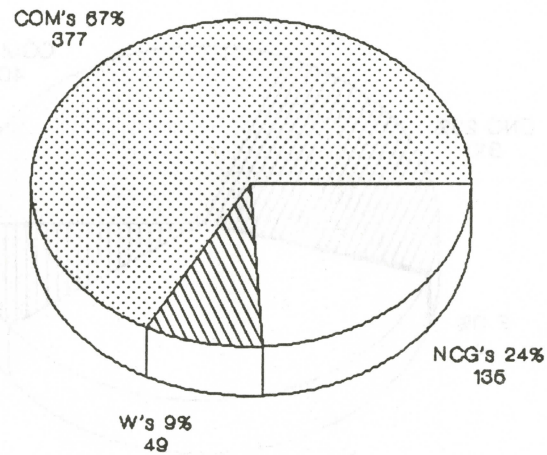
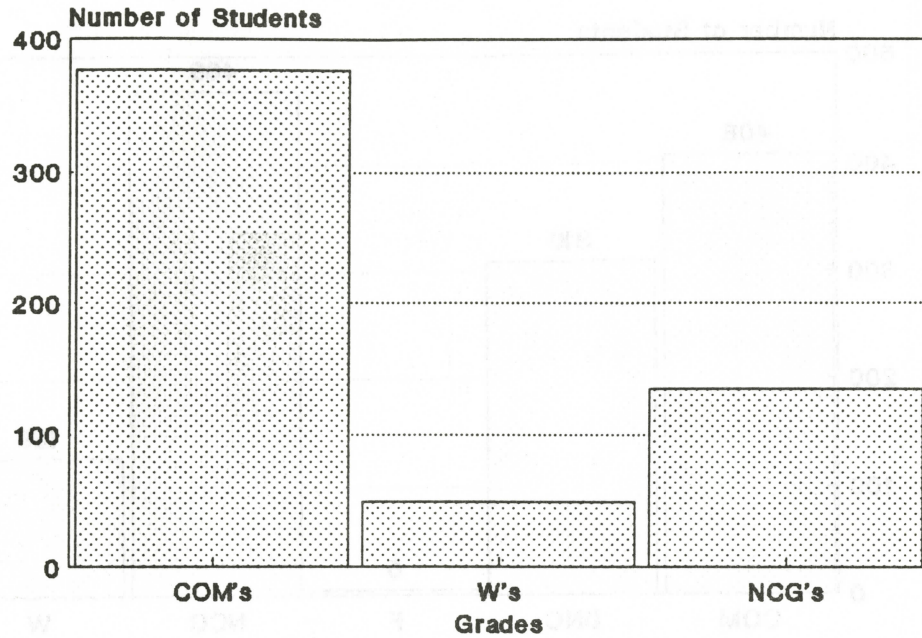
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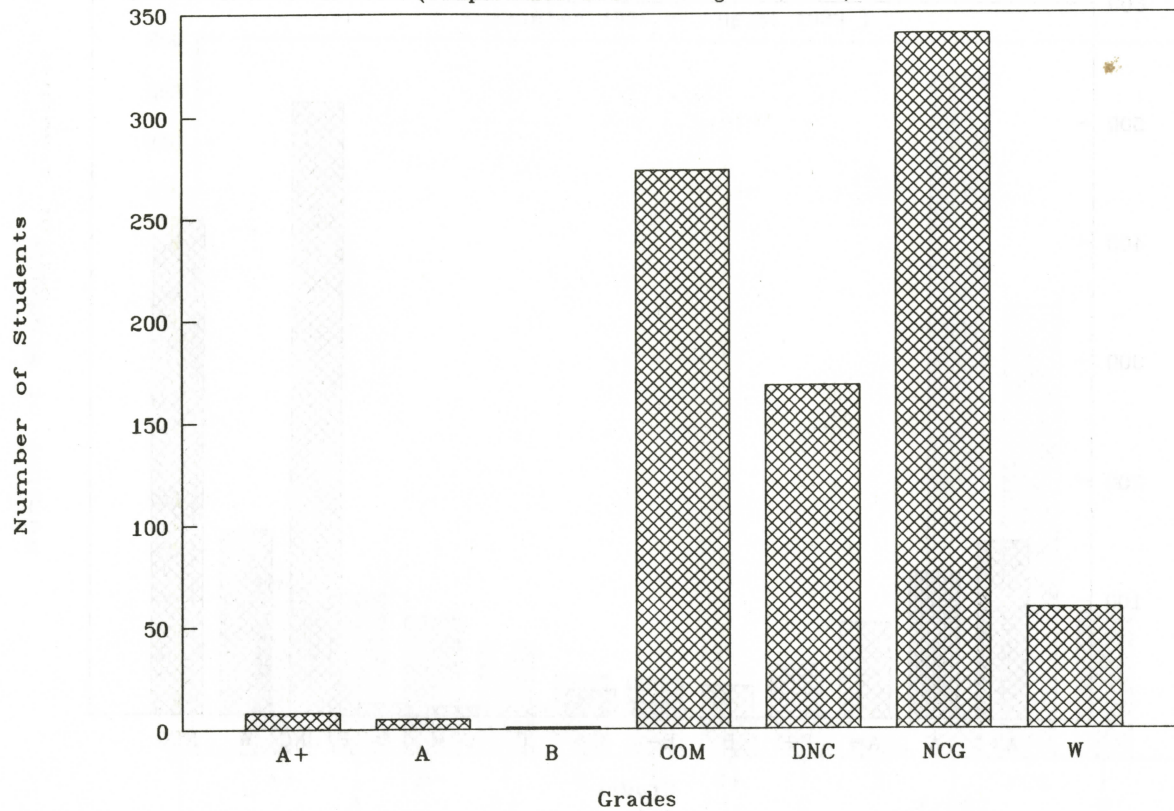


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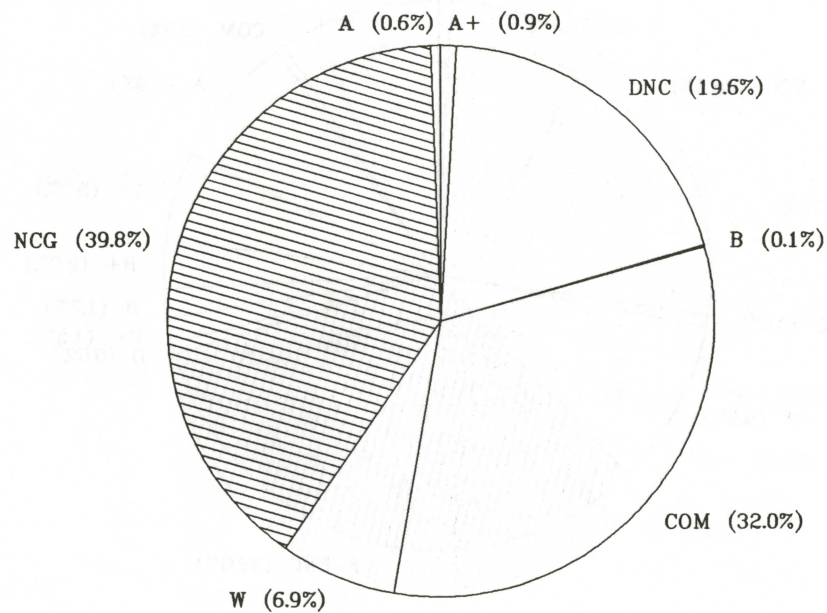
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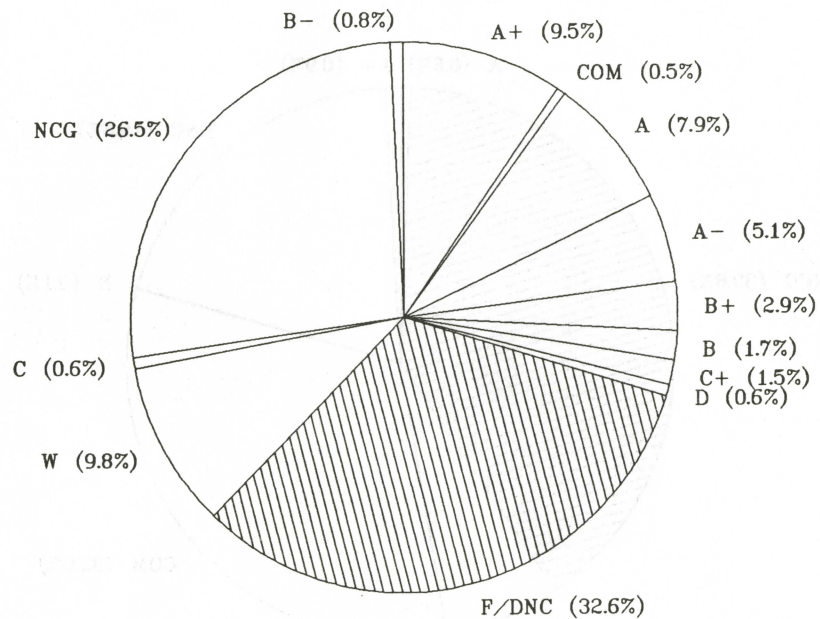
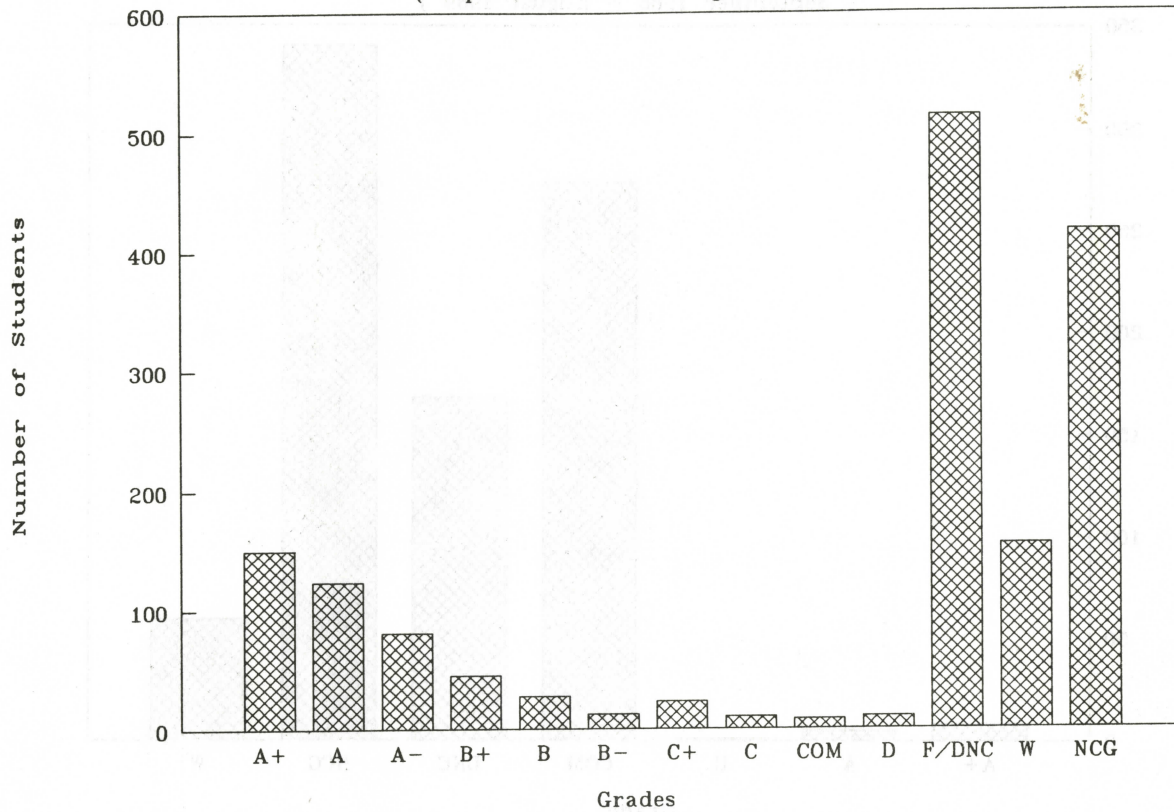
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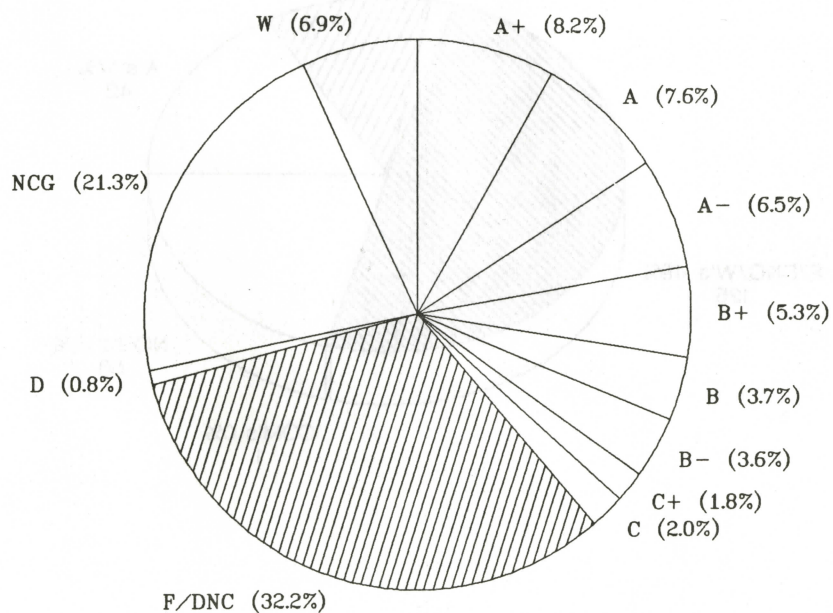
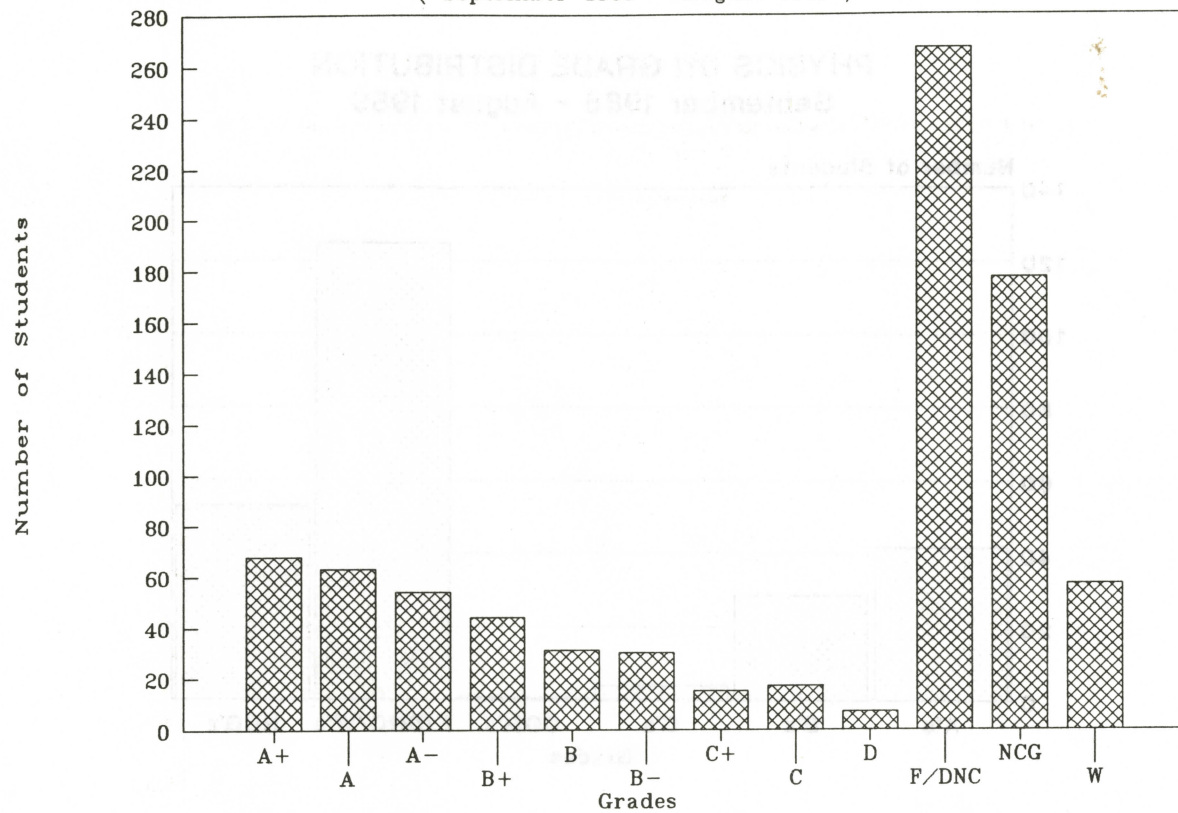
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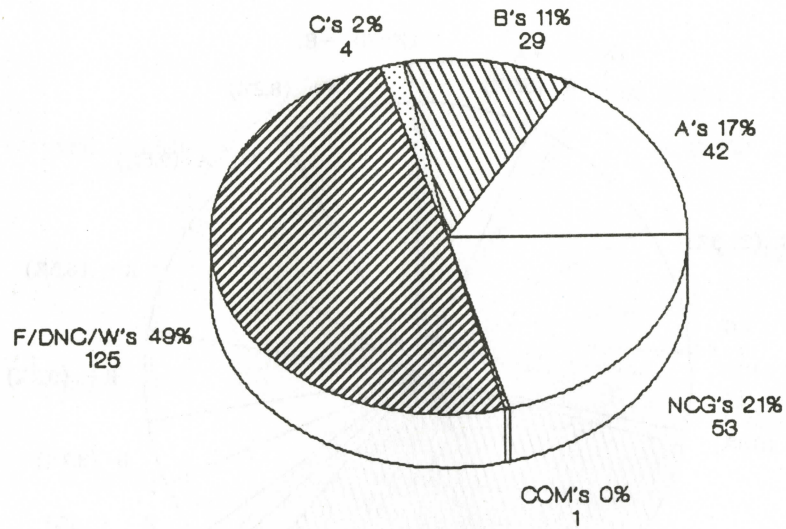
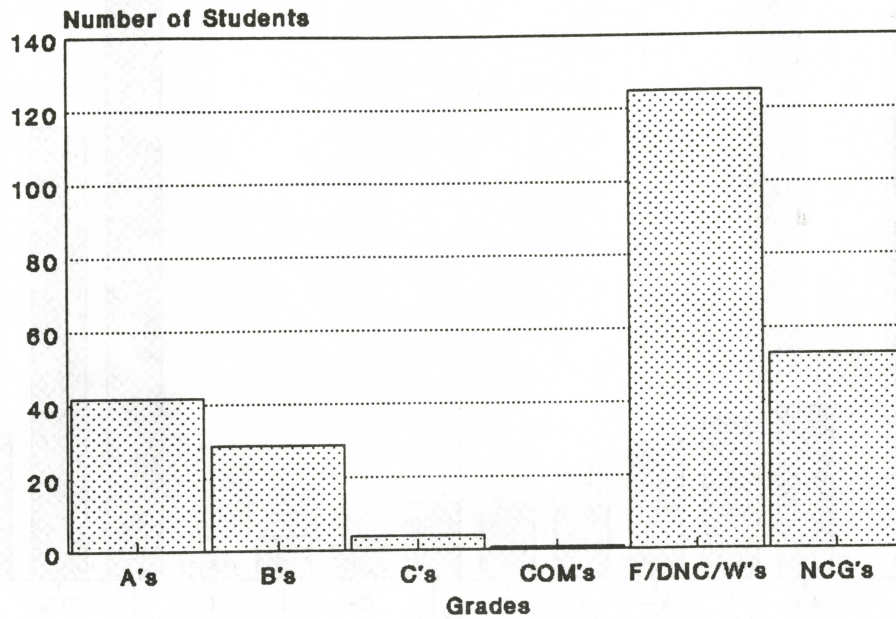


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