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PROGRAM REVIEW REPORT

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EXTENSION SERVICES

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EXTENSION SERVICES

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OCTOBER

1993

OFFICE OF INSTITUTIONAL RESEARCH & PLANNING

SUMMARY

As the UCC Extension Services have existed in their current form for almost a decade, the major questions facing the Extension Services Review Committee were:

- whether a clear and shared perception of the role and function of Extension Services exists;
- whether that perception is relevant to the context of the 1990's;
- whether the infrastructure devised in the 1980's is still appropriate to the mandate required for the 1990's and the 21st century.

The Review Committee ascertained the following:

- there appears to be a widespread philosophical confusion about the purpose and function of Extension Services: some elements of UCC view the operation as a money-maker; some see it driven by the motives of quality and service; and some feel that regional offerings should be heavily subsidized in the interests of serving outlying communities, even if this means incurring financial loss.
- a sense of structural ambiguity permeates the operation and needs to be resolved; likewise, the relationship of the Williams Lake operation to Extension Services as a whole should be closely scrutinized.

In the light of these findings, the Committee recommends that the mandate and vision of Extension Services be overhauled and synchronized with the imperatives of a rapidly changing legislative, economic and technological environment (see pp. 10-11), and that the realignment and restructuring of Extension Services, including the Williams Lake operation, be derived from this new mandate.

The Extension Services Review Committee further recommends that policy and procedures relating to Extension Service activity be developed by the Extension Service Co-ordinators and representatives of areas in the College adjunct to the Extension operation. In addition, in view of anticipated legislation, the Committee recommends that the V.P./Deans' Committee establish a Community Advisory Committee for Kamloops area and ensure that other regional centres have similar Advisory Committees.

An area of the Extension Services operation that provoked dissatisfied responses from virtually every respondent group in nearly every location is the state of the facilities, particularly in evenings and on weekends. The Committee accordingly urges that steps be taken to remedy these conditions, as they reflect upon UCC's image in the community at large. Echoing the findings of the President's Task Force on Women's Safety, Extension clientele drew attention to poor exterior lighting, inadequate security and insufficient signage.

Finally, the Committee identified some areas of program development and instruction that are in need of attention, and recommends some measures for improving the relationship between Student Services/Registration, Finance, and Extension Services.

EXTENSION SERVICES PROGRAM REVIEW REPORT

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INTRODUCTION

The evaluation of the Extension Services Program was begun on January 26, 1993, with a presentation by the Office of Institutional Research to the REPP (Regional Extension Program Planning) Committee. As a result of this meeting, an Extension Services Program Review Steering Committee consisting of John Edwards, Adrian Kershaw, Janice Latta, Donna Mason, John Petri and Inga Thomson was struck. A further meeting on February 23 focused the direction and methodology of the review. It was decided that conventional surveying by mail would be supplemented by in depth focus groups, and that the traditional sources of input--employers, advisory committee members, faculty and former and current students--would be replaced by Community and Extension Co-ordinators, external agencies, former students and deans.

Focus Group interviews were held in Kamloops, Merritt and Williams Lake between April 6 and May 11 with samplings of former students from the following divisions: April 6--Merritt (Business/Computing/Math and Applied Industrial Technology); April 14--Kamloops (Arts and Education); April 20--Williams Lake (Arts and Education and Developmental and Regional); April 22--Kamloops (Business/Computing/Math); April 27--Lytton (Business/Computing/Math and Arts and Education), April 29--Kamloops (Applied Industrial Technology); May 5--Kamloops (Computer Access Centre); and May 11--Kamloops (Science and Health Sciences). Questionnaires were also mailed to wider samplings of former students between April 14 and May 13.

"External Agencies"--organizations and agencies for which Extension Services have arranged or brokered programming--were mailed questionnaires on May 12; all 12 regional Community Co-ordinators were sent questionnaires on June 16 and the nine Extension Service Co-ordinators on June 17.

Telephone followup with the external agencies, the Regional Co-ordinators and the Extension Service Co-ordinators was undertaken between June 29 and July 12.

A survey of Extension Services instructors who had taught a course or courses in the 1992/93 academic year was conducted between July 26 and September 8.

The cut-off date for all responses was September 8. The Extension Services Review Committee met to examine and analyze the summarized data on September 16 & 17.

The Office of Institutional Research interviewed the five Divisional Deans and the Campus Dean, Williams Lake, on the following dates and encouraged each of them to make written submissions:

Earl Bloor, Dean, Applied Industrial Technology--April 20;
Lynda Wilson, Campus Dean, Williams Lake--April 20;
Ron Miles, Dean, Arts and Education--May 7;
Adrian Kershaw, Dean, Developmental and Regional Programs--June 14;
Paul Egan, Dean, Sciences and Health Sciences--July 7;
Richard Olesen, Dean, Business/Computing/Mathematics--July 9.

BACKGROUND

The history of Extension Services at the University College of the Cariboo runs parallel to the history of the institution. Cariboo College was inaugurated and commenced operations in September, 1970, serving the School Districts of Kamloops, Barriere, Birch Island, Lillooet, Williams Lake and South Cariboo. "Continuing Education and Community Services", as Extension Services were called in those days, came into being in September, 1971, when the five School Districts (Barriere had amalgamated with Kamloops in January that year) agreed to transfer their Departments of Continuing Education to the College.

The new Department of Continuing Education and Community Services adopted a bicameral organizational structure, dividing itself into a Southern Division, serving the Kamloops area, and a Northern Division, serving Williams Lake and its environs. Jim Fedorak was first Dean, then Director, of Continuing Education (Southern Division), and Leo Perra (now President of Selkirk College) was Dean (Northern Division), before becoming Vice-Principal of the College in 1974. The reporting structure changed somewhat the following year, with Fedorak assuming overall directorship of Continuing Education and Gerry McKee becoming Assistant Director, Continuing Education, with responsibility for the Williams Lake operation. Further adjustment took place in 1979 with the re-establishment of two co-equal directorships, one for the south and one for the north, both reporting to a Regional Director, Community Education. Jim Fedorak and Gerry McKee assumed the South and North Directorships respectively, and later that year Bob Ramrattan was appointed to the Regional Directorship.

The next five years saw an expansion of Community Education activities. 1981/82, for example, saw more than 13,000 student registrations in Community Education courses throughout the College region. The highly successful Management Supervisory Program ran through seven complete cycles with approximately 135 people from 35 organizations completing all three parts. Study tours were organized to Greece and Turkey. Knowledge Network activity increased with the establishment of live interactive centres at Kamloops and Williams Lake. And the 1980/81 experiment of establishing Community Advisory Committees and part-time Community Co-ordinators throughout the region was extended to seven additional communities.

In 1984, as a result of the Provincial Government's decision to discontinue major support for Function 5 (general interest community education) programming and ongoing shortfalls in revenue generation in this area, plans were set in motion to dismantle the Community Education Division and decentralize its personnel into the instructional and Student Services divisions. This is essentially the organizational model that has persisted for the last decade: rather than functioning as part of a centralized, stand-alone division, Extension Services Co-ordinators, as they were henceforth called, were assigned to individual instructional divisions and reported to their respective dean. Moreover, to offset the lost Function 5 funding, Extension Services operations were made responsible for recovering their instructional and instructional support costs.

Much of the regional network of Community Co-ordinators built up in the previous five years was dismantled, although an Extension Services presence was maintained at Williams Lake and outlying communities were serviced by two mobile learning centres (MILE) which offered tutorial assistance in a range of distance delivery credit courses.

Since those days, Extension Services have rebounded to the point where they are no longer just a marginal operation but an integral part of UCC's educational plan. The 1993/94 Calendar entry summarizes how Extension Services view their mission and function:

BACKGROUND (cont.)

"The UCC Extension Services network, operating out of the five educational divisions, delivers high quality, fiscally sound, flexible training and education responsive to the economic, social, cultural and developmental needs of the communities in the College region and beyond. Recognizing the critical interdependency of community and College, Extension Services strive to:

- integrate the resources of the College and communities;
- assist communities to develop and implement educational plans;
- help individuals and groups effectively manage change;
- supplement and complement existing courses and programs.

Through Extension Services, UCC provides a wide variety of credit and non-credit courses and programs. Courses may be custom-designed to meet the training needs of agencies, institutes, businesses or other groups.

Applied Industrial Technology:

Applied Industrial Technology offers programs to a wide variety of industries. The division provides the type of training that clients desire, fitting their schedules and cost limitations. Some of the programs offered include Air Brake Certification, Welding, Commercial Vehicle Inspection, Class 1 Driver Training, Basic, Intermediate, and Advanced AutoCAD, and Pilot Groundschool Training. The division also offers contract training to industry 'on site'.

Arts and Education:

Arts and Education Extension Services provide courses that supplement the offerings of the Departments of English and Modern Languages; History; Philosophy; Political Studies; Psychology; Social and Environmental Studies; Visual and Performing Arts; Education; and Human Services.

Business, Computing & Mathematics:

Extension Services in this division aim to be a partner with people at work in a changing, challenging world. Whether beginning a new job, developing a small business, keeping up with office technology, management skills or business behaviour, clients can rely on Extension Services to assist them to develop better businesses, locally and globally.

Developmental and Regional Programs:

This division is committed to the delivery of programs that will enhance the personal development of adults throughout the region. Programs and courses include workplace literacy, career exploration, personal development, academic upgrading, adult special education, and English as a Second Language. Through its Extension Service activities, the division assists clients to set the stage for management of change in their personal and workplace activities.

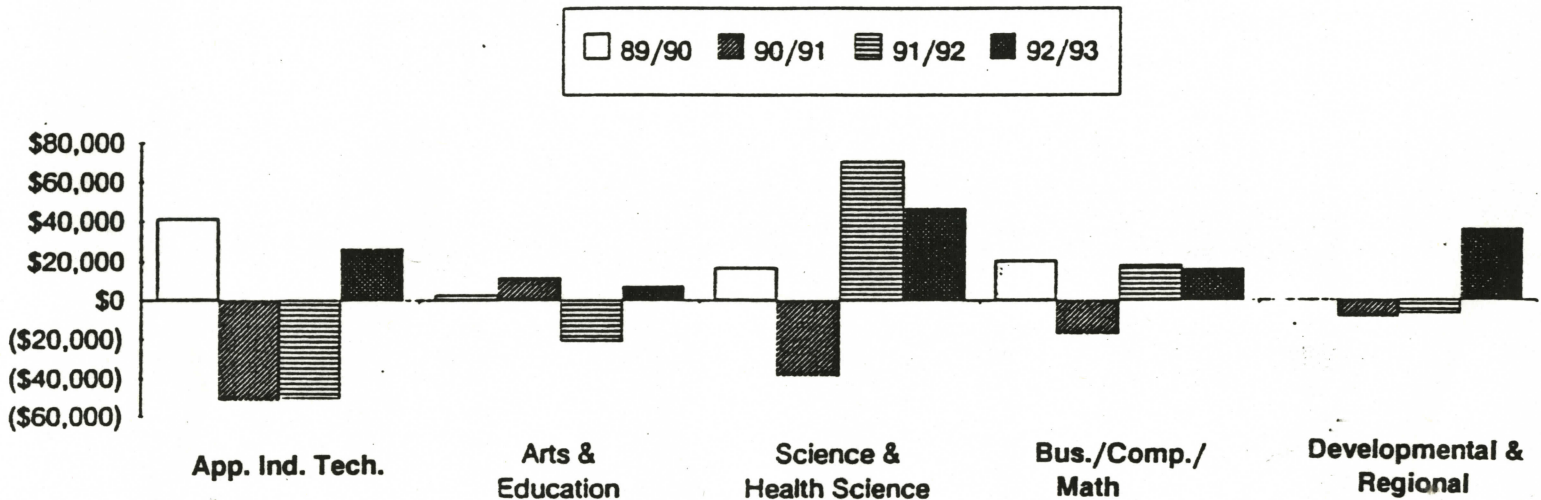
Sciences & Health Sciences:

This division liaises with community and professional groups in offering a variety of courses in public and professional health, forestry, agriculture, the environment and occupational safety. Courses may be offered on a public basis or in a contract form with a specific company or group."

EXTENSION SERVICES ENROLMENTS: BY REGISTRANT COUNT

Division	1990/91	1991/92	1992/93
Applied & Industrial Tech.	1,348	1,226	1,489
Arts & Education	2,242	3,472	1,780
Bus., Comp. & Math.	2,976	4,063	4,355
Dev & Regional Programs	170	296	394
Science & Health Sci.	3,107	2,747	3,361
Total	9,843	11,804	11,379

EXTENSION SERVICES OPERATIONS SUMMARY: SURPLUS/DEFICIT



EXTENSION SERVICES OPERATION SUMMARY BY DIVISION

Division:	1989/90			1990/91			1991/92			1992/93		
	Revenue	Expenditure	Surplus/ (Deficit)	Revenue	Expenditure	Surplus/ (Deficit)	Revenue	Expenditure	Surplus/ (Deficit)	Revenue	Expenditure	Surplus/ (Deficit)
A.I.T.	\$382,167	\$340,807	\$41,360	\$338,377	\$390,151	(\$51,774)	\$402,253	\$452,828	(\$50,575)	\$673,583	\$646,830	\$26,753
Arts & Ed.	\$298,112	\$295,455	\$2,657	\$260,405	\$248,463	\$11,942	\$301,541	\$322,541	(\$21,000)	\$227,128	\$219,827	\$7,301
Sc. & H.Sc.	\$448,655	\$431,816	\$16,839	\$374,149	\$413,042	(\$38,893)	\$538,379	\$467,384	\$70,995	\$549,945	\$503,052	\$46,893
Bus./Comp./Math	\$572,586	\$551,981	\$20,605	\$657,770	\$675,339	(\$17,569)	\$887,315	\$869,250	\$18,065	\$1,024,767	\$1,008,511	\$16,256
Dev. & Reg.			\$0	\$41,161	\$50,137	(\$8,976)	\$143,807	\$151,022	(\$7,215)	\$527,940	\$491,512	\$36,428
Total Ext. Serv.	\$1,701,520	\$1,620,059	\$81,461	\$1,671,862	\$1,777,132	(\$105,270)	\$2,273,295	\$2,263,025	\$10,270	\$3,003,362	\$2,869,731	\$133,631

TABULAR SUMMARY OF QUESTIONNAIRE RESPONSES

The categories and quantities of responses are tabled below:

Recipient	# Sent	# Completed and Returned	% Return
External Agencies	32	18	56%
Former Students	439	164	37%
Community Co-ordinators	13	10	77%
Extension Services Co-ordinators	9	9	100%
Instructors	80	46	58%
TOTAL	573	247	43%

As at September 8, 1993

SUMMARY OF QUESTIONNAIRE DATA

The following trends were detected in the questionnaire responses:

1. External Agencies:

Of 32 agencies surveyed, 18 responded for a response rate of 56%. The scope of programming delivered to responding agencies spanned all five instructional divisions and many instructional areas, from computer upgrading to hydraulics, and small business management to first aid. Almost all the agencies reported they had good liaison with the Extension Services Co-ordinators and ample opportunities for input, discussion and consultation.

The vast majority of respondents was satisfied with the service and programs they received from the college. At worst, only two agencies had concerns about one of the questions, i.e., satisfaction with the delivery/instruction.

No major themes emerged in the feedback, but the following improvements were suggested by individual respondents:

- more feedback to sponsoring agencies following the courses;
- more consultation and participation by agencies in programs involving First Nations people;
- UCC assurance that course content addresses specific needs of industry and community (as opposed to packaged programs) and is delivered using a hands-on approach (versus theoretical).

Most client agencies indicated that they would continue to use UCC Extension Services (six stated this unequivocally and three had reservations pertaining to costs, a statistic which confirms the perception held by some agencies that UCC Extension Services are "too expensive, inflexible and unresponsive").

2. Former Students (Focus Groups & Mail Surveys):

Of 439 former students surveyed, 164 responded for a response rate of 37%.

The respondents expressed high levels of satisfaction with the instruction they received; however, several possible areas of improvement were identified, most pertaining to facilities.

Cleanliness was identified as an issue by all groups of students who received instruction at the Kamloops campus. The comfort level of the classrooms (heating, ventilation, and lighting) was an issue at all sites of program delivery except Lytton. In particular, the Victoria Street Campus received harsh reviews from students. One student found "the air quality of Access Centre very poor...the computer was covered with black sootlike dust". Another offered the following comment:

I became sick from the exhaust fumes coming into the classroom and I suffered from headaches and nausea from the beginning of the class, till I left 1/2 way through the course. The air was very bad, the acoustics were not very good in parts of the room and it was too closed in, not enough natural light. Noise from the work on the parking lot was extremely loud!

2. **Former Students: (cont.)**

These Access Centre students' views are echoed by the Centre's Extension Co-ordinator:

We have been at the VSC (Victoria Street Campus) for 2+ years. Have repeatedly "complained" about the "sick" building. Nothing has changed--I do not expect any response. Example: I have requested full spectrum lighting for instructor's office; have agreed to pay them out of our code; months have gone by--no action. Pointless??

Instructional equipment and numbers of computers were identified as issues by students in the Merritt programs.

Outside lighting and parking lot security were issues at all sites of program delivery. A Kamloops student made the following comment: "The lighting in the parking lot isn't that good, because of all the trees in the area. But to make it brighter there should be more street lamps or more lighting on front of the buildings."

Signage was also an issue in Kamloops: "Once you get into the building, it is easy to find the room, but if you have never been to classes before it's hard to tell what building is what."

Some students, particularly in Kamloops and Williams Lake, were dissatisfied with the counselling and advising services they received (comments focused on courtesy and helpfulness). It seemed to be clear from the responses that Extension students are not being served well by these areas of operation.

Course promotional materials were addressed by the Williams Lake focus group. Specifically, it was pointed out that the flyer advertising a particular program was riddled with spelling and grammatical errors.

It is noteworthy that one group of Extension students, those who took an Elderhostel Program, was particularly satisfied with their experience.

The Extension Services Review Committee was interested in the students' responses to questions pertaining to instructor evaluation and issuance of program certificates. Out of 129 who responded, 93 students were offered the opportunity to provide feedback on their program and the instruction (72%). And 70 of 123 respondents received certificates for completing their programs (57%). The Committee believes these are significant areas of client service and that percentages in both areas should approach 100%.

3. **Community Co-ordinators:**

Of 13 Community Co-ordinators surveyed, 10 responded for a return rate of 77%.

Half of the respondents felt the courses offered in their particular community meet that community's needs. However, seven out of ten felt that more programs are needed, six out of ten made the case for more advertising, and half (five out of ten) wanted better programming in their communities. Six of the ten respondents were satisfied with the instructional facilities in their communities, but Chase and Lillooet argued for storefront offices (since the survey was done, the situation in Lillooet has been rectified).

4. Extension Services Co-ordinators:

All nine co-ordinators surveyed responded for a return rate of 100%.

In general, they expressed satisfaction with the advertising and scheduling of their courses. The responses reflected mixed levels of satisfaction (some were satisfied, others were not) with the number and quality of programs, the quality of faculty, and the amount of community input.

The subjective comments section focused on the Extension Co-ordinators' productivity and sense of satisfaction with their jobs. Other issues raised in their presentations to the Extension Services Review Committee included:

- the ambiguity surrounding the financial expectations of the institution;
- the perceived lack of support from service areas, e.g. registration, janitorial services;
- their sense of marginalization to the operations of the College, or lack of a sense of integration into the College Community, stemming from a philosophical dissonance with base-funded programs.

These issues were expressed by one respondent as follows:

UCC needs to create an institutional attitude towards extension. Is it important? If upper management believes this then the message needs to filter throughout the ranks. There are front line people/offices which seem to view extension as a pest and a nuisance rather than an opportunity to introduce students to UCC, to try out new programs, to generate more FTE's, etc. Specifically, I am thinking of the Registrar's office, but there are others that are not as responsive as may be desired by extension.

5. Instructors:

Of the 80 Extension Services instructors surveyed, 46 (58%) responded. The responses provided input from 58 courses and all five instructional divisions. Most respondents taught evening courses in Kamloops; four were from Williams Lake, and eight from other regional centres.

The responses reflected general satisfaction with instructional resources and support. All indicated a willingness to continue teaching at UCC. Interestingly, all the instructors who had received feedback from the students and co-ordinators were very appreciative and enthusiastic.

A persistent concern was the inadequacy of outside lighting; other concerns included misunderstandings about contractual matters, non-payment for preparation time, and non-enforcement of course pre-requisites.

STRENGTHS OF THE OPERATION

The Extension Services Review Committee identified the following strengths in Extension Services:

1. **Decentralized structure.** Notwithstanding recommendations elsewhere in this report, the decentralized structure and reporting relationships have held Extension Services in good stead over the last decade. The structure allowed for coupling of Extension Services with the rest of the instructional area and thus involved instructional departments in the monitoring of curriculum and the maintenance of academic standards. It has also provided a useful testing ground for the piloting of future base-funded programs. While it has distinct advantages over the monolithic, unitary, centralized Continuing Education model at, for example, Okanagan University College, the question is whether this decentralized infrastructure is still appropriate to the volume of activity and the amount of revenue now being generated.
2. **Quality of programs.** The instruction was rated very highly by the students; in most cases their expectations were met or exceeded. Most contracting agencies were also satisfied with the instruction and would use UCC Extension Services again.
3. **Instructor support.** The support provided by Extension Co-ordinators to the instructors was gratefully acknowledged by many of the Extension instructors.
4. **Breadth of programming.** Although some dissatisfaction was expressed that extension programs were not addressing all the communities' needs, the Extension Services Review Committee was impressed with the breadth and scope of programming offered.
5. **Client service.** Visits by Extension Co-ordinators during programs' first classroom sessions to welcome students and provide general information about UCC were appreciated. These visits also provided reassurance that someone other than their instructor was available for counsel should the need arise.
6. **Productivity.** Enrolment in Extension programs has grown by 20% (from 9,843 to 11,379 registrations) over the last two years. Extension Services accounted for 33% of total registrations in fiscal 1992/93, and 7.5% of all instructional contact hours. Extension Services Co-ordinators and their associates deserve enormous credit for balancing the instructional quality and service with program volume and productivity.
7. **Growth in revenues generated.** During the fiscal year 1992/93, Extension Services returned \$123,631 to general operations. Over the years, Extension revenues have become an important support to the instructional divisions' operating budgets, permitting the acquisition of capital equipment, additional staff and additional instructional capacity (over and above supporting the costs of the Extension operation).

ISSUES and RECOMMENDATIONS:

The Extension Services Review Committee identified the following aspects of Extension Services as being in need of attention:

1. Mandate:

Given the growth in personnel, activity levels, and gross revenue (see graphs p. 4) in Extension Services over the past several years, a review of the mandate is in order. In Extension activity there is a fundamental tension between the pressure to create a profit and the goal of providing service. Programmatically, this is expressed as a tension between courses which are financial winners and those which are financially risky, or neutral, but address some social or community need. In the context of institutional professional life, this same tension shows up as a tension between the need to focus energies and time on generating revenue and the desire to contribute to the professional activity of the institution through work on committees, projects, etc. Without the guidance of a widely understood and broadly supported mandate, these tensions threaten to erupt into conflicts.

Operating systems, structures and procedures have not changed substantially since 1984. As other sections of this review make clear, many of these elements are straining under the magnitude of current operations. Co-ordinators sense that Extension activity is a low priority in the eyes of several service areas (janitorial, registration, counselling and advising). This is a source of both personal chagrin and professional frustration. While it is possible to effect a number of improvements in operations by making some specific changes (this report makes several recommendations in this regard), any wide ranging adjustments must be undertaken in the light of a clearly enunciated and widely understood mandate for Extension Services.

Other factors make a review of the mandate imperative. The committee formed by recent MAETT Minister Tom Perry to recommend a mandate for the B.C. university colleges specified the need for a

socially responsive mode of education; a community-based teaching institution committed to life-long learning in continuing education, developmental, career, technical, vocational and academic programs..., responsive to regional educational needs...[and] community-oriented.

University colleges are seen as "a provincial resource base from which to promote the educational, economic, social and cultural development of the community and region." University colleges may thus be required to take on an expanded role in community development and continuing education. The questions are whether the existing Extension Services model at UCC is sufficiently comprehensive and flexible to respond to this mandate, and whether there are areas identified in the new mandate which UCC has not addressed or is not currently serving well.

Further reasons for redefinition of the UCC continuing education mandate are contained in the Applied Industrial Technology Division's "Vision of the 21st Century". Although the primary focus of this document is technical education, it identifies new directions applicable to all UCC's continuing education initiatives, such as outreach to business and industry, and the formation of collaborative partnerships with them and other public agencies and learning groups in the region. The critical factors in these new relationships will be speed of response to community needs, flexibility and customization of programming, and a stepping up of technology transfer to industry and business. Also mentioned is the imperative to investigate and adopt alternative delivery methods such as teleconferencing, computer-conferencing and interactive video throughout our region. Once again the question is whether Extension Services, divisionalized and dispersed as they are, have sufficient dynamism and flexibility to respond quickly to community needs, to develop new and innovative courses and programs, and to take a more holistic approach than in the past to community service.

ISSUES and RECOMMENDATIONS:

1. Mandate: (cont.)

And, of course, if UCC does not respond to the challenge, others will. Competition from the private sector is growing, and, in the public sector, colleges such as Malaspina University College, with its Arbutus Development Society, are breaking new ground in public institution entrepreneurship.

In the reconstruction of the mandate, therefore, the following should be taken into consideration:

- (a) changing regional demographics and community needs;
- (b) the evolving institutional context (as reflected in the Three Year Plan mission statement and updates);
- (c) college and institute system priorities;
- (d) imminent legislative changes in governance and policy;
- (e) technological imperatives, such as the impact of cost saving modes of delivery like live-interactive video and satellite transmission.

UCC requires broad participation in rewriting this mandate and identifying the priorities flowing out of it: not only the Extension Co-ordinators, but their supervisors, the Senior Executive, and representatives from support services and the external community should be consulted.

The Extension Services Review Committee accordingly recommends that:

- a. The Vice President, Instruction, immediately initiate a review of the mandate of Extension Services, involving the UCC Executive, the instructional Deans and the Campus Dean (Williams Lake), and representatives from the Regional Extension Program Planning Committee, the Registrar's Office, Finance, Counselling and the external community, and request they complete this review by June, 1994.**

2. Structure:

The issue of the structure of Extension Services was raised during the review, particularly in two regards:

- a. the potential to centralize the administration of support services to Extension Services;
- b. the organization of Extension activity at the Williams Lake campus.

A proposal regarding centralization of support services is currently in preparation. When that is complete, it should be reviewed for possible implementation by the instructional Deans and Administrative Directors. The Deans and Directors should give careful consideration in their review to the broader implications, if any, of the model proposed and take care that decisions about this proposal not preempt the review of the mandate. Indeed, structure should not only be congruent with, but derived from the mandate.

With regard to structural changes in the Williams Lake Extension activity, several of the recommendations brought forward by the Campus Dean (Williams Lake) to the Review Committee have been recently actioned, or could be actioned without serious structural change.

ISSUES and RECOMMENDATIONS:

2. Structure: (cont.)

- a. **Reclassification of Lab Demo and Community Co-ordinator positions as Co-ordinator II positions.**

The Lab Demo has been reclassified.

- b. **Provision of clerical support to Williams Lake Extension programmers.**

The Review Committee supports this recommendation and requests that the six Deans and the Vice-President, Instruction explore how support might be afforded in the areas of Extension Services registration and clerical support at Williams Lake.

- c. **Provision of training in program development and proposal writing to Williams Lake Extension programmers.**

The Extension Services Review Committee supports this recommendation and requests that Florence Ho work with Williams Lake personnel to develop and deliver appropriate training.

- d. **Establishment of reporting procedures which record revenues and expenditures of Extension activity in Williams Lake.**

The Review Committee's understanding is that such capacity now exists in our accounting structure, and that Finance has been tracking Williams Lake revenues and expenditures separately since June, 1993.

- e. **Establishment of a cost centre for the Williams Lake Access Centre.**

The Williams Lake Access Centre has been assigned a series of codes within the jurisdiction of the Co-ordinator, Computer Access Centre (Johanna Nedoborski), so Williams Lake Access Centre revenues and expenditures can be tracked. These codes, however, remain in the Dean, Business/Computing/Mathematics' cost centre.

The remaining recommendations, regarding conversion of part-time to full-time positions and altered reporting structure are premature. Given the size of the Williams Lake operation, the relatively slim instructional and infrastructural resources there, and the comparatively recent availability of financial information discrete to Williams Lake, the Review Committee does not support these recommendations. As with the proposal regarding centralization of support services to Extension, the structural elements here should be derived from the mandate. A reasonable history of reliable financial data would also need to inform any review of structure.

3. Policy and Procedures:

The impact of growth and the decentralized model create both a need for and an obstacle to well developed policy and procedures. Given the pioneering nature of Extension work, new circumstances occur frequently and ways of dealing with them are developed as they occur.

ISSUES and RECOMMENDATIONS:

3. Policy and Procedures: (cont.)

The Extension Services Review Committee accordingly recommends that:

- a. In the light of the developing mandate, Extension Service Co-ordinators review current policy affecting Extension activity, identify gaps therein, and work with the Academic Policy and Regulations Committee (APR) to establish an adequate policy framework.**
- b. Extension Service Co-ordinators, in consultation with other operational managers (e.g. the Registrar; the Director, Human Resources; the Director, Finance; the Associate Director, Public Relations) review procedures for standard activities such as, but not limited to, registration, recruitment, accounting, advertising, and evaluation with the objective of establishing consistent procedures.**

4. Community:

The need for more and better communication with, and input from, the communities we serve, was identified by several sources. Approximately half of the Extension Co-ordinators and several of the Community Co-ordinators, as well as many of the External Agencies, indicated that our image and our service would be improved by forging tighter and more effective ties with our communities. While Program Advisory Committees serve this need to some extent, their focus is necessarily narrow and industry and program specific. The need for a consultative forum with a broader view was seen to be particularly critical in Kamloops. Implementation of such a forum would be in line with anticipated governance measures which will require institutions to create community advisory bodies.

The Extension Services Review Committee accordingly recommends that:

- a. The Dean, Developmental and Regional Programs, ensure that Community Advisory Committees are operating in all major centres of the UCC region by June, 1994.**
- b. The VP/Deans' Committee examine the feasibility of establishing a Community Advisory Committee in Kamloops similar to those in other communities within the College region.**

5. Program Development:

The Review brought to light a number of issues in the general area of programming. While the team was struck by the number, breadth and variety of courses and programs offered through Extension, nonetheless many sources, including Co-ordinators and former students, identified a need/desire for increased programming. Feedback to sponsoring agencies and to instructors was also identified as an issue. Feedback to sponsoring agencies following the conclusion of a program/course would not only provide closure to the project but also the opportunity to market other possibilities. Consistency of curriculum between various offerings of the same course/program was a third issue in this area. The need for recognition of course completion in the form of certification was strongly expressed and some complaints were received about the quality of the Williams Lake Mental Health Worker Program flyer.

ISSUES and RECOMMENDATIONS:

5. Program Development: (cont.)

The Extension Services Review Committee accordingly recommends that:

- a. The Extension Service and Community Co-ordinators continue working to identify and deliver additional programming.**
- b. The Extension Service Co-ordinators ensure that UCC policy regarding course outlines is adhered to in all Extension courses.**
- c. Extension Service Co-ordinators ensure that all instructors receive feedback on their teaching.**
- d. Extension Service Co-ordinators ensure that follow-up procedures are in place to provide sponsoring agencies with appropriate feedback at the conclusion of the course/program.**
- e. Program flyers advertising course offerings in Williams Lake be proofread by the appropriate co-ordinators before distribution.**
- f. Extension Service Co-ordinators ensure that appropriate certificates are provided to all participants on completion of Extension courses/programs.**

Furthermore, the Committee endorses the work undertaken by the Continuing Education Credentials Articulation Project (see its report, September, 1993) in establishing a framework to assess and articulate Continuing Education course curricula throughout the Province with a view to standardizing certification from institution to institution. It recognizes this framework as an important response to the access question through the creation of a laddering and bridging system from non-credit to credit offerings and from institution to institution.

6. Instruction:

While most respondents to the Former Student Survey indicated high levels of satisfaction with the instruction they experienced, room for improvement was indicated in some areas. In particular the Review Committee noted a need to ensure that all students in all Extension courses are offered the opportunity to evaluate the instructor and the course. In addition to providing valuable information to the Co-ordinator and the instructor, this is an important step in providing closure to the students' experience. A number of former students commented that their courses were very full, with too much material to be covered in too short a time. This may be seen as a problem in course design; professionals who are content experts but relatively inexperienced in teaching would benefit from guidance in course and lesson planning.

The Extension Services Review Committee accordingly recommends that:

- a. Extension Service Co-ordinators ensure that all students are given the opportunity to evaluate their instructors.**
- b. The Extension Service Co-ordinators and the Co-ordinator, Instructional Skills Workshops (Judy Wilbee) develop and deliver an appropriately designed instructor training program for current and prospective Extension instructors.**

ISSUES and RECOMMENDATIONS:

6. Instruction: (cont.)

- c. The Deans and Extension Service Co-ordinators develop policy and related procedures to ensure that instructor training for Extension instructors is widely available and becomes a standard expectation of employment.**

7. Support Services:

Issues in support services to Extension generally focused on two areas: Student Services/Registration, and Finance.

With regard to Student Services/Registration, Extension Co-ordinators feel that Extension activities are regarded as peripheral to the mandate of the institution and that their requirements are generally seen as burdensome, suspect, and/or outside the Division's responsibility. Whether this perception is an accurate reading of the Student Services' perspective, or a construct of Extension Services' unique point of view, it nonetheless points to a dysfunctional situation. It colours transactions between the two areas and threatens the quality of service provided. A second issue is more specific, but related to this general problem. Some respondents to the Former Student Survey expressed a desire for more and better service in advisement and career counselling.

In the area of Finance, two major issues surfaced. The first relates to the financial expectations the institution has of Extension Services and to ambiguities about how those expectations are arrived at and whether and how they are communicated to Extension Co-ordinators. The second relates to the clarity and sufficiency of management information provided to Extension Co-ordinators by the accounting system. For example, Extension Co-ordinators complained about the lack of discrete detail in printouts, and the apparent lack of rationale in allocation of Extension activities to various budget codes (CJS, contract and normal Extension activity).

The Extension Services Review Committee accordingly recommends that:

- a. The Senior Executive clearly state its expectations in regard to the role of Student Services and other support areas vis a vis Extension activity. Under the direction of the Executive, Deans and relevant Directors should explore the usefulness of a problem-solving exercise for relevant staff to effect improved interface and communication between Extension personnel and the support areas of the Registry, Finance and Counselling.**
- b. The Director, Student Services, and the Assistant Director, Counselling Services, work with the Regional Extension Program Planning (REPP) Committee to identify advisement needs of Extension students and ways of meeting those needs.**
- c. The Vice-President, Instruction, and the Deans clearly communicate to the Extension Service Co-ordinators the annual process of determining revenue expectations from Extension.**
- d. All Deans ensure that revenue expectations are explicitly communicated to their Extension Co-ordinators each financial year.**
- e. Joint discussion and planning among the Registrar, Finance and Extension staff be maintained in regard to the implementation of the Colleague system for tracking financial and registration data in Extension activity.**

ISSUES and RECOMMENDATIONS:

8. Facilities:

Facilities problems proved to be a major theme in the responses to this review. They were identified by virtually every respondent group and in nearly every location surveyed. From the consistency of complaints it would almost seem that we have established an institutional standard of inadequate attention to the comfort, health and safety of students and staff. While emphasis varied from location to location, the main problem appears to be inadequate janitorial service on the Kamloops campus, exacerbated by the fact that UCC is no longer a five day operation which shuts down on the weekends but a seven day a week, year round operation. Other problems involved poor lighting (both interior and exterior), erratic heating and ventilation, inadequate security and insufficient signage. In addition, the lack of dedicated UCC facilities in some communities was cited, and requests for storefront facilities in Chase and Lillooet were made.

The Extension Services Review Committee accordingly recommends that:

Kamloops:

- a) **The Director, Facilities Services, take immediate steps to provide janitorial service such that evening and weekend classes on the main campus can be held in clean facilities.**
- b) **The Director, Facilities Services, take immediate steps to remediate the ventilation and lighting problems at the Victoria Street Campus.**
- c) **The Director, Facilities Services, address ventilation problems which routinely occur on the Kamloops campus after 5 p.m. and on weekends.**
- d) **The Director, Facilities Services, include in the budget plan for 1994/95, provision for external signs identifying buildings on the Kamloops campus and directional signs for pedestrians and vehicles.**
- e) **The recommendations of the President's Task Force on Women's Safety be implemented promptly. Those relating to campus lighting and parking lot security in particular should be taken as priorities.**

Merritt:

- f) **The Director, Facilities Services, in conjunction with the Dean, Developmental and Regional Programs, and the Campus Co-ordinator (Merritt), investigate the possibility of a new, expanded building in Merritt.**
- g) **The Campus Co-ordinator (Merritt), work with local instructional staff to assess the adequacy of instructional equipment on site and communicate the results of that assessment to the Dean, Developmental and Regional Programs, for response and action.**

General:

- h) **The Dean, Developmental and Regional Programs, prepare a plan including a timeline and financial considerations for the development/acquisition of UCC facilities in each of the major communities of our region.**

ISSUES and RECOMMENDATIONS:

9. Future Evaluation:

The Extension Services Review Committee noted that while the data gathered on the Kamloops and Williams Lake campuses were rich and extensive, those gathered from the Merritt and Lytton operations were less informative and certainly could not be taken as representative of the state of affairs at each of the other (unscrutinized) regional centres. Accordingly, it recommends that:

- a) The Associate Director, Institutional Research & Planning, schedule separate and discrete evaluations for each community centre in the UCC region at some point in the future.**

APPENDIX A

METHODOLOGY

The data were collected in the following ways:

- 1) Specially tailored questionnaires were administered to Extension Services former students, Community Co-ordinators, Extension Instructors, Extension Services Co-ordinators and External Agencies with which Extension Services conduct business. All data were processed with an SPSSX software program to achieve mean, mode, and standard deviation responses. Verbal comments for each group were recorded separately and anonymously.
- 2) These questionnaire data were supplemented by in depth interviews with former and current students conducted in eight focus groups held between April 6 and May 11. Interviews were taped and then summarized by the facilitator of each group.
- 3) "Descriptive Data" on the Extension Services Programs' history, mission, objectives, etc. were obtained from sources such as Cariboo College and UCC calendars, Annual Reports, and the Extension Services Policy Manual. Budget information on the operation from 1989-93 was obtained from Larry Peatt, Business Analyst, Finance Division. Course descriptions and evaluations were provided by some of the Extension Service Co-ordinators.
- 4) Statistical data on annual enrolments were provided by the Office of Institutional Research.
- 5) The Divisional Deans and the Campus Dean, Williams Lake, were interviewed by the Office of Institutional Research between April 20 and July 23, 1993 and were encouraged to make written submissions.
- 6) The Extension Services Review Committee interviewed the following people on various aspects of the Extension operation:

Richard Olesen, Dean, Business/Computing/Math;
Dennis Mayberry, Registrar;
Larry Peatt, Business Analyst, Finance Division;
Ernie Millard, Director, Finance/Controller;
Lynda Wilson, Campus Dean, Williams Lake.

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