ACADEMIC AFFAIRS PORTFOLIO AND OPERATIONS REVIEW

DEPARTMENT/PROGRAM PHASE 1 TEMPLATE

Name of school/college: College of Education
Name of department/program: Adult Education and Training
Date: May 9, 2016

Introduction

As the school/college reviews and builds out data sets provided by the university, it will also solicit, in a manner appropriate to the organization and culture of that school/college, the information needed from departments or programs for well-informed analysis and recommendations. Such material falls into two categories:

1. Workload and operations information that is held (or largely held) within the department/program rather than the school/college or central university data sources, such as faculty service performed within the department/program.
2. Information, perspectives, and concerns that the department/program believes should be considered as part of the broader review, such as challenges inherent to teaching within a particular discipline.

The questions below reflect the baseline information that meets the criteria above. Schools and colleges should feel free to add to these questions as appropriate. Please note that this template is part of the Workload and Operations phase; each department/program will have another opportunity to provide information relevant to the Portfolio Review.

Department/Program Review

Please address the questions below and add whatever information deemed relevant to this process.

To the extent that this information is not already available in the template for your school or college, advise regarding the parts of the workload for your faculty not captured by course load and credit generation measures. In particular, if there is any research/scholarship/creative work or service that distinguishes the contributions of the faculty in this department or program from others in the school/college and university, please describe it.

Response: This is a single-person program and, as such, it requires the faculty member to assume all components of the service to the (e.g., advising, outreach, internal and external communications, curriculum design, etc.).

Is there information that needs to be considered as a part of an analysis of the "teaching productivity" of the department or program? Are there differentiators in the kinds of instruction taking place or the population of students being educated that impact the ability of faculty to generate credit hours?

Response: As a completely online program, the development of any new courses or programing requires an extra layer of work that places time demands on faculty members.

What unrealized opportunities do you see? Are there ways that the contributions of the department/program to the mission and financial health of the university could be improved?

Response: The program needs to discover how it can modularize its curriculum and generate stackable credits leading to the degree. It also needs to find connections to the communities from which draws its students so that these communities can provide a pipeline of potential students. This is one of two adult education in the state, and one of four in the northwest. At a time when the economy is robust and worker training and retraining are growing, the program needs to develop a presence in the region that would make it a viable choice for people seeking advanced skills and knowledge. The opportunity is clear, and the program needs to evolve to meet that opportunity.

What particular constraints or challenges does the department/program face?

Response: The three concentrations of the program (Human Resource Development, Adult Basic Skills and Teaching English to Speakers of Other Languages) are ultimately untenable given current contraints. They made more sense when enrollments were stronger and there were two faculty in the program, as well as a stronger TESOL program. The program needs to pare down its offerings and perhaps drop one (if not two) of the two concentrations so that it can focus on core offerings that will attract students. The Adult Basic Skills concentration, especially, seems one to consider.

Is there anything else you would like to put on the record?

Response: The future of this program lies in its ability to connect externally and to draw on a regional student population. Moving to an online format is a good initial step; however, it must develop more flexibility and outreach to take advantage of the opportunities available.