

UPEI Academic Planning Progress Report, Fall 2007

The First Annual Report of the Academic Planning Facilitation Committee

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Introduction

Purpose of this Report

This document is the first annual report of the Academic Planning Facilitation Committee. As requested by Senate, it has been prepared to summarize the progress made in putting in place **themes to guide academic planning on campus**. The main body of the document follows the structure of the original APFC report, based on nine themes .

Background

The Academic Planning Facilitation Committee (APFC) was created¹ by Senate in the fall of 2003 to facilitate development of **an academic planning process** at UPEI. The Committee developed a process based on broad consultation, and after an initial open forum, organized a series of sixteen consultations with UPEI groups to identify the strengths, weaknesses, opportunities and threats facing the university. The results of that feedback were analyzed, collated and presented for consideration and discussion at the next stage of the process, during which members of the UPEI community were asked to consider the implications for academic planning.

Open discussions took place at two “town hall” meetings in February 2005, and members of the UPEI community were also encouraged to forward comments in writing to the Facilitation Committee. Detailed notes were taken of the discussions, following which the Committee met to distill the discussions and submissions into a series of themes and recommendations. These were widely circulated to elicit further comment, and meetings were held with faculties, the Student Union, and two open meetings.

During this stage, support was given to the overall thrust of the summary document, but a number of points were made leading to honing of the text. Senate made a number of final amendments, **including changing the title**, and accepted the document at its December 2005 meeting, but with a changed title to reflect the fact that the report did not itself represent an academic plan, but rather articulated guiding principles for UPEI academic planning. The title was thus amended to “UPEI academic Planning 2005; Guiding Principles - A report of the Academic Planning Facilitation Committee based on the 2004-2005 consultative process.” It was further agreed that the document represented an element of an ongoing process of planning, and was open to revision with the passage of time.

The first progress report was presented at Senate in November 2007. There was considerable discussion whether the report reflected the campus input and whether it presented guiding principles. Based on the feedback this document was revised to present themes to help focus Academic Planning on campus and an annual review of the themes.

Based on the Senate discussion the following revisions are recommended for the APFC:

Revised Role & Membership of APFC

At its meeting of March 10, 2006, Senate approved a reconstituted membership of the APFC which was to be a committee of Senate responsible for:

- Ensuring that the principles enunciated in the document “UPEI Academic Plan 2005: Guiding Principles” are widely communicated and provide a backcloth and general direction to UPEI initiatives and developments;
- Taking a coordinating role, as required, in development of specific themes described in the document;
- Preparation of an annual report to Senate summarizing progress in putting the guiding principles into

¹Chair - VP Academic Development; two faculty appointed by the faculty association; two senators; one ARPC member; one ASG member; one department chair; two members at large appointed by ARPC; one student appointed by the Student Union

- effect;
- Creation of sub-committees as necessary;
- Ensuring that the guiding principles are kept under review, organizing a full formal review of the document on at least a quinquennial basis.

AFPC is recommending the following changes to the committee’s mandate:

AFPC is responsible for:

- **Ensuring that the themes enunciated in the document “UPEI academic Planning 2005; Guiding Principles - A report of the Academic Planning Facilitation Committee based on the 2004-2005 consultative process.” are widely communicated and provide a backcloth and general direction to UPEI initiatives and developments;**
- **Taking a coordinating role, as required, in development of specific themes described in the document;**
- **Preparation of an annual report to Senate summarizing progress;**
- **Creation of sub-committees as necessary;**
- **Ensuring that the themes through an open consultative process are reviewed annually.**

The committee was comprised of:

- Chair: VP Academic: Dr. Vianne Timmons
- Two faculty members appointed by the Faculty Association: Dr. Jim Sentance, Dr. Jane Magrath
- Two members appointed by Senate: Dr. Clive Keen, Dr. Richard Kurial
- One ARPC member: Alan Buchanan
- One ASG member: Mark Leggott
- One departmental chair: Dr. David Buck
- One Student Union member: Ryan Gallant / Jeremy Hogan.

Subsequent Consultation

The work of the reconstituted Academic Planning Facilitation Committee has been guided by the findings of the National Survey of Student Engagement. The survey showed that UPEI was performing at a level well above the national and North American average for fourth-year students, with particularly high scores for faculty-student interaction. With respect to first-year students, however, levels of engagement were at best average, and in some cases below the norm. Of particular note were the relatively modest scores UPEI received for Enriching Educational Experiences² and first-year Level of Academic Challenge.³ Since UPEI seeks to pride itself on the high quality of the student experience, and to make this the hallmark of its distinctiveness, it was clear that particular attention should be paid to these results.

Following receipt of the NSSE findings the APFC organized wide distribution of the results and initial discussions. The Committee next organized a process allowing more detailed discussions and recommendations to be prepared through the work of seven moderators; one for each faculty, and one for support staff. The “Group of Seven”, who were each given a budget to help ensure wide consultation, were as follows:

<i>Faculty of Arts</i>	Scott Lee	<i>Faculty of Science</i>	Andrew Trivett
<i>Faculty of Education</i>	Basil Favaro	<i>School of Business</i>	Ron Collins
<i>School of Nursing</i>	Joanne MacDonald	<i>AVC</i>	Darcy Shaw

²Participating in clubs, sports, & student government; volunteer work; independent study; capstone courses; discussions with people of different economic, social and ethnic backgrounds; participating in learning communities.

³Students being predisposed, encouraged, or required to work hard at their studies, and to engage in higher-order thinking.

While the moderators were free to discuss any of the themes of the document, they were asked to do so particularly in the light of the NSSE findings, and as a result their work focused primarily on issues of first-year engagement. The moderators used a variety of techniques to elicit discussion and feedback, including focus groups, student surveys, presentations on NSSE, dinner meetings, meetings with societies, and Faculty meetings and retreats. Reports from the moderators demonstrated that discussion in considerable depth had taken place, generating many ideas and recommendations. A high proportion of these recommendations, however, were specific to particular courses or programs, and while they may have been of considerable import for specific programs, their specificity precludes their inclusion in this summary document. Where recommendations or actions are of general application, they are incorporated in this report within specific themes. The full reports are available on request.

In addition to the moderators' reports, the APFC benefitted from receiving the Interim Report of the Sub-committee on E-Learning, which is summarized below in the discussion of Theme 8.

Theme 1. Increasing the Diversity of the Student Body

This theme referred to:

“...measurably increasing the proportion of international, mature, out-of-province, and aboriginal students at UPEI, while examining methods of improving gender balance.”

Extensive progress has been made on this theme, as indicated below.

Progress

International Students

The following illustrates the successful expansion of international student numbers. Since the number of international students at AVC is capped at a maximum 110, the main-campus increase is more dramatic than the table indicates, representing an increase from 115 in 2004 to an estimated 208 in 2007.

Total International Students (Student Visa) At UPEI

2001-2	2002-3	2003-4	2004-5	2005-6	2006-7	2007-8 ⁵
165	189	208	217	255	303	318

Approximately 8% of UPEI’s students are now international, and the medium-term plan is to increase the proportion to 10%.

Mature Students

2006-2007 saw a dramatic increase in the number of part-time students at UPEI, the great majority of whom were mature students. In Fall 2006, there were 741 registered part-time students, compared to 564 in Fall 2005: a rise of 31%. The increase seems based on four factors: intake to the Master of Education program; introduction of the Unclassified Status, which makes it easier for mature students to take occasional courses; first steps towards introduction of prior learning assessment and recognition; and development of the Bachelor of General Studies, a three-year program designed specifically for working adults.

Out-of-Province Students

Total Canadian Out-of Province Students

	2005-2006	2006-2007
Other Atlantic Canada	465	439
Rest of Canada	169	222
Total	637	661

⁵ Estimate: a high proportion of international students join in the second semester, and thus precise 2007-2008 figures were not available at the time of writing.

Between 2002 and 2005 the proportion of students from the rest of Atlantic Canada dropped from 14.5 to 11.9%. The decline was halted in 2006, and reversed in 2007. The total number of students from the rest of Canada has increased by 83% over the five-year period, but from a small base.

Aboriginal Students

Students at UPEI are not asked to identify themselves by ethnic background, and thus there is no data on the number of aboriginal students currently enrolled. Since first nations people represent approximately 1% of the Island’s population, UPEI lacks the population base to create some of the programs and processes that are practicable in other parts of the country. However, various initiatives have been put into place with respect to aboriginal learning, including the following:

- UPEI is leading a research and training project aimed at enhancing family literacy for aboriginal families.
- A new bachelor’s degree in socio-economic development is being planned, specifically aimed at future aboriginal leaders
- Non-credit programs have been developed with the Mi’kmaq Confederacy in conflict resolution and project management.
- Special consideration is given to first nations students to enter and succeed in the UPEI programs of their choice: In the School of Nursing, for instance, although aboriginal students must meet the standard admission requirements, additional tutoring and assistance has been provided to help ensure that first nations students can successfully complete their program.
- The Transition Program, was developed with an understanding of the needs of first nations students in mind, and has consistently included first nations participants.

Gender Balance

UPEI Student Gender Balance

	2004	2005	2006	2007
Female	63.7%	65%	64.9%	63.8%
Male	36.3%	35%	35.1%	36.2%

The need to improve UPEI’s gender balance is now becoming recognized within the University, and statistics are collected regularly on both recruitment and retention by gender. In addition to the relatively low level of male enrollment, it is now recognized that males are less likely than females to take honours programs; are significantly less likely to receive awards, are twice as likely to be placed on academic probation, and two and a half more likely to academically dismissed.

APFC noted that among the areas which merit consideration are:

- Improved understanding of gender responses to different kinds of pedagogy
- Actions related to the known lower literacy levels of school-leaving males
- Continued enhancement of retention activities
- Examination of the profile of programs and courses on offer to ensure that male aspirations and interests are being recognized
- The University’s athletic / sporting offerings
- Impressions given by promotional materials
- The nature of schools liaison activities
- Countering stereotypes in female-dominated disciplines.

The School of Nursing paid particular attention to the gender issue in its post-NSSE discussion (see page 3) and made a number of recommendations:

- Increase awareness among high-school students that nursing is a rewarding career for males as well as females
- Males should be profiled in informational materials about the professional and program
- Male student nurses should be present during careers events
- The Nursing Faculty should include at least one male instructor

Actions now taken include utilizing the UPEI Hobsons system to inform male enquirers about nursing as a career; participating in a workshop on improving male recruitment and retention; and appointing a male to a clinical nursing instruction position. Actions already appear to be taking an effect, since 2007-2008 will see the largest proportion of male entrants to the UPEI nursing program in its history at 14%, up from 5% in 2006-2007.

Theme 2. The Student Experience

“...UPEI should make the student experience the hallmark of UPEI distinctiveness. Many participants urged that the size of UPEI and its longstanding sense of community were areas of great strength, and should be clearly articulated and nurtured.”

The Academic Planning Facilitation Committee made Theme 2 its chief focus of activity over the past year, and notes that the following progress has been made in enhancing student engagement:

Progress

- Twelve new \$2,000 scholarships have been created based on recipients' leadership abilities and potential, with a requirement to undertake activities to increase student involvement in on-campus activities.
- Four “Student Connectors” have been hired to help increase student involvement in campus activities.
- Furniture is on order for the W A Murphy Student Centre, to increase its usability as a social area.
- Large monitors have been placed throughout the campus to further increase awareness of campus events, supplementing the website Events Calendar.
- The Integrated Promotions Unit is being strengthened by a communication officer, part of whose remit concerns further development of internal communications.

Recommendations

The reports of the moderators included a number of comments and recommendations regarding the student experience, including the following:

- Regular interaction with faculty is crucial to a positive student experience; this is enhanced through small class sizes.
- Consultation with students on their learning experience has considerable value in its own right, over and above providing information for the current exercise, and should be conducted on an ongoing basis.
- Campus events can in some instances be usefully connected to course requirements; course credit may in some instances also be tied to volunteering.
- Where possible, schedules should give opportunities for student-student and student-faculty interaction outside of regular class time.
- Efforts should be made to increase connectedness between the main campus and the AVC.

- Many services to students are currently unavailable outside regular hours: increasing accessibility to health services and the library, in particular, would enhance the experience of student needing to follow irregular schedules.
- An information kiosk in the WA Murphy Centre would be of value in directing new students and in promoting campus activities and events.
- Effective sign posting throughout the campus would help both to orientate newcomers and improve involvement in campus activities.
- New Student Orientation should not be restricted to a one-time event in early September, but should take place throughout the year. A “clubs week” at least twice a year, for instance, would enhance club membership and activity.
- First-year orientation events can go beyond university wide orientation, to increase integration with faculties, department and streams.
- Interaction between students in specific disciplines would be increased by discipline-based newsletters or emails.
- Attendance at sporting events would be greater if students were not charged admission.
- Subject-based societies and clubs would be more effective if provided physical space, and receive additional administrative and faculty support. Another option would be to allow subject-based societies to collect fees from students majoring in the area, as this would allow significantly increased levels of activity.
- Humanizing features should be added to areas where students are required to wait in line or gather.
- Since student lounges encourage interaction, they should be made available wherever possible.
- Student engagement in their campus is enhanced through provision of on-campus employment opportunities.
- Orientation sessions should be provided for staff willing to participate in the Ask Me! program.
- Customer care courses should be provided to all front-line support staff.

Theme 3. Improving Student Preparedness and Success

“There was a widespread sense during the consultation process that a minority of current students were unable to benefit fully from their university experience, failing to achieve the level of success they desired, because of limitations to the level of their preparedness.”

Progress

Action can be reported in several areas:

Entrance Requirements

Theme 3 proposed “examining current entrance requirements in the light of the level of success and retention of students entering with marginal high-school grades.” Subsequent analysis showed that recent high-school graduates students entering UPEI with less than 70% average had an extremely high failure rate and low rate of success. Following the analysis, Senate made the decision to increase entrance requirements to 70%, subject to expansion of the Transition Program to accommodate students with a high school GPA in the range 65% - 69%.

Academic Support Programs

Theme 3 proposed “considering the possible development or expansion of bridging, transition and student success programs for students in at-risk-groups.” As noted above, action was taken on expansion of the Transition Program, and in addition a Student Success Program has been put into place to assist students on academic probation, and an Options Program for students who have been academically dismissed. Statistical analysis of the outcomes of the programs indicates that they are making a positive contribution to retention and student success.

Testing for Preparedness

Theme 3 included a recommendation that consideration be given to testing to check on preparedness for particular courses or programs. As part of the discussions for the replacement of English 101, active consideration is being given to development of **an assessment** to be administered before enrolment in Writing 101, which could lead to the requirement to take a pre-Writing 101 course. Among existing pre-tests is an assessment test, combined where necessary with Math 001 (Pre-Calculus), which helps ensure the success of students enrolled in Math 151: Introductory Calculus 1.

Scholarships

Another Theme 3 proposal was “considering policies regarding provision of scholarships for students with high academic potential. “Significant progress has continued to be made in the availability and value of UPEI awards. Since 2001, the total number of awards has doubled, with 20 top 35 new awards created each year over the past four years for all levels of study from entrance through to graduate research. These include: Phelan Bursaries worth \$26,000 over four years available to new entrant of AVC; the Heaslip Scholarships worth \$45,000 over three year for two students in Arts each year; the Jenkins Memorial Scholarship valued at \$20,000 over four years for a student entering Nursing; and the Hooper/Klarenbach Scholarship valued at \$12,000 per year for a graduate student conducting neuroscience Research.

Recommendations

The following comments and recommendations were included in moderators’ reports or APFC discussions:

- First-year difficulties can often be attributed to the fact that high school does not prepare students for a self-directed learning environment. Faculty members and administrators must recognize that guidance on self-directness is of great importance for students, particularly in the first term of the first year.
- The increased proportion of high-school students attending university over the past two decades has led to greater variation in the abilities of students, which is particularly evident in the first year; teaching methods need to reflect such variability.
- The university work with the schools, the school board, and the Ministry of education to help develop a culture of literacy.
- Enhanced programs should be considered for student who are highly engaged in their studies.
- Increasing the number of online elective courses will assist students to juggle a crowded schedule.
- Interaction between student of different year should be encouraged to improve the learning experience of first-year student; this can include a specific mentoring relationship between upper level and lower level students.
- Students engagement increases once they have committed themselves to a major: delays, preventing students focus on areas of interest, should be avoided.
- The UPEI classroom environment tends to lack lustre and does not inspire love of learning.
- Challenge tests etc should be made more widely available to avoid the tedium of being required to learn something already known, particularly with respect to technology.
- Low motivation of entering students can be connected with low entrance requirements and the resulting sense of entitlement to be in university, regardless of effort expended.
- “Don’t let them get away with not participating” - professors should call on students by name to prevent “coasting”.

Theme 4. Graduate Program Development

“While it was generally felt that UPEI was and should remain a primarily undergraduate university, numerous contributors to the consultative process argued that existing graduate programs were a strength, and that a limited number of new graduate programs, carefully chosen, would enhance UPEI’s offerings, help expand the university’s research output, and meet the growing national demand for programs at this level.”

Progress

UPEI has forwarded proposals to MPHEC for an MBA, and proposals for a PhD in Education are at an advanced stage.

Recommendations

Issues needing to be addressed are development of a more formal UPEI structure for graduate studies, and exploration of provincial funding for graduate programs.

Additional Information

One of the roles of APFC is to monitor patterns of demand, as noted in Theme 7 below, APFC noted that over the past ten years masters level study has expanded at a significantly greater rate than undergraduate study, particularly in the US. 40 masters degrees are now awarded in the US for every 100 bachelor's degrees, whereas in Canada just 19 are awarded, though 46% of the Maritime Class of 2007 stated their intention to take a masters degree.⁶ Some of the relevant tables are as follows:

Ten-year growth in enrolments in Canada by level of study

Bachelor	18.0%
Master	27.9%
Doctoral	20.9%

Twelve-year growth in degrees awarded in the US by level of study

Bachelor	21.5%
First Professional	12.8%
Masters	52.1%
Doctoral	12.0%

Ten-year Growth in Enrolment in Master Degrees in Canada by Discipline

Discipline	Growth	Discipline	Growth
Math/computing	64%	Social Science, Law	25%
Architecture/Engineering	59%	Agriculture and resources	18%
Business	51%	Visual/performing arts	10%
Health and Fitness	47%	Humanities	-7%
Physical and Life Sciences	35%		

⁶ Findings from the Survey of 2007 Graduates. (MPHEC)

Theme 5. Collaboration and Cooperation

“...UPEI, as a small university, cannot do or expect to do everything on its own, but should seek to benefit wherever possible from collaborations in both teaching and research with other universities, colleges, and organizations. In the same vein, it was argued that it should attempt to maximize interdisciplinary and interdepartmental initiatives, drawing together strengths from diverse areas which do not currently have formal links.”

Progress

UPEI now has nineteen articulation agreements with Holland College, most recently adding agreements covering Police Science, Nursing, and Sports and Culture. The two institutions are also exploring other relationships, including development of agreements allowing specific Holland College programs to count as minors towards a UPEI degree.

UPEI has also developed partnerships with the Université de Moncton, the Atlantic Regional Training Centre and Jinanxi University, and initiatives are being explored with Ryerson University, Mount Royal College, and Keyano College.

Internally, a collaboration has been put into effect between the Faculty of Science and the Atlantic Veterinary College, allowing students to complete a pre-veterinary studies program which completes the necessary academic qualifications to enter the DVM. A collaboration between the Faculties of Arts, Science and Business is currently under discussion to allow development of the Bachelor’s Degree in Socio-Economic Development. APFC noted, however, that the current structure of the University mitigates against the development of such interdisciplinary studies. Proposals for new programs are in nearly all cases department and faculty driven, and processes are not in place to identify and nurture cross-faculty innovations; this could be overcome through creation of an Interdisciplinary Studies Committee or Department.

Theme 6. Responsiveness to the Community

“...as the only university in the province, UPEI has a particular responsibility to be responsive to the needs of the community. It was argued that UPEI should strive to recognize and respond to the needs of PEI communities beyond Charlottetown; should focus wherever appropriate on regional concerns and needs in its program provision and curriculum; should support and encourage research relevant to Island needs; should consider the further extension of co-op, community service, and similar opportunities to deepen relationship with PEI organizations, businesses and communities; and in particular should be conscious of changing needs of the community and economy”

Progress

Recent progress includes the following:

- Development of the Bachelor of General Studies in close association with the Department of Veterans Affairs.
- Development of Prior Learning Assessment and Recognition in close association with Workplace Education PEI.
- The expansion of Seniors College from 98 to 450 members in four years, in partnership with the Charlottetown and Summerside retired communities.
- Annual provision by the Centre for Life-Long Learning of sixty short courses for small businesses, held in locations through the Island.
- Creation, with PEI Business development and the Charlottetown Chamber of Commerce, of a mentorship program for small businesses.
- Liaison with the PEI Association of Sector Councils.
- Discussions on the feasibility of opening classroom and office space in Summerside.

As recommended by the *Guiding Principles*, there has also been systematic liaison with Holland College to build an

overview of emerging needs and potential provision.

Recommendations

The APFC recommended further exploration of Service Learning, which, though not applicable to all courses, would blend community volunteering with some course work, to the benefit of both community involvement and student engagement.

Theme 7. Finding the Best Balance in Undergraduate Programming

“It is recommended that the Enrolment Analysis Committee prepares annually, for inclusion in the APFC monitoring report, information on patterns of student and employer demand, and that this be used to inform the course and program development process. The intention would not be to make academic planning subordinate to market trends, and would certainly not be to encourage action on short-term trends, but rather to ensure that opportunities consistent with the University’s objectives and strengths are recognized rather than overlooked. The University’s academic planning would not be “market led”, but it would be “market aware”.

Student Demand

Data on student demand has been received on an ongoing basis by the APFC. A summary is given below, as recommended by the *Guiding Principles*.

Trends in Maritime Canada⁷

Significant Fifteen-year Growth in Enrolments in Programs

Major	Growth	Major	Growth
Criminology	4386%	Health Professions as a whole	78%
Marine Biology	653%	Environmental Biology	62%
Microbiology	490%	Accounting	55%
International Development	381%	Philosophy	58%
Animal Sciences	354%	Computer Sciences	63%
Finance	342%	Geology	47%
Family Studies	309%	Library Sciences	43%
Environmental Management	230%	Child Studies	40%
Hospitality/Tourism	214%	Mechanical Engineering	39%
Town & Country Planning	193%	Community Studies	39%
Journalism	164%	Psychology	37%

⁷ Provided by MPHEC

Health Administration	159%	History	37%
Nursing	132%	Social Work	33%
Management	128%	Sociology	33%
Biochemistry	126%	Classics	32%
Anthropology	110%	Fine and Applied Arts, overall	31%
(Teaching) adult education	99%	Veterinary Medicine	30%
Food and Nutrition	87%	Pharmacy	29%
Occupational Therapy	83%		

Below Average Fifteen-Year Growth

Major	Growth	Major	Growth
Industrial Engineering	-36%	Surveying	-10%
Secondary Education - French	-34%	Geography	-5%
Agricultural Science	-33%	Civil Engineering	-1%
Religious Studies	-27%	Mathematics	-1%
French	-26%	Law	-1%
Public Administration	-23%	Physiotherapy	0
Architecture	-17%	Forestry	2
Public Relations	-16%	Electrical Engineering	3
Music	-11%	Medicine	4

Note however that subjects can experience fifteen-year growth but five-year decline, and fifteen-year decline but five-year growth: Computer Science is the most conspicuous example. The next set of tables thus need to be read in association with the above.

Significant Five-Year Growth

Major	Growth	Major	Growth
Human Resources Management	987%	Philosophy	60%
Accounting	343%	Religious Studies	57%
Finance	211%	Classics	57%
Town & Country Planning	207%	Nursing	56%
International Development	155%	(Teaching) Adult Education	52%
Management	153%	Library Science	52%
Radiography	146%	English	51%
Marketing - Retail	120%	Journalism	50%

Economics	110%	Hospitality/Tourism	48%
Family Studies	109%	Physics	47%
Criminology	109%	Psychology	42%
Political Studies	88%	Engineering, General	39%
Sociology	75%	Health Professions as a whole	37%
Environmental Management	61%	Pharmacy	45%
History	76%	Chemistry	34%
Neuroscience	69%	Biology	33%
Agricultural Science	69%	Civil Engineering	32%
Geography	69%	Mathematics	29%
Theology	68%	French Language/Literature	26%
Environmental Biology	62%	Financial Services	25%

Below-Average Five-year Growth

Major	Growth	Major	Growth
Forestry	-45%	Physiotherapy	-2%
Industrial Engineering	-22%	Chemical Engineering	-1%
Marine Biology	-21%	Electrical Engineering	-1%
Communications Studies	-17%	Secondary Education-French	4%
Computer Science	-15%	Law	4%
Biochemistry	-4%	Music	9%
Public Relations	-3%		

Canadian Overview

Detailed national statistics on individual majors are not currently available. Statistics Canada does, however, provide information on enrolments broken down by broad subject area. This can mask the growth or decline in particular disciplines and the ten-year time frame can in some cases show different patterns from the five-and fifteen-year picture.

Ten-year Growth in Undergraduate Degrees in Canada

Subject Area	Growth	Subject Area	Growth
Math & Computing	46.4%	Physical and Life Sciences	28.4%
Business	42.7%	Social Sciences and Law	18.9%
Visual & Performing Arts	35.2%	Humanities	12.1%
Health and Fitness	34.1%	Agriculture and Resources	12.0%
Architecture, Engineering	31.5%	Education	8.4%

International Trends

International trends can sometimes shed additional light on forthcoming changes in demand. Both the US and Britain for instance, have seen major increases in demand for visual and performing arts - something shared with Canada as a whole, but not mirrored in increased provision in the Maritimes.

13-year Trends in US Bachelors Degrees Awarded by Discipline Division

Subject	Growth	Subject	Growth
Computer Science	136.1%	Modern Languages	27.4%
Visual and Performing Arts	83.6%	Business	23.3%
Communications and Journalism	70.3%	Social Sciences	20.2%
Biological Sciences	56.2%	Physical Sciences	10.1%
Philosophy and Religion	50.2%	English	5.7%
Psychology	40.0%	Engineering	1.8%
Liberal Arts	37.9%	Education	-4.1%
Family Sciences	30.5%	Mathematics	-6.0%

England Ten-year Trends -Top Ten Subjects

Position	2006	1996
1	Law	Business Management
2	Design Studies	Law
3	Psychology	Computer Science
4	Management Studies	English
5	Business Studies	Psychology
6	Computer Science	Medicine-based sciences
7	English	History
8	Medicine	Sociology
9	Sports Science	Biology
10	Social Work	Physical Education/Medicine

Recommendations

APFC has considered the trends as indicated above in the light of various other factors, including the need to increase university participation rates over the coming two decades, the desire to increase diversity, the current gender imbalance, and the university's current level of retention. The *themes* were clear about the desire to maintain the predominance of liberal arts and science in UPEI programming, and moving forward on other issues.

UPEI will continue to monitor student interests in the development of new programs and work on marketing our liberal arts and science programs. The area of diversity of the student body will be closely monitored and new programming explored that addresses under represented students. These considerations lead APFC to recommend that some broadening of programming takes place in areas connected with UPEI's strengths, taking into account under represented students' interest.. The committee noted that involvement with such programs could in fact strengthen the liberal arts and sciences core, as such courses are central to a number of applied degrees.

Theme 8. Employment of Learning Technologies

“...Some faculty members felt strongly about the potential of distance learning opportunities in diversifying the student body and recognizing their ever-growing sophistication in the use of computer-assisted learning. Questions of policy are also pressing in some faculty members, as demonstrated by written submissions....It is recommended that APFC creates a sub-committee to address these and related questions, with a view to developing recommendations.”

APFC has created the Sub-Committee on e-Learning with representation from the Faculty of Arts (Joe Velaidum), Computer Services and Faculty of Science (Blair Vessey), AVC (Wendy Duckett), School of Nursing and Webster Centre (Barb Campbell), Robertson Library (Mark Leggott and Dave Cormier), the UPEI e-Learning Coordinator (Kent Villard), the Student Union (TBA), and the Faculty of Education (Martha Gabriel, Chair).

Actions

Since its inception in January 2007, the Sub-Committee has met monthly, and on an ongoing basis through its Moodle space. It has engaged primarily with three main issues:

1. Management of Learning

The Sub-Committee recommended development of campus-wide Learning Management System (LMS) and the migration to Moodle, an open-source program. The recommendation was endorsed by APFC and information circulated to all faculty members, since when the migration has been implemented.

2. Survey of ICT Use in Teaching by UPEI Faculty

A web-based survey was developed by the Sub-Committee and distributed by the Deans to members of their respective faculties. The questions covered the technology used by faculty members to assist their teaching; that factors that limit their use of technology; any supports that could be provided to assist use of technology teaching; and technologies that faculty members would like to investigate further. Forty-six faculty members responded to the survey, giving an improved understanding of current practices, and demonstrating a desire for workshops and institutes on the use of learning technologies along with additional technical support.

As a result of the survey, a series of workshops on e-learning will be offered to the UPEI community throughout 2007-2008. These will include a focus on e-learning at the *Let's Talk Teaching* day sponsored by the Webster Centre for Teaching and Learning.

3. Use of a Student Response System

The Sub-Committee has been investigating the use of a student response system (“clicker”) which could enhance student engagement by allowing students to express their point of view, or give an answer to a question posed, during a class; answers are instantaneously collated and presented to the entire class. A recommendation regarding choice of a supplier will be forthcoming.

In future meetings, the Sub-Committee will continue to consider emerging technologies such as blogging, eportfolios and wikis, and will make the results of their studies widely available to the UPEI community.

Sub-Committee Recommendations

The Sub-Committee recommends:

1. That its status be changed to a formal standing committee on e-learning to ensure continuous overview of developments in e-learning. Greater formalization could be achieved through becoming a full committee of Senate, or as a Senate-endorsed or constituted sub-committee of APFC.
2. That the University allocates funding to hire students to support faculty working to implement the use of technology in their teaching.
3. That, following up on the success of the former Webster funded for Innovation in teaching, a fund is reinitiated to support innovative use of technology in courses.

Theme 9. Research and Scholarly Activity

“Throughout the consultative process concern was expressed about maintaining an appropriate balance between teaching and research. The importance of involving research in the University’s teaching activities is made evident by its inclusion to Themes 2, 5 and 6 above. The consultative process also made it clear that research and scholarly activity must be recognized as having a value beyond contributing to the purposes described within those themes: that the essential role of a university lies not simply in transmitting existing knowledge but in staying abreast of intellectual advances and developing new knowledge. It is recommended that the Research Plan currently in development by the Research Committee be treated, on completion and approval, as a complementary document to the Academic Plan.”

This theme is being dealt with separately by a sub-committee of the Research Committee, and will be the subject of a separate report to Senate from that Committee.

Summary of Key Points

Theme 1. Increasing Diversity

UPEI has made considerable progress in increasing the proportion of international and mature students, and has made sound progress in increasing the proportion of out-of-province students. There has been increased awareness of the need to improve gender balance, and some progress on the issues is being made, most notably in the School of Nursing. A number of actions have been taken to help ensure the University meets the needs of first nations students, though, given UPEI's small base of potential aboriginal students, the University has not to date collected data on ethnic origins.

Theme 2. Enhancing the Student Experience

A number of actions have been taken to develop campus involvement, including focus on student leadership. The NSSE results have led to wide discussion within faculties and many recommendations regarding improvement of the student experience, ranging from detailed amendments to curriculum and pedagogy, to improved communications, expansions of New Student Orientation and development of social facilities.

Theme 3. Improving Student Preparedness and Success

To help tackle lack of student preparedness, entrance requirements have been raised, and academic support programs introduced or extended. Further pre-tests to ensure that students can success in particular courses are under active consideration. To help encourage enrolment of highly committed students, the number of scholarships has doubled since 2001. Suggestions for further improvements range from provision of more online courses to development of enhanced programs for highly engaged students.

Theme 4. Graduate Program Development

Initiatives include proposals for an MBA and a PhD in Education. Development of a more formal structure for graduate programs is under discussion. Student demand for masters programming is being monitored and is known to be high.

Theme 5. Collaboration and Cooperation

Nineteen articulation agreements have now been signed with Holland College, and a number of new collaboration agreements have been reached or are under discussion with other universities and colleges. New internal collaborations have led to the development of a Pre-Veterinary Studies program and are leading to development of a bachelor's degree in Socio-Economic Development. Structures to help encourage such integration are not, however, in place.

Theme 6. Responsiveness to the Community

Initiatives include the provision of short courses in locations throughout the Island; development of the BGS and PLAR to help meet the learning needs of working adult; the 400% expansion of Seniors College; and liaison with the PEI Association of Sector Councils.

Theme 7. Finding the Best Balance in Undergraduate Programming

Detailed statistics have been collected on patterns of student demand, and recommendation have been made on the rebalancing of programs to help deal with issues of increasing diversity, participation rates, gender balance, and retention.

Theme 8. Employment of Learning Technologies

A Sub-Committee on e-Learning has been created, which has planned and overseen migration to a campus wide Learning Management System, conducted surveys of faculty use of learning technologies, and investigated the use of a student response system to enhance classroom engagement. The Sub-Committee will continue to consider emerging technologies, and has made recommendations to further support innovative teaching and learning.

Theme 9. Research and Scholarly Activity

A companion report is being prepared by the Research Committee.

APFC Activities for 2007-2008

1. Student Engagement

Much of the activities in 2006-2007 looked at first year student engagement. This year will be a continued focus on student engagement, beyond the first year. There will be a comprehensive retention analysis undertaken with follow up interviews conducted with school leavers. This data will assist the APFC in developing recommendations focused on increased student success and engagement.

2. Participating in the 2008 National Survey on Student Engagement

One of the central tasks of APFC is to measure progress in putting the Guiding Principles into effect. Since any actions based on NSSE findings take some time to have effect, annual participation in NSSE is not recommended. Participation every two years, however, will provide meaningful longitudinal data showing, in particular, whether actions taken have been effective in improving levels of first-year engagement. APFC will thus, along with the Webster Centre, ensure effective participation in the 2008 survey.

3. Monitoring progress in increasing diversity of the student body

While considerable progress has been made in increasing the diversity of the student body, APFC will continue to monitor the situation through the timely collection and analysis of data.

4. Paying particular attention to improvement of gender balance

Initial attention to the issue has demonstrated that actions can help overcome gender imbalance: the Committee will continue to discuss and encourage initiatives to increase the enrolment, and success, of male students.

5. Improving student preparedness and success

The Committee will receive detailed statistics on retention and on the impact of academic support programs, and formulate recommendations as appropriate.

6. Balance of Academic Programming

In association with ARPC, APFC will continue to receive and discuss information on trends in student and employer demand, with a view to making recommendations on potential new programs.

7. Review of Themes

The APFC will post this document on a WIKI and the document that identified the themes in 2005 for campus input and revision. The document will be open for input for a 3 week period. The Committee will consider the campus input when developing activities for the upcoming year.