



QUALITY ASSURANCE; CYCLICAL GRADUATE PROGRAM REVIEW – FACULTY OF EDUCATION

October 2014

In accordance with the Lakehead University Institutional Quality Assurance Process (IQAP) the Faculty of Education submitted a self-study (April 2013). Volume 1 presented the program descriptions and outcomes, an analytical assessment of their programs and a summary of program descriptors including results from a student survey along with institutional information and statistical data. Volumes 2 and 3, respectively, provided a collection of the program course outlines and the CVs for each full-time member in the Faculty.

Two external reviewers and one internal reviewer, selected by the Senate Academic Quality Assurance Sub-committee (SAC-QA) from a set of proposed reviewers, examined the materials and completed a two-day site visit in May 2013. The visit included interviews with the Provost and Vice-President (Academic), Vice-President (Research, Economic Development and Innovation), Deputy Provost, Dean of the Faculty of Education, Chair of Graduate Studies and Research (Education), Manager of Graduate Studies (Faculty of Graduate Studies), and meetings with full time teaching faculty and support staff. The Review Team also had an opportunity to meet with current students and alumni and visit the Education Library, research and computer labs and communal student spaces.

In their report, submitted June 2013, the Review Team provided feedback that describes how the programs (listed below) meet the Quality Assurance Framework evaluation criteria and are consistent with the University's mission and academic priorities. They reported that the admission standards, curriculum structure and delivery, and teaching and assessment methods are appropriate, reflect the current state of the discipline, and are effective in preparing graduates to meet defined outcomes and the University's graduate Degree Level Expectations (DLE's).

The Review Team noted the followings strengths:

- Described as a 'flagship' program for Lakehead University, the MEd program is well-run, successful and, to a very high degree, meets student needs and expectations
- Students recognize the faculty and support staff for prompt, efficient and helpful responses, the sense of community and the culture of scholarship
- The program offers three options (thesis, course-work, portfolio) meeting a wide range of student needs (research, professional and practitioner)
- Flexibility in modes of delivery and a willingness to accommodate student interest and demands supports student academic and professional success
- Recognized scholarship by faculty in environmental, indigenous and social justice education is woven into many courses
- Opportunities for students to engage in research and teaching, through funded Graduate Assistantships and research grants, is outstanding.

The Review Team provided feedback and recommendations for the Faculty and noted the following opportunities for improvement:

- Program capacity, especially with respect to the proposal to initiate the MEd on the Orillia campus, needs to be clearly identified and appropriate resources (space, faculty) allocated
- Lack of flexibility in i. flex-time payment arrangements and ii. transfer to full-time is inconsistent with current and future student needs and Faculty approach in other areas
- Lack of strategic planning to meet the University's goal of internationalization as it relates to student recruitment and curriculum development

The Acting Chair of Graduate Studies and Research, in consultation with the Acting Dean of the Faculty, submitted a response to the Reviewers' Report (September 2013). Specific recommendations were discussed, and clarifications and corrections presented. Follow-up actions and timelines were included.

A Final Assessment Report (FAR) has been prepared to provide a synthesis of the external evaluation and internal response to the recommendations. This report identifies the significant strengths of the program(s), the opportunities for program improvement and enhancement, and sets out and prioritizes the recommendations that have been selected for implementation.

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

Programs covered by this Cyclical Review:

Master of Education (Educational Studies)

Specialization in Gerontology

Specialization in Women's Studies