



DOUGLAS COLLEGE

Comprehensive Program Review

Faculty of Language, Literature and
Performing Arts

English Upgrading

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Recommendations List

Recomm. Number	Related Report Component	Recommendations	Status / Timeline
1.	4, 8	Offer 0490 as a five-week late-starting course, with blended or online delivery.	pilot Fall 2022 (with Dean's approval)
2.	1, 2	<p>Develop a targeted Fundamental-level English Upgrading course to serve BC's Health Care Access Program, a government initiative to create and support additional post-secondary seats for health care assistant training; coordinate with ELLA; offer course sections at Coquitlam campus, where 128 funded seats in Douglas College's Health Care Assisting (HCA) Certificate Program seats have so far been approved.</p> <p>Develop a similarly tailored Intermediate-level course serving HCA students while also targeting prospective students in additional Health Sciences areas, including students needing English prerequisite (B in a grade 12 English course, or substitution) for Academic Foundations for Potential Nursing Applicants and Academic Foundations for Potential Psychiatric Nursing Applicants.</p>	<p>Fall 2022</p> <p>Winter 2023</p>
3.	2, 8	<p>A. More prominent role in student recruitment as College expands beyond traditional targets; ENGU is their pathway into the College:</p> <ol style="list-style-type: none"> 1. Tuition-free for domestic students 2. ENGU students have traditionally been the students identified in recent student recruitment discussion: <ul style="list-style-type: none"> - youth moving out of foster care - Indigenous students - students with learning challenges - adults returning to school after time in workforce <p>B. Inclusion in the support services offered as listed in the Office for Future Students</p> <p>C. Presentation on the College website</p> <p>D. Establish a budget for College Upgrading advertising; coordinate with Math Upgrading to create the content</p>	<p>Ongoing--counsellors' report; liaise with student recruitment office</p> <p>ASAP</p> <p>ASAP</p> <p>ASAP</p>
4.	2, 8	Inform DC (Douglas College) students and other departments about how ENGU will increase their chances of success.	Ongoing

6.	10	Discuss a name change to reflect more accurately what we do and thus reduce stigma and appeal to students who need this.	Winter 2022
7.	2	Offer upgrading bridge classes in Summer for incoming secondary school students who 'just' make entrance.	Summer 2023
11.	1	Create Interdisciplinary courses with ELLA, TESL, ENGL, and CMNS, BUSN and PSYC such as a shared grammar course, a course covering formatting and using WORD, and tutor training practicum partnerships. This could include exploration of micro-credentials.	Underway-- discussion with (ELLA, CMNS, ENGL and TESL) re: student body need

Douglas College English Upgrading Department External Review

Reviewer: Aimee Begalka, Dean, Faculty of Academic and Career Preparation, Kwantlen Polytechnic University

November 27, 2022

Audit of Self-study:

The Douglas College Comprehensive Review process is similar to that conducted by my own institution, including data from the college's Institutional Effectiveness unit as well as responses from other parts of the college regarding their interactions with the department, faculty and students. Most of the recommendations in this report are within the scope of departmental program review, while some appear to require resources beyond the department, particularly recommendation #2, which requires ongoing collaboration with Marketing and the Office of Future Students.

Recommendations from the Self-Study Report:

1. Offer 0490 as a five-week late-starting course with blended or online delivery

This recommendation is within the department's scope, and it is possible to measure whether it has been completed. The rationale is to support students who would benefit from further skill-building while taking undergraduate English courses.

2. Develop a targeted Fundamental-level English Upgrading course to serve BC's Health Care Access Program, a government initiative to create and support additional post-secondary seats for health care assistant training; coordinate with ELLA; offer course sections at Coquitlam campus, where 128 funded seats in Douglas College's Health Care Assisting (HCA) Certificate Program seats have so far been approved.

Develop a similarly tailored Intermediate-level course serving HCA students while also targeting prospective students in additional Health Sciences areas, including students needing English prerequisite (B in a grade 12 English course, or substitution) for Academic Foundations for Potential Nursing Applicants and Academic Foundations for Potential Psychiatric Nursing Applicants.

This recommendation makes sense as long as the program collaborates with HCAP faculty from the outset to communicate that these classes are available. It might be even more effective if the departments could work together to embed the teaching of academic English skills within the courses students are required to take. An additional (optional) course might not be attractive to students fully engaged with their primary program of study.

3. A. More prominent role in student recruitment as College expands beyond traditional targets; ENGU is their pathway into the College

I agree that the program should be mentioned in student recruitment efforts, and possibly have a more prominent place on the Douglas College website; these recommendations will require institutional resources and support beyond what the department can supply on its own. No doubt there are ongoing conversations taking place with Marketing and recruiters on these matters.

B. Inclusion in the support services offered as listed in the Office for Future Students

This is an interesting idea that I would support as long as it remained clear that the English Upgrading department offerings are courses rather than services that a student can access

informally, unless the intended strategy of the department includes positioning itself as a kind of academic support service for all students, along the lines of a learning centre.

C. Presentation on the College website

In order to find English Upgrading on the Douglas College website, I had to know I was looking for courses rather than programs. The Admissions page included a link to the English Proficiency Requirement which included a list of English Upgrading course options. I couldn't see how to enroll in any of them or any course descriptions and there was no link to them. I assume this is because enrolment is through assessment only. It would be great to see a reference to upgrading options on the College landing page with a direct link to the English and/or math upgrading pages.

D. Establish a budget for College Upgrading advertising; coordinate with Math Upgrading to create the content.

I am surprised there is no advertising budget for this area, but this seems like a good idea. Pooling ad budgets is also a good idea as it might provide more ability to broadcast the message.

4. Inform Douglas College students and other departments about how ENGU will increase their chances of success.

This seems like a good idea and within the scope of the department to carry out. Further ideas on how best to do this will no doubt emerge as the department develops an action plan related to the self-study.

5. Discuss a name change to reflect more accurately what we do and thus reduce stigma and appeal to students who need this.

It is difficult to determine what the results of a name change might be. The current name is clear and uses a term that is widely understood in the field. Changing the name could result in confusion and the need to communicate that the name is the only difference. It appears that the department's name was changed after the 2011 program review and the self-study report points out that institutional changes can affect enrolments. Perhaps this recommendation should be placed lower on the list of priorities and focus put on clear communication of what the department offers.

6. Offer upgrading bridge classes in Summer for incoming secondary school students who 'just' make entrance.

This is a great idea in theory, but hard to implement in practice. If a student has met the entrance requirements, it is not necessarily apparent to them that they should take a bridging or preparatory course. When my institution tried to institute something like this, we also had a problem regarding whether students admitted to one term can take classes in the prior term.

7. Create Interdisciplinary courses with ELLA, TESL, ENGL, and CMNS, BUSN and PSYC such as a shared grammar course, a course covering formatting and using WORD, and tutor training practicum partnerships. This could include exploration of micro-credentials.

It would require a great deal of collegiality and willingness to collaborate with other departments in this way; however, it is always good to make efforts to break down academic silos, so success in this effort would be a huge positive.

Additional Considerations, Recommendations or other Conclusions:

The department is concerned about its profile in the college and the community. As reported at meetings of Deans and Directors of developmental education, enrolments in developmental offerings throughout the province seem to be suffering. The question of where students are going to upgrade their skills in preparation for post-secondary study is one that the sector needs to address since developmental FTE targets remain in place for all institutions that offer developmental education.

Although it is tempting to think that the decrease in enrolments could be alleviated with proper marketing, a more fruitful avenue of inquiry might be the process students must go through to be admitted to the college if they do not meet undergraduate English proficiency requirements. At my institution, there are many more “hoops” for students who have not met entrance requirements, and this appears to be somewhat the case at Douglas as well.

A strength of the self-study report was a detailed listing of faculty professional development, which provided a great deal of information about the priorities in the department and the rich variety of PD options they have pursued. I plan to suggest that this kind of thing be included in my own institution’s program review process.

It appears from the report that students who do not meet college entrance requirements may be required to take two assessment tests. If this is true, I would strongly recommend this process be streamlined; perhaps Accuplacer could be supplemented with an additional test at the same time so that all the assessment could happen at once. I note that the VP Academic made this suggestion in the 2011 program review as well.

From what I could understand, students who meet college entry requirements can only take an ENGU course by going through a manual process. This seems to require a lot of effort on the part of the student. If the department is interested in making their classes available for students in undergraduate programs, I wonder if it can be made easier to access the higher level English Upgrading courses. It would be interesting to know how many students who have met the college’s undergraduate admission requirements enrol in ENGU courses.

The faculty members in English Upgrading were inspiring to talk to for their devotion to their students and their passion for their field. One comment that stuck with me expressed the message faculty would like prospective students to know: “You can prepare for college at college!”

**DOUGLAS COLLEGE COMPREHENSIVE REVIEW (CR)
RESPONSE FROM THE
OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST**

Douglas College Administration policy A38: *Program Review* requires a follow-up plan be developed by the Vice President, Academic and Provost, in response to the Self-Study and External Report.

FACULTY (Lead Dean/Associate Dean)	<i>Applied Community Studies</i>	
Department / Program	English Upgrading	
Date Submitted	November 2022	
External Review Panel (ERP)	Aimee Begalka	Dean, Academic and Career Preparation, Kwantlen Polytechnic University
Reason for Timing of Comprehensive Review	<input checked="" type="checkbox"/> Schedule (routine) or <input type="checkbox"/> Off-cycle, due to emergent concerns (<i>specify below</i>) <ul style="list-style-type: none"> <input type="checkbox"/> Changes in discipline/field/licensing <input type="checkbox"/> New program development <input type="checkbox"/> Demand/enrolment/budget concerns <input type="checkbox"/> Other (<i>specify</i>) 	
Date of last Comprehensive Review	2011	
RESPONSE/RECOMMENDATIONS		
SUMMARY RESPONSE	<p>The VPA&P concurs with the External Reviewer’s assessment of the high quality of upgrading courses and the commitment of department members to their students and community. The External Reviewer notes, for example, that “<i>course offerings are robust and inclusive, from fundamental to advanced in level</i>”, and goes on to note that “<i>the department’s literacy program, I-CARE, is unusual in that it is integrated with the rest of the department. The inclusion of this level of programming suggests a strong commitment to serving community needs.</i>”</p> <p>Commenting on faculty engagement; “<i>A strength of the self-study report was a detailed listing of faculty professional development, which provided a great deal of information about the priorities in the department and the rich variety of PD options they have pursued.</i>”</p> <p>The English Upgrading Self Study report includes 7 major recommendations to enhance, promote, and encourage enrolment in, upgrading courses. The external reviewer responded to each of the recommendations. In some cases, she offered additional advice or alternative suggestions to achieve the stated goals.</p>	

	<p>For example, “ <i>It might be even more effective if the departments could work together to embed the teaching of academic English skills within the courses students are required to take. An additional (optional) course might not be attractive to students fully engaged with their primary program of study.</i>” And further in the recommendations, “<i>Although it is tempting to think that the decrease in enrolments could be alleviated with proper marketing, a more fruitful avenue of inquiry might be the process students must go through to be admitted to the college if they do not meet undergraduate English proficiency requirements.</i>”</p> <p>The VPA&P strongly supports the aims/recommendations of the Self-Study as adapted/amended by the External Reviewer. In particular, the VPA&P agrees with the External Reviewer that efforts need be made to reduce barriers to enrolment before, or in preference to, additional investments in advertising and marketing.</p> <p><i>“It appears from the report that students who do not meet college entrance requirements may be required to take two assessment tests. If this is true, I would strongly recommend this process be streamlined; perhaps Accuplacer could be supplemented with an additional test at the same time so that all the assessment could happen at once. I note that the VP Academic made this suggestion in the 2011 program review as well. “</i></p> <p>The VPA commends English Upgrading faculty for producing a high-quality, thorough and thoughtful self-study.</p>
All Self-Study recommendations accepted?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (as adapted/amended by the external reviewer)
All External Report recommendations accepted?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>VPA’s RECOMMENDATIONS</p> <p>In particular, ENGU should focus on the following:</p>	<p>The VPA&P requests that the Faculty Dean and/or Associate Dean work with the English Upgrading Department to implement the recommendations of the Self-Study report as interpreted/suggested by the external reviewer.</p> <p>The VPA asks that the Dean and faculty to pay particular attention to streamlining the screening and placement of students – as the current system appears to have created barriers that limit access to the program. The VPA&P acknowledges that improved access will require changes to the way in which English Upgrading is presented on the College web pages and in promotional materials.</p> <p>As per the College’s routine follow-up to comprehensive program reviews, the Department is to submit its Implementation and Action Plan (IAP) to the Dean within 45 days of receipt of this Report, and to report back to the Dean one year after submission of the IAP to account for progress made.</p>

Next scheduled PR (5 – 7 years):	2026

Thor Borgford
Vice President, Academic and Provost

April 23, 2023
Date