



DOUGLAS COLLEGE

## **Comprehensive Program Review**

Faculty of Language, Literature & Performing Arts

Faculty of Humanities & Social Sciences

### **Associate of Arts:**

Environmental Studies

Future Teachers

Future Professional Pilots

Gender, Sexualities, and Women's Studies

Intercultural and International Studies

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## Recommendations: Summary and Summary List

Recomm. Number	Related Report Component	Recommendation [examples]	Status / Timeline
1.	4, 10	<b>Gender, Sexualities and Women's Studies</b> Have a dedicated coordinator with 1 section release per year because although the program is not large enough to be a department, it behaves like one. The momentum created in this program over the last two years was aided by a temporary experiment with this kind of leadership.	
2.	8, 10	<b>Gender, Sexualities and Women's Studies</b> Increase instructional section budget by 2 to 3 to meet student demand and to allow for expansion of offerings at both the first and second-year levels.	
3.	4, 10	<b>Gender, Sexualities and Women's Studies</b> Expand the program to include transnational feminisms course(s) to improve currency. This can be accomplished by the addition of sections for dedicated GSWS courses	
4.	5, 7, 10	<b>Intercultural and International Studies</b> Consider creating an International Relations Stream (which should still require students to take the intercultural components of the program), as student surveys indicate that this is a major focus of interest for students taking the program	
5.	10	<b>Environmental Studies</b> Consider whether the program should become more Humanities and Social Sciences focused to separate it from the Associate of Science degree in Environmental Science	
6.	7	<b>Environmental Studies</b> Consider negotiating block transfer agreement with University of the Fraser Valley to their recently BA in Environmental Studies	
	10	<b>Future Teachers</b> Change admissions to general College requirements	
	10	<b>Future Professional Pilots</b> Re-establish and strengthen the relationship with the Professional Flight Centre	
	12	<b>Future Professional Pilots</b> Explore laddering this AA into the Commerce and Management BA and concentration that is currently under development	

## **Strengths and Limitations**

### **a) Gender, Sexualities and Women's Studies**

This AA has grown significantly due to the work of the teaching faculty, who are very dedicated to the program content and development. This growth was particularly evident when a dedicated coordinator was appointed for a 2-year period (1 section release per year). Unless the section budget is increased (minimally), the area can't expand to include more upper-level courses and extra sections of introductory courses to meet student demand.

### **b) Intercultural and International Studies**

In an increasingly diverse world that is more attuned to issues of social justice, this AA can provide students with good grounding in cross-cultural perspectives and international issues.

Student surveys indicate interest in International Relations for further study and careers. This AA could benefit from adding this focus as stream directing students to relevant courses. This could be done without substantial changes to the structure of the program.

### **c) Environmental Studies**

This AA is popular with students. It might benefit from greater focus on the Arts side to distinguish it from the Associate of Science in Environmental Science. A block transfer agreement into the University of the Fraser Valley Environmental Studies BA may be beneficial, as anecdotal information indicates that students often choose UFV to complete their BA program.

### **d) Future Teachers**

This popular program provides pathways for students who will transfer to a research university to complete a BA in a teaching related discipline and then pursue a PDP in Education (primary or secondary). This program used to be limited enrolment with priority registration. This was changed in 2019. Because this program is now standard open enrolment with no priority registration, the admissions requirements should revert to the general college admission requirements. With the approval of the Deans, this process was underway at the time at the time of submission of this review.

### **e) Future Professional Pilots**

This is a unique program that supports the academic requirements of those students who wish to pursue a professional pilot's license. Increasing student and administrative staff understanding of how this program works would be beneficial. Reinvigorating the relationship between the college and the Professional flight centre is also desirable.

## **Response to Douglas College Self Study: Four Associate of Arts Programs, May 2022**

**External Reviewer: Dr. Alisa Webb, Vice President, Students, University of the Fraser Valley**

### **Overview:**

I am pleased to have been asked to conduct an external review of four Associate Arts degrees for Douglas College: the AA, Intercultural and International Studies; the AA, Environmental Studies; the AA, Future Teachers; and the AA, Future Professional Pilots. As Associate of Arts credentials, each provides skill development, as well as breadth and depth of knowledge, related to multi- and interdisciplinary study in the liberal arts. Each then adds an additional layer, laying the groundwork for dedicated study in their respective area.

For this review, I have focused on program evaluation. All four programs are open enrolment and highly flexible. Further, students are likely to use them as stepping-stones to their next credentials, meaning that some will complete some courses at DOUG before moving on to work towards a degree at another institution, while others will choose to complete their credential before laddering into a degree program elsewhere. Finally, given the nature of the programs – which are, for the most part – made up of a collection of course options from a variety of disciplines, the programs are not necessarily owned by particular departments. Combined, this means that it is challenging to gather solid data on the students within the programs. As a result, it seemed that the best use of an external review was a focus on the program structure and competencies to affirm existing practice and/or make suggestions for change.

### **AA, Intercultural and International Studies:**

The AA, Intercultural and International Studies provides a foundation in the field of intercultural and international studies for students interested in a variety of potential educational and career pathways. Headcounts are relatively stable, with increasing interest from international students. Retention in the program is improving. It also seems to be a unique 2-year credential option for students in the province. Most programs dedicated to related fields, such as International Studies; Global Development; Peace and Conflict Studies; and International Business are degree programs. This suggests a variety of degree pathways for students graduating from the DOUG program.

The program provides a mix of required courses focused on intercultural and interpersonal skill and knowledge building and elective courses focused on intercultural and international studies. This blend

ensures both a foundation in core skills and knowledge required for the field and the flexibility for students to select courses based on their interests and goals.

The Self-Study notes that students have expressed interest in seeing a stream or focus on international relations within the program.

**Recommendation One:** I support the Self-Study recommendation around adding a stream in International Relations and agree that this could be done by creating a list of course options for students wishing to focus on this area of study.

A more formalized program structure, though, would provide greater clarity to students and could be a vehicle for developing a transfer agreement with programs that have International Relations degrees. For example, the self-study notes the [BA in International Relations at UBC](#) as a potential pathway program for DOUG students. This pathway would see DOUG students required to complete courses in Economics, History, and Political Science, as well as a relatively significant course of study in a language other than English.

**Recommendation Two:** Explore possible transfer agreements, beyond UBC, with institutions that have programs upon which the AA, IIS would build. Examples include the [UFV BA, Major in Peace and Conflict Studies](#) or the [UFV BA, Global Development Studies](#). These would complement existing pathways into Political Science programs at multiple universities.

**Recommendation Three:** Revisit the required courses for the program

When reviewing the website, it seems there are only 2 required courses: one of CMNS 1104 or INST 1100 and one of CMNS 1218 or CMNS 2317. The Self-Study notes that CMNS 1217 is not eligible for credit at UBC.

To ensure the foundational breadth for future study, I suggest that DOUG require students to take CMNS 1104, CMNS 2317, and INST 1100. These three courses provide the foundational knowledge and skills needed in the field and all are transferrable into UBC. CMNS 1217 could be listed as an option to fulfill program requirements, but I would encourage DOUG to explore ways to ensure transferability to UBC.

**Recommendation Four:** Consider adding a core competency which relates to foundational learning relevant to intercultural and international studies.

## AA, Environmental Studies

The AA, Environmental Studies is popular with DOUG students, with relatively stable conversion rates from acceptance to registration, strong Winter-to-Winter retention rates, and improving Fall retention rates. Students can choose from a range of course options, with a loose structure which requires a selection of courses from two lists, each with numerous options for students. The program structure emphasizes student choice, allowing students to explore disciplines of most interest to them. As such, it ensures flexible post-AA pathways; depending on student interest, graduates could move into degree programs in Environmental Studies, Environmental Science, Geography, Sustainability Studies, and more.

The DOUG AA, ES is similar to interdisciplinary, 2-year credentials at other colleges in the province, including [Langara College](#) and [Okanagan College](#), though both LANG and OC have more structure to their programs in terms of required vs optional courses.

	Douglas, AA, ES	Langara, AA, ES	Okanagan, Diploma, ES (Interdisciplinary Environmental Arts Option)
<b>Requirements</b>	<p>Four courses from List A – All options are clearly tied to foundational learning in Environmental Studies</p> <p>Four courses from List B – Options are from multiple disciplines (both Arts and Science) that are related to Environmental Studies</p>	<p>5 required courses in Environmental Studies:</p> <p>ES Program Seminar Applied Studies Enviro Law Field School Enviro Geography</p> <p>9 courses from a list – Options are from multiple Humanities and Social Sciences disciplines that are related to Environmental Studies</p> <p>4 courses from a list of physical science courses</p>	<p>14 required courses:</p> <p>Indigenous Studies Cultural Anthropology Human Geography x2 Intro to Sociology x 2 Environmental Science University Writing Professional Writing &amp; Comms Eco-Feminism Geographic Data Analysis Environmental Ethics CDN Enviro Policy</p> <p>One course from list in critical reading and writing</p> <p>One course from list in physical geography or environmental science</p>

	As an AA, students must also meet the core requirements of an Associate of Arts degree.	A Math or Computer Science course (one from list)  An ENGL Composition course  An ENGL Literature course	Two 200-level or higher GEOG or EESC courses  One Indigenous studies course from list  One additional course from a list of disciplines related to Environmental Studies
<b>Electives</b>	Remainder of credential is student choice, provided they meet the core requirements for the AA and complete the 8 courses relevant to the stream.	None	None

Comparatively, I make four notable observations:

1. The DOUG program is much more flexible for students, while the LANG and OC programs provide much more direction for students. The OC program is the most structured, while the LANG program offers a blend of structure and choice.
2. The LANG program embeds two requirements for experiential learning: an applied Environmental Studies course and a Field School. The applied course is linked to City Studio, a program which sees instructors and students working with local government on projects related to city priorities. Students in the class work in teams to research issues and develop solutions to posed problems, presenting their findings in a report to the city. The Field School is a practical field methods course that is team taught off-site, providing practical, hands-on experience and skill development for students.
3. All programs include some coursework in Environmental Science, with LANG requiring the most.



4. The OC program requires at least two courses in Indigenous Studies. The LANG program has numerous Indigenous- and Aboriginal-focused courses in their Humanities and Social Science course list. DOUG does not seem to have an obvious selection of courses dedicated to Indigenous or Aboriginal issues in their program.

**Recommendation One:** I support the Self-Study recommendation that the AA, ES differentiate itself from the AS, ES by focusing on Humanities and Social Sciences courses. Most degree programs in the province emphasize one pathway or the other: Environmental Studies, which is typically housed in the Faculty of Arts, or Environmental Science, which is typically housed in the Faculty of Science. Given DOUG offers an Associate of Science which focuses on Environmental Science, it makes good sense to update the AA, ES to emphasize a multi-disciplinary, Arts-based focus on the topic.

At the same time, I would encourage collaboration between Arts and Sciences on Environmental Studies. There is likely to be some overlap between course requirements and electives and the students will all share a desire for learning about the environment and sustainability. There may also be economies of scale in considering experiential learning opportunities that bring together Arts and Science students, such as collaborative projects, field schools, and more.

**Recommendation Two:** I support the Self-Study recommendation to explore a transfer agreement with UFV for the AA, ES. The author notes that UFV is, anecdotally, the program of choice for graduates of the AA, ES. This would not preclude DOUG from exploring agreements with other institutions that have Environmental Studies programs, such as [SFU](#) and [UNBC](#), but would recognize the current pathway of choice for students with a formal agreement.

**Recommendation Three:** As DOUG shifts focus within the program to Humanities and Social Sciences, I would also encourage a consideration of core vs optional courses. Given the suggestion to explore a transfer agreement with UFV, DOUG may wish to consider aligning lower-level requirements with the UFV BES, ensuring enough flexibility that they are not barring student entrance to programs at other institutions (such as SFU and UNBC).

**Recommendation Four:** I would encourage DOUG to consider embedding required, experiential learning in the program. While appreciating that some of the courses students choose within the AA, ES may

have a field experience or be a STEP-UP course, requiring an experiential learning experience would go far in providing foundational skills in field work and methods.

**Recommendation Five:** That DOUG review where Indigenous and/or Aboriginal ways of knowing, culture, and perspectives are represented within the program and consider ensuring this is highlighted, if present, or added, if missing

**Recommendation Six:** Consider adding a core competency which relates to foundational learning relevant to the field

### **AA, Future Teachers**

The AA, Future Teachers is a popular program at DOUG, with strong enrolment and retention. The Self-Study notes some issues related to admissions, but also that these problems were already being resolved at the time of the review. DOUG has also developed a suite of Education-focused courses which provide solid foundational learning related to Education which echo courses at other institutions. Further, the AA, Future Teachers appears to be a unique program in the province with the potential of providing clear direction to students wishing to pursue teaching as a career.

The Self-Study notes, though, some confusion around the program, highlighting the need for an improved website and other materials so as to educate and inform current staff at DOUG, as well as current and future students.

At present, the AA, Future Teachers program suggests Education-focused courses available to students who may be interested in teaching, noting that there are no required courses. The website outlines the requirements for an AA, but not for admittance to a teaching program. This means students are likely to rely on their own research and/or academic advising to help them select courses and ensure that they are taking what they need to take.

**Recommendation One:** Consider creating an AA, Future Teachers, Elementary/Middle Stream that meets the overarching requirements of the AA and provides more direction to students on what they need to take.

- Create more structure in the program by embedding disciplinary clusters, with options, that mirror the admissions requirements for teacher education programs in the province – for example:
  - English Literature – choose one from list
  - English Composition – choose one from list
  - Canadian History – choose one from list
  - Canadian Geography – choose one from list
  - Math for Teachers – choose one from list
  - Lab Science – choose one from list
- Consider creating an alternative stream for those wishing to enter French programs at UBC and SFU, as this alters the ENGL requirements.
- Keep the list of education-focused courses, encouraging students to take them as part of their AA, particularly if they may be seeking admission to UFV's teacher education program.

Alternatively, should DOUG not want to proceed in this direction, I recommend providing more direction to students on the website and in other materials to make clear what they need to be taking if they hope to gain admission to an elementary/middle teacher education program.

**Recommendation Two:** Provide more direction to students interested in entering a Secondary stream in a teacher education program

- While Education/Middle streams have more specific requirements than Secondary streams, Secondary programs still have requirements around English Composition and English Literature (or French for those seeking to teach in French Immersion programs). Further, UFV also requires Education courses for admission.
- Consider including on the website a "Secondary Stream" section that highlights common requirements, including composition and literature, as well as the courses towards teachable subjects, with encouragement to also consider courses (as listed) with an education focus

**Recommendation Three:** All levels of the BC Curriculum require the inclusion of big ideas, content, and competencies related to Indigenous history, culture, rights, ways of knowing, and more. DOUG would be wise to consider encouraging students in the AA, FT to take courses in Indigenous Studies.

**Recommendation Four:** Consider adding a core competency which relates to foundational learning relevant to a future in teaching

**Recommendation Five:** Ensure clarity on the website and in any other materials related to the program that admission and completion do not guarantee admittance to a teacher education program, but rather provides a focused course of study for students interested in a career in teaching. If other recommendations are adopted, DOUG could also highlight that they provide clear direction to students that can aid their planning and provide them with academic foundation necessary for admission to a teacher education program.

### **AA, Future Professional Pilots**

The AA, Future Professional Pilots is an open enrolment program which highlights course possibilities for those seeking a future as a professional pilot. Admission numbers are climbing, as are those who convert from admitted to registered. With that said, on average, only half of those admitted go on to register, and retention, as evidenced from the 2020 annual report, is typically below 50%. While 2020 presents a unique year in that the COVID pandemic hit very early in 2020 and impacted flight schools, there is still a trend in the numbers that pre-dates the pandemic. The review also notes some confusion around the program.

The AA, Future Professional Pilots is relatively unique in BC public post-secondary. Several institutions have suspended or cancelled their similar programs. There are three current programs with potential alignment to DOUG's program:

- UFV offers a [Business Administration Aviation Diploma](#). Students can use flight certification (Private Pilot's licence, Instrument Rating, Commercial Pilot's Licence, and Multi-Engine Rating or Instructor Rating) to satisfy 15 credits of the 60-credit credential, with the remainder focused on the core courses typical of a Business Diploma.
- UFV offers a [Bachelor of Integrated Studies, Aviation Concentration](#). Students can use flight certification (Private Pilot's licence, Instrument Rating, Commercial Pilot's Licence, and Multi-Engine Rating or Instructor Rating) to satisfy 15 credits of the 120-credit credential, with the remainder of the courses focused on core competencies and a high degree of student choice.

- As part of the UFV BIS, students can also complete an [Applied Management Concentration](#). The AMC was designed with non-business students in mind, emphasizing the option for those in agriculture, transportation, non-profit, etc.
- Okanagan College offers a [Commercial Aviation Diploma](#). Students spend their first 4 semesters with the Southern Interior Flight Centre, receiving transfer credit for their studies. They then complete 24 academic credits at OC, focused on courses typical of a Business program, in order to graduate with the diploma.

At present, it seems there is no standard degree or diploma required for those seeking a career as a commercial pilot, but Business programs with Aviation concentrations appear to be dominant in the country.

**Overarching Recommendation:** I would encourage DOUG to consider the value of this AA as it stands. Other than suggesting some courses that might be of interest to students based on discussions with professional pilots, it is unclear what value this program provides to students. There does not appear to be an agreement for transfer credit with the Professional Flight School; the DOUG website indicates students must take 60 academic credits to receive the AA. This stands in contrast to UFV and OC where students can apply credit from their flight training towards their credentials. If DOUG is interested in exploring this, that could provide core value for students. If not, I question keeping the program on the books.

**If DOUG wishes to keep this option for students, I recommend the following:**

**One:** I support the recommendation outlined in the review that DOUG re-establish and strengthen their relationship with the Professional Flight Centre and/or explore relationships with other flight schools in DOUG's geographic area. This relationship, though, should not be owned by the general AA Coordinator, but rather by the Dean or a member of the faculty who would take responsibility for this AA. Given the coordinator is a 2-year, part-time role, responsibility for the relationship needs to sit with someone in a longer-term role.

**Two:** As outlined in the review, that DOUG consider the place of the AA, FPP in relation to the proposed development of a BBA concentration in management for pilots that could lead to a laddering

opportunity from the AA to the BBA or a re-vamp of the AA so as to meet the entrance requirements for this new BBA concentration.

**Three:** That DOUG create a transfer agreement that gives students some credit towards the AA from their flight training

**Four:** That DOUG build out the program landing page, adding a testimonial as it has for other AA programs, and that the program be listed on the general AA page

### **The Associate of Arts Coordinator Role**

The AA Coordinator role is an interesting one. As understood from the Self-Study and from a recent posting, the AAC is a 2-year, limited term, part-time position available to a faculty member. The AAC retains a five-section teaching load in addition to performing a number of administrative roles related to the coordination of seven Associate of Arts degrees. The AAC is to work collaboratively with advisory committees or teaching groups for each AA, with reporting responsibility to the Deans, HHS and LLPA.

To enable the work of the AAC, I recommend the following:

1. That all AA options have a teaching group and/or advisory committee to inform curriculum or program work and discussions. As noted in the Self-Study, the AAC has “limited ability to influence the multidisciplinary department operations,” necessitating the need for a group of faculty members who take responsibility for a program, with administrative support from the ACC to make changes.
2. That the AAC, as suggested in the Self-Study, meet with the Future Students Office each year in advance of the primary recruitment season to ensure an understanding of the AA options and any changes to them.
3. That the AAC, as suggested in the Self-Study, meet with Enrolment Services each year to support the development of annual reports, to track student engagement in the AAs, and to identify any admissions or registration issues for students in the programs.
4. That the role be revisited to clearly identify responsibilities. The best use of the AAC’s time is likely that related to supporting advisory committees and teaching groups; preparing annual reports based on collected information; ensuring current and accurate information in

promotional and informational materials and in the academic calendar; and completing or renewing transfer agreements.

I would recommend the following changes:

- Remove reference to student support and answering student inquiries. Instead, students with admissions or program requirement questions can be directed to the Future Students Office or Advising Services.
- Remove reference to developing recruitment and retention strategies. This work is likely better done by the teaching groups, advisory committees, and/or the Future Students Office.
- Place responsibility for partnership and relationship building with the Dean(s), the teaching groups, or the advisory committees. In this shift, the AAC is responsible for the administration of agreements established by those directly tied to the programs, drafting or revising transfer agreements, as opposed to being responsible for fostering relationships (such as with a flight school). The AAC might identify possibilities for transfer agreements or partnerships, but it would be on the other parties to evaluate that possibility and then, if warranted, direct the AAC to develop an agreement.
- The Self-Study notes challenges for the AAC in coordinating course offerings across multiple departments. If some of the above changes are made regarding program structure, this could become a more important role for the AAC. The resourcing and responsibility for this should be considered. For example, teaching groups or advisory committees could, in advance of timetable preparation each year, send their proposed course offerings and schedule to the AAC for review. The AAC could then examine any timetable conflicts or program-related issues, sharing feedback with the relevant departments and facilitating, ideally, changes to ensure a student-centred schedule.

Importantly, the AAC should likely be viewed as a supporter and partner to groups dedicated to the seven AA programs, with their role focused on administrative and coordinating tasks which stem from the direction of program overseers.

**Conclusion:**

Douglas' Associate of Arts pathways in Intercultural and International Studies; Environmental Studies; Future Teachers; and Future Professional Pilots provide an opportunity for students to develop core skills and knowledge in liberal arts, while also providing opportunities for dedicated study relevant to a student's interests and future goals. The AA, IIS, the AA, ES, and the AA, FT would all benefit from updated program structures which provide more clarity and direction to students (and confused staff at DOUG, as noted in the Self-Study), as well as making clear the value of the programs to students' future goals. All three would also benefit from the additional of a core competency that is specific to the field of study, particularly if recommendations to add some more structure and required courses to each are accepted. There are also a variety of transfer agreements possible for both the AA, IIS and the AA, ES that might be considered. The AA, FPP stands out from the other AAs and, I believe, requires significant consideration. The value of the credential is not clear, particularly in comparison to what other programs in the province offer (i.e. credit for flight school training). I have made suggestions for how the program might be revised should DOUG want to retain it. Finally, I have made suggestions related to the role of the Associate of Arts Coordinator role given problems identified within the Self-Study.



External Review of the Gender, Sexualities, and Women's Studies Specialization in Associate of  
Arts, Douglas College

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September 2022

### 3. Recommendations for the Path Ahead

Gender Studies and Women's Studies at Douglas College stands at a key juncture. Its introduction allows the College to catch up with the evolution of most BC institutions in a dynamic field that over the course of half-a-century has been firmly imbedded in communities, linked increasingly to public policy debates, and demonstrated impressive scholarship. Despite the obstacles presented by a pandemic and limited institutional resources, committed faculty, students, and administrators, have marshalled a good beginning. The time is opportune for building on that promise.

The recommendations here are largely in keeping with those of the SS, but they go beyond them as well.

- **i. Revise the GSWS website for clarity and inspiration. This should be undertaken by professionals in electronic communication in consultation with GSWS faculty. Such revision could well be part of a wholesale reconsideration of the Douglas College website.**
- ii. Revise the titles and descriptions of the required and elective GSWS courses to make them more inviting, informative, and distinctive (the latter notably in the case of the two required courses).**
- iii. Develop procedures that improve evaluation of student and faculty response to course offerings.**
- iv. Prioritize the addition of content and courses on indigeneity and race, if possible in collaboration with the recent DC initiative regarding an Indigenous certificate. Given the expansion and interest in GSWS, the area of indigeneity and race seems ripe for new faculty appointments. This may well be made jointly with other departments, which may also need strengthening in such areas, as highlighted in the earlier report on the other AA Specializations by Dr. Webb.**
- v. Confirm the transfer and articulation of courses with the BC college and university system and make that more readily visible to students in the website.**
- vi. Make permanent the appointment of a GSWS Coordinator with a one course per year release (to be revisited as enrolment justifies) with this person acting as a de facto departmental chair with reporting responsibilities to the appropriate dean, rather than to**

**the AA Coordinator.**

**vii. Resurrect the undergraduate conference, possibly with the highlighting of issues of indigeneity and race.**

**viii. Establish a transparent process, overseen by a permanent coordinator, of vetting new and old courses with specific reference to student demand and the evolution of the field of GSWS.**

1“Program Self-Study” [September 2021]; “Response to Douglas College Self-Study: Four Associate of Arts Programs” [May 2022] by Dr. Alisha Webb; course outlines for GSWS 3101 “Reproductive Justice” [January 2022]; GSWS 1100 “Introduction to Feminisms: Silences, Voices and Experiences” [January 2020]; GSWS 1101 “Contemporary Issues in Gender, Sexualities and Women's Studies” [May 2021 and September 2022]; GSWS 3101 “Reproductive Justice Curriculum Guideline”; the “Faculty Survey Report” for GSWS conducted by Douglas College Institutional Research [2020].



**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.

<b>FACULTY (Lead Dean/Associate Dean)</b>	<b>Click to enter Faculty Name</b>	
<b>Department / Program</b>	Associate of Arts	
<b>Date Submitted</b>	May 2022	
<b>External Review Panel (ERP) [List all]</b>	Veronica Strong-Boag  Alisa Webb	Historian and Historical Consultant and Professor Emerita, UBC  Vice President, Students, UFV
<b>Reason for Timing of Comprehensive Review</b>	<input checked="" type="checkbox"/> Schedule (routine) or <input type="checkbox"/> Off-cycle, due to emergent concerns (specify below) <ul style="list-style-type: none"> <li><input type="checkbox"/> Changes in discipline/field/licensing</li> <li><input type="checkbox"/> New program development</li> <li><input type="checkbox"/> Demand/enrolment/budget concerns</li> <li><input type="checkbox"/> Other (specify)</li> </ul>	
<b>Date of last Comprehensive Review</b>	N/A	
<b>RESPONSE/RECOMMENDATIONS</b>		
<b>SUMMARY RESPONSE</b>	<p>The Self-Study report prepared for this review encompassed 5 Associate of Arts (AA) Degrees. However, the external review of the self-study report was undertaken in two parts: 1) An external reviewer was engaged to assess the AA Intercultural and International Studies, AA Environmental Studies, AA Futures Teachers, and AA Future Pilots and 2) a second reviewer was engaged to independently assess the AA Degree in Gender, Sexuality and Women's Studies.</p> <p>Associate of Arts Degrees at Douglas College are cross-disciplinary, cross-Faculty credentials that do not have a single, discipline-specific owner or home DDP. AAs are currently co-managed/coordinated by the Faculties of Language, Literature and Performing Arts (LLPA) and Humanities and Social Sciences (HSS). Consequently, there were certain limitations to the data collected in the preparation of the self-study report. For example, the author of the self-study report was unable to collect significant student feedback on the AA 'programs' themselves, though course-level feedback was available. One external reviewer indicated that they would benefit from a focus on program structure and competencies.</p>	

	<p>The VPA&amp;P accepts all the recommendations provided in the external reviewers' reports – while noting that many of these recommendations direct 'exploration' of new options, rather than directing hard and fast objectives. Notably, the external reviewers both commented on the need for 'indigenization' of curriculum and the incorporation of indigenous perspectives into the AA curriculum. The VPA&amp;P agrees with the emphasis on indigenization – while noting that the Self Study was commissioned and completed just prior to the College launching pan-college strategic initiatives relating to indigenization, and before the college hired a Director of Indigenous Academic Initiatives.</p> <p>One of the reviewers was especially critical of the web content/presentation of the AAs.</p>
All Self-Study recommendations accepted?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No [If no, brief explanation.]
All External Report recommendations accepted?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No [If no, brief explanation.]
<p><b>VPA's RECOMMENDATIONS</b></p> <p>In particular, DDP name should focus on the following:</p>	<p>The VPA&amp;P directs the Deans' Offices in LLPA and HSS, working in conjunction with the AA coordinator, establish processes for the implementation of the external reviewers' recommendations. Additionally, the VPA&amp;P asks the Deans to review resources (time release) for coordination and, as appropriate, make recommendations to the VPA&amp;P to ensure adequate, sustainable support of all AA programs. Further, the VPA&amp;P asks the Deans to consider models (in conference with the Dean of Science and Technology) that might also encompass coordination of Associate of Science credentials.</p> <p>The VPA&amp;P notes that the Department of Management in the Faculty of Commerce and Business Administration (CBA) is considering a new degree 'concentration' for Pilots/Aviation. In the context of the external reviewer's recommendations regarding the AA Future Pilots, the VPA&amp;P requests that the Deans of LLPA, HSS and CBA confer with program developers in the relevant areas to determine if the academic needs of future pilots are best served by an AA, a degree concentration or both.</p> <p>The VPA&amp;P requests that the Deans work with Institutional Effectiveness to develop student survey tools (data collection methods) to support the continuous improvement of all AA programs and future comprehensive program reviews.</p> <p>Finally, the VPA&amp;P asks the Deans and AA Coordinator to take stock of web-based resources that are used to promote/market AA programs and, as appropriate, make recommendations for updating or revision.</p>



	As per the College's routine follow-up to comprehensive program reviews, the Department is to submit its <u>Implementation and Action Plan (IAP)</u> 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.
<b>Next scheduled PR (5 – 7 years):</b>	2027

A blue ink signature, likely of the Vice-President, Academic and Provost, written in a cursive style.

\_\_\_\_\_  
Vice-President, Academic and Provost

January 5, 2024

\_\_\_\_\_  
Date