



DOUGLAS COLLEGE

Comprehensive Program Review

Faculty of Language, Literature and
Performing Arts

Modern Languages

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SELF-STUDY *(This section to be completed by the Self-Study Review Team)*

Name of DDP(s) under Review <i>(Include all course subject areas included in scope of the Self-Study – e.g., for a Philosophy Department Self-Study, note “includes Humanities” if HUMS courses are also reviewed)</i>	Modern Languages
Name of the Faculty	Language, Literature and Performing Arts
Name of the Dean	Manuela Costantino
Name of Administrator supporting the Review Team if other than above	Janette Tilley
Date Self-Study (final) accepted by the Dean	January 26, 2026
Review Team Members <i>(list all; if completed by a committee of the whole DDP, note and list principal report writer(s) only)</i>	Kimberley Sutherland (Chair), Fanny Boulesteix, Adrian Desmarais, Sandra Huang, José Lara, Ruth Mandujano-López, Yuri Naito.

EXTERNAL REVIEW PANEL *(This section to be completed by the Faculty Dean)*

External Review Panel (ERP) Members* <i>(list all, and include institutional or other affiliation: e.g., “Chair, X Dept., SFU”)</i> *Requires approval by VPA	Professor Melek Ortabasi, Associate Dean	SFU, Faculty of Arts and Social Sciences
Date of ERP Site Visit (if none, leave blank)		

FINAL SUBMISSION *(This section to be completed by the Faculty Dean)*

Date of Submission to the Vice President, Academic and Provost	Click to select date
Indicate whether DDP costing information is attached or is to follow (if it is to follow, estimate the date the Dean will forward to the VPA)	

Recommendations: Summary and Summary List

Recomm Number	Related Report Component	Recommendation	Status / Timeline
1.	3	Incorporate professionalization components in our curriculum	
2.		Discuss value, feasibility, and process for coordinating learning outcomes across the department or across similar languages (Romance languages and Asian languages, for example)	
3.	5	Focus on offering and expanding MODL 1161 (ASL1) and MODL 1162 (ASL2) due to consistently high enrolment	
4.		Offer Chinese courses with different delivery methods, such as evening courses with no labs or accelerated courses in summer	Summer condensed and evening courses being piloted in 2024-2025
5.		Develop a new online asynchronous and/or hybrid course on Chinese culture	
6.		Develop effective strategies to place students with prior French language skills in appropriate courses	
7.		Continue to increase the visibility of the French program by organizing more community events and building partnerships	Ongoing
8.		Identify strategies to encourage existing French students to continue to higher levels	
9.		German could consider offering a Basic II course as a follow-up to its 1131 new format course	Being piloted in Winter 2026
10.	6	French section to seek help to resolve ongoing issue with SFU for transferability	First steps with discussion at SCOLA Articulation meeting, May 2024
11.		Chinese section to resubmit its courses for transfer agreements	
12.		Spanish to resubmit its course transfer requests to SFU again	Work began in April 2024
13.	8	Enhance frequency of PD/retreat days and facilitated workshops at the department level	
14.		Strengthen department culture of regularly sharing PD	
15.	9	Develop collaboration with other parts of the college to serve our student population better (film festival, speaking or writing contest, etc.)	

Overview of Methodology/Processes for Gathering and Evaluating Data

Purpose and Scope

This comprehensive program review looks at the offerings in the Modern Languages Department (MODL). The review process assessed the language programs in all areas required under the scope of work for comprehensive program reviews and was informed by feedback collected through online survey tools from students registered in courses in 2023 (Appendix A, Current Student Survey) and course alumni (Appendix B, Alumni Survey), as well as from Faculty and Lab Assistants (Appendix C, Faculty and Conversation Lab Assistant Survey) and Cross-Functional departments (Appendix D, Cross-Functional Areas Survey).

Review Process and Methods

This program review was led by Manuela Costantino (Dean, LLPA), in association with Janette Tilley (Associate Dean, LLPA).

Sources: Curriculum-related lists were compiled from the College website and program records; information related to faculty status, admissions, enrolments/FTEs and program costs was obtained from appropriate sources and staff within the College (Human Resources, Admissions, Institutional Effectiveness, Finance); course transferability was sourced from the BCCAT Transfer Guide; and student progression and outcomes were assessed through Institutional Effectiveness data and surveys.

Student surveys were conducted between March 22 and June 6, 2023, by a survey invitation emailed to current and former MODL students.

The current student survey had a very good participation rate of 42 % (171/405 surveys completed); while the Alumni survey garnered a 12% response rate (57/468 surveys completed).

The surveys queried the student learning experience, transfer outcomes, program strengths and weaknesses.

Two other surveys were carried out by the Institutional Effectiveness office:

- a survey with current Faculty and Conversation Lab Assistants, conducted May 17 - 31, 2023. 12/16 surveys completed, a response rate of 75%;
- a Cross-Functional Areas Survey, conducted May 18 - June 1, 2023. 11/19 surveys completed, a response rate of 58%.

Process: Meetings with MODL Faculty members and the Dean or Associate Dean were held on December 8th, 2023, and January 15th, 2024. Regular check-ins with the Dean's Office occurred via the Chair, by email and shared files.

An internal review team held regular meetings between October 30th, 2023 – September 2025.

All department members participated in analyzing data and writing reports; regular updates took place in monthly departmental meetings. A special meeting was held with all department members on March 25, 2024, to review the draft report.

External Reviewer Report

Department/Unit: Department of Modern Languages, Faculty of Language, Literature and the Performing Arts

Institution: Douglas College

Site visit date: April 10, 2026

Reviewer: Melek Ortabasi, Simon Fraser University, Associate Dean Undergraduate Programs (Faculty of Arts and Social Sciences) and Associate Professor, Department of World Languages and Literatures

Date of Report: May 24, 2026

General recommendations

1. Credentials: development of new credentials is not recommended, but it is noted that satisfying the requirements for the Associate Degree in MODL is difficult given the frequency of current offerings. While French, Spanish, and Japanese offer intermediate language courses, the degree requires nine of the required 18 credits to be second-year courses. While these three languages each offer a third second-year language course, making it possible to satisfy this requirement, perhaps reducing this second-year requirement to 6 credits might make it easier for students to complete the credential. The MODL Certificate, which is explicit about allowing students to take two different languages to satisfy the requirements, is clearer from the student perspective, and definitely more manageable.

2. Regularity of basic offerings: In connection with recommendation #1, and keeping in mind DC's primary role as a transfer school, recommend focusing on regular offerings of the basic and intermediate levels only (as appropriate), with surplus effort/teaching going to development of OL language and culture courses for each language (those that have been developed are clearly popular with students). Developing special topics courses is not recommended, as they are likely to be underenrolled. This recommendation connects directly with general recommendation #4 below.
3. MODL courses as part of other DC credentials: Encouraging the inclusion of MODL courses as required for other credentials at the DC is a continued objective. While some headway has been made in this respect (pp. 41-42), there are surely more opportunities. MODL faculty commented, during the on-campus meeting, that they had made efforts to connect with other units and programs, but felt that moving forward and getting buy-in from potential partners was difficult. Such collaborations, which would benefit both MODL and the other program, could be supported and incentivized by the Dean's Office and other relevant leaders.
4. MODL students as transfer students: Great work has already been done with transfer agreements (SFU being the exception, a fact touched upon in the self-study recommendations below). To undergird that work, suggest that the faculty interest and passion for experiential learning be directed toward collaborative activities with the institutions where DC students most often transfer. As an example, instructors at SFU and DC collaborated in March 2026 to bring MODL Japanese students to SFU campus for a lecture on Japanese anime. In so doing, students from DC connect with the larger language learning community and learn of possible opportunities to continue their language study after leaving DC. The pooling of resources is advantageous to both institutions as well.
5. Course delivery/student workload: While extensive work is already underway in piloting different delivery formats and trying alternative scheduling options, these efforts are quite disparate across languages, with some instructors rejecting the OL

format and others embracing it. While no single approach is the right one, the department would benefit from having what might be difficult conversations – as a group -- about teaching modalities and contact hours. While the conversation labs are very beneficial and a highlight of the DC program, the high number of contact hours for MODL courses (250 minutes/week for 3 credits) is perhaps a model that requires reconsideration.

Self-Study Recommendations

The departmental self-study offers both holistic and language-specific recommendations, addressed below by number. Highlighted numbers are grouped by language. Many of the reviewer responses are intertwined with the general recommendations above.

No highlight = department-wide recommendations

Yellow = ASL

Green = Chinese

Light Blue = French

Magenta = German

Dark Blue = Spanish

(Japanese had no specific recommendations)

Reco mm #	Recommendation	Status / Timeline
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5. Conclusions

MODL at Douglas College is a small but vibrant unit characterized by passionate, enthusiastic, and caring instructors who go the extra mile to support their students inside and outside the classroom. It is no surprise that students are very satisfied with the learning experience and greatly enjoy their courses. The main challenge the unit faces -- softening enrolment -- is due largely to external factors: drastic changes in the postsecondary sector affecting the humanities more generally, and in the fact that MODL courses almost exclusively function as electives. By adjusting to these factors, and the changing expectations of DC students, however, MODL promises to continue providing a solid background in language learning that students can deploy in their future jobs, or else take to higher levels at another institution. It is hoped that these recommendations can provide some guidance on how MODL may continue to build its identity/niche at DC and in the larger postsecondary BC landscape during the next review period.



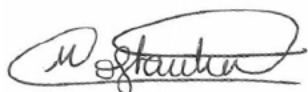
**DOUGLAS COLLEGE COMPREHENSIVE REVIEW (CR)
RESPONSE FROM THE
OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST**

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)	Language, Literature and Performing Arts	
Department / Program	MODL / Associate of Arts	
Date Submitted	January 2026	
External Review Panel (ERP) [List all]	Dr. Melek Ortabasi, Associate Dean Undergraduate Programs, Faculty of Arts and Social Sciences, and Associate Professor, Department of World Languages and Literatures, SFU	
Reason for Timing of Comprehensive Review	☒ Schedule (routine) or ☐ Off-cycle, due to emergent concerns (specify below) ☐ Changes in discipline/field/licensing ☐ New program development ☐ Demand/enrolment/budget concerns ☐ Other (specify)	
Date of last Comprehensive Review	2017	
RESPONSE/RECOMMENDATIONS		
SUMMARY RESPONSE AND VPA RECOMMENDATIONS In particular, DDP name should focus on the following:	The MODL Department offers a range of language and culture courses that enable students to gain transfer credits towards further studies and develop transferable skills that support their professionalization. The external reviewer praised the department faculty for their dedication to their students, their experiential learning pedagogy, and their efforts to engage students and colleagues in culturally rich events. The external reviewer noted the challenging context in which disciplines like Modern Languages struggle to remain sustainable and assessed that the department was doing well overall, given this context. The external reviewer endorsed all the recommendations articulated in the self-study report except for #4. Based on the information contained in the self-study report, the external reviewer concluded that there wasn't enough evidence to suggest that scheduling Chinese courses in the evening and without a lab or in a condensed format over the summer would resolve enrolment issues.	

	I support the external reviewer's assessment of the recommendations outlined in the self-study report. I recommend focusing on the following recommendations as priority items for the department: Improving transfer issues: The external reviewer offered to help the department in resolving transfer issues for French, Spanish and Chinese (recommendations 10, 11, and 12). Improving accessibility of the Associate of Arts: The external reviewer recommended to make the credential more accessible to MODL students given the limited offerings of second-year courses in MODL. Making the Associate of Arts degree more accessible to MODL students is a sound recommendation, but I would direct the department to achieve this goal not by reducing the number of required second-year level MODL courses, but by revising the current curriculum and exploring the possibility of making the language and culture courses second-year MODL courses (like MODL 2273 currently is) to help ensure that students could easily meet the Associate of Arts requirement of at least 9 of the 18 MODL credits at the second-year level in several of the languages offered in the department. The external reviewer noted that the Certificate in MODL seemed to be a more easily achievable credential option for students, but I note that the credential is outdated and currently not offered. Developing or renewing this credential is not recommended. Assessing the sustainability of the conversation lab model: The external reviewer encouraged the department to discuss the sustainability of the conversation lab model that is central to their pedagogical approach. Although she recognized the value of providing students with the opportunity to practice language in small and safe lab environments and noted students' positive feedback about this feature of the MODL program at Douglas College, the external reviewer also highlighted the fact that these labs create additional time demands on students and could be a factor in lower course enrolment numbers. These discussions should also involve the Dean's office as they might have budgetary implications. I commend the department for producing a thorough self-study report and identifying important recommendations. I look forward to receiving the Implementation and Action Plan that they will put in place to improve their program.
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	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.
All Self-Study recommendations accepted?	☐ Yes ☒ No [If no, brief explanation.] Recommendation #4 is not accepted as per external reviewer's recommendation.
All External Report recommendations accepted?	☐ Yes ☒ No [If no, brief explanation.] Recommendations about changing the requirements of the Associate of Arts and continuing to offer the Certificate in MODL are not accepted because Associate of Arts requirements are mandated at the Provincial level and the Certificate in MODL is outdated and no longer offered.
Next scheduled PR (5 – 7 years):	Academic Year 2032-2033



Vice-President, Academic and Provost

August 18, 2026

Date