



DOUGLAS COLLEGE

Comprehensive Program Review

Faculty of Language, Literature and
Performing Arts

English Language Learning and Acquisition
(ELLA)

Table of Contents

1. Self – Study Report (Excerpts)	Page 3
2. External Reviewer’s Report (Excerpts)	Page 15
3. Response from the Vice President, Academic and Provost	Page 11

Name of DDP(s) under Review	English Language Learning and Acquisition (ELLA)
Name of the Faculty	Language, Literature and Performing Arts
Name of the Dean	Dr. Janette Tilley
Name of Administrator supporting the Review Team if other than above	
Date Self-Study (final) accepted by the Dean	April 1, 2026
Review Team Members	Sheilagh Badanic Janice Penner Cyndy Reimer Tina Fusco Gordana Sokic Nathan Hall Denise Lo Nadia Ouazzani Touhami Carol Suhr

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	Dr. Heather del Villano	Associate Dean, School of Arts & Access, Camosun College
Date of ERP Site Visit <i>(if none, leave blank)</i>	June 5, 2026	

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 <i>(if it is to follow, estimate the date the Dean will forward to the VPA)</i>	

Scope	
Name of DDP <i>(Example)</i>	English Language Learning and Acquisition (ELLA)
Date of most recent CPR+	2011
Specify range of offerings	Courses and Academic College English Certificate (ACE)

Recommendations: Summary and Summary List

Summary of Strengths:

- The ELLA program at Douglas College offers a scaffolded, experiential curriculum that builds core language skills and academic readiness through personalized learning pathways and consistent instructional quality.
- Students benefit from flexible placement, multiple entry pathways, and early access to some academic college courses.
- The curriculum emphasizes intercultural awareness, sustainability, and equity, with strong alignment to the College's Strategic Plan.
- A diverse and highly qualified faculty, supported by technical staff, fosters a safe, inclusive, and responsive learning environment.
- The student body is equally diverse and committed, with 50% mature learners and over 70% holding post-secondary credentials. Digital literacy, student wellness, and transparent practices further enhance the educational experience, with high satisfaction reported by both students and alumni.

Summary of Limitations:

- The program faces challenges with steep progression in writing courses and wide proficiency gaps within levels, leading to uneven preparedness.
- Limited course offerings, especially at ELLA 01X0, and student time constraints can delay their progress.
- Marketing and recruitment efforts need to be improved, particularly for multilingual high school students.
- Transfer recognition remains limited outside of Douglas College. Coordinators must manually advocate for course equivalency with other institutions, which is time-consuming.
- Finally, while faculty engage in Indigenization efforts, more structured integration of Indigenous content is needed.

Summary of Opportunities for Growth:

- The program can enhance student success by offering more flexible scheduling and expanding cultural and language lab activities.
- Strengthening the writing curriculum and developing performance indicators will support consistent academic standards.
- Improved placement accuracy, clearer communications, and updated advising practices will streamline student entry and progression.
- Expanding outreach, especially to younger demographics, and promoting broader recognition of ELLA 1030 can boost enrollment and transferability.
- Formalizing Indigenous curriculum development will build on existing professional development and embed Indigenous perspectives and decolonization themes more fully into course content.

Related Report Component	Recommendation Number	Recommendations	Status / Timeline
1 Curriculum	1	The curriculum needs to be revised to address the challenges students face in ELLA 02X0, in particular ELLA 0230, and ensure their success.	
2 Experiential Learning	2	Because the current weekly labs have the same reflection task, multiple reflection tasks should be created. More specific feedback prompts should be written to inform the development of new topics and activities for the labs (see Appendix B).	
3 Course Delivery	3	Because our program is a pathway to academic college programs, consistent standards for Mastery need to continue to be maintained.	
	4	To reduce a barrier to student progress, all four ELLA 01X0 courses should be offered every term.	
	5	To improve student experiences, faculty workload and be consistent with similar courses across the college, class size should be reduced to 20 (especially in the writing courses).	

5 Student Outcomes	6	Cooperation and consultation with Academic Advising and the Career Centre should be pursued to help students determine their career preferences and thus their future study plans.	
6 Course Access	7	To address barriers with ELLA placement test: Pre-test communication should indicate that onsite same-day technology support is available, including handwriting in the writing section.	
	8	During the placement test, the use of AI should be prevented by Assessment Services and recognized by faculty markers to ensure proper student placement into the program?	
	9	Because high school students tend to struggle in ELLA classes, all high school applicants should be required to take the ELLA placement test to ensure a specific skill level placement.	
	10	The Pathway Agreements should not apply to students who have taken only online courses at the partner school.	
	11	Pathway students who do not meet college entry requirements should take the ELLA placement test for appropriate course placement.	
	12	To address issues with standardized test scores: Students with standardized test scores should be required or given the option to take the ELLA placement test the term before they arrive to better reflect their current needs.	
	13	Enrolment Services should inform students coming in with a DET score between 110-125 that their English language skills may be weak and that ELLA courses could help with their success.	

	14	To address barriers with the Douglas College Computer-Based Language Assessment (DCOE / Accuplacer): ELLA and Assessment Services should communicate regarding who is doing the DCOE and how they're being advised. ELLA together with ENGU & Assessment Services should develop a transparent method when advising multilingual learners who do not meet the college cutoff scores on the DCOE.	
6 Enrolment	15	To address the gap between interest shown in the ELLA program and actual enrolments: Request more paid advertising campaigns to track leads, etc. Conduct research to determine how the interest can be converted to registrations. Target marketing to focus on the mature / educated demographic.	
	16	Represent ELLA at Career/Resource events which are hosted by settlement service agencies (e.g., Newcomer Resources Expo, June 7, 2025, at Anvil)	
	17	To address the decrease in high school students taking ELLA, combine efforts with the Future Student Office (FSO) and host events which facilitate more direct contact with potential students.	
	18	Contact high school International Student Services personnel to coordinate sessions geared to potential students who will not meet college entry English Language Proficiency requirements.	
	19	Attract more international students by offering 3-week immersion programs, virtual workshops with agents and potential students.	

	20	To address a barrier with the online registration system: Work with the Enrolment Services office to make some changes in EducationPlannerBC if possible. Create an accessible step-by-step video or document for potential students for how to complete the form.	Underway (Coordinator working with Administrative Associate in consultation with Enrolment Services)
	21	To improve academic advising for ELLA students, give regular presentations with Student Academic Advisors and streamline the change of program process.	
	22	Address the gap between the number of students admitted into ELLA and those who actually register by conducting research with ES and streamlining the process.	
	23	Address the issue of ELLA students testing out by promoting advanced ELLA courses and by including minimum band scores for standardized tests.	
	24	To address the issue of limited government funding for study options before ELLA, offer more pre-academic classes and increase presentations to programs which provide courses for the pre-ELLA learners (LINC 4 and school district Foundation course providers).	
7 Transfer and Pathways	25	Work with DDPs such as Health Sciences and Applied Community Studies to identify and add more Early Academic program course options.	
	26	Encourage all DDPs and Faculties to list ELLA 1030 Advanced Writing for Multilingual Students as an elective, pre-requisite, or co-requisite.	
8 Faculty and PD	27	Increase sharing of PD opportunities regarding AI, Indigenous and Intercultural pedagogy among faculty.	

9 DDP Operations	28	Enhance support resources for ELLA students by working more closely with the Learning Centre and advocating for more effective registration processes. As well, ensure more college-wide support staff coverage is available at key times of each semester.	
	29	College-wide services (MCO, FSO, ES, etc.) and ELLA faculty should work together in the planning stages to make their information and services more accessible for all students.	
	30	Address issues with technology and equipment with more frequent hardware updates in classrooms.	
	31	ELLA will address issues with the N4208 instructional space.	
	32	ELLA will continue to address coordination duty workload issues.	

Previous Self-Study Recommendations List, DDP's Implementation and Action Plan (IAP) and one-year Follow-Up Report

The last Self-Study report was completed in 2011.

In 2017, the curriculum was changed significantly and addressed some of the recommendations.

Thus, this current Comprehensive Program Review Self-Study will not address former recommendations, IAPs, nor the one-year Follow-Up Report.

Overview of Methodology/Processes for Gathering and Evaluating Data

Overall Process:

With coordinators facilitating and working between sessions:

- Determined project stages and roles as a group
- Broke into working groups
- Debriefed together
- Determined next tasks and needs
- Discussed and edited components together
- Reviewed all components individually for final submission
- Conducted final edit together
- Nathan Hall compiled and formatted the final document including reformatting tables and charts for accessibility
- Submitted to the Dean
- Revised the document according to the Dean's feedback

Survey Evidence:

- In Summer 2024, Sheilagh Badanic and Carol Suhr worked closely with Funda Isbuga Erel (Manager, Education & Services Research) to select and edit the questions from the Comprehensive Review Survey Templates.
- Douglas College's IE office conducted the surveys from October 23 to November 6, 2024.
- All CPR Survey Reports were received by the ELLA department on Dec. 2, 2024.

Douglas College

External Review Report:

English Language Learning and Acquisition (ELLA)

EXTERNAL REVIEWER:

*Heather Del Villano, EdD
Associate Dean, School of Arts & Access, Camosun College
Former Chair of English Language Development (ELD), Camosun College*

DOUGLAS COLLEGE PROGRAM: English Language Learning and Acquisition (ELLA)

FACULTY: Language, Literature and Performing Arts

DATE: June 5, 2026 (Site visit)

INTRODUCTION AND ENVIRONMENTAL SCAN

Thank you for the opportunity to review the English Language Learning and Acquisition (ELLA) Program Self-Study and take part in a site visit to the New Westminster campus of Douglas College on June 5, 2026.

In reviewing the ELLA Program Self Study in detail, and in meeting with Faculty, the Educational Technologist & the Lab Assistants, and with ELLA students, I have looked at is going well, what opportunities there might be for enhancement, and will offer recommendations for future consideration and renewal.

Overall Assessment

The Self Study that makes up part of the ELLA Program Review signals a culture of reflection and evidence-informed decision-making. The program team has clearly invested considerable effort in understanding student needs and identifying opportunities for ongoing development, all within alignment of the Douglas College Strategic plan

In this Self Study, the ELLA Program demonstrates several notable strengths including a strong student-centred philosophy and program history that recognizes the diverse educational, linguistic, and cultural backgrounds of learners. It also boasts a dedicated and experienced faculty and staff who are committed to student learning and achievement in a welcoming, inclusive, and responsive environment that contributes positively to student engagement, belonging, and persistence. The ELLA curriculum represents a well-designed, scaffolded academic English language program that effectively prepares multilingual learners for post-secondary education. Its strongest features are its clear developmental skill and course sequence, emphasis on academic communication and accuracy, and integration of meaningful content with relevant and experiential language learning.

The ELLA Program is well situated within and respected by the group of provincial post secondary institutions who are aligned by the current standards and guidelines of the [BC English for Academic Purposes \(EAP\) Articulation Guide](#) and Committee. This committee states that:

“All participating institutions agree that the articulated courses are equivalent. Students who have successfully completed Level IV of English for Academic Purposes will have the language skills necessary to enter post-secondary level academic, technology, career and vocational programs, including those requiring English 12 prerequisites.”

The ELLA Program at Douglas College is a member in good standing of the BC EAP Articulation Committee.

Audit of Self-study

The self-study presents a thoughtful, reflective, and comprehensive examination of the program's goals, operations, student outcomes, and future directions. The report demonstrates a clear commitment to student success, continuous improvement, and alignment with Douglas College's mission of providing accessible, high-quality education that supports diverse learners.

Overall, the self-study highlights that the ELLA program plays a critical role in supporting students' language development, academic preparation, and integration into post-secondary studies and broader community participation. The evidence provided suggests that the ELLA Program is highly valued by students and serves an important function within the College.

In reviewing the recommendations below, I find many of the suggestions for renewal to be worthy of pursuing. Having said that, some of the recommendations highlighted in the Self Study, while incredibly important and valid, are either out of the direct scope of the ELLA Program Review itself or the regular work of ELLA faculty and staff making it difficult for the ELLA team to fully affect the desired changes – especially in the current post-secondary budgetary climate.

Summary of Recommendations: Focus for ELLA Program Renewal Considerations

While the ELLA Self Study offered many suggestions of areas for renewal, the following is my recommendation for areas of focus for future program enhancements:

- ✓ **Recommend revising the ELLA curriculum** to better support student success and address progression challenges, especially with content and expectations in ELLA 0230, but also across course and program alignment. To do this I recommend giving consideration to creating a Curriculum Map of the whole ELLA Program to determine the current alignment of the Program Learning Outcomes (PLOs)* with the individual Course Learning Outcomes. *I haven't seen an ELLA Program Outline other than what is on the [website](#), nor have I seen PLOs. If there aren't any, I would recommend developing them in the ELLA Program Renewal phase.
- ✓ **Recommend expanding consideration and attention to rigorous and consistent mastery standards** through shared rubrics for each skill, as well as creating evaluation alignment by having shared guidelines for numbers and types of assignments, as well as regular "marking calibration" team meetings.
- ✓ **Recommend enhancing experiential learning materials and supports for both in the Language Lab and in community contact assignments.** Connect to this recommendation, consider how lab participation is evaluated (graded) and / or incentivized. There may be a way to increase participation. See notes from meeting with Ed Tech and Lab Assistants.
- ✓ **Recommend continuing explorations of and planning for offering EAP V**, for-credit English Language courses.
- ✓ **Recommend continuing explorations with Health Sciences and Applied Community Studies** determine how best to support multilingual learnings in these disciplines.
- ✓ **Recommend continued internal relationship building, advocacy, and promotion** of the ELLA Program, the needs of ELLA students and other multilingual students (especially after the EAP V course comes into being) as capacity allows. If they are not already happening, I suggest requesting regular meetings (each term?) to connect with other key areas on the unique needs of ELLA students, and other multilingual students. Such areas might include Advising, Enrolment Services, Marketing, International, Student Support, or the Learning Centre. Building (or enhancing) these connections seems especially important in the area of course placements, whether it's through internal assessment & testing, or coming in from high school, or Pathway Partners. Regular connection with cross-college departments, should enhance relationships and build better understanding about how to set students up for success in the ELLA Program.

- ✓ **Recommend exploring ways to improve the application -> registration process for ELLA students.**
Much of this work will be out of scope for a faculty role, but I recommend exploring the future possibility of something new. Given current budgetary constraints, there may be value in considering enhancing a staff role (Educational Technologist, or Lab Assistants who have identified “quieter” periods of work) with the addition of “navigator” capabilities. This navigation, or student support work could, among other tasks, include developing clear informational materials and assisting students in wading through the complexities of BC Education Planner and college systems. Confirming jurisdiction with other areas of the college would be advised before proceeding.

Thank you again for the opportunity to be the external reviewer for the ELLA Program Review. It has been a privilege to learn more about this wonderful program and the professional, dedicated educators who make it happen. I know the decisions made in the Renewal phase of this quality assurance process will only enhance the good work already being done by this program.

If there are any questions or concerns about this External Review Report, please don't hesitate to contact me at any time.



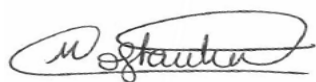
DOUGLAS COLLEGE COMPREHENSIVE REVIEW (CR)
RESPONSE FROM THE
OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST

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	ELLA	
Date Submitted	April 2026	
External Review Panel (ERP) [List all]	Heather Del Vilano, EdD. Associate Dean, School of Arts and Access, Camosun College	
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	2011	
RESPONSE/RECOMMENDATIONS		
SUMMARY RESPONSE AND VPA RECOMMENDATIONS In particular, DDP name should focus on the following:	The ELLA program at Douglas College plays a critical role in supporting students' language development, academic preparation, and integration into post-secondary studies and broader community participation. I commend the ELLA department for producing a thorough and thoughtful Self-Study report. The external reviewer also noted that the Self-Study report demonstrated that the "program team ha[d] clearly invested considerable effort in understanding student needs and identifying opportunities for ongoing development." The external reviewer assessed the 32 recommendations presented by the department in her External Reviewer's report. She presented her assessment in a table identifying whether she supported (agree), did not support (disagree), or had a different perspective (other) for each recommendation. In addition, she presented a summary of the recommendations that she thought should be priorities for the ELLA department at the end of her report.	

	I generally agree with the external reviewer's assessment of the department's recommendations, except for her suggestion to enhance the role of the EdTech facilitator. I find the comments that she provided in the table to present a different perspective on a Self-Study recommendation to be helpful in identifying why the recommendation is either out of scope for the department or not feasible, given structural and/or financial constraints. Like her, I support the following recommendations as priorities for the ELLA department: 1. Revising the ELLA curriculum to better support student success and address progression challenges (Self-Study Recommendation #1) 2. Expanding consideration and attention to rigorous and consistent mastery standards (Self-Study Recommendation #3) 3. Enhancing experiential learning materials and supports in the language lab and community contact assignments (Self-Study Recommendation #2) 4. Continuing explorations of and planning for offering EAP V (Self-Study Recommendation #26 and part of #23) 5. Continuing explorations with Health Sciences and Applied Community Studies for Early Academic Course options (Self-Study Recommendation #25) 6. Exploring ways to improve the application and registration processes for ELLA students (Self-Study Recommendations #20 and 22). 7. Continuing internal relationship building, advocacy, and promotion of the ELLA program, the needs of ELLA students and other multilingual students (as capacity allows and recognizing that the work associated with these recommendations require cross-unit collaboration) (Self-Study Recommendations #6, 7, 8, 13, 14, 16, 17, 21, 28, and 29) I also support Recommendations #10 and 27 and note that Recommendations #30 and 31 are routine departmental operations. I do not accept the following Self-Study Recommendations: • Recommendation #4: Enrolment numbers do not justify scheduling all four ELLA 01X0 every semester. • Recommendation #5: ELLA class sizes were set during a major curriculum revision in 2016 and addressed critical issues of financial sustainability for the program. The class size is within acceptable range of other EAP classes in the sector as outlined in the Self-Study report (p.54). • Recommendation #9: The claim that high school students struggle in ELLA classes is not demonstrated in the Self-Study report.
--	---

	• Recommendation #11: If Pathways students do not meet the entry requirements articulated in the agreement, the terms of the agreements should be revised accordingly. • Recommendation #12: Requiring students to take the ELLA Placement test undermines the very purpose of using standardized test scores for entry into College programs. Giving <i>the option</i> to take the test to increase student success is fine. • Recommendation #15: The Self-Study report does not demonstrate how this recommendation would remedy the situation. • Recommendation #18: This is out of scope for the department. The department can offer support to FSO in accomplishing this task if it is considered a priority for FSO. • Recommendation #19: This is out of scope for the department. The department can offer support to DCI if this falls within the priorities identified by DCI. • Recommendation #24: The mandate of the institution is to offer English for Academic Preparation. Pre-academic English is not a priority for the College. Faculty presentations to LINC providers can continue as capacity allows. • Recommendation #32: Increasing coordination sections is not possible. The ratio of coordination sections for the size of the department is in line with other programs at the College. 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.] Several recommendations are not accepted because of one or more of the following reasons: • Evidence presented is not sufficient • Financially not feasible • Not aligned with the mandate of the program • Out of the department's scope
All External Report recommendations accepted?	☐ Yes ☒ No [If no, brief explanation.] The suggestion to expand the role of the EdTech facilitator is not supported because of labour and financial implications.
Next scheduled PR (5 – 7 years):	2033-2034



August 31, 2026