

English Language Studies Program Review

Access and Continuing Education

Dean's Summary

Submitted by:

Dr. Sue Brigden, Dean, Access and Continuing Education

Accepted by:

Senate in June 2021

Academic Planning and Priorities Committee in May 2021

MEMORANDUM

Academic Planning and Priorities Committee

APPC Chair: James Mandigo

APPC Assistant: Melinda Saretzky

TO: Dr. Joanne MacLean, Chair, Senate

FROM: Dr. James Mandigo, Chair, Academic Planning and Priorities Committee

DATE: May 13, 2021

RE: English Language Studies Program Review

The English Language Studies department within the Faculty of Access and Continuing Education underwent a program review in 2019-2020. The Academic Planning and Priorities Committee reviewed all of the documentation related to the program review and accepted them at the May 12, 2021 meeting and recommend to Senate for approval.

The external review report noted the major strength as “the program structure is flexible and able to accommodate the diverse needs of domestic and international students across a range of proficiency levels and skill areas with a curricular emphasis on English for academic preparation and related academic competencies.” The APPC recognized the great leadership that was given towards indigenizing this program. It was also noted there more discussions could take place regarding the benefits of developmental credits versus academic credits.

SUGGESTED MOTION:

THAT Senate accept the Dean’s Summary Report of the English Language Studies Program Review as presented.

Attachments:

- Dean’s Summary Report

Remainder of the documents associated with the Program Review can be found:

- UFV Drive: S:\Public\UFVinfo\APPC\ELS Program Review
- Blackboard: COM-APPC (Senate Committee – APPC)

MEMORANDUM

To: Dr. James Mandigo, Chair, Academic Planning and Priorities Committee
CC: Dr. Bruce Kirkley, Associate Director Program Development and Quality Assurance
From: Dr. Sue Brigden, Dean, Faculty of Access and Continuing Education
Date: Monday, May 3, 2021
Re: **English Language Studies Program Review**

The English Language Studies (ELS) underwent a program review in 2019-20. As per the Guidelines and Procedures for Deans' Summary Reports of Program Reviews, I am submitting the ELS Program Review documents to APPC for review.

In addition to this memo, you will find the following documents:

- ELS Scope Letter;
- ELS Self-Study Report;
- ELS External Review Report;
- ELS Department's Action Plan Report; and
- Dean's Summary Report

English Language Studies (ELS) Program Review

Dean's Summary, April 2021

Introduction

English Language Studies (ELS), which is housed within the Faculty of Access and Continuing Education (FACE), underwent a program review in 2019-20.

In accordance with Policy 189 (Academic Program Reviews), the Program Review External Committee (Committee) conducted a site visit in May 2020; however, the visit was entirely online due to the pandemic. The Committee's review was guided by the ELS self-study as informed by the Dean's scope letter. Data provided by Institutional Research and collected from student surveys provided information that informed the self-study. During the site visit, the Committee met with several stakeholders, including current and former students, faculty, and several UFV senior administrators.

The External Review Report (Report) was received in June 2020. The conclusion of the report included the following as its major strength:

The program structure is flexible and able to accommodate the diverse needs of domestic and international students across a range of proficiency levels and skill areas with a curricular emphasis on English for academic preparation and related academic competencies. (Report, p. 32)

Important Note

During the preparation of the 2021-22 budget after the Committee submitted its report, it became clear that the ELS budget would be significantly reduced in 2021-22. As a result of these reductions, it will be difficult for the Department to undertake the work needed to implement the twelve (12) recommendations included in the Report.

The Department's response and action plan and the Dean's comments are given separately for each of the recommendations beginning on page 3 below.

Contribution to the University's Strategic Goals, Vision, Mission, Plans, and Values

Because the review took place while UFV's Strategic Plan was under development the Committee noted the following under Recommendation #4:

We support the development of ELS Certificate Program mission, values, and goal statements that align with FACE and UFV's new strategic plans and goals. (Report, p. 15)

Alignment with Institutional Learning Outcomes

The Committee noted the challenge faced by the department when it comes to its alignment with UFV's ILOs when it stated the following:

The ELS Department is genuinely challenged to develop program-level learning outcomes and to align them with UFV's ILOs because most ELS students do not graduate from the program by completing the ELS Academic (080-level) Certificate and its related courses. (Report, p. 22)

Although the Committee concluded that the "data from the ELS Student Survey support our belief that ELS course outcomes are, in general, well aligned with UFV's ILOs" (Report, p. 22), it recommended that the department "develop program-level learning outcomes and align them with UFV's ILOs" (Report, p. 23).

Ministry, Professional/Industry and Academic Standards

The learning outcomes of ELS courses align with the BCCAT English for Academic Purposes (EAP) Levels 1 to 4 as well as the Canadian Language Benchmark Level (CLB) outcomes 5/6 to 9 (Report, p. 24). The courses currently offered by the Department are preparatory courses that help students meet UFV's English language requirements but do not permit students to acquire academic credits that can be used in undergraduate programs. As a result, "The Review Committee recommends ELS pursue EAP for Credit the EAP IV (ELS 080) level, making it a 100-level course for academic credit (Recommendation 7, Report, pp. 24)."

Standards of Educational Practices

The Committee found that the ELS Certificate program follows the Canadian Language Benchmarks theoretical framework and that all of its courses have been articulated through BCCAT. It also noted, "The core skills are reading, writing, and oral/aural skills. The competencies include study skills, critical thinking, problem solving, and group interaction skills. These skills and competencies are necessary at each level but become increasingly complex as language proficiency increases (Report, p.26)."

Utilization of Resources

Other than providing a comment about the Department's use of the Library, the Committee did not comment on the Department's utilization of resources; instead, the Report includes the information reported on pages 33 to 44 of the Self-Study Report, which summarizes the resources related to timetabling, faculty, staff, physical space, equipment, and library resources.

With respect to the Library, the Report notes, "When speaking to the UFV Librarian, we learnt the ELS classes do not need a lot of research support, except for the ELS 070-080 levels. Reading classes in particular book tours to visit the ELS collection to find a novel, etc. in the easy reading collection. Overall, they need less help developing research skills and more with finding easy readers (Report, p. 30)."

Conclusion: Overview and Recommendations

The External Report included the following twelve (12) recommendations.

For each recommendation the Committee's comment, the Department's response included in its Action Plan Report (Plan), and the Dean's comment are presented below each recommendation.

Recommendation 1: Foundation Program Review & Revision: ELS 070 and 080 Levels at UFV

Committee's comment

EAP 084, 6 credits is the only course needed to meet the University's UFV's English Language Proficiency Admission Requirements...From a language education perspective, this is a programming weakness because students require multiple language skills including interactive communications and reading at all levels of proficiency and especially as part of their preparation for university-level study...we recommend that students take all 3 courses at each level of the 070 and 080 levels as co-requisites to meet these laddered University entrance requirements. (Report, p. 8)

Department's response and action plan

ELS supports the Committee's recommendations that UFV revise its current English language proficiency admission requirement to align with standards at other post-secondary institutions in British Columbia and that the University Foundation Certificate program and Qualifying Studies admission category be revised accordingly.

The Department will examine current admission standards and pathway programs at other BC universities and make recommendations to the Dean of FACE, UFV International, and the Undergraduate Education Committee in the 2021-22 academic year. (Plan, p. 3)

Dean's comment

The Dean supports the review and of admission requirements and pathway programs at other post-secondary institutions and will work with the department to develop and share its recommendations beginning in the 2021-22 academic year.

Recommendation 2: CLIL (Content Language Integrated Learning) Bridging/Pathway Programs

Committee's comment

Adding ELS pathways to academic programs of interest to both international and domestic students could create more value-added, transdisciplinary programming that may bolster enrollment and raise ELS' profile at the University...Most recently, the CLIL (Content Language Integrated Learning) Pilot Project shows promising growth in this direction. This project could lead to developing potential pathways/bridging programs as well as other credit bearing programming including perhaps some adjunct academic courses. (Report, p. 3)

Department's response and action plan

In Fall 2020, ELS began providing course-specific support for students taking BUS 100, CYC 202, GD 157, HSER 120, and UNIV 101 following guidelines in the Content and Language Integrated Learning (CLIL) literature. ELS faculty worked with partner faculty to develop specialized CLIL course materials and provide one-to-one support sessions with students through its Online Help Centre. During the Fall 2020 semester, ELS provided 166 support sessions, and this ongoing project has provided a strong foundation

towards a more curriculum-embedded approach to improving students' English language skills while studying at UFV.

In Fall 2020, ELS also consulted with several areas across UFV on two 100-level course proposals, "ENLS 100: Content and Language Integrated Studies" and "ENLS 101: Language and Community Engagement", with excellent feedback on how these courses could benefit students across the curriculum. These types of courses could be connected to specific courses in other disciplines or new pathway programs, such as the one under current development in the College of Arts.

This work is ongoing and should continue into the 2021-22 academic year alongside Recommendation 7 below. (Plan, p.3)

Dean's comment

The Dean encourages the department to continue its work with other departments on the development of 100-level courses that will support the success of English as an Additional Language learners taking first-year courses and/or admitted to undergraduate programs during 2021-22. Given the budget reductions in ELS, it is important to recognize that new courses may not be developed until after 2021-22.

Recommendation 3: Academic Partnerships and Collaborative Arrangements: Academic Foundation Program (AFP) at FV India in Chandigarh

Committee's comment

The delivery of multiple sections of EAP 075 in Chandigarh every summer stands out as an innovative program with potential to grow. Enrollments have been increasing steadily for summer delivery and the course is also now being offered in the fall semester. That said, enrollments in the course do not generate tuition or FTEs, and so they do not contribute to the Department's sustainability. We recommend that UFV change the structure of AFP to allow for it to generate tuition and FTEs, and that ELS start other such partnerships to add to its long-term sustainability. (Report, p. 12)

Department's response and action plan

The Department agrees with the Committee's recommendation that UFV change the structure of the AFP to allow it to generate tuition and FTEs to better support this important and long-standing partnership with Fraser Valley India.

The Department will consult with the Dean of FACE and Fraser Valley India to explore this recommendation once the current health crisis and international travel restrictions improve. (Plan, p. 4)

Dean's comment

The Dean supports the Department and will consult with other UFV units to determine if it is possible to generate tuition and FTEs for the department while recognizing there are policies internal to as well as external to UFV that may limit our ability to do so.

Recommendation 4: Develop ELS Certificate Program Mission, Values, and Goal Statements

Committee's comment

We support the development of ELS Certificate Program mission, values, and goal statements that align with FACE and UFV's new strategic plans and goals. (Report, p. 35)

Department's response and action plan

The Department will work to articulate its ELS program mission, values, and goal statements in consultation with FACE the 2021-22 academic year. (Plan, p. 4)

Dean's Comment

The Dean will support the articulation of the ELS program mission, values, and goal statements during the coming year, as needed.

Recommendation 5: Indigenizing the ELS Curriculum

Committee's comment

ELS students remarked to us that they enjoyed learning about Indigenous culture in reading and writing classes. They also appreciated the Land acknowledgements at the start of every ELS and academic class at UFV...The ELS Department Head sits on the Indigenous Committee of the Senate, so he is able to share what he learns with his department in that way. A Teaching and Learning Specialist is also working with Indigenous Affairs to help faculty create materials that are intentional and to link these to larger Program Learning Outcomes (PLOs) so we recommend working with her as well. (Report, p. 15)

Department's response and action plan

The Department supports the ERC's recommendation to continue our efforts at Indigenizing the ELS Certificate program curriculum.

This is an ongoing project, although the ERC's recommendation that the Department connect with a dedicated Teaching and Learning specialist who works with Indigenous Affairs is an excellent idea. The Department will approach this specialist in the 2021-22 year to ask for guidance with creating materials that are intentional and that link to PLOs and ILOs. (Plan, p. 4)

Dean's comment

The Dean supports the Department's approach and will provide input, as needed.

Recommendation 6: Aligning ELS Program Learning Outcomes (PLOs) with Institutional Learning Outcomes (ILO): Curriculum Mapping

Committee's comment

We support the ELS Department aligning institutional-level learning outcomes with program-level learning outcomes and course-level learning outcomes in accordance with the guidelines in the *Developing Learning Outcomes* workbook from UFV Teaching and Learning.

The Teaching and Learning Specialist we met with suggested identifying the goals, intentions and purposes of ELS courses to recognize the alignment at the course level versus program level. Leave ILOs aside at the beginning. If gaps still exist, then start from the bottom up first reviewing Course Learning Outcomes to PLOs to finally ILO. We support this recommendation to help you do this important program review. We also recommend meeting with other faculty in academic areas in focus groups to identify these gaps as part of your program review process. (Report, p. 36)

Department's response and action plan

The Department will consult with FACE and Teaching and Learning and meet with faculty in other areas to implement this recommendation in the 2021-22 academic year. (Plan, p.5)

Dean's comment

The Dean will work with the Department throughout the year, as needed.

Recommendation 7: EAP for Credit

Committee's comment

The Review Committee recommends ELS pursue EAP for Credit the EAP IV (ELS 080) level, making it a 100-level course for academic credit...Consider changing the numbering system of the whole program so that ELS courses all move towards EAP 100. Each level could maintain the flexibility of separated skills, but by making them co-requisites, students will need to take all skill areas at each level to ensure an integrated multiskill approach.

There has not been wide-spread support for this initiative in the past from other areas of the University, but the timing might be better for this change once the CLIL (Content Language Integrated Learning) Bridging/Pathway Programs have been developed with a wide variety of academic areas across the curriculum. (Report, p. 24)

Department's response and action plan

The Committee emphasized the need for a "paradigm shift" at UFV from ELS as a strictly "developmental" discipline to one that can contribute to undergraduate programming across the curriculum. As mentioned in the introduction to this Action Plan Report, several universities in British Columbia (e.g., Capilano University, Simon Fraser University, UBC Okanagan, Vancouver Island University) offer credit bearing upper-level EAP courses, as well as courses in other areas of ENLS that are connected to pathway programs and specific disciplines.

ELS supports this recommendation and acknowledges there will be challenges in realizing this shift at UFV. With changing student demographics, admission policies and enrollment patterns, however, we believe there are good reasons to provide a more curriculum-embedded approach to supporting students with improving their English language skills at UFV, now and in the years ahead.

The Department will move this work forward in the 2021-22 academic year alongside Recommendation 2 above. (Plan, p. 5)

Dean's comment

The Dean supports this recommendation and will work with the Department and other academic units, as necessary. Given the budget reductions in ELS, it is important to recognize that new courses may not be developed until after 2021-22.

Recommendation 8: ELS Help Centre

Committee's comment

The ELS Help Centre has been run by a group of dedicated ELS Faculty volunteering a total of 18 hours/week to keep it in operation. It has been at UFV for a very long time, even longer than the Academic Success Centre has been...ELS Faculty view this work as part of their "Service" contribution to

UFV each year, but do not have capacity at present to keep it open more than 2 days per week (Report, p. 31) It then recommends, “that the Help Centre receive funding from UFV International and the larger UFV community to make the Centre part of ELS faculty workload, supporting Student Success of both International & Domestic students across the curriculum (Report, p. 31).

Department’s response and action plan

The Department will work with the Dean of FACE to explore this recommendation for implementation in the 2021-22 academic year.

Dean’s comment

Due to budget reductions, it will not be possible to implement this recommendation in the near future because faculty workload will be dedicated to teaching scheduled courses.

Recommendation 9: ELS Educational Technologist Position

Committee’s comment

We support increasing ELS’ current Educational Technologist position from 50% to 100% to benefit the ELS Department and students. (Report, p. 31)

Department’s response and action plan

The Department fully supports the ERC’s recommendation that its Educational Technologist position be increased from 50% to 100%, especially since we expect to continue with online course delivery and online support services after the COVID-19 pandemic ends.

The Department will work with the Dean of FACE to explore this recommendation for implementation in the 2021-22 academic year. (Plan, p. 6)

Dean’s comment

Due to budget reductions in ELS, it will not be possible to implement this recommendation.

Recommendation 10: ELS Faculty Annual Teaching Load

Committee’s comment

We agree that with an annual teaching load of 12 sections per year, ELS faculty are genuinely challenged to balance teaching obligations with scholarship and service activities. With the change from teaching lower level ELS level courses to upper level EAP courses, faculty felt it is very challenging to teach this amount, not mentioning the high rate of health issues resulting from this heavy work load. We suggest that this needs to be re-examined. As we understand it, this issue should be looked at in terms of equity of employment. (Report, p. 31)

Department’s response and action plan

ELS faculty have carried a 12 section per year teaching load since the Department was established at Fraser Valley College in 1990. Since then, the program and students have changed significantly, as have

the qualifications of the Department members and the types of service and scholarly work they contribute each year.

The Department will work with the Dean of FACE to explore this recommendation for implementation as soon as possible. (Plan, p. 6)

Dean's comment

While the Dean supports this recommendation, it is important to note that the workload of teaching faculty varies by department across the institution. To move forward on this, a discussion about workload reduction, likely, will involve many different stakeholders. The Dean will be happy to participate in these discussions.

Recommendation 11: Domestic Students Programming, Marketing, and Base Funding Support - Community Based Programming

Committee's comment

The 2014 funding cuts to provincial settlement transfer payments resulted in a dramatic decrease in domestic ELS enrollments. This period coincided with the implementation of ELS seat reserves for international students, and anecdotal comments from domestic students suggest they continue to feel international students have first priority at UFV (Report, p.32).

As immigration to the Fraser Valley continues, there might be an opportunity to explore new partnerships, workplace training, and experiential learning initiatives at UFV to better meet the needs of this demographic (Report, p. 32).

ELS could benefit from more comprehensive marketing to attract more domestic students as well. Due to budget limitations as well as faculty and staff time constraints, this may be challenging, and we recommend that UFV support ELS' efforts by offering more financial support for marketing their English language program offerings (Report, p. 33).

We also agree with the recommendation in the Self-Report that the UFV increase its support for domestic students who seek to improve their English language skills by increasing base funding allocations for the Department (Report, p. 33)

Department's response and action plan

As the ERC points out, these related activities are important and also challenging, due to budget limitations as well as faculty and staff time constraints. For all of these reasons, an increase to the Department's base funding would support these efforts to attract new domestic students to ELS and to other areas at UFV.

The Department will continue to move these projects forward as it awaits news about an increase to its base funding.

Dean's comment

Given the 2021-22 budget, there will not be any increase to the Department's base funding in the near future; however, the Dean supports an increase in base funding and will continue to advocate for it.

Recommendation 12: University 101 - Study Skills

Committee's comment

Once the SDS student visa change happened in Fall, 2018, University 101 was revamped and is now filled with mostly international students. It is presently housed in the College of Arts and is transferable as elective credit throughout the BCCAT transfer system. We recommend that the present faculty consider team teaching these courses with ELS faculty. Alternatively, ELS could teach only international student sections.

At Capilano University, for example, the course is now housed in the School of Access and Academic Preparation and has been helping EAP faculty keep workload post the SDS decline in international student numbers 2 years ago. International student sections are taught by EAP faculty. Domestic student sections are taught by non EAP faculty (Community Development and Outreach).

The Dean of FACE seems to support this initiative, and we recommend working with her to move this forward as part of ELS's overall move towards teaching and supporting more 100-level, credit bearing courses at UFV. (Report, p. 38)

Department's response and action plan

Given its expertise in language education and extensive background working with international students, the Department agrees that it could be involved in teaching UNIV 101. It will work with the Dean and the College of Arts to explore this recommendation throughout the 2021-22 academic year. (Plan, p. 8)

Dean's comment

The Dean will work with the Department and the College of Arts to examine the feasibility of this recommendation.