

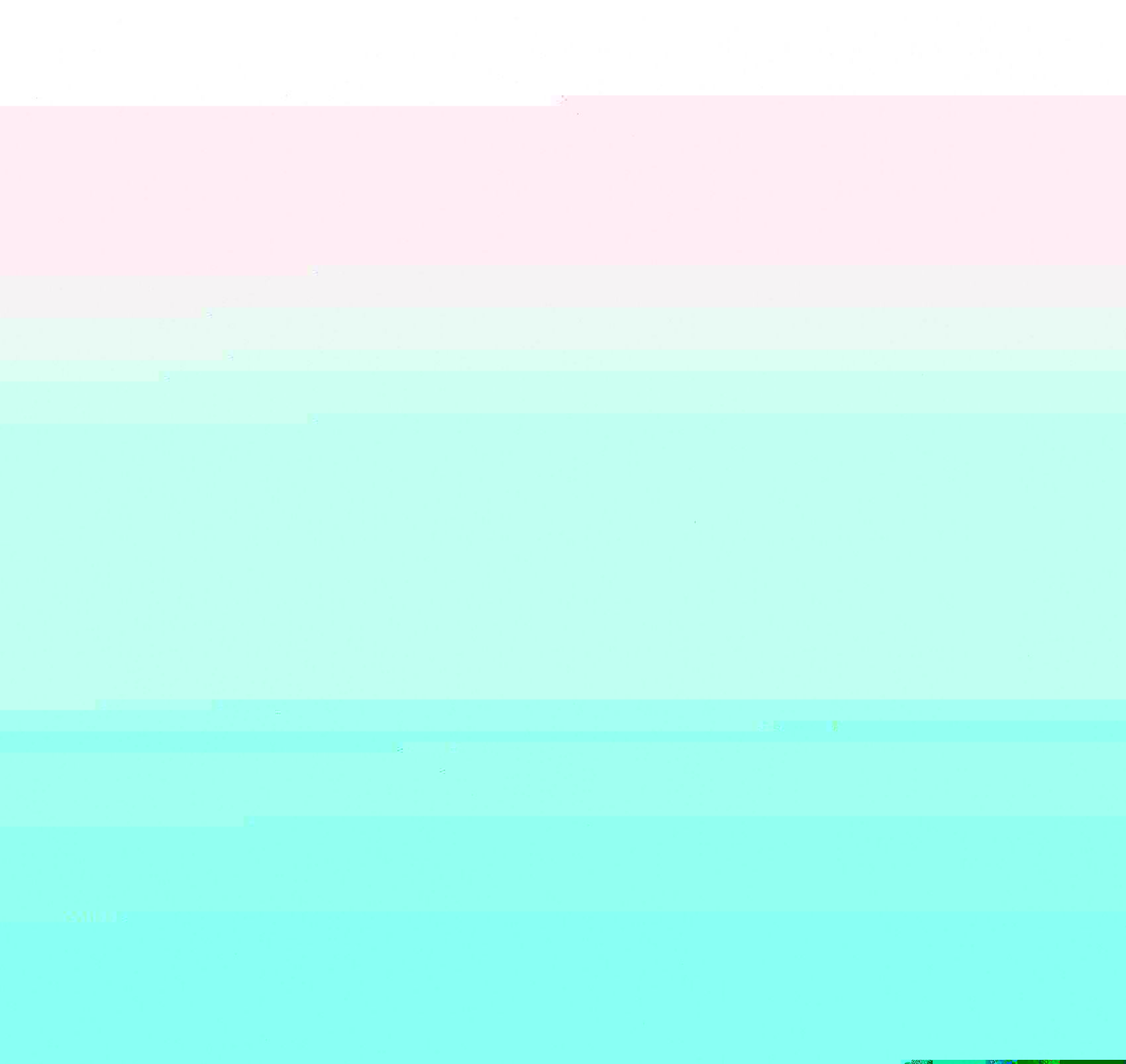
Douglas College

Department of Studies (DYS)

Departmental Review

A Review of

Outcome



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services was requested. The DVST Committee was specifically requested to support a number of identified community needs.

The committee has reviewed the current curriculum and identified areas for improvement. The committee has also identified areas for improvement in the current curriculum.

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recommendations for the DVST Department include: **1. Select the best of the 1,2,3's or 1,0,0 to maximize student access and success in academic programs.** The DVST Department is presently extremely engaged in its efforts to ensure that all students have the opportunity to succeed in their academic programs.

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Recommendation #1

Narrow the departmental mandate to focus resources on the development of

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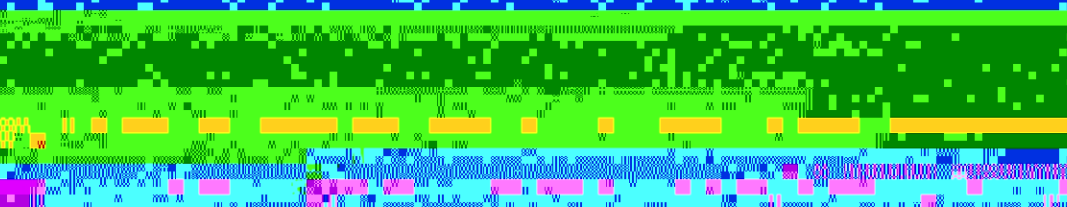
Recommendation #2

Establish a university-wide standardized competency framework to increase clarity

3) Departmental responsibilities



Faculty, Staff, Students, Administrative, Academic, Support



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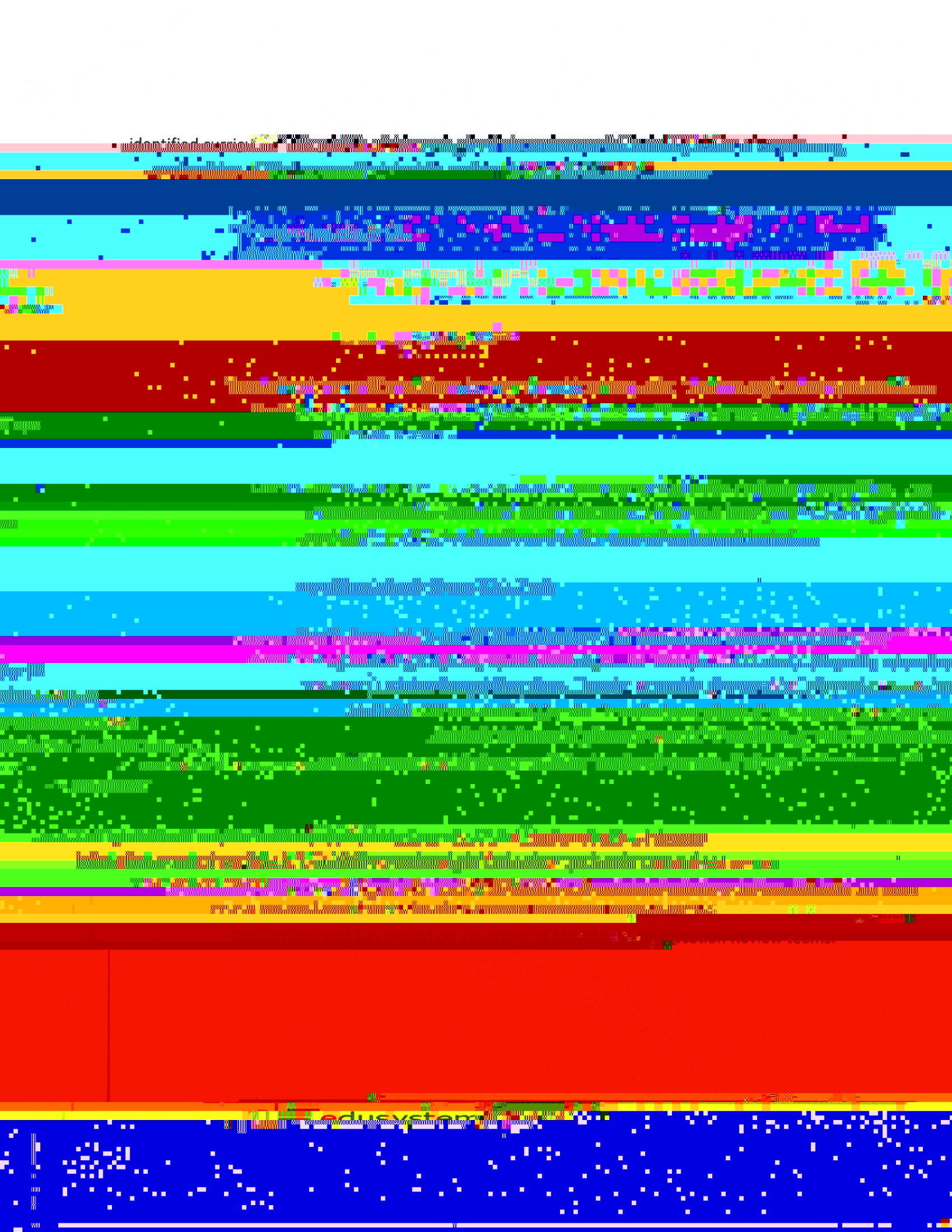
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DVST Program Review Follow up Plan

Kathy Denton, VP Academic
November 3, 2011

Administrative policy A18.01.01, Program and Snd SndeisD,1(nd)73(-2(ne(inis)2(nd)73(-0wv1n)73

require additional preparation before entering college-level courses. The renaming should be done separately for DVST English and DVST Math in consultation with other departments in their new Faculties.

Recommendations associated with course delivery

DVST English and DVST Math should work with colleagues who teach in programs with high attrition rates to develop courses that provide language or math skangangeeqw J0004 Tc 4.

DVST English should develop 3-credit preparatory English courses to meet the needs of students who have specific areas of weakness.

DVST English should collaborate with EASL regarding how to meet the needs of students characterized as Generation 1.5.

DVST English and DVST Math should increase hybrid delivery options for students. At least one 300-level and one 400-level hybrid DVST course in Math and English should be offered each semester.

Recommendations associated with assessment and admission

Students should not be assessed multiple times to be placed in a Math or English course; a single standardized test in Math or English should be used. The College has adopted placement tests to identify whether students demonstrate college-level skills in Math and English. Some of these tests, including test the College uses to assess English proficiency (i.e., Accuplacer) do not identify where to place students whose skills fall below college-level. Understandably, DVST has been re-assessing students with their own tests. Multiple testing is inefficient, increases program