



Program Review Quality Assurance Plan

Quality Assurance Plan for: English Language Studies

Date submitted to SSCPR: November 15, 2017

Date Self-Study Report approved by SSCPR: March 21, 2017

Date of External Review: January 25, 2018

SUMMARY

Summarize what the program has determined - through evidence - about program quality (e.g. strengths, challenges, opportunities for improvement, potential threats, etc.)

Strengths:

The English Language Studies Program Review set out to examine the strengths of the program by reference to two research questions:

1. Why do students choose the ELS program at KPU?
2. How can ELS contribute to the development of English proficiency amongst non-native speaking (NNS) students across the institution?

The Program Review showed that students choose the ELS program at KPU because the program

- is agile in responding to external forces such as changes in domestic funding models and shifts in international markets
- provides services to both our international and domestic student populations by offering different course modes, timetables and campuses
- focuses on aligning and meeting learning outcomes that prepare our students for future success at KPU
- evaluates learners consistently across the program and aligns this evaluation with learning outcomes
- is considered to be effective by both students and faculty
- enriches the attainment of course outcomes with its course materials, classrooms and lab space, learning technology, and specialized equipment and software

The Program Review showed that the ELS department is contributing to the development of English proficiency amongst students across the institution in the following ways:

- conducting timely research and analysis of the field and our program
- developing robust relationships across the institution, within our discipline and with our community partners

Challenges:

The Program Review identified several challenges that include

- it can be difficult for non-native speakers of English (NNS) to navigate through the systems at KPU
- ELS (English Language Studies) students are not always fully supported once they transition fully into undergraduate studies
- not all faculty are convinced of the merits of the accelerated 6½ week program with concerns that the intensive mode does not achieve the learning outcomes as well as the 13-week mode

Opportunities for Improvement:

ELS identified several opportunities for improvement that will be addressed in the Quality Assurance Plan:

- learning outcomes should be aligned across all levels
- ELS Citation and Diploma qualifications should be reviewed to ensure their alignment and relevance for students
- best practices of the Surrey pilot project (CELS) should be fully adopted in Richmond and Langley to avoid inconsistencies between sections
- the myth that ELS is an “impossible to pass” program of study (a group of students stated that they would not recommend ELS to others as they believe the courses are difficult to pass and that IELTS is a better option) should be addressed
- work on supporting NNS students beyond our program in mainstream university courses through establishment of credit courses before ENGL 1100 or developing adjunct courses to provide direct support in certain courses such as EDUC 1150 (Introduction to Higher Education for International Students) should be explored
- the profile of our department within the institution is understated despite the recent change in student demographics at KPU which creates an opportunity for the expertise and experience within our department

Potential Threats:

The Program Review identified the following as potential threats to ELS since they involve perceptions about our department

- increasing numbers of international NNS students are taking university-level courses at KPU and many of them struggle with the sophisticated language demands of academic courses despite having met the KPU English language requirement for undergraduate study
- ELS is historically affected by external forces beyond our control such as governmental decisions on tuition fees for domestic students, the cyclical nature of international student enrolment, and institutional decisions that affect enrolment numbers. These scenarios are generally unpredictable and affect stability and long term planning.

QUALITY ASSURANCE GOALS

List the program's Quality Assurance Goals (broad statements about what the program intends to accomplish to ensure program quality). Identify the Recommendation(s) – drawn from the **Self-Study Report and External Review Report** - each Goal addresses. Provide a brief Rationale for each Goal (see the Quality Assurance Plan Guidelines for instructions). Add or remove rows as necessary.

GOAL 1: Continue to work with other KPU units to clarify processes and help students to navigate their pathway through the university from pre-entry to university studies.

RATIONALE FOR THIS GOAL: Students reported and instructors have observed that it can be difficult for non-native speakers of English (NNS) to navigate through the systems at KPU. This process begins with sorting through the various upgrading options at KPU and finding the correct program. The KPU website itself has been seen as a barrier. Navigating the application and the registration process is another step that can be difficult for our students.

Recommendation(s) this Goal Addresses	Report (page number)
The Self-Study Report [SSR] recommends that more effort be put into clarifying processes and helping students navigate through the university.	SSR - 65
The External Review Report [ERR] recommends that we continue to work alongside other units on campus (e.g. Advising, International Education, etc.) to ensure that current and future ELS (English Language Studies) students are supported in their studies and academic transition to regular studies.	ERR - 7
The SSR recommends that we create more opportunities for ELS to liaise with KPU International.	SSR - 23
The ERR also recommends that we continue to develop proactive strategies and clear lines of communication between ELS and KPU International through regular meetings with International advisors to respond to specific issues and ensure consistent messaging.	ERR – 2, 7
The ERR recommends that ELS supports KPU International in their initiatives to ensure that international students watch orientation videos before they leave their home country; provide outreach to students....encourage international students to enrol and take part in KPU webinars.	ERR - 2
The ERR recommends that we continue to closely work with KPU International to ensure that agents are providing prospective students with accurate information related to program start dates.	ERR - 2
The ERR recommends that we provide information to students who leave the ELS program in terms of support with academic programs and resources for employment (connect with Career Education department).	ERR - 8
The ERR recommends that we create better orientation opportunities for students related to the various pathways to access academics and that we continue to work on “concierge service” for students.	ERR - 9

GOAL 2: Continue to work on supporting NNS students beyond our program in mainstream university courses through establishment of credit courses before ENGL 1100 or developing adjunct courses to provide direct support in certain courses such as EDUC 1150 (Introduction to Higher Education for International Students).

RATIONALE FOR THIS GOAL: There are increasing numbers of international NNS students taking university level courses at KPU and many of them struggle with the sophisticated language demands of academic courses despite having attained the KPU English language threshold. Faculty from many disciplines have also struggled to support these students who are not fully ready for academic studies in English. As the institutional experts in the development of EAP (English for Academic Purposes), the department believes that both stand-alone credit-bearing EAP courses (such as EAPS 1001 and 1002) and adjunct courses in conjunction with specific disciplines such as EDST (Educational Studies), Nursing and Business would strengthen the success of non-native speakers of English in these mainstream undergraduate courses. Moreover, these “for-credit” courses are being increasingly offered in other universities in provincial, national and international contexts.

Recommendation(s) this Goal Addresses	Report (page number)
Both the Self-Study Report [SSR] and the External Review Report [ERR] recommend supporting NNS students beyond our program in mainstream university courses through establishment of credit courses before/during/after ENGL 1100 or developing adjunct courses with other faculties such as Business and Nursing and finding more systematic ways for ELS faculty to partner with other units.	SSR - 41 ERR - 4, 11
The ERR recommends that we continue to advocate for credit-bearing ELS courses given the academic rigour required for student success compared to other credit-bearing university courses. Moving towards credit for ELS courses would have KPU join universities such as Capilano University, McGill University, and the University of Northern B.C.	ERR - 11
The ERR recommends that we develop stronger links with academic programs (ie Nursing, Business) to support students in the ELS program such as the PCIEN (Professional Communication for Internationally Educated Nurses) course and the similar courses developed for other disciplines (accounting, engineers) which ELS has successfully implemented in the past.	ERR - 2
The ERR recommends that we raise the profile of the ELS faculty and increase student success through possible partnerships with other faculties (Business would be the logical entry point because of the high percentage of International) to create adjunct or support to take students who are at IELTS 6.5 to the next level of language sophistication and help them to succeed in UG courses.	ERR - 4
The SCCPR recommends that EDUC 1150 be considered as a collaborative opportunity when English Language Studies is doing its Quality Assurance Plan	SSCPR Response

GOAL 3: Review all course outlines in the ELS program to ensure that course level outcomes and competencies are clear to new faculty and to students.

RATIONALE FOR THIS GOAL: Course outline reviews at KPU are now conducted for a complete program. Our analysis of the learning outcomes across the program identified areas for improvement and curriculum mapping will streamline the process. The course outline revisions should align with the newly published BCCAT EAP Articulation updated learning outcome descriptors. Making the program competency statements clear to students would provide a way to map learning goals at each level and a context for understanding progress through the levels.

Recommendation(s) this Goal Addresses	Report (page number)
The SSR recommends that all course outlines in the ELS program should be reviewed to ensure that learning outcomes are aligned across all levels and identified gaps are more clearly described	SSR - 41
The SSR recommends that our department communicates the seven competency statements (see attached) with students in order to manage students' experiences about our program.	SSR - 65
The ERR recommends that we integrate competency statements into curriculum mapping and that we add the points at which outcomes are introduced, reinforced, and competency reached to add more clarity.	ERR - 4
The ERR also recommends that we make course level outcomes clear to students by showing examples of the calibre of the work that is required to successfully transition to academic programs	ERR - 6
The ERR recommends that we work to break the myth that ELS is an "impossible to pass" program of study (a group of students stated they would not recommend ELS to others as they believe the courses are difficult to pass and that IELTS is a better option).	ERR - 7

GOAL 4: Review the ELS Citation and Diploma to realign credits and progression

RATIONALE FOR THIS GOAL: The ELS diploma was established in 2003 at a time when we had more stable funding and different demographics (more domestic than international students). Since then the student population and needs have changed. The modifications made to the program delineated the progression through the levels into two parts that no longer line up with the Citation and Diploma. Currently, the ELS credentials are underutilized so it makes sense to consider realigning the Citation with the ELSQ courses and investigating how to make the Diploma more relevant to our students as a standalone credential.

Recommendation(s) this Goal Addresses	Report (page number)
The SSR recommends that the ELS Citation and Diploma should be reviewed to consider realigning the Citation with the ELSQ courses. We should investigate how to make the Diploma more relevant to our students.	SSR - 41

GOAL 5: Continue to build on relationships with service providers in the domestic market to help students transition between LINC (Language Instructions for Newcomers to Canada) or high school and ELS and enrol in the ACA department that best suits their learning needs.

RATIONALE FOR THIS GOAL: The percentage of international students enrolled in ELS courses is subject to external pressures and decisions outside of the direct control of the department. By building a solid, sustainable student base of domestic students, the department will be able to make more stable enrolment projections. The tuition free option is dependent on the government and beyond our control; however, building the reputation of ELS as a viable option for domestic students who want to obtain a diploma for employment purposes or to bridge to university studies would lessen the impact of international enrolment cycles.

Recommendation(s) this Goal Addresses	Report (page number)
The SSR recommends that we widen our network and build communication with service providers in the domestic market to help students bridge between LINC and ELS.	SSR - 23
The ERR recommends that the ELS department be responsive in developing relevant programming for the growing student population in Langley (increasing immigrant and refugee students with varied educational backgrounds need support when they transition from K-12 and LINC programs); one suggestion is to create a KPU/LINC class to bridge the gap between the LINC program and KPU ELS classes.	ERR- 2
The SSR recommends that the ELS department continue to work on educating domestic applicants and advisors about the differences between ELS and ACP courses and their different intended student populations.	SSR - 79
The ERR recommends that we continue to work closely with the ELS Advisory Committee, which is an inclusive means to meet diverse educational (English, academic, settlement, etc.) needs of newcomer communities in Surrey, Richmond, and Langley.	ERR - 11

GOAL 6: Best practices adopted by the CELS model in Surrey to evolve consistently on all campuses as a way to meet learning outcomes in the time available and improve student success.

RATIONALE FOR THIS GOAL: Students and faculty in Surrey report improved student success and engagement with the implementation of practices associated with the CELS program: supplementary online/classroom learning with customized learning options, ePortfolios for reflective learning, greater standardization of course presentations, assignment descriptions, and evaluation rubrics, and a stronger sense of community in the program through extra-curricular workshops and social events in the designated CELS classroom hub. This should include consistent timetabling across campuses with time and space for group activities.

Recommendation(s) this Goal Addresses	Report (page number)
<p>The SSR recommends that we adopt best practices of the CELS model in Surrey at all campuses as a way to meet learning outcomes in the time available and improve student success.</p> <p>The ERR also recommends that we adopt these best practices and makes an additional recommendation. It recommends that we maintain the designated CELS room on the Surrey campus and strive to have a designated room in Richmond and Langley as the Surrey CELS hub (room 1015) clearly shows the potential and impact of the program through engagement of students and faculty during activities such as “Lunch and Learn”.</p> <p>The ERR recommends that we continue e-portfolios as students recognized that the skills they learned through the eportfolio process were transferable to their academic programs.</p>	<p>SSR – 47, 65</p> <p>ERR – 5</p> <p>ERR - 6</p>
<p>The ERR recommends that we continue to timetable faculty with common lunch hours and meeting times whenever possible to increase collegiality and community of practice opportunities.</p> <p>The ERR also recommends that we maintain the current culture of collaboration with the instructor group (it was suggested this collaborative spirit was not present a few years ago). This should be fostered as the department looks to hire new faculty as the study demand grows and other long-time faculty are contemplating retirement.</p>	<p>ERR – 6, 8</p> <p>ERR 8</p>
<p>The ERR recommends that we create opportunities with Lunch and Learn sessions as they appear to build community and strengthen the status of the ELS program.</p> <p>The ERR recommends that we develop more opportunities for new ELS students to interact with other KPU students.</p> <p>The ERR mentions that we find ways to be innovative in light of limited classroom facilities (currently at capacity on the Surrey Campus).</p>	<p>ERR 6, 8</p> <p>ERR 9</p>
<p>The ERR recommends that faculty improve their awareness of the many opportunities available to support faculty with training in technology at the departmental and university levels.</p> <p>The ERR recommends that we maintain our strong focus on incorporating educational technologies in the ELS classes (students commented on this multiple times).</p>	<p>ERR 7</p> <p>ERR 9</p>

GOAL 7: Continue to liaise effectively with other Faculties at KPU to ensure awareness and understanding of the program and the expertise the ELS department offers KPU.

RATIONALE FOR THIS GOAL: The research conducted for the Self Study Report indicated that the profile of our department is understated and with the recent change in student demographics at KPU, faculty have been approached via their personal connections with peers in other units for help in understanding the needs of these students. It is an excellent time to formalize our relationships with colleagues across the institution and broaden the awareness of our expertise as a resource for KPU. As early adopters and leaders in e-learning initiatives at KPU, we should increase our practice of participating in educational technology workshops.

Recommendation(s) this Goal Addresses	Report (page number)
The SSR recommends that ELS should liaise more effectively with other Faculties within KPU to ensure awareness and understanding of the program.	SSR - 41
The ERR recommends that ELS take the lead to work across disciplines in developing an overall writing strategy for KPU.	ERR - 4
The ERR recommends that we take pride in the level of use of educational technologies that align pedagogically with learning outcomes; ELS is a leader in this area and faculty should create opportunities to share their expertise with other faculty at KPU.	ERR - 6
The ERR recommends that we highlight the success stories of current and past students, many of whom expressed that they have “more than an advantage” compared to direct-entry students because of the ELS studies; mentioned the classes were a not only useful for language development, but boosting confidence, and practicing academic skills (e.g., presentations). The ERR recommends that we celebrate successes.	ERR - 7
The ERR encourages instructor groups to apply for research and professional development opportunities to both motivate the ELS faculty but also to raise the profile across the university community.	ERR - 12
The ERR recommends that we better facilitate communication between the Research Office and the Teaching and Learning Office and the faculty for grant opportunities and support for research related to teaching & learning.	ERR - 8, 13
The SSR recommends that we maintain and build on the network of relationships with other KPU programs, professions, accrediting agencies and post-secondary institutions.	ERR - 9
The ERR recommends that we continue to foster the excellent relationship you have with your library liaison through the library instruction sessions tailored to ELS students, the library guide, etc.	ERR - 9
The ERR also recommends that we continue to promote to students the many resources available (e.g., learning centre, library (eBooks), gym, peer tutors) and develop strong connections between ELS faculty and the partner faculty in other units.	ERR - 9
The ERR recommends that we bring specific skill sets from ELS faculty to help with the internationalization of the University as a whole (ELS faculty have much to offer).	ERR - 11
The ERR also recommends that we raise awareness of what the ELS faculty can bring to the rest of the university; potential to deliver intensive training sessions for internationalizing the curriculum, leading workshops to instructors in other areas for teaching culturally diverse classes, developing supports to other international students via workshops or short-term classes to develop skill-set of direct-entry students.	

GOAL 8: Continue the research to evaluate student success in both 7-week and 13-week modes in terms of completing ELS courses and in future UG studies and continue research to evaluate the validity of ELS Placement tests.

RATIONALE FOR THIS GOAL: While students seem to be positive about the option for a condensed, intense delivery model, not all faculty are convinced of the merits of the program. Several faculty members expressed concerns with the intensive (7-week) mode in terms of having enough time to achieve the learning outcomes when compared to the 13-week mode. The cancellation of the variance allowing us to offer our courses within a 14-week rather than the standard 13-week semester means that the 6.5-week mode (following the standard intersession model at KPU) may become more challenging and will require close examination. Another way to evaluate student success is to compare that success based on how the students were placed in the course, specifically to evaluate the new placement test. We should also continue to track student success in UG studies to understand the influence of our program.

Recommendation(s) this Goal Addresses	Report (page number)
The SSR recommends that we continue to evaluate student success in both 7-week and 13-week modes The ERR also recommends we continue to study the effectiveness of the 7-week delivery model from the point of view of instructors and student success. While students seem to be positive about the option for a condensed, intense delivery model, not all faculty are convinced of the merits of the model.	SSR - 47 ERR - 5, 13
The ERR recommends that the 7-week / 13-week program design requires ongoing evaluation and evolution. The programs have the same number of contact hours; however, the 7-week program necessitates fewer assignments, partial online components, and other variations in order to meet the learning outcomes within the timeframe.	ERR - 4
The SSR recommends that the ELS Department monitor the results of the KPU-ILAC articulation carefully so it can be clear about the desirability of pursuing other agreements with private institutions.	SSR - 79
The SSRSSR recommends that we continue to monitor the new intake testing system (Aptis).	ERR - 6

GOAL 9: Work with the ACA Faculty to support the KPU B1 goal described in Vision 2023 (p.4) “to embrace all cultures and promote a renewed, authentic approach to Indigenization” and in Strategy 5.3 in Academic Plan 2023.

RATIONALE FOR THIS GOAL: ELS students come from cultures around the world and this is already a core value in the program. As KPU develops the strategies to meet the B1 goal described in Vision 2023 (p.4), ELS will be involved in the process and contribute to the initiatives within the ACA Faculty to reflect the broader approach that KPU develops.

Recommendation(s) this Goal Addresses	Report (page number)
The ERR recommends that we indigenize the curriculum.	ERR - 12

RECOMMENDATIONS THE QUALITY ASSURANCE PLAN DOES NOT ADDRESS

List the Recommendations from the Self-Study and External Review this Plan does not address. Provide a brief rationale for why these Recommendations cannot be addressed. Add or remove rows as necessary.

Recommendations	Report (page number)	Rationale
The SSR recommends that we build further partnerships with reputable private institutions to create new pathways and attract students from new overseas markets.	SSR - 23	The ELS department does not have the capacity to create these partnerships. Decisions are made by the institution which also limit this type of initiative. An example is the recent decision to completely close applications from International students. It may not be something that we can focus on in a five-year plan because it is not under our direct control.
The ERR recommends that we build in more “academic” activities at the lower levels because some students feel like these levels are a waste of time.	ERR - 4	On closer examination, we feel that these levels have a strong academic focus and that comments from a small cohort may have influenced this recommendation.
The ERR recommends that we identify ways to be responsive to the influx of Indian students, as faculty expressed concerns from and for students and have reached out for support. The hiring of a Punjabi-speaking advisor is one action that has already been taken.	ERR - 6	The ELS department has already been proactive in this area by having meetings and discussions with international advisors who presented on the profile of students from India. Faculty always work with their colleagues to creatively adapt to the current cohorts as part of our ongoing best practice. We feel that this is a temporary situation and does not need to be directly addressed in the five-year plan.
The ERR recommends that we support efforts to diversify the international student body in order to improve the experience for students; one former student expressed her challenges due to being the only Japanese student when she was in the ELS program.	ERR - 8	In our monthly meetings with International, we frequently discuss these initiatives which we endorse as very important to improving the student experience. However, in the current administrative structure our ability to create more opportunities is not within our scope. We feel that since this former student was in the program, there have been significant changes in building community within the program as described in the CELS approach in Surrey which we plan to migrate to other campuses.
The ERR recommends that we improve communication with agents who are responsible for bringing in 50% of the international students; discontinue using agents who provide misleading information to prospective students.	ERR - 11	The International Education area and upper administration is aware of these issues and finding a solution is not within the scope of the ELS department.
The ERR recommends that we require students to participate in orientation webinars prior to beginning their studies.	ERR -11	We have discussed collaborating with International on content for the webinars, such as videos about expectations in the Canadian university context, but making it a requirement is beyond the scope of the ELS department.

QUALITY ASSURANCE FIVE-YEAR ACTION PLAN

Describe the Quality Assurance Strategies (specific plans of action) the program must achieve to attain its Goal over the next five year. Detail the **steps** the program will take to achieve each Strategy. Add or remove Strategies and tables as necessary.

MONTH/YEAR WHEN THE FIVE-YEAR ACTION PLAN BEGINS: 11/2018

STRATEGY 1: Review all ELS course outlines and analyze their contribution to the ELS Citation and Diploma.

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 3: Review all course outlines in the ELS program to ensure that course level outcomes and competencies are clear to new faculty and to students.

GOAL 4: Review the ELS Citation and Diploma to realign credits and progression.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Establish working group to strategically manage this project.	Program co-chairs and Curriculum Committee Chair	10/2018	11/2018	Recruit members from Curriculum Committee and Assessment Committee to represent faculty on all campuses.
Create timeline, sequence and procedures with institutional deadlines followed.	Group members	11/2018	12/2018	
Create project management document to track progress and add accountability	Group members	11/2018	12/2018	
Use learning outcome analysis documents already created, core competencies and BCCAT Articulation guide (incorporate “can do” statements in the new EAP descriptors) to update course outlines.	Group members	01/2019	12/2019	Ongoing work that will depend on Institutional approval work flows to determine the final completion date.
Evaluate the ELS credentials and any possible changes to the Diploma in terms of the revised course outlines and changes already made to the ELS Program.	Group members	01/2020	12/2020	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? faculty (group members) and program chair PD/AT time
When are these resources required? immediately and ongoing depending on accountable time availability
What Faculty and/or Institutional support is required? Faculty support

STRATEGY 2: Continue to work with other units at KPU (such as Assessment and Testing, SES, Advisors, Marketing and International) to provide consistent messaging and clear communication about processes for ELS students.

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 1: Continue to work with other KPU units to clarify processes and help students to navigate their pathway through the university from pre-entry to university studies.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Maintain membership on the ACA Faculty Assessment Committee and request that we invite an international advisor to participate	Dean's Office, ELS co-chairs	ongoing	ongoing	This committee with reps from ACP, ELS, English, Assessment and Testing, and Registrar's office meets monthly to discuss processes. Their mandate is to coordinate the stakeholders responsible for Assessment Testing at KPU.
Maintain membership on the ACA Faculty Communications Committee	Dean's office and ELS Rep	ongoing	ongoing	This committee coordinates Marketing initiatives for the ACA Faculty.
Produce an ELS marketing Plan in cooperation with the Dean's office	Marketing Committee chair	ongoing	ongoing	The Marketing committee generally oversees the content on our website and updates material as needed. They also coordinate faculty coverage for events.
Continue to meet monthly with representatives from KPU International.	Dean's Office and ELS Co-chairs	ongoing	ongoing	
Work with Assessment and Testing on ELS Placement Testing processes and communication with students.	ELS Assessment Committee	ongoing	ongoing	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? program chair time, faculty time
When are these resources required? ongoing
What Faculty and/or Institutional support is required? Faculty support

STRATEGY 3: Continue the pilot project started in Surrey (CELS) by applying the best practices learned to ELS courses on the Richmond and Langley campuses.

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 6: Best practices adopted by the CELS model in Surrey to evolve consistently on all campuses as a way to meet learning outcomes in the time available and improve student success.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Continue to get the recently designated "Hub" room operational by next semester.	ACA Dean	In progress	01/2019	
Work on obtaining a "Hub" room in Langley when student numbers have increased.	ACA Dean	01/2020	09/2020	This will depend on enrolment. One measure could be the expectation that one section of each course is running consistently.
Continue the establishment and sustainability of the newly approved ELS matrix (pilot) and evaluate/adjust as required.	Dean's office and ELS co-chairs	01/2019	09/2019	
Work with faculty on other campuses to introduce the best practices and formally share material, rubrics, and models of the collaborative Surrey approach so they can develop a campus appropriate model. This includes the CELS Online websites and support material.	ELS co-chairs	01/2019	04/2020	This work will begin in Richmond and then in Langley when the timetable and hub requirements can be met.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? .25 time release on Richmond campus to work with faculty
When are these resources required? January 2019
What Faculty and/or Institutional support is required? Scheduling on Richmond and Langley that mirrors the Surrey timetable

STRATEGY 4: Develop procedures and processes to formalize analytics that include a consistent method of sharing results and taking action based on the data.

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 8: Continue the research to evaluate student success in both 7-week and 13-week modes in terms of completing ELS courses and in future UG studies and continue research to evaluate the validity of ELS Placement tests.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Task the Assessment Committee to take on this project	ELS co-chairs	10/2018	11/2018	
Stage 1 – Create a list to reflect the usual data requests and the source of the information. Develop a timeline and procedures that will generate the requests Create a project management document to keep track of analytics.	ELS Assessment Committee chair	10/2018	01/2019	
Create naming conventions and a repository for storage which can easily be shared with the department.	ELS Assessment Committee members	10/2018	01/2019	
Report on the findings of research and data requests and determine if action is required.	ELS Assessment Committee members	ongoing	ongoing	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? accountable time, clerical support
When are these resources required? clerical support on completions of stage 1
What Faculty and/or Institutional support is required? Associate Dean to continue as contact with IAP

STRATEGY 5: Establish first year English for Academic Purposes credit courses to support NNS students in undergraduate studies and offer support for NNS with targeted adjunct credit courses by collaborating with other faculties in KPU and by creating technology-based initiatives.

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 2: Continue to work on supporting NNS students beyond our program in mainstream university courses through establishment of credit courses before ENGL 1100 or developing adjunct courses to provide direct support in certain courses such as EDUC 1150.

GOAL 7: Continue to liaise effectively with other Faculties at KPU to ensure awareness and understanding of the program and the expertise the ELS department offers KPU.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Review proposed course outlines for EAPS 1001 and EAPS 1002 and re-submit to ACA Curriculum Committee.	ELS co-chairs	10/2018	12/2019	After consultation with institutional stakeholders revise as required.
Continue to work with other faculties such as the School of Business (Communication department) and Arts (English department) on programs that provide specific adjunct support for NNS students or direct instruction	Dean's Office and Co-chairs	ongoing	ongoing	
Collaborate with EDUC 1150 to provide a comprehensive course package for academic preparation for international students that covers North American academic expectations, community and expressions.	Dean's Office and Co-chairs	10/2018	08/2019	This has been noted as an ideal course for collaboration.
Network with other faculties on specific student issues: - offer targeted workshops to their faculty (educate KPU about what we do and how we can help) by making presentations to other departments about the ELS program and explore collaborative opportunities to support students in UG courses. - explore ways to formalize connections with other departments to promote currency in UG course requirements and demands. - share ELS faculty expertise in ePortfolios and online learning.	Dean's Office and Co-chairs	10/2018	ongoing	Individual faculty members have met and advised colleagues from other departments and we should extend this network more formally.
Adapt CELS online resources for use by the KPU community to provide extra support for English language learners.	ELS Co-chairs	01/2019	09/2019	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Support from the Dean's office.
When are these resources required? as required by specific project
What Faculty and/or Institutional support is required? Support from the Dean's office.

STRATEGY 6: Build on the network of relationships we have in the communities we serve by making personal contacts and presentations that build on brand recognition developed through marketing campaigns at KPU.

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 5: Continue to build on relationships with service providers in the domestic market to help students transition between LINC (Language Instructions for Newcomers to Canada) or high school and ELS and enrol in the ACA department that best suits their learning needs.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Continue to meet twice a year with the ELS Advisory Committee.	ACA Dean	ongoing	ongoing	Ensure that the membership is sustained and represents the communities we serve
Create a list of service providers and a regular timetable for presentations to secure continued contact.	ELS Marketing Committee	10/2018	01/2019	This would provide a framework for regularly connecting with the communities we serve
Continue to work with FSO by participating in regularly scheduled presentations about the FSO program and KPU.	ELS Co-chairs and Marketing Committee members	ongoing	ongoing	While we have been visiting programs at their request, we should encourage a more systematic approach in tandem with FSO
Continue to participate in KPU events such as Open Houses, Counsellor presentations, and marketing initiatives.	ELS Co-chairs and ELS Marketing Committee	ongoing	ongoing	ELS participates in the ACA Communications Committee and the Dean's office to coordinate events.

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Admin and faculty support.
When are these resources required? as needed
What Faculty and/or Institutional support is required? ACA Dean support.

STRATEGY 7: Work with ACA faculty and other units at KPU to support Indigenization goals stated in Vision 2023 and Academic Plan 2023.

GOAL(S) THIS STRATEGY SUPPORTS:

GOAL 9: Work with the ACA Faculty to support the KPU B1 goal described in Vision 2023 (p.4) “to embrace all cultures and promote a renewed, authentic approach to Indigenization” and in Strategy 5.3 in Academic Plan 2023.

Step(s) Required to Achieve this Strategy	To be Led by	To Begin on (M/YY)	To be Completed By (M/YY)	Notes
Contribute to the ongoing conversations to support this KPU goal.	KPU Leadership	10/2018	ongoing	
Arrange meeting with manager of Indigenous Student Services	ACA Dean’s office	01/2019	ongoing	
Plan professional development activities that raise awareness of KPU indigenization strategy.	ACA Dean’s office	01/2019	ongoing	
Contribute to design of ACA and ELS specific guidelines for faculty to support the goals	ACA Dean’s office	01/2020	ongoing	

Resource Implications (if applicable)
What are the resources required to achieve this Strategy? Admin support
When are these resources required? Ongoing
What Faculty and/or Institutional support is required? PD opportunities.

PLAN SUPPORTED BY:

SAL FERRARAJ

Provost's Name

OCTOBER 3, 2018

Date

Provost's Signature



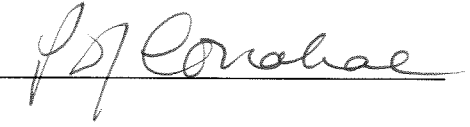
PATRICK DONAHUE

Dean's Name

OCTOBER 3, 2018

Date

Dean's Signature



ELS Program Competencies

As non-native speakers of English working in an intercultural academic environment, students will

- 1. Apply listening, note-taking and critical thinking skills to understand, analyse and synthesize the content of academic lectures and class discourse.*
- 2. Speak fluently and communicate clearly with minimal errors in class presentations, small group discussions, formal and informal debates, poster sessions, panels, and seminars.*
- 3. Demonstrate active listening skills to acknowledge and react appropriately to others in a group format or to an individual presenter.*
- 4. Apply reading strategies to a variety of academic texts at a grade 12 level using critical thinking skills to analyse and synthesize content.*
- 5. Apply writing process skills to draft, edit, revise and format a guided research paper, essays, reports, and summaries.*
- 6. Demonstrate ability to use an appropriate range and level of vocabulary for post-secondary study in both speaking and writing.*
- 7. Demonstrate ability to effectively use technology such as LMS, e-portfolios, and commercially-produced online materials in a post-secondary learning environment.*