



Call for Expressions of Interest for Research Study:

BC Transfer System English Language Proficiency Standards for Admissions and First-Year English Specific to Students with English as an Additional Language

Background

BCCAT is committed to ensuring that any possible barriers to successful articulation and credit transfer are identified, and it regularly conducts research on various policies, procedures, and practices within the BC Transfer System that might affect the efficiency of these processes. One topic identified by the Transfer and Articulation Committee (TAC) of Council was the impact on student success and student mobility of the rise in the number of students for whom English is an additional language in post-secondary classrooms throughout the BC Transfer System.

Purpose/ Goal

Post-secondary students in BC may demonstrate their English language proficiency in a variety of ways, including with a minimum English 12 (or equivalent) grade, a minimum score on a standardized test or mastery of EAP Level IV curriculum. A number of factors make it timely for a review of the English language proficiency requirements specific to assessing proficiency for students with English as an additional language: namely, the transformation of BC's K-12 curriculum now underway; the updating of the EAP Level IV learning outcomes currently being completed by the ESL Articulation Committee; and the significant rise across the sector of post-secondary students who are English Language Learners (ELLs), both domestic and international. The outcomes of this review may identify areas of concern with student success and mobility, and may inform course-to-course articulation in English and related disciplines, which frequently take into account the pre-requisite level(s) of English language proficiency required for each course, which in turn often differ from proficiency standards for general admission at a given institution.

Scope

This project will include review of general admission and first-year English course pre-requisites specific to non-native speakers of English at all BC Transfer System member institutions. The BCTS member institutions and relevant Articulation Committees (ACs) will be the primary audience for the study.

Objectives

1. To catalogue current language proficiency admissions standards specific to ELLs at all BC Transfer System member institutions, including minimum scores on IELTS, TOEFL and other standardized tests, and other expressions of equivalence (e.g., CLBs).
2. To catalogue language proficiency course pre-requisites for first-year English (and related disciplines, such as Creative Writing, Technical or Business English, Written Communications) that are specific to students for whom English is not a first language, at all BC Transfer System member institutions.

3. To compare resulting catalogues against the EAP Level IV learning outcomes (revised 2018); and against course-to-course articulation of the relevant first-year English (and related) courses.
4. To identify issues or concerns (such as non-triangulated or inconsistent statements of equivalence), draw conclusions and make recommendations for further consideration by BCTS member institutions and/or relevant ACs.

Suggested Methodology

- a. Prepare a project plan indicating the methodology to be used, timeline, costs, and deliverables.
- b. Confirm the project plan with a reference group consisting of BCCAT staff and selected members of the Transfer and Articulation Committee.
- c. Conduct a review of current practice in BC institutions.
- d. Produce a draft report, and share it for feedback with relevant Articulation Committees (e.g., ENGL and ESL).
- e. Produce next draft report for review by the reference group.
- f. Finalize the report by working with BCCAT staff and peer reviewers and through feedback from field-based examination of the draft report.

Qualifications

The successful proponent should possess at a minimum:

- a. Extensive experience in a post-secondary setting, preferably within a BC college, institute or university.
- b. Graduate degree in an appropriate field or commensurate experience.
- c. Demonstrated capacity to conduct research.
- d. Demonstrated excellence in written communications.

Demonstrated familiarity with common measures of English language admissions standards and/or measures of English language proficiency specific to speakers of English as an additional language (e.g., IELTS, TOEFL, CLBs, EAP learning outcomes), within the post-secondary sector in BC, will be considered an asset.

Timelines and Process

- Expressions of Interest in conducting this research will be accepted until **4 pm, 31st July 2018**.
- Selected applicants will be invited to submit a more formal proposal, including the draft project plan, methodology, timeline and budget, by **10th August 2018**, with a decision date for awarding the project of **17th August 2018**.
- A contract will be finalized and in place by **September 2018**, with completion date falling within the 2018 – 2019 academic year (specific date to be determined through the planning process).

Funding

The maximum funding for this project is \$25,000, inclusive of all hourly charges, travel and associated costs, any supplies and GST.

Queries and Expressions of Interest should be directed to Meg Stainsby, Director, Transfer and Articulation: **e:** mstainsby@bccat.ca | **p:** 604 412 7682.