

ESL Articulation Steering Committee Meeting Minutes
October 1 & 2, 2020
Zoom Meeting

Thursday, October 1, 2020

Co-Chairs: Andrea Matthews, BCIT, and Marta Tejero, College of New Caledonia
Secretary: Ken McMorris (VCC)

Regrets: Barb Binczyk, Adult Education Unit, Programs Branch, Ministry of Advanced Education, Skills and Training; Cathy Ebert, UVic; Cathy Aquart, UVic;

Attendees:

Annette Aarts (College of the Rockies)
Yvonne Bastian (Simon Fraser University)
Jerry Block (Fraser International College)
Maria Bos-Chan (University of the Fraser Valley)
Kirsten Bunton (Camosun College)
Brian Bouthillier (Thompson Rivers University)
Marina Chekunova (Coquitlam College)
Ginny Chien (Columbia College)
Debra Clarke (Columbia College)
Nathan Devos (British Columbia Institute of Technology)
Harkit Dhillon (Langara College)
Scott Douglas (University of British Columbia - OSE)
Seyed-Reza Hosseinifar (University Canada West)
Gilmour Jope (University of the Fraser Valley)
Rachelle Jorgenson (Capilano University)
Ardiss Mackie (Okanagan College)
Lynette Manton (Kwantlen Polytechnic University)
Brenda Marson (Langara College)
Ken McMorris (Vancouver Community College)
Janice Penner (Douglas College)
Shana Rablah (Selkirk College)
Ray Rahimi (Acsenda School of Management)
Nora Ready (Vancouver Community College)
Maggie Reagh (Capilano University)
Lisa Robertson (Camosun College)
Susan Saint (Kwantlen Polytechnic University)
Tanis Sawkins (Vancouver Community College)
Cassie Savoie (University Canada West)
Gordana Sokic (Douglas College)
Elizabeth Spalding (Kwantlen Polytechnic University)
Geoff Taylor (Simon Fraser University)
Tony Vernon (Camosun College)
Mike Winsemann (BCCAT)

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1. Welcome & Meeting Orientation from the Co-Chairs

2. Approval of the Agenda

- Approved

3. Approval of the Minutes of May 2-3, 2019 (held at Douglas College)

- Corrections of names
- **MOTION** to approve minutes. No objections; Abstentions: Scott Douglas (UBC), Marina Chekunova (Coquitlam), Seyed-Reza Hosseinifar (UCW), Cassie Savoie (UCW). *Carried.*

4. "Housekeeping"

- a. Election nominations for 1 Co-Chair
 - **MOTION** to nominate Marta Tejero (CNC) as co-chair. *Carried by acclamation.*
- b. Check contact info for your institution--Google Docs link at end of this agenda
 - Master list created on Google docs (link at end of minutes)
 - **Action Item:** Members will please -
 - Bold the main contact/voting member at your institution
 - Delete any outdated contact information
 - Check that your contact info is correct
 - Add job title and name of program
- c. Next year's meeting online in May: (See Agenda item #11, Closing Items)
- d. Other notes:
 - New members:

▪ Gilmour Jope (UFV)	▪ Jerry Block (FIC)
▪ Cathy Savoie (UCW)	▪ David O'Reilly (FDU)
▪ Nora Ready (VCC)	▪ Marina Chekunova (Coquitlam)
▪ Scott Douglas (UBCO)	
 - Leaving or non-attending:
 - Carel Schoch (UCW), replacement: Cathy Savoie
 - Maria Bos-Chan (UFV) – attending but not voting member
 - Carrie Leggatt (VCC)
 - New institution status: Yukon University
 - Member duties – special notes:
 - **Action Item:** Members will distribute draft minutes, institution report, and updated guide to institution (ICP)
 - Co-chairs' role:
 - Aspirational: majority of time: education & advocacy, member support
 - Other time: revising the guide, co-chairs' message, updating the member list
 - Too much time is spent on updating the member list
 - **Action Item:** Members will sign up to the Moodle account and update contact information on the master list (Google docs)

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- **2018 Action Items (review)**
 - Increase visibility of the EAP Articulation on BCCAT
 - Improve usability
 - Connect with Registrars

5. 2019 Committee Issues

- a. Follow up on subcommittee that was struck last year: Working Group on ESL Articulation Guide Revision
 - Identified ways in which ESL & ABE do things differently: mostly non-credit-bearing courses; multi-lateral articulation; use of guide rather than BC Transfer System
 - Guide is difficult to use for external users, especially the articulation grids
 - Readability of the grid also challenging (questions included what CLBs are, what integrated skills are, what to do with the number of hours, how to interpret semi-integrated skills ...)
 - Drafted revised grid & consulted with BCCAT (removed integrated skills column, hours, references to CLBs; included credit information). NB: Our processes haven't changed
 - Revised placement on BC Transfer Guide: stand-alone grid will appear under Program Specific Transfer
 - **Action Item:** Committee will address the following questions:
 - How do we want to capture the additional info currently in the guide (i.e. what should be available externally to our committee)?
 - History
 - Articulation process
 - Committee Terms of Reference
 - Member contact info
 - Access and Work grids – do we need them in the transfer grid?
 - What is our preferred term: ESL, ELL, EAL, etc.?
 - Transfer credit – discussion needs to happen between committee members and ICPs at those institutions
- b. Transfer Guide for ESL for Credit, ESL Non-Credit Provincial Transfer Guide, including year of articulation in grid, name of committee, Access/Work, etc.
 - **Action Item:** Investigate if non-credit courses articulated in the guide could be used for credit courses.

6. Round Table Discussion. Breakout rooms—form to be completed with themes to briefly summarize ideas. Groups of ~10 (30 min) and report back (30 min)

- Institutional Reports are in a separate file.
- Trends:
 - Lower enrollment, blended learning challenges such as adapting pedagogy, workload issues, placement testing (Duolingo accuracy and validity of placement)
 - Some positives: more laptops, tuition installment plans, extra support being offered by IT, Learning Centres, library, student services, etc.
 - Some institutions offering in-person programs (Selkirk, Douglas)

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7. Reports

- a. BCCAT Representative: Mike Winsemann, mwinsemann@bccat.ca
 - Fall update available at <https://www.bccat.ca/Media/NEWBCCAT/pubs/2020FallUpdate.pdf>.
 - Some committees were not able to meet, some projects were redefined, working on emerging issues related to impact on transfer agreements during online delivery. The method of delivery should not have an impact, but some challenges in adapting to forms of delivery (e.g. science programs) and academic fraud.
 - Important for BCCAT to work with the institution and administration.
 - Transfer Innovations Fund: Revised – now Articulation Committees Project funding program funding, applications for funding
 - Joint Annual Meeting, Nov. 4-5, online. Normally attendance is limited, but it's open to all articulation committee members this year. Sessions: impact on delivery, academic integrity, maintenance, introductory session on history of transfer system. Not anticipating Ministry representation due to election.
 - Info for registration is on the BCCAT website: <https://www.bccat.ca/articulation/jam>
 - BC Transfer Guide: initially for university-level courses, more interdisciplinary courses, pathways from non-academic credentials to academic credentials, need for greater visibility (e.g. ESL Articulation has not been prominent), and non-academic courses have not been listed in course-to-course guide: project is underway to do so for ESL-articulated courses as well as ABE. **Action Item:** Members can volunteer to offer perspective/feedback as initiative continues.
 - Discussion: How is the current process working for you? What innovations could be introduced?
 - We'd like a system that facilitates better transfer/movement within institutions as well as between institutions: visibility, profile and accessibility
 - EAP for credit – developing a new pathway from non-credit to credit between institutions; need for bridging/creation of ESL integrated with other disciplines.
 - Why do so few articulation committees do multilateral articulation? Multilateral ensures system wide focus, collaborative approach and consistent competencies across courses that are commonly taught, like English and math. [Response: Maintenance of these grids is the barrier. They fall out of currency quickly. Course to course articulation is the culture in BC and is automated process right now.]
 - Question of Duolingo and IELTS having recognition at institutions while articulation courses are not.
 - How would a bilateral course-to-course work? [Response: every institution has a log-in to request that a course outline be articulated. Once the other institution decides, it will be automatically updated in the Transfer Guide.] Can we avail ourselves of that mechanism of communication to smooth out our end of the process? [Response: That is one of the goals of this project.]
 - Question of issues with students transferring from Douglas to other institutions and how to facilitate the process, and request for clarification around “true articulation.”
 - Even when two courses are articulated, Registrars' Offices sometimes disregard the grid. This project can hopefully help resolved this type of issue. [Mike: Historically, institutions accept what is in the Transfer Guide, even though they still have autonomy.] Private institutions: [11 private institutions and several outside of BC are listed in the Transfer Guide. Non-credit courses need to be addressed in terms of policy with BCCAT.]
 - If members send an email to Mike to volunteer, please copy the co-chairs.

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- b. System Liaison Person and Deans and Directors: Tanis Sawkins
 - SLP at BCCAT: Administrator oversight of courses/programs relevant to this committee, report to BCCAT of changes in committee leadership, participate in BCCAT JAM (Joint Annual Meeting). All members have the opportunity to attend the JAM this year.
 - Reports to most of the deans and directors of our institutions, projected for Nov. 2020.
 - Offered appreciation for everyone's work on this committee.

8. Working Groups Meetings

- a. English for Work and Access Working Groups Meeting [Lisa Robertson, Chair]:
 - Decision to stay in the EAP Working Group
- b. EAP Working Group meeting [Marta Tejero, Chair]—Discussion of new articulations and changes: KPU, BCIT, COTR, Langara

KPU – minor changes

- Used descriptors and format to be more consistent with the Articulation Guide
- Changes passed curriculum committee, and then automatically approved by Senate
- **MOTION** to approve: *Moved* by Ken McMorris (VCC), *seconded* by Annette Aarts (Rockies). *Carried* with no abstentions or objections.

BCIT

- COMM 0030, to articulate with EAP IV under "ORAL/AURAL". Combined with COMM 0005 will meet the outcomes for EAP IV for all skills. This will benefit students applying to BCIT.
- Less than 70% match for LS outcomes.
- Q: What is a minimum number of hours for a course to be articulated? (50 hours for a 2-skills course)
- Suggestion: Conditionally pass and with understanding they will continue to revise.
- Q: Do these courses need to go through EDCO? [Response: non-credit courses in a non-credentialled program do not.]
- **MOTION** to approve the proposed outcomes on the condition of revising the outcomes to have a minimum of 70%: *Moved* by Marta Tejero (CNC), *seconded* by Maggie Reagh (Capilano). Abstentions: Andrea Matthews (BCIT), Nathan Devos (BCIT). No objections. *Carried*.

College of the Rockies – Presenter: Annette Aarts

- ELP 095, replacing the COTR-ELP 089, proposed for EAP IV Listening/Speaking.
- Increase in hours, various authentic tasks, etc.
- **MOTION** to approve ELP 095: *Moved* by Geoff Taylor (SFU), *seconded* by Ardiss Mackie (Okanagan). No abstentions or opposed. *Carried*.
- ELP 098: for EAP IV Reading/Writing
- Increase in hours (135 hrs), 15 weeks, over 70% match in outcomes
- **MOTION** to approve ELP 098: *Moved* by Geoff Taylor (SFU), *seconded* by Cassie Savoie (UCW), no abstentions or opposed. *Carried*.

Langara College – Presenter: Harkit Dhillon

- LEAP 3 and LEAP 4 to meet the requirements for EAP I.
- **MOTION** to approve: *Moved* by Annette Aarts (Rockies), *seconded* by Shana Rablah (Selkirk). No abstentions, no opposed. *Carried*.

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9. Working Groups Meetings Continued

- a. English for Work and Access Working Groups Meeting *IF REQUIRED* [Lisa Robertson, Chair]
 - o Decision to stay in the EAP Working Group
- b. EAP Working Group meeting [Marta Tejero, Chair]—Discussion of new articulations and changes: SFU, Douglas College, Langara

SFU – Presenter: Geoff Taylor

- Listening/Speaking, Low Advanced, to meet requirements of EAP IV for listening and speaking
- New course, matched course outcomes to Articulation document
- Having matched outcomes does not capture effect of performance conditions in terms of distinguishing between levels and degrees of complexity, in order to know if outcomes are actually being met. [Geoff showed syllabus with descriptions of assessments, activities, etc.]
- Separate from this presentation, the submission form should be changed to allow the description of both matched learning outcomes and performance conditions.
- Comment: Andrea Matthews: Global to granular presentation of the program and courses was very effective.
- How are courses that are part of the program but not articulated being treated?
- **MOTION** to approve: *Moved* by Maria Bos-Chan (UFV), *seconded* by Ginny Chien (Columbia). No abstentions, no opposed. *Carried*.

Douglas College – Presenters: Gordana Sokic, Janice Penner

- ELLA 110 (Speaking), 120 (Listening & Reading), 130 (Writing), 140 (Grammar & Accuracy) to be articulated to EAP II, and ELLA 010 (with equivalent individual courses) to be articulated to EAP I
- Over 200 hrs of instruction for 4 skills
- ELLA 010 is considered pre-academic
- EAP II: 100% match of outcomes with Speaking, 84% match in Listening/Reading, 100% match in Writing, “Accuracy/Grammar” 73% match in Writing
- EAP Learning Outcomes are found in different curriculum guidelines at Douglas College: Learning Outcomes, Course, Content and Means of Assessment
- Re, co-requisites – what if students don’t pass one of the courses? [Response: Students must pass all courses before they can take any courses at the next level.]
- What is the reason for the discrepancy of the 15 and 14-week semesters? [Response: The hours are not affected. The 15th week is an exam week in other college programs.]
- **MOTION** to approve ELLA 110 for EAP II: *Moved* by Geoff Taylor (SFU), *seconded* by Ray Rahimi (Acenda). No abstentions, no opposed. *Carried*.
- ELLA 010: 100% match for Speaking & Listening, 92% match for Reading, 92% for Writing
- **MOTION** to approve ELLA 010 for EAP I: *Moved* by Annette Aarts (Rockies), *seconded* by Elizabeth Spalding (KPU), no abstentions, no opposed. *Carried*.

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10. Full Steering Committee Resumes. Committee action plan for 2021 (key items, call for volunteers for fillable EAP form, Work & Access items, etc.)

- a. How do we want to capture the additional info currently in our Guide?
 - History
 - Articulation process
 - Committee Terms of Reference
 - Member contact info
 - Suggestion: keep it as an internal document; not being used to communicate with Admissions
 - Suggestion: separate it into separate folders to make it easier to access.
 - Has the contact information in the guide been useful, other than to the Chair? (This is not referring to the internal lists, which change frequently.)

- b. Access and Work grids – do we need them in the transfer grid (to appear on BC Transfer Guide)?
 - Suggestion: postpone in-depth discussion and decision until May to give us time to prepare.
 - Why were the Access and EAP grids separated? [Response: Initially, while the outcomes were being identified, it appeared that they were quite different. They may have become more aligned in recent years.]
 - Suggestion: Add an articulation process section on the BCCAT Committee page to document the history of ESL Articulation.
 - **Action Item:** Once EAP grid has been updated, Access committee can meet to discuss how Access and Work grids can be integrated.

- c. What is our preferred terminology: ESL, ELL, EAL, or ...?
 - General consensus that “ESL” should be changed.
 - Choice of “EAL”: aligns with BCTEAL; “ELS – English Language Studies”, which might encompass students who have English as their first language, though it may be confused with other programs.
 - **MOTION** to approve change to “EAL Articulation Committee”: *Moved* by Lisa Robertson (Camosun), *seconded* by Nora Ready (VCC); *Opposed:* Tony Vernon (Camosun); *Abstained:* Gordana Sokic (Douglas). *Carried.*
 - **Action Item:** Follow up with BCCAT to confirm that the Guide is still searchable by other parties (e.g. Will Registrars understand what “EAL” means?)

- d. Other:
 - Suggestion to discuss issues and considerations of having instruction online. [Many other comments of experiences and concerns.]
 - **Action Item:** Participate in Moodle discussion (set up by Nora Ready) on how online teaching/learning (including Duolingo) has been affecting how students are meeting learning outcomes. This will let us find solutions and be more prepared to respond as a body.
 - What should we bring to the attention to the next meeting for Deans and Directors?
 - Forms submission subcommittee: Request for volunteers to work on revised forms. **Action Item:** Shana Rablah (Selkirk), Lisa Robertson (Camosun), Geoff Taylor (SFU), Maria Bos-Chan (UFV), Lynette Manton (KPU), and Marta Tejero (CNC) will try to finish by mid-November.

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11. Closing Items

- a. Working Groups report back
- b. Election: for 1 Co-Chair
 - Marta has agreed to continue as co-chair.
 - Andrea's position will be vacant as of May.
- c. Ensure everyone has updated contact info in in Google Contact Sheet (see link below)
 - See Agenda Item #4, b.
- d. Other Business/Motions: **Action Items:** Members will please -
 - Distribute the draft minutes of the meeting and own report (and the updated grid) to the department/program faculty and administrators (include your ICP – Ask Ruth Erskine [Institutional Contact Person, rerskine@bccat.ca] if you don't know who that is) after the meeting
 - Participate in the articulation committee's administration or activities
 - As possible, volunteer to share the work associated with the operation of the committee
 - Review the Guide list of miscellaneous courses for currency (e.g. p. 34)
 - Use your articulation contacts to facilitate student transfer
 - Thanks:
 - Minute-taker: Ken McMorris
 - Moodle support: Lynette Manton
 - Newly re-elected co-chair: Marta Tejero
 - Guide revision committee members: Carel Schoch, Ken McMorris, Karen Reppin, Marta Tejero, Andrea Matthews, Maggie Reagh, and Lisa Robertson
 - Volunteers to advise Mike Winsemann: Janice, Marta and Maggie
 - New members: Gilmour, Cassie, Nora, Scott, Jerry, Marina, Seyed-Reza, David O.
- e. Next year's meeting online in May: dates
 - **Action Item:** Complete the doodle poll: <https://doodle.com/poll/izuhifgy4qxvav2g>
- f. Additional points for discussion for inclusion on next year's agenda

12. Meeting adjourned

ESL Steering Committee Google Contact Sheet Link

<https://docs.google.com/spreadsheets/d/1q3z8WVInYVKKpooPIB0TsktFBFwsN-G4PtkdCbONWGA/edit?usp=sharing>