

English as an Additional Language Articulation Steering Committee Meeting Minutes
Friday, May 14, 2021
Zoom Meeting

Present:

Member Institution	Representative	Email
Alexander College	Gerry Tillman	g.tillman@alexandercollege.ca
Ascenda School of Management	Ray Rahimi	ray.rahimi@acsenda.com
BCIT	Andrea Matthews	Andrea_Matthews@bcit.ca
	Nathan Devos	ndevos1@bcit.ca
Camosun College	Lisa Robertson	robertsonl@camosun.bc.ca
	Kirsten Bunton	buntonk@camosun.bc.ca
	Tony Vernon	vernona@camosun.ca
Capilano University	Maggie Reagh	mreagh@capilanou.ca
	Rachelle Jorgenson	rachellejorgenson@capilanou.ca
	Corey Muench	cmuench@capilanou.ca
College of New Caledonia	Marta Tejero	tejerom@cnc.bc.ca
College of the Rockies	Annette Aarts	aaarts@cotr.bc.ca
Columbia College	Ginny Chien	gchien@columbiacollege.ca
Coquitlam College	Marina Chekunova	mchekunova@coquitlamcollege.com
Douglas College	Janice GT Penner	pennerj@douglascollege.ca
Kwantlen Polytechnic University	Lynette Manton	Lynette.Manton@kpu.ca
	Elizabeth Spalding	elizabeth.spalding@kpu.ca
	Susan Saint	Susan.Saint@kpu.ca
Langara College	Brenda Marson	bmarson@langara.ca
Lasalle College Vancouver	Cynthia Watson	CWatson@lasallecollegevancouver.com
Okanagan College	Ardiss Mackie	amackie@okanagan.bc.ca
Selkirk College	Shana Rablah	srablah@selkirk.ca
	Paul Spence	pspence@selkirk.ca
Simon Fraser University	Geoff Taylor	geoff_taylor@sfu.ca
Thompson Rivers University	Brian Bouthillier	bbouthillier@tru.ca
UBC-Okanagan	Amber McLeod	amber.mcleod@ubc.ca
University Canada West	Mostafa Nazari	mostafa.nazari@ucanwest.ca
	Julie Lee	julie.lee@ucanwest.ca
University of the Fraser Valley	Gilmour Jope	Gilmour.Jope@ufv.ca
Vancouver Community College	Ken McMorris	kmcmorris@vcc.ca
Yorkville University	Naghmeh Babae	nbabae@yorkvilleu.ca

GUESTS		
BCCAT Representative	Mike Winsemann	mwinsemann@bccat.ca
Post-Secondary Programs Branch, Ministry of Advanced Education and Skills Training	Barbara Binczyk	barbara.binczyk@gov.bc.ca
REGRETS		
University of Victoria	Cathy Ebert	cebert@uvic.ca
	Cathy Aquart	caquart@uvic.ca

Co-Chairs: Andrea Matthews (BCIT) and Marta Tejero (College of New Caledonia)

Recorder: Ken McMorris (VCC)

Meeting Called to Order at 9:05 a.m.

1. Welcome and Meeting Orientation

- New Members
 - Tony Vernon (Camosun)
 - Corey Muench (Capilano)
 - Elizabeth Spalding (KPU)
 - Susan Saint (KPU)
 - Paul Spence (Selkirk)
 - Julie Lee (UCW)
 - Mostafa Nazari (UCW)
 - Naghmeh Babaee (Yorkville University)
- Leaving:
 - Tanis Sawkins, System Liaison Person (VCC)
 - Maria Bos-Chan (UFV)
 - Lynette Manton (KPU)
 - Andrea Matthews (BCIT)

2. Approval of Agenda and Any Additional Items

Change to agenda:

- Extra time for questions after Nathan's presentation, to discuss questions that arise
- Closing items: change 3:30 to 3:00 p.m.

3. Approval of minutes of the Articulation Committee meeting of Oct 1-2, 2020

Motion: to accept the Minutes as presented/with amendments as noted:

Moved: Annette Aarts **Seconded:** Gilmore Jope **Carried unanimously**

Question: What is the timeline to expect approved minutes?

→ Oct 1-2, 2020 minutes: by next week. For draft of current meeting minutes: June

4. Report from the Chairs (Business Arising from Previous Minutes)

a. Actions resulting from the last meeting:

- Creation of new streamlined EAP Transfer Grid
 - To be the public facing transfer document, with the full guide being used for internal purposes.
- Renaming of committee in various places
 - Renamed to English as an Additional Language; done everywhere except on Moodle
- Changes to the Guide: Removal of English for Work Working group and grid from guide; Addition of *effective date* in guide going forward:
 - English for Work Working group was removed from the guide
 - Effective date of new articulations in guide is being added from now on to help track currency

b. Housekeeping:

- Election nominations for 1 co-chair: (see end of meeting)
- Reminder of member duties:
 - See 11c, *ACTION items for all members*
- Location and dates for next year's meeting in May (blended mode?).
 - Link to Doodle poll sent out May 13; deadline to vote is the end of May

ACTION: Complete Doodle poll

5. Institutional Reports & Discussions – Group reports:

a. Shared in 4 breakout rooms

b. Group reports – general points:

- Marked decline in international enrollment, with many programs starting to improve
- EAP area and lower levels had largest drop in enrollment
- Students studying from overseas
- Optimism with new immigration pathways programs
- Use of Duolingo: most institutions were still at 105 for academic programs
- EPT in-house development
- Accepting IELTS to move up in a program (50% yes, 50% no)
- September return to campus: still unknown
- Many institutions have had layoffs due to lowered enrollments during COVID, but not all.
- Learning Centres working with English language depts
- Student support programs development
- Ideas on how to use the experience (Synchronous/Asynchronous course development, restructuring pedagogical models ...)
- Issues with academic integrity

6. Presentation: Post-Admissions Assessment and Support: Benefits and Challenges (Dr. Nathan Devos, BCIT)

- Short bio (shared by Andrea); slides for presentation attached
- **Why?**
 - Research on EAL student entering univ. may not be adequately prepared; variability in English lang. skills, with an impact on their academic success; misidentifying lang proficiency test scores as evidence of academic readiness; global lang. tests used beyond their purpose; question of reliability of language tests; EAL students have the right to equitable treatment, incl. support resources.
 - “Pre-requisite language tests sell scores, not stories” (Devos).
- **What is post-admission support?**
 - Academic English courses, tutors, peer-support programs, self-access learning centres, lang support classes embedded in programs
- BCIT
 - COMM course: role allows access directly into programs to offer services, embedded lang support within communications classes in programs
 - Taught by COMM-EAL trained fac members; to support EAL students who may otherwise have not succeeded in their diploma-level studies.
 - Post-Admission Lang Assessment: low-stakes testing, for pedagogical intervention; linked to opportunities to develop; link to problem solutions
 - Two-stage structure: screening (identify which students should complete diagnostic tests), before allowing lang support classes to get up and running quickly.
- **Questions:**
 - Who pays for the lang support classes? → School of Computing & Academic Studies includes the courses in their budget.
 - Is BCIT considering articulating these courses? → not at the moment (free, not mandatory, non-credit); BCIT diploma cohort doesn't need extra credit, so not of great value to students.
 - How do we get students to go? → Offer multi-modalities, offer time for online support (more flexibility), discussions re. making LS (Language Support) courses mandatory or tuition-based; educating students re. the purpose and success; advocating across the institute, turning it into a culture of support post-admissions;

- process of changing mentality of students (and faculty and admin) that it's an ongoing process during one's entire education, not just passing an entry test.
- How is it scheduled? → embedded into students schedules automatically because they now have CRNs; more hours would be ideal
 - How has this model worked in remote learning? Have outcomes remained consistent? → we don't have attendance data from 2019, but it appears consistent at 50%, comparing to older data.
 - Would it be a person within the program that submits the LS course for timetabling? → not sure, since it's done by program head for personnel.
 - Did the courses go through governance? (Note: appreciating it is value-based and evidence-based) → the classes don't have a set structure, instead being decided by the instructor and how it can be best linked to the program; attempts to create outcomes, but still in process.
 - How regularly do students attend the lessons (so they can build on their skills from week to week)? → Still new; more motivated students come consistently; some LS instructors are proactively addressing focus on form (e.g. in reading and writing).
 - How does it work with the LS courses, i.e. connected to each section of the COMM course? → sometimes a lead instructor will teach a number of sets in COMM, and the LS instructors will focus on EAL aspect as part of their regular workload. For the most part, the COMM instructors also delivers the LS as additional workload for them, but not always if they do not have EAL teaching skills, for example.
 - How are LS courses fitting in with articulation? (EAP III or IV)? → post-admissions, so students have met institutional language prerequisites of articulated, very discipline-specific to support assignments; not Reading, Writing or Grammar course
 - How can we validate assigning credit? → we don't assign credit; these are support courses, moving away from a sink-or-swim model and just trying to do the right thing.
 - Would these courses fit under the English for Work in the EAL Articulation Guide? → Note: the COMM courses which these LS courses are linked to are articulated through their own articulations.
 - Would you consider making them 100-level, post-secondary courses if you were to make them credit-bearing? → (For further consideration; no specific answer given).

7. Optional discussion groups

1. Duolingo
2. Pathways with non- BCCAT institutions
3. Return to "normal"
4. Academic integrity
5. Post-admissions support

8. Reports

a. BCCAT Representative: Mike Winsemann

- General update: (<https://bccat.ca/pubs/Resources/ACUpdate202104.pdf>)
 - BCCAT role to coordinate transfer credits and to perform research
 - Pandemic: quick pivot to online learning, delivery; many discussions last year around transfer and articulation, particularly re. hands-on training, labs, etc.
 - Impact on transfer system and articulation was minimal; mode of delivery shouldn't be relevant to articulation; no widespread changes to articulation agreements; most articulation committees did meet last year, and most or all should meet this year.
 - Questions on what return to face-to-face delivery will look like; impact on international students who may not have access to vaccinations is still unclear.
 - Micro-credentials: interest in smaller, short-term learning to allow people to retrain; a number of institutions took advantage of funding; future will look at outcomes; full report on the website (<https://www.bccat.ca/pubs/reports/MicroCredentials2020info.pdf>)

- Recent expansion to BC Transfer Guide:
 - Institutions have been maintaining internal list of equivalencies for institutions outside of BC (other provinces as well as international, 33 different countries)
 - BCCAT has piloted transferring these equivalencies to the BC Transfer Guide; will continue; goal of building a national system of transfer
- EAL Guide plans moving forward:
 - Plan to take equivalencies in the EAL and integrate them with the same interface as the ABE on the BC Transfer Guide.
 - Reminder: need to consider the EAL Access equivalencies.
 - Question for committee to discuss: What is the future of the grids contained within the PDF document? Do we need to maintain these grids? (ABE has agreed to publish grid for the next year, but likely not after that.)
 - BCCAT Annual Transfer Conference: “Joint Annual Meeting” (Nov 3-4, 2021, online)
- Demo of project re. ABE
 - Both have the same structure to their guide, articulating to the level and defining the learning outcomes to the level; plan to complete online integration by the end of June.
- Questions:
 - Marta Tejero will help work on this to identify EAL aspects and Access Equivalency Grid (pp 54-57 in the 2020 edition).
 - CapU 100-level elective, credit course with post-secondary credit piece but also EAP IV, trying to do a transfer agreement with Camosun College and UBCO. → Regular course-to-course articulation process can be used; should only send it to people who have matching programs; will consult with committee.

b. Post-Secondary Programs Branch, Ministry of Advanced Education and Skills Training: Barb Binczyk

- Acknowledgement of change of name
- Congratulations on transitioning to online delivery
- Context of the Ministry:
 - New Minister, the Honorable Anne Kang; everyone in the ministry focussed on learning continuity, supports, with FNECS
 - 15 ppl on staff, 14 units: Health and Medical, Human and Social Services, Tech and Sciences, Adult Education
 - Deliverables on continuing and new initiatives are growing (not included in Base Operations Grants)
 - Adult Literacy Program: growing, budget constraints
 - AUG: Demand has declined
 - ABE and EAL are the main focus in her unit; worked hard to move to tuition-free classes; in 2019, model based on per FTE and forecasts from post-secondary public institutions; some institutions are unhappy with their FTE levels, were charging different levels of tuition; will begin discussions with advisory deans/presidents to revise
 - EAL enrollment had started to increase before state of emergency, while ABE remained static or contracted; 2021: both down by 21% in delivery; forecasts are low, tied to international revenues; only two maintain LINC contracts (Douglas and VCC);
 - Ministry of Municipal Affairs: Immigration Policy and Integration Branch (continuing to fund Career Paths, BC Settlement and Integration Services)
- Questions:
 - Do you know anything about the back-up on international student visas? → No.
 - ECCE rapid integration programs; aim to get students into the workforce quickly; inclination for institution is to waive language requirements. Concerned that those students aren't well-supported. → Funding for Health Unit comes from other

ministries, so it can be complicated to get support for individuals who need the language support (Note: Ministry of Children and Family Development (MCFD) funds ECCE.)

- Lisa Robertson at Camosun College asked if she was aware that HCA ESL students are not eligible for the BC Student Loan program? Barb responded that it was an intensive, full-time program, and it's difficult for students to work and study. → Barb will follow up with Lisa Robertson.
- Where did emergency funding for technology come from? → Part of it was from AUG. Many on the EAL Committee thanked Barb for this funding that proved vital for many of our domestic EAL students.
- The EAL Articulation Committee thanked Barb for her contributions over the years to EAL in the province and wished her the best in her retirement.

ACTION: Email barbara.binczyk@gov.bc.ca to share what students are up to, transition rates, success rates, goals, etc.

c. System Liaison Person (SLP) position vacancy (Co-chair)

- No report because of vacancy.

ACTION: Co-chairs will inform Mike or Annabella of new SLP.

9. Selection of System Liaison Person (SLP)

- Role: Provides advice and information about the post-secondary system and current system-wide events or trends; advocates for committee; advises on how to address concerns through appropriate channels; provides an administrative perspective in committee discussions; acts as liaison with other committees and groups on the BC post-secondary systems (e.g. Deans, Directors, Registrars' groups, BCATTA)
- Question: What is the process for selecting an SLP? → They have to be willing, have experience working at the administrative level of meeting with deans and directors

ACTION: If you have names of those at the administrative level who could be considered, contact Co-chairs. See slide, "The Role of the System Liaison Person (SLP)" for details.

10. Working Groups (2:00)

a. Creation of new fillable EAP/ACCESS forms

- Goal was to simplify, streamline, and standardize articulations, with dates to track when changes have been made.
- Available on Moodle, but with glitches

ACTION: Volunteers to help with Word form to help with glitches, to be completed by June 2021. Ray Rahimi and Geoff Taylor offered to help.

b. EAP: BCIT follow up re: COMM 0030

- L/S outcomes revised because of less than 70% match at the previous meeting. New outline presented included new outcomes and now exceeds the minimum 70% match.

Motion to approve the COMM 0030 as presented

Moved: Ray Rahimi **Seconded:** Geoff Taylor **Carried unanimously**

c. ACCESS: No articulations/Changes

- ACCESS grid is not on the new grid. Do we want to create a new ACCESS grid or integrate it?
 - When asked to weigh in on requests to assess, it would be useful to have as an ACCESS grid. Dates (older courses may still be recognized or not). Would recommend keeping two separate grids, but possibly integrate with BCCAT's searchable format.

11. Action Plan for 2022

Maggie Reagh from Capilano University presented a document examining 100-level EAL Courses for Credit eligible for Post-Secondary transfer

- a. **ACTION:** Please contact **Maggie Reagh**, mreagh@capilanou.ca if you have any EAP for Credit at the 100-level, are interested in developing such a course, or if you are interested in joining a post-admission programming working group. We will make a call for this new working group when we send the minutes out.
- b. **Continued Guide revisions:**
 - Suggest removing contact list from guide; use Google doc instead
 - Work outcomes/grid was taken out of the guide this year; available in previous versions of the guide. (Recommend downloading copies.)

ACTION: Marta will pull English for Work outcomes from the guide and create a separate PDF for easier access.

 - Question: Can we upload emergent items on the Moodle site? (e.g. quick poll results) → Recommendation: Starting polls, etc., on Moodle instead of by email. Marta has created folder, "Articles/Resources of Interest".
 - What happens when a student applies at an institution with an articulated course from another institution?
 - Process at BCIT (may differ in other institutions):
 - Students submit application to a program using their EAP IV course through Registrar's Office. Previously, admissions officer would search guide for the match and might reject the request because the equivalency was difficult to find.
 - Students applying to EAP program (e.g. with EAP III) → handled internally in BCIT's EAL department.
 - If you have a student who applies to an articulated program, you can help facilitate that student being accepted by communicating with the representative on the Articulation Committee. (Admissions officers may not be able to take the time to find the information.)
 - In the future, this information will be easily accessible on the BC Transfer Guide for Registrar Offices and students, helping to avoid previous problems.
- c. **ACTION items for all members:**
 - Verify contact information verification--([Google doc](#): full link at end of this agenda)
 - Please update new information and delete old details.
 - Bold the person who is the main contact/voting member.
 - Delete any outdated contact information & add missing information, and make sure email address is exactly correct.
 - Attend meetings.
 - Distribute meeting agenda in advance to dept/program.
 - Prepare an institutional report.
 - If unable to attend articulation meeting, notify relevant dept. leader to arrange for another representative to join.

- Distribute the draft minutes of the meeting and own report to dept/program faculty, administrators, and the institutional contact person. To find out who your ICP is, contact Annabella Chun (achun@bccat.ca) at BCCAT.
- Provide committee chairs with up-to-date contact information.
- Participate in ongoing activities of the Committee (e.g. respond to polls, discussions, calls for agenda items).
- Use your articulation contacts to facilitate student transfer (ongoing task).

12. Closing Items:

a. Election nominations for 1 co-chair:

- Nomination Maggie Reagh (Capilano University)
- Description of duties: Organize meeting and agenda, meet various groups (e.g. BCCAT) and institutions across the sector; a two-year term, but consider two terms as first one requires steep learning curve.
- **Motion** to elect Maggie Reagh as co-chair

Moved: Lisa Robertson **Seconded:** Rachelle Jorgenson **Carried unanimously**

b. Location and dates for next year's meeting in May

- Link to Doodle poll sent out May 13; deadline to vote is the end of May

c. Final thanks to:

- Minute-taker: Ken McMorris
- Moodle maven: Lynette Manton
- Newly elected co-chair: Maggie Reagh
- New members: Cynthia Watson

Meeting adjourned at 3:15 p.m.

ESL Steering Committee Contact Sheet Link:

<https://docs.google.com/spreadsheets/d/1q3z8WVInYVKKpooPIB0TsktFBFwsN-G4PtKdCbONWGA/edit?usp=sharing>

BCCAT Contact:

Anabella Chun , Committee Coordinator

Tel: 604-412-7791

Email: achun@bccat.ca