

BCCAT EAL Articulation Committee

MINUTES

BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)

Alexander College & Zoom

May 12-13, 2022

Present:

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System Liaison Person (SLP)	Brad Martin, Dean of Education, Health and Human Development, Capilano University	<a href="mailto:bradmartin@capilano.ca">bradmartin@capilano.ca</a>

Recorder: Ken McMorris – Vancouver Community College

Welcome from Steve Rowe, Dean of Arts & Sciences, Alexander College

Land Acknowledgement: We acknowledge that the EAL Articulation Committee is presenting from Coast Salish Territory including the Musqueam, Squamish and Tsleil-Waututh Nations

Co-Chairs: Maggie Reagh (Capilano University) and Marta Tejero (College of New Caledonia)

Thursday, May 12, 2022

Meeting Called to Order at 9:00.

#### 1. Welcome & Orientation

- New Members: Jennifer Cummins (VCC), Linda Meegan (BCIT), Nicola Maher and Tina Cacciatore-Iwato (Columbia College), Lesley Hemsworth and Kathy McPherson (KPU), Vivian Albrecht (Okanagan College), Jane Steiger (TRU),
- Guests: Mike Winsemann (BCCAT), Heather Collins (AEST), and Brad Martin (SLP from Capilano University)
- Regrets: Nathan Devos and Steve Lobo (BCIT)

#### 2. Approval of Agenda and Any Additional Items

Graduate studies admissions and institutions (Geoff Taylor)

**Motion:** to adopt the Agenda with additions Gilmour Jope (UFV)

Moved: Gilmour Jope (UFV)      Seconded: Geoff Taylor (SFU)      Carried <YES>

#### 3. Approval of minutes of the Articulation Committee meeting of May 14, 2021

- Amendments: Marta (spellings) will send other amendments, Ken to update and send finalized minutes.
- Heather (AEST) Barb's update: 4 units, not 14 units (p. 5)

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

Moved: Marina Chekunova (Coquitlam College)      Seconded: Sherri McKinnon (Vancouver Island University)

Abstentions: Catherine Ebert (University of Victoria), Lesley Hemsworth (KPU), Jennifer Cummins (VCC), Jane Steiger (TRU)

Carried YES

#### 4. "Housekeeping"

- a. Terms of reference from steering committee: need elections for:
  - Co-chair (2 year term)
  - Secretary (2 year term)
  - Moodle Site Manager
  - Working Group Chairs
    1. Access: Lisa Robertson
    2. EAP: Marta Tejero
    3. EAP for Credit: Maggie Reagh
- b. Contact List: Please add missing information:  
<https://docs.google.com/spreadsheets/d/1q3z8WVInYVKKpooPIB0TsktFBFwsNG4PtCdCbONWGA/edit#gid=0>
- c. Use Moodle for communications.
- d. Hosting institution and meeting dates for 2023

#### 5. Business Arising from 2021 Minutes (if any)

- a. Articulation Forms (new major and minor changes to help standardize submissions and keep records of changes)
- b. New BC Transfer Guide Grid (easily searchable, QR cards to share, build more engagement in articulation)

#### 6. Reports:

- a. Mike Winsemann, Director, Transfer & Technology at BCCAT (Summarized discussion)
  - Changes to the new BC Transfer Guide can be made throughout the year
  - Search "English as an Additional Language" or find the relevant tab and search with different options. For example, choose between English for Academic Purposes and then can search individual institutions or all institutions for a specific level.
  - Effective dates have been added. Listings prior to 2021 are still in the PDF guide, not in the database. Changes that go into effect September 2022, for example, will have end dates added to the old agreement, and a new agreement will be created for September 2022, though with old agreements still being listed for historical reference from 2021 onward.
  - English for Access has a slightly different structure online.
  - The changes are meant to be easier and more accessible for students, and there are plans to integrate searches into "a giant search for transfer", with the EAL guide being searchable from the main course to course.
  - General items:
    - Costs to travel to articulation committees has been an issue. The Ministry and BCCAT's position is that costs for travelling is included in base funding and should be paid for by institutions. (Camosun College has a policy in place to not pay for costs of travel.)
    - About 2-thirds of committees have continued to hold meetings online this year.
    - A number of research reports have been published, including analyses of what's being going on in the transfer system. Examples include reports on micro-credentials, trends for offering credit for micro-credentials, and concept of reverse transfer, such as when a student completes a year of their studies, goes to another institution to

- complete it but still receive a credential from the first institution, providing an incentive for students to go on with their education.
- Next BCCAT Joint Annual Meeting [JAM] meeting will be hybrid, with participation in-person (Vancouver) or online.
  - Questions:
    - Naghmeh Babae (Yorkville University): Please repeat the cost to attend the BCCAT meetings
      - Institutions are expected to cover the costs for people to attend
    - Has BCCAT noticed any trends with regards to transfer credits since COVID?
      - Just starting to see the impact of trends. No impact on agreements, but no data yet on enrollments
- b. Heather Collins, Senior Policy Analyst Post-Secondary Programs Branch, Ministry of Advanced Education and Skills Training
- Update and streamline policies
  - Initiative: ABE EAL Pathways: pathway from EAL and ABE to high priority careers (e.g. Health Education, Early Childhood Education, and Trade and Technology). Institutions could apply for up to \$200,000 for development. (Deadline for call-out was end of January)
    - Later question about getting this information known at a wider level.
  - Adult Upgrading Grant: updated application and manual
  - No longer using a forecasting model for AUG funding allocations; now the Ministry will provide one allocation near the beginning of the fiscal year; institutions no long need to submit forecasts. It will be based on average of the previous 3 years expenditures. Institutions can reach out if they are experiencing higher applications.
  - Community Adult Literacy program is continuing, with a streamlined application form and guide to simplify the process for the community organizations and their secondary partners and reduce administrative burdens. Process ended up with 97 successful literacy programs, adult, family and Indigenous literacy, around the province. Soon be transitioning into the second year of the program, and funding letters will be sent out to the institutions and community partners in June.
  - Ukrainian refugees:
    - Ministry is aware and watching funding at the federal government level, including access to education.
    - BC Government launched a website to inform healthcare, employment and education resources: <https://www2.gov.bc.ca/gov/content/tourism-immigration/ukraine/welcome>
  - Irving Kay Barber Scholarship Society: students taking ABE courses and planning to continue with post-secondary students can now apply for a \$5,000 transition award.
  - ABE and EAL tuition model policy change: from 2022-23, funds for tuition-free ABE and EAL will be included in institution-based funding grant. That targeted funding is expected to be applied to ABE and EAL course development and delivery.

*Lunch 12:08-1:05*

## 7. Roundtable discussions: (in breakout rooms)

8. Report on trends and initiatives, which will be shared with administration around the province (through deans and directors meeting) (*Summarize discussion*)
- a. Geoff Taylor (SFU) group: common pieces:
    - Sluggish recovery to pandemic. Combination of factors (pandemic, lockdown in China re. immigration; Duolingo – concerns about accuracy; marketing new offerings to boost numbers; students skipping EAP with strong IELTS scores and then experiencing difficulties in their studies)
  - b. Gilmour Joep (UFV): Gerry Tillman (Alexander College), Marta Tejero (CNW), Maggie Reagh (Capilano University):
    - Enrollment numbers down
    - Prioritizing keeping (English Language Studies) faculty employed working in other areas and credit-bearing courses, helping with communications among departments and development of partnerships; teaching faculty in other areas (who may have content expertise but not EAL pedagogical skills)
    - Delivery modes (institutions moving towards hybrid/blended models as faculty and students become more comfortable with them)
    - Indigenization: shared commitment to Indigenous ways of knowing and being
  - c. Gordana Sokic (Douglas College), Nicola Maher (Columbia College), Ray Rahimi (Ascenda School of Management) and Sherri McKinnon (VIU):
    - Shared experiences and challenges
    - Enrollment numbers down, layoffs (3 times fewer faculty compared to pre-pandemic), Columbia close English Language Learning Centre
    - Delivery: vast majority of classes are in-person (Douglas, VIU)
    - VIU: received funding for developing 3 pathways
    - Douglas: hoping to start offering a post-EAP course (EAP for credit); tuition-free seems to be hurting their program, because College prefers having international students, but they want domestic students continue into regular programs
    - Duolingo
  - d. Linda Meegan (BCIT), Brenda Marson (Langara), Tina Cacciatore-Iwato (Columbia College), Simon Binder (Alexander College)
    - Indigenizing and EDI initiatives in several institutions
    - Enrollment: slowly picking up in some institutions
    - Duolingo concerns (plagiarism), in-house placement test is online at \_\_\_,
    - Reduced faculty numbers
    - Question re change in tuition funding
  - e. Catherine Aquart (UVIC), Shana Rablah (Selkirk College), Jennifer Cummins (VCC), Jane Steiger (TRU), Susan Saint (KPU):
    - Layoffs, projects to keep people working
    - Selkirk: isolated location -> returned to in-person in fall of 2020
    - VCC: curriculum development, layoffs are expected; external review to revamp physical space; program renewal; trauma-informed approached; incorporation of EDI and Indigenization principles in the curriculum
    - TRU: Duolingo -> may continue or not past August; lower domestic enrollment, but increasing international enrollments (at the institutional level, not necessarily in EAP programs)

- KPU: study of Duolingo showed students in regular programs do as well as with other placements; layoff notices were rescinded thanks to mitigating strategies (e.g., time-releases in other departments)
  - UVIC: maintaining online stream; looking at marketing
  - f. Ken McMorris (VCC), Cynthia Watson (Lasalle College Vancouver), Naghmeh Babae (Yorkville University), and Lisa Robertson (Camosun College)
    - Similar to other groups
    - VCC: more students interested in online classes, and offerings reflect this.
    - Lisa Robertson: Returning to campus increased workload for faculty, leading to initiatives to address
  - g. Catherine (Cathy) Ebert (UVIC), Paul Spence (Selkirk), Lesley Hemsworth (KPU), Kirsten Bunton (Camosun College), Heather Collins (AEST)
    - Similar to other groups
  - h. Amber McLeod (UBCO), Brian Bouthillier (TRU), Vivian Albrecht (Okanagan College)
    - Drops in enrollment (domestic and international)
    - Change-over in terms of instructors, contract workers, retirements, etc.
    - Some sections were combined to offer classes.
    - Most were in-person with some support online.
    - Duolingo: combined with in-house testing online
    - Increased focus on Indigenous knowledges and perspectives, strategic planning, course outline revisions, talks about social justice, partnering with other organizations.
    - Blended courses: interest in keeping parts of the courses online
9. **Review of documents in preparation for next day: Understanding Articulation and Representative Responsibilities**
- a. Comparing EAL Articulation Guide Grid and BC Transfer Grid: essentially the same, but some differences
    - EAP has articulating information including CLB outcomes
    - Number of hours for courses are on EAL Guide, but not BC Transfer Guide
    - Reading/Writing, Oral/Aural (Listening/Speaking), and “Integrated Skills” Column are listed separately on EAL Guide, but BC Transfer Guide shows integration by having the same course number.
    - Data on BC Transfer Guide is provided to co-chairs in an Excel spreadsheetResponsibility: must check that your institution’s courses in the BC Transfer Guide are correct
  - b. What if you want to change something? (e.g., some courses that were not in the EAL Articulation Guide)
    - Must change it on the spreadsheet and indicate when the change took or will take effect.
    - Must confirm every year that the courses listed are accurate.
  - c. Checking the Access Courses:
    - Lisa Robertson, Camosun College: no changes
    - Brenda Marson, Langara College: no changes
    - Ken McMorris, VCC: no changes
    - Vivian Albrecht, Okanagan College: no more work has been done for the Access courses; will come review access grid over the next year and bring new changes.  
Recommendation to add it to the online guide.

- Lisa Robertson: conveyed message from Ardiss Mackey that the course is running and articulated.
- d. Checking EAP courses
- Gerry Tillman, Alexander College: no changes
  - Ray Rahimi, Ascenda School of Management: no changes
  - Linda Meegan, BCIT: no changes (some missing courses but they were not articulated)
  - Kirsten Bunton, Camoson College: no changes (some missing courses but they were not articulated)
  - Maggie Reagh, Capilano University: EAP 100 & 101 are not integrated skills. EAP 100 is only Writing & Speaking and EAP 101 is only Reading & Listening. Also ESL 071, 078 & 079 are not articulated courses.
  - Marta Tejero, College of New Caledonia: no changes
  - College of the Rockies: no representative attending. (Mike Winsemann: recommends contacting the College or reviewing the courses online)
  - Gordana Sokic, Douglas College: no change, but noticed an error in both guide and online guide -> level 2: ELLA 120 is listed under Reading but should be under Integrated Skills because it includes Listening and Reading)
  - Lesley Hemsworth, Kwantlen Polytechnic University: no changes to online grid; remove from the EAL guide ELST 0063, 0064, 0061
  - Brenda Marson, Langara College: no changes
  - North Island College: no longer has an EAL program, so their courses will have end date of August 2021
  - Vivian Albrecht, Okanagan College: changes will be recorded on Friday, May 13
  - Shana Rablah, Selkirk College: changes = courses were mis-categorized on the online guide:
    - EAP I: EASL 037 should be "Reading" and EASL 036 should be "Writing" (as on p. 29);
    - EAP III: EASL 057 should be "Reading"; EAP III Writing: add EASL 056
  - Geoff Taylor, SFU: changes already made
  - Brian Bouthillier, TRU:
    - EAP I: remove ESAL 0230 from the online guide but need to check archives to determine how it was articulated.
  - University Canada West: no representative; will need to reach out to the rep
  - Gilmour Jope, UFV: no changes
  - University of Northern British Columbia: no representative; not running EAP, but co-chairs will reach out to confirm
  - University of Victoria: need to confirm with representatives
  - Ken McMorris, VCC: no changes

Question: Brenda Marson, Langara College: some of the institutions aren't on the website, e.g., UBC p. 17 shows level 4, with 620 courses, but the website shows 620 courses don't exist anymore. UBC has not attended in a long time or updated articulated courses.

## 10. Campus tour (no minutes)

**Friday, May 13, 2022**

**Meeting Resumed, Called to Order at 9:03.**

Orientation reminders (passwords, reminder to send notes from breakout rooms)

## 11. Working Group Meetings - EAP

- a. Okanagan College, Vivian Albrecht presenting:
  - Focused on major and minor changes to EAP. New courses EAPS (English for Academic Purposes Scholarship), integrating RW courses (below).
  - EAPD is integrated listening & speaking; EAPS is integrated reading & writing
  - Change is to respond to student demand and strengthen competencies more effectively and to reflect actual practices. Stand-alone courses still exist to support students at different levels and are offered asynchronously. These will be reviewed.
  
- ii. EAPS 030 (EAP IV)
  - Details available in attachments, but some highlights: 88% match, 140 hours, CLB 9 outcome; literary essay 1250-1500 word essay (includes research, consultations with teacher, paraphrasing, etc.)
    - a. Q: Gordana Sokic, Douglas College: difference in IELTS and CLB levels; not addressed in the BC EAL Articulation Guide.
    - b. Lisa Robertson, Camosun College: question about where to find the documents on Moodle. -> under EAP 2022, EAP Course Articulations and Changes.
    - c. Moved: Marta Tejero      Seconded: Maggie Reagh (Capilano University)      Carried Yes
  
- iii. EAPS 020 (EAP III)
  - Details available in attachments, but some highlights: 92% match, 140 hours, CLB 8 outcome; essay 1000-1250 word essay.
    - a. Q: Kristen Bunton, Camosun: EAP outcomes includes 11, but also under "not matched". -> It is matched, and Vivian will make a correction to the table.
    - b. Moved: Geoff Taylor (SFU)      Seconded: Gilmour Jope (UFV)      Carried: Yes
  
- iv. EAPS 010 (EAP II)
  - Details available in attachments, but some highlights: 88% match; 140 hours, CLB 7 outcome; essay 750-1000 words; first of EAP Academic levels.
    - a. Marta Tejero: included edited drafts, but this is not a performance condition for reading. Vivian: will remove from table.
    - b. Geoff Taylor (SFU): comment that it would fall under writing, however editing is not a performance condition in the articulation guide.
    - c. Maggie Reagh (Capilano University): suggested adding editing to the performance outcomes in the future.
    - d. Marina Chekunova (Coquitlam College): "Example" at the heading of the table should be changed. Vivian: will revise.



- e. Moved: Ray Rahimi (Ascenda School of Management) Seconded: Geoff Taylor (SFU) Carried: Yes
- b. Vancouver Island University, Sherri McKinnon presenting
- Deleting ESLA 050 (EAP IV), ESLA 040 (EAP III), and ESLA 030 (EAP II)
  - Changed from 14-week courses to 7-week courses
  - Some details: 4 hours/day, Mon-Thu; Graduate Preparation (GP) course for master's students only, developed to address student needs for success. University Preparation 5 (UP 5), tracking into academic programs. 3 semesters per year, Sep-Dec, Jan-Apr, May-Aug), students need to finish 2 terms to finish a level, which allows for greater flexibility for program and students, and allows students to come in at different levels
- v. ESLU 051 (Reading & Writing) (EAP IV)
- Details available in attachments, but some highlights for writing: Term 1, 140 total course hours; tables show reading and reading separately on the grid. EAP outcomes 92% matched, but conditions matched 90%. #5 for writing was not matched. Reading: Performance match at 88.8% and Outcome match at 86%.
    - a. Marta Tejero: #5 was matched but is under the vocabulary column in the articulation guide. 100% match
    - b. Marta Tejero: re. reading: p. 41, 15 outcomes listed, and 3 outcomes are not matched. Sherri: these are done in the course but not listed on the submission
    - c. Motion: Jennifer Cummins (VCC) Seconded: Ray Rahimi (Ascenda School of Management) Carried: Yes
- vi. ESLU 052 (Listening & Speaking) (EAP IV)
- Details available in attachments, but some highlights for 20 hours/week, 7-week term, 100% match on performance conditions and EAP outcomes for listening & speaking.
  - Motion: Gilmour Jope (UFV) Seconded: Vivian Albrecht (Okanagan College) Carried: Yes

## 12. Wrap-up of minor changes:

- a. Questions & Discussion:
- Amber McLeod (UBCO): I am still a little confused about the CLB and IELTS levels the gov't has vs the BC Articulation guide. Can we quickly go over that again?
  - Marta and Maggie: There was a mismatch with CLB, and a comprehensive review to align performance conditions and outcomes to "more or less" match CLB outcomes (2007), funded by BCCAT. Suggestion to apply for a research grant to research the levels to make them up to date.
  - Gordana Sokic (Douglas College): These EAP outcomes were revised several years ago, and the Articulation Guide outcomes may no longer be aligned. Both IELTS and Canadian government website list IELTS 7 as aligned with CLB 9. There is a mismatch between CLB and IELTS. Douglas College recognized CLB as an entry standard for direct entry into college.

- Ray Rahimi (Ascenda School of Management): Agree, and to summarize: the CLB bands make sense if they are used for the purpose of teaching, not as a proficiency level of assessment. Many institutions accept IELTS results rather than CLB Benchmarks.
- Ken McMorris (VCC): Suggest bringing the BC EAL Articulation Guide to governing bodies that only accept CLBPT or LINC
- Lisa Robertson (Camosun College): Talking about CLB, we need to define what we are discussing. E.g., in some provinces, at a CLB 5, some students would be studying in a CLB 5 course, but in other schools they would be studying in a CLB 6 course. Another point, the benchmarking of tasks is not necessary about what students can do. Another point: in EAP, we are taking a narrow slice of communication, academic, and it doesn't necessarily transfer out to other non-academic competencies. CLB 8 was in the original design of the articulation guide, but the academic part of the CLB descriptors does not cover the breadth of CLBs.
- Marina Chekunova (Coquitlam College): Students at 6.5 IELTS can enter directly into university programs. When students take EAP IV, we need to consider them lower than this, so CLB 9 could be a good outcome marker.

b. Other minor changes

- North Island College:
  - no longer running an EAL program and will be removed from the grid.
- Okanagan College
  - Confirmed deletion of courses and renaming courses whose names change but no change to their outcome.
- Vancouver Island University:
  - all courses will be deleted from the articulation guide, and they will bring their new courses for articulation
- Making sure the changes for Douglas and S.F.U. are correct

13. **Report from Brad Martin, Dean of Education, Health and Human Development, Capilano University, and System Liaison Person (SLP) for BC EAL Articulation Committee**

Can connect with deans and directors. What questions or issues can he bring forward for this committee?

a. DDDE Meeting Update

- Sector-wide challenges
  - declining enrollments,
  - departmental impacts
- Responses and strategies (including specialized and targeted marketing domestically and internationally)
  - Enhanced, targeted market
  - Diversifying international partnerships (advocacy role with government to streamline entry for international students)
  - Pathway programs
  - Domestic pivot
  - Advocacy
- Themes & Trends
  - International student well-being (some are trying to provide support through student success services)
  - Challenges & opportunities with remote learning (mixed, with some institutions have been more and less able to work through logistics)

- Indigenization (a priority at a select group of institutions but not across the board)
  - Ukraine: Administrative & institutional support (not a unified response, but institutions are doing what they can)
    - Tuition breaks
    - Student counselling, well-being initiatives
    - Support for and collaboration with community organizations
    - Childcare
    - Advocacy (engaging provincial and federal authorities to support students)
  - Articulation Travel Funding
    - Base-funded
    - Institutional autonomy re. distribution
    - Awareness-raising & transparency (so institutions are aware that this should be based-funded; there is work to be done, and need to push deans and directors to allocate funds)
- b. Questions/Discussion
- Marta Tejero: when is the next DDDE meeting? -> in October
  - Marta Tejero: whenever articulation meets, we try to do it before the DDDE meeting.
  - Marta: ECC and HCAP Pathways; The information of the call-out didn't seem to get out.
  - Corey: Funding model for domestic students is going to change as part of the base funding for institutions. Are deans and directors aware of that? What does it mean in terms of paperwork, bureaucracy?
    - Brad: knows about the development but doesn't have all the details. Projections will be based on the last 5 years. It provides opportunities for institutions to support those programs better, but each institution is going to be affected differently, since base funds could go up or go down (e.g., if institution has been charging relatively low tuition rates, their base funds could increase). Similar per FTE allotment among institutions.
    - Maggie follow-up: in the past, it was part of the envelope of base-funding, and EAP program didn't receive any of that and had to be funded through international fees, and it wasn't a transparent process. Brad: It should be transparent; it has been a problem in the past knowing what goes to each area and why. The explicit expectation with the new funding model is that it will go towards developmental programming, not being absorbed into the overall budget, though the process to monitor this is not clear.
    - Lisa Robertson (Camosun College): Does the DDDE know about the annual survey prior to the budget cuts (up to about 2013)? The current decisions don't seem to be based on current data. Brad -> doesn't know about the survey but is willing to bring it to the group to bring it back or make sure there is quantifiable data. Brad: What kind of data was the survey collecting? What kinds of programs students took after taking EAL, among other areas. Lisa will forward information to Brad.
      - o <https://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/education-training/bc-student-outcomes/annual-surveys>
      - o <https://legacy.camosun.ca/about/institutional-research/reports/student-outcomes/all-bc-devso-esl-2012.pdf>

#### 14. Presentation & Discussion: EAP for Credit (Maggie Reagh, Capilano University) (More details and references are in the presentation slides.)

- a. History of Capilano University's involvement

- 2007: Wendy Royal (KPU) and Catherine Ostler (CapU) learned about EAP for Credit movement at a TESOL conference in the U.S. It was a matter of equity to give students credit. Maggie started helping Catherine in 2008, with support from senior leadership at CapU. ~~but not from KPU.~~
  - Registrar questioned giving credit for a developmental course -> needed to make it a 100-level course, which was a significant hurdle re. logistics, values, view of EAL/EAP. Renaming became a tool into informing others, including re-naming the program to EAP. See 2014 list of all EAP in Canada and internationally, by Wendy Royal. There was some EAP for Credit at VIU and UNBC which could be applied to first-year courses, though not being 100-level courses caused transfer issues.
  - BCCIE Update (2014), showing credits at various institutions, presented by Wendy Royal, KPU Professor Emeritus.
  - To create a 100-level course, they took proposal to all Faculties at CapU (2010-2012). Support by the Dean of Arts & Sciences was essential. Creating relationships with other faculty members was important the next time they brought the proposal forward, and arguing for a paradigm shift, viewing EAP as equivalent to other "Foreign"/Additional Languages being studied at CapU, counting it as a breadth elective in degree programs. Also arguing it will help with recruitment, retention and success at CapU, as well as equity, as what students do in an EAP course is beyond what they may do in additional language courses (e.g., comparing French 100 with EAP 100). English Departments, Languages, and Linguistics departments became allies.
  - Split EAP IV into two co-requisites (to allow for maximum of credits per course). In 2012, passed governance with EAP subject code and numbering to EAP 100/101. Also, EAP 1 and 2 Foundations were created as a foundation to EAP I-IV, so are not articulated.
  - CapU (Maggie Reagh) and UBCO (Scott Douglas and Lynn Bosetti) were the first institutions in BC to have an EAP IV as 100-level credit-bearing in 2012, and later Camosun College (Elizabeth West) in 2014. See presentation and publication links in attached presentation.
- b. EAP for Credit in BC Today: In 2019, why are we not on the post-secondary grid?
- The transfer office tried to get an agreement, but it didn't work.
  - VIU and UNBC were not 100-level courses so could not be on the post-secondary grid. UNBCO has EAP III and IV equivalents at the 100-level.
  - CapU did not do this because students cannot transfer so many credits but having EAP 100 at both EAP III and IV levels could be useful terms of equity and perception.
  - Mechanism did not exist in the system to recognize both EAL and 100-level courses but is now available (with CapU or Camosun College) to be "EAL & Credit-based" (2021). By February 2022, the transfer agreement became bilateral between CapU and Camosun College.
- c. Future directions
- Encourage others to develop EAP for Credit courses
  - Get transfer agreements with CapU, Camosun and UBCO. Block transfer agreements to be used for transferring associate degrees is not currently possible.
  - Create a new "sheltered" first-year offerings for EAL students post-admissions with IELTS scores no higher than 7.0 (6.5) or equivalent. Suggestion to call a working group to create an EAP V at the 6.5 IELTS level in the EAL Articulation grid.
  - See SFU's EAS 101 Intro. To Language & Concepts (Sarah Fleming) as a model.
- d. Questions and Discussion:

- Lisa Robertson (Camosun): What's a breadth elective? -> an extra elective that adds depth to the student's experience but not connected to the main subject area. Corey: called a 100-level university course that can count towards a degree but not tied to a primary subject area.
- Lesley Hemsworth (KPU): Are these EAP 100 and 101 courses tuition-free? -> No, because they are not developmental courses.
- Gilmour Jope (UFV): Once you jump the "developmental divide", are you paying different tuition fees? -> Maggie Reagh: it is the same as other credit-bearing courses, per credit hour. Gilmour: If you take level IV courses and then offer them at the 100 level or above, has that had an impact on in-house admissions standards? Maggie: We've kept it at 6.0/5.5 for EAP IV. Should we create a new course for students coming in with 6.5/7 IELTS? (SFU: Students with less than 7.0 would be funnelled into this stream.)
- Ray Rahimi (Ascenda): Wondering about the impact of this change regarding the total number of credits to graduate – will this replace other electives? How did you manage that and what is the impact? -> Yes, it could replace other breadth electives. Corey: other departments seem to have accepted this. Need to monitor, because University is changing to "Cap Core" and using new categories, so they will need to continue updating and monitor. Maggie: need to continue building relationship with Advising and Admissions teams, give presentations at community engagement events.

## 15. Discussion: Duolingo English Test (DET) (Corey Muench, Capilano University)

(More details and references are in the presentation slides.)

### a. Current Status

- Research: not much has been done, but one report from Temple University (Wagner, 2020). Some points: doesn't assess skills in a "real world" way. No assessment of discourse-level competence, interactional competences, lack of authentic tasks, cheaters may feel empowered because of lack of consequences in the in-home setting; DET more susceptible to memorization-preparation, no mention by DET about its validity for university-type communicative ... Conclusion: lack of independent, empirical, peer-reviewed research, and should not be used for university entrance.
- Brief analysis of DET component scores: analyzed 434 score sets submitted to Capilano University Oct 2021-March 2022). CapU accepts 110 for direct entry.
  - Average score is 114. Sub-scores: Literacy 113, Comprehension 123, Conversation 105, and Production 90 -> Are students prepared in terms of Writing and Speaking?
- Status at DET at various PSIs
  - Used until in-person testing resumes; accepted on a temporary basis until \_\_\_ term; accepted only for international students with no other testing options; required DET for admission is 125 (UBC and SFU); various DET scores needed depending on type of program; range of 105-125 entry; some institutions put limits on subscores (similar to IELTS); some institutions have dropped DET.
- Duolingo: has some information using subscores.
- A look at the submitted oral interview and writing samples on DET dashboard; following up with student upon arrival; rigorous checking of student image on DET dashboard with student present at institution

### b. Future Directions

- Future use in EAP/ESL programs? (Students able to take test multiple times)

- The Registrar must consult with the ELT department at CapU regarding English language requirements at PSIs?
- Would some limits on DET scores make sense?
- Is the test reliable/valid?

## 16. Action Plan for 2022

- a. Further review of EAL Guide: Message from Co-Chairs
  - Part of the document, but it takes time & effort to prepare, using report to Deans & Directors. Do we still need this since it will be captured in other places?
  - Could it be on the BCCAT articulation webpage? -> public facing, yes, or only for committee, on Moodle.
  - Committee Terms of Reference
    - Never done the staggered elections for other roles. Do we want to change that?
    - Marta: will begin process to remove need for these extra elections
  - Do we still need the list of miscellaneous courses? (p.p. 31-32)
    - Maggie: happy to get rid of it because they aren't articulated, and it takes effort to maintain them.
    - Lisa: The only reason to keeping them might be to make an argument to offer electives at your school.
  - Minor changes to articulated course list (e.g., names)
    - Amber McLeod (UBCO): Do we need formal about renaming and minor tweaks for programs? (i.e., What needs to be voted on and what doesn't?) -> Marta: recommends not going through formal voting process.
- b. Action items from this meeting
  - Course hours for Access and EAP in BCCAT
    - Easy to add to the BCCAT
  - CLB & EAP
    - If we add to the grid, we would remove it from the guide and create a summary table of current match to EAP levels. Do we want to add it to the BC Transfer Guide or capture it on a separate table while we review the alignment?
- c. Questions and Discussion:
  - Lisa Robertson (Camosun): if these courses have been approved, the hours and length would/should have been considered and not necessary to list. Supports having the CLBs and hours on the Excel spreadsheet for the committee's use only.
  - Geoff Taylor (SFU): it was helpful to see this information when developing courses and passing through Senate.
  - Kirsten Bunton (Camosun): if we are taking the grid out of the Guide, it is useful to keep a record of hours elsewhere.
  - Jennifer Cummins (VCC): Is it possible to also add length of terms in addition to the hours? -> Marta: the term length is not currently in the articulation guide, so this is not being considered at this point.
  - Ken McMorris (VCC): Listing the hours on the main grid which Registrars would check might cause confusion. -> Marta: This would not be on the main search list which Registrars would refer to, but it would be available in an additional search of a course name or on the Excel spreadsheet provided to co-chairs.

- Gilmour Jope (UFV): It might be useful to include the CLB levels in the descriptions, too. -> Marta: The Registrar should not be making any determination, but the committee will, keeping in the Articulation Guide until CLB alignment has been reviewed. Mike Winsemann will also need to be able to complete this.
- Creation of an Adhoc Committee to review and recommend CLB to our EAP levels for our next meeting in 2023
  - Maggie: nominates Ray to chair the committee, and he can make a call to invite people to join. Maggie will join to get funding for BCCAT. Lesley Hemsworth (KPU) will create a new group for discussion on Moodle.
- EAP for credit
  - If EAP for Credit is of interest, please reach out to Maggie Reagh.
  - Maggie will add presentation to Moodle.
- Discussion of Graduate Studies (Geoff Taylor, SFU)
  - Are there institutions wanting to offer courses at a possible EAP V level? -> This seems to be related to EAP for Credit discussion, and possibly rename the working group to "Post Admissions". EAP for Credit on our grid is not Post Admissions, even though there are intersections. Proposal to create EAP for Credit/Post Admissions Working Group.
  - Are you looking for EAP courses for students who have reached IELTS 6.5 or IELTS 7, or for students at lower levels for an intensive program to prepare them for graduate level and its challenges? -> to discuss in the working group.
  - Should post a discussion topic who would be interested in joining this working group? -> Yes, and can you add one for Duolingo.
- d. Recommendation for Duolingo
  - Ray and Lisa: Moved that the EAL Articulation Committee strongly recommend member institutions to end acceptance of Duolingo (DET) scores for admission and placement and replace it with more reliable online language proficiency assessments by September 1, 2023.
    - Motion: Marta Tejero    Seconded: Corey Muench (CapU)    Carried: Yes
    - Abstentions: Lesley Hemsworth (KPU), Susan Saint (KPU), Kathy McPherson (KPU), Ken McMorris (VCC)

## 17. Closing Items

- a. Other Business/Motions
- b. Election
  - Co-Chair (2022-2024)
    - Maggie Reagh nominates Marta Tejero who agrees to stand
  - Secretary (2022-2024):
    - Geoff Taylor accepts nomination
  - Moodle Site Manager (2022-2024)
    - Lesley Hemsworth accepts nomination
  - Working Group Chairs (2022-2024)
    - Access: Lisa Robertson stands
    - EAP: Marta Tejero nominates Gordana Sokic, who agrees to stand.
    - EAP for Credit: Maggie Reagh stands and proposes it to be co-chaired by Geoff Taylor for combination with Post-Admissions.
- c. Date & location of next meeting
  - Thurs-Friday still good? Yes

- May or the fall? Spring is the preference (May). Marta Tejero will send Doodle poll
  - Host for next year: Ken McMorris (VCC) will ask dean for permission to host
- d. Feedback on Hybrid meeting (survey link will be sent & posted on Moodle)
- e. Obligations:
- Distribute draft minutes, your own report, QR post cards, etc. to the department/program faculty and administrators. Contact institutional Contact Person (ICP)
  - Respond to post-meeting survey and provide feedback
- f. Special thanks to team at Alexander College

Meeting adjourned at 3:12 p.m.

DRAFT