

# COMMUNICATION AND MEDIA ARTICULATION COMMITTEE

## MINUTES

### BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)

Columbia College, May 9 and 10, 2024

Location: Delta Hotels, Vancouver Downtown Suites. 550 West Hastings Street, Vancouver

Chair: Shannon Smyrl, Thompson Rivers University

Recorder (Co-Chair): Alison McDonald, Douglas College

Attendees: (see attached list)

#### **Thursday, May 9**

1. **Call to order**, 9:00AM (Shannon Smyrl, CAMAC Chair)
2. **Opening Remarks**
  - **Indigenous Land Acknowledgement and Welcome Remarks from Matt Wadsworth, Principal, Columbia College**
    - o Thank you to Jean Hebert, host, for bringing us together; introduced Columbia College (not-for-profit institution)
3. **Approval of Agenda**

Motion: Lois Fernyhough, Camosun  
Moved: Erin Robb, Langara  
Carried
4. **Approval of Minutes from CAMAC 2023** (May 11-12, 2023), with addition of list of attendees  
Motion: Samantha Hannah, UFV  
Moved: Jill Garrett, Okanagan College  
Action: add list of attendees from previous year  
Carried
5. **Business Arising from Previous Minutes**

None
6. **Networking and Discussion Activity: Artificial Intelligence and Assessment and Course Design**

A lively breakout group discussion on AI and its impact on assessment and teaching.

Some themes arising from small group discussion:

- Assessment: authentic assessment, plagiarism, bringing back exams, linked assignments & comparison assignments, personalize assignment
- Assignment “helpers”: use local info to combat AI use, personalize – student’s own interests and talents, assign specific texts (narrow info overload/access), personal experience
- Design: pedagogical -- teach how AI works, ethics, need for clear AI policy in Course Outline, sharing assessment literacy with other instructors (“inspire better learning”), use AI as a tool; return to Bloom’s taxonomy (synthesize, analyze)
- Process Work: outlining, students narrate over their assignment to explain what decision they made/how/why, integrity pledges agreed to in advance, semester-long projects (interview, reports, campaigns...etc - -attached applications)
- Work In Place Learning: connect to non-profits for semester-long projects, or use student’s own goals/interests – help students see where the work is going
- Applied and intercultural components – for example, Indigenous knowledge: protocols, engage in comms practically
- How do we teach? “Curatorial Assistants”: working across modalities = opportunity for students to show critical ability

#### **7. BCCAT Report – Dr. Elle Ting**

- Updated Resources: How to Articulate, and Articulation Committee Guide
- New Council Co-Chair: Angus Graeme
- Technology:
  - 3 year strategic plan
  - partnership with ONCAT to deploy TCS in ON
  - Pathways project
  - Health Care Economy (increasing articulation in Nursing)
- Research: Accessible Admissions
- Conferences:
  - JAM: Nov. 7 (online)- 8 (hybrid: in-person w/ online option)
  - PCCAT June 24-27 (Calgary)
  - CFPs (May 06 now May 13)

Discussion: letters of permission from home institution to take courses elsewhere and return.

#### **8. System Liaison Report – Dr. Mark Wallin**

- Follow-up from last year: CMNS as a “Teachable Subject” for BC teachers (BC Teachers took “under advisement”).
- No ad-hoc committee resulted from last year.

- o Action: If there is interest, please contact Mark.
- Designing Course Outlines to Facilitate Course Articulation: BCCAT has a template for Course Outlines (BCCAT > Publications > Transfer Course Outline Form), please use and/or compare to your institutional policies (if they exist) and advocate for a match to the BCCAT structure.
- Common reasons for Denial of Transfer Credit:
  - o Out of date
  - o Course was not attached
  - o Already processed the request
  - o Course outline indicates course is not university level
  - o Information on outline does not match what is on transfer form
  - o No equivalent course at receiving institution
- Trends Over Last 20 Years:
  - o Indigenous students tend to delay entry to post-secondary (entry rates level with non-indigenous students after 10 yrs)
  - o 43% growth rate of Indigenous students in BC post-secondary compared to 14% growth overall: significant growth of Indigenous students
  - o Gender: more women than men entering post-secondary
  - o Significant increases to masters degree completion (along with significant increase in post-secondary graduate schools in BC)
  - o Breakdown in Sending and “Receiving” categories: students move back-and-forth (mobility). S & R structure does not work anymore (does not reflect student mobility)
  - o International students: 151% growth provincially since 2012. Mobility is diminishing across the province as international students are less likely to move between institutions (also lower GPAs and higher attrition rates)
  - o Covid19: widening of gap between high achieving students and others in their group in moving to university

#### Discussion: Micro Credentials

- How to ladder?
- PLAR: ways to take micro credentials and articulate them into the credit bank
- Make pathways smoother for students
- No solid definition: How micro are the micro credentials? What is the difference between them and a certificate? (measured in hours vs. credits? Task-based and connected to an industry? For credit = more levels of governance, CE, non-credit = quickly out there)
- BCCampus released a micro-credential Toolkit

#### 9. Institutional Reports – Round 1

5-minute summaries of institutional reports followed by some questions/discussion. All written reports are available on Moodle.

Yorkville, UCW, KPU (Journalism), UFV (Comms), VIU (Media Studies), RRU (Communications & Culture)

Themes and Discussion:

- domestic and international student base (visa numbers)
- student housing
- Indigenization
- EDI
- Writing centre/coach
- Number of credits per course, credits/courses per credential (ie: certificate/degree/honours -- 4 yr institutions: reduce required # of credits?)
- Self-sustaining and service departments

#### 10. Institutional Reports – Round 2

Camosun (x2: Comms & Technical Writing), Coast Mountain College, College of the Rockies, Columbia College, Coquitlam College, Capilano, Langara, Corpus Christi, Langara (Journalism)

Themes and Discussion:

- Revising academic integrity policies considering generative AI
- Assessment considering gen AI
- Workload (class size and section count)
- Indigenization
- Language proficiency testing for EAL students --admissions

#### 11. Presentation: *Digital Hygiene Project*. Kirsty Barclay-Estrup (BCIT) & Dr. Elle Ting (BCCAT)

- Safety First Mindset: protect students, teach self-care (ethics, consent)
- Communications community, how do learning outcomes interact with a rapidly shifting technological landscape?
- Digital self-defense: teach concrete techniques around principles of awareness, avoidance, action
- What does this look like? Awareness = ie: of “free” corporate products
- Develop skills of critical thinking
- Risk Assessment (digital footprint/tattoo)
- Hackers can read AI-assisted chats (even encrypted ones)

Goals:

1. Week 1 awareness assignment: protect privacy first, then consider ethics
2. Use AI-related assignments (for example, active vs passive voice, plug into AI, take quiz, what did I learn?)
3. Decision Tree
4. Community

Discussion: find the gaps – what does AI not/do, and what value do students bring to workplace with these skills.

### **Friday May 10th**

#### **12. Call to Order and Check In, 9:00AM**

#### **13. Workshop: “Green Education and Media Literacy” lead by Dr. Noosha Mehdian, UCW**

- Only ½ of curriculum worldwide mention climate change
- “Greening Education” = more holistic approach of education in response to climate change
- Interconnections: 4 pillar approach
- Need for holistic assessments of learner’s progress
- Greening Curriculum framework: pillars of sustainability: Environmental, Social, Economic
- Breakout exercise: Small group discussion on instituting Green Education Framework in CMNS courses
  - Themes: student engagement depends on social, cultural, academic background; instructor awareness and understanding (knowledge gap) → institutional support needed? (training); embedding into institutional learning outcomes
- Please contact Nousha for the slides.

#### **14. Institutional Reports – Round 3**

Alexander College, BCIT, Douglas, LCV, North Island College, OC, Selkirk, TWU, TRU

Themes and Discussion:

- Microcredentials and governance
- “Culture clash” between students
- Enrollment numbers
- AI policies
- Implications of international enrollments
- EdCo and curriculum change
- Student mobility

- Defining “degree” (all credentials)
- Reducing barriers
- Student workload, student wellness and housing

#### **15. Discussion – Themes Arising from Institutional Reports**

- Developing new programs, launching new certificates
  - Mark Wallin can help with questions, advice
  - Use CAMAC: reach out to find out what others are doing, what works (Moodle site, group email)
- Popularity of Journalism courses
  - Students trained to do multiple jobs, and with skills that journalists have
  - High employment rates, esp. mid-level comms;
- International and domestic enrollments
  - Coming wave of domestic students
  - Funding
  - Echo of new PR domestic students,
- Housing and Food insecurity
  - Many institutions building or planning to build student housing
  - Need for childcare spaces
  - Student employment on campus, Avoid cap on international student work hours

#### **16. Closing Business**

Election of new Co-Chair: Shahid Hassan, Yorkville

Next Meeting: May 08-09, 2025, hosted by Coast Mountain College, in Terrace, BC

Themes: tbd

#### **17. Meeting Adjourned, 2:00PM**

## COMMUNICATION AND MEDIA ARTICULATION COMMITTEE

### LIST OF ATTENDEES

#### BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)

Columbia College, May 9 and 10, 2024

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