May 11-12, 2017
University of Victoria
Continuing Studies Building
3800 Finnerty Rd
Victoria, BC

Co-Chairs
Vicki Vogel, Langara College
Adrian Lipsett, Alexander College

Minutes Taker
Andrea Matthews, BCIT

Attending
Tanis Sawkins, VCC
Erin Aasland Hall, COTR
Brian Bouthillier, TRU
Ann Brix, Camosun
Lisa Robertson, Camosun
Carel Schoch, University Canada West
David Wiens, University Canada West
Darcy Falkenhagen, Selkirk College
Marta Tejero, College of New Caledonia
Brian Graham, Acsenda School of Management
Milana Matic, Kwantlen College
Lynette Manton, Kwantlen College
Mary Wendling, Vancouver Island University
Aleah Gustafson, Camosun College
Kirsten Bunton, Camosun College
Gordana Sokic, Douglas College
Ardiss Stutters, Okanagan College
Wilma Nederend, Vancouver Community College
Carrie Leggatt, Vancouver Community College
Louis Chen, AVED
Ginny Chien, Columbia College
Cathy Aquart, UViC
Cathy Ebert, UVic
Misty Cozac, Alexander College
Maria Bos-Chan, University of the Fraser Valley
Andrea Matthews, BCIT
Vicki Vogel, Langara College
Adrian Lipsett, Alexander College

Bjorn Peterson, UNBC
Alex Ferguson, Coquitlam College
Bonnie Wai, AVED
Ruth Erskine, BCCAT

I. Welcome from University of Victoria - Richard Rush, Acting Dean, Continuing Studies

II. Approval of agenda
Maria Bos-Chan/Cathy Aquart (carried)

III. Approval of minutes of May 12-13, 2016
Brian Bouthillier/Erin Aasland Hall (carried)

IV. Housekeeping
- Nominations requested for position of co-chair (Vicki's term is ending and she won't be continuing)
- Dates for next year's meeting: BC TEAL begins May 4 at Vantage College and DDE is May 10-11, 2018
- Venues for next year – VCC and BCIT downtown were both offered
- Contact info updated
- Dinner plans for the evening

V. Introductions and Roundtable to briefly summarize new initiatives at institutions
Institutions reported the following trends, issues, and concerns:
- More international students with mental health issues and (often undiagnosed) learning disabilities
- Enrollment in short-term, customized programs such as study tours is strong
- An increase in students from India and Vietnam; decrease in Chinese students at many (one institution reported the addition of the "gao kao" or Chinese university entrance exam as prerequisite had resulted in reduction of Chinese applicants)
- Some Indian students struggle with academic preparation and critical thinking though their English is sufficient (most get direct entry)
- Some institutions find a high rate of "no-show" students and attrition among Indian students
- Challenges in supporting students who gain direct entry with IELTS 6.0. Tension between access and gatekeeping regarding admissions.
- Development and delivery of support courses for ELL in regular undergraduate and graduate programs
- Greater stability in senior leadership for many institutions this year (relative to last few years)
- LINC providers report long waitlists
- LINC funding has been allocated for next three years: 6% decrease year-over-year
- Increasing focus on internationalization or interculturalization initiatives

- Academic pushback from some English departments: "leave the research paper to us, work on sentence-level accuracy"
- "Partnerships" as strategic goal at many institutions
- Creative ways to deal with chronic workload issues; e.g., combining skills so that instructors have fewer students if not fewer classroom hours
- Academic integrity and creative students strategies to circumvent it (e.g. fake IDs for placement- test takers)

VI. Report from System Liaison Person (SLP) and Deans and Directors: Tanis Sawkins

As SLP rep, Tanis acts as our liaison at BCCAT and other committees such as DDDE. The next DDDE meeting is May 25, 2017. She also attends the Joint Annual Meeting (JAM) with other SLPs, ICPs (institutional contact persons) and Articulation Chairs and Co-Chairs. She reported the following:

- Greater institutional stability than in past years
- "Suburbanization" of immigrant experience – growth in Surrey and Fraser Valley
- Operational impacts of tuition increase and AUG
- Increased # of students from India
- More international students on immigration track
- Issues around language proficiency, how to support EAL learners and faculty who teach them
- More "late arrival" youth
- Increased concerns with mental health and cognitive challenges among students
- IRCC awarded LINC contracts for 2017-20 – a 6% decrease each year.
- LINC allocations are based on landing data – many immigrants land in Montreal but find their way to Vancouver – thus long waitlists in Vancouver
- IRCC may open up interim bidding process based on local needs
- New K-12 curriculum is competency/mastery system
- EAP IV is a measurement of English language proficiency –*not* equivalent to Eng 12

VII. Provincial ESL Update

Louis Chen, Senior Policy Analyst for Adult Education and Skill Development
Bonnie Wai, Senior Policy Analyst with the Planning, International and Intergovernmental Branch (attending on behalf of Barb Binczyk, Ministry of Advanced Education, Colleges and Skills Development Branch)

- International education remains a high priority for AVED: 3rd most significant industry in BC, with 68,000 in private PSE (career and degree-granting) & 45,000 in public PSE
- Top 5 source countries (2015): China, S.Korea, India, Japan, US
- Next 5: Brazil, Saudi Arabia, Mexico, Taiwan, Hong Kong
- Huge contributor to BC's economy – see a report from Kunin (link below)

Links to reports referenced in Bonnie Wei's presentation:
1. BC Jobs Plan 5 year update (info pertaining to international education as a key sector on ps 23-24):
   a. https://bcjobsplan.gov.bc.ca/app/uploads/sites/21/2017/03/3797_JobsPlan2016_Booklet_0303.pdf
2. Kunin report on the economic impact of international education in BC:
   a. http://bccie.bc.ca/wp-content/uploads/2017/02/RKA-International-education-Rpt-to-BCCIE-final-revised-1.pdf
3. An additional infographic which may also be of interest:
   a. http://bccie.bc.ca/wp-content/uploads/2017/02/Infographic-Economic-Impact-of-International-Education-in-BC-all-sectors-%E2%80%93-2015-Update.pdf

VIII.   Tour of facilities with program overview

IX. Task Force Topics
   a. Revising articulation submission checklists, EAP and Access
      i. Some initial resources could help submitters better prepare their submissions; we should finalize such a document this year and share with all members.
      ii. A second step would be to utilize alternate articulation methods to increase the number of articulations we can process in a year.
   b. Moodle ESL Articulation Page: design and function
      i. Main drawback is hosting and site management. Our committee should have a Moodle administrator added for committee?
      ii. All agreed that Moodle was superior to current system (Dropbox) and worth pursuing this year in earnest.
   c. ESL Pathways courses: letter grades vs. competency-based assessment
      i. All reps should report articulation updates to our admissions office/RO once the Co-Chairs complete the Guide update for that year.
      ii. Eventually, a dynamic page on the website could provide easily-accessed and useful information to the RO at our institutions.

X. Other business/Recommendations for actions and other TIF projects

XI. Working Groups meet to discuss articulation documents

Meeting adjourned at 4 pm.

ESL Articulation Committee Meeting Minutes
May 12, 2017

Co-Chairs
Vicki Vogel, Langara College
Adrian Lipsett, Alexander College

Minutes Taker
Andrea Matthews, BCIT

Meeting began at 9:00 am

I. Guest speaker: Christy Sebelius (Instructor) and Byron Crossley (Ed Tech Department):
Academic Integrity Teacher Resources for Multiple Modes of Delivery

Academic Integrity resource or AIRport
- Built to address academic integrity (term is less punitive than plagiarism)
- Purpose: To address a need identified by instructors
- Academic integrity is culturally-based
- Name: instead of modules there are *destinations*, passport-based reward system
- What's included: student assessment, blog

Units:
- Unit 1: What is academic integrity, video (Murdoch university, Dubai), case studies
- Unit 2: Time management: assignment calculator, helpful handouts
- Unit 3: Research – using Wikipedia, using library database (how to narrow your topic)
- Skills: paraphrasing, in-text quotes, summarizing, on-line quizzes and practice
- Articles on plagiarism (Fareed Zakarais, Dan Brown copyright case – case studies)

The blog (Face-to-Face delivery):
- Benefits: group or pair focused (thus is communicative); hands-on (interactive); teacher inclusion via feedback
- Challenges: time constraints in the classroom, the environment (uses paper)

Moodle:
- Moodle site is a familiar interface for the students
- Badging system "gamifies" the site
- Multiple choice questions as well as providing examples with options of good academic practice, unethical academic practice, or plagiarism
- Students are told to use citation builders (e.g., 3rd party apps) but never rely on them completely as not all citation builders produce accurate and correct citations.
- Benefits:
  - Classroom can be flipped
  - Caters to students' sensibilities with technology
  - Minimal classroom time needed for delivery/exploration
  - Reward system
- Challenges:
  - Monitoring individual student progress
  - Classroom time needed for guidance and feedback

- o Instructor's fear of technology
- o Considerations:
    - copyright: Bill C-11
    - asked Murdoch for permission to use video
    - ease of teacher access and utilization
- o Problems:
    - is video culturally insensitive?
    - response: give context before video – could be teachable moment

II. BCCAT introductions: Ruth Erskine (9:45-10:05)

Spring update:

- Ruth is articulation committee coordinator
- Last year: refreshed website: 67 articulation committees in BC
    - o Categorized committees so it is easier to navigate website
    - o 6 categories of committees: arts and science, trades and vocational, etc.
        - ESL is categorized under "developmental"
- Resources are on main page
- Chairs and minutes – functionality to add graphics
- Trying to make site as user-friendly as possible

Call for TIF proposals: BCCAT is looking for more proposal submissions this year

- Form to complete which goes to transfer and articulation selection committee; this group then decides which proposals receive funding
- Proposals will be assessed in September

Other:

- Articulation companion resource available on BCCAT website
- Nominations open for this year's champions of articulation system
- Joint annual meeting: Westin Wall Centre in fall
    - o Format will include panelists addressing questions related to articulation and transfer
- In BC we have the best transfer system in Canada – Alberta system was being modelled on ours
- Transfer Guide is running two systems concurrently
    - o The newer TCS will have same interface and will post reciprocal agreements
    - o Some Albertan institutions (e.g., Athabaska U.) are already on BCCAT system; no new ones will be added in the transfer guide – they will be posted as reciprocal agreements
- BCCAT recommends we make comments regarding new K-12 changes as a committee rather than as individuals
    - o Literacy 12 exam result will be standalone on transcript (it will not be blended with a course mark
- 8 committees (all ABE) use Moodle for posting docs, comments, evaluating courses, etc.

- o BCCAT has opted to move to Moodle for all committees; KPU will be host of Moodle for BCCAT
- Question: If Registrar wants to know whether an ESL course can transfer, how would the registrar find that information? BC Registrar's Association is place to ask; Ruth will follow up to this question with BCRA.
- For additional updates, please refer to: http://www.bccat.ca/pubs/2017%20Spring%20Update%20Newsletter.pdf

10:30 – 10:45 break

EAP action plan moved to 2:15 closing items
In discussing TIF we clarified the definition and role of sub-committee (who's responsible for sub-committee, who does the legwork, is there a secretary, what's the timeline) to help sub-committees function. The aim is to avoid pitfalls of last year and to only engage with project we can realistically complete.

Vicki spoke to goal of articulation: to facilitate transfer of students. There is no obligation to articulate and some institutions choose not to (may not want to match outcomes; students may not need to transfer to another institution, etc.).

10:45-12:30:
a. English for Work and Access Working Groups meeting
b. Discussion of new articulations and changes

10:45-12:30 – Room CST 280
a. EAP Working Group meeting
b. Discussion of new articulations and changes

12:30-1:00 Working Group Chairs

IV. Working Groups report back

EAP Working Group
Minor changes:
1. UFV (Maria Bos-Chan)
   a. Designation, name and numbering changes to all EAP courses
   b. Chart in UFV file
   c. Approved

No Major changes submitted

New Course Articulation
1. University of Canada West (Carel Schoch)
   a. UAC 030, Academic English preparation Advanced (EAP IV Integrated Skills)

   b. Approved: Ardiss Stutters/Brian Bouthillier (carried)

 2. Douglas College (Gordana Sokic)
   a. Withdrawn to resubmit next year – will list outcomes to align with EAP III and IV
   b. Plan to submit all three levels

 3. Acsenda EAP
   a. As there is no official course outline in submission, we will strike a sub-committee to meet and submit results.
   b. Group of 10 reps will meet and make a decision before June 30
   c. Sub-Committee: Adrian Lipsett, Vicki Vogel, Brian Graham, Cathy Aquart, Erin Aasland Hall, Carel Schoch, Ardiss Stutters, Marta Tejero, Maria Bos-Chen, Andrea Matthews

Access Working group
- No courses were submitted for Articulation.
- Lisa Robertson is willing to continue as Chair of the working group.
- The Access/work working group anticipate several courses being submitted for articulation next year.

IV. Election: for 1 Co-Chair
Maria Bos-Chan nominated Andrea Matthews for co-chair
Cathy Ebert/Bjorn (carried)

V. New Motions and Actions/Closing Items
Discussion:
- Needs to be dialogue between incoming and outgoing reps to ensure the knowledge of the articulation process is not lost
- Pre-vetting system:
  - Perhaps a pre-vetting sub-committee could be formed to review submissions, or
  - Reps could review submissions with a mentor (such as outgoing institutional rep)
- Trinity Western (ESLi) is a private non-degree granting institution and is therefore not affiliated with BCCAT; thus, courses from ESLi cannot be articulated. The 2017-2018 Guide will reflect this correction.

Four actions and motions were proposed:
 1. Motion to form one subcommittee to enhance the current course articulation checklists and more clearly define the process of preparing a course to submit for articulation (one checklist for EAP and one for Access).
  - Membership must include reps from both Access and EAP
  - Incorporate feedback from the Task Force discussion
  - Chairs of the working groups necessarily involved (LISA is willing to do this)

- Membership to include a mix of experienced and new
- Use Moodle site to collaborate
- Membership:
    - Lisa Robertson (lead)
    - Andrea Matthews (lead)
    - Carrie Leggatt
    - Cathy Aquart
    - Darcy Falkenhagen

2. Motion to pilot an ESL Articulation Moodle site as part of BCCATs initiative to use Moodle for all BC Articulation Committees, and to report back to next year's Articulation meeting.
    - Incorporate feedback from the Task Force discussion.
    - Moodle site to include:
        - A student account for each rep (with notifications on messages, etc.)
        - Document archives of committee docs (all available)
        - Discussion forums to replace email threads for committee
        - Possible sub-committee creation somewhere within site
        - Committee resources (including checklists, Guide, etc.)
        - Members:
            - Adrian Lipsett (lead)
            - Lynette Manton
            - Alex Ferguson

3. Motion to create better access to ESL articulation page on the BC Transfer Guide page (www.bctransferguide.ca).
    a. Create a clear and easy to find link to current PDF on the BC Transfer Guide page
    b. Digitize the ESL Equivalency Grid to enhance registrar's office access to relevant information on the grid for purposes of transfer
    c. Member responsible: Marta Tejero, in consultation with Co-Chairs

4. Motion to have each rep advocate for ESL representation on their respective institution's Admissions Review Committees (or equivalent) throughout the year.
    a. Find out who your (Institutional Contact Person (ICP)) is and make sure they are aware of ESL Articulation; communicate relevant updates as they come, etc.
    b. Members responsible: all

5. Motion to form a sub-committee to put together a TIF proposal to revise the EAP Descriptors and submit prior to Aug 31, 2017.
    - Include Task force discussion

- Members:
  - o Cathy Ebert (lead)
  - o Erin Aasland Hall
  - o Misty Cozac

All five motions approved: Bjorn/ Mary (carried)

Closing items:
- Next year's dates: May 7-8 VCC downtown
- Thank you to Vicki Vogel for her work as co-chair
- Thank you to UVic for hosting
- Thank you to VCC for offering to host next year's meeting
- Meeting adjourned at 3:05pm.