

*Final Report:*

# Survey of the Initiative “Placing Secondary School Representatives on Post- Secondary Articulation Committees”

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January 2002

555 SEYMOUR STREET  
SUITE 709  
VANCOUVER, BC  
V6B 3H6  
CANADA

TEL: 604-412-7700  
FAX: 604-683-0576

EMAIL: [admin@bccat.bc.ca](mailto:admin@bccat.bc.ca)  
WEB: [www.bccat.bc.ca](http://www.bccat.bc.ca)

BRITISH COLUMBIA COUNCIL ON  
**ADMISSIONS & TRANSFER**

SUPPORTING BC'S  
EDUCATION SYSTEM

***Final Report:  
Survey of the Initiative  
“Placing Secondary School Representatives on Post-Secondary Articulation Committees”***

January 2002

This report was prepared by Barbara Clague, Review Project Coordinator and Executive Secretary, BC Council on Admissions & Transfer.  
Editorial assistance from Finola Finlay and Frank Gelin is gratefully acknowledged.

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**British Columbia Council on Admissions and Transfer**  
709 – 555 Seymour Street, Vancouver, BC V6B 3H6 Canada

Phone: (604) 412-7700  
Fax: (604) 683-0576  
E-Mail: [admin@bccat.bc.ca](mailto:admin@bccat.bc.ca)

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# Executive Summary

The initiative of having secondary school representatives on post-secondary articulation committees, with the goal of increasing communication and mutual understanding between the two sectors, began in 1997. Sixty-four articulation committees currently have such representatives. A review of this initiative, which included questionnaires (response rate of 56%) and focus groups, was undertaken in the fall of 2001.

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## Key Findings

- ◆ 85% of articulation committee chairs who replied support the concept of having a secondary school representative on the committee. In addition, 87% of all respondents agreed or strongly agreed with the statement: *“The potential benefits to the secondary and post-secondary education systems warrant the continuation of placing secondary school representatives on the relevant post-secondary articulation committees.”*
- ◆ Overwhelmingly, respondents felt that as a result of this initiative, articulation committee members “have an increased understanding of issues and concerns from the secondary school perspective.” Many concrete examples were given.
- ◆ Most respondents agreed to the appropriateness of posting a summary of the representatives’ reports on a Web site and to sending copies of individual reports to the chairs of the relevant committees.
- ◆ Having a member of an articulation committee attend a meeting of the appropriate Provincial Specialist Association (PSA - teacher discipline/subject committee) would help to expand understanding and communication.
- ◆ There is little participation in curriculum advisory committees by members of the “other” sector – secondary on post-secondary committees and vice versa.
- ◆ The “right fit” between individuals and articulation committees is essential.

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## Recommendations

- 1 The Ministry of Education should provide ongoing base budget funding to the Centre for Curriculum, Transfer & Technology (C2T2) to maintain this initiative.
- 2 The BC Council on Admissions & Transfer (BCCAT) and C2T2 should enhance communication by posting on a Web site a summary of the reports prepared by the secondary school representa-

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tives, and encouraging the sharing of these reports with the chairs of the articulation committees and of the PSAs.

- 3 The secondary school representatives should encourage their PSAs to invite the chairs (or designates) of the articulation committees to attend relevant PSA meetings, thereby expanding the reciprocity of communication and enhancing mutual understanding.
- 4 The Ministry of Education and the Ministry of Advanced Education should consider involving representatives from the secondary sector in post-secondary curriculum review advisory committees and vice versa.
- 5 BCCAT should, in the next edition of the Articulation Committee Handbook, expand upon the role and responsibilities of the secondary school representative.

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# Background

The B.C. Council on Admissions & Transfer (BCCAT) has the responsibility of monitoring and assisting provincial post-secondary articulation committees, which currently number seventy. They exist for most disciplines or programs delivered in more than one post-secondary institution and their purpose is to expand educational opportunities for students by facilitating transfer from one educational institution to another.

During regular (usually annual) meetings committee members discuss the implications of proposed or upcoming curricular changes from the viewpoint of both the “sending” and the “receiving” institutions. The articulation committees also provide a forum in which professionals with similar interests can develop mutual respect, and understanding of varying approaches to curriculum and instruction in a highly differentiated system of universities, university colleges, colleges, institutes and agencies.

In 1997 an initiative began to place secondary school representatives on relevant articulation committees, with funding coming from the Ministry of Education. The overall aim of this initiative is to enhance understanding of, and improve communications between, the two systems in order to make students’ transition from secondary to post-secondary studies as smooth as possible.

Teachers serving as secondary school representatives are given release time and provided with substitute teachers so that they can participate in the meetings of the articulation committees. The secondary school representative is a full voting member of his/her articulation committee. Currently 64 of a total of 65 relevant committees have such a representative. (Five disciplines have no secondary school equivalent.)

Just as it is essential at the post-secondary level for both “sending” and “receiving” institutions to be aware of what their students are learning or are expected to learn, a similar understanding is also crucial between the secondary and post-secondary levels. By being able to learn directly about curriculum content secondary school educators can better prepare their students for future studies, and post-secondary educators can be knowledgeable about the preparedness of their incoming students. This mutual knowledge and understanding is particularly critical in facilitating the development or revision of courses and programs.

Participation in discussions at articulation committee meetings is the only such system-wide opportunity at the level of each discipline.

From the outset, the Centre for Curriculum, Transfer and Technology (C2T2) has coordinated this project. C2T2’s annual budget allocation from the Ministry of Education to support this initiative is \$30,000. Recruitment of teachers to serve as secondary school representatives has been coordinated with the assistance of the BC Teacher’s Federation (BCTF), and the Career Education Society (CES). BCCAT has been responsible for communicating regularly with the articulation committees regarding the nature of this project and providing contact information for each representative.

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In order to determine whether this is an effective method of linking members of the two systems, to weigh its costs and benefits, and to determine whether or not to recommend continuation of this initiative, BCCAT undertook this review, beginning in the fall of 2001. (Appendix 1)

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## Review Process

In October letters and surveys were mailed to 194 individuals – current secondary school representatives, chairs and system liaison persons of articulation committees. (Appendix 2). One hundred individuals replied – 32 secondary school representatives, 53 chairs and 15 system liaison persons (Appendices 3, 4 & 5). System Liaison Persons are administrators who provide a broad system perspective to the articulation committees.

In the “Findings” section below the responses reported are primarily those of the secondary school representatives and the chairs, as often the responses from the system liaison persons are in reference to the same committee as that from the chair.

An additional 21 survey responses were the result of discussions at the fall meetings of two post-secondary coordinating groups – the Academic & Career/Technical Deans & Directors (Appendix 6) and the BC Association of Trades & Technical Administrators (Appendix 7).

Support and encouragement for this initiative was received from two secondary school coordinating groups – the BC School Superintendents’ Association and the BC Principals’ & Vice-Principals’ Association. The demands of their fall agendas made it impossible for these groups to complete the questionnaire.

Three focus groups were held – October 19th, November 22nd and December 3rd. A total of 17 individuals participated – secondary school representatives, chairs and system liaison persons from articulation committees and staff members from C2T2 and BCCAT. The lively discussions at these gatherings allowed the participants to provide examples of how the connection between the two sectors had personally impacted them. A number of the quotes included in this report came from those discussions. Notes are available from the November and December meetings (Appendix 8).



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# Findings

The support for this initiative was strong from all respondents, although there were slight differences in perception between the sectors, and between faculty and administrators in the post-secondary system. The enthusiasm indicated by the secondary school representatives indicates that they are very aware of the benefits for their students of easing the transition from secondary to post-secondary studies.

## **A Overall Support for the Initiative**

- ◆ There was significant support (from 85% of the articulation committee chairs who responded) for the concept of having a secondary school member of the articulation committee.
- ◆ To the statement, “The potential benefits to the secondary and post-secondary education systems warrant the continuation of placing secondary school representatives on the relevant post-secondary articulation committees” there were a total of 108 replies, 94 of which either “agreed” or “strongly agreed” – an approval rate of 87%.

## **B Attendance and Timing**

- ◆ Almost all (80%) of the secondary school representatives who responded were able to attend the most recent meeting of their articulation committee.
- ◆ All of the representatives reported that they felt welcome and appreciated at the meeting.
- ◆ A quarter of them indicated that the timing of the meeting had caused some problems. It was noted that May and June, the months most common for meetings of articulation committees, are the busiest months for secondary school teachers.

## **C The Presence of Secondary School Representatives Makes a Difference**

- ◆ Most meeting agendas (82%) provided a specific opportunity for a report from the secondary school representative and a discussion of related issues.
- ◆ Overwhelmingly, respondents felt that as a result of this initiative, articulation committee members “have an increased understanding of issues and concerns from the secondary school perspective.” 86% of the secondary representatives felt that their presence had made a real difference and over 90% of the chairs who replied agreed. Interestingly, only one half of the system liaison persons held this view.
- ◆ Many concrete examples of increased understanding and cooperation were provided in comments and in focus group settings.

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## **D Communication Issues**

- ◆ The secondary representatives acknowledged the challenge of communicating regularly and effectively with their colleagues in the secondary system.
- ◆ Most of the representatives (70%) felt there was a value in producing a report on their attendance at the meeting and in fact almost half had sent a copy of their report to the PSA or BCTF, even though that was not a requirement.
- ◆ About two-thirds of the representatives responded positively when asked whether they would like to have their report shared with the chair of the articulation committee and the same percentage of the chairs said they would like to receive a report.
- ◆ Both groups strongly agreed that it would be appropriate and useful to have available on a Web site a summary of all the reports of the representatives.

## **E Reciprocity**

- ◆ More than three quarters (78%) of the representatives indicated that they would consider extending an invitation to the chair of the articulation committee to attend a PSA meeting. Only 45% of the chairs indicated interest in receiving one.
- ◆ Few secondary school teachers participate on advisory committees for post-secondary curriculum development. Those who had indicated that their participation was useful and increased understanding. One quarter of the chairs said their members had participated in secondary school curriculum projects.

## **F The Right Fit**

- ◆ Two thirds (66%) of the secondary school respondents felt that they were in the best position to be the representative, while some felt that the representative should be elected by the PSA. Chairs were more cautious, with about 60% indicating that they felt the individual on their committee to be in the best position as a representative.
- ◆ Almost all respondents in both categories acknowledged that getting the “right fit” between the individuals and the committees is essential.

## **G Articulation Agreements or Tangible Outcomes**

- ◆ In focus group comments various local initiatives were referenced and there appear to be a number of local articulation agreements in place.
- ◆ Secondary school representatives can act as catalysts for local arrangements but cannot be expected to coordinate provincial agreements given the extensive negotiation required.
- ◆ A few committees see no tangible benefits of having such a representative.

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## Sample Comments and Quotes

The following quotes exemplify the key findings and conclusions of this review.

*In the quotes below the “speaker” is identified as either a representative or a chair, by  
SSR = Secondary School Representative*

*or*

*ACC = Articulation Committee Chair)*

“If we don’t maintain some sort of liaison with the high schools it may cost us more later on in lost opportunities.” (ACC)

“I’m meeting the people I need to know, I’m learning a lot about the possibilities for local cooperation and articulation agreements and I can see how I can modify my own courses to be a better match with the post-secondary curriculum.” (SSR)

“It is extremely helpful to have someone come to our meetings who is actually teaching high school. We always invite local teachers but we learn even more from a rep who has attended several of our meetings and can provide continuity as well as specific information.” (ACC)

“Only slowly of the last four years have I sensed an increased understanding as I made them aware of changes in secondary curriculum.” (SSR)

“Our rep is conscientious, well informed and active. We are aware of enrolment trends in secondary schools and changes in curricula & materials.” (ACC)

“The “pros” of having a secondary school rep – post-secondary institutions have little understanding of secondary curriculum and methods of evaluation. As a rep I have been able to answer questions and sometimes inform policy and effect changes. It is a great professional development opportunity for me. On the “con” side – both levels are so entrenched that any information about each side is static and doesn’t often lead to change. Most of the time at AC meetings is taken with issues of colleges articulating with the universities. Occasional “high-school bashing” blames secondary schools for deficiencies in incoming post-secondary students. The teacher rep acts as an information person only and sometimes has no opportunity to say anything at a meeting. Specific articulation between high school and colleges/universities needs to have a local element as well.” (SSR)

“We recently debated an issue directly related to the teaching of (subject) in secondary schools and the presence of the representative was crucial.” (ACC)

“There is a continuing need for articulation between secondary and post-secondary. I see no other or any more efficient method than the current one to encourage dialogue. Improvement can be made in communication amongst secondary teachers that would enhance such dialogue.” (SSR)

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# Recommendations

- 1 The Ministry of Education should provide ongoing base budget funding to the Centre for Curriculum, Transfer & Technology (C2T2) to maintain this initiative.
- 2 The BC Council on Admissions & Transfer (BCCAT) and C2T2 should enhance communication by posting on a Web site a summary of the reports prepared by the secondary school representatives, and encouraging the sharing of these reports with the chairs of the articulation committees and of the PSAs.
- 3 The secondary school representatives should encourage their PSAs to invite the chairs (or designates) of the articulation committees to attend relevant PSA meetings, thereby expanding the reciprocity of communication and enhancing mutual understanding.
- 4 The Ministry of Education and the Ministry of Advanced Education should consider involving representatives from the secondary sector in post-secondary curriculum review advisory committees and vice versa.
- 5 BCCAT should, in the next edition of the Articulation Committee Handbook, expand upon the role and responsibilities of the secondary school representative.

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# Appendix 1

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## Timelines

- ◆ 14 August 2001 – draft plan, letters and survey questions prepared
- ◆ 16 August – Finola Finlay and Barbara Clague met with Wendy Lee, BCSSA ED, sharing draft plan, requesting feedback
- ◆ 17 August – draft plan revised by Finola, Barbara & John FitzGibbon
- ◆ 22 August – draft plan sent to Anita Chapman (BCTF), Barb Hunter (CES) and Rick Carruthers (BCCAT secondary school member) for comment/feedback
- ◆ 23 August – draft plan checked with Frank Gelin.
- ◆ 23 August – contacts confirmed with SIOC (Martin Petter), Deans & Directors (Finola), BCATTA (Kate Pelletier), Principals/Vice-Principals (Gordon Moffat)
- ◆ 24 August – cost statement for past years of project, and relevant statistics relating to attendance at meetings, prepared by C2T2
- ◆ 27 September – plan endorsed by the BCCAT Transfer & Articulation Committee
- ◆ 1 October – letter and survey sent to all current secondary school representatives, all current chairs/co-chairs and system liaison persons (194)
- ◆ 5 October – information on review presented to BCCAT Council meeting and sent to Senior Instructional Officers' Committee (SIOC), BC Association of Trades & Technical Administrators (BCATTA) and Academic & Career/Technical Deans & Directors.
- ◆ 19 October – email reminder (with attachment of letter and survey) sent to all recipients of survey, encouraging response by mail, email or fax.
- ◆ 19 October – Barbara attended a focus group of reps attending the BC Technical Educators' Association meeting at David Thompson Secondary School, 1755 East 55<sup>th</sup> Ave. Vancouver (arranged by Andy Warkentin (Electrical AC rep))
- ◆ 26 October – deadline for receipt of survey results.
- ◆ 22 November – Focus Group with 4 secondary school teachers, in conjunction with the annual meeting of the Career Education Society (CES)

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- ◆ end of November – compilation of results and recommendations
  - ◆ 3 December – Focus group with chairs, system liaison persons and secondary school representative, with BCCAT and C2T2 staff
  - ◆ 14 December – interim report submitted to Council meeting
  - ◆ 2 January 2002 – interim report submitted to Scott MacDonald, Ministry of Education
  - ◆ mid-January – final report prepared
  - ◆ 15 February – presentation of results of review to TAC and to the annual meeting of chairs/co-chairs and system liaison persons
  - ◆ 8 March – final report presented to Council

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# Appendix 2

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## Letter

1 October 2001

Dear

**This letter is to request your assistance in evaluating the initiative of placing secondary school representatives on post-secondary articulation committees.**

Since its inception in 1989, the B.C. Council on Admissions & Transfer (BCCAT) has had the responsibility of coordinating, monitoring and assisting the post-secondary articulation committees. (Please refer to the accompanying document entitled “Articulation Committees: Their Essential Role in a Successful Transfer System”)

In 1997 an initiative to place secondary school system representatives on relevant provincial post-secondary articulation committees was undertaken with funding from the Ministry of Education. The overall aim of the project is to enhance understanding of and improve communications between the two systems in order to make students’ transition from secondary to post-secondary studies as smooth as possible. This is the only system-wide opportunity for discussion of such articulation issues at the level of each discipline.

From the outset, the Centre for Curriculum, Transfer and Technology (C2T2) has coordinated this project, with assistance from the BC Teacher’s Federation (BCTF), and the Career Education Society (ES). C2T2 has worked closely with BCCAT to inform and involve the members of the articulation committees regarding the nature of this project. The secondary school representative is a full voting member of his/her articulation committee, and currently 64 of a total of 65 relevant committees have such a representative. (Some committees have no secondary school equivalent and therefore no representative).

In the fiscal year April 1, 2000–March 31, 2001 the average travel cost for a representative’s meeting attendance was \$340, with the highest being \$1,165 and the lowest \$11.75. For paying substitute teachers the average cost was \$222, with the highest being \$562 and the lowest \$79. The considerable administrative costs of the project are also covered from this amount – possible only because not all representatives are able to attend their meetings each year.

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It is now timely to review this initiative, attempting to weigh costs and benefits and make recommendations for the future. It is very important to the success of this review that your candid and thoughtful responses to the enclosed survey be received. Your response will be kept confidential.

**Please note the date of 26 October for receipt of completed survey.**

Yours sincerely,

Barbara Clague, Review Coordinator & Executive Secretary  
B.C. Council on Admissions & Transfer  
bclague@bccat.bc.ca  
(604) 412-7683.

Encls. "Articulation Committees" document (see Appendix 9)  
Survey, with addressed return envelope

*This letter is being sent to all secondary school representatives on post-secondary articulation committees, and to all chairs/co-chairs and system liaison persons for articulation committees having a secondary school representative. Input will be sought as appropriate from the secondary school superintendents, principals, vice-principals, PSA chairs, BCTF and relevant post-secondary personnel.*



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# Appendix 3

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## Responses from Secondary School Representatives

### *Survey of the Project*

#### *“Placing Secondary School Representatives on Post-Secondary Articulation Committees”*

Surveys sent to 62 individuals, responses received from 32 (as of 28 Nov 01)

*(The respondents were asked to circle the appropriate answer(s) below. Since not everyone answered all questions the answers do not always total 32. Where more than one category was relevant answers total more than 32)*

- ◆ Were you able to attend the 2001 or most recent meeting of your committee?  
Yes      23  
No        9
  
- ◆ From whom did you receive information about the meeting date and location?  
The chair/co-chair of the committee      18  
Lisa Fox at C2T2                              20  
Other (Who?)                                      2 BCTF, AC member
  
- ◆ How did you receive the information about the meeting?  
By email    20  
By mail    13  
From attending a previous meeting      6  
Other means                                      6
  
- ◆ Did you know the date and location of the meeting in sufficient time to plan for travel and teacher substitution?  
Yes      28  
No       4
  
- ◆ Did you experience any problems in making these arrangements?  
Yes      2  
No       28

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◆ Did the timing of the meeting cause you any problem?

Yes 8  
No 23

*Comments:*

- 1 The date was changed at the last moment, making it impossible for me to attend.
- 2 Preparation for Grade 12 exams happens at the same time as the AC meeting.
- 3 The AC meeting date conflicted with two other meetings.
- 4 The meetings of my AC are well organized, well attended and easy for me to prepare for and receive reports from.
- 5 I would suggest at least 6 weeks notice of the meeting date.
- 6 May and June are the two busiest months of the secondary school year. Therefore I have only been able to attend the first day of the two-day meetings.

◆ Did the agenda contain a specific opportunity for reporting on issues and concerns within the secondary school system?

Yes 28  
No 2

◆ Did you feel welcome/appreciated at the meeting?

Yes 26  
No

◆ Do you feel that, as a result of this initiative, the committee members have an increased understanding of issues and concerns from the secondary school perspective?

Yes 25  
No 4

*Comments:*

- 1 I first attended the AC meeting in 1998 and was warmly welcomed. By the time I was notified about the 1999 meeting I had a conflicting commitment. I did not receive any feedback from my report of the initial meeting, nor minutes from either meeting. I only recently heard about the 2001 meeting and was unable to attend so my contact has been minimal.
- 2 We are concerned about the continued presence of (subject) in the K-12 curriculum and the support of the AC is crucial.
- 3 I feel very welcome and each year I am pleased by the high level of interest of the post-secondary people in the concerns and information from the secondary schools.

- 
- 4 This meeting is a good opportunity to inform post-secondary educators about the high school programs and directions.
  - 5 Somewhat – this group seems to want more input into secondary text and curriculum matters. I'm not sure if they will proceed.
  - 6 I feel this is critical in building transitions and in the design of post-secondary programs.
  - 7 I am in adult education. The committee members (ABE Working Group) said that it was most useful that I was there rather than the secondary teacher of previous years.
  - 8 In (subject) there have been many changes in the last ten years and the people on the AC have been helpful, supportive and receptive to the exchange of ideas.
  - 9 I believe that more time is required to dispel some of the myths that college folk hold concerning the secondary school system.
  - 10 There was a bit of “let’s blame the high school teachers for how weak our students are” at the beginning of the meeting.
  - 11 Only slowly of the last four years have I sensed an increased understanding as I made them aware of changes in secondary curriculum.
  - 12 There is so little contact between secondary and post-secondary staffs that this is one of the very few venues to facilitate this multi-level communication.
  - 13 I worked to enhance the committee’s appreciation and understanding of the wide variety of (subject) courses available to high school students in order that they may be better informed when considering students for admission.
- ◆ Do you see a value in producing a report on your attendance at the meeting?  
 Yes 23  
 No 5  
 Unsure 2
  - ◆ Did you send a report of the meeting to C2T2?  
 Yes 24  
 No 5 (“What’s C2T2?”)
  - ◆ Did you send a report to your PSA/teacher association/BCTF?  
 Yes 13  
 No 15 (“I didn’t know it was required.”)  
 (NOTE: A report to the PSA/BCTF was not a requirement but this survey was a chance to see if such reports had been sent.)  
 Not applicable 1

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◆ Did you anticipate any feedback from your report?

Yes 8  
No 21

◆ Did you receive any?

Yes 3  
No 25

*Comments on report format/requirements:*

- 1 I use the report format used by all the post-secondary institutions on our committee and submit my report to them as well as to C2T2.
- 2 The minutes constitute a succinct report (as long as they are prepared soon after the meeting).
- 3 Could some form of group report be attempted?
- 4 The report format should include suggestion/direction as to who should receive a copy.
- 5 More space is needed for description and synopsis of results.
- 6 My report is published in our PSA newsletter – this is an excellent way of informing members and sometimes getting feedback.
- 7 The format needs more space for comments and other issues.

◆ Would you like your report shared with the chair of the articulation committee?

Yes` 21  
No 3

◆ Would it be appropriate and useful to have available on a web site a summary of all the reports received from the secondary school representatives?

Yes 26  
No 3

*Comments about having reports available on the Internet.*

- 1 It is important that all disciplines have this kind of continuum of concerns being discussed in complimentary and related fields of instruction.
- 2 I thought two years ago that this was going to happen. I think it is a great idea.
- 3 This would be very good for the reps and the PSAs.
- 4 It would help to see if there are common issues and to provide a forum for discussion.

- 
- 5 Any distribution of information would be useful. I feel that a general forum space where anonymity is preserved would result in more honest feedback.
  - 6 It would give me an idea of what other secondary representatives are experiencing.
  - 7 Many of the issues seem to be quite political in nature. I'm not so sure the Internet is the forum for those issues.
  - 8 It would be useful if secondary school teachers listed on the web site the concerns that they wish to have covered.
  - 9 I would not be interested in having the reports available – we have information overload and who is really interested in the perception of others regarding a meeting that also has formal minutes.
- ◆ Are you aware of any examples of changes in actions or outlooks as a result of your participation on the articulation committee?
- |     |    |
|-----|----|
| Yes | 15 |
| No  | 11 |
- ◆ Please list three key issues that are continually raised at the articulation committee meetings.
- 1 Lack of consistency in the teaching of (subject) programs – at both secondary and post-secondary levels.
  - 2 Lack of safety provisions within the classroom
  - 3 Lack of understanding of the secondary curriculum by the post-secondary system.
  - 4 Qualifications of teachers/professors delivering programs
  - 5 Requirements for transfer and problems with transfer.
  - 6 Unwillingness of post-secondary to ladder with secondary programs.
  - 7 Curriculum changes
  - 8 Low wages not attractive to quality instructors
  - 9 Equipment not keeping pace with change.
  - 10 Inconsistencies in grading and evaluation practices
  - 11 Credit for Advanced Placement courses
  - 12 Plagiarism

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13 Lack of specific (subject) curriculum from the Ministry of Education

14 Problems that secondary teachers with trades qualifications are not able to “challenge” teaching qualification requirements.

- ◆ Would you consider extending an invitation to a representative from the articulation committee to attend a meeting of your PSA/teacher association?

Yes 25

No 5

- ◆ Have you or a member of your PSA/teacher association participated on an advisory committee for a post-secondary curriculum development program?

Yes 8

No 20

Don't know 2

- ◆ If “yes”, has your participation on the articulation committee provided useful information and connections?

Yes 7

No

- ◆ Would you be willing to provide more feedback on this issue through a telephone interview of approximately 20 minutes, to be held in the first two weeks of November ?

Yes 26

No 6

(NOTE: It was subsequently decided not to hold any phone interviews, in part because of the difficulty in choosing participants from the very large number of potential participants.)

- ◆ Would you be willing to participate in a focus group, of approximately 1–2 hours, to be held at the BCCAT office in downtown Vancouver in the last two weeks of November, to discuss issues relating to this project? (Costs of local travel and substitute teachers will be reimbursed)

Yes 23

No 8

(NOTE: All 23 persons who indicated a willingness to participate in a focus group were invited to do so. Three such groups were held. A total of 8 individuals participated, (one of them attending two groups) and one more had to withdraw due to illness.

- ◆ Do you consider that you are in the best position to be the representative to this articulation committee?

Yes 21

No 5

Not sure 3

*Comments:*

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1 I think that a member of the PSA executive should sit as the representative so I will resign in favour of this.

- ◆ Please indicate by circling the answer below which summarizes your response to this statement:

*“The potential benefits to the secondary and post-secondary education systems warrant the continuation of placing secondary school representatives on the relevant post-secondary articulation committees”*

strongly agree	17
agree	12
neutral	1
disagree	
strongly disagree	1

- ◆ Additional comments regarding the overall benefits of this initiative:

- 1 The post-secondary reps have so much to discuss that articulation with secondary schools is not a high priority, and understandably so. The more specialized the subject area the more difficult it is to articulate and the more difficult to “get the ear” of the Ministry of Education.
- 2 It is very important that a secondary voice be present at these articulation meetings to provide the need background on specific content and learning resources employed at the high schools. Since we are “sending” institutions for the post-secondary system it is understandable that the colleges and universities want to have a current practicing teacher in the particular discipline present at the meeting to correct any misconceptions about what is being taught in high schools.
- 3 I can only begin to indicate how beneficial it is to be able to speak to the people who continue the education of “our” students. My experience of these meetings has been overwhelmingly positive. I have been attending for 8 years, missing only one or two. This has required a considerable investment of my time and money but I would argue that it has been worth it because of the benefit to me in teaching students in my school. Where we need to improve is in communicating our learning at articulation meetings to other secondary teachers.
- 4 Participation on this committee has broken down some walls between secondary and post-secondary. Some form of transferring information between the two levels is needed. I’m not sure if this is the venue or not. The groundwork has now been done in creating some communication between the two groups and should be continued in some form. Participation on this committee probably made the start of the Career Technical Centre (CTC) much smoother. We still have along way to go in determining specific transfer credit for high school students and getting post secondary to commit to these transfers. There is an unwillingness to allow high students specific early admission. Some high school students are deserving of special consideration.

- 
- 5 It is fundamentally important that the two groups (secondary and post-secondary) begin to communicate in a meaningful way.
  - 6 I have really enjoyed the exchange of dialogue and the contacts I have made. As a teacher I have been able to share the information gained with colleagues and students alike.
  - 7 The “pros” of having a secondary school rep – post-secondary institutions have little understanding of secondary curriculum and methods of evaluation. As a rep I have been able to answer questions and sometimes inform policy and effect changes. It is a great professional development opportunity for me. On the “con” side – both levels are so entrenched that any information about each side is static and doesn’t often lead to change. Most of the time at AC meetings is taken with issues of colleges articulating with the universities. Occasional “high-school bashing” blames secondary schools for deficiencies in incoming post-secondary students. The teacher rep acts as an information person only and sometimes has no opportunity to say anything at a meeting. Specific articulation between high school and colleges/universities needs to have a local element as well.
  - 8 My program in (subject) is by far the largest in the province, according to Ministry of Education information, but we have no local college offering a related program. I believe in this project and find it very valuable. In the four years of my participation I have formed close alliances with the post-secondary programs.
  - 9 There is a continuing need for articulation between secondary and post-secondary. I see no other or any more efficient method than the current one to encourage dialogue. Improvements can be made in communication amongst secondary teachers that would enhance such dialogue.



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# Appendix 4

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## Responses from Chairs/Co-chairs of Articulation Committees

### *Survey of the Project*

#### *“Placing Secondary School Representatives on Post-Secondary Articulation Committees”*

Since 20 of the 70 articulation committees have co-chairs, the survey was sent to 90 individuals, responses received from 53 (as of 28 Nov 01)

*(The respondents were asked to circle the appropriate answer(s) below.*

*Since not everyone answered all questions the answers do not always total 53)*

- ◆ The secondary school representative is a full voting member of your committee. Does your articulation committee list include the contact information for this person?

Yes	45
No	1
Don't know	4

- ◆ Was the representative informed about the date and location of your most recent meeting?

Yes	48
No	
Don't know	2

- ◆ Did the secondary school representative attend the 2001/most recent meeting?

Yes	40
No	9
Don't know	

- ◆ Do you support the concept of a secondary school member on the articulation committee?

Yes	45
No	3
Maybe	2

- ◆ In your opinion and experience, is this person in the best position to be the representative from the secondary school system?

Yes	32
No	3
Maybe	11

*Comments:*

- 
- 1 Would it be appropriate for the rep to change every 3 years?
  - 2 I'd prefer to have a subject specialist from the Ministry of Education rather than the current rep.
  - 3 It depends on the experience of the rep. Sometimes the rep feels powerless because of the BCTF. Previous rep did not feel he was that useful but we (the committee) did.
  - 4 It would probably be more beneficial to have a (subject) teacher rather than someone who does not work directly in this area.
  - 5 The increased understanding is restricted to the school district to which the member is native.
  - 6 It is extremely helpful to have someone come to our meetings who is actually teaching high school. We always invite local teachers but we learn even more from a rep who has attended several of our meetings and can provide continuity as well as specific information.
  - 7 There may be others equally well positioned to serve as reps. – usually on the PSA executive. This provides the best opportunity for sharing concerns and expertise.
  - 8 This person has been on the committee for some years and is well acquainted with its scope and functioning.
  - 9 Our rep serves as an “Elementary rep.” She works at a secondary school but I do not know what kind of position she has there, but I have the impression that she does not teach.
  - 10 The person should be elected.
  - 11 The rep is a young enthusiastic individual who was a definite asset – from the lower mainland where most schools/students/teachers are located.

- ◆ Did the agenda of your recent meeting(s) contain a specific opportunity for reporting on issues and concerns within the secondary school system?

Yes 41

No 10

- ◆ Do you feel that, as a result of this initiative, the committee members have an increased understanding of issues and concerns from the secondary school perspective?

Yes 36

No 3

*Comments:*

- 1 This may be a problem for chairs as they don't generally outline the sort of info. that might be valuable or work with Min reps to develop the agenda.

- 
- 2 We are always concerned with what is going on with curriculum and practice within the secondary schools.
  - 3 Most discussion evolved around issues related to UBC and training (subject) teachers.
  - 4 Valuable information was shared but regional concerns also seem to influence the standards and expectations of high school performance.
  - 5 Our rep raised concerns that in his subject area there are fears of being phased out from budget cuts because no post-secondary institution demands these courses as prerequisites.
  - 6 The relation between secondary and post-secondary becomes strained very easily and needs regular maintenance/repair. There are always new members on our committee and they need to hear and see the sec rep's concerns. This puts a human face on the system for everyone.
  - 7 Our rep is conscientious, well informed and active. We are aware of enrolment trends in secondary schools and changes in curricula & materials.
  - 8 The AC chair could have a meeting with the sec rep prior to the committee meeting and exchange information and opinions, or the rep could provide written information in advance.
  - 9 Our rep is very vocal.
  - 10 Interesting issues were raised that our members had not given much previous thought to.
- ◆ Please list three key issues that are continually raised at the articulation committee meetings. (Note: Some respondents interpreted this as relating only to secondary school issues while others responded more broadly)
- 1 Lack of funding
  - 2 Lack of support
  - 3 Lack of space
  - 4 Career preparation – visits from secondary school students
  - 5 Transfer credit for Advanced Placement (AP) courses
  - 6 Transfer agreements between institutions
  - 7 Frequent changes in the secondary course contents.

- 
- 8 Concern about quality of grade 12 exams, standards and testing methods used in the secondary schools.
  - 9 Concern about lack of college and university lab facilities
  - 10 Lack of consistency in first two years of university level course.
  - 11 Lack of sufficient notice re: changes from major receiving institutions.
  - 12 Lack of congruence between secondary and post secondary courses.
  - 13 Class size and student contact hours.
  - 14 Problems of maintaining transferability to several receiving institutions which run programs that are quite different.
  - 15 Encouraging the secondary school to designate the post-secondary subject as a teachable subject area.
  - 16 Clashes between instructors and Ministry over discipline-based versus issues-based learning.
  - 17 Prior Learning Assessment
  - 18 Willingness/ability of institutions to fund attendance at AC meetings.
  - 19 Block transfer options from out of province institutions.
  - 20 Is there a need for accreditation or periodic review of programs?
  - 21 Quality of apprenticeship programs
  - 22 Inter-provincial exam
- ◆ Have members of your articulation committee participated in secondary school curriculum development projects?
 

Yes	13
No	7
Don't know	19
  - ◆ Can you provide examples of changes in actions or outlooks as a result of the participation of the secondary representative on the articulation committee?
 

Yes	20
No	19

*Comments/Examples:*

- 
- 1 Information/recruitment brochures for secondary school students.
  - 2 Improved knowledge of secondary curriculum and of common areas of concern.
  - 3 More understanding of the challenge high schools have to provide for the diversity in the students and to realize that the best students don't go on to college.
  - 4 Stimulated committee to try to influence curriculum changes in secondary schools, including possibly holding meetings with Min of Ed folks.
  - 5 Discussion about joint marketing strategies and combined attendance at and hosting of conferences.
  - 6 The committee has so many internal issues that it is hard to allot time to consider secondary school issues but we welcome the awareness of possible future actions.
  - 7 A sub-committee on providing credit for students taking (subject) in high school.
  - 8 Insight into "where the secondary students are coming from" and more sensitivity to the working conditions in high schools. More willingness to listen to the high school point of view.
- ◆ The secondary school representative is expected to prepare a report for C2T2 and the PSA/teacher association. Would you like to receive a copy of that report?  

Yes	35
No	4
  - ◆ Would it be appropriate and useful to have available on a web site a summary of all the reports received from the secondary school representatives?  

Yes	29
No	7
Unsure	2
  - ◆ Would you like to receive an invitation to attend a meeting of the relevant PSA/teacher association?  

Yes	24
No	12
  - ◆ Would you be willing to provide more feedback on this issue through a telephone interview of approximately 20 minutes, to be held during the first two weeks of November ?  

Yes	35
No	14

(NOTE: It was subsequently decided not to hold phone interviews)

- 
- ◆ Would you be willing to participate in a focus group, of approximately 1–2 hours, to be held at the BCCAT office in downtown Vancouver during the last two weeks of November, to discuss issues relating to this project?

Yes 19

No 31

(NOTE: All 19 individuals who indicated a willingness to participate in a focus group were invited to do so. Three individuals attended a group.)

- ◆ Please make any additional comments regarding the overall costs and benefits of this initiative.

- 1 We need a cooperative effort between universities, colleges and industry to market to high school students.
- 2 I've spoken with several members of my AC and not one could think of a single instance over the last decade when having a specifically secondary school rep (as nice as they are as individuals) added a tangible benefit. To be blunt I think both this position and the SLP position on the committee are a bit of a "make-work" project. When they're not there, there's no noticeable difference whatsoever.
- 3 There are clearly benefits to having high school representation. However, I believe the same benefits are achieved as we consult with local schools so I would recommend against continuing this initiative.
- 4 I like to foster the relationship but not all PSA folks are curriculum-wise and often we (college types) are woefully out of date on K-12 issues and initiatives. The lack of inter-system communications is a real problem. I'm not sure that this is necessarily the only way that communication can happen.
- 5 I think it is an excellent method of communicating between the secondary and post-secondary institutions. It assists teachers and instructors to become much more aware of what is happening in their respective districts and institutions.
- 6 We recently debated an issue directly related to the teaching of (subject) in secondary schools and the presence of the rep was crucial.
- 7 I feel that the initiative should be expanded. At present I don't think our concerns are getting out to all the school districts. All high schools need to be formally advised of these concerns.
- 8 Rather than guessing about what is happening in the K-12 system, this provides us with direct contact and clear answers.
- 9 The cost and benefits are intangible at the AC meetings, the college reps tend to speak for their individual institutions and find some commonality; the universities speak somewhat more broadly and deal with all of us; but the high school rep has the best grasp of the sort of students we are getting as our "inputs".

- 
- 10 The benefits may vary among the disciplines. However the connection for our committee is VITAL. The coordination and good will necessary to optimize student progress through the systems and from one system to another need all the help they can get. This link is critical!
  - 11 The secondary schools have pushed for increased advanced credit with very limited success in the (subject) area. Quite frankly the high school level is not at par with college level course and therefore in most cases, advanced credit is not suitable. If this is the main focus of our liaison with the high schools then the costs are not likely warranted. If, on the other hand, other real benefits are being enjoyed by other disciplines then we should continue with this arrangement. However usually the agendas of the AC meetings are too full as it is to discuss secondary school curricula or other issues.
  - 12 I'd rather have the money applied to articulation committee member attendance and I'd like to have a listserv and website for each articulation committee, ideally funded and maintained by BCCAT.
  - 13 The benefits to our committee are clear. The costs are largely unknown.
  - 14 As many of us believe that students in high school would benefit from taking (subject) and as we are very interested in the educational conditions of students before they come to us, we really benefit from having a secondary school rep on our committee.
  - 15 If we don't maintain some sort of liaison with the high schools it may cost us more later on in lost opportunities.
  - 16 Keep funding the rep. It is useful to have a person there who can inform the articulation meeting of the high school situation.
  - 17 Colleges see the need for students to be prepared at the secondary school level for entrance into our programs. Courses offered currently at just a few schools would be an asset for all secondary school in the province.

◆ Please indicate by circling the answer below which summarizes your response to this statement:

*“The potential benefits to the secondary and post-secondary education systems warrant the continuation of placing secondary school representatives on the relevant post-secondary articulation committees”*

strongly agree	21
agree	19
neutral	7
disagree	2
strongly disagree	1

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# Appendix 5

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## Responses from System Liaison Persons of Articulation Committees

### *Survey of the Project*

### *“Placing Secondary School Representatives on Post-Secondary Articulation Committees”*

Surveys sent to 42 individuals, responses received from 15 (as of 28 Nov 01)

*(The respondents were asked to circle the appropriate answer(s) below.*

*Since not everyone answered all questions the answers do not always total 15)*

- ◆ The secondary school representative is a full voting member of your committee. Does your articulation committee list include the contact information for this person?

Yes	10
No	3
Don't know	2
  
- ◆ Was the representative informed about the date and location of your most recent meeting?

Yes	8
No	
Don't know	7
  
- ◆ Did the secondary school representative attend the 2001/most recent meeting?

Yes	9
No	3
Don't know	3
  
- ◆ Do you support the concept of a secondary school member on the articulation committee?

Yes	13
No	1
Unsure	1



- 
- ◆ In your opinion and experience, is this person in the best position to be the representative from the secondary school system?

Yes	9
No	1
Don't know	1

*Comments:*

- 1 The challenge is that he is attempting to represent the entire high school system with very little means to effectively communicate with them.

- ◆ Did the agenda of your recent meeting(s) contain a specific opportunity for reporting on issues and concerns within the secondary school system?

Yes	7
No	6

- ◆ Do you feel that, as a result of this initiative, the committee members have an increased understanding of issues and concerns from the secondary school perspective?

Yes	7
No	5
Unsure	3

- ◆ Please list three key issues that are continually raised at the articulation committee meetings.

- 1 Difficulty in dealing with the variances in first year curricula at UBC, SFU and UVic.
- 2 Poor preparation of student applicants.
- 3 Exchange of new developments
- 4 ITAC's role in curriculum development.
- 5 Testing and standards.
- 6 Class sizes and methodologies
- 7 Skills shortages, apprenticeships, technical training
- 8 Instructor recruitment
- 9 Contribution of post-secondary expertise to revisions in secondary school curricula.

- 
- ◆ Have members of your articulation committee participated in secondary school curriculum development projects?
 

Yes	2
No	4
Don't know	9
  
  - ◆ Can you provide examples of changes in actions or outlooks as a result of the participation of the secondary representative on the articulation committee?
 

Yes	5
No	9

*Comments:*

- 1 A stronger appreciation for how little (subject) is actually being taught in the secondary system.
  - 2 Better understanding and less blaming.
  - 3 Understanding the crucial role that articulation committee members can play in maintaining support for “threatened” programs at the secondary school level.
- ◆ The secondary school representative is expected to prepare a report for C2T2 and the PSA/teacher association. Would you like to receive a copy of that report?
 

Yes	14
No	1
  
  - ◆ Would it be appropriate and useful to have available on a web site a summary of all the reports received from the secondary school representatives?
 

Yes	11
No	4
  
  - ◆ Would you like to receive an invitation to attend a meeting of the relevant PSA/teacher association?
 

Yes	6
No	8

*Comments:*

- 1 Not appropriate for a System Liaison Person (usually an administrator) to be invited to attend a PSA but a visit from a post secondary teacher could be very productive provided the invitation is sincere and generated from the PSA as a whole with urging from BCCAT.

- 
- ◆ Would you be willing to provide more feedback on this issue through a telephone interview of approximately 20 minutes, to be held during the first two weeks of November ?

Yes 7

No 6

(NOTE: It was subsequently decided not to hold phone interviews)

- ◆ Would you be willing to participate in a focus group, of approximately 1–2 hours, to be held at the BCCAT office in downtown Vancouver during the last two weeks of November, to discuss issues relating to this project?

Yes 7

No 8

(NOTE: All 7 individuals who indicated a willingness to participate in a focus group were invited to do so. Two people did participate in a group)

- ◆ Please make any additional comments regarding the overall costs and benefits of this initiative.

1 There is too little alignment between high school subject area and the discipline-based articulation committee for the high school rep to do much. There seems to be no effective reporting coordination mechanism for the high school rep to carry information and ideas back and forth. I support a much higher level of seamlessness between high school and university transfer programmes but that seems most unlikely given their subject areas.

2 Overall I don't see the point. Individual institutions liaise extensively with their school districts, counsellors, etc.

3 The key words are "potential benefits" – there are good examples of transitions occurring at specific institutions but not at the system level.

3 Given projected skills shortages, the linkages between secondary and post-secondary are key.

4 Benefits are significant in our field and the cost is minimal.

- ◆ Please indicate by circling the answer below which summarizes your response to this statement :

*"The potential benefits to the secondary and post-secondary education systems warrant the continuation of placing secondary school representatives on the relevant post-secondary articulation committees"*

strongly agree 5

agree 7

neutral 1

disagree 1

strongly disagree

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# Appendix 6

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## Responses from Academic & Career/Technical Deans & Directors

### *Survey of the Project*

### *“Placing Secondary School Representatives on Post-Secondary Articulation Committees”*

Surveys given to individuals at November meeting, 13 responses received (as of 28/1101).

NOTE: Six of the respondents either currently serve or have served as either the chair or the system liaison person to an articulation committee.

*(The respondents were asked to circle the appropriate answer(s) below.*

*Since not everyone answered all questions the answers do not always total 13)*

- ◆ Are you aware of the initiative of placing secondary school representatives on post-secondary articulation committees?  
Yes     12  
No       1
  
- ◆ If “yes” have you had direct involvement with it?  
Yes     9  
No       3
  
- ◆ If “yes” please note your perceptions of its effectiveness.
  - 1 Very effective in (subject) but I wonder about the effectiveness of the rep getting back to and receiving input from his/her peers throughout BC.
  - 2 I thought it was useful to have them at articulation meetings – helped to solve problems and misunderstandings.
  - 3 It is effective re the exchange of information. However one person cannot represent the whole system (as our rep says at every meeting).
  - 4 Very effective in our committee – takes information and messages back and forth. Her report contributes significantly to the discussion of issues at the articulation committee meeting.

- 
- 5 The rep provided valuable information and a different (much needed) perspective.
  - 6 An effective way to find out what is going on in the discipline at the secondary level. I don't know how the information gets back to the secondary system and I think this is important.
  - 7 Very effective – excellent representation, mutually beneficial to colleges and secondary system.
  - ◆ All representatives are expected to file a report with C2T2 following attendance at a meeting of their articulation committee. Would it be appropriate to have available on a web site a summary of all these reports?
    - Yes 12
    - No 1

- ◆ Please indicate by circling the answer below which summarizes your response to this statement :

*“The potential benefits to the secondary and post-secondary education systems warrant the continuation of placing secondary school representatives on the relevant post-secondary articulation committees”*

strongly agree 5  
 agree 8  
 neutral  
 disagree  
 strongly disagree

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# Appendix 7

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## Responses from Trades & Technical Administrators (BCATTA)

### *Survey of the Project*

### *“Placing Secondary School Representatives on Post-Secondary Articulation Committees”*

Surveys given to individuals at an October meeting, 8 responses received.

NOTE: Six of the respondents either currently serve or have served as either the chair or the system liaison person to an articulation committee.

*(The respondents were asked to circle the appropriate answer(s) below.*

*Since not everyone answered all questions the answers do not always total 8)*

- ◆ Are you aware of the initiative of placing secondary school representatives on post-secondary articulation committees?

Yes     7

No      1

- ◆ If “yes” have you had direct involvement with it?

Yes     1

No      6

- ◆ If “yes” please note your perceptions of its effectiveness.

- 1 The secondary/post-secondary systems need to be more integrated. In particular the standards, and work load foundation of industry needs to be implanted in grades 11 & 12
- 2 Even though I was not previously aware of this initiative I do believe it is an excellent idea to enhance communications between secondary and post-secondary institutions.
- 3 Members of the articulation committee learned a lot from the perspective of the school districts and I believe they came back with a lot of information as well.
- 4 The secondary school rep should be a career prep teacher or a vice principal with the responsibility of distributing the information to all involved.
- 5 It appears that the secondary school representation is desirable and makes a significant contribution.

- 
- 6 Since the aim of the initiative is to enhance understanding, improve communications, etc. then perhaps the appropriate person from the high school is the career prep person or a counsellor.
  - 7 BCATTA is going to contact the BCTEA to establish a liaison with that group.
  - ◆ All representatives are expected to file a report with C2T2 following attendance at a meeting of their articulation committee. Would it be appropriate to have available on a web site a summary of all these reports?
    - Yes 8
    - No

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# Appendix 8

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## Notes from the Focus Groups

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Thursday, 22 November 2001

from 5:00 to 7:30 p.m. At the BCCAT, Room 711, 555 Seymour Street, Vancouver, B.C. V6B 3H6

NOTE: Most attendees were secondary school representatives. The meeting was held in conjunction with the annual meeting of the Career Education Society.

Brian Yu (Electronics Engineering Technology), Jason Brett (Engineering), Allan Phillips (Criminology), Dieter Bauer (Automotive Service Technician), John FitzGibbon (C2T2), Finola Finlay (BCCAT), and Barbara Clague (BCCAT)

*Many areas of discussion were covered and are summarized under several headings:*

### ***Communication Between Secondary & Post-Secondary Sectors***

A key role of the secondary school rep is to communicate to the post-secondary sector the realities of high school curricula. The secondary school rep is a full voting member of the committee (not a guest). "It's a two way street of learning and informing so that each sector expands their understanding of the other."

### ***Initiatives resulting from the presence of secondary reps. on articulation committees***

- ◆ Participating on sub-committees on curricular resources & promotional brochures
- ◆ Arranging professional development opportunities, institutional tours, etc.
- ◆ Receiving donated equipment
- ◆ Influencing content of secondary school curriculum guides - Integrated Resource Packages (IRPs) including curriculum content and selection of textbooks.
- ◆ Giving secondary school students accurate & timely information on post-secondary courses and on career opportunities
- ◆ Coordinating personalized tours of post-secondary institutions for prospective students



- 
- ◆ Developing contacts with relevant professional accrediting bodies
  - ◆ Encouraging articulation committees to write letters of support for proposed curriculum changes.

### ***Communication Amongst Secondary School Colleagues***

The rep should be able to explain the realities of the post-secondary world to his/her secondary school colleagues. The opportunities for communication with such colleagues vary greatly between disciplines. Communication via email, standard practice within post-secondary institutions, is not as common and reliable for the secondary school reps. Communication between secondary school teachers of the same subject may happen via articles in newsletters such as the CES newsletter and through PSA publications. In those PSAs that represent relatively few teachers it is easier to maintain personal contact. Making the names and contact information of all reps available to everyone would enhance their ability to communicate with colleagues.

It was suggested that minutes of articulation committees should be posted on a Web site along with a summary of the reports prepared by the secondary school representative. A Web based report form would be appreciated, making its completion and its distribution easier.

For geographical consideration alone it would be beneficial to have more than one secondary school rep. The practice of the Mathematics-Statistics committee was referenced, whereby they have the head of the PSA on their committee and as well invite the secondary school teachers from the region in which the AC meets to attend a special discussion session. (Perhaps this could be expanded to encourage connections between local teachers and local college faculty in particular disciplines?)

### ***Specific Local & Regional Articulation Agreements***

Specific articulation agreements between secondary and post-secondary institutions are difficult to achieve – essentially they come and go with the individuals involved. Often a lot of work goes into such agreements with few if any students taking advantage of it. However the learning involved in its development results in more understanding on all sides and in some cases provincial articulation agreements have grown from local ones. The point was made that frequently students take a break between secondary and post-secondary studies. Currently they are counted as “lost” whereas in fact they eventually continue with further studies and this transition is eased due to the enhanced understanding between the secondary and post-secondary systems.

### ***Provincial Articulation Agreements***

The lack of provincial agreements should not be seen as indicative of the effectiveness of this initiative. Secondary school reps have no authority to negotiate such agreements at the articulation committee level and in the post-secondary system such agreements must be ratified through the registrar’s office. If post-secondary programs are full with wait lists there is no incentive to encourage the development of more articulation agreements.

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Advanced Placement and International Baccalaureate programs are good examples of provincial secondary to post-secondary articulation, with lots of students benefiting. Career Technical Centres (CTCs) offer “simultaneous articulation” whereby secondary school students can take first year post-secondary courses while completing their secondary courses, getting credit for both. Sometimes however the credits are given through Continuing Education rather than as “regular.”

The upcoming review of Grade 12 Graduation Requirements should consider these and other options for encouraging a “seamless transition” into post-secondary studies.

### ***Suggestions for Cost Savings***

Encourage communication about meeting dates and locations well in advance so that travel can be booked at “seat sale” prices and accommodation arrangements made at favourable rates.

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Monday, 3 December 2001

from 4:30 to 7:00 p.m. At the BCCAT, Room 711, 555 Seymour Street, Vancouver, B.C. V6B 3H6

Attending:

Articulation Committee Chairs – Wendy Grant (Music), Mark Smith (Earth Sciences), Jonathan Rouse (Tourism Management)

System Liaison Persons – Bill Gibson (Biology), Karen Evans (Economics)

Secondary School Representative – Andy Warkentin (Electrical)

C2T2 - John FitzGibbon (Operations Manager)

BCCAT - Finola Finlay (Associate Director) and Barbara Clague (Executive Secretary)

*Many areas of discussion were covered and are summarized under several headings:*

### ***Objectives of the Initiative to Place Secondary Representatives on Post-Secondary Articulation Committees***

John and Finola provided the background to this initiative. It was noted that it is essential to be clear on the objectives of this initiative and the hoped-for outcomes. Presumably this determines or influences the method whereby the reps are selected.

### ***Communication Between Secondary & Post-Secondary Sectors***

Can one secondary school representative speak for all secondary teachers of a particular subject? The secondary school teacher represents the perspective/reality of high school, rather than all the teachers of a specific subject area. The more diverse the secondary school curriculum (e.g. music), the more difficult it is for one teacher to speak for the whole field. Some subjects have standardized provincial exams but others do not. Continuity of the representative attending for several years greatly improves communication and understanding.

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There was agreement that communication can be fostered “in reverse” by having a representative from the articulation committee invited to attend the meetings of the PSA. (It was noted that there is not always a clear “equivalent” between Articulation Committees and PSAs.) It is important that the role of such a representative be clearly defined, as it is also essential that the role and expectations of the secondary rep on the articulation committee be clearly defined. (It was recommended that in the next edition of the Handbook a separate page be devoted to the Roles and Responsibilities of the Secondary School Representative. This should include a diagram of the relationships of various relevant bodies, and emphasize understanding, communications, information-sharing. Included might be a suggestion that the Rep and the Chair meet in advance to clarify expectations in order to maximize effectiveness of participation at the committee meeting).

Another avenue of communication is participation on curriculum-development committees (a secondary rep on a post-secondary curriculum committee and vice versa). This takes place in some disciplines but could be expanded considerably.

It was noted that as well as having expertise in teachable subjects, secondary school teachers must also have credentials in pedagogy. In post-secondary institutions there are no standards requirements in this regard.

How effective the liaison is between the two sectors really ultimately depends on the individuals involved. Neither the secondary rep nor the articulation committee chair has any “back-up” resources for this volunteer role so how they “perform” is a personal decision.

### ***Communication Amongst Secondary School Colleagues***

Reports included in PSA Newsletters are one method for the secondary reps to inform their colleagues. Posting of reports on the Web was seen as effective in improving communications.

### ***Specific Articulation Agreements/Laddering/Credits***

It was noted that there is an advantage in repeating topics and courses (the “spiral effect”) and perhaps it is a disservice to students to grant them credit for secondary school studies and therefore they miss the opportunity to learn more by “repeating” a course (e.g. Advanced Placement credit).

Math, Physics and English are the subjects causing the most difficulty when secondary students move into post-secondary studies, probably because the amount of work expected is so much greater and the “environment” is so different.

It was reported that a university has invited a college representative (via the articulation committee) to sit on its committee responsible for revising its (subject) curriculum. This may be a “first” and should be encouraged in other institutions and other disciplines.

Dialogue needs to happen at the local levels between secondary and post-secondary institutions. That is when local articulation agreements are developed and they are generally more effective than prov-

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ince-wide ones. The tourism provincial learning system, the ABE Transitions, and the UCFV CYSCO articulation agreements were referenced. (Check with Terry Hood for link to C2T2 site)

### ***Questions***

How can both the Ministry of Education and the Ministry of Advanced Education be encouraged to continue and expand their support of this initiative?

How can we “trumpet” the wonderful transfer system we have in BC while always working to make it even better?

How can we link the BCCAT web site “articulation resources” to the C2T2 site on transitions?

## ***ARTICULATION COMMITTEES:*** **Their Essential Role in a Successful Transfer System**

**B**ritish Columbia's public post-secondary system consists of 28 institutions, 14 of which offer degrees. In addition, Yukon College and four private institutions in BC participate in the provincial transfer system, where smooth student mobility between institutions is supported by all partners. Articulation committees play a critical role in that process and this paper provides a succinct overview of that role.

There are over 65 articulation committees currently recognized by the BC Council on Admissions and Transfer. They exist for most disciplines or programs that are delivered in more than one BC post-secondary institution. There are committees for academic programs (e.g. philosophy, math, English), applied and professional programs (e.g. nursing, adult education, tourism management), vocational, trades and technical programs (e.g. drafting, automotive service technician, welding) and adult basic education programs.

The Terms of Reference for articulation committees state that their purpose is to "expand educational opportunities for students by facilitating transfer of students from one educational institution to another." Discipline specialists normally come together once a year to share information, and engage in discussions related to curricular matters, particularly those affecting student mobility. For articulation committees in technical, vocational and preparatory fields, these discussions often centre on provincial curriculum and shared objectives, while for the committees in academic and professional disciplines topics most often revolve around course equivalencies and transfer relationships.

While specific transfer credit is not usually negotiated in detail at articulation committee meetings, deliberations

at the meetings lead to common understandings regarding course objectives and outcomes, and relevant teaching methodologies. Professional working relationships are fostered among disciplinary colleagues throughout the system. At effective meetings current and potential transfer problems can be discussed, as well as ways to deal with or prevent those problems. Notice of upcoming curriculum changes can be given and common professional issues can be reviewed. Most committees also have a member from the secondary school system who provides valuable linkages to teachers of that curriculum and to issues related to secondary to post-secondary transitions.

All institutions offering a particular program are expected to send a representative to the annual meeting of the relevant articulation committee. The cost of attendance is borne by each institution. The successful functioning of articulation committees depends on the ability of each representative to provide effective liaison between his/her own department, the committee, and other institutions. It is vital, therefore, that institutions select as their representatives individuals who are "experienced members of their departments" (ideally department heads) and who are exceptionally well informed regarding articulation matters.

Inter-institutional credit transfer is a key aspect of the BC post-secondary system, providing mobility and facilitating efficient credential completion mechanisms for all students. At the same time, each institution is autonomous in matters of admissions, curriculum design and standards. Articulation committees provide an essential link between autonomous institutions offering related programs, and as such are a critical factor in the smooth functioning of a successful integrated and coordinated transfer system.

*continued overleaf...*

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For much more information about articulation committees please see the *Articulation Committee Handbook*. A copy can be obtained from BCCAT, or downloaded from our

website. Go to [www.bccat.bc.ca](http://www.bccat.bc.ca) and click on the Articulation Committees and Transfer Issues link.

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## Articulation Committees currently recognized by the British Columbia Council on Admissions and Transfer

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- Adult Basic Education (Computer Studies) Working Group
- Adult Basic Education (EDCP) Working Group
- Adult Basic Education (English) Working Group
- Adult Basic Education (Fundamental) Working Group
- Adult Basic Education (Math) Working Group
- Adult Basic Education (Science) Working Group
- Adult Basic Education (Social Science) Working Group
- Adult Basic Education – Steering Committee
- Adult Education
- Adult English as a Second Language
- Adult Special Education
- Adventure Tourism
- Agriculture/Horticulture
- Allied Dental Educators
- American Sign Language
- Asia Pacific
- Auto Parts & Light Warehousing
- Automotive Collision Repair & Refinishing
- Automotive Service Technician
- Biology
- Business
- Carpentry
- Chemistry
- Commerce
- Communications
- Computing Education
- Creative Writing
- Criminology
- Drafting/CADD
- Early Childhood
- Earth Sciences
- Economics
- Electrical
- Electronics Technician
- Electronics Engineering Technology
- Engineering
- English
- Environmental Programs
- Film Studies
- Forestry
- Geography
- Heavy Duty/Commercial Transport/Diesel Engines
- History
- Home Support/Resident Care Attendant
- Hospitality Management
- Human Service Worker
- Mathematics
- Millwright/Machinists
- Music
- Nursing
- Outdoor Power Equipment/Motorcycle/Marine
- Philosophy
- Physical Education & Kinesiology
- Physics
- Piping Trades
- Political Science
- Practical Nursing
- Professional Cook Training
- Psychology
- Recreation Education
- S.C.O.L.A. (modern languages)
- Sheet Metal
- Sociology/Anthropology
- Theatre
- Tourism Management
- Travel Programs
- Visual Arts & Design
- Welding
- Women's Studies

**B.C. Council on Admissions and Transfer**

709 - 555 Seymour Street, Vancouver, BC V6B 3H6 Canada

Telephone: 604-412-7700 / Fax: 604-683-0576 / Email: [admin@bccat.bc.ca](mailto:admin@bccat.bc.ca) / Web: [www.bccat.bc.ca](http://www.bccat.bc.ca)