

ESL Articulation Steering Committee Meeting

May 7, 2018 – Day 1
Vancouver Community College

Meeting Location: Room 240, 250 W. Pender, Vancouver, BC

Chairs: Adrian Lipsett, bridging representative from Alexander College and Andrea Matthews, BCIT

Secretary: Darcy Falkenhagen, Selkirk College

Attending:

Erika Scott, Alexander College
Adrian Lipsett, Alexander College
Maria Bos-Chan, University of the Fraser Valley
Selena Bryan, UVic
Lisa Robertson, Camosun
Brian Bouthillier, TRU
Constance Doucette, Coquitlam College
Harkit Dhillon, Langara College
Vicki Vogel, Langara College
Ray Rahimi, Ascenda School of Management
Marta Tejero, College of New Caledonia
Mary Wendling, VIU
Lynette Manton, KPU
Elizabeth Spalding, KPU
Ginny Chien, Columbia College
Ardiss Stutters, Okanagan College
Karen Reppin, Douglas College
Gordana Sokic, Douglas College
Erin Aasland Hall, College of the Rockies
Carel Schoch, University Canada West
Ken McMorris, VCC
Carrie Leggat, VCC
Andrea Matthews, BCIT
Darcy Falkenhagen, Selkirk College
Tanis Sawkins, VCC
Barbara Binczyk, Ministry of Advanced Education, Skills & Training
Robert Adamoski, BCCAT

I. Approval of Agenda

II. Approval of Minutes of May 11-12, 2017 (held at UVic)

III. **Welcome from VCC:** Dr. Kathryn McNaughton, Vice-President of Education and Elder Deanna George from the Tsleil-Waututh Nation

IV. **“Housekeeping”**

- Campus Orientation & Wi-fi
- Co-Chair nominations will be tomorrow
- Update contact information (circulating document)
- Next Year’s Meeting
 - i. BC TEAL conference will be at Langara on April 11-13, 2019
 - ii. Monday-Tuesday or Thursday-Friday (preferable) – consider dates tomorrow
 - iii. Has to be in the Lower Mainland, in a room that can accommodate 35-40 people
- Dinner: 6pm The Whip, sign up if interested

V. **Introductions & Roundtable to briefly summarize new initiatives at institutions**

- Institutional Reports have now been posted on our Moodle site for review. To find:
 - i. May 2018 Meeting > Institutional Updates
- Thanks to Lynette at KPU for the Moodle Site. Lynette has volunteered to continue as our Moodle administrator for the year.
- Contact Lynette to join the site if you’re not on already using the Moodle site

See the Moodle site for complete reports. The following notes are themes, issues, concerns from the institutional oral presentations.

Many institutions are:

- Receiving increasing numbers of international students, making up considerable percentages of their overall FTE, especially high numbers of Indian students.
- Facing similar challenges trying to support direct entry students from India (who are often missing the ESL department altogether unless their acceptance into an academic program is conditional upon completion of EAP IV).
- Raising requirements from 6.0 to 6.5 IELTS for direct entry, so 6.0 students are required to take EAP IV.
- Hiring a number of new ELP/EAP instructors.
- Moving to a Smoke-Free Campus.
- Continuing efforts in Internationalization across the institutions.
- Using the Pearson Versant English Language Test (online with computerized marking) as an in-house placement test and reporting positive results with the system.
- Experiencing a growing number of Vietnamese students.
- Being asked to develop courses and/or support for ELLs in content courses.
- Increasing attention to EAP IV courses and Bridging programs. Students coming out of ESL are more successful than those with direct entry.

VI. BCCAT Introductions: Robert Adamoski: deferred to day 2.

VII. Tanis Sawkins, SLP

System Liaison Person with BCCAT (reports to corresponding Deans and Directors)

New issues and trends:

- 1) IRCC – 340,000 by 2020, immigration rising
 - Interprovincial migration, most settling in cities, average age is dropping (younger people with fewer dependents and more education)
 - International students are rising
 - Global migration patterns: # destination for international students, 10% increase since 1999, pass the UK, 15% from Korea, Chinese language short term
 - Goal to reach 0.5 million by the end of the decade
 - Asia is both a source and competitor for international students
- 2) Content and Language Integrated Learning (CLIL)
- 3) BCCAT Processes
 - a. Guides online: How to Articulate & Articulation Companion
 - b. Bi-lateral articulation: course to course inter-institutional
 - c. Multilateral articulation: ABE, ESL, Special Ed – bring all courses to a set of outcomes to create a “grid”
 - d. Block Transfer articulation: grants credit for a semester or year
- 4) Deans and Directors of Developmental Education (ABE, ESL, ASE) DDDE
 - a. Will meet this year on May 25 at KPU Richmond
 - b. Meet twice a year – bring Tanis topics for discussion (email)
 - c. TIFF Project – Congratulations on winning the grant
 - i. Maria Bos-Chan & Misty Cozac & Mary Weddling
 - d. ESL only 25% of discussion, ABE focus as #s are on decline
- 5) Do we want to change our name? ESL Articulation Committee
- 6) Additional Program – let’s bring them to the grid, even if they are outside of EAP
- 7) Thanks for the 2017 Leadership Award from BCCAT – nominated by this group and won the award; a win for all of us and our hard work over the years

VIII. Barb Binczyk, Senior Policy Advisor at the Ministry of Advanced Education, Skills & Training

- 1) New gov’t told to implement Sept – tuition free ESL and ABE; everyone scrambled to make it work; institutions asked to report: student contact hours and weeks per semester; learning about domestic ESL in the system
- 2) Sept – end of 2017 fiscal – 18.5 and 19 million dollars for ABE and ESL (ASE not part of the free tuition); what are the unintended consequences; ASE can still apply for grant; back to treasury board in the fall for a long-term (3 year) funding model for tuition (will ASE roll under this); question of accountability of the model
- 3) Developmental Targets: Deans went to Ministry asking for help; targets for overall developmental programs (institutions have choice where to focus to meet targets); these targets have NOT been met for years; targets will need be recalibrated
 - a. Need to ensure student access, community need, institutional capacity
- 4) Open for contact and feedback

- 5) Framework has been developed for Policy
 - a. Student Course Repeats
 - b. Adult Upgrading Grant – remove 156 week limit
- 6) Focus: Partnerships, AUG grant issues, FTP
- 7) Supports the ESL Articulation group in BC
- 8) What kind of attention is paid to TESOL literacy students?
- 9) Where is domestic ESL headed in the post-secondary system?
- 10) Request for improvement on the accessibility of the information on the BCCAT website
 - a. Term “Developmental” – history, implications, barrier?
 - b. Funding comes from ‘base’ for ESL, ASE and ABE

IX. Campus Tour

X. Round-table Discussions on 3 Topics

Minutes from these discussions will be posted on Moodle Site

- Supporting Direct Entry Students from India
- Increasing Visibility on BCCAT Site and Communications with Admissions Committees
- Language Support for all ELL learners

XI. Planning for Tomorrow

Review of new EAP descriptors – 1.5 hours tomorrow – need quorum to vote

We have been successful in a number of action items

- Moodle Site – Thanks to KPU!
- TIFF Application – success – project underway – reviewing at this year’s meeting
- BCCAT – three more groups are now developing their own Moodle Sites

Meeting adjourned at 4:15 pm.

ESL Articulation Steering Committee Meeting

May 8, 2018 – Day 2
Vancouver Community College

Meeting Location: Room 240, 250 W. Pender, Vancouver, BC

Chairs: Adrian Lipsett, Alexander College and Andrea Matthews, BCIT

Secretaries: Darcy Falkenhagen, Selkirk College & Gordana Sokic, Douglas College

XII. EAP Action plan for 2018

- Notes from Roundtable Discussions on Day 1 can be found in Moodle > Discussion Group Summative Notes > A. Championing the ESL Articulation Guide > Responses, Recommendations
 - Update BCCAT website & Guide Online
 - Partner with the Registrar's Office: Build relationships, EAP IV is an "alternative", not an "equivalent" means of meeting the language requirement.
- Improve accessibility
- Redo grid for clarity on certain 'integrated skills' courses
- Build rapport with the registrar's office within our home institutions

XIII. Guest Speakers: Panel Discussion on Accommodation

Panel: Susan Dahlgren, Disability Counsellor; Alice Cheung, Disability Services, Advisor; Dave Stevenson, Manager of Student Services; Carrie Leggatt, Department Head EAL; Ken McMorris, Assistant Department Head EAL

- Duty to Accommodate stems from the BC Human Rights Code
- Accommodate – idea of inclusion in an inclusive environment, typically-abled playing field is high so the goal is to level the playing field and provide equal opportunity
- Accessibility Services assists instructors and all who come in contact with that student
- Undue hardship – difficult to actually prove, must be evidentiary, if duty to accommodate is too expensive or risky (e.g. health and safety issue), financial burden is a discussion, must be shared by the institution - not just one program or department
- Academic integrity: accommodation cannot change the integrity of the institution
- Role of the instructor: hard conversations for the instructors, most don't have the training to work with a special needs student; we do have the duty to inquire about whether accommodations are needed/how best to support a student; encouraged to inquire
- VCC – established a space for communication, all programs have the same Duty to Accommodate and Duty to Inquire; protection for students; assessments, information,
- Accommodation Plan: individualized plan, working together is essential – need the skills of all the stakeholders to create this level playing field, created by Accessibility Services for instructional and support team for the student; allows them to succeed (or fail); many stakeholders – both academic and non-academic (safety, health, physical environment, etc.); these are dynamic plans that are subject to revision and change

- Students with accommodations: 10% of student body at VCC; there is much complexity; seeing an increase in mental health issues
- Need to look for best practice; need to support students to build capacity; need to work cooperatively and effectively; collaboration needed on an institutional level
- Advice: “Lean into” the issue of supporting students
- Addiction is considered a mental health issue
- What if a student doesn’t self-identify with an addiction? Gaming is an issue for many students we see; what about international students who many have never been assessed or diagnosed?
- Counselors can do functional assessments to get things on paper – impact of behavior on functionality and learning
- Rights of international students vs. domestic students: accommodation plan for services is the same for both groups. An institution’s ability to sort out required services may be more complicated for an international student than a domestic (e.g., allocating funds for these services); this is a developing area of growth for institutions.

XIV. BCCAT introductions: Robert Adamoski, research and admissions portfolios

- Encouraged to review BCCAT website <http://www.bccat.ca/>
 - Research projects <http://www.bccat.ca/research/projects>
 - Seasonal Updates
- New Reports
 - Indigenous Educational Pathways (second part underway focuses on student experiences)
 - Being Seen, Being Counted (gender nomenclature best practices)
- BC Transfer Students guide
 - Over 50,000 students changing institutions each year
 - Research into how students do when they transfer
 - Putting another survey together this year to update research, will be reaching out to all institutions
- Research Underway
 - Admissions and Support Services for Non-Graduates (HS) – accessing post-secondary pathways; study looking at policies
 - Serving Underserved groups of students (visibility and invisibility) – how is post-secondary serving students with barriers; what are institutions doing?
- National Articulation Updates (in response to query)
 - Lots of work being done
 - Great disparity in what’s being done across the country
 - BC exceptional with articulation committees, more sporadic in other provinces
 - TCS – Transfer Credit System: new mechanism with expanded functionality
 - Groningen (Netherlands) Declaration – international project, national hub for data to pass through when moving between countries
- Credit vs. Non-Credit Transfer in BCCAT System – promoting student mobility

- Question about possibility of changing BCCAT’s mandate to include developmental programs – who makes these decisions?
 - Board/Counsel that advises BCCAT
 - Not a new discussion; needs a case, facts and data to support if we were to bring it forward
- Committee brings forward issues to Rob:
 - i. Accessibility of the Guide (6 clicks and a scroll) – quite buried and hard to find: Transfer > Search > Drop Down – ABE, IB: add ESL Articulation Guide there
 - ii. What do you see? PDF of just the grid? Table
 - iii. Response: We are having that discussion internally; how do we accommodate and make sure that our proposed changes are what the committee seeks
 1. Mandate of BCCAT is credit transfer
 - iv. Further correspondence from BCCAT will go to Co-Chairs and Tanis

Lisa, BCTEAL Board in Post-Secondary Sector

- ESL Articulation Committee requested to play a role by responding to a survey that will go out via Articulation reps to institutions
 - Types of PD activities
 - Trends and Issues for advocacy
 - i.e. Bring back Developmental Outcomes Survey; not allowed to offer free courses to provincial nominees

Working Group Meetings

- English for Work and Access Working Groups Meeting
 - No new articulations and changes
- EAP Working Group Meeting
 - Discussion of proposed revised EAP outcomes

Presentation of EAP Outcome Revisions Project (TIF project)

- Mary Wendling, Maria Bos-Chan, Misty Cozac (present in spirit)
- PPT to be posted on the Moodle site

Motion: Adopt Phase 2 for the Format of the New EAP Outcomes Descriptors.

Discussion:

- Support for Phase 2: clearer, more accessible, do we want an optional section?
- Do institutions use performance conditions? Helpful language?
- Careful not to head towards curriculum development

Friendly amendment: Remove the “Optional” bar on the format; comments in the optional box to be retained. (Adrian/Marta)

- Challenge of 80%; what are the priority outcomes?
- Anything approved today is not carved in stone – dynamic document

- Intentionally made more global outcomes to capture through variety of tasks
- Why are we an 80% match? What's the history here?

Vote: Approved.

Minutes: Gordana Sokic (Douglas College)

Discussion and initial feedback on EAP outcomes revision

- In the 2018-2019 version of the Guide, a newer version of the outcomes will be present:
 - Performance conditions will be separated out from the outcomes to provide a clearer idea to all programs across BC about the context in which the outcomes will be assessed
 - The language of the outcomes is enhanced:
 - Each outcome covers a single measurable performance;
 - Verb choice is consciously active and measurable.
 - There was much discussion around making further tweaks to the outcomes, but as these fell beyond the scope of the current revision project (predominantly formatting and clarity), these will be considered at future meetings.
 - The final version of the new outcomes is expected to be ratified by BCCAT in Sept 2018.

Motion to approve the changes to the outcomes as discussed – Adrian, seconded by Vicki. Motion approved unanimously.

- Action items that came out of the outcomes revision discussion re: further revisions:
 - Think of more specific performance conditions for all skills by specifying the number of minutes for Listening and Speaking and paragraphs/pages for Writing and Reading.
 - Discuss undertaking further revisions in order to realign the EAP outcomes with student proficiency levels so that EAP IV outcomes are not higher than what is expected of direct-entry students.
 - Consider replacing “pronunciation” with “comprehensibility”.
 - Specify what “appropriate for the level” means in cases when outcomes are the same in different EAP levels.

XV. Election of New Co-Chair

- Darcy Falkenhagen (Selkirk College) acclaimed. Marta Tejero (College of New Caledonia) to take on the duty in case of a change.

XVI. Closing Items

- Other Business/Motions
 - We may need to select a secretary for two years. That might facilitate things happening more efficiently at meetings.
 - A thank you to Lynette Manton (KPU), who has created the Moodle space for the committee. We now have a place for the discussion forum and for resources. Members are encouraged to post there, and this could even include job postings or recommendations of candidates.
- Additional points for discussion for inclusion on next year's agenda
- Action item 1: visibility of the EAP Articulation Guide on the BCCAT website
 - Motion to continue working with BCCAT to improve access to our EAP Articulation Guide – Adrian, seconded by Marta. Motion approved. Marta volunteers to take this on.
- Action item 2: usability of the EAP Articulation Guide by the registrars
 - Motion to create a one-page proposal to undertake the visual revision of the grid to improve its organization and usability, after consultations with registrars – Adrian, seconded by Elizabeth (KPU). Motion approved. Decision about who will take this on was moved to the next year's meeting.
- Action item 3: connecting with registrars
 - No motion is required, but it was agreed that we all meet with the registrars at our institutions, make a formal connection with them, and show them the articulation grid. It is important to commit to this. We can share our comments on Moodle, and at the next year's meeting each representative will report on this.
- Action item 4: Co-Chairs and SLP to bring to the attention of Deans and Directors of Developmental Education (DDDE):
 - The committee questions the DDDE decision to restrict ESL articulation meetings to Lower Mainland. Is this decision consistent with practices of other discipline committees? Each committee should be drawing equally from the funds provided to the institutions.
- Action item 5: It was agreed that the co-chairs send a letter on behalf of the committee to BCCAT, calling into question the practice of dealing with credit-bearing courses only, a practice that necessarily excludes ESL articulation.

Thank you to VCC for hosting this year.

Next year – KPU Richmond

- It was agreed that Thu/Fri was better than Mon/Tue – suggestion to meet on May 2nd and 3rd, 2019.
- **Thank you to Adrian** for working hard on the committee for seven years, especially as a co-chair in the past four years.

3:45 Meeting adjourned