

ENGLISH ARTICULATION COMMITTEE

MINUTES

BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)

Coast Mountain College, Terrace Campus

Friday, May 4th, 2019

8:30 a.m. – 3:30 p.m.

1. Call to Order

- Welcome from Chair Linda Harwood (Selkirk College)

2. Introductions/Welcome

- Round robin introduction of attendees
- volunteer to take the minutes: Sara Pearson (Trinity Western)

3. Approval of Agenda and Addition of Items

- **MOTION** that we accept the agenda.
- *Moved:* Robert Dearle (Kwantlen). *Seconded:* James Gifford (Fairleigh Dickinson). Carried unanimously.

4. Approval of Previous Minutes of the Articulation Committee Meeting of May 4, 2018.

- **MOTION** to approve the minutes from last year's articulation meeting.
- *Moved:* Deborah Blacklock (Langara). *Seconded:* Bhuvinder Vaid (Alexander). Carried unanimously.

5. Business Arising from Previous Minutes

- a. Item: create a DASHBOARD for ongoing data management (e.g., class-size caps, workloads, grading systems, credit hours, GPA system, instructor credentials, active courses, delivery modes, final exam policies). Move to Moodle?
MOTION: that the Dashboard subcommittee should a) explore institutional data that would be useful to the English Articulation committee, b) explore container options like a spreadsheet, dashboard or others, and c) approach BCCAT to implement this project if deemed appropriate.
Moved: James Gifford (Fairleigh Dickinson). *Seconded:* Robert Dearle (Kwantlen). Carried unanimously.
Note: James Gifford (FDU), Erin Kelly (UVic), and Robert Dearle (Kwantlen) are members of the subcommittee.
- b. Second-Year Aims (see agenda item #13). This project has moved ahead carefully, and more data will be gathered from the grading exercise after lunch.

6. BCCAT Report and the Flexible Pre-Major Update, Dr. Rob Fleming, Executive Director and Co-Chair of BCCAT

BCCAT Report:

- Rob Fleming reported on items detailed in the BCCAT Spring Update 2019 (distributed as a handout at the meeting)
- there are currently two major research projects: performance and profile reports on transfer students, using course-level data

Flexible Pre-Major Discussion:

- there is an ongoing need to communicate the FPM to admissions, registrars, departments, and students
- there is a challenge in explaining the FPM, since it is not a transcribed credential
- UBC is changing their program (adding a second-year critical methods course) which will require changes to the FPM agreement for all institutions
- no one at the table was opposed to keeping the FPM agreement
- **Action Item:** UBC and UVic will send their syllabi/course outlines for their new second-year courses on literary criticism and ways of reading.
- **Action Item:** The chair will send out the FPM to all institutional reps. for updating.
MOTION: that we make the FPM a standing agenda item for all articulation meetings.
Moved: Deborah Blacklock (Langara). *Seconded:* Jamie Paris (Corpus Christi). Carried unanimously.
- **MOTION:** that there be a point person to work with the chair on the FPM. *Moved:* Bhuvinder Vaid (Alexander). *Seconded:* Robert Dearle (Kwantlen). Carried unanimously. Bhuvinder Vaid will be the point person.
- Note: Everyone is in agreement that we will read, update, and resubmit the FPM immediately after we receive it.

7. Ministry Report (Dr. Rob Fleming led the discussion)

- the ministry currently does not have a representative for English, so Dr. Rob Fleming will lead the discussion and convey questions to the ministry
- the two assessment exams introduced in the K-12 system are for literacy and numeracy, which are designed solely to assess progress at a point in time. The assessments are not related to students' preparation for post-secondary study.
- grade 12 courses will receive letter grades, but the grade 12 provincial exam has been discontinued
- Erin Kelly requests that BCCAT communicate our alarm to the BC Ministry of Education at the fact that the ministry has proceeded without a plan to benchmark existing data on student outcomes in order to assess the future outcomes from the new curriculum. The ministry has no plan to make previously existing data legible and to make it articulate with new information from the new curriculum, making it impossible to measure the effectiveness of the new curriculum, also making it impossible for universities and colleges to transfer their existing knowledge to the new system. Post-secondary institutions are being forced to make decisions with no information from the BC Ministry of Education, with no grading standards yet determined, and with no data for the purposes of future planning.
- Rob Fleming noted that BCCAT will be generating its own data because it does not have any from the government.
- Erin Kelly mentioned that on average the provincial exam grade is lower by eleven points than the English 12 school grade. Post-secondary institutions are not confident that course grades alone are a reliable assessment of a student's preparedness or placement in post-secondary English.
- as a group, several ideas were suggested in order to assess/place students entering the post-secondary system:

- to agree as BCCAT on a standardized English 12 test that we would all use for assessment
- to request that the provincial government have a grant program so that a university could apply for funding to establish an assessment test
- to have our first-year English courses to serve as the preparation/foundation for students transitioning to a post-secondary environment

8. Fifteen-Minute Coffee Break

9. BCCAT Joint Annual Meeting Report (James Gifford, FDU)

- the major discussion topic was the changes in the K-12 curriculum in BC
- the literacy and numeracy exams play no role in assessing post-secondary preparedness
- all versions of high school English courses (e.g., literature, media, creative writing) have the same learning outcomes

10. Lunch [note: items 10 and 11 on the original agenda were reversed]

11. University Program Updates (Note: only items *not* mentioned in the institutional reports will be included in the minutes)

- University of Victoria (Erin Kelly): UVic is currently revising a self-published academic writing textbook into an Open Educational Resource—if other institutions have ideas about what they would like included in this textbook, please let Erin know.
- University of British Columbia-Vancouver (Rick Gooding)
- Simon Fraser University (Mike Everton): Noted that currently, articulation requests for Canadian, American, or British literature come to the English department at SFU, but any articulation requests for world literature and classical literature should be sent to the Humanities department.
- Kwantlen Polytechnic University (Robert Dearle)
- Thompson Rivers University (Heather MacLeod)
- Trinity Western University (Sara Pearson)
- University of the Fraser Valley (Melissa Walter): ENGL 200 and 201/202 are now required. Four courses that were part of a British literature survey were removed, while requirements for Canadian and Global literature were added. After the loss of the Writing Centre, EAL students seem to be struggling, despite a new peer support system.
- University of Canada West (Paul Fontaine): They are trying to use TurnItIn as a learning tool, as well as introducing assignments beyond the term paper to assess students' writing. Note: There was some discussion about TurnItIn being a transnational database (see <https://www.edsurge.com/news/2019-03-06-turnitin-to-be-acquired-by-advance-publications-for-1-75b>) with privacy and information-sharing concerns.
- Vancouver Island University (Sandra Hagan)
- Fairleigh Dickinson University (James Gifford): Noted that students wanting to take courses articulated with FDU would easily be able to study abroad for a semester at an FDU campus in some other part of the world.

12. College Program Updates (Note: only items not mentioned in the institutional reports will be included in the minutes)

- British Columbia Institute of Technology (Marian Gracias)
- Vancouver Community College (Jolene Loveday)
- Columbia College (Steve Barnes)
- Alexander College (Bhuvinder Vaid)
- Yukon College (Drew Lyness)
- Coquitlam College (Bruce Lord)
- Selkirk College (Linda Harwood)
- Ascenda School of Management (Ray Rahimi): The school has experienced rapid growth from 500-1000, and has moved to a new campus at Park Place in Vancouver. The majority of new students are from the Punjab in India. Many students come unprepared academically and culturally. They teach from the angle of decolonization in order to motivate students and find common ground. Currently collaborating with U Canada West.
- Langara College (Erin Robb)
- College of the Rockies (Amber Peterson): They developed second-year courses, but unfortunately all were cancelled owing to lack of enrollment. The college has been asked to internationalize. For the final exam, they use the rhetorical situation from the students' final writing paper. They changed participation grades to a writing booklet that students can't take away from the classroom. They also have students annotate and hand in all of the secondary sources they use in the final paper. They have a new policy which suspends students after two failed attempts at the same course (previously they had students failing English up to five times). They are using the Test of English Language Proficiency.
- Camosun College (Kristine Kerins)
- Corpus Christi College (Jamie Paris)

13. Business Arising from Previous Minutes: Second-Year Aims (draft) discussion and marking exercise

- what emerged from the discussion of the marking exercise was the need to help second-year students
 - create transitions between ideas
 - make certain the same claim is made in the title, thesis, and conclusion of the essay, and that all parts of the essay argue this claim
 - find the best secondary sources in their research

14. Policy Issues: Final exam policies and international student prerequisites

- institutions have a variety of policies regarding final exams
 - online courses have an on-campus exam with government ID; first-year courses required to have C- on in-class work including the final exam in order to pass (Langara)
 - required midterm and required final—if students can't pass one of these, they can't pass the course (Vancouver Island University)

- if students don't pass the final exam, they fail the course. Final exam worth 25% of grade; it is a common exam, not an instructor-written exam. (UVic—Erin did not recommend these policies)
- there was a question about allowing students to use a computer to write their final exams. Most institutions did not have the facilities to accommodate so many students writing by computer. Everyone had experienced the complaint that students find it difficult to write by hand.
- everyone around the table was not in favour of take-home exams
- two institutions (Capilano and BCIT) have raised or anticipate raising their requirements for international students, with an IELTS score of 7. Many institutions have a 6.5. It would be good if province-wide there were consistency among institutions, and if all institutions raised them at once.

15. Election/Re-Election of Chair and/or Systems Liaison Person

Linda Harwood will continue her term as the Chair. Steve Roe will continue as the SLP.

16. Adjournment

- the next meeting will be Friday, May 1, 2020 at Fairleigh Dickinson and at UBC for the first Friday in May 2022. The rural location for 2021 has yet to be determined but could possibly be TWU (Langley).