

JOINT SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES AND ON UNIVERSITY BUDGET

Regular Meeting
Friday, December 2, 2022
10:00 a.m. – noon
MS Teams Online

JOINT AGENDA

1. Call to Order and Territorial Acknowledgement Heather Clark 10:00
2. Approval of Agenda
3. Approval of Minutes, October 21, 2022
4. Chairs' Report
5. New Business
 - 5.1. Establishment of a New Department – Entrepreneurial Leadership .. Heather Harrison 10:10
6. Associate Vice-President, Teaching and Learning Report Leeanne Waddington 10:20
7. Adjournment of Joint Committee

SSCAPP AGENDA

8. Items for Information
 - 8.1. Assessment of EPT and EU Placement Testing of Domestic Students Lori McElroy 10:45
9. Items for Discussion
 - 9.1. Accuplacer Report..... David Burns 10:55
 - 9.2. EPT and EU Test Unification..... David Burns 11:10
10. Adjournment

JOINT SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES AND ON UNIVERSITY BUDGET

Regular Meeting
Friday, October 21, 2022
10:00 a.m. – noon.
MS Teams Online

SSCAPP Voting Member Quorum: 4		
Allyson Rozell Andhra Goundrey Andre Iwanchuk Catherine Schwichtenberg	Sharmen Lee Shelley Strimbold Tom Westgate	Alan Davis
		Non-voting
		Amy Jeon Deepak Gupta Diane Purvey Leeann Waddington Lori McElroy Stephanie Howes Zena Mitchell
Regrets		Guests
Heather Clark		Aimee Begalka John Yang
SSCUB Voting Member Quorum: 6		
Caroline Daniels Fergal Callaghan Fiona Whittington-Walsh, Vice-Chair Heather Harrison Lyndsay Passmore	Natasha Campbell Peter Siermacheski Tom Westgate	Alan Davis
		Non-voting
		Amy Jeon Chervahun Emilien Diane Purvey Peter Smailes
Regrets	Senate Office	Guests
Heather Clark Laura McDonald Seanna Takacs Rashminder Singh Simren Sandhu	Sonia Banwait Michelle Molnar	Catherine Siermacheski Chris Traynor David Burns

1. Call to Order

The SSCUB Vice-Chair, Fiona Whittington-Walsh, called the meeting to order at 10:00 a.m.

2. Approval of Agenda

Deepak Gupta moved the agenda be confirmed as circulated.

The motion carried.

3. Approval of Minutes, September 23, 2022

Fergal Callaghan moved the minutes be accepted as circulated.

The motion carried.

4. Chairs' Report

The Chair called on Amy Jeon, Vice-Chair of Senate, to present the Chair's report on behalf of Heather Clark, Chair of SSCAPP.

4.1 Election of Chair, Senate Standing Committee on University Budget

Amy Jeon called for Chair, SSCUB nominations. The term begins on October 22, 2022 and ends on August 31, 2025.

First call: no nominations.

Second call: Alan Davis, President, nominated himself.

Third call: no nominations.

Alan Davis was acclaimed as the Chair, Senate Standing Committee on University Budget.

4.2 Election of Vice-Chair, Senate Standing Committee on Academic Planning & Priorities

Amy Jeon called for Vice-Chair, SSCAPP nominations. The term begins on October 22, 2022 and ends on August 31, 2025. Alan Davis, President, nominated himself to Chair SSCAPP.

First call: no nominations.

Second call: no nominations.

Third call: Alan Davis, nominated himself.

Alan Davis was acclaimed as the Vice-Chair, Senate Standing Committee on Academic Planning & Priorities.

5. New Business

5.1. Full Program Proposal: Bachelor of Traditional Chinese Medicine

Sharmen Lee, Dean of Faculty of Health, and John Yang, TCM instructor, provided background and context on proposed program. She explained the registration process, provided overview of the curriculum and the learning outcomes. Graduates of this program will also satisfy one of the

requirements to sit the National Pan Canadian examination which is a requirement for becoming licensed as a Traditional Chinese Medicine Practitioner in BC.

Sharmen Lee also addressed questions received prior to meeting regarding enrollment projections and research.

Alan Davis congratulated Sharmen and John and thanked them for their hard work.

Lyndsay Passmore moved THAT Senate Standing Committee on Academic Planning and Priorities and University Budget recommend that Senate recommend that the Board of Governors approve the Bachelor of Traditional Chinese Medicine Concept Paper and Full Program Proposal and that Senate approve the Request for Variance to AC14, effective September 1, 2024.

The motion carried.

6. Associate Vice-President, Teaching and Learning Report

Leeann Waddington, Associate Vice-President, Teaching and Learning, presented her report. She highlighted the *Appreciating Teaching Excellence* event held on October 13-24, 2022 and the mini sessions done with other departments to advance learning environments and student experiences. Dates have been booked to host partner spotlight and PechaKucha in March 2023.

8. New Business

8.1. Academic Schedule: 2022 – 2023

Zena Mitchell, Associate Vice-President, Enrolment Services, shared that HR recently informed the Office of Registrar of two additional campus closures as outlined in the Collective Agreement: January 2 and January 3, 2023. The school will be closed on these days and the first day of the Spring term will need to be adjusted accordingly to January 5, 2023.

Fergal Callaghan, Faculty of Science and Horticulture, posed a question on whether the extended withdrawal dates implemented as a pandemic measure will be lifted. Zena Mitchell explained that once the pandemic is officially declared over, the withdrawal dates will be revisited. However, the provision will remain in place until then to provide compassionate understanding and flexibility for students during this time. She also acknowledged these concerns will be taken into consideration with the ST13 policy working group, which oversees the course withdrawal policy.

Shelley Strimbold moved THAT the Senate Standing Committee on Academic Planning and Priorities confirm that the revised 2022/23 Academic Schedule is compliant with Policy AR17: *Academic Schedule and Course Timetables* and recommend to Senate for approval.

The motion carried.

8.2. Academic Schedules: 2023/24, 2024/25 and 2025/26

Zena Mitchell presented the academic schedule and course timelines for the following three years. The 2023-24 calendar will be published in the next academic year. The calendars for 2024/25 and

2025/26 are provisional and will come back to the committee for approval prior to being published.

Allyson Rozell moved THAT the Senate Standing Committee on Academic Planning and Priorities confirm that the submitted Academic Schedules are compliant with Policy AR17: Academic Schedule and Course Timetables and recommend to Senate for approval.

The motion carried.

8.3. Thought Exchange

David Burns, Associate Vice-President, Academic, presented the results of the ThoughtExchange consultation that was hosted between May 12 – 26, 2022. He highlighted 234 participants shared their thoughts on issues such as instruction quality, academic excellence and integrity, student experience, health and safety. The results drawn from the consultation suggest that KPU offer quality instruction that enhances the student experience using the right technological infrastructure.

The committee discussed on the use of “quality instruction” and the “new KPU” and the connotation around it and whether there should be a greater emphasis on the outcome rather than the process. There was dialogue about whether the statement of “quality instruction” needs to be more active and ambitious. The committee also deliberated how the student experience extends past instruction, including their entire campus experience.

Deepak Gupta, Associate Vice-President, Research, asked whether ThoughtExchange was available to students. Lori McElroy, Associate Vice-President, Office of Planning and Accountability, informed the platform is available to students but questions need to be tailored towards them. She also informed the committee that students are extensively surveyed every Fall and data on student input is collected.

After an engaging discussion, the committee agreed that the proponent will work on the academic plan to incorporate the suggestions regarding enhancing student experience and outline the factors that contribute to the learning experience.

The new academic plan will be brought to this committee for review and discussion.

Andre Iwanchuk moved THAT the New KPU should offer quality instruction that enhances the student experience using the right, accessible technology.

The motion failed.

9. Items for Discussion

9.1. Accuplacer Report

David Burns presented his report and posed the question whether Accuplacer should be an option for English proficiency testing, or whether it should only be used in limited, Senate-approved contexts.

David Burns invited Catherine Siermacheski, Manager, Assessment and Testing Services, to speak on the report. Catherine Siermacheski provided background information on Accuplacer, which has been tested and used in other institutions in the world. She highlighted the need to add unbiased and accessible testing option that provides an accurate measure of student success in any given program and thus, recommended to adopt Accuplacer as one of KPU's English testing options.

Chris Traynor, Chair, English Upgrading, explained that the program admission requirements are dictated by the programs themselves and implementing Accuplacer is outside the will of the English Upgrading Department. He informed the committee that there are currently four English assessment options that serve student's needs. He also explained that Accuplacer was previously used in the English Upgrading Department but since it is a computerized test and designed to provide one metric, it was impersonal and not a good indication of English placement. Currently, the English Upgrading Department uses multiple data points such as interviews, writing and reading components to better determine how students should be placed. He suggested Accuplacer would not be an appropriate test measure to use.

The committee discussed both sides. Some members agreed that Accuplacer targets the wrong demographics as it mimics specific university standards to draw the best academic students. Other members were in favor of Accuplacer as it is a tested assessment method and adoption of the test will align KPU with other academic institutions. A few members suggested that both Accuplacer and in-house options be pursued and given a trial run as it was done with Duolingo. This would also provide another testing option for domestic students.

Shelley Strimbold, Support Staff Senator, stated it would be beneficial to have members that are on the EPTWG that has thoroughly looked through the process to attend the meeting. After discussion, the committee agreed that items 9.1 and 9.2 should be brought together with additional information on Accuplacer to next month's meeting for discussion.

9.2. English Placement Test and English Upgrading Test Unification

10. Items for Information

10.1. Language Proficiency Index Discontinuance

Zena Mitchell, Associate Vice-President, Enrolment Services, informed the committee that Language Proficiency Index (LPI) was discontinued in July 2022 and is no longer available as an English testing option.

11. President's Update to SSCAPP

The President will present his update at the upcoming Senate meeting on October 24, 2022.

12. Adjournment

The meeting adjourned at 12:03 p.m.

JOINT SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES AND ON UNIVERSITY BUDGET

Agenda Item: 5.1

Meeting Date: December 2, 2022

Presenter(s): Heather Harrison

Agenda Item Establishment of a New Department – Entrepreneurial Leadership

Action Requested	Motion
Recommended Resolution	THAT the Senate Standing Committees on Academic Planning and Priorities and on University Budget recommend that Senate recommend that the Board of Governors approve the establishment of a new department called Entrepreneurial Leadership (ENTR) in the Melville School of Business effective May 1, 2023.

Committee Report For Secretariat Use Only

Context and Background

The School of Business, proposes the establishment of a new department: **Entrepreneurial Leadership (ENTR)**.
As per Policy GV9 B – Establishment of New Academic Department:

Key Messages

1. The Entrepreneurial Leadership program has been functioning as a department.
2. The Entrepreneurial Leadership program is quickly becoming a flag ship program for the Melville School of Business for innovative, and inclusive curricular design.
3. The creation of the Entrepreneurial department is necessary in order to recruit and vet qualified faculty appropriately, assign members of the department to Curriculum Committee and ensure representation at the School of Business Faculty Council meetings.
4. The program has already experienced a significant increase in enrolments.

Resource Requirements	None
Implications/Risks	None
Consultations	Diane Purvey, VP Academic
Attachments	GV9 New Department ENTR
Submitted by	<i>Heather Harrison, Pro Tem Dean MSB</i>
Date submitted	<i>November 22, 2022</i>

Proposal to Establish a New Department

CONTEXT AND BACKGROUND

Subsequent to gaining agreement from the Provost, Diane Purvey, Faculty Council unanimously supported the official creation of new Department for Entrepreneurial Leadership.

The Entrepreneurial Leadership BBA program was originally designed as a two-year program consisting entirely of upper division courses which built on first and second year general business courses. As such the program did not have dedicated faculty, but drew expertise from other School of Business departments. Over the years, the program has faced serious challenges; high failure rates due insufficient ladder between lower division and upper division courses (too large a leap from 2nd year to 3rd year) and low enrollment rates, perhaps due to word of mouth and growth of other business specialty programming, such as Human Resources and Marketing.

The Entrepreneurial Leadership program recently completed an intensive review and curricular change and relaunched September 1, 2021. As a result of the extensive redesign, students are now offered a unique and exciting learning experience, which aligns with PRME principles in keeping with the movement within industry to prioritize social responsibility.

GV9 REQUIRED INFORMATION

1. Faculty to which the new Department will belong:

Melville School of Business

2. Programs, research units and other academic services that will be housed in the new Department:

Entrepreneurial Leadership Program (BBA). This program will be the only one to transfer into the new department.

3. Academic, reputational, and operational rationale for creation of proposed new Department:

The Entrepreneurial Leadership program is quickly becoming a flag ship program for the Melville School of Business for innovative, and inclusive curricular design. And as such should be recognized as its own department with dedicated faculty. The renewal of the program was aimed to modernize the curriculum for today's learners and align with a more contemporary conception of entrepreneurial leadership. It is a student-focused program with a strong emphasis on sustainability & experiential learning. The goal of the program is to prepare students to manage, lead, and inspire in any organizational setting.

The creation of the Entrepreneurial department is necessary in order to recruit and vet qualified faculty appropriately, assign members of the department to Curriculum Committee and ensure representation at the School of Business Faculty Council meetings. The program's forward-looking curriculum illustrated by the integration of United Nations inspired Principles for Responsible Management (PRME), their robust commitment to student centered pedagogy demonstrated by the integration of universal design learning (UDL) and open education resources (OERs) together with their emphasis on reality based and applied learning, makes it an example for all new programming in the MSB

4. Assessment of the impact on current and future students as well as existing Faculties and Departments resulting from the creation of the proposed new Department

The creation of the new department will have no effect on student registration or enrolment.

5. Proposed effective date of the new Department

May 1, 2023

6. Five-year projection of the financial sustainability of the proposed new Department including revenues and operating costs

There are no additional financial resources required as a result of the creation of this new department as the program currently has time release budgeted for a serving department Chair.

The program has already experienced a significant increase in enrolments. For example, in September 2018 and 2019 (pre-COVID) we offered 76 and 62 sections respectively. In 2022, the first full calendar year of the program, we offered 95 sections which constitutes more than a 20% increase from the 2018 numbers. Currently the program has 76 declared majors, which is almost double the number of any previous year dating back to 2018. There is every reason to believe that this upward trajectory will continue.

Two other considerations are worth noting. First, KPU has signed an MOU with YELL, a high school program devoted to inspiring and nurturing entrepreneurial mindsets for student in grades 11 and 12. This MOU allows graduates of YELL to receive transfer credit for ENTR 1200. This relationship has also allowed FSO and MSB to create opportunities for YELL students to complete curricular requirements through collaboration with ENTR faculty and students on KPU campuses.

Second ENTR, together with the Office of Advancement, has created a full-ride scholarship available annually for students who have a demonstrated interest in entrepreneurial leadership. We anticipate that these two initiatives will allow us to increase new applications to KPU and ENTR program.

Associate Vice President, Teaching and Learning, pro tem:

**Report to The Senate Standing Committee on Academic Planning & Priorities
and The Senate Standing Committee on University Budget**

December 2, 2022 (for the period of October 22 – November 18, 2022)

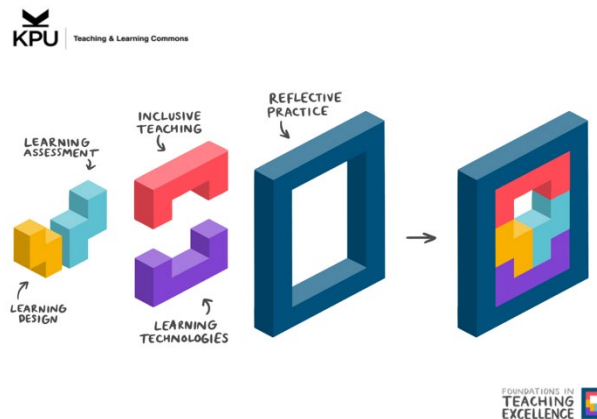
TEACHING & LEARNING

- Following the success of our first Teaching & Learning event, we will be hosting a second round of ***Appreciating Teaching Excellence on March 16, 2023***, with a return of our PechaKucha Sharing Session and Partner Spotlight. More information to come.
- If you were unable to attend our *Appreciating Teaching Excellence* event in October, we have published the recordings of every presentation on our [Event Page](#).
- Our latest issue of the **Teaching & Learning bimonthly newsletter** has been published on our website: [September/October 2022 Issue](#).
- We have received proposals for our four 12.5%-time releases from faculty to champion the advancement of folio thinking and the PebblePad platform.
- On November 22, we are celebrating **ePortfolio Matters @KPU** with an event. The Teaching & Learning Commons will be represented by T&L Educational Consultant, Gillian Sudlow, with her incredible work on ePortfolios and folio thinking.

TRAINING & SUPPORT

- We have received feedback from Associate Deans that the onboarding process for new hires to KPU technologies and T&L resources faces immense barriers of access until KPU credentials have been issued. In response to these challenges, we have created a new streamlined process that allows new faculty to temporarily access our tools until they receive their login credentials. To learn more about this new process, please view [this document](#).
- We have launched a **[New Faculty Orientation to Teaching & Learning](#)** site on Moodle. This site orients new faculty members to good pedagogical practice in course design and supporting student success, familiarizes them with key policies required for teaching and assessments, introduces faculty to the KPU technologies ecosystem, as well as the supports available from the Teaching & Learning Commons. This site also provides key professional development opportunities.
- All five modules in the **[Foundations in Teaching Excellence program](#)** have been migrated to our new TL Events webpage and are available for registration. These include: Learning Technologies, Learning

Design, Learning Assessment, Inclusive Teaching, and Reflective Practice. Each domain includes modules that provide an overview of important concepts and frameworks for that aspect of teaching practice. Each domain will take 4-6 hours for completion, and some may include optional synchronous or facilitated experiences. We have also duplicated these modules in our share.moodle.kpu.ca site for new faculty or external users who wish to avail themselves of this learning opportunity.



- **Fir 136 has been upgraded to support classroom lecture capture functionality.** We are currently receiving faculty interest from those who wish to pilot this new equipment during the fall semester. Upon the end of the semester, faculty will provide feedback about their experience at the end of the semester. Thus far, we have trained 4 faculty members to pilot this classroom. If you are interested to pilot use this space, please let us know if you are interested!
- We have assembled a **new TV video demonstration unit** in Surrey that projects faculty skill demonstration for easy viewing in class, and records it for later study material. We have prepared a [demonstration video](#) and [a tutorial](#) on how to use the unit. The location and assignment of this cart is to be determined. We have also requested funding for additional carts in the next fiscal year; please let us know if your area would benefit from this type of equipment.
- Our **lightbox recording studio** in Langley is currently in its final stages of construction. We are currently seeking interested faculty members to pilot use this space.
- Our current [video recording studio](#) in Surrey is set up and available to book. Faculty will be able to create high quality instructional videos with the push of a few buttons.

WORKSHOPS

We are offering the following synchronous and asynchronous workshops this semester:

Synchronous

[Camtasia](#) | Session 1 (August 24), Session 2 (September 28)

[Intro to ePortfolios](#) | Series 1 (August 22, 23, 24), Series 2 (September 23, 30, October 7)

[Instructional Skills Workshop](#) | November and December sessions
Copyright Awareness for Teaching | September 28
Moodle Course Drop-Ins | bi-weekly during fall semester
Applying to OER Grants | October 6
Introduction to Pressbooks | November 16
What is Open? – OER | December 13

Asynchronous

Foundations in Teaching Excellence

- [Learning Technologies](#)
- [Learning Assessment](#)
- [Learning Design](#)
- [Inclusive Teaching](#)
- [Reflective Practice](#)

[Intro to Open Education](#)

[Moodle Gradebook Fundamentals](#)

[Maximizing Gradebook Functions](#)

[Moodle Quizzes – Basic](#)

[Moodle Quizzes – Advanced](#)

[BBB Basics](#)

[BBB Advanced](#)

[Building Interactive Content with H5P](#)

[Kaltura Series](#)

[ePortfolios Explained](#)

[Getting Started with PebblePad](#)

[Getting Unstuck: Helping Students Move Beyond Learning Bottlenecks](#)

LEARNING TECHNOLOGIES

- **Padlet** implementation is underway and will be ready for use later this semester. More information will be announced at a later date.

OPEN EDUCATION

- Oct 24-28 was Open Access Week. KPU hosted a drop-in session on Oct 26 and set up a table in the Library on Oct 27, both of which were designed to create spaces for faculty and students to ask questions and learn about open education.
- Nov 9-10, Amanda attended the National Open Education Summit, hosted by York University in Toronto.
- Nov 16, OPUS held an Introduction to Pressbooks workshop

TEAM UPDATES

- Ridhima Suri transitioned into a new role as a Learning Technologies Senior Systems Analyst on November 14th.
- Dori Pandyra joins the team as a Communications & Events Specialist on November 15th.

UPCOMING FUNDING OPPORTUNITIES

Teaching & Learning Innovation Fund

The [Teaching & Learning Innovation Fund \(TLIF\)](#) is designed to support pedagogical innovation at KPU. **We have secured additional mid-year funding and are looking to support new projects.**

Recognizing the diverse array of programs and instructional approaches that are necessary and valued at a polytechnic university, the TLIF takes an inclusive approach by supporting a broad range of projects that advance teaching practices at KPU ([Goal 2 of Academic Plan 2023](#)). Regular instructors and support staff with instructional responsibilities (e.g., lab instructors, etc.) are eligible to apply to the TLIF. Starting in November, applications for the TLIF are on a semester-based cycle. Applications may be submitted with project budgets up to \$10,000 and will be adjudicated within four weeks, in order to support the rapid implementation of teaching and learning innovation.

To date, 8 projects have been supported through the TLIF during FY23, with a total of \$56,603.73 in allocated funding.

Our next deadline for applications is **March 15, 2023** for our **Summer TLIF Grant**.

0.6% Faculty Professional Development Fund

[Faculty PD Fund](#) applications involving research, conference presentations, teaching and learning enhancements, and tuition support are some areas considered for funding. The next application deadline is **February 1, 2022**.

Open Educational Resource (OER) Grants

The Open Educational Resources (OER) Grant program contains three grant streams that provide funding and staff support to KPU faculty members interested in creating, adapting, or adopting OER (or engaging in other forms of Open Pedagogy). OER Grant projects are supported by KPU's Open Publishing Suite (OPUS), which is a collaboration between T&L and the Library. The three streams are:

- » [Stream A: OER Grant](#)
- » [Stream B: Section Release and OER Microgrant](#)
- » [Stream C: Adoption Grant](#)

We have received additional funds for these grants. Applications are now open.

JOINT SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES

Agenda Item: 8.1

Meeting Date: *December 2, 2022*

Presenter(s): **Lori McElroy**

Agenda Item **Assessment of EPT and EU Placement Testing of Domestic Students**

Action Requested	Information
------------------	-------------

**Context and
Background**

On October 21, 2022, the Senate Standing Committee on Academic Planning and Priorities requested an updated report on domestic student performance by English proficiency.

Attachments

Performance of Domestic Students by English Proficient Nov 18, 2022

Submitted by

Lori McElroy, Associate Vice President, Planning & Accountability

Date submitted

November 22, 2022

Assessment of EPT and EU Placement Testing of Domestic Students

Research Conducted by Office of Planning & Accountability

Updated November 18, 2022

This report expands on the report dated June 22, 2022 by including comparisons of students whose English proficiency was assessed based on high school grades. The original data is included.

This study examined the performance of students whose English proficiency was assessed using either the English Placement Test (EPT) or the English Upgrading (EU) test. The score on the placement tests places the student either at a specific ENGQ preparatory level or at the undergraduate level. For comparison, students whose English proficiency assessment was based on either high school grade 12 English (EN12) or Communications 12 (CM12) grades were also included. Table 1 shows the placement levels based on these high school English grades.

Table 1: Placement Levels based on High School English Grade

High School Course	Grade	KPU Placement
EN12	C+	Undergraduate
EN12	C	PREP level 3
EN12	C-	PREP level 2
CM12	A	Undergraduate
CM12	B	PREP level 2
CM12	C+	PREP level 1

Included in the analysis are Domestic students who were NEW in Undergraduate, Developmental, or Pathway programs from Fall 2020 until Spring 2022. They must have had at least 1 stable enrolment in their first term. Excluded were Dual credit, Exchange, and Visiting students and general admission students who have not been admitted to KPU.

We examined performance at the level the student started studies in their first term. Students studying at the preparatory level, were divided into levels based on the English upgrading courses they took in their first term, regardless of what level they were assessed, as shown in Table 2.

Table 2: Preparatory Level of English Upgrading Courses

English Upgrading Course	Preparatory Level
ENGQ 1079	Level 1
ENGQ 1089	Level 2
ENGQ 1091	Level 3
ENGQ 1092	Level 3
ENGQ 1099	Level 3

Performance was assessed using average first term GPA as well as success rates. Success rate refers to the % of students who received a GPA of 2 or higher. Those who withdrew from all their courses were classified as “unsuccessful” and counted in the calculation of success rates. However, students who withdraw from all their courses do not have a term GPA. Hence, success rates cover all students, while term GPA does not.

Students often use multiple forms of assessment, and the results of those assessments may not align. For instance, a student may have been assessed by one method to be at the preparatory level, while another form of assessment placed them at the undergraduate level. Or student's high school English grades may not accurately reflect their level of English proficiency, so they did an assessment test that assessed them at a different level of English proficiency.

Because so many students started their studies at a level different from their assessment based on EPT, EU placement, EN12 or CM12, we distinguish between the placement level based on these assessments, and the study level assessment, that is the level that they actually studied at in their first Semester. The results are reported separately based on whether they studied at the preparatory level or the undergraduate level in their first semester. The tables show the placement method used, the level they were placed at with this method, and the level they actually studied at in their first term. Only groups with sufficient numbers are included.

Table 3 provides the results for students who studied at the preparatory level. Those students who started at a study level different from the one based on either EPT, EU placement, EN12 or CM12 are indicated with an asterisk in the Study Level column. Results are grouped by the level they studied at in their first term for ease of comparison. Success rates for students studying at preparatory level 3 were at 55% or above. Students placed using the EU assessment had the highest success rates. At preparatory level 2 and 1, there was large variation in performance across the groups. Students placed using the EU placement had the poorest performance, with less than half being successful. Students placed based on CM12 grades had the highest success rates.

Table 3: Term Results of Students Studying at the Preparatory Level

Category	Study Level Assessment	Count	Ave. GPA	Success Rate
EPT placement at PREP level 3 and started at same level	PREP 3	24	1.85	63%
EU placement at PREP level 3 and started at same level	PREP 3	43	2.55	67%
EN12 placement at PREP Level 3 and started at same level	PREP 3	230	1.74	55%
EN12 placement at PREP Level 2 and started at level 3	PREP 3*	21	1.72	57%
EU placement at PREP level 2 and started at same level	PREP 2	31	1.65	45%
EN12 placement at PREP Level 2 and started at same level	PREP 2	141	1.66	52%
CM12 placement at PREP level 2 and started at same level	PREP 2	13	2.04	64%
EN12 placement at PREP Level 3 and started at level 2	PREP 2*	15	1.24	53%
EU placement at PREP level 1 and started at same level	PREP 1	15	1.64	47%
CM12 placement at PREP level 1 and started at same level	PREP 1	11	1.70	86%

* Study level different than placement level; note, students can be in more than one category

Students can be admitted to undergraduate studies based on their EN12 or CM12 grade or their EPT assessment. The EU placement can't be used for undergraduate admission. All four placement methods placed some students at the preparatory level who were actually admitted to undergraduate level based on another method. Table 4 shows the results of students who studied at the undergraduate level, even if one of the placement methods placed them at the preparatory level.

Performance is good for all groups, even those placed at a preparatory level. Students who were placed at the UG level by either the EPT or EN12 had similar UG performance, about three-quarters were successful. Those placed at the UG level based on the CM12 grades had slightly lower success rates. Those placed at the

preparatory level based on EU who started at the UG level did even better, with an 80% success rate. Students whose grades in EN12 or CM 12 were too low for placement at the UG level but were assessed at the UG level by some other means did relatively well. Those with high enough EN12 grades for preparatory level 3, or high enough CM12 grades for preparatory level 2 did just as well as those admitted to undergraduate studies based on their EN12 grade. This suggests a weakness in the placement methods, since the students were clearly qualified for undergraduate studies.

Table 4: Term Results of Students Studying at the Undergraduate Level

Category	Study Level Assessment	Count	Ave. GPA	Success Rate
EPT placement at UG and started at UG	UG	158	3.05	76%
EPT placement at any PREP level but started at UG level	UG*	23	3.79	96%
EU placement at any PREP level but started as UG level	UG*	10	2.91	80%
EN12 placement at UG level and started at UG level	UG	3,789	2.79	75%
EN12 placement at PREP Level 3 and started at UG level	UG*	88	2.81	74%
EN12 placement at PREP Level 2 and started at UG level	UG*	41	2.40	65%
CM12 placement at UG level and started at UG level	UG	30	2.64	71%
CM12 placement at PREP level 2 and started at UG	UG*	30	2.97	80%
CM12 placement at PREP level 1 and started at UG	UG*	22	2.70	67%

* Study level different than placement level; note, students can be in more than one category

Conclusions

There is no perfect way to assess students' English proficiency. Grades in high school English may not adequately reflect their level of English proficiency if their grades were affected by other factors, such as personal issues affecting school performance, study habits, etc. Performance on a given assessment may be affected by temporary factors that don't affect the student when doing another assessment. If students feel their English proficiency has not been accurately assessed, they can, and often do, try another method.

For eight of the eighteen groups examined, the placement results were inconsistent with the students' actual study level. That happens when a student has more than one method of assessing their English Proficiency and these methods differ in the level they would place the student. When students started their studies at the undergraduate level even though they had been placed at the preparatory level by either EPT or EU, they did well, indicating the EPT and EU placement under-assessed their English proficiency. This demonstrates the limitations of these assessment methods. Since the EU assessment can't place students at the undergraduate level it incorrectly placed students at the preparatory level. The poor performance of students placed at preparatory level 1 or 2 based on the EU suggests this method may not be placing students at the right level to ensure a reasonable success rate.

When students started their studies at the undergraduate level when placed at the preparatory level by either EN12 or CM12 grades, their performance varied based on their grades in those courses. Those with higher EN12 (C) or CM12 (B) grades did just as well as did those who meet the EN12 grade of C+, even though their grades placed them at the preparatory level. Those with lower EN12 (C-) or CM12 (C+) grades who studied at the undergraduate level still did adequately. This shows the benefits of having alternative methods of assessing English proficiency when English grades may not reflect the student's level of English proficiency.

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES

Agenda Item: 9.1

Meeting Date: December 2, 2022

Presenter(s): David Burns

Agenda Item	Accuplacer Report
Action Requested	Discussion
Recommended Resolution	The question SSC APP should consider is whether Accuplacer should be an option for English proficiency testing, or whether it should only be used in limited, Senate-approved contexts.

Committee Report

For Secretariat Use Only

Report from the Chair of the English Placement Testing Working Group [EPTWG]

Context & Background

At the November, 2021, meeting of the Senate Standing Committee on Academic Planning and priorities it was decided that a temporary working group would be formed to provide advice on the procurement of English testing tools. This group provided a recommendation on Duolingo in May 2022, and then proceeded to address Accuplacer and the question of future discussion of such testing.

In its discussion of Accuplacer the group as able, through Assessment and Testing Services, to gain access to a sample test and subsequently discussed its strengths and shortcomings. Some committee members argued that a KPU proctor (as is the case for some current tests at KPU) provides a better experience, that Accuplacer is insufficiently localized, and that Accuplacer is held back by its lack of a speaking component. Others argued that Accuplacer is more flexible and accessible and that, since comparator institutions use it, we should infer that it provides value to those institutions. It was also argued that increasing Accuplacer may better protect against rater bias. No motion was carried on this issue.

While this conversation was taking place, a partnership between the Ministry and Health Care Assistant Program faculty resulted in a proposed change to HCAP admission to allow Accuplacer for that program.

OPA data on our existing testing options, attached to this memorandum, can provide helpful background on the functioning of our system as it stands.

Key Messages

1. The question SSC APP should consider is whether Accuplacer should be an option for English proficiency testing, or whether it should only be used in limited, Senate approved contexts (such as the proposed HCAP changes).

Attachments

Performance of Domestic Students by Placement Test

Submitted by

David Burns, AVP, Academic

Date submitted

September 15, 2022

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES

Agenda Item: 9.2

Meeting Date: December 2, 2022

Presenter(s): David Burns

Agenda Item English Placement Test and English Upgrading Test Unification

Action Requested	Discussion
Recommended Resolution	N/A

Committee Report For Secretariat Use Only

Report from the Chair of the English Placement Testing Working Group [EPTWG]

At the November, 2021, meeting of the Senate Standing Committee on Academic Planning and priorities it was decided that a temporary working group would be formed to provide advice on the procurement of English testing tools. This item represents the final report of this group.

Context & Background

KPU offers two internally developed tests with overlapping but differing target audiences, the English Placement Test (EPT, which seeks primarily to assess for undergraduate admission) and the English Upgrading test (EU, which seeks primarily to assess for placement in ACP English courses). The English and ACP-English Departments have discussed, in the past, their mutual interest in unifying these tests so as to provide a simpler and more transparent process for students (who, facing more than one KPU test, may have difficulty determining which to take).

At it's final meeting, on September 12th, 2022, the Working Group passed the following resolution for SSC APP's consideration and potential action.

THAT the EPTWG recommends the Provost and Senate support the unification of the in-house EPT and EU tests and, to the extent possible, integrate ELST placement, vocational reading and online accessibility.

OPA data on our existing testing options, attached to this memorandum, can provide helpful background on the functioning of our system as it stands.

As this is the final report from EPTWG I would like also to indicate the passage of the following motion at the May 25th, 2022, meeting.

THAT the EPTWG recommends that future conversations on English Placement testing take place at SSCAPP and that appropriate experts be invited or added to the committee as needed, and that any interested parties bring forward proposals for change to the SSCAPP for consideration.

Key Messages

1. The EPT and EU should, the Working Group concludes, be unified.

Attachments

Performance of Domestic Students by Placement Test

Submitted by

David Burns, AVP, Academic

Date submitted

September 15, 2022