

Computing Science Articulation Committee Meeting

Alberta Council on Admissions and Transfer

Meeting Name	Location	Date
Computing Science Articulation Committee	Room 7-218 Grant MacEwan University	May 17, 2012
Chair/Facilitator: Alberta Council on Admissions and Transfer (Eric Dohei/Wendy Richer)	Recorder: Alberta Council on Admissions and Transfer (Wendy Richer)	
Meeting Time		
Start	Stop	Total Hours
9:00 a.m.	12:25 p.m.	3 hours 25 minutes

Invitees: (name and institution)	Accepted	Attended
1. Rossitza Marinova (Concordia University College of Alberta) *	✓	✓
2. Libero Ficocelli (Grande Prairie Regional College) *	✓	✓
3. David Gregg (Grande Prairie Regional College) *	✓	✓
4. Ron Meleshko (Grant MacEwan University)	✓	✓
5. Andrew Tappenden (King's University College)	✓	✓
6. Larry Slack (Medicine Hat College)	✓	✓
7. Charles Hepler (Mount Royal University)	✓	✓
8. John O'Loughlin (SAIT)	✓	✓
9. Jim Murtagh (SAIT)	✓	✓
10. Harris Wang (Athabasca University)	✓	✓
11. Jim Hoover (University of Alberta)	✓	✓
12. Wayne Eberly (University of Calgary)	✓	✓
13. Kevin Grant (University of Lethbridge)	✓	✓
14. Jocelyn Lamoureux (Alberta Education)	✓	✓
15. Bill Lomax (Alberta Education)	✓	✓
16. Eric Dohei (Alberta Enterprise and Advanced Education)	✓	✓
17. Wendy Richer (Alberta Enterprise and Advanced Education)	✓	✓

* participated via teleconference

Participants not able to Attend: (name and institution)	
1.	Marek Ejsmont (Keyano College)
2.	Steven Chattargoan (NAIT)

Meeting Notes (point form preferred)	
1. Welcome, Opening Remarks and Introductions	<ul style="list-style-type: none"> - ACAT thanked everyone for attending the meeting and expressed thanks to Grant MacEwan University for hosting it. This was followed by roundtable introductions. - A change was submitted for the 2011 Meeting Notes, so the revised document will be sent out shortly.

<p>2. Career and Technology Studies (CTS) - Computing Science (Bill Lomax)</p>	<ul style="list-style-type: none"> - CTS Specialized Skill Pathway as well as Business, Administration, Finance and Information Technology (BIT) Courses handouts provided (available on their website). Outlined the various course clusters and indicated there are approximately 1,000 one-credit CTS courses. An additional handout was provided outlining the number of enrolments in the various occupational areas. For any questions or concerns regarding CTS, contact Bill Lomax at bill.lomax@gov.ab.ca or 780-415-8191. It was asked whether stats are available on the number of CTS high school teachers. This information is not available; however, they have a list of which high schools offer CTS.
<p>3. First- and Second-year Curriculum Updates (Group Discussion)</p>	<p><u>University of Lethbridge (UofL)</u></p> <ul style="list-style-type: none"> - Had a second-year course replacement, but otherwise no changes to their courses since last year. - Offer the standard complement of courses. <p><u>SAIT</u></p> <ul style="list-style-type: none"> - Provided a revised course list and program report regarding their Information Technology – Software Development Major. - Outlined a number of course changes. - Enrolments numbers are higher. They had a cohort of 60 FT and 5 PT and 19 students have left. <p><u>King’s University College (King’s)</u></p> <ul style="list-style-type: none"> - Student retention was an issue. - Program remained unchanged and is the same as the previous year. - Another professor was hired, and will continue to review their program for the next three to four years. <p><u>Medicine Hat College (MHC)</u></p> <ul style="list-style-type: none"> - No changes since last year. - Attrition from first to second year is an issue, but they are hopeful next year will be better. - Some high school students are not prepared and do not possess strong study skills. Encouraged Alberta Education to promote the program, and Bill Lomax responded that improvements could be made to promote high school students to enter the program. He asked institutions to review female intakes, in particular second year. - Software side of the program is more subscribed than the tech support side. - They provide transfer to the UofL. Students also transfer to SAIT and NAIT. <p><u>Mount Royal University (MRU)</u></p> <ul style="list-style-type: none"> - They have two programs <i>Bachelor of Information Systems</i> and a two-year <i>University Transfer program</i>, which transfer to the University of Calgary (UofC). - Attrition rate is very high and appears to be worsening. Started with 50 students, but only 8 moved on. Attrition in their degree program is less. There is very little transfer between their two programs. With the UofC program, there are no female students. They had very few female enrolments over the year. They offer a program to grade 9 female students to get their interest in the program.

- First two years of their degree program have changed, and pre-requisites are being reviewed.
- Adopted ALICE as a teaching language.
- MHC indicated they are interested in offering the two-year University Transfer program, and inquired whether there were any students that switched from accounting to computing and how these students are doing. MRU responded that students are doing well with their transition between business and computers.

University of Calgary (UofC)

- Have a number of introductory courses with healthy increases in these.
- There have been no major changes in their course sequences. Introduced a new bridge course, but no significant transfer changes.
- Have a lower number of female students, and some Engineering students.
- Accreditation site visit is next week, so there may be changes.
- Faculty of Science is going through a restructuring exercise (May and June), so additional changes may occur.
- Concentrations are offered in a number of areas and require various courses from the disciplines.

University of Alberta (UofA)

- 10% enrolment increase per year and retention is constant (currently 400 students). Offer general honours and specialization programs, which help students not sure what they would like to do. 15% of students are female.
- High-school internship program (15-20) students, in which students are paid, has made a big difference in the program.
- Shuffling a number of their courses, with changes to their two course sequence. Moved to Python 3, but indicated there is not a good book for this course.
- This year they piloted an honours sequence course (taught studio-style in a lab) that included students from a variety of programs. Next year, a different session will be available for Engineering students.
- Making a few changes, but these will not affect transfer credit.
- Joint BSc-BEd program offered. 4 BEd students shadowing the BSc program.
- In addition to the core disciplines, they offer certificates (separate parchment), which cross a number of disciplines. Arts and Science has one, in which half of the courses are Arts and half Science. Certificates provide extra expertise in a certain area, which provides additional work security with employers.

Grant MacEwan University (GMU)

- Offer a BSc general and a major degree; therefore, it is difficult to provide student numbers until they identify their major.
- Successful pass results for introductory and senior courses, but these drop off over time.
- Very few students do a four-year degree program in four years.
- Revamping their senior course structure. Will be concentrating more on gaming in terms of back-end programming.

- Developing the HCI course for next year.
- Working with outside companies and their products, having students doing work for them. There is a big push for co-op placements.
- First-year sequence uses C++. For the 200-level course, there isn't a good textbook. Following the UofA, and will be using Python.

Athabasca University (AU)

- Offer a number of new courses, one particularly for diploma and applied degree students (from NAIT/SAIT). Reviewing problem regarding credit values.
- Trying to offer the courses in different languages (C++ and Python).
- Industry looking for computer skills and other specific skills.
- Enrollments 650 and additional 260 in PD program. Of these, less than half continue, so retention is an issue. There are more students in junior level courses than in senior level courses. Have a number of students from Eastern Canada. Also, a number of students take single transfer courses.
- AU is part of the BC system transfer

Grande Prairie Regional College (GPRC)

- Changes only to calendar descriptions. Two-year diploma transfers to UofA. Also offers 3+1 program with AU and Thompson Rivers University – Open Learning.
- Program closely aligned with UofA program so as to provide laddering opportunities after they complete their Diploma.
- Recommend software practice rather than general as they do not offer many options in their Diploma.
- Had 27 first-year students and 14 second-year students, which is standard. Retention was 50-60%, which is typical.
- There is very little programming occurring at the high schools, so students tend to be unprepared when moving from high school to post-secondary.
- They offer Java, similar to the post-secondary institutions, so students will be better prepared. UofA indicated there is no standard language but that by second year, students are able to pick up the language.

Concordia University College of Alberta (CUCA)

- Used to offer 2 minors, but these have now been combined. Minor in Information and Computing Science to be offered in the fall.
- There have been some changes to their courses. *Introduction to Computing Science* will use Python instead of C++. They have a couple good textbooks for Python.
- Few students interested in Computing Science.
- *Introduction to Software Development* is being offered to first-year students.
- They allow a number of IT courses.
- Approved changes in 2011 to core requirements for their BSc program, which may affect enrolments.

<p>4. Computing Science Courses (Group Discussion)</p> <p>(a) Transferability of Computing Science courses.</p> <p>(b) Computing Science course standards (content, course load, instructor qualifications, method of course delivery and learning assessment)</p>	<ul style="list-style-type: none"> - UofA indicated transfer students numbers have not changed (5 from Alberta), with most students from out of country. They review a student's interim mark when reviewing transfer. - UofC indicated that block transfer may be beneficial for transfer students; however, there are only a few transfer students each year. - GMU indicated that they now have a visiting student policy. Students require permission to get transfer credit (same as UofA and UofC). - GMU received a transfer student with a stale-dated course (from 1986) and did not provide credit. AU has a policy indicating that a course must be within five years. UofC does not offer credit to students that present 10-year old UofC courses. - There was a discussion about the number of transfer students, and ACAT advised that they prepare a yearly Transfer Patterns report that outlines mobility. ACAT is looking at expanding the data collected to include transfer between programs as well as gender transfer. - ACAT has expanded its membership to include Thompson Rivers University – Open Learning, Yukon College and Nechi Training, Research and Health Promotions Institute. - ACAT is looking at expanding its research role. As well, it is looking at learning outcomes and block transfer. - ACAT's system is very outdated, and looks forward it updating it in future. - With regard to instructor qualifications, UofA indicated a Master's degree is sufficient for first- and second-year courses, and a PhD for third- and fourth-year courses. ACAT indicated instructor qualifications has been an issue for a number of years, and that a subcommittee was established as this issue is seen as a barrier. - There was a group discussion about instructor qualifications. There is some flexibility, which is determined by the two transfer partners. Perhaps mentorship among instructors is a workable arrangement between transfer partners. MRU indicated their numbers have dropped because of instructor qualification issues. ACAT advised that flexibility is important, and they continue to work on this issue. - CUCA asked what CAQC's guidelines are with regard to instructor accreditation and how often this is assessed (every five years)? ACAT will check and provide this information to the committee. Perhaps this could be on the Agenda for the next meeting. - MHC indicated there is strong demand from foreign/international students, and asked what institutions can do to help them. It was suggested that this item be added to the Agenda for the next meeting. - The group discussed block transfer, and it was suggested that this item be added to the Agenda for the next meeting. It would be beneficial if institutions could be more flexible with regard to granting transfer credit. The Secretariat will present this to ACAT Council.
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<p>5. Alberta Council on Admissions and Transfer – New Articulation Committee Model</p> <p>(Eric Dohei)</p>	<ul style="list-style-type: none"> - As ACAT expands its number of Articulation Committees, their role within these committees was reviewed. In the new Articulation Committee model, a Chair and a Vice-Chair are to be chosen, and these individuals will coordinate meetings and provide communication to the members. With the new model, ACAT will be pulling back on their role. CUCA suggested that the role of Chair and Vice-Chair could rotate. - ACAT indicated they and Alberta Education would still be involved in the committee. - The Terms of Reference guideline document provided can be changed to fit the specific needs of the committee. - It was suggested that ACAT arrange meetings, but not need attend. With growth in the number of committees, ACAT indicated it is difficult to continue to provide the samelevel of support. - UofA indicated the meetings could be held yearly, perhaps the second week of May, and that 'heavy weight' institutions should perhaps not take on the role of Chair/Vice-Chair. - It was proposed that the next meeting could be the first or second week of May 2013 in Calgary. ACAT will assist the Chair/Vice-Chair, providing contact lists and other pertinent information to assist in preparation of this meeting.
<p>6. Other Business/ Next Meeting</p>	<ul style="list-style-type: none"> - Next meeting May 16, 2013 at the UofC.
<p>7. Adjournment</p>	<p>The meeting adjourned at 12:25 p.m.</p>

	Delegated Tasks	Person Responsible	Completion Date
1.	2011 Meeting Notes to be revised and sent out.	Wendy Richer	July 9, 2012
2.	Check CAQC's guidelines with regard to instructor accreditation and how often this is assessed.	Wendy Richer	July 9, 2012
3.	Present block transfer issues to ACAT Council.	Eric Dohei	
4.	Suggested Agenda Items for next Meeting: <ul style="list-style-type: none"> - CAQC guidelines with regard to instructor qualifications - Support for foreign/international students - Block transfer 	Chair/ Vice-Chair	
5.	Provide committee contact information to Chair/Vice-Chair.	Wendy Richer	July 9, 2012