

ABT - OFFICE ADMINISTRATION ARTICULATION COMMITTEE

MINUTES

BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)

Virtual/Online

Meeting Date(s): 04/May/2021

Present:

Member Institution	Representative	Email
Camosun College	Nicholas Read	ReadN@camosun.bc.ca
Capilano University	Karen Okun	kokun@capilanou.ca
College of New Caledonia	Debbra Hes	hesd@cnc.bc.ca
College of the Rockies	Bonnie New	bnew@cotr.bc.ca
Douglas College	N/A	
Kwantlen Polytechnic University	Colleen Formisano	colleen.formisano@kpu.ca
Langara College	Karen Ramsden	kramsden@langara.ca
Nicola Valley Institute of Technology	Bev Currie-McLean	bcurriemclean@nvit.bc.ca
Northern Lights College	N/A	
North Island College	Richelle Gardiner-Hynds	Richelle.Gardiner-Hynds@nic.bc.ca
Okanagan College	Brenda Ridgeley-Ketchall	bridgeley@okanagan.bc.ca
Selkirk College	Sabrina Van Hellemond	svanhellemond@selkirk.ca
University of the Fraser Valley	Christine Nehring	christine.nehring@ufv.ca
Vancouver Community College	Julia Slade	jslade@vcc.ca
Vancouver Island University	Terri Barber	terri.barber@viu.ca
Yukon University	Jennifer Moorlag	jmoorlag@yukonu.ca
GUEST NAME	BCCAT - Mike Winsemann	

Recorder: Bonnie New – College of the Rockies

Welcome from Richelle Gardiner-Hynds, NIC and Provincial ABT-OA Chair

1. Meeting Called to Order at 9:22am.
2. Introductions/welcome
  - New Members/Guests: BCCAT, Mike Winsemann
  - Regrets: Douglas College, Northern Lights

3. Approval of Agenda and Any Additional Items

Motion:

Moved: Terri Barber

Seconded: Karen Okun

Carried: Unanimous

May 4, 2021

#### 4. Approval of minutes of the Articulation Committee meeting of April 29, 2019

- Amendments (if any):

**Motion:** to accept the Minutes as presented/with amendments as noted:

Moved: Brenda Ridgeley-Ketchall      Seconded: Terri Barber      Carried

#### 5. Business Arising from Previous Minutes (if any)

At the previous meeting a motion was made to use the BCCAT online transfer system. We will wait to hear from Mike from BCCAT first before chatting about this in more detail.

Discussion about the BC skills competition (for clerical/administrative skills). May be a great marketing tool for the program in general. It would be good to get a few institutions involved. The one complication is that the age range is 24 or 26. Food for thought as we head back into some sort of normal semblance from Covid. Anyone interested in putting it on your to-do list to see what it's about, contact Terri Barber if you're interested.

#### 6. ABT/OAD Correspondence (and any arising business)

none

#### 7. New Business

##### 7-1 BCCAT report (Guest Mike Winsemann)

BCCAT website provides an overview of research and upcoming work being undertaken in the coming year. Mike drew attention to Micro-credentials; since everything switched to online, there were a lot of questions about Micro-credentials and what it means in terms of transfer credit. A report on trends in credit transfer on Micro-credentials was published and provides an overview not only in BC but across the country.

Another report looks at the process institutions use to decide with whom to articulate. It provides an overview of the practices that are happening in BC, as well as recommendations with institutions that want to align themselves better with the norms of the sector.

Every November is their joint annual meeting (JAM). Last year's meeting was the only time it was offered online and was quite an eye-opening experience as it enabled us to have a much broader audience - 350 people compared to 150 in person. This year's meeting has been committed to online as well. It is free, very informative, and you can interact with the transfer community at large.

There has been a big change to the transfer guide. After working for the past year with transfer system members who maintain internal databases, they were able to import them into the transfer system resulting in the BC Transfer guide being expanded to include an additional 60,000 equivalencies from outside BC.

**Regarding ABT/OA**

Currently, what's in that guide is very outdated which is concerning because some of those courses don't even exist anymore. It might be cleaner to start fresh as much as we can. Mike will leave that to our discretion.

ABT/OA grids have course codes and credit values. It fits the model for course-to-course articulation. There is a Web application called Transfer Credit System and all institutions have access to submit requests for articulation. There are no technological barriers from the BCCAT perspective.

The recommendation is to start with articulating ABT/OA, and not laddering. A challenge with the BC Transfer System at large is the issue around articulation maintenance. It would be better to do a clean start by sending out updated course outlines and update equivalencies from there. This group needs to make the decision, but they don't want us to do articulation for the sake of articulation.

In regard to course-to-course articulation, whether it's online or face-to-face doesn't matter; what matters are the learning outcomes.

He wants to remove the barrier to articulation. Wants to help enable us, however we want to articulate within our discipline.

Mike will write up a note that ABT/OA program can articulate course-by-course. The point to ponder is to determine how big of an articulation activity we want to undertake. There may be a lot of rationale to consider. Any additional questions, email Mike Winsemann.

#### **7-2 ABT/OA/Medical/Legal Group Articulation procedures discussion – All**

#### **7-3 Institutional Reports (from both attendees and submissions) – All**

#### **Terri Barber, Program Chair – Vancouver Island University**

For the majority they have been working online with some face-to-face this past year. Are going through a program review in the next year and hope that will help shape or guide what they decide to do for the future.

Did not run the Accounting certificate this year, and probably not running it in the fall. Will focus on Legal and Administrative Assistant until they get through their program review and make some determinations on next priorities and focuses which will be classroom based. Looking forward to discussions around micro credentialing and the group's perspective. Planning to return to classroom delivery in the fall. There aren't enough numbers to run both a classroom and online program. We're using distance delivery methods to deliver our classroom-based program. That is a very big difference between that and having a true online program where the courses are structured and designed to be delivered online. Their focus right now is on classroom-based delivery, incorporating the things we have learned over the last few years or so.

#### **Sabrina Van Hellemond – Selkirk**

Started their program a few years ago. Enrolment is low and they have outside funding right now. Hoping once the funding ends, we can still maintain the program, but they are a little concerned about that. They were meant to have some face-to-face when Covid hit, so that changed things. Students are enjoying working online so they are focusing on that. The plan at Selkirk is to go with online for now.

#### **Nicholas Read, ABT Chair – Camosun**

Like all institutions, they had a challenging year. They do reasonably effectively run OA, MOA, and LOA programs. Enrolment was reasonably high this year, with some empty seats, but it went quite well. They had a lot of positive student feedback about rapid adaptation to courses that should probably have run face-to-face with clinical practices that are not so adaptable to online.

There is a lot of inquiry from students wanting to continue studying online in the fall. It was interesting to see that it can work online, where we have previously said no way. There is potential for more online delivery of the OA program, the way we do it at Camosun.

One comment from the group was that the trick will be variety for students across the province. The numbers aren't there for some institutions to do online and face-to-face.

#### **Debra Hess – CNC**

They consist of face-to-face and online courses. Face-to-face courses are still run in Prince George and Vanderhoof. September will be a transition, including transitioning their 40 current students. Because of low enrollment we were either going to be suspended or would have to change it. Will probably see a blended model next year, so we needed to suit it better. Courses that may be face-to-face in the classroom, such as Financial Records, Bookkeeping, Business Communications may be face-to-face. There are a lot of equivalencies between face-to-face and online but they are separate courses. And the course outlines, all but three are different.

Entrance requirements for PLAR were raised to match face-to-face, where online was lower. Turned it into two certificates: Office Clerk Level 1 and Level 2. They will be instructed each semester (no continuous intake). They also brought over whatever face-to-face course outlines worked well for online, which there were only three.

Added a work practicum which was not there before. It is just like face-to-face but is 60 hours based on a two-week practicum. Because it is online, it's up to the student to give us some potential contacts of where they might be able to do the work practicum. More than half the students have full-time jobs in an office, chances are they will be able to have a PLAR for it. If not, it will be initially student and instructor driven to find placement.

Created some PLAR so if a student can come in at the exit speed, they don't have to request a test for keyboarding. That's why it's separate, and not in Word Processing. Because so many of our students already work in an office, they can also have a PLAR for that. Many of them are the same courses. The

reason we went from 20 courses to 14 was to increase the enrolment in each course – we had students spread out everywhere; two or three in one course, so we combined it and it's similar to our face-to-face program.

Last status of the MOA program was to teach current students out and then it would be suspended. That will be our next revamp. We're hoping with this model it will be easier to add on. In the future we would like to bring back the LOA program.

Really excited about trying it this year and we can report back next year to tell you how it was.

### **Karen Okun – Capilano**

In 2013, under new administration, they lost the MOA program. They currently have Accounting Assistant and LAA running.

Accounting Assistant was bought to Sechelt campus two years ago, part-time. Sechelt. Unfortunately, they lost the program. It was amalgamated into North Vancouver campus part time. We can do another intake this year but must be able to teach them out. They are precariously positioned every year but find a way to survive. There are more changes coming in a year or two, but not sure what will happen.

Have continued with one intake of Administrative Assistant per year, and Legal Administrative Assistant has two intakes per year.

Our shift to pandemic was like everyone else, practicums were challenging to find in that shift. We have a two-week face-to-face practicum. In the AA program, they have a networking database but do have to look for new placements because it was moved to the last two weeks of April instead of May, which is tax season for accounting firms so they have a difficult time placing students. We have a new instructor in the practicum course this year and she has been outstanding; 75 percent of students were hired directly or found employment.

Faculty had a difficult time transitioning. Courses they didn't think would ever do well online, worked.

We have some really good theoretical support from new leadership team but if we don't get our numbers up it won't be sustainable. We are looking at other opportunities, partnerships with other institutions with Accounting Assistant program, and partnering with an entrepreneur program – local immigrant societies and WorkBC to get listed on their systems directly for intake, or if there is a need for someone who needs practical bookkeeping experience that matches up with a certificate entrepreneurship program. Indigenous organizations who might be supporting new entrepreneurs. . Or also an online and a face-to-face model, but we don't have enough people to fill those. Had some push to go online fully and had been resistant and the Ministry said to get back f2f they stopped pushing. But we had already decided to go online fully for the next year because we were doing intake sessions and had committed to students who were looking for that at the time.

They will be fully online, regardless of what happens, for the next year.

**Karen Ramsden – Langara**

In operation since 2000 running continuing study MOA program, 105 hours long (seven weeks), with no credits. Is an incredibly popular program. Seven intakes a year with 22 students max. They are always full and always have a waitlist of 20 students. Does not contain any administrative skills – no Word, customer service, phone skills, and no practicum. Simply digs into all of the medical office related skills. The program is originally designed for those already working in an administrative capacity wanting to transfer to working in a medical office, but we do put others who might be registered in an administrative type program. Since going online they also run night classes as well – an intake of three nights per week and a weekend intake.

Pretty intensive program where students should allocate a minimum of 20 hours per week for assignments/homework. Has a high graduate success rate. At least 90 percent pass the program each term. They are surprised that not having a practicum hasn't been a big hang-up for them. No admission criteria yet, but they are thinking about it. As a result, we get a lot of students whose English is not a first language. We put it strongly on admissions that if they do not have the English requirements, the onus is on them and it has worked for the most part. We have many foreign trained physicians and other medical professionals looking for quick entry into the field, so they can gain employment while they're waiting to study for their other certifications that they require to get back into their other area of employment.

They are having challenges making it online. Transferred to online on-the-fly by putting a camera in front of the classroom - hardly done in a professional capacity. Not sure if they will be able to keep it a certificate as it stands now. This year has been a really hard year in terms of keeping up as they try and support the online transfer.

Will probably put one class back in the classroom in September, per term, and continue the other online. We feel better about the program being face-to-face primarily because we haven't had time to create it as a quality online program.

**Julia Slade – VCC**

The programs are Administrative Assistant, Medical Office Assistant, Legal Administrative Assistant, and Executive Administrative Assistant. They also have medical transcription.

Was changed to two separate certificates – Administrative Professional 1 and 2. Each would have their own separate entry point and leaving point. You did not have to do Level 2; you could leave at Level 1 with a certificate. This was all changed this year and we spent the last year not only moving it online but changing that two-block program into a continuous intake, eight-month Administrative Professional Certificate. The first running of that started on Monday, May 3. It will be just the eight-

month Administrative Professional. The renewal added some good currency as far as social media, event planning, much more rigorous computer skills; application and use, so it is looking very solid now. If covid hadn't happened we would have done our MOA and Medical Terminology program renewal, but we had a college wide freeze on all renewals. We have started renewal for both now, and we're hoping to do them at the same time because there is some overlap with it.

Aside from the chaos around AP1 and 2, we have been able to maintain our registration numbers for AP. We've changed quite a few things about student access to the department, and information sessions which seems to be paying off. The next year or so is going to be heavily focused on renewing not only MOA and MT but also LOA because all three of them are severely overdue for program renewal.

Student feedback from moving delivery online was overwhelmingly positive. There was student apprehension – just as there was from faculty, but we seem to have overcome that. The practicum issues, because all our programs have practicums, except Executive Assistant, the only people able to do face-to-face practicums were the medical people because of the partnerships we have, the hosts are clearly set up for our students to be safe. Other than that, all program instructors had to create virtual practicums.

#### **Bev Currie McLean, Department Head - NVIT**

Started with the certificate program face-to-face and went online. There are some positives to the online delivery – recording sessions, so absent students can watch the video. Not sure how many go back and review (would be interested to know that). Enrolment is down due to Covid.

They have a certificate and executive diploma and are working on MOA training, hoping to go through EdCo in June and be up and running in September. Not sure if there is a need.

At NVIT, another component is their Community Education - Merritt and Burnaby campuses. It is as busy as it has ever been. Currently has an Executive Assistant Diploma running at Fort St. James with delivery in the evening.

The certificate program offers a 70-hour practicum but this year they had to do an online simulation where students signed in and she ran office scenarios as if she was the boss.

#### **Bonnie New, Program Coordinator – COTR**

Office Administration Certificate with two specialties – Bookkeeping and Administrative Assistant. We are all online, continuous intake (based on FTE's). There are 3.7 instructors, each teaching different courses. Students move through courses which all have certain timelines for completion. With Covid, we just switched to working from home, nothing else changed. They will return to the College in the fall.

They have an online simulation course, based on a 5-day work week with a three-week (45 hour) timeline. It brings together everything students have learned leading up to the simulation.

With new textbook versions coming out almost yearly, their professional development ends up being time spent updating courses for the new version. Otherwise, they spend time improving their online courses. They would like to go textbook free and have been thinking about Open Resources. Could we all contribute and share our own textbooks, ie. Word, Excel? There doesn't seem to be one textbook that covers everything we would really like for students – like the functionality of Word, as well as creating and formatting business documents. It would be nice to have a resource we could all use and keep current from year-to-year.

### **Brenda Ridgeley-Ketchall, Okanagan College**

Five certificates running; four are synchronous online, which they had to go to. The other is offered just online. OA Level 1, AA, Level 2, Medical Assistant, Legal (which is corporate conveyancing and litigation), Accounting/Bookkeeping Assistant. Moodle is their learning platform. There is one Moodle course. When each group comes in, they are meta-linked to the course. When they have worked through, they are unenrolled. They don't have 10 separate Moodle shells.

When the pilot for BC Campus shut down, they continued teaching out their students and saw the need was so high, they decided to put their program online. They have been swamped. They have (from 2018 to now) increased course registrations by 124 percent, which says that access to education is really important to students. They like the online – distance, because of the flexibility.

The Legal and Medical programs have one intake in September. The AA, OA and Accounting/Bookkeeping Assistant have continuous intake. They take students for 10 months of the year (not August and December). Courses have set dates. You can finish faster, but not slower. It's up to students to manage their own schedule and finish by course end dates. Lots of students coming from their catchment area, but they are starting to see students from the Lower Mainland, Vancouver Island, Northern BC, and each province. They have done no marketing. The next step is to make sure their infrastructure is there before marketing because they cannot handle any more than what they have. Their own institution is standing up and taking notice of them now. Have gone from a department of four to 10 and think they will still grow. Interior Health has 70 administrative positions that they can't seem to fill. There is a lot of demand; they even put on another intake of MOA this year to help Interior Health with lack of employees. They have also developed a paralegal diploma program and it is at the BC Paralegal Society, for accreditation. They are also developing a virtual assistant program.

Four certificates have practicums. The only one that doesn't is the OA, which has a course called Job Search, teaching students to look for their own placement, and is not a lot of work to administer. If students have difficulty, there is a database they can choose from. The practicum placement is the key to your networking opportunities. That's your promotion; letting your community know what your students can do.

They may be face-to-face in September, but not sure. Four campuses: Kelowna, Vernon, Penticton, and Salmon Arm. Penticton/Salmon Arm have had lower enrolments, so they are being merged them



to online, synchronous. The instructor is online Monday to Friday, 8 a.m. to 3 p.m. September to June. Kelowna/Vernon will be face-to-face and Salmon Arm/Penticton will be merged into one online, synchronous section. Depending on the demand, it might be two online synchronous sections.

Have formed some key partnerships in the community. Metis Society of BC asked for customized training and they were able to put together an online cohort for January, and classroom cohorts for February and March. They would like an online cohort for September.

### **Christine Nehring - University of the Fraser Valley**

They run two full-time cohorts, per year – September and January, fully subscribed with 26 students per cohort. Anyone wanting part-time studies are referred to other institutions.

This year has been successful. Have been running it synchronously. This fall will stay online with synchronous delivery face-to-face on Fridays – they call it integrated projects.

In about 2000, went through a possible program shutdown unless it was completely restructured and became cost recovery. Two intakes per year, 24 credits and includes a three-week practicum at the end, that is a course (Christine does the practicum arrangement). At UFV, ABT stands alone and is considered vocational, but falls under an academic umbrella. The Continuing Education Department runs Bookkeeping for Small Business, LAA, MOA, and Nursing Unit Clerk. We have a great partnership with them in that ABT students feed into their LAA program. It's one of the prerequisites if you have no office experience. Students can use bookkeeping and Excel credits to complete the Bookkeeping for Small Business afterward.

Always looking for ways for ABT students to use their credits so they can move into their General Studies Diploma or the Bachelor of Integrated Studies and use all of their credits. But they cannot do any of that into the Business Program.

### **Colleen Formisano - Kwantlen Polytechnic**

Campuses in Richmond, Surrey, Langley, Cloverdale.

They used to have a full suite of ABT programs but now only run LAA (out of Surrey). One cohort per year which starts in September and runs for eight months – broken down into two sections with a maximum of 35 students each. They are currently reviewing how to make the program more attractive to keep applications coming in to increase numbers. Looking ahead – they won't continue fully online in the future. They have 1.5 faculty. Kwantlen will think about continuous intake, but it would be sad to lose the cohort model. It's a good learning environment. The levels of engagement are far better. Students develop good bonds with each other, making life-long connections. Faculty get to know the 70 students really well.

They have never before offered online classes, so it was quite difficult moving to online because of Covid. Their courses are taught in the computer labs and all activities are very hands-on. They were told they had to be mainly asynchronous, not allowed to use the class times to deliver synchronous.

Some people didn't adhere to that and did have some courses that were meeting synchronously every week. They didn't have the IT infrastructure and the bandwidth available – Moodle kept crashing. It was quite a lot of adjustment.

They would be interested in Open Resources; finding suitable textbooks. Would like to discuss Typist with the group. Also, what are the minimum qualifications for hiring faculty – particularly for Legal Office Procedures, the minimum is a Master's Degree. Kwantlen would take a Law Degree, LLB, or LLI equivalent to that. Not all courses need a Master's (Ph.D required/preferred) and have lost out on a really strong candidate. We want to get back to protecting their program to have the best instructors for students..

NIC mentioned that require a Master's Degree with at least two years in business or office administration to qualify. They look at both, to bring in the best candidates.

VIU is under the Trades umbrella. When they hire for welding/carpentry, they look for Red Seal in the industry. Administrative assistants don't have a red seal, so the requirement for Instructor Diploma is understandable. They are pushing for three to five years experience in the field. That's who should be teaching the program, not someone who has a Master's Degree but practical hands-on experience.

COTR prefers a related degree but will take someone with experience in the field and have them complete the Instructor Diploma Program.

### **Jennifer – Yukon University**

They run Accounting Clerk and Administrative Assistant; 17 students in both programs combined. Have had a very successful and busy year. The 17 students are in a four-week field placement right now. They were shocked to have 29 spots available for 17 students.

In the middle of a program review. Not sure how that will play out. Just finishing the self-study. Have done all of the consultation with students, alumni, and community. Had 85 responses to the employer survey. People really care about what we're doing which is giving us good direction. Will be trying to do some new things potentially.

We have had a directive to do face-to-face in the fall. Probably will do some kind of hybrid. Not sure because in their physical classroom sizes are quite small – 22 or 24 seats. Because of Covid the max capacity is eight. They can't possibly make that work.

### **Richelle Gardiner-Hynds - NIC**

It has been another busy year. The program begins with Office Assistant Level 1 certificate, which then leads into Administrative Assistant and Computer Accounting Assistant certificates. All programs are fully online. As far as capacity, it was approximately this year at an average of 90 percent. While NIC presently, has a little room for growth, it remains busy. NIC also have LOA and MOA certificates but

have put them on hold (because of funding) to focus on what they do well. NIC is still looking at whether or not they will go with them in the future.

The programs do some continuous entry. The first course has an allotment of seats. Students start in that course and the instructor keeps moving the dates as it fits into the next courses, which are lock-step. It has worked well because they don't have students starting every week, but they start when demand is there, and they have seat availability. They can really control it.

NIC also has an Office Management Certificate which they expanded, and bridges into the Business Department as a pathway. However, that was put on hold last year and made a departmental decision to not offer it this year because they need the seat capacity for other certificates. They are not seeing the numbers at this point – of students wanting that advanced education. The student age population has really dropped.

They did a Micro-credential in Medical Terminology, specifically at the request of their contacts in the Health Authority. Comox Valley is extremely in demand for clerical positions in the health sector – 150 to 160 jobs all the time, because they can't get enough people with the qualifications they want. It seems that most people in the industry are saying the old MOA is not what they want; it's outdated. They want more of a hybrid that brings in the technical aspects, but still keeps the medical aspects. The demand is there from students because students seem to like the little credentials. They don't want to commit a whole lot of their life to studying at one time. They want to get in, get immersed in it, and get out. They are intense because you can't offer them longer under the requirements of Micro-credential. The idea is to condense. You have sometimes to take 15-week courses and put them into seven and double it up.

NIC programs are available both full-time and part-time, with as little full-time or part-time as you want. Students determine this. They tell us how much time they have, and our education advisors work with them to develop a plan to get them through the program in their time available. With this ability, we can control our seats as to where we need them. Overall, enrollments are robust, with very little marketing. Finally, because NIC OA is fully asynchronous, students can study anywhere.

Institutionally, NIC provides tutoring, writing workshops, and math workshops, through their Learning Commons, outside of the department. They also get the support of their instructor. Student-wise there is a lot of support on every level and it's one of the things NIC does extremely well. They are moving away from the silo mentality. When they launched the micro credential, people from every aspect of the institution were brought in to plan and launch it. It's now a model that other departments across the college are starting to use. It also works well to have everyone promote your program within your community.

Looking at next year and already can't believe how early students are applying. They are launching another micro credential for fall and will look beyond this based on student demand. Students are working before they leave any of the certificate programs. They start full-time and drop to part-time because they get employment so quickly. They are seeing completion of multiple certificates because

students can pay course-by-course and students can really see the benefit of doing them because it makes them more employable. They have done a lot of bridging in their offerings where a certain course will go over three certificates, so it gives students a little inspiration to go on.

They have no plan to go back in the classroom. They continue to keep upgrading and use newer technologies to make delivery even better for our students.

UFV added that they have also done interesting work with micro credentials - Digital Marketing through Continuing Education because they can be nimbler, but it's pulled in Communications, and CIS is part of it as well. Students can combine those micro credentials into three credit courses that they can then use as a Communications 100 credit or CIS 100. An idea might be a second year, 200 level ABT micro credential because students are coming back asking them to offer more Excel.

Discussion about BCCAT seeming to be the way of the future. It is what employers and students are saying they want. It's interesting that everything everyone is talking about as far as what students want – classroom vs online, or some combo is all over the place. It's a very different type of teaching from asynchronous fully online, to synchronous online, to classroom, to blended. It's going to be difficult institutionally overall to figure out the best combination for the various institutions, depending on the demographic they plug into.

Most institutions don't have to market their programs. A lot are through word-of-mouth. There is a worry about losing the classroom dynamic but also recognizing that they are really liking the flexibility of online. Finally, you have to come to terms with the fact that you can't meet everybody's needs.

#### **7-4 Provincial Chair Report**

A variety of things happened when the BC Campus online collaborative ended in June 2018. At the time, there was a meeting to see if there were other ways to collaborate. As it turned out, there were four institutions that tried to share courses, but there were a lot of institutional problems with doing it. Because of this, we had issues around articulating courses with each other. The reason for articulation issues is because as soon as you make a scale, it becomes outdated. When it was originally done, there was funding to come up with procedures, but it was too immense of a project.

A lot of time was spent working with BCCAT to allow us to articulate our courses. Being an instructor in University Studies brought to light that academic students don't have the skills OFAD/ABT offers. We really need our own institutions to see that we're much more than your old idea of us – not just secretaries. Hopefully, what we heard from BCCAT today will be followed through by our institutions and we'll get what we need for our students. Perhaps we will be able to find laddering opportunities within our own and other institutions as well, to keep the students coming to all our seats. It's super that we don't have to fight for students like we did in the early days. They are out there in various ways. There is so much more we can do if we think creatively and have flexibility in our institutions.

### 7-5 Online Cooperative Update – MOU

Essentially the online cooperative that came out of BCCampus has been put to bed. It was really hard to get faculty, Deans, and Student Services people to all talk in the same room at the same time. We may be able to look at this again in the future, especially once we start articulating, but at this time the support wasn't there for it.

We might not ever get over the hurdles because a large part of the issue had to do with registration and registrars not understanding teaching institutions vs. registration institutions. We will never get the Provincial online program back as we had it, but it would be great to see something like it, that offers ease or flexibility for students, especially in those institutions that have structured tuition fees. Having collaborative exchanges to build some programming with other institutions or partnering with institutions struggling for numbers and between the two, offer a particular certificate. There were more options and opportunities for students with collaboration.

This may be something for future conversations once we get through updating articulation of our courses.

### 7-6 Election. Articulation committee vacancies/terms

Richelle is into her third year of a two-year term. She can do with one more year to stay on cycle but is looking for someone to put their name forward – not to take over today, but for the following year so she can finish the articulation matter.

Patricia from Camosun put her name forward as is very interested in working with Richelle for a year.

Another offer went out for anyone else for incoming chair. No one else came forward.

### 8. Next meeting: Decision on date/location

There is normally only one meeting per year because in the past it was done face-to-face. Should we plan for spring next year around this time?

With the online collaborative, we would have a fall meeting. If we're going to have virtual meetings, it would be nice for late October, early November, just to touch base. It doesn't have to be an all-day meeting and no formal institutional reports. Just check in to see how everyone is doing. We've lost that communication piece of the years.

Richelle will look at the calendar in the fall and send some possible dates. Everyone agreed on mornings.

Motion to adjourn the meeting by Bev Currie-McLean, seconded by Christine Nehring.

Meeting adjourned at 4:30pm