

**MINISTRY OF ADVANCED EDUCATION,  
INNOVATION AND TECHNOLOGY  
MEETING NOTE**

**PREPARED FOR:** Honourable John Yap  
Minister of Advanced Education, Innovation and Technology  
and Minister Responsible for Multiculturalism (AEIT)

**DATE AND TIME OF MEETING:** January 8, 2013, 12:30 p.m.

**ATTENDEES:** Sir John Daniel, Chair, International Board, United World Colleges;  
Dr. David Hawley, President and Director, Pearson College,  
United World College; Ms. Cheryl Wenezenki-Yolland, Deputy Minister,  
AEIT; Ms. Janice Larson, Executive Director, Post-Secondary Programs  
Branch, AEIT

**ISSUE:** Luncheon meeting at Pearson College, United World College of the  
Pacific

**BACKGROUND:**

Dr. David Hawley has requested a luncheon meeting with the Minister and the Deputy Minister of Advanced Education, Innovation and Technology at Pearson College, United World College (UWC) of the Pacific, to introduce the new Chairperson of the UWC International Board of Directors, Sir John Daniel. Sir John Daniel was the former President of the Commonwealth of Learning from 2004 to 2012.

**UWC**

UWC has 12 schools and colleges, including Pearson College UWC, educating more than 7,500 students each year between the ages of 2 and 19. The schools, colleges and programmes deliver a challenging and transformative educational experience to a diverse cross section of students, inspiring them to create a more peaceful and sustainable future. UWC schools and colleges currently follow one of two models:

- Colleges which offer a two year pre-university diploma, the International Baccalaureate (IB).
- Schools which offer the IB Diploma within the context of a larger school, providing students of other ages the opportunity to gain a UWC experience.

UWC depends on the dedication and expertise of a network of volunteers to find and select many of their students. These volunteer groups are called national committees and they operate in over 140 countries worldwide.

UWC International is governed by the International Board and UWC Council. The executive arm of the International Board is the International Office, based in London. The President of UWC International is Her Majesty Queen Noor of Jordan. The Honorary President is Dr. Nelson Mandela.

UWC is committed to ensuring that as many students as possible experience a UWC education regardless of socioeconomic, cultural, racial and religious background. UWC achieves this

through selecting on potential and merit and through the provision of scholarships. To continue this work, UWC relies on donations from individuals, trusts, foundations, companies and governments.

### **Pearson College UWC**

Pearson College UWC is a 2-year pre-university college that brings 200 students between 16 and 19 years old from over 100 countries together at a school near Victoria, British Columbia. Approximately 75 percent of the students at Pearson College UWC are international students, with the remaining 25 percent of students from across Canada. All students at Pearson College receive a full scholarship, which is worth \$80,000 over 2 years.

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### **DISCUSSION:**

As the host province, British Columbia is the main financial benefactor of this initiative. The students who attend Pearson College UWC also contribute to British Columbia socially and culturally.

The presence of this College in the province also provides an opportunity for British Columbia post-secondary institutions to recruit high caliber students with an IB diploma. Many graduates from the College, especially the international students, continue on scholarships to study at British Columbia universities including University of British Columbia, Simon Fraser University, University of Victoria and Quest University.

During this meeting Dr. Hawley would like to discuss the shared interests of Sir John Douglas, Pearson College UWC, and AEIT in bringing students that attend the 12 UWC colleges and schools from around the world to study in British Columbia. Dr. Hawley would also like to discuss the benefits of further internationalizing British Columbia's post-secondary institutions.


The mission and values of UWC are aligned with the Ministry's International Education Strategy. British Columbia institutions would benefit from the presence of the UWC graduates on their campuses and in their classrooms. The expansion of international education in British Columbia will help to create new relationships between British Columbia and other regions.

### **SUGGESTED RESPONSE:**

- I appreciate Pearson College UWC's contribution to increasing opportunities for international students to have education and research experiences within British Columbia.
- International education is a key priority for the Government of British Columbia.
- In May 2012, we announced an International Education Strategy, which promotes the two-way global flow of students, educators and ideas between countries.

- In British Columbia, our post-secondary institutions are autonomous, thus any kind of partnership agreement or recruitment activity is initiated at the institutional level. However, my Ministry will work with our institutions to encourage them to consider the UWC schools and colleges as potential opportunities to recruit high quality international students, who are committed to positive social action to build a more equitable and fairer world.
- I encourage you to continue keep me and my staff informed of new developments between British Columbia institutions and UWC schools and colleges.

**Attachments:** Attachment 1 – Sir John Daniel Biography

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	Post-Secondary Programs Branch	Director	
<b>Phone #:</b>	250-356-7919	Executive Director	
		Assistant Deputy Minister	MD
		Deputy Minister	QR

### Biography: Sir John Daniel



Sir John Daniel is the former UNESCO Assistant Director-General for Education and President and CEO of the Commonwealth of Learning, Vancouver. Sir John's non-executive appointments have included the presidencies of the International Council for Open and Distance Education, the Canadian Association for Distance Education and the Canadian Society for the Study of Higher Education. He also served as Vice-President of the International Baccalaureate Organisation.

Sir John is currently Education Master with the Beijing DeTao Masters Academy, China. From 2013 Sir John will chair the International Board of the United World Colleges (UWC).

Among Sir John's 330 publications are his books *Mega-Universities and Knowledge Media: Technology Strategies for Higher Education* (Kogan Page, 1996) and *Mega-Schools, Technology and Teachers: Achieving Education for All* (Routledge, 2010).

Sir John Daniel was knighted by Queen Elizabeth for services to higher education in 1994, holds 31 honorary doctorates from universities in 17 countries and was awarded the Symons Medal of the Association of Commonwealth Universities.

**MINISTRY OF ADVANCED EDUCATION,  
INNOVATION AND TECHNOLOGY  
BRIEFING NOTE**

**PREPARED FOR:** Honourable John Yap  
Minister of Advanced Education, Innovation and Technology

**ISSUE:** Background Information on the Industry Training Authority (ITA)

**BACKGROUND:**

ITA was established in 2004 as the provincial Crown Corporation responsible for managing, improving and expanding British Columbia's industry training and apprenticeship system. ITA ensures that the provincial training system is responsive to meeting the skilled labour needs of industry, and individuals pursuing careers in the skilled trades. The Province, through the Ministry of Jobs, Tourism and Skills Training, currently invests over \$100 million annually in industry training through ITA.

***ITA Overview***

- ITA's legislative mandate is defined in the *Industry Training Authority Act*.
- ITA offers two basic pathways to learning a trade and obtaining certification for almost 100 active trades training programs in British Columbia, including more than 40 Red Seal trades:
  - *Apprenticeship training*, which consists of post-secondary education that combines paid, work-based training (about 85 percent of training) with technical training in a classroom or shop setting (about 15 percent of training);
    - Entry points to apprenticeship include completing a post-secondary classroom-based foundation (pre-apprenticeship) training program; or participating in a high school youth program: Accelerated Credit Enrolment in Industry Training (ACE-IT) or Secondary School Apprenticeship (SSA).
  - *The challenge process*, which allows those who have not participated in a formal apprenticeship program to undergo certification assessment based on their prior experience and existing skills.

***Clients and Stakeholders***

- ITA serves two main client groups – apprentices and other trainees; and employers.
- ITA's key delivery partners are public and private training institutions, and Industry Training Organizations (ITOs). ITOs are independent non-profit organizations that work with and on behalf of industry to improve, expand and guide training in seven sectors: commercial construction, residential construction, resource, transportation, automotive, horticulture, and tourism.
- Other key stakeholders include sectoral and business organizations (e.g., the British Columbia Construction Association, the British Columbia Chamber of Commerce), labour, and Aboriginal groups.

### ***Funding for Trades Training***

The Province provides over \$100 million annually to ITA for trades training (see Attachment 1), including:

- a core annual funding grant of \$94.4 million; and
- over \$13 million in additional Canada-British Columbia Labour Market Agreement funds to support trades training initiatives for Aboriginal peoples and under-represented groups.

### ***ITA Accomplishments Since 2004***

- Doubling the number of trainees in the trades training system from over 14,000 trainees in 2004 to over 38,000 apprentices in 2012;
- Increasing the number of employers sponsoring apprentices to 9,412 as of March 2012 from 6,740 in 2004 - an increase of 39 percent;
- Increasing the number of youth participating in high school programs to over 3,407 at the end of 2011/12 from 861 in 2004 – an increase of over 296 percent;
- Issued 8,750 Certificates of Qualification in 2011/12: a record number since ITA was established;
- Increasing apprenticeship technical training seats to over 21,382 spaces in 2011/12 from 18,098 spaces in 2005/06 – an increase of 18 percent; and
- Assisting around 1,300 Aboriginal people; 1,600 women; and 1,100 immigrants explore and access trades careers between 2008/09 and 2011/12, through initiatives funded under the Canada-British Columbia Labour Market Agreement:
  - Aboriginal participation in apprenticeship at post-secondary institutions increased 103 percent between 2006 and 2011; and
  - As of March 31, 2012, 10.3 percent of all registered apprentices were women, up from 8.5 percent in 2009.

### **DISCUSSION:**

ITA's current priorities for 2012/13 and future years include the following:

- Implementing new system of regionally dispersed apprenticeship coaches, to support improvement in continuation and completion;
- Developing competency-based assessment tools for 10 more high-participation trades by 2015;
- Piloting alternative training approaches to make training delivery more flexible (minimizing time away from the workplace), and consulting on opportunities to reduce completion timelines while maintaining industry-defined standards;
- Collaborating with the Ministry of Education to expand dual-credit opportunities and increase direct continuation from secondary school to trades or technical programs by 50 percent; and

- Collaborating with the Ministry of Advanced Education, Innovation and Technology, ITOs and other stakeholders on expanded profile-raising campaigns to drive increased trainee and sponsor participation.

## CONCLUSION:

- ITA's funding and support for the province's industry training system will play a critical part in achievement of the economic goals outlined in the *Canada Starts Here: BC Jobs Plan*.
- Government currently invests over \$100 million in industry training through ITA – almost \$30 million (or 39 percent) higher than it did in 2004 when ITA was established.
- These industry training investments are working: the number of industry training participants in British Columbia has more than doubled, from around 14,000 in 2004 to over 38,000 in 2012.

## Attachment: 1. ITA 2013/13 Budget Details

<b>Prepared by:</b>	Tim Ewanchuk – Education Officer	<b>Reviewed by:</b>	
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Phone #:	952-6117	Executive Director	MD
		Assistant Deputy Minister	
		Deputy Minister	

## Attachment 1

### ITA Budget Expenditures 2012/13 (forecast)

**REVENUE:** **\$106.662 M**

**EXPENDITURES:**

Training Delivery	
Public	\$ 69.00 M
Private	\$ 6.0 M
Other <sup>1</sup>	<u>\$ 2.37 M</u>
Total Training Delivery	\$77.37 M

Standards Development	\$ 3.227 M
ITOs	\$ 2.199 M
Credential Brand Awareness	\$ 0.300 M
Assessments & Certif.	\$ 1.028 M
Labour Supply Initiatives <sup>2</sup>	\$13.110 M
ITA Core Expenditures	\$ 8.706 M
<u>Amortization</u>	<u>\$ 0.722 M</u>

**TOTAL EXPENDITURES:** **\$106.662 M**

**Source: ITA 2012/13-2014/15 Service Plan**

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<sup>1</sup> Includes apprenticeship and Foundation programs, E-PPRENTICE development and delivery, and Queens Printer curriculum development.

<sup>2</sup> Includes Youth programs (ACE-IT, SSA, YES-2-IT), LMA programs for Aboriginal People, Immigrants, and Women



**MINISTRY OF ADVANCED EDUCATION,  
INNOVATION AND TECHNOLOGY AND  
MINISTER RESPONSIBLE FOR MULTICULTURALISM  
MEETING NOTE**

**PREPARED FOR:** Honourable John Yap  
Minister of Advanced Education, Innovation and Technology and  
Minister Responsible for Multiculturalism

**DATE AND TIME OF MEETING:** Thursday January 31, 2013, 3:15 p.m. to 4:00 p.m.

**ATTENDEES:** Dr. Robert Fleming, Executive Director, British Columbia Council on Admissions and Transfer; Dr. Roger H. Barnsley, Council Co-Chair, may also attend (to be confirmed).

**ISSUE(S):** A discussion on the British Columbia Transfer System.

**STAFF SUPPORT:** Susan Brown, Executive Director, Strategic Policy and Planning Branch (via phone)

**BACKGROUND:**

The British Columbia Council on Admissions and Transfer (BCCAT) was created by government in 1989 as a result of a recommendation in Government's *Access for All* report – an initiative that aimed at increasing student access to post-secondary education throughout British Columbia. BCCAT has no legislative or regulatory authority.

BCCAT's mandate is to facilitate admission, articulation, and transfer arrangements among British Columbia post-secondary institutions for the benefit of students. In its role, BCCAT undertakes work related to course-by-course transferability, cataloguing of courses and programs, facilitating program collaboration in the post-secondary system, and promoting e-learning.

BCCAT supports credit transfer through a number of activities including:

- Maintaining the *BC Transfer Guide*, which publishes transfer agreements between members of the British Columbia Transfer System;
- Managing Education Planner, an on-line system which provides students with program and admission information on post-secondary institutions in British Columbia;
- Maintaining/supporting 67 Articulation Committees - discipline and program committees (e.g. Welding, Adult Special Education, Nursing) whose work is the basis for negotiating institutional transfer agreements; and
- Undertaking system-wide research relevant to student transfer, particularly through co-management (with staff from the Ministries of Advanced Education, Innovation and Technology and Education) of the Student Transitions Project (STP), an initiative formed in 2005 to link data about students in the British Columbia public post-secondary education system with information from their years in Kindergarten to Grade 12.

BCCAT is governed by a 19-member Council which is appointed by the Minister. This includes: Council Co-chairs, Dr. Robert Fleming, BCCAT Executive Director, and Dr. Roger H. Barnsley, former President of Thompson Rivers University, members from both public and private institutions, and a student representative. See Attachment 1 for Co-Chair biographies and a list of Council members. Council terms are for a three-year period, and may be renewed for an additional three years at the discretion of the Minister.

BCCAT is funded by government. For 2012/13, the Ministry provided BCCAT with (funding is provided through the British Columbia Institute of Technology which provides administrative services for BCCAT).

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## **DISCUSSION:**

British Columbia is recognized as having the most comprehensive and successful transfer system in Canada. Within the last few years Ontario, Manitoba, New Brunswick, and Alberta have examined British Columbia's system as a possible model to expand their own transfer system.

On an international level, the Higher Education Policy Institute in Britain has stated that British Columbia has "developed [the system into] what is possibly the most extensive credit accumulation and transfer arrangement in the world".<sup>1</sup>

It is the number of institutions and scope of agreements that makes the British Columbia Transfer System a leader. The following data provide a snapshot of the credit transfer system:

- There are 38 institutions participating in formal credit transfer: all 25 public post-secondary institutions, eleven private institutions and two out-of-province institutions (Yukon College and Athabasca University).
- There are currently about 900 block transfer agreements and about 75,000 active course credit articulations.
- In 2008/09 (most recent available data), there were 4,126 university transfer students who were able to transfer from their initial institution to the four main research universities to continue their degree programs.
- In 2008/09, there were 18,447 other students who transferred between different institutions.

The credit transfer system gives students a high level of flexibility to complete their studies. It enhances their accessibility to education, and it can offer cheaper alternatives. The following examples illustrate these benefits:

- Students can start their education closer to home at less expensive colleges, and then transfer to a university for their third and fourth years.
- If students do not meet the admission requirements for entering a university directly, they may be eligible to apply for admission later as a transfer student.

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<sup>1</sup> The Higher Education Policy Institute (HEPI) is an independent organization with the goal of ensuring that higher education policy development in the United Kingdom is informed by research and experience of others. It is overseen by an academically-distinguished advisory board.

- Students can transfer between non-degree programs. For example, a student may start a diploma at one college and finish it at another.
- Students often find it difficult to enroll in the pre-requisite courses they need or in courses they are interested in taking. Credit transfer allows them to take courses from other institutions or through distance education and transfer the credits back to their “home” institutions.
- Students are able change their programs of study and not lose all the credits they have accumulated to date.

Government also benefits from a cost effective and efficient transfer system. Students are able to access less expensive education options, they can complete their programs in a more timely fashion, and instructional costs can be greatly reduced.

The majority of credit transfer is for first or second year courses/programs (e.g. general Arts and Sciences) and block transfer. Thus British Columbia’s university transfer system is virtually seamless for first and second year courses, meaning that students can take these courses at one institution in the British Columbia Transfer System, and obtain full transfer credit for them at another. Work is being undertaken to increase the number of agreements for third and fourth year courses, and programs which are not currently covered.

#### **SUGGESTED RESPONSE:**

I appreciate the opportunity to meet with you today, and want to thank BCCAT for its work and continued efforts in developing a world class provincial credit transfer system that is looked to as a model of collaboration and flexibility by other jurisdictions nationally and internationally.

Our credit transfer system is well recognized and others have looked to us as an example. In your view, what further steps do we need to take to ensure we continue to be a leader in this area? How can we ensure we have the most effective and efficient transfer system?

Collaboration between institutions is a key element of a successful transfer system, and BCCAT has played a strong role in facilitating that collaboration. What opportunities do you think exist for further collaboration in our post-secondary system?

- Attachments:**
1. Biographies of Dr. Robert Fleming and Dr. Roger H. Barnsley and list of BCCAT Council Members
  2. BCCAT 2011-12 Annual Review

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<b>Phone #:</b>	250-387-6144	Executive Director	SB
		Assistant Deputy Minister	9K
		Deputy Minister	

## **BCCAT Council Members: (2 Co Chairs and 17 members)**

### **Council Co-chairs**

#### **Robert Fleming, Executive Director**

Prior to being appointed BCCAT Executive Director and Co-chair in 2010, Dr. Robert Fleming served in faculty and administrative roles at Kwantlen Polytechnic University, including Co-chair of the English department, Dean of Humanities, and Associate Vice-President Academic. Over his career, Dr. Fleming has taught at various institutions in British Columbia and has contributed as a member of many post-secondary committees and organizations. His scholarship includes presentations and publications on Canadian literature; composition; program development and review; post-secondary policy, systems, and governance; and organizational culture. Dr. Fleming holds Bachelor of Arts and Master of Arts degrees in English from the University of British Columbia, and a Doctorate in Education from Simon Fraser University. He is also a graduate of Simon Fraser University's Professional Development Program in Teacher Education.



#### **Dr. Roger H. Barnsley**

Dr. Roger Barnsley is recently retired as the President and Vice Chancellor of Thompson Rivers University (TRU).

TRU was created by the amalgamation of The University College of the Cariboo and the British Columbia Open University in 2005. Previously, he was the President of University College of the Cariboo and a Professor and Vice- President (Academic) with St. Thomas University in New Brunswick. Throughout his career, he has been involved in a variety of community service activities. Notably, Dr. Barnsley's extensive work with the Canadian Mental Health Association in Newfoundland and Alberta and a commitment to Rotary International in New Brunswick and British Columbia. In addition, he served as President of the Kamloops Rotary Club during Rotary International's One Hundredth Anniversary year.



In 2002, Dr. Barnsley was the recipient of the Queen's Golden Jubilee Award. In 2008, Mr. Barnsley was awarded the Pioneer Spirit Award from the City of Kamloops. Dr. Barnsley holds his Bachelor of Arts (Honours) in Psychology from the University of Victoria, his Master of Arts and his Doctorate in Psychology from McGill University.

## **Council Members**

**Ms. Nicole Greengoe**

Director, Student Services & Registrar, Camosun College

**Ms. Anna Lee Boulton**

Senior Admissions & Academic Advising Officer, Enrolment Services, Capilano University

**Dr. Ian Cavers**

Associate Dean, Science, Curriculum & Learning, University of British Columbia

**Mr. Steve Cardwell**

Superintendent and CEO, Vancouver School District

**Dr. Neil Coburn**

Vice-President, Education & Students, Selkirk College

**Mr. Paul Dangerfield**

Vice-President of Education, Research and International, British Columbia Institute of Technology

**Mr. Tony Eder**

Director of Institutional Planning & Analysis, University of Victoria

**Ms. Sheila Hancock**

Faculty Member (English), Kwantlen Polytechnic University

**Dr. Julie Longo**

Dean of Arts, Langara College

**Mr. Jim Hamilton**

President, Okanagan College

**Dr. Katy Mateer**

Associate Vice-President, Academic Planning, University of Victoria

**Mr. Neil Mort**

Director of Enrolment and Student Services, Fairleigh Dickinson University

**Dr. Graham Rodwell**

Chair, Psychology & Social Science, Douglas College

**Dr. Kate Ross**

Senior Director, Enrolment Services & Registrar, Simon Fraser University

**Dr. William Owen**

Dean, Student Success & Enrolment Management, University of Northern British Columbia

**Dr. Katherine Sutherland**

Senior Advisor to the Provost, Thompson Rivers University

**Mr. Theodore Assu Jr.**

Student at the Sauder School of Business, University of British Columbia (*Student Representative*)

# Enabling Transfer in BC

2011-12 ANNUAL REVIEW

Report of the BC Council on Admissions and Transfer  
to the Ministry of Advanced Education

May 2012



**BCCAT**

# Enabling Transfer in BC

2011-12 ANNUAL REVIEW

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SECTION A:

# Enabling Transfer in BC



## A Word about the Council

The BC Council on Admissions and Transfer (BCCAT) was established by the provincial government in 1989, charged with the mandate to provide system leadership and direction by facilitating transfer, articulation, and admission arrangements among autonomous post-secondary institutions. BCCAT achieves this mandate through its consultative approach in undertaking a variety of responsibilities, including providing support for BC institutions, developing policies, coordinating research, managing transfer projects, and providing web-based resources to support BC students in their education planning. Funded by the Ministry of Advanced Education, the Council operates as an arms-length body fostering inter-institutional collaboration to enable an accessible and responsive BC Transfer System.

# 1. The Year in Review

Since inception in 1989, the Council's over-arching responsibility to enable credit transfer in BC has driven BCCAT's projects, research, and on-going operational activities. As the BC post-secondary system has grown in the number and diversity of students and institutions over the years, BCCAT has facilitated research-informed enhancements in admissions and transfer practice within the BC Transfer System.<sup>1</sup>

Among the many noteworthy initiatives this year was BCCAT's system-wide consultation, *Enabling the BC Transfer System*.<sup>2</sup> This initiative focused on a proposal for adapting to the more complex student mobility patterns that have arisen in recent years as transfer pathway opportunities have expanded to accommodate BC students. Stakeholder feedback indicated strong support for BCCAT's proposal to facilitate all member institutions to perform both sending and receiving functions within the BC Transfer Guide. As a result, the Council has initiated a phased implementation plan and is working with BC Transfer System member institutions to expand their presence in the BC Transfer Guide. These developments will provide more comprehensive information on multi-directional transfer pathways — enabling student educational planning and enhancing opportunities for efficient credential completion.

Collaboration and facilitation are key components of the Council's role. BCCAT routinely provides consulting, advising, and/or mediating services, and collaborates with numerous post-secondary groups to address emerging developments impacting the system.<sup>3</sup> The Council also supports the BC Transfer System by providing resources, services, and a coordinating function. Two key examples of the Council's facilitative work are coordination of 67 provincial articulation committees, and management of the electronic articulation infrastructure (Transfer Credit Evaluation System) which maintains and continually updates the content of the BC Transfer Guide.<sup>4</sup> In these ways, BCCAT provides oversight and support necessary to the efficient, systematic, and comprehensive articulation environment that is a distinguishing feature of BC post-secondary education.

Transfer and mobility research is a major focus for BCCAT. As part of its ongoing commitment to facilitate more comprehensive understanding of the BC post-secondary environment, the Council coordinates a wide variety of research projects to inform and support institutional planning, procedures, and policies as well as student educational opportunities and experiences. Two key projects this year focussed on expanding applicant research (a collaboration with the Student Transitions Project) to inform opportunities for enhancement in institutional practices and exploring methods by which participating institutions could add transfer data to the Central Data Warehouse, thereby

creating a more fulsome understanding of credit transfer outside the research university sector. BCCAT also analyzed the admissions and transfer experiences of students based on the 2011 Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) survey.<sup>5</sup> The Council recognizes the value of these projects as they help us understand student experiences of the transfer process and how they might be improved at the system level.

Engaging and supporting BC students in their post-secondary planning is fundamental to the Council's responsibilities. Through [BCTransferGuide.ca](http://BCTransferGuide.ca) and [EducationPlanner.ca](http://EducationPlanner.ca), BCCAT delivers valuable tools and resources to assist students with their explorations. BCCAT marketing and communications activities contributed to a considerable increase in unique visits (over 1.6 million) to these student-facing websites this year.<sup>6</sup> Today's students are looking for more than mere information; they value opportunities to participate actively in their learning and development. As a response, [EducationPlanner.ca](http://EducationPlanner.ca) has been revitalized to better engage students as *collaborators* in the education planning process. Features include a revised search engine and new intuitive tools, including a virtual "canvas", to help students think imaginatively and creatively about their educational possibilities. A mobile application is also under development.<sup>7</sup>

Finally, BCCAT works with other provincial jurisdictions to advance pan-Canadian student mobility and transfer in the interests of students moving within BC, across Canada, and around the world. Staff members provide advice and support to other provinces focused on improving transfer within and beyond their own regions. Recent activities have focused on participation in groups such as the Pan-Canadian Consortium on Admissions and Transfer (PCCAT), the Western Canadian Consortium on Admissions and Transfer (West-CAT), the Council of Ministers of Education, Canada (CMEC), and the Transfer, Articulation, and Pathways (TAP) Committee. These groups are interested in facilitating a more contiguous Canadian post-secondary milieu supportive of inclusive, accessible, and sustainable educational opportunities for students from diverse backgrounds and contexts (both domestic and international).<sup>8</sup>

As the Council considers potential new opportunities in 2012-13 to facilitate enhancing transfer through initiatives such as aboriginal education credit articulation, associate degree credential review, and institutional program collaboration, the *2011-12 Annual Review* provides a context for moving forward. The sections that follow offer a more detailed review of key activities BCCAT has carried out over the past year in fulfilling its mandate.<sup>9</sup> But first, it is important to acknowledge the people of BCCAT, whose collaborative efforts sustain the BC Transfer System.

<sup>1</sup> A summary of highlights regarding the history of the Council ("BCCAT: Then and Now") is featured on p.28.

<sup>2</sup> See [www.bccat.ca/2011-12-Annual-Review](http://www.bccat.ca/2011-12-Annual-Review) for details regarding this initiative. An overview is provided in Section B3 (p. 13) of this report.

<sup>3</sup> A list of these groups and organizations is provided in Appendix 4.

<sup>4</sup> See Section C for further information regarding an overview of BCCAT's facilitative work.

<sup>5</sup> See Section D for information on research activities undertaken in 2011-12.

<sup>6</sup> See Section E for further details about BCCAT websites, including the latest statistics on usage of the sites.

<sup>7</sup> Similar enhancements are being explored for [www.bccat.ca/2011-12-Annual-Review](http://www.bccat.ca/2011-12-Annual-Review).

<sup>8</sup> See Section F for information about the Council's activities regarding inter-provincial transfer and mobility.

<sup>9</sup> A comprehensive overview of this year's projects and activities is provided in Appendix 1.

## 2. The People of BCCAT

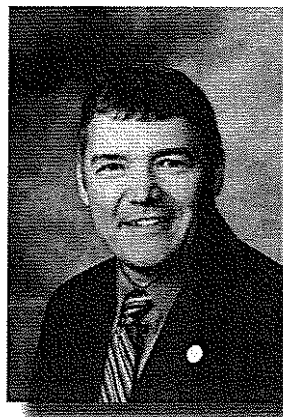
BCCAT functions through the co-operative efforts of individuals from across the BC post-secondary system including faculty, administrators, professional staff, and students serving on the Council, its committees and sub-committees, or as institutional contacts. This year, we welcomed five new members of Council (see photos) and acknowledged the contributions of six outgoing members.<sup>10</sup>

We extend our appreciation to the following outgoing members for their participation in Council discussions and developments over the years. Special thanks go to Dr. Dan Birch for his leadership throughout his terms as Co-Chair of the Council (2005-2011).

- **Dr. Dan Birch**  
Vice-President Emeritus, Academic & Provost,  
University of British Columbia
- **Mr. John DeGrace**  
former Registrar, University of Northern British Columbia
- **Ms. Roberta Dunlop**  
Senior Lecturer, Earth Sciences, Simon Fraser University
- **Mr. Tom Grant**  
Superintendent of Schools, Coquitlam Board of Education
- **Ms. Heather Schneider**  
Regional Dean, Central Okanagan, Okanagan College
- **Ms. Kasara Toth**  
former BC transfer student representative



New Council Co-Chair:  
**Dr. Roger H. Barnsley**  
President (1998-2010) Emeritus,  
Thompson Rivers University



**Mr. Steve Cardwell**  
Superintendent and CEO,  
Vancouver School District



**Mr. Paul Dangerfield**  
Vice-President of Education,  
Research & International,  
BC Institute of Technology



**Ms. Kristine Smalcel Pederson**  
Assistant Provost,  
University of Northern BC



**Dr. Katherine Sutherland**  
Senior Advisor to the Provost,  
Thompson Rivers University

*"I am very fortunate to serve with BCIT as I am able to work with programs ranging from trades diplomas to graduate degrees in nearly every industry and profession in the province of BC. Joining BCCAT has provided me with the opportunity to learn and to contribute to the crucial imperative of ensuring students of all backgrounds are able to gain the skills and knowledge they need in a dynamically changing workforce.*

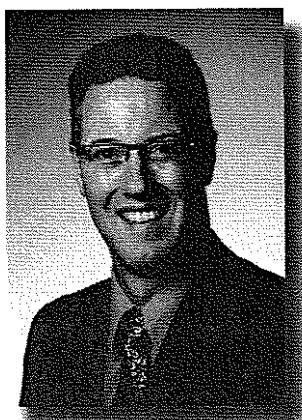
*Post-secondary education is essential to sectors like shipbuilding, natural resources, high tech and health care, and an effective and efficient admissions and transfer system is vital to its success."*

*"I began my academic journey in the 1980s as a university transfer student at Cariboo College in Kamloops. Now that I am in a position to support access and flexibility for students both locally, at Thompson Rivers University, and provincially, through my role on Council, I feel like I am paying back BCCAT for enabling the transfer system that I took advantage of all those years ago."*

<sup>10</sup> A full list of current Council members is provided in Appendix 3. For further information about the Council, see [Appendix 3](#).

The Council guides the work of four standing committees,<sup>11</sup> each devoted to different aspects of the Council's mandate. These committees are responsible for overseeing many of the projects and activities referenced throughout this review.

Finally, the work of the Council and committees is coordinated by a small team of staff members.<sup>12</sup> This year, we are pleased to introduce four new members of the BCCAT team:



**Dr. Robert Adamoski**  
Associate Director,  
Admissions and Research  
(from May 2012)



**Ms. Christina Clapperton**  
Research and Policy Assistant  
(Co-op Term; January - April 2012)



**Ms. Christine Garneau**  
Articulation Coordinator  
(from January 2012)



**Dr. Fiona McQuarrie**  
Special Projects Coordinator  
(from September 2011)



**Dr. Devron Cohen** has served the Council as Associate Director, Admissions and Research, since 2003. He provided leadership through a period of significant expansion, from the formation of the Admissions Committee of Council, to the development of an extensive research agenda. Since then, there have been considerable advances in student mobility research, and Devron has been involved at the forefront of those efforts.<sup>13</sup>

On behalf of the Council, we wish to express our appreciation to Devron for his dedication and service during this transformative phase, and we wish him the very best in his retirement.

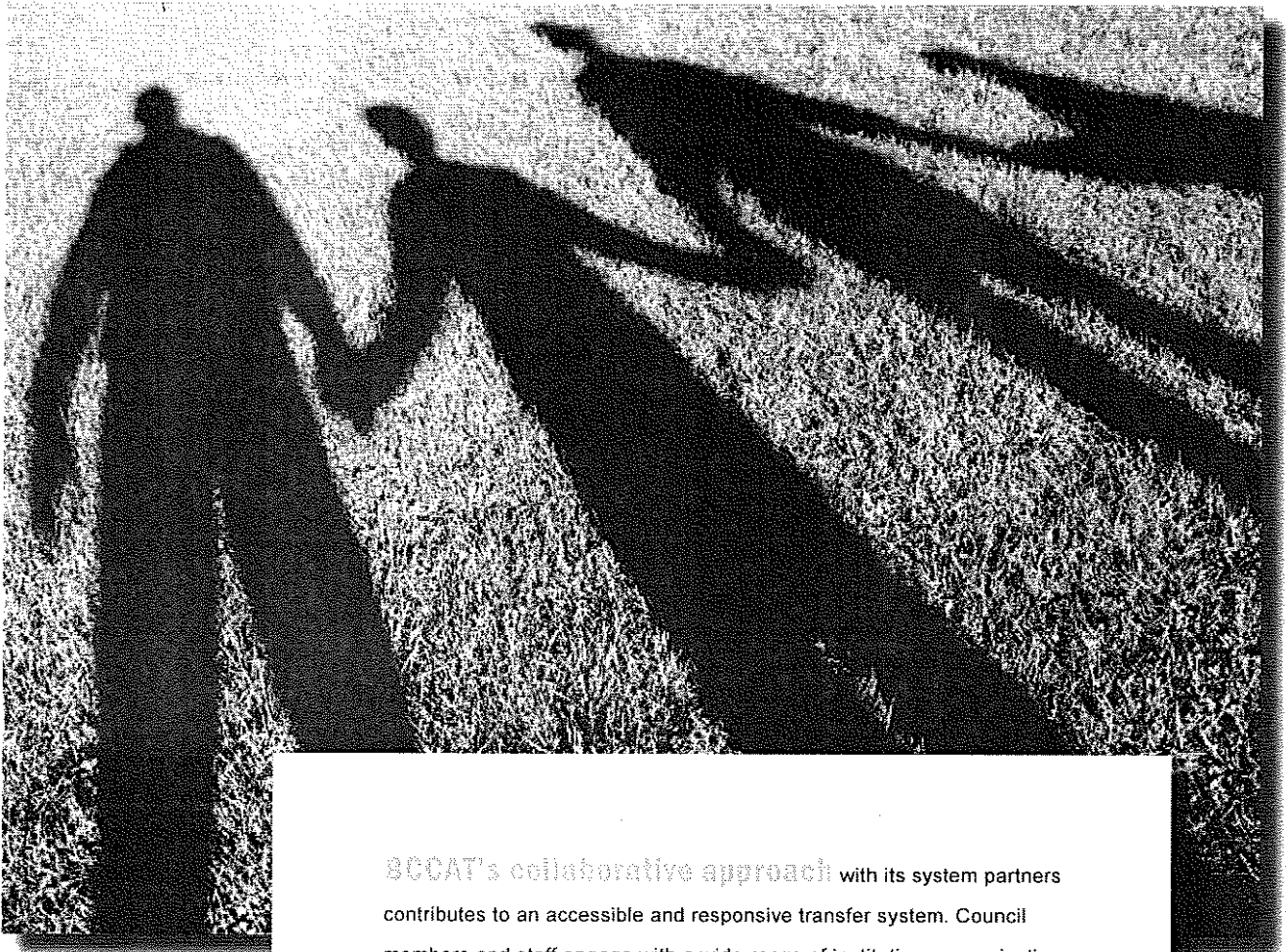
<sup>11</sup> Committee membership lists are provided in Appendix 3. See [bocat.ca/about/committees](http://bocat.ca/about/committees) for further information about the committees of Council.

<sup>12</sup> See [bocat.ca/about/staff](http://bocat.ca/about/staff) for further information about BCCAT staff.

<sup>13</sup> This includes Devron's service as Chair of the Student Transitions Project (STP) Steering Committee.

## SECTION B:

# Collaborating with BC Post-Secondary Partners



BCCAT's collaborative approach with its system partners contributes to an accessible and responsive transfer system. Council members and staff engage with a wide range of institutions, organizations, committees, and individuals to facilitate relationships, understanding, and trust in support of transfer and mobility in BC. BCCAT also liaises with the Ministry of Advanced Education to provide updates on Council activities and to stay informed on developments that intersect with the work of the Council.

# 1. Working with Institutional Partners

BCCAT develops and implements guidelines, policies, and procedures designed to facilitate transfer among post-secondary institutions, and to promote efficiencies in student mobility across the BC post-secondary system. The Council's work involves consulting on BC Transfer System initiatives, providing advice and support, undertaking joint projects, conducting research, and offering mediation services—as illustrated in the examples below.

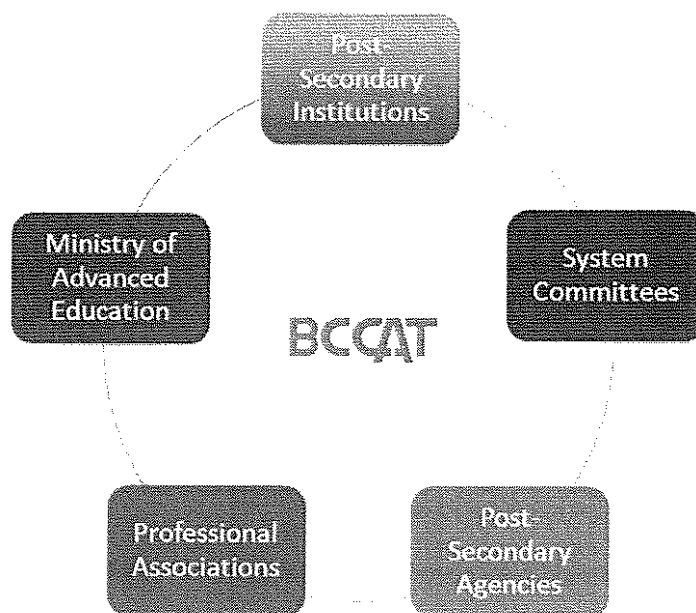
CONSULTATION	<p>BCCAT Council and staff members liaise with numerous system committees and organizations on an ongoing basis to address emerging challenges and opportunities and to seek feedback on the Council's work.</p> <ul style="list-style-type: none"> <li>The system-wide consultation, <i>Enabling the BC Transfer System</i>, undertaken by BCCAT this year, is a key example of the Council's consultative approach.<sup>14</sup></li> <li>Institutional personnel working in the areas of transfer and articulation met with BCCAT staff to provide advice on the revision of a major guidebook for the system, the <i>How to Articulate</i> handbook.</li> </ul>
JOINT PROJECTS	<p>BCCAT works with faculty and administrators to create efficiencies in student transfer and to provide effective tools for student planning.<sup>15</sup></p> <ul style="list-style-type: none"> <li>The Flexible Pre-Major Working Group, made up of representatives from across the system, prepared a report on the use of Flexible Pre-Majors as a means of enhancing more efficient student transfer.</li> <li>A system-wide committee worked with BCCAT to prepare a special report on transfer credit appeals that suggested steps to improve students' ability to access transfer credit appeals processes.</li> </ul>
MEDIATION	<p>BCCAT communicates with institutional staff to resolve transfer issues and ensure efficient articulation of courses and programs.</p> <ul style="list-style-type: none"> <li>BCCAT staff met with the System Liaison Person for the ESL Articulation Committee to work out strategies to bring provincial issues in the discipline to the attention of educational leaders.</li> <li>BCCAT staff worked with business program faculty and staff to address issues related to efficient functioning of the various business-associated articulation committees.</li> </ul>
RESEARCH	<p>BCCAT works with institutional researchers and program staff to conduct research on student admissions and transfer that provides the basis for evidence-based decision-making in colleges, institutes, and universities.<sup>16</sup></p> <ul style="list-style-type: none"> <li>BCCAT commissioned BC Stats to prepare a report on student transfer and admissions experiences based on responses to the 2011 Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey.</li> <li>BCCAT worked with institutional research directors and BC Stats to launch a survey of students who move among post-secondary institutions, in order to better understand student motivations and experiences.</li> </ul>
ADVICE AND SUPPORT	<p>BCCAT staff members provide advice and support to education partners and stakeholders on issues related to student mobility and system articulation.</p> <ul style="list-style-type: none"> <li>BCCAT staff provided educational planning information, articulation expertise, and research data to BC Colleges regarding their development of a collaboration framework and a partnership database.</li> <li>BCCAT staff met with representatives of the BC Deans of Arts and Science Programs (BCDASP) regarding possible program collaborations.</li> </ul>

<sup>14</sup> See Section B.3 below for details regarding this system-wide consultation, including the recommendations and plans for implementation.

<sup>15</sup> See Section C.2 for further information regarding these two joint projects.

<sup>16</sup> See Section D for a review of key BCCAT research projects undertaken this past year.

## 2. Working with BC Post-Secondary Groups<sup>17</sup>



### a. Degree Quality Assessment Board (DQAB)

Dr. Robert Fleming (Executive Director) attends regular meetings of the DQAB as a non-voting member and resource person. He informs the Board of relevant issues pertaining to new members of the BC Transfer System and of articulation-related challenges among institutions. The provincial quality assurance process of the DQAB is directly related to BCCAT's responsibility to facilitate quality within the BC Transfer System.

### b. BCcampus

BCCAT worked with BCcampus in a variety of ways this past year to further collaboration for the benefit of BC students. Dr. Devron Gaber (Associate Director, Admissions and Research) continued as a member of the ApplyBC Steering Committee, and along with Mr. Mike Winsemann (Transfer and Technology Manager) met regularly with BCcampus colleagues to discuss collaborative activities, share content in their respective web resources, and avoid unnecessary duplication. BCCAT and BCcampus staff worked together to ensure that the MyCreditsBC web page and Course Credit Review Tool in development would build on trusted information maintained within the BC Transfer Guide. Additionally, Dr. Fleming and Mr. John FitzGibbon (Associate Director, Transfer and Articulation) met with BCcampus staff on issues related to online science labs articulation and the possible development of collaborative programs being explored by the BC Deans of Arts and Science Programs (BCDASP).

### c. Student Transitions Project (STP)

The Council's work on student mobility research is conducted in close partnership with the Student Transitions Project (STP) and its committees. The STP is a collaborative effort between BC's provincial education ministries and public post-secondary institutions to link data about students in the K-12 and post-secondary systems to answer questions on student transitions. BCCAT has supported this work through the services of Dr. Gaber (previously Chair of the STP Steering Committee) and the STP Manager, Ms. Joanne Heslop.<sup>18</sup>

<sup>17</sup> A list of BC post-secondary system groups and organizations with which BCCAT staff interacted in 2011-12 is provided in *Appendix 4*.

<sup>18</sup> See *Section D* for an example of joint projects undertaken with the STP in 2011-12.



### 3. Enabling Transfer: System-Wide Consultation

The BC Transfer System has become more complex over the years, offering students increased flexibility for transfer pathways across diverse post-secondary institutions. Research reveals the progressively multi-directional nature of student mobility in recent years. (See Figures 1 & 2.)

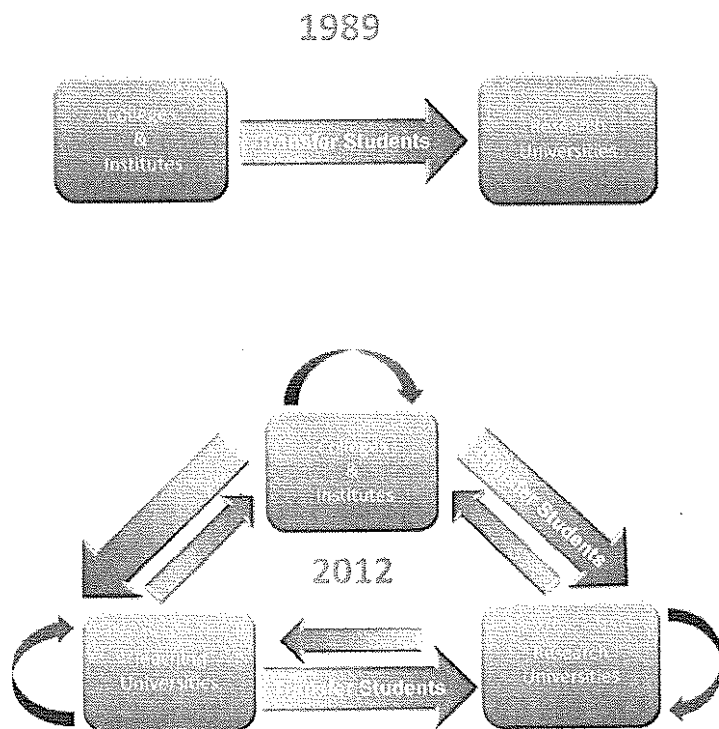
This year, BCCAT embarked on a system-wide consultation titled “Enabling the BC Transfer System”. The purpose was to gather feedback on BCCAT’s proposal to enable all institutions to perform sending and receiving functions within the BC Transfer Guide to reflect current patterns of student movement. Feedback demonstrated strong support from BC Transfer System members for the “Enabling” proposal. A working group (comprised of transfer system colleagues, the Transfer and Articulation Committee, Council, and staff) explored flexible options to guide institutions in determining the scope of the role they could assume within the BC Transfer System.

As a result, over the next two years Council is taking a phased approach to enabling institutions to perform sending and receiving functions as appropriate to their contexts. Other recommendations support the fostering of enhanced communication within institutions and between articulation personnel; greater research into the impact on students and institutions of enabling all institutions to perform sending/receiving functions; and fuller understanding of how articulation agreements are currently maintained, and what resources are appropriate to support a fully-enabled transfer system. These steps indicate strong support for student mobility within the BC post-secondary system and commitment to the task of strengthening the transfer system in the best interests of students. For more information on the consultation including the full set of recommendations, please visit [bccat.ca/enabling](http://bccat.ca/enabling).

FIGURES 1 & 2:

#### Transfer and Mobility Patterns in the BC Public Post-Secondary System

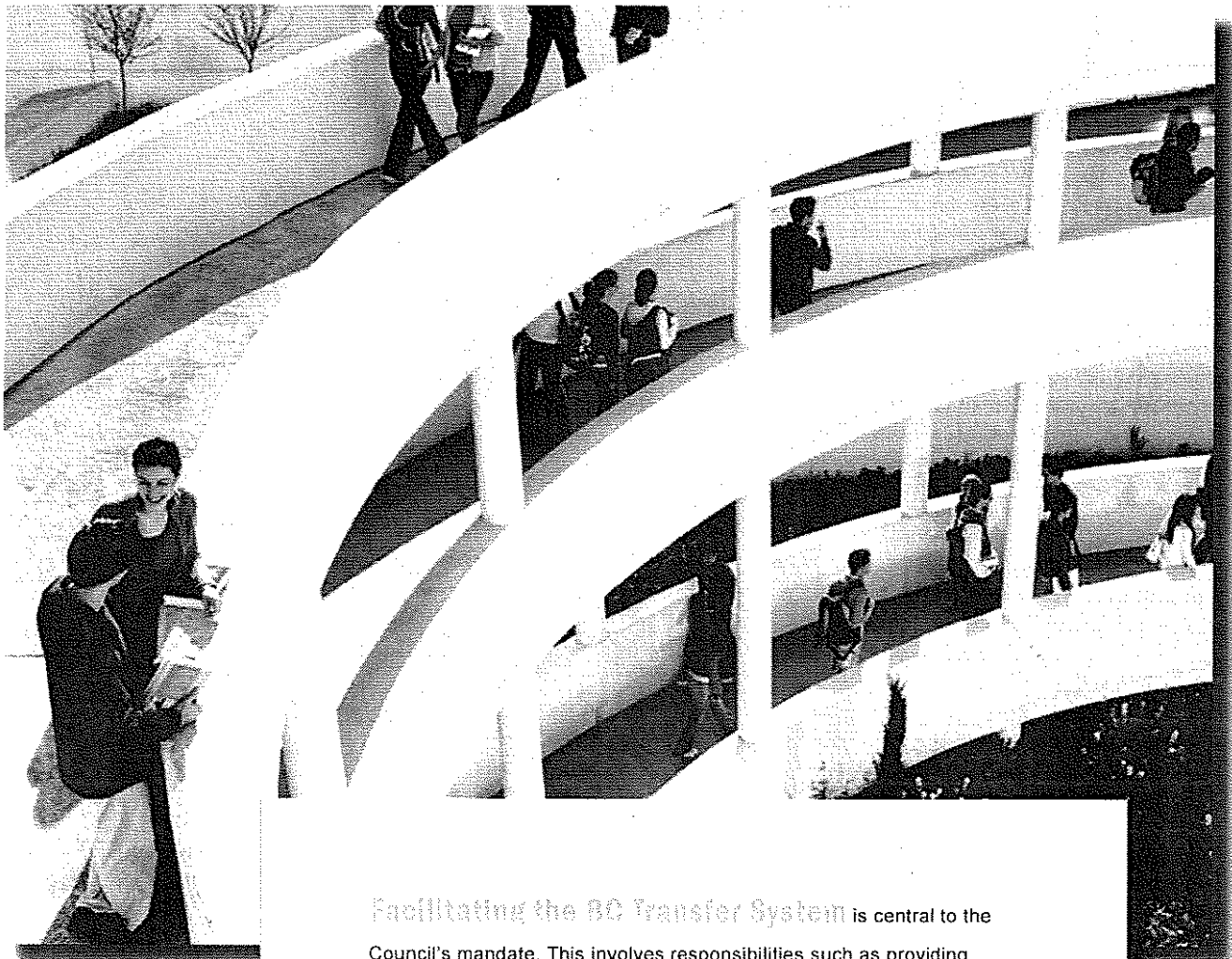
(Source: Student Transitions Project)





## SECTION C:

# Facilitating the BC Transfer System



*Facilitating the BC Transfer System* is central to the Council's mandate. This involves responsibilities such as providing resources and services; developing policies; overseeing articulation committees; and coordinating projects designed to improve admissions, transfer, and articulation at institutions throughout the transfer system. This section outlines a number of examples of key facilitative activities from 2011-12.

# 1. Resources and Services

## a. BCCAT Websites

BCCAT web resources offer a variety of tools and resources to support students and educators throughout the BC Transfer System.

[BCTransferGuide.ca](http://BCTransferGuide.ca) and [EducationPlanner.ca](http://EducationPlanner.ca) are designed to assist with educational planning, and [BCCAT.ca](http://BCCAT.ca) serves as a hub for system-focused resources, including policy statements, research publications, handbooks, and information specifically related to articulation committees.<sup>19</sup>

## b. Transfer Credit Evaluation System (TCES)

The Transfer Credit Evaluation System (TCES) was first developed by BCCAT in 2005 to facilitate the creation and maintenance of articulation arrangements in the BC Transfer System. Through the TCES, institutions have the ability to submit course outlines for articulation, respond to articulation requests, and maintain current articulation agreements. All activities are tracked electronically, allowing for an efficient process to manage articulation activities within the BC Transfer System. Each year, thousands of new agreements are added to the BC Transfer Guide.<sup>20</sup>

The TCES also acts as a course outline repository enabling institutions to review outlines to help create their own courses for articulation purposes. The TCES is considered a model for other jurisdictions seeking to develop their own transfer systems. BCCAT regularly receives inquiries from other provinces for demonstrations and advice on how to create similar services to the TCES to facilitate transfer credit.

"BCCAT has an excellent, user-friendly tool for students to get information about course equivalencies. McGill University is considering developing such a tool for our students and BCCAT provided excellent advice and information about their efficient automated Transfer Credit Evaluation System that will help us on that path."

*Jonathan Maynard, Vice-Chancellor  
McGill University*

"A particularly noteworthy feature of the BC higher education system is the well-developed and accessible credit transfer system, which guides students through the multiple pathways... The BCCAT website is very user-friendly for students, institutions, and the many faculty members who work in the system."

*John A. Clark, Head Librarian, University of British Columbia  
Vancouver Campus, Third Floor, 1907 Main Street, Vancouver, BC  
V6T 1Z1*

# 2. Projects and Publications

## a. Flexible Pre-Majors (Final Report)

A *Flexible Pre-Major* is a set of flexible requirements that is, a) deliverable by sending institutions and acceptable to receiving institutions, and b) deemed to fulfill the lower level requirements for the major. This year, a report<sup>21</sup> on this issue was developed by the Flexible Pre-Major (FPM) Working Group as a guide for articulation committees and institutions interested in FPMs as a means of enhancing student transfer. It provides background information on FPMs and how they are being implemented across the province and identifies key issues in the areas of institutional decision-making and approval, communication, and student advising.

## b. Transfer Credit Appeals in BC Post-Secondary Institutions (Special Report)

BCCAT published a *Special Report*<sup>22</sup> exploring the ability of students to appeal credit transfer decisions. The document was developed in consultation with a representative working group drawing members from diverse BC post-secondary institutions. Although appeals policy is the purview of autonomous institutions, this paper presents the observations of the Working Group and system constituent groups and suggests process and policy steps that might improve students' ability to access a transfer credit appeal process within institutions.

<sup>19</sup> See Section E for further information regarding [BCTransferGuide.ca](http://BCTransferGuide.ca) and [EducationPlanner.ca](http://EducationPlanner.ca), including a breakdown of web statistics.

<sup>20</sup> See Appendix 5 for statistics regarding the operations of the Transfer Credit Evaluation System (TCES) in 2011-12.

<sup>21</sup> This publication is available at <http://www.bccat.ca/FPMFinalReport.pdf>.

<sup>22</sup> This publication is available at <http://www.bccat.ca/SpecialReport.pdf>.

### c. Transfer Student Services (Special Report)

This year, BCCAT undertook research into transfer credit student services across North America. While BC is considered to have the most comprehensive transfer system in Canada, reviewing student services in other jurisdictions helps to highlight opportunities and practices that could further augment student mobility in BC. This review brought to light many examples of institutions offering services to the benefit of transfer students. Options such as transfer scholarships, online transfer planning tools, and transfer student orientations are a few examples of student services found across North America. BCCAT plans to publish a *Special Report* on some of the findings in spring 2012.

### d. Trades to Academic Transfer (Special Report)

BC students increasingly seek more flexible transfer options. Work is currently underway on a paper exploring the issue of transferring credit from trades programs into academic post-secondary programs. This *Special Report* will offer a review of local and international examples of trades-to-academic transfer programs and identify considerations for institutions interested in this form of transfer. The paper is due for publication in May 2012.

## 3. Articulation Committee Support

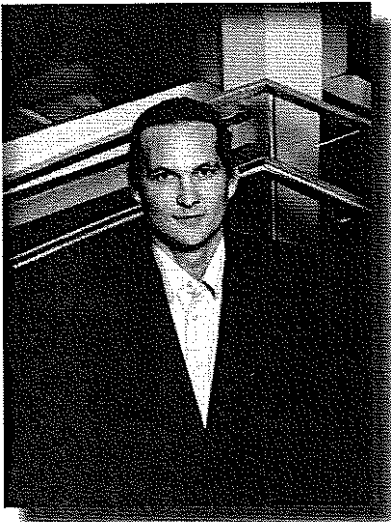
There are 67 faculty committees currently approved by the Transfer and Articulation Committee (TAC) and operating under the sponsorship of BCCAT. As Articulation Coordinator, Christi Garneau assumes general responsibility for these committees, including disseminating information, and providing support and resources they require to operate efficiently.

Articulation committees meet annually to build working relationships between institutions and to facilitate student mobility and credit transfer. Standing discussion items include curricula, pedagogy, program changes, and transfer relationships. During the 2011 cycle, 65 active committees met and minutes submitted for these meetings are available on their respective websites at [bccat.ca/articulation/committees](http://bccat.ca/articulation/committees). Increased outreach efforts have improved communication between BCCAT and articulation committees. Staff members attended 42 articulation committee meetings and staff continually respond to requests for information and committee support.

## 2011 Joint Annual Meeting (JAM)

The Joint Annual Meeting (JAM) of Institutional Contact Persons (ICPs), Articulation Committee Chairs and System Liaison Persons (SLPs) was held on Friday, November 4th, 2011 at the River Rock Casino Resort in Richmond BC. JAM is the yearly opportunity to bring system colleagues together to network, build relationships, share information, and exchange ideas. This event enables key stakeholders to keep in touch on emerging issues and ensures that the BC Transfer System is driven by the vision and needs of its members. The keynote speech for this year's event was given by Dr. John Stubbs, Chair of the Advisory Panel which carried out the provincial Degree Approval Process Review. John outlined the findings of that review in a presentation titled *Searching for balance: institutional autonomy and public accountability in degree approval and quality assurance processes in British Columbia*. This meeting was the largest yet, with over 135 participants from across the system. Further details regarding this event, including the agenda and presentations are available at [bccat.ca/articulation/jam](http://bccat.ca/articulation/jam).

*"As chair of a panel commissioned to look at the process of degree program approval in BC, the chance to present our findings to the BCCAT Joint Annual Meeting was a welcome opportunity. The audience represented a knowledgeable and engaged cross-section of the post-secondary educational community and the commentary and discussion arising was invaluable as our report begins to inform both policy and practice in British Columbia."*



*"An organization like BCCAT is critical in ensuring that transfer opportunities are there for students seeking flexibility in their education."*

## Flexible Options for BC Students

by Adam Thorvaldson Executive Director, Skills Canada BC

*After high school, I took a few years off, and then went to work and enrolled at Langara as a part-time student. I acquired around 20 university-level credits and then decided to focus more on my job and on vocational education. I enrolled in a Red Seal trades program in sheet metal and completed the four-year journey person certification. However, I decided I did not want a career as a tradesperson, so I looked for a post-secondary program where I could get transfer credit for both my Langara courses and my trade certification. I enrolled in the Trades and Technology Education specialization in the UBC secondary teacher education program and attended both BCIT and UBC while I was a student in the program. The qualification I achieved from completing that*

*program helped me get my position at Skills Canada BC.*

*Without the BC Transfer System, I never would have been able to complete my education. No single institution provided all the types of education I was seeking. Langara and UBC did not have technical programs, and BCIT did not have more general post-secondary courses. An organization like BCCAT is critical in ensuring that transfer opportunities are there for students seeking flexibility in their education.*

*There were also some problems with my transfer experience. I had to do one course twice because the first course I took was not considered transferable, even though in both courses the content and the final exam were identical in my view. I was unable to transfer another course between programs within the same institution because the programs did not recognize each other's courses. The BC Transfer System should continue to identify and address situations like this as well.*

*In the future, more students in post-secondary education will be focusing on job-related skills. Students will be entering vocational programs directly, but may also want to take academic programs. Also, students with credentials from academic programs will be looking to enter hands-on, skills-related vocational programs. There needs to be some way for this movement to happen, because career and educational paths are more complex than just getting a single qualification. The BC Transfer System plays an important role in helping students and institutions match the diversity of careers out there.*

## 4. Transfer Innovations (TI) Projects

Transfer Innovations (TI) projects are undertaken by articulation committees, with funding approved by BCCAT's Transfer and Articulation Committee (TAC). Projects focus on a particular program or discipline and are designed to improve transfer by recommending innovative approaches or providing better information on transfer options and pathways within that subject area. The most common types of TI projects are Flexible Pre-Majors (FPMs)<sup>23</sup> and transfer grids/matrices. Until recently, Ms. Jennifer Orum took the lead role in overseeing these projects, in her position as Special Projects Coordinator. In September 2011, Dr. Fiona McQuarrie stepped into this role. The following TI projects were completed this year:

*Psychology Flexible Pre-Major Implementation Report* [bccat.ca/pubs/PsychologyFPMImplementation.pdf](http://bccat.ca/pubs/PsychologyFPMImplementation.pdf)

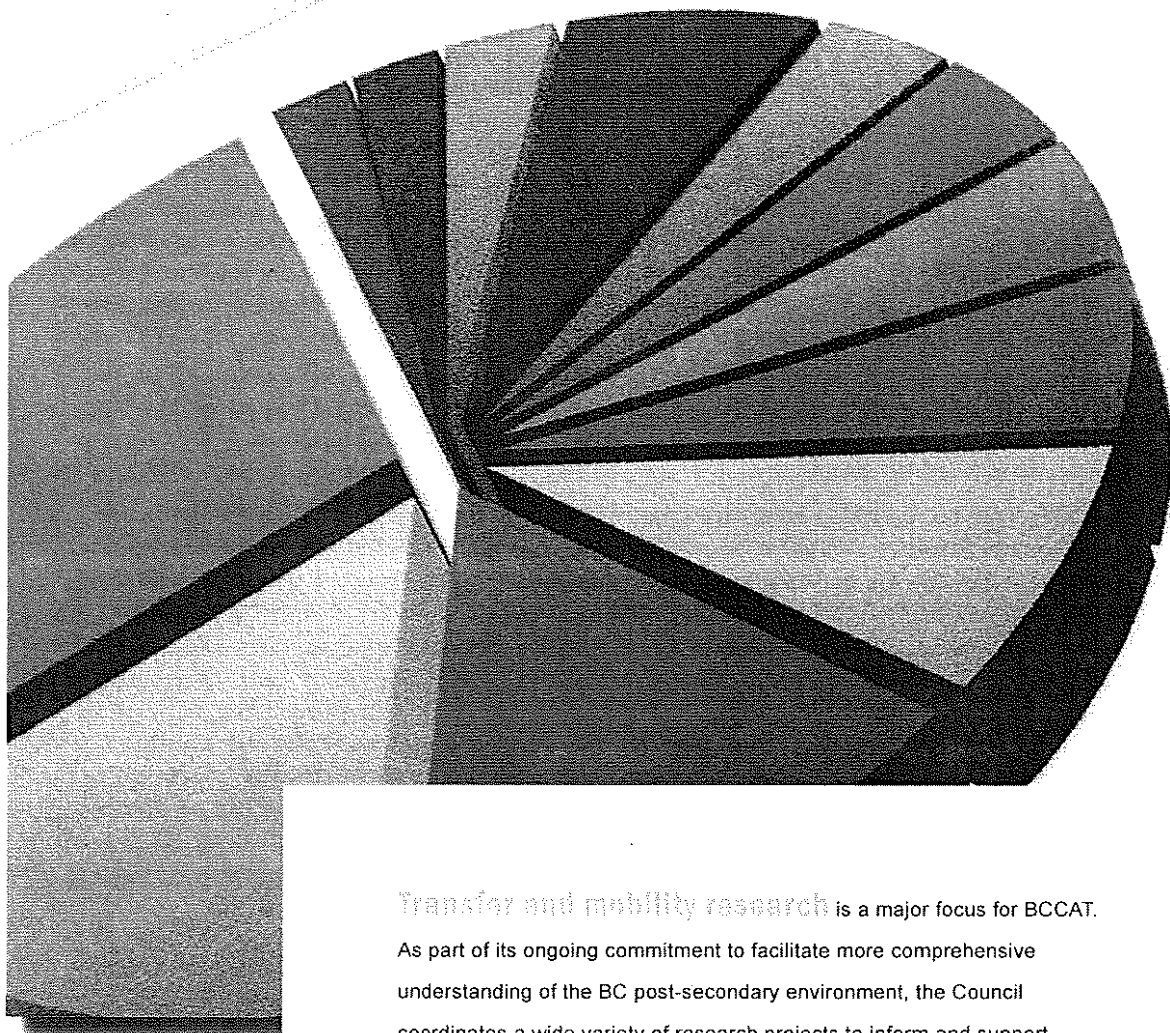
*Economics Flexible Pre-Major Analysis Phase II Final Report* [bccat.ca/pubs/EconomicsFPMAnalysis.pdf](http://bccat.ca/pubs/EconomicsFPMAnalysis.pdf)

*Applied Business Technology/Office Administration: Medical Office Assistant Transfer Guide* [bccat.ca/pubs/ABT-OA-MOAttransferguide.pdf](http://bccat.ca/pubs/ABT-OA-MOAttransferguide.pdf)

<sup>23</sup> See Section C.2.a above for details regarding a recent publication about FPMs.

**SECTION D:**

# Examining Transfer and Mobility



Transfer and mobility research is a major focus for BCCAT.

As part of its ongoing commitment to facilitate more comprehensive understanding of the BC post-secondary environment, the Council coordinates a wide variety of research projects to inform and support institutional planning, procedures, and policies as well as student educational opportunities and experiences.

# 1. Working Together to Improve System-Level Research

Relative to other jurisdictions in Canada, BC is in the fortunate position of being able to provide detailed information on student transitions and student mobility because it has well developed central data sources and a high level of collaboration among institutions and with government. A total of 21 public post-secondary institutions<sup>24</sup> report data according to pre-determined definitions and standards to the Central Data Warehouse (CDW), and elements of this data are combined annually with research-intensive university and Ministry of Education data by the Student Transitions Project (STP). BCCAT has been a member of the STP Steering Committee since 2005 because of the intersection between BCCAT's interest in student mobility and the work of the STP. BCCAT's goal is to work with existing central data structures to improve our system-wide understanding of different aspects of student applications, registrations, and mobility. The following projects are examples of this work.

*BC is in the fortunate position of being able to provide detailed information on student transitions and student mobility because it has well developed central data sources and a high level of collaboration among institutions and with government.*

## a. Expanding Applicant Research

BCCAT has been working with the STP and public post-secondary institutions for several years to build a better understanding of applicant flows. In 2011-12, BCCAT funded the analysis and reporting for an STP project expanding applicant research by conducting a study of nursing applicants and registrants at all public post-secondary institutions in BC. The project represents the first time that applicant data from research universities and CDW institutions have been combined.

*There is still a wide range of business and reporting practices at institutions. This variation results in applicant data that are not comparable and that cannot be relied upon for system-wide reporting.*

The final report, prepared by Jill Lawrance, was released as a Working Paper because the report's main conclusion indicated that, despite considerable potential for applicant research to answer important questions about access to the post-secondary system, there is still a wide range of business and reporting practices at institutions. This variation results in applicant data that are not comparable and that cannot be relied upon for system-wide reporting. The key recommendations of the report involve institutions working to review their business and reporting practices to improve the quality of applicant data across the system.

## b. Exploring the Addition of Transfer Data to the Central Data Warehouse (CDW)

BCCAT has been discussing with the BC Registrars' Association (BCRA) and the Data Definitions and Standards (DDEF) Committee of the CDW over the last few years the possibility of including some level of transfer data in the CDW institutions so that we can build a better understanding of the transfer behaviour of students who move to and among these institutions. The STP's research has shown that student mobility is indeed multi-directional, but current information on transfer students is limited to research universities that report transfer as a basis of admission to the STP each year.

In 2011-12, BCCAT contracted with Itidal Sadek to oversee this project. Ms. Sadek met with registrar and admissions staff at eight public post-secondary institutions to review their records systems and institutional practices in order to determine if the essential transfer information is identifiable and reportable. Her report indicated that most of the desired data elements were available in institutions' systems and that all CDW institutions in the study were willing to report the required data in the future.

A Task Force of five registrars met and agreed upon a list of elements that were important to know about transfer and readily available in different institutions' administrative systems. Efforts are being made for a formal recommendation on the addition of these transfer data elements to the CDW to be made by the BCRA to the DDEF Committee for consideration at its spring 2012 meeting.

<sup>24</sup> These 21 public post-secondary institutions include colleges, institutes, and teaching-intensive universities. For more information regarding the Central Data Warehouse (CDW), see [www.bccat.ca/datawarehouse](http://www.bccat.ca/datawarehouse).

## 2. Understanding Student Experiences

BCCAT is interested in student experiences of the transfer process so we can work at a system level to improve those experiences. Like BC post-secondary institutions, BCCAT is interested in better understanding why students move among post-secondary institutions rather than beginning and completing their studies at a single institution. Two projects undertaken in the past year have used surveys to inform us on these topics.

### a. 2011 Admissions and Transfer Experiences of Students Continuing their Studies in BC

Every three years, the Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey has included an extensive set of questions pertaining to students' admissions and transfer experiences. Analysis of findings has focussed on those students who continued their studies in another program at the same institution or at a different BC public post-secondary institution (about 5,500 in 2011). Of special interest are the almost 2,400 students from the 2011 survey who changed institutions and who expected to transfer credit.<sup>25</sup>

i) The report on the 2011 DACSO survey results found that 44% of post-secondary students surveyed continue their studies.

ii) Of those continuing their studies at a different institution:

- 80% are satisfied with admissions services
- 86% enter their preferred institution
- 94% enter their preferred program
- 85% register in all the courses they want
- 86% receive all the transfer credits they expect
- 79% are satisfied with their overall transfer experience.

*The 2011 research shows that the  
BC credit transfer system continues to work well  
for the large majority of students who use it.*

iii) The rate of students' satisfaction with their overall transfer experience has fluctuated over time; however, much of this can be explained. Changes to the survey mode (web vs. phone responses), affecting the 2008 and 2011 surveys, have a tendency to result in more negative responses to satisfaction and level-of-agreement questions. Also, changes in the cohort composition have resulted in a greater proportion of Applied program students in the survey population, and applied programs are less likely to be designed for transfer than Arts and Science programs.

### Improving the BC Transfer System: Feedback from Students

New questions were added to the 2011 DACSO survey in order to gain a better understanding of why some students are dissatisfied with their overall transfer experience. Consistent with previous surveys, only a small number of students (193) reported being dissatisfied. The 2011 research shows that the BC credit transfer system continues to work well for the large majority of students who use it. For the small number of students reporting dissatisfaction, the findings shed light on the nature of their experiences and what would have improved them. The top three reasons students gave for their dissatisfaction were:

- Difficulty getting the information needed (cited by 51%)
- Challenges understanding the transfer process (50%)
- Not receiving the transfer credit expected (46%).

Drawing on the survey results, the full research report makes a number of recommendations intended to help students. A short report which focusses specifically on the small number of students who were dissatisfied with their transfer experience has been completed. A *Research Results* newsletter highlighting the key findings in the report is expected to be published in May 2012.

<sup>25</sup> The full report and *Research Results* summary are both available at (respectively) [www.bccat.ca/research/2011.pdf](http://www.bccat.ca/research/2011.pdf) and [www.bccat.ca/research/2011.pdf](http://www.bccat.ca/research/2011.pdf).

## **b. A Survey of "Movers" in the BC Public Post-Secondary System**

BCCAT and institutional representatives have a considerable interest in better understanding student motivations and experiences. While some of this information has been achieved through the DACSO survey, the DACSO cohort is not comprehensive of the system as a whole, and not all questions of interest are included.

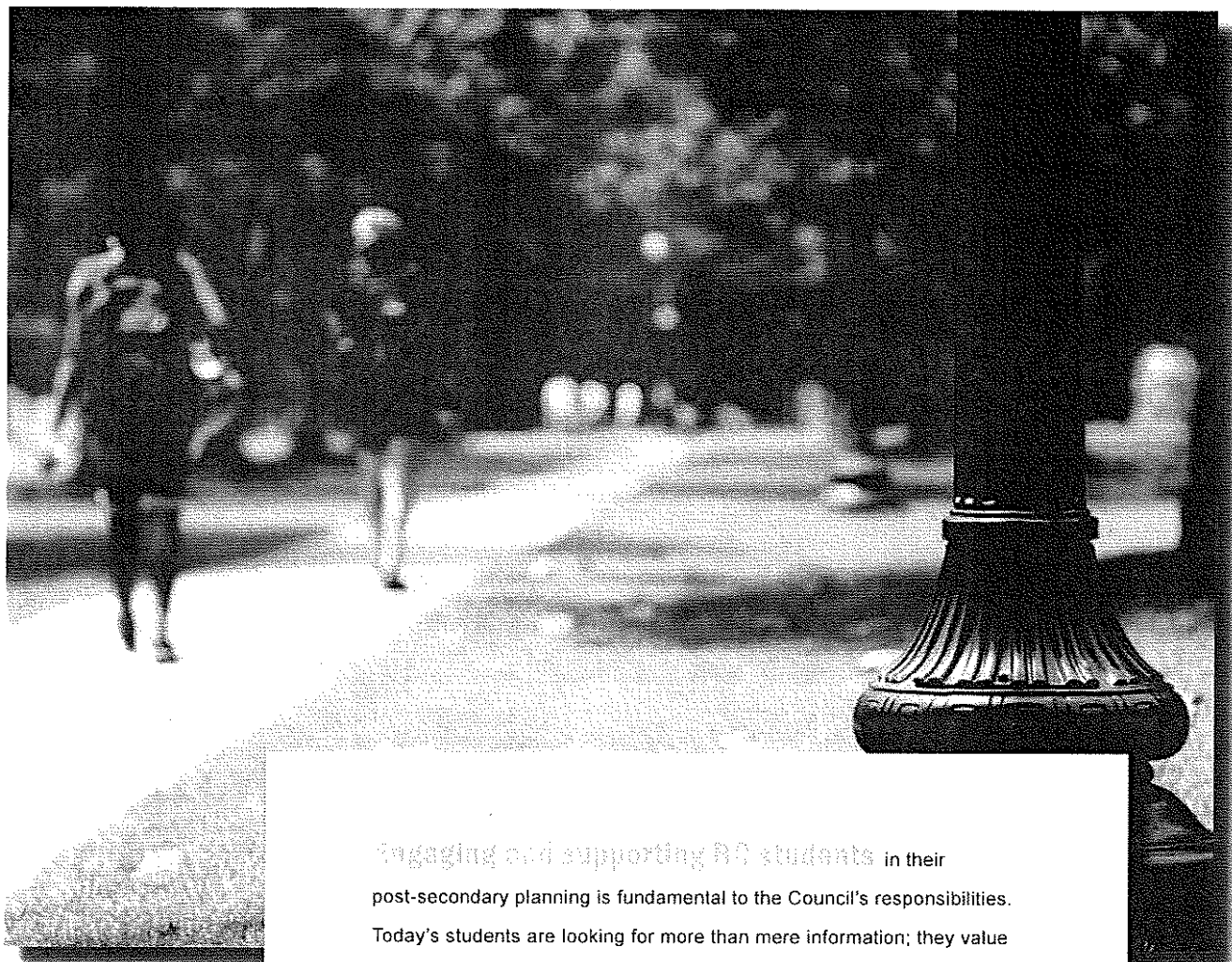
In 2011-12, BCCAT embarked on a two-year project to survey all BC public post-secondary students who switched institutions between academic year 2010-11 and fall 2011 (as identified through STP data). The purpose of the survey is to better understand students' goals for entering their original institution, the extent to which these goals are met, and their main reasons for leaving that institution and for moving to another institution. Questions are also directed at learning about satisfaction levels at each institution and with the transfer experience, as well as generating ideas for improvements. The project is guided by a sub-committee of the Research Committee

BCCAT has commissioned BC Stats to assist with this project. A considerable amount of effort was spent in 2011-12 on finalizing the cohort and the survey instrument which was sent to potential respondents in early March. The survey period will continue through May. A significant amount of work will occur in 2012-13.



## SECTION E:

# Engaging BC Students



Engaging and supporting BC students in their post-secondary planning is fundamental to the Council's responsibilities. Today's students are looking for more than mere information; they value opportunities to participate actively in their learning and development. Through [BCTransferGuide.ca](#) and [EducationPlanner.ca](#), BCCAT invites students to explore and map out the educational pathway that best suits their individual needs and aspirations.

## 1. Web Resources and Communications

Navigating the complexities of the BC post-secondary system can be a daunting challenge for students. BCCAT makes it a priority to support BC students in their post-secondary planning. [BCTransferGuide.ca](http://BCTransferGuide.ca) and [EducationPlanner.ca](http://EducationPlanner.ca) are designed for this purpose, featuring a wide range of tools and information to assist students with their explorations.

This year saw a dramatic rise in web traffic to these sites. Visits to BC Transfer Guide and Education Planner increased by 53% and 47% respectively. Combined, these websites attracted over 1.6 million unique visits in 2011/12; the highest total in the history of BCCAT.

BCCAT marketing and communications activities focus on raising awareness of our web resources. This year, we updated our transit ad campaign to reflect updates to our websites and introduce the new, engaging features on EducationPlanner.ca. The new campaign is expected to launch in May, 2012. The ads run throughout the year and are displayed along SkyTrain and Canada Line routes, and inside buses throughout the Lower Mainland and the province.

Meanwhile, we continue to welcome opportunities to connect with students and those who are involved in assisting them in the planning process. This includes participation at career fairs and other student-oriented events, as well as presentations for key groups on request. Throughout our interactions, front-line users frequently confirm that BCCAT web resources offer valuable support for those planning their way through the BC post-secondary landscape.

*This year saw a dramatic rise in web traffic to these sites.*

*Visits to BC Transfer Guide and Education Planner increased by 53% and 47% respectively.*

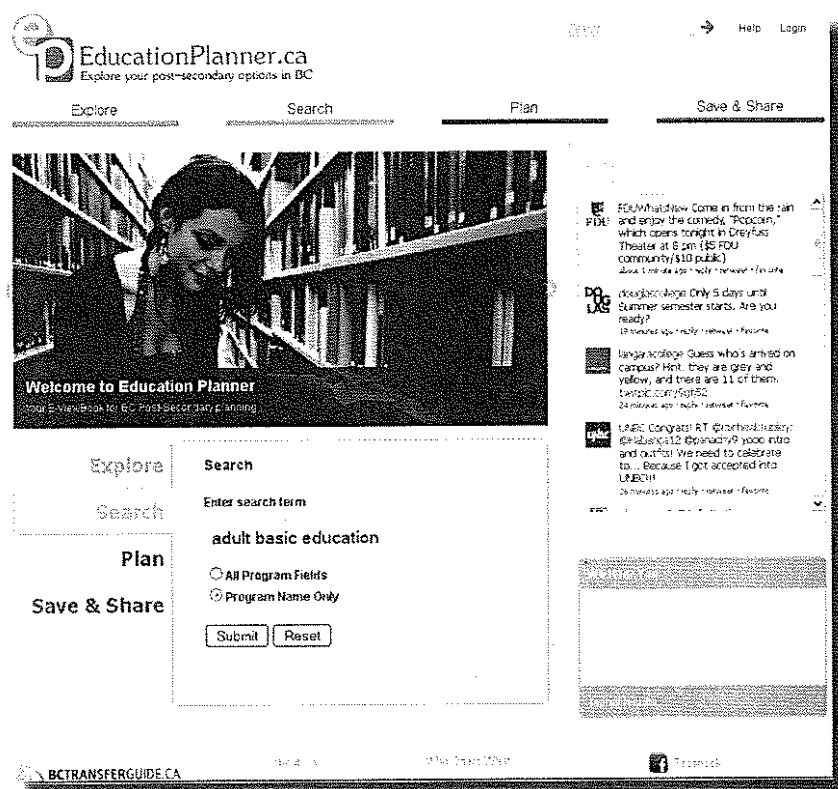
*Combined, these websites attracted over 1.6 million unique visits in 2011/12; the highest total in the history of BCCAT.*

## 2. EducationPlanner.ca

[EducationPlanner.ca](http://EducationPlanner.ca) has seen substantial upgrades over the years. This year, BCCAT sponsored research into how to engage users of the site and to ensure that the needs of users are being met. Web surveys and focus groups determined the current and desired levels of engagement of users and solicited feedback on proposed development directions for [EducationPlanner.ca](http://EducationPlanner.ca).

The findings showed that stakeholders were pleased with both the current and future directions for the site. However, their experience could be augmented by a more personalized experience that improves upon the navigation, ease of use, and access to information. Stakeholders also perceived there was a lack of public awareness of the site.

In response to recommendations, new features under development include a simplified design, a streamlined approach to content, and new tools to allow users to search for programs based on keywords. A mobile application is also under development. The new, re-designed site is expected to launch in spring 2012.



EducationPlanner.ca now offers increased access to information on approved BC apprenticeship training programs. This year, the site was expanded to incorporate an additional 150 programs offered by 36 private trades training providers. In the words of Kevin Evans (CEO, Industry Training Authority):

*"This makes it easier for students in all parts of British Columbia to find apprenticeship programs in or near their hometowns at a time when we really need our young people to enter skilled trades careers."*

## BCTransferGuide.ca

BCTransferGuide.ca continues to expand information for post-secondary students about their transfer options. This year, the following updates were made to the BC Transfer Guide:

The Block Transfer, Advanced Placement, and International Baccalaureate guides are now electronically updated and searchable by institutions and discipline. The four research universities (SFU, UBC, UNBC, and UVIC) expanded their presence in the BC Transfer Guide by being listed as senders to all institutions.

College of the Rockies expanded its presence in the BC Transfer Guide by now performing receiving functions.

**BCTransferGuide.ca**  
Discover Your Transfer Options

myEdPlanner What is this? Help Login

Search

Agreements Entire Site Search

HOME ABOUT US SEARCH HOW TO USE THE GUIDE BCTransferGuide.ca TRANSFER HELP RESOURCES

**COURSE SEARCH**

**By Sending Institution:**  
I took a course and want to see how it transfers:  
Select institution...  
Go

**By Receiving Institution:**  
I want to see equivalents for a course I plan to take:  
Select institution...  
Go

**By Course Load:**  
I want to search multiple courses from multiple institutions at the same time.  
» Search by course load

**By Program:**  
I want to search for block transfer, AP/IB or program transfer options:  
» Search by program

**COLLEGE OF THE ROCKIES NOW LISTED AS A RECEIVING INSTITUTION**  
COTR has recently expanded its listings in the BC Transfer Guide.  
Continue Reading »

**HOW TRANSFER WORKS**  
Information about how transfer works, what transfers, and why students choose the transfer route to reach their educational goals.  
Continue Reading »

**TRANSFER FROM OUTSIDE OF BC**  
Students can routinely move from other provinces and countries and receive transfer credit in BC.  
Continue Reading »

**FREQUENTLY ASKED QUESTIONS**  
Have a question? Chances are others have too. Check out our most frequently asked questions section.  
Continue Reading »

**THE BC TRANSFER SYSTEM**  
The BC Transfer System is made up of institutions in BC, Alberta and the Yukon. Find out more about each institution here.  
Continue Reading »

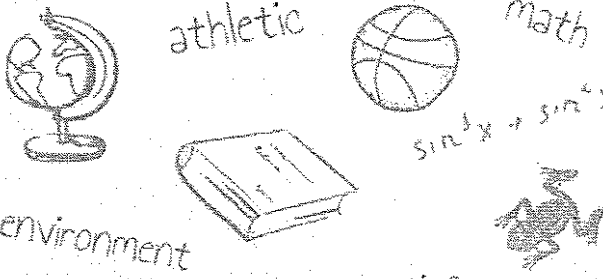
For details on education planning, visit:  
EDUCATIONPLANNER.ca  
BRITISH COLUMBIA COUNCIL ON ADMISSIONS AND TRANSFER

Funded by:  
BCIT  
BCU  
SFU  
UBC  
UNBC  
UVIC

Developed and Maintained By:  
BCCAT  
BRITISH COLUMBIA COUNCIL ON ADMISSIONS AND TRANSFER

Home | About Us | Search | BC Transfer System | Transfer Help | Resources | Contact Us | Site Map

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athletic


math

$\sin^2 x + \sin^2 y + \cos^2 y = ?$


environment

communication

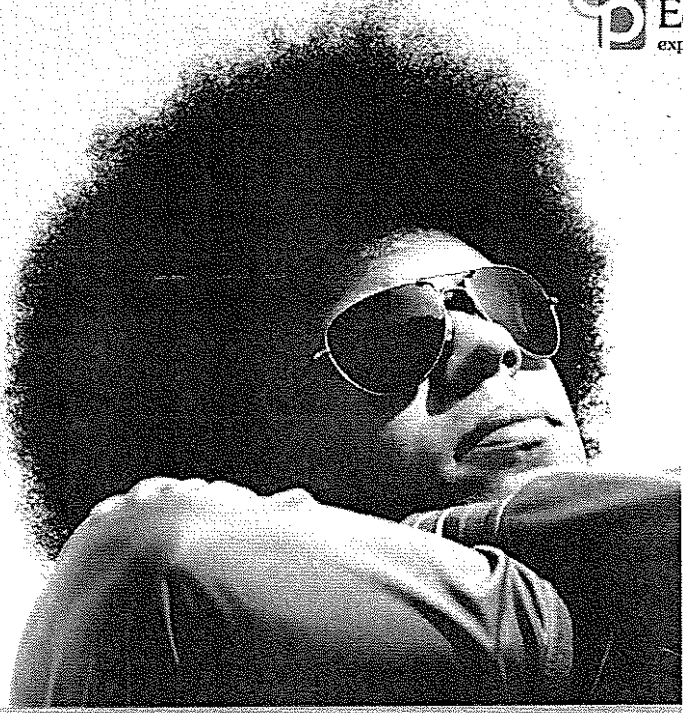
## What does your plan look like?



**BCTransferGuide.ca**  
DISCOVER YOUR TRANSFER OPTIONS



**EducationPlanner.ca**  
explore your post secondary options in BC



*"Just wanted to say that I use [EducationPlanner.ca] literally everyday as an Employment Counsellor in the Fraser Valley. I'm sure that you might not get enough kudos for keeping it running smoothly. Also kudos to your funder for keeping it live."*

— [Name], [Title], [Organization]

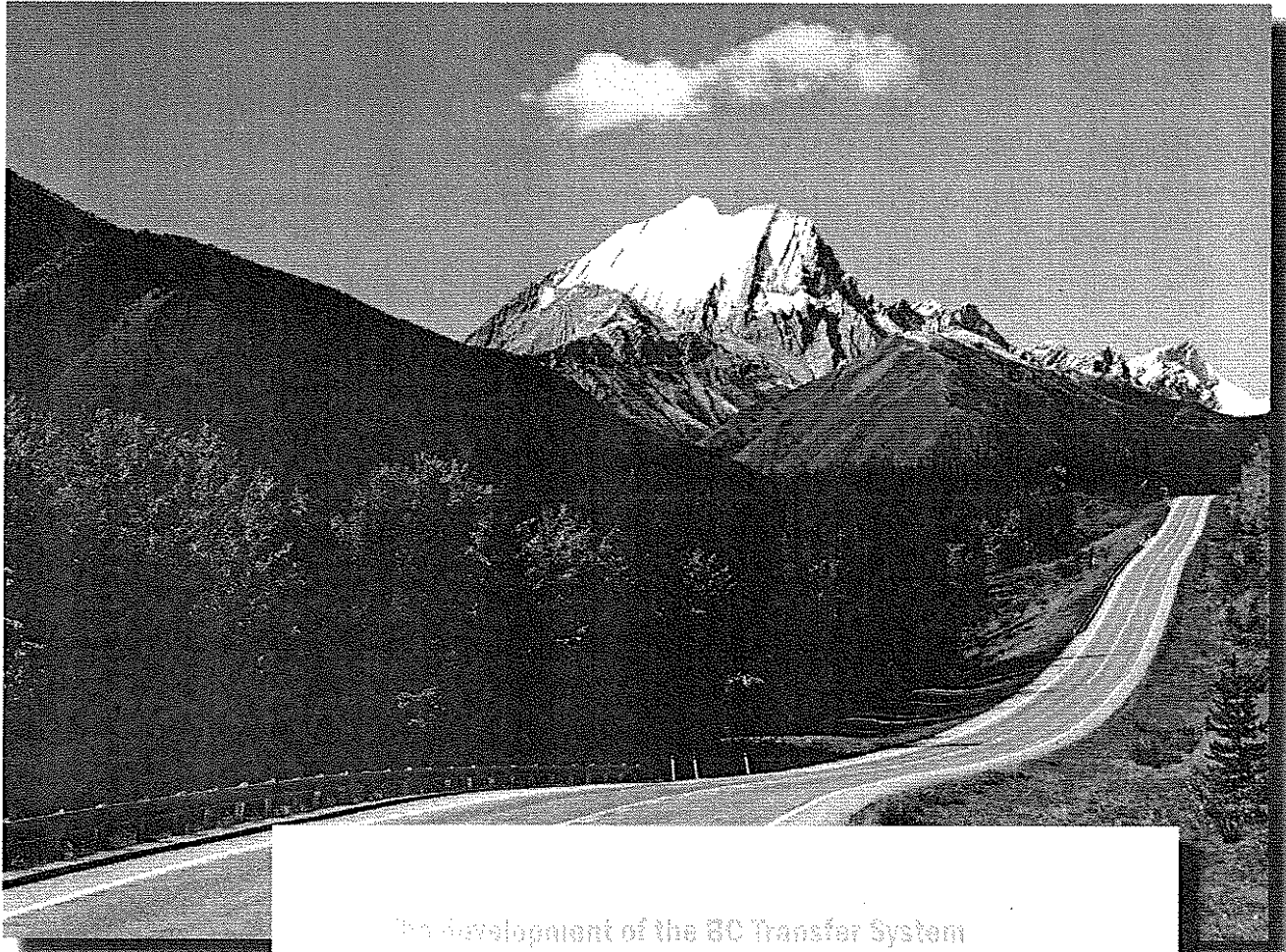
**Your Guide Through Post-Secondary Education**

**BCCAT**  
BC College & Career Access Trust

**BCIT**  
British Columbia Institute of Technology

## SECTION F:

# Promoting Inter-Provincial Mobility



### The development of the BC Transfer System

is instructive and ongoing. The expansion of the BC post-secondary system in the 1960s was the impetus for what is today a complex and dynamic network that effectively enables transfer for BC students. While the primary focus of the Council remains on its coordinating role in BC, BCCAT also assists other Canadian jurisdictions as they develop policies to advance transfer and mobility within and across provincial borders. In this way, the Council builds upon the lessons of BC to promote inter-provincial student mobility. Some key activities from 2011-12 are outlined in this section.

# 1. Inter-Provincial Activities

## a. Western Canadian Consortium on Admissions and Transfer (WestCAT)

Research has shown that geographical proximity is a key factor in inter-provincial student mobility. For this reason, it is constructive for neighbouring jurisdictions to collaborate in facilitating student movement across regional borders. WestCAT was created in 2010, when Manitoba joined the three other Western provinces that had been meeting previously to discuss transfer issues. At the last annual meeting, hosted by the Manitoba Council on Post-secondary Education in September 2011, members discussed the state of transfer in each province, reviewed policies designed to encourage inter-provincial transfer, and explored ways of cooperating on specific transfer initiatives. Currently, BCCAT is working with WestCAT to gather information on interprovincial transfer arrangements. Once collected, the information will be published in each jurisdiction's provincial transfer website.

## b. Pan-Canadian Consortium on Admissions and Transfer (PCCAT)

PCCAT was founded in 2006 as an informal organization to help facilitate student mobility by expanding the transferability of credit inter-provincially in Canada. BCCAT is involved with PCCAT in a number of ways. Staff members participated in the PCCAT 2011 Annual General Meeting and Conference, *Emerging Trends and Innovations in Student Mobility and Transfer*,<sup>26</sup> at McGill University. At this meeting, a Founding Council was struck with the mandate of developing by-laws for PCCAT as a national society, for consideration at the next Annual General Meeting in June 2012. Dr. Fleming (Executive Director, BCCAT) is a member of the Founding Council, and both he and Dr. Gaber (Associate Director, Admissions and Research) are members of the planning committee for the PCCAT 2012 Conference, which will be held in conjunction with the Association of Registrars of the Universities and Colleges of Canada (ARUCC) conference in June 2012 in Ottawa.

BCCAT also continued its involvement in the work of PCCAT's Research Sub-Committee, which undertook a major research project surveying all universities in Canada about the extent of *inter-provincial* mobility and transfer at the post-secondary level across Canada and the extent of *intra-provincial* mobility and transfer among Ontario institutions only. The report will be completed in spring 2012, and findings will be presented at the June PCCAT/ARUCC conference in Ottawa.

## c. Council of Ministers of Education, Canada (CMEC)

Dr. Fleming is a member of the CMEC Working Group on Credit Transfer, which facilitates pan-Canadian dialogue and collaboration on credit transfer matters. This year, Dr. Fleming was able to meet with CMEC Director General Dr. Andrew Parkin to discuss inter-provincial mobility initiatives. Each year, BCCAT submits a jurisdictional report on transfer activities in BC for the CMEC Transfer Credit report.<sup>27</sup>

## d. Transfer, Articulation, and Pathways (TAP) Committee

In 2009, the Association of Canadian Community Colleges (ACCC) established the Transfer, Articulation, and Pathways Committee (TAP), is a coalition of stakeholders examining current and possible future institutional approaches supportive of transferability, articulation, and credential recognition within and among post-secondary education systems across Canada.

This year, Dr. Fleming replaced Dr. Frank Gelin (Executive Director Emeritus, BCCAT) on this committee, which now also includes participants from the Association of Universities and Colleges of Canada (AUCC) and from the Council of Ministers of Education, Canada (CMEC).

<sup>26</sup> See [BCCAT.ca](#) for details.

<sup>27</sup> When finalized, these reports are published on the BCCAT website at [bcca.ca/transfer](#). The 2011 CMEC report is available on the CMEC website at [cmecc.ca](#).



## BCCAT: Then and Now

In 1989, BCCAT was established and charged with the mandate to oversee the BC Transfer System. The BC post-secondary landscape has evolved dramatically since then, and the work of BCCAT has expanded accordingly in response. This past year introduced a significant milestone for BCCAT: on September 30, 2011, the Council convened its 100th meeting. To commemorate the occasion, four guests shared with Council their reflections<sup>28</sup> on the history of BCCAT and the BC Transfer System:

→ *Dr. John Dennison (former Council Co-Chair and Professor Emeritus, Administrative, Adult & Higher Education, UBC) provided some background on the earliest years of the BC Transfer System (pre-BCCAT); in particular, the extraordinary novelty of the concept of "credit transfer" when the college system was first established in the early 1960s.*

*"It is useful to reflect upon the fact that, although today transfer credit is accepted as routine, the practice was initially approved after much debate and some controversy as a new and as yet unproven practice in BC."*

→ *Dr. Frank Gelin (Executive Director Emeritus, BCCAT) spoke of how the Council was able to address momentous challenges through system-wide consultation. As a result, consultation and evidence-based decision-making have become hallmarks of the Council's approach to policy development.*

*"Consultation with BC post-secondary partners as a first step for informing and shaping policy development is a vital component of the Council's approach."*

→ *Dr. Dan Birch (former Council Co-Chair and Vice-President Emeritus, Academic & Provost, UBC) outlined the role of BCCAT in supporting and sustaining the BC Transfer System through a variety of services and resources.*

*"The active participation by members of the BC Transfer System with BCCAT's interactive information technology resources in support of student educational planning has enabled BC post-secondary institutions and BCCAT to maintain a constantly evolving transfer system that functions efficiently for the benefit of students."*

→ *Ms. Finola Finlay (former Associate Director, Transfer and Articulation, BCCAT) reviewed a few of the extensive changes the BC Transfer System has seen over the years, noting the responsive approach of the Council in addressing those changes.*

*"The evolving nature of the BC post-secondary system has brought a steady stream of changes. Throughout these changes, BCCAT has remained one of a few constants; in fact, it has emerged as the only persisting system-wide agency during its existence. The Council's work has been heavily influenced by the need to respond to change, while keeping our eye on the main prize – supporting the mobility and transfer of BC students."*

As fresh challenges emerge, BCCAT continues to respond in innovative and efficient ways to enable transfer in BC. The projects and activities outlined in this review are examples of the Council's ongoing imperative to sustain and support transfer in the context of a changing post-secondary system.

<sup>28</sup> A paper summarizing these reflections is available at [bcca.ca/papers/transferhistory.pdf](http://bcca.ca/papers/transferhistory.pdf). For further details on the history of the BC Transfer System, see [bcca.ca/systemhistory](http://bcca.ca/systemhistory).

2011-12 Work Plan Ref	2011-12 BCCAT Projects & Activities	Status	Comments
<b>BCCAT GENERAL ONGOING ACTIVITIES</b>			
<b>A.</b>	<b>Administrative Operations</b>		
Section B	<b>WORK PLAN, BUDGET and REPORTING</b>		
	Implement 2011-12 Work Plan and monitor regularly.	Ongoing	
	Prepare a proposed plan of activities and projects and corresponding financial plan (for 2012-13) for Council consideration.	June 2012	In process (April-May 2012); for presentation at the June 2012 Council meeting.
	Monitor financial matters (including accounts payable/receivable, budget preparation, monitoring operating budget, approving expenditures, cross-checking BCIT records).	Ongoing	
	Develop, publish and distribute the 2011-12 Annual Review.	May 2012	Publication Date: May 2012
Section B	<b>COUNCIL and STANDING COMMITTEES</b>		
	Prepare and submit nominations for new and re-appointments to Council.	Spring 2012	Currently awaiting outcome of submitted Request for Appointments for four new appointments, and four reappointments.
	Coordinate Council activities and meetings.	Ongoing	
	Coordinate membership, activities and meetings for standing committees: Admissions, Research, Transfer and Articulation, Education Planner, and Institutional Contact Persons.	Ongoing	
Section B	<b>ARTICULATION and TRANSFER</b>		
	Facilitate 67 articulation committees and support best practice in articulation and transfer.	Ongoing	
	Work with prospective applicants and new members of the transfer system.	Ongoing	
	Support and monitor all articulation and transfer projects.	Ongoing	
	Provide a coordinating function for the system on the Associate Degree.	Ongoing	
Section B	<b>TECHNOLOGY MANAGEMENT</b>		
	Maintain and enhance the BCCAT websites (BCCAT.ca, EducationPlanner.ca, BCTransferGuide.ca).	Ongoing	
	Manage the Transfer Credit Evaluation System (TCES).	Ongoing	
	Technical/IT support for all web hosting.	Ongoing	
	Manage BCCAT web services allowing institutions to extract data from the BC Transfer Guide.	Ongoing	
Section B	<b>COMMUNICATIONS</b>		
	Develop, monitor and implement marketing and communications strategy.	Ongoing	
	Write, print, publish and distribute reports, newsletters and other publications.	Ongoing	
Section G	<b>COLLABORATION and CONSULTATION</b>		
G.1	Work with the Ministry, agencies, and system committees (e.g. STP, DQAB, BCcampus).	Ongoing	
G.1	Respond to requests for assistance and advice from individual institutions.	Ongoing	
G.2	Respond to requests for information from a wide range of enquirers, in and beyond BC.	Ongoing	



2011-12 Work Plan Ref	2011-12 BCCAT Projects & Activities	Status	Comments
<b>BCCAT WORK PLAN PROJECTS and ACTIVITIES</b>			
<b>B.</b>	<b>Admissions</b>		
<b>1</b>	<b>NEW PROJECTS (AND THOSE FLOWING FROM 2010-11 WORK PLAN)</b>		
1.1	Feasibility of Adding Transfer Data to the Central Data Warehouse	Completed	to be referred to BCRA and CDW Data Definitions & Standards Cmte
1.2	Feasibility of Reporting Block Transfer Data	Completed	Itidal Sadek, contractor
1.3	Improving the Quality of Data on Students Coming from Elsewhere to Study in BC	In process	Nick Heath, contractor
1.4	Building a Degree Partnerships Database	In process	Degree partnerships Identified. Searchable database to be launched in 12-13.
1.5	Recommendations Flowing from Report on English Proficiency Requirements		
1.5 a)	Creating a Central Repository for Institutional and Program English Proficiency Requirements	Completed	Included in Education Planner
1.5 b)	Determining Feasibility of Conducting Study on English Entry Requirements and Student Outcomes	Completed	
<b>2</b>	<b>SUPPORT FOR THE WORK OF THE STUDENT TRANSITIONS PROJECT (STP)</b>		
2.1	Mobility of All Students, Including Traditional Transfer Students	Ongoing	
2.2	Continuing Applicant Research	Completed	Applicant research on Nursing approved by STP Steering Committee
2.3	Involvement on STP Steering Committee and Sub-Committees	Ongoing	
2.4	Support for STP Meetings	Ongoing	
<b>3</b>	<b>PROJECTS CARRIED OVER FROM 2010-11</b>		
3.1	Overview of Admissions Practices	Completed	<a href="http://bccat.ca/pubs/admissionsoverview.pdf">bccat.ca/pubs/admissionsoverview.pdf</a>
3.2	Preparing a Newsletter on the Results of the Eligible Transfer Student Cohort Study	Completed	<a href="http://bccat.ca/pubs/rr_timeittakes.pdf">bccat.ca/pubs/rr_timeittakes.pdf</a>
3.3	Preparing a Newsletter on Results of Research University Movers Project	Completed	<a href="http://bccat.ca/pubs/rr_footsteps.pdf">bccat.ca/pubs/rr_footsteps.pdf</a>
<b>C.</b>	<b>Research</b>		
1	Survey of Movers in the Public Post-Secondary System	In process	Survey in field through May. Analysis and reporting in 12-13
2	Admissions and Transfer Questions in the 2011 DACSO Survey: Report and Newsletter	Completed	
3	Newsletter on 2011 DACSO Survey Respondents who were Dissatisfied with Their Transfer and Admissions Experience	Completed	
4	Mapping the Sequence of Post-Secondary Events over Twenty-Two Years	In process	Lesley Andres, contractor
5	UVic Student Engagement Research	Cancelled	Project cancelled as per Council discussion on September 30, 2011
6	PCCAT Research Sub-Committee Work	In process	Project 2 report to be presented at June PCCAT meeting in Ottawa
<b>D.</b>	<b>Transfer and Articulation</b>		
<b>1</b>	<b>TRANSFER INNOVATIONS</b>		
<b>1.1</b>	<b>Fund and Coordinate TI projects</b>		
1.1.1	TI Projects		
	Biology FPM Analysis	In process	Proposal approved by TAC at January 2012 meeting. Anticipated finish date July 31, 2012
	Computer Education FPM Implementation	In process	Start: Jan 2, 2011, Finish: May 31, 2012

2011-12 Work Plan Ref	2011-12 BCCAT Projects & Activities	Status	Comments
	ECE Transfer Matrix	<i>In process</i>	Draft of final report submitted to TAC January 2012 meeting; updates/revisions in process
	Economics FPM Analysis Part II	<i>Completed</i>	Final report submitted Sept 11, 2011
	Economics FPM Implementation	<i>In process</i>	Start: Oct 30, 2011, Finish: Oct 29, 2012
	Psychology FPM Implementation	<i>Completed</i>	Final report submitted Sept 1, 2011
	Sociology/Anthropology FPM Implementation	<i>Completed</i>	Institutional signoffs still in process
	ABT/OA Medical Office Assistant Transfer Grid	<i>Completed</i>	Final report approved by TAC at January 2012 meeting
	English FPM Implementation	<i>Completed</i>	All institutional signoffs received
	History FPM Analysis Phase I	<i>In process</i>	Contract signed July 4, 2011; In process
1.1.2	Project Coordination	<i>In process</i>	Special Projects Coordinator Dr. Fiona McQuarrie started Sept 6, 2011 for one year half-time secondment.
1.2	External Evaluation of Transfer Innovations Program: Implementation Phase 1		
1.2.1	Implementation Definition Project - Summary of Options	<i>Behind schedule</i>	Action plan needs to be prepared for TAC approval.
1.2.2	FPM Process Working Group	<i>Completed</i>	Final report completed Sept 1, 2011
1.2.3	Review of TI Projects Deliverables	<i>Completed</i>	Review by Special Projects Coordinator
1.2.4	Investigate Tracking of TI and BT transfer students	<i>In process</i>	Project underway with participation from Selkirk and Okanagan Colleges. Focus groups to occur November 2012 and spring 2013.
2	COORDINATE ARTICULATION WITH PRIVATE POST-SECONDARY INSTITUTIONS		
2.1	General Facilitative Activities	<i>Ongoing</i>	Mtg UCW June 14; addressed issue of private representation at articulation committee mtgs.
3	RECALIBRATING THE BC TRANSFER SYSTEM: Implementing the Recommendations		
3.1	BCIT Transfer, Phase II	<i>Ongoing</i>	
3.2	Designation Policy, Phase II	<i>In process</i>	
3.2 a)	Enabling Student Mobility (formerly De-designation): Consultation and Strategic Planning	<i>In process</i>	University pilot expanded to cover all programs/courses. COTR received approval to act as receiver at TAC January meeting.
3.2 b)	Outreach to Targeted Institutions	<i>Completed</i>	Several meetings with system groups in October. Presentation at JAM, review committee developed recommendations reviewed by TAC and approved by email motion. Recommendations for enabling all institutions approved by Council March 2. Implementation in process.
3.2 c)	Review of Existing Policy Documents and Guidebooks	<i>To begin shortly</i>	Review of three policy documents underway for presentation to TAC on May 18 and Council in June.
4	TRANSFER AND ARTICULATION PROJECTS		
4.1	How to Articulate Handbook: Second Edition	<i>In process</i>	Editorial/Advisory Committee met March 5. Writing in process.
4.2	Articulation Committee Companion (reprint)	<i>Ongoing</i>	Reprinted each year in small numbers for use at articulation committees and meetings.
4.3	Joint Annual Meeting (JAM) 2011	<i>Completed</i>	132 attendees Friday Nov 4, 2011. Venue booked for Nov 2, 2012. Preliminary planning underway for themes/speakers.
4.4	Preliminary Review of Associate Degrees	<i>In process</i>	Preliminary planning underway. Background paper prepared by Associate Director.
4.5	Examination of Trades and Vocational Transfer Credit to Academic Programs	<i>In process</i>	Presentation on topic at JAM. Draft of completed paper circulated in January 2012. Final draft to be presented to TAC for approval at May 2012 meeting.
4.6	Transfer Credit Appeal Working Group	<i>Completed</i>	Revised paper approved by TAC in October by email motion and presented to Council Dec 2. Approved and published in December.

2011-12 Work Plan Ref	2011-12 BCCAT Projects & Activities	Status	Comments
5	BLOCK TRANSFER AGREEMENTS EVALUATION PROJECT: Implementation Phase 1		
5.1	Block Transfer Action/Implementation Plan	Completed	The recommendations from the Block Transfer Evaluation Report were implemented by staff.
5.2	Block Transfer Agreements (BTAs) Review	Completed	In June, the Block Transfer, Advanced Placement, and International Baccalaureate search components of the BC Transfer Guide went live.
6	ARTICULATION COMMITTEE COORDINATION	Ongoing	As of March 2012, 63 minutes received; 42 mtgs attended by BCCAT staff; attendance records created and shared with Deans of Arts and Science for 2012 season.
7	TRANSFER AND ARTICULATION RELATED RESEARCH		
7.1	Case-by-Case Articulation Research	In process	Itidal Sadek contract in place and research underway at 12 universities.
7.2	Student Services for Transfer Students	In process	Presentation given at JAM. Highlights paper scheduled for Spring/Summer 2012.
<b>E.</b>	<b>Information Technology Services &amp; Improvements</b>		
1	IT Support, Web-Hosting Fees and Maintenance	Ongoing	
2	TCES: Ongoing Support and Maintenance	Ongoing	Expanded in July to allow for editing of AP, IB and Block Transfer Guides.
3	Collaboration with BCcampus	Ongoing	Work has begun on creating linkages to MyCreditsBC and the BC TG.
4	EDUCATION PLANNER PROJECTS AND ACTIVITIES		
4.1	Project Management	Ongoing	
4.2	Content Management	Ongoing	Reorganization of content underway.
4.3	Information Technology Support Services	Ongoing	
4.4	Planned Enhancements	Ongoing	
4.5	Contingency Funds for Emerging Needs and Unplanned Enhancements	Ongoing	
4.6	Inclusion of Private Institutions in Education Planner	Ongoing	Contracts with 4/5 private pse institutions renewed
4.7	Integration of Private ITA Trades Information in Education Planner	Completed	Launched September 12, 2011
<b>F.</b>	<b>Marketing &amp; Communications</b>		
1	TRANSITIONAL APPROACH		
2	PRIORITIES FOR 2011-12		
2.1	Transit Ad Campaign	Spring 2012	New campaign launched April/May 2012.
2.2	Other Activities		
	Advertising (other)	Ongoing	
	Focus Groups	Completed	Conducted throughout November, 2011. Analysis in process.
	Website Survey (Education Planner and BC Transfer Guide)	Completed	EP Survey launched September 19, 2011. Analysis in process.
	Promotional Activities (e.g. Career Fairs)	Completed	BCCAT took part in fairs at Vancouver, Nanaimo, Kamloops and Kelowna. Staff members also participated at a number of other related events (school fairs, conferences, exhibitions, etc.)
	BCCAT Communications Materials (for Council, cttees, and other system contacts)	In process	New project - not included in original work plan.
	Swag/Promotional Items (print brochures, re-stock swag)	Completed	New swag ordered, in preparation for 2011-12 Ed & Career Fairs in Winter
3	PUBLICATIONS		

2011-12 Work Plan Ref	2011-12 BCCAT Projects & Activities	Status	Comments
	2011-12 Annual Review	May 2012	Publication Date: May 2012
	Fall/Winter Engage 2011 (newsletter)	Completed	<a href="http://bccat.ca/pubs/engagefall11.pdf">bccat.ca/pubs/engagefall11.pdf</a>
	BCCAT: Then and Now (newsletter)	Completed	<a href="http://bccat.ca/pubs/thenandnow.pdf">bccat.ca/pubs/thenandnow.pdf</a>
<b>G.</b>	<b>Collaboration</b>		
<b>1</b>	<b>BC TRANSFER SYSTEM: COLLABORATION AND SUPPORT</b>	Ongoing	
1.1	BC Post-Secondary Institutions	Ongoing	
1.2	Ministry of Advanced Education	Ongoing	
1.3	Bccampus and ApplyBC	Ongoing	
1.4	British Columbia Council for International Education (BCCIE)	Ongoing	
1.5	Degree Quality Assessment Board	Ongoing	
1.6	Sector Organizations and System Committees and Groups	Ongoing	
1.7	Student Transitions Project (STP)	Ongoing	
<b>2</b>	<b>INTER-PROVINCIAL AND INTERNATIONAL ACTIVITIES</b>	Ongoing	
2.1	Conferences and Organizations	Ongoing	
2.2	Council of Ministers of Education Canada (CMEC) Working Group on Credit Transfer	Ongoing	The Executive Director participates in regular teleconference meetings.
2.3	Pan-Canadian Consortium on Admissions and Transfer (PCCAT)	Ongoing	The Executive Director is a member of the Founding Council, which is drafting bylaws and planning the 2012 conference. The Executive Director and Associate Director, Research and Admissions, are on the conference planning committee. The Associate Director, Research and Admissions, chaired the PCCAT Research Subcommittee and the Research Coordinator provided Secretariat support.
2.4	Transfer, Articulation, and Pathways Committee	Ongoing	The Executive Director Emeritus is continuing through March 2012 and then the Executive Director assumes the role.
2.5	Western Consortium on Admissions & Transfer (WestCAT)	Ongoing	The Executive Director and Associate Directors attended the Manitoba meeting in September 2011. BCCAT will host the 2012 meeting.

APPENDIX 2: CHART OF 2011-12 PUBLICATIONS AND RESOURCES

	DATE	TITLE OF PUBLICATION	TYPE	AUTHOR	WEB/URL
1	May-11	2010-11 BCCAT Annual Review	annual report	Valerie Yorkston, Communications Coordinator, BCCAT & BCCAT staff members	<a href="http://bccat.ca/pubs/ar10-11.pdf">bccat.ca/pubs/ar10-11.pdf</a>
2	May-11	Mathematics Flexible Pre-Major Requirements Update 2011	articulation report	David Leeming and Leo Noufeld (original members of the Mathematics Flexible Pre-Major Subcommittee)	<a href="http://bccat.ca/pubs/FlexPre-MajorRevision2011.pdf">bccat.ca/pubs/FlexPre-MajorRevision2011.pdf</a>
3	Jun-11	(Research Results) The Time it Takes: A Longitudinal Study of the 2003 Cohort of Students Eligible to Transfer to a BC Research Intensive University	research summary (newsletter)	Tracy Lavin, Directions Evidence and Policy Research Group	<a href="http://bccat.ca/pubs/rr_timetakes.pdf">bccat.ca/pubs/rr_timetakes.pdf</a>
4	Jul-11	Psychology Flexible Pre-Major Implementation Report	articulation project	Graham Rodwell, Douglas College (on behalf of the Psychology Articulation Committee)	<a href="http://bccat.ca/pubs/PsychologyFPMImplementation.pdf">bccat.ca/pubs/PsychologyFPMImplementation.pdf</a>
5	Aug-11	(Research Results) Following their Footsteps: What happens to Students who Move from Research Universities to Other BC Public Post-Secondary Institutions?	research summary (newsletter)	Joanne Heslop, Student Transitions Project Manager	<a href="http://bccat.ca/pubs/rr_footsteps.pdf">bccat.ca/pubs/rr_footsteps.pdf</a>
6	Oct-11	Flexible Pre-Majors (Final Report of the Flexible Pre-Majors Working Group)	research report	John FitzGibbon, Associate Director, Transfer & Articulation, and Jennifer Orum, Special Projects Coordinator (in consultation with the Flexible Pre-Majors Working Group)	<a href="http://bccat.ca/pubs/FPMFinalReport.pdf">bccat.ca/pubs/FPMFinalReport.pdf</a>
7	Oct-11	General Guidelines for the Selection of Council Committees and Task Forces	policy paper (revised and approved)	Rob Fleming, Executive Director and Co-Chair, BCCAT, in consultation with the Council.	<a href="http://bccat.ca/pubs/generalguidelines.pdf">bccat.ca/pubs/generalguidelines.pdf</a>
8	Oct-11	Economics Flexible Pre-Major Analysis Phase II Final Report	articulation project	Bradley Krause (on behalf of the Economics Articulation Committee)	<a href="http://bccat.ca/pubs/EconomicsFPMAnalysis.pdf">bccat.ca/pubs/EconomicsFPMAnalysis.pdf</a>
9	Dec-11	BCCAT: Then and Now	feature paper	Valerie Yorkston, Communications Coordinator, BCCAT	<a href="http://bccat.ca/pubs/thenandnow.pdf">bccat.ca/pubs/thenandnow.pdf</a>
10	Dec-11	Fall/Winter 2011 Engage Newsletter	general update (newsletter)	Valerie Yorkston, Communications Coordinator, BCCAT	<a href="http://bccat.ca/pubs/engagefall11.pdf">bccat.ca/pubs/engagefall11.pdf</a>
11	Dec-11	(Special Report) Transfer Credit Appeals in BC Post-Secondary Institutions	research summary (newsletter)	John FitzGibbon, Associate Director, Transfer & Articulation,	<a href="http://bccat.ca/pubs/sr_dec11.pdf">bccat.ca/pubs/sr_dec11.pdf</a>
12	Jan-12	Applied Business Technology/Office Administration: Medical Office Assistant Transfer Guide	articulation project	Christette Cromarty (on behalf of the ABT/OA Articulation Committee)	<a href="http://bccat.ca/pubs/ABT-OA-MOAttransferguide.pdf">bccat.ca/pubs/ABT-OA-MOAttransferguide.pdf</a>
13	Jan-12	The Effects of Business and Reporting Practices on Applicant Data Quality: A Case Study of Nursing Degree Programs in BC	working paper	Jill Lawrance, Agility Consulting	<i>distributed to Registrars and Institutional Research Directors</i>
14	Mar-12	2011 Admissions and Transfer Experiences of Students Continuing the Studies in British Columbia	research report	BC Stats for BCCAT	<a href="http://bccat.ca/pubs/bcstats11.pdf">bccat.ca/pubs/bcstats11.pdf</a>
15	Mar-12	(Research Results) 2011 Admissions and Transfer Experiences of Students Continuing their Post-Secondary Studies in British Columbia	research summary (newsletter)	BC Stats for BCCAT	<a href="http://bccat.ca/pubs/rr_mar12.pdf">bccat.ca/pubs/rr_mar12.pdf</a>
16	Mar-12	Enabling the BC Transfer System	discussion paper, recommendations and implementation summary	Mike Winsemann, Transfer & Technology Manager, BCCAT	<a href="http://bccat.ca/enabling/">bccat.ca/enabling/</a>

## APPENDIX 3: Council and Committee Members

THE COUNCIL	
ROBERT FLEMING (Co-Chair)	Executive Director, BC Council on Admissions and Transfer (BCCAT)
ROGER H. BARNESLEY * (Co-Chair)	President (1998-2010) Emeritus, Thompson Rivers University
LESLEY ANDRES	Professor, Educational Studies, University of British Columbia
DAN BIRCH † (former Co-Chair)	Vice-President Emeritus, Academic and Provost, University of British Columbia
ANNA-LEE BOULTON	Senior Admissions and Academic Advising Officer, Enrolment Services, Capilano University
STEVE CARDWELL *	Superintendent and CEO, Vancouver School District
IAN CAVERS	Associate Dean, Science, Curriculum and Learning, University of British Columbia
NEIL COBURN	Vice-President, Education and Students, Selkirk College
PAUL DANGERFIELD *	Vice-President of Education, Research and International, BC Institute of Technology
JOHN DEGRACE †	former Registrar at the University of Northern BC.
ROBBIE DUNLOP †	Senior Lecturer, Earth Sciences, Simon Fraser University
TONY EDER	Director, Institutional Planning and Analysis, University of Victoria
MARTIN GERSON	Vice-President Academic and Provost, Langara College
JODY GORDON	Associate Vice-President, Students, Kwantlen Polytechnic University
TOM GRANT †	Superintendent of Schools, Coquitlam Board of Education
JIM HAMILTON	President, Okanagan College
KATY MATEER	Associate Vice-President Academic Planning and Professor, Psychology, University of Victoria
NEIL MORT	Director of Enrolment and Student Services, Fairleigh Dickinson University
GRAHAM RODWELL	Chair, Psychology and Social Science, Douglas College
KATE ROSS	Senior Director, Enrolment Services and Registrar, Simon Fraser University
KRISTINE SMALCEL PEDERSON *	Assistant Provost, University of Northern BC
HEATHER SCHNEIDER †	Regional Dean, Central Okanagan, Okanagan College
KATE SUTHERLAND *	Senior Advisor to the Provost, Thompson Rivers University
KASARA TOTH †	former BC Transfer Student/Student Representative
ADMISSIONS COMMITTEE	
JODY GORDON (Chair)	Associate Vice President, Student Services, Kwantlen Polytechnic University
ANDREW ARIDA	Associate Director, Enrolment, University of British Columbia
DORIS CRESPIN-MUELLER	Director, Institutional Planning and Analysis, Thompson Rivers University
LISA DOMAE	Vice President, Student and Educational Services, North Island College
ROBERT FLEMING	Executive Director and Council Co-Chair, BCCAT (Ex-officio, Non-voting member)
DEVRON GABER	Associate Director, BCCAT (Ex-officio, Non-voting member)
NICOLE GREENGOE	Director of Student Services and Registrar, Camosun College
JOANNE HESLOP	Manager, Student Transitions Project
MARK JOHNSTON	Counsellor, Sir Winston Churchill Secondary School
LOUISE LEGRIS	Director, Admissions, Simon Fraser University
JENNIFER MADSEN	Advisor, College of New Caledonia
KATY MATEER	Associate Vice-President, Academic Planning and Professor, Psychology, University of Victoria
DOUG MCLACHLAN	Senior Instructional Officer, College of the Rockies

<b>EDUCATION PLANNER ADVISORY COMMITTEE</b>	
<b>DEVRON GABER (Chair)</b>	<i>Associate Director, BCCAT (Non-Voting)</i>
<i>Voting Members:</i>	
<b>RACHEL ABRAMS †</b>	<i>Research Officer, Labour Market Programs, Ministry of Advanced Education</i>
<b>KAREN BARNSTABLE</b>	<i>Instructor, School District 23</i>
<b>TERRY BERTING</b>	<i>Director, BC Confederation of Parent Advisory Councils</i>
<b>APRIL GOODWIN-SMITH</b>	<i>Admissions Advisor, Emily Carr University</i>
<b>JOEL PALMER</b>	<i>Director, Learning Initiatives Branch, Ministry of Education</i>
<b>HEATHER ROBERTS</b>	<i>Admissions Recruiter, Simon Fraser University</i>
<b>ISABELLA SZMIGIEL</b>	<i>Project Manager Analyst, Labour Market Programs, Ministry of Advanced Education</i>
<b>VAIL THOMAS</b>	<i>Career Advisor, Vancouver School Board</i>
<b>KEVIN WILSON</b>	<i>Policy Analyst, Governance and Quality Assurance Branch, Ministry of Advanced Education</i>
<b>KAREN ZUKAS †</b>	<i>Lead, Communications, Industry Training Authority</i>
<i>Non-Voting Members:</i>	
<b>MIKE WINSEMANN</b>	<i>Transfer and Technology Manager, BCCAT</i>
<b>JEAN KARLINSKI</b>	<i>Research Coordinator, BCCAT</i>
<b>LINDA PARDY</b>	<i>Pardy and Associates</i>
<b>GEORGE TOMES</b>	<i>Bayleaf Software Inc.</i>
<b>RESEARCH COMMITTEE</b>	
<b>TONY EDER (Chair)</b>	<i>Director of Institutional Research, University of Victoria</i>
<b>LESLEY ANDRES</b>	<i>Professor, Department of Educational Studies, University of British Columbia</i>
<b>KATHLEEN BIGSBY</b>	<i>Director, Institutional Analysis and Planning, Kwantlen Polytechnic University</i>
<b>BOB COWIN</b>	<i>Director, Institutional Research, Douglas College</i>
<b>ROBERT FLEMING</b>	<i>Executive Director and Council Co-Chair, BCCAT (Ex-officio, Non-voting member)</i>
<b>DEVRON GABER</b>	<i>Associate Director, BCCAT (Ex-officio, Non-voting member)</i>
<b>JOANNE HESLOP</b>	<i>Manager, Student Transitions Project</i>
<b>GRAHAM RODWELL</b>	<i>Chair, Psychology and Social Science, Douglas College</i>
<b>TRANSFER AND ARTICULATION COMMITTEE</b>	
<b>MARTIN GERSON (Chair)</b>	<i>Vice-President Academic and Provost, Langara College</i>
<b>ROBERT CAMPBELL</b>	<i>Dean of Arts and Sciences, Capilano University</i>
<b>IAN CAVERS</b>	<i>Associate Dean, Science, Curriculum and Learning, University of British Columbia</i>
<b>SARAH DENCH</b>	<i>Director, University Curriculum, Simon Fraser University</i>
<b>KAREN EVANS †</b>	<i>Vice-President, Students, University of the Fraser Valley</i>
<b>JOHN FITZGIBBON</b>	<i>Associate Director, BCCAT (Ex-officio, Non-voting member)</i>
<b>ROB FLEMING</b>	<i>Executive Director and Council Co-Chair, BCCAT (Ex-officio, Non-voting member)</i>
<b>TIM HASKETT</b>	<i>Assistant Professor, Department of History, University of Victoria</i>
<b>ROBERT HENSLEY *</b>	<i>Registrar, Kwantlen Polytechnic University</i>
<b>SHARON JOSEPHSON</b>	<i>College Professor, Okanagan College</i>
<b>NIKKI LEE</b>	<i>Student, Simon Fraser University (Student Representative)</i>
<b>RON MCRAE</b>	<i>Dean of Instruction, College of the Rockies</i>
<b>PATRICIA SACKVILLE</b>	<i>Associate Dean - Academic Studies, BC Institute of Technology</i>
<b>KATE SUTHERLAND</b>	<i>Senior Advisor to the Provost, Thompson Rivers University</i>
<b>TREVOR TOONE</b>	<i>Principal, Columbia College</i>

\* New member. † Stepped down (or completed term of service).

## APPENDIX 4: BC Post-Secondary Groups and Organizations

Throughout 2011-12, BCCAT staff interacted with the following BC post-secondary groups and organizations regarding issues and developments affecting the BC Transfer System:

Group/Organization	BCCAT Staff Member(s)/Liaison(s)
ApplyBC	DGABER
Association of Service Providers for Employability and Career Training (ASPECT)	VYORKSTON
BC Academic Advising Association (BCADA)	MWINSEMANN
BC Administrators of Trades and Technology Association (BCCATTA)	JFITZGIBBON
BC Associate Registrars and Managers Association (BCARMA)	MWINSEMANN
BC Association of Institutes and Universities (BCAIU)	RFLEMING/DGABER/MWINSEMANN/JFITZGIBBON
BCcampus	RFLEMING/DGABER/MWINSEMANN/JFITZGIBBON
BC Colleges	RFLEMING/MWINSEMANN/JHESLOP
BC Confederation of Parent Advisory Councils (BCCPAC)	VYORKSTON
BC Council for International Education (BCCIE)	RFLEMING/DGABER/JHESLOP
BC Deans of Arts and Science Programs (BCDASP)	RFLEMING/JFITZGIBBON/MWINSEMANN
BC Deans of Business	JFITZGIBBON/JHESLOP
BC Institutional Researchers and Planners (BCIRP)	DGABER/JKARLINSKI/JHESLOP
BC Institutional Research and Planning Directors Association (BCIRPDA)	DGABER/JKARLINSKI
BC Prior Learning Assessment Network (BCPLAN)	DGABER
BC Registrars' Association (BCRA)	DGABER/JFITZGIBBON/MWINSEMANN
BC School Counsellors' Association (BCSCA)	VYORKSTON
BC Student Outcomes Research Forum (BCORF)	RFLEMING/JHESLOP
Confederation of University Faculty Associations of BC (CUFA-BC)	RFLEMING
Data Definitions & Standards (DDEF) Committee	DGABER/JHESLOP
Degree Quality Assessment Board (DQAB)	RFLEMING
Developmental Programs Deans and Directors	RFLEMING/JFITZGIBBON
Health Sciences Deans and Directors	RFLEMING
Industry Training Authority (ITA)	JFITZGIBBON/MWINSEMANN
Ministry of Advanced Education	RFLEMING/JFITZGIBBON
Ministry of Education	DGABER/MWINSEMANN/JFITZGIBBON
Post-Secondary Application Services of BC (PASBC) Steering Committee	DGABER
Post-Secondary Institutions of BC (PSIBC)	JHESLOP
Research University Institutional Research Directors	DGABER/JKARLINSKI
Senior Academic Administrators' Forum (SAAF)	RFLEMING
Skills Canada BC	RFLEMING/JFITZGIBBON/FMCQUARRIE
Student Transitions Project (STP)	DGABER/JHESLOP/JKARLINSKI
S.U.C.C.E.S.S. (see <a href="http://successbc.ca/eng">successbc.ca/eng</a> )	MWINSEMANN
The Research Universities' Council of British Columbia (RUCBC)	RFLEMING
Nursing Educators Council of BC (NECBC)	JFITZGIBBON



## APPENDIX 5: Transfer Credit Evaluation System (TCES): 2011-12 Statistics

This year, several thousand agreements were added to the BC Transfer Guide as a result of the regular articulation process occurring through the TCES. A summary of statistics is provided below.

	March 31, 2008	March 31, 2009	March 31, 2010	March 31, 2011	March 31, 2012
Number of individual "sending" institution courses	9,723	10,192	10,633	11,707	13,304
Number of <i>active</i> course transfer agreements*	61,206	66,360	69,460	74,006	79,150
Number of active transfer agreements per course	6.3	6.5	6.5	6.3	5.9
Number of block transfer arrangements	894	899	899	884	907
Number of changes made to the database records	14,125	10,798	13,085	33,589	11,326
Number of <i>archived</i> course transfer agreements†	43,636	45,907	49,193	68,625	70,322

\* Course agreements with either no official end-date or an end-date after March 31, 2012

† Course transfer agreements with an end-date prior to March 31, 2012, for which transfer credit is still available.

The following table shows the number of articulation requests submitted in 2011-12:

	April 1, 2008 – March 31, 2009	April 1, 2009 – March 31, 2010	April, 2010 – March 31, 2011	April, 2011 – March 31, 2012
Number of new articulation requests	7,537	5,190	5,435	7,039
Number of distinct courses submitted for articulation	2,578	933	1021	1,074
Average number of articulation requests per course	2.9	5.5	5.3	6.6
Total number of articulation evaluations	8,672	10,993	6,464	8,431





**MINISTRY OF ADVANCED EDUCATION,  
INNOVATION AND TECHNOLOGY  
MEETING NOTE**

**PREPARED FOR:** Honourable John Yap, Minister of Advanced Education, Innovation and Technology

**DATE AND TIME OF MEETING:** February 20, 2013, 9:00 AM.

**ATTENDEES:** Sherry Campbell, President, Frontier College, Richard Harvey, Regional Manager for BC and the Yukon, Mariana Diacu, Executive Director, Post-Secondary Programs

**ISSUE:** Meeting with Frontier College regarding their literacy initiatives across Canada and in British Columbia

**BACKGROUND:**

Frontier College is a national non-profit organization that offers a variety of literacy programs in locations across Canada. It recruits and trains volunteers to work with children, youth and adults. Its mission is to provide access to literacy by encouraging lifelong learning and responding to the needs of learners across Canada. It achieves its missions through volunteer mobilization, youth leadership development, and community capacity building.

Frontier College was founded in 1899 and is based in Ontario. It has a Vancouver branch located at Britannia Community Services Centre. Canada, Nova Scotia, Quebec, Ontario and Saskatchewan provide funding support to Frontier College.

Frontier College's Executive Director, Sherry Campbell, met with the Honourable Murray Coell in November 2007. She was advised that the Ministry of Advanced Education, Innovation and Technology (the Ministry) had a Community Adult Literacy Program that supports adult literacy programs offered to people in rural and remote communities, including Aboriginal learners.

**DISCUSSION:**

Frontier College has 14 programs in Vancouver, Burnaby and New Westminster. The majority of the programming focuses on youth through "group" tutoring programs and one-on-one tutoring. They also have programs that support family literacy and for people who have recently moved to Canada for work and are learning English as a second language.

The Province of British Columbia does not provide any funding to Frontier College. Sect 13

Sect 13

Sect 13

Frontier College has provided information on two initiatives – Aboriginal Literacy Summer Camps and the Virtual Learning Portal.

They have operated Aboriginal Literacy Summer Camps in communities across Canada since 2005. The camps provide three weeks of literacy-based activities for youth aged 6 to 16 with support from provincial governments. In 2012, they ran a Summer Camp in partnership with Teck Resources and the Tahltan Health and Social Services Authority in Dease Lake. This type of activity fits better under the Ministry of Education's mandate.

Frontier College launched their Virtual Learning Portal in partnership with Compugen Inc. and Microsoft Canada in 2012. This website allows tutors and learners to meet online for their tutoring sessions and, where there is connectivity, can expand into remote areas of the province.

The Ministry has the Community Adult Literacy Program (CALP) which is a community-based literacy initiative to promote and deliver adult, family and Aboriginal literacy programs across the province and can also serve as a bridge between post-secondary institutions and communities. CALP is administered by the Ministry through an annual call for proposals. Grants of up to \$40,000 per program are awarded to non-profit organizations working in partnership with public post-secondary institutions to deliver one-to-one, small group and family literacy programs.

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In 2012/13, the Ministry awarded 68 CALP grants to community organizations across the province.

Frontier College is meeting with staff from the Adult Education and Skills Development Unit (AEIT) and the Ministry of Education after the meeting with the Minister.

**SUGGESTED RESPONSE:**

Sect 13

**Attachments:**

1. Aboriginal Summer Literacy Camps Across Canada 2012
2. Virtual Learning Portal

<b>Prepared by:</b>	Susan Kelly, Director	<b>Reviewed by:</b>	
	Post-Secondary Programs 2	Executive Director	
Phone #:	387-6148	Assistant Deputy Minister	
		Deputy Minister	



# FRONTIER COLLEGE

## What We Do: Aboriginal Communities

Frontier College is a national literacy organization founded in 1899. We believe literacy is a right. We work with volunteers and community partners to give people the skills and confidence they need to reach their potential and contribute to society.

Frontier College has been working with Aboriginal communities for over 40 years. Currently we work with almost 60 Aboriginal communities in Manitoba, Alberta, Saskatchewan, Quebec and Ontario. Our student centered approach focuses on materials and learning that is relevant and related to the learner's life. As such, there is an imperative to develop materials and approaches that reflect the diversity and traditions of groups that we work with.

**Our work with Aboriginal communities focuses on four pillars:**

1. Providing innovative programming to address the education gap between Aboriginal and non-Aboriginal students.
2. Developing programming which respect the community's identity, diversity and aspirations.
3. Developing partnerships which lead to tangible outcomes for Aboriginal children, youth and adults.
4. Developing programs that build workforce skills to allow communities to participate in economic development opportunities.

## Workforce Development

Despite the growing demographic of young Aboriginal people labour force participation rates are lower and unemployment rates are much higher than Canadian average. In addition, The high school completion rate of Aboriginal Canadians (15 and older) in 2006 was 56.3 per cent overall, compared to the non-Aboriginal rate of 76.9 per cent<sup>1</sup>. This disparity comes at a high individual and societal cost, including lost productivity, earnings, employment and life prospects. Across Canada we work with Aboriginal communities to strengthen the literacy skills of their community members. This approach gives individuals the skills and confidence to effectively participate in the numerous economic development opportunities that are opening up to many Aboriginal communities. We conduct needs assessments and help the community to develop a program to most effectively address these literacy and essential skill needs. These programs may include:

- Academic upgrading
- General Educational Development (GED) preparation and support
- Computer skills training
- Training peer tutors
- Setting up a workplace literacy program for an existing employer

We are currently working with a number of Aboriginal communities who have potential employment opportunities in the North. As businesses look to work with these communities there is a tremendous opportunity to develop skills and provide employment for Aboriginal communities looking to partner with the private sector. Frontier College's proven methodology involves the following activities to establish a workforce development program:

- Needs assessment.
- Report and recommendations.
- Learning assessment.
- Program and curriculum development.
- Program implementation.
- Program evaluation.
- Follow-up and review.

## Aboriginal Summer Literacy Camps

Since 2005 we have worked with communities to develop summer literacy programs for children and youth. Camps involve a variety of hands-on, interactive literacy games, story-telling, arts and crafts, drama, music, and cultural activities to create a fun and engaging experience for children from 5 to 16 years of age. We work with communities to develop camps that best suit the needs of their children and youth.

<sup>1</sup> 2006 Census, Statistics Canada



Frontier College’s Aboriginal Summer Literacy Camps are delivered with the support and assistance from local community partners. Our community partners play an important role in the development of our programs and provide a bridge between Frontier College and the Aboriginal communities. Our partnerships are critical in creating a forum to help enhance community capacity through the exchange of knowledge and expertise, as well as sharing resources.

The camps address the issue of summer learning loss where children experience drops in their reading and mathematics scores over the course of three months. Research has shown that children of lower socio-economic status experience a bigger gap in these skills over the course of the summer<sup>2</sup>. The camps are built on five fundamental principles:

1. **Community Based**: camps are tailored to reflect individual communities.
2. **Respectful**: local cultures, traditions, & languages will be included in a respectful manner.
3. **Inclusive**: programs involve parents, Elders, & community members.
4. **Accessible**: everyone who is interested is welcome and there is no cost to families.
5. **Community Empowered**: programs will foster active community ownership and where we can, staff are hired from the community

Across Canada we have a number of varied models to deliver summer literacy camps, these include:

Model	Details
<b>Fully Staffed Model</b>	Frontier College hires camp counselors to run the programs in the community. Counselors are generally hired from the community.
<b>Community Run Camp</b>	The community hires staff (often through summer employment programs) and runs the camp. Staff are trained and supported by Frontier College staff.
<b>Embedded Model</b>	In some communities, summer programming already exists. Frontier College provides training to the staff of the existing camp; the focus is on embedding literacy in fun camp activities (e.g. word tag, reading relays).

For a list of camps please see Appendix 1.

## Summer Literacy Camps: 2012 at a Glance

- **65** communities held summer literacy camps
- Over **3,000** children across Canada participated
- Over **15,000** books were read
- Over **2,500** books were distributed to children and families
- Over **800** cultural activities were incorporated into the camps

<sup>2</sup> Canadian Council on Learning, Summer Learning Loss, June 2008

## One-to-One & Small Group Tutoring

Across Canada we train volunteer tutors to work in small groups or one-to-one with individual Aboriginal learners who want to improve their learning skills. These learners can be children, youth and or adults and our programming is developed based on the needs of specific communities. Frontier College volunteers work in settings ranging from schools, to community centres to libraries and shelters.

Some examples of our Aboriginal one-to-one work include:

- Literacy and life skills for Aboriginal youth in Vancouver.
- Literacy training for residents in an Aboriginal healing lodge in Edmonton.
- Reading and homework support for Aboriginal children and youth in a variety of settings across the country.
- Intergenerational literacy programs for families in collaboration with the Métis Nation of Ontario.

## Working with Families & Caregivers: Capacity Building

The importance of reading and writing with children is emphasized in all of our work. Parents and caregivers are children's first and most important teachers. In many Aboriginal communities we offer workshops and training sessions for parents and caregivers. Workshops topics have included:

- Pass the Play, Please – Integrating literacy into games and play activities.
- Reading With Your Child
- Helping With Homework
- Internet Basics and Safety

Increasingly we are starting to use technology to deliver these workshops to remote communities. We have used video-conferencing to deliver workshops to Aboriginal communities across Canada.

## Evaluation and Assessment

All of Frontier College's literacy programs have a strong assessment and evaluation component to determine the efficacy of our work. This is developed with our partners and may include information like pre-and post tests, learner surveys and focus groups. For our work with children we conduct interviews and focus groups with parents, teachers and community partners.

We also conduct research on a number of our programs to demonstrate the impact of our program models and to constantly improve our work.

## Building Stronger Communities

There are a number of positive benefits to the community as a result of adopting a literacy program:

- We have a positive impact through the development of sustainable partnerships with communities who will collaborate with Frontier College – “Every place a learning place.”
- Employment opportunities will be created in Aboriginal communities.
- Community capacity to deliver year-round literacy programming will be enhanced by the camps and the training of community members.
- Summer literacy camps will engage local political leaders and community members to contribute to literacy development in their community
- Parental involvement will involve the whole family in literacy development and will allow them to recognize the importance of reading and writing skills for the success of the children in the community.
- Literacy programming will build future economic prosperity in communities. Higher local literacy levels make domestic and foreign investors more likely to invest in a community.
- Literacy is a vital force in addressing violence in the community. Reading encourages debate, discussion and non-violent ways to settle conflict.
- Other collaborations and partnerships often present themselves through literacy action.



“ On behalf of the students and staff, I take this opportunity to express my profound appreciation for the tremendous support provided by Frontier College to make the first year of the Lord Selkirk Park Adult Learning Centre successful. Most of the students at the Learning Centre are Aboriginal and Métis who have experienced little success in earlier schooling and need considerable academic and emotional support. The volunteers from Frontier College were truly a gift for these students to pursue their academic goals” ”

Dushant Persaud  
Principal, Winnipeg Adult Education Centre

# ABORIGINAL SUMMER LITERACY CAMPS ACROSS CANADA - 2012

## Guiding Principles of the Camps

**Community Based:** camps are tailored to reflect individual communities.

**Respectful:** local cultures, traditions, and languages will be included in a respectful manner.

**Inclusive:** programs involve parents, Elders, and community members.

**Accessible:** everyone who is interested is welcome and there is no cost to families.

**Community Empowered:** programs will foster active community ownership and where we can, staff are hired from the community.



Frontier College

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## FRONTIER COLLEGE HAS SUCCESSFULLY WORKED WITH ABORIGINAL COMMUNITIES ACROSS THE COUNTRY TO DELIVER SUMMER CAMPS

### British Columbia

- ✓ Dease Lake

### New Brunswick

- ✓ Eel River Dam

### Quebec

- ✓ Kanehsatake Territory
- ✓ Kitcisakik
- ✓ Manawan
- ✓ Mingan
- ✓ Natashquan
- ✓ Lac Simon
- ✓ Val d'Or
- ✓ Lanaudière

### Ontario

- ✓ Aroland
- ✓ Attawapiskat
- ✓ Bearskin Lake
- ✓ Big Grassy
- ✓ Big Trout Lake
- ✓ Cat Lake
- ✓ Deer Lake
- ✓ Eagle Lake
- ✓ Fort Albany
- ✓ Fort Hope
- ✓ Fort Severn
- ✓ Kasabonika Lake
- ✓ Kingfisher Lake
- ✓ Marten Falls
- ✓ Mishkeegogamang
- ✓ Moose Cree
- ✓ Muskrat Dam

- ✓ Onigaming
- ✓ Peawanuk
- ✓ Poplar Hill
- ✓ Sachigo Lake
- ✓ Sandy Lake
- ✓ Slate Falls
- ✓ Taykwa Tagamu Nation
- ✓ Temiskaming
- ✓ Wabaseemoong
- ✓ Wapekeka
- ✓ Webeque

### Saskatchewan

- ✓ Air Ronge
- ✓ Balcarres
- ✓ Battleford
- ✓ Beauval
- ✓ Brabant

- ✓ Buffalo Narrows
- ✓ Cole Bay
- ✓ Creighton
- ✓ Cumberland House
- ✓ Fort Qu'Appelle
- ✓ Green Lake
- ✓ Ile-A-La-Crosse
- ✓ Jans Bay
- ✓ La Loche
- ✓ La Ronge
- ✓ North Battleford
- ✓ Pinehouse Lake
- ✓ Sandy Bay
- ✓ St. George's Hill
- ✓ Stony Rapids
- ✓ Timber Bay
- ✓ Uranium City
- ✓ Weyakwin

### Manitoba

- ✓ Hollow Water First Nation
- ✓ Grand Rapids
- ✓ Sioux Valley Dakota Nation
- ✓ Waywayseecappo

### In Previous Years...

- ✓ Cold Lake First Nation (AB)
- ✓ Elizabeth Métis Settlement (AB)
- ✓ Fort Chipewyan (AB)
- ✓ Kashechewan (ON)
- ✓ Keewaywin (ON)
- ✓ Laxgalts'ap (BC)
- ✓ New Aiyansh (BC)
- ✓ Nibinamik (ON)
- ✓ Pic Mobert (ON)
- ✓ Pikangikum (ON)
- ✓ Saddle Lake (AB)
- ✓ Wunnumun Lake (ON)

# Virtual Learning Portal

*"Extending our reach in urban, rural & remote communities"*

## Project Vision & Purpose

- To provide a literacy learning program for all Canadians regardless of their economic circumstance or geographical location.
- To serve remote areas and urban communities even those without a computer at home through the use of community partners.
- Using technology to connect learners and tutors in new ways
- To impact literacy for marginalized groups by providing "virtual" access to tutors, trainers and staff allowing Frontier College to expand its reach.

## Benefits to Future Employers

- **Lifting literacy rates by only 1% could lift labour productivity by 2.5% and output per capita by 1.5%. (Statistics Canada)**
- Increased profitability
- Lower error rate
- Increased ability to do on-the-job training
- Improved team performance
- Increased quality of work
- Enhanced employee and customer relations
- Improved Health & Safety records
- More people on the job are able to study at their convenience in order to improve their skills and do their jobs better

## Benefits to Learners

- Learners can attend a tutoring session anytime, from anywhere allowing them to work at their own pace
- Improved skills in reading, writing, listening, speaking, using documents, numeracy, and using computers
- Increased skills in working with others
- Improvements in critical thinking, problem solving, & decision making
- Gained confidence in thinking about continuous learning or employment options

## Virtual Learning

Virtual tutoring or virtual learning is a proven and effective method of delivering instruction online. Many learning centres, universities and private tutors have been using virtual tutoring for years as a convenient alternative to in-person tutoring. The learner will receive tutoring similar to the way they would receive tutoring in a face-to-face setting. The tutor meets with the learner LIVE and can share the learner's assignment instructions and completed assignment through a "sharing" feature in the virtual tutoring room.

## Literacy & Essential Skills

- Reading & writing skills
- Using documents with confidence
- More proficiency at numeracy
- Speaking & listening more effectively
- Basic computer skills
- Working with others more effectively
- Critical thinking, problem solving & decision making
- Continuous learning

## About Frontier College

As Canada's original literacy organization, Frontier College has been recruiting dedicated volunteers to work with children, youth and adults from coast to coast since 1899. Our programs have helped millions of Canadians improve their literacy and essential skills.

For more information, contact:

**Kenefe Tefere, Project Manager**  
Frontier College  
**1-800-555-6523**  
**Ext. 362**  
ktefere@frontiercollege.ca

LITERACY.  
LEARNING FOR LIFE.

[www.frontiercollege.ca](http://www.frontiercollege.ca)

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AED-2013-00112

**MINISTRY OF ADVANCED EDUCATION,  
INNOVATION AND TECHNOLOGY  
MEETING NOTE**

**PREPARED FOR:** Honourable John Yap, Minister

**DATE AND TIME OF MEETING:** February 20, 2013

**ATTENDEES:**

Izzie Abrams, Vice President, Corporate Development and Government Relations, BFI Canada  
Mike Gladstone, Manager of Government and Community Relations in Western Canada,  
BFI Canada

**ISSUE(S):**

- To discuss some potential challenges for waste reduction innovation being fully utilized in Metro Vancouver and British Columbia.
- To share experiences with Mechanical Biological Treatment technologies, anaerobic digestion and compressed natural gas.

**BACKGROUND:**

- BFI Canada is the third largest non-hazardous solid waste management company in North America, serving commercial, industrial and residential customers across six provinces.
- BFI Canada services approximately 705,000 residential customers and 52,000 commercial and industrial customers across Canada.
- Through an integrated waste services network, BFI offers waste collection, recycling services, material recovery, transfer services, and disposal services. The most recent facility opening in December 2012 was a recycling plant in Rocky View County, Alberta.
- BFI Canada, IESI and WSI exist under the corporate name Progressive Waste Solutions.
- BFI has invested in waste-to-energy technologies which converts landfill gas produced into electricity.
  - Landfill gas is produced when oxygen mixes with decomposing garbage. This gas is mainly made up of carbon dioxide and methane.
  - Methane is a natural gas and an energy source, but is also a greenhouse gas.
  - It is flammable and explosive in certain concentrations, which is why it needs to be controlled.
  - Conversion of methane reduces greenhouse emissions while making a positive contribution to energy production.

**The Vancouver Landfill – An active landfill gas collection and cogeneration system**

- Located in Delta, The Vancouver Landfill is owned and operated by the City of Vancouver and is a waste to energy facility.
- Since 1990, an active landfill gas collection and flare system has prevented odours and reduced greenhouse gas emissions.
- In 2003, the City expanded the system and connected to a co-generation system built and operated by Maxim Power Corporation.

- Maxim pipes landfill gas to Hothouse Greenhouses, and burns the gas there, generating 5.55 megawatts of electricity for sale to BC Hydro, and 75,000 gigajoule per year of heat for sale to Hothouse.

**Metro Vancouver** is responsible for managing the garbage produced by residents and businesses in the Lower Mainland. Metro Vancouver's sustainability principles provide guidance for the regional Integrated Solid Waste and Resource Management Plan (ISWRMP), which was approved by the Province in 2011.

- The first priority of the ISWRMP is to reduce, reuse and recycle as much garbage as possible.
  - This region now recycles about 55 percent of its garbage - far better than the 22 percent Canadian average.
- The ISWRMP outlines many strategies and actions to achieve 70 percent diversion of waste from disposal by 2015 and an aspiration target of 80 percent diversion by 2020.

Metro Vancouver has issued the first request for qualifications regarding the technology, to initiate the procurement process (Attachment B- New Waste-to-Energy Capacity for Metro Vancouver).

## DISCUSSION:

There are several initiatives which might be causing BFI concern:

- Most notably is Metro's move to impose waste flow controls on the sector because they are finding that private operators are taking Industrial, Commercial & Institutional waste outside of the region to avoid tipping fees.
  - This is causing some problems for Metro's solid waste plan and system so they are looking at regulating the area.
  - They were recently coordinating meetings with Minister's and Ministries on this topic.
  - BFI and the other haulers do not support the move.
- In addition, BFI may be competing in the technology based Request for Proposal (RFP) Metro Vancouver is undertaking for increasing waste to energy capacity.

## SUGGESTED RESPONSE:

- Sect 13
- The Technology Strategy priorities include advancing the application of innovative technologies to solve real-world challenges.
- Sect 13

## Attachments:

Attachment A – Biography of Izzie Abrams

Sect 13

<b>Prepared by:</b>	Naomi Pope	<b>Reviewed by:</b>	
	Research & Innovation Branch	Executive Director	KB
Phone #:	(250) 387-6157	Assistant Deputy Minister	IR
		Deputy Minister	



## Attachment A: Biography



### **Izzie Abrams**

Vice President, Corporate Development and Government Relations

Mr. Abrams joined in 2003 and is responsible for the Company's corporate development and government relations programs. Prior to Progressive Waste Solutions, Mr. Abrams was founder and President of Triwaste Services. Previously, he had founded and led Dual Removal Systems. Additionally, he was a Vice President responsible for Canadian operations at Canadian Waste Services and was President, CEO and Chief Restructuring Officer of Nevada Bob's Golf. In his career spanning more than 30 years, Mr. Abrams has taken a leadership role in various charitable and non-profit community organizations and as well has played a strong role within the waste services industry through his involvement in many trade organizations.



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Sect 13

**MINISTRY OF ADVANCED EDUCATION,  
INNOVATION AND TECHNOLOGY  
MEETING NOTE**

**PREPARED FOR:** Honourable John Yap, Minister of Advanced Education, Innovation and Technology and Minister Responsible for Multiculturalism

**DATE AND TIME OF MEETING:** March 11, 2013  
Time: 9:00 – 10:00 am

**ATTENDEES:** Dr. George Iwama, President and Vice-Chancellor, University of Northern British Columbia (UNBC)

**ISSUE:** Proposed Master's of Engineering Program at the Wood Innovation and Design Centre

**BACKGROUND:**

Government<sup>1</sup> is currently reviewing proponent proposals for the construction of the Wood Innovation and Design Centre (WIDC) with the intention of announcing the preferred proponent in March, 2013. Academic programming is identified as a key element of the proposed WIDC, and after a review of potential programming in 2011/12, a UNBC Masters of Engineering degree program (the Program) was identified as the preferred option

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The Ministry of Advanced Education, Innovation and Technology has earmarked \$0.1 million in 2012/13 for allocation to UNBC to help assist in the planning of the Master's of Engineering program, including further developing its budget. These funds will be allocated to UNBC in March 2013.

In addition to the \$0.1 million, starting in 2013/14, the Ministry has earmarked \$1 million to support UNBC's academic programming at the WIDC, but has not incorporated this funding into the base operating allocation for UNBC.

**DISCUSSION:**

In July 2012, UNBC provided a preliminary draft budget to Ministry staff (Attachment 2), outlining anticipated one-time start-up costs of \$917,000 and a request for the Ministry to cover annual operating costs of \$1.66M. Ministry staff have indicated that a maximum of \$1 million per year is available to support the Program. As a result of these preliminary discussions, Dr. George Iwama, President of UNBC, has stated (Attachment 3) that UNBC is not willing to reassess programming cost estimates because of the "realities of no increases to our operating

<sup>1</sup> Staff from the Ministries of Advanced Education, Innovation and Technology; Jobs, Tourism and Skills Training; and Partnerships BC

budget, declining pressures on enrolment, the impending costs of settling labour negotiations and a reduction in the operating budget from government.”

The cost estimates for the Program are extremely high, even for a small, specialized program such as the one UNBC proposes (20 students per annum), with the anticipated operating cost, net of tuition, at over \$83,000 per student. As a comparator, this exceeds the operating funding currently provided for new physician spaces in British Columbia. In preliminary discussions, UNBC staff have stated there are few opportunities for synergies with existing UNBC programs or staff due to the specialized nature of the program.

Administrative overhead accounts for almost \$0.4 million (20 percent) of estimated gross ongoing program expenses and anticipated salary costs are high, as UNBC feels higher salaries would be the only way to attract the required faculty to Prince George. Despite the small student cohort, UNBC estimates that the specialized nature of the programming would require six faculty (including the program Chair). This results in a high student to faculty ratio of 3.3 to 1. Similarly, a support staff complement of 8, results in a staff to faculty ratio of over 1.3 to 1. These faculty and support staff salary costs are the most significant elements of the budget.

Ministry staff have engaged with UNBC Executive, suggesting that they work to further develop the vision of the proposed programming which will, in turn, help further clarify and potentially reduce the anticipated budget for the program.

#### **SUGGESTED RESPONSE:**

- I appreciate UNBC’s participation in government’s efforts to advance the WIDC initiative and the steps taken, to-date, in the development of a UNBC Master’s of Engineering program.
- I am extremely pleased that UNBC continues to engage with Linneaus University in Sweden to help ensure there is an international education component of academic programming at the WIDC.
- I recognize the economic realities facing UNBC, and this is why the Ministry is making available \$100,000 to assist UNBC in further developing the plan for a Master’s of Engineering program at the WIDC.

I recommend your team work with Ministry staff to further develop the proposed budget for the Master’s of Engineering Program.

#### **Attachments:**

Sect 12

**Attachment 2 – UNBC Budget**

**Attachment 3 – UNBC Letter to DM Wenezenki-Yolland Feb 12, 2013**

<b>Prepared by:</b>	Northern / Central Branch Adam Molineux	<b>Reviewed by:</b>	
		Manager	
Phone #:	250-356-7882	Director	
		Executive Director	
		Assistant Deputy Minister	
		Deputy Minister	

Pages 69 through 70 redacted for the following reasons:

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February 12, 2013

Ms. Cheryl Wenezenki-Yolland  
Deputy Minister  
Ministry of Advanced Education, Innovation & Technology  
PO Box 9884, Stn Prov Govt  
Victoria, BC  
V8W 9T6

Dear Cheryl,

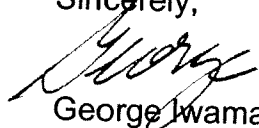
Thank you for the call last week. I wanted to communicate this to you prior to discussing it with the Minister. As promised, I attach the documents which show the latest estimates to deliver a Master's of Engineering program in the Wood Innovation Centre in Prince George.

The \$1.66M estimate is the net cost of the gross total of about \$2.00M minus the tuition from 20 students which total \$336,000. The one-time expenditure of \$917,000 consists of activities and costs such as planning, recruiting, setting up labs for the new faculty members. Thank you for confirming that the utility and running cost of the space in the WIDC will not be paid by UNBC; this is an important clarification.

This estimate took a significant effort to generate. Dr. Belinda Larish was hired for a one year term just to work on this and provide design and building specifications to the WIDC planning process. Two of our senior full time staff members from our Facilities Department continue to work with Partnerships BC and provincial government staff on the process of awarding the building contract and related matters.

We do not feel that we can reassess these estimates. We will not be able to offer the program with less than this amount. I realize that this presents a challenge for you in these difficult days. Our realities of no increases to our operating budget, declining pressures on enrolment, the impending costs of settling labour negotiations and a reduction in the operating budget from government are some of the realities here that force us to take this position. I know you appreciate these conditions.

Sincerely,



George Iwama, Ph.D.  
President and Vice-Chancellor

CC: Mark Dale, VP Academic and Provost  
Eileen Bray, VP Administration and Finance  
Ranjana Bird, VP Research  
Rob van Adrichem, VP External Relations

University of Northern British Columbia  
DRAFT OPERATING BUDGET – July 2012  
MEng (Wood Structural Engineering)

Number of Students: 20

Ongoing Costs

	Number	Annual Amount	Benefits (18%)	Total Expense	Total Revenue
<b>Faculty</b>					
Salary - Chair	1	175000	31500	206500	
Salaries - faculty	5	125000	22500	737500	
<b>Support Staff</b>					
				0	
Salaries - admin	1	45000	8100	53100	
Salaries - postdoc	2	45000	8100	106200	
Salaries - support	2	50000	9000	118000	
Technician	2	55000	9900	129800	
program administrator	1	60000	10800	70800	
<b>Program Operating Costs</b>					
faculty travel allowance	6	5000		30000	
faculty professional development	5	2000		10000	
chair professional development	1	5000		5000	
<b>Operating Supplies</b>					
office supplies	1	25000		25000	
MEng consumables	1	40000		40000	
library resource allocation	1	67000		67000	
				1598900	
25% overhead*				399725	
Total Ongoing Operating costs				1998625	

One Time Costs

**One-Time Operating Costs**

planning	1	250000	250000
library resource one time set up	1	67000	67000
research start-up	6	100000	600000

Total One-Time Costs

917000

Revenue

**Revenue**

Tuition @ \$350/credit

20

16800

336000

Difference required

1662625

\* overhead includes advising, payroll, purchasing, risk management, recruitment, and other Admin costs, and is calculated as a fixed percentage of total revenue.





May 2013

## ISSUE NOTE

### Issue:

- Cancellation of Canada-BC Immigration Agreement Funding

### Background:

- The federal government's cancellation of the *Canada-B.C. Immigration Agreement*, announced April 24, 2012, will have a significant impact on English as a Second Language programs delivered by public post-secondary institutions.
- Citizenship and Immigration Canada will resume administration of settlement and integration services for immigrants on April 1, 2014,

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<sup>1</sup> This does not include international students.

May 2013

- Citizenship and Immigration Canada will continue to fund English language training for immigrants after April 1, 2014; however this will be done through a procurement process that includes an open Call for Proposals and negotiated contracts. A Call for Proposals for settlement services in B.C. is expected to be released in early June, 2013.
- Public post-secondary institutions will be eligible to submit proposals for federal funding for language training; however they will be competing with not-for-profit settlement organizations, which are able to deliver services at a lower cost. Citizenship and Immigration Canada does not fund advanced level English as a Second Language, and immigrants who are Canadian citizens are not eligible to access federally-funded classes.
- In preparation for the Call for Proposals, the Ministry continues to provide input that advanced level English language training be identified as one of the regional priorities (i.e. provincial) related to the Language and Skills Development funding stream.
- The Ministry is working with institutions to ensure they receive all relevant information related to the Call for Proposals and Citizenship and Immigration Canada's procurement criteria and processes.
- The impending loss of federal funds for the base funding of English as Second Language in the public post-secondary system will impact the settlement and integration of immigrants; particularly their access to higher level language courses that lead to post-secondary programs and success in the labour market. This may negatively affect B.C.'s ability to meet labour market demand in the future, as well as the International Education.
- Ministry staff continue to work with colleagues in the Ministry of Jobs, Tourism and Skills Training – which currently administers the Agreement – to clearly outline all implications and impacts of the cancellation of the Agreement, in order to ensure services to immigrants are maintained post-March 31, 2014.
- Further, per the 2013/14 Budget Letter to the Ministry and JTST, the Ministry has been directed to develop a transition plan, spanning 2013/14 to 2015/16, which considers post-secondary institution operational impacts, potential funding sources and any legislative/policy implications required for successful transition. The two ministries are to provide a joint Treasury Board submission to Treasury Board Staff by June 30, 2013.

#### Decisions required:

- **This is a 30-day issue. Support for the to-be-developed Treasury Board submission will be required.**