

ABT - OFFICE ADMINISTRATION ARTICULATION COMMITTEE

MINUTES

BRITISH COLUMBIA COUNCIL on ADMISSIONS AND TRANSFERS (BCCAT)

Virtual/Online

Meeting Date(s): 06/May/2022

Present:

Member Institution	Representative	Email
Camosun College	Nicholas Read	ReadN@camosun.bc.ca
Capilano University	Karen Okun	kokun@capilanou.ca
College of New Caledonia		
College of the Rockies	Bonnie New	bnew@cotr.bc.ca
Douglas College		
Kwantlen Polytechnic University	Alia Somji	alia.somji@kpu.ca
Langara College	Karen Ramsden	kramsden@langara.ca
Nicola Valley Institute of Technology	Bev Currie-McLean	bcurriemclean@nvit.bc.ca
Northern Lights College		
North Island College	Richelle Gardiner-Hynds	Richelle.Gardiner-Hynds@nic.bc.ca
Okanagan College	Brenda Ridgeley-Ketchall	bridgeley@okanagan.bc.ca
Selkirk College	Sabrina Van Hellemond	svanhellemond@selkirk.ca
University of the Fraser Valley	Christine Nehring	christine.nehring@ufv.ca
Vancouver Community College	Julia Slade	jslade@vcc.ca
Vancouver Island University	Terri Barber	terri.barber@viu.ca
Yukon University	Jennifer	
GUEST NAME	BCCAT – Annabella Chun	

Recorder: Bonnie New – College of the Rockies

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

1. Meeting Called to Order at 9:35 a.m. PST.
2. Introductions/welcome
  - New Members/Guests: BCCAT, Annabella Chun
  - Regrets: College of New Caledonia

3. Approval of Agenda and Any Additional Items

Motion:

Moved: Terri Barber?

Seconded: Christine Nehring

Carried: Unanimous

May 4, 2022

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

- Amendments (if any):

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

No previous minutes to approve. Minutes were not completed, but will be with this year's minutes. Get approval at the next committee meeting in 2023.

#### 5. Business Arising from Previous Minutes (if any)- none

#### 6. ABT/OAD Correspondence (and any arising business)-none

#### 7. New Business

##### 7-1 BCCAT report (Guest Anabella Chun)

June 2022 BCCAT is holding its first hybrid annual meeting (November 3 and 4). Details will be provided later this summer. The 2021 meeting is available on the BCCAT website/Youtube channel.

Articulation guides were last updated in 2018 and there have been changes to the guides since then. They will be published in the fall.

Staff changes – Dr. Robert Andimowski retired last March. Dr. Anatakina has been appointed.

Last year the BC Transfer website was updated, incorporating upgrading for adults and \_\_\_\_\_. This may be something that applies to you. BCCAT advertised department dashboard and \_\_\_\_\_ to their website.

Last year, Mike Winsemann joined our meeting to inform the group that they decided ABT/OA could be part of the Transfer Credit Articulation System (TCS). As a result, we now have the ability – as long as they are credit courses, to work within course-to-course transfers within our institutions. Mike followed up with an info package that was forwarded to everyone. Will reforward to everyone.

Annabella explained, because it may be new to many people, some may not be aware of how it works. Every institution has a TCS account holder to have courses articulated. The courses are generally articulated on learning outcomes, hours/weeks, and/or credits and it has to be close, depending on your institution so the student has the same amount of learning that goes on.

Initially that is how the transfer guide was done. Everyone at their own institution, normally in the Registrar's office, is responsible for submitting a response to the articulation request (usually there is one or two people that enter it in the system). It doesn't end there. Essentially, you may get a request to take a particular course to see if you can compare or give similar credits in that general field. Students will still get some credit for the transfer from another institution. It may or may not apply to ABT/OA. Tends to be a university concept and may be course-to-course equivalents for us.

There are two ways that you can articulate through TCS. One is to take your course outline and have a receiving institution evaluate it. Second, is that you can be the person who gives another institution transfer credit in the hopes that they will give it to you. We're running into the problem that it's a huge amount of work to do this.

Our group mentioned that no one from ABT/OA has started the articulation process because we have no time.

Annabella suggested at the end of the meeting, we start sharing our course outlines. Everything goes to the Chair from TCC (institutional transfer credit contact), and she can put them into an Excel spreadsheet, so we have all the information at hand. Or, set up a document and share it through a Moodle link.

There is a link to a 77-page document from 2018 on how to articulate, on the BCCAT website.

Annabella also suggested that she could create a Moodle shell and use it to communicate and upload the information. She could put it together today.

The process is straight forward. There are some on the TCS now. New updates with transfer credit contact (TCC) is how to do it because it works different at each institution. We can share all this information which is good because a lot of committees don't know what's going on. They think there are agreements between institutions, but they have expired. Sometimes TCC is overloaded and some get lost in the process.

She will provide a list of each institution's TCC person.

Discussions/thoughts:

Having a Moodle course might be a great starting point, and one location. Should be as simple as possible with the least amount of work for everyone.

Annabella will send out all of the information. We would create an account, then self enrol into a shell. Then we can use either process or declare that we will accept the transfer.

Transfer Credit System. Usually, Registrars that have access; TCS receives the request, will then send a link to the faculty to review and evaluate. If confirmed and agreed, then will be sent to the institution. Has to be between all institutions not institution-to-institution.

Would be nice to direct students to the BCCAT Transfer Guide to see what courses can be transferred.

Some advisors say it is still in the students' best interest to get a letter from the institution, which protects the student in case you're doing something part way through your program.

Annabella responded that it depends on the receiving institution. But yes, the letter is very important. That is actually a conversation between Deans. If the receiving institution is asking you for that, then you will have to provide it (in the best interests of the student). That is between institutions.

BCCAT YouTube channel: [https://www.youtube.com/watch?v=3UGujGYwM\\_s&list=PLwF7-d6rLJfu4VfC0lJkWjOer3keEvIR9](https://www.youtube.com/watch?v=3UGujGYwM_s&list=PLwF7-d6rLJfu4VfC0lJkWjOer3keEvIR9)

Is it up to us to update the TCS? Some are worried that it will get forgotten.

Annabella responded that you have to contact the TCC and let them know that the change has happened. The TCC will send the course outline to all institutions and they will review it because it might not apply to their course.

All students that studied or had course credit from 2005 and a new course outline was sent 2022, that agreement will end in 2022. From 2005-2022 is still active. From April 2022 onward, that will not apply to the student anymore because it's a different agreement and course outline.

Question arose that if we submitted outlines today and all approved, then make changes two years down the road, do all students to that point get credit? Or, if we forget to update the articulation – how do we guarantee that institutions haven't fallen behind? Are there checks and balances in place to see if there is a more recent version of this?

Annabella said they are working on a new feature. In the past, outlines didn't have to be in the agreement. Now it is mandatory. The new technology we're working on is a feature that will remind everyone to look at their course outlines, because every five years there needs to be maintenance, which is a big issue. Once the course outline is changed and student wants to transfer, it is up to the receiving institution to review and go over it. It isn't up to the TCC – they are just the medium. It's between institution-to-institution.

Comment about it not being an automatic guarantee that the student will get credit. It's a potential opportunity to get credit. Do the TCCs check whether or not a course outline is updated. A process we need to have between institutions. Feels like extra work for the chairs.

Annabella confirmed that the TCCs do not check. It's not part of their role. They're working on getting a reminder out that course outlines have changed. You will be able to see how many agreements have changed - it's on the dashboard they created. It's up to your institution to use it.

Another concern mentioned is once an agreement is in place and a student is told they will be given credit from another institution, but didn't know the course outline changed, and now it isn't equivalent; how can we ensure we're agreeing to the right thing?

Most advisors will suggest to the student that they check with the receiving institution and get permission to take the course.

Course outlines – goes back to your curriculum committee and EdCo; some institutions have good processes with the TCC. Their TCC is very proactive, but not sure if it's the same at every institution. They try to create new processes to make it easier.

Would the Deans be the place to start the process? The Dean is on EdCo. Start there if the Deans could get something approved at the higherup levels -those outlines are sent to the TCC. Maybe BCCAT can advocate for that.

Annabella said that Mike attends the BCCAT meetings and updates them. They are aware of these conversations. It's not for them to impose what should be done or not.

There was a question about the BCCAT Dashboard – is the TCC the only one who can see and edit it?

There is one for the institution and one for the department. The TCC will send you a link and you will see the Dashboard or the agreement itself.

This will be an ongoing process for ABT/OA. Once we get it established, we'll have to keep it up-to-date.

Discussion about those institutions in the midst of a program review and know there will be changes to course outlines. To avoid the doubling up of everyone having to review an institution's current outlines, should they wait until they are through that piece or would it hold up potential articulation? Or wait until 2023/2024 for all institutions to get through program review? What about articulation of micro credentialed courses? That is another consideration when we're talking about our course outlines and going shoulder-to-shoulder with transfer credits. Are we accepting courses from other institutions, or are we doing it because we've been accepted into BCCAT?

Prior to 2018 OFAD/ABT had a lot of transferability because we had agreed upon courses many institutions were using. The only disadvantage is to your students. Having as many as we can now, is advantageous. Depends on what you're willing to accept, but it will save time in the end. Sooner is better, but for others waiting may be less work.

Laddering – students start in one place, but their full intention is a degree. Because we're looked at as vocational (not as much now). It's the potential into the future we're looking at.

Annabella said there are changes and will be more changes in the future, which is unavoidable. What is easier for the students first, and then for you. It's up to the committee. Notifications will go to the institutions when the course outlines are updated.

In some courses, the design was initially two courses, but became one because we didn't have enough credits. Keyboarding had different speeds. You can make conditions in the notes saying you will accept this course if the student can prove they had this speed. This will really benefit our students once we have it.

Annabella confirmed; combination agreements

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

### XX7-3 Provincial Chair Report

Has been a fairly quiet year. Attended the spring gathering with BCCAT to discuss mostly how we were going to have articulation meetings. Talked about minute-taking and housekeeping things. Came away with finding out many people would have liked a hybrid meeting. Not always possible at all institutions because of spring courses. That's why we chose virtual for one more year. Trying to get food, hotels etc. on short time span can be difficult for a big group. That's really what has gone on. There has been a hold on articulation process, something that a few times she's been back and forth

with Annabella. Between them they are trying to clean up the ABTO/OAD page on BCCAT and still have some things to work on. The connection is, hopefully, between our committee and BCCAT.

There has not been as much connection with a lot of institutions working on their own things, (between program reviews and restructuring of records and registration offices), and BCCAT making their own changes,

Discussion about virtual meetings. The pandemic has had an affect on registration/budget/finances at some institutions, and they will promote virtual events. With budget constraints, it may be difficult for a while to come. The hybrid approach does take a little more work because you're managing two different groups of people. Blended meetings can be difficult to manage and are not as productive. All online really does help manage everybody and gives an opportunity to speak up and participate.

Our articulation meetings were supposed to be virtual temporarily. Hopefully, as we move back to in person, institutions will continue to support that. Each institution receives specific monies from the government to support articulation. If they want to save money by having the virtual meetings, then there should be funding for articulation – even if some of the funding was used to pay for a minute-taker at the meetings.

Annabella was asked if she has heard anything. She responded that this year, 15 (possibly less) are meeting face-to-face or hybrid version. This is the first year after the pandemic. It's hard to get used to the hybrid format. This is something to test and if it doesn't work, then go back to face-to-face. It's our decision what we do. Trades are meeting face-to-face because it's a different need. Depends on what your need is.

#### **7-4 Institutional Reports (from both attendees and submissions)**

##### **Terri Barber – VIU**

They have strong numbers for fall. She will be stepping down as chair. Deanna is expected to be the new chair.

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

Went to an online model to increase student numbers. Online synchronous. Will offer virtual assistant program. Staff increase from 4 to 12. Have noticed some student resiliency – they seem very tired.

There was a mention of another institution having late withdrawals. Students can't finish because of mental health issues.

##### **Patricia/Nicholas Read – Camosun**

A lot of employers are hiring without a certificate. How do we handle that? That's a discussion we'll have to have.

**Jennifer - Yukon**

They have university status now.

**Alia Somji – Kwantlen Polytechnic**

Only have LA certificate with 1.5 staff. They ran two sections of 35 students each. It is a full-time daytime program. They have held steady with a full load of 70 students but are facing declining enrolment. This past year was about 52. Have tried almost everything to increase enrolment. Chalking it up to industry problem. They need to figure it out. Law firms and lawyers know it's a problem but haven't put their heads together. She's a lawyer herself. There's little that they can do. Currently in program redesign – looking at whether they can still do something to increase enrolment, potentially changing the way the program is offered. Now is a cohort. No opportunity for part-time. Want to move to open enrolment to get part-time applicants.

Discussion about marketing of OFAD/ABT programs. We tend to get students through word-of-mouth. Maybe spend time and resources on our alumni. KPU doesn't have a robust alumni department which hurts them because the Chair does off the side of her desk (she is the Chair). Tries to run a Linked-In page and keep in touch with students. Does not have the data but at least 50-70% of students had a cousin/friend/sister that has taken their program before. Heard and believe the reputation is outstanding but can't seem to break the 55-seat number. Maybe in the next year or two, she'll have a more optimistic report.

Some institutions are facing the same thing. A huge portion of students are by word-of-mouth, which they have clearly identified through surveys. Because people are getting hired by just having a pulse, what kind of marketing should be done?

**Bev Currie-McLean - NVIT**

They are an Indigenous post secondary. She is the Department Head of Office Administration. They have an Indigenous Medical Office Certificate in the works. It covers a lot of Indigenous aspects. Have a Community Education Department. Besides online and face-to-face campuses, (pre Covid) we go into remote communities and deliver face-to-face because some communities don't have Internet access. Did step-up with online this past year; just finished certificate program and potentially have another one starting up next month. Executive Diploma, thankful it was so flexible. Proud of students – took them a year, working fulltime. Delivered 6 – 9 pm. These girls have graduated.

**Sabrina Van Hellemond – Selkirk College**

OFAD and Bookkeeping Certificates, and Advanced Bookkeeping.

Started with Office Assistant and advanced and created a mixture to create Bookkeeping to offer to part-time. Only have September starts, and advanced follows in February.

Transfer credit is done on a case-by-case basis. They don't have a timeline.

**Bonnie New – COTR**

We are online, continuous intake September to May (generally no new students want to start in May). We have 3.8 faculty.

Over the years we have consistently had a waitlist of 20 to 25 students for the fall and winter intakes. At this time, we have no one on the waitlist.

Three of our courses don't require students to purchase a textbook; all course information is built into Moodle – OFAD 158 (Windows, Outlook, and File Management, OFAD 157 (Business Math and Calculators), and OFAD 150 (Employability Skills) which is an office simulation. OFAD 275 (Bookkeeping 3) has a simulation package that was created by the instructor.

Regarding open resources, there has to be some money for funding out there. Have people collaborating to create open resources. Should be put a subcommittee together? The problem is that there is a lot of money to put new books in, but no money for updates. There are not a lot of BC-based textbooks out there. The fields are changing rapidly; but a bookkeeping textbook wouldn't need to be updated as often.

Links provided:

<https://open.bccampus.ca/projects-and-grants/>

<https://open.bccampus.ca/>

Okanagan College has built 13 textbooks. They still use English and MS Office 365 from McGraw – Word Processing, Excel, and Access. There are six courses using SimNet. They had no funding; it was off the side of their desks. Students are helping to build the textbooks. Their names will be on the textbooks when they're done. She will incorporate it into the classroom.

A suggestion was made for Okanagan to consider bundling those up and making them for sale. There aren't a lot of options out there. Anyone who has taught records management - it used to be a five-week course. Now it's just a component in part of a course.

Legal uses Titus books. But he's going to retire soon, so then what. His are well done; lots of good information. Conveyancing book is done by Karen Yipp out of Capilano, but it's Vancouver based and she's Vancouver Island.

**Richelle Gardiner-Hynds – NIC**

Offering OA1 Certificate, AA, and Computerized Accounting. They are creating a Medical Terminology Skills for OFAD credential. She submitted a much shorter name and the BC Government insisted on that name. We have seven faculty.

OFAD Management Certificate is not running. Legal and Medical are still on hold (since 2018) but they are still exploring a way to bring them back. As with many colleges your base is getting less and less for funding and one-time funding is more the way we're going to go. This could be the move into the future. If you don't have numbers, expect changes all the time.



Student enrolments have been ongoing and strong. The micro credential they introduced last year was the right move for them because it is needed by employers. They are going back for graduation – in person.

Going through a division restructuring. Her role will change but the job stays the same. She will be program coordinator rather than department chair and program coordinator.

Bright Space Pilot – the whole college starting in fall, move to D2L upgrade. Thinks it's going well for the most part. Students no longer have to find a place to take their exams; they are invigilated online.

Internally, trying to make more pathways for students. Will be tweaking courses to have more things going into Business and Tourism. Very positive for students. TCS programs is still in its infancy. Will be a focus this coming year.

The announcement of new programs is too slow (not admin's fault) coming from the Ministry; is very late to send funding, which causes marketing issues etc.

Employers are becoming desperate and they want trained employees. They are seeing more postings and trying to match employers with students. There is a gap between employers and post-secondary. There was mention of marketing through organizations. How or where would we start that? Sell employers their seats?

#### **7-5 Next meeting: Decision on date/location**

Discussion about the next meeting. We don't necessarily have to decide today but should have some direction. If we can still attach to Business and Tourism (BEAC) – may want to look at that like we did in the past. Or stay online.

NIC was the last place that had BEAC. The concern is that we may lose the funding if we choose to go online. It's also harder by video conferencing, takes longer to get through.

NVIT – Merritt says if we don't go with BEC group, if they are face-to-face, they will host. Fly into Kamloops/Kelowna. They would find a way to get people to Merritt.

There was a suggestion to have a hub where we can chat, transfer documents, keep course outlines. Something that we all have access to – Teams etc., then we're not having to wait for a meeting once a year.

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

Someone to take over for this group. This position was more work with paper articulation. She spent a lot of time lobbying to get us into the BCCAT system which they were originally opposed to. There is still a stigma of us being lessor. At NIC, the program has been placed with University Studies which is really positive for bringing the profile up. There is resistance in laddering.

You learn a lot of what's going on in the province. You can put in as much or little time as you want. The biggest thing is being prepared for this meeting. BCCAT provides templates/more resources because chairs were saying there weren't enough resources to be prepared. There is more reading from BCCAT to explore so you're up on it.

Hopefully, getting onto BCCAT will give us that validity or respectability from others.

Brenda Ridgeley-Ketchall offered to take chair position from Richelle.

### Discussion on Marketing

As our numbers decline, there are less and less people out there marketing for us. Some different types of marketing tried by various institutions:

- Class shadowing – high school students potentially looking at credit. They sit for a day or two to get a feel for what they are doing.
- Social media marketing.
- Information sessions prior to intakes – pre-Covid, two to three minimum per year.
- Completely revamped website to make more user accessible to make it easier to find the details.
- Individual marketing – as simple as you're in a restaurant talking to somebody – ask waitress how she likes her job.
- Bring back alumni or grads to talk to current classes
- Add to List Serve – send to alumni so they know their job postings are seen out there by our grads.
- Radio, newspaper, Indeed.
- With upcoming sessions/intakes, the institution has a big event day and brings all high school students to participate in the day. A large majority of those produce minimal results.
- Employer/Alumni surveys. What we're teaching in general is appreciated. Employers are saying we want your grads. Why isn't that translating to butts in seats?
- A strategic enrolment marketing plan to look at a broader resource, with seven or eight components. Makes a difference looking at enrolment from recruitment to registration, student experience, and what do you do the first few weeks when you're in the program. A wholistic approach to how they are all tied together.
- Dual credit is a good way to get more students.
- Go to Chamber lunches to talk to employers.
- Some institutions have their own marketing department with an advisor/marketer who market only for OFAD.
- Digital campaigns.
- Visiting schools, WorkBC, sponsors who want to get people back to work.
- Adopt Mary Mack's, Inc. Email Format.
- Library presentations – gone to high schools, presentations on how law is not like the show Suits. Done dual credit in the summer. They're always full – when it's time to enrol, they go to

criminology. Because they're all looking for that sexy degree or they want more than a certificate.

College in Boston that does a good job of retention/recruitment. As soon as you hear from a student, you are holding hands with that student, getting them into that seat. It works as well. They have billboards all over the valley. Let's not be too hard on ourselves because the labour market is taking people out of restaurants, off the street and putting them in the administrative role. When there are so many jobs, there is no role for post secondary. Eventually they will need that piece of paper and will come back to post-secondary.

Is there an additional marketing piece that would make a difference? Now it's sexy to get a degree. Then they realize that they can't get a job and come back to get a certificate. Maybe promote a Legal Studies Degree to demonstrate that there is value in this. Promote as you do your certificate – when they get a job, you have a spot to do an undergrad degree. Show it as a stepping-stone while you work toward a degree. There are not enough people in the funnel – not enough people interested in being office workers.

Seems like an industry issue similar to Trades. No one was applying, until the government stepped in and increased marketing efforts. It didn't matter what institutions did on their own. Not sure what collaboration could do, or do we need to spend money for more marketing that doesn't work. Not an efficient use of our time. Frustrating to try everything only to realize it's not working.

There is a fair bit of competition with private colleges pumping students out quickly. Not sure the level of their skill set. Some offer a slightly shorter version – four to five months.

Do we have a voice provincially as an advocate? Provincial government hasn't increase base funds for so long but hand out money to fund private institutions not post-secondary. Should we go to the education minister? That is the person going to make change with policy. She has worked in private industry. They have their own set of rules, but nothing to vet the curriculum against what is developed. They don't articulate.

It would be good to have data on how many are applying to private vs post secondary. Tax dollars are being used to fund private institutions. Is it because of the short duration? Then we need to go to our Deans and pump out a four-month certificate.

In the private institutions, there is an almost guaranteed pass where are programs are not guaranteed. Our programs are not a guaranteed pass; we have standards. Maybe there is a push from the government and funding agency. The funders say this is the best way because they will be in and out.

As a group, we should be trying to flex our muscles to see if we can influence industry to make them more aware of the differences between us and them, and the graduates from both. At a provincial level, individually we would get no traction. As a group, we present as 14 institutions.

There are at least 10 new private institutions. There's an international diploma mill. They'll take Acct 1, you spend 8 hours a day over two weeks and then move on to the next course. No application, moving too fast. What if we had a skills-off – one from government institutions compared to all private schools, then you could show the government. If it's citizenship, then yes it fulfills its goal, but it doesn't for us.

There is a category in the BC Skills for computer technology – two or three that are relevant to what we teach. It's a hard sell because for BC Skills you have to be under the age of 25 or 26.

BC Skills want BC represented. Need to find out how we can incorporate OFAD in BC Skills. WorkBC does want students in and out. One institution builds a 30-hour per week schedule for students. It's a lot of work, but they like that it's flexible. Just a September or January intake doesn't work for WorkBC.

### **Discussion About Online vs. Classroom**

Some of the decline is a pandemic issue. BC alone has over 45,000 jobs right now. If there are that many jobs, numbers go down in post-secondary. If we look at that, some of us have done very well. In some ways that is what the online model allows for. Still need in class – not all learners do well online. They have a lot of supports for students that lets them focus on their content and not tutoring type things. Depends on what tutors are available.

Depends on geographic location. The variety keeps us viable for all students. There are some anomalies for the jobs because there are some requirements from employers that weren't there before. Whether or not they qualify today - more and more people are concerned with what the conditions of the job are; what will they have to have; what will they do; what is the wage? There is a wage-to-housing problem; the cost of housing is horrific. In Vancouver and Victoria, the wage is \$17 per hour. The problem is complex because there are too many things out there, no way to capture the marketing.

Some institutions have a strong marketing department. Some programs have employers and students. It depends on your institution – how structured the marketing staff is, and recruiters.

For some, face-to-face has been in decline. Without online, their program might have been cancelled.

And, if employers say they will take someone and train them, there is nothing we can do.

Lawyers are offering scholarships to get grads. Some programs tell the employer to do the marketing. Make them work for it.

We need to get our employers to advocate for grads. Up North employers advertise and include needing a particular institution's certificate.

The onboarding with employers has changed. Create a strategic partnership; we can help you; how can you help us? Some institutions have too many employers for practicums, to the number of graduating students.

Coming out of the pandemic, some institutions say the Ministry of Advanced Education indicated that they need a 70/30 split: 70 percent face-to-face and 30 percent online.

Certificate programs don't attract international students because they are too short. You only need to take nine credits per semester to be considered full-time. If they spread out nine credits per semester you are eligible. Criteria is set by Student Loans that you must have so many credits to get you a full-time student loan.

Northern Lights College as an agreement with TRU that grads with Executive Assistant Diploma can ladder into TRU and grad with a Business Management Degree; 30 credit block transfer to TRU. The second year is all Business Management courses. International students are doing ABT with the goal of coming back and doing Executive Assistant Diploma to further their chances of becoming a resident of Canada. NLC website under Programs – Executive Assistant Diploma.

Payroll is offered at private institutions. Some institutions have tried to offer Payroll through Continuing Education. Went to CPA - if we want to teach their material, student would have to be a member for a fee – which wasn't viable, and they didn't get enough students. VIU offers it.

Motion to adjourn the meeting by \_\_\_\_\_, seconded by \_\_\_\_\_.

Meeting adjourned at <TIME>