

# REVIEW OF THE BC ASSOCIATE DEGREE

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FINAL REPORT OF THE ASSOCIATE DEGREE  
REVIEW STEERING COMMITTEE

January 31, 2013

*Prepared by BCCAT Staff,  
Under the Guidance of the Associate Degree Review Steering Committee*



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*Final Report of the Associate Degree Review Steering Committee,  
for Submission to the Ministry of Advanced Education,  
Innovation and Technology*

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*January 31, 2013*

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## TABLE OF CONTENTS

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EXECUTIVE SUMMARY .....	1
BACKGROUND AND PURPOSE OF THE REVIEW .....	2
<i>Possible Factors Influencing the Associate Degree</i> .....	3
CONSULTATION PROCESS .....	5
<i>Consultation Sessions</i> .....	5
<i>Online Survey</i> .....	5
<i>DACSO Data</i> .....	5
<i>Limitations</i> .....	6
SUMMARY OF FEEDBACK AND FINDINGS .....	7
<i>Consultation Feedback</i> .....	7
<i>Online Survey Results</i> .....	10
<i>DACSO Data Analysis</i> .....	10
THEMES AND RECOMMENDATIONS .....	12
<i>Recommendations</i> .....	13
NEXT STEPS .....	19
LIST OF RECOMMENDATION ACTIONS AND FOLLOW UP ACTIVITIES .....	20
LIST OF REFERENCES .....	22
APPENDIX A: STEERING COMMITTEE MEMBERSHIP LIST.....	23
APPENDIX B: STEERING COMMITTEE TERMS OF REFERENCE .....	24
APPENDIX C: CALENDAR OF CONSULTATIONS.....	25

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## EXECUTIVE SUMMARY

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The post-secondary environment in British Columbia (BC) has changed substantially since the last review of the associate degree in 2000. The system has seen an initial rise and then drop in the number of associate degree credentials issued, and an increase in subject area concentrations and transfer pathways. Several factors have contributed to the drop in the number of credentials awarded, including the expansion in baccalaureate programs; development of academic certificate and diploma programs; increasing competition for transfer spaces at universities; and fewer admissions priority opportunities for associate degree graduates.

To consider implications for the associate degree, in the fall of 2012 the BC Council on Admissions and Transfer (BCCAT) was charged by the Ministry of Advanced Education, Innovation & Technology to facilitate a provincial review under the guidance of the Associate Degree Review Steering Committee. The objective was to gather feedback concerning the current function of the associate degree as well as future possibilities for it as a flexible yet rigorous access, transfer, or stand-alone credential valued by students, the public, and employers. The Steering Committee identified the following areas to examine: Access, Autonomy and Quality Assurance, Credential Confusion, Flexibility and Transfer, and Outcomes for Careers.

Working within a compressed three month consultation period, the Steering Committee gathered feedback from stakeholders through three main approaches: consultation sessions integrated with regularly scheduled system-wide meetings, an online survey, and findings from the annual Diploma, Associate Degree, and Certificate Student Outcomes survey. Throughout the consultation, a wide range of views were offered and no clear consensus emerged. However, many strengths of the associate degree were broadly acknowledged. It is the only credential with common general education requirements that receive block transfer credit at all universities. The requirements are effective in preparing students for further study, and as a result educators have confidence in their appropriateness. The credential facilitates more transfer options for students than are available through other sub-baccalaureate credentials more narrowly focused on career preparation and more likely to be terminal. The associate degree provides flexibility in keeping “doors open” should students shift their programmatic focus, stop-out to work, or continue with studies at a baccalaureate degree level.

Having considered the feedback and supplemental materials, the Steering Committee is making several recommendations concerning the role and requirements of the current associate degrees. These are intended to enhance student accessibility, institutional collaboration, alignment of requirements with baccalaureate programs, major field credit applicability, and credential completion. To expand the range of curricular, transfer, and career pathway options while preserving a general education framework that is recognized system-wide, the Committee recommends expanding articulation requirements to include degree program courses at all public universities and developing an Associate of Applied Studies degree. To address the low level of awareness of the credential across society, the Committee recommends development of a sustained information program. Finally, to assess the effectiveness of the curriculum and outcomes in facilitating student success, the Committee recommends ongoing research by BCCAT and transfer system partners.

The Steering Committee’s recommendations represent its considered reflections on the challenges and opportunities regarding the associate degree credential as identified within the feedback and other materials it has been able to gather to date. To help guide next steps, the Committee further identifies proposed action items and activities, as well as participation and leadership by organizations and groups.

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## BACKGROUND AND PURPOSE OF THE REVIEW

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The British Columbia Council on Admissions and Transfer (BCCAT) has provided advice to the ministry responsible for advanced education on the requirements for associate degrees since their introduction in 1992. Periodically, BCCAT has convened provincial committees to review the associate degree in response to issues raised by system stakeholders regarding the use of the credential. Since the last review in 2000 the post-secondary environment in British Columbia (BC) has changed substantially, and the post-secondary system has seen an initial rise and then drop in number of associate degree credentials issued, an increase in associate degree subject area concentrations, and more varied purposes informing associate degree pathways used by students and institutions.

To consider implications of these changes for the associate degree, in the fall of 2012 BCCAT was charged by the Ministry of Advanced Education, Innovation & Technology (AETT) to facilitate a provincial review under the guidance of the Associate Degree Review Steering Committee.<sup>1</sup> The primary objective was to gather feedback concerning the current function of the associate degree as well as future possibilities for it as a flexible yet academically rigorous access, transfer, or stand-alone credential that is valued by students, the public, and employers. This feedback would provide vital information for the Steering Committee, clarifying substantive issues and indicating potential areas for further investigation or modification, in light of the guiding principles of the associate degree.

*An associate degree in British Columbia (BC) is a two-year undergraduate academic credential awarded by a college, institute, or university upon completion of a 60 credit course of study with an arts or science focus. It is equivalent to the first two years of a four-year baccalaureate degree and has prescribed general outcomes, curriculum, and program requirements.<sup>2</sup> The current guiding principles for the associate degree include “breadth of course offerings, balanced with a sufficient depth in specific disciplines to provide a solid foundation for further study” as well as three criteria: 1) academically sound and publicly credible credential in the eyes of the general public and potential employers; 2) common requirements which could be readily understood by students, advisors and faculty; and, 3) general requirements that would not disadvantage students who chose to transfer.<sup>3</sup>*

All public institutions may offer associate degrees as per the conditions of their enabling legislation<sup>4</sup> and the programs require internal academic governance approval only prior to implementation. The *Degree Authorization Act*<sup>5</sup> enables private institutions to gain the authority to offer associate degrees through the Degree Quality Assessment Board review process.<sup>6</sup> Any private institution receiving ministerial consent to offer an associate degree in BC is also eligible to seek membership in the BC Transfer System for the purpose of articulating curriculum in the program operating under ministerial consent.

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<sup>1</sup> For reference, a list of members of the Associate Degree Steering Committee is provided in Appendix A, and the Steering Committee’s Terms of Reference can be found in Appendix B.

<sup>2</sup> See [bctransferguide.ca/associate/requirements/](http://bctransferguide.ca/associate/requirements/)

<sup>3</sup> See [bccat.bc.ca/pubs/advisor00-06.pdf](http://bccat.bc.ca/pubs/advisor00-06.pdf)

<sup>4</sup> See [bclaws.ca/EPLibraries/bclaws\\_new/document/ID/freeside/00\\_96468\\_01](http://bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96468_01);  
[bclaws.ca/EPLibraries/bclaws\\_new/document/ID/freeside/00\\_96052\\_01](http://bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96052_01)

<sup>5</sup> See [bclaws.ca/EPLibraries/bclaws\\_new/document/ID/freeside/00\\_02024\\_01](http://bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_02024_01)

<sup>6</sup> See [aved.gov.bc.ca/degree-authorization/documents/degree-program-criteria.pdf](http://aved.gov.bc.ca/degree-authorization/documents/degree-program-criteria.pdf)

The number of students graduating with an associate degree from a public institution in BC rose consistently from 1992 until 2004 and then declined through 2008. Douglas College, Kwantlen Polytechnic University, Capilano University, Camosun College, and Langara College all had substantial declines in the number of graduates from 2004 to 2008. Overall, the granting of associate degrees by public institutions declined from a high of 1,844 in 2004 to a low of 865 in 2008. In 2010, 937 associate degrees were granted by public institutions. The four private institutions offering associate degrees indicate an increasing number of graduates and acknowledge the credential as an important transfer pathway and exit option for their students.

During the past decade, public institutions have developed 50+ associate degree concentrations within the Associate of Arts and Associate of Science frameworks, covering general studies, discipline-based studies, and inter- and multi-disciplinary studies in thematic subject areas. Institutions offer concentrations in disciplines such as psychology and geography and subject areas such as aboriginal studies and global stewardship. The reasons for creating these concentrations include more focused baccalaureate degree pathways in academic areas, student demand for career / professional program options balancing academic rigour and practical application, and marketing to specific student interests. Currently, areas such as business, fine arts, and tourism are not eligible to form distinct associate degrees, although there are baccalaureate degree programs in these fields across BC universities.

In BC, the associate degree constitutes a transferrable block of credits to public universities.<sup>7</sup> Currently all courses in any institution's associate degree must be formally articulated with one or more of four universities: the University of BC (UBC), Simon Fraser University (SFU), the University of Victoria (UVic), and the University of Northern BC (UNBC) although the associate degree will transfer as a block<sup>8</sup> to all public universities.

#### *POSSIBLE FACTORS INFLUENCING THE USE OF THE ASSOCIATE DEGREE*

In 2012-13 the BC post-secondary system is significantly different than it was in 2000. Of particular note is the addition of several public universities with mandates to offer arts and science degrees, increased academic program options across public and private institutions, and diversity of student mobility pathways across all institutions and programs. Several specific factors have been cited as contributing to the drop in the annual number of associate degree credentials awarded, including the expansion in baccalaureate degree programs; development of less prescriptive academic certificate and diploma programs and pathways; increasing competition for transfer spaces at research universities (precipitating transfer with fewer than 60 credits by eligible students); and fewer admissions priority opportunities for associate degree graduates entering some universities. The following additional issues areas have also been identified as important to examine within the context of the provincial review of the associate degree:

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<sup>7</sup> See [bctransferguide.ca/associate/transfer/](http://bctransferguide.ca/associate/transfer/)

<sup>8</sup> Block Transfer occurs when a group of courses, often in the form of a certificate, diploma or associate degree, is recognized as a whole for transfer credit. Block Transfer does not require that each individual course be articulated with credit equivalency.

## **Access**

Questions have been raised regarding whether the associate degree is effective in facilitating access for diverse groups (e.g., immigrant, aboriginal, first generation learners) to academic studies in higher education and enabling their success through a relevant and manageable program.

## **Autonomy and Quality Assurance**

Some institutions find that the prescribed associate degree core requirements and low levels of elective credits outside arts or science disciplines limit the development of associate degree programs that meet regional or community needs or that draw upon institutional strengths in other disciplines.

The requirement to articulate all courses with one or more research university may no longer be relevant given the growth of general and applied arts and science baccalaureate degree offerings across the public post-secondary system.

## **Credential Confusion**

Institutions offer a variety of diplomas and certificates, both academic and vocational in nature. The lack of consistency of expectations and purpose among these credentials across institutions, and in relation to the associate degrees, may be confusing to students, the public, and employers.

The associate degree may be trying to accomplish too much, due to a conflict between different purposes: (a) laddering tool; (b) guaranteed block transfer pathway; and (c) career preparation.

## **Flexibility and Transfer**

Some institutions indicate that the associate degree is not flexible enough as a transfer vehicle for students proceeding to a baccalaureate degree program since students can fulfill general education requirements and specific lower level requirements for a major in fewer than 60 credits.

Over 50 associate degree concentrations are currently offered within the associate degree frameworks, but enrolment levels are relatively low at some institutions. This seems to indicate interest in associate degree variation, but little traction with students pursuing pathways within the current frameworks.

Although all of BC's universities have indicated that they will recognize 60 credits for associate degree completion, only SFU and UNBC appear to have maintained preferential admission for holders of the credential.

## **Outcomes for Careers**

The generic learning outcomes of the associate degree may not meet workplace requirements of employers or act as a preparation for careers in areas not requiring a baccalaureate degree, or the associate degree may meet such requirements but employers are not widely aware of the credential.

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## CONSULTATION PROCESS

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Working within a three month period for consultation to meet the January 31, 2013 timeline for providing a report to the Ministry of Advanced Education Innovation and Technology, the Associate Degree Review Steering Committee focused on gathering feedback from stakeholders across the system through three main approaches: consultation sessions integrated with regularly scheduled system-wide meetings of educator groups, an online survey developed by BCCAT staff, and findings from the annual Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) survey. Throughout the consultation, a wide range of views were identified, and at times there were inconsistencies in the feedback. For example, perceptions on potential changes to enhance student access opportunities and those on upholding the academic rigour of the associate degree were sometimes juxtaposed. In addition, the type or focus of feedback sometimes seemed to vary depending upon the stakeholder group with which respondents are most readily associated. For this reason, the consultations provide a composite of views that do not always point uniformly to specific sets of actions but do provide the Steering Committee with relevant information to help form recommendations and shape further in depth investigation and consultation as appropriate.

### *CONSULTATION SESSIONS*

During the period September – November 2012, BCCAT staff and members of the Associate Degree Review Steering Committee conducted numerous consultations<sup>9</sup> with a wide range of groups across the BC post-secondary system to request feedback on a variety of issues regarding the associate degree. Those conversations provided the Steering Committee with valuable information as they served to clarify substantive issues. The feedback from those consultations is summarized in the next section.

### *ONLINE SURVEY*

In addition to the consultation sessions, BCCAT conducted an online survey to gather feedback on the associate degree. During the period from mid-September to mid-December 2012, the survey was available for anyone interested to offer feedback. A summary of the responses is provided in the next section.

### *DACSO DATA*

Due to time constraints, the Steering Committee was not in a position to conduct a series of focus groups for students or to create and garner feedback through a unique survey to which students could be directed through consultation with K-12 and post-secondary institutions and advisors. However, in order to gain some understanding of student perspectives on the associate degree as compared with those in diploma or certificate programs, the Steering Committee examined a subset of data drawn from the annual DACSO

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<sup>9</sup> A calendar identifying these sessions and committee meetings is provided in Appendix C.

survey. This survey gathers feedback from students across the province, after leaving their respective programs (diploma, associate degree, or certificate). Although this survey was not conducted for the purposes of this review, the feedback provided useful information to the Steering Committee. A summary of the findings are provided in the next section.

### *LIMITATIONS*

The scope of the data collection was limited to system level committee meetings, direct meetings with educational personnel upon request, voluntary electronic survey participation, and re-analysis of data collected for broader purposes. As such, the results may not necessarily be generalized to all post-secondary constituencies, and care must be taken when interpreting feedback from individual respondents and groups of respondents. The variability of views and absence of clear consensus among respondents may also limit the expected level of agreement with the Steering Committee's findings. The following additional limitations are highlighted:

- Data collected from the online survey is limited by the sample size of the respondents. The data from the survey was provided primarily by respondents employed at post-secondary institutions. Survey participation was voluntary for individuals, and, therefore, views expressed may not be representative of any given constituency or institution.
- Throughout the data collection, it was observed that the understanding about the associate degree credential was variable. As such, the data collected may be influenced or limited by a general lack of understanding about the associate degree credential and the details of its curriculum.
- Numerous respondents provided only partial responses to the survey. Questions with greater response rates may be more representative of post-secondary system views than questions with lower response rates.
- Due to time limitations, certain groups were not systematically consulted (e.g. students, employers). Feedback from such stakeholders would considerably enrich understanding of the associate degree as perceived by those respective groups.
- References to the broad terms “skills” and “skills development” were often unclear, sometimes referring to job-related skills and sometimes referring to academic skills. For this reason, care is required in interpreting responses.

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## SUMMARY OF FEEDBACK AND FINDINGS

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The three approaches described above provided valuable information for the Steering Committee as members reflected on the guiding principles of the associate degree and considered potential recommendations and follow up actions. The collected feedback and findings are summarized below.

### *CONSULTATION FEEDBACK*

The feedback compiled from the numerous consultation sessions held with post-secondary sector groups and institutional contacts is presented below according to the following categories: Access, Autonomy and Quality Assurance, Credential Confusion, Flexibility and Transfer, Outcomes for Careers, and Other.

#### **Access**

Many respondents felt that the associate degree can be a helpful point of access for aboriginal, first generation, and mature students to begin a post-secondary credential. In particular, this credential provides valued access to a recognized university-level program and is a popular option for international students. It also has particular value as a transfer pathway for students at smaller institutions serving more remote locations. At the same time, numerous respondents commented that the current articulation requirements (i.e., that courses should be transferable to one of the four research universities) may be too narrow and can be problematic. Some respondents noted that specific curriculum that does not currently transfer broadly across the system, such as aboriginal language and culture courses, may be excluded under current guidelines.

#### **Autonomy and Quality Assurance**

The view that the academic breadth and rigour of the associate degree is of considerable educational value was reiterated frequently throughout the consultations. The requirements of this credential appear to prepare students well for upper-level study due to the focus on foundational academic competencies (e.g., communication, critical thinking, numeracy, breadth of perspective, and analytical methodologies) which are also vital for career preparation and mobility. The credential also provides a form of consistency and quality control for the system as all institutions that have ministerial consent to offer associate degrees must offer a curriculum and maintain standards commensurate with that of the public institutions within the BC Transfer System.

At the same time, many respondents felt that some specific requirements, such as the laboratory science requirement for the Associate of Arts degree, present a challenge for institutions with limited resources, and are out of sync with lower level baccalaureate degree requirements. An increase in academic certificate and diploma programs in arts and science, which often may seem more flexible because lacking a curricular framework shared system-wide, was seen by several respondents as a reaction to the more prescriptive requirements of the associate degree. These requirements were also often perceived by respondents as a disincentive for students whose goal is to transfer to a baccalaureate degree program as soon as they can

qualify for admission, which may occur after completing as few as 24 or more non-specific university credits, and without having to complete a credential.

Numerous respondents felt that the associate degree could be improved by developing an option that would share a general education core related to that of the Associate of Arts degree but could more readily apply to a number of different program areas outside arts and science. (Business was often cited as a desired option.) Some commentators felt that such an approach may accommodate greater diversity of specialization while maintaining academic rigour and keeping transfer pathways open, and thereby increase its appeal for both students and institutions.

In addition, respondents frequently stated that the articulation requirement should be expanded to include course articulation with public institutions beyond the four research institutions.

### **Credential Confusion**

Although there appears to be confusion between the nature and function of associate degrees, diplomas, and certificates, a number of respondents reinforced the view that the associate degree has more academic credibility due to its rigour, breadth, and common curricular requirements constituting a general education core. The credential can help keep students focused and foster a sense of accomplishment upon completion.

Some respondents indicated that the associate degree competes with academic diplomas in arts and science, which may be more flexible and more focused on an institution-specific basis yet less consistent in structure because not informed by general education requirements and curricular guidelines agreed to system wide. In general terms, respondents viewed both certificates and diplomas as being designed primarily for career preparation, and secondarily for transfer and baccalaureate degree ladderling. On the whole, respondents viewed the associate degree as a transfer and academic preparation credential, and few viewed it as a terminal credential. Most respondents also noted that the associate degree—its role and benefits—needs to be more effectively communicated to students, parents, and employers.

### **Flexibility and Transfer**

Numerous respondents maintained that the block transfer guarantee is valuable for students. One respondent pointed out that the block transfer options are particularly “important for small, rural colleges and we are obliged to offer them.” In addition, several respondents noted that students who complete the associate degree are generally more likely to complete a baccalaureate degree and perform very well in doing so.

Several challenges for both institutions and students were identified by some respondents. A few indicated that because students often transfer in year one, it is difficult for institutions to offer second year courses and ensure credential completion. As well, the requirement that courses be transferable to one of the four research universities was felt to be a constraint. The lack of opportunity within the current Associate of Arts and Associate of Science frameworks to offer business, general studies, or applied associate degree programs was also seen as a disadvantage. Some noted that for students who do not plan toward their future program goals, the associate degree can have the effect of guiding them to take courses which fulfill general education requirements but not necessarily pre-requisites for bachelor programs—especially if students do not receive proactive advising within institutions. Comments from respondents and further review of current degree

requirements across the system indicates that Bachelor of Arts lower level general education requirements are less prescriptive than those for the Associate of Arts degree.

With regard to potential improvement, some suggested that the 60 credit block transfer guarantee would be of more value to students if the course credits could be broadly applied to most destination baccalaureate degree programs. Several indicated that effective advising and integration of flexible pre-majors<sup>10</sup> with associate degrees would help to ensure that students take appropriate prerequisite courses for their chosen majors. Many reinforced the view that the course articulation requirement should be expanded to include all public universities and perhaps others. Several respondents suggested that arrangements for priority admissions and increased flexibility would make it considerably easier to promote associate degrees.

## **Outcomes for Careers**

Throughout the consultation process, the view that the learning outcomes of the associate degree are not well understood by students, institutions or employers was repeatedly expressed. Those who do know the credential tend to see it as less relevant than most diplomas for career entry as the curriculum is not usually of a highly applied nature. For this reason, it does not appear to have gained traction as an entry to the labour market credential.

At the same time, some respondents indicated that the general learning outcomes of the associate degree are comparable with those of baccalaureate degrees, thereby offering students the possibility of applying for entry level jobs requiring at least two years of post-secondary education. Overall, respondents emphasized that for the associate degree to have value in the context of access to employment opportunities, it needs to be more effectively communicated and widely understood as a credential that provides students with solid academic skills applicable to many work contexts. Several respondents also noted that it would be informative to undertake research into the career directions of students with this credential.

## **Other**

Although some indicated that the associate degree can be a good marketing tool for institutions, the majority view was that it is not well understood, and often seen as less relevant in terms of career or degree pathways than diplomas or flexible pre-majors. Several felt that students may not understand the value of taking the associate degree transfer route, which affords them an opportunity to gain a strong academic foundation, and to ensure they receive a respected, guaranteed transfer credential even if they reassess their educational or career path at the end of the 60 credit experience.

Many also maintained that the associate degree frameworks should be more flexible, where appropriate; the requirements should be simplified in their expression so they may be better understood and more easily followed; and institutions and advising personnel should more proactively communicate the associate degree options to students, especially those without defined program goals or pathways.

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<sup>10</sup> A flexible pre-major (FPM) is a set of flexible requirements that is deemed to fulfill the lower level requirements for the major. The nucleus of the FPM is an agreement on a set of courses that all receiving institutions will accept in lieu of their own specific course requirements. The FPM is a formal inter-institutional agreement facilitating student transfer into majors and is usually accompanied by a grid of equivalent courses for each category of the major.

## ONLINE SURVEY RESULTS

On behalf of the Steering Committee, BCCAT conducted an electronic survey which received 239 responses, 120 of which were complete. The overwhelming majority of the respondents were educators and administrative staff within the BC post-secondary sector. Of the responses received, 51% identified themselves as belonging to a college, and 31% from a teaching intensive university, with the rest of respondents spread amongst the remaining sectors. When asked to identify the primary purposes of the associate degree, the highest frequency responses were as a “transfer credential” or as an “academic preparation” credential. The primary purpose of the diploma was identified most frequently as a “career preparation” credential, but also as a “transfer credential,” or “terminal credential.” Respondents were generally split on the question of developing associate degrees outside of arts and science; however, those in favour of further options most commonly cited business as a prospective field.

Regarding the overall flexibility of the current associate degree curriculum frameworks, 65% of respondents felt the requirements offered enough flexibility. However, when asked about the requirement that courses be articulated with one or more research university, 65% responded that this was not appropriate. The block transfer guarantee of 60 credits was cited as necessary by 78% of respondents. Although 71% of the respondents indicated that the learning outcomes of the associate degree are not well understood, 62% of respondents indicated they felt the learning outcomes of the associate degree were in alignment with lower level baccalaureate degree requirements. When asked whether the learning outcomes for the associate degree are adequately aligned with the workplace requirements of employers, 32% of respondents indicated “no” while an additional 54% of respondents indicated they “did not know.”

## DACSO DATA ANALYSIS

In support of the Associate Degree Review Steering Committee and in order to gain a broad understanding of student views on their educational experience in associate degree and other credential programs below the baccalaureate degree level, BCCAT analyzed a subset of data drawn from the annual Diploma, Associate Degree and Certificate Student Outcomes (DACSO) survey. The survey gathers feedback from students across the province, nine to twenty months after they leave a diploma, associate degree, or certificate program. The analysis compared students who had most recently been registered in programs leading to associate degrees, diplomas, and other credentials. Between 14,700 and 16,300 responses were included each year between 2007 and 2011. Between 1,680 and 2,140 respondents in each year were associate degree students. Students registered in “university transfer” programs were also included in the associate degree group. Within the context of the survey, student responses represent their perceptions of outcomes achieved rather than empirically measured outcomes.

For over 2/3 of associate degree students, the credential represented their first post-secondary education (minimum 66.8% (2010), maximum 73.3% (2009)). Diploma students, and others, were considerably more likely to have had previous post-secondary education. Over 3/4 of associate degree students undertook, or intended to undertake further studies, and 85% to 90% of respondents felt the associate degree prepared them adequately for further studies.

Although associate degree students consistently reported less relevance between their current employment and their most recent educational program, this pattern should be interpreted in the context of their educational and career stage. Most of these students reported that they were in the midst of their first post-secondary credential and were unlikely to have had their first entry-level career position.

In detailed questions addressing skill development, associate degree and diploma students consistently rated their skill development higher than students with other credentials in areas including:

- Reading and comprehension,
- Independent learning, and
- Critical thinking

Associate degree students rated their skill development lower than other students in areas including:

- Problem resolution, and
- Math relevant to their area of study.

Students from all credential categories reported high levels of satisfaction: 92% percent or more for each credential level in each year.

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## THEMES AND RECOMMENDATIONS

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As evident in the Summary of Feedback and Findings section of this report, there are diverse views on the current and future function of the associate degree credential. Notwithstanding the fact that further consultation would be helpful in gaining more insight—in particular, from important stakeholder groups such as students and prospective employers—the feedback gathered was beneficial in providing the Associate Degree Review Steering Committee with a broad understanding of the issues and viewpoints across the BC post-secondary system. As a result, the Steering Committee is able to identify several key themes and related recommendations for consideration by the Ministry of Advanced Education, Innovation, and Technology and for future follow up by appropriate groups, including BCCAT.

In considering the feedback received through the consultation process as well as supplemental research and material, focused discussion on issues, and analysis of the credential and its context within the BC post-secondary system, the Steering Committee identified six thematic areas to guide recommendations:

1. Role of the Associate Degree Credential
2. Revisions to Requirements for Existing Associate Degrees in Arts and Science
3. Revision to Course Articulation Requirements for Associate Degrees
4. Development of a New Associate of Applied Studies Degree Option
5. Understanding Different Credentials and Raising Awareness of the Associate Degree
6. Research on Student Success and Outcomes

All recommendations are intended to build upon the existing strengths of the credential while expanding the effectiveness and efficiency of associate degree post-secondary pathway options for students and raising awareness of the benefits of the associate degree with all stakeholders.

In keeping with the feedback received, the Steering Committee recognizes that strengths of the associate degree are multi-faceted, even if not widely understood. It is the only system-wide credential with a set of common general education requirements. The requirements are rigorous and effective in preparing students for further study, and as a result educators have confidence in their general appropriateness. The system-wide block transferability of 60 credits for associate degree graduates is a measure of institutional confidence in the quality of the curriculum and equivalency of standards across institutions. Because the credential has a common general education core comprised of block transferable credits, there is also considerable efficiency that may be achieved by institutions and for students in planning educational pathways. The credential also facilitates more transfer options for students than are available through most other sub-baccalaureate credentials more narrowly focused on career preparation in a specific field and more likely to be terminal, thereby offering more limited credential laddering opportunities. The associate degree, because it is comprised entirely of transferable course credits, provides the most flexibility for students in keeping “doors open” should they shift their programmatic focus, stop-out to work, or continue with studies at a baccalaureate degree level. As a recognized academic credential providing foundational educational skills transferable to most employment contexts, it further provides a return on investment for students even if they choose not to continue to the baccalaureate level.

Keeping these strengths in mind, the Steering Committee considered the range of feedback on issues that should be addressed and opportunities that could be pursued in order to enhance the functionality and effectiveness of the associate degree. Areas of focus include enhancing student accessibility, institutional collaboration, alignment of curricular requirements with baccalaureate programs, major field credit applicability, and credential completion. A key focal point is expanding the range of options and encouraging institutional innovation while ensuring a quality curriculum framework that continues to be recognized system-wide. In addition, a significant challenge is addressing the low level of awareness of the credential and its benefits by students, potential employers, and across society as a whole—a challenge that is magnified by the fact that BC is the only jurisdiction in Canada to offer the associate degree. In keeping with the identified areas of focus and its mandate to consider the current function of the associate degree as well as future possibilities for it as a flexible yet academically rigorous access, transfer, or stand-alone credential, the Steering Committee offers the following recommendations.

## RECOMMENDATIONS

### 1. Role of the Associate Degree Credential

The consultation process indicated the associate degree is most often a first credential for students entering the post-secondary system. Feedback also indicated a much higher likelihood of further study at advanced credential levels by associate degree students than by diploma and certificate students. The role of the credential as an access and transfer pathway preparing students for baccalaureate degree studies is clearly evident. However, as established as this primary role is, feedback also indicated opportunities for refinement and supplementation to facilitate student mobility into post-secondary education, across associate degree programs, and into baccalaureate degree programs when desired and as appropriate. Efficient access and mobility opportunities for a broader range of students could be facilitated through priority transfer admission for associate degree credential holders, efficient credit recognition through collaborative system-wide curricular initiatives, and early transition pathways from high school.

#### *Recommendation 1.1.*

*To facilitate greater effectiveness of the associate degree as an access and transfer credential, the BC Council on Admissions and Transfer and BC Transfer System member institutions should work together to augment student mobility pathways through the following activities:*

- *identifying appropriate transfer admissions priority opportunities for associate degree graduates based on their academic preparation and performance;*
- *developing or revising institutions' associate degree concentrations in academic disciplines (e.g., biology, psychology) to establish compatibility with system-level flexible pre-major requirements where appropriate;*
- *developing inter-institutional collaborative programs where appropriate;*
- *fostering access to courses at other institutions when not available at the students' home institutions; and*
- *identifying appropriate high school early transition pathway opportunities.*

*Recommendation 1.2.*

*To assist university transfer students not enrolled in credential programs in developing a stronger purpose and structure in their studies, institutions should be proactive in advising students on the educational benefits and system-wide associate degree transfer pathway opportunities so that they are encouraged to enrol in program options relevant to their goals.*

## **2. Revisions to Requirements for Existing Associate Degrees in Arts and Science**

The consultation process indicated overall satisfaction with the general and specific requirements for the existing associate degrees, noting the strength of the curriculum in preparing students to be successful in further studies. Students also indicated a high level of satisfaction with their learning experiences and preparation.

Given that analysis indicates that lower level Bachelor of Science program requirements and Associate of Science curriculum framework requirements are generally well-aligned, the Steering Committee perceives no need for changes in the existing Associate of Science requirements. However, numerous respondents and further detailed analysis of lower level Bachelor of Arts program requirements indicated some misalignment with Associate of Arts requirements. Bachelor of Arts program requirements generally do not include a lab science component. They also permit a greater number of elective credits outside arts and science disciplines. These areas of misalignment impact student options and choices as well as some institutions' ability to offer the associate degree due to facilities and other resource limitations.

*Recommendation 2.1.*

*To facilitate better alignment with lower level Bachelor of Arts general education requirements in science and quantitative studies, the Associate of Arts curriculum framework should be revised so that the overall 9 credit requirement is maintained, but with the following modifications:*

- *3 credit laboratory science requirement is no longer specified;*
- *3 credit physical or biological sciences requirement is specified;*
- *3 credit requirement in mathematics, computer science, or statistics includes the option of formal logic; and*
- *3 additional credits in any science subject area.*

*Recommendation 2.2.*

*To facilitate better alignment with lower level Bachelor of Arts elective credit opportunities, the Associate of Arts curriculum framework should be revised by increasing the number of elective credits available outside of arts or science from 9 to 12 and decreasing the minimum number of required arts credits (excluding the 6 credits of first year English) from 36 to 33.*

### 3. Revision to Course Articulation Requirements for Associate Degrees

The consultation process reinforced the importance of the 60 credit block transfer guarantee for associate degree credentials and the importance of course transferability expectations in maintaining quality through commonality of expectations and standards. Additionally, the majority of respondents indicated that the requirement that all courses articulate as baccalaureate degree program courses with one or more of only four public research universities (Simon Fraser University, University of BC, University of Northern BC, and University of Victoria) no longer seems appropriate given the broader range of public universities with a mandate for and experience providing baccalaureate degree programs in general arts and science fields.

Several respondents also indicated a potential for a broader range of associate degree block transfer pathways to newer universities that have not historically focused on providing such access opportunities. Initial analysis of articulated course credits at current associate degree program institutions suggests that expanding the existing articulation requirement to include baccalaureate degree program courses at all BC public universities would increase the number of eligible academic courses in degree program areas by approximately 10%—a high proportion of which would be in business and business-related fields. Focussed discussion with institutions and registrars is necessary to gain a more accurate understanding of the number of courses and fields of study, as well as business processes and related implications.

#### *Recommendation 3.1.*

*In recognition of expanded opportunities for associate degree block transfer and credential laddering opportunities available at a larger number of public universities now providing baccalaureate degree programs in arts and science and other academic areas, the articulation requirement definition for associate degrees should be expanded to include degree program courses articulated with any BC public university. As an initial step toward implementation, BCCAT should work with BC public universities and the BC Registrars Association to address business processes and other implications at institutional and system levels.*

### 4. Development of a New Associate of Applied Studies Degree Option

The consultation process indicated varying levels of interest in development of associate degrees outside arts and science. At the same time, a consistent refrain from many respondents was that associate degree concentrations in inter- and multi-disciplinary as well as applied study and career preparation areas are desirable. These concentrations often facilitate access; greater institutional autonomy, innovation, and participation; and more direct program relevancy in career / professional and non-discipline specific fields for which a strong academic foundation is requisite. However, many relevant fields of study are not easily incorporated into the existing associate degree frameworks because of the limitations on the number of credits outside arts and science.

Regardless of fields of study, respondents overwhelmingly indicated that a general education core in arts and science and block transferability of university studies course credits are integral features of

associate degrees, facilitating quality and standards alignment for institutions and efficiency of credit recognition and applicability for students. A new Associate of Applied Studies degree would foster educational alignment of general learning outcomes while facilitating inclusion of university studies curriculum outside arts and science. This third associate degree option would require a block transferable general education core in arts and science relatable to those for the Associate of Arts and Associate of Science degrees.

#### *Recommendation 4.1.*

*To inform Council recommendations and guidelines for development of the Associate of Applied Studies degree, BCCAT (within the scope of its 2013-14 work plan) should convene a stakeholder task force that would consult with students, educators, and employers; identify curriculum criteria; and assess issues and approaches for implementation of the credential such as the following:*

- *flexibility in accommodating regional priorities and institutional expertise;*
- *curriculum framework for a general education core that includes components such as writing and communication skills, scientific and quantitative reasoning, and academic breadth requirements;*
- *block credit transferability of a general education core in arts and science;*
- *criteria for general or applied degree-level curriculum that could be included; and*
- *guidelines for approval and implementation of new subject area options.*

## **5. Understanding Different Credentials and Raising Awareness of the Associate Degree**

The consultation process indicated a low level of understanding regarding the relation of the general learning outcomes of associate degrees with academic skills expectations for career entry. Providing more fulsome explanation of the relevance and transferability of foundational academic skills (e.g., communication, critical thinking, numeracy, breadth of perspective, and analytical methodologies) within the description of the general principles and criteria for the associate degree and through the development of applied studies options would help to address this gap. Equally important is to emphasize the unique features of the associate degree as a credential providing students with efficient system-wide block transfer opportunities, flexible career entry or stop-out options, and a recognized common general education core providing strong academic preparation for further study at the baccalaureate level.

Notwithstanding these unique features of the associate degree, respondents identified confusion concerning its role relative to that of certificates and diplomas, which are usually more diverse in terms of duration and focus and more likely to be terminal credentials. Although respondents identified the primary role of the diploma as career preparation, in some areas—including several applied professional fields—diploma program transfer pathways are effectively facilitated between institutions offering similar programs because of BC's robust academic course credit transfer system.

Several respondents indicated that students were attracted to academic diploma programs in Arts and Science, which are perceived as more flexible. On the whole, arts and science diplomas have fewer prescriptive requirements because they lack a system-wide common curriculum framework with a general education core. While they may permit greater student choice in terms of course selection, in general they

also may reflect more limited expectations and outcomes concerning academic breadth. Although this perceived flexibility is likely appealing to students, especially if their primary goal is to gain admittance to a baccalaureate program rather than complete a 60 credit credential, it is important to understand the limitations. Students in arts and science diploma programs may enjoy flexibility of choice within the program at a specific institution. However, this flexibility may sometimes limit their opportunities for transfer and efficient application of credits toward a higher level credential program at other institutions if they have not received focused advising or if they do not get admitted to their intended destination program and institution.

Academic certificate and diploma programs that do not share a system-wide curriculum framework are more diverse and, in aggregate, less able to provide students with block credit transfer pathways satisfying lower level general education and pre-major requirements for baccalaureate degree programs across all institutions. Still, more limited transfer functionality is not problematic where system-wide transferability is neither the purpose of such programs nor the goal of students within them. For associate degree programs, however, block transferability of 60 credits, including a general education core in arts and science, is a key distinguishing feature underlying their utility as efficient access pathways to baccalaureate degrees and their educational integrity as stand-alone credentials.

*Recommendation 5.1.*

*To address misunderstanding within the post-secondary system and by students and other stakeholders, the Ministry of Advanced Education Innovation and Technology should consult broadly for the purpose of more clearly articulating the different roles and parameters of sub-baccalaureate degree credentials in BC.*

At least partially related to the issue of credential confusion concerning the associate degree is the challenge of low awareness about the credential by students, employers, and society as a whole. This challenge is magnified by the context that BC is unique within Canada in offering this credential on a broad scale and by the absence of any sustained, coordinated communication initiative. Following necessary work to describe, clarify, and more clearly articulate the different roles and parameters of sub-baccalaureate degree credentials in BC, a focused program of education and communication should be developed and implemented regarding the associate degree and the benefits it offers students.

*Recommendation 5.2.*

*A significant challenge in raising awareness about the associate degree credential involves ongoing, effective communication with students, families, and prospective employers, so a program of education and communication regarding the benefits of associate degree options for students should be developed and implemented. To this end, the Ministry of Advanced Education, Innovation, and Technology should work in partnership with key stakeholder groups including the BC Council on Admissions and Transfer, post-secondary institutions, K-12 schools, educators, advisors, and other relevant ministries.*

*Recommendation 5.3.*

*To increase awareness of the associate degree credential by potential transfer students, BCCAT should expand the information in the BC Transfer Guide in order to identify associate degree courses and illustrate how they can be applied to associate degree programs across post-secondary institutions.*

## 6. Research on Student Success and Outcomes

The consultation process and subsequent Steering Committee discussions reinforced the importance of addressing gaps in existing research pertaining to associate degree graduates. A current gap exists in terms of understanding associate degree students' transition to career paths. Also, given the proposed changes to the Associate of Arts curriculum framework and the development of a new Associate of Applied Studies option, research on the impact of these innovations in terms of student preparation and success is necessary to assess whether or not the innovations are effective. As a system agency affiliated with institutional educators and researchers as well as with other research groups, BCCAT can facilitate necessary ongoing research relevant to the associate degree.

### *Recommendation 6.1.*

*To facilitate system-wide understanding and quality assurance relating to changes in general and specific requirements for the associate degrees as well as articulation requirement definitions, BCCAT should collaborate with other system research groups and institutions in gathering data and conducting a multi-year study on the impact of changes in terms of student success.*

### *Recommendation 6.2.*

*To gain a greater system-wide understanding concerning current and future career paths of students who complete associate degree programs, BCCAT should collaborate with other system research groups and institutions in gathering data and publishing periodic reports on the career outcomes achieved by associate degree graduates.*

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## NEXT STEPS

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In preparing this report with recommendations for the Minister of Advanced Education, Innovation and Technology, the Steering Committee has consulted as widely as it could given the time parameters. The feedback has been diverse and informative, but not exhaustive. The Steering Committee's recommendations represent its carefully considered reflections on the challenges and opportunities regarding the associate degree credential as identified within the scope of feedback, research, and other documentation it has been able to gather to date. Some of the recommendations outlined indicate sequenced steps to facilitate system-wide participation and enable effective implementation. To help guide next steps, the following section identifies proposed action items and activities arising from the recommendations, as well as necessary participation and leadership by appropriate organizations and groups.

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## LIST OF RECOMMENDATION ACTIONS AND FOLLOW UP ACTIVITIES

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Recommendation Action	Recommended Follow Up Activities by Key Participants
<p><b>1.1.</b> Augment student mobility pathways to baccalaureate degree programs, across associate degree programs, and from high school into associate degree programs.</p>	<ul style="list-style-type: none"> <li>• BCCAT to work with BC Transfer System institutions in identifying and promoting transfer admissions priority opportunities for associate degree students, flexible pre-major agreements, collaborative programs and course access initiatives, and high school early transition options.</li> </ul>
<p><b>1.2.</b> Advise students on the educational benefits and system-wide transfer pathway opportunities of the associate degree and encourage them to enroll in a program relevant to their goals.</p>	<ul style="list-style-type: none"> <li>• BCCAT to work with BC Transfer System institutions in developing materials explaining the benefits of associate degree programs.</li> <li>• BC Transfer System institutions to advise non-program transfer students to enroll in associate degree programs where appropriate to their goals.</li> </ul>
<p><b>2.1.</b> Revise the 9 credit requirement in science and quantitative studies within the Associate of Arts curriculum framework such that a laboratory science is no longer specified but a 3 credit physical or biological science requirement is specified, and the 3 credit requirement in mathematics, computer science, or statistics is expanded to include the option of a formal logic course.</p>	<ul style="list-style-type: none"> <li>• BCCAT to revise, publish, and circulate the renewed requirements for the Associate of Arts degree.</li> <li>• BCCAT to revise, publish, and circulate the renewed general definitions relating to all associate degrees.</li> </ul>
<p><b>2.2.</b> Increase the number of elective credits available outside of arts or science from 9 to 12 and decrease the minimum number of required arts credits (excluding the 6 credits of first year English) from 36 to 33 in the Associate of Arts curriculum framework.</p>	<ul style="list-style-type: none"> <li>• BCCAT to revise, publish, and circulate the renewed requirements for the Associate of Arts degree.</li> <li>• BCCAT to revise, publish, and circulate the renewed general definitions relating to all associate degrees.</li> </ul>
<p><b>3.1.</b> Initiate expansion of the associate degree articulation requirement to include degree program courses articulated with any BC public university by working with BC public universities and the BC Registrars Association to address business processes and related implications at institutional and system levels.</p>	<ul style="list-style-type: none"> <li>• BCCAT to analyse the impact of an expanded articulation requirement in terms of increase in number and range of degree program courses eligible.</li> <li>• BCCAT to collaborate with BC Transfer System institutions and the BC Registrars Association in identifying and addressing business processes and related implications of an expanded articulation requirement at institutional and system levels.</li> </ul>

Recommendation Action	Recommended Follow Up Activities by Key Participants
<p><b>4.1.</b> Initiate development of a new Associate of Applied Studies degree by convening a task force to consult with students, educators, and employers; identify curriculum criteria; and assess issues and approaches for implementation of the credential.</p>	<ul style="list-style-type: none"> <li>• BCCAT to convene an Associate of Applied Studies Degree Task Force comprised of stakeholders.</li> <li>• Associate of Applied Studies Degree Task Force to advise BCCAT on curricular criteria, transfer protocols, and approval and implementation guidelines.</li> <li>• BCCAT to provide recommendations to guide development and implementation of the Associate of Applied Studies curriculum framework.</li> </ul>
<p><b>5.1.</b> Consult broadly for the purpose of more clearly articulating the different roles and parameters of sub-baccalaureate degree credentials in BC.</p>	<ul style="list-style-type: none"> <li>• Ministry of Advanced Education, Innovation, and Technology (AEIT) to collaborate with BC post-secondary institutions, BCCAT, and other stakeholders for the purpose of more clearly articulating the different roles and parameters of sub-baccalaureate degree credentials in BC.</li> </ul>
<p><b>5.2.</b> Develop and implement a program of education and communication regarding the benefits of associate degree options for students.</p>	<ul style="list-style-type: none"> <li>• Following work on articulating the different roles and parameters of sub-baccalaureate degree credentials, AEIT, BCCAT, post-secondary institutions, and other key stakeholders to collaborate in developing and implementing a focused education program to communicate the benefits of the associate degree.</li> </ul>
<p><b>5.3.</b> Expand the information in the BC Transfer Guide in order to identify associate degree courses and illustrate how they can be applied to associate degree programs across post-secondary institutions.</p>	<ul style="list-style-type: none"> <li>• BCCAT to work with educators, advisors, and registrarial staff in identifying opportunities for enhancing BC Transfer Guide information on associate degree programs and courses.</li> <li>• BCCAT to implement changes as appropriate.</li> </ul>
<p><b>6.1.</b> Gather data and conduct a multi-year study on the impact of changes in terms of student preparation and success.</p>	<ul style="list-style-type: none"> <li>• BCCAT to collaborate with other system research groups and institutions to conduct a study on the impact of changes in terms of student success.</li> </ul>
<p><b>6.2.</b> Gather data and publish periodic reports on the career outcomes achieved by associate degree graduates.</p>	<ul style="list-style-type: none"> <li>• BCCAT to collaborate with other system research groups and institutions in publishing periodic reports on the career outcomes of associate degree graduates.</li> </ul>

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## LIST OF REFERENCES

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- BC Council on Admissions and Transfer, *The Advisor: New Associate Degree Requirements*. June 2000. Accessed at [bccat.bc.ca/pubs/advisor00-06.pdf](http://bccat.bc.ca/pubs/advisor00-06.pdf), September 2012.
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**APPENDIX A:**  
**2012-13 ASSOCIATE DEGREE REVIEW STEERING COMMITTEE MEMBERS**

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**BARNSELEY, Roger (Co-Chair)**

Co-Chair, BC Council on Admissions and Transfer

**FLEMING, Robert (Co-Chair)**

Executive Director & Co-Chair, BC Council on Admissions and Transfer

**BUDRA, Paul**

Associate Dean, Faculty of Arts and Social Science (English Faculty), Simon Fraser University

**CAMPBELL, Robert**

Dean of Arts & Sciences (History Faculty), Capilano University

**CAVERS, Ian**

Associate Dean, Faculty of Science (Computer Science Faculty), University of British Columbia

**DALE, Mark**

Provost (Biology Faculty), University of Northern BC

**DAVIS, Eric**

Vice President Academic & Provost, (History Faculty), University of the Fraser Valley

**DENTON, Kathy**

Vice President Academic (Psychology Faculty), Douglas College

**KINDLER, Anna**

Vice Provost and Associate Vice President Academic (Professor, Faculty of Education), University of British Columbia

**KRAUSE, Gerda**

Division Chair, Math & Sciences, (Biology Faculty), Langara College

**NAUGLER, Diane**

Associate Dean, Faculty of Arts, (Sociology Faculty), Kwantlen Polytechnic University

**PERROTT, Allyson**

Instructor (Chemistry Faculty), Selkirk College

**STRIDE, Richard**

Dean of Business, (Business Faculty), Camosun College

**SUTHERLAND, Kate**

Associate VP Academic, Student Relations, (English Faculty), Thompson Rivers University

**TOONE, Trevor**

Principal, (Chemistry Faculty), Columbia College

*BCCAT STAFF:*

**ADAMOSKI, Robert** Associate Director, Research and Admissions

**FITZGIBBON, John** Associate Director, Transfer and Articulation

**WINSEMANN, Mike** Transfer and Technology Manager

**YORKSTON, Valerie** Executive Assistant and Communications Coordinator

*In addition, Frank Gelin (Executive Director Emeritus, BCCAT) participated in an advisory role to the Steering Committee.*

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**APPENDIX B:  
2012-13 ASSOCIATE DEGREE REVIEW STEERING COMMITTEE TERMS OF  
REFERENCE**

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**Purpose**

To review the curricular elements and general requirements for associate degrees; to investigate approaches to enhancing associate degrees as rigorous, flexible, and relevant credentials on their own and within academic credit transfer pathways; and to make recommendations regarding any appropriate changes relating to curriculum, general requirements, and / or approaches to the credentials.

**Objectives**

- To examine information on the current status of associate degrees in BC;
- To consult with Transfer System stakeholders, educators, students, and others on the design and value of associate degrees;
- To explore opportunities for associate degrees as credentials facilitating both continuation of academic study and career preparation;
- To investigate approaches for associate degrees as vehicles for block transfer to academic major and / or career baccalaureate programs;
- To consider the current curricular elements and other requirements for associate degrees as well as possible modifications to those elements as deemed appropriate or desirable; and,
- To present a report and recommendations to the Minister by January 31, 2013.

**APPENDIX C:  
CALENDAR OF CONSULTATIONS**

DATE	EVENT
<b>SEPTEMBER</b>	
18	BC Colleges (BCC) Presidents Associate Degree Review Steering Committee (Meeting 1 of 3)
20	BC Association of Institutes and Universities (BCAIU) VPs Academic
24	BCAIU Presidents
28	BCCAT Transfer and Articulation Committee (TAC)
Late Sept	Online Survey launched
<b>OCTOBER</b>	
-	Institutional Analysis and Planning (Report on Associate Degrees from 2005 to present), Kwantlen Polytechnic University
1	Thompson Rivers University Articulation Meeting
2	Northern Post-Secondary Council
5	BCCAT Council
10	Langara Deans and Division Chairs (DDC) Meeting
12	Private Institutions Meeting
17	BC Registrars' Association (BCRA)
18	BC Deans of Arts and Science Programs (BCDASP)
19	BC Deans of Business
20	Academic Governance Council (AGC)
22	BC Associate Registrars and Managers Association (BCARMA) Langara College – VP Academic
23	Nicola Valley Institute of Technology (NVIT) VP Education
25	Senior Academic Administrators' Forum (SAAF) University Arts and Science Colleagues (Selkirk)
29	Degree Quality Assessment Board (DQAB)
31	College of the Rockies (COTR) Executive Council
<b>NOVEMBER</b>	
2	Joint Annual Meeting (JAM) of Articulation Chairs, System Liaison Persons, and Institutional Representatives
5	BC Colleges (Presidents)
13	Education Council Meeting (Selkirk)
16	BCCAT Admissions Committee Research Universities' Consortium of BC (RUCBC) VPs Academic
21	First Nations Higher Learning Consortium
26	Associate Degree Review Steering Committee (Meeting 2 of 3)
28	BCAIU VPs Academic