

ABE Articulation Steering Committee 2022-2023 Minutes
Vancouver Island University and Zoom
Day 1: Thursday April 27, 2023

Present In Person: Kimberley McIntyre (Coast Mountain College), Allison Platt (College of the Rockies), Michael Calvert (VIU), Wilma Gus (North Island College), Jeanette Landry (Northern Lights College), Natasha Befus (Okanagan College), Marissa Carrasco (Selkirk College), Jean Maltesen (SLP), Mike Winsemann (BCCAT), Stephanie Boychuk (Vancouver Island University), and Shantel Ivits (Vancouver Community College). **Present Online:** Andrea Maxie (Selkirk), Robert Farro (Yukon University), Cari Ann Gotta (Selkirk), Diane Gilliland (Camosun College), Greg Hilaire (UFV), Margaret Buxton (VCC), Colin Gilker (Capilano University), Dino Gigliotti (College of New Caledonia), Mardi Joyce (Douglas College), Chris Traynor (KPU), Christine Miller (TRU), and Costa Karavas (Vancouver Community College).

Meeting chaired by Stephanie Boychuk. Minutes by co-chair Shantel Ivits.

1. Call to Order at 9:05am

Special thanks to VIU's WEST program for an amazing breakfast!

2. Welcome and Wisdom from Elders

Elder Xulsimalt Gary Manson was ill and unfortunately unable to open our meeting. We send him well wishes and hope he feels better soon! Stephanie expressed gratitude for the rich environment we're in that was taken care of since time immemorial by the Coast Salish peoples. The meeting took place on the traditional and unceded territory of the Snuneymuxw, Snaw-naw-as, Quw'utsun and Tla'amin peoples.

3. Welcome and Introductions

Stephanie welcomed in-person and online members. Attendees introduced themselves. Quorum will follow Robert's Rules with a simple majority needed to pass motions. Quorum was met.

4. Approval of Agenda

MOTION: That the agenda be approved as presented. Moved by Natasha Befus. Seconded by Allison Platt. Approved.

5. Approval of Minutes from the ABEASC meeting on April 27 & 28, 2022

MOTION: That the minutes be approved as presented. Moved by Jeanette Landry. Seconded by Kimberly McIntyre. Approved.

6. BC Council on Admissions and Transfer (BCCAT) Updates

Mike Winseman, Director, Transfer & Technology gave a report: It's articulation season! 65 or so articulation committees are meeting around this time. Many committee members have asked: Who is responsible for covering the costs of travel to articulation? The ministry says the funding is included in the base operating grant provided to PSIs, but some PSIs have been pushing back against sending reps to meetings due to lack of budget. **Please let Mike know if you are having trouble getting your PSI to cover costs of travel to articulation.** BCCAT provided feedback to the Ministry that the cost of travel has risen significantly and so the previous funding levels for articulation are no longer sufficient to cover costs.

BCCAT has been working on many enhancements to its technology infrastructure. When a course transfers, it goes one way; it doesn't necessarily transfer back. A new reciprocity tool identifies opportunities to reciprocate transferability. It also finds inconsistent reciprocity agreements. A new deployable widget allows institutions to create tailored transfer guide searches right on their own websites by simply copying and pasting code. Email Mike for details or pass his info on to your website team. There's a new BCCAT website

coming in May. Check the website for the updated *How to Articulate* handbook coming out at the end of May. A notice will be sent out when it's posted.

BCCAT has a robust research program on aspects related to student mobility. They have produced three reports of note on the collection and use of student data on race, cultural background, and ancestry; a survey of the impact of Covid-19 on PSI students; and a report on 'stranded credit.' Find them on the BCCAT website here: <https://www.bccat.ca/Search/Publications>

Mike suggested new AI technologies could potentially be leveraged for the assessment of transfer credits.

On November 3 and 4, 2022, BCCAT held its first ever hybrid Joint Annual Meeting (JAM). There were sessions on pathway partnerships, EDI at PSIs, mobility, and more. This year's JAM will be November 2 and 3, 2023 somewhere in Vancouver. It will be a hybrid conference.

7. Review Approval Process for BCCAT Transfer Grid Excel Sheet

Over the summer, an ad-hoc ABEASC sub-committee created a process for approving the Excel sheets now being used to update the grid. The process involves reviewing the grids at the working group meetings and then approving them at ABE Steering. The process document is posted in Moodle at the end of the "WORKING COMMITTEE REPORT TEMPLATE 2022" document. Basically, chairs should indicate in yellow if a course has been added or changed. Strike-out in red for a deletion. If a course is rearticulated with no changes, put a "no" in the 'changes' column.

A member asked how chairs will know when courses were articulated or are due for rearticulation? BCCAT agreed to add a column on the Excel spreadsheets for tracking this information.

Courses that are cross-listed among subjects (eg. First Peoples and Science) must be approved by both working groups. This year, the ABEASC chairs will identify cross-listed courses that need multiple approvals.

TRU and TRU-OL have separate courses on the grids because historically they were separate entities. They merged recently. Now TRU should be considered one institution. All courses should just be labelled under TRU, not TRU-OL.

MOTION: That fundamental level Math and English will appear on the ALF working group grid, while the fundamental level Education & Career Planning and Computer Studies courses will appear on the Excel spreadsheets of their respective working groups. Moved by Jeannette Landry. Seconded by Kimberly McIntyre. Approved.

8. Deans And Directors of Developmental Education (DDDE) Updates

Jean Maltesen, Systems Liaison Person (SLP) gave a report. The Ministry representatives who met with the DDDE group are all relatively new. Darrel Soper (Director Human and Social Service Education) replaced Sara Bergen. Heather Collins (Sr Policy Advisor, ABE) replaced Barb Bynzyck. Lauren Degaine (Policy Analyst) replaced Tegan Tang. As staff leave, sometimes knowledge of the history of ABE goes with them.

The Canadian Ukrainian Authorization Emergency Travel agreement allows Ukrainian students to come to PSIs as domestic students and be exempt from tuition fees. They can enroll in ABE & EAL as long as they make up less than 10% of the FTE targets. They are not eligible for AUG. DDDE has concerns about what will happen when this agreement expires.

Institutions once received disability project funding. This was the final year of the funding and DDDE are upset that it will not be renewed. This funding supported accessibility offices, universal design projects, and programming.

Budget letters that state FTE targets and how much money an institution will get once had a developmental education target that included ABE, EAL, and ASE. ASE has been removed from that target. The Ministry said ASE doesn't need targets because these programs are so well-subscribed. Deans need these targets to advocate internally to ensure they continue to get funding. With EDI being such a focus, these programs should be supported more significantly.

The Community Adult Literacy Program funding call went out in April. The grant has had more applicants over time, but the size of the pot has stayed the same. Each organization is now getting less and less. The maximum amount is now \$32,000, which is not much to run a whole program.

AUG has a new funding model. Institutions receive AUG funding once a year instead of three times a year. The amount is based on the average of the last three years of use. PSIs can ask for more if needed.

In EAL programs, DDDE is concerned about declining enrolments and layoffs across the province, student wellbeing, and the use of Duolingo as an intake assessment tool. The EAL articulation committee recommended ending the use of Duolingo scores for acceptance into programs. Some institutions are going to use the tool regardless.

Jeannie encourages people to step up to be a rep and/or a chair for articulation committees. Some institutions give a stipend for a chair or release time, but not all. Neither BCCAT nor the Ministry provide funding for release time for articulation work. Articulation helps ensure quality, so it must be a priority and PSIs must put their money where their mouth is. Reach out to her if she can help advocate for reps and chairs to attend meetings.

Operating grants to PSIs have not kept up with inflation. More health and wellness services and student services are required by legislation with no extra money to fund them, putting lots of pressure on institutions' budgets. The move from dedicated envelopes of funding to block funding means there is no way of knowing how much money there is for articulation vs other costs like instruction. Block funding also implicitly suggests there is no requirement to fund certain things.

Adult Special Education is changing its name.

There have been discussions about whether international students can receive credit for a BC Graduation Diploma. DDDE could not find restrictions around this is policy.

Some institutions are embedding EAL faculty in other departments. EAL is tuition-free but if it is delivered in credit bearing courses, it's no longer tuition-free.

Some institutions are requiring students to apply multiple times for AUG funding in a single year. The Ministry says it's the institutions who are requiring this, not the Ministry.

DDDE has had conversations around progression rates in ABE. ABE students have more barriers and sometimes need to stop out, so how can we do that without giving them F's, W's etc. Some are doing "no credit granted" which is softer than a fail.

The group discussed how the AUG application makes it sound like proof of income requirements are more stringent than in the past. The intention was actually to make it more flexible. For example, instead of proof of income, the institution should accept a letter saying the student didn't do their taxes from the student or the chair of the department. Coast Mountain College and Selkirk College both accept such a letter instead of tax documents.

The Irving K Barber Scholarship didn't get that many applicants last year. Encourage your students to apply. Make sure they follow the instructions and give thoughtful answers. They need one reference.

9. Update On Articulation Handbook Updating and Hosting

Stephanie recapped some important decisions around the Articulation Handbook. Heather Collins has said the Ministry will no longer facilitate the editing process for the handbook because they do not do it for any other groups and don't have capacity. It's causing process confusions, so they want the articulation committee to take it on. They won't host it, but they will post a link to the handbook. BCCAT will host the handbook for us.

We discussed whether we could host the handbook as a website. Concerns were raised about the ability to print the document and the ability to have year-to-year archives. If the document was made once a year in Pressbooks, it would exist as both a website and a downloadable pdf. It would be much easier to format and update compared to a Word document. It would be important to only update it once a year so that previous editions could be archived.

Regardless of format, the learning outcomes plus all the historical information and background information would be in the Handbook. The grid and membership lists would be separate.

MOTION: For Steering Chairs to explore both versions of a handbook this year (pdf and web) and there will be a vote in 2024 for how to go forward. Moved by Christine Miller. Cari Ann Gotta seconded. Approved.

Stephanie showed us the BCCAT ABE transfer search website: <https://www.bctransferguide.ca/transfer-options/adult-basic-education/>. The handbook archive is available from that page.

MOTION: That course outlines should reference the link above, the year they are articulating to, and the level in the guide. Jeanette Landry moved. Natasha Befus seconded. Motion approved.

It was requested the above motion is included in the Policies and Procedures manual.

Stephanie showed the BCCAT ABE Moodle site, which is being re-organized. If something important is missing, please let Stephanie know. Duplicate documents have been removed. Under the **Orientation and Information** block, there is a new tool "**ABE Working Group Members**" which is set up as a Moodle wiki. This allows anyone to edit it. It contains the names of chairs and committee members along with their email. Stephanie will populate the first draft and then it will be maintained by everyone. If you're not the rep, remove yourself. If you are the rep, add yourself. If you're the chair, help keep it up to date. We will pilot this tool for a year and decide at the next meeting if we wish to adopt it permanently.

An **ABE articulation schedule** has been set up as a wiki in the Moodle site (under the Orientation and Information block) so that working groups can share what courses will be articulated and what learning outcomes will be reviewed each year. The math working group already has a schedule which they will send Stephanie to put in Moodle.

MOTION: To pilot the ABE articulation schedule wiki for one year. Moved by Mike Calvert. Seconded by Natasha Befus. Approved.

Historically, our courses need to be an 80% fit with the K-12 outcomes, but those outcomes have changed so often that this likely is no longer the case – and the 80% guideline may need to be revisited.

We were reminded that courses need to be renewed every 7 years.

10. Updates From Ad-Hoc Committee to Review ABEASC Policies and Procedures Manual

The ad-hoc committee created a policy for approving the new spreadsheet grids. Attendance policies and procedures, quorum, and election procedures are still to be completed. There are currently three drafts of the manual with slight differences! The committee agreed to continue this work. Committee membership will now include Stephanie (chair), Jeanette, Marissa, Natasha, and the forthcoming program coordinator from Selkirk. There was a request to have information about how to use the Moodle shell included in the manual. There was a request for a clear course removal process to be included in the manual, including when an institution should request a course be removed.

11. Working Group Summary Reports

a. Adult Literacy Fundamental Level (ALF) Working Group - Chair: Shantel Ivits

(i) Summary report and meeting minutes: Many fundamental programs report having trouble bringing their enrolment levels back to pre-COVID numbers. Fundamental level programs are constantly needing to defend our existence within colleges, with many programs being whittled down or eliminated. This is concerning. The government is increasingly investing in Community Adult Literacy Program (CALP) Grants where fundamental level is primarily taught by volunteer tutors rather than paid faculty members. There is some concern that this is watering down the quality of literacy programming. A motion was approved to seek funding from BCcampus to fund a new level 6 English book and make minor changes to Levels 1-5 English books. Revisions will consider accessibility and usability in self-paced classes. Melinda Worfolk gave a workshop on CNC's plain language strategy and implementation. Plain language helps make colleges accessible to literacy learners, as well as EAL learners and learners with disabilities. CNC provides a model other PSIs ought to aspire to.

(ii) The grid sheet was reviewed.

Motion to receive and approve the summary reports, meeting minutes, and grid sheets. Moved by Colin Gilker. Seconded by Diane Gilliland. Approved.

b. Science Working Group - Co-chairs: Greg St. Hilaire and Christine Miller

(i) Summary report and meeting minutes

Biology subcommittee – the committee articulated Provincial level biology and updated the wording of the Provincial ecology outcomes related to cell biology. Three institutions didn't send a rep: College of the Rockies, NVIT, and NEC. Next meeting is October 19 & 20 at Capilano University.

Chemistry subcommittee – the committee articulated Advanced level chemistry this year. No changes to the learning outcomes. Three institutions didn't send a rep: KPU, NVIT and NEC. Next meeting is October 19 & 20 at Capilano University.

Physics subcommittee – the committee edited several learning outcomes. Two institutions didn't send a rep: NVIT and NEC. Next meeting is October 19 & 20 at Capilano University.

General Science subcommittee – the committee cleaned up some learning outcomes. Two institutions didn't send a rep: NVIT and NEC. Next meeting is October 19 & 20 at Capilano University.

(ii) Updated BCCAT Transfer Grid Excel Sheet

Requested end dates and start dates be added to the grid for relevant courses before they are sent to BCCAT. The end date should reflect the last time the course was offered. There was some discussion about whether a course title or number change is a 'substantive change.' Mike from BCCAT said typically that's an administrative change and does not need to be rearticulated unless this group decides otherwise. The group agreed it should still be a conversation within the working group.

Motion to receive and approve the summary reports, meeting minutes, and grid sheets as amended (under the assumption that the start and end dates will be updated on the general science grid). Moved by Colin Gilker. Seconded by Christine Miller. Approved.

c. Math Working Group - Co-chairs: Robert Ferro and Costa Karavas

(i) Summary report and meeting minutes

Part of the Spring Super Meeting. No rep from Coast Mountain College (who sent regrets) or NVIT. Updated the learning outcomes in Advanced Level Algebra. Some suggestions for the handbook: a way to tell the year that the learning outcomes were updated. Questions about process for removing courses – does it need a motion? Should be clarified in the Policies and Procedures Manual. There was a suggestion to remove courses if being directed to by the institutions, but requiring a motion if it's due to non-attendance. Give a year of grace if it's due to non-attendance. Next meeting: March 7 & 8 at Capilano University.

(ii) Updated BCCAT Transfer Grid Excel sheet

Stephanie will remove fundamental courses from the math working group grid next time around. There was some discussion about the sensitivity of formal motions around removing courses because there are multiple campuses and departments within institutions that may need to be consulted. There was discussion about why courses need to come off the grid. Sometimes they aren't offered for a few years but may still be brought back. In this case, leave it on the grid. Courses that are removed can also be rearticulated fairly simply. This will be discussed by the Policies and Procedures Working Group.

Motion to accept the Math Working Group summary report, meeting minutes, and changes to the grid. Moved by Alison Platt and seconded by Kimberley McIntyre. Approved.

d. English Working Group - Chair: Cari-Ann Gotta

(i) Summary report and meeting minutes

Representation missing from NVIT, Langara College, and TRU. The chair wasn't sure if she should be reaching out to institutions to ask for representatives. This will be addressed in the revisions to the Policies and Procedures Manual. Articulated two new courses at Camosun. Have struck a sub-committee to revise learning outcomes in consideration of the changes to K-12. Finished intermediate draft and most of advanced draft. Some members of the First Peoples group presented about the indigenization of learning outcomes. Spoke extensively about AI and also how instruction has shifted since Covid-19. Spoke about organizing super meetings and how those can be better scheduled. There are advantages of having several groups coming together at one time. Potential for a super meeting on March 7 & 8 at Capilano for First Peoples and Math (and maybe Computers?). Cari Ann gave an oral report and will present an edited written version tomorrow.

(ii) Updated BCCAT transfer grid Excel sheet

It was clarified that the Excel spreadsheet should only reflect changes that were approved at the previous meeting. The chair will update the grid and bring it back either tomorrow or by email. The AFP EAL courses offered by Okanagan shouldn't be on the ABE grid. Two VCC English courses are on the grid twice. It's just a redundancy and the way it's currently expressed on the grid is correct.

12. Adjournment at 3:00pm.

Motion to adjourn. Moved by Allison Platt. Seconded by Natasha Befus. Approved.

Day 2: April 28, 2023

Present In Person: Kimberley McIntyre (Coast Mountain College), Allison Platt (College of the Rockies), Michael Calvert (VIU), Wilma Gus (North Island College), Jeanette Landry (Northern Lights College), Natasha Befus (Okanagan College), Marissa Carrasco (Selkirk College), Jean Maltesen (SLP), Mike Winsemann (BCCAT), Stephanie Boychuk (Vancouver Island University), and Shantel Ivits (Vancouver Community College). **Present Online:** Andrea Maxie (Selkirk), Robert Farro (Yukon University), Cari Ann Gotta (Selkirk), Diane Gilliland (Camosun College), Greg St Hilaire (UFV), Margaret Buxton (VCC), Colin Gilker (Capilano University), Dino Gigliotti (College of New Caledonia), Chantale Hutchinson (Okanagan College), Mardi Joyce (Douglas College), Sean Conway (KPU), Heather Collins (Ministry of Post Secondary Education & Future Skills), and Costa Karavas (Vancouver Community College).

Meeting chaired by Stephanie Boychuk. Minutes by co-chair Shantel Ivits.

1. Call to Order at 9:05am

2. Welcome and Introductions

- The meeting took place on Coast Salish territories
- Attendees introduced themselves

3. Ministry of Post-Secondary Education and Future Skills (PSEFS) Updates

Heather Collins, Senior Policy Advisor, Post-Secondary Programs Branch

Administrative updates:

- New Ministry name: Ministry of Post-Secondary Education and Future Skills
- New Minister: Honourable Selina Robinson
- New Acting Director of Adult Learning: Nurie Aliperti

ABE/ELL Pathways:

- In January 2023, the Ministry launched a Call for Proposals for a second round of one-time funding for the ABE/ELL Pathways to High-Priority Career Programs.
- These pathways support students to upgrade their learning and skills to meet eligibility requirements and increase opportunities for success in a high-priority post-secondary career program.
- The application and evaluation processes have concluded, and each institution was notified of the outcomes via funding letter in March.
- 26 pathways will be delivered in 2023/24.
- We anticipate a formal announcement in the summer, with more information about the successful proposals.
- The 2022/23 pathways are scheduled to wrap up in August 2023 with final reports due in September. A final reporting template will be emailed to Pathways contacts in June.

Community Adult Literacy Program (CALP):

- The Ministry has supported the CALP for more than 20 years.
- CALP funding is allocated to community organizations, Indigenous-controlled organizations, and public PSIs to deliver adult, family and Indigenous literacy programming across British Columbia.
- In current CALP year (2022/23), the \$3.4 million annual CALP budget supports 97 literacy programs delivered by 66 organizations in over 128 communities across the province.

- We are looking ahead to the 2023-2025 CALP funding cycle. The application process opened on March 27th and closes today (April 28th) at 4:30pm.
- We anticipate notifying the applicants of the outcome of the application process in late June.

Adult Upgrading Grant (AUG):

- In 21/22, AUG supported just over 2300 students.
- Last year, the Ministry changed the AUG funding model. Previously, funds were provided 3x per year based on estimated demand. Now, funding is allocated once a year based on each PSI's actual expenditures from the previous 3 years. PSIs can request top-ups if AUG funds are depleted. The funding model change has worked well and has reduced the administrative burden for both Financial Aid Officers (FAOs) and Ministry staff.
- In 2022/23, Ministry staff continued to consult with Financial Aid Officers on AUG policies and procedures. As a result, for the upcoming year (2023/24) the AUG policy on income verification was revised to make it more flexible for FAOs who see students that experience barriers with providing proof of income documents.
- The 2023/24 manual and application were also improved. The changes to the application should reduce the need for individual follow-up with students, making it simpler for both students and FAOs.
- Technology continues to be an allowable expense under AUG, up to \$500/year per student.

Disabilities Projects:

- In 2022/23, 20 public PSIs received one-time funding to support the success of students with disabilities in employment and career-focussed programs. This funding was intended to support new and existing projects that may run for up to 16 months, until July 31, 2023.
- 2022/23 was the final year of Ministry funding for the Disabilities Projects.
- Final reports are due in September. The final report template will be emailed to project contacts in May.

Irving K Barber Scholarships:

- Students taking ABE courses at a public PSI who are planning to continue their education with post-secondary studies can apply for a \$5,000 Transition Award from the Irving K Barber BC Scholarship Society.
- A January 2023 news release from the Irving K Barber BC Scholarship Society announced that the Society, supported through initial funding from the provincial government, has provided 45 Transition Awards to support students progressing from ABE into full-time post-secondary studies.
- This is not a Ministry-run initiative, so you will need to reach out to the Society directly if you have questions and want more information.

Follow Up Discussion:

- Representatives stated that government funding for developmental programs doesn't cover true costs; it covers about half. As a result, our programs are being whittled away. Our diverse student bodies require support services that make our programs more expensive and if we're publicly-funded institutions, we should be getting a higher percentage of those basic costs covered.
- One-time funding isn't as good as stable funding
- We need lower student-teacher ratios than other programs
- Program evaluations don't capture what we do. Our programs have rich qualitative evaluation but the emphasis is on completions, speed of progress, and funnelling into other programs. Students drop out for financial reasons, not academic reasons. They aren't really dropping out, they are stopping out.

- Reps spoke about the problems of assimilating multiple programs (like Aboriginal Bridge Programs) into the base budget (i.e. rolling targeted FTEs into one umbrella number) because it puts those programs at risk if there's no visible need for the institution to run the program or commit funding to it.
- ABE programs need to be marketed differently than other PSI programs. Some colleges feel ABE students "don't fit the brand" and so don't market to them.

Stephanie would like to follow up on the issues that Heather wasn't able to answer. If she doesn't get back to us, let Stephanie know.

4. Indigenous Studies requirement for K-12 graduation, impact on BC ADG (Adult Dogwood)

Michael Calvert and Dennis Contois

The First Peoples Working Group was asked to consider the topic of requiring an Indigenous Studies course for the Adult Dogwood. They had extensive conversations about it, and it will need to be an ongoing conversation. The group is concerned that across all institutions we may not have the capability and skills to implement this in a good way. If it's not done properly, it can be damaging and harmful. We don't want to close the door on this conversation but do want to walk carefully with it. It would take several steps. When we are dealing with adult learners, mandatory courses can result in push back. This pushback may be felt by the Indigenous students in the classrooms. Across the board, instructors need more professional development and training. Institutions need to hire more Indigenous faculty. There must be more Indigenization of institutions as a whole. There needs to be support and mentorship from administrations. It needs to be done by everyone across the board, not just some. The chair invites reflections and feedback to put a document together that encompasses what the committee has reflected on and spoken about to see how to move forward. There is a real desire around the table to get to the place where we can take this big step. Thank you to the First Peoples Working Group for doing that reflection and bringing us your recommendations.

We discussed our role in setting the requirements for the Adult Dogwood. Heather Collins was unable to clarify our role during Q&A, but our SLP let us know it is well within our role as experts in the field to advise and recommend on these requirements.

5. First Peoples Courses that are not Cross Listed with other Working Groups

The First Peoples Working Group fosters some courses that don't live in other Working Groups. Mike gave the example of a course created by a Cowichan Elder that he helped move through the colonial academic processes. The course supports Indigenous students who have trauma around education and whose inner pilot light isn't strong. It includes life skills and academic skills. The course contained half the outcomes from one EDCP container and half the outcomes from another, so it was not approved. It was an amazing and profound course that was a real gift in preparing students for life. When we come across courses of an Indigenous nature that don't fit into the colonial structure, we need to find a place for them to live. The chair would like to have courses created by community or Elders that have a place to live under the First Peoples Working Group. There are also fine arts courses and language courses that aren't reflected anywhere else in the ABE structure. Having them on the grid would help recognize their value and legitimacy. Our structures may be too rigid, requiring learning outcomes to match 100%.

The EDCP Chair will connect with First Peoples Working Group to reconsider the learning outcomes. The First Peoples Working Group would rather have the courses exist in partnership with other Working Groups than completely independently.

Some courses are bridging disciplines, which adds richness, so maybe we need to be more flexible. Indigenous learning is all interconnected, not put into containers. Our containers may need to be examined

as we bring more curriculum forward. Maybe we need a multidisciplinary committee or integrated studies committee?

We need to have more locally developed courses with local place-based teachings and evidence of community engagement.

The purpose of ABE is to foster the skills that are essential for life. It's heavily based on reading, writing, and arithmetic, which is a very old colonial model and not necessarily reflective of what is essential for life today. Is the Adult Dogwood as it's currently set up really serving our students?

We could look at micro-credentials, which may be more appealing to students than the Dogwood. We're expensive, so what value are we adding compared to other kinds of programs.

We discussed models of assessment. Institutions can choose how to acknowledge a course was completed. ABE courses are non-credit, so they don't affect a GPA. We discussed how one can evaluate students in courses that are about personal growth. We're familiar with evaluating mental growth but not emotional or spiritual growth. It's about students' ability to speak to and demonstrate their own growth. Sometimes it's also about completion of meaningful tasks. Personal growth is challenging; these aren't "easy courses." How do we help students recognize they are full beings and speak to that? How do we foster two-eyed seeing?

MOTION: To form a sub-committee of working group chairs to look at the possibility of decolonizing of learning outcomes and/or the possibility of forming a new interdisciplinary working group. Meeting at least once in the next year and bringing ideas/thoughts back to the Steering 2024 meeting. Moved by Mike Calvert. Seconded by Shantel Ivits. Approved.

6. Working Group Summary Reports

d. First Peoples Working Group - Co-Chairs: Dennis Contois and Michael Calvert

Mike was elected to the chair role. Gratitude to Wilma for her amazing leadership on this committee for many years! Issues identified included how to address First Peoples courses that don't fit into other subject area boxes and the K-12 Curriculum Indigenous course requirement. They did a Plain Language workshop and then joined the English committee to discuss Indigenization of that area. The BCCAT Transfer Grid Excel Sheet was reviewed.

MOTION: To accept the Summary report and BCCAT Transfer Grid with discussed amendments and end dates. Moved by Colin Gilker. Seconded by Costa Karavas. Approved.

e. Computer Science Working Group - Chair: Andrea Maxie

They rearticulated several courses and added a new course from Yukon University. They reviewed the Intermediate level learning outcomes to better align with the fundamental level. They also corrected some errors in the handbook. The student population differs from the rest of adult upgrading. The Working Group was missing representatives from several institutions. The chair would appreciate a co-chair, but there were no volunteers. Next meeting March 7 & 8. The updated BCCAT Transfer Grid Excel Sheet was reviewed.

MOTION: To accept the Summary report and BCCAT Transfer Grid. Moved by Robert Farro. Seconded by Diane Gilliland. Approved.

f. Education & Career Planning Working Group - Chair: Diane Gilliland

Met online twice. No representation from NVIT or TRU. Will be articulating Fundamental Level next year. Mary Shier and Diane had co-created a lot of curriculum together, honouring people's work experience as well as their education. Excited about decolonizing the learning outcomes. Hoping for a co-chair especially for succession planning. Next meeting will be March 14 & 15, 2024. The updated BCCAT Transfer Grid Excel Sheet was reviewed.

MOTION: To accept the Summary report and BCCAT Transfer Grid. Moved by Costa Karavas. Seconded by Marissa Carrasco. Approved.

h. Social Science Working Group - Interim Chair: Chantale Hutchinson. Chair: Margaret Buxton

The committee met online. No changes made to learning outcomes. Need to re-align Advanced Social Studies curriculum with the newer K-12 curriculum to meet the 80% threshold. Consistent representation from all but Coast Mountain, Camosun, and NVIT. Margaret Buxton was elected as the new Chair. Next meeting will hopefully align with a Super Meeting. The updated BCCAT Transfer Grid Excel Sheet was reviewed.

MOTION: To accept the Summary report and BCCAT Transfer Grid. Moved by Shantel Ivits. Seconded by Mike Calvert. Approved.

English Working Group – Cari Ann Gotta

Cari Ann updated the written Summary Report based on yesterday's conversations and posted it on Moodle. Items flagged on the grid were addressed: The Douglas courses were simply missed on the grid even though they were previously recently articulated, so they are being put back on. The Okanagan courses were EAL courses and shouldn't be on this grid. The VCC item was just a deletion of a duplication. The Okanagan College courses still require follow up.

There is concern about whether Provincial level Technical and Professional English courses are being accepted as equivalent to Provincial Level English Literature (for example, by Nursing programs). There may be a misunderstanding about equivalencies that's creating barriers for students. Post-secondary programs may perceive that literature-based English is more rigorous than technical and professional English. The Working Group will look at this more closely and may write an advocacy letter to Registrar's Offices. We may need to advocate to the nursing governing body. Do they need to be retitled to emphasize their equivalency? They are equivalent but with different focuses.

Action: Stephanie will explore the topic with the VIU Registrar to get some clarification on processes. Cari Ann will draft an advocacy letter. The English Working Group will look at it. Stephanie will identify where it should be sent. Steering will be kept up to date.

MOTION: To accept the Summary report and BCCAT Transfer Grid. Moved by Costa Karavas. Seconded by Sean Conway. Approved.

7. Institutional Reports

Rather than have institutions give updates on all topics all at once, we agreed that next year we will have roundtable discussions on the key themes we normally report on. This will allow for a discussion format as opposed to a reporting format. It would also make it easier to notice trends or areas of similarity and difference that could spark cross-pollination and new ideas for improvement. For example, we could have roundtable discussions about: issues of concern facing ABE, steps to Indigenization and decolonization, enrolment trends, delivery methods, assessment, progression and grading. To avoid endless conversations, we would have to set a time limit on each discussion.

Camosun College (CAMO) - Diane Gilliland

Increased international enrolment. Out of debt as an institution. Soft domestic enrolment. In Academic and Career Foundations, 28% drop from pre-COVID enrollment. Online courses have a stronger enrolment in Math, English and Career Planning. Challenging issues in School of Access include the complexity of enrolling through admissions, registration, the website process, and forms for financial aid. There are navigators and a department assistant but it's still very complex. The staff even have trouble navigating it.

Capilano University (CAPU) - Colin Gilker

Domestic and international enrolments have been low through the pandemic but are slowly improving. Upgrading and University Preparation enrolments are reasonably healthy. The challenge has been adjusting delivery methods according to what students want. The most recent survey shows 30% online, 50% mixed, and 15% completely in person. Predominately online with in person learning labs. The administration and Dean are supportive of developmental programs.

Coast Mountain College (CMTN) - Kimberly McIntyre

Have had a lot of construction causing space constraints and the need to move several times. A beautiful new dorm/library opened last year. Trying a new regional approach with lots of travelling and relationship building to help enrolment. Contact North (an organization supporting remote and rural learners through a partnership between CMTN and FN communities) identified that there is a lot of need for fundamental level courses offered online. Offering fixed intake only now (no self-paced courses) to try to increase student success and avoid students repeating courses with no progression. Now they are seeing completion rates increase and most people see the value. There is still a struggle around how to grade students who aren't successful the first time around. They are still piloting and learning. ABE is called Career and College Preparation but the website says Academic Upgrading.

College of New Caledonia (CNC) - Dino Gigliotti

Were encouraged by leadership to have more hy-flex courses. The online students didn't do as well as the in-class students. Part of the problem was students didn't have the necessary technology, and were trying to take a course by phone, for example. Going to do more face-to-face courses in future. Lots of turnover among administration and the lack of knowledge among the leadership is a problem. The issue may be insufficient compensation, several openings across Canada, and using the position as a stepping stone to something else. Scheduling has been a challenge supposedly due to lack of space, but room utilization is actually low. There's a push for more evening and weekend courses.

College of the Rockies (COTR) - Allison Platt

Working on a program quality assurance review. Working on development of Provincial technical and professional English courses. Lots of changeover in HR. Fees are under \$100 for all courses. Talking about microcredentials and what that means.

Douglas College (DOUG) - Mardi Joyce

Lost many International and domestic students during the pandemic. Going through program reviews. Working on advertising and website changes to boost recruitment. English is facing small cuts each year, but this was offset this year by an ABE Pathways program.

Kwantlen Polytechnic University (KPU) - Sean Conway

Steady decline in enrolment for the past few years. Fewer math upgrading courses being offered than in the past. Turnover in senior admin led to a change in tone. A working group is looking at building and supporting upgrading courses. One program will help students navigate PSI systems through hands-on, ongoing advising and wrap around supports. Partnership offering English courses at Tsawwassen First Nation. Will hopefully

extend to Math courses, as well. Piloting Accuplacer in addition to current assessments. Worry about just using that tool because it's intimidating. There needs to be follow up with those students to ensure they do follow through with registration.

North Island College (NIC) - Wilma Gus

Broken ground on an exciting new housing building with a beautiful design in consultation with local First Nations. Opened First Peoples Gathering Place. Declining enrolment. Early retirements were offered. Offering courses remotely with barebones faculty. ABE courses are offered through three different departments. There is a land-based program at the Port Hardy Campus paid for with base funding. Not doing a hybrid model. Will have a gradual return to face to face. Moved to a new division (Faculty of Arts, Science and Technology instead of Department of Accessible Learning). The AUG puts students in a vulnerable position – ugh! In a Quality Assurance process.

Northern Lights College (NLC) - Jeanette Landry

Numbers are down from pre-COVID but looking brighter. A half time person in Chetwyn now. They tried to keep Fundamental Level learning online but its not working. Opened at Atland Lake in person. Most Fundamental is study block model, face to face. Most courses are hybrid. Some 20-week online courses. Less subscribed to courses will go online. Chair position has been slightly increased to .33. NLC is not in the red.

Okanagan College (OC) - Natasha Befus

After Covid, the department stopped doing online. They have four campuses, all face to face. There is some demand for an online option, but the more we offer online, the more on-campus classes will be eroded. In person is more successful. Going through program review. When students ask for online courses, they often mean self-paced. Exploring course hours and how to condense course hours so that students can come to class and work. Numbers are low, likely due to the high cost of living and lack of housing. Okanagan College was hacked and it caused chaos, impacting registrations, schedules, and classroom access. Will have concierges on every campus to sit with students as they register. Conversion rate of application to registration went way up with the concierge program.

Selkirk College (SELK) - Marissa Carrasco

A lot of change in leadership due to long time employees retiring. Completing Enterprise Resource Planning Implementation (HR, Finance, website systems changes). Now own the Trail campus, allowing for modernization and student housing. Enrolment is down across the college, but upgrading is doing ok. Higher headcount but lower FTE due to students needing to work. Gone back to in person delivery but supporting students who can't come to campus (these students are called self-directed). They are more successful when they come in in person. Fewer course hours but an open study room to supplement. Physics has asynchronous delivery with in-person labs. Lots of student and instructor absences this year due to health and fatigue. Ran a Pathways to Nursing program and are approved for three new pathways programs this year. Doing outreach work to different centers such as the Community Hub for people at risk of experiencing homelessness. New Indigenous Counsellor. Hired an Indigenous Student Navigator. Several Indigenized courses being offered in Faculty of Arts & Sciences, and more in development.

University of the Fraser Valley (UFV) - Greg St. Hilaire

Now a different faculty. Budget looks good. Enrolment is ok. Three coordinators go into the community, helping to attract students. Collaborating with other departments, such as the Teacher Education Program. Partnership with Seaford Island First Nations. Indigenization of courses. Trying to attract more fundamental and intermediate students. High demand for advanced and provincial level. Moving more towards a hybrid model.

Vancouver Community College (VCC) - Costa Karavas

Offers ABE through self-paced and class-based courses for Grade 10-12, as well as Basic Education which is group-based English and self-paced math through hybrid delivery. The administration is more supportive of ABE, but this isn't translating to enrolment numbers in group-based classes. Self-paced enrolment and Basic Education enrolment are faring a bit better.

Vancouver Island University (VIU) - *Stephanie Boychuk*

Looking at what can be done to support students in online courses (which are continuous intake, self-paced) and not turn into a correspondence course. Had some turnover in senior team. The new president seems generally supportive of ABE. Well supported by the Dean. Working on hyflex Advanced Physics pilot – lots of time and support to try to do this well. Very excited about Foundations of Math 12 passing Senate, would really like to see an articulated Foundations of Math Provincial so course was transferrable.

Yukon University (YUKO) - *Robert Ferro*

Became a university during the pandemic, requiring a new collective agreement and new committee structures. New President with a new strategic plan, entitled Becoming. Separation of Academic Skills Development and Student Success Division. The University Access Program (ABE) is undergoing a program review. New Science Building is coming. Low enrolment is an ongoing issue. It's a cycle we see when there's lots of jobs out there and people need the money.

8. Inviting Missing Institutions to Re-join Working Groups and/or Steering

Some institutions have not been sending representatives to working groups and/or Steering: NVIT and TRU. NEC has been consistently attending the First Peoples Group and English but missing from some other groups. They are short-staffed and Dennis is unable to attend all the working groups. Perhaps they are represented by VCC because ABE money flows through VCC to NEC via a partnership (though in practice, there isn't communication between VCC ABE and NEC ABE). Members wonder if there is a philosophical reason or maybe we need to do some relationship building.

Due to timing, Stephanie will compile a summary of attendance from the working group reports and email proposed actions based on feedback from the conversation and previous attendance record.

9. ABE ASC Co-Chair Election

A co-chair term is two years, with a possible extension to three. Both co-chair seats will be up for election at the 2024 meeting. Please consider running. We would like to stagger the terms to help with succession planning. For example, one chair could do a 2-year term while another does a 3-year term to help with continuity.

10. ABE ASC Meetings 2023/24

Location:

We agreed on six host institutions to rotate between, based on factors like: 1) the likelihood of weather leading to flight cancellations 2) proximity to major airports 3) public transit availability 4) level of engagement in articulation. The six host institutions are Capilano University, KPU, VCC, UFV, Douglas, and Camosun. **The next steering meeting will be at VCC.**

Dates:

The last week of April overlaps with ABE ABC Conference, CiCAN, and some graduations, so many people would like to pick a new meeting date. If we move it too much earlier, weather becomes more hazardous to travel in. If we move it into May, hotel rates go up. April is the end of term for many, so it's easier for people to participate in May. **We agreed to hold the meeting in May for one year and then revisit.**

There was a big preference in the group to hold the meetings on Thursdays and Fridays. There was a suggestion to coordinate the date and location with the ABE ABC conference so participants have the option to attend two important events more efficient and cost effectively. Deans and Directors meets May 11th so we shouldn't overlap with them. We agreed to sort out dates by email.

11. Super Meetings

Location: Capilano University offered to host both in the Fall and Spring. A budget request was already submitted for Spring, so we'll definitely hold the Spring Super Meeting at Cap U if it's approved. Fall location is TBD, but maybe also at CAP U if they are ok to do two in one year.

Dates: In previous super meetings the following dates were decided on:

Fall Super Meeting: October 19 & 20

Spring Super Meeting: March 7 & 8

12. Motion to adjourn at 3:50. Moved by Allison Platt. Seconded by Kimberley McIntyre. Approved.