

ABE Steering Committee Meeting Minutes

May 2024

Attendance:

| Post-Secondary Institution | Name | Contact Info |
|---------------------------------------|-----------------------|--|
| Camosun | Diane Gilliland | GillilandD@camosun.ca |
| Capilano University | Colin Gilker | cgilker@capilanou.ca |
| Coast Mountain College | Kimberly McIntyre | kmcintyre@coastmountaincollege.ca |
| College of New Caledonia | Jennifer Catherall | catherallj@cnc.bc.ca |
| College of the Rockies | Leanne Caillier-Smith | lsmith@cotr.bc.ca |
| Douglas College | Ashley Lichte | lichtea@douglascollege.ca |
| Douglas College | Mardi Joyce | joycem@douglascollege.ca |
| Kwantlen Polytechnic University | Chris Traynor | chris.traynor@kpu.ca |
| Native Education College | absent | - |
| Langara | absent | - |
| North Island College | Wilma Gus | wilma.gus@nic.bc.ca |
| Northern Lights College | Chris Gallant | cgallant@nlc.bc.ca |
| Nicola Valley Institute of Technology | James Beck | jbeck@nvit.ca |
| Okanagan College | Natasha Befus | nbefus@okanagan.bc.ca |
| Okanagan College | Brianne Niznikowski | bniznikowski@okanagan.bc.ca |
| Selkirk | Andrea Maxie | amaxie@selkirk.ca |
| Thompson Rivers University | Christine Miller | cmiller@tru.ca |
| Thompson Rivers University | Tory Anchikoski | tanchikoski@tru.ca |
| University of the Fraser Valley | Allison Kilgannon | allison.kilgannon@ufv.ca |
| University of the Fraser Valley | Greg St Hilaire | Greg.StHilaire@ufv.ca |
| Vancouver Community College | Costa Karavas | ckaravas@vcc.ca |
| Vancouver Community College | Shantel Ivits | sivits@vcc.ca |
| Vancouver Community College | Matthew Forster | mforster@vcc.ca |
| Vancouver Community College | Margaret Buxton | mbuxton@vcc.ca |
| Vancouver Island University | Stephanie Boychuk | Stephanie.Boychuk@viu.ca |
| Yukon University | Robert Ferro | rferro@yukonu.ca |
| Working Group | Chairs | Contact Info |
| Math | Robert Ferro | rferro@yukonu.ca |
| Math | Costa Karavas | ckaravas@vcc.ca |
| English | Cari-Ann Gotta | cgotta@selkirk.ca |
| First Peoples | Michael Calvert | michael.calvert@viu.ca |
| First Peoples | Dennis Contois | dcontois@necvancouver.org |
| Computers | Andrea Maxie | amaxie@selkirk.ca |
| Education and Career Planning | Diane Gilliland | GillilandD@camosun.ca |
| Social Sciences (acting) | Chantale Hutchinson | CHutchinson@okanagan.bc.ca |
| Social Sciences (new) | Margaret Buxton | mbuxton@vcc.ca |

| Working Group | Chairs | Contact Info |
|----------------------------|-------------------|--|
| Science | Greg Hilaire | greg.sthilaire@ufv.ca |
| Science (new, co-chair) | Christine Miller | cmiller@tru.ca |
| Adult Literacy Fundamental | Shantel Ivits | sivits@vcc.ca |
| Steering | Shantel Ivits | sivits@vcc.ca |
| Steering | Stephanie Boychuk | Stephanie.Boychuk@viu.ca |
| Other | Name | Contact Info |
| System Liaison Person | Jean Maltesen | Jean.Maltesen@viu.ca |
| BCCAT | Mike Winsemann | mwinsemann@bccat.ca |
| Ministry of Advanced Ed | absent | |

Day 1: May 2, 2024

Call to Order – 9am

1. Welcome from Christine Miller – TRU Elder was sick so not able to deliver the welcome
2. Welcome and Introductions - round table from steering co-chairs and attendees
3. Approval of Agenda:
 - Christine (TRU) – motion; 2nd Colin Gilker (passed)
4. Approval of Minutes from the previous meeting
 - Natasha (OK College)– motion; 2nd Ashley Lichte (passed)
 - Minutes approved and will be put on BCCAT website
5. Shantel – reflections on ABE Associate of BC Conference
 - Hoping to help grow the institution so adding it before the host group for Steering worked well and would like to continue with that format
 - Christine - Nice pairing to see everyone in a social and learning context and into articulation as it cements why we are doing what we are doing – may host the next conference at UFV
 - Stephanie – cool stuff in publications – ABEABC as some people aren't aware of the group – not business format – check out groundwork publication
6. Orientation to ABE Articulation

Introduction to what we do and how it works – Shantel put together some highlights to share (slides) **Action: Shantel will share or post to Moodle**

 - We facilitate
 - Who's here? - flowchart
 - Participating Post Secondary Institutions – 18-19
 - Guests
 - When meetings happen
 - Fall Super Meeting (October)
 - Spring Super Meeting (March)
 - ABE Steering Meeting (April/May)
 - Process for articulation of a course
 - What happens at ABE Steering?
7. Updates from Sub-Committee to Review ABE ASC Policies and Procedures Manual

Last reviewed in 2018 – Stephanie went over the changes that the sub-committee adapted: **Action: have Stephanie send her summary that she used at the meeting**

 - Didn't reflect the work we currently do
 - Ad-hoc committee to update manual
 - Stephanie talked through what changed
 - Summary –
 1. different vocabulary of what the groups were called
 2. Alignment with BCCAT
 - Definitions and Acronyms section added
 - Edited for readability

- Didn't change any major goals but added a summary and clarification of who does what
 1. Purpose of duties for Steering and Working Groups
 2. Bigger changes to manual alignment with K-12 curriculum so it's easy to find
 3. Templates will only be in Moodle and not in manual as it is constantly changing
 4. Clarity to meeting attendance and meetings be hyperflex (Updates and changes to ABE Articulation Group) & codified that institutions are expected to pay for their representatives to attend working group meetings
 5. Articulation courses section – just edited for readability - clarifying and adding clear language-codifying that each course be updated ever 5 years – recommendation from BCCAT; you can stick to 7 if that's working, but preference is 5
 6. Put in and codified the link that needs to be in their course outlines – some institutions can't put in all outcomes based on their outline format. You can use the link. – example language included – codifying practice
 7. Reviewing and Developing learning outcomes – guidance on learning outcomes for working groups? Comparing institutional requirements – how does steering feel about - not a directive – look more towards what 1st-year science looks at (Christine) – Framework for guidance in policy book for and put in the appendix and not a directive. Colin- suggest we use Dennis Contois in previous minutes talks about elders delivering courses and the need to find a home within articulation- gives us a reference point to start – section in the minutes where they speak about indigenized courses and other courses by an elder not articulated for historical reasons – decolonize. FP working group is doing that work, so include it in the manual and use it. Alignment of K-12 is only one group to look at as they are aligning outcomes – maybe we can have more – aligning with UN sustainability goals. Many lenses to look through (Andrea-Selkirk) that be another group to be outlined. Questions from Andrea- a course they would like to make an equivalent course but no instructions on how to do that – equivalent vs external – Stephanie – doesn't have a clear answer of how to authorize as equivalent to Ministry of Education – once clarified (goes back to Ad-hoc committee) it should be written down so that its clear
 8. Leave courses on the grid until it due for renewal. Just because it's not being offered in a year, it doesn't mean you need to remove it from the grid. Once learning outcomes change and you don't rearticulate, it should come off the grid. Mike W. if a course was off the grid, you can go back to BCCAT – it is not permanent. There is a process for the updates to be confirmed, so off cycle, Chair could communicate with

BCCAT that it's digital so it can be made throughout the year – including any errors noted.

- Not going to move forward with the motion to adopt changes to the policy and procedure manual as recommended by the ad-hoc committee at this time as more changes/adaptations need to continue
 - All present ad-hoc members will continue to remain; only one away is Jeanette (NLC) but Stephanie will reach out to ask her. Stephanie asked if any new members wanted to join – no one stepped forward
- 8. Mike Winsemann- Director, Transfer & Technology: updates on BC Council on Admission and Transfer (BCCAT)
 - Process of awarding transfer from outside BC – report coming
 - “Healthcare Economy” – 2030 – 1 million new jobs, but a 350,000 gap
 - Update will be posted on the Moodle site - check this with Shantel
- 9. Institutional Reports Round Table #1 - Issues of concern facing ABE
 - Summary – students need more information on how they're going to take their courses – hinder enrollment (VCC) (Camosun)- complexity of navigating AUG, registration, etc (CMTN) -concierge idea (TRU) – uses Concierge service (current person in the role has a Master in Social Work – treating it like case manager) the program is working well.
 - Semester courses are being canceled early
 - Need for more advisors
 - OC (Natasha) – low numbers, cancelling classes early when still 6 weeks to register, running concierge pilot, from regular budget – by cancelling classes.
 - CNC (Jennifer) – students applied, but %% didn't register. Followed up with phonecalls. Barriers – life in the way, couldn't navigate the registration process. Interested in concierge. Doing a research project on this.
 - VIU – call concierge “student success advisors”
 - Selkirk (Andrea) – delivery modes issue. Big problem with trying to do all the things for students. Doing HyFlex.... struggles on instructional side. Students have struggles with what to choose, too many options, don't know how to choose what will be successful for them.
- 10. Jean Maltesen (SLP) Deans and Directors of Developmental Education Updates
 - Reporting from Nanaimo campus – she won't discuss BCCAT update since Mike W. already gave his report
 - Deans met Oct 23 and then a face-to-face meeting May 27th @ VIU
 - Showing from the ministry – pathways funding – not sure if it would be available this year and it was – not sure which institutions received the funding
 - Reviewing AUG grant uptake – is it making a difference – just under 2500 using it – surprise it's not higher – tried to make it easier for students to apply; difficult process for students to get – income, embarrassment; looking at data around the outcome (PEN #) linking to see if the funding is happening – fewer withdrawals due to multiple intakes
 - Deans wondered why policy around students applying every semester – but there isn't. It's a totally institutional process rather than a ministry. Work with your own FAO

- Is the funding enough or more available? Yes, if that runs out, institutions could ask for more
- Concern around ASE (Accessible Education – name change)– removal of target number from the budget letter – could be a push to eliminate from the institution due to financial challenges – ministry didn’t think that would be an issue.
- Presentation on labor relations for leaders – interesting, boot camp and people are trying that out
- ELL – ongoing conversations on credit – classified as developmental – if they move it to credit the tuition could get pulled back and students would need to pay tuition and FTE would move to the University Studies side – move to 4 credit course – ongoing conversation – feeling that they would be able to be more students if for credit – especially international
- # down in ESL area – haven’t returned since COVID- multilevel classes – concern from faculty – Duolingo appropriate? Not up to the group to mandate what assessment is used at institutions
- Funding for programs - save that funding but the ministry said no they didn’t have funding moving forward – priorities shifted
- Strong policy to support developmental programs – since the 80’s but times are changing – different kinds of students coming and different requests and demands toward their degree
- Ministry website to find FTE target numbers
- Hiflex delivery– a thing, but not super successful – not right training, equipment, self-regulation skills, some want TAs to help monitor the chat, and challenges of equipment but do provide further outreach
 - Using Accuplacer? What that means
 - Presentation from Ted James – pathways – ABE and what was happening with enrollment and those tapping from ABE to PS programs – his final report won’t be ready until May – overall he believed that ABE serves a purpose but at the same time it has changed – shifting sand in how we are responding to those needs – may not need a formal structure with articulation outcomes but just skills – credit or not for credit – due to the need of students – what was ABE is typically not ABE in the same way – need for what we do – but students are passing from ABE to other programs – good for institutions to look at own data
 - Another meeting that wasn’t a regular Dean’s meeting – Mar 1 special meeting especially to talk about Ted’s work – good news story – ABE is functioning as a pathway to other programs – Deans are interested in how the student is changing and ABE is not changing and should it be? Should it be accommodating or responding differently? Coming from a place where we are all struggling with numbers. Students are there, but just not coming...why? Is life too complicated? Is it the way courses are set up? Feeling that all institutions are going all over the place. Pathway funding is used for all different things. Eg. Six levels for fundamental -

VIU are concerned with literacy as it has not seemed to recover from pre-COVID

- AUG - \$ for living allowance?
- Flexibility to award AGD – equivalency credential - Canadian adult education credential?? Proof of learning for job purposes.
- Disappearance of fundamental and shift in high level and to provincial levels - driven by numbers (Colin G.-CapU) intermediate and advanced at risk.....
- If this area goes down, you'll see your institution numbers go down – funnels up. (Jean) Low upgrading = low program intakes – there will always be attrition and the instructions need to respond to that. ABE is many things to many people. Need to be there so students can have life-changing moments
- Andrea – the cost of living with pathways funding – denied 😞
- Meeting for the 27th of May – chairs of working groups to present to provide some leadership capacity – come from the group.

11. Update on Articulation Handbook updating and hosting

- Motion to keep publishing the Articulation Handbook in Pressbooks format going forward - Motion by Natasha (OK College) 2nd by Andrea (Selkirk)

12. Adult Literacy Fundamentals (ALF) Working Group

- See report submitted.
- Motion to Approve: Colin, Second: Wilma

13. Science Working Group

- Report submitted
- Big issue – online vs in-person labs
- Motion: Christine, Second Costa

14. Institutional Update Round Table #2 – Steps to Indigenization and Decolonization

- See institutional reports
- Also referred to Groundwork (Christine) and Pulling it Together (BCcampus)

15. English Working Group

- Restructuring to match Fundamental format
- See submitted report
- Motion: Leanne, Second: Robert

16. First Peoples Working Group

- See submitted report
- Motion: Brianne, Second: Ashley

17. Institutional Round Table #3 – Equity, Diversity, and Inclusion (EDI) Initiatives

- Equitable hiring practices
- New EDI plans/offices at some institutions
- See Institutional reports
- Refer to links in zoom chat Can we still get access to these links? I don't have them.

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Day 2: May 3, 2024

Call to order – 9:05

1. Heather's report (PSEFS):

- See report
- New minister – Lisa Bear

Questions about report?

- CORE programming – what is considered? Like just English and Math? Just at one campus? Or every regional location of institution? Mode of delivery? Is funding impacted by this?
- Tech funding? Could it be raised? More online courses require students to have a laptop and internet connection? Internet is included.
- Targets exclusive to ABE? Campuses effected differently. Protect outlying programs. Could ministry add living expenses to AUG – critical issue for enrollment.
- What is the Ministry doing to help us recover from COVID?
- Data in the future about ABE students is useful. Would like to see more data.
- Can H clarify who designates a ABE course as external credit or equivalency?

2. Discussion: Enrolment Trends and recruitment

- Pathways funding provided coordinator to liase with community groups, seeking invites, making connections. Brought community organizations to campus and provided snacks. Got 20 FTE students from that Pathways referral
- Pathways funding provided marketing funding, “Navigators” help students register in all steps, spends a lot of time spent with recruitment, help to promote the programs within the college as well; high cost of living is interfering with students coming to school, how do we accommodate those students to make ends meet
- Some institutions not hit as hard by COVID since they were already online, devoted all of budget to marketing, admin has also kicked in money; new campus is also marketed; retention is also important – keeping and guiding them through the program to improve completions
- EAR's system (early alert) for student referral, hosts tours with high schools is time consuming but leads to an increase exposure and they have housing at the Terrace campus; recruitment “challenge” to faculty in all regions to come up with an idea to use up “extra” money
- Others doing well with core (adv. And prov.) courses with different modalities; coordinators go to various community groups; fundamental English is suffering;
- Lower levels are low compared to higher levels, reestablishing community partner relationships; WorkBC, outreach to shelters and safe injection sites; Pathways has been great for marketing and outreach especially in remote communities; piloted a Dogwood Pathway to entice students to come and get their grad. – didn't work in some communities, others it was received positively
- Host lab activities for high school and junior high students
- Registration process is a barrier – upgrading assessment they need to become a student, pay a fee, etc. process works against the students (too difficult). They want to blame it on fewer people need upgrading – which is incorrect. Looking into a “navigator” to help them through the system.
- Marketing within own institution is an issue – letting other programs know that upgrading courses are avail. At their institution to help students meet the prereq's for their programs.

- Programs don't know what other programs offer. Marketing push to squash rumors of programs closing. Contact with high school advisors.
- High school counsellors are hosted to educate them on what is offered
 - WorkBC – trying to find ways that upgrading can be funded, student referrals, students receive funding to go to school specifically for upgrading. Needs to be better coordination between workBC and institutions to increase the number of students
3. Computer Science Working Group:
 - See report
 - All in favour of accepting transfer grid, etc.
 - MOTION: to receive, Colin and Breanne
 4. Education and Career Planning Working Group:
 - See report
 - End dates = end of the last term that the course would be on the grid
 - All in favour of accepting transfer grid, etc.
 - MOTION: to receive, Leanne and Natasha
 5. Discussion – Roundtable – BC Dogwood
 - Can more advanced level courses be taken toward Dogwood to give students more options? (Question for Ministry)
 - What is the process for changing the Dogwood requirements?
 - Several students struggle with the math component.
 - Must make fundamental students be able to achieve their diploma because often they do not make it to the end – many barriers
 - Make it easier for students who are not looking for prereq's, but just want their dogwood just for employment etc.
 - Honorary Dogwood? Would recognize those, such as residential school survivors.
 - Portfolio project to give student recognition
 - How do we make it more accessible? Created a course that captures non-academic courses, like 1st aid, etc. that is now labelled with a course number. Use approved list of credentials, like OFA 3, that would count.
 - GED is not grade 12 English or grade 11 math – not comparable to Dogwood. Is the GED going to be replaced or at all?
 - MOTION: strike a sub-committee to make Dogwood more accessible, received Andrea.
 - Members: Andrea, Kim, Leanne, Tasha, Shantel. Leanne to send out initial email.
 - To discuss GED issues
 6. Social Science Working Group:
 - See report
 - All in favour of accepting transfer grid, etc.
 - MOTION: to receive, Kim and Leanne
 7. Discussion: Intake placement, assessment, progression and grading trends
 - Program coordinator was originally only out of main campus for Cranbrook students only; now changed to all campuses. Release time to instructors with scheduled hours for student contact. Does not need to go through regular registration process.
 - Assessments – in house, free, fully online or come in every three weeks for in person. Consistency of marking is an issue. In house as well, coordinators oversee. Math instructor marks math, English marks English. Math is written, not MC. Not online.

- Selkirk: Many changes – was using Accuplacer for English, ended in COVID. Now online and paper for Math. Make Math students write an in-person assessment at start of year to determine final placement.
 - CMNT: Learning specialists (faculty position) due the assessments (mostly in person). Instructors create the assessment. Learning advisors at other institutions.
 - Use the assessment as a recruitment opportunity – give help with registration at the time, follow-up.
 - VCC: register for continuous intake – create intake courses (math and English) for fundamental level not for credit for any continuous intake student, this is where assessment is done, then enter into regular semester at appropriate time. AUG funded. Others use this sort of course (4 weeks) to determine placement.
 - Some institutions do Science assessments as well. Faculty is first contact. New students get in person help to register, but returning students register online.
 - TRU: Instructors at regions get 1 week to do placement assessments, very informal, more of an interview for multi-level classes. At main campus, Faculty Concierge is used. Sankey diagram shows via a diagram where upgrading students end up (which programs do they end up in? where do they go?)
 - Wilma: Switched to Accuplacer since Deans thought the assessment was a barrier, allowed students to self-enroll in fundamental levels, not a good switch
 - Calculator use – no good. Still show work. AI use with international students is skewing results.
 - CAPU: Pathways – Student Navigator positions created, created a PATH course code to categorize students, strengthens relationships with other programs, work together to meet student needs
 - Grading/ungrading, maybe not suitable at a ABE level, but might be at the post-secondary level. Still need to assign a letter grade, but it is based on evidence and led by the student. Not done with a core upgrading course.
8. Discussion: Succession Planning for Working Groups
- How is your group planning succession planning?
 - Tasks of chair is split into 4 different groups with specific tasks so it is not so daunting
 - Who makes sure the tasks are completed? Not sure, since this is new
 - A few working groups will break up the tasks
 - Procedures manual should make the chair position clearer and decrease frustration/time waste
 - Institutions have faculty that are small in number so it makes it hard to send an institutional rep to each working group. Or Chair of program attends all working groups, but may not have background/knowledge in that study.
 - What sort of support is needed/wanted by Steering Committee for the working groups?
 - Helpful to Chairs to help find missing people/ reps at working groups
 - Maybe a contact list for Deans and Directors? If reps are not attending, that is where emails can go.
 - Policies and Procedures manual will be very helpful
 - Checklist for how to run a super-meeting or working group meeting will be posted on Moodle
 - Could chairs get honorarium or release time to cover the effort/time that is given?

9. Discussion: Representing Institutional Learning Outcomes and Articulated Learning Outcomes on the same course outline – Postposed

10. ABE ASC Co-Chair Election

- No nominations by email.
- Two calls from nomination from the floor: Stephanie and Natasha
- All in favor.

11. ABE ASC Meeting 2024/2025

- Dates are listed on Moodle site.
- Next one is May 1 & 2, 2025 at Douglas College
- Super meetings – dates and locations are on Moodle site

Meeting Adjourned.