



**British Columbia
Degree Quality Assessment Board**

**8th Annual Report
1 April, 2010 – 31 March, 2011**

Ministry of Advanced Education



DEGREE QUALITY ASSESSMENT BOARD

January, 2012

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Honourable Naomi Yamamoto
Minister of Advanced Education
Parliament Buildings
Victoria BC V8V 1X4

Dear Minister:

For the past eight years, the Board has carried out its advisory role by reviewing and making recommendations on applications for new degree programs, exempt status and use of “university”. The Board’s role has expanded in recent years to include managing consent holders under the *Degree Authorization Act* through an extensive performance reporting and monitoring process to ensure institutions continue to maintain high quality operations.

In carrying out its duties to the Minister, the Board wishes to thank the work of the external reviewers who conducted quality assessments, as well as the work of the Secretariat staff as their contributions have been invaluable to the work of the Board.

On behalf of all Board members, I look forward to another productive year.

Yours sincerely,

Dr. Nicholas Rubidge
Chair

Degree Quality Assessment Board

Roles and Responsibilities

The Degree Quality Assessment Board (the Board) reviews and makes recommendations to the Minister of Advanced Education (the Minister) on applications for:

- new degree programs and exempt status¹ submitted by British Columbia public post-secondary institutions and private and out-of-province public post-secondary institutions;
- use of the word “university” submitted by private and out-of-province public post-secondary institutions; and
- renewal of consent for existing degree programs and consents for use of “university” under the *Degree Authorization Act*.

The Board also recommends to the Minister policies, criteria and guidelines that *will apply for the purposes* of giving or refusing consent or approval or attaching terms and conditions to consent.

Composition of the Board

The Board is comprised of up to eleven voting members and three non-voting members. The voting members are selected for their background, experience and interest in post-secondary education, and include representatives from the private and public post-secondary degree-granting sectors, the business community, students and the general public. The three non-voting members are from the Ministry and the private training and transfer and articulation sectors. Please see Appendix 1 for Board Member biographies.

Board Members

Voting Members:

- Nicholas Rubidge, Chair
- Richard Tees, Vice-Chair
- Garth Evans
- Thomas Johnstone
- Soo Hye (Suzie) Kim (until October, 2010)
- Tim McEwan
- Don Page
- Frank Pasacreta
- Robert Rogerson
- Carolyne Smart
- John Stubbs

Ex-officio Members:

- Frank Gelin, Executive Director/ Co-Chair, BCCAT (until July, 2010)
- Rob Fleming, Executive Director/ Co-Chair, BCCAT
- Jim Wright, Registrar, PCTIA (until December, 2010)
- Karin Kirkpatrick, Registrar, PCTIA
- Mark Zacharias, Assistant Deputy Minister, Post-Secondary Education Division

¹ Institutions with proven track records (10 years' history in enrolling students in programs in B.C. at a particular degree level) and appropriate governance mechanisms in place may apply for “exempt status” at a specific degree level. For example, if an institution meets the 10-year prerequisite period for baccalaureate degrees and satisfies other criteria for exempt status, the institution could apply for exempt status in respect of new baccalaureate degrees. When an institution has been granted exempt status at a certain degree level, proposals submitted for new degree programs at that level would go directly to the Minister for approval following the 30-day peer/public review period on the Ministry’s website. The board does not review the proposal unless the Minister has concerns about it and refers it to the board.

Board Secretariat The Agencies and Quality Assurance Branch of the Ministry of Advanced Education provides secretariat support to the Board. The Secretariat provides policy and procedural advice, organizes meetings and expert review panels, and responds to inquiries from the public and applicant institutions. As of March 31, 2011 the Secretariat consists of:

Dorothy Rogers
Rosalyn Kilpatrick
Dao Luu
Vicki Simmons
Craig Mayer
Janet Jothen

Director, Quality Assurance Unit
Education Officer
Education Officer
Policy Analyst
Research Officer
Contract Administrator

Expert Reviewers

The Board relies on the expert opinions of highly qualified reviewers. These external experts review submissions of new degree programs and other applications², provide advice to the Board and are integral to the Board's role in ensuring that new proposed degree programs at both private and public post-secondary institutions meet the Minister's criteria.

The willingness of these experts to serve on review panels, and the quality of their advice, has greatly assisted the Board in conducting its work.

Board members and the external experts engaged by the Board adhere to a Conflict of Interest and Confidentiality Policy which ensures that Board members and external experts avoid any actual or perceived conflict of interest including that which might impair or impugn the independence, integrity or impartiality of the Board.

Thank you to the expert reviewers who provided evaluations this year³:

Bernard Adell	Dr. Stephen Duguid	Dr. Ana Maria Peredo
Dr. Mohamed Al-Hussein	Dr. Anna Eblen	Dr. Sandra Pyke
Dr. Sabah Alkass	Dr. Jim Frankish	Dr. Dennis Ray
Dr. Geoff Archer	Dr. Brian Gillespie	Deanna Roozendaal
Dr. Jim Bayer	Dr. Eric Hall	Dr. Myles Ruggles
Jeffrey Berryman	Beth Hawkes	Dr. Kathy Sanford
Dr. Daniel Birch	Dr. Dorothy Jantzen	Dr. Stanley Shapiro
Dr. Roger Blackman	Dr. Mavinkal Kumaran	Dr. Carey Simonson
Dr. Sarah Blackstone	Dr. Martin Laba	Dr. Neil Sutherland
Peter Burns	David Leach	Dr. Thea Vakil
Dr. Tom Calvert	Dr. Penny Le Couteur	Dr. Ilan Vertinsky
Dr. Brian Carr	John McLaren	Dr. Aidan Vining
Dr. Peter Cattini	Dr. Peter Meekison	Dr. Rory Wallace
Dr. Peter Chow-White	Dr. John Munro	John Watson
Dr. Stan Chung	Dr. Neil Murphy	Dr. Gernot Wieland
Dr. Arthur Coren	Dr. Neal Mutadi	Dr. Susan Witter
Dr. Kenneth Craig	Dr. Ross Paul	Dr. Kenneth Zakariasen
Dr. Anna Beth Doyle	David Percy	

² Experts may also be contracted to review applications for exempt status and for institutions governed by the *Degree Authorization Act*, applications for use of the word "university".

³ The list of expert reviewers below includes those that were involved in a quality assessment report where the report was submitted during the period covered by this report.

Conflict of Interest and Confidentiality

Board members must also adhere to the Guidelines for Conduct of Government Appointees to B.C. Agencies, Boards and Commissions developed by the Board Resourcing Development Office. External experts are also expected to adhere to the spirit of these guidelines.

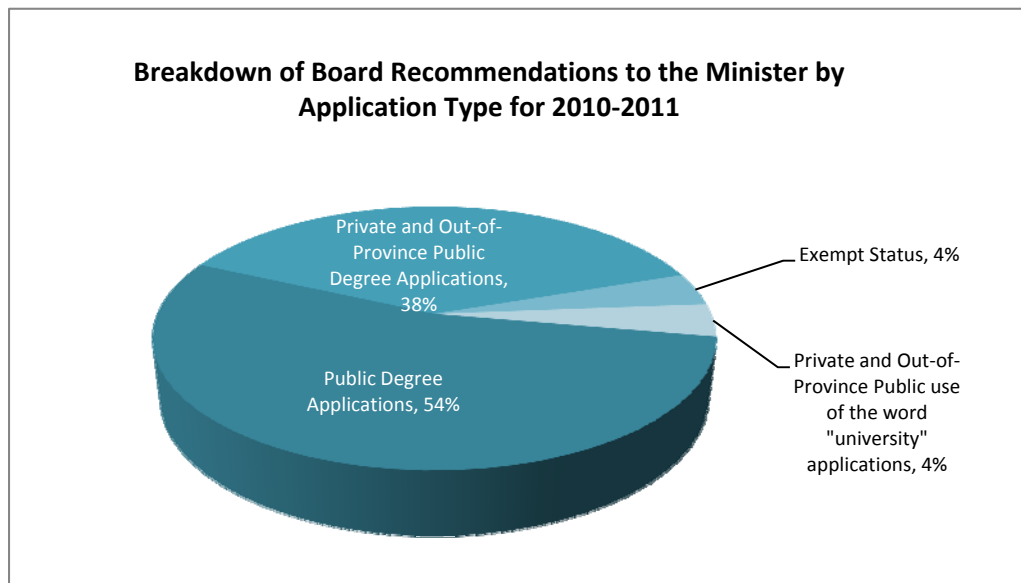
Degree Authorization Website

The Board and the Ministry communicate with post-secondary stakeholders and members of the public via the Degree Authorization website. The website provides information about the Board, the quality assessment process, assessment criteria, guidelines and policies, relevant legislation, applications currently under review, recommendations of the Board and decisions of the Minister.

Activities of the Board

Recommendations to the Minister

During the period of April 1, 2010 to March 31, 2011, the Board made a total of 22 recommendations to the Minister for new degree programs, one recommendation for exempt status and one recommendation for re-consent for use of the word “university”. These included recommendations on submissions received during the 2009/10 reporting cycle.



Minister's decisions are posted on the Degree Authorization website.

British Columbia Public Institutions' Applications Requiring Board Review

Institution/ Program	DQAB Recommendation	Minister's Decision
British Columbia Institute of Technology		
Master of Applied Science in Building Science	Recommend Approval	Minister Approved March 9, 2011
Master of Engineering in Building Science	Recommend Approval	Minister Approved March 9, 2011
Capilano University		
Bachelor of Arts in Liberal Studies	Recommend Approval	Minister Approved February 16, 2011
Bachelor of Communication Studies	Recommend Approval	Minister Approved February 15, 2011
College of the Rockies		
Bachelor of Business Administration (Sustainable Business Practices)	Recommend Approval	Minister Approved June 16, 2010
Thompson Rivers University		
Exempt Status (Baccalaureate level)	Under Review	
Bachelor of Business Administration, Major in New Venture Creation	Recommend Approval	Minister Approved July 30, 2010
Juris Doctor of Law Degree	Recommend Approval	Minister Approved March 28, 2011
University of Northern British Columbia		
Doctor of Philosophy in Health Sciences	Recommend Approval	Minister Approved November 16, 2010
University of the Fraser Valley		
BFA with minors & extended minors	Recommend Approval	Minister Approved February 15, 2011
Bachelor of Arts (major, minor, extended minor) in Political Science	Recommend Approval	Minister Approved May 28, 2010
Master of Social Work	Recommend Approval	Minister Approved July 5, 2010
Vancouver Island University		
Master of Arts in Sustainable Leisure Management	Recommend Approval	Minister Approved June 3, 2010
Master of Education in Special Education	Recommend Approval	Minister Approved May 20, 2010

Private and Out-of-Province Public Institutions' Applications Requiring Board Review

Institution/ Program	DQAB Recommendation	Minister's Decision
Adler School of Professional Psychology		
Master of Arts in Community Psychology	Recommend Consent	Consent Granted June 3, 2010
Master of Arts in Organizational Psychology (<i>post consent change</i>)	Recommend Consent	Consent Granted February 18, 2011
Alexander College		
Associate of Arts (<i>consent for additional location</i>)	Recommend Consent	Consent Granted May 25, 2010
Associate of Science	Under Review	
Corpus Christi College		
Associate of Arts	Recommend Consent	Pending
Fairleigh Dickinson University		
Bachelor of Arts in Individualized Studies	Recommend Consent	Consent Granted January 12, 2011
Master of Administrative Science	Recommend Consent	Consent Granted March 28, 2011
Fraser International College		
Associate of Arts	Recommend Consent	Consent Granted May 28, 2010
Queen's University		
Cornell-Queen's Executive MBA	Recommend Consent	Consent Granted May 19, 2010
Sprott-Shaw Degree College		
BBA, Majors in Accounting and International Business Management	Recommend Consent	Consent Granted October 18, 2010
Bachelor of Business Administration (Generalist, Marketing and Human Resource Management Concentrations) (<i>post consent change</i>)	Recommend Consent	Consent Granted October 18, 2010
University Canada West		
BCom General Studies (<i>renewal of consent</i>)	Recommend Consent	Consent Granted January 12, 2011
Bachelor of Arts (Media and Communications) (<i>renewal of consent</i>)	Recommend Consent	Consent Granted January 12, 2011

***Expired or Revoked
Ministerial Consent***

Ministerial consent is usually granted for a period of five-years after which an institution must successfully complete the quality assessment process for renewal of consent. If an institution decides not to apply for renewal of consent, consent will expire and the degree program may no longer be offered in BC.

Under the Standard Terms and Conditions of Consent, Institutions are required to implement a degree program within three years of receiving consent otherwise that consent is revoked. During the period included in this report, the following Ministerial consents expired.

Expired or Revoked Ministerial Consents

Institution/ Program	Status	Minister's Decision
Lawrence Technological University		
<i>Application to use the word "university"</i>	<i>Expired</i>	<i>September 1, 2010</i>
<i>Master of Business Administration</i>	<i>Expired</i>	<i>September 1, 2010</i>
Oklahoma City University		
<i>Application to use the word "university"</i>	<i>Expired</i>	<i>June 3, 2010</i>
<i>Master of Business Administration</i>	<i>Expired</i>	<i>June 3, 2010</i>
University of Phoenix		
<i>Application to use the word "university"</i>	<i>Expired</i>	<i>January 14, 2011</i>
<i>Bachelor of Science in Business</i>	<i>Expired</i>	<i>January 14, 2011</i>
<i>Master of Arts in Education</i>	<i>Expired</i>	<i>January 14, 2011</i>
<i>Master of Business Administration</i>	<i>Expired</i>	<i>January 14, 2011</i>

Determination of New Degrees

Determination of new degrees, requests for degree/credential name changes, and changes to consent.

The Degree Program Review Criteria and Guidelines include a provision that allows institutions to request the Board's determination on whether a change in program offering is of sufficient magnitude to be classed as a new degree requiring Board review and/or approval of the Minister.

During 2010/2011, the Board reviewed three requests received from institutions requesting the Board's determination of whether changes were of such a magnitude that they constituted a new degree and would require more formal review. The Board determined that two of the three requests did constitute a new degree. The Board considered one institution's request on proposed changes to its degree program and agreed that the intent was unclear and asked that the institution provide additional information for consideration by the Board at a future meeting. No programs were approved without review as a new degree.

Determination - New Degree Requiring Review

Date Reviewed	Institution	Program
2010-Apr-19	<i>Trinity Western University</i>	The Board reviewed a submission from Trinity Western University requesting the Board's determination of whether changes to the Bachelor of Arts in Inter-Cultural Religious Studies constitute a new degree. The Board agreed that since the institution was adding new courses that the degree should be posted for public comment and undergo the quality assessment process as a new degree.
2010-May-31	<i>University of the Fraser Valley</i>	The Board reviewed a letter from the University of the Fraser Valley requesting the Board's determination of whether proposed changes to the Bachelor of Arts Minor in Mathematics (Statistics Option) constitute a new degree. The Board noted that the calculus requirement has been removed making it a very different program and determined that the proposed changes constitute a new degree requiring application to the Board.

Withdrawing a Proposal

Institutions are able to withdraw a proposal at any time prior to the Minister's decision. Institutions are informed at the time of application that withdrawn applications are posted publicly to ensure transparency and accountability in the quality assessment process.

The following applications were withdrawn during the period covered by this report:

Withdrawn Applications

Institution/ Program	Status	Date
Camosun College		
Bachelor of Business Systems, Business Analysis Major	Withdrawn	March 15, 2011
Justice Institute of British Columbia		
Bachelor of Justice and Public Safety	Withdrawn	August 12, 2010
Bachelor of Science (EMS)	Withdrawn	October 21, 2010
Okanagan College		
Bachelor of Arts	Withdrawn	September 1, 2010
Thompson Rivers University		
Bachelor of Arts, Minor in Gender Studies	Withdrawn	February 3, 2011
Adler School of Professional Psychology		
Doctor of Clinical Psychology	Withdrawn	October 21, 2010
University Canada West		
BA (Psychology)	Withdrawn	April 27, 2010
MAEd	Withdrawn	June 3, 2010
Yorkville University⁴		
Bachelor of Business Administration	Withdrawn	September 2, 2010

⁴ After three years with the status "on-hold", the Ministry withdrew this proposal.

Reporting and Monitoring – Private and Out-of-Province Public Institutions

In addition to a quality assessment process, the *Degree Authorization Act* (DAA) requires all consent holders to submit annual reports to the Ministry and the Board including information on the institution, its operations in British Columbia, student demographics, the degree programs under consent and how they are continuing to meet or exceed performance standards under the established criteria.

In conjunction with the annual reporting cycle, representatives of the Ministry and Board Secretariat conduct an annual performance meeting with each institution to ensure that the quality of education is continually improving and meeting the needs of students. These meetings focus on evidence-based outcomes and act as a means to follow up on issues that have been raised in relation to current performance and quality assurance standards.

Annual performance reports are compiled for the Board and the Ministry regarding the annual performance of these institutions. The site visit and performance reports are informed by the institution's annual report and site visit, as well as the initial organization review, program review(s), and any concerns or issues brought to the Ministry's attention during the reporting cycle. The reports include general observations, examples of good practice noted and recommendations and requirements for the institution to enhance quality, where necessary. Any issues that arise as a result of the annual performance report are followed up on throughout the year and consent holders are required to report in the following year on the steps they have taken to address these issues or areas of concern.

Fifteen institutions were required to report for the 2009/2010 reporting year. Annual reports were submitted by July, 2010 and annual performance meetings were scheduled for all fifteen institutions between August, 2010 and February, 2011. The performance reports were sent to each institution and institutions were given the opportunity to provide comments on the report before the Board reviewed the individual reports. A summative report on all fifteen institutions will be reviewed by the Board at the May, 2011 meeting.

Please see Appendix 2 for Annual Performance and Monitoring Summative Information.

Please see Appendix 3 for an excerpt of the British Columbia Council on Admissions and Transfer's New Members of the BC Transfer System Report to the DQAB.

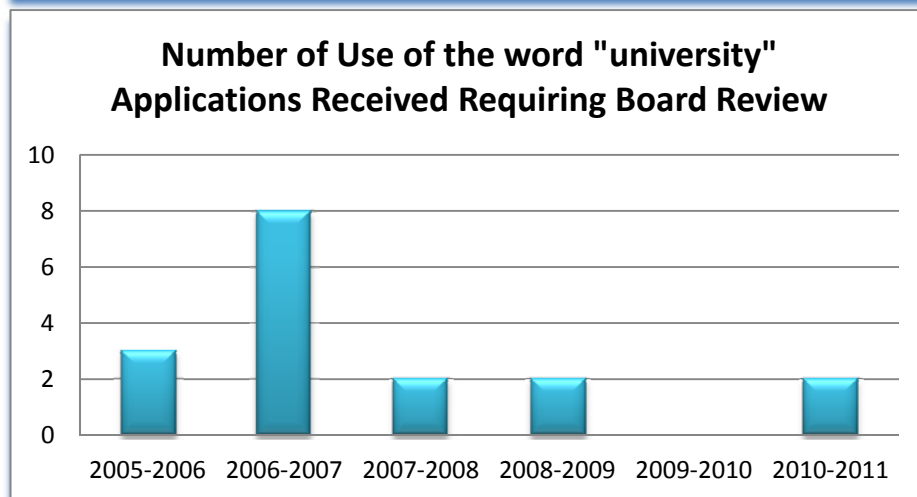
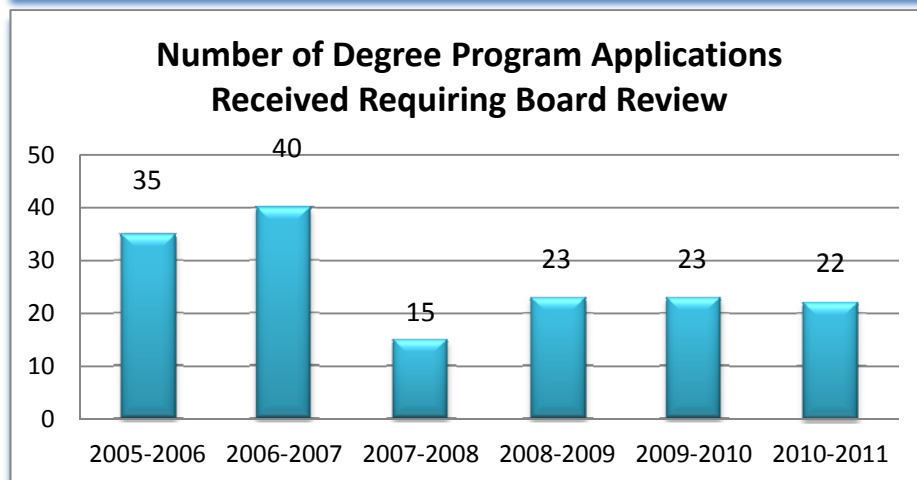
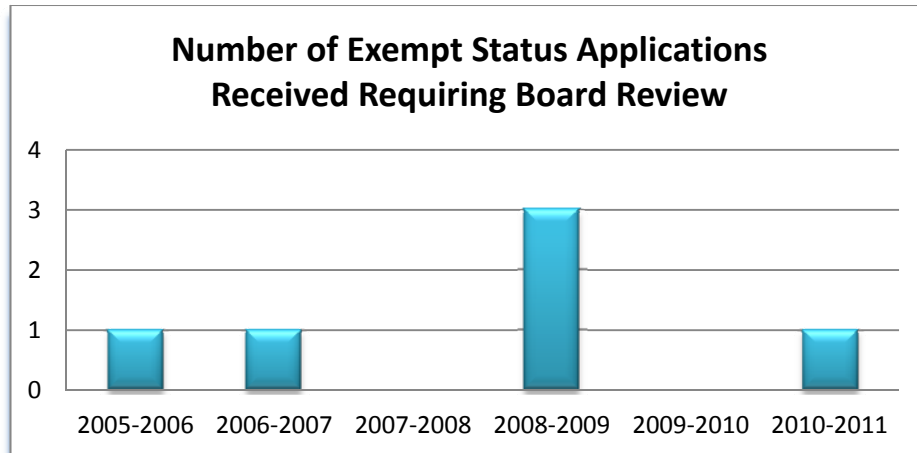
Substantive Changes

Under the Standard Terms and Conditions of Consent the Board also reviewed applications from private and out-of-private public institutions for substantive changes such as location changes and changes in ownership.

Looking Back - Applications Received

Board in Review

Since the establishment of the DQAB in 2002, 198 program applications, 22 applications for use of the word "university" and 11 applications for exempt status have been received requiring board review. Applications include renewal of consents.



Other Activities and Accomplishments

Review of Criteria and Guidelines

The DQAB performed a review of criteria and guidelines in June, 2010. In order to provide the Secretariat with direction for moving forward, the Board reviewed degree program criteria, organization review criteria, use of “University” criteria, exempt status criteria as well as process changes and the consultation process. To ensure that the criteria used in the assessment of applications to the Minister remain relevant, the Board will continue its ongoing work in criteria revision.

Review of the Degree Approval Process

In August, the Ministry of Advanced Education and Labour Market Development informed degree-granting post-secondary institutions in British Columbia of a six month moratorium on new degree programs, effective September 1, 2010 in order for the Ministry to review the process. During this period, the DQAB continued to review applications received by August 25 or that were in the peer review/ public comment period or subsequent stages of review as of September 1.

In the fall of 2010, The Review of the Degree Approval Process was launched in order for government to review processes and criteria currently employed for evaluating and approving new degree proposals. An Advisory Panel was established to undertake this review that encompassed a wide consultation with institutions, organizations and individuals across the Province and make recommendations to government about how the process might be improved and redesigned.

The Advisory Panel's Report was submitted to government on March 31, 2011. The Report made 35 recommendations to government on how to improve the degree approval process and to ensure it is accountable, rigorous and transparent and that programs approved are responsive to the needs of institutions, students, employers and the public. The Report made many recommendations that have an impact on the work of the DQAB and noted that after nearly a decade of operation, the composition of the Board and a number of its procedures should be changed to deal with the dramatically different post-secondary landscape of 2011. In the coming year, the Board will work closely with the Ministry to assess the implications and feasibility of the panel's recommendations and develop a plan to implement any changes that may result.

Looking Towards the Future

In the 2011/12, the DQAB will continue to review applications for new degree programs, use of “university” and exempt status. With the increasing number of new degree proposals given consent under the *Degree Authorization Act (DAA)*, the DQAB expects a gradual shift in workload from new applications to monitoring existing programs based on evidence-based outcome reviews and established reporting mechanism. This includes reviewing and making recommendations on applications for renewal of consent submitted by institutions whose period of consent is about to expire.

In the coming year, the DQAB will also work to strengthen the peer and public consultation processes as the Board is committed to an open and accountable quality assessment process. Institutional participation in peer and public review is central to the quality assessment process and the Board will review current review procedures to identify barriers to institutional participation in the system consultative process.

The Board will continue to actively seek opportunities for communication and dialogue with bodies and agencies whose mandate is similar to the DQAB, and whose work also falls in the area of education quality assurance. This includes continuing to work with the Pan-Canadian Subcommittee on Quality Assurance and other provincial bodies. The Board will also investigate strategic partnership initiatives to increase public awareness of the DQAB both within and beyond the BC post-secondary system.

The Board members look forward to working with the Minister of Advanced Education and Ministry staff as well as stakeholders and students to ensure the Province of British Columbia continues to build a reputation as a jurisdiction of post-secondary educational excellence.

Appendix 1 – Board Member Bibliographies

DQAB Member Biographies

Nicholas Rubidge, Chair

Nicholas Rubidge is the president and chief executive officer of College of the Rockies. He has more than 30 years' experience in the post-secondary system. Before joining the College of the Rockies, Rubidge served as director of the colleges and institutional planning branch at the Ministry of Advanced Education and Labour Market Development, Training and Technology in Victoria and as vice-president of Royal Roads University. In 1975, Rubidge was one of the educational administrators hired to create a multi-campus college for the East Kootenay region. That college became East Kootenay Community College and was later renamed College of the Rockies. Rubidge serves as chair of the Post-Secondary Employers Association. His educational background includes a master's degree in agricultural economics and a doctorate in adult education from the University of British Columbia, and a bachelor of science degree from London University in England.

Richard Tees, Vice-Chair

Richard Tees is a professor emeritus of psychology at the University of British Columbia (UBC). He has acted in UBC management and advisory roles for 40 years, serving as head of the psychology department and on its senate for 15 years. Tees was a member of the executive of the UBC Okanagan transition management team that oversaw the establishment of a second campus of UBC in Kelowna, serving as its acting deputy vice-chancellor and academic vice-president until July 2006. He is the past president of the Canadian Society for Brain, Behaviour and Cognitive Science and the Canadian Council of Departments of Psychology, and a past chair of the Natural Sciences and Engineering Research Council grant selection committee. Tees received his doctor of philosophy in psychology (biopsychology) from the University of Chicago and a bachelor of arts with honours from McGill University. His academic honours include election as a Fellow in each of the three major North American scholarly societies: the Canadian Psychological Association, the American Psychological Association and the American Psychological Society.

Garth M. Evans

Garth M. Evans lives in Burnaby BC and practices law with the Vancouver law firm of Barbeau Evans & Goldstein concentrating on real estate, commercial and corporate matters. He graduated from the University of British Columbia in 1971 with a bachelor of arts (economics) and in 1974 with a bachelor of laws and was called to the British Columbia Bar in 1975. In 1981 he was awarded the Canadian Medal of Bravery. He was the chair of the Solicitors' Issues Committee of the BC Branch of the Canadian Bar Association from 2003 to 2007. He was a Burnaby city councillor from 2005 to 2008 and is a member of the Burnaby Board of Trade. He is actively involved in the management of a number of small businesses. He is a member of the B.C. Medical Association Environmental Health Committee and chair of its Water Quality Subcommittee and a director of a number of non-profit societies including Fairhaven United Church Homes Society and L'Arche Greater Vancouver Society.

Thomas Johnstone

Thomas Johnstone is chair of the advisory board of the International Property Tax Institute. He has led commissions of inquiry in real property taxation for the provinces of New Brunswick and Alberta and delivered a workshop on valuation for 10 Eastern European countries in Prague, and consulted for the Ministry of Finance in Poland, and the governments of Tanzania and Uganda. Previous to this position, he was chief executive officer of the BC Assessment Authority and the assessment commissioner for the Province of British Columbia. Johnstone is a former director of the United Way in Victoria and a former director of the Quality Council of BC. He is currently a trustee and chair of finance with the Islands Trust board. Johnstone received the award of excellence in process management from the Quality Council of British Columbia and is published in Canadian and international journals on assessment, valuation, management and

administrative issues. He holds a diploma in urban land economics from the University of British Columbia

Soo Hye (Suzie) Kim

Suzie Kim is currently completing her Bachelor of Arts in Political Science and French at Simon Fraser University. She is a Tutor and Curriculum Developer with the Song Yong Sang Academy. In the community, Ms. Kim is a Program Director of Youth Can Lead Mentorship Program with the C3 Society and the former Vice President of Administration with Engineers Without Borders.

Tim McEwan

Since February 2008, Tim McEwan has served as president and CEO of Initiatives Prince George, a corporation owned by the City of Prince George that is responsible for facilitating economic development in Prince George and Northern B.C. Before this, he was principal of T. M. McEwan Consulting Ltd., a firm providing management and public policy consulting services in Vancouver. McEwan previously served as founding executive director of the B.C. Progress Board, provided key leadership for the B.C. Business Summit and served as director of programs and policy with the Business Council of British Columbia. He holds a master of public administration and a bachelor of arts, both from the University of Victoria.

Donald M. Page

Don Page is currently Trinity Western University's Senior Fellow and Professor Emeritus in the Master of Arts in Leadership (MAL) program. He served as the university's academic vice president for ten years before establishing the MAL program and the Laurentian Leadership Centre in Ottawa. He has also served as the program director for the Executive Leadership Institute for training new university presidents and chief academic officers. Before joining the university in 1989, he was a foreign policy analyst and speech writer in the Department of Foreign Affairs and International Trade. He has conducted workshops on leadership and team building for non-profit and business organizations and government departments throughout Canada and in the United States, Kenya, South Africa, and China. He has published more than six dozen studies on foreign affairs, public history, and leadership, the most recent being his book on Servant Empowered Leadership: A Hands-On Guide to Transforming You and Your Organization. He holds his B.A., M.A., and Ph.D. degrees in history from the University of Toronto.

Frank Pasacreta

Frank Pasacreta has over 30 years of experience in Industrial Relations. Prior to his retirement in December 2007 he spent 18 years with the BC Maritime Employers Association (BCMEA), most recently as President and CEO, and before that as Executive Vice-President and Vice-President of Operations. As CEO he was responsible for all of the BCMEA activities including, Health & Safety, Collective Bargaining, Labour Relations, Recruitment and Training, Claims Management, Information Services, Payroll & Benefits, Legislative Advocacy and the Longshore Despatch Centres. Prior to joining the BCMEA in 1987 he held a variety of senior positions in the Human Resources field with the Provincial Department of Labour, BC Labour Relations Board, Construction Labour Relations and Canada Post. Frank, who lives in Kelowna, has served as a fundraiser for the Lions Gate Hospital 911 Relay for 10 years and volunteers as an account executive for the United Way. Pasacreta currently serves as a Director and Chair of the Board of the Industry Training Authority and as Director of the Templeton Secondary School Education Foundation. He is a former Director of Family Services of Greater Vancouver, Greater Vancouver Gateway Council, Western Marine Community and Federal Employers Transportation & Communications (FETCO).

Robert Rogerson

Robert Rogerson is president of Rogerson Academic Services Inc., Victoria BC. He is former vice-president academic at University Canada West, and the former Dean of Arts and Science at the University of Lethbridge. He has also held academic appointments at Memorial University of Newfoundland, where he served as head of geography, assistant director to the Labrador Institute for Northern Studies and executive director of Oceans 2000. At the University of Lethbridge he completed two terms as professor and chair of the geography department. In 2001, he was awarded the Canadian Association of Geographers Award for Excellence in Teaching Geography, and in 2005 was presented with the J. L. Robinson Award for Meritorious Service to the Discipline of Geography by the Western Division of the Canadian Association of Geographers. He was president (2007-2009) of the Western Division of the Canadian Association of Geographers. Rogerson holds his bachelor of arts (honours) from the University of Liverpool in the U.K., his master of science from McGill University, and his doctor of philosophy from Macquarie University in Sydney, Australia.

Carolyn Smart

Carolyn Smart is professor emerita of business strategy and former dean of the Faculty of Business Administration at Simon Fraser University. She has spent the last 25 years as an academic and senior administrator at Simon Fraser University. Carolyn is academically trained in the discipline of strategic analysis and planning and she has developed a deep understanding and appreciation of management processes within not-for-profit and entrepreneurial organizations. She has published extensively on issues relating to improving organizational decision-making processes, particularly during crises, and the quality of strategic decisions made by entrepreneurial enterprises. She also is the former director of the Scotia Bank Centre for Women Entrepreneurs and she works extensively with female business owners. Carolyn served as a member of the Board of Directors of the Vancouver Arts Stabilization Team and she has a particular interest in strategic decision-making in arts and cultural organizations. She holds the degrees of bachelor of commerce (marketing), master of business administration (organizational theory) and doctor of philosophy (strategy) from The University of British Columbia.

John Stubbs

John Stubbs is a professor emeritus of history and past president and vice-chancellor of Simon Fraser University. A long-time university executive and educator, Stubbs has served as president and vice-chancellor of Trent University, associate dean of arts at the University of Waterloo, governor of Sir Sandford Fleming College, and a member of the executive of the Council of Ontario Universities. He has taught politics and history at Trent University and history at the University of Waterloo. He is the author of articles and papers on British political history and the history of journalism. Stubbs is a former director of BC Hydro and the Laurier Institution. In the past, he served as a director for the Association of Universities and Colleges of Canada, the Vancouver Board of Trade, and the Business Council of British Columbia. He has served as a director of the Canada Millennium Scholarship Foundation since 1999. Stubbs holds a bachelor of arts from the University of Toronto, a master of science from the London School of Economics, and a doctor of philosophy from Oxford University.

Frank Gelin, Executive Director and Co-Chair, British Columbia Council on Admissions and Transfer.

The mandate of the British Columbia Council on Admissions and Transfer is to facilitate admission, articulation and transfer arrangements among institutions, public and private, that are members of the BC transfer system. The Council provides information and assistance to private institutions that are seeking baccalaureate degree approval and that anticipate articulating their courses for transfer credit.

Rob Fleming, *Executive Director and Co-chair, British Columbia Council on Admissions and Transfer.*

The mandate of the British Columbia Council on Admissions and Transfer is to facilitate admission, articulation and transfer arrangements among institutions, public and private, that are members of the BC transfer system. The Council provides information and assistance to private institutions that are seeking baccalaureate degree approval and that anticipate articulating their courses for transfer credit. The Council's collaborative approach to the planning and administration of policies, practices and projects helps to ensure an accessible and responsive system.

Jim Wright, *Registrar, Private Career Training Institutions Agency (PCTIA).*

The agency has responsibility under the *Private Career Training Institutions Act* to: provide consumer protection to the students and prospective students and ensure basic education standards of registered institutions (effective June 1, 2008); establish standards of quality that must be met by accredited institutions; establish and manage the student training completion fund.

Karin Kirkpatrick, *Registrar, Private Career Training Institutions Agency (PCTIA).*

In January of 2011, Karin began as the Registrar and CEO of PCTIA, a BC Provincial Crown Agency regulating the private post-secondary career training sector. Previously, as CEO of the Real Estate Foundation of BC, Karin worked with senior provincial ministries officials on housing issues, and key members and organizations in the real estate industry across British Columbia, funding and planning sustainable and responsible land use projects. For six years Karin was Assistant Dean at the Sauder School of Business and Director of the Centre for CEO Leadership in the University of British Columbia. Karin continues to be regularly featured in Canadian media on issues related to business management, employment issues, and women in business. Currently she sits on the Board of the BC Council for International Education and is an ex-officio Board member with the Provincial Degree Quality Assessment Board. She is a professional member of the Certified Management Accountants Society of BC, the Real Estate Institute of BC, and the BC Human Resource Management of Association. Following in the footsteps of her entrepreneurial family, she was President of the Kirkpatrick Staffing Group, a company she founded in 1994 and sold in 2001. Karin holds a Master of Business Administration degree in Human Resources as well as being a Certified Management Accountant (CMA) and a Certified Human Resource Professional (CHRP). The non-traditional start to her business career was as a musician and song-writer.

Mark Zacharias, *Assistant Deputy Minister, Post Secondary Education Division, Ministry of Science and Universities.*

Mark Zacharias joined the BC public service in 1995, initially working with the Land Use Coordination Office. From 1999 - 2002, he worked in various positions in the ministries of Community Development and Sustainable Resource Management. From 2002-2004, Mark was Assistant Professor of Environmental Science in the newly established California State University Channel Islands where he taught courses in biology and environmental science. Mark returned to Victoria in 2004 as Director, Species at Risk Coordination Office, Integrated Land Management Bureau and was appointed Assistant Deputy Minister, in 2008. Mark holds BSc and MSc degrees in geography from the University of Victoria and a PhD in zoology from the University of Guelph. His post-secondary education experience includes administrative (program chair and advisor), teaching, and research (including science advisor to NAFTA, EU, and UN) responsibilities in both tenure-track and adjunct faculty capacities. Mark is currently Associate Adjunct Professor (Geography) at the University of Victoria. Mark is married to Karen Mill and they have a nine year old son (Sam) and a thirteen year old dog (Flora). In his spare time Mark enjoys surfing, basketball, and travel.

Appendix 2

Annual Performance and Monitoring Report – 2009/10 Summative Information May 2011

INTRODUCTION

This report has been prepared by the Ministry of Advanced Education (AVED) and the Degree Quality Assessment Board (DQAB) Secretariat and provides a summary of the outcomes of the 2009/10 reporting cycle.

Consent holders are required to submit an Annual Report and undergo an Annual Performance Meeting by representatives of AVED and DQAB to ensure the institution and degree program offerings continue to meet the quality standards established by the Minister under the *Degree Authorization Act* (DAA). Fifteen private and out-of-province public institutions had consent under the DAA to offer degree programs during the 2009/10 reporting year. Consent is normally for five years and is specific to the activity, program and site described in the Minister's letter of consent.

The reports and meetings focus on evidence-based outcomes related to the institution's current performance and as a means to follow up on any issues that were raised during the previous year in relation to quality assurance standards. They also provide an avenue for an institution to review its operations and programs with the view of continuous improvement.

AVED develops individual performance reports for each consent holder and institutions are given the opportunity to provide comments before the reports go before the DQAB for review and determination of whether further actions are required.

Performance meetings were held with all institutions that were operating for at least 12 months under Ministerial consent as at July 31, 2010. Several new institutions and programs received consent following the 2009/10 reporting year and have not been included in this report.

SECTIONS OF THE REPORT

The *Institutional Profile* section of this report provides an overview of the data provided by consent holders in their annual reports and observations made following the interviews with the various stakeholder groups during the performance meetings. Observations are made following an analysis of the data for year-over-year trends.

The *Issues/Trends* section summarizes the main issues and trends across the sector based on information provided by consent holders and the analysis of the key issues identified by stakeholders during the performance meetings.

REPORTING INSTITUTIONS

<u>INSTITUTION</u>	<u>CONSENT GRANTED</u>	<u>EXPIRY DATE</u>
Adler School of Professional Psychology	Master of Arts in Counselling Psychology	04/11/12
	Master of Arts in Organizational Psychology	09/02/14
Alexander College	Associate of Arts	06/09/14
Athabasca University	Use of university	01/13/11
	Exempt Status to the Master Degree Level	n/a [†]
	Master of Counselling: Art Therapy	04/09/14
Columbia College	Associate of Arts	09/02/14
	Associate of Science	09/02/14
City University of Seattle	Use of university	04/11/12
	Master of Counselling	04/11/12
	Master of Education in Leadership	04/11/12
Fairleigh Dickinson University	Use of university	05/08/11
	Bachelor of Science in Business Administration	05/08/11
	Bachelor of Science in Information Technology	05/08/11
Gonzaga University	Use of university	04/11/12
	Master of Counselling	04/11/12
	Master of Arts in Leadership and Administration	04/11/12
New York Institute of Technology	Master of Business Administration	04/11/12
Queen's University	Use of university	06/26/13
	Master of Business Administration	06/26/13
Quest University Canada	Bachelor of Arts and Science	09/20/11
Sprott-Shaw Degree College	Bachelor of Business Administration	06/08/14
Trinity Western University	Exempt Status to the Master Degree Level	n/a [†]
	Bachelor of Science in Biotechnology	03/09/11
	Bachelor of Arts in Canadian Studies	03/05/13
	Bachelor of Arts in Sociology	03/05/13
	Bachelor of Arts in Leadership	04/28/13
	Minor in Gender Studies	09/14/14
	Master of Arts in Interdisciplinary Humanities	03/31/15
	Master of Arts in Linguistics	03/20/11
	Master of Business Administration	07/31/11
	Master of Arts in Marriage and Family Therapy	03/11/13
	Master of Science in Nursing	04/28/13
	Master of Arts in Leadership (Mandarin)	10/13/14
University Canada West	Use of university	08/09/14
	Bachelor of Commerce (General)	01/12/16
	Bachelor of Arts, Media and Communications	01/12/16
	Master of Business Administration	08/09/14
University of Oregon	Use of university	10/01/12
	Master of Science in Educational Leadership	10/01/12
University of Phoenix	Use of university	01/14/11
	Bachelor of Science in Business	01/14/11
	Master of Arts in Education	01/14/11
	Master of Business Administration	01/14/11

[†] Exempt Status is not for a specified term.

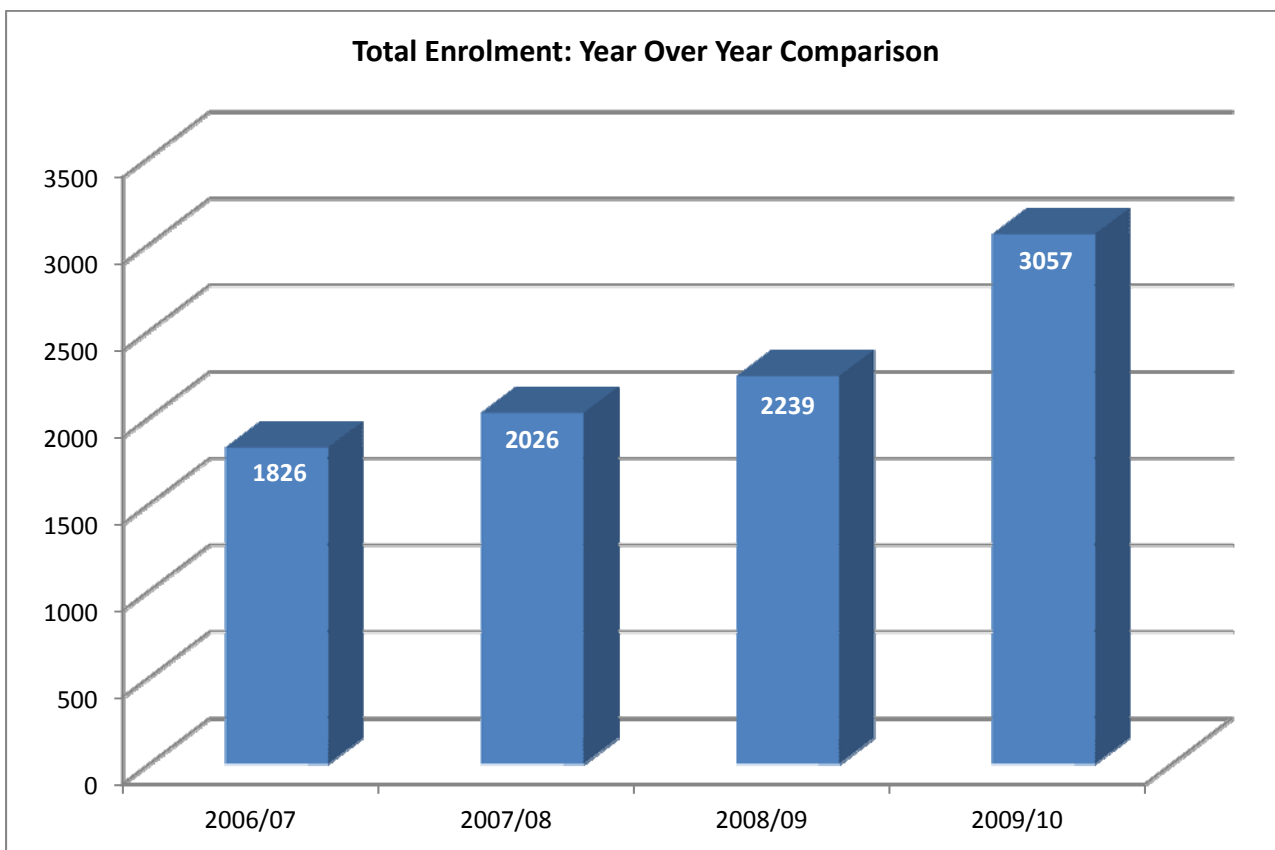
The following institutions chose to teach out students and discontinue offering programs in BC during 2009/10 and Ministerial consent was subsequently expired:

<u>INSTITUTION</u>	<u>DEGREE PROGRAM</u>	<u>CONSENT EXPIRED</u>
Lawrence Technological University	Master of Business Administration	2010-Sep-01
	Use of University	2010-Sep-01
Oklahoma City University	Master of Business Administration	2010-Jun-03
	Use of University	2010-Jun-03

INSTITUTIONAL PROFILES

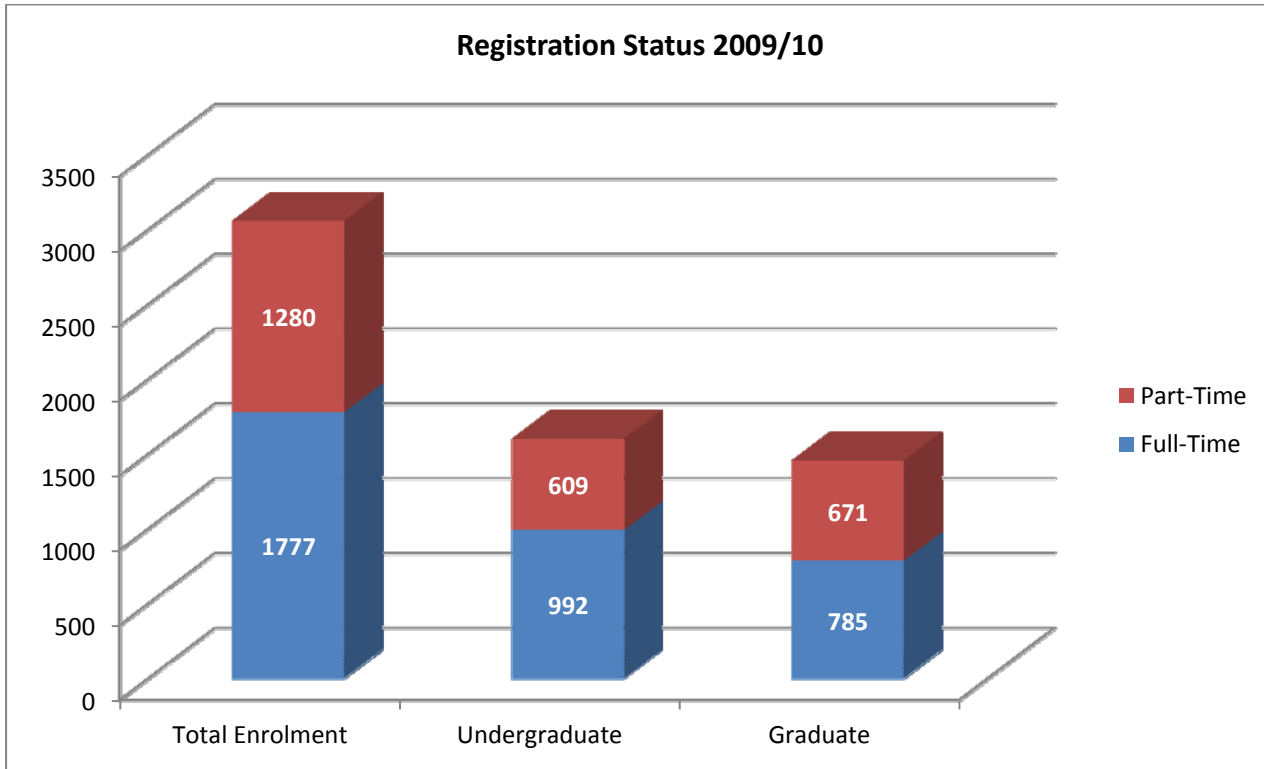
ENROLMENTS

Enrolment has increased steadily since data has been collected starting with the 2006/07 academic year. Most degree programs that have been offered since the 2006/07 academic year have seen a steady increase in enrolment and additional institutions and degree programs that have received Ministerial consent have also contributed to the overall increase.



Registration Status: Full-Time / Part-Time Students

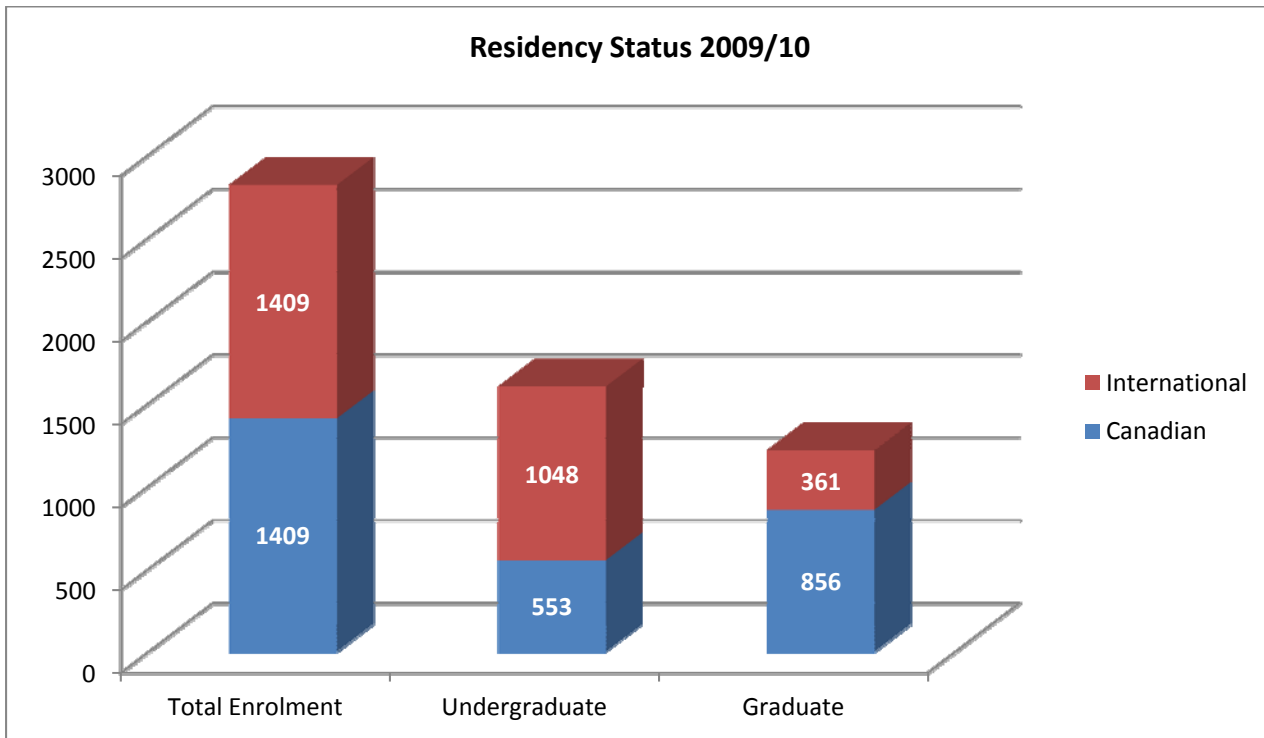
The total number of students enrolled in degree programs on a full-time basis has decreased each year since 2006/07, but the majority of students (58%) in 2009/10 still remain enrolled in full-time studies.



Undergraduate programs have a higher percentage of full-time enrolment (62%) than graduate programs (54%). This may be due to a large number of graduate programs offered under consent targeting working adults and structuring their programs for students to pursue their graduate degrees on a part-time basis.

Residency Status: Canadian / International Students

Domestic students represent half of the student body across all degree programs offered under the DAA for 2009/10. However, undergraduate programs have a substantially higher international student population (65%) than graduate programs (30%).



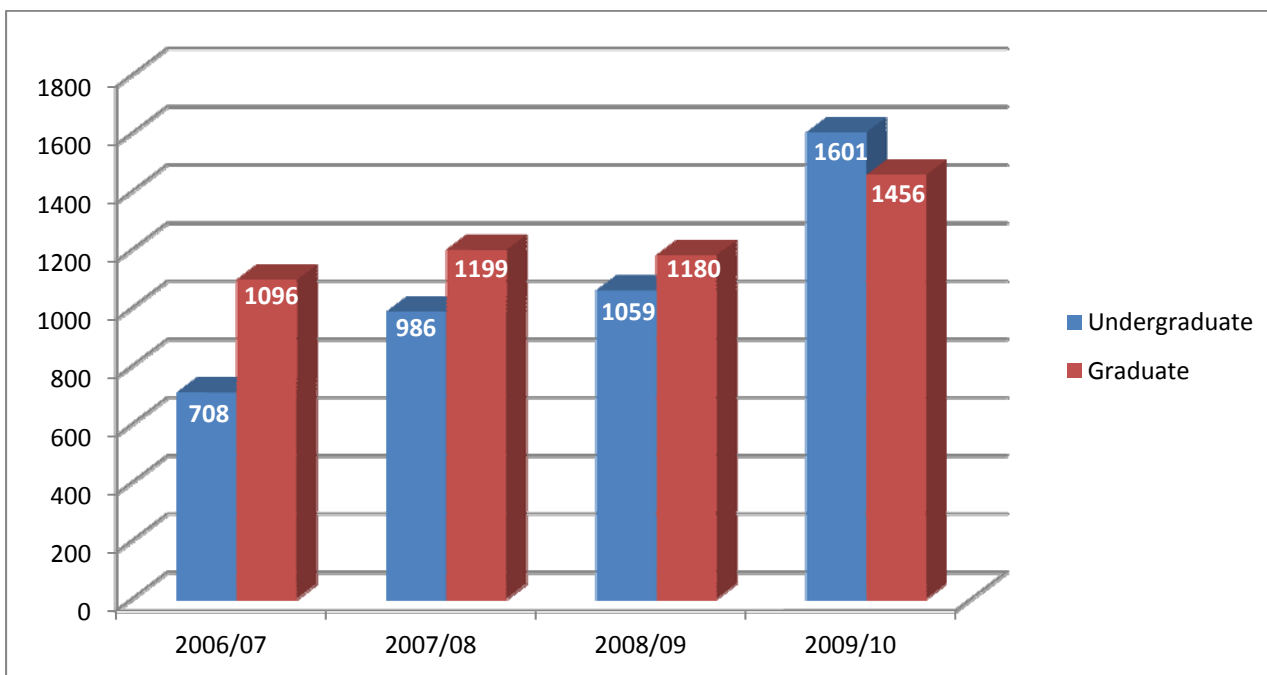
Note: Total enrolment figures broken down by Canadian and International graduate students do not include Gonzaga or Queen's since they do not require this information for admission and do not collect information on residency status.

Institutions that primarily target international students have found that the majority of incoming international students are already in British Columbia attending other institutions, both private and public, either transferring in from other institutions or English as a Second Language programs upon recommendations from other students. They note that word of mouth is the most reported factor that admitted students expressed regarding their choice to attend a particular institution.

Graduate students are generally in professional programs where students wish to progress in their field. Almost all international students are in associate degree programs or business programs (undergraduate and graduate). Whereas domestic students constitute almost the entire enrolment in education and counselling programs.

Degree Level: Undergraduate / Graduate Students

In the 2009/10 academic year, total enrolment in undergraduate programs (52% of the total enrolment) outnumbered graduate programs for the first time since 2006/07. Undergraduate enrolment has increased steadily since 2006/07 and graduate enrolment has seen a slight decrease each year. This may be attributed to several graduate level programs being discontinued or phased-out in the Province including Lawrence Technological University's MBA, City University of Seattle's MBA, Oklahoma City University's MBA, and the University of Phoenix's MBA and MA in Education.



Degrees Granted

The total number of degrees granted still remains relatively low (488) compared to total enrolment (3057). This may be due to the fact that many degree programs were only implemented within the past four years.

It is also relevant to note that graduation rates in Associate Degree programs may remain low as many students may not intend to complete an Associate Degree, but are using it as a vehicle to meet admissions requirements for transfer into a Bachelors Degree program at another institution.

Attrition Rates

Attrition rates at most institutions have been fairly consistent from year to year. Most institutions noted that the data may not accurately reflect the student success rates due to the variety of reasons prompting students to withdraw that may not be program related (i.e. financial, work-related, family or personal reasons, etc.). The small enrolment numbers in some programs may also result in higher attrition rates being reported since the withdrawal of a few students may significantly impact the overall attrition rate.

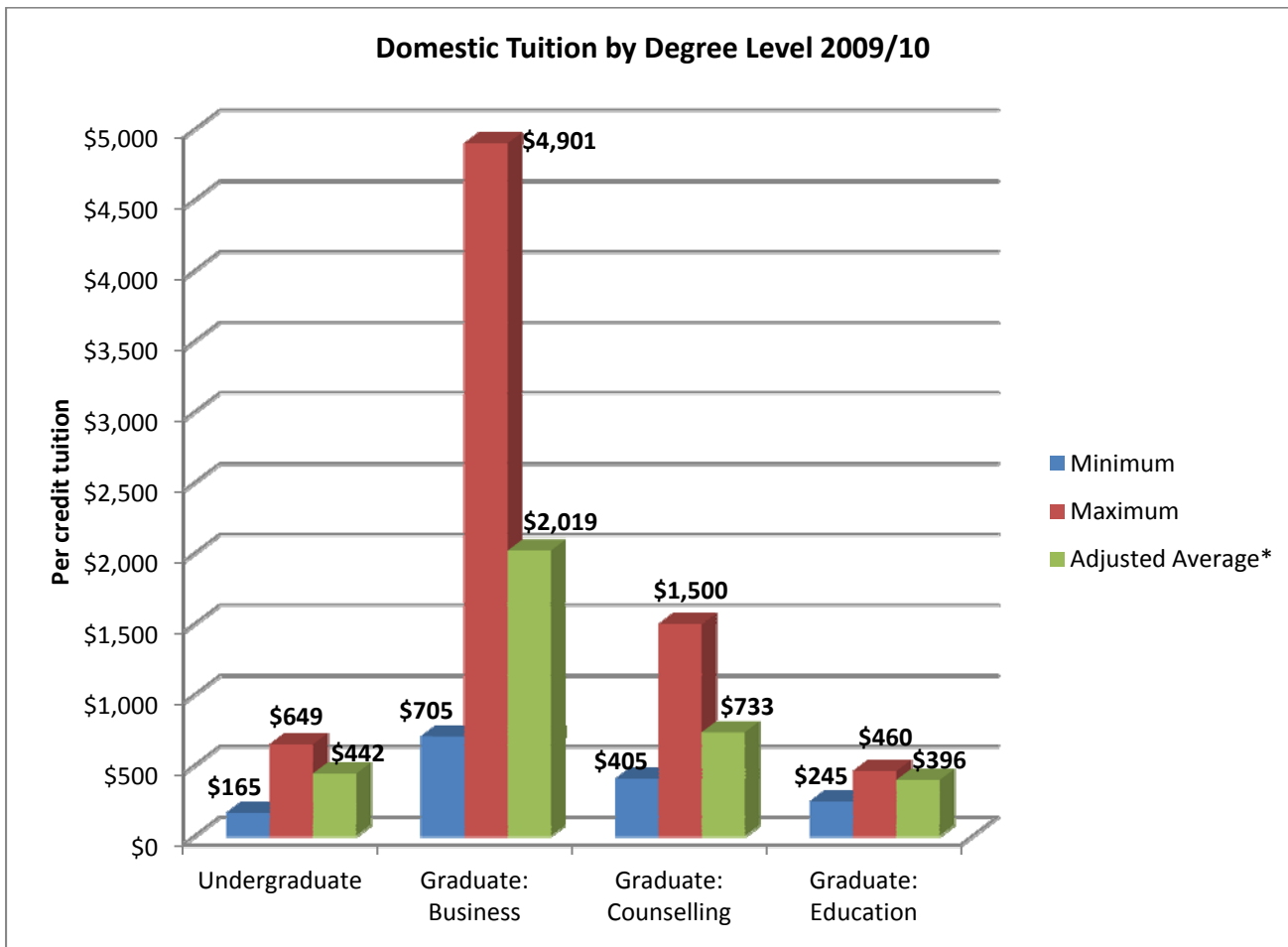
Again, it is relevant to note that attrition rates in Associate Degree programs may be significantly higher than other degree programs as many students may not intend to complete the Associate Degree, but instead seek transfer into a Bachelors Degree program. For these programs it may be more relevant to have attrition rates reported on withdraws from courses in progress rather than withdraws at the end of a term due to admission to another institution for continued studies.

TUITION

58% of all programs being offered under the DAA saw an increase in tuition between 2008/09 and 2009/10. The average increase was approximately 7%.

Three institutions receive government funding in their home jurisdiction. There is an expectation that tuition fees at other institutions operating under consent may be higher than equivalent programs at publically-funded institutions that are not cost-recovery. However, some private institutions condense the teaching time in the programs so the higher tuition may be offset by students' ability to finish their degree program and get into the work force sooner.

Domestic tuition for graduate level business programs was the highest with an average of \$740 per credit and graduate level education programs was the lowest with an average of \$396 per credit (even lower than the average across all undergraduate programs of \$442 per credit).



TRANSFER AND ARTICULATION

Many of the institutions and programs under consent have signed formal transfer and articulation agreements with other post-secondary institutions in BC and abroad. Many are also active in the transfer system through the BC Council on Admissions and Transfer (BCCAT). Participation in articulation committee meetings serves as a forum to build relationships with other post-secondary institutions in BC, but this is only one step in working towards a coordinated and successful transfer system.

All institutions that receive Ministerial consent are eligible for inclusion as members in BCCAT where courses in those undergraduate degree programs under consent are eligible for transfer to other institutions in the BC transfer system. Most institutions send representatives to attend BCCAT's articulation committee meetings.

The sections in the Annual Reports pertaining to transfer and articulation were compiled and reported to BCCAT for comment. Comments received from BCCAT on individual institutions were included in the individual performance reports to allow institutions to respond prior to the review of the reports by the DQAB (see Appendix II for the full report from BCCAT).

FACULTY

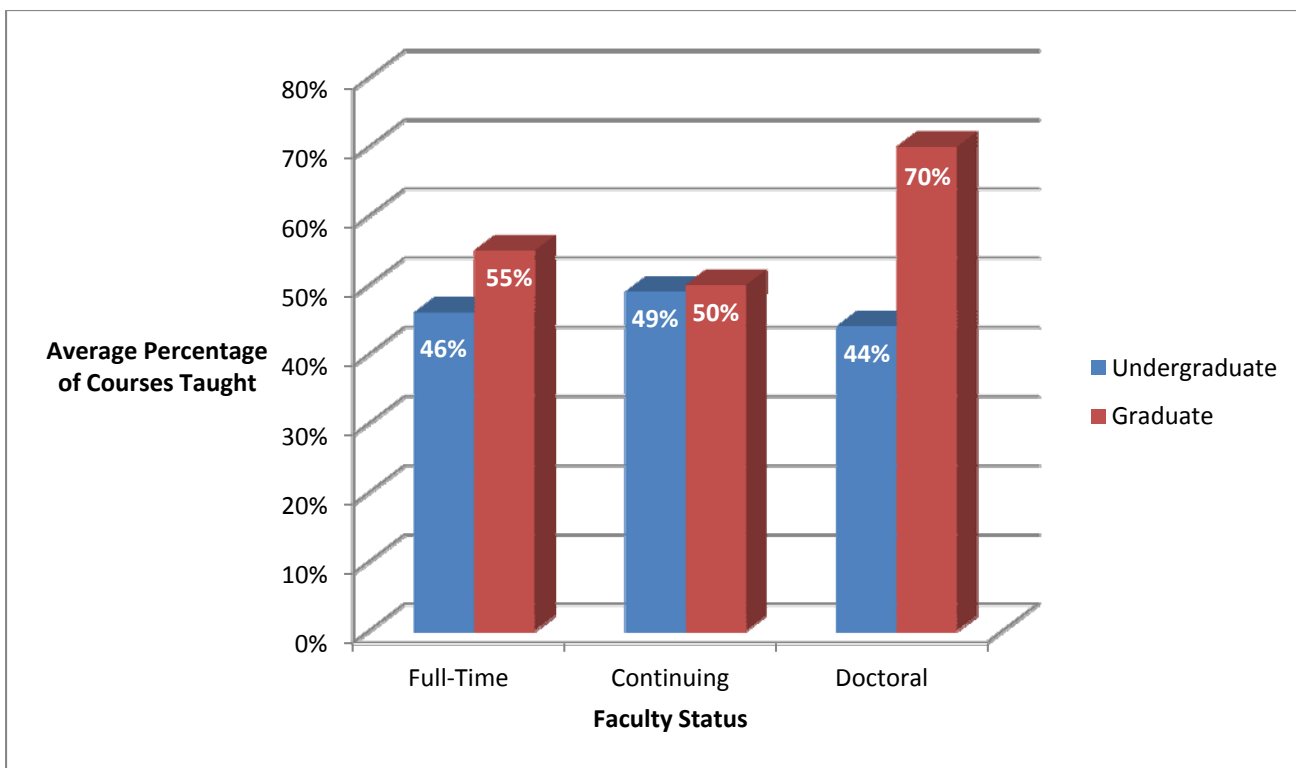
Institutions were asked to report on the total number of faculty and details on their academic credentials within each program. They were also asked to report on the percentage of courses within each program that are taught by: full-time faculty; continuing faculty; and, doctoral faculty.

Undergraduate Programs

The majority of faculty teaching in all undergraduate degree programs had at least a master's degree. The percentage of courses being taught by full-time faculty ranged from 12% to 96% and averaged approximately 46% across all undergraduate programs.

The percentage of courses being taught by continuing faculty ranged from 12% to 95% and averaged approximately 49% across all undergraduate programs.

The percentage of courses being taught by doctoral faculty ranged from 12% to 84% and averaged approximately 44% across all undergraduate programs. This average was closer to 51% if faculty teaching in associate degree programs were not included.



Graduate Programs

The percentage of graduate courses being taught by full-time faculty ranged from 16% to 100% and averaged approximately 55% across all graduate programs.

The percentage of graduate courses being taught by continuing faculty ranged from 0% to 97% and averaged approximately 50% across all graduate programs.

The percentage of courses being taught by doctoral faculty ranged from 22% to 100% and averaged approximately 70% across all graduate programs. The majority of graduate programs reported an increase in the percentage of courses being taught by doctoral faculty between 2008/09 and 2009/10. Only two graduate programs reported a decrease.

Professional Graduate Programs

The three main professional program areas offered at the graduate level under the DAA are in business (5 programs), counselling (5 programs) and education (4 programs).

The percentage of courses being taught by doctoral faculty in graduate business programs ranged from 33% to 86%.

The percentage of courses being taught by doctoral faculty in graduate counselling programs ranged from 54% to 100%.

The percentage of courses being taught by doctoral faculty in graduate education programs ranged from 22% to 100%.

Faculty teaching in many professional degree programs have a combination of professional qualifications, academic credentials and experience in the field. It is unclear how institutions determine professional qualification and experience related to the courses taught. The balance between these different types of qualifications differ by institution and by the field of study and/or professional practice area and only academic credentials are required to be reported.

ISSUES / TRENDS

Students

Programs under the DAA tend to target two distinct groups of students: mid-career graduate students; and, international undergraduate and graduate students. Feedback from mid-career graduate students suggests that they do not require or need the same level of service or support as international undergraduate and graduate students. Institutions are generally responsive to the specific needs of their student base when developing and adapting their student support services, available resources and delivery structure of their program offerings.

The Board is currently undertaking a review of its criteria and processes for the quality review of all new degree proposals. In terms of the range and depth of resource availability and accessibility for students, it may be relevant to take into consideration the specific type of student an institution or degree program will be targeting when determining the acceptable level.

Program Structure, Flexibility and Balance of Curriculum

Many of the programs under the DAA are structured in a variety of different ways to enable students to condense the time it takes to normally complete a comparable degree program at other, more traditional post-secondary institutions. It appears that factors for student success in condensed programs are affected not only by the length of the courses themselves, but the overall structure of the program and the student demographic. The intensive delivery model seems to work well in graduate programs that target mid-career students who want to obtain their graduate

degree while continuing to work. However, in programs with intensive course delivery formats, where students can take more than one course at a time as well as be engaged in the workforce and/or target international students who may need more academic support, students tend to have challenges integrating the course material and achieving the desired learning outcomes.

Observations and comments received from students during the site visits over the past four years have shown an overwhelming number of students enrolled in the DAA graduate degree programs have chosen these programs because of their flexibility and the balance between theory and applied practice. Students' perspectives were that similar programs at traditional universities were overwhelmingly theory-based and did not link the theory with practice in the particular discipline.

With the changing demographics in BC and the current labour market demands, education and training in specific areas are needed to fill the gaps. Many of these areas of education and training are currently only provided by a responsive and agile private sector. More and more working adults are pursuing advanced education to further their careers or focus on life-long learning. These students are looking for programs that are flexible and convenient for their continued employment and work-life balance. DAA institutions have been willing to offer educational programs where and when students want them and continuously adopt new and innovative delivery models to accommodate student needs.

DAA Institutions

The number of private and non-BC public degree-granting institutions in BC has remained relatively stable since 2002 and prior to the DAA coming into force. However, the types of institutions and degree program offerings at these institutions have been adapted to meet the needs of students in niche markets by offering the types of programs and delivery methods that may not be found at most BC public institutions. The DAA has also served to ensure that the quality of the private and non-BC public institutions and degree program offerings are equivalent to the standards of BC's public institutions.

While there have been some changes with the passing of the DAA, involving several high-quality private institutions becoming well established in the BC system, the system has not seen the dramatic increase in private degree-granting institutions as was initially envisioned. Institutions and programs offered under consent that have not adapted to BC's market demand or have not maintained quality standards have had to modify or discontinue some of their degree program offerings and several institutions have left the BC market entirely.

Recognition and Barriers

Evidence suggests that British Columbia's, and Canada's, post-secondary degree-granting sector still remains inherently biased towards these institutions. Institutions operating under consent admit that they devote a large amount of staff time and resources in order to fight perceptions and break down some of the barriers they encounter to participate in the sector on an even playing field. However, it is also noted that some institutions will only devote staff time when there is a perceived benefit to them. Over the past eight years, Ministry staff have written a number of letters at the request of institutions operating under consent to confirm their authority to grant degrees in British Columbia to various international consuls, post-secondary institutions in other Canadian jurisdictions and a variety of federal organizations. In each case, the institutions had been denied recognition based on the fact that they were private institutions and not based on their legislative or regulatory authority. Often times, institutions in other Canadian jurisdictions, foreign countries and/or federal organizations use Association of Universities and Colleges of Canada (AUCC) or Association of Canadian Community Colleges (ACCC) membership as its recognition criteria even though neither organization is a regulatory or accrediting body and their membership criteria is exclusionary, barring most private degree-granting institutions from gaining membership.

Several other issues have been raised by institutions during the performance meetings regarding a variety of barriers they have faced to full participation in BC's post-secondary system and/or that disadvantage students who choose to attend an institution operating under the DAA. These issues are summarized below:

- Many DAA institutions have noted challenges and barriers they face in regards to inclusion in recruiting events and informational resources targeted to potential students that market the opportunities available for post-secondary education in BC. The local market and recruitment event organizers have been resistant to having private institutions involved in events that historically have only included public institutions.
- Institutions also note a significant barrier to participation in the BC Electronic Library Network Consortium (ELN). The membership fee structure of ELN is prohibitive for smaller institutions where the flat fee works out to a substantial amount per student. However, ELN has been in discussions with several institutions and is revisiting the issue of inclusion of institutions authorized under the DAA to participate in resource sharing. One institution is currently a pilot institution in ELN but has expressed concerns that inter-library loans, open to full members, are not part of the pilot and still unavailable to them.
- Libraries at institutions that are not publically funded are often denied access to resources that are free or available to public institutions at a much reduced rate. For example, there are several databases (e.g. JSTOR) available to public universities through Canadian Research Knowledge Network (CRKN) that are not available to some institutions.
- Similar challenges relate to accessing organizations such as BCNET and Higher Education Information Technology BC (HEITBC) in regards to accessing an affordable size of bandwidth and volume licensing negotiation. This results in a negative impact on the provision of e-learning, distance education, redundancy/disaster recovery preparation and administrative tools for many institutions.
- Students at institutions operating under the DAA are not eligible for access to the reduced transportation rates provided by the U-Pass BC transit program. (Note: very few institutions have active student association in which U-Pass is negotiated with).
- Students at institutions operating under the DAA are not eligible for scholarship programs offered through several BC foundations and trusts. Although the foundations were established to expand educational opportunities available to students throughout the province, the eligibility criteria limit consideration only to students who choose to attend a publicly-funded institution in BC.
- The Student Partners Program (SPP) is an administrative framework designed and implemented in partnership between the Canadian visa offices in India and the Association of Canadian Community Colleges (ACCC). Several institutions expressed frustration regarding the eligibility requirements for the SPP program being limited to ACCC members since not all institutions that have authority to offer degrees in BC are even eligible for ACCC membership. This has impacted their ability to successfully recruit students from India.

The Ministry is currently reviewing these issues to identify opportunities to assist in working towards a truly integrated post-secondary system in BC.

Monitoring Framework

Currently, representatives of the Ministry conduct annual performance meetings with all institutions under consent. These meetings focus on issues that have been raised in relation to current performance and quality assurance standards from a variety of sources. Ministry staff meet with academic administration, faculty, staff and students.

In 2006 the Board was concerned about the possibility of institutions not living up to acceptable standards of quality after receiving ministerial consent. At that time, several private institutions' practices were casting a negative shadow on all British Columbia's post-secondary institutions – public and private, degree- and non-degree-granting. The current reporting and monitoring framework was developed with this in mind.

Annual performance meetings were conducted with 15 institutions between August 2010 and February 2011. In order to be able to meet with all parties within an institution, many institutions required multiple meetings either in person or via video/teleconference, bringing the total number of meetings to 18.

Under the current framework, the monitoring visits will increase to 16 institutions for the 2010/11 reporting year. Ministry time, staffing resources and costs are increasing each year to conduct annual performance meetings for all institutions and the current practice is unsustainable. After four years of rigorously monitoring all institutions, Ministry staff have developed a clear understanding on which institutions are consistently exceeding quality standards and which institutions require ongoing monitoring.

Institutions that have a record of consistent high-quality standards and continuous improvement are currently subject to the same level of monitoring as institutions with a history of under-performance and substantive changes or additions of new programs. Moving to a graduated system of monitoring would encourage institutions to maintain and improve their standards if they knew their proven track record would provide them with more autonomy and less regulatory processes.

2010/11 REPORTING CYCLE

Reporting Institutions 2010/11

The 2010/11 reporting cycle will include more institutions and programs under consent. The following table includes the list of institutions required to provide reports for the 2010/11 cycle.

Adler School of Professional Psychology	Gonzaga University
Alexander College	New York Institute of Technology
Art Institute of Vancouver	Queen's University
Athabasca University	Quest University Canada
City University of Seattle	Sprott-Shaw Degree College
Columbia College	Trinity Western University
Fairleigh Dickinson University	University Canada West
Fraser International College	University of Oregon

Note: Corpus Christi College was granted consent in April 2011 and will not be required to report until July 2012.

Reporting Timeline 2010/11

<u>DATE</u>	<u>ACTION</u>
April 1, 2011	Notification of institutions regarding upcoming reporting requirements and deadlines
July 31, 2011	Deadline for institutions to provide annual reports and updated financial security calculations to AVED
August 2011	AVED review of institutional annual reports and scheduling of annual performance meetings
September 2011 – February 2012	Performance meetings conducted by AVED representatives
	AVED review and evaluation of data from reports and performance meetings
	Annual performance reports developed by AVED and sent to each institution for feedback and comments
December 2011 – March 2012	Individual performance reports submitted to the DQAB for review
April 2012	Comprehensive consent holder report submitted to the DQAB for review

Appendix 3



NEW MEMBERS OF THE BC TRANSFER SYSTEM

REPORT to the DQAB

October 2010

The New Members policy states that “For those new members admitted through the DQAB process, BCCAT will provide input for those reviews by reporting annually to the DQAB on each new member’s articulation activities, on its adherence to the Letter of Assurance and to the Principles and Guidelines for Transfer, and on any other matters relevant to its membership in the BC Transfer System.” This document constitutes that input for the 2009/2010 academic year.

OVERALL COMMENTS

There are two new member institutions of the BC Transfer System following recent DQAB approval and Ministerial Consent to offer these programs:

- Fraser International College - Associate of Arts
- Art Institute of Vancouver - Bachelor of Applied Design in Graphic Design

Staff members from these institutions have been meeting with BCCAT staff regarding orientation and next steps. They will begin reporting next year.

New member institutions can be included in Education Planner upon written request and on a cost recovery basis. Fairleigh Dickenson University and University Canada West continue to be the only recent additions to Education Planner.

BCCAT notes that in addition to one public college acquiring both sending and receiving status this year, one additional public college and one private institution have expressed interest in acquiring both sending and receiving status at some point in future. Discussion on appropriate conditions and necessary institutional business practices will likely continue across the system over the next year.

BCCAT interactions with all new members this year have been positive and productive, and we look forward to continuing to work with them as they integrate into the BC Transfer System. BC-specific articulation has generally increased in 2009/10 with Alexander College, Fairleigh Dickenson University, and University Canada West significantly increasing the number of agreements in the BC Transfer System, likely as a result of the time taken by these institutions to develop articulation relationships.

Importantly, however, it is not a general goal of BCCAT or the Transfer System to increase the number of agreements as a matter of course. Rather, what is desired is that institutions focus on relationship building and developing articulations where relevant to the programs they offer and where student mobility is likely to occur. Therefore, new member institutions are not necessarily failing to meet an obligation if they have relatively few agreements. In general, though, greater involvement in articulation committee activity will help to build the necessary inter-institutional relationships and broad understanding of programs in other institutions. Alexander College and Sprott-Shaw Degree College have done particularly well in meeting their articulation committee attendance obligations.

BCCAT is pleased to see increases in the volume of course-to-course articulations being published in the BC Transfer Guide. However, we hope that new members will find that other articulation tools, like block transfer agreements, are more appropriate to their academic and business environments. A firm understanding of the transfer system's purpose, core values and operations will encourage new member institutions to fulfill their obligations in the way that is appropriate to their own situations.

BCCAT will continue to explore ways to assist new members in constructing the kind of transfer processes and articulation relationships that work best for them and for their students and allow them to play an appropriate role as a member of the BC Transfer System.

STUDENT MOBILITY

We have no independent information on the actual mobility of transfer students into or out of the institutions covered by this report. We look forward in the next few years to the participation of some or all of those institutions in a project to assign PEN numbers to their students, which will allow us to track the movement of students.

COLUMBIA COLLEGE AND TRINITY WESTERN UNIVERSITY

Although the DQAB report includes Columbia College and Trinity Western University, these institutions are long standing members of the BC Transfer System. As such, we do not include them in the review and monitoring activities we undertake as part of our New Members Policy.