

ABT Collaborative Online Program Sprint

June 5 & 6, 2017

Vancouver Community College

Meeting Notes

In 2016/17 BCcampus conducted an internal review of our role and involvement in the ABT Collaborative Online Program. As a result of this review, and the current mandate of BCcampus to focus on piloting new innovative ways to deliver programs, we provided notice to the ABT Coordinators of our intention to discontinue hosting and supporting the current model of the program. Notice was provided in November 2016 for a June 2018 end date.

During various meetings with stakeholders, such as sector councils and provincial deans' groups, it was made clear that the participating institutions continue to value the collaborative delivery of the ABT program. As a gesture of support, BCcampus hosted a two-day sprint workshop to enable participating and interested institutions to identify the future state of a provincial collaborative program for ABT.

The invitation to the Sprint was issued to Deans and Directors, ABT Coordinators, Registrars and Institutional Research offices in the collaborative program and to institutions that expressed an interest in exploring options. The participants represented each aspect of the institution that touches on the collaborative program, with the exception of technical personnel (IT and/or Business Analyst) and students.

Participants

See Appendix A

Purpose

The purpose of the Sprint and bringing the group together was to engage stakeholders in the design and delivery of the future state of the ABT Online Collaborative Program.

Approach

The Sprint was held over two days, hosted by Vancouver Community College, and facilitated by BCcampus. The facilitators used a human centered design approach to build efficacy combined with the standard sprint methodology of defining, deciding, designing. Success was dependent on having the various groups represented (IR, Registrars, Coordinators and Deans/Directors). [Liberating Structures](#) activities were used to engage the group and move forward with the task at hand. It was also important to remain fluid and responsive to the needs of the group as we worked through the various scenarios.

Overview

BCcampus' role is to provide an opportunity for post-secondary institutions in BC to design, develop and deliver a collaborative program. BCcampus will not have a role in the future state of the program. We will facilitate the collaborative to move to the future state but cannot have a role in supporting, hosting or administering the collaborative unless a new innovative model is proposed.

The group engaged in networking activities to reinforce participation to collaboratively design a solution.

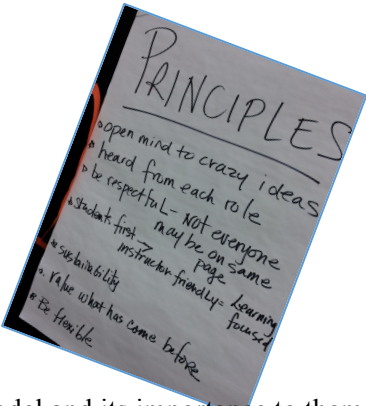
Constraints and assumptions going into the Sprint were identified.

<p>Constraints:</p> <ul style="list-style-type: none">• Total cost of ownership borne by the participating institutions – there is no money on the table• Timelines are aggressive – the new model must be in place prior to June 2018• The connector systems used to validate student and share records is at end of life; manual system will be implemented along with a portal for data entry until June 2018• Some of the participating institutions have begun exit strategies from the collaborative program• Pre-conceived ideas of the end result• Not everyone has the big picture	<p>Assumptions:</p> <ul style="list-style-type: none">• Program is current, relevant and available (not all participants agreed with this assumption)• Demand for program supports efforts to continue the collaborative model• Institutions are committed to explore a future state for the program• Decision makers are part of the two-day process• Technical implementation will be explored after two-day Sprint (separate event/effort)• There is a solution• It is okay if we no longer have a collaborative ABT program
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Working Together

The facilitators invited the participants to consider guiding principles for how they would like to work together as a team over the two days of the Sprint. This resulted in the following guidelines:

- Open mind to crazy ideas
- Heard from each role
- Be respectful – not everyone may be on the same page
- Students first – instructor friendly = learning focused
- Sustainability
- Value what has come before
- Be flexible



Benefits and Challenges of Current Program

Institutions were invited to consider the benefits of the collaborative model and its importance to them and/or the community they serve. They were then asked to do the same for challenges to the current model of collaborative delivery of the ABT Online Program. Each institution shared similar and unique benefits/challenges, with reminders on the importance of the program as well as areas for improvement in the program. The findings were then categorized:

Benefits

- Student Access
- Sharing
- Innovation
- Shared Cost
- Quality Instruction
- Transferability
- Instructor Quality and Mentoring

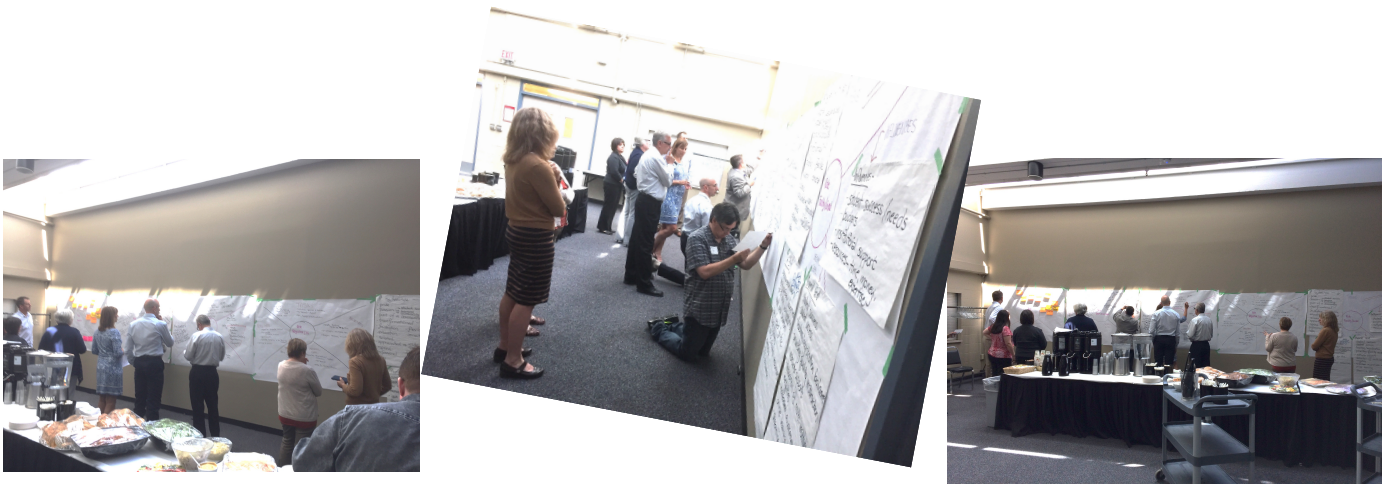
Challenges

- Enrolment
- Registration
- Marketing internally
- Instructional variation
- Inequity
- Instructional support
- Process

Understanding Roles

Using empathy maps, individuals were invited to complete the map from the perspective of their role in administration, coordination, management or engagement with the collaborative program at their institution. The empathy maps were posted on the wall and were populated with tasks, influences, overall goals, pain points and feelings around the program. In addition, the role of student was also posted and each individual was invited to populate that map with their input into the four quadrants.

At completion of the maps, the group was invited to review the maps and take into consideration how the other roles associated with the program were impacted by the current model. (Appendix 3 for details)



Essential Elements for a Successful Collaborative Program

The next step in looking forward to a new design of the collaborative program involved identifying the essential elements for a successful program. Participants were invited to individually create a list of dos and don'ts for a successful program and then in groups complete a master list of these dos and don'ts. Once the master list was created, each group was to remove any items that were not needed to achieve the benefits of the program (as identified earlier in the day). Each group was invited to post their minimum dos and don'ts into columns which then became the specs that were used moving forward.

Do:

- Program reviews
- Quality control/feedback loop
- Clear sense of value to stakeholders
- Go forward with high level institutional agreements based on ROI metrics
- Clearly state player's roles (agree to roles)
- Get all stakeholders involved from the start
- Consistency of tuition and curriculum
- Focus on students first
- Centralized agency/institution to provide oversight
- Dedicate adequate resources to create and maintain program
- Centralized coordination/leader/champion
- Create user-friendly system (for all users); streamlined
- Policies and procedures that ensure 1) equity 2) efficiency

Don't:

- Overwhelm faculty with administrative work
- Increase costs
- Assume each partner has the same capacities
- Fail to build in support to sustain
- Underestimate resources
- Fail to define reporting requirements at the start

- Create a simplified student progress
- Make equity/fairness a guiding principle

Check-in Point

Mid-way through the Sprint the group took time to check-in to confirm which institutions wanted to continue working towards a collaborative program model and which institutions were deciding to exit at this point.

Continue to Co-create	Exit the Partnership	Unsure
Okanagan College		NIC
College of New Caledonia		Selkirk
Yukon College		
VIU		
NWCC		
TRU		
VCC (?)		

In addition, time was spent on an end-of-day debrief checking in to see where individuals were standing in terms of their experience and expectations. There were still a number of individuals who were unsure if a new model could be developed given the constraints.

Impact

Institutions were invited to articulate the impact of two scenarios: 1) no collaborative delivery of ABT program and 2) if students can take the program fully online with one institution, does this minimize the impact? Each institution's response to these scenarios is noted below:

Institution	Impact – Discontinued	Impact – one PSI offers online
<i>VIU</i>	<ul style="list-style-type: none"> • We will not offer ABTO • Realignment of budget to Face-to-face (Potential net loss FTE) • Affects service to local community/students/faculty/staff 	<ul style="list-style-type: none"> • Less supports for students • Provides opportunity for access • Transferability impacts
<i>College of New Caledonia</i>	<ul style="list-style-type: none"> • Max loss of 40 FTE • Possible loss of access to courses for students • Loss of flexibility in terms of course offerings/timing of offerings • Loss of faculty • Loss of opportunity for other online program partnerships • Move from D2L to Moodle (\$) 	<ul style="list-style-type: none"> • Higher competition • Loss of flexibility (courses, time, faculty)
Okanagan College	<ul style="list-style-type: none"> • Loss of flexibility for students • Can't complete programs in a timely manner • Loss of "hybrid" students • Staffing and coordinators need to be re-allocated 	<ul style="list-style-type: none"> • Curriculum control • Process too many transfer credits

<i>Yukon College</i>	<ul style="list-style-type: none"> • Loss of flexibility for students • Loss of streams: legal and medical • Higher enrolment or wait-list for face-to-face program • Loss of connection to BC institutions for faculty/coordinator – collegiality <p>If program discontinued, YC may develop its own online program</p>	<ul style="list-style-type: none"> • Cost to students will increase • Funders may not support • Some local employers prefer locally trained students
<i>NIC</i>	<ul style="list-style-type: none"> • Less course offerings for students • Less full time student opportunities • Not all certificates offered • Need for increased institutional marketing • Potential for articulation complexity • Immediately seek partners for coordinated course offerings, transfer agreements, and jointly offered credentials 	<ul style="list-style-type: none"> • Faculty/instructor available work decreases • Potential for greater consistency across programs (reg., curr., grading etc.) increase if 1 inst. • Loss of broad collaboration • If <u>at least</u> 1 inst: <ul style="list-style-type: none"> ○ Competition/collaboration? ○ Magnification of existing tuition variation • Student satisfaction?
<i>VCC</i>	<ul style="list-style-type: none"> • Loss of term instructors • Teach out problem <p>Unmet demand for online LAA program No online business program</p>	
<i>NWCC:</i>	<ul style="list-style-type: none"> • Same as mentioned by others • Our faculty are permanent, and our students need a program that doesn't require Grade 12 	<ul style="list-style-type: none"> • Same as mentioned by others
<i>Selkirk</i>	<ul style="list-style-type: none"> • None, other than possibility to consider joining the collaborative for possible program development • Slight possibility to lose FTEs for medical transcription • 	

Provincial Impact

- Loss of learners (laddering/feeder)
- Reach: Indigenous, rural, female, remote
- Labour market demand unmet
- Part of Skills Gap Plan (ABT)
- Not meeting learner needs
- Decrease targeted programming

In summary, there would be a loss of programs for underserved students, decreases in opportunities for laddering into degree programs, not meet the skills gaps, loss of faculty positions, loss of flexibility for students, and loss of access to complete credential in a timelier manner for rural students.

Future State- Bold

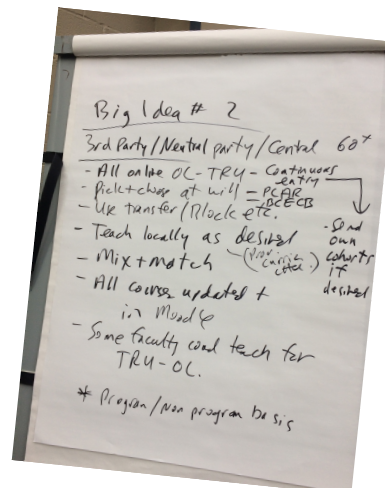
Moving forward to thinking about the future state of an online collaborative program in BC, the group was invited, as individuals, to identify a solution (if there were no constraints) then each idea was ranked through an exercise that identified the most popular ideas. The following ideas were brought forward:

- Completely open access, open enrolment
- Learner centered programs accessible to all
- Equitable to all institutions
- Build on Ontario Learn model
- Cooperative
- Have an ABT student co-registered in each participating institution
- One system divisor for all activity and credential exit points
- Standardize tuition, then add a 5% admin fee per course. This fee supports the collaborative model and helps administer a “program” where courses are offered online through various colleges. The admin group is a consortium of key stakeholder appointed for 2 year terms with a pay stipend/release
- Co-conferred collaborative credential w/ logos
- Rotating FTE distribution
- Have each (or some) institution offer one special role- don’t duplicate
- Program differentiation/responsibility between institutions
- 2 new groups formed based on geography. Northern BC ACT Collaborative, Southern BC ACT Collaborative
- Support for faculty in terms of training, PD, policies, etc. specific to ABT program
- No pre-requisites (open entry). Common application platform. Local coordinator supports registration. Instructing institution collects tuition. 5 year review of program
- Offer courses through an organization like Coursera, with the tuition going to the teaching institution, and the teaching institution granting the credential
- Put the courses on Coursera, students take them for free and pay if they want a certificate
- Scrap the collaborative and spend time and resources on comprehensive articulation system-wide
- Blow up existing model. Take pieces to create?
- A central system governed by post-sec that students can complete all services through (Apply?, register, pay, apply to grad etc.) where the system integrates with all institutions
- Create a student centered, student friendly, province wide, online innovative ABT program outside existing institutions
- Find a neutral, third party host to manage registration and tuition \$ for all parties
- One institution takes on the ABT program. Students register and take program at that one institution. All other collaborative institutions do not create competing program for 5-10 years
- Allow students to register online with a neutral site to alleviate registration issues/work
- Create a centralized student “portal” for registration yet share the tuition and the instruction

Future State – Proposals

Participants were given an opportunity to consider a solution they would like to explore, and attract others in exploring it with them. Taking into consideration of the bold ideas put forth earlier two solutions were presented to the group, giving everyone a chance to move between the ideas and ask questions. The two leading solutions proposed by participants were:

- 1) ABT Online Cooperative
 - An interim solution as a new iteration is worked out
- 2) Third Party/Neutral Party/Central delivery
 - All online
 - Pick and choose at will
 - Use transfer block/etc
 - Teach locally as desired (with a provincial curriculum)
 - Mix and match
 - All course updated in Moodle
 - Some faculty could teach online for TRU-OL
 - Program/Non-program basis



Individuals self-selected which proposal they wanted to explore further or be committed to.

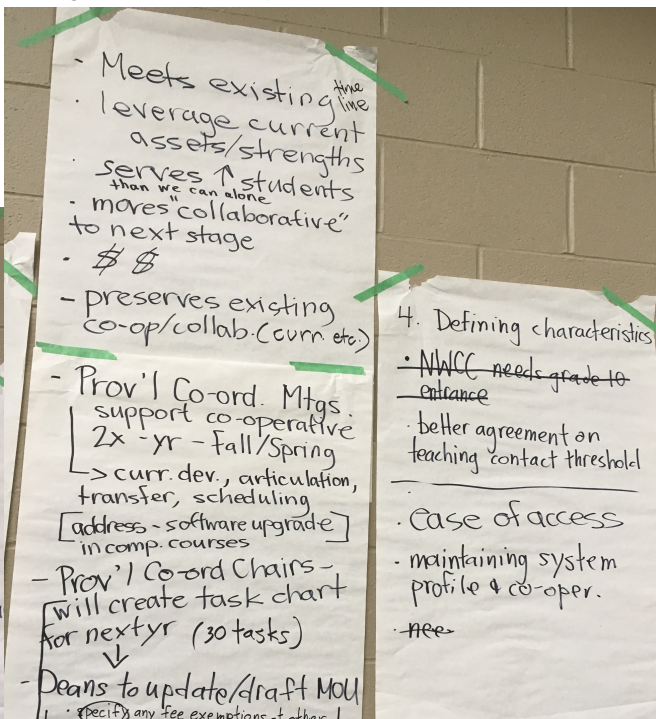
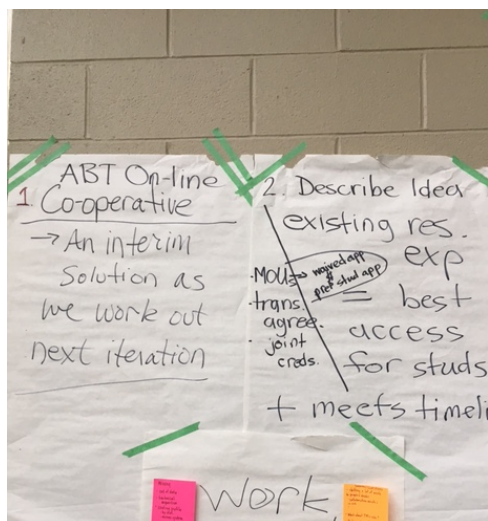
As the groups naturally formed around these two proposals, the groups were asked to answer three framing questions around their proposal: 1) title of the solution 2) describe the idea/solution 3) rational statement and 4) what are the key defining characteristics? Groups went further organically and moved to design and identifying elements of the proposed solutions to offering collaborative program without BCCampus

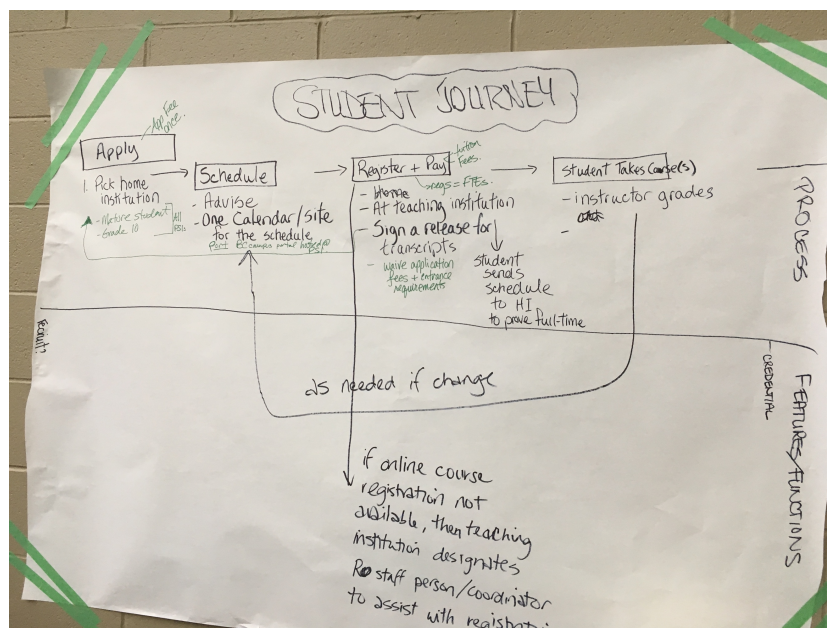
Student Journey

Each proposal was mapped out against the student journey. The required elements for their idea to be successful were posted onto the map. The participants worked together to determine what factors had to be in place, and what the next steps were to move forward with their idea.

ABT Online Cooperative:

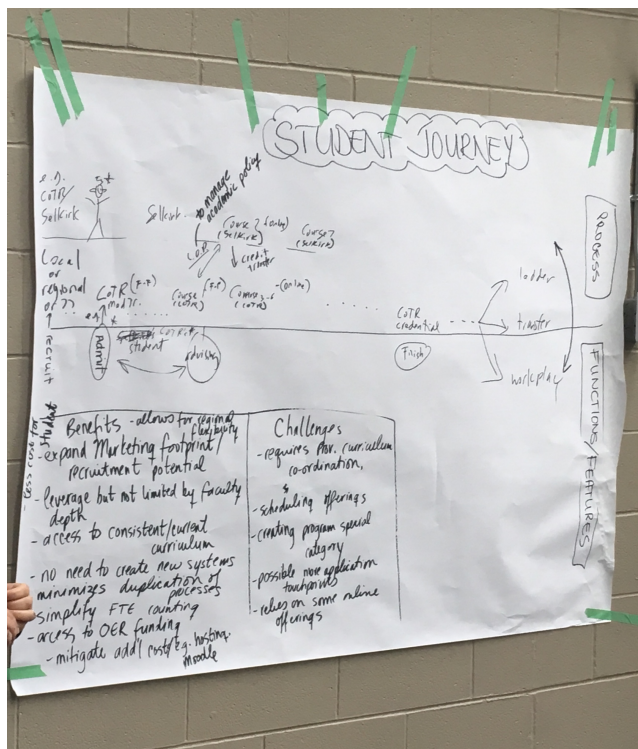
- Multi-institutional MOU for transfer credit by all participating institutions
- Meets current timeline for sun setting existing model
- Leverages current assets/strengths
- Preserves existing cooperative/collaboration (including curriculum etc.)
- Better agreement on teaching contact threshold
- Ease of access
- Maintaining system profile and cooperative





Open Access to Success:

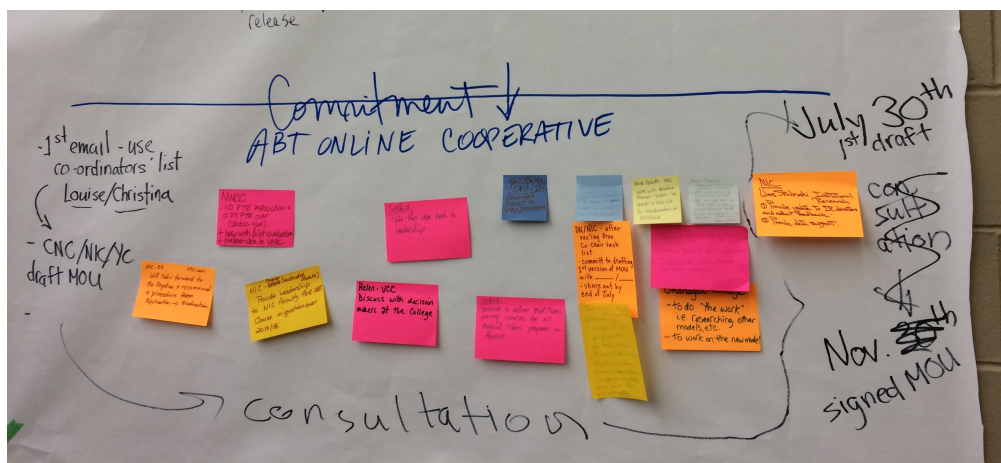
- 2017/18 OER Resources (access through BCcampus funds)
- BCNET to host
- One-time funding Moodle conversion
- Open license but share alike
- Curriculum updating via co-op MOU/Partnership agreement
- Model based on individual institution policies and processes
- Shared teaching via specific MOU, e.g. COTR/Selkirk, special category



Commitments and Next Steps

Each institution provided their commitment to the proposed idea they supported (e.g. what can you do – have the freedom and discretion to act) with commitments and next steps posted on the student journey maps:

ABT Online Collaborative:



Open Access to Success:

Selkirk: take this idea back to leadership
NWCC: will present idea to VPAC

VCC: discuss with decision makers at college

OKN: interested in exploring option – may be a combo solution with CoOp model?

Conclusion

Each of the two groups identified next steps for their proposal. Participants were asked to reflect on the two-day journey to arrive at these proposals. There was an overall sense of accomplishment and having concrete tasks to move forward.

Appendix 1: Participants

Anderson	Alison	College of New Caledonia
Barath	Louise	College of New Caledonia
Campo	Paul	College of New Caledonia
Notay	Jay	College of New Caledonia
Gardiner-Hynds	Richelle	North Island College
Naugler	Diane	North Island College
Skulmoski	Wes	North Island College
Waye	Laurie	Northwest Community College
Kisilevich	Teresa	Okanagan College
Lowes	Edie	Okanagan College
Muskens	Jane	Okanagan College
O'Brien	Jan	Okanagan College
Snauwaert	Tiffany	Selkirk College
Cloutier	Naomi	Thompson Rivers University
DeVries	Irwin	Thompson Rivers University
Poirier	Don	Thompson Rivers University
Aghakian	Patris	Vancouver Community College
Cofman	Mindi	Vancouver Community College
Loeppky	Nicole	Vancouver Community College
Roberts	Helen	Vancouver Community College
Barber	Terri	Vancouver Island University
Chalmers	Jessie	Vancouver Island University
Magee-Chalmers	Jessie	Vancouver Island University
Orton	Jana	Vancouver Island University
Dumkee	Margaret	Yukon College
Thomas	Christina	Yukon College

Facilitators:

Burgess	Mary	BCcampus (1/2 day Monday)
Case	Brian	BCcampus
Coolidge	Amanda	BCcampus (Monday)
Glubke	Michelle	BCcampus
Goudy	Denise	BCcampus

Appendix 2: Resources

- BCcampus Service Review: Applied Business Technology Collaborative Online Program, BCcampus, November 2016
- White Paper: Collaborative ABT Programming Models, Jan O'Brien, Institutional Research, Okanagan College, April 2, 10217
- Ontario Learn: <http://www.ontariolearn.com/about/>
- eCampus Manitoba: <http://www.ecoursesmc.ca/courses/>
- Great Plains IDEA Interactive Distance Education Alliance: <http://www.gpidea.org/abot/alliance/>

Appendix 3: Empathy Maps

