Articulation Committee Meeting		
Committee Meeting Name	**Meeting Location**	**Meeting Date**
PLAR Articulation Committee	SAIT Polytechnic	Nov 5, 2015 9:00am – 12:00
Chairs: Amanda Roberts (SAIT) and Greg Sowak (University of Alberta)	Teleconference Phone Number: 1-866-792-1317 Teleconference Access Code: # 7187343	

Committee Members to Attend (* participating via teleconference)		**Accepted**	**Attended**
1.	Jayne Zarecky, Ambrose University College		
2.	Dr. Jane Arscott, Athabasca University	x	Regrets
3.	Russ Wilde, Bow Valley College	✓	y
4.	Kerri McKinnon, Concordia University College of Alberta	✓	y
5.	Dr. Heather McRae, Grant MacEwan University	✓*	y
6.	Allen Verbeek, Lakeland College	x	Regrets
7.	Wendy Gill, Lakeland College		
8.	Marko Hildersom, and Lynda Duval Lethbridge College	✓*	y
9.	Sharon Brown, NAIT	✓	y
10.	Dr. Cora Weber-Pillwax, Nechi Training, Research and Health Promotions Institute		
11.	Peggy LaFleur, Nechi Training, Research and Health Promotions Institute	x	Regrets
12.	Heather Kitteringham, NorQuest College	✓*	y
13.	Cindy Lorincz, Northern Lakes College (Nancy Chalifoux)	✓*	y
14.	Paul Gaudette, Olds College *Brendan Richardson	✓	y
15.	Shaun Craig, Red Deer College	✓	y
16.	Amanda Roberts, SAIT (Chair)	✓	y
17.	Greg Sowak, University of Alberta	X	Regrets
18.	Seaneen, O'Rourke, Yellowhead Tribal College		
19.	Jocelyn Verreault, Yellowhead Tribal College	✓	y
20.	Roxanne Rachinski Alberta Education, Student Learning Standards	x	Regrets
21.	Corinne Sperling Alberta Education	x	Regrets
22.	Marilyn Shirt, Blue Quills First Nations College		

Guests/Observers to Attend		**Accepted**	**Attended**
1.	Laurie Muzzo – SAIT Polytechnic Learner Records	✓	y
2.	John Partington – SAIT Polytechnic Articulation Coordinator	✓	y
ACAT Secretariat/Ministry Staff to Attend		**Accepted**	**Attended**
1.	Ann Marie Lyseng, Senior Manager, Learner Pathways, ACAT	✓	y

Guests/Observers to Attend		Accepted	Attended
	Secretariat		
2.	Jim Samide, ACAT Secretariat	x	Regrets

AGENDA		Time Allotted
1.	Welcome and Introductions – Volunteer to take minutes	9:00-9:10 10 mins
2.	Data collecting, terminology discussion.	9:10–9:50 40 mins
3.	ACAT Update: PLAR Credit Reporting update/Learner pathways (Ann Marie)	9:50-10:30 40 mins
4.	Break	10:30-10:45 15 mins
5.	ACAT Articulation Update from CAPLA and QA Manual	10:45-11:15 30 mins
6.	Using Sharepoint	11:15-11:30 15 mins
7.	Wrap up, round table and next Meeting: host and date?	11:30-12:00 30 mins

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1.	**Welcome and Introductions – Volunteer to take minutes** Thank you to Sharon, Jocelyn and Ann Marie.
2.	**Data collection, terminology, discussion** Roundtable discussion on what student information system we use and how we each gather data. What types of data can we access and report back to ACAT on. What's in scope is? How many students that transfer, where they come from, how much and what types of credit are they granted. What's out of scope is advanced standing. Discuss an alternative pathway. Areas for continuous improvements are Webpage/attachments/links to students, they need to be transparent. Amanda (SAIT) uses an access database and Banner to collect data. Looking for system improvements to Banner to collect the data pulled from the Access DB so there is less duplication of data entry into multiple areas. Sharon (NAIT) has created a Pilot PLAR for admissions. Shared the SME assess and posts the credit to the student record, PLAR reporting is done at the program level. Guideline, as soon as it's granted it has to be posted. The IPA team has designed a student progression tool. It can pull all data on a student from start to finish. Followed ESL student all the way through their process. NAIT uses people soft 9 upgrade, plus they don't use baseline, they have an add on to collect data. Jocelyn (Yellowhead Tribal College): As a tribal college, they do have funding from Advanced Ed to create a DB which will be ready by June. They used a case management system. They are now working with a DB company. Students that apply for PLAR or TC will get a mark. They look at PLAR as a both an academic and registrar function. The scope of PLAR at YTC is all encompassing, advising, learning portfolio course, They are also funder for first nations. Ann Marie will connect with Jocelyn on the

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	Data collection could look like.
	
	Shaun (Red Deer College): They are having conversation about what is going to be shared and what cannot. They currently use Banner. They post grades or 'AP', 'PL', Grade the student receives for the exam.
	
	Russ (BVC): Unsure about the current data collection system, asked what does a learner's journey look like. How much time, money and duplication of learning is captured via PLAR or other pathways. BVC supports pathways to optimize success of students.
	
	Heather K (Norquest): Not centralized at the college. Looking for oppertunies to expand PLAR, what they did with the data sheets, they used it for the 4 year action plan, informative for the gap analysist. They know how many attempts and how many are granted. They did receive a grant, for Practical nurses.
	
	Heather M (MacEwan University) Doing a new build in people soft in cont-ed and undergrad. How to handle the data and pulling reports. Working also with IPA folk, an intuitional dash board.
	
	Brendan (Olds): uses COGNOS and Banner. P for transfer credit. P for PLAR P for challenge exams.
	
	John P: (SAIT Guest, Acting Articulation Coordinator) – two sets of data would be useful to his area, quantative the pathways, the success rates, and the amount of transfer credit. The Qualative what they get out of this agreements. It's a joint effort at SAIT,
	
	Laurie M: (SAIT Guest, Team lead of Learner Records) how can we all consider using PLAR as a recruitment tool, how do we advertise transfer credit and PLAR, how do we share this more?
	
	Can we all agree, we will work within our institutions to gather data on report data on the following:
	
	    1. Number of students who apply for any type of PLAR
	    2. Number of students who receive transfer credit
	    3. Number of transfer credit's granted

3.	**ACAT Update: PLAR Credit Reporting update/Learner pathways** **(Ann Marie)** Discussed pathways and its importance to PLAR. The LPMI pathways initiative identified PLAR gaps in the report. It's important to have these sources for us within institutions to access. The Business assessment reports purpose is to highlight all the issues, it's a strength for us to have it even exist. Phase II, the admission and transfer phase, working group is currently giving feedback reporting TARS, And on the information behind the app, webpage will be soon redone.

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	Over the next three years many improvements to come.

While doing the work in phase II, the PLAR Committee can start thinking what should the PLAR webpage look like? Could a field be included to have learning outcomes more accessible so contact people can have easy access to this information? Same with related admissions pieces, sometimes there's a footnote, tucked away, let's make it upfront and whether you have the right pieces of not.

How does the LPMI relate to PLAR? Moving PLAR from LRS to another system.

In Spring, we will start a working group to begin the discussion, what kind of data do you want on the webpage? What would a PLAR piece for students look like? What would your recommendation be? What are the key things that students should have access too?

In 2016, what we do we want as institutions need to be supported?

If we are interested, we can choose to be part of a pilot program, working with ACAT (Rob Acker) to identify what's the purpose, then what data do we need, then what scope? What is needed to do proper provincial data collection for PLAR.

Ideas for PLAR pilot:
Challenge for credit (examinations)
Transfer credit granted and awarded
Number of students successful in which program (and which courses, starting with program level).
Agree on using common definitions. Let's look at using the CAPLA QA Manual for these definitions. |
| 4. | **Break** |
| 5. | **ACAT Articulation Update from CAPLA and QA Manual**

Everyone can access the executive summary of the CAPLA QA Manual on:
http://capla.ca/purchase-rpl-quality-assurance-manual/
There are also instructions on how to purchase and download The Manual in its entirety.

CAPLA Members pay: $56.50 (inc tax)
Non-Members pay: $84.75 (inc tax) |
| 6. | **Using Sharepoint**

If you need a refresher how to use Sharepoint, please contact Amanda |
| 7. | **Round table:**

Jane would like to share: Members of our group would benefit from reading Advanced Education's Business Plan 2015-2018 that anticipates a review of "the adult learning system" that has not been updated in a decade. |

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http://finance.alberta.ca/publications/budget/budget2015-october/advanced-education.pdf Russ to ask us to follow up with him: Is there a best practice for PLAR fee's in Alberta? What does your institution do? Sharon will share the name of Murray Fiedler's book on best practices for us to utilize. Amanda to put up a discussion on sharepoint, what do we each charge for PLAR? Do we charge a fee? Is it by institution or by program? John P (SAIT Guest) wondered if data reporting exists for articulations within Alberta institutions? **Next Meeting: host and date?** Thursday May 19, 2016 Host: NAIT Potential host for Fall 2016 meeting: Yellowhead Tribal College