2017-18 Annual Review

CLEARING THE WAY

*Improving Access
for BC's Diverse
Post-Secondary Learners*

BCCAT

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CLEARING THE WAY

Improving Access for BC's Diverse Post-Secondary Learners

BC post-secondary students are remarkably diverse. They bring with them a wide variety of goals and aspirations, and they face an array of challenges and opportunities. For some, the way forward may be a simple, linear transition from secondary school completion directly into a university degree program. Others may require more complex pathways in order to access post-secondary education and progress along the way. Flexible options can be vital for those looking to study closer to home, save money, or improve their grades before transferring to a credential program elsewhere.

BCCAT works together with the BC Transfer System[1] to improve access to pathways, enabling diverse learners to advance towards their educational goals. Research[2] indicates that BC's post-secondary students benefit from the flexibility afforded by this robust and responsive transfer network.

Success can mean different things for different students. For those involved in the work of facilitating student mobility, it means that students are effectively supported in accessing post-secondary education, and as they move forward on their respective journeys. This report offers highlights on work carried out by BCCAT this past year, to support access, transfer, and mobility for BC's post-secondary learners.

45%
of bachelor graduates attend more than one BC public post-secondary institution.

(Source: Student Transitions Project)

400,000+
credits move with BC transfer students every year.

(Source: Central Data Warehouse/BCCAT)

(Source: BC Ministry of Advanced Education, Skills and Training)

54,000+
students move between BC public post-secondary institutions every year.

(Source: Student Transitions Project)

82.4%
of mobile students continue their studies or received a credential, (in 2016-17),surpassing the system retention target of 75%.

(Source: BC Ministry of Advanced Education, Skills and Training)

NOTE: The findings above represent substantial savings for mobile students who are able to transfer credits along their educational pathways—reducing tuition, living, and other associated expenses. For more information regarding the retention figure (82.4%), see www2.gov. bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/iapr/2016-17/2016-17_system_highlights_poster.pdf

[1] See bccat.ca/system for more information about the BC Transfer System.
[2] See page 14 for more information regarding BCCAT projects, and related research undertaken by the Student Transitions Project (STP) and the Central Data Warehouse (CDW).

DANIEL'S STORY: Education as a Process

Daniel Jacinto worked as a Co-Op Student/ Project Assistant for BCCAT from September 2017 to April 2018. Special thanks go to Daniel from all of us at BCCAT for his excellent work, and for the following testimonial.

The past few months I spent with BCCAT have been nothing short of amazing. From studying transfer data, to attending JAM, to presenting at Council, these experiences have helped me grow as a researcher-in-training and bridged the gap between my student experience and the often behind-the-scenes work that makes higher education possible for so many of us.

When I was doing my post-secondary search back in Grade 12, I had a (regrettably) one-track understanding of BC's post-secondary education system. I was vaguely aware of skills training and education options for those in the trades but as I saw it at the time, for anyone who preferred the academic route, the start was always high school, the end was always university. Any steps in between were just blips in that same old linear pathway.

And then I became a university student. All around me were people who didn't follow that route. Exchange students. Returning students. Continuing students. Transfer students. One of my friends transferred from the east for the Pacific West Coast vibe. Another transferred to a local college to pursue

an Associate Degree, which worked better for her than a four-year program. I was also shocked to find that one colleague was actually on her second Bachelor's Degree! *All of them agreed that the transfer process helped them get to where they are today.*

The complexity of these different pathways completely flipped my thinking: education isn't a progression from point A to point B—it's a process that is fluid, complex, dynamic, and individual.

At first, when friends asked about my co-op work, I was hesitant to tell them about BCCAT. As a direct-entry student, I had never heard of BCCAT before working here and thought it would sound as jargony and abstract to them as it did to me. Much to my surprise, though, many of them responded with "Oh! I used their site when I was transferring to university" or "They're the ones who run the Transfer Guide, right?" or better yet, "My usual seat on the train is actually under one of their ads."

These exchanges are a testament to the positive impact and broad reach of BCCAT's work. Its ongoing efforts to support mobility and transfer enable students of all backgrounds to make the most of the quality educational opportunities afforded to us here in BC. It has been an honour working with BCCAT and I eagerly look forward to taking these insights and experiences wherever my own educational pathway leads.

*Daniel Jacinto,
Co-Op Student
BCCAT Project Assistant
(2017-18)*

SUPPORTING Student Planning

BCCAT supports access to post-secondary opportunities by connecting students to resources that assist them in exploring and identifying the programs and transfer pathways that accommodate their particular needs and educational goals.

BC Transfer Guide

BCTransferGuide.ca is a vital tool for post-secondary planning. This resource delivers accurate and up-to-date transfer information on flexible options available in the BC Transfer System, to enable students to map out their own transfer pathways. The site currently lists over 210,000 guaranteed course-to-course agreements, all of which are dynamically updated through the Transfer Credit System (TCS). In addition, students can learn about additional transfer options, such as block transfer pathways or degree partnerships. Students, advisors, and others regularly confirm their satisfaction with the efficiency and reliability of this web resource for post-secondary planning.

Transfer Credit System (TCS)

Since 2005, BCCAT's Transfer Credit Evaluation System (TCES) has functioned as the central online application for creating and maintaining the transfer agreements that populate the BCTransferGuide.ca database. In February, BCCAT launched the new and improved Transfer Credit System (TCS). The TCS was built in collaboration with Campus Manitoba, which used BCCAT's old TCES as a model to construct a new transfer platform; in turn, that project eventually informed the development of BCCAT's new system. The modernized technologies underlying the TCS deliver more efficient and advanced tools for articulation construction and maintenance, and improve the consistency and accessibility of transfer information for student planning. The new TCS also adds functionality to support the internal processes of institutions, and to include inter-provincial and international transfer agreements in future. Feedback about the new system has been very positive as post-secondary partners have adapted to using the redeveloped platform.

Available at BCTransferGuide.ca:

210,000+
Course-to-Course Articulation Agreements

1,378
Block Transfer Agreements

52
Degree Partnerships

> "
> *The new TCS is wonderful. I equate it to Apple products. …Once you figure it out it is quite intuitive. Thanks for this amazing site.*
> "
>
> *– Laurel Macintosh, Student Records/ Transfer Credit, Camosun College – Lansdowne Campus*

EducationPlannerBC

BCCAT continues to work with the Ministry of Advanced Education, Skills and Training and the EducationPlannerBC Steering Committee to provide operational direction over EducationPlannerBC, the Province's common application and data movement system. BCCAT and BCcampus staff have worked closely with the EducationPlannerBC steering and standing committees to identify priorities to enable the onboarding of post-secondary institutions to planning, application, and transcript exchange services. BCCAT will continue this role in the upcoming year as EducationPlannerBC pursues transition to a non-profit society.
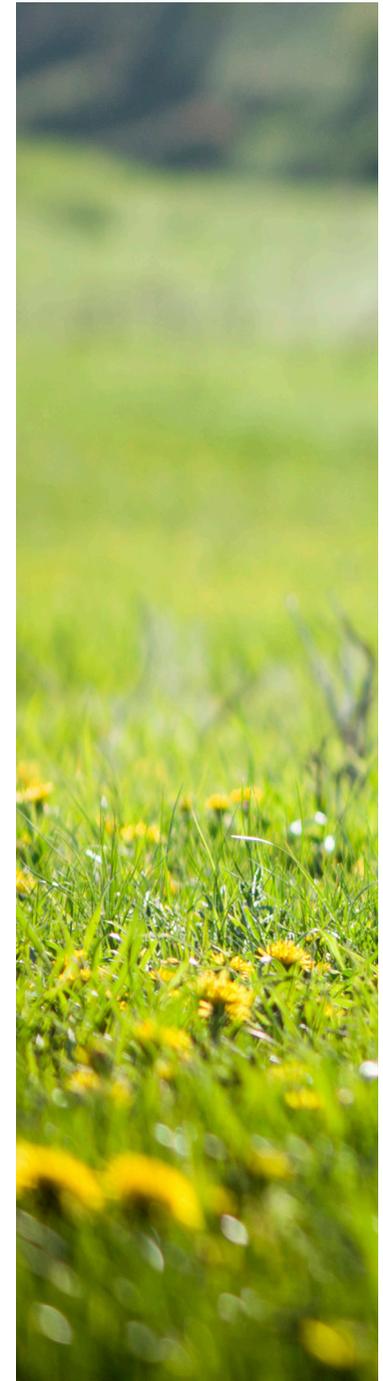
FACILITATING the BC Transfer System

BCCAT facilitates the BC Transfer System by supporting discussion and enquiry into emerging issues and developments, and by coordinating a dynamic transfer community dedicated to advancing access and mobility for BC's post-secondary students.

BC's Articulation Community

BC's 66 articulation committees are vital to the success of the BC Transfer System, playing an essential role in enabling transfer for BC students. These discipline-specific committees regularly collaborate and discuss transfer issues and initiatives in support of student mobility. The networking and relationship-building that grow out of these meetings foster the trust and goodwill that underpin the course-to-course transfer credit evaluation processes at each institution.

members of articulation committees and with BCCAT, ensuring a timely and an efficient delivery of transfer credit decisions, and a regular updating of the BC Transfer Guide. To build on these networks further, BCCAT has developed an "Articulation Community of Practice" workshop, providing orientation for faculty new to the articulation committee system, institution-specific data on recent student mobility, best practices in reviewing transfer credit requests, and updated resources.

BCCAT supports these committees with key resources and information[3], and by attending committee meetings whenever possible. And dedicated staff at each of the 38 member institutions within the BC Transfer System liaise with

Biology Articulation Committee
Thompson Rivers University
Kamloops, 2018

> *Our articulation committee brings together a diverse array of instructors from across the province – in person and online – to discuss and share ideas and common, emerging concerns. This collaboration is extremely valuable for instructors and for students.*
>
> – Dezene Huber, Chair, Biology Articulation Committee (outgoing)

[3] See bccat.ca/articulation for information and for access to articulation resources such as the 2018 edition of the Articulation Committee Companion and the How to Articulate handbook.

2017 JOINT ANNUAL MEETING (JAM)

Indigenization in the BC Post-Secondary System

Every year, BCCAT brings together members of the articulation community with admissions administrators and transfer practitioners to discuss emerging issues and to share best practices. At the 2017 JAM event, a panel discussion focused on the subject, "Indigenization in the BC Post-Secondary System". Panelists spoke about the challenges involved in the Indigenization process, as well as current and potential policies and processes for recommendation. Video clips from this session are available, along with other information, at bccat.ca/articulation/jam.

Pictured Above (L to R): Panelists for Discussion regarding "Indigenization in the BC Post-Secondary System":
John Chenoweth, Dean, Nicola Valley Institute of Technology;
Dianne Biin, Project Manager and Content Developer, Indigenous Project, BCcampus
(also Tsilhqot'in, Faculty, Indigenous Education and Community Connections, Camosun College);
Todd Ormiston, Chair, Indigenous Studies, Camosun College;
Verna Billy Minnabarriet (Panel Chair), Vice-President Academic and Strategic Partnerships, Nicola Valley Institution of Technology, and Chair of the Indigenous Adult and Higher Learning Association.[4] (Photo Credit: Daniel Jacinto)

> " In order to create understanding, we have to have that movement that includes non-Indigenous people. We have to be able to walk together. There's a saying in Tlingit that to walk with dignity, we have to walk with everyone. "
>
> – Todd Ormiston, Chair, Indigenous Studies, Camosun College

[4] www.iahla.ca

Transfer Innovation (TI) Projects

Every year, BCCAT TI project funding[5] enables articulation committees to develop flexible and innovative transfer arrangements among BC post-secondary institutions. These projects significantly improve transfer information and opportunities for BC's post-secondary students. Examples of recent TI projects:

- **Engineering First-Year Core Curriculum (Implementation)** – In an earlier project, the Engineering Articulation Committee developed a core curriculum; in its second project, the Committee has created a framework for implementing learning outcomes for this new core curriculum.

- **Tourism and Hospitality Management Core** – The Tourism Management and Hospitality Management Articulation Committees have developed common core program learning outcomes, to align with current requirements of industry and employers.

- **Adult Education Learning Outcomes and Course Transfer** – The Adult Education Articulation Committee recently launched a project focused on identifying core competencies and learning outcomes for facilitation and instructional skills in higher and adult education contexts, and on increasing the visibility of the existing transfer pathways.

Every year, BCCAT's TI project funding enables articulation committees to significantly improve transfer information and opportunities for BC's post-secondary students.

The ESL Articulation Committee at Work

The English as a Second Language (ESL) Committee is one of our many highly motivated and productive articulation committees. Currently, they are engaged in a TI project aimed at updating the EAP (English for Academic Purposes) outcomes in the ESL Articulation Guide[6] to provide a clearer and more accurate set of outcomes for the many EAP programs across the province. The project is expected to be finalized in summer 2018.

[5] For further information, see bccat.ca/articulation/projects
[6] bccat.ca/pubs/ESLguide17-18.pdf

Students with Lived Experience in Care

On November 30, 2017, the University of Victoria (UVic) hosted a discussion forum focused on support for post-secondary students with lived experience in care. Participants from across the BC post-secondary system attended, including representatives from institutions, BCCAT, the Ministry of Advanced Education, Skills and Training, and the Ministry of Children and Family Development. Two students, Ruby Barclay (a "Peer Support Navigator" at Vancouver Island University [VIU])[7] and Lilia Zaharieva (Child and Youth Care student and a recipient of UVic's "Youth in Care Award")[8] gave compelling presentations, underscoring the importance of paying attention to language and terminology, growing in awareness and combatting stereotypical thinking, and developing service models based on increased understanding and demonstrated, effective approaches.

BCCAT is committed to assisting post-secondary partners as we work together on addressing these important issues and strengthening system supports for these students.

Secondary to Post-Secondary Transitions

BCCAT continues to support BC Transfer System partners through dialogue and development regarding changes to BC's high school curriculum and graduation requirements.[9] BCCAT representatives participate on a post-secondary advisory committee and staff and Council members provide feedback and information as needed.

In order to facilitate articulation committee discussions regarding these changes and the implications for the post-secondary system, Ministry of Education representatives sent out information for distribution at meetings held through spring 2018. Staff also attended a symposium, "Developing Minds – Critical Thinking in Curriculum Transfer", hosted by Simon Fraser University, at which participants engaged in constructive dialogue between educational professionals and the public about the teaching of critical thinking as a core competency in the revised K-12 curriculum in BC.

BCCAT remains committed to supporting BC post-secondary partners through this process as institutions consider and implement admissions and curricular changes in relation to the implementation of the Learning Modernization initiative.

Students come with unique challenges as a result of in-care experience, and need support moving forward and navigating post-secondary.

- Ruby Barclay, VIU Peer Support Navigator, as cited at: news.viu.ca/vius-new-peer-support-navigator-removes-barriers-students

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[7] https://news.viu.ca/viu-tuition-waiver-student-researches-supports-former-youth-care
[8] www.uvic.ca/hsd/cyc/home/home/news/current/major-endowment-ensures-education-for-former-youth-in-care-students.php
[9] For more information, check out this "Implementation Guide" and "Summary of Changes" released by the Ministry of Education:
www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/graduation/graduation-implementation-guide.pdf and
www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/support/graduation/graduation-summary-of-changes.pdf

LEARNING about Post-Secondary Access and Mobility

BCCAT research examines key questions about student access, mobility, and success. These projects inform BCCAT and our post-secondary partners on the development of policies and processes, strengthening support for students as they move towards their educational goals.
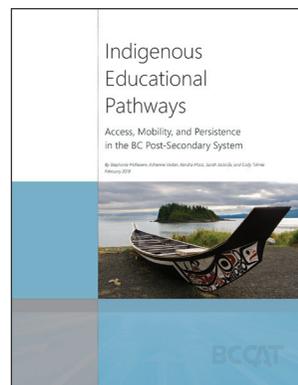
Indigenous Educational Pathways:

Access, Mobility, and Persistence in the BC Post-Secondary System

Indigenous learners face numerous challenges in accessing and persisting through their post-secondary journeys. A team led by Dr. Stephanie McKeown (UBC-Okanagan) investigated policies and practices supporting Indigenous students at public BC Transfer System institutions. This exploratory project also assessed data needs pertaining to the persistence and mobility of Indigenous students.

UBC-Okanagan student, Sidney Paul.
(Photo Credit: Darren Hull)

Being Seen, Being Counted:

Establishing Expanded Gender and Naming Declarations

This project arose from discussions with the BC Registrars' Association (BCRA), which sought to develop an informed position on the collection of gender-identity in the admission process. BCCAT contracted TransFocus Consulting to conduct research and consultation to recommend appropriate, respectful, and useful nomenclature for expanded gender declaration. The report has helped to facilitate BCRA's discussions and to inform key decisions going forward.

COMING SOON:

- **Admissions Policies for High School Non-Graduates** – a review of institutional policies and practices of admissions of high school non-graduates, to identify demographic and program characteristics of secondary school non-graduates at post-secondary institutions in BC.

- **Admissions Policies and Practices for Underrepresented Groups of Students** – an assessment of the policies and practices (e.g., institutional commitments and performance indicators) in the BC Transfer System institutions for admitting underrepresented (equity) groups of students; also includes an analysis of the sources and the availability of quantitative data on equity students, including for student transfer.

- **Surveying the Growth of Post-Degree Credentials** – an environmental scan of post-baccalaureate programs offered in BC to identify commonalities in the range of programming, analyze trends in program and student characteristics, and identify any related factors that influence transfer and student mobility.

> *This research project raised many interrelated issues that were carefully considered and balanced to arrive at a recommended option and methods. Eleven key issues were considered to differentiate costs and benefits across six possible data collection schemes. The recommended option balances inclusivity of both binary trans and non-binary students with ease of data management, high level of data applicability, [and] report-ability to government.*

- Read more at: bccat.ca/pubs/BeingSeen.pdf

57%

of students complete their credential in the same region in which they graduated from high school.
(Source: STP)

54,000+

students move between BC public post-secondary institutions every year.
(Source: STP)

400,000+

credits move with BC transfer students every year.
(Source: CDW/BCCAT)

NOTE: The number of recognized credits highlighted above is an estimate based on the Central Data Warehouse (CDW) transfer credit data (from 21 BC public post-secondary institutions) plus an estimated calculation of transfer credits brought to four non-CDW research universities (SFU, UBC, UNBC, UVic), as reported in *BC Transfer Students: Profile and Performance* (BCCAT, May 2015).

Links for more information:

- **BCCAT's 2017-18 Research Plan:** bccat.ca/research/plan

- **Central Data Warehouse (CDW):** www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/post-secondary-central-data-warehouse

- **Student Transitions Project (STP):** www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project

  o **Fast Facts (March 2018):**
  www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp_fast_facts.pdf

  o **STP Research Highlights: Post-Secondary Mobility (November 2017):**
  www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/psm-highlights.pdf

  o **STP Research Highlights (September 2017):**
  www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp_highlights.pdf

Total Mobile Students: 47,793 · 48,430 · 51,822 · 54,104 · 54,611 · 55,499 · 57,203 · 56,762 · 56,586 · 55,206 · 54,252

Institutions Awarding Bachelor's Degrees: 15 · 18 · 21 · 22 · 21 · 22 · 23 · 22 · 23 · 23 · 23

Mobility Rate: 18.3% · 18.0% · 18.8% · 18.9% · 18.2% · 18.1% · 18.3% · 18.1% · 17.8% · 17.2% · 16.7%

2005/2006 · 2006/2007 · 2007/2008 · 2008/2009 · 2009/2010 · 2010/2011 · 2011/2012 · 2012/2013 · 2013/2014 · 2014/2015 · 2015/2016
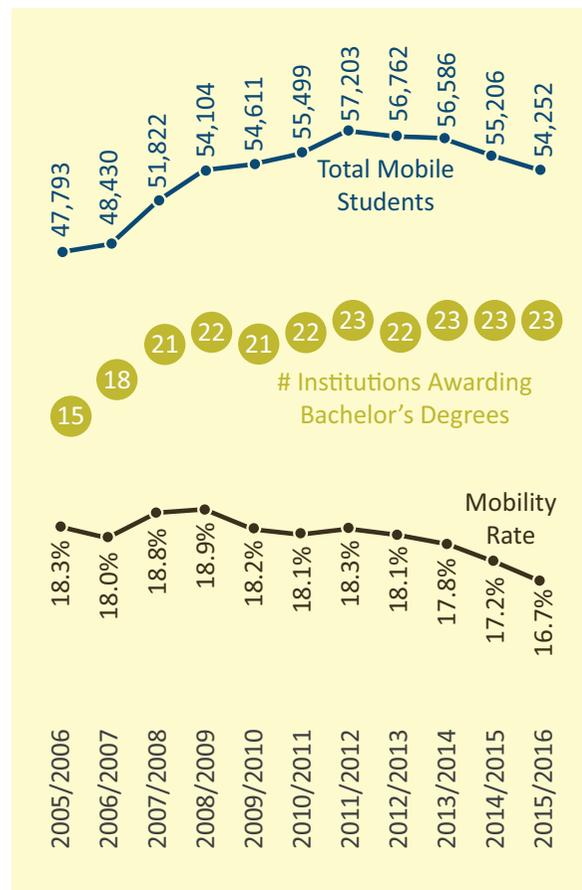
Student Mobility Trends in BC. (Source: STP)

COLLABORATING with Post-Secondary Partners

Indigenization: Pulling Together–Professional Learning Series

At the 2017 Joint Annual Meeting[10], Dianne Biin (Project Manager and Content Developer, Indigenization Project, BCcampus) shared the project's metaphor, based on an Indigenous methodology of storytelling. "Pulling Together: A Canoe Story" was developed by the Project Steering Committee as a way to describe the complexity of the project. The metaphor describes the principles and goals of the project and describes how post-secondary staff can work alongside Indigenous Peoples and communities to benefit and strengthen learning and teaching for all learners.

For the past year and a half, the Project Steering Committee and BCcampus have worked collaboratively to design open learning resources; writing teams of post-secondary educators and leaders are creating these resources to benefit and supplement post-secondary Indigenization across the province. They are anticipated to be released in the summer of 2018 and are sure to be especially welcome by post-secondary staff, including BC articulation committee members.

Collaboration is vital to the functioning of the BC Transfer System and the post-secondary system as a whole.[11] BC's students benefit from the strengths of this dynamic community as we continue to work together, addressing emerging issues with vision, commitment, and cooperation. This is what moves us forward, and this is how the transfer system continues to improve as new pathway opportunities are created. Through the ongoing efforts and dedication of many different individuals and groups working collaboratively, we clear the way for BC's diverse post-secondary learners to progress and succeed.

[10] See p.9 for more information about the 2017 Joint Annual Meeting (JAM). A link to Dianne's presentation is available at bccat.ca/articulation/jam
[11] See bccat.ca/system

> *The success of the first phase of the common first-year engineering core curriculum project was due in large part to Brian's collaborative approach to the needs of the receiving institutions.*

– Elroy Switlishoff, Engineering Instructor, Selkirk College

> *Ever since she began attending the ESL Steering Committee in 2004, [Tanis] has been a vocal, passionate, and thoughtful advocate for a broad spectrum of issues pertaining to the field of ESL in British Columbia.*

– Adrian Lipsett, Registrar & Director of Operations, Alexander College (and Co-Chair of the ESL Articulation Committee)
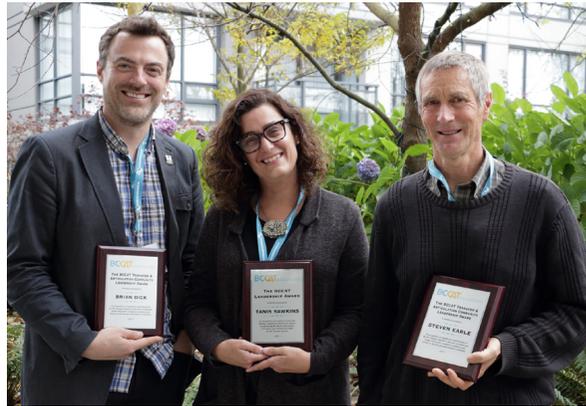
2017 BCCAT Transfer Award Recipients:

(as pictured, left to right)

Brian Dick
Professor and Chair, Dept. of Physics, Engineering, and Astronomy, Vancouver Island University

TRANSFER AND ARTICULATION COMMUNITY LEADERSHIP AWARD

Tanis Sawkins
Associate Director, Partnership Development Office, Vancouver Community College

LEADERSHIP AWARD

Steven Earle
Instructor, Earth Sciences, Thompson Rivers University – Open Learning

TRANSFER AND ARTICULATION COMMUNITY LEADERSHIP AWARD

Celebrating BC's Transfer System Leaders

The effective functioning of the BC Transfer System is due, primarily, to the remarkable vision, initiative, and dedication of individuals from across the post-secondary landscape who work to improve transfer and articulation in BC. Every year, BCCAT looks forward to celebrating BC's transfer "champions" and their respective contributions and achievements. Congratulations to the winners of the 2017 BCCAT Transfer Awards,[12] and thanks to all who participated in the process!

> *It takes incredible dedication to write useful annotated field guides, [and] arrange field trips to good localities. [Steve's] trips are simply the best we have had the chance to participate in and learn from… superb for team building.*

– Tark Hamilton, Instructor, Chemistry and Geoscience, Camosun College

[12] For further information see bccat.ca/system/awards and http://www.bccat.ca/pubs/2017_Awards_Program.pdf
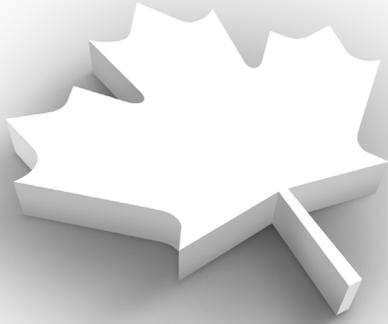
Inter-Provincial Transfer Partnerships

The story of BC's evolving transfer system underscores the importance of building trust and establishing collaborative relationships. These values and principles persist and extend beyond provincial borders as well.

BCCAT works together with many different post-secondary partners across Canada to support and advance inter-provincial transfer and mobility.

For several years, BCCAT has also been working with Western Canadian counterparts (a group known as "WestCAT") for mutual support and sharing of best practices. That initiative has led to increased collaboration and contributed to the development of BCCAT's new Transfer Credit System (TCS).[13]

Sustained and focused efforts have led to a growing momentum in inter-provincial collaboration in recent years, and this dedication was formalized in June 2017, when seven provincial credit transfer councils signed an expanded Memorandum of Agreement.[14]

In recent years, as the mandate and role of the Pan-Canadian Consortium on Admissions and Transfer (PCCAT)[15] has developed, PCCAT has come to serve an integrating function, drawing together Canada's jurisdictional transfer councils and post-secondary institutions in a more deliberate and coordinated way. The incorporation of PCCAT as a non-profit society has also enabled greater collaboration with other Canadian post-secondary organizations such as the Association of Registrars of the Universities and Colleges of Canada (ARUCC).

The ARUCC Groningen Student Mobility[16] project is a national initiative aimed at enhancing student data exchange in Canada and beyond. The project seeks to improve the mobility of students across Canada and internationally by facilitating and supporting a pan-Canadian electronic data exchange network for institutions and students.

These collaborations, together with BCCAT's ongoing facilitation of the BC Transfer System, research coordination, and student planning support, all work to clear the way for students seeking flexible options for their educational journeys.

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[13] See p.6 for more information about the TCS.
[14] See bccat.ca/about/news/mou
[15] See www.pccatweb.org for more information, including a link to http://pccatweb.org/media/1340/story-of-pccat-infographic.pdf
[16] See www.arucc.ca/en/resources/task-force-groningen.html

Jim Hamilton

Thanks from BCCAT!

As BCCAT approaches its 30th anniversary in 2019, the BC Transfer System is continuing to thrive through the ongoing, extensive collaboration of faculty and staff at member institutions on behalf of students. Enhanced and expanded transfer technologies, flexible learner pathways, and system-focused research over the past year have produced efficiencies for institutions and greater accessibility and mobility for students.

On behalf of Council, its committees, and the hard-working BCCAT staff team, thank you for participating in and facilitating the collective success of the BC Transfer System.

Robert Fleming, BCCAT Executive Director and Co-Chair and
Jim Hamilton, President, Okanagan College and BCCAT Co-Chair.

Robert Fleming

BCCAT Staff Team (left to right): Meg Stainsby (Director, Transfer and Articulation); Jennifer Kook (Administration and Technology Support Coordinator); Robert Adamoski (Director, Research and Admissions); Mike Winsemann (Director, Information Technology); Robert Fleming (Executive Director and Co-Chair); Ruth Erskine (Committee Coordinator); Anna Tikina (Research Officer); and Valerie Yorkston (Executive Assistant to the Council and Communications Coordinator). Photo Credit: Mikki Herbold.

Links for easy reference:

- **Council:** bccat.ca/about/council

- **Committees:** bccat.ca/about/committees

- **BCCAT Staff Team:** bccat.ca/about/work

- **BC Transfer System:** bccat.ca/system/psec

- **Articulation:** bccat.ca/articulation

- **Joint Annual Meeting (JAM):** bccat.ca/articulation/jam

- **2017-18 Research Plan:** bccat.ca/research/plan

- **Engage e-Newsletters:** Subscribe at bccat.ca/about/communications/engage

- **BCCAT Annual Reviews:** bccat.ca/about/annualreview