

BCCAT 2019-20 ANNUAL REVIEW

# TRANSFER STORIES

SUPPORTING STUDENT  
JOURNEYS



Check out [BCCAT's 30th anniversary commemorative video](#) to hear reflections from students and others about their experiences of transfer in BC.

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*BCCAT and the BC Transfer System were conceived as a way to go from a college program to one of the research universities to finish off a degree. Now it's much more than that. It's a way for students who may need to relocate for work, may have family issues, or may simply want to study at more than one institution at more than one program.*

- James Gifford (Professor of English, Fairleigh-Dickinson University)

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The individual stories highlighted throughout this report are presented in our "Friends of BCCAT" series and in a number of video clips due for release in the coming months.

Check out the BCCAT website to read or view more!

Friends of BCCAT: [bccat.ca/system/history/friends](http://bccat.ca/system/history/friends)

Videos: [bccat.ca/about/news](http://bccat.ca/about/news)

COVER IMAGE: Photo Credit: Elton Huber, Eyes Multimedia.  
Pictured: Searaj Alam (transfer student) at UBC's Sauder School of Business.

# INTRODUCTION

## What the Stories Tell Us

This past year began with celebration as BCCAT launched a year-long commemoration of the Council's 30-year history overseeing the BC Transfer System. This milestone presented the opportunity to share stories and reflections on the early days of transfer in BC as well as key changes in the post-secondary landscape leading to the system as we know it today. The common denominator throughout has been the remarkable resilience and adaptability of BC's transfer community, and the resulting benefits for BC's post-secondary students.

The stories of students, faculty, professional staff, and others have been instructive and illuminating, shining a light on the necessity for flexible pathway options to support student access, mobility and success. These stories also have underscored the reality that it takes a responsive and collaborative network to make these pathways possible.

Whatever the circumstances — life events, financial or geographical constraints, changes in education or career goals, and even major global disruptions--a transfer community that works together to address challenges and mitigate barriers enables students to persevere throughout their post-secondary journeys.

Against the backdrop of these stories, this Annual Review will look at the various ways that BCCAT continues to work with system partners to enable students to keep moving towards their educational goals.



## COVID-19 and BCCAT System Support

The story of BCCAT and the BC Transfer System continues as, together, we face the COVID-19 crisis and the challenges it presents for both students and institutions. BCCAT recognizes the extraordinary efforts of BC Transfer System members to adapt policies and practices to support current and incoming students, and to minimize the impact of the COVID-19 pandemic on their educational experiences. BCCAT has been providing system support in a variety of ways, as outlined in this [summary document](#). Also see [bccat.ca/systemnews](https://bccat.ca/systemnews) for updates from post-secondary institutions and professional bodies addressing educational matters related to COVID-19.



## TRANSFER STORIES

### Lane Trotter

President & CEO, Langara College,  
and former transfer student.

“ Students can come to a college, save a lot of money, spend two years with us, then transfer and do two more years and get their credential at a university as if they had done it there from the start. That’s what our transfer system allows them to do, and it does it so it’s seamless. ”

Lane Trotter is well acquainted with the value that post-secondary transfer affords for students. His own transfer story began as a teen living in a small northern BC town. The transition from high school to UBC came as a bit of a shock, and he admits to having “lost” that first year of his academic journey.

Nevertheless, Lane acknowledges that the experience taught him much, and he was able to return home to refocus to spend “two amazing years” at the College of New Caledonia. He then transferred to the University of Victoria where he earned a bachelor’s degree in political theory and a master’s degree in public administration. (He later earned a doctorate in educational leadership at Simon Fraser University.)

As President of Langara College, Lane is an enthusiastic advocate for transfer and mobility. On average, over 2300 students transfer from Langara to post-secondary institutions every year, including UBC, SFU, and BCIT. In his view, there is no doubt that the availability of transfer pathways made it possible for him to reach his own educational and career goals, and he makes it a high priority to support and enable transfer and mobility for others.

While Lane’s transfer experience occurred 32 years ago, before the BC Transfer Guide went online, he appreciates the flexibility afforded to him by the BC Transfer System. More recently, he was able to recommend a transfer route to his son, who started at a Lower Mainland college and transferred to Simon Fraser University.

Check out the BCCAT website for more about this and other video stories coming soon. Also see more about Lane’s story at: <https://www.straight.com/news/1322411/langara-president-and-ceo-lane-trotter-succeeds-vision-head-canadas-top-pathways>

“ Without the transfer system, I’m pretty sure I wouldn’t be where I am today. ”

# THE BC TRANSFER SYSTEM

## Facilitating BC's Transfer Community

### The Essential Role of Articulation Committees

BC's 65 discipline-specific articulation committees play an essential role in the BC Transfer System. These committees meet regularly to discuss curriculum and articulation-related issues. The discussions and the resulting connections help to foster the collaboration, respect, and mutual understanding required to address challenges and improve transfer opportunities for students.

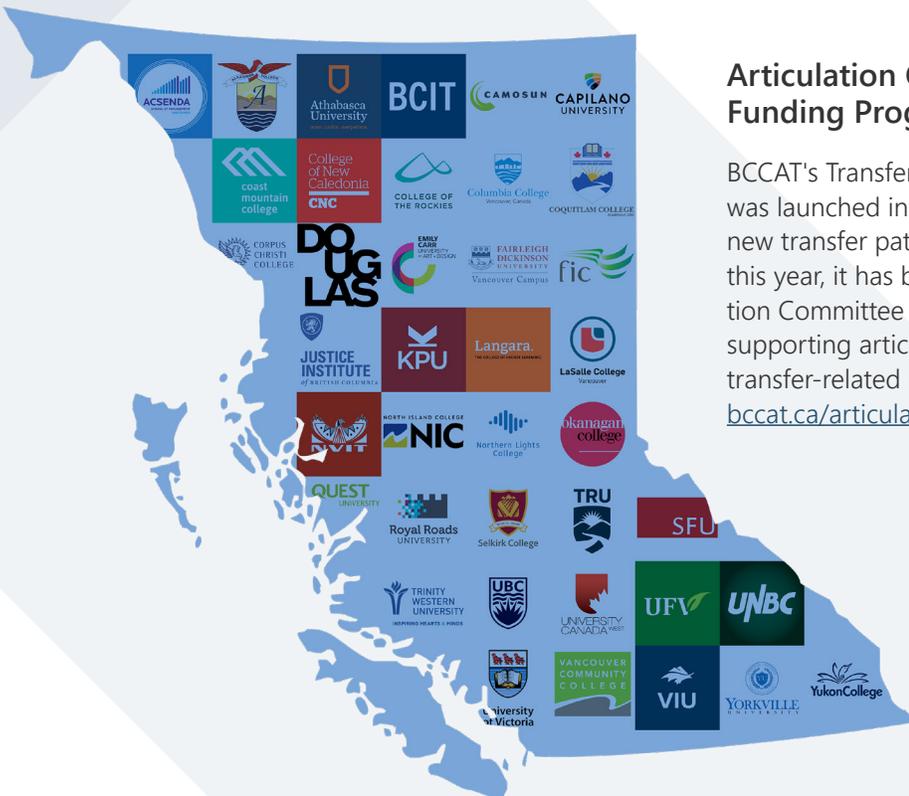


*A real strength of articulation and transfer in BC is the provincial discipline-based articulation committees ...If those colleagues across institutions can agree, we have a system that works for everybody.*

- Diane Naugler (Dean of Business & Applied Studies, North Island College)

*That is really where the magic of BCCAT happens: the experts get together in a room and they talk about their course content and what the student's going to be able to do, and what level of rigour to expect.*

- Kathy Denton (President & CEO, Douglas College)



### Articulation Committee Project (ACP) Funding Program

BCCAT's Transfer Innovations (TI) funding program was launched in 2000 to support the creation of new transfer pathways. After a thorough review this year, it has been relaunched as the Articulation Committee Project (ACP) funding program, supporting articulation committees' research on transfer-related issues. Details are available at [bccat.ca/articulation/projects](http://bccat.ca/articulation/projects).

## 2019 Joint Annual Meeting

Every year, the Joint Annual Meeting (JAM) brings together BC post-secondary faculty and administrators, along with transfer partners from other Canadian jurisdictions, to discuss articulation and transfer issues and developments.

At the 2019 JAM event, the theme was “Diversity and Flexibility in the BC Transfer System”. The keynote speaker, Dianne Biin (then Indigenization Coordinator, Camosun College) spoke on “Indigenizing the Curriculum in the Post-Secondary System”.

A special message was delivered on behalf of the Hon. Melanie Mark (Minister of Advanced Education, Skills and Training) focusing on the valuable work of articulation committees in supporting access and mobility for students. Participants also joined in the culmination of BCCAT’s 30th anniversary celebrations, sharing reflections on BC’s extraordinary transfer story and the road ahead. See [bccat.ca/articulation/jam](http://bccat.ca/articulation/jam) for more information, including presentations and video highlights.

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*BCCAT is what really makes the BC post-secondary system a system as opposed to simply a whole bunch of separate, independent institutions.*

- Martin Gerson (Vice-President Academic & Provost Emeritus, Langara College)

*To build trust and respect, you need to know each other. You need to be able to talk to the people who are delivering those courses at other institutions.*

- Julie Longo (Dean of Arts, Langara College)

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LEFT: Jim Hamilton (President, Okanagan College & BCCAT Co-Chair) and Frank Gelin (BCCAT Executive Director Emeritus) cut the celebratory cake.

RIGHT: Jennifer Kook (BCCAT Technology Services Manager) asks a question.



LEFT: (L to R) Kathleen Haggith (Dean, Health & Human Services, North Island College-NIC), Diane Naugler (Dean of Business and Applied Studies, NIC, and 2019 JAM MC), Diana Fearn (Evaluations/Student Records, Student Services, NIC), Lori Tulloch (Dept. Chair & Instructor, Early Childhood Care Education, NIC), and Jen Wrye (Instructor, Humanities & Social Sciences, NIC).



(L to R) Mike Winsemann (Director of Transfer & Technology, BCCAT), Yvette Munro (Executive Director, Ontario Council on Articulation and Transfer-ONCAT), Andrew Wilson (Director of Transfer & Technology, ONCAT), Robert Fleming (Executive Director & Co-Chair, BCCAT), Ruth Blades (Operations Manager, Nova Scotia Council on Admission and Transfer-NSCAT), and Robert Adamoski (Director of Admissions & Research, BCCAT).

Photo Credit: Elton Huber, Eyes Multimedia.



## TRANSFER STORIES

### James Gifford

Professor of English, Fairleigh Dickinson University; also a current member of BCCAT's Transfer & Articulation Committee, and a former transfer student.

“ For me, [the BC Transfer System] is personal. It's not only that my undergraduate degree was atypical, but that [transfer] made it possible for me to do that, and for me to surprise myself by going on and now being in higher education. ”

James first came to know about transfer as a student. He describes his post-secondary journey as atypical. As a small town boy and a first-generation student with many different interests and no clear guidance as to what he was “supposed” to do, he forged a fairly complex route in pursuit of his credentials.

He began at Simon Fraser University, first in Sciences, then moving to English and Education. He then heard about a brand new Music program at Kwantlen University College (now Kwantlen Polytechnic University), and enrolled in the first year of the program. He was able to transfer his credits from SFU to Kwantlen without having to repeat first-year English Composition.

James was then able to transfer his music credits back to SFU to finish his degree. Next, he decided to audition at the University of British Columbia, and became the first student to transfer from Kwantlen to UBC's music school. As James puts it, the BC Transfer System “saved my bacon”.

He capped this off with a PhD at the University of Alberta and post-doctoral studies at the University of Victoria. And he continues as a lifelong learner today.

James has noticed that transfer in BC has become much more normative over the years; mobility options are more important than ever for students with a wide variety of interests, needs, and demands on their futures.

James ends his story with a poignant memory, reinforcing the primacy of education throughout his personal experience. Recently, when attending an English Articulation Committee meeting, he was able to return to his first home in Terrace where he had been welcomed by his adoptive parents years ago. When decided to search for his childhood home and was astonished to find that it is now the site of a college that had been built there in 1975, the year he left.

“ Without BCCAT I might not have finished my undergraduate degree. ”

# INFORMATION SERVICES

Delivering Technology and Resources

## BCTransferGuide.ca

The [BC Transfer Guide](#) website is an integral online resource that supports access and mobility for students within and outside BC. It offers extensive information on a wide range of transfer pathway options, enabling post-secondary planning through BC's transfer system. This website continues to draw new users as students explore their transfer options. This year, the site attracted 560,491 active engagement sessions and 286,064 new users.

## FAST FACTS

**560,491**

Active Engagement Sessions

**286,064**

New Users

**229,024**

Course-to-Course (C2C) BC Transfer System Agreements

**57,427**

C2C Agreements with Non-BC Institutions

**1,410**

Block Transfer Agreements

**202**

Degree Partnerships Agreements

After an external review in 2019, the site has undergone the first phase of enhancements to improve navigability, usability of the search tools, and overall communication. Plans are underway for the next phase of enhancements, which will include an additional search tool allowing students to search transfer agreements between BC post-secondary institutions and national and international partners. The site will also include an improved helpdesk to field enquiries from students and institutional users within and beyond BC.



# TRANSFER STORIES



**Ashley Ives**

Ashley completed an Associate Degree in Science at Kwantlen Polytechnic University. Through the process she decided her primary interest was in biology. She explored her options and transferred to a Bachelor of Science program at Simon Fraser University.

*With the BC Transfer Guide, I was able to find which courses transfer to different institutions, all in one very condensed resource.*



**Kaelan Stainsby**

Kaelan completed an Associate Degree in Psychology at Langara College. He then transferred to Simon Fraser University where he recently completed his Bachelor of Business Administration with a joint major in Business and Psychology.

*I found it really easy to use the [BC Transfer Guide] platform. For me, it laid out quite nicely all the options I had and I was able to take that data to make my own lists of what I needed to complete in order to reach my goals.*



**Searaj Alam**

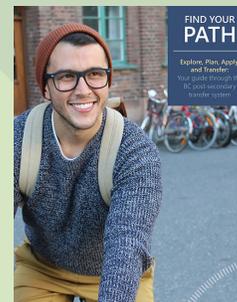
Like many students, it took a while for Searaj to find the pathway that worked best for him. He began his journey at Douglas College where he studied biology. Realizing that it was “not for me”, he then tried engineering. He eventually decided on business and was able to transfer to UBC’s Sauder School of Business for a Bachelor of Commerce degree in Business Technology Management. Today, he is growing his own social media business.

*Without the Transfer Guide, it would be a guessing game... The benefit of transfer for students is the momentum to keep moving forward in their education.*



## Resources and Outreach

BCCAT provides system resources for information, communication, and training purposes. Check out the “Media Toolkit” at [bccat.ca/about/news](http://bccat.ca/about/news) for access to a range of materials, including the “Find Your Path” viewbook, postcards, bookmarks, and more!





## TRANSFER STORIES

### Jerry Mundi

Regional Coordinator, BC Council for International Cooperation, and former transfer student.



*Having the ability to transfer straight from college to university in order to complete a degree allowed me to take that next step, and get into a job that actually feeds my passion and is more meaningful work and more financially sustainable for our family.*



After almost 20 years as a business owner, Jerry started to reflect on his life direction. He began to explore options for a new career, recognizing that he and his family would remain rooted in the Comox Valley area for years to come.

As he searched, he realized that he was clearly drawn to the idea of working in Human Services. He decided to undertake the two-year Social Service diploma program at North Island College (NIC), where he had studied years before. He found the experience rewarding and empowering; the college was welcoming and supportive, and there was a clear sense of community and engagement. Through the process, he became involved in a number of different committees, including the Curriculum Committee, the Education Council, and the Board of Governors, and found that he was increasingly invested in supporting and participating in the college community.

As he neared the end of his program, he decided to build on his diploma. He found that, through a block transfer agreement, he was able to transfer his credits from the NIC Social Service Diploma into the University of Victoria's Bachelor of Social Work program in Human and Social Development. This meant he was able to enter the UVic program in the third year, saving considerable time and money. Additionally, using the BC Transfer Guide, he was able to identify a few courses at NIC (to count towards the completion of his credential at UVic) which he was able to do concurrently with his UVic courses, saving further time and money.

Jerry notes that he felt very supported by the staff and faculty throughout his time at NIC, and also by those at UVic who helped him through the transfer planning process. Speaking from experience, he believes it's very important that people have the flexibility to change directions to pursue the programs and career paths that work best for them.



*Understanding that the block transfer was possible, that transferring courses was possible, and having explored that in the BC Transfer Guide, I got a real clear sense that there was an easy path.*



## Transfer Credit System (TCS)

The Transfer Credit System (TCS) underlies the BC Transfer Guide database of formal transfer agreements. Following a pilot study with UBC to bring previously unlisted agreements into the TCS, the system database continues to expand as we add course-to-course agreements from post-secondary institutions nationwide and internationally.

Ultimately, [BCTransferGuide.ca](https://www.bctransferguide.ca) will serve as a global transfer guide, providing a publicly available, searchable database of transfer agreements between BC institutions and institutions around the world. As a result, both BC and non-BC students will be able to explore post-secondary opportunities in BC.

To date, agreements at Douglas College, the University of Northern BC, and Okanagan College have all been included. Meanwhile, the process of including agreements from Coast Mountain College, the University of the Fraser Valley, and Vancouver Island University is currently in progress.

Meanwhile, BCCAT is involved with discussions with other Canadian jurisdictions focused on sharing and leveraging technologies and transfer information, supporting mobility within and across borders. Work is underway to develop an improved version of the TCS (referred to as "TCS Atomic") to allow for more effective data management and efficient workflows. These enhancements are all designed to ensure efficiency, accuracy, and transparency of transfer agreements for those seeking transfer information on the [BCTransferGuide.ca](https://www.bctransferguide.ca) website.

### ONBOARDED



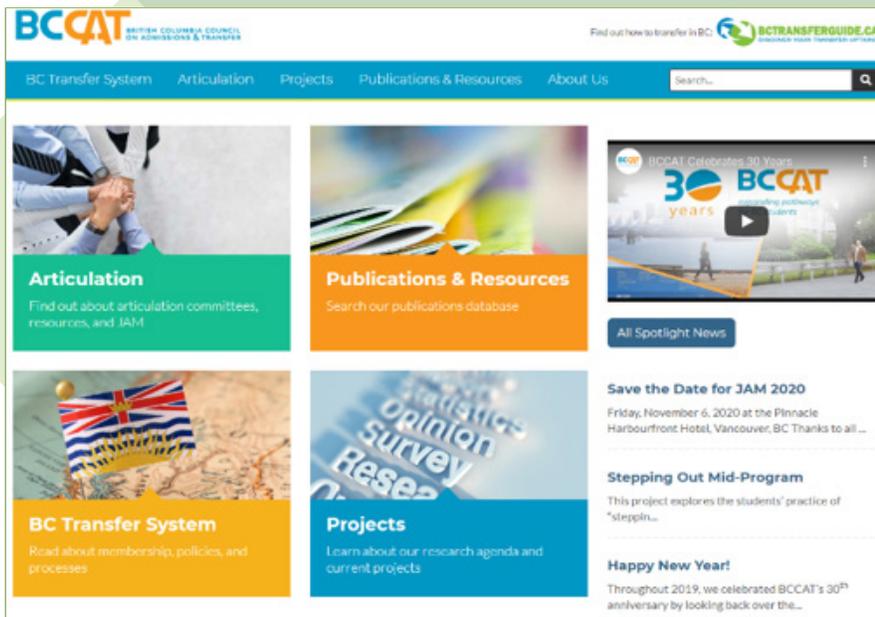
### IN PROGRESS



## Articulation Projects

**Articulation Maintenance:** BCCAT is providing information to articulation committees regarding transfer agreements that have not been reviewed in ten or more years, to determine if re-articulation is necessary. This review will help to increase the currency and accuracy of articulations in the BC Transfer Guide.

**Unarticulated Courses:** BCCAT recently published [a report](#) on research looking into the extent of unarticulated courses available at BC Transfer System member institutions, and courses that are articulated at different year levels. The results of the research showed that 46% of currently available courses were not articulated within the BC Transfer Guide. Additionally, 23% of transferrable courses in the BC Transfer Guide were articulated across different year levels. BCCAT will distribute the report to raise awareness of unarticulated courses across the BC Transfer System.



## BCCAT.ca

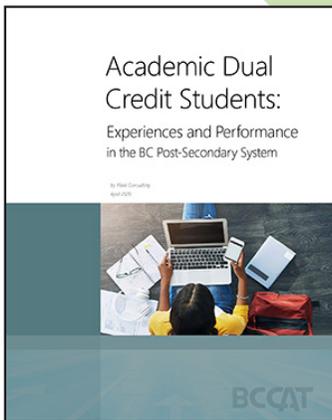
BCCAT.ca features a new design and layout, and offers a significantly improved search function allowing users to explore BCCAT's extensive range of publications. Articulation committees will also be better able to access and manage committee meeting information and committee-related publications and resources.

## RESEARCH

### Learning about Mobility and Transfer

Research is a major component of BCCAT's mandate and an integral part of the evolving story of transfer in BC. The Council's research agenda focuses on key questions to help us better understand BC's changing post-secondary environment.

What we learn from these studies helps to inform and support institutional planning, procedures, and policies. As a result, this research serves to enhance educational opportunities and experiences for BC post-secondary students. Overviews of recent projects are provided below.



#### Academic Dual Credit Students

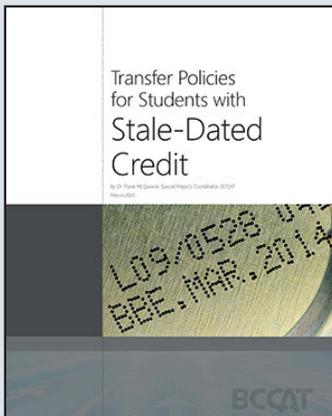
A study building on a 2017 project that looked at dual credit programs at four BC post-secondary institutions. This study focuses on the experiences and performance of Academic Dual Credit (ADC) students, utilizing provincWial and institutional data, survey responses from over 700 current and former ADC students, and interviews with key personnel.

Comments from survey respondents:

*"I gained a lot of lab experience going into my first year of university as a science student, as opposed to other students who did not have the same lab experience and were lost and confused in labs."*

*"Taking Dual Credit course(s) helped me for university, and being involved in a Dual Credit program was the best educational decision that I made."*

[REPORT](#)



#### Transfer Policies for Students with Stale-Dated Credit

An assessment of the policies and practices related to stale-dated credit at the 39 BC Transfer System member institutions, and recommendations for best practices.

*"Just over half of BC Transfer System member institutions have institution-level or program-level policies relating to stale-dated credit. Interestingly, though, more institutions had policies relating to stale-dated transfer credit than policies relating to stale-dated credit earned at the same institution."*

[REPORT](#)

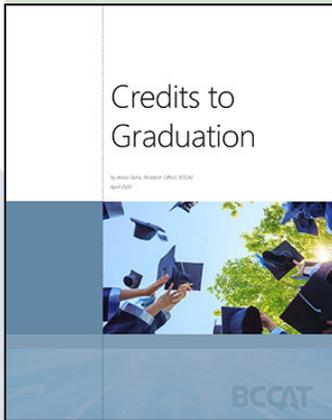
To learn more about BCCAT research and current projects, see [bccat.ca/projects/research](https://bccat.ca/projects/research) and [bccat.ca/projects](https://bccat.ca/projects). Publications are available at [bccat.ca/search/publications](https://bccat.ca/search/publications).

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*As the transfer system expanded, the Council embarked upon a comprehensive plan of evidence-based research to identify what was working well and what needed improvement. The results of that led to constructive enhancements to many facets of the credit transfer system, and provided evidence of its effectiveness.*

– Frank Gelin, Executive Director Emeritus, BCCAT

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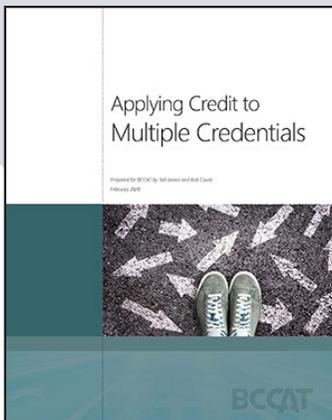


### Credits to Graduation

A study comparing the total number of credits completed to obtain a baccalaureate degree by transfer students and by students admitted directly from high school at several large public universities in BC.

*"Transfer in BC does not appear to add significant barriers on the pathways to a bachelor's degree...While [transfer students] graduated with a somewhat higher number of credits than the direct entry students, the overall small difference reflects a high alignment of articulated courses."*

[REPORT & SUMMARY](#)



### Applying Credit to Multiple Credentials

An examination of situations where students seek to apply credits to multiple credentials that are "lateral" (e.g. where a student with a diploma completes a second diploma) or "reverse" (e.g. where a student with a social work degree seeks to earn a certificate in addictions).

*"The goal of this research project was to support the development of policy and practices that strike a defensible balance allowing flexibility and portability while still maintaining the integrity of each credential, and communicating to stakeholders the amount of new learning in the second credential."*

[REPORT](#)

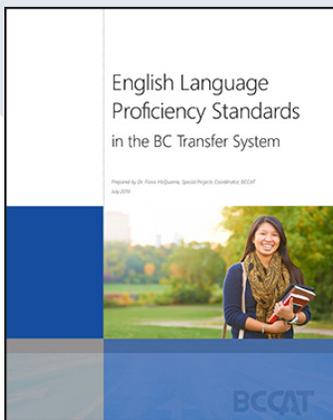


## Stepping Out

An examination of mid-program transfer patterns of BC post-secondary students that “step out”, seeking to earn transfer credits at another (“host”) institution, while continuing in a program at their first (“home”) institution.

*“Of the 21,590 students in the analysis cohort, just over 11% stepped out. Stepping out was more common for domestic students than international, and more common for female than male students.”*

[REPORT](#)



## English Language Proficiency Standards

A review and comparison of the English language tests and proficiency standards used by BC Transfer System member institutions in their admissions processes.

*“There are five standardized tests accepted as measures of English-language proficiency for admission to more than half of BCTS member institutions. This study compares the acceptable minimum marks or grades on each of these tests across institutions.”*

*“Thirty-five BCTS member institutions (90%) offer English upgrading or preparatory programs to applicants who do not meet the institution’s English-language proficiency requirement for admission.”*

[REPORT](#)



## Block Transfer Agreements

A study looking at the implementation and communication of block transfer agreements at BC Transfer System institutions.

*“Data availability and quality issues should be addressed at both the institutional and system levels, and additional quantitative research will allow us to better understand, improve, and promote this important mechanism for student transfer and mobility.”*

[REPORT](#)



## TRANSFER STORIES

### Lesley Andres

Professor of Higher Education, University of British Columbia, and long-time contributor to BCCAT research. Lesley also served as a member of BCCAT's Council and as a member of BCCAT's Research Committee.



*Results from the 'Paths on Life's Way' study demonstrate how the articulated, seamless BC post-secondary system – a system that is fostered through the many activities of BCCAT – encourages and enhances post-secondary participation and completion.*



Lesley began her vocation in educational research by embarking on a career-long project sponsored by BCCAT. The Paths on Life's Way study, which spans 28 years of data, is unique in Canada and continues to highlight the importance of taking the "long view" when considering issues of post-secondary access, participation, transfer, and completion.

The outcomes of Lesley's research resonates with other BCCAT research findings. Mobile students are often successful in following planned pathways to their desired educational outcome, but many others revise or re-focus that destination, or find their path is extended or delayed by external factors such as employment, health or family. BC's mature credit transfer system supports BC students through the many changes we all experience in life.



Read more about Lesley's story:  
[bccat.ca/system/history/friends](https://bccat.ca/system/history/friends)

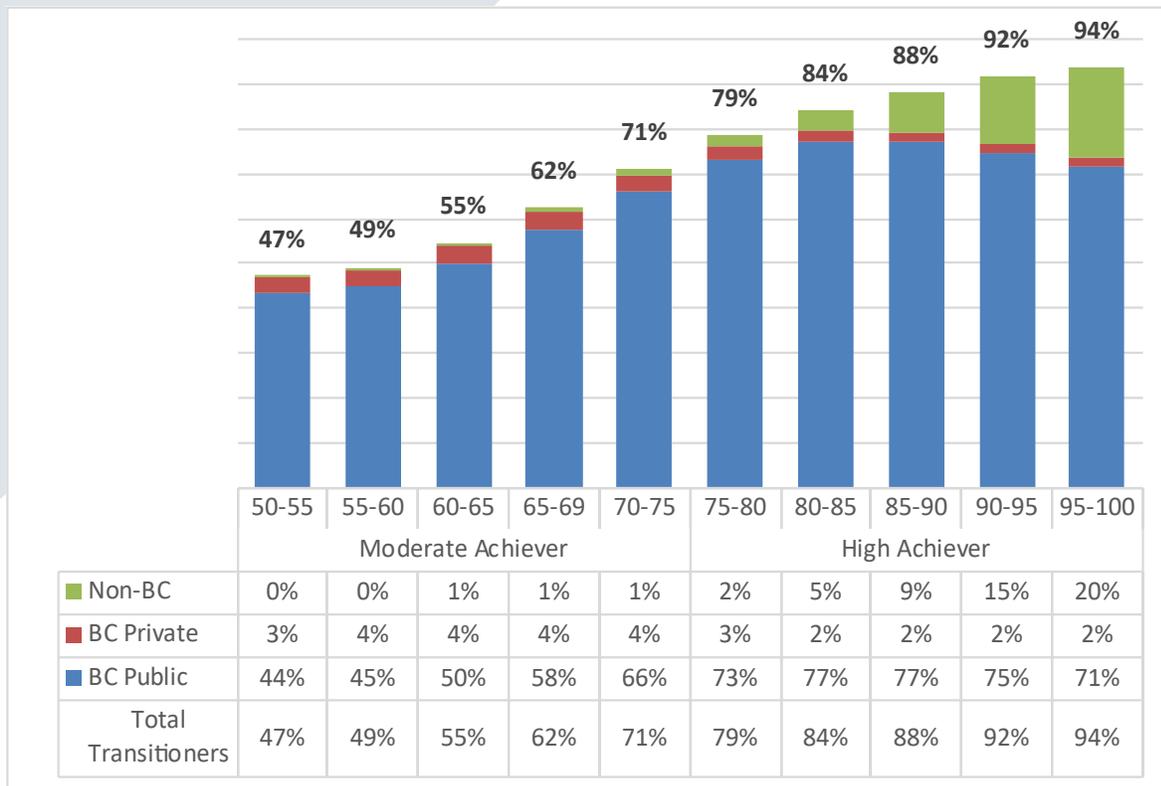
# Student Transitions Project

Since 2005, BCCAT has worked closely with the [Student Transitions Project \(STP\)](#), BC's collaborative system-wide research initiative that tracks student mobility from secondary to post-secondary education and between public post-secondary institutions. Over the years, STP research has answered important questions, contributing much to our understanding of student mobility in the BC post-secondary system. An example of the kinds of questions STP data can help to explore is provided below.

## Do academic qualifications affect where students enroll - BC public, BC private or non-BC institutions?

High school academic performance makes a difference in where students enroll for post-secondary education. The figure below shows that students enroll in non-BC institutions tend to be those with high academic qualifications, whereas students who enroll in BC private institutions tend to have lower academic qualifications. Immediate-entry, as well as students who delayed their transition into post-secondary education by up to three years are included.

Overall transition rates into post-secondary education, by GPA and post-secondary destination - BC public, BC private or non-BC post-secondary institutions (BC Grade 12 Graduates of 2001/02 to 2014/15)



Source:

STP Research Results: Student Transitions into BC Public, BC Private and Non-BC Institutions, May 7, 2020, Page 20, Figure 6, [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp2018\\_transitions\\_beyond\\_bc\\_public\\_bc\\_private\\_and\\_non-bc\\_institutions.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp2018_transitions_beyond_bc_public_bc_private_and_non-bc_institutions.pdf)

## POST-SECONDARY PARTNERS

### Making Pathways Possible

#### BCCAT Transfer Awards

*UBC's Transfer Search Pilot Project: A Success Story*

The BCCAT Transfer Awards recognize individuals or groups who have demonstrated exemplary leadership in the BC post-secondary system by engaging in activities that have made a significant and valuable contribution to the transfer community.

In 2019, Debbie Lin and the UBC Student Communications Team were presented with the Leadership Award, in acknowledgement of the vision, collaboration, and sheer hard work that went into creating UBC's new Transfer Credit Search Tool.<sup>1</sup>

The first of its kind in BC, this tool makes more than 50,000 equivalencies from over 600 institutions publicly available on UBC's website. It allows users to search for transfer credits at UBC from courses completed within BC and across the rest of Canada, the US, and abroad. This project has led the way for BCCAT to work with other institutions on similar collaborative technology projects.

The addition and collection of transfer agreements with post-secondary institutions outside BC in the centralized Transfer Credit System is a significant gain for all the members of the BC Transfer System, who in turn now have access to transfer information from their colleagues in the BCTS to make more efficient and consistent assessments of the work that is being done in other jurisdictions, nationally and internationally. This allows us to meaningfully deepen and broaden our support of student mobility and student access.

<sup>1</sup> For more information about UBC's project and the 2019 awardees, see [bccat.ca/about/awards/2019](http://bccat.ca/about/awards/2019)

The story of transfer in BC continues as we expand our activities with post-secondary partners, to advance student access and mobility within and beyond BC. BCCAT works with institutional partners, sector groups, and organizations within BC and across Canada and the world, to share and leverage resources, and to explore key areas for collaboration.



Pictured above (left to right): Pat Siggers (Project Lead), Debbie Lin (Manager, Transfer Credit, Undergraduate Admissions), and Jon Tsang (Project Lead).



*When Debbie Lin assumed the role of Manager, Transfer Credit in early 2018, she made this her priority. She was a tireless champion of the project. The final online search tool is the result of and exemplifies true collaboration between Debbie, UBC Student Communications Services, BCCAT, and numerous stakeholders across both UBC campuses.*

- Sam Saini, Associate Registrar, Undergraduate Admissions and Student Recruitment & Advising, UBC Enrolment Services

## Inter-Provincial, National and International Activities

BCCAT continues to collaborate with other provincial jurisdictions that are developing and advancing their own transfer systems.<sup>2</sup> BCCAT is an active member of the Pan-Canadian Consortium on Admissions and Transfer (PCCAT)<sup>3</sup> and CATCan, a network of Canadian “CATs” (BCCAT’s counterparts in other provincial jurisdictions). In recent years, collaborations on key transfer projects have gained momentum with a focus on developing a pan-Canadian transfer network and guide.

BCCAT staff participate with the Association of Registrars of the Universities and Colleges of Canada (ARUCC) and the Groningen Declaration Network (GDN)<sup>4</sup> in supporting the ARUCC National Network initiative.<sup>5</sup> This pan-Canadian collaboration is focused on creating and modernizing infrastructure to provide a secure, electronic pathway to enable the exchange of official documents. This will ensure that service to students and institutions is consistent, efficient, and effective, significantly advancing Canadian post-secondary learner mobility.



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<sup>2</sup> See “Transfer Credit System” on p. 12 for further information regarding discussions with other provinces.

<sup>3</sup> See [www.pccat.ca](http://www.pccat.ca)

<sup>4</sup> See [www.groningendeclaration.org/](http://www.groningendeclaration.org/)

<sup>5</sup> See [www.aruccnationalnetwork.ca](http://www.aruccnationalnetwork.ca)



*Without BCCAT, BC would still be the wild west of education. BCCAT has helped all the public post-secondary and approved private institutions in BC grow as an organism, as a network of learning that the province can reliably market to the world as world class.*

- Diane Naugler (Dean of Business and Applied Studies, North Island College)

*In looking to the future, BCCAT will continue to have a major role to play as we navigate ongoing changes in the post-secondary landscape.*

- Roger Barnsley, President, Thompson Rivers University (1998-2010), and Council Member (1998-2004) and Co-Chair (2011-2017)



**WHERE TO FIND:**

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