



2016-17 Annual Review

From Access to Success



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FROM ACCESS TO SUCCESS

BCCAT AND THE BC TRANSFER SYSTEM

BC post-secondary students benefit from a remarkable array of flexible pathways. Since 1989, BCCAT has been working together with institutions to expand access for students by supporting and advancing transfer and mobility.



Students are looking for something beyond a “one-size-fits-all” approach for their post-secondary journeys. Recent studies show that over 50,000 of BC post-secondary students move between institutions annually and these movers take a variety of different directions along the way.¹

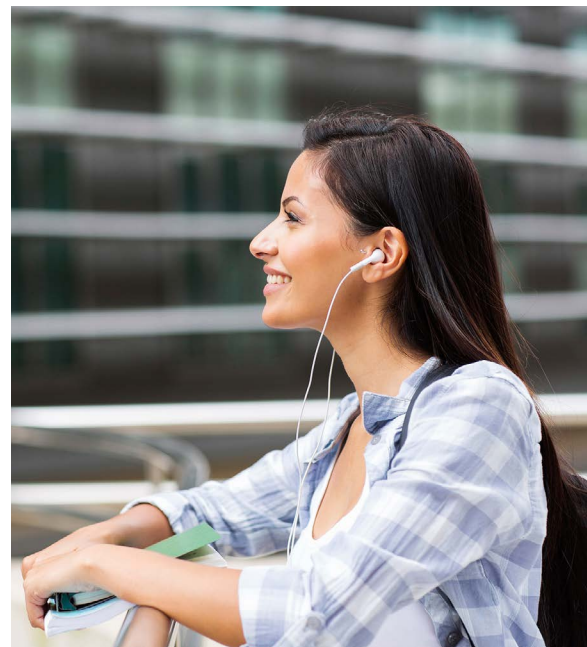
Some may be looking for routes that will allow them to save money by starting closer to home; others may wish to prepare at one institution for a specific program they wish to enter at another, down the road. These students benefit from a transfer system that offers a wide variety of options to accommodate their diverse needs and circumstances.

BCCAT oversees and supports the BC Transfer System, enabling institutional partners to advance transfer and mobility. This involves a wide range of responsibilities:

¹ The mobility rate from 2006-7 to 2014-15 has been fairly consistent. See the January 2017 edition of *Student Transitions Project (STP) Highlights: Post-Secondary Student Mobility* at www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/psm_highlights_2017-01-09.pdf. This publication also gives a helpful overview of the different directions taken by movers.

At UBC, we manage our new student enrolment with the specific intention of ensuring lots of room for new post-secondary transfer students. Our studies have shown that students who transfer into second or third year from the BC Transfer System are well prepared to succeed at UBC.

— Andrew Arida, Associate Registrar & Director, Student Recruitment and Undergraduate Admissions, University of British Columbia



50,000+
students move between
BC public post-secondary
institutions annually.

400,000+
credits move between
BC public post-secondary
institutions annually.

- **Engages and collaborates with post-secondary partners** to advance transfer and mobility and expand access for students.
- **Facilitates 67 discipline-specific articulation committees**, including offering grants for Transfer Innovation (TI) projects focusing on creating new opportunities for transfer.
- **Oversees a research agenda** to answer key questions about student access with regard to transfer, mobility and eventual success.
- **Manages the Transfer Credit System (TCS),²** which underlies the BC Transfer Guide database of formal transfer agreements.
- **Supports web-based post-secondary planning services** such as BCTransferGuide.ca and EducationPlannerBC.

This Annual Review provides an overview of major projects, activities, and developments undertaken this year by BCCAT as the Council has worked with institutional partners to expand access by advancing transfer and mobility for post-secondary students.



BC Transfer System member institutions make it a priority to create new pathway opportunities for students. Here are a few recent examples:

- **Langara College and University of Northern BC Sign MOU Establishing Degree Partnership Program:**³ Allow students who complete Associate of Arts or Associate of Science degrees at Langara to be considered for admission into a range of Bachelor's programs at UNBC.
- **College of the Rockies and University of Lethbridge – Dual Admissions Program:**⁴ Enables students to transfer from the College of the Rockies to the University of Lethbridge (Bachelor of Arts or Science) after completing two years at COTR.
- **Langara College and Queen's University Sign MOU:**⁵ Allows students who complete Langara's Associate of Arts or Associate of Science degree programs to transfer into year three of Queen's Faculty of Arts and Science.
- **Northwest Community College and Monash University Sign "Triple Transfer" Agreement:**⁶ Allows students to start their post-secondary study at NWCC, and finish in Australia with three credentials: Associate Degree, Bachelor of Arts, and a Master's Degree.

² The TCS (formerly the TCES – Transfer Credit Evaluation System) was redeveloped this year to offer new features allowing institutions to manage their own transfer agreements. The refreshed TCS was launched in summer 2017.

³ langara.ca/news-and-events/langara-news/2017/170406-unbc-langara-mou-transfer-arts-sciences.html

⁴ cotr.bc.ca/dual-admission-uofl/

⁵ langara.ca/news-and-events/langara-news/2015/151028-langara-queens-mou.html

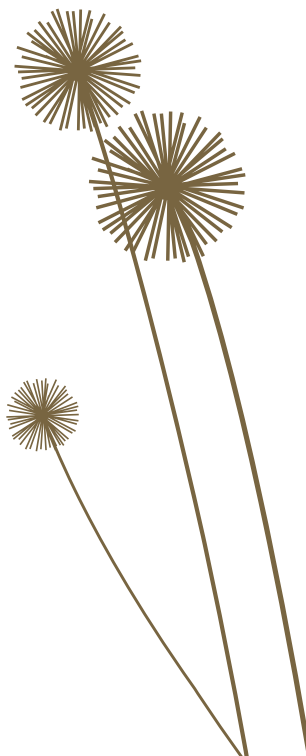
⁶ academica.ca/top-ten/nwcc-signs-triple-transfer-agreement-australian-university

"We're very pleased to formally build our relationship with UNBC, resulting in more opportunities for our students to transfer to one of BC's leading universities. As a pathways college, we aim to strengthen our relationship with institutions throughout British Columbia."

– Dr. Ian Humphreys, Provost and Vice President, Academic and Students

"This agreement between Monash and Northwest Community College speaks to the high-quality transfer system that exists in British Columbia. Starting at a college such as Northwest and then transferring to a university offers students more flexibility, greater affordability and the guaranteed recognition of their education."

– Honourable Andrew Wilkinson, Minister of Advanced Education





ENABLING ACCESS AND MOBILITY

Access to post-secondary education is vital for the ongoing success of our province. Transfer pathways open the way for many BC post-secondary students. Studies show that transfer students perform as well as those who enter university directly from high school.⁷ Facilitating transfer and articulation is a major component of BCCAT's mandate,⁸ involving a wide range of projects and activities.⁹ Most importantly, it is achieved through the dedication and collaboration of countless groups and individuals across the system.

⁷ See BC Transfer Students: Profile and Performance Report (2008-09–2012-13) at bccat.ca/pubs/ProfileReport_May2015.pdf

⁸ See bccat.ca/about/council and www.bccat.ca/pubs/Mandate_Membership_Roles_Responsibilities.pdf

⁹ See bccat.ca/about/work

FACILITATION AND COLLABORATION

The BC Articulation Community

BC's 67 articulation committees¹⁰ play a vital role in enabling student mobility between institutions in the BC Transfer System. These committees meet regularly to share information and discuss curriculum and assessments related to transfer and articulation. These discussions help to foster collaborative and collegial relationships among disciplinary colleagues throughout the transfer system.

Joint Annual Meeting (JAM)

Each year BCCAT brings together the chairs of articulation committees, the deans attached to each committee, and the institutional contact people at the Joint Annual Meeting (JAM)¹¹, which provides an opportunity for learning, sharing, and connecting. Participants report that they continue to find this event useful and informative. The 2016 JAM was opened by the Honourable Andrew Wilkinson, Minister of Advanced Education. The event focused on the theme, "The Evolving BC Transfer System", and featured two panel discussions offering perspectives on system trends and changes from both registrars and academic administrators.

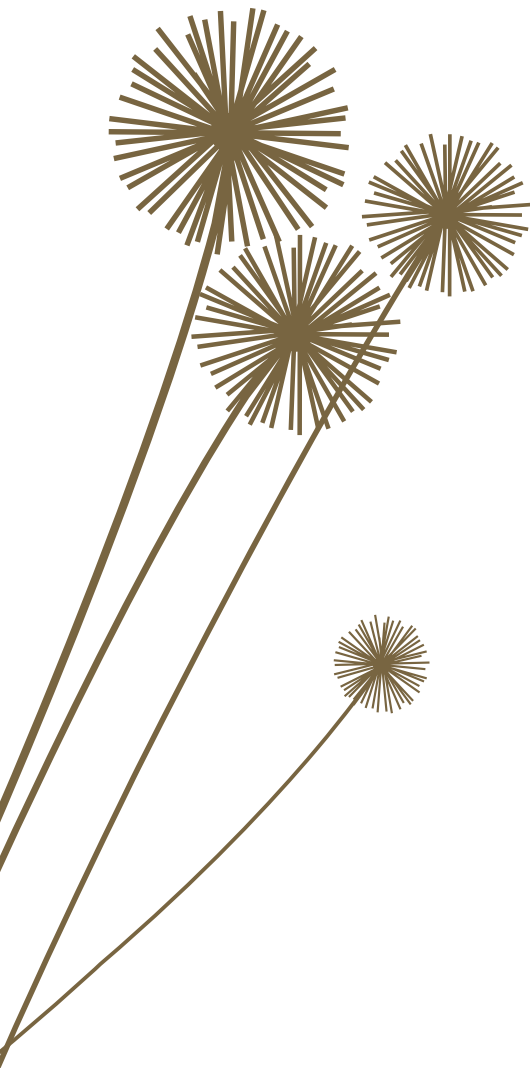


¹⁰ See bccat.ca/articulation/committees

¹¹ See bccat.ca/articulation/jam



Above Photo (left to right): Panelists at 2016 JAM - Stephen Salem, Director of Institutional Research and Registrar, Northwest Community College; Karen McCredie, Registrar, Capilano University, and Kate Ross, Associate Vice-President, Enrolment Services and Registrar, University of British Columbia; Moderator: Robert Adamoski, BCCAT.



Adult Special Education

Articulation committees undertake important work to support transfer students. This year, the Adult Special Education (ASE) committee completed a BCCAT Transfer Innovation (TI) project that identified the learning outcomes for ASE programs across the province, and the institutions offering programs. The project created a new transfer guide available through BCTransferGuide.ca. This will enable more young adults with learning disabilities to obtain the training they require for employment.¹²



¹² bccat.ca/pubs/ASEguide2016.pdf

For more information regarding TI projects, see bccat.ca/articulation/projects

Happy 50th Anniversary to the BCcupms!

Congratulations to the BC Committee on the Undergraduate Program in Mathematics and Statistics (BCcupms)¹³ as it celebrates its 50th anniversary! Five decades of dedication to the important work of post-secondary articulation, and they are going strong!

BCcupms stands as a compelling example of what can be achieved through collaboration, sustained focus, and a shared passion for supporting student learning and mobility. Significant achievements include the development of the 1999 Mathematics Proficiency Report (referenced in current curriculum discussions), a First-Year Core Calculus Project, and the Mathematics Flexible Pre-Major Analysis.

This group continues to demonstrate the value of taking innovative and proactive approaches to articulation. In May 2017, they gathered with counterparts in Calgary, Alberta for an inter-provincial articulation meeting.

Notably, two long-standing members, David Leeming¹⁴ and Leo Neufeld¹⁵ (pictured together), were each presented with BCCAT Lifetime Achievement Awards in recent years.

BCCAT would like to take this opportunity to express sincere appreciation and very best wishes to the BCcupms community as they continue to forge flexible pathways for new learners.



¹³ bccupms.ca

¹⁴ See bccat.ca/system/awards/2015

¹⁵ See bccat.ca/system/awards/2014





Secondary to Post-Secondary Transitions

BCCAT staff members continue to support dialogue between post-secondary and K-12 educators regarding changes to BC's high school curriculum and graduation requirements.¹⁶ BCCAT is represented on a post-secondary advisory committee and provides feedback and information regarding research as appropriate.

BCCAT has produced reports considering possible implications of K-12 changes on the BC post-secondary system, based on a review of related initiatives in other jurisdictions.¹⁷ BCCAT also produced a report summarizing current post-secondary education admissions models in BC.¹⁸

Inter-Provincial Mobility

BCCAT continues to work together with counterparts throughout Canada to improve inter-provincial mobility for students:

- **Pan-Canadian Consortium on Admissions and Transfer (PCCAT)**¹⁹ – Staff members participate with the PCCAT projects and activities, including the annual conference. The 2017 conference is scheduled for June 8-9 in Toronto, Ontario. The theme is “150 Ways to Transfer: A Celebration of Pathway Initiatives and Research.”
- **Inter-Provincial Memorandum of Understanding** – This year saw the expansion of an inter-provincial MOU to include “CATs”²⁰ from seven provinces: BC, Alberta, Manitoba, Saskatchewan, Ontario, New Brunswick, and Nova Scotia. The agreement opens the way to increased collaboration to improve inter-provincial transfer and mobility. The MOU is due for signing at the 2017 PCCAT Conference in June 2017.
- **Sharing Technologies** – BCCAT and Campus Manitoba have worked together to share technologies for our respective transfer credit systems. This year, BCCAT's new system upgrade, the Transfer Credit System (TCS) incorporates the technology used for Campus Manitoba's transfer database. The new system was launched in summer 2017.

¹⁶ For details, see curriculum.gov.bc.ca/

¹⁷ See bccat.ca/pubs/K12Changes.pdf

¹⁸ See bccat.ca/pubs/psecadmiss.pdf

¹⁹ For more information, go to www.pccatweb.org

²⁰ Councils or groups mandated with overseeing articulation and transfer within their jurisdictions.

Access for Indigenous Students

Expanding access to post-secondary education is central to the work of BCCAT and this includes, of course, addressing access issues for Indigenous students.

BCCAT actively encourages articulation and transfer in Indigenous studies, and we are pleased to be able to support the activities of the Indigenous Articulation Committee which first met (as the First Nations Studies Articulation Committee) on November 12, 2015. The ABE (Indigenous) Working Group also meets regularly to share and discuss issues affecting student transfer and mobility.

BCCAT is also learning about practices supporting the persistence of Indigenous students at BC Transfer System institutions. One project²¹ examined these practices and explored potential data needs to further our understanding regarding the persistence and mobility of Indigenous students. Findings showed that institutions offer a variety of program, practices and services to support Indigenous learners, and that there is an increasing desire for more data and information regarding the access, persistence, and mobility of Indigenous learners.



²¹ This report is due for publication in summer 2017.



Access for Indigenous Students

“Like so many Aboriginal students, I really struggled in school and was not academically ready for university study. The smaller classes, student community, and my family all supported me while at the college. Were it not for Langara College, I never would have been able to attend UBC, graduate with a Bachelor’s Degree, and begin my career in higher education.”

Graeme Joseph (Langara-UBC Transfer Student; member of the Gitksan Nation), as cited in a September 2016 BC Gov news article at <https://news.gov.bc.ca/stories/bc-post-secondary-student-success-story-graeme-joseph>

“Access for Indigenous students has to be more than access at the public post-secondary institutions. Education must be accessible and controlled within the Indigenous Community. Commitment and fiduciary responsibility to the Indigenous community is a first step to Reconciliation that will address access and the potential for success of Indigenous peoples.”

Dr. Verna Billy-Minnabarriet, Chair, Indigenous Adult and Higher Learning Association (IAHLA) & Vice-President Academic & Strategic Partnerships, Nicola Valley Institute of Technology (and BCCAT-Council Member)



1.8 million

Total (approx.) unique
visits this year,
24% more than the
previous year!



200,455

Total course-to-course
agreements

STUDENT SERVICES

BCTransferGuide.ca

Transfer options mean expanded access opportunities for BC post-secondary students. **BCTransferGuide.ca** is the place to go for students mapping out their transfer pathways. This year we saw an increase of 24% in unique visits to the site. BCCAT makes it a priority to raise awareness of this planning tool. We refreshed the transit ad campaign for **BCTransferGuide.ca** which appears on buses across the province, and on SkyTrain and Canada Line routes, and we also reach out to advisors, students and others at school and regional education fairs. We continue to receive feedback indicating a high level of satisfaction with the usefulness and reliability of this resource.



Study here,
get credit there.
Find your path.



BCTransferGuide.ca

EducationPlannerBC - Website and Project

In collaboration with the BC Post-Secondary Sector and the Ministry of Advanced Education, BCCAT and BCcampus staff continue to provide expertise and operational guidance for **EducationPlannerBC**. Planning and application services are now integrated in the website, providing students with access to centralized resources supporting their search process, from exploring post-secondary programs, institutions, and communities across the province to the point of application. **EducationPlannerBC** allows students to make informed decisions and complete applications, making it easier to plan, search, and apply for post-secondary education in BC.

A sector-led steering committee oversees the ongoing planning and development of the **EducationPlannerBC** web service, and post-secondary consultations on matters related to policy, governance, and technology are underway to help inform later stage activities. The committees and working groups are supported by members of BCCAT, BCcampus, and the Ministry of Advanced Education. More information on the initiative is available at EducationPlannerBC.ca/project.



[PLAN](#)[SEARCH](#)[APPLY](#)[HELP](#)

PLAN

Advice, information & resources to help you plan your educational journey.

[Plan Your Education](#)

SEARCH

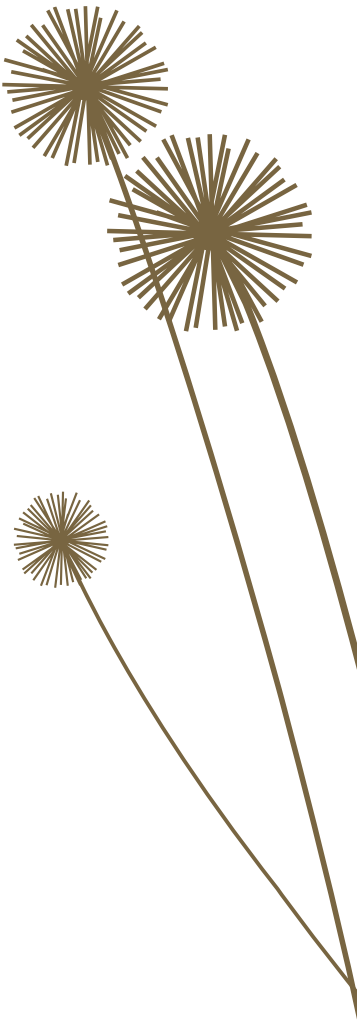
Know what program you're interested in? Let's find it!

[Search](#)

APPLY

Create one account and apply to multiple post - secondary institutions.

[Apply Online](#)






UNDERSTANDING ACCESS AND MOBILITY

Throughout its existence, BCCAT has held to the value of evidence-based research to inform substantive developments in post-secondary policy and planning. Indeed, this is a major component of the Council's mandate. BCCAT's over-arching research agenda²² is informed through engagement with BC Transfer System member institutions and the broader post-secondary community, planned and developed by BCCAT's standing committees, and approved and overseen by the Council.

Through research, we have enriched our understanding about student access and mobility and the functionality of the BC Transfer System. An overview of key findings is provided below.



²² See BCCAT's 2016-17 Research Plan at bccat.ca/research/plan

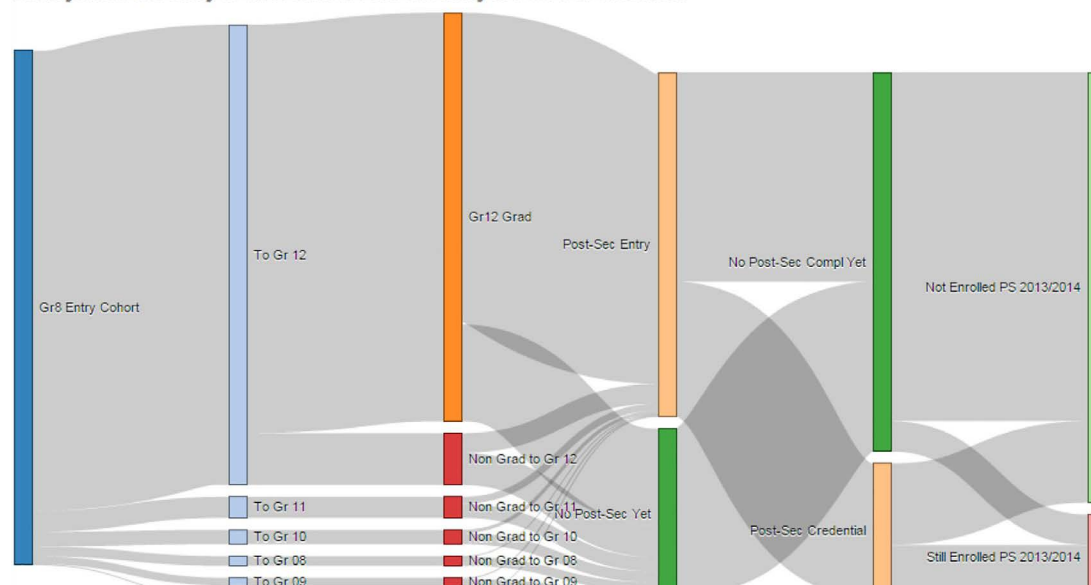
BC post-secondary students are remarkably diverse and they benefit from the wide range of options available to them through the BC Transfer System. BCCAT research shows that they take many different journeys to their educational goals.

The diagram below summarizes data collected by the BC Student Transitions Project showing that students access the BC public post-secondary system through a variety of different routes. Whether they enter through continuing education, a developmental program, or a traditional academic program, they are still in a position to successfully complete a post-secondary credential.

DIVERSITY:
Post-secondary students in BC have diverse backgrounds and educational and career goals.

Student flows through significant education events

Sankey: From Gr8 Entry to Gr12 Grad to Post-Sec Entry to Post-Sec Credential



Source: Education Pathways of High School Graduates and Non-Graduates
http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/educ_pathways_of_grads_and_nongrads.pdf



Transfer students perform as well as those who enter university directly after secondary school.



34% of annual enrolments at BC's research universities are transfer students.

²³ See bccat.ca/pubs/MatureStudentAdmissions2016.pdf

²⁴ This report is due for publication in summer 2017.

²⁵ See bccat.ca/research/projects/paths The 27-year report for this project is due for publication shortly.

²⁶ See bccat.ca/pubs/ProfileReport_May2015.pdf

²⁷ See bccat.ca/research/projects/profile

Mature students are an important and diverse group, representing a wide range of ages and demographics. Their reasons for enrolling or for choosing specific programs or credentials vary. Although part-time study is increasingly common among all students, mature students are even more likely to balance work and family obligations with their studies. Supporting access for mature students involves an understanding of their varying needs and circumstances.²³

Other BCCAT projects addressing student diversity, access and mobility:

- Expanding Gender Declaration Options - A study (in collaboration with the BC Registrars' Association) identifying options for expanding gender declaration in post-secondary admissions processes.²⁴
- Flexible Pathways for Diverse Student Journeys – An ongoing, longitudinal study, *Paths on Life's Way*,²⁵ shows the extensive array of post-secondary directions taken by the Class of 1988. The 22-year report showed that each of the 540 individuals being followed had taken unique pathways over their life course.

MOBILITY: BC post-secondary students are mobile. Many combine studies at multiple institutions to meet their educational goals.

BCCAT projects provide important data on student mobility and performance. For example, we have learned that a significant proportion (34%) of annual enrolments at BC's research universities are transfer students.²⁶

Transfer Student Success

"The three most common institutional measures of transfer students' academic performance have been the GPA, graduation rate, and student persistence." BCCAT research²⁷ indicates that, on these measures, transfer student performance is comparable with that of students who enter university directly from secondary school.

Another study²⁸ demonstrated that transfer students were able to graduate with, roughly, the same number of credits as “direct-entry” students. BCCAT research continues to test new methods to assess transfer student performance.

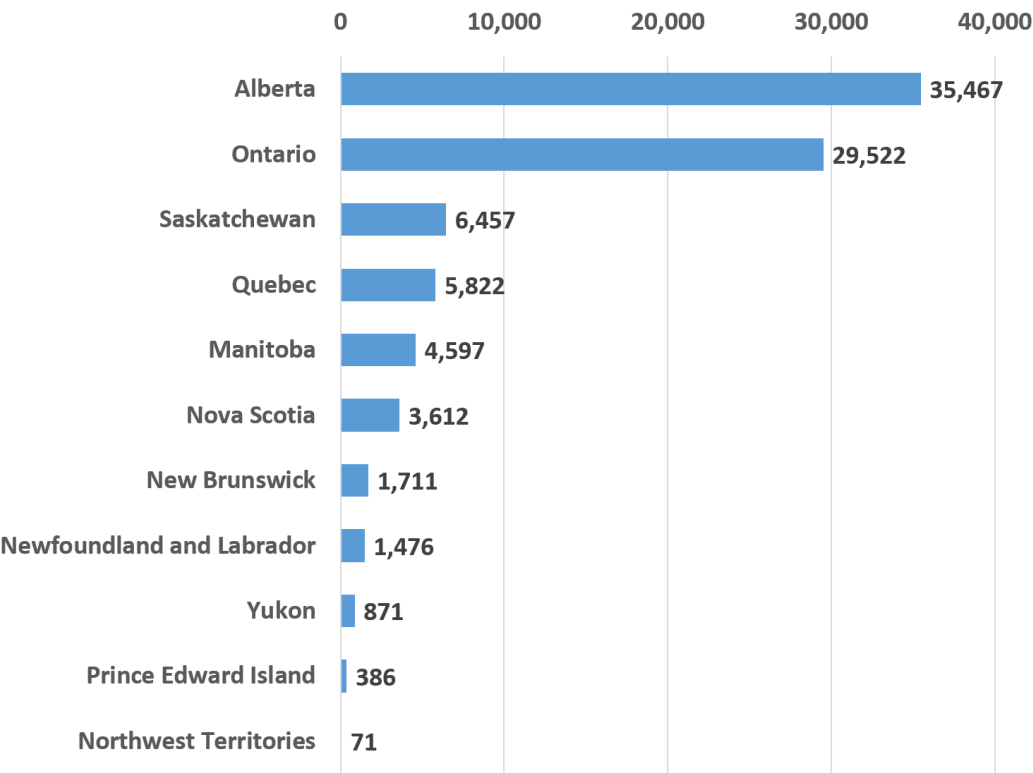
Student and Credit Mobility

Utilizing data drawn from BC’s Central Data Warehouse (CDW)²⁹ BCCAT seeks to learn more about student and credit mobility. Transfer credit volume received at CDW institutions accounts for roughly 50% of all transfer credit at BC public PSIs. Findings over three years (2012-13 – 2014-15) show that:

- 2.3% of transfer credit volume was moved by Aboriginal students
- 11 % of transfer credit was moved by international students

The majority of transfer credit was in the fields of Arts and Sciences (57%), and Business and Management (14%). Roughly three quarters of transfer credit were first year courses. On average, 50% of transfer credits were for courses with assigned credit (i.e., students receive equivalent credit for a specific course at their receiving institutions). This year, a pilot study was undertaken to look at transfer credit awarded by BC institutions for courses from institutions in Alberta.

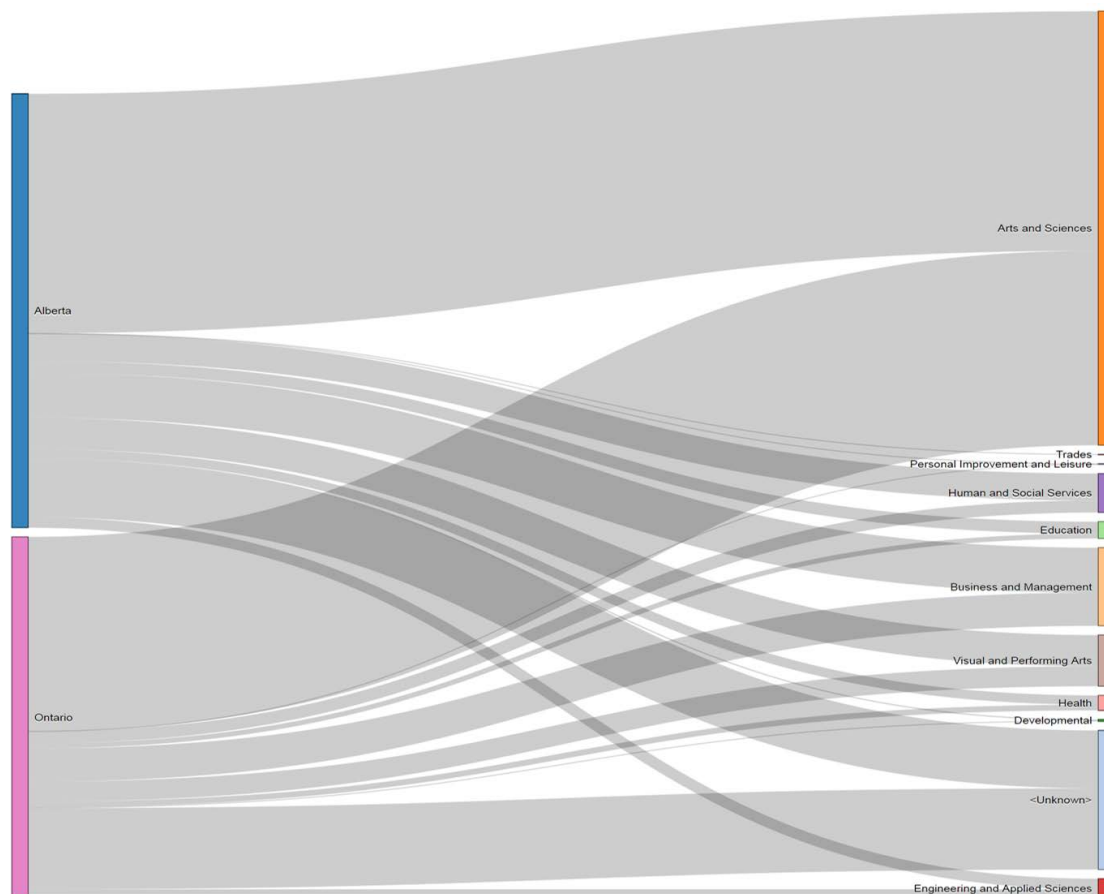
The diagram on the right shows credits received by CDW institutions for courses from known non-BC post-secondary institutions, 2012-13 – 2014-15



²⁸ See bccat.ca/pubs/creditsstograduation.pdf

²⁹ “CDW Institutions” refers to 21 BC public post-secondary institutions which contribute their data to the CDW bi-annually. www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/post-secondary-central-data-warehouse

The diagram below shows the flows of credits received by CDW institutions by discipline area for courses from known post-secondary institutions in Ontario and Alberta, 2012-13 – 2014-15 (roughly 20,000 credits per year).



“The ability for students to move in a reverse transfer pathway appears to demonstrate that there is a powerful redemptive quality of the BC Transfer System.”

— P. Beatty-Guenter, author of “Readiness and Reverse”³¹

Source: Ministry of Advanced Education (AVED) CDW, Spring 2016

NOTE: the inter-provincial transfer credit data is available for 20 CDW PSIs.

We have also gained some valuable insights about transfer student goals, experiences, and decisions to change institutions), through a *Survey of Movers*.³⁰ The survey showed that a significant number of students who were facing challenges (academic or personal) subsequently decided to either change institutions or programs. This underscored the “redemptive quality”³¹ of transfer pathways and the importance of offering flexible options to accommodate students whatever their circumstances may be.

³⁰ bccat.ca/research/projects/survey

³¹ bccat.ca/pubs/readandrev2015.pdf

Flexibility is vital for accommodating the diverse needs and goals of today's post-secondary students. BCCAT supports the BC Transfer System by exploring a range of different transfer options, with a view to enhancing access for students.

Degree Partnerships/Articulation³²

Listings currently available on BCTransferGuide.ca: 52 degree partnerships, 1,033 block transfers, and 200,455 articulation agreements. Also, in fall 2016, there were 11 BC dual admission partnerships: eight institutions have implemented a sequential model and three institutions use a concurrent model.

Experiential Education (EE)³³

A recent report reviewed EE programs in BC post-secondary institutions, and provided examples of practice as well as challenges. It recommended three main areas for the potential growth and articulation of these programs: 1) develop shared definitions of EE, 2) educate post-secondary stakeholders on EE differences from the purely classroom-based teaching, and 3) raise awareness of EE value and support for EE offerings at the institutional and provincial levels.

Dual Credit (DC)³⁴

Over 60% of Dual Credits (DC) students transitioned to further post-secondary studies after completing their DC courses or programs at Camosun College and other institutions. In this case study, 62% of DC students who transitioned to further post-secondary education did so at the originating institution. This suggests that institutions that offer DC opportunities are likely to have high retention rates post-DC.

Academic Credit³⁵

This year, BCCAT looked at the current literature on academic credit, reviewing emerging trends in credit assessment, and identifying existing practices in credit evaluation at BC post-secondary institutions.

FLEXIBILITY:
Flexible learning
pathways are key for
today's students.

Available on BCTransferGuide.ca:



52

Degree Partnerships



1,033

Block Transfers



200,455

Articulation agreements

³² See bccat.ca/pubs/dualadmissions.pdf

³³ See bccat.ca/pubs/expeducation.pdf

³⁴ See bccat.ca/pubs/dualcredit_may2017.pdf

³⁵ See bccat.ca/pubs/academiccredit.pdf



Other projects currently underway:

- **Understanding Advanced Placement (AP) Grading** – A review of secondary and post-secondary practices of grading Advanced Placement (AP) courses in BC and suggestions for appropriate equivalencies across AP grading practices.
- **Field School Transfer** – An investigation of the options for coordination of field school opportunities across the BC Transfer System. (This project builds upon an earlier report.)³⁶
- **Flexible Pre-Major (FPMs) Research** – An examination of the efficacy of flexible pre-majors in public post-secondary institutions and a review of development, realization, and communication of FPMs within an institution.
- **Interdisciplinary Course Transfer** - A look at the issues related to how interdisciplinary courses and programs are categorized and listed in the BC Transfer Guide in order to improve their transferability.

³⁶ See bccat.ca/pubs/fieldschoolsreport_oct2013.pdf



ACHIEVING SUCCESS

The BC Transfer System clearly works for students, offering them an extensive range of opportunities for access to and mobility between post-secondary institutions.

The strengths of the BC Transfer System are evident as students continue to benefit from its remarkable flexibility and the ever-emerging opportunities for post-secondary access that it affords. The success of this robust and responsive network is due, in large part, to the ongoing efforts of institutional partners across the provincial post-secondary system.

SOME USEFUL LINKS:

- The Council bccat.ca/about/council
- Standing Committees bccat.ca/about/committees
- What We Do bccat.ca/about/work
- The BC Transfer System bccat.ca/system/psec
- Articulation Committees bccat.ca/articulation/committees
- 2016-17 Research Plan bccat.ca/research/plan
- Engage e-Newsletters - subscribe at bccat.ca/about/communications/engage
- BCCAT Annual Reviews bccat.ca/about/annualreview

CELEBRATING BC's TRANSFER CHAMPIONS

BCCAT acknowledges the extraordinary achievements and dedication of these “transfer champions” on an annual basis. The *BCCAT Transfer Awards*³⁷ provide the opportunity for us all to recognize and celebrate those who work to move transfer forward and so expand access for students. The winners of the 2016 winners³⁸ are listed below.

- **Alisa Webb** *RISING STAR*
Associate Dean of Students, College of the Arts, University of the Fraser Valley
- **Hilary Rourke** *TRANSFER AND ARTICULATION COMMUNITY LEADERSHIP AWARD*
Adult Basic Education (ABE) Instructor and Articulation Steering Committee Member, Douglas College
- **Lesley Andres** *LEADERSHIP AWARD*
Faculty Member/Professor, Educational Studies, University of British Columbia
- **John D. Dennison**³⁹ (1929-2016) *FRANKLIN GELIN LIFETIME ACHIEVEMENT AWARD*
BCCAT Co-Chair (1993-1999), and Professor Emeritus, Administrative, Adult & Higher Education, University of British Columbia

Remembering Dr. John Dennison

This year, BCCAT and the BC Transfer System lost an historic and dedicated advocate. Dr. Dennison contributed much to BCCAT and the BC Transfer System, providing and vital perspective on the BC post-secondary historical context and deepening our understanding of articulation policy and student access and mobility in BC. On October 7, 2016, the Council voted unanimously to name Dr. Dennison as the (post-humous) recipient of the Franklin Gelin Lifetime Achievement Award, due to his extraordinary contributions to the BC Transfer System throughout his academic career.

“It seems reasonable to argue that to find success in (college), accomplish the process of transfer to a complex (university) environment, and eventually proceed to graduation with a baccalaureate degree, all often accomplished while working part time, is evidence of sound preparation in (college), an encouraging measure of individual determination, and a positive reflection upon a public system which provides the opportunity to express such commitment.”

- Dr. John Dennison, in a June 2000 BCCAT report⁴⁰



³⁷ bccat.ca/system/awards

³⁸ bccat.ca/system/awards/2016

³⁹ bccat.ca/system/awards/2016/dennison

⁴⁰ See Student Access and Mobility within the British Columbia Post-Secondary System at bccat.ca/pubs/dennison.pdf

