



2018-19 BCCAT Annual Review

## **GROWING TOGETHER**

BCCAT AND THE BC TRANSFER SYSTEM,  
30 YEARS ON







# INTRODUCTION

This year the BC Council on Admissions and Transfer celebrates its 30th anniversary. In 1989, the BCCAT was established as a result of a recommendation forwarded in a 1988 provincial report, commonly referred to as the *Access for All* report.<sup>1</sup>

Based on that recommendation, the Council was established to:

- function as a government-funded, central, coordinating agency, to provide more consistency and efficient use of resources in an increasingly differentiated system;
- stand as a formal agency but with no legislative authority;
- undertake a coordinating role of BC's articulation committees and transfer agreements among autonomous institutions using a *facilitative* approach; and
- be comprised of post-secondary institutional representatives.

*"The post-secondary education sector constitutes an ecosystem with a shared responsibility for ensuring that British Columbians have a clear pathway to high quality education and training programs needed to fully participate in society.*

*Within this ecosystem BCCAT is mandated to facilitate admission, articulation, and transfer arrangements among British Columbia post-secondary institutions."*

– Hon. Melanie Mark, Minister of Advanced Education, Skills and Training in a letter to BCCAT's Executive Director, Dr. Robert Fleming

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<sup>1</sup> See [bccat.ca/pubs/Access\\_for\\_All\\_1988\\_report.pdf](http://bccat.ca/pubs/Access_for_All_1988_report.pdf)

A person is kneeling in a grassy field, using a shovel to dig in the soil. The person's hands are visible, and they are wearing a ring. The background is a soft-focus green field with some trees in the distance. The overall tone is bright and natural.

# What does BCCAT do?

BCCAT provides an integral link between the BC post-secondary institutions, education ministries, and public and private education sectors. The Council's mandate is to facilitate admission, articulation, and transfer arrangements among BC Transfer System member institutions, as well as to conduct research on student and credit mobility. To this end, the Council engages in the following activities:

- encouraging institutions to develop policies and practices regarding the transferability of post-secondary credit;
- researching issues pertaining to capacity, demand, and student mobility;
- recommending policies and practices related to the admission processes for direct entry and transfer students;
- facilitating the development of credit transfer arrangements through oversight of articulation committees; and
- managing online resources to assist institutions in creating transfer agreements and supporting students in their education planning.







Today, 30 years later, the BC Transfer System functions as a highly differentiated post-secondary eco-system sustained and advanced by a thriving transfer network.

The story of the BC Transfer System is one of community-building and lessons learned along the way. There has been considerable development and innovation since BCCAT first took up its coordinating role, and much has been achieved in support of student mobility in BC.

Through the years, there have been clear principles and values that have characterized and guided the Council and BC's transfer community. The *Principles and Guidelines for Transfer*<sup>2</sup> provide a foundational framework for the community as a whole; a key principle of articulation, the "Parity of Esteem" is upheld as "the ideal goal in a diverse galaxy of post-secondary institutions"<sup>3</sup>; and the *How to Articulate*<sup>4</sup> handbook asserts what is known as the "Golden Guideline of Articulation": "Treat all your courses as you would want your own to be treated." Functionally, those who are responsible for undertaking the ongoing work of BCCAT continue to place a high value on *access, affordability, flexibility, efficiency, and success* (for the system and ultimately for students) as defining standards and goals.

This report takes a look at recent achievements and developments in the light of these enduring values, focusing specifically on three primary "lessons learned" and how they continue to shape and inform the work of the Council today.

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<sup>2</sup> See *Principles and Guidelines for Transfer* at [bccat.ca/pubs/principlesoftransfer.pdf](https://bccat.ca/pubs/principlesoftransfer.pdf)

<sup>3</sup> See *Principles of Articulation* at [bccat.ca/articulate/principles](https://bccat.ca/articulate/principles)

(This quote originally appeared in in *Student Access and Mobility within the BC Post-Secondary System* by Dr. John Dennison at [bccat.ca/pubs/dennison.pdf](https://bccat.ca/pubs/dennison.pdf))

<sup>4</sup> [bccat.ca/pubs/how2articulate2018.pdf](https://bccat.ca/pubs/how2articulate2018.pdf)



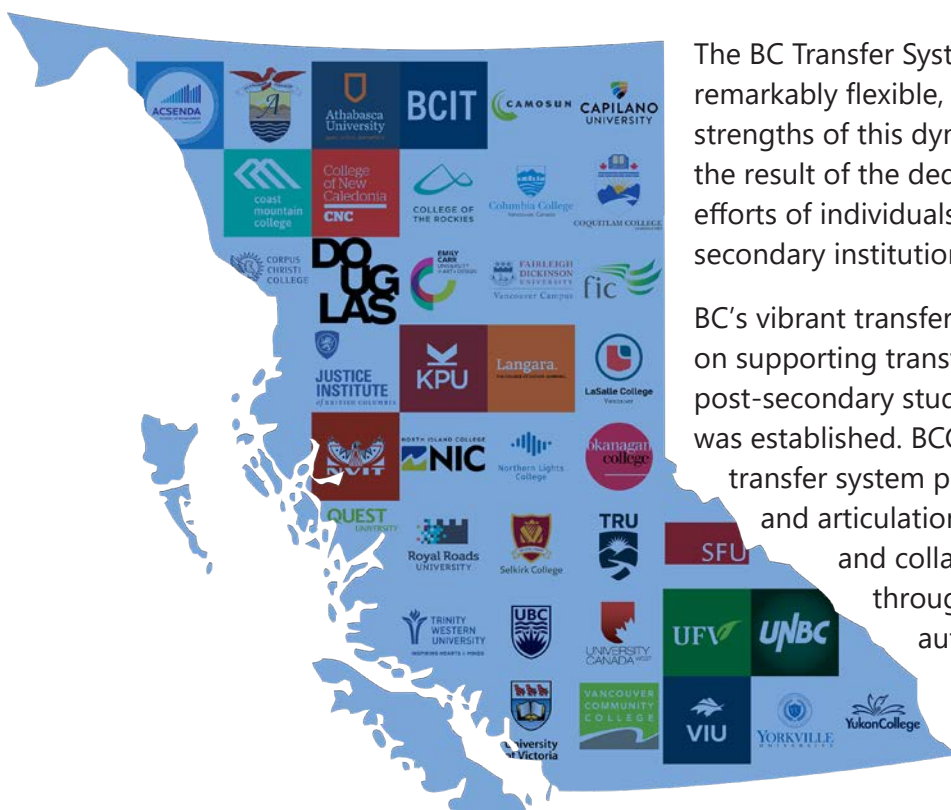
## **BCCAT's "Lessons Learned"**

- *Collaboration and engagement are vital to the effective functioning of the BC Transfer System and allow us to move forward together as a community for the benefit of students.*
- *Comprehensive research on key questions is essential to inform consequential decisions, contributing to the healthy growth and ongoing development of the BC transfer community.*
- *By sharing resources, and building on existing transfer processes and technologies, BCCAT and BC Transfer System members deliver technologies in a way that is both cost-effective and efficient for students, post-secondary institutions, and the BC government.*



# COLLABORATION: Working Together for Students

*Collaboration and engagement are vital to the effective functioning of the BC Transfer System and allow us to move forward together as a community for the benefit of students.*



The BC Transfer System is widely recognized as remarkably flexible, efficient, and effective. The strengths of this dynamic network are largely the result of the dedication and collaborative efforts of individuals from across BC's post-secondary institutions.

BC's vibrant transfer community cooperated on supporting transfer and mobility for BC's post-secondary students even before BCCAT was established. BCCAT works together with transfer system partners to enable transfer and articulation through facilitation and collaboration rather than through legislative or regulatory authority, in keeping with BCCAT's mandate.

BCCAT supports the BC Transfer System in a variety of ways:

- facilitating discussion and enquiry on emerging issues and developments
- providing key resources<sup>5</sup> and support for articulation committees
- sponsoring Transfer Innovation projects to expand pathway options for students
- providing streamlined web services to support transfer processes and the efficient and effective delivery of transfer information

Clearly, the important work of enabling student access and mobility in BC would not be possible without the dedication of post-secondary partners across the province who participate in the BCCAT transfer and articulation network.

<sup>5</sup> Articulation committee resources include handbooks such as the *Articulation Committee Companion* ([bccat.ca/pubs/companion2018.pdf](http://bccat.ca/pubs/companion2018.pdf)) and *How to Articulate* ([bccat.ca/pubs/how2articulate2018.pdf](http://bccat.ca/pubs/how2articulate2018.pdf)).



## Articulation Committees:

### The “Grass Roots” of the BC Transfer System

BC’s articulation committees function as the vital “grass roots” of the BC Transfer System. Committee members meet regularly to connect and address key curricular and transfer issues and developments, fostering an environment of respectful relationships necessary to enable creative pathway solutions that work for students.

Approximately 1,500 individuals from all post-secondary sectors and disciplines meet annually across the province to facilitate student access, transfer and mobility across BC’s high quality post-secondary ecosystem. See [bccat.ca/articulation](https://bccat.ca/articulation)

*I am greatly honored to have been nominated for this by my peers. And in all honesty, our wonderful committee is the only reason that this is possible. Your continual hard work, initiative, and collegiality is the only way that we get things done. As I said at the award ceremony, a chair is only as effective as their committee. You all are a prime example of that, and I appreciate you greatly.*

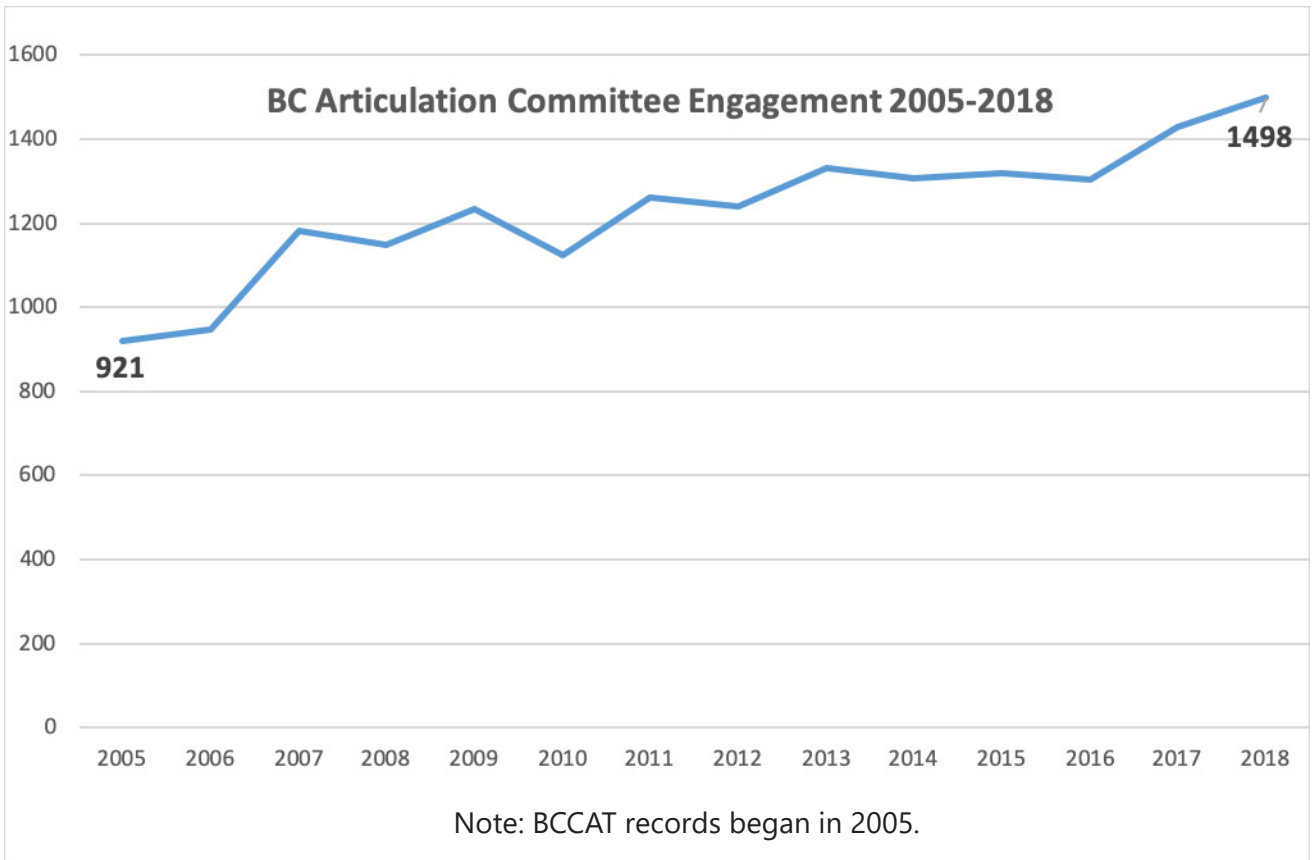
– Dezene Huber, Professor (Conservation Science and Practice, and Ecosystem Science Management), University of Northern British Columbia) writing about the Biology Articulation Committee, as a recipient of BCCAT’s “Transfer & Articulation Community Leadership Award” in 2018. See [www.unbc.ca/newsroom/unbc-stories/dr-dezene-huber-recognized-bccat-community-leadership-award](https://www.unbc.ca/newsroom/unbc-stories/dr-dezene-huber-recognized-bccat-community-leadership-award)  
For further details regarding Dezene’s award see p.28 and [bccat.ca/system/awards/2018](https://bccat.ca/system/awards/2018)





## A Growing Community

Articulation committee attendance has grown steadily over the last decade and a half. Attendance has increased by 63% since 2005, with 66 articulation committees currently operating in the province of British Columbia. Over the years, we have seen increased engagement strengthening the culture, focus, and work of the articulation network as a whole.





## Joint Annual Meeting (JAM)

There is strong system-wide support for articulation committees in British Columbia. The **Joint Annual Meeting (JAM)** brings together all of the committee chairs, system liaison persons (SLPs) and institutional representatives who are most directly engaged in the work of transfer and articulation, for a series of presentations, discussions and workshops.<sup>6</sup>

This year's JAM was the biggest ever with over 160 delegates in attendance. The Hon. Melanie Mark, Minister of Advanced Education, Skills and Training, provided a warm welcome and speakers covered topics such as English as a Second Language Support, the BC Credit System at Work and Indigenous Student Pathways.



Left to right: Mr. Jim Hamilton (BCCAT Co-Chair) and Elder Margaret George chat with Hon. Melanie Mark at 2018 JAM.



Left to right: Rob Fleming, Executive Director, BCCAT; Eric Dohei, Manager, ACAT; Phoebe De Ciman, Director, Ministry of Advanced Education, Govt of SK; Anne Ryton, Director, Strategy & Coordination, ACAT; Mike Winsemann, Director, Transfer & Technology, BCCAT; Robert Adamoski, Director, Research & Admissions, BCCAT.

<sup>6</sup> For further details, see [bccat.ca/articulation/jam](http://bccat.ca/articulation/jam)

## Transfer Innovation (TI) Projects

Since 1999, BCCAT has overseen a funding program for Transfer Innovation (TI) projects<sup>7</sup> undertaken by articulation committees to advance pathway options for students. This program has yielded some very useful initiatives over the years, focused on establishing discipline-specific transfer agreements based on mutually agreed-upon core curriculum or learning outcomes.

For example, here's a quick look at two recently completed TI projects:

*"We thank, as always, the supportive and deeply invested representatives of the steering committee and working groups; both past and present representatives have spent significant efforts ensuring that our standards are reliable, upheld and equitably applied in English language learning programs across the province."*

- ESL Steering Committee Co-Chairs

- **Engineering Common Core:** The Engineering Articulation Committee, led by Chair Brian Dick from Vancouver Island University, undertook a TI project to improve access and opportunity for success in engineering education for BC's diverse post-secondary students by creating and implementing a common first year engineering curriculum acceptable at all accredited receiving institutions in the province.<sup>8</sup>
- **English for Academic Purposes (EAP):** This year, three members of the English as a Second Language (ESL) Articulation Committee conducted a review of current English for Academic Purposes (EAP) levels I-IV delivery practices and identified best practice to inform an updated report on learning outcomes for each level of EAP. Their work is reflected in the *2018/19 ESL Articulation Guide*.<sup>9</sup>

Pathways such as these offer vital new opportunities for students, as noted in a recent Georgia Straight article:

*"The chair of the tourism management program, Stephanie Wells, told the Straight by phone that the BC Council on Admissions and Transfer enables students with postsecondary education to transfer credits from one institution to another. It means that people with a two-year diploma in tourism can use these credits to ladder up to obtaining a degree at Cap U."*

-Quoted from "Capilano University's Bachelor of Tourism Management can put students on management track in booming BC industry", Georgia Straight, January 31, 2019.

Currently, the TI program is being refreshed to help address emergent challenges and opportunities in BC's robust and evolving system.

<sup>7</sup> [bccat.ca/articulation/projects](http://bccat.ca/articulation/projects)

<sup>8</sup> The final report is available at [bccat.ca/articulation/arts/engineering](http://bccat.ca/articulation/arts/engineering)

<sup>9</sup> See [bccat.ca/pubs/ESLguide18-19.pdf](http://bccat.ca/pubs/ESLguide18-19.pdf)

<sup>10</sup> [www.straight.com/news/1194431/capilano-universitys-bachelor-tourism-management-can-put-students-management-track?platform=hootsuite](http://www.straight.com/news/1194431/capilano-universitys-bachelor-tourism-management-can-put-students-management-track?platform=hootsuite)



## Connection and Collaboration: Within BC and Beyond

Collaboration allows us all to progress together, as a system, in support of students. BCCAT works with transfer partners within and beyond BC to enable and advance student mobility.

- **Secondary to Post-Secondary Transitions – BCCAT** supports the BC Transfer System by facilitating enquiry and discussion on issues pertinent to transfer and articulation. This year, we participated at the BC Graduation Program Forum held in fall 2018 hosted by the Ministry of Education (MOE), the BC Registrars Association (BCRA) and the Senior Academic Administrators Forum (SAAF). The forum was well attended by representatives from post-secondary institutions and school districts. Meanwhile, BCCAT continues to facilitate dialogue on these important developments across the Ministry (MOE) and articulation committees.
- **Pan-Canadian Consortium on Admissions and Transfer (PCCAT)**<sup>11</sup> – PCCAT integrates Canada’s jurisdictional transfer councils and post-secondary institutions allowing for coordination and collaboration on key projects that support intra- and inter-provincial credit transfer and student mobility. BCCAT staff members presented on transfer practices and developments at the 2018 Annual PCCAT conference in PEI, and will be presenting again at the 2019 conference to be held in Regina, Saskatchewan.
- **CATCAN** – This network is an extended version of what was previously a network of Western Canadian transfer representatives (WestCAT). Sustained and focused efforts in recent years have led to the collaboration of these parties on key transfer and technology projects supporting inter-provincial mobility and transfer.<sup>12</sup>
- **Association of Registrars of the Universities and College of Canada (ARUCC) & the Groningen Declaration Network (GDN)** – BCCAT supports the “ARUCC Groningen Student Mobility” initiative,<sup>13</sup> a national project focused on enhancing student data exchange in Canada and beyond. The aim is to advance social mobility across Canada and internationally by promoting and improving access to Canadian post-secondary institutions and work opportunities in Canada.

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<sup>11</sup> [www.pccatweb.org](http://www.pccatweb.org)

<sup>12</sup> Key examples of collaborative projects include working with Campus Manitoba to upgrade BCCAT’s Transfer Credit System (see “TCS and UBC Pilot Project” on page 23) and the ARUCC Groningen Student Mobility initiative.

<sup>13</sup> See [www.arucc.ca/en/projects/task-force-groningen.html](http://www.arucc.ca/en/projects/task-force-groningen.html) and [www.groningendeclaration.org/puebla-2019/](http://www.groningendeclaration.org/puebla-2019/)

This year, BCCAT's Executive Director and the Director of Transfer and Technology presented at the Groningen Declaration Network (GDN) Annual Meeting held in Puebla, Mexico. The event focused on the theme, "Creating the New World for Academic and Professional Mobility."



8th GDN Annual Meeting: Commemorative photo of conference delegates (May 2019). Published with permission provided by Herman de Leeuw, Executive Director, Groningen Declaration Network.

- **International Events** – This year, BCCAT's Executive Director, Dr. Robert Fleming, presented for international education representatives, including:
  - o *China*: Presented on "Credit Transfer and Student Mobility in the BC Transfer System" in conjunction with Langara College's "Higher Education Strategic Leadership and Management Program" to senior leaders from the province of Yunnan, China.
  - o *Vietnam*: Participated with the BC Council on International Education and the Vietnamese Association of Community Colleges (VACC), speaking about "Credit Transfer and Student Pathways in the BC Transfer System" (co-presented with Jim Hamilton, BCCAT Co-Chair and President of Okanagan College).



# RESEARCH:

## Learning that supports growth and development

*Comprehensive research on key questions is essential to inform consequential decisions, contributing to the healthy growth and ongoing development of the BC transfer community.*

Throughout BCCAT's existence, the Council has recognized the value of evidence-based research to inform substantive policy, planning and processes. Over the years, BCCAT research has deepened our shared understanding about student access and mobility and the functionality of the BC Transfer System and illuminated the way with recommendations for change and ongoing development.

Research has helped to answer important questions, informing our understanding and challenging persisting notions. In addition to demonstrating that students move between post-secondary sectors in comparable numbers<sup>14</sup>, survey research has helped us to understand what motivates learners to change institutions. A considerable percentage of students transfer in a planned manner when they are ready to do so.<sup>15</sup> Many others use transfer to regroup following personal, family or academic changes. These findings demonstrate that the BC Transfer System supports both access (by allowing students to seamlessly transfer academic credit from their local institution to more specialized programming elsewhere) and retention (by allowing students to adjust to changing circumstances while completing their studies).

These various pathways contribute to a high level of mobility within BC's mature transfer environment where degree programs are offered by many different institutions, and a diverse array of transfer options are made available to students.

### 17%

of students move between BC public post-secondary institutions every year

(Source: Student Transitions Project)

### 400,000+ credits

move with BC transfer students every year

(Source: Central Data Warehouse/ BCCAT/BC Ministry of Advanced Education, Skills & Training)

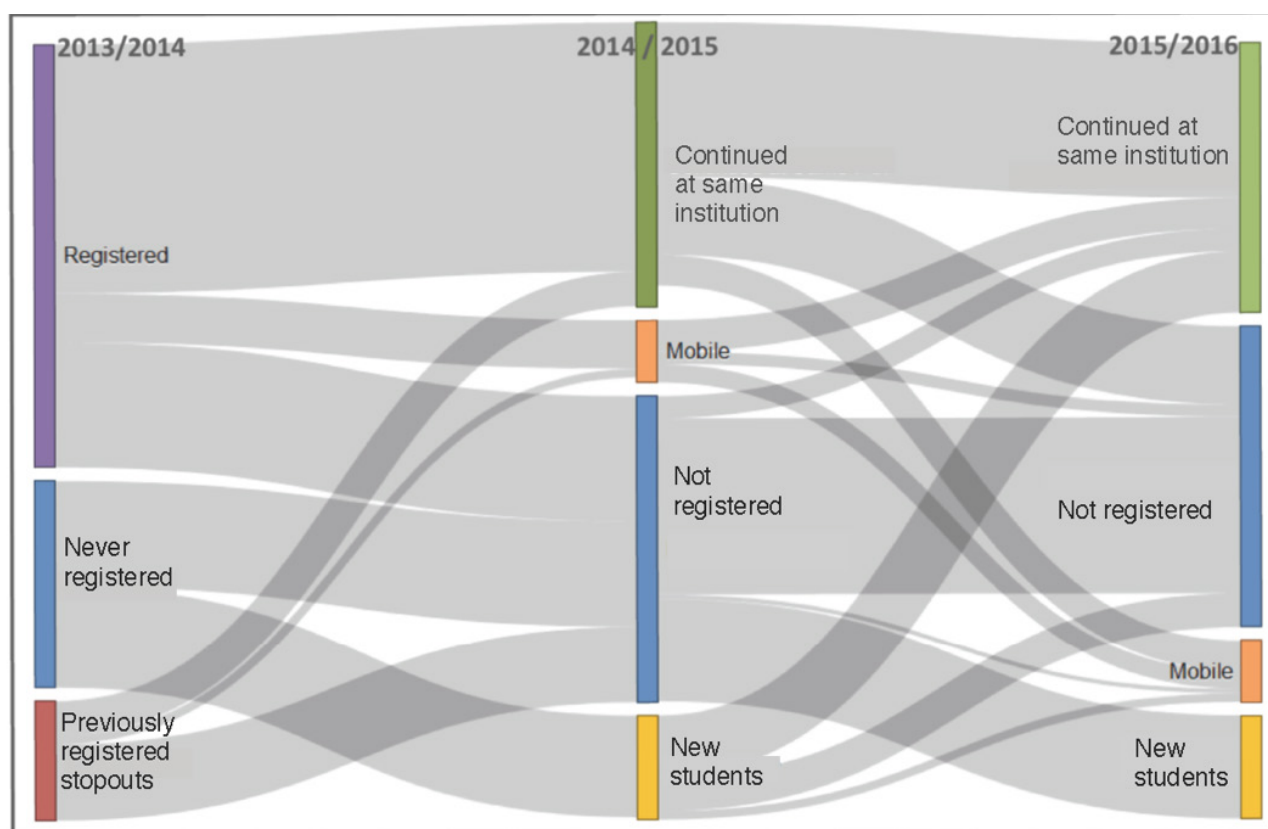
### 45%

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

(Source: Student Transitions Project)

<sup>14</sup> Student Transitions Project (November 2017) Post-Secondary Student Mobility, [www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/psm-highlights.pdf](http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/psm-highlights.pdf)

<sup>15</sup> [bccat.ca/pubs/readandrev2015.pdf](http://bccat.ca/pubs/readandrev2015.pdf)



**Registration State of BC Public Post-Secondary Students (2013/14 to 2015/16)**

Source: [www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/psm-highlights.pdf](http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/psm-highlights.pdf)

*"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..."*

- Readiness and Reverse (2015)  
[bccat.ca/pubs/readandrev2015.pdf](http://bccat.ca/pubs/readandrev2015.pdf)

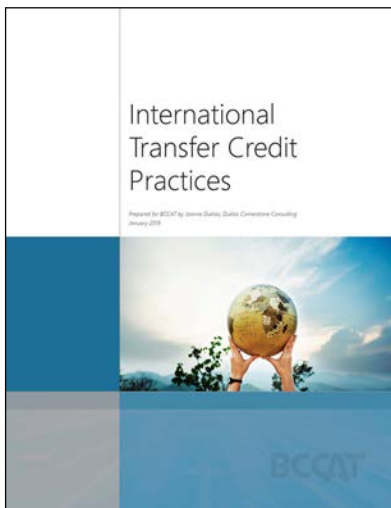
*"Respondents reported that, overall, these transfer agreements seemed to help increase Indigenous student retention rates."*

- Indigenous Educational Pathways (2018)  
[bccat.ca/pubs/Indigenous\\_Pathways.pdf](http://bccat.ca/pubs/Indigenous_Pathways.pdf)

- This figure illustrates the dynamic nature of the post-secondary pathways taken by students in BC. The vertical bars represent registration status in three consecutive academic years, and the pathways indicate the volume of students moving between each status year to year.
- Over 50% of all registrants continue at their institution each year.
- About 30% of registrants do not register in the next academic year - some because they complete their studies. Others return to their studies after one or more years away, often at the institution they last attended.
- Over 15% of students are "mobile", enrolling in a different institution than in the previous year. About 50% of mobile students continue at their new institution in the following year, and about 30% change institutions again, some of these returning to an institution they had attended previously.



BCCAT has a comprehensive research agenda<sup>16</sup> focused on projects looking at student access, admissions, transfer and mobility. This past year, BCCAT also examined practices regarding assessment, credentials, and international credit recognition. The research plan is informed through engagement with BC's transfer community, and shaped by BCCAT's standing committees under the governance of the Council. Highlights of recent research reports are presented below.



## International Transfer Credit Practices

*Prepared for BCCAT by  
Joanne Duklas, Duklas  
Cornerstone Consulting*

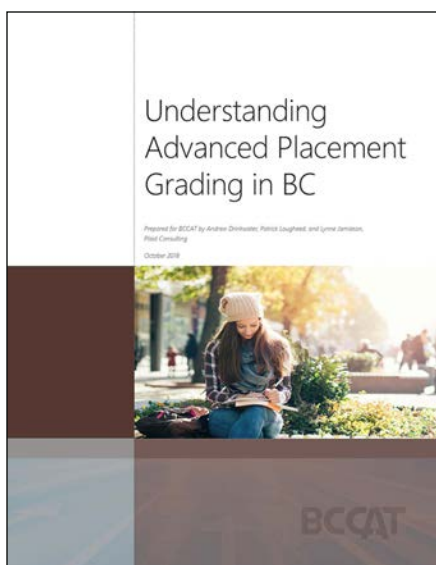
International assessment for assessing international transfer credit is a complex field guided by quality assurance frameworks, formal conventions, and best practices. This project examined policies and

practices of assessing international transfer credit through a literature review and an exploration of best practices in international credit transfer recognition, processing, and assessment.

*"Creating provincial and national course equivalency systems remains the goal of provincial councils of admission/articulation and transfer, such as BCCAT. This goal is achievable, as evidenced by the publicly available international course equivalency databases created by select Canadian institutions."*

Full report: [bccat.ca/pubs/Intl\\_Transfer\\_Credit.pdf](http://bccat.ca/pubs/Intl_Transfer_Credit.pdf)  
Executive Summary: [bccat.ca/pubs/Intl\\_Transfer\\_news.pdf](http://bccat.ca/pubs/Intl_Transfer_news.pdf)

<sup>16</sup> See BCCAT's 2018-19 Research Plan at [bccat.ca/research/plan](http://bccat.ca/research/plan)



## Understanding Advanced Placement Grading in BC

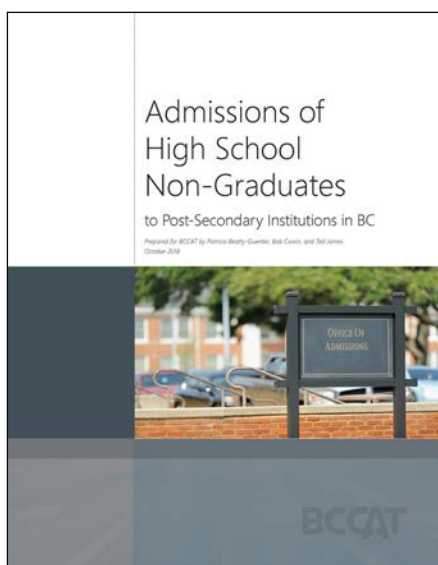
*Prepared for BCCAT by Andrew Drinkwater, Patrick Loughheed, and Lynne Jamieson (Plaid Consulting)*

This project focused on a review of secondary and post-secondary practices of grading Advanced Placement (AP) courses in BC and recommendations for appropriate equivalencies across AP grading practices.

*"Students who complete both the AP course and the exam outperform non-AP students and AP students with the course only, or the exam only, and dual enrolment students on many measures of post-secondary success."*

Full report: [bccat.ca/pubs/AP\\_Grading.pdf](http://bccat.ca/pubs/AP_Grading.pdf)

Executive Summary: [bccat.ca/pubs/AP\\_Grading\\_news.pdf](http://bccat.ca/pubs/AP_Grading_news.pdf)



## Admissions of High School Non-Graduates to Post-Secondary Institutions in BC

*Prepared for BCCAT by Patricia Beatty-Guenter, Bob Cowin, and Ted James*

One in five BC high school students do not graduate from Grade 12. BC post-secondary institutions use a variety of approaches for admitting high school non-graduates. This study assessed these institutional policies and practices.

*"This examination of how public post-secondary institutions in BC provide high school non-graduates with opportunities to enter and participate in educational programs is important in assessing how well the current system is functioning."*

*"One characteristic of the BC post-secondary system is that it facilitates a 'second chance' for high school leavers. ...adults can return to learning and access prerequisite course work missed during their youth."*

Full report: [bccat.ca/pubs/non-grads.pdf](http://bccat.ca/pubs/non-grads.pdf)

Executive Summary: [bccat.ca/pubs/Non-Grads\\_news.pdf](http://bccat.ca/pubs/Non-Grads_news.pdf)



## Admissions Policies and Practices for Under-Represented Groups of Students

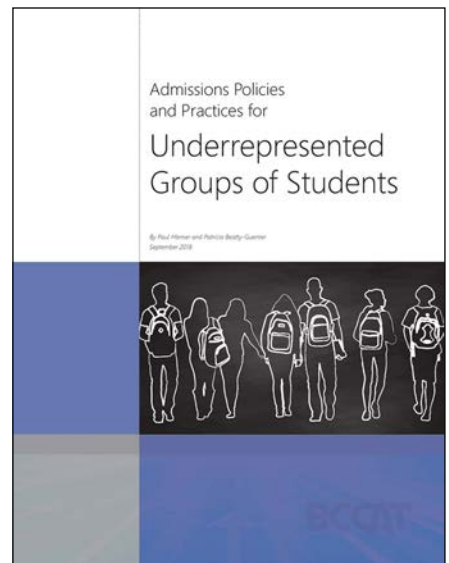
*Prepared for BCCAT by Paul Merner and Patricia Beatty- Guenter*

Are there systematic barriers (e.g. poverty, location, culture) that effectively restrict access to post-secondary education for certain student groups? This project examined issues regarding equity and access to post-secondary education by looking at how underrepresented student groups in BC are identified. The purpose was to assess policies and practices at BC Transfer System institutions for admissions of these student groups, and to summarize available data sources.

*"By and large and over time, despite policy shortcomings, and some blind spots, access has improved and continues to do so."*

Full report: [bccat.ca/pubs/underrepresented\\_groups.pdf](http://bccat.ca/pubs/underrepresented_groups.pdf)

Executive Summary: [bccat.ca/pubs/underrepresented\\_groups\\_exec\\_summary.pdf](http://bccat.ca/pubs/underrepresented_groups_exec_summary.pdf)



## The Growth of Post-Degree Programs in BC

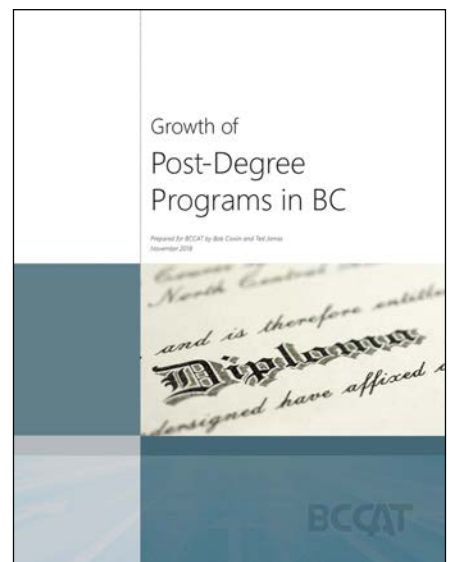
*Prepared for BCCAT by Bob Cowin and Ted James*

There has been an apparently marked increase in the number of post-degree credential programs offered by BC post-secondary institutions in recent years. This project took a systematic look at this trend through a literature review, a taxonomy of current programming, an analysis of the available provincial data, and a survey exploring the bases for the proliferation of these program offerings.

*"With the transition into what they consider to be good employment being a challenge for some baccalaureate graduates, many choose to continue their education to improve their job prospects."*

Full report: [bccat.ca/pubs/post\\_degree\\_programs.pdf](http://bccat.ca/pubs/post_degree_programs.pdf)

Executive summary: [bccat.ca/pubs/post\\_degree\\_programs\\_news.pdf](http://bccat.ca/pubs/post_degree_programs_news.pdf)



## Recurrent Projects

### Transfer Students - Profile and Performance

BCCAT oversees a number of recurring projects to monitor the effectiveness of the BC Transfer System. Studies regarding the profile and performance of transfer students<sup>17</sup> is one key example. For almost 25 years, BCCAT has partnered with BC's universities to describe the demographic profile of transfer students entering the province's universities and to document their performance as they progress toward their educational goals.

### Survey of Mobile Students

The *Survey of Mobile Students* project is also a major recurring project. This year, BCCAT launched a fresh survey of mobile students to ensure the transfer system meets their needs. When last surveyed in 2011, the majority of students who transferred were satisfied or very satisfied with their experience at both their original (75%) and subsequent (88%) institutions.<sup>18</sup> This kind of information is vital for gauging the effectiveness of the BC Transfer System and identifying areas for improvement. The 2019 version of the Survey is currently in the field. Stay tuned for its results in the upcoming months!



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<sup>17</sup> See *BC Transfer Students: Profile and Performance Report (2008/09-2012/13)* at [bccat.ca/pubs/ProfileReport\\_May2015.pdf](http://bccat.ca/pubs/ProfileReport_May2015.pdf)

<sup>18</sup> [bccat.ca/research/projects/survey](http://bccat.ca/research/projects/survey)



## System-Wide Research:

### Student Transitions Project (STP)

The STP is BC's collaborative system-wide research initiative responsible for tracking student mobility from secondary to post-secondary education. STP research has also contributed much to our understanding of student mobility in the BC post-secondary system. Since 2005, BCCAT has worked closely with the STP to analyze system-wide trends.

Links for info:

- STP website (BC government):  
[www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project](http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project)
- STP Research Highlights (June 2018): [www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp\\_highlights.pdf](http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp_highlights.pdf)
- International Students in BC's Education Systems (Dec. 2018):  
[www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp-international-research-results.pdf](http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp-international-research-results.pdf)



# TECHNOLOGY SERVICES:

## Sharing and leveraging resources responsibly

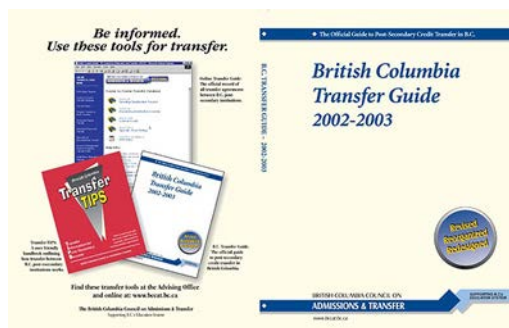
*"As a 'Transfer Credit Contact' for BCCAT, I remember helping with a number of projects, and was very happy when we finally moved from paper and email transfer credit requests to the online process!"*

- Kristine Smalcel Pederson, recounting her delight when the Transfer Credit Evaluation System (TCES) was first launched in 2001. Find out more about Kristine's story at [bccat.ca/pubs/Kristine\\_Smalcel\\_Pederson\\_Friend\\_of\\_BCCAT.pdf](http://bccat.ca/pubs/Kristine_Smalcel_Pederson_Friend_of_BCCAT.pdf)

*By sharing resources, and building on existing processes and technologies, BCCAT and BC Transfer System members deliver technology in a way that is both cost-effective and efficient for students, post-secondary institutions, and the BC government.*

BCCAT has come a long way since transfer agreements were processed across institutions using a "Transfer Credit Evaluation Form" and transfer credit listings were produced in the form of a substantial, paper-based resource referred to as "the BC Transfer Guide".<sup>19</sup>

Today, BCCAT technologies are designed to provide efficient, accessible information and resources to a wide variety of users. BCCAT's technologies take advantage of the latest standards and data models available, allowing for greater collaboration with post-secondary partners and existing platforms.

A screenshot of the BCCAT Transfer Credit System login page. The page has a blue header with the BCCAT logo and the text "Transfer Credit System". Below the header, it says "Welcome to the workflow application for establishing credit transfer agreements in British Columbia". There are two input fields for "User Name:" and "Password:", each with a small circular icon to its right. Below the password field is a "Log in" button. At the bottom, it says "For support issues, contact BC TCES Administrator" and the BCCAT logo again, with the text "BRITISH COLUMBIA COUNCIL ON ADMISSIONS & TRANSFER" below it.

<sup>19</sup> See [bccat.ca/system/history](http://bccat.ca/system/history) for more information about these and other key developments throughout BCCAT's history.

## Sharing Technologies: Transfer Credit System (TCS) and UBC Pilot Project

The Transfer Credit System (TCS) is the underlying technology enabling the processing of transfer agreements across BC Transfer System institutions. The new, improved TCS was launched last year, having been redeveloped through collaboration with Campus Manitoba.<sup>20</sup>

The new, improved TCS is significantly more efficient and easier to maintain, offering advanced tools for updating articulation agreements. The TCS was designed to support all articulation activities within a post-secondary institution, including out-of-province and international agreements, not just those within BC.

This year, BCCAT worked with UBC on a pilot project focused on importing their internal transfer tables into the TCS, and allowing UBC to adopt the TCS as their internal workflow for all articulation activities at UBC/UBC-Okanagan. UBC is now using BCCAT's web services to pull data from the TCS in real time to make it available on their website, allowing prospective transfer students to search credit transfers from within BC and around the world to UBC.

As a result of this project, over 45,000 agreements were added to the BC Transfer Guide database. In addition, approximately 15,000 agreements to other BC Transfer System members, not previously published, were added to the BC Transfer Guide.


This program will be extended to all BC Transfer System members in 2019/20, with a goal of expanding the BC Transfer Guide to position BC as THE destination for transfer students from around the world. The expansion of the BC Transfer Guide supports the Ministry priorities of access and breadth within a student's higher education experience.



*This pilot represents a significant milestone in BCCAT's history, as for the first time, data from across the country and around the world has been imported and made available through BCCAT technologies.*

<sup>20</sup> Previously, Campus Manitoba had used BCCAT's Transfer Credit Evaluation System—known as the TCES—to inform the development of their own transfer service. The new, improved technology informed the development of BCCAT's TCS.






*"When we began searching for solutions towards a student search tool for our UBC cross-campus equivalencies and all of our UBC transfer articulations, we couldn't think of a better partner than BCCAT – an organization with 30 years of experience successfully supporting transfer students and advisors with the BC Transfer Guide. Together with our BCCAT colleagues, we are thrilled to have recently launched the UBC Transfer Search Tool which allows users to search for transfer credits at UBC from courses completed within BC, across the rest of Canada, the US, and abroad, based on prior admissions."*

**– Paola Baca, Associate Director – Undergraduate Admissions, UBC Enrolment Services**

*"It has been a pleasure to work with our BCCAT colleagues to reach this important milestone in support of transfer students. The launch of the UBC Transfer Search Tool reflects how successful collaboration and partnership can support student access, and improve business processes for transfer articulators. I look forward to co-presenting with BCCAT on this collaborative effort at this year's PCCAT conference."*

**– Debbie Lin, Manager – Transfer Credit, UBC Enrolment Services**



## BCTransferGuide.ca

Since 1995, the BC Transfer Guide has delivered vital transfer information for student planning. Course-to-course agreements are updated automatically as they are processed through the Transfer Credit System (TCS), so users receive accurate, up-to-date information on course transfer options.

BCTransferGuide.ca continues to be very popular with users as we frequently receive positive feedback from satisfied students, advisors, and others.

To date, [BCTransferGuide.ca](https://www.bctransferguide.ca) offers **over 275,000<sup>21</sup>** course transfer listings, and the site continues to see a very high level of traffic.

### Transfer Pathway Options

BC Transfer System member institutions offer a wide range of transfer pathway options in addition to course transfer articulations: Degree Partnerships, Block Transfer, Associate Degree, Advanced Placement, and International Baccalaureate. These are all part of the many flexible offerings available to students through the BC Transfer System.

*See [BCTransferGuide.ca](https://www.bctransferguide.ca) for more information about these options. Also, watch out for these alerts on Twitter as new pathways become available.*



*"I love the BC Transfer Guide. I've used it so much I have it tattooed on my brain!"*

- Ryan Johnson, Langara College student

**275,000+**  
course transfer agreements

**1,328**  
Block Transfer Agreements

**52**  
Degree Partnerships

<sup>21</sup> This represents a sharp increase from last year due to the recent inclusion of UBC's in-house transfer tables. It is expected to continue to rise significantly as inter-provincial and international transfer agreements are included from other BC Transfer System institutions.

## BCTransferGuide.ca External Review

This year, we contracted with Plaid Consulting to launch an external review of [BCTransferGuide.ca](https://www.bctransferguide.ca) including a user survey and focus groups. The aim is to gather feedback on how this service may be improved. Based on the findings of this review, we plan to proceed with enhancements in the near future.

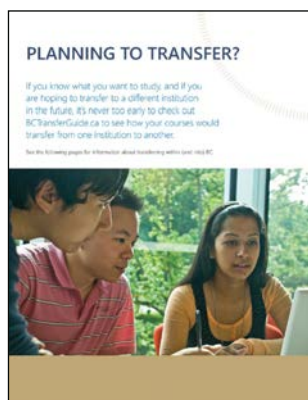
### Find Your Path: Viewbook for Students



BCCAT supports access to post-secondary opportunities by connecting students and others to key planning resources designed to help them to explore and discover the programs and pathways that best suit their educational goals.

This year we developed a comprehensive viewbook<sup>22</sup> as a guide for domestic and international students navigating

the BC post-secondary transfer system, from exploration through to application and transfer. The guide focuses on the BC Transfer System and the post-secondary tools and information provided through [BCTransferGuide.ca](https://www.bctransferguide.ca) and [EducationPlannerBC.ca](https://www.educationplannerbc.ca). It is available on the web, and print copies may be made available on request, where supplies allow.



<sup>22</sup> [bccat.ca/pubs/BCTS\\_Viewbook\\_Find\\_Your\\_Path.pdf](https://bccat.ca/pubs/BCTS_Viewbook_Find_Your_Path.pdf)



## COMING SOON:

### The new, improved BCCAT website!

The BCCAT website is a corporate resource offering access to key information, resources, and research of interest to BCCAT's post-secondary partners. Currently, the site is undergoing a major redesign to improve accessibility to publications and refresh the overall look, feel and usability. Watch out for the new, improved [BCCAT.ca](https://www.bccat.ca) later this year!

## EducationPlannerBC – A Collaborative Initiative

*Over the past year BCCAT has collaborated with the EducationPlannerBC team, post-secondary institutional partners, and the Ministry of Education, Skills and Training to support the ongoing development EducationPlannerBC.ca, BC's education planning, application, and transcript exchange web service.*

*BCCAT staff members Mike Winsemann and Jennifer Kook are now back working full-time on BCCAT initiatives, but BCCAT has been privileged to have had the opportunity to be a part of EducationPlannerBC's development and expansion and will continue to collaborate as needed on this important service for the benefit of BC's post-secondary students.*



# BC'S TRANSFER COMMUNITY:

## Growing Strong

*"Within Canada, BC leads as a jurisdiction for offering tightly integrated pathways programs... (and) international student pathways due to the long-established BC Transfer System facilitating transitions between colleges and universities."*

- Daniel Guhr et al. (2016). BC International Education Intelligence Report. Illuminate Consulting Group. San Carlos, California, USA.

Today, 30 years on, BC's transfer community is growing strong. Through collaborating, sharing resources, and undertaking research to inform key decisions and developments, the BC Transfer System continues to grow ever more flexible, robust and responsive.

Shortly after BCCAT was first established, in 1989, Dr. John Dennison<sup>23</sup> noted: *"Time will tell if this proposed body will earn the support of the institutions and provide a forum for improved articulation."*<sup>24</sup> The ongoing collaboration and support of institutional partners in advancing transfer and mobility significantly answers this important question. Certainly, it has made the BC Transfer System what it is today. As a result, BC students benefit from an ever-expanding range of flexible pathways made available through the dedicated efforts of post-secondary faculty members, administrators, and transfer professionals.

## Friends of BCCAT

To commemorate BCCAT's 30th anniversary, we have identified a number of "Friends of BCCAT"<sup>25</sup> who have had diverse and substantive experiences of the BC Transfer System and so offer unique perspectives. They have served in a variety of roles across the post-secondary system, and each provides a different window from which to view the ongoing transformation of BC's transfer community through the years. We invite you to check out their stories – and stay tuned as others are introduced throughout 2019!

<sup>23</sup> Dr. John Dennison was Professor Emeritus, Administrative, Adult & Higher Education at UBC, and served as BCCAT Co-Chair from 1993-1999. In 2016 he was granted the *Franklin Gelin Lifetime Achievement Award*, in recognition of his extensive contributions to the BC Transfer System throughout his post-secondary career. See [bccat.ca/system/awards/2016/dennison](http://bccat.ca/system/awards/2016/dennison)

<sup>24</sup> Quoted from "College to University: An Analysis of Transfer Credit Policy and Practice" (Dennison, J, 1989).

<sup>25</sup> Check out the "Friends of BCCAT" stories available at [bccat.ca/system/history](http://bccat.ca/system/history)



(Frank Gelin is pictured above with his colleague, Alistair McVey, taking registration at the College of New Caledonia in 1969, when CNC first opened.)

*"Our collective success has resulted in a system that greatly facilitates access and credential completion opportunities for students across the province. And this has been achieved with the unanimous support of our post-secondary institutions which, although governed autonomously, act as an integrated system facilitating admissions and transfer. From both a national as well as international educational policy perspective this has been and continues to be a remarkable achievement."*



(Finola is pictured above with her husband, Robert Harris.)

*"I look back now on the BC Transfer System as hugely empowering to students and I am proud to have been part of its success. I believe it is a model for the world."*

## FRANK GELIN

*BCCAT Executive Director and Council Co-Chair, 1993-2010; Executive Director Emeritus, 2010-present.*

Frank Gelin encountered the world of credit transfer early on. As a young college student, he was able to reach his own educational goals through the benefit of a university transfer pathway.

Over time, he became a dedicated advocate of post-secondary access enabled through transfer and mobility and this became the focus of his career when he eventually took up his role as Executive Director of BCCAT.

## FINOLA FINLAY

*Finola served as BCCAT's Associate Director, Transfer & Articulation from 1996-2010. Since retiring, she and her husband, Robert, have moved to Roaringwater Bay in West Cork, Ireland where they share adventures and a deep enthusiasm for archaeology, history, architecture, and more.*

Finola's experiences of the BC Transfer System began in the 1970's, as an Instructor (and later as a Campus Principal) at Northern Lights College. As part of the BCCAT team, she was a dedicated advocate for communication and understanding as vital for building an effective articulation community. She led on key projects and developed a number of well-used BCCAT resources (such as the *How to Articulate* handbook.)



## ROGER BARNESLEY

*President, Thompson Rivers University (1998-2010), and BCCAT Member (1998-2004) and Co-Chair (2011-2017).*

As president of the University College of the Cariboo (UCC), Roger Barnesley oversaw the transformation of the institution as it transitioned to "Thompson Rivers University" (TRU) in 2005. Through his leadership and vision, TRU developed and implemented an Aboriginal education plan in consultation with First Nations communities, and addressed the educational and training needs of a wide range of students from BC, other provinces, and beyond.



(Roger is pictured here with Robert Fleming, Executive Director and Co-Chair of BCCAT at the 2017 Joint Annual Meeting.)

*"I have always been delighted and proud to have been a part of a provincial process that creates full credit transfer opportunities for all students. I sincerely believe that as a result of the credit transfer system and the work of BCCAT, the BC post-secondary system stands out as exemplary in Canada."*

## KRISTINE SMALCELPEDERSON

Building on faculty advising and instructional experience starting in 1992, Kristine worked for almost 14 years with the Open Learning Agency (OLA) and Thompson Rivers University (TRU) in distance, open and online learning; leading to senior enrolment management roles with the University of Northern BC (UNBC) and MacEwan University, before working as an independent consultant and then joining Academica Group in 2014. She also served as a Council member in BC (BCCAT, 2011-2012) and Alberta (the Alberta Council on Admissions and Transfer /ACAT, 2012-2013).



*"In my current consulting role, working with various types of institutions across Canada, BC's transfer system is still my exemplar benchmark and is what I describe as the "glue" of the BC post-secondary system."*



(Martin is pictured above with Finola Finlay and Frank Koop, on a vacation in Ireland.)

*"I spent most of my career at Langara College, where two-thirds of our students are in university transfer programs. These students rely completely on the BC Transfer System and information provided by BCCAT (through BCTransferGuide.ca) to plan their transfer pathways."*

## MARTIN GERSON

Vice-President Academic & Provost, Langara College (2009-2012), Executive Director and Campus Dean, New York Institute of Technology (Vancouver Campus, 2013-2014), Dean of Instruction, Langara College (1993-2009), BCCAT Council Member (2006-2012) and TAC Chair (2006-2012).

Martin has supported transfer and articulation in BC throughout his post-secondary career, not least through contributions as an articulation committee member, and by serving on the Council and chairing BCCAT's Transfer & Articulation Committee. He continues to stand as an advocate for access and mobility for BC's post-secondary students.



(Trevor is pictured on his travels to Thailand.)

*"I came to fully appreciate the remarkable flexibility of the post-secondary educational environment in BC. A student is not penalized if they need to relocate or change their mind about a program, enabling them to pursue and persist in their post-secondary education."*

## TREVOR TOONE

Principal of Columbia College (1999-2018)

In 1991, Columbia College made history by becoming one of the first private institutions to be granted formal membership in the BC Transfer System, having developed articulation agreements with BC universities for many years prior to being included in the BC Transfer Guide.

Trevor supported the work of BCCAT over several years, including sitting as a member of the Transfer & Articulation Committee (2003-2017), which oversees BC's 66 articulation committees.



## BCCAT Transfer Awards: Celebrating BC's Transfer "Champions"



Left to right: Dezene Huber, Adrian Lipsett, and Norm Shaw. (Not pictured: Rick Chester)

The BCCAT Transfer Awards<sup>26</sup> program was created in celebration of BCCAT's 25th anniversary. These awards were designed to acknowledge and celebrate the vital contributions and dedication of individuals from across the BC Transfer System in supporting and improving transfer and articulation in BC.

Congratulations to the winners of the 2018 BCCAT Transfer Awards!<sup>27</sup>

### \* TRANSFER & ARTICULATION COMMUNITY LEADERSHIP AWARD \*

*This award recognizes an individual or group for their contributions to the BC Transfer System in their role(s) as community leaders and active volunteers in professional service to the broader articulation community.*

#### Dezene Huber

Professor (Conservation Science and Practice, and Ecosystem Science & Management), University of Northern British Columbia

*"Dezene has been an exemplary leader and active member of the Biology Articulation Committee for at least 10 years... As Chair, he helped provide an atmosphere of open and collegial discussion that has been instrumental in increased involvement and movement between the K-12 curriculum changes (Ministry of Education) and the post-secondary education system for the field of biology."*

- Tara Stehelin, Instructor, Biology, Yukon College (and Chair of the Biology Articulation Committee)



#### Adrian Lipsett

Program Manager, Creative and Applied Arts, Langara College

*"Adrian showed a keen interest and curiosity in the work of the committee and took an active role from the start... (Despite significant challenges facing the committee) he effectively balanced empathy and enthusiasm to keep our group focused on the positive and looking for opportunities to strengthen ourselves."*

*"As Co-Chair, he made enormous contributions to many aspects of our group's functioning. He is a true professional, consistently demonstrating his commitment to the group's work with good humour and a creative approach to problem-solving."*

- Andrea Matthews, Program Head, BC Institute of Technology (and Chair of the ESL Articulation Committee)



### \* LEADERSHIP AWARD \*

*This award recognizes an individual or group for demonstrating exemplary leadership that has had a significant and positive impact on advancing the theory and practice of transfer and articulation within the BC Transfer System.*

#### Richard Chester

Faculty Member, Natural Resources and Engineering, BC Institute of Technology



#### Norm Shaw

Association of BC Forest Professionals (ABCFFP), and former Instructor at the BC Institute of Technology.



*"Norm Shaw and Rick Chester began work on a comprehensive database in 2005 of all forestry competency outcomes delivered by technical schools in BC. They had a vision to start this process at the Forestry Articulation meeting held at the Pailisades Centre in Jasper at what is now known as the 'Jasper Accord'. Rick and Norm have probably spent thousands of hours, mostly volunteer building and refining this tool for use by forestry schools and the professional forestry group to assess programs and individual transfer (without funding and on their own initiative). They have truly demonstrated leadership in the area of transfer in BC and have created an important legacy."*

*"The Forestry and Sustainable Resources Management Articulation Committee feel that above all other work done by this committee that Rick's and Norm's work deserves recognition. Their work benefits the articulation committee itself but is finding utility with external organizations as well."* - Ed Morrice, Instructor, College of New Caledonia

<sup>26</sup> See [bccat.ca/system/awards](http://bccat.ca/system/awards)

<sup>27</sup> See [bccat.ca/system/awards/2018](http://bccat.ca/system/awards/2018)





Robert Fleming



Jim Hamilton

## A Word from our Co-Chairs

*For the past thirty years, the BC Transfer System has thrived as a key component of BC's post-secondary eco-system through the collaboration and professionalism of the numerous faculty and staff dedicated to widening access opportunities and transfer credit pathways for students around the province. Under the oversight of Council, and with the support and assistance of post-secondary partners, BCCAT has responded to meet shifting system and student needs through ongoing policy and practice research, coordination of articulation committees and activities, and technological innovation to efficiently manage transfer credit assessment.*

*Looking back over BCCAT's history--and indeed an even longer history of transfer credit pathway development beginning in the late 1960's with the creation of BC's community college system--all who have contributed to building BC's exemplary transfer network should share a collective sense of pride in what we have accomplished together for and with students. This Annual Review features thoughts and contributions from a few of the many individuals who have facilitated the development of the transfer system over the years. Reflection on the path travelled so far provides inspiration for mapping a continuing path forward, focused on facilitating student access, mobility, and success--not only within BC, but also beyond our borders--as students pursue more diverse and enriching educational experiences throughout their lives.*

*The staff at BCCAT look forward to continuing collaboration with system partners over the next thirty years and beyond. Thank you for your support, and Happy Birthday!*

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

## QUICK LINKS FOR INFO:

- Council: [bccat.ca/about/council](https://bccat.ca/about/council)
- Committees: [bccat.ca/about/committees](https://bccat.ca/about/committees)
- BCCAT Staff Team: [bccat.ca/about/work](https://bccat.ca/about/work)
- BC Transfer System: [bccat.ca/system/psec](https://bccat.ca/system/psec)
- Articulation: [bccat.ca/articulation](https://bccat.ca/articulation)
- Joint Annual Meeting (JAM): [bccat.ca/articulation/jam](https://bccat.ca/articulation/jam)
- Research Plan: [bccat.ca/research/plan](https://bccat.ca/research/plan)
- Engage e-Newsletters: Subscribe at [bccat.ca/about/communications/engage](https://bccat.ca/about/communications/engage)
- BCCAT Annual Reviews: [bccat.ca/about/annualreview](https://bccat.ca/about/annualreview)









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