

PATHWAYS & PARTNERSHIPS

Strengthening Community & Collaboration
in Support of Learner Mobility



BCCAT

2021-22 ANNUAL REVIEW

INTRODUCTION:

PATHWAYS & PARTNERSHIPS

The COVID-19 pandemic has presented considerable challenges for post-secondary education in recent years. These challenges have reinforced the reality that working together to support learner mobility is essential for students. Flexible pathways allow students to continue their educational journeys as and when they are able, and that is good news for us all – students, institutions, the post-secondary system, and the wider community.

BCCAT partners with post-secondary institutions to improve and expand transfer credit pathways for learners. This work is ongoing, as research informs our understanding of what is working well and what may be improved.¹

One key study completed this year, [Pathways Partnerships with the Indigenous Post-Secondary Institutions](#),² shines a light on the importance of relationship-building, transparency, commitment, and compassion in supporting Indigenous students through their post-secondary journeys. This work serves as a compelling reminder that strong and healthy relationships and partnerships between individuals and institutions are essential to benefit students and the BC Transfer System as a whole.

This Annual Review looks at how BCCAT enables connections between BC post-secondary institutions and all of our transfer partners, as we work together to support student access, mobility, and success.

¹ Student Outcomes 2020 newsletter: 83% of students who took further studies received transfer credits and 83% were satisfied with their transfer experience. (Source: Student Outcomes 2020 newsletter)
https://www2.gov.bc.ca/assets/gov/data/statistics/people-population-community/education/the_2020_highlights.pdf

² See pp. 10-11 for more about this illuminating project about how to support Indigenous students in their post-secondary journeys.



Since 1989, BCCAT has been instrumental to student success. BC has the most comprehensive credit transfer network in Canada, and we are able to continue to lead this work with a strong collaboration with BC's public post-secondary institutions. One thing is clear: because of your work, BC students can achieve their educational goals and pursue the careers they need to thrive and succeed.

- Hon. Anne Kang, Minister of Advanced Education & Skills Training

ABOVE PHOTOS:

(1) Project leads, Jennifer Anaquod and Jason La Rochelle, discuss how to support Indigenous students on their post-secondary journeys. (See p. 10.)

(2) Hon. Anne Kang, Minister of Advanced Education & Skills Training, addresses participants at JAM 2021. (See p. 6.)

BC'S ARTICULATION COMMUNITY

BC's 65+ discipline-specific articulation committees function as the collaborative "engine" of the BC Transfer System.

BC's well-established articulation community is vibrant and proactive. BC's 65+ discipline-specific articulation committees function as the collaborative "engine" of the BC Transfer System.

Committee members meet regularly to address key curricular and transfer issues and developments, fostering an environment of respectful relationships that enable pathways that work for students. Approximately 1,500 individuals from all post-secondary sectors and disciplines participate annually across the province in the work of these committees.

This year, most articulation committees met online, with a few hosting hybrid and face-to-face meetings. To support articulation chairs and System Liaison Persons (SLPs), BCCAT held a kick-off event at the start of "articulation season". In 2021, BCCAT also launched a self-hosted Moodle platform for articulation committees to manage and archive documentation and facilitate communication and networking among BC Transfer system member institutions.

In May 2022 the [BC Committee on the Undergraduate Program in Mathematics and Statistics \(BCCupms\)](#) held their 100th meeting. This articulation committee predates BCCAT and the formalization of inter-institutional transfer in BC.

It first met in 1967 when Ralph James (UBC) organized a meeting "for the Departments of Mathematics in the universities to extend a helping hand to their colleagues in the two-year colleges".

For more than five decades, this group has stood as a compelling example of what can be achieved through collaboration, sustained focus, and a shared passion for advancing learner mobility.

Notably, two long-standing committee members, David Leeming and Leo Neufeld, were each presented with BCCAT Lifetime Achievement Awards.

BCCAT would like to take this opportunity to extend our congratulations to the BCCupms community on reaching this remarkable milestone, and to acknowledge their significant contributions to improving transfer and articulation for BC post-secondary students.

MATHEMATICS-STATISTICS ARTICULATION COMMITTEE HOLDS ITS 100TH MEETING (1967-2022)



In 1967, Ralph James (UBC) organized a meeting “for the Departments of Mathematics in the universities to extend a helping hand to their colleagues in the two-year colleges”.

– British Columbia Committee on the Undergraduate Program in Mathematics (BCcupms) (1973). *History, objectives, method of operation*. Document approved at BCcupms meeting, January 29, 1973; contained in Mathematics-Statistics Articulation Committee archives.



PHOTOS:

Top: BCcupms holds its 100th meeting (hybrid) in May 2022.

Middle left: David Leeming and Leo Neufeld.

Middle right (L to R): Leo Neufeld, Rob Fleming, David Leeming, Susan Oesterle, Jim Bailey (2016).

Bottom (L to R): Jim Bailey, Nora Franzova, Leo Neufeld, Deanna Baxter (2015).

JAM 2021: MOVING FORWARD

[BCCAT's Joint Annual Meeting \(JAM\)](#) brings people together from across BC's post-secondary, articulation, and administrative community to share and learn about transfer and mobility.

At JAM 2021, we focused on "Moving Forward", examining current and emerging transfer-related issues and developments we are all facing as we continue to navigate the post-secondary terrain in this ongoing pandemic.

The event drew almost 400 registrants. Attendees took up the opportunity to view online sessions, ask questions, chat, contribute to discussions, and share photos.

Hon. Anne Kang opened the event with a message focused on the strengths of BC's collaborative transfer network. Elder Tom Oleman (Elder of St'at'imc Nation, working with Nicola Valley Institute of Technology) gave a powerful account of his personal journey. He underscored the deep significance of enabling Indigenous people to learn their ancestral languages and how that relates to identity, community, and belonging. He acknowledged the Indigenous peoples of our lands and shared a brief anthem composed by Chief Dan George.

Our keynote speaker, Dr. Sarah Eaton (University of Calgary), presented on Contract Cheating and Degree Fraud in Canada. We also learned about the Indigenous Language Fluency Degree currently in development, and a panel walked us through The Pandemic - One Year Later: What have we learned?

Check out the [JAM 2021 highlights video](#) and the [session playlist](#) on BCCAT's [YouTube channel](#) and check our [website](#) as plans unfold for JAM 2022.



Mike Winsemann
BC Council on Admissions and Transfer



Peter Dueck
Royal Roads University

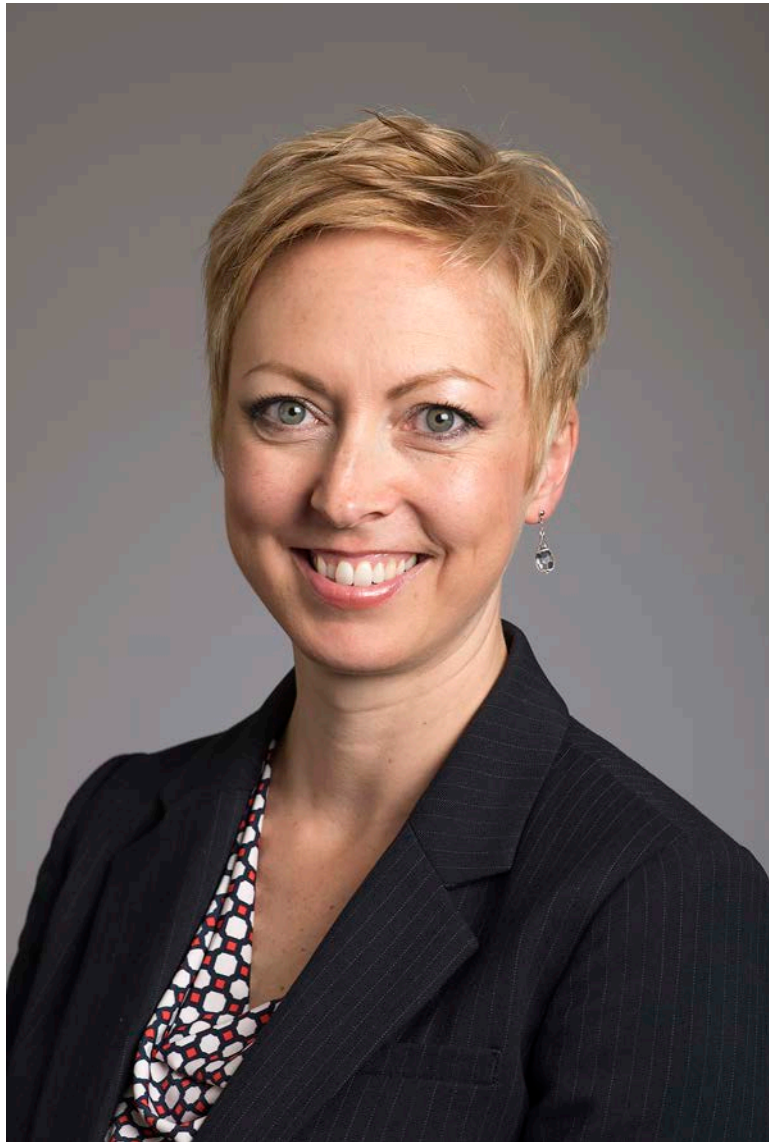


James Gifford
Fairleigh Dickinson University



Jean Maltesen
Vancouver Island University

ABOVE PHOTOS:
The "pandemic panel" walks through key challenges and learning through COVID-19, and changes going forward.



ZENA MITCHELL RECEIVES LEADERSHIP AWARD

[BCCAT's Transfer Awards](#) recognize and celebrate exemplary individuals who contribute significantly to advancing transfer and mobility in BC. This year, the Leadership Award went to [Zena Mitchell](#), Associate Vice-President, Enrolment Services & Registrar, Kwantlen Polytechnic University, for her leadership and dedication in supporting learner mobility within and beyond her own institution.



Zena is highly regarded across the university. She is viewed as one of the key leaders and is often called upon for advice by the senior leadership team and by the Academic and Deans' Councils...

Zena serves on a variety of university committees and through this work, she highlights admissions and transfer, doing her best to promote student mobility wherever she can.

– Steve Cardwell, Vice-President, Students, Kwantlen Polytechnic University

I've known Zena for many years and have always admired her commitment to students and their successes. Zena knows that their success includes their mobility and she's been a supporter of BCCAT and its work for many years.

– Karen McCredie, Executive Director, EducationPlannerBC

Our students are busy. They're working, they're parents, they're care-givers, they're dealing with so much more in their lives. And, to achieve their goals, they're often attending multiple institutions at the same time.

BCCAT's always working to grow and expand, and to ensure students make the most of their credits. And-- because we have such a robust system--students are saving time and money.

They're able to move around without duplicating credits, and ultimately reach their credential goals sooner which I think is an effective goal for all of us.

– Zena Mitchell, Associate VP, Enrolment Services & Registrar, Kwantlen Polytechnic University



Analytics

New Users: **269,000+**

Page Views: **1,934,000+**

Sessions: **519,000+**

Equivalencies

BC: **255,000+**

External: **70,000+**

BC & External: **325,000+**

Block Transfer: **1,459**

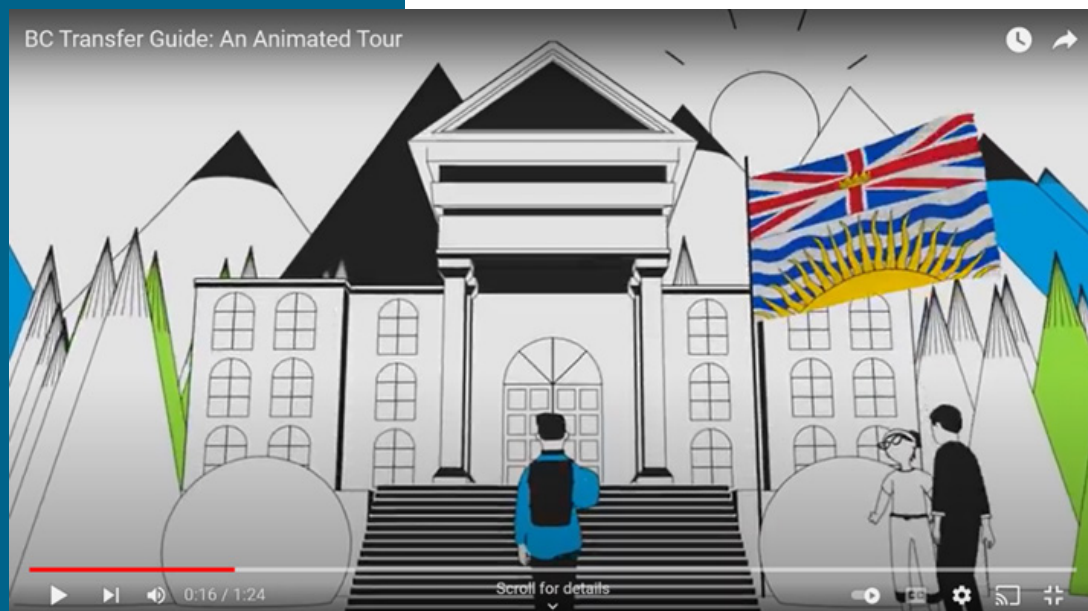
BCTransferGuide.ca is widely recognized as the “go-to” resource for planning transfer pathways. This year, we gave the website a fresh new look and feel, with improved accessibility and adaptivity for a more user-centric focus and experience.

Adult Basic Education (ABE) and English as an Additional Language (EAL) course transfer options are now searchable as well, making it much easier for students to access this specific transfer information.

Check out this [animated tour](#) of BCTransferGuide.ca on BCCAT’s Youtube channel!

What’s new?

- Website redesign – UX improvements for improved accessibility, adaptivity and responsiveness.
- Pan-Canadian & international transfer agreements
- Adult Basic Education transfer search
- English as an Additional Language transfer search



EXPANDING THE BC TRANSFER GUIDE

To date, 70,000+ external equivalencies have been added to the database.

The BC Transfer Guide expansion continues as BC Transfer System member institutions upload their pan-Canadian and international transfer equivalencies to the BC Transfer Guide, using the Transfer Credit System application. To date, 70,000+ external equivalencies have been added to the database. As a result, students near and far can now explore this global transfer guide to inform their post-secondary planning for transfer to British Columbia.

We thank the onboarded institutions and the Ministry of Advanced Education and Skills Training for their support and leadership.

BC Transfer Guide: Policies and System Consultation

BCCAT is consulting with BC Transfer System members to review membership policies in relation to out-of-province and private institutions. Another area of consideration will be eligibility for membership for Indigenous and First Nations institutions delivering post-secondary pathways or degree-level curriculum, on their own or in partnership with public post-secondary institutions and other partners.

Additionally, a working group was struck to review the criteria for including transfer agreements in the BC Transfer Guide. This will help ensure the BC Transfer Guide continues to be representative of all sectors where there is student mobility. This work includes consultation with the post-secondary sector over the coming months.

Transfer Credit System (TCS)

The Transfer Credit System (TCS) electronic work flow and software underlies the BC Transfer Guide database. Through the TCS, BC's post-secondary transfer institutions are able to formalize transfer decisions for publishing to the BC Transfer Guide. Recent improvements to the TCS include:

- a department dashboard with information for faculty members evaluating articulation requests;
- an institution dashboard to provide key performance indicators on articulation rates for institutions; and
- the introduction of dates to identify when agreements are due for review.

Your work to expand the BC Transfer Guide is a game-changer in our field, in BC, Canada and beyond. I am truly thankful and amazed that there are now 14 institutions on board. Thank you for your continued time and efforts in bringing this vision to reality.

- Debbie Lin, Manager, Transfer Credit, Undergraduate Admissions, UBC Enrolment Services

ONBOARDED



IN PROGRESS



RESEARCH

BCCAT is committed to facilitating a more comprehensive understanding of BC's ever-changing post-secondary environment. To this end, the Council conducts and coordinates a wide variety of research projects, to inform and support institutional planning, procedures, and policies, and to enhance educational opportunities and experiences for BC post-secondary students.

Pathways Partnerships with Indigenous Post-Secondary Institutes

bccat.ca/intro/PathwaysPartnerships2021

by Jennifer Anaquod, Anaquod Educational Consulting, Jason La Rochelle, Heather Simpson, Dawn Ursuliak, Justice Institute of BC

A greater understanding of Indigenous students' post-secondary journeys is vital to strengthening supports that enable better access, mobility, and success for these students. This study explored current practices that help support and enhance Indigenous students' post-secondary experiences.

Through the use of Indigenous ways of knowing and storytelling, those supporting students at Indigenous Adult Higher Learning Association (IAHLA) institutes and public post-secondary institutions gathered to weave together their stories of success, struggle, and perseverance in their journey to advance Indigenous education and improve the experiences of Indigenous students in post-secondary education.

These stories showed a wealth of positive policies and practices that support both pathway partnerships and Indigenous students, as well as identifying areas needing improvement.

As with all Indigenous education, the research highlighted the importance of relationships, transparency, commitment, and compassion to create stronger transfer credit pathways.

The report includes a literature review of the students' needs, an overview of the themes in the interviews with a variety of stakeholders and Elders who support Indigenous students accessing transfer credit pathways, as well as recommendations and suggestions for future studies.



Scan the QR code for access to the full report, this infographic, and a related video .

Graphic by [Drawing It Out](#).

Video by [Eyes Multimedia](#).

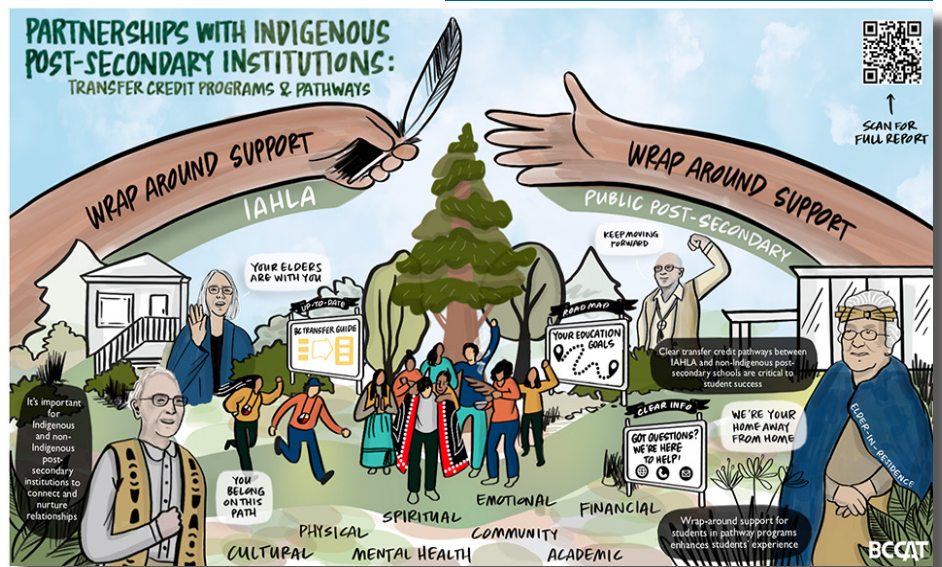


It begins with understanding...

Those that are working with Indigenous students—who are not Indigenous—need to take that time, being able to understand the truth of the history of education in Canada, not just for Indigenous people, but for everybody.

Understanding what the purposes of the pathway are and then understanding who the IAHLAs are that they're partnering with and really creating those relationships.

- Jennifer Anaquod (Project Lead)





Supporting BC Post-Secondary Students with Lived Experience in Care

bccat.ca/intro/LivedExperienceInCare2022

by Plaid Consulting

Students with lived experience in government care can face significant challenges in their educational journeys. In 2017, the BC government created the Provincial Tuition Waiver Program (PTWP) to encourage students with lived experience in care to continue their education at the post-secondary level.

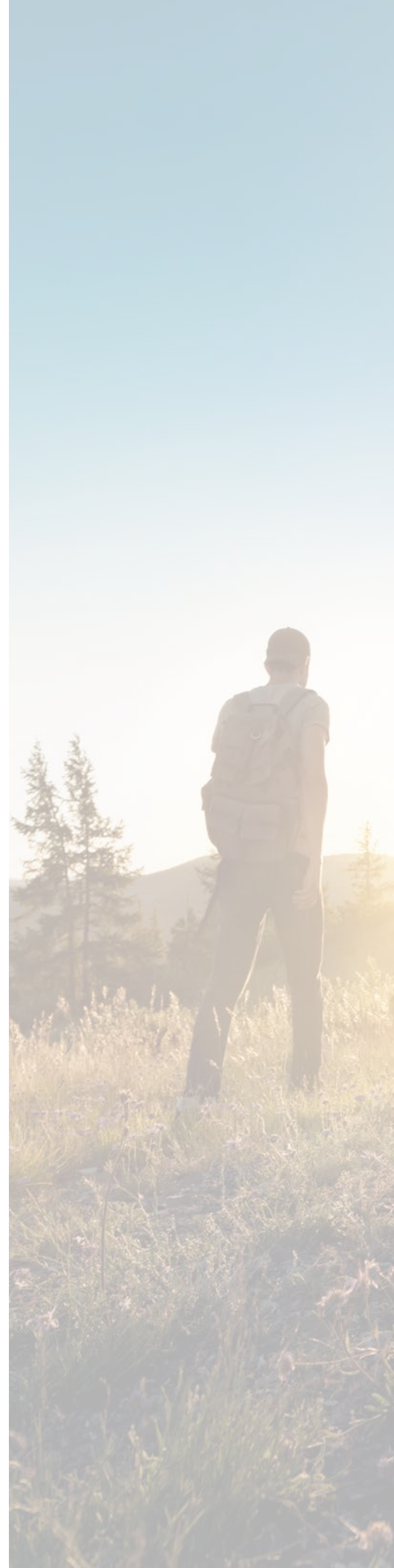
In the four years since the PTWP was launched, more supports have been made available to BC students with lived experience in care. This study investigates the effects of financial, academic, and mental health supports intended to improve the post-secondary experience of students with lived experience in BC's care system.

A total of 278 students and 12 professional staff from the University of British Columbia (UBC), the University of Victoria (UVic), Thompson Rivers University (TRU), and Langara College participated in the study. Students completed an anonymous survey, and some student survey respondents and the professional staff participated in interviews.

Students reported difficulties with leaving the care system and transitioning into PSE. Those who received the PTWP were satisfied with that program; however, a third of the students surveyed did not meet the PTWP eligibility criteria. Students reported difficulty getting additional funding to cover other living and educational costs. Some were unhappy with long waitlists for on-campus mental health services at their institution, and some felt that counsellors did not understand their backgrounds well enough to effectively assist them. UBC and UVic students were happy with the dedicated "navigator" staff at these institutions who support students with lived experience in care.

The report recommends:

- Creating **wrap-around support models** at all BC post-secondary institutions for students with lived experience in care.
- Reviewing and aligning post-secondary **mental health supports** for students with lived experience in care.
- Reviewing and aligning post-secondary **financial supports** for students with lived experience in care.





OTHER RESEARCH PUBLICATIONS OF INTEREST

Reverse Transfer

The Feasibility of Reverse Transfer in the BC Transfer System

By Dr. Fanni A. E. McQuarrie, Special Projects Officer, BCCAT
February 2022

BCCAT

Exploring Students' Motivations for Credit Accumulation

Prepared for BCCAT by Anneliese Groat
September 2021

BCCAT

Assessing Sending Institutions Outside the BC Transfer System

By Dr. Fanni A. E. McQuarrie, Special Projects Officer, BCCAT
September 2021

BCCAT

2021-22 RESEARCH PLAN

TRANSFERABILITY AND ARTICULATION OF POST-SECONDARY CREDIT

British Columbia's credit transfer system is highly diverse, reflecting the province's varied post-secondary programs, and the flexible pathways by which students access them. Current research priorities support the continuous improvement of specific transfer mechanisms, and the development of articulation and transfer processes for specific types of courses, learner circumstances, and areas of innovation.

- Examining the Potential for Reverse Transfer in the BC Transfer System**
Reverse transfer allows a student who transfers from a college to a university without completing a credential at the college to apply subsequent university credits to meet the college credential requirements. The purpose of this project is to explore the potential for reverse transfer in the BC Transfer System, with a focus on assessing the feasibility of reverse transfer in relation to completion of associate degrees. (Research & Articulation Committee)
- Successful Practices in Supporting Students with Lived Experience in Care**
Building on the experience of BC public post-secondary institutions, this research will examine programs and practices that improve access for students with lived experience in care, and that support their persistence and success. Surveys, interviews, focus groups, and/or other tools will be used to gather information on the development, implementation and maintenance of these programs and practices. (Admissions Committee)
- Online Learning in Rural and Remote Communities**
This project will utilize institutional data, and interviews, to explore how access to technology, and other learning resources, have affected students in rural and remote communities during 2020-2021 period of remote delivery. (Research Committee)
- Micro-Credentials: Options for Learning Recognition**
As a component of the BC Micro-Credential Framework development, this project will examine a number of potential issues including how micro-credentials may be tracked or latticed into longer programs, recognition and transfer of micro-credentials between institutions, and how both credit and non-credit micro-credentials could be included in the BC Framework. (AEST)
- Micro-Credentials: Options for a Registry in BC**
This project will survey sending and receiving institutions to determine which elements might be integrated with the BC Transfer Guide, Educator/Partner/BC and/or the Thompson Rivers University Credit Bank, to support learner, employer, and post-secondary institution awareness regarding micro-credentials offered in BC. (AEST)

2021-22 RESEARCH PLAN BCCAT 1

COVID-19 and Transfer

The effects of COVID-19 on transfer and articulation within the BC Transfer System.

A BCCAT Special Report prepared by Dr. Fanni A. E. McQuarrie, Special Projects Officer, BCCAT, and Anneliese Groat, Transfer Specialist

Introduction

In March 2020, the COVID-19 pandemic resulted in the closure of schools and colleges across the province. Over the course of several months, post-secondary institutions, transfer specialists, and students alike, all of a sudden, found themselves in uncharted waters. In the fall of 2020, some programs and courses were able to restart classes on campus, while others, and other programs, were either unable to start or had to start from scratch. The impact of the pandemic on the transfer and articulation system was significant, and the effects were felt across the province. This report provides an overview of the impact of COVID-19 on the transfer and articulation system, and offers recommendations for how to best support students and institutions during this time.

This report was commissioned by BCCAT's Transfer and Articulation Committee (TAC) to serve as a historical record of the changes implemented, temporary or permanent, of institutions during COVID-related closures, and to provide information and guidance to similar situations in future years in the future.

This report is intended to provide information about the COVID-related impacts, and information from BCCAT based on BCCAT and BCIT's efforts, and to provide information to other institutions in BC.

There are three main areas of focus in this report:

- Changes in transfer and articulation practices
- Changes in student and institutional behavior
- Recommendations for future practice

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Credit Accumulation in Pathway Programs

Report by BCCAT to Post-Secondary Institutions

Introduction

Pathway transfer programs and the students who enroll in them are an integral part of the BC Transfer System (BCTS). The BCTS is fundamentally built on course-to-course articulation, or the transfer of credits from one institution to another. This study assessed the number of credits accumulated by students in pathway transfer programs, and explored the reasons why students complete the number of credits they do.

This study assessed the number of credits completed by pathway-transfer and direct-entry students in Business, Engineering, Nursing, and Social Work, and explored the reasons why students complete the number of credits they do.

In this study, pathway transfer students are defined as students transferring from one or more sending institutions to one or more receiving institutions (Business, Engineering, Nursing, and Social Work) and the university of British Columbia with the intent of transferring. The study was conducted in a program of the receiving institution, or the institution where the most credits were completed in pathway programs, reporting from fall 2019. The study included data on 900 students who completed their Bachelor's degree between September 2017 and August 2019, of which 25% had the study behavior of pathway-transfer students. These were the students in the pathway of pathway-transfer students across institutions and programs, from 15% of all BC post-secondary students in Business, Engineering and Social Work.

• **No significant difference in efficiency for course-to-course assessment vs. block transfer/advanced standing**

Different post-secondary institutions use different practices for transferring transfer credits. Seventy-two percent of the pathway transfer students did not have transfer credits transferred, despite completing a credit at a sending institution, when transfer credits are not transferred. Transfer credits may be granted without sending a program of the receiving institution, or block transfer credits in this study, both in the student's path and without received transfer credit had an average similar number of credits from sending institutions – 10 credits for students who received transfer credit based on institutional data from receiving institutions, and 10 credits for students without received transfer credit based on data in the Transfer Data Warehouse database at the BC Ministry of Advanced Education and Skills Training.

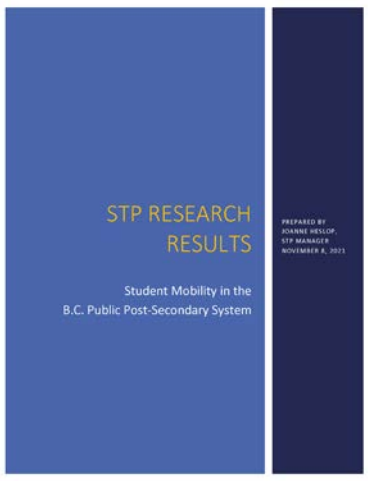
The study was prepared in consultation with the BC Ministry of Advanced Education and Skills Training, Centre for Data Research, British Columbia Institute of Technology, University of British Columbia, and the BC Transfer System. The study was conducted by BCCAT, with funding from the BC Ministry of Advanced Education and Skills Training. The study was conducted by BCCAT, with funding from the BC Ministry of Advanced Education and Skills Training.

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 Learn more about BCCAT publications and resources: bccat.ca/pubs/Resources/AllAboutPubsResources2022.pdf

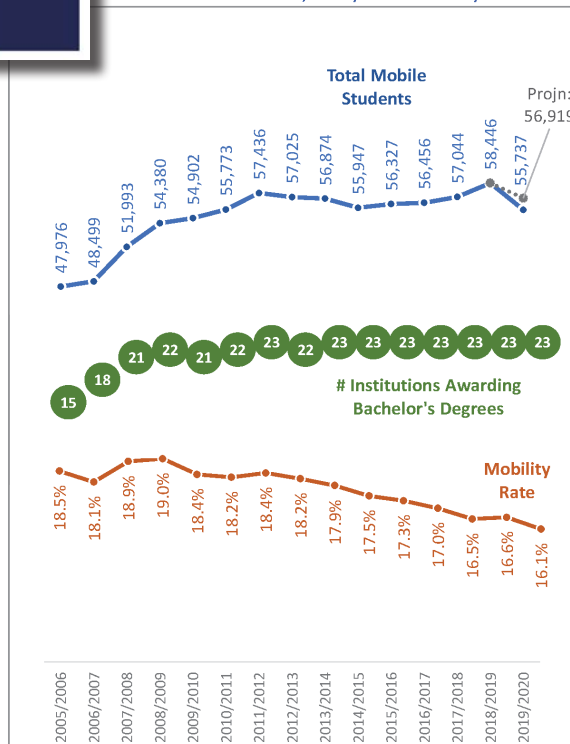
UNDERSTANDING STUDENT MOBILITY

Student mobility research provides valuable insights that help us to better understand student mobility experiences, movement patterns, and the functionality of BC's Transfer System.



BCCAT collaborates with the [Student Transitions Project](#)³ (STP) to analyze system-wide mobility trends in BC's post-secondary system.

STP's publication [Update on Student Mobility in the BC Public Post-secondary System](#)⁴ (PDF) presents key findings from the fall 2020 STP data submission. These findings provide an enlightening and useful look at recent student mobility activity.



Recent findings:

- **55,737 (16%)** of students moved between public post-secondary institutions in 2019-20.
- New degree opportunities in BC Colleges and institutes have reduced the need for students to switch institutions to complete a Bachelor's degree in BC.
- Not enough data yet for a full picture of the impact of the pandemic on student mobility.
- Roughly **two-thirds** of the mobile students last enrolled in the BC public system in the previous academic year (2018-2019); and the other **one-third** of mobile students stopped out in 2018-2019, after last enrolling in an earlier year.

Student Mobility Trends, 2005/2006 to 2019/2020

³ <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/student-transitions-project>

⁴ <https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/psm-highlights.pdf>

Did you know?

According to the *BC Student Outcomes 2020 Highlights*⁵ newsletter:

- 83% of those who took further studies received transfer credit
- 86% were satisfied with their transfer experience



⁵ https://www2.gov.bc.ca/assets/gov/data/statistics/people-population-community/education/the_2020_highlights.pdf

COLLABORATION: BC TRANSFER SYSTEM

BCCAT works with institutional partners, key sector groups and organizations to support mobility and expand student pathways in BC.

BCCAT has facilitated research for BC's Micro-Credential Framework.⁶ In conjunction with [BCcampus](#) and the Ministry of Advanced Education and Skills Training (AEST), six research projects are looking into processes and practices supporting micro-credential stacking, laddering and transferability; transcription and recognition; quality assurance; prior learning assessment and competencies; and micro-credential registries. The findings will inform recommendations for BC's Micro-Credential Framework.

A current BCCAT research project, *Data Collection Supporting Equity, Diversity and Inclusion*, developed in conjunction with the BC Registrar's Association and [EducationPlannerBC](#), includes an environmental scan of key considerations around the collection and use of data on student ethnicity and ancestry. The project is aligned with the broader work being undertaken by the Parliamentary Secretary for Anti-Racism Initiatives.

⁶ <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/micro-credentials>

Key Activities:

- Pathways partnerships between public and Indigenous institutions
- Supporting post-secondary access, equity, diversity and inclusivity with educational pathways
- Collaboration with BCcampus to share resources to support online learning

Transfer Credit System (TCS) Program Pathways Application

In consultation with system partners, BCCAT is exploring technological and institutional capacity, and interest, in an electronic workflow application that aggregates and audits course-level transfer agreements between credential programs to identify and create program pathways. This tool builds on existing transfer credit information maintained by BCCAT. Program pathway building and auditing functionalities will enable BC institutions to build transfer program pathways for publication on the BC Transfer Guide and related BC educational pathway resources, in keeping with AEST's Digital Services Strategy.

COLLABORATION: PAN-CANADIAN & INTERNATIONAL

BCCAT collaborates with transfer partners from across Canada and beyond to advance learner mobility within and across borders.

BCCAT is an active member of the [Pan-Canadian Consortium on Admissions and Transfer \(PCCAT\)](#) and CATCan, a network of Canadian “CATs” (BCCAT’s counterparts in other provincial jurisdictions). In 2021, BCCAT assisted PCCAT with hosting a virtual “Learning Day” that brought together educational administrators, staff and faculty from across Canada. The program focused on key educational developments and their current and future implications for post-secondary access and mobility in Canada. Sessions included the pivot to online learning environments and services during the COVID-19 pandemic, mapping institutional transfer credit practices, implementation of the [MyCredits.ca](#) digital exchange network, and the development of micro-credential frameworks and programs.

Collaboration includes:

- leveraging resources
- sharing best practices
- learning together
- joint projects

Meanwhile, BCCAT is also assisting with preparations for the (hybrid) [2022 PCCAT conference](#) to be held at Niagara Falls on June 22 and 23, 2022.

BCCAT staff members also participate with the [Association of Registrars of the Universities and Colleges of Canada \(ARUCC\)](#) and BCCAT is a signatory of the [Groningen Declaration Network \(GDN\)](#).

This year, BCCAT collaborated with the [Alberta Council on Admissions & Transfer \(ACAT\)](#) to connect BC and Alberta transfer credit personnel. In addition, BCCAT worked closely with the [Ontario Council on Admissions & Transfer \(OnCAT\)](#) to explore how we might leverage technologies within our respective jurisdictions.



THANKS FROM BCCAT

Sincere thanks from all of us at BCCAT to our many post-secondary partners who work every day to improve transfer and enable learner mobility.

We at BCCAT have the privilege of working with many dedicated individuals who work to support educational pathways for students. We would like to express our sincere appreciation to all of our post-secondary partners, including those working within BC's post-secondary transfer community, and our inter-provincial and global partners as well.

Council and standing committee members contribute much to the work of BCCAT. Special thanks and best wishes to these outgoing Council members for their considerable contributions and support for the work of the Council over the years.



TOP (L to R): **Kathy Denton** (President & CEO, Douglas College); **Elizabeth McCausland** (Professor, Department of English, Douglas College)
BOTTOM (L to R): **Lisa McCullough** (Superintendent, Framework for Enhancing Student Learning, BC Ministry of Education); **Diane Naugler** (Director, Community Engagement & Future Students, North Island College).

Our colleague **Robert Adamoski** has decided it is time to transition to retirement after ten years of exceptional service as BCCAT's Director, Research and Admissions. Robert has enjoyed a thirty-year career in advanced education as a faculty member and administrator, and brought that experience and dedication to BCCAT, the Student Transitions Project, and a wide range of provincial and pan-Canadian initiatives. We will miss working with him on a daily basis and we wish him the very best as he enters this new chapter.



We are very pleased to welcome **Anna Tikina** to her new role as Director, Admissions & Research (as of April 1, 2022). Anna's appointment was the result of a comprehensive selection process involving BCCAT Council and committee members and BCCAT staff.



Anna brings extensive experience to this role, drawing on 20 years working in the BC post-secondary system, including eight years as BCCAT's Research Officer. She has significant research, teaching and institutional research experience at several BC public post-secondary institutions and has collaborated with provincial and national groups on projects in admissions, transfer and student mobility. Anna holds a PhD from UBC, and her educational background includes studies in public policy and sustainability.



Ruth Erskine served as BCCAT's Committee Coordinator since first joining the team in 2013. She managed operations for BCCAT's standing committees, facilitated the work of 65+ articulation committees, and organized Joint Annual Meetings. Whatever the challenge, Ruth always proved herself to be highly proficient, collegial, and gracious, and she is very much missed! We wish her all the best as she turns her focus to new projects and adventures.

Finally, we were deeply saddened by the passing of **Devron Gaber** in 2021. As BCCAT's Associate Director of Admissions and Research (2003-2012), Devron brought a keen eye for detail, exceptional coordination and organizational ability, and a truly collaborative and collegial spirit, all mixed together with good humour and enthusiasm. Devron contributed much to the work of BCCAT and to BC post-secondary education over the years, and we feel privileged to have known and worked alongside him.



LINKS FOR INFO

- Council & Committees
bccat.ca/about/council
bccat.ca/about/committees
- Articulation
bccat.ca/articulation/committees
- Research Plan
bccat.ca/projects/plan
- Projects
bccat.ca/projects/research
- BCCAT Transfer Awards
bccat.ca/about/awards
- Engage e-newsletter
bccat.ca/about/engage
- All about BCCAT
bccat.ca/pubs/Resources/AllAboutBCCAT2021.pdf
- All About BCCAT Publications & Resources
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The BCCAT logo is positioned in the bottom left corner of the page, overlaid on the photograph of the hiker. It consists of the letters 'BCCAT' in a bold, white, sans-serif font.





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