2007-08 Annual Report
to the Ministry of Advanced Education

April 2008

BCCAT
BRITISH COLUMBIA COUNCIL
ON ADMISSIONS & TRANSFER

BCCAT

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to the Ministry of Advanced Education

This report is also available in Adobe Acrobat Portable
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BCCAT BRITISH COLUMBIA COUNCIL
ON ADMISSIONS & TRANSFER

April 2008

Dr. Moura Quayle
Deputy Minister
Ministry of Advanced Education
3rd Floor, 835 Humboldt Street
PO Box 9884, Stn Prov Govt
Victoria, BC V8W 9T6

Dear Dr. Quayle:

We are pleased to present the *2007-08 Annual Report* on behalf of the BC Council on Admissions & Transfer. This report sets out the projects and activities of the Council this past year according to our mandate and the expectations of the Ministry of Advanced Education, as expressed in the management letter dated April 16, 2007 which calls on BCCAT to "continue its valuable role in facilitating student transfer and admission throughout British Columbia's post-secondary education system."

This year was an important time for building on developments and initiatives begun in recent years. The attached report provides a detailed account of the work accomplished this year, and an overview outlining this year's highlights is provided in Section 2.

As ever, we at BCCAT are appreciative of the support of our system partners and the Ministry, and we look forward to continuing our work together as we guide and support students through the BC post-secondary system.

Yours Sincerely,

Dr. Frank Gelin,   Dr. Dan Birch, Co-Chair
Co-Chair and Executive Director

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1   THE COUNCIL

The BC Council on Admissions and Transfer (BCCAT) was established by the Minister of Advanced Education and Job Training in 1989, and its members are appointed by the Minister of Advanced Education. The mandate of the Council is to facilitate admission, articulation, and transfer arrangements among BC post-secondary institutions. The Council executes its mandate without any legislative or regulatory authority, which is a critical factor that enables it to successfully motivate inter-institutional collaboration. Specifically, the Council encourages institutions to develop policies and practices that facilitate student mobility, the admission process for direct entry and transfer students, and transferability of post-secondary credit courses. The Council provides online resources for students, such as the BC Transfer Guide and Education Planner, and resources for faculty and institutions, such as articulation handbooks. BCCAT also mediates transfer disputes, recommends practices designed to eliminate undue barriers to transfer, and commissions research into the overall effectiveness of the provincial transfer environment.

1.1   Council Members (2007-08)[1]

Council Co-Chairs:

Dan Birch	*VP Emeritus, Academic & Provost, UBC, and Consultant, Janet Wright & Associates Inc.*
Frank Gelin	*Executive Director, BC Council on Admissions and Transfer*

College/Institute Faculty

Bob Harris	*Counsellor, College of New Caledonia*
Karin Kaercher	*Instructor, Criminal Justice, Camosun College*

University Faculty

Lesley Andres	*Associate Professor, Dept. of Educational Studies, University of British Columbia*

Public Post-Secondary Institutions

James Cooke	*Vice-President, Student & Institutional Support, Capilano College*
Lou Dryden	*President, North Island College*
Martin Gerson	*Dean of Instruction, Langara College*
Jody Gordon	*Director, Enrolment Services & Registrar, Kwantlen University College*
Paul Harrison	*Associate Dean of Science, University of British Columbia*
Bill Krane	*Associate VP, Academic & Associate Provost, Simon Fraser University*
Paul Madak*	*Professor & Dean, Student Success and Enrolment Management, University of Northern BC*
Heather Schneider	*Regional Dean, Central Okanagan, Okanagan College*
Tim Segger	*Vice-President, Administration, University College of the Fraser Valley*
Lynda Wallace-Hulecki*	*Registrar & Executive Director, Student Enrolment, University of Victoria*

Private Institutions

Harro Van Brummelen*	*Professor of Education, Trinity Western University*

Secondary School Superintendents

Tom Grant	*Superintendent of Schools, Coquitlam Board of Education*

Post-Secondary Students

Janice Morris	*Graduate Student, University of British Columbia*

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[1] Members appointed as of September 1, 2008, are marked with an asterisk [*]. This year, four council members finalized their terms of membership: James Anglin (University of Victoria), Linda Coupal (Royal Roads University), John DeGrace (previously with the University of Northern BC), and David Sylvester (Corpus Christi College).

1.2 Meetings

The Council meets four times per year, twice at the BCCAT offices in Vancouver and twice at BC post-secondary institutions to gain a wider understanding of transfer issues throughout the system. Council meetings this year were held as follows:

- June 7-8, 2007: BCCAT Offices (BCIT - Downtown Campus, Vancouver)
- October 5, 2007: Camosun College, Victoria
- December 7, 2007: BCCAT Offices (BCIT - Downtown Campus, Vancouver)
- March 7, 2008: Fairleigh Dickinson University (Vancouver Campus, Vancouver)

Approved minutes are available on the BCCAT website at bccat.ca/publications, and general information regarding the Council is available at bccat.ca/council.cfm.

1.3 Committees

The work of the Council is carried out by five main standing committees:

- Admissions Committee
- Education Planner Advisory Committee
- Institutional Contact Persons
- Research Committee
- Transfer and Articulation Committee

These committees are comprised of Council members and others appointed from within the post-secondary and secondary systems. They are responsible for overseeing many of the projects and activities outlined in this report. Advisory and task-specific groups are established as needed. The mandate and membership of each committee (and any related groups or sub-committees) are detailed in the relevant sections of this report. Committee information is also available online at bccat.ca/committees.cfm.

1.4 Staff

The day-to-day operational work of the Council is carried out by the following staff members:

- Frank Gelin, Executive Director & Co-Chair
- Finola Finlay, Associate Director
- Devron Gaber, Associate Director
- Mike Winsemann, Transfer & Technology Manager
- Jean Karlinski, Research Coordinator
- Raili McIvor, Articulation Coordinator[2]
- Valerie Yorkston, Executive Assistant and Communications Coordinator

1.5 Chart of Major Activities

[See the following page for a summarized outline of the Council's major activities.]

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[2] In October 2007, Stephanie Oldford resigned from the position of Transfer & Articulation Assistant. Raili McIvor stepped into the role of Articulation Coordinator in January 2008.

Chart of Major Activities

Admissions & Research

ADMISSIONS (Key Tasks)

- examine admissions policies and practices
- collect and disseminate comparative information
- conduct research on admissions, access, and student mobility
- encourage information sharing among institutions on enrolment planning
- assist with admissions issues concerning online learning
- assist with admissions issues and information related to secondary/post-secondary transitions
- work in collaboration with the Student Transitions Project
- promote inter-provincial credential recognition

RESEARCH (Areas of Study)

- policy reviews
- transfer student profiles and studies
- student surveys (outcomes)
- retention and attrition
- patterns of student mobility
- transfer rates
- transfer administrative processes
- applications, admissions, and registrations
- overall transfer effectiveness

Transfer & Articulation

Transfer Policy

- Principles and Guidelines for Transfer
- private institutions policies
- other policies

Transfer Credit Evaluation System (TCES)/ BC Transfer Guide

- maintain and update TCES
- train system users
- publish and maintain BC Transfer Guide

BC Transfer System

- provide information on system membership
- develop policy on expansion
- enhance inter-provincial transfer
- serve on Degree Quality Assessment Board
- host Annual Meeting of Institutional Contact Persons

System Collaboration

- with institutions, system committees, BCcampus, and the Ministry of Advanced Education
- liaise with other transfer jurisdictions (Canada, US, etc.)

Articulation Committees

- produce and distribute Articulation Committee Companion
- receive and review minutes
- assist committees in appointing System Liaison Persons
- host Annual Meeting of Chairs and System Liaison Persons

Articulation Resources

- produce and distribute How to Articulate handbook, Best Practice Guide, and related resources
- assist with articulation issues (including non-traditional articulation)
- publish articulation-related reports
- mediate articulation disputes

Improving Articulation

- support articulation projects through Transfer Innovation (TI) and Transfer & Articulation Project (TAP) grants
- publish project reports
- implement new articulation agreements
- maintain/update new pathways, grids, guides, or block transfer agreements
- provide training or workshops on articulation

Websites & Communications

Websites

- maintain and update BCCAT websites (BCCAT.ca, BCTransferGuide.ca, and EducationPlanner.ca)
- enhance websites as appropriate
- Education Planner:
  o establish and monitor contracts for content and technology
  o integrate or collaborate with other student-focused websites
  o consult with advisory and user committees

Communications/Publications

- raise awareness of BCCAT, key resources, and the BC Transfer System
- provide student-focused information and resources
- provide transfer information, replies to queries, FAQs, newsletters, and other advising resources
- publish and distribute newsletters, research, reports/summaries, policy discussion papers, brochures, handbooks, special reports, and an annual report

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MANDATE: The mandate of the British Columbia Council on Admissions and Transfer is to facilitate admission, articulation, and transfer arrangements among BC post-secondary institutions. Specifically, the Council (a) encourages institutions to develop policies and practices regarding the transferability of post-secondary credit courses so that credit granted at one institution can be applied toward credentials at other institutions, and (b) examines issues concerning capacity, demand, and student mobility, and recommends policies and practices related to the admission process for direct entry and transfer students. The Council's collaborative approach to the planning and administration of policies, practices, and projects helps to ensure an accessible and responsive system.

COUNCIL: The Council is funded annually by the Ministry responsible for post-secondary institutions and has no legislative or regulatory authority. Council members are selected from the education system and appointed by the Minister. They strive to achieve the mandate of the Council by serving the overall best interests of the system and do not formally represent any specific institution or constituency.

COMMITTEES: The Council carries out its work with the assistance of a number of standing committees, whose members are drawn from the post-secondary system: Admissions Committee, Education Planner Advisory Committee, Institutional Contact Persons, Research Committee, and Transfer and Articulation Committee. Advisory and task-specific groups are established as needed.

Last Revised: 4/14/2008

2   2007-08: HIGHLIGHTS

2.1   Recalibrating the BC Transfer System: Implementation of Recommendations

This year, we moved ahead with the implementation of recommendations from the multi-year project, Recalibrating the BC Transfer System. The following are three main examples of developments in 2007-08.[3]

- ### Designation as a Receiving Institution: Policy Development

  One recommendation arising from the Recalibration report was that BCCAT should develop a paper exploring the implication of lifting current designation restrictions, with input from system groups. The initial paper was developed through consultation with several system groups, including a special-purpose workshop for the BC Registrars Association (BCRA). As a result, we have decided to divide implementation into Phase 1 and 2, with Phase 1 focusing on the development of a proposed process for potential receiving institutions to follow. This process has now been developed with advice from stakeholders, and was approved at the March 2008 meeting of Council.

- ### Best Practice Guide for Receiving Institutions

  Following the advice we gathered from stakeholder groups, we proceeded this year with the production of a Best Practice Guide. These groups informed us of the particular usefulness of a resource which would outline the practices, processes, policies, and resources required of receiving institutions. The Guide was researched and developed by Nick Heath, former Director of Admissions from Simon Fraser University, and the final draft was approved by the Transfer and Articulation Committee in February 2008. The document is currently being prepared for publication and will be released in tandem with the Designation as a Receiving Institution policy.

- ### Course Mobility Study

  As part of the Recalibration of the BC Transfer System project, BCCAT undertook a project to extract available data in the CDW to analyze the courses that students in colleges, university colleges, and institutes carried with them among CDW institutions in the three years 2004 to 2006. These data can inform whether a business case exists for sending institutions to also become receiving institutions. The data showed that, although the majority of courses moved had a small number of students carrying the course with them, there may be sufficient evidence for some institutions to move some of their course transfers from a case-by-case basis to an articulation basis of transfer. Not surprisingly, the largest amount of course movement was between Lower Mainland institutions.[4]

2.2   Student Mobility Research

Significant progress was made in 2007-08 in building a systematic approach to data collection and reporting on student mobility. The BCCAT work on student mobility research occurred as part of the Admissions Committee Work Plan and in close partnership with the Student Transitions Project (STP). The STP is a collaborative effort between the Ministries of Education (MEd) and Advanced Education (AVED) and BC public post-secondary institutions to link data about students in the province's public post-secondary and K to 12 education systems in order to answer research questions on student transitions. The STP is managed by a Steering Committee with members from the two Ministries, post-secondary institutions, and BCCAT. As in the previous year, the Admissions Committee projects with a focus on student mobility became part of the STP Work Plan, and these projects were carried out under the auspices of the STP Steering Committee and its subcommittees, working closely with BCCAT staff and using BCCAT funding.

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[3] A final report with recommendations for action/next steps was approved by Council at the October 2006 meeting, and is located at bccat.ca/pubs/recalibration.pdf. A concise summary of the status of the Recalibration project as of March 2008 is available in Appendix B of this report. See Section 4.4. for further information.

[4] See Section 5.3(g) for further information.

Highlights of the work in 2007-08 on student mobility research include:

- Conducting the fourth year of research on the number of potential and eligible transfer students in colleges, university colleges, and institutes and the movement of those students to universities in the subsequent year. This has occurred under the auspices of the Mobility of Transfer Students Subcommittee. The study includes five years of data on the numbers of potential and eligible transfer students and shows a significant drop in numbers over that period but a levelling off in the last three years.

- Completion of a 2006-07 pilot project that measured for the first time the flow of grade 12 graduating cohorts among public post-secondary institutions in multiple directions over multiple years.

- Creation by the STP Steering Committee of an Applicant Research Subcommittee, composed of institutional research directors and registrars from both universities and Central Data Warehouse (CDW) institutions as well as AVED and BCCAT representatives. As well, most CDW institutions submitted applicant data for Fall 2007, and data have been analyzed by AVED staff along with registrant data for CDW institutions and universities.

- Other significant progress made by the STP Steering Committee includes the formation of a Data Management Subcommittee to work on clarifying data elements and reporting guidelines and the secondment of an STP Manager with funding from AVED.[5]

2.3   Degree Partnership Symposium

Degree partnership models serve as a guarantee to students who start their studies at one institution and maintain adequate grades of continuation towards degree completion at another institution. BCCAT hosted a Degree Partnership Symposium in April 2007 to provide an opportunity for BC institutions to share both best practices and pitfalls when developing a degree partnership.[6]

2.4   BCCAT Web Resources

The development and improvement of BCCAT web resources is an ongoing process. Below are a few examples of changes carried out in 2007-08:[7]

- **Education Planner:** This site now features an Education Planner Web Service which allows organizations to connect directly to the Education Planner database, the ability to generate PDF documents out of saved education and financial plans, and updating the Student Outcomes information.

- **BC Transfer Guide:** Several thousand new agreements were added to the BC Transfer Guide throughout the course of the year. In addition, the University of Phoenix was added as a receiving institution for a degree program.

- **Transfer Credit Evaluation System (TCES):** The TCES was enhanced with greater articulation request management and tracking tools, and more open access to course outlines submitted for course articulation.

2.5   BCCAT Marketing & Communications

BCCAT continues to work to increase awareness of key web resources to help and encourage students with their post-secondary planning. This year, we (a) launched two separate transit advertising campaigns which extended to every region of the province, (b) participated in numerous education and career fairs, (c) distributed brochures and other informational materials, and (d) gave frequent presentations and workshops to assist students, counselors, and career practitioners in the use of both the BC Transfer Guide and Education Planner.[8]

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[5] See Section 5.2 for details.

[6] See Section 5.3(j) for further information.

[7] See Section 7 for further information on these developments.

[8] See Section 8 for details.

3 THE BC TRANSFER SYSTEM

3.1 Institutions in the BC Transfer System

The BC Transfer System consists of the provincial public post-secondary education institutions, and also includes Yukon College and those private institutions and programs which have been approved to participate through a provincial quality assessment process. The following institutions comprise the BC Transfer System.[9]

COLLEGES	Camosun College *(Victoria)* Capilano College *(North Vancouver)* College of New Caledonia *(Prince George)* College of the Rockies *(Cranbrook)* Douglas College *(New Westminster)* Langara College *(Vancouver)* North Island College *(Courtenay/Comox)* Northern Lights College *(Dawson Creek)* Northwest Community College *(Terrace)* Okanagan College *(Kelowna)* Selkirk College *(Castlegar)* Vancouver Community College *(Vancouver)* Yukon College *(Whitehorse)*
UNIVERSITIES	Royal Roads University *(Victoria)* Simon Fraser University *(Burnaby)* Thompson Rivers University *(Kamloops)* Thompson Rivers University – Open Learning *(Kamloops)* University of British Columbia *(UBC Vancouver & UBC Okanagan)* University of Northern British Columbia *(Prince George)* University of Victoria *(Victoria)*
UNIVERSITY COLLEGES	Kwantlen University College *(Surrey)* Malaspina University-College *(Nanaimo)* University College of the Fraser Valley *(Abbotsford)*
INSTITUTES	British Columbia Institute of Technology *(Burnaby)* Emily Carr Institute of Art & Design *(Vancouver)* Justice Institute of British Columbia *(New Westminster)* Nicola Valley Institute of Technology *(Merritt)*
PRIVATE INSTITUTIONS	Columbia College *(Vancouver)* Coquitlam College *(Coquitlam)* Corpus Christi College *(Vancouver)* Trinity Western University *(Langley)*
PROGRAM MEMBERS	Alexander College Fairleigh Dickinson University Quest University Canada Sprott-Shaw Community College University Canada West University of Phoenix

[9] While many of these institutions have more than one campus, this list includes only the main campuses. Institutions listed as "program members" are those that have had certain degree programs approved for articulation within the BC Transfer System

3.2   Institutional Contact Persons (ICPs) and Transfer Credit Contacts (TCCs)

Institutional Contact Persons (ICPs) are valuable links between BCCAT and institutions throughout the BC Transfer System. ICPs are institutional representatives who advise BCCAT on administrative matters related to transfer. They also provide and check information on all transfer agreements and assist in passing on transfer-related information to their institutions.

The Annual Meeting of ICPs is an important opportunity to meet face-to-face with these individuals. The last meeting was held on April 20, 2007. The agenda included an update on the BC Transfer System, a discussion on how to improve the articulation process, exercises on how to articulate, and a presentation reporting on student feedback about the BC Transfer Guide website. Check bccat.ca/icp.cfm for a list of current ICPs and information about the 2008 meeting. Feedback following the event indicated that participants appreciated the opportunity to connect with others from the system to discuss matters of mutual interest and share best practices.

Transfer Credit Contacts (TCCs) are people involved on the "front line" of transfer and articulation at their institutions. These individuals provide valuable assistance to the Transfer & Technology Manager on logistical issues related to the processing of articulation agreements and maintenance of the Transfer Credit Evaluation System (TCES). A number of TCCs also participate in the Annual Meeting of ICPs, due to their significant level of involvement with the BC Transfer Guide and TCES.

4 TRANSFER AND ARTICULATION

4.1 Transfer and Articulation Committee

The Transfer and Articulation Committee reviews and approves all Transfer Innovations (TI) and Transfer and Articulation Projects (TAP), and any relevant research projects. The Committee approves all new articulation committees, convenes the annual meeting of Articulation Chairs and System Liaison Persons, assists with the resolution of transfer disputes, and provides advice to Council on matters related to public-private articulation and the expansion of the BC Transfer System.

Committee Members:

Martin Gerson (Chair)	*Dean of Instruction, Langara College*
Sarah Dench	*Director, University Curriculum and Institutional Liaison, Simon Fraser University*
Karen Evans	*Dean, Community Access, Business & Information Technology, University College of the Fraser Valley*
Patricia Sackville	*Associate Dean, Academic Studies, British Columbia Institute of Technology*
Kathleen Kielly	*Registrar, University of Northern British Columbia*
Trevor Toone	*Principal, Columbia College*
Ian Cavers	*Associate Dean of Science, Curriculum & Learning, University of British Columbia*
Gillian Crowther	*Division Chair, Capilano College*
Don Gillingham	*Dean of Trades, Technology and Tourism, North Island College*
Tim Haskett	*Director, Academic Advising Centre, Faculties of Humanities, Science, and Social Sciences, University of Victoria*
Tim Segger	*VP, Administration, University College of the Fraser Valley*
Rain Zuo	*Student, University of British Columbia*

4.2 Articulation Committees

There are 71 articulation committees currently approved by BCCAT and operating under the general aegis of the TAC. The Articulation Coordinator, Raili McIvor, assumes general responsibility for these committees, including communicating with them, disseminating information, and ensuring they have the support and resources they require to operate effectively.

a) Articulation Committee Issues

This year the Allied Dental Educators' Articulation Committee, with the support of their institutions, applied to the TAC for permission to divide into two separate committees, one for Dental Hygiene Programs and the other for Dental Assistant Programs. At the same time, two committees are currently under review since they do not appear to have been meeting. Unless support for continuation is evident from participating institutions, these committees will be de-listed.

Staff members attended a number of articulation committee meetings this year and also responded to requests for information and support from several committees. Stephanie Oldford (former Transfer & Articulaton Assistant) attended several meetings of ABE, ASE and First Nations Articulation Committees, at their request and due to new provincial initiatives for each of these groups.

b) The Annual Meeting of Articulation Chairs and SLPs

This annual meeting was held on February 1st. It enjoyed one of our best ever attendances (about 120 people registered), including out of town guests/observers from Alberta, Saskatchewan, and Newfoundland. The agenda covered a variety of topics, including sessions on ensuring articulation committee effectiveness, student mobility, articulation with private institutions accredited by the Private Career Training Institutes Agency (PCTIA), potential changes to the BC Transfer Guide, key issues facing the BC Transfer System, and a presentation by BCcampus. A short report on the day and a list of participants can be found on the Articulation area of the BCCAT website at bccat.ca/articulation/annual.cfm.

4.3 Transfer Innovations (TI) and Transfer and Articulation Projects (TAP)

Transfer Innovations (TI) projects are undertaken by articulation committees with funding provided by BCCAT. Projects focus on a particular program or discipline and are designed to improve transfer by recommending innovative approaches or providing better information on transfer options and pathways within that subject area. Through the Transfer & Articulation Project (TAP) Fund, BCCAT supports and coordinates projects that improve transfer but do not fit the criteria outlined for TI projects. TAP projects normally focus on the development of information resources (such as brochures or websites). One TI and one TAP-funded project were completed during 2007-08. Jennifer Orum (Special Projects Coordinator) works with project teams to ensure that contracts are completed and that committees receive the support they need as they undertake this important work. In addition, she ensures that projects previously completed are updated appropriately.

a) Earth Sciences/Geography First Year Outcomes Project (TI)

The BC Colleges and Universities Earth Sciences Articulation Committee (BCCU-ESAC) and the Geography Articulation Committee decided to address long-standing transfer problems involving first year Geography and Geology courses at BC universities, university colleges, and colleges. The project report clarifies the difference between Geography and Geology course material and identifies specific transfer problems being experienced by students. It outlines Core and Supplementary Learning Outcomes for First Year Physical Geography, First Year Physical Geology, and First Year Combined Geology/Geography. The report recommends that these learning outcomes be incorporated into the first year courses by all BC post secondary institutions, both when courses are initially designed and when they are later modified, and that receiving institutions grant full transfer credit for courses whose outcomes parallel the learning outcomes identified. The report includes a description of the process to be followed by the Earth Sciences and Geography articulation committees to ensure the First Year Outcomes are reviewed and updated on a regular basis. The full report can be found at bccat.ca/pubs/esacoutcomes07.pdf.

b) Earth Sciences Articulation Committee Website TAP Project (TAP)

The BC Colleges and Universities Earth Sciences Articulation Committee concluded there was too much time spent at their annual meetings on institutional reports, leaving insufficient time to discuss transfer issues. Their TAP website project was intended to address this concern, as well as to facilitate member communication between annual Earth Sciences articulation meetings, and to enhance collegiality with other articulation committees specifically Geography. Their new website includes basic committee information such as terms of reference, member contacts, and meeting announcements, plus archived minutes, agendas, and an attendance grid by year. It also has a listing of institutional program advisors and contact persons. A discussion group facility is available, in addition to a template to facilitate articulation committee members submitting their annual institutional reports. The Earth Sciences Transfer Grid and grids showing grading practices and textbook usage across institutions are included, in addition to links to key BCCAT publications, other articulation committee websites, and related organizations. The website can be viewed at www.sfu.ca/earth-sciences/links/external/Articulation/.

c) Project Deliverable Updating

An additional issue identified during 2007-08 was the status of project deliverable updating, particularly in the case of Transfer Innovations projects. When articulation committees receive project funding to create program-specific transfer grids, block transfer agreements, or flexible pre-major agreements, the expectation is that they will update this information on a regular basis without further funding. This expectation is now formally reflected in the TI and TAP contracts between BCCAT and articulation committees. In 2005, the Transfer and Articulation Committee approved a process for articulation committees to apply for project funding to update project deliverables in special circumstances – for example where external forces, such as regulatory change, render a transfer grid obsolete.

To date, no committees have applied for this funding. A review completed during 2007-08 revealed that while some articulation committees have updated their project deliverables on a regular basis, a number of others have not. Program specific transfer grids and other deliverables that are not kept current can become very problematic for students, faculty, program administrators, and advisors who depend on these resources to provide valid information on transfer credit and options. Jennifer Orum has started working closely with committees who have been unable to maintain their transfer grids and other project deliverables to ensure that the updating is carried out. In cases where the updating is not occurring, the project deliverables will be removed from the TI and TAP section of the BCCAT website.

d) Coordinate Examination of Entry and Exit Standards for ESL Students in First Year English Courses, Phase I and Phase II

Last year we contracted with Dr. Roger Blackman to write an analysis of the issues involved in "ESL Students and First Year University-Level English." The final report was received in April 2006. This year we were to finish this phase of the project (Phase 1) by writing and publishing a four page Special Report. A draft of this paper was written by Stephanie Oldford, but her departure has delayed finalisation of this project. It will be finished next year.

Phase II consists of a project to study and determine the minimum language competencies in Canadian Language Benchmark terms for first year college/university English courses. This project brings together a group of ESL and English curriculum and assessment experts to examine standard first year English courses, with the eventual aim of clarifying what level of competence should be expected of ESL students in order to be successful in first year English. This project is well underway, with an expected completion date of Summer 2008.

4.4   Recalibrating the BC Transfer System: Implementing the Recommendations

This year, we embarked on the implementation phase of this multi-year project. A final report with recommendations for action/next steps was approved by Council at the October 2006 meeting and is located at bccat.ca/pubs/recalibration.pdf. A concise summary of the status of the Recalibration project as of March 2008 can be found in Appendix B of this report. This summary outlines progress to date on the recommendations. The recommendations regarding public/private articulation are reported on in Section 4.5.

a) Out-of-Province Institutions

Recommendation 5.1 of the Recalibration report is that "BCCAT staff prepare a document for discussion at the TAC and Council that outlines the conditions under which Council would entertain an application from an out-of-province institution that might apply for inclusion in the BC Transfer System." Athabasca University has formally approached the Council to be listed in the BC Transfer Guide. Staff have prepared a document that proposes a potential policy under which an out-of-province institution could apply to be listed in the BC Transfer Guide and the criteria for evaluating such an application. We are currently consulting with and obtaining advice from system stakeholders and will present options for Council consideration at the June 2008 meeting.

b) BCIT Transfer

Recommendation 3.3 of the Recalibration report is that "BCCAT investigate the feasibility of exploring with BCIT (a) the scope of student transfer to and from BCIT and (b) the experiences of students who transfer to and from BCIT. These projects can be planned for 2008-09, or as resources become available, and should be based on the willingness of BCIT to engage in such investigation." This year data from the STP study on mobility among public post-secondary institutions over a multi-year period was analysed, together with information on the "Course Mobility" study. In both pieces of research, BCIT was clearly identified as both a major sender and a major receiver of transfer students. BCIT has now informed us that they would like to embark on a pilot project to move from case-by-case transfer to articulation-based transfer in a number of program areas. BCCAT staff members will be working together with BCIT and to provide advice and resources as necessary through the course of this pilot project.

c) University-to-University Transfer

Analysis of data available to us through STP studies indicates that fewer students than anticipated appear to transfer between BC universities. We are currently requesting information on the number of university-to-university transfer agreements recorded in the three largest universities' internal transfer tables. Next year we will work with the universities to assess whether or not a business case exists for formal university-to-university articulation.

d) Third and Fourth Year Transfer

In light of recent changes to institutional mandates, and the fact that more institutions are offering third and fourth year course offerings, BCCAT decided to allow the publication of third and fourth year articulations in the BC Transfer Guide, provided both institutions are in agreement. The majority of course-to-course articulations involve courses offered at the first and second year level.

e) Designation as a Receiving Institution

Recommendation 1 of the Recalibration report was that BCCAT staff develop a paper that explores fully the implication of lifting current designation restrictions, that we seek input from system groups in the development of this paper and in its draft recommendations, and that the TAC discuss this paper and forward its recommendations to Council. The initial paper was developed and thorough consultation conducted with several system groups, including a special-purpose workshop for the BC Registrars Association (BCRA). As a result, we decided to divide implementation into Phase 1 and 2, Phase 1 to consist of the development of a proposed process for institutions to follow in becoming a receiving institution. This process has now been developed with advice from stakeholders and was approved at the March 2008 meeting of Council. Implementation will proceed in concert with the next item.

f) Best Practice Guide for Receiving Institutions

The decision to produce a Best Practice Guide for receiving institutions grew from the advice we received from stakeholder groups on lifting the restrictions on designating institutions as either sending institutions or receiving institutions in the BC Transfer Guide. Stakeholders told us that one of the best services we could render them was to provide as much information as possible about the practices, processes, policies, and resources required of receiving institutions. We contracted with Nick Heath, former Director of Admissions from Simon Fraser University, to research and write the Guide. The final draft was approved by the TAC in February 2008, and the document is currently being edited and readied for publication. Since it is a companion piece to the Designation as a Receiving Institution process, we will release both as soon as the Guide is published and widely available.

g) Special Report on the Recalibration Project

Since the Recalibration Final Report was almost 50 pages long, we wrote and distributed widely in June 2007 a four-page Special Report on the findings and recommendations of the consultation. See Appendix C of this report; this newsletter is also available online at bccat.ca/pubs/sr_recalibration.pdf.

4.5   Public/Private Articulation

BCCAT's mandate includes responsibility for coordinating articulation between private and public institutions. Accordingly, BCCAT has been active in 2007-2008 on a number of fronts, as outlined below.

a) Articulation with Private Degree-Granting Institutions

This year, we communicated with all of our Program Members about the revisions to the policy that governs their admission to the BC Transfer System: the Private Degree-Granting Institutions Policy. All Program Members agreed to sign the revised Letter of Assurance. The University of Phoenix was the one new Program Member to be admitted this year. We developed an information sheet on the status of Program Members in the BC Transfer System, and have posted it as both a webpage (bccat.ca/transfer/programmember.cfm) and a PDF document. (See Appendix D of this report.) This year we have been working with our Program Members to encourage them to articulate in the way that is most appropriate to their programs and anticipated transfer patterns. We have also experienced some communications issues, caused by changing personnel and lack of experience within a transfer environment. Helping these new institutions to integrate more effectively into the BC Transfer System has necessitated considerable communication, several face-to- face meetings, and some site visits.

b) Reporting and Monitoring System

Program Members are admitted under a three-year probation status. This year some institutions are nearing the end of that period, and therefore a reporting and monitoring system was developed to track progress of new Program Members and conduct an End-of-Probation Review. The proposed process was presented to, and endorsed by, the TAC in January 2008.

c) Articulation with Non-Degree-Granting Institutions

Recommendation 4.2 of the Recalibration report is that BCCAT staff formulate an issues paper, for discussion by the TAC and Council, on recording public/private articulation agreements in the BC Transfer Guide, based on the advice received in this consultation. The paper would include possible draft policy options for the circumstances under which such agreements would be recorded, and how they would be represented in the BC Transfer Guide. As we were considering how to proceed with this recommendation, we received a proposal from the BC Career Colleges Association (BCCCA) with suggestions for a policy on recording public/private articulation agreements in the BC Transfer Guide. This proposal was very much in line with the tenor of the questions posed by the Recalibration consultation, to which a slight majority (56%) had indicated agreement. We developed a draft proposal under which block transfer agreements between institutional members of the BC Transfer System and PCTIA-accredited private institutions could be recorded, and asked for advice and input from system groups. The final draft of the proposed policy will go to the June 2008 meeting of Council for discussion and possibly adoption.

d) Public/Private Articulation: General Facilitation Activities

BCCAT staff responded to numerous phone calls and emails requesting information on matters relating to public/private articulation. We also provided advice to several institutions that were engaged, or that planned to engage, in application to the Degree Quality Assessment Board (DQAB) to offer a degree program. These institu-

tions included New York Institute of Technology, Western Town College, Royal Canadian College, and Arbutus College. Associate Director Finola Finlay attended the annual conference of the BCCCA, and several staff members met with John Watson to provide input into his review of the Private Career Training Institutions Act. Finally, BCCAT provided an office and some support to Gordon Lee and Sue Williams who were contracted by AVED to assist students of Lansbridge University to transition to other institutions.

4.6   Articulation and Transfer Activities and Issues

In the course of our work supporting the BC Transfer System, many initiatives, issues, and activites arise from week to week which require the expenditure of staff time and Council resources. The following are some of the noteworthy items from this year.

a)   Business Management Transfer Guide

The Business Management Transfer Guide was developed in 1997 by the Business and Commerce Articulation Committee as a multilateral guide between colleges, university colleges, and institutes. BCCAT conducted an audit of the Business Management Transfer Guide in 2007 to determine inconsistencies with the course-to-course transfer guide. On average, 20% of the equivalencies listed in the Business transfer guide for the university colleges and TRU/TRU-OL were in conflict with equivalencies in the course-to-course transfer guide. As a result, listings for UCFV, TRU, TRU-OL, MALA, and KWAN were suspended until a verification process could take place. At this point, BCCAT staff members plan to attend the Business and Commerce Articulation Committee meeting scheduled for May 2008 to determine the future of the Business Management Transfer Guide.

b)   Second Best Practice in Transfer Credit Administration Workshop

The BC Associate Registrars and Managers Association (BCARMA) has now taken over the organization of this workshop, which we helped them to initiate in 2006 and which we hope will become an annual event. BCCAT continued to provide staff for the planning committee, as well as financial resources for the event. We also participated in the workshop held in October 2007, which was enjoyable and productive.

c)   Inter-Institutional and Other Articulation Issues

Each year, staff are called upon to provide support and assistance to institutions as they work through difficulties that arise in articulation relationships. This year, we participated in discussions and meetings related to several issues. We helped to mediate a resolution to transfer difficulties faced by the IIG for a Philosophy course (the issues in dispute centred on instructor qualifications) and addressed another issue that concerned the articulation of Biology courses between Capilano and SFU. We assisted the Nursing department at Camosun College with internal issues they were facing regarding the acceptance of Nursing credits taken outside of their collaborative consortium. This intervention resulted in a change of practice in that department. We worked with UBC to clarify the transfer credit allocated to a Math course which had been discontinued some time ago, but the articulation agreements had remained in place due to an oversight. In addition, we met with members of the UBC team working on their "Streamlining of Transfer Credit" project. We are currently gathering information on transfer practices in Creative Writing departments with a view to clarifying those practices since they have created some concerns for sending institutions. We have investigated the background to expressions of concern received about online English courses offered by BC public institutions, for which some students may have received higher than warranted grades. We met with representatives of the Certified General Accountants (CGAs) regarding their transfer policies. Finally, we offered support and assistance to the Nicola Valley Institute of Technology as they took over the Institute for Indigenous Government, and courses transitioned to the new institution.

d) Federal Public Service Commission Requirements for "University" Courses

This year, in responding to a student request for information and support, we became aware of stipulations in the Canadian Public Service Employment Qualifications frameworks that referenced the need for degrees (and courses applied to those degrees) to be from a "university". The student who applied to us had been rejected as an applicant because her Human Resource courses, while fully transferable to BC universities, were taken at a college. We wrote to Dr. Maria Barrados, President of the Public Service Commission, taking the position that the interpretation of the public service employment requirement for candidates to have completed "university" courses actively discriminated against applicants in provinces with university transfer environments. The letter was signed by the Council Co-Chairs. We were pleased with the response, as the next iteration of the recruitment poster had appropriate language to replace the "university" requirement. More follow-up may be necessary, however, although the poster changed, the underlying qualifications standards documents remain unaltered.

e) Associate Degrees

In recent years, and largely by default, it has fallen to the Council to provide support and information regarding the associate degree. This involves dealing with a range of issues pertaining to this credential. Every year the Council receives and responds to numerous enquiries, such as requests for advice on institutional policy or clarification of requirements. This year was no exception and staff provided advice on specific transfer issues, and in particular on the effect of one institution's practice of awarding numerous unassigned arts credit to courses which are not actually arts courses.

4.7 Transfer and Articulation Projects not Completed

Several projects from this year's workplan were not undertaken, or not finished, this year. First, we intended to produce a special report on "Articulation Statistics and Website Usage." We decided instead to devote half of an upcoming newsletter to that kind of information. Second, two projects were delayed due to the over-commitment of the former Transfer & Articulation Assistant's (Stephanie Oldford) time to the Irving K. Barber BC Scholarship Society and her eventual departure: the four page Special Report on ESL students and first year English courses, and the "Private Degree-Granting Articulation Framework." Both of these documents will form part of next year's workplan, and the Framework document will expand to include non-degree as well. Third, some of our projects went through a natural evolutionary process whereby through the consultation and consideration phase, they "morph" into something different. In that vein, we have not yet embarked on a more comprehensive approach to public/private articulation, including a process for moving from program membership to institutional membership, because in the course of the year it became obvious that the implications for these projects extended into future plans for the Education Planner. Thus we felt that we needed to take a fresh approach to carrying out these projects. This approach will be reflected in next year's workplan.

5   ADMISSIONS

5.1   Admissions Committee

The Admissions Committee provides expert advice to BCCAT and examines issues pertaining to capacity, demand, and student mobility and recommends policies and practices that facilitate the admission process for direct entry and transfer students within the BC post-secondary system. Its work is intended to be of benefit to institutions for enrolment planning, government for system planning, and students for education planning.

In February 2008, the Committee reviewed its Terms of Reference and the extent to which its projects reflected committee objectives. Revised Terms of Reference (available online at bccat.ca/admissions/terms.pdf) were approved by the Council at its March 2008 meeting. Progress made on projects in the Admissions Committee 2007-08 Work Plan are described in this section.

Committee Members:

James Cooke (Chair)	*Vice President, Student & Institution Support, Capilano College*
Doug Francis	*Vice Principal, Sentinel Secondary School*
John DeGrace	*Secretary/Registrar, University of Northern British Columbia (until April/07)*
Bob Harris	*Counselling Coordinator, College of New Caledonia*
Paul Harrison	*Associate Dean of Science, University of British Columbia*
Greg Lee	*President, Capilano College*
Mario Mazziotti	*Director, Institutional Research, BC Institute of Technology*
Michael Lattimer	*Counselling Department Head, Sir Winston Churchill Secondary School*
Jan Lindsay	*VP Education, Douglas College*
Rick Monaghan	*Coordinator, Advising Centre, Malaspina University-College*
Donna Moore	*Associate Director, Admissions, Simon Fraser University*
Kate Ross	*Senior Director, Enrolment Services & Registrar, Simon Fraser University (previously Camosun College Registrar)*
Walter Sudmant	*Director of Planning & Institutional Research, University of British Columbia (until January/08)*
Lynda Wallace-Hulecki	*Registrar & Executive Director, Student Enrolment, University of Victoria*

5.2   Student Transitions Project

The Student Transitions Project (STP) is a collaborative effort between the Ministries of Education (MEd) and Advanced Education (AVED) and BC public post-secondary institutions to link data about students in the province's public post-secondary education system with information from the K-12 education system. The data can then be used to answer research questions on student transitions. The STP is managed by a Steering Committee with members from both Ministries and from post-secondary institutions. BCCAT has had a representative, Devron Gaber, on the STP Steering Committee since September 2005, and he served as Chair of the Committee in 2007-08.

BCCAT's work in admissions and student mobility research and the work of the STP have merged over the last few years because the STP has a formal agreement among all partners to share data for research purposes and has dealt with Freedom of Information considerations. As in the previous year, the projects in the 2007/08 Admissions Committee Work Plan with a focus on student mobility became part of the STP Work Plan, and these projects were carried out under the auspices of the Steering Committee, working closely with BCCAT staff and using BCCAT funding. As of January 2008, the STP seconded a Project Manager who has been able to devote time to working on some of the projects funded by BCCAT.

5.3 Admissions Committee Projects

The following Admissions Committee projects were completed or almost completed in 2007/08. The role of the STP in these projects is described as appropriate. The purpose of projects involving student mobility and applicant flows is to provide institutions and government with reliable data that can assist in planning. Projects involving STP data may not be completed within the fiscal year because they rely on the cycle of institution reporting and the STP cleaning and matching data.

a) Student Flows Among All Post-Secondary Institutions

The 2007-08 Admissions Committee Work Plan included a project to determine the flow of Grade 12 graduates into and among BC public post-secondary institutions over a multi-year period, using K - 12 data from 2001-02 to 2005-06 and post-secondary data from 2002-03 to 2006-07. The project was designed to provide information on transfers, graduates, concurrent enrolments, stop outs, leavers, and students still studying at the same institution. The project built on a similar project from 2006-07 by adding a year of data for both the secondary and post-secondary systems. The projects in both years were conducted under the auspices of the STP Steering Committee with funding from BCCAT.

The 2006-07 project was not completed within that fiscal year because of problems with the submission of consistent data from all institutions. This project, which was considered a pilot in that it was the first time that the complex data were analyzed and reported on, resulted in the release of underlying pivot tables on the STP password-protected website and a working paper (available at aved.gov.bc.ca/student_transitions/documents/STP_report4_07.pdf) in Fall 2007. A highlights newsletter was not released because the data were no longer as current and thus as useful to institutions. The pivot tables for the 2007-08 project should be posted by May 2008, and a highlights newsletter will be completed by early Summer 2008.

b) Mobility of Transfer Students in 2007

BCCAT has conducted four years of research on the number of potential and eligible transfer students in colleges, university colleges, and institutes and the movement of those students to universities in the subsequent year. The third and fourth studies in 2006-07 and 2007-08 respectively were conducted under the auspices of the STP Steering Committee with funding from BCCAT, with advice provided by the STP's Mobility of Transfer Students Subcommittee.

The 2006-07 project was not completed within the fiscal year because of problems with the submission of consistent data from all institutions. The project resulted in the release of pivot tables in May 2007 followed by a highlights newsletter in July entitled 2006 Mobility of Transfer Students in BC available at bccat.ca/pubs/rr_july07.pdf. The Mobility of Transfer Students Subcommittee decided to release 2007-08 data in two stages. Summary tables on the number of potential and eligible transfer students up to and including Fall 2007, using data from the Central Data Warehouse (CDW) and providing five years of data, were released to institutions in January 2008. The tables showed that the numbers of potential and eligible transfer students have dropped significantly over that period but have levelled off in the last three years. The final set of pivot tables, which will include data on students who enrolled in universities in 2007 with transfer as the basis of admission, will be posted by April 2008 with the highlights newsletter following in May.

c) Expanding Applicant Flow Studies to More Post-Secondary Institutions

BCCAT has been making efforts since 2003 to expand applicant research to a broader range of post-secondary institutions so that a more complete understanding can be gained of which institutions students apply to and where they eventually register. Hence a project was included in the 2007-08 Work Plan to work with post-

secondary institutions and the STP Steering Committee to assist in the development and implementation of an expanded applicant study using Fall 2007 data. Although the full study was not completed in the 2007-08 fiscal year, there have been numerous and significant advancements in applicant research:

- The Applicant Task Force for CDW institutions completed its work on determining research questions and addressing definitional issues, after which CDW Institutional Research Directors expressed their full support for applicant research and recommended that a subcommittee of the STP should be struck to provide over-sight to this work. University Institutional Research Directors and Registrars agreed with this recommendation and stated that they would participate on the subcommittee.

- In July, the STP Steering Committee formed an Applicant Research Subcommittee to explore the feasibility of conducting applicant research with an expanded set of post-secondary institutions. Membership includes institutional research directors and registrars from both universities and CDW institutions as well as AVED and BCCAT representatives.

- Revised specifications for applicant data were sent to CDW institutions for the October 31 submission, and most institutions submitted applicant data for Fall 2007.

- This applicant data has been analyzed by AVED staff along with registrant data for CDW institutions and universities. Preliminary results of this analysis have been shared with post-secondary institutions.

- Meanwhile the STP Applicant Research Subcommittee has decided to take a phased approach to applicant research, based on feedback from the STP Steering Committee. The subcommittee will conduct a survey in April 2008 to learn about applicant supply and demand at a macro level for a limited set of programs to (a) understand the data at a high level before drilling down more deeply and (b) confirm the accuracy of the applicant data submitted to the CDW.

- Based on the results of this initial survey, the subcommittee will decide on next steps regarding a deeper level of analysis and reporting, with the focus on applicant and registrant data from CDW institutions and registrant data from universities. The subcommittee should report on its work by June 2008.

d) Student Mobility Between Private and Public Institutions

In 2006-07, BCCAT funded a feasibility project to determine what evidence is currently available from multiple sources on student mobility between the private and public post-secondary sectors, identify gaps in our knowledge, and make recommendations for next steps in this area of research. The final report was released in May 2007 and is available at bccat.ca/pubs/publicprivatemobility.pdf. It includes a recommendation to conduct a pilot project by collecting and matching data from public and private post-secondary institutions to determine the extent of mobility between the systems in potentially high traffic program areas.

BCCAT held an initial meeting with officials from the Private Career Training Institutions Agency (PCTIA) about proceeding with this research. The project was put on hold pending (a) progress being made on private post-secondary institutions submitting student data to MEd for Personal Education Numbers (PENs), and (b) the response of government to recommendations contained in the review of the Private Career Training Institutions Act, which includes recommendations on the future role of PCTIA. In the meantime, BCCAT will develop guidelines in 2008-09 for non-degree granting private institutions on the norms and expectations of becoming a member of the Transfer System. These expectations would include a full description of data reporting requirements, including use of PEN, for student mobility research.

BCCAT also planned to conduct surveys with PCTIA in 2007-08 to gauge (a) whether students from private institutions want to and would transfer to public institutions were appropriate bridges in place to facilitate transfer, and (b) the extent to which public and private institutions are interested in engaging in articulation. The survey

was not conducted because PCTIA conducted its own survey which ascertained students' and private career trainers' views of the importance of transfer. Finally, BCCAT has made significant progress in 2007-08 on developing a policy which would allow block transfer agreements between private non-degree granting institutions and public institutions listed in the BC Transfer Guide [as described under Section 4.5(c).

e) High School Graduates Who Do Not Transition Immediately to Public Post-Secondary Institutions

In 2007-08, BCCAT embarked on a project co-funded by the Canadian Council on Learning to survey 2005-06 BC high school graduates who did not enroll in a BC public post-secondary institution by Fall 2007. This research builds on the STP data on high school students who do go on to post-secondary study and a survey undertaken by the Fraser Region Consortium – FRC (Douglas College, Kwantlen University College, Simon Fraser University, and University College of the Fraser Valley) which examined the further education destinations, intentions, and attitudes of 2003-04 BC high school graduates from the Fraser Region of the province who did not transition to public post-secondary education in BC by the following year.

The BCCAT survey instrument is modeled on that of the FRC with their permission, but the survey sample for the BCCAT project is provincial in scope and the research will include analysis of results on the basis of six regions. The development of the survey is being guided by a small subcommittee (membership listed below). This group also provides advice regarding sample size and questions arising from field testing and survey implementation, and on the analysis itself. The research involves a Memorandum of Understanding with the Ministry of Education which has contracted on BCCAT's behalf with a research company in Victoria to undertake the survey. The survey was implemented in March. Analysis of the survey results is expected to be completed in June, with a final report disseminated shortly thereafter.

High School Graduate Survey Subcommittee Members:

Joanne Heslop	*STP Manager (formerly of the FRC)*
Tracy Lavin	*Principal Researcher, Canadian Council on Learning*
Mario Mazziotti	*Director, Institutional Research, BC Institute of Technology*

f) ABE Student Mobility

BCCAT undertook a project in 2007-08 to conduct a study on the mobility of Adult Basic Education (ABE) students in both the secondary and post-secondary systems over a multi-year period, using STP data to track these students (with permission from the STP). The purpose of the study was to uncover such information as the amount of time spent in ABE courses, whether ABE students enroled in other courses concurrently, whether students graduated with a developmental program credential, the post-secondary destination and program of studies once they completed ABE courses, and the success of ABE students once they enter their chosen post-secondary program.

A necessary step in tracking mobility of ABE students was to first identify a student cohort, which is complex work when identifying students in two very different education systems. Fortunately, the Ministries of Education and Advanced Education had embarked upon a project to identify the 2004-05 cohort of ABE students in both systems under the guidance of an inter-ministerial committee. At an initial meeting on the BCCAT project in January 2008, the decision was made to combine the Ministries' committee with the BCCAT committee on the mobility project. The data on the cohort were finalized in March, and the committee will determine in April how to match the cohort data with STP data on enrolment of these students in public post-secondary institutions up to and including Fall 2007. An initial report is being planned for June 2008, with a final report by the Fall. The goal is to use this project to develop a template which can be used in future years by the ministries to analyse movement of ABE students.

g) Determining Mobility of Students in Central Data Warehouse (CDW) Institutions at the Course Level (2004-2006)

BCCAT undertook a project to extract available data in the CDW (the data warehouse for colleges, university colleges, and institutes) to analyze the courses that students carried with them among CDW institutions in the three years 2004 to 2006. This was done in order to help inform the discussion around expanding the BC Transfer Guide to include some of the colleges and institutes as receiving institutions (see Section 4.4). The data were further restricted to analyze only those courses which had a minimum of 15 registrants (or five students per year). These data inform the costs/benefits of a college negotiating course transfer with other CDW institutions in different disciplines and hence the feasibility of becoming both a sending and receiving institution. Dale Box was hired as the contractor and Hugh Judd in AVED provided the data extracts.

The data analysis report was completed at the end of March and found that, although the majority of courses moved had a small number of students carrying the course with them, there may be sufficient evidence for some institutions to move some of their course transfers from a case-by-case basis of transfer to an articulation basis of transfer. It also found that most students were in liberal arts and sciences programs and the top courses moved between institutions were business related. Not surprisingly, the largest amount of course movement was between Lower Mainland institutions, and the colleges and institutes with the most courses with 15 or more registrants (university colleges are already receiving institutions in the BC Transfer Guide) were BCIT, Langara, Douglas, and Vancouver Community College. Print copies of the technical report will be shared with affected institutions to inform ongoing Transfer System recalibration discussions (also available at bccat.ca/pubs/coursescarried.pdf). A four-page synopsis of the technical report is planned for Spring 2008 and will be distributed widely.

h) Follow-up on Baccalaureate Graduate Survey for Students from Non-AUCC Institutions

In June 2006, BCCAT released a paper entitled *Recognition of Degrees from Non-AUCC Member Institutions: A Review of Issues.* The purpose of the paper was to elaborate and promote discussion on the situation in which some universities, particularly in Ontario, were not considering graduates with baccalaureate degrees from non-AUCC (Association of Universities and Colleges of Canada) institutions for entry into graduate and professional programs. This policy affected students graduating from degree programs offered by some BC colleges, university colleges, and institutes. BCCAT was aware that The University Presidents' Council (TUPC) was completing its 2006 Baccalaureate Graduate Survey of 2004 graduates, which includes data on graduates from three non-AUCC institutions: BCIT, Capilano, and Kwantlen. A project was initially approved in 2007-08 to seek permission from TUPC and the three institutions to analyze the data and to prepare a newsletter that focuses on the survey results for these institutions' graduates, with a particular focus on the results for those graduates who went on to further education.

This project which would have compared outcomes for graduates from "newer degree granting institutions" and "traditional degree granting institutions" was reconsidered by Council for a number of reasons. These included the perception that the AUCC/non-AUCC dichotomy being used in admissions decisions by some universities does not appear to be as pressing an issue as before.[10] Instead, consideration will be given to the possibility of carrying out a broader study in future which examines a higher number of graduates from newer degree granting institutions in BC. This could take the form of a profile study focusing on student movement and the success of graduates from these institutions into graduate studies at other BC institutions.

i) Special Report on Accomplishments of Admissions Committee

BCCAT began expanding its mandate in the area of admissions in 2003 with the establishment of its Admissions Committee and the development of Terms of Reference and a Work Plan. This was done because opportunities for students to move among and be admitted to institutions are integrally linked to their ability to transfer

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[10] A December 2006 statement approved by the Council of Ontario Universities states that all applicants "are considered for admission on an individual basis whereby the appropriate range of academic and other relevant evidence is weighed."

credit. Since the inception of the Admissions Committee, numerous projects have been undertaken, including research in the area of student mobility and applicant flows. It was felt that the time was appropriate to report out on the work of the Admissions Committee, and to disseminate this information broadly across the BC post-secondary system. The Special Report providing an update on the "admissions" side of BCCAT was published in February 2008 and is available at bccat.ca/pubs/sr_admissions.pdf.

j) Degree Partnership Symposium

Degree partnership models serve as a guarantee to students who start their studies at one institution and maintain adequate grades of continuation towards degree completion at another institution. It is this guarantee that sets degree partnerships apart from other forms of transfer in BC. BCCAT released a paper in December 2006 on degree partnerships, with several examples of various models being developed by post-secondary institutions in BC. As a follow-up to this paper, BCCAT hosted a Degree Partnership Symposium in April 2007 to provide an opportunity for BC institutions to share both best practices and pitfalls when developing a degree partnership. The Symposium was attended by just over 70 participants and was considered very successful according to the feedback received. A significant number of attendees recommended that another symposium be hosted by BCCAT in the future. As a follow-up to the Symposium, BCCAT staff compiled a list of "lessons learned" by those with experience in degree partnerships; this is available on the BCCAT website at bccat.ca/degree.

k) Secretariat Support to BCRA Task Group on Helping Students Understand Admission GPA Calculations

At the November 2006 meeting of the BC Registrars' Association (BCRA), BCCAT presented a report on the implications for students of institutions using different rules when calculating admission GPAs, the most obvious of which is the inability to anticipate what their GPAs will be upon transfer. In response, the BCRA agreed to strike a Task Group on Helping Students Understand Admission GPA Calculations to see what steps might be taken to better inform students about admission GPA calculations. BCCAT agreed to provide secretariat support for the Task Group.

At its November 2007 meeting, the BCRA endorsed a recommendation by the Task Group to strike a subcommittee to develop generic language acceptable to all institutions in order to inform students about admission GPA calculations and about the various factors that influence the admission GPA. The majority of members of the original Task Group agreed to continue as members of the subcommittee and met in January 2008 to further their work. The subcommittee will be developing and recommending the use of specific generic language describing admissions GPA calculations for institutional and BCCAT website posting and for inclusion in other relevant publications. Recommendations are expected to be presented to the BCRA at its November 2008 meeting.

6 RESEARCH

6.1 Research Committee

The Research Committee identifies specific research projects that support the Council's mandate and objectives and that can provide useful information pertaining to student mobility and transfer effectiveness in the BC post-secondary system. Research Committee members also act as peer reviewers for commissioned research reports.

In consultation with the Research Committee, Council staff members invest considerable resources to the development, publication, and dissemination of a number of research publications.

Committee Members:

Bill Krane (Chair)	*Associate Vice President Academic & Associate Provost, Simon Fraser University*
Lesley Andres	*Associate Professor, Department of Educational Studies, University of British Columbia*
Kathleen Bigsby	*Director, Institutional Analysis & Planning, Kwantlen University College*
Bob Cowin	*Director, Institutional Research, Douglas College*
Tony Eder	*Director, Institutional Planning & Analysis, University of Victoria*
Karin Kaercher	*Instructor, Criminal Justice Department, Camosun College*

6.2 Research Projects

a) University Outcomes for the Class of 2000: Research Results

In 2001, TUPC surveyed the university class of 1996 on a series of outcomes five years after graduates completed their baccalaureate degrees. In 2003, BCCAT contracted with UBC Planning and Institutional Analysis to conduct an analysis of these outcomes on the basis of admission: direct entry versus college transfer student. TUPC has since surveyed the Class of 2000 five-years-out and has included college transfer and direct entry admission categories up front so that analysis could be included as part of the university report. BCCAT was provided with data on survey findings by basis of admission which was used to draft a brief report analyzing the differences in outcomes between the Class of 1996 and Class of 2000. The results of the study showed "no major differences between direct entrants and college transfer graduates on most key outcomes, including satisfaction with the university experience, continuation of studies, unemployment rates, salaries, and social engagement". The differences that emerged between the two groups were in the area of student financing and debt. The Research Results newsletter published in September 2007 is available at bccat.ca/pubs/rr_sept07.pdf.

b) Fifteen Years Out: Occupational and Educational Patterns of the Class of '88

Last year BCCAT reported that a newsletter-style report on the longitudinal research by Lesley Andres, UBC, on the educational and occupational patterns of the BC Grade 12 graduating class of 1988 fifteen years later was expected to be completed and distributed in Spring 2007. It is now expected to be completed by Summer 2008.

c) Admissions & Transfer Questions for the 2008 Student Outcomes Survey

BCCAT has contracted in the past with both the Centre for Education Information Standards and Services (CEISS) and BC Stats to conduct analyses on the admissions and transfer questions in the 2000, 2002, and 2005 College & Institute Student Outcomes (CISO) Surveys. It was determined that such an analysis should be conducted every three years; therefore, the next analysis would be based on the 2008 survey. In 2007-08 BCCAT approached the Outcomes Working Group (OWG) to gauge its willingness to include a full set of admissions and transfer questions in the 2008 CISO survey and for BC Stats to contract with BCCAT to undertake analysis, a full report, and a newsletter, and BC Stats agreed. While the analysis will not occur until the 2008-09 fiscal year, the admissions and transfer survey questions were finalized in 2007-08 in order for the survey instrument to be ready in time for implementation.

d) Preparation for BC College Transfer Student Profile Reports in 2008-09

At the recommendation of its Research Committee, Council agreed to request that universities undertake a new set of profile reports of BC college transfer students in 2008-09, to include five years' worth of data for the period ending 2007-08. This would align the data for the reports prepared by SFU, UBC, UNBC, and UVic to the same five year period. The universities were approached through TUPC and at their September 2007 meeting, Institutional Research Directors expressed interest in updating the transfer student profile data found in previous reports. Thompson Rivers University is also keen to produce its first BC college transfer student report. Discussions will occur in 2008-09 to finalize the contract terms for each university.

e) Support for a System Research Function

BCCAT began discussing with the Ministry of Advanced Education in 2005 the role that a funded, system research function could play in assisting the BC post-secondary system and government to move forward with a coherent research agenda on student mobility. Since 2005, the STP has made considerable gains in developing a systematic approach to research on student mobility, as described under Section 5.2 of this report, and BCCAT has played a role in both providing direction to the STP through its Steering Committee and funding STP projects from the Admissions Committee Work Plan.

In early January 2008, the STP seconded on a one-year basis a highly respected institutional researcher, Joanne Heslop from SFU, to work as the STP Manager. The role of the Manager is to ensure coherence across the various STP projects and to analyze data and report on findings. This position, funded by AVED, is a major step towards providing continuity for the research agenda on student mobility. BCCAT has expressed its view to the Ministry that funding for such a position should be ongoing.

7 BCCAT WEBSITES

Over the past four years, BCCAT has invested significantly in the redevelopment of all of its websites and underlying technologies. We continue to implement enhancements to Education Planner with the assistance of the Education Planner Advisory Committee. In addition, resources were dedicated this year to making minor enhancements and changes to the Transfer Credit Evaluation System and BC Transfer Guide. These enhancements are summarized below.

7.1 Transfer Credit Evaluation System (TCES)

The Transfer Credit Evaluation System (TCES) is used by all institutions that are part of the BC Transfer System to create and maintain articulation agreements. The system was launched in 2005 in conjunction with BCTransferGuide.ca. This year, BCCAT invested resources in implementing a number of enhancements to assist with the articulation process. These enhancements include:

- A priority system that flags articulation requests the longer they have been pending.
- Greater tools to manage pending requests. These include the ability to search for requests based on priority, and the ability to search for requests based on how long they have been pending.
- Sending institutions were given the ability to "nudge" requests electronically if they have been pending for longer than two months.
- All institutions were given more transparent access to all course outlines submitted via the TCES.
- All institutions were given greater abilities to export data from the TCES.
- A number of minor validation and administrative tools were implemented to help BCCAT manage the publication of articulation agreements.

BCCAT plans to continue to implement minor enhancements as requested or necessary in the upcoming year.

7.2 BCTransferGuide.ca

Several thousand agreements were added to the BC Transfer Guide this year as a result of the regular articulation process occurring through the TCES. A summary of BC Transfer Guide and TCES statistics is as follows:

	March 31, 2005	March 31, 2006	March 31, 2007	March 31, 2008
Number of individual "sending" institution courses*	7,921	8,757	9,074	9,723
Number of active course transfer agreements (agreements with either no official end-date or an end-date after March 31, 2008)	57,520	55,656	56,555	61,206
Number of active transfer agreements per course	7.3	6.4	6.2	6.3
Number of Block Transfer arrangements	786	759	746	894
Number of changes made to the database records	20,234	9,721	8,820	14,125
Number of grandparented course transfer agreements†	27,506	36,208	39,020	43,636
Total number of agreements in the BC Transfer Guide (including active and grandparented agreements)	85,026	91,864	95,795	104,842

* Prior to 2004-05, a "sending" course was defined as any course that has an active or grandparented transfer agreement in the BC Transfer Guide. This definition was revised in 2004-05 to include only courses that are currently being offered by BC sending institutions. Grandparented courses that are no longer offered at BC sending institutions are no longer included in this number.
† Course transfer agreements with an end-date prior to March 31, 2008, for which transfer credit is still available.

In addition, there are several program-specific transfer guides which contain several thousand equivalencies that fall outside of the traditional sender/receiver model.

Visits to the BC Transfer Guide in 2007/08

Year/Period	Total Visits	% Increase (over previous year)
April 2006 - March 2007	420,190	
April 2007 - March 2008	451,090	**7.35%**

Articulation Requests

	April 1, 2006 - March 31, 2007	April 1, 2007 - March 31, 2008
Number of articulation requests	11,735	12,943
Number of distinct courses submitted for articulation	2,451	2,645
Average number of articulation requests per course	4.8	4.9

BCCAT continues to develop resources that will enable deeper linkages between BCTransferGuide.ca and EducationPlanner.ca. A feature that is currently under development is the creation of linkages between course subjects at BCTransferGuide.ca to program areas at EducationPlanner.ca. The goal of this development is for related programs to be displayed based on the subjects being searched at BCTransferguide.ca. As of this date, a prototype has been developed and course subjects are currently being linked to program areas. This enhancement is scheduled for completion in Spring 2008.

7.3   EducationPlanner.ca

BCCAT continued to manage the Education Planner website in 2007-08. Education Planner is a searchable website that provides admissions information on approximately 1,700 undergraduate programs at 25 public post-secondary institutions and 3 private institutions. BCCAT continued its contractual relationship with Pardy and Associates for content management and Bayleaf Software Inc. for technical support services, including hosting of the website.

a) Changes to Institutions

This year saw two changes with regard to the institutions listed in Education Planner. First, the Institute for Indigenous Government (IIG) became part of the Nicola Valley Institute of Technology (NVIT). As a result, programs formerly offered at IIG that were planned to continue at NVIT were merged into NVIT's program profiles. Second, BCCAT negotiated a contract with Columbia College to list their programs in Education Planner. Columbia College is an institutional member of the BC Transfer System and is therefore eligible to be listed in Education Planner on a cost recovery basis. This now raises the total number of private institutions listed in Education Planner to three (Trinity Western University, Corpus Christi College, and Columbia College). BCCAT continues to receive inquiries from private degree and non-degree granting institutions about whether their programs can be listed in Education Planner. BCCAT plans to develop a policy with regard to this issue in 2008-09.

b) Web Statistics

Education Planner continues to undergo developments and enhancements, ensuring its ongoing accessibility and usability as the main resource for BC secondary school students in planning their educational pathways. BCCAT undertook a number of marketing initiatives this year to help raise the profile of EducationPlanner.ca and BCTransferGuide.ca, including the largest transit ad campaign to date.[11] These activities continue to result in increased usage statistics for Education Planner.

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[11] See Section 8.1 for details.

Visits to the Education Planner in 2007/08

Year/Period	Total Visits	% Increase (over previous year)
April 2006 - March 2007	480,511	
April 2007 - March 2008	539,226	**12.2%**

Additional statistics on EducationPlanner.ca:

	2007/08
Number of Undergraduate Program Profiles	1710
Number of Graduate Programs	533

c) Education Planner Advisory Committee

BCCAT continues its commitment to improving Education Planner on an ongoing basis, based on feedback from users and from the Education Planner Advisory Committee (see members listed below).

Committee Members:

Devron Gaber (Chair - non-voting)	*Associate Director, BC Council on Admissions & Transfer*
Dana Arthurs	*Parent, BC Confederation of Parent Advisory Councils*
Karen Barnstable	*Program Coordinator, UBC Okanagan Career Services*
Christina Chow	*Admissions Advisor, Langara College*
Kate Cotie	*Manager, Policy and Agency Coordination, Ministry of Advanced Education*
Leila Hazemi	*Economist, Ministry of Advanced Education*
Paul Lukaszek	*Manager, Student Transitions, Ministry of Education*
Marijke Merrick	*Career Development Coordinator, SD 37 (Delta)*
Heather Roberts	*Admissions Recruiter, Simon Fraser University*
Linda Pardy (non-voting)	*Pardy & Associates*
George Tomes (non-voting)	*Bayleaf Software Inc.*
Mike Winsemann (non-voting)	*Transfer & Technology Manager, BC Council on Admissions & Transfer*

d) Recent Enhancements

This year, further improvements were made to Education Planner based on advice from the Education Planner Advisory Committee and other users and under the guidance of its Project Team, which includes BCCAT staff and contractors.

Enhancements to Education Planner this year include:

- an Education Planner web service which allows organizations to connect and pull data directly from the Education Planner database;
- the ability to generate PDF documents out of saved education and financial plans in MyEdPlanner accounts;

- the ability to save resources found in the Career Developer section;
- expanded information on graduate programs by adding links to graduate faculty websites;
- providing a separate filter for upgrading/developmental programs;
- an update of the Student Outcomes with an additional year's worth of data; and
- various minor enhancements to the navigation and searching of the site.

There were two projects on the workplan that were not completed. BCCAT continues to explore development of an online transition plan that will meet the requirements of the MEd, but be broad enough to appeal to a larger audience. In addition, an independent review of Education Planner efficacy was not completed this year. This project is scheduled for completion in 2008-09.

8   BCCAT MARKETING & COMMUNICATIONS

8.1   Marketing and Communications: Strategy Implementation

BCCAT has increased its focus on communications and marketing in recent years, on the understanding that it is integral to our mandate that we ensure that students, parents, counselors, and others are sufficiently informed and equipped to make good use of BCTransferGuide.ca and EducationPlanner.ca as key resources specially designed to support post-secondary planning. As a result, an in-house project team now oversees the implementation of an integrated marketing strategy which comprises a variety of initiatives.

Initiatives undertaken in 2007-08 include:

- participation at career and education fairs in Victoria, Vancouver, and Kelowna;
- booths at the BC School Counselors Association (BCSCA) conference and the Career Development Conference (CDC);
- various presentations at conferences and institutions in BC, including the BC Schools Superintendents' Association, and the Career Education Society;
- the placement of print ads in various publications; including the BC Confederation of Parent Advisory Council magazine, *Our Voice*.
- the production of a brochure outlining the features of BCCAT web resources. (See Appendix D.);
- the development of new banners with improved visual appeal, for display at career fairs and other events; and
- the launch of two separate transit ad campaigns (in Fall 2007 and Spring 2008).

Following the success of last year's bus ad campaign (judging by the increase in website visits), BCCAT extended this year's campaign to include the SkyTrain. BCCAT ads were displayed on SkyTrain cars and selected stations, as well as on buses in every region across BC.[12]

8.2   BCCAT Publications

BCCAT produces a wide variety of publications, including brief, non-technical information pieces outlining the work of BCCAT; special reports or discussion papers inviting input on current projects; general newsletters as regular updates to the system; handbooks/reference materials; advisory bulletins; full research reports; and research summaries. Each publication is specifically written and designed according to purpose and audience. Many are summarized where appropriate throughout this report, and a comprehensive list of items published throughout 2007-08 is included in Appendix A of this report. BCCAT publications are also accessible through an online search facility on the BCCAT website at bccat.ca/publications.

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[12] See Sections 7.2 & 7.3 for website statistics for 2007-08. Samples of the new brochure and transit ad are provided in Appendices E and F (respectively) of this report.

9   SYSTEM COLLABORATION

9.1   Ministries, Agencies, Groups, and Organizations in BC

During this fiscal year, Council staff members interacted with many of the organizations and committees that serve the BC post-secondary system. In the case of some committees, the Executive Director, an Associate Director, the Transfer & Technology Manager, or one of the Coordinators attends all or part of their meetings. In such cases, BCCAT staff members frequently contribute to agendas and, in turn, the system committees provide BCCAT with excellent advice and cooperation. Occasionally, joint projects or extensive collaboration occurs. In some cases, contact is on an "as needed" or "as requested" basis. BCCAT also consults with Ministry staff and keeps them informed of Council activities and projects, while keeping abreast of developments within government that intersect and impact upon its work.

This year, some of the major areas of consultation with these system groups included:

- follow-up on the recommendations of the BCCAT Consultation: Recalibrating the BC Transfer System;
- consultation regarding the potential for articulation with PCTIA-accredited institutions;
- meeting and discussions with the Industry Training Authority (ITA) on matters related to Education Planner and to articulation committees;
- interaction with associations of deans and vice-presidents on articulation-related matters;
- participation on subcommittees for BCCAT's and the STP's student mobility research agenda, including work on potential transfer students and applicant flows;
- working with a Task Group of the BC Registrars' Association (BCRA) to help students understand how admissions GPAs are calculated;
- support for the BC Associate Registrars and Managers Association (BCARMA) for a Transfer Credit workshop; and
- working with post-secondary institutions and the MEd to have Personal Education Numbers applied to all registrants and applicants on a regular basis.

In summary, consultation occurred with the following groups:

BC Deans of Arts and Science Programs (BCDASP)	Industry Training Authority (ITA)
BC Associate Registrars & Managers Association (BCARMA)	Irving K. Barber BC Scholarship Society (IKBBCSS)
BC Association of Trades & Technical Administrators (BCATTA)	Ministry of Advanced Education (AVED)
BCcampus Implementation Steering Committee	Ministry of Education (MEd)
BC Career Colleges Association (BCCCA)	Outcomes Working Group (OWG)
BC College Presidents (BCCP) and Board Chairs	PASBC Steering Committee
BC Institutional Researchers & Planners (BCIRP)	Private Career Training Institutions Agency (PCTIA)
BC Institutional Research & Planning Directors Association (BCIRPDA)	Senior Academic Administrators' Forum (SAAF)
BC Registrars Association (BCRA)	Student Transitions Project (STP)
Confederation of University Faculty Associations of BC (CUFA-BC)	The University Presidents' Council (TUPC) - including the 2007 BC Higher Learning Symposium
Degree Quality Assessment Board (DQAB)	University Institutional Research Directors
Federation of Post-Secondary Educators (FPSE)	University Vice-Presidents' Academic Committee (VPAC)

a) Student Transitions Project (STP)

The Student Transitions Project (STP) is a collaborative effort between the Ministries of Education and Advanced Education and BC public post-secondary institutions to link data about students in the province's public post-secondary education system with information from the K-12 education system. BCCAT research on student mobility under its Admissions Committee has become part of the STP work plan, and BCCAT's representative chairs the STP Steering Committee. (See Section 5.3 for a description of BCCAT research that was conducted under the auspices of the STP.)

b) BCcampus

BCCAT continued to work closely with BCcampus in a variety of ways this past year. The Executive Directors of both organizations met regularly to discuss issues of mutual concern. Devron Gaber, Associate Director, continued as a member of both the BCcampus Implementation Steering Committee and the PASBC Steering Committee. Finola Finlay, Associate Director, contributed a chapter to a BCcampus-managed collaborative book, "Education for a Digital World," to be published by the Commonwealth of Learning. Staff from both organizations met regularly to discuss technological advances and to make certain that their respective web resources were being developed to ensure compatibility.

c) BC Career Colleges Association (BCCCA)

Staff met on several occasions with the Executive Director and/or board members of the BCCCA to discuss general matters related to public-private articulation and the specific matter of the proposal they presented to us in May (see Section 4.5c). Associate Director Finola Finlay attended the BCCCA annual conference. Three BCCCA board members attended the Annual Meeting of Articulation Chairs as guests, and one board member actively participated in the public-private articulation discussion at the March 2008 Council meeting.

d) Degree Quality Assessment Board (DQAB)

The Executive Director attends regular monthly meetings of the DQAB as a non-voting member. He also informs the Board of any relevant issues that arise pertaining to the approval of new private institutions becoming Program Members of the BC Transfer System or of articulation-related problems that arise among existing institutions. The time commitment required for DQAB membership is considerable but relates significantly to BCCAT's mandate and role.

e) Campus 2020

BCCAT staff participated in several sessions organized by AVED to keep abreast of implementation planning. We provided documents to the Ministry that detailed how our own future planning dovetailed with the outcomes recommended by the Campus 2020 report. The Executive Director provided advice on potential next steps should the Ministry pursue the 2020 recommendations pertaining to accreditation.

f) Private Career Training Institutes Agency (PCTIA) Review

Council staff met with John Watson, the contractor responsible for conducting a review of the legislation and mandate for PCTIA to provide him with input, from the perspective of BCCAT's mandate, relevant to the terms of reference for his review.

g) Irving K. Barber BC Scholarship Society (IKBBCSS)

In October 2004, the Premier announced the province's $15 million investment to create the Irving K. Barber BC Scholarship Program. Named in honour of philanthropist and Slocan Forest Products chairman Irving K. Barber, the program would provide scholarships to students transferring from a community college to the degree-

granting institution of their choice. In 2007, 85 BC transfer students were awarded scholarships of $5000 each under this program. Since 2004, several additional endowments have been provided to the Society and funds now total 38 million dollars.

BCCAT continued to provide comprehensive secretariat support services for the IKBBCSS through September 2007. In accordance with BCCAT's work plan for 2007-08, the Executive Director successfully negotiated an arrangement with the Victoria Foundation to assume these administrative functions on a fee-for-service basis commencing in October 2007 thereby freeing our support staff from performing this considerable amount of work.

The Executive Director relinquished his position as the inaugural Chair at the Societies' Annual General Meeting in the fall but continued in the position of Past-Chair on the Board of Directors in order to facilitate a smooth transition of responsibilities. The Executive Director continued to participate on the Society's Board in developing criteria for the awarding of several newly created scholarship programs for students studying abroad and for international students studying in British Columbia. In addition, considerable work has been undertaken to date in establishing criteria for granting awards to aboriginal students from revenues earned from a 10 million dollar endowment received in 2007 from the provincial government.

h) 4th Aboriginal Post-Secondary Education Forum

The Executive Director facilitated a discussion at this event entitled Accreditation/Articulation/Transferability in relationship to aboriginal student participation in BC post-secondary institutions.

i) Council Meeting Room

As an ongoing service, the Council is pleased to provide meeting room facilities for a wide variety of groups and organizations in the post-secondary and K-12 sectors of the public education system. This represents a considerable convenience to our colleagues in education and provides system-wide cost savings.

j) Other Support

Occasionally, BCCAT staff members are called upon to supervise academic theses or to be part of doctoral committees. This year Devron Gaber served on a doctoral committee, and Finola Finlay sponsored and helped to supervise the completion of a Master's thesis.

9.2 Out-of-Province, National, and International Organizations

The Council continued to play a leadership role in facilitating the improvement of student-friendly policies and practices that will enhance student mobility and transfer between institutions across the country. The following highlights outline key activities carried out by Council this year:

a) Alberta Council on Admissions and Transfer (ACAT)

BCCAT maintains a working relationship with ACAT by sharing information and seeking assistance as appropriate. Consultation continues with Alberta on their approach to accreditation of, and articulation with, new private degree-granting institutions. This year, following the collaboration of the two agencies to develop and approve a Memorandum of Understanding titled the *British Columbia/Alberta Transfer System Protocol*, BCCAT disseminated information to all BC institutions about the protocol, and encouraged them to implement its recommendations. The new chair of ACAT, Dr. Ron Woodward, and their Director, Marg Leatham, met with BCCAT staff to discuss current initiatives and to explore possible areas of future collaboration. In addition, two ACAT representatives attended the Annual Meeting of Articulation Chairs and SLPs in February 2008.

b) American Association of Collegiate Registrars and Admissions Officers (AACRAO) and Pacific Association of Collegiate Registrars and Admissions Officers (PACRAO)

BCCAT is a member of these organizations as it facilitates our connections with various US state jurisdictions that have large transfer systems. BCCAT staff members attended the AACRAO Critical Issues in Transfer Credit Conference in Washington DC, in February, the first ever conference organized by AACRAO to focus on transfer issues. BCCAT staff and Council member Jody Gordon, Associate Vice President, Student Services and Registrar at Kwantlen University College, attended the annual conference in Orlando, Florida, where they gave a presentation entitled *The Student Transitions Project: Transforming Student Data into Strategic and Enrolment Planning Information.*

c) Canadian Council on Learning (CCL)

BCCAT met with CCL staff on several occasions to suggest potential projects CCL may wish to undertake that relate to inter-provincial student mobility and transfer, to provide advice on CCL's annual survey of Canadian Attitudes to Learning, and to request funding for BCCAT's survey of high school graduates who do not proceed to public post-secondary institutions.[13]

d) Council of Ministers of Education, Canada (CMEC)

The Executive Director represents AVED on the CMEC Transfer Working Group. In 2002, CMEC adopted the Ministerial Statement on Credit Transfer in Canada. BCCAT played a central role in drafting this statement for CMEC consideration. This statement includes a number of principles that are to guide all of the Provinces and Territories in "establishing credit transfer agreements among institutions of higher education in order to increase opportunities for students to access post-secondary education by facilitating student mobility between institutions and sectors." Each jurisdiction in Canada is requested to file annually a brief report on what steps it has taken to implement successfully the Ministerial Statement. The report for British Columbia is prepared by BCCAT and is available at bccat.ca/pubs/cmec.pdf.

e) Fourth Biennial Conference on Articulation and Transfer

BCCAT has been involved in the last three of these biennial conferences. The fourth took place in Phoenix in July 2007 and the Executive Director and Associate Director attended and gave a presentation titled *The Governor's Daughter: Moving from Anecdote to Evidence in Assessing the Effectiveness of a Transfer System.*

f) Higher Education Quality Council of Ontario (HEQCO)

This year BCCAT staff established contact with this relatively new organization, described on its website as "an independent agency of the Ontario Government established to conduct research and provide objective advice on all aspects of higher education." In January 2008, Frank Gelin, Executive Director, and Finola Finlay, Associate Director, met with their President and CEO, Jim Downey, and Vice-President Research, Ken Norrie, in our offices, to share information on each other's mandates and operations. In March, the two Associate Directors participated in a teleconference with a HEQCO researcher about BCCAT's research program and other aspects of our history and mandate.

g) Human Resources and Social Development Canada (HRSDC)

At the request of HRSDC, Frank Gelin (Executive Director) and Devron Gaber (Associate Director) met with officials from the Learning Policy Directorate, Strategic Policy and Research Branch to discuss challenges and developments in the BC post-secondary system.

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[13] See section 5.3(e) for details.

h) International Delegations

BCCAT staff members are often asked to provide an overview of our transfer system to international delegations. This past year staff gave a presentation to 40 delegates from the Korean Educational Development Institute which coordinates their Academic Credit Bank System. BCCAT staff also met with a group of delegates from the Ukrainian Ternopil National Economic University (TNEU), at the request of BCIT, with whom that university has a partnership agreement.

i) International Network for Quality Assurance Agencies in Higher Education (INQAAHE)

Frank Gelin (Executive Director) and Stephanie Oldford (Transfer & Articulation Assistant) attended the INQAAHE conference in Toronto in April 2007 in order to gain a better understanding of accreditation/quality assurance models currently employed in other countries.

j) Nova Scotia Community College (NSCC)

The Executive Director provided a workshop for the senior administration of NSCC in Halifax to discuss the function of BCCAT and how some of its activities could be adapted for use by the post-secondary systems in Nova Scotia to improve credit transfer arrangements.

k) Pacific Northwest Association for Institutional Research and Planning (PNAIRP)

BCCAT staff members (Devron Gaber, Associate Director, and Jean Karlinski, Research Coordinator) attended and presented at the 2007 conference of the Pacific Northwest Association for Institutional Research & Planning (PNAIRP) held in Victoria in October 2007. The sessions were entitled *What Universities Need to Know about Transfer Students: Findings from a Student Satisfaction and Engagement Survey* (co-presented with Sham Pendleton from UBC) and *Evidence-Based Decision Making: Using Analytics and System-Wide Data to Help Recruit and Retain Students* (co-presented with Jody Gordon from Kwantlen).

l) Pan-Canadian Council on Admissions and Transfer (PCCAT)

BCCAT staff attended the second annual meeting of this national organization in Prince Edward Island in June 2007. Frank Gelin continues to serve as one of two co-chairs, along with David Hinton, Registrar of the University of New Brunswick. The next meeting will be in Toronto this summer, and BCCAT staff have been instrumental once again in the organization of this meeting as well as overseeing administrative tasks connected with the organization throughout the year. A report on the 2007 meeting, with the revised Terms of Reference and a list of current members, along with a draft agenda for the 2008 meeting, is available at pccat.ca.

m) Polytechnics Canada

The Executive Director communicated with Polytechnics Canada to inform them about the Pan-Canadian Consortium on Admissions and Transfer and to discuss other current initiatives pertaining to pan-Canadian mobility and transfer.

n) Saskatchewan Council on Admissions and Transfer (SaskCAT)

BCCAT continues to maintain communication with this Council. This year two SaskCAT representatives attended the Annual Meeting of Articulation Chairs and System Liaison Persons (SLPs) in February 2008, and the Associate Directors had a teleconference with a SaskCAT representative about various aspects of the BC Transfer System. BCCAT has also had preliminary discussions on sharing technologies developed by BCCAT for adoption by SaskCAT.

o) Sheridan Institute of Technology & Advanced Learning

The Executive Director met with the staff at this institute to provide advice on the their plan to meet with BC Universities to seek transfer credit for a number of their general Arts and Science courses.

p) Western Association of Registrars of Universities and Colleges in Canada (WARUCC)

The two Associate Directors attended the conference of the Western Association of Registrars of Universities and Colleges in Canada (WARUCC) in June in Richmond. They presented on the topics of *Assessing the Effectiveness of a Province-Wide Transfer System* and *Enrolment Planning Made Easier: Using System-Wide Data on Student Mobility to Make Decisions at the Institutional Level* (the latter was also presented by Jody Gordon from Kwantlen).

BCCAT also continues to interact with the following organizations:

Association of Canadian Community Colleges (ACCC)	Career Management Association of BC
Association of Registrars of Universities and Colleges of Canada (ARUCC)	EDUCAUSE
	Edudata Canada
Association of Universities and Colleges of Canada (AUCC)	Human Resources and Skills Development Canada (HRSDC)
BC School Counsellors Association (BCSCA)	National Academic Advising Association (NACADA - Pacific Northwest)
BC School Superintendents Association (BCSSA)	College University Consortium Council (CUCC, Ontario)
Canadian Council on Learning (CCL)	
Career Education Society (CES)	

APPENDIX A   2007-08 PUBLICATIONS AND RESOURCES

BCCAT Publications and Resources – April 1, 2007 – March 31, 2008

This appendix lists the publications and resources produced by BCCAT during the 2007-08 fiscal year. All such items are included with this report in the package sent to the Ministry of Advanced Education. BCCAT publications are also accessible through a search facility on the BCCAT website at bccat.ca/publications.[14]

APRIL 2007	1. Report: *2006-07 BCCAT Annual Report to AVED* 1000 copies; general distribution bccat.ca/pubs/ar06-07.pdf 2. Report: Associate Degrees Awarded in British Columbia (1993-94 - 2005-06) web-posted; bccat.ca/pubs/assocawards06.pdf
MAY 2007	3. Report: *Tracking Student Mobility Between the Public and Private Post-Secondary Sectors in BC: A Feasibility Study* web-posted; bccat.ca/pubs/publicprivatemobility.pdf
JUNE 2007	4. Newsletter (Special Report): *Recalibrating the BC Transfer System* 3000 copies; general distribution, including bulk mailing to institutions bccat.ca/pubs/sr_recalibration.pdf *(See Appendix C of this report.)*
JULY 2007	5. Newsletter (Research Results): *2006 Mobility of Transfer Students in BC* (prepared by Dale Box for BCCAT) 3000 copies; general distribution, including bulk mailing to institutions bccat.ca/pubs/rr_july07.pdf
SEPTEMBER 2007	6. Newsletter (Research Results): *BC University Outcomes for Direct Entry and Transfer Students* 3000 copies; general distribution bccat.ca/pubs/rr_sept07.pdf
DECEMBER 2007	7. Newsletter (Engage): BCCAT Newsletter - Fall/Winter 2007 Edition 3000 copies; general distribution, including bulk mailing to institutions. bccat.ca/pubs/engagefall07.pdf 8. Promotional Resource: Information brochure about BCCAT websites (student-oriented) - for distribution at career fairs, conferences, and numerous other events where BCCAT participates. *(See Appendix E of this report.)* 9. Promotional Resource: Bus/SkyTrain Advertisement (student-oriented) - these ads were displayed on SkyTrain (and selected stations) and on buses in every region in BC. *(See Appendix F of this report.)*
FEBRUARY 2008	10. Newsletter (Special Report): *The "Admissions" Side of BCCAT: An Update* 3000 copies; general distribution, including bulk mailing to institutions bccat.ca/pubs/sr_admissions.pdf 11. Web Resource: Program Members of the BC Transfer System web-posted; bccat.ca/transfer/programmember.cfm *(See Appendix D of this report.)*

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[14] Where referenced in this table, general distribution list includes the following: AVED, institutional presidents, VPs Academic, VPs Student Services, Education Council & Senate Chairs, Institutional Research (IR) Offices, Council and committees, system organizations.

BCCAT

Recalibrating the BC Transfer System
Final Report Recommendations: Status Report, March 08

Recommendations	Status	Anticipated Start Date to begin System Implementation	Anticipated Completion Date for System Implementation[1]
PRINCIPLES			
Recommendation 7.1 *That in contemplating changes in articulation and/or transfer policy or practice, BCCAT is guided by the principle of ensuring an efficient and effective transfer environment for students, while respecting the autonomy of institutions and their capacity to undertake changes in policy or practice.*	*Endorsed by Council Oct/2006* *Basic principle that informs all the recommendations that follow*	*Not applicable*	*Not applicable*
Recommendation 7.2 *That any changes to the structure of the BC Transfer System or to the nature and amount of information available in the BC Transfer Guide be examined carefully to ensure that such changes do not result in unintended negative consequences for students or place an undue administrative burden on institutions or on BCCAT.*	*Endorsed by Council Oct/2006* *Basic principle that informs all the recommendations that follow*	*Not required*	*Not required*

[1] *The anticipated start and completion dates are only current best estimates. They are subject to change because of the interaction of many complex variables including:*

- *new government legislation, regulation, and policy decisions*
- *continuing evolution of the structure and mandate of public sector institutions*
- *the magnitude and nature of growth of the private post-secondary sector*
- *institutional governance decisions that impact admissions and transfer policy and practice*
- *shifts in the demographic profile of the student population and in the economic and workforce needs of the province*
- *system advice and response to proposed BCCAT developed recommendations*
- *research findings, other studies, and the results of continuous evaluation and assessment of the overall effectiveness of our current transfer system, and identification of alternative approaches that will lead to further improvements.*

Recalibration Report Recommendations: Update March 08

Recalibrating the BC Transfer System
Final Report Recommendations: Status Report, March 08

Recommendations	Status	Anticipated Start Date	Anticipated Completion Date
ACTIONS			
Recommendation 1			
That BCCAT staff develop a paper that explores fully the implication of lifting current designation restrictions.	*Have engaged in multiple consultations.*	*Phase 1 June/2008*	*Processes and guidelines for phases 1 & 2 to be in place by 2010;* *Institutional implementation subject to their readiness and interest.*
1.1 That staff seek input from system groups in the development of this paper and in its draft recommendations. That the TAC discuss this paper and forward their recommendations to Council.	*Contractor hired to develop "Best Practice Manual. Project completed, January 08. Currently being edited for publication May 08.*		
1.2 Note: Two separate phases required. Phase 1 likely to be confined to adding "receiving" institution designation; phase 2 to adding "sending" institution designation. Work plan to be developed.	*Council approved approach to be taken for Phase 1 on March 7.*	*Phase 2 2009*	
Recommendation 4.2			
That BCCAT staff formulates a policy document, for discussion by the TAC and Council, on recording private/public articulation agreements in the BC Transfer Guide, based on the advice received in this consultation. The policy would describe the circumstances under which such agreements would be recorded, and how they would be represented in the BC Transfer Guide. Note: The plan is to develop guidelines and processes whereby articulations between public institutions and private institutions not currently in the BC Transfer System can become eligible for recording in the BC Transfer Guide. The outcome of any new legislation flowing from the PCTIA review will influence this work.	*Draft policy developed and consultation underway. Will be debated by Council June 08.*	*Fall 2008*	*On-going*

Recalibrating the BC Transfer System
Final Report Recommendations: Status Report, March 08

Recommendations	Status	Anticipated Start Date	Anticipated Completion Date
Recommendation 4.1 *That BCCAT attempt to gather information about the number of students attending private institutions, and about the potential demand for private/public transfer.* Notes: new legislation passed (spring/07) to require private institutions to PEN students and submit student data to the Ministry upon request; to be phased in over several years. Fully dependent upon readiness of private institutions to submit quality student data based on PENs and speed at which AVED will implement PENning.	*BCCAT feasibility report completed (May/2007).* *BCCAT and PCTIA staff planning next steps subject to provisions of any new legislation.* *BCCAT staff will prepare document on expectations of private institutions in the transfer system, including non-degree-granting institutions. Expectation will encompass providing student mobility data.*	*2009*	*2020*
Recommendation 4.3 *That BCCAT continue to examine a more comprehensive approach to the inclusion of non-degree private institutions in the BC Transfer System.* Note: The key to success with this initiative is convincing public institutions that private institutions have successfully passed a credible and relevant quality assurance review. Need either to wait until new PCTIA related legislation is passed that includes new accreditation criteria or for the development of a more comprehensive accreditation system as recommended by the Campus 2020 report.	*PCTIA review anticipated to be completed by Dec/2007. Government decision on any new legislation to follow.* *In addition, government decisions re Campus 2020 recommendation to implement an accreditation system will inform this recommendation.*	*2011*	*2015*
Recommendation 5.1 *That BCCAT staff prepare a document for discussion at the TAC and Council that outlines the conditions under which Council would entertain an application from an out-of-province institution that might apply for inclusion in the BC Transfer System.*	*Document developed, including proposed approaches. For Council discussion June 08, decision Oct 08.*	*2009*	*NA*

Recalibrating the BC Transfer System
Final Report Recommendations: Status Report, March 08

Recommendations	Status	Anticipated Start Date	Anticipated Completion Date
Recommendation 2.1	*Done.*	*NA*	*NA*
That BCCAT investigate implementing a search-by-region mechanism as an enhancement to BC Transfer Guide.	*Not supported by system; decision not to implement.*		
Recommendation 3.1	*Done.*	*Mar/2008*	*2010*
That BCCAT inform receiving institutions that, at their request, we will facilitate the articulation of third and fourth year courses in the BC Transfer Guide, using the Transfer Credit Evaluation System. There should be no obligation on any institution, sending or receiving, to submit or evaluate third and/or fourth year courses for transfer credit.			
Recommendation 6.1	*Endorsed by Council (Oct/2006) & implemented.*	*NA*	*NA*
That BCCAT continue to provide funding and support to articulation committees and other groups that wish to pursue projects to improve transfer in specific disciplines, whether in academic or career areas.			
Recommendation 6.2 (Policy Direction to TAC)	*Endorsed by Council (Oct/2006) and implemented.*	*NA*	*NA*
That priority for funding in Transfer Innovations Projects should be given to projects that hold the promise of solving transfer difficulties in high-traffic disciplines, such as Flexible Pre-Major or multilateral transfer guide projects, and that BCCAT makes every effort to communicate clearly what such projects involve.			

Recalibration Report Recommendations: Update March 08

Recalibrating the BC Transfer System
Final Report Recommendations: Status Report, March 08

Recommendations	Status	Anticipated Start Date	Anticipated Completion Date
Recommendation 3.2			
That BCCAT investigate the feasibility of exploring with BCIT a) the scope of student transfer to BCIT, and	*Done: scope of BCIT transfer elucidated through analysis of STP reports.*		
b) the experiences of students who transfer to BCIT. These projects can be planned for 2007-08, or as resources become available, and should be based on the willingness of BCIT to engage in such investigation.	*Discussions underway with BCIT. BCIT has proposed pilot project to extend articulation-based transfer.*	*2008-2009*	*NA*
Note: Longer term goal is to encourage the development of more formal articulation agreements for listing in the BC Transfer Guide rather than the current practice of case by case transfer assessments.			
Recommendation 3.3			
That BCCAT investigate the feasibility of exploring with UBC and SFU a) the scope of students transferring between the two universities, and	*Scope of university-to-university transfer elucidated through analysis of STP reports.*		
b) the experience of students with their transfer. These projects can be planned for 2007-08, or as resources become available, and should be based on the willingness of UBC and SFU to engage in such investigation.	*BCCAT will assess feasibility and business case, with universities, of developing university-to-university transfer tables.*	*2008 - 2009*	*NA*
Recommendation 2.2			
That BCCAT not pursue, at this time, any form of regionally-limited articulation.	*Done.*	*NA*	*NA*

BCCAT

Recalibrating the BC Transfer System
Final Report Recommendations: Status Report, March 08

Recommendations	Status	Anticipated Start Date	Anticipated Completion Date
Recommendation 2.3 *That BCCAT continue to offer to facilitate transfer protocols where institutions request it, or where such a protocol enables transfer that would not occur in any other way, but that we otherwise not promote actively the use of transfer protocols as an alternative to course-to-course articulation for public institutions.*	**Done.**	**Ongoing.**	**Ongoing.**
Recommendation 8.2 *That, given the importance of hearing from students, and given the low response rate received from students to the Recalibration survey, that an additional survey be designed, targeted at students, with an invitation to participate posted on the BC Transfer Guide website.* Note: Student survey to be considered in 2011.	**Done (Oct/2006).**	**NA**	**NA**
Recommendation 8.3 *That BCCAT, in its communication plan, a) emphasize the dissemination of its information resources to appropriate target audiences, and*	*There has recently been a significant increase in BCCAT's marketing and communications activities (bus ad) community newspapers, career fairs, etc.). Recalibration Special Report done and disseminated.*		**Ongoing.**
b) examine how best to make its technology accessible to institutions through web services.	*BCCAT Transfer Guide available through web services for individual institution web sites and Education Planner web site being prepared for web services by Dec/07.*	*Based on individual institution interest.*	**Ongoing.**

SPECIAL REPORT

June 2007

Recalibrating the BC Transfer System:
Findings from the Consultation

BACKGROUND

In November 2005, the BC Council on Admissions and Transfer launched a consultation, *Recalibrating the BC Transfer System*, motivated by significant changes in the BC post-secondary system over the last decade and concern that these changes had not resulted in concomitant adjustments in the structure of the BC Transfer System or the BC Transfer Guide. Besides gathering feedback on adaptations to current conditions, we also wanted advice on how best to position the BC Transfer System for the challenges and opportunities the next decade will bring. We chose the word "recalibration" to convey the sense of a system in need of adjustments to ensure continuing functionality within an ever-changing environment.

We chose the word "recalibration" to convey the sense of a system in need of adjustments to ensure continuing functionality within an ever-changing environment.

A discussion paper identified the following issues:

- The organization of the BC Transfer Guide still follows traditional lines, designating colleges as sending institutions and universities as receiving institutions.

- Many students are moving between institutions and programs in ways that do not mirror these traditional patterns. Little information is available to help them plan.

- Private and some out-of-province institutions serve many students in BC yet there are few bridges to transfer.

- Transfer in traditional academic disciplines can still be challenging because of diverging requirements for the pre-major.

- Little information exists to guide students transferring in many career and vocational programs.

The discussion paper invited responses through various media: we elicited about 150 responses through an online survey, and at least as many through face-to-face discussion. We also received written responses from institutions and groups. A second survey targeting students received 146 responses.

FINDINGS

The following sections summarize the main issues covered in the consultation and the advice we received. A full report can be found at www.bccat.bc.ca/pubs/recalibration.pdf

ISSUE 1: Organization of the BC Transfer Guide — Sending/Receiving Designation

Designations have their roots in the structure of the print version of the BC Transfer Guide. Organized as a grid, each sending institution had a section, with receiving institutions ranged across the top of the page. In contrast, the online guide provides the facility to search by both sending and receiving institution, and its flexible interface supported by a large database removes some of the original rationale behind the designations. Recent Central Data Warehouse (CDW) data reveal that close to 50% of students moving through the system are moving in ways other than college to university.

APPENDIX C (cont'd)

We asked "Should all institutions be able to request designation as both a sending and receiving institution?" Ninety-four percent of respondents answered yes, with all types of institutions equally likely to choose this response. Respondents noted that the primary function of the BC Transfer Guide should be to provide information for students and that expanding that information beyond the current restricted designations should be a priority. Many asserted that it is high time the organization of the Guide reflected the changing nature of the BC post-secondary system. Lifting the restriction on sending and receiving designations could lead, over time, to a transfer guide that provides information on multi-directional transfer.

At the same time, the majority of respondents indicated it was important that BCCAT carefully manage the transition to a multi-directional environment because of concerns regarding institutional capacity to support new transfer processes, increased faculty workload, and quality control and business-case issues.

...the majority of respondents indicated it was important that BCCAT carefully manage the transition to a multi-directional environment...

ISSUE 2: Regional Transfer Guides and Transfer Protocols

Questions in this section of the survey were designed to help BCCAT understand whether there were more efficient ways of providing transfer information than multiple bilateral course-to-course agreements, especially where few students are transferring.

CDW and The University Presidents' Council (TUPC) data show evidence of a strong geographical influence on student movement. Students in the North, for example, are more likely to transfer to UNBC, while students in the Lower Mainland appear to move easily between colleges and universities. We do not know the degree to which the large numbers of students moving between Lower Mainland institutions are the result of aimless *swirling*, *purposeful migration*, or some mix of both. We asked whether BCCAT should "encourage the development of regional transfer guides, in which all institutions in a given region could request designation as both sending and receiving institutions?" 55% of respondents answered no to this questions, indicating that regional transfer guides may not be advantageous for students and would only be acceptable as supplemental to the provincial transfer guide, not as a substitute for it.

We also asked "Should institutions receiving few transfer students be encouraged to sign transfer protocols or guarantees, rather than negotiate multiple articulation agreements?" Respondents were divided on this question, some seeing efficiencies to be gained, while others feared disadvantaging students.

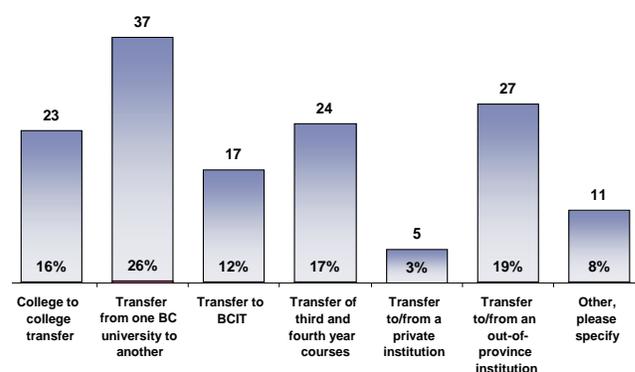## ISSUE 3: Conversion of Case-by-Case Transfer to Articulation-Based Transfer

The questions in this section were designed to elicit advice on how to provide information not currently available in the BC Transfer Guide.

Q.8: Given the time and costs required to convert to articulation based transfer, what information should be made available first? [System Survey]		
University to University	18	14%
Transfer to BCIT	14	11%
College to College	38	29%
University College to College	13	10%
Transfer in more Applied or Vocational Programs	13	10%
Third and Fourth Year Course-to-Course Articulations	12	9%
Other	23	18%
Total	**131**	**100%**

The option most frequently chosen was college to college transfer (29%), perhaps a reflection of the predominance of college respondents. Because information about university to university transfer is one of the most frequent requests that the (Transfer Guide) Coordinator receives we also asked this question in our student survey. The results were somewhat different.

Q.13: What specific kind of transfer information do you MOST want to see added to BCTransferGuide.ca? [Student Survey]

College to college transfer	Transfer from one BC university to another	Transfer to BCIT	Transfer of third and fourth year courses	Transfer to/from a private institution	Transfer to/from an out-of-province institution	Other, please specify
23	37	17	24	5	27	11
16%	26%	12%	17%	3%	19%	8%

APPENDIX C (cont'd)

Respondents noted that lifting the current restrictions on designation would allow the Transfer Guide, over time, to contain many college to college, university college to college, or university to university articulations and that facilitating the recording of third and fourth year agreements would also help to expand information available to students.

ISSUE 4: Recording of Public/Private Articulation Agreements

While there is now a policy in place whereby private institutions with approved degrees can request articulation within the BC Transfer System, no formal bridges exist for transfer from non-degree private colleges. Nevertheless, some institutions do articulate, and BCCAT has received inquiries about the possibilities of recording such agreements in the Guide. Question 12, "Should we include articulation agreements with private non-member institutions in the BC Transfer Guide, at the request of the receiving institution, provided that the receiving institution is a member of the BC Transfer System?", was designed to assess the openness of those inside the Transfer System to such an arrangement as well as to seek the opinions of those outside the system.

Respondents (who are, for the most part, from the BC Transfer System and from public institutions) are conflicted about the question of articulation with private institutions...[they] want assurance that strict quality controls are in place.

While a small majority (56%) answered yes to Question 12, an analysis of the comments offered by respondents to this question is illuminating, since it may reveal the depths to which respondents (who are, for the most part, from the BC Transfer System and from public institutions) are conflicted about the question of articulation with private institutions. For every comment that concentrated on the need to serve students by providing this information, there was another that expressed concern about the quality of private institutions. While somewhat open to this kind of articulation, the current members of the BC Transfer System want assurance that strict quality controls are in place.

ISSUE 5: Recording Out-of-Province Articulation Agreements

Over half of the questions BCCAT receives from students concern out-of-province transfer. We know that many students in BC take courses from Athabasca University and other institutions offering online courses and programs, and that some colleges in eastern BC articulate with Alberta institutions. We asked "Should we consider justifiable exceptions to the policy of limiting transfer information to institutions within BC?" Two thirds of respondents to the online survey answered yes. However, participants in face-to-face meetings were less enthusiastic and many questioned the precedent that would be set, worried about mandate creep and diluting of resources.

ISSUE 6: Developing More Program Transfer Information and Innovative Transfer Models

These questions were intended to gauge the level of support for BCCAT's current Transfer Innovations initiatives, in order to assess whether they truly have the potential to provide useful additional information for transfer students. There was considerable support for continuing to fund Flexible Pre-Major Projects although, significantly, it came more from colleges (78%) than from universities (50%). Respondents also agreed that it was important to continue to encourage articulation committees to work on projects to provide more program-specific transfer information, especially in career, applied and vocational areas.

ISSUE 7: Is it Time for a Complete Re-examination of the BC Transfer Model?

This issue covered a series of linked questions, all of which were intended to solicit advice on the viability of our current model of transfer, predicated on the designation of institutions as sending and/or receiving institutions, and on multiple bi-lateral agreements for discrete courses. The consultation paper presented several alternates for consideration, but only one was described in detail – that of multilateral transfer.

Q.14: Is it time for a complete re-examination of the BC transfer model?		
No – it's fine as it is	3	2%
No – concentrate on improving the current model, not changing it	46	36%
Yes, incrementally, but only if we are sure that there is a better approach	58	45%
Yes – the current model no longer fits our post-secondary environment	22	17%
Total	**129**	**100%**

APPENDIX C (cont'd)

Respondents associated with public colleges and private institutions were most inclined to favour change. Since respondents from colleges represent a disproportionate number of the overall respondents, their responses have influenced the outcome for this question. Many private institutions are understandably in the change camp; however, whether they want a policy shift that holds the promise of including them versus a change to a new and different model of transfer can only be inferred. For some public college respondents loosening restrictions on institutional designation may be enough. For others, however, nothing less than a radical overhaul may be indicated. In this desire we may be seeing echoes of the 1996 *Charting a New Course* recommendations that the transfer system needed to be replaced by a new model which does not privilege receiving institutions over sending institutions.

Taken as a whole the responses indicated a desire for enhancement and incremental improvements rather than wholesale change. In addition, many cautions were sounded about the unintended consequences of upsetting a stable system and about the need to base change decisions on solid evidence of student movement or of transfer difficulties.

ISSUE 8: Priorities, Suggestions and Advice

The numerous comments and suggestions received in the course of the consultation are described in the full report. (See www.bccat.bc.ca/pubs/recalibration.pdf.) They provided a rich and varied cornucopia of opinions and views, reflecting the diverse experience that respondents brought to the task of considering what changes would most benefit students and the system.

CONCLUSIONS

The diversity of advice we received creates some dilemmas regarding how best to advance in some areas. What we see is a system that is open to change, but only where it can be assured that this change will progress in a careful and balanced manner, and will not jeopardize either institutional resources or the standards and quality-checking mechanisms that underlie and support the transfer system.

To sum up, participants maintained that expansion of the system must be undertaken with the utmost care but move forward we must. Ultimately, our goal must be to achieve what is most helpful for students, both inside and outside the BC Transfer System. Making progress towards that goal, while respecting institutional autonomy and resource constraints, and being mindful of the demographic social and economic context for the BC post-secondary system in the next 10 to 20 years, will require strategic and careful planning.

What we see is a system that is open to change, but only where... this change will progress in a careful and balanced manner.

RECENT DEVELOPMENTS

The *Campus 2020* Report, recently released, contains several recommendations which may impact on the outcomes of the Recalibrating consultation, including recommendations 30 and 31 to expand the Transfer System. Recommendations related to developing an accreditation system (25, 26, 27) could change again the landscape of transfer in BC, while the emphasis on a systematic approach to data collection across all sectors (5 and 6) will ultimately assist the Transfer System in making decisions about the movement of students based on evidence.

NEXT STEPS

Given the dynamic and evolving nature of our system, we are likely to be recalibrating for the foreseeable future. A future *Special Report* will detail the recommendations approved by Council, and describe the plan for implementing those recommendations.

BCCAT welcomes your comments or feedback on the issues identified in this report. Please reply to articulation@bccat.bc.ca.

BCCAT

Program Members in the BC Transfer System

In Canada, education is solely a provincial responsibility and so there is no national or regional system of accreditation for post-secondary institutions. Each province and territory has developed its own quality assurance policies and processes and uses these in combination to ensure the quality of the public and private institutions in its jurisdiction. The BC Council on Admissions and Transfer, which publishes the BC Transfer Guide, relies on established provincial quality assurance processes in determining whether or not to admit an institution to membership in the BC Transfer System.

Six private institutions in BC have received the consent of the Minister of Advanced Education to offer degree programs and, therefore, have been admitted to the BC Transfer System as Program Members. This means that the courses *in those degree programs* are eligible for transfer to other institutions in the BC Transfer System. These six private institutions are:

- Alexander College
- Fairleigh Dickinson University
- Quest University
- Sprott-Shaw Community College
- University Canada West
- University of Phoenix

Within British Columbia, students can apply to transfer between any of the post-secondary institutions that are part of the BC Transfer System. By using the BC Transfer Guide students can find all the courses and programs for which transfer agreements have been established between member institutions.

All BC Transfer System members are listed at http://www.bccat.ca/transfer

You can search the *BC Transfer Guide* at http://bctransferguide.ca

This page is available in PDF format here.

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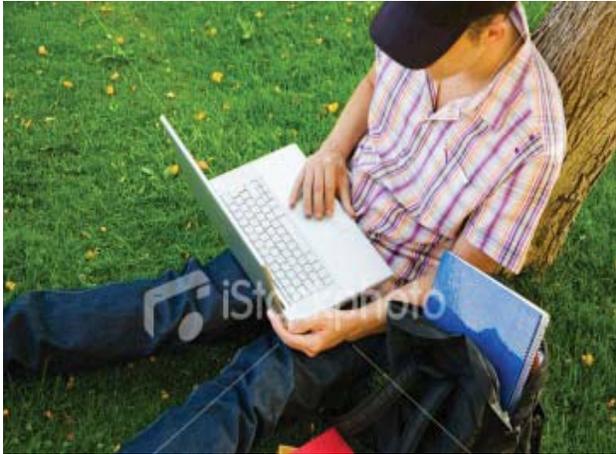Your guide through
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– BC Stats, 2006

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