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# 2011 Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia

Prepared by: BC Stats

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Prepared by: BC Stats



709 – 555 Seymour Street  
Vancouver BC Canada V6B 3H6  
[bccat.ca](http://bccat.ca) | [admin@bccat.ca](mailto:admin@bccat.ca)  
t 604 412 7700 | f 604 683 0576

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# EXECUTIVE SUMMARY

## Introduction

This report presents the results of an analysis of admissions and transfer data from the 2011 BC Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey (formerly the BC College and Institute Student Outcomes Survey). This province-wide survey contacted former students 9 to 20 months after they completed all, or a significant portion, of their programs of study. It addressed a number of issues related to their admissions and transfer experiences from BC's college, teaching-intensive university, and institute sector. This report is similar to a report released by the Council in 2008, titled "2008 Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia" and the Council's 2005 and 2002 version of the same report. This current report contains updated information from the 2011 cohort and comparisons with previous surveys.

With respect to admissions, this report explores the direction and magnitude of student flows between institutions in the BC public post-secondary system. It also explores the extent to which students are able to access the institutions, programs, and courses of their choice. On the transfer side, this report profiles students who expected to transfer credits between institutions and identifies where in the system the majority of students who did not realize their transfer expectations are concentrated. For the first time, the report takes an in-depth look at responses to a special series of questions that focus on respondents who were dissatisfied with their overall transfer experience. The goal is to learn more about why they were dissatisfied and how their transfer experience might have been improved.

The study population consists of students who participated in an Applied or Arts and Sciences diploma, associate degree or certificate program in BC's public college, teaching-intensive university, and institute sector. The report draws chiefly on the results of a set of questions that were addressed specifically to those respondents who indicated they had pursued further studies after leaving their original program. Students who transferred from the college, teaching-intensive university, and institute sector in BC to any type of further studies, including a different program in the same institution, are included in this report. Former students who are not included in the study include baccalaureate degree completers or near completers and students who left a BC research university or private training institution.

## Summary of Findings and Conclusions

The survey results show that the admissions and transfer system in BC is working very well for students who continue their studies after having studied in the BC college, teaching-intensive university, and institute sector. Since 2002, there has been steady growth in the proportion of students continuing their studies at the same institution, as opposed to transferring to a different institution. To a large extent, this trend is driven by former Applied program students, 61 percent of whom continued at the same institution in 2011, compared with 47 percent in 2002. It also reflects increased opportunities for respondents to complete their degrees at teaching-intensive universities, four of which

had 75 percent or more of their continuing students continue at the same institution in 2011.

In terms of access, a large majority of continuing students who were surveyed reported getting into the institution, program, and all of the courses of their choice. However, the percentage of students who transferred to a different institution and reported continuing at their first choice of institution was the lowest it has been in all survey years (86 percent). In terms of transfer, between 2002 and 2008, the proportion of students who expected to transfer credits increased by five percentage points, from 75 to 80 percent, and remained high at 79 percent in 2011. There has also been an increase in the proportion of students with transfer expectations who said they were unsuccessful in transferring all of their credits, from 10 percent in 2005 to 14 percent in 2008 and 2011. The rate of unmet transfer expectations has grown for both Applied and Arts and Sciences students over the survey years (14% for Applied students in 2002 to 17% in 2011, 9% for Arts and Sciences students in 2002, to 13% in 2011). According to respondents in 2011, close to half (45%) of these cases arose because the original course or program was not designed for transfer.

A review of responses for students who said they were either dissatisfied or very dissatisfied with their overall transfer experience provides valuable direction to the BC Council on Admissions and Transfer and institutions in terms of where to invest resources to improve students' experience with the transfer process. Although very few respondents were dissatisfied (8% of those with transfer expectations), their reasons for dissatisfaction consistently highlight a need for: increased access to knowledgeable and service-oriented academic advisors and admissions personnel; improved accuracy, accessibility, and timeliness of transfer information; and increased opportunities to transfer credits among institutions in the BC public post-secondary system.

Institutions should take the necessary steps to ensure that students are supported and informed as to which courses are or are not transferable as early as possible, preferably at the course selection stage. To reach the largest audience of transfer students, service improvements and education campaigns could target Arts and Sciences students at the four top sending institutions (Capilano University, Langara College, Douglas College, and Kwantlen Polytechnic University).

This report provides direction to the BC Council on Admissions and Transfer (the Council), suggesting where it could concentrate its efforts to further improve the transfer system. The Council's mandate is to facilitate admission, articulation, and transfer arrangements among the colleges, teaching-intensive universities, institutes, and the research universities. Given the sheer number of institutions involved, this can be a daunting task. However, because the volume of transfer students is much higher for certain sending and receiving institutions and programs, the Council could focus its efforts in these areas to meet the largest audience.

## **Key Admissions Findings**

### ***Student Flows***

In 2011, 44 percent of respondents reported they had taken or were currently taking further studies at the time of the interview (Table 2.A, page 17).



Of respondents who continued their studies and whose destination was known:

- 96 percent were studying in BC, including 94 percent who continued in the BC public post-secondary system (Table 2.E and Table 2.F, page 22).

Of respondents who stayed in the BC public post-secondary system:

- 55 percent transferred to a different institution in 2011, down from 62 in 2008 and 68 percent in 2002. The remaining 45 percent started a different program at their original institution in 2011. Institutes have the highest proportion of their students continuing at the same institution in all four survey years (60% in 2002, 65% in 2005, 71% in 2008, and 76% in 2011). See Table 2.G, page 23.
- Research universities received 69 percent of those who transferred to another institution, down from 71 percent in 2008 and consistent with 2005 at 68 percent (Figure 2.G, page 28).
- Three research universities received 63 percent of all students continuing at a different institution: the University of British Columbia (26%), Simon Fraser University (23%), and the University of Victoria (14%) (Table 2.K, page 29).

### **Access**

Of respondents who continued their studies at a different institution in the BC public post-secondary system:

- 86 percent were accepted into their institution of choice, 94 percent entered their preferred program of study, and 85 percent were able to register into all of the courses they wanted during their first semester (Table 2.S, page 37).
- The proportion of students who got into their first choice of institution decreased by four percentage points from 90 percent in 2008 to 86 percent in 2011, while the proportion able to enrol in their preferred program and all of the courses of their choice remained unchanged (Table 2.S, page 37).

## **Key Transfer Findings**

### ***Transfer Expectations***

Of those students who transferred to a different institution with the expectation of transferring credits:

- 80 percent were very satisfied or satisfied with the admission services and application processes at the institution they transferred to in both 2008 and 2011 (Figure 3.B, page 43).
- 79 percent were either very satisfied or satisfied with their overall transfer experience (Figure 3.E, page 45).
- 14 percent reported being unable to transfer some or all of their credits (see Section 3.1.2, page 40). This figure varied by sending and receiving institution and was substantially higher than average for the following sending institutions: BCIT (31%), Vancouver Community College (22%), College of the Rockies

(20%), Capilano University and University of the Fraser Valley (both 19%). On the receiving side, rates of unmet transfer expectations were highest for the University of the Fraser Valley (31%), BCIT (25%), Capilano University and Langara College (both 24%), and Kwantlen Polytechnic University (20%). While the rate of not receiving transfer expectations was higher than average for these institutions, in some cases the percentages are based on a small number of students (see Table 3.G, page 54 and Table 3.H, page 55).

- The most common reason for not receiving expected transfer credits, mentioned by 145 of the 322 respondents, was that the original course or program was not designed for transfer. The second most often mentioned reason was that the courses transferred, but could not be used toward the degree (41%). Both of these reasons for not receiving transfer credit may arise for valid curricular reasons, particularly in situations where students transfer to a program that is dissimilar from their previous academic work. The reasons that students provided for not receiving their “expected” transfer outcome may, in some cases, reflect a lack of understanding of the parameters within which credit transfer is possible (Table 3.B, page 42).
- Success in transferring credits was closely related to satisfaction: 29 percent of those who did not transfer the credits they expected were dissatisfied or very dissatisfied with their overall transfer experience, compared with 5 percent of those who received their expected transfer credit (Table 3.C, page 46).

### ***Distribution of Transfer Issues***

Among all types of sending institutions, former college students had the lowest rate of respondents reporting they did not receive all expected transfer credit (12%). However, due to the volume of students transferring from the college sector, colleges accounted for 60 percent of all respondents whose transfer expectations were not met (Table 3.G, page 54).

Across sending and receiving institutions, there is a high degree of concentration in the distribution of respondents who did not receive all of their expected transfer credits. Transfers between the top four sending institutions—Capilano University, Langara College, Douglas College, and Kwantlen Polytechnic University—and the two top receiving institutions—the University of British Columbia and Simon Fraser University—account for 39 percent of all respondents whose transfer expectations were not met. This reflects the large number of students who transfer between these institutions, rather than a tendency of these institutions to grant fewer transfer credits. However, the concentration of transfer students at these institutions makes them a logical place to focus efforts to inform students about the transfer process.

*Important note: Changes made in 2008 to BC’s post-secondary system mean that some institutions have switched sectors: the university colleges have become teaching-intensive universities and some colleges and institutes have also switched sectors. Data tabulations that show results by institution type use the institution categories that applied at the time the respondents to those surveys were studying. Please see the Introduction for more details.*

## **ACKNOWLEDGEMENTS**

This study was funded by a grant from the British Columbia Council on Admissions and Transfer. We would like to thank Devron Gaber and Jean Karlinski for their significant contribution to the development of this report and overall project co-ordination.

We are also very grateful to the BC Student Outcomes Research Forum for developing the 2011 survey instrument, to BCCAT staff for helping prioritize and word the questions about transfer and admission, and to the BCCAT Research Committee for the comments they provided on the first draft of this report.

This report is based extensively on the BCCAT report titled “2002 Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia,” written by Jill Lawrance. The structure and layout of the 2011 report, as well as much of the writing, are based on her work in the original 2002 report.

Finally, we would like to thank the students who took the time to respond to the BC DACSO survey and to provide us with this valuable information.

# 1 INTRODUCTION

The British Columbia Council on Admissions and Transfer (the Council) commissioned this report to investigate the admissions and transfer-related experiences of former students who had attended a BC college, institute, or teaching-intensive university. Admissions and transfer issues are complex and need to be examined from the perspective of all players involved: the institutions, the students, and the overall system. This report provides a valuable opportunity to learn more about how the system is viewed by its users, the students. It adds to a body of research sponsored by the Council looking at transfer issues from the students' perspective and complements other Council research examining similar issues from other perspectives.

This report presents the results of an analysis of a special set of admissions and transfer questions that are asked every three years as part of the BC Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey. It is similar to reports produced by BCCAT based on the 2002, 2005, and 2008 surveys. This report, based on the 2011 survey results, contains updated information and comparisons with the results of previous surveys.

## 1.1 REPORT OBJECTIVES

In keeping with previous reports, this report focuses on admissions and transfer issues within the BC public post-secondary education system.

On the admissions side, this report draws a picture of the direction and magnitude of student flows between institutions. It also assesses the extent to which students are able to implement their chosen educational plan. That is, it addresses the issue of whether individual institutions and the overall public post-secondary system are able to meet student demand for access to institutions, programs, and courses.

This information provides a qualitative context for the quantitative data on student mobility now being collected and reported by the Student Transitions Project (STP). The STP is a collaborative effort of British Columbia's ministries of Education and Advanced Education, and BC's public post-secondary institutions. BCCAT is represented on the STP Steering Committee. While the STP provides information on the flows of students among post-secondary institutions at the program level and gives some demographic information about students, it does not provide information on the perspectives or intentions of transfer students who move from one institution to another.

On the transfer side, this report builds a profile of students who expected to transfer credits between institutions and identifies where in the system the majority of students who did not realize their transfer expectations are concentrated. It also identifies the reasons why a small percentage of students who expected to transfer credits were dissatisfied with their overall transfer experience and identifies potential areas for improvement.

## 1.2 ABOUT THE SURVEY

### 1.2.1 Participating Institutions and Response Rates

The analysis is based on data collected through the 2011 BC DACSO survey.<sup>1</sup> This annual survey contacts former students between 9 and 20 months after they leave their program of study at a BC college, institute, or teaching-intensive university. **This report draws chiefly on the results of a set of questions that were addressed specifically to those respondents who indicated they had pursued further studies during the period between when they left their original program and the survey.**<sup>2</sup> Students who transferred from the college, teaching-intensive university, and institute sector to any type of further studies are included in this report, but students who left a BC research university or private training institution are not included.

**Table 1.A 2011 BC Diploma, Associate Degree, and Certificate Student Outcomes Survey Response Rates, by Sending Institution**

<b>Institution Name</b>	<b>Respondents</b>	<b>Total Former Student Population</b>	<b>Response Rate</b>
BC Institute of Technology	3,015	4,988	60.4%
Camosun College	1,230	2,134	57.6%
Capilano University	876	1,682	52.1%
College of New Caledonia	556	929	59.8%
College of the Rockies	351	554	63.4%
Douglas College	1,065	2,358	45.2%
Justice Institute of BC	142	285	49.8%
Kwantlen Polytechnic University	1,119	2,217	50.5%
Langara College	911	1,916	47.5%
Nicola Valley Institute of Technology	42	80	52.5%
North Island College	368	600	61.3%
Northern Lights College	215	365	58.9%
Northwest Community College	285	455	62.6%
Okanagan College	1,187	2,005	59.2%
Selkirk College	420	635	66.1%
Thompson Rivers University	508	965	52.6%
Thompson Rivers University – Open Learning	158	233	67.8%
University of the Fraser Valley	303	698	43.4%
Vancouver Community College	1,360	2,428	56.0%
Vancouver Island University	586	1,040	56.3%
<b>All Institutions</b>	<b>14,697</b>	<b>26,567</b>	<b>55.3%</b>

<sup>1</sup> This survey was previously called the BC College and Institute Student Outcomes Survey. In September 2008, the name was changed to the BC Diploma, Associate Degree, and Certificate Student Outcomes Survey to reflect the changes occurring in BC's post-secondary education system. This survey project is overseen by the BC Student Outcomes Research Forum, managed by BC Stats, and jointly funded by the Ministry of Advanced Education and the participating institutions. The BC Council on Admissions and Transfer is represented on the Forum.

<sup>2</sup> See Appendix 1 for survey questions.

Former students were included in the survey if they left their original program of study at some point between July 1, 2009 and June 30, 2010; interviews took place during the winter and spring of 2011.<sup>3</sup> In all, 20 institutions, representing over 26,000 former students, participated in the survey. The participating institutions and corresponding response rates are presented in Table 1.A. In total, 14,697 out of a possible 26,567 former students responded to the survey, for an overall response rate of 55 percent.<sup>4</sup> Response rates varied by institution—from a low of 43 percent to a high of 68 percent.

Students from both Applied programs and Arts and Sciences programs were included in the study cohort only if they were no longer enrolled in the same program at their institution. Those who continued their studies at the same institution in a different program were surveyed about their experiences in their original program. Thus, this report provides admissions information for students who continued their studies in a different program at the same institution, as well as for those who transferred to another institution for further studies.

## **1.2.2 Recent Changes Affecting Comparability of Results**

It is recognized that showing trends in transfer patterns is important. However, just as the structure of the post-secondary system has changed and adapted over the years, so too have the methods used to collect data and the groupings used to present results. This section outlines a few of the major changes that affect the comparability of results over time. In spite of the changes, the 2011 report retains a number of comparisons across the four survey years (2002, 2005, 2008 and 2011) and includes analysis to help unravel whether an observed change is “real” or resulting from a change in data groupings or data collection methods.

### ***1.2.2.1 Institution Type Categorization***

In 2008, there was significant change in the structure of the post-secondary system in BC. As several sections of this report compare results by category of institution over time, it is important to understand these changes and the impact they have on the comparability of results. Because changes to the post-secondary system were introduced after respondents had left their institutions, the 2008 report presented data based on the previous structure of the system (e.g., colleges, institutes, and university colleges). This report presents the 2011 results based on the revised assignment of institutions to categories and uses the new institution category labels. However, historical information is presented according to the assignment of institutions to categories that existed at the time the respondents to those surveys were studying. For example, a tabulation showing results for 2008 and 2011, would include Capilano University in the teaching-intensive university category in 2011 and the college category for 2008.

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<sup>3</sup> Appendix 2 provides the specific criteria for inclusion in the study population.

<sup>4</sup> All percentages in this report have been rounded to whole numbers. Adding rounded numbers in the tables and charts may not equal the percentage stated in the report.

Table 1.B provides a summary of how institutions are assigned to categories for each survey year.

**Table 1.B Allocation of Institutions to Institution Categories, by Survey Year**

<b>2011 Institution Label</b>	<b>2002</b>	<b>2005</b>	<b>2008</b>	<b>2011</b>
BC Institute of Technology	INST	INST	INST	INST
Camosun College	COL	COL	COL	COL
Capilano University <sup>1</sup>	COL	COL	COL	TIU
College of New Caledonia	COL	COL	COL	COL
College of the Rockies	COL	COL	COL	COL
Douglas College	COL	COL	COL	COL
Emily Carr University of Art and Design <sup>2</sup>	INST	INST		
Institute of Indigenous Government <sup>3</sup>	INST	INST		
Justice Institute of BC	INST	INST	INST	INST
Kwantlen Polytechnic University <sup>4</sup>	UCOL	UCOL	UCOL	TIU
Langara College	COL	COL	COL	COL
Nicola Valley Institute of Technology	INST	INST	INST	INST
North Island College	COL	COL	COL	COL
Northern Lights College	COL	COL	COL	COL
Northwest Community College	COL	COL	COL	COL
Okanagan College <sup>5</sup>	UCOL	UCOL	UCOL	COL
Selkirk College	COL	COL	COL	COL
Thompson Rivers University <sup>6</sup>	UCOL	UCOL	UCOL	TIU
Thompson Rivers University-Open Learning <sup>7</sup>	INST	INST	INST	TIU
University of the Fraser Valley <sup>8</sup>	UCOL	UCOL	UCOL	TIU
Vancouver Community College	COL	COL	COL	COL
Vancouver Island University <sup>9</sup>	UCOL	UCOL	UCOL	TIU

Note: COL = College, INST = Institute, TIU = Teaching-intensive university, UCOL = University College

- Institutions that changed sectors are highlighted in Table 1.B

- 1.2008 and prior: Capilano College
- 2.Emily Carr Institute of Art and Design moved to the Baccalaureate Graduate Survey in 2006.
- 3.The Institute of Indigenous Government became part of the Nicola Valley Institute of Technology in 2007.
- 4.2008 and prior: Kwantlen University College
- 5.2008 and prior: Okanagan University College
- 6.2005 and prior: University College of the Cariboo
- 7.2002: Open Learning Agency, 2005: BC Open University, 2008: Thompson Rivers University-Open Learning
- 8.2008 and prior: University College of the Fraser Valley
- 9.2008 and prior: Malaspina University-College

A summary of the changes to the assignment of institutions to categories between 2008 and 2011 is provided below:

- Three former university colleges (Kwantlen University College, Malaspina University-College and University College of the Fraser Valley), have been re-allocated to the teaching-intensive universities sector and their names have changed as described in the notes for Table 1.B.
- Capilano College has been reassigned from the colleges to the teaching-intensive universities sector and renamed as Capilano University.
- Thompson Rivers University-Open Learning has been reassigned from the institutes sector to the teaching-intensive universities sector.

- In 2005 Okanagan University College was segmented into Okanagan College and UBC Okanagan. Okanagan College is in the college sector for the presentation of 2011 results. UBC-Okanagan participates in the Baccalaureate Graduate Survey, which focuses on graduates of undergraduate degree programs in BC.

### **1.2.2.2 Program Type Categorization**

The results in this report are often shown separately for students who left Applied and Arts and Sciences programs. In addition, where appropriate, findings are analyzed by detailed program area within Applied programs. The Student Outcomes project has adopted a new program area grouping called BC CIP Clusters, which differs from the program grouping used in past reports.

The following BC CIP Clusters are derived by grouping Statistics Canada's Classification of Instructional Program (CIP) codes.

#### Applied Programs

- Business and Management
- Education
- Engineering and Applied Sciences
- Health
- Human and Social Services
- Trades
- Visual and Performing Arts

#### Arts and Sciences Programs

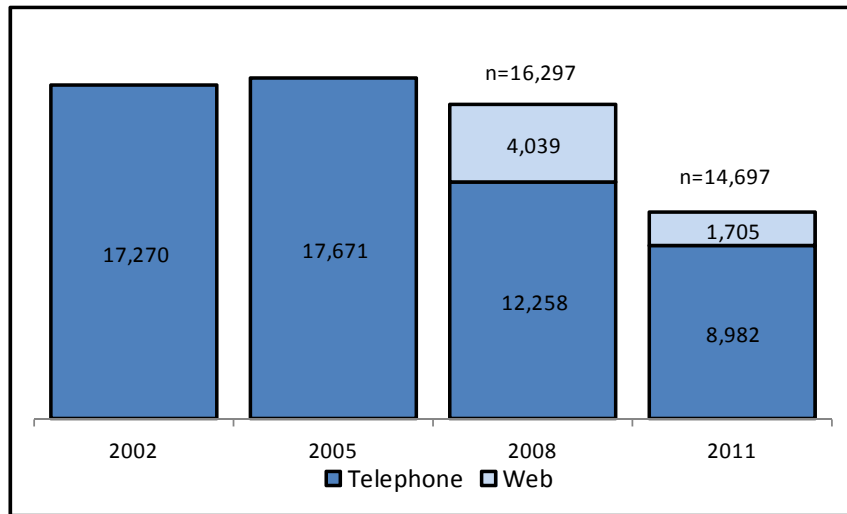
The BC CIP Clusters shown above offer the advantages of eliminating very small program areas and consistency with what is now being used in other Student Outcomes publications. As well, because the new classification is not DACSO-specific, it can be applied across the post-secondary system. When comparing results by program across survey years in the 2011 report, the previous years' results have been re-calculated using the new BC CIP Clusters.

### **1.2.2.3 Data Collection**

The data for the 2008 report were collected using a mixed-mode approach where some responses were collected by telephone interview and others were collected online. The purpose of this change, which was introduced by BC Stats in 2007, was to address steadily declining response rates and to control data collection costs. In 2008, 75 percent of the total 16,297 survey responses were collected by telephone and the remaining 25 percent were collected online. In 2011, the proportion of responses collected online rose to 39 percent, with telephone interviews making up the remaining 61 percent.



**Figure 1.A Distribution of By Survey Mode and Year**



Changes in the proportion of respondents providing feedback by telephone and online is significant because research has demonstrated that the mode of data collection can impact the nature of the responses that respondents provide, particularly on agreement scale questions.

The 2008 report included an analysis to identify and measure the degree of response bias introduced to the DACSO results due to the changed data collection approach. A comparison of results for the 2008 survey between telephone and web survey respondents showed that the influence of the mode of data collection on responses was strongest for opinion style questions, such as satisfaction rates.

Table 1.C shows the difference in responses by mode of data collection for 2008 and 2011. As in 2008, the difference in responses is highest for opinion-style questions (e.g., Q15ZB and Q15Q). On the key indicator regarding respondents' overall satisfaction with their transfer experience, there was an 11 percentage point spread between the proportion of web and telephone respondents who reported being either very or somewhat satisfied in 2011.

**Table 1.C Summary of 2008 and 2011 Results by Mode of Data Collection**

	2008			2011		
	Web	Telephone	Overall	Web	Telephone	Overall
Q 15K Did you expect to transfer course credits?						
%YES	83%	78%	80%	80%	79%	79%
Q 15I Were you accepted into your preferred program of studies?						
%YES	95%	94%	94%	94%	94%	94%
Q 15J For the program of studies in which you were accepted, were you able to enrol in all the courses you desired during your first semester?						
%YES	81%	86%	84%	84%	85%	85%
% NO, unable to enrol in one course	10%	5%	6%	8%	5%	6%
% NO, unable to enrol in 2 or > courses	9%	9%	9%	8%	9%	9%
Q 15ZB How satisfied were you with admission services and application processes at [MAIN INSTITUTION]? Would you say?						
%Somewhat or Very Satisfied	73%	82%	80%	75%	83%	80%
Q 15N Did you get the transfer credit you expected?						
%YES	84%	87%	86%	83%	88%	86%
Q 15Q How satisfied are you with your overall transfer experience?						
%Somewhat or Very Satisfied	74%	83%	81%	72%	83%	79%

Note: Differences between web and telephone results are significant at the 95 percent confidence level based on a chi-square test of independence for all questions listed in Table 1.C, except for the 2008 results for Q15I.

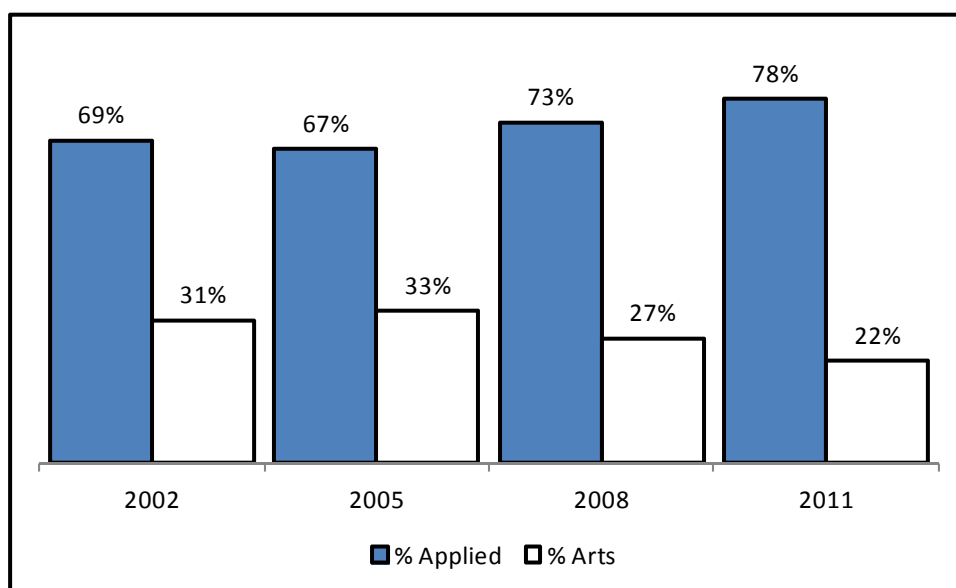
As the proportion of online respondents grows, the results for opinion-style questions will be skewed toward more negative responses. For example, if the relative weighting of the 2011 response to Q15Q is adjusted to be the same as in 2008 (25% online and 75% telephone), there is no change in the overall percentage of respondents who reported being satisfied with their transfer experience between 2008 and 2011 (81%). However, with online respondents accounting for 39 percent of total 2011 responses, the overall satisfaction rating appears to be two percentage points lower in 2011 (79%) than in 2008 (81%).

#### **1.2.2.4 Changes to the Survey Population**

The program composition of the population of students eligible for inclusion in the survey has changed since the 2005 report. Starting in 2006, most of the Arts and Sciences baccalaureate graduates were transitioned to the Baccalaureate Graduate Survey and were no longer included in the DACSO survey. These former Arts and Sciences degree program students were transitioned to the Baccalaureate Graduate Survey, which focuses on graduates of undergraduate degree programs in BC.<sup>5</sup> However, a couple of institutions did not phase out inclusion of all of their Arts and Sciences degree students from the DACSO survey until 2009. This is reflected in a further increase in the proportion of the overall study population comprised of former applied program students from 73 percent in 2008 to 78 percent in 2011 (see Figure 1.B).

<sup>5</sup> The BC Ministry of Advanced Education, the Research Universities' Council of BC (RUCBC), and participating post-secondary institutions collaborate to survey graduates of baccalaureate programs two years and five years after graduation. Since 2005, the survey has expanded in scope to include baccalaureate graduates from 22 public degree-granting institutions in BC, including research universities, teaching-intensive universities, colleges, and institutes.

**Figure 1.B Program Distribution of Respondents by Survey Year**



The removal of degree program upper division Arts and Sciences respondents from the DACSO survey population has contributed to a steady increase in the ratio of Applied to Arts and Sciences students in the respondent population (Figure 1.B). As Applied program students are relatively less likely to continue their education and less likely to receive their expected transfer outcome, this change in the composition of the respondent pool means that comparisons on key indicators over time should be made within programs.

### **1.3 LIMITATIONS OF THIS ANALYSIS**

Tables presenting the number of respondents as well as the percentage of respondents are found throughout this report. It must be emphasized that the “N” values presented do not reflect the actual number of students entering and transferring between institutions, but rather the number of former students who responded to the survey. The actual number of students will be higher for the following reasons:

*Non-response:*

- 45 percent of former students who were included in the study population did not respond to the survey.

*Study population:*

- The study population does not include all programs of study at BC colleges, institutes, and teaching-intensive universities (e.g., Adult Basic Education, Adult Special Education, English as a Second Language, Apprenticeships).
- While the study population includes near completers who satisfy the criteria for inclusion in the study, it does not include early leavers from Applied programs or Arts and Sciences programs.
- The study population does not include those who transferred from research universities.

- The study population does not include those who transferred from outside the BC public post-secondary system.
- The study population does not include former students of Arts and Sciences baccalaureate degree programs.

As with any survey research, there is always the possibility of bias. Two types of bias are explained below.

Response bias is introduced by respondents' misinterpretation of a survey question, or interpreting the survey question differently than was intended. Response bias can also occur when respondents deliberately slant their answers. Bias is introduced when respondents' answers differ in a systematic (non-random) way from how respondents actually feel about the issue in question.

Non-response bias arises as a result of a failure to obtain responses from the entire survey population. This introduces bias in the results if the non-respondents differ in systematic ways from the respondents and have different views than those expressed by respondents. This is a potential concern, given that 45 percent of the study population did not respond to the DACSO survey. However, any non-response bias that did exist would probably be consistent from year to year.

#### **1.4 DATA TABULATION**

Many of the tables in this report present data values and percentages for detailed breakdowns. Data is suppressed in tabulations based on the rules outlined in this section. These data suppression measures are designed to protect confidentiality and because statistics based on a small number of respondents are not considered to be reliable. Data are suppressed when any of the following conditions are met:

- A cell has one or two respondents; or
- The base upon which a percentage is calculated is lower than 20; or
- When the value of a suppressed cell can be derived as the residual of a total or sub-total, the cell with the next lowest value is also suppressed to avoid residual disclosure.

Due to rounding, percentages in tables and figures throughout this report may not sum to 100 percent.

#### **1.5 KEY COHORTS**

Figure 1.C provides a schematic diagram of the different groups of former students whose admissions and transfer experiences are profiled in this report. Starting at the top, 26,567 former Arts and Sciences and Applied program students from diploma, associate degree, and certificate programs qualified for inclusion in the study population for the 2011 BC DACSO survey; of these, 14,697 responded to the survey.

Through the survey questions, respondents can be further sub-divided into a number of groups:

- respondents who continued their studies;
- respondents who did not continue their studies;

- respondents who continued in BC;
- respondents who continued in the BC public system;
- respondents who stayed at the same versus a different institution;
- respondents who expected to transfer credits from one institution to another; and
- respondents whose transfer expectations were met.

The admissions analysis focuses on all students who continued their studies, and particularly on those who continued in the BC public post-secondary system. The transfer analysis focuses on students who continued their studies at a different institution in the BC public system with the expectation to transfer credits to their new institution. Throughout this report, segments of this flow chart are replicated to orient the reader to the particular group of students that are the focus of a given analysis. The reader may wish to refer back to this flow chart to see how a given segment fits into the overall picture.

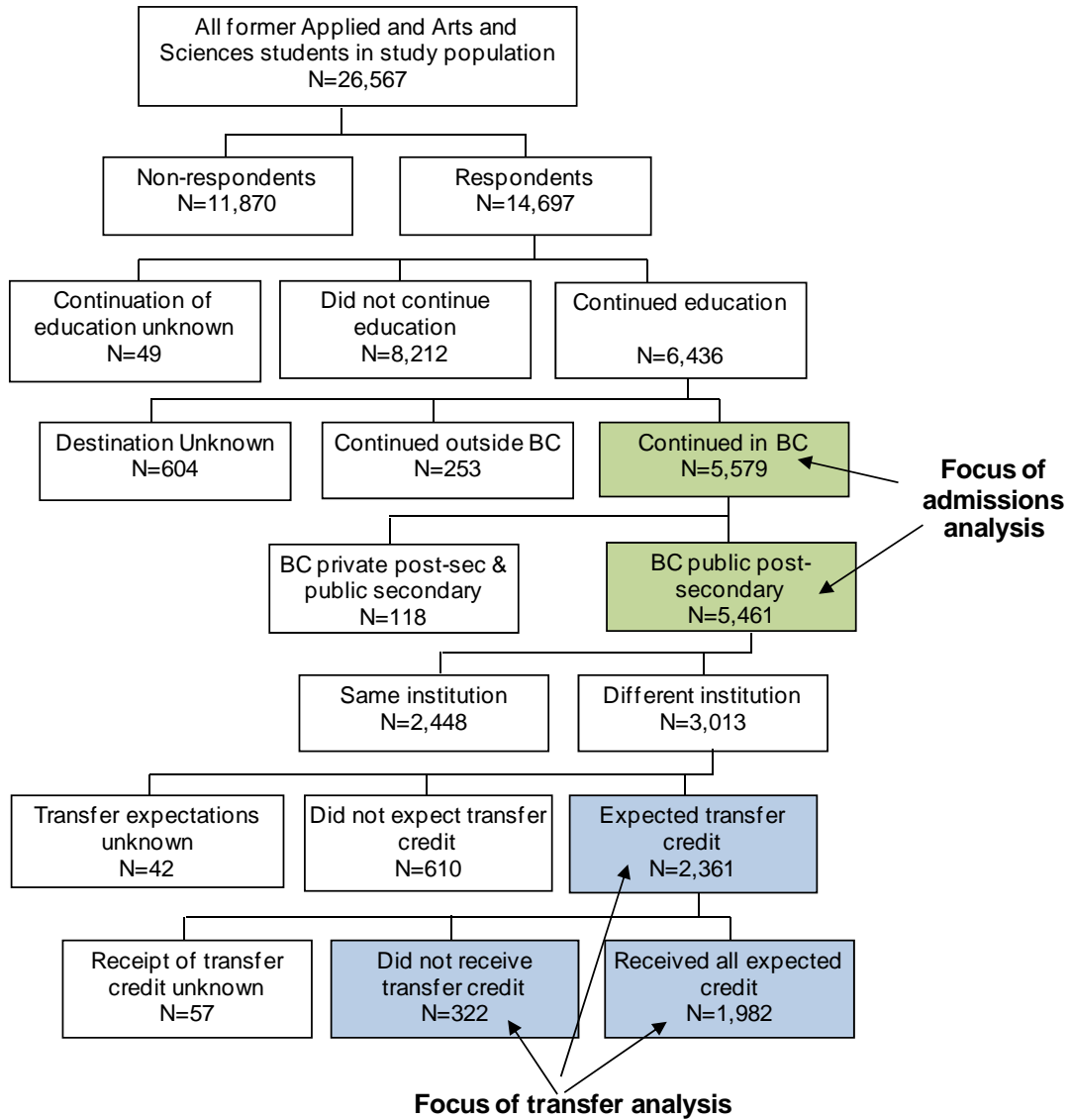
## **1.6 ORGANIZATION OF THIS REPORT**

The next chapter presents the admissions data and Chapter III presents the transfer data. At the beginning of each section are “Key Findings.”

There are also three appendices to this report:

- Appendix 1: Relevant questions from the BC Diploma, Associate Degree, and Certificate Student Outcomes Survey Instrument
- Appendix 2: About the BC Diploma, Associate Degree, and Certificate Student Outcomes Survey Cohort
- Appendix 3: Glossary of Terms

**Figure 1.C Key Cohorts for Admissions and Transfer Analysis**



## 2 Admissions

The admissions chapter of this report is divided into two sections. The first section, titled *Who Goes Where?*, draws a picture of how former BC college, teaching-intensive university, and institute students who continue their studies navigate through the post-secondary system, both within BC and outside BC. The second section, titled *Are Students Able To Implement Their Chosen Educational Plan?*, looks at whether the flow of students between institutions and programs reflects student choice.

### 2.1 WHO GOES WHERE?

Without data to shed light on which types of students continue their studies and where they go, it is difficult for the education system as a whole to respond to the needs of students pursuing further studies. Input from respondents to the 2011 DACSO survey provides a sense of where students originated and where they continued their studies. The destination of respondents' further studies is supplied through Question 12 on the DACSO survey, which asks respondents the name of the institution at which they continued their studies (see Appendix 1 for precise wording). The "sending" institution for a given respondent is the institution that submitted his or her name for participation in the survey (see Table 1.A, page 2).

## Key Findings

Overall, 44 percent of former students had taken or were currently taking further studies (Table 2.A, page 17).

### Who?

- Continuers tended to be younger than their counterparts who did not continue.
- Males were more likely to continue their studies than females.
- Students who had learned English as an additional language had a greater tendency to further their studies than did native English speakers.
- Aboriginal former students were slightly less likely to pursue further education than non-Aboriginal students (40% vs. 44%).
- Former students who had not completed the requirements for a credential in the program for which they were surveyed were more likely to continue their studies. Former Arts and Sciences students (32%) were much less likely to have completed their credential than former Applied program students (90%). (Table 2.A, page 17).
- Overall, 73 percent of Arts and Sciences students pursued further studies (58% for credential completers, 80% for those who did not complete their credential), compared with 36 percent of Applied students (33% for credential completers, 59% for those who did not complete their credential) (Table 2.A, page 17).
- Across survey years from 2002 to 2011, there has been little change in the proportion of former Applied and Arts and Sciences students who report continuing their studies (Table 2.D, page 20).

Although respondents from Arts and Sciences programs are more likely to continue, Applied program respondents out-number Arts and Sciences respondents in the study population by a ratio of more than three to one (11,440 to 3,208, Table 2.A). As such, Applied program respondents make up almost two-thirds (64%) of the pool of respondents who continued their studies, with Arts and Sciences respondents comprising the remaining 36 percent.

### Where?

Of respondents who continued their studies:

Ninety-six percent of respondents who reported the destination of their further studies stayed in BC; 94 percent continued in the BC public system (Table 2.E and Table 2.F, page 22).

Of respondents who continued their studies in the BC public post-secondary system:

- Fifty-five percent transferred to a different institution and the remaining 45 percent started a different program at their original institution (Table 2.G, page 23).



### Key Findings, Continued

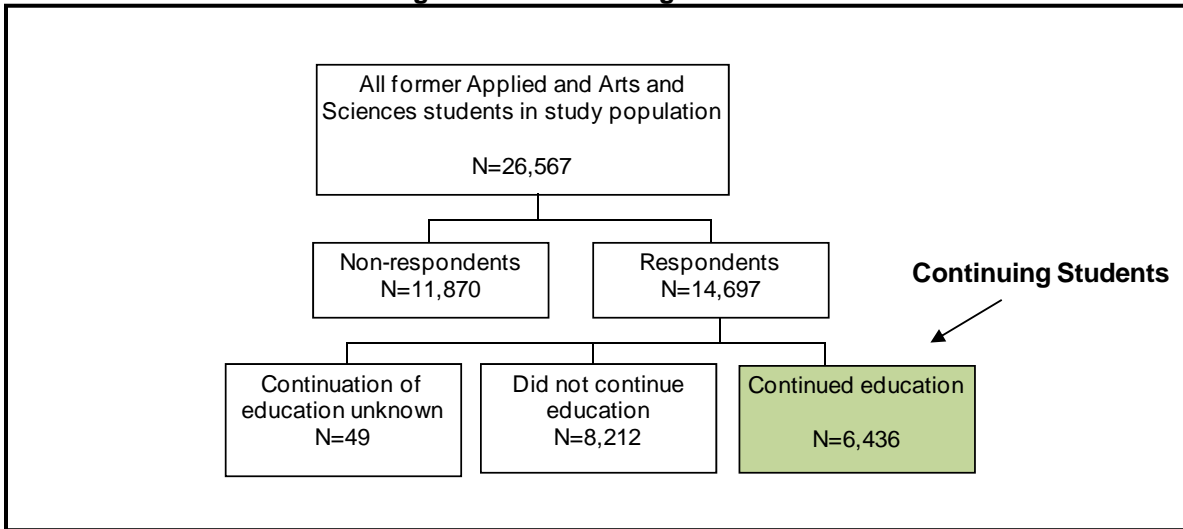
- Due to a growing tendency for former Applied program students to remain at the same institution for further studies, there has been a steady decline in the overall proportion of students transferring to a different institution for further studies, from 68 percent in 2002 to 55 percent in 2011 (Table 2.G, page 23 and Figure 2.F, page 26).
- The relatively strong tendency observed in 2002, 2005, and 2008 for students from institutes to remain at the same institution for further studies continued in 2011, with 76 percent of these students remaining at the same institution. (Table 2.G, page 23).
- Research universities received 69 percent of those who transferred to another institution, down two percentage points from 2008 (Table 2.J, page 27).
- Three research universities received 63 percent of all students continuing at a different institution: the University of British Columbia (incl. UBCO) (26%), Simon Fraser University (23%), and the University of Victoria (14%) (Table 2.K, page 29).

#### 2.1.2 Profile of Continuing Students

Continuing students include all students who had taken or were currently taking further studies at the time of the interview, regardless of where they went for further education. A combination of survey questions 1 and 3 were used to identify students who were still studying at the same institution. Question 9E identified those who were currently studying at a different institution, and Question 10 identified respondents who had studied at some point since taking their last course at their sending institution (Appendix 1).

Overall, 44 percent (6,436 / 14,697) of respondents were either continuing their studies or had continued their studies since completing or leaving their program at their institution.

**Figure 2.A Continuing Students**



There were some differences between respondents who continued and those who did not. Those who continued tended to be younger: the average age for respondents who went on to further studies was 27 at the time of the survey, compared with 31 for those who did not continue. Overall, males (45%) were slightly more likely to continue their studies than females (43%). However, males from Arts and Sciences programs were less likely to continue than females (71 vs. 74 percent), and males from Applied programs were more likely to continue than females (38 vs. 34 percent). A higher percentage of respondents who had learned English as an additional language went on to further studies—46 percent, compared with 43 percent of respondents who had English as their first language. Aboriginal students were less likely than non-Aboriginal students to pursue further studies (40% compared with 44%).

**Figure 2.B Tendency of Different Groups to Continue Their Studies After Leaving the Program for Which They Were Surveyed**

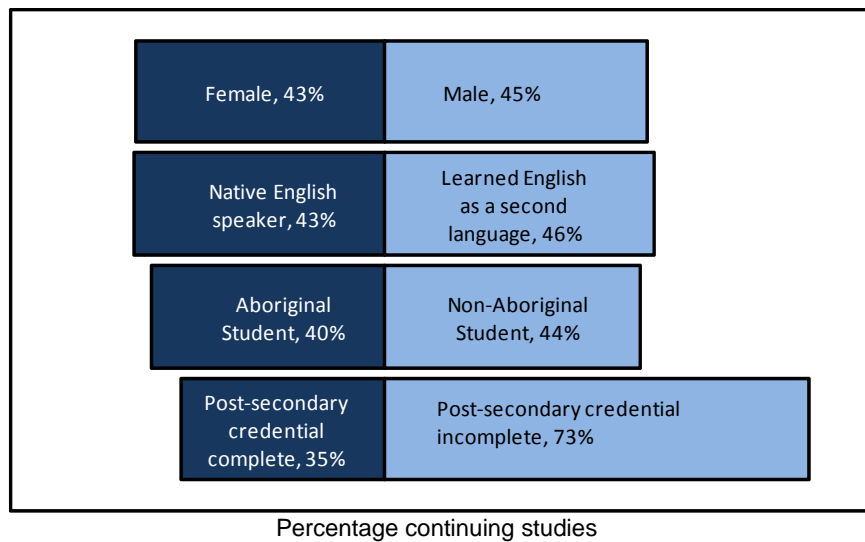


Figure 2.B also shows that respondents who completed the post-secondary program for which they were surveyed were less likely to go on for further studies (35% of that group

continued). Seventy-three percent of students who had not completed their credential went on for further studies. When considering differences in the rates of continuing by program, it is important to note that a smaller proportion of former Arts and Sciences respondents (32%) had completed their post-secondary credential than former Applied program respondents (90%). This reflects the fact that the survey population does not include upper division Arts and Sciences students. Thus, based on credential completion information alone, it would be expected that former Arts and Sciences students would have a higher rate of continuing. This is, in fact, the case, with 73 percent of former Arts and Sciences students continuing compared with 36 percent of former Applied program students. However, Figure 2.C shows that former Arts and Sciences students were more likely to continue their studies than Applied program students regardless of their credential completion status.

**Figure 2.C Percentage of Respondents who Continued Their Studies, by Credential Completion and Program Type**

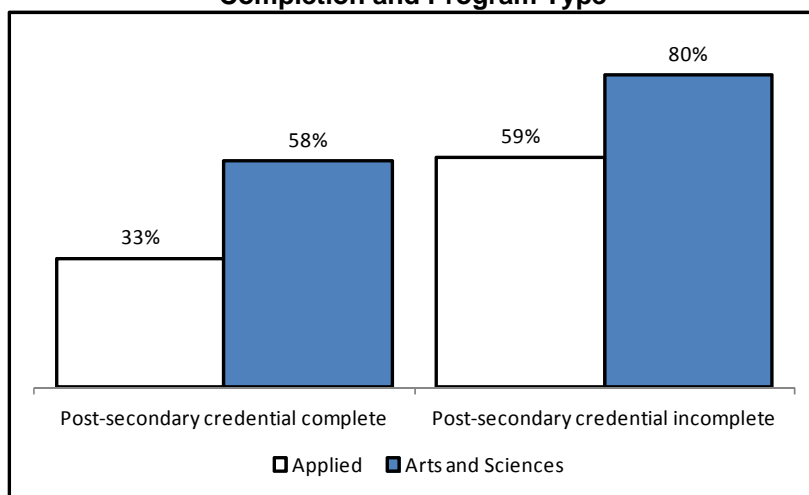


Table 2.A shows the number and percentage of respondents who continued their studies by the type of program respondents left and whether or not they had completed their credential. The proportion that continued varied considerably across the types of programs and by credential completion. The highest rate of continuing among credential completers and non-completers was observed for Arts and Sciences students (58% and 80%, respectively). Former students of Business Management and Engineering and Applied Science were more likely to continue than the average, regardless of their credential completion status. Former students of Health programs were among the most likely to continue if they had not completed a credential (71%), but were the least likely to do so if they had completed their credential (21%). For some programs, such as Trades and Education, credential completion did not appear to be a factor influencing the likelihood of students continuing their studies.

**Table 2.A Percentage of Respondents Who Continued Their Studies, by Program Type and Credential Completion at Original Institution**

	Credential Complete		Credential Incomplete		All Respondents	
	#	% continue	#	% continue	#	% continue
<b>Applied Programs</b>	<b>10,251</b>	<b>33%</b>	<b>1,189</b>	<b>59%</b>	<b>11,440</b>	<b>36%</b>
Business and Management	2,021	44%	345	71%	2,366	48%
Education	697	30%	60	30%	757	30%
Engineering and Applied Sciences	1,285	37%	158	66%	1,443	40%
Health	2,419	21%	209	71%	2,628	25%
Human and Social Services	957	42%	180	47%	1,137	43%
Trades	2,368	30%	86	30%	2,454	30%
Visual and Performing Arts	504	39%	151	50%	655	42%
<b>Arts and Sciences Programs</b>	<b>1,016</b>	<b>58%</b>	<b>2,192</b>	<b>80%</b>	<b>3,208</b>	<b>73%</b>
<b>Grand Total All Respondents</b>	<b>11,267</b>	<b>35%</b>	<b>3,381</b>	<b>73%</b>	<b>14,648</b>	<b>44%</b>

Note: There were 49 respondents who did not mention whether or not they had continued their studies.

Former Applied and Arts and Sciences students, who were previously enrolled in a University Transfer program were the most likely to continue (92% and 88%, respectively), while those who were enrolled in programs leading to a certificate were the least likely (Table 2.B). Arts and Sciences students who were previously enrolled in Associate Degree programs were very likely to continue their studies, regardless of whether they had completed their credential. By contrast, Diploma completers from both Applied and Arts and Sciences programs were much less likely to continue than their counterparts who did not complete their Diploma.

**Table 2.B Percentage of All Respondents Who Continued Their Studies, by Program Type, Credential Type, and Credential Completion at Original Institution**

	Credential Complete		Credential Incomplete		All Respondents	
	#	% continue	#	% continue	#	% continue
<b>Applied Programs</b>	<b>10,251</b>	<b>33%</b>	<b>1,189</b>	<b>59%</b>	<b>11,440</b>	<b>36%</b>
Associate Degree	**	**	**	**	**	**
Advanced Diploma	**	**	**	**	129	54%
Diploma	3,446	39%	753	61%	4,199	43%
University Transfer	0	0%	115	92%	115	92%
Certificate	6,675	30%	283	42%	6,958	30%
Unknown	**	**	**	**	**	**
<b>Arts and Sciences Programs</b>	<b>1,016</b>	<b>58%</b>	<b>2,192</b>	<b>80%</b>	<b>3,208</b>	<b>73%</b>
Associate Degree	390	78%	898	79%	1,288	79%
Diploma	355	48%	1,026	79%	1,381	71%
University Transfer	**	**	**	**	255	88%
Certificate	**	**	**	**	284	44%
<b>Grand Total All Respondents</b>	<b>11,267</b>	<b>35%</b>	<b>3,381</b>	<b>73%</b>	<b>14,648</b>	<b>44%</b>

Note: There were 49 respondents who did not mention whether or not they had continued their studies.

\*\* Denotes suppression of data. Please see Section 1.4, page 9, for data suppression rules.

Among institutions, there was a great deal of variation in the proportion of former students who continued their education (Table 2.C). For instance, on average, 46 percent of respondents from colleges continued their studies; however, this figure varied from a low of 28 percent at Vancouver Island University to a high of 71 percent at Langara College. The mix of programs offered by different institutions and proximity to other post-secondary institutions likely account for much of the variation between institutions in the proportion of respondents who continued their studies.

**Table 2.C Percentage of All Respondents Who Continued Their Studies, by Institution and Program Type**

Institution Type	Applied Programs			Arts & Sciences Programs			All Programs		
	# of continuers (A)	# of respondents (B)	% who continued (A/B)	# of continuers (A)	# of respondents (B)	% who continued (A/B)	# of continuers (A)	# of respondents (B)	% who continued (A/B)
<b>Colleges</b>	<b>2,059</b>	<b>5,796</b>	<b>36%</b>	<b>1,618</b>	<b>2,118</b>	<b>76%</b>	<b>3,677</b>	<b>7,914</b>	<b>46%</b>
Camosun College	457	943	48	236	280	84	693	1,223	57
College of New Caledonia	169	462	37	61	91	67	230	553	42
College of the Rockies	105	311	34	**	**	**	**	**	**
Douglas College	222	542	41	381	517	74	603	1,059	57
Langara College	129	260	50	517	651	79	646	911	71
North Island College	86	294	29	51	71	72	137	365	38
Northern Lights College	53	210	25	**	**	**	**	**	**
Northwest Community College	79	235	34	36	50	72	115	285	40
Okanagan College	254	899	28	208	281	74	462	1,180	39
Selkirk College	114	341	33	59	77	77	173	418	41
Vancouver Community College	391	1,299	30	34	56	61	425	1,355	31
<b>Institutes</b>	<b>1,098</b>	<b>3,008</b>	<b>37%</b>	<b>55</b>	<b>186</b>	<b>30%</b>	<b>1,153</b>	<b>3,194</b>	<b>36%</b>
BC Institute of Technology	1,036	2,869	36	31	141	22	1,067	3,010	35
Justice Institute of BC	53	107	50	**	**	**	**	**	**
Nicola Valley Inst. of Technology	**	**	**	**	**	**	**	**	**
<b>Teaching-Intensive Universities</b>	<b>931</b>	<b>2,636</b>	<b>35%</b>	<b>675</b>	<b>904</b>	<b>75%</b>	<b>1,606</b>	<b>3,540</b>	<b>45%</b>
Capilano University	174	541	32	250	334	75	424	875	48
Kwantlen Polytechnic University	227	656	35	351	455	77	578	1,111	52
Thompson Rivers University – Open Learning	58	140	41	**	**	**	**	**	**
Thompson Rivers University	175	495	35	**	**	**	**	**	**
University of the Fraser Valley	134	218	61	55	85	65	189	303	62
Vancouver Island University	163	586	28	0	0	0	163	586	28
<b>All Institutions</b>	<b>4,088</b>	<b>11,440</b>	<b>36%</b>	<b>2,348</b>	<b>3,208</b>	<b>73%</b>	<b>6,436</b>	<b>14,648</b>	<b>44%</b>

Note: \*\* Denotes suppression of data. Please see Section 1.4, page 9, for data suppression rules.

Table 2.D summarizes some of the key Admissions statistics across the four survey years: 2002, 2005, 2008, and 2011.

**Table 2.D Percentage of All Respondents Who Continued Their Studies, by Survey Year, Program, and Sending Institution Type**

Survey Year	% Who Continued	% Distribution of those who continued...				
		By program		By type of sending institution		
		% from Arts & Sciences	% from Applied	% from colleges	% from teaching-intensive universities	% from institutes
2002	47%	73%	35%	51%	48%	34%
2005	47%	72%	34%	50%	50%	32%
2008	45%	77%	34%	50%	47%	33%
2011	44%	73%	36%	46%	45%	36%

The overall rate of continuing declined from 47 percent in 2002 to 44 percent in 2011. However, the program composition of former students eligible for inclusion in the survey population has changed and this explains most of the observed decrease in the overall proportion of students continuing their studies. Figure 1.B on page 8 shows a steady increase in the proportion of the total DACSO respondent population composed of former Applied program students, from 69 percent in 2002 to 78 percent in 2011. This changing respondent composition has had the effect of depressing the overall rate of continuing because Applied program students have a substantially lower rate of continuing their studies than do former Arts and Sciences students. Table 2.D shows that the rate of continuing within each program has been fairly constant over the survey years, with the exception of an increase in the rate of continuing for Arts and Sciences students in 2008.

Some of the increase observed in 2008 in the rate of Arts and Sciences students continuing their studies is explained by the removal of most of the Arts and Sciences baccalaureate respondents from the survey in 2006, leaving mainly lower division Arts and Sciences students in the 2008 cohort. As lower division students are more likely to continue their studies than baccalaureate students, it follows that the overall rate of continuing for Arts and Sciences students would increase when baccalaureate students were removed. These changes do not explain, however, why the Arts and Sciences rate of continuing dropped back to 73 percent in 2011.

Reflecting changes to the structure of the post-secondary system in BC, changes were made in the allocation of institutions to categories between 2008 and 2011 (see Introduction, page. 3 for details). Shifts in the institution groupings account for some of the differences in rates of continuing by sending institution type across the survey years shown in Table 2.D. For instance, if there had been no change to membership in the college category between 2008 and 2011, the rate of continuing for that category would have declined 2 percentage points from 50 percent in 2008 to 48 percent in 2011, rather than 4 percentage points to 46 percent.<sup>6</sup> For teaching-intensive universities, some of the decrease in the rate of continuing is attributable to the final phasing-in of the removal of former Arts and Sciences Baccalaureate students from the DACSO survey, which

<sup>6</sup> Between 2008 and 2011, Capilano was removed from the college category and Okanagan was added to the college category.

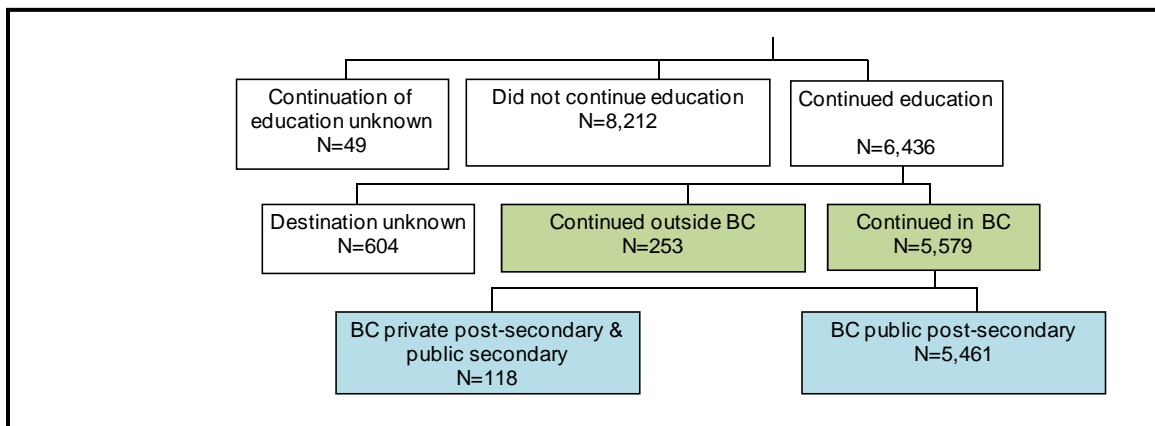
increased the ratio of Applied to Arts and Sciences students for this category of institution.<sup>7</sup>

The increase in the rate of continuing for institutes from 33 percent in 2008 to 36 percent in 2011 is not explained by changes in institution coding and is, instead, driven by an increase in the rate of continuing for BCIT respondents, who account for 89 percent of the respondents in this category.

### 2.1.3 Where Do Students Go For Further Education?

This section looks at four groups of students: those who left BC to pursue further studies, those who stayed in the province, those who stayed in the BC public system (secondary or post-secondary), and those who continued their studies in the BC private system.<sup>8</sup>

**Figure 2.D Where Students Continued Their Studies**



The vast majority (96%) of respondents who reported the destination of their further studies continued in BC; 4 percent transferred to another province in Canada or continued their studies outside Canada (Table 2.E). Although the tendency to stay within the province is clear, it is likely that the estimate for students leaving the province for further studies is conservative. Over 60 percent of the respondents were interviewed by telephone and it is difficult to trace and contact former students who have left the province. As well, about 10 percent of continuing students did not provide the name of their institution, making it impossible to derive a location for their further studies.

<sup>7</sup> The ratio of Applied to Arts and Sciences continuing students for university colleges was 2.3 in 2008. The comparable ratio for teaching-intensive universities in 2011 was 2.9

<sup>8</sup> Due to methodological changes, data regarding the location of continued studies for those who continued their studies outside BC should not be compared with past reports. For 2011, locations of further study are derived for respondents who provided the name of the institution at which they continued their studies. A review of the data from past surveys showed that self-reported information regarding the geographic location of further study was unreliable.



**Table 2.E Where Respondents Continued Their Studies**

Destination of Further Studies	Applied		Arts and Sciences		All Programs	
	#	%	#	%	#	%
BC	3,437	95%	2,142	96%	5,579	96%
Outside BC	166	5	87	4	253	4
<b>All Known Destinations</b>	<b>3,603</b>	<b>100%</b>	<b>2,229</b>	<b>100%</b>	<b>5,832</b>	<b>100%</b>
Unknown Destinations	485		119		604	

Ninety-four percent of those who continued their studies stayed in the BC public system (Table 2.F). When those who continued their studies at public institutions outside BC are added, 98 percent stayed in the public education system.

**Table 2.F Where Respondents Continued Their Studies, by Location and Education Sector**

Destination of Further Studies	Applied		Arts and Sciences		All Programs	
	#	%	#	%	#	%
<b>British Columbia</b>						
Public	3,354	93%	2,107	95%	5,461	94%
Private	83	2	35	2	118*	2
<b>Outside BC</b>						
Public	158	4	84	4	242	4
Private	8	<1	3	<1	11	<1
<b>All Known Destinations</b>	<b>3,603</b>	<b>100%</b>	<b>2,229</b>	<b>100%</b>	<b>5,832</b>	<b>100%</b>
Unknown Destinations	485		119		604	

Note: \* Includes BC public secondary. Percentages in this table do not add due to rounding.

**2.1.4 Where Do Students Continue their Studies Within the BC Public System?**

Ninety-four percent of those who continued their studies, and whose destination is known, remained in the BC public post-secondary system. Because tracking these students falls within the mandate of the Council, most of the admissions analysis that follows focuses on the responses of this group of 5,461 respondents.

**Figure 2.E Continuing at the Same or a Different Institution**

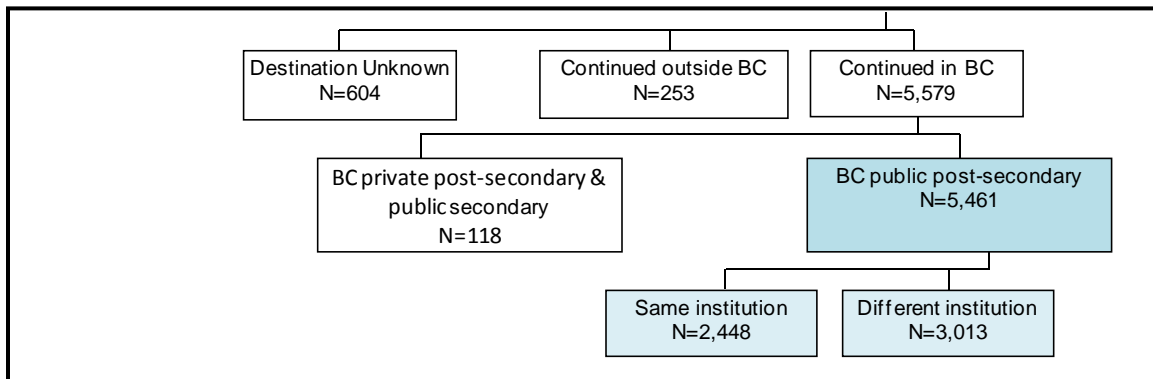


Table 2.G shows the percentage distribution of all respondents who continued in the BC public post-secondary system across sending and receiving institution types and survey years. Over half (3,137/5,461=57%) originated at colleges, 25 percent at teaching-intensive universities (1,371/5,461), and the remaining 17 percent came from institutes (953/5,461).

**Table 2.G Where Respondents Continued Their Studies in the BC Public Post-Secondary System, by Type of Sending and Receiving Institution**

Receiving Institution	Year	Sending Institution Type							
		Colleges		Institutes		Teaching-Intensive Universities*		All Sending Institutions	
<b>Same</b>	2002	829	22%	533	60%	800	36%	2,162	32%
	2005	670	20%	578	65%	1,284	49%	2,532	37%
	2008	893	25%	655	71%	880	48%	2,428	38%
	2011	1,094	35%	728	76%	626	46%	2,448	45%
<b>Different</b>	2002	2,875	78%	355	40%	1,403	64%	4,633	68%
	2005	2,717	80%	309	35%	1,323	51%	4,349	63%
	2008	2,662	75%	271	29%	968	52%	3,901	62%
	2011	2,043	65%	225	24%	745	54%	3,013	55%
<b>Total number from sending institution type</b>	2002	3,704	100%	888	100%	2,203	100%	6,795	100%
	2005	3,387	100%	887	100%	2,607	100%	6,881	100%
	2008	3,555	100%	926	100%	1,848	100%	6,329	100%
	2011	3,137	100%	953	100%	1,371	100%	5,461	100%

\*Referred to as university colleges in 2008 and prior.

From a receiving institution perspective, respondents who continued their studies are classified into two groups: those who continued at a different institution (55%) and those who stayed at the same institution (45%).

The overall percentage of students who continued at the same institution has increased 13 percentage points from 32 to 45 percent between 2002 and 2011. Across all sending institution types, the proportion of respondents staying at the same institution to continue their studies has been increasing over the survey years. Colleges, for example, have seen a 13 percentage point increase in the proportion of students who stayed at the same institution for further studies between 2002 and 2011. The proportion staying at the same institute has increased by 16 percentage points, and for teaching-intensive universities the increase has been 10 percentage points over the same period. This trend is driven largely by former Applied program students, 61 percent of whom continued at the same institution in 2011, compared with 45 percent in 2002 (Figure 2.F, page 26). The trend toward staying at the same institution also reflects increased opportunities for respondents to complete their degrees at teaching-intensive universities, four of which had 75 percent or more of their continuing students continue at the same institution in 2011 (Table 2.H, page 25).

Over the survey years, respondents from colleges have been consistently more likely to transfer to a different institution than those from teaching-intensive universities or institutes. Sixty-five percent of college respondents in 2011 continued their studies at a different institution, compared with 54 percent of teaching-intensive university and 24 percent of institute respondents. The tendency for college students to transfer to a different institution is likely explained by the fact that colleges offer fewer upper division level courses, while respondents from teaching-intensive universities and institutes have

a greater opportunity to remain in the same institution to complete their baccalaureate degree.

### ***Staying at the Same Institution***

This section focuses on the 45 percent of respondents (n=2,448) who continued their studies at the same institution. Consistently across all survey years, former students from institutes have been the most likely to remain at their institution for further studies and this pattern has strengthened over the study period (60% in 2002, 65% in 2005, 71% in 2008, and 76% in 2011).

Among institutions there was a great deal of variation in the percentage of respondents who stayed at the same institution for further studies (Table 2.H). The percentage of respondents who stayed at the same college, for instance, ranged from a low of 16 percent at Douglas College to a high of 64 percent at College of the Rockies. The high proportion of students staying on at the College of the Rockies and Northern Lights College (55%) may reflect their distance from more populated areas and hence the tendency for students to continue in a different program at the same institution, rather than leave their community.

Between the 2002 and 2005 surveys, the proportion of students from teaching-intensive universities who continued their studies at the same institution rose from 36 to 49 percent and then levelled out at 48 percent in 2008 (Table 2.G). Although it appears that the percentage of students remaining at their teaching-intensive university for continued studies dropped in 2011 to 46 percent, this change is attributed to the inclusion of Capilano University in the teaching-intensive university grouping for the first time in 2011. Capilano University has a relatively low number of students continuing at the same institution (18%) (Table 2.H). If Capilano University was not included in the teaching-intensive university group in 2011, the rate of continuing at the same institution for teaching-intensive universities would have been substantially higher, at 56 percent. The increased tendency for students to stay at their teaching-intensive university for further studies is likely explained by expanded upper division program offerings at these institutions.

**Table 2.H Respondents in the BC Public Post-Secondary System Who Continued at the Same Institution, by Institution**

<b>Sending Institution</b>	<b># who continued at same institution</b>	<b># who continued (B)</b>	<b>% who continued at same institution (A/B)</b>
<b>Colleges</b>	<b>1,094</b>	<b>3,137</b>	<b>35%</b>
Camosun College	234	616	38
College of New Caledonia	74	203	36
College of the Rockies	62	97	64
Douglas College	82	514	16
Langara College	113	594	19
North Island College	59	118	50
Northern Lights College	24	44	55
Northwest Community College	46	97	47
Okanagan College	187	392	48
Selkirk College	47	131	36
Vancouver Community College	166	331	50
<b>Institutes</b>	<b>728</b>	<b>953</b>	<b>76%</b>
BC Institute of Technology	682	887	77
Justice Institute	**	**	**
Nicola Valley Institute of Technology	**	**	**
<b>Teaching-Intensive Universities</b>	<b>626</b>	<b>1,371</b>	<b>46%</b>
Capilano University	66	369	18
Kwantlen Polytechnic University	171	504	34
Thompson Rivers University	127	155	82
Thompson Rivers University – Open Learning	35	46	76
University of the Fraser Valley	128	165	78
Vancouver Island University	99	132	75
<b>Grand Total All Institutions</b>	<b>2,448</b>	<b>5,461</b>	<b>45%</b>

Note: \*\* Denotes suppression of data. Please see Section 1.4, page 9, for data suppression rules.

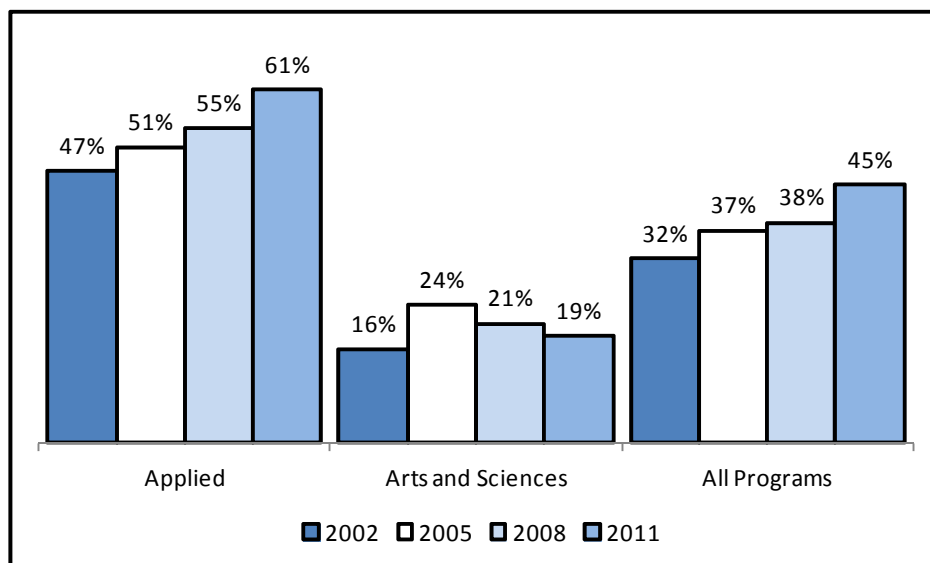
The breakdown by type of program for respondents who stayed at the same institution is highlighted in Table 2.I. Respondents from Applied programs (61%) were more likely to stay at the same institution than Arts and Sciences respondents (19%). The finding that only 15 percent of Arts and Sciences respondents from colleges remain at the same institution for further studies reflects the fact that academic programs at colleges are specifically designed to enable students to transfer their credits towards completion of an advanced degree at another institution.

**Table 2.I Respondents who Continued in the BC Public Post-Secondary System at the Same Institution, by Program and Sending Institution Type**

Program Type Sending Institution Type	# who continued at same institution (A)	Total who continued their studies (B)	% who continued at same institution (A/B)
<b>Applied</b>	<b>2,057</b>	<b>3,354</b>	<b>61%</b>
Colleges	874	1,676	52
Institutes	701	910	77
Teaching-Intensive Universities	482	768	63
<b>Arts and Science</b>	<b>391</b>	<b>2,107</b>	<b>19%</b>
Colleges	220	1,461	15
Institutes	27	43	63
Teaching- Intensive Universities	144	603	24
<b>All Programs</b>	<b>2,448</b>	<b>5,461</b>	<b>45%</b>
Colleges	1,094	3,137	35
Institutes	728	953	76
Teaching- Intensive Universities	626	1,371	46

The proportion of Arts and Sciences students continuing at the same institution has stayed relatively stable across survey years (see Figure 2.F). By contrast, in each successive survey year, Applied program students have become more likely to stay at the same institution for further studies. The increased tendency for Applied program students to continue at the same institution between 2008 and 2011 was shared across all sending institution types (colleges: 45% to 52%, institutes: 71% to 77%; and teaching-intensive universities: 55% to 63%).

**Figure 2.F Continuing at the Same Institution by Program and Survey Year**



Note: Percentages by program for past years have been recalculated using the new program variable and differ slightly from figures presented in past reports.

### ***Moving to a Different Institution***

Just over half (55%) of former students surveyed continued their studies at a different institution (n=3,013). Of these respondents who continued at a different institution, 68 percent originated at colleges (Table 2.J). The largest flow of students between institution types was for students transferring from colleges to research universities. These respondents accounted for 49 percent of all respondents who transferred to a different institution. Respondents from teaching-intensive universities who transferred to research universities made up a further 17 percent.

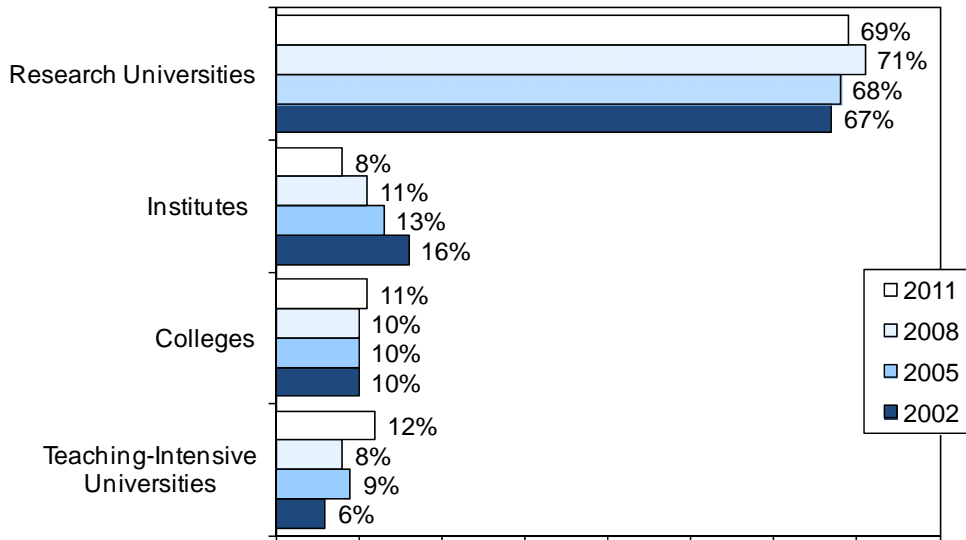
**Table 2.J Respondents Who Continued in the BC Public Post-Secondary System at a Different Institution, by Type of Sending and Receiving Institution**

Sending Institution Type	Receiving Institution Type									
	Colleges		Institutes		Teaching-Intensive Universities		Research Universities		All Receiving Institutions	
	# of resp.	% of all resp.	# of resp.	% of all resp.	# of resp.	% of all resp.	# of resp.	% of all resp.	# of resp.	% of all resp.
Colleges	184	6%	156	5%	241	8%	1,462	49%	2,043	68%
Institutes	66	2	11	0	52	2	96	3	225	7
Teaching-Intensive Universities	88	3	82	3	64	2	511	17	745	25
All Sending Institutions	338	11%	249	8%	357	12%	2,069	69%	3,013	100%

Figure 2.G shows that research universities have been by far the most likely destination for respondents transferring to a different institution, consistently receiving more than two-thirds of all respondents who transferred in each survey year. Until 2011, teaching-intensive universities have been the least likely destination for respondents who transferred to a different institution for further studies. In 2011, 12 percent of respondents who transferred to a different institution reported studying at a teaching-intensive university. Although this is up from 8 percent in 2008, the increase is explained by the reclassification of Capilano from the college to teaching-intensive university category and the reclassification of Thompson Rivers-Open Learning and Emily Carr from the institute to the teaching-intensive university category.

Across survey years, the share of transfer students going to institutes to continue their studies has been steadily decreasing. However, the decrease between 2008 and 2011 is exaggerated by the re-allocation of Thompson Rivers University-Open Learning and Emily Carr University of Art and Design to the teaching-intensive university category. If this change had not occurred, the institutes' share of respondents continuing at a different institution in 2011 would have been 11 percent, consistent with 2008. The percentage of respondents transferring to colleges has remained relatively steady at about 10 percent (Figure 2.G).

**Figure 2.G Distribution of Respondents Who Transferred to a BC Public Post-Secondary Institution, by Receiving Institution Type and Survey Year**



There was a high degree of concentration in the distribution of transfer students across individual receiving institutions: four institutions received 70 percent of all transfer respondents (Table 2.K). Not surprisingly, the three top receiving institutions were research universities: the University of British Columbia and the University of British Columbia-Okanagan (26%), Simon Fraser University (23%), and the University of Victoria (14%). BCIT received the next largest flow of respondents to a single institution (7%).

In the 2002, 2005, and 2008 surveys, the same four institutions received the highest number of transfer respondents.

**Table 2.K Respondents who Continued in the BC Public Post-Secondary System at a Different Institution, by Receiving Institution**

<b>Receiving Institution</b>	<b># of respondents who transferred to institution from a different institution</b>	<b>% of all respondents who continued at a different institution</b>
<b>Colleges</b>	<b>338</b>	<b>11%</b>
Camosun College	26	1
College of New Caledonia	6	<1
College of the Rockies	7	<1
Douglas College	72	2
Langara College	80	3
North Island College	5	<1
Northern Lights College	8	<1
Northwest Community College	5	<1
Okanagan College	32	<1
Selkirk College	9	<1
Vancouver Community College	88	3
<b>Institutes</b>	<b>249</b>	<b>8%</b>
BC Institute of Technology	208	7
Justice Institute	35	<1
Nicola Valley Institute of Technology	6	<1
<b>Teaching-Intensive Universities</b>	<b>357</b>	<b>12%</b>
Capilano University	49	2
Emily Carr University of Art and Design	37	1
Kwantlen Polytechnic University	70	2
Thompson Rivers University	51	2
Thompson Rivers University – Open Learning	56	2
University of the Fraser Valley	43	1
Vancouver Island University	51	2
<b>Research Universities</b>	<b>2,069</b>	<b>69%</b>
Royal Roads University	53	2
Simon Fraser University	704	23
University of British Columbia	651	22
University of British Columbia-Okanagan	114	4
University of Northern British Columbia	125	4
University of Victoria	422	14
<b>Grand Total All Institutions</b>	<b>3,013</b>	<b>100%</b>

As expected, Arts and Sciences respondents composed the majority of the respondent population that continued their studies at a different institution (1,716/3,013, 57%, Table 2.L). Arts and Sciences students from teaching-intensive universities had a higher rate of continuing at a different institution in 2011 (76%) than might be expected given increased opportunities for Arts and Sciences students to complete their degree programs at these institutions. Among teaching-intensive universities, Capilano University had the highest rate of Arts and Sciences students transferring to a different institution (93%), followed by Kwantlen Polytechnic University (69%). Consistent with previous survey years, students from colleges who studied Arts and Sciences or Applied programs had relatively high rates of continuing at a different institution in 2011 (85% and 48%, respectively) (Table 2.L).



**Table 2.L Respondents who Continued in the BC Public Post-Secondary System at a Different Institution, by Program and Sending Institution Type**

<b>Program Type</b> Sending Institution Type	<b># who continued at different institution</b> <b>(A)</b>	<b>Total who continued their studies</b> <b>(B)</b>	<b>% who continued at different institution</b> <b>(A/B)</b>
<b>Applied</b>	<b>1,297</b>	<b>3,354</b>	<b>39%</b>
Colleges	802	1,676	48
Institutes	209	910	23
Teaching-Intensive Universities	286	768	37
<b>Arts and Science</b>	<b>1,716</b>	<b>2,107</b>	<b>81%</b>
Colleges	1,241	1,461	85
Institutes	16	43	37
Teaching-Intensive Universities	459	603	76
<b>All Programs</b>	<b>3,013</b>	<b>5,461</b>	<b>55%</b>
Colleges	2,043	3,137	65
Institutes	225	953	24
Teaching-Intensive Universities	745	1,371	54

## 2.2 ARE STUDENTS ABLE TO IMPLEMENT THEIR CHOSEN EDUCATIONAL PLAN?

This section examines issues related to students' ability to continue their studies when and where they want, and in the programs and courses they want. Focusing on former students who continued on to subsequent studies at a different institution within the BC public post-secondary system, this section addresses the extent to which the pattern of student flows between institutions reflects choices made by students. Were students able to access the institutions, programs, and courses of their choice when they went on to subsequent education?

The findings shed some light on the larger question of the ability of the BC post-secondary system to satisfy demand. However, the picture is incomplete because it does not include all applicants to the BC public post-secondary system. Data are not available for many types of students who enter the BC public post-secondary system but are not included in the DACSO study population, such as entrants from the K-12 system, research universities, the private system, and other provinces (See "Limitations of this Analysis," in the Introduction).

### 2.2.1 Those Who Continued

The first portion of the analysis is based on the results of three questions posed to those students who continued at a different institution: 15H, 15I, and 15J (see Appendix 1 for complete wording):

Q15H: After leaving [NAME OF PROGRAM], was [RECEIVING INSTITUTION] your first choice for your subsequent education?

Q15I: At [RECEIVING INSTITUTION], were you accepted into your preferred program of studies for your subsequent education?

Q15J: For the program of studies in which you were accepted, were you able to enrol in all the courses you desired during your first semester of your subsequent education?

#### **Key Findings**

The study findings show that respondents who transferred to a different institution in the BC public system were very likely to access their institution, program, and courses of choice.

- 86 percent were accepted into their institution of choice (Table 2.M), down from 90 percent in 2008. (Table 2.R, page 37)
- 94 percent accessed their preferred program of study. (Table 2.O, page 34), consistent with 2008. (Table 2.S, page 37).
- 85 percent registered in all the courses they wanted (Table 2.Q, page 36). In comparison with 2008, the proportion of students who were able to enrol in all of the courses they desired during their first semester at a BC public post-secondary institution decreased slightly for all categories of receiving institution, except research universities, which increased by one percentage point.
- 6 percent were unable to enrol in one course they had chosen.
- 9 percent were unable to enrol in two or more courses they had chosen.

#### **Institution of Choice**

In terms of respondents getting accepted into their institution of choice, staying in BC and staying in the public system made a difference. Seventy-six percent of those who continued their studies outside BC were in their first choice of institution, compared with 88 percent of those who continued at a different institution in the BC public system. Those who stayed in BC, but entered the private system, were also less likely to be in their first choice of institution (76%).

Within the BC public system, some types of institutions were slightly more difficult to access than others. Regardless of the type of institution they left, respondents transferring to a research university were more likely to say they were in their first choice institution than were respondents who transferred to a college, teaching-intensive

university, or institute (Table 2.M). In each of the three survey years prior to 2011, about nine out of every ten respondents who transferred to a different institution in the BC public post-secondary system reported they were in their first choice institution (2002=92%, 2005=89% and 2008=90%) (Table 2.S, page 37). In 2011, this proportion dropped substantially below 90 percent for the first time, to 86 percent. This decrease in the percentage of respondents reporting that they were in their first choice institution was consistent for Applied (88% in 2008 and 83% in 2011) and Arts and Sciences (91% in 2008 and 88% in 2011) programs.

**Table 2.M Respondents Who Got their First Choice of Institution, by Type of Sending and Receiving Institution within the BC Public Post-Secondary System**

	# who got first choice of institution (A)	# who continued their studies (B)	% who got first choice of institution (A / B)
<b>From Colleges</b>	<b>1,779</b>	<b>2,017</b>	<b>88%</b>
<b>To:</b>			
Colleges	137	176	78
Institutes	120	151	79
Teaching-Intensive Universities	178	237	75
Research Universities	1,344	1,453	92
<b>From Institutes</b>	<b>159</b>	<b>212</b>	<b>75%</b>
<b>To:</b>			
Colleges	45	60	75
Institutes	**	**	**
Teaching-Intensive Universities	**	**	**
Research Universities	78	91	86
<b>From Teaching-Intensive Universities</b>	<b>617</b>	<b>736</b>	<b>84%</b>
<b>To:</b>			
Colleges	53	86	62
Institutes	62	78	79
Teaching-Intensive Universities	43	64	67
Research Universities	459	508	90
<b>From All Institutions</b>	<b>2,555</b>	<b>2,965</b>	<b>86%</b>
<b>To:</b>			
Colleges	235	322	73
Institutes	188	239	79
Teaching-Intensive Universities	251	352	71
Research Universities	1,881	2,052	92

Note: The denominator (# who continued) only includes those who continued at a different BC public institution and answered Q15H.

\*\* Denotes suppression of data. Please see Section 1.4, page 9, for data suppression rules.

The percentage of respondents who got their first choice of institution was close to, or higher than, the overall average of 86 percent for all programs of study that respondents took at their originating institution, with the exceptions of Trades (76%) and Business and Management (80%) (Table 2.N). Respondents originating from Trades programs also reported lower rates of getting into their institution of choice in the 2008 survey (80%).

**Table 2.N Respondents Who Got their First Choice of Institution, by Program of Study at Original Institution**

	# who got first choice of institution (A)	# who continued their studies (B)	% who got first choice of institution (A / B)
<b>Applied Programs</b>	<b>1,046</b>	<b>1,259</b>	<b>83%</b>
Business and Management	251	314	80
Education	79	89	89
Engineering and Applied Sciences	188	215	87
Health	200	238	84
Human and Social Services	158	189	84
Trades	84	111	76
Visual, Performing and Fine Arts	86	103	83
<b>Arts and Sciences Programs</b>	<b>1,509</b>	<b>1,706</b>	<b>88%</b>
<b>Grand Total All Respondents</b>	<b>2,555</b>	<b>2,965</b>	<b>86%</b>

Note: The denominator (# who continued) only includes those who continued at a different BC public institution and answered Q15H.

### ***Program of Choice***

Only 6 percent of respondents who continued their studies at a different institution were unable to access their preferred program of study. The rate at which respondents reported being in their preferred program was consistently high regardless of the type of institution students left or entered (Table 2.O). There has been virtually no change in this high rate since 2002.

However, those who transferred to their institution of choice were slightly more likely to also get their program of choice. Ninety-five percent of those who were in the institution of their choice were also in the program of their choice, compared with 91 percent of those who did not get into the institution of their choice.

**Table 2.O Respondents Who Got Into Their Preferred Program in the BC Public Post-Secondary System, by Type of Sending and Receiving Institution**

	# who got preferred program (A)	# who continued their studies (B)	% who got preferred program (A / B)
<b>From Colleges</b>	<b>1,906</b>	<b>2,002</b>	<b>95%</b>
<b>To:</b>			
Colleges	172	176	98
Institutes	140	148	95
Teaching-Intensive Universities	225	237	95
Research Universities	1,369	1,441	95
<b>From Institutes</b>	<b>204</b>	<b>220</b>	<b>93%</b>
<b>To:</b>			
Colleges	63	66	95
Institutes	**	**	**
Teaching-Intensive Universities	**	**	**
Research Universities	87	94	93
<b>From Teaching-Intensive Universities</b>	<b>678</b>	<b>737</b>	<b>92%</b>
<b>To:</b>			
Colleges	81	88	92
Institutes	80	82	98
Teaching-Intensive Universities	58	61	95
Research Universities	459	506	91
<b>From All Institutions</b>	<b>2,788</b>	<b>2,959</b>	<b>94%</b>
<b>To:</b>			
Colleges	316	330	96
Institutes	229	240	95
Teaching-Intensive Universities	328	348	94
Research Universities	1,915	2,041	94

Note: The denominator (# who continued) only includes those who continued at a different BC public institution and answered Q15I.

\*\* Denotes suppression of data. Please see Section 1.4, page 9, for data suppression rules.

The percentage of respondents who got into their preferred program was close to the overall average of 94 percent across all originating programs of study. Consistent with findings from 2008, former students of Business and Management programs were the least likely to get into their preferred program (90% in 2008 and 89% in 2011) (see Table 2.P for 2011 results).

**Table 2.P Respondents Who Got Into Their Preferred Program in the BC Public Post-Secondary System, by Program of Study at Original Institution**

	<b># who got preferred program (A)</b>	<b># who continued their studies (B)</b>	<b>% who got preferred program (A / B)</b>
<b>Applied Programs</b>	<b>1,179</b>	<b>1,261</b>	<b>93%</b>
Business and Management	282	316	89
Education	85	88	97
Engineering and Applied Sciences	195	216	90
Health	233	238	98
Human and Social Sciences	178	186	96
Trades	110	113	97
Visual, Performing and Fine Arts	96	104	92
<b>Arts and Sciences Programs</b>	<b>1,609</b>	<b>1,698</b>	<b>95%</b>
<b>Grand Total All Respondents</b>	<b>2,788</b>	<b>2,959</b>	<b>94%</b>

Note: The denominator (# who continued) only includes those who continued at a different BC public institution and answered Q15I.

### ***Courses of Choice***

The vast majority (85%) of respondents who transferred to a different institution in the BC public post-secondary system were successful in getting all of the courses they wanted in their first semester (Table 2.Q). Only 6 percent said they were unable to enrol in one of the courses they had chosen, and 9 percent were unable to enrol in two or more of the courses they had chosen. However, the rate at which respondents reported getting all of their courses varied substantially depending on the type of institution students entered. Respondents moving to institutes were the most likely to get into all of the courses of their choice (96%), and those who transferred to research universities were the least likely (82%).

**Table 2.Q Percentage Who Got their First Choice of Courses, by Receiving Institution**

<b>Receiving Institution</b>	<b># who got all courses of choice (A)</b>	<b># who continued their studies (B)</b>	<b>% who got all courses of choice (A/B)</b>
<b>Colleges</b>	<b>297</b>	<b>328</b>	<b>91%</b>
Camosun College	22	25	88
College of New Caledonia	**	**	**
College of the Rockies	**	**	**
Douglas College	64	70	91
Langara College	64	79	81
North Island College	**	**	**
Northern Lights College	**	**	**
Northwest Community College	**	**	**
Okanagan College	30	32	94
Selkirk College	**	**	**
Vancouver Community College	80	85	94
<b>Institutes</b>	<b>230</b>	<b>239</b>	<b>96%</b>
BC Institute of Technology	195	203	96
Justice Institute	**	**	**
Nicola Valley Institute of Technology	**	**	**
<b>Teaching-Intensive University</b>	<b>300</b>	<b>349</b>	<b>86%</b>
Capilano University	42	47	89
Emily Carr University of Art and Design	27	37	73
Kwantlen Polytechnic University	56	68	82
Thompson Rivers University	48	50	96
Thompson Rivers University – Open Learning	51	53	96
University of the Fraser Valley	34	43	79
Vancouver Island University	42	51	82
<b>Research Universities</b>	<b>1,674</b>	<b>2,031</b>	<b>82%</b>
Royal Roads University	51	52	98
Simon Fraser University	524	689	76
University of British Columbia	529	637	83
University of British Columbia-Okanagan	92	112	82
University of Northern British Columbia	114	125	91
University of Victoria	364	416	88
<b>Grand Total All Institutions</b>	<b>2,501</b>	<b>2,947</b>	<b>85%</b>

Note: The denominator (# who continued) only includes those who continued at a different BC public institution and answered Q15J. \*\* Denotes suppression of data. Please see Section 1.4, page 9, for data suppression rules.

In comparison with 2008, the proportion of students who were able to enrol in all of the courses they desired during their first semester at a BC public post-secondary institution decreased slightly in all categories of receiving institution, except research universities, which increased by one percentage point. However, because research universities receive such a large proportion of students who continue at a different institution (69%, Table 2.J, page 27), the overall proportion of students who received all of the courses they wanted increased between 2008 and 2011 by one percentage point. Consistent with the findings from 2005 and 2008, Simon Fraser University had the lowest percentage of students (76%), out of all research universities, who reported getting all of

the courses they wanted—however, this proportion has been increasing with each survey, from 68 percent in 2005, to 73 percent in 2008 and 76 percent in 2011.

Among former Applied program students, those who were originally enrolled in Visual, Performing and Fine Arts programs were the least likely to report getting their first choice of courses during their first semester at a BC public post-secondary institution (85%) (Table 2.R). Former students of Arts and Sciences programs (82%) were less likely to get all of the courses of their choice than were former Applied program students (89%).

**Table 2.R Percentage Who Got their First Choice of Courses, by Program of Study at Original Institution**

	# who got all courses of choice (A)	# who continued their studies (B)	% who got all courses of choice (A/B)
<b>Applied Programs</b>	<b>1,121</b>	<b>1,254</b>	<b>89%</b>
Business and Management	274	318	86
Education	84	85	99
Engineering and Applied Sciences	194	218	89
Health	223	237	94
Human and Social Sciences	160	183	87
Trades	98	109	90
Visual, Performing and Fine Arts	88	104	85
<b>Arts and Sciences Programs</b>	<b>1,380</b>	<b>1,693</b>	<b>82%</b>
<b>Grand Total All Respondents</b>	<b>2,501</b>	<b>2,947</b>	<b>85%</b>

Note: The denominator (# who continued) only includes those who continued at a different BC public institution and answered Q15J.

Table 2.S summarizes the proportions of respondents who reported getting into their first choice of institution, their preferred program of study, and all of their courses of choice for the four survey years. Over time these proportions have been very stable. In each survey year, students were more likely to get their institution or program of their choice, than to get all of the courses they wanted. Between the 2008 and 2011 surveys, there was a notable drop in the percentage of students who reported getting into their first choice institution (from 90% to 86%).

**Table 2.S Percentage Who Got their First Choice of Institution, Preferred Program and Courses, by Survey Year**

Survey Year	% who got first choice of institution	% who got preferred program	% who got all courses of choice
2002	92%	94%	85%
2005	89%	94%	83%
2008	90%	94%	84%
2011	86%	94%	85%



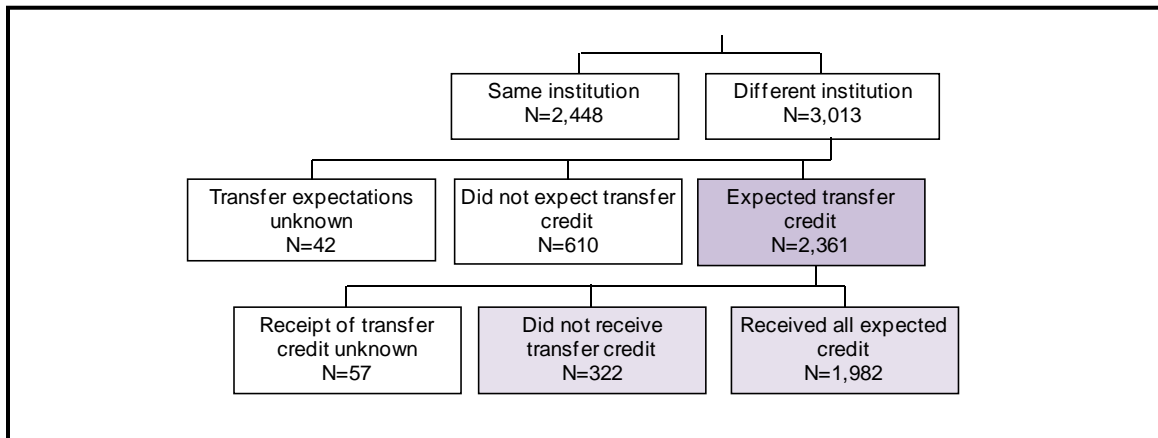
### 3 Transfer

The Transfer chapter of this report is divided into three sections. The first section, *Transfer Expectations*, presents a profile of respondents who expected to transfer credits to their new institution and reviews their feedback regarding issues encountered and overall satisfaction with their transfer experience. The next section, *Dissatisfaction with Overall Transfer Experience* sheds light on the small number of respondents each survey who say that they are dissatisfied with their overall transfer experience by exploring the reasons for their dissatisfaction. The third and final section, *Where Unmet Expectations Are Concentrated*, looks at sending and receiving institutions to see both where there is a higher incidence of transfer issues and where in the system respondents who reported not realizing their transfer expectations are concentrated.

#### 3.1 TRANSFER EXPECTATIONS

The experiences of respondents who moved to a different BC public institution with the expectation of transferring credits (N=2,361) are the focus of this section. These respondents have direct experience with the transfer system in BC and their feedback is very valuable to the development of a responsive and effective credit transfer system.

**Figure 3.A Respondents with Transfer Expectations**



It is important to note that the results presented here reflect respondents' impressions of the effectiveness of the system in terms of whether their own expectations were satisfied, as opposed to an objective assessment of whether students received the transfer credit that they should have. There are undoubtedly cases where the transfer process has worked effectively from the perspective of satisfying curriculum requirements and institution-level transfer agreements, yet students may still report that their transfer expectations were not met because they remain dissatisfied with the outcome. These cases of unmet expectations underscore the need to provide students with information so that their expectations regarding transfer outcomes align with what is appropriate. Indeed, many of the issues identified by respondents may best be addressed through targeted information campaigns aimed at educating students about what courses are and are not transferable within the system. The analysis in the next section of this chapter helps to identify where education campaigns might be directed to achieve the greatest overall benefit to students.

## Key Findings

### Profile

Seventy-nine percent of former students expected to transfer credits in 2011, compared with 80 percent in 2008, 79 percent in 2005 and 75 percent in 2002 (Table 3.A, page 41).

- Respondents who expected to transfer credits tended to be:
  - transferring from a college or teaching-intensive university
  - transferring from Arts and Sciences programs
  - transferring to a related program
  - transferring to a research university
  - younger than respondents who did not expect to transfer credits

### Meeting Transfer Expectations

- 86 percent of respondents indicated they received the transfer credit they expected, with the remaining 14 percent (322 respondents) indicating they did not receive all expected transfer credits.
- Students transferring from Arts and Sciences programs were more likely to receive the transfer credit they expected (87%) than were students transferring from Applied programs (83%). This is consistent with findings from 2008, when 88 percent of former Arts and Sciences students received their expected credits, compared with 83 percent of former Applied program students.
- The extent of transfer issues appeared relatively minor; less than 1 percent of respondents who expected to transfer credits did not receive any of the transfer credits they expected.
- The most common reason for not receiving expected transfer credits, mentioned by 145 respondents (45%) was that their original courses or program were not designed for transfer to their receiving institution. Other reasons included that their courses transferred but they could not use all of the credits toward their degree (41%), or that they received unassigned credit for their courses when they expected to receive specific credit (39%). Twenty-seven percent of respondents who did not receive their expected transfer credit said they do not know or understand transfer requirements (Table 3.B, page 42).

### Overall Satisfaction

- 80 percent of all transfer respondents were very satisfied or satisfied with the admission services and application processes at the institution they transferred to (Figure 3.B, page 43).
- 79 percent of transfer respondents were very satisfied or satisfied with their overall transfer experience, down from 2008 (81%), 2005 (84%) and 2002 (88%) (Figure 3.E, page 45).
- Success in transferring credits was closely related to satisfaction. Twenty-nine percent of those who did not receive expected transfer credit were dissatisfied or very dissatisfied with their overall transfer experience, compared with 5 percent of those who received their expected transfer credits. (Table 3.C, page 46).

### 3.1.1 Profile of Respondents with Expectations to Transfer Credits

Responses to survey question 15K were used to identify respondents who expected to transfer credits from one institution to another (Appendix 1).

Q15K: Did you expect to transfer course credits from [SENDING INSTITUTION] to [RECEIVING INSTITUTION]?

- Seventy-nine percent of respondents who transferred to a different institution expected to transfer credits.
- *Transferring from an Arts and Sciences program:* 90 percent of Arts and Sciences respondents expected to transfer credits, compared with 65 percent of Applied program students. Since the 2005 survey the proportion of Arts and Sciences and Applied students expecting to transfer credits has fluctuated a bit, but has remained in the same order of magnitude (Arts and Sciences from 86% in 2005 to 91% in 2008, and then to 90% in 2011, Applied from 61% in 2005 and 2008 to 65% in 2011).<sup>9</sup>
- *Transferring to a related program:* 91 percent of respondents with an expectation to transfer credits continued in fields they described as very or somewhat related to their previous studies; the comparable figure for those who did not expect to transfer credits was 57 percent, down from 61 percent in 2008.
- *Transferring from a college or teaching-intensive university:* 83 percent of respondents transferring from colleges and 81 percent of those transferring from teaching-intensive universities expected to transfer credits, compared with 38 percent of respondents from institutes.
- *Transferring to a university:* 92 percent of those transferring to a research university expected to transfer credits, as did 66 percent of those transferring to a teaching-intensive university. Only 34 percent of those transferring to an institute and 46 percent of those transferring to a college expected the same.
- *Demographics:* Respondents who expected transfer credit were on average about 25 years of age, or about four years younger than those who did not expect transfer credit. Females compose more than half of the population of respondents who reported continuing their studies at a different institution (57% were female while 43% were males). Males and females are about equally likely to expect transfer credit (80% for females, 79% for males).

### 3.1.2 Meeting Transfer Expectations

Three survey questions form the basis for this portion of the analysis: questions 15N, 15P, and 15O (see Appendix 1 for complete wording):

Q15N: Did you get the course transfer credit you expected?

Q15P: Of the courses you expected to transfer, how many did not transfer?

---

<sup>9</sup> Figures for past years have been recalculated using the new program variable and differ slightly from what was reported in past reports.

Q15O: What were the reasons you DID NOT get the transfer credit you expected?

The results of question 15N show that 86 percent of respondents indicated they received the transfer credit they expected, with the remaining 14 percent (N=322) indicating they did not receive all expected transfer credits. Former Arts and Sciences students are more likely than their Applied program counterparts both to expect to transfer credits and to report receiving the transfer credit they expected. Nine out of ten former Arts and Sciences students expected to transfer credit and 87 percent received the credit expected. By contrast, 65 percent of former Applied program students expected to transfer credits and 83 percent received the expected transfer credit. This is consistent with findings from 2008, when 88 percent of former Arts and Sciences students received their expected credits, compared with 83 percent of former Applied program students.

Question 15P helps to assess the extent of transfer issues reported by the 14 percent of respondents who said they did not get all the transfer credits they expected. It appears very few respondents' expectations went completely unmet; about 1 percent (n=28) of respondents who expected course transfer credits indicated that they were unable to transfer any of their courses. Six percent (n=144) were unable to transfer one or two courses; 3 percent were unable to transfer between three and five courses; and 1 percent were unable to transfer six or more courses.<sup>10</sup>

Table 3.A shows that since the initial increase in the proportion of students expecting to transfer credits from 76 to 79 percent between the 2002 and 2005 surveys, the proportion has levelled off with about 79 to 80 percent of students expecting to transfer credits to their new institution. The proportion receiving their expected credits declined by four percentage points from 90 percent in 2005 to 86 percent in 2008 and held constant at 86 percent in 2011. The proportion of those who expected to transfer credits and were unsuccessful in transferring three or more courses has remained relatively stable over the four surveys at between 5 and 6 percent.

**Table 3.A Summary of Transfer Statistics, by Survey Year**

<b>Survey Year</b>	<b>% Expected to Transfer Credits</b>	<b>% Got All Expected Credits</b>	<b>% Unsuccessful in Transferring Three or More Courses</b>
2002	76%	89%	6%
2005	79%	90%	5%
2008	80%	86%	6%
2011	79%	86%	5%

Question 15O asked respondents why they did not get the transfer credit they expected. The reason for not receiving transfer credit cited by 45 percent of respondents with unmet transfer expectations was that their “original courses or program were not designed for transfer” to their receiving institution. Many students also reported that their courses transferred but they could not use all of the credits toward their degree (41%), or that they received unassigned credit for their courses when they expected to receive specific credit (39%). Many of the points raised by respondents reflect valid curricular

<sup>10</sup> Approximately 1 percent did not respond or gave an invalid response.

reasons for why transfer credit does not occur, yet these respondents appear to have had an expectation that they would receive a different transfer outcome. It is not possible to know from the survey whether the transfer result these students received reflected a lack of understanding on their part regarding what is transferable, or issues with the transfer system itself.

Table 3.B shows the reasons referenced by survey respondents for not receiving the transfer credit expected.

**Table 3.B Reasons for Not Receiving Transfer Credit**

<b>Reason For Not Receiving Transfer Credit</b>	<b># who reported issue (A)</b>	<b># with unmet transfer expectations (B)</b>	<b>% of respondents with unmet expectations who reported issue (A/B)</b>
Original courses or program were not designed for transfer	145	322	45%
Courses transferred but could not use all of the credits toward degree	131	322	41
Received unassigned credit when expected to receive specific credit	126	322	39
Did not know or understand transfer requirements	86	322	27
Received fewer transfer credits for a particular course than initially granted (e.g., a 4-credit course only received 3 credits)	78	322	24
Completed more credits than allowed to transfer	73	322	23
Other	80	322	25

Note: Respondents were permitted to select more than one reason.

### 3.1.3 Satisfaction with Admission Services and Application Processes

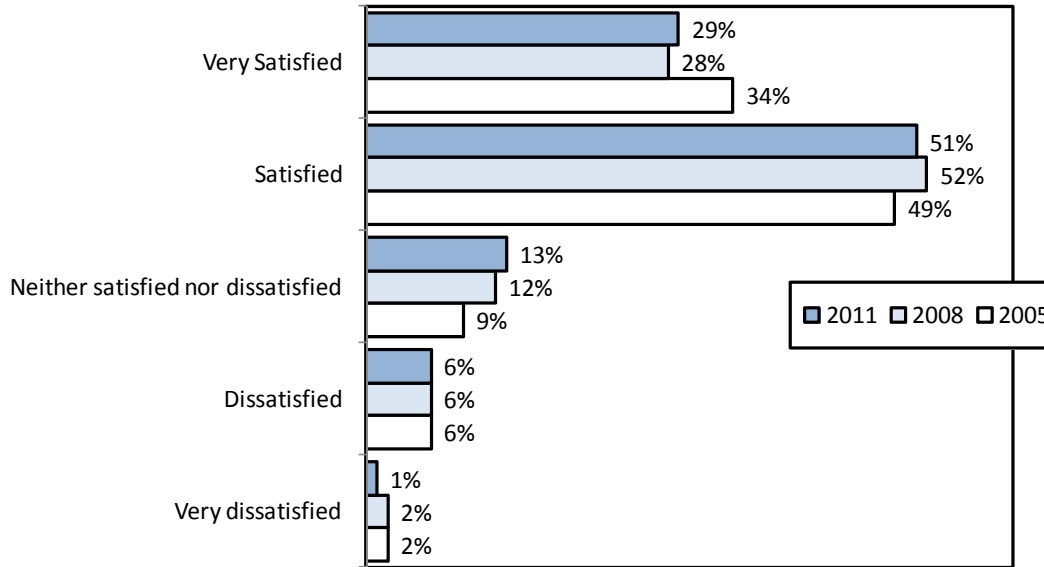
In 2005, a question was added to the survey to determine how satisfied students were with admission services and application processes at the institution they transferred to.

Q15ZB How satisfied were you with the admission services and application processes at [RECEIVING INSTITUTION]?

In 2008 and 2011, 80 percent of all students who transferred to a different BC public institution for their further education were very satisfied or satisfied with the admission services and application processes at their new institution (Figure 3.B). This proportion is down three percentage points from 2005. Part of the decrease in satisfaction with admission services and application processes is attributable to the transition to collecting some of the survey responses through the web, in addition to telephone interviews. As illustrated in Table 1.C, page 7, 83 percent of respondents to the 2011 survey who answered Q 15ZB by telephone were either satisfied or very satisfied with admission services and application processes, compared with 75 percent of those who answered the question online. It follows then that, all else being equal, as the proportion of surveys

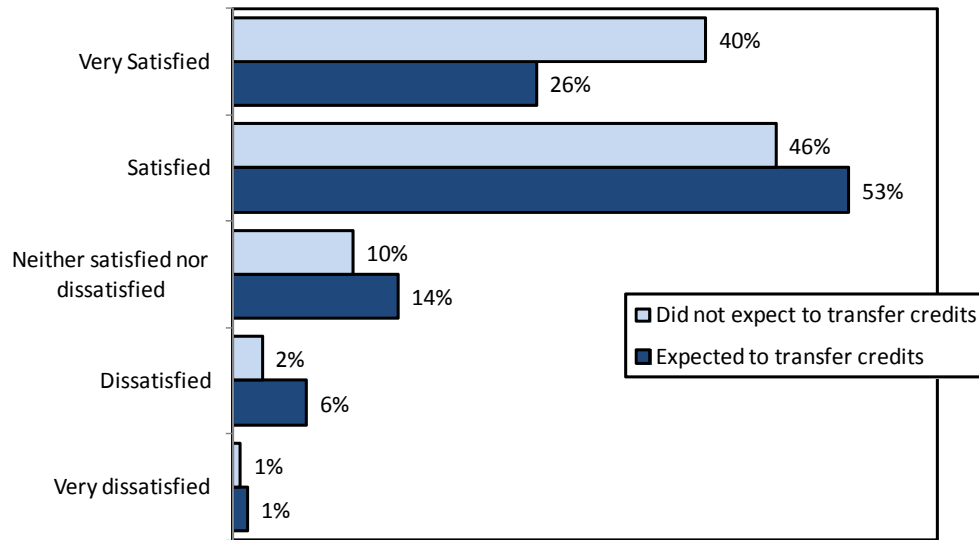
completed online increases, satisfaction with admissions services and application processes will decline.

**Figure 3.B Respondents' Satisfaction with Admission Services and Application Processes at the Institution They Transferred To, by Survey Year**



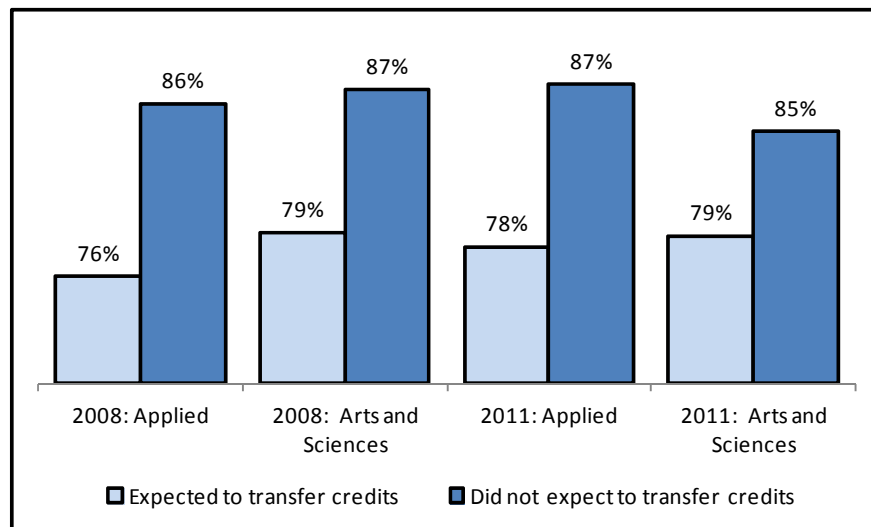
Of note, respondents who did not expect to transfer credits gave a higher evaluation of the admission services and application processes at their receiving institution. In both 2008 and 2011, for instance, 87 percent of students who did not expect to transfer credit were very satisfied or satisfied versus 78 percent of those who expected to transfer credit). These findings suggest that expectations around credit transfer have a significant impact on students' overall impressions of admissions services and application processes.

**Figure 3.C Respondents' Satisfaction with Admission Services and Application Processes at the Institution They Transferred To, by Transfer Expectation**



The finding that students who expect to transfer credits are less likely to be satisfied with the admissions services and application processes of their receiving institution holds for both former Applied and Arts and Sciences students (Figure 3.D).

**Figure 3.D Percentage of Respondents Satisfied with Admissions Services and Application Processes at the Institution They Transferred To, by Program and Transfer Expectation, 2008 and 2011**

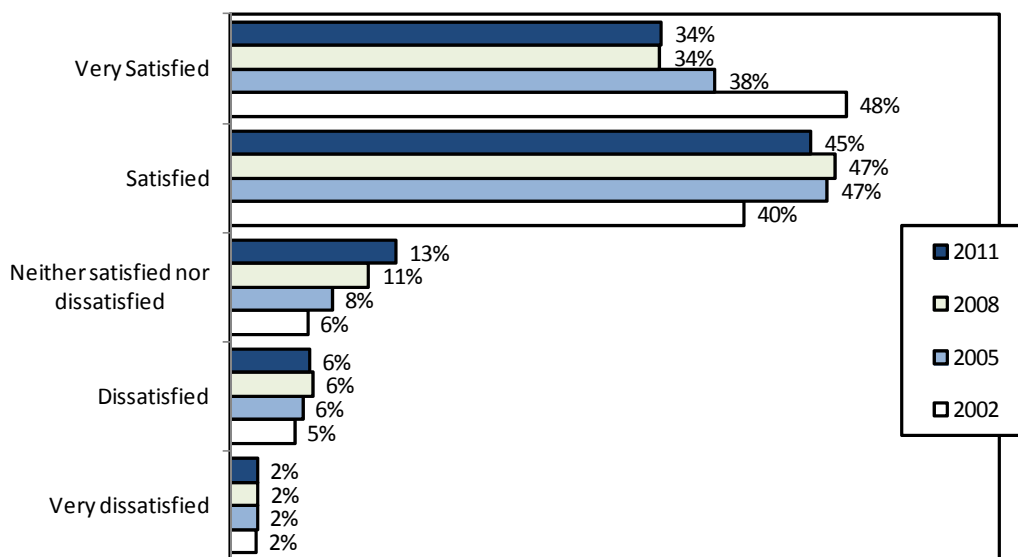


### 3.1.4 Overall Satisfaction

In response to question 15Q - How satisfied were you with your overall transfer experience? (see Appendix 1 for complete wording)—respondents expressed a high level of satisfaction; 79 percent said they were very satisfied or satisfied. Only 8 percent were dissatisfied or very dissatisfied.

Overall, the percentage of students who were very satisfied with their transfer experience has decreased over time from a high of 48 percent in 2002, to 38 percent in 2005 and to 34 percent in 2008 and 2011. While the proportion of respondents who were dissatisfied or very dissatisfied with their overall transfer experience has changed little over time, the proportion who were ambivalent (neither satisfied nor dissatisfied) has grown steadily with each survey, from 6 percent in 2002 to 13 percent in 2011.

**Figure 3.E Respondents' Satisfaction with their Overall Transfer Experience**



Two methodological factors have contributed to the observed decline in overall satisfaction with the transfer experience over time. Most of the decrease in satisfaction after 2005 is attributable to mode bias introduced through the use of the web as a data collection channel. Please see Section 1.2.2.3, page 5 for details. In addition, there has been a steady increase in the proportion of respondents from Applied vs. Arts and Sciences programs, from 67 percent in 2005 to 78 percent in 2011 (see Figure 1.B, page 8). In 2011, 74 percent of former Applied program students were either satisfied or very satisfied with their overall transfer experience, compared with 81 percent of Arts and Sciences students. All else being equal, as the proportion of Applied program students increases relative to Arts and Sciences, overall satisfaction with transfer experiences will decrease.

Table 3.C shows that the outcome of the transfer process has a substantial impact on respondents' satisfaction with their overall transfer experience. In 2011, 86 percent of respondents who received their expected transfer credits were very satisfied or satisfied with their overall transfer experience, compared with 40 percent of those who did not receive all of their expected transfer credits. Note that among those who received all of



their expected transfer credit, 10 percent remained neutral with their overall transfer experience.

**Table 3.C Satisfaction with Overall Transfer Experience, by Met and Unmet Transfer Credit Expectations**

		Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	All respondents	Non-response
Did not receive expected transfer credit	#							
	2002	37	139	66	85	41	368	3
	2005	20	129	71	81	44	345	6
	2008	19	139	100	99	49	406	2
	2011	24	104	97	65	28	318	4
	%							
	2002	10%	38%	18%	23%	11%	100%	
	2005	6%	37%	21%	23%	13%	100%	
2008	5%	34%	25%	24%	12%	100%		
2011	8%	33%	31%	20%	9%	100%		
Received expected transfer credit	#							
	2002	1,591	1,224	117	70	17	3,019	11
	2005	1,255	1,432	189	103	22	3,001	3
	2008	995	1,281	209	92	15	2,592	9
	2011	758	938	189	76	19	1,980	2
	%							
	2002	53%	41%	4%	2%	1%	100%	
	2005	42%	48%	6%	3%	1%	100%	
2008	38%	49%	8%	4%	1%	100%		
2011	38%	47%	10%	4%	1%			

### 3.2 DISSATISFACTION WITH OVERALL TRANSFER EXPERIENCE

A special series of three questions was asked in 2011 to delve deeper into the specific reasons why a small number of respondents were dissatisfied with their overall transfer experience. As illustrated in Figure 3.E, page 45, about 8 percent of those who transferred to a different institution have reported being either dissatisfied or very dissatisfied with their overall transfer experience consistently across the four surveys. In 2011, 193 respondents who transferred to a different institution within the BC public post-secondary system with an expectation to transfer course credits reported being dissatisfied with their overall transfer experience; these respondents compose 8 percent of total 2011 respondents with transfer expectations, and 29 percent of the subgroup who did not receive the transfer credit they expected (Table 3.C). The purpose of this section is to shed some light on the reasons for their dissatisfaction and to identify areas of the transfer system that could possibly be improved to ensure that students have a better overall transfer experience. The level of analysis in this section is limited by the small number of responses eligible for the additional questions (n=193).

The three follow-up questions asked in 2011 of those who indicated in response to Q15Q that they were dissatisfied with their overall transfer experience were as follows:

Q15Q1-7 What were the reasons you were dissatisfied with your overall transfer experience?

Q15Q8 Could you please give more detail regarding your dissatisfaction with your overall transfer experience.

Q15Q9 How could your overall transfer experience have been improved?

### **Key Findings**

The study findings show that the main reasons that respondents were dissatisfied with their overall transfer experience were:

- Difficulties accessing clear information and supportive advising services;
- Challenges understanding the transfer process, including deadlines and which courses are transferable from a particular sending institution to a particular receiving institution; and
- Not getting the transfer credit expected.

Areas identified for improvement included:

- Improved service from academic advisors and admissions staff at institutions;
- Increased availability of clear, accurate, accessible, and timely information about course transfer;
- More opportunities to transfer credits from one institution to another; and
- Increased collaboration among sending and receiving institutions.

Respondents had the opportunity to agree or disagree with each of the first six reasons for dissatisfaction listed in Table 3.D, which were read aloud by interviewers or provided on the online survey. Respondents were also asked to indicate if there was any other reason, not already mentioned, why they were not satisfied with their overall transfer experience. Although 95 of the 193 respondents took the opportunity to comment further, many provided responses that reflected themes already covered in the first six categories. These open ended responses provide valuable insight into the specific issues that lie behind respondents' agreement with one or more of the six reasons for dissatisfaction and are discussed below.

**Table 3.D Reasons for Dissatisfaction with Overall Transfer Experience**

<b>Reason For Dissatisfaction</b>	<b># who reported issue (A)</b>	<b># dissatisfied (B)</b>	<b>% of dissatisfied respondents who reported issue (A/B)</b>
1. You sought transfer information but didn't get the information you needed	99	193	51%
2. The transfer process was difficult to understand or follow.	97	193	50
3. You didn't get the transfer credit you expected	89	193	46
4. The courses you took at SENDING INSTITUTION were not in the BC Transfer Guide	47	193	24
5. The way the grade for your transfer courses were calculated at the institution you transferred to.	37	193	19
6. You didn't get into the program you wanted	35	193	18
7. Frustration resulting from poor management of your transfer file (e.g., missed registration deadlines, transcript errors, lost documents, etc.)	18	193	9

Note: Respondents were permitted to report more than issue.

The two top reasons, agreed to by about half of the respondents who were dissatisfied, were that they did not get the information they needed after seeking it out (51%) and that the transfer process was difficult to understand or follow (50%). Just over 60 percent of those who agreed to one of these statements also agreed with the other, suggesting that a respondent's ability to access the transfer information they need is a key factor in their perception of the complexity of the process. When given an opportunity to identify another reason for their dissatisfaction, many of the same respondents who agreed that they did not get the information they needed provided comments that expanded on the challenges they experienced accessing accurate information from academic advising services to assist them with their credit transfer.

*...counsellors were giving contradictory information...*

*...the two institutions do not communicate adequately with each other, and each gave different and conflicting information ....*

*It seemed like no one knew the answers or could help you.*

*[Receiving institution] largely ignored me for two months while applying there.*

*The counselling services at [institution] were terrible.*

*I could not get help from anyone and I was shuffled from person to person.*

Almost half (46%) of respondents agreed with the statement that they were dissatisfied because they did not get the transfer credit they were expecting. Respondents in this group commented that it was frustrating not to receive credit for coursework that they

found to be similar between their sending and receiving institutions. Some mentioned that they are now behind in their studies.

Almost one-quarter of the respondents agreed that the courses they took at their sending institution were not in the BC Transfer Guide (Table 3.D, page 48). One in five respondents indicated that they were dissatisfied with the way the grades for their transfer courses were calculated by their receiving institution. Further comments by these students suggest that they are confused by inconsistencies across institutions in how grades are calculated and particularly dissatisfied when the recalculation produced a lower grade than what they had originally.

As mentioned previously, when respondents were asked to share any *other* reason, not already mentioned, that they were not satisfied with their overall transfer experience, most of the comments could be coded to one of the original six themes. One new theme, raised by 9 percent of respondents, was concern with the way their transfer files were handled by admissions staff and advisors. Some respondents indicated that delays and errors in the handling of their transfer file caused them to miss or almost miss registration deadlines at their new institution.

Question 15Q8 asked respondents to provide more detail regarding their dissatisfaction with their overall transfer experience and a total of 102 respondents commented. The number one theme, mentioned by 30 percent of those who responded, echoes the top reason for dissatisfaction identified in Table 3.D. Namely, respondents expanded on issues they experienced with academic advisors and admissions staff, including a lack of knowledge, receipt of misinformation, poor accessibility, lengthy response times, and mishandling of documents, such as transcripts.

Twenty-seven respondents were dissatisfied because they did not receive the transfer credit they expected. Of the 27 respondents coded to this category, 20 also responded to Q15O, which asked the reason for not getting expected transfer credit. Sixty percent of the 20 respondents who provided answers to both questions said their expectations were not met because their original course or program was not designed for transfer. Thus, it is likely that many respondents who were dissatisfied with their transfer experience because they did not receive their expected transfer credit were, in fact, expecting a transfer outcome that could not be supported within curricular constraints. The respondents' comments suggest that many of the students may not have been aware of these constraints, and even if they were, they were still frustrated by the feeling of being set back in their studies or having to repeat material that was familiar to them.

*... they put me back in second [year] which resulted in me doing a five year bachelor.*

*...I retook and repaid for the same classes.*

*..despite there being overlapping material, nothing transferred over.*

Nineteen percent of respondents commented that the transfer process was not clear and information was difficult to access. Examples of their comments are provided below:

*What is expected with the transfer is not well laid out.*

*Process was not clear, many unanswered questions.*

*The credits were transferred, but not equally. It should be clearer.*

*Make more clear to students what program is transferable to...*

The results of the final question about how their overall transfer experience could be improved are summarized in Table 3.E. A total of 149 respondents provided suggestions, 35 percent of whom indicated that improved service on the part of academic advisors and admissions staff was needed. The second most-mentioned area for improvement (29%) was the availability of clear, accurate, and timely information. Several mentioned the importance of sending institutions being proactive about providing information to students at the course selection stage, so that they can plan accordingly.

*...orientation for transfer should take place earlier and give more clear details, and answered questions.*

*...have the knowledge provided at the beginning ... I never would have chosen the course ... if I knew this would happen.*

*More information on what to expect, perhaps given at the start of each course.*

*...instead of the advisor telling students to just look on the Transfer Guide, they should provide more information and resources.*

Some students felt sending or receiving institution websites did not provide the details they needed in an accessible format. In general, respondents want access to clear information about what they need to do, when they need to do it, and which courses from their sending institution will transfer to their receiving institution.

**Table 3.E How Overall Transfer Experience Could be Improved**

<b>Suggestions for Improvement</b>	<b># who reported issue (A)</b>	<b># dissatisfied (B)</b>	<b>% of respondents with unmet expectations who reported issue (A/B)</b>
1. Improved service from academic advisors and admissions staff	52	149	35%
2. Clear, accurate, accessible and timely information about what is transferable	43	149	29
3. More opportunities to transfer courses	30	149	20
4. More collaboration among sending and receiving institutions	22	149	15

Note: Respondents were permitted to provide more than one suggestion for improvement.

The third most-mentioned area for improvement was to expand opportunities for courses to transfer. Many of the responses coded to this theme touched on frustration with institutions that teach a curriculum that is not broadly recognized by other institutions.

*If the courses actually transferred or mean something besides at [sending institution].*

Finally, 15 percent of respondents felt that greater communication and collaboration between sending and receiving institutions is needed to improve their transfer experience. Many of these respondents believe that a transfer agreement should have been in place for the credits they were unable to transfer. Some were surprised that in spite of the existence of a block transfer arrangement or a joint degree offered by two institutions, they still encountered difficulties transferring their credits.

*If [sending institution] and [receiving institution] could work together to make sure the block transfer agreement is functional ....*

*More communication between [sending institution] and [receiving institution] within the [program]. I only expected more, as it is a conjoined degree within the two schools.*

### 3.3 WHERE UNMET EXPECTATIONS ARE CONCENTRATED

This section looks at the distribution of respondents with unmet transfer expectations across the system. With limited resources, the Council and educational institutions need to know where to target their efforts to achieve the greatest reduction in unmet transfer expectations.

While there are 1,982 respondents whose transfer expectations were met, there are only 322 respondents whose expectations were not met. The low number of respondents in the latter group limits the amount of detail in the analysis that follows.

#### Key Findings

- The overall percentage of students reporting unmet transfer expectations in the 2011 survey was 14 percent; this figure is consistent with findings from 2008 and up four percentage points from the 2002 and 2005 surveys (Table 3.F, page 53).
- The rate of unmet expectations varied by sending and receiving institution and was substantially higher than average for the following sending institutions: BCIT (31%), Vancouver Community College (22%), College of the Rockies (20%), Capilano University and University of the Fraser Valley (both 19%). On the receiving side, rates of unmet transfer expectations were highest for the University of the Fraser Valley (31%), BCIT (25%), Capilano University and Langara College (both 24%), and Kwantlen Polytechnic University (20%) (Table 3.G, page 54 and Table 3.H, page 55). While the rate of not receiving transfer expectations was higher than average for these institutions, in some cases the percentages are based on a small number of students (see Table 3.G, page 54 and Table 3.H, page 55).
- Respondents transferring to very related programs were more likely to realize their transfer expectations (Table 3.J, page 57).
- Reflecting the volume of respondents transferring from these institutions, 60 percent of respondents with unmet transfer expectations came from colleges, with 15 percent from Langara College, 13 percent from Douglas College, 9 percent from Camosun, and 8 percent from Okanagan College. However, only 12 percent of students leaving colleges did not get their expected transfer credit (Table 3.G, page 54).
- Thirteen percent of all respondents with transfer expectations who entered research universities did not receive all of the transfer credits they expected, compared with 19 percent of those who entered teaching-intensive universities, 25 percent of those who entered institutes, and 16 percent of those who entered colleges. However, due to the volume of students entering research universities from the college, teaching-intensive university, and institute sector, this group accounted for 75 percent of all respondents whose transfer expectations were not met (Table 3.H, page 55).

### Key Findings (continued)

- Transfers between the top four sending institutions, —Capilano University, Langara College, Douglas College, and Kwantlen Polytechnic University—and the two top receiving institutions—the University of British Columbia and Simon Fraser University—account for 39 percent of all respondents whose transfer expectations were not met. This reflects the large number of students who transfer between these institutions, rather than any tendency of these institutions to grant fewer transfer credits (Table 3.H, page 55).
- The percentage of respondents from Applied programs who did not realize their transfer expectations increased from 11 percent in 2005 to 17 percent in 2011 (Table 3.I, page 57). In terms of volume, Arts and Sciences students accounted for 66 percent of those with unmet expectations, while Applied students accounted for the remaining 34 percent of those with unmet expectations.

The overall percentage of students reporting unmet transfer expectations was 14 percent in 2011, consistent with findings from 2008 and up four percentage points from the 2002 and 2005 surveys (Table 3.F). The largest proportion of students continued their studies at research universities and these students reported unmet expectations at a slightly lower rate (13%) than the overall average (14%). The rate of unmet expectations increased substantially between 2008 and 2011 for students leaving institutes (20% to 32%). However, this finding is associated with a relatively small student flow and should be viewed with caution (n=25 for students leaving institutes).

**Table 3.F Comparison of Rates of Unmet Transfer Expectations Between the 2000, 2002, 2005 and 2008 Surveys**

	2000	2002	2005	2008	2011	
	%	%	%	%	%	#
<b>By sending institution type:</b>						
Colleges	12%	9%	10%	13%	12%	194
Institutes	24	14	21	20	32	25
Teaching-Intensive Universities	12	12	11	14	18	103
<b>By receiving institution type:</b>						
Colleges	15%	13%	14%	11%	**0%	**
Institutes	14	14	16	12	**	**
Teaching-Intensive Universities	18	11	11	19	19	41
Research Universities	11	10	10	13	13	241
<b>Overall Average</b>	<b>12%</b>	<b>10%</b>	<b>10%</b>	<b>14%</b>	<b>14%</b>	<b>322</b>

\*\* Denotes suppression of data. Please see Section 1.4, page 9, for data suppression rules.

#### 3.3.1 Sending Institution

The detailed breakdown by sending institution provided in Table 3.G helps to pinpoint concentrations of respondents who reported not receiving their expected transfer credits. The first percentage column shows the percentage of transfer respondents from each institution that did not get the transfer credits they expected. The last column shows the



percentage distribution of all respondents who did not receive the transfer credits they expected across institutions. These percentages reflect, to a large extent, the distribution of transfer respondents across institutions.

**Table 3.G Respondents Unable to Transfer Some or All Credits, by Sending Institution**

<b>Sending Institution</b>	<b># respondents with unmet transfer expectations (A)</b>	<b># respondents with transfer expectations (B)</b>	<b>% respondents with unmet expectations by institution (A/B)</b>	<b>Distribution of respondents with unmet expectations (A/(sum A))</b>
<b>Colleges</b>	<b>194</b>	<b>1,645</b>	<b>12%</b>	<b>60%</b>
Camosun College	28	335	8	9
College of New Caledonia	12	110	11	4
College of the Rockies	5	25	20	2
Douglas College	43	354	12	13
Langara College	49	429	11	15
North Island College	5	46	11	2
Northern Lights College	**	**	**	**
Northwest Community College	**	**	**	**
Okanagan College	26	176	15	8
Selkirk College	11	69	16	3
Vancouver Community College	10	46	22	3
<b>Institutes</b>	<b>25</b>	<b>79</b>	<b>32%</b>	<b>8%</b>
BC Institute of Technology	23	75	31	7
Justice Institute of BC	**	**	**	**
Nicola Valley Institute of Technology	**	**	**	**
<b>Teaching-Intensive Universities</b>	<b>103</b>	<b>580</b>	<b>18%</b>	<b>32%</b>
Capilano University	49	254	19	15
Kwantlen Polytechnic University	37	269	14	11
Thompson Rivers University	**	**	**	**
Thompson Rivers University – Open Learning	**	**	**	**
University of the Fraser Valley	4	21	19	1
Vancouver Island University	**	**	**	**
<b>Grand Total All Institutions</b>	<b>322</b>	<b>2,304</b>	<b>14%</b>	<b>100%</b>

Note: 57 respondents did not say whether they received their expected transfer credits.

\*\* Denotes suppression of data. Please see Section 1.4, page 9, for data suppression rules.

Sixty percent of respondents with unmet transfer expectations came from colleges, with 15 percent coming from Langara College, 13 percent from Douglas, 9 percent from Camosun, and 8 percent from Okanagan, reflecting the sizes of those institutions. Of these four colleges that generate relatively high numbers of students with transfer expectations, only Okanagan College (15%) has a percentage of students who did not receive their expected transfer credit that is higher than the overall average for colleges of 12 percent.

Also reflecting institution size, close to one-third (32%) of respondents with unmet expectations came from teaching-intensive universities, with 15 percent coming from Capilano University and 11 percent from Kwantlen Polytechnic University. Of these two institutions that account for the largest proportions of students with transfer expectations leaving teaching-intensive universities, Capilano University is the only one with a higher than average rate of students reporting unmet expectations (19%). Former students

from institutes were the most likely to say that their transfer expectations were not met (32%). However, the number of respondents who gave that response was quite small (n=25) (Table 3.G).

### 3.3.2 Receiving Institution

The two research universities receiving the most respondents with transfer expectations were Simon Fraser University and the University of British Columbia—together they accounted for 53 percent of all respondents who expected to transfer credits and 48 percent of respondents with unmet transfer expectations. Respondents continuing at Simon Fraser University were similar to the overall average with respect to unmet expectations (14%), and those who transferred to the University of British Columbia reported unmet expectations at a rate lower than the overall average (11% vs. 14%).

**Table 3.H Respondents Unable to Transfer Some or All Credits, by Receiving Institution**

Receiving Institution	# respondents with unmet transfer expectations (A)	# respondents with transfer expectations (B)	% respondents with unmet expectation by institution (A/B)	Distribution of respondents with unmet expectations (A/(sum A))
<b>Colleges</b>	<b>21</b>	<b>132</b>	<b>16%</b>	<b>7%</b>
Camosun College	**	**	**	**
College of New Caledonia	**	**	**	**
College of the Rockies	**	**	**	**
Douglas College	5	30	17	2
Langara College	8	33	24	2
North Island College	**	**	**	**
Northern Lights College	**	**	**	**
Northwest Community College	**	**	**	**
Okanagan College	**	**	**	**
Selkirk College	**	**	**	**
Vancouver Community College	0	27	0	0
<b>Institutes</b>	<b>19</b>	<b>75</b>	<b>25%</b>	<b>6%</b>
BC Institute of Technology	18	73	25	6
Justice Institute of BC	**	**	**	**
Nicola Valley Institute of Art and Design	**	**	**	**
<b>Teaching-Intensive Universities</b>	<b>41</b>	<b>216</b>	<b>19%</b>	<b>13%</b>
Capilano University	5	21	24	2
Emily Carr University of Art and Design	3	27	11	1
Kwantlen Polytechnic University	8	40	20	2
Thompson Rivers University	3	24	13	1
Thompson Rivers University-Open Learning	6	32	19	2
University of the Fraser Valley	11	36	31	3
Vancouver Island University	5	36	14	2
<b>Research Universities</b>	<b>241</b>	<b>1,881</b>	<b>13%</b>	<b>75%</b>
Royal Roads University	4	32	13	1
Simon Fraser University	92	664	14	29
University of British Columbia	64	560	11	20
University of British Columbia-Okanagan	19	106	18	6
University of Northern British Columbia	10	119	8	3
University of Victoria	52	400	13	16
<b>Grand Total All Institutions</b>	<b>322</b>	<b>2,304</b>	<b>14%</b>	<b>100%</b>

Note: 57 respondents did not say whether they received their expected transfer credits. \*\* Denotes suppression of data. Please see Section 1.4, page 9, for data suppression rules.

Nineteen percent of respondents continuing their studies at a teaching-intensive university reported that their transfer expectations were not met. Two teaching-intensive universities that experienced an increase in the rate of reported unmet expectations of five percentage points or more between 2008 and 2011 include the University of the Fraser Valley (21% to 31%) and Vancouver Island University (9% to 14%).

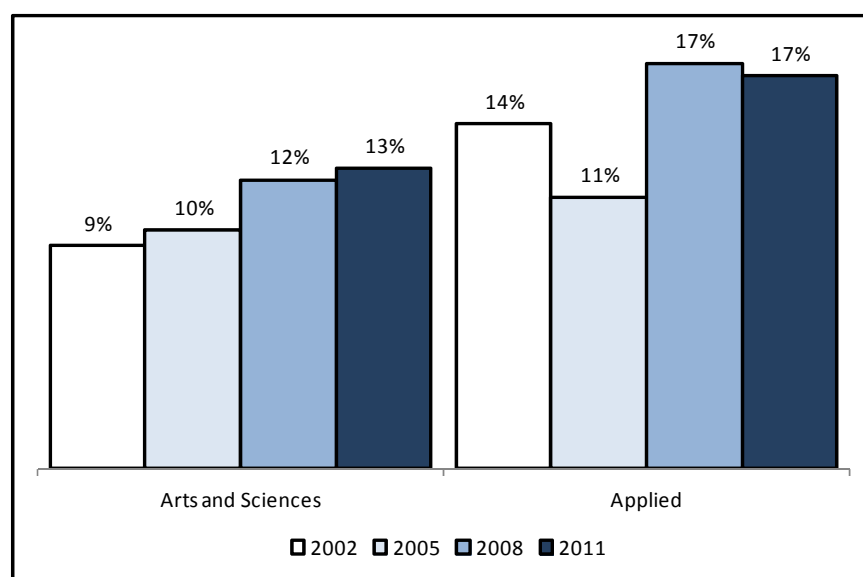
Although the number of respondents is low (n=75), institutes saw an increase in the proportion of respondents reporting unmet transfer expectations from 12 percent in 2008 to 25 percent in 2011. This increase mainly reflects a rise in the rate of unmet expectations for BCIT from 16 to 25 percent between the two survey years.

Transfers between the top four sending institutions—Capilano University, Langara College, Douglas College, and Kwantlen Polytechnic University—and the two top receiving institutions—the University of British Columbia and Simon Fraser University—account for 39 percent of all respondents whose transfer expectations were not met. Targeted information campaigns at these four sending institutions have the potential to reach a large audience, thereby reducing significantly the number of students with unmet transfer expectations in the future. Similarly, attention to articulation issues between these institutions has the potential to reduce the volume of students reporting unmet transfer expectations.

### 3.3.3 Program of Transfer and Relatedness of Further Studies

The percentage of Applied respondents who did not realize their transfer expectations dropped from 14 percent in 2002 to 11 percent in 2005 and then rose to 17 percent in 2008 and 2011 (see Figure 3.F). There has also been a gradual increase over time in the proportion of students from Arts and Sciences programs reporting unmet transfer expectations, from 9 percent in 2002 to 13 percent in 2011.<sup>11</sup>

**Figure 3.F Percentage of Respondents with Unmet Transfer Expectations, by Survey Year and Program**



<sup>11</sup> Figures for past years have been recalculated using the new program variable and differ slightly from what was reported in past reports.

Although the proportion of Arts and Sciences students reporting unmet transfer expectations was lower than for Applied students in 2011 (13% vs. 17%), there are approximately twice as many Arts and Sciences former students with transfer expectations (See Table 3.I). As a result, former Arts and Sciences students compose two-thirds of the respondent group that reported transfer expectations and 59 percent of the total respondent population with unmet expectations.

**Table 3.I Respondents Unable to Transfer Some or All Credits, by Program Type**

	# respondents with unmet transfer expectations (A)	# respondents with transfer expectations (B)	% respondents with unmet expectations, by program (A/B)	Distribution of respondents with unmet expectations (A/(sum A))
Applied Programs	131	793	17%	41%
Arts and Sciences Programs	191	1,511	13%	59%
<b>Grand Total All Programs</b>	<b>322</b>	<b>2,304</b>	<b>14%</b>	<b>100%</b>

Note: 59 respondents did not say whether they received their expected transfer credits.

Respondents were asked to rate how related their further studies were to their original program:

Q16—How related to your [NAME OF PROGRAM] program at [SENDING INSTITUTION] were / are your further studies at [RECEIVING INSTITUTION]? (see Appendix 1 for complete wording)

Analysis of question 16 shows that program relatedness has a somewhat positive impact on the likelihood of respondents reporting that their expectations were met. Those who transferred to very related programs were less likely to report unmet transfer expectations than respondents who transferred to less related programs (Table 3.J).

**Table 3.J Respondents Whose Transfer Expectations were Met, by Relatedness of Further Studies**

<b>Relatedness of further study</b>	# of respondents with unmet transfer expectations (A)	# of respondents with transfer expectations (B)	% of respondents with unmet expectations (A/B)	Distribution of all respondents with unmet expectations (A/(sum A))
Not at all related	15	58	26%	5%
Not very related	25	135	19	8
Somewhat related	137	802	17	43
Very related	144	1,306	11	45
All Respondents	321	2,301	14%	100%

Note: Three respondents who answered the question about receiving expected transfer credit (Q15N) did not answer the question about relatedness of further studies (Q16).

## 4 Conclusions and Recommendations

The main finding of this report is that the admissions and transfer system in BC is working very well for students who continue their studies after having studied at one of BC's colleges, teaching-intensive universities, or institutes. In terms of access, a large majority of continuing students reported getting into the institution, program, and all of the courses of their choice.

Since 2002, there has been steady growth in the proportion of students continuing their studies at the same institution, as opposed to transferring to a different institution. To a large extent, this trend is driven by former Applied program students, 61 percent of whom continued at the same institution in 2011, compared with 47 percent in 2002. It also reflects increased opportunities for respondents to complete their degrees at teaching-intensive universities, four of which had 75 percent or more of their continuing students continue at the same institution in 2011.

Although still high at 86 percent in 2011, the percentage of students who transferred to a different institution and reported continuing at their first choice of institution was the lowest it has been. Former students of Arts and Sciences and Applied programs were both less likely to report being in their first choice institution in 2011 than they were in 2008. Across the four survey years since 2002, there has been no change in the very high percentage of respondents (94%) who report getting into their preferred program for their continued studies. There has also been little change in the percentage that transferred to a different institution in the BC public post-secondary system and were successful in enrolling in all of their courses of choice (85%, 2011). Consistent with findings from 2005 and 2008, those who transferred to Simon Fraser University for further studies were the least likely to report getting all of the courses of their choice (76%); however, this proportion has been increasing with each survey year.

In terms of transfer, the proportion of students who expect to transfer credits is 79 percent, about the same as 2008 (80%) and up four percentage points from 2005 (75%). The proportion of students who said they were unsuccessful in transferring all of their credits held constant at the 2008 level of 14 percent, after increasing from 10 percent in 2002 and 2005. According to respondents, the most common reason for not receiving expected transfer credits was that the original courses or program were not designed for transfer (45%). The second most common reason was that the courses transferred, but could not be used toward the degree (41%). These reasons provided by respondents for not receiving their expected credit are potentially valid curricular reasons for courses to not transfer, suggesting a need for student education.

A review of responses for students who said they were either dissatisfied or very dissatisfied with their overall transfer experience provides valuable direction to the BC Council on Admissions and Transfer and institutions in terms of where to invest resources to improve students' experience with the transfer process. Although very few respondents were dissatisfied (8% of those with transfer expectations), their reasons for dissatisfaction consistently highlight a need for: increased access to knowledgeable and service-oriented academic advisors and admissions personnel; improved accuracy, accessibility, and timeliness of transfer information; and increased opportunities to transfer credits among institutions in the BC public post-secondary system.

The rate at which students reported unmet transfer expectation varied at the level of individual sending and receiving institutions and was substantially higher than average

for the following sending institutions: BCIT (31%), Vancouver Community College (22%), College of the Rockies (20%), Capilano University and University of the Fraser Valley (both 19%). On the receiving side, rates of unmet transfer expectations were highest for the University of the Fraser Valley (31%), BCIT (25%), Capilano University and Langara College (both 24%), and Kwantlen Polytechnic University (20%). While the rate of not receiving transfer expectations was higher than average for these institutions, in some cases the percentages are based on a small number of students (see Table 3.G, page 54 and Table 3.H, page 55).

Institutions should take the necessary steps to ensure that students are informed as to which courses are or are not transferable. Education campaigns should target Arts and Sciences students at the four top sending institutions (Capilano University, Langara College, Douglas College, and Kwantlen Polytechnic University). Given that 45 percent of the 322 respondents with unmet transfer expectations were attempting to transfer credits from programs that were reported by the respondents as not designed for transfer, it follows that there is a need for improved communication with students. The Council should also identify and work to resolve any articulation issues between the four top sending institutions and the three top receiving institutions: the University of British Columbia, Simon Fraser University, and the University of Victoria.

Although the admissions picture drawn by these data is valuable, it remains an incomplete picture. Because the DACSO survey was not designed to cover the complete post-secondary system, many groups of students are not included in the study population for this report—for instance, entrants from the K–12 system, research universities, the private system, and other provinces, and students from developmental programs (e.g., ABE, ESL and ASE) and Apprenticeship programs. A methodology that incorporates the admissions experiences of all of these groups of students and includes applicants as well as registrants is needed to draw a more complete picture of the relationship between supply and demand in the BC public post-secondary system. The Student Transitions Project (STP) has made considerable progress in increasing our understanding of student mobility by using the Personal Education Number (PEN) to track all applicants and registrants rather than by using a survey methodology. BCCAT and the STP may wish to conduct an analysis of both the survey data and the quantitative data on mobility to compare results and develop a more complete picture of student transitions using qualitative and quantitative data.

This report provides direction to the BC Council on Admissions and Transfer and institutions, suggesting where they could concentrate their efforts to further improve the transfer experience for students. The Council's mandate is to facilitate admission, articulation, and transfer arrangements among the colleges, teaching-intensive universities, institutes, and research universities. Given the sheer number of institutions involved, this can be a daunting task. However, because the volume of transfer students is much higher for certain sending and receiving institutions and programs, there are areas where the Council can focus its efforts to meet the largest audience.

Specific recommendations for post-secondary institutions and BCCAT are summarized below.

For institutions:

- Conduct exit surveys with transfer students to stay informed about students' perceptions of their admissions and transfer experiences.
- Ensure that advisers are well trained in dealing with students and in the details of the transfer system and that they deliver strong customer service to students dealing with transfer issues.
- Inform students of which courses are transferable and which programs are designed for transfer at the program and course selection stage.
- Work with other institutions to identify new transfer agreements, where appropriate, to increase the possibilities for course and program transfer.

For BCCAT:

- Make ongoing improvements to the BC Transfer Guide so that it provides accurate and clear information on the transfer process and the role of institutions and students in that process.
- Support institutions in efforts to improve communications with students around transfer issues.
- Continue to publicize the Transfer Guide widely to increase awareness among potential users.
- Continue to identify and help resolve any articulation issues between sending and receiving institutions, and expand the Transfer Guide to include more articulations, as appropriate.
- Consider a research project to identify what percentage of transfer credit is awarded as unassigned credit and the extent to which assigned credit (credit for a specific course) would be more appropriate.
- Working closely with the Student Transitions Project, develop a methodology that analyzes the experiences of all groups of students (applicants and registrants) and analyze both qualitative and quantitative data on student mobility. This recommendation acknowledges that there are legal and data issues that need to be addressed.

## APPENDICES

### APPENDIX 1: RELEVANT QUESTIONS FROM THE BC DIPLOMA, ASSOCIATE DEGREE, AND CERTIFICATE STUDENT OUTCOMES SURVEY

*Hello, my name is \_\_\_\_\_ and I'm calling on behalf of [FULL\_INSTITUTION – See Programming note], BC Stats, the ministries responsible for post-secondary education, and participating BC public post-secondary institutions. We need your help for our annual survey of former post-secondary students.*

*Would you have about 12-15 minutes to participate in the survey?*

*The purpose of the survey is to assess the quality of your educational experience and see if your education has been useful to you. While the survey is voluntary, your participation is important. All answers will be kept confidential and will only be used for statistical purposes.*

*Web introduction: This survey is being done on behalf of [FULL\_INSTITUTION – See Programming note], BC Stats, the ministries of Regional Economic & Skills Development and of Science & Universities, and participating BC public post-secondary institutions. We need your help for our annual survey of former post-secondary students. The purpose of the survey is to assess the quality of your educational experience and see if your education has been useful to you. While the survey is voluntary, your participation is important. All answers will be kept confidential and will only be used for statistical purposes.*

*While answering questions on this survey you may use the 'Continue' button to go forward and the 'Previous' button to go back. If you use the 'Previous' button your answers will still be recorded.*

*If at any time you leave the survey or in the event that your Internet connection is experiencing problems, you may return using the link provided to you. Re-enter your access code and you will resume the survey from the last page you were viewing when the survey stopped.*

*[Programming note: For FULL\_INSTITUTION use the full name, including former name if applicable (e.g., Vancouver Island University (VIU). For subsequent occurrences – use the SHORT\_INSTITUTION (e.g., VIU)]*

#### **Section 1: Introductory Questions to Determine Survey Eligibility**

Q1 To confirm, did you take courses from [FULL\_INSTITUTION] at any time during the period July 1, 2009 and June 30, 2010?

#### **ALTERNATE WORDING IF INST= TRUOL:**

Q1 To confirm, did you graduate from TRU (Thompson Rivers University) Open Learning during the period July 1, 2009 and June 30, 2010?

1. Yes – go to Q3



2. No – thank and terminate
3. Still attending – go to Q4
4. Don't know – thank and terminate
5. Refused – thank and terminate

**TERMINATION SCRIPT:**

*Interviewer: I'm sorry but you are not eligible to complete further questions on the survey. Thank you very much for your time.*

*Web: We're sorry but you are not eligible to complete further questions on the survey. Thank you very much for your time.*

Q3 Are you currently enrolled in any programs or taking any courses at [SHORT\_INSTITUTION]?

1. Yes – go to Q4
2. No – go to Q5
3. Don't know – attempt to probe, else thank and terminate
4. Refused – attempt to probe, else thank and terminate

**Q4 – Q4E are for those still taking courses at [SHORT\_INSTITUTION]**

Q4 The records indicate that you were in the [NAME OF PROGRAM] program. Is that correct?

1. Yes – go to Q4B
2. No – go to Q4A
3. Don't know – go to Q4A
4. Refused – go to Q4A

Q4A What did you study?

\_\_\_\_\_ (=CORRECT NAME OF PROGRAM)

2. Refused – attempt to probe, else thank and terminate

**TERMINATION SCRIPT:**

*Interviewer: I'm sorry but without providing detailed program information, you are not eligible to complete further questions on the survey. Thank you very much for your time.*

*Web: We're sorry but without providing detailed program information, you are not eligible to complete further questions on the survey. Thank you very much for your time.*

Q4B Are you STILL in EXACTLY the same program at exactly the same level?

Interviewer note: We want to include people who have completed certificate and diploma programs even if they go on to a related program at a different level. We don't want to include people who are still in the same training program at the same level—they are not eligible for the survey.

1. Yes – go to Q4D
2. No – go to Q4C
3. Don't know – go to Q4C

4. Refused – go to Q4C

Q4C What are you now studying?

*Interviewer Note: If respondent is in the same program but a different level, please indicate the current level of study.*

\_\_\_\_\_ (=name of subsequent program) – go to Section 2  
4. Refused – go to Section 2

Q4D Are you currently studying at the third, fourth, or fifth year level in the [NAME OF PROGRAM] program?

1. Yes – go to Q4E
2. No – thank and terminate
3. Don't know – thank and terminate
4. Refused – thank and terminate

**TERMINATION SCRIPT:**

**Interviewer: I'm sorry but you are not eligible to complete further questions on the survey. Thank you very much for your time.**

**Web: We're sorry but you are not eligible to complete further questions on the survey. Thank you very much for your time.**

Q4E Is this part of a 4 or 5 year program?

1. Yes – go to Section 2
2. No – thank and terminate
3. Don't know – thank and terminate
4. Refused – thank and terminate

Q5 The records indicate you were in the [NAME OF PROGRAM] program. Is that correct?

1. Yes – go to Section 2
2. No – go to Q5A
3. Don't know – go to Q5A
4. Refused – go to Q5A

Q5A What did you study?

\_\_\_\_\_ (=CORRECTED NAME OF PROGRAM)

2. Refused – attempt to probe, else thank and terminate

**TERMINATION SCRIPT:**

*Interviewer: I'm sorry but without providing detailed program information, you are not eligible to complete further questions on the survey. Thank you very much for your time.*

*Web: We're sorry but without providing detailed program information, you are not eligible to complete further questions on the survey. Thank you very much for your time.*

Programming note: If name of program is corrected as a result of Q4A or Q5A, the corrected version will be used in all subsequent questions.

## **Section 2: Past Education and Subsequent Education**

*IF Q4E=YES*

*Your institution is interested in your experiences during your studies at the first and second year level in the [NAME OF PROGRAM] program. Please think about the first two years of your program when you answer the questions in this survey.*

Q8 Did you take any post-secondary education before enrolling in the [NAME OF PROGRAM] program at [SHORT\_INSTITUTION]?

1. Yes – go to Q9
2. No – go to Q9E
3. Don't know – go to Q9E
4. Refused – go to Q9E

Q9 What certificates, diplomas, or degrees did you complete before enrolling at [SHORT\_INSTITUTION]?

Interviewer note: Do not read list – but select all completed credentials.

Web note: Select all that apply.

1. Trades program certificate or diploma, including entry level trades
12. Certificate, diploma, or associate degree (other than trades) below Bachelor level
4. Bachelor's degree
5. Certificate or diploma above Bachelor level *(includes post-graduate professional credentials like CGA, CFA, or post-Bachelor certificate/diploma programs)*
13. Graduate degree (s) *(includes Master's, Doctorate, Medicine, Dentistry, Veterinary Medicine, Optometry)*
9. Did not complete any
10. Don't know
11. Refused

***IF "STILL ATTENDING" (THAT IS, Q1=Still Attending (3) OR Q3=Yes (1)) – SKIP TO Q15H***

Q9E Are you currently taking any other education or training?

***Interviewer note:*** Select "Yes" if respondent is between semesters or completed one course and is about to enrol in another. If they are just thinking about enrolling, select "No". If respondent is currently in a formal apprenticeship, the answer is "Yes", even if they are in a work training phase.

*Web note:* If you are between semesters, please select "Yes".

*If you have completed one course and are going to enrol in another, please select "Yes".*

*If you are thinking about enrolling, but have not decided yet, please select "No".*

*If you are currently working in a formal apprenticeship, please answer "Yes".*

1. Yes - go to Q12

2. No
3. Don't know
4. Refused

**IF "STILL ATTENDING" (THAT IS, Q1=Still Attending (3) OR Q3=Yes (1)) – SKIP TO Q15H**

[top](#)

Q10 Since you took your last course at [SHORT\_INSTITUTION] in the [NAME OF PROGRAM] program, have you taken any further studies?

**ALTERNATE WORDING IF INST=TRUOL:**

Since you graduated from TRU-Open Learning, have you taken any further studies?

*Interviewer note: Refers to courses that could be Applied for credit, certification, or professional accreditation. This should include Continuing Education courses that are greater than one week or greater than 30 hours. If Applied but not yet attended, select "No".*

*Web note: Further studies includes courses that could be Applied for credit, certification, or professional education, and Continuing Education courses that are greater than one week or greater than 30 hours.*

*If you have Applied for further studies, but have not yet attended, please select "No".*

1. Yes – go to Q12
2. No – go to Section 3
3. Don't know – go to Section 3
4. Refused – go to Section 3

Q12 What is the name of the institution at which you [IF CURRENTLY ATTENDING (Q9E=1): are currently enrolled/ ELSE were enrolled]?

*Programming note: Use correct tense ('are' or 'were' etc.) in the following questions appropriately based on whether they are currently attending.*

*Interviewer note: If respondent mentions more than one institution, clarify which is or has been the one at which the student is or was officially enrolled. Select only one. If the student is or was officially enrolled at more than one institution, the main institution is the one at which the student spends or spent most of their time. Please enter the full name of the institution. If TRU (Thompson Rivers University), probe for TRU or TRUOL (TRU Open Learning).*

*Web note: If you attend/ attended a program offered in collaboration by two institutions, please select the institution at which you are/ were officially enrolled. If you are/ were officially enrolled at more than one institution, please select the institution at which you spend/ spent most of your time.*

BC Stats to provide list

31. Other (please specify \_\_\_\_\_)
88. Don't know
99. Refused

**IF Q12 <>31 GO TO Q15H**  
**IF Q12=31 (OTHER), ASK Q12C, Q12D**

Q12C Where is this institution located?

*Interviewer note: If the respondent is or was enrolled in an online or distance course, select "Don't know" and then select option 4 for Q12D.*

*Web note: If you are/ were taking online or distance education and you aren't sure where the school is located, select "Don't know".*

1. In B.C.
2. In Canada, outside B.C.
3. Other (please specify \_\_\_\_\_)
4. Don't know
5. Refused

Q12D What type of institution is it?

1. University
2. College
3. Institute
4. Online studies or distance education
5. Secondary school
6. Vocational school
7. Other (please specify \_\_\_\_\_)
8. Don't know
9. Refused

## **Transfer**

***The next 3 questions are for everyone who took further studies, including those STILL ATTENDING at the same institution.***

Programming note: Please use "the institution where you were accepted" for **MAIN\_INSTITUTION** if Q12 = 88 or 99.

Q15H The next 3 questions are about your subsequent education at [MAIN INSTITUTION, or SHORT\_INSTITUTION if still attending at same institution].

After leaving the [NAME OF PROGRAM] program, was [MAIN INSTITUTION, or SHORT\_INSTITUTION if still attending at same institution] your first choice for your subsequent education?

1. Yes
2. No
3. Don't know
4. Refused

Q15I At [MAIN INSTITUTION, or SHORT\_INSTITUTION if still attending at same institution], were you accepted into your preferred program of studies for your subsequent education?

1. Yes
2. No
3. Don't know
4. Refused

Q15J For the program of studies in which you were accepted, were you able to enrol in all the courses you desired during your first semester of your subsequent education?

Interviewer note: If "No" ask – How many courses were you unable to enrol in?

1. Yes
2. No, unable to enrol in one course
3. No, unable to enrol in two or more courses
4. Don't know
5. Refused

***IF "STILL ATTENDING" (THAT IS, Q1=Still Attending OR Q3=YES) or Attending at same institution:***

***Q12 [MAIN INSTITUTION] = [SHORT\_INSTITUTION] -- skip to Q16***

***Transfer questions are asked of everyone who continued on for further studies at a different institution.***

Q15ZB How satisfied were you with the admission services and application processes at [MAIN INSTITUTION]? Would you say...?

1. Very satisfied
2. Satisfied
3. Neither satisfied nor dissatisfied
4. Dissatisfied
5. Very dissatisfied
6. Don't know
7. Refused

Q15K Did you expect to transfer course credits from [SHORT\_INSTITUTION] to [MAIN INSTITUTION]?

1. Yes - go to Q15N
2. No - go to Q16
3. Don't know - go to Q16
4. Refused - go to Q16

Q15N Did you get the course transfer credit you expected?

1. Yes - go to Q15Q
2. No - go to Q15O
3. Don't know - go to Q15Q
4. Refused - go to Q15Q

Q15O What were the reasons you DID NOT get the course transfer credit you expected? Was it because?

(Read each option).

1. Yes
  2. No
  3. Don't know
  4. Refused
- 
1. Your original courses or program were not designed for transfer to [MAIN INSTITUTION].
  2. You had completed more credits than you were allowed to transfer.
  3. You didn't know or understand transfer requirements.
  4. You received unassigned credit when you expected to receive specific credit.
  5. You received fewer transfer credits for a particular course than initially received (e.g., a 4 credit course only received 3 credits).
  6. Your courses transferred but you could not use all of the credits toward your degree.
  8. You switched programs and your credits couldn't be Applied to your new program.
  7. Is there any other reason, not already mentioned, why you did not get the transfer credit you expected (please specify)\_\_\_\_\_.

Q15P Of the courses you expected to transfer, how many did NOT transfer?

*Interviewer note: Probe for correct option - do not read list -- note: courses not credits.*

*Web note: Courses not credits.*

1. 1 or 2 courses (were not accepted)
2. 3 to 5 courses (were not accepted)
3. 6 or more courses (but fewer than all) (were not accepted)
4. None of my courses transferred (all courses were not accepted)
5. All courses were accepted for transfer credit
6. Don't know
7. Refused

Q15Q How satisfied were you with your overall transfer experience? Would you say you were...?

1. Very satisfied – go to Q16
2. Satisfied – go to Q16
3. Neither satisfied nor dissatisfied – go to Q16
4. Dissatisfied - go to Q15Q1-7
5. Very dissatisfied – go to Q15Q1-7
6. Don't know – go to Q16
7. Refused – go to Q16

Q15Q1-7 What were the reasons you were dissatisfied with your overall transfer experience? Was it because...?

(Read each option).

1. Yes
  2. No
  3. Don't know
  4. Refused
- 
1. You didn't get the transfer credit you expected. **[SKIP IF Q15N=Yes]**
  2. You didn't get into the program or courses you wanted. **[SKIP IF Q15I AND Q15J=Yes]**
  3. The way the grades for your transfer courses were calculated at the institution you transferred to.
  4. You sought transfer information but didn't get the information you needed.
  5. The transfer process was difficult to understand or follow.
  6. The courses you took at [SHORT\_INSTITUTION] were not in the BC Transfer Guide.
  7. Is there are any other reason, not already mentioned, why you were not satisfied with your overall transfer experience (please specify)\_\_\_\_\_.

Q15Q8 Could you please give more detail regarding your dissatisfaction with your overall transfer experience?

1. Enter response
2. No comment/ Don't know
3. Refused

Q15Q9 How could your overall transfer experience have been improved?

1. Enter response
2. No comment/ Don't know
3. Refused

Q16 How related to your [NAME OF PROGRAM] program at [SHORT\_INSTITUTION] [IF NO LONGER ATTENDING: were/IF ATTENDING ANOTHER INSTITUTION: are] your further studies at [MAIN INSTITUTION]? Would you say...?

**IF STILL ATTENDING [SHORT\_INSTITUTION] (THAT IS, Q1=Still Attending (3) OR Q3=YES (1)) or *Attending at same institution: Q12 [MAIN INSTITUTION] = [SHORT\_INSTITUTION] USE ALTERNATE WORDING: How related to your [NAME OF PROGRAM] program at [SHORT\_INSTITUTION] are your further studies? Would you say...?***

1. Very related
2. Somewhat related
3. Not very related
4. Not at all related
5. Don't know
6. Refused



## **APPENDIX 2: ABOUT THE BC DIPLOMA, ASSOCIATE DEGREE, AND CERTIFICATE STUDENT OUTCOMES SURVEY COHORT**

The Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey (formerly called the BC College and Institute Student Outcomes Survey) is an annual province-wide survey of former students from BC's public post-secondary institutions who have taken diploma, certificate, or associate degree programs. It is conducted with funding from the Ministry of Advanced Education and from the participating post-secondary institutions. Former students are contacted 9 to 20 months after completing all, or a significant portion, of their program of study and asked to evaluate their educational experience and to talk about their employment outcomes, further education, and skills development.

This report presents the input received from former students of Applied programs and Arts and Sciences programs. The specific criteria for inclusion in each of these groups are outlined below. Note that in all cases, the former student must have been enrolled during the period July 1, 2009 and June 30, 2010 and the **student must not have been enrolled in the program for six months beginning on July 1, 2010.**

To be included in the survey, former students must have been **enrolled in and have met the completion criteria** for one of the following:

### **Arts and Sciences programs**

- Lower level (first and second year) – Students must have successfully completed 24 or more credits at the institution submitting the survey cohort.

### **Applied programs**

- Programs of 3 to 12 months duration – must have successfully completed all credits.
- Programs of 13 to 36 months duration – must have successfully completed 75 percent of the program requirements, with the latest credits completed during the enrolment period.

Note – If a program has **multiple credentials** (exit points), the student should be included only if they have **completed** the final credential (exit point) or if they have left the program and have not returned during the enrolment period.

### APPENDIX 3: GLOSSARY OF TERMS

<i>Applied Programs:</i>	Includes all programs designed to lead to employment in a relatively specific field. For this survey, they include programs of 3 – 6 months duration, 7 – 12 months duration and 13 – 36 months duration, and the upper division of Applied baccalaureate programs. All Applied programs, e.g., engineering, business, nursing, education, social work and criminology, are included whether the courses in the programs carry transfer credit or not.
<i>Arts and Sciences Programs:</i>	Includes programs that lead to a two-year associate degree or programs consisting of courses in the liberal arts, humanities, and social or physical sciences.
<i>Continuing student:</i>	Former students (see definition below) who continued their education at the same or a different institution after completing (or nearly completing) a diploma, associate degree, or certificate program at a BC college, institute, or teaching-intensive university.
<i>Early leaver:</i>	A student who left a program at their college, institute, or teaching-intensive university before completing enough credits to qualify for inclusion in the BC Diploma, Associate Degree, and Certificate Student Outcomes Survey.
<i>Expectation to transfer credit:</i>	Former students who continued their education at a different institution who expected to receive transfer credits for their original studies. Operationally, these are students who went on to a different institution within the BC public post-secondary system who answered “yes” to the question: “Did you expect to transfer course credits from [Sending Institution] to [Receiving Institution]?”
<i>Former students:</i>	The group of students who are included in the survey population. See Appendix 2 for inclusion criteria.
<i>lower division:</i>	The first and second years of a four-year baccalaureate degree program. These students may be eligible for an associate degree or diploma.

### APPENDIX 3: GLOSSARY OF TERMS

<i>Receiving Institution:</i>	The institution that a continuing student went to after completing their original studies. The receiving institution can be the same as the sending institution in cases where a student continues at the same institution in a different program or in the upper division of a degree program.
<i>Respondent:</i>	A former student who responded to the BC Diploma, Associate Degree, and Certificate Student Outcomes Survey.
<i>Sending Institution:</i>	The institution that a continuing student came from; that is, the institution where they did their original studies.
<i>Transfer student:</i>	A former student who continued their studies at a different institution.
<i>Upper division:</i>	The third and fourth years of a four-year baccalaureate degree program. (As of 2006, these students were no longer included in the DACSO survey.)



709 – 555 Seymour Street  
Vancouver BC Canada V6B 3H6  
[bccat.ca](http://bccat.ca) | [admin@bccat.ca](mailto:admin@bccat.ca)  
t 604 412 7700 | f 604 683 0576