
2005 Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia: Findings from the BC College & Institute Student Outcomes Survey

February 2006

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In Collaboration with and Funded by the

BRITISH COLUMBIA COUNCIL ON
ADMISSIONS & TRANSFER

SUPPORTING BC's
EDUCATION SYSTEM

2005 Admissions and Transfer Experiences of
Students Continuing their Studies in British Columbia:
Findings from the BC College & Institute Student Outcomes Survey

Prepared by BC Stats
in collaboration with and funded by the BC Council on Admissions and Transfer

Data were provided by the BC Outcomes Working Group, with funding from the
Ministry of Advanced Education and participating institutions

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2005 Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia

Executive Summary

Introduction

This report presents the results of an analysis of admissions and transfer data from the 2005 BC College and Institute Student Outcomes Survey. A number of issues related to the admissions and transfer experiences of former students from BC's college, university college, and institute sector (which includes the BC Open University, or BCOU)¹ are addressed from the students' perspective. It is similar to a report released by the BC Council on Admissions and Transfer in March 2003, titled "2002 Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia" and the report released in February 2001, titled "Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia".

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. Additional information is provided about the application experiences of former students who wanted to continue their studies, but had not done so at the time of the interview. This information is valuable because it brings together information not contained in institutional administrative systems and aids in the understanding of patterns of behaviour and students' experiences.

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. It also assesses various sources of information that students use to transfer, whether respondents were able to transfer the credits they expected, and students' overall satisfaction with their recent transfer experience.

The study population consists of students who participated in an Applied or Arts and Sciences program in BC's public college, university college, 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, university college, and institute sector in BC to any type of further studies are included in this report, but not former students who left a BC university or private training institution.

¹ Note: BCOU became Thompson Rivers University–Open Learning as of April 1, 2005.

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, university college, and institute sector. 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. In terms of transfer, only 10 percent of students reported not receiving all of their expected transfer credits, and according to respondents, close to half of these cases arose because the original course or program was not designed for transfer.

There appears to be some improvement in students' knowledge of the transfer system since the 2002 survey was conducted—the percentage of those who said they did not know or understand transfer requirements dropped by 11 percentage points. The website of the receiving institution was the source of transfer information most often cited by respondents, followed by counsellors, student advisors, or other college officials. Any efforts to improve student planning should be considered—only two thirds of all respondents reported consulting the BC Transfer Guide and only about one quarter had used BC Transfer TIPS.

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 (Langara College, Kwantlen University College, Capilano College, and Douglas College).

This report includes information on those respondents who did not continue their studies. The findings show that while over half of these students reported a desire to continue their studies, very few had actually made a formal application to a post-secondary institution. Those applicants who were accepted by a BC public post-secondary institution were asked why they did not enrol—the top barriers to enrolling included the need to work at a job or business, lack of financial resources, and other personal circumstances.

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, university colleges, institutes, and the 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

Consistent with the 2002 survey, 47 percent of respondents overall reported they had taken or were currently taking further studies at the time of the interview.

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

- 94 percent were studying in BC; 90 percent continued in the BC public system.

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

- 63 percent transferred to a different institution and the remaining 37 percent started a different program at their original institution, up from 32 percent in 2002. In particular, university colleges had a higher proportion of their students continuing at the same institution in 2005 (49%) than in 2002 (36%).
- Universities received 68 percent of those who transferred to another institution. The percentage of respondents transferring to universities, university colleges, colleges, or institutes has remained relatively consistent since 2002.
- Three universities received 64 percent of all students continuing at a different institution: Simon Fraser University (28%), the University of British Columbia (23%), and the University of Victoria (12%).

Access

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

- 89 percent were accepted into their institution of choice, 94 percent entered their preferred program of study, and 83 percent were able to register into all of the courses they wanted during their first semester.
- In 2005, access to desired courses improved for those entering university colleges (from 79% in 2002 to 87% in 2005), and colleges (from 84% to 88%), and diminished slightly for those entering universities (from 83% to 79% in 2005).

Key Transfer Findings

Of respondents who had not continued their studies at the time of the interview:

- 57 percent expressed a desire to continue their studies, but only 14 percent of those who wanted to continue had actually made a formal application to a post-secondary institution.
- For those who were accepted but did not enroll, top barriers to enrolling included the need to work at a job, lack of financial resources, and other personal circumstances.

Transfer Expectations

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

- 84 percent were either “very satisfied” or “satisfied” with their overall transfer experience, down slightly from 88 percent in 2002.
- 83 percent of all transfer respondents in the 2005 survey were “very satisfied” or “satisfied” with the admission services and application processes at the institution they transferred to. This question was asked for the first time in the 2005 survey.
- 10 percent reported being unable to transfer some or all of their credits.
- The most common reason for not receiving expected transfer credits, mentioned by 181 respondents, was that their courses transferred, but they could not use all of the credits towards their degree. The second most often mentioned reason was that the original course or program was not designed for transfer (47%). This second reason for not receiving expected transfer credits was cited as the most prominent in both the 2000 and 2002 surveys - by 46% and 51% respectively of those who did not receive expected transfer credit.)
- There appears to be some improvement in students’ knowledge of the transfer system in 2005 as only 28 percent said they did not know or understand transfer requirements, compared to 39 percent in 2002.
- Success in transferring credits was closely related to satisfaction: 36 percent of those who did not transfer the credits they expected were “unsatisfied” or “very unsatisfied” with their overall transfer experience.

Distribution of Transfer Issues

Among all types of sending institutions, colleges had the lowest rate of respondents reporting they did not receive all expected transfer credit (10%). However, due to the volume of students transferring from the college sector, colleges accounted for 63 percent of all respondents whose transfer expectations were not met.

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—Langara College, Kwantlen University College, Capilano College, and Douglas College—and the two top receiving institutions—the University of British Columbia and Simon Fraser University—account for 46 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.

Sources of Information

The most important sources of information for students planning for transfer were the website of the institution they were transferring to, and counsellors, student advisors or other college officials. Other important resources were the online Transfer Guide, written materials such as calendars or advising sheets, and the website of the sending institution.

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 coordination.

We are also very grateful to the BCCAT Research Committee and the Outcomes Working Group for their help in developing the 2005 survey instrument and for the valuable 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 2005 report, as well as much of the writing, are based on her work in the 2002 report.

Finally, we would like to thank the students who took the time to respond to the College and Institute Student Outcomes 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, university college, or the BC Open University (BCOU). Admissions and transfer issues are complex and need to be examined from the perspective of all players involved: the institutions, students, and 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 particular report is similar to that released by the Council in March 2003, titled "2002 Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia" and the Council's February 2001 version of the same report. This report contains not only updated information from the 2005 cohort and comparisons with previous surveys, but some additional data as well.

1.A REPORT OBJECTIVES

In keeping with the mandate of the Council, 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 the educational plan of their choice. 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. Additional information is provided about the application experiences of former students who wanted to continue their studies, but had not done so at the time of the interview.

This information is needed because existing administrative information systems are very limited in their ability to track applicants and student registrations between institutions. In the absence of comprehensive data on student mobility, it has been difficult to understand what types of students transfer to what types of institutions and the extent to which demand for education from students continuing their studies is being met by the system.

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 sources of information that students use to gather information on the transfer system, transfer success, and students' overall satisfaction with their recent transfer experience.

1.B ABOUT THE SURVEY

The analysis is based on data collected through the 2005 BC College and Institute Student Outcomes (CISO) Survey.² This annual survey contacts former students between 9 and 20 months after leaving their program of study at a BC college, institute, university college, or BCOU. **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 interview.**³ Students who transferred from the college, university college, and institute sector to any type of further studies are included in this report, but students who left a BC university or private training institution are not included. Results are also presented for a set of questions posed to students who did not continue their studies.

Table 1.A
2005 BC College and Institute Student Outcomes Survey
Response Rates, By Sending Institution

Institution Name	Respondents	Total Former Student Population	Response Rate
BC Institute of Technology	3,077	5,269	58%
BC Open University	235	406	58%
College of New Caledonia	591	1,044	57%
College of the Rockies	299	519	58%
Camosun College	1,168	2,310	51%
Capilano College	1,382	2,528	55%
Douglas College	1,172	2,532	46%
Emily Carr Institute of Art and Design	142	282	50%
Institute of Indigenous Government	12	22	55%
Justice Institute of BC	155	303	51%
Kwantlen University College	2,005	4,144	48%
Langara College	1,238	2,440	51%
Malaspina University-College	1,203	2,203	55%
Nicola Valley Institute of Technology	16	29	55%
North Island College	296	523	57%
Northern Lights College	125	223	56%
Northwest Community College	155	271	57%
Okanagan University College	876	1,843	48%
Selkirk College	361	662	55%
University College of the Cariboo	835	1,518	55%
University College of the Fraser Valley	1,210	2,113	57%
Vancouver Community College	1,118	2,074	54%
All Institutions	17,671	33,258	53%

² The BC College and Institute Student Outcomes Project is overseen by the BC Outcomes Working Group (OWG), 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 OWG.

³ 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, 2003 and June 30, 2004; interviews took place during the spring and early summer of 2005.⁴ In all, 22 institutions, representing over 33,000 former students, participated in the survey. The participating institutions and corresponding response rates are presented in Table 1.A. In total, 17,671 out of a possible 33,258 former students responded to the survey, for an overall response rate of 53 percent.⁵ Response rates varied by institution—from a low of 46 percent to a high of 58 percent.

A few points about the study population are central to understanding the findings of this report. Former students from Applied programs and Arts and Sciences programs were included in the survey. In the case of Applied programs, former students were included in the survey if they had completed, or almost completed, their program of study at one of BC's public colleges, institutes, university colleges, or BCOU. Early leavers were not surveyed and are not part of this report. With respect to Arts and Sciences programs, students were surveyed if they had completed 24 or more credits at the lower level (first or second year), or 48 or more credits at the upper level (third or fourth year).

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.⁶ 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.

⁴ Appendix 2 provides the specific criteria for inclusion in the study population.

⁵ 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.

⁶ Some institutions offer Arts and Sciences or Applied programs where a diploma is granted for the first two years of study and is a pre-requisite for studies at the third and fourth year level. Students are surveyed when they finish their diploma, even if they continued on to further studies at the 3rd and 4th year level in the same program at the same institution.

1.C 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:

- 47 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 university colleges (e.g., Adult Basic Education, Adult Special Education, English as a Second Language, Apprenticeships).
- The study population does not include early leavers from Applied programs or Arts and Sciences programs.
- The study population does not include those who transferred from universities.
- The study population does not include those who transferred from outside the BC public post-secondary system.

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. Given the nature of the questions asked, it is likely that respondents responded truthfully.

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 47 percent of the study population did not respond to the survey. However, any non-response bias that did exist would probably be consistent from year to year.

Many of the tables in this report present data values and percentages for detailed breakdowns. In cases where the base for a percentage consists of fewer than 20 respondents, the data have been suppressed. In many cases the corresponding numerator consists of fewer than 10 respondents. This data suppression measure is taken because statistics based on a small number of respondents are not considered to be reliable.

1.D KEY COHORTS

Figure 1.A 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, 33,258 former Arts and Sciences and Applied program students qualified for inclusion in the study population for the 2005 BC College and Institute Student Outcomes Survey; of these, 17,671 responded to the telephone interview.

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.

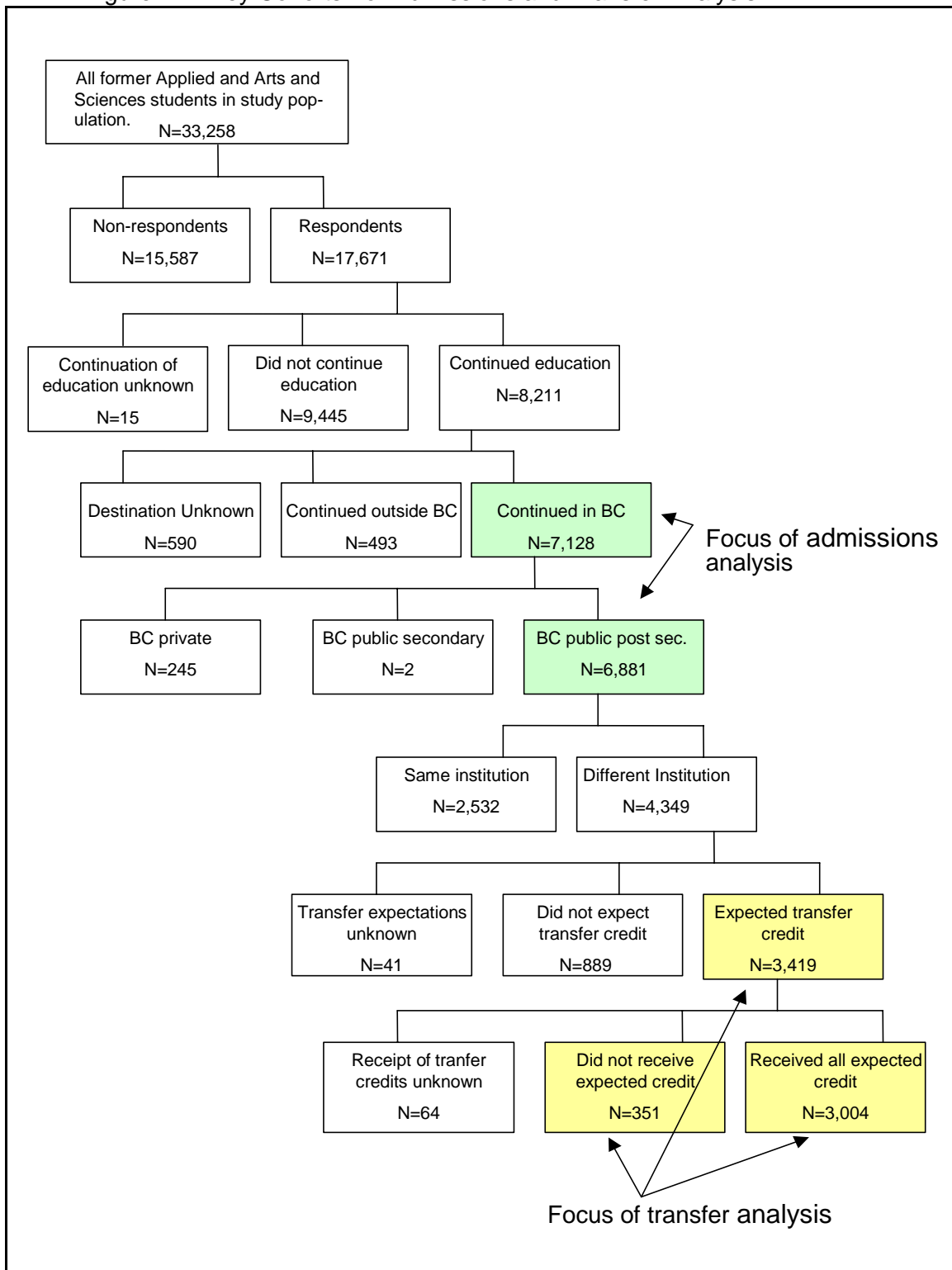
1.E ORGANIZATION OF THIS REPORT

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 four appendices to this report:

- Appendix 1: BC College and Institute Student Outcomes Survey Instrument
- Appendix 2: About the Outcomes Survey Cohort
- Appendix 3: Recommendations for Changes to the Outcomes Questionnaire
- Appendix 4: Glossary of Terms

Figure 1.A: 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 college, university college, 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 Educational Plan of Choice?*, looks at two issues: first, whether the flow of students between institutions and programs reflects student choice; second, by examining results from a set of questions addressed to students who did not continue their studies, whether the ability of the BC public post-secondary system is able to meet demand.

2.A 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 2005 BC College and Institute Student Outcomes 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 Outcomes 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 study (see Table 1.A).

Key Findings

Overall, 47 percent of former students had taken or were currently taking further studies (Table 2.A). Although this overall percentage has remained the same since 2002, the percentage of university college students in Applied programs who continued their studies has increased by two percentage points, while for all other groups the percentage has decreased slightly (Table 2.C).

Who?

- Continuers tended to be younger than their counterparts who did not continue.
- Females were more likely to continue their studies than males.
- Students who had learned English as a second language had a greater tendency to further their studies than did native English speakers.
- Aboriginal former students were just as likely to pursue further education as non-Aboriginal students.
- Previous experience in the post-secondary system (before enrolling in the program for which they were surveyed) decreased the likelihood of taking further studies.
- Former students who had not completed the requirements for a credential in the program for which they were surveyed were more likely to continue on for further studies.
- Three-quarters of Arts and Sciences students pursued their studies, compared to just over one-third of Applied students (Table 2.A).
- Although respondents from Arts and Sciences programs were more likely to continue, Applied program respondents out-numbered Arts and Sciences respondents in the study population by a ratio of more than two to one (12,404 to 5,252, Table 2.A). As such, Applied program respondents make up more than half (52%) of the pool of respondents who continued their studies, with Arts and Sciences respondents comprising the remaining 48 percent (Table 2.A).
- Respondents from relatively large institutions located in the Lower Mainland were the most likely to continue their studies (Table 2.C).

Where?

Of respondents who continued their studies:

- 94 percent of respondents who reported the destination of their further studies stayed in BC; 90 percent continued in the BC public system (Table 2.E).

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

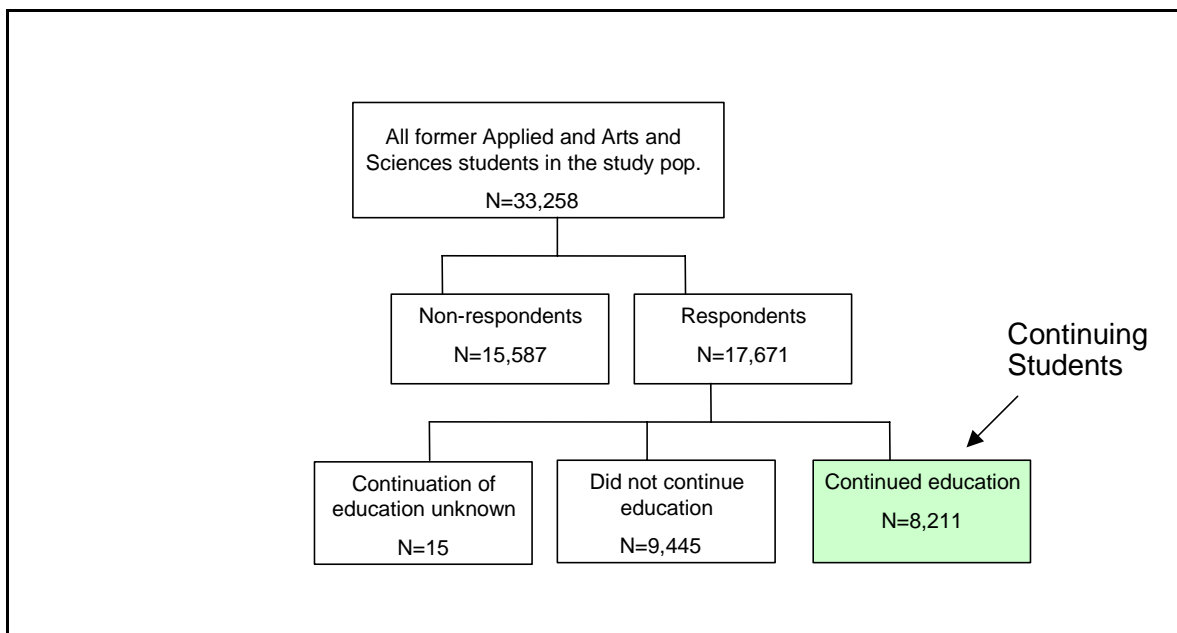
- 63 percent transferred to a different institution and the remaining 37 percent started a different program at their original institution, up from 32 percent in 2002 (Table 2.F).
- In particular, university colleges had a higher proportion of their students continuing on at the same institution in 2005 (49%) than in 2002 (36%).
- Universities received 68 percent of those who transferred to another institution (Table 2.I). The percentage of respondents transferring to universities, university colleges, colleges, or institutes has remained relatively consistent since 2002.
- Three universities received 64 percent of all students continuing at a different institution: Simon Fraser University (28%), the University of British Columbia (23%), and the University of Victoria (12%) (Table 2.J).

2.A.1 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, 47 percent (8,211 / 17,656) of respondents were either continuing their studies or had continued their studies since completing or leaving their program at their institution; the same percentage as in the 2002 survey.

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 26 at the time of the survey, compared with 30 for those who did not continue. Female respondents were more likely to continue their studies than were males; 48 percent of females compared with 45 percent of males continued their studies. In addition, a higher percentage of respondents who had learned English as a second language went on to further studies—51 percent, compared with 46 percent of respondents who had English as their first language. Aboriginal students were just as likely to pursue their studies as non-Aboriginal students (45% compared to 47%—not a statistically significant difference).

Not surprisingly, respondents who had more experience in the post-secondary system were less likely to continue their studies after their college, university college, or institute program. Of those who had a credential from a previous program, 35 percent continued, compared with 47 percent of those who did not have a previous credential.

Additionally, if respondents had completed the requirements for a credential in the program for which they were being surveyed, they were less likely to go on for further studies (40% of that group continued). Sixty-eight percent of students who had not completed the requirements for a credential went on for further studies.

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

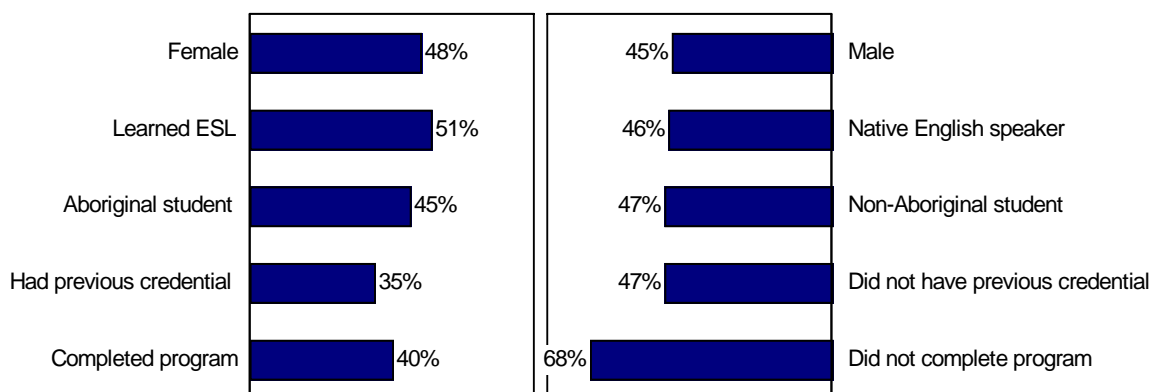


Table 2.A shows the number and percentage of respondents who continued their studies by the type of program respondents left. The proportion that continued varied considerably across the types of programs—a much greater proportion of respondents leaving Arts and Sciences (75%) continued than did those from Applied programs (35%).

**Table 2.A
Percentage of Respondents Who Continued Their Studies,
By Program of Study at Original Institution**

	# of Continuers (A)	# of Respondents (B)	% Who continued in each program (A/B)	Distribution of continuers across programs (A/(sum A))
Applied Programs	4,297	12,404	35%	52%
Agriculture, Nat. Resources & Sci. Tech	97	360	27	1
Business and Management	1,162	2,595	45	14
Communications	49	236	21	1
Computer and Information Sciences	213	553	39	3
Construction and Precision Production	257	968	27	3
Education and Library Sciences	213	753	28	3
Engineering, Electrical and Electronics	314	966	33	4
Health Related	229	1,211	19	3
Legal and Social Studies	440	988	45	5
Mechanical and Related	297	1,039	29	4
Nursing	417	1,006	41	5
Rec., Tourism, Hospitality & Service	242	835	29	3
Transportation	6	28	21	0
Visual, Performing and Fine Arts	361	866	42	4
Arts and Sciences Programs	3,914	5,252	75%	48%
Grand Total All Respondents	8,211	17,656	47%	100%

Note: There were 15 respondents who did mention whether or not they had continued their studies.

The overall continuation rate for former Applied program respondents was 35 percent. Table 2.A shows that this rate varied considerably depending on the type of Applied program and was highest for programs in the areas of Business and Management (45%); Legal and Social Studies (45%); Visual, Performing and Fine Arts (42%); and Nursing (41%). Applied program respondents who completed longer programs were more likely to continue than those who completed relatively short programs (Table 2.B).

Although respondents from Arts and Sciences programs were more likely to continue than Applied program respondents (75% versus 35%), Applied program students outnumber Arts and Sciences students in the respondent population by a ratio of more than two to one (12,404 to 5,252 Table 2.A). As such, Applied program respondents make up more than half (52%) of the pool of respondents who continued their studies, with Arts and Sciences respondents comprising the remaining 48 percent (Table 2.A).

Table 2.B
Percentage of All Respondents Who Continued Their Studies,
By Program and Program Length

	# of Continuers (A)	# of Respondents (B)	% Who Continued (A/B)	Distribution of continuers across program durations (A/(sum A))
Applied Programs	4,297	12,404	35%	52%
0-6 months	537	1,778	30	7
7-12 months	1,295	4,795	27	16
13-36 months	2,071	4,547	46	25
Upper level	394	1,284	31	5
Arts and Sciences Programs	3,914	5,252	75%	48%
Lower level	3594	4,668	77	44
Upper level	320	584	55	4
Grand Total All Programs	8,211	17,656	47%	100%

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 50 percent of respondents from colleges continued their studies; however, this figure varied from a low of 22 percent at Northern Lights College to a high of 72 percent at Langara College. The mix of programs offered by different institutions likely accounts for much of the variation between institutions in the proportion of respondents who continued their studies.

In comparison with 2002, the rate of further studies is slightly lower for respondents from colleges and institutes but slightly higher for those from Applied programs at university colleges (35% in 2002 to 37% in 2005). In particular, Malaspina University-College and the University College of the Cariboo showed the highest increase in percentage of Applied students continuing 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 resp (B)	% who continued (A/B)	# of continuers (A)	# of resp (B)	% who continued (A/B)	# of continuers (A)	# of resp (B)	% who continued (A/B)
Colleges	1,788	5,163	35%	2,184	2,735	80%	3,972	7,898	50%
Camosun College	333	888	38	220	280	79	553	1,168	47
Capilano College	258	735	35	540	644	84	798	1,379	58
College of New Caledonia	127	435	29	117	156	75	244	591	41
College of the Rockies	104	274	38	22	25	88	126	299	42
Douglas College	294	620	47	425	552	77	719	1,172	61
Langara College	187	366	51	708	872	81	895	1,238	72
North Island College	47	224	21	49	71	69	96	295	33
Northern Lights College	25	116	22	**	**	**	28	125	22
Northwest Community College	35	105	33	40	50	80	75	155	48
Selkirk College	99	285	35	60	76	79	159	361	44
Vancouver Community College	279	1,115	25	**	**	**	279	1,115	25
Institutes	1,112	3,512	32%	60	119	50%	1,172	3,631	32%
BC Institute of Technology	966	3,071	31	**	**	**	966	3,071	31
Emily Carr Inst. of Art and Design	32	142	23	**	**	**	32	142	23
Institute of Indigenous Government	**	**	**	**	**	**	**	**	**
Justice Institute	33	114	29	**	**	**	52	155	34
Nicola Valley Inst. of Technology	**	**	**	**	**	**	**	**	**
BC Open University	79	175	45	28	60	47	107	235	46
University Colleges	1,397	3,729	37%	1,670	2,398	70%	3,067	6,127	50%
University College of the Cariboo	172	588	29	130	247	53	302	835	36
University College of the Fraser Valley	237	574	41	486	635	77	723	1,209	60
Kwantlen University College	530	1,138	47	679	867	78	1,209	2,005	60
Malaspina University-College	322	857	38	197	345	57	519	1,202	43
Okanagan University College	136	572	24	178	304	59	314	876	36
All Institutions	4,297	12,404	35%	3,914	5,252	75%	8,211	17,656	47%

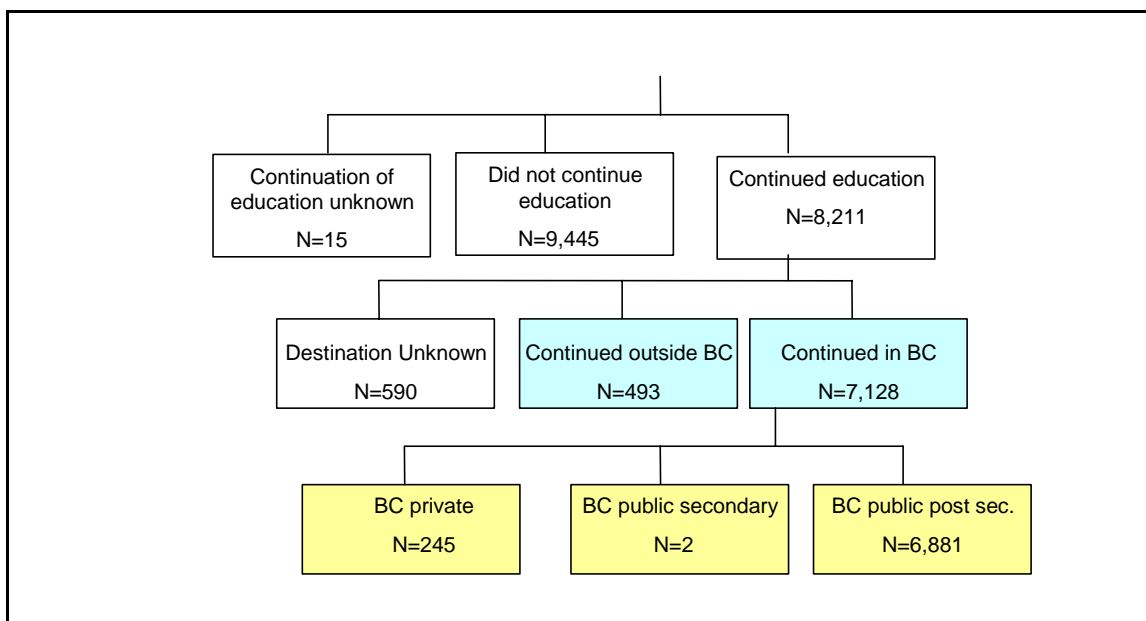
Note 1: "Resp" stands for "Respondents" in the column labels.

Note 2: ** denotes suppression of data where fewer than 20 respondents continued; however, subtotals and totals include data from all institutions in the corresponding group.

2.A.2 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.

Figure 2.C: Where Students Continued Their Studies



The vast majority (94%) of respondents who reported the destination of their further studies continued in BC; 6 percent transferred to another province in Canada and less than 1 percent continued their studies outside Canada (Table 2.D). 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. The data were collected through a telephone interview and it is difficult to trace and contact former students who have left the province.

**Table 2.D
Where Respondents Continue Their Studies**

Destination of Further Studies	Applied		Arts and Sciences		All Programs	
	#	%	#	%	#	%
BC	3,584	93%	3,544	94%	7,128	94%
Rest of Canada	250	7	229	6	479	6
Outside Canada	9	<1	5	<1	14	<1
All Known Destinations	3,843	100%	3,778	100%	7,621	100%
Unknown Destinations	454		136		590	

Ninety percent of those who continued their studies stayed in the BC public system (Table 2.E). When those who continued their studies at public institutions in the rest of Canada are added, 96 percent stayed in the Canadian public education system. A higher portion of respondents from Applied programs continued their studies in the Canadian private system (5%) than did respondents from Arts and Sciences (2%).

Table 2.E
Where Respondents Continued Their Studies, By Location and Education Sector

Destination of Further Studies	Applied		Arts and Sciences		All Programs	
	#	%	#	%	#	%
British Columbia						
Public	3,407	89%	3,476	92%	6,883	90%
Private	177	5%	68	2%	245	3%
Rest of Canada						
Public	227	6%	225	6%	452	6%
Private	23	1%	4	<1%	27	<1%
Outside Canada						
Public and Private	9	<1%	5	<1%	14	<1%
All Known Destinations	3,843	100%	3,778	100%	7,621	100%
Unknown Destinations	454		136		590	

2.A.3 Where Do Students Continue their Studies Within the BC Public System?

Ninety 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 6,881 respondents.

Figure 2.D: Continuing at the Same or a Different Institution

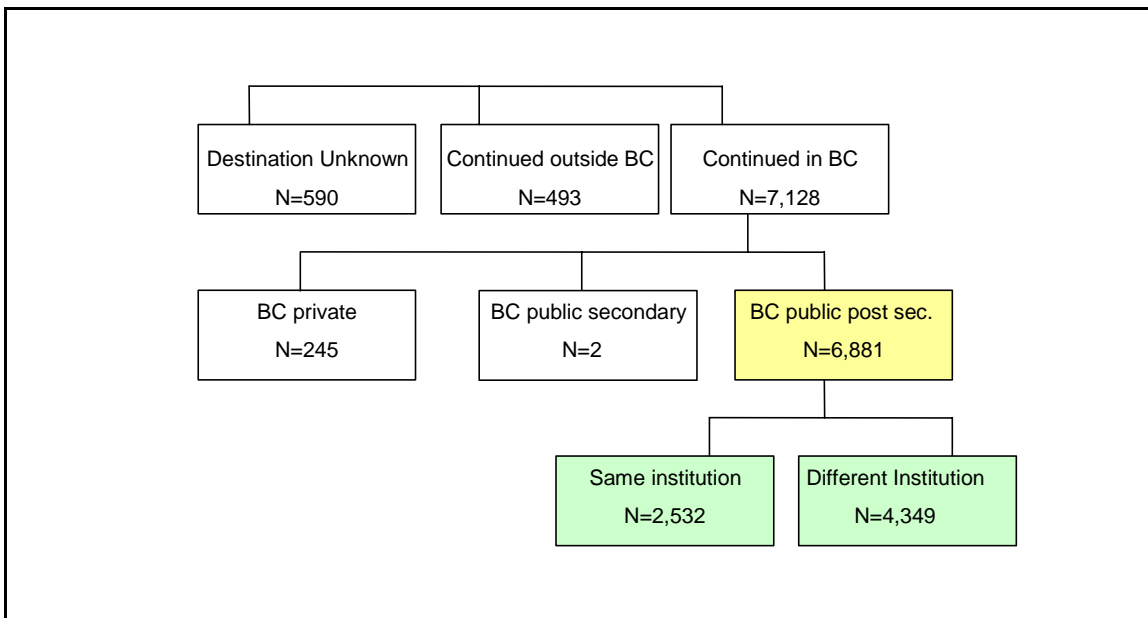


Table 2.F shows the percentage distribution of all respondents who continued in the BC public post-secondary system across sending and receiving institution types. Just under half (3,387/6,881=49%) originated at colleges, 38 percent at university colleges (2,607/6,881), and the remaining 13 percent came from institutes and BCOU (887/6,881).

From a receiving institution perspective, respondents who continued their studies are classified into two groups: those who continued at a different institution (63%) and those who stayed at the same institution (37%). The percentage of students who continued at the same institution increased 5 percentage points in 2005, from 32 percent in 2002.

Respondents from colleges were more likely to transfer to a different institution than were those from university colleges. Eighty percent of college respondents who continued their studies did so at a different institution, compared to 51 percent of university college 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 university college students have a greater opportunity to remain in the same institution to complete their baccalaureate degree.

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

Sending Institution Type	Receiving Institution								Total number from sending institution type	
	Same				Different				2002	2005
	2002		2005		2002		2005			
Colleges	829	22%	670	20%	2,875	78%	2,717	80%	3,704	3,387
Institutes and BCOU	533	60%	578	65%	355	40%	309	35%	888	887
University Colleges	800	36%	1284	49%	1,403	64%	1,323	51%	2,203	2,607
All Sending Institutions	2,162	32%	2,532	37%	4,633	68%	4,349	63%	6,795	6,881

Note: All percentages are out of the total number from each sending institution type.

Staying at the Same Institution

This section focuses on the 37 percent of respondents (n=2,532) who continued their studies at the same institution (Table 2.F). As in 2002, former students from institutes and BCOU were the most likely to remain at their institution for further studies (65% in 2005 and 60% in 2002). In 2005, the percentage of respondents from university colleges who continued at the same institution increased sharply from 36% to 49%, while those from colleges decreased slightly from 22% to 20%.

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.G). The percentage of respondents who stayed at the same college, for instance, ranged from a low of 3 percent at Douglas College to a high of 51 percent at College of the Rockies. The high proportion of students staying on at College of the Rockies may reflect its 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.

Compared to 2002, every university college in 2005 had a higher percentage of respondents who stayed at the same institution for further studies. Notably, Kwantlen's rate of students staying on for further studies increased from 19 to 32 percent, and Fraser Valley's jumped from 55 to 70 percent. This increase in numbers of students continuing their studies at the same university college is likely explained by the increased number of upper level programs offered at university colleges.

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

Sending Institution	# who continued at same institution	# who continued (B)	% who continued at same institution (A/B)
Colleges	670	3,387	20%
Camosun College	94	452	21
Capilano College	169	724	23
College of New Caledonia	55	202	27
College of the Rockies	46	91	51
Douglas College	21	626	3
Langara College	86	795	11
North Island College	21	83	25
Northern Lights College	**	**	**
Northwest Community College	24	61	39
Selkirk College	38	120	32
Vancouver Community College	106	215	49
Institutes and BCOU	578	887	65%
BC Institute of Technology	528	745	71
Emily Carr Institute of Art and Design	4	23	17
Institute of Indigenous Government	**	**	**
Justice Institute	18	41	44
Nicola Valley Institute of Technology	**	**	**
BC Open University	27	66	41
University Colleges	1,284	2,607	49%
University College of the Cariboo	126	238	53
University College of the Fraser Valley	452	643	70
Kwantlen University College	341	1,073	32
Malaspina University-College	266	432	62
Okanagan University College	99	221	45
Grand Total All Institutions	2,532	6,881	37%

Note: Data have been suppressed and marked ** where fewer than 20 respondents continued their studies; however, subtotals and totals include data from all institutions in the corresponding group.

The breakdown by type of program for respondents who stayed at the same institution is highlighted in Table 2.H. Respondents from Applied programs were the most likely to stay at the same institution (50%), followed by Arts and Sciences respondents (24%); the finding that only one in ten 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.

In comparison with 2002, there was an increase in the percentage of respondents from university colleges who stayed at the same institution for further studies. The percentage from Arts and Science programs at university colleges who stayed at the same institution increased from 27 percent in 2002 to 42 percent in 2005, while Applied programs showed an increase of 11 percentage points.

Table 2.H
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)
Applied		1,714	3,407	50%
	Colleges	481	1,425	34
	Institutes and BCOU	565	845	67
	University Colleges	668	1,137	59
Arts and Science		818	3,474	24%
	Colleges	189	1,962	10
	Institutes and BCOU	13	42	31
	University Colleges	616	1,470	42
All Programs		2,532	6,881	37%
	Colleges	670	3,387	20
	Institutes and BCOU	578	887	65
	University Colleges	1,284	2,607	49

Moving to a Different Institution

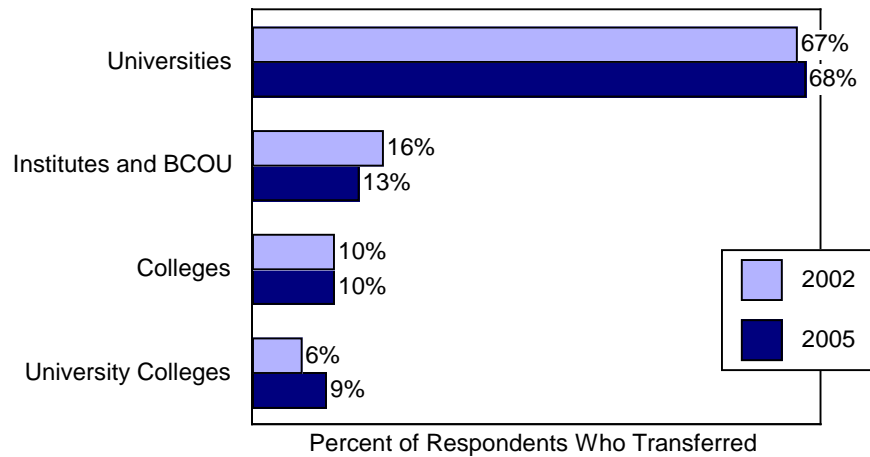
Although many students pursued further education at the same institution, 63 percent of respondents who continued their studies did so at a different institution (n=4,349), down slightly from 2002 (68%). Of these respondents, 62 percent originated at colleges (Table 2.I). The largest flow of students between institution types was for students transferring from colleges to universities; these respondents accounted for 45 percent of all respondents who transferred to a different institution. Respondents from university colleges who transferred to universities made up a further 20 percent.

**Table 2.1
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 and BCOU		University Colleges		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	187	4%	307	7%	255	6%	1,968	45%	2,717	62%
Institutes or BCOU	85	2	52	1	40	1	132	3	309	7%
University Colleges	145	3	226	5	90	2	862	20	1,323	30%
All Sending Institutions	417	10%	585	13%	385	9%	2,962	68%	4,349	100%

Universities were by far the most likely destination for respondents transferring to a different institution, receiving 68 percent of all respondents who transferred. University colleges were the least likely destination for respondents from the college, university college, and institute sector who went on to further studies at a different institution, accounting for nine percent—up three percentage points from the 2002 study.

Figure 2.E: Distribution of Respondents Who Transferred to a BC Public Post-Secondary Institution, By Receiving Institution Type



There was a high degree of concentration in the distribution of transfer students across individual receiving institutions: four institutions received 72 percent of all transfer respondents (Table 2.J). Not surprisingly, the three top receiving institutions were universities: Simon Fraser University (28%), the University of British Columbia (23%), and the University of Victoria (12%). BCIT received the next largest flow of respondents to a single institution (9%).

In the 2002 survey, the same four institutions received the same percentage of all transfer respondents.

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

Receiving Institution	# of respondents who transferred to institution from a different institution	% of all respondents who continued at a different institution
Colleges	417	10%
Camosun College	26	1
Capilano College	52	1
College of New Caledonia	**	**
College of the Rockies	**	**
Douglas College	101	2
Langara College	99	2
North Island College	11	<1
Northern Lights College	**	**
Northwest Community College	**	**
Selkirk College	**	**
Vancouver Community College	94	2
Institutes and BCOU	585	13%
BC Institute of Technology	380	9
Emily Carr Institute of Art and Design	39	1
Institute of Indigenous Government	**	**
Justice Institute	48	1
Nicola Valley Institute of Technology	**	**
BC Open University	111	3
University Colleges	385	9%
University College of the Cariboo	66	2
University College of the Fraser Valley	101	2
Kwantlen University College	110	3
Malaspina University-College	58	1
Okanagan University College	50	1
Universities	2,962	68%
Royal Roads University	43	1
Simon Fraser University	1,232	28
University of British Columbia	1,011	23
University of Northern British Columbia	146	3
University of Victoria	530	12
Grand Total All Institutions	4,349	100%

Note: Data have been suppressed and marked ** where fewer than 20 respondents transferred to the institution; however, subtotals and totals include data from all institutions in the corresponding group.

As expected, Arts and Sciences respondents comprised a large majority of the respondent population that continued their studies at a different institution (2,656 / 4,349= 61%, Table 2.K). Both Arts and Sciences and Applied students from colleges were more likely to continue their studies at different institutions than were students who completed programs at university colleges or institutes and BCOU. In fact, nine out of every ten Arts and Sciences respondents from colleges who continued their studies did so at a different institution (Table 2.K).

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

Program Type	Sending Institution Type	# who continued at different institution (A)	Total who continued their studies (B)	% who continued at different institution (A/B)
Applied		1,693	3,407	50%
	Colleges	944	1,425	66
	Institutes and BCOU	280	845	33
	University Colleges	469	1,137	41
Arts and Science		2,656	3,474	76%
	Colleges	1,773	1,962	90
	Institutes and BCOU	29	42	69
	University Colleges	854	1,470	58
All Programs		4,349	6,881	63%
	Colleges	2,717	3,387	80
	Institutes and BCOU	309	887	35
	University Colleges	1,323	2,607	51

Note: Data have been suppressed and marked ** where fewer than 20 continued their studies, however, subtotals and totals include data from all institutions in the corresponding group.

2.B ARE STUDENTS ABLE TO IMPLEMENT THEIR EDUCATIONAL PLAN OF CHOICE?

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. Survey results for two groups of students are presented:

- 1) Those who continued their studies at a different institution within the BC public post-secondary system; and
- 2) Those who wanted to continue, but who had not continued their studies at the time of the interview.

For the first group of students, a key question to answer is to what extent the pattern of student flows between institutions reflects choices made by students. This section examines whether students were able to access the institutions, programs, and courses of their choice. These are key indicators of the success of the overall post-secondary admissions system in meeting student demand.

For the second group of students, a key question is why these students who expressed a desire to continue did not, in fact, continue their studies. What factors limited their ability to pursue their educational goals?

The findings from both groups of students 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 CISO study population, such as entrants from the K -12 system, universities, the private system, and other provinces (See “Limitations of this Analysis”, in the Introduction).

2.B.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: Of all the institutions you applied to after leaving [SENDING INSTITUTION], was [RECEIVING INSTITUTION] your first choice?

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

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?

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.

- 89 percent were accepted into their institution of choice (Table 2.L).
- 94 percent accessed their preferred program of study (Table 2.M).
- 83 percent registered in all the courses they wanted (Table 2.N). In 2005, access to desired courses improved for those entering university colleges (from 79% in 2002 to 87% in 2005), and diminished slightly for those entering universities (from 83% to 79%).
- 8 percent were unable to enroll in one course they had chosen.
- 9 percent were unable to enroll in two or more courses they had chosen.

Institution of Choice

In terms of getting accepted into their institution of choice, staying in BC and staying in the public system made a difference. Eighty-five percent of those who continued their studies outside BC were in their first choice of institution, compared with 89 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 slightly less likely to be in their first choice of institution (84%).

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 university were more likely to say they were in their first choice institution than were respondents who transferred to a college, university college, or institute or BCOU (Table 2.L). Respondents transferring from university colleges to colleges were less likely to be in their institution of choice (77%), as were respondents transferring from university colleges to institutes or BCOU (78%).

In comparison with the 2002 survey, respondents in 2005 were slightly less likely to be in their institution of choice for further studies (percentage decreased from 92% to 89%). The percentage decreased most markedly for those who had been at a university college and continued at an institute or BCOU (87% to 78%).

Table 2.L
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)
From Colleges	2,423	2,698	90%
To:			
Colleges	144	185	78
Institutes and BCOU	266	302	88
University Colleges	205	253	81
Universities	1,808	1,958	92
From Institutes or BCOU	263	305	86%
To:			
Colleges	70	85	82
Institutes and BCOU	44	49	90
University Colleges	33	40	83
Universities	116	131	89
From University Colleges	1,158	1,314	88%
To:			
Colleges	110	143	77
Institutes and BCOU	175	223	78
University Colleges	73	89	82
Universities	800	859	93
From All Institutions	3,844	4,317	89%
To:			
Colleges	324	413	78
Institutes and BCOU	485	574	84
University Colleges	311	382	81
Universities	2,724	2,948	92

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.M). There has been virtually no change in this high rate since 2000.⁷

However, those who transferred to their institution of choice were slightly more likely to also get their program of choice. Ninety-four percent of those who were in the institution of their choice were also in the program of their choice, compared with 89 percent of those who did not get into the institution of their choice.

Table 2.M
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)
From Colleges	2,526	2,697	94%
To:			
Colleges	177	183	97
Institutes and BCOU	278	301	92
University Colleges	244	254	96
Universities	1,827	1,959	93
From Institutes and BCOU	294	304	97%
To:			
Colleges	82	83	99
Institutes and BCOU	52	52	100
University Colleges	40	40	100
Universities	120	129	93
From University Colleges	1,235	1,317	94%
To:			
Colleges	140	144	97
Institutes and BCOU	214	224	96
University Colleges	85	90	94
Universities	796	859	93
From All Institutions	4,055	4,318	94%
To:			
Colleges	399	410	97
Institutes and BCOU	544	577	94
University Colleges	369	384	96
Universities	2,743	2,947	93

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

⁷ *Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia*, from the 2000 survey and the 2002 *Admissions and Transfer Experiences of Students Continuing their Studies in British Columbia*.

Courses of Choice

The vast majority (83%) 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.N). Only 8 percent said they were unable to enrol in one course they had chosen, and 9 percent were unable to enrol in two or more 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 (Table 2.N).

Table 2.N
Percentage Who Got their First Choice of Courses, By Receiving Institution

Receiving Institution	# who got all courses of choice (A)	# who continued their studies (B)	% who got all courses of choice (A/B)
Colleges	355	405	88%
Camosun College	21	24	88
Capilano College	45	51	88
College of New Caledonia	**	**	**
College of the Rockies	**	**	**
Douglas College	84	96	88
Langara College	80	99	81
North Island College	**	**	**
Northern Lights College	**	**	**
Northwest Community College	**	**	**
Selkirk College	**	**	**
Vancouver Community College	84	90	93
Institutes and BCOU	539	571	94%
BC Institute of Technology	353	370	95
Emily Carr Institute of Art and Design	33	39	85
Institute of Indigenous Government	**	**	**
Justice Institute	47	47	100
Nicola Valley Institute of Technology	**	**	**
BC Open University	99	108	92
University Colleges	333	383	87%
University College of the Cariboo	61	66	92
University College of the Fraser Valley	84	100	84
Kwantlen University College	97	110	88
Malaspina University-College	49	57	86
Okanagan University College	42	50	84
Universities	2,312	2,920	79%
Royal Roads University	42	42	100
Simon Fraser University	822	1,217	68
University of British Columbia	857	993	86
University of Northern British Columbia	134	144	93
University of Victoria	457	524	87
Grand Total All Institutions	3,539	4,279	83%

Note: The denominator (# who continued) only includes those who continued at a different BC public institution and answered Q15J. Data have been suppressed and marked ** where fewer than 20 respondents continued their studies; however, subtotals and totals include data from all institutions in the corresponding group.

Since 2002, there has been some fluctuation in students' ability to enrol in all the courses they desired during their first semester at a BC public institution. In 2005 for example, access to desired courses improved for those entering university colleges (from 79% in 2002 to 87% in 2005), and diminished for those entering universities (from 83% to 79%). The university colleges that showed the greatest improvement in access to courses were Kwantlen (75% to 88%) and Fraser Valley (75% to 84%). Consistent with the findings from previous studies, Simon Fraser University had the lowest rate (68%) among universities for students getting all of the courses they wanted—this was a decrease of 9 percentage points from the 2002 results.

2.B.2 Those Who Did Not Continue

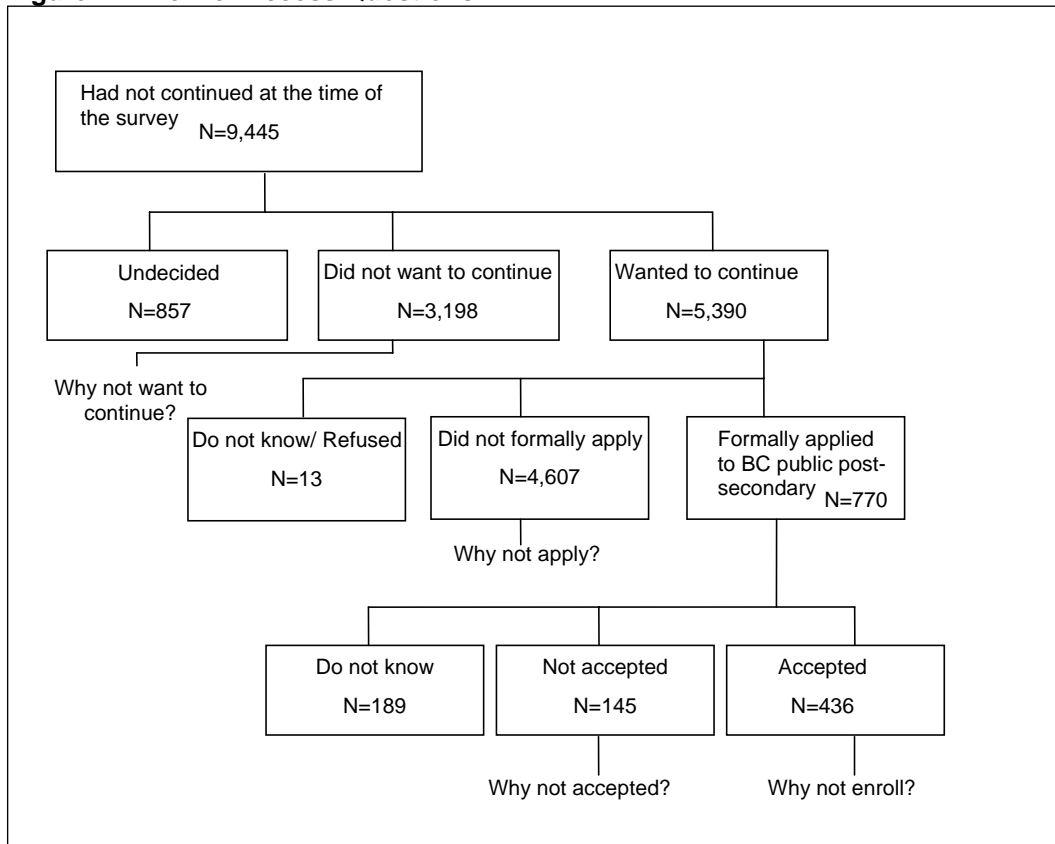
This portion of the analysis is based on the results of a series of questions designed to shed light on the experiences of students who may have tried unsuccessfully to continue their studies. The chart on the next page represents the flow and distribution of responses across the response categories for this set of questions. These questions are asked of respondents who had not continued their studies *at the time of the survey*.

Key Findings

Although a large proportion of students who did not continue their studies expressed a desire to do so, very few had actually submitted a formal application. Among those who submitted applications, top reasons for not enrolling include: deciding to work instead, a lack of financial resources, and other personal circumstances.

- 57 percent of respondents who had not continued their studies at the time of the survey expressed a desire to continue.
- Respondents who gave a reason for not wanting to continue their studies included 41 percent who had completed their educational goals and 37 percent who decided to work at a job instead.
- Only 14 percent of those who wanted to continue their studies actually submitted an application. Most of those who did not apply decided to work at a job instead (40%) or cited financial barriers to continuing their education (16%) as the main reason they had not applied.
- 57 percent of those who applied to a BC public institution were accepted, while 19 percent were not accepted and 25 percent did not know yet.
- For those who were accepted but did not enroll, top barriers to enrolling included the need to work at a job, lack of financial resources, and other personal circumstances.
- For the 145 applicants who were not accepted, lack of available spaces and low grades were the most commonly cited reasons for not being accepted.

Figure 2F: Flow of Access Questions



Barriers to Continuing

Of the 17,671 respondents to the 2005 survey, 9,445 reported they had not continued their studies after leaving their program at their institution. There was a subset of students who, although they had not continued their studies at the time of the survey, were in the process of applying or had successfully applied for further education. They were removed from the analysis in Table 2.Q: Main reasons for not enrolling.

When the 9,445 respondents were asked if they wanted to continue their studies, the majority (57%) said “yes”, a further 34 percent said “no”, and 9 percent were undecided. The most often cited reason for not wanting to continue their studies was that they had already achieved their educational goals (41%). Another frequently mentioned reason was that they had made a decision to work at a job instead of continuing their education (37%).

Although a fairly large group of respondents (n=5,390) reported a desire to continue their studies, only 14 percent actually made a formal application. Many of those who did not formally apply said they decided to work at a job instead (40%). A further 16 percent cited financial resources as a barrier to applying, 10 percent said they were taking a break from school, and 10 percent indicated that there were other personal circumstances making it difficult to continue their studies.

**Table 2.O
Reasons for Not Applying**

Reason For Not Applying	# reporting issue (A)	# who did not apply (B)	% of respondents reporting issue (A/B)
Decided to work at a job instead	1,796	4,517	40%
Did not have financial resources	720	4,517	16
Just wanted a break from studying	466	4,517	10
Other personal circumstances made it difficult	463	4,517	10
Wanted to re-think educational goals	263	4,517	6
Other reasons	809	4,517	18

Note: 90 respondents did not give a reason for not applying.

Those who applied to at least one public institution in BC were asked whether they were accepted. Fifty-seven percent indicated they had been accepted, and 19 percent said they were not accepted. A total of 189 respondents (25%) reported they “did not know”; this response is often indicative of a refusal to answer a question. However, in this case it is assumed that they had not heard from the institutions to which they applied.

Those who were not accepted were asked to report the main reason they were not accepted. Grades were a barrier to continuing studies for 25 respondents whose application to a public BC institution was rejected. For 31 respondents the issue was not with their own qualifications, but with the ability of the post-secondary system to supply enough spaces to meet demand.

Table 2.P Main Reasons for Not Being Accepted

Reason For Not Being Accepted	# who reported issue (A)	# of valid responses (B)	% of respondents who reported issue (A/B)
Available spaces taken	31	109	28%
Grades not high enough	25	109	23
Did not have pre-requisites	21	109	19
Other reasons	32	109	29

Note: 36 respondents did not give a reason for not being accepted

Of the respondents who were accepted but not yet enrolled, 19 percent said they decided to work at a job instead of returning to school. For 16 percent of respondents who were accepted, financial resources were a barrier to returning to school, while 14 percent said there were other personal circumstances that made it difficult to continue studying. Only 11 percent (representing 31 students) did not enrol because they were unable to enrol in the programs or courses that they wanted.

Table 2.Q Main Reasons for Not Enrolling

Reason For Not Enrolling	# who reported issue (A)	# of valid responses (B)	% of respondents who reported issue (A/B)
Decided to work at a job instead	52	280	19%
Did not have financial resources	44	280	16
Other personal circumstances made it difficult	40	280	14
Changed mind about going back to school at that time	33	280	12
Unable to enrol in desired program or courses	31	280	11
Other reason	80	280	29

Note: 81 respondents said they were enrolled but hadn't started their program yet; an additional 38 had invalid responses and 37 'did not know'.

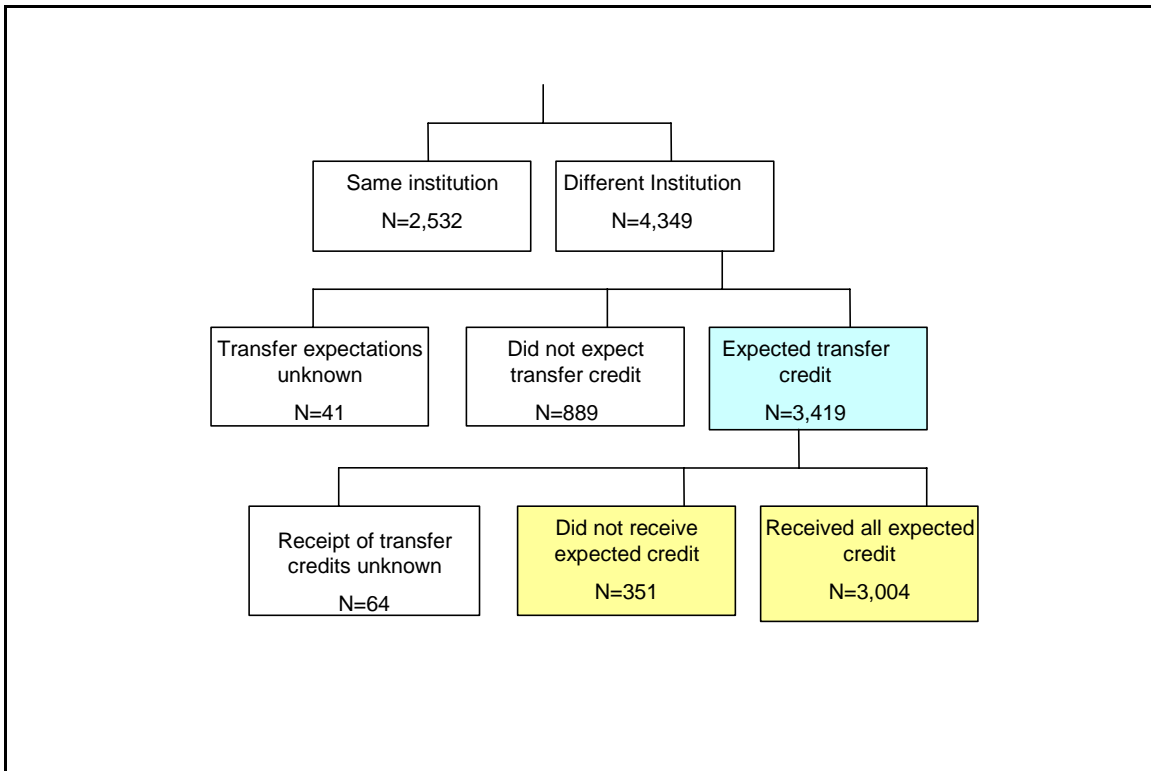
3 Transfer

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, *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 were concentrated. The third and final section, *What are Students' Sources of Information in Planning for Transfer?*, addresses questions related to how knowledge of the transfer system impacts the likelihood of transfer success.

3.A TRANSFER EXPECTATIONS

The experiences of respondents who transferred to a different BC public institution with the expectation of transferring credits (N=3,419) 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 many of the results presented here reflect respondents' impressions of the effectiveness of the system. Some 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 the system.

Key Findings

Profile

- Respondents who expected to transfer credits tended to be:
 - transferring from a college
 - transferring from Arts and Sciences programs
 - transferring to a related program
 - transferring to a university
 - younger than respondents who did not expect to transfer credits
- Respondents from Applied programs were more likely to expect transfer credits in 2005 than in 2002 (the percentage increased from 59 percent to 66 percent in 2005).

Meeting Transfer Expectations

- 90 percent of respondents indicated they received the transfer credit they expected, with the remaining 10 percent indicating they did not receive all expected transfer credits.
- 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 181 respondents, was that their courses transferred, but they could not use all of the credits towards their degree. The second most often mentioned reason was that the original course or program was not designed for transfer to the receiving institution (47%, down from 51% in 2002) (Table 3.A). There appears to be some improvement in students' knowledge of the transfer system in 2005 as only 28 percent said they did not know or understand transfer requirements, compared to 39 percent in 2002.

Overall Satisfaction

- 83 percent of all transfer respondents in the 2005 survey were "very satisfied" or "satisfied" with the admission services and application processes at the institution they transferred to (Figure 3.B).
- 84 percent of transfer respondents were "very satisfied" or "satisfied" with their overall transfer experience, down slightly from 2002 (88%) (Figure 3.C).
- Success in transferring credits was closely related to satisfaction; 36 percent of those who did not transfer the credits they expected were "unsatisfied" or "very unsatisfied" with their overall transfer experience, compared with 4 percent of those who received their expected transfer credits. (Table 3.B).

3.A.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 credits from [SENDING INSTITUTION] to [RECEIVING INSTITUTION]?

- Three quarters of respondents who transferred to a different institution expected to transfer credits.
- *Transferring from an Arts and Sciences program:* 88 percent of Arts and Sciences respondents expected to transfer credits, compared to 66 percent of Applied program students. Since 2002 there has been an increase in the percentage of Applied students who expected to transfer credits (from 59% to 66%).
- *Transferring to a related program:* 92 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 65 percent.
- *Transferring from a college:* 87 percent of respondents transferring from colleges expected to transfer credits (up from 82% in 2002), compared to 73 percent of respondents from university colleges, and 39 percent of respondents from institutes and BCOU.
- *Transferring to a university:* 92 percent of those transferring to a university expected to transfer credits, as did 81 percent of those transferring to a university college. Only 42 percent of those transferring to a college or institute 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. Although females comprise a greater percentage of respondents who transferred to another institution (59% were female while 41% were males), approximately the same proportion of females and males expected to transfer course credits (80% and 79% respectively).

3.A.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?

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

The results of question 15N show that 90 percent of respondents indicated they received the transfer credit they expected, with the remaining 10 percent (N=351) indicating they did not receive all expected transfer credits.

Question Q15P helps to assess the extent of transfer issues reported by the 10 percent of respondents who said they did not get all the transfer credits they expected. It appears very few respondents' expectations went completely unmet; less than 1 percent (n=16) of respondents who expected course transfer credits indicated that they were unable to transfer any of their courses. Four percent (n=128) were unable to transfer one or two courses; 3 percent were unable to transfer between three and five courses; and the remaining 2 percent were unable to transfer six or more courses.

The reason most often cited for not receiving expected transfer credits (Question 15O) was that, although courses transferred, not all of the credits could be used towards a degree—52 percent mentioned this reason in 2005, up from 46 percent in 2002 and 13 percent in 2000. Although many cases of unmet expectations were related to poor knowledge of the transfer system—just under half of the respondents with unmet transfer expectations said their “original courses or program were not designed for transfer” to their receiving institution—there is some improvement in how well students understand transfer requirements. In 2005, the lack of understanding of transfer requirements was mentioned by only 28 percent of those who did not get all the credits they expected, compared to 39 percent in 2002.

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

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

Reason For Not Receiving Transfer Credit	# who reported issue (A)	# with unmet transfer expectations (B)	% of respondents with unmet expectations who reported issue (A/B)
Courses transferred but could not use all of the credits toward degree	181	351	52%
Original courses or program were not designed for transfer	166	351	47
Received unassigned credit when expected to receive specific credit	144	351	41
Received fewer transfer credits for a particular course than initially granted (e.g., a 4-credit course only received 3 credits)	126	351	36
Did not know or understand transfer requirements	99	351	28
Completed more credits than allowed to transfer	87	351	25
Switched programs, and credits couldn't be applied to new program	83	351	24
Other	72	351	21

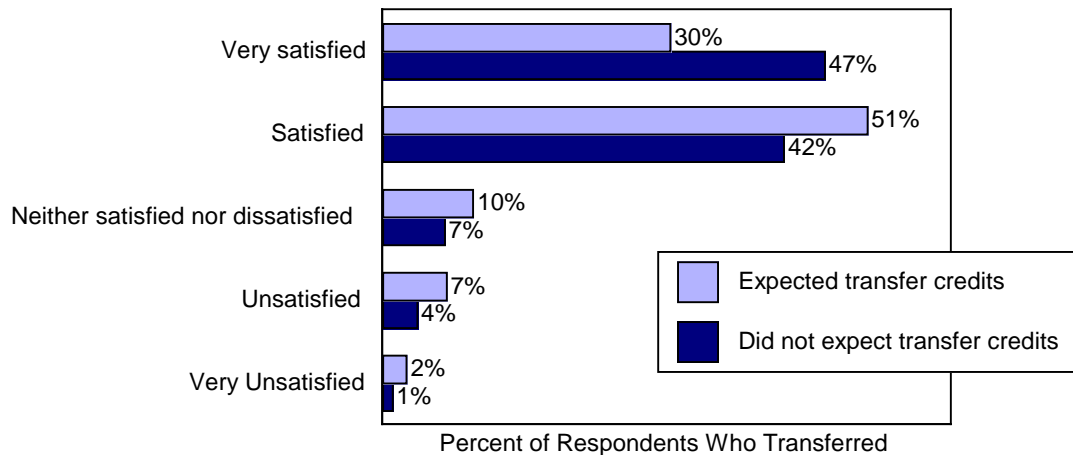
3.A.3 Satisfaction with Admission Services and Application Processes

In 2005, a new 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]?

Of all students who transferred to a different BC public institution for their further education, 83 percent indicated they were “very satisfied” or “satisfied” with admission services and application processes at their new institution. Of note, the respondents who did not expect to transfer credits gave a higher evaluation of the admission services and application processes at the receiving institution; 89 percent were “very satisfied” or “satisfied” versus 81 percent of those who expected to transfer credit (Figure 3.B).

Figure 3.B: Respondents’ Satisfaction with Admission Services and Application Processes at the Institution They Transferred To

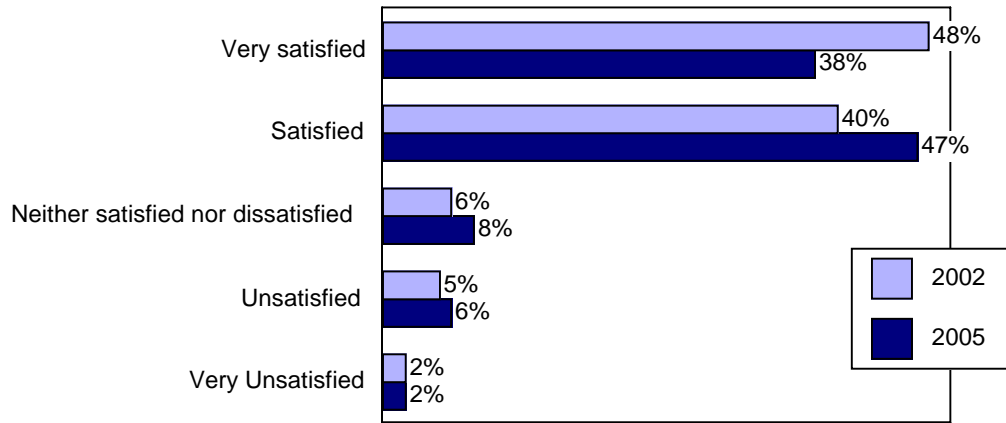


3.A.4 Overall Satisfaction

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; 84 percent said they were “very satisfied” or “satisfied”.⁸ Only 8 percent were “unsatisfied” or “very unsatisfied” (Figure 3.C). Overall satisfaction with transfer experience is slightly lower than in the 2002 survey, where 88 percent were “very satisfied” or “satisfied”.

⁸ 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.

Figure 3.C: Respondents' Satisfaction with their Overall Transfer Experience



Ninety percent of respondents who received their expected transfer credits were “very satisfied” or “satisfied” with their overall transfer experience, compared with 43 percent of those who did not receive all of their expected transfer credits (Table 3.B). Note that among those who received all of their expected transfer credit, 10 percent remained neutral or unsatisfied with their overall transfer experience. In 2005, the satisfaction rates were slightly lower than in 2002; even those who said they received their expected transfer credit were less satisfied in 2005.

**Table 3.B
Satisfaction with Overall Transfer Experience,
By Met and Unmet Transfer Credit Expectations**

Transfer Satisfaction	Did not receive expected transfer credit				Received expected transfer credit			
	2002		2005		2002		2005	
	#	%	#	%	#	%	#	%
Very satisfied	34	10	20	6	1,594	52	1,255	42
Satisfied	129	37	129	37	1,234	41	1,432	48
Neither satisfied nor dissatisfied	63	18	71	21	120	4	189	6
Unsatisfied	83	24	81	23	72	2	103	3
Very unsatisfied	37	11	44	13	21	1	22	1
All respondents	346	100	345	100	3,041	100	3,001	100
Non-response	3		6		11		3	

3.B 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 3,004 respondents whose transfer expectations were met, there are only 351 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 2005 survey was 10 percent, the same proportion as in the 2002 survey (Table 3.C).
- Respondents transferring to “very related” programs were more likely to realize their transfer expectations (Table 3.G).
- Reflecting the volume of respondents transferring from these institutions, almost two thirds (63%) of respondents with unmet transfer expectations came from colleges, with 18 percent coming from Langara, and 15 percent from Capilano. However, only 10 percent from colleges overall did not get their expected transfer credit—while 9 percent from Langara and 11 percent from Capilano did not get the course transfer credit they expected (Table 3.D).
- Ten percent of all respondents with transfer expectations who entered universities did not receive all of the transfer credits they expected, compared with 16 percent of those who entered institutes or BCOU, 14 percent of those who entered colleges, and 11 percent of those who entered university colleges. However, due to the volume of students entering universities from the college, university college, and institute sector, this group accounted for 74 percent of all respondents whose transfer expectations were not met (Table 3.E).
- Transfers between the top four sending institutions, Langara College, Kwantlen University College, Capilano College, and Douglas College, and the two top receiving institutions, the University of British Columbia and Simon Fraser University, account for 46 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.E).
- The percentage of respondents from Applied programs who did not realize their transfer expectations dropped from 13 percent in 2002 to 11 percent in 2005 (Table 3.F). In terms of volume, Arts and Sciences students accounted for about two thirds of those with unmet expectations, while Applied students only accounted for about a third of those with unmet expectations (Table 3.F).

The overall percentage of students reporting unmet transfer expectations was 10 percent, the same percentage as was reported in the 2002 survey (Table 3.C). Although there appears to be an increase in unmet expectations for students from institutes and BCOU, the results should be viewed with caution due to the very small numbers of students in that category (n=23). The largest proportion of students continued their studies at a university and this group shows virtually no change in unmet expectations.

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

	2000	2002	2005	
	%	%	%	N
By sending institution type:				
Colleges	12%	9%	10%	222
Institutes and BCOU	24	14	21	23
University Colleges	12	12	11	106
By receiving institution type:				
Colleges	15%	13%	14%	23
Institutes and BCOU	14	14	16	36
University Colleges	18	11	11	34
Universities	11	10	10	258
Overall Average	12%	10%	10%	351

3.B.1 Sending Institution

The detailed breakdown by sending institution provided in Table 3.D 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 who 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.

Almost two thirds (63%) of respondents with unmet transfer expectations came from colleges, with 18 percent coming from Langara, and 15 percent from Capilano, reflecting the sizes of those institutions. Actually, only 9 percent of students with transfer expectations from Langara and 11 percent from Capilano did not get the course transfer credit they expected.

Also reflecting institutional size, almost one third (30%) of respondents with unmet expectations came from university colleges, with 17 percent coming from Kwantlen. However, only 10 percent of respondents from that institution said they did not get their expected course transfer credit.

Former students from institutes and BCOU were more likely to say that their transfer expectations were not met (21%); however, the number of respondents who gave that response was quite small (n=23) (Table 3.D).

**Table 3.D
Respondents Unable to Transfer Some or All Credits, By Sending Institution**

Sending Institution	# respondents with unmet transfer expectations (A)	# respondents with transfer expectations (B)	% respondents with unmet expectations by institution (A/B)	Distribution of respondents with unmet expectations (A/(sum A))
Colleges	222	2,306	10%	63%
Camosun College	20	310	6	6
Capilano College	51	474	11	15
College of New Caledonia	15	128	12	4
College of the Rockies	3	36	8	1
Douglas College	47	522	9	13
Langara College	62	654	9	18
North Island College	4	46	9	1
Northern Lights College	**	**	**	**
Northwest Community College	4	33	12	1
Selkirk College	7	68	10	2
Vancouver Community College	9	31	29	3
Institutes and BCOU	23	109	21%	7%
BC Institute of Technology	16	83	19	5
Emily Carr Institute of Art and Design	**	**	**	**
Institute of Indigenous Government	**	**	**	**
Justice Institute of BC	**	**	**	**
Nicola Valley Institute of Technology	**	**	**	**
BC Open University	**	**	**	**
University Colleges	106	940	11%	30%
University College of the Cariboo	6	54	11	2
University College of the Fraser Valley	19	108	18	5
Kwantlen University College	61	596	10	17
Malaspina University-College	10	106	9	3
Okanagan University College	10	76	13	3
Grand Total All Institutions	351	3,355	10%	100%

Note: 64 respondents did not say whether they received their expected transfer credits
 Note : Data have been suppressed and marked ** where fewer than 20 respondents continued their studies with an expectation to transfer credits; however, subtotals and totals include data from all institutions in the corresponding group.

3.B.2 Receiving Institution

The two universities receiving the most respondents who expected to transfer course credits were Simon Fraser University and the University of British Columbia—together they accounted for 60 percent of all respondents who expected to transfer credits. Respondents continuing their education at those universities were similar to the overall average with regards to unmet expectations: 10 percent from SFU and 11 percent from UBC said they didn't get their expected credits—these percentages each reflect 2 percent increases from the 2002 report.

Respondents continuing their studies at an institute or BCOU were the least likely to report that their transfer expectations were met. Sixteen percent of respondents taking further studies at institutes or BCOU (n=36) indicated that they did not get the course transfer credit they expected.

**Table 3.E
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))
Colleges	23	160	14%	7%
Camosun College	**	**	**	**
Capilano College	6	25	24	2
College of New Caledonia	**	**	**	**
College of the Rockies	**	**	**	**
Douglas College	8	39	21	2
Langara College	5	42	12	1
North Island College	**	**	**	**
Northern Lights College	**	**	**	**
Northwest Community College	**	**	**	**
Selkirk College	**	**	**	**
Vancouver Community College	**	**	**	**
Institutes and BCOU	36	219	16%	10%
BC Institute of Technology	21	143	15	6
Emily Carr Institute of Art and Design	10	25	40	3
Institute of Indigenous Government	**	**	**	**
Justice Institute of BC	**	**	**	**
Nicola Valley Institute of Technology	**	**	**	**
BCOU	4	44	9	1
University Colleges	34	303	11%	10%
University College of the Cariboo	4	56	7	1
University College of the Fraser Valley	15	85	18	4
Kwantlen University College	6	80	8	2
Malaspina University-College	2	50	4	1
Okanagan University College	7	32	22	2
Universities	258	2,673	10%	74%
Royal Roads University	1	32	3	0
Simon Fraser University	112	1,147	10	32
University of British Columbia	97	880	11	28
University of Northern British Columbia	19	135	14	5
University of Victoria	29	479	6	8
Grand Total All Institutions	351	3,355	10%	100%

Note: 64 respondents did not say whether they received their expected transfer credits. Data have been marked ** where fewer than 20 respondents continued their studies with an expectation to transfer credits; however, subtotals and totals include data from all institutions in the corresponding group.

Transfers between the top four sending institutions—Langara College, Kwantlen University College, Capilano College, and Douglas College—and the two top receiving institutions—the University of British Columbia and Simon Fraser University—account for 46 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.B.3 Program of Transfer and Relatedness of Further Studies

The percentage of Applied respondents who did not realize their transfer expectations dropped from 13 percent in 2002 to 11 percent in 2005. This improvement was not noted for Arts and Sciences respondents, where a slightly higher percentage in 2005 reported not getting the course transfer credits they expected (10% in 2005 and 9% in 2002) (Table 3.F). As there are approximately twice as many Arts and Sciences former students as Applied who had unmet transfer expectations, this is an area that would benefit from additional improvement in articulation.

**Table 3.F
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	119	1,068	11%	34%
Arts and Sciences Programs	232	2,287	10%	66%
Grand Total All Programs	351	3,355	10%	100%

Note: 64 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 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.G).

**Table 3.G
Respondents Whose Transfer Expectations were Met, By Relatedness of Further Studies**

Relatedness of further study	# 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	105	14%	4%
Not very related	22	165	13	6
Somewhat related	134	1,063	13	39
Very related	177	2,012	9	51
All Respondents	348	3,345	10%	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).

3.C WHAT ARE STUDENTS' SOURCES OF INFORMATION IN PLANNING FOR TRANSFER?

Given that just under half of the respondents who did not receive their expected transfer credits said their original courses were not designed for transfer and that over a quarter of the students did not know or understand transfer requirements (Table 3.A), knowledge of the system may have a role to play in successful transfer. In particular, the fact that 52 percent of respondents who did not receive transfer credit cited “courses transferred but could not use all of the credits towards degree” indicates that some students do not understand that course applicability is an important aspect of course transfer. This section looks at what sources of information respondents who expected transfer credits used to plan for their transfer.

Key Findings

- The most important sources of information for students planning for transfer were the website of the institution they were transferring to, and counsellors, student advisors or other college officials (Table 3.H).
- Students also cited a variety of other resources, including the online BC Transfer Guide (65%), written materials such as calendars or advising sheets (62%), and the website of the sending institution (61%).
- Few students (23%) cited BC Transfer TIPS, a publication specifically designed to help in transfer planning.

In 2005, Q15ZD asked respondents who expected to transfer course credits whether they used each source of information for planning their transfer, from a list of sources (see Appendix 1 for complete wording). This newly worded question was similar to Q15M asked in 2002, except that respondents in that survey were asked to name the top two sources of information.

With the ever-increasing use of the world-wide web, institutional websites were added to the 2005 survey as potential sources of information. Indeed, the results indicate that the website of the institution that students transferred to was used by the highest number of students who expected to transfer.

The results between the 2002 and 2005 surveys are not directly comparable, although there are differences in the ranking of information sources. For example, the BC Transfer Guide (Online Transfer Guide in 2005) moved from top of the list in 2002 to third place in 2005. On the other hand, counsellors, student advisors, or other college officials remained in second place for both years. The Transfer Tips Handbook, which provides general information about how transfer between BC post-secondary institutions works, remained as the least used source for specific information.

Respondents' top transfer information sources did not appear to be highly related to the likelihood of receiving the expected transfer outcome. There were only small differences in the percentage of respondents who indicated that they had used each source of information, for those who successfully transferred their credits and those who did not (Table 3.H).

Table 3.H
Sources of Transfer Information,
By Met and Unmet Transfer Credit Expectations

Transfer Information Source	Of respondents who received expected transfer credit			Of respondents who did not receive expected transfer credit		
	# who used source	# respondents	%	# who used source	# respondents	%
Website of the institution student was transferring to	2,143	2,976	72%	235	348	68%
Counsellor, student advisor, or other college official	2,060	2,998	69	246	350	70
Online Transfer Guide	1,943	2,984	65	241	350	69
Written materials such as calendars or advising sheets	1,835	2,981	62	224	349	64
Website of the institution student was transferring from	1,817	2,966	61	199	346	58
Other students	1,278	2,989	43	161	350	46
BC Transfer TIPS Handbook	668	2,951	23	79	343	23

Note: Respondents answered "yes" or "no" to whether they used each source.

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, university colleges, 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.

Although the vast majority of respondents who transferred to a different institution in the BC public post-secondary system were successful in enrolling in all their courses of choice, the 2005 survey data showed a slight decrease overall in success compared to the 2002 findings. This overall decrease in students' ability to enrol in courses of choice is mostly due to students transferring to Simon Fraser University—other universities such as the University of British Columbia and the University of Northern BC showed some improvement in this area, as did most colleges and university colleges.

In terms of transfer, only 10 percent of students reported not receiving all of their expected transfer credit, and according to respondents, the most common reason for not receiving expected transfer credits was that while their courses transferred, they could not use all of the credits towards their degree. The second most common reason reported was that the original course or program was not designed for transfer. There appears, however, to be some improvement in students' knowledge of the transfer system in 2005, as only 28 percent said they did not know or understand transfer requirements, compared with 39 percent in 2002.

Any efforts to improve student planning should be considered—only two thirds of all respondents reported consulting the BC Transfer Guide, and only 23 percent had used BC Transfer TIPS. The website of the receiving institution was the source of transfer information most often cited by respondents. Developing and promoting transfer materials that students are most likely to use should make a difference in transfer success.

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 (Langara College, Kwantlen University College, Capilano College, and Douglas College). Given that almost half of the 351 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: Simon Fraser University, the University of British Columbia, and the University of Victoria.

This report includes information on those respondents who did not continue their studies. The findings show that while many of these students reported a desire to continue their studies at some point in the future, very few had actually made a formal application to a post-secondary institution. The top barriers to enrolling reported by respondents who were accepted into the BC public post-secondary system included the need to work at a job, lack of financial resources, and other personal circumstances.

Although the admissions picture drawn by these data is valuable, it remains an incomplete picture. Because the BC College and Institute Student Outcomes survey was not designed to survey 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, universities, the private system, other provinces, and ABE and Apprenticeship students. A methodology that incorporates the admissions experiences of all of these groups of students is needed to draw a more complete picture of the relationship between supply and demand in the BC public, post-secondary system. Such a complex admissions study can best be accomplished by using the Personal Education Number (PEN) to track all applicants and registrants rather than by using a survey methodology.

This report provides direction to the BC Council on Admissions and Transfer, 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, university colleges, institutes, and the 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.

Appendix 1: Relevant Questions from the 2005 BC College and Institute Student Outcomes Survey

Hello, my name is _____ and I'm calling on behalf of [NAME OF INSTITUTION], BC Stats, the BC Ministry of Advanced Education, and BC colleges, university colleges, and institutes. We need your help for our annual survey of former college, university-college, and institute 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.

1. Introductory Questions to Determine Survey Eligibility

Q1 To confirm, did you take courses from [NAME OF INSTITUTION] at any time during the period July 1, 2003 and June 30, 2004?

ALTERNATE WORDING IF INST=OLA (BCOU):

Q1 To confirm did you recently graduate from [BCOU]?

Interviewer Note: If BCOU students answer No – mention that some programs are offered in collaboration with other institutions but BCOU is the institution that usually awards the credential.

1. YES – GO TO Q3
2. NO – CONFIRM NEGATIVE, THEN THANK AND TERMINATE
3. STILL ATTENDING – GO TO Q4
4. DON'T KNOW – ATTEMPT TO PROBE, ELSE THANK AND TERMINATE
5. REFUSED – ATTEMPT TO PROBE, ELSE THANK AND TERMINATE

Q3 Are you still taking courses at [NAME OF 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

(For those still taking courses at [NAME OF 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)

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.

1. YES – GO TO Q4D
2. NO – GO TO Q4C
3. DON'T KNOW – GO TO Q4C
4. REFUSED – GO TO Q4C

Appendix 1: Relevant Questions from the 2005 BC College and Institute Student Outcomes Survey

Q4C What are you now studying?

_____ (=NAME OF SUBSEQUENT PROGRAM)

GO TO SECTION 2

REFUSED – GO TO SECTION 2

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

1. YES – GO TO Q4E
2. NO – THANK AND TERMINATE
3. DON'T KNOW – THANK AND TERMINATE
4. REFUSED – THANK AND TERMINATE

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

1. YES – GO TO COMMENT FOR Q4E=YES AND THEN GO TO SECTION 2
2. NO – THANK AND TERMINATE
3. DON'T KNOW – THANK AND TERMINATE
4. REFUSED – THANK AND TERMINATE

Interviewer Note: If Q4E = "YES", READ THE FOLLOWING – Your college would like to interview you about your experiences during your studies at the first and second year level in [NAME OF PROGRAM]. Many students transfer to other institutions after first or second year or go onto other activities. Please think back on the first two years of your program when you answer the questions in this interview. – GO TO SECTION 2

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)

REFUSED – GO TO SECTION 2

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

Appendix 1: Relevant Questions from the 2005 BC College and Institute Student Outcomes Survey

2. Past Education and Subsequent Education

Q7A Did you learn English as a second language?

1. YES – GO TO Q7B
2. NO – GO TO Q8
3. DON'T KNOW – GO TO Q8
4. REFUSED – GO TO Q8

Q8 Did you take any post-secondary education before enrolling at [NAME OF INSTITUTION]?

1. YES
2. NO
3. DON'T KNOW
4. REFUSED

Interviewer Note: IF “STILL ATTENDING” (THAT IS, Q1=3 OR Q3=1) – SKIP TO Q9F

Q9E Are you presently taking any other education/training?

1. YES – GO TO Q9F (MARK YES IF RESPONDENT IS BETWEEN SEMESTERS OR COMPLETED ONE COURSE AND IS ABOUT TO ENROL IN ANOTHER)
2. NO – GO TO Q10
3. DON'T KNOW – GO TO Q10
4. REFUSED – GO TO Q10

Q9F Are you currently studying on a full or part-time basis?

1. FULL TIME – GO TO Q12
2. PART TIME – GO TO Q12
3. DON'T KNOW – GO TO Q12
4. REFUSED – GO TO Q12

IF “STILL ATTENDING” (THAT IS, Q1=SA OR Q3=YES) – skip to Q15H

Q10 Since you took your last course at [NAME OF INSTITUTION], have you taken any further studies?

ALTERNATE WORDING IF INST=OLA (BCOU)

SINCE YOU GRADUATED FROM [OLA] (BCOU), 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, mark “NO”.

1. YES – GO TO Q12
2. NO – GO TO Q15R
3. DON'T KNOW – GO TO Q15R
4. REFUSED – GO TO Q15R

Appendix 1: Relevant Questions from the 2005 BC College and Institute Student Outcomes Survey

Q12 What is the name of the institution at which you were enrolled or at which you are currently enrolled?

Interviewer Note: If respondent mentions more than one institution, clarify which was the main one. Mark only one. The "main" institution is the one at which the student spends most of their time.

- | | |
|-------------------------------------|--|
| 1. BC INSTITUTE OF TECHNOLOGY | 2. CALGARY UNIVERSITY (ALBERTA) |
| 3. CAMOSUN COLLEGE | 4. CAPILANO COLLEGE |
| 5. UNIV. COLL. OF THE CARIBOO (UCC) | 6. DOUGLAS COLLEGE |
| 7. COLLEGE OF THE ROCKIES (COTR) | 8. EMILY CARR INSTITUTE OF ART & DESIGN |
| 9. FRASER VALLEY UNIV. COLL. | 10. JUSTICE INSTITUTE |
| 11. KWANTLEN UNIV. COLL. | 12. LAKEHEAD UNIV. |
| 13. LANGARA COLLEGE | 14. LETHBRIDGE UNIVERSITY (ALBERTA) |
| 15. MALASPINA UNIV. COLL. | 16. NORTH ISLAND COLLEGE |
| 17. NORTHERN LIGHTS COLL. | 18. NORTHWEST COMMUNITY COLLEGE |
| 19. OKANAGAN UNIV. COLL. | 20. BC OPEN UNIVERSITY |
| 21. PACIFIC MARINE TRAINING CENTRE | 30. BC OPEN COLLEGE |
| 22. SELKIRK COLLEGE | 23. SIMON FRASER UNIVERSITY (SFU) |
| 24. UNIV. OF ALBERTA | 25. UNIVERISTY OF BC (UBC) |
| 26. UNIV. OF VICTORIA (UVIC) | 27. UNIV. OF NORTHERN BC (UNBC) |
| 28. VANCOUVER COMMUNITY COLL. | 29. COLLEGE OF NEW CALEDONIA (CNC) |
| 31. OTHER (SPECIFY) _____ | 32. INSTITUTE OF INDIGENOUS GOVT (IIG) |
| 88. DON'T KNOW | 33. ROYAL ROADS UNIVERSITY (RRU) |
| 99. REFUSED | 34. NICOLA VALLEY INSTITUTE OF TECH.
(NVIT) |

Interviewer Note: For OTHER SPECIFY - Capture response exactly as provided by respondent.

Q12B Is this institution located in BC?

1. YES – GO TO Q15H
2. NO – GO TO Q15H
3. DON'T KNOW – GO TO Q15H
4. REFUSED – GO TO Q15H

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

Q15H Of all the institutions you applied to after leaving [NAME OF PROGRAM], was [MAIN INSTITUTION, or NAME OF INSTITUTION if still attending at same institution] your first choice?

1. YES
2. NO
3. DON'T KNOW
4. REFUSED

Q15I At [MAIN INSTITUTION], were you accepted into your preferred program of studies?

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?

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

Appendix 1: Relevant Questions from the 2005 BC College and Institute Student Outcomes Survey

**IF "STILL ATTENDING" (THAT IS, Q1=Still Attending OR Q3=YES) or Attending at same institution:
Q12 [MAIN INSTITUTION-BCIT] = [NAME OF INSTITUTION] -- skip to Q16
GO TO Q15ZB only if Q12B = 1. Skip to Q16 if Q12B<>1.**

Note: Only ask Transfer questions if respondent is taking further education at a BC post-secondary institution.

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

1. VERY SATISFIED
2. SATISFIED
3. NEITHER SATISFIED NOR DISSATISFIED
4. UNSASTISFIED
5. VERY UNSATISFIED
6. DON'T KNOW
7. REFUSED

Q15K Did you expect to transfer course credits from [NAME OF INSTITUTION] to [MAIN INSTITUTION]?

- | | |
|---------------|-------------|
| 1. YES | GO TO Q15ZD |
| 2. NO | GO TO Q16 |
| 3. DON'T KNOW | GO TO Q16 |
| 4. REFUSED | GO TO Q16 |

Q15ZD In planning for transfer, did you use any of the following sources of information? (READ EACH OPTION)

- | | |
|--|--|
| 1. YES | |
| 2. NO | |
| 3. DON'T KNOW | |
| 4. REFUSED | |
| 1. THE ONLINE TRANSFER GUIDE | |
| 2. BC TRANSFER TIPS HANDBOOK | |
| 3. THE WEBSITE OF THE INSTITUTION YOU WERE TRANSFERRING FROM | |
| 4. THE WEBSITE OF THE INSTITUTION YOU WERE TRANSFERRING TO | |
| 5. WRITTEN MATERIALS SUCH AS CALENDARS OR ADVISING SHEETS | |
| 6. A COUNSELLOR, STUDENT ADVISOR OR OTHER COLLEGE OFFICIAL | |
| 7. OTHER STUDENTS | |
| 8. OTHER SOURCES (SPECIFY) _____ | |

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 |

Appendix 1: Relevant Questions from the 2005 BC College and Institute Student Outcomes Survey

Q15O What were the reasons you **DID NOT** get the transfer credit you expected? Was it because ? (READ EACH OPTION)

1. YES
 2. NO
 3. DON'T KNOW
 4. REFUSED
-
1. ORIGINAL COURSES OR PROGRAM WERE NOT DESIGNED FOR TRANSFER TO [MAIN INSTITUTION]
 2. HAD COMPLETED MORE CREDITS THAN YOU WERE ALLOWED TO TRANSFER.
 3. DIDN'T KNOW OR UNDERSTAND TRANSFER REQUIREMENTS.
 4. RECEIVED UNASSIGNED CREDIT WHEN EXPECTED TO RECEIVE SPECIFIC CREDIT.
 5. 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. OTHER REASON (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>

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?

1. VERY SATISFIED – GO TO Q16
2. SATISFIED – GO TO Q16
3. NEITHER SATISFIED NOR DISSATISFIED – GO TO Q16
4. UNSATISFIED – GO TO Q16
5. VERY UNSATISFIED – GO TO Q16
6. DON'T KNOW – GO TO Q16
7. REFUSED – GO TO Q16

(Next questions just for students who answered “NO” to Q10, i.e., did NOT take further studies)

Q15R Did you want to continue your studies after leaving [NAME OF INSTITUTION]?

1. YES, GO TO Q15S_1
2. NO, SKIP TO Q15X
3. DON'T KNOW – GO TO SECTION 3
4. REFUSED – GO TO SECTION 3

Appendix 1: Relevant Questions from the 2005 BC College and Institute Student Outcomes Survey

Q15S_1 Did you formally apply to a BC public post-secondary institution after leaving [NAME OF INSTITUTION]?

1. YES, GO TO Q15U
2. NO, GO TO Q15Y
3. DON'T KNOW – GO TO SECTION 3
4. REFUSED – GO TO SECTION 3

Q15U Were you accepted into one or more public post-secondary institutions in BC?

1. YES - GO TO Q15W
2. NO - GO TO Q15V
3. DON'T KNOW – GO TO SECTION 3
4. REFUSED – GO TO SECTION 3

Q15V What do you think is the *main* reason you were not accepted? (Mark only one)

1. MY GRADES WERE NOT HIGH ENOUGH – GO TO SECTION 3
2. I APPLIED TOO LATE OR MISSED OTHER DEADLINES – GO TO SECTION 3
3. AVAILABLE SPACES WERE ALREADY TAKEN – GO TO SECTION 3
4. OTHER (SPECIFY) _____ – GO TO SECTION 3
5. DON'T KNOW – GO TO SECTION 3
6. REFUSED – GO TO SECTION 3

Q15W What was the *main* reason why you decided not to enrol in a BC public post-secondary institution that accepted you? (Mark only one response) (- THEN GO TO SECTION 3)

1. I DID NOT HAVE THE FINANCIAL RESOURCES TO ATTEND AT THAT TIME
2. I DECIDED TO WORK AT A JOB INSTEAD – (**NEED TO PROBE IF THE MAIN REASON THEY COULDN'T GO ON TO FURTHER EDUCATION WAS FINANCIAL**)
3. I CHANGED MY MIND ABOUT WANTING TO GO BACK TO SCHOOL AT THAT TIME
4. I CHANGED MY MIND ABOUT WHERE I WANTED TO STUDY NEXT
5. OTHER PERSONAL CIRCUMSTANCES MADE IT TOO DIFFICULT FOR ME TO CONTINUE MY STUDIES
6. I DID NOT GET ACCEPTED INTO MY INSTITUTION OF CHOICE
7. I WAS UNABLE TO ENROLL IN THE PROGRAM THAT I WANTED
8. I WAS UNABLE TO ENROLL IN THE COURSES THAT I WANTED
9. OTHER (SPECIFY) _____
10. DON'T KNOW
11. REFUSED
12. I AM ENROLLED BUT I HAVEN'T STARTED MY PROGRAM YET

Q15X What was the *main* reason why you did not want to continue your studies at a post secondary institution? (Mark only one response) (- THEN GO TO SECTION 3)

1. I DID NOT HAVE THE FINANCIAL RESOURCES TO ATTEND AT THAT TIME
2. I DECIDED TO WORK AT A JOB INSTEAD - (**NEED TO PROBE IF THE MAIN REASON THEY COULDN'T GO ON TO FURTHER EDUCATION WAS FINANCIAL**)
3. OTHER PERSONAL CIRCUMSTANCES MADE IT TOO DIFFICULT FOR ME TO CONTINUE MY STUDIES
4. I HAD COMPLETED MY EDUCATIONAL GOALS
5. I JUST DID NOT WANT TO CONTINUE MY STUDIES AT THAT TIME (OR ALTERNATIVELY "I JUST WANTED A BREAK FROM STUDYING.")
6. I WAS DISSATISFIED WITH MY PREVIOUS POST SECONDARY EDUCATION EXPERIENCE
7. OTHER (SPECIFY) _____
8. DON'T KNOW
9. REFUSED

Appendix 1: Relevant Questions from the 2005 BC College and Institute Student Outcomes Survey

Q15Y Why did you not apply to a post-secondary institution to continue your studies? (Mark one response only - THEN GO TO SECTION 3)

1. I DID NOT HAVE THE FINANCIAL RESOURCES TO ATTEND AT THAT TIME
2. I DECIDED TO WORK AT A JOB INSTEAD - **(NEED TO PROBE IF THE MAIN REASON THEY COULDN'T GO ON TO FURTHER EDUCATION WAS FINANCIAL)**
3. OTHER PERSONAL CIRCUMSTANCES MADE IT TOO DIFFICULT FOR ME TO CONTINUE MY STUDIES
4. I WANTED TO RE-THINK MY EDUCATIONAL GOALS
5. I JUST DID NOT WANT TO CONTINUE MY STUDIES AT THAT TIME (OR ALTERNATIVELY "I JUST WANTED A BREAK FROM STUDYING.")
6. I MISSED DEADLINES FOR ADMISSION APPLICATIONS
7. I DID NOT THINK I WOULD BE ADMITTED TO THE INSTITUTION OR PROGRAM THAT I WANTED
8. OTHER (SPECIFY) _____
9. DON'T KNOW
10. REFUSED

Q16 How related to your [NAME OF PROGRAM] at [NAME OF INSTITUTION] were/are your further studies at [MAIN INSTITUTION]? Would you say?

IF "STILL ATTENDING" (THAT IS, Q1=3 OR Q3=1) – How related to [NAME OF PROGRAM] at [NAME OF 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

Q47 When you left the [NAME OF PROGRAM] program at [NAME OF INSTITUTION], had you completed the requirements for a credential such as a degree, associate degree, diploma, or certificate?

Interviewer Note: Remember, the respondent may have gone on to a related program at a different level, and so technically they have left the program they are being surveyed for.

1. YES – GO TO Q50B
2. NO – GO TO Q48
3. DON'T KNOW – GO TO Q48
4. REFUSED – GO TO Q48

Q56 Are you an Aboriginal person? That is, an indigenous person of Canada, including North American Indian, Inuit or Métis? (Note to interviewer, respondents who indicate they are First Nations (status or non-status) should be classified as aboriginal)

1. YES – GO TO Q56A
2. NO – GO TO Q74D
3. DON'T KNOW – GO TO Q74D
4. REFUSED – GO TO Q74D

Appendix 2: About the BC College and Institute Student Survey Cohort

The goal of the BC College and Institute Student Outcomes Survey is to obtain feedback from students about their educational and college experiences and to find out what students do after they leave their college, institute, or university college in BC.

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, some credits must have been completed during the period July 1, 2003 and June 30, 2004 and the **student must not have been enrolled in the program between July 1, 2004 and January 21, 2005.**

Arts and Sciences programs

- Lower level (years one and two) – students must have successfully completed 24 or more credits at the institution submitting the survey cohort.
- Upper level (years three, four and five) – students must have successfully completed at least 48 credits with at least four of the most recent six courses at or above a third year level. 24 of the 48 credits must have been earned at the institution submitting the survey cohort.
- Note – some institutions offer programs where a diploma is granted for the first two years of study and is a pre-requisite for studies at the third and fourth year level. In these programs, students are surveyed after completing their diploma, whether or not they leave the program at their institution.

Applied programs

- Programs of less than one year duration – must have successfully completed all credits.
- Programs of 13-36 months duration – must have successfully completed 75 percent of program requirements.
- Upper division – must have successfully completed 24 or more credits in a baccalaureate program.

Appendix 3: Recommendations for Changes to the BC College and Institute Student Outcomes Questionnaire

ISSUE 1: A large proportion of respondents to Question 15R – Did you want to continue your studies – fell into the “Don’t know” response category (857/9,445). The validation routines run by BC Stats generally remove them from the base used to calculate percentages. In this question, however, “do not know” is a valid response—respondents may not have decided yet whether they want to continue their studies.

The same issue applies to Q15U – Were you accepted into one or more public post-secondary institutions in BC? Twenty-five percent of respondents to this question answered “Don’t Know”. Many of these respondents probably had not heard yet.

RECOMMENDATION 1:

Add an “Undecided” response category to Q15R and ask interviewers to clarify when a respondent says “Don’t know” whether, in fact, they mean they have not yet decided.

Add a “Have not heard yet” response category to Q15U and ask interviewers to clarify when a respondent says “Don’t know” whether, in fact, they mean they have not heard back from the institution yet.

ISSUE 2: There are a number of respondents who continued their studies at institutions not coded in the CISO survey (Q12). They are grouped into an “unknown” destination category. In order to better capture the location and type of institution students enrol in after their initial studies, it is proposed to add a few questions to the CISO survey.

RECOMMENDATION 2:

Q12 “What is the name of the institution at which you were enrolled or at which you are currently enrolled (for further studies)?” If respondents indicate “Other” (response 31), add the following questions:

1. Where is this institution located?
 - (a) In BC
 - (b) In Canada, outside BC
 - (c) Outside Canada
 - (d) Other (specify _____)

2. What type of institution is it?
 - (a) University
 - (b) College
 - (c) Institute
 - (d) On-line studies or distance education
 - (e) Other (specify_____)

3. Why did you choose this institution?
 - (a) Reputation of institution or program
 - (b) Availability of desired program
 - (c) I was accepted into this institution
 - (d) Other (specify_____)

Appendix 4: 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 0 – 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 a four-year baccalaureate 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 post-secondary program at a BC college, institute, or university college.
<i>Early Leaver:</i>	A student who left a program at their college, institute, or university college before completing enough credits to qualify for inclusion in the BC College and Institute 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.
<i>Upper Division:</i>	The third and fourth years of a four-year baccalaureate degree program.

Appendix 4: 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 College and Institute 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.