

# Dual Admissions

---

*A Review of British Columbia Practices and Outcomes*

*Prepared for BCCAT by Jacqueline P. Ashby and Lisa Gojsic White*

*October 2016*



Research by  
**BCCAT**

# Dual Admissions

---

## *A Review of British Columbia Practices and Outcomes*

*Prepared for BCCAT by Jacqueline P. Ashby and Lisa Gojsic White*

*October 2016*

© Copyright 2016 by the British Columbia Council on Admissions and Transfer.  
BCCAT is the official mark of the BC Council on Admissions and Transfer,  
as published by the Registrar of Trade-marks of the Canadian Intellectual Property Office.

This report is also available at [bccat.ca/pubs/dualadmissions.pdf](http://bccat.ca/pubs/dualadmissions.pdf)

BC COUNCIL ON ADMISSIONS & TRANSFER  
709 – 555 Seymour Street, Vancouver BC Canada V6B 3H6  
[bccat.ca](http://bccat.ca) | [educationplannerbc.ca](http://educationplannerbc.ca) | [bctransferguide.ca](http://bctransferguide.ca)  
t 604 412 7700 | f 604 683 0576 | e [info@bccat.ca](mailto:info@bccat.ca)

Research by  
**BCCAT**

# Table of Contents

1. Introduction and Literature Review .....	3
1.1 <i>Dual Admission Partnerships and Models</i> .....	6
2. Policy and Practice in British Columbia .....	7
3. Methodology and Study Framework .....	9
4. Results .....	13
4.1 <i>Douglas College and Simon Fraser University: Concurrent Dual Admission Model</i> .....	13
4.2 <i>North Island College and University of Victoria: Sequential Dual Admission Model</i> .....	20
5. Conclusion .....	27
6. References .....	31
7. Glossary of Terms .....	34
Appendix A: Electronic Student Questionnaire .....	36
Appendix B: Staff Participant Consent Form .....	42
Appendix C: Staff Interview Questionnaire .....	44
Acknowledgements .....	45

# Executive Summary

Accessibility and transferability have been the hallmarks of British Columbia's post-secondary system. Recent figures on student transitions indicate that approximately 50,000 students move between BC public post-secondary institutions annually and 45% of BC Bachelor's degree graduates attended more than one BC public post-secondary institution (2015-2016 Annual Review: Supporting Post-Secondary Student Journeys, p. 21). BC institutional partnerships and agreements have been instrumental in promoting student mobility, transfer of credits, and degree attainment.

British Columbia's dual admission programs reinforce these values by providing undergraduate students the ability to jointly enrol and take courses, sequentially or concurrently, at a college and university. These programs offer students greater flexibility in their scheduling by increasing the range of courses accessible in addition to affording them the opportunity to complete their first two years of study at an institution in their home community with a guaranteed admission to the four-year degree granting institution (Douglas College, 2009).

However, there is a dearth of research investigating the sustainability and success of these programs. Drawing on the literature, quantitative data, and interviews with program administrators, this case study examined the motivations, processes, and outcomes of two dual admissions partnerships in BC from both the institutional staff and student stakeholder perspectives and sources. *What do dual admissions programs look like in BC and how are they influencing student satisfaction and success?*

This study, commissioned by the British Columbia Council on Admission Transfer, seeks to answer these questions by examining two post-secondary dual admission

Dual admission programs offer students greater flexibility in their scheduling by increasing the range of courses accessible. In addition, they afford them the opportunity to complete their first two years of study at an institution in their home community with a guaranteed admission to the four-year degree granting institution.

programs established between Simon Fraser University and Douglas College as well as University of Victoria and North Island College.

The report's central findings indicate that nurturing strong connections between colleges and universities via dual admission programs should be a strategic imperative for BC's post-secondary system seeking to support student transition, persistence, and degree attainment.

## Recommendations

This report finds that dual admission partnerships and programs are instrumental in providing post-secondary students the access necessary to transition from college to university. If dual admissions partnerships continue to work cohesively in supporting student transfer and degree completion, they can continue their expansion and outreach to students. However, if these partnerships lack the strategy, structure, and resources to maintain these programs, student persistence and retention may be impacted.

This study recommends the following basis for the strategy to sustain successful dual admission partnerships and programs:

It is in the best interest of BC's public post-secondary system to continue implementation and support of dual admission programs as they ease students' transition, provide the comfort of guaranteed access to university, and relieve some financial burden.

- ***Develop Detailed Partnership Agreements.***  
Implement a Memorandum of Understanding that articulates the details of the partnership's structure including the program's objectives; members' expectations, roles, and responsibilities; flow of communication and set meetings; program indicators and targets; data storage and sharing; and evaluation.
- ***Dedicate Program Coordinators.***  
Employing a program coordinator to manage the administrative complexity of dually-enrolled students would help in maintaining consistent communication and tracking of student data.
- ***Implement Program Evaluation.***  
Establish an evaluative component prior to the program's implementation that include an agreed upon set of indicators and targets assisting administration and staff in their ability to measure and confirm if the objectives of the program have been satisfied.
- ***Create Shared Databases and Policies.***  
Develop a shared database that allows partnering institutions to concurrently track student progress. Design policies and procedures that structure the transmission of student data to maintain accuracy.
- ***Design Separate Fee-Structures and Policies to Support Dual Admissions.***  
To minimize dual admissions students' financial burden, provide them a reduced tuition fee structure and institute financial aid policies that allow these students to combine their course credits and identify their status as fulltime.

It is in the best interest of BC's public post-secondary system to continue implementation and support of dual admission programs as they ease students' transition, provide the comfort of guaranteed access to university, and relieve some financial burden. Furthermore, these programs represent the core of BC's Ministry of Advanced Education mission to assist and support BC students in their accessibility and completion of post-secondary education.

# Dual Admissions

## *A Review of British Columbia Practices and Outcomes*

### 1. Introduction and Literature Review

Accessibility and transferability have been the hallmarks of British Columbia’s post-secondary system. British Columbia’s post-secondary dual admission programs reinforce these values by providing undergraduate students the ability to jointly enrol and take courses, sequentially or concurrently, at a college and university. These programs offer students greater flexibility in their scheduling by increasing the range of courses accessible in addition to promoting students’ mobility by affording them the opportunity to complete their first two years of study at an institution in their home community with a guaranteed admission to the four-year degree granting institution (Douglas College, 2009).

Dual admission partnerships are also described as key in reinforcing the “equity and equality in higher education” in that they contribute to the diversification of the student body by providing additional academic and financial support as well as easing the transition from college to university (Shulruf, Turner, & Hattie, 2009, p. 2416). However, there is a dearth of research exploring the implementation and sustainability of these programs and their student outcomes. Therefore, the purpose of this study was to review the administrative processes and student outcomes of dual admission programs from both an institutional staff and student stakeholder perspective. The assessment of this pro-



gram further examined how and why post-secondary institutions implemented dual admissions partnerships, what types of students enter these programs, and how this type of programming has impacted students, institutions, and the province of British Columbia.

The current study examined the motivations, processes, and outcomes of dual admissions partnerships in BC from both the institutional staff and student stakeholder perspectives and sources. The overarching research question for this study asked, “*What do dual admissions programs look like in BC, and how do they influence our province via student satisfaction and success?*” Secondary questions that steered this study included:

#### ***Institution***

- What were the motivations for implementing the dual admissions partnership?
- What are the relevant policies governing dual admissions at each institution and what are insti-

tutional staff and faculty's perspectives on these policies?

- Aside from institutional policies, what are the experiences of the institutions (administrative staff, advisors) that have offered dual admissions? What has worked? What has not worked? What could have been done better?
- Are there enrolment goals of the dual admissions partnership and, if so, what are they?
- How are students supported in their academic and personal endeavours in the program?

### Students

- Who are the students admitted and enrolled in the program from a demographic and academic standpoint? Why did students enrol in a dual admission program?
- What is the academic performance and are the progression patterns of students? Have anticipated outcomes or targets been met?
- Did students feel supported in their academic and personal endeavours in the program?
- What are student's experiences with the curricular transition from college to university?
- What was student's level of satisfaction with the program and their educational experience in the program?

## Dual Admission Definitions

Post-secondary undergraduate degree programs that admit students to two institutions, either sequentially or concurrently, have been described as:

- **Degree partnership:** Degree partnership is defined as an agreement between two post-secondary institutions that jointly admits undergraduate

students into a degree program. Students fulfill the course and GPA requirements of both institutions to guarantee continuation and completion of their undergraduate studies at the degree granting institution (Gaber, 2006). Similar terms used in the literature include *degree program partnership* and *dual partnership*.

- **Dual enrolment, concurrent enrolment or concurrent admission:** These terms are used interchangeably to describe educational programs that allow students to be jointly admitted and enrolled at two distinct partnering institutions (ARUCC, 2016; Handel, 2011). Students dually enrolled are able to earn college credits towards their undergraduate degree. However, these terms are increasingly used to describe programs that afford secondary students the opportunity to earn college or university credit while attending high school (Community College Research Center, 2012).
- **Co-admission:** simultaneous enrolment at a community college and university, which expands students' opportunities to take a wider range of classes, and to access academic advising and student services at both institutions. This term is used predominantly in the Western U.S., with prominent examples of Portland State University (e.g., [https://www.pdx.edu/admissions/sites/www.pdx.edu.admissions/files/QuickFacts%202015\\_0.pdf](https://www.pdx.edu/admissions/sites/www.pdx.edu.admissions/files/QuickFacts%202015_0.pdf)) and the University of Nevada, Reno.

## Dual Admission Program Objectives

Affirmative action policies initiated the development of dual admission programs in the United States (Atkinson & Pelfrey, 2004; Forest & Kinser, 2002; Wilson, 2012). In the U.S., dual admission programs are a pathway that provides students of all races, ethnicities, and socio-economic backgrounds greater access to public post-secondary education and completion of their baccalaureate degree. They largely target students traditionally

Research on dual admission programs indicate that partnering institutions benefit from the relationship. Dual admission partnerships may facilitate greater communication between institutions thus reducing the effort to track students' progress; in addition, these agreements assist degree-granting institutions by ensuring that they attain student growth targets through recruiting and retaining capable and qualified transfer students (Gaber, 2006).

underserved in post-secondary who require additional academic and financial support (Atkinson & Pelfrey, 2004; Forest & Kinser, 2002; Handel, 2011; Speakman, 2001; Wilson, 2012).

Media releases and post-secondary institutional leaders describe BC dual admission programs as a vehicle to recruit, retain, and graduate students while providing them an educational alternative better suited to their diverse needs (Gaber, 2006; Handel, 2011).

*Douglas is the college of doing and discovery. Part of that discovery means finding the educational pathway that meets your particular needs. We believe you should have multiple options for entering and exiting programs, and multiple options for transferring and laddering between programs. It shouldn't matter whether those programs are at Douglas or somewhere else.* (Scott McAlpine, Douglas College president, "Douglas College helps students", 2012).

Previous research indicates that dual admission programs provide students' benefits such as the ability to complete their first two years of undergraduate study near their residence; priority registration at both institutions; and guaranteed enrolment at the partnering 4-year degree granting institution (Handel, 2011). This provides dual admissions students' time to acclimate to the college life at a lower tuition cost (Handel, 2011). Students may also have access to academic advising, health benefits, Co-op programs, financial aid, and scholarships offered by both institutions.

Students admitted into dual admission programs have more options and flexibility in pursuing their baccalaureate degree (Gaber, 2006; Handel, 2011). Dual admission programs often award students credit for their prior learning experiences and allow them to transfer courses between partnering institutions expediting their road to degree completion (Gaber, 2006; Handel, 2011). In attending two institutions, students are further exposed to a diverse array of teaching, curriculum, and program diversity (Gaber, 2006).

Research on dual admission programs indicate that partnering institutions benefit from the relationship. Dual admission partnerships may facilitate greater communication between institutions thus reducing the effort to track students' progress; in addition, these agreements assist degree-granting institutions by ensuring that they attain student growth targets through recruiting and retaining capable and qualified transfer students (Gaber, 2006).

*SFU's concern is 'that there will be less students transferring from college to university into SFU,' said SFU Vice President Academic Jon Driver. The program will '[result] in more certainty for students and . . . better quality students coming to the university,' continued Driver.* (Wong, 2009)

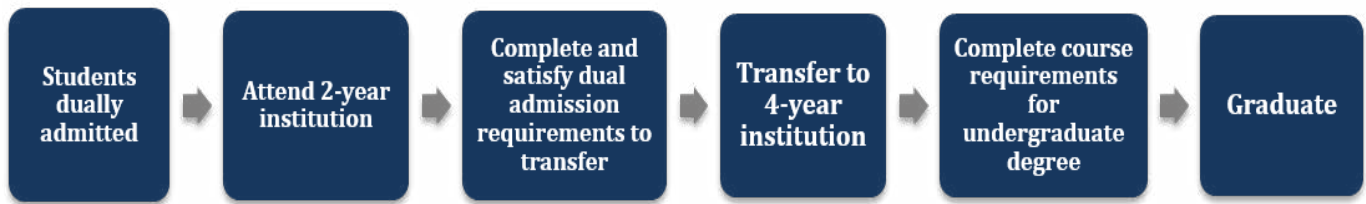
In post-secondary's highly competitive environment, dual admission programs also assist in capturing a demographic of students guaranteed admittance into the university (Gaber, 2006).



## 1.1 Dual Admission Partnerships and Models

Dual admission agreements vary as they are based on the unique needs and objectives of each college-university partnership. Gaber (2006) describes these agreements as ranging from “a simple guarantee from a university that qualified college students will be admitted into the university” to “joint admission with a single application, and/or concurrent enrolment” (p. 1).

### Sequential Dual Admission Model



The *sequential* dual admission model admits undergraduate students into both institutions with the understanding that they attend the non-degree granting institution for one to two years and/or complete a required number of units prior to enrolling in courses at the four-year degree-granting institution. Students are guaranteed admittance into the partnering four-year university if they meet and satisfy the requirements of both institutions.

### Concurrent Dual Admission Model



The concurrent dual admission model provides eligible undergraduate students the flexibility to simultaneously enrol in courses at both institutions while pursuing their undergraduate degree. Concurrent dual admission agreements often specify the number of credits and courses students are able to transfer from college to university as well as the number of units and/or courses required at the university to complete their degree. Similar to the sequential model, students’ progress is based on fulfilling the requirements of both institutions.

## 2. Policy and Practice in British Columbia

At present, British Columbia’s public post-secondary system has established 11 dual admission partnerships between BC colleges and universities to support students’ transferability and degree completion.<sup>1</sup> The majority of the dual admissions agreements highlighted in Table 1 can be located on the BC Transfer Guide.<sup>2</sup> Although dual admission programs differ in their arrangements, both *sequential* and *concurrent* models are implemented in British Columbia’s post-secondary system. Of the 11 BC dual admission partnerships, eight institutions have implemented a sequential model and three institutions use a concurrent model.

Table 1. **British Columbia Dual Admission Partnerships**

Colleges in BC Transfer System	BC University	Dual Admission Model	Details of Program
College of New Caledonia	Thompson Rivers University	Sequential	Arts, Science, Business
College of the Rockies	Thompson Rivers University	Sequential	Arts, Science, Business
Douglas College	Simon Fraser University	Concurrent	Arts, Science
Douglas College	Thompson Rivers University	Sequential	Arts, Science
Langara College	Simon Fraser University	Concurrent	Arts, Science, Health Sciences
North Island College	Royal Roads University	Sequential	Arts, Science, Commerce
Northern Lights College*	Justice Institute of British Columbia*	Sequential	Pending (see <a href="http://www.jibc.ca/news/jibc-and-northern-lights-college-pledge-greater-collaboration">http://www.jibc.ca/news/jibc-and-northern-lights-college-pledge-greater-collaboration</a> )
North Island College	University of Northern BC	Sequential	Science (see <a href="http://www.nic.bc.ca/program/dual_admission_unbc">http://www.nic.bc.ca/program/dual_admission_unbc</a> ) After 2 years of degree-approved courses can also apply to UNBC Medical Program.
North Island College	University of Victoria	Sequential	Arts, Science, Applied Science (e.g. Engineering)
North Island College	Vancouver Island University	Concurrent	Arts, Science
Yukon College	Thompson Rivers University	Sequential	Arts, Science, Business

\* A Memorandum of Understanding was signed between Northern Lights College and Justice Institute of British Columbia in 2014. However, the partnership has not been formalized yet.

<sup>1</sup> Dual admissions partnerships with institutions outside of BC with the exception of Yukon College are not included in this table.

<sup>2</sup> See [bctransferguide.ca/search/partnerships](http://bctransferguide.ca/search/partnerships) unless otherwise indicated in Table 1.

## Home Institution

A common element of dual admission partnership agreements is a definition of the student's home institution. The home institution is generally defined as where the student is registered in the majority of units (i.e. 51%). If the student's registration is equal at both institutions (i.e. 50% each), the home institution is typically determined by where the student has completed the most course units.

Home institution designation is essential when students apply for Student Aid BC (SABC) funding through the home school. The home institution is expected to report to SABC information regarding a student's withdrawal or an unsuccessful course completion. For students to be eligible for SABC, the policy states that courses taken at the non-home institution must be part of the program of study and applicable towards the student's degree.

## Student Eligibility

To be eligible for most dual admission programs, students must meet the admission requirements of both the college and the university. Eligibility may be based on high school grade point average or college grade point average. Once admitted, students are often required to maintain at least a 2.0 grade point average as well as to complete the course units required to transfer and graduate with their undergraduate degree. In British Columbia, dual admission programs are generally open to Canadian and International students as well as to new and continuing students.

## Partnership and Collaboration

Dual admission agreements between BC's post-secondary institutions stipulate that the partnerships are a collaborative and cooperative effort. Both institutions agree to mutually respect the educational values, policies, and plans of each institution. Furthermore, several agreements outline institutional expectations that include the joint participation in program discussions and an equitable divide of their resources to support program development.

## Planning and Operational Principles and Processes

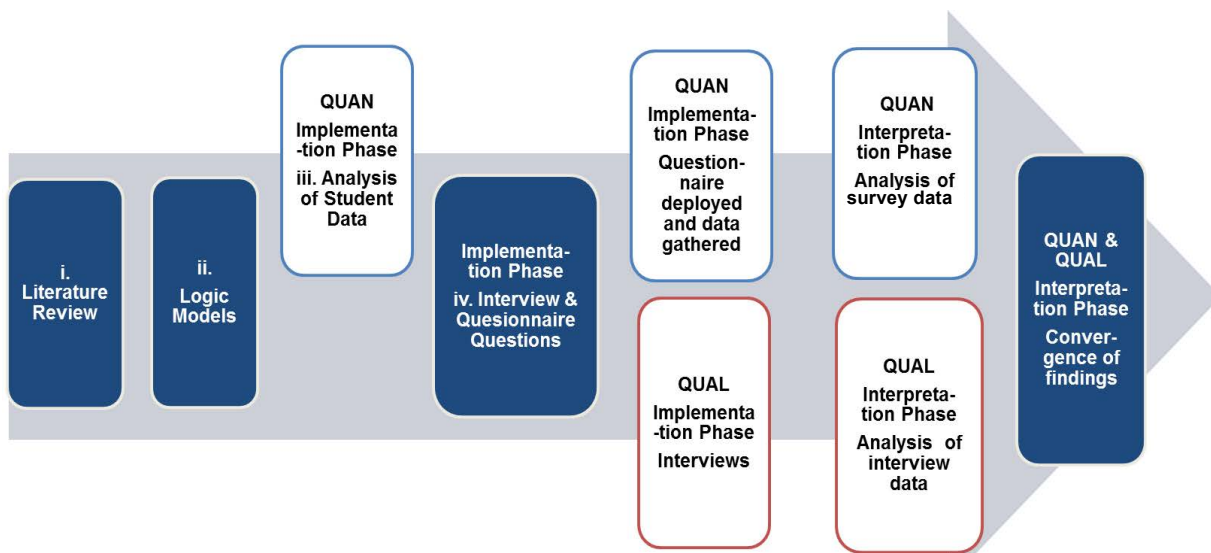
Dual admission agreements frequently detail how the partnership will take shape. This may include the formation of a dual admission steering committee to assist in jointly developing the program's application, admission, enrolment, and review procedures. In the agreement, institutions often commit to tracking students' progress and success by sharing data and communicating information regarding any changes to the program's services and policies.

### 3. Methodology and Study Framework

Two case studies were undertaken that examined the dual admission programs between Simon Fraser University and Douglas College, and between North Island College and the University of Victoria. Primary stakeholders of interest in these case studies were program developers, coordinators, and advisors, in addition to current students and/or recent graduates of the four-year degree granting institutions. A mixed methodology was used that included the analysis of institutional documents, websites, and student data; a survey questionnaire administered to current students and graduates of a dual admissions program; and interviews with administrative staff members from each institution. The research project was processed independently by the appropriate Research Ethics Board at each of the participating institutions, according to their institutional policies.

A mixed-methodological approach was taken utilizing a descriptive, embedded, multiple case-study framework (Yin, 2012). This study aimed to understand the characteristics and mechanisms of the two dual admissions case-study partnerships in addition to gaining insight regarding student and administrative staff program experiences. Yin (2012, 2009) suggests a case-study framework is useful when examining the development of organizational partnerships. To help guide the review and research questions, logic models provide a basic proposition of “how the programs are supposed to work” (Yin, 2012, p. 10).

A mixed-method concurrent triangulation strategy was used (Creswell, 2003). This approach to data collection enables researchers to employ “two (or more) different methods in an attempt to confirm, cross-validate, or corroborate findings within a single study” (p. 217). The results of the qualitative and quantitative methods used were integrated into the interpretation phase.



Noted in the diagram above, the research strategy began with a literature review to lay the foundation of knowledge about dual admissions programs. The literature review helped to inform the underlying questions beyond the obvious descriptive elements as, noted by Yin (2012), the primary purpose of conducting a literature review for a case study is to “develop sharper and more insightful questions about the topic” (p. 9).

Logic models were utilized based on the two case-study partnerships to assist researchers in the review of these affiliations. Logic models provided a visual representation of program flow, helped guide the study’s focus, and assisted in the development of questions regarding processes and outcomes.

The study’s questions were addressed through each stage of data collection and analysis. This included a content analysis of documents and interviews to develop common themes in addition to descriptive and basic inferential statistical analysis of student data and questionnaire feedback. Upon the analysis of each data set, the results from both the qualitative and quantitative findings were integrated in the interpretation phase “as a way to strengthen the knowledge claims of the study or explain any lack of convergence that may result” (Creswell, 2003, p. 217).

## **Institutional Student Data**

A request for the population of dual admissions student data from each case study institution was also initiated. The Institutional Research and Planning offices of each participating college and university contributed data on students’ participation in the dual admissions programs. Analysis of student demographic and academic data supplied by selected institutions provided an understanding of student characteristics, outcomes, and flow that helped inform interview and survey questionnaires. Once dual admission partner institutional data sets were amalgamated, dummy variables were created for ease of analysis.

## **Interviews and Questionnaire**

Questionnaires and interviews were both utilized in this study. Yin (2009) purports that, “one of the most important sources of case study information is the interview,” (p. 106). Questions posed in the questionnaire and semi-structured interviews were developed based on the literature review, logic model, student data analysis information, and in consultation with BCCAT and administrative institutional stakeholders.

### ***Interviews***

#### **Administrative Staff**

Researchers initiated interviews with administrative staff. Administrative stakeholders of interest in this study were program developers, coordinators, and program advisors. A list of potential participants was developed based on feedback from case study Institutional Research and Planning departments. Interviews took place both in person and via the telephone.

Nine interview participants were contacted and informed of the nature and purpose of the project. Participants voluntarily provided consent and were interviewed about their knowledge and experience administering their dual admission program. Interview participants' names were omitted to ensure their anonymity and confidentiality; furthermore, these individuals were allowed to terminate their involvement in the project at any time. Staff Consent Forms and Interview questions are included in Appendices B and C.

Interviews with key administrative staff were digitally recorded, transcribed, unitized, coded, and constructed into themes following the methodology suggested by Creswell (2008). Using inductive analysis, a systematic reading of each transcript was conducted to understand participants' perceptions and experiences. Key words and concepts were documented in the transcripts' margins and categorized by code words. The codes determined from each interview were compared and verified to establish themes.

## Students

At the end of the current student and the program graduate questionnaire, students were asked if they would be interested in participating in a follow-up interview. However, conducting student interviews was not possible due to small sample sizes and low survey response rates. To address the student experience component of our study, qualitative and quantitative data retrieved from the administrative interviews, institutional research departments, and student and graduate surveys were used in the study.

## Questionnaires

With assistance from Institutional Research and Planning departments at participating institutions, questionnaires were deployed to current undergraduate students in the third or fourth year of their dual admissions program and to recent dual admission program graduates. The questionnaires were designed to elicit valuable information regarding students' perceptions, opinions, and experiences with the program and is included in Appendix B.

Table 2. **Respondents' Affiliation for Reporting**

Questionnaire	Sample Size	Response Rate
NIC-UVic Current Students	39	25.6%
NIC-UVic Program Graduates	3	0%
Douglas-SFU Current Students	102	13.7%
Douglas-SFU Program Graduates	22	18.2%
<b>Total</b>	<b>166</b>	<b>22.3%</b>

As illustrated in Table 2, sample sizes, in some cases, and subsequent response rates were quite small. When reporting out results by specific survey questions, response rates were even smaller given that survey participants were not required, nor should they be required, to fill out all questions. The responses in many cases did not exceed 10 per question which is problematic in terms of ensuring privacy to respondents. As a result, to help maintain the privacy of participants, this report offers a high-level summary of survey findings per dual admissions partnership only.

## **DOUGLAS-SFU RESPONDENTS**

Relatively speaking, survey respondents mirrored the general population of Douglas-SFU current students and program graduates with a few exceptions.

The majority of respondents at the time of participation were Arts and Social Sciences students (78.6%), are female (71.4%), typically have been enrolled full-time in their program<sup>3</sup> (64.3%), were 39 years of age or under and, on average, 24.3 years of age, and had achieved 91 or more credits in their program (57.1%) denoting many were in their fourth year of studies.

Of the dual admission graduate sample, 18.2% filled out the survey. Of the graduates who responded, 75% were female and 30 years of age or younger. All respondents had graduated from an Arts or Social Sciences program and 75% these students were enrolled full-time in their program.

## **NIC-UVIC RESPONDENTS**

Currently attending student respondents (n = 10) were enrolled in various programs including Engineering, Sciences, Social Sciences, and unspecified and educational levels ranged from first year studies to fourth year. The average age of respondents was 20.4 and the majority of participants were male. No respondents indicated an Aboriginal or international status.

All participants specified that they attended NIC and UVIC full-time on average (4 or more courses per semester) and most indicated that their commute was less than 30 minutes to either institution.

---

<sup>3</sup> Twelve or more credits per term as per SFU's definition of full-time attendance.

## 4. Results

Given the difference in the program structure between sequential and concurrent dual admissions programs, the Douglas-SFU and NIC-UVic case studies are analyzed separately, although both analyses utilize the same criteria.

### 4.1 Case Study 1: Douglas College and Simon Fraser University: Concurrent Dual Admission Model

#### Case Description

*We serve incredibly diverse communities with diverse needs. We're changing in order to remove barriers and to support students' goals. We're changing to provide the flexible educational options that will allow them to compete in a dynamic job market.* (Scott McAlpine, Douglas College president, "Douglas College helps students", 2012).

Douglas College accommodates students at four campuses located in New Westminster, Coquitlam, and Surrey. The college serves over 20,000 students a year and is considered one of the largest colleges of post-secondary education in British Columbia. To promote students' mobility and transfer, Douglas College has developed dual admission agreements with both Thompson River University (TRU) and Simon Fraser University (SFU). Simon Fraser University, also a multi-campus institution, serves over 30,000 students in Burnaby, Surrey, and Vancouver. This segment focuses on the partnership between Douglas College and Simon Fraser University.

The Douglas College–Simon Fraser University dual admissions partnership was launched in spring 2010 (January to April). More than 260 students had enrolled in this dual admissions (DA) program as of fall 2015.

#### Program Structure and Objectives

The Douglas-SFU College dual admission agreement offers students the flexibility to simultaneously enrol in courses at both institutions and apply up to 60 course units earned at Douglas College towards a SFU undergraduate degree. This program applies to undergraduate students who are pursuing SFU Bachelor degrees from the Faculty of Arts and Social Sciences, the Faculty of Environment, and the Faculty of Science. Administrators interviewed explained that the program was soft-launched in 2010 and currently offers three intakes in the spring, summer and fall semesters. No admission targets have been set and students must meet the admission requirements of both schools prior to applying.



Administrators and staff interviewed described the objectives of the Douglas-SFU dual admissions program as supporting students' transition from college to university by allowing them to simultaneously enrol at both institutions to complete their degree. The program was characterized as also building engagement within the community and strengthening the relationship between the college and university.

*The program gives you the flexibility and freedom to select courses from either institution and to study whenever and however you choose. And once you've been admitted, you don't have to worry if the admission CGPA increases, as you will already be an SFU student.* (Mary Whorley, Douglas College Academic Advisor, "Douglas and SFU offer dual-degree program", 2012).

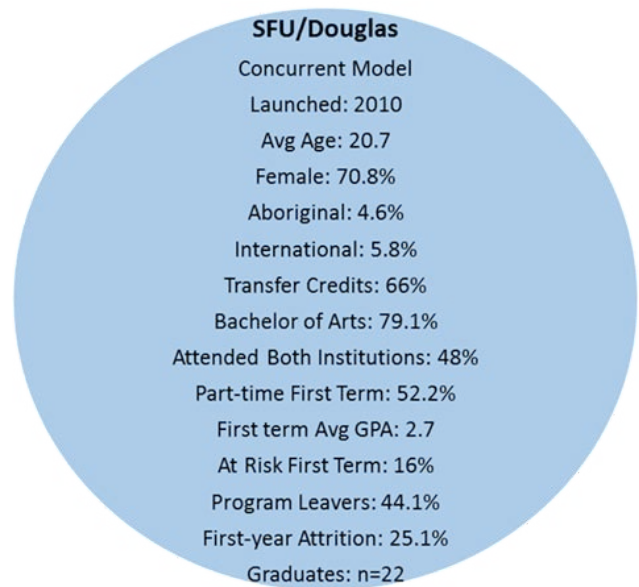
Administrators interviewed indicated that the Douglas-SFU dual admissions program is marketed through its website as well as through counselors and recruiting events to attract adult learners. The Douglas-SFU dual admission website states that the program admits both direct entry and college students; however, the program stipulates that students must have fewer than 45 university transfer credits in order to be eligible. Students who have completed 24-45 credits of university transfer courses are admitted based on their college grades. The admission of students with fewer than 24 university course credits and direct entry students is determined by the student's secondary school grades.

Administrators explained that students interested in the program apply through SFU. SFU then distributes a monthly student data report to Douglas College that identifies newly admitted, current, and withdrawn students. Douglas staff described that they manually enter the data into their student database.

Douglas-SFU students indicated the partnership program offered greater flexibility between their choices in courses and campuses to attend. Survey participants specified that **cost** and **location** were the primary reasons for enrolling in the DA program; however, of those who responded, the majority lived closer to Douglas College than SFU when they first started their program. Respondents appreciated the cost efficiency of attending Douglas College to take classes while being able to attain their final credential from SFU. As one student indicated, "There are many more options of classes to take and it is nice to see different people and have a change of scenery. Douglas tuition is also much cheaper than SFU." Students concurrently enrolled in both institutions have access to services at SFU and Douglas including advising, housing, and health coverage.

## A Typical Student

The typical student in a Douglas-SFU dual admissions program is female; a mature student (average age 21 years); enters with



some transfer credits; enrolls directly to the program and the institution at the same time; enrolls in a Bachelor of Arts program; and in their first term, attends part-time and attains an average GPA of 2.7, achieving approximately a B- in their first term in the program. Although students have the flexibility to simultaneously attend both SFU and Douglas College, more than 52% had only attended one of the institutions at the time of this study.

## Program Growth and Attrition

Growth in the DA program, as it relates to newly admitted students, has been inconsistent year over year and attrition has been an issue. Since the launch of the DA partnership in spring semester 2010 to fall 2015, 44.1% (116) of DA students withdrew from their program and 25.1% (66) left within their *first year* in the program. Nearly two-thirds (65.5% [76]) of program leavers are also institutional leavers (Table 3).

Table 3. Overall Douglas-SFU Program and Institutional Leavers

Program Leaver	Institutional Leaver				Total	
	NO		YES			
NO	147	100%		0.0%	147	100.0%
YES	40	34.5%	76	65.6%	116	100.0%
<b>Total</b>	<b>187</b>	<b>71.1%</b>	<b>76</b>	<b>28.9%</b>	<b>263</b>	<b>100.0%</b>

## Program Leaver's Profile

The Douglas-SFU DA program leavers' profile (Table 4) aligns with many known predictors of student attrition such as age (mature students), gender (male), enrolment intensity (part-time studies), and academic performance (low grade-point average) (Parkin & Baldwin, 2009; Finnie, Childs, & Qiu, 2010).

Table 4. Douglas-SFU Dual Admission Program Leavers' Profile<sup>4</sup>

Predictors of Attrition	Common Trait Predicting Attrition	Leavers	Stayers
Age (avg age first-term in program)	Mature Student	22.1	19.7
Gender	Male	55.1% of males are Leavers	
		49.1% of females are Leavers	
Enrolment Intensity	Part-time (PT)	54.2% of Leavers attend PT in first-term	45.3% of Stayers first-term PT studies
Academic Performance	Low GPA	25.2% first-term GPA <2.0	7.8% first-term GPA <2.0

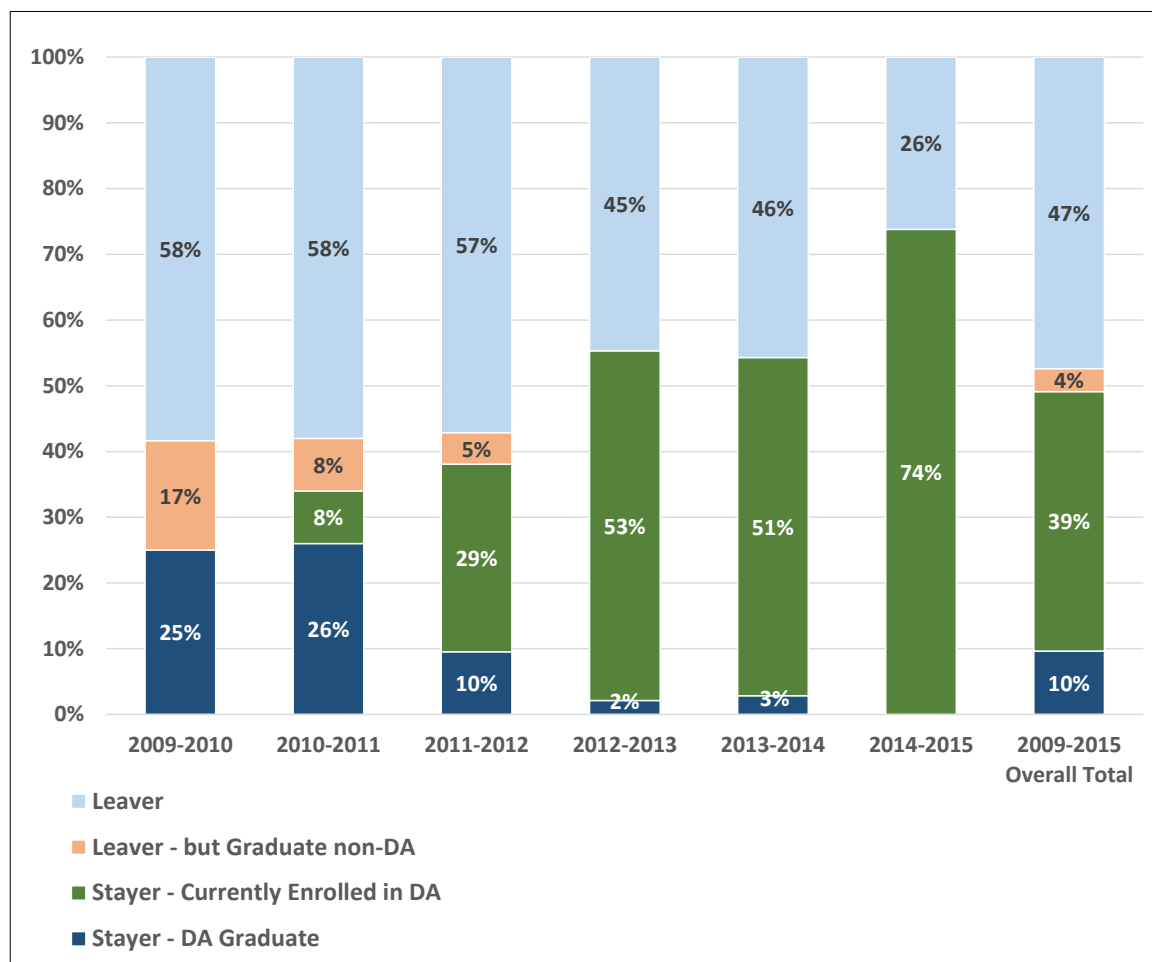
<sup>4</sup> In comparing first term GPAs of stayers and leavers, an independent t-test showed that first term GPA scores were significantly higher for stayers ( $M=2.92$ ,  $SD=0.64$ ) than leavers ( $M=2.49$ ,  $SD=1.02$ ),  $t(221)=3.72$ ,  $p<.05$ ;  $d=0.5$ . Similarly, stayers overall institutional GPA scores ( $M=2.91$ ,  $SD=0.52$ ) were found to be significantly higher than leavers overall institutional GPA scores ( $M=2.64$ ,  $SD=0.85$ ),  $t(221)=2.82$ ,  $p<.05$ ;  $d=0.4$ .

In comparing first term GPAs of stayers and leavers, an independent t-test showed that first term GPA scores were significantly higher for stayers than leavers. Similarly, stayers overall institutional GPA scores were found to be significantly higher than leavers overall institutional GPA scores.

## A Positive Trend Moving Forward

Notwithstanding the foregoing, the numbers of DA students staying in their program or graduating from their DA program is increasing. This may be attributed to the length of time between the academic year stayers started their program until fall 2015; however, data is pointing to a positive trend. For the 2012-2013 cohort, for instance, 55.3% (26) of students are: new to a DA program, still in their DA program, or have graduated from their program and, for full-time students, graduation is one year away in the 2016-2017 academic year.

### Douglas-SFU Dual Admission (DA) Student Leavers and Stayers by Academic Year Start



## Current Dual Admission Students

Of students entering a Douglas-SFU DA program *prior* to the 2015-2016 academic year who were still enrolled in a dual admissions program in fall 2015 (90), 36.7% were in their third and fourth year of their program and 61.1% were in their second, third, and fourth year of study. Assuming a four- to six-year average graduation rate, an upturn in Douglas-SFU DA program graduates can be expected.

Table 5. Douglas-SFU Current Program Students by Year of Study<sup>5</sup>

Year of Study	%
1st year	38.9%
2nd year	24.4%
3rd year	26.7%
4th year	10.0%
<b>Grand Total</b>	<b>100.0% (90)</b>

Corroborating observations in the student data, more than 70% (n=10) of Douglas-SFU Current Dual Admission Student Survey participants plan on graduating with a degree in their dual admissions program. Of those who do not plan to graduate in the program, respondents indicated that being charged fees for both institutions per term was an issue. Others chose to change their program to a non-dual admissions program. Of dual admissions program graduate respondents, 50% had not yet found employment in the field of their dual admissions program.

## Program Administration

Administrators and staff interviewed shared that infrastructure and communication between the institutions were essential in sustaining a successful dual admissions program. Administrator (A3) explained:

*I think in general infrastructure is paramount. You have to know what is required and by whom, and in what kind of a manner. A sound understanding of who does what at each institution so that you know whom your contact is and what they are able to assist you with, including a regular receipt of participant information.*

---

<sup>5</sup> Students new to the DA program in fall 2015 were not included in this table as the credits they had achieved to date was not available and therefore their year of study could not be determined.

Staff interviewed indicated that senior staff turnover has impacted the program's fluidity and staff communication in regards to the program's policy and administrative procedures. Staff suggested that regular meetings between Douglas and SFU would assist both institutions in accurately addressing students' questions and concerns regarding their enrolment and progress towards their bachelor's degrees. Staff interviewed explained that these meetings between the institutions would also provide those overseeing the program an opportunity to discuss any anticipated policy or program changes and to further streamline current processes.

The internal and external communication of the program and of students' progress was also of concern. Staff interviewed recommended that student transcripts be frequently exchanged to maintain current student records. Regular updates to the Douglas-SFU Dual Admission program website was also suggested in helping to market the program and guide students to the appropriate contact person to learn more about the application process. Students surveyed concurred with staff concerns:

*It would be great if it worked fluidly. It just didn't work out well for me after the first year of trying to make it work and my academic advisor not knowing what the dual admission program was. It would have been helpful to have the staff at both schools more knowledgeable about the program, the fees, and how to register and plan. As for me, neither school was helpful, as no one knew much about the partnership program. (Douglas-SFU Student)*

*I would make sure an admissions person from each school worked directly with the student. I find that neither advisor knows when we are no longer allowed to take courses at Douglas. (Douglas-SFU Student)*

Additional concerns raised by Douglas-SFU students surveyed included that the course credits they were earning at the separate institutions were unable to be shown as cumulative amount; therefore, these students failed to qualify as fulltime even though they were taking a combined fulltime course load. Students requested that they be able to combine their course credits to be eligible for institutional scholarships as well as for student aid. Student participants also suggested that administration be transparent about how student aid and awards interpret the course load of dual admission students. Students also suggested that modifying the program's policies to allow them to combine course credits would improve their experience.

Survey respondents indicated that they would prefer more flexibility to take courses from both institutions throughout their degree studies. In addition, students requested that the institutions communicate clearly as to what courses were transferable from Douglas to SFU. One student surveyed identified conflicting course scheduling between institutions as a challenge and suggested an integrated semester planning platform to assist dual admission students in scheduling their courses while attending both institutions.

## Program Satisfaction and Areas for Improvement

Based on survey feedback, overall, Douglas-SFU current student and DA graduate survey respondents were satisfied with the program and would recommend it to others. Areas where survey participants expressed a desire for greater academic or personal support included:

- **Courses:** More assistance with planning their courses;
- **Registration:** Increased staff knowledge about registration for DA program students;
- **Fee payment structure:** Better communication about the DA program fee payment structure when attending both institutions per term- what needs to be paid to each institution and why;
- **Required SFU credits:** Respondents need to understand the cut-off number of credits allowable from Douglas before they were required to finish their degree at SFU; and,
- **Financial aid:** The ability to count credits from both institutions in one term towards their scholarship/awards applications.

Despite program criticisms from survey participants, the general consensus of survey participants was that by concurrently attending SFU and Douglas College, this type of programming offers an easier transition into post-secondary by having access to smaller class sizes at Douglas, greater course availability through SFU and Douglas, and earning a bachelor's degree from SFU.

The Douglas-SFU dual admissions program offers students the flexibility to attend several campuses and enrol in a variety of courses. Students surveyed highly recommended the program and encouraged those they knew to consider the program as an option in attending university. As one survey respondent explained:

*I recommend the program to anyone I know applying for school. Why not take classes at both places, save money, more course selection, more chances to get the classes you want, and still end up with a degree from SFU? (Douglas-SFU Student)*

Staff interviewees indicated that they felt the program was responsive to students needs though recommended greater communication between the institutions and access to timely and frequent updates on student records was required. Administrators and staff interviewed pointed out that they had not yet examined dual admissions students and their experience in the program to determine its success.

## 4.2 Case Study 2: North Island College-University of Victoria: Sequential Dual Admission Model

### Case Description

*We are fortunate in BC that we have a well-integrated post-secondary system, where students can move seamlessly between colleges and universities. UVic's collaboration agreement with NIC makes a UVic degree more accessible for North Island students, opening the door for a wide range of educational opportunities and fulfilling careers. (UVic President David Turpin, Wright, 2013)*

North Island College (NIC) operates a number of campuses and centres across northern Vancouver Island. The College has established 15 dual and guaranteed partnership agreements with surrounding British Columbia post-secondary institutions; four of these are dual admission agreements. The development of these agreements is part of the NIC 2011-2015 Strategic Plan (2011) to “strengthen and expand partnership opportunities with aboriginal, business communities and educational organizations regionally and internationally to deliver outstanding results” (p. 16).

In March 2014, the Vancouver Island Public Post-Secondary Network, comprised of Camosun College, North Island College, Royal Roads University, Vancouver Island University, and University of Victoria, signed a Memorandum of Understanding to work cooperatively and collaboratively in “the education and training of Vancouver Island residents by encouraging participating in post-secondary education and training, and maximizing the capacities and resources of each institution.” As stated in the memorandum, these 5 public post-secondary institutions commit to “improving students’ ability to access Vancouver Island’s full range of post-secondary education and training and to seamlessly move between institutions.”

The North Island College and University of Victoria dual admissions partnership was initiated in 2011. As of fall 2015, 112 students had enrolled in a dual admissions (DA) program through this partnership.

### Program Structure and Objectives

The University of Victoria is located on Vancouver Island near the capital of Victoria and is home to over 20,000 students. Administrators interviewed explained that North Island College initiated discussions with UVic and established its dual admissions partnership with the University in 2010 to provide North Island students with greater educational and employment opportunities (Kirley, 2012; Wright, 2013). Administrators further explained that they wanted to create opportunities for local North Island high school students and offer them a seamless process of transfer from NIC to UVic. Administrators also felt that the partnership would result in a greater connection between local communities such as Comox Valley, Campbell River, and Port Alberni. Students surveyed agreed that the strengths of the program included their accessibility to post-secondary education as well as the smaller class sizes, and lower tuition fees.

*The strengths of the program are its cost, convenience, and instructor support. If a student is a resident of the Comox Valley, the NIC dual admission program makes the most sense. Small classes and incredibly supportive instructors help students who work hard to complete the program. (NIC-UVic Student)*

Since 2010, the two institutions have expanded their partnership to include a guaranteed admission agreement, Engineering transfer agreement, and dual admission agreement. In October 2015, UVic and NIC expanded their dual admission program to include the fine arts degree (The Province, 2015). Administrator interviewees explained that NIC oversees the program’s marketing and recruitment of students through its website and in high school recruitment sessions. The NIC-UVic dual admission agreement is open to direct entry Canadian and International students. Once admitted, students may enrol in NIC’s University Studies Arts or University Studies Science program.

The dual admission program requires that NIC students achieve a 2.0 grade point average (C average) or higher in 8 or more eligible university transfer courses (at least 24 credits) before enrolling at UVic. NIC students who have met UVic admission requirements are then able to transfer into one of UVic’s designated dual admission programs including Child and Youth Care, Computer Sciences, Engineering, Fine Arts, History in Art, Humanities, Sciences, and Social Sciences.

NIC-UVic respondents cited **cost** and **location** to be their primary reasons for enrolling in the NIC-UVic dual admissions program. A number of respondents stated that being able to live at home and attend a less expensive institution in their first years in a degree program was also beneficial.

## A Typical Student

The typical student in a NIC-UVic dual admissions program may be either male or female; a direct entry student (average age 18 years); a non-transfer student (as this dual admissions program only accepts direct entry students); enrolls directly to the program and the institution at the same time; enrolls in a Bachelor of Science program; and in their first term, attends full-time and attains an average GPA of 3.13 achieving approximately a B in their first term in the program.

## Program Growth and Attrition

Growth in new admits in the DA program since 2011 has averaged a 14.4% per year. However, 32.1% (36) of all NIC-UVic DA students (N = 112) have left their program and 17% of all DA students departed within their first year. Of those students who left at any point (36), almost half (47.2% [17]) also withdrew from the institution indicating that 52.8% of program Leavers stayed on at the institution with a different academic focus.

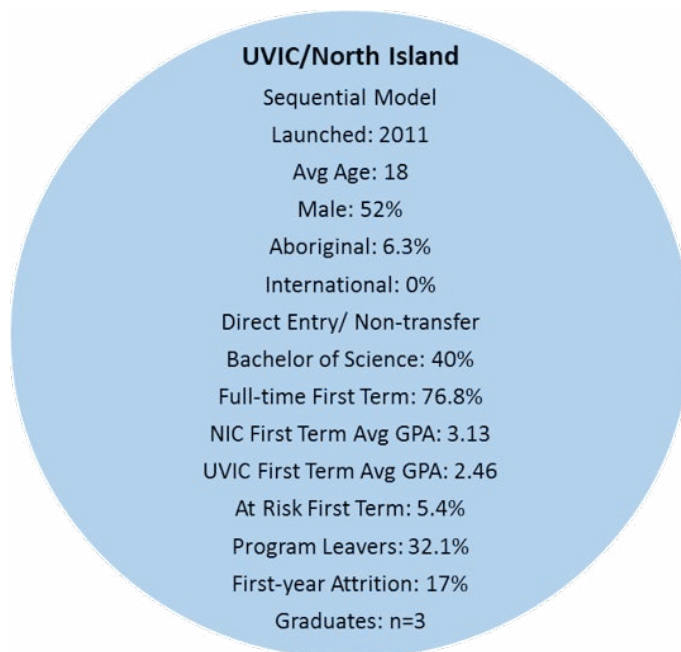




Table 7. Overall NIC-UVic Program and Institutional Leavers

Program Leaver	Institutional Leaver				Total	
	NO		YES			
NO	76	67.9%	0	0.9%	76	67.9%
YES	19	17.0%	17	15.2%	36	32.1%
<b>Total</b>	<b>195</b>	<b>84.8%</b>	<b>17</b>	<b>15.2%</b>	<b>112</b>	<b>100.0%</b>

NIC-UVic DA students who left their DA program *do not* correspond with many known predictors of student attrition such as age (mature students), gender (male), and academic performance (low grade point average). In fact, students in this sequential dual admissions model differ in most cases with the many known predictors of student attrition. For example, the same proportion of males and females have left their dual admissions program. In addition, a similar proportion of program Stayers and Leavers are considered at-risk in their first term in the program. A difference between Leavers and Stayers is noted in first-term enrolment intensity, however, with 30.4% of Leavers enrolling part-time compared to 21.3% of Stayers enrolling part-time in their first term.

Table 8. NIC-UVic Program Leavers' Profiles

Predictors of Attrition	Common Trait Predicting Attrition	Leavers	Stayers
Age (avg age first-term in program)	Mature Student	18	18
Gender	Male	20.7% of males are Leavers	
		49.1% of females are Leavers	
Enrolment Intensity	Part-time (PT)	30.4% enrolled PT in first-term	21.3% enrolled PT in first-term
Academic Performance	Low GPA	5.6% first-term GPA below 2.0	3.9% first-term GPA below 2.0

### NIC to UVic Transition

As of fall 2015, 41.1% of DA students transitioned from NIC to UVic. Comparing those students who had attended both NIC and UVic and had received first-term GPAs from both institutions, an independent t-test indicated that GPA scores were significantly higher for students in their first term at NIC than they were in their first term at UVic.<sup>6</sup> This suggests that students may have a period of adjustment when matriculating at UVic from NIC impacting their first-term grades in the degree-granting institution.

<sup>6</sup> First-term GPA scores were significantly higher for students in their first term at NIC ( $M=3.23$ ,  $SD=0.63$ ) than they were in their first term at UVic ( $M=2.46$ ,  $SD=1.02$ ),  $t(51)=3.63$ ,  $p<.05$ ;  $d=0.91$ .

Hills (1965) theorized that a drop in transfer student’s first-term grades in a four-year institution was as a result of “transfer shock.” Owen (2007) studied “transfer shock” from an interpretive perspective and identified three stages of adjustment when transitioning from a two-year college to a four-year university. More importantly, Owen recognized that “Barriers to successful transfer involved the lack of communication students perceived among and within the community college and the university” (vii).

An examination of students who matriculated at UVIC as of fall 2015 showed that almost all of the cohort either graduated, stayed in their DA program, or switched their program to another DA program or a non-DA program. This observation corroborates Ishitani’s (2008) finding that transfer students who are in their second or third year of their studies are more likely to continue on and finish their education than those students still in their first year of their studies when transferring. Although 41% of students in the NIC-UVic DA program are still in their first year of studies when they transfer into UVIC, and another 59% are in their second or third year of studies, students have persisted in their education through this program.

NIC-UVic survey participant feedback indicated that the transition from one institution to the other is not necessarily seamless. Respondents specify that they require more information regarding this transition (i.e. what to do and when to do it: attaining housing, courses required to transfer or transferability of courses), certainty that transcripts will be delivered to UVic in a timely fashion, and more information on course prerequisites required for upper level courses at UVic.

## Program Graduates

As of fall 2015, 2.7% of NIC-UVic DA students had graduated from their program. Given 2011-2012 academic year was the first year of the dual admissions partnership, we may expect an uptake of DA graduates in the upcoming years assuming a four to six-year average graduation rate. Of those students still enrolled in a dual admissions program (n = 76) in fall 2015, 27.6% were in their third and fourth year, and 47.4% were in their second, third, and fourth year of study.

Table 6. **Distribution of students enrolled in NIC-UVic DA program by year of studies.**

Year of Study	%
1st year	52.6%
2nd year	19.7%
3rd year	19.7%
4th year	7.9%
<b>Grand Total</b>	<b>100.0% (76)</b>

All survey respondents stated that they plan to graduate from their dual admission program and the majority intend to enter a career in the field of their dual admissions program.

## Program Administration

Administrators interviewed explained that NIC is responsible for the admission and registration process of all incoming dual admission students. Once NIC students have satisfied their dual admission course requirements, NIC's administration notifies UVic of those students that will be transferring to the university. NIC and UVic have established an admission target of approximately 30 students. As indicated by administrators interviewed, 30 students appear to be a manageable number that they are able to guide and support throughout the program.

NIC-UVic students also have access to awards and scholarships offered by both institutions (Domae & Kuhnert, 2013). Since the beginning of the partnership in 2011, Domae & Kuhnert (2013) report "68 dual admission students have earned more than \$92,000 in awards from NIC and UVic" (p. 2). In addition, UVic is certified to administer US Federal Aid. NIC administrators and NIC-UVic dual admission students describe the program as valuable to students as they are able to earn multiple financial awards from both institutions and reduce their housing costs by completing their first few years of college at home. NIC-UVic dual admission students have also commented on the benefits of starting college in their community as it eases the "shock factor" in transitioning from one institution to another (Andor, 2013; Kirley, 2012; Wright, 2013).

Administrators and staff from NIC and UVic described the partnership as highly collaborative and supportive. Several administrators indicated that establishing regular meetings and knowing whom to talk to assist them in promptly responding to student and administrative concerns. NIC-UVic staff interviewed also described several administrative and student events that allowed UVic senior administration the opportunity to meet NIC-UVic dual admission students. Meeting with key personnel and facilitating a dialogue with those involved with the program has been instrumental to sustaining the partnership. Administrator (6) explained:

*In our agreement, there are a list of principles in there that refer to our [policies and practices]. I think it's the commitment between the two institutions. We've been really fortunate because on both sides we have not had any change in personnel. So five years in the making, with the same people involved, has made a big difference. They have certainly expressed to us how much they appreciate working with us as well. UVic is the receiving end institution so we try to work with them and meet their needs. When we have brought up what's not working for us they have been very open to finding a resolution as well.*

Administrators explained that many of the program's processes and procedures were designed and implemented throughout the program's development. Program areas that were identified as requiring further attention included data entry and student housing at UVic. Administrators described the manual entry of data as time consuming but due to the small numbers of the program there has been little incentive to address this matter. In addition, administrators interviewed stated that there

have been issues regarding students securing housing once they have transferred to UVic. Administrator (8) explained:

*I am thinking from a more efficient processing point-of-view. In terms of the services, I would like to formalize the resident agreement that all students that are in dual admission can see that they have residence. In terms of how we process, it is a very manual process right now because we are on two different student systems and most of us are set up to be automated.*

Students surveyed also highlighted that easier access to housing at UVic would have better assisted them in their transition of the program:

*It was agreed that housing would be provided after the transfer to UVic. Communication between NIC and UVic was extremely poor. Extensive stress was placed on students and housing was only offered through applying again to UVic. (NIC-UVic Student)*

Several students surveyed suggested that the program required greater communication between the institutions as they felt that staff and academic advisors were not informed of the about the transfer process and requirements.

*Many of my prerequisites didn't transfer smoothly leaving me to scramble and almost repeat a full year of school. When I went for help, the academic advisors were unknowledgeable and unhelpful, leaving me to figure things out alone. Luckily, there were amazing professors to help.*

Administrators and staff interviewed concurred that there were program areas that required better communication with students including their registration and transfer process to UVic. Administrators interviewed stated that they do work closely with the students to address these issues and remedy their concerns.

## **Program Satisfaction and Areas for Improvement**

Survey respondents indicated feeling somewhat “satisfied” with their overall experience with dual admissions whereas, when asked about their satisfaction with their program, respondents were more than “satisfied.” This may suggest that, while a dual admissions program through NIC-UVic is valuable to students directly out of high school, some aspects of their dual admissions “experience” was less than satisfactory.

Respondents noted that enrolling in the NIC-UVic dual admissions program directly from high school, instructor support, and small class sizes were the main strengths of this type of programming.

Still, survey participants stated that they require more support with planning for their transition from NIC to UVic. Specific areas participants requested greater academic and personal provisions included:

- **Academic advising:** information on what students need to transition (i.e. what to do and when to do it: attaining housing, courses required to transfer or transferability of courses).
- **Student records:** timely delivery of transcripts from NIC to UVic.
- **Course offerings and information:** course prerequisites required for upper level courses at UVic.

Despite areas necessitating improvement in their DA program, all respondents specified that they would recommend this program to friends or family because it offers time to acclimate to college life, financial and social security, and a place to gain confidence in their academic career before transitioning to the university setting.

The NIC-UVic dual admissions program is described by administrators as extremely successful in its institutional collaboration and its ability to meet students' post-secondary needs. Student respondents would recommend the program given the program's opportunities for post-secondary "acclimatization". Offering local high school students access to a degree-granting institution and financial aid facilitated students' goals for degree completion. Administrators explained that several of the initial challenges in implementing the program have been addressed and further efforts will be made in measuring dual admission students' outcomes and experiences.

## Summary

Analysis of student data for this study provided a snapshot of partnership dual admissions student characteristics and behaviour. To facilitate a deeper understanding of the types of students who enrol in dual admissions programs and their success rates, student profiles were constructed and attributes analyzed based on their potential for retention and attrition.

Interestingly, dual admission student profiles differed between the two partnerships. Where Douglas-SFU dual admissions students were more mature, female, entered with some transfer credits, enrolled in a Bachelor of Arts program and attained an average first-term grade-point average of 2.7 (B-), NIC-UVIC dual admissions program students were direct-entry from high school with an average age of 18, male, enrolled in a Bachelor of Science program and earned an average first term GPA of 3.13 (B). In addition, the Douglas-SFU concurrent dual admissions partnership has seen a 44.1% overall attrition rate and a 25.1% first-year attrition rate, while the NIC-UVIC sequential partnership has experienced a lower rate of overall attrition at 32.1% and first-year attrition of 17%.

Accordingly, an important outcome for this study was the observation that the Douglas-SFU concurrent dual admission program leavers' profile aligns with many known predictors of student attrition such as age (mature students), gender (greater proportion of males), enrolment intensity (part-time studies), and academic performance ((first term) low grade-point average), (Parkin & Baldwin, 2009; Finnie, Childs, & Qiu, 2010). Understanding this connection provides a basis to consider supports for those embodying these attributes.

Of equal importance, it appears from the findings of this research that NIC-UVic dual admissions transfer students may be experiencing “transfer shock” (Hills, 1965). Comparing those students who had attended both NIC and UVic and had received first-term GPAs from both institutions, an independent t-test indicated that GPA scores were significantly higher for students in their first term at NIC than they were in their first term at UVic. This suggests that students may have a period of adjustment when matriculating at UVic from NIC impacting their first-term grades in the degree-granting institution.

In addition, Owen conjectured that “[b]arriers to successful transfer involved the lack of communication students perceived among and within the community college and the university” (vii). NIC-UVic survey participant feedback indicated that the transition from one institution to the other is not necessarily seamless and that communication between the two institutions could be improved to support the transition. Guided by these findings, the NIC-UVic partnership has an opportunity to tighten the lines of communication even further to offer students a seamless transition from one institution to the next.

## 5. Conclusion

Dual admission programs encourage greater connection among BC’s public post-secondary institutions and provide students accessibility, mobility, and flexibility during their degree path. Through the investment in these programs, BC’s public post-secondary system can continue to strengthen and expand within the province. However, if these partnerships and programs lack a collaborative strategy and structure, students’ persistence and retention may be threatened.

This study recommends that BC’s public post-secondary system develop a comprehensive plan to engage students via dual admission programs and:

1. Develop partnership agreements that detail the partnership’s structure, members’ expectations, and distribution of work and resources.
2. Dedicate program coordinators to manage the administrative complexity of dually-enrolled students.
3. Create shared databases and policies that allow partnering institutions to concurrently track student progress and structure the transmission of student data.
4. Evaluate dual admissions programs to determine their ability to satisfy administrative and student objectives.
5. Design separate fee-structures and financial aid policies to minimize dual admissions students’ financial burden.

In our examination of two BC public post-secondary dual admission case-study partnerships, administrators and staff interviewed stated that dual admission programs require a great deal of effort, particularly in their initial stages of implementation. Participants explained that dual admission partnerships would benefit from a Memorandum of Understanding that clearly articulates the details the partnership's structure including the program's objectives; members' expectations, roles, and responsibilities; program indicators and targets; data storage and sharing; and evaluation (Gaber, 2006).

Dual admission partnerships require a structure that facilitates a current and consistent flow of communication. Having one to two staff dedicated to oversee the program would help in maintaining the consistency of information shared between the institutions. Administrators and staff interviewed cited that being informed of the current program policies and procedures in addition to their access to current student records were important in their ability to handle student concerns and complaints. Participants indicated that these programs would gain from a designated coordinator to support students and partnered institutions in maintaining a consistent line of internal and external communication as well as ensuring that the institutions' account of students' progress is accurate.

Forms of this communication may also include frequency of meetings between institutions as well as the structure and frequency in which data is shared (Gaber, 2006). Students, administration, and staff described that the delay of student data transmitted between institutions was problematic in determining students' admittance and progress. In addition, administration and staff described that meeting frequently assisted them in discussing program administrative issues and changes.

Student data in general is fluid and complex. As one works with these data, however, holes or areas requiring fine-tuning emerge. For this case study, we noted some limitations to our analysis by way of the insufficiency of student record data. Although we were able to attain the student enrolment data from both institutions and combine the activity for each student, this was a difficult task. Unfortunately, we noted that neither partner institution had the entire student picture of academic activity for DA students that slowed the process of analysis. Dual admission partnerships may want to create a shared database between institutions and develop policies and procedures regarding the transmission of student data. This may alleviate the institutions' efforts to maintain current and accurate student records as well as reduce the duplication in entering and updating student data.

Access to current student data would assist institutions in implementing an evaluative component to determine their program's success. It is recommended that the evaluation include an agreed upon set of indicators and targets that would assist partnering staff in their ability to measure and confirm if the objectives of the program have been satisfied. Undertaking an annual evaluation would provide administrations a deeper understanding of how dual admissions are handling the transition from college to university.

With one-quarter of students leaving within the first year of their Douglas-SFU dual admissions program and 17% of students leaving the NIC-UVic dual admission program in the first year, we recommend that support systems be increased for students in this program during their first year of study. First-year support includes the transition from college to university in a sequential model. Data

indicated that the average first-term GPA at UVIC was significantly lower than the typical first-term GPA at NIC suggesting that students may experience transfer shock and need support after their transition from college to a university setting.

We also identified components of student satisfaction by means of a questionnaire that elicited information on student success, retention, and graduation. Participants provided valuable constructive feedback that identified issues such as greater clarity needed regarding understanding the pre-requisite courses at university, financial aid policies, and the dual admission fee structure. They also wanted access to their student records and information.

Student survey participants of the SFU and Douglas College concurrent model described that they were unable to count credits from both institutions in one term towards the requirements for scholarship/bursary applications. To be eligible for a scholarship at SFU, a student is required to have at least a cumulative GPA (CGPA) of 3.50 (from SFU), be enrolled in a minimum of 9 units/credits and have completed at least 9 units at SFU.<sup>7</sup> If a dual admissions student cannot combine credits (and CGPA) from Douglas College towards an application for a scholarship at SFU, students are put at a financial disadvantage. Students are not able to identify themselves as fulltime and as a result are exempt from receiving scholarships or bursaries (Gaber, 2006).

Administration and staff interviewed indicated the concurrent dual admissions model requires that students enrolled pay full tuition at both institutions should they simultaneously take courses at both institutions during the same term. Students stated that the institutions failed to communicate this during their admissions process and felt burdened with this additional financial load. Administrators overseeing concurrent dual admission programs may want to consider a reduced tuition fee structure for students interested in concurrently attending both institutions. This would alleviate the financial burden of students paying full tuition at both institutions as well as supporting students' accessibility to post-secondary education.

## Areas for Further Exploration

The study was unable to map the provincial impact, such as analyzing labour market outcomes and post-graduate experiences, of dual admissions programs. The partnerships examined are relatively new and the numbers of graduates from dual admissions programs remain small. In addition, concurrent and sequential dual admissions partnerships differ in their structure and administration. As we found, student internal or external academic mobility does not necessarily denote lack of success or student satisfaction with a program and/or institution. The focus of this study was on dual admissions students up to the point of program withdrawal or graduation. Beyond this, only institutional departure was identified for dual admissions program students.

---

<sup>7</sup> SFU Financial Aid and Awards: Scholarships, Awards, Bursaries and Work-Study, <https://www.sfu.ca/content/dam/sfu/students/pdf/Admission/Douglas-SFU-program-awards.pdf>



## Concluding Thought

This study provides a brief snapshot of how dual admission programs are structured and administered as well as attempting to understand how students are experiencing and transitioning through them. Participants of the study stressed that these programs require a deep commitment and investment on the part of the institutions in order to best serve students. For dual admission students, they appreciated the flexibility and mobility that the programs offered especially their guaranteed admittance into the university following the completion of their college credits. Dual admission programs are instrumental in providing students the ladder needed to encourage their persistence and success.

Dual admission students appreciated the flexibility and mobility that the programs offered especially their guaranteed admittance into the university following the completion of their college credits. Dual admission programs are instrumental in providing students the ladder needed to encourage their persistence and success.

## 6. References

- Andor, R. (2013, March 7). North Island College celebrates relationship with UVic. *Comox Valley Record*. Retrieved from <http://www.comoxvalleyrecord.com/news/196215431.html>
- Atkinson, R. C., & Pelfrey, P. A. (2004, October). *Rethinking admission: U.S. public universities in the post-affirmative action age*. Retrieved from: <http://www.cshe.berkeley.edu/publications/rethinking-admissions-us-public-universities-post-affirmative-action-age>
- Community College Research Center. (2012, February). *What we know about dual enrollment*. Retrieved from <http://ccrc.tc.columbia.edu/media/k2/attachments/dual-enrollment-research-overview.pdf>
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods Approaches*. (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Domae, L., & Kuhnert, K. (2013, February). *Guaranteed pathways from North Island College to the University of Victoria: Dual and guaranteed admission pathways (even in Engineering)!* Student Pathways in Higher Education Conference, Ontario Council on Articulation and Transfer. Retrieved from [http://oncat.ca/files\\_docs/content/pdf/en/student\\_pathways\\_conference/2013/domae\\_kuhnert\\_thurs.pdf](http://oncat.ca/files_docs/content/pdf/en/student_pathways_conference/2013/domae_kuhnert_thurs.pdf)
- Douglas and SFU offer dual-degree program. (2012, March 28). *Doug: The community blog*. Retrieved from <http://www.douglasishere.com/2012/03/douglas-college-and-sfu-offer-dual.html>
- Douglas College. *Douglas College accountability plan and report 2009/10-2011/12*. (2009, July). Retrieved from <https://www.douglascollege.ca/~media/C3B50C58B5DE40ECB197B00AAA894021.ashx>
- Douglas College helps students find right path. (2012, October 16). *The Province*. Retrieved from <http://www.theprovince.com/news/Douglas+College+helps+students+find+right+path/7396043/story.html>
- Finnie, R., Childs, S., & Qui, H. (2010, May). *The patterns of persistence and post-secondary education among college students in Ontario: New evidence from longitudinal data*. Retrieved from [http://www.collegesontario.org/research/student\\_retention\\_presentations/report\\_patterns\\_of\\_persistence\\_ontario.pdf](http://www.collegesontario.org/research/student_retention_presentations/report_patterns_of_persistence_ontario.pdf)
- FitzGibbon, J. (2015, March). *Dual credit: Secondary to post-secondary transitions: Dual credit policy and practice in BC and elsewhere*. Retrieved from <http://www.bccat.ca/research/projects/dual-credit>
- Forest, J. J., & Kinser, K. (2002). *Higher Education in the United States: AL* (Vol. 1). Abc-clio.

- Gaber, D. (2006, December). *Special report: Degree partnerships in the BC context*. Retrieved from [http://www.bccat.ca/pubs/sr\\_admissions.pdf](http://www.bccat.ca/pubs/sr_admissions.pdf)
- Handel, S. J. (2011, July). *Improving student transfer from community colleges to four-year institutions: The perspective of leaders from baccalaureate-granting institutions*. Retrieved from [http://www.jkcf.org/assets/1/7/Perspective\\_of\\_Leaders\\_of\\_Four-Year\\_institutions.pdf](http://www.jkcf.org/assets/1/7/Perspective_of_Leaders_of_Four-Year_institutions.pdf)
- Hills, J. R. (1965). Transfer shock: The academic performance of the junior college transfer. *Journal of Experimental Education*, 33(Spring), 201-216.
- Horn, L. (2009). On track to complete? A taxonomy of beginning community college students and their outcomes 3 years after enrolling: 2003-04 through 2006 (NCES 2009-152). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington D.C.
- Ishitani, T. T. (2008). How do transfers survive after "transfer shock"? A longitudinal study of transfer student departure at a four-year institution. *Research in Higher Education*, 49(5), 403–419. Retrieved from <http://www.jstor.org/stable/25704572>
- JIBC & NLC memorandum of understanding. (2014, July 3). Retrieved from <http://www.jibc.ca/sites/default/files/governance/MOUs/Northern-Lights-July-2014.pdf>
- JIBC & NLC pledge greater collaboration. (2014, July 11). Retrieved from <http://www.nlc.bc.ca/news-events/archived-news/vw/1/itemid/270>
- Kirley, M. (2012, February 14). North Island College students guaranteed entrance to UVic programs. *Campbell River Mirror*. Retrieved from <http://www.campbellrivermirror.com/news/139317953.html>
- North Island College. (2011). *North Island College 2011-2015 Strategic Plan: Year one outcomes*. Retrieved from [http://www.nic.bc.ca/PDF\\_docs/NIC\\_StrategicPlan\\_Year1.pdf](http://www.nic.bc.ca/PDF_docs/NIC_StrategicPlan_Year1.pdf)
- Owen, K. R. (2007). *Community college transfer students' experiences of the adjustment process to a four year institution: A qualitative analysis*. Retrieved from <http://scholarcommons.usf.edu/etd/2312>
- Parkin, A., & Baldwin, N. (2009). *Persistence in post-secondary education in Canada: The latest research*. Retrieved from [https://library.carleton.ca/sites/default/files/find/data/surveys/pdf\\_files/Price-of-Knowledge\\_4th-edition\\_2009-11\\_chapter-3\\_en.pdf](https://library.carleton.ca/sites/default/files/find/data/surveys/pdf_files/Price-of-Knowledge_4th-edition_2009-11_chapter-3_en.pdf)
- Provasnik, S., & Planty, M. (2008). Community colleges: Special supplement to the condition of education 2008 (NCES 2008-033). National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education, Washington, D.C.
- Shulruf, B., Turner, R., & Hattie, J. (2009). *A dual admission model for equity in higher education: A multi-cohort longitudinal study*. *Procedia - Social and Behavioral Sciences*, 1(1), 2416–2420. <http://www.sciencedirect.com/science/article/pii/S1877042809004273>

- Speakman, T. W. (2001). *Dual admission and partnership between near-by area community college and the state university local valley college*. Retrieved from <http://www.newfoundations.com/CurrProjects/Speakman709.html>
- The Province. (2015). *Douglas College helps students find right path* [Press release]. Retrieved from <http://www.theprovince.com/news/douglas+college+helps+students+find+right+path/7396043/story.html>
- Wilson, C. A. (2016). *Public policy: Continuity and change (Second Edition)*. Long Grove, IL: Waveland Press.
- Wong, K. (2009). New pilot program to increase transfer students. *The Peak*. Retrieved from <http://www.the-peak.ca/2009/03/new-pilot-program-to-increase-transfer-students/>
- Wright, M. (2013, March 13). Admission partnership clears path from NIC to UVic. University of Victoria. *The Ring*. Retrieved from <https://ring.uvic.ca/news/admission-partnership-clears-path-nic-uvic>
- Vancouver Island Public Post-Secondary Alliance. (2014, March 5). *Memorandum of Understanding*. Retrieved from [https://www.nic.bc.ca/pdf\\_docs/plans\\_partnerships/download/VI%20Public%20Post-Secondary%20Alliance%20Mar%205%202014.pdf](https://www.nic.bc.ca/pdf_docs/plans_partnerships/download/VI%20Public%20Post-Secondary%20Alliance%20Mar%205%202014.pdf)
- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Thousand Oaks, CA: Sage Publications, Inc.
- Yin, R. K. (2012). *Applications of case study research*. (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc. Retrieved from [http://www.sagepub.com/sites/default/files/upm-binaries/41407\\_1.pdf](http://www.sagepub.com/sites/default/files/upm-binaries/41407_1.pdf)

# 7. Glossary of Terms

**BCCAT:** British Columbia Council on Admissions and Transfers.

**Concurrent Dual Admission Program:** The *concurrent* dual admission model provides eligible undergraduate students the flexibility to simultaneously enrol in courses at both institutions while pursuing their undergraduate degree. Concurrent dual admission agreements often specify the number of credits and courses students are able to transfer from college to university as well as the number of units and/or courses required at the university to complete their degree. Students' progress and success are based on fulfilling the requirements of both institutions.

**Degree partnership:** Degree partnership is defined as an agreement between two post-secondary institutions that jointly admits undergraduate students into a degree program. Students fulfill the course and GPA requirements of both institutions to guarantee continuation and completion of their undergraduate studies at the degree granting institution (Gaber, 2006). Similar terms used in the literature include *degree program partnership* and *dual partnership*.

**Dual Enrolment, Concurrent Enrolment or Concurrent Admission:** These terms are used interchangeably to describe educational programs that allow students to be jointly admitted and enrolled at two distinct partnering institutions (ARUCC, 2016; Handel, 2011). Students dually enrolled are able to earn college credits towards their undergraduate degree. However, these terms are increasingly used to describe programs that afford secondary students the opportunity to earn college or university credit while attending high school (Community College Research Center, 2012).

**Direct Enroller:** A student who enters a post-secondary institution and their dual admission program simultaneously. Conversely, a non-Direct Enroller would be one who already attends the institution and later enrolls in a dual admissions program.

**First Term At-Risk:** In the first term of a student's program, the student achieved less than a 2.0 term grade point average.

**First Year Program Attrition:** Defined as any DA program student whose first term and last term in a DA program fell within three semesters of each other and the last term in the institution exceeds the students' last term in their DA program (unless there have been three consecutive terms since the last term the student registered in any courses at the institution. In this case, the student would be both a program leaver, constituted as part of the "First Year Program Attrition" cohort, and an institutional leaver).

**Institutional Leaver:** If there have been at least three consecutive terms after the last term the student registered for courses at the institution.

**Part-time:** Enrolled in less than 12 credits in a term.

**Program Leaver:** Students' last term in the program without graduating from the DA program is the same as or earlier than students' last term at the institution. If the last term at the institution and the last term in the program are the same, then to be considered a program leaver, there must have been three consecutive terms since the last term the student registered in any courses at the institution. In this case, the student would be both a program leaver and an institutional leaver.

**Program Stayers:** Stayers include both students still in their DA program as well as those who have graduated from their DA program.

**Sequential Dual Admissions Program:** The *sequential* dual admission model admits undergraduate students into both institutions with the understanding that they attend the non-degree granting institution for one to two years and/or complete a required number of units prior to enrolling in courses at the four-year degree-granting institution. Students are guaranteed admittance into the partnering four-year university if they meet and satisfy the requirements of both institutions.

# Appendix A:

## Electronic Student Questionnaire

British Columbia Council on Admissions and Transfers  
Dual Admissions Program  
Student Questionnaire

### Introduction

Greetings! We are conducting an exploratory study on [INSTITUTION/INSTITUTION] dual admission program in British Columbia through British Columbia Council on Admissions and Transfers (BCCAT). As a current student or recent graduate of the dual admissions program, we would like to gather your opinions, perceptions, and experiences.

We have developed a series of questions that ask you about your reasons for choosing to enrol in the [INSTITUTION/ INSTITUTION] dual admissions program, your satisfaction of the program, your career goals, and other related topics. **We will use your responses to better understand if dual admission programs impact students post-secondary satisfaction and success, and if so, how?**

**Participation in this questionnaire is voluntary and you can choose not to answer a question or stop at any point.** You are not required to answer any or all of the questions. In taking part in this questionnaire, please be assured that your responses are confidential. Only aggregate information will be available in report form.

If you have any questions, concerns, or require assistance with this questionnaire, please contact Lisa Gojsic White at [lisawhitegojsic@gmail.com](mailto:lisawhitegojsic@gmail.com). For questions regarding British Columbia Council on Admissions and Transfers (BCCAT), please contact BCCAT Associate Director, Robert Adamoski at [radamoski@bccat.ca](mailto:radamoski@bccat.ca).

Thank you for taking the time to share your opinions and experience. Your feedback provides us with valuable information that will help in the development and success of dual admission programs.

## About You

1. Which dual admissions program are you enrolled in? (i.e. Child and Youth Care, etcetera)

[TEXTBOX]

2. What year did you first start in the dual admissions program? (Please indicate in a 4 digit “YYYY” format)

[TEXTBOX]

3. From your perspective, were you living close to [INSTITUTION] when you started your program?

- Yes
- No

4. Have you changed your program since first enrolling in the dual admissions program?

- Yes
- No

5. Over the course of fulfilling the requirements of your program, on average, which best indicates your status as a student:

- A full-time student
- A part-time student

6. Including this semester’s courses, please select the range of credits that best reflects the number of credits have you completed towards your degree?

- 0 – 30
- 31 – 60
- 61 – 90
- 91 – 120
- Greater than 120

7. Gender

- Female
- Male
- Transgender
- Prefer not to say



8. Please select the age range that best reflects your age as of today's date:

- 19 or under
- 20 – 24
- 25 – 29
- 30 – 39
- 40 – 49
- 50 – 59
- 60 or over

9. Do you consider yourself of Aboriginal descent?

- Yes
- No

10. If yes, we welcome you to indicate your Aboriginal status and Nation:

- First Nations (off-reserve)
- First Nations (on-reserve)
- First Nation: \_\_\_\_\_
- Métis
- Inuit

11. Are you enrolled as an International Student on a school visa?

- Yes
- No

## Dual Admissions Program

12. What was the primary reason you enrolled in the [INSTITUTION/ INSTITUTION] dual admissions program?

Location – the institution offering this type of programming was close to my home

- Guaranteed admission into a university
- Guaranteed admission into a degree program
- Program of interest
- Cost
- Friends were enrolling in it
- Family influence
- Friends influence
- Other important person's influence
- Other

12a. If "Other", please indicate in the textbox:

[TEXTBOX]

13. Do you plan on graduating with your degree from this program?

- Yes
- No
- Don't know

14. Do you plan on entering a career in the field of your program?

- Yes
- No
- Don't know

15. How satisfied are you with your overall experience in the [INSTITUTION/ INSTITUTION] dual admissions program?

- Very satisfied
- Satisfied
- Neither satisfied nor unsatisfied
- Unsatisfied
- Very unsatisfied

16. How satisfied were you with your transition from [INSTITUTION] to [INSTITUTION] to complete your degree?

- Very satisfied
- Satisfied
- Neither satisfied nor unsatisfied
- Unsatisfied
- Very unsatisfied

17. What would have better assisted you with your transition from [INSTITUTION] to [INSTITUTION] to complete your degree?

[TEXTBOX]

18. How satisfied are you with:

- a. Course offerings at [INSTITUTION] – what is offered and how often
- b. Course offerings at [INSTITUTION] – what is offered and how often
- c. Course scheduling [INSTITUTION] – what time of day and week courses are offered
- d. Course scheduling [INSTITUTION] – what time of day and week courses are offered
- e. Academic advising at [INSTITUTION] – help with planning your courses and what you need to complete
- f. Academic advising at [INSTITUTION] – help with planning your courses and what you need to complete
- g. Registration process at [INSTITUTION] – easy to register, drop or add courses?
- h. Registration process at [INSTITUTION] – easy to register, drop or add courses?
- i. Instruction at [INSTITUTION] – overall, the instruction at this institution is...
- j. Instructions at [INSTITUTION] – overall, the instruction at this institution is...

- k. Academic assistance at [INSTITUTION] – i.e services assisting in math or writing skills or tutoring assistance
- l. Academic assistance at [INSTITUTION] – i.e services assisting in math or writing skills or tutoring assistance
- m. Class sizes at [INSTITUTION]
- n. Class sizes at [INSTITUTION]
- o. Student life at [INSTITUTION] – i.e. extracurricular activities
- p. Student life at [INSTITUTION] – i.e. extracurricular activities

**Indicators:** Very satisfied, Satisfied, Neither S nor U, Unsatisfied, Very unsatisfied, Not applicable

19. What could [INSTITUTION/ INSTITUTION] do to improve your experience in your program?

[TEXTBOX]

20. Have you experienced barriers to completing your degree program?

(Please select all that apply)

- Student aid – funding for school
- Employment – needing or wanting to work while I attend school
- Family responsibilities
- Academic – keeping my grades up
- Course availability – courses I need are not available in each semester
- Course scheduling – courses I need are not held on the days and times I need
- Personal issues
- Involvement in other activities – too busy
- Other

20a. If “Other”, please indicate in the textbox:

[TEXTBOX]

21. What would you consider to be the primary strength(s) of your dual admission program?

[TEXTBOX]

22. What would you consider the primary weakness(es) of your dual admission program and what do you think [INSTITUTION/ INSTITUTION] could do to improve upon it?

[TEXTBOX]

23. For dual admission program graduates, have you attained a job in the field of your degree?

- Yes
- No

24. For dual admission program graduates, are you satisfied with your dual admissions program experience?

- Yes
- No

25. Would you recommend this program to a friend or family member?

- Yes
- No
- Not sure

## Interview Request

Would you be willing to participate in a one-hour interview at a later date? A \$20 Visa or Mastercard gift card will be provided upon completion of the interview.

- Yes
- No
- Not sure

If so, please click on the following link and you will be redirected to a separate location to provide your name and email address for follow-up purposes. Please note that your responses are completely confidential and are not linked to your contact information.

As we require only a small subset of interviewees for this study, only those selected via a random draw will be contacted to arrange an interview time and location.

*Thank you for taking the time to provide your feedback and experience with your dual admissions program!*

# Appendix B:

## Staff Consent Form

### Staff Consent Form British Columbia Council on Admissions and Transfers Administrative Staff Interview

**Project Title:** “Dual Admissions Agreements: A Review of British Columbia Practices and Outcomes”  
(Duration: July 2015 – April 2016)

**Principal Investigators:** Jacqueline Ashby, Ed.D. & Lisa Gojsic White, M.Ed.

**Investigator Organization:** British Columbia Council on Admissions and Transfers

You are invited to participate in an evaluation of the [INSTITUTION/INSTITUTION] dual admission program.

#### Project Description

Dual admission programs promote students’ mobility by allowing them the flexibility to complete their first few years of study at home with a guaranteed admission to the four-year degree granting institution (Douglas College, 2009). These partnerships are also described as key in reinforcing the “equity and equality in higher education” in that they diversify the student body by providing additional academic and financial support as well as easing the transition from college to university (Shulruf, Turner, & Hattie, 2009, p. 2416). However, there is a dearth of research exploring the implementation and sustainability of these programs and their student outcomes. Therefore, the purpose of this evaluation is to review the administrative processes and student outcomes of dual admission programs from both institutional staff and student stakeholder perspective.

#### Procedures

For the purposes of this study, interviews, surveys, and institutional data and archives will be used to understand the administrative processes and student outcomes of dual admissions programs in British Columbia. Interviews for the study will be conducted either on campus or via telephone.

If you agree to be part of this evaluation, you will be asked to take part in a 60-minute interview regarding your experience administering this program. All information you offer in this interview will be recorded on an audio recording device and later transcribed. By agreeing to participate in this interview, you confirm that any information you encounter will be kept confidential and not revealed to parties outside the study.

#### Benefits and Risks of the Study

The benefits of this evaluation include better understanding the implementation and outcomes of dual admission programs. This information will assist current and future post-secondary institutions with dual admission partnerships and programs. If you have any questions about this evaluation project, you may contact the primary investigators, Jacqueline P. Ashby at [jacqueline.p.ashby@gmail.com](mailto:jacqueline.p.ashby@gmail.com) or Lisa Gojsic White at [lisawhitegojsic@gmail.com](mailto:lisawhitegojsic@gmail.com).

You may obtain copies of the results of this study, upon its completion by contacting (after April 2016) BCCAT Associate Director, Robert Adamoski at [radamoski@bccat.ca](mailto:radamoski@bccat.ca). The [INSTITUTION] Research Ethics Board has determined that this study is exempt from REB review because it is a program evaluation. Your signature on this form will signify that you understand the procedures, possible risks, and benefits of this evaluation; that you have received an adequate opportunity to consider the information in the study detail; and that you agree to participate in the evaluation.

Information that is obtained during this review will be kept confidential to the full extent permitted by the law. Knowledge of your identity is not required. You will not be required to write your name or any other identifying information on research materials. Materials will be maintained in a secure location and kept for 2 years after the completion of the study.

*I understand the procedures to be used in this evaluation and I understand that I have the right to withdraw from the project at any time, and that any concerns about the evaluation may be brought to the attention of BCCAT Associate Director, Robert Adamoski at [radamoski@bccat.ca](mailto:radamoski@bccat.ca). I have read the above and agree to participate.*

First and last name of participant

Phone and/or email contact

--	--

Signature

Witness (signature)

--	--

Date

--

# Appendix C:

## Staff Interview Questionnaire

1. What is your role in your institution's dual admission program?
2. How long have you been in this role with regards to your institution's dual admission program?
3. What are the objectives and/or goals of your dual admission program?
4. Does your dual admission program target a specific group of students?
5. What have you observed in terms of dual admissions program demand? Are there waiting lists for seats or are you working to increase recruitment and enrolment in these programs? If so, in what ways are you attempting to increase student demand in these programs? (Colleges and UVic)
6. How are admission targets set for your dual admission program?
7. Has the composition and/or eligibility standards for entry changed since the program's inception? If so, why?
8. Have you noted specific courses that face capacity challenges for dual admission students?
9. How would you describe your partnership with the other institution and their staff?
10. Based on your experience, what are the strengths of your dual admission program?
11. Based on your experience, what areas of your dual admission program require improvement and how would recommend addressing them?
12. What policies and/or practices have been successful in sustaining your dual admission program?
13. How have you measured the success of your dual admission program?

# Acknowledgements

The authors would like to acknowledge the support and collaboration of BCCAT staff members Dr. Robert Adamoski and Dr. Anna Tikina for assisting us in the data collection and editing of this report. We would also like to thank the administration and staff of Douglas College, North Island College, Simon Fraser University, and the University of Victoria for providing us with access to their institutional data and participating in our interview process.



