



A Review of Admissions Models at BC Public Post-Secondary Institutions

Background

Post-secondary institutions around the world have been using merit-based admissions (selecting candidates with best qualifications) for competitive-entry programs. Competitive admission can be based on overall high school GPA, grades in specific high school courses, entry tests (e.g., Sackett et al., 2021), or on more holistic approaches (e.g., Brock, 2024) that include interviews, and/or assessment of the statement of intent and portfolio. High school grades are often considered the best predictor of post-secondary performance, although the views on fairness and equity call for consideration of other measures (Rosinger et al., 2021). Do admissions/enrolment professionals perceive the models they use as efficient and effective? What indicators are used for assessing the usefulness and equity of admissions models?

Purpose/ Goal

To review the efficacy and applicability of different admissions models

Scope

BC public post-secondary institutions

Objectives

The objectives of the study include:

1. To review literature on available admissions models and their efficacy;
2. To review admissions models at BC public institutions, and if applicable, to assess what models are more common in certain programs/program areas.
3. To analyze students' performance using selected indicators at several public BC post-secondary institutions;
4. To explore the perspectives of post-secondary admissions professionals on the usefulness and efficiency of admissions models; and
5. To identify areas for future research and, if appropriate, the development of promising practices.

Timeline

Completion date for this project will be before March 31, 2026

Budget

Maximum budget available for this project is \$25,000. This figure is inclusive of all hourly charges, travel and associated costs, and GST.



References

Brock, M. (2024). MORE THAN GRADES: A push for holistic admission is making headway. An initiative called Reimagining College Access under NACAC's oversight will push this work even further. *Journal of College Admission*, 264, 20–25.

Rosinger, K. O., Sarita Ford, K., & Choi, J. (2021). The role of selective college admissions criteria in interrupting or reproducing racial and economic inequities. *The Journal of Higher Education*, 92(1), 31–55. <https://doi.org/10.1080/00221546.2020.1795504>

Sackett, P. R., Sharpe, M. S., & Kuncel, N. (2021). Comparing school reports and empirical estimates of relative reliance on tests vs grades in college admissions. *Applied Measurement in Education*, 34(4), 240–250. <https://doi.org/10.1080/08957347.2021.1987903>