

APPENDIX A

MOBILITY OF TRANSFER STUDENTS REVISITING THE RESEARCH FRAMEWORK

Friday, November 13, 2009
Executive Meeting Room 370
Wosk Centre for Dialogue
580 West Hastings Street, Vancouver
9:30 a.m. to 3:30 p.m.
(Continental breakfast available from 8:45 a.m.)

AGENDA

MEETING OBJECTIVES

The visioning session on research on the mobility of transfer students will:

- Broaden understanding of what a “transfer student” is, given changing institutional mandates and mobility patterns, and develop a vocabulary to better describe the different sub-populations of students who move between institutions within the BC post-secondary system.
- Identify and explore information requirements to better inform the post-secondary education system about the movement of students within British Columbia for planning purposes.
- Identify changes to the existing research framework to meet future requirements for information on student mobility.

AGENDA TOPICS	LEAD	TIME
1. Welcome and Introductions <ul style="list-style-type: none">• Session objectives• Roundtable introductions• Agenda	John Forsdick, Facilitator	9:30 – 9:45 a.m.
2. Setting the Stage – The Current Research Framework <ul style="list-style-type: none">• Overview of current BCCAT and STP research on transfer students and student mobility• Description of current roles and responsibilities• Description of changing post-secondary landscape	Devron Gaber Joanne Heslop Jean Karlinski	9:45 – 10:30
Break		10:30 – 10:45
3. Defining Transfer and Student Mobility <ul style="list-style-type: none">• What is a mobile student in the BC post-secondary system?• Which sub-populations of mobile students are we most interested in knowing more about?• How important is it to continue focusing research on the traditional transfer student population?	Group work session, followed by a plenary discussion	10:45 – 12:15 p.m.
Lunch		12:15 – 1:00 p.m.
4. What We Need to Know about the Student Population <ul style="list-style-type: none">• What do you need to know about the mobility of the student population?• What barriers need to be addressed in order to have available data on the “need-to-know” topics?	Group work session, followed by a plenary discussion	1:00 – 2:20
Break		2:20 – 2:35

<p>5. Revisiting the Research Framework</p> <ul style="list-style-type: none"> • What is the best way to implement a research agenda that would address identified information needs (e.g., resources required, committees/other structures, data sources, etc.)? • What is the role of the various players in conducting the different kinds of research? 	<p>Co-facilitated session</p> <p>John Forsdick Devron Gaber</p>	<p>2:35 – 3:00</p>
<p>6. Summary and Next Steps</p>	<p>Devron Gaber</p>	<p>3:00 – 3:10 p.m.</p>
<p>7. Work Session Evaluation and Adjournment</p>	<p>Group</p>	<p>3:10 – 3:15 p.m.</p>

BCCAT November 13 , 2009 Visioning Session participants

Name	Title	Institution
Andrew Arida	Associate Director, Enrolment	University of British Columbia
Patty Beatty-Guenter	Director, Student Enrolment & Reporting	Ministry of Advanced Education & Labour Market Development
Kathleen Bigsby	Director, Institutional Analysis & Planning	Kwantlen Polytechnic University
Dan Birch	Co-Chair	BC Council on Admissions and Transfer
Neil Coburn	Dean of Instruction	Selkirk College
Kate Cotie	Manager, Policy & Agency Coordination	Ministry of Advanced Education & Labour Market Development
Bob Cowin	Director, Institutional Research	Douglas College
Kathy Denton	Dean, Humanities and Social Sciences	Douglas College
Lisa Domae	Vice President, Student & Educational Services	North Island College
Frank DiPuma	Manager, Institutional Research	Capilano University
Finola Finlay	Associate Director	BC Council on Admissions and Transfer
John Forsdick	Principal	Context Research Ltd.
Doug Francis	Vice Principal	Sentinel Secondary School
Devron Gaber	Associate Director	BC Council on Admissions and Transfer
Frank Gelin	Executive Director & Co-Chair	BC Council on Admissions and Transfer
Martin Gerson	Dean of Instruction	Langara College
Jody Gordon	Associate Vice President, Student Services and Registrar	Kwantlen Polytechnic University
Bob Harris	Counsellor	College of New Caledonia
Paul Harrison	Associate Dean of Science	University of British Columbia
Joanne Heslop	Student Transitions Project (STP) Manager	Student Transitions Project
Jean Karlinski	Research Coordinator	BC Council on Admissions and Transfer
Lurline Langbell	Assistant Registrar	Private Career Training Institutions Agency
Greg Lee	President	Capilano University
Jacy Lee	Director, Institutional Research & Planning	Simon Fraser University
Mario Mazziotti	Director, Institutional Planning and Analysis Office	BC Institute of Technology
Rick Monaghan	Coordinator, Advising Centre	Vancouver Island University

DETAILED TRANSCRIPTION OF NOVEMBER 13, 2009 VISIONING SESSION

MOBILITY OF TRANSFER STUDENTS REVISITING THE RESEARCH FRAMEWORK

The following itemizes the responses of 4 breakout groups to the questions under Items 3 and 4 of the Visioning Session agenda (See Page 1). The asterisks used in Item 3. b below denote the mobile student subpopulations felt to have research priority for each group (detailed under Item 4). Note that the original question in Item 4.a was augmented with a secondary question related to policy considerations.

After defining mobile students and initial subpopulations of interest, participants were asked to select their top three priority subpopulations. This ranking was not related to any perceived barriers (e.g., available data, funding or other resources) to undertaking the research, although these were noted. The top subpopulations were selected by each group from among their own initial suggestions (identified under Item 3. b below) and/or from a compiled list made available for additional consideration. At the end of this appendix is the complete list of subpopulations identified.

Item 3. Defining Transfer and Student Mobility

- a. *What is a mobile student in the BC post-secondary system?*
- Preferred definition: Students who switch programs, credentials, and/or institutions to achieve their educational goals.
 - Second definition: Students who attend more than one program and/or institution to achieve their educational goals.
- b. *What are the sub-populations of mobile students? Which sub-populations of mobile students are we most interested in knowing more about?*

The answers to these questions are combined below. Those that we want to know about the most, excluding BC college transfer students who are dealt with in the next question, have an asterisk at the end and sometimes explanatory notes in italics.)

- i. BC College Transfer
 - ii. Changing or adding credential level *
 - iii. Internal program change
 - iv. Courses from multiple institutions *
 - v. Stop outs *
 - vi. Private/public and vice versa * (*In the long term once PENning occurs.*)
 - vii. Associate degree holders (*Part of BC College Transfer*)
 - viii. Out of province * (*In the long term. Make use of PSIS efforts in this area.*)
 - ix. Movers among post-secondary that aren't traditional transfer students * (*The biggest and most important category, may subsume other categories.*)
 - x. K-12 to post-secondary (*Being done through STP. Not part of movement within post-secondary.*)
 - xi. ABE students * (*Subsumed under Item ix, movers among.*)
 - xii. Virtual students
 - xiii. Apprenticeship students * (*Could be subsumed under #ix, movers among (for public institutions.)*)
- c. *Compared to other sub-populations of mobile students, how important is it to continue focusing research on the traditional transfer student population?*
- We still want to know about these students, including learning more about them and focusing on their outcomes when they move on to further studies.
 - Maintain an emphasis but put most energy into new areas of research on other sub-populations.
 - If we stop focusing on BC college transfer students, universities might lose interest in mobility research.
 - Knowing about them is “necessary but insufficient”.

Item 4. What We Need to Know about the Student Population

To begin this exercise, each group was asked to pick its top three most important sub-populations, either from a summary list prepared over lunch or from each group's own list. Then the group was asked to answer three questions related to each of those sub-populations. The information below deals with the three top sub-populations chosen by this group and answers all three questions for each group before moving on to the next group. In many cases, comments made on the first group applied to the second and third group.

Subpopulation 1: The 21,000 movers (same as ix. above, movers other than traditional transfer students)

- a. *Why is it important to know about the mobility of these various sub-populations? What are the policy issues/planning decisions related to this subpopulation?*
 - Can we make it easier for them to move?
 - Are policies now in place impeding their movement?
 - We can measure these students' success or failure.
 - Is this movement a good or a bad use of resources?
 - How can we help students achieve their educational goals in the most expedient way?
 - Are students moving because it's necessary or by their own choice?

- b. *What do you need to know about the mobility of the student population?*
 - What institutions are they moving among (sending and receiving)?
 - Credentials awarded
 - Credits completed
 - Intention of students
 - Was capacity adequate? (in post-secondary system)
 - What programs did they move among (sending and receiving)?
 - Whether educational goals were met
 - Link to outcomes data
 - Longitudinal data
 - GPAs of movers (entry and exit, at 30, 60, 120 credit level)
 - Course level data
 - Credits taken versus credits required
 - Demographic profile
 - Understanding different paths taken (block transfer, associate degree, etc.)

- c. *What barriers need to be addressed in order to have available data on the "need-to-know" topics?*
 - We don't have all the data
 - Capacity
 - Understanding intentions

- Lack of course level data
- Data not available at all
- Need qualitative data
- Lack of resources to submit or analyze data
 - Institutional level
 - Provincial level
- Lack of will
- Sheer complexity of a potentially massive database
- Lack of perceived benefit
- Lack of comparability of data across institutions
- Data quality

Subpopulation 2: Stop outs (same as v. above)

a. *Why is it important to know about the mobility of these various sub-populations? What are the policy issues/planning decisions related to this subpopulation?*

- Many of the reasons listed in Subpopulation 1 above also apply to Subpopulation 2.
- Why they stopped out and for how long?
- Is this a problem (a sign of success or failure)?

b. *What do you need to know about the mobility of the student population?*

- Many of the things listed in Subpopulation 1 above also apply to Subpopulation 2.
- Define stop outs clearly
- With credentials or not
- Why they stopped out
- What they did during stop out
- Why they came back
- Returned to same or different program/institution
- How long a gap?

c. *What barriers need to be addressed in order to have available data on the “need-to-know” topics?*

- Many of the barriers listed in Subpopulation 1 above also apply to Subpopulation 2.
- More qualitative in nature (therefore harder to do)
- Coming up with definition of how long to be out before being a drop out rather than a stop out

Subpopulation 3: Students who attend multiple institutions (same as iv. and xii. above)

a. *Why is it important to know about the mobility of these various sub-populations? What are the policy issues/planning decisions related to this subpopulation?*

- Some of the reasons given in Subpopulation 1 above also apply to Subpopulation 3.
- Why are students doing this? Is it a lack of student capacity or student choice?
- Is this a viable delivery method (from the institutional perspective)?

- Is this good or bad (from a student perspective)?
- Is there academic coherence to the courses being taken from multiple institutions?
- Are students getting credit towards a credential?
- What are appropriate delivery methods across institutions? For instance, TRU-OL versus BCcampus? Collaboration across institutions (e.g., degree partnerships) versus autonomous institution response.

b. What do you need to know about the mobility of the student population?

- Many of the things listed in Subpopulation 1 above also apply to Subpopulation 3.
- Why are students doing this?
- How much is going on?
- In what disciplines?
- Success rates (courses completed, GPAs, credentials completed).
- Who are these students?
- Compare their success with more traditional, single-institution students
- Credits to graduation compared to other students

c. What barriers need to be addressed in order to have available data on the “need-to-know” topics?

- Many of the barriers listed in Subpopulation 1 above also apply to Subpopulation 3.
- **Must** have course level data to understand these students
- Possible privacy issue because of small n’s

Item 3. Defining Transfer and Student Mobility

- a. *What is a mobile student in the BC post-secondary system?*
- A student who changes institutions and/or programs in a public or private institution in BC and beyond
 - A cohort of students (e.g., moves from one fall session to another fall session) or one that moves over a longer time frame, including “stop-outs”
 - A student who changes institutions (pure movement, no boundaries)
- b. *What are the sub-populations of mobile students? Which sub-populations of mobile students are we most interested in knowing more about?*
- Students moving between the public and private pse systems*
 - Students laddering credentials over time*
 - Stop-outs
 - Distinguish between credential completers and non-completers
 - Capture student intent (e.g., credential completion and ladder, or end there, upgrading, etc.)
 - A pse student at Institution ‘A’ who “intends” to transfer to Institution ‘B’
 - Those with PLAR towards credential completion
 - Demographic breakdowns
 - Visiting students
- c. *Compared to other sub-populations of mobile students, how important is it to continue focusing research on the traditional transfer student population?*
- Continue to follow these students, but don’t limit transfer student research to this group
 - Expand research to include other inter-institutional transfer
 - Put emphasis on what we don’t know

Item 4. What We Need to Know about the Student Population

Subpopulation 1: Students moving between public and private institutions

- a. *Why is it important to know about the mobility of these various sub-populations? What are the policy issues/planning decisions related to this subpopulation?*
- For BCCAT, to inform decisions around the inclusion of private institutions in the BC Transfer System
 - How do you define “private” institutions?
 - Some concerns expressed about using public funds to support research linked to private institutions
 - If mobility between public and private institutions is understood, we will have better ability to affect transfer policy between the two sectors

- Quality assurance related to private institutions is important and may increase pse participation
- Need to be able to articulate the benefits of public/private articulation for students, institutions, and the system
- Knowledge about public/private flows will help inform recruitment strategies

b. What do you need to know about the mobility of the student population?

- As a starting point, the basic flows of students between the two sectors
- More detail as it becomes possible

c. What barriers need to be addressed in order to have available data on the “need-to-know” topics?

- Lack of PENning
- Private institutions, particularly “for profit” institutions, don’t like to share information/data; therefore , a problem for data sharing agreements
- Private institutions can be a moving target (less stable with openings and closings)
- We don’t know if programs mesh between the two sectors

Subpopulation 2: Movers with credentials and those laddering with credentials

a. Why is it important to know about the mobility of these various sub-populations? What are the policy issues/planning decisions related to this subpopulation?

- To broaden acceptance of certificate and diploma programs as transfer vehicles to advanced certification, such as Nursing, etc.
- Issue of transferability versus applicability of credit

b. What do you need to know about the mobility of the student population?

- What is the success rate of laddered students (e.g., completion to the baccalaureate degree)?
- Want to understand why students ladder
- What are best practices vis-à-vis informing these students about requirements and transferability?

c. What barriers need to be addressed in order to have available data on the “need-to-know” topics?

- Variance among certificate/diploma credit values leading to transfer problems
- The certificates and diplomas can be perceived to not have a strong enough theoretical component

Note: In this break out group, consensus formed around only 2 subpopulations.

Item 3. Defining Transfer and Student Mobility

- a. *What is a mobile student in the BC post-secondary system?*
- A student who moves from one institution to another into or out of the BC pse system
 - This includes out-of-province, private and public, multiple institution enrolment, and is not credential specific
 - At the broadest level, a mobile student attends more than one post-secondary institution
- b. *What are the sub-populations of mobile students? Which sub-populations of mobile students are we most interested in knowing more about?*
- Direct entry to BC pse from a BC high school
 - Direct entry to BC pse from a non-BC high school
 - Direct entry from a BC high school to a non-BC psi (including online enrolment)
 - College transfer to a research university
 - Students with some pse credits who want to apply credit to a credential at another institution*
 - Credential completers who switch institutions*
 - Students leaving other BC post-secondary institutions and going into BCIT
 - People transferring with intended outcomes vs. non-intended outcomes
 - Geographic transfer; i.e., a physical change of location for transfer versus online or within the same location
 - Students who move between public and private institutions in both directions*
 - Students who move between programs not designed for transfer but which include comparable course work
 - Returning stop-outs
- c. *Compared to other sub-populations of mobile students, how important is it to continue focusing research on the traditional transfer student population?*
- This is still a valid population to study but doing so should be balanced with research on other movers/foci (test and validate equivalence and courses, impacts policy)
 - The traditional transfer student is a part of other subpopulations

Item 4. What We Need to Know about the Student Population

Subpopulation 1: Students with some credits moving between post-secondary institutions

- a. *Why is it important to know about the mobility of these various sub-populations? What are the policy issues/planning decisions related to this subpopulation?*
- Optimizing transfer credit to non-traditional receiving institutions
 - Eliminating sending/receiving institutional designations

- b. *What do you need to know about the mobility of the student population?*
- Of the credits presented by the student, what is awarded credit by the institution, and how much is applied to the program?
 - Transfer credit from institution to institution vs. from the traditional model of college to research university
- c. *What barriers need to be addressed in order to have available data on the “need-to-know” topics?*
- There is no transfer guide for non-traditional transfer student movement
 - Requires new research for which there is no framework
 - What data is available?
 - Will be resource intensive

Subpopulation 2: Movers with or without credentials who switch institutions (including those laddering credentials)

- a. *Why is it important to know about the mobility of these various sub-populations? What are the policy issues/planning decisions related to this subpopulation?*
- Is laddering an efficient method of completing programs?
 - What is the role of block transfer vs. course to course transfer?
 - Assessing educational outcomes
- b. *What do you need to know about the mobility of the student population?*
- What are the reasons for sequential credential completion?
 - Why do movers ladder vs. move with a credential or without a credential?
 - Transfer assessment
- c. *What barriers need to be addressed in order to have available data on the “need-to-know” topics?*
- The “why” questions are hard to answer
 - Need to define laddering

Subpopulation 3: Students who move between public and private pse institutions

- a. *Why is it important to know about the mobility of these various sub-populations? What are the policy issues/planning decisions related to this subpopulation?*
- To be inclusive. We are one system.
 - To facilitate student movement and recognition of credit in both directions
 - To promote and encourage block transfer
 - To get at quality assurance

- b. What do you need to know about the mobility of the student population?*
- Of the credits presented by the student, what is awarded credit by the institution, and how much is applied to the program?
 - The volume of student movement between publics and privates within BC and between programs
- c. What barriers need to be addressed in order to have available data on the “need-to-know” topics?*
- Lack of PENning of students in private institutions
 - Lack of data
 - Lack of knowledge about quality assurance measures

Item 3. Defining Transfer and Student Mobility

- a. *What is a mobile student in the BC post-secondary system?*
- A student in the BC pse system who has earned credits, not all of which are from the same institution
- b. *What are the sub-populations of mobile students? Which sub-populations of mobile students are we most interested in knowing more about?*
- Aboriginal students
 - Students groups by Socio-economic status
 - English as a Second Language students
 - Student organized by program type (e.g., in an applied degree program)
 - Students who want to transfer credit
 - Visiting students (studying concurrently or consecutively)
 - Students who change programs
- c. *Compared to other sub-populations of mobile students, how important is it to continue focusing research on the traditional transfer student population?*
- **Note: This question was not addressed by the group.**

Item 4. What We Need to Know about the Student Population

Subpopulation 1: 21,000 students that the STP tells us move in addition to the traditional transfer student

- a. *Why is it important to know about the mobility of these various sub-populations? What are the policy issues/planning decisions related to this subpopulation?*
- There is a lack of information about what transfer credit they get
 - We don't know the extent of any transfer problems
 - To demonstrate the robustness of the articulation system
 - It would provide significant value for investment decisions
 - Adds significant value and credibility
- b. *What do you need to know about the mobility of the student population?*
- Who these students are
 - Their bases of admission
 - Their programs taken
 - Academic performance
 - What courses were moved and what proportion got credit

- The extent of movements
- Patterns of mobility
- Did their academic performance change with the move?

c. *What barriers need to be addressed in order to have available data on the “need-to-know” topics?*

- Can’t access research university course data
- Limitations of personnel to do the work
- Institutions need to see this subpopulation addressed.

Subpopulation 2: Students moving between public and private institutions

a. *Why is it important to know about the mobility of these various sub-populations? What are the policy issues/planning decisions related to this subpopulation?*

- We know little about this subpopulation and need to better understand the role of private education

b. *What do you need to know about the mobility of the student population?*

- Need to know the population
- Why students are moving to private institutions
- What the scope of mobility is both in and out of province
- An assessment of the quality of private education

c. *What barriers need to be addressed in order to have available data on the “need-to-know” topics?*

- The lack of PENs across the population
- It’s difficult to track these students
- There is no baseline or consistency in data sets
- Willingness on the part of the private sector to participate

Subpopulation 3: Movers with credentials/those who ladder

a. *Why is it important to know about the mobility of these various sub-populations? What are the policy issues/planning decisions related to this subpopulation?*

- Capability, through laddering, to graduate to additional levels
- It’s a measure of educational/system effectiveness if students can ladder their credentials
- Credentials are legitimate and enable social and work mobility
- Laddering demonstrates how people ‘build’ on the education and the resulting outcomes (e.g., diploma to a degree)

- b. *What do you need to know about the mobility of the student population?*
- The number of students moving with block transfer and flexible pre-major
 - Defining the various ladders that are out there
- c. *What barriers need to be addressed in order to have available data on the “need-to-know” topics?*
- No real barriers. We just need to examine laddering.

Complete List of Subpopulations Identified

Below is the comprehensive list of possible subpopulations that Visioning Session participants felt were worthy of study at some point (in no particular order). Note that numbers 30-32 were not considered to be within the scope of the broader definition of student mobility. These subpopulations are being dealt with by STP research.

1. 21,000 moves identified in STP research (which is in addition to the traditional transfer student population moving to research universities with a college transfer student basis of admission)
2. Movers with or without accumulated transfer credit
3. Stop-outs and returning students and those who don't return
4. Movers between public and private post-secondary institutions
5. Movers with credentials and those laddering with credentials
6. Movers without credentials
7. Multi-institutional movers/shoppers
8. Intended movers (or movers with intended outcomes)
9. Non-intended movers (or movers with non-intended outcomes)
10. Movers that switch programs (within the same institution or at another institution)
11. Movers that don't switch programs
12. Those simultaneously enrolled
13. Movers between BCIT and other BC post-secondary institutions (both directions)
14. Movers from research universities to other BC post-secondary institutions
15. The traditional transfer student to research universities (“BC College Transfer”)
16. Associate Degree holders (part of “BC College Transfer”)
17. Those who move geographically (involving a physical move)
18. Out of province movers (both into and out of BC)
19. ABE students
20. Virtual students
21. Apprenticeship students
22. A cohort of students (e.g., a group of students moving from one fall session to another fall session or one that moves over a longer time frame)
23. Those with Prior Learning Assessment & Recognition (PLAR) towards credential completion
24. Groups of students based on socio-economic or demographic similarity (e.g., female or male students, age groups, movers with parents with or without certain levels of post-secondary education completion)
25. Visiting students (studying concurrently or consecutively)

26. Students who move between programs not designed for transfer but which include comparable course work
27. Aboriginal students
28. English as a Second Language (ESL) students
29. Students who want to transfer credit
30. Direct entry to BC post-secondary education from a BC high school
31. Direct entry to BC post-secondary education from a non-BC high school
32. Direct entry from a BC high school to a non-BC post-secondary institution (including online enrolment)