
Following Their Footsteps:

What Happens to Students Who Move from Research Universities to Other BC Public Post-Secondary Institutions?

Prepared by: Joanne Heslop, Student Transitions Project Manager



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Background & Introduction

British Columbia has a differentiated post-secondary system in which different kinds of institutions provide students with a wide range of educational program options and numerous opportunities for credential completion. As a result of the many education choices and pathways available to students in BC, they tend to navigate their way through the education system in a variety of ways in order to achieve their goal. This report is intended to provide more information to education planners and policy makers about one of those pathways, from research universities to other BC public post-secondary institutions. This “non-traditional” education pathway was likely uncommon several decades ago, but numerous changes have taken place in the BC public post-secondary system over the past few decades which now facilitate this pathway.

Historically, when the system was established in the 1960s, it consisted primarily of colleges and research universities along with a few institutes with specialized programs and a provincial mandate. In those early days, colleges and institutes offered certificates and diplomas while universities offered degrees at the undergraduate and graduate level. B.C.’s post-secondary institutions function as part of a transfer system which enables students to move among institutions. When students moved between institutions, they tended to go from colleges and institutes to universities for degree completion. This dichotomous system began to change in 1989 when several colleges became university colleges with the mandate to offer baccalaureate degrees in addition to certificates and diplomas. The post-secondary system became more complex again in the 2000s with the expansion of undergraduate degree granting authority to all institutions and the authority to grant masters level credentials at institutes and university colleges. Then in 2008, the provincial government created several new teaching-intensive universities from a selection of former university colleges, institutes, and colleges. Thus in 2011, students have multiple options available where they can complete a degree.

The traditional view of unidirectional movement to research universities for degree completion is now evolving to a more comprehensive view because of the changing post-secondary landscape and the numerous degree completion options. Research conducted by the Student Transitions Project (STP) has shown that 22,500 students moved from one BC public post-secondary institution to another, from academic year 2007/08 to 2008/09. The volume and direction of this student movement between BC’s different types of institutions is shown in the matrix below (see Figure 1). The matrix shows that one third of all movers entered a research-intensive university (RIU) in 2008/09 and two thirds moved to one of the other sectors.

Figure 1: Student Mobility Matrix in the BC Public Post-Secondary System, 2007/08 to 2008/09

2007/08 Institution Type	2008/09 Institution Type				GRAND TOTAL
	COMMUNITY COLLEGE	INSTITUTE	RESEARCH-INTENSIVE UNIV	TEACHING-INTENSIVE UNIV	
COMMUNITY COLLEGE	1,080 15%	923 13%	3,689 52%	1,465 20%	7,157 100%
INSTITUTE	1,347 45%	462 15%	336 11%	849 28%	2,994 100%
RESEARCH-INTENSIVE UNIV	2,174 35%	1,105 18%	1,318 21%	1,546 25%	6,143 100%
TEACHING-INTENSIVE UNIV	1,405 22%	1,012 16%	2,383 38%	1,479 24%	6,279 100%
Total Student Count	6,006	3,502	7,726	5,339	22,573
Total Row%	27%	16%	34%	24%	100%

Note: This matrix only includes students who registered in 2007/08 and 2008/09 and moved from one institution to another. Students who continued their registration at the same institution from one year to the next are excluded.

BCCAT research often focuses on the education pathways and achievements of “traditional college transfer students” who transfer to research-intensive universities, but this study, which was recommended by BCCAT’s Admissions Committee and undertaken by the Student Transitions Project, takes an in-depth look at student flows in the reverse direction. This report focuses on the 6,143 students who moved from an RIU in 2007/08 to some other BC public post-secondary institution in 2008/09. Where are they going? What programs are they enrolling in? What program areas are they moving from and to? What can we imply about their educational goals? How many complete a credential at a research university before enrolling elsewhere? What are the differences in educational goals of students (with or without a credential) who left a research university to attend another institution?

A longer-range perspective is also provided in this study by following the footsteps taken by 20,422 new students admitted to RIUs in academic year 2002/03: How many subsequently left the research university to attend another institution? How many returned? How many completed a credential? What is the 2009/10 registration and completion status of these 20,422 students who were new to RIUs in 2002/03?

Answers to these research questions are provided in this document, but there is more that we would like to know about these students which cannot be answered from the existing set of student enrollment data from the STP. For instance, in the absence of academic performance and academic progress information, we are unable to test the hypothesis that many students leave research universities because of being underprepared academically (but then return after taking necessary

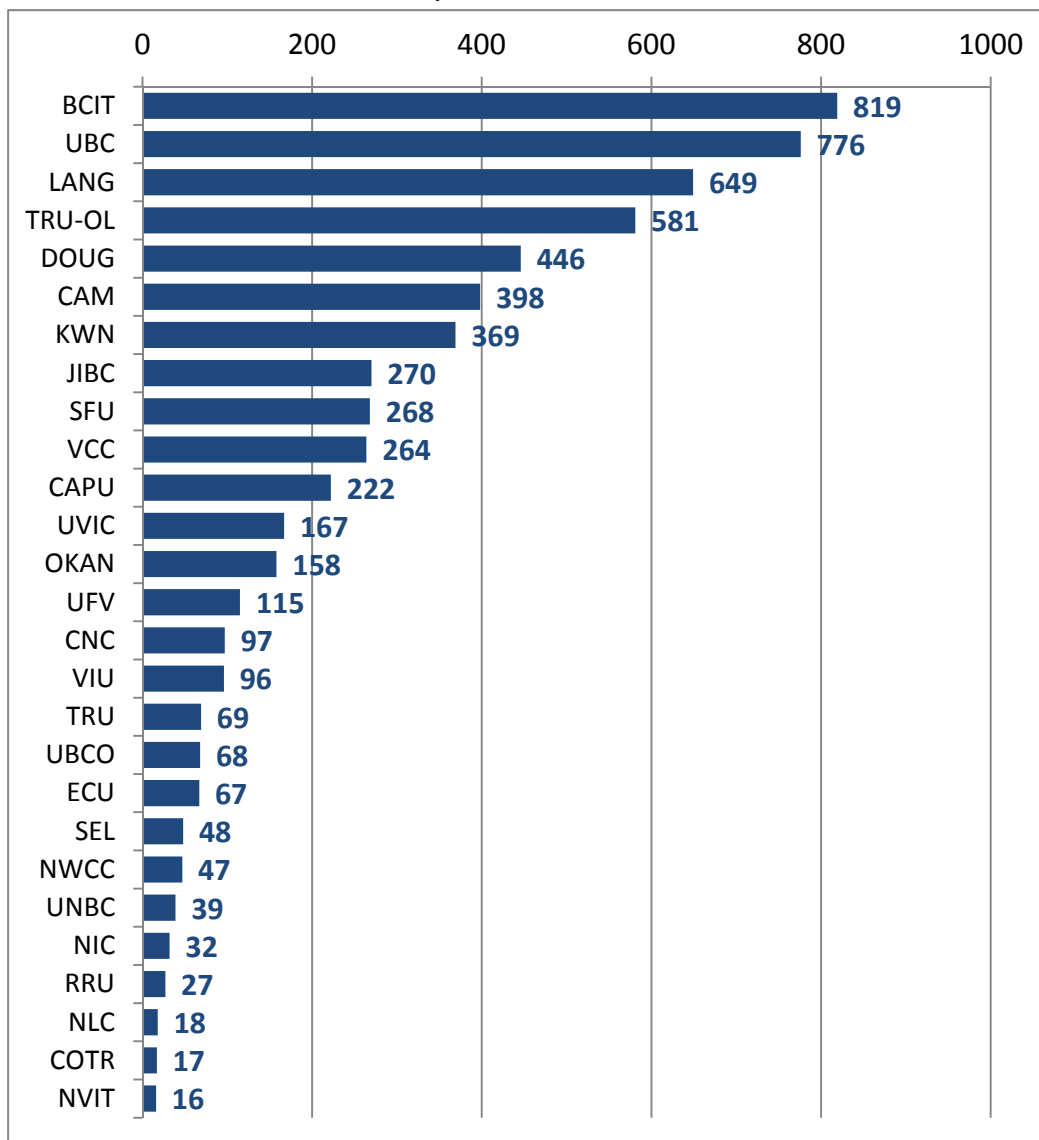
coursework at another type of post-secondary institution). We are also unable to answer from this purely quantitative data any questions about the reasons the students might choose to move and about whether their sense of institutional fit or lack thereof was a contributing factor to their decision to move. This document concludes with recommendations that, if implemented, would help us to answer such questions in the future.

PART I

What can we learn about the 6,143 Students who moved from research-intensive universities to other BC public post-secondary institutions, from 2007/08 to 2008/09?

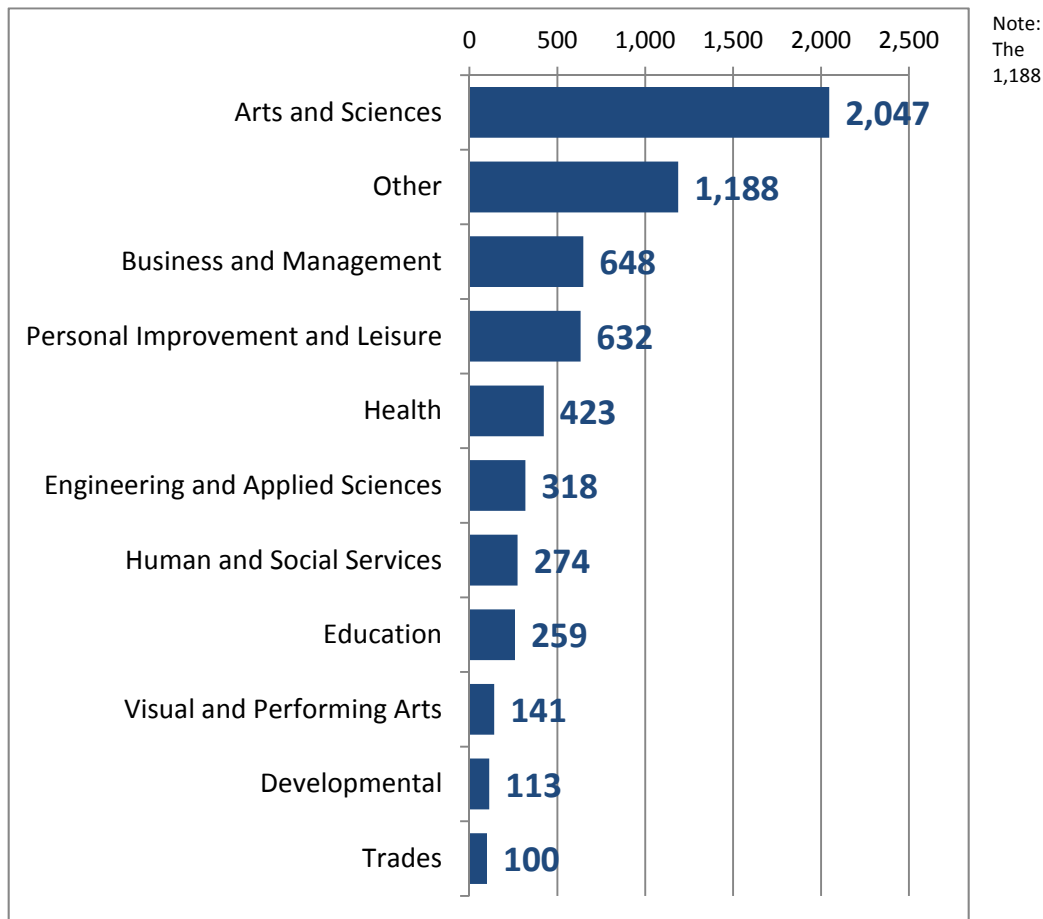
- a) **Where are they going?** The top three institution destinations of student movers from RIUs to other post-secondary institutions students are BC Institute of Technology, University of British Columbia and Langara College, with roughly one-third of all movers from RIUs enrolling at these three institutions.

Figure 2: *Institution Destinations of Students Who Moved from Research-Intensive Universities to Other BC Public Post-Secondary Institutions, 2007/08 to 2008/09*



b) **What programs are they enrolling in?** The primary destination program of students who moved from research-intensive universities to another institution in 2008/09 was an Arts and Sciences program (see **Figure 3**). Roughly two-thirds of the student movers from RIUs enrolled in other program areas at the destination institution. “Other” was also a popular program destination in 2008/09, accounting for 1,188 or 19% of movers.

Figure 3: Program Destinations of Students Who Moved from Research-Intensive Universities to Other BC Public Post-Secondary Institutions, 2007/08 to 2008/09



students in “other” programs have a Classification of Instructional Program (CIP) code of 99.9999 which is a special code for undeclared activity. The majority of these students are in “undeclared programs” at TRU-OL (528) and JIBC (189) and “General Studies” at BCIT (426). The remaining 45 students are in other undeclared activity at other institutions.

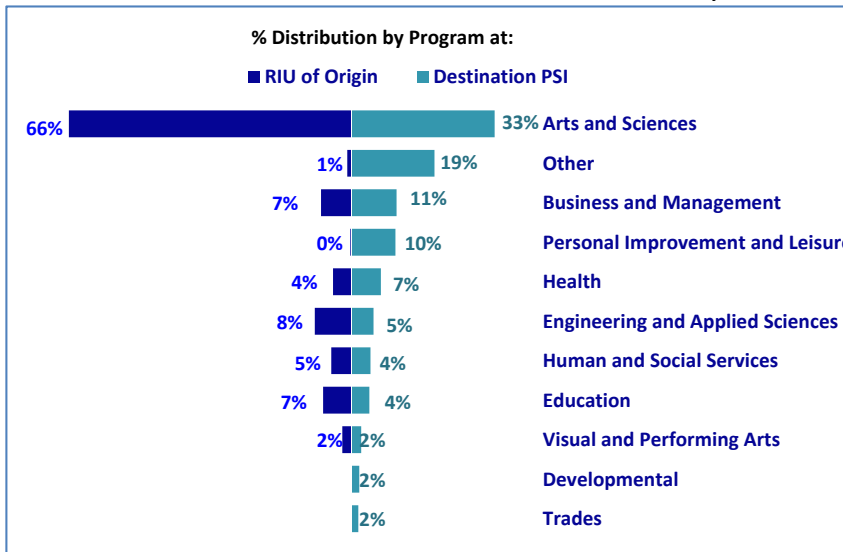
c) **What program areas are they moving from and to?** Arts and Sciences was the most common program area that RIU students departed in 2007/08, accounting for 4,037 students or 66% of movers. A total of 1,601 students remained in Arts and Sciences in both years. The primary destination program of all movers from all RIU programs was Arts and Sciences, with 2,047 or 33% entering this program area. See **Figures 4a and 4b**.

Figure 4a: Program Source and Program Destinations of Students Who Moved from Research-Intensive Universities to Other BC Public Post-Secondary Institutions, 2007/08 to 2008/09

2008/09 Program at Other Post-Secondary Institution												
2007/08 Program at Research University	Arts and Sciences	Business and Management	Developmental	Education	Engineering and Applied Sciences	Health	Human and Social Services	Other	Personal Improvement and Leisure	Trades	Visual and Performing Arts	Grand Total
Arts and Sciences	1,601	433	79	162	158	330	191	672	272	68	71	4,037
Business and Management	64	112	7	1	10	3	13	126	74	7	16	433
Developmental												
Education	83	17	7	61	28	7	8	86	98	3	5	403
Engineering and Applied Sciences	149	42	7	8	104	10	7	116	54	11	13	521
Health	45	9	4	6	5	38	6	79	67	2	1	262
Human and Social Services	46	24	3	10	1	29	40	79	43	7	4	286
Other	20	4	1	5	6	2	5	7	7	1		58
Personal Improvement and Leisure	6				1	1	1	2	2		2	15
Trades												
Visual and Performing Arts	33	7	5	6	5	3	3	21	15	1	29	128
Grand Total	2,047	648	113	259	318	423	274	1,188	632	100	141	6,143

Nearly one-third of all students (1,994 or 32%) remained in the same program at the destination institution as the research university program they left the previous year. In other words, approximately two-thirds of the movers from RIUs were coded to a different program at the destination institution and this might suggest that students are switching institutions in order to switch programs.

Figure 4b: Program Source and Program Destinations of Students Who Moved from Research-Intensive Universities to Other BC Public Post-Secondary Institutions, 2007/08 to 2008/09



d) **What are their educational goals?** Student educational goals¹ might be more accurately identified by directly asking the students what their goals are, but this study does not involve a survey or other qualitative research, so the next best indicator of education goals is obtained from the student credential category² on the student record at the originating RIU and destination institution. As shown in **Figure 5**, the majority of students (79%) were enrolled in a Bachelor’s Degree program at the RIU before they left, but only 20% of students were in a Bachelor’s degree program at the destination post-secondary institution after moving there in 2008/09. Credential category “none” (28%) and diploma (18%) were other popular credential categories at the destination institution.

Figure 5: Distribution of All Movers from RIUs by Credential Category – Originating RIU vs. Destination PSI

Originating RIU		Credential Category	Destination PSI	
# Stu	%		# Stu	%
4,825	78.5%	BACHELORS DEGREE	1,201	19.6%
616	10.0%	OTHER	613	10.0%
289	4.7%	MASTERS DEGREE	195	3.2%
151	2.5%	POST-DEGREE DIPLOMA	81	1.3%
112	1.8%	NONE	1,728	28.1%
47	<1%	DOCTORATE	58	0.9%
37	<1%	CERTIFICATE	481	7.8%
24	<1%	DIPLOMA	1,120	18.2%
21	<1%	GRADUATE DIPLOMA	6	<1%
17	<1%	FIRST PROFESSIONAL DEGREE	52	<1%
3	<1%	POST-DEGREE CERTIFICATE	8	<1%
1	<1%	GRADUATE CERTIFICATE	1	<1%
		ADVANCED DIPLOMA	18	<1%
		APPRENTICESHIP	21	<1%
		ASSOCIATE DEGREE	378	6.2%
		DEVELOPMENTAL	68	1.1%
		SHORT CERTIFICATE	114	1.9%
6,143	100.0%	Grand Total	6,143	100.0%

Note: The 1,728 students in credential category “NONE” are enrolled in: Other/undeclared programs (727), Personal Improvement and Leisure programs (600 which primarily includes continuing studies, general interest, part-time vocational), Arts and Sciences (280) and 121 in various other program areas listed in **Figure 4**.

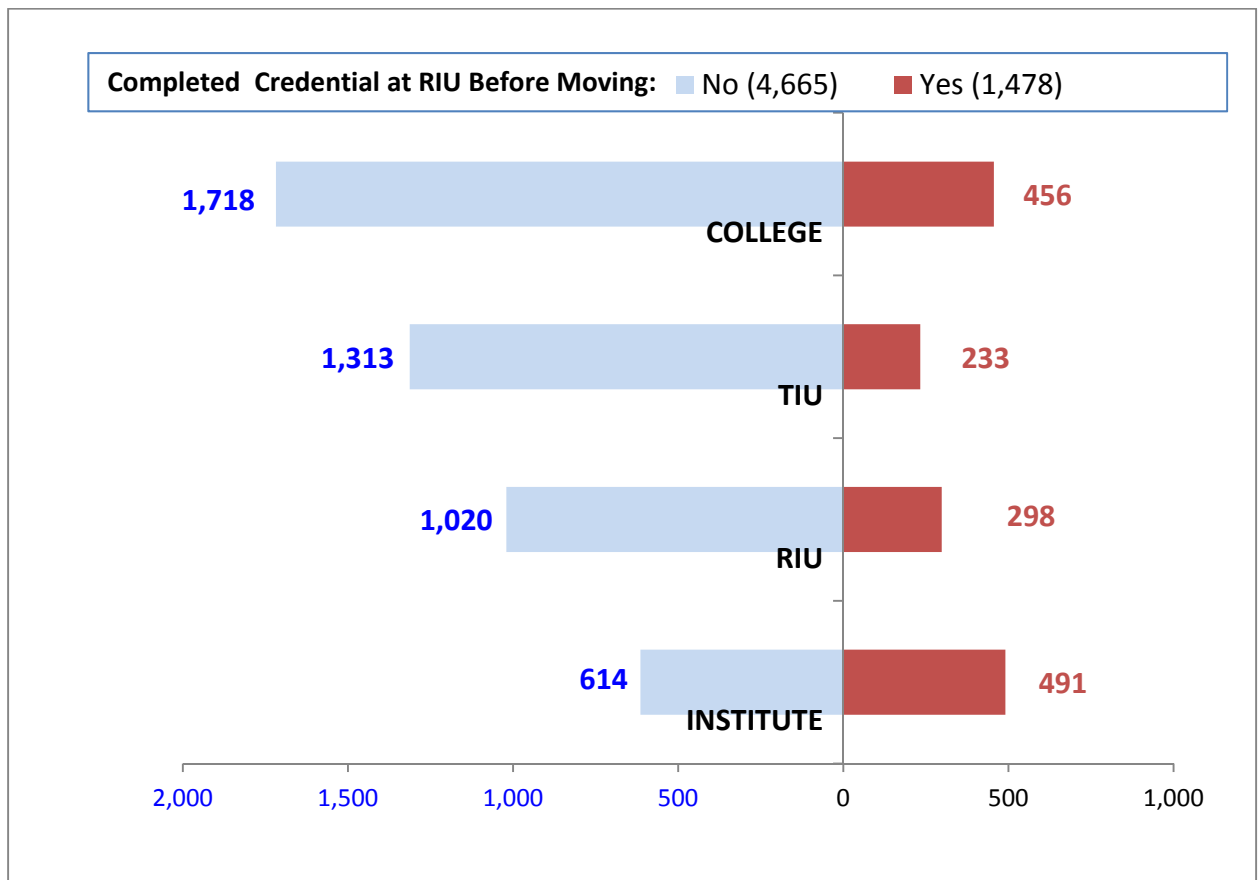
Figure 5 includes *all* 6,143 students who left a research-intensive university, including both those who completed a credential at the RIU before leaving and those who did not. The credential category distributions might be quite different if the non-completers were excluded and this will be shown later.

¹ The student educational goal or credential sought is inferred from the type of credential the student will receive upon completion of the program enrolled in, but the STP acknowledges that student intentions are not always consistent with the type of credential that their program will lead to.

² See definitions of each credential category in Appendix B.

e) **How many complete a credential at a research university before enrolling elsewhere?** Nearly one-quarter (or 24%) of movers from research-intensive universities completed a credential (such as bachelor’s degree, certificate, diploma, etc.) at the RIU before leaving. As shown in **Figure 6**, credential completers and non-completers generally do not enroll in the same types of institutions after leaving the RIU. Institutes (dominated by BCIT) are the primary destination of credential completers, but it is the least common destination of university non-completers who are more likely to enroll at a BC College.

Figure 6: *Destination Institution of All Movers from RIUs by Credential Category – Credential Completers vs. Non-Completers*



- f) **What are the educational goals of students who had not completed a credential at a research-intensive university and subsequently enrolled at another BC public post-secondary institution?** Just over three-quarters of the non-completers at RIUs were enrolled in a Bachelor’s Degree at the research-intensive university. After moving to another post-secondary institution, the top three credentials sought were “none” (27%), Bachelor’s Degree (23%) and Diploma (21%).

Figure 7: *Distribution of Credential Sought by RIU Credential Non-Completers Who Moved to Another Institution – Originating RIU vs. Destination PSI*

Originating RIU		Credential Category	Destination PSI	
# Stu	%		# Stu	%
3,571	76.5%	BACHELORS DEGREE	1,063	22.8%
588	12.6%	OTHER	351	7.5%
163	3.5%	MASTERS DEGREE	97	2.1%
117	2.5%	POST-DEGREE DIPLOMA	37	<1%
110	2.4%	NONE	1,235	26.5%
38	<1%	DOCTORATE	39	<1%
29	<1%	CERTIFICATE	331	7.1%
20	<1%	DIPLOMA	973	20.9%
18	<1%	GRADUATE DIPLOMA	5	<1%
8	<1%	FIRST PROFESSIONAL DEGREE	27	<1%
2	<1%	POST-DEGREE CERTIFICATE	3	<1%
1	<1%	GRADUATE CERTIFICATE	1	<1%
		ADVANCED DIPLOMA	9	<1%
		APPRENTICESHIP	18	<1%
		ASSOCIATE DEGREE	355	7.6%
		DEVELOPMENTAL	60	1.3%
		SHORT CERTIFICATE	61	1.3%
4,665	100.0%	Grand Total	4,665	100.0%

g) **What are the educational goals of students who completed a credential at a research-intensive university and subsequently enrolled at another BC public post-secondary institution?** The primary educational goal³ of RIU credential completers was a Bachelor's Degree (85%). After moving to another BC public post-secondary institution, roughly one-third of students had credential category "none" and a further 18% had category "other", suggesting that these students were taking additional course work at another institution more for interest or employment purposes and not likely for the purpose of obtaining another credential (see [Figure 8](#)). This table shows that students who left an RIU with a completed credential from the RIU sought other credentials at another BC public post-secondary institution, including certificate (10%), diploma (10%), bachelor's degree (9%) and master's degree (7%). Over half of the students in this group (compared to one-third of the non-completers who moved from RIUs) enrolled in programs leading to credential "none" or "other" at the destination institution. As a result, credential completers who moved from RIU's sought proportionately fewer diplomas (10% vs. 21%) and fewer bachelor's degrees (9% vs. 23%) at the destination institution than non-completers.

Figure 8: Distribution of Credential Sought by RIU Credential Completers

Who Moved to Another Institution – Originating RIU vs. Destination PSI

Originating RIU		Credential Category	Destination PSI	
# Stu	%		# Stu	%
		ADVANCED DIPLOMA	9	< 1%
		APPRENTICESHIP	3	< 1%
		ASSOCIATE DEGREE	23	1.6%
1,254	84.8%	BACHELORS DEGREE	138	9.3%
8	< 1%	CERTIFICATE	150	10.1%
		DEVELOPMENTAL	8	< 1%
4	< 1%	DIPLOMA	147	9.9%
9	< 1%	DOCTORATE	19	1.3%
9	< 1%	FIRST PROFESSIONAL DEGREE	25	1.7%
		GRADUATE CERTIFICATE		
3	< 1%	GRADUATE DIPLOMA	1	< 1%
126	8.5%	MASTERS DEGREE	98	6.6%
2	< 1%	NONE	493	33.4%
28	1.9%	OTHER	262	17.7%
1	< 1%	POST-DEGREE CERTIFICATE	5	< 1%
34	2.3%	POST-DEGREE DIPLOMA	44	3.0%
		SHORT CERTIFICATE	53	3.6%
1,478	100.0%	Grand Total	1,478	100.0%

³ The student educational goal or credential sought is inferred from the type of credential the student will receive upon completion of the program enrolled in.

PART II

What can be learned about movers from research-intensive universities by following the footsteps taken by 20,422⁴ new students admitted to research-intensive universities in 2002/03 and following those who subsequently left the research university to attend another institution?

- a) **How many subsequently left the research university to attend another institution?** A total of 20,422 new undergraduate students were admitted to RIUs in 2002/03. Among this group, 7,578 students (37%) subsequently left the RIU between 2002/03 and 2009/10 (see [Figure 9](#)).

Figure 9: *Tracking a 2002/03 Cohort of 20,422 New Students to Research-Intensive Universities to Their Registration and Completion Status in 2009/10*

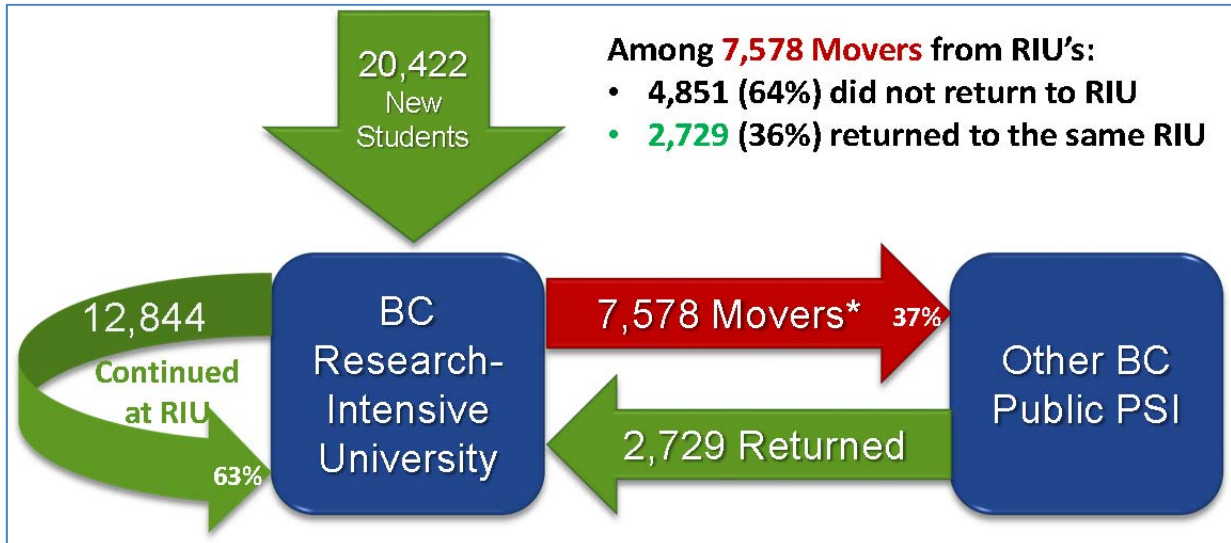
Entry RIU	# New to RIU 2002/03	Total Who Left RIU to Other PSI	# Who Left & Returned to RIU	# Movers Who Compl. A Credential		
				Compl. Cred. at RIU	Compl. Cred. at Other PSI	Total Who Left RIU and Completed Credential
UBC	9,797	2,971	1,077	1,905	370	2,275
SFU	5,046	2,148	698	1,099	519	1,618
UVIC	4,296	1,691	629	1,112	217	1,329
UNBC	1,161	708	297	337	143	480
SFU UBC	66	32	13	22	4	26
UBC UVIC	23	8	3	4	3	7
SFU UVIC	21	11	4	6		6
SFU UNBC	9	8	6	4	1	5
UNBC UBC	2	1	0	1		1
UBC SFU UVIC	1	0	0			0
Grand Total	20,422	7,578	2,727	4,490	1,257	5,747
% of New to RIU	100%	37%	13%	22%	6%	
% of Movers		100%	36%	59%	17%	76%
% of Completers				78%	22%	100%

Notes: (a) A total of 122 (or less than 1% of new students to RIU's in 2002/03) enrolled in more than one research university.
 (b) Included in the 20,422 new students to research-intensive universities were 490 exchange students.

⁴ A total of 20,422 new students were admitted to research-intensive universities (SFU, UBC, UNBC and UVic) in 2002/03, including students from all admission categories (BC grade 12, BC college transfer and other categories).

- b) **Of those who left the RIU, how many returned?** From the group of 7,578 students who left RIUs, a total of 2,727 students (or 36% of those who left), eventually returned to the original RIU between 2003/04 and 2009/10 (see [Figures 9 and 10](#)).

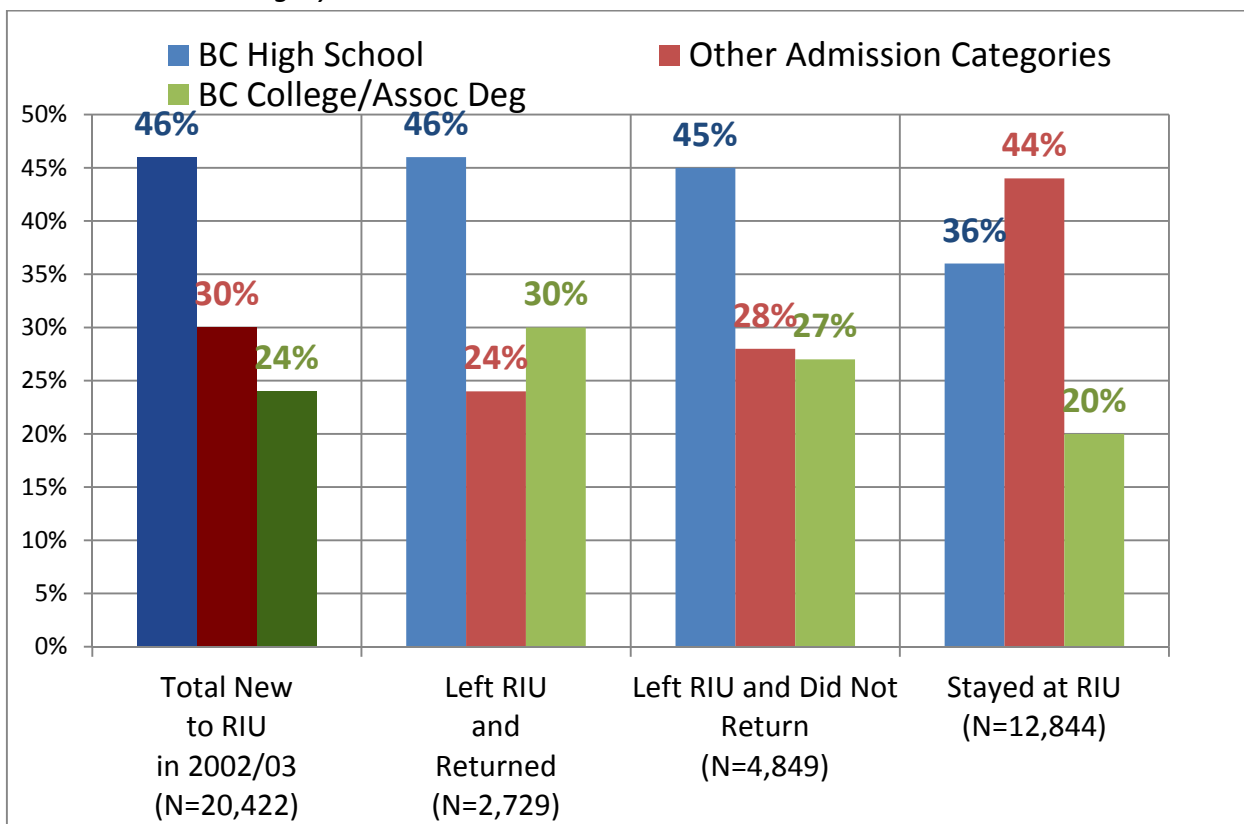
Figure 10: *Destinations of New 2002/03 Students to Research-Intensive Universities, by 2009/10*



Note: Students may stop out for one or more terms and/or complete a credential before 2009/10. A total of 490 exchange students were included in this study: 484 continued at RIU's, 6 moved to another post-secondary institution, of which 3 returned to the RIU where they began.

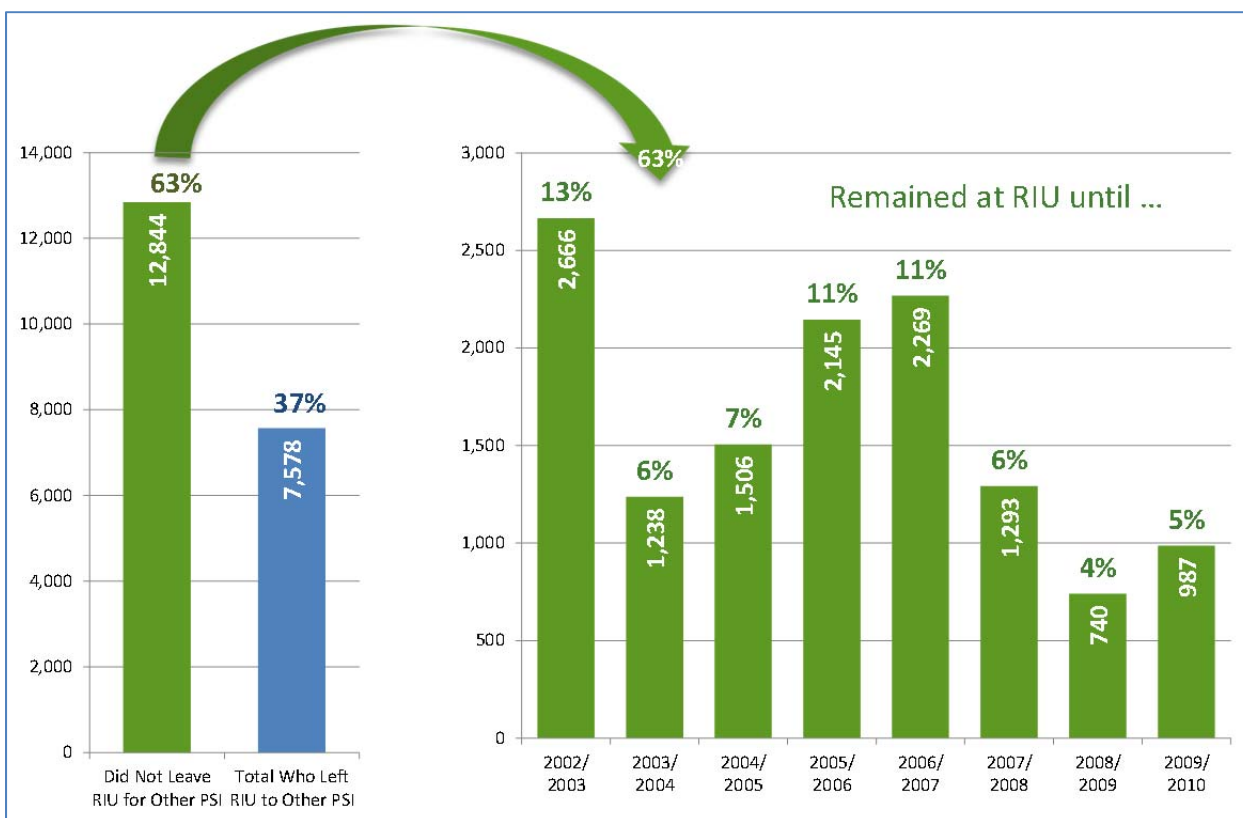
- c) **Under what basis of admission categories were the new students admitted to research universities in 2002/03? Are there any differences in the admission groups represented among those who stayed and those who left and/or returned?** Figure 11 shows that 46% of all new students to RIU's in 2002/03 were admitted from BC high schools, 24% from BC colleges and 30% from other admission categories. The distribution of students by admission categories is similar for those who left RIU's, but the group of students who stayed at RIU's is dominated by "other" admission categories and has a lower representation among high school and college transfer/associate degree students. It will be shown later in this report that students from "other" admission categories have lower credential completion rates than students admitted from BC high schools or BC colleges. The larger proportion of students admitted from "other" categories in the "stayers" group will affect the credential completion rates of that group.

Figure 11: *Distribution of New 2002/03 Students to Research-Intensive Universities, by Basis of Admission Category*



d) **Of those who stayed at the RIU, how long did they stay?** Among the 12,844 students who were new to an RIU in 2002/03 and did not leave to attend another institution⁵, their length of stay at the RIU varied. The largest group of “stayers” (2,666 students or 13%) remained at the university only for the duration of the 2002/03 academic year, the year they first enrolled at the RIU (see **Figure 12**). One of the reasons for the high proportion of students staying for only the 2002/03 academic year is the fact that 484 exchange students were included in the group of “stayers”, of which 448 stayed only for the 2002/03 academic year. Given that exchange students are not expected to stay at the RIU, excluding these students would reduce the share of students staying at the RIU for only one year from 13% to 11%. From academic year of entry to academic year of exit, this group of 12,844 students stayed at the RIU for an average of 3.9 years⁶.

Figure 12: Academic Year of Last Enrollment at RIU, Among Those Who Stayed at RIU

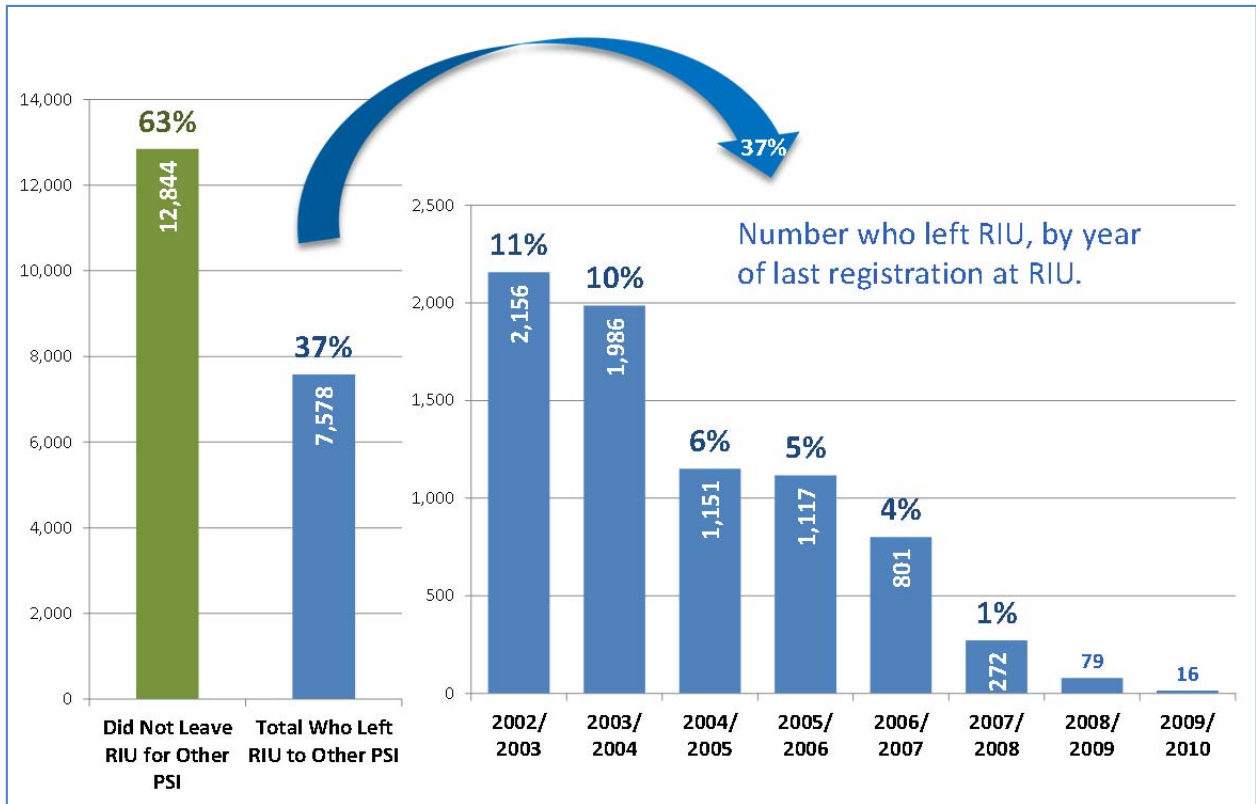


⁵ Included in the population of 12,844 “stayers” are 484 exchange students, of which 448 of these exchange students stayed at the RIU only for academic year 2002/03.

⁶ Average length of stay at RIU, from time of entry to time of exit
 $= [(1 \times 2666) + (2 \times 1238) + (3 \times 1506) + (4 \times 2145) + (5 \times 2269) + (6 \times 1293) + (7 \times 740) + (8 \times 987)] / 12,844 = 3.9$ years.

- e) **Of those who left RIU's to attend another institution, when did they leave?** The academic year in which these students subsequently moved to another institution is shown in **Figure 13**. These students were enrolled at the RIU for an average of 2.7 academic years⁷ (from time of entry in 2002/03 to academic year of departure to another institution). Excluded from this average length of stay is the additional time subsequently spent at another institution and any additional time spent at the RIU among those who came back.

Figure 13: Academic Year of Departure from RIU to Attend Another Institution

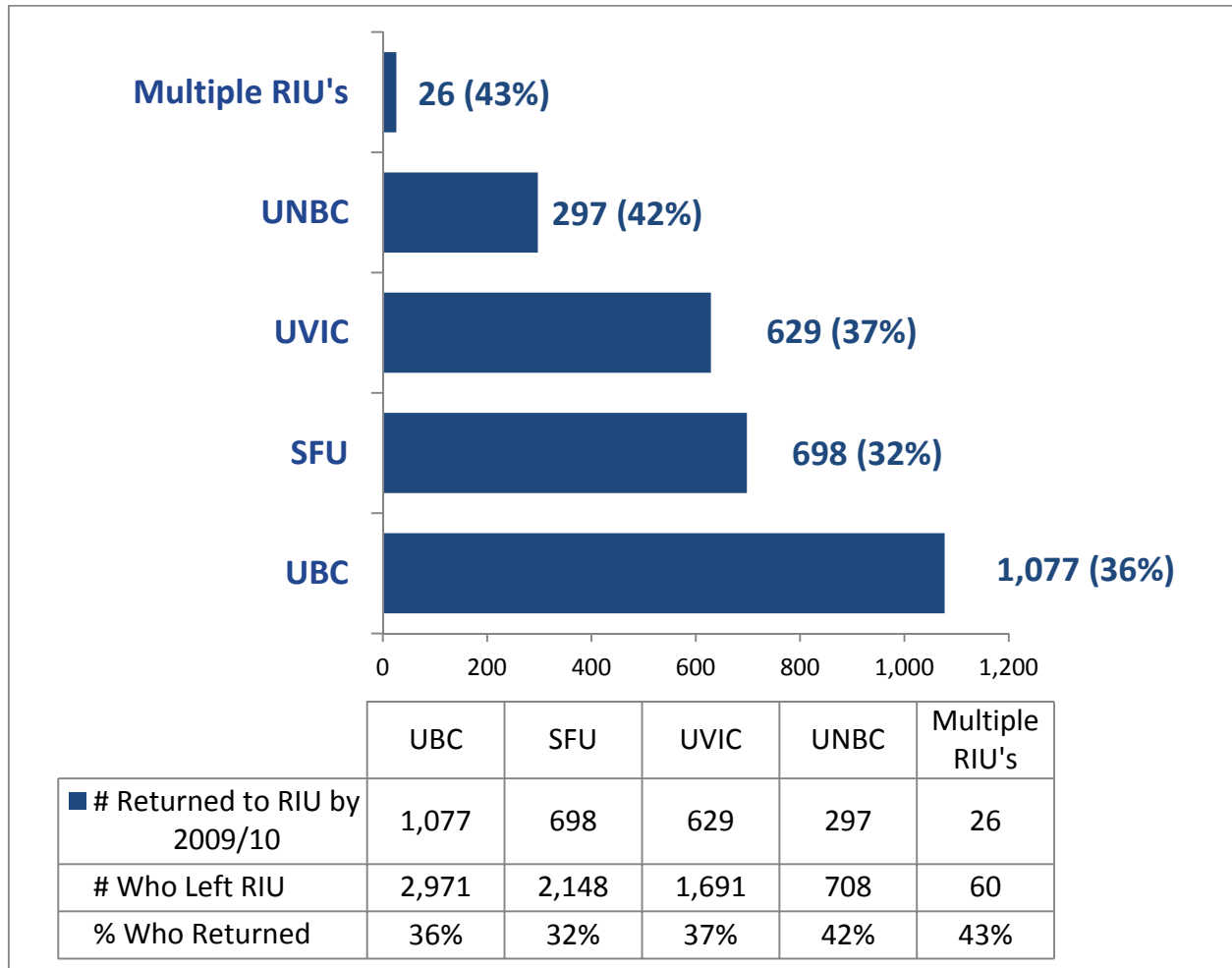


- f) **How soon after leaving the RIU, did students enroll at another institution?** More than half (52%) of the 7,578 students who left the RIU to enroll at a different institution did so in the same or immediately following academic year of leaving the RIU. In general, as the length of time from their last enrollment at the RIU increases, the rate at which students enroll elsewhere decreases. See **Table D** in **Appendix A**.

⁷ Average length of stay at RIU before departing to another institution, from time of entry to time of exit = $[(1 \times 2156) + (2 \times 1986) + (3 \times 1151) + (4 \times 1117) + (5 \times 801) + (6 \times 272) + (7 \times 79) + (8 \times 16)] / 7,578 = 2.7$ years.

- g) **How many returned to each RIU?** Among the 7,578 students who left RIU's to attend another institution, on average 36% eventually returned to the same RIU by 2009/10. UNBC had the highest proportion of students who returned (42%) while SFU had the lowest rate of returning students (32%). See **Figure 14**.

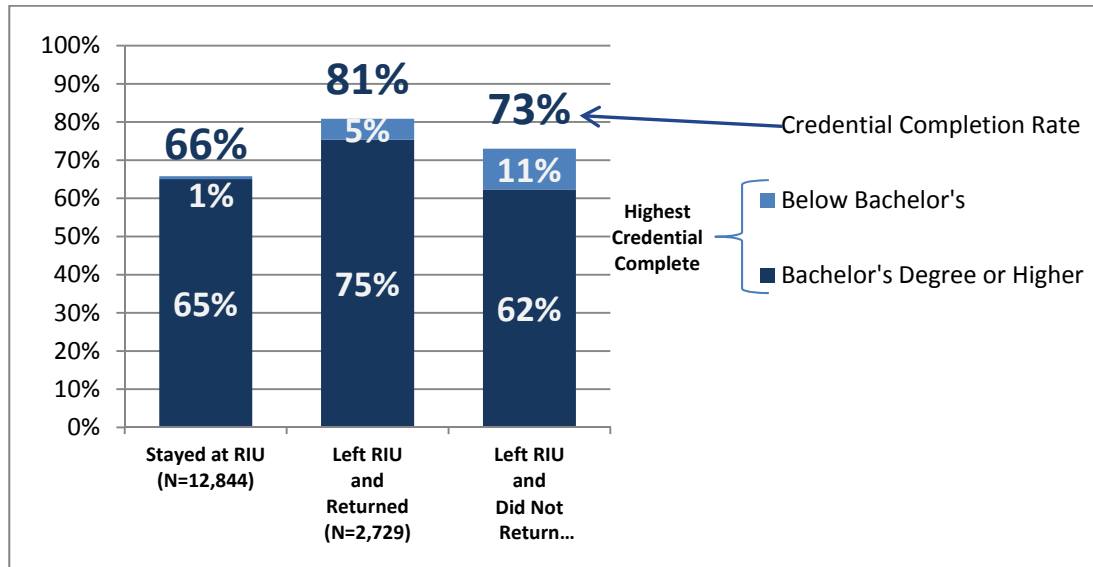
Figure 14: Number and % of departing students who returned (by 2009/10) to the RIU where they first enrolled in 2002/03.



Note: RIU's on the left axis are the research-intensive universities where the students first enrolled in 2002/03 and subsequently returned to by 2009/10.

- h) **How many completed a credential by 2009/10?** Among the 20,422 students who were new to RIUs in 2002/03, a total of 14,197 students (or 70%) completed a credential. **Figure 15** shows the credential completion rate (by 2009/10) for three groups: (1) Those who stayed at RIUs (66%), (2) Those who left the RIU and returned (81%), and (3) Those who left the RIU and did not return, by 2009/10 (73%).

Figure 15: Credential Completion Rates, by 2009/10



The differences in credential completion rates between these three groups should be considered in light of other differences between these groups:

- A larger proportion of students in the “stayed at RIU” group only stayed in the BC public post-secondary system for their first year. Among the RIU stayers group, 13% (or 11% excluding exchange students) enrolled at the university in the 2002/03 academic year only and did not re-enroll at any BC public post-secondary institution by 2009/10.
- With exchange students excluded, the credential completion rate of the “stayers” group increases from 66% to 68%.
- Students who left RIUs completed proportionately more short credentials than those who stayed.
- Students who stayed at RIU’s were largely admitted under “other” admission categories, rather than high school or college (see **Figure 11**). These admission category differences might also be related to differences in academic intentions. For example, exchange students and students admitted from out-of-province who left the RIU, potentially returning to their home province to complete their credential, are not reported in these BC credential completion rates. In addition, students admitted under selected “other” admission categories are sometimes enrolled at the RIU to complete specific courses, with no intention of completing a credential at the RIU.

i) **What are the cumulative credential completion rates from time of entry to 2009/10?** The cumulative credential completion rates by academic year, for the period 2002/03 to 2009/10, are shown in **Figure 16**.

- Within four years of entry (by 2005/06), the students who left RIU's and did not return had achieved the highest credential completion rate (42%). This group had completed more shorter-length credentials below a bachelor's degree than the other groups.
- Within six years of entry (by 2007/08) the students who left RIU's and returned had achieved the highest credential completion rate (72%). This group also completed proportionately more bachelor's degrees than those who left and never returned.
- Within eight years of entry (by 2009/10), the group of students who left RIU's and returned still maintained the highest credential completion rate (81% by 2009/10).
- At no point in time did the group of students who stayed at RIU's achieve a higher credential completion rate than the other two comparison groups. However, when students admitted from "other" basis of admission categories were excluded from the credential completion calculations⁸, it was found that students who stayed at RIU's attained credential completion rates equal to that of students who left and returned to RIU's (83%), compared to a 77% completion rate attained by students who left RIU's and did not return.

Figure 16: *Cumulative Credential Completion Rates of New Students to RIUs (Stayers vs. Leavers who Returned vs. Leavers Who Did Not Return)*

cred_awrd_year	Stayed at RIU			Left RIU and Returned			Left RIU and Did Not Return			Total New to RIU		
	# Stu	Compl	Cum %	# Stu	Compl	Cum %	# Stu	Compl	Cum %	# Stu	Compl	Cum %
2002/2003	358	358	3%	93	93	3%	244	244	5%	695	695	3%
2003/2004	640	998	8%	122	215	8%	392	636	13%	1,154	1,849	9%
2004/2005	1,220	2,218	17%	280	495	18%	562	1,198	25%	2,062	3,911	19%
2005/2006	2,186	4,404	34%	475	970	36%	821	2,019	42%	3,482	7,393	36%
2006/2007	2,446	6,850	53%	621	1,591	58%	891	2,910	60%	3,958	11,351	56%
2007/2008	1,121	7,971	62%	382	1,973	72%	393	3,303	68%	1,896	13,247	65%
2008/2009	427	8,398	65%	203	2,176	80%	208	3,511	72%	838	14,085	69%
2009/2010	52	8,450	66%	30	2,206	81%	30	3,541	73%	112	14,197	70%
No Credential Yet	4,394			523			1308			6,225		100%
Total New to RIU	12,844			2,729			4,849			20,422		

⁸ Overall, students with basis of admission "other" had lower credential completion rates (50% vs. 70% overall). Consequently, in an alternate calculation of credential completions rates, 7,563 students with basis of admission "other" were excluded from all groups, such that only 12,859 students admitted in category BC high school or BC college/associate degree were included in the completion rates.

j) **What are the cumulative *bachelor's degree completion* rates from time of entry to 2009/10?** A total of 13,431 students completed a bachelor's degree or higher, by 2009/10. **Figure 17** compares the cumulative bachelor's degree completion rates of the three groups. Students who stayed at RIUs ultimately completed proportionately more bachelor's degrees than those in **Figure 16** who left (99% versus 88% of all credentials completed were bachelor's degrees).

Figure 17 shows that roughly similar proportions of students (at 50%, 48% and 48%) attained a bachelor's degree or higher within five years of entry to the RIU (by 2007/08); however, given more time (until 2009/10), differences in bachelor's degree completion rates begin to emerge. Those who left the RIU and subsequently returned achieved the highest bachelor's degree completion rate by 2009/10 at 75%, versus 65% for those who stayed at the RIU and 62% for those who left the RIU and did not return⁹.

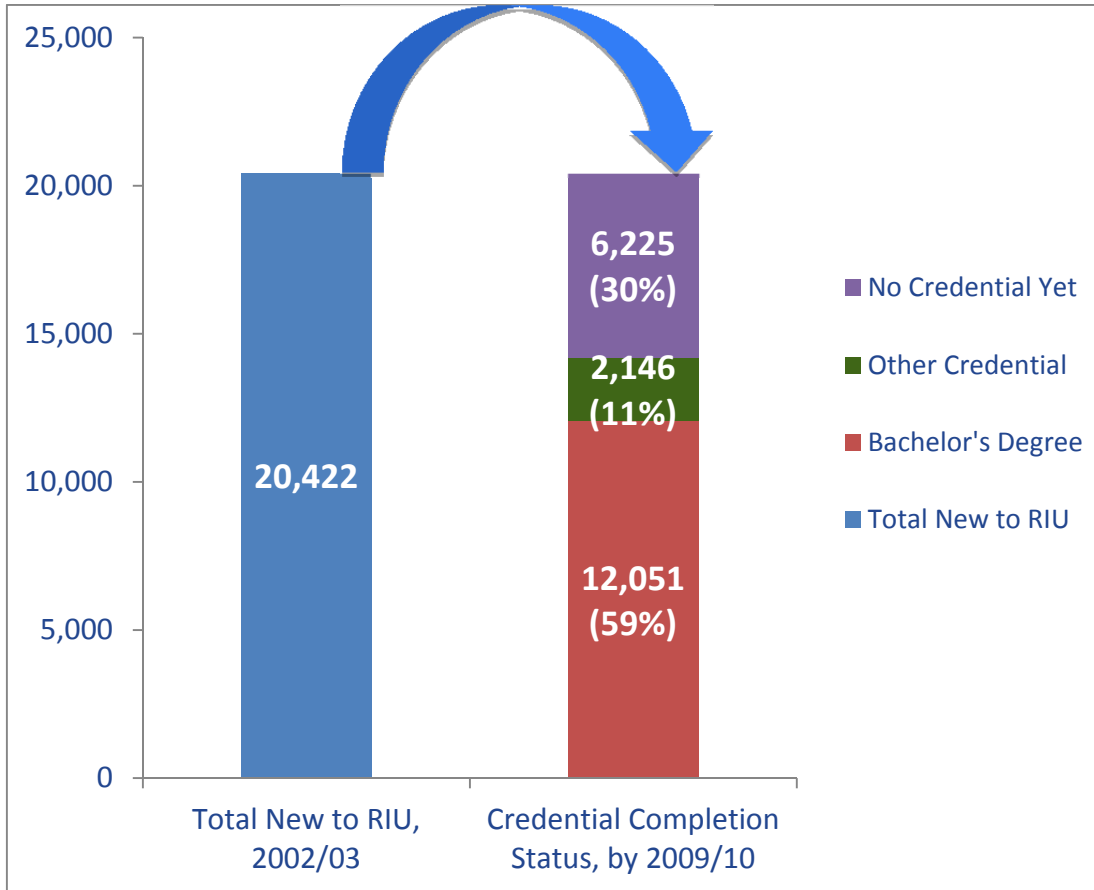
Figure 17: Cumulative Bachelor's Degree (or Higher) Completion Rates of New Students to RIUs (Stayers vs. Leavers who Returned vs. Leavers Who Did Not Return)

Credential Award Year	Stayed at RIU			Left RIU and Returned			Left RIU and Did Not Return			Total New to RIU		
	# Stu	Cum Compl	Cum %	# Stu	Cum Compl	Cum %	# Stu	Cum Compl	Cum %	# Stu	Cum Compl	Cum %
2002/2003	55	55	0%	4	4	0%	20	20	0%	79	79	0%
2003/2004	580	635	5%	54	58	2%	307	327	7%	941	1,020	5%
2004/2005	1,195	1,830	14%	200	258	9%	500	827	17%	1,895	2,915	14%
2005/2006	2,156	3,986	31%	452	710	26%	731	1,558	32%	3,339	6,254	31%
2006/2007	2,476	6,462	50%	603	1,313	48%	792	2,350	48%	3,871	10,125	50%
2007/2008	1,206	7,668	60%	421	1,734	64%	392	2,742	57%	2,019	12,144	59%
2008/2009	560	8,228	64%	270	2,004	73%	229	2,971	61%	1,059	13,203	65%
2009/2010	124	8,352	65%	53	2,057	75%	51	3,022	62%	228	13,431	66%
No Bach Deg Yet	4,492			672			1,827			6,991		100%
Total New to RIU	12,844			2,729			4,849			20,422		

⁹ Previously it was shown that credential completion rates calculated exclusively for high school and college transfer students resulted in higher completion rates for each of the three groups. A similar calculation for bachelor's completers also revealed higher bachelor's degree completion rates of 82% for students who stayed at RIU's, 72% for those who left and came back and 65% for those who left and did not return.

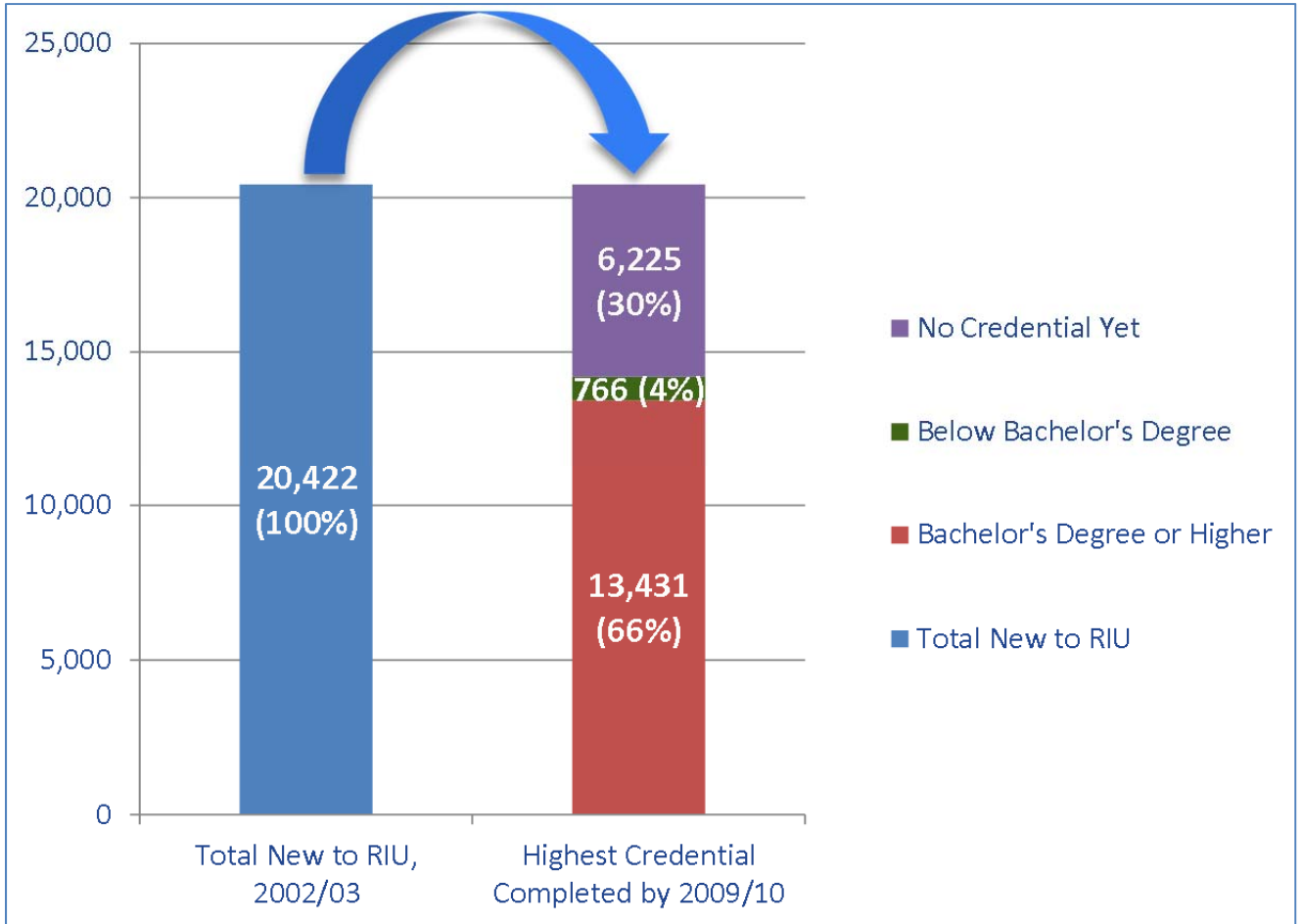
k) **What are the *first* credentials completed by 2009/10?** Among the 14,197 students who were new to RIUs in 2002/03 and completed a credential by 2009/10, a total of 12,051 students (or 59% of the entry cohort) had completed a bachelor’s degree as their *first* credential. An additional 2,146 students (or 11%) first completed some other credential below a bachelor’s degree. See **Figure 18**.

Figure 18: First Credential Completed, by 2009/10



- l) **What are the *highest* credentials completed by 2009/10?** A total of 13,431 students completed a bachelor's degree or higher, by 2009/10. This represents 66% of the entry cohort (or 95% of all 14,197 credential completers). The remaining 766 students attained their highest credential at a level below a bachelor's degree, including certificates, diplomas, etc. See **Figure 19**.

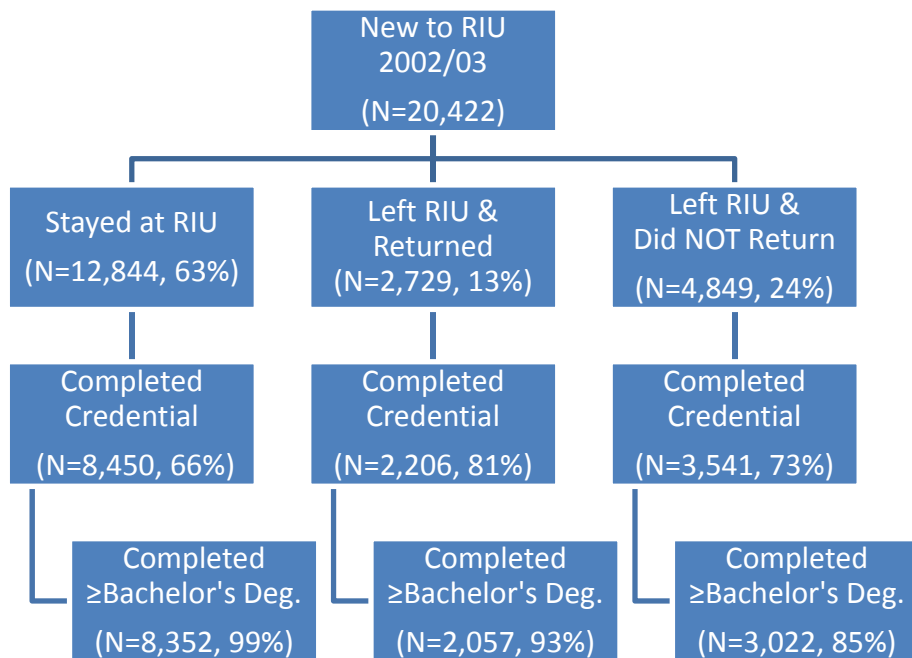
Figure 19: Highest Credential Completed, by 2009/10



m) **What is the 2009/10 registration and completion status of these 20,422 students who were new to RIUs in 2002/03?** See **Figure 20**.

- The majority of students remained at the RIU (63%), and of this group, two-thirds completed a credential, and virtually all (99%) of these credentials were bachelor’s degrees.
- The next largest group of students was new to RIUs in 2002/03 and subsequently left the research university without returning by 2009/10 (24%). Despite their departure, 73% of this group completed a credential, of which 85% ultimately completed a bachelor’s degree or higher.
- The smallest group (2,729 students or 13% of the entering cohort) left the RIU, but later returned. This group had the highest credential completion rate (81% by 2009/10) and the second highest bachelor’s degree completion rate (93% of their credentials earned were bachelor’s degrees or higher).

Figure 20: Registration and Highest Completion Status of 2002/03 New to RIU Students (N=20,422) by 2009/10



Note: %'s in this diagram indicate the % of students as a proportion of the student counts from the box in the level above. For example, reading the values in the three left-most boxes indicates the following: 63% of all 2002/03 new to RIU students did not switch to another institution by 2009/10, 66% of RIU Stayers completed a credential, and 99% of the credential completers who stayed at an RIU completed a bachelor’s degree or higher.

See **Appendix A** for supplementary tables pertaining to the cohort of 20,422 new students to RIUs.

Conclusion & Recommendations

Student movement out of BC's research-intensive universities into other BC public post secondary institutions is occurring, but at moderately low rates over a relatively long period of time: about one-third of students move from an RIU to another institution within six years of their initial entry to the research-intensive university. Of those who do switch from an RIU to another institution, more than one-third eventually return to the research-intensive university where they began. The BC public post-secondary system appears to be effective in allowing such movement across sectors to take place.

In terms of annual student volume, just over 6,000 students moved from a research-intensive university to another post-secondary institution, from 2007/08 to 2008/09 and nearly one-quarter of these movers completed a credential at the RIU before leaving. This volume of student movement out of RIUs represents 6% of all credit registrants in BC's research-intensive universities in 2007/08, or 27% of all 22,500 student movers in the BC public post-secondary system. Most of these movers from RIUs either left an Arts and Sciences program at the research university or enrolled in an Arts and Sciences program at the destination institution. The precise reasons why students move from research-intensive universities to other institutions is not known, but a BCCAT survey of movers in its planning phase may provide a better understanding of student behavior.

In order to develop a more in-depth understanding of student movers, it is recommended that (a) the findings of this research be brought to the committee overseeing the proposed BCCAT survey of all movers for their information in the survey development phase, and (b) that the Student Transitions Project investigate the feasibility of asking post-secondary institutions to augment their STP submission with student academic performance and academic progress data.

APPENDIX A

New Students to RIUs in 2002/03: Following the Cohort to 2008/09 *(Supplementary Tables)*

Following A Cohort of New 2002/03 Undergraduate Students to Research-Intensive Universities, Who Subsequently Moved to Other PSI's

Table A: New 2002/03 RIU Students Who Subsequently Left RIU to Attend Some Other BC Public PSI, by Entry RIU and Year of Last RIU Registration

Entry RIU	# New to RIU 2002/03	# Who Left RIU, by Academic Year of Last RIU Registration								Did Not Leave RIU for Other PSI	Total Who Left RIU to Other PSI
		2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010		
UBC	9,797	745	755	433	508	383	96	37	14	6,826	2,971
SFU	5,046	593	548	320	305	238	118	25	1	2,898	2,148
UVIC	4,296	471	470	306	245	142	44	13		2,605	1,691
UNBC	1,161	331	196	84	50	30	14	2	1	453	708
SFU UBC	66	5	8	5	7	5		2		34	32
UBC UVIC	23	3	2	1		2				15	8
SFU UVIC	21	5	3	1	2					10	11
SFU UNBC	9	3	4			1				1	8
UNBC UBC	2			1						1	1
UBC SFU UVIC	1									1	0
Grand Total	20,422	2,156	1,986	1,151	1,117	801	272	79	16	12,844	7,578
% of New to RIU	100%	11%	10%	6%	5%	4%	1%	0%	0%	63%	37%
% of Movers		28%	26%	15%	15%	11%	4%	1%	0%		100%

Note: A total of 122 (or fewer than 1% of new students to RIU's in 2002/03) enrolled in more than one research university.

A total of 20,422 new undergraduate students were admitted to Research-Intensive Universities (RIUs) in 2002/03. Among this group, 7,578 students (37%) subsequently left the RIU between 2002/03 and 2009/10. The majority of students (63%) did not leave the RIU to attend some other BC public post-secondary institution.

Of those who left the RIU to attend elsewhere, 28% left the RIU in the same year as the year of entry to the RIU (2002/2003), 26% last attended the RIU in 2003/04, 15% last attended the RIU in each of 2004/05 and 2005/06 and the remaining 15% last attended the RIU between 2006/07 and 2009/10.

Following A Cohort of New 2002/03 Undergraduate Students to Research-Intensive Universities, Who Subsequently Moved to Other PSI's

Table B: New 2002/03 RIU Students Who Subsequently Left RIU to Attend Some Other BC Public PSI, by Destination Institution

PSI Destination of Those Who Left RIU's	# Who Left RIU, by Academic Year of Entry to Next PSI								Total from RIU Who Next Went to This PSI	% of Movers
	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	Did Not Leave RIU for Other PSI		
BCIT	256	176	173	231	237	179	30		1,282	17%
CAM	121	74	54	44	44	26	8		371	5%
CAPU	94	41	20	23	34	20	10		242	3%
CNC	124	50	27	19	12	12	3		247	3%
COTR	10	9	6	4	8	3			40	1%
DOUG	183	107	71	65	68	55	9		558	7%
ECU	33	18	21	13	12	14	10		121	2%
IIG	2	1	2	1					6	0%
JIBC	91	55	90	45	55	47	2		385	5%
KWN	154	100	40	33	22	16	8		373	5%
LANG	223	142	114	104	80	53	27		743	10%
NIC	24	10	16	9	7	1	3		70	1%
NLC	43	14	5	9	5	2			78	1%
NVIT	9	1		2					12	0%
NWCC	25	17	11	6	9	9	1		78	1%
OUC	30	16	7	4	15	9	3		84	1%
RRU	7	4	5	8	6	4	2		36	0%
SEL	40	11	13	13	10	7	1		95	1%
SFU	140	45	29	32	43	36	23		348	5%
TRU	62	13	8	13	8	2			106	1%
TRU-OL	471	154	109	70	49	45	5		903	12%
UBC	144	98	66	71	67	72	34		552	7%
UBCO		1	7	4	5	4	3		24	0%
UFV	52	21	11	11	5	7	2		109	1%
UNBC	17	7	3	4	3	3	3		40	1%
UVIC	69	34	25	22	24	22	12		208	3%
VCC	48	51	36	48	59	31	14		287	4%
VIU	56	34	28	24	24	9	5		180	2%
Did Not Attend Other PSI								12,844		0%
Grand Total	2,528	1,304	997	932	911	688	218	12,844	7,578	100%
% of Movers	33%	17%	13%	12%	12%	9%	3%	100%	100%	

Among the 7,578 students who first enrolled at an RIU in 2002/03 and subsequently left the RIU to attend some other BC public post-secondary institution, at the top 3 institution destinations by volume were BCIT (1,282, 17%), TRU-OL (903, 12%) and Langara College (743, 10%).

When did these students move to these institutions? In 2003/04, one third (2,528 or 33%) enrolled in some other BC public post-secondary institution and this is in the year following their first entry to an RIU. A further 17% enrolled at some other PSI in 2004/05, 13% in 2005/06, 12% in 2006/07, 12% in 2007/08, 9% in 2008/09 and 3% in 2009/10.

Following A Cohort of New 2002/03 Undergraduate Students to Research-Intensive Universities, Who Subsequently Moved to Other PSI's

Table C: New 2002/03 RIU Students Who Subsequently Left RIU to Attend Some Other BC Public PSI, by RIU and Destination Institution

Entry RIU	# New to RIU 2002/03	# Who Left RIU to Attend Another BC Public Post-Secondary Institution, by Destination Institution																								Did Not Leave RIU for Other PSI	Total Who Left RIU to Other PSI				
		BCIT	CAM	CAPU	CNC	COTR	DOUG	ECU	IIG	JIBC	KWN	LANG	NIC	NLC	NVIT	NWCC	OUC	RRU	SEL	SFU	TRU	TRU-OL	UBC	UBCO	UFV			UNBC	UVIC	VCC	VIU
UBC	9,797	724	22	96	10	12	181	63	1	128	168	487	22	13	3	7	29	8	36	246	26	284	14	39	16	138	148	50	6,826	2971	
SFU	5,046	386	13	100	2	5	310	42	2	146	163	206	11	30	6	9	16	7	11		28	169	253	3	48	14	49	99	20	2,898	2148
UVIC	4,296	135	323	29	15	17	39	14	2	89	18	28	34	8	3	8	26	20	36	84	25	342	245	5	17	10	33	86	2,605	1691	
UNBC	1,161	27	13	13	219	6	21	2	1	22	16	10	3	24		54	13	1	11	18	27	100	51	2	5		20	5	24	453	708
SFU UBC	66	8		4			3				7	7										1						2	34	32	
UBC UVIC	23	2										3							1									2	15	8	
SFU UVIC	21					4					1	2										1	3					1	10	11	
SFU UNBC	9													3								4				1			1	8	
UNBC UBC	2				1																								1	1	
UBC SFU UVIC	1																												1	0	
Grand Total	20,422	1,282	371	242	247	40	558	121	6	385	373	743	70	78	12	78	84	36	95	348	106	903	552	24	109	40	208	287	180	12,844	7,578
% of Movers		17%	5%	3%	3%	1%	7%	2%	0%	5%	5%	10%	1%	1%	0%	1%	1%	0%	1%	5%	1%	12%	7%	0%	1%	1%	3%	4%	2%	100%	

Note: After first enrolling as a new student at a research-intensive university in 2002/03, students may subsequently attend more than one institution, either sequentially or simultaneously. This table reports only the *first* institution attended after the initial registration at the RIU, among those students who left the RIU

A total of 20,422 new undergraduate students were admitted to Research-Intensive Universities (RIUs) in 2002/03. Among this group, 7,578 students (37%) subsequently left the RIU between 2002/03 and 2009/10 to attend some other institution. The largest volume of students moved from UBC to BCIT (724). Other popular pathways were UBC to Langara College (487), SFU to BCIT (386) and UVic to TRU-OL (342).

A large number of students moved into TRU-OL (903), but the majority of these students (63%) of these students did eventually return to the RIU. A larger volume of students moved into BCIT (1,282), but only 24% of these students returned to the RIU.

Following A Cohort of New 2002/03 Undergraduate Students to Research-Intensive Universities, Who Subsequently Moved to Other PSI's

Table D: New 2002/03 RIU Students Who Subsequently Left RIU to Attend Some Other BC Public PSI, by Last RIU Registration Year and Next PSI Registration Year

Year of Last Registration at RIU	Academic Year of Entry to Next PSI After Leaving RIU								Total Who Left RIU for Other PSI	No Move to Other PSI	Total New to RIU in 2002/03	% by Last RIU Reg Yr
	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010					
2002/2003	1,562 72%	253 12%	116 5%	91 4%	77 4%	45 2%	12 1%	2,156 100%		2,156	11%	
2003/2004	966 49%	596 30%	181 9%	108 5%	71 4%	51 3%	13 1%	1,986 100%		1,986	10%	
2004/2005		455 40%	346 30%	153 13%	109 9%	72 6%	16 1%	1,151 100%		1,151	6%	
2005/2006			354 32%	357 32%	216 19%	142 13%	48 4%	1,117 100%		1,117	5%	
2006/2007				223 28%	336 42%	193 24%	49 6%	801 100%		801	4%	
2007/2008					102 38%	130 48%	40 15%	272 100%		272	1%	
2008/2009						55 70%	24 30%	79 100%		79	1%	
2009/2010							16 100%	16 100%		16	0%	
No Move to Other PSI									12,844	12,844	63%	
Grand Total % of Total New to RIU	2,528 12%	1,304 6%	997 5%	932 5%	911 4%	688 3%	218 1%	7,578 37%	12,844	20,422	100%	

Among the 20,422 new undergraduate students who first enrolled at an RIU in 2002/03, a total of 7,578 subsequently moved to some other BC public post-secondary institution. When did most of the movement occur?

On average, 52% of those who first enrolled at an RIU in 2002/03 and subsequently moved to an RIU did so in the same or following year as their last enrollment at the RIU.

Students generally became less inclined to enrol at another BC public post-secondary institution after leaving an RIU, as the number of years from their last enrollment increases.

3,960
0.52257

Following A Cohort of New 2002/03 Undergraduate Students to Research-Intensive Universities, Who Subsequently Moved to Other PSI's

Table E: New 2002/03 Students to RIU's - Distribution of Credentials Completed by Those Who Left and Those Who Stayed at RIU

Credential Level	Credential Awarded	Stayed at RIU			Left RIU			Total New to RIU	% of Total
		# Stu	% of All Stu	% of Compl	# Stu	% of All Stu	% of Compl		
DEVELOPMENTAL	DEVELOPMENTAL	4	0.0%	0.0%	8	0.1%	0.1%	12	0%
DEVELOPMENTAL Total		4	0.0%	0.0%	8	0.1%	0.1%	12	0%
UNDERGRADUATE	BACHELORS DEGREE	7,610	59.2%	90.1%	4,441	58.6%	77.3%	12,051	59%
	DIPLOMA	88	0.7%	1.0%	481	6.3%	8.4%	569	3%
	ASSOCIATE DEGREE	223	1.7%	2.6%	284	3.7%	4.9%	507	2%
	CERTIFICATE	75	0.6%	0.9%	292	3.9%	5.1%	367	2%
	FIRST PROFESSIONAL DEGREE	210	1.6%	2.5%	44	0.6%	0.8%	254	1%
	POST-DEGREE DIPLOMA	97	0.8%	1.1%	43	0.6%	0.7%	140	1%
	SHORT CERTIFICATE	3	0.0%	0.0%	29	0.4%	0.5%	32	0%
	POST-DEGREE CERTIFICATE	30	0.2%	0.4%	2	0.0%	0.0%	32	0%
	OTHER		0.0%	0.0%	5	0.1%	0.1%	5	0%
	APPRENTICESHIP		0.0%	0.0%	3	0.0%	0.1%	3	0%
	ADVANCED DIPLOMA	1	0.0%	0.0%	2	0.0%	0.0%	3	0%
NONE	1	0.0%	0.0%	2	0.0%	0.0%	3	0%	
UNDERGRADUATE Total		8,338	64.9%	98.7%	5,628	74.3%	97.9%	13,966	68%
GRADUATE	MASTERS DEGREE	105	0.8%	1.2%	94	1.2%	1.6%	199	1%
	DOCTORATE	1	0.0%	0.0%	11	0.1%	0.2%	12	0%
	GRADUATE DIPLOMA	2	0.0%	0.0%	3	0.0%	0.1%	5	0%
	GRADUATE CERTIFICATE		0.0%	0.0%	3	0.0%	0.1%	3	0%
GRADUATE Total		108	0.8%	1.3%	111	1.5%	1.9%	219	1%
Total Credential Completers		8,450	65.8%	100.0%	5,747	75.8%	100.0%	14,197	70%
No Credential by 2009/10		4,394	34.2%		1,831	24.2%		6,225	30%
Grand Total		12,844	100.0%		7,578	100.0%		20,422	100%

A total of 20,422 students were new to RIU's in 2002/03. Among these students, a total of 14,197 (or 70% of students) completed a post-secondary credential by 2009/10. These credential completers include 8,450 students who did not leave the RIU before completing a credential and 5,747 students who left and/or returned to the RIU.

The credential completion rate (by 2009/10) for those who left RIU's is higher than it is for those who stayed (76% vs. 66%), but the credential completers who left RIU's were less likely than those who stayed at RIU's to complete a Bachelor's Degree (77% vs. 90%). Credential completers who left RIU's were more likely to complete Diplomas (8%), Associate Degrees (5%) and Certificates (5%).

APPENDIX B

Credential Categories

Credential Categories

CREDENTIAL CATEGORY	DESCRIPTION
ADVANCED DIPLOMA	Awarded on completion of programs that require a diploma for entrance and are normally greater than 12 months of full-time equivalent study.
APPRENTICESHIP	Awarded on completion of a formal apprenticeship program (excludes entry level trades training). While the credential is awarded not by the institution but by an external accrediting agency (ITA), the institution identifies the program as an apprenticeship program by using this credential code.
ASSOCIATE DEGREE	Awarded on completion of provincially defined academic arts or science programs consisting of 60 semester credits of first and second year transferable courses across a range of disciplines.
BACHELORS DEGREE	Baccalaureate Degree
CERTIFICATE	Certificate: Awarded on completion of programs at the post-secondary level normally between 3 and 12 months of full-time equivalent study.
DEVELOPMENTAL	Awarded as a certificate or diploma upon completion of a developmental level program (e.g., high school diploma, ESL certificate). Includes the BC Adult Dogwood.
DIPLOMA	Awarded on completion of programs at the post-secondary level normally between 12 and 36 months of full-time equivalent study.
DOCTORATE	Doctorate (earned).
FIRST PROFESSIONAL DEGREE	The "FIRST PROFESSIONAL DEGREE" designation is limited to programs in law, medicine, dentistry, optometry, pharmacy, and veterinary medicine. Note that Bachelor's Degrees in Engineering, Business or Education are not First Professional Degrees; these should be classified as BACHELORS DEGREE.
GRADUATE CERTIFICATE	Awarded on completion of programs that require a Baccalaureate degree for entrance and are normally between 3 and 12 months of full-time equivalent study. The GRCT is considered graduate level and associated courses are usually above the undergraduate level (eg. 500).
GRADUATE DIPLOMA	Awarded on completion of programs that require a Baccalaureate degree for entrance and are normally greater than 12 months of full-time equivalent study. The GRDP is considered graduate level and associated courses are usually above the undergraduate level (eg. 500).
MASTERS DEGREE	Master's Degree.
NONE	Program does not offer a credential under these definitions.
OTHER	Program offers a credential based on evaluative components, but not one of the others in this list.
POST-DEGREE CERTIFICATE	Awarded on completion of programs that require a Baccalaureate degree for entrance and are normally between 3 and 12 months of full-time equivalent study. The PDCT is not considered graduate level because associated courses are at an undergraduate level.
POST-DEGREE DIPLOMA	Awarded on completion of programs that require a Baccalaureate degree for entrance and are normally greater than 12 months of full-time equivalent study. The PDDP is not considered graduate level because associated courses are at an undergraduate level.
SHORT CERTIFICATE	Awarded on completion of programs at the post-secondary level of less than the equivalence of 3 months of full-time study. May include short programs for which the institution awards 'certificates' and non-credit credentials, and includes short professional certificates.

Note: These are the credential category definitions provided by the Data Definitions and Standards (DDEF) for the Central Data Warehouse (CDW). Definitions for BC research universities may be slightly different from these.

Source: http://www.aved.gov.bc.ca/datawarehouse/documents/ddef_student_standards.pdf



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