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WORKING PAPER

Trends in the Flows of Transfer Students from BC Public  
Colleges, Institutes, and Teaching Intensive Universities  
to BC Public Research Universities

Prepared by: Walter J. Wattamaniuk

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**Trends in the Flows of Transfer Students from BC Public Colleges, Institutes, and Teaching Intensive Universities to BC Public Research Universities**

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## **BACKGROUND**

This report responds to a concern in BC higher education regarding the trends in the number of students who transfer from BC public colleges, institutes, and teaching intensive universities to the four BC research universities at UBC (Vancouver and Okanagan), SFU, UVic, and UNBC.

The BC Transfer System is the set of institutions in British Columbia between which students transfer under formal articulation agreements fostered and maintained by the BC Council on Admissions and Transfer (BCCAT). Prior to 1989, the four research universities were the only public institutions authorized to grant undergraduate and graduate degrees and were the sole receivers of transfer students from institutes and colleges. Subsequently, the province of BC expanded degree granting authority to a number of former colleges (later called university colleges and now teaching intensive universities) and some institutes<sup>1</sup>. In 2003, the government also gave authority to the remaining colleges to grant baccalaureate degrees. As a result, some of these institutions have also become receivers of small numbers of transfer students. However, if we accept the traditional definition of transfer students as 24 credits or more and 2.0+GPA, the significant flow of those transfer students and credits continues to point in the direction of the four research universities, and it is these flows which are the subject of this study.

## **ACKNOWLEDGEMENTS**

I would like to thank Joanne Heslop, Manager of the Student Transitions Project (STP) for her assistance in providing me with data extracts, analyses, and illuminating comments regarding the issues in this paper. I would also like to thank Devron Gaber from BCCAT for supporting this work and for his many useful comments on issues germane to this paper.

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<sup>1</sup> The post-secondary institutions are categorized in this report according to the groupings in existence as of fall 2008, which includes colleges, institutes, teaching intensive universities, and research universities. Data are presented according to these categories, even for years prior to the re-designation of some institutions as teaching intensive universities.

## OBSERVATIONS AND CONCLUSIONS

1. The number of students formally transferring from public colleges, institutes, and teaching intensive universities to the four public research universities appears to have peaked at about 6,000 students annually in 2004/05 and 2005/06 and had declined by about 10%-15% since. The number of students transferring in 2007/08 is about 400 or 500 more than in 2003/04 and about 1,000 above historical levels dating back to 1998/99.

2. There has been a pronounced shift in favour of the research universities as the first institution of entry for secondary school graduates. While the number of graduates who continue on to post-secondary education has not changed significantly since 2002/03, the proportion of those who do continue and who first enter a BC research university has increased from 38% to 47% since 2002/03. The reason for the shift appears to be a decrease in GPA requirements as research universities expanded their intake quotas to accommodate their share of the 25,000 seat expansion in post-secondary institutions mandated by the provincial government. With a corresponding reduction in the number of secondary school graduates entering colleges, institutes, and teaching intensive universities, it is expected that smaller transfer numbers to research universities will result.

3. For those BC secondary school graduates who do choose to first enter a BC college, institute, or teaching intensive university, there has been a substantial shift away from Arts and Sciences programs. In 2002, 57% elected to enter Arts and Sciences. By 2008/09 the proportion had declined to 49%. Some of this shift is due to the increased number and variety of degree completion options made available to students in these institutions and the emphasis by government on applied degrees being offered at colleges and institutes. This is expected to result in smaller numbers who will transfer later. It should be noted that the decrease in the number of Arts and Sciences registrants may also be related in part to changes in the way that institutions classify programs and report their Arts and Sciences enrolment to the Central Data Warehouse.

## INFORMATION SOURCES

A number of datasets and reports have been generated over the last several years that provide information germane to the transfer number issue. These include:

1. Hardcopy profile reports commissioned by and provided to the BC Council on Admissions and Transfer (BCCAT) by each of the four BC research universities which include historical and statistical information describing transfer students admitted over the preceding five years;
2. The Student Transitions Project (STP) database that combines student records from the K-12 system, the post-secondary data warehouse (for all institutions except research universities), and each of the research universities. Several data extracts were made available for this research by the STP Steering Committee;
3. The reports on Potential, Eligible, and Successful Transfer Students provided by BCCAT and later by a subcommittee of the STP;
4. Summary reports issued by the STP Steering Committee; and
5. Demographic data including projections of BC secondary school enrollments, secondary school graduates, and BC population.

Each year the STP's Data Management Subcommittee requests that BC research universities append to their regular data submissions the basis of admission codes for all new students entering BC research universities from 2002/03 to the present. It seemed at the outset of this project that the most obvious way to discern trends in numbers of transfer students would be to use these new data. This proved not to be feasible. Inconsistencies in identifying which new students were admitted to universities on the basis of transfer were simply too difficult to overcome without much effort recoding historical information and resubmission of the original data by universities. The recommendation is that the STP Steering Committee ensure that future data submissions by BC research universities use consistent basis of admission definitions and include accurate data for all new students.

Given the difficulties with the basis of admission data, a number of other less direct approaches were taken to delineate the trends. These included using the most recent five-year research university profile reports filed with BCCAT, counts of eligible and

successful transfer student reports generated by the STP and BCCAT<sup>2</sup>, and STP records on previous post-secondary institution attended prior to entry to a research university. To look at future trends, the flows of secondary school cohorts were examined to see which post-secondary institutions students were choosing to enter. Finally provincial counts of secondary school graduates and population estimates were used to provide a backdrop on post-secondary participation rates. In addition to the quantitative data sources described above, the researcher conducted phone interviews with various institutional personnel.

## **FACTORS THAT COULD AFFECT TRANSFER STUDENT FLOWS TO RESEARCH UNIVERSITIES**

There are a number of factors that should be considered that could lead to changes in the flows of transfer students to BC research universities. These include:

1. The expansion of degree granting authority since 1995 and then again in 2003 to all public post-secondary institutions. As well, seven of these institutions have been designated as teaching intensive universities, including:
  - Capilano University,
  - Emily Carr University of Art and Design,
  - Kwantlen Polytechnic University,
  - Royal Roads University,
  - Thompson Rivers University,
  - University of the Fraser Valley, and
  - Vancouver Island University.

As enrollments in new degree completion programs in these institutions grow, it is expected that fewer students will transfer to the research universities.

2. Changes in the number of secondary school students available for admission. The majority of transfer students have graduated from BC secondary schools within the last few years, so shifts in the population of the graduating class will later affect the number transferring.

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<sup>2</sup> Studies on eligible and successful transfer students make use of STP data to identify students at research universities admitted with transfer as the basis of admission.



3. Changes in post-secondary participation rates. Changes in the proportion of secondary school graduates who enter post-secondary education would be expected to result in changes in transfer rates.
4. Changes in funding levels for post-secondary spaces. More spaces may result in increased participation rates or in shifts between institutions.
5. Changes in admission policies at research universities. Research universities rely heavily on entry GPA averages to meet quotas so an increase in quotas generally means lower GPAs. Policies may also include targeting a larger proportion of spaces for direct entry students.
6. Changes in economic conditions in BC. Generally, as labour markets expand and local economies boom, participation rates decrease as more students enter the labour market. The reverse is true as economies shrink. These effects can be provincial, regional, or very local.

## ANALYSES

### A. TRANSFERS TO BC RESEARCH UNIVERSITIES: BCCAT PROFILE REPORTS

Every five years, each of the four BC research universities receives funding from BCCAT to provide an historical and statistical hardcopy report to BCCAT describing transfer students admitted over the preceding five years. These "profile" reports provide detail on the numbers of students admitted each year by sending institution, university programs, credits transferred, age, gender, academic achievement, etc.

The most recent set of reports covers the five academic years from 2002/03 to 2007/08. For comparison purposes, each university also provides statistics on the number of students it admits on the basis of BC secondary school graduation. Transfer students are defined in the profile reports as those who are admitted on the basis of completion of a minimum of one year<sup>3</sup> of academic course work at a BC college, institute, or teaching intensive university.

By aggregating data over all four research universities (including UBC Okanagan), a provincial perspective on the number of students admitted under formal transfer procedures to the research universities is possible and can be compared to the number entering from a secondary school.

Over the five years ending 2007/08, transfer intake grew from 5,000 students in 2003/04 to 6,000 students in the following two years but has slipped to about 5,400 students in the last two years. The number of students transferring in 2007/08 is about 1,000 above historical levels dating back to 1998/99. Over the last five years, the intake of secondary school students has increased from 8,000 to 10,000. This is shown in Figure A1 with the total number of students graduating from secondary school in BC as a backdrop.

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<sup>3</sup> UNBC is an exception in that only 15 PSE credits are required.

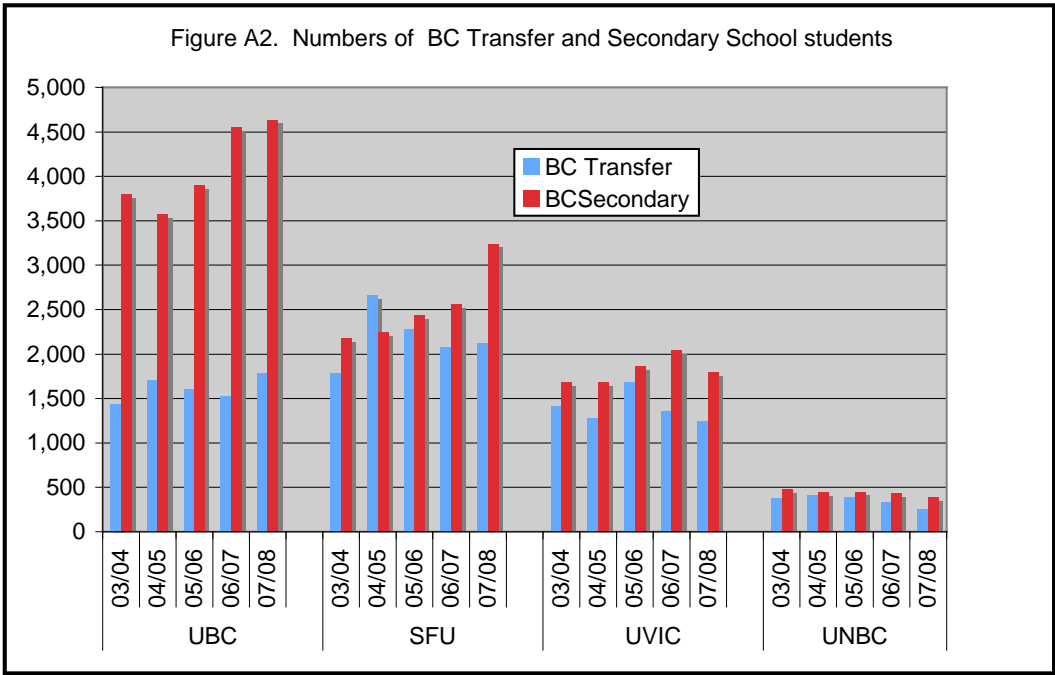
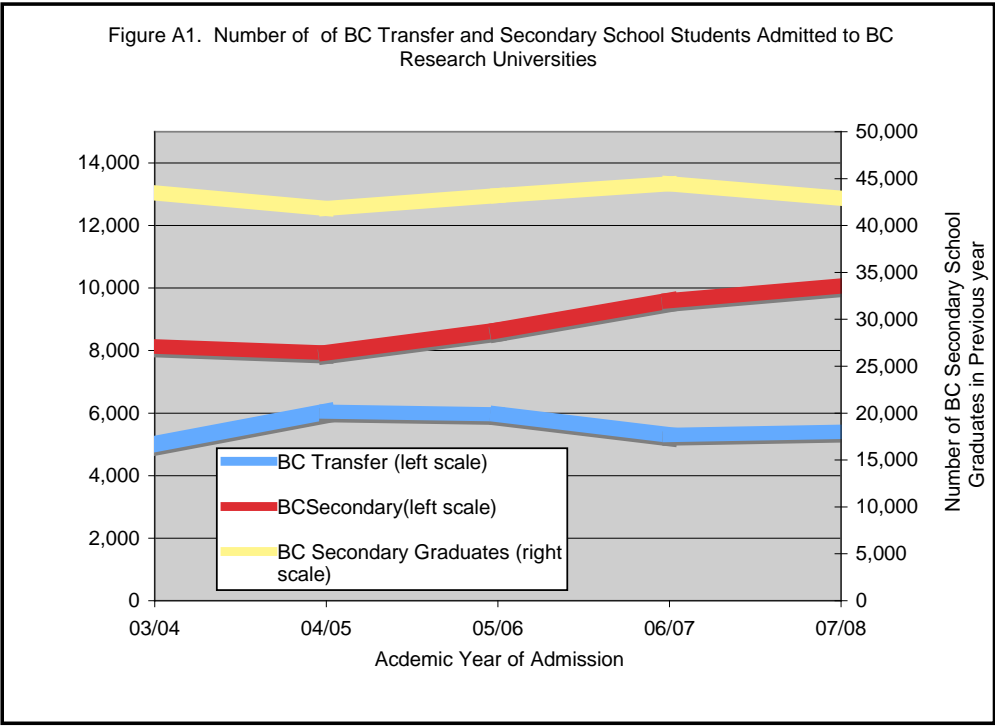


Figure A2 shows the intake data for each university. The spike in transfer students in 2004/05 and 2005/06 is in part due to the increase in transfer students admitted to SFU in 2004/05 and 2005/06. This increase at SFU was mainly due to the large intake of associate degree students who were admitted with a minimum GPA average of 2.00 prior to the SFU Senate changing its admission regulations requiring a higher GPA entry requirement.

Since the number of students graduating from BC secondary schools has stayed relatively constant over the five years, the increase of 2,000 secondary students entering research universities seems at first paradoxical. We know from STP research reports that the participation rate of secondary school graduates in provincial post-secondary education has remained unchanged over this interval. The paradox is resolved in a later section of this report when evidence is presented that there was a corresponding decrease in the number of secondary school students entering colleges, institutes, and teaching intensive universities over the same interval.

At a regional level, we see the same spike in the number of transfer students in 2004/05 and 2005/06 throughout the province with a subsequent decline in the last two years. This is shown in Table A1 in the data appendix. A similar table, A2, is organized by type of institution.

There are some important caveats to note here with respect to the data in figures A1 and A2. The profile report tables published by UBC exclude students admitted to UBC Okanagan, hence estimates from other sources have been added to the figures and tables in this report to correct this omission and to provide an overall picture. The profile reports also include data on transfer students from three small private colleges (Coquitlam, Columbia, Corpus Christi). These constitute only 7% of the total transfers and do not affect the overall trends. Furthermore, these private institutions are long-standing members of the BC Transfer System, and their transfer numbers should be counted to build a more complete picture of the Transfer System.

Finally the reader should note that students admitted on the basis of BC secondary school graduation include not only students who graduated in the same year but also students who graduated in previous years and who may have interrupted their studies to work or travel before entering university. Also included are students who may have some college experience but who were admitted on the basis of BC secondary work.

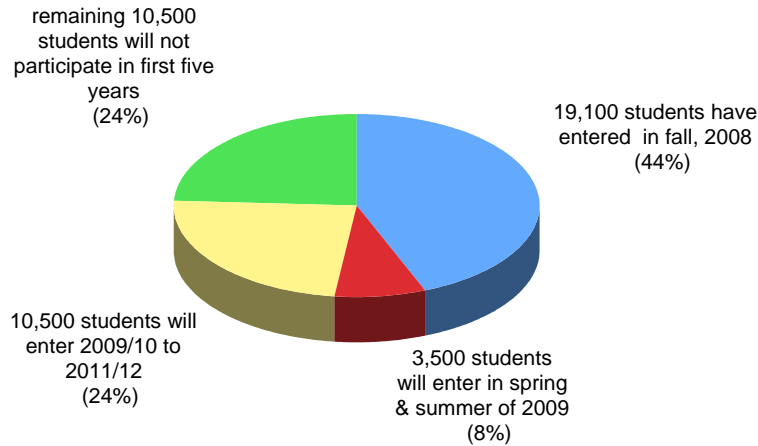
## **B. IMMEDIATE ENTRY OF BC SECONDARY SCHOOL GRADUATES INTO BC POST-SECONDARY INSTITUTIONS: TRENDS IN INSTITUTIONAL DESTINATIONS**

The provincial Ministries of Education and Advanced Education have set up, in partnership with public colleges, institutes, and universities in BC, a database of student enrollment information that allows students who graduate from BC secondary schools to be tracked as they enter the public PSE system in BC. The database is called the Student Transitions Project.

The information available in the database (at the time that this paper was written) includes each cohort of students who graduated from BC secondary schools in 2001/02 through 2007/08 and tracks them as they entered BC PSE prior to and including fall 2008. With seven years of data, it is possible to comment on some very interesting trends as students make the transition from secondary school to PSE. We use as our indicator each cohort of graduates from 2001/02 to 2007/08 who chose to enter BC post-secondary education in the fall immediately following their graduation. It turns out that immediate fall intake is a remarkably good predictor of total intake over the academic year.

For instance, 2007/08 saw approximately 43,600 students graduate from secondary schools in BC (Figure B1). About 19,100 students, or 44% of the total, entered a BC public PSE in the fall of 2008. Although the data are not yet available, data from other graduating cohorts suggest that we can expect to see a further 3,500 students, or 8%, enter in spring and summer of 2008/09 and yet a further 10,500, or 24%, enter in the next four years. All in all, about 75% of the 2007/08 high school graduating class is expected to attend public PSE in BC within five years after graduation. The reader should note that this rate is a minimum estimate since the STP database does not contain tracking information for those students who entered either private PSE institutions in BC or who left the province.

FIGURE B1. BC SECONDARY SCHOOL GRADUATING CLASS OF 2007/08:  
PROJECTIONS FOR PARTICIPATION IN BC POSTSECONDARY EDUCATION

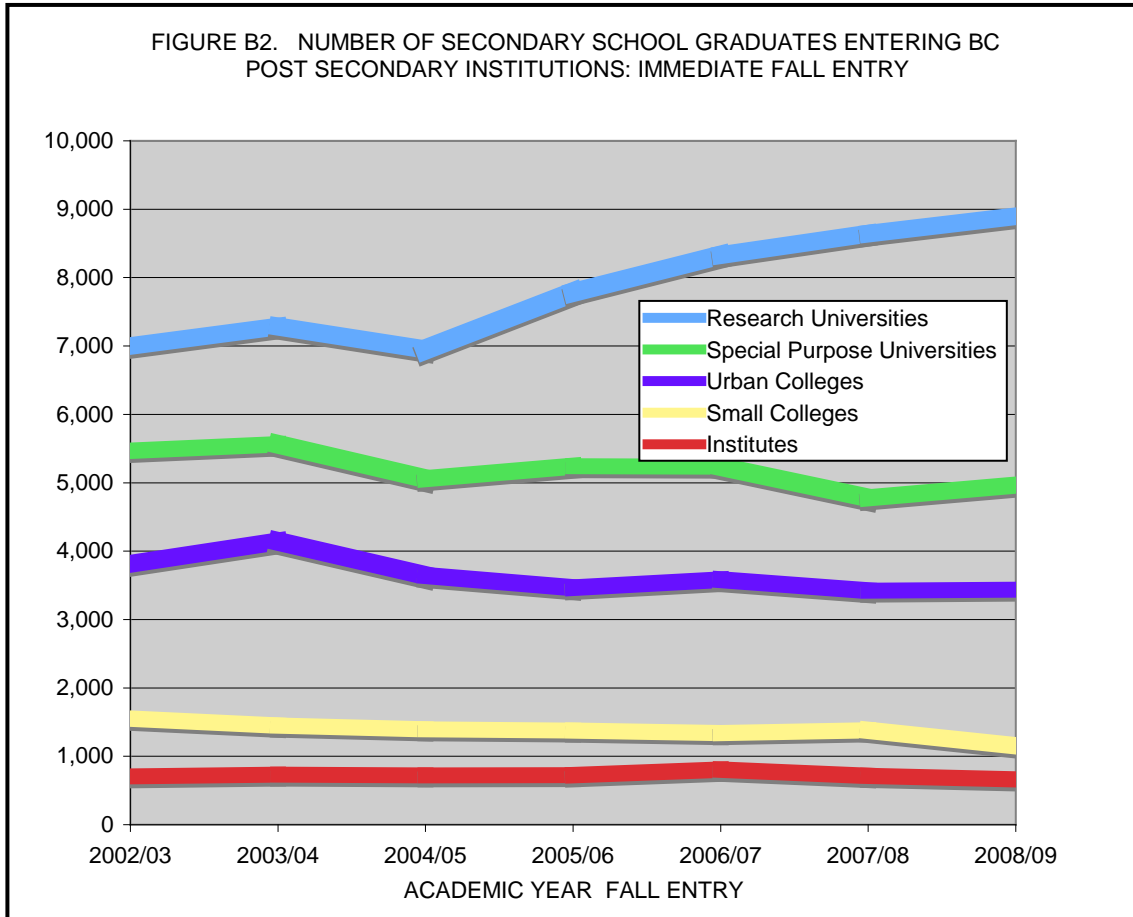


From the STP database we can also determine the institutional choices, and post-secondary program choices of each graduating cohort from 2001/02 to 2007/08.

The first important observation is that there has been a pronounced shift in favour of the research universities as the institution of first entry following secondary school graduation.

In 2002/03, 18,500 graduates immediately entered PSE in fall and of these students, 38% chose to go to a BC research university. Had the shares remained the same, 300 more students would have entered research universities by 2008/09. Instead, the proportion who entered a research university had increased by 1,900 students (or 47%). Of this increase, about one quarter (450 students) was due to the change in 2005 when Okanagan University College bifurcated into Okanagan College and UBC Okanagan. This will be discussed in greater detail later in this section.

In the same interval, colleges, institutes, and teaching intensive universities experienced a decline of 1,300 entrants. The results are presented in Figure B2 below and Table B1 of the data appendix.



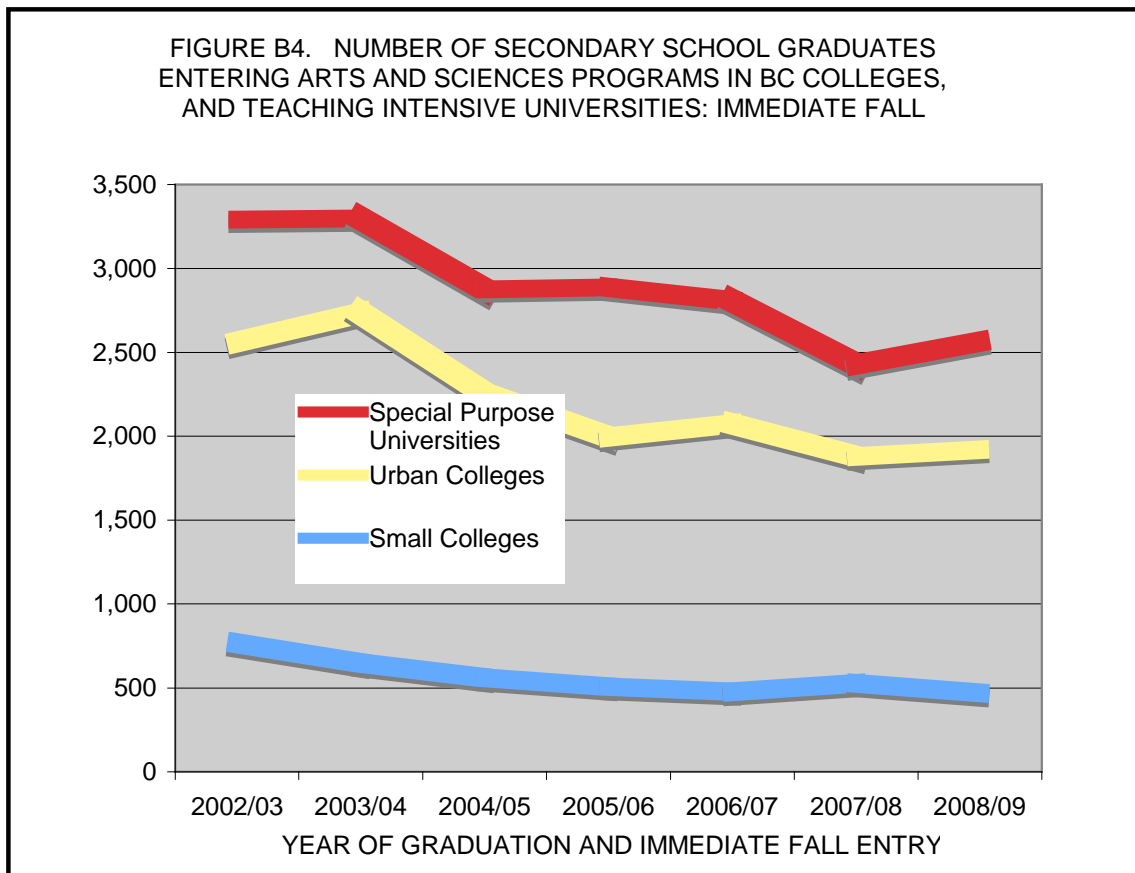
The second important observation is that there has been a substantial decline in enrollment in Arts and Sciences programs in colleges, institutes, and teaching intensive universities. This is significant because the Arts and Sciences programs are the programs of choice for students who wish to enroll in university transfer programs in colleges and teaching intensive universities.

In 2002/03, Arts and Sciences had the largest intake at 6,600 students, nearly 57% of the total intake for non-research universities. Seven years later in 2008/09, this share had declined to 47%. In absolute terms, nearly 1,700 or 25% fewer students entered Arts and Sciences programs in 2008/09. In contrast, Business and Management programs have increased their intake numbers by 350 students or 35%. The results are presented in Figure B3 and Table B2 of the data appendix<sup>4</sup>.

<sup>4</sup> The Ministry of Advanced Education and Labour Market Development is planning to analyze recent changes in institutional coding practices to determine their impact on the number of Arts and Sciences enrolments reported to the Central Data Warehouse.

It appears that the numbers of BC12 graduates entering Arts and Sciences programs at colleges, institutes, and teaching intensive universities has declined sharply due to a two-fold effect; externally more secondary school students now enroll in research universities and internally more students now enroll in applied programs.

From Figure B4 and Table B3 of the data appendix, it appears most institutions have suffered enrollment losses in Arts and Sciences. Relatively speaking, small colleges suffered the most (-38%), followed by urban colleges (-25%), and by teaching intensive universities (-22%).



Overall, the shift of secondary school graduates to research universities, together with the internal shift from Arts and Sciences to applied programs within colleges, institutes, and teaching intensive universities, is likely to limit or diminish the number of transfer students to research universities in the next few years. In fact the decreases in transfer students in 2006/07 and 2007/08 as observed in the profile reports may be a signal that the decline has already started although the levels are still above those in 2003/04 and earlier.



The loss of 1,600 secondary school students entering colleges, institutes, and teaching intensive universities will mean somewhat fewer students transferring annually to research universities. By their action, the additional 1,600 students who were admitted to research universities may have been highly motivated to transfer had they chosen to enter other post-secondary institutions instead. It should be noted that 1,600 students represents a 30% diminution from the 5,500 students who currently transfer annually. However, we expect any extremes to be softened by the fact that students who formally transfer in any given year come from a variety of secondary school graduating cohorts and in some cases may have graduated from secondary school elsewhere than BC.

There is an important institutional caveat here. In 2005 Okanagan University College (OUC) was dissolved with the North Kelowna campus being transferred to UBC and renamed UBC Okanagan (UBCO). OUC's applied degrees in Business and Computer Information Systems remained with the College, now renamed Okanagan College. In this particular study, UBC Okanagan is included within the research university statistics starting in 2005/06.

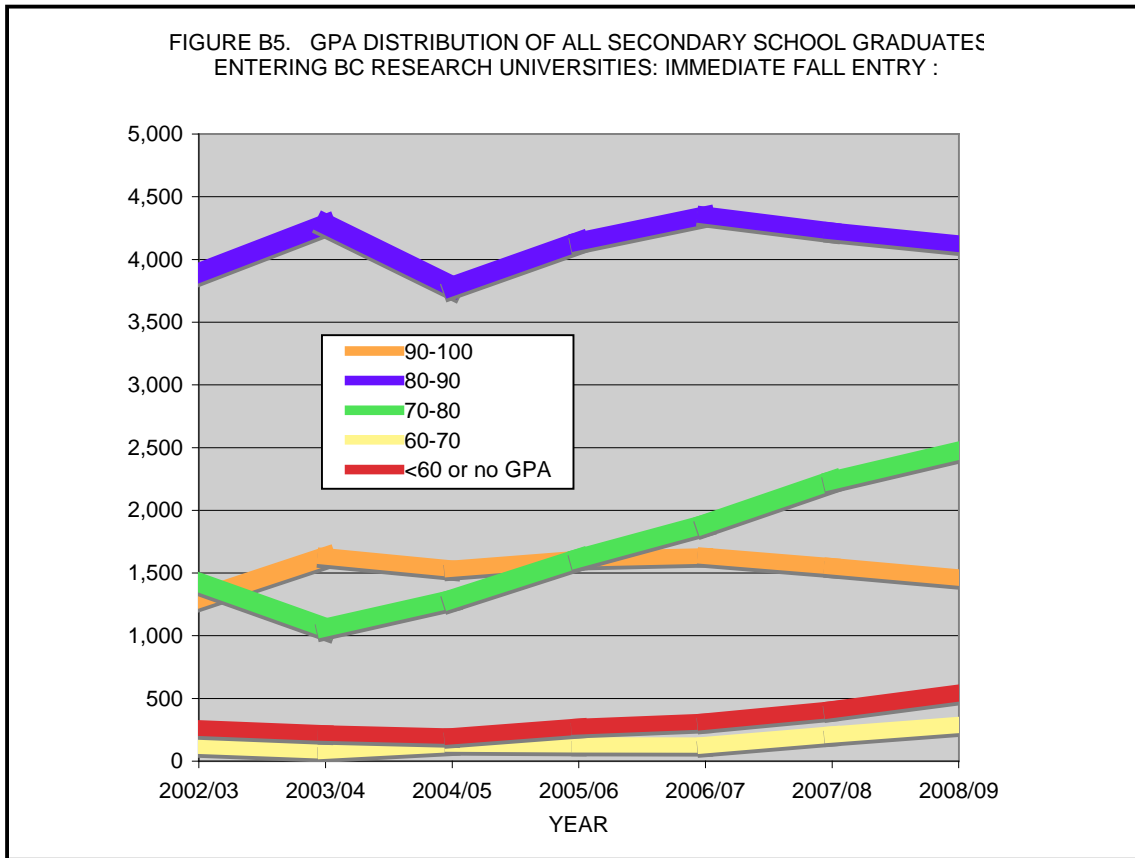
Prior to 2005/06, about 1,000 BC secondary school graduates entered OUC immediately in fall each year. After the split, UBC Okanagan in its first year of operation attracted 452 graduates while 570 chose to go to Okanagan College instead. So although this change somewhat overstates the shift of entering students in favour of the research universities, it is important to note that this paper is concerned with the issue of transfer student numbers and the fact is that students who entered UBC Okanagan in 2005/06 or later will not have to transfer to a research university. It should also be noted that 30% of the students entering UBCO in the first year of operation were from outside the Okanagan area. This had increased to 44% by fall 2008/09. On the other hand, UBCO is also playing a greater role as a receiving institution for transfer students, with the numbers for 2005/06 to 2007-08 being 62, 178, and 269.

## **Circumstances that Led to the Shift of Secondary Students to Research Universities**

Prior to 2003/04, BC research universities carefully managed their enrollments by limiting admission to match resources available to fill the available number of seats. As a result, secondary school students required fairly high averages (80% and above) to gain admission. In 2003/04, the provincial government put into effect a six-year plan to increase the number of spaces in the province's post-secondary institutions by 25,000 seats (16% increase), with half the spaces allocated to BC research universities. The response of the universities was to create additional spaces by increasing recruitment efforts and by decreasing entry GPA requirements.

Evidence for the diminution in entry requirements appears in Figure B5 which shows the increase in the number of BC secondary school students admitted to BC research universities with grades between 70% and 80%. In 2002/03, 1,400 students entered research universities with GPAs in the 70-80% range. By 2008/09, this had increased to 2,500 students. As can be seen in Table B4, this was accompanied by a large decrease in the number of secondary school students with similar grades who enrolled in colleges, institutes, and teaching intensive universities.

The result is that a significant number of students who in the past would have been unable to meet the minimum GPA entry requirements now choose to immediately enter a full four-year degree program at a research university rather than enter a transfer program in a college or teaching intensive university. It is unknown what the long-term impact might be, if any, on student retention from this shift in student enrolment.



### C. DEMOGRAPHICS AND PARTICIPATION RATES

Any discussion of transfer student numbers must take into account the backdrop in population growth and secondary school graduates. We have already seen from Figure A1 that the number of secondary school graduates has remained fairly stable at about 43,000 students over the period 2002/03 to 2006/07. Recent research carried out by the STP also shows that the number entering BC PSE has not changed in the same interval. Since forecasts of grade 12 enrollment in BC indicate that enrollment will in fact drop by about 3% over the next five years, and since there is no evidence to indicate that participation rates will increase in the next five years, it is unlikely that we will see any increases in the total number of secondary school graduates entering BC PSE over the next five years.

The university profile reports provide age distributions for the incoming transfer students. From this data it is possible to discern that about 12% of the transfer students are 20 years of age or younger upon transfer, 66% are 20-24 years of age, and 22% are age 25 or over. This indicates that transfer students include an amalgam of students from several different secondary school graduating cohorts. Population forecasts for BC show that the cohort aged 18-24 will remain constant over the next five years. Since the 18-24 cohort constitutes about 80% of all students who transfer, it is unlikely we will see any growth or decline from this source.

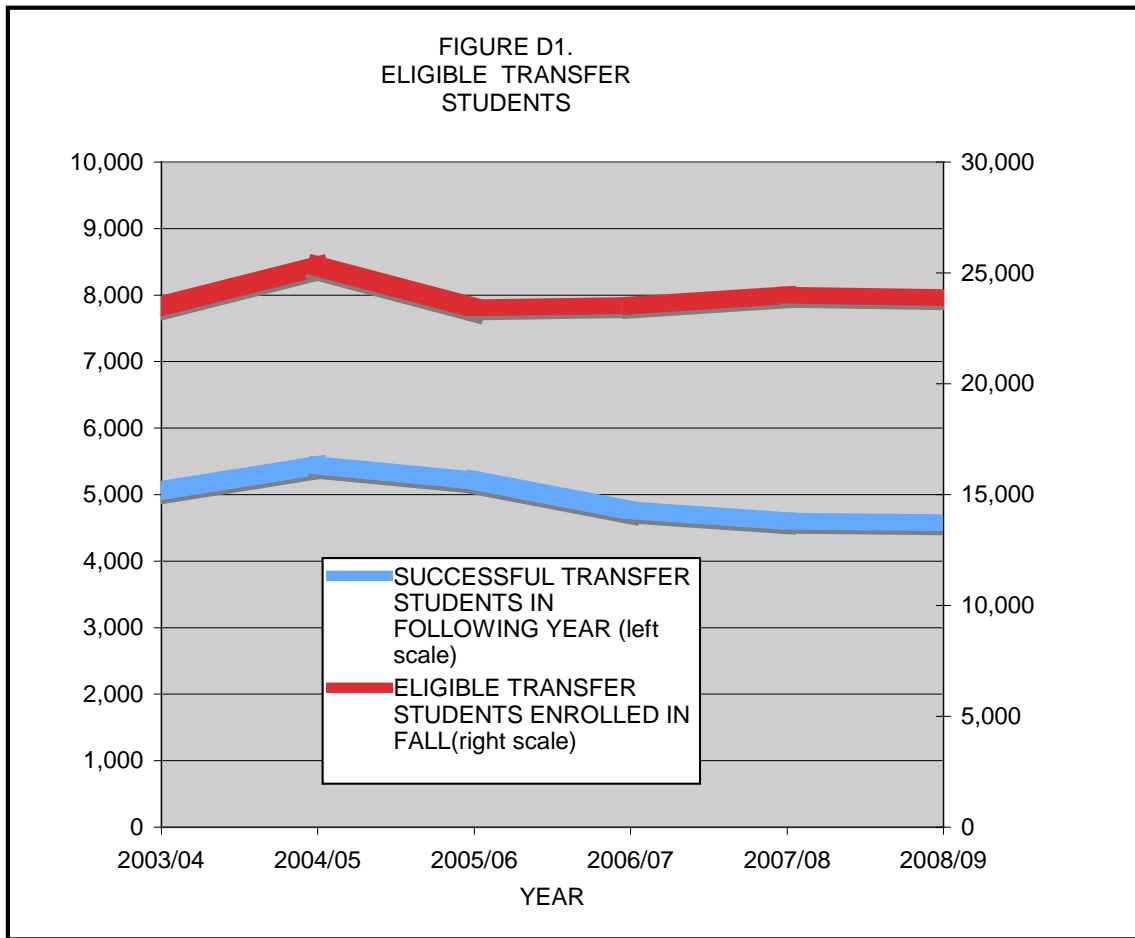
#### **D. TRANSFERS TO BC RESEARCH UNIVERSITIES: BCCAT REPORTS ON ELIGIBLE AND SUCCESSFUL TRANSFER STUDENTS**

Several years ago BCCAT, in conjunction with the Ministry of Advanced Education and the post-secondary education system, developed a methodology that attempts to measure the number of students enrolled in colleges, institutes, and teaching intensive universities each fall who are eligible to transfer to research universities. Eligible students (ETR) are defined as students who are enrolled in and/or have completed at least 24 academic course credits in courses listed in the BC Transfer Guide and who have a GPA greater than 2.00. This research is now conducted under the auspices of the STP.

By tracking eligible students and determining the number who subsequently transfer to research universities in the following calendar year, the methodology is able to calculate historical transfer rates and hence provide a rough predictor of successful transfers (STR) one year ahead.

The results relevant to this study are the historical numbers of ETR and STR students. Figure D1 shows for the years 2003/04 to 2007/08 the number of eligible students enrolled each fall along with the number who successfully transfer to research universities in the following year.

The total number of eligible students has been quite stable at about 24,000 students. Of course many of the eligible students will stay and complete degrees or diplomas at their current institution. Others will leave PSE studies completely. However, roughly 20% (or about 5,000 students) successfully transfer to a research university in the following year. Note that the STR trend line in Figure D1 is very similar to that found in section A which discussed the profile reports. The drop off in successful transfer students over the interval is about the same as well, some 800 students, or 15% from the peak in 2004/05.



There is a caution to note here. Figure D1 does not include all students who transfer to a research university. Excluded are all students who successfully transferred but had not enrolled at a public college, institute, or teaching intensive university the previous fall (e.g., students from private institutions). Data from the profile reports mentioned in section A estimated the total number of transfers at about 5,400 students in 2007/08.

**E. USING TRANSITIONS TO BC RESEARCH UNIVERSITIES FROM BC COLLEGES, INSTITUTES, AND TEACHING INTENSIVE UNIVERSITIES AS A PROXY FOR TRANSFERS**

The STP database is capable of accurately identifying students who entered each of the BC research universities in any session throughout the period from 2002/03 to 2008/09, with or without transfer as the basis of admission, and whose previous institution of registration was a BC college, institute, or teaching intensive university. For instance, it is possible to identify the number of new students who entered UBC in the fall of 2008/09 and whose last record of registration was from Douglas College (since 2002/03). If we sum all such transitioning students, we will obtain a proxy for the total number of transfer students. The results of this analysis for all students who transitioned to the four research universities is summarized in Figures E1 and E2 and Table E1.

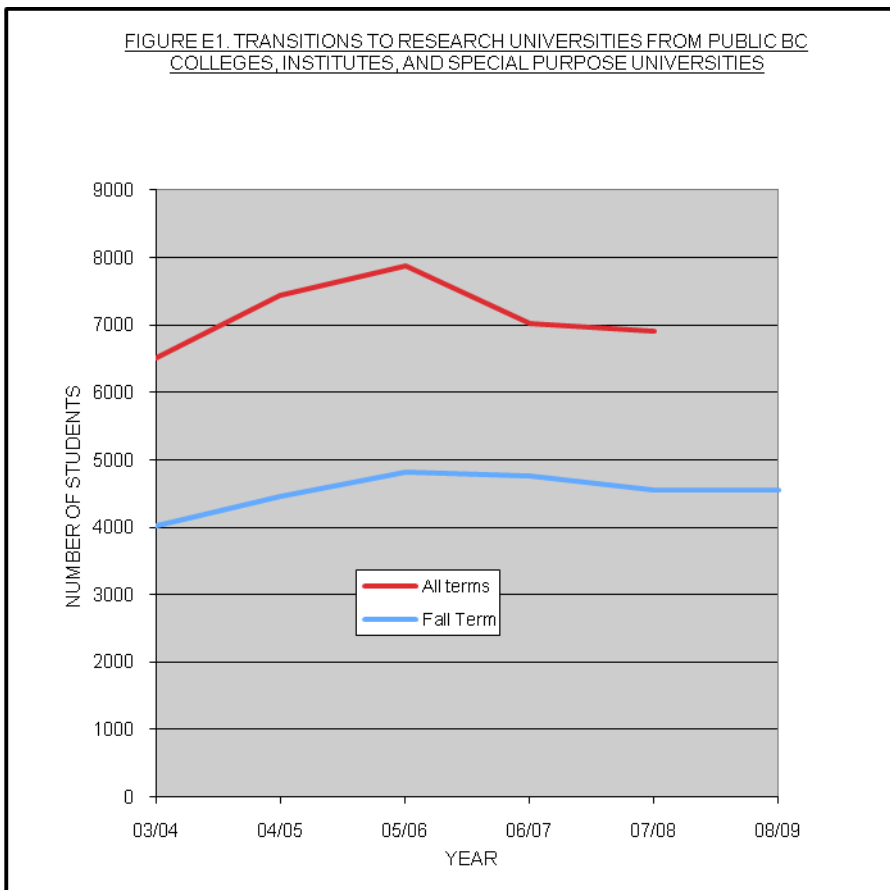
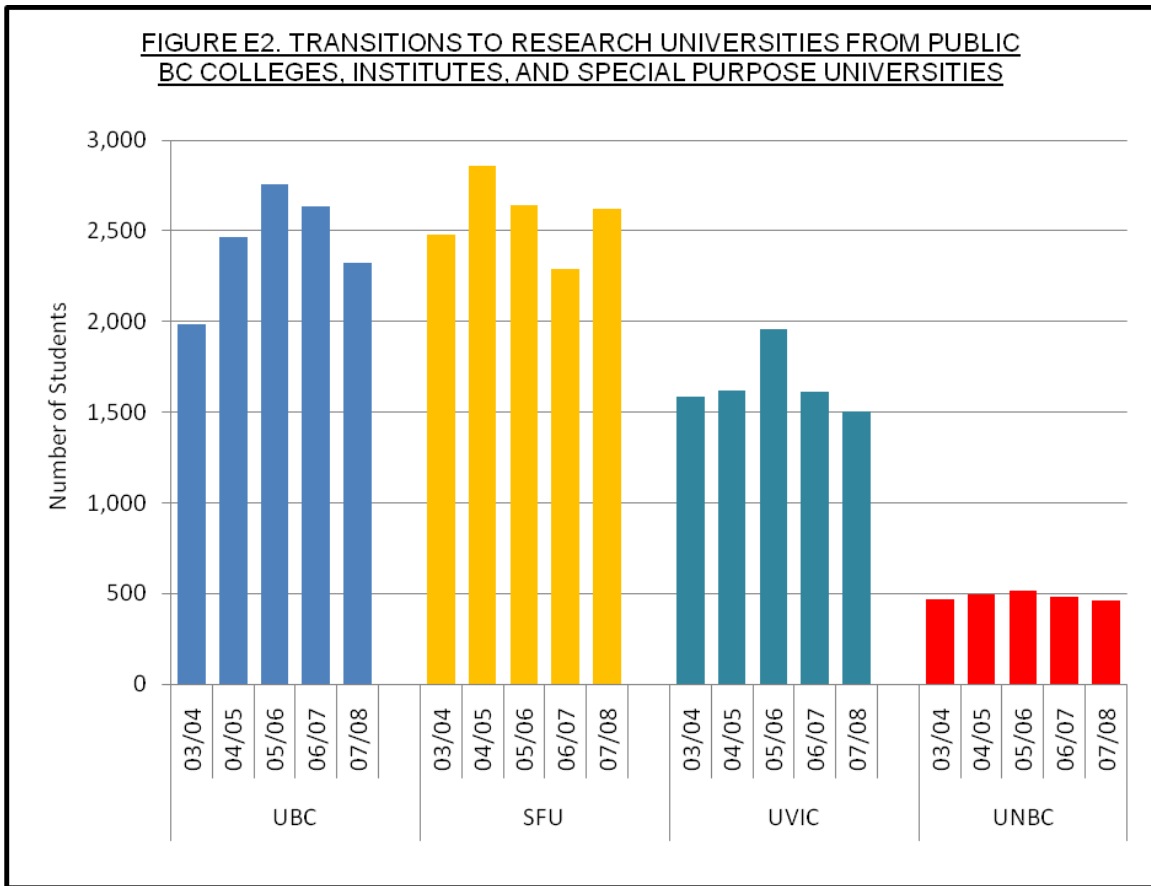


Figure E1 has two trend lines. The upper one represents the annual count of new students who entered a BC research university and who were last registered at a college, institute, or teaching intensive university since 2002. The lower one represents the corresponding fall entry count. The fall counts are smaller since substantial numbers of new students are admitted to universities in the spring and summer terms as well.

Note that the trends in each line are similar to that observed in Figure A1 from the profile reports. The number of students transitioning increases in 2004/05 and 2005/06 then declines in 2006/07 and 2007/08. The fall data for 2008/09 indicates that the number transitioning has remained the same as 2007. Furthermore, the 2007/08 numbers are 500 more than the numbers in 2003/04. This increase is very similar to the 400 student increase in the same time period found in the profile reports.



It is important to note that the transition measures shown in the trend lines are different from the transfer measures contained in the profile reports. The number of transitioning students will be larger because it includes students admitted to a research

university on criteria other than formal transfer. Also, the transitions in the early years will be underestimated due to the limited scope of the database which does not contain data prior to 2002.

Excluded in 2005/06 are all 2,462 continuing students who were previously registered as OUC students but who elected to continue their academic studies at the North Kelowna campus as UBC Okanagan students.



## **CONCLUSION AND FURTHER RESEARCH**

On the basis of available data, it appears that the number of transfer students transferring to research universities peaked in 2004/05 and 2005/06 and has diminished to more historical levels. At the same time it also appears that more secondary school graduates are choosing research universities over other public post-secondary institutions as their first institution of entry, corresponding with the 25,000 post-secondary seat expansion in BC and a decrease in GPA entry requirements at most research universities. Furthermore, fewer students are entering Arts and Sciences programs in colleges, institutes, and teaching intensive universities. The reduction in the number of secondary school graduates entering colleges, institutes, and teaching intensive universities, and Arts and Sciences programs in particular, is expected to result in fewer transfer students.

Further research might involve a deeper understanding behind the peak in transfer numbers in 2004/05 and 2005/06 and the subsequent decline. What caused the peak and what led to the decline? How do fluctuating numbers of spaces for transfer students impact on demand for spaces from transfer students in the long term? What does each research university feel the appropriate ratio of seats should be for allocation to transfer and direct entry students each year?

Since entry GPAs are correlated with retention and subsequent performance, another avenue of research may involve a study of retention at research universities. This work could be accomplished through the use of STP data by tracking the movement into and success of high school graduates with lower GPAs in research universities over time.

Given the importance placed on the recent decline in enrolment in Arts and Sciences as an indication of trends in student demand, further investigation is required to determine the extent to which this decline is related to student behaviour versus institutional coding and reporting practices.

Finally, it is recommended that the STP Steering Committee and its subcommittees ensure that future data submissions by BC research universities use consistent basis of admission definitions and include accurate data for all new students.



## **APPENDIX OF TABLES**

Table A1. Number of BC Transfer Students Admitted to BC Research Universities by Provincial Region						
		Year				
Region	Sending	03/04	04/05	05/06	06/07	07/08
Interior/Kootenays	College of the Rockies	44	47	30	37	45
	Nicola Valley Institute of Technology	3	11	1	2	4
	Okanagan College	140	128	74	46	66
	Selkirk College	94	90	87	77	59
	Thompson Rivers University	113	119	89	102	94
	TRU Open learning	1	2	2	1	0
Interior/Kootenays Total		395	397	283	265	268
Northern BC	College of New Caledonia	237	239	286	219	194
	Northern Lights College	37	33	38	35	22
	Northwest Community College	64	73	72	58	52
	Yukon College	1		2		
Northern BC Total		339	345	398	312	268
PrivateLM	Columbia	128	177	190	193	194
	Coquitlam	156	197	148	135	106
	Corpus Christi	13	3	18	17	22
	Fraser International					43
PrivateLM Total		297	377	356	345	365
Public LM	BC Institute of Technology	114	83	58	58	52
	Capilano University	615	800	740	643	558
	Douglas College	694	854	754	731	768
	Emily Carr University of Art & Design		5	2		2
	Institute of Indigenous Government	2	5	8	13	9
	Kwantlen Polytechnic University	656	972	792	697	728
	Langara College	895	1,208	1,257	1,012	1,031
	University of the Fraser Valley	114	117	128	134	151
	Vancouver Community College	3	7	10	9	20
Public LM Total		3,093	4,051	3,749	3,297	3,319
Vancouver Island	Camosun College	688	656	880	681	737
	North Island College	51	37	45	39	34
	Vancouver Island University	152	187	188	184	140
Vancouver Island Total		891	880	1,113	904	911
Unknown Sending Institution (to UBC Okanagan)				62	178	269
Grand Total		5,015	6,050	5,961	5,301	5,400

Notes:

1. Data is from BCCAT "Profile Reports 2003/04 to 2007/08"
2. Includes transfers to UBC Okanagan (62, 178, 269 in 2005/06, 2006/07, 2007/08) as per UBC "Profile Report". Source of transfer to UBC Okanagan are unknown.

Table A2. Admission of BC Transfer Students to BC Research Universities by Institution Type						
Type	Sending	Year				
		03/04	04/05	05/06	06/07	07/08
Institutes	BC Institute of Technology	114	83	58	58	52
	Institute of Indigenous Government	2	5	8	13	9
	Nicola Valley Institute of Technology	3	11	1	2	4
Institutes Total		119	99	67	73	65
Small Colleges	College of New Caledonia	237	239	286	219	194
	College of the Rockies	44	47	30	37	45
	North Island College	51	37	45	39	34
	Northern Lights College	37	33	38	35	22
	Northwest Community College	64	73	72	58	52
	Seikirk College	94	90	87	77	59
	Yukon College	1		2		
Small Colleges Total		528	519	560	465	406
Special Purpose Universities	Capilano University	615	800	740	643	558
	Emily Carr University of Art & Design		5	2		2
	Kwantlen Polytechnic University	656	972	792	697	728
	Thompson Rivers University	113	119	89	102	94
	Thompson Rivers University (TRU)	1	2	2	1	0
	University of the Fraser Valley	114	117	128	134	151
	Vancouver Island University	152	187	188	184	140
Special Purpose Universities Total		1,651	2,202	1,941	1,761	1,673
Urban Colleges	Camosun College	688	656	880	681	737
	Columbia	128	177	190	193	194
	Coquitlam	156	197	148	135	106
	Corpus Christi	13	3	18	17	22
	Douglas College	694	854	754	731	768
	Fraser International					43
	Langara College	895	1,208	1,257	1,012	1,031
	Okanagan College	140	128	74	46	66
	Vancouver Community College	3	7	10	9	20
Urban Colleges Total		2,717	3,230	3,331	2,824	2,987
Grand Total	Unknown (to UBC Okanagan)	5,015	6,050	5,961	178	5,400

Notes:

1. Data is from BCCAT "Profile Reports 2003/04 to 2007/08"
2. Includes transfers to UBC Okanagan..sending institutions unknown

TABLE B1. NUMBERS OF BC SECONDARY SCHOOL GRADUATES IMMEDIATELY ENTERING BC POSTSECONDARY EDUCATION IN FALL AFTER GRADUATION

RECEIVING INSTITUTION	FALL OF ACADEMIC YEAR								07-08 %chg	02-08 %chg	02-08 #change
	2002	2003	2004	2005	2006	2007	2008				
<b>Research Universities</b>											
Simon Fraser University	2034	2100	2062	2254	2303	2929	2748	-6%	35%	714	
University of British Columbia Vancouver	3477	3503	3219	3207	3351	3256	3339	3%	-4%	-138	
University of British Columbia Okanagan	0	0	0	452	710	696	689	-1%		689	
University of Northern BC	338	364	342	349	314	289	335	16%	-1%	-3	
University of Victoria	1152	1319	1328	1520	1650	1471	1787	21%	55%	635	
<b>Total</b>	<b>7,001</b>	<b>7,286</b>	<b>6,951</b>	<b>7,782</b>	<b>8,328</b>	<b>8,641</b>	<b>8,898</b>	<b>3%</b>	<b>27%</b>	<b>1,897</b>	
<b>Institutes</b>											
BC Institute of Technology	681	706	676	670	759	678	640	-6%	-6%	-41	
Institute of Indigenous Government	3	1	3	3	5					-3	
Justice Institute	16	15	24	21	33	23	4			-12	
Nicola Valley Institute of Technology	8	8	16	30	6	12	17			9	
<b>Total</b>	<b>708</b>	<b>730</b>	<b>719</b>	<b>724</b>	<b>803</b>	<b>713</b>	<b>661</b>	<b>-7%</b>	<b>-7%</b>	<b>-47</b>	
<b>Small Colleges</b>											
College of New Caledonia	441	380	338	341	333	381	296	-22%	-33%	-145	
College of the Rockies	209	192	207	203	191	157	131	-17%	-37%	-78	
North Island College	318	277	276	242	251	309	229	-26%	-28%	-89	
Northern Lights College	121	154	133	107	115	99	88	-11%	-27%	-33	
Northwest Community College	162	181	184	223	209	168	153	-9%	-6%	-9	
Selkirk College	301	266	256	260	240	267	256	-4%	-15%	-45	
<b>Total</b>	<b>1,552</b>	<b>1,450</b>	<b>1,394</b>	<b>1,376</b>	<b>1,339</b>	<b>1,381</b>	<b>1,153</b>	<b>-17%</b>	<b>-26%</b>	<b>-399</b>	
<b>Special Purpose Universities</b>											
Capilano University	847	958	827	776	813	723	812	12%	-4%	-35	
Emily Carr University of Art & Design	74	69	88	87	134	119	124	4%	68%	50	
Kwantlen Polytechnic University	2003	1860	1746	1794	1822	1484	1529	3%	-24%	-474	
Thompson Rivers University	860	848	747	834	789	809	763	-6%	-11%	-97	
University of the Fraser Valley	997	1091	984	1049	984	969	1075	11%	8%	78	
Vancouver Island University	686	736	667	703	693	674	664	-1%	-3%	-22	
Royal Roads University		1			1					0	
<b>Total</b>	<b>5,467</b>	<b>5,563</b>	<b>5,059</b>	<b>5,243</b>	<b>5,236</b>	<b>4,778</b>	<b>4,967</b>	<b>4%</b>	<b>-9%</b>	<b>-500</b>	
<b>Urban Colleges</b>											
Camosun College	507	601	577	573	632	636	620	-3%	22%	113	
Douglas College	1,053	1,060	974	978	998	937	1,000	7%	-5%	-53	
Langara College	1,150	1,269	986	1,088	1,074	977	963	-1%	-16%	-187	
Vancouver Community College	227	214	198	256	230	223	227	2%	0%	0	
Okanagan College	879	1,000	910	570	648	649	628	-3%	-29%	-251	
<b>Total</b>	<b>3,816</b>	<b>4,144</b>	<b>3,645</b>	<b>3,465</b>	<b>3,582</b>	<b>3,422</b>	<b>3,438</b>	<b>0%</b>	<b>-10%</b>	<b>-378</b>	
<b>Grand Total</b>	<b>18,544</b>	<b>19,173</b>	<b>17,768</b>	<b>18,590</b>	<b>19,288</b>	<b>18,935</b>	<b>19,117</b>	<b>1%</b>	<b>3%</b>	<b>573</b>	
Number who entered Research Universities	7,001	7,286	6,951	7,782	8,328	8,641	8,898	3%	27%	1,897	
Number who entered other BC PSI's	11,543	11,887	10,817	10,808	10,960	10,294	10,219	-1%	-11%	-1,324	
% Who enter BC Research Universities	38%	38%	39%	42%	43%	46%	47%				
% Who enter BC Institutes	4%	4%	4%	4%	4%	4%	3%				
% Who enter BC small Colleges	8%	8%	8%	7%	7%	7%	6%				
% Who enter BC special purpose Universities	29%	29%	28%	28%	27%	25%	26%				
% Who enter BC Urban Colleges	21%	22%	21%	19%	19%	18%	18%				
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>				

Data Notes:

1. Roughly 44% of each BC Secondary School graduating class will enter BC postsecondary in the fall immediately after graduation. Another 8% will enter in the following spring and summer. And 24 % will enter in the next five years.

2. Data comes from latest STP First Fall Transitions Pivot Tables.

3. Each Institution is identified above by its current name, i.e., Vancouver Island University was named Malaspina University College prior to 2008.

3. Data above reflect the number of BC Gr12 graduates who entered each institution even though the institution's name and function may have changed in the interval. There are two exceptions: Thompson Rivers University (TRU) includes BC Gr12 graduates who entered the Open Learning Agency before and after the merge with TRU. Okanagan University College bifurcated into two institutions in 1995/06, UBC Okanagan and Okanagan College. The entries into UBC Okanagan since 2005/06 are shown separately under research universities.

TABLE B2.

NUMBER OF BC GR12 GRADS ENTERING BC PUBLIC COLLEGES, INSTITUTES, AND SPECIAL PURPOSE UNIVERSITIES IN FALL IMMEDIATELY AFTER GRADUATION BY PROGRAM OF FIRST REGISTRATION

COMMON PROGRAM AREA	FALL OF ACADEMIC YEAR							6-Yr & Chge
	2002	2003	2004	2005	2006	2007	2008	
Visual, Performing and Fine Arts	474	492	444	498	580	531	603	27%
Unknown	225	226	205	179	149	131	120	-47%
Transportation	21	33	37	32	26	39	25	19%
Recreation, Tourism, Hospitality and Service	414	391	395	424	389	426	466	13%
Nursing	48	66	57	67	79	147	149	210%
Mechanical and Related	297	330	301	285	409	332	294	-1%
Legal and Social	403	479	461	510	505	466	477	18%
Health Related (see also Nursing)	89	85	123	116	112	115	124	39%
Engineering, Electrical and Electronics	377	449	370	363	364	325	397	5%
Education and Library Science	137	139	98	58	68	66	62	-55%
Developmental Education	777	793	872	879	873	754	548	-29%
Continuing Education	193	138	139	140	153	195	119	-38%
Construction and Precision Production	214	242	271	326	345	406	295	38%
Computer and Information Services	161	171	156	156	148	153	147	-9%
Communications	42	37	47	45	49	72	64	52%
Business and Management	967	1,063	1,068	1,259	1,275	1,226	1,304	35%
Arts and Sciences	6,625	6,682	5,701	5,401	5,367	4,842	4,964	-25%
Agriculture, Natural Resources and Science	79	71	72	70	69	68	61	-23%
Grand Total	11,543	11,887	10,817	10,808	10,960	10,294	10,219	-11%

## Data Notes:

1. Data comes from latest STP First Fall Transitions Pivot Tables.
2. Only BC Public Colleges, Institutes, and Special Purpose Universities are included. Students who enter research universities are excluded.

TABLE B3 BC GR12 GRADS WHO ENTERED ARTS AND SCIENCE PROGRAMS IN BC PUBLIC COLLEGES, INSTITUTES, AND SPECIAL PURPOSE UNIVERSITIES IN FALL IMMEDIATELY AFTER GRADUATION BY INSTITUTION OF REGISTRATION										
RECEIVING INSTITUTION	FALL OF ACADEMIC YEAR									
	2002	2003	2004	2005	2006	2007	2008 08	%change 08	%change 08	#change
<b>Institutes</b>										
BC Institute of Technology	0	0	0	3	3	4	8			8
Institute of Indigenous Government	1	0	2	1	1	0	0			-1
Justice Institute	1	0	0	1	0	0	0			-1
Nicola Valley Institute of Technology	6	3	5	5	2	3	0			-6
<b>Total</b>	<b>8</b>	<b>3</b>	<b>7</b>	<b>10</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>14%</b>	<b>0%</b>	<b>0</b>
<b>Small Colleges</b>										
College of New Caledonia	266	198	171	147	141	131	127	-3%	-52%	-139
College of the Rockies	48	50	53	63	46	50	47	-2%	-2%	-1
North Island College	159	129	111	107	105	157	117	-25%	-26%	-42
Northern Lights College	49	48	40	27	25	27	27	0%	-45%	-22
Northwest Community College	100	101	88	87	78	67	53	-21%	-47%	-47
Selkirk College	142	121	98	77	83	95	100	5%	-30%	-42
<b>Total</b>	<b>764</b>	<b>647</b>	<b>561</b>	<b>508</b>	<b>478</b>	<b>527</b>	<b>471</b>	<b>-11%</b>	<b>-38%</b>	<b>-293</b>
<b>Special Purpose Universities</b>										
Capilano University	607	671	494	474	443	372	381	2%	-37%	-226
Emily Carr University of Art & Design	0	0	0	1	0	0	0			0
Kwantlen Polytechnic University	1185	1071	975	916	938	760	766	1%	-35%	-419
Thompson Rivers University	567	513	463	443	455	427	453	6%	-20%	-114
University of the Fraser Valley	584	683	612	693	639	543	622	15%	7%	38
Vancouver Island University	348	359	333	361	334	326	343	5%	-1%	-5
Royal Roads University										0
<b>Total</b>	<b>3,291</b>	<b>3,297</b>	<b>2,877</b>	<b>2,888</b>	<b>2,809</b>	<b>2,428</b>	<b>2,565</b>	<b>6%</b>	<b>-22%</b>	<b>-726</b>
<b>Urban Colleges</b>										
Camosun College	257	299	260	234	256	278	288	4%	12%	31
Douglas College	688	667	543	518	561	481	545	13%	-21%	-143
Langara College	1,043	1,136	901	972	953	845	809	-4%	-22%	-234
Vancouver Community College	0	4	3	15	14	14	13			13
Okanagan College	574	629	549	256	290	262	265	1%	-54%	-309
<b>Total</b>	<b>2,562</b>	<b>2,735</b>	<b>2,256</b>	<b>1,995</b>	<b>2,074</b>	<b>1,880</b>	<b>1,920</b>	<b>2%</b>	<b>-25%</b>	<b>-642</b>
<b>Grand Total</b>	<b>6,625</b>	<b>6,682</b>	<b>5,701</b>	<b>5,401</b>	<b>5,367</b>	<b>4,842</b>	<b>4,964</b>	<b>3%</b>	<b>-25%</b>	<b>-1,661</b>

Data Notes:

1. Data comes from latest STP First Fall Transitions Pivot Tables.

2. Each Institution is identified above by its current name, i.e., Vancouver Island University was named Malaspina University College prior to 2008

3. Data above reflect the number of BC Gr12 graduates who entered each institution even though the institution's name and function may have changed in the interval. There are two exceptions: Thompson Rivers University (TRU) includes BC Gr12 graduates who entered the Open Learning Agency before and after the merge with TRU. Okanagan University College bifurcated into two institutions in 1995/06, UBC Okanagan and Okanagan College. The entries into UBC Okanagan since 2005/06 are shown separately under research universities.



TABLE B4. GPA DISTRIBUTION FOR SECONDARY SCHOOL GRADUATES ENTERING BC POSTSECONDARY INSTITUTIONS INSTITUTIONS: IMMEDIATE FALL ENTRY GRADUATES WITH ENGLISH 12 PLUS GRADES IN 3 OTHER BC 12 ACADEMIC SUBJECTS

ALL POSTSECONDARY INSTITUTIONS

GPA RANGE	FALL OF ACADEMIC YEAR							02-08 Diff.
	2002	2003	2004	2005	2006	2007	2008	
<55 or no GPA	6,120	5,933	5,720	5,997	6,283	5,944	5,947	-173
55-60	162	163	141	149	135	149	153	-9
60-65	575	549	549	484	480	500	541	-34
65-70	1,155	1,179	1,103	1,093	1,051	1,111	1,103	-52
70-75	1,759	1,705	1,533	1,627	1,695	1,786	1,918	159
75-80	2,312	2,269	2,057	2,220	2,356	2,472	2,563	251
80-85	2,673	2,878	2,547	2,741	2,833	2,812	2,846	173
85-90	2,356	2,725	2,424	2,540	2,682	2,485	2,415	59
90-95	1,229	1,508	1,450	1,490	1,525	1,434	1,397	168
95-100	203	264	244	249	248	242	234	31
Grand Total	18,544	19,173	17,768	18,590	19,288	18,935	19,117	573
80-100	6,461	7,375	6,665	7,020	7,288	6,973	6,892	431
70-80	4,071	3,974	3,590	3,847	4,051	4,258	4,481	410
55-75	3,651	3,596	3,326	3,353	3,361	3,546	3,715	64

RESEARCH UNIVERSITIES ONLY

GPA RANGE	FALL OF ACADEMIC YEAR							02-08 Diff.
	2002	2003	2004	2005	2006	2007	2008	
<55 or no GPA	261	218	197	273	314	410	541	280
55-60	3	5	2	2	2	1	2	-1
60-65	26	12	22	25	21	21	36	10
65-70	95	71	114	105	108	191	252	157
70-75	360	242	352	439	563	732	873	513
75-80	1,065	824	942	1,180	1,330	1,506	1,604	539
80-85	1,953	2,013	1,761	1,988	2,064	2,106	2,117	164
85-90	1,941	2,269	2,026	2,156	2,290	2,120	2,009	68
90-95	1,104	1,384	1,305	1,375	1,400	1,330	1,248	144
95-100	193	248	230	239	236	224	216	23
Grand Total	7,001	7,286	6,951	7,782	8,328	8,641	8,898	1,897
80-100	5,191	5,914	5,322	5,758	5,990	5,780	5,590	399
70-80	1,425	1,066	1,294	1,619	1,893	2,238	2,477	1,052
below 75%	484	330	490	571	694	945	1,163	679

COLLEGES, INSTITUTES, AND SPECIAL PURPOSE UNIVERSITIES ONLY

GPA RANGE	FALL OF ACADEMIC YEAR							02-08 Diff.
	2002	2003	2004	2005	2006	2007	2008	
<55 or no GPA	5,859	5,715	5,523	5,724	5,969	5,534	5,406	-453
55-60	159	158	139	147	133	148	151	-8
60-65	549	537	527	459	459	479	505	-44
65-70	1,060	1,108	989	988	943	920	851	-209
70-75	1,399	1,463	1,181	1,188	1,132	1,054	1,045	-354
75-80	1,247	1,445	1,115	1,040	1,026	966	959	-288
80-85	720	865	786	753	769	706	729	9
85-90	415	456	398	384	392	365	406	-9
90-95	125	124	145	115	125	104	149	24
95-100	10	16	14	10	12	18	18	8
Grand Total	11,543	11,887	10,817	10,808	10,960	10,294	10,219	-1,324
80-100	1,270	1,461	1,343	1,262	1,298	1,193	1,302	32
70-80	2,646	2,908	2,296	2,228	2,158	2,020	2,004	-642
below 75%	3,167	3,266	2,836	2,782	2,667	2,601	2,552	-615

Data Notes:

1. Data comes from latest STP First Fall Transitions Pivot Tables.

TABLE E1

STUDENTS WHO ENTERED BC RESEARCH UNIVERSITIES AND WHO WERE PREVIOUSLY REGISTERED AT A BC INSTITUTE, COLLEGE, OR SPECIAL PURPOSE UNIVERSITY

SENDING INSTITUTION	03/04	04/05	05/06	06/07	07/08	5 YR %change	LAST YR %change	5 YEAR #change
<b>Institutes</b>								
BC Institute of Technology	205	278	322	326	342	5%	67%	137
Institute of Indigenous Government	3	7	14	23	16	-30%	433%	13
Justice Institute	60	96	114	140	97	-31%	62%	37
Nicola Valley Institute of Technology	2	14	6	12	15	25%	650%	13
Total	270	395	456	501	470	-6%	74%	200
<b>Small Colleges</b>								
College of New Caledonia	225	256	341	260	271	4%	20%	46
College of the Rockies	42	49	46	54	55	2%	31%	13
North Island College	67	49	59	65	64	-2%	-4%	-3
Northern Lights College	74	53	65	46	37	-20%	-50%	-37
Northwest Community College	79	73	81	88	77	-13%	-3%	-2
Selkirk College	108	131	164	144	116	-19%	7%	8
Total	595	611	756	657	620	-6%	4%	25
<b>Special Purpose Universities</b>								
Capilano University	742	831	756	711	619	-13%	-17%	-123
Emily Carr University of Art & Design	20	14	36	16	28	75%	40%	8
Kwantlen Polytechnic University	844	1051	890	789	868	10%	3%	24
Thompson Rivers University	661	702	790	698	575	-18%	-13%	-86
University of the Fraser Valley	221	215	303	312	280	-10%	27%	59
Vancouver Island University	200	234	254	251	185	-26%	-8%	-15
Royal Roads University	10	12	12	9	10	11%	0%	0
Total	2,698	3,059	3,041	2,786	2,565	-8%	-5%	-133
<b>Urban Colleges</b>								
Camosun College	718	842	928	791	798	1%	11%	80
Douglas College	894	884	852	824	870	6%	-3%	-24
Langara College	1082	1342	1431	1021	1159	14%	7%	77
Vancouver Community College	92	123	134	131	125	-5%	36%	33
Okanagan College	166	178	278	311	307	-1%	85%	141
Total	2,952	3,369	3,623	3,078	3,259	6%	10%	307
<b>Grand Total</b>								
	<b>6,515</b>	<b>7,434</b>	<b>7,876</b>	<b>7,022</b>	<b>6,914</b>	<b>-2%</b>	<b>6%</b>	<b>399</b>

## Data Notes:

1. Data comes from latest STP New Students to Research Universities Pivot Tables.
2. Each Institution is identified above by its current name, i.e., Vancouver island University was named Malaspina University College prior to 2008.
3. Data above reflect the number of new students who entered BC research universities each year and who had previously enrolled in an institute, college, or special purpose university.
4. Thompson Rivers University reflects students who were previously enrolled at UCC, TRU, TRO open learning, or OLA
5. Okanagan College reflects students previously registered at OUC and since 2005 at OC



709 – 555 Seymour Street  
Vancouver BC Canada V6B 3H6  
[bccat.ca](http://bccat.ca) | [admin@bccat.ca](mailto:admin@bccat.ca)  
t 604 412 7700 | f 604 683 0576