
**Volume of Courses Students
Carry Among Central Data
Warehouse (CDW) Institutions:
Implications for Recalibration of the
BC Transfer System**

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Volume of Courses Students Carry Among Central Data Warehouse (CDW) Institutions: Implications for Reclibration of the BC Transfer System

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What You Will Find Inside This Report

The purpose of the study is to analyze the number of courses carried by students who move between Central Data Warehouse (CDW) institutions¹ so as to help inform BCCAT and institutions in assessing whether or not the BC Transfer Guide should be expanded to include some of the colleges and institutes as *receiving* institutions. The data and analysis contained herein reveal that there may be sufficient evidence for some institutions to move some of their course transfers from a case-by-case basis of transfer to an articulation basis for transfer.

Over the period 2004 to 2006:

- ❖ A total of 22,076 unique courses were carried by 32,446 students between institutions.
- ❖ The vast majority of courses moved had very few students moving the course. Thus, the data set was restricted to those courses (n=1993) where course registrants were 15 or greater.
- ❖ Most students were in liberal arts and science programs and most were enrolled in a program that did not have a credential attached to it.
- ❖ Most of the courses students carried between institutions were business related courses.
- ❖ The largest amount of courses was carried by students between Lower Mainland institutions.

¹CDW institutions include colleges, university colleges, and institutes. Colleges and institutes are currently included in the BC Transfer Guide as "*sending*" institutions only.

Background

The BC Council on Admissions and Transfer (BCCAT) has undertaken, in the last couple of years, a review of the BC Transfer System. Preliminary findings indicate that the current structure of the BC Transfer Guide (BCTG), which designates institutions as either “*sending*” institutions or “*receiving*” institutions, based upon their historic primary roles, may no longer fit a transfer environment in which students increasingly move in multiple directions and in which colleges (traditionally perceived as primarily *sending* institutions) aim to attract transfer students to their new degree programs.

Currently, only universities and university colleges are designated as *receiving* institutions in the BCTG, but BCCAT is removing this restriction. Each new addition of a receiving institution creates the potential of thousands of additional formal articulation agreements, since currently up to twenty-six *sending* institutions can submit courses for transfer credit. It is vital, therefore, that each new institution seeking designation as a *receiving* institution examine the business case for its request, to ensure that course articulations will not proliferate unless there is sound evidence that student traffic warrants the considerable expenditure of resources by BCCAT and institutions. Examining the courses carried by students as they move from one institution to another is one approach that provides potential new *receiving* institutions with valuable information to assess whether or where to commit resources to expand formal articulation.

The fundamental research question that this study aims to answer is whether or not there are sufficient numbers of students potentially transferring courses into college and institutes that some of these institutions should be designated as *receiving* institutions. This question cannot be answered directly because we do not collect transfer information from institutions that are currently designated only as *sending* institutions. Thus we have to make *estimates* by looking at courses taken in the original institution for students who subsequently moved into a college or institute, the volume and kinds of courses they took with them, and the main flows of this traffic.

More specifically, this study profiles the mobility of students among BC colleges, university colleges, and institutes, referred to here as Central Data Warehouse (CDW) institutions, based on courses they have taken in calendar years 2004 to 2006. (Note that universities are not included, since universities are already *receiving* institutions in the BC Transfer Guide. University colleges are both *sending* and *receiving* institutions in the Guide.) By undertaking this study, it is hoped that the data and subsequent analysis will reveal whether or not there is sufficient evidence for some institutions to move some of their course transfers from a case-by-case basis of transfer to an articulation basis for transfer, and, as such, these courses would be included in the BC Transfer Guide.

Data for this analysis were extracted from the CDW by Ministry of Advanced Education staff and the main data fields included data on courses (the course level, the four digit Classification of Instructional Programs - CIP 2000, and the course title), *sending* institutions (i.e., initial institution attended by a given student for a given year), *receiving* institutions (i.e., the subsequent institution attended by a given student), program information (student’s program at *sending* and *receiving* institutions, two digit CIP 2000 program information, the credential level of a given program), and data on when students took the course and when they subsequently showed up at the *receiving* institution.

A word of caution is required so that the data are not misinterpreted. For the purposes of this study, as students move around the system they create a portfolio of courses which is attached to them. This portfolio contains all of the courses the student has taken at any given

institution independent of the institution that they are currently attending. When they leave one institution the institution is referred to as the *sending* institution – a given student may have more than one *sending* institution. When a student starts attending a subsequent institution the institution is referred to as the *receiving* institution – a student may have more than one *receiving* institution. The use of the terms '*sending*' and '*receiving*' or '*sent*' and '*received*' is not to imply that students are transferring courses between institutions – we do not have any information on course transfers. *Thus, this analysis looks at the relationship between sending institutions and the number of students who take a particular course and subsequently move to a receiving institution.*

The following information is divided into several sub-sections. Section 1 provides baseline data on the unique headcount and the number of courses taken by students at *sending* institutions. Section 2 provides information on the credential type that *sending* institutions allocated to students. Section 3 describes the programs enrolled in by students using the two digit Classification of Instructional Programs (CIP 2000). Section 4 presents an analysis of courses taken by students at both *sending* and *receiving* institutions. Section 5 provides a rationale and methodology for restricting the course data set to isolate those courses which have larger numbers of registrants in order to get a better understanding of the true volume of courses moved from one CDW institution to another.

1. Data Overview

Table 1 gives some of the baseline data for the *sending* calendar years 2004 - 2006. The number of students who are included in the data set is 32,446 – this is a unique headcount and does not include any duplicates. These students carried with them a total of 22,076 unique courses. For the purposes of this study, it is also informative if we break down the courses that were taken by students by the level of study for a course (as per CDW definitions).

Table 1 -- Baseline Data		
Calendar Years 2004 to 2006		
Headcount	32,446	
Number of Courses Taken by Students Organized by Course Level		
College Prep Level	1,259	5.7%
Course Level = 1	10,890	49.3%
Course Level = 2	4,809	21.8%
Course Level = 3	1,730	7.8%
Course Level = 4	1,310	5.9%
Continuing Education	1,867	8.5%
Other Levels	211	1.0%
Total	22,076	

The course level represents the level of study for a course where, for example:

- ❖ Academic courses with a course number of 1** would be a Level 1 course and courses with a course number of 2** would be a Level 2 course;
- ❖ Vocational/technical courses taken in the first year of a program (e.g., Welding A) would be a Level 1 course and courses taken in the second year of the program (e.g., Welding B) would be a Level 2 course;
- ❖ Courses offered as preparatory to college level programming and to develop a life/career path as part of college preparation (ABE, ESL, ASE and other upgrading courses) are labeled College Prep Level;
- ❖ Continuing Education (CE) Level refers to skills courses offered through Continuing Education or Community Education;² and
- ❖ Other Levels include post baccalaureate/masters level courses or courses that did not have a course level attached to them.

As shown in Table 1³, the largest segment of courses (49.3%) that were included in the data set are courses that were at the Course Level 1 (academic courses numbered 1** and vocational/technical courses taken in the first year of the program) and 21.8% of the courses were at Course Level 2. Perhaps surprisingly, 8.5% of the courses were Continuing Education courses. The value of breaking the courses out by level enables decision makers to get a sense of the volume of courses taken by level and where their efforts towards course articulation should initially be focused.

Table 2 gives the number of courses taken by students broken out by the student's *sending* institution (initial institution). A *sending* institution is any institution that a student attended prior to enrolling in another institution (the *receiving* institution). BCIT accounts for the single highest proportion of courses taken by students who subsequently moved to another institution (14.8%) while university colleges (University College of the Fraser Valley, Malaspina, and Kwantlen) account for 18.9% of such courses. The vast majority of BCIT *sending* courses (2668) are at Course Levels 1 and 2, compared with 2715 such *sending* courses taken at the three university colleges combined. Colleges and other institutes together account for the largest portion of *sending* courses (66.3%).

It should be noted that over the period of analysis the structure of the BC Transfer System changed wherein Okanagan University College (OUC) was closed and Okanagan College (OKAN) was opened. Given that a large number of students who were at OUC ended up at OKAN, most of the courses that were taken at OUC are for students who ended up at OKAN. Furthermore, given that there is only one year (2006) worth of data for OKAN, it is not surprising that OKAN accounts for only a small percentage of the courses taken by students.

Table 2 also indicates that Douglas College (DOUG) is responsible for the third largest number of Level 1 *sending* courses (691) after BCIT (1771), and VCC (930). Given that Douglas College changed its course numbering over this period, this number slightly overstates the actual number of courses sent by Douglas. Similarly, given the large number of vocational/technical courses offered by BCIT, especially in the trades' area, direct comparability to other institutions is also difficult⁴. For example, a student who is currently enrolled in a Welding B program may end up registering for 20 modules, where each module counts as a single course. Thus, given

² There is no common definition among institutions about what is included in Continuing Education.

³ The course counts in Table 1 are not a unique count of courses. Both Douglas and Kwantlen changed their course numbering over the period of the study and, as such, identical courses (by subject) are counted twice.

⁴ Trades/vocational courses were not removed from this analysis because of the way the data was extracted. Although trades/vocational courses impact the total number of courses students carry with them, it does not significantly change the results of this analysis. Furthermore, the impact on this analysis is relatively small as is illustrated later in the document (see Table 6).

the number of trades' students, BCIT's course count is elevated relative to other CDW institutions.

Table 2: Number of Unique Courses Taken by Students Organized by Course Level and Sending Institution									
Calendar Years 2004 to 2006									
Sending Institution	College Prep	Course Level 1	Course Level 2	Course Level 3	Course Level 4	Continuing Ed.	Other	Total	%
BCIT	49	1771	897	132	409	0	1	3259	14.8%
CAM	68	469	294	9	0	0	4	844	3.8%
CAP	110	534	365	112	56	0	15	1192	5.4%
CNC	42	303	165	6	4	137	0	657	3.0%
COTR	46	471	63	0	0	125	0	705	3.2%
DOUG	152	691	411	59	10	42	0	1365	6.2%
ECI	0	24	67	104	28	61	0	284	1.3%
IIG	2	23	18	0	0	0	0	43	0.2%
JIBC	2	663	3	2	0	0	126	796	3.6%
KWAN	100	615	297	117	62	8	0	1199	5.4%
LANG	27	424	303	5	0	391	0	1150	5.2%
MAL	51	677	364	272	161	129	46	1700	7.7%
NIC	42	412	145	9	7	103	0	718	3.3%
NLC	24	341	54	5	0	80	3	507	2.3%
NVIT	12	82	77	0	0	1	0	172	0.8%
NWCC	44	217	95	1	0	39	0	396	1.8%
OKAN	25	119	66	12	1	0	0	223	1.0%
OUC	85	548	258	230	124	0	6	1251	5.7%
SEL	73	414	262	36	1	368	2	1156	5.2%
TRU	52	506	321	250	193	18	0	1340	6.1%
TRU-OL	26	113	65	127	81	2	1	415	1.9%
UCFV	77	543	219	242	173	20	7	1281	5.8%
VCC	150	930	0	0	0	343	0	1423	6.4%
Total	1259	10890	4809	1730	1310	1867	211	22076	100.0%

Note: The institution's name associated with the above abbreviations is included in Appendix A

2. Assignment of Students to Credential Type

In the CDW, programs are attached to students⁵ and, for each program there is a particular credential type. Thus, in addition to looking at the number of courses taken by students at their sending institution, we can also look at the distributions of credential types that students were assigned to at their *sending* institution. As shown in Table 3⁶, 30.2% (1603) of the students in the *sending* year 2006⁷ were assigned to a program that had no credential attached to it. The most common program in this category was university transfer. Otherwise,

⁵ Although programs are attached to a student at the institution the student is attending, we cannot infer that the student wishes to complete this credential or is actually 'pursuing' the credential. Thus, for the purposes of this study, program and program credential are just placeholders for each student. Analysis of credential and program description is meant to provide decision makers with data on what program and credential type students are enrolled in at any given point of time, given the institution's placement of students in programs.

⁶ As shown in Table 3 there were approximately 5313 students registered in various credential types (there is some double counting of students so the actual number is less than 5313). This figure is approximately 1/6 of the total student headcount. Given the 3 calendar years' worth of data, one might expect this number to be 1/3 of the total student headcount; however in the 2006 sending year, students could only show up at a receiving institution in 2006 whereas students at a sending institution in 2004 could show up at a receiving institution in 2004, 2005, or 2006. Thus, the number of students is more heavily weighted towards 2004.

⁷ The 'Sending Year' is the calendar year of the stable date of a completed registration at a *sending* institution. For example, if the student was registered in a course on the stable date in the calendar year 2006, then the *sending* year is 2006. Analysis was restricted to 2006 to avoid a significant amount of double/triple counting of students. Even with this restriction, some students were still counted more than once because they pursued multiple credentials during the year.

22% (1180) were in a diploma program and 15.5% (826) were in a certificate program. The 714 students pursuing an "Othr" credential at BCIT were registered in general studies.

From Table 3 we see that, in the *sending* year 2006, 1032 students were at BCIT assigned to various credential types. Similarly, 495 (65.1%) of the students at the JIBC were assigned to a program that did not have a credential type; 297 or 73.2% of the students who were at Langara (LANG) were assigned to a program where a diploma (DIPL) was the credential type; and, finally, 260 or 63.0% of the students at Douglas (DOUG) were assigned to a program where DIPL was the credential type. Together, Douglas and Langara represent 47.2% of the students who were assigned a diploma credential type during the *sending* year 2006.

Table 3: Sending Institution Headcount by Credential Type												
Sending Year = 2006												
Sending Credential Type Code												
SENDING_INS	ADGR	ADIP	APPR	BACH	CERT	DEVL	DIPL	MAST	NONE	OTHR	SCRT	Grand Total
BCIT		1	40	56	139		125			671		1032
CAM	1		16		18	7	13		61			116
CAP	7		1	36	31	17	24		69			185
CNC					8		41		76			125
COTR			10		24		1		61			96
DOUG	63	6		27	4	18	260		23	6	6	413
ECI				27	55				10		7	99
JIBC		1			261		2		495	1		760
KWAN	129			29	34	11	103		4			310
LANG					37	8	297		39		25	406
MAL			8	92	12	2	20		24		16	174
NIC	42		1	24	5	2	16		37	36		163
NLC	4				13		11		48			76
NVIT					4	1	9		6			20
NWCC	3				14		1		8			26
OKAN	17		9	5	6		21		5			63
SEL	4	1	3		13		4		238			263
TRU	1		4	95	9		34		45			188
TRU-OL	1			22	9		4		198			234
UCFV	2		1	75	12	4	110	1	12			217
VCC				1	118		84		144			347
Total	274	9	93	489	826	70	1180	1	1603	714	54	5313
%	5.2%	0.2%	1.8%	9.2%	15.5%	1.3%	22.2%	0.0%	30.2%	13.4%	1.0%	100.0%

Please see Appendix B for the description of each credential type

To expand on the data in Table 3, Table 4 gives detail concerning *sending* and *receiving* credential types where BCIT, as the institution with the largest number of courses sent, is the *sending* institution and all other CDW institutions are the *receiving* institution.⁸ As indicated in Tables 3 and 4, the largest category of students who attended BCIT in 2006 were in the 'Othr' category. Thus, as Table 4 indicates, these students were distributed as follows: 44.8% of the students went from an "Othr" credential to "None"; 21.5% of the students went from 'Othr' to 'Dipl' and 18.7% of the students went from 'Othr' to 'Cert'. For the 304 students who went from 'Othr' to 'None', the vast majority of students were in general studies at BCIT and went to an undeclared (probably university transfer) program at the *receiving* institution. Further analysis of this movement may shed light on why students left BCIT's general studies program to pursue university transfer study at another CDW institution.

⁸ Table 4 indicates that there were 1042 students who went from BCIT to another *receiving* institution whereas Table 3 indicates that there were only 1032. The discrepancy between the two totals is the result of some of the students being admitted to two different programs with two different credential types at the *receiving* institution during the *receiving* year. In actual fact, if we ignore credential type at both the *sending* and *receiving* institutions, then there are 1022 unique students that were at BCIT in 2006 and ended up at a *receiving* institution in 2006.

Table 4: Student Credential Type (Sending and Receiving) for the Sending Year = 2006													
Sending Institution = BCIT; Receiving Institution - All Other CDW Institutions													
Receiving Credential Type													
SENDING_CTYP_CODE	ADGR	ADIP	APPR	BACH	CERT	DEVL	DIPL	MAST	NONE	OTHR	PDDP	SCRT	Grand Total
ADIP	-	-	-	-	-	-	-	-	1	-	-	-	1
APPR	-	-	2	-	8	-	1	-	29	-	-	-	40
BACH	12	-	-	3	6	-	14	-	21	-	-	-	56
CERT	4	-	-	3	81	-	20	-	29	-	-	4	141
DIPL	5	-	-	5	8	-	12	-	96	-	-	-	126
OTHR	22	-	2	53	127	6	146	-	304	3	-	15	678
Grand Total	43	0	4	64	230	6	193	0	480	3	0	19	1042

Please see Appendix B for a description of each credential type

A quick review of the underlying pivot tables also indicates that, when looking at all institutions, there was no clear pattern of movement between credential types:

- ❖ 31% of associate degree registrants went into a diploma program compared to 23% who went into a bachelor degree program;
- ❖ 22% of bachelor degree students went into another bachelors program but 34% went into a program with no credential;
- ❖ 20% of certificate students went into a diploma program while 34% remained in a certificate program and 21% moved into a program with no credential.

3. Program Descriptions

In understanding the movement of students around the system and, ultimately, the number of courses sent by *sending* institutions, it is also important to look at the program that a student was allocated by their *sending* institution(s). The first step, and the only generally consistent way, is to look at the general program area. The two-digit Classification of Instructional Programs (CIP 2000) was used to aggregate students across institutions and program areas⁹. Table 5 shows the top 15 program areas for students over 2004 – 2006¹⁰. Unfortunately, the largest group was for programs that did not have a CIP 2000 code thereby adding little information for decision makers. If we disaggregate the data and look at the course level and program detail of this latter category, most students appear to have been in general studies or in university transfer programs. Ignoring the undeclared category, Liberal Arts, Business Studies, Security and Protective Services (e.g., Criminal Justice, Fire Protection), and Health (Nursing) are potential areas of focus for expanding the Transfer Guide to include some CDW institutions as *receiving* institutions. Note however that Security and Protective Services which tend to be offered by JIBC are very specialized and often of short duration and therefore less likely to be transferred into programs at other Transfer System institutions.

⁹ The Classification of Instructional Programs (CIP) is used for classifying instructional programs according to field of study. A two digit CIP number is the most general classification that is possible. Two digit CIPs generally refer to the broad area of study (e.g. Agriculture).

¹⁰ Because multiple years were chosen, there is substantial double counting of students.

Table 5: General Program Description for Students at a Given Sending Institution Who Have Moved to Subsequent CDW Institution - 2004 - 2006

Two Digit CIP Description	Sending Two Digit CIP	Total (non-unique) Headcount
Undeclared activity. Added by AVED for FTE counting	99	9480
LIBERAL ARTS AND SCIENCES, GENERAL STUDIES AND HUMANITIES	24	9335
BASIC SKILLS	32	4815
BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES	52	4435
HIGH SCHOOL/SECONDARY DIPLOMAS AND CERTIFICATES	53	2255
HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES	51	2208
SECURITY AND PROTECTIVE SERVICES	43	1985
VISUAL AND PERFORMING ARTS	50	1219
EDUCATION	13	813
CONSTRUCTION TRADES	46	805
ENGINEERING TECHNOLOGIES/TECHNICIANS	15	757
MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS	47	752
COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES	11	665
MULTI/INTERDISCIPLINARY STUDIES	30	619
TRANSPORTATION AND MATERIALS MOVING	49	605

4. Analysis of Courses

a) Course Discipline Codes for Courses Taken at Sending Institutions

Before looking at the student mobility and course level data, higher level data is presented so as to provide a general idea of the nature of courses taken at *sending* institutions. As such, Table 6 gives the course discipline code (4 digit CIP 2000 code)¹¹ for the top 25 course disciplines for courses taken at *sending* institutions. Business related courses are most often taken at the *sending* institution. Unfortunately, there were a significant number of courses that did not have a two digit CIP (2000) attached to them and, as such, no conclusions can be reached about those courses.

Table 6: Top 25 Course Discipline Codes for Courses Taken at a Sending Institution - 2004 - 2006

Discipline Code Description	SENDING DISCIPLINE CODE	Total (Non-Unique) Headcount
Business Administration, Management and Operations	52.02	3162
Psychology, General	42.01	2840
Accounting and Related Services	52.03	2830
English Language and Literature, General	23.01	2798
Mathematics and Statistics	27.01	2745
Fire Protection	43.02	2311
Basic Skills	32.01	2265
English Composition	23.04	1991
Marketing	52.14	1847
Economics	45.06	1826
Sociology	45.11	1811
Philosophy	38.01	1507
Biology, General	26.01	1501
Technical and Business Writing	23.11	1483
Marine Transportation	49.03	1445
Security and Protective Services, Other	43.99	1421
Nursing	51.16	1318
Chemistry	40.05	1251
Allied Health Diagnostic, Intervention, and Treatment Professions	51.09	1216
Geography and Cartography	45.07	1211
History	54.01	1171
Finance and Financial Management Services	52.08	1166
Anthropology	45.02	1013
Social Sciences	45	1012
Criminal Justice and Corrections	43.01	950
(blank)		2909

¹¹ CIP 2000 divides the general program area further by creating a second level or sub-series. The second level, the 'sub-series', comprises four-digit classes. The sub-series represent an intermediate grouping of programs that have comparable content and objectives (e.g. Agricultural Business and Management).

b) Course Counts by Sending and Receiving Institution

The forgoing discussion highlights the diversity of course disciplines, program areas, and credential types assigned to students at their *sending* institution prior to moving on to another institution (their *receiving* institution/s). Given that the purpose of the study is to analyze the number of courses students carry with them as they move between CDW institutions so as to help inform BCCAT in its assessment of whether or not the BC Transfer Guide should be expanded to include some of the colleges and institutes as *receiving* institutions, this section and the remainder of the document will focus on the number of courses taken at the *sending* institution which are subsequently received at the *receiving* institution/s.

Table 7 shows the total number of courses taken by students organized by *sending* and *receiving* institution. To be clear, students take courses at a *sending* institution and they then go to a *receiving* institution where they are classified as a *receiving* institution registrant (or 'registrant' for short). The courses sent by students in no way imply that transfer credits are given. Table 7 just looks at the number of courses moved by students between institutions. Furthermore, the numbers in Table 7 include duplicates in that, for example, a microeconomics course that is offered by BCIT may be sent to five different *receiving* institutions – thus, Microeconomics would be sent five times by BCIT. Thus, there is one individual course, but 5 instances where Microeconomics appears at the *receiving* institutions (subsequently, this is referred to as non-unique courses). As such, there are not 70,851 individual courses that are moving throughout the system, but rather 70,851 instances of courses moving throughout the system.

What we can see from Table 7 is that BCIT sent 10,206 non-unique courses or 14.4% of the total over the three years of the study. Furthermore, they received 7821 non-unique courses or 11.0% of the total over the three year period of this study. Other *sending* institutions that have a high number of courses sent include: Malaspina (6.7%), VCC (6.6%), Kwantlen (6.3%), and Langara (6.2%). Other institutions that have a high number of courses received include: JIBC (10.9%), TRU-OL (9.7%), VCC (6.9%), Langara (6.4%), and, Kwantlen (6.2%).

The large volume of courses sent and received is somewhat misleading in terms of developing a business case for changing any given institution to a '*receiving* institution' designation. For example, if we look at BCIT as the *sending* institution and Capilano College (CAP) as the *receiving* institution, we see from Table 7 that there were 657 courses sent by BCIT to Capilano. However, out of all of the students who went from BCIT to Capilano there were 447 courses or 68.0% of the total courses sent by BCIT where there was only one registrant in the course¹². Therefore, to make the data set manageable and to allow effort to be focused on courses with a significant number of students moving courses from one institution to another, the analysis will be limited to courses where the registrant count is greater than or equal to 15.

¹² The term registrant is used here to refer to an individual student record in the underlying pivot table. As there are several fields in the extracted data set, a student may appear in more than one record even though the course taken is the same. To avoid confusion, the term registrant was used instead of student because the latter implies one record per student per class. Obviously, if there is only one registrant then there is only one student attached to that record. However, one should not interpret this as being 447 separate students taking a course at BCIT and subsequently moving to Capilano, as one student may have taken several different courses with him/her.

**Table 7: Non-Unique Course Counts by Sending and Receiving Institution
Sending Years 2004 - 2006**

Sending Institution

Receiving Institution	BCIT	CAM	CAP	CNC	COTR	DOUG	ECI	IIG	JIBC	KWAN	LANG	MAL	NIC	NLC	NVIT	NWCC	OKAN	OUC	SEL	TRU	TRU-OL	UCFV	VCC	Grand Total
BCIT		273	607	151	157	782	197	9	493	813	791	492	174	101	4	103	21	243	319	337	187	617	950	7,821
CAM	340		179	63	99	80		-	147	122	138	395	219	27	20	77	31	165	153	130	124	78	56	2,643
CAP	657	106		39	90	429	80	-	163	215	322	162	74	22	-	7	1	39	86	97	109	81	382	3,161
CNC	129	69	39		57	61	9	-	240	33	60	88	29	175	26	93	5	95	50	213	87	69	116	1,743
COTR	232	54	97	79		9	7	-	197	57	60	95	8	49	5	4	3	84	278	138	53	59	65	1,633
DOUG	994	126	308	97	40		11	14	204	508	349	112	52	5	39	60	6	104	111	106	121	312	543	4,222
ECI	166	22	126	24	-	63			21	96	189	65	54	1	-	5	-	37	8	23	23	55	92	1,070
IIG	7	-	-	-	-	16	2		3	11	6	3	4	-	8	2	-	1	-	4	1	6	17	91
JIBC	1,658	331	305	227	281	389	59	31		428	299	734	193	256	53	128	85	324	417	461	153	546	392	7,750
KWAN	1,069	145	269	28	17	609	75	2	163		476	100	43	17	-	22	8	94	48	155	142	318	562	4,362
LANG	923	114	525	55	48	538	152	11	110	470		95	44	15	-	40	13	134	105	93	151	229	690	4,555
MAL	298	380	137	115	91	135	33	-	182	93	99		417	85	10	107	8	102	188	166	123	81	38	2,888
NIC	248	194	100	33	29	20	20	1	205	28	33	845		38	-	21	14	42	112	82	104	21	38	2,228
NLC	445	107	55	298	65	41	6	-	178	20	6	178	60		6	130	7	115	79	224	73	73	44	2,210
NVIT	7	14	14	14	1	1	-	14	44	-	-	26	-	9		26	10	101	7	99	8	27	5	427
NWCC	57	41	23	60	6	13	1	7	72	2	22	51	26	39	8		1	18	12	51	58	36	10	614
OKAN	158	67	60	84	154	42	-	-	78	38	50	53	24	21	31	24		992	231	178	35	89	113	2,522
OUC	77	68	40	55	53	65	-	12	70	35	55	41	23	16	8	22			172	106	71	43	20	1,052
SEL	247	71	130	65	248	51	1	-	229	80	62	153	24	29	25	13	34	303		228	124	66	96	2,279
TRU	283	144	143	198	140	175	-	-	134	154	120	138	124	70	98	61	21	246	246		156	185	118	2,954
TRU-OL	740	354	379	194	188	508	74	17	202	477	465	584	208	121	17	132	45	447	252	730		583	168	6,885
UCFV	442	62	88	58	81	499	17	18	204	357	229	118	21	18	11	33	11	120	77	106	149		152	2,871
VCC	1,029	89	472	81	31	637	58	13	258	407	585	213	49	71	7	61	26	68	159	169	76	311		4,870
Grand Total	10,206	2,831	4,096	2,018	1,876	5,163	802	149	3,597	4,444	4,416	4,741	1,870	1,185	376	1,171	350	3,874	3,110	3,896	2,128	3,885	4,667	70,851

5. Focusing the Analysis

Given (a) the large volume of courses where the registrant count was small and (b) that resources must be focused so as to help the largest volume of students when it comes to course transfers, the data set was limited to include courses where the registrant count over the three year period was greater than or equal to 15. There is no objective way of choosing a minimum registrant count for the analysis; thus, 15 was chosen because it implies, on average, at least 5 students per year. Subsequent iterations and review can look at courses where the registrant count is less than 15.

a) Restricted Data Set Overview

Once the data set has been limited, analysis similar to that done on the unrestricted data set can be done. Thus, Table 8 shows the unique number of courses when the number of course registrants are 15 or more over three years, organized by *sending* institution and course level. The majority (64.4%) of courses with 15 or more registrants involved Level 1 courses followed by Level 2 courses (14.0%) and College Prep (7.0%).

Sending Institution	College Prep	Course Level 1	Course Level 2	Course Level 3	Course Level 4	Continuing Ed.	Other	Total
BCIT	9	185	75	14	25	0	0	308
CAM	0	19	7	3	0	0	0	29
CAP	2	54	10	5	3	0	0	74
CNC	0	5	5	0	0	4	0	14
COTR	0	33	0	0	0	5	0	38
DOUG	10	132	43	20	2	4	0	211
ECI	0	0	0	1	0	13	0	14
IIG	0	0	0	0	0	0	0	0
JIBC	0	111	0	0	0	0	30	141
KWAN	8	167	13	17	9	0	0	214
LANG	8	134	18	0	0	7	0	167
MAL	0	19	10	9	7	3	0	48
NIC	1	15	1	1	0	15	0	33
NLC	0	17	0	0	0	10	0	27
NVIT	0	1	2	0	0	0	0	3
NWCC	0	0	0	0	0	0	0	0
OKAN	0	0	0	0	0	0	0	0
OUC	39	199	56	23	3	0	0	320
SEL	1	46	22	0	0	32	0	101
TRU	0	38	11	6	1	0	0	56
TRU-OL	0	12	1	0	0	0	0	13
UCFV	0	21	5	7	6	0	0	39
VCC	62	75	0	0	0	6	0	143
Grand Total	140	1283	279	106	56	99	30	1993

As *sending* institutions, Okanagan University College, BCIT and Kwantlen sent the most courses with 15 or more registrants. Although Okanagan University College has the most courses, this is misleading because the vast majority of courses went to Okanagan College given the structural change that took place in the system. Except for Kwantlen, university colleges send very few courses to other institutions. This may be the result of their many years of degree granting status.

To put this limited data set in context to all courses received by CDW institutions, Table 9 illustrates how the limited data set (registrants of 15 or more) is related to the entire data set (no constraint placed on course registrants). For example, there were 62 College Prep courses

that were sent from VCC that had the registrant count of 15 or more. This compares with 150 College Prep courses that were sent from VCC in total. Thus, the limited to unrestricted ratio for College Prep courses is 62/150 which is 41.3%.

As can be seen from Table 9, Kwantlen has approximately 17.8% of its courses included in the constrained data set whereas most other institutions have less than 10% of their courses in the constrained data set. This small percentage should not be of concern because all that is implied by this number is that a large number of courses have very few students moving them to another CDW institution. In some sense this illustrates the diversity of courses taken at *sending* institutions. This small percentage, however, can also be viewed as weakening the case for institutions becoming *receiving* institutions. Despite this argument and as can be seen in Table 11, there are still over 1990 courses that may be eligible for inclusion in the Transfer Guide, a significant number in and of itself to support the case for some institutions becoming *receiving* institutions in the BC Transfer Guide.

Sending Years 2004 - 2006								
Sending Institution	College Prep	Course Level 1	Course Level 2	Course Level 3	Course Level 4	Continuing Ed.	Other	Total
BCIT	18.4%	10.4%	8.4%	10.6%	6.1%	-	-	9.5%
CAM	-	4.1%	2.4%	33.3%	-	-	-	3.4%
CAP	1.8%	10.1%	2.7%	4.5%	5.4%	-	-	6.2%
CNC	0.0%	1.7%	3.0%	-	-	2.9%	-	2.1%
COTR	0.0%	7.0%	-	-	-	4.0%	-	5.4%
DOUG	6.6%	19.1%	10.5%	33.9%	20.0%	9.5%	-	15.5%
ECI	-	-	-	1.0%	-	21.3%	-	4.9%
IIG	-	-	-	-	-	-	-	0.0%
JIBC	-	16.7%	-	-	-	-	23.8%	17.7%
KWAN	8.0%	27.2%	4.4%	14.5%	14.5%	0.0%	-	17.8%
LANG	29.6%	31.6%	5.9%	-	-	1.8%	-	14.5%
MAL	-	2.8%	2.7%	3.3%	4.3%	2.3%	-	2.8%
NIC	2.4%	3.6%	0.7%	11.1%	-	14.6%	-	4.6%
NLC	-	5.0%	-	-	-	12.5%	-	5.3%
NVIT	-	1.2%	2.6%	-	-	-	-	1.7%
NWCC	-	-	-	-	-	-	-	0.0%
OKAN	-	-	-	-	-	-	-	0.0%
OUC	45.9%	36.3%	21.7%	10.0%	2.4%	-	-	25.6%
SEL	1.4%	11.1%	8.4%	-	-	8.7%	-	8.7%
TRU	-	7.5%	3.4%	2.4%	0.5%	-	-	4.2%
TRU-OL	-	10.6%	1.5%	-	-	-	-	3.1%
UCFV	-	3.9%	2.3%	2.9%	3.5%	-	-	3.0%
VCC	41.3%	8.1%	-	-	-	1.7%	-	10.0%
Grand Total	11.1%	11.8%	5.8%	6.1%	4.3%	5.3%	14.2%	9.0%

b) Course Counts by Region and Receiving/Sending Institution

If the data are broken down by region, we see in Table 10 that the largest segment of activity is in the Lower Mainland with 60.9% of all courses sent to Lower Mainland institutions (1214/1993).

**Table 10: Unique Course Counts for Courses Registrants >= 15 by Sending and Receiving Region
Sending Years 2004 - 2006**

Sending Region							
Receiving Region	Fraser Valley	Kootenay	Lower Mainland	Northern BC	Thompson - Okanagan	Vancouver Island	Grand Total
Fraser Valley	9		145		3		157
Kootenay		2	59			2	63
Lower Mainland	221	129	727	30	53	54	1214
Northern BC			40	5	32	1	78
Thompson/Okanagan	23	2	54	6	302	17	404
Vancouver Island		6	33		2	36	77
Grand Total	253	139	1058	41	392	110	1993

Finally, Table 11¹³ gives the same data as Table 10, but broken down by *sending* and *receiving* institution. As can be seen from the data, the top 5 *sending* institutions (excluding OUC) are BCIT (15.5%); Kwantlen (10.7%), Douglas College (10.6%), Langara (8.4%), and VCC (7.2%). Similarly, the top 5 *receiving* institutions (excluding OKAN) are BCIT (25.2%), JIBC (13.3%), Langara (7.2%), Douglas (6.2%), and VCC (5.6%).

The pivot table that accompanies this analysis gives the specific courses that are moved by students between institutions using the limited data set. By looking specifically at Douglas College, Langara College, and VCC, Appendix C illustrates how the pivot table can be used to identify which courses from which *sending* institution appears at a specific *receiving* institution. Alternatively, by using the restricted data set, Appendix D illustrates where a particular course from a given *sending* institution, Douglas College in this case, is received. For example, Douglas' course entitled 'Advanced Reading Skills' is sent to BCIT, Kwantlen, Langara, and VCC. Thus, these four institutions can be designated as a *receiving* institution for this course.

By looking at Table 11 and using the underlying pivot table, a work plan can be developed so as to enable CDW institutions to decide if a business case exists to formally articulate a specific number of course-to-course agreements rather than evaluating transfer courses on a case-by-case basis.

Conclusion

It is clear from this analysis that a large number of courses are moved by students from one CDW institution to another and also that the vast majority of these courses carried have very few students moving them to another CDW institution. The volume of courses carried by students in and of itself would not provide a business case for moving to articulation-based transfer agreements. However, if we look at courses that have 15 or more registrants¹⁴ over three years we begin to see some interesting trends. BCIT and the Justice Institute have the most courses received. However, given the nature of the Justice Institute's programming, it is possible (and perhaps even likely) that most courses would not have any transfer equivalents and hence not lead to many articulation agreements. If we look at which region of the province is most active in *sending* and *receiving* courses, then the bulk of the activity is in the Lower Mainland. Not surprisingly, it is the larger institutions (BCIT, Langara, Douglas, VCC, and Kwantlen) that account for the most courses being sent and received.

¹³ Two institutions do not appear as *receiving* institutions in Table 11: IIG and NWCC. These two institutions are absent as *receiving* institutions because they did not receive any courses where the registrant count was 15 or more.

¹⁴ See footnote 12 on page 12 for explanation of the term registrant.

So, perhaps as a first step, focus should be placed on BCIT. Given the volume of courses, it may be well worth BCCAT's time to expand the Transfer Guide to include BCIT as a *receiving* institution, assuming BCIT is interested in this designation. However, this analysis has also shown that there may be sufficient evidence of students moving courses between other Lower Mainland institutions to include them as *receiving* institutions in the Transfer Guide for specific courses.

**Table 11: Unique Course Counts where Registrants >=15 by Sending and Receiving Institutions
Sending Years 2004 - 2006**

Receiving Institution	Sending Institution																			Grand Total	
	BCIT	CAM	CAP	CNC	COTR	DOUG	ECI	JIBC	KWAN	LANG	MAL	NIC	NLC	NVIT	OUC	SEL	TRU	TRU-OL	UCFV		VCC
BCIT			38		15	80	14	60	77	60	32	2	1		7	56	5	3	9	44	503
CAM	14					1		1			5	4						2			27
CAP	1					3		4		8											16
CNC						1		7					4								12
COTR								11													11
DOUG	31	9	2	5					41	6						1		1	5	23	124
ECI	36									14											50
JIBC	123	3	5	2	21	12			10	1	2	6	7			20	34		12	8	266
KWAN	24					37		1		27								2	1	2	94
LANG	22		23			12				50								2	6	28	143
MAL	4	3						1				18				6					32
NIC	2	1						10			5										18
NLC				1				11				1			31			1		21	66
NVIT																	1				1
OKAN															280						280
SEL	4				2	1		28			1	1								15	52
TRU								3						3	1	1		1			9
TRU-OL	29	13	4	6		4			17	14	3	1			1	1	15		6		114
UCFV						45		2	8	5								1		2	63
VCC	18		2			15		2	11	32			15			16	1				112
Grand Total	308	29	74	14	38	211	14	141	214	167	48	33	27	3	320	101	56	13	39	143	1993

Appendix A – Institution Acronyms

Table 12 -- Institution Names	
Institution Code	Description
BCIT	British Columbia Institute of Technology
CAM	Camosun College
CAP	Capilano College
CNC	College of New Caledonia
COTR	College of the Rockies
DOUG	Douglas College
ECI	Emily Carr Institute of Art and Design
JIBC	Justice Institute of British Columbia
KWAN	Kwantlen University College
LANG	Langara College
MAL	Malaspina University College
NIC	North Island College
NLC	Northern Lights College
NVIT	Nicola Valley Institute of Technology
OKAN	Okanagan College
OUC	Okanagan University College
SEL	Selkirk College
TRU	Thompson River University
TRU-OL	Thompson River University - Open Learning
UCFV	University College of the Fraser Valley
VCC	Vancouver Community College

Appendix B – Credential Type Acronyms

Table 13 -- Credential Type	
Credential Code	Description
ADGR	Associate Degree
ADIP	Advance Diploma
APPR	Apprenticeship
BACH	Baccalaureate Degree
CERT	Certificate
DEVL	Developmental Credential
DIPL	Diploma
MAST	Master's Degree
PDDP	Post-degree Diploma
SCRT	Short Certificate
OTHR	Program offers a credential based on evaluative components, but none of the above
NONE	Program does not offer a credential under the data warehouse definitions

Appendix C: Pivot Table Illustration I¹⁵: Courses Received by Select Colleges, by Sending Institution and Course Name 2004 - 2006¹⁶ (Registrant Count 15 or Greater)

Receiving institution: Douglas College

Sending Institution	Course Code	Course Name	Course Level	Total Registrant Count
BCIT	BLAW3100	Business Law	2	38
	BUSA2100	Principles of Management	1	17
	BUSA6800	Strategic Management	3	19
	COMM0004	Technical Communication Skills for Second Language Students	0	15
	COMM2200	Business Communication 2	1	20
	ECON2100	Microeconomics	1	31
	ECON2200	Macroeconomics	1	44
	ECON6500	Managerial Economics	3	19
	FMGT1100	Accounting 1	1	52
	FMGT2100	Accounting 2	1	45
	FMGT2710	Computerized Accounting	1	19
	FMGT3110	Financial Accounting 1	2	18
	FMGT3210	Cost/Managerial Accounting 1	2	15
	FMGT3310	Auditing 1	2	23
	FMGT4110	Financial Accounting 2	2	16
	FMGT4410	Taxation 2	2	17
	LIBS7001	Critical Reading and Writing	4	21
	LIBS7002	Applied Ethics	4	21
	MKTG1102	Essentials of Marketing	1	35
	MKTG2202	Introduction to Marketing Communications	1	20
	NSER7100	Emergency Nursing Theory 1	4	16
	NSPN7100	Perinatal Theory 1 Healthy Childbearing Experiences	4	18
	OPMT1110	Business Mathematics	1	26
	OPMT1197	Statistics for Business and Industry	1	19
			1	15
	OPMT1600	Computer Applications 1	1	24
	OPMT5701	Calculus for Management	3	16
	OPMT5740	Integrated MIS	3	19
	OPMT5751	Math Models for Business	3	19
	ORGB1105	Organizational Behaviour	1	21
	ORGB5600	Management of Change	3	18
BCIT Total				716
CAM	18042	NURS-221:Practice 4 Practice 3 Nursing Practice 3	2	25
	18076	NURS-270:Consolidated Prac Experience 2	2	16
	18104	NURS-340:Health 3: Teaching/Prevention Health 3: Primary Health Care	3	16
	19100	PHIL-250:Biomedical Ethics	2	16
	2339	BIOL-253:Pathophysiology for Nursing 2	2	25

¹⁵ The tables in both Appendix C and D are derived from the restricted data set where the registrant count is 15 or more for each course.

¹⁶ If course appears more than once, then this implies that the course had two different course levels over the period of the study.

Sending Institution	Course Code	Course Name	Course Level	Total Registrant Count
	25223	NURS-210B:Professional Growth 2B	2	25
	25239	NURS-231:Healing 2 Healing 2:Complex Episodic Health Chall	2	25
	25308	NURS-330:Healing 3: Health Sciences	3	16
	26215	NURS-320:Practice 5	3	16
CAM Total				180
CAP	ENGL100-198130	Composition	1	30
	SOC100-196930	Social Structures	1	15
CAP Total				45
CNC	1205	CECX-125 : Psychosocial Rehabilitation (PSR) Practice	S	17
	264	NURS-211 : Clinical Practicum - Adult	2	17
	NURS-204	NURS-204 : Healing Modalities	2	17
	NURS-205	NURS-205 : Introduction to First Nations Health	2	18
	NURS-210	NURS-210 : Nursing Practice With the Adult	2	17
CNC Total				86
KWAN	ACCT-1110-10	Principles of Accounting I	1	23
	ACCT-1130-30	Business Mathematics	1	20
	ACCT-1230-30	Business Statistics	1	19
	ACCT-2293-20	Intro. To Financial Acct.	2	15
	ANTH-1100-30	Social & Cultural Anthropology	1	24
	ANTH-1125-30	Intro. to Forensic Anth.	1	17
	BIOL-1110-20	Intro.to Biology I	1	43
	BIOL-1210-20	Intro.to Biology II	1	15
	BUSI-1110-10	Fund. Of Business In Canada	1	15
	BUSI-1210-30	Essentials Of Management	1	24
	BUSI-1215-10	Organizational Behaviour I	1	43
	BUSI-1250-30	Human Resources Management I	1	21
	BUSI-2390-10	Business Law	2	23
	CBSY-1105-10	Intro Microcomputer Applic.	1	42
	CBSY-2205-10	Comput. & Information Process.	2	20
	CHEM-1105-10	Introductory Chemistry	1	22
	CHEM-1110-30	The Structure Of Matter	1	29
	CMNS-1140-30	Theory & Application	1	17
	CPSC-1100-30	Intro. to Computer Literacy	1	40
	CRIM-1100-30	Intro. to Criminology	1	43
	CRIM-1101-30	Criminal Justice Systm Intro.	1	31
	CRIM-1107-30	Canadian Legal Systems	1	17
	ECON-1101-30	Foundations of Economics	1	16

Sending Institution	Course Code	Course Name	Course Level	Total Registrant Count
	ECON-1150-30	Principles of Microeconomics	1	38
	ECON-1250-30	Principles of Macroeconomics	1	17
	ENGL-1099-30	Writing Skills	P	40
	ENGL-1100-30	Reading, Writing & Thinking	1	34
		Writing, Read & Think:An Intro	1	67
	ENGL-1110-30	Writing & Literature:Intro	1	18
	ENGL-1202-30	Read & Write Select. Topics	1	16
	MATH-1112-30	Pre-Calculus Algebra	1	28
	MATH-1120-30	Differential Calculus	1	17
	MRKT-1199-10	Introduction to Marketing	1	30
	PHIL-1100-30	Introduction To Philosophy	1	23
	PHIL-1110-30	Confront. Moral Issues:Ethics	1	23
	PHIL-1150-30	Basic Logic	1	15
	PHYS-1100-30	Basic College Physics	1	22
	PSYC-1100-30	Intro to Psyc: Basic Processes	1	102
	PSYC-1200-30	Intro.to Psyc: Areas & Applic	1	59
	PSYC-2300-30	Applied Statistics	2	17
	SOCI-1125-30	Society: Processes & Structure	1	68
KWAN Total				1213
LANG	BCAP-1200	Business Computer Applns I	1	16
	ENGL-1127	Essay Writing & Short Prose SI	1	47
	PSYC-1115	Fundamentals of Psychology I	1	26
	PSYC-1215	Fundamentals of Psychology II	1	33
	SOCI-1120	Introduction to Sociology I	1	18
	SOCI-1121	Introduction to Sociology II	1	16
LANG Total				156
SEL	SOC 905	PSYCHOSOCIAL REHABILITATION	S	15
SEL Total				15
TRU-OL	ENGL100	Literature and Composition I	1	22
TRU-OL Total				22
UCFV	CYC-310A	Supervised Practicum (pt 1)	3	21
	CYC-310B	Supervised Practicum (pt 2)	3	19
	CYC-340	Developmnt Theory-CYC Practice	3	25
	CYC-341	Applyng Dev Theory-CYC Practic	3	23
	CYC-425	Data Analysis in CYC	4	21
UCFV Total				109
VCC	BIOL093	Biology	P	15
	BIOL1120	Human Anatomy and Physiology 1	1	19
	EASL050	ESL Upper Intermediate Level	P	16
	EASL060	ESL Lower Advanced Level	P	15

Sending Institution	Course Code	Course Name	Course Level	Total Registrant Count
	MATH061	Mathematics	P	17
	MATH071	Mathematics	P	16
	MATH083	Mathematics	P	15
	SIGN010	Preparatory Sign Language 010	1	20
	SIGN1100	ASL 1	1	35
	SIGN1200	ASL Lab 1	1	35
	SIGN1300	Deaf Culture & Community 1	1	35
	SIGN1400	Becoming an Ally 1	1	35
	SIGN1500	Public Speaking & Engl Grammar	1	35
	SIGN2100	ASL 2	1	51
	SIGN2200	ASL Lab 2	1	51
	SIGN2300	Deaf Culture & Community 2	1	51
	SIGN2400	Becoming an Ally 2	1	51
	SIGN2500	Deaf Literature	1	51
	SIGN3100	ASL 3	1	50
	SIGN3200	ASL Lab 3	1	50
	SIGN3300	Deaf Culture & Community 3	1	51
	SIGN3400	Becoming an Ally 3	1	51
	SIGN3500	ASL Literature	1	51
VCC Total				816
Grand Total				3358

Receiving Institution: Langara College

Sending Institution	Course Code	Course Name	Course Level	Total Registrant Count
BCIT	BLAW3100	Business Law	2	58
	COMM0015	English Competency Assessment	0	15
	ECON2100	Microeconomics	1	17
	ECON2200	Macroeconomics	1	18
	FMGT1100	Accounting 1	1	52
	FMGT2100	Accounting 2	1	34
	FMGT2710	Computerized Accounting	1	17
	FMGT3110	Financial Accounting 1	2	35
	FMGT3210	Cost/Managerial Accounting 1	2	29
	FMGT3310	Auditing 1	2	27
	FMGT3410	Taxation 1	2	29
	FMGT3510	Finance 1	2	23
	FMGT3720	Advanced Computer Applications 1	2	16
	FMGT4110	Financial Accounting 2	2	52
	FMGT4210	Cost and Managerial Accounting 2	2	33
	FMGT4310	Auditing 2	2	35
	FMGT4410	Taxation 2	2	31
	FMGT4510	Finance 2	2	33
	FMGT7210	Advanced Management Accounting	4	18
	FMGT8120	Accounting Theory	4	32
LIBS7002	Applied Ethics	4	15	
MKTG1102	Essentials of Marketing	1	32	
BCIT Total				651
CAP	ANTH121-197110	Intro to Social Anthropology	1	17
	BADM106-199330	Organizational Behaviour	1	29
	BADM107-199330	Business Law I	1	15
	BADM210-199330	Business Statistics	2	26
	BFIN141-199330	Accounting	1	27
	BFIN142-199330	Financial Accounting I	1	18
	CHEM101-199830	Fundamentals of Chemistry	1	21
	COMP101-199530	Computers & their Application	1	23
	ECON111-199430	Princ of Microeconomic Theory	1	39
	ECON112-199430	Princ of Macroeconomic Theory	1	44
	ECON207-199610	Managerial Economics	2	18
	ENGL100-198130	Composition	1	65
	ENGL103-198730	Studies in Contemp Literature	1	26
	ENGL104-196930	Fiction	1	44
	MATH105-200420	Precalculus Mathematics	1	27
	MATH107-199030	Precalculus-Bus & Soc Science	1	17
	MATH108-200420	Calculus I for Bus & Soc Sci	1	27
	MATH117-	Applications of Calculus I	1	17

Sending Institution	Course Code	Course Name	Course Level	Total Registrant Count
	199830			
	PHIL110-200030	Critical Thinking I	1	18
	POL100-199630	Intro to Politics & Government	1	15
	PSYC100-196830	Intro to Psychology	1	29
	PSYC101-199430	Theories of Behaviour	1	17
	SOC100-196930	Social Structures	1	18
CAP Total				597
DOUG	BIOL-1103	Human Biology I	1	20
	BIOL-1110	Prin of Biol: The Biosphere	1	18
	BIOL-1210	Princ of Biology: The Organism	1	16
	CISY-1110	Introduction to Computers	1	30
	ECON-1150	Principles of Microeconomics	1	28
	ECON-1250	Principles of Macroeconomics	1	25
	ENGL-1106	Studies in Fiction	1	15
	ENGL-1130	Academic Writing	1	53
	MATH-1120	Calculus	1	18
	PSYC-1100	An Intro to Psychology I	1	53
	PSYC-1200	An Intro to Psychology II	1	39
	SOCI-1125	Social Processes	1	21
DOUG Total				336
KWAN	ACCT-1110-10	Principles of Accounting I	1	27
	ACCT-1130-30	Business Mathematics	1	28
	ACCT-1210-30	Principles of Accounting II	1	20
	ACCT-1230-30	Business Statistics	1	36
	ACCT-2293-20	Intro. To Financial Acct.	2	25
	ACCT-3320-30	Intro. Management Accounting	3	17
	ACCT-3335-30	Taxation	3	15
	ACCT-3380-20	Managerial Finance	3	17
	ACCT-3444-30	Auditing	3	16
	ANTH-1100-30	Social & Cultural Anthropology	1	16
	ANTH-1112-10	Intro. to Archaeology	1	16
	BIOL-1110-20	Intro.to Biology I	1	34
	BIOL-1210-20	Intro.to Biology II	1	26
	BUSI-1110-10	Fund. Of Business In Canada	1	21
	BUSI-1210-30	Essentials Of Management	1	18
	BUSI-1215-10	Organizational Behaviour I	1	53
	BUSI-2390-10	Business Law	2	26
	CBSY-1105-10	Intro Microcomputer Applic.	1	52
	CBSY-2205-10	Comput. & Information Process.	2	39
	CHEM-1210-10	Chemical Energetics & Dynamics	1	16
	CMNS-1140-30	Theory & Application	1	18
	CPSC-1100-30	Intro. to Computer Literacy	1	39
	CRIM-1100-30	Intro. to Criminology	1	26
	CRIM-1101-30	Criminal Justice System Intro.	1	26
	CRIM-1107-30	Canadian Legal Systems	1	15
	ECON-1101-30	Foundations of Economics	1	19
	ECON-1150-30	Principles of Microeconomics	1	60
	ECON-1250-30	Principles of Macroeconomics	1	52

Sending Institution	Course Code	Course Name	Course Level	Total Registrant Count
	ENGL-1099-30	Writing Skills	P	35
	ENGL-1100-30	Reading, Writing & Thinking	1	26
		Writing, Read & Think:An Intro	1	56
	ENGL-1110-30	Writing & Literature:Intro	1	21
	ENGL-1204-30	Read & Write about Genre:Intro	1	19
	GEOG-1101-30	Introduction to Geography	1	24
	GEOG-1110-30	Atmospheric Environment	1	25
	GEOG-1120-30	Introduction to Earth Science	1	19
	MATH-1093-30	Intermediate Algebra	P	18
	MATH-1112-30	Pre-Calculus Algebra	1	31
	MATH-1120-30	Differential Calculus	1	18
	MATH-1140-30	Calculus I (Business Applic.)	1	27
	MATH-1220-30	Integral Calculus	1	16
	MATH-1240-30	Calculus II (Business Applic)	1	21
	MRKT-1199-10	Introduction to Marketing	1	56
	PHIL-1100-30	Introduction To Philosophy	1	31
	PHIL-1110-30	Confront. Moral Issues:Ethics	1	20
	PHIL-1150-30	Basic Logic	1	20
	PHYS-1100-30	Basic College Physics	1	16
	PSYC-1100-30	Intro to Psyc: Basic Processes	1	77
	PSYC-1200-30	Intro.to Psyc: Areas & Applic	1	64
	SOCI-1125-30	Society: Processes & Structure	1	52
KWAN Total				1465
TRU-OL	ENGL100	Literature and Composition I	1	53
	ENGL101	Literature and Composition II	1	15
TRU-OL Total				68
UCFV	CIS-100	Intro to Computer Info Systems	1	17
	LIBT-110	Information and Society	1	24
	LIBT-145	Internet Information Retrieval	1	32
	LIBT-220	Library Applications Software	2	27
	LIBT-230	Library Services for Children	2	15
	LIBT-240	Media in Libraries	2	29
UCFV Total				144
VCC	BIOL083	Biology	P	27
	BIOL093	Biology	P	29
	CHEM061	Chemistry	P	31
	CHEM071	Chemistry	P	34
	CHEM083	Chemistry	P	33
	CHEM093	Chemistry	P	29
	CHEM1121	Chemistry 1	1	15
	CHEM1223	Chemistry 2	1	16
	EASL030	ESL Pre-intermediate Level	P	19
	EASL040	ESL Lower Intermediate Level	P	23
	EASL050	ESL Upper Intermediate Level	P	33
	EASL060	ESL Lower Advanced Level	P	27
	EASL070	ESL Upper Advanced Level	P	18
	ENGL081	English	P	15
	ENGL102	English	1	15
	HLTH1101	Foodsafe Level 1	S	15

Sending Institution	Course Code	Course Name	Course Level	Total Registrant Count
	MATH050	Mathematics	P	3
	MATH061	Mathematics	P	40
	MATH071	Mathematics	P	37
	MATH083	Mathematics	P	60
	MATH093	Mathematics	P	50
	MATH1100	Calculus 1	1	26
	MATH1111	Introduction to Statistics	1	17
	MATH1200	Calculus 2	1	26
	PHYS061	Physics	P	15
	PHYS083	Physics	P	18
	PHYS093	Physics	P	16
	PSYC1100	Psychology 1	1	15
VCC Total				702
Grand Total				3963

Receiving Institution: Vancouver Community College

Sending Institution	Course Code	Course Name	Course Level	Total Registrant Count
BCIT	BLAW3100	Business Law	2	21
	COMM0003	Writing, Speaking, Listening and Reading Skills for Technical Communication	0	18
	COMM0005	Technical English and Learning Skills for EAL Students	0	16
		Technical English and Learning Skills for Second Language Students	0	17
	COMM0015	English Competency Assessment	0	21
	COMM0033	Spoken English Assessment	0	16
	COMM0071	Technical and Business English For ESL Speakers	0	15
	COMP1002	Microsoft Windows XP	1	22
	ECON2100	Microeconomics	1	26
	FMGT1100	Accounting 1	1	73
	FMGT2100	Accounting 2	1	35
	FMGT3110	Financial Accounting 1	2	17
	FMGT4110	Financial Accounting 2	2	18
	MEDI1000	Marine Emergency Duties A1 Basic Safety	1	17
	MKTG1102	Essentials of Marketing	1	34
	OFFC1001	Anatomy and Terminology 1	1	15
	OPMT1600	Computer Applications 1	1	23
	ORGB1105	Organizational Behaviour	1	15
BCIT Total				419
CAP	ENGL100-198130	Composition	1	24
	PSYC100-196830	Intro to Psychology	1	17
CAP Total				41
DOUG	BIOL-1103	Human Biology I	1	28
	BIOL-1110	Prin of Biol: The Biosphere	1	32
	BIOL-1203	Human Biology II	1	20
	BIOL-1210	Princ of Biology: The Organism	1	16
	CHEM-1110	The Structure Of Matter	1	22
	CHEM-1210	Chemical Energetics & Dynamics	1	15
	CISY-1110	Introduction to Computers	1	28
	CMNS-1115	Practical Writing	1	16
	CRIM-1100	Intro to Criminal Justice Syst	1	15
	CRIM-1150	Intro to Criminology	1	15
	ENGL-1106	Studies in Fiction	1	16
	ENGL-1130	Academic Writing	1	54
	PSYC-1100	An Intro to Psychology I	1	64
	PSYC-1200	An Intro to Psychology II	1	47
	SOCI-1125	Social Processes	1	19
DOUG Total				407
JIBC	EVDR100	Emergency Vehicle Driving Regulation-Non-Police	(blank)	15
	FSTMED001	FSTMED001-MED A1	1	15
JIBC Total				30
KWAN	BIOL-1110-20	Intro.to Biology I	1	16
	BIOL-1210-20	Intro.to Biology II	1	16
	CBSY-1105-10	Intro Microcomputer Applic.	1	24

Sending Institution	Course Code	Course Name	Course Level	Total Registrant Count
	CHEM-1110-30	The Structure Of Matter	1	19
	CRIM-1100-30	Intro. to Criminology	1	19
	ENGL-1099-30	Writing Skills	P	22
	ENGL-1100-30	Writing, Read & Think:An Intro	1	27
	MRKT-1199-10	Introduction to Marketing	1	15
	PSYC-1100-30	Intro to Psyc: Basic Processes	1	48
	PSYC-1200-30	Intro.to Psyc: Areas & Applic	1	37
	SOCI-1125-30	Society: Processes & Structure	1	31
KWAN Total				274
LANG	ENGL-1130	Modern Novel, Poetry & Film	1	29
	MATH-1101	Basic Algebra	P	15
	PHIL-1101	Intro to Phil: Epist & Metaph	1	17
	BCAP-1200	Business Computer Applns I	1	20
	BIOL-1115	General Biology I	1	44
	BIOL-1116	Cncpts in Biology I-Human Bio	1	23
	BIOL-1190	Hlt Sci I-Human Anat & Phy I	1	27
	BIOL-1215	General Biology II	1	29
	BUSM-1321	Organizational Behaviour	1	17
	CHEM-1114	An Introduction to Chemistry	1	21
	CHEM-1118	Intermediate Chemistry	1	20
	CHEM-1120	General Chemistry I	1	21
	CHEM-1220	General Chemistry II	1	21
	ECON-1221	Principles of Macroeconomics	1	17
	ENGL-1121	Reading & Writing Skills	P	15
	ENGL-1127	Essay Writing & Short Prose SI	1	93
	ENGL-1129	Modern Novel, Poetry & Drama	1	53
	FREN-1115	Beginner's French I	1	23
	JAPN-1115	Beginner's Japanese I	1	18
	LEAP-1004	LEAP Level 4	P	39
	LEAP-1005	LEAP Level 5	P	28
	LEAP-1013	LEAP Level 3	P	25
	MARK-1115	Introduction to Marketing	1	28
	MATH-1152	Precalculus Algebra	1	16
	MATH-1170	Precalculus Mathematics	1	20
	MATH-1171	Calculus I	1	21
	PHIL-1100	Intro to Phil: Eth, Soc & Pol	1	27
	PSYC-1115	Fundamentals of Psychology I	1	72
	PSYC-1215	Fundamentals of Psychology II	1	83
	SOCI-1120	Introduction to Sociology I	1	33
	SOCI-1121	Introduction to Sociology II	1	28
	SPAN-1115	Beginner's Spanish I	1	20
LANG Total				963
NLC	1541:CE-44N	CE-44N:Education and Related Courses Non Credit 61/50	S	30
	4718:PNUR-111	PNUR-111:Professional Growth (vcc Code 1601)	1	15
	4721:PNUR-	PNUR-114:Pharmacology 1 (vcc Code-Nurs1100)	1	15

Sending Institution	Course Code	Course Name	Course Level	Total Registrant Count
	114			
	4723:PNUR-116	PNUR-116:Nursing Arts/Clinical 1 (vcc Code-1605)	1	15
	4724:PNUR-117	PNUR-117:Practicum 1 (vcc Code-1606)	1	15
	4725:PNUR-120	PNUR-120:Health 2 Gerontology (vcc Code-Nurs1201)	1	15
	4726:PNUR-123	PNUR-123:Healing 2 Gerontology (vcc Code-2972)	1	15
	4727:PNUR-124	PNUR-124:Pharmacology 2 (vcc Code-Nurs1200)	1	15
	4728:PNUR-125	PNUR-125:Human Relationships 2 (vcc Code-2973)	1	15
	4729:PNUR-126	PNUR-126:Nursing Arts/Clinical 2 (vcc Code-1206)	1	15
	4730:PNUR-127	PNUR-127:Practicum 2 (vcc Code-2975)	1	15
	4732:PNUR-131	PNUR-131:Professional Growth 2 (vcc Code-3726)	1	15
	4734:PNUR-136	PNUR-136:Nursing Arts/Clinical 3 (vcc Code-3727)	1	15
	4735:PNUR-137	PNUR-137:Practicum 3 (vcc Code-3728)	1	15
	4736:PNUR-140	PNUR-140:Preceptorship (vcc Code-4331)	1	15
NLC Total				240
SEL	APN 200	FOUNDATIONS	2	26
	APN 205	HEALTH A	2	26
	APN 210	HEALING A	2	26
	APN 215	HUMAN ANATOMY & PHYSIOLOGY	2	25
	APN 220	HUMAN RELATIONSHOPS A	2	26
	APN 225	NURSING ARTS A	2	26
	APN 230	PHARMACOLOGY A	2	26
	APN 250	PRACTICUM A	2	26
	APN 260	HEALTH 3 - ACUTE/CHRONIC CARE	2	26
	APN 265	HEALING 3 - ACUTE/CHRONIC DISEASES	2	26
	APN 270	PROFESSIONAL GROWTH II	2	26
	APN 275	NURSING ARTS / CLINICAL III	2	26
	APN 280	PRACTICUM III	2	26
	APN 290	PRECEPTORSHIP	2	26
	BIOL 51	PROVINCIAL LEVEL BIOLOGY	P	17
	MINI 100	MINI-COLLEGE GENERAL STREAM BUILDING SUCCESSFUL FUTURES	S	20
SEL Total				400
TRU	PNUR_107-3135	Applied Pharmacology and Medication Administration (72 hours)	1	20
TRU Total				20
Grand Total				2794

Appendix D – Pivot Table Illustration II: Receiving Institution(s) for Courses Sent by Douglas College 2004 – 2006 (Registrant Count 15 or Greater)

Sending Institution	Course Code	Course Name	Course Level	Receiving Institution	Total Registrant Count
DOUG	ACCT-1110	Principles of Accounting I	1	BCIT KWAN	61 19
	ACCT-1210	Principles of Accounting II	1	BCIT KWAN	49 17
	ACCT-1220	Computerized Accounting	1	BCIT	29
	ACCT-2310	Intermediate Accounting I	2	BCIT	28
	ACCT-2320	Managerial Accounting I	2	BCIT	25
	ACCT-2410	Intermediate Accounting II	2	BCIT KWAN	31 19
	ACCT-2420	Managerial Accounting II	2	BCIT	26
	ANTH-1100	Intro Social & Cultural Anth	1	BCIT	17
	BCCP-400-CE	Breastfeeding Coun. Cert. Prog	9	BCIT CAM	38 15
	BIOL-1103	Human Biology I	1	BCIT LANG VCC	19 20 28
	BIOL-1110	Prin of Biol: The Biosphere	1	BCIT KWAN LANG TRU-OL UCFV VCC	23 32 18 15 17 32
	BIOL-1203	Human Biology II	1	VCC	20
	BIOL-1209	Human Anatomy & Physiology II	1	UCFV	23
	BIOL-1210	Princ of Biology: The Organism	1	LANG VCC	16 16
	BUSN-1200	Fundamentals of Business	1	BCIT KWAN	30 16
	BUSN-1210	Management Essentials	1	BCIT KWAN	59 21
	BUSN-1320	Business Law I	1	BCIT KWAN	42 21
	BUSN-1330	Business Mathematics	1	BCIT KWAN	64 30
	BUSN-2252	New Venture Development & Mana	2	BCIT	15
	BUSN-2420	Business Law II	2	BCIT	21
	BUSN-2429	Business Statistics	2	BCIT KWAN	42 22
	BUSN-3350	Human Resource Management	3	BCIT	38
	BUSN-3431	Business Statistics II	3	BCIT	16
	BUSN-4470	Business Simulation	4	BCIT KWAN	45 22
	CCSD-1240	Practicum I	1	UCFV	15
	CFCS-1221	Wellness:Self & Prof. Practice	1	UCFV	19

Sending Institution	Course Code	Course Name	Course Level	Receiving Institution	Total Registrant Count
DOUG	CFCS-1260	Community Practice: Addictions	1	UCFV	37
	CFCS-2390	Directed Studies in Community	2	UCFV	15
	CFCS-2410	Adv Issues:Reflection & Integr	2	UCFV	36
	CFCS-2460	Family Violence, Abuse & Recov	2	UCFV	27
	CHEM-1108	Introductory Chemistry	1	BCIT	16
	CHEM-1110	The Structure Of Matter	1	VCC	22
	CHEM-1210	Chemical Energetics & Dynamics	1	VCC	15
	CISY-1110	Introduction to Computers	1	BCIT	115
				JIBC	18
				KWAN	50
				LANG	30
				UCFV	30
				VCC	28
	CISY-1410	Micro Concept & Software Appli	1	BCIT	26
	CISY-2200	Information Systems I	2	BCIT	39
	CMNS-1115	Practical Writing	1	BCIT	77
				KWAN	22
				VCC	16
	CRIM-1100	Intro to Criminal Justice Syst	1	BCIT	30
				JIBC	16
				KWAN	26
				UCFV	24
				VCC	15
	CRIM-1120	Intro to Policing	1	JIBC	19
	CRIM-1150	Intro to Criminology	1	BCIT	19
				JIBC	19
				KWAN	24
				UCFV	22
				VCC	15
	CRIM-1160	The Canadian Legal System	1	JIBC	18
				UCFV	15
	CRIM-2140	Interviewing & Profess Skills	2	JIBC	15
	CRIM-2251	Psyc Explain of Crim Behaviour	2	JIBC	15
				UCFV	18
	CRIM-2260	Criminal Law	2	JIBC	17
	CYCC-220	Counselling Children & Youth	1	UCFV	16
	CYCC-2211	Professional Community:Policie	1	UCFV	16
	CYCC-2320	Working with Others in Groups	2	UCFV	18
	CYCC-2440	Practicum III	2	UCFV	30
	CYCC-2450	Child and Youth Care Practice:	2	UCFV	32
CYCC-3520	Professional CYC: Theory/Pract	3	UCFV	22	
CYCC-3621	Critical Issues Current CYC Pr	3	UCFV	21	
DVST-0410	Mathematics II	P	BCIT	17	
EASL-0264	Upper Intermediate Reading	P	BCIT	18	
EASL-0274	Composition for Upper Intermed	P	BCIT	17	
ECON-1101	The Canadian Economy	1	BCIT	29	
ECON-1150	Principles of Microeconomics	1	BCIT	45	
			KWAN	28	
			LANG	28	

Sending Institution	Course Code	Course Name	Course Level	Receiving Institution	Total Registrant Count
DOUG	ECON-1250	Principles of Macroeconomics	1	BCIT	56
				KWAN	28
				LANG	25
	ENGL-1101	Canadian Literature	1	BCIT	16
	ENGL-1106	Studies in Fiction	1	BCIT	24
				LANG	15
				UCFV	18
				VCC	16
	ENGL-1112	Intro to Children's Literature	1	BCIT	19
				KWAN	19
				UCFV	19
	ENGL-1130	Academic Writing	1	BCIT	103
				CAP	24
				JIBC	28
				KWAN	77
				LANG	53
				TRU-OL	25
				UCFV	66
				VCC	54
	FINC-2340	Fundamentals of Financial Mgmt	2	BCIT	38
	GEOG-1100	Intro to Human Geography	1	BCIT	15
	GEOG-1110	Weather & Climate	1	BCIT	19
				UCFV	17
	GEOG-1120	Intro to Earth Sciences	1	UCFV	17
	HIST-1104	World History Since 1945	1	BCIT	16
	HIST-1113	Canada Before Confederation	1	UCFV	15
	HIST-1114	Canada After Confederation	1	UCFV	18
	LWTP-100	LWTP Intake and Assessment	P	BCIT	21
	LWTP-101	Prep for warehouse environment	P	BCIT	20
	LWTP-102	Gen Principles of Warehousing	P	BCIT	19
	LWTP-103	Specific Duties in Warehouse	P	BCIT	21
	LWTP-104	Lift Truck theory and practice	P	BCIT	22
	LWTP-105	Find & Keep Warehouse Job	P	BCIT	21
	MARK-1120	Introductory Marketing	1	BCIT	88
				CAP	16
				KWAN	25
	MARK-1150	Personal Selling	1	BCIT	34
				KWAN	16
	MATH-1101	Basic Algebra	P	BCIT	19
	MATH-1120	Calculus	1	BCIT	16
LANG				18	
MATH-1191	Mathematics for Teachers	1	UCFV	16	
NURS-128	Consolidated Practice Experien	1	BCIT	41	
NURS-2100	Nursing Practice III	2	BCIT	46	
NURS-2110	Healing I:Episodic Hlth Chal	2	BCIT	46	
NURS-2130	Prof Growth II: Nursing Prof.	2	BCIT	46	
NURS-2140	Health Science III:Pathophysio	2	BCIT	46	

Sending Institution	Course Code	Course Name	Course Level	Receiving Institution	Total Registrant Count	
DOUG	NURS-217	Health Science IV:Pathophysiol	1	KWAN	22	
	NURS-218	Nursing Practice IV	1	KWAN	21	
	NURS-219	Healing Workshop II:Complex E	1	KWAN	22	
	NURS-2200	Nursing Practice IV	2	BCIT	56	
	NURS-2210	Healing Workshop II:Complex E	2	BCIT	56	
	NURS-2240	Health Science IV:Pathophysiol	2	BCIT	55	
	NURS-228	Consolidated Practice Exp II	1	KWAN	60	
	NURS-2300	Consolidated Practice Exp II	2	BCIT	64	
	NURS-305	Health III: Teach. for Prevent	2	KWAN	36	
	NURS-307	Advanced Health Challenges	2	KWAN	36	
	NURS-308	Nursing Practise V	2	KWAN	36	
	NURS-3100	Nursing Practise V		3	BCIT	63
					KWAN	24
	NURS-3110	Health III: Teach. for Prevent		3	BCIT	63
					KWAN	24
	NURS-3130	Prof Growth V: Nursing Ethics		3	BCIT	57
					KWAN	24
	NURS-3140	Advanced Health Challenges		3	BCIT	63
					KWAN	24
	NURS-316	Prof Growth V: Nursing Ethics		2	KWAN	36
	NURS-3200	Nursing Practice VI		3	BCIT	49
	NURS-3201	Healing/Prof Growth:Bridge-Out		3	BCIT	20
	NURS-3210	Health IV: Health Promotion		3	BCIT	49
	NURS-3220	Self & Others III: Reflection		3	BCIT	49
	NURS-3230	Prof Growth: Nursing Inquiry		3	BCIT	49
	NURS-3300	Consolidated Practice Exp. III		3	BCIT	39
	PHIL-1101	Critical Thinking		1	BCIT	30
					KWAN	27
					UCFV	40
	PHIL-1103	Knowledge, Reason & Experience		1	BCIT	19
	PHYS-1107	Introductory General Physics I		1	BCIT	20
	POLI-1101	Intro to PoliticalScience		1	BCIT	18
					KWAN	17
	PSRC-300-CE	Psychosocial Rehabilitation II		9	SEL	19
	PSRC-302-CE	PSR Practice		9	CNC	25
	PSYC-100	An Intro to Psychology I		1	BCIT	53
	PSYC-1100	An Intro to Psychology I		1	BCIT	66
					CAP	18
					JIBC	21
					KWAN	62
					LANG	53
					TRU-OL	21
					UCFV	33
VCC					64	
PSYC-1200	An Intro to Psychology II		1	BCIT	49	
				JIBC	21	
				KWAN	42	
				LANG	39	

Sending Institution	Course Code	Course Name	Course Level	Receiving Institution	Total Registrant Count
DOUG				TRU-OL	15
				UCFV	34
				VCC	47
	PSYC-2300	Data Analysis in Psyc	2	UCFV	25
	PSYC-2301	Research Methods in Psyc	2	UCFV	17
	PSYC-2308	History of Modern Psychology	2	UCFV	20
	PSYC-2315	Biological Bases of Behaviour	2	UCFV	22
	PSYC-2320	Child Behaviour & Development	2	UCFV	32
	PSYC-2330	Intro to Social Psychology	2	UCFV	26
	PSYC-2341	Abnormal Psychology	2	UCFV	20
	PSYC-2342	Developmental Psychopathology	2	UCFV	20
	PSYC-3304	Health Psychology	3	UCFV	20
	PSYC-3321	Adolescent Psychology	3	UCFV	30
	SOC1-1125	Social Processes	1	BCIT	43
				JIBC	21
				KWAN	26
				LANG	21
				UCFV	27
			VCC	19	
SOSC-2140	Behaviour in Organizations	2	BCIT	17	
SPSC-1192	Topics in Human Nutrition	1	UCFV	17	
SPSC-2205	Leisure & Sport in Cdn Society	1	UCFV	17	
SPSC-2252	Contemporary Health Issues	2	UCFV	23	
DOUG Total					6324