
The Time it Takes:

A Longitudinal Study of the 2003 Cohort of Students
Eligible to Transfer to a BC Research Intensive University

Prepared by: Tracy Lavin, Directions Evidence and Policy Research Group



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Introduction

The BC Transfer System allows students to attend public colleges, institutes and teaching intensive universities (i.e., Central Data Warehouse or CDW reporting institutions) throughout the province where they accumulate credits which they can transfer to research intensive universities¹ and use to fulfill their degree requirements.

Students who have completed or enrolled in at least 24 credits in courses listed in the BC Transfer Guide and have maintained a GPA of at least 2.00 are considered eligible for transfer to a research intensive university in the subsequent year. In recent years, there have typically been 23 to 24 thousand such Eligible Transfer Students (ETRs) enrolled at CDW institutions each fall, and 4 to 5 thousand of these transfer to research universities each year. Little is known, however, about the educational outcomes of these transfer students or about the pathways of the ETRs who do not transfer to research universities once they become eligible to do so.²

The Student Transitions Project (STP) links data about students in the BC public post-secondary education system with information from their years spent in primary and secondary schooling. Because STP links data across educational institutions, it provides excellent information regarding educational pathways and outcomes. The STP has analyzed its data for the last several years to determine the annual flow of ETRs into research universities, building on previous research conducted by the BC Council on Admissions and Transfer (BCCAT).

BCCAT commissioned the current project to make use of the longitudinal capacity in the STP database in order to examine the educational outcomes of an ETR cohort over a seven-year period. The cohort consists of students who were enrolled at a CDW institution in the fall of 2003 and were eligible for transfer to a research intensive university the following year. This cohort's enrolment and credential data from 2003/04 to 2009/10 were analyzed to determine how many transferred to research universities, how many remained at CDW institutions, how many left the post-secondary system and what sorts of credentials were obtained during those seven years.

The Cohort

The cohort of Eligible Transfer Students consisted of 23,506 students who were enrolled at 19 different CDW institutions in the fall of 2003 (see Table 1 for a breakdown of enrolments by institution).

¹ Credit can also be transferred to other degree granting institutions in BC, and both BCCAT and the STP have focused on this broader concept of student mobility in the last few years. However, the focus of this study is on following a cohort of students from fall 2003 called Eligible Transfer Students (ETR), who were deemed eligible to transfer to a research intensive university.

² The Student Transitions Project was very instrumental in BCCAT being able to conduct this research project. The STP provided the underlying data for the study in terms of enrolment and credential completion, and the STP's Post-secondary Student Mobility Sub-committee served in an advisory capacity throughout the project.

Table 1: Eligible Transfer Students in Fall 2003

Institution	# ETR
Camosun College	1,799
Capilano University ^a	2,053
College of New Caledonia	477
College of the Rockies	195
Douglas College	3,014
Institute of Indigenous Government	12
Kwantlen Polytechnic University ^a	3,513
Langara College	3,145
Nicola Valley Institute of Technology	31
North Island College	316
Northern Lights College	130
Northwest Community College	180
Okanagan College ^b	1,882
Selkirk College	281
Thomson Rivers University ^a	1,643
Thomson Rivers University - Open Learning ^a	367
University of the Fraser Valley ^a	2,261
Vancouver Community College	95
Vancouver Island University ^a	2,112
Total	23,506

^a For institutions whose designations have changed since 2003, current (2011) designations are used throughout this report (e.g., changes from a college or university college to a teaching intensive university).

^b In 2005, Okanagan University College (OUC) diverged to form Okanagan College and UBC Okanagan. Throughout this report, OUC students are shown as enrolled at Okanagan College.

^c There are 10 Emily Carr University students in the study who were also enrolled at another CDW institution where they are counted.

Enrolment Patterns in Fall 2004

Based on their enrolment patterns in the fall of 2004, the ETR cohort was divided into seven different categories for further analysis:

1. Students who enrolled at a research intensive university in the fall of 2004 with transfer³ as the basis of admission;
2. Students who enrolled at a research intensive university in the fall of 2004 under another (non-transfer) basis of admission, including those were admitted on the basis of their BC high school diploma, undergraduate or graduate degree and those whose basis of admission was other or unknown;

³ The transfer basis of admission is defined by each research intensive university (based on the post-secondary record and normally requiring a minimum of 24 credits, but 15 credits at UNBC).

3. Students who continued their enrolment at a research intensive university in the fall of 2004 having previously enrolled at that institution;
4. Students who transferred to or remained at a teaching intensive university in fall 2004;
5. Students who transferred to or remained at a college or institute in fall 2004;
6. Students who did not enrol at a BC public post-secondary institution in fall 2004, having left the system with a post-secondary credential;
7. Students who did not enrol at a BC public post-secondary institution in fall 2004 and who had not earned a post-secondary credential in 2003/04 (some of these students may have previously earned a post-secondary credential).

Credit and GPA data for these seven groups are presented in Table 2. Longitudinal enrolment patterns and credential data for each of these groups are presented and analyzed below.

Table 2: Analytical Groups based on Fall 2004 Enrolment Patterns

2004 Registration Status	# of students	Proportion of ETR cohort	GPA Distribution at CDW inst. in 2003			Credits Earned by 2003
			2.00-2.99	3.00-3.99	4.00+	
1. Research Intensive University Transfer BoA	2,147	9.1%	45.6%	52.1%	2.4%	36.6
2. Research Intensive University Other BoA	179	0.8%	52.0%	43.6%	4.5%	48.2
3. Research Intensive University Continuing	1,767	7.5%	55.1%	42.4%	2.5%	43.5
4. Teaching Intensive University	7,408	31.5%	61.2%	36.9%	1.9%	40.3
5. College/ Institute	5,538	23.6%	67.3%	31.3%	1.4%	33.4
6. Not Enrolled, with Credential	2,205	9.4%	53.4%	43.8%	2.8%	47.9
7. Not Enrolled, w/out Credential	4,262	18.1%	66.0%	31.9%	2.1%	37.0
Total	23,506	100%	60.8%	37.2%	2.0%	38.8

1. Research Intensive University Transfer Students. In the fall of 2004, 2,147 (9.1%) of the ETRs enrolled at a research intensive university with transfer as their basis of admission. The majority of these students subsequently⁴ earned a post-secondary credential:

- 1,729 (80.5%) earned a Bachelor's degree or higher;⁵

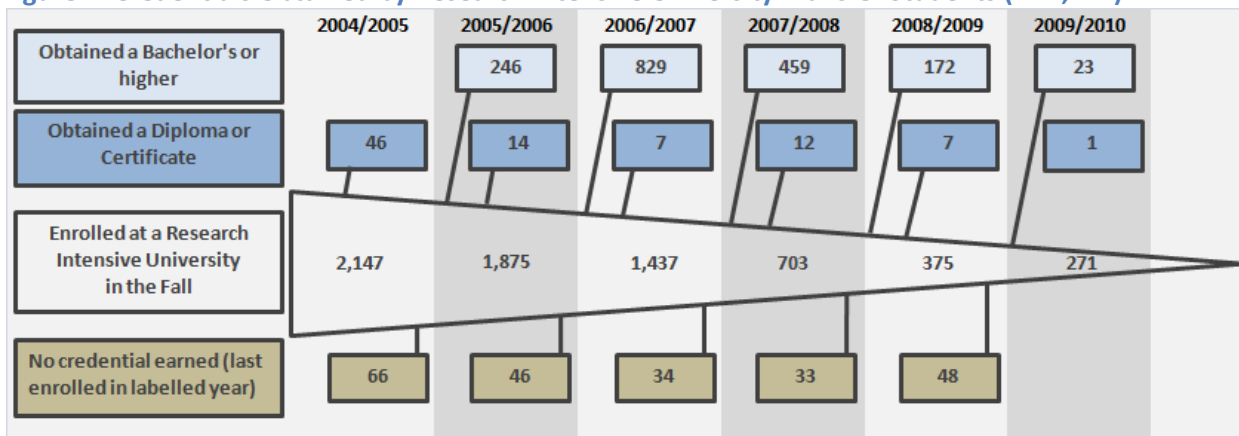
⁴ Unless otherwise noted, all credentials reported were awarded between September 1, 2004 and November 26, 2009.

⁵ Bachelor's or higher includes: master's degree, graduate certificate, graduate diploma, post-degree certificate, post-degree diploma, bachelor's degree and first professional degree.

- 87 (4.1%) earned a diploma or certificate;⁶
- 331 (15.4%) did not obtain a post-secondary credential between 2004/05 and 2009/10;
 - 93 (4.3%) had previously earned a post-secondary credential;
 - 20 (0.9%) were still enrolled at a post-secondary institution in 2009/10;
 - 238 (11.1%) had not previously earned a post-secondary credential;
 - 84 (3.9%) were still enrolled at a post-secondary institution in 2009/10;
 - 154 (7.2%) had not earned a post-secondary credential and were no longer engaged in post-secondary studies.

A majority of the credentials were obtained during the 2006/07 and 2007/08 academic years. Figure 1 below depicts the number of credentials obtained during each academic year, as well as the number of the transfer group who registered at a research intensive university each fall. The number of students who left each year (i.e., did not subsequently register) without obtaining a credential is shown in the bottom row of Figure 1. Figure 2 presents the cumulative number of students who acquired credentials over time. This representation clearly shows (1) that most of the students who transferred to a research intensive university in the fall of 2004 earned a credential between 2004/05 and 2009/10 and (2) that almost all of the credentials earned were Bachelor’s degrees or higher.

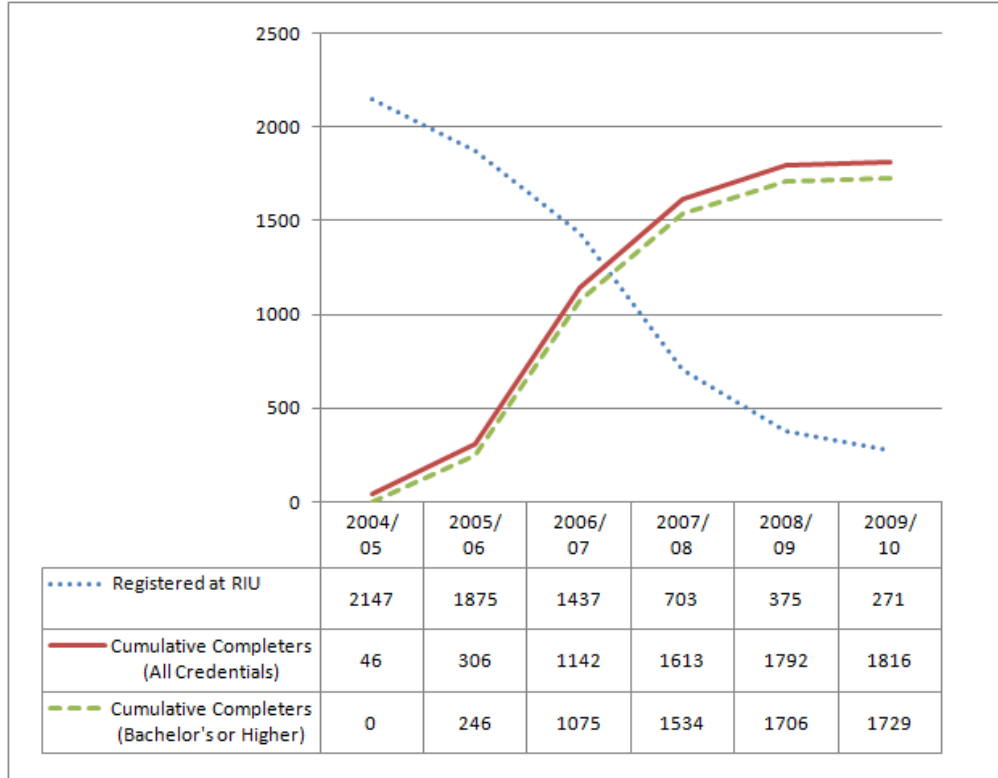
Figure 1: Credentials Obtained by Research Intensive University Transfer Students (N=2,147)



Note: Some departures from and returns to research intensive universities are not accounted for in this figure (e.g., leaving to enrol at a CDW institution; re-enrolling after earning a credential; stopping out temporarily). As a result, subtracting the number of students who earned credentials and the number of students who left without a credential from the number who enrolled in a given fall does not amount to the number of students who enrolled in the subsequent fall.

⁶ Diploma or certificate includes: advanced diploma, diploma, associate degree, certificate, short certificate, apprenticeship, developmental, other.

Figure 2: Registration and Credential Completion Status for Research Intensive University Transfer Students



After transferring to a research intensive university in fall 2004, 78.1% of transfer students earned a credential from the institution to which they had transferred in fall 2004. Table 3 below shows the number of transfer students who enrolled at each of the research universities in the fall of 2004 along with the institutions they obtained their credentials from.

Table 3: Credentialing Institutions for Research Intensive University Transfer Students

Earned Credential From	Enrolled at in Fall 2004				Total
	SFU	UBC	UNBC	U Vic	
SFU	555	4	1	2	562
UBC	8	795	2	4	809
UBCO	1	2			3
UNBC			90		90
U Vic	3	2	1	237	243
BCIT	7	4	1	1	13
Camosun				3	3
Capilano	8	3			11
Douglas	21	1			22
Fraser Valley	2	3			5
Justice		2		1	3
Kwantlen	10	2			12
Langara	11	9		1	21
New Caledonia			2		2
North Island				1	1
Northwest			1		1
Selkirk	1				1
TRU		1	2	2	5
VCC	1	1			2
VIU	2		1	4	7
No credential obtained between 04/05-09/10	126	142	21	42	331
Total	756	971	122	298	2,147
% who earned credential from Fall 2004 institution	73.4%	81.9%	73.8%	79.5%	78.1%

The majority of credentials earned by transfer students were in Arts and Sciences. A full breakdown of credentials by classification of instructional program (CIP) grouping is shown in Table 4.

Table 4: Areas of Study for ETRs who Transferred to a Research Intensive University in Fall 2004

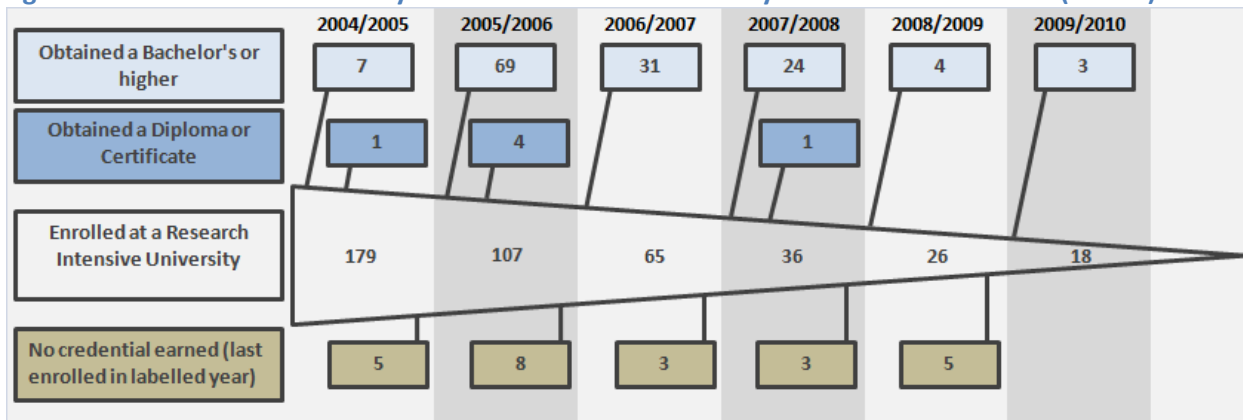
CIP Groupings	# of Credentials	% of all Credentials
Arts and Sciences	1,138	62.7%
Business and Management	211	11.6%
Engineering and Applied Sciences	136	7.5%
Education	134	7.4%
Human and Social Services	78	4.3%
Visual and Performing Arts	72	4.0%
Health	42	2.3%
Trades	4	0.2%
Personal Improvement and Leisure	1	0.1%
Total	1,816	100.0%

2. Research Intensive University non-Transfer Students. In the fall of 2004, only 179 (0.8%) of the ETRs enrolled at a research intensive university under a non-transfer basis of admission. Most of these students subsequently earned a post-secondary credential:

- 138 (77.1%) earned a Bachelor’s degree or higher;
- 6 (3.4%) earned a diploma or certificate;
- 35 (19.6%) did not obtain a post-secondary credential between 2004/05 and 2009/10;
 - 9 (5.0%) had previously earned a post-secondary credential;
 - 2 (1.1%) were still enrolled at a post-secondary institution in 2009/10;
 - 26 (14.5%) had not previously earned a post-secondary credential;
 - 9 (4.7%) were still enrolled at a post-secondary institution in 2009/10;
 - 17 (9.5%) had not earned a post-secondary credential and were no longer engaged in post-secondary studies.

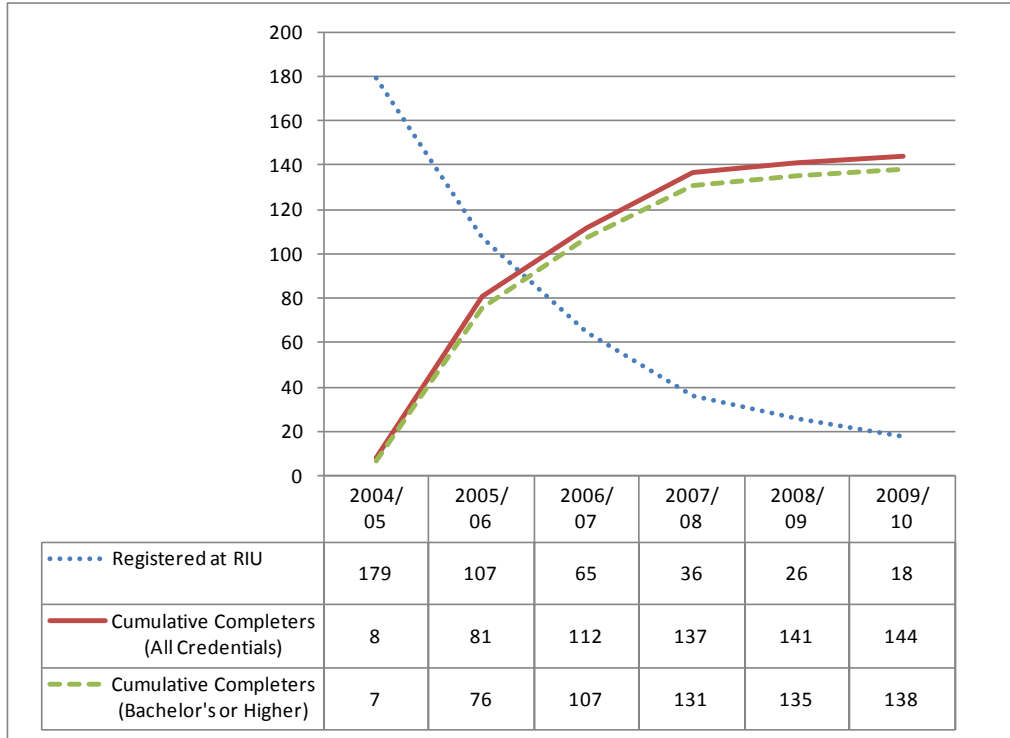
A majority of the credentials for these students were obtained during the 2006/07 and 2007/08 academic years. Figure below depicts the number of credentials obtained during each academic year, as well as the number of the non-transfer group who registered at a research intensive university each fall. The number of students who left the post-secondary system each year (i.e., did not subsequently register) without obtaining a credential is shown in the bottom row of Figure 3. Figure 4 presents the cumulative number of students who acquired credentials over time. This representation clearly shows (1) that most of the students who moved to a research intensive university in the fall of 2004 under a non-transfer basis of admission earned a credential between 2004/05 and 2009/10 and (2) that almost all of the credentials earned were Bachelor’s degrees or higher.

Figure 3: Credentials Obtained by Research Intensive University non-Transfer Students (N=179)



Note: Some departures from and returns to research intensive universities are not accounted for in this figure (e.g., leaving to enrol at a CDW institution; re-enrolling after earning a credential; stopping out temporarily). As a result, subtracting the number of students who earned credentials and the number of students who left without a credential from the number who enrolled in a given fall does not amount to the number of students who enrolled in the subsequent fall.

Figure 4: Registration and Credential Completion Status of Research Intensive University non-Transfer Students



The students who were admitted to research intensive universities under a non-transfer basis of admission were somewhat less likely than transfer students to earn a credential from the institution they enrolled at in the fall of 2004: the credential completion rate for non-transfer students was 70.9% (compared with 80.5% for transfer students). Table 5 below shows the number of non-transfer students who enrolled at each of the research universities in the fall of 2004 along with the institutions from which those students obtained their credentials.

Table 5: Credentialing Institutions for Research Intensive University non-Transfer Students

Earned Credential From	Enrolled at in Fall 2004				Total
	SFU	UBC	UNBC	U Vic	
SFU	34	3			37
UBC	1	71			72
UBCO		1			1
UNBC			6		6
U Vic				16	16
Capilano		5			5
Douglas		1			1
Fraser Valley	1				1
Kwantlen	1				1
Northwest		1			1
TRU			1		1
VIU		1		1	2
No credential obtained between 04/05-09/10	9	22		4	35
Total	46	105	7	21	179
% who earned credential from Fall 2004 institution	73.9%	67.6%	85.7%	76.2%	70.9%

The majority of credentials earned by students in the non-transfer group were in Education—in contrast to students in all of the other groups who primarily earned credentials in Arts & Sciences. A full breakdown of credentials by CIP grouping is shown in Table 6.

Table 6: Areas of Study for non-Transfer Students to a Research Intensive University in Fall 2004

CIP Groupings	# of Credentials	% of all Credentials
Education	59	41.0%
Arts and Sciences	41	28.5%
Business and Management	14	9.7%
Health	10	6.9%
Human and Social Services	8	5.6%
Visual and Performing Arts	7	4.9%
Engineering and Applied Sciences	5	3.5%
Total	144	100.0%

3. Research Intensive University Continuing Students. In the fall of 2004, 1,767 (7.5%) of the ETRs re-enrolled at a research intensive university. In the fall of 2003, these students had accumulated, on average, six credits more than the transfer and non-transfer groups discussed above. These students were, therefore, able to move on to research universities sooner than other ETRs and most enrolled at a research intensive university for the first time during the spring or summer semesters of the 2003/04 academic year.

- 1,249 (70.7%) were admitted as transfer students
 - 83 in fall 2003
 - 480 in spring 2004
 - 686 in summer 2004
- 180 (10.2%) were admitted under a non-transfer basis of admission
 - 22 in fall 2003
 - 58 in spring 2004
 - 180 in summer 2004

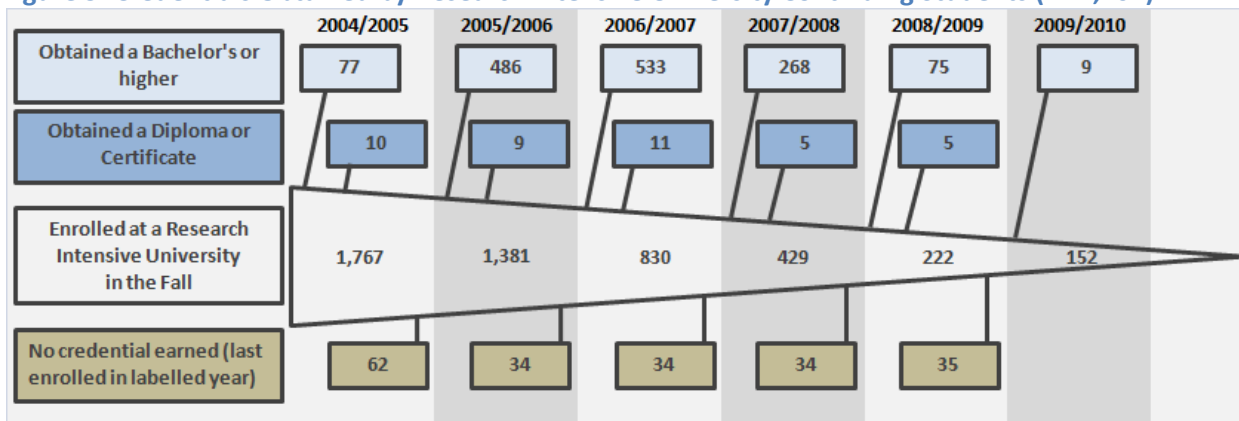
The remaining 338 students (19.1%) first enrolled at a research intensive university before 2003/04 and those enrolment records are not available in the project dataset.

The majority of these students subsequently earned a post-secondary credential:

- 1,448 (81.9%) earned a Bachelor's degree or higher;
- 40 (2.3%) earned a diploma or certificate;
- 279 (15.8%) did not obtain a post-secondary credential between 2004/05 and 2009/10;
 - 111 (6.3%) had previously earned a post-secondary credential;
 - 28 (1.6%) were still enrolled at a post-secondary institution in 2009/10;
 - 168 (9.5%) had not previously earned a post-secondary credential;
 - 52 (2.9%) were still enrolled at a post-secondary institution in 2009/10;
 - 116 (6.6%) had not earned a post-secondary credential and were no longer engaged in post-secondary studies.

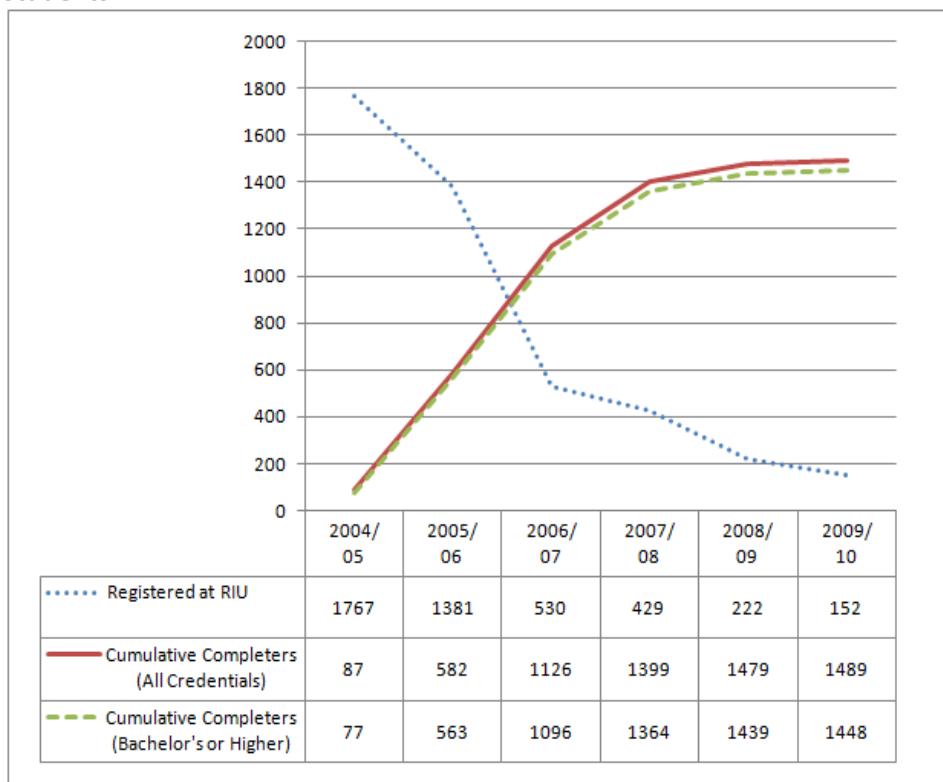
A majority of the credentials were obtained by these students during the 2005/06 and 2006/07 academic years, which—as a result of having transferred sooner to a research intensive university—was a year earlier than the previous two groups. Figure 5 below depicts the number of credentials obtained during each academic year, as well as the number of continuing students who registered at a research intensive university each fall. The number of students who left each year (i.e., did not subsequently register) without obtaining a credential is shown in the bottom row of Figure . Figure 6 presents the cumulative number of students who acquired credentials over time. This representation clearly shows (1) that most of the students who were continuing their studies at a research intensive university in the fall of 2004 earned a credential between 2004/05 and 2009/10 and (2) that almost all of the credentials earned were Bachelor's degrees or higher.

Figure 5: Credentials Obtained by Research Intensive University Continuing Students (N=1,767)



Note: Some departures from and returns to research intensive universities are not accounted for in this figure (e.g., leaving to enrol at a CDW institution; re-enrolling after earning a credential; stopping out temporarily). As a result, subtracting the number of students who earned credentials and the number of students who left without a credential from the number who enrolled in a given fall does not amount to the number of students who enrolled in the subsequent fall.

Figure 6: Registration and Credential Completion Status of Research Intensive University Continuing Students



As with the transfer students, students continuing their enrolment at a research university in the fall of 2004 were very likely to obtain a credential from that institution. Table 7 below shows the number of continuing students who enrolled at each of the research universities in the fall of 2004 along with the institutions from which those students obtained their degrees.

Table 7: Credentialing Institutions for Students who Re-enrolled at a Research Intensive University in Fall 2004

Earned Credential From	Enrolled at in Fall 2004				Total
	SFU	UBC	UNBC	U Vic	
SFU	873	2	1	3	879
UBC	4	189		1	194
UBCO	1	1			2
UNBC			65		65
U Vic	4	3		283	290
BCIT	7	2			9
Camosun				3	3
Capilano	3	2			5
Douglas	4	1			5
Fraser Valley	5				5
Justice	2			1	3
Kwantlen	5	3			8
Langara	4	5			9
New Caledonia			1		1
Okanagan		1			1
Royal Roads	1			1	2
TRU	1	1		1	3
TRU-OL	3				3
VCC	1				1
No credential obtained between 04/05-09/10	179	37	14	49	279
Total	1,097	247	81	342	1,767
% who earned credential from Fall 2004 institution	79.6%	76.5%	80.2%	82.7%	79.8%

The majority of credentials earned by students in the research intensive university continuing student group were in Arts and Sciences. A full breakdown of credentials by CIP grouping is shown in Table 8.

Table 8: Areas of Study for Students Enrolled at a Research Intensive University in Fall 2004

CIP Groupings	# of Credentials	% of all Credentials
Arts and Sciences	1,043	70.1%
Business and Management	185	12.4%
Engineering and Applied Sciences	87	5.8%
Health	58	3.9%
Education	50	3.4%
Human and Social Services	45	3.0%
Visual and Performing Arts	17	1.1%
Trades	3	0.2%
Grand Total	1,488	100.0%

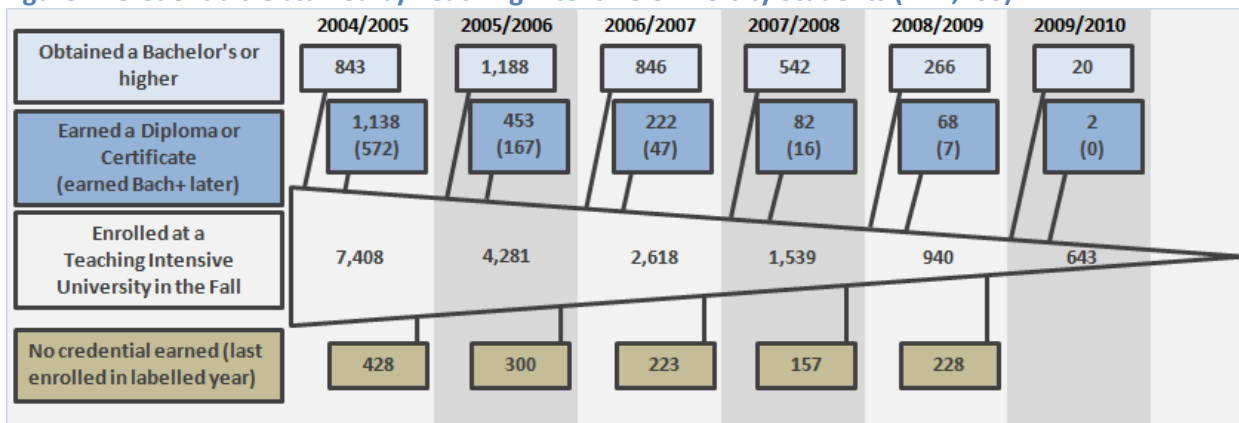
4. Teaching Intensive University Students. In the fall of 2004, 7,408 (31.5%) of the ETR's enrolled at a teaching intensive university. A total of 931 (12.6%) of these students subsequently transferred to a research intensive university.

Nearly three-quarters of the students in this group obtained a post-secondary credential between 2004/05 and 2009/10, but nearly a quarter did not.

- 3,705 (50.0%) earned a Bachelor's degree or higher;
- 1,965 (26.5%) earned a diploma or certificate;
 - 803 (10.8%) subsequently earned a Bachelor's degree or higher;
- 1,738 (23.5%) did not obtain a post-secondary credential between 2004/05 and 2009/10;
 - 227 (3.1%) had previously earned a post-secondary credential;
 - 48 (0.6%) were still enrolled at a post-secondary institution in 2009/10;
 - 1,511 (20.4%) had not previously earned a post-secondary credential;
 - 354 (4.8%) were still enrolled at a post-secondary institution in 2009/10;
 - 1,157 (15.6%) had not earned a post-secondary credential and were no longer engaged in post-secondary studies.

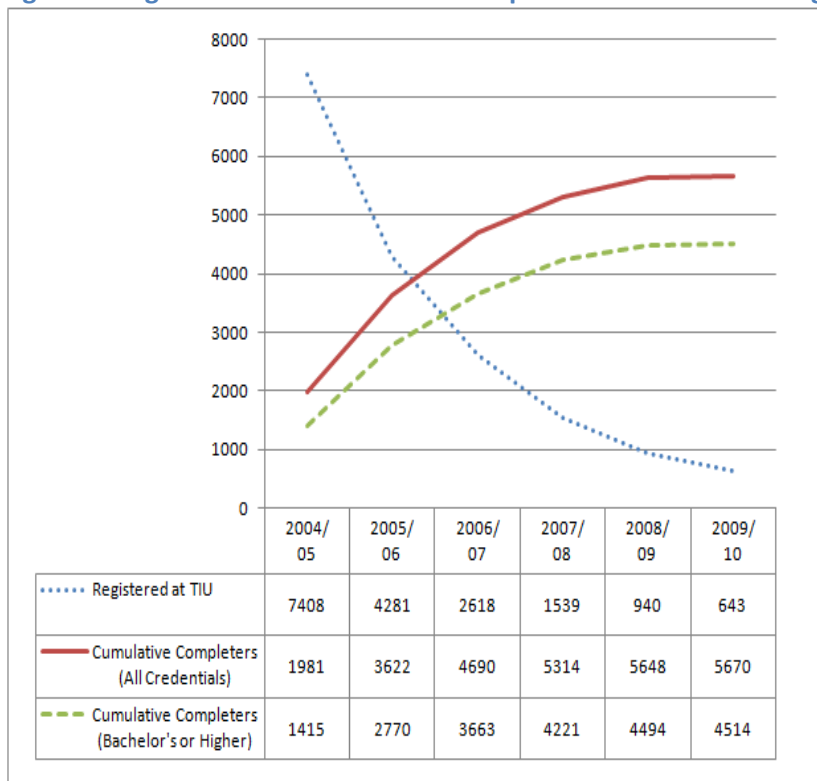
Most of these credentials were obtained between 2004/05 and 2009/10. Figure below depicts the number of credentials obtained during each academic year. Many of the teaching intensive university students who earned diplomas or certificates went on subsequently to obtain Bachelor's degrees or higher; the numbers are represented in parentheses in Figure 7. The number of students in this group who registered at a teaching intensive university each fall are also represented, and the number of students who left the post-secondary system each year (i.e., did not subsequently register) without obtaining a credential is shown in the bottom row. Figure 8 presents the cumulative number of students who acquired credentials over time. This representation clearly shows (1) that most of the students who were at a teaching intensive university in the fall of 2004 earned a credential between 2004/05 and 2009/10 and (2) that the majority of these students earned a Bachelor's degrees or higher.

Figure 7: Credentials Obtained by Teaching Intensive University Students (N=7,460)



Note: Some departures from and returns to teaching intensive universities are not accounted for in this figure (e.g., leaving to enrol at a RIU; re-enrolling after earning a credential; stopping out temporarily). As a result, subtracting the number of students who earned credentials and the number of students who left without a credential from the number who enrolled in a given fall does not amount to the number of students who enrolled in the subsequent fall.

Figure 8: Registration and Credential Completion Status of Teaching Intensive University Students



Many students at teaching intensive universities in fall 2004 eventually pursued their studies elsewhere, but a majority of them did earn a credential before moving on. Table 9 below shows the number of these students enrolled at each of the teaching intensive universities in the fall of 2004 along with the

institutions from which those students obtained their first credential. For those students who went on to earn a Bachelor's degree or higher Table 10 shows where they earned their degrees from.⁷

Table 9: Credentialing Institutions for Students Enrolled at Teaching Intensive Universities in Fall 2004

Earned Credential From	Enrolled at in Fall 2004								Total
	Capilano	Emily Carr	Fraser Valley	Kwantlen	Royal Roads	TRU	TRU-OL	VIU	
BCIT	10		4	34		2	9	4	63
Camosun			2	1	1	1	9	5	19
Capilano	523	1	2	3		3	15	1	548
Douglas	1		3	9			15	1	29
Emily Carr	1	43	1	1			1	1	48
Fraser Valley		1	1,283	6		2	39	1	1,332
Justice	1		6	2		1		2	12
Kwantlen			3	974		2	21		1,000
Langara		3	1	5	1		12		22
New Caledonia						2	2	1	5
North Island					1		5	6	12
Northern Lights							6		6
Northwest						1	3		4
NVIT						1			1
Okanagan			1			2	10		13
Rockies						1	2		3
Royal Roads	1			1	41		3		46
Selkirk							3		3
TRU			1	3		895	42	4	945
TRU-OL	2			2		1	66		71
VCC	6		1	10		1	3	1	22
VIU	3		1	1		1	23	1,012	1,041
SFU	60		17	102		3	24	4	210
U Vic	11	1	4	10		7	23	22	78
UBC	39		12	43		5	6	5	110
UBCO						3	6		9
UNBC	1		1	2		3	11		18
No credential	226	10	334	510	3	185	225	245	1,738
Total	885	59	1,677	1,719	47	1,122	584	1,315	7,408
% earned cred. from Fall 2004 institution	59.1%	72.9%	76.5%	56.7%	87.2%	79.8%	11.3%	77.0%	65.3%

⁷ Some of these students had earned credentials prior to fall 2004, but those credentials are not included in this analysis.

Table 10: Credentialing Institutions for Students Enrolled at Teaching Intensive Universities in Fall 2004 who Earned a Bachelor's Degree or Higher after Completing a Diploma or Certificate

Earned Credential From	Enrolled at in Fall 2004								Total
	Capilano	Emily Carr	Fraser Valley	Kwantlen	Royal Roads	TRU	TRU-OL	VIU	
BCIT	1		1	1		1	1		5
Capilano	48								48
Emily Carr	3	3	1	1		3			11
Fraser Valley			162	8		1	2		173
Kwantlen				142			2	1	145
Okanagan	1						1		2
Royal Roads				3	3			1	7
TRU	1					36	3		40
TRU-OL				1			8		9
VIU	1		1				3	81	86
SFU	67		10	112		1	11	1	202
U Vic	3		4	6			4	1	18
UBC	17		1	24		1	7		50
UBCO	1			1					2
UNBC	1			1		2	1		5
Total	144	3	180	300	3	45	43	85	803
% earned cred from Fall 2004 institution	33.3%	100%	90.0%	47.3%	100%	0.0%	7.0%	0.0%	45.0%

As with the research intensive university students, Arts and Sciences was the most popular area of study among students at teaching intensive universities, but Business and Management was also very popular. Details of the areas of study for these students' first and second credentials are shown in Table 11 and Table 12. Table 11 includes degrees, diplomas and certificates. Table 12 represents Bachelor's degrees or higher earned after first earning a diploma or certificate.

Table 11: Areas of Study – First Credential of Students at a Teaching Intensive University in Fall 2004

CIP Groupings	# of Credentials	% of all Credentials
Arts and Sciences	2,746	48.4%
Business and Management	1,358	24.0%
Human and Social Services	511	9.0%
Visual and Performing Arts	300	5.3%
Engineering and Applied Sciences	260	4.6%
Health	233	4.1%
Education	217	3.8%
Trades	33	0.6%
Developmental	9	0.2%
Personal Improvement and Leisure	3	0.1%
Total	5,670	100%

Table 12: Areas of Study for Students who Earned a Bachelor’s Degree or Higher after First Earning a Diploma or Certificate

CIP Groupings	# of Credentials	% of all Credentials
Arts and Sciences	472	58.8%
Business and Management	200	24.9%
Human and Social Services	45	5.6%
Visual and Performing Arts	37	4.6%
Education	21	2.6%
Engineering and Applied Sciences	20	2.5%
Health	8	1.0%
Grand Total	803	100%

5. College/Institute Students. In the fall of 2004, 5,538 (23.6%) of the ETRs enrolled at a public college or institute. A total of 1,401 (25.3%) of these students subsequently transferred to a research intensive university.

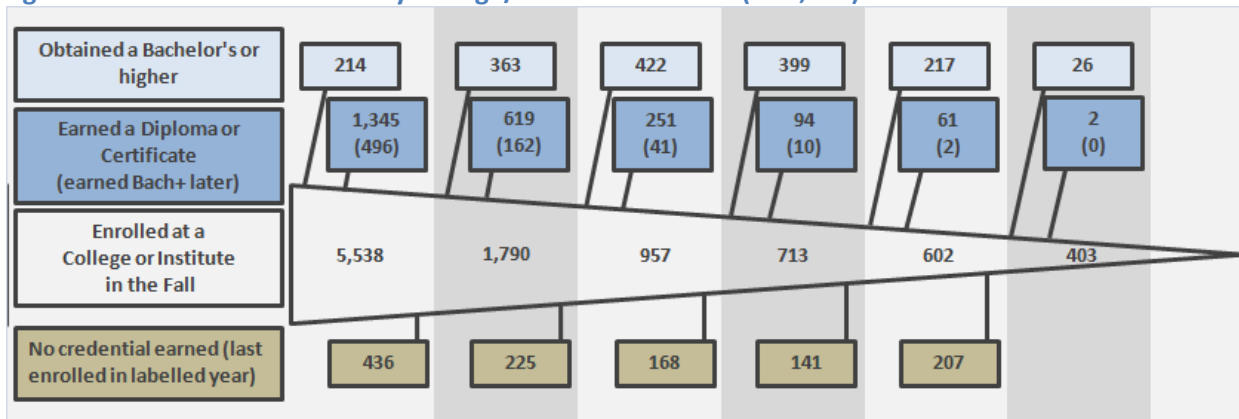
Most of the college/institute students earned a post-secondary credential, but over a quarter did not:

- 1,641 (29.6%) earned a Bachelor’s degree or higher;
- 2,372 (42.8%) earned a diploma or certificate;
 - 711 (12.8%) subsequently earned a Bachelor’s degree or higher;
- 1,525 (27.5%) did not obtain a post-secondary credential between 2004/05 and 2009/10;
 - 198 (3.6%) had previously earned a post-secondary credential;
 - 28 (0.5%) were still enrolled at a post-secondary institution in 2009/2010;
 - 1,327 (24.0%) had not previously earned a post-secondary credential;
 - 320 (5.8%) were still enrolled at a post-secondary institution in 2009/2010;

- 1,007 (18.2%) had not earned a post-secondary credential and were no longer engaged in post-secondary studies.

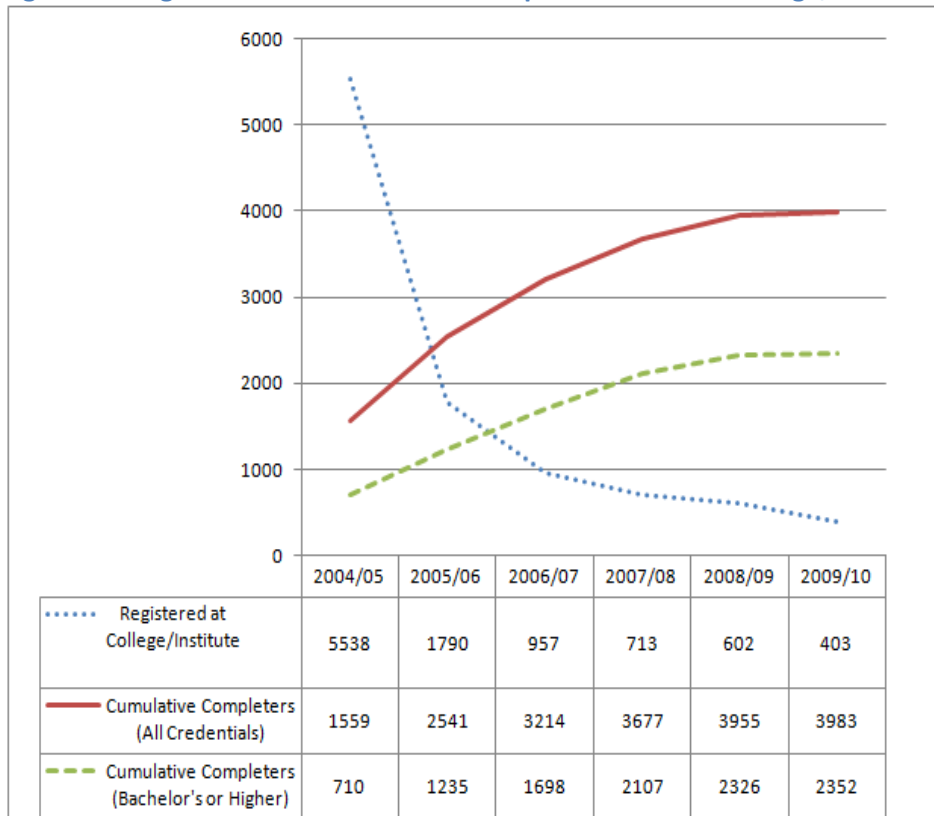
Most of these credentials were obtained between 2004/05 and 2006/07. Figure 9 below depicts the number of credentials obtained during each academic year. Many of the college/institute students who earned diplomas or certificates later went on to obtain Bachelor’s degrees or higher; the numbers are represented in parentheses in Figure 9. The number of students in this group who registered at a college or institute each fall are also represented, and the number of students who left the post-secondary system each year (i.e., did not subsequently register) without obtaining a credential is shown in the bottom row. Figure 10 presents the cumulative number of students who acquired credentials over time. This representation clearly shows (1) that most of the students who were at a college/institute in the fall of 2004 earned a credential between 2004/05 and 2009/10 and (2) that more than half of these students earned a Bachelor’s degree or higher.

Figure 9: Credentials Obtained by College/Institute Students (N=5,538)



Note: Some departures from and returns to colleges/institutes are not accounted for in this figure (e.g., leaving to enrol at a RIU; re-enrolling after earning a credential; stopping out temporarily). As a result, subtracting the number of students who earned credentials and the number of students who left without a credential from the number who enrolled in a given fall does not amount to the number of students who enrolled in the subsequent fall.

Figure 10: Registration and Credential Completion Status of College/Institute Students



Many college/institute students eventually pursued further studies elsewhere, and fewer than half of this group obtained a credential from the institution at which they were enrolled in the fall of 2004. Table 13 shows the number of college/institute students who enrolled at each of the colleges and institutes in the fall of 2004 along with the institutions from which those students obtained their first post-secondary credentials.⁸ For students who earned a diploma or certificate and subsequently went on to earn a Bachelor's degree or higher, Table 14 shows which institutions they were enrolled at in fall 2004, along with the institutions where they earned their Bachelor's degrees or higher.

⁸ Some of these students had earned credentials prior to fall 2004, but those credentials are not included in this analysis.

Table 13: Credentialing Institutions for First Post-secondary Credential for College/Institute Students

Earned Credential From	Enrolled at in Fall 2004														Total	
	BCIT	Camosun	Douglas	IIG	Justice	Langara	N. Caledonia	N. Island	N. Lights	Northwest	NVIT	Okanagan	Rockies	Selkirk		VCC
BCIT	153	1	18			11	1			1		2			1	188
Camosun		342			1	2		1								346
Capilano	1		3		1	8			1				2		4	20
Douglas	5		732			3	4	1				2			3	750
Emily Carr						12		2								14
Fraser Valley	2	1	27			6	1			1				1		39
IIG	1			1												2
Justice	2		2		16										1	21
Kwantlen	7		7		1	10		1								26
Langara	2					587						2			4	595
New Caledonia							65					1			1	67
North Island								61								61
Northern Lights	1								8					1		10
Northwest	1		1					1		34					1	38
NVIT											4					4
Okanagan	1	1			1	1				2		430		1	1	438
Rockies													35			35
Royal Roads		2	2			1		1				1				7
Selkirk	5		1									1		39	1	47
TRU			1			3						3				7
TRU-OL	1	3														4
VCC	3		10			16	1		1						64	95
VIU	3	7	2			1	1	17		1		5		1		38
SFU		2	68	1	2	94	1		4	1		3			3	179
U Vic		139	6			93	1	4		1		5	3	6		258
UBC	1	5	19			95						5		1	1	127
UBCO		1	1	1		3						542	1	1		550
UNBC	1	1	1			3	35			6						47
No cred.	89	220	365	3	24	371	50	58	15	19	4	228	17	26	36	1,525
Total	279	725	1,266	6	46	1,320	160	147	29	66	8	1,230	58	77	121	5,538
% w/ cred. from Fall 2004 inst.	55 %	47 %	58 %	17 %	35 %	44 %	41 %	42 %	27 %	52 %	50 %	35 %	60 %	51 %	53 %	46 %

Table 14: Credentialing Institutions for College/Institute Students who Earned a Bachelor's Degree or Higher after First Earning a Diploma or Certificate

Earned Credential From	Enrolled at in Fall 2004												Total
	BCIT	Camosun	Douglas	IIG	Langara	N. Caledonia	N. Island	Northwest	Okanagan	Rockies	Selkirk	VCC	
BCIT	16		7		2								25
Camosun		12									1		13
Capilano			2										2
Douglas			13										13
Emily Carr					3	1	4						8
Fraser Valley	1	1	49		5								56
Kwantlen	1		6		6								13
Langara					26							1	27
North Island							1						1
Okanagan									48	1	1		50
Royal Roads	3	22	9		6				2				42
TRU			2		1						3		6
TRU-OL	2				1				1				4
VCC												4	4
VIU		4				1	5			1			11
SFU	1	2	120	1	80							2	206
U Vic		45	4		14		1			9	4	2	79
UBC	4	2	25		68				3			4	106
UBCO		1							18		1		20
UNBC		1	3		1	13		7					25
Total	28	90	240	1	213	15	11	7	72	11	10	13	711
% w/ cred. from Fall 2004 inst.	57.1 %	13.3 %	5.4 %	0.0 %	12.2 %	0.0 %	9.1 %	0.0 %	66.7 %	0.0 %	0.0 %	30.8 %	16.9 %

As with the teaching intensive university students, Arts & Sciences and Business & Management were the most popular areas of study among students at colleges and institutes. Details of the areas of study for these students' first and second credentials are shown in Table 15 and Table 16. Table 15 includes degrees, diplomas and certificates. Table 16 represents Bachelor's degrees or higher earned after first earning a diploma or certificate.

Table 15: Areas of Study – First Credential for College/Institute Students

CIP Groupings	# of Credentials	% of all Credentials
Arts and Sciences	1,693	42.2%
Business and Management	885	22.1%
Health	387	9.6%
Human and Social Services	332	8.3%
Engineering and Applied Sciences	270	6.7%
Visual and Performing Arts	207	5.2%
Education	165	4.1%
Trades	53	1.3%
Personal Improvement and Leisure	13	0.3%
Developmental	7	0.2%
Other	1	0.0%
Total	4,013	100%

Table 16: Areas of Study for College/Institute Students who Earned a Bachelor's Degree or Higher after First Earning a Diploma or Certificate

CIP Groupings	# of Credentials	% of all Credentials
Arts and Sciences	336	47.3%
Business and Management	172	24.2%
Human and Social Services	52	7.3%
Education	51	7.2%
Health	44	6.2%
Engineering and Applied Sciences	30	4.2%
Visual and Performing Arts	25	3.5%
Personal Improvement and Leisure	1	0.1%
Total	711	100%

6. Not Enrolled, with Credential. A total of 2,205 (9.4%) of the ETRs earned a post-secondary credential during the 2003/04 academic year and then did not enrol at a public post-secondary institution in the fall of 2004:

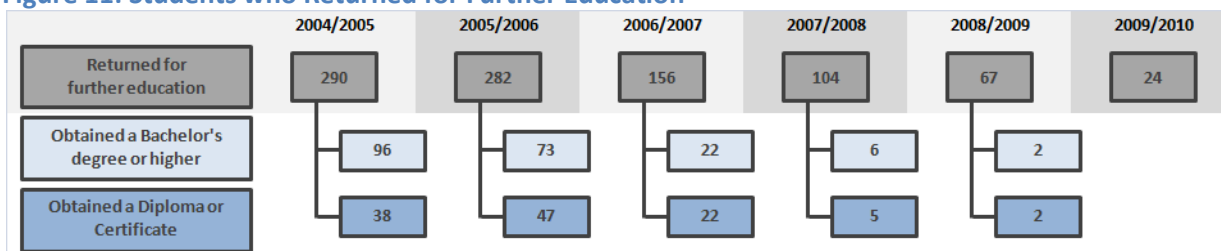
- 674 (30.6%) had earned a Bachelor's degree or higher;
- 1,531 (69.4%) had earned a diploma or certificate.

A total of 149 (6.8%) of these students subsequently transferred to a research intensive university. Many other students also returned to the post-secondary system. In total, 41.1% (906) of this group eventually returned for further study and 303 (13.7%) of these obtained additional credentials.

- 201 (9.1%) earned a Bachelor's degree or higher;
- 115 (5.2%) earned a diploma or certificate;
- 1,889 (85.7%) did not earn a post-secondary credential between 2004/05 and 2009/10;
 - 141 (6.4%) were still enrolled in 2009/10.

Figure 11 below shows when these students first returned for further education and how many of them earned additional credentials.

Figure 11: Students who Returned for Further Education



Note: Three students earned post-secondary credentials, but are not represented in this figure because the enrolment records do not indicate when they returned for further education.

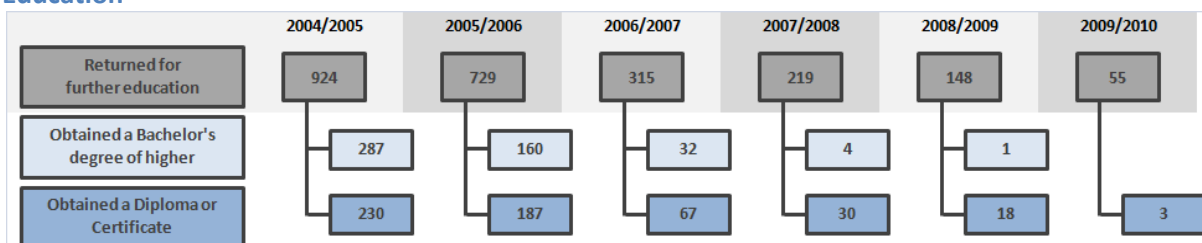
7. Not Enrolled, without a Credential. A total of 4,262 (18.1%) of the ETRs did not enrol at a BC public post-secondary institution in the fall of 2004 and had not earned a post-secondary credential during the 2003/04 academic year.⁹

A total of 383 (8.9%) of these students subsequently transferred to a research intensive university. Many other students also returned to the post-secondary system. In total, over half (2,390) of this group eventually returned for further study and 1,100 (25.8%) of these obtained a credential.

- 510 (12.0%) earned a Bachelor's degree or higher;
- 590 (13.8%) earned a diploma or certificate;
- 3,162 (74.2%) did not earn a post-secondary diploma between 2004/05 and 2009/10;
 - 425 (10.0%) were still enrolled in 2009/10;
 - 2,737 (64.1%) had not earned a post-secondary credential and were no longer engaged in post-secondary studies.

Figure 12 below shows when these students first returned for further education and how many of them earned credentials.

Figure 12: Students not Enrolled in 2004, without a Credential in 2003/04, who Returned for Further Education



Note: Eighty-one students earned credentials between 2004/05 and 2008/09, but are not represented in this figure because the enrolment records do not indicate when these student returned for further education.

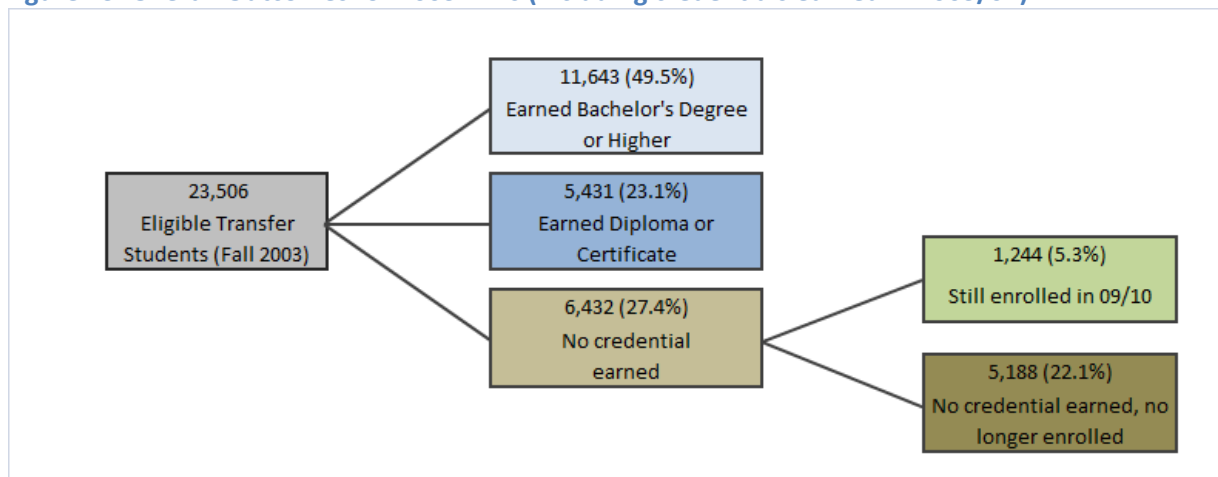
⁹ 91 of these ETRs did not have any enrolment or credential records in the dataset.

Overall Outcomes for the ETR Cohort

Combining across groups, the longitudinal analysis of the 23,506 2003 Eligible Transfer Students indicates that 11,643 (49.5%) of them earned a Bachelor's, first professional or graduate degree, including those who obtained a degree in 2003/04, those who obtained a degree between 2004/05 and 2009/10 and those who first earned a diploma or certificate and later went on to earn a Bachelor's degree or higher.

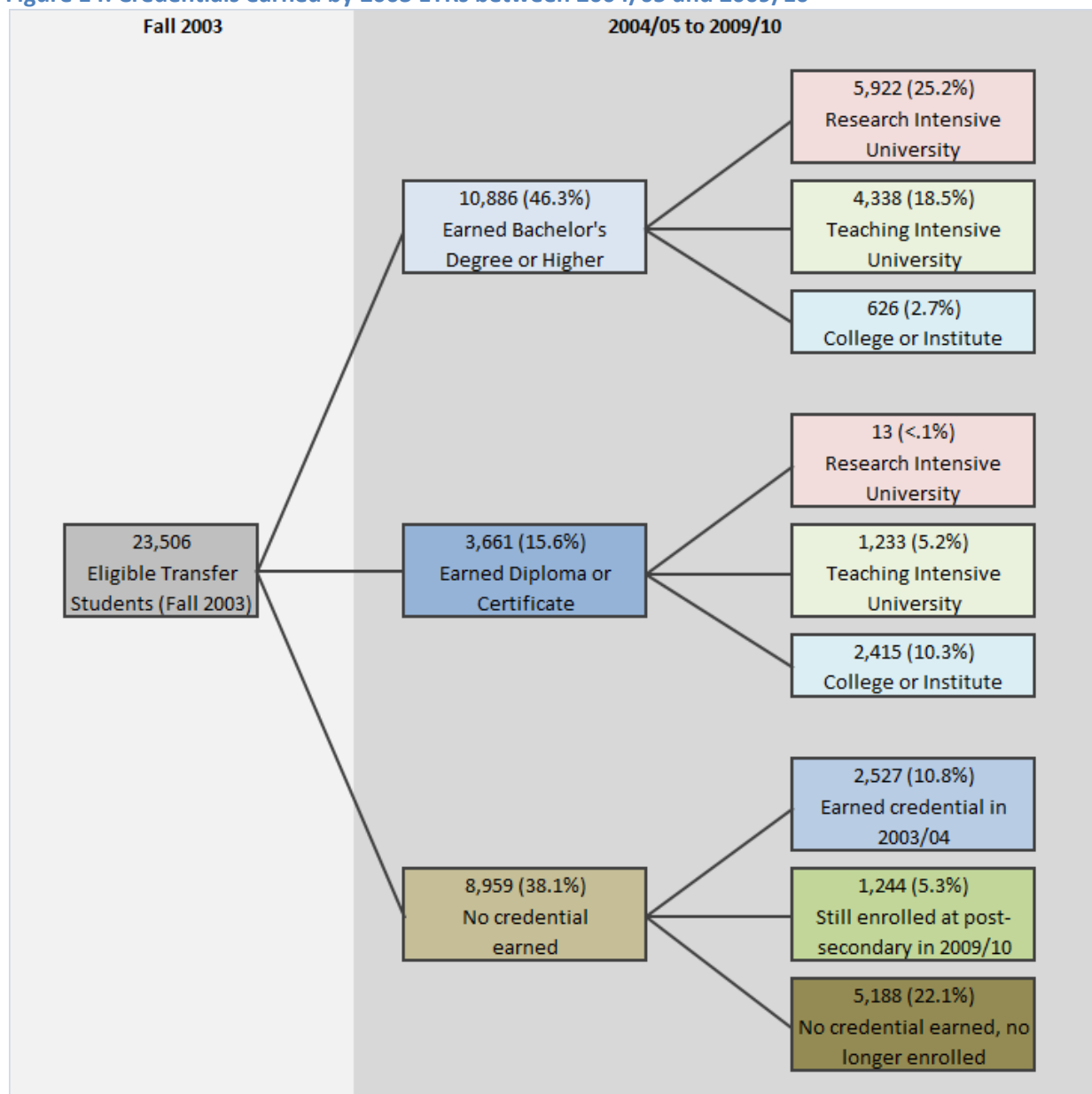
Of the remaining ETRs, 5,431 (23.1%) earned a diploma or certificate—including those who earned a credential in 2003/04 and those who earned one between 2004/05 and 2009/10. Of the remaining 6,432 (27.4%) who did not earn a credential, 1,244 (5.3%) were still enrolled at a post-secondary institution in 2009/10, leaving 5,188 (22.1%) who did not earn a post-secondary credential and were no longer engaged in post-secondary studies (see Figure 13). Overall, those who were at a research university by the fall of 2004 were most likely to have earned a credential by 2009/10, while those who were not enrolled at any institution in the fall of 2004 were least likely to have earned a credential by that date.

Figure 13: Overall Outcomes for 2003 ETRs (including credentials earned in 2003/04)



Of the 17,074 ETRs (72.6% of fall 2003 cohort) who had earned a credential by 2009/10, 14,547 (85.2%) had earned a credential between 2004/05 and 2009/10, including 10,886 Bachelor's degree or higher and 3,661 diplomas or certificates (a further 2,878 credentials were earned in 2003/04). Over half (55%) of the degrees were obtained from research intensive universities and 39% from teaching intensive universities. For those whose highest credential was a diploma or certificate, two-thirds obtained their credentials from colleges or institutes and about a third from teaching intensive universities. Figure 14 shows the number of students who earned credentials at each type of institution between 2004/05 and 2009/10, along with the status of students who did not earn a credential during that period.

Figure 14: Credentials earned by 2003 ETRs between 2004/05 and 2009/10



Although only 4,093 of the 23,506 ETRs enrolled at a research intensive university in the fall of 2004 (including transfer, non-transfer, and continuing students), nearly 6,000 of the ETRs earned credentials from research intensive universities between 2004/05 and 2009/10. An even greater number eventually transferred to a research intensive university with transfer as their basis of admission. By the fall of 2009, a total of 6,273 ETRs had transferred to a research university and 4,401 of these transfer students had earned a Bachelor's degree or higher.¹⁰ Credential completion rates are highest among those who

¹⁰ An additional 1,521 ETRs enrolled at research intensive universities and obtained credentials from those institutions, but these ETRs are not included in the transfer student numbers in Table 17 because they were never admitted to a research intensive university with transfer as the basis of admission.

transferred in the 2003/04 and 2004/05 academic years and drop off quite sharply among those who transferred later. Table 17 below shows the number of students who transferred to a research university each year along with the percentage who earned a Bachelor's degree or higher.

Table 17: Bachelor's Degrees and Higher Earned by all ETRs who Transferred to a Research Intensive University by Fall 2009 with Transfer as the Basis of Admission

Transfer Year	# of Transfers	% of ETR Cohort	# Earned Bachelor's+	% Earned Bachelor's+
2003/04	1,428	6.1%	1,088	76.2%
2004/05	3,015	12.8%	2,292	76.0%
2005/06	1,198	5.1%	802	66.9%
2006/07	372	1.6%	183	49.2%
2007/08	149	0.6%	34	22.8%
2008/09	81	0.3%	2	2.5%
2009/10	30	0.1%	0	0.0%
Total	6,273	26.7%	4,401	70.2%

Arts & Sciences was the primary area of study for most of the ETRs who were enrolled in the fall of 2004, but there were some notable differences across the five subgroups of students. Students who were at teaching intensive universities or colleges/institutes were less concentrated in the Arts & Sciences programs and more likely to study Business and Management, compared with students at research intensive universities. In general, fewer than 10% of the ETRs were in Education, but over 40% of the students who moved to research intensive universities with a non-transfer basis of admission earned credentials in Education. These students, as well as those who were at colleges/institutes, were also more likely than others to be in Health programs. See Table 18 for details.

Table 18: CIP Groupings of Credentials Earned by ETRs enrolled in Fall 2004

CIP Groupings	% of all Credentials				
	RIU Transfers	RIU non-Transfers	RIU Continuers	TIU	College/Institute
Arts and Sciences	62.7%	28.5%	70.1%	48.4%	42.2%
Business and Management	11.6%	9.7%	12.4%	24.0%	22.1%
Engineering and Applied Sciences	7.5%	3.5%	5.8%	4.6%	6.7%
Education	7.4%	41.0%	3.4%	3.8%	4.1%
Human and Social Services	4.3%	5.6%	3.0%	9.0%	8.3%
Visual and Performing Arts	4.0%	4.9%	1.1%	5.3%	5.2%
Health	2.3%	6.9%	3.9%	4.1%	9.6%
Trades	0.2%		0.2%	0.6%	1.3%
Developmental				0.2%	0.2%
Personal Improvement and Leisure	0.1%			0.1%	0.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

Key Findings

The longitudinal enrolment data reveal a significant degree of mobility among Eligible Transfer Students (ETRs) and several interesting findings.

- Many students move in and out of the public post-secondary system and between public post-secondary institutions, but the majority (72.6%) of the 2003 ETR cohort of 23,506 students had earned a post-secondary credential by the fall of 2009 and another 5.3% were still pursuing post-secondary studies in 2009/10.
- The remaining 22.1% of the cohort had not earned a credential and were no longer enrolled in a public post-secondary institution by 2009/10. Because the Personal Education Number (PEN) only extends to students in BC public post-secondary institutions, we do not know if these students have attended or are attending private or out-of-province post-secondary institutions and/or have received a credential from those institutions, nor do we know about the employment status of these students.¹¹
- While 2,147 ETRs moved to a research intensive university with transfer as the basis of admission in fall 2004, a total of 6,273 ETRs had transferred by fall 2009 (26.7% of the 2003 ETR cohort). An additional 1,521 students (6.5%) earned credentials from research intensive universities after enrolling under other bases of admission.
- Credential completion rates for students who transferred to research intensive universities are highest among those who transferred in 2003/04 and 2004/05, and drop off sharply for those who transferred later—although completion rates for later transfers may increase over time.
- Of the 7,408 ETRs who enrolled in a teaching intensive university in fall 2004, only 12.6% subsequently transferred to a research intensive university. This compares to 25.3% of the 5,538 ETRs who enrolled at a college or institute in fall 2004. It appears that students tend to stay at teaching intensive universities for degree completion rather than moving to research intensive universities.
- Of the 10,886 Bachelor's degrees or higher earned by the ETR cohort between 2004/05 and 2009/10, 55% were awarded by research intensive universities, 39% by teaching intensive universities, and 6% by colleges and institutes.
- In total, 25.2% of the ETRs obtained Bachelor's degrees or higher from research intensive universities and 18.2% from teaching intensive universities between 2004/05 and 2009/10.
- The 2003 ETRs who enrolled at a research intensive university or a teaching intensive university in the fall of 2004 tended to graduate from that same institution, but fewer than half of those enrolled at a college in fall 2004 earned a credential from that institution.

¹¹ Please see *Without a Trace: An Examination of Former Post-Secondary Students Who Left the System Without a Credential and Did Not Return* available at http://outcomes.bcstats.gov.bc.ca/Libraries/SSELSO/SSEL_report_Final_pdf.pdf. The report presents survey findings on the educational experiences and outcomes of short stay and early leaver students who had left the BC public post-secondary system without achieving a credential. Although the cohort for this survey differs from the ETR cohort, the report nonetheless provides interesting qualitative data on students who enrol in post-secondary education but leave before graduating.

Conclusion

The BC post-secondary landscape changed substantially during the period covered by the present longitudinal study. Of the five university colleges that existed at the beginning of the study period, four have since become teaching intensive universities and one has diverged to form a college and a research intensive university. In addition, one college (Capilano) and two other institutions (Emily Carr and the Open University) have since become teaching intensive universities.

The current post-secondary system provides widespread opportunities for students to pursue Bachelor's level studies at local institutions without transferring to any of the large research intensive universities. Many of the Eligible Transfer Students in the current study availed themselves of these opportunities and 18% earned Bachelor's degrees or higher from the teaching intensive universities. In comparison, 25% earned Bachelor's degree or higher from the research intensive universities. At the same time, large numbers of Eligible Transfer Students continue to move to research intensive universities (at least 33% of the total cohort).

The current data and analyses leave open a number of questions about the impact of recent changes in BC's public post-secondary system on the pathways of post-secondary students. Are students now more likely to complete their studies at colleges, institutes and teaching intensive universities rather than transferring to research intensive universities? Are more students transferring from colleges and institutes to teaching intensive universities? Are those students being granted transfer credit for prior coursework? Are research universities still the desired destination for top students? Does the current transfer system meet the needs of all mobile post-secondary students? Further research in the years ahead could help answer these questions.



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