

**British Columbia Post-Secondary Direct-Entry Admission Practices:  
Implications for the BC Secondary School Graduation Program**

**PROJECT REPORT**

*Prepared for:*

**The British Columbia Council on Admissions and Transfer**

*Prepared by:*

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## EXECUTIVE SUMMARY

This report was commissioned jointly by the British Columbia Council on Admissions and Transfer (BCCAT) and the British Columbia Registrar's Association (BCRA) to create a background document to further dialogue among stakeholders regarding any proposed changes to the secondary school graduation program in BC. The scope of the report includes only the admission processes for direct-entry applicants for the post-secondary members of the BC Transfer system.

The authors clarified with Jan Unwin, Superintendent of Graduation and Student Transitions, the tenor of the changes being discussed, their rationale, and the anticipated timelines for the proposed changes to the secondary school graduation curriculum and requirements. Guided by a project advisory committee of BCRA representatives, the authors researched the different types of admission models and admission practices used by post-secondary institutions in BC and obtained feedback and other input from 2 focus groups of members from the British Columbia Associate Registrars and Managers Association (BCARMA). A brief guide called *College with Confidence* was also produced to assist secondary school teachers and administrators to support secondary school students in the graduation learning years to make successful transitions into post-secondary education.

Post-secondary institutions in BC currently use a variety of admission requirements that prospective students making direct entry must satisfy prior to or during their application process. First, there are *General Admission Requirements* that prospective students must satisfy before being admitted to the institution. Second, there are program-specific requirements that students may also have to meet. In this document such additional criteria are categorized into three admission models for determining entry into undergraduate level programs: *Selective/Competitive Admission*; *First Qualified, First Served Admission*; and *Open Admission*. A detailed explanation of each of these models along with a variety of examples drawn from different programs at post-secondary institutions is contained in *Models of Admission for Direct Entry into Post-Secondary Education in BC* (see Appendix A). Institutions may employ several or all of these admission models. The admissions process that direct-entry students face when entering college and universities can be various and complicated.

The volume of secondary school students in BC who apply for direct entry into post-secondary institutions is considerable and has remained steady. Additional numbers of students delay their entry a few years but add to each annual post-secondary pool of applicants. Many of these secondary school graduates submit multiple applications in order to ensure they gain admission to a second or third choice institution.

Currently, the development of new secondary school graduation requirements is ongoing and somewhat unknown, as is the intended timeframe for adoption. However, this report notes 3 general directions: (1) Curriculum for Grades K-9 is already being revised to refocus upon a more flexible and more integrated approach to learning, where grades of student progress are available to parents only upon request; (2) The new BC's *Education Plan* states the main focus going forward for the BC school system is "personalized learning – where students have more opportunity to pursue their passions and interests—while maintaining BC's high standards on foundational skills like reading, writing and

numeracy.”<sup>1</sup> (3) The Ministry of Education’s review of the graduation learning years requirements is considering reducing provincial examinations to only the areas of numeracy and literacy, removing the letter grade system and replacing it with a competency model, introducing broad-based evaluation methods (such as presentation portfolios), and flexible evaluation systems that possibly allow students to present their work for evaluation when the students are ready rather than to a fixed timescale.

The introduction of any new secondary school graduation model raises issues and challenges for the post-secondary system because the current graduation requirements are so critical in the admission process, regardless of the model of admission used. With respect to the three general directions outlined above, the stakeholders consulted by the authors raised much interest, and potential concern, because of the potentially dramatic impact that such changes could have on both students and post-secondary institutions.

The main concern was the suggested move towards a skills based/individualized learning focus with descriptive evaluations rather than traditional grading. The elimination of traditional grading will be particularly problematic for *Selective/Competitive* models and scholarship adjudication. Even institutions that use comprehensive admissions models still use secondary school GPA’s as a first cut to determine admission eligibility. In response to an elimination of traditional grades at the secondary school level, universities and colleges will most likely introduce alternative methods of assessing new applicants to make up for the lost information that traditional grades would provide. Such alternatives would be costly to introduce and have expensive impact on the current electronic student information systems and records management systems used by post-secondary institutions. Furthermore, alternative models of secondary school curriculum that offer integrated and flexible approaches and yet still use achievement scores for graduation, such as the International Baccalaureate, could be used as a model instead of reducing or eliminating secondary school grades.

However, the proposed change to provide more personalized and self-directed learning also has positive implications for post-secondary institutions. These changes will not only help students to thrive in high school, but will also help them succeed in the world of post-secondary education where motivation, initiative, and independent learning are crucial qualities for success. In addition, the proposed changes at the secondary school level in how student performance is assessed and reported could have positive influences on the evolution of the post-secondary educational experience for students. The current heavy reliance on secondary school course grades for selection and admission purposes by post-secondary institutions may not be fully justified.

The report concludes that further dialogue is needed among the various stakeholders to address the implications, challenges and issues raised earlier. Key stakeholders in such further dialogue will be the post-secondary institutions, including faculty, registrars, and academic administrators.

The authors recommend that BCCAT continue to show leadership in assisting the post-secondary system in BC to participate in further dialogue, to identify and help ameliorate the barriers that students face

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<sup>1</sup> British Columbia Ministry of Education (2015). *BC’s Education Plan: Focus on Learning*. Page 1. Retrieved from: [http://www.bcedplan.ca/assets/pdf/bcs\\_education\\_plan\\_2015.pdf](http://www.bcedplan.ca/assets/pdf/bcs_education_plan_2015.pdf)

when transitioning into post-secondary, to document the correlation between secondary school grades and success in post-secondary studies, and to provide advice and support to post-secondary institutions in how best to handle the new changes to secondary school graduation when these are implemented. In addition, BCCAT should encourage the post-secondary articulation committees to invite participation by representatives of secondary school teachers in their articulation meetings in English, mathematics, sciences and modern languages. Furthermore, the report recommends that the Ministry of Education should include representatives from the post-secondary system in the work teams that develop the proposed new secondary school assessment methods, graduation requirements, and student progress reports identified in the *BC Education Plan*.

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## Background Context

In Fall 2012, the BC Ministry of Education embarked upon a consultation process among stakeholders within the province to assess the suitability of the current secondary school graduation requirements and to propose changes with the stated goal of having the requirements “better meet the needs of all learners.” Responding to the proposed changes, stakeholders in the BC post-secondary system identified several issues of significant importance that will need to be addressed. Examples of these concerns are:

- Will the new graduation requirements incorporate measures of student achievement that will allow institutions to identify those students best prepared to succeed in a competitive post-secondary program?
- Will institutions with access-oriented admissions processes need to adapt their assessment procedures for placement in specific post-secondary courses?
- What will be the implications of the new graduation requirements for post-secondary admissions processes, determination of scholarship awards, and other aspects of student transition into post-secondary programs?
- What are the proposed timelines for implementation and adequate consultation?

In order for productive discussion to occur about how these concerns will be addressed, the British Columbia Council on Admissions and Transfer (BCCAT), in conjunction with the British Columbia Registrar’s Association (BCRA), initiated a project to generate background documents on the topic as a starting point for further dialogue.

The goal of the project was to produce one or more documents that can help facilitate dialogue among representatives of the secondary and post-secondary education sectors on the implications of implementing the new graduation requirements. The documents are intended to outline the different admissions models/procedures used by post-secondary institutions in BC for direct entry and the challenges each may face as a result of any proposed new graduation requirements. The scope of the project was focused on members of the BC Transfer System.

The specific objectives of the project were:

- a) In collaboration with a working group from the BC Registrars Association, to describe models of admissions practices in the BC post-secondary system for direct-entry programs. These models should capture common practices in the various sectors, institutions, and major program groups;
- b) To describe how secondary school graduation requirements and grades are utilized in admissions and placement decisions at various points in each of these models;
- c) To gather and organize information regarding challenges in records management between secondary and post-secondary systems as identified by registrars and their staff; and
- d) To produce one or more discussion documents, with recommendation of further projects and discussion forums, that would more specifically map implications of the proposed changes.

## Project Methodology

The project contractors engaged by BCCAT were Ted James and Alan McMillan. These authors used the following methodology to meet the project objectives.

Using telephone, email, and personal interviews the authors clarified with Jan Unwin, the proposed changes, rationale, and timelines for the proposed changes to the secondary school graduation curriculum and requirements. She has been seconded jointly by the Ministry of Education and the Ministry of Advanced Education as Superintendent of Graduation and Student Transitions and she has been leading the development of proposed changes.

In consultation with the President of BCRA, Nicole Greengoe, the authors established a project advisory committee of five members of BCRA representing a cross-section of types of post-secondary institutions found in BC. The advisory group provided guidance to the authors throughout the project on how best to achieve the project objectives. The members of the advisory group were:

Kathleen Kuhnert	North Island College
Karen McCredie	Capilano University
Jane Muskens	Okanagan College
Kate Ross	University of British Columbia
Kylie Thomas	Nicola Valley Institute of Technology

The authors researched the different types of admission models and admission practices used by post-secondary institutions in BC using information posted on institutional websites or program brochures, along with information provided by institutional personnel.

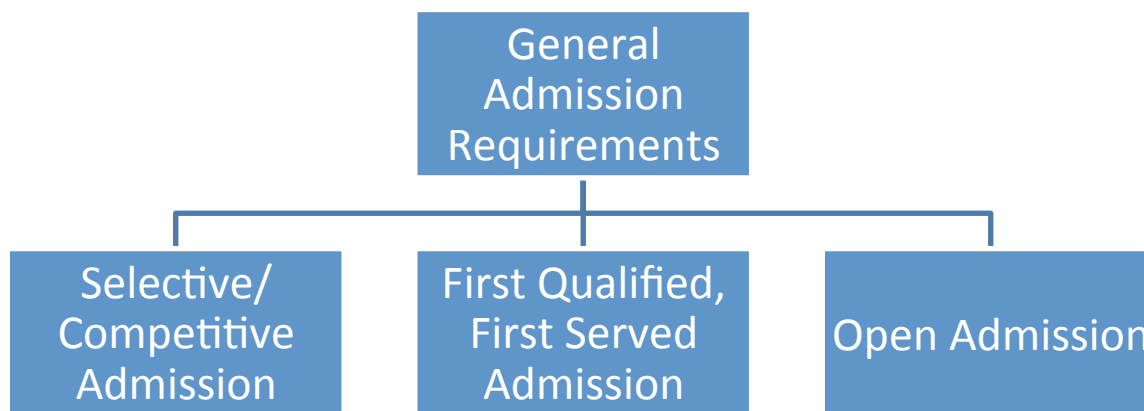
Two focus groups drawn from members of the British Columbia Associate Registrars and Managers Association (BCARMA) were used to collect feedback, questions, and concerns from managers of admissions in post-secondary institutions regarding the anticipated impact of the proposed secondary school graduation requirements. The members of these focus groups were:

Bert Annear	Thompson Rivers University
Andrew Armour	Vancouver Island University
Sarah Deagle	North Island College
Gillyan Haden	Camosun College
Jen Heard	Nicola Valley Institute of Technology
Garnet Klatt	Langara College
Louise Legris	Simon Fraser University
Michael Bluhm	Kwantlen Polytechnic University

## Models of Admission

Post-secondary institutions in British Columbia make use of a variety of admission requirements that prospective students making direct entry must satisfy prior to or during their application process.

First, post-secondary institutions have a set of *General Admission Requirements* that prospective students must satisfy before being admitted to the institution, prior to any program-specific requirements that students may also have to meet. At some institutions and for some programs these *General Admission Requirements* may be sufficient to qualify the student for entry into the program of his/her choice. However, for many programs there are additional criteria used to determine admission. For the purpose of this document, these additional criteria are categorized into three admission models for determining entry into undergraduate level programs. These are referred to as *Selective/Competitive Admission*; *First Qualified, First Served Admission*; and *Open Admission*.



While these models are generally distinctive and widespread, institutions may employ several or all of them across different programs. The purpose, therefore, of describing them as models is to help illustrate the different types to assist the reader to understand how various and complicated is the process of students entering post-secondary institutions.

In addition to these models *per se* are various academic and non-academic pre-requisite requirements that students may need to satisfy. These pre-requisites cut across all of the admissions models. Such pre-requisites can apply as part of the *General Admission Requirements* to an institution, or as part of a program's specific requirements, or even as an individual course pre-requisite after a student has gained entry through *Open Admission*.

A detailed explanation of each of these models along with a variety of examples drawn from different programs at post-secondary institutions is contained in the accompanying document called *Models of Admission for Direct Entry into Post-Secondary Education in BC* (see **Appendix A**).



## Applicant Volume and Scope

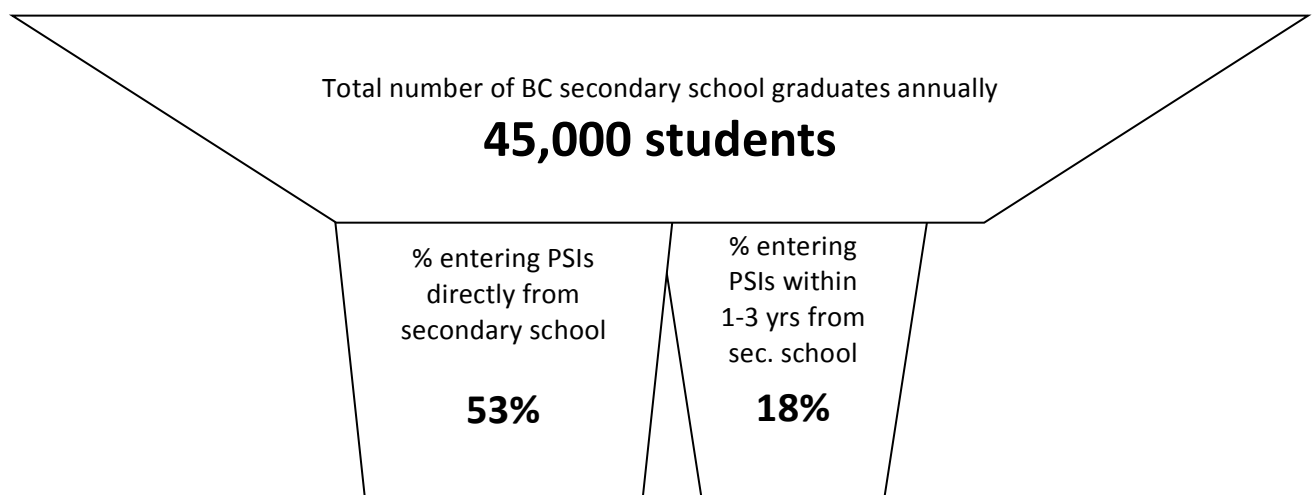
Currently there are three methods utilized by BC Post-Secondary Institutions for receiving applications. The most common is the provincial on-line model (Apply BC) which is available to all institutions. Some institutions (e.g., UBC, BCIT and UVic) have developed their own self-hosting portal allowing applicants to apply directly thus by-passing the Apply BC website. In addition, some institutions continue to accept paper applications as an option.

The number of secondary school students in BC who apply for direct entry into the province's public universities, colleges and institutes is considerable and is stable. Additional numbers of students delay their entry a few years but add to each annual post-secondary pool of applicants. Diagram 1 depicts this volume of secondary school graduates into the higher education system and when this occurs over time after secondary school completion.

The data shown in Diagram 1 come from the most recent Ministry of Advanced Education report on the Student Transitions Project (STP) to BC Public Post-Secondary Institutions<sup>2</sup> and reveal that for the academic years 2009/2010 through 2012/2013 just over 24,000 secondary school students immediately entered their first year program in higher education. This represents approximately 53% of each year's graduating class and approximately 18% of each class defers entry and enrolls in a BC post-secondary institution 1, 2 or 3 years after graduating.

It is worth pointing out that many of these secondary school graduates submit multiple applications in order to ensure they gain admission to a second or third choice institution. Information from BC Campus suggests that approximately 35% of BC Secondary School applicants apply to more than one institution in the province each year.

**Diagram 1: Proportion of Secondary School Students in BC who Enroll in Post-Secondary Institutions in BC annually**



*Total post-secondary enrollment of secondary students after 3 years is approximately 70% (35,000 students)*

<sup>2</sup> Update on Student Mobility in the B.C. Public Post-Secondary System, (2015). British Columbia, February.

For example, UBC received 11,182 applications from BC secondary school graduates for entry in Fall 2014. Traditionally, students applying to UBC, SFU, and UVic will also apply to colleges such as Langara, Douglas, or Camosun in the event they are unsuccessful in gaining admission to the University.

How significant is the admission of recent secondary school graduates to the admission processes at BC post-secondary institutions? While it was not possible to obtain the total annual number of applications in the province, the information available through Apply BC showed that Apply BC annually processed close to 120,000 applications. Of those, 44% (roughly 50,000 applications) were from recent secondary school graduates. Apply BC applicants who were within 3 years of graduating from a secondary school submitted on average 1.4 applications, and the unduplicated number of such applicants was close to 38,000. The total provincial number of applicants will be greater as some post-secondary institutions allow applicants to initiate an application on their own internal form.

## Implications, Challenges, and Issues

Currently, the development of new changes to the secondary school graduation requirements is both ongoing and even somewhat unknown, including the intended timeframe for adoption. A public document outlining the proposed changes has yet to be released at the time this report was completed. This means the target of this report is both largely unknown and still moving.

However, the broad intent of any proposed changes to the BC secondary school graduation requirements is discernible presently in three sources of information:

1. The BC Ministry of Education has already revised the curriculum for Grades K-9 to refocus upon a more flexible and more integrated approach to learning, where grades of student progress are available to parents only upon request. The newly designed K-9 curriculum was made available for public review starting in October 2013. Based on that feedback, the components of the curriculum are being revised and they will be available for implementation in schools in fall 2015.
2. The new *BC's Education Plan: Focus on Learning*, published in January 2015, states the main focus going forward for the BC school system is "personalized learning – where students have more opportunity to pursue their passions and interests—while maintaining BC's high standards on foundational skills like reading, writing, and numeracy."<sup>3</sup> The plan also states that the goal of the new plan is for students to play "an increasingly active role in designing their own education path as they develop and mature – while being held increasingly accountable for their own learning success."<sup>4</sup> A series of public consultations regarding a new graduation program occurred in 2012 around the province and the report states the feedback has been reviewed

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<sup>3</sup> British Columbia Ministry of Education (2015). *BC's Education Plan: Focus on Learning*. Page 1. Retrieved from: [http://www.bcedplan.ca/assets/pdf/bcs\\_education\\_plan\\_2015.pdf](http://www.bcedplan.ca/assets/pdf/bcs_education_plan_2015.pdf)

<sup>4</sup> British Columbia Ministry of Education (2015). *BC's Education Plan: Focus on Learning*. Page 5. Retrieved from: [http://www.bcedplan.ca/assets/pdf/bcs\\_education\\_plan\\_2015.pdf](http://www.bcedplan.ca/assets/pdf/bcs_education_plan_2015.pdf)

and “in early 2015, a second engagement cycle will take place with educators, parents, students and major education stakeholders.”<sup>5</sup>

3. Ms Jan Unwin, Superintendent of Graduation and Student Transitions, has described in several public presentations<sup>6</sup> the Ministry of Education’s intent to review the secondary school graduation learning years design and requirements, and to consider specifically (a) reviewing provincial examinations and possibly reducing them to only the subjects of numeracy and literacy; (b) reviewing assessment models to focus on proficiency and possibly removing the letter grade system and replacing it with a competency model, for example, where a student’s Achievement Profile may show competencies the student has meet, exceeded or excelled at<sup>7</sup>; and (c) introducing possible broad-based evaluation methods, such as presentation portfolios of authentic learning etc., and flexible evaluation systems that possibly allow students to present their work for evaluation when the students are ready rather than to a fixed timescale. Ms Unwin acknowledges that the transformation changes currently being looked at are being consulted upon widely with post-secondary stakeholders for a more detailed review of possibilities and implications.

The introduction of any new secondary school graduation model raises issues and challenges for the post-secondary system because the current graduation requirements are so critical in the admission process, regardless of the model of admission used.

The implications presented here are based on input from meetings held with a project steering committee and two focus groups representing a cross-section of institutions where valuable discussion ensued. Much interest, and potential concern, was raised by these groups because of the potentially dramatic impact that such changes could have on both students and institutions at the post-secondary level. Clearly, the most common concern expressed by representatives of the post-secondary system is the suggested move towards a skills based/individualized learning focus with descriptive evaluations rather than traditional grading. Feedback was unanimous in stating that the elimination of traditional grading will be particularly problematic for *Selective/Competitive* models and scholarship adjudication for members of the post-secondary system. Even institutions, such as UBC, which now employ more broad-based admissions criteria, still calculate and use an admission score (including secondary school GPA’s) in the admission decision.

Post-secondary institutions rely heavily upon the data on student academic performance currently available in the form of secondary school grades. Without access in future to data in this form, post-

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<sup>5</sup> British Columbia Ministry of Education (2015). *BC’s Education Plan: Focus on Learning*. Page 11. Retrieved from: [http://www.bcedplan.ca/assets/pdf/bcs\\_education\\_plan\\_2015.pdf](http://www.bcedplan.ca/assets/pdf/bcs_education_plan_2015.pdf)

<sup>6</sup> For example, see *Discussion Forum on Educational Change, presentation given by Jan Unwin* to the SFU Task Force on Flexible Education, 2015 retrieved from <https://vimeo.com/117434567>

<sup>7</sup> See slide 31 in presentation given by Jan Unwin to the SFU Task Force on Flexible Education, 2015 retrieved from [http://flexed.sfu.ca/wp-content/uploads/2015/02/Jan\\_Unwin\\_Presentation-web.pdf](http://flexed.sfu.ca/wp-content/uploads/2015/02/Jan_Unwin_Presentation-web.pdf)

secondary institutions will need ways to access alternative data that can demonstrate incoming applicants do meet standards for general admission and pre-requisite skill levels. In addition, where secondary school grades are used partially or wholly for the purpose of selecting the best candidates into a post-secondary program, institutions will need access to alternative data to select from an otherwise homogenous pool of applicants.

It was made clear to us by post-secondary registrars and admissions personnel that with such a new assessment formula, and the elimination of traditional grades, institutions may require the introduction of alternative methods of assessing new applicants to make up for the lost information that traditional grades would provide. Such alternatives would be costly to introduce and administer and be likely to add significantly to institutional costs and potentially to raise applicants' fees.

Many institutions rely on high school grades in particular courses beyond English and Math, such as science courses, as pre-requisite preparation for first year courses. Elimination of secondary school grades per se may require further subject level testing at post-secondary institutions for entry into first year courses.

The introduction of such alternative assessments, either for admissions purposes or course pre-requisite purposes, will also have substantial impact on the automated student information systems and records management systems currently used by post-secondary institutions. These have been calibrated to handle secondary school grades sent via electronic transfer from the Ministry of Education or sometimes handled directly from schools. New reporting of secondary school achievement, via student portfolios or other means, may require these student scores to be internally validated and approved for admissions purposes through an institution's governance structure. They will certainly need to have the information and records systems re-structured and re-programmed to process the new information. Since many institutions have recently implemented systems changes to introduce automatic pre-requisite checking and other automated functions to handle admissions data, further changes will be an added cost to the resources, both human and financial, that are available.

Furthermore, many students are currently issued interim admission into post-secondary programs in early spring based on interim high school grades. Applicants attending schools on a full year schedule will have all current grades available, whereas students on a semester-based schedule will only have partial course grades reported. See **Appendix B** for an overview of the typical schedule for annual admission process into post-secondary institutions.

The timing of final grades from the Ministry of Education at the end of July continues to be problematic as post-secondary institutions must review these final grades and confirm admission to the many students holding offers based on their interim grades. Some students become ineligible as a result of their final grades and their admission offer is revoked. As a result, such students have little or no time to re-consider other options.

As the cost of attending post-secondary studies continues to increase, institutions have placed greater emphasis on building their scholarship funds in order to continue to attract the top secondary school graduates. Scholarship adjudication relies solely on secondary school grades to provide a fair and

consistent distribution of scholarship funds to the most deserving students annually. The elimination of traditional grades will have serious implications on these scholarship adjudication processes and institutions will have to develop alternative measures. Such measures, if available, will result in additional costs to institutions.

It is worth noting that other models of integrated and flexible approaches to secondary school curricula that still make use of traditional grading practices are already available. The use of scores for graduation in the International Baccalaureate program, for example, is familiar to post-secondary institutions in BC. These could be used as models for the BC secondary school graduation curriculum without resorting to a system where competitive scores for students are significantly reduced or eliminated.

However, the proposed change to provide more personalized and self-directed learning also has positive implications for post-secondary institutions. These changes will not only help students to thrive in high school, but will also help them succeed in the world of post-secondary education where self-motivation, personal initiative and self-directed learning are crucial qualities for success. Being academically prepared to tackle the content of post-secondary courses is not enough, students also need to be personally competent to survive in a learning environment that requires them to think and act for themselves.

Post-secondary institutions can assist students and their teachers in the graduation learning years of secondary school to plan for successful transitions into post-secondary programs of study. Students and their teachers can be informed of the expectations and cultures of post-secondary education and be assisted to develop career goals, financial plans, and effective study skills. A brief guide called *College with Confidence* was produced as part of this project, in order to assist secondary school teachers and administrators in supporting secondary school students in the graduation learning years to make successful transitions into post-secondary education.

Helping students to make smooth transitions from high school to college or university is more important today than ever before because the proportion of the school population that will make that transition is higher than ever before. Canada already ranks first among OECD countries in the percentage of the population with post-secondary education<sup>8</sup>. The BC Student Transitions Project (STP) shows continued growth in the past decade in the percentage of students going directly from high school into post-secondary education<sup>9</sup>. The demand for post-secondary graduates is predicted to increase: Human Resources and Skills Development Canada projects that 75% of new jobs will require post-secondary education and 70% of jobs opening up to replace retirees will require post-secondary education<sup>10</sup>. A report issued by TD Bank emphasized, "If Canada is to maintain, if not raise the standard of living of its

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<sup>8</sup> OECD, *Education at a Glance: OECD Indicators* (2012).

<sup>9</sup> BC Student Transitions Project, *Newsletter* (2014).

<sup>10</sup> Human Resources and Social Development, Canada, *Looking Ahead: 10-year outlook for the Canadian Labour Market - 2006-2015* (2007).

population in both absolute and relative terms, it will need to raise the educational requirements in its labour market.”<sup>11</sup>

In addition, the proposed changes in educational philosophy, pedagogical practice, and assessment at the secondary school level, could have positive influences on the evolution of the post-secondary educational experience for students. The current reliance on secondary school course grades for selection and admission purposes by post-secondary institutions may not be fully justified. Firstly, such reliance may exclude good candidates from the admission pool who have other qualities, abilities, and potential that is not captured well or at all in the reporting of course grade achievement. The move by UBC to develop its broad-based admissions criteria has shown leadership in this respect by an institution noted provincially and internationally for its competitive admission. Other post-secondary institutions could be encouraged by this experience to examine alternatives to their current practice to broaden the variables used to select students and reduce reliance on secondary school grades per se. Other institutions in British Columbia have pursued a similar approach, for example, the foundation year required for entry into the Bachelor of Science in Nursing at Douglas College. While this approach is not necessarily appropriate or applicable for other programs or institutions, it does reveal that alternative approaches to the use of secondary school grades are available and others could be explored by post-secondary institutions.

Secondly, there does not appear to be sufficient data available on the validity of post-secondary institutions using secondary school grades as proxy measures of students’ skill attainment. While the literature on the validity of secondary school grades to predict subsequent post-secondary performance does suggest secondary school grades are “a moderate predictor of post-secondary success, nearly 75% of student success is predicted by other factors.”<sup>12</sup> It is reasonable for students, parents and teachers to ask if secondary school grades are to be used as arbiters in the admission to post-secondary programs, what data was used to calibrate the grade pre-requisites and cut-offs and what data has been collected to confirm that these have remained predictive over time?

## **Further Dialogue Needed**

Given the range of implications, challenges, and issues discussed in the previous section of this report, the anticipated introduction in BC of a new secondary school curriculum, graduation requirements, and assessment model requires further consultation and dialogue among the various stakeholders. One of the key stakeholders in further dialogue will be the post-secondary institutions, including faculty, registrars, and academic administrators.

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<sup>11</sup> TD Bank, *Special Report: Postsecondary education is a smart route for a brighter future for Canadians* (2010).

<sup>12</sup> Campbell, V. & MacDougall, L. (2013). Do good grades in high school guarantee post-secondary success? *The Facts on Education*. Canadian Education Association and University of Prince Edward Island. Retrieved from <http://www.cea-ace.ca/sites/cea-ace.ca/files/cea-2013-foe-high-school-grades-2.pdf>

This further consultation will need to address questions such as the following:

- *What measures of student achievement in secondary school will be available to BC post-secondary institutions for admissions purposes to allow institutions to identify those students best prepared to succeed in a competitive post-secondary program?*
- *How will post-secondary institutions use the new evaluation measures to ensure students satisfy general admission requirements?*
- *What measures of student performance in secondary school science subjects – biology, chemistry, and physics – will be available to allow students to satisfy entrance and pre-requisite requirements in post-secondary programs?*
- *Will the timing of the information regarding student performance in secondary school sent to post-secondary institutions fit the current admissions cycles used by post-secondary institutions?*
- *How will the new graduation requirements provide sufficient information for the determination of scholarship awards for entry into post-secondary programs?*
- *How will access by secondary school students to post-secondary dual credit and ACE-IT offerings and funding be available under the provisions of the new graduation program?*
- *How will post-secondary institutions amend their current automated handling of admissions data and pre-requisite checking to accommodate the new assessment information received from secondary schools?*
- *How will post-secondary institutions calibrate the different types of student performance information received from BC secondary school graduates with traditional results still received from graduates of other provinces? And how will BC secondary school students wishing to study outside BC be able to present their secondary school assessment results for admission to post-secondary institutions in other provinces or internationally and be treated equitably?*
- *What are the proposed timelines for implementation of the new secondary school graduation program? Will any trial be used to pilot the proposed changes? Will implementation be phased in?*

As the secondary school graduation program review progresses, there is time for post-secondary institutions to provide input through the consultation process. Ms. Unwin has stressed the “need to get it right” and emphasized that collaboration and consultation with post-secondary institutions is necessary for the new program of secondary school curriculum and graduation to be successful.

## **Recommendations**

As a result of our meetings and discussions with post-secondary registrars and admissions staff, we have identified the following general recommendations, which are intended to help in achieving a smooth transition process for students moving between secondary and post-secondary studies.

- Many of those who contributed to this project saw the need for one or more ongoing forums with representation from the Ministry of Education, Ministry of Advanced Education, secondary schools, and the post-secondary institutions for focused discussion of the questions raised here.
- It would be equally important to take advantage of the opportunity for educators to discuss the alignment of secondary and post-secondary curriculum. BCCAT’s post-secondary articulation committees should be encouraged to invite participation by curricular leads at their articulation meetings in English, Mathematics and Sciences, Modern Languages, and other key disciplines.

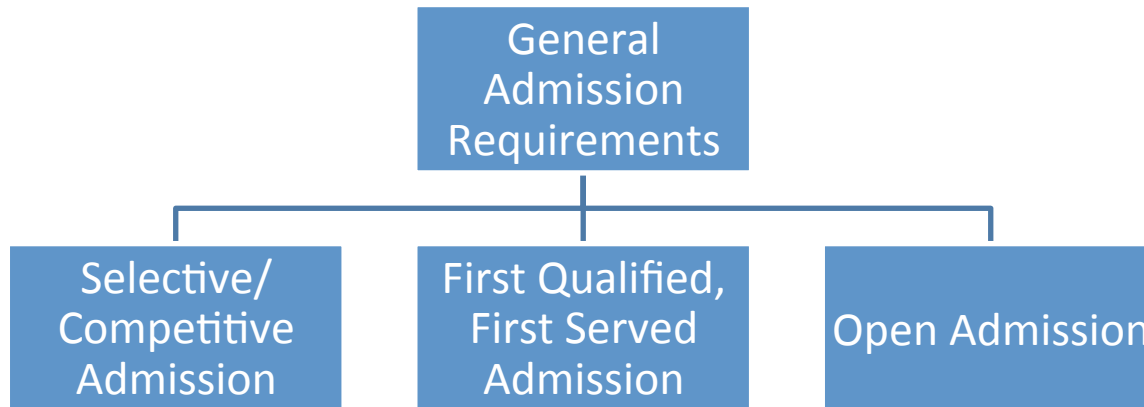
- It was noted that the “Final Report of the Advisory Group on Provincial Assessment” (2014) advocated for continuing dialogue around assessment in the BC K-12 system.<sup>13</sup> Many of the contributors to the current project felt that representatives from the post-secondary system could provide a valuable perspective within such a dialogue on how to support students in the transition to post-secondary studies.
- Various groups have expressed interest in learning from existing data, and from the experiences in other jurisdictions. It is suggested that, within its means, BCCAT consider research projects consistent with its mandate which might provide data that would support the development of policies and practices that support efficient transition of students who are prepared and motivated for post-secondary study of all types.

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<sup>13</sup> Magnusson, Kris and Blye Frank (2014). “Final Report of the Advisory Group on Provincial Assessment”, Pages 2-3. Retrieved from: [https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/agpa\\_report.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/agpa_report.pdf)



## APPENDIX A. Models of Admission for Direct Entry into Post-Secondary Education in BC



Institutions of post-secondary education in the province of British Columbia make use of a variety of admission requirements that prospective students making direct entry must satisfy. The purpose of this document is to describe the different types or models of admissions that are used.

First, post-secondary institutions have a set of *General Admission Requirements* that prospective students must satisfy before being admitted to the institution, prior to any program-specific requirements that students may also have to meet. At some institutions and for some programs these *General Admission Requirements* may be sufficient to qualify the student for entry into the program of his/her choice. However, for many programs there are additional criteria used to determine admission. For the purpose of this document, these additional criteria are categorized into three admission models for determining entry into undergraduate level programs. These are referred to here as *Selective/Competitive Admission*; *First Qualified, First Served Admission*; and *Open Admission*. Each is described in detail below along with several examples of each model.

While these models are generally distinctive and widespread, institutions may employ several or all of them across different programs. The purpose, therefore, of describing them as models is to help illustrate the different types to assist the reader to understand how various and complicated is the process of students entering post-secondary institutions.

In addition to these models *per se* are various academic and non-academic pre-requisite requirements that students may need to satisfy. These pre-requisites cut across all of the admissions models. Such pre-requisites can apply as part of the *General Admission Requirements* to an institution, or as part of a program's specific requirements, or even as an individual course pre-requisite after a student has gained entry through *Open Admission*.

## General Admission Requirements

The general admission requirements may be academic or non-academic in nature. Common types of such general requirements are:

- Minimum age
- Completion of secondary school graduation
- Completion of English 12 or equivalent (usually with a minimum grade)
- Payment of application fee(s)
- Submission of transcripts of previous education

Students who do not yet satisfy the general admission requirements may be admitted to the institution into academic upgrading programs, or be admitted as “unclassified students” with restrictions on what courses they may enroll in. International and out-of-province students will have equivalent general requirements to meet.

The most common general academic requirement is completion of high school English courses. However, the specifics of the general academic requirement can vary widely from one institution to another. For instance, the University of British Columbia has a general admission standard of 70% in Grade 11 or Grade 12 English (or equivalent course, including provincial examinations where applicable); Kwantlen Polytechnic University requires all applicants to undergraduate programs to have a minimum C grade (60%) in English 12 (or Communications 12, English Literature 12, English 12 First Peoples); whereas Nicola Valley Institute of Technology requires successful completion of English 11 (or equivalent) with a minimum grade of C+; and at Langara College new students planning to take a first-semester English or Communications course (or certain Biology, Economics, or Philosophy courses) must take the Langara English Test (LET) or Language Proficiency Index Test (LPI) unless they have at least 80% in English 12 (or English Literature 12 or English First Peoples 12, or equivalent).

Some examples of general admission requirements at post-secondary institutions in BC are the following:

***University of British Columbia***

<http://you.ubc.ca/admissions/canadian-highschools/>

***Vancouver Island University***

<https://www2.viu.ca/calendar/GeneralInformation/admissions.asp>

***Trinity Western University***

<https://www.twu.ca/undergraduate/admissions/cdn-high-school-students/>

***Douglas College***

<https://www.douglascollege.ca/programs-courses/general-information/admissions>

See the **Addendum** for a comprehensive overview of general admission requirements to post-secondary institutions in B.C.

## 1. Selective/ Competitive Admission Model

*Selective/Competitive Admission* typically occurs when seats in a Faculty or program are restricted due to space or resource limitations as determined by the institution. In such cases the demand for admission by qualified applicants is greater than the space or resources available. Some institutions select applicants solely on the applicant's secondary school Grade Point Average (GPA) while others have implemented additional criteria such as in the Broad-Based approach.

### Admission Average Only

Some post-secondary institutions, notably the research universities, manage admission to undergraduate programs according to annual minimum grade point averages (GPA) for incoming students. These minimum admission averages may vary by Faculty or program and may vary from one year to another.

The institution establishes minimum GPA "cut-offs" based on the GPA of the applicant pool for that year, and on available space or a pre-determined enrollment target per program. Therefore, student applicants within the same year compete against other applicants for admission based on their average secondary school grades. Not all institutions use the same basket of secondary courses to calculate the average school grades.

Applicants from secondary school are usually given "conditional acceptance" based on their Grade 11 grades and are fully accepted once the cut-off is established and the Grade 12 grades are supplied from the Ministry of Education to the institutions.

Different institutions have policies regarding the need for students to write provincial examinations. For instance, the University of Victoria states:

*Students graduating prior to June 2008 were required to write provincial examinations for all courses being used to meet admission requirements if an exam was offered for that course. Students graduating in June 2008 and beyond, must have written provincial examinations in any subject where it is mandatory in order to meet BC Graduation Program requirements. When a student elects to write an optional grade 12 provincial exam, the higher of the school mark or the blended grade (school mark and provincial exam result combined) will be used in the admission average calculation.*

**University of Victoria**

Examples of post-secondary institutions in BC that are currently using competitive GPA general admissions requirements are:

**University of Victoria**

<http://www.uvic.ca/future-students/undergraduate/admissions/thinking/cut-off.php>

**Simon Fraser University**

<http://www.sfu.ca/students/admission-requirements/admission-averages.html>

**University of Northern British Columbia**

<http://www.unbc.ca/apply/undergraduate/admission-categories>

## Preferential Admission

Institutions can select students based on additional criteria rather than merely their secondary school GPA scores. Some programs use a variety of requirements and rank order prospective students on the basis of their academic profile and previous experience. From the pool of qualified applicants, only the best qualified are chosen. For instance, the Psychiatric Nursing Diploma program at Douglas College operates a “preferential” admission model whereby applicants are scored according to the following rubric:

### **Preferential Admissions**

*To be considered for a seat in the program, applicants must first meet all the minimum academic admission criteria. Applicants will then be ranked according to the established preferential admission criteria listed below. Preferential Admission ranking commences once the application deadline date has passed. Date of application will be used only when one or more applicants have the same numeric ranking. Applicants are encouraged to contact an Academic Advisor for more information as to how to increase chances for admission into the Psychiatric Nursing Program.*

*Sections 1.1 and 1.4 are subject to a Psychiatric Nursing Coordinator’s approval prior to assigning points.*

#### **1.1 Education**

*The highest credential submitted will be assessed for score ranking. Certificate/citation depends upon length of program, admission requirements, breadth and depth of subject matter. Applicants who have successfully completed previous credentials from a recognized and accredited institution will receive the following score:*

<i>Bachelor's Degree</i>	<i>8 points</i>
<i>Associate Degree/Diploma</i>	<i>5 points</i>
<i>Douglas College Academic Foundations Certificate</i>	<i>3 points</i>
<i>Certificate/Citation in a Health Related Field</i>	<i>2 points</i>
<i>High School Diploma</i>	<i>1 point</i>
	<i>Maximum total: 8 points</i>

#### **1.2 Associated Studies/University Transfer Courses**

*Applicants who have successfully completed an associated studies course or equivalent university transfer course with a minimum grade of “C” will receive points for each course or equivalent up to a maximum of 6 points:*

<i>Biology 1103</i>	<i>2 points</i>
<i>Biology 1203</i>	<i>2 points</i>
<i>3-credit UT English</i>	<i>1 point</i>
<i>Other 3-credit UT course</i>	<i>1 point</i>
	<i>Maximum total: 6 points</i>

#### **1.3 Grade 12 Courses**

*Applicants who have successfully completed a grade 12 course with a minimum grade of “B” will receive 1 point for each course up to a maximum of 3 points:*

<i>Biology 12</i>	<i>1 point</i>
<i>Foundations of Math 12 or Principles of Math 12 or Precalculus 12</i>	<i>1 point</i>

Grade 12 Science Course (other than Biology)

1 point

Maximum total: 3 points

**1.4 Volunteer and/or Employment Experience**

Please complete the Psychiatric Nursing Volunteer/Employment Experience Form for this section. The Psychiatric Nursing Department reserves the right to decide if volunteer and/or employment experience is health related.

Volunteer experience of any type – 100 or greater hours within the last 5 years (includes high school Grade 12 work experience course hours)

1 point

Employment experience of any type – 1000 or greater hours within the last 5 years

1 point

Volunteer and/or Employment experience is health related – additional 1 point if required hours and recency requirement met

1 point

Maximum total: 3 points

Total of all sections: 20 points

**Douglas College**

Another example of a program using preferential admission is the Diploma in Health Sciences – Emergency Medical Services at the Justice Institute of British Columbia. It describes its admission process as follows:

*In addition to meeting the minimum academic requirements and other entrance requirements, applicants to the Diploma program will also be assessed through a preferential admissions process comprised of evaluation of their academic background (including previous completion of some program courses), work experience and volunteer experience. Persons short-listed from the preferential admissions process will be asked to attend a panel interview. The final selection of learners to enter the Diploma program will be selected based on the ranking in the overall selection process.*

**Justice Institute of British Columbia**

Please note, the term “Preferential Admission” is also used in other admissions situations. For example, it refers to situations where the universities give preference to college students entering university via the university transfer route using the Associate Degree. However, although all of the universities do recognize 60 credits for Associate Degree completion, currently only SFU and UNBC still provide preferential admission for those possessing this credential.

Some examples of institutions or programs using Preferential Admission in BC are:

***Douglas College -- Psychiatric Nursing***

<http://www.douglascollege.ca/programs-courses/catalogue/programs/DPPNUR>

***Justice Institute of British Columbia – Health Sciences***

<http://www.jibc.ca/programs-courses/schools-departments/school-health-community-social-justice/paramedic-academy/programs-and-courses/diploma-health-sciences-ems>

## Broad-Based Admission

Some post-secondary institutions in British Columbia operate a “broad-based” or “comprehensive” admissions model where applicants are required to provide a portfolio or comprehensive resume outlining various non-academic interests and achievements, as well as descriptions of personal qualities and life goals.

Although the previously-mentioned “preferential admission” processes clearly distinguish between students on the basis of additional student attributes beyond merely secondary school GPA, these “broad-based” admission processes generally go much further because this model does more than evaluate pre-existing student qualities and experience -- it also usually requires the student to demonstrate future potential or goals – via the submission of a student-generated entrance profile or portfolio or some other submission.

Institutions using broad-based admission can vary in how they assess the merit of students’ applications. At the University of British Columbia, for instance, teams of university staff, faculty and alumni each year review the “personal profiles” that students have submitted. First, each Faculty sets a minimum cutoff GPA average and then those applicants scoring an average above that have their profiles read by two reviewers. If the two readers disagree substantially in their scoring, a third or fourth review may occur before a final consensus is reached. The student’s profile consists of responses to several short-answer questions designed to evaluate “non-cognitive variables” such self-concept, leadership ability, and dedication to community service, qualities that are claimed to predict student success in terms of both academics and engagement. The final decision to admit students is based on an assessment of both their school grades and their profile scores.<sup>14</sup>

Emily Carr University, for instance, requires all prospective students to submit a portfolio of their creative work and a personal statement as part of the application process:

*Your portfolio is intended to showcase your best and most recent work and reflect your interest in exploring and experimenting with different art materials to express your ideas. All applicants to Emily Carr University must submit a portfolio as part of the admission process. Applicants must submit their portfolio to us online through SlideRoom. The portfolio is a collection of work and ideas demonstrating the state of your creative development. Your creativity, knowledge, interests, and skills are represented. There is no formula for an acceptable portfolio. The portfolio you prepare may take a variety of forms. Its primary goal is to show us how you communicate ideas and make use of research processes and materials.*

**Emily Carr University of Art and Design**

The contents of the portfolio that a prospective student may be required to submit can be extensive. For example, here is the description of the portfolio requirements for entry into the Bachelor of Design in Fashion and Technology at Kwantlen Polytechnic University:

*The portfolio review will demonstrate to faculty your skills in art and design, computer keyboarding skills, basic mathematical skills, and an awareness of the fashion profession. A simple math test and questionnaire on awareness of the fashion industry and team work skills will be part of the review.*

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<sup>14</sup> See: <http://you.ubc.ca/admissions/how-to-apply/admissions-decisions/>

Submission of the portfolio at the review session must include the following original work in sufficient number and variety to demonstrate the applicant's ability:

- Resume
- One-page statement of interest in the fashion program and the fashion industry
- Minimum of 3 letters of reference from teachers, instructors, coaches or employers  
Transcripts from high school and any post-secondary institutions attended (Note: transcripts sent with your application for admission are not available to faculty – you must include a copy in your portfolio)
- Transcripts or certificates of any life-skills courses
- Textile Studies (Grade 11 & 12) or Clothing and Textiles 12A with a minimum grade of 'B' (or demonstrated extensive sewing experience).
- Art and design work to include each of the following:  
1–2 sketchbooks of current work (date your work)  
examples of art or design work with a brief, written analysis of why you included these particular pieces and  
Along with your invitation to the Portfolio Review session you will receive instructions for a design exercise to be included in your portfolio.
- Six to ten self-sewn garments made from commercial patterns, draping or applicant's own drafts that demonstrate a range of skills. Provide at least 4 different types of garments, i.e. skirts, pants, tops, dresses, jackets in different types of fabrics. Garments should include each of the following garment components: darts, two different types of zippers, two different types of pockets, set-in sleeves, collars, cuffs, buttons and buttonholes. At least one garment must be lined. Photographs not accepted.
- Written evidence to include a journal of fashion industry-related reading and information about Vancouver-based design/manufacturing companies
- Self-generated computer work (i.e., your resume, copies of spreadsheets, drawings) listing programs used and hard copy examples of computer work
- Evidence of leadership and community involvement such as team skills, personal management, problem solving and organizational skills, and stress management

**Kwantlen Polytechnic University**

Examples of institutions or programs using broad-based admissions in BC are:

**Simon Fraser University, Beedie School of Business**

<https://beedie.sfu.ca/BroadBasedAdmissions/>

**University of British Columbia**

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=2,295,0,0>

**Emily Carr University of Art and Design**

<http://www.ecuad.ca/admissions/undergrad/portfolio>

**Kwantlen Polytechnic University**

<http://www.kpu.ca/calendar/2013-14/design/fashiontechnology-deg.html>

## 2. First Qualified/ First Served Admission Model

Some institutions in British Columbia use an admission model for some of their programs called *First Qualified*, *First Served* (or *First Accepted* or *First Admitted*, etc.). Under this model, the admission process is protracted because students are required to meet several academic and/or non-academic

admission criteria before their applications are deemed to be **fully** complete and students can then qualify to be admitted. Places in the programs are then offered to students on a first-come-first-served basis from the date that students have fully completed their application.

For example, entry into full-time technology programs at the British Columbia Institute of Technology is handled through the following process:

***First-qualified, first-accepted programs***

- *Applications are considered for a specific intake*
- *Applicants are accepted on a first-qualified, first-accepted basis*
- *Once all seats are filled, new qualified applicants are placed on a wait-list*
- *If seats become available, wait-listed applicants are offered a seat on a first-qualified, first-accepted basis*
- *After the program start date, any applicants remaining on the wait-list are encouraged to apply early for the next intake of the program*

**British Columbia Institute of Technology**

North Island College uses what it calls a “*First Qualified, First Invited*” process for admission into its programs and explains the process as follows:

*North Island College normally offers program seats to qualified applicants on a ‘first qualified, first invited’ basis, based on the date and time that the applicant meets all admission requirements. Exceptions may include programs with identified selective admissions criteria, or where there is identified priority admission for Aboriginal applicants or reserved seating agreements with community partners.*

**North Island College**

The *First Qualified, First Served* model may be used alone or in combination with a *Selective/Competitive* model. For instance, the admission requirements for the Dental Assistant Certificate at the University of the Fraser Valley use a two stage hybrid model:

*Here’s a brief outline of what you’ll need: a B.C. secondary school graduation or equivalent, with English 12 (or UFV English 091 or 099), Biology 11 & 12 (or UFV Biology 083 & 093) and Chemistry 11 (or UFV Chemistry 083), with a C+ overall average in the four courses. All applicants must provide academic transcripts, as well as current work and personal references.*

*Once prerequisites have been met, you will be sent a letter acknowledging your “complete” status. Each spring, complete applicants are invited to attend an information session. At the session you will sign up for your individual interview with program faculty to discuss your motivation, financial preparation, communication skills, and work experience. Additional forms will be provided (medical, dental, immunization, criminal record, etc.). These forms must be completed and returned to the Dental department prior to your acceptance into the program. If you demonstrate a sincere interest in people and an ability to work well with others, your chances of acceptance into the program will be greater.*

**University of the Fraser Valley**

Website references to some examples of institutions using the *First Qualified, First Served* model of admissions are:



**British Columbia Institute of Technology**

<http://www.bcit.ca/admission/priority.shtml>

**North Island College**

<https://www.nic.bc.ca/calendar/admission.aspx>

**University of the Fraser Valley**

<http://www.ufv.ca/health/certified-dental-assistant/>

**Vancouver Community College – Health Care, ESL**

<http://eslprograms.vcc.ca/pace/pace.html>

### 3. Open Admission Model

Some institutions, primarily the colleges, offer admission to certain programs to **all** applicants who meet the general admissions requirement to the institution. These programs, therefore, operate an *Open Admission* model where students do not compete for places based on secondary school GPAs or compete on other variables such as portfolios or previous experiences.

Unlike the first two admissions models, institutions using the *Open Admission* model may not restrict the total number of students who are admitted in a particular year to the institution. However, the term “Open” is usually tempered by various registration restrictions. This is because all institutions distinguish between “admission” and “registration”.

As a result, registration in open programs (often called “open enrollment”) for admitted students may not be guaranteed in any particular course or program if those classes are already full. Where enrollment exceeds the scheduled number of classes, additional sections of a course may be added to handle the increased demand. Usually the institution will operate some form of “waitlisting” system via its electronic registration process so institutions can keep track of demand and open additional classes where warranted, so long as the institution has the reserve space and additional faculty available to handle the demand.

In addition, open enrollment is usually done via some system of registration based on other factors such as date of application and even secondary school grades. So the nature of “open” in open enrollment must be understood within this limited context.

Langara College, for example, offers *Open Admission* into its University Studies program. Students who wish to enroll in a variety of general arts and sciences courses leading to transfer to a university can enroll in those courses through its *Open Admission* process:

*Langara College offers arts and science courses and university studies/open enrolment programs in a variety of subject areas that can lead to a Langara College credential. Most arts and science courses have transfer credit at universities in British Columbia and will transfer to other universities within Canada.*

*Langara College is not able to guarantee registration in specific programs or courses even if students have been granted admission. Successful registration is also dependent upon having the required prerequisites for individual programs and/or courses.*

**Langara College**

Another example of an institution using *Open Admission* is Thompson Rivers University. Its Open Learning program admits students without additional requirements beyond the general admission criteria:

*All persons are eligible for general admission to Open Learning and can apply for course registration as well as admission into credential programs. Differential fees and services may apply to applicants who are classified as international students as well as non-permanent residents of British Columbia. Applicants do not require a specific grade point average (GPA) and are not required to submit transcripts from secondary school to be admitted to TRU-OL and to register in courses.*

**Thompson Rivers University – Open Learning**

Here is a list of the “Open Admission/Open Enrollment” programs at Kwantlen Polytechnic University. These are programs that students can enter without needing to satisfy any program entrance requirements beyond the general admission ones, and students can register in these courses without requiring formal admission into the program -- so long as there are spaces available in the courses at the time of registration:

***Open Admission/Open Enrolment Programs:***

- *Year 1 admission for all Bachelor of Business Administration degrees*
- *All Associate of Arts degrees*
- *All Associate of Science degrees*
- *All Horticulture Technology Diplomas and Citations*
- *Diploma and Certificate in Accounting*
- *Diploma and Certificate in Arts*
- *Diploma and Certificate in Business Management*
- *Diploma and Certificate in Criminology*
- *Diploma and Certificate in General Business Studies*
- *Diploma and Certificate in Marketing Management*
- *Diploma in General Studies*
- *Certificate in Engineering*
- *Physics for Modern Technology Foundation Year*

**Kwantlen Polytechnic University**

Examples of institutions or programs using *Open Admission* in BC are:

***Langara College***

<http://langara.bc.ca/admissions/application-information/university-studies/index.html>

***Thompson Rivers University – Open Learning***

<http://www.tru.ca/distance/services/policies/admission.html>

**Kwantlen Polytechnic University**

<http://www.kpu.ca/admission/spring-summer2015/open-selective>

## **Alternative/ Unique Admission Categories**

### **Mature Student**

Some institutions have a category of Mature Student admission that permits students who have reached a certain age to enroll even if they do not meet the general admission requirements. For example, Capilano University has this provision with the following conditions:

*Applicants who are twenty (20) years of age or older, who lack the minimum program admission requirement, may apply as mature students. Written requests for admission as a mature student will be considered by the Admissions Office in consultation with either the program coordinator, or for Arts and Sciences programs, with an Academic Advisor. Applicants should provide, in writing, details of other qualifications or experiences and an academic transcript of education completed. An interview may be required with an academic advisor or a program coordinator. Capilano University English Language Requirements must still be met.*

**Capilano University**

### **Conditional Admission**

Some institutions offer Conditional Admission into programs where students have not completed all of their secondary school graduation requirements. For example, Langara College has this provision:

*BC secondary students who are under 19 years of age who will not graduate from secondary school because they are missing only one course AND are registered in the missing course may apply for conditional admission. To be considered for conditional admission, students must submit and Appeal for Admission and Re-admission form and ensure that the following information is received by Registrar and Enrolment Services:*

- *Students must have completed the online PSI Selections form and indicated that their transcript be sent electronically to Langara AND their PEN must be on file at the College. An official Ministry of Education paper transcript must be submitted if grades are not received electronically.*
- *Students must submit an interim transcript of the course that they are completing with a grade of at least 60%.*

**Langara College**

### **Aboriginal Admission Policy**

Some institutions have an Aboriginal Admission policy where such applicants, who do not meet the general or specific admission requirements at the institution, may be considered based on alternate criteria as outlined by the institution.

For instance, Simon Fraser University has a special admissions policy for Aboriginal students:

*First Nations, Métis, or Inuit students who lack the high-school average required to enter individual SFU faculties and schools can now request a special review of their application. Under the Aboriginal*

*Undergraduate Admission Policy approved by SFU's Senate, an applicant's educational history, cultural knowledge, work experience, educational goals and other achievements will also be considered.*

**Simon Fraser University**

## **Dual Admission**

Some post-secondary institutions in British Columbia offer students the opportunity to be admitted concurrently into programs at two institutions. The purpose of this Dual Admission opportunity is to encourage students to transfer eventually from one institution to the other and to allow for this to be as seamless a transition as possible.

The arrangement often allows students also to complete courses concurrently at either institution which can provide more course options for the student. The arrangement may also offer the transferring student preferential treatment, such as a lower GPA than students who are direct entry transfers.

For instance, North Island College describes the benefits to students of dual admission with the University of Victoria as follows:

- *Be admitted to UVic while you study at NIC and take advantage of the benefits both schools have to offer.*
- *Pay NIC's application fees and tuition while at NIC*
- *Skip the transcript fees - NIC will make sure your transcripts get to UVic*
- *Know that your UVic scholarships will be waiting for you when you're ready*

**North Island College**

Examples of institutions with dual admission partnerships in BC are:

### ***Douglas College and Simon Fraser University***

<http://www.sfu.ca/students/douglas/>

### ***North Island College and University of Victoria***

[http://www.nic.bc.ca/PDF\\_docs/plans\\_partnerships/UVIC\\_Dual\\_Admission.pdf](http://www.nic.bc.ca/PDF_docs/plans_partnerships/UVIC_Dual_Admission.pdf)

### ***College of New Caledonia and Thompson Rivers University***

[http://www.tru.ca/\\_shared/assets/Application\\_form\\_College\\_of\\_New\\_Caledonia18371.pdf](http://www.tru.ca/_shared/assets/Application_form_College_of_New_Caledonia18371.pdf)

## **Combination of Models**

As stated before, these different types of admission models are often used in combination by programs at institutions of post-secondary education.

To illustrate how complex this can be, here is the 3 stage process that applicants must complete to enter the Medical Radiography program at the British Columbia Institute of Technology:

***Competitive Entry: Three-step process***

The medical radiography program has a competitive selection process. Participation in the selection process is not guaranteed to applicants only meeting the minimum entrance requirements. Applicants deemed to have the best opportunity for success in the program are selected to compete in the multiple mini interview process (MMI). All complete applications will be reviewed by the program and shortlisted for MMI's. Preference will be given to applicants with a strong GPA, post-secondary education, a demonstrated interest in the field and related **volunteer** and/or work experience.

**Step 1: Meet the following entrance requirements**

- **English:** two years of education in English in an English-speaking country with **one** of the following:
  - English 12 (73%) or
  - Three credits of post-secondary English, Humanities or Social Sciences (73%) from a recognized institution
- **Biology 12 (73%) or BHSC 0100 or assessment (BHSC 0012) or equivalent\***
- **Physics 11 (73%) or PHYS 0309 or assessment (PHYS 0110) or equivalent**
- **Math: one** of the following:
  - Pre-Calculus 12 (73%) or
  - Principles of Mathematics 12 (73%) or
  - Foundations of Mathematics 12 (86%) or
  - Applications of Mathematics 12 (86%) or
  - **MATH 0001 or assessment (MATH 0120) or equivalent**
- **Complete the following forms for submission with your online application:**
  - **Physical and Program Requirements [PDF]:** To acknowledge the nature of this training and the physically demanding nature of this work.
  - **Mandatory Applicant Questionnaire [PDF]:** This form will be used with other entrance requirements in the competitive selection for the program.

With the exception of English, these entrance requirements must have been completed during the past five years from the start of the program. If more than five years has elapsed, upgrading in the required subjects may be necessary. Applicants may request to have their credentials reviewed for equivalency and/or recency by contacting the Administrative Coordinator.

**\*Biology:** BCIT assesses, on an individual basis, the acceptability of biology prerequisites for applicants who have successfully completed Human Biology courses at a post-secondary level. The Human Biology equivalent courses must include the following course content: cytology, the structure and function of the following organ systems: digestive, cardiovascular, respiratory, nervous, renal/urinary and reproductive.

**Step 2: Requirements for selected applicants**

Shortlisted applicants will be required to complete the following:

- **Multiple Mini Interview Process (MMI)**  
During this process, applicants will be assessed by program staff for their suitability for the program and this profession.

**Note:** Interviews are usually held in January, February and March.

In order to prepare for their interview, applicants are advised to conduct their own research on the profession in addition to reviewing the information provided below:

- **Preadmission Information [PDF]**

**Step 3: Conditionally selected applicants**

If you have been conditionally accepted into the BCIT program, you will be notified and the following information will be required in order to be fully accepted:

- **MRAD 0150 - Medical Terminology online course**  
Available upon conditional acceptance
- **CPR Level C**  
Issue date must be within three months of the program start
- **Criminal Record Check [PDF]**

- **Immunization Review [PDF]**  
Submit to Student Health Services.  
Immunization is a mandatory requirement for this program.
- **Volunteer validation letter** outlining a minimum of 30 hours of volunteer work in a patient related environment.  
The type of volunteer work the Medical Radiography program requires of applicants is that of an "interactive" role rather than an "informational" role. Volunteers are required to interact with patients that identify some of the challenges healthcare workers face on a regular basis. For instance, relating to patients that have language barriers, are less mobile, hard of hearing or having physical or mental challenges.  
Examples of interactions are reading to patients, playing games and supporting with their non-medical needs such as providing assistance with wheelchairs and feeding etc.
  - The best environment to gain this all-inclusive sensory experience of sounds, smells and sights of the hospitalized patient would be an extended/long term care, retirement/seniors facility and/or hospital wards.
  - The following work experience will **not** qualify for this requirement: receptionist (dental, medical, veterinarian, imaging clinic, medical lab clinic, physiotherapy clinic), medical office assistant (MOA), dental assistant, life guard, day/child care staff.
  - The volunteer experience must be current within one year of application.  
Volunteer validation letter is required from the facility supervisor or volunteer coordinator. Please ensure your letter includes the number of volunteer hours completed and the role and responsibilities performed.
    - For further clarification, please contact the Administrative Coordinator at 604-456-1257.

Once these and any other outstanding conditions have been met, you will receive notification of your full acceptance.

British Columbia Institute of Technology

## Pre-Requisites Requirements

Accompanying these admission models are various academic and non-academic pre-requisite requirements that students may need to meet in addition to -- or as part of -- one of these admission models. These pre-requisites function across all of the admissions models as a whole. Such pre-requisites can apply as part of the *General Admission Requirements* to an institution, or as part of a program's specific requirements, or even as an individual course pre-requisite after a student has gained entry through *Open Admission*. Pre-requisites are a very common feature of admission models in British Columbia and they can be either *Academic Pre-Requisites* or *Non-Academic Pre-Requisites*:

### Academic Pre-Requisites

In addition to any general admission or Faculty requirements -- and regardless of the particular admissions model in place -- most institutions have academic pre-requisite requirements. These are usually certain secondary school courses which students must have successfully completed in the graduation years 10-12 (or recognized equivalent). Usually, there are minimum grades which the students must obtain. Normally, these requirements are established based on curricular progression in a subject area (e.g., Math, Physics, and Chemistry) and the need for new students entering the institution to have demonstrated they already possess the minimum skill or knowledge level to be successful in their post-secondary course.

Some institutions, such as the Technology Entry program at BCIT, offer academic upgrading opportunities for students without the secondary school pre-requisite courses to obtain them at the institution or to repeat the course where the student does not meet the minimum grade needed for eligibility:

*The Technology Entry (TE) program is for individuals who want solid academic preparation before entering a BCIT Technology program. It is appropriate for individuals who need to improve their skills in core areas such as communication, mathematics, chemistry, and physics in order to meet program prerequisites. It is also suitable for those who need B.C. educational equivalents to supplement credentials earned in other school systems.*

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The most common secondary school pre-requisite courses are:

- English 12 or Communications 12
- Principles of Mathematics 11 or 12 or Pre-calculus 11 or 12
- Physics 11 or 12
- Chemistry 11 or 12
- Biology 11 or 12
- Social Studies 11
- a language 11

These academic pre-requisites can operate at either the admissions stage or the registration phase of student enrollment. That is, the institution may require the pre-requisite is successfully demonstrated prior to even granting general admission to the institution, such as where a specific English 12 (or equivalent) grade is required. Or the pre-requisite may be applied as one requirement for entry into a selective admissions program, such as where the institution requires the student has English 12 with a C grade, but a particular program at the institution may require that all students admitted to the program meet a higher standard of English 12 with a B grade.

### **Non-Academic Requirements**

Programs often have admission requirements that are non-academic in nature. Some of these may or may not be performance-related. These are usually steps in the admission process where applicants are required to satisfy a set of entrance criteria.

Some of these steps may require that applicants demonstrate their ability, such as by submitting a portfolio of their skills or by attending an interview. Such methods are used to screen applicants to ensure their skills or background meets a minimum threshold for entry into the program. However, the screening may also be competitive where students' performance is evaluated against that of other candidates, and only the best candidates are offered a seat in the program.

Common examples of such performance requirements are:

- Individual or collective interviews
- Performance auditions
- Portfolio submissions
- Entrance essays or personal statements

- First aid or health and safety course
- Volunteer experience
- Keyboarding skills

Another example is the entrance examination required by the Broadcast and Online Journalism Diploma Program at BCIT:

*This exam evaluates English literacy, current events awareness, general knowledge, and broadcast industry awareness and aptitude. Applicants must successfully complete the exam (score 60%) prior to submitting an application.*

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In addition, programs may have admission requirements that do not relate to demonstrations of skills or ability but are simply items that must be satisfied, such as a criminal record search. Applicants may be offered seats in the program based on their date of initial application, or based on a sequence of “first qualified, first admitted” where they must complete all admission requirements first before being eligible for admission.

Common examples of such non-performance requirements are:

- Criminal record check
- Immunization record
- Medical assessment
- Purchase of uniform or tools

Often programs will use a combination of both academic and non-academic entrance requirements. For instance, here are the admission requirements for the Bachelor of Science in Nursing at the College of the Rockies:

**Admission Requirements**

*Applicants must satisfy all admission requirements at least 30 days prior to registration to be eligible for a seat.*

**1. Academic:**

- *BC Secondary school graduation or equivalent*
- *Chemistry 11 or CHEM 080 with a C+ or better*
- *MATH 080, 082, 090 or Math 11 (Application 11 or Principles 11, Foundations or Pre-Calculus 11 or 12) with a C+ or better*
- *Biology 12 or BIOL 090 with a C+ or better*
- *English 12 or ENGL 090 with a C+ minimum or assessment*

**Note:**

- *Applicants must have completed Biology 12 or a higher level biology course within the last five years (C+ or better).*
- *Applicants with degrees within the past five years are assessed individually to determine equivalency with academic criteria*
- *Students for whom English is a second language may be required to undergo the English Language Assessment Test. A mark of 160 on this examination is required to enter the program. It is the applicant's responsibility to arrange this assessment through the Access Education/Student Services department.*

**2. Non-Academic:**



- Completion of immunizations and the immunization form is required before final acceptance into the program.
- Satisfactory health is required by all applicants.
- Satisfactory references are required by all applicants.
- CPR (Level C) is required prior to entry and must be kept valid during the entire program through **recertification every year** (the cost of which is the responsibility of the student).
- Criminal record check.

**Note:**

- Conviction of a criminal offence may influence an applicant's access to employment opportunities following graduation.
- Course assignments must be word processed. Word processing, computer and library skills are mandatory.
- The College of the Rockies chooses qualified applicants on a first-come, first-served, basis.

**College of the Rockies**

Examples of programs at post-secondary institutions in B.C. which have non-academic program requirements are:

**Broadcast and Online Journalism Diploma at British Columbia Institute of Technology**

<http://www.bcit.ca/study/programs/610ddiplt#entry>

**Child, Youth and Family Studies at College of the Rockies**

[http://www.cotr.bc.ca/CYFS/cotr\\_web.asp?IDNumber=154](http://www.cotr.bc.ca/CYFS/cotr_web.asp?IDNumber=154)

**Dental Assistant Certificate at University of the Fraser Valley**

<http://www.ufv.ca/health/certified-dental-assistant-/#get>

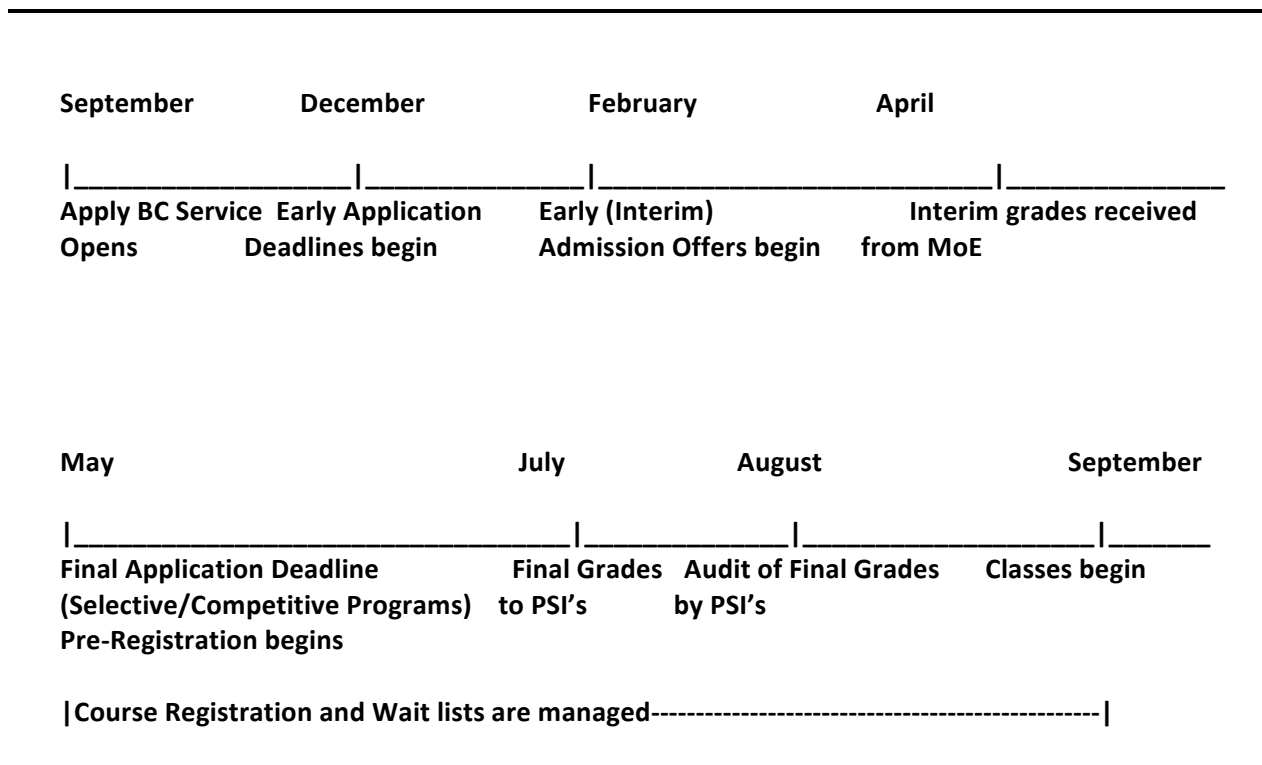
## **Addendum**

The Career Centre at Templeton Secondary School in Vancouver publishes a comprehensive guide to all of the general admission requirements at post-secondary institutions in British Columbia:

<http://go.vsb.bc.ca/schools/templeton/Students/careercentre/Documents/2013-2014%20Admission%20Requirements%20for%20BC%20Colleges%20and%20Universities.pdf>

## APPENDIX B. Typical Schedule for Annual Admission Process into Post-Secondary

*(Note: These are approximate dates and deadlines as each institution establishes its own schedule.)*



Most post-secondary institutions issue Early Admission in the spring based on Grade 11 and/or interim Grade 12 grades. The Early Admission process allows institutions to attempt to capture the best applicants as they are generally heavily recruited by institutions outside the province. This process also allows students to choose the institution of their choice, pre-register for courses and allows institutions to offer admission to wait-listed applicants, thus maximizing their enrollment targets.

The reporting of final grades by the Ministry of Education to post-secondary institutions in the summer (end of July) allows institutions to confirm admission and fill vacancies with wait-listed students, thereby maximizing enrollments and permitting additional students to enter.