

# BCCAT Research

## **Examples of Using System-Wide Databases**

2018 ACAT Annual Pathways Meeting

June 15, 2018

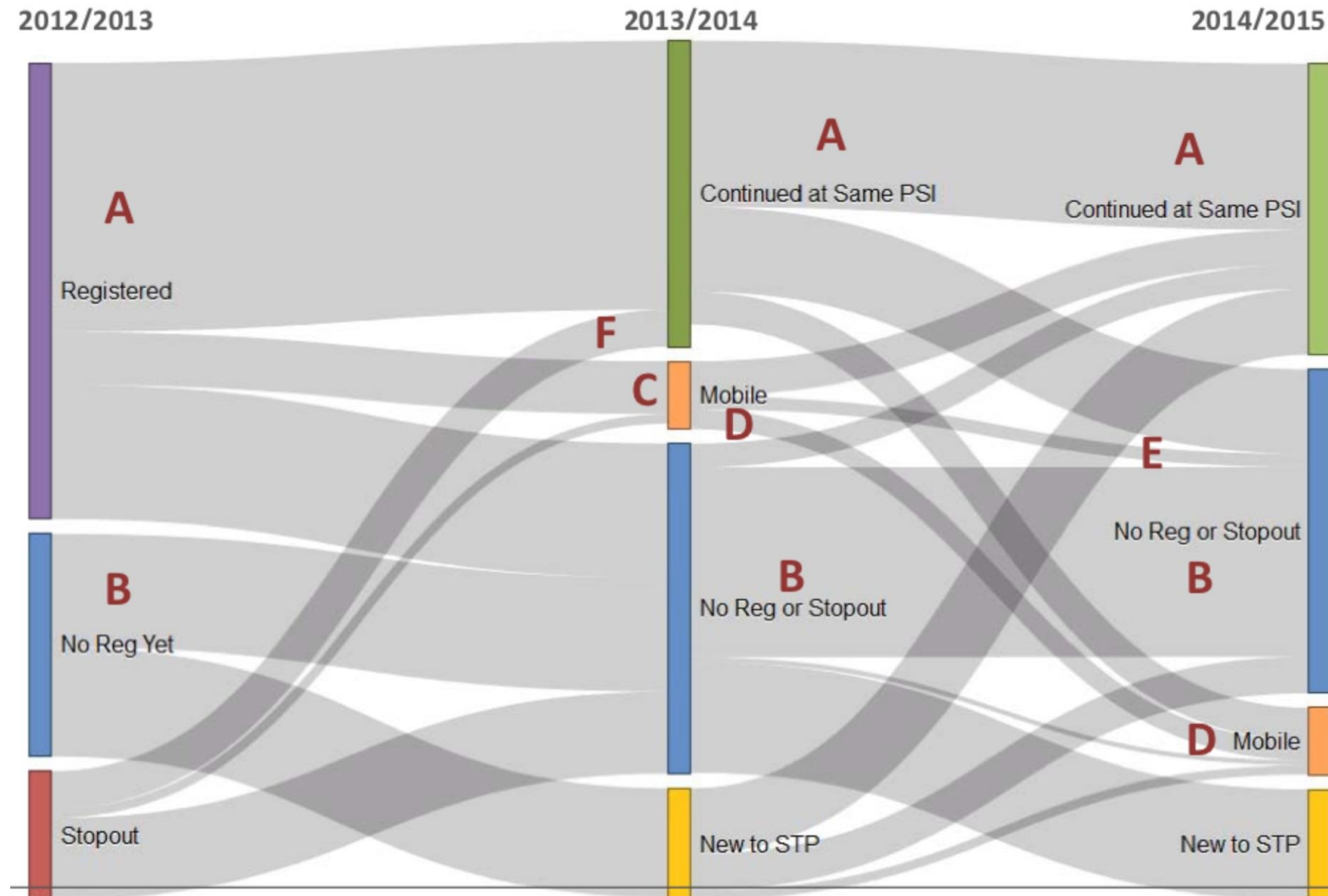
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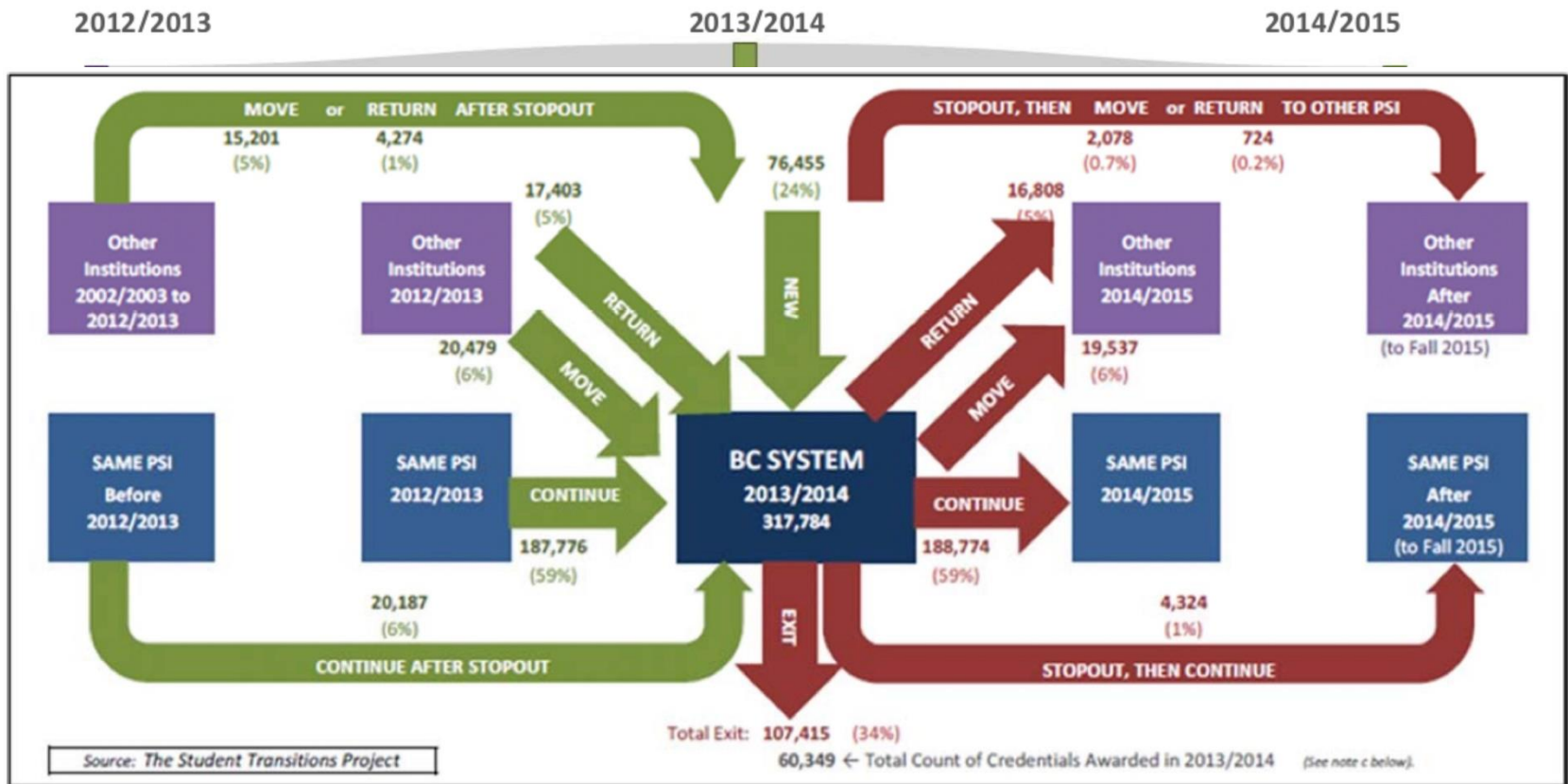
# OUTLINE

- Credits to graduation
- Dual admissions
- Dual credit
- Transcript exchange
- Interprovincial agreements

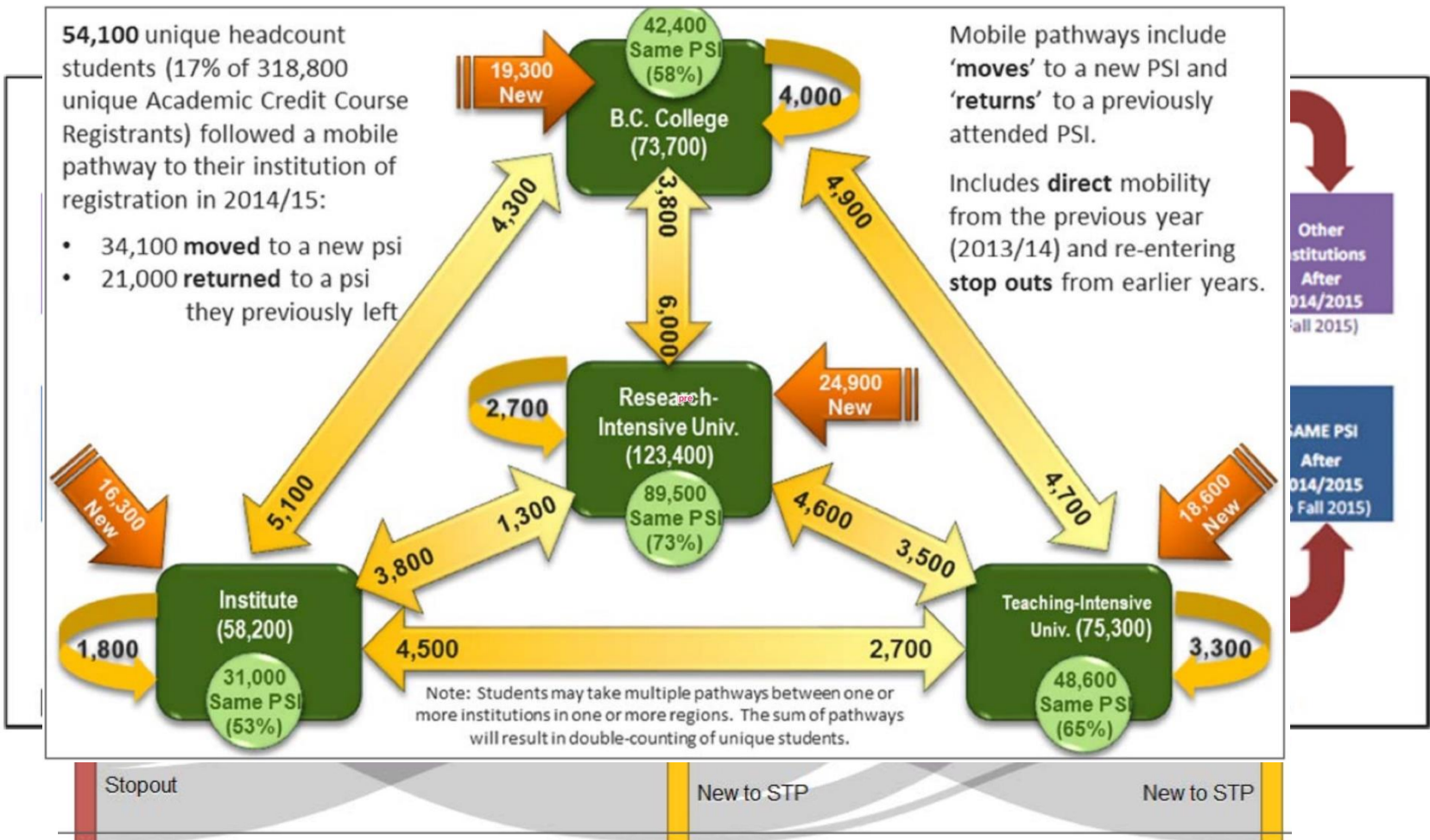
# STUDENT MOBILITY DATA IN BC



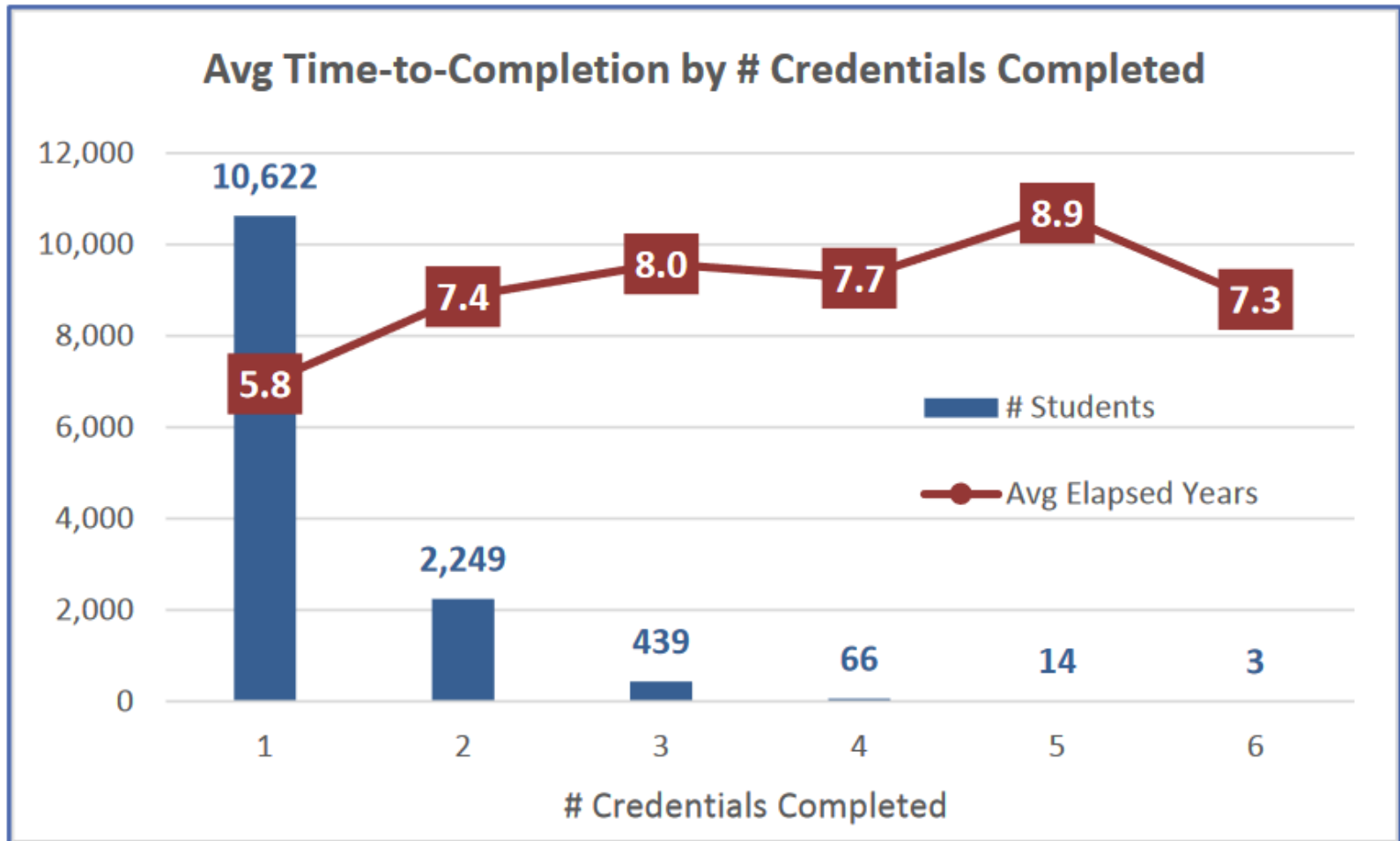
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# CREDITS TO GRADUATION



[https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/bach\\_completers\\_of\\_2013-2014\\_report\\_v3\\_2015-10-07.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/bach_completers_of_2013-2014_report_v3_2015-10-07.pdf)

# CREDITS TO GRADUATION

- To assess and compare the total number of academic credits obtained by transfer students and direct entry students on their pathway to a baccalaureate degree
  - BA (Arts)
  - BSc (Science),
  - BCOM (Commerce or Business Administration)
  - BASC (Engineering) degrees
- 2010: total credits are comparable!  
(<http://www.bccat.ca/pubs/creditstograduation.pdf>)

# CREDITS TO GRADUATION

- Data on both “sides” of transfer
- 6 receiving universities: SFU, TRU, UBC, UFV, UNBC, UVic
- Graduates of 2015/16 academic year
- Using STP data to assess credits from sending PSIs



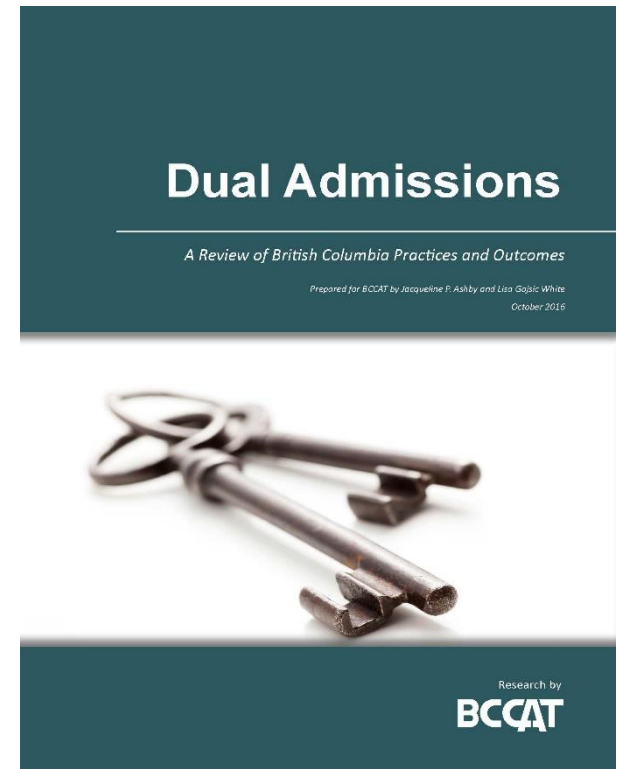
# CREDITS TO GRADUATION

- STP data used to identify high volume pathways
- Linking by PEN to anonymized ID

Receivers	Identified High-Volume Senders
<b>SFU</b>	Douglas, Langara
<b>UBC</b>	Douglas, Langara, OC, TRU, NVIT, Selkirk
<b>UFV</b>	Douglas, Langara
<b>TRU</b>	OC, Selkirk, CNC
<b>UVic</b>	Camosun
<b>UNBC</b>	NWCC, CNC

# DUAL ADMISSIONS

- The motivations, processes, and outcomes of 2 BC partnerships from both the institutional staff and student perspectives
  - What do dual admissions programs look like in BC?
  - How are they influencing student satisfaction and success?



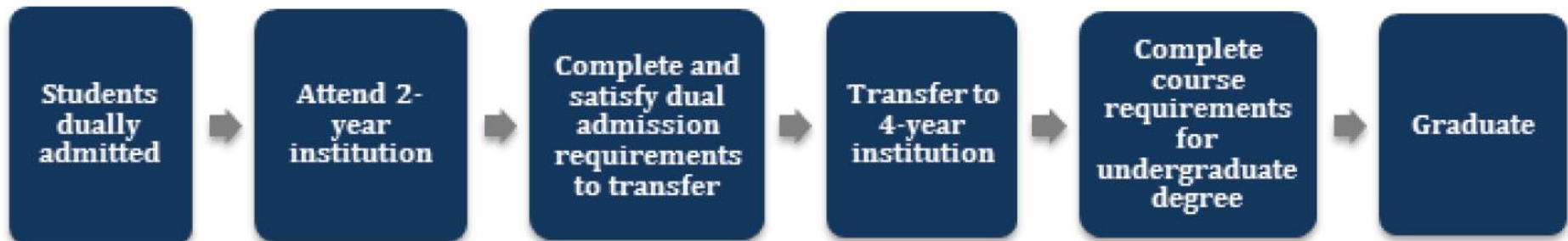
<http://www.bccat.ca/pubs/dualadmissions.pdf>

# DUAL ADMISSIONS MODELS

- Concurrent model



- Sequential model



# DUAL ADMISSIONS: CASE STUDIES

- Concurrent:
  - Record and data complexity
  - Lack of clarity on student financial aid/ fee structure
- Sequential:
  - Greater transfer shock
  - Students need a period of adjustment
- Communication is key

# DUAL ADMISSIONS: CASE STUDIES

- Essential for program success
  - A deep commitment and investment from PSI partners
  - A structure that facilitates a current and consistent flow of communication
- Dual admission students appreciated the flexibility and mobility
- Programs provide students the ladder needed to encourage their persistence and success

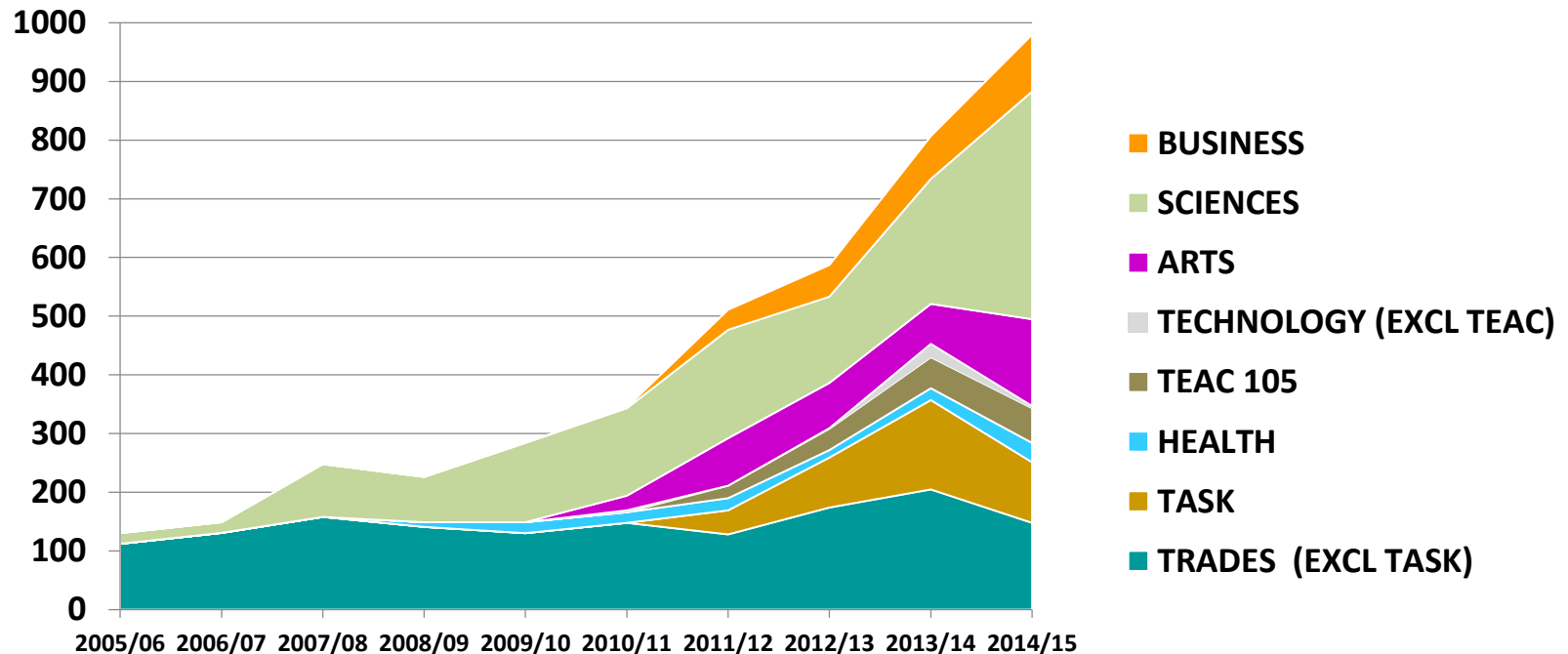
# DUAL CREDIT PROGRAMS

- Target groups of students
  - High achievers
  - Career-oriented students
  - At-risk students
- In 2014/2015 2,800 students enrolled in 9,800 courses
- 75% of enrolment is in trades programs
- 25% in other courses (academic, professional, vocational)
- Partnerships: South Island, Northern Opportunities, Regional Student Transitions Consortium

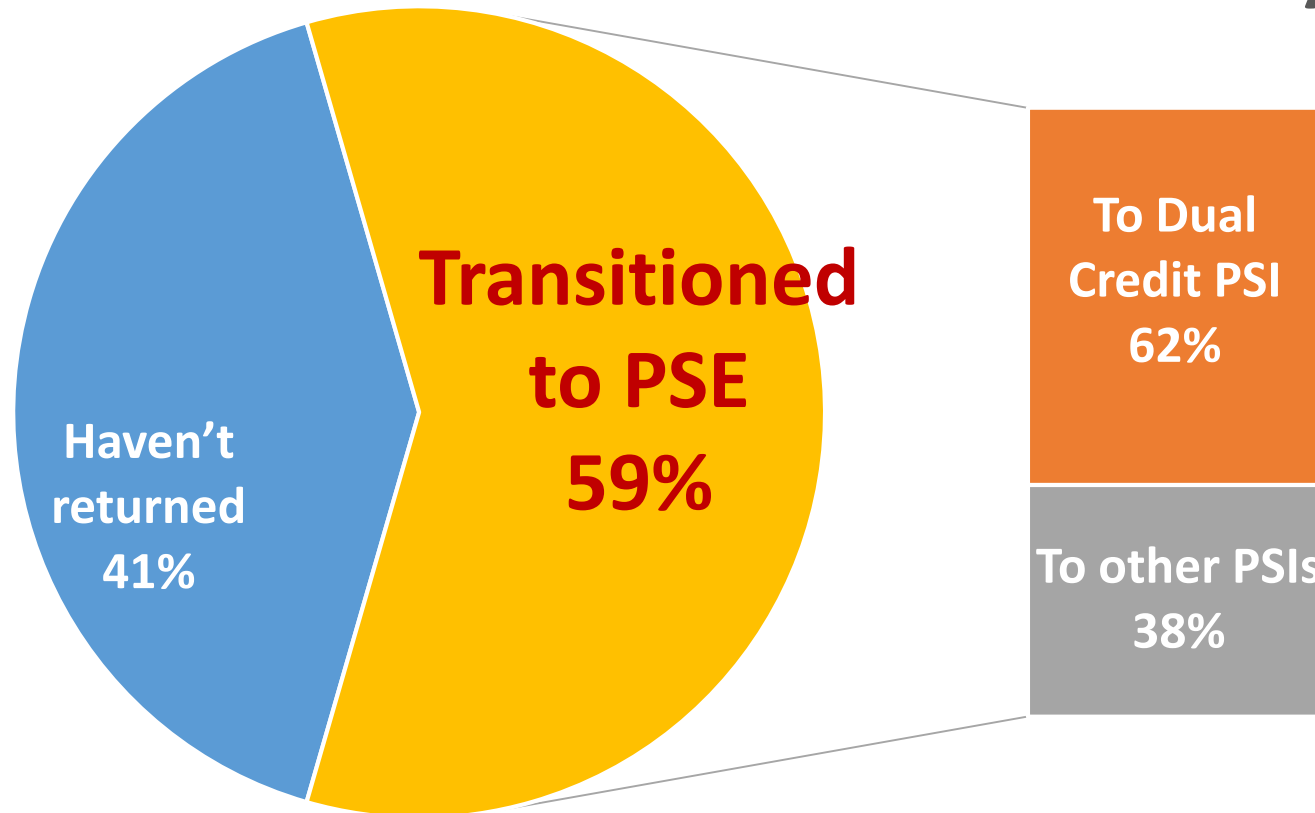
Source: [http://www.bccat.ca/pubs/dualcredit\\_report.pdf](http://www.bccat.ca/pubs/dualcredit_report.pdf)

# DUAL CREDITS: SIP CASE STUDY

- South Island Partnership: Camosun College + 5 School Districts
- 2005 – 2015:



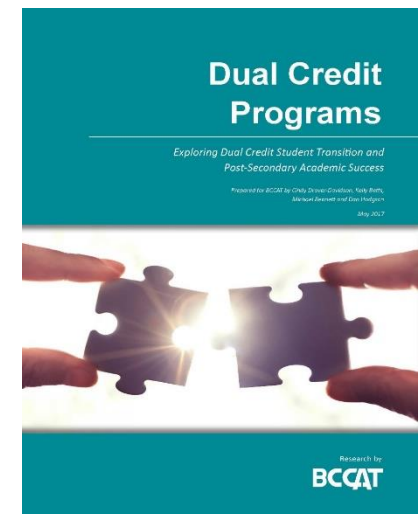
# SIP Dual Credit Students: within 10 years



Passing grade: **68% or higher**  
depending on program/ course



- Dual Credit: Secondary to Post-secondary Transitions: Dual Credit Policy and Practice in BC and Elsewhere  
[http://www.bccat.ca/pubs/dualcredit\\_report.pdf](http://www.bccat.ca/pubs/dualcredit_report.pdf)
- Dual Credit Programs: Exploring Dual Credit Student Transition and Post-Secondary Academic Success. (A case-study of South Island Partnership)  
[http://www.bccat.ca/pubs/DualCredit\\_May2017.pdf](http://www.bccat.ca/pubs/DualCredit_May2017.pdf)
- Joint Senior Academic Administrators/ BCCAT Dual Credit Forum, April 22, 2016 at Camosun College, <http://www.bccat.ca/about/dual>



# PERFORMANCE OF DUAL CREDIT STUDENTS IN THE BC PSE

- To **describe the performance** of students who completed at least one Dual Credit course in an academic area and transition to post-secondary
- To **compare the performance** of these DC students with a comparison group of students who did not complete a Dual Credit course.
- To gather information from students concerning their **experience as DC students** and how it affected their transition to post-secondary studies

# TRANSCRIPT EXCHANGE

- CanPESC: Electronic Transcript Exchange - Institutional Codes Survey [https://www.arucc.ca/uploads/documents/2018-04\\_CanPESC-IC-Survey-Report\\_f.pdf](https://www.arucc.ca/uploads/documents/2018-04_CanPESC-IC-Survey-Report_f.pdf)
- ARUCC: Groningen & Student Mobility Project
  - <https://www.arucc.ca/en/resources/task-force-groningen.html>
- BC transcript exchange
  - 9 PSIs
  - 2 PSIs exchange with ON
  - Work on secondary to PSE



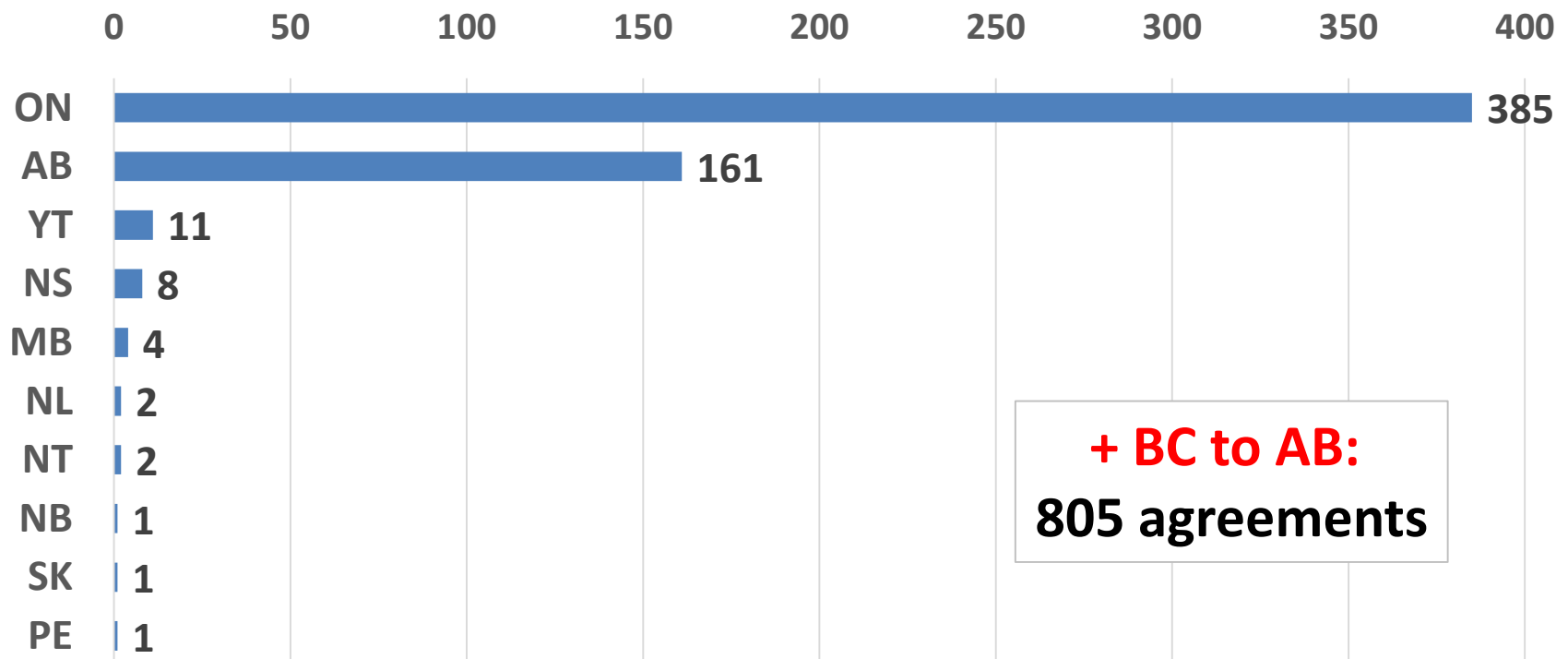
# TRANSCRIPT EXCHANGE

- Advancing Student Mobility Through Data Mobility – A BC Focus (ARUCC)
  - To **analyze the current state and readiness** for exchanging student data at BC post-secondary institutions;
  - To capture expert advice through survey, interviews and consultations at the local and system levels **to facilitate creation of a national data exchange model**;
  - To suggest practices that would result in **more efficient data exchange** at the provincial and national levels

# INTERPROVINCIAL AGREEMENTS

- BC Transfer Guide: ability to upload non-member articulations to Transfer Credit System

BC as Receiver: # of Agreements (February 2018)



**+ BC to AB:**  
805 agreements

# COMMUNICATING BTAs AT BCTS PSIs

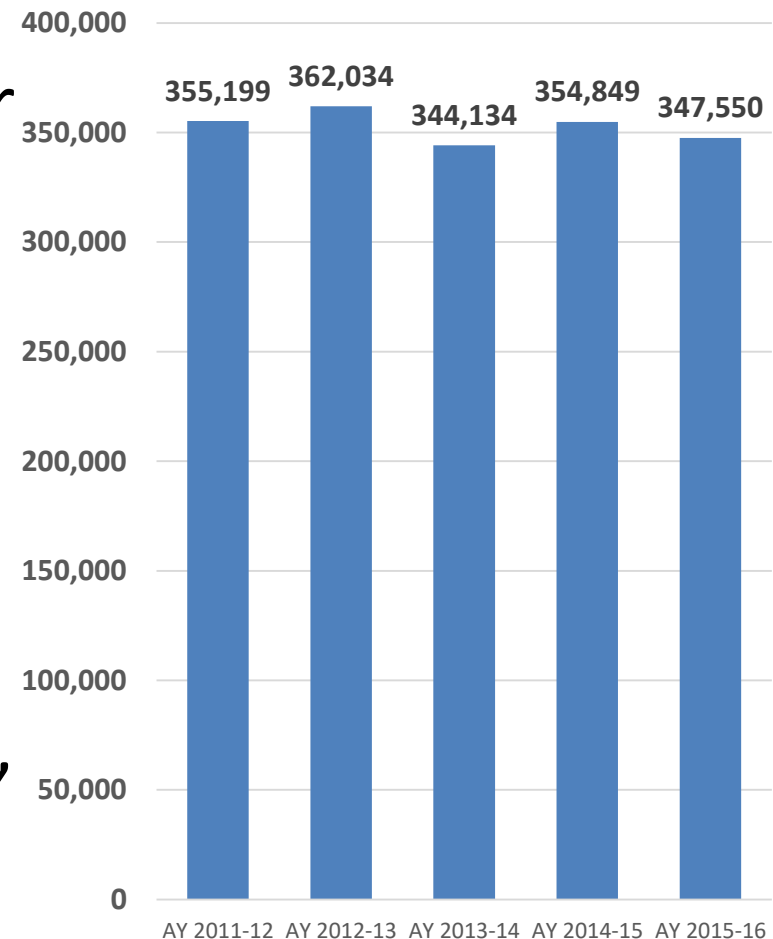
- To create an **inventory of nomenclature** used at BCTS institutions;
- To analyze **institutional practices** of BTA implementation:
  - Who develops and sign BTAs?
  - Recording in the institutional information system?
  - Tracking students with BTAs?
  - Keeping BTA list kept up-to-date?
  - Communicating to prospective/ current students and the system?

# INCORPORATING CREDIT MOBILITY

- Another measure of mobility and the factors shaping it
- Insight into credit sources that are not captured by the STP
  - Private institutions
  - Out-of-province institutions, including Canadian and international senders
- An indicator of the benefits of a well-functioning transfer system

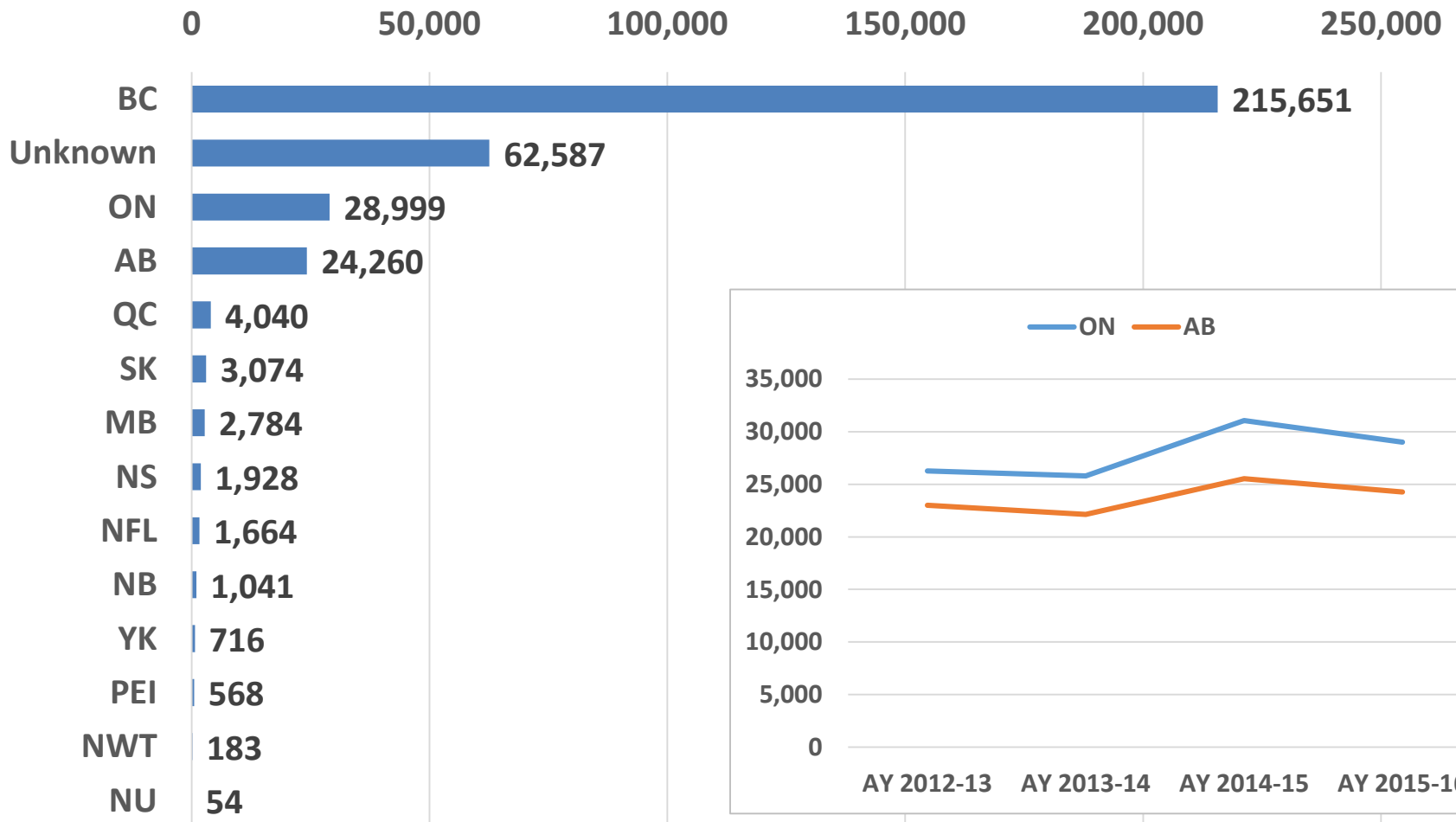
# OVERVIEW

- 350,000+ credits assessed per year
- 13,000-15,000 students/year have credits assessed
- ~70% first-year courses
- ~45% assigned credit + 10% block transfer
- Senders: 40% CDW, 17% RIUs, 10% non-BC, some private (and 30% unknown)

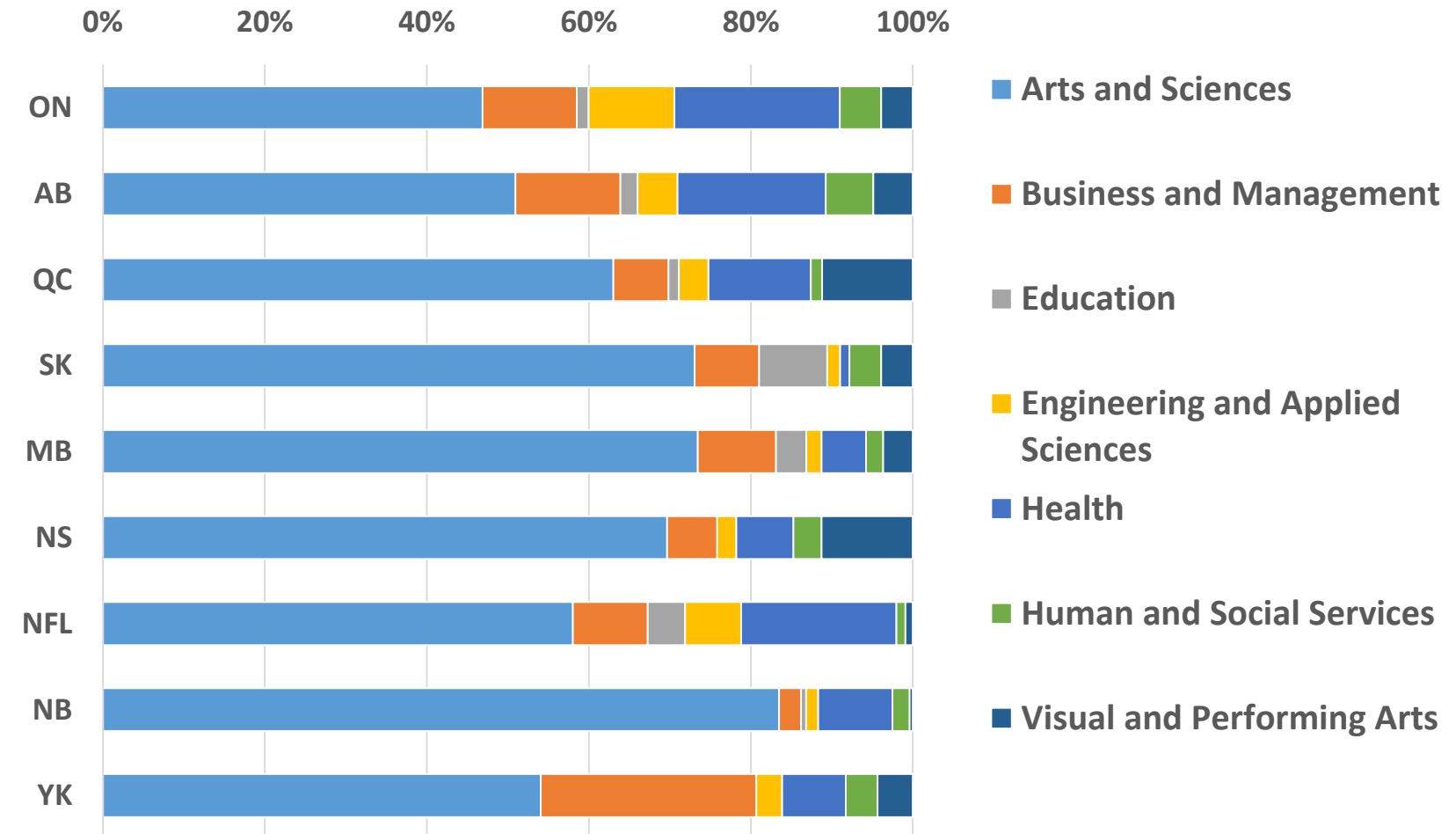




# 2015-16: BY PROVINCE



# 2015-16: BY COUSE DISCIPLINE (CIP)



# CREDIT MOBILITY FURTHER STEPS

- Develop consistent coding practices that fit PSI business processes and increase the value of the data for all stakeholders
- Look for opportunities to undertake research incorporating data from:
  - 4 RIUs within BC
  - Institutions outside of BC (net credit flow)

Top AB Sender*	2015-16
SAIT	16%
University of Alberta	12%
NAIT	10%
Athabasca University	10%
Mount Royal University	8%
University of Calgary	8%
Grant MacEwan University	8%
Red Deer College	5%

Source: AEST, CDW Fall 2017

# INTERPROVINCIAL COLLABORATION

- Transfer technology
- Articulation committees
- Data gathering and reporting
- Policy/ frameworks
- Research
- Joint discussion of issues, topics, plans, data/  
information, results, lessons learned

THANK YOU!