

NISTS 2023

BE A CONNECTOR FOR TRANSFER STUDENT SUCCESS

Virtual • February 1-3 | Portland, OR • February 22-24

The following presentation was given at the 21st Annual Conference for the National Institute for the Study of Transfer Students. Please cite responsibly and direct questions to the original presenter(s).

Research Spotlight

2777 - Surveying Transfer Students in British Columbia, Canada: Why They Move and with What Success?

Credits and Degree Pathways, Leadership and Strategic Planning

With the assistance of 25 British Columbia's public post-secondary institutions and the BC Stats agency, BCCAT surveyed over 4500 students in Spring 2019 to explore their goals, decision-making, experiences, and levels of satisfaction with institutions and the overall transfer process. We compare the results with a similar study conducted in 2012 and reflect on the relevance of the 2019 findings in a post-COVID reality.

Anna Tikina, *Director, Research & Admissions*

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BC Council on Admissions & Transfer

Surveying Transfer Students in British Columbia, Canada: Why they Move and with What Success?

ANNA TIKINA BC Council on Admissions & Transfer

ELLE TING BC Council on Admissions & Transfer

NISTS Conference 2023

BCCAT & BC TRANSFER SYSTEM

Council's Mandate

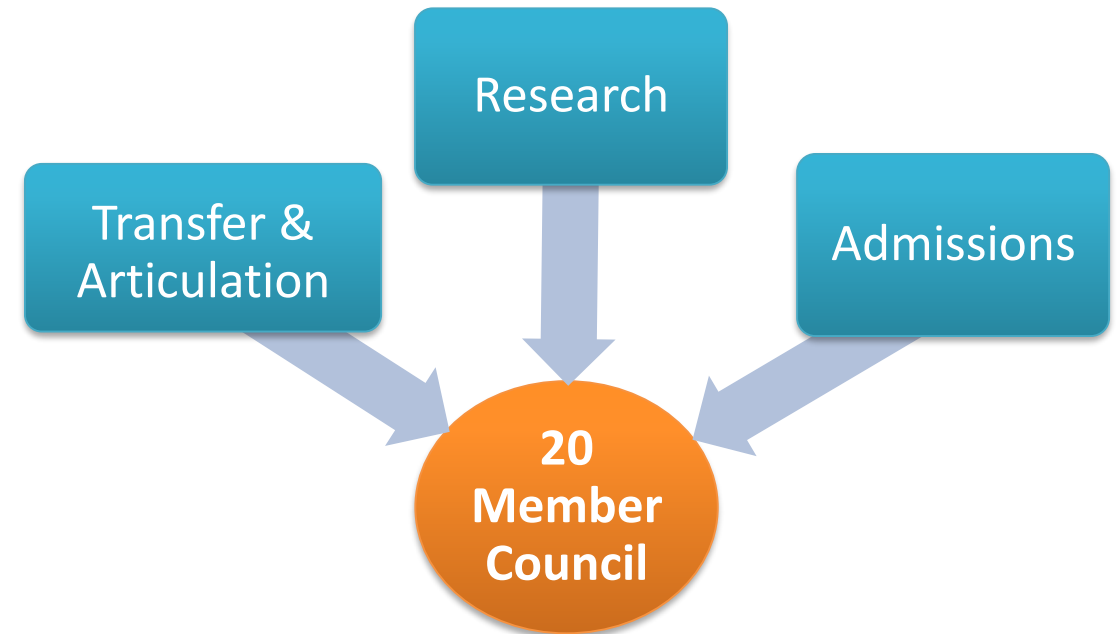
“...to facilitate admission, articulation, and transfer arrangements among BC Transfer System member institutions, as well as to conduct research on student and credit mobility.”



CANADA – Political

Source:

https://upload.wikimedia.org/wikipedia/commons/thumb/9/92/Political_map_of_Canada.svg/2516px-Political_map_of_Canada.svg.png



BCCAT & BC TRANSFER SYSTEM

BC Transfer System



39

member PSIs

65+

articulation committees



BCTRANSFERGUIDE.CA

325,000+ agreements

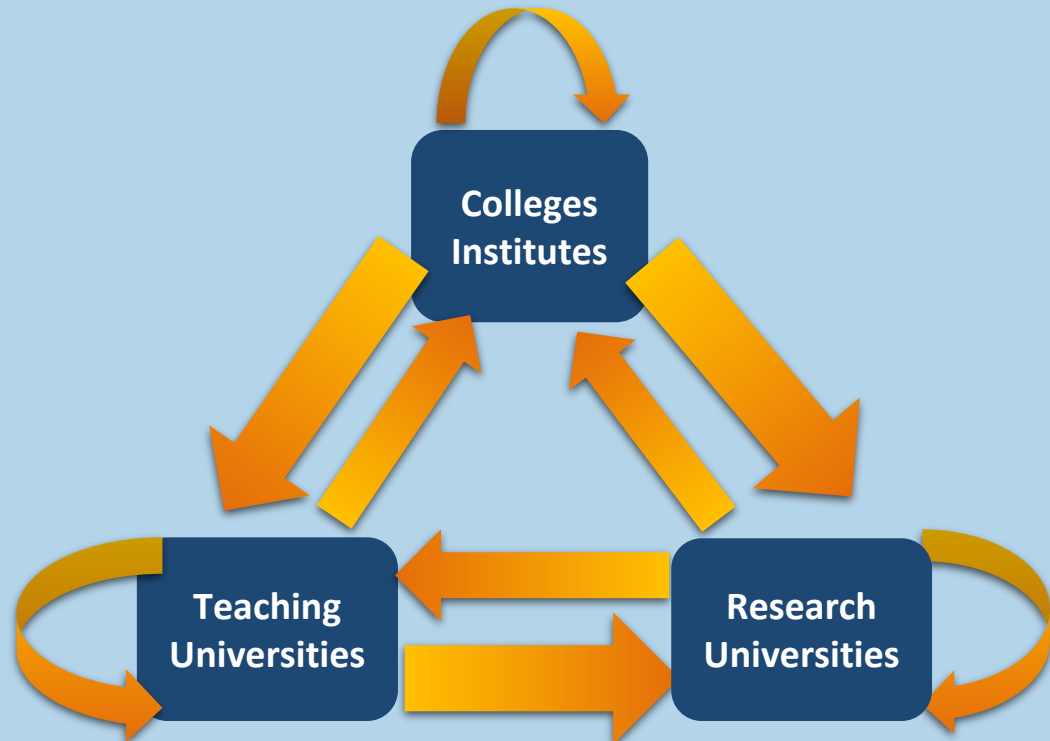
Course, block transfer and degree databases

Transfer Advice and Tools

1.9 Million page views/ year

TRANSFER CLIMATE IN BC

Student Mobility



Mobility by Number

55k+
students

1/3
RU class

16%
students

45%
degree grads
with 2+ PSIs

Source: Student Transitions Project 2021; Profile Report 2020



OVERVIEW

- Surveying Mobile Students
- Mobile Students' Profile
- Pre-pandemic mobile students' experiences and perceptions
- Implications for post-pandemic post-secondary



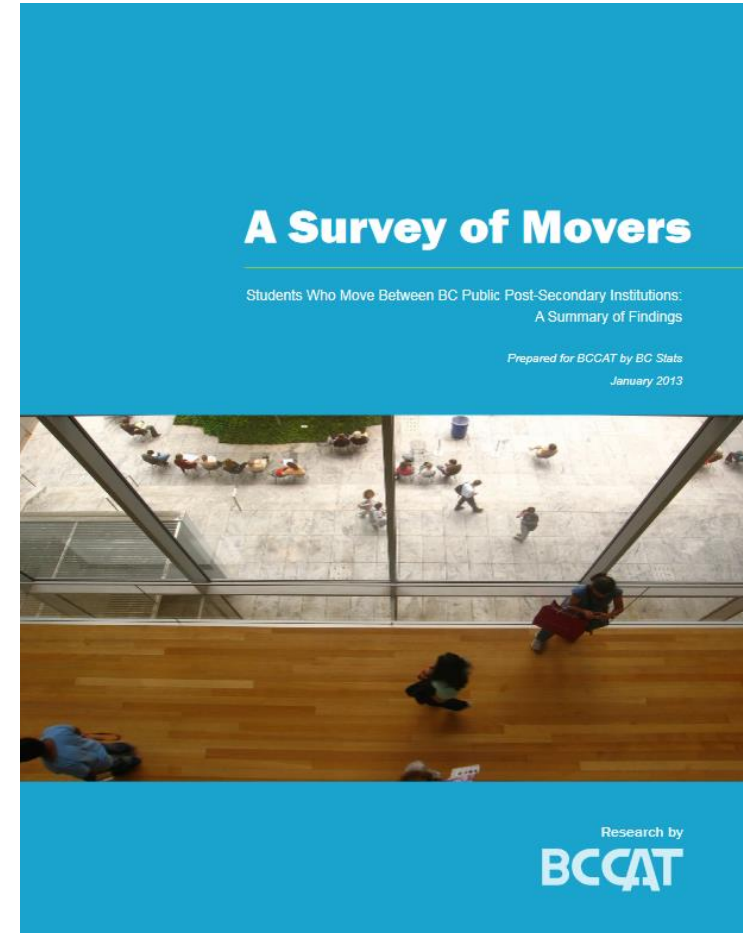
SURVEY OBJECTIVES

- Assess educational goals and motivations for switching institutions
- Assess perceptions of transfer experience
- Identify areas for improvement
- Support transfer and retention at each of the BC public post-secondary institutions

2012

SURVEY OF MOVERS

- a subset of all movers from one year to the next (~ 6,000 students out of ~ 55,000 annual movers)
- Surveyed fall 2011 registrants who were in a different institution in academic year 2010-11
- Response rate >27%



<https://www.bccat.ca/pubs/Reports/SurveyOfMovers2013.pdf>

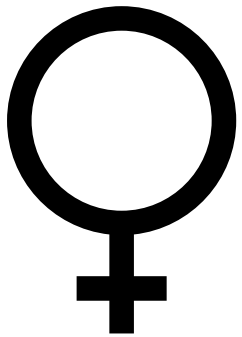


2019

SURVEY OF MOBILE STUDENTS

- Sent to 29,780 eligible students (those enrolled at a BC public PSI in Fall 2016 and at least one different public PSI in Fall 2018); 4,566 responded (15.3% response rate)
- New categories for demographics and transfer student types
- Provides a snapshot of the BC system shortly before the pandemic occurred

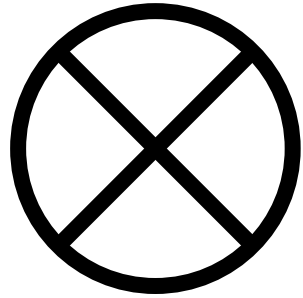
DEMOGRAPHICS: MEET THE MOVERS



FEMALE

59%

(62% in 2012)



INDIGENOUS

5%



DOMESTIC

86%



AGE (MEDIAN)

24

(23 in 2012)



W/DISABILITY

13%

BC POST-SECONDARY SECTORS



COLLEGES AND INSTITUTES

2019
51% start here
39% move here

2012

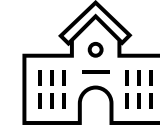
45% start here
46% move here



RESEARCH-INTENSIVE UNIVERSITIES (RIUs)

19% start here
33% move here

24% start here
33% move here



TEACHING-INTENSIVE UNIVERSITIES (TIUs)*

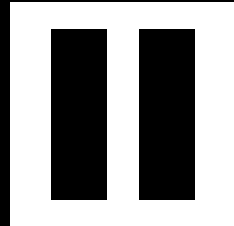
30% start here
33% move here

32% start here
20% move here

* ESTABLISHED 2007 (5 FORMER COLLEGES)

- Almost all institutions offer four-year degree programs
- Programming differences largely influenced by region/local demand
- In 2019, significantly more mobile students (+13%) moved to teaching universities instead of colleges and institutes (-7%), suggesting that TIUs had by then become a better-recognized lateral transfer option

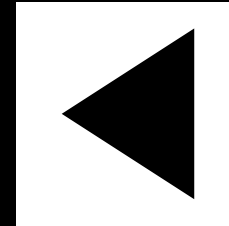
TRANSFER STUDENT TYPES (2019)



4%

STEP-OUT

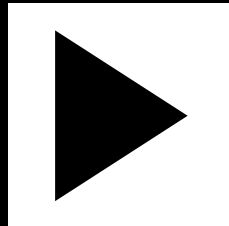
(1 SEMESTER AT 2ND INSTITUTION)



6%

RETURNERS

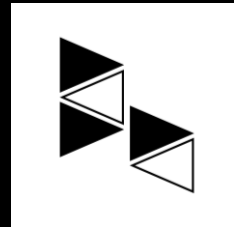
(RETURN TO 1ST INSTITUTION AFTER >1 SEMESTER)



TRADITIONAL

(1 MOVE)

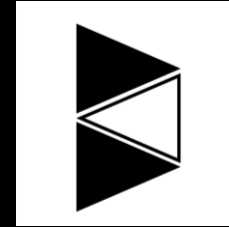
76%



3%

HIGHLY MOBILE

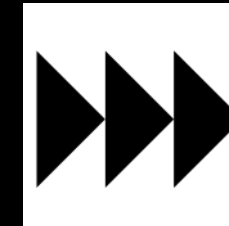
(MULTIPLE MOVES BETWEEN 3+ INSTITUTIONS)



4%

REPETITIVE

(3+ MOVES BETWEEN 2 INSTITUTIONS)



7%

SERIAL

(2+ MOVES BETWEEN DIFFERENT INSTITUTIONS)

MOBILITY PATTERNS

	LINEAR (COLLEGE/INSTITUTE → TIU/RIU)	LATERAL (MOVE WITHIN SAME SECTOR)	REVERSE (TIU/RIU → COLLEGE/INSTITUTE)
2019	39%	36%	25%
2012	39%	27%	34%

- From 2012 to 2019, lateral and reverse patterns have swapped places in terms of their relative share of transfers: the most significant change has been the doubling of RIU-RIU and TIU-TIU lateral transfers to 7% and 10%, respectively

MOTIVATIONS FOR TRANSFER

	PLANNED ("READY")	UNPLANNED ("CHANGED" OR "DISCORDANT")	OTHER
2019	52%	20%	28%
2012	32%	38%	31%

- There has been a significant increase in the number of planned transfers and a proportionate drop in unplanned transfers, suggesting that many more mobile students are preparing moves in advance

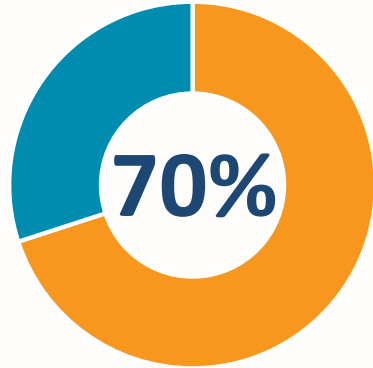
REASONS FOR TRANSFERRING

	CHANGED MIND ABOUT PROGRAM	INTENDED TO LEAVE ALL ALONG	ADMITTED TO BETTER PSI
2019	12%	15%	13%
2012	25%	23%	21%

In 2019, “Completed All Needed Credits” became the top reason, with almost a quarter (24%) respondents in this category. Although possibly an artifact of the cohort selection, the difference in the percentages could be attributed to changes in the program choices as well as increased “maturity” of transfer pathways.

SATISFACTION WITH TRANSFER

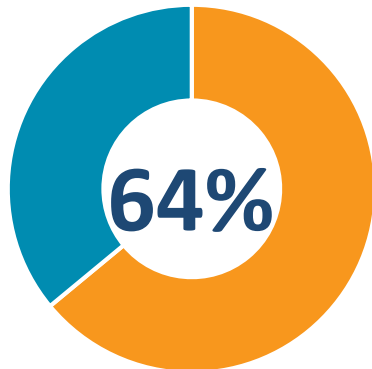
2019



Why Satisfied

- Desired program
- Desired courses
- Got all transfer credits

2012



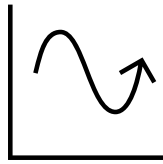
Why Dissatisfied

- Not all credit transferred
- Confusing process/ requirements
- Courses were not in BC Transfer Guide (**33%** vs. **21%**)

Satisfied and Very Satisfied

NEAR-FUTURE (POST-PANDEMIC) CONSIDERATIONS

SYSTEM RECOVERY



- COVID-driven decline will continue to be felt because of lost enrolment at the front end of transfer
- 296,200 US transfer students lost 2021-2022*

Year 1	Lateral ↓ 13.8% Reverse ↓ 17.1%
Year 2	Upward ↓ 11.6%

- Signs of reduced persistence
- More students may leverage reverse and lateral transfer

EQUITY GAPS



- Barriered students tend to be overrepresented in linear transfer pathways: most at risk of stopout/dropout
- Programming for underserved learners faced severe disruption
- “Have” vs. “Have-Not” institutions: different student populations and resources
- EDI best practices work toward system sustainability

LEARNER SUPPORT



- Persistence rates in decline
- Students need wraparound support:
 - ✓ credit transfer/pathway navigation
 - ✓ connection with others (peers, instructors)
 - ✓ financial assistance
 - ✓ wellness
- Learners require improved access to advising

*National Student Clearinghouse Research Center (2022):
<https://nscresearchcenter.org/stay-informed/>



SUMMARY

- Data are still catching up: the effects of the pandemic on the transfer system and students are not yet clear
- Students report a high level of satisfaction with the BC transfer system
- Transfer pathways serve students with planned transfers but also those responding to changed circumstances



THANK YOU!

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