



CANADIAN COUNCIL
ON **LEARNING**

CONSEIL CANADIEN
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What can be Learned about Student Mobility and Transfer across Different Jurisdictions?

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Why do we want to know about student mobility?

- Comparing outcomes among students who pursue various pathways
- To compare the experiences of various groups
- To understand barriers faced by students in various situations
- To monitor trends for planning, recruitment and marketing
- To evaluate initiatives focussed on transfer and mobility
- To provide evidence supporting claims about mobility and transfer

What do we want to know about student mobility?

Frequencies, numbers and trends in:

- **Inter-provincial student migration**
- **Inter-provincial student transfer**
- **Intra-provincial student transfer**

Formal / informal, inter-sectoral or intra-sectoral

- **Student and institutional experiences, attitudes, and outcomes**
- **Non-traditional post-secondary pathways**
- **Degree-mobility and credential recognition issues**
- **Study abroad, visiting students, PLAR**

Why don't we know most of these things?

- To best understand student mobility we require the ability to track the movement of particular students over time.
- Longitudinal surveys and administrative data have potential
- Many surveys don't ask the right questions and most administrative data sets are restricted to one institution, sector, province or region
- Data must be granular, and longitudinal, and definitions must be consistent if we are using administrative data from more than one institution.

What data is available now?

- **Longitudinal surveys**
Census, YITS, NGS and NGS Follow-Up
- **Administrative data**
Student Loan Data, CANSIM, Nominal Roll
PSIS (Atlantic and Maritime Provinces), STP (BC)
OCAS/OUAS
- **Pairing surveys with administrative data**
Colleges Ontario, BCCAT's "Where did they go?"
- **Other approaches**
Case studies, Surveys aimed at transfer students,
Institutional profile reports

National Graduate Survey - College

College	Out Migration			In-Migration		
	2000	2005	% Change	2000	2005	% Change
Canada	3.3	4.6	39%	3.3	4.6	39%
Newfoundland and Labrador	8.9	13.6	53%	5.9	5.1	-14%
Prince Edward Island	F	16.2	F	37.5	49.8	33%
Nova Scotia	11.9	14.6	23%	4.5	8.6	91%
New Brunswick	9.3	7.3	-22%	6.8	6.3	-7%
Quebec	5.5	3.7	-33%	0.9	F	F
Ontario	0.5	1.4	180%	3.2	3.5	9%
Manitoba	5.3	6.7	26%	3.7	3.3	-11%
Saskatchewan	8.6	22.3	159%	3.5	3.7	6%
Alberta	6.8	6.3	-7%	7.3	15.5	112%
British Columbia	2.5	6.1	144%	1.9	4.8	153%

National Graduate Survey - University

University	Out Migration			In-Migration		
	2000	2005	% Change	2000	2005	% Change
Canada	8.6	9	5%	8.6	9	5%
Newfoundland and Labrador	25	21.6	-14%	5	10.2	104%
Prince Edward Island	46.6	48.1	3%	11.7	12.4	6%
Nova Scotia	17.9	19.3	8%	34	39.3	16%
New Brunswick	29.3	24.7	-16%	23.9	25.1	5%
Quebec	4.3	4.1	-5%	5	4.4	-12%
Ontario	5.4	6.4	19%	6.4	6.4	0%
Manitoba	14.8	10.1	-32%	7.8	10.3	32%
Saskatchewan	12.6	19.4	54%	11.3	9.7	-14%
Alberta	11.2	13.6	21%	14.9	17.2	15%
British Columbia	11.8	12.5	6%	9	9.8	9%

Youth in Transition Survey – Cohort B

- **Asks whether respondent moved to another region to start at the institution they are attending or had attended.**
- **Respondents can indicate whether they moved to another country or province, within or between cities**
- **Data set includes many other variables that may provide a broader picture of student mobility in the context of student experience and behaviours**

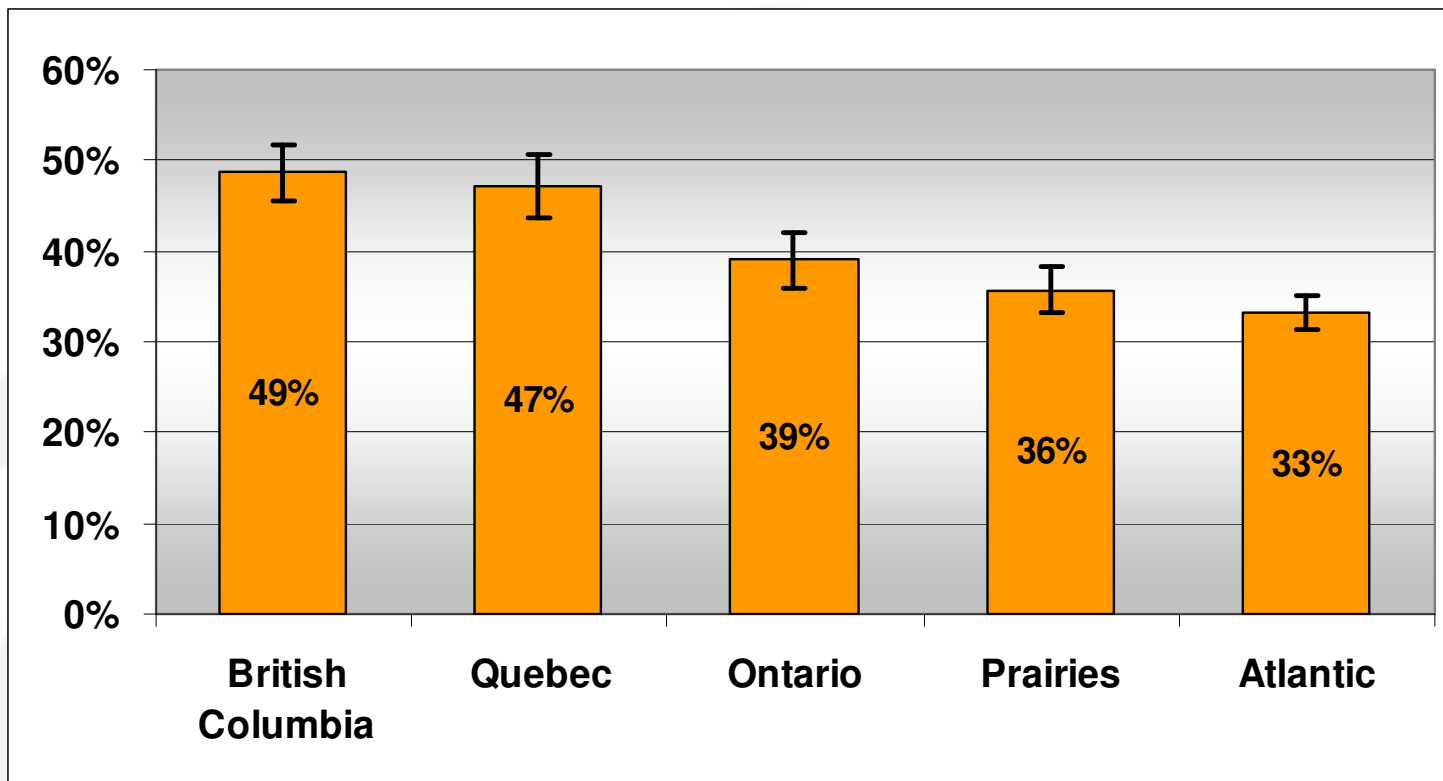
Other National Surveys

- **National Survey of Student Engagement**
- **Canadian University Survey Consortium**
- **Survey of Canadian Attitudes toward Learning**

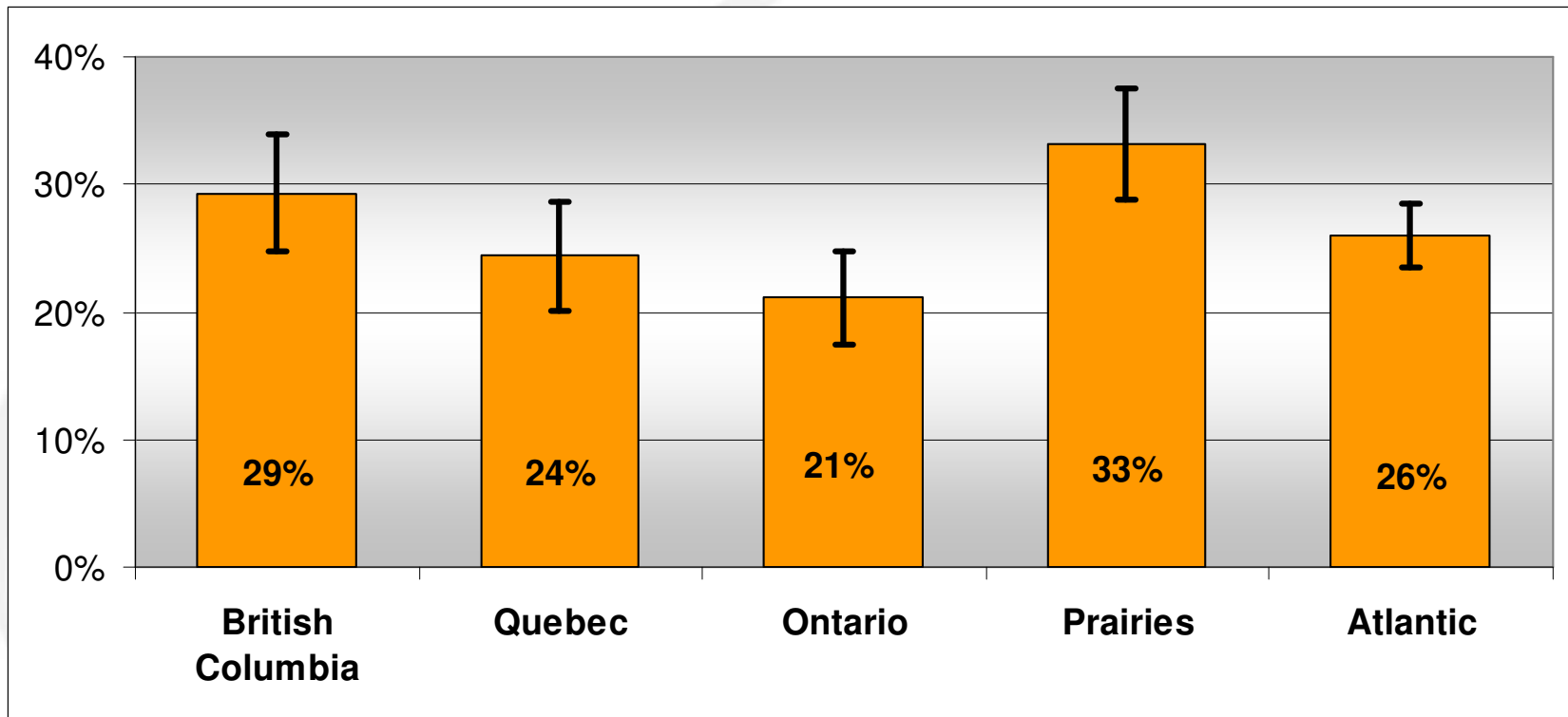
Survey of Canadian Attitudes toward Learning, 2008 – Mobility questions

- **During your postsecondary studies, did you take courses from more than one postsecondary institution?**
 - 41% responded Yes
- **If so, did you have to repeat coursework or learning that you had already successfully completed as a result?**
 - 25% indicated they had repeated coursework

Proportion of Canadians with PSE who attended more than one institution, by region



Respondents Reporting Repeating Coursework as a Result of Attending more than one Institution



Post-Secondary Information System

- **Managed by StatsCan**
- **Populated with administrative data provided by individual institutions**
- **Not all institutions compliant**
- **Atlantic provinces were a pilot group for implementation, near universal participation in NL, NS, NB and PEI**
- **Longitudinal and cross-sectional databases**
- **Longitudinal database enabled by unique identifiers**

Post-Secondary Information System

Databases

Data Elements

1. Institution Description (ID) File	8
2. Institution Program (IP) File	37
3. Institution Course (IC) File	16
4. Student Description (SD) File	60
5. Student Program (SP) File	40
6. Student Course (SC) File	32
7. Student Transfer (ST) File	18
Total Data Elements:	211

Post-Secondary Information System

Hazard rates of returning to postsecondary education among leavers, sample 2, different institution

	Total			Different institution							
	Observations	All returners		Same level				Different level			
		number	percent	Same province	Same province	Different province	Different province	Same province	Same province	Different province	Different province
			distribution	percent	distribution	percent	distribution	percent	distribution	percent	distribution
All ages											
Bachelor's											
Year 1	1,956	20.0	100.0	2.2	11.0	2.2	11.0	4.3	21.4	1.3	6.6
College											
Year 1	1,955	10.4	100.0	0.1	0.5	0.6	5.4	1.3	12.3	0.1	1.0
Age 17 to 20											
Bachelor's											
Year 1	1,325	25.0	100.0	2.8	11.2	3.0	12.1	5.7	22.7	1.7	6.6
College											
Year 1	1,016	11.5	100.0	0.1	0.9	0.9	7.7	1.9	16.2	0.1	0.9

Note: These returning rates are calculated for those identified as postsecondary education leavers in the preceding part of the analysis.

Source: *Longitudinal Postsecondary Student Information System.*

Source: Finnie, R. and Qiu, T.(2009). *Moving Through, Moving On*

Colleges Ontario – Pathways Project

- Included a survey of college-to-college transfer applicants in Ontario, as well as analysis of administrative data from OCAS.
- 10% of college applicants include a transcript from another Ontario college with their applications
- 1/3rd of these applicants actually register at a new college, representing approximately 5% of first-year college students.
- 2 – 4 % of all 1st yr students have transferred mid-program
- College transfer applicants come from a wide range of programs.
- “...most of the difficulties [experienced in the transfer process] cited by the respondents related to the process being complicated, time-consuming and/or a lack of information and assistance, although less than one-third of students felt these were barriers to transfer.”

BC's Student Transitions Project

- Made possible by Personal Education Number – a nine-digit personal identifier that enables tracking of students across K-12, college, university
- Central data warehouse and common definitions for data elements
- Managed by Steering Committee representative of governmental, agency and institutional interests
- Analyst seconded to BCCAT to provide research support

Other Methodologies

BCCAT's Institutional profile reports

- Conducted on a institutional basis by receiving institutions (i.e., universities)
- Focus upon those students whose basis of admission was being a transfer student
- Looks at their academic performance as well as scholastic and demographic characteristics



Questions?