

Pan-Canadian Consortium on Admissions & Transfer

Research Subcommittee Teleconference Meeting

November 27, 2008

Summary/Minutes

In attendance: Philip Cameron (SaskCat), Henry Decock (Seneca), Shannon McKenna-Farrell (MPHEC), Devron Gaber (BCCAT, Chair), David Hinton (UNB), Jean Karlinski (BCCAT), Ann Ryton (Alberta Advanced Ed & Tech), Urusla McCloy (HEQCO)

Regrets: Harvey King (U of R & SaskCAT Chair)

1. Call to Order

The teleconference meeting was called to order at 10:00 a.m. Pacific Time by Devron Gaber, Chair. Members introduced themselves and welcomed Shannon McKenna Farrell.

2. Approval of agenda

The agenda was approved as presented.

3. Approval of previous minutes

The previous minutes were approved as presented.

ACTION: Meeting minutes will be presented to PCCAT once per year at its annual meeting.

4. Membership

Shannon McKenna-Farrell replaces Catherine Stewart from Maritime Provinces Higher Education Commission (MPHEC) on an interim basis.

5. Approval of Terms of Reference

The Terms of Reference which were amended by the committee via email were included in the package and approved as presented (attached as Appendix A).

ACTION ITEMS:

- *Subcommittee members will be replaced on an interim basis as and when needed between annual meetings of PCCAT. At each PCCAT meeting, the subcommittee Chair will seek approval for the subcommittee membership and will solicit new members if required.*
- *The approved Terms of Reference will be submitted at the June 2009 PCCAT meeting.*

6. Selection of participating jurisdictions and institutions

Each member provided an update on his/her solicitation of potential participating institutions. The following candidates were recommended by jurisdictional representatives on the subcommittee.

Maritime and Atlantic provinces - Due to the small anticipated number of transfer students to individual Maritime and Atlantic Canada universities, David Hinton proposed the idea that the data of four such universities be pooled (UNB, UPEI, Dalhousie, and Memorial) for a single regional report. If this is too onerous to coordinate, a suggestion was made to include only UNB and Dalhousie. *ACTION: David will contact the Dalhousie Registrar to raise the idea of undertaking joint research with UNB.*

Ontario - Ursula McCloy suggested that some registrant data might be gleaned through Ontario's common application service.

ACTION ITEMS:

- *Ursula will contact some Ontario universities to gauge their willingness to participate in the research. The University of Toronto (U of T) was considered the best candidate; York and the University of Ottawa were also recommended.*
- *Both Ursula and Henry Decock will solicit U of T interest through independent contacts there.*

Saskatchewan - Philip Cameron reported that the University of Saskatchewan had expressed interest in participating. The University of Regina is another possibility.

Alberta - Anne Ryton reported that the University of Alberta has about 500 first-time registrants from other provinces and that they would like more information before determining their participation.

British Columbia - Devron reported that he had contacted the Institutional Research Director at UBC. While the research is not high on their policy agenda, they would consider participating. UBC participation would depend on whether BCCAT funds would be required to fund coordination and writing of a summary report.

Based on the above, there are potential institutional candidates from 5 jurisdictions: Maritimes, Ontario, Saskatchewan, Alberta, and BC.

ACTION ITEMS:

- *Besides identifying individual institutions to complete full profile reports, each participating jurisdiction will attempt to collect data from a number of universities on the total number of students transferring from out-of-province Canadian public institutions (to understand scope).*
- *After preliminarily seeking institutional interest (as above) the goal is to finalize the participating institutions by the end of January. The draft research data elements, definitions, and suggested template will be finalized and made available prior to that time.*

7. Project Funding Updates

a. Request for Council of Ministers of Education Canada (CMEC) funding

Devron reported that the initial response from CMEC (through Marg Leathem, Chair of the Working Group on Credit Transfer) to our funding request is favourable; however, CMEC would like more information on how our research would align with CMEC established principles and the Learn Canada 2020 initiative. The steps in the decision process that need to take place include a Record of Decision by the CMEC Post-Secondary Assistant Deputy Ministers (PSADM) to the Working Group, and finally to the PCCAT Subcommittee. A written request for further information is expected from Marg Leathem in December.

ACTION:

- *Devron will review the CMEC principles and Learn Canada 2020 report and draft another letter to CMEC describing how our research aligns with these. The subcommittee will have a chance to review the letter before it is sent. The goal is to send the response by the end of January in advance of the next scheduled PSADM meeting in February.*

b. Funding from participating jurisdictions

Members reported on anticipated monetary and other support for the project.

- BCCAT has \$20,000 to contribute which could be used to subsidize UBC's research and/or project coordination at the national level.
- A sum of \$15,000 has been requested of the Alberta Ministry responsible for post-secondary education and a response is expected by the end of the year.
- SaskCAT has earmarked \$10,000 in support of the project.
- The Higher Education Quality Council of Ontario (HEQCO) could cover the costs incurred by the Ontario common application service to retrieve

records on which registrants have previous Canadian post-secondary history.

- The MPHEC has no project funding. It is expected that the research costs would be borne by participating Maritime universities.

c. Funding from participating institutions

It was anticipated that participating institutions may be making in-kind contributions. An average in-kind contribution of \$15,000 per jurisdiction (assuming one institution per jurisdiction) was anticipated, based on the amount of funding being provided in each of the three Western provinces.

8. Development of research data elements, definitions, and template

A handout (revised and attached as Appendix B) was reviewed and amended. This constitutes the information that should be forwarded to interested and confirmed participating institutions, along with the data definitions yet to be drafted and approved by the subcommittee (See Item 7 of Appendix B). Regarding Item 3 f) in Appendix B, it was recognized that a system needs to be put in place for counting college credits (e.g., 3 credits = 1 semester course; 6 credits = 1 year course, 2 years = x credits, etc.).

It was agreed that no distinction will be made between traditional credit and Prior Learning Assessment & Recognition (PLAR) credit.

ACTION ITEMS:

- *BCCAT staff will revise the report template based on today's discussion and forward it to subcommittee members for review and approval.*
- *Data definitions will be drafted by BCCAT and circulated to the subcommittee for discussion and approval.*

9. Process for consulting with participating institutions on data elements, definitions, and template

ACTION ITEMS:

- *Appendix B and draft data definitions will be shared with potential participating institutions for their input before being finalized. It was agreed that at a minimum, participating institutions will be expected to submit a completed spreadsheet (data template to be provided), and an executive summary report based on the report template also provided.*

- *The Appendix B and data definitions will also be forwarded to the CMEC PSADM, along with an outline of what duties the coordinator would be expected to undertake.*

10. Next steps

The various next steps are noted in the numerous action items noted above.

11. Next meeting date

The next meeting will occur in late January at the earliest, although a date will not be set until early January after progress has been made on the various action items.

12. Adjournment

The meeting was adjourned at 12:55 Pacific Time.

Appendix A
Pan-Canadian Consortium on Admissions & Transfer

Research Subcommittee

Draft Terms of Reference

Approved by the Subcommittee - November 27, 2008

Purpose

The purpose of the PCCAT Research Subcommittee is to recommend for approval by PCCAT potential research projects that help to increase our understanding of the extent of inter-jurisdictional student mobility and transfer at the post-secondary level in Canada and the experiences of those transfer students.

Objectives

1. To recommend to PCCAT potential inter-jurisdictional research projects in the area of student mobility and transfer.
2. To coordinate the development of these projects and/or to request coordinating bodies or individuals to do so.
3. To secure funding, as required, for completing approved research projects.
4. To report to PCCAT and the broader community on findings from these research projects.

Membership

The membership of the Pan-Canadian Consortium on Admissions and Transfer (PCCAT) Research Subcommittee was made up initially of members of PCCAT who volunteered to participate on the subcommittee at the June 2008 meeting of PCCAT. Members will remain on the subcommittee for a two-year period with a possible reappointment for a second two-year term. Replacement members will be chosen by PCCAT from the PCCAT membership.

Appendix B

PCCAT Research Project

Draft Research Data Elements, Definitions, and Template

1. Select a major university or perhaps more than one university from three to five Canadian jurisdictions.
2. For the 5-year period ending 2007-08, determine the number of 1st time undergraduate students enrolled who had previously completed any number of credits from another public post-secondary institution in another province or territory.
3. For these students, determine their profile including such factors as:
 - a. Student demographic information (age, gender).
 - b. From which province did they come?
 - c. From which kind of public institution?
 - i. University
 - ii. Two or three year college
 - iii. Four year college or university college
 - iv. Institute
 - d. From which type of program?
 - i. Undergraduate degree
 - ii. Diploma or Associate degree
 - iii. Certificate
 - e. How many received some transfer credit?
 - f. How much transfer credit did they receive from the university?
 - g. How many credits had they completed prior to moving?
 - h. Into what university faculty and/or degree program did they enrol?
 - i. In the first semester, were they full-time or part-time students as defined by the institution?
4. For students who transferred and received some transfer credit, how did they perform?
 - a. How many additional credits did they earn towards their 1st undergraduate degree at the receiving institution?
 - b. How many graduated and with what credentials?
 - c. What was their Admission GPA or equivalent and their Cumulative GPA in the first term/semester/year and subsequent years, and at graduation?
 - d. How many terms/semesters to complete 1st undergraduate credential or other measures of degree completion rate at the receiving institution?

5. Compare academic performance across types of transfer students (e.g., by type of sending institution, FT/PT status, etc.)
 - a.
6. Make comparisons between institutions, where feasible.
 - a. This will be done in the national report which summarizes findings from the various jurisdictional reports.
7. What are some of the definitions that we need to address and harmonize?
 - a. Transfer student
 - b. Grade Point Average (GPA), Admission GPA, and Cumulative GPA (CGPA)
 - c. Undergraduate student
 - d. Type of institution
 - e. Program type
 - f. Sending institution
 - g. Receiving institution

Draft Data Definitions (for discussion)

1. Transfer student

A first time undergraduate student enrolled at the *receiving institution* that has previously completed any number of credits from another public post-secondary institution in another Canadian province or territory.

2. Grade Point Average (GPA)

The average grade earned by the *transfer student*, calculated by dividing the grade points earned (on a 4 point scale, or converted to a 4 point scale) by the number of credits attempted.

3. Admission Grade Point Average (GPA)

The *grade point average* (on a 4 point scale, or converted to a 4 point scale) of a *transfer student* as calculated by the receiving institution for the purposes of admitting the student to a degree program.

4. Cumulative Grade Point Average (CGPA)

The grade point average (on a 4 point scale, or converted to a 4 point scale) of a *transfer student* representing the average of all grades attained since enrolment at the *receiving institution*.

5. Undergraduate student

A first time student in an undergraduate degree program at the *receiving institution*. This includes students that have completed an undergraduate degree at a *sending institution* if they are pursuing a second undergraduate degree at the *receiving institution*. Those who are pursuing a professional or graduate degree or other credential at the *receiving institution*, which requires an undergraduate degree as a prerequisite for entry into such a program, are excluded.

6. Type of institution

One of the following four types of Canadian public post-secondary institutions:

- a. University
- b. Two or three year college (including CEGEPs)
- c. Four year college or university college
- d. Institute

7. Program Type

One of the following types of credit programs offered by a public post-secondary institution in another Canadian province or territory, but excluding Continuing Education (CE) programs:

- a. Undergraduate degree (typically a length of 3 to 5 years)
- b. Diploma or Associate Degree (typically a length of 2 or 3 years)
- c. Certificate (typically a length of one year or less)

8. Sending Institution

The public post-secondary institution in another Canadian province or territory where the *transfer student* has completed any number of credits before enrolling in the *receiving* institution.

9. Receiving Institution

The public post-secondary institution participating in the research in which the *transfer student* has enrolled with any number of prior credits completed at another public post-secondary institution in another Canadian province or territory.