

Pan-Canadian Consortium on Admissions & Transfer

Research Subcommittee Teleconference Meeting

May 6, 2009

Summary/Minutes

In attendance:

Philip Cameron (SaskCAT), Henry Decock (Seneca), Eric Dohei (Alberta Advanced Ed & Tech), Devron Gaber (Chair, BCCAT), David Hinton (UNB), Jean Karlinski (BCCAT), Ursula McCloy (HEQCO), Shannon McKenna-Farrell (MPHEC, and Janice Park (ACAT)

1. Call to Order (Devron Gaber, Chair)

The meeting was called to order at 9:30 a.m. The resignation of Harvey King was accepted. Incoming member Eric Dohei who has replaced Anne Ryton as Manager, ACAT Secretariat was welcomed to the subcommittee.

2. Approval of agenda

The agenda was approved as presented.

3. Approval of previous minutes

The previous minutes were approved as presented.

4. Issues arising from CMEC funding decision

Devron noted that he has yet to receive a formal letter from CMEC regarding their decision not to provide financial support to the PCCAT research project at this time, due to other priorities.

a. Potential BCCAT funds for project coordination

Devron informed the group that in light of the lack of CMEC funding, BCCAT staff, with support from the BCCAT Research Committee, will be putting forward a proposal to its Council to make an additional \$10,000 available for the PCCAT research project. The original \$20,000 set aside in a previous year had been intended to fund the participation of a BC university. UBC has just agreed to participate at a cost of approximately \$7,000; therefore, it is hoped that BC will be able to contribute a total of \$23,000 towards the cost of project coordination and national report preparation. A decision about additional funding and how it may be spent is expected to be made by Council on May 29.

<p>ACTION: BCCAT will be proposing the allocation of additional funds for the project to its Council, which could make a total of \$23,000 available for project coordination/report writing. Decision to occur on May 29.</p>

In the interest of continuing to move the project forward (which was supported by the group), Philip Cameron stated that SaskCAT may be able to come up with some funds for coordination/writing out of its 2009-10 budget. Janice Park stated that if not all of the \$15,000 set aside by Alberta is needed by the University of Alberta to prepare its report, a portion of it could perhaps be offered for coordination. Ursula McCloy noted that HEQCO is unable to fund the participating Ontario university at this time, but may be able to assist coordination through use of a research intern.

ACTION: Members are to seek additional financial or other resources to support the research project and to report back to the group via email as soon as possible.

b. Selection process/criteria for coordinator position

It was agreed that the ideal coordinator of the project would be familiar with university data structures, have experience in a Registrar's office and with data analysis and report writing.

ACTION: Members are to email the subcommittee with the names of potential coordinators/writers and their contact information, as soon as possible. The goal is to identify the coordinator by July.

c. National report writing

It was agreed that it would be most efficient if the project coordinator also wrote the national report.

5. Confirmation of outstanding participating universities

a. Dalhousie

David confirmed that Dalhousie is very interested in participating in the research.

b. UBC

Devron confirmed that UBC has agreed to participate. This choice has the support of the other two BC research universities, SFU and UVic. BCCAT would enter into a contract with a senior analyst in UBC's institutional research office.

c. McGill?

David has made initial contact with McGill and expects to hear back soon. The subcommittee agreed to support McGill participation assuming they cover their own research costs and commit soon.

ACTION: David is to ask McGill whether their participation in the project is conditional on translation of their own and the national report.

d. **Recap of final participating universities**

The confirmed participating universities are: UNB, Dalhousie, York, U of Sask, U of A, and UBC. McGill is still a possibility.

6. **Items related to individual university reports**

a. **Outstanding data element issues (see previous minutes, items 6.a., and 6.c)**

i. **Type of program**

It was agreed that the definition of “program” is fine as is.

ii. **Counting of credits**

The issue raised had to do with the use of contact hours versus credits at some colleges, which would be among the sending institutions in the research.

ACTION: To deal with the issue of contact hour versus credits if it is raised as an issue by universities in the course of the research. One option would be to footnote any differences/explanation in reports.

iii. **Other**

It was noted that whether or not the transfer student had completed a previous credential was not included in the template.

ACTION: Jean Karlinski is to add a question to the template and the grid/inventory about whether or not the transfer student had completed his/her previous program.

b. **Issues/questions arising from participating universities since last meeting**

UBC had raised the issue of how Exchange students are to be treated in the research. It was agreed that these and Visiting students should be excluded.

ACTION: Jean is to modify the definition of Undergraduate Student by stating that Exchange and Visiting students are excluded.

c. **Proposed/likely timing of individual reports, and clarification of nature of reports**

Christmas was set as the goal for completion of individual reports. The reports should include tables plus some analysis.

ACTION: Members are to contact participating universities and request that: 1) the data inventories be completed by the end of June at the latest; and 2) their reports, including tables and analysis of key findings, be completed by Christmas. Members are to receive the inventories and forward them via email to Jean.

The Coordinator is to provide universities with a template for individual reports, based on feedback from the Subcommittee.

Jean is to forward the URLs for BCCAT transfer student profile reports to Ursula, Janice, and Eric.

d. Approval of final template, data definitions, and data inventory grid

The final template, data definitions, and data inventory grid were approved as amended (taking into account the minor additions noted above).

7. Discussion of value of additional collection of raw out-of-province transfer student numbers across a larger number of universities

UVic data on the number of new to UVic registrants from out-of-province was circulated. It was agreed that collection of the basic number of out-of-province transfer students from a large number of universities across the country would be valuable.

ACTION: Members are to approach universities in their province to ascertain if they are able to provide the number of new undergraduate students enrolled who had previously completed any number of credits from another public post-secondary institution in another Canadian province or territory. The subcommittee will determine what level of data is required, i.e., by province, by type of sending institution.

8. Presentation at June 2009 PCCAT meeting

ACTION: Devron was unanimously selected to present the update on the PCCAT research project at the PCCAT annual meeting in Fredericton. He will prepare notes for subcommittee input beforehand.

ACTION: It was agreed that the Subcommittee would meet face-to-face at the PCCAT annual meeting (over lunch on Tuesday, June 23). An agenda will be circulated prior to the meeting.

9. Next steps

The next steps are outlined in the above action items.

10. Next meeting date

The next meeting will occur face-to-face at the PCCAT meeting in Fredericton.

11. Adjournment

The meeting was adjourned at 11:30 a.m.

Appendix A

PCCAT Research Project

Research Data Elements, Definitions, and Template

Revised as per May 6/09 meeting discussion

1. Select a major university or perhaps more than one university from three to five Canadian jurisdictions.
2. For the 5-year period ending 2008-09 (Fall & Winter/September to April sessions), 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. In which province was their previous institution?
 - c. From which type of public institution?¹
 - i. University
 - ii. College, university college, or institute
 - d. From which type of program?
 - i. Undergraduate degree
 - ii. Diploma or Associate degree
 - iii. Certificate
 - e. Was the previous program completed (Y/N)?
 - f. How many received some transfer credit?
 - g. How much transfer credit did they receive from the university?
 - h. How many credits had they completed prior to moving?
 - i. Into what university faculty and/or degree program did they enrol?
 - j. 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 at the university?
 - a. How many additional credits did they earn towards their 1st undergraduate degree at the university?
 - 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?

¹ Note: Where there have been changes to sending institution mandates/names, assign the name/type of institution in place at the time of enrolment in that institution.

- d. For those who graduated with a 1st undergraduate degree in the timeframe of the study, what proportion of total credit required for the degree did they complete at the receiving institution?
5. Compare academic performance across types of transfer students (e.g., by type of sending institution, FT/PT status, etc.)
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

Data Definitions

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. Academic Year

The academic year is defined as the Fall and Winter sessions combined (September through April). Thus the 2008-09 academic year falls from September 2008 to April 2009.

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. Exchange and Visiting students are also excluded.

6. Type of institution

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

- a. University
- b. College, University College, or 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:

- 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.