



B.C. Post-Secondary – 100 years

Jody Gordon

Vice President, Students

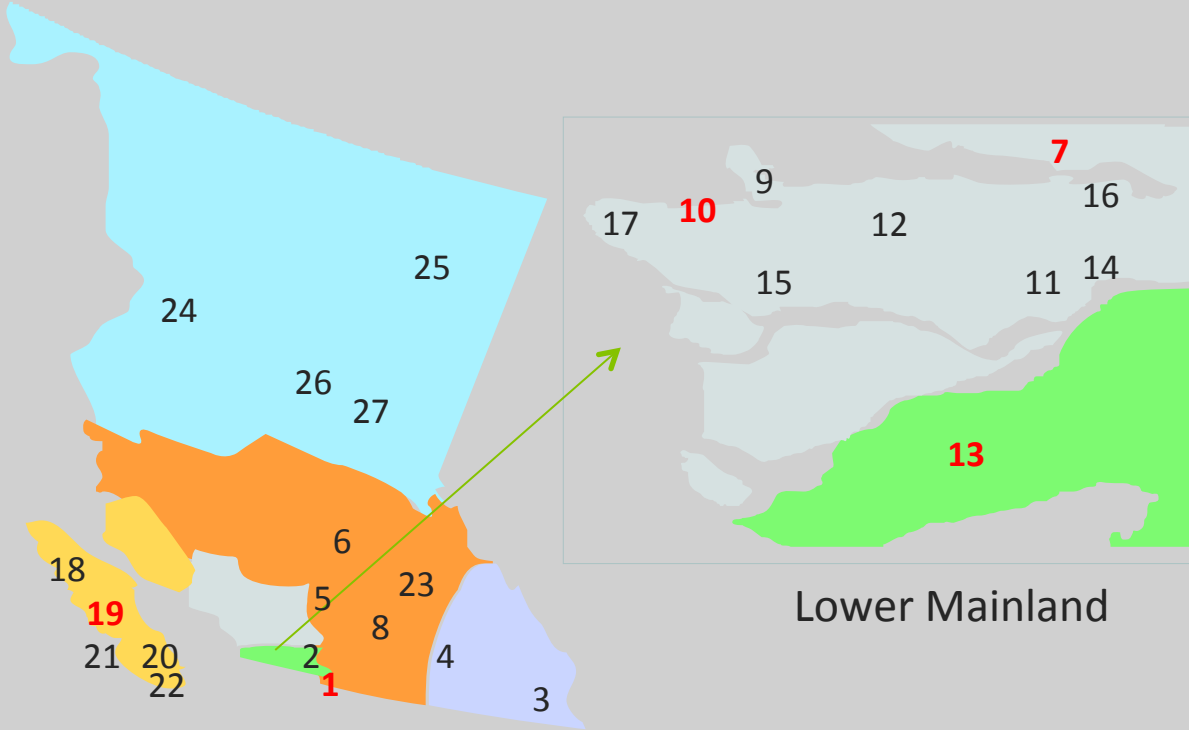
PRESENTATION SUMMARY

- History of the Public Post Secondary system in B.C.
 - Creation of first University
 - Historic MacDonald Report
- Government response to MacDonald Report
 - Two additional universities and Community Colleges and our Transfer system was born
- Transfer System
 - Access and mobility
 - Electronic Data Interchange from K-12 and through post-secondary

PRESENTATION SUMMARY

- State of Post Secondary in B.C. today
 - Campus 2020 Report
 - Transition to a University – UFV's story
- Future of Post Secondary in Canada – Emerging Issues
- Discussion / Questions

B.C. Post Secondary System Today



1. University of the Fraser Valley

2. Trinity Western University (private)

3. College of the Rockies

4. Selkirk College

5. Nicola Valley Institute of Technology

6. Thompson Rivers University

7. Capilano University

8. Okanagan College

9. VCC

10. Emily Carr University

11. Douglas College

12. BCIT

13. Kwantlen Polytechnic University

14. Justice Institute

15. Langara College

16. SFU

17. UBC - Vancouver

18. North Island College

19. Vancouver Island University

20. University of Victoria

21. Royal Roads University

22. Camosun College

23. UBC - Okanagan

24. Northwest Community College

25. Northern Lights College

26. College of the New Caledonia

27. UNBC

5 New Universities noted in red

B.C. Post Secondary pre- and post-1910

- “McGill-BC” – Victoria College was affiliated with McGill University and offered first two years of an Arts and Science degree.
- Sprott-Shaw Technical College offered some applied training.
- In 1910, the University Act passed which created the University of British Columbia.
- UBC opened its doors (of the abandoned buildings McGill left behind) in 1915.
- Victoria College suspended operations from 1915-1920 only to be reborn through an affiliation with UBC.

The Macdonald Report, 1962

- Higher Education in BC and a Plan for the Future
- The report opens:

“The kind of new world into which we are plunging headlong will bear little resemblance to the world we now know. If we are wise enough and fortunate enough to avoid global warfare and nuclear destruction, it will be because we embrace the opportunities and responsibilities of this new world.”
- Macdonald questions whether we in BC have the “vision, imagination, determination and courage to plot an educational course which will ensure our position in the front ranks...”

The Significance of the Macdonald Report

- Emphasized the requirements for excellence:
 - Diversification of opportunity both in kind and in place
 - Self-government for post-secondary.
- Foreshadowed our system today:
 - Technical training in arts and science over 2 years
 - First 2 years of a four-year college education
 - Colleges offering 4-year liberal education
 - Universities offering 4-year curricula plus graduate education.

The Significance of the Macdonald Report

- Respect for the two-year college system:

“The only way the two-year college can compete for competent staff is to offer a programme which is unique and to provide opportunities which contrast with those of the University, such as small classes, seminar education, intimate association with other disciplines, higher standards of admission, avoidance of a complex administrative hierarchy and greater emphasis on experiment in education.”
- Definition of transfer within the system:

“Transfer should be possible between institutions but it should be based not on identity of courses but on performance of students. Admission policies should be concerned less with prerequisites and more with evidence of ability when students seek transfer from one institution to another.”

A Comprehensive B.C. Post Secondary System is Established

1964

First technology students enroll at the British Columbia Institute of Technology (BCIT) created at same Burnaby site as the BC Vocational School.

1965

Vancouver City College (VCC) becomes first autonomous community college in BC, formed by bringing together Vancouver Vocational Institute (1949), Vancouver School of Art (1925), and King Edward Continuing Education Centre (1962); SFU is formed.

1965-1975

Nine more community colleges formed across BC based on local support through plebiscites (Selkirk, Okanagan, Capilano, College of New Caledonia, Malaspina, Douglas [which split to form Kwantlen in the 1980s], Cariboo, Camosun, and Fraser Valley).

B.C. Post-Secondary and Transfer System

- 1968 students occupy SFU's administration office to protest the lack of transfer opportunities for Vancouver City College students.
- 1974 The post secondary articulation coordinating committee is formed.
- 1989 – The BC Council on Admissions and Transfer (BCCAT) is created.
- 1989 – 3 Colleges become University Colleges to expand degree opportunities; 2 others to follow.
- 9 Private institutions become part of the transfer system over the next two decades and Ministry created DQAB – Degree quality Assessment Board

BCCAT and the Transfer System Today



[Sitemap](#) | [Contact](#) |

[Home](#)

[Transfer System](#)

[Admissions](#)

[Publications](#)

[Articulation](#)


[About Us](#)

[Links](#)

Your Guide Through Post-Secondary Education

What's New: [RSS Feed](#) 

- [Best Practice Guide for Receiving Institutions](#)
- [Mobility of Adult Basic Education Students in BC](#) (PDF)
- [Engage Newsletter Fall 2008](#) (PDF)
- [Policy for New Members of the BC Transfer System](#) (PDF)
- [STP Report on Student Movement among PSE Institutions](#)
- [more announcements...](#)

- [about us](#)
- [services](#)
- [council](#)
- [committees](#)
- [RSS](#) 

Contact BCCAT

BC Council on
Admissions & Transfer
709 - 555 Seymour St,
Vancouver, BC
V6B 3H6

[T] 604-412-7700
[F] 604-683-0576
[E] admin@bccat.ca



**BC Transfer
System**

[Institutions](#)

[Accreditation & Quality](#)



**Admissions
Information**

[Applying to an institution](#)

[Types of Admission](#)



Publications

[Search](#) | [RSS Feed](#) 

[BCCAT Publications](#)



[Articulation](#)

[Best Practice Guide: A
Resource for Receiving
Institutions](#)

BCCAT and the Transfer System Today


☒ entire site ☐ course agreements[Home](#)[Course Search](#)[Transfer Help](#)[Other Transfer Guides](#)[Resources](#)

Course Search



By Sending Institution

I took a course and want to see how it transfers:

 [Help](#)

By Receiving Institution

I want to see the equivalents for a course I plan to take:

 [Help](#)

By Course Load

I want to search multiple courses from multiple institutions at the same time.

► [Search by Course Load](#)

myEdPlanner 

Login to myEdPlanner:

[learn more ...](#)

Changes to the BC Transfer Guide

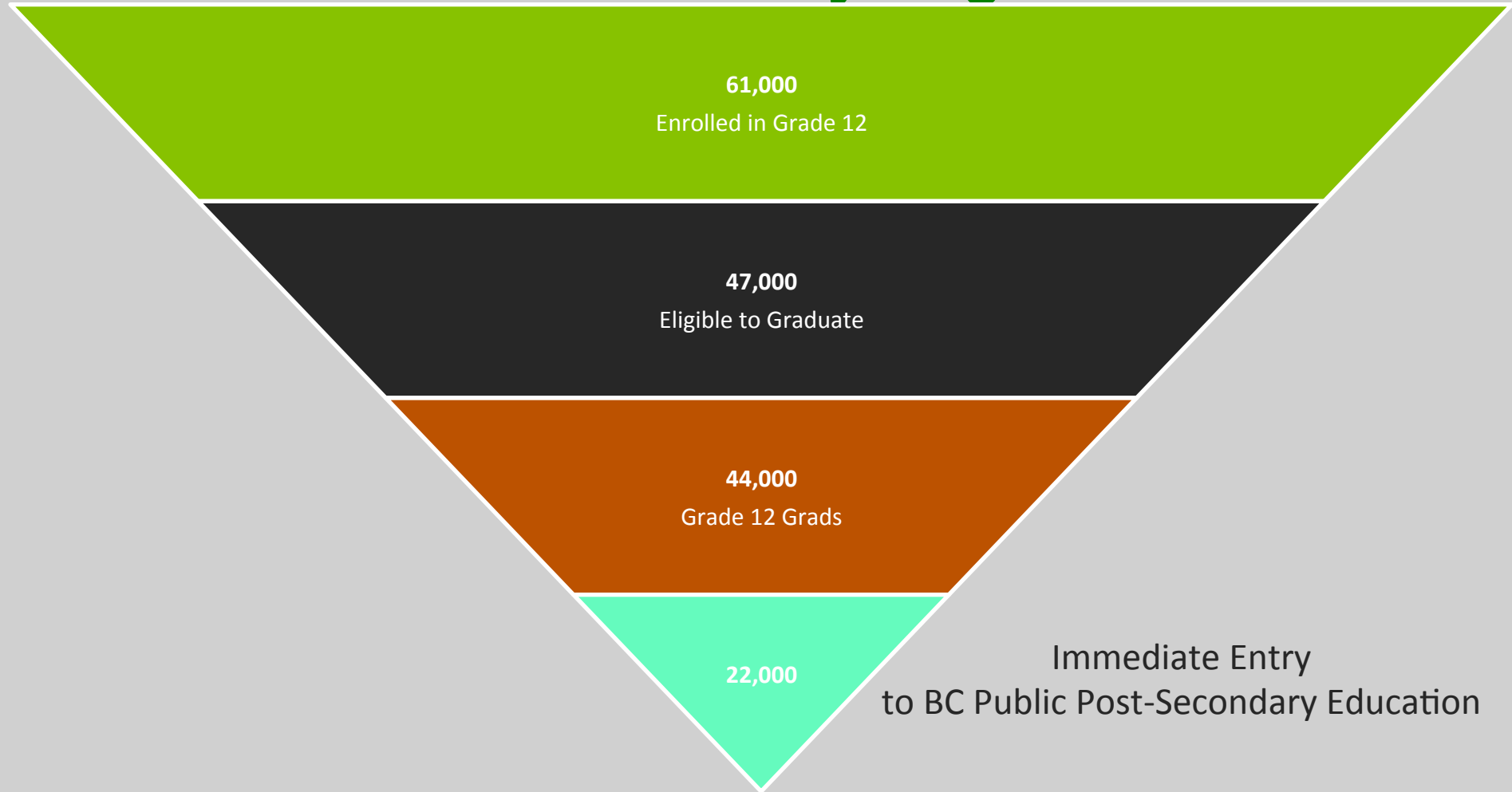
Several BC institutions have undergone name changes. They are as follows:

The BC Transfer Guide is

Student Transitions and Student Mobility

- A collaborative effort of BC's Ministries of Education (K-12) and Advanced Education, BC's public post-secondary institutions, and BCCAT.
- Purpose of STP is to collect, analyze, and report on data from the K-12 and post-secondary education systems to answer research questions on student transition and mobility.
- Meets Freedom of Information requirements.
- Steering Committee and subcommittee structure.
- Provides reports and underlying pivot tables.
- Goal is to provide **reliable** information at **predictable times** and in a **timely manner** to assist institutions and government with planning.

Volume and Flow of Students from Grade 12 to Post-Secondary Registration

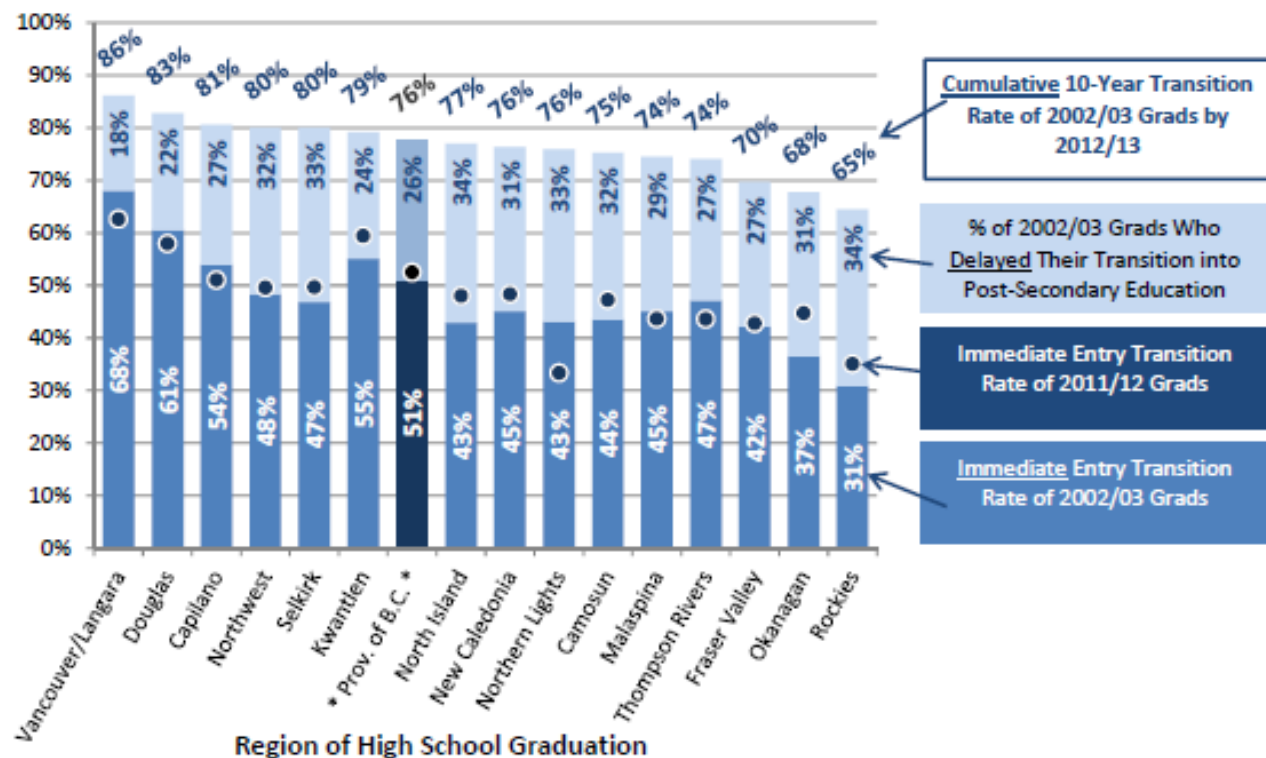


Transition from HS to PSI Tracked over 5 Cohorts

- When Tracked over a 5 year period the rate of transition rises to 72%
- Rate of transition immediately following HS completion remains relatively stable over the 5 year cohorts

High School Grad Year		Year of Entry Into BC Public Post-Secondary Education						
		2002/2003	2003/2004	2004/2005	2005/2006	2006/2007	No Post-Sec Yet	Grand Total
2001/2002	Count of HS Grads	22,076	4,953	2,116	1,220	857	12,138	43,360
	% of HS Grad Class	50.9%	11.4%	4.9%	2.8%	2.0%	28.0%	100.0%
2002/2003	Count of HS Grads		22,704	4,885	2,127	1,203	13,417	44,336
	% of HS Grad Class		51.2%	11.0%	4.8%	2.7%	30.3%	100.0%
2003/2004	Count of HS Grads			21,155	4,539	1,932	14,686	42,312
	% of HS Grad Class			50.0%	10.7%	4.6%	34.7%	100.0%
2004/2005	Count of HS Grads				21,991	4,711	17,062	43,764
	% of HS Grad Class				50.2%	10.8%	39.0%	100.0%
2005/2006	Count of HS Grads					22,848	22,130	44,978
	% of HS Grad Class					50.8%	49.2%	100.0%

STP Fast Fact #7: Regional Transition Rates
From grade 12 graduation (in 2002/2003) to
B.C. public post-secondary education (by 2012/2013)

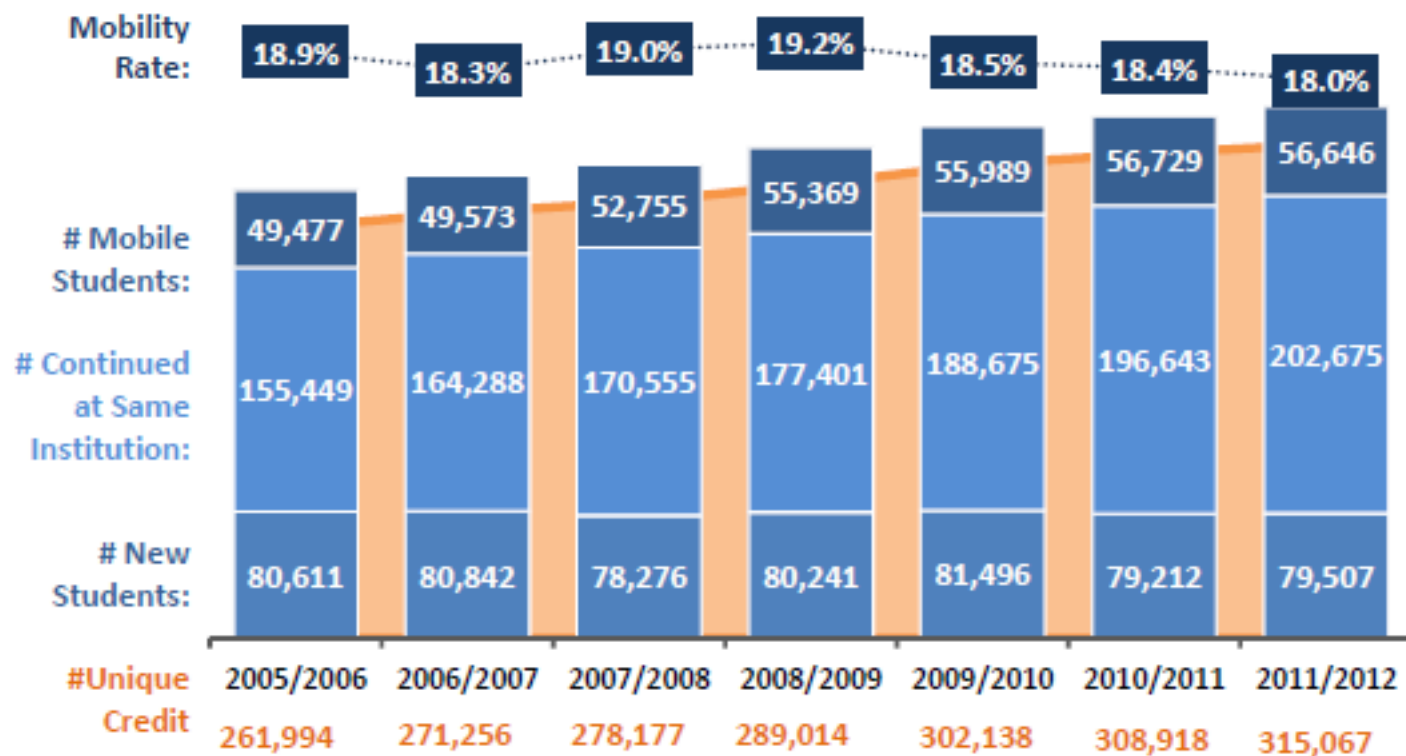


Immediate and delayed transition rates of the 2002/03 grade 12 graduation cohort are provided, along with their cumulative 10-year transition rate into B.C. public post-secondary education by 2012/2013. These transition rates are provided by region of high school graduation. Students who did not transition to post-secondary education or who enrolled in a B.C. private or non-B.C. institution are not accounted for in this chart. For comparison, the immediate entry transition rate of the 2011/12 graduation cohort is also provided to show that immediate-entry transition rates have increased in most regions, compared to 2002/03; and transition rates by region are not as consistent as the average immediate-entry transition rate for the province overall (currently 53% per year).

This information is based on March 4, 2014 data from the Student Transitions Project, November 2013 data submission.

STP Fast Fact #14: Student Mobility Rates

The Student Mobility Rate is the proportion of all students enrolled in credit courses in the B.C. public post-secondary education system in the academic year who were last enrolled at some other institution.



The STP's calculation of student mobility rates have undergone several definitional changes over the last few years. The significant change to the mobility rate calculation when last reported was the exclusion of students registered in non-credit courses. The non-credit exclusion also resulted in the exclusion of some developmental and vocational programs (where instruction is measured in hours rather than credits). The mobility rates reported here include undergraduate, graduate and developmental program registrants in credit courses only.

STP Fast Fact #16: Student Mobility Between Sectors

This diagram illustrates student movement between and within public post-secondary sectors of B.C.

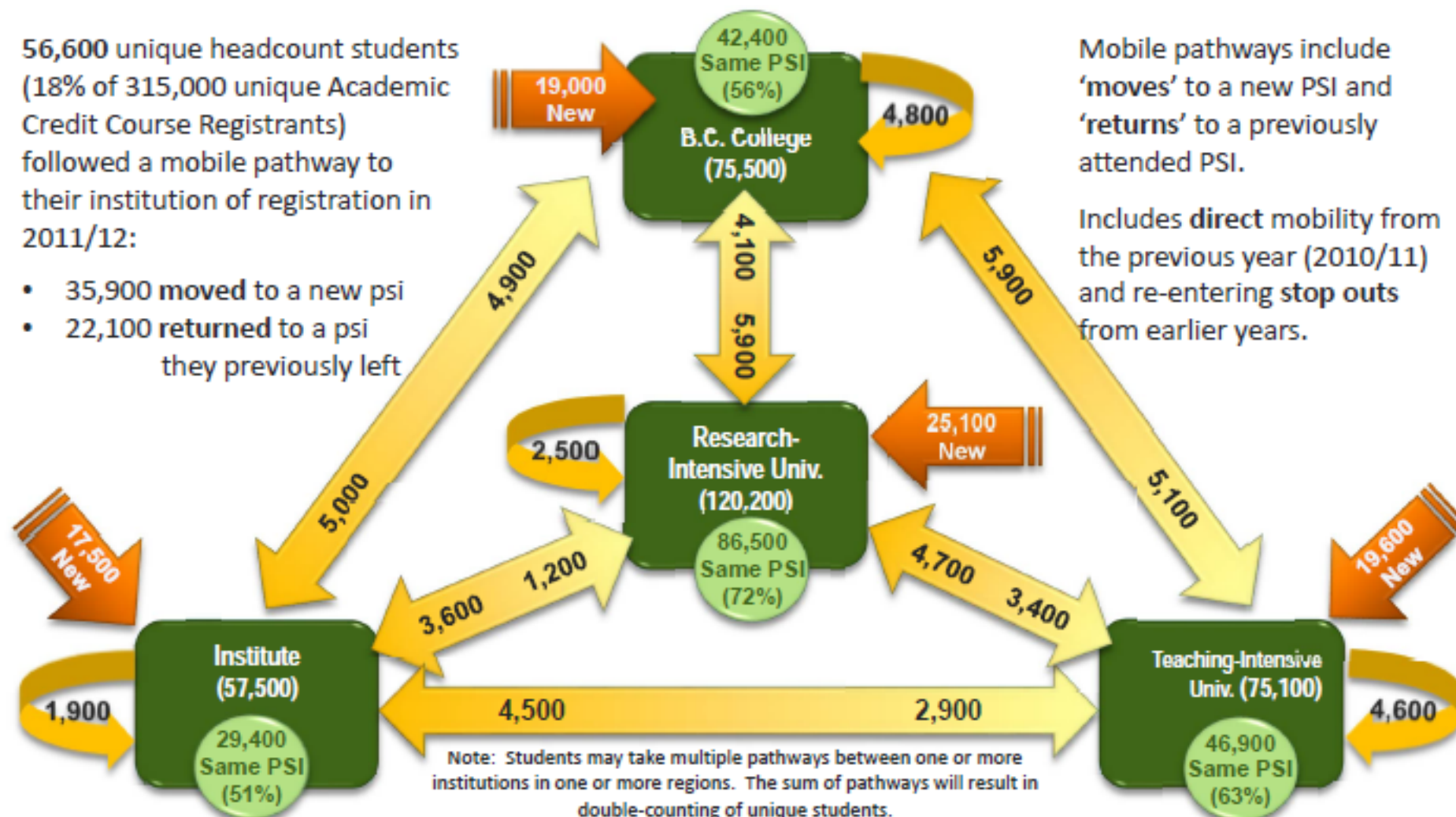
Mobility between institutions is determined from the current institution (2011/12), compared to the institution last enrolled in (prior to 2011/12). When students switch institutions, they may switch sectors (see straight arrows between regions), or they may remain in the sector (see loop-back arrows).

56,600 unique headcount students (18% of 315,000 unique Academic Credit Course Registrants) followed a mobile pathway to their institution of registration in 2011/12:

- 35,900 moved to a new psi
- 22,100 returned to a psi they previously left

Mobile pathways include 'moves' to a new PSI and 'returns' to a previously attended PSI.

Includes **direct** mobility from the previous year (2010/11) and re-entering **stop outs** from earlier years.



The Future of Post Secondary Education in B.C. – Campus 2020 report

- B.C. Post Secondary system – a history of innovative approaches – some that worked, some that did not.
- Commissioned by the government in 2007 to review the B.C. post secondary system resulted in with 52 recommendations including:

<http://www.aved.gov.bc.ca/campus2020/campus2020-thinkingahead-report.pdf>

- Create Higher Education President's Council

- Independent review of Industry Training Authority and Apprenticeship training

- Preclude colleges from granting degrees

- Establish a provincial system of public and private institution accreditation

- Create Regional Learning Councils

- Independent review of private career training institutions agency and act

- Expand transfer opportunities

- University Colleges should become Universities

Transition to University Status – UFV's Story

- Announcement made in April 2008 followed by changes to the *University Act* shortly after.
- Governance – created a full Senate and held elections within the following academic year
- Cultural shift:
 - Non-teaching faculty loss of status from Education Council to Senate; vote with staff
 - Bicameral governance model fully in place – Board and Senate; shared decision making
 - Shift in academic decision making from senior management to Senate

System-wide Impact

- Mobile, Competitive, Collegial and Collaborative:
 - Receiving and sending for transfer now blurring
 - The necessity for system-wide local solution for EDI which is now being implemented
 - Concern that students are shopping credits for multiple credentials
 - Competitiveness
 - Necessity of collegiality between institutions (MOUs for transfer recruitment)
 - Continued strength for common tables for discussion such as BCRA and CSSAL.

The Future of Post Secondary Education in Canada – Emerging Trends

- National Accreditation System
- National Transfer System
- National Electronic Data Interchange

“The success of the post secondary education system is not how much you do, but how well you do what you claim to do.”

Dr. John Dennison

The Future of Post Secondary Education in Canada – Discussion

- Where should a modern university put its focus – on teaching or on research or both?
- How do we maintain excellence, affordability and access all at the same time?
- With the growth of private institutions, how do we guarantee a high standard for everyone?
- With the concept of a University of Everywhere (MOOCs and other on-line education systems) why continue with physical spaces for post-secondary education?

Questions?

- Thank you for listening.