

Pan-Canadian Consortium on Admissions and Transfer (PCCAT)

Research Study

STUDENT MOBILITY IN CANADA

ACROSS CANADIAN JURISDICTIONS

2007/08 TO 2009/10

Prepared by: Nick Heath
Nicholas Heath Consulting Services Inc.



cmeC

Council of
Ministers
of Education,
Canada

Conseil des
ministres
de l'Éducation
(Canada)



**College University
Consortium Council**

Higher Education
Quality Council
of Ontario



Conseil ontarien
de la qualité de
l'enseignement supérieur



The initiative to conduct and report on this research was undertaken by the Pan-Canadian Consortium on Admissions and Transfer (PCCAT). The purpose of the consortium is to facilitate the implementation of policies and practices that support student mobility both within and among provinces and territories and granting of transfer credit in order to improve access to postsecondary education in Canada.

This report was funded by the Council of Ministers of Education, Canada (CMEC), the Colleges and Universities Consortium Council of Ontario (CUCC), the Higher Education Quality Council of Ontario (HEQCO), and the Association of Registrars of the Universities and Colleges of Canada (ARUCC).

Prepared by: Nick Heath

Nicholas Heath Consulting Services Inc.

April 2012

TABLE OF CONTENTS

Acknowledgements.....	4
Executive Summary	7
1. Introduction and Project Background	8
2. Method	11
3. Response to the Survey	16
4. Interprovincial Student Movement Across Canada	19
4.1 Magnitude and trends of student mobility.....	19
4.2 Student demographics.....	24
4.2.1 Comparisons by age and gender	24
4.2.2 Comparisons by jurisdiction.....	29
4.3 Program choices.....	34
4.4 Type of institution last attended.....	38
4.5 Originating or sending jurisdictions of transfer and mobile students.....	40
4.6 Summary of findings on sources of transfer and mobile students	51
4.7 Presence and scale of individual institutions within selected jurisdictions and across Canada.....	52
4.8 Proximity to a jurisdictional border	58
4.9 Volumes of inflows versus outflows.....	61
5 Data Availability for Future Mobility Research	63
5.1 Summary and conclusions resulting from Part 2.....	69
6 Conclusions	71
7 Recommendations.....	74
Appendix 1 Institutions surveyed	75
Appendix 2 Data definitions	78
Appendix 3 Survey instrument and associated messages	80
Appendix 4 Grouping used for faculty or program of study.....	90
Appendix 5 Glossary of terms	92
Appendix 6 References.....	93

ACKNOWLEDGEMENTS

This report was funded by the Council of Ministers of Education, Canada (CMEC), the Colleges and Universities Consortium Council of Ontario (CUCC), the Higher Education Quality Council of Ontario (HEQCO), and the Association of Registrars of the Universities and Colleges of Canada (ARUCC).

Individual institution reports (that made this report possible) were gratefully received from:

Institution	Jurisdiction
University of Alberta	Alberta
Athabasca University	Alberta
University of Calgary	Alberta
Concordia University College of Alberta	Alberta
The King's University College	Alberta
University of Lethbridge	Alberta
University of British Columbia	British Columbia
University of Northern British Columbia	British Columbia
Royal Roads University	British Columbia
Simon Fraser University	British Columbia
Brandon University	Manitoba
Canadian Mennonite University	Manitoba
Université de Moncton	New Brunswick
St. Thomas University	New Brunswick
Acadia University	Nova Scotia
Cape Breton University	Nova Scotia
University of King's College	Nova Scotia
Nova Scotia Agricultural College	Nova Scotia

Acknowledgements

NSCAD University (Nova Scotia College of Art and Design)	Nova Scotia
Saint Mary's University	Nova Scotia
Saint Francis Xavier University	Nova Scotia
Brock University	Ontario
University of Guelph	Ontario
OCAD University	Ontario
University of Ontario Institute of Technology	Ontario
University of Ottawa	Ontario
University of Toronto	Ontario
Trent University	Ontario
University of Waterloo	Ontario
University of Windsor	Ontario
Wilfrid Laurier University	Ontario
York University	Ontario
Concordia University	Quebec
McGill University	Quebec
University of Regina	Saskatchewan
University of Saskatchewan	Saskatchewan

Data for all Nova Scotia universities that participated in Part 1 of the survey were provided by the Maritime Provinces Higher Education Commission (MPHEC).

Assistance and comments were gratefully received from members of the Research Subcommittee of the Pan-Canadian Consortium on Admissions and Transfer (PCCAT).

Noel Baldwin	Council of Ministers of Education, Canada
Maureen Callahan	Colleges and Universities Consortium Council of Ontario (CUCC)
Henry Decock	Seneca College
Eric Dohei	Alberta Council on Admissions and Transfer Secretariat
Devron Gaber	BC Council on Admissions and Transfer

Acknowledgements

Jean Karlinski	BC Council on Admissions and Transfer
Ursula McCloy	Higher Education Quality Council of Ontario
Lisa O'Connell	Maritime Provinces Higher Education Commission
Natalia Ronda	Council of Ministers of Education, Canada
Kate Ross	Simon Fraser University (representing the Association of Registrars of the Universities and Colleges of Canada)
Kevin Shufflebotham	Alberta Council on Admissions and Transfer Secretariat

The author wishes to thank all who assisted and contributed. In particular, thanks go to Joanne Duklas — ARUCC President and York University Registrar and Assistant Vice President of Enrolment Management — for gracious and energetic assistance in sending out the survey and issuing numerous reminders. Thanks are also due to those in various regions of Canada that sent out reminders about the survey and urged their postsecondary institutions to participate.

EXECUTIVE SUMMARY

Almost 40 Canadian universities in all regions of Canada responded to a detailed data survey aimed at ascertaining the characteristics and flows of students who left postsecondary institutions in one jurisdiction to continue undergraduate studies at a university in another. Two main types of student were considered: the *transfer student* who receives some transfer credit on admission to the receiving university and the *mobile student* who also moves between institutions but who does not receive transfer credit for prior studies. Some other studies of this type have not considered the mobile student, as defined here, although they make up about 20 per cent of the total flows.

Interjurisdictional transfer and mobile student numbers are small but may be increasing slightly, although there is no clear trend. Females outnumber males, not unlike typical postsecondary student populations, and students' age profiles show that they are mostly relatively older compared with other first-time university entrants. Arts program in general were the most popular among transfer and mobile students, but not in every jurisdiction. Commerce programs were more popular than Arts among students entering Alberta universities. About 80 per cent of all such students receive some transfer credit at the receiving university, but this varies by jurisdiction. Generally, the principles of the *Ministerial Statement on Credit Transfer in Canada* are being upheld in all the jurisdictions in which institutions responded to the survey.

Much of the information gathered is strongly influenced by the enrollment of Alberta's Athabasca University, which has very popular and accessible distance education programs that attract large numbers of students from all jurisdictions except Quebec. The study points out the need for a re-evaluation of the role of distance education in student mobility studies. In the case of Athabasca University, its enrollments dominate the interjurisdictional transfer scene.

Future data-heavy surveys of this type are not recommended in the short term because the key research questions on interjurisdictional transfer and mobility have been answered. Furthermore, the survey method cannot adequately give a complete picture of interjurisdictional student movement. Also, action should be undertaken to enable collection and recording of better data, more consistent data definitions, and more accessible data sources for any future research, whether intra-jurisdictional or pan-Canadian in scope. Statistics Canada is the national agency charged with responsibility for collecting and analyzing a wide variety of educational data, although its attempt to collect pan-Canadian data on student transfer was discontinued around 2009. Bodies such as the Council of Ministers of Education, Canada (CMEC) and the Association of Registrars of Universities and Colleges of Canada (ARUCC) should consider coordinating efforts to improve the nature, quality, and consistency of data reported to Statistics Canada on the understanding that more comprehensive reporting will then be provided by that agency.

In addition to statistical material, Part 2 of the survey requested information about the nature and quality of the data that institutions collect and store, relating to student mobility. This includes previous programs, attendance dates, institutions, and credentials of enrolled students. Typically the information is gathered at the time of application for admission. The institutions that responded provided rich information about what is retained and why, providing a good basis on which to pursue improvements in data consistency and availability that should help not only pan-Canadian student mobility research but also intra-jurisdictional research and management.

1. INTRODUCTION AND PROJECT BACKGROUND

This research was initiated by the Research Subcommittee of the Pan-Canadian Consortium on Admissions and Transfer (PCCAT). The purpose of the consortium is to facilitate the implementation of policies and practices that support student mobility — both within and among jurisdictions — and granting of transfer credit in order to improve access to postsecondary education in Canada.

The research and its findings are published in this report and in a supplement. Funding was provided by the Council of Ministers of Education, Canada (CMEC), the Colleges and Universities Consortium Council of Ontario (CUCC), the Higher Education Quality Council of Ontario (HEQCO), and the Association of Registrars of the Universities and Colleges of Canada (ARUCC). The main report considers postsecondary students who attend a public institution in Canada then enroll in another public postsecondary institution in another Canadian jurisdiction. The supplement deals with Ontario postsecondary students who move to different public postsecondary institutions within Ontario. Further knowledge about the movements of students within Ontario was the major motivation for the provision of funding from the Ontario organizations CUCC and HEQCO.

Students who, for whatever reason, move from one postsecondary education institution to another need reasonable assurance that they will be able to continue their studies and complete their educational plans by receiving appropriate transfer credit for work previously completed. In addition, by ensuring that learners receive appropriate recognition for learning already achieved, efficiencies in both time and money can be gained by students, institutions, and governments. The ability for learners at all stages of their lives and careers to easily move into, between, and out of postsecondary institutions is a key component in building a postsecondary education system that makes lifelong learning a reality. All the project partners have an interest in better understanding the dimensions of student mobility within the Canadian context.

Project Partners:

- Council of Ministers of Education, Canada (CMEC)
- Colleges and Universities Consortium Council of Ontario (CUCC)
- Higher Education Quality Council of Ontario (HEQCO)
- Association of Registrars of the Universities and Colleges of Canada (ARUCC)
- Pan-Canadian Consortium on Admissions and Transfer (PCCAT)

As part of its credit transfer strategy, CMEC endorsed and released a *Ministerial Statement on Credit Transfer in Canada* that sets out expectations for credit transfers to guide institutions, students, and governments (CMEC, 2009).

The statement:

- recognizes the need for program integrity and governance autonomy in higher education;
- establishes a commitment to working cooperatively to enhance transfer opportunities; and
- emphasizes students' need for readily available information on transferability.

Previous research in Canada on the characteristics of transfer students who move from one postsecondary institution to another to pursue a first undergraduate degree or similar credential has mostly focused on those who remain in the same jurisdiction, usually their home jurisdiction. Since higher education is the responsibility of each jurisdiction this is not surprising, but the broader picture of students who transfer between institutions in different jurisdictions is often hinted at in these studies.

This research study follows an earlier project of PCCAT (Heath, 2010), which involved creating in-depth student profile reports at four Canadian universities designed to explore the movement of students among postsecondary institutions and across provincial and territorial boundaries and the eventual success of those students.

While this research study builds on the previous study, it does so for a broader set of institutions. The study involves a survey of all public universities in Canada to determine the extent of interprovincial student mobility at the postsecondary level and examines whether students receive transfer credit when they move between institutions that are in different jurisdictions. This report results from the study and examines some aspects of the volume, demographics, and program choices of students who transferred from postsecondary institutions to undergraduate programs at Canadian universities located in different jurisdictions. In addition, the supplement looks at intraprovincial transfers within Ontario only.

The following points describe the aims of the project:

- Develop a survey to be administered electronically to registrars at all public universities in Canada, in both official languages.

Part 1 of the survey would ascertain:

- the number of first-time undergraduate students transferring to a university from public postsecondary institutions in other Canadian jurisdictions (interprovincial transfer), with and without award of transfer credit, over a three-year period (2007/08 to 2009/10);
- the age and gender of these students;
- the jurisdiction and type of institution from which they came; and
- the faculty and/or degree program they enrolled in at the university to which they transferred.

The survey includes similar questions for Ontario universities and degree-granting colleges to determine the amount of “intraprovincial” degree-level transfer in Ontario.

The resulting data and findings are reported in the following pages. The findings that relate specifically to internal student mobility within Ontario are published in a separate supplement.

Both across Canada and within Ontario, universities were asked to distinguish between students who receive some transfer credit when they enter (interprovincial transfers or intraprovincial transfers) and those who enter without any award of credit (interprovincial mobile students or intraprovincial mobile students). The traditional situation is that of the “transfer student” who undertakes some study at institution A (the sending institution) and then takes further study at institution B (the receiving institution), receiving transfer credit at institution B for previous studies at A. Less common, but still significant, is the situation of what is referred to here as the “mobile student,” whose pattern is the same as that of the transfer student except that institution B does not grant transfer credit. There are various reasons why some students receive no transfer credit, and those are examined below. While one expects that a transfer or mobile student might remain at institution B until a credential is completed, this is not always the case. Either the student might continue to yet another institution, institution C, or she or he might return to A. In addition, a student who moves from A to B might have done so only in a virtual manner — a course or program might be completed in the same physical setting because both programs and courses are often offered in distance education modes.

The survey includes a section (Part 2) which seeks to better understand the nature and availability of data kept by universities that might allow in future for more in-depth research about postsecondary student mobility and credit transfer. Based on responses, recommendations are made for the steps needed to facilitate expanded research on these topics.

Introduction

This project supports the ongoing student mobility work by PCCAT and the funding partners. It provides data to support a better understanding of the flow and characteristics of students transferring into and between Canadian universities.

2. METHOD

The Research Subcommittee of PCCAT identified the need for a broad study of the basic elements of cross-provincial transfer of students within Canada. The study was administered electronically in Fall 2011 to Canadian public universities.

1. Selection of institutions to be surveyed

Selection factors included membership in either the Association of Universities and Colleges of Canada (AUCC) or the Association of Registrars of Universities and Colleges of Canada (ARUCC). Degree-granting non-university public institutions in Ontario were also selected as survey recipients. This group consisted of fourteen of that province's colleges.

Private universities and those that were believed to not offer undergraduate programs were excluded. For universities with affiliated colleges, an effort was made to determine whether these would be surveyed together with the parent institution or separately. In the end, it was decided to err on the side of inclusivity and to let the institutions respond, consistent with the internal organization of each institution. The resulting list of institutions that were sent the survey is given in Appendix 1.

2. Student population

The subjects of the first part of the survey are those undergraduate students, excluding those in faculties of Education and the professional faculties or programs of Law, Medicine, Dentistry, and Veterinary Medicine, who are residents of Canada and who entered the surveyed institution after attending another public postsecondary institution in another jurisdiction, which was the last institution attended prior to changing institutions. This excludes all international students and all Canadian students who moved from private institutions or from institutions outside Canada. Data definitions are given in Appendix 2.

3. Survey instrument

A survey instrument was developed, starting with a simplified set of the core data elements used in the previous study of four universities conducted in 2009. Design of the survey was concluded in September 2011. There are two parts to the survey: Part 1 requests actual student data and Part 2 requests information about the nature and accessibility of data items that institutions retain in their records and could be of value to future research. Part 1 is different for institutions in Ontario, compared with those in the rest of Canada, because of supplementary questions about intraprovincial mobility. The full text of the survey instrument is in Appendix 3.

4. Supporting documents

To assist institutions with completion of the survey, two flowcharts were developed — one for the pan-Canadian survey of interprovincial mobility and another for Ontario institutions only — that covered both inter- and intraprovincial mobility. These are in Appendix 3. French translations of all documents were made. Suggested formats for survey responses were also provided, but there was no prescribed format.

5. Survey distribution

The survey was distributed in October 2011 through the Internet list service of ARUCC, known as ARUCC_L. It was issued in both official languages and was accompanied by a cover note from the President of ARUCC, Joanne Duklas. Copies of all items were posted to the Web-site of CMEC and were viewable from that date until the end of January 2012. A notice was posted in the ARUCC newsletter, drawing attention to the survey,

and other reminders were issued at the pan-Canadian and regional levels to encourage participation. The initial survey response deadline was November 15, 2011. At the request of some institutions, this was extended to December 9, 2011. Some submissions were accepted after that date, with the last received on March 9, 2012.

6. Processing responses

Data were received on spreadsheets and in documents in PDF format. Some institutions followed the suggested aggregated format while others provided records that contained one line per student record, without aggregation. Significant editing of the data was required to remove records that included students entering from institutions outside Canada; from inside the same jurisdiction (except in the case of Ontario institutions that were requested to provide such records); and from private institutions, high schools, and other institutions that were not clearly postsecondary institutions, such as some professional accreditation bodies. Certain private cégep colleges in Quebec that are known to receive a provincial subsidy were included in the study, as were certain private institutions that receive funding through First Nation sources. A list of all postsecondary institutions that were surveyed (whether they responded or not) is attached as Appendix 1.

The names of sending institutions were edited for consistency and checked against a master list. If the name had changed over time, the current or most recent name was used instead of the name reported by the institution. Often, this also resulted in a change in type of the institution. For example, if an institution reported a transfer from Malaspina University-College, it was recorded as a transfer under the institution's current name and status of Vancouver Island University. In case this change needed to be reversed, the name as reported was also retained on the data table.

The faculties and programs that students entered at the receiving institutions were roughly grouped into one of six general fields of study, as shown in Appendix 4.

Some universities included data for students who entered faculties of Education, although these were not part of the defined study population. It proved difficult to eliminate these students, because there was ambiguity as to the nature of some programs that resided in those faculties and, in the end, their records were retained.

All records were added to a master table. Data were analyzed using pivot tables.

7. Data masking

All reported data are aggregated so there is little risk that the confidentiality of individual student records will be compromised by publishing a report of this nature. Nevertheless, small population sizes could lead to breaches of confidentiality unless further measures are taken. Therefore, data have been masked for populations of fewer than five students. One university also masked its data submitted in its responses to the survey. Since many reported populations were very small (e.g., number of male students aged 23 transferring in 2007/08 from Olds College Alberta to un-named university, Ontario), in order to use the data it was necessary to interpolate a reasonable value for each masked population. The net totals for this receiving university are likely inaccurate.

8. Anonymity of reporting institutions

As much as possible, data are aggregated by jurisdiction at the request of some institutions that were willing to participate in the survey only on that condition. Permission of other institutions has been obtained for their data to be identified. This condition did not apply to the intrajurisdictional study of transfer within Ontario, given in the supplement to this report.

9. Data limitations

Although a substantial number of universities provided data, and these were distributed among all regions of Canada, extrapolation from the universities surveyed to the entire Canadian postsecondary university population is not possible because the sampling in each jurisdiction or region is not representative.

The quality of the data reported by universities varies. Several universities were unable to provide data on mobile students because their attendance at a previous postsecondary institution would only be recorded if transfer credit had been recorded for those students. The following universities reported transfer students but no mobile students (in some cases because there was none)¹:

Institution	Jurisdiction
Concordia University College of Alberta	Alberta
University of Northern British Columbia	British Columbia
St. Thomas University	New Brunswick
Acadia University	Nova Scotia
Cape Breton University	Nova Scotia
University of King's College	Nova Scotia
Nova Scotia Agricultural College	Nova Scotia
NSCAD University (Nova Scotia College of Art and Design)	Nova Scotia
Saint Mary's University	Nova Scotia
St. Francis Xavier University	Nova Scotia
University of Guelph	Ontario
University of Ontario Institute of Technology	Ontario

Other data issues were more easily resolved by judicious editing. Most universities were unable to separate private from public institutions or could not supply the unique institutional identification numbers of the Postsecondary Student Information System (PSIS) of Statistics Canada that were requested in order to easily resolve naming ambiguities.

Subject of study was requested in a manner that was most convenient to the universities, but the resulting faculty or school groupings are often incompatible with each other or too broad to be categorized — e.g., Faculty of Arts and Science, Glendon College, and Faculty of Liberal Arts and Professional Studies.

Faculty or program data were used only to answer questions about the programs chosen at the receiving institution by entering mobile and transfer students: most other questions were answered using age-related data, except for visiting students in Ontario who had a more restricted data set. For a large number of records (9,869) from a university in Ontario, the student's program or faculty was provided without any link to the institution from which the student transferred. Hence, it is not possible to say if the student was from within

¹ Transfer credit information from Nova Scotia universities was provided by the MPHEC. The data collected through the MPHEC Postsecondary information system (PSIS) only includes transfer information if credits were granted by the receiving institution.

the jurisdiction or elsewhere or from what type of institution, so these records could not be used. For this reason, the populations in the report vary substantially, depending on the question at hand, as shown in the following table.

Table 1: Numbers of student records received for Part 1 of the survey by demographic information source and by program source.

	Student type	Source of records			
		Population determined by Age and gender and Type, name, and location of sending institution	Population determined by Program or faculty and Type, name, and location of sending institution	Population determined by Type, name, and location of sending institution only	Population determined by Program or faculty only
Canada-wide	Transfer	20,069	19,386		
	Mobile	4,683	4,610		
	Transfer and Mobile combined	24,752	23,996		
Ontario only	Intra-transfer	18,288	10,422		
	Intra-mobile	4,139	2,910		
	Intra-transfer and Intra-mobile combined	22,427	13,332		
	Visiting			2,006	
Mixed source	Mixed				9,869
All	All	47,179	37,328	2,006	9,869

If the sending institutions had been reported for the 9,869 students in the right-hand column, there would be little or no discrepancy between the totals based on age and gender and the totals based on program or faculty. Currently, the totals by program and faculty are incomplete and therefore unreliable.

In this study, no distinction is made between students who physically move from one jurisdiction to another to pursue their educational goals and those who enroll through a form of distance education in the courses of a university in another jurisdiction. This limitation is not new, and until now most studies have disregarded any difference between courses taken at a specific location and those taken in a virtual classroom or laboratory.

Students who enroll at another institution might not necessarily have left the first institution. A recent study of university students in BC who left to attend a college or institute in BC found that one-third of those students returned to the original university (Heslop, 2011). This study had the benefit of tracking individual students in a cohort across all public institutions within the jurisdiction so the data were very complete and tracking was done over a substantial time period. The implication is that if a student moves to another institution, it does

not mean that she or he will remain there, since many will return to their original institutions. Some students may enroll simultaneously at more than one institution, with or without the knowledge of the other institution or institutions, but be treated as a visiting student at none of them. Hence, two or more institutions may have a claim to be the student's primary school.

The issue could have been partly addressed by asking about this in the survey for the course loads of the entering students, but this is awkward because course loads may vary by term or session. To be useful, the course loads at university B would need to be compared with previous course loads at institution A, but it was also discovered in this survey that the admitting university does not keep a record of its new students' prior course loads. Also, every effort was made to keep the data reporting task as simple as possible for participating universities, so collecting additional data of this type was not a feasible option.

In this report, jurisdiction refers to any Canadian territory or province.

3. RESPONSE TO THE SURVEY

Appendix 1 shows the institutions in Canada that received the survey. Since all communication about the survey was conducted electronically using the resources and lists of ARUCC, it is possible that the relevant personnel at some institutions were unaware that the survey had been issued. Local follow-up activity was undertaken by members of the Research Subcommittee and others using their personal and professional regional contacts, with some success.

Response to the survey varied across jurisdictions and institutions from the smallest to the largest universities in the country, and from almost all survey recipients responding in a given jurisdiction to none.

Overall, the response rate was much as expected: about 39 per cent of the institutions surveyed responded. More specifically, there were 33 responses to Part 1 (39%) and there were thirty responses to Part 2 (36%) out of 84 universities. By volume of total enrollments at the undergraduate level in 2009-10, the universities which responded to Part 1 of the survey account for 48 per cent of all pan-Canadian university enrolment².

While the response rate was generally acceptable for a survey of this type, the response rate among predominantly francophone universities was much lower. The Université de Moncton and the Université d'Ottawa were the only universities that have a large proportion or all of their program offerings in the French language that responded to the survey. In Quebec alone, there are 16 francophone universities. Hence, the results of this study may have little validity for French-speaking students.

Although an attempt was made to survey the 14 degree granting colleges in Ontario, only one of these responded to the survey and that institution was able to answer only the questions in Part 2, because of limitations with its records systems. The denominator of 84 institutions does not include these further 14 Ontario Colleges of Applied Arts and Technology (CAATs). Similar difficulties with data availability were experienced at newly created universities in other jurisdictions, notably those in Alberta and British Columbia.

Three of the four universities that participated in the earlier PCCAT study (Heath, 2010) also submitted data for both Part 1 and Part 2 of this study. These were: University of Alberta, University of Saskatchewan, and York University. The University of British Columbia submitted a response to Part 2 of this survey.

The institutions listed below submitted responses to both parts of the survey, unless otherwise noted. If an institution submitted Part 2 only, it is not included in the analysis of data which constitutes the bulk of this report.

² Source: *University enrolment by institution, program type, field of study group, immigrant status, province of study and registration status*, Statistics Canada, Postsecondary Student Information System (PSIS).

Alberta (6 of 8 institutions)	University of Alberta Part 1 only
	Athabasca University
	University of Calgary
	Concordia University College of Alberta
	The King's University College
	University of Lethbridge

British Columbia (4 of 11 institutions)	University of British Columbia Part 2 only
	University of Northern British Columbia
	Royal Roads University
	Simon Fraser University

Manitoba (2 of 5 institutions)	Brandon University
	Canadian Mennonite University Part 2 only

New Brunswick (2 of 4 institutions)	Université de Moncton
	Saint Thomas University

Newfoundland and Labrador (0 of 1 institution)
--

Nova Scotia (7 of 10 institutions)	Acadia University Part 1 only
	Cape Breton University
	University of King's College Part 1 only
	Nova Scotia Agricultural College
	NSCAD University (Nova Scotia College of Art and Design)
	Saint Francis Xavier University Part 1 only
	Saint Mary's University Part 1 only

Ontario (11 of 22 institutions, not counting degree-granting CAATs)	Brock University
	University of Guelph (including University of Guelph — Humber)
	Ontario College of Art and Design University (OCAD University)
	University of Ontario Institute of Technology
	University of Ottawa (including Université Saint-Paul) Part 1 only
	Seneca College Part 2 only
	University of Toronto (including Victoria University, University of St Michael's College and University of Trinity College)
	Trent University Part 2 only
	University of Waterloo (including St Jerome's University)
	Wilfrid Laurier University
	University of Windsor
	York University

Prince Edward Island (0 of 1 institution)

Quebec (2 of 19 institutions)	Concordia University McGill University
---	---

Saskatchewan (2 of 3 institutions)	University of Regina (including First Nations University of Canada, Campion and Luther Colleges) University of Saskatchewan
--	--

Overall response to Part 1: 33 of 84 (39%) (not counting Ontario degree-granting CAATs).

Overall response to Part 2: 30 of 84 (36%) (not counting Ontario degree-granting CAATs).

4. INTERPROVINCIAL STUDENT MOVEMENT ACROSS CANADA

4.1 MAGNITUDE AND TRENDS OF STUDENT MOBILITY

Using the survey responses received from a fairly broad representation of Canadian universities, the overall numbers of students moving across provincial borders between postsecondary institutions were examined to determine volumes and possible trends. Where possible, students who received transfer credit (transfer students) were analyzed separately from students who received no transfer credit (mobile students). This split might not be as significant as it might seem: while most universities assess transfer credit (or initiate an assessment) at the time of admission, other universities do not make this assessment automatically but may permit a student to request transfer credit at a later date, long after admission.

Figure 1: Transfer and mobile students entering all surveyed universities, by year

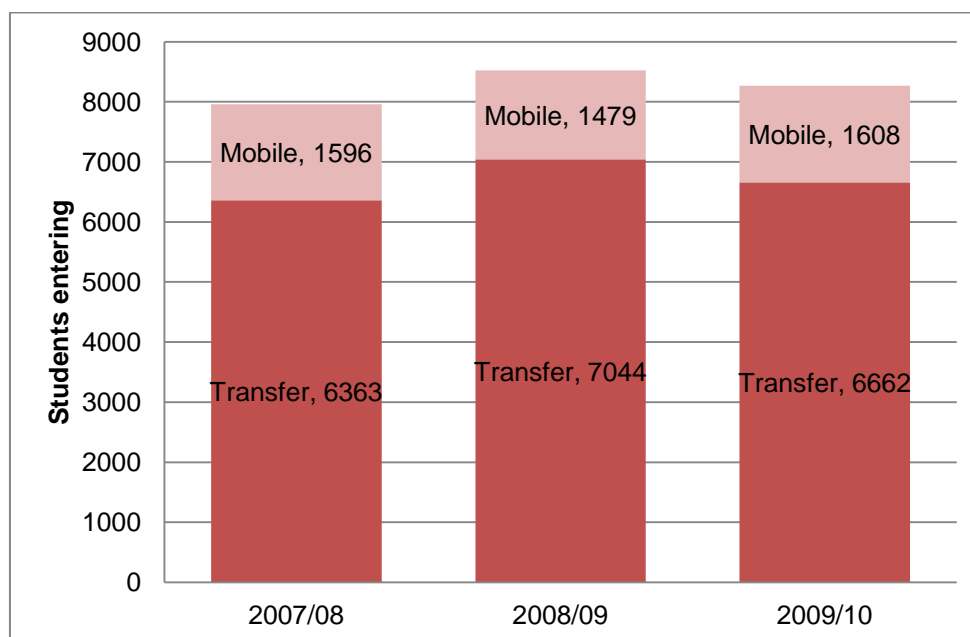


Table 2: Transfer and mobile students entering surveyed universities, by year

Student Type	2007/08	2008/09	2009/10	All years
Transfer	6,363	7,044	6,662	20,069
	80%	83%	81%	81%
Mobile	1,596	1,479	1,608	4,683
	20%	17%	19%	19%
All	7,959	8,523	8,270	24,752
	100%	100%	100%	100%

Figure 1 gives an overall view of the numbers of students who moved across provincial borders in the study period. In each year of the study, about 8,000 students changed the institution they attended to enroll in a

Volumes and Trends

university in another jurisdiction. The totals appear to be stable and show no clear trends. There are consistently four times more students who receive some transfer credit (transfer students) than do not receive transfer credit (mobile students).

There are a number of reasons why some students receive no credit when they move between institutions:

- the work taken at the sending institution might be inapplicable at the receiving institution, meaning that it is in the wrong discipline (e.g., soil technology versus fine arts), or at the wrong level (such as developmental study and language skills versus postsecondary level study); or
- the work could have been attempted, but not passed; or
- the work could be entirely satisfactory and be suitable preparation, but the receiving institution's program begins where the preparatory work leaves off.

In any of these cases, the student who moves will be referred to as a mobile student rather than as a transfer student, but she or he is nonetheless participating in educational mobility.

Combined annual flows of transfer and mobile students to the jurisdictions of the receiving universities are shown in Figure 2 and are then separated into their two main components in Figures 3 and 4.

Figure 2: Transfer and mobile students entering surveyed universities by jurisdiction and year

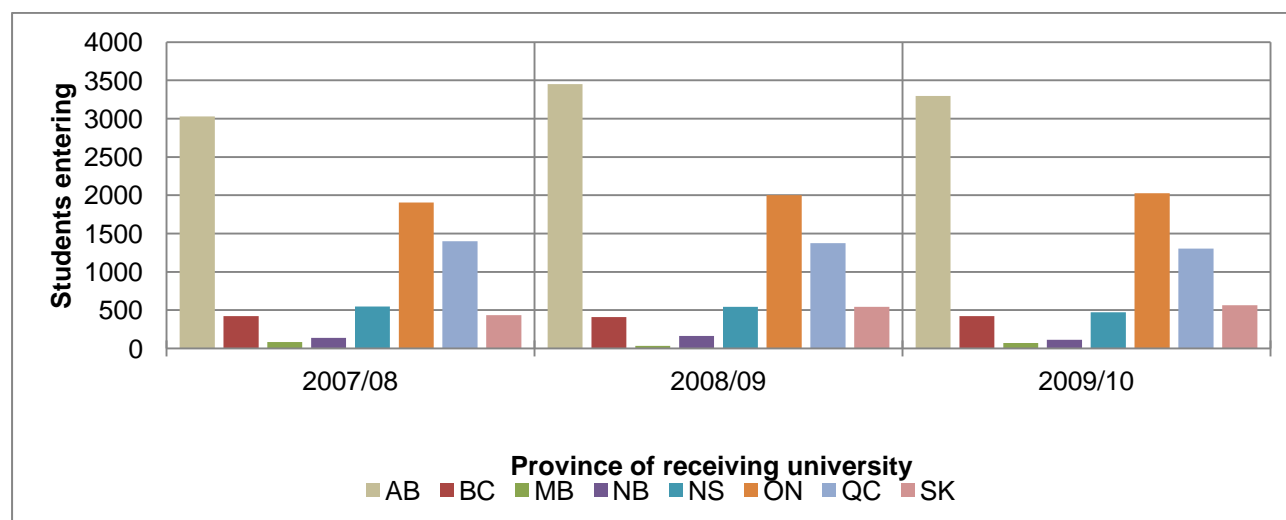


Table 3: Transfer and mobile students entering surveyed universities by jurisdiction and year

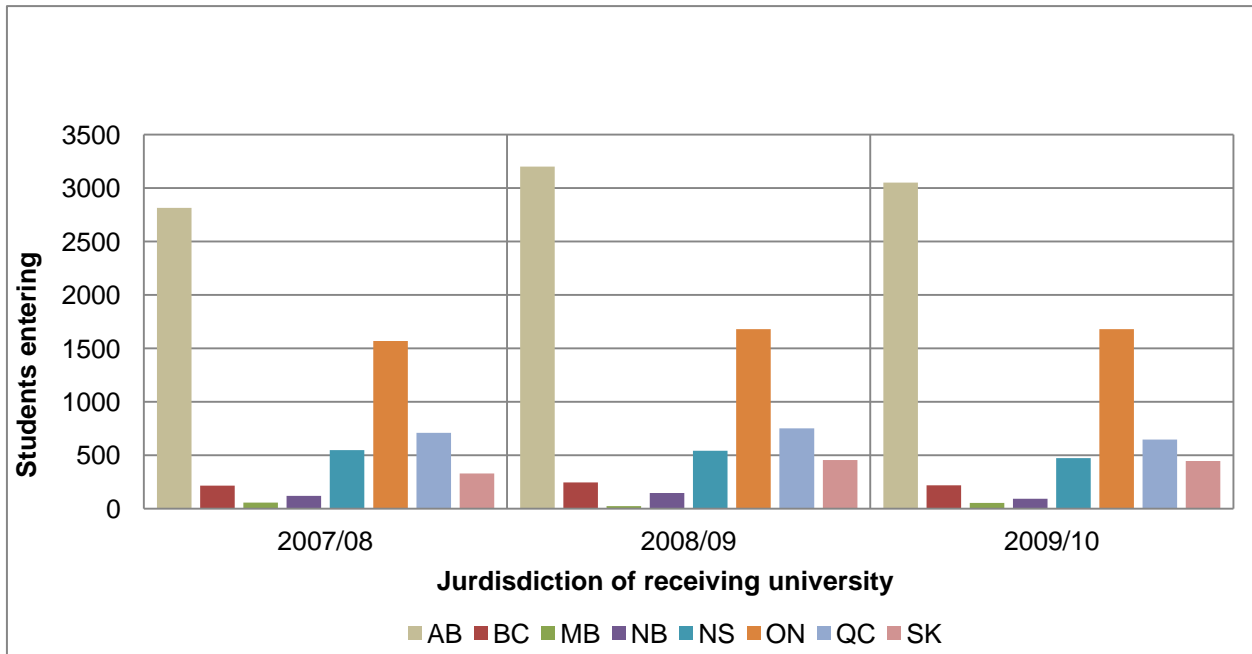
Jurisdiction	2007/08	2008/09	2009/10	All years
AB	3,029	3,452	3,298	9,779
BC	423	409	423	1,255
MB	85	35	72	192
NB	139	163	111	413
NS	547	543	472	1,562
ON	1,905	2,002	2,028	5,935
QC	1,398	1,375	1,302	4,075
SK	433	544	564	1,541
All	7,959	8,523	8,270	24,752

Volumes and Trends

The totals in Table 2 reflect the number of transfer and mobile students for the jurisdiction in which the receiving university is located. Because survey responses varied widely across the country, comparisons between jurisdictions are not meaningful. However, the time series does indicate relatively stable flows of students over the study period, with indications of a substantial increase in the flow of students into Saskatchewan, smaller increases into the reporting universities in Alberta and Ontario, and small declines into Nova Scotia, Manitoba, and Quebec.

A high proportion of the students flowing into Alberta universities are the result of the extensive distance education offerings of Athabasca University. Many of these students may also study outside Alberta while they are registered in an Athabasca University distance education course or program, while others might be taking the Athabasca program while not being enrolled elsewhere. Although several other universities also offer distance education opportunities that attract students attending other colleges or universities — such as British Columbia's Thompson Rivers University-Open Learning, Quebec's Télé-Université, and Ontario's University of Waterloo — Athabasca University has the largest program of this kind in Canada, reaching most regions of the country and beyond. It should therefore be emphasized that the movement of some students may be largely an effect of distance learning opportunities rather than the physical presence of a student in a different jurisdiction.

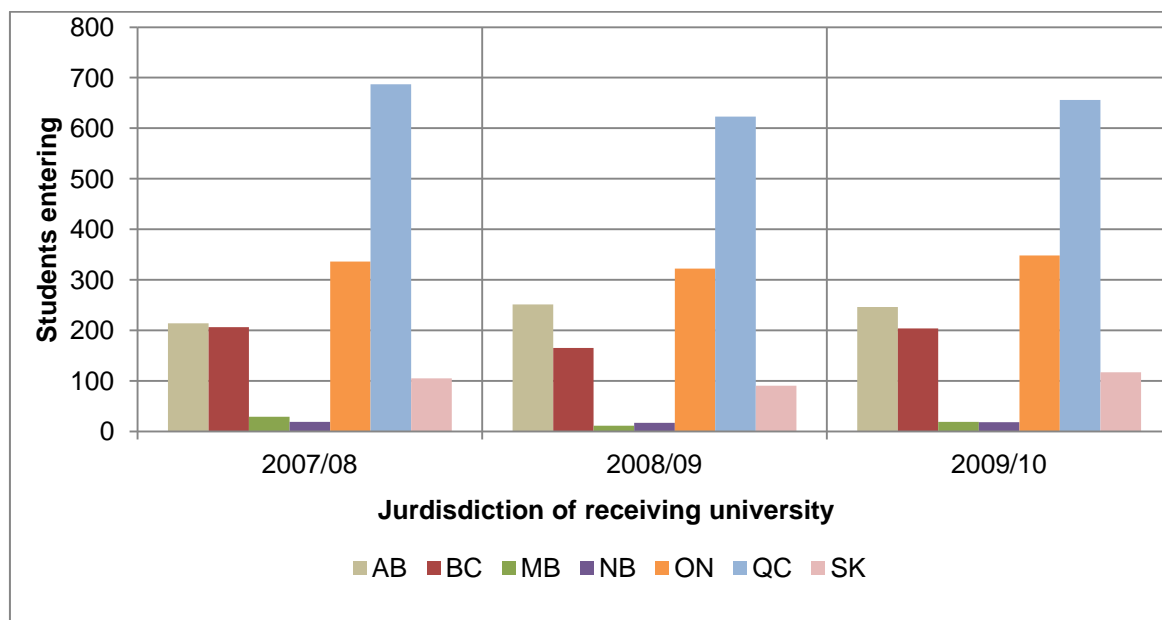
Figure 3: Transfer only students by jurisdiction of receiving university and year



Volumes and Trends

The patterns in Figure 3 largely reflect those in the previous figure, as transfer students greatly outnumber mobile students in all jurisdictions except Quebec.

Figure 4: Mobile only students entering by jurisdiction of receiving university and year



Note: No mobile students were reported by the universities in Nova Scotia or from several other universities – see Method, Data Limitations.

Table 4: Proportions of mobile only students entering by jurisdiction of receiving university and year

Jurisdiction	2007/08	2008/09	2009/10	All years
AB	7%	7%	7%	7%
BC	49%	40%	48%	46%
MB	34%	31%	26%	30%
NB	14%	10%	16%	13%
ON	18%	16%	17%	17%
QC	49%	45%	50%	48%
SK	24%	17%	21%	21%
All	20%	17%	19%	19%

Note: Transfer students plus mobile students = 100%

Note: No mobile students were reported by the universities in Nova Scotia or from several other universities – See Method, Data Limitations.

Note: Proportions of mobile students from AB, BC, NB, and SK are affected by non-reporting of mobile students from at least one university in each.

For British Columbia and Quebec universities, the proportion of mobile students to transfer students is significantly higher than those reported by universities in other jurisdictions, approaching 50 per cent in both cases. For Quebec, a possible explanation for this is the structural difference between Quebec's education system and the systems of other jurisdictions. In Quebec, university programs mostly begin when the two- or three-year college (cégep) diploma (DEC) ends. Bachelor degree programs are three years long. In the other

jurisdictions, most university first degree programs are four years long but start one year earlier, at the end of secondary school's Grade 12. Hence, a student who had completed the first year of a university program outside Quebec would likely receive no transfer credit when starting a university program in Quebec, but would be at an equivalent educational level to another student who transferred with similar education to a university outside Quebec, where she or he could expect to receive up to a year of transfer credit. The reasons for the higher than average proportion of mobile students in British Columbia are not known. For both British Columbia and Quebec, the number of reporting universities is small, making these ratios unreliable.

4.2 STUDENT DEMOGRAPHICS

Demographic information includes gender and age of the student at the time of admission. All of the surveyed institutions were able to report their students' approximate ages, with some exceptions for individual students. All were able to provide the student's gender, without significant ambiguity.

4.2.1 COMPARISONS BY AGE AND GENDER

Figure 5: Age profiles of transfer and mobile students entering reporting universities in all jurisdictions, by year

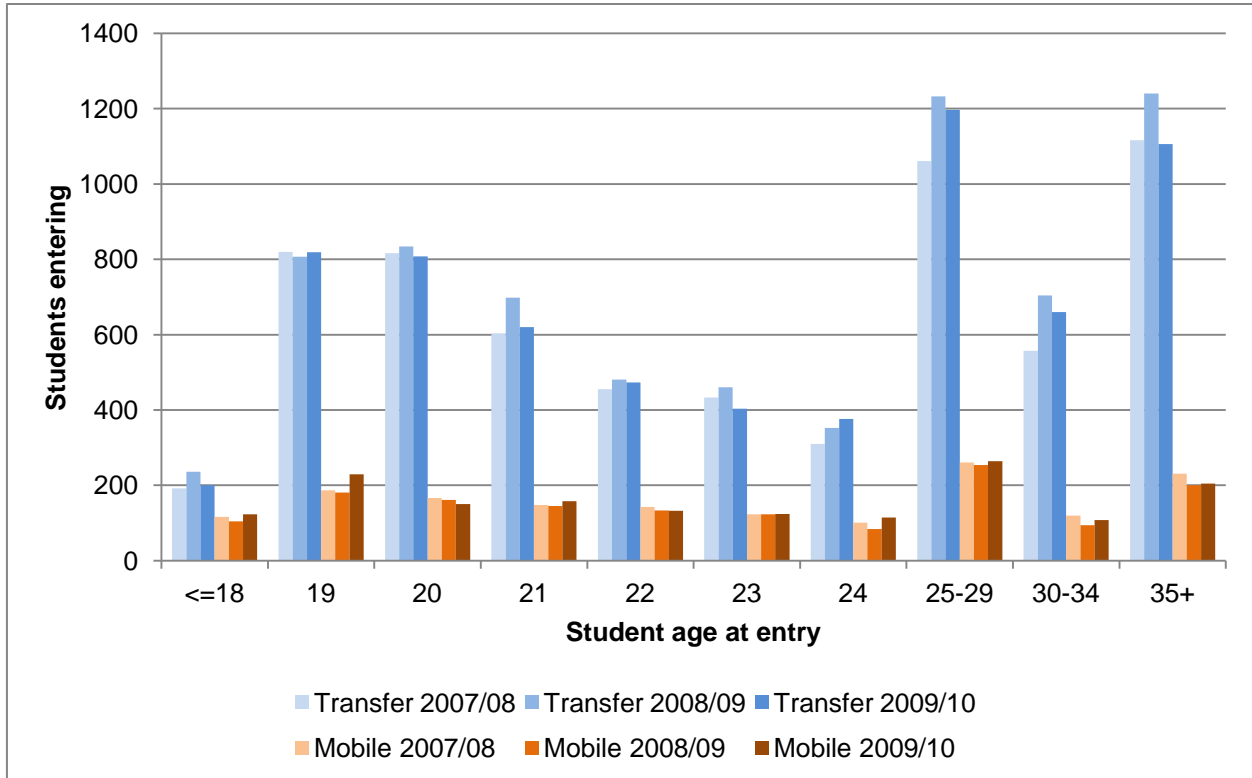


Table 5: Age profiles of transfer and mobile students entering reporting universities in all jurisdictions, by year

Age	Transfer				Mobile				Grand Total
	2007/08	2008/09	2009/10	All years	2007/08	2008/09	2009/10	All years	
<=18	192	236	200	628	116	104	123	343	971
	3%	3%	3%	3%	7%	7%	8%	7%	4%
19	820	807	819	2,446	187	181	229	597	3,043
	13%	11%	12%	12%	12%	12%	14%	13%	12%
20	816	834	808	2,458	166	161	150	477	2,935
	13%	12%	12%	12%	10%	11%	9%	10%	12%
21	603	698	620	1,921	148	145	158	451	2,372
	9%	10%	9%	10%	9%	10%	10%	10%	10%
22	455	481	473	1,409	143	133	132	408	1,817
	7%	7%	7%	7%	9%	9%	8%	9%	7%
23	433	460	403	1,296	123	123	124	370	1,666
	7%	7%	6%	6%	8%	8%	8%	8%	7%
24	310	352	376	1,038	101	84	115	300	1,338
	5%	5%	6%	5%	6%	6%	7%	6%	5%
25-29	1,061	1,232	1,197	3,490	261	254	264	779	4,269
	17%	17%	18%	17%	16%	17%	16%	17%	17%
30-34	557	704	660	1,921	120	94	108	322	2,243
	9%	10%	10%	10%	8%	6%	7%	7%	9%
35+	1,116	1,240	1,106	3,462	231	200	205	636	4,098
	17%	18%	17%	17%	15%	14%	13%	13%	17%
All ages	6,363	7,044	6,662	20,069	1,596	1,479	1,608	4,683	24,752
	100%	100%	100%	100%	100%	100%	100%	100%	100%

Transfer students are older than one might expect: 49 per cent of them are 24 years of age or older. Mobile students are generally slightly younger: only 44 per cent are 24 or older. This difference might be due to the accumulation by mobile students of fewer credits or credits in less relevant topics toward a current learning goal than transfer students. Conversely, one might expect to find among mobile students the presence of older students who already have bachelor's degrees and who are seeking further education, such as diplomas or further bachelor's degrees, but are receiving no transfer credit for entire degrees previously completed. However, there is little indication of this phenomenon. It seems likely that many such students receive some transfer credit for their previously completed degrees.

The age profiles of each type are generally consistent across the three years of the study period.

Figure 6: Age and gender of transfer students entering reporting universities by year

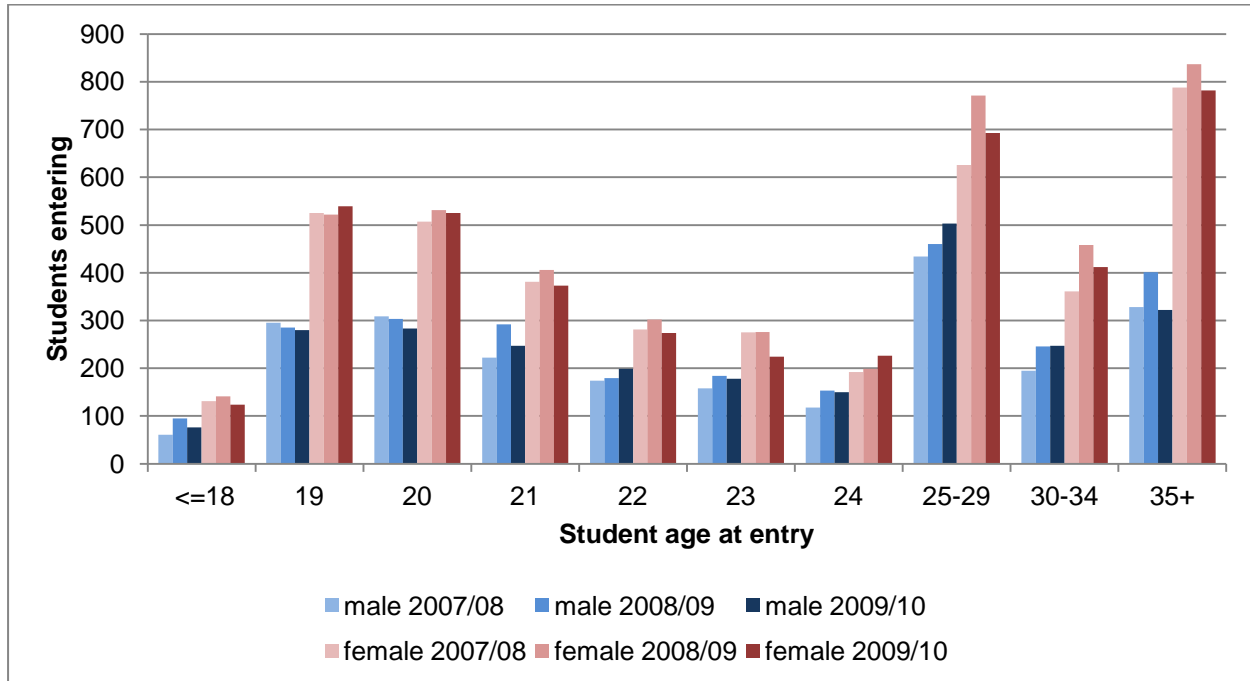


Table 6: Age and gender distribution of transfer students entering reporting universities by year

Age	Female				Male				Grand Total
	2007/08	2008/09	2009/10	All years	2007/08	2008/09	2009/10	All years	
<=18	131	141	124	396	61	95	76	232	628
	3%	3%	3%	3%	3%	4%	3%	3%	3%
19	525	522	539	1,586	295	285	280	860	2,446
	13%	12%	13%	13%	13%	11%	11%	12%	12%
20	507	531	525	1,563	309	303	283	895	2,458
	13%	12%	13%	12%	13%	12%	12%	12%	12%
21	381	406	373	1,160	222	292	247	761	1,921
	9%	9%	9%	9%	10%	11%	10%	10%	10%
22	281	302	274	857	174	179	199	552	1,409
	7%	7%	6%	7%	8%	7%	8%	8%	7%
23	275	276	224	775	158	184	178	520	1,295
	7%	6%	5%	6%	7%	7%	7%	7%	7%
24	192	199	226	617	118	153	150	421	1,038
	5%	5%	5%	5%	5%	6%	6%	6%	5%
25-29	626	771	693	2,090	434	460	503	1,397	3,487
	15%	17%	17%	16%	19%	18%	20%	19%	17%
30-34	361	458	412	1,231	195	246	247	688	1,919
	9%	10%	10%	10%	8%	9%	10%	9%	10%
35+	788	837	782	2,407	328	401	322	1,051	3,458
	19%	19%	19%	19%	14%	15%	13%	14%	17%
All ages	4,067	4,443	4,172	12,682	2,294	2,598	2,485	7,377	20,059
	100%	100%	100%	100%	100%	100%	100%	100%	100%

Note: The genders of 10 additional students are unknown.

Table 7: Proportion of female transfer students, by year

Age	<=18	19	20	21	22	23	24	25-29	30-34	35+	All
2007/08	68%	64%	62%	63%	62%	64%	62%	59%	65%	71%	64%
2008/09	60%	65%	64%	58%	63%	60%	57%	63%	65%	68%	63%
2009/10	62%	66%	65%	60%	58%	56%	60%	58%	63%	71%	63%

Note: Female plus male students = 100%

There is a higher proportion of females in the age category of 35 years or older, in which 67 to 71 per cent of transfer students are female. These proportions do not appear to be unusual in the context of Canadian higher education.

As noted above, mobile students tend to be younger than transfer students. Male mobile students are mostly younger than female mobile students and there are far fewer males in the oldest age category of 35 or older.

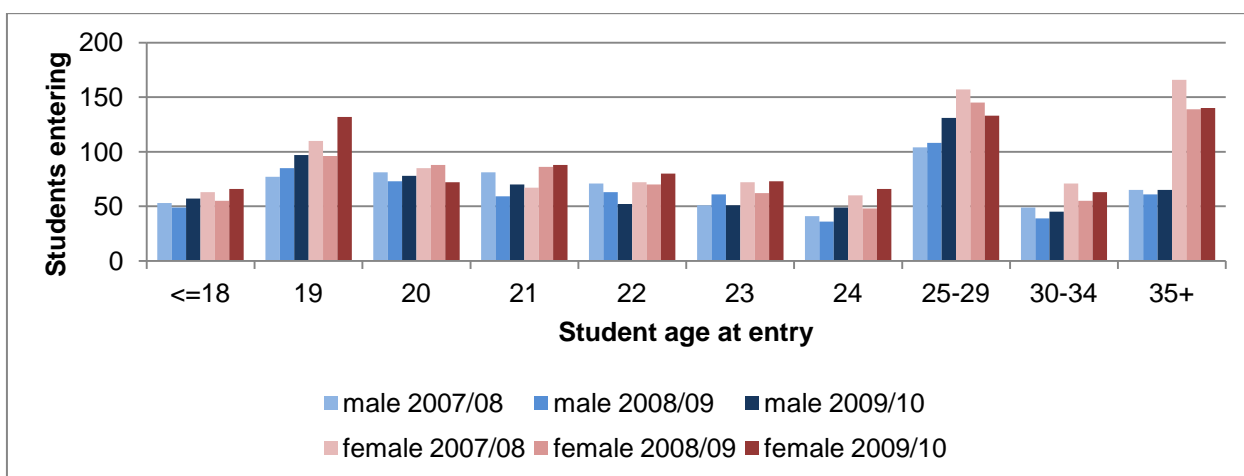
Figure 7: Age and gender of mobile students entering reporting universities, by year

Table 8: Age and gender of mobile students entering reporting universities, by year

Gender	Female				Male				Grand Total
Age	2007/08	2008/09	2009/10	All years	2007/08	2008/09	2009/10	All years	
<=18	63	55	66	184	53	49	57	159	343
	7%	7%	7%	7%	8%	8%	8%	8%	7%
19	110	96	132	338	77	85	97	259	597
	12%	11%	14%	13%	11%	13%	14%	13%	13%
20	85	88	72	245	81	73	78	232	477
	9%	10%	8%	9%	12%	11%	11%	12%	10%
21	67	86	88	241	81	59	70	210	451
	7%	10%	10%	9%	12%	9%	10%	10%	10%
22	72	70	80	222	71	63	52	186	408
	8%	8%	9%	8%	11%	10%	8%	9%	9%
23	72	62	73	207	51	61	51	163	370
	8%	7%	8%	8%	8%	10%	7%	8%	8%
24	60	48	66	174	41	36	49	126	300
	6%	6%	7%	6%	6%	6%	7%	6%	6%
25-29	157	145	133	435	104	108	131	343	778
	17%	17%	15%	16%	15%	17%	19%	17%	17%
30-34	71	55	63	189	49	39	45	133	322
	8%	7%	7%	7%	7%	6%	7%	7%	7%
35+	166	139	140	445	65	61	65	191	636
	18%	17%	15%	17%	10%	10%	9%	10%	13%
All ages	923	844	913	2,680	673	634	695	2,002	4,682
	100%	100%	100%	100%	100%	100%	100%	100%	100%

Note: The gender of a further 1 student is unknown.

Table 9: Proportion of female mobile students, by year

Age	<=18	19	20	21	22	23	24	25-29	30-34	35+	All
2007/08	54%	59%	51%	45%	50%	59%	59%	60%	59%	72%	58%
2008/09	53%	53%	55%	59%	53%	50%	57%	57%	59%	70%	57%
2009/10	54%	58%	48%	56%	61%	59%	57%	50%	58%	68%	57%

Note: Female plus male students = 100%

Table 9 shows that there is an unusually low proportion of females among mobile students in the age categories 20 to 22 years, but small population sizes limit the validity of these ratios. Tables 7 and 9 show that mobile students consist of 57 per cent females, compared with transfer students who consist of 63 per cent females. This shows indirectly that males are more likely than females to be mobile students rather than transfer students, and hence that males are less likely overall to receive transfer credit than females. There could be many reasons for this observation, such as a difference in choices of programs between males and females.

4.2.2 COMPARISONS BY JURISDICTION

Gender and age profiles of transfer and mobile students are compared separately by jurisdiction of the receiving university, for all years combined.

Figure 8: Age and gender of transfer students by jurisdiction of receiving university, all years

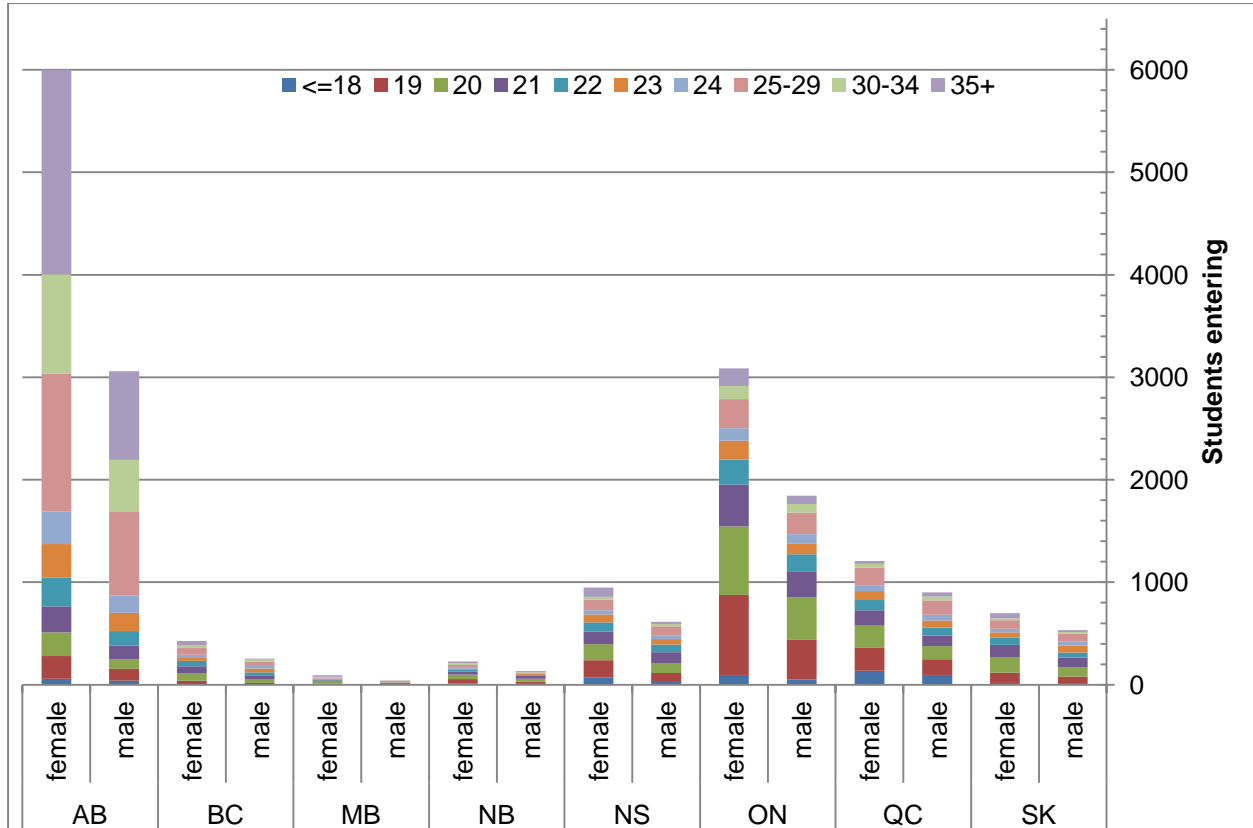


Table 10: Transfer students by gender, age, and jurisdiction of receiving university, all years

	Age Gender	<=18	19	20	21	22	23	24	25-29	30-34	35+	All ages
AB	male	39	115	96	133	140	178	168	817	508	864	3058
		1%	4%	3%	4%	5%	6%	5%	27%	17%	28%	100%
	female	60	219	231	253	283	328	318	1,346	968	1,994	6,000
		1%	4%	4%	4%	5%	6%	5%	22%	16%	33%	100%
BC	male	x	18	37	33	33	38	24	44	18	9	254
		n/a	7%	15%	13%	13%	15%	9%	17%	7%	4%	100%
	female	x	38	75	63	53	28	32	65	27	42	426
		n/a	9%	18%	15%	12%	7%	8%	15%	6%	10%	100%
MB	male	x	x	5	8	x	x	x	13	x	x	41
		n/a	n/a	12%	20%	n/a	n/a	n/a	32%	n/a	n/a	100%
	female	x	9	20	12	7	7	x	9	8	14	92
		n/a	10%	22%	13%	8%	8%	n/a	10%	9%	15%	100%
NB	male	7	22	31	29	8	7	x	10	x	12	133
		5%	17%	23%	22%	6%	5%	n/a	8%	n/a	9%	100%
	female	12	42	46	31	16	8	10	29	15	17	226
		5%	19%	20%	14%	7%	4%	4%	13%	7%	7%	100%
NS	male	26	90	96	106	75	54	35	89	21	23	615
		4%	15%	16%	17%	12%	9%	6%	14%	3%	4%	100%
	female	71	168	157	122	90	79	41	102	29	88	947
		7%	18%	17%	13%	10%	8%	4%	11%	3%	9%	100%
ON	male	53	390	413	252	164	103	96	209	82	81	1,843
		3%	21%	22%	14%	9%	6%	5%	11%	5%	4%	100%
	female	95	780	670	408	244	183	124	283	127	172	3086
		3%	25%	22%	13%	8%	6%	4%	9%	4%	6%	100%
QC	male	95	153	128	105	76	71	54	141	39	38	900
		11%	17%	14%	12%	8%	8%	6%	16%	4%	4%	100%
	female	136	229	212	151	99	88	52	174	37	31	1,209
		11%	19%	18%	13%	8%	7%	4%	14%	3%	3%	100%
SK	male	10	69	89	95	53	67	41	74	15	20	533
		2%	13%	17%	18%	10%	12%	7%	14%	3%	4%	100%
	female	17	101	152	120	67	54	36	83	20	49	699
		2%	14%	22%	17%	10%	8%	5%	12%	3%	7%	100%
All		628	2,446	2,458	1,921	1,409	1,295	1,038	3,487	1,919	3,458	20,059
		3%	12%	12%	10%	7%	7%	5%	17%	10%	17%	100%

Note: There are 10 additional students of unknown gender.

Note: Populations of fewer than five are masked.

Quebec universities report more students in the age category 18 years or younger and its age profile shows younger entrants overall than to the other jurisdictions. Manitoba and British Columbia have very few transfer or mobile students who enter under 20 years of age and Alberta's age profile is even older, with few entries under 21 years and a substantial proportion of all entrants at the older end of the range, especially females. The impact of Athabasca University on this age profile will be shown in Figure 10 and Table 12. Some jurisdictions have small populations of transferring students, so further conclusions are unwarranted.

With respect to gender, the Canadian average is 62 per cent female. Alberta is significantly higher, at 67 per cent. Manitoba is also higher than average, but small numbers make comparison unreliable. Entries to

Demographics

universities in Quebec and Saskatchewan are closer to a balance between male and female entrants, or have a higher than average proportion of males entering from other jurisdictions as transfer or mobile students.

Figure 9: Ages and gender of mobile students by jurisdiction of receiving university, all years

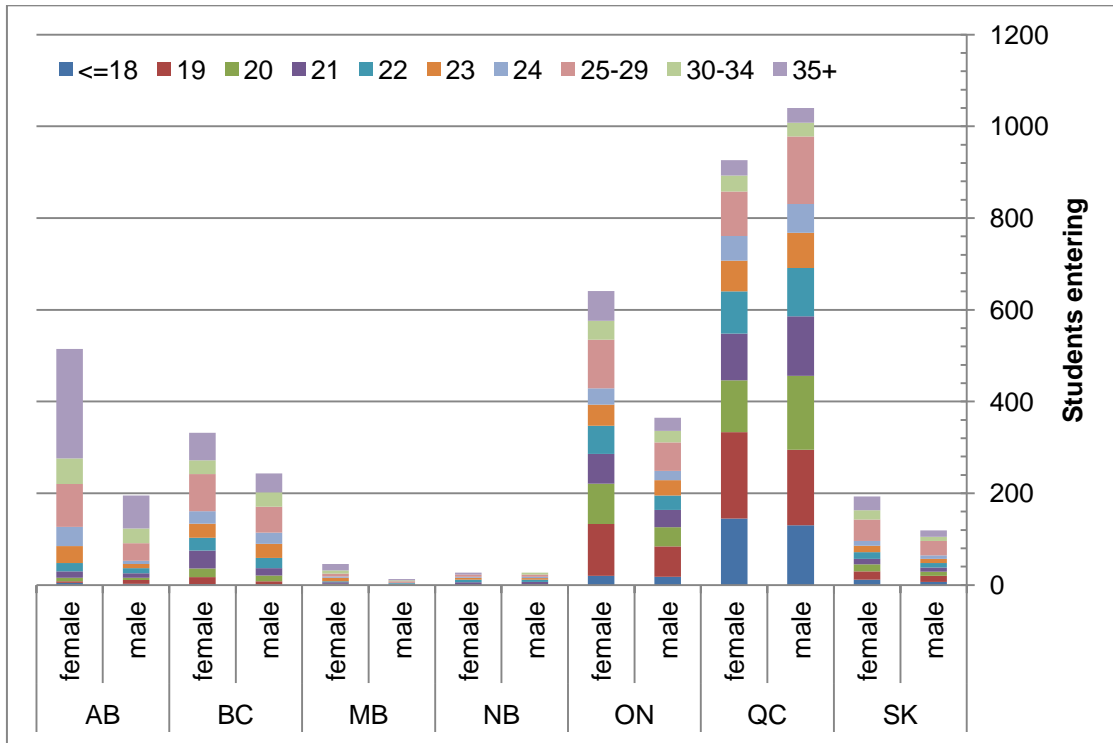


Table 11: Mobile students by gender, age, and jurisdiction of receiving university, all years

	Age	<=18	19	20	21	22	23	24	25-29	30-34	35+	All ages
	Gender											
AB	male	x	8	5	10	11	9	7	38	32	72	195
		n/a	4%	3%	5%	6%	5%	4%	19%	16%	37%	100%
	female	5	x	8	14	18	37	42	93	56	239	515
		1%	n/a	2%	3%	3%	7%	8%	18%	11%	46%	100%
BC	male	x	7	13	16	22	31	24	57	31	41	243
		n/a	3%	5%	7%	9%	13%	10%	23%	13%	17%	100%
	female	x	15	19	39	28	31	27	81	30	60	332
		n/a	5%	6%	12%	8%	9%	8%	24%	9%	18%	100%
MB	male	x	x	x	x	x	x	x	x	x	x	13
		n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	100%
	female	x	x	x	x	x	8	x	6	7	14	46
		n/a	n/a	n/a	n/a	n/a	17%	n/a	13%	15%	30%	100%
NB	male	x	x	x	6	5	x	x	5	x	x	27
		n/a	n/a	n/a	22%	19%	n/a	n/a	19%	n/a	n/a	100%
	female	x	x	x	6	6	x	x	5	x	x	27
		n/a	n/a	n/a	22%	22%	n/a	n/a	19%	n/a	n/a	100%
ON	male	18	66	42	38	31	34	20	62	25	29	365
		5%	18%	12%	10%	9%	9%	5%	17%	7%	8%	100%
	female	20	113	88	65	61	46	36	106	41	65	641
		3%	18%	14%	10%	9%	7%	6%	17%	6%	10%	100%
QC	male	130	165	161	130	105	77	63	147	30	32	1,040
		13%	16%	15%	13%	10%	7%	6%	14%	3%	3%	100%
	female	145	188	113	102	92	67	54	97	35	33	926
		16%	20%	12%	11%	10%	7%	6%	10%	4%	4%	100%
SK	male	7	13	9	9	10	9	8	31	9	14	119
		6%	11%	7%	7%	8%	8%	7%	26%	8%	12%	100%
	female	12	18	15	12	15	14	10	47	20	30	193
		6%	9%	8%	6%	8%	7%	5%	24%	11%	16%	100%
All		343	597	477	451	408	370	300	778	322	636	4,682
		7%	13%	10%	10%	9%	8%	6%	17%	7%	13%	100%

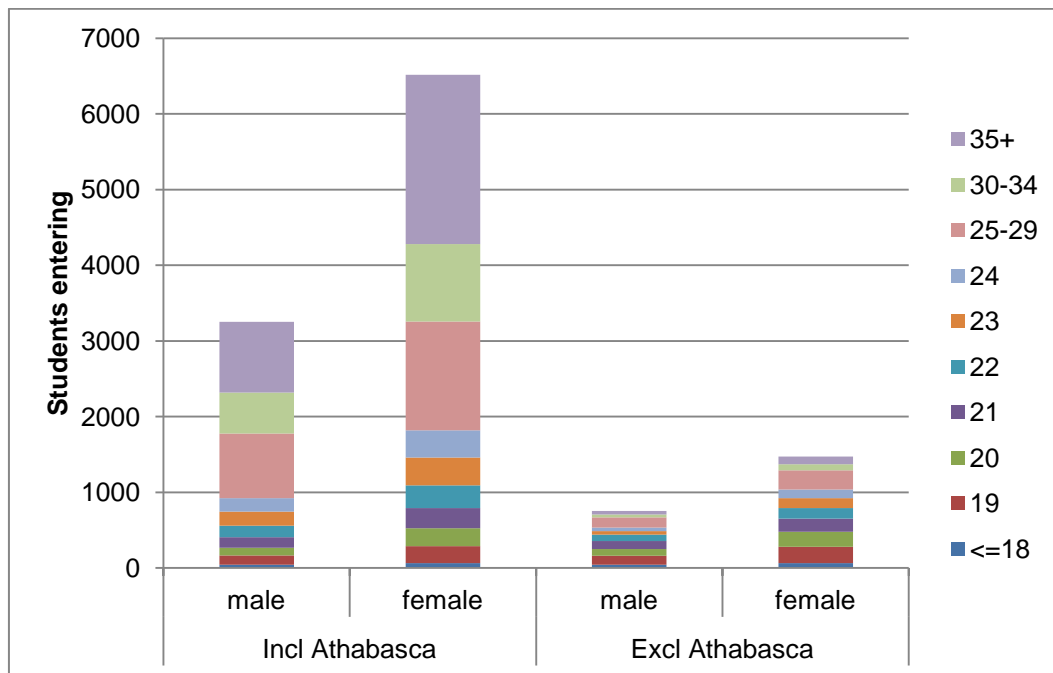
Note: There is 1 additional student of unknown gender.

Note: Populations of fewer than five are masked.

Most populations of mobile students are too small to justify much generalization. Relatively large numbers of younger mobile students entering Quebec universities may indicate first-year admission to programs that require a college diploma (DEC) or equivalent for entry by a Quebec student and a year of postsecondary study for those from other jurisdictions.

As will be shown below in Figure 28, entries to Athabasca University make up a large proportion of all entries to Alberta universities. Athabasca's enrollment is entirely in distance education courses and programs. Figure 10 and Table 12 are drawn by excluding Athabasca University, to determine if the age and gender of their students match those of the other Alberta universities that have more conventional delivery modes.

Figure 10: Age and gender of transfer and mobile students combined entering Alberta universities, in all years: comparing with and without Athabasca University as a receiving university.



The comparison in Figure 10 shows that, if entries to Athabasca University are excluded, the Alberta university student entry demographic profile is similar to those of other jurisdictions, showing that Athabasca's profile strongly affects the Alberta data. The age profile changes substantially without Athabasca's students, especially for females. Athabasca University's entering transfer and mobile students are considerably older than average.

4.3 PROGRAM CHOICES

All of the surveyed institutions were able to report the programs or faculties that most new transfer and mobile students entered or, in some cases, in which they were most recently enrolled (faculty and program are used here synonymously). The six program or faculty groupings are very approximate. (See Method and Appendix 4.)

Figure 11: Entering faculty of mobile and transfer students in all jurisdictions by year

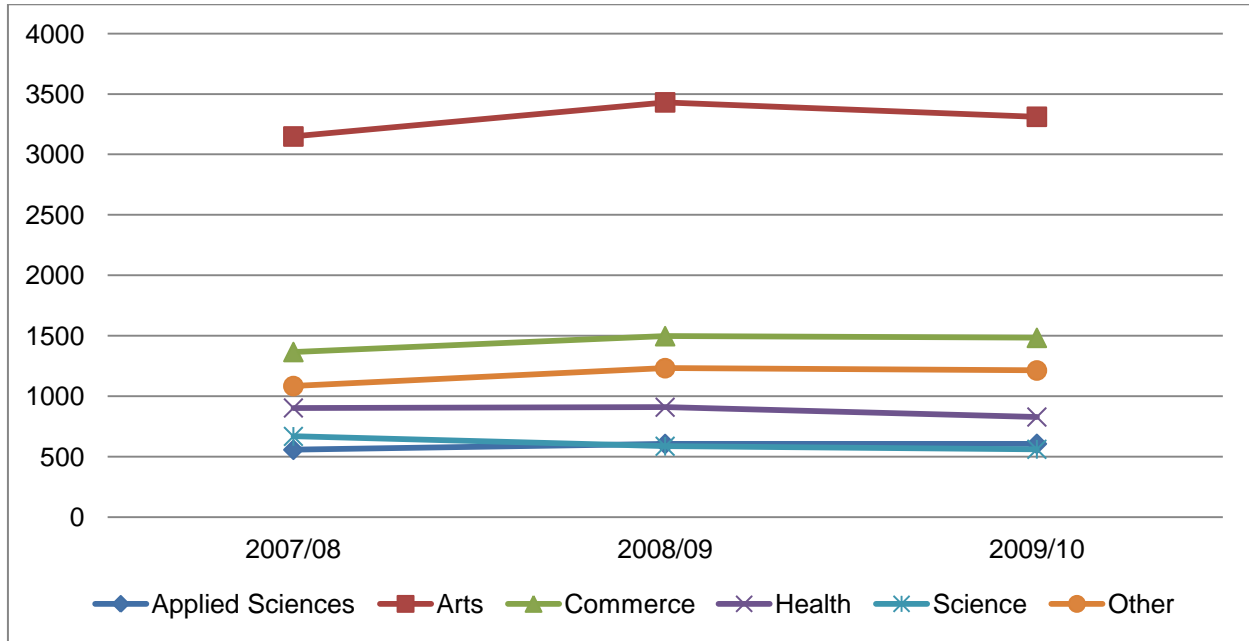


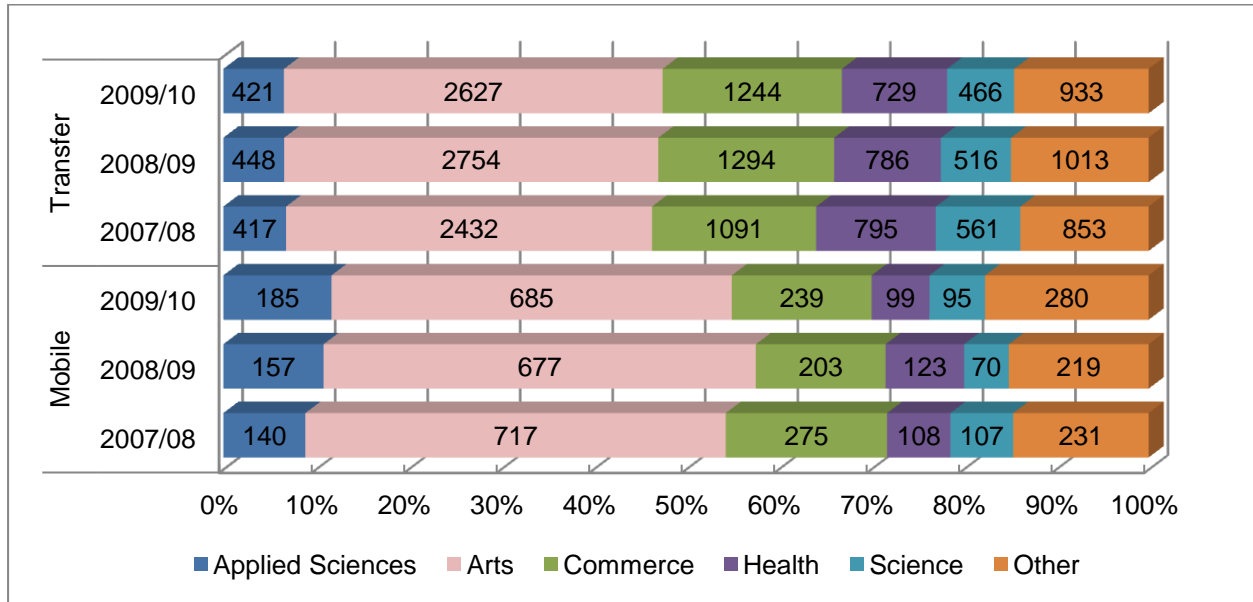
Table 12: Entering faculty of mobile and transfer students in all jurisdictions by year

Program	Mobile			Transfer			All years
	2007/08	2008/09	2009/10	2007/08	2008/09	2009/10	
Applied Sciences	140	157	185	417	448	421	1,768
Arts	717	677	685	2,432	2,754	2,627	9,892
Commerce	275	203	239	1,091	1,294	1,244	4,346
Health	108	123	99	795	786	729	2,640
Science	107	70	95	561	516	466	1,815
Other	231	219	280	853	1,013	933	3,529
All Programs	1,578	1,449	1,583	6,149	6,811	6,420	23,990

Note: Totals for faculty or program counts do not match counts based on age due to missing data – (See *Method, Data Limitations*)

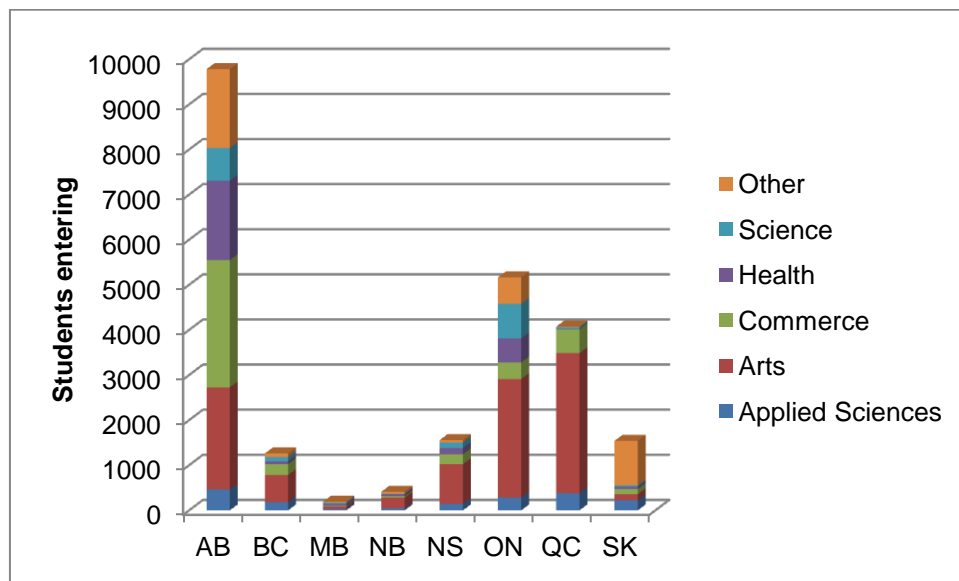
Although some declining trend is discernible in the numbers of both transfer and mobile students entering Health and Science, mostly there are no strong indicators of change during the study period. Arts programs are clearly more popular than the other main subject areas. This is consistent with the findings of the earlier study (Heath, 2010).

Figure 12: Faculty shares of transfer and mobile students in all jurisdictions, by year



Year-to-year proportional shares among the main program areas seem mostly stable, with no clear trends, except for minor declines in the shares of transfer students entering Health and Science. Arts programs are the most popular by far.

Figure 13: Program choices of transfer and mobile students by jurisdiction, all years



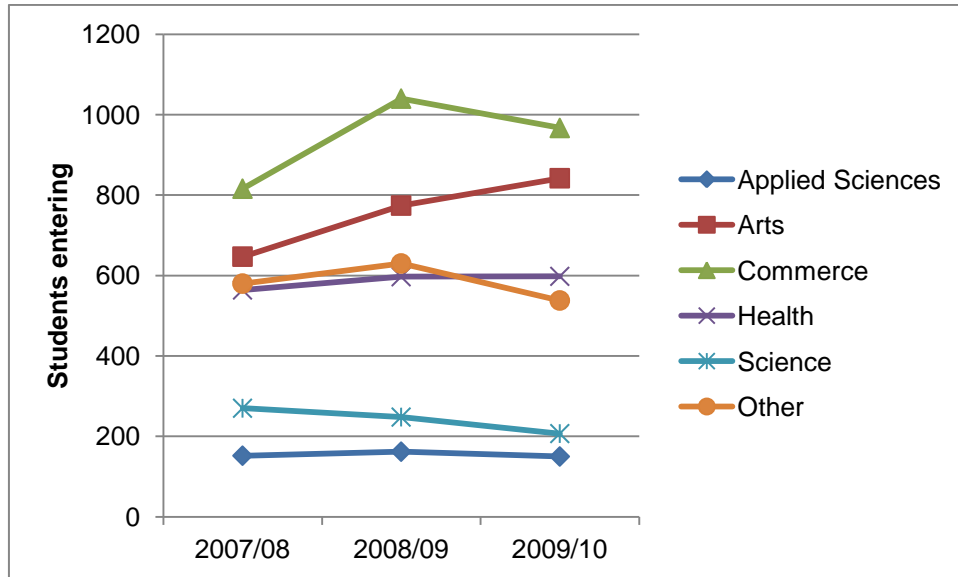
Arts is not the top program of choice in Alberta, where there are more transfer and mobile students who choose Commerce. In Saskatchewan students' choices are less clear because some institutions have

Program Choice

combined Arts and Science faculties which are classified as Other, but might be predominantly Arts, if the details were known.

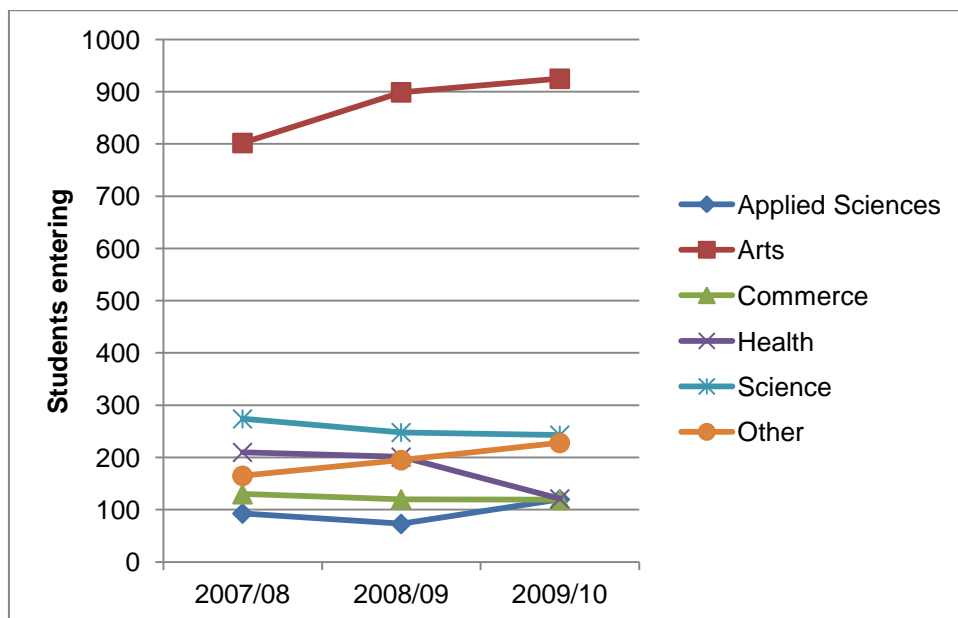
Those jurisdictions having at least 1,000 entrants per year are examined to determine if program choices changed over the study period.

Figure 14: Program choice of transfer and mobile students entering Alberta universities, all years



Alberta experienced strong growth in Arts, inconsistent growth in Commerce, a slow decline in Science and relatively stable enrollment in the remainder of program areas.

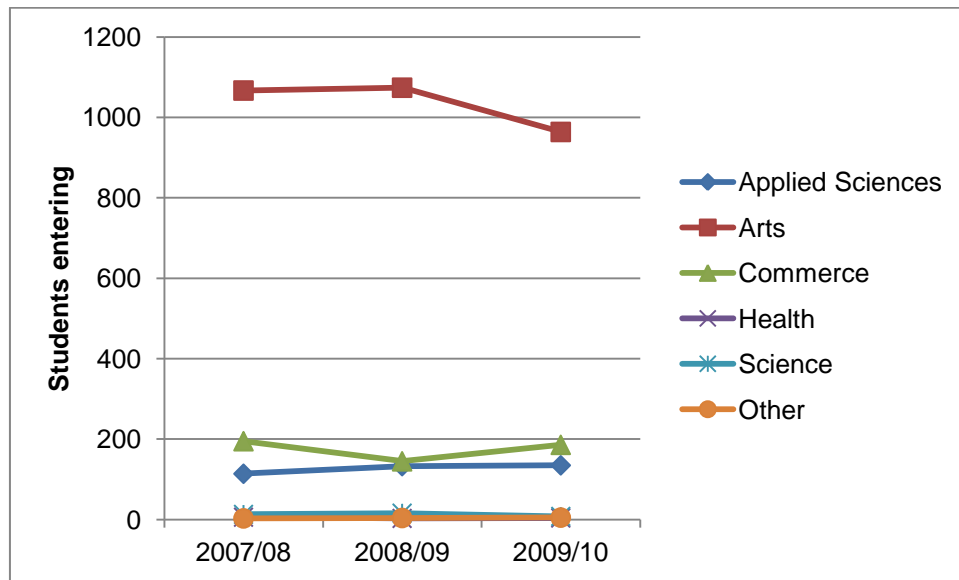
Figure 15: Program choice of transfer and mobile students entering Ontario universities, all years



Program Choice

In Ontario, transfer and mobile enrollment from outside the province increased in Arts but declined slightly in most other program areas except Other.

Figure 16: Program choice of transfer and mobile students entering Quebec universities, all years

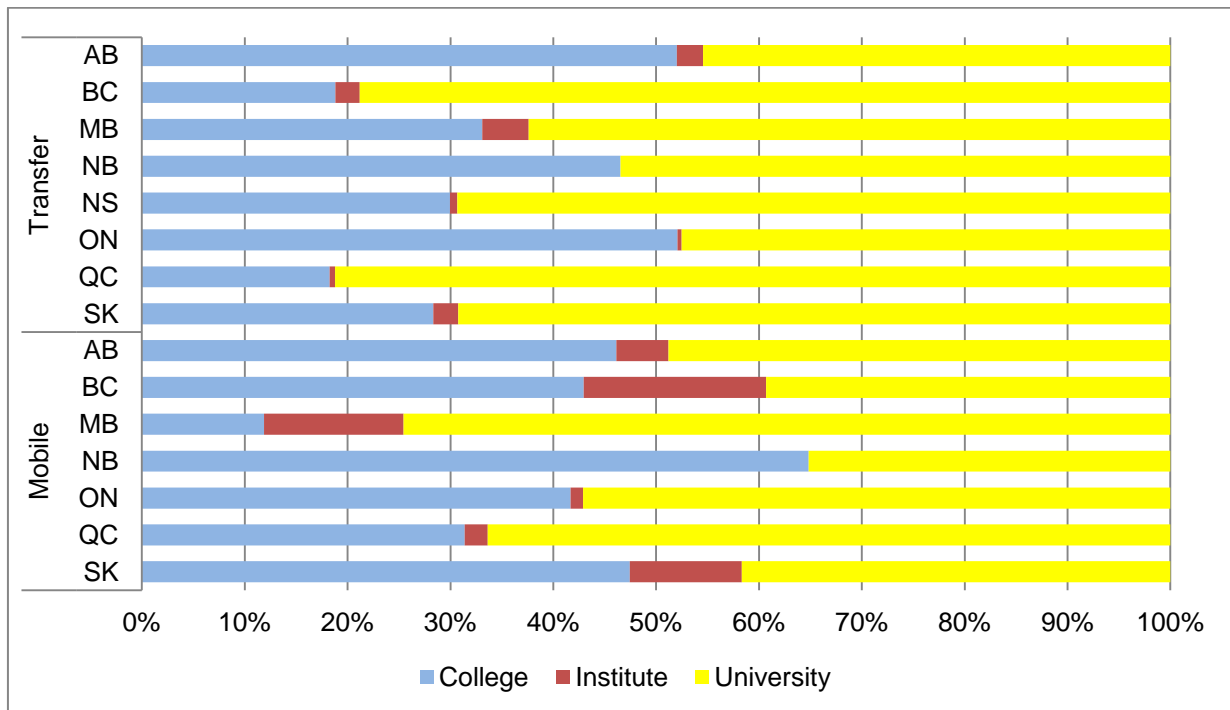


Transfer and mobile students entering the two Quebec universities that reported were mostly entering Arts but those enrollments declined in the study period. Enrollments in other program areas were stable.

4.4 TYPE OF INSTITUTION LAST ATTENDED

Public postsecondary institutions are often placed in three broad categories: universities, colleges, and institutes. The definition of each is often broad. Universities have authority, usually through provincial law, to grant degrees that are widely recognized. Institutes typically have a narrower, often more technical focus than colleges or universities, but there are exceptions. Colleges may offer a wide or narrow range of programs that often span across technical, academic, vocational, and developmental subject areas. Usually, colleges do not have degree-granting authority, but that has been changing in the last decade in several Canadian jurisdictions. Although colleges are separated from institutes in this figure, the type of institution described here is mostly a function of its name and no other criteria were used to distinguish between colleges and institutes. The distinctions between these different categories have blurred substantially as the Canadian postsecondary education system has developed and grown.

Figure 17: Transfer and mobile students entering reporting universities, by proportion of type of institution last attended and receiving jurisdiction, all years



It is difficult to generalize about the proportions of transfer and mobile students whose sending institutions are colleges or institutes rather than universities. These proportions differ substantially by jurisdiction. In British Columbia, New Brunswick, and Saskatchewan most transfer students arriving from other jurisdictions are from universities and most mobile students are from colleges or institutes, and in Quebec over 80 per cent of transfer students are from universities but about 70 per cent of mobile students are from universities, too. In Ontario and Alberta the differences are not well-defined.

Types of Sending Institution

Table 13: Transfer and mobile students entering reporting universities by type of institution last attended and by jurisdiction, all years

Jurisdiction	Student type	From college or institute	From university	From all institution types	Proportion from a university
AB	Mobile	364	347	711	49%
BC		349	226	575	39%
MB		15	44	59	75%
NB		35	19	54	35%
ON		431	574	1,005	57%
QC		661	1,305	1,966	66%
SK		182	130	312	42%
Sub total		2,037	2,645	4,682	56%
AB	Transfer	4,947	4,121	9,068	45%
BC		144	536	680	79%
MB		50	83	133	62%
NB		167	192	359	53%
NS		479	1,083	1,562	69%
ON		2,587	2,342	4,929	48%
QC		396	1,713	2,109	81%
SK		378	851	1,229	69%
Sub total		9,148	10,921	20,069	54%
Total	Both	11,185	13,566	24,751	55%

Note: No mobile students were reported for Nova Scotia,

Note: Proportion from a university plus proportion from a college or institute = 100%

Overall, 55 per cent of both transfer and mobile students came from another university. In some jurisdictions, such as British Columbia, the proportion entering from university is considerably different for transfer students than for mobile students. This suggests that a student who is an interprovincial transfer is more likely to receive transfer credit in British Columbia if entering from a university rather than from a college or institute, but the small number of British Columbia institutions that responded to the survey makes such a conclusion questionable. Previous provincial studies and the earlier PCCAT study have dealt in greater depth with this issue (Heath, 2010).

4.5 ORIGINATING OR SENDING JURISDICTIONS OF TRANSFER AND MOBILE STUDENTS

Most participating institutions were able to name the jurisdiction of the latest sending institution of its out-of-jurisdiction transfer and mobile student entrants. One university did not record the name of the sending institution or its jurisdiction. The data can be used to show student flows across the country. Please note that the numbers for each jurisdiction are based on those institutions that responded to the survey.

Table 14: Transfer students entering institutions in receiving jurisdictions by sending jurisdiction and year

Year and Receiving Jurisdiction	Sending Institution's Jurisdiction														All
	AB	BC	MB	NB	NL	NS	NT	NU	ON	PE	QC	SK	YT	unknown	
2007/08	585*	916	282*	253	202	297	8*	x	2,150	76	1,246	264	10	66	6,357*
AB		514	146	54	87	107	8	x	1,551	18	143	181	5		2,809*
BC	111		8	x	x	10		x	50		22	8	x		217
MB	21	8		x	x	x		x	10			15			56
NB	x	x	x		8	27		x	22	6	52				120
NS	77	38	8	108	69			x	156	39	45	6	x		547
ON	125	146	64	49	16	96		x		x	974	30		66	1569
QC	61	167	24	37	16	46		x	325	9		24	x		711
SK	190	43	32	x	x	10	x	x	36	x	10				328
2008/09	712	1,007*	324	270	212	320*	10*	x	2,434*	71	1,310	270*	16	77	7,044
AB		502	170	64	83	125	10	x	1,867	13	155	207	5		3,201
BC	117		10	6	5	9		x	57	x	23	11	5		244
MB	7	5		x	x	x		x	x			6			24
NB	5	x	x		14	34		x	26	5	58	x			146
NS	83	40	13	97	84			x	155	29	35	5	x		543
ON	122	170	63	63	13	103		x		15	1029	25		77	1,680
QC	83	221	31	36	11	42		x	304	7		16	x		752
SK	295	69	37	x	x	7	x	x	25	x	10		x		454
2009/10	657	1,007*	291*	245	170	269	15	x	2,261	71	1,295*	265*	22	83	6,662
AB		570	142	67	73	129	14	x	1,694	12	141	196	12		3,052
BC	95		18	x	x	9	x	x	55	x	17	14	x		219
MB	16	8		x	x	x	x	x	12		x	10			53
NB	5	x	x		x	19	x	x	10	5	48				93
NS	70	37	9	86	49		x	x	145	26	44	x	x		472
ON	155	163	54	56	19	72	x	x		17	1,037	24		83	1,680
QC	53	169	26	29	13	35	x	x	293	5		21	x		646
SK	263	60	42	x	6	5	x	x	52	x	8		x		447
All	1,954*	2,934	903	768	584	886*	37	x	6,845*	218	3,851*	803	48	226	20,069

Note: Populations of fewer than five are masked.

* Totals do not include masked populations.

Distribution of Sending Institutions

Table 15: Mobile students entering institutions in receiving jurisdictions by sending jurisdiction and year

Year and Receiving Jurisdiction	Sending Institution's Jurisdiction													unknown	All
	AB	BC	MB	NB	NL	NS	NT	NU	ON	PE	QC	SK	YT		
2007/08	212*	189*	58	51	35	86	6*		629*	10	226	70	10	x	1,595*
AB		44	9	7	11	10	x		93		16	19	x		214
BC	71		8	x	x	12			84		9	15	x		206
MB	x	x		x	x	x			8		5	5			29
NB						x			x	x	14				19
ON	42	27	15	11	5	30				x	175	23	x	x	336
QC	50	103	20	27	15	30			428	5		8	x		686*
SK	49	15	6	x	x	x	6		16		7		x		105
2008/09	183*	184	52	48	30*	77*		x	562*	16	239	62*	x	7	1,476*
AB		44	12	11	11	16			109	x	19	27			249*
BC	63		5	x		5			70	x	16	x	x		165
MB	x								x			7			11
NB									x	x	12				17
ON	37	23	9	8	5	26				x	187	16	x	7	322
QC	41	109	17	27	14	30		x	363	9		12			622*
SK	42	8	9	x	x	x			20		5				90
2009/10	218	217*	61*	37	26	84	5*	x	613*	18	255	59*	x	x	1,608
AB		58	9	6	x	17	x	x	108	8	19	17			246
BC	81		10	x	x	x			84	x	14	6	x		204
MB	6	x				x			5			x			19
NB									x		12				18
ON	41	32	13	9	6	24					202	18	x	x	348
QC	43	113	19	19	12	27			398	7		18			656
SK	47	14	10	x	x	9	5		18	x	8				117
All	620	595	171*	136	91*	247*	14	x	1,814	44	720	198	14	11	4,683

Note: Populations of fewer than five are masked.

The data in Tables 14 and 15 are more easily interpreted visually, by jurisdiction of the receiving institution (receiving jurisdiction).

* Totals do not include masked populations.

Distribution of Sending Institutions

Figure 18: Transfer and mobile students entering Alberta universities by source jurisdiction, all years

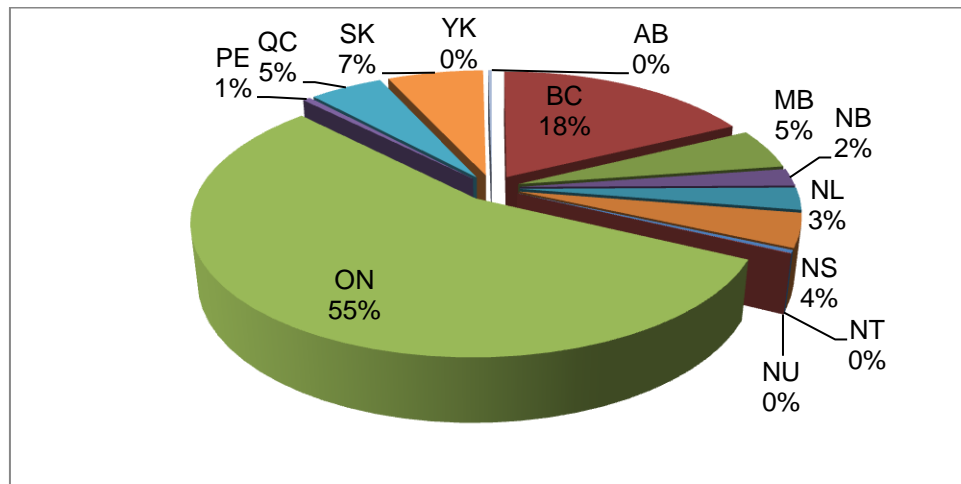


Table 16: Transfer and mobile students entering Alberta universities by source jurisdiction, all years

Source jurisdiction	Students	Share of total intake
BC	1732	18%
MB	488	5%
ON	5422	55%
QC	493	5%
SK	647	7%
All	9779	100%

Note: Numbers for students from jurisdictions having contributions smaller than 5% are not shown.

Most transfer students to Alberta universities come from Ontario or British Columbia institutions.

The same data are examined below with Athabasca University entries removed, since that university is dominant in transfer student totals.

Distribution of Sending Institutions

Figure 19: Transfer and mobile students entering Alberta reporting universities other than Athabasca University by source jurisdiction, all years

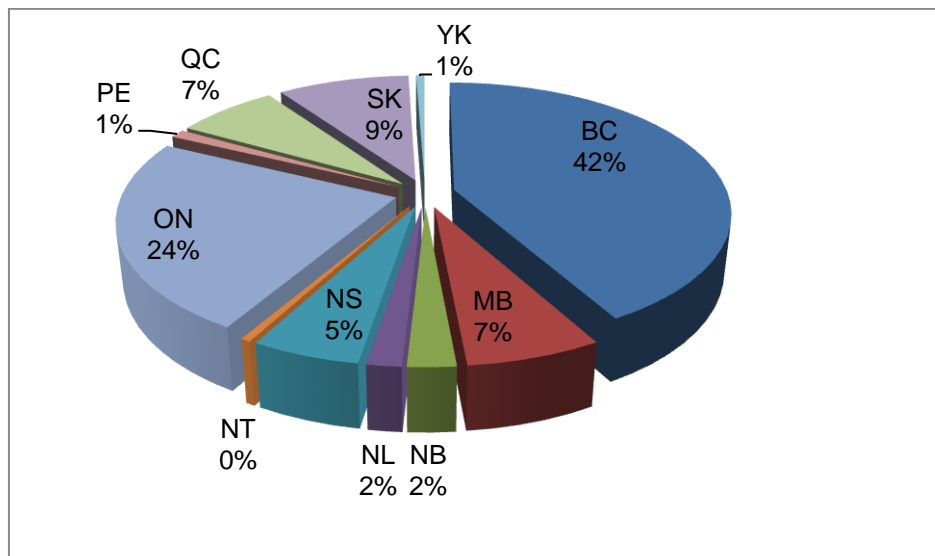


Table 17: Transfer and mobile students entering Alberta institutions other than Athabasca University by source jurisdiction, all years

Source jurisdiction	Students	Share of total intake
BC	932	42%
MB	148	7%
ON	527	24%
QC	158	7%
SK	204	9%
All	2,226	100%

Note: Numbers for students from jurisdictions having contributions smaller than 5% are not shown.

Figure 19 and Table 17 may be compared with the previous Figure and Table to confirm that Athabasca University has a major effect on the number of entries to Alberta universities from other jurisdictions and from Ontario, especially. Seventy-eight per cent of the transfer and mobile students who enter Alberta universities from other jurisdictions enroll at Athabasca University, i.e., 7,553 of 9,689 students over the three year period.

Distribution of Sending Institutions

Figure 20: Transfer and mobile students entering British Columbia reporting universities by source jurisdiction, all years

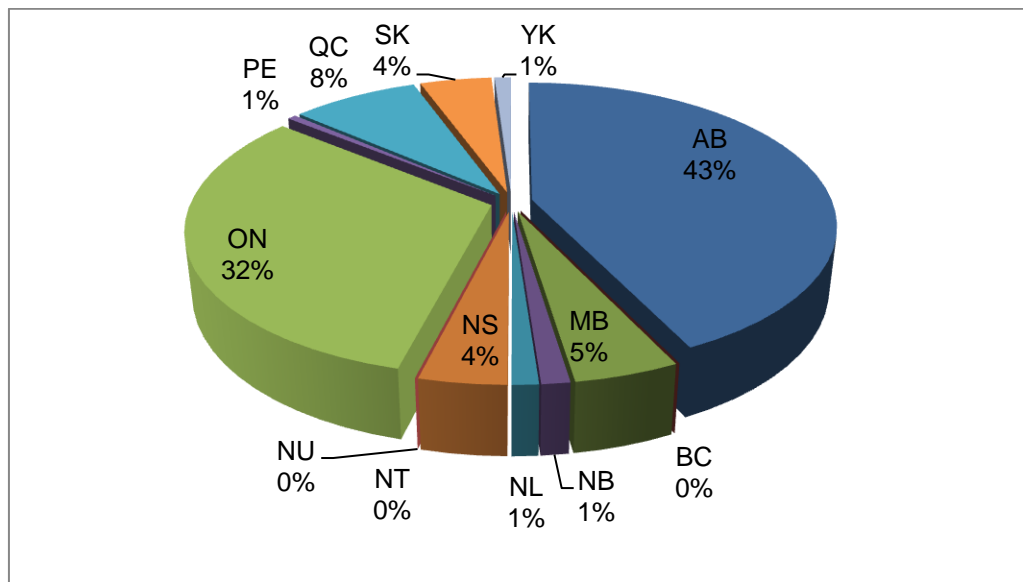


Table 18: Transfer and mobile students entering British Columbia reporting universities by source jurisdiction, all years

Source jurisdiction	Students	Share of total intake
AB	538	43%
MB	59	5%
ON	400	32%
QC	101	8%
All	1,255	100%

Note: Numbers for students from jurisdictions having contributions smaller than 5% are not shown.

As shown in Figure 20 and Table 18, Alberta and Ontario are the most frequent sources of students to the British Columbia universities that responded.

Distribution of Sending Institutions

Figure 21: Transfer and mobile students entering Manitoba reporting universities by source jurisdiction, all years

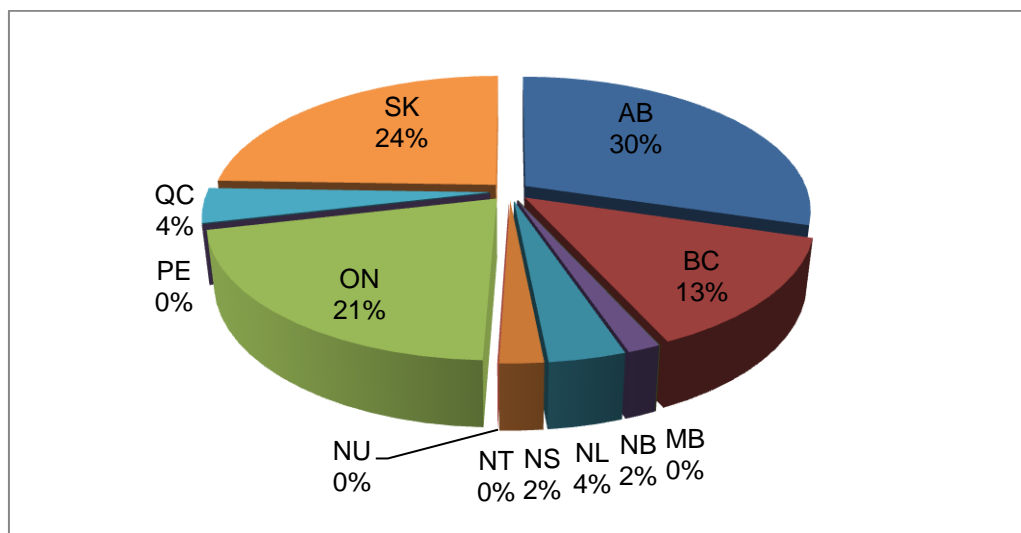


Table 19: Transfer and mobile students entering Manitoba reporting universities by source jurisdiction, all years

Source jurisdiction	Students	Share of total intake
AB	57	30%
BC	26	13%
ON	40	21%
SK	47	24%
All	192	100%

Note: Numbers for students from jurisdictions having contributions smaller than 5% are not shown.

Data were submitted only by Brandon University. While this Manitoba university takes in significant numbers of transfer and mobile students from neighbouring Saskatchewan and Ontario, there are also comparable flows from Alberta and British Columbia, although the overall numbers are small.

Distribution of Sending Institutions

Figure 22: Transfer and mobile students entering New Brunswick reporting universities by source jurisdiction, all years

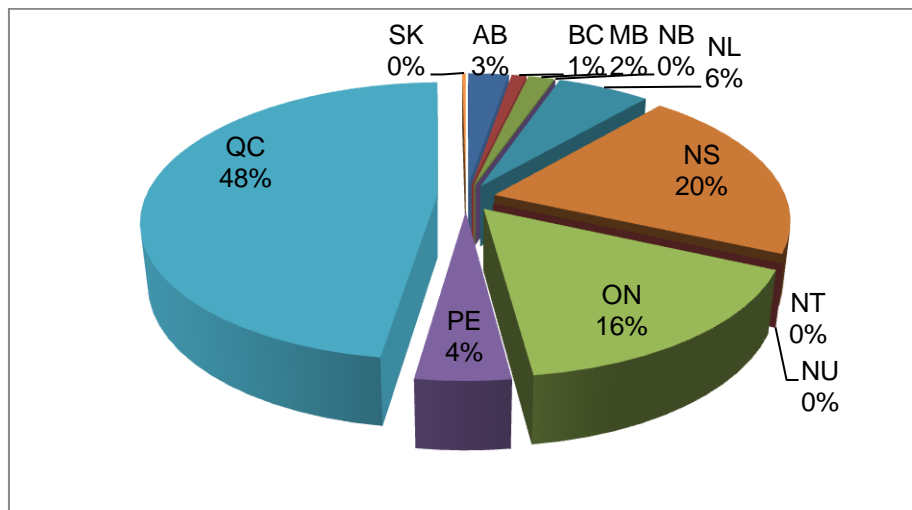


Table 20: Transfer and mobile students entering New Brunswick reporting universities by source jurisdiction, all years

Source jurisdiction	Students	Share of total intake
NL	25	6%
NS	84	20%
ON	67	16%
QC	196	48%
all	413	100%

Note: Numbers for students from jurisdictions having contributions smaller than 5% are not shown.

Significant numbers of students enter New Brunswick universities from Quebec institutions. This appears to be due to the presence of the Université de Moncton, that province's French-language university, as one of the two reporting institutions.

Distribution of Sending Institutions

Figure 23: Transfer students entering Nova Scotia reporting universities by source jurisdiction, all years

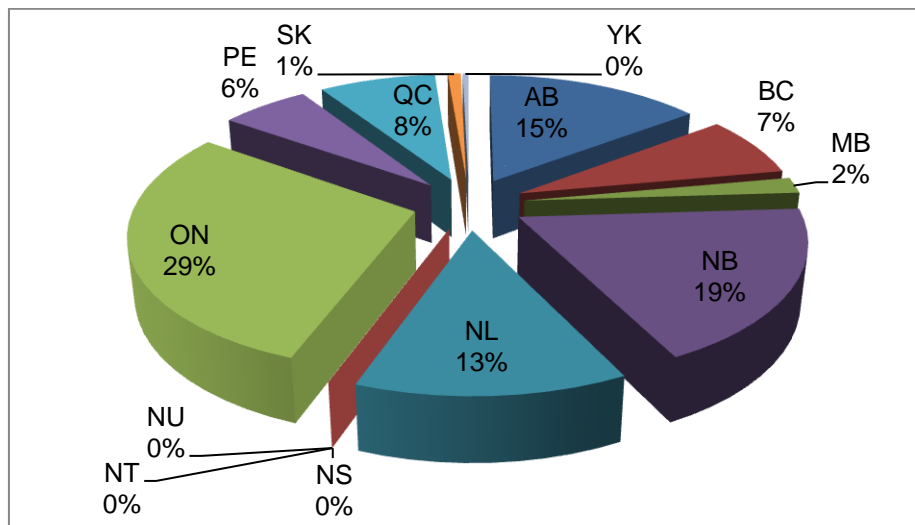


Table 21: Transfer students entering Nova Scotia reporting universities by source, all years

Source jurisdiction	Students	Share of total intake
AB	230	15%
BC	115	7%
NB	291	19%
NL	202	13%
ON	456	29%
PE	94	6%
QC	124	8%
All	1,562	100%

Note: Numbers for students from jurisdictions having contributions smaller than 5% are not shown.

Note: No mobile students were reported by universities in Nova Scotia.

In addition to strong inflows from within the Maritime region, Nova Scotia universities admit transfer students in significant numbers from across Canada.

Distribution of Sending Institutions

Figure 24: Transfer and mobile students entering Ontario reporting universities by source jurisdiction, all years

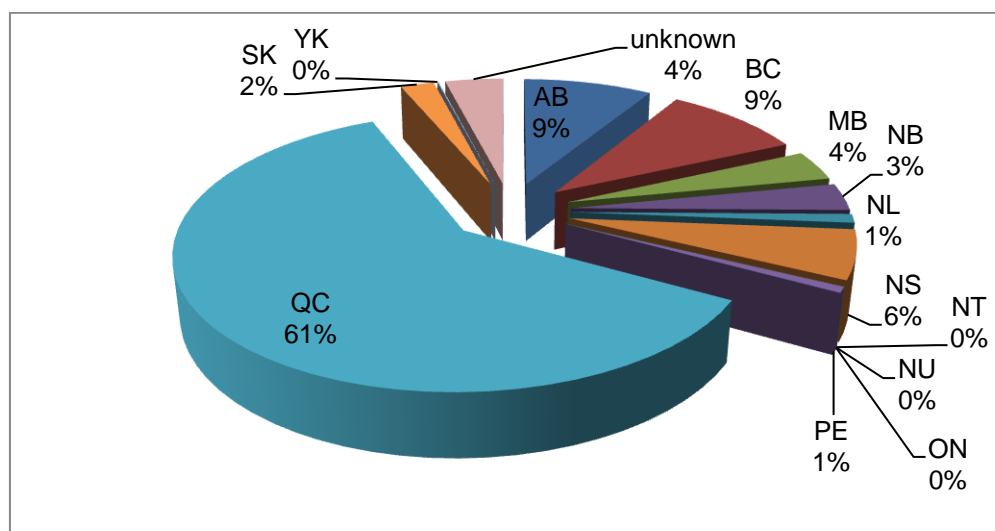


Table 22: Transfer and mobile students entering Ontario reporting universities by source jurisdiction, all years

Source jurisdiction	Students	Share of total intake
AB	522	9%
BC	561	9%
NS	351	6%
QC	3,604	61%
All	5,935	100%

Note: Numbers for students from jurisdictions having contributions smaller than 5% are not shown.

Ontario universities have a higher proportion of admissions from Quebec than from other jurisdictions, but all jurisdictions and regions are represented. One university was unable to identify the sending jurisdictions of transfer students, nor did it report any mobile students. The proportions are quite different if data from the University 'N' is excluded, showing that the attraction of Ontario universities for Quebec students is highly selective and might be affected by the instructional language medium, proximity, and other factors.

Distribution of Sending Institutions

Figure 25: Transfer and mobile students entering Ontario reporting universities other than University 'N' by source jurisdiction, all years

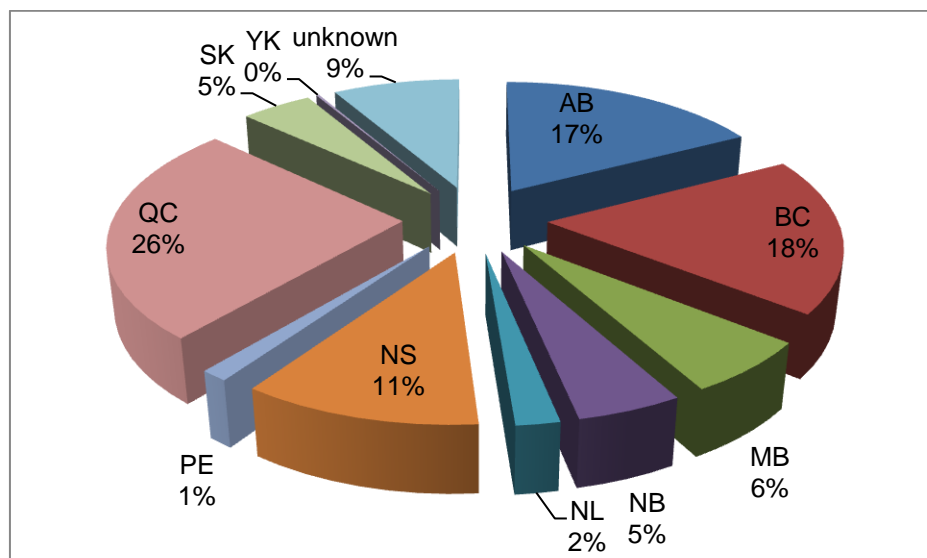


Table 23: Transfer and mobile students entering Ontario reporting universities other than University 'N' by source jurisdiction, all years

Source jurisdiction	Students	Share of total intake
AB	450	17%
BC	475	18%
MB	161	6%
NB	127	5%
NS	286	11%
QC	667	26%
SK	121	5%
unknown	217	8%
All	2,596	100%

Note: Numbers for students from jurisdictions having contributions smaller than 5% are not shown.

Distribution of Sending Institutions

Figure 26: Transfer and mobile students entering Quebec reporting universities by source jurisdiction, all years

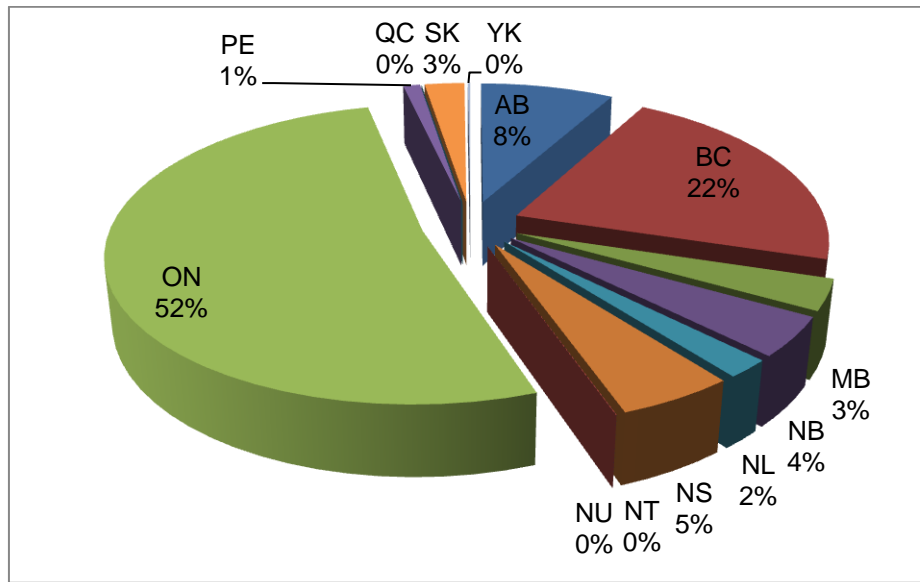


Table 24: Transfer and mobile students entering Quebec reporting universities by source jurisdiction, all years

Source jurisdiction	Students	Share of total intake
AB	331	8%
BC	882	22%
NS	210	5%
ON	2,111	52%
All	4,075	100%

Note: Numbers for students from jurisdictions having contributions smaller than 5% are not shown.

Ontario and British Columbia are the chief sources of transfer and mobile students to the two Quebec universities that reported. These are the two most prominent Anglophone universities in Quebec and no data were reported by French-language universities in Quebec. Because of the differences in instructional languages among Canadian institutions, it is likely that the sources of students to French-language universities from other jurisdictions would be substantially different from those reported here by Concordia and McGill Universities.

Distribution of Sending Institutions

Figure 27: Transfer and mobile students entering Saskatchewan reporting universities by source jurisdiction, all years

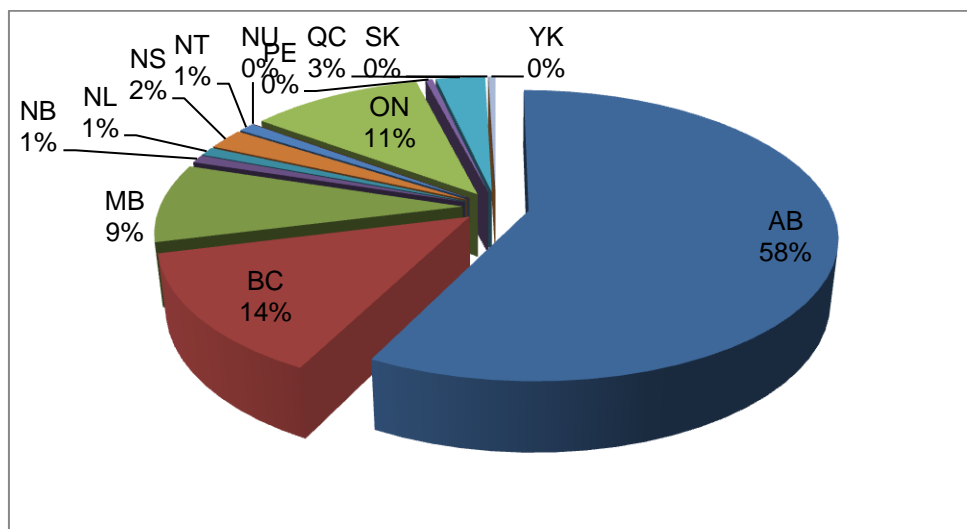


Table 25: Transfer and mobile students entering Saskatchewan reporting universities by source jurisdiction, all years

Source jurisdiction	Students	Share of total intake
AB	886	58%
BC	209	14%
MB	136	9%
ON	167	11%
All	1,541	100%

Note: Numbers for students from jurisdictions having contributions smaller than 5% are not shown.

Students from Alberta institutions make up the bulk of student flows into the two Saskatchewan universities reporting.

4.6 SUMMARY OF FINDINGS ON SOURCES OF TRANSFER AND MOBILE STUDENTS

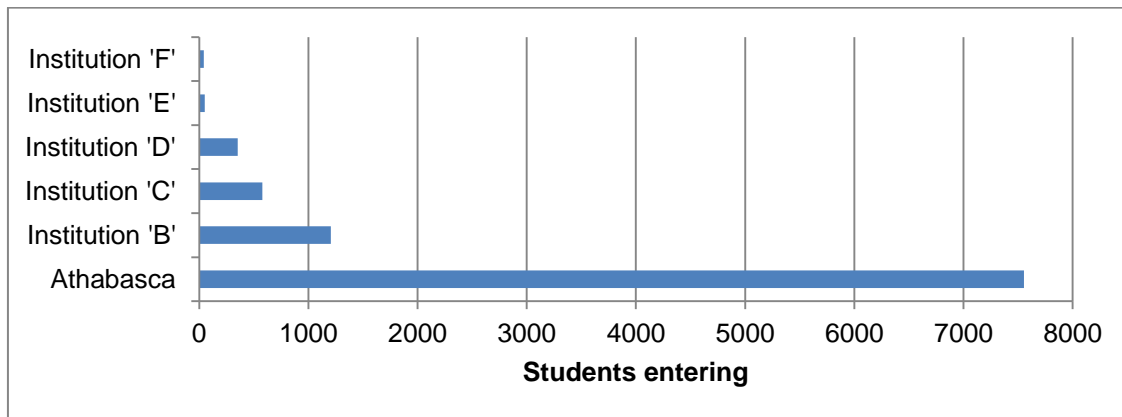
The above figures show that transfer and mobile students are more likely to enter receiving jurisdictions from adjacent jurisdictions rather than from more distant jurisdictions, but there are exceptions. A large proportion of Alberta's intake is from Ontario. This is likely a result in part of the popularity and acceptance of Athabasca University's distance education course offerings. Athabasca University has articulation agreements with colleges in several other jurisdictions, most notably in Ontario. These are well-publicized and are especially attractive to students who complete college programs, then choose to pursue a related degree program by distance education with the granting of substantial transfer credit. Large numbers of students transfer from British Columbia and Alberta to Ontario and from British Columbia (but not from Alberta) to Quebec. Ontario students are found in large numbers in Nova Scotia and British Columbia.

4.7 PRESENCE AND SCALE OF INDIVIDUAL INSTITUTIONS WITHIN SELECTED JURISDICTIONS AND ACROSS CANADA

Three jurisdictions — Alberta, Quebec, and Ontario — are selected to show the extent that an individual university may affect data for any one of them, regardless of the response rate to the survey in that jurisdiction.

Alberta had a high response rate, but a very uneven distribution of the reported populations of mobile and transfer students.

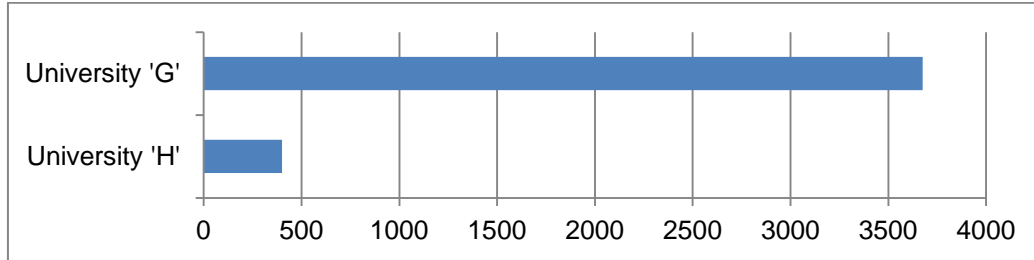
Figure 28: Transfer and mobile students entering Alberta reporting universities, all years



Athabasca University is in a league of its own as a player in Canadian student mobility. Other Alberta universities are large, having both wide-ranging programs and national profiles. However, for students from outside Alberta over 21 years of age, Athabasca University outstrips any of these others in terms of admissions. This is believed to be the result of Athabasca University's large and diverse distance education program, which is particularly attractive to older students who may be place-bound or involved in employment that makes attending a traditional university less convenient. While other universities also have distance education offerings, Athabasca has taken steps to make enrollment as open and barrier-free as possible, and this, along with its long-established reputation as an open university, appears to have the effect of drawing students to it from across Canada. Transfer credit information is freely available on the university's Web site, showing the credit that will be applied for programs and courses from many diverse institutions, both within Canada and internationally.

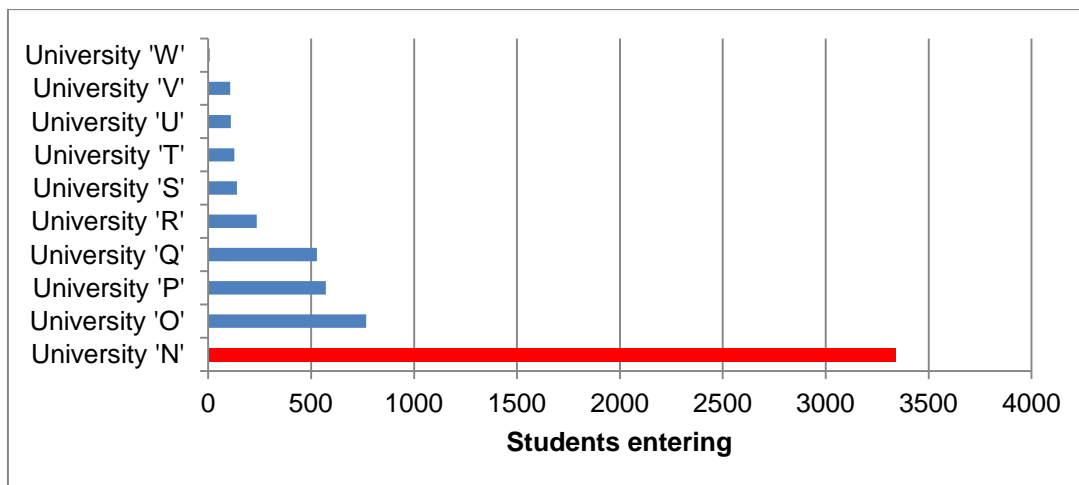
In Quebec, University 'G' participates to a much greater extent than does University 'H' in student mobility. Unfortunately there are no comparable data for other Quebec universities.

Figure 29: Transfer and mobile students entering Quebec reporting universities, all years



In Ontario, participation in interprovincial student mobility seems somewhat proportionate to institutional size, but University 'N' stands out as a more significant destination for transfer and mobile students than any other.

Figure 30: Transfer and mobile students entering Ontario reporting universities, all years

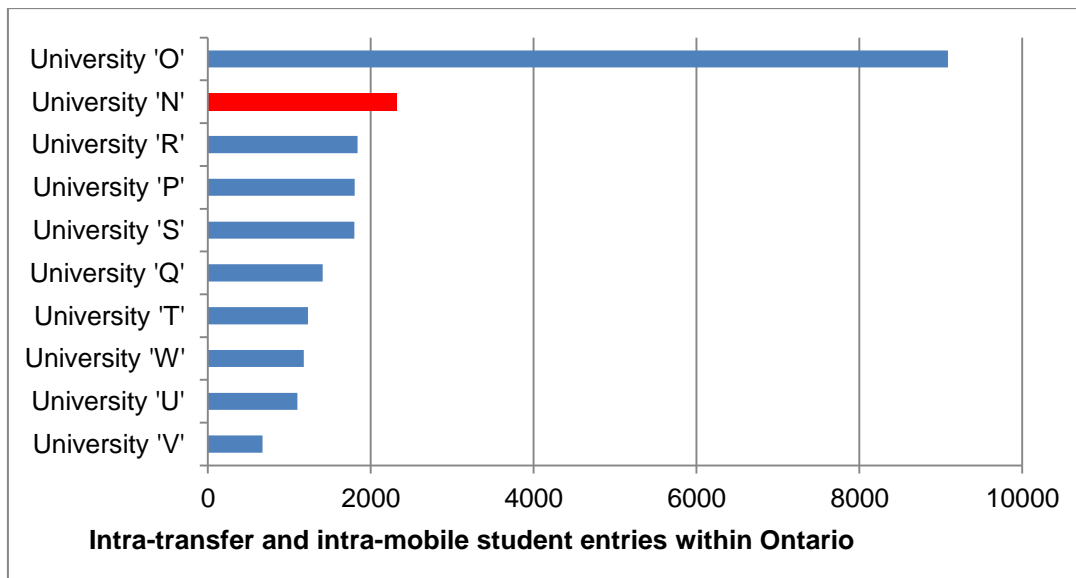


The reasons why some institutions are more popular or more inclined to admit transfer and mobile students than others in the same jurisdiction are not known and were not examined. Doubtless, relevant factors will include program choice, flexibility of curriculum, recognition of prior learning, articulation agreements between institutions, and active recruitment efforts. It is likely that through a combination of measures, some institutions have succeeded in developing a culture of acceptance of transfer students that makes them particularly popular.

It is tempting to think that a university that is very popular with students outside a jurisdiction would be equally or more popular to transfer students from within that jurisdiction. The earlier PCCAT study showed that there are many more in-jurisdiction transfer students entering large universities than out-of-jurisdiction transfer students (Heath, 2010).

Figure 31 which follows is taken from the supplemental study of Ontario internal student mobility and shows postsecondary transfer movements within Ontario over the same three year time period as those in Fig 30.

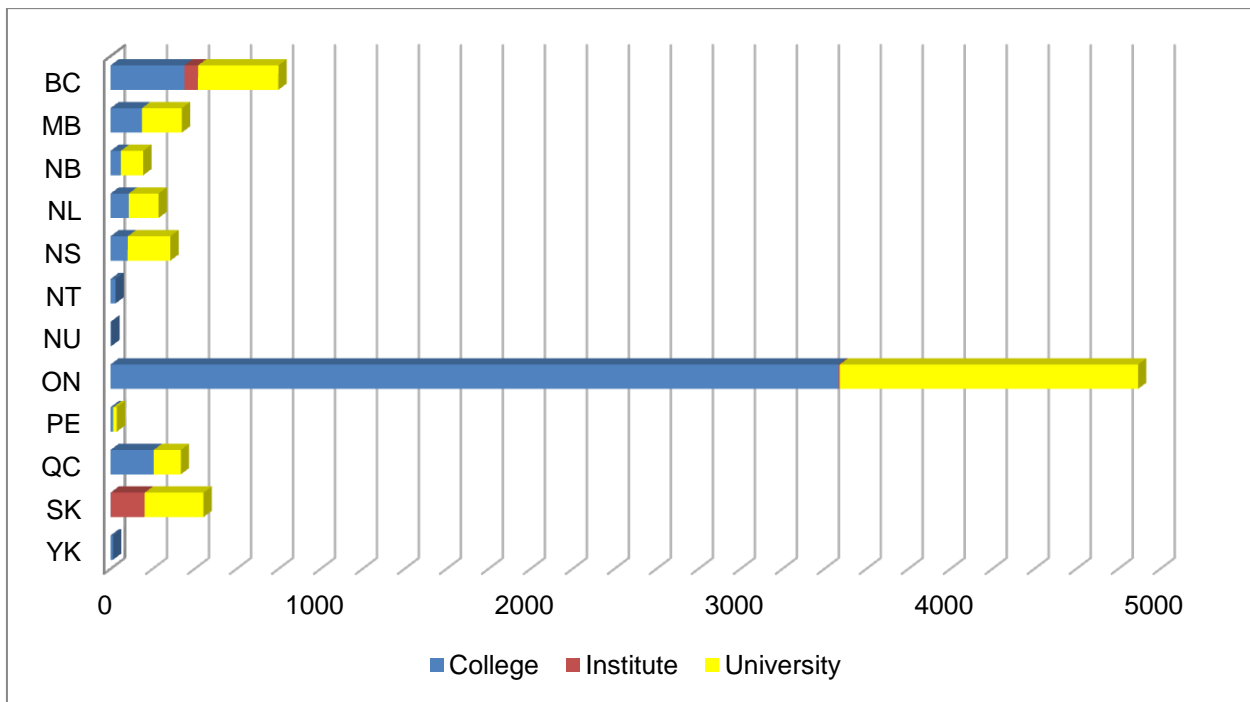
Figure 31: Intra-transfer and intra-mobile students (i.e., from within Ontario) entering Ontario reporting universities, all years



In the case of the University 'N', there were far fewer intra-transfer and intra-mobile students (internal to Ontario) admitted than were admitted from outside Ontario. This is unusual, but is likely an effect of its particular characteristics and location. A contrasting example is that of University 'O', which admitted ten times as many postsecondary students from inside Ontario as from outside.

As seen in Figures 18 and 19, Athabasca University has a strong presence across Canada. Figure 32 shows the source of Athabasca's transfer and mobile students from other jurisdictions during the study period.

Figure 32: Transfer and mobile students entering Athabasca University by jurisdiction and institution type, all years



The Ontario colleges appear to be the source of a very large proportion of Athabasca University's out-of-jurisdiction postsecondary transfer enrollments.

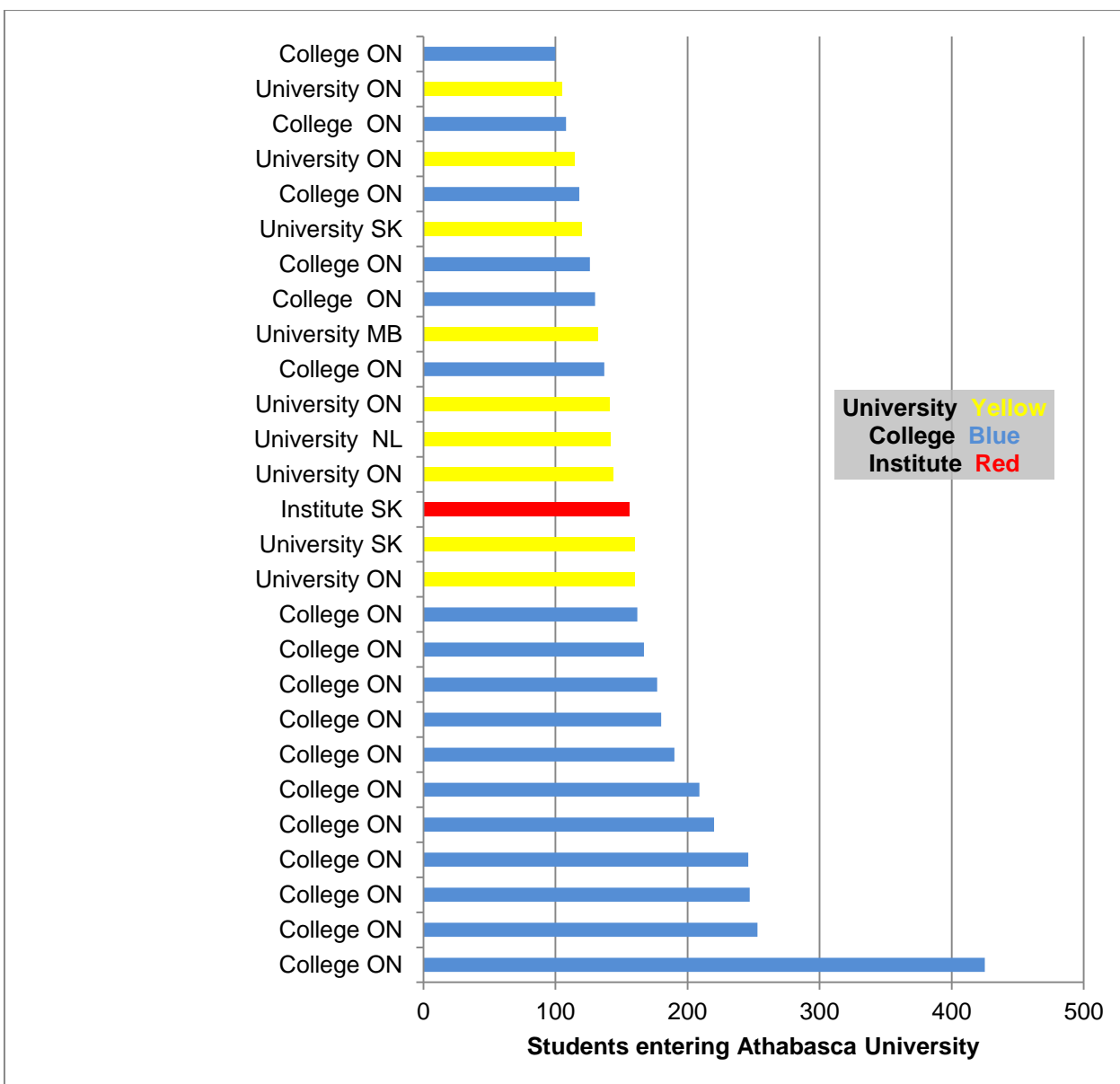
As mentioned at the beginning of this report (see Method), no distinction is made between students who physically move from one location to another to continue their educations and those who enroll through distance education for the same purpose. Virtual movement at one time affected only a relatively small proportion of the entire transfer and mobile population, but from the results of this survey it is obvious that the volume of distance education enrollments is a substantial portion of the whole. In addition, on-line education courses and programs are increasingly coupled with an open entry admission process, such as at Athabasca University, where the traditional structures of admission, residency, and visiting status have been re-engineered to give easier student access. A student at institution B may apply to take courses at Athabasca and not be required to make a decision as to whether she or he attends as a visiting student or has transferred to Athabasca University to pursue that university's credential. In a traditional model, a student is required to make this decision, usually at the time of application for admission, so that it is clear whose program is being taken and what rules apply. In some cases, a Letter of Permission is also required from the student's home university that establishes that the student is *bona fide* and confirms that the home university knows about the visit to the second university. Athabasca permits open admission and allows a student to elect whether or not to receive transfer credit at any time during her or his studies. Because the student has not been required to physically relocate to pursue studies at Athabasca, the question as to whether the student has actually moved institutions becomes moot. Such students may not need to make that decision until and unless they apply to graduate.

Institutional Scale

In this study, substantial numbers of students enter Athabasca University, but it is not known if they also leave an institution in another jurisdiction or if they consider themselves to be continuing in their original program, while also taking an Athabasca course or courses as a supplement to the offerings of their home institutions.

Taking all institutions into account that are sources of transfer and mobile students to Athabasca University, a ranking of frequency shows those from which the most students originated. Sending institutions with 100 or more students admitted to Athabasca University are shown, by type of institution and jurisdiction.

Figure 33: Top sources of transfer and mobile students to Athabasca University, all years



Institutional Scale

The twelve largest sending institutions to Athabasca University are all located in Ontario. Eleven of these are degree-granting CAATs. For each and all of the degree-granting CAATs, except for La Cité collégiale, there are substantial numbers of their students who enroll in Athabasca University courses.

4.8 PROXIMITY TO A JURISDICTIONAL BORDER

Some sending institutions are close to jurisdictional borders. Several sending institutions were selected to determine if there is a proximity effect that influences flows of postsecondary students across those borders.

- College 'X' and College 'Y' are located in Alberta near the Alberta-Saskatchewan border.
- College 'K' and College 'L' are located in British Columbia not far from the BC-Alberta border.
- College 'Z' is located in Ontario, near the Ontario-Quebec border.
- College 'J' is located in Prince Edward Island, close to Nova Scotia.

Table 26: Proportion of transfer and mobile students who transfer from colleges located close to jurisdictional borders to the adjacent jurisdiction, all years

Jurisdiction of sending institution	Sending institution	Jurisdiction of receiving institution									Proportion of out-of-jurisdiction transfers to adjacent jurisdiction
		AB	BC	MB	NB	NS	ON	QC	SK	Total	
AB	College 'X'		11	5			x	x	88	107	82%
AB	College 'Y'		6	x			x	x	62	77	81%
BC	College 'K'	90				x	x	x	11	105	86%
BC	College 'L'	22		x			x		6	30	73%
ON	College 'Z'	444	18	6	x	34		130	x	636	20%
PE	College 'J'	15	x		x	12	x	x	x	36	33%
Total	Total	571	37	14	x	48	7	140	170	991	41%

Note: Numbers of students who moved to the adjacent jurisdiction are in bold.

Note: Populations of fewer than five are masked.

Proximity to Borders

Entries to Athabasca University are known to be for the purpose of gaining access to distance education courses and programs. It is assumed that most of the entries to the other institutions shown here are not for pursuit of distance education, so the data could be re-examined with Athabasca University entries excluded.

Table 27: Proportion of transfer and mobile students who transfer from colleges located close to jurisdictional borders to the adjacent jurisdiction, excluding transfers to Athabasca University, all years

Jurisdiction of sending institution	Sending institution	Jurisdiction of receiving institution, excluding Athabasca University									Proportion of out-of-jurisdiction transfers to adjacent jurisdiction
		AB	BC	MB	NB	NS	ON	QC	SK	Total	
AB	College 'X'		11	5			x	x	88	107	82%
AB	College 'Y'		6	x			3	x	62	77	81%
BC	College 'K'	54				x	x	x	11	69	78%
BC	College 'L'	6		x					6	12*	46%
ON	College 'Z'	19	18	6	x	34		130	x	211	62%
PE	College 'J'	x	x		x	12	x	x	x	24	50%
Total	Grand Total	82	37	14	x	48	6	140	170	497*	70%

Note: Numbers of students who moved to the adjacent jurisdiction are in bold.

Note: Populations of fewer than five are masked.

*Totals do not include masked populations.

A large proportion (up to 82%) of students who transfer from these colleges to a university in another jurisdiction choose the adjacent jurisdiction, especially if the distance education programs of Athabasca University are excluded. The number of College 'Z' students who transferred to Athabasca University is particularly large at 425.

As a control group, transfer from colleges from all locations in the same jurisdictions may be compared. This is not feasible in the case of Prince Edward Island.

Table 28: Proportion of transfer and mobile students who transfer from colleges and institutes to adjacent jurisdictions, excluding transfers to Athabasca University, all years

Jurisdiction of sending institution	Sending institution	Jurisdiction of receiving institution, excluding Athabasca University									
		AB	BC	MB	NB	NS	ON	QC	SK	Total	Proportion of out-of-jurisdiction transfers to adjacent jurisdiction
AB	All colleges and institutes		193	28	x	47	46	111	358	783*	24%
BC		337		9		52	147	307	81	933	36%
MB		15	12		x	x	x	7	18	58	31%
NB		x	x			30	11	9	x	58	52%
NL		x	x	x	9	70	6	6	x	96	73%
NS		12	3		x		11	12		38*	30%
NT		11							16	27	59%
NU								x		x	n/a
ON		172	230	18	19	194		572	55	1,260	45%
PE		x	x		x	12	x	x	x	24	50%
QC		44	25	1	168	67	2,692		20	3,017	89%
SK		18	12	8			x	23		61*	29%
YT		13	13			6	5	6	7	50	26%
unknown							85			85	n/a
Total		630	493	64*	202	478*	3,018	1,053*	560	6,504	40%

Note: Numbers for students who moved to the adjacent jurisdiction are in bold.

Note: Populations of fewer than five are masked.

*Totals do not include masked populations.

Table 28 shows that the proportions for students who transfer to the adjacent jurisdiction are substantially larger for institutions that are close to the border compared with all institutions in that same jurisdiction.

For students attending colleges in Alberta, British Columbia, and Ontario who transfer out-of-jurisdiction, they are far more likely to move to the adjacent jurisdiction if the sending institution is close to the border with that jurisdiction. One might surmise that this would also be true for other jurisdictions, but there are not enough other examples to show this. This finding is congruent with other evidence that Canadian postsecondary students tend to study in their local areas, even when they transfer between institutions.

4.9 VOLUMES OF INFLOWS VERSUS OUTFLOWS

It is tempting to compare outgoing and incoming volumes for each jurisdiction to gain some knowledge of net student flows, but the data do not support this type of analysis because reporting is highly inconsistent and incomplete across jurisdictions.

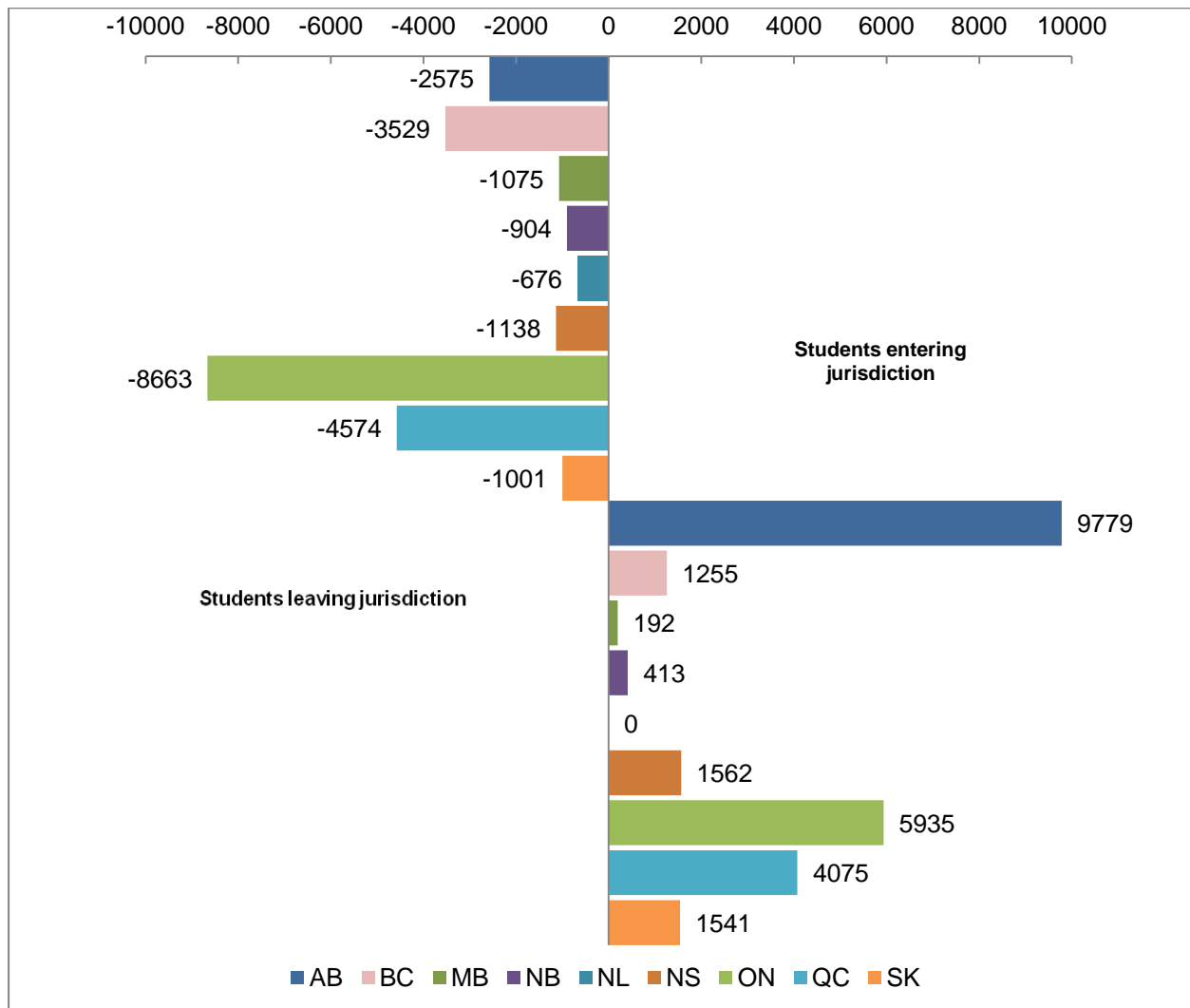
The data in Table 29 and Figure 34 are provided to show the potential of determining inflows and outflows at the jurisdictional level. This is a frequent topic of speculation. The data appear to show large imbalances between jurisdictions, but no conclusions should be drawn from these incomplete figures. Not only would data be needed from all or a representative sample of universities in each jurisdiction but flows into other postsecondary institutions, such as colleges and institutes, would also be required for a complete picture of inflows and outflows.

Table 29: Transfer and mobile students entering receiving institutions by receiving jurisdiction , compared with sending institutions by source jurisdiction, all years

Jurisdiction	Students leaving jurisdiction	Students entering jurisdiction
AB	2,575	9,779
BC	3,529	1,255
MB	1,075	192
NB	904	413
NL	676	n/a
NS	1,138	1,562
NT	51	n/a
NU	5	n/a
ON	8,663	5,935
PE	262	n/a
QC	4,574	4,075
SK	1,001	1,541
YT	62	n/a
unknown	237	n/a
All	24,752	24,752

Net Flows by Province

Figure 34: Students who enter or leave jurisdictions as reported by receiving universities, all years



5 DATA AVAILABILITY FOR FUTURE MOBILITY RESEARCH

Part 2 of the survey posed questions about the availability of data for future research. Knowledge of the nature of educational records at universities could be useful for the design of future research studies on pan-Canadian student mobility. The information below provides a summary of responses related to each data element listed in Part 2 of the survey (See Appendix 3).

Alberta (5 of 8 institutions)	Athabasca University
	University of Calgary
	Concordia University College of Alberta
	The King's University College
	University of Lethbridge

British Columbia (4 of 11 institutions)	University of British Columbia
	University of Northern British Columbia
	Royal Roads University
	Simon Fraser University

Manitoba (2 of 5 institutions)	Brandon University
	Canadian Mennonite University

New Brunswick (2 of 4 institutions)	Université de Moncton
	Saint Thomas University

Newfoundland and Labrador (0 of 1 institution)
--

Nova Scotia (3 of 10 institutions)	Cape Breton University
	Nova Scotia Agricultural College
	NSCAD University (Nova Scotia College of Art and Design)

Ontario (10 of 22 institutions, not counting degree-granting CAATs)	Brock University
	University of Guelph (including University of Guelph–Humber)
	Ontario College of Art and Design University (OCAD University)
	University of Ontario Institute of Technology
	Seneca College
	University of Toronto (including Victoria University, University of St Michael's College, and University of Trinity College)
	Trent University
	University of Waterloo (including St Jerome's University)
	Wilfrid Laurier University
	University of Windsor
	York University

Prince Edward Island

(0 of 1 institution)

Quebec

(2 of 19 institutions)

Concordia University

McGill University

Saskatchewan

(2 of 3 institutions)

University of Regina (including First Nations University of Canada, Campion and Luther Colleges)

University of Saskatchewan

Overall response to Part 2: 30 of 84 (36%) (not counting Ontario degree-granting CAATs).

1. Names of all previous institutions attended

Data availability Yes: 12 Yes with qualification: 12 No with qualification: 7 No: 0

Most institutions indicated that the names of all previous institutions attended are available, presumably from their student records systems, but many answers were qualified and some of the caveats expressed amount to negative answers. It is very common for an institution to select those institutions from a student application for admission that are relevant to that application and to ignore others. Prior attendance at a particular institution might be relevant for some programs but not for others. It is also common for institutions to record only the names of previous institutions if transfer credit is awarded for work completed at that institution or if a credential from that institution is recorded.

The data on prior institutions are mostly self-reported by the applicant at the time of application for admission and are often unverified. What the applicant reports will depend on the instructions given in the specific application form and there is no agreed standard. Institutions that use an electronic application may offer applicants drop-down lists of institutions from which to select those that the applicant had previously attended and then upload that information to the student record systems, largely avoiding inconsistent naming and spelling of institution names. Such lists will be to some extent incomplete, so some institutional names will be entered by the applicant as free text and are therefore prone to error, even if the data are scrutinized and edited by admissions staff. In addition, there are institutions that continue to use paper applications. In both cases, it is often not considered worthwhile to code and enter to a records system the details of previous institutions attended unless they are clearly relevant for determining admission or transfer credit.

The responses of some institutions suggest further questions, such as how an institution of learning is defined and what constitutes attendance. An institution that indicated that all prior institutions are recorded on the student record might have pre-defined which ones have or do not have significance. For example, a university might not acknowledge attendance at a proprietary or vocational school such as one that offers aviation skills or police officer training.

In addition to the name of the previous institution, its location is a useful item of data, if the institution could be confused with another. Some institutions also record the type of institution, but there is questionable value in doing so, unless criteria are clear and the table values are maintained. Although the question was not asked in the survey, it is clear that most universities do not distinguish between private and public institutions and may have nowhere to store such characteristics, if they knew them.

Even when an institution determines by policy to record all prior education, the details may be unavailable if generic institution identifiers are used, such as “Canadian Jr Coll.” This practice is widespread, especially for foreign institutions, in order to reduce administrative costs and complexity, especially when no specific purpose is known for maintaining detailed records,

Aside from the practical difficulty of recording all previous institutions attended, it is not clear whether the information beyond the last institution attended would be useful to future researchers, except where transfer credit or credential recognition issues may arise. In future research studies it might be helpful to define the nature of the institutions in which the researcher has some interest, rather than leaving this to the discretion of the survey responder. The problem then arises as to what data are then reported out to researchers — neither the institutional analyst nor the researcher may be able to distinguish and consistently select the correct data, meeting the definitions.

The following issue has arisen in this study: some universities reported public vocational schools, such as Canadian Police College and Transport Canada, as the last institution attended, but most appear to have decided that this type of institution should either be not recorded or not reported.

2. Attendance dates at previous institutions

Data availability Yes: 9 Yes with qualification: 12 No with qualification: 9 No: 1

Survey responses indicate that institutions are significantly less likely to record the attendance dates than the names of the previous institutions themselves and the data are usually self-reported and unverified. Unless all the attendance dates are recorded, it may not be possible to report which institution was the last attended before transferring, a data item that is central to establishing a student’s movement, especially if that student has attended more than one other institution.

If the names of previous institutions are recorded, it would be good practice to also record the attendance dates because without the dates the record is almost worthless.

3. Previous credentials earned

Data availability Yes: 10 Yes with qualification: 7 No with qualification: 2 No: 11

Many application forms for admission to a university at the first-degree level will ask whether the applicant has been awarded academic or other credentials, such as diplomas, degrees, and the like. Responses suggest that there is little consistency in the recording of prior credentials and that they will typically be unverified. Such credentials often play no part in the admission decision and are therefore of no immediate value to the institution, at least for undergraduate admission. In addition, some institutions will be reluctant to record information that is not verified, since this could effectively legitimize a false credential, purportedly awarded by another institution.

4. Previous faculty, program, or subject of study

Data availability Yes: 3 Yes with qualification: 3 No with qualification: 0 No: 23

The purpose of the question was to learn whether receiving institutions knew what programs transferring students had been pursuing before transferring. Few institutions record this information, seeing no need for it. Transfer credit decisions, for example, may be made on the basis of courses or credentials completed rather than programs pursued, but perhaps not completed.

5. Previous credit earned

Data availability Yes: 4 Yes with qualification: 5 No with qualification: 1 No: 20

This question deals with the quantification of the work that the transferring student had completed prior to moving to a receiving institution. It could be measured in terms of years, months, credit units, or with some other measure. As some responders noted, systems vary and students change their goals and careers, so this would not be trivial to record accurately.

Few institutions record such information. In some cases, institutions that report that they store this in the student records systems might be confusing the credits previously earned with transfer credits granted by their own institutions. The two sets of information are often significantly different, and it is that difference that could be the subject of legitimate research into the efficiency of transfer.

It appears that the receiving institutions would not be suitable data sources for a study of that sort, unless the student records were also available from corresponding sending institutions and cross-matched.

6. Previous performance of transfer/mobile students

Data availability Yes: 7 Yes with qualification: 5 No with qualification: 3 No: 15

The survey asked institutions if an admission GPA or equivalent entry average would be available in their records for research purposes.

Most institutions appear not to need an admission average or, if needed for admission, the average is not stored in the student information system.

7. Program after moving to your institution

Entry program:

Data availability Yes: 24 Yes with qualification: 3 No with qualification: 0 No: 3

Latest program:

Data availability Yes: 26 Yes with qualification: 1 No with qualification: 0 No: 1

The question asked whether or not the receiving institution stores the faculty and/or program enrolled in at time of entry. Most seem to do so, although some that have less sophisticated record systems overwrite the data as the student changes programs. Virtually all institutions can report the faculty and/or program in which the transfer student most recently enrolled, and some of the responses suggest that this is a more accurate and meaningful data item because many transfers will be admitted to one program *pro tem* and be enrolled within a short time in her or his programs of choice.

8. Term 1 Status

Data availability Yes: 23 Yes with qualification: 1 No with qualification: 2 No: 3

Most institutions appear to be able to report readily on the full-time or part-time status of a transfer student in the first term/semester. In some cases this would involve a calculation based on the first term's registration record, so it is not simply a report based on a stored data item.

9. Transfer Credit

Quantity

Data availability Yes: 27 Yes with qualification: 2 No with qualification: 0 No: 1

Source

Data availability Yes: 28 Yes with qualification: 0 No with qualification: 2 No: 0

Almost all responding institutions are able to report the quantity and source of transfer credit granted to their students. One institution keeps such records manually and therefore could not readily report it, but it could be expected that more current records technology will be universal in the near future. One institution commented that it was able to ascribe transfer credit to the individual sending course level, too, at least for Canadian institutions, but this question was not specifically asked.

10. Reason for no transfer credit, if none granted

Data availability Yes: 1 Yes with qualification: 7 No with qualification: 4 No: 23

Few institutions could report on why a transfer student had not received credit for a course taken at a sending institution, although not all of the possible reasons mentioned would be valid reasons in all institutions. For example, if it were the policy of a receiving institution to grant transfer credit without a specific request from the transferring student, a common policy at many universities, the reason "Requires request by student and none received" would be invalid.

Generally the reasons are buried in paper or imaged files and are not readily available.

11. Performance of transfer/mobile students at the receiving institution

Data availability Yes: 25 Yes with qualification: 5 No with qualification: 3 No: 1

Universities choose various time scales for measuring performance, such as a session of two terms or a single term or semester. Most universities can calculate performance measures for students but do not store historical averages. The indications are that, if needed, a historical average, such as at the end of the student's first term/semester/year, can be recalculated, but it is not clear how simple this would be. There appears to be a greater likelihood that an institution will store averages at the completion of its credentials (graduation).

12. Credential completion by transfer/mobile students

Data availability Yes: 27 Yes with qualification: 10 No with qualification: 5 No: 4

Data for Future Research

Virtually all institutions will be able to report the numbers of transfer students who complete credentials and the names of those credentials.

Most institutions can give an approximation of the number of credits earned at their institutions that counted toward the completed credential, but the tricky nuances of the institutions' rules and exceptions to those rules can make this inexact. Few institutions could accurately answer the question: What proportion of the total credit required for the credential completed was earned at your institution? This illustrates some of the complexity and devolution of student advising and record keeping rather than deficiencies in record keeping.

5.1 SUMMARY AND CONCLUSIONS RESULTING FROM PART 2

In light of these issues, future research on pan-Canadian student mobility will be most effective if data requirements are as simple and as direct as possible. It is realistic to expect universities to be able to report on:

- name and location of previous postsecondary institution last attended (“institution” must be pre-defined);
- dates of attendance (month and year);
- quantity and sources of transfer credit;
- program at time of entry;
- latest program;
- performance after entry;
- credentials earned; and
- performance at time of credential completion.

It is unrealistic to expect consistent data to be provided relating to:

- previous credentials earned;
- previous credit earned or attempted;
- previous faculty or program pursued;
- previous performance;
- reason why transfer credit was not granted; and
- proportion by source of credit applied to a credential.

Regardless of the above points, many smaller institutions, particularly colleges, may not have sufficiently sophisticated records systems or may have not yet developed tracking and recording procedures, so they might be unable to provide basic data without great effort and expense. If detailed data requests are to be made, recognition is needed of the resource implications to institutions of extracting and reporting the data. Ad hoc requests for data are likely to be better received if accompanied by enabling funding.

If data reporting follows agreed standards by province or region, these standards can be harmonized over time to enable seamless data comparisons across jurisdictions.

Even some well-established universities that attract students from across Canada may lack records procedures that enable them to report the institutions and province locations where the student had previously attended. The lack of procedures may or may not be linked to the technical sophistication of the institution’s computerized records systems — some institutions with state-of-the-art technology have chosen to put into use only limited parts of the their systems’ capabilities. These limitations hamper mobility analysis and probably reduce the effectiveness of recruitment and transfer credit processes within the university. Almost all universities have computer systems that are fully capable of handling the data, but if the details are not put into these systems, universities are then incapable of reporting them later.

Survey fatigue and limited resources make ad hoc voluntary data collection an unreliable method for gathering pan-Canadian postsecondary educational data which are complete across institutions and jurisdictions. Statistics Canada is the national agency charged with responsibility for collecting and analyzing a wide variety of educational data (e.g., PSIS) as well as all other types of data necessary to support a modern economy and social infrastructure. Submission of data is made annually by Canadian universities, under legal obligation. From about 2003 to about 2008, transfer data were specifically required and collected by Statistics Canada, but before useful data could be analyzed and published the collection of transfer data was discontinued. It is known that the submissions of some institutions were incomplete and that data

definitions were a source of difficulty but the reasons for stopping the collection of transfer data are not known. The elements of PSIS reporting should be sufficient to give good pan-Canadian data on student mobility, but if there are deficiencies in the definitions or unrealistic expectations then the specifications need to be reviewed and modified. Canada is currently lacking the vital research data that would answer many questions that this type of survey has attempted to answer. Bodies such as CMEC and ARUCC might coordinate efforts to revive Statistics Canada's interest in student mobility with the expectation that more comprehensive reporting will then be provided by that agency. Findings from this study on which data elements are more readily available at institutions could help inform future work by Statistics Canada.

6 CONCLUSIONS

6.1 Overall impressions

While there might be no intrinsic value for a student to transfer between postsecondary institutions rather than remaining at one institution to complete a program, her or his ability to transfer successfully can be crucial to credential completion because:

- the sending institution may offer only a portion of the entire program;
- the student chooses or needs to relocate for other reasons, such as employment or family circumstances; or
- the student recognizes that a program offered at another institution better suits her or his interests and aspirations.

The previous PCCAT study of four large universities (Heath, 2010) showed that about 10 per cent of each university's Canadian transfer students had last attended an institution in another province or about three to five per cent of the new student intake at any university. This is a small and relatively insignificant part of each university's intake. This study confirms that the number of students moving from public postsecondary institutions to public universities across provincial boundaries in Canada is small. An exception to this observation is the clear popularity of the offerings of Athabasca University to students in all parts of Canada, except Quebec.

If large numbers of students in a jurisdiction were annually transferring to other jurisdictions during their postsecondary studies, this could indicate a lack of educational opportunity in the home jurisdiction. Although this study was not designed to address that question, little evidence of that sort has surfaced.

6.2 What is mobility and how should it be measured?

This study highlights an issue about what is being measured when a student enrolls at another institution. Traditional models assume that a student entering university B must have left university A, otherwise the student would be treated as a visiting student so that credit could continue to be accumulated at university A toward a credential there. A traditional admission model would not give an applicant any choice in declaring which institutions she or he had attended previously, as full disclosure is a condition of application. In the past, universities were often widely spaced and it would normally be necessary to physically relocate to study at a different university.

A combination of distance education delivery, open admission, and a choice on the part of the student as to what portions of her or his academic history to reveal to university B mean that a newly enrolled student at university B may still be a student at university A and have not left that first university. Since headcounts are the normal way in which mobility is measured, a student who splits loads at the same time between more than one university might be counted as a new admission to university B but could also be double counted as a continuing student at university A. The flexibility offered to students by the new breed of virtual institutions is clearly a great pan-Canadian educational resource, from which older students especially appear to be deriving substantial benefit. However, one cannot assume that entry to an institution is anything more than a means of access to broader enrollment possibilities. It is unknown whether attendance at university B will be a short- or a long-term arrangement and it may or may not lead to a credential at that institution or elsewhere. This may be an argument for studying mobility in a wider context, such as by linking mobility to credential completion, as a clearer outcome of an educational process.

At issue is whether distance education is different from other forms of student mobility and should therefore be measured differently. If mobility data are to be used for long-term planning and resource allocation, the distinction between such different modes of educational offerings as distance education versus traditional

location-specific teaching and learning is likely to be important. Questions that were not asked in Part 2 of the survey, but perhaps should have been asked are: Can your institution distinguish between credits earned in traditional classroom modes of teaching at your own institution? Can other institutions distinguish your credits by educational mode when they admit your students? Do you distinguish or attempt to distinguish credits of incoming transfer students by educational mode? No doubt such questions would be controversial but the debate seems to be necessary.

6.3 Conclusions relating to the Canada-wide survey (Part 1)

As stated above, the number of students moving from public postsecondary institutions to public universities across jurisdictions in Canada is small. Of those students who move to universities in other provinces, the majority of students receive at least some transfer credit. Typically, students who receive transfer credit outnumber those that do not by three or four to one. The ratio varies by university and jurisdiction and might be as low as 1 to 1 in British Columbia and Quebec, although the samples for those provinces are too small to be definite on this point. Furthermore, there may be very legitimate reasons why some students moving from one institution to another do not receive transfer credit. The overall picture is one that should give satisfaction to the supporters of the CMEC *Pan-Canadian Protocol on the Transferability of University Credits* (CMEC, 1995).

In terms of the demographics, the majority of interprovincial transfer and mobile students are female, 63 per cent and 57 per cent, respectively. Half of the transfer students are 25 years of age and older. The mobile students are somewhat younger: half of them are 23.5 years of age or older. The gender ratios are generally similar to those found in the 2010 study of four universities (Heath, 2010).

In most of the various jurisdictions and their institutions there are more transfer and mobile students entering Arts — including Social Sciences, Fine Arts, and Humanities programs — than entering any other group of programs and these numbers are increasing. In Alberta, Commerce is the most popular program for transfer and mobile students to enter. There is a decline in students entering Health and Science fields in more than one jurisdiction.

Based on the limited data set, the provinces of Ontario and British Columbia appear to have a significant disparity between net transfer inflows and outflows, but due to incomplete data, this imbalance of flows is speculative. Alberta and Quebec universities report inflows that outnumber their outflows by a significant margin. In the case of Alberta, the response to the survey was strong, with all universities except for the two newest reporting their data. It is clear that Athabasca University plays a large pan-Canadian role as a receiving university. Presumably, net inflow and outflow data would be of considerable interest to the jurisdictions and to their institutions for a variety of planning purposes, but more complete data from all postsecondary institutions, including colleges and institutes, would be necessary to provide a reliable picture of these flows.

Since the physical distance between a sending and a receiving institution is a factor in the volume of student flows between them, the crossing of jurisdictional boundaries has been shown to have a lesser effect than distance when flows are compared among institutions that are located along jurisdictional borders or in smaller jurisdictions where institutions are clustered, as in parts of Maritime Canada. The data collected for this study provide numerous examples where geographic proximity is associated with substantial student flows between institutions, even if these institutions are in different jurisdictions. This suggests that much success has already been achieved in reducing barriers to interprovincial postsecondary student mobility, as intended by the CMEC Protocol.

6.4 Conclusions relating to future research

This survey project has been able to answer its two key questions concerning the number of public postsecondary students moving to public universities across provincial boundaries and whether or not those students receive transfer credit. These questions were answered with a 38 per cent response rate, which is considered acceptable for this type of survey. Conducting a large scale voluntary survey without providing resources to institutions to complete that survey inevitably leads to an inconsistent response, reducing its usefulness for providing a definitive statement on interprovincial flows. This seems to be true even in jurisdictions that have had long histories of mobility analysis, such as British Columbia, so it is misleading to believe that universities in jurisdictions that have conducted little research of this nature will be less inclined to participate. Perhaps response rates depend on a perception of self-interest on each institution's part, and even providing resources would likely not result in a 100 per cent response rate.

6.5 Conclusions relating to the survey on data availability for future research (Part 2)

While there is much agreement among universities about what to record, there are many differences in institutional business and reporting practices that will affect any future research. These differences need further attention before more effort is put into conducting further research on a pan-Canadian scale.

7 RECOMMENDATIONS

The main research questions of PCCAT have been answered in this study and no further widespread research based on survey data should be done in the near future by PCCAT to try to ascertain levels of interprovincial transfer and mobility. This is particularly true because of difficulties in collecting adequate data.

Canada lacks comprehensive pan-Canadian student mobility data. A systematic approach to collecting data would provide a more complete data set and make it possible to develop accurate inflow and outflow data for each jurisdiction. It is unfortunate that Statistics Canada has discontinued the collection of student transfer data after trying unsuccessfully for several years to achieve consistent transfer data reporting across all regions. CMEC, ARUCC, and PCCAT might consider reviewing the work done by Statistics Canada to see if a streamlined set of data might be more readily collected as is done in some regions, such as in the Maritimes, where MPHEC has developed its own collection procedures. In this way, the answers to many questions on interjurisdictional flows could be worked out. Findings from this study on which data elements are more readily available at institutions could help inform future work by the bodies that assume this task, or by Statistics Canada, if that agency could be persuaded to re-enter the field. Models exist elsewhere in the world, such as the US National Student Clearinghouse database that enables national collection and reporting of student mobility statistics. Based on the larger number of intraprovincial versus interprovincial transfers, more effort should be placed within jurisdictions — particularly in those developing or wanting to develop transfer systems — on the ability to report intraprovincial mobility and transfer on a systematic basis. Those jurisdictions should also consider developing means of collecting data on transfer-student success.

Institutions of all sizes should consider adopting procedures to enable the recording and easy reporting of each Canadian postsecondary institution attended by its admitted students and any accompanying transfer credit. In determining the minimum set of data that should be collected, it would also be appropriate to address the issue of the role of distance education in mobility data and whether it is to be treated as at present as the exact equivalent of traditional forms of mobility that involve the physical relocation of students.

PCCAT should work in cooperation with ARUCC to make recommendations on the minimum set of data that a Canadian university or college should collect in order to properly support its own internal needs as well as the needs of the governmental bodies that have an interest in the mobility of postsecondary students. Statistics Canada should also be consulted.

APPENDIX 1 INSTITUTIONS SURVEYED

Jurisdiction	Institution
Alberta	Athabasca University Concordia University College of Alberta Grant MacEwan University Mount Royal University The King's University College University of Alberta University of Calgary University of Lethbridge
British Columbia	Capilano University Emily Carr University of Art and Design Kwantlen Polytechnic University Royal Roads University Simon Fraser University Thompson Rivers University University of British Columbia University of Northern British Columbia University of the Fraser Valley University of Victoria Vancouver Island University
Manitoba	Brandon University Canadian Mennonite University Collège universitaire de Saint-Boniface University of Manitoba University of Winnipeg
New Brunswick	Mount Allison University Saint Thomas University Université de Moncton University of New Brunswick
Newfoundland and Labrador	Memorial University of Newfoundland
Nova Scotia	Acadia University Cape Breton University Dalhousie University Mount Saint Vincent University Nova Scotia Agricultural College NSCAD University (Nova Scotia College of Art and Design) Saint Mary's University Saint Francis Xavier University Université Sainte-Anne University of King's College
	Algoma University Algonquin College of Applied Arts and Technology Brock University

APPENDIX 1: Institutions Surveyed

Jurisdiction	Institution
Ontario	Carleton University Centennial College of Applied Arts and Technology Conestoga College Institute of Technology and Advanced Learning Dominican University College (of Philosophy and Theology) Fanshawe College of Applied Arts and Technology George Brown College of Applied Arts and Technology Georgian College of Applied Arts and Technology Humber College Institute of Technology & Advanced Learning Collège d'arts appliqués et de technologie La Cité collégiale Lakehead University Laurentian University of Sudbury, including University of Sudbury Loyalist College of Applied Arts and Technology McMaster University Niagara College of Applied Arts and Technology Nipissing University OCAD University Queen's University Royal Military College of Canada Ryerson University Seneca College of Applied Arts and Technology Sheridan College Institute of Technology and Advanced Learning Saint Clair College of Applied Arts and Technology Saint Lawrence College of Applied Arts and Technology Trent University University of Guelph including University of Guelph-Humber University of Ontario Institute of Technology Université d'Ottawa University of Toronto, including University of St. Michael's College, University of Trinity College and Victoria University University of Waterloo, including Saint Jerome's University University of Western Ontario, including Brescia, Huron, and King's University Colleges University of Windsor Université Saint-Paul Wilfrid Laurier University York University
Prince Edward Island	University of Prince Edward Island
Quebec	Bishop's University Concordia University École Polytechnique de Montréal HEC Montréal McGill University Université de Montréal Université de Sherbrooke Université du Québec Université du Québec : École de technologie supérieure Université du Québec : École nationale d'administration publique

APPENDIX 1: Institutions Surveyed

Jurisdiction	Institution
	Université du Québec : Institut national de la recherche scientifique Université du Québec à Chicoutimi Université du Québec à Montréal Université du Québec à Rimouski Université du Québec à Trois-Rivières Université du Québec en Abitibi-Témiscamingue Université du Québec en Outaouais Université du Québec Télé-Université (TELUQ) Université Laval
Saskatchewan	Saint Thomas More College University of Regina, including First Nations University of Canada, Campion and Luther Colleges University of Saskatchewan

APPENDIX 2 DATA DEFINITIONS

1. Transfer student

A first-time undergraduate student enrolled at the receiving institution who has previously completed any number of credits from another public postsecondary institution in another Canadian province or territory, and received transfer credit (any amount) at the receiving institution for the credit earned or accumulated at the sending institution. (Interprovincial transfer student)

For institutions in Ontario only, this definition is extended to a student who has previously completed any number of credits from another public postsecondary institution in Ontario. (Intraprovincial transfer student)

2. Mobile student

A first-time undergraduate student enrolled at the receiving institution who has previously completed any number of credits (including zero credits or an entire degree) from another public postsecondary institution in another Canadian province or territory, but who received no transfer credit at the receiving institution for the credit earned or accumulated at that sending institution. (Interprovincial mobile student)

For institutions in Ontario only, this definition is extended to a student who has previously completed any number of credits from another public postsecondary institution in Ontario. (Intraprovincial mobile student)

3. Transfer credit

Recognition granted by a receiving institution for prior studies at another postsecondary institution that results in a reduction of the requirements to complete a credential at the receiving institution. Credit for enhanced secondary-school programs such as the International Baccalaureate, Advanced Placement Program, and other similar secondary-level study is excluded.

4. Study year

The full 12-month year (September through August). Thus, the 2008-09 study year runs from September 2008 to August 2009.

5. Undergraduate student

A first-time student in an undergraduate credential program at the receiving institution. This includes students who have completed an undergraduate degree at a sending institution if they are pursuing a further undergraduate credential at the receiving institution. A student pursuing a professional or graduate degree or other credential at the receiving institution, which normally requires an undergraduate degree as a prerequisite for entry to that program, is excluded. A student enrolled in an education program is excluded.

An international (non-resident of Canada), exchange, or visiting student is also excluded.

For institutions in Ontario only, this definition is extended to a student who is attending the receiving institution as a visiting student.

6. Age

Age at the time of first enrolment at the receiving university, using the student's date of birth. The data will be reported in the following ranges, but an institution may prefer instead to submit raw age data:

<=18 19 20 21 22 23 24 25–29 30–34 35+, plus “unknown.”

7. Previous public institution

The current name and Postsecondary Student Information System (PSIS) code (Statistics Canada number) of the last public postsecondary institution in another Canadian province or territory (for Ontario institutions only this is expanded to the last public postsecondary institution in Canada) attended by the mobile or transfer student. Public cégeps in the province of Quebec are included. For institution codes see:

<http://www.statcan.gc.ca/concepts/psis-siep/postsecond-eng.htm>

<http://www.statcan.gc.ca/concepts/psis-siep/postsecond-fra.htm>.

8. Faculty or degree program

The faculty or degree program at your institution (in as broad terms as practical) that the mobile or transfer student entered immediately upon transferring.

If not available or not applicable, the most recent faculty or program enrolled in at your institution.

9. Sending institution

The public postsecondary institution in another Canadian province or territory where the mobile or transfer student has completed any number of credits before enrolling in the receiving institution (your institution). If more than one out-of-province institution was attended, then it is the last institution attended.

For institutions in Ontario only, this definition is extended to include a public postsecondary institution in Ontario.

10. Receiving institution

The public postsecondary institution participating in this research study in which the mobile, transfer, or visiting student has enrolled.

11. Canadian student

An undergraduate student who is a citizen or permanent resident of Canada at the time of entry to the receiving institution. However, if data are not available for the reporting date, report students based on their most recent status at your institution.

12. Visiting student

An undergraduate student who is a citizen or permanent resident of Canada at the time of entry to the receiving institution who has a letter of permission from another institution (“home” institution) guaranteeing that the credit earned at the receiving institution will be recognized on his or her return to the “home” institution. Exchange students are excluded.

13. Exchange student

An undergraduate student who is participating in a formal exchange of students between institutions.

APPENDIX 3 SURVEY INSTRUMENT AND ASSOCIATED MESSAGES

Introductory Message sent 1 September 2011

I am writing to give you a heads-up about an upcoming survey that will be sent to the registrars of public universities at the beginning of October 2011. This short survey is being developed by the Research Sub-Committee of the Pan-Canadian Consortium on Admissions and Transfer (PCCAT). The Association of Registrars of the Universities and Colleges of Canada (ARUCC) is one of the sponsors of this research project and is represented on the Research Sub-Committee by Kate Ross, Registrar and Executive Director, Student Enrolment at Simon Fraser University and Chair of ARUCC's research committee. The Council of Ministers of Education, Canada (CMEC) is also a sponsor of the project.

The main purpose of the survey is to determine the extent of student mobility and transfer of undergraduate students from **all public postsecondary institutions** in Canada to **all public universities** in Canada and across provincial/territorial boundaries over three academic years (2007-08 to 2009-10). Thus the focus is on **inter-** rather than **intraprovincial** transfer. The survey will require institutions to do some analysis of their administrative databases in order to answer the questions. The questions will involve information on the numbers of students moving across provincial boundaries, whether they received transfer credit, their age and gender, the province and institution that they moved from, and program enrolled in at the receiving institution. A question will also be asked about institutions' capacity, in the future, to report on potential additional data elements related to transfer.

A second part of the survey will be directed to Ontario universities and degree-granting colleges only, to determine intraprovincial transfer as well. This second component is supported by Ontario's College University Consortium Council (CUCC) and the Higher Education Quality Council of Ontario (HEQCO), and will ask institutions to respond to the same questions with regard to intraprovincial transfer.

A list of the universities that will be asked to respond to this survey is attached. We encourage your institution to participate in this important project by dedicating time to fill out the survey. The result will be a national report that will be prepared in English and French and shared with all ARUCC members. If you have any questions about the upcoming survey, please contact Nick Heath, the project coordinator, at nheath@sfu.ca

Thank you.

Joanne Duklas

Assistant Vice President, Enrolment Management and University Registrar

Division of Students

York University

Covering message sent 25 October 2011

The following covering message was sent by Internet to subscribers to ARUCC-L, ARUCC's list of university and college registrars and associated staff, by the President of ARUCC, Joanne Duklas

ENGLISH VERSION

Greetings Registrars of public universities in Canada

APPENDIX 3: Survey Instrument

Attached is the PCCAT survey, which I referred to in the message I sent on 1 September. This short survey was developed by the

- Research Sub-Committee of the Pan-Canadian Consortium on Admissions and Transfer (PCCAT)

and is sponsored by

- Association of Registrars of the Universities and Colleges of Canada (ARUCC)
- Council of Ministers of Education, Canada (CMEC).

The main purpose of the survey is to determine the extent of student mobility and transfer of undergraduate students from **all public postsecondary institutions** in Canada to **all public universities** in Canada and across provincial/territorial boundaries over three academic years (2007-08 to 2009-10). This will be the first time that we have been able to collect such data on interprovincial student mobility from across Canada. There are additional questions about whether or not other data elements might be available in the future for further research.

The survey also asks Ontario universities and degree-granting colleges only some additional questions to determine intraprovincial transfer as well. This component is supported by

- Ontario's College-University Consortium Council (CUCC)
- Higher Education Quality Council of Ontario (HEQCO).

Please submit one response on behalf of your institution by November 18, 2011. The project coordinator is Nick Heath nheath@sfu.ca who will be pleased to answer questions about the survey.

The attachments are:

- Survey Part 1 (student statistics)
- Survey Part 2 (types of data available for future research)
- Data Definitions

To assist your institution, these documents are also available at

<http://www.cmec.ca/Programs/post/credit/Pages/pccat.aspx>

where you will also find:

- Flowchart- all institutions outside Ontario
- Flowchart - Ontario institutions only
- Survey Part 1 example - all institutions outside Ontario
- Survey Part 1 example - Ontario institutions only
- Survey Part 2 response example - all institutions
- List of institutions to be surveyed
- Project description
- Project Coordinator contact information

We encourage your institution to participate in this important project by dedicating time to fill out the survey. The result will be a national report that will be prepared in English and French in early 2012 and shared with all ARUCC members.

Thank you

Joanne Duklas

Rubric for the PCCAT Survey as displayed on the CMEC Web site

The Pan-Canadian Consortium on Admissions and Transfer (PCCAT) Research Subcommittee (<http://www.pccat.ca>) has developed the project titled “Measuring Interprovincial Mobility of Postsecondary Students.” The project aims at understanding the interjurisdictional mobility of Canada’s postsecondary students.

The Council of Ministers of Education, Canada (CMEC) and the Association of Registrars of the Universities and Colleges of Canada (ARUCC) (<http://www.arucc.ca>) are the sponsors of the project.

At times, postsecondary students in Canada transfer credits for schooling previously completed as they move from one jurisdiction to another. The educational paths created by the mobility of transfer credits have not been studied at the pan-Canadian level to date. Understanding these educational paths is an important step in building a strong system of credit transfer in Canada.

THE SURVEY

The research project will be conducting a survey of registrars in public universities across Canada to determine the extent of mobility of undergraduate students in their path from public postsecondary institutions in Canada to public universities in Canada and across jurisdictional boundaries over three academic years (2007-08, 2008-09, and 2009-10).

A subsection of the survey is directed at Ontario universities and degree-granting colleges to determine intrajurisdictional transfers. This component is supported by Ontario’s College University Consortium Council (CUCC) (www.cucc-ontario.ca) and the Higher Education Quality Council of Ontario (HEQCO) (www.heqco.ca).

The survey package to be completed includes two instruments:

- Part 1 – student mobility;
- Part 2 – availability of data.

In addition, the following supporting documentation is provided:

- data definitions;
- data flowcharts outlining student transfer paths;
- response examples.

Contact information for the project coordinator is provided in the survey documents.

Survey completion deadline: November 18, 2011.

All institutions except those in Ontario

Survey Part 1: Student mobility among Canadian public postsecondary institutions [link: document]

Survey Part 2: Data for future research [link: document]

Data Definitions [link: document]

Suggested survey data flowchart for all institutions except those in Ontario [link: document]

Format suggestion for response to Part 1 of survey – all institutions except those in Ontario [link: document]

Format suggestion for response to Part 2 of survey – all institutions [link: document]

Ontario institutions only

Survey Part 1: Student mobility among Canadian public postsecondary institutions [link: document]

Survey Part 2: Data for future research [link: document]

Data Definitions [link: document]

Suggested survey data flowchart for Ontario institutions [link: document]

Format suggestion for response to Part 1 of survey – institutions in Ontario only [link: document]

Format suggestion for response to Part 2 of survey – all institutions [link: document]

Related documents:

Ministerial Statement on Credit Transfer in Canada
<http://cmec.ca/Publications/Lists/Publications/Attachments/216/ministerial-statement-credit-transfer-2009.pdf>

Report of the CMEC Working Group on Credit Transfer
<http://www.cmec.ca/Publications/Lists/Publications/Attachments/264/wgct-report2011-en.pdf>

PCCAT Survey Part 1

Who responds	Topic	Reporting periods	Questions - Part 1	Data requested
All surveyed institutions	Interprovincial transfer students	Sept 2007-Aug 2008 Sept 2008-Aug 2009 Sept 2009-Aug 2010	1. a. Number of first-time Cdn undergraduate students enrolled who had previously enrolled at another public PSE institution (last sending institution) in another Cdn province or territory, and who received transfer credit upon entry for studies taken at that sending institution.	* Sending institution ID * PSIS (Statistics Canada) institution code of previous public institution (last institution attended prior to enrollment at your institution)
Ontario-only surveyed institutions	Ontario intraprovincial transfer students	Sept 2007-Aug 2008 Sept 2008-Aug 2009 Sept 2009-Aug 2010	1. b. Number of first-time Cdn undergraduate students enrolled who had previously enrolled at another public PSE institution (last sending institution) in Ontario, and who received transfer credit upon entry for studies taken at that sending institution.	* Sending institution name * Name of previous public institution (last institution attended prior to enrollment at your institution)
All surveyed institutions	Interprovincial mobile students	Sept 2007-Aug 2008 Sept 2008-Aug 2009 Sept 2009-Aug 2010	2. a. Number of first-time Cdn undergraduate students enrolled who had previously enrolled at another public PSE institution (last sending institution) in another Cdn province or territory, but who received no transfer credit upon entry for studies taken at that sending institution.	* Age * (Preferably reported in ranges as shown in survey example) * Gender * (within age ranges)
Ontario-only surveyed institutions	Ontario intraprovincial mobile students	Sept 2007-Aug 2008 Sept 2008-Aug 2009 Sept 2009-Aug 2010	2. b. Number of first-time Cdn undergraduate students enrolled who had previously enrolled at another public PSE institution (last sending institution) in Ontario, but who received no transfer credit upon entry for studies taken at that sending institution.	* Student program * Faculty and/or degree program entered immediately upon transferring. (If unavailable, most recent faculty/program enrolled in at your institution)

APPENDIX 3: Survey Instrument

Ontario-only surveyed institutions	Visiting total	Sept 2007-Aug 2008 Sept 2008-Aug 2009 Sept 2009-Aug 2010	3. Number of first-time Cdn undergraduate students enrolled as visiting students who had previously enrolled at another Ontario public PSE institution (last sending institution or "home" institution).	<p>* Sending institution ID * PSIS (Statistics Canada) institution code of previous public institution (last institution attended prior to enrollment at your institution)</p> <p>* Sending institution name * Name of previous public institution (last institution attended prior to enrollment at your institution)</p>
------------------------------------	----------------	--	--	--

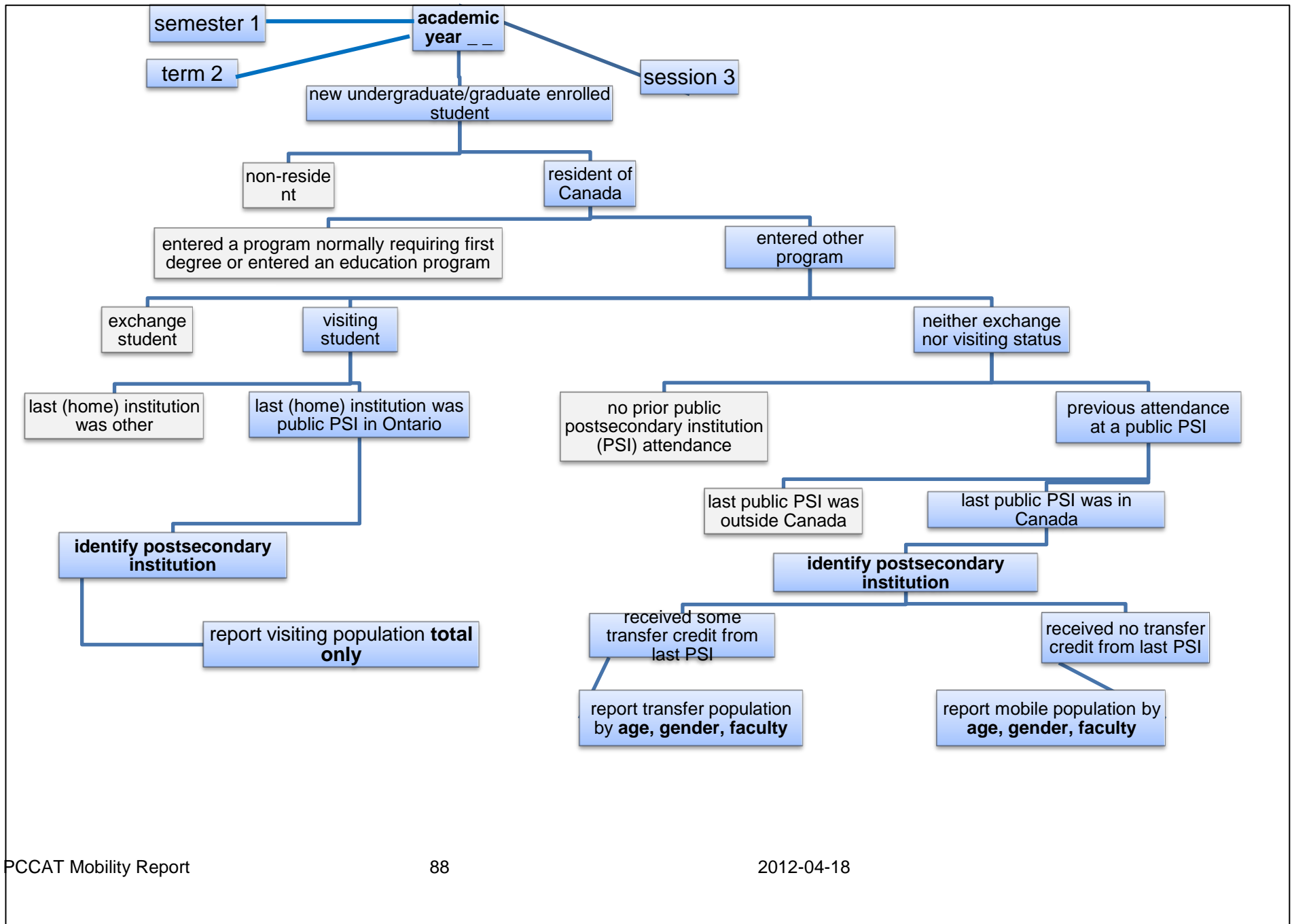
PCCAT Survey Part 2

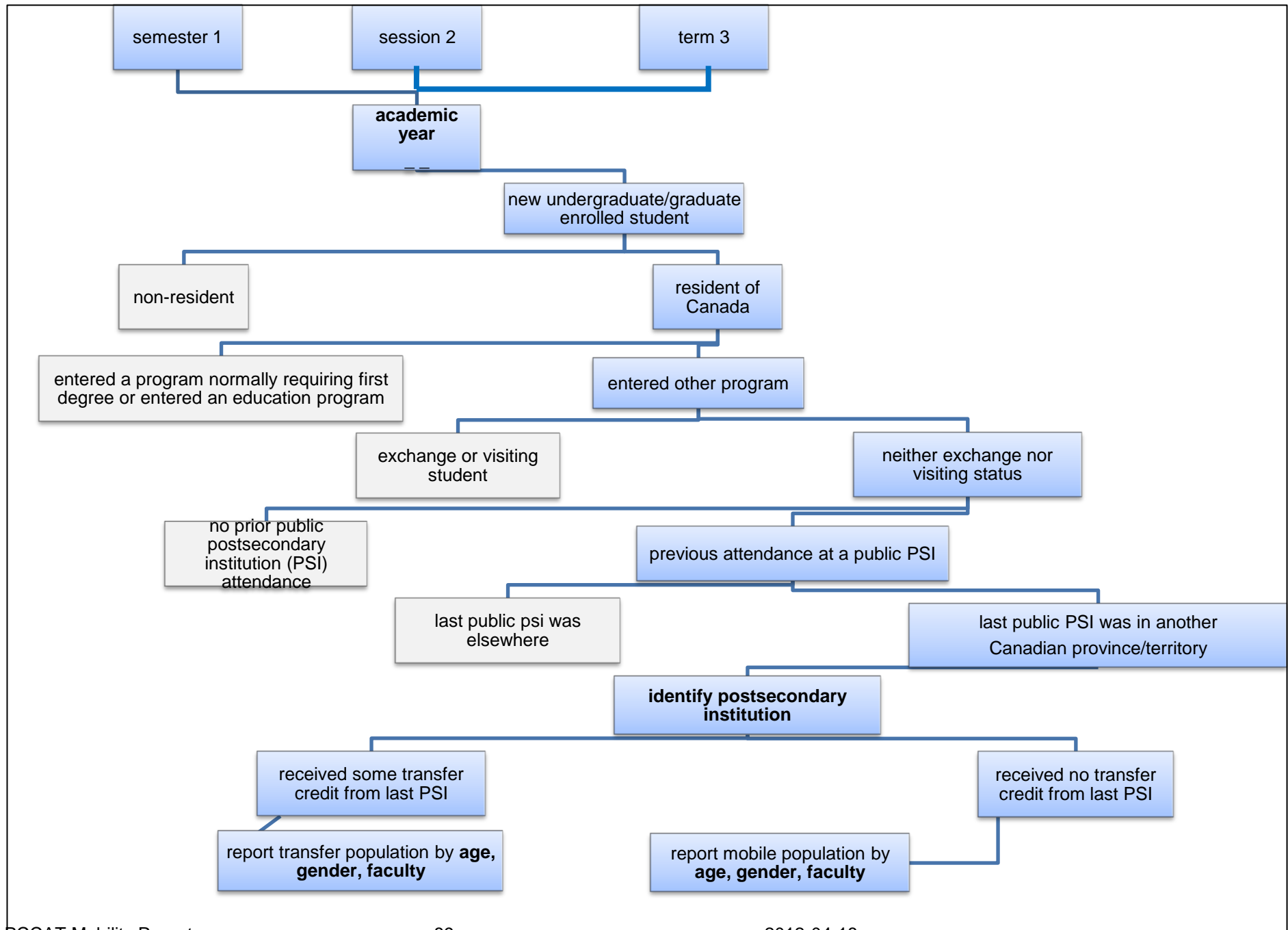
Data topic	Data sought	Available? Yes/No	If no, what is available?	Other notes/comments
Previous PSE institutions	1. i. Names of all previous institutions attended			
	ii. Attendance dates at previous institutions, so the sequence is known			
Previous programs	2. i. Type of previous credentials earned e.g., undergrad/grad degree, diploma, certificate			
	ii. Previous faculty, program, or subject of study			
Previous credit earned	3. Quantity of credits, units, years, semesters, etc., completed prior to moving to your university			
Previous performance of transfer/mobile students	4. Admission GPA or equivalent entry average			
Program after moving to your institution	5. i. Faculty and/or program enrolled in at your institution at time of entry			
	ii. Faculty and/or program enrolled in at your institution most recently (latest)			
Term 1 status	6. Full-time or part-time status in the first term/semester as defined by your institution			
Transfer credit	7. i. For those who received transfer credit, quantity of transfer credit granted by your university			
	ii. Can each unit of transfer credit be ascribed to a specific sending institution?			
Reason for no transfer credit if none granted	8. i. Content of previous studies inapplicable			
	ii. Institution not recognized for credit			
	iii. Residency requirement or limit on transfer credit that may be counted in a program			
	iv. Requires request by student and none received			
	v. Other/unknown			
Performance of transfer/mobile students at your institution	9. i. Academic average after the first term/semester/year			
	ii. Academic average after each subsequent term/semester/year			
	iii. Academic average at completion of credential (graduation)			

APPENDIX 3: Survey Instrument

Credential completion by transfer/mobile students	10. i. Number who completed			
	ii. Credentials awarded to completers, e.g., B.Sc.			
	iii. Proportion of total credits required for the credential completed that was earned at your institution			
	iv. Number of credits earned at your institution towards the credential completed			

APPENDIX 3: Survey Data Flowchart for Ontario Institutions Only





APPENDIX 4 GROUPING USED FOR FACULTY OR PROGRAM OF STUDY

The values reported by the institutions responding to the survey were transposed into one of six groups according to the following table.

Table 1: Summary grouping of programs of study reported by the receiving institutions

Illustrative listing of faculties and programs reported				
Faculty/program assigned				
Applied Sciences	Engineering	Agroecology	Conservation Science	Environmental Design
	Computer Studies	Agriculture	Environmental Science	Environmental Management
	Applied Science Computing and Information Systems	Agricultural and Biological Sciences	Natural Resource Systems	Environmental Studies
	Computers and Management Information	Agronomy		Pharmacy
		Forestry		
		Forest Sciences		
Arts	Applied Sciences	Agricultural and Environmental Science		
	Arts	Fine Arts	Language Arts	Social Science
	Arts and Sciences	Music	Humanities	Psychology
	Native Studies	Fine and Applied Arts	Translation	Religious Studies
	Communication and Culture	Professional Arts	French Language Proficiency	Heritage Resource Mgmt
	Multidisciplinary Arts			
Commerce	Business	Commerce	Management	Agribusiness
	Business Administration	Commerce and Administration	Management Foundations	Financial Services
	Businesses Studies	E-Commerce	Management Applications	Accounting
		Administrative Studies		Advanced Accounting
		Administration	Government, Law, and Management	Human Resources Management
			Public Administration	Labour Relations
				Marketing

APPENDIX 4: Faculty or Program Grouping

Health	Nursing	Health Administration	Human Kinetics	Recreation
	Occupational Therapy	Health Studies	Kinesiology	Sport and Tourism
	Physical Therapy	Health Development Administration	Human Ecology	Sport and Leisure
	Applied Radiological Techniques	Health Science		
	(Medicine)	Food and Nutrition		
		Food Science		
		Nutrition		
Science	Science	Mathematics	Life Sciences	Human Science
	Natural Sciences			
	Physical Sciences			
Other	Undeclared	Social Work	Physical Education	Education
	Transition program	Counselling Women	Physical Education, Recreation, and Leisure	Inclusive Education
	Interfaculty, B.A., and Sc.	Atkinson College		Career Development
		Glendon College		
	General Studies			
	Liberal Arts and Professional Studies			

APPENDIX 5 GLOSSARY OF TERMS

AB	Province of Alberta
AGPA	Admission Grade Point Average, entering average of an admission applicant
ARUCC	Association of Registrars of the Universities and Colleges of Canada
BC	Province of British Columbia
BCCAT	British Columbia Council on Admissions and Transfer
CMEC	Council of Ministers of Education, Canada
CUCC	Colleges and Universities Consortium Council of Ontario
HEQCO	Higher Education Quality Council of Ontario
MB	Province of Manitoba
MPHEC	Maritime Provinces Higher Education Commission
NB	Province of New Brunswick
NL	Province of Newfoundland and Labrador
NS	Province of Nova Scotia
NT	Northwest Territories
NU	Nunavut
ON	Province of Ontario
PCCAT	Pan-Canadian Consortium on Admissions and Transfer
PE	Province of Prince Edward Island
PSIS	Postsecondary Student Information System of Statistics Canada
QC	Province of Quebec
SIS	Student Information System or Student Records System
SK	Province of Saskatchewan
US	United States (of America)
YT	Yukon Territory

APPENDIX 6 REFERENCES

Council of Ministers of Education, Canada (CMEC). (2009). *Ministerial statement on credit transfer in Canada*. Available from <http://www.cmec.ca/Publications/Lists/Publications/Attachments/216/ministerial-statement-credit-transfer-2009.pdf>

Council of Ministers of Education, Canada (CMEC). (1995). *Pan-Canadian protocol on the transferability of university credits*. Available from <http://www.cmec.ca/Publications/Lists/Publications/Attachments/198/Pan-Canadian-Protocol-Transferability-University-Credits.pdf>

Heath, N. (2010). *A profile of out-of-province transfer students admitted to four universities: The University of Alberta, the University of British Columbia, the University of Saskatchewan, and York University, 2004/05 to 2008/09*. British Columbia Council on Admissions and Transfer. Available from www.pccat.ca/files/pccat-2010/Final_PCCAT_report-June18-10.pdf

Heslop, J. (2011). *Following their footsteps: What happens to students who move from research universities to other BC public postsecondary institutions?* British Columbia Council on Admissions and Transfer. Available from www.bccat.ca/pubs/footsteps.pdf