

BC MINISTRY OF EDUCATION PATHWAYS RESEARCH PROJECT

**Thought Leader Dialogue I
BCCIE Summer Seminar 2014**

- **The presentation was delivered by ICG at the 2014 BCCIE Summer Seminar in Vancouver on 23 June 2014.**
- **The presentation shall be considered incomplete without oral clarification. The opinions expressed in this presentation are those of the author alone.**
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- **Data presented is sanitized and in a few instances modulated in order to prevent the disclosure of institution-specific data.**

Housekeeping

Project Overview

Stakeholder Participation

Select Findings from the International Student Pathways Surveys

International Student Pathways in BC

Summary Perspectives

Next Steps

Discussion

- **The BC Ministry of Education will provide opening comments.**
- **The presentation is geared to run about 40 minutes.**
- **About 15 minutes are reserved for discussion.**
- **This presentation will be available as a PDF file through BCCIE and on the ICG website (www.icg.ac).**
- **The underlying research will be published by the Ministry in the near future.**

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WHAT IS A PATHWAY?

- **Pathways is a wide and broad term to describe a relatively simple concept – the transition of a student from a program/institution to another program/institution.**
- **As a reflection on this general definition, pathways can be constructed to literally cover anything and everything connected to K-12, language, and higher education sectors.**
- **Importantly, pathways have no definitive direction – they can operate upwards, sideways, and downwards. Pathways are also not “unique”, in fact many students implicitly and explicitly participate in more than one pathways experience.**

- **Historically, international student pathways in BC were not as prevalent or well defined as pathways models in Australia or the UK.**
- **However, in recent years, pathways have attained much more importance as a key recruiting channel for BC education providers.**
- **At this time, more and more pathways models are emerging in BC. Examples include Surrey feeding into Douglas, Vantage College at UBC, and ELS feeding into partner institutions.**
- **Overall, pathways models in BC are not yet as deep and integrated as they could and should be. This is and will result in a competitive gap relative to highly integrated pathways models.**
- **Pathways are offering a potent counterweight to another competitive pressure BC is experiencing – the high cost of living (esp. Vancouver).**
- **The research and report is intended to offer specific guidance to BC institutions on how to further deploy and improve pathways.**

PROJECT OVERVIEW

Background

- **In 2012, 68,000+ international students were enrolled in BC institutions (CIC).**
 - **More than one-fifth (14,893) at the secondary (or less) level**
 - **Nearly half (32,283) at BC universities**
 - **Almost one-fifth in other post-secondary institutions (12,811).**
- **Combined, the estimated contribution these students to the BC economy was close to CAD 2 billion (2012, ICG).**
- **BC post-secondary institutions expend much effort recruiting international students. Yet efforts are not always fruitful since many BC-based international K-12 students decide to pursue their post-secondary studies in institutions outside of BC.**
- **The Government of British Columbia's International Education Strategy aims to ensure quality learning and life experiences for international students. This includes enhancing options for students, including "improving transitions from K-12 education and private language schools into post-secondary education".**

PROJECT OVERVIEW

Background

- **Improving pathways for international K-12 students to continue their studies in BC is of interest to all BC education stakeholders.**
- **Designing effective pathways will be aided by the comparatively deep data landscape BC has created over the years at the K-12 and post-secondary level.**
- **For example, data from the Student Transitions Project (STP) indicate that 11 percent of international students at BC post-secondary institutions in 2009-10 graduated from Grade 12 in the BC K-12 system.**
- **However, critical gaps exist with regard to non-BC data events (such as transition out of the Province).**

PROJECT OVERVIEW

Goals

- 1) Student Flow.** This project aimed to gather relevant, existing data and will augment said data with information from interviews and surveys. The goal was to design a comprehensive K-12 to post-secondary “student flow” perspective which reaches beyond the Province.
- 2) Pathways Overview.** A compilation of existing BC pathways for international K-12 students is being juxtaposed with best practice research from Canada as well as Australia, New Zealand, and the UK. This will allow defining potential gaps in BC practices.
- 3) Improvement Suggestions.** The third goal of this project was to draw up recommendations for both K-12 providers as well as post-secondary institutions in BC to define or re-define pathways options to address this “lost opportunity” better.

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STAKEHOLDER PARTICIPATION

Survey Returns & Interviews

- ICG launched an in-depth online survey in early January. The survey contained 50 questions, many of which probed for specific data.
- The survey received the following valid responses:
 - School Districts: 22
 - Independent Schools: 42
 - Universities: 13
 - Colleges & Institutes: 19
 - Offshore Schools: 10 (includes groups)
 - Language Schools: 10
- Follow-up interviews were conducted with representatives from more than 25 BC schools, districts, and post-secondary institutions across all sectors to learn more about specific pathway practices and experiences.

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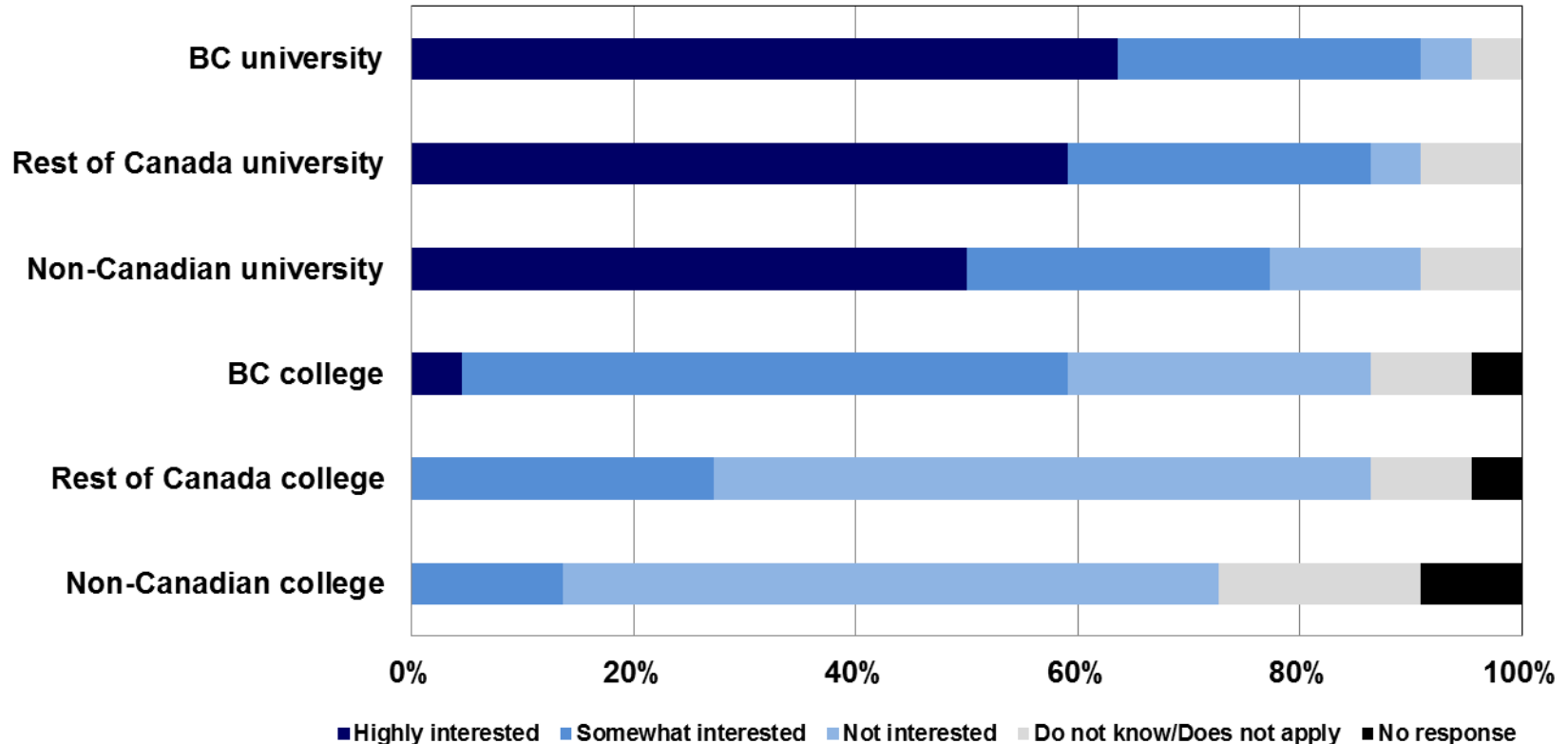
Next Steps

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PERSPECTIVES FROM SCHOOL DISTRICTS

Intended Destination of International Students

Intended Post-Secondary Destinations of International Students Entering BC School Districts

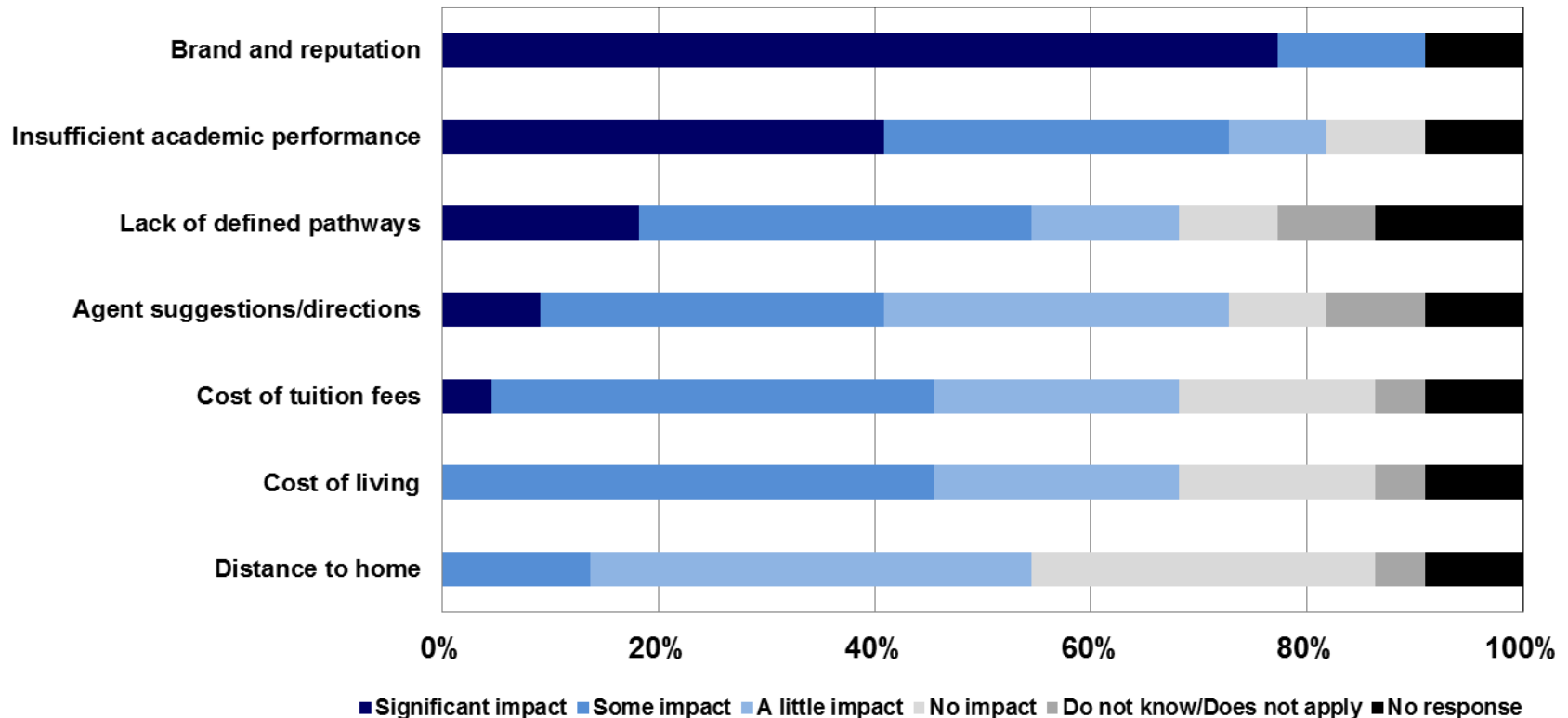


University study is the main goal, potentially in BC or Canada

PERSPECTIVES FROM SCHOOL DISTRICTS

Potential Inhibitors to International Student Transitions

Impact of Factors Potentially Inhibiting International Student Transitions to BC Colleges and Universities

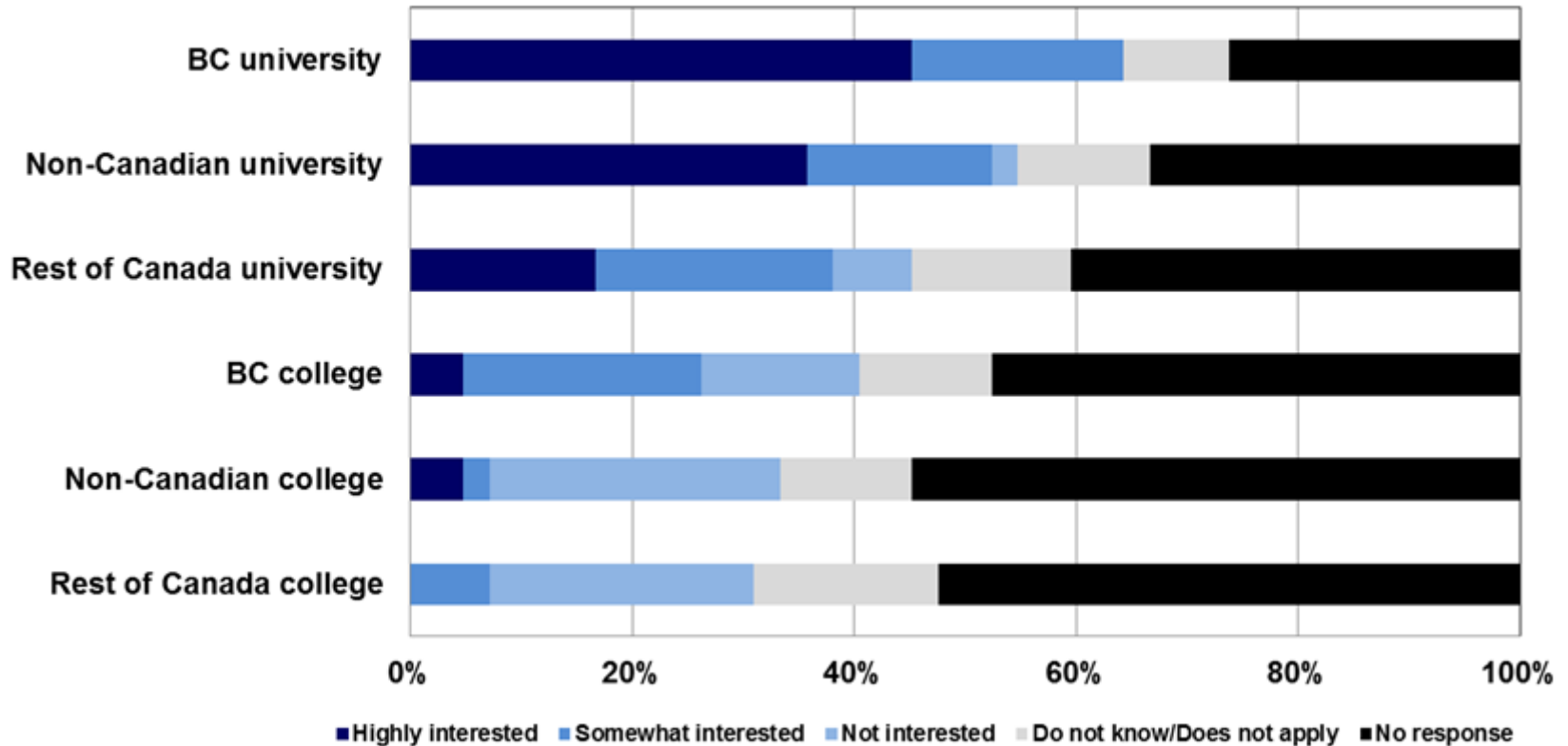


Brand and reputation (e.g., rankings) are key considerations

PERSPECTIVES FROM INDEPENDENT SCHOOLS

Intended Destination of International Students

Intended Post-Secondary Destinations of International Students Entering BC Independent Schools

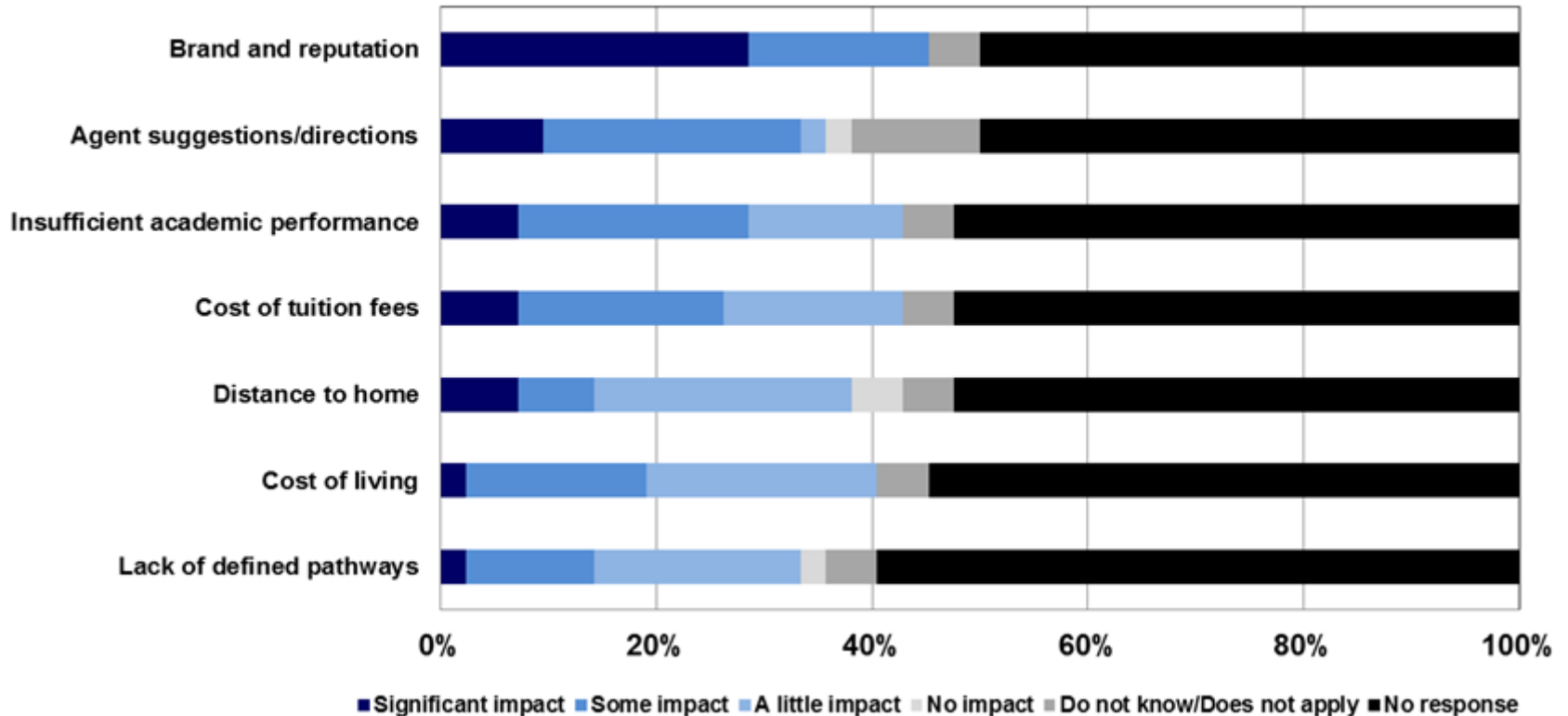


High-performing independent school students may be looking outside of Canada

PERSPECTIVES FROM INDEPENDENT SCHOOLS

Potential Inhibitors to International Student Transitions

Impact of Factors Potentially Inhibiting International Student Transitions to BC Colleges and Universities

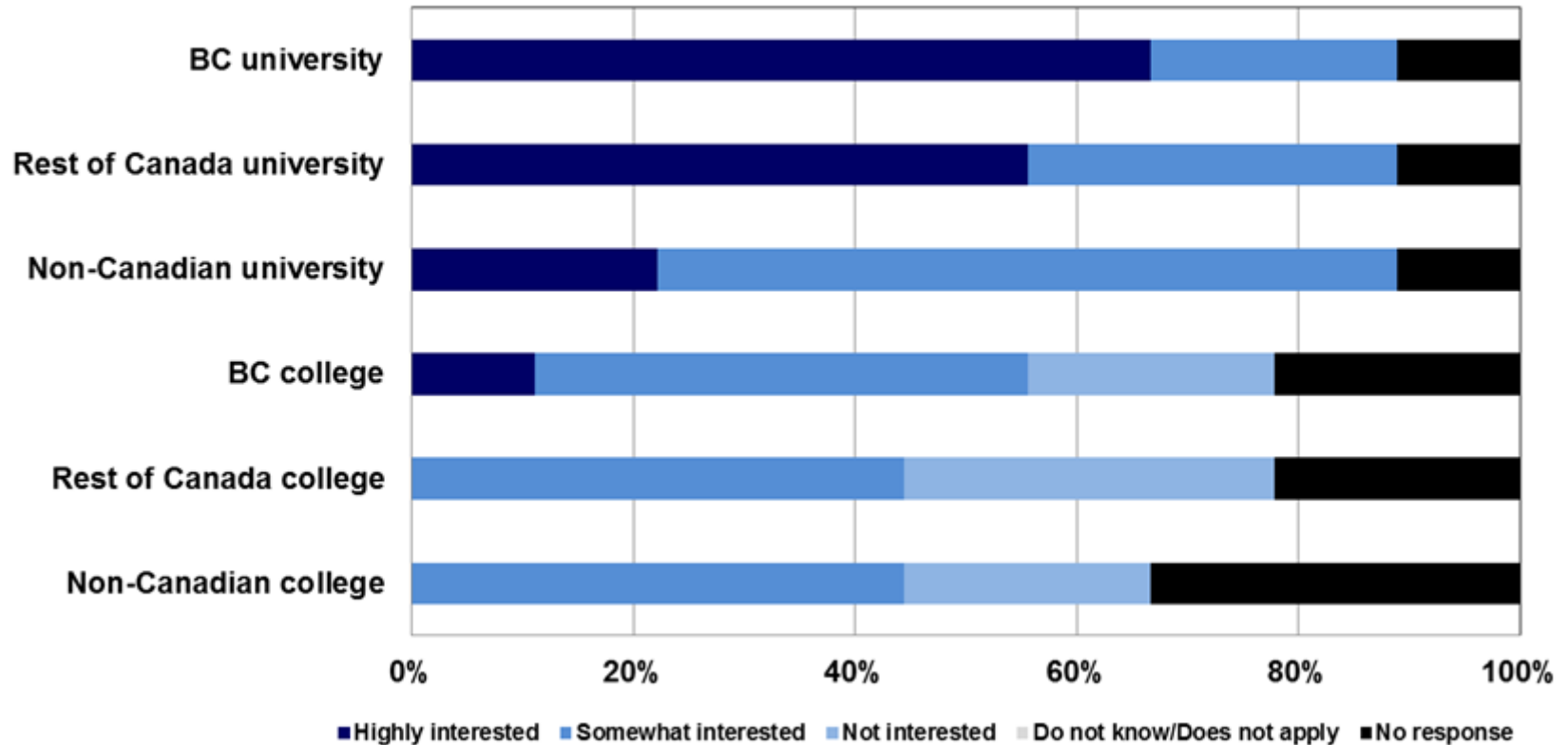


To what extent do agents influence independent school student decisions

PERSPECTIVES FROM OFFSHORE SCHOOLS

Intended Destination of Students

Intended Post-Secondary Destinations of Students Entering BC Offshore Schools

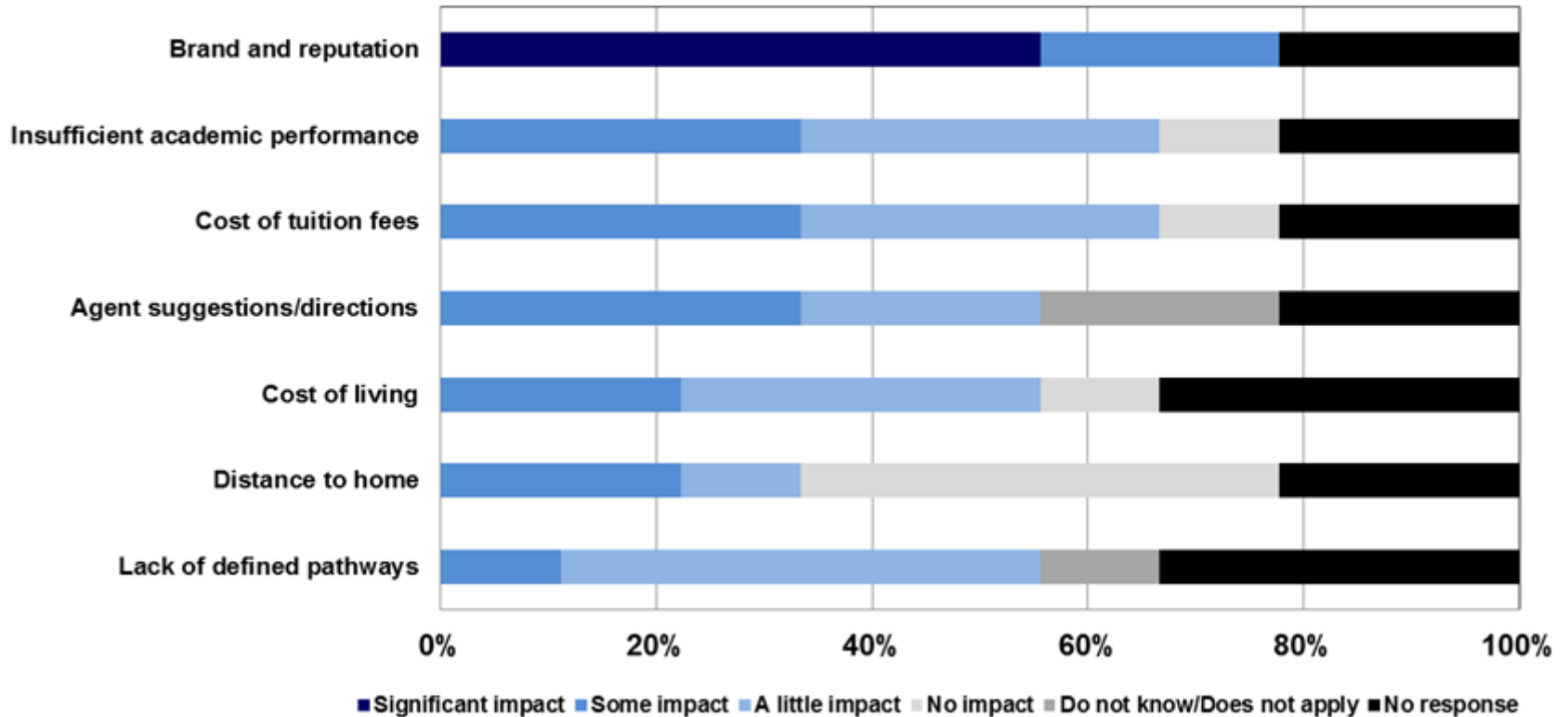


Offshore school students are generally interested in studying in Canada

PERSPECTIVES FROM OFFSHORE SCHOOLS

Potential Inhibitors to International Student Transitions

Impact of Factors Potentially Inhibiting Offshore School Student Transitions to BC Colleges and Universities

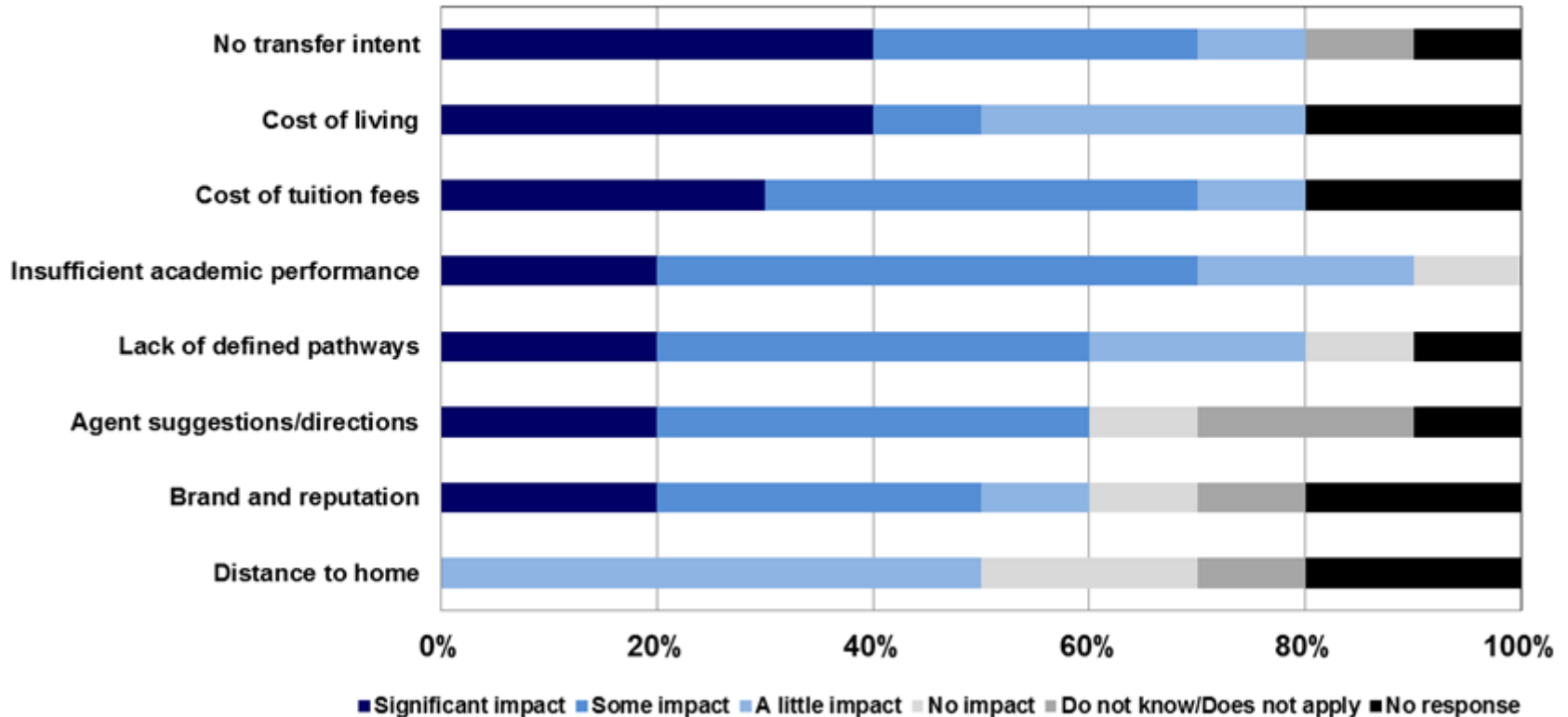


Reputation exerts the greatest influence on institution choice

PERSPECTIVES FROM LANGUAGE SCHOOLS

Potential Inhibitors to International Student Transitions

Impact of Factors Potentially Inhibiting International Student Transitions to BC Colleges and Universities



Language school students either have intent to transition or don't; cost is a factor

INTERNATIONAL STUDENT PATHWAYS SURVEYS

Data on International Student Transitions to BC Post-Secondary

| Previous Sub-Sector | International Students | Respondents Represented |
|----------------------------------|------------------------|-------------------------|
| Public School District | 238 | 12 |
| Independent School | 68 | 10 |
| Offshore School | 322 | 9 |
| Language School/Pathway Provider | 886 | 5 |
| Total | 1,514 | 36 |

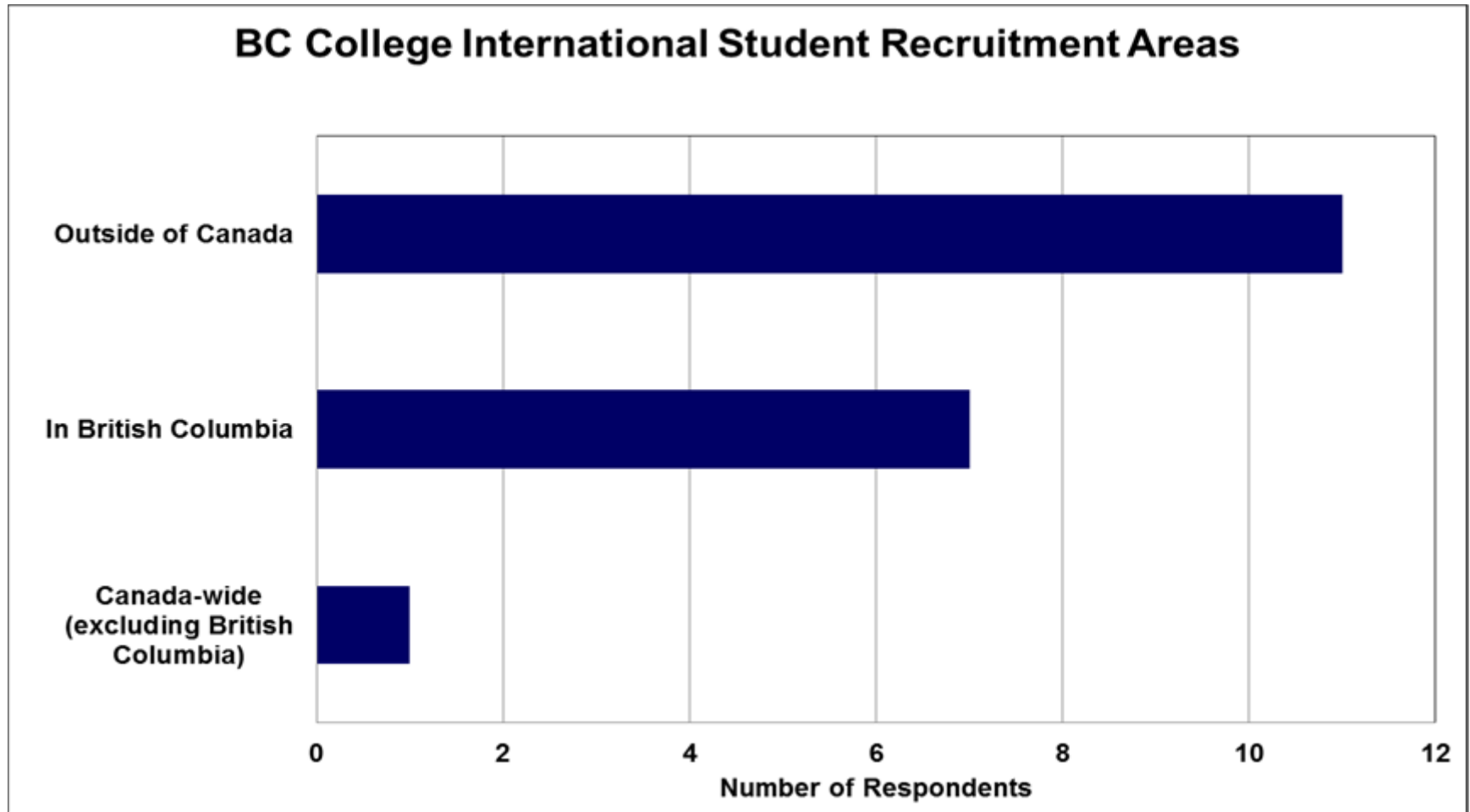
- **Data reported by 12 responding school districts indicated that 238 of their international graduates in 2013 continued to post-secondary education in BC.**

Notes: Data are the number of 2012-13 students/graduates transitioning to post-secondary institutions in BC as reported by respondents in each sub-sector.

Source: International Education Pathways Surveys.

PERSPECTIVES FROM COLLEGES AND INSTITUTES

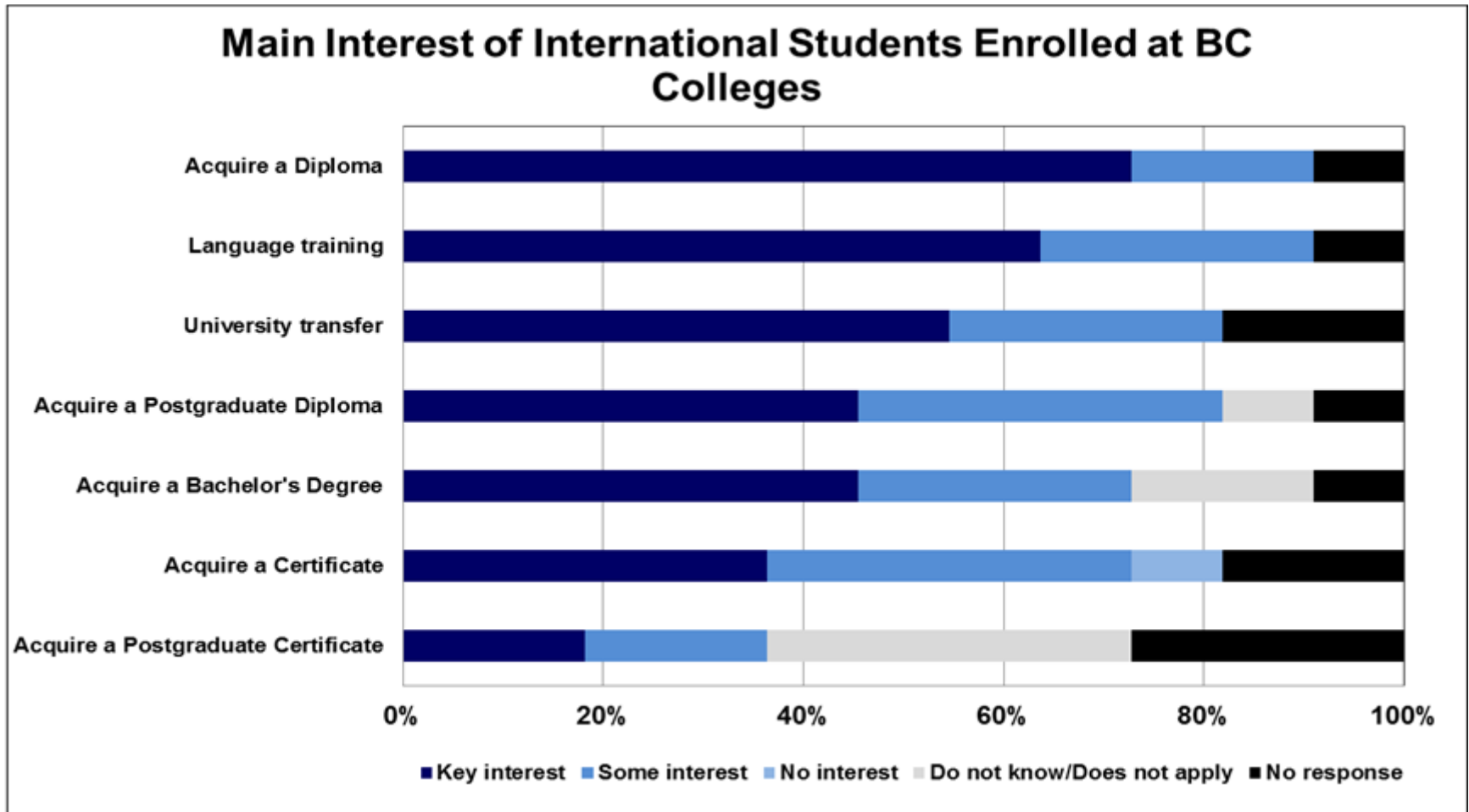
International Student Recruitment



Many colleges actively recruit international students from within BC

PERSPECTIVES FROM COLLEGES AND INSTITUTES

Intended Outcome of International Students

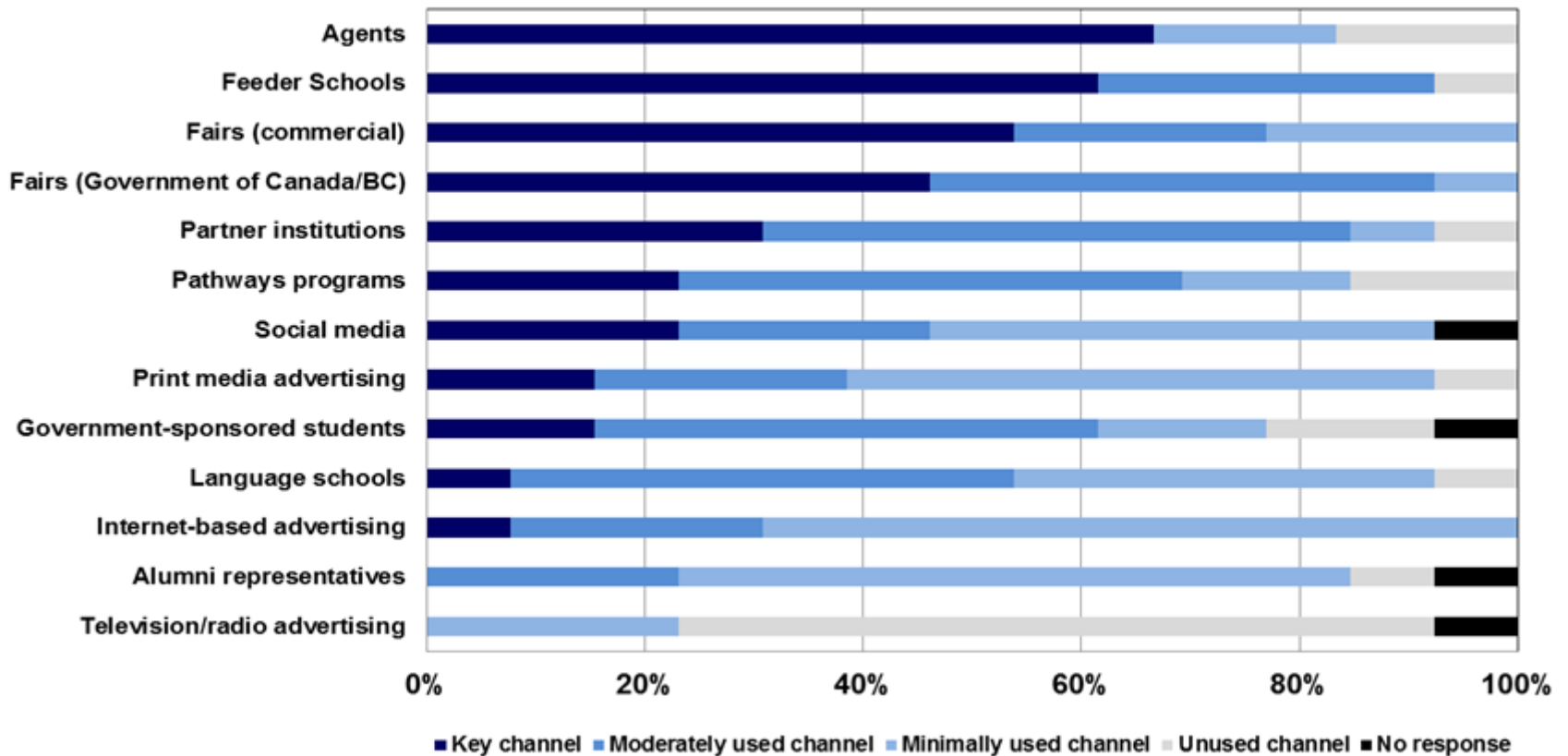


University transfer often a key objective

PERSPECTIVES FROM UNIVERSITIES

International Student Recruitment

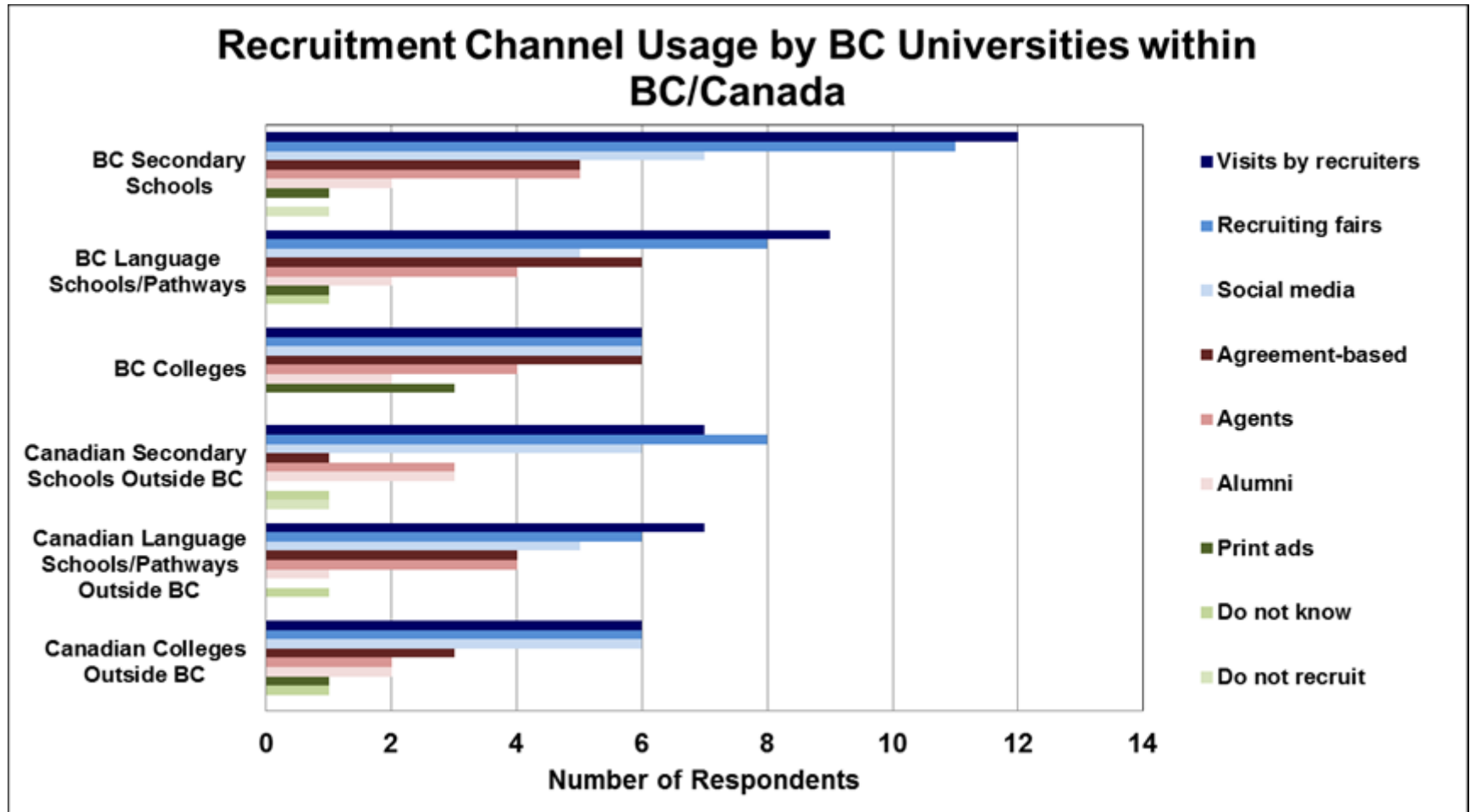
Recruitment Channel Usage by BC Universities



Universities commonly recruit internationally using agents and feeder schools

PERSPECTIVES FROM UNIVERSITIES

International Student Recruitment



Most universities report recruiters are active within BC

INTERNATIONAL STUDENT PATHWAYS SURVEYS

New International Students from BC Secondary Schools (2012-13)

| Sub-Sector | International Students | Respondents Represented |
|----------------------------------|------------------------|-------------------------|
| Language School/Pathway Provider | 50 | 1 |
| Private College | 9 | 2 |
| Public College | 327 | 4 |
| Private University | 8 | 2 |
| Public University | 470 | 5 |
| Total | 864 | 14 |

- **14 BC post-secondary institutions that were able to provided data indicated that nearly 900 of their new international students in 2012-13 came from BC secondary schools (public and independent).**

Notes: University enrollments include only undergraduate students. Data are the number of first-time students having entered each sub-sector from a BC secondary school (public and independent) in the 2012-13 academic year.

Source: International Education Pathways Surveys.

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INTERNATIONAL STUDENT PATHWAYS IN BC

Overview

- **Research for this project aimed to identify different models and practices used in BC to support international student transitions within the Province – from secondary school to post-secondary institutions and between post-secondary institutions.**
- **BC institutions often deemed specific formal pathway agreements unnecessary due to the general admissibility of Dogwood Diploma holders (subject to academic requirements) and the transfer policies codified in the BC Transfer Guide.**
- **Informal approaches focus on student support, relationship-building, and cooperation within BC to more effectively recruit students interested in pathway opportunities or to better promote these pathways.**
- **However, there are also individual institutionally-driven programs designed specifically to prepare international students for transitions into said institutions.**
- **The following are select examples of pathways-related practices used by school districts/schools and post-secondary institutions in BC.**

INTERNATIONAL STUDENT PATHWAYS IN BC

Examples of Practices Supporting International Student Pathways

- **School District No. 43 (Coquitlam):**
 - **Early efforts in mature markets for post-secondary recruitment to attract students at the secondary level as preparation for BC university study**
 - **Working with agents to enter new markets and define pathways opportunities**
- **Camosun College and the University of Victoria:**
 - **Work closely with local school districts (e.g., the Greater Victoria School District and Sooke School District) to build on the affinity of international students already in Victoria**
 - **Both institutions facilitate campus visits and student outreach at high schools (e.g., “buddy programs”) and also encourage mobility between themselves (e.g., international students at UVic completing certain credits at Camosun)**
- **Fraser International College (Simon Fraser University):**
 - **On-campus pathways college specifically intended to prepare international students for entry to SFU undergraduate programs**
 - **Joint admissions model for students not qualified for direct entry into SFU**

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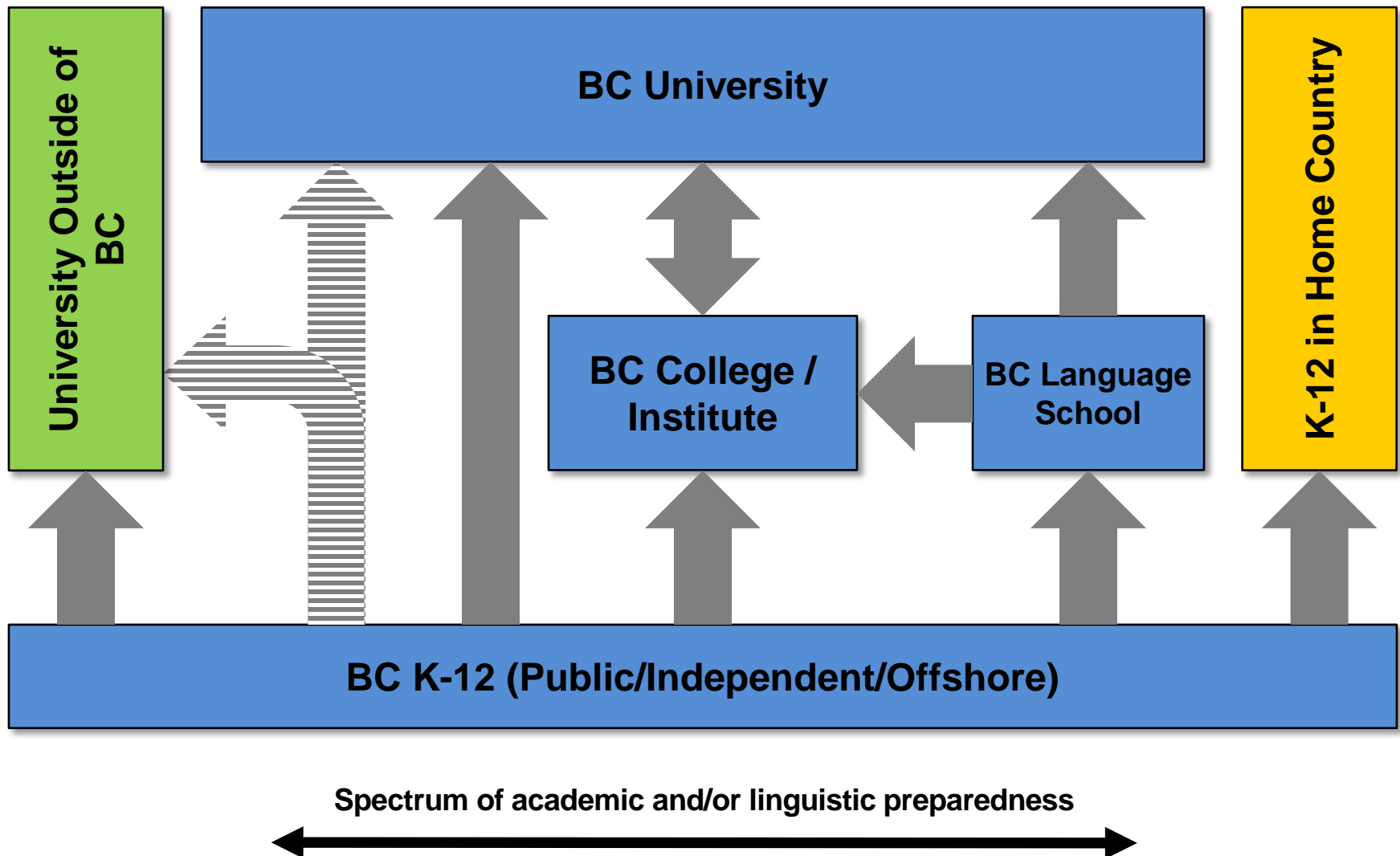
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- **The BC post-secondary landscape is comparatively small yet also fragmented with respect to its balance of research universities, teaching-intensive universities, and colleges and institutes.**
- **Many international students graduating from BC secondary schools pursue a wider array of post-secondary opportunities available in other provinces or outside of Canada.**
- **Facilitating effective international student secondary to post-secondary transitions requires cooperation between school districts/schools and post-secondary institutions to help students find a fit for both their desired outcome and academic profile.**
- **While university entry is the target for most international students entering secondary schools, BC's existing college transfer framework can be better promoted to help more students reach that target.**

SUMMARY PERSPECTIVES

A Schematic Depiction of International Student Transitions in BC



Notes: Non-academic (e.g., workforce) transitions not displayed.

SUMMARY PERSPECTIVES

Challenges to International Student Pathways in BC

- **Regional recruitment dynamics – recruiting international students into institutions outside of the Lower Mainland/Vancouver**
- **Diversity of the recruitment pool for post-secondary institutions**
- **The ability of secondary schools to demonstrate the quality of their graduates (in terms of post-secondary outcomes/success)**
- **Competition from other provinces – Ontario and Alberta in particular**
- **Brand and reputation issues – the “rankings gap”**
- **Public/private institutional cooperation**

SUMMARY PERSPECTIVES

Optimizing International Student Pathways in BC

- **Reaching the objective of increasing international student transitions within BC will require the concerted effort of the Province, education institutions, and relevant stakeholders.**
- **Areas for practical and structural change include:**
 - **Data integration – leveraging the STP to better understand which international students are transitioning and to where**
 - **Marketing the BC pathway landscape – ensuring international students and their families at the secondary level understand the wide variety of quality options in the BC post-secondary landscape, including the BC Transfer System**
 - **Recruitment and admissions – better identifying highly qualified segments of international secondary students and actively competing to retain them**
 - **Academic preparation – creating pathways through articulation/joint admissions for segments of students who are nearly academically qualified and interested**
 - **Stakeholder coordination and cooperation – increasing mutual understanding of the goals of international student transitions (between K-12 and post-secondary, public and private, etc.)**

SUMMARY PERSPECTIVES

Optimizing International Student Pathways in BC

- **The critical overarching theme for any efforts to optimize international student pathways in BC will be the maintenance of quality.**
- **Pathways should not be used simply to progress and retain higher numbers of international students in BC.**
- **The pathway opportunity should hold at its core the objective of enabling transitions for genuine, qualified international students to achieve their educational goals in BC.**

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- **Presentation of findings at BCCIE Summer Seminar.**
- **Short summary report to be finalized by ICG.**
- **Ministry to share research with BC stakeholders.**
- **ICG will be available throughout the second half of 2014 to share findings while visiting BC.**

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