

Canada's Response to Global Economic and Demographic Challenges: Mobility and Enrolment Trends in British Columbia

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Overview

Question: What is the effect of demographic change on the BC post-secondary system?

- ▶ **The BC Post-Secondary System**
 - ▶ System, description, context
- ▶ **Demographic Trends**
 - ▶ Population change
 - ▶ Ethnicity/immigration
- ▶ **Response**
 - ▶ Increasing access
 - ▶ Growth: special needs, secondary, international
 - ▶ Internationalization
 - ▶ Indigenization
 - ▶ Millennials
- ▶ **Implications**
 - ▶ Labour market
 - ▶ Ministry directions
 - ▶ System, institution, program
- ▶ **Questions/Discussion**

BC Post-Secondary System

BC Post-Secondary System

- 25 public institutions
- 20 private and out-of province degree granting institutions
- 16 seminaries and theological colleges
- Approximately 40 Indigenous controlled institutions
- 327 registered private career training institutions
- About 50 private language schools

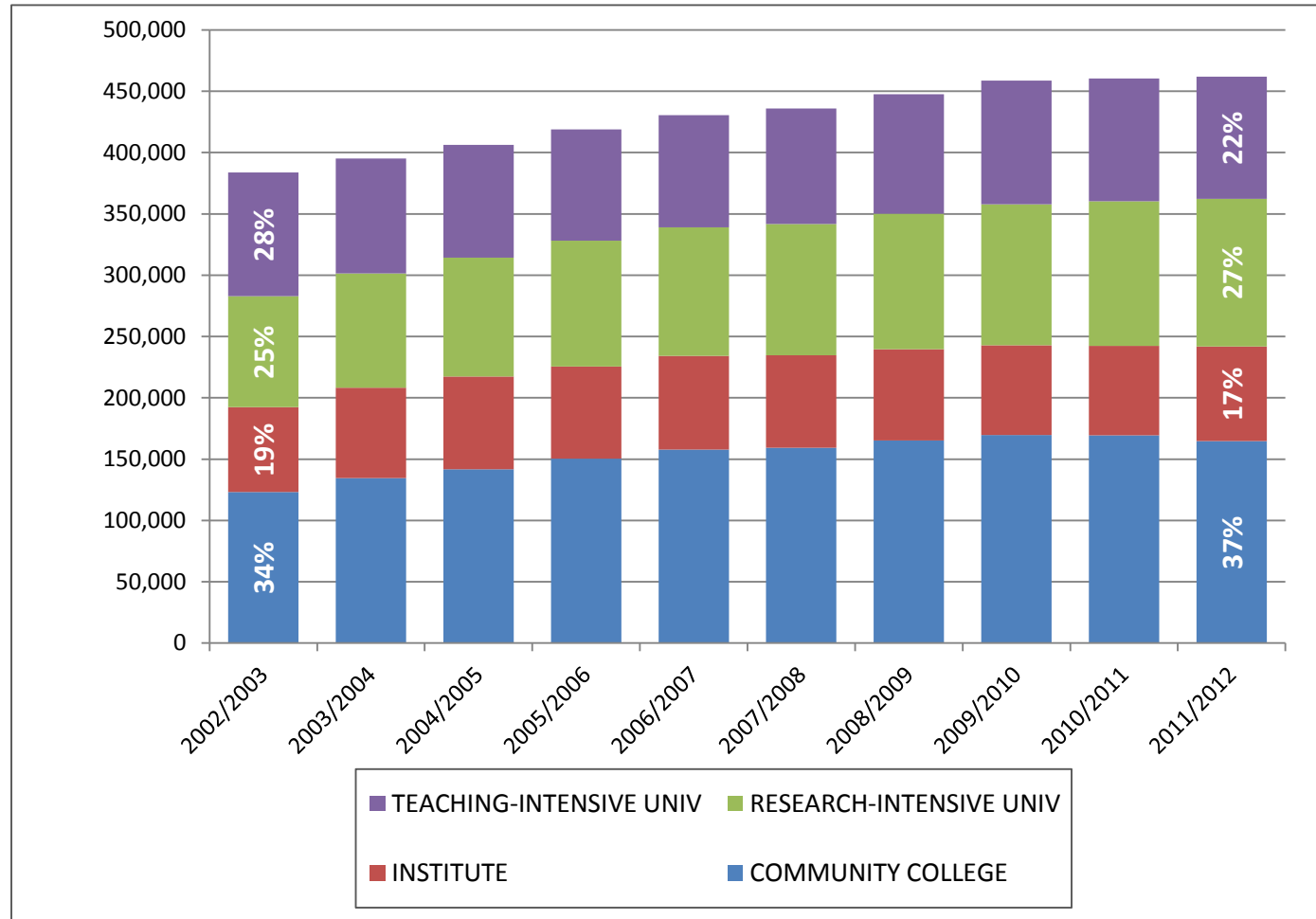
BC Transfer System

- 25 public institutions (11 colleges, 11 universities, 3 institutes including one indigenous-based institute)
- 11 private degree granting institutions including one theological institution
- 2 out-of province institutions



Source: Ministry of Advanced Education, 2016/17-2018/19 Service Plan (2016)

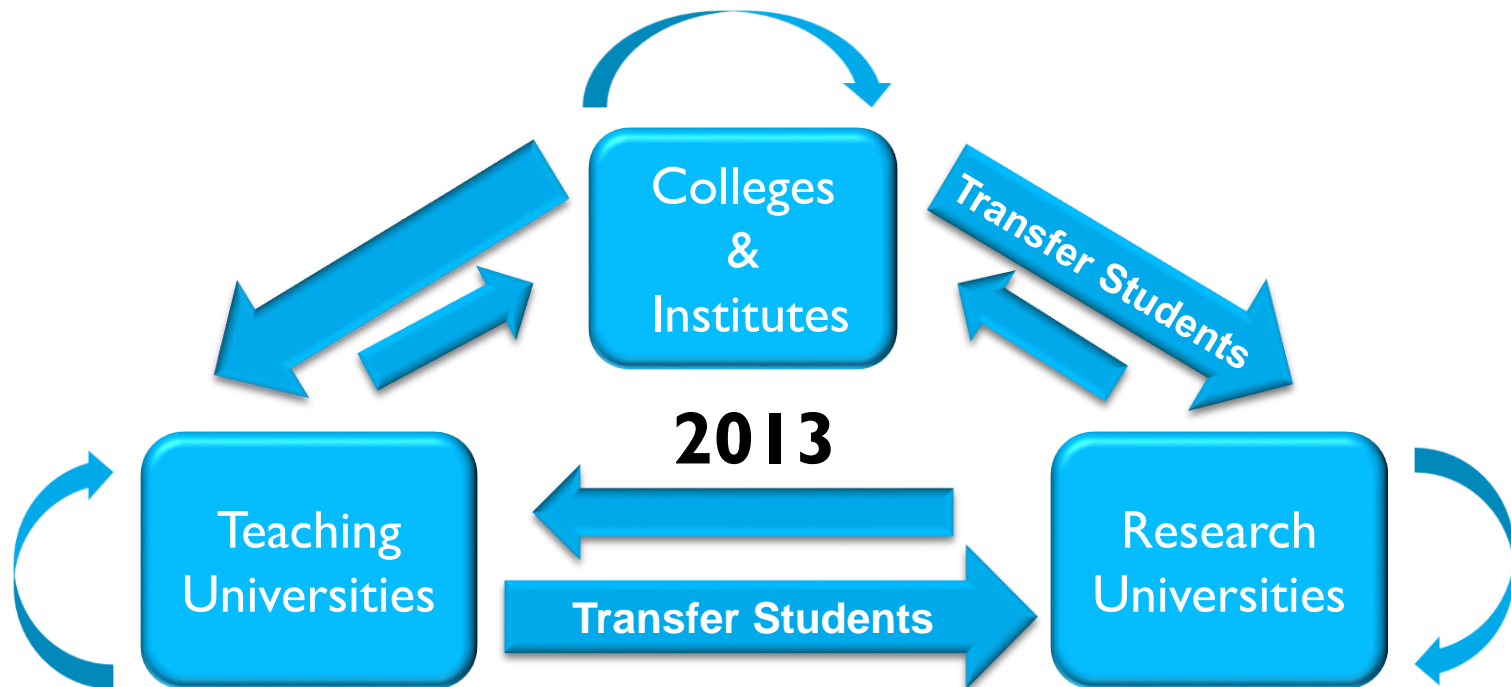
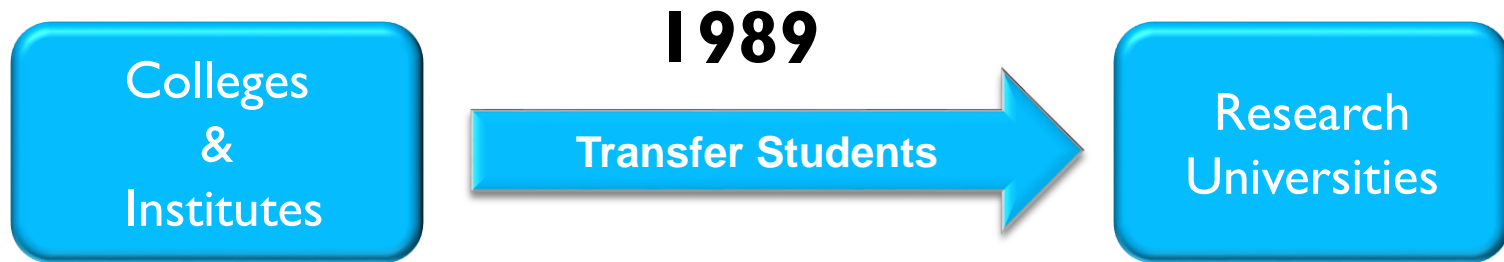
B.C. Public Post-Secondary Headcount Enrollment



Note: Students attend multiple institution types in a year and are counted in each, thus the sum of %'s exceeds 100%.

Source: Student Transitions Project

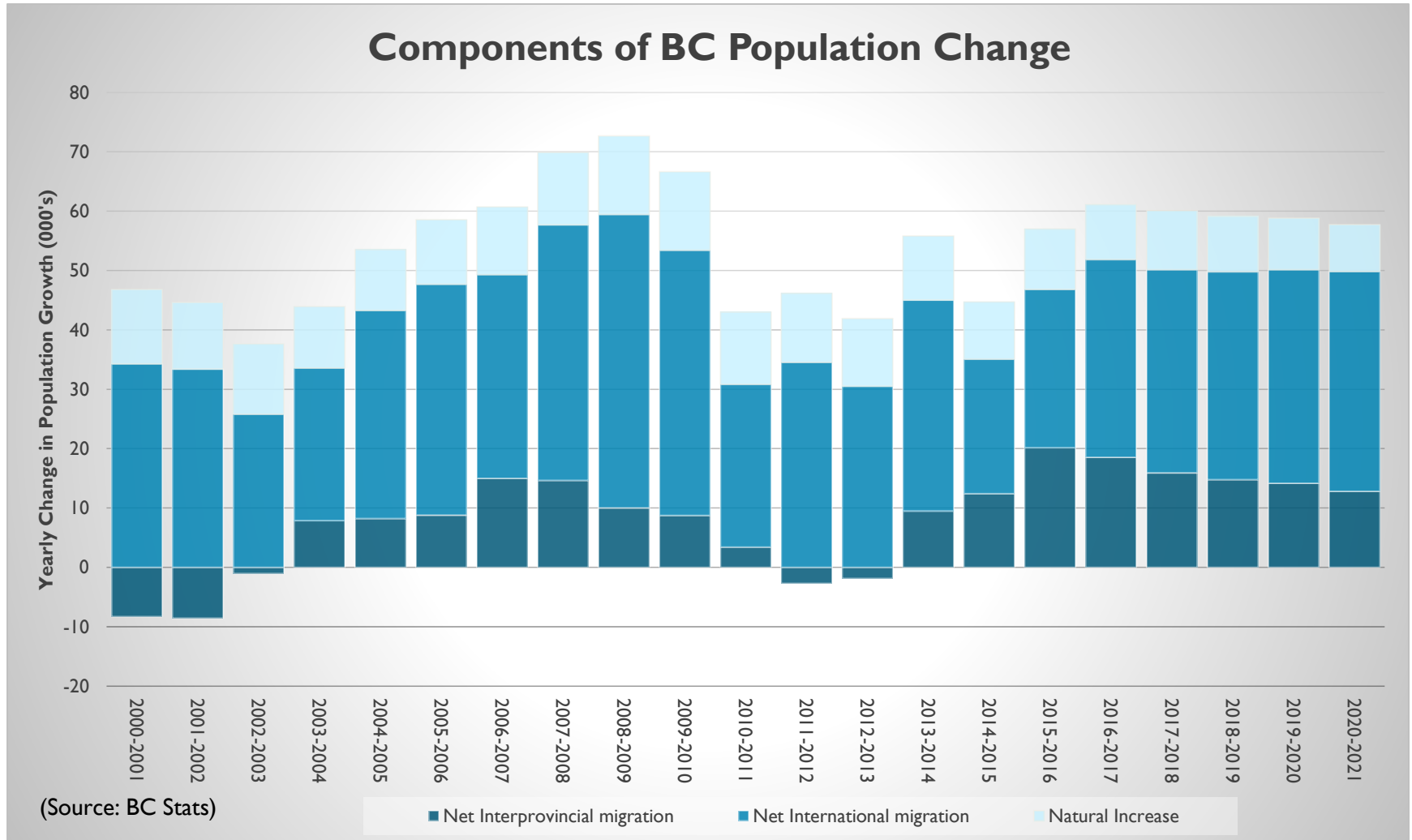
BC Transfer System: Mobility



BC Transfer System: Cultural Context

- ▶ Institutions are autonomous and self-governing
- ▶ No standardized or common core curriculum in academic areas
- ▶ Considerable cross-sector discussion and collaboration
- ▶ Credit transfer expectation by students and parents
- ▶ Acknowledgement of course and program equivalency across system through articulation agreements--especially in arts, sciences, and business
- ▶ Evidence of student success—credits, GPA, Personal Education Number since 2003/04
- ▶ Optional accreditation of private career training institutions--no formal accreditation process for public institutions
- ▶ Bachelor and Associate Degrees provincially regulated--no provincial credential framework
- ▶ 30 of the 38 BC Transfer System institutions are degree granting

BC Population Change



Demographics: Ethnicity / Immigration

- ▶ Canada's immigrant population is 20%—Germany 13%, US 12.9%, Australia 26.8% (2010)
- ▶ 56.9% immigrants came from Asia (including Middle East)
- ▶ Major sources: Philippines, China, India, followed by US
- ▶ 17.6% of all immigrants live in BC (1.2M)
- ▶ 13.5% of all immigrants live in metro Vancouver—40% of the city's total
- ▶ 13.3% of all recent immigrants settled in Vancouver (155,100)
- ▶ 19.2% of newcomers were under 14 and 14.5% between 15-24

Source: *Immigration and Ethnocultural Diversity In Canada*, Statistics Canada, 2015

- ▶ Canada plans to resettle 55,800 refugees, mostly Syrian, in 2016

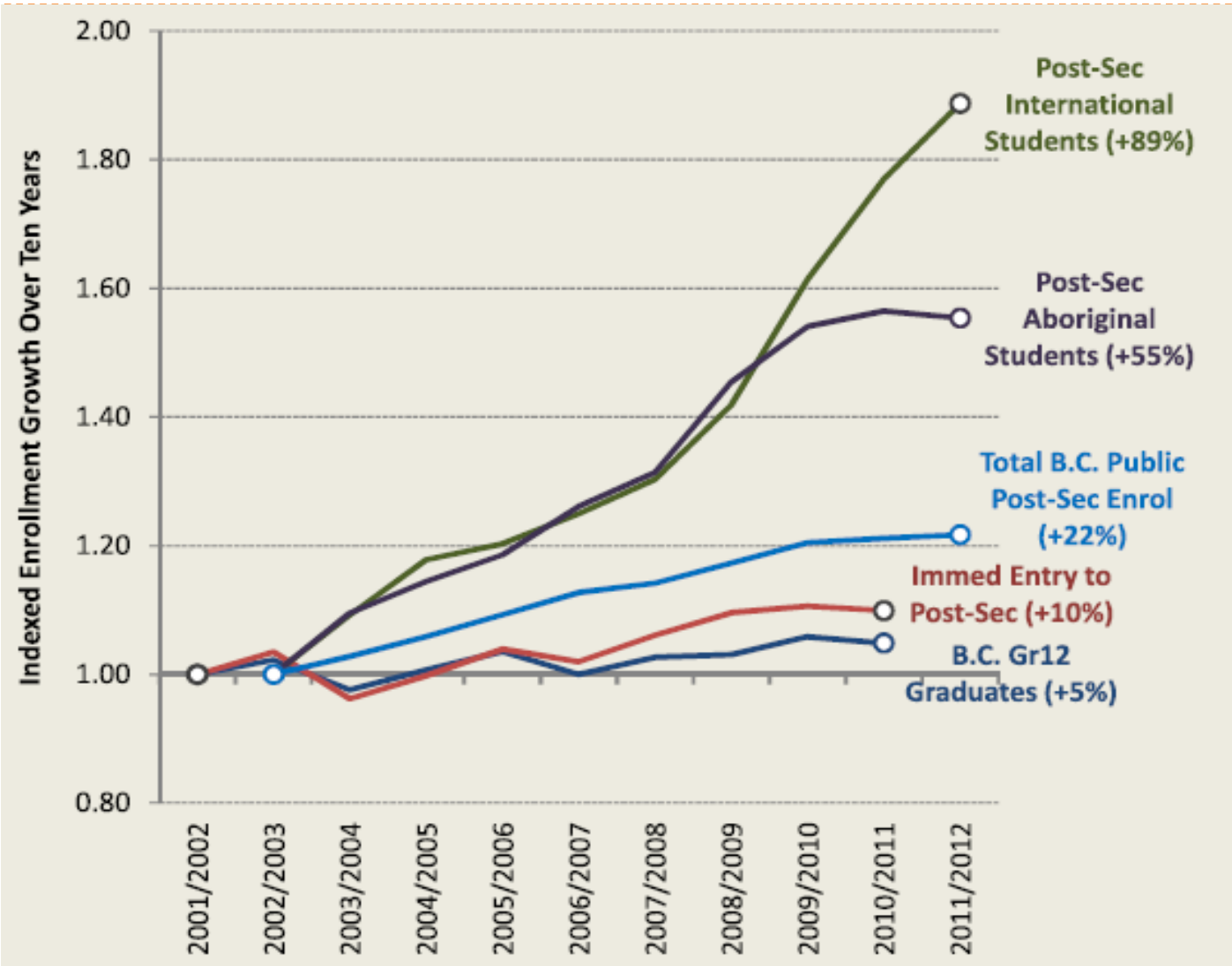
Source: The Globe and Mail, March 8, 2016

Increasing Access to PSE

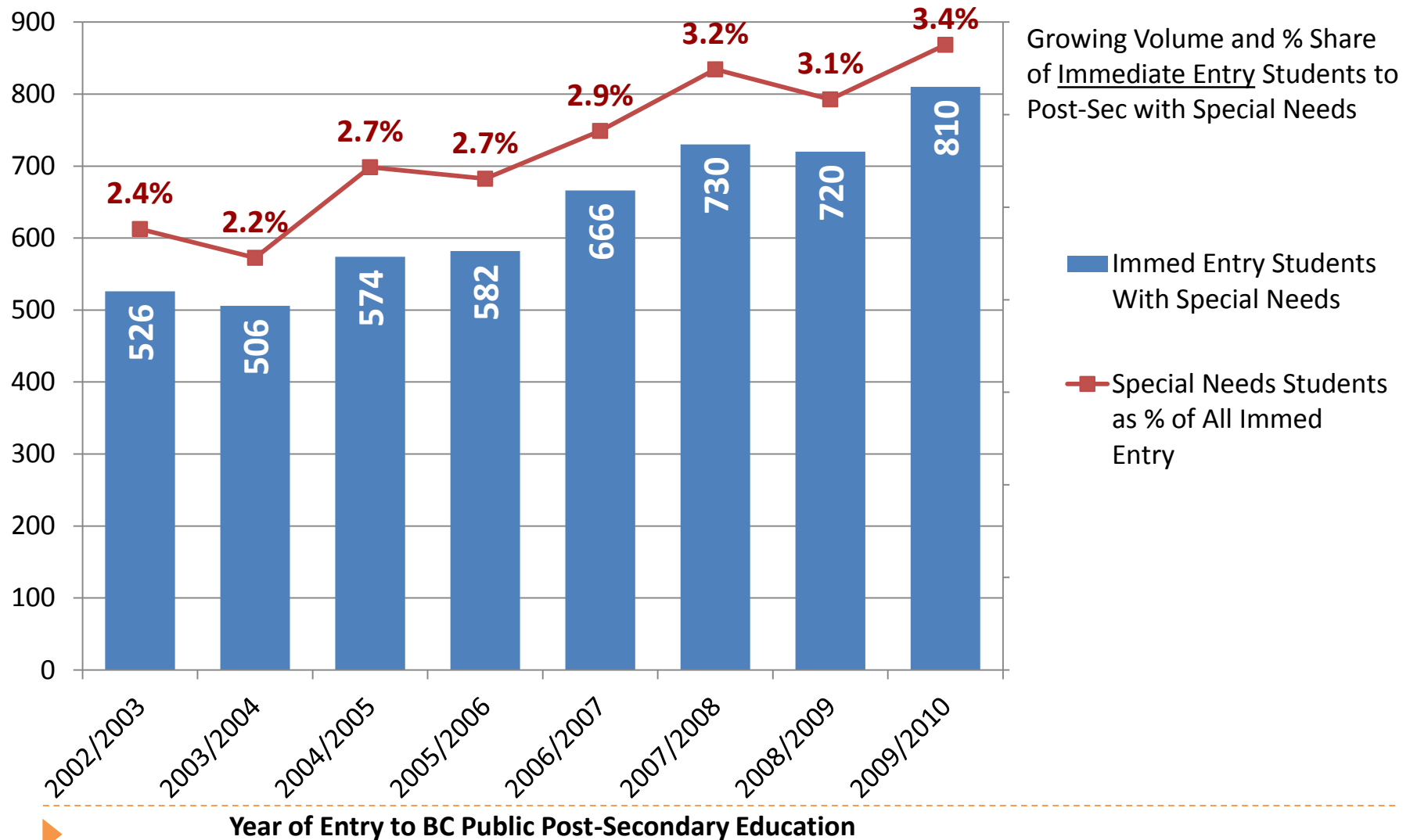
- ▶ Differentiation of institutional mandate: colleges to university-colleges to teaching universities and polytechnics
- ▶ Creation of special purpose institutions, Indigenous, fine arts
- ▶ Increased ability to transfer between institutions
- ▶ Expanded distance learning: Open Learning Agency--Thompson Rivers University, Athabasca University, BCcampus
- ▶ Controlled tuition fee increases
- ▶ Changed funding mechanism from FTE-based to block funding (2004)
- ▶ Increased number of private institutions—language, career training, and degree
- ▶ Increased seats in academic and career-technical programs
- ▶ Enabled policy for dual credit between PSE and secondary

See: Jones, G. A., Shanahan, T., Padure, L., Lamoureux, S., & Gregor, E. (2008). *Marshalling resources for change: System-level initiatives to increase accessibility to post-secondary education*.

BC Enrollment Growth



Access: Special Needs Enrollment



Access: Secondary Students

- High Achieving students: Advanced Placement, International Baccalaureate, First year academics
- Career oriented students: Trades and vocational programs
- At-risk students; potential drop-outs, Indigenous

Camosun College has a target of 20% of catchment area in trades and academics.

UBC is the largest receiver of AP exam scores in Canada and is the second largest receiving institution of IB transcripts in the world. In the 2014/15 school year, 1,009 UBC students received credit for AP courses and 1,023 students received credit for IB courses.

Source: FitzGibbon, (2015). *Dual credit secondary to post-secondary transitions: Dual credit policy and practice in BC and elsewhere*, BCCAT

Dual Credit

Secondary to Post-Secondary Transitions:
Dual Credit Policy and Practice in BC and Elsewhere

Prepared by John FitzGibbon, Associate Director, Transfer and Articulation, BCCAT
March 2015



Research by
BCCAT

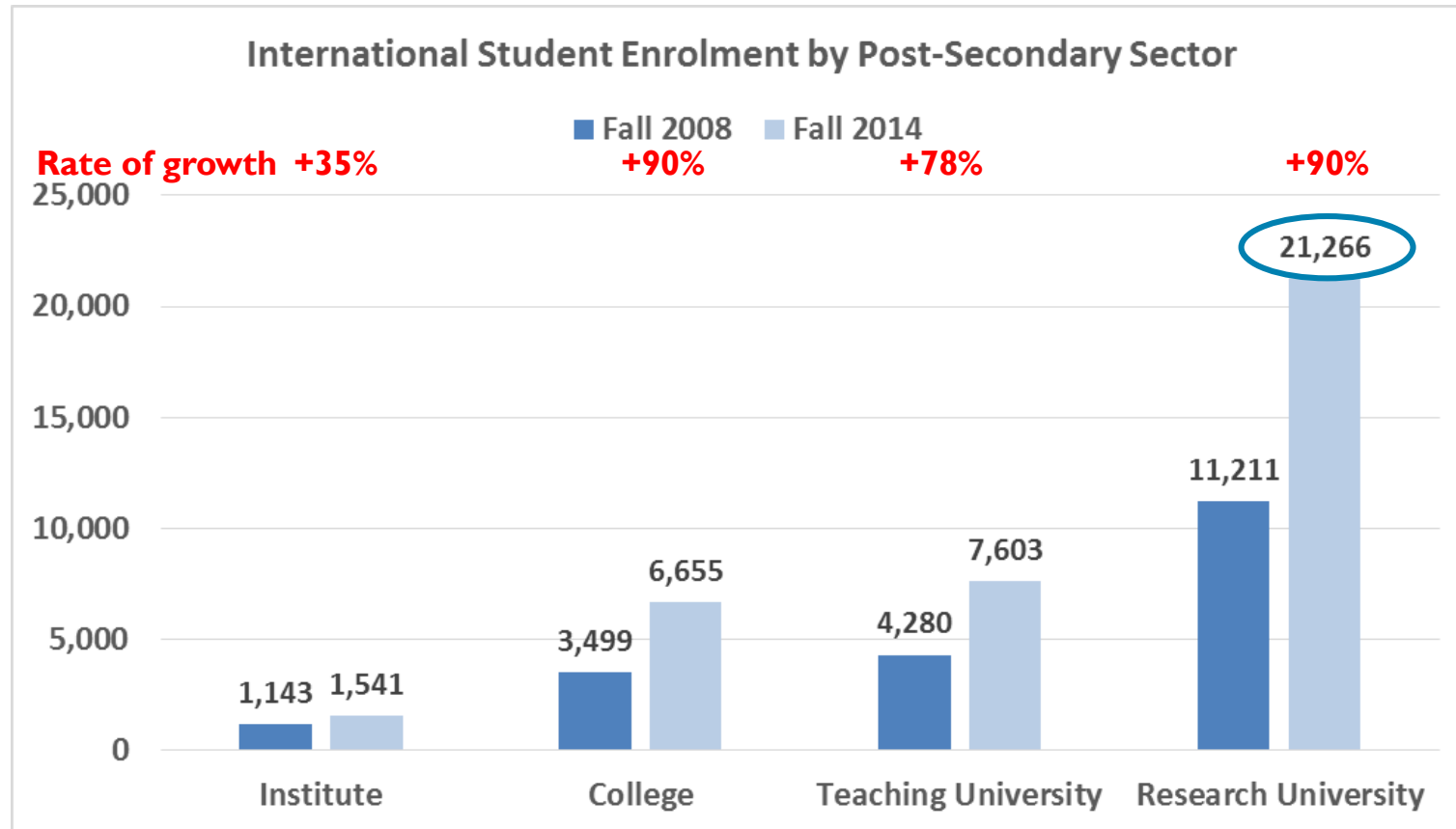
Internationalization

- ▶ Increase international student #s by 50% from 2012-2016
- ▶ Internationally oriented curriculum, faculty intercultural training
- ▶ Distance education, offshore schools
- ▶ New quality assurance framework for all BC credentials
- ▶ Market research, partnerships, offshore branches
- ▶ Exchange funding, scholarships, course and credit recognition
- ▶ Education Quality Assurance designation, edu-tourism, marketing
- ▶ Dual credit, secondary to post-secondary, private language to public
- ▶ Federal government: smooth path to work in key fields including visa, work permit, permanent residency, and immigration

See: BC's International Education Strategy, 2012



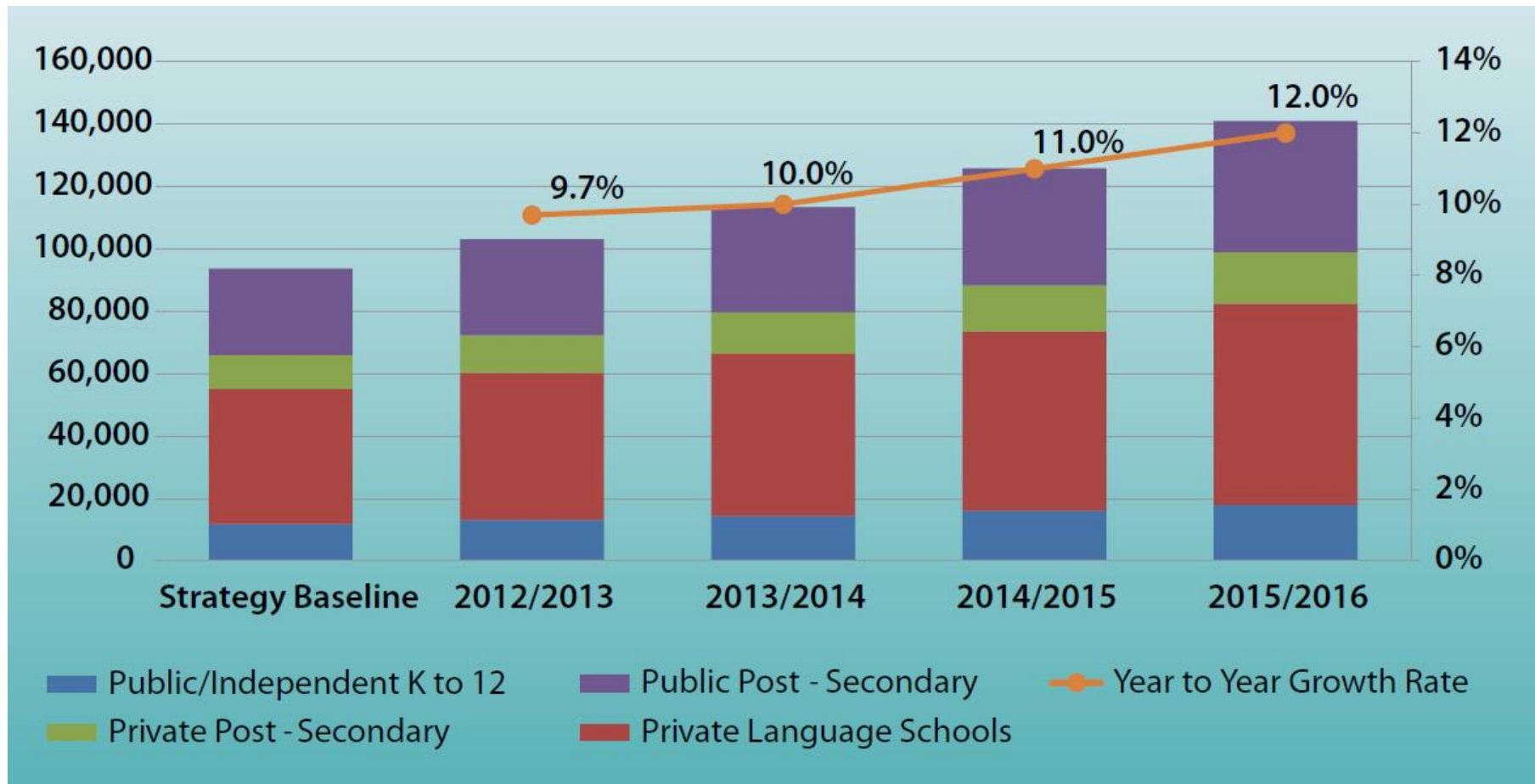
Diversity: International Students



Source: Adamoski, R. (2015). *BC international student survey*. BCCAT

Diversity: International Students

Projected International Student Growth, BC 2011/13 – 2015/16



http://www.aved.gov.bc.ca/internationaleducation/forms/InternationalEducationStrategy_WEB.PDF

Access/Diversity: Indigenization

Indigenization

- ▶ 2011, 4.3% (1.4M) of Canada's population were Indigenous up from 3.8% in 1996.
- ▶ 16% of total or 232,385 live in BC
- ▶ National Indigenous population growth was 20.1% between 2006 and 2011 compared to 5.2% for non-Indigenous population.
- ▶ 28% of Indigenous population are 14 years or younger (Non-Indigenous 16.5%)
- ▶ 200 of 600 First Nations are found in BC and 60% of 60 languages

Source: Statistics Canada, (2013)

- ▶ *1995 Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan 2007 2020 Vision for the Future.*
- ▶ Unceded territories, Gathering Places, Elders as faculty, cultural events, partnerships, recruitment, Indigenous curriculum and programs,
- ▶ Truth and Reconciliation Report (2015) on Residential Schools
- ▶ 40 Indigenous controlled institutions have yet to enable transfer to BC PSIs
- ▶ PSE attendance at college, trade school, development education

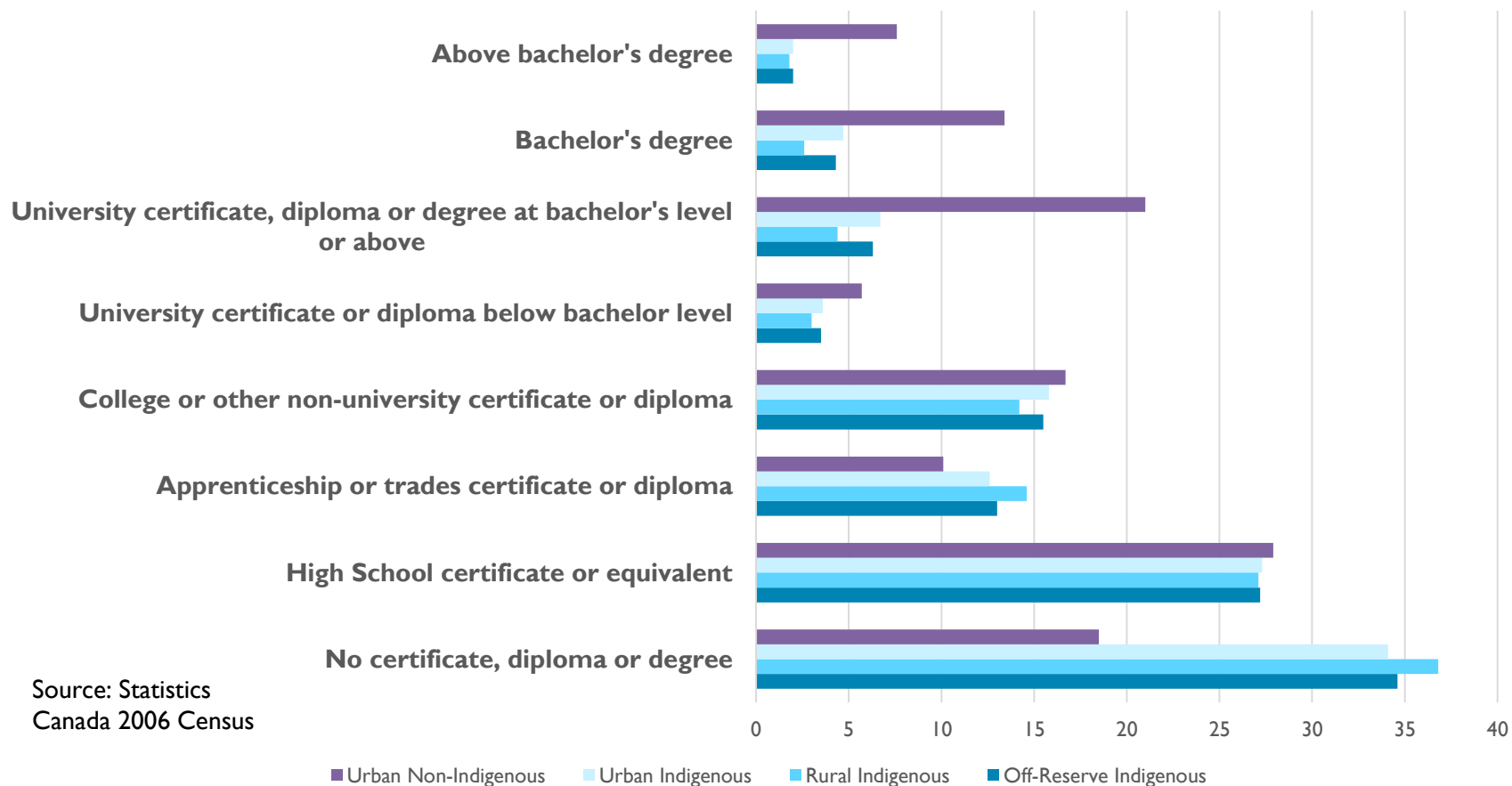
Access/Diversity: Indigenization

Indigenization

- ▶ Indigenous peoples and their treaties are under Federal jurisdiction while education is a provincial responsibility
- ▶ Curriculum: Understanding the historical, social, and economic conditions of Indigenous populations leading to respect for culture, language, protocols, and epistemology
- ▶ Programming aimed at workforce integration/access to labour market: developmental, trades, health, vocational
- ▶ Programming aimed at self-government, treaty negotiation and implementation, health
- ▶ Issues of quality, decolonization, and language preservation

Access/Diversity: Indigenization

Educational Attainments for Indigenous and Non-Indigenous Population, Age 15 and Over (% pop.)



Source: Statistics
Canada 2006 Census

See: Heslop, J. (2009). *Educational achievements of aboriginal students in B.C.* Student Transitions Project.



Diversity: Millennials

- ▶ Digital natives—the smartphone generation
- ▶ Diverse: more global in orientation
- ▶ More connected yet more isolated
- ▶ More immature, dependent, and entitled
- ▶ Products of economy: more part-time, more debt, living at home, longer completion

Source: Levine, A. & Dean, D. R. (2012). *Generation on a tightrope: A portrait of today's college students*. San Francisco: Jossey Bass

- ▶ Informal learning: hands-on, experiential, work-integrated, makers
- ▶ Delivery models: flipped classrooms, MOOCs, hybrid, online, blended
- ▶ Idiosyncratic pathways:
- ▶ More granular credentials, diploma supplements, badges, citations
- ▶ Cognitive neuroscience and effect of technology on learning

Source: Sandeen, C. (Ed). (2015). *The students of the future. Presidential Innovation Lab*. American Council on Education.

Labour Market Implications

- ▶ 934,000 job openings 2015-2025 69% retirement and death, 31% economic growth,
- ▶ Replacement: 430K (46%) from new entrants, 248K (27%) from net-international in-migration, 75K (8%) from net interprovincial in-migration, 176K (19%) from increased labour force participation
- ▶ 42% will require diploma, certificate, apprenticeship, 36% bachelor or graduate degree
- ▶ top competencies in both 2015 and 2020: problem solving, critical thinking, creativity, people management, coordinating with others, emotional intelligence service orientation (transversal skills)
- ▶ growth in sales/service, business/finance/admin, management, trades/transport, education/law, government, health

Source: 2025 Labour Market Outlook, BC Ministry of Jobs, Tourism and Skills Training



Ministry Directions 2016-2019

“As the Aboriginal population in B.C. is growing at more than triple the rate of non-Aboriginal population, ensuring they have access to post-secondary education and training is crucial to meeting current and future labour market needs.” p. 7

“...re-engineering education and training to provide supports for students to pursue in-demand careers for a strong and diverse economy.” p. 6

“The shift in funding and student spaces focuses on the top 100 high opportunity occupations as listed in *British Columbia 2024 Labour Market Outlook*, as well as priority health occupations, regional labour priorities, Aboriginal people and people with disabilities.” p. 9

Implement BC’s International Education Strategy, strengthen quality assurance, increase the number of international students by 50% by 2016. p. 11

Source: BC Ministry of Advanced Education. (2016). *2016/17-2018/19 Service Plan*.

Implications: System

- ▶ Convergence of federal and provincial objectives in international and Indigenous education—branding, marketing, funding
- ▶ Facilitating immigration-sorting and selecting--skilled occupations or elite students
- ▶ Supporting immigrant assimilation to citizenship and labour market participation
- ▶ Growth of non-western cultural expectations—Indigenous and international/immigrant
- ▶ Increasing challenge to academic standards based on English proficiency
- ▶ Pressure to integrate trades and career-technical and professional education
- ▶ Increasing interest in national harmonization of trades, technical, and professional qualifications and credentials—national examinations, competency maps
- ▶ Pressure to demonstrate quality of system, especially private sector
- ▶ Effectiveness of system measured by employment and/or satisfaction
- ▶ Data collection and reporting: transcript exchange, hubs, data conventions, personal education numbers, linkages to tax data

See Anderson, T. (2015), *Seeking internationalization: The state of Canadian higher education*. Canadian Journal of Higher Education.



Implications: Institutions

- ▶ Pressure to demonstrate institutional quality: accreditation, association, transfer
- ▶ Relationship building: Indigenous, secondary, international
- ▶ Increased need for support services: language, culture, mental health
- ▶ Growth of private institutions
- ▶ Budgets increasingly dependent on international student revenue growth
- ▶ Competition—branding, marketing, student seats, credentials
- ▶ Collaboration—branding, marketing, transfer, lobby
- ▶ Rural institution increased focus on Indigenization and urban focus on international



Implications: Programming

- ▶ Intercultural competence: international and Indigenous—students and faculty
- ▶ Language acquisition, preservation, revitalization
- ▶ Indigenization and internationalization of the curriculum
- ▶ Curriculum and program development and approval processes adapt to learners' economic, cultural, and generational expectations, ways of knowing, and learning
- ▶ Pressure to define and provide remediation/preparation for success
- ▶ Faculty effect in course delivery
- ▶ Targeted entry-to-practice credentials, citations, badges—portable and accessible to employers
- ▶ Shorter, more modularized programming
- ▶ Technology-based, blended learning
- ▶ Emphasis on learning outcomes as basis for quality and transfer
- ▶ Continued growth of experiential and workplace integrated learning
- ▶ Increased challenge to western academic assumptions
- ▶ Increased interest in transferability, recognition of prior learning



Questions/Discussion

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