



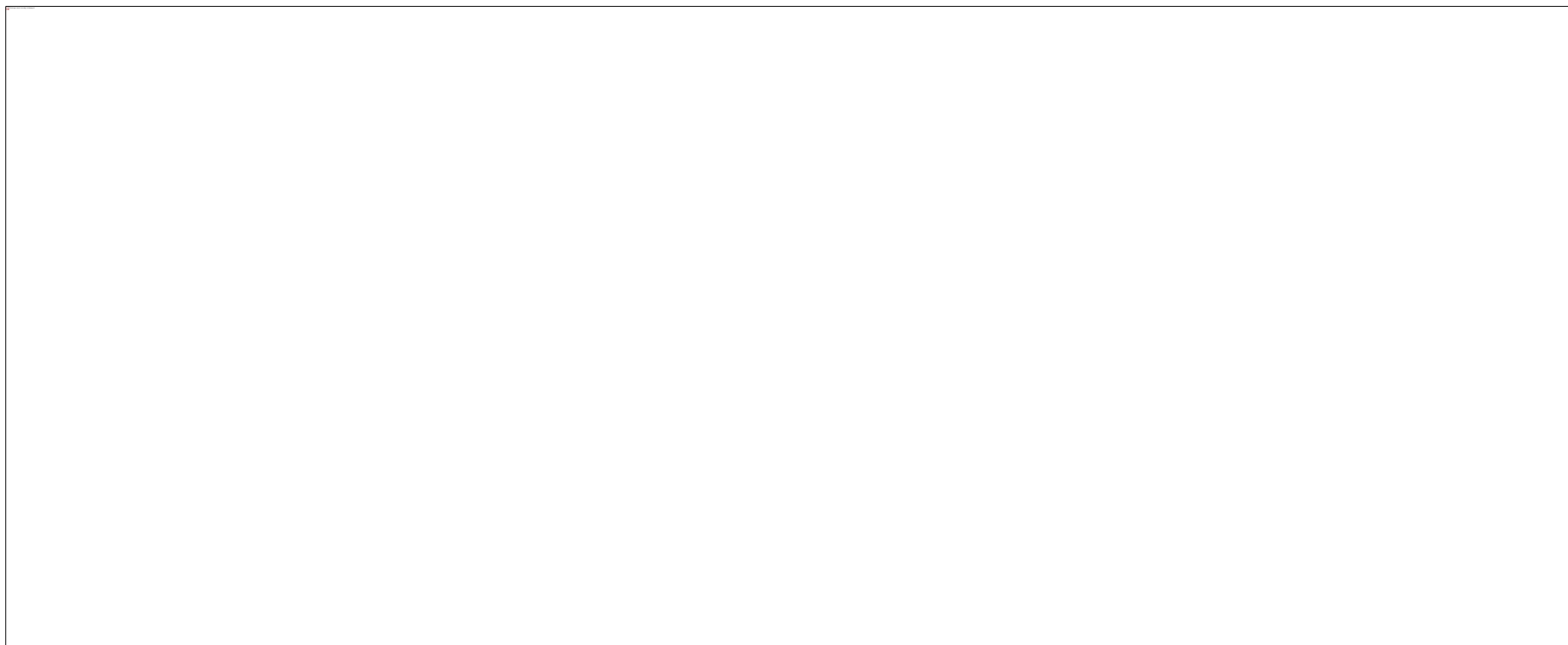
Lakehead
UNIVERSITY

Best Practices in Bridging: An ONCAT funded project





Content Gap Analysis



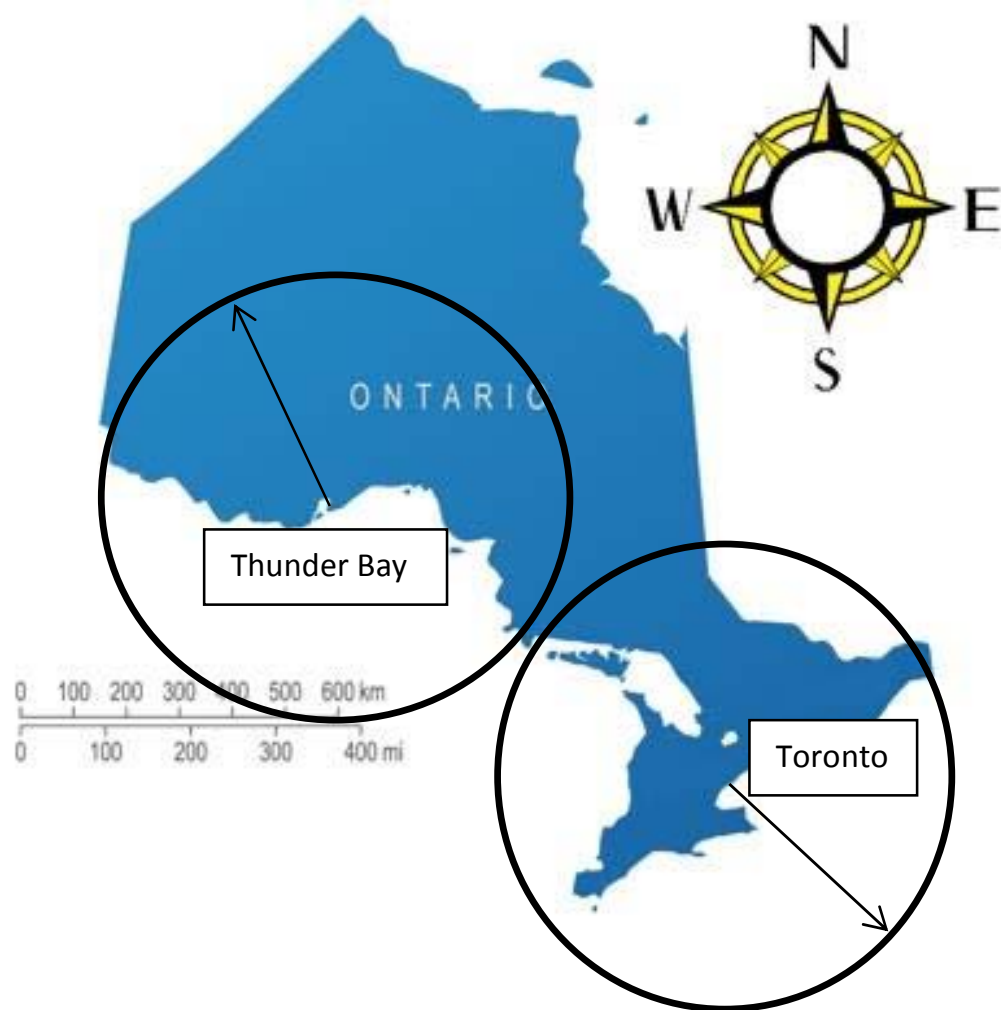


Best Practices in Bridging

- Literature Review
- Environmental Scan
- Inventory of Current Practices
 - Quantitative
 - Qualitative
- Pilot Projects
- List of Best Practices



Context



Context

- LTI 1946
- LCAST 1959
- Lakehead's First Graduating Class 1965
- NTEP 1974
- Neil Young 1992
- NOSM 2005
- Orillia 2006
- Law 2013



Student Demographics

- Mature students 42% (f/t, p/t, >25 years)
- From NWO 40%
- Transfer 23%
- First Generation 14.8%
- Self-Declared Aboriginal 10.4%
- International 7.6%

Lakehead University Faculties

- Business
- Education
- Engineering
- Health and Behavioural Sciences
- Law
- Medicine
- Natural Resources Management
- Science and Environmental Studies
- Social Sciences and Humanities

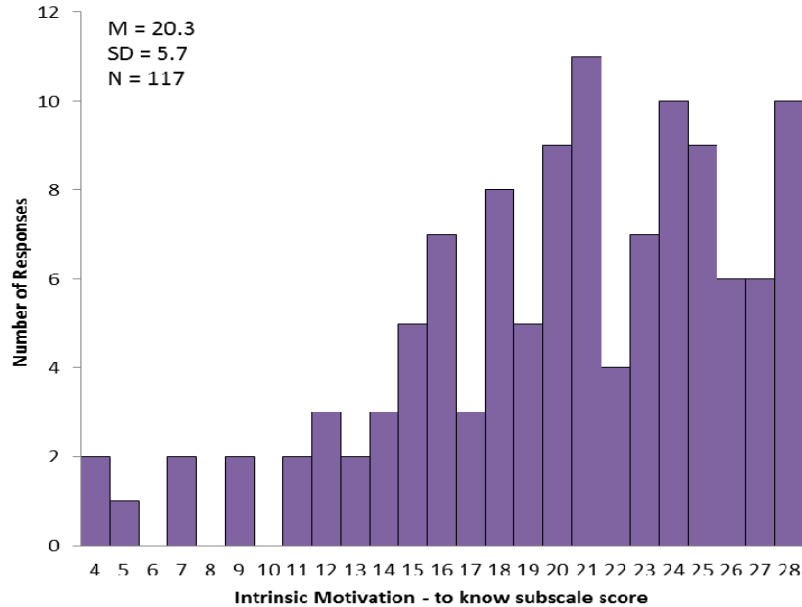
Faculties with Transfer Programs

- Business
- Education
- Engineering
- Health and Behavioural Sciences
- ~~Law~~
- ~~Medicine~~
- Natural Resources Management
- Science and Environmental Studies
- Social Sciences and Humanities

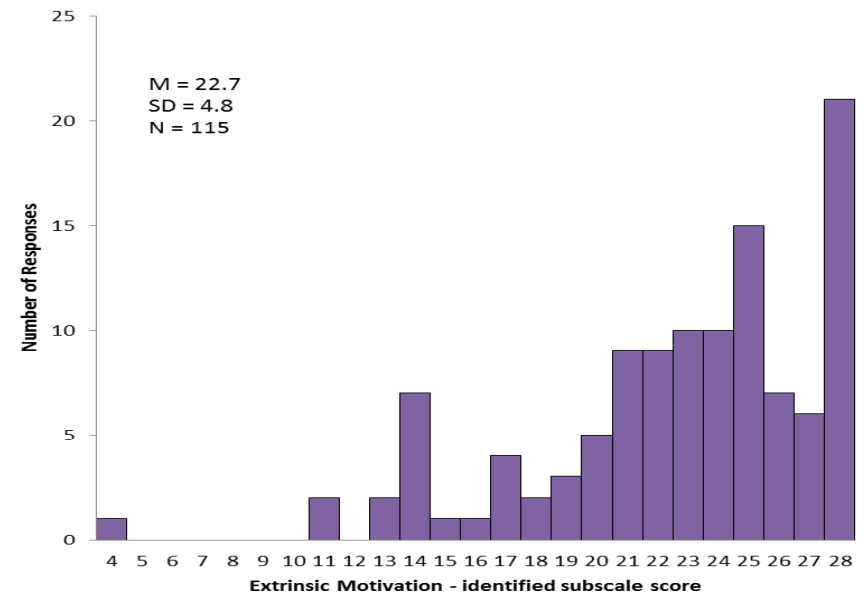
Online Survey

- 1655 students (College)
- Response rate 9.3%
- Thunder Bay: Male
- Orillia: Female
- Mean Age: 24
- 63% were not employed
- 10% supported dependents

Intrinsic Motivation to Know Subscale Scores



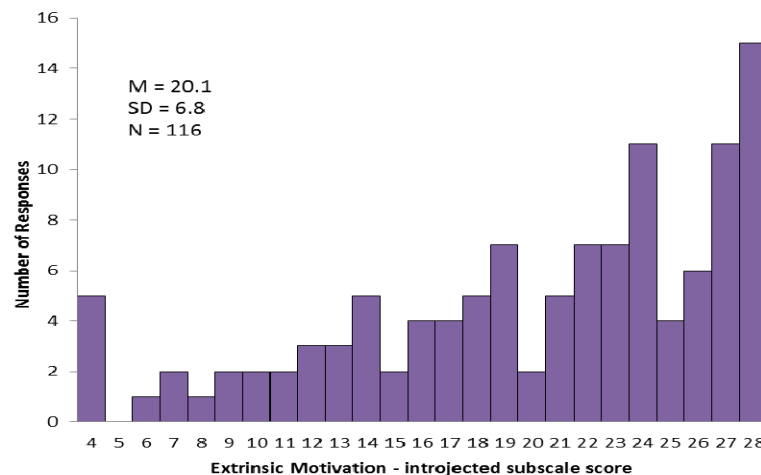
Extrinsic Motivation Identified Subscale Scores



Intrinsic – To Know

- Experience pleasure from learning new things
- Pleasure I experience in broadening my knowledge about subjects that appeal to me

Extrinsic Motivation Introjected Subscale Scores



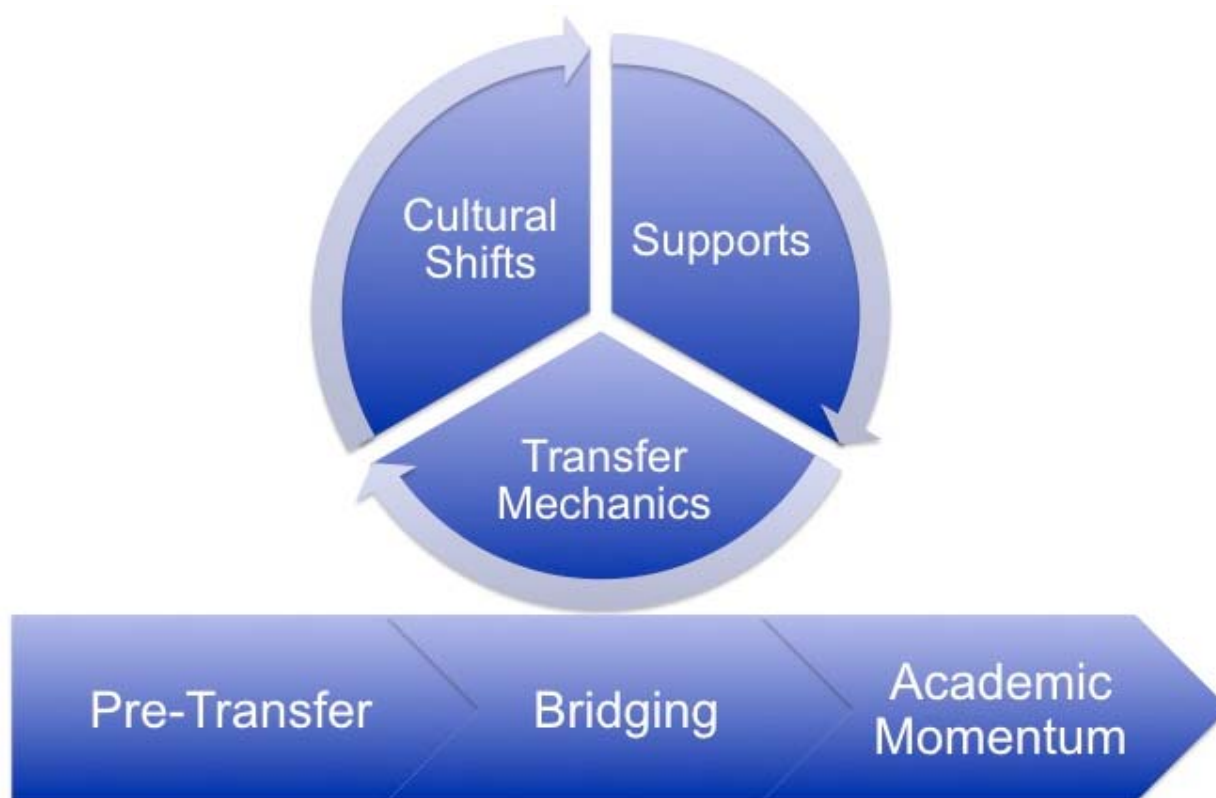
Extrinsic – Identified/External

- University will help me prepare for the career I have chosen
- In order to have a better salary

Extrinsic – Introjected

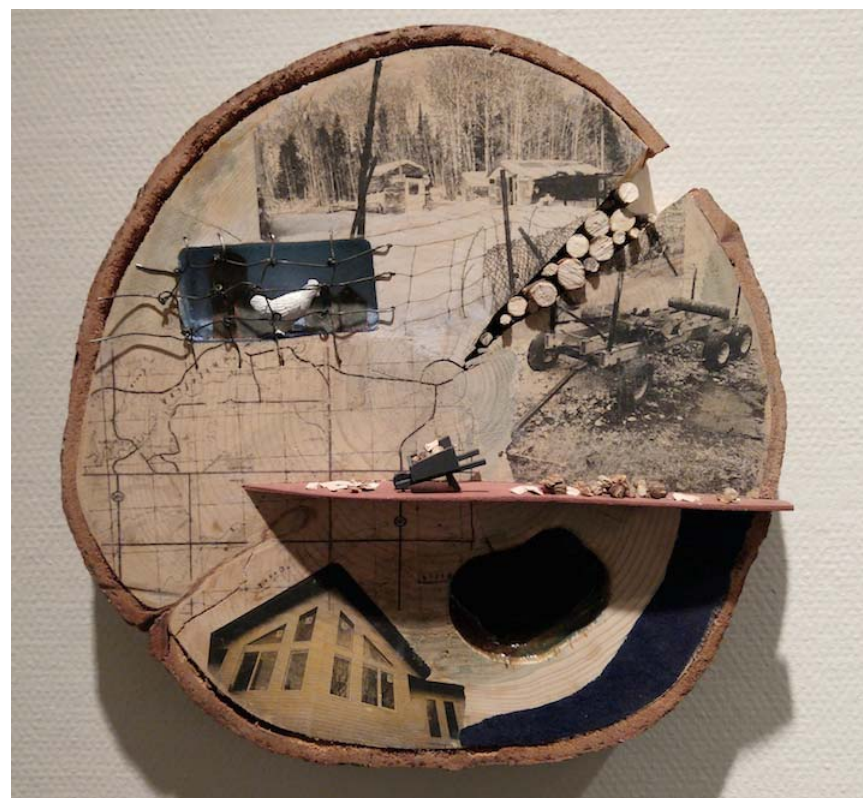
- To prove to myself I am capable of university

Student Experiences



Pilot Projects

- Peer-to-peer mentoring
- Online tutorials
 - Sample: [Degree Audit](#)
- Online database of programs
 - Learning Outcome Mapping
 - Curriculum Assistant Tool



IMPACT Peer Mentorship

- 24 students registered
- 20 attended evidence based training
- Participated in 4 group meetings



Peer Mentorship Key Points



- Primarily social focus
- Becoming familiar with surrounding community
- Desire for mentors outside their field
 - Alumni
 - Professionals
 - Different programs

Top 3 Best Practices

1. Ensure that transfer mechanics (transfer credit/course requirements/financial aid) are as **transparent** as possible to future students, current students, faculty and administrative staff
 - Online resources
 - In Person resources (transfer specific training and/or staff)

Top 3 Best Practices

2. Extend the concept of bridging to include the physical/social context of your institution and community.

Top 3 Best Practices

3. Consider extending “bridging” opportunities to advanced standing students and those on the fringes with:

- Informal orientation/events and program specific events
- One stop shop for transfer (online/in person)
- Formal/Informal mentorship programs

Conclusions

- We invite questions/thoughts
- Our web survey is available as a tool for any institution to use and refine.
- Thank you to ONCAT and all the people that supported this project.

