

Supporting Credit Transfer at Every Level:

Guiding Principles and a Practical Framework for Building Better Credit Transfer and Pathway Articulation Agreements

Presented by:

Mary Catharine Lennon, Leesa Wheelahan, Gavin Moodie Amanda Brijmohan,
Eric Lavigne, Jinli Yang
Pathways to Education and Work Research Group, OISE

Presented to:

Student Pathways in Higher Education Conference, Toronto
April 26, 2016

Outline

Introduction to the team

Purpose and Context of the research

- Research design
- Research findings

Guidelines

Principles

Framework for decision making

Research program

Research Projects Publications Presentations Our Team

Pathways to Education and Work Research Group



UNIVERSITY OF TORONTO
OISE - ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

We are a research team that investigates the nature of pathways within and between colleges and universities, and between postsecondary education and the labour market. Our research currently focuses on Canada and will soon incorporate additional international jurisdictions.

Our research program also examines the many aspects of building pathways, including topics such as postsecondary education policy, credit transfer, relationships between sending and receiving institutions, and emerging models of pathways and collaboration.

We are committed to using social justice frameworks when exploring implications for qualifications, students, teachers, and institutional identity.

<http://www.oise.utoronto.ca/pew/>

Tweets by

@OISEPathwaysGrp

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

we have a lot to say about this

Team Members



Gavin Moodie CI



Ruth Childs CI



Christine Arnold
Post-Doc



Leesa Wheelahan CI



Mary Catharine
Lennon CI



Eric Lavigne GA



Amanda
Brijmohan GA



Jacquie Beaulieu GA

Jean-Claude
Taylor-Cline GA



Jinli Yang
Past member & GA



Purpose of the research

Develop principles and decision-making tool to support pathways at level of province, institution and department

MTCU's 2011 Policy Statement

“Our goals for a province-wide Credit Transfer system are to:

- Expand and improve student transfer pathways that respond to student demand
- Improve transparency and access to information about pathways and credit transfer
- Support student success”

ONCAT's Proposed Principles

For credit transfer policies and procedures:

1. Information for students
2. Admissions decisions/transfer credit evaluation
3. Institutional responsibility for academic decisions

Concepts and Realities

The role and purpose of qualifications

Structural and political confines

Complex system design issues

Administrative realities

Research Goals

- **To better understand trends in student use of current transfer pathways across Ontario PSE.**
- **To inform a Decision-making tool for Ontario PSE aimed at supporting responsive pathway development.**

Process

Research

Consultation on 'tool' with 14 'critical friends'

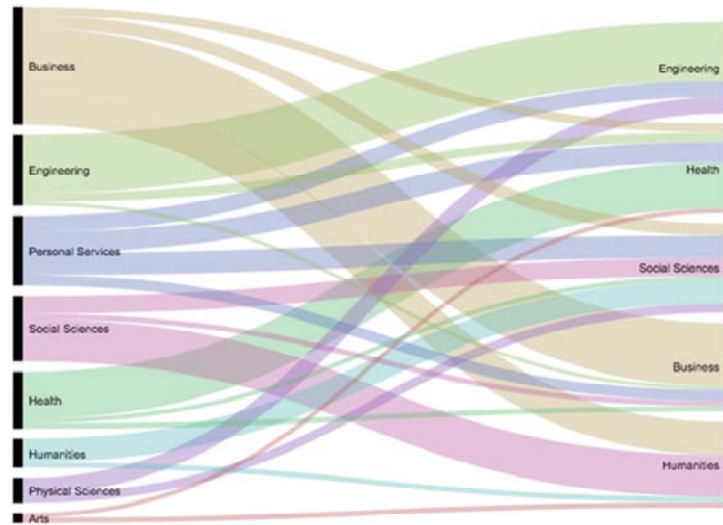
Individual feedback

Symposium on 5 April

A Multi-level Approach



Field-to-Field Flow



Pathways Used

- There are 5,000 transfer students and 9,000 pathways.
- The median ratio of pathway using transfer students is 1.3 per pathway.
- Most students who go from college to university do so between institutions that are relatively close together

Research findings....



Principles, Guidelines and Decision-Making Tool

Design of Decision-making Tool

Overall purpose

Goals

Principles

Guidelines

Framework for decision-making

Goals: Purposes of Qualifications

Pathways serve 3 purposes:

1. In the *labour market*: entry or upgrade
2. In *education*: access to higher level studies
3. In *society*: social mobility, inclusion & contribution

Goals: Purposes of Pathways

Maximise *student transfer* from one qualification to another

Maximise *credit*, reduce time and costs for students, and costs for funders

Main Messages – What

**Achievements: mature credit transfer system,
extensive network of pathways**

**Move now to focus on increasing number of
students rather than pathways**

Main Messages – How

Emphasise *entry* mechanisms

Emphasise regional frameworks

Regional and institutional strategic frameworks

Principles

Most effort where most benefit (most students)

Least to most expensive

Trust

Curricular and pedagogic coherence

Develop alternative entry mechanisms

Guidelines

Geography

Transfer of students and transfer of credit are different

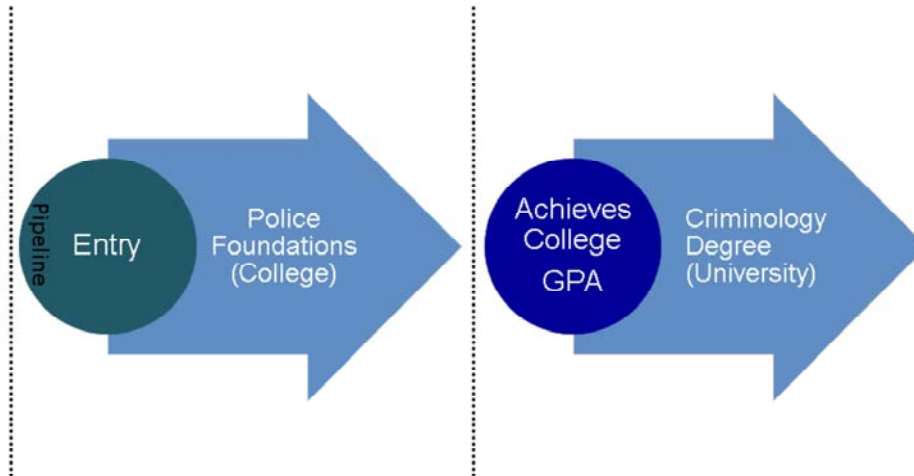
Trust and communication key – how

Boundary spanners

Pathways from least to more expensive

Pathway entry agreements; generic pathways;
specific pathways; enhanced pathways

Pathway Entry Agreements



Generic Pathways

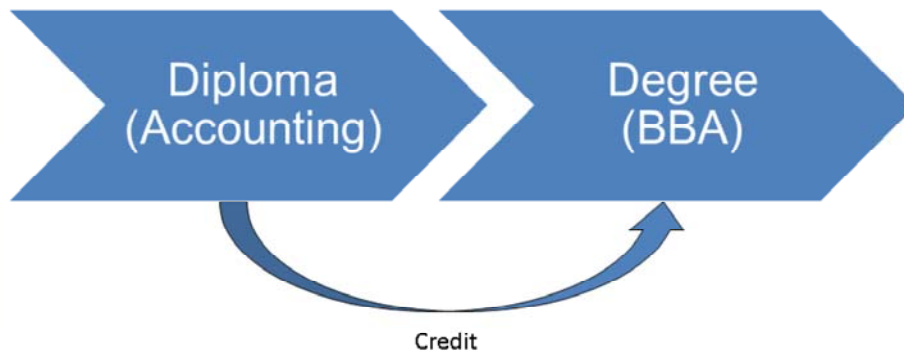
Diplomas
in Social
Science
Field of
Study

Degree A

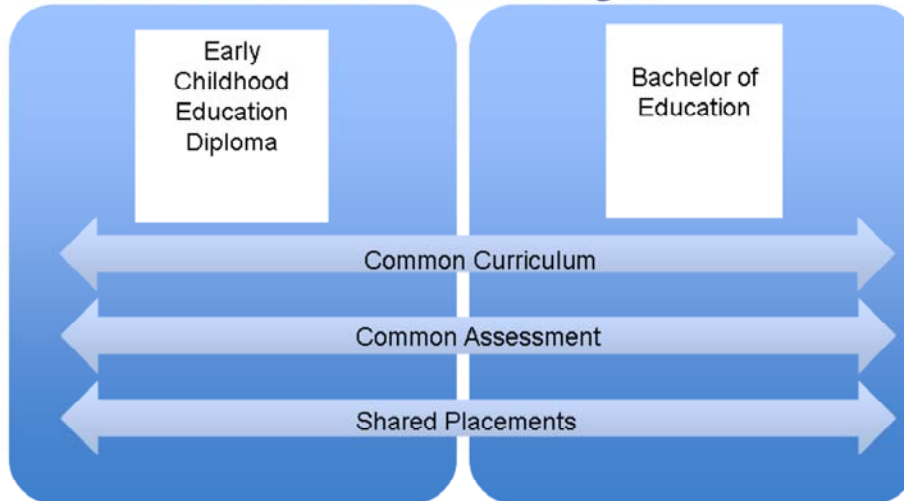
Degree B

Degree C

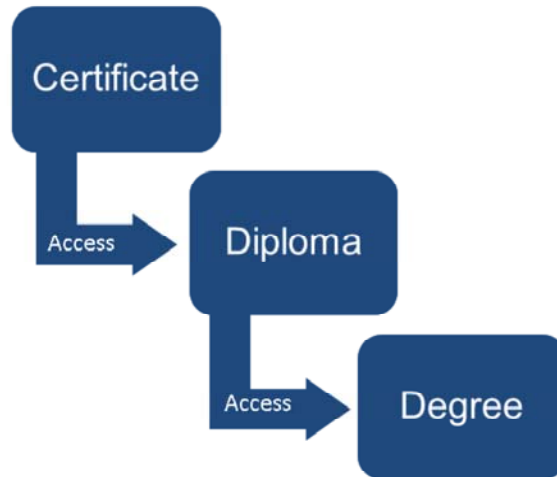
Specific Pathway



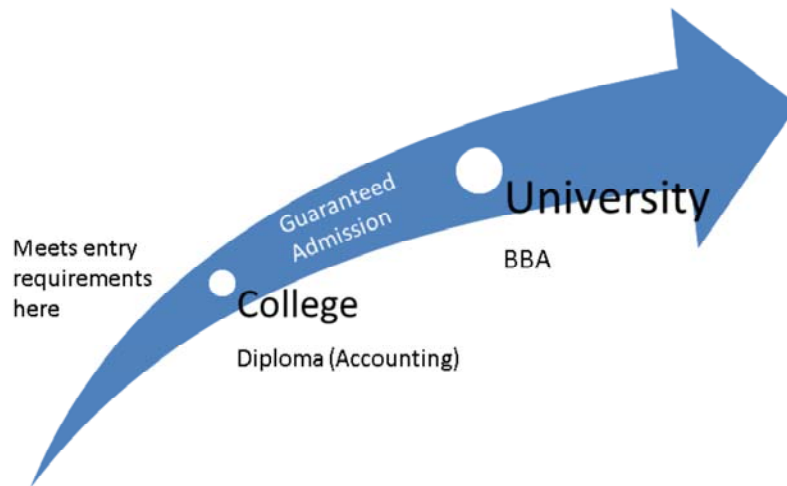
An Example: Enhanced Pathways



Nested Pathways



Nested Pathways



Framework for decision-making

Province-wide

ONCAT

Institution

Department

Province-wide

Clarity on colleges' and universities roles

Differentiation framework

SMAs – within regions?

Regional focus guides investment

Data!!!(!).... (!)

ONCAT

Key role as system boundary-spanner

Extend activities to broker, support and sustain regional partnerships

Focus on increasing number of students transferring

Consider proposal for system level funding

Institutions

Explicit statement of priority of pathways

Regional partnerships

Policy framework for 'generic pathways'

Pathways in same or complementary fields

Priority areas

Monitoring, recording and evaluation

Departments

Develop pathways students use

Policies on credit for generic pathway

**Different types of pathways and credit for
regulated occupations and non-regulated ones**

Get to know thy partner!

Reporting on outcomes

Students should be able to use credit

\

Thank you!

**The OISE Pathways to Education and
Work Research Group**

www.oise.utoronto.ca/pew/