

An Examination of How Transfer Pathways Are Used in Ontario Postsecondary Education

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Pathways to Education and Work Research Group, OISE

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Research Program

Research Projects Publications Presentations Our Team

Pathways to Education and Work Research Group



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/>



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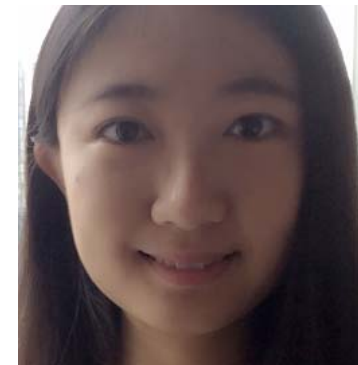


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Outline

Context

Concepts and realities

Research Design

A multi-level approach

Research Findings

Unexpected trajectories

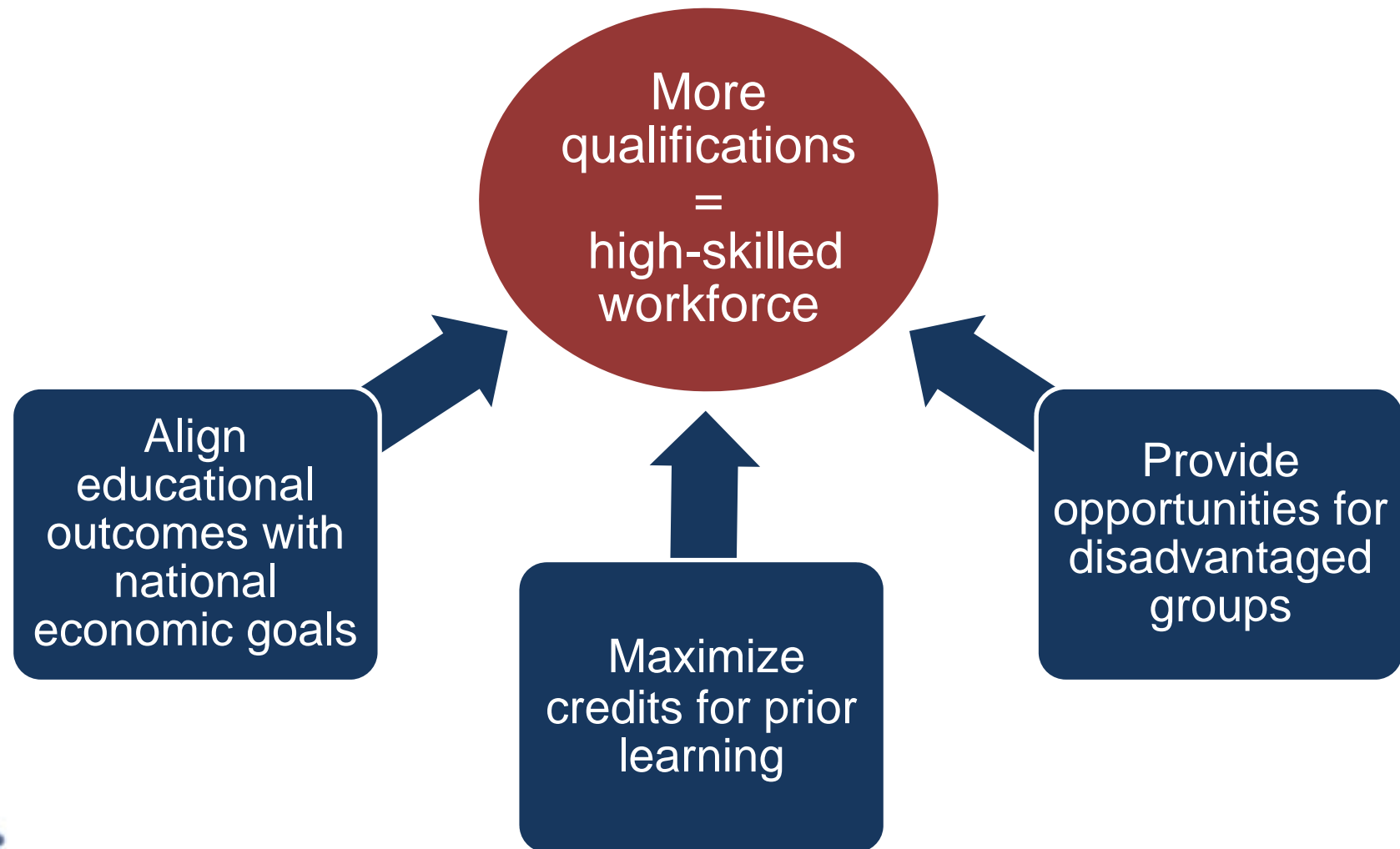
Discussion and Implications

Towards a decision-making framework

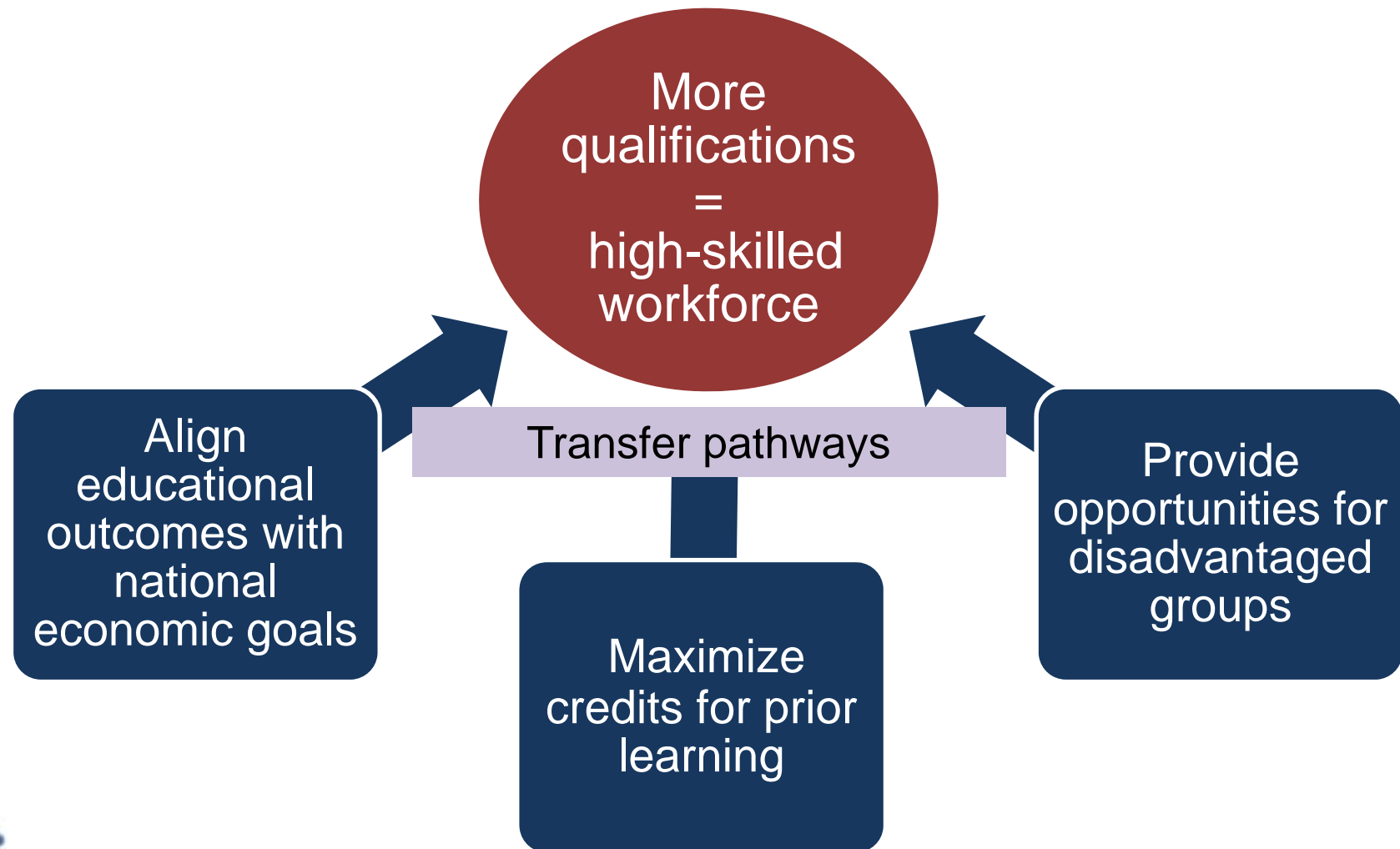
Context

Concepts and realities

Government Goals For Modern Education Systems



Government Goals For Modern Education Systems



MTCU's Policy Statements on Transfer

2011

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

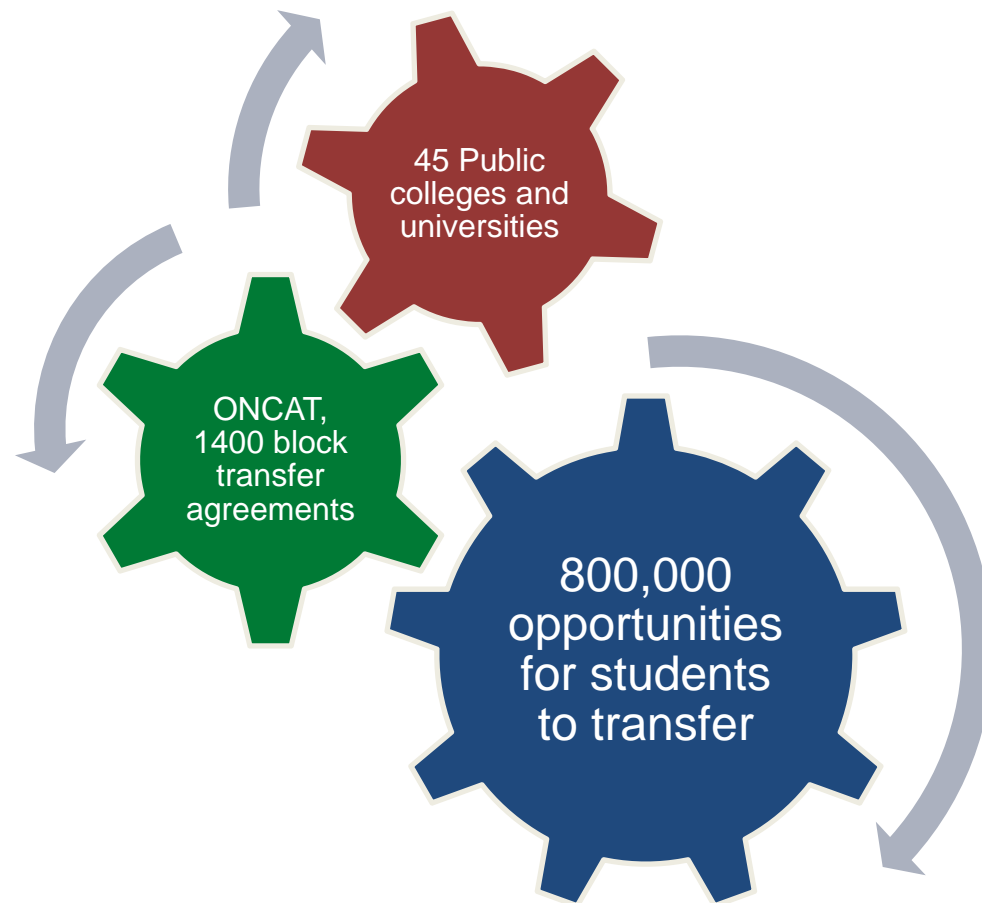
- *Expand and improve student transfer pathways that respond to student demand*
- *Improve transparency and access to information about pathways and credit transfer*
- *Support student success*

2015

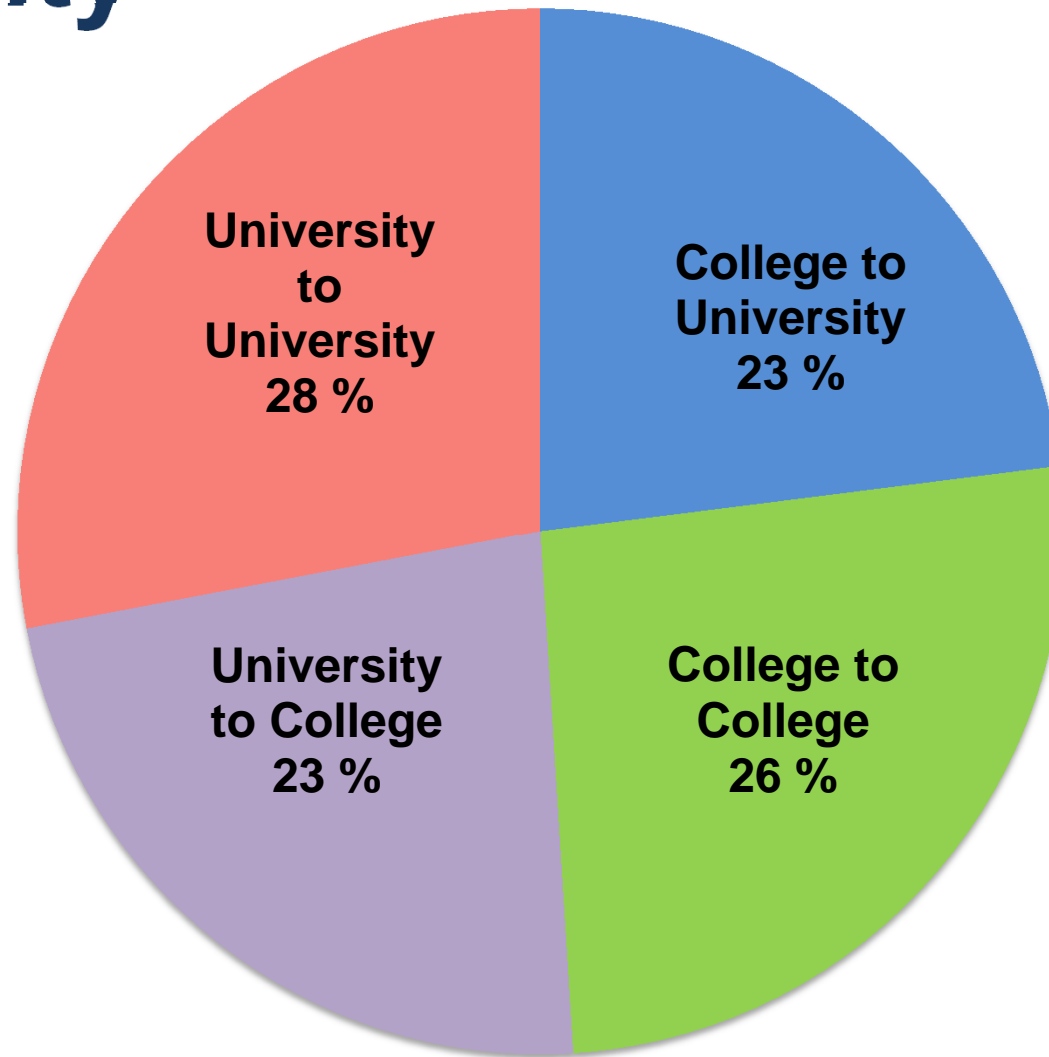
The system to blend academic with applied learning and ensure that transitions are seamless whether it is from high school, between postsecondary education institutions, or between school and work

Ontario PSE Pathways

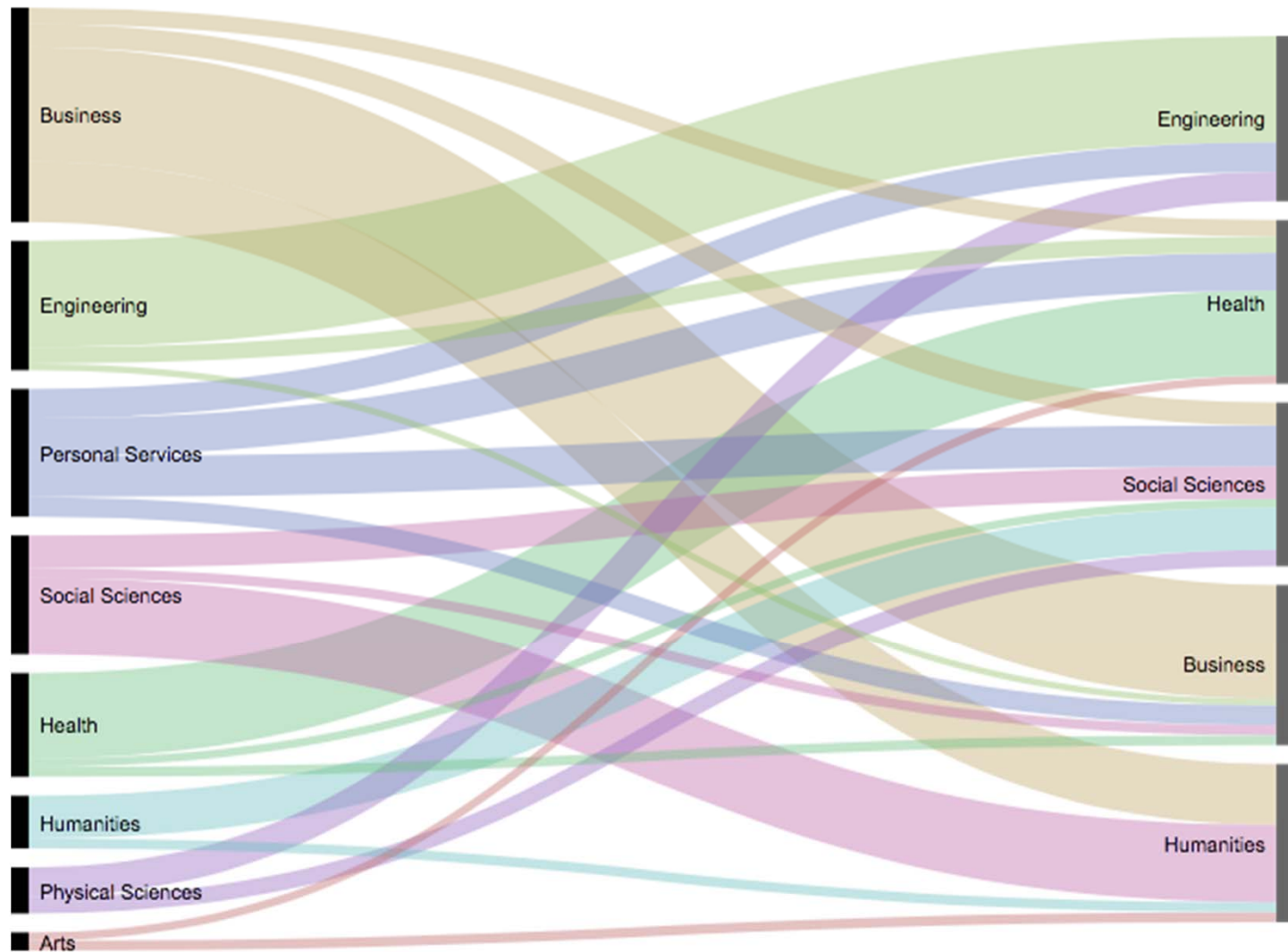
Development: Success to Date



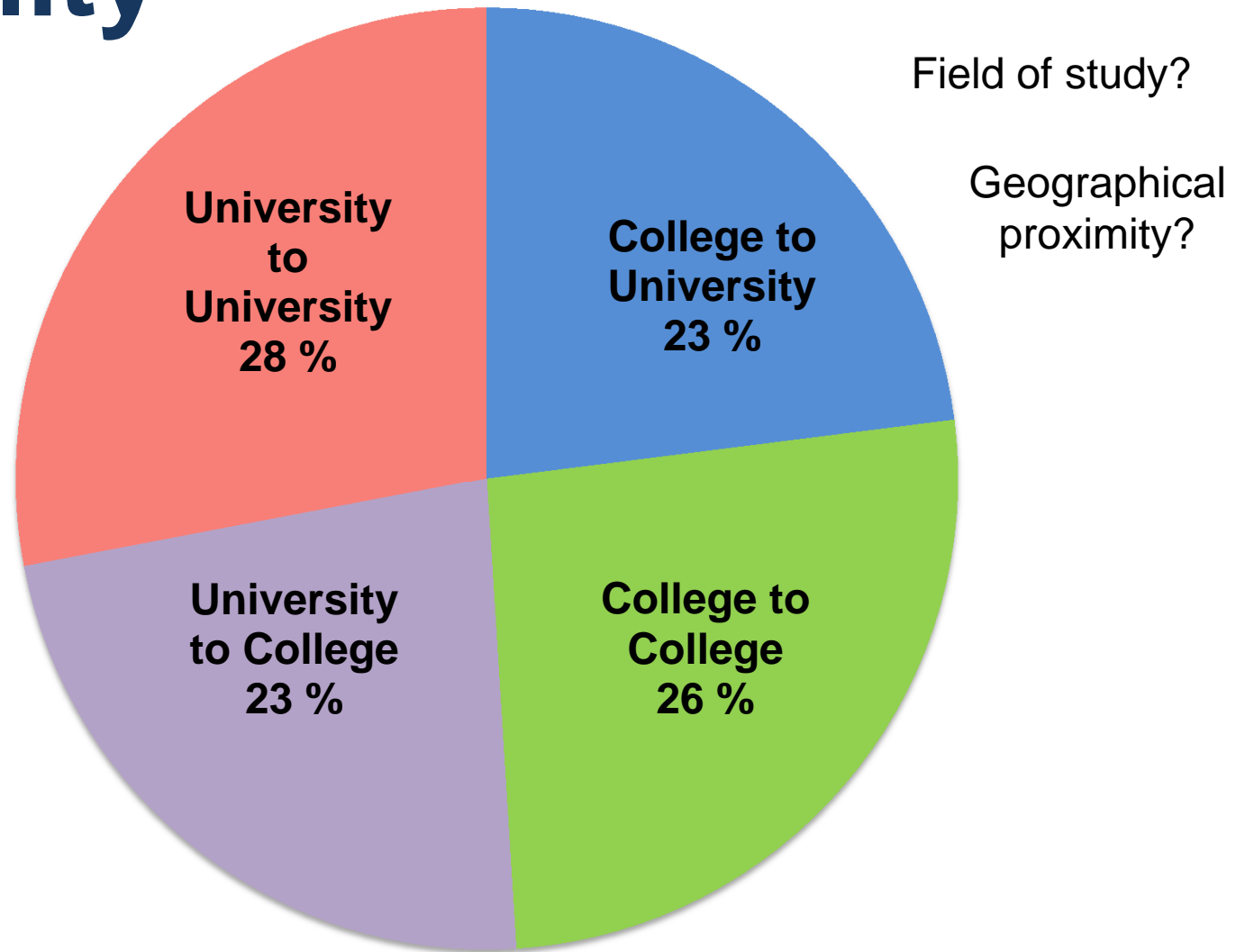
Sector-to-Sector Student Mobility



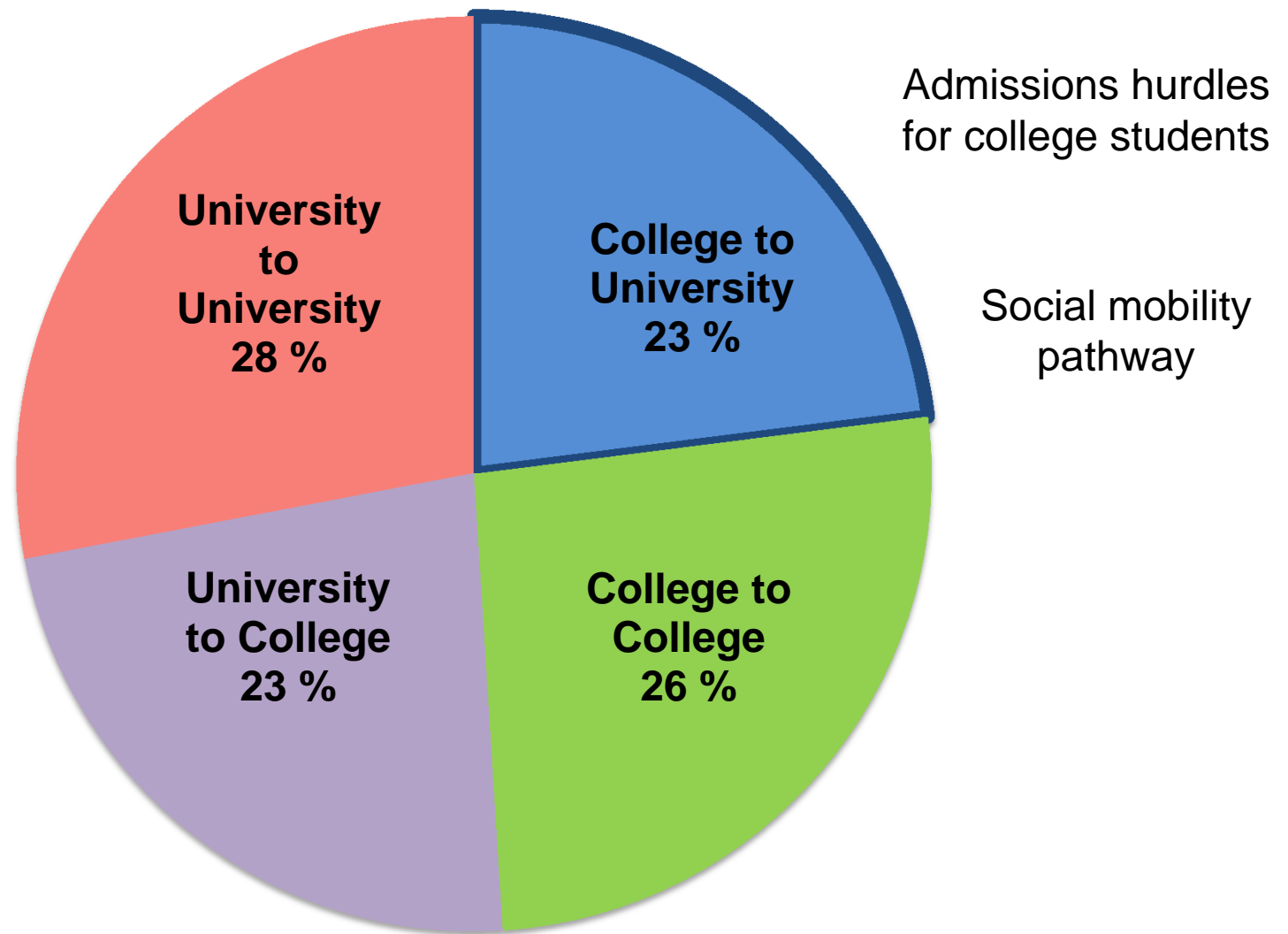
Field-to-Field Student Mobility



Sector-to-Sector Student Mobility



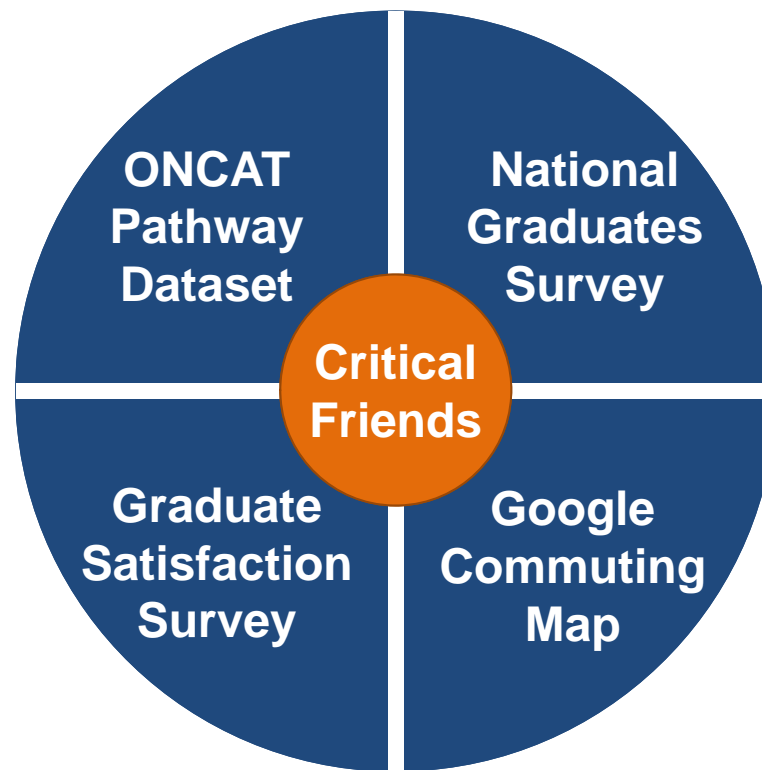
College-University Pathway: Social Mobility and Barriers to Access



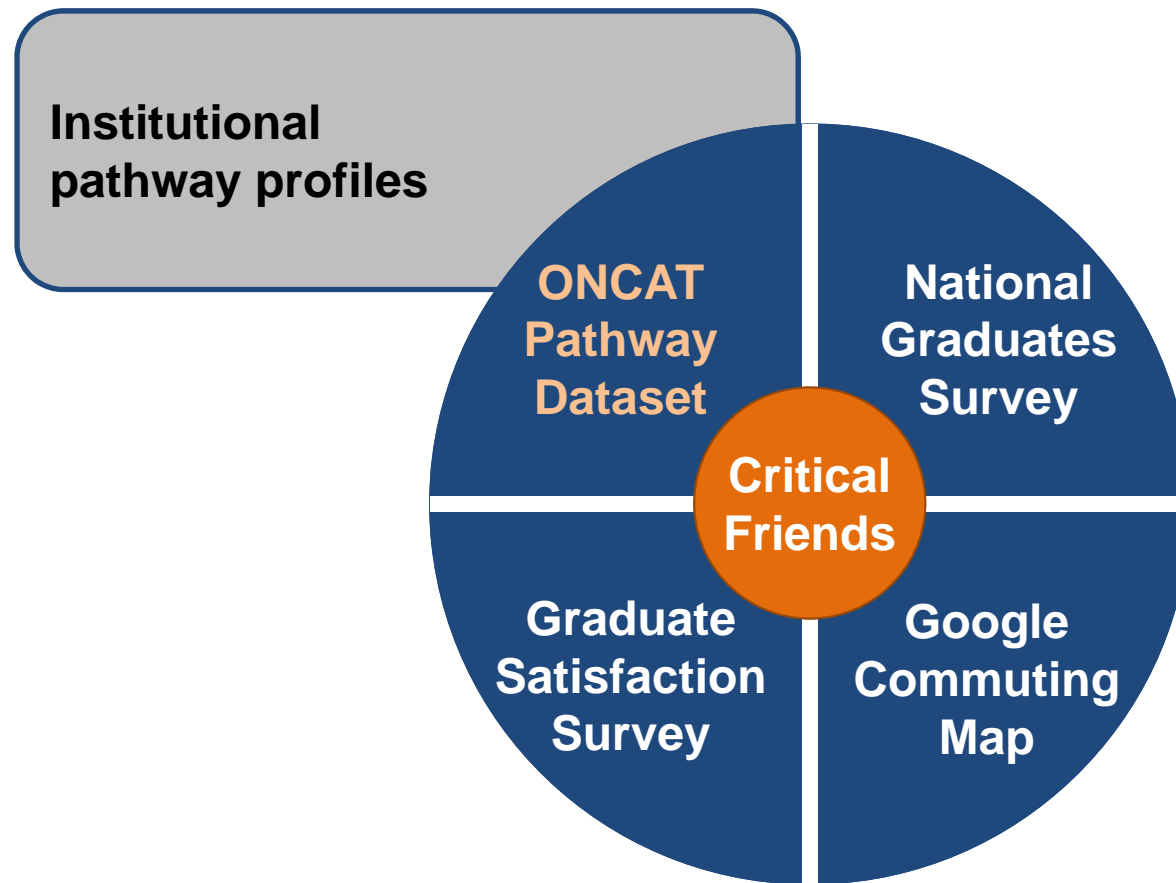
Research Design

A multi-level approach

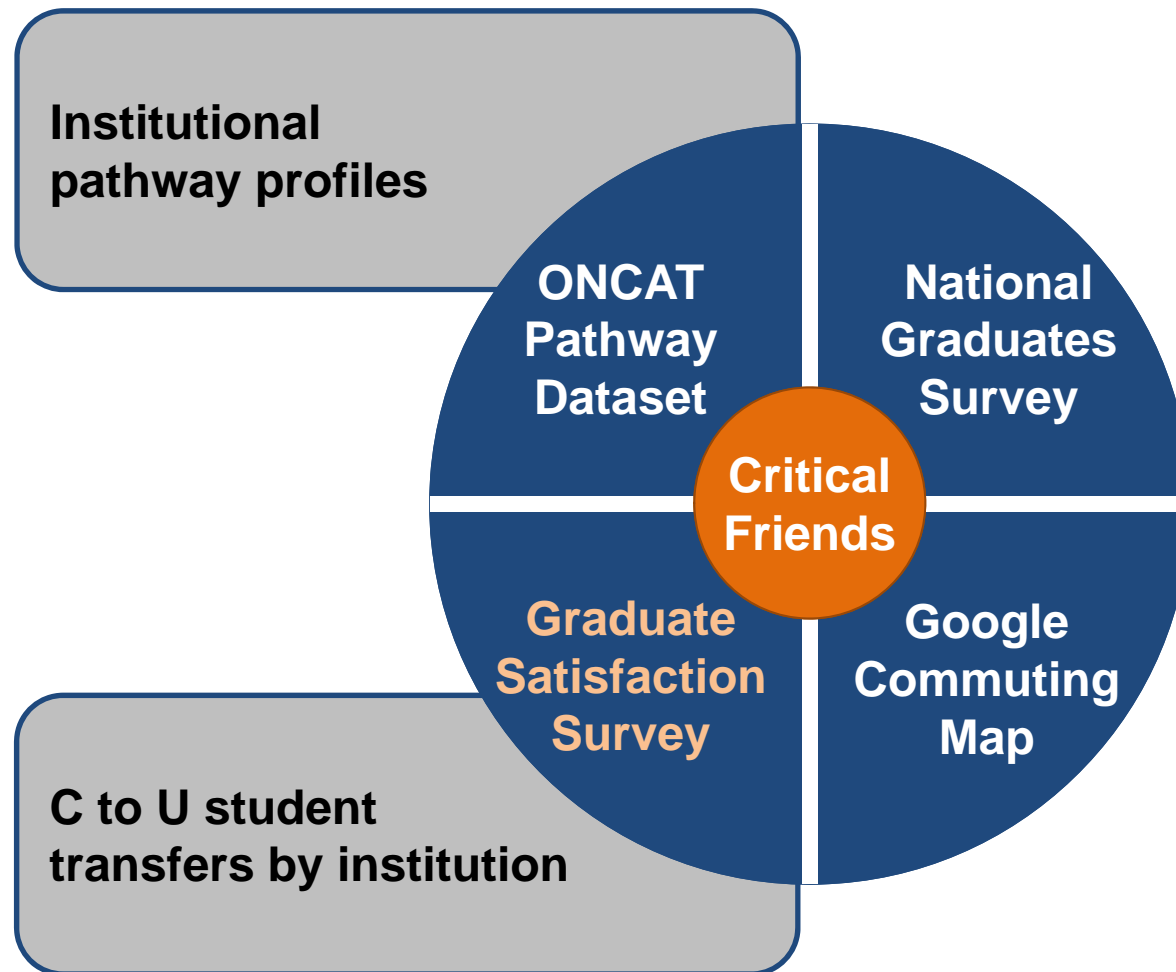
A Multi-level Approach



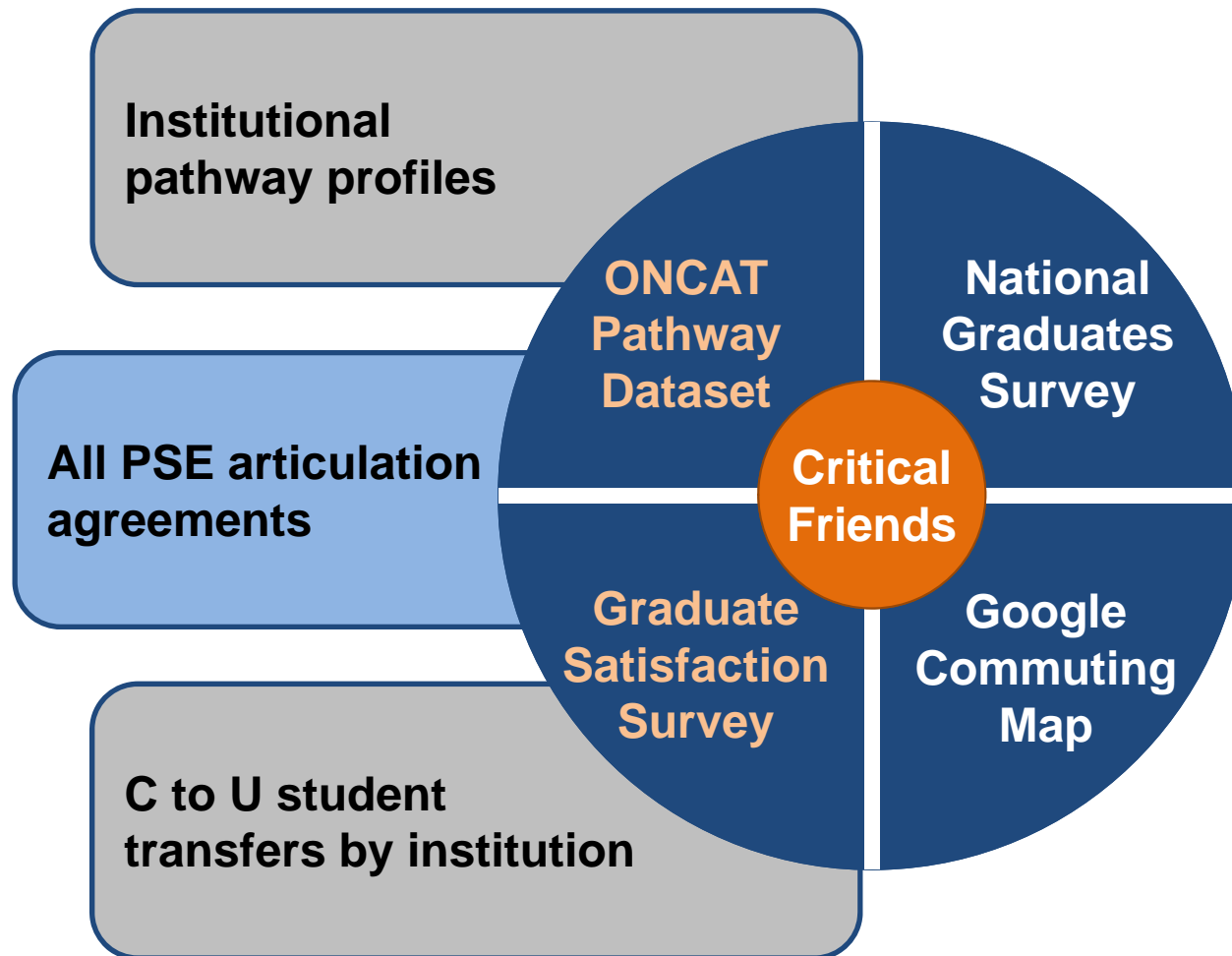
A Multi-level Approach



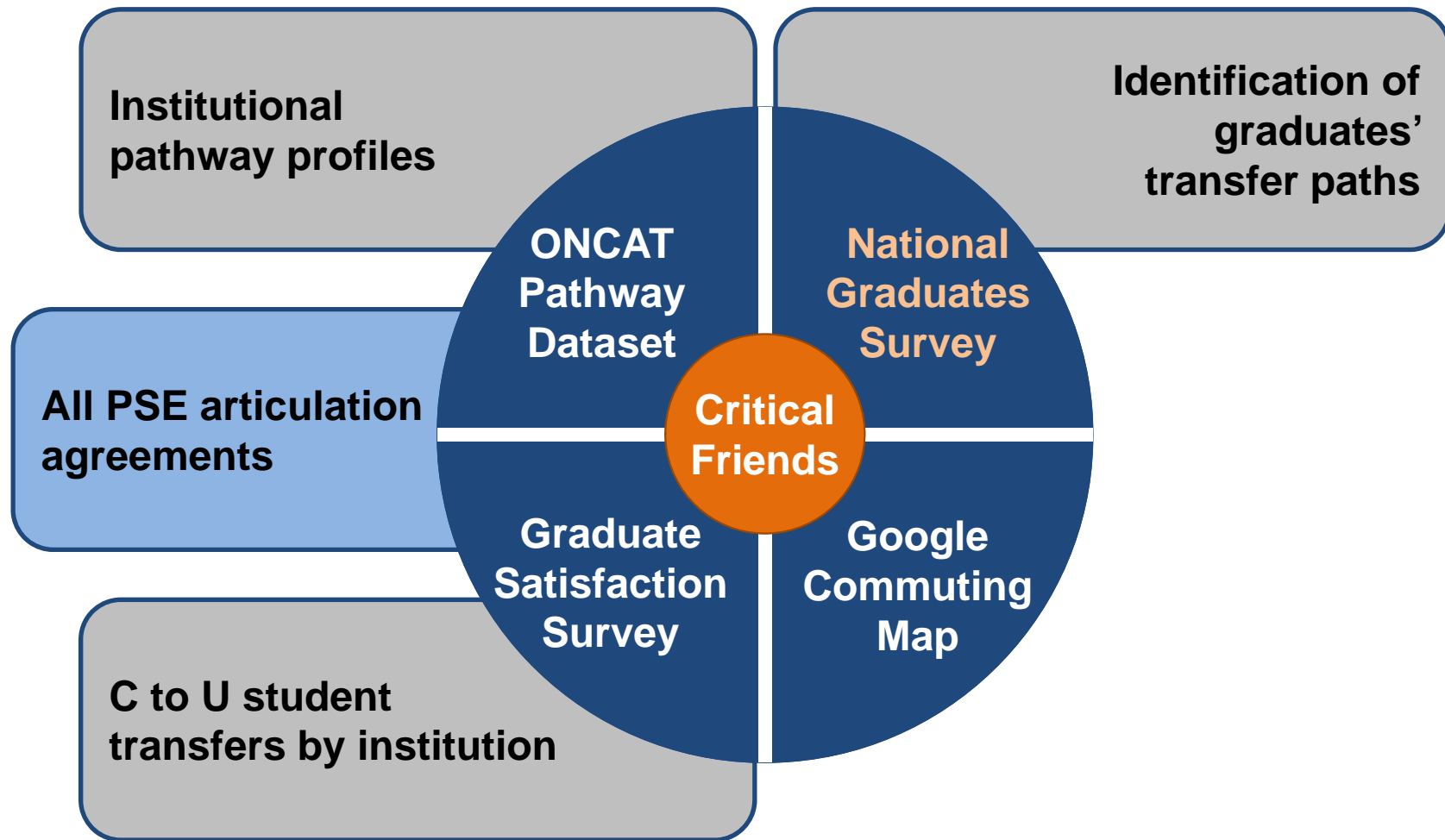
A Multi-level Approach



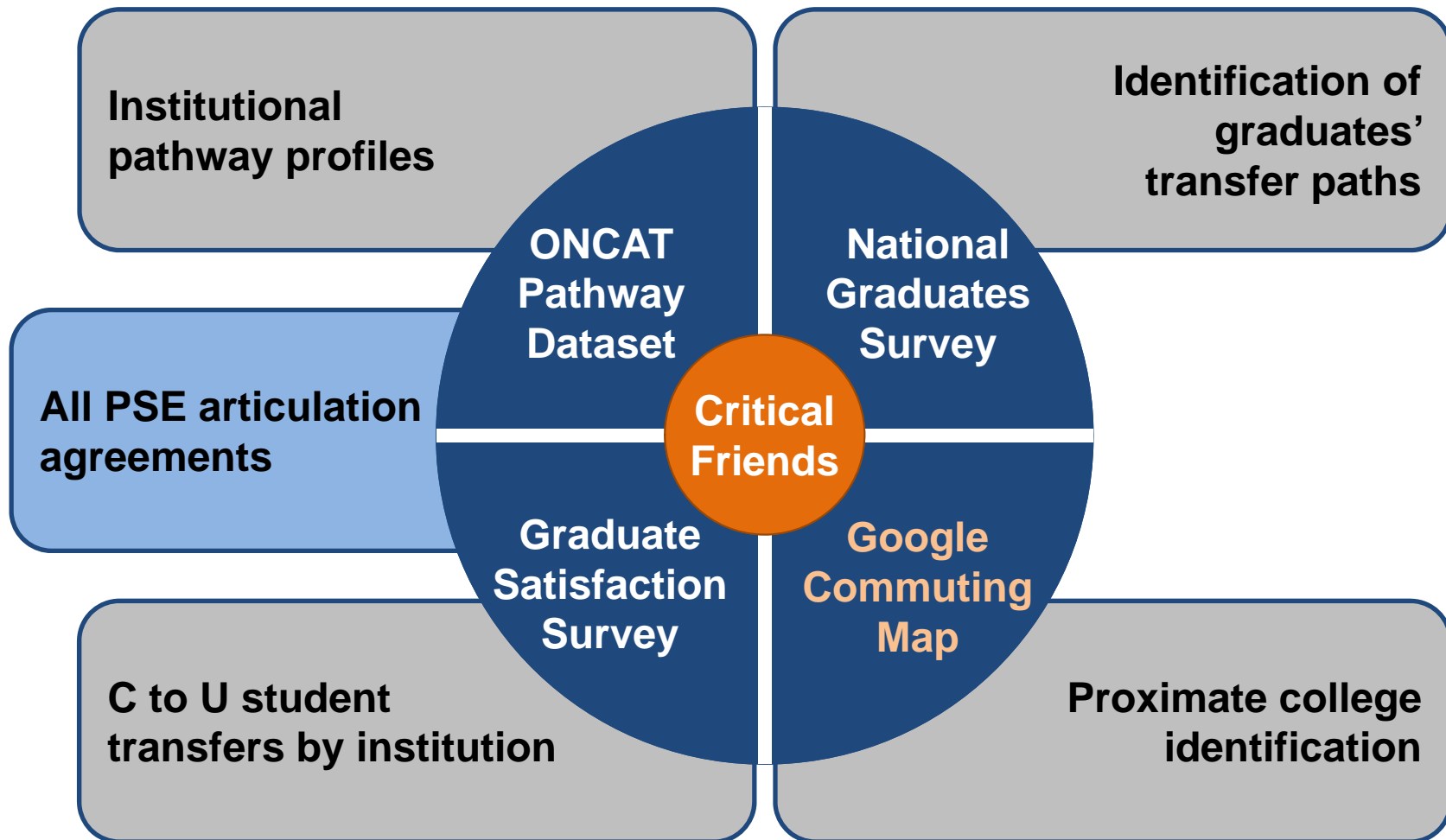
A Multi-level Approach



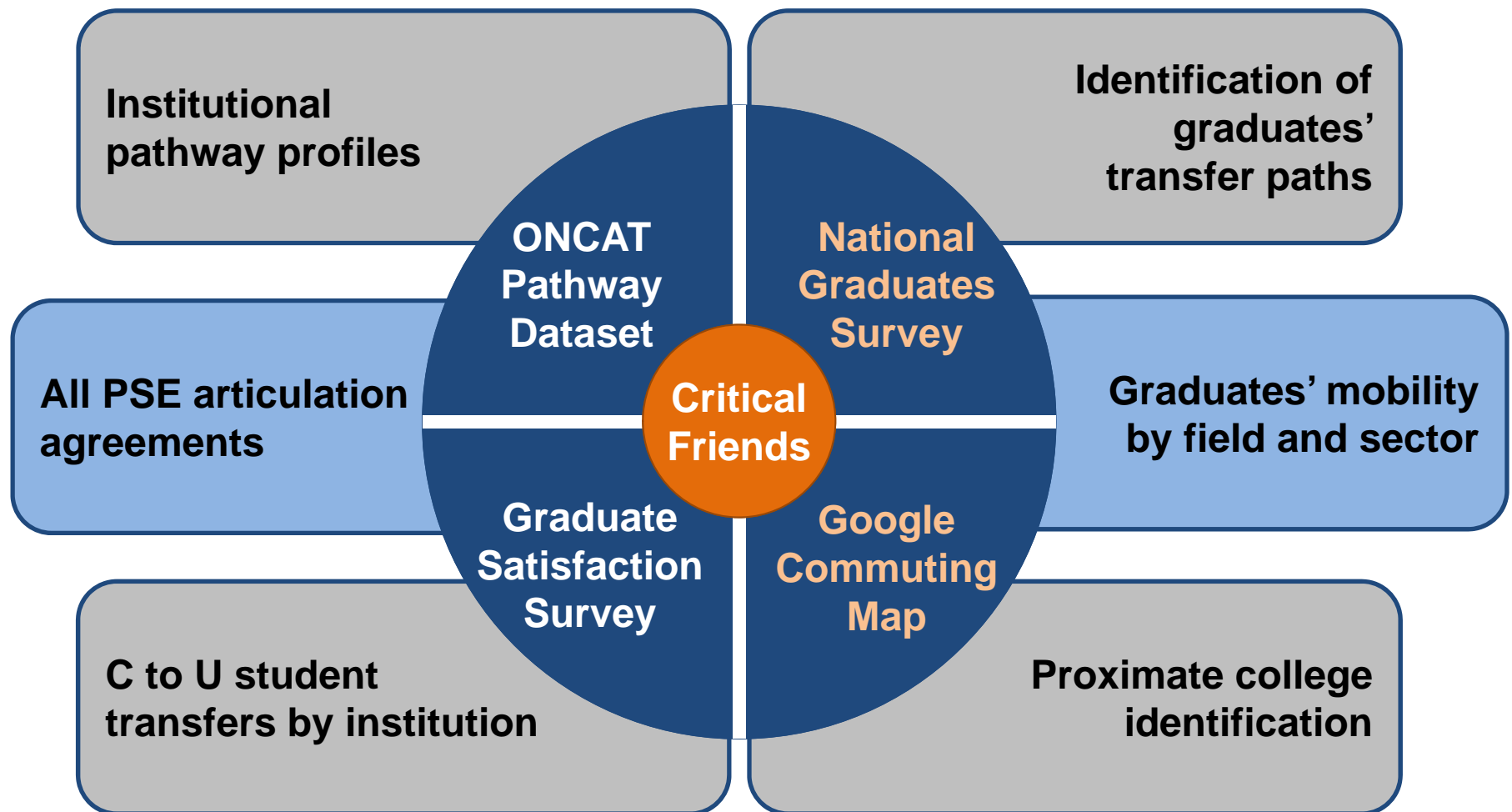
A Multi-level Approach



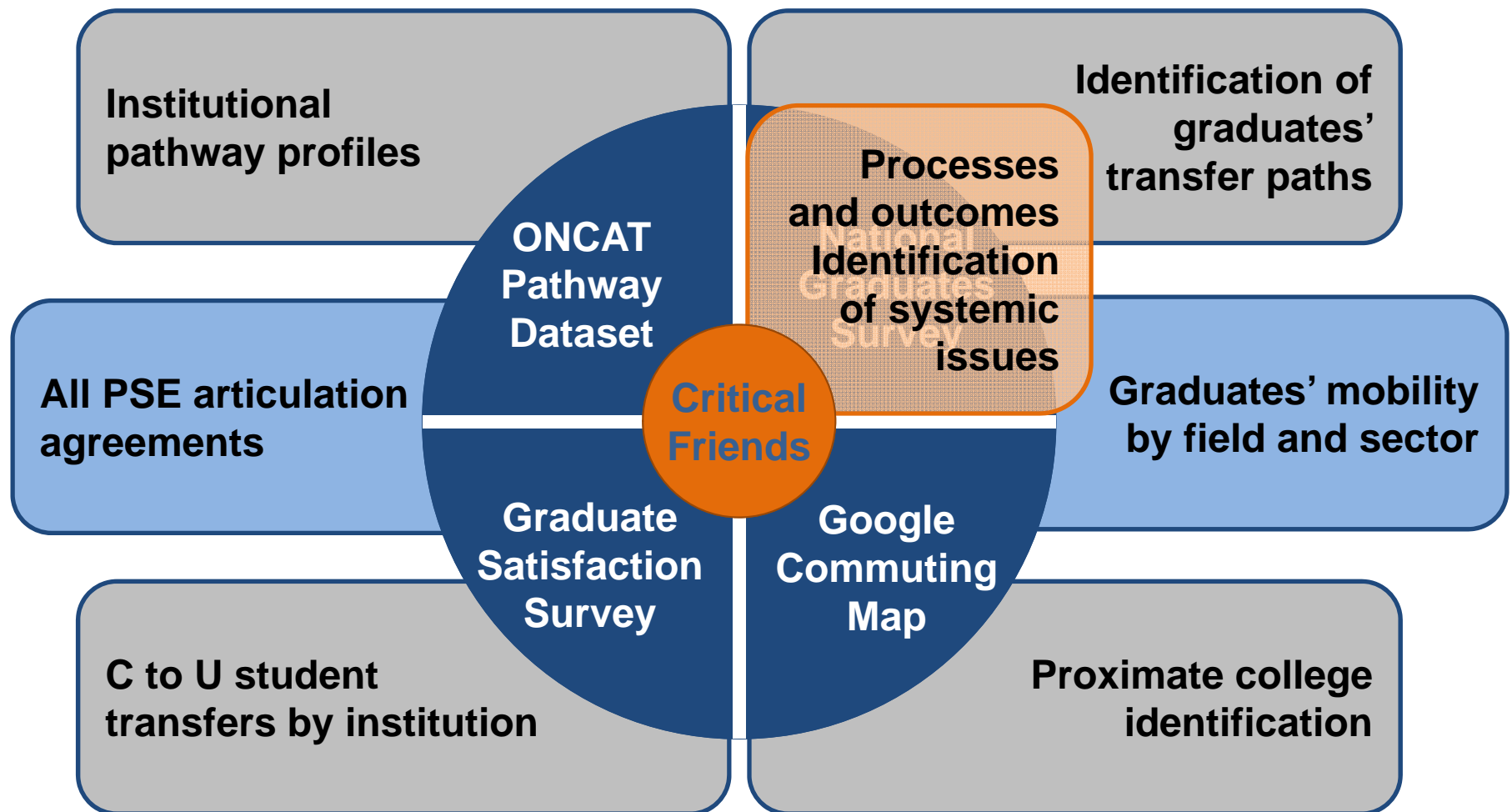
A Multi-level Approach



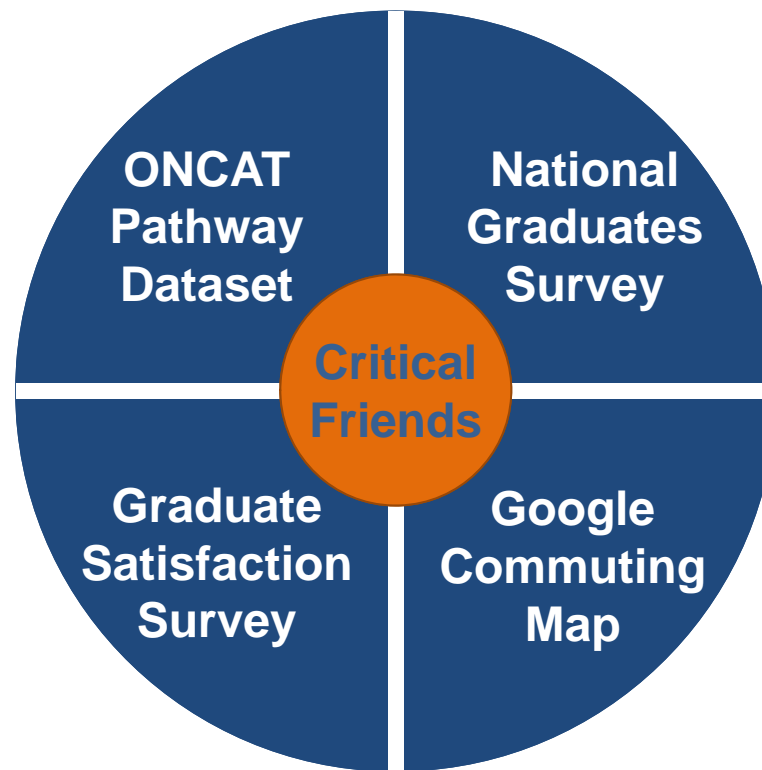
A Multi-level Approach



A Multi-level Approach

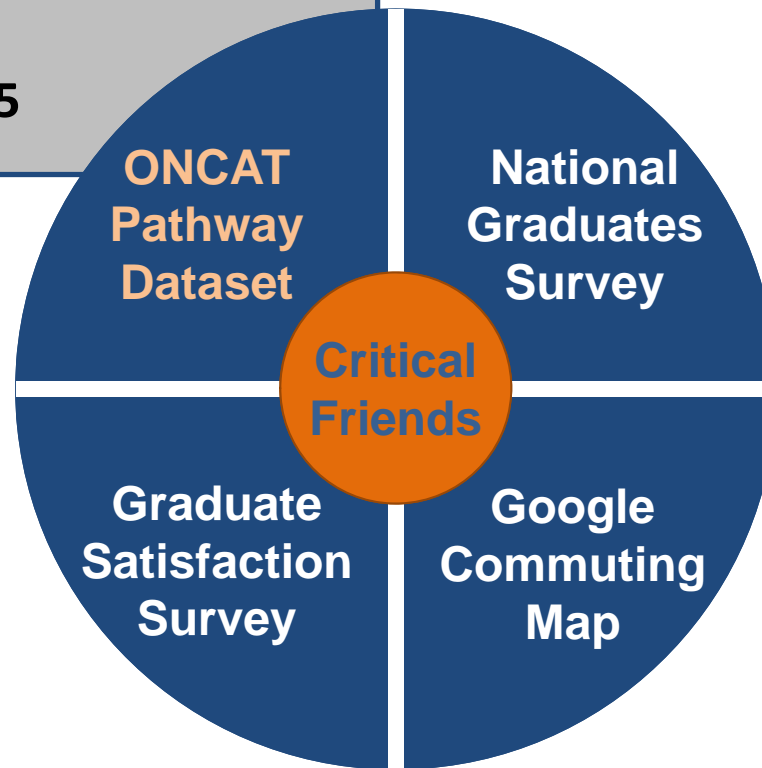


Limitations



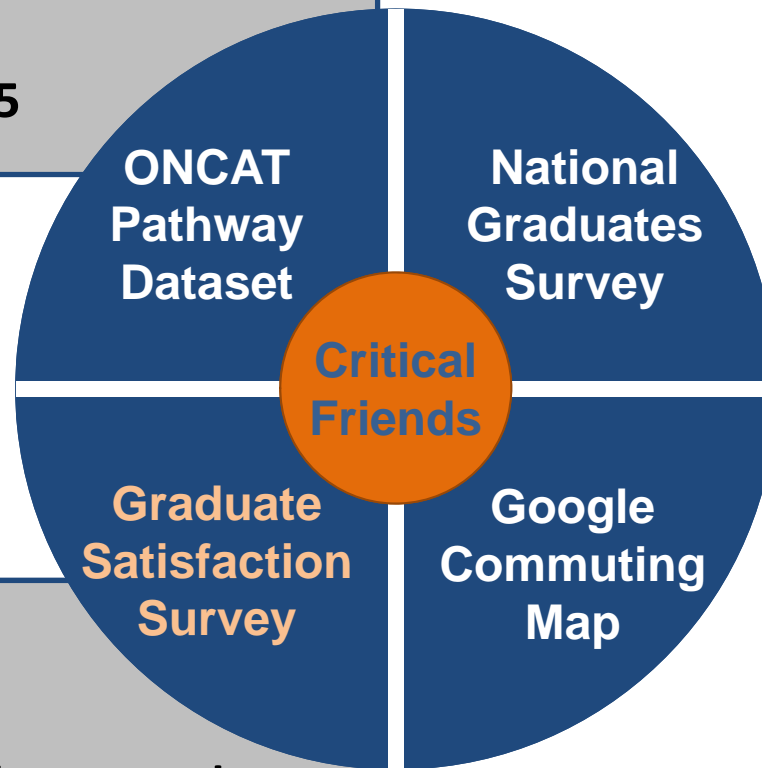
Limitations

The ONCAT dataset is the
summary
as of August 2015



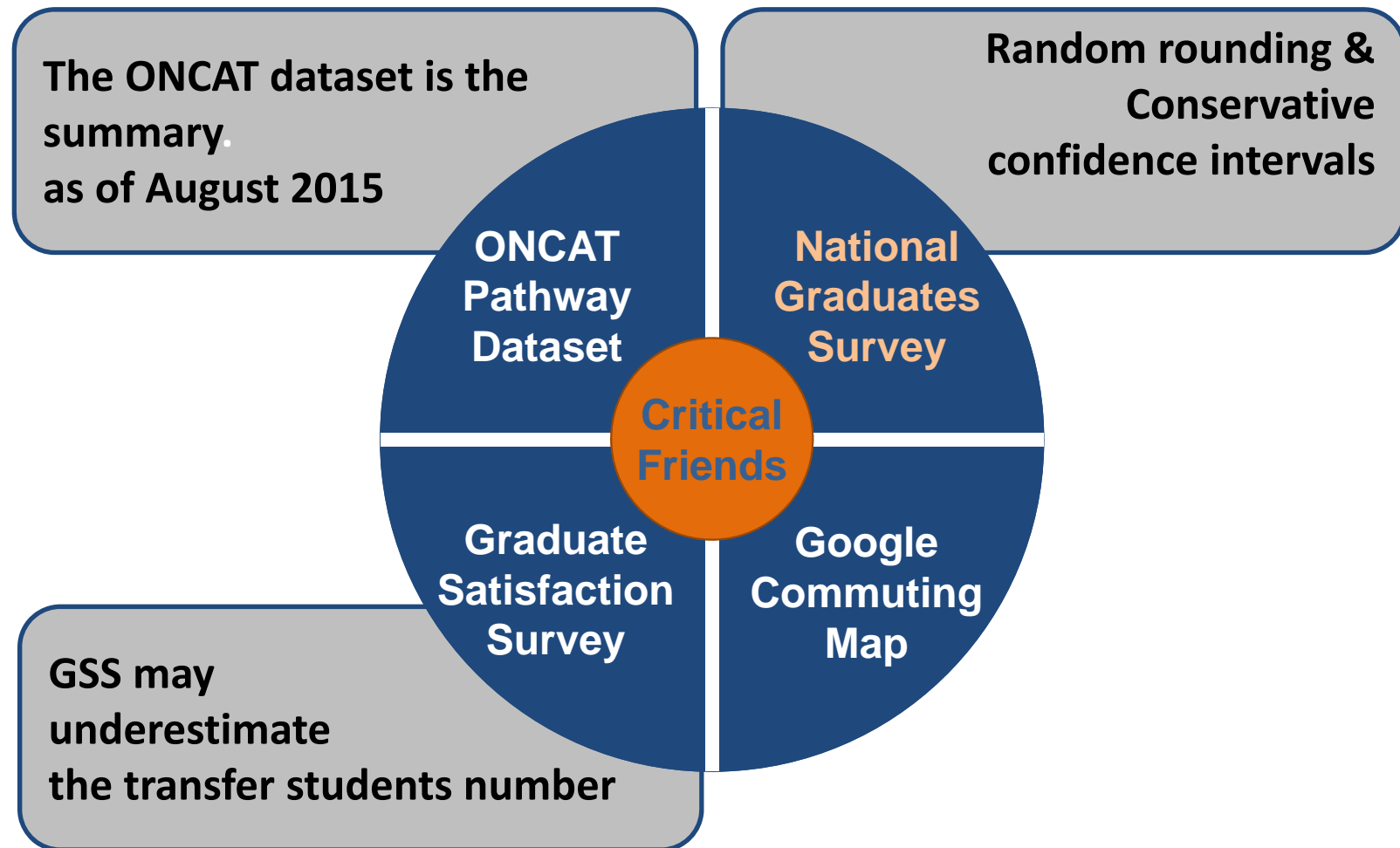
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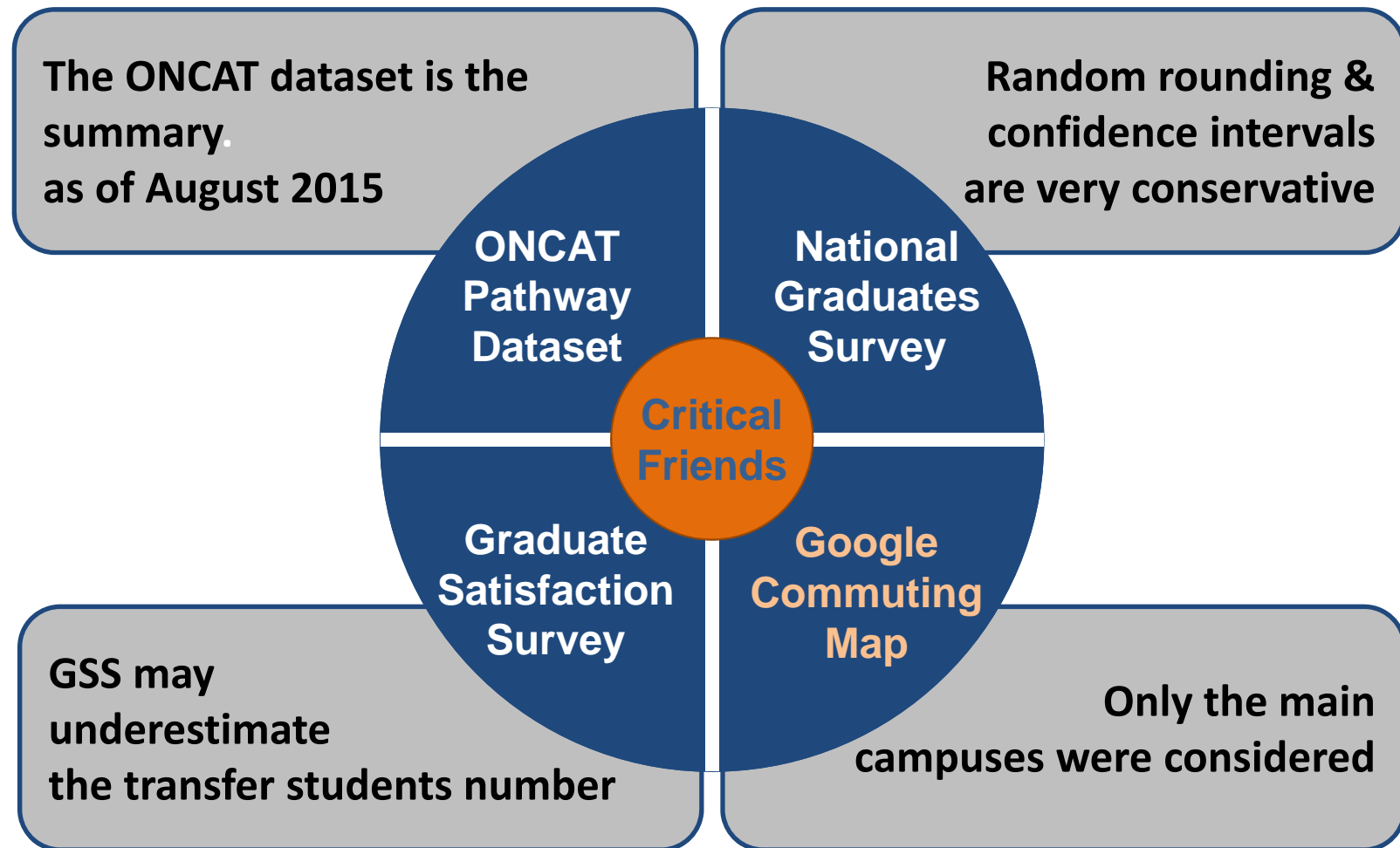


GSS may underestimate
the transfer students number

Limitations



Limitations



Two Perspectives of Articulation Transfer Pathways



Institutions

**Multilateral/
Systems
Pathway
Agreements**

**Bilateral/
Direct entry
Programme**

Two Perspectives of Articulation Transfer Pathways

Students

**Generic
Pathways**

**Specific
Pathways**

Institutions

**Multilateral/
Systems
Pathway
Agreements**

**Bilateral/
Direct entry
Programme**

Research Findings

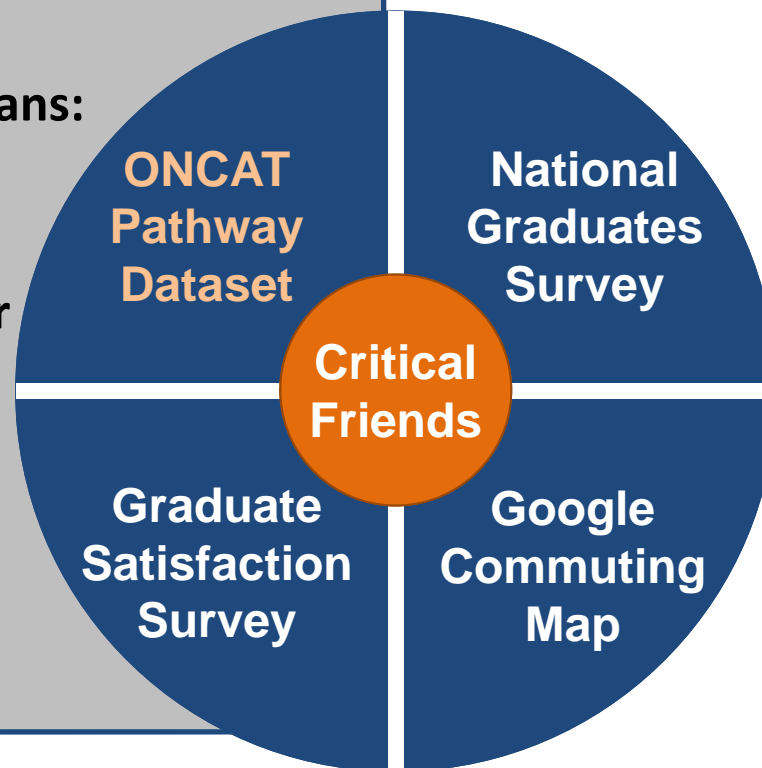
Unexpected trajectories

Pathways Developed

9,000 pathways link colleges to universities.

Universities' medians:
6 generic
and 134 specific.

Universities favour
one type:
generic (9),
specific (8),
both (2), or
neither (1).

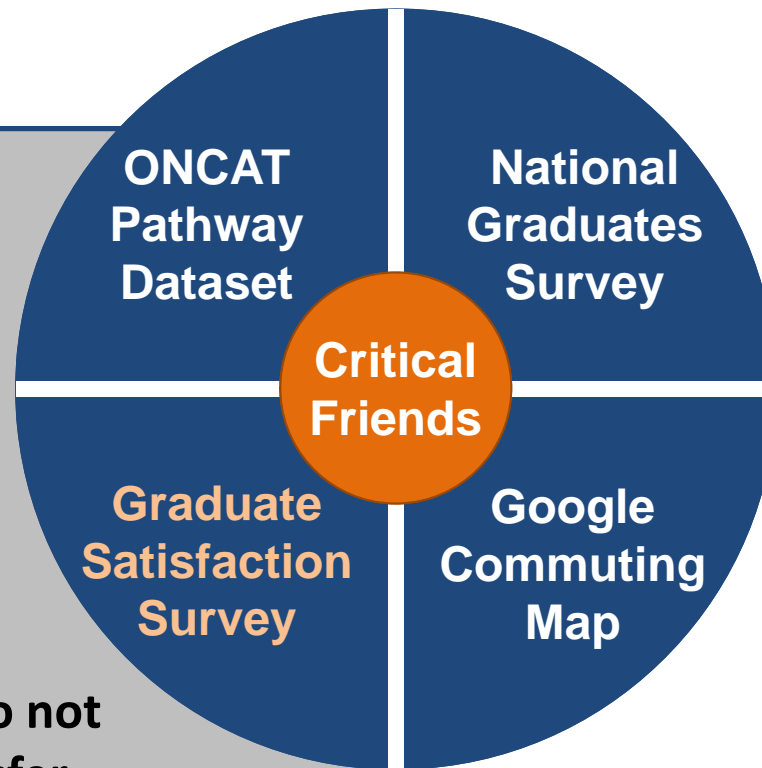


Pathways Used (GSS)

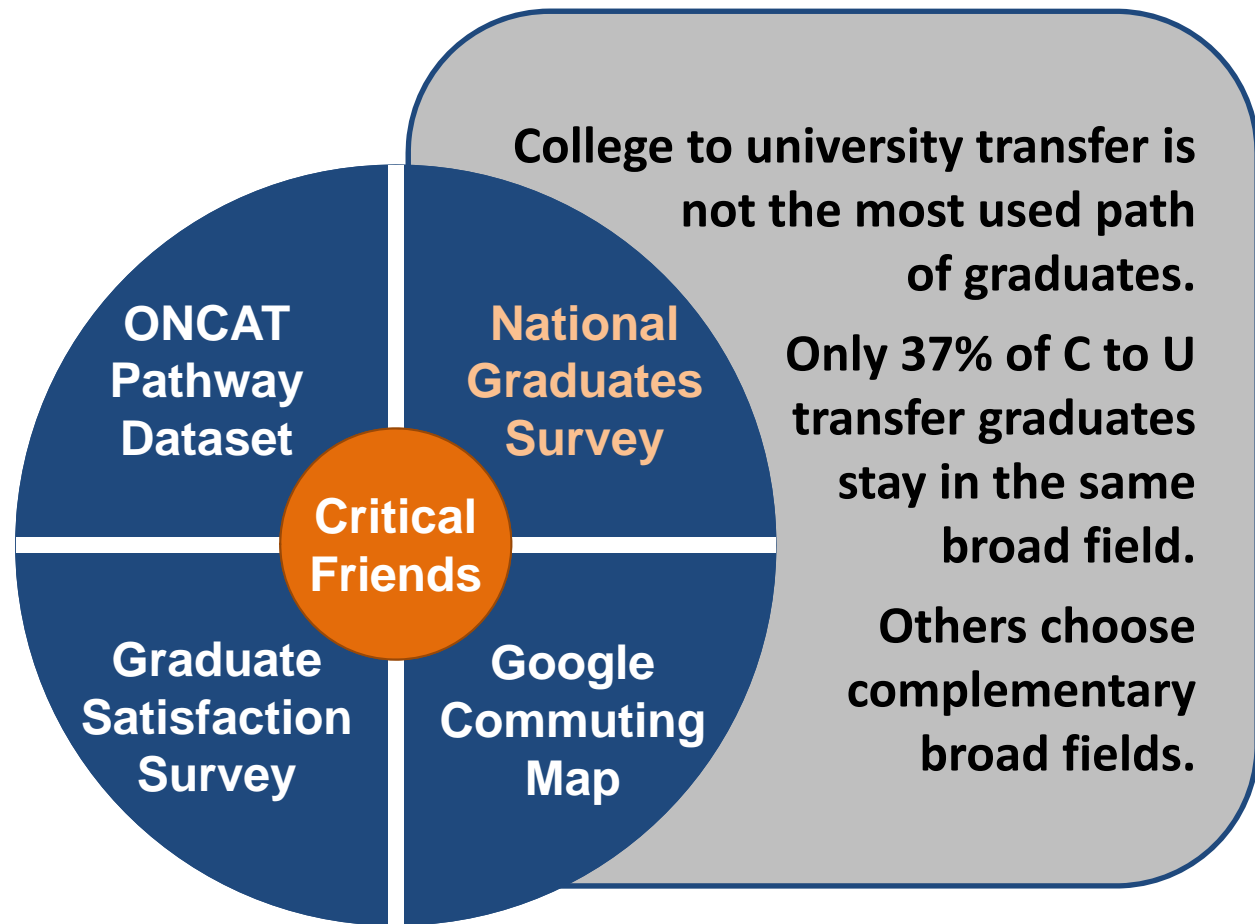
5,000 transfer students and 9,000 pathways.

The median ratio is 1.3 transfer students per pathway.

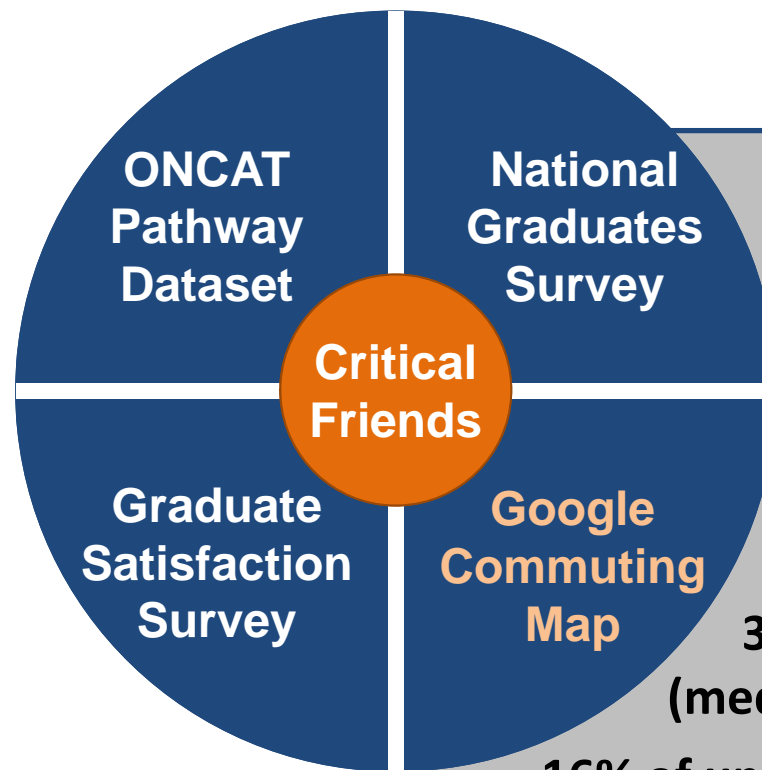
More pathways do not lead to more transfer students, except for blanket generic agreements.



Pathways Used (NGS)



Proximate Pathways

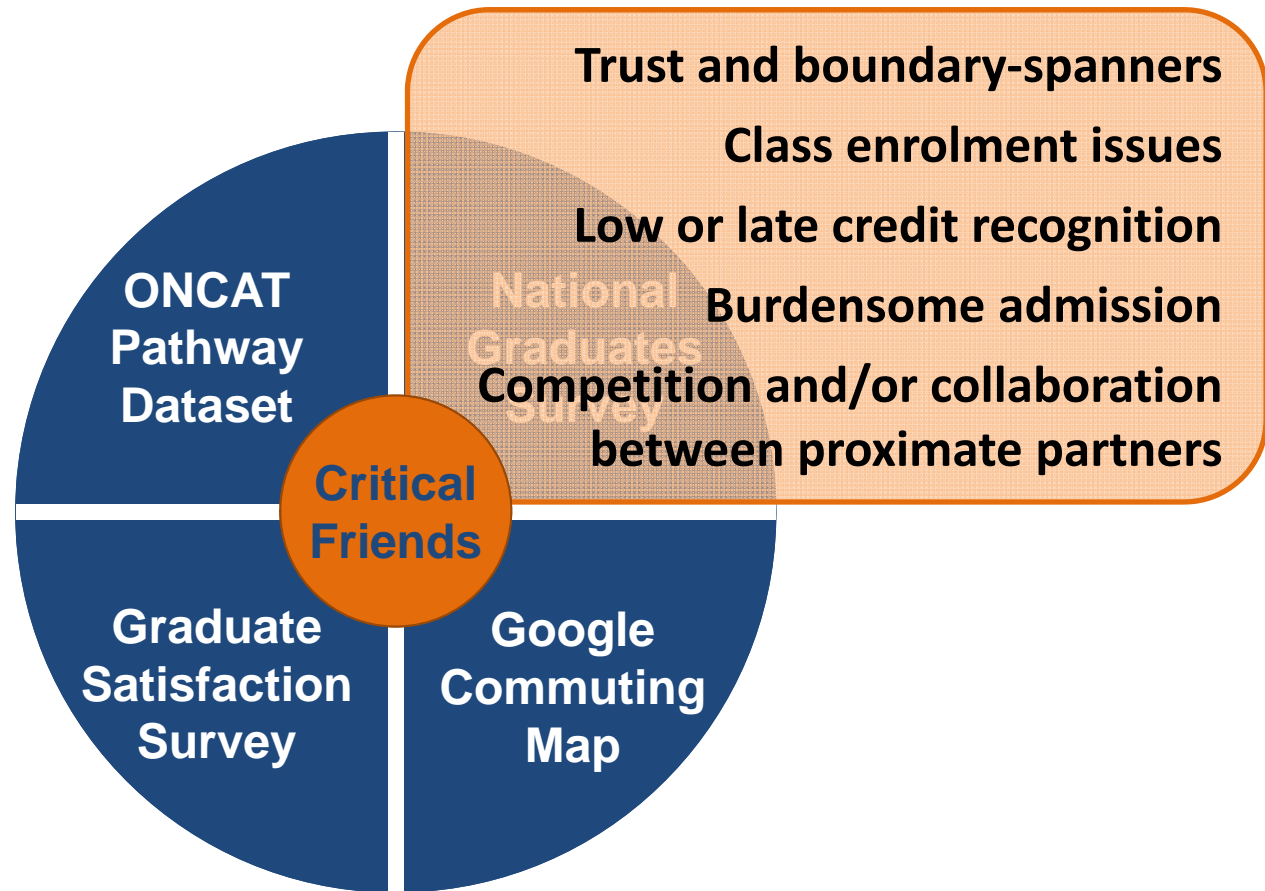


64% of students transfer to institutions within 80 km (median).

Universities typically have 3 proximate colleges (median, range 1 to 10).

16% of universities' pathways are with proximate colleges (median).

Critical Friends



Discussion and Implications

Towards a decision-making framework

Discussion and Implications

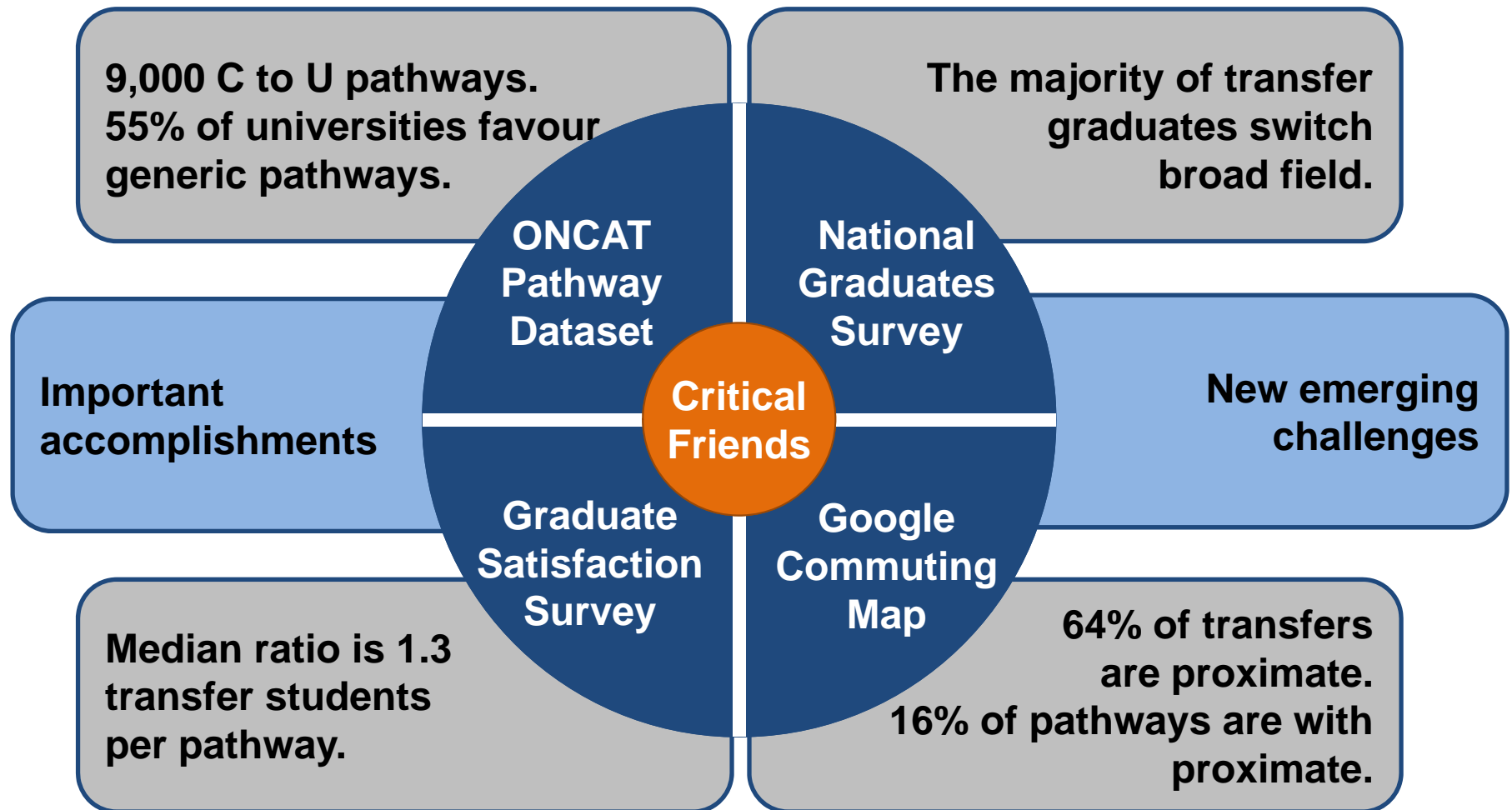
Why?

Why are pathway agreements developed?

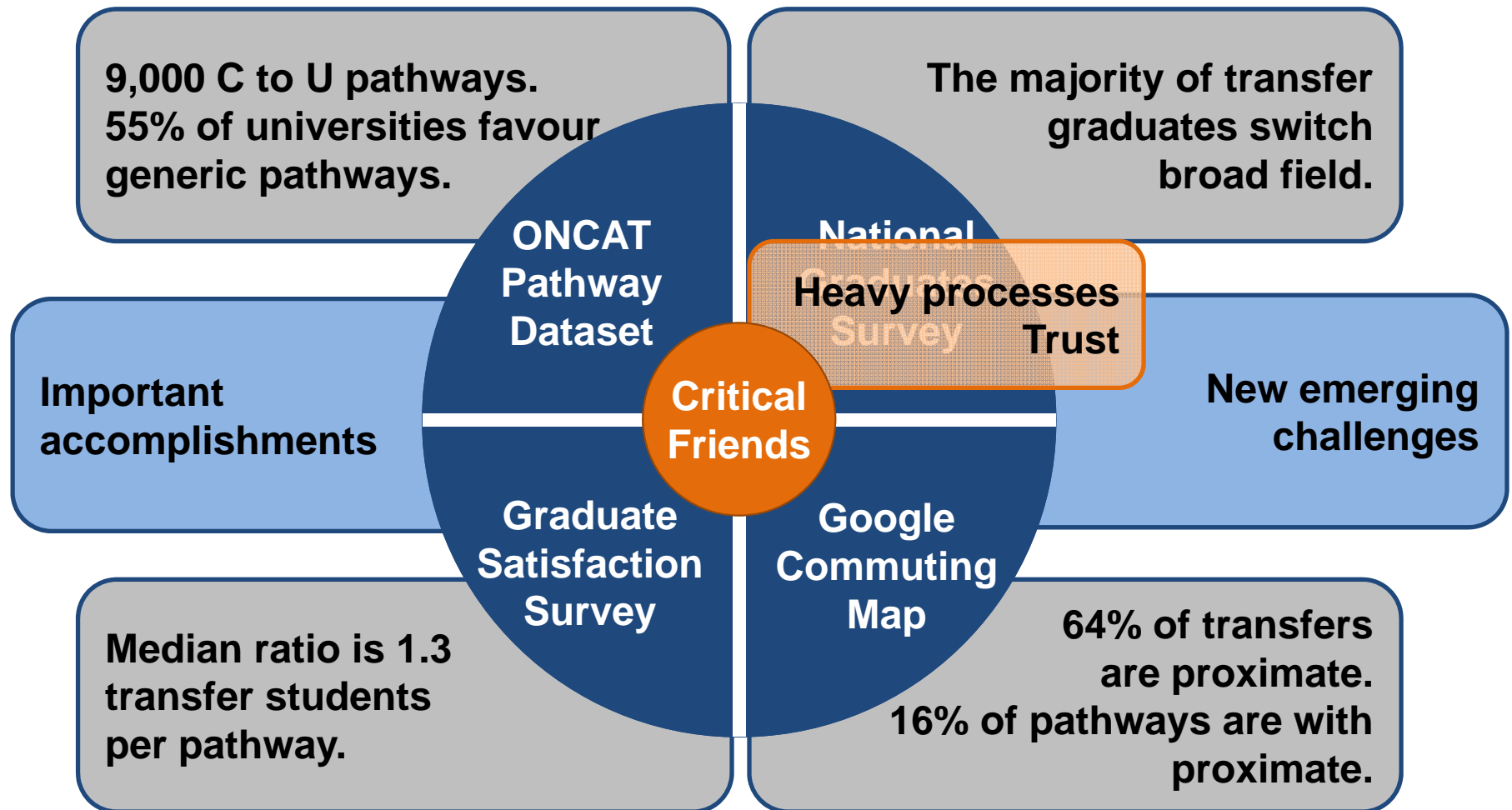
Access to subsequent qualifications

Social mobility

Findings Summary



Discussion



Discussion

Where should pathways be developed?

How should pathways be designed?

How should pathways be counted and evaluated?

Discussion

For whom should pathways be developed?

**For students
And institutions**

Implications

FOR STUDENTS

- Pathways between proximate institutions
- Pathways between broad fields
- Faster credit recognition
- Increased admission

USABILITY

FOR INSTITUTIONS

- Trust building (boundary spanners)
- Transfer admission systems similar to mainstream admission
- Incentives for collaboration between proximate institutions

MEASUREMENT AND EVALUATION

- Moving from counting pathways to counting usage
- Counting transfer credits sought and offered
- Reviewing system incentives to promote collaboration

Conclusion



Thank you!

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

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