# INSIGHTS FROM A RESEARCH AND PROJECT REVIEW

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# UOIT Research Project

- Multi-year (ONCAT funded) research project.

- Purpose: to examining the relationship between proactive credit transfer communication, applicant conversion and student persistence.

- Project spans three academic years:
  - 2015-16;
  - 2016-17; and
  - 2017-18 (in-progress)

- Transfer credit assessments evolved from a manual structure to a semi-automated structure.

# Process Transition

Old process:

Program assessed: Bachelor of Arts (Hons.) Comm and Digital Media Studies

| Institution Name | Subject | Course Number | Course Title | UOIT Equivalent |
|---|---|---|---|---|
| Wilfred Laurier University | CS | 100 | Introduction to Media History | COMM 1100U Pending Final Transcript |
| Wilfred Laurier University | CS | 101 | Canadian Communication in Context | Pending Syllabus and Final Transcript |
| Wilfred Laurier University | ES | 101 | Introduction to Environmental Studies | ENVS 1000U Pending Final Transcript |
| Wilfred Laurier University | HI | 121 | Ancient History in Global Context | UNSP 1XXX Pending Final Transcript |
| Wilfred Laurier University | PO | 101 | Politics Within Borders | Pending Syllabus and Final Transcript |

# Process Transition

## New process:

**Transferred Courses from MCMASTER UNIVERSITY**

| Sending course code / credential | Sending course title | Grade earned | UOIT course code | UOIT course title | Attributes | Credit Hours | Status |
|---|---|---|---|---|---|---|---|
| BIOLOGY 1A03 | Cellular & Molecular Biology | T | BIOL 1841U | Essentials of Biology | | 3.0 | Approved |
| ECON 1BB3 | Intro. to Macroeconomics | T | UNSP 1XXX | Unspecified credit | | 3.0 | Approved |
| HISTORY 3S03 | History Of Sportsmedicne | T | UNSP 1XXX | Unspecified credit | | 3.0 | Approved |
| HTHSCI 1DT3 | Discover Immunology Today | T | UNSP 1XXX | Unspecified credit | | 3.0 | Approved |
| HTHSCI 2G03 | Epidemiology | T | UNSP 1XXX | Unspecified credit | | 3.0 | Approved |
| LIFESCI 2A03 | Research Methodologies | T | UNSP 1XXX | Unspecified credit | | 3.0 | Approved |
| LIFESCI 2D03 | Behavioural Processes | T | UNSP 1XXX | Unspecified credit | | 3.0 | Approved |
| LIFESCI 2G03 | Genes, Genomes And Society | T | UNSP 1XXX | Unspecified credit | | 3.0 | Approved |
| LIFESCI 2N03 | Human Nutrition For Life Sci | T | UNSP 1XXX | Unspecified credit | | 3.0 | Approved |
| LIFESCI 3M03 | Cellular Dynamics | T | UNSP 1XXX | Unspecified credit | | 3.0 | Approved |
| MEDPHYS 1E03 | Physics In Medicine&Biol I | T | UNSP 1XXX | Unspecified credit | | 3.0 | Approved |
| PHILOS 2D03 | Moral Issues | T | UNSP 1XXX | Unspecified credit | | 3.0 | Approved |
| PSYCH 1X03 | Intro:Psych, Neuro & Behaviour | T | PSYC 1000U | Introductory Psychology | • Liberal Studies - Fac of Eng<br>• Liberal Stds - Energy /Nuclear<br>• Liberal Stds/Non Science Elect | 3.0 | Approved |
| PSYCH 1X03 | Intro:Psych, Neuro & Behaviour | T | | | | | |
| PSYCH 1XX3 | Found:Psych, Neuro & Behaviour | T | | | | | Approved |
| PSYCH 2AP3 | Abnormal:Fund & Maj Disord | T | PSYC 2030U | Abnormal Psychology | | 3.0 | Approved |
| PSYCH 2B03 | Personality | T | PSYC 3060U | Personality Psychology | | 3.0 | Approved |
| PSYCH 2NF3 | Basic & Clinical Neuroscience | T | PSYC 2050U | Brain and Behaviour | | 3.0 | Approved |
| PSYCH 3CC3 | Forensic Psychology | T | PSYC 3210U | Forensic Psychology | | 3.0 | Approved |

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# Project Methodology

- Social Research Centre contracted for 3 rounds of questionnaires spanning 3 academic years

- Baseline: standard credit evaluation done manually after accepting offer

- Second: based on Phase I launch

- Third: based on improvements to the system

- Questionnaire outline

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# Successes to date

- Relationship between proactive credit transfer communication and application conversion:
  - Multi-year enrolment data looks promising;
  - Results are directional in nature.

- Benefits for applicants & students:
  - Applicants are able to make more confident decisions and better plan their path at UOIT.

- Benefit for UOIT staff:
  - Semi-automation of process saved many hours of manual work.

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# Challenges: Internally Driven Constraints

- Restrictions on the availability of IT resources:
  - Project was moved to a phased approach.
  - 300+ hours of pure IT work to launch Phase I.

- Time restrictions:
  - Selective as to the inclusion of Phase I requirements.
  - As the system improved, subsequent transfer credit assessments became more accurate.
  - Permits more accurate results during successive rounds of research.

# Challenges: Out of Scope

- Not all Faculties can take advantage of this system

- Research Ethics Board approval

- Authority of Registrar's Office to release email addresses to researchers

- Survey Design/Access to Data/Participant Privacy

# Lessons Learned

- Projects such as these have a high potential for success.

- Project managers must be cognizant of the following:
  - Internally driven constraints:
    - Availability of both human and IT resources;
  - Externally driven constraints:
    - Academic and faculty-specific policies; and
    - Research Ethics Board (REB) approvals;

- Important to have institutional buy-in at all levels.

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# Next Steps

- Faculty Credit Evaluation Portal

- Another round of students

- Comparison of 2 years' worth of Data

- Findings and full results of all 3 rounds of research

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# Thank You!

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# Continuing Education Credential Completion Strategy

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mohawk

FANSHAWE

# Agenda

- Project Purpose

- General Arts & Science: An Overview

- Project Goals

- Pathway Development

- Promising Practices and Lessons Learned

# Project Purpose

What's the average graduation rate from the program(s) with which you work? Best estimations accepted.

How many students do you think disappear from post-secondary without completing a credential?

If you work at the College, where do you think students end up when they have unsuccessfully progressed?

The General Arts and Science Credential Completion project between Mohawk and Fanshawe was facilitated with the purpose of streamlining pathways into the General Arts and Science program with a particular focus on furthering opportunities for early leavers.

# General Arts and Science: An Overview

## Mohawk College

- Full-time and Continuing Education Delivery
- 1 year certificate and 2 year diploma programs available

## Fanshawe College

- Full-time and part-time delivery
- 1-Year certificate and 2-year diploma programs available

# Program Learning Outcomes

**General Arts and Science Program Learning Outcomes Vocational Standards**
The graduate has reliably demonstrated the ability to:

1. Analyze the influence of social and natural forces on historical and contemporary issues and events at a level required by colleges, universities and the workplace.

2. Demonstrate the ability to communicate effectively at a level required by colleges, universities and the workplace.

3. Demonstrate clarity and flexibility of thought by utilizing critical thinking processes and problem solving techniques at a level required by colleges, universities and the workplace.

4. Demonstrate research and essay writing skills according to academic conventions at a level required by colleges, universities and the workplace.

5. Demonstrate collaborative and personal skills at a level required by colleges, universities and the workplace.

# Project Goals

Taking all of the above into consideration, the goals of the project were the following:

● To map transfer credit pathways between Mohawk and Fanshawe's General Arts and Science programs;

● To map post-secondary credits from colleges and universities within Mohawk's catchment area on a course-to-course and course-to-program basis to the General Arts and Science certificate and diploma programs;

● To expand the General Arts and Science programs to be available through online delivery; and

● To automate the transfer process by establishing a database and expanding the exemption repository at each institution, accompanied by uploading transfer decisions to the ONCAT credit transfer database.

# Pathway Development: Methodology

Due to each institutions' unique approaches with respect to credit transfer, program delivery, and academic policies, the project methodologies applied by Fanshawe and Mohawk differed.

Due to the nature of the General Arts and Science program, there were two distinct modes of transfer: course-to-course equivalencies or course-to-program outcomes. The flexibility in program options, therefore, provided additional opportunity for credit recognition.

# Pathway Development: Program Comparison and Analysis

**Mohawk College**

At Mohawk College course outlines were assessed on an individual basis. Unless rendered ineligible as per the Policies on Credit Transfer, courses were approved as options-based, contributing to the higher-level program learning outcomes.

In comparison to the General Arts and Science program of studies, courses with course-to-course potential were then flagged for further assessment by the subject matter expert. All courses were analyzed with the specific course outline available, and the gaps identified were therefore strictly on the basis of not meeting policy.

# Pathway Development: Program Comparison and Analysis

**Fanshawe College**

Fanshawe College agreed to allow 9.0 from any program to transfer into the General Arts and Science program, thus raising the likelihood that a student would only need one additional semester of study to complete a one-year certificate.

The process was formalized and their degree audits were updated so that the 9.0 (non-elective/standard) credits would automatically populate the student evaluation record. Students could immediately see what credits they had already completed toward a one-year General Arts and Science certificate.

Currently, this an internal-only pathway, but the College will move this to an external model for 17/18.

# Summary of Pathways Created

Mohawk approved 3,435 of courses for credit transfer.

- 173 were approved for course to course equivalencies
- 3,263 were approved for options-based course equivalencies

| Institution | Number of Courses Approved |
|---|---|
| McMaster University | 567 |
| Niagara College | 478 |
| Seneca College | 859 |
| Sheridan College | 697 |
| University of Guelph | 646 |
| Other | 188 |
| TOTAL | 3,435 |

Future transfer credits will be assessed on an individual basis and decisions will be documented in the database for future reference in addition to being uploaded to ONCAT.

# Promising Practices and Lessons Learned

1.  That credit transfer processes, policies, and approaches can differ across institutions. Together, the institutions worked toward the common project goal while tailoring processes to individual institutional policies.

2.  Mohawk quickly realized that only those institutions with course outlines readily accessible online could be included in the assessment.

3.  At Fanshawe, the key to the project's success was internal promotion. It has taken approximately two full years of discussion with the Registrar's Office, Advising Centre, Student Success Advisors, and Coordinators to encourage them to identify and re-recruit their early leavers to come to General Arts and thus keep a student at Fanshawe College.

# Contact Information

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