

The background features a repeating pattern of the Wilfrid Laurier University logo, which includes the word "LAURIER" in a large, bold, sans-serif font, a stylized maple leaf to its right, and the tagline "Inspiring Lives!" in a smaller, italicized font below it. The text "WILFRID LAURIER UNIVERSITY" is also repeated in a smaller font. The central text is overlaid on this pattern.

# From College to University: Environment and Policy

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# Outline

- Introduction
- Environmental Scan – a brief overview
- Transfer credits
- Focus Groups and Interviews – brief findings
- Conclusions/Recommendations
- Acknowledgments
- Questions

# Environmental Scan

- Significant variability in the accessibility of information
- Considerable variability in how transfer credits are assigned across universities/colleges
- Constant change
  - LB policy outdated?
- Environmental Scan from Nov. 2011-Feb. 2012 is outdated
  - Sample of 5 universities...4 showed differences

# Transfer Credits - Methodology

- De-identified student data obtained from Office of the Registrar at WLU
  - Transfer and non-transfer cohorts from 2008-2011
  - From Brantford Campus and the Faculty of Arts at the Waterloo campus
  - Term by term GPA scores
  - Originating college
- College Transfer Students (CTS)
- High transfer credit vs. Low transfer credit

# Transfer Credits - Results

- Significant difference across campuses
  - Laurier Brantford = 4.58 credits
  - Laurier Waterloo (F of Arts) = 2.32 credits
  - Block credit policy at LB (2009)
- College transfer students (both FT & PT) maintained a higher GPA than non-CTS
- A 14% difference in GPA was observed between those who received transfer credits and those who did not.
- High credit students maintained 11% higher GPA & Low credit maintained 6% higher GPA than non-CTS

# Transfer Credits

- Cumulative mean comparison of FT/PT Transfer students and Non-Transfer Students

	Full Time Students	Part Time Students	Non-Transfer Students
Cumulative Mean GPA	7.47	7.30	6.85

- Cumulative mean GPA comparison of LB vs. LW (F of A)

	Brantford Campus	Waterloo Campus
Transfer Credit Students' Cumulative Mean GPA	7.51	7.25
Non-Transfer Credit Students' Cumulative Mean GPA	6.46	6.38

- High/Low credit and Non-transfer

	High Transfer Credit Students	Low Transfer Credit Students	Non-Transfer Credit Students
Cumulative Mean GPA	7.62	7.28	6.85

- First term mean GPA by cohort

	Transfer Credit Student	Non-Transfer Credit Student
2008 Cohort	7.07	7.17
2009 Cohort	7.07	6.82
2010 Cohort	7.24	6.47
2011 Cohort	7.44	6.10

# Results

- **Dependent variable**
- Cumulative GAP
- **Control variables**
- Total Transfer Credits
- Part time/Full-time



# Pooled OLS by Cohort

	2008	2009	2010	2011	All
Total credits	0.046 (0.72)	0.099 (1.95)	0.140 (2.30)	0.231 (3.31)	0.10 (3.01)
FT	0.083 (0.25)	0.258 (0.80)	0.281 (0.79)	-0.270 (-0.40)	1.97 (1.07)
Constant	6.684 (17.32)	6.492 (17.33)	5.944 (15.17)	6.530 (9.67)	6.405 (30.38)
N	1273	1098	659	243	3273
Sample non-Transfers	100%	100%	100%	100%	100%
Sample transfers	80%	80%	80%	80%	80%

T-stats in parentheses; OLS standard errors corrected for clustering on the individual

# Focus Groups and Interviews

- ‘More’ transfer credits aren’t necessarily the answer
  - In some cases, students can’t apply/use all credits
  - Electives vs. chosen program
- Transparency in transfer credit decisions is needed
- Questions of course equivalencies
- Staff advisors vs. faculty advisors
  - Current knowledge of policies

# Conclusions

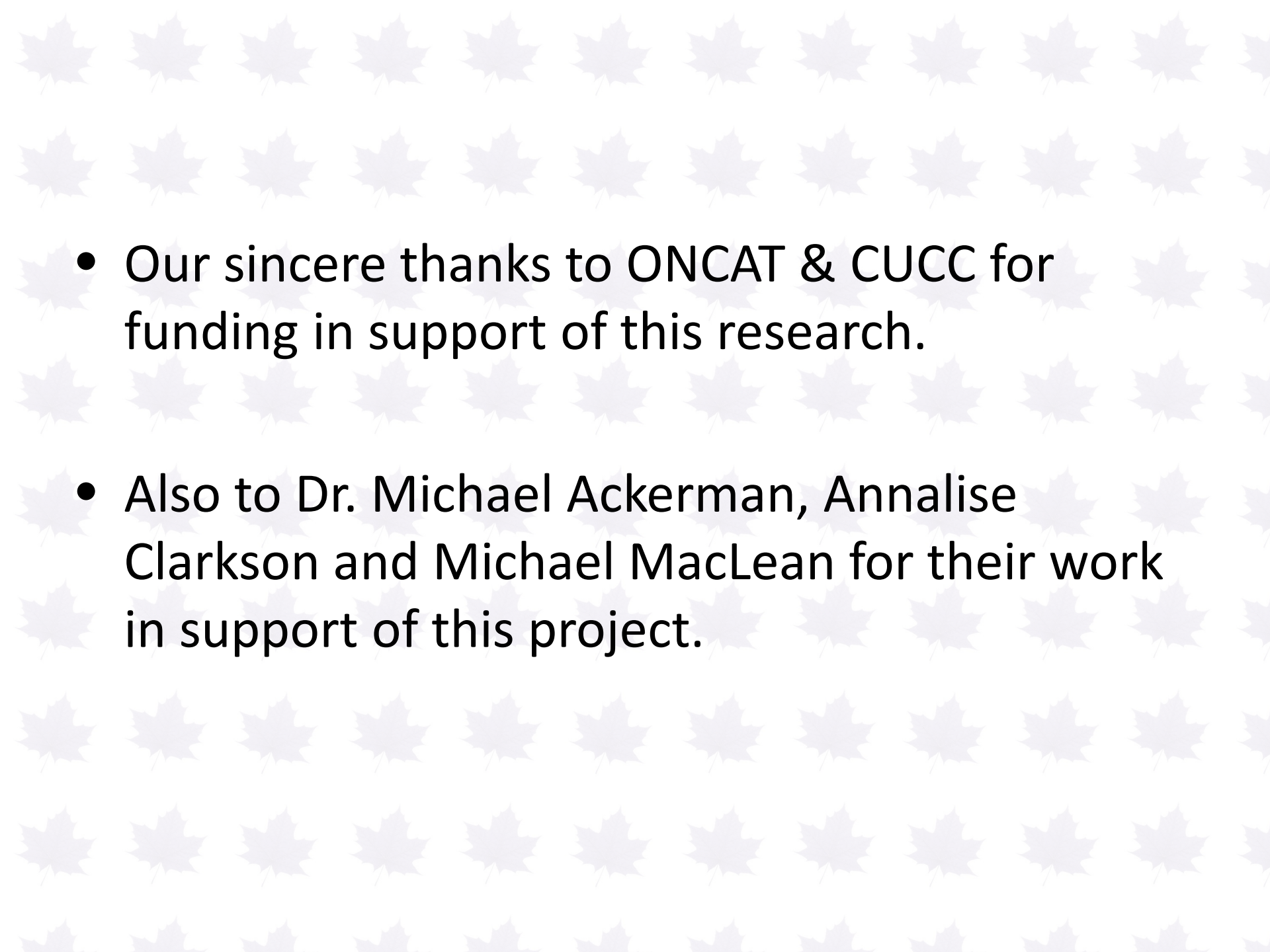
- Comprehensive block transfer credit policies result in a high number of transfer credits being awarded
  - Issues with individual students remain
- College transfer students maintain a higher overall GPA than non-transfer students
  - The GPA for ‘high’ credit transfers is 5% higher than for ‘low’ credit transfers
- Double edged ‘sword’ in some cases

# Conclusions con't

- Knowledge about the transfer process and credits is not being appropriately communicated
  - At either College or University
- Although policies are in place, decisions are still made on an individual basis with little or no rationale provided in some cases
- Credits are still a fluid, confusing and frustrating aspect of the transfer process

# Recommendations

- A warning.....
- Online location interface
  - All formal articulation agreements/TC policies
  - Information source vs. credit granting
  - Just one more step in procedure with virtually no extra cost
- Further investigation of comprehensive block credit policies
- More fully developed rationale for how/why credits are granted
- Transfer streams
- University adviser in colleges

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# Questions?

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