

Appendix A

Annotated Bibliography of College to University Transition Literature

Alpern, B. E. (2000). Factors that influence community college transfer students' satisfaction with their baccalaureate institutions. [Report No. ED 449854] US Department of Education.

Alpern conducted a qualitative study using mail out surveys to identify the factors that influence a student's transition from college to university as well as that influences their choice of school. The sample of students was selected from three institutions that would provide a convenience sample well also giving the researcher a wide selection of degree choices, socio-economic status, and such. The students had to have transferred a minimum of 30 credit hours and completed a total of 100 credit hours between their two institutions. The survey showed the researcher that they were committed to the transfer and could report on experiences from both schools. The survey consisted of 102 questions relating to the experiences the students may have had and the factors that influenced their decision of school. 1,881 surveys were distributed and a total of 541 were returned. The data was analyzed as a whole for general results and separately to provide the individual institutions with results specific to their students. The results showed that the students want information that is precise and applicable to their institution. More students are choosing to attend college prior to university to complete their degree so schools need to provide information that will allow the student to make a plan from the beginning of their college career. The students in this study had selected their program of choice when enrolling at the college and did not change their end goal. The more information an individual has access to and the smoother the transition went the more satisfied they were with the school. The students that received little information and found they had to complete extra courses at the university were unsatisfied with their institutions supports. This specific study found that the students did not experience transfer shock. They were aware of the difference in work and found their GPA changed very little when entering university.

Arnold, C. H. (2011). Following the Ontario transfer student: From college to university inception. Professional File. Number 31. *Canadian Society for the Study of Higher Education*.

This paper explores the transfer process perspectives of students considering transfer within Ontario. Through a qualitative analysis the researcher interviewed 50 students from the Colleges of Applied Arts and Technology (CAATS), and Institute of Technology and Advanced Learning (ITAL). Half of the sample were selected from each school to ensure there were students from each institution. The remaining half was selected randomly based on their student numbers. The researcher spilt the results of the study into three categories; sources and resources for transfer, factors influencing students' transfer decisions, and quality of the transfer information received. At the completion of the study it was seen that students must be able to access enough effective resources to allow them to make decisions on the transfer process for themselves. The information must be accessible and easy to understand. The resources available then influence how the students see the transfer process and prepare themselves for the transition.

Berger, J. B., & Malaney, G. D. (2003). Assessing the transition of transfer students from community colleges to a university. *Journal of Student Affairs Research and Practice*, 40(4), 533-555.

A qualitative examination of student transferring to a four year program at the University of Massachusetts found that several factors influence student satisfaction and success. While this study reports on several variables that account for some variance in academic satisfaction (ie. knowing graduation requirements prior to transferring, seeking faculty advice about transferring, and higher levels of social engagement with university peers) the biggest predictor of student transfer satisfaction and academic success was how well transfer students prepared for the transfer.

This study also reported that overall, academic support had the lowest satisfaction amongst transfer students; suggesting that transfer students may find it more difficult to obtain academic advising and faculty support. These findings suggest implementing resources that assist in increasing transfer students academic preparedness.

Briggs, A., Clark, J., & Hall, I. (2012). Building bridges: understanding student transition to university. *Quality in Higher Education*, 18(1), 3-21.

In their comprehensive qualitative study the authors summarize the results of two research projects studying the process of transitioning from grade school into higher education settings from both a pre and post enrollment perspective. The authors track and develop a model of Learner Identity Formation that explains this process.

Findings suggest that Learner Identity formation begins before enrolling in university and that pre-university students should be actively encouraged to learn about university, visit the campus and have access to knowledgeable supports that can coach them on degree paths and push students to attend university introduction activities. Due to the exploratory nature of the study the authors do not include statistical information on student success and retention as a result of higher education practices that support Learner Identity Formation. The research suggests that assisting in creating a social and academic identity associated with a university increases the likelihood that students will negotiate the challenges involved in transitioning to university and integrate with the university environment.

Cabrera, N., Miner, D., & Milem, J. (2013). Can a summer bridge program impact first-year persistence and performance?: A case study of the new start summer program. *Research in Higher Education, 54*, 481-498.

An examination of a long-standing summer transition program for minority students entering into a 4 year university context identifies several factors that may contribute to student success and retention. A significant portion of the study examines how to effectively review summer transition programming and provides statistical advice on future studies while discussing limiting factors in past and present research.

The authors, with many cautions, suggest that summer transition programming is most likely to have an indirect effect on student self-concept and self efficacy by experientially connecting them with academic and social support services. Academic resiliency as the theoretical basis of the study is worthy of consideration in developing summer transition programming that addresses the complexity of identifying factors that influence transfer student success.

Carter, I., Coyle, J. & Leslie, D. (2011). Easing the transfer of students from college to university programs: How can learning outcomes help? *Canadian Journal of Higher Education, 41*(2), 10-27.

A review of the barriers to college to university transfer in the Canadian, American and European post-secondary education systems with recommendations to implement learning outcomes for all post-secondary programs to facilitate negotiation of transfer credits. The authors discuss a range of systems that vary from mandatory government regulated transfer credit amounts for any diploma to

degree program (Missouri) to systems that simply assess each student as they apply in the absence of a formal articulation agreement (Ontario). In loosely regulated systems some research reviewed by the authors has found that bias towards certain college programs and even the college system in general can unjustly penalize college to university transfer students by not recognizing or fairly considering their prior learning.

The authors recommend that different styles of university programs in different geographical and social contexts can balance the uniqueness of programs with government mandated “transfer efficiency” by documenting clear learning outcomes for programs and courses guided by an instrument like Bloom’s Taxonomy. This allows those responsible for assessing potential transfer credits to compare learning outcomes and ensure that overlaps in course content are recognized.

Chrystal, L., Gansemer-Topf, A., & Laanan, F. (2013). Assessing students’ transition from community college to a four-year institution. *Journal of Assessment and Institutional Effectiveness*, 3(1), 1-18.

Using a phenomenological approach to studying the lived experience of transfer, the authors interviewed 29 college transfer students in their first semester to elicit data on their transition process. Three categories emerged: Transfer mechanics, academic and social adjustment.

The students interviewed primarily searched for enrollment information later than direct entry students and used primarily online resources to navigate their enrollment process preferring to rely on friends and family members familiar with the university for advice as opposed to using formal in-person resources. Having clear online instructions and checklists for transfer students with easy to access, knowledgeable academic advisors was recommended.

Students found that while the academic challenge of university as compared to college was difficult, many felt it was manageable with behavioural modifications (studying more than college, sleeping regularly).

Students who lived off campus struggled with social isolation and the authors found that a key component of assisting students in making both the cognitive and lifestyle transition to college is greatly assisted by social supports (clubs, peers, fraternities) that help them integrate into university culture.

Douglas, D., & Attewell, P. (2014). The bridge and the troll underneath: Summer bridge programs and degree completion. *American Journal of Education*, 121(1), 67-109.

Using longitudinal transcript data that tracked 10,000 American college students over six years of study, the authors examined how the presence of a summer bridge program influences retention rates and academic momentum in post secondary. Their propensity scoring model of analysis indicates that enrollment in a summer bridge program increases the rate of degree completion by ten percent when factors (demographics, pre-enrollment averages, pre-college coursework) that may influence selection bias are accounted for and “normalized”. The effects of enrolling in a bridge course were most influential to the increased graduation rates of students with low high school grade averages as well as women, black and Hispanic students.

The authors suggest that avoiding remedial coursework is a key issue in maintaining academic momentum, and that having to redo courses or lose academic momentum increases the potential of college dropout.

Flaga, C. (2006). The process of transition for community college transfer students. *Community College Journal of Research and Practice*, 30, 3-19.

In her phenomenological study on the college to university transition Flaga identifies five sequential phases of the transfer experience (Learning Resources, Connecting, Familiarity, Negotiation, Integration) that occur across the academic, social and physical environments of a post secondary institution. Initially students used formal and informal learning resources and personal initiative to gain information about the campus, their studies and social opportunities. After accessing these resources students began connecting to and gaining familiarity with components within the three environments. Once familiar students were able to begin implementing strategies to negotiate success in the post secondary system. At some point several students underwent a developmental shift characterized as “integration” in which they felt as though they were a part of their post secondary structure.

Flaga suggests that academic advisors should begin the transfer experience process by visiting colleges and implementing campus tours, developing bridge programming that fast tracks access to formal and informal learning resources and recognizes/utilizes the knowledge that informal learning resources (friends, family, peers) are the most utilized by students across multiple studies including her research.

Garcia, L., & Paz, C. (2009). Evaluation of summer bridge programs. *About Campus*, 30-31.

Two graduate students that previously attended summer transition programming for college to university transfer students assessed four American college to university summer transition programs for performance evaluation practices.

Of the institutions included, the authors found that only one institution evaluated its summer transitional program based on specific performance indicators founded on program objectives. They recommend that the benefits of the social connections and academic foundations built during their summer transition experiences are grounds for implementing solid evaluation practices that justify summer transition programs to ensure they continue to receive funding in future years.

Gard, D. R., Paton, V., & Gosselin, K. (2012). Student perceptions of factors contributing to community-college-to-university transfer success. *Community College Journal of Research and Practice*, 36(11), 833-848.

This study examined college to university transfer success using a descriptive, exploratory method by employing semi structured focus groups and subsequent follow up questionnaires. The findings suggest three main areas that influence transfer success: academic advising, financial aid, and social and cultural factors.

Academic advising was a one area of interest as many students expressed their dissatisfaction with the assistance received. Many individuals reported frustration with regards to not receiving transfer credits, as well as many student reported unanticipated additional time required to complete their program. Although financial issues are not exclusive to transfer students, college transfer students often experience a “sticker shock” in regards to the difference in costs between college and university. The finding from this study suggest early communication regarding financial assistance and resources to help offset the higher cost. Transfer students also commented on the social pressures they experienced and a lack of social support which affected their transfer experience success.

Limitations to this study include limited context and a homogeneous sample population. Further research should consider more heterogeneous populations in order to increase the generalizability of findings.

Gawley, T. & McGowan, R. (2006). Learning the Ropes: A Case Study of the Academic and Social Experiences of College Transfer Students within a Developing University-College Articulation Framework. *College Quarterly*, 9(3)

A case study analysis of a medium university campus in Southern Ontario where college transfer articulation agreements are fairly new to the campus. The researchers wanted to look at the academic adjustment of the students and the social activities they participated in. Within these areas they were also looking to establish if transfer shock was evident and how the experiences of the students differed between college and university. The information needed was gathered through self-administered questionnaires, focus groups, and semi-structured interviews. The responses were useful and helped guided the researchers to making strong suggestions for other schools to take into account when analyzing their own articulation agreements and transfer processes. It was found that transfer shock does exist at this school and affects the majority of the students. After the two years

at the school their marks had still not come to their college GPA. For experiences between the two institutions the students had very different experiences between the two. They felt they were starting over at the university, both socially and academically. Everything is new to them and they needed better social resources built for them. They are older, at a different maturity level, and have had different life experiences to the high school students. The students recommended for future students to take it upon themselves to find the resources available and speak with their professors to ease the transition.

As students' transferring between institutions becomes more popular it is essential for schools to develop articulation agreements and keep them up to date. The students within this case study experienced confusion when trying to see what credits they would receive and what was expected of them in the transfer process. The information needs to be accessible and easy for all parties to comprehend. To ensure this the researchers recommended that adequate administration personal be available to keep the agreements current and to assist incoming students with any questions that arise during the process.

Gerhardt, K., & Ackerman, M. (2014). Postsecondary student mobility from college to university: Student expectations and experience. *College Quarterly, 17*(1), 7-39.

Within the context of the Ontario college and university system, the authors use a qualitative focus groups to elicit college transfer students expectations regarding university and contrast expectations with actual experiences. Students in the focus groups primarily formed expectations regarding the experience of university from their high school guidance counsellors and college instructors. Many students were determined to seek out a serious academic environment where they could challenge themselves and surround themselves with peers who were serious about their education

The biggest shock for transfer students was the change in pedagogy and assessment style that comes with larger class sizes. Students indicated that they had to take more personal responsibility to get to know their instructors and adapt to the types of assessment used to mitigate marking large amounts of work (Eg. Scantron forms, multiple choice tests). The authors recommend ensuring that there is a 'one-stop' online resource for students regarding transfer/articulation agreements and that this page include information on pedagogical/assessment model differences between the college and university systems in Ontario.

Of note, the literature review highlights significant differences between college/university systems in both the United States and across provinces in Canada. Ontario's system is unique in that colleges and universities are mandated to serve different purposes and teach different curriculum. Within the American system colleges are considered as 2 year feeder programs for 4 year degrees which

is mimicked in the British Columbia and Alberta post secondary systems. In Ontario the college system would be similar to what are referred to as Technical Institutes in the United States. Interestingly, the students in this study did not consider university to be more “theoretical” and colleges to be more “practical” but felt that the style of pedagogy relies more on the specific program selected regardless of the institution (Eg. Social Work, Engineering, Philosophy, Women’s Studies)

Kennett, D., & Maki, K. (2014). Academic resourcefulness and transfer student success: Direct entry, college transfer, and university transfer student comparisons. Peterborough, Ontario: Trent University.

Intrigued by the higher academic success (retention and GPA) of transfer students entering university, particularly college students entering through an articulation agreement, in relation to direct entry students, the authors employed an Academic Resourcefulness Inventory to examine the internal psychological factors (personal initiative, resourcefulness, productive thought processes) that might predict academic success and assist in explaining differences between students entering through differing pathways.

Findings indicate that both college and university transfer students have higher self-efficacy and more academically resourceful than direct entry students and suggest that college students have the internal psychological predictors of success. The authors recommend that University services, transfer bridge curriculum and orientation activities should be focused on college transfer student strengths (instead of perceived deficiencies) and geared to be accessible for individuals with obligations outside the university such as families and employment.

Kerr, A., McCloy, U., Liu, S. (2010). *Forging pathways: Students who transfer between Ontario colleges and universities*. Toronto, ON: Higher Education Quality Council of Ontario. Retrieved from <http://www.heqco.ca/SiteCollectionDocuments/ForgingPathwaysENG.pdf>

Using multiple data sets derived from several Ministry of Training, Colleges and Universities the authors, through tentative, cautionary analysis, provide insight into characteristics and themes related to the mobile student body moving through the Ontario college to university transfer system at the time of publication. Ultimately the authors advocate for the implementation of a province wide comprehensive measurement tool that addresses transfer students in Ontario.

Of relevance to the bridging process, the authors determine a gap between quantitative reports of high satisfaction with the transfer process in relation to qualitative studies that elicit dissatisfaction with the experience of registration and confusion around the amount and type of transfer credit decisions made by universities. The authors also touch on differences in social and academic culture between sending and receiving institutions in the transfer process that leads to

'Transfer Shock'. Transition programs and university support services need to be accessible and engaged in assisting in the cultural transmission.

Lakehead University, Office of Institutional Analysis. (2012). *Student success after transfer from college to Lakehead university*. Retrieved from http://www.oncat.ca/files_docs/content/pdf/en/oncat_research_reports/2012-11-FINAL-REPORT-Lakehead-Student-success-after-transfer-college-Lakehead.pdf

Based on retention rates and GPA, college transfer students, particularly those receiving block credit, are as successful or more successful than students who enroll through direct entry pathways. The study suggests looking into factors that might influence the success of block transfer students and enhancing supports for part-time college transfer students who were the least successful population of transfer students.

Lang, D., & Lopes, V. (2014). Deciding to transfer: A study of college to university choice. *College Quarterly*, 17(3).

Using a mixed methods approach the authors examine a cohort of college students that have expressed interest in transferring to a university from the beginning of their diploma studies through to their graduation, drop-out and/or transfer to university. A recurring theme in the study is that there are significant differences between the perspectives of administrators and policy makers with those of students regarding college to university transfer. The decision to transfer from college to university was often cited as coincidental and evolving over time instead of a well-planned process.

Based on the unpredictability of student perspectives and life choices, the authors recommend that articulation agreements reflect the myriad of educational and career pathways students may choose to take. Primary factors influencing the decision to transfer included the perceived status of the university as well as the increase in earning potential a degree from university might lead to. The amount of transfer credits and the costs associated with the program were not as influential in the decision-making process as expected. In colleges with specific transfer offices, specialized transfer advisors were the most influential source of information followed by high school guidance counselors. The authors highlight an unanticipated theme indicating that intra-institutional transfer students should also be considering in this body of research.

LeSage, A., Samis, J., Hinch, R., Longo, F., DiGiuseppe, M., Goodman, W., Percival, J., De La Rocha, A., Rodrigues, A., Raby, P., & Sanchez, O. (2014). Pathways from college to university: A social science example from Ontario. *College Quarterly*, 17(1), 6.

An evaluative study on the differences in GPA and Letter grades between college transfer students and direct entry students. The grades of direct entry students were compared to those of college transfer students in courses contained within a mandatory prerequisite bridging program. Although the comparison is of student performance in the context of the same course name and number; it is unclear from the article whether the direct entry and transfer students took these courses at the same time under the same conditions. Findings from this comparison should be considered cautiously.

Results show that transfer students grades were lower on the pre-requisite bridge courses than direct entry students but that transfer students out performed direct entry students in their fourth year of studies.

Lizzio, A. (2006). *Designing an orientation and transition strategy for commencing students*. Australia: Griffith University.

In his research summary on the five care needs of students entering university, the author briefly summarizes his results of a 'First Year Experience' project at Griffith University and provides an assessment instrument based on his findings.

The five senses of student success include facilitating/fostering senses of: Capability (competence), connectedness (to others), purpose (why they are in University), resourcefulness (ability to navigate the university system effectively/negotiate work/life balance) and Academic Culture (Scholarly values/ethics of university).

Martinello, F. & Stewart, J. (2015). Transfers from college to one Ontario university: A four-year outcome study. *Canadian Journal of Higher Education*, 45(1), 18-36.

In an examination focused primarily on the graduation rates and course enrollment of college transfer versus direct entry students at Brock University, this study found that college transfer students typically completed their degree on a timeline similar to direct entry students but enrolled in less credits than direct entry students and also had lower course completion rates in upper years. Qualitative research is recommended to understand the factors behind these findings.

The authors suggest that as college transfer students typically miss out on first and second year supports due to getting credit for introductory/formative courses this may influence their success in upper year courses. Supports specifically designed for college students entering directly into upper year courses may bridge that gap.

McGowan, R. A., & Gawley, T. (2006). The University Side of the College Transfer Experience: Insights from University Staff. *College Quarterly*, 9(3), 3.

This case study used a semi-structured design to conduct interviews with university administrative staff members. The staff members interviewed were directly

involved with transfer program recruitment and registration. Based on the in depth interviews five major themes emerged: transfer credits, expectations about university in comparison to college, student identities, transition processes, and establishing internal and external networks.

Administrative staff reported the many students sought advice regarding transfer credit issues, specifically the discrepancy in transfer credits offered between institutions. This study also reported that many transfer students have misconceptions about university admissions, and wrongly believe the process will be the same as admissions to college. It was also noted that college transfer students differ in their student identities in comparison to high-school direct students. It was found that transfer students rarely seek information about campus clubs or social events, rather they are more career focused and have a better idea of where they want to end up; thus they often seek information on expediting graduation. An interview with a staff member who serves as the first point of contact with transfer students reported that on average transfer students are very confident in their ability to perform well in university.

Based on the finding from this study the authors suggest that universities take initiative to develop programs and procedures tailored to transfer students to ease the transition as transfer students differ a great deal from high-school direct entry students.

Roberts, K., Park, H., Brown, S., & Cook, B. (2011). Universal design for instruction in postsecondary education: A systematic review of empirically based articles. *Journal of Postsecondary Education and Disability*, 24(1), 5-15.

In their meta-analysis of peer reviewed publications on the use of Universal Design Learning (UDL) the authors found that studies focusing on measuring the effectiveness of implementing UDL principles are limited. Qualitative studies suggest that simply educating instructors in the principles and practices of UDL can create a more inclusive environment and that adaptations to incorporate UDL are often simple and easy to implement once understood.

A significant limiting factor in the meta-analysis was the search criteria as many authors publish on technology and adaptations that relate to UDL without putting UDL in the title or tags of their publication. A substantial amount of the peer reviewed articles used on the UDL website to justify their model do not have the term UDL in the title.

Santos Laanan, F. (2007). Studying transfer students: Part II: Dimensions of transfer students' adjustment. *Community College Journal of Research and Practice*, 31(1), 37-59. doi: 10.1080/10668920600859947

Researchers were interested in finding which factors positively predict academic and social adjustment in transfer students. Data was collected using a 304-item questionnaire meant to assess college and university experiences. Findings suggest both GPA and intellectual self-confidence were both negative predictors of difficulty adjusting academically. Another finding supported the notion that reducing transfer students apprehension and anxiety about university facilitated academic adjustment. Authors suggest incorporating stress and anxiety reducing services into the college to university transfer process. Limitations to consider include the use of only closed-ended responses from transfer students. Further research should incorporate qualitative questions to further investigate the satisfaction of transfer programs.

Townsend, B. K. (2008). Feeling like a freshman again": The transfer student transition. *New Directions for Higher Education*, 144(4), 69-77.

In a meta analysis of three qualitative studies examining the transfer student transition the author published suggestions in regards to the themes. One suggestion was that specific financial aid and scholarships be available to only transfer students. The other suggestion focused on the need to be treated as a transfer student and not as a first year student. Transfer students wanted summer programs and orientation geared towards them. As well as for those living on campus students suggested having roommates that were also transfer students. In addition many students suggested that it would be useful if there were previous transfer students available to give campus tours, and answer academic and social questions.

Townsend, B. K., & Wilson, K. (2006). " A hand hold for a little bit": Factors facilitating the success of community college transfer students to a large research university. *Journal of College Student Development*, 47(4), 439-456. doi: 10.1353/csd.2006.0052

A qualitative analysis examining the perceptions of community college transfer students to a four-year institution within the same state regarding the transfer process, orientation of the school, the social experiences, and academic

experiences compared to their time at the community college. The researchers utilized video interviews where they asked 14 closed and open-ended questions of the current transfer students. All transfer students at the university were contacted regarding the study, forty-five students responded, and 19 followed through with the process.

Themes included students feeling that the community college provided little to no help in the transfer process and that they were left on their own whereas the university had provided adequate help and students were pleased with the information provided. Students appreciated the transfer specific university orientation however they thought more could be done in the way of having a speaker who has gone through the transfer process and offering resources outside of the typical orientation framework. Academically the students felt they were only numbers within the large classes of students. The professors are harder to access in the classes and do not care as much as their college instructors had. The students enjoyed the classes though but felt it was challenging to access social circles when they are not living on the campus and have not been in classes from year one.

University of Maryland. (n.d.). Fear the transfer? A proposal to improve the adjustment process for transfer students.

In this rhetorical memorandum, advocates of student transition support services petition the University of Maryland to increase support for college to university transfer students beyond a one day orientation. While the article is not a research study it does contain interview data with transfer students and transfer support staff that indicate academic advising, counselling services and facilitated social development activities are services worth significant efforts in advocating for.

APPENDIX B

Environmental Scan Website Reference List

A Spring 2003 Snapshot: The Current Status of Prior Learning Assessment and Recognition (PLAR) in Canada's Public Postsecondary Institutions: Part One

<http://www.cmec.ca/publications/lists/publications/attachments/56/capla-plar2003.en.pdf>

Acsenda School of Management Vancouver

<http://www.acsenda.com/>

<https://www.acsenda.com/about-us/why-choose-acsenda/>

<https://www.acsenda.com/admissions-for-international-business-programs/>

<https://www.acsenda.com/admissions-for-international-business-programs/transfer-of-credits/>

<https://www.acsenda.com/admissions-for-international-business-programs/entrance-awards/>

<https://www.acsenda.com/student-life/>

<https://www.acsenda.com/student-life/student-clubs/>

Alberta Council on Admissions and Transfer (ACAT)

http://www.acat.gov.ab.ca/new_format_include/new_publications.asp

<http://www.acat.gov.ab.ca/pdfs/ACAT-Council-Action-Plan-2013-16.pdf>

<http://www.acat.gov.ab.ca/pdfs/Annual-Report-2014-15.final.pdf>

<http://www.acat.gov.ab.ca/pdfs/Math-Articulation-Report.pdf>

<http://www.acat.gov.ab.ca/pdfs/sstudies.pdf>

<http://www.acat.gov.ab.ca/pdfs/Transfer-Patterns-2011.pdf>

http://www.acat.gov.ab.ca/pdfs/Terms_and_Definitions_Nov_2012.pdf

<http://www.acat.gov.ab.ca/pdfs/Instructor-Qualifications.pdf>

<http://www.acat.gov.ab.ca/pdfs/BestPracticesReport.pdf>

<http://www.acat.gov.ab.ca/>

<http://www.acat.gov.ab.ca/pdfs/ACAT-Membership-latest.pdf>

<http://www.acat.gov.ab.ca/pdfs/ACAT-Governance-Structure.pdf>

<http://www.acat.gov.ab.ca/pdfs/PPP.pdf>

<http://www.acat.gov.ab.ca/pdfs/ACAT-Mandate-Roles.pdf>

http://www.acat.gov.ab.ca/pdfs/ACAT_Code_of_Conduct_Final.pdf

Alberta Government – Alberta Learning Information Service

<http://alis.alberta.ca/ps/aas/transfers.html>

<http://alis.alberta.ca/ps/tsp/transferralberta.html>

<http://alis.alberta.ca/ps/tsp/ta/tbi/onlinesearch.html>

Alexander College

<http://alexandercollege.ca/>

<http://alexandercollege.ca/admissions-and-registration/admission-requirements/>
<http://alexandercollege.ca/programs/university-transfer/>

Algoma University

<https://www.algomau.ca/star/>
https://www.algomau.ca/news/latest_news/algomauandnortherncollegesignjointadmissionagreement.html
https://www.algomau.ca/diplomadegree/exceptional_and_standard_agreements/
https://www.algomau.ca/student-services/first_generation_project/bounce_back_101/
https://www.algomau.ca/learning/student_success_workshops/
<https://www.algomau.ca/asap/>
<https://www.algomau.ca/diplomadegree/>

Algonquin College

<http://www.algonquincollege.com/>
<http://www.algonquincollege.com/current-students/>
<http://www.algonquincollege.com/search/?cx=002179760531728369470%3Aecn4eupdfpm&cof=FORID%3A11&ie=UTF-8&q=transfer&sa=Submit>
<http://www.algonquincollege.com/ro/apply-to-college-and-program-eligibility/advanced-standingexemptions/>
<http://www7.algonquincollege.com/ro/Forms/RO068.pdf>

AQFC Project to develop a Common Terminology for Credit Transfer and Articulation (Australia)

http://www.csu.edu.au/acad_sec/academicssenate/docs/CSU_Submission_to_MCEETYA_Project.pdf

Athabasca University

<http://www.athabascau.ca/>
<http://www.athabascau.ca/course/undergraduate.php>
<http://www.athabascau.ca/course/fees.php>
<http://www.athabascau.ca/students/index.php>
<http://www.athabascau.ca/prospective/index.php>
<https://secure3.athabascau.ca/tcas/transfer.cgi?type=cp&cpv=c>
<http://www.athabascau.ca/students/starter/>

BC Transfer Guide

<http://www.bctransferguide.ca/>
<http://www.bctransferguide.ca/transfer/how>
<http://www.bctransferguide.ca/transfer/outside>
<http://www.bctransferguide.ca/transfer/before>
<http://www.bctransferguide.ca/transfer/after>
<http://www.bctransferguide.ca/transfer/types>
<http://www.bctransferguide.ca/transfer/faq>

<http://www.bctransferguide.ca/search/course>
<http://www.bctransferguide.ca/system>
<http://www.bctransferguide.ca/system/institutions/Alexander>
<http://www.bctransferguide.ca/system/institutions/AI>
<http://www.bctransferguide.ca/system/institutions/Acsenda>
<http://www.bctransferguide.ca/system/institutions/Athabasca>
<http://www.bctransferguide.ca/system/institutions/BCIT>
<http://www.bctransferguide.ca/system/institutions/Camosun>
<http://www.bctransferguide.ca/system/institutions/Capilano>
<http://www.bctransferguide.ca/system/institutions/CNC>
<http://www.bctransferguide.ca/system/institutions/COTR>
<http://www.bctransferguide.ca/system/institutions/Columbia>
<http://www.bctransferguide.ca/system/institutions/Coquitlam>
<http://www.bctransferguide.ca/system/institutions/CCC>
<http://www.bctransferguide.ca/system/institutions/Douglas>
<http://www.bctransferguide.ca/system/institutions/EC>
<http://www.bctransferguide.ca/system/institutions/FDU>
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<http://www.calendar.ubc.ca/Vancouver/index.cfm?tree=12,215,410,406>

The University of Texas At Austin

<https://www.utexas.edu/student/admissions/ate/>

Thompson Rivers University

<http://www.tru.ca/>
<http://www.tru.ca/distance/>
<http://www.tru.ca/distance/transfer-credit.html>
<http://www.tru.ca/distance/services/policies/transfer.html>

Transfer Guide: Best Practice Guidelines

http://guide.pccat.arucc.ca/uploads/pdf/Transfer_Guide_Best_Practice_Standards.pdf

Transforming vision into reality: the Integrated Articulation and Credit Transfer Project (Australia)

<http://www.voced.edu.au/content/ngv%3A43065>
http://www.acpet.edu.au/uploads/files/conference/2010/presentations/Paez_Di_C2_M12.pdf

Trent

<http://trentu.ca/studentaffairs/orientation/overview.php>
<http://trentu.ca/studentaffairs/orientation/summer/overview.php>
<http://trentu.c/studentaffairs/orientation/bringiton.php>
<http://trentu.ca/studentaffairs/orientation/week.php>

Trinity Western University

<http://www.twu.ca/>
<http://twu.ca/undergraduate/admissions/transfer-students/>
<http://twu.ca/undergraduate/admissions/transfer-students/admission-process.html>

University Canada West

<https://ucanwest.ca/>

University of Guelph

<https://studentlife.uoguelph.ca/cns>

<https://studentlife.uoguelph.ca/cns/mentoring-programs/startontrack-fall-semester>

<https://studentlife.uoguelph.ca/cns/mentoring-programs/bounce-back-winter-semester>

<https://studentlife.uoguelph.ca/oia/identity-and-success/chroma-project>

<https://studentlife.uoguelph.ca/cns/summer-programs/startonlineca>

<https://studentlife.uoguelph.ca/cns/summer-programs/transition-seminars>

<https://studentlife.uoguelph.ca/cns/summer-programs/start-first-timers-august-14-2015>

<https://studentlife.uoguelph.ca/cns/summer-programs/countdown-guelph-august-2015>

<https://studentlife.uoguelph.ca/cns/ongoing-initiatives/outline>

<https://admission.uoguelph.ca/pathways>

University of Northern British Columbia

<http://www.unbc.ca/>

University of Ottawa

<https://web30.uottawa.ca/v3/SITS/OrientationSignUp/default.aspx#schedule>

University of Regina

<http://www.uregina.ca/student/registrar/transfer-credit/index.html>

University of Regina Centre for Continuing Education PLAR Portfolio Guide

<http://www.uregina.ca/cce/assets/docs/pdf/flexible-credit/plar/plar-portfolio-guide-2012-13.pdf>

University of Saskatchewan

<http://explore.usask.ca/admissions/transfer/index.php>

University of the Fraser Valley

<http://www.ufv.ca/>

University of Victoria

<http://www.uvic.ca/>

University of Waterloo

<https://uwaterloo.ca/orientation/node/1>

Vancouver Community College

<http://www.vcc.ca/>

Vancouver Island University

<https://www.viu.ca/>

Yukon College

<https://www.yukoncollege.yk.ca/>

Participant Information Letter

Dear Potential Participant:

My name is Andrew Heppner; I am a Project Coordinator and Contract Lecturer at Lakehead University, currently conducting research under the supervision of Deputy Provost Dr. Nancy Luckai. We are conducting a research project called the Best Practices in Bridging funded by the Ontario Council for Articulation and Transfer.

The purpose of this project is to investigate the characteristics and experiences of transfer students at Lakehead University to improve transitional summer programming and student supports. At the end of the survey, should you choose to complete it, we will invite you to provide your contact information for participation in program specific focus groups. We are interested in participants who have transferred into Lakehead University from another post-secondary institution. If you decide that you would like to participate this is what the study involves:

- 1. Completing an online questionnaire that collects your demographic information and assesses your knowledge and awareness of Student Support services and levels of Academic Resourcefulness. This will take approximately 20 minutes to complete.**
- 2. An invitation to participate in a 60-minute focus group session. This would include responding to open ended questions that facilitate the discussion of your experiences as a transfer student at Lakehead University with other peers of various year levels in your current program of study. Your participation in the survey portion of this study is completely voluntary and you may choose not to answer any question or withdraw from the study at any time with one exception. Due to the anonymous nature of the survey, once you have submitted your survey we will be unable to locate your specific responses to withdraw them.**

As a lecturer, I will not know who has and has not completed the survey and so your decision to participate will in no way influence your academic success if you are enrolled in any of my courses.

All information will be kept anonymous and confidential by the researchers. SurveyMonkey, as an online, U.S. based service could potentially be hacked or subject to information requests by U.S. officials. Therefore we cannot entirely ensure that your survey responses are secure until we close the survey, download the results and remove the information from SurveyMonkey in November of 2015.

No identifying information will be reported in the event of publication or public presentation. Once downloaded only the Research Assistant, the Deputy Provost, the Office of Institutional Analysis and myself will have access to the information. Following the completion of the study all information will be stored securely at Lakehead University for a total of 5 years and then destroyed.

There are no physical risks associated with the participation in this study. However there may be a

potential psychological risk. Participants may experience a change in mood or experience certain emotions while completing the questionnaires that are of personal nature. You may choose not to answer any of the questions without penalty. If at any point during or after the study you are experiencing distress you are urged to contact the Student Health and Counseling Centre at (807) 343-8361 located at Lakehead University (Thunder Bay Campus - Prettie Residence).

Potential benefits to society will include expanding the literature and general knowledge available on the characteristics and experiences of transfer students for use at post-secondary institutions provincially, nationally and internationally.

Participants in this study may benefit from the improvement in university services and education that results from their feedback through this research. You will be given the option at the end of the survey to choose from any or all of the following:

1. To be entered in a draw for one of five \$25 gift cards to The Study coffeehouse if you are located on the Lakehead University campus.
2. To be entered in a draw for one of three \$25 gift cards to Back to the Grind coffee if you are located on the Orillia Campus.
3. To receive a summary of the results as they become available.
4. To be included in the potential participant group for the 60-minute focus group.
5. To be included in a pool of respondents for follow up research of a similar nature.

The Lakehead University Research Ethics Board has approved this project. If you have any questions or concerns regarding the ethics of this study please feel free to contact Rachel Kushnier or myself at the contact number listed below. You may also contact Sue Wright at the Research Ethics Board at (807) 343-8283 or research@lakeheadu.ca.

Thank you for your consideration in participating in this study.

Sincerely,

Andrew Heppner
arheppne@lakeheadu.ca
(807) 343-8057

Rachel Kushnier
rbkushni@lakeheadu.ca
(807) 343-8057

1. By checking this button you acknowledge that you have read and understood the "Participant Information Letter" above.

Click the button if you agree.

Consent Form

It is necessary to give your informed consent in order to participate in the Best Practices in Bridging Study. By marking the consent check box below, I indicate that I have read the "Participant Information Letter" contained within my invitation to participate email and that I understand and agree to the following:

1. I understand the information contained in the "Participant Information Letter";
2. I agree to participate in the study;
3. I understand that there are no anticipated physical risks associated with participation in this study and that if I experience any psychological distress I can personally access Student Health and Counseling Center as indicated in the "Participant Information Letter";
4. I am a volunteer and can withdraw from this research without penalty or consequence up until I submit my survey, and then my responses cannot be withdrawn as they do not contain identifiable information;
5. I may choose not to answer any question asked in the online survey without penalty or consequence;
6. My personal information will remain confidential and will be securely stored at Lakehead University for a period of 5 years as per University regulations;
7. I may receive a copy of the research findings from this study once they become available upon request;
8. My personal information will remain confidential should any publications or public presentations come from this study; and
9. By clicking the box below I am indicating that I understand and agree to this "Consent to Participate".

2. By checking this button I acknowledge that I have read and understood the "Consent to Participate," and that I give my voluntary consent to participate in this study.

Click the button if you agree.

Instructions

Please Note:

In order to protect your privacy your responses will not be saved on this computer. It is important that you complete the entire survey in order for your responses to be received.

You will be notified when the survey is completed and it is safe to close the window.

Thank you again for your participation. Please click "next" to begin the survey.

Demographics Questionnaire

3. What is your sex?

Female

Male

Other (please specify)

4. What is your age? (in years)

5. What is your ethnic or cultural origin? Please specify as many as applicable:

Caucasian/White

Aboriginal (e.g., Cree, Mi'kmaq, Metis, Inuit, etc.)

Chinese

South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)

Black

Filipino

Latin American

Southeast Asian (e.g., Vietnamese, Cambodian, Malaysian, Laotian, etc.)

Arab

West Asian (e.g., Iranian, Afghan, etc.)

Korean

Japanese

Other (please specify)

6. Are you currently employed outside of your university studies?

Full time

Part time

Not employed outside of my studies

7. Are you currently supporting dependents (Eg. Children, Elderly Parents)?

Yes

No

8. What is your current program of study at Lakehead University?

9. What is your current year of study at Lakehead University?

10. What campus are you studying at?

Thunder Bay Campus

Orillia Campus

11. Where do you currently reside?

On campus

Off campus

12. Please list your previous post-secondary experience. (ie. year level/institution)

13. Please list the transfer credits you received upon admission into Lakehead University.

14. Did you participate in a Summer Bridging program and/or Summer courses in preparation for your program?

Yes

No

15. When you are enrolled in full or part time studies, on average how many hours on per week would you estimate you dedicate to leisure activities?

16. Please rate your current feeling of preparedness for university, regardless of year level.

- Completely unprepared
- Somewhat unprepared
- Neither prepared nor unprepared
- Somewhat prepared
- Completely prepared

17. What letter grade do you expect to receive across all courses for the upcoming semester?

18. How often do you use various academic support services?

- Never and I do not plan to
- I've thought about it but have not accessed them yet
- I have accessed student support services once or twice
- I access student support services regularly when I need them

Academic Supports 2

Please indicate whether, prior to completing this survey, you were aware of the following learning resources at Lakehead University and rate how likely you are to use each of them.

19. Please indicate whether, prior to completing this survey, you were aware of the following academic resources at Lakehead University

	Yes	No
Academic Advising Centre	<input type="radio"/>	<input type="radio"/>
Writing Assistance Centre	<input type="radio"/>	<input type="radio"/>
Lakehead University Math Assistance Centre	<input type="radio"/>	<input type="radio"/>
Student Success Centre Workshops	<input type="radio"/>	<input type="radio"/>
Student Success Centre Tutoring and Peer Assisted Learning	<input type="radio"/>	<input type="radio"/>
Assisted Learning	<input type="radio"/>	<input type="radio"/>

Academic Supports

Please indicate whether, prior to completing this survey, you were aware of the following Student Life services at Lakehead University and rate how likely you are to use each of them.

21. Please indicate whether, prior to completing this survey, you were aware of the following Student Life services at Lakehead University

	Yes	No
Lakehead University Student Union	<input type="radio"/>	<input type="radio"/>
Student Health and Counselling	<input type="radio"/>	<input type="radio"/>
Lakehead University Athletics	<input type="radio"/>	<input type="radio"/>
Chaplaincy Services	<input type="radio"/>	<input type="radio"/>
Aboriginal Services	<input type="radio"/>	<input type="radio"/>
Lakehead University International Student Services	<input type="radio"/>	<input type="radio"/>

23. Do you rely on any people (Eg. Friends currently attending Lakehead University, Lakehead alumni, Family) for academic support outside of the previously mentioned university formal supports?

Yes

No

24. Please tell us of people you rely on to academically support your studies at Lakehead. Do not include their names or personal information. (Eg. Friends, Fellow Students, Family)

25. Do you rely on any people (Eg. Friends currently attending Lakehead University, Lakehead alumni, Family) for social support outside of the previously mentioned university formal supports?

Yes

No

26. Please tell us of people you rely on as a social support and how they support your experience at Lakehead University. Do not include their names or personal information. (Eg. family, room mates, karate instructor)

27. Have you taken personal action on your own to search out information, resources and supports before or during your studies at Lakehead University?

Yes

No

28. Please list the actions you have taken to seek out information, resources and supports at Lakehead University.

32. As a student of university, I see myself as being

Uninspired to do
my best

Inspired to do my
best

1

2

3

4

5

6

7

33. As a student of university, I see myself as being

Disorganized with
my work

Organized with
my work

1

2

3

4

5

6

7

34. As a student of university, I see myself as being

Afraid about
being wrong in
class

Unafraid of being
wrong in class

1

2

3

4

5

6

7

35. As a student of university, I see myself as being

Poor at
organizing my
time

Good at
organizing my
time

1

2

3

4

5

6

7

36. As a student of university, I see myself as being

Regular
tutorial/seminar
attendee

Irregular
seminar/tutorial
attendee

1

2

3

4

5

6

7

37. As a student of university, I see myself as being

Successful at
meeting
deadlines

Unsuccessful at
meeting
deadlines

1

2

3

4

5

6

7

38. As a student of university, I see myself as being

Likely to be too
tired to study
effectively

Unlikely to be too
tired to study
effectively

1

2

3

4

5

6

7

39. As a student of university, I see myself as being

Likely to benefit
from the
comments I
receive on my
written work

Unlikely to benefit
from the
comments I
receive on my
written work

1

2

3

4

5

6

7

40. As a student of university, I see myself as being

Timid about
expressing my
views in class

Fearless about
expressing my
views in class

1

2

3

4

5

6

7

41. As a student of university, I see myself as being

Lazy

Industrious

1

2

3

4

5

6

7

42. As a student of university, I see myself as being

Inclined to use
vacant hours
between classes
for studying

Disinclined to use
vacant hours
between classes
for studying

1

2

3

4

5

6

7

43. As a student of university, I see myself as being

Infrequently
requesting
extensions

Frequently
requesting
extensions

1

2

3

4

5

6

7

44. As a student of university, I see myself as being

Tardy completing
papers and
essays

Prompt
completing
papers and
essays

1

2

3

4

5

6

7

45. As a student of university, I see myself as being

Inclined to miss
lectures

Disinclined to
miss lectures

1

2

3

4

5

6

7

46. As a student of university, I see myself as being

Inclined to take
time each day to
review my notes
to prepare for
future
exams/tests

Disinclined to take
time each day to
review my notes
to prepare for
future
exams/tests

1

2

3

4

5

6

7

47. As a student of university, I see myself as being

Likely to work to my full potential

Unlikely to work to my full potential

1

2

3

4

5

6

7

48. As a student of university, I see myself as being

Forgetful of names, dates, formulae etc. during exams/tests

Mindful of names, dates formulae etc. during exams/tests

1

2

3

4

5

6

7

49. As a student of university, I see myself as being

Unlikely to find enough time to thoroughly research topics I am writing on

Likely to find enough time to thoroughly research topics I am writing on

1

2

3

4

5

6

7

50. As a student of university, I see myself as being

Able to do some work in all my courses every day

Unable to do some work in all my courses every day

1

2

3

4

5

6

7

51. As a student of university, I see myself as being

Satisfied with my grades

Dissatisfied with my grades

1

2

3

4

5

6

7

Academic Motivation

Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you are enrolled at Lakehead University.

Does not correspond at all	Corresponds a little	Corresponds moderately	Corresponds a lot	Exactly		
-----1-----	-----2-----	-----3-----	-----4-----	-----5-----	-----6-----	-----7-----

Academic Motivation 2

Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you are enrolled at Lakehead University.

Does not correspond at all	Corresponds a little	Corresponds moderately	Corresponds a lot	Exactly		
-----1-----	-----2-----	-----3-----	-----4-----	-----5-----	-----6-----	-----7-----

Academic Locus of Control

54. Please complete the following True or False questions regarding the type and amount of control you feel you have over your academic success.

	True	False
University grades most often reflect the effort you put into classes	<input type="radio"/>	<input type="radio"/>
I came to university because it was expected of me	<input type="radio"/>	<input type="radio"/>
I have largely determined my own career goals	<input type="radio"/>	<input type="radio"/>
Some people have a knack for writing, while others will never write well no matter how hard they try	<input type="radio"/>	<input type="radio"/>
I have taken a course because it was an easy good grade at least once.	<input type="radio"/>	<input type="radio"/>
Professors sometimes make an early impression of you and then no matter what you do, you cannot change that impression	<input type="radio"/>	<input type="radio"/>
There are some subjects in which I could never do well	<input type="radio"/>	<input type="radio"/>
Some students, such as student leaders and athletes, get free rides in university classes	<input type="radio"/>	<input type="radio"/>
I sometimes feel that there is nothing I can do to improve my situation	<input type="radio"/>	<input type="radio"/>
I never feel really hopeless – there is always something I can do to improve my situation	<input type="radio"/>	<input type="radio"/>
I would never allow social activities to affect my studies	<input type="radio"/>	<input type="radio"/>
There are many more important things for me than getting good grades	<input type="radio"/>	<input type="radio"/>
Studying every day is important	<input type="radio"/>	<input type="radio"/>
For some courses it is not important to go to class	<input type="radio"/>	<input type="radio"/>

55. Please complete the following True or False questions regarding the type and amount of control you feel you have over your academic success.

	True	False
I consider myself highly motivated to achieve success in life	<input type="radio"/>	<input type="radio"/>
I am a good writer	<input type="radio"/>	<input type="radio"/>
Doing work on time is always important to me	<input type="radio"/>	<input type="radio"/>
What I learn is more determined by university and course requirements than by what I want to learn	<input type="radio"/>	<input type="radio"/>
I have been known to spend a lot of time making decisions which others do not take seriously	<input type="radio"/>	<input type="radio"/>
I am easily distracted	<input type="radio"/>	<input type="radio"/>
I can be easily talked out of studying	<input type="radio"/>	<input type="radio"/>
I get depressed sometimes and then there is no way I can accomplish why I know I should be doing	<input type="radio"/>	<input type="radio"/>
Things will probably go wrong for me some time in the near future	<input type="radio"/>	<input type="radio"/>
I keep changing my mind about career goals	<input type="radio"/>	<input type="radio"/>
I feel I will someday make a real contribution to the world if I work hard at it	<input type="radio"/>	<input type="radio"/>
There has been at least one instance in school where social activity impaired my academic performance	<input type="radio"/>	<input type="radio"/>
I would like to graduate from university, but there are more important things in my life	<input type="radio"/>	<input type="radio"/>
I plan well and I stick to my plans	<input type="radio"/>	<input type="radio"/>

Debriefing

Thank you for taking the time to complete this survey, the information you have provided will be used to enhance student services and improve the experience of transfer students attending Lakehead university.

Due to the personal nature of this study, you may experience a change in mood or experience certain emotions. If at any point after completing this survey you find you are experiencing distress you are urged to contact the Student Health and Counseling Centre at (807) 343-8361 located at Lakehead University (Thunder Bay Campus - Prettie Residence).

Please click the following link to a separate page to be entered in the draw, provide contact information and also indicate if you are willing to receive future communications from the research team. The purpose for having this separate page is to ensure that your survey responses are not connected to your email address.

<https://www.surveymonkey.com/s/FollowUp42>

Appendix D

Summary of Psychological Scale Results

		N	Mean	SD
<p style="text-align: center;">Academic Resourcefulness Total Score</p> <p style="text-align: center;">Highest Possible: 161</p> <p style="text-align: center;">Lowest Possible: 23</p> <p style="text-align: center;">Middle Point: 92</p> <p style="text-align: center;">A higher score indicates a higher reported resourcefulness</p>	Block Transfer with Summer Transition	46	111.6	17.3
	Block Transfer with no Summer Transition	25	117.6	14.8
	Advanced Standing	32	110.1	20.7
	Other	7	113.0	16.5
	Total	110	112.6	17.8
<p style="text-align: center;">Academic Motivation Scale, Intrinsic – to know subscale</p> <p style="text-align: center;">Highest Possible: 28</p> <p style="text-align: center;">Lowest Possible: 4</p> <p style="text-align: center;">Middle Point: 16</p> <p style="text-align: center;">A higher score indicates a higher reported motivation</p>	Block Transfer with Summer Transition	46	20.0	6.3
	Block Transfer with no Summer Transition	30	21.4	4.6
	Advanced Standing	32	20.1	5.9
	Other	9	18.4	5.5
	Total	117	20.3	5.7
<p style="text-align: center;">Academic Motivation Scale, Intrinsic – accomplishments subscale</p> <p style="text-align: center;">Highest Possible: 28</p>	Block Transfer with Summer Transition	45	17.9	6.2
	Block Transfer with no Summer Transition	30	18.4	6.7
	Advanced Standing	32	18.5	7.5

<p>Lowest Possible: 4</p> <p>Middle Point: 16</p> <p>A higher score indicates a higher reported motivation</p>	Other	9	16.0	7.2
	Total	116	18.1	6.7

<p>Academic Motivation Scale, Intrinsic – experience stimulation subscale</p> <p>Highest Possible: 28</p> <p>Lowest Possible: 4</p> <p>Middle Point: 16</p> <p>A higher score indicates a higher reported motivation</p>	Block Transfer with Summer Transition	46	12.0	6.7
	Block Transfer with no Summer Transition	29	15.0	7.0
	Advanced Standing	31	13.5	6.5
	Other	9	11.2	7.0
	Total	115	13.1	6.8
<p>Academic Motivation Scale, Extrinsic – identified subscale</p> <p>Highest Possible: 28</p>	Block Transfer with Summer Transition	44	22.5	5.6
	Block Transfer with no Summer Transition	30	24.0	3.5
	Advanced Standing	32	22.0	4.8

<p>Lowest Possible: 4</p> <p>Middle Point: 16</p> <p>A higher score indicates a higher reported motivation</p>	Other	9	21.7	4.0
	Total	115	22.7	4.8
<p>Academic Motivation Scale, Extrinsic – introjected subscale</p> <p>Highest Possible: 28</p> <p>Lowest Possible: 4</p> <p>Middle Point: 16</p> <p>A higher score indicates a higher reported motivation</p>	Block Transfer with Summer Transition	45	20.6	6.3
	Block Transfer with no Summer Transition	30	20.1	7.5
	Advanced Standing	32	19.7	7.6
	Other	9	19.3	4.9
	Total	116	20.1	6.8
<p>Academic Motivation Scale, Extrinsic – external regulation subscale</p> <p>Highest Possible: 28</p> <p>Lowest Possible: 4</p> <p>Middle Point: 16</p> <p>A higher score indicates a higher reported motivation</p>	Block Transfer with Summer Transition	45	21.1	6.5
	Block Transfer with no Summer Transition	30	22.0	5.2
	Advanced Standing	31	21.4	5.8
	Other	9	23.6	2.6
	Total	115	21.6	5.7

<p>Academic Motivation Scale, Amotivation subscale</p> <p>Highest Possible: 28</p> <p>Lowest Possible: 4</p> <p>Middle Point: 16</p> <p>A higher score indicates a higher reported motivation</p>	Block Transfer with Summer Transition	46	7.7	5.0
	Block Transfer with no Summer Transition	30	6.4	3.5
	Advanced Standing	32	8.3	6.0
	Other	9	6.7	4.9
	Total	117	7.4	5.0
<p>Academic Locus of Control Scale Total Score</p> <p>Highest Possible: 28</p> <p>Lowest Possible: 0</p> <p>Middle Point: 14</p> <p>A higher score indicates a more external locus of control</p>	Block Transfer with Summer Transition	45	10.5	3.9
	Block Transfer with no Summer Transition	28	10.7	4.8
	Advanced Standing	32	11.7	5.5
	Other	9	9.3	4.4
	Total	114	10.8	4.6

Appendix E – Peer Mentorship References

- Allen, T. D., Russell, J. E., & Maetzke, S. B. (1997). Formal peer mentoring factors related to protégés' satisfaction and willingness to mentor others. *Group & Organization Management*, 22(4), 488-507.
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- Davies, T. G. and Dickmann, E. M. (1998). Can we hear them? Do we listen? Student voices in the transfer process. *Community College Journal of Research and Practice*, 22, 541-557.
- Good, J. M., Halpin, G., & Halpin, G. (2000). A promising prospect for minority retention: Students becoming peer mentors. *Journal of Negro Education*, 375-383.
- Sanchez, R. J., Bauer, T. N., & Paronto, M. E. (2006). Peer-mentoring freshmen: Implications for satisfaction, commitment, and retention to graduation. *Academy of Management Learning & Education*, 5(1), 25-37.
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- Terrion, J. L., & Leonard, D. (2007). A taxonomy of the characteristics of student peer mentors in higher education: Findings from a literature review. *Mentoring & Tutoring*, 15(2), 149-164.

IMPACT Mentoring Information Survey

Please fill out this survey to assist us in pairing you with a mentor/mentee.

NAME:

EMAIL ADDRESS:

UNIVERSITY PROGRAM AND YEAR LEVEL:

1. What college did you transfer from?
2. What was your college program?
3. Did you complete a college diploma?
4. Do you want to be matched with someone from the same program?

5. Why do you want to be a mentor/mentee? Circle all applicable choices.
 - a) To increase your university network
 - b) To become more connected and familiar with Lakehead University life
 - c) to enhance communication and interpersonal skills
 - d) to guide/receive guidance from a new/experienced peer
 - e) To add to my co-curricular record
 - f) To be part of a legacy and participate in the Lakehead University Peer Mentorship Program for College Students

6. Do you prefer to meet **every week** OR **2 weeks** for a discussion with your mentor/mentee? Please circle one.

7. Communication Method: How would you prefer to communicate with your mentor/mentee outside of face to face meeting? Please circle one: **Email** **Phone/Text**

- 8. Goals (MENTEE)**
 - a) To adapt proven successful study tips and improve grades
 - b) To develop friendships and expand academic, career, and extracurricular interests
 - c) To improve interpersonal and communication skills
 - d) To feel more connected to the Lakehead University life in general

- 9. Goals (MENTOR)**
 - e) To enhance leadership and networking skills
 - f) Recognition on resume and transcript
 - g) Personal fulfillment: rewarding experience
 - h) Pay it forward: share own challenges and lessons learned from first year to provide insights to others going through similar challenges

Biography: Please provide us with a short biography. When you are matched, this is what will be provided to your mentor/mentee. You may include whatever information you like. Suggestions include educational background, professional experience, hometown, community involvement, hobbies and interests, etc.

Do we have your consent to provide your contact info to your mentor/mentee?

Do you have any accessibility or special needs so that we can ensure accommodations?

IMPACT MENTORSHIP PILOT PROGRAM

PEER MENTOR TRAINING

FEBRUARY 2016

STUDENT SUCCESS CENTRE MENTORSHIP



What do you know about her/him?



What makes a GREAT mentor



- We all have some innate skills and some we wish to enhance-thoughts?
 - Active Listening-nonjudgmental, gaining trust
 - Clear, concise and timely communication
 - Time Management and organization
 - Emotional Intelligence: challenger of assumptions
 - Be resourceful and proactive
 - Instill positive change and guide, not necessarily advice and definitely not impose personal opinions
 - Boundaries: know when to direct them to a counsellor i.e. Campus Health and Counselling Centre or a 24 hour line such as goodtotalk.ca

Mentor Expectations

Qualities of a Peer Mentor



- Formal training/orientation is mandatory
- Commit to 4 meetings until mid April 2016
- Set out the parameters of your relationship, i.e. How often you will meet when it ok to contact each other, how you will communicate with each other, etc.
- Fill out the “Coffee with X” meeting notes with your partner thoughtfully and honestly @ every meeting and *submit to Anna after every meeting-please come to WC and leave in my Office Desk or scan it to me*
- Mentors will participate in the half-way round table session and social event-TBD Mid March
- Set the agenda in the beginning of the meeting or prior, but be flexible.
- Suggest resources in the community if required-for e.g. Learning Disabilities Association
- Provide respectful and constructive feedback or guidance to mentee
- You are not a counsellor-will be discussed at Feb 11th training.

Evidence-Based Mentoring Benefits

Jacobi (1991)

- Increased self-driven learning, strong independent decision-making,
- Improved organization and time management skills/confidence in abilities

Brown, David and McClendon (1999)

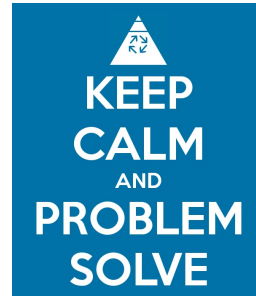
- Directed career decisions and constant persistence to achieve goals

Ferrari (2004)

- Improved academic performance, self-awareness, self-efficacy
- Optimum experience with choice of program

Mentor's Toolkit-Language and Conversations

- Person first
- Empowering
- Respectful dialogue on differing views
- Critical evaluation of ideas
- Most evocative conversations will have little close-ended answers i.e. Yes/No...**Why** -typically start with a “how,” “what,” and “why”
- *Listening Barriers*: Not letting mentee finish their thoughts, writing notes or checking your phone when listening, not making eye contact or staring the person down
- *Genuine interest*: Find out things you have in common



Mental Health 101

- Some changes in behavior to look out for-speak to myself or refer to Student Health Services (important to assess and judge what course is appropriate):
 - Little or no communication/consistently “standing you up”
 - Difficulty concentrating/not engaged at all even if attendance is perfect
 - Heightened response to feedback/ suddenly more defensive
 - Poor appearance/sloppiness
 - Explicitly shares something of concern, and feelings..i.e. “lost”, “dazed” in reference to a serious event/series of events/state of mind
- Mentors are required to report the following to the police/security including Anna/Anthea:
 - If they have concerns of self harm or harm to others
 - If they believe someone may be suicidal
 - If there is a child being abused
- ✓ If you choose to meet on the weekends outside of mandatory sessions-it is your responsibility to ensure safety but Student Code of Conduct applies for every meeting/interaction
- ✓ Don’t take on too much-quantity does not equal quality-**self care** is critical (resilience video will be shared via email)
- ✓ *Strong people are able to show vulnerability.*

Thank you, Merci, Gracias..?.....



Goal: 4-6 meetings in total by mid April
2016

Next Appreciation Event: Mid March
2016

Bowling/midway Touch Point with the
whole group

Course Code	Course Name (Instructor)	LO1			LO2			LO3			LO4			LO5			LO6			LO7			LO8		
		I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P	I	R	P
COUR 1000	Course 1000 (John Smith)	X			X																				
COUR 1001	Course 1001 (Susan Green)	X					X			X			X										X		
COUR 1002	Course 1002 (Tom Anderson)	X			X																				
COUR 1003	Course 1003 (Jan Butler)	X			X											X									
COUR 2000	Course 2000 (John Smith)					X			X																
COUR 2001	Course 2001 (Susan Green)					X							X			X		X		X				X	
COUR 2002	Course 2002 (Tom Anderson)		X			X										X		X							
COUR 2003	Course 2003 (Jan Butler)							X					X						X					X	
COUR 2004	Course 2004 (John Smith)		X			X		X			X		X												
COUR 3000	Course 3000 (Susan Green)					X							X							X					X
COUR 3001	Course 3001 (Tom Anderson)					X							X				X						X		
COUR 3002	Course 3002 (Jan Butler)			X			X					X		X			X								
COUR 4000	Course 3003 (John Smith)						X		X								X								X
	TOTAL	4	2	1	3	6	2	1	3	1	1	1	1	5	1	1	2	3	1	1	1	1	3	2	

Appendix I

Additional Final Report References

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