Exploring Organizational Differences that Affect Student Mobility: University of Windsor and Lambton College

Lambton College
Wendy Asher
Dean, School of Community Services and Liberal Studies, Lambton College;
Kathleen Geelen-Cervi
Advisor, Program Development and Educational Pathways, Lambton College

University of Windsor
Tim Brunet
Pathways Specialist – Faculty of Arts Humanities and Social Sciences
Program Coordinator/Lecturer – Liberal Arts and Professional Studies

University of Windsor
Snapshot

Approximately 16,000 students
Over 100,000 Alum
50% of our graduate students are international
Our grants from government continues to be proportionately smaller to tution income.
We have over 500 faculty
Our faculties include: Law, Business, Science, Engineering, Education, Social Work, Kinesiology, Nursing, and our largest faculty is the Arts, Humanities and Social Sciences.

Our largest group of transfer students come from (in order of largest to smallest): St. Clair College, Lambton College, and Fanshawe. Many of the other transfer students arrive to us from interpersonal connections (example – families moving to or back to UWindsor)
We are well balanced between teaching and research with more than $17 million in Tri-council funding we have several PhD and graduate programs where 50% of our graduate studies enrolment programs consists of international students. Our top countries that we recruit from include: China, India, Bangledesh, and Nigeria. Despite our proximity to the US these students are still chosing UWindsor based on interpersonal connections within our geography.

Lambton College
Snapshot

Vision: *Access for any student anytime, anywhere to reach their life-long learning goals.*

Mission: *To become the go-to institution in Sarnia-Lambton and beyond, that inspires and facilitates the life-long learning dreams of our community.*
Fosters innovation and entrepreneurship among our faculty, staff, and students
Innovative and flexible learning opportunities
Partner with community, industry and post-secondary institutions
By 2016, all postsecondary programs will be mobile: Class+ Experience
Leverage its established strengths in the areas of Energy and Bio-industrial Technology, Fire and Public Safety, Health and Sustainable Care, and Entrepreneurship

Lambton is made up of the following school departments: School of Community Services & Liberal Studies, School of Business & Creative Design, School of Health Sciences, English & Humanities, School of Technology, Apprenticeship & Energy, and School of Fire & Public Safety

International Education:
International education continues to play a critical role in the success of Lambton College, with revenues increasing over $900,000 from the previous year.

Lambton College's satellite campuses: Toronto and China (Changchun, Wuhan, and Wuxi campuses)

Developing Curriculum & Learning Outcomes

Lambton
What is the current state of learning outcomes at Lambton College?
With the 2009 revisions of course outlines at Lambton and since this time we've tried to make the course learning outcomes more robust and utilize Bloom's Taxonomy language in their creation. Many PD sessions have been offered for faculty discussing the importance of correctly worded course learning outcomes.

Who manages/regulates the learning outcomes at Lambton College?
This is handled at the Program Curriculum Committee Level (not the college curriculum committee but one at the program level). The idea, of course, is for each course in the curriculum to have course level learning outcomes that align back to the Vocational / Program level outcomes. This is confirmed through Curriculum Mapping processes.

How does the institution ensure that newly proposed and/or revised programs and/or courses meet institutional learning outcome standards?
Newly proposed – curriculum developers meet with the Curriculum Coach and receive training on the writing of Course-Level learning outcomes. When courses are created, these course-level outcomes are reviewed for depth and correctness with the course developers. They are then mapped against the Vocational / Program level outcomes to ensure sufficient rigor exists and that the VLO's / PLO's will be met through the course-level outcomes. Ultimately, it is the SME's judgment that is used.
Revised Courses – there are policies in place related to this. If less than 30% of a change in the overall course-level outcomes, the course developer has the ability to make changes on their own. It is hoped these would be discussed at the Program Curriculum Committee level where minutes are to be taken and kept on file. When complete, the new outcomes are to be mapped so the Program has its curriculum maps updated based on the new material to ensure the VLO's / PLO's will continue to be met.
Revised Programs – this is done usually at the program level – perhaps with Assoc / Dean involvement - each works differently here but it would only be for those programs that do not have Vocational Standards as provided by MTCU. For programs that have goals or for programs that wish to submit a more rigorous set of goals to MTCU for approval, this work is done mainly through the Learning Innovation Centre (LInC) at Lambton.

How are learning outcomes viewed in the realm of credit transfer?

At this time, Lambton does not have a standard practice in place. When credit transfer is requested, it is initiated by the student through the Registrar. The Registrar contacts the appropriate Dean and then courses are provided to appropriate SME's. It is up to the SME to determine credit transfer.
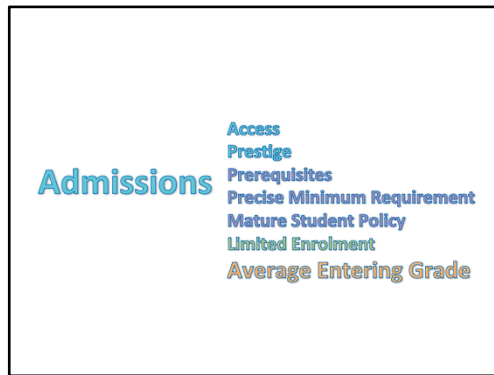
Universities:
New programs: According to an upcoming report the average time to market for a new program is approximately 2 years.

When gathering resources for the design of a new program, a typical faculty member would have other daily competing priorities such as:
- advising
- Academic integrity investigations,
- new requests for online courses,
- heightened potential and needs for mental illness in their student body
- course equivalency reviews
- the need to publish research and apply for/manage grants
- new pedagogical strategies to meet the broader "bums in seats" admission mandate
- Hiring procedures/demands for recruiting sessionals

Among the resources a professor must gather:
- learning outcomes for courses where they did not previously exist
- student and market demand for the new program
- estimation of enrollments
- identification of partners and institutional arrangements for reporting eligible enrolments for funding
- Societal need (mainly referring to industry and professional societies/associations, and how many students leave the region to find the topic elsewhere)
- duplication (electronicinfo.ca)
- resources (Faculty and Staff – Universities are among the most unionized organizations in Canada* Michael Skolnik)

Admissions
- Access
- Prestige
- Prerequisites
- Precise Minimum Requirement
- Mature Student Policy
- Limited Enrolment
- Average Entering Grade

Lambton College

Lambton's philosophy places emphasis on student access, both internally and externally

For example: Access could look like our School College Work Initiative (SWAC), Dual Credits program, Academic and Career entrance, or community integration through co-operative education

Internally access for Lambton is extremely important for our students - mobility between programs or diploma to grad certificate (or vice versa)

External access, such as college to/from college, college to/from university, credit mobility, and credential mobility, are key priorities for Lambton

UWindsor

- Universities look to admissions as a point of differentiation among sister university institutions and among colleges
- Many universities are still wielding the impact of MacLean's overselling of judging an institution by their admission standards
- Universities must constantly navigate the connundrum between "reputation" and "access"
- UWindsor publishes both the average entering grade and minimum standards for undergraduate programs
- The lack of flexibility of minimum standard for block transfer makes credit transfer of individual courses inequitable
- We need a more formal enrolment reporting platform for tracking transfer (not currently available)

- Universities need to retool whenever admission standards change (double cohort, math curriculum in Ontario, and college transfer)

There is trepidation among faculty to accept the notion of college transfer because they worry that the point of admission is too accessible academically. This can be true for International recruitment as well.

Audience Engagement Strategy
Describe any unique strategies that your institution have adopted to support credit transfer among college and university?

Dual Credit

Lambton College

Dual Credit with colleges usually implies credits that are used at secondary school and university.

Lambton welcomes over 1000 students primarily through the Dual Credit program and the School within a College program. Students come from all over the province to participate.

Students who successfully complete Dual Credit courses receive a high school AND the appropriate college credit(s).

To be eligible, students must be:

Enrolled as full-time students

Identified by their high school student success team as being post-secondary bound

Specialist High Skills Majors (SHSM) students are eligible for this program by working with their Student Success team

Difference in Language Used between Colleges and Universities

The term 'Dual Credits' does not always mean the same thing at the College and University level

At Lambton, the Dual Credit's program has smaller class sizes, and the faculty members are the instructional experts (I.e. Instructors there to guide the students.

University of Windsor

Example One

A dual credit course between Lambton and UWindsor was offered. There were challenges in navigating the difference in cost in tuition and sessional instructor compensation. UWindsor pays roughly $8000 per sessional instructor whereas Lambton pays roughly half that amount. There are also challenges in Intellectual Property. The college owns a course, university faculty pedagogies are related to their research and for this they have intellectual property rights. Teaching is led by their research and they want to own it.

Exploring dual credit (college and university) ideas were problematic at UWindsor.
Recently, one agreement was cancelled. It used the notion of dual credit.
However, students did not want to pay for two parking passes, and application procedures where not fluid.
Students haggled for credit when taking the dual credit, when enrolling, and then later in their degree.
Universities tend to be very cautious in publicly identifying equivalencies with colleges due to the difference in price and the credentials of professionals.

Audience Engagement Strategy

Show of hands – how many people offer dual credit courses between a college and a university at their institution? (provide example)
What are the enrolment patterns of such a courses?

Intellectual Property – Who owns the course?
1) Everyone please stand up
2) Please sit down if your institution has clearly stated that the institution owns the course that their professors develop and teach.
3) Sit down if professors do not share course content, assessments and other information regarding the course for reasons based on Intellectual property rights.
4) Left standing: should we assume that those who are standing are at institutions that protect the course development as intellectual property?

Research by the numbers @ UWindsor and Lambton College
In 2010/2011
Labmton NSERC Grants $198,000
UWindsor Tri-Council Funding $17,833,076
Research Ethics Board for research involving humans are recent developments for colleges

Where **research** is concerned, universities want to dominate this sector. When asked for course for course credit transfer data base to be public, faculty don't want to be seen as equivalent to institutions or instructors that are not led by their research. However, UWindsor recently shared their resources with Lambton College and St. Clair college so that they could further develop their Research Ethics Standards for research involving humans. Also colleges have links to industry that would be of interest to universities.

Audience Engagement?
How have research initiatives changed in light of the credit transfer?

**Organizational Design
Learning the Network**

Lambton College

As a small rural college, our experience with providing students with access and mobility has best been done by instituting a decentralized approach that builds on the skills of those with expertise to move the educational pathways agenda forward. The creation of Lambton College's Centre for Educational Pathways (CEP) was based on the premises that the centre would lead and support educational pathways, but not duplicate existing roles and services. What has emerged is a team that brings many years of strengths and perspectives to the table. In this instance, we are able to send the student to the appropriate contact and the process is less stressful for both the student and staff member.

University
Due to UWindsor's comparitive size, there are more policies/exceptions and committees to navigate than could be actively understood by our college institutions and by our own staff and faculty. **University administrators can be at a disadvantage in understanding colleges because most of us have never attended/and or collaborated with a college. Many senior administrators at CAAT colleges have graduated from one totwo universities. When searching the colleges for contacts and trying to learn the processes required for developping new agreements it can be difficult to know who to contact. It is difficult to know whehter the person you need to contact works in a centralized or decentralized office**

It is equally difficult for colleges to navigate universities in particular when college transfer staff are working on course release, are working in limited term appointments, and/or projects that are funded on a one-time basis. The fluid nature of staff in the college transfer area is a difficulty that needs attention and funding. However, giving money to institutions does not always solve the challenge. Unionized environments have very strict regulations about who is allowed to do what, when, and where. On the one hand unions have the advantage of requiring a position to be long-term and the other hand creating a long term position is considered as a possible liability for the future.

Recommendation that there be a better communication resource through ONCAT for knowing who to contact at the various institutions.
- The Pathways Conference produces excellent opportunities to build interpersonal networks that are focused on credit transfer
- Perhaps ONCAT could develop a more robust names and dinstructions on who to contact at each institution.

Thank you,

Wendy Asher
Dean of School of Community Services, General Education, Liberal Studies, Centre for Pathways and Social Justice

Tim Brunet
Pathways Specialist, Lecture, Program Coordinator

Kathleen Geelen-Cervi
Manager of Part-time Studies and Continuing Education