

Credit Transfer and Previous Higher Education Effects on Degree Students Success



By Mokhtar Noka & Sherri Murray
ONCAT Student Pathways Conference
April 20, 2015

AGENDA

- Part I: Introduction to Sheridan's Pathways Experience
- Part II: Introduction to Sheridan's Pathways Research

Part I:
Introduction to
Sheridan's Pathways
Experience

STUDENT PATHWAY VIDEOS

- Athra Walied, Graduate from ESL & Paralegal
- Sarah Qureshi, Current Student, Bachelor of Applied Information Sciences, (Information Systems Security)
- Mikkel Harris, Graduate from Computer Systems Technology, Systems Analyst

WHY ARE PATHWAYS IMPORTANT?

- Pathways are important as they support the changing needs of students.
- Students are recognizing that their learning styles and route to careers or further education may be different from each other – it is important for Sheridan to be proactive in meeting the needs of our diverse students.
- Pathways enable students to learn and progress without duplicating the learning they have achieved, but rather, by recognizing what they have already accomplished.

BACKGROUND

- Over 700 possible pathways available for students at Sheridan
 - Sheridan has an increasing number of internal pathways for its degree programs
- Pathways Standing Committee:
 - Cross-institution membership
 - Meets monthly
- Sheridan's definition of pathways:
 - Different routes that students may take to progress through the education system. The pathway system assists qualified students to move between postsecondary institutions or programs without repeating prior, relevant learning.

CHALLENGES

- Very limited data to trace Sheridan students who have gone onto another institution to fully understand their successes and challenges.
- Inbound student data is operational, and requires more analysis and modelling.
- Previous understanding of student behaviour is anecdotal; an evidence-based approach is required to better understand how we can better serve prospective and current students.

INSTITUTIONAL OBJECTIVES

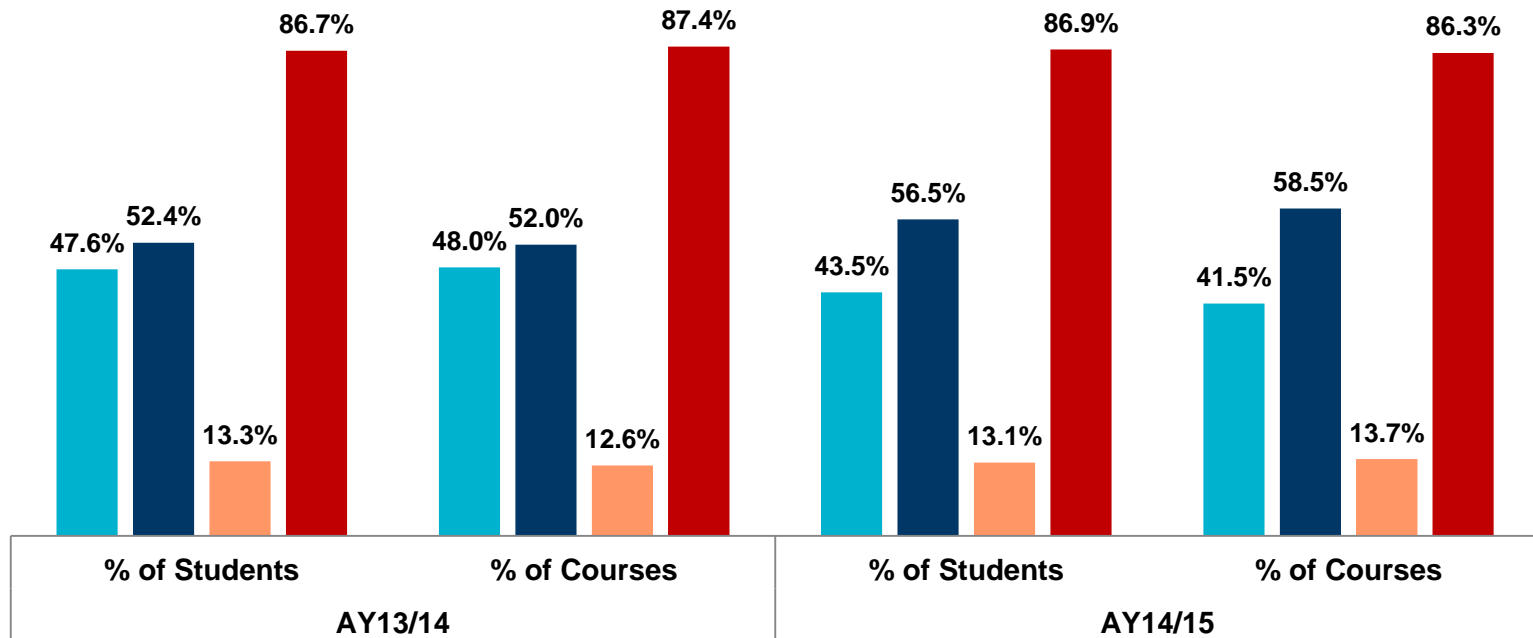
- To continue to develop and improve existing pathways available to students
- To identify GPA differences in transfer students versus non-transfer students
- To look at the graduation/retention rates for those students transferring into degree programs
- To identify any gaps and make recommendations to include in the year end annual report for Sheridan's Academic Pathways Senate Standing Committee

Part II:
Introduction to
Sheridan Pathways
Research

COURSE TRANSFER REQUESTS

By Program Type & Source Type

- All Programs From College
- All Programs From University
- Degree Programs From College
- Degree Programs From University

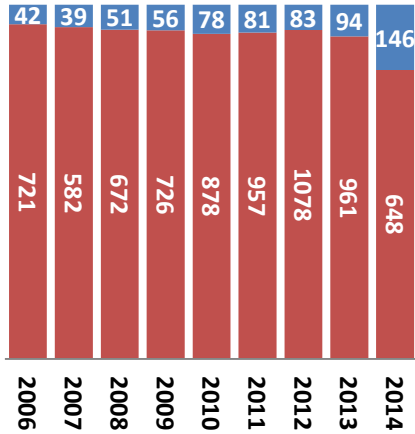


EXTERNAL COURSE & CREDIT TRANSFERS

By Program Type

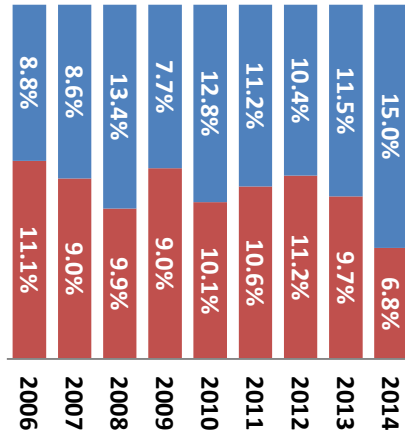
Students with CT

■ All Credentials ■ Degree



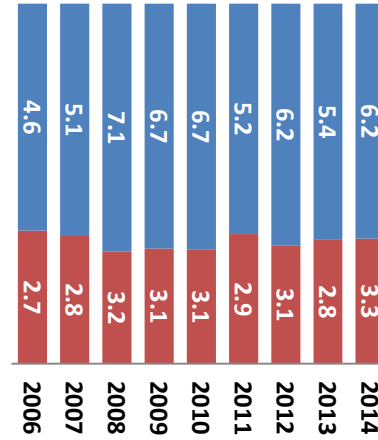
% of Total Students

■ All Credentials ■ Degree



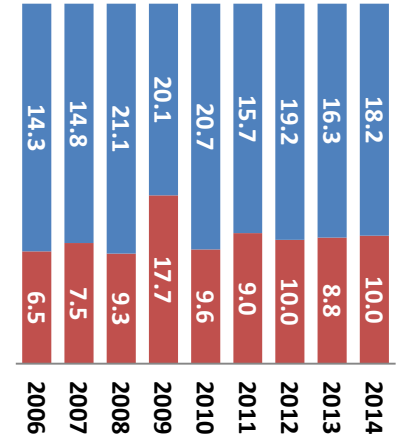
Avg. Num. of Courses/student

■ All Credentials ■ Degree



Average Num. of Credits/Student

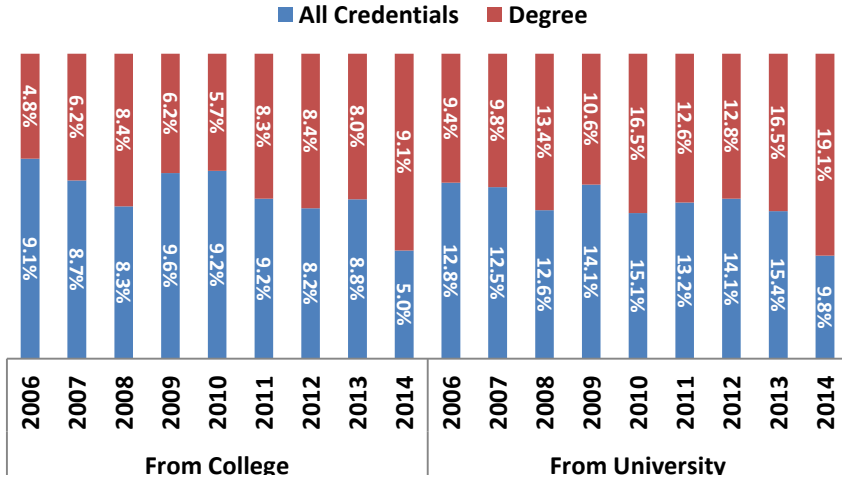
■ All Credentials ■ Degree



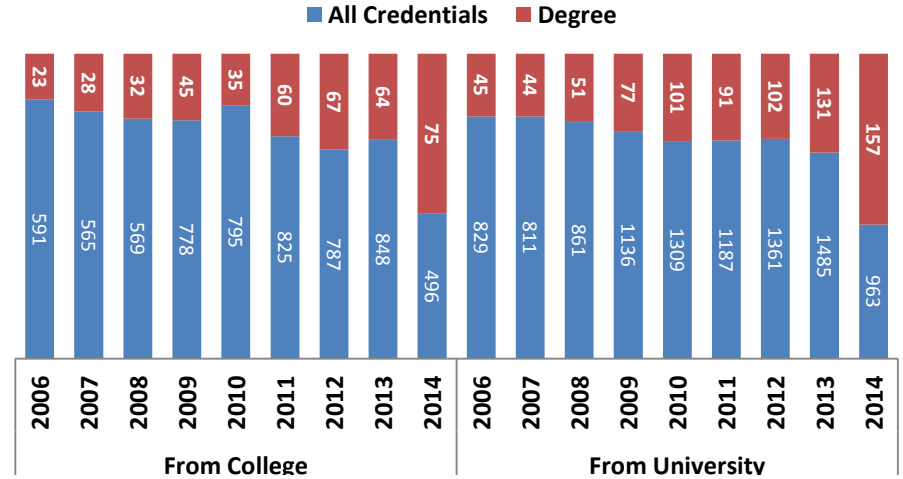
INCOMING STUDENTS PREVIOUS HIGHER EDUCATION

By Program Type & Source Type

% of Students with Previous Education



Students with Previous Education

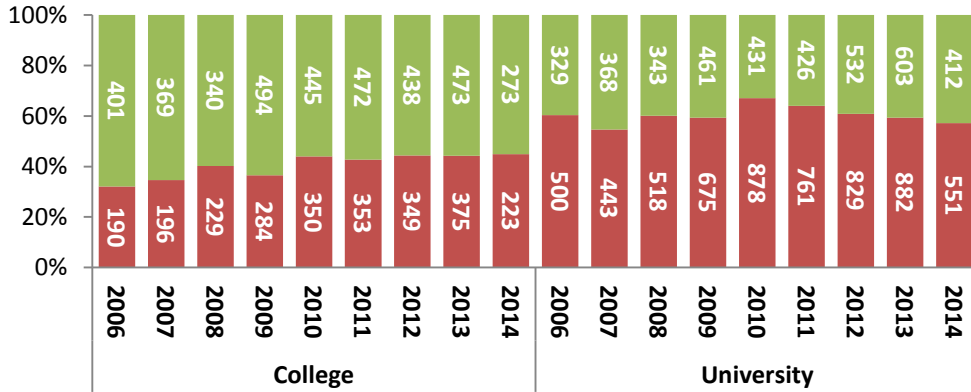


INCOMING STUDENTS WITH PREVIOUS HIGHER EDUCATION

By Program Type & Completion

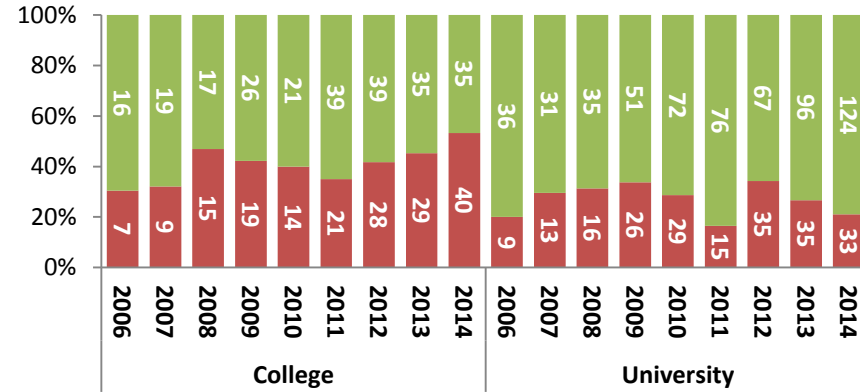
All Programs

■ Compl. ■ Incompl.



Degree Programs

■ Compl. ■ Incompl.



SURVEY SAMPLE DESCRIPTION

Survey sent to current Dip. & Adv. Dip.
students who are at the end of 2nd year

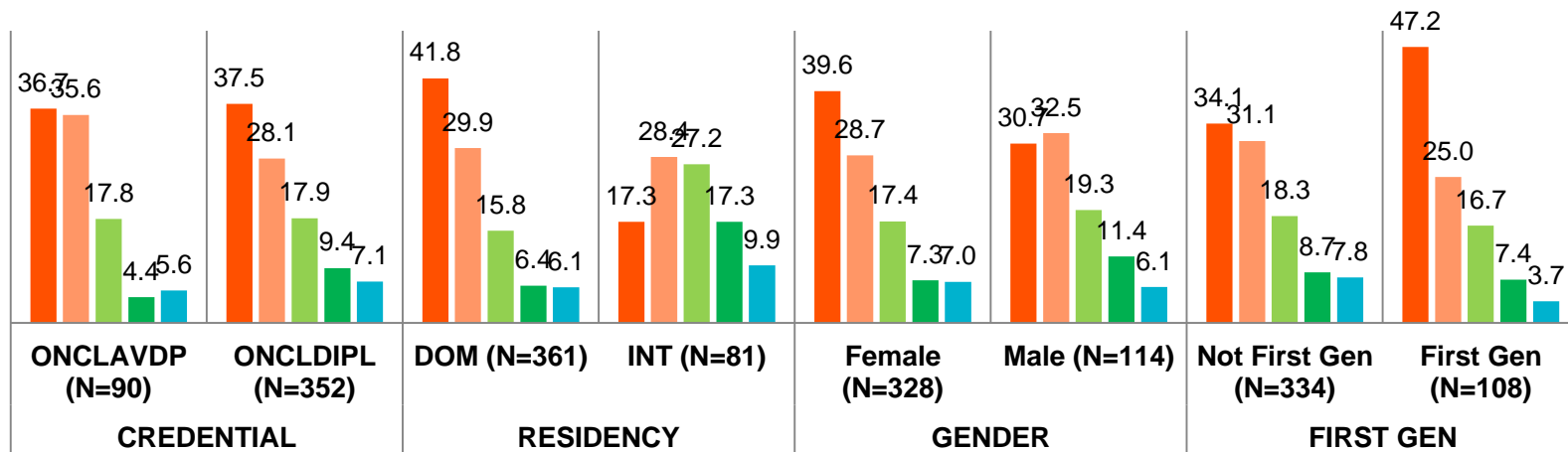
		ONCLAVDP	ONCLDIPL	Total	Reponded	Resp %
FACULTY	All	797	2755	3552	442	12.4%
	FAAD	163	256	419	54	12.9%
	FAHCS	150	1215	1365	181	13.3%
	FAST	69	278	347	57	16.4%
	FHASS	11	69	80	13	16.3%
	FOB	404	937	1341	137	10.2%
RESIDENCY	DOM	753	2098	2851	361	12.7%
	INT	44	657	701	81	11.6%
FIRST GEN	Yes	209	709	918	108	11.8%
	No	588	2046	2634	334	12.7%
GENDER	Female	418	1796	2214	328	14.8%
	Male	379	957	1336	114	8.5%
	Unknown		2	2		

FAMILIARITY OF PATHWAYS

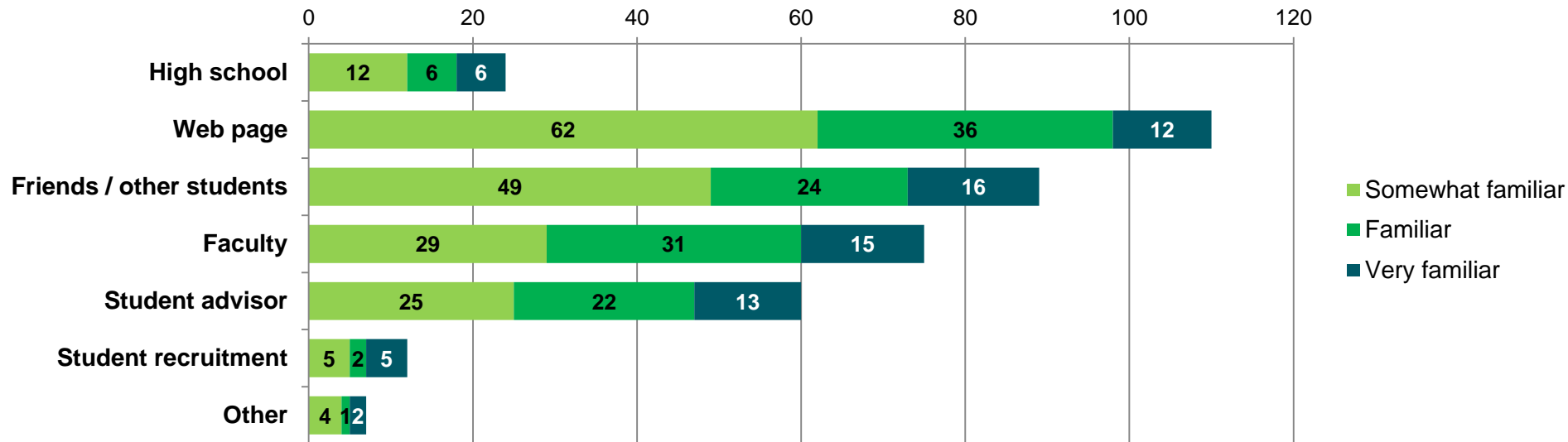
BY
CREDENTIAL, RESIDENCE, GENDER AND FIRST GEN.

How familiar are you with Sheridan Pathways opportunities?

- Not familiar
- Somewhat familiar
- Familiar
- Very familiar



SOURCES OF INFORMATION ABOUT PATHWAYS

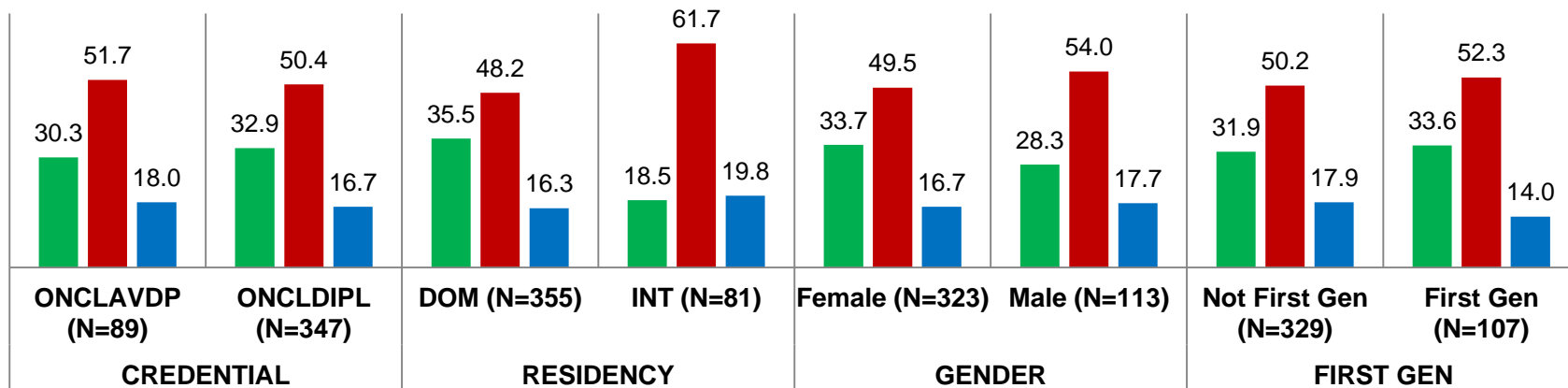


HOW MANY APPLIED FOR CT (%)

By
Credential, Residence, Gender And First Gen.

Did you apply for transfer of credits for your current program?

- Yes
- No
- N/A (no previous higher education)

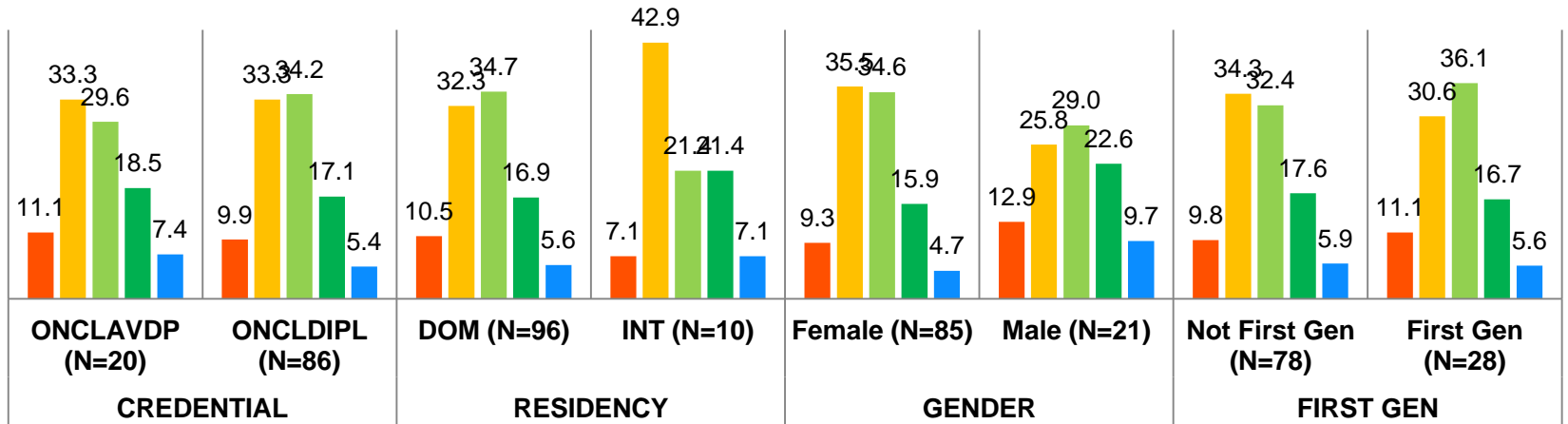


HOW WAS THE EXPERIENCE FOR CT (%)

By
Credential, Residence, Gender And First Gen.

How would you describe your experience applying for credit transfer?

- Not at all good
- Could be better
- A good experience
- A great experience
- Prefer not to say

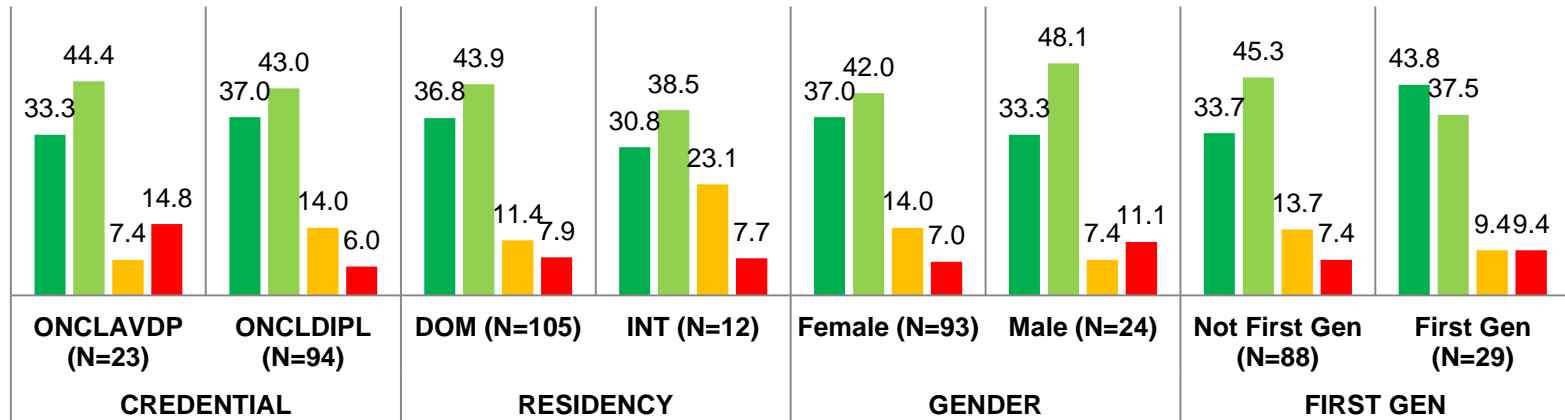


HOW EASY WAS THE PROCESS FOR CT (%).

By
Credential, Residence, Gender And First Gen.

How difficult did you find the process of credit transfer overall?

- Easy
- Neither easy nor difficult
- Difficult
- Very difficult

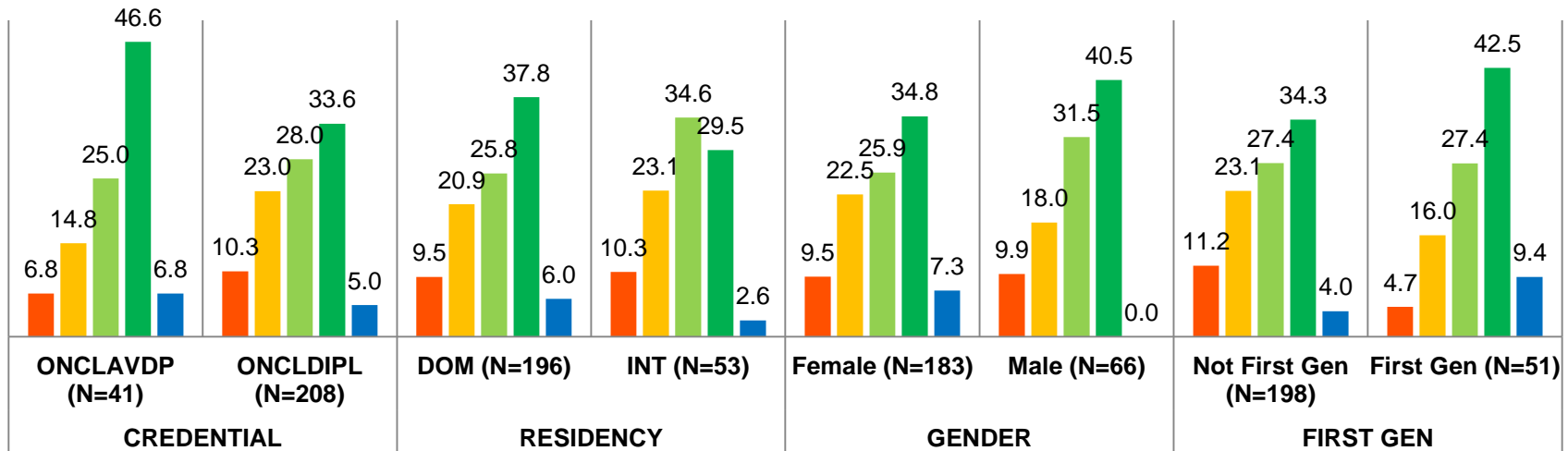


INTERESTED IN TRANSFERRING INTO A DEGREE (%)

By
Credential, Residence, Gender And First Gen.

How interested would you be in transferring into a degree program?

- Not at all interested
- Somewhat interested
- Interested
- Very interested
- Don't Know



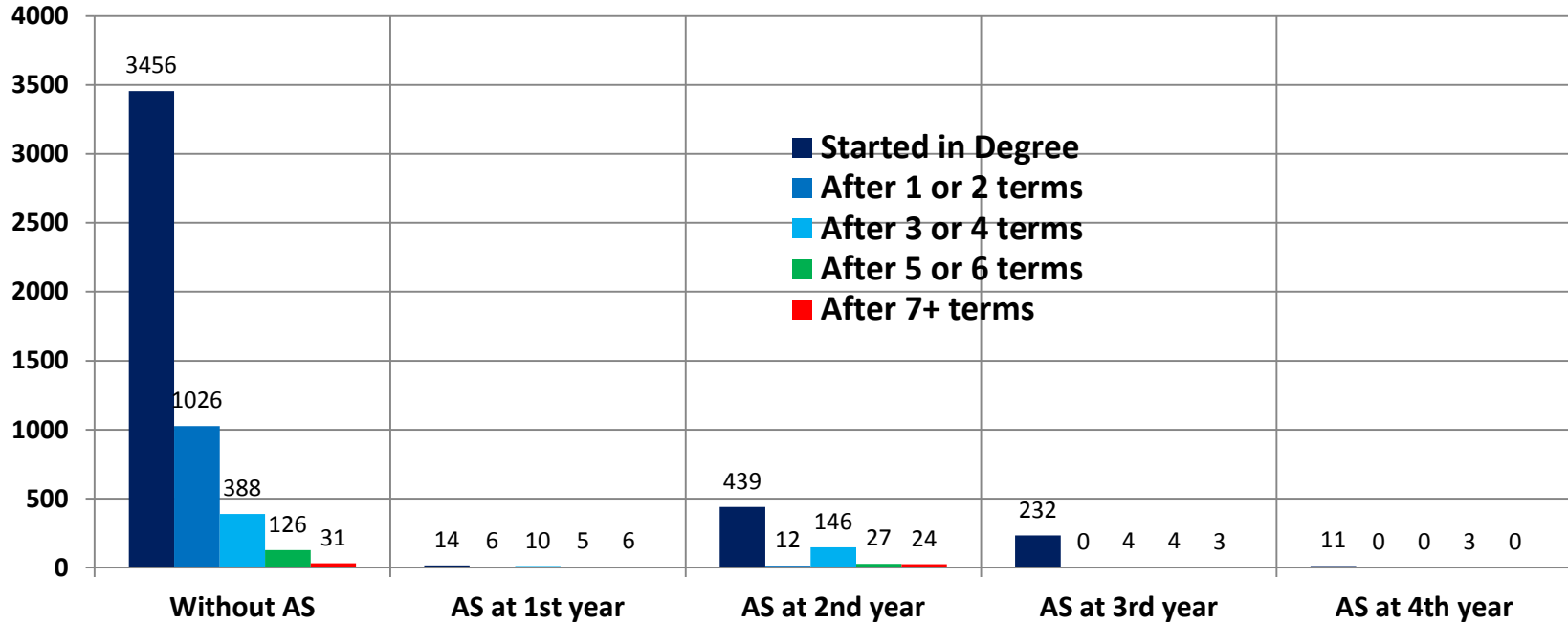
WHY STUDENTS DO NOT TRANSFER

Some of the Reasons Students are not Interested in Transferring into a Degree Program

	Not at all interested	Somewhat interested	Total
Would like to graduate faster and get employment	12	29	41
The transfer process is not clear to me	1	15	16
I don't think it is worth the effort	2	7	9
I like to graduate my current program first	14	44	58
Other	14	4	18

SHERIDAN DEGREE STARTERS

By Terms Before Transfer & Advanced Standing (AS)



DEGREE STARTERS CURRENT GPA AFTER TRANSFER

By Terms Before Transfer & Advanced Standing (AS)

	No AS		AS at 1st or 2nd Y		AS at 3rd or 4th Y	
	Avg. Cur GPA	Nub. Students	Avg. Cur GPA	Nub. Students	Avg. Cur GPA	Nub. Students
Started in Degree	3.1	3389	3.2	444	3.3	242
After 1 or 2 terms	3.2	958	2.5	12	N/A	N/A
After 3 or 4 terms	3.1	353	3.1	154	N/A	N/A
After 5 or 6 terms	3.1	112	3.0	28	N/A	N/A
After 7+ terms	2.8	27	3.4	25	N/A	N/A

DEGREE STARTERS GRADUATION ON TIME

By Terms to Transfer and Advanced Status (AS)

	Started without AS		AS at 1st year		AS at 2nd year		AS at 3rd year		AS at 4th year		Total	
	Count	% Grad	Count	% Grad	Count	% Grad	Count	% Grad	Count	% Grad	Count	% Grad
Started in Degree	788	69.9%	4	75.0%	365	81.6%	224	90.6%	1	100%	1382	76.4%
After 1-2 terms	315	78.7%	5	20.0%	7	28.6%	0		0		327	76.8%
After 3-4 terms	65	73.8%	6	33.3%	40	72.5%	1	0.0%	0		112	70.5%
After 5-6 terms	6	50.0%	3	66.7%	6	50.0%	0		3	33.3%	18	50.0%
After 7+ terms	0		0		7	57.1%	0		0		7	57.1%
Total	1174	72.4%	18	44.4%	425	79.1%	225	90.2%	4	50.0%	1846	75.8%

DEGREE STARTERS

Correlation Between Current GPA after Transfer and Profile Factors

Correlations	Cur GPA After	Terms Before	Start Level	HS Avg	Prev Educ	Credits Transf
Terms Before	-0.013					
Sig. (2-tailed)	0.324					
Start Level	0.033	0.031				
Sig. (2-tailed)	0.011	0.018				
HS Avg	0.343	-0.205	0.017			
Sig. (2-tailed)	0.000	0.000	0.221			
Prev Educ	0.082	-0.119	0.033	0.185		
Sig. (2-tailed)	0.000	0.000	0.012	0.000		
Prev Educ Inc Sher	0.077	0.512	0.001	0.039	0.739	
Sig. (2-tailed)	0.000	0.000	0.938	0.005	0.000	
Credits Transf	0.125	-0.131	0.186	0.149	0.368	
Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	
Age	0.015	-0.108	0.217	-0.030	0.404	0.243
Sig. (2-tailed)	0.261	0.000	0.000	0.028	0.000	0.000
Gender	-0.146	0.017	0.003	-0.186	-0.015	-0.044
Sig. (2-tailed)	0.000	0.185	0.845	0.000	0.243	0.001
Previous Cred.	0.131	0.229	0.164	-0.055	-0.121	-0.054
Sig. (2-tailed)	0.000	0.000	0.000	0.000	0.000	0.000

DEGREE STARTERS

Correlation Between Graduation after Transfer and Profile Factors

	Terms at Sheridan Before	AS Level	HS Avg.	Prev. Educ. Levels	Credits Transf.	Age	Gender	Prev. Cred.
Correlation	-0.052	0.126	0.171	-0.044	0.107	0.033	-0.086	0.363
Sig. (2-tailed)	0.025	0.000	0.000	0.058	0.000	0.161	0.000	0.000

CONCLUSION

- The more transfer credits students receive, the higher the GPA and graduation rates
- Students who enter Sheridan with previous credentials from a college or university, maintain higher GPAs and are more likely to graduate on time
- The higher the level AS at transfer into a degree, the higher the GPA
- Female students tend to utilize transfer credit opportunities more often, have higher graduation rates and a higher GPA than males
- Overall, credit transfer has a positive effect on student success
- There is interest and opportunity to increase pathways at Sheridan.

Thank you!

Any Questions?

Website:

pathways.sheridancollege.ca

Contact:

Mokhtar Noka: noka@sheridancollege.ca

Sherri Murray: sherri.murray@sheridancollege.ca