



Models of Articulation as an Internationalisation and Mobility Strategy

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Australian Government

Australian Education International

Leveraging Articulation and Credit Transfer Mechanisms to Increase International Student Mobility

Data and Analysis Related to Articulation Models in North America

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Research Objectives

- Are articulation agreements viable pathways to international student mobility?
- What are current domestic models and can these be used as basis for international agreements?
- What are the factors of successful international articulation agreements?

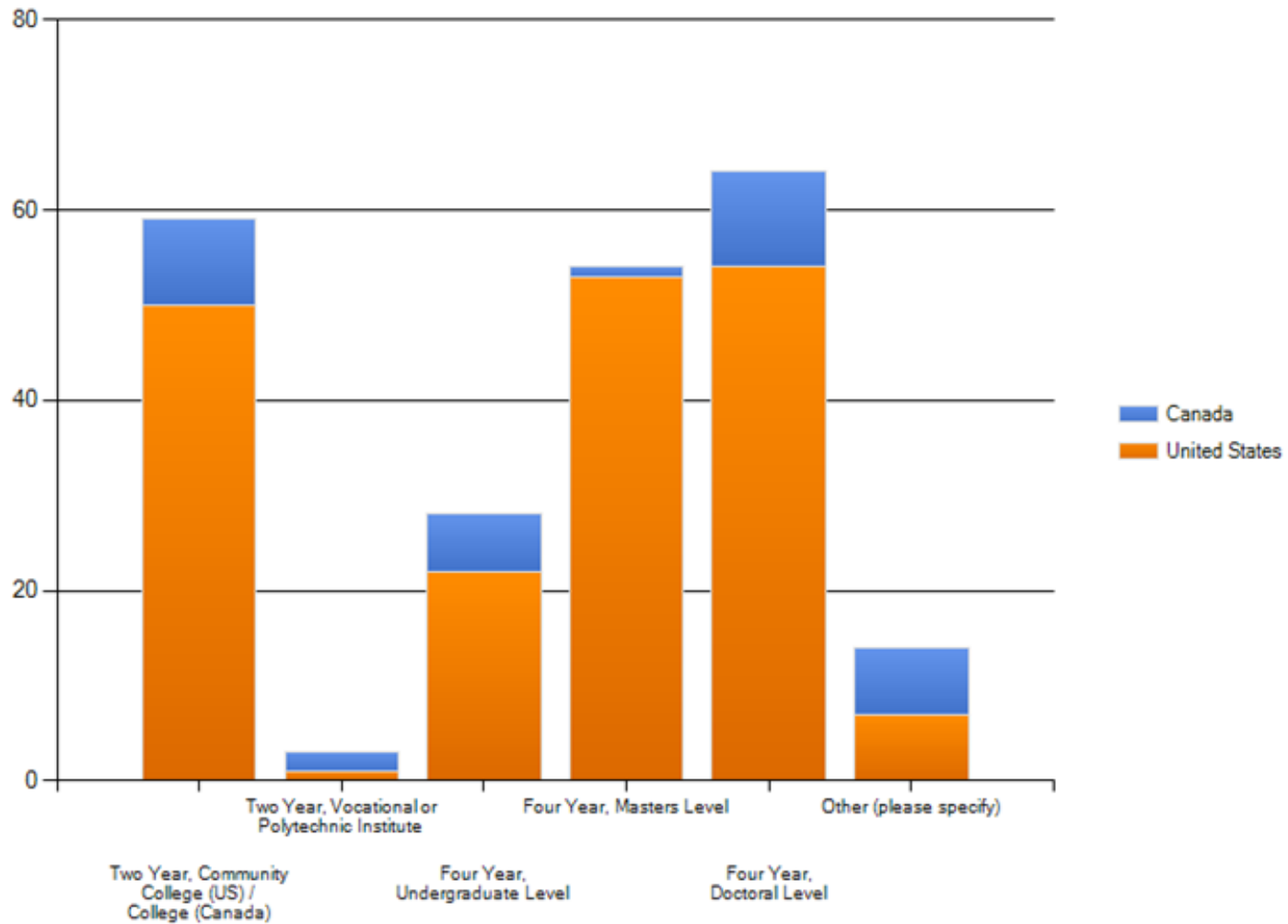
What do we mean by articulation?

Articulation Agreements are defined as an "officially approved or sanctioned agreement between educational institutions which facilitate students' academic progress toward a degree and, typically, matches coursework between the agreeing institutions." Articulation agreements are intended to reduce barriers to student mobility, permit direct entry or advanced standing at another institution, and allow students to continue their education at another institution without having to repeat certain courses.

Research Approach

- Pre-instrument focus groups and telephone interviews
- Survey deployed: respondents from North America—225 institutions
- Post-survey telephone interviews

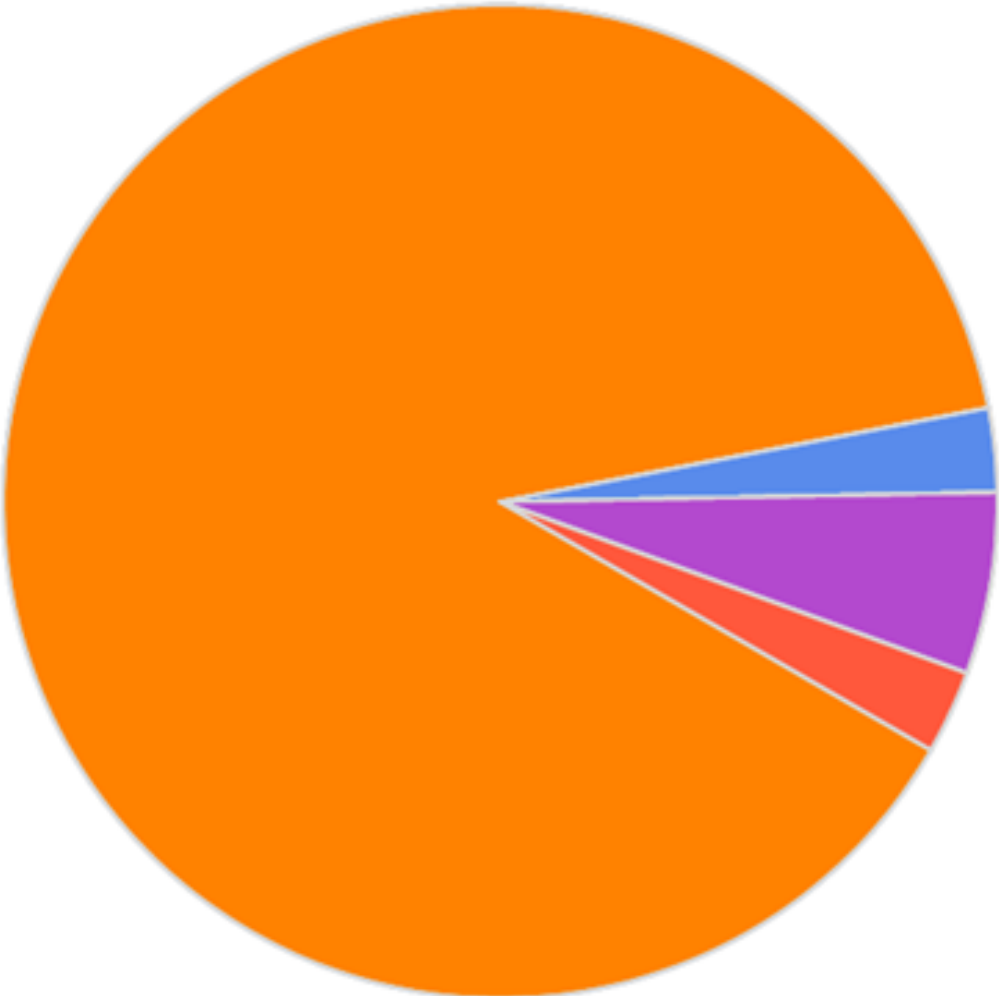
Please select the option that best describes your institution:



Analysis of Results

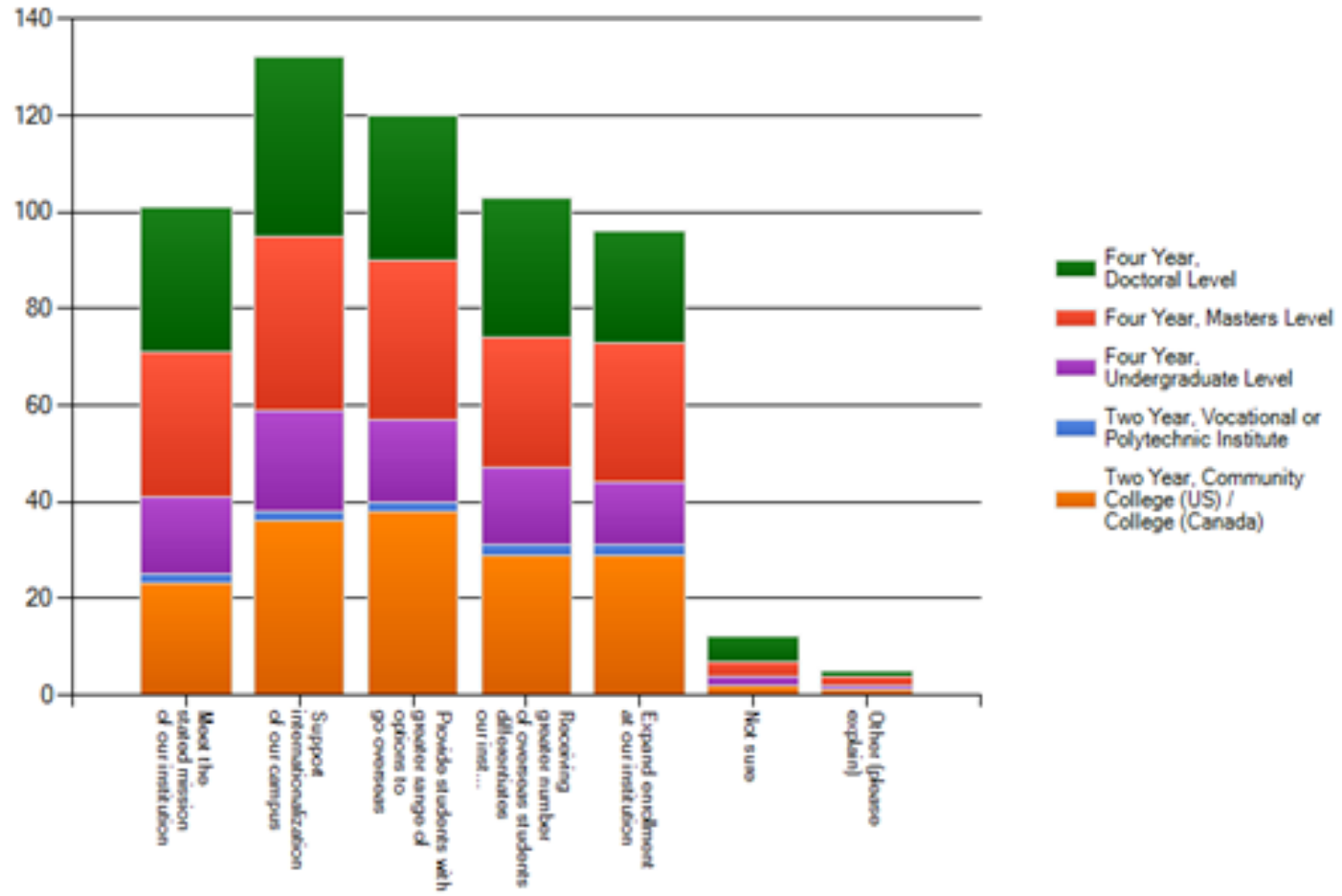
- Articulation agreements are common at many North American institutions
- Internationalization is a leading rationale for articulation agreements with non-domestic institutions
- Lack of comfort with educational systems abroad
- Agreements involve significant effort typically by faculty
- Engaging students through international agreements will likely require \$\$\$

Which scenario best describes your institution?

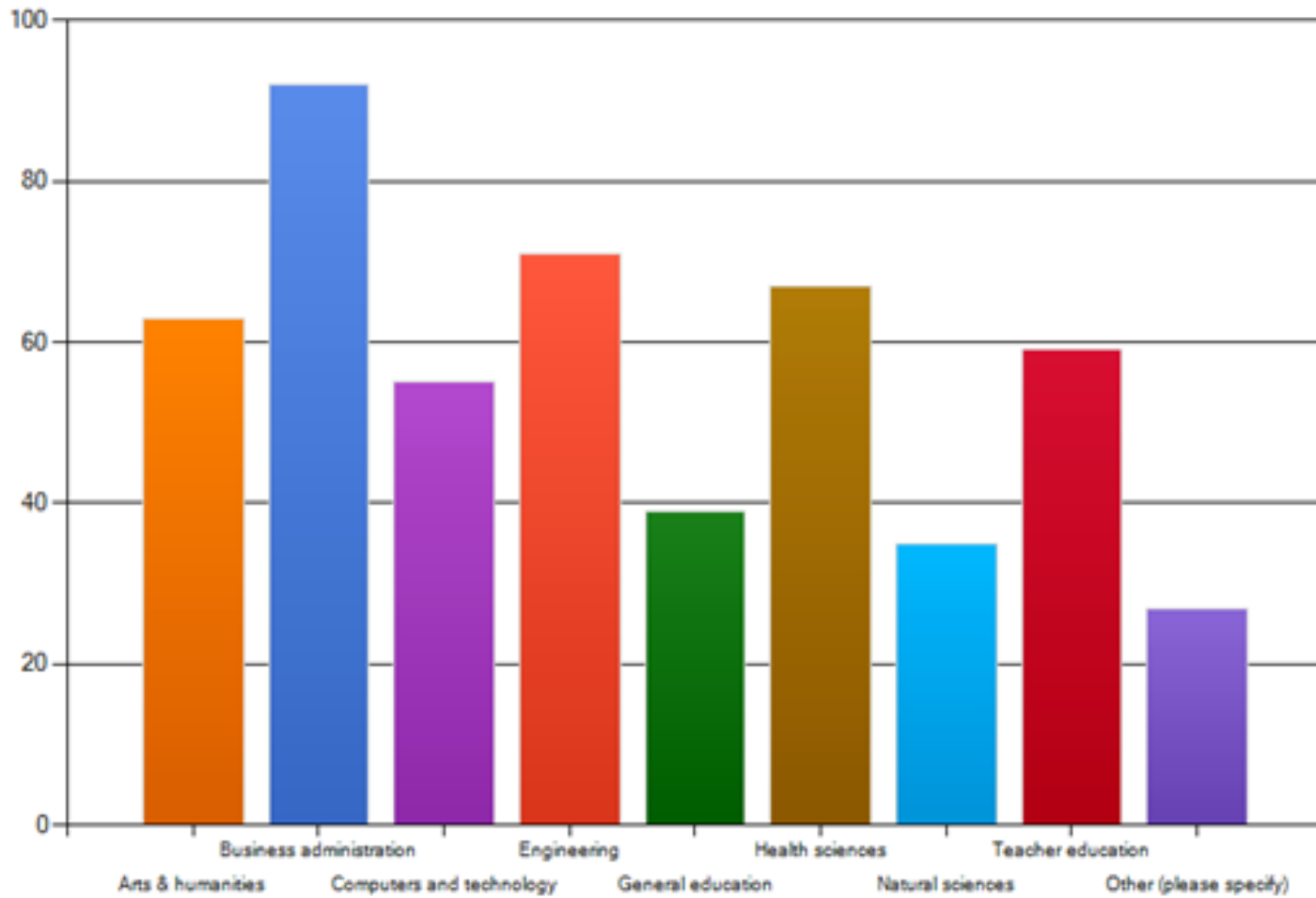


- A) My institution currently has active articulation agreements
- B) My institution does not currently have active articulation agreements
- C) My institution has no active articulation agreements and has not ...
- D) Not Sure

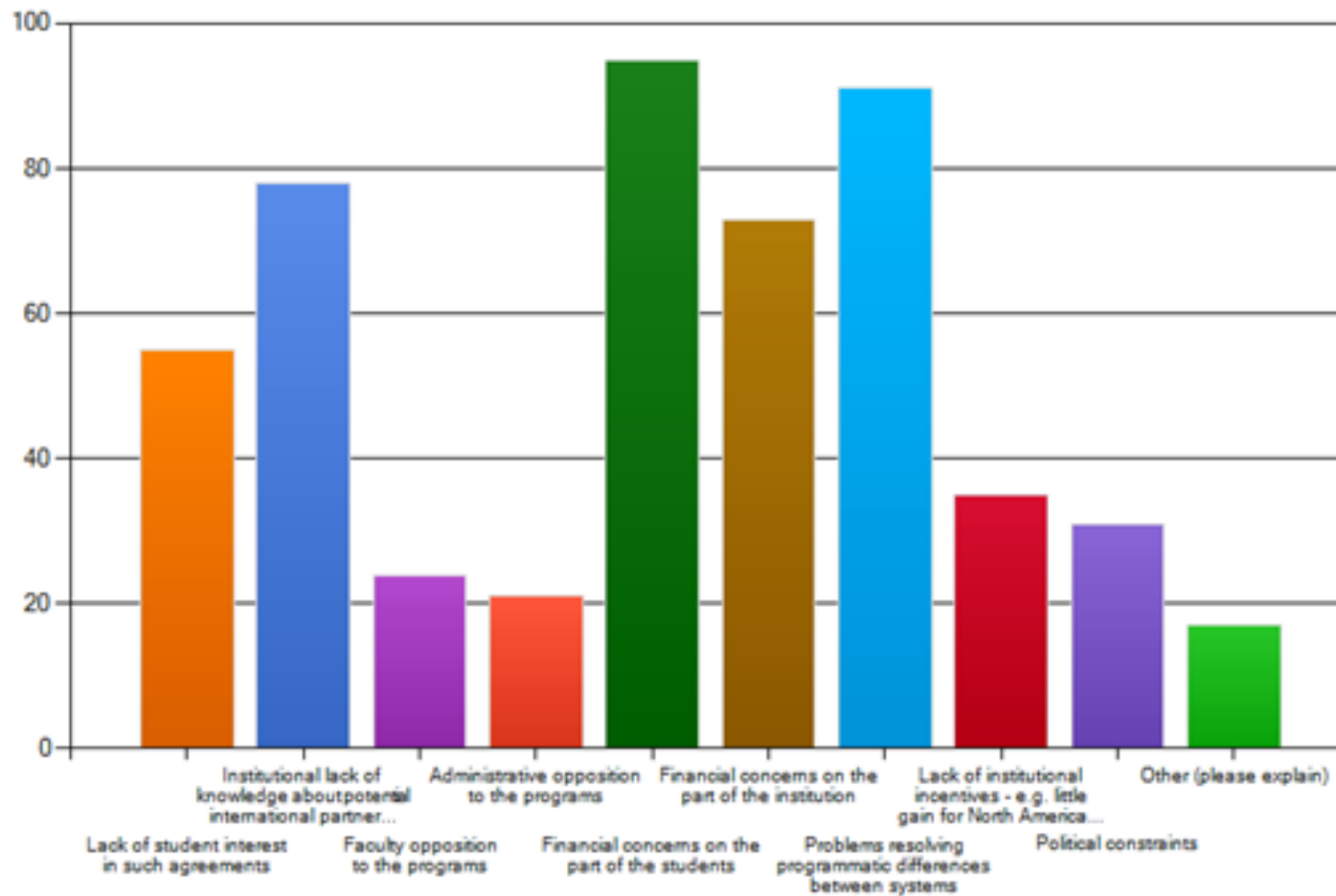
What opportunities do you believe new or existing international articulation agreements would provide to your institution? Check all that apply.



**In which subjects have you developed discipline-specific articulation agreements?
Please check all that apply.**



Which of the following factors are likely to be barriers to the development of articulation agreements between your institution and institutions of higher education in other countries?
Please check all that apply.



Other Issues

- Tension between volume of students and variety of options
- Use of agents, a practice in Canada, is not utilized in the United States
- Domestic pressures (typically within public educational systems) may alter the architecture of articulation
- Being creative—e.g., foreseeing a triangular pathway for advancement—may have potential



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Lateral Entry Arrangements

The Australian Experience
Tony Adams

THE BACKGROUND



- In the late 80's and early 90's, the younger Group Of 8 universities (Monash and UNSW) and what were to become the Australian Technology Network universities moved quickly to develop South East Asian markets, particularly Malaysia, HK and Singapore.
- Twinning programs in all three countries (1+2), (2+1) and articulation from the polytechnic sector in Singapore provided the impetus.
- Block credit became the way to operate for many, or at least subject by subject credit with precedents established.

WHAT DO WE KNOW?



Australian Education International has carried out a number of studies of the pathways that international students take in Australia.

- These include; schools, vocational, English, Higher Education and Other (non award programs-study abroad, foundation and similar bridging programs).
- **They do not include students who enter via pathways from outside of Australia.**
- When this data is further analysed by removing students who do not proceed to HE and students who enter at year 1 then it can be shown that 31% of international HE students have come through a study pathway that is likely to have involved credit for previous study.
- If it is assumed that PG students do not come through articulated pathways then it is likely that some 40% of international UG students come through an articulated pathway in Australia. If overseas pathways are included this is likely to be over 60% of undergraduates.

THERE IS AN EFFICIENCY DIVIDEND



The following table from the Australian Universities International Directors Forum (AUIDF) shows for a university's own pathways including offshore twinning type partnerships, that there is an efficiency dividend in the percentage of commencements and the staff effort to generate them.

Recruitment Channel	Percentage of applicants receiving offers	Percentage commencements to Applications	Number of applications processed for one commencement
Recruited in Australia			
University Pathway	93.8%	60%	1.7
Directly	71.7%	37.9%	2.6
Agent other than IDP	74.3%	33.4%	3.0
IDP as Agent	71.9%	33.4%	3.3
Recruited Overseas			
University Pathway	79.4%	60.2%	1.7
Directly	68.1%	27.2%	3.7
Agent other than IDP	76.1%	25.4%	3.9
IDP as Agent	70.2%	17.0%	5.9

TYPES OF PATHWAYS OFFSHORE



Pathway is Offshore	Description	Best Practice
Diploma to degree	Public and private providers offshore. Public include Singapore polytechnics.	Block exemptions in cognate programs. Subject by subject with precedents established.
Degree to degree (offshore)	Could be dual degree or ad hoc applications.	Dual degrees should be by precedent and agreement. Ad-hoc enquiries by subject with precedents.
Twinning (Australian, UK, etc)	Generally should be highly trusted.	Block exemptions in cognate degrees.
University's own pathway or twinning program)	Very highly trusted	Block exemptions in cognate degrees
Non Award (exchange and Study Abroad) inbound.	Partner institutions should be highly trusted	Subject by subject with precedents.

TYPES OF PATHWAYS ONSHORE



Pathway is Onshore	Description	Best Practice
Diploma to degree	University's own curriculum	Highly trusted Guaranteed entry
Diploma to degree	Other Australian university curriculum	Highly trusted . Block credit or substantial subject by subject credit with precedents.
Diploma to degree	TAFE	Ariculation agreement with precedents
Diploma to degree	Other private provider	QA process with subject by subject credit with precedents.

TYPES OF LATERAL ENTRY ARRANGEMENTS

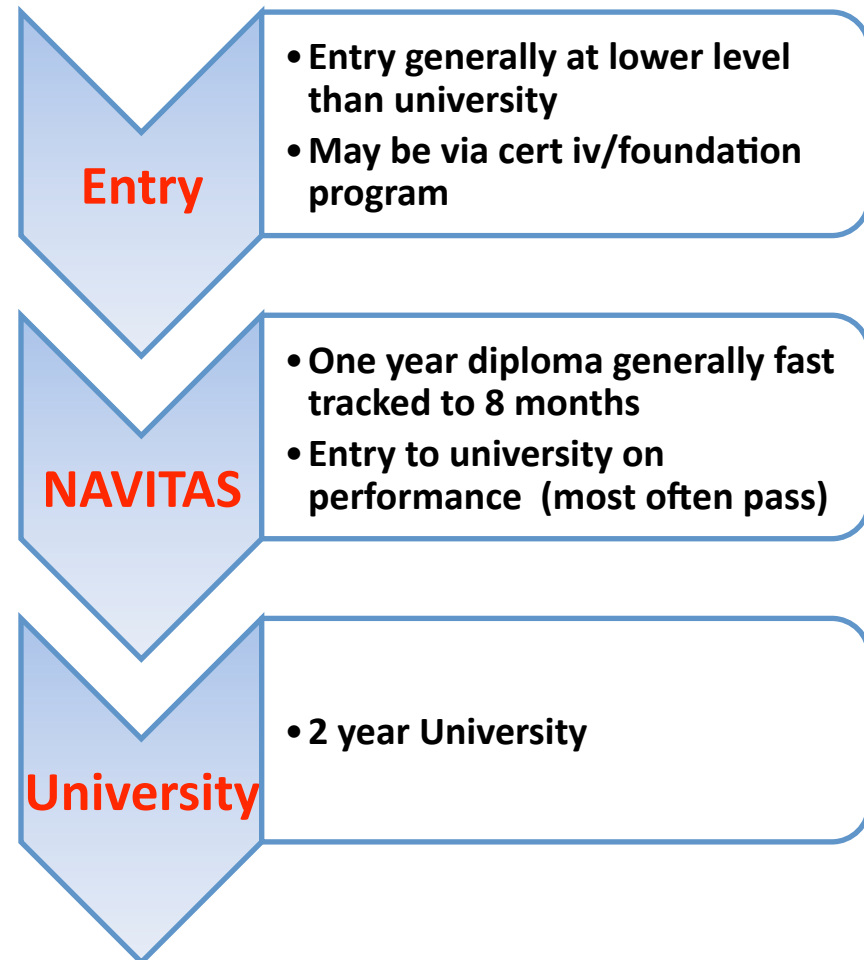


Type of Arrangement	Comment
Articulation agreement	Entered into when in the interests of both partners. May be unilateral or bilateral recruitment or dual/double degree, and/or bilateral mobility. May be a marketing opportunity for both the sender and receiver. The largest number of students likely to be via onshore and offshore agreements (for example Navitas).
Articulation arrangement	Unilateral. In the interests of the receiver. The sender may be supportive or even hostile. The majority of linkages will be in this category.
Ad Hoc arrangements	Lateral entry where precedents are unlikely to occur.

DIPLOMA TO DEGREE (NAVITAS)



- Navitas run diploma to degree pathways across Australia, UK and Canada
- Publicly listed Australian company
- Diploma is identical to the first year of the degree
- Taught by Navitas
- Quality assured by University
- Guaranteed entry to degree on performance



ON LINE ASSESSORS



- The good operators have established precedent data bases of credit for previous study.
- Print versions, still maintained in some universities tend to be out of date.
- In the last few years these have gone on line and have been made accessible to prospective students.
- They provide the student with the likely outcome of an application and are generally subject to some form of legal disclaimer.
- Generally menu driven: Country, Institution, Course.

RMIT (ONLINE ASSESSOR)



Institution	Course	RMIT Course	RMIT Advanced Standing	Duration at RMIT
Ngee Ann Polytechnic Singapore	Diploma of Communications	Bachelor of Professional Communications	1.5 years	1.5 years
	Diploma in Biomedical Sciences	Bachelor of Biomedical Sciences	2 years	1 year
	Diploma in Electrical Engineering	Bachelor of Electrical Engineering	2 years 50% B & 25% C grades in final results	2 years
			1 year plus subject exemptions 75% C grades in final results	3 years
Diploma in Accounting	Bachelor of Business Accounting	Up to 1.5 years		
Hong Kong Management Association & Lingnan University -	Joint Diploma in Management Studies RMIT -	Bachelor of Business (Marketing)	1 year (with credit grade)	2 years.

GRIFFITH (ONLINE CALCULATOR)



Griffith Program

Bachelor of Commerce
Program Code 1035

Previous Program Title
Diploma in Accountancy

Previous Institution
**Singapore Polytechnic
(4111)**

Qualification Level
Undergraduate
Completion Level
Complete Specified credit
awarded 90 CP
Unspecified credit
awarded 30 CP

Course equivalent precedents

1101AFE Accounting Principles = Principles of Accounting;
1303AFE Economics for Managers = Economics;
1304AFE Business Statistics = Statistics for Business;
2102AFE Financial Accounting = Financial Accounting 1 + 11;
2104AFE Management Accounting = Cost Accounting 1 + 11;
2105AFE Introduction to Business Law = Business Law;
1001MGT Management Concepts = Management and Organisational Behaviour;
1004MGT Business Informatics = Information Technology Applications in Business 1 + 11 + Information Systems;
1003MKT Introduction to Marketing = Fundamentals of Marketing;
3 x 2/3 level Approved Elective Completion of Diploma;
Course required for completion of degree 2004PPP Government Business Relations;
1011IRL/MMG Employment Relations;
Plus additional courses to gain 240CP which meet degree requirements as listed in the University's Program Catalogue at <http://www.griffith.edu.au/academicprogramsandcourses>

BEST PRACTICE



- A whole of university approach and policy that includes all campuses.
- A concentration on level of attainment in a cognate program rather than **strict** curricula equivalence.
- A precedent data base including institutional and ad-hoc approvals.
- More reliance on institution to institution arrangements rather than ad hoc arrangements
- Advanced standing agreed prior to arrival as part of offer or following acceptance.
- Develop agreements when of mutual interest, but recognise that they wont always be possible or desirable.
- An on line 'advanced standing assessor used.
- Regular briefing of agents
- Close contact by International office and academics with major providers
- An institutional advanced standing process to ensure quality assurance
- Regular review of arrangements.
- Block exemptions given when there are clear course equivalences, otherwise subjects by subject with precedence undertaken.
- Experiment with giving the student the benefit of the doubt.

Two students from the same institution with the same results should get the same response from JCU.