

AIEA Annual Conference

Promoting Cooperatively: A Canadian Multi-Associations Approach

- **The presentation was delivered by ICG at the 2012 AIEA conference in Washington, DC, on 22 February 2012**
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What are pathways?

Pathways in Canada

The Role of CCIEM

Key Findings

Opportunities for Collaborative Promotion

Discussion

WHAT ARE PATHWAYS?

- **“Pathways” is a multi-faceted concept**
- **Conceptual. Pathways are a construct of institutions, systems, (regulatory) regimes, processes, definitions, etc.**
- **Functional. Pathways denote a transition from one education sector or level to another. This is typically a “upward” motion, but can also be sideways or even downwards**
- **Statistical. One “unit” transitioning from one category to another category. A key issue is the consistency of unit identification, systems integrity**
- **Economic. Each pathways action carries an economic value. This value action involves three (+) parties: Sender, Receiver, and the Individual (+)**
- **Political. The intent, volume, direction, and outcome of pathways almost always carries a political relevance**

Pathways are more complex (and technical) than generally believed

WHY PATHWAYS?

- **Because no country / education system(s) can really do perform well without clearly and well defined pathways**
- **Because high quality pathways can / should generate competitive recruiting / experiential / retention advantage**
- **Because pathways can / should / must serve as a critical quality assurance enabler**
- **Because students (customers / enablers) have a right to transparency across all dimensions (quality, experience, cost, outcome)**
- **Because the time of inefficient, misaligned, and ill understood pathways is over**

Canada: QA-centric pathways will be a crucial competitive enabler

- **Standard Pathway - A student can transition from the secondary to the higher education sector and thus utilize a “standard” pathway**
- **Multi-stage Pathway – From ESL to foundation year to post-secondary enrollment (colleges and universities)**
- **Each pathway is subject to rules and regulations set by both sectors, with the receiving sector holding the balance of procedural power**
- **Transition processes can rely on open pathways (i.e. they are essentially unrestricted), can be subject to tightly controlled pathways (via, for example, articulation agreements), or face closed pathways (in the case of structural inhibitors)**

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- **In the past, educational pathways in Canada have not been systematically researched, analyzed, categorized, or optimized**
- **Initiatives to date are either based on narrow regional initiatives (British Columbia), or on select (pilot) projects (e.g., colleges and language schools)**
- **At a national level, the inherent complexity of pathways is reflected in the need to strive for an unprecedented stakeholder alignment including the national Government, Provinces and Territories, associations, private and public education providers at all levels, and so on**
- **In the absence of clearly articulated, structured pathways Canada as a whole has not been able to fully benefit from the quality of its educational sectors**
- **As a result, the recruiting and/or retention of students across all sectors suffers from inefficiencies, sub-optimal economics, and a lack of clarity and cohesion (especially with regards to data and analysis)**

PATHWAYS MODELS IN CANADA

A Short List of Examples

Nova Scotia International Student Program	➔	NS, Canadian and foreign post-secondary institutions
University of Toronto Scarborough Green Path Program	➔	University of Toronto Scarborough
Fraser International College	➔	Simon Fraser University
Canadian College of English Language	➔	Thompson Rivers University, University of Alberta, etc. (35+ institutions)
Bow Valley College	➔	AB post-secondary institutions
International Language Academy of Canada	➔	35+ Canadian colleges and universities
BC high schools	➔	North Island College
CultureWorks	➔	University of Western Ontario
Fanshawe College ESL	➔	Fanshawe College degree programs
AB high schools	➔	SAIT Polytechnic
StudyGroup International Study Centre	➔	Royal Roads University
BC colleges & foreign universities	➔	Thompson Rivers University

Canada is already home to many dozens of pathways models

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- **The Canadian context is both unique – and a bit complicated**
- **Education is the responsibility of the Provinces, which includes regulatory, QA, licensing, credit transfer, etc. issues**
- **The absence of a national ministry of education has resulted in the lack of a default policy and guidance institution**
- **CCIEM is the only organization which represents most but all Canadian education providers at a national level through its five association members**
- **CCIEM therefore can uniquely aid inter-sector (and intra-sector) initiatives such as the pathways research**

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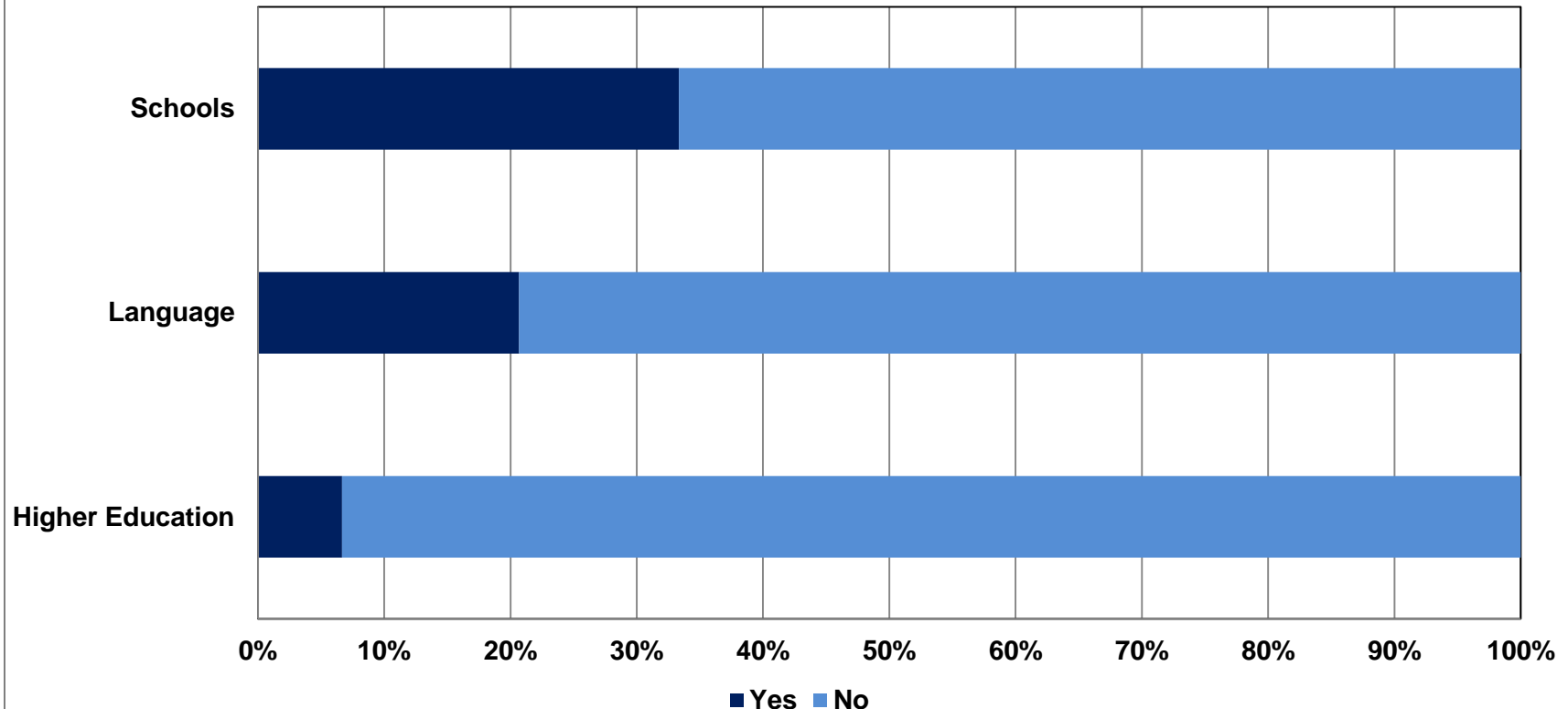
Discussion

- **Conducted through the summer and fall of 2011**
- **120+ stakeholder interviews**
- **100+ valid survey responses from universities, colleges, language schools, and school districts**
- **Multiple stakeholder update presentations and iterations**

SUMMARY OF SURVEY FINDINGS

All Sectors Overview – Select Themes (I)

Does Your Institution Have a Standard Definition of International Student Pathways?

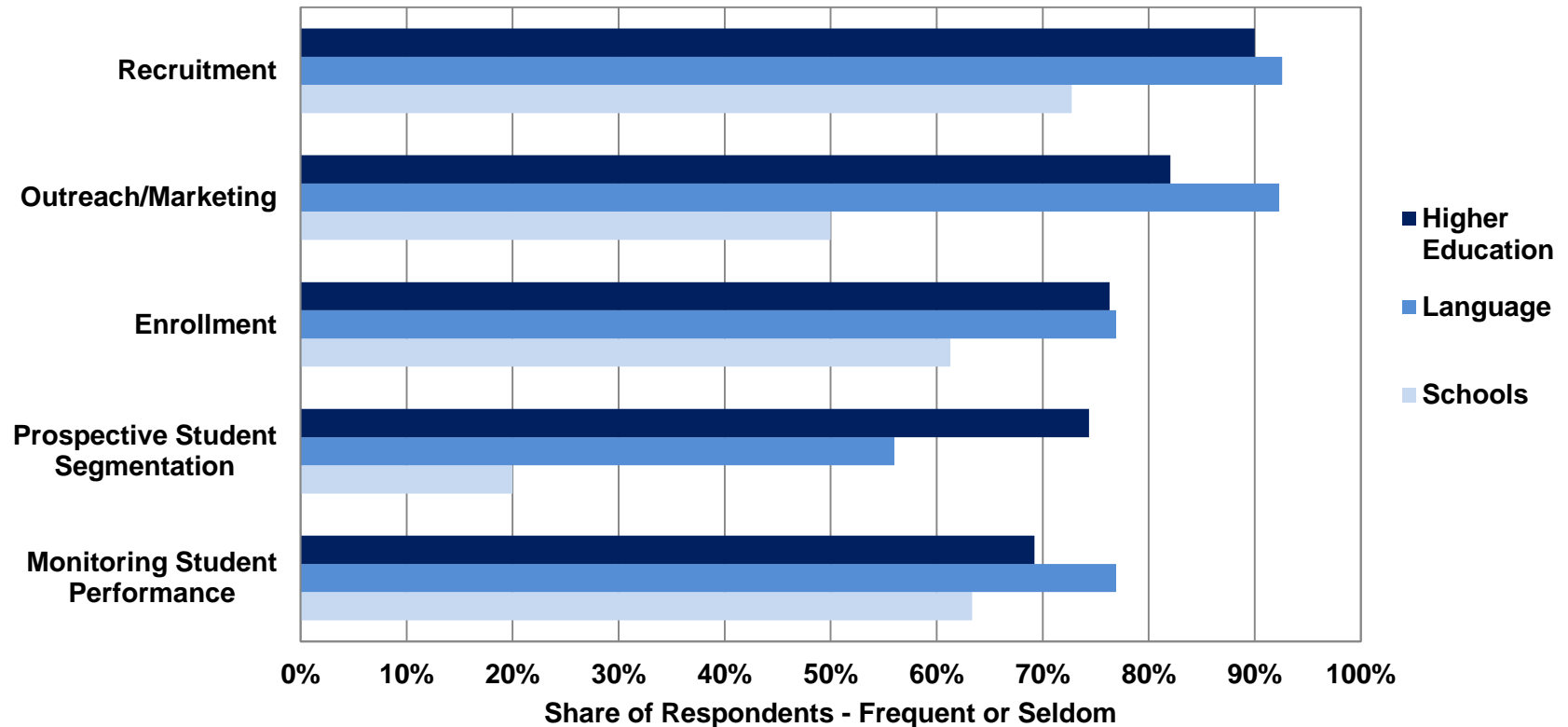


The vast majority of institution does not have a definition

SUMMARY OF SURVEY FINDINGS

All Sectors Overview – Select Themes (II)

To What Extent Does Your Institution Use International Student Pathways Data for the Following Purposes? (I)

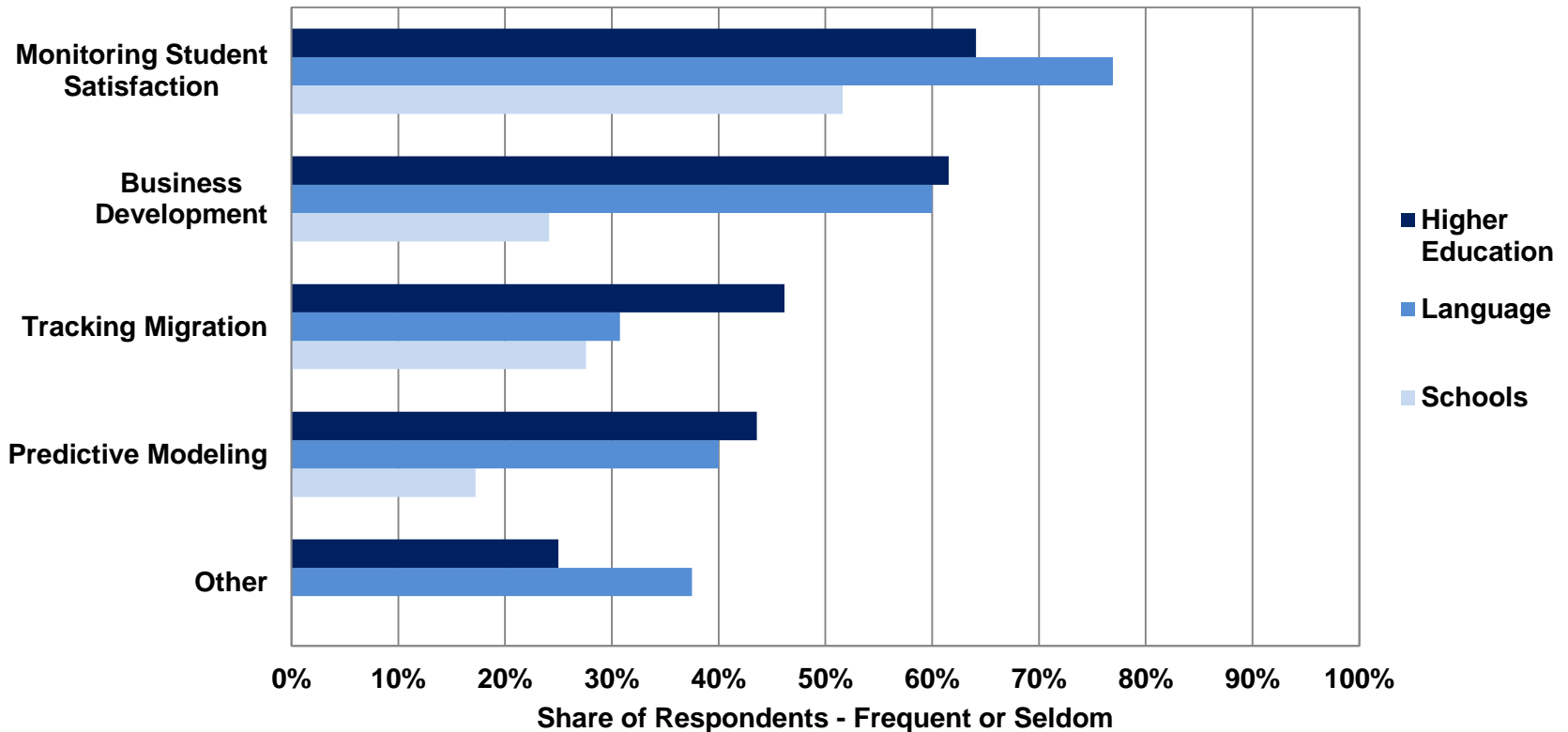


Marketing and recruiting are two lead usages

SUMMARY OF SURVEY FINDINGS

All Sectors Overview – Select Themes (III)

To What Extent Does Your Institution Use International Student Pathways Data for the Following Purposes? (II)

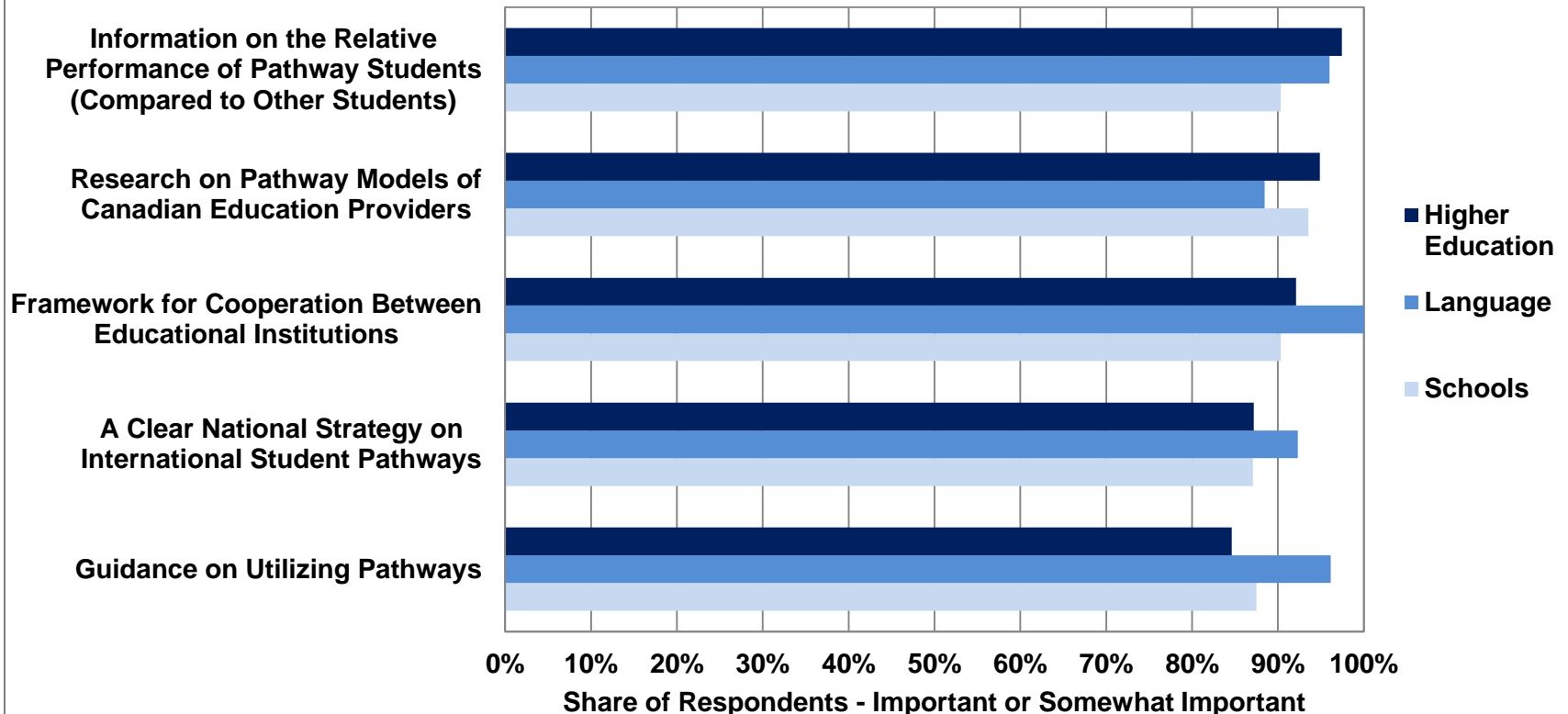


Business development and analytics are minor usage factors

SUMMARY OF SURVEY FINDINGS

All Sectors Overview – Select Themes (IV)

What Areas Does Your Institution Believe Should be Addressed by CCIEM to Help Your Institution Build and Utilize Pathways?

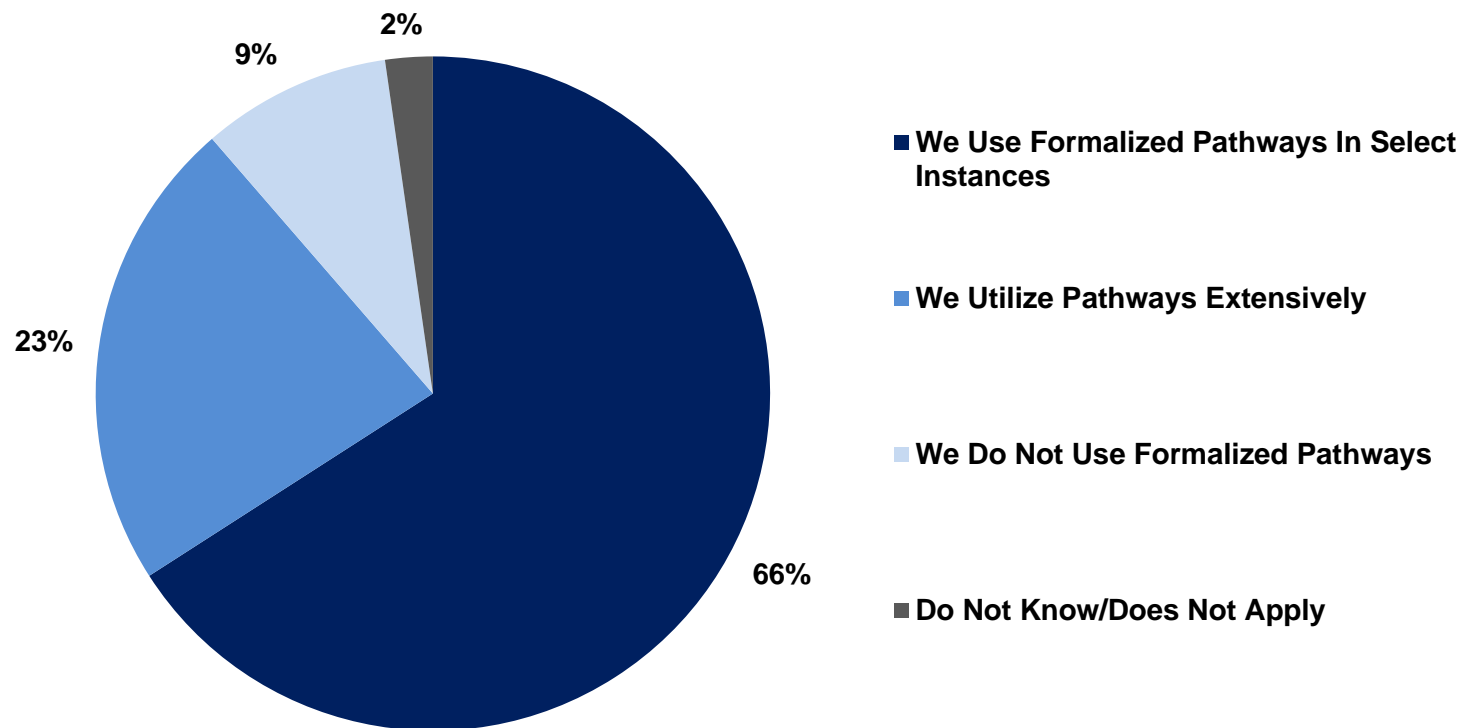


Uniformly high requests scores

SUMMARY OF SURVEY FINDINGS

Higher Education Sector – Select Themes (V)

Does Your Institution use Formalized Pathways in Recruiting, Quality Assurance, and Retention?

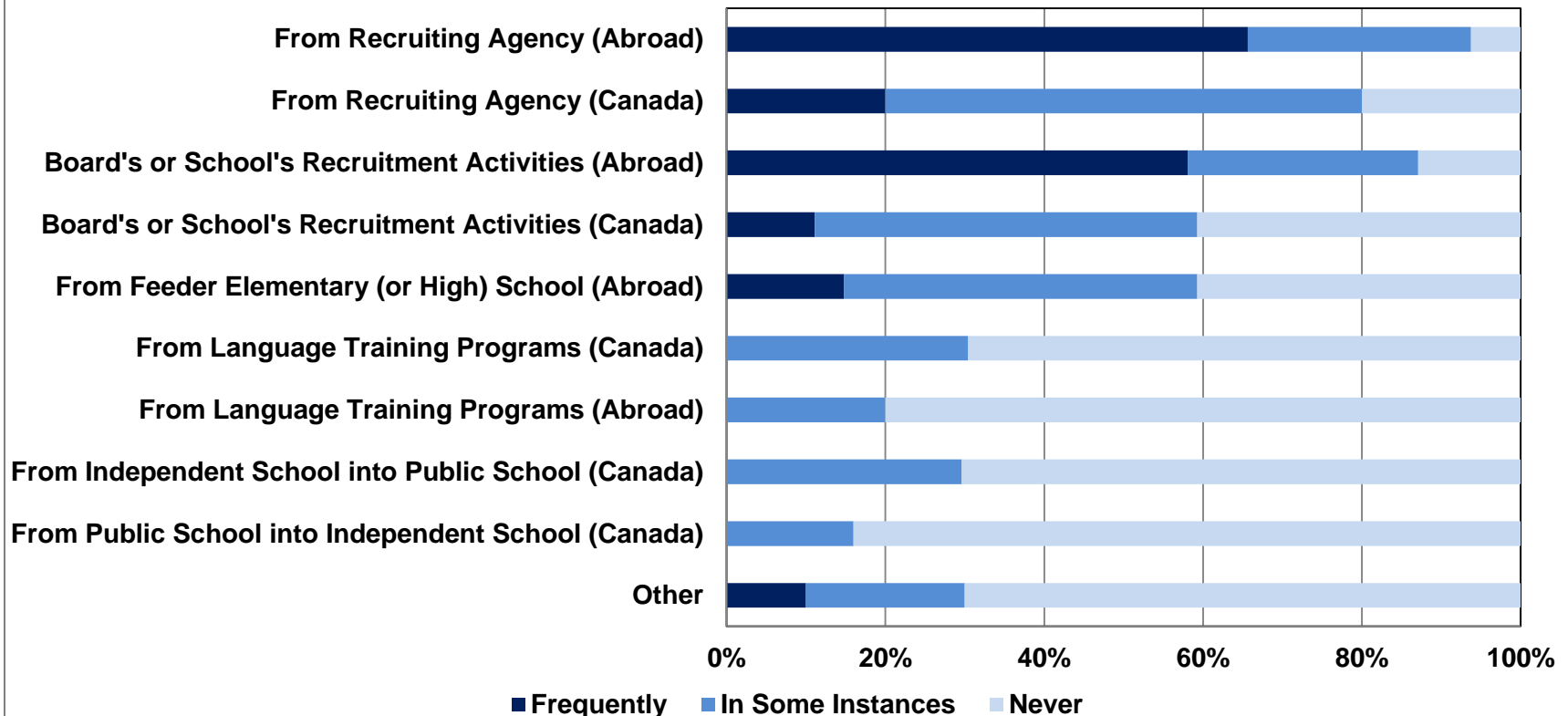


Pathways usage is near universal – but usage depth differs

SUMMARY OF SURVEY FINDINGS

Schools Sector – Select Themes (VI)

Does Your Board/School Use Formalized Pathways in its International Student Recruitment?

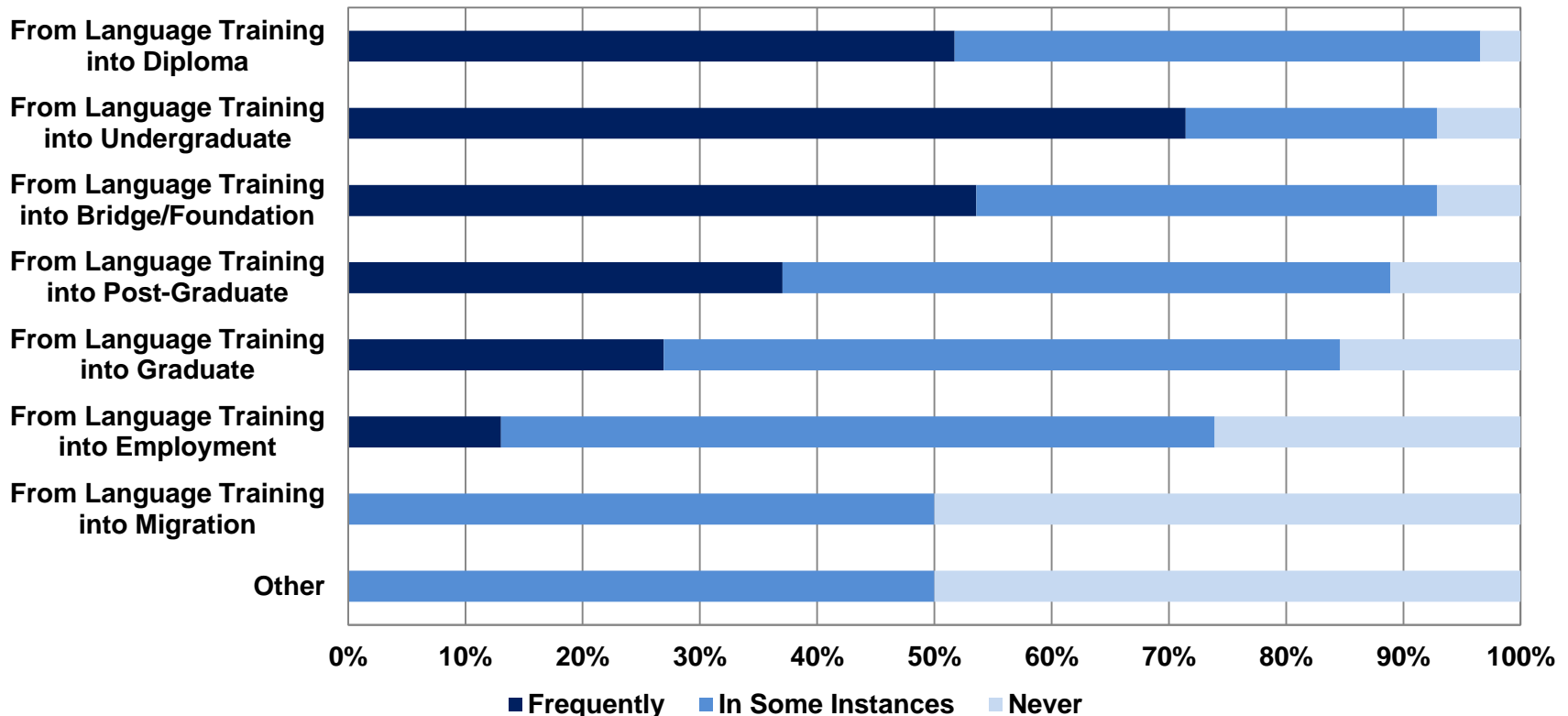


Pathways are dominantly used with partners outside Canada

SUMMARY OF SURVEY FINDINGS

Language Sector – Select Themes (VII)

Which Kinds of Formalized Pathways Does Your Institution Offer?



Language schools offer a wide range of pathways

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Potential for collaborative measures and promotion:

- **A set of structural and commercial frameworks to govern pathways (in lieu of a national pathways model)**
- **A national fraud prevention clearing house**
- **A national quality assurance panel**
- **A pan-Canadian credential evaluation entity (paid-for-service)**
- **A national credit transfer model, possibly by devolving credit transfer to an institutional level**
- **A focus on improving data and intelligence through whole-of-stakeholder cooperation models**

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