2011 EAIE CONFERENCE

Canada Pathways Meeting

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Introduction by the Chair

International Student Pathways (in Canada)

Project Scope

Summary of Online Survey Findings

Implications for Canadian Institutions

Discussion

HOUSEKEEPING

- Around 45 minutes have bee set aside for the for the presentation and 40 minutes for questions and general discussion.

- Today's session is the last opportunity to have a group of practitioners and experts feed into the research for this project.

- This presentation will be available at www.icg.ac.

- The report *Survey Findings – CCIEM International Student Pathways Project* was made available to CCIEM members (ACCC, AUCC, CBIE, CAPS-I, Languages Canada).

- The report will become part of the overall report documentation which is slated for release at the CBIE Conference in late November in Ottawa.

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- **Introduction by CBIE**

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- **"Pathways" is a multi-facetted 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 assumed

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- **Upward**

    - **The standard model (e.g. upper secondary to college, or language training into university)**
    - **Progression / life cycle-based**
    - **Most regulatory regimes focus on this model**

- **Sideways**

    - **A transfer model (on the same level / within same sector)**
    - **Many different models (from sandwich to fully articulated to free movers to doubling up)**

- **Downwards**

    - **Rare**
    - **Takes place in specific value-add situations (Master's to Certificate)**

For Canada, upward pathways will be the dominant paradigm

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- The creation and definition of a comprehensive list of data and information criteria and attributes required to conduct proper pathways analysis.

- The gathering of available data from national, provincial, association and other sources, leading to an inventory of data and information present in Canada.

- The creation and mapping of the organizational design of Canadian education (as represented by CCIEM member organizations) with regards to pathway scenarios.

- The gathering of perspectives, opinions, and needs of stakeholders (from education providers to governments to associations) in a structured survey.

- A scoping of good practices in Canada from around the world, building on the existing re-port. A specific focus will be paid on (a) data and analysis capabilities, and (b) policy design.

- **Research on foreign agencies' data classification and collection efforts.**

- **Identification of key competitor countries pathways system (e.g. UK, Australia, Germany, USA, etc.)**

- **Stakeholder consultations through an on online survey (130+ respondents) and expert interviews (90+) across all sectors, Provinces and Territories, federal and intergovernmental bodies.**

- **12 case studies covering intra-sector and cross-sector pathways models.**

- **Analysis of international student pathways business models.**

	Canada	International
University	• Simon Fraser University/Navitas • University of Alberta	• Griffith University (Australia)
College	• Marine Institute (Memorial University Newfoundland) • CEGEP (TBD)	• California Community Colleges (USA)
Schools	• Nova Scotia International Student Program (NSISP) • Ashbury College	• High Schools in Canterbury Region (New Zealand)
Language	• Culture Works • Toronto Language School (TBD)	• Goethe Institute (Germany)

Case studies are intended to illuminate but not to symbolize pathways

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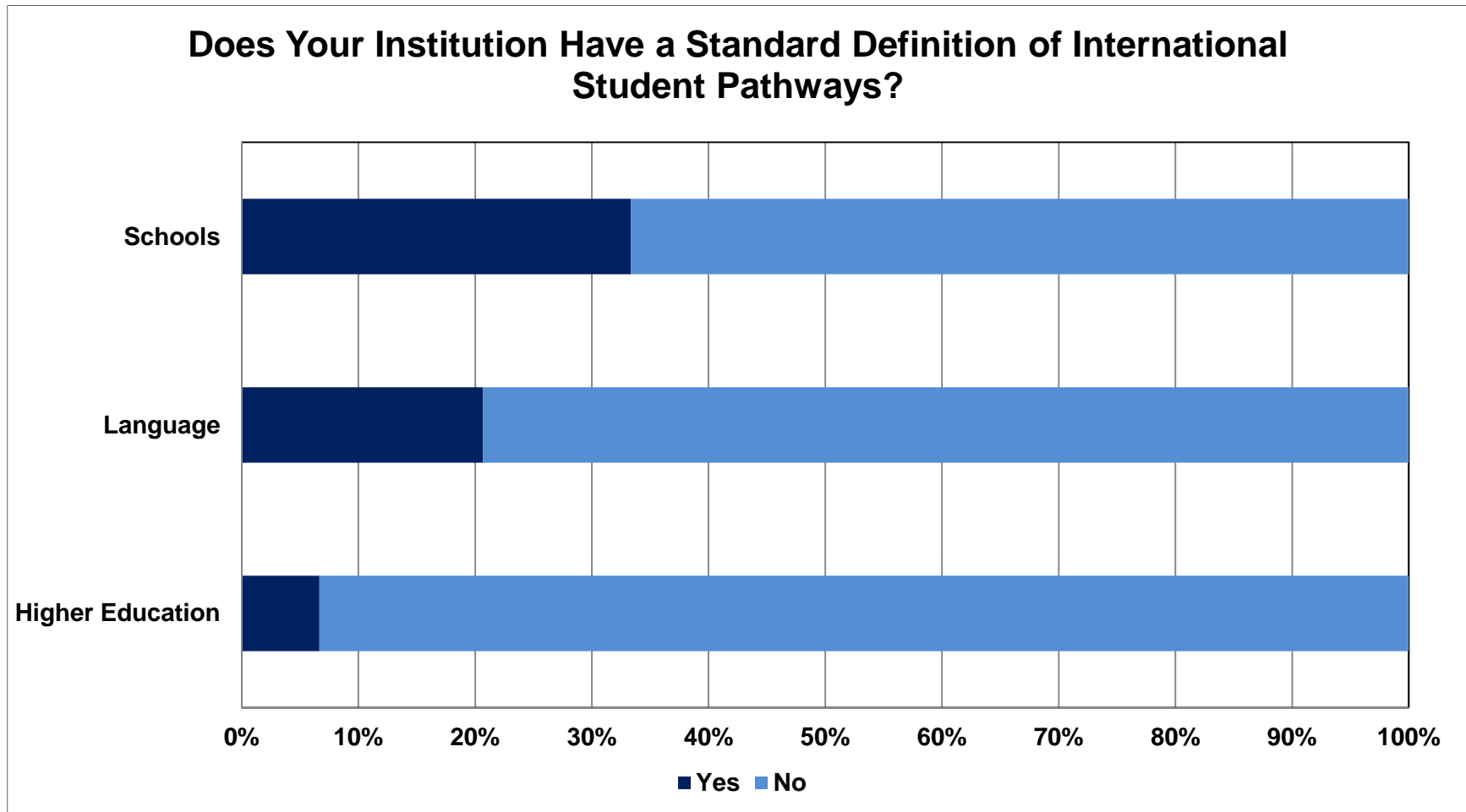**Summary of Online Survey Findings**

Implications for Canadian Institutions

Discussion

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

Schools, Language, Higher Education — Yes / No

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Yes ■ No

The vast majority of institution does not have a definition

Source: CCIEM Online Survey.

How Would You Assess the Quality of Data Your Institution Holds on International Student Pathways?

Legend:
- There Are Complete and Detailed Data
- There Are Largely Complete Data
- There Are Some But Incomplete Data
- There Are No Data
- Do Not Know/Does Not Apply
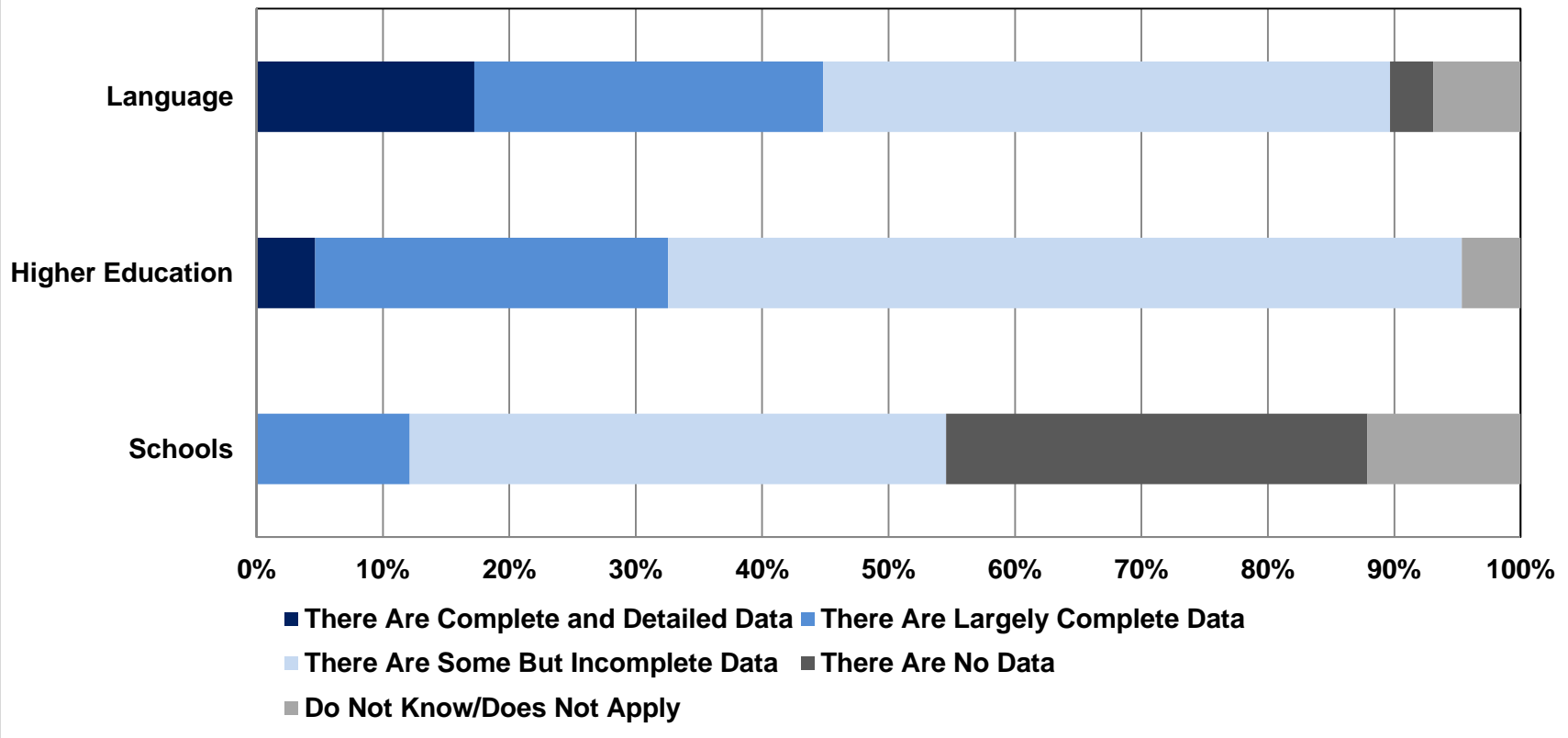
Data availability is limited – at best

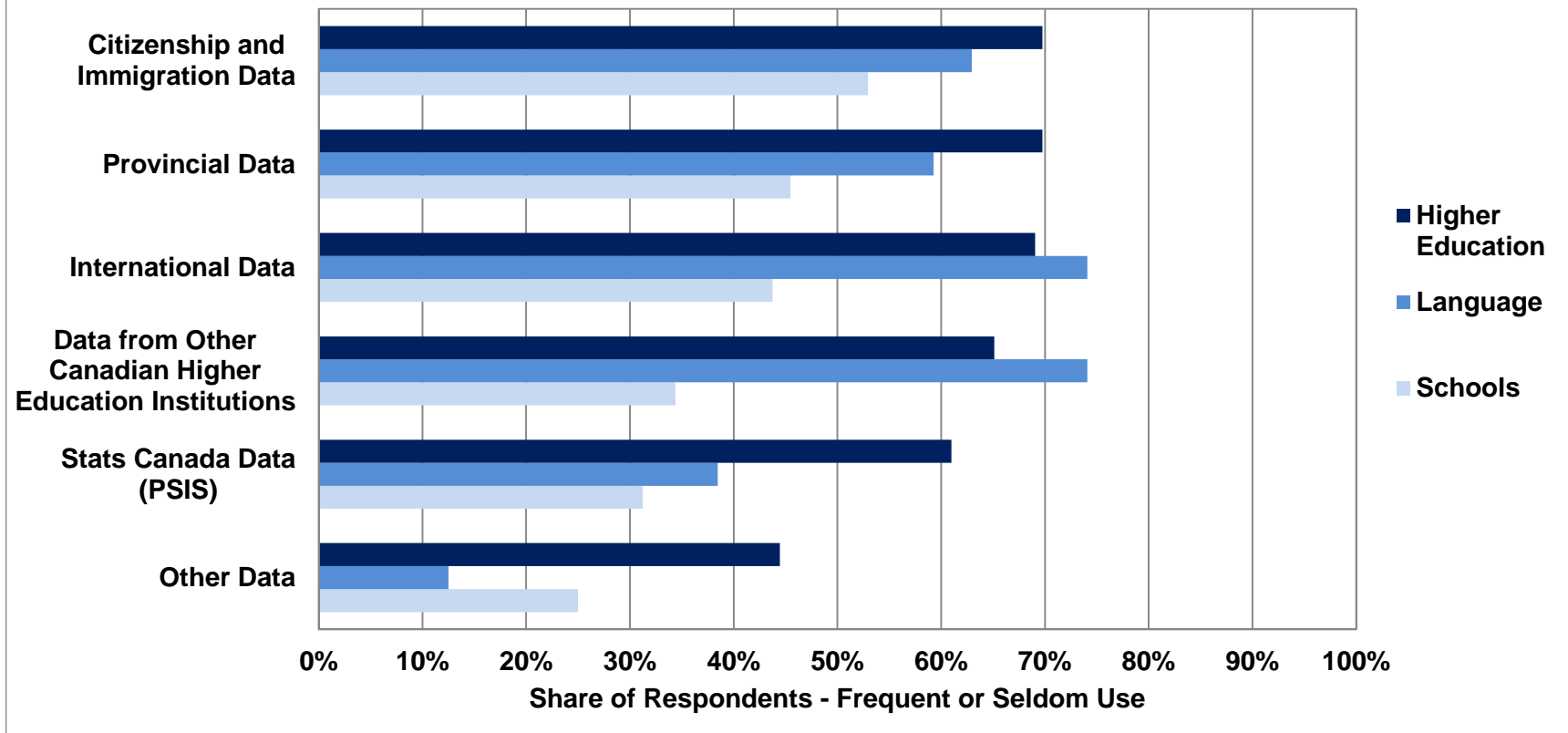Are the Data on International Pathways You Currently Hold Retrievable and Actionable in the Following Areas?
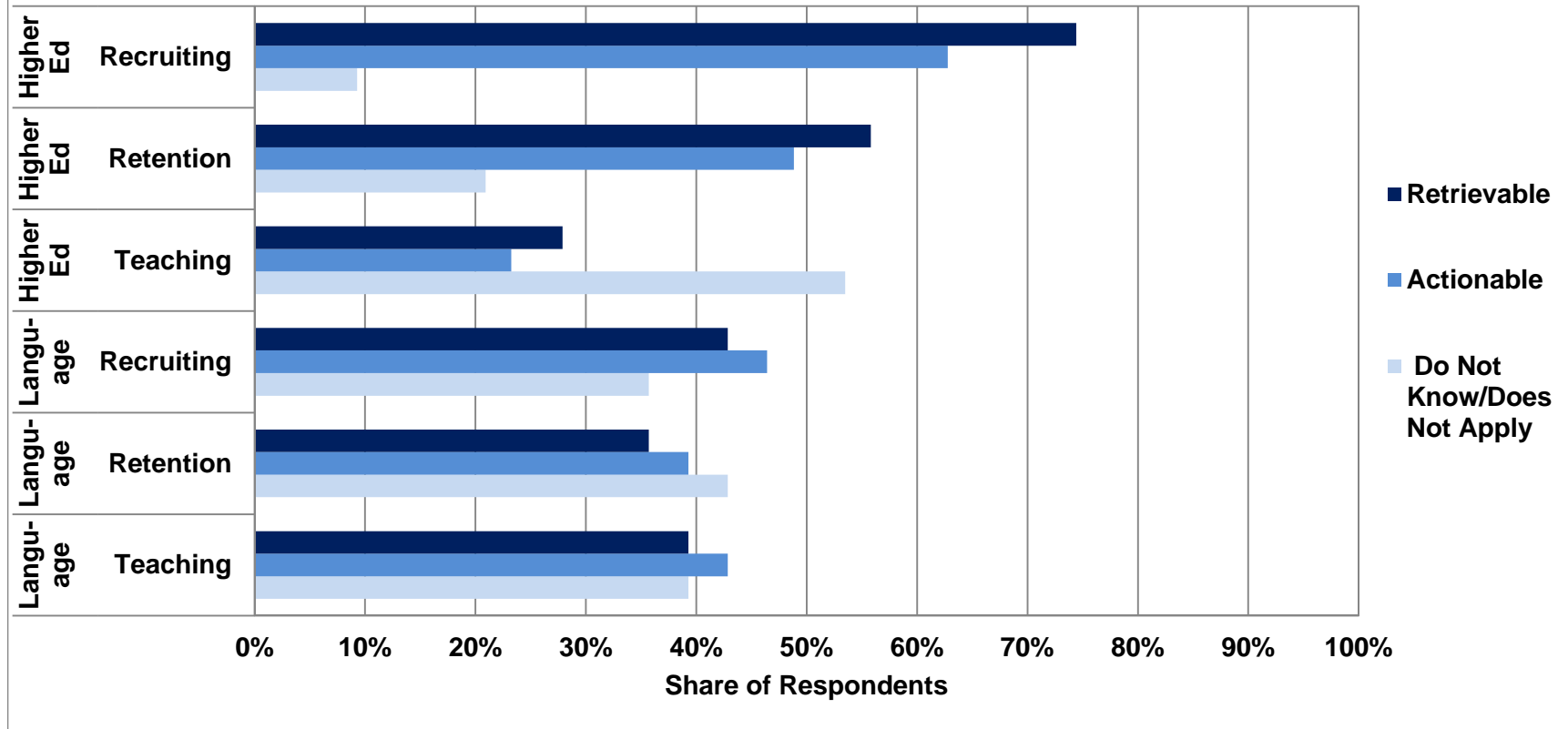
Recruiting activities are a key purpose for pathways data

How Frequently Does Your Institution Consider Data on Pathways from the Following Sources?

Legend:
- Higher Education
- Language
- Schools

Categories (top to bottom): Citizenship and Immigration Data; Provincial Data; International Data; Data from Other Canadian Higher Education Institutions; Stats Canada Data (PSIS); Other Data

X-axis: Share of Respondents - Frequent or Seldom Use (0% to 100%)

CIC and Provincial data are used most often

To What Extent Does Your Institution Use International Student Pathways Data for the Following Purposes? (I)
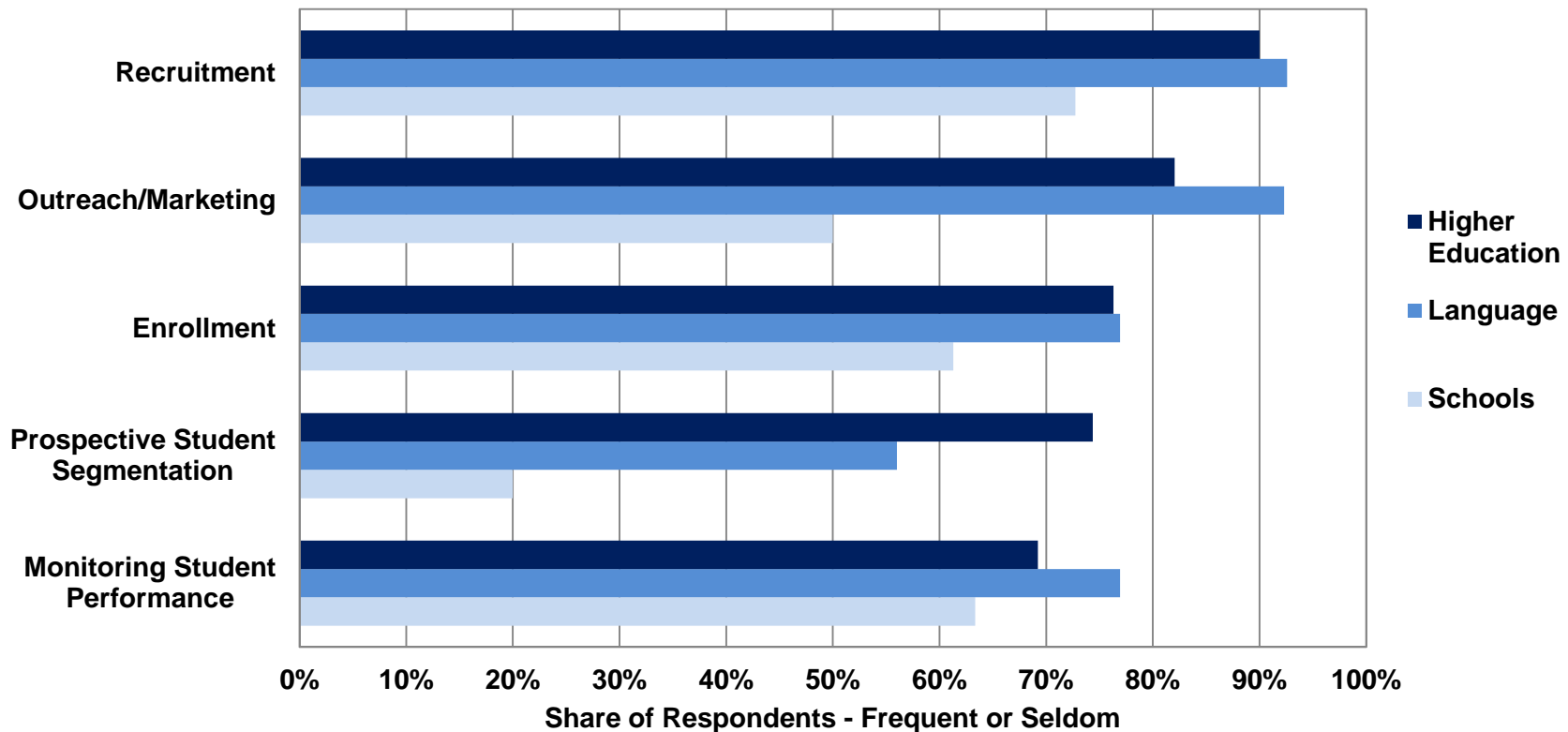
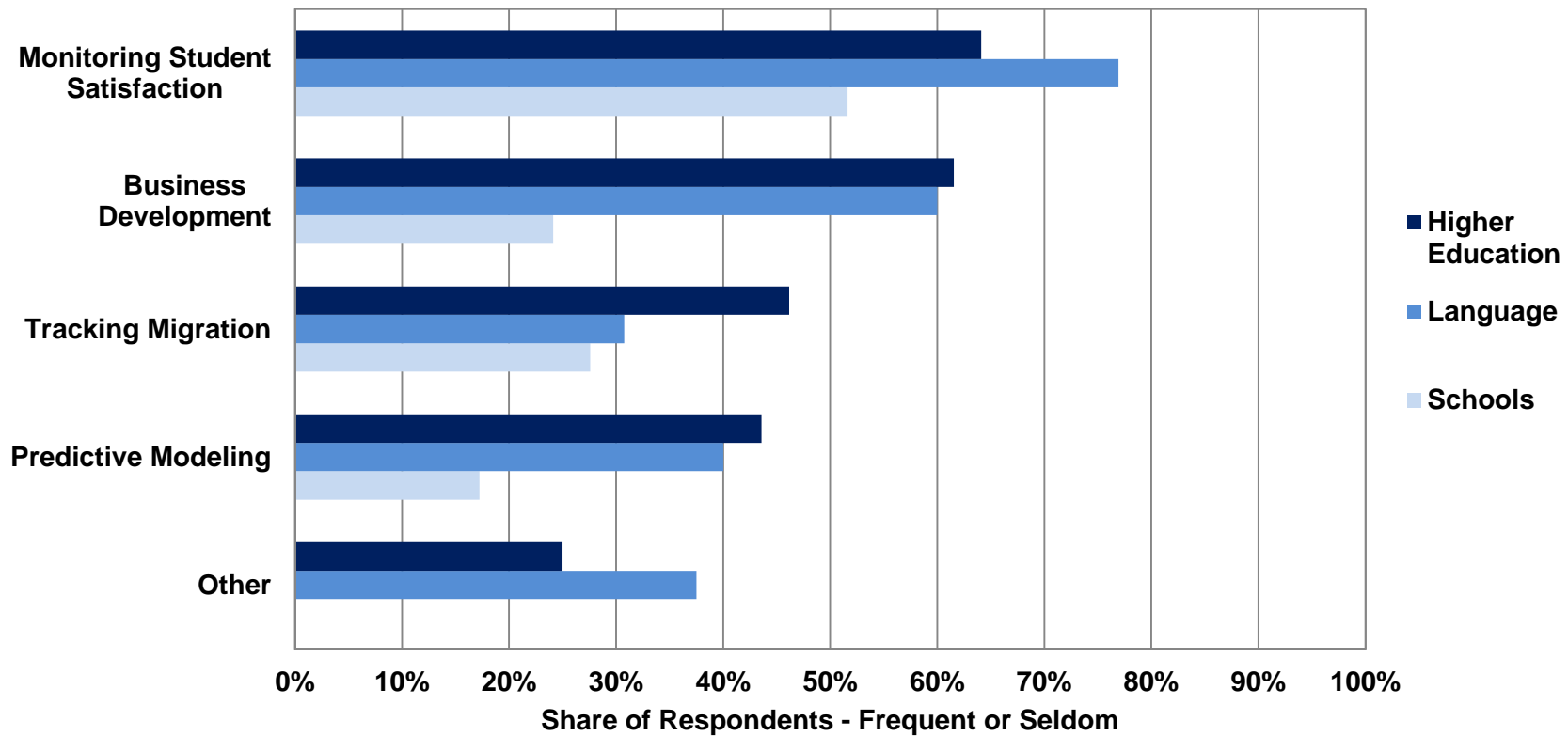**Marketing and recruiting are two lead usages**

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

Categories (top to bottom): Monitoring Student Satisfaction, Business Development, Tracking Migration, Predictive Modeling, Other

Legend: Higher Education, Language, Schools

X-axis: Share of Respondents - Frequent or Seldom (0% to 100%)

Business development and analytics are minor usage factors

Source: CCIEM Online Survey.

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

Categories:
- Information on the Relative Performance of Pathway Students (Compared to Other Students)
- Research on Pathway Models of Canadian Education Providers
- Framework for Cooperation Between Educational Institutions
- A Clear National Strategy on International Student Pathways
- Guidance on Utilizing Pathways

Legend: Higher Education, Language, Schools

X-axis: Share of Respondents - Important or Somewhat Important (0% to 100%)
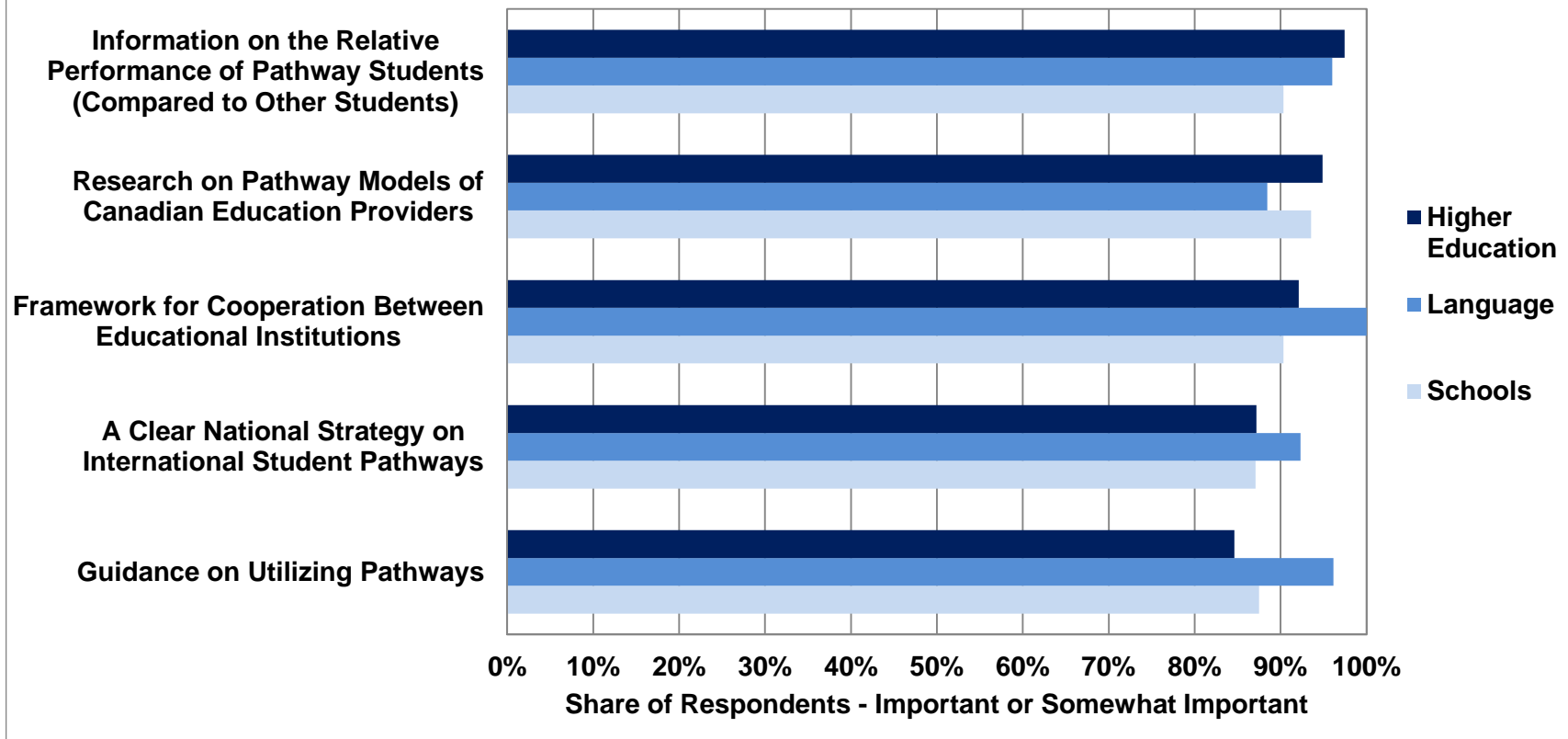
Uniformly high requests scores

Source: CCIEM Online Survey.

What Areas Does Your Institution Believe CCIEM Should Address?
(Higher Education - A Clear National Strategy on Pathways)

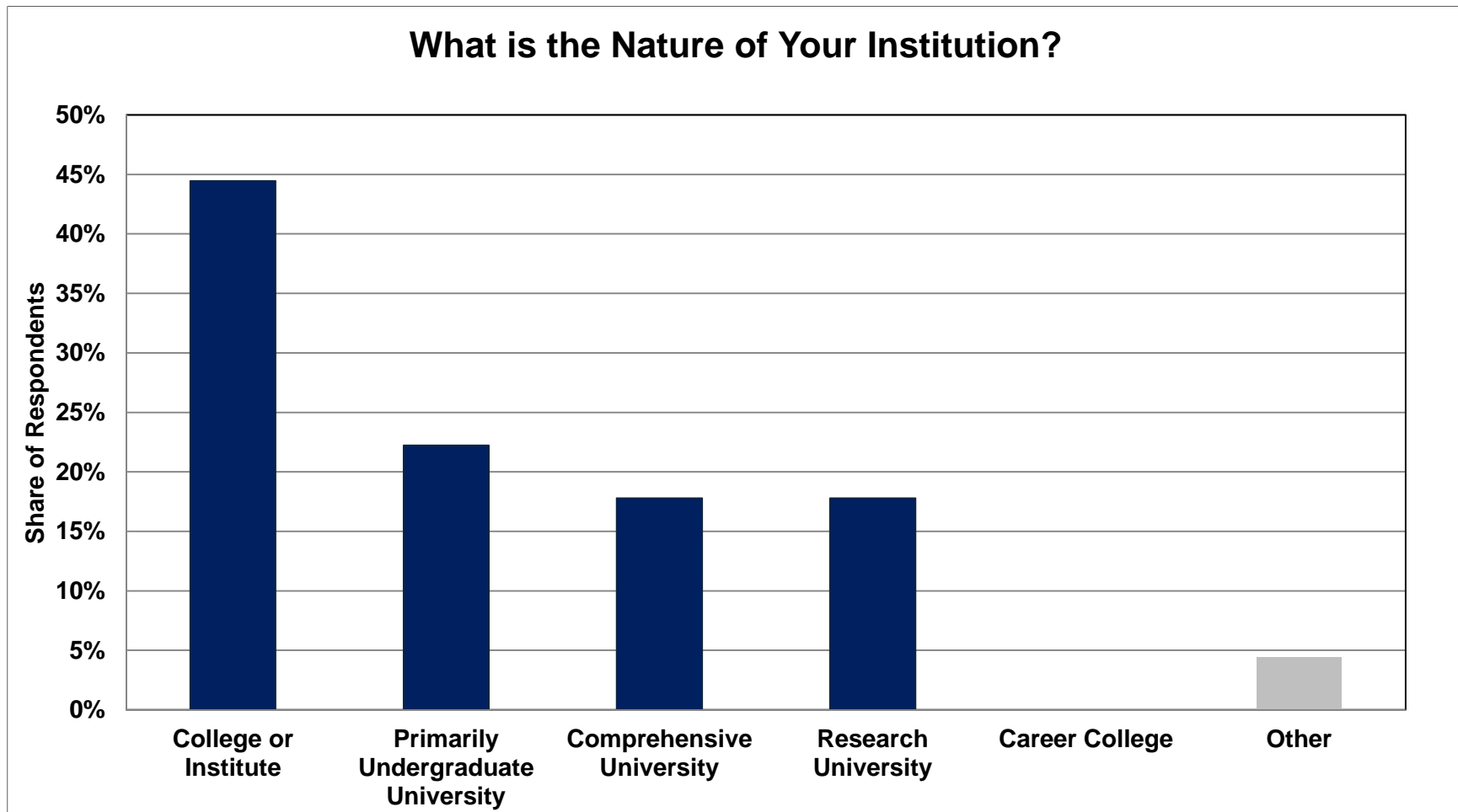Legend: ■ Important ■ Somewhat Important ■ Not Important ■ Do Not Know/Does Not Apply
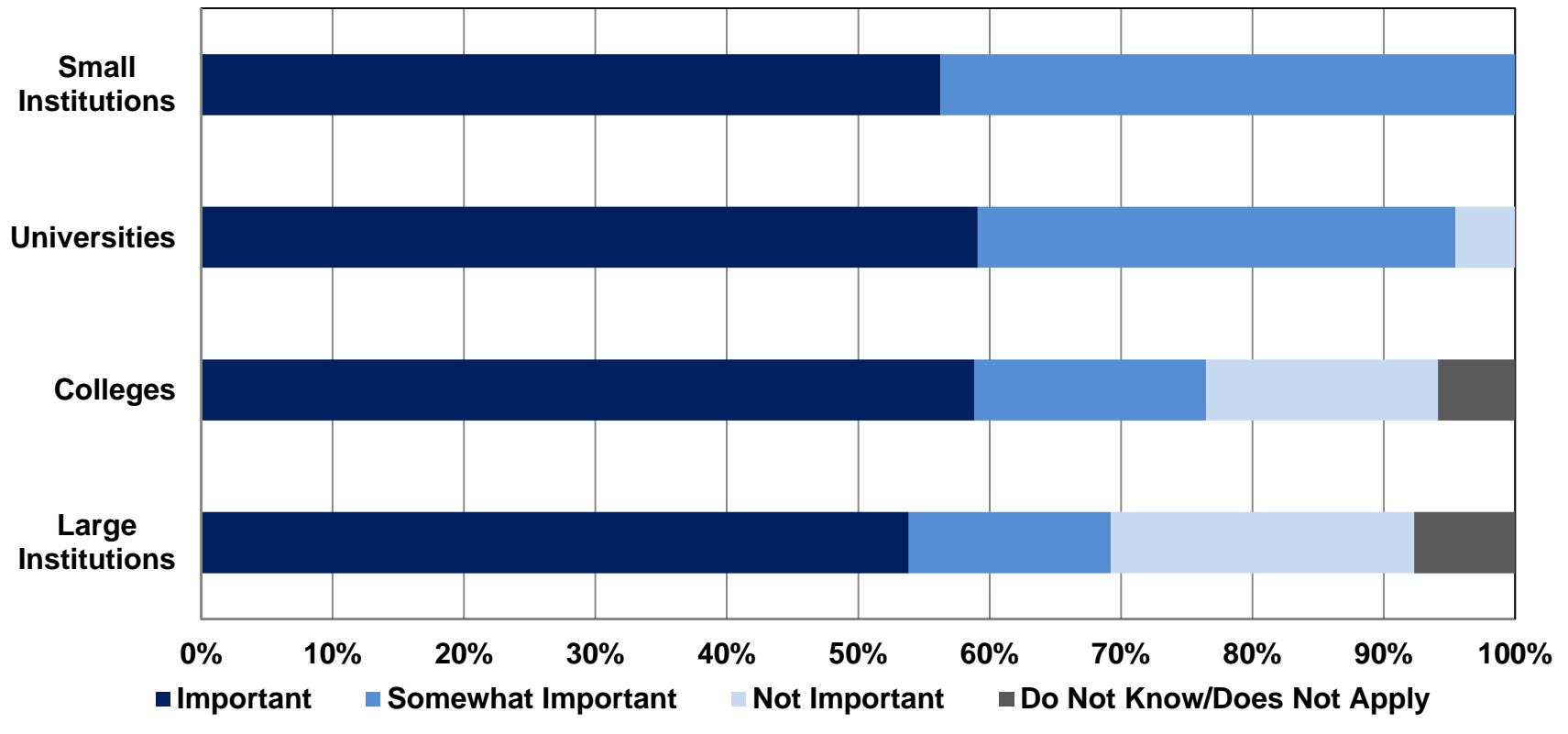
Institutional size emerges as a differentiator

SECTOR BREAKDOWN SLIDES

What is the Nature of Your Institution?

Source: CCIEM Online Survey.

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

7%

■ No

■ Yes

93%
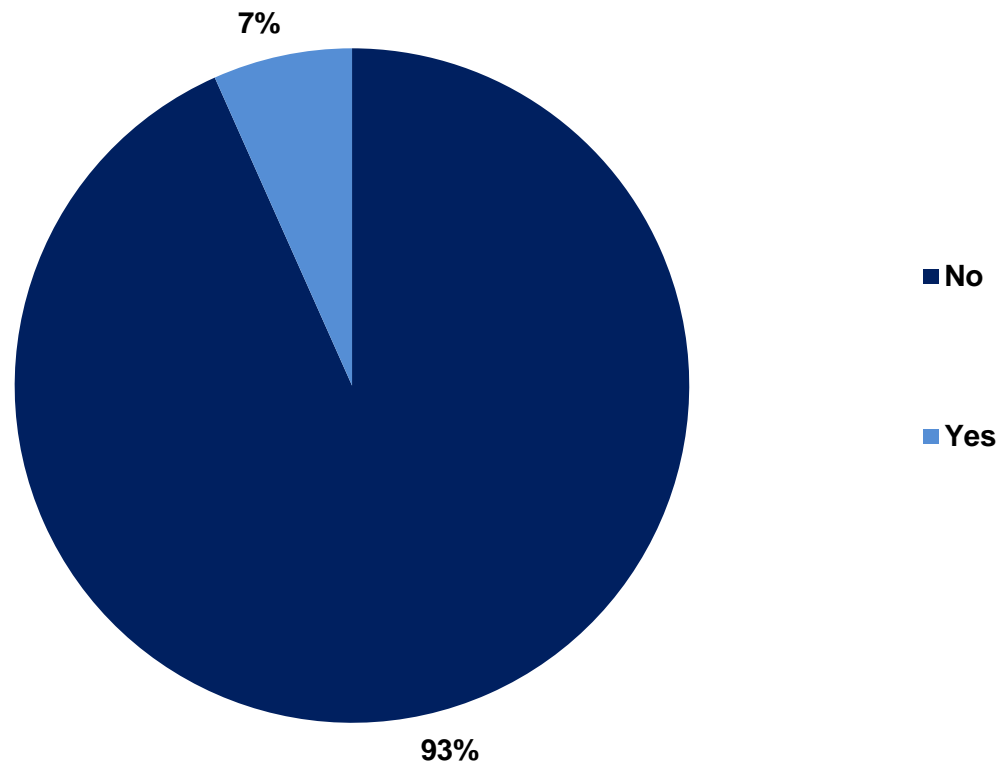
Few higher education institutions have a definition

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

- We Use Formalized Pathways In Select Instances
- We Utilize Pathways Extensively
- We Do Not Use Formalized Pathways
- Do Not Know/Does Not Apply

66%
23%
9%
2%
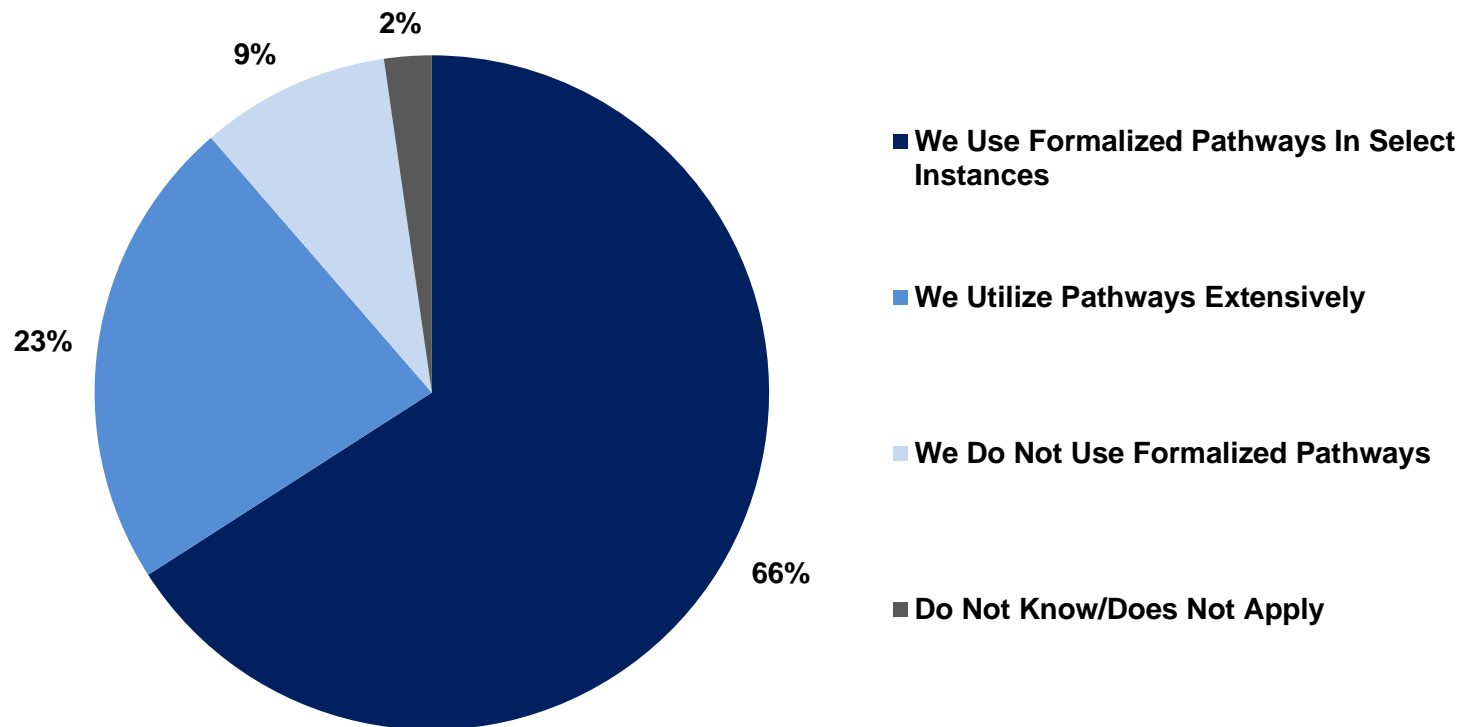
Pathways usage is near universal – but usage depth differs

How Important are International Student Pathways to Your Institution's Objectives in the Following Areas?

Legend: ■ Important ■ Somewhat Important ■ Not Important ■ Do Not Know/Does Not Apply
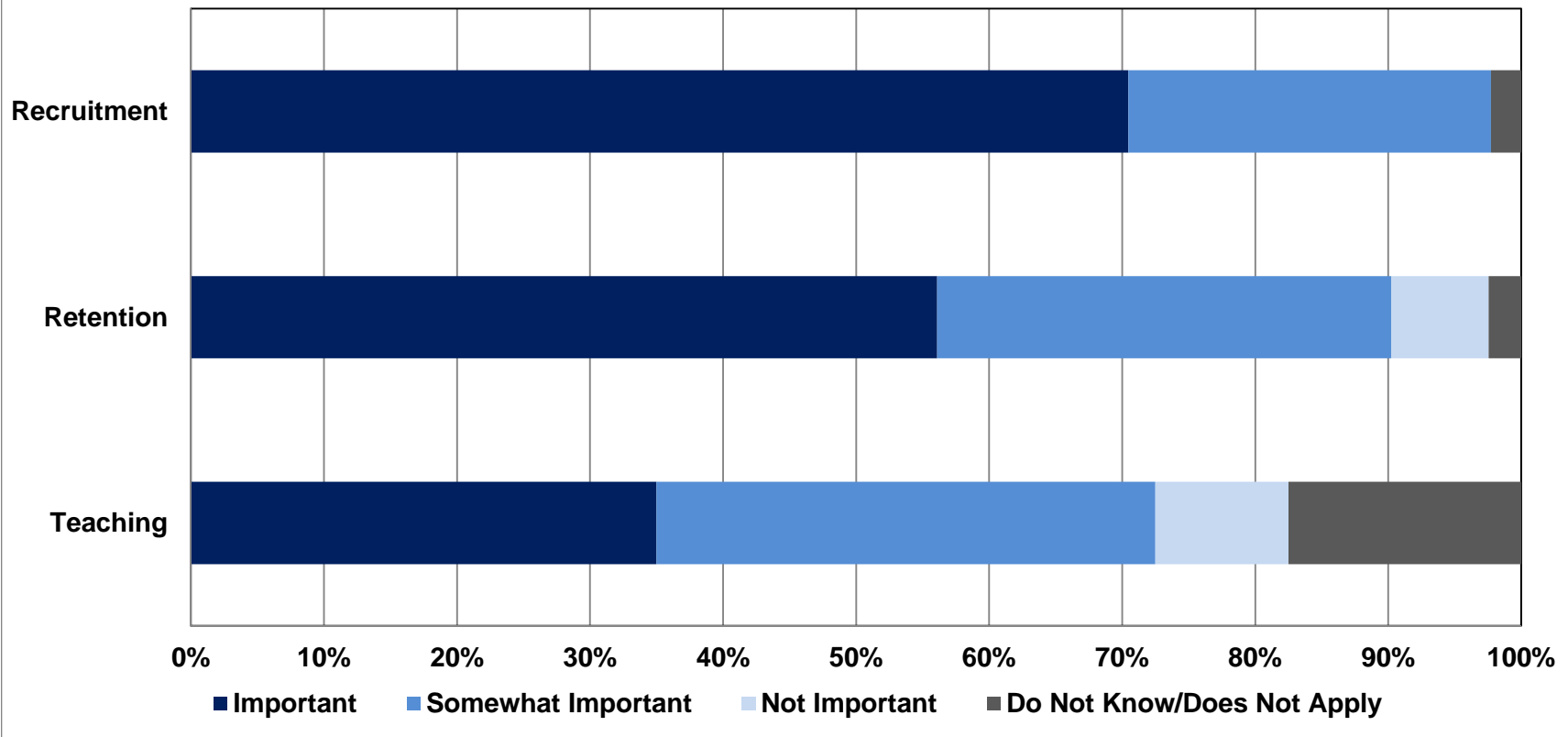
Recruitment and retention are lead usage factors

Source: CCIEM Online Survey.

In Which Areas Does Your Institution Encounter Difficulties in Documenting or Implementing Pathways?

Horizontal bar chart — Share of Respondents:
- Internal Policies: ~61%
- Limited Resources: ~55%
- Limited Capacities: ~50%
- Regulations: ~26%
- Lack of Support from the Provincial Government: ~21%
- Lack of Support from the Federal Government: ~18%
- Other: ~16%
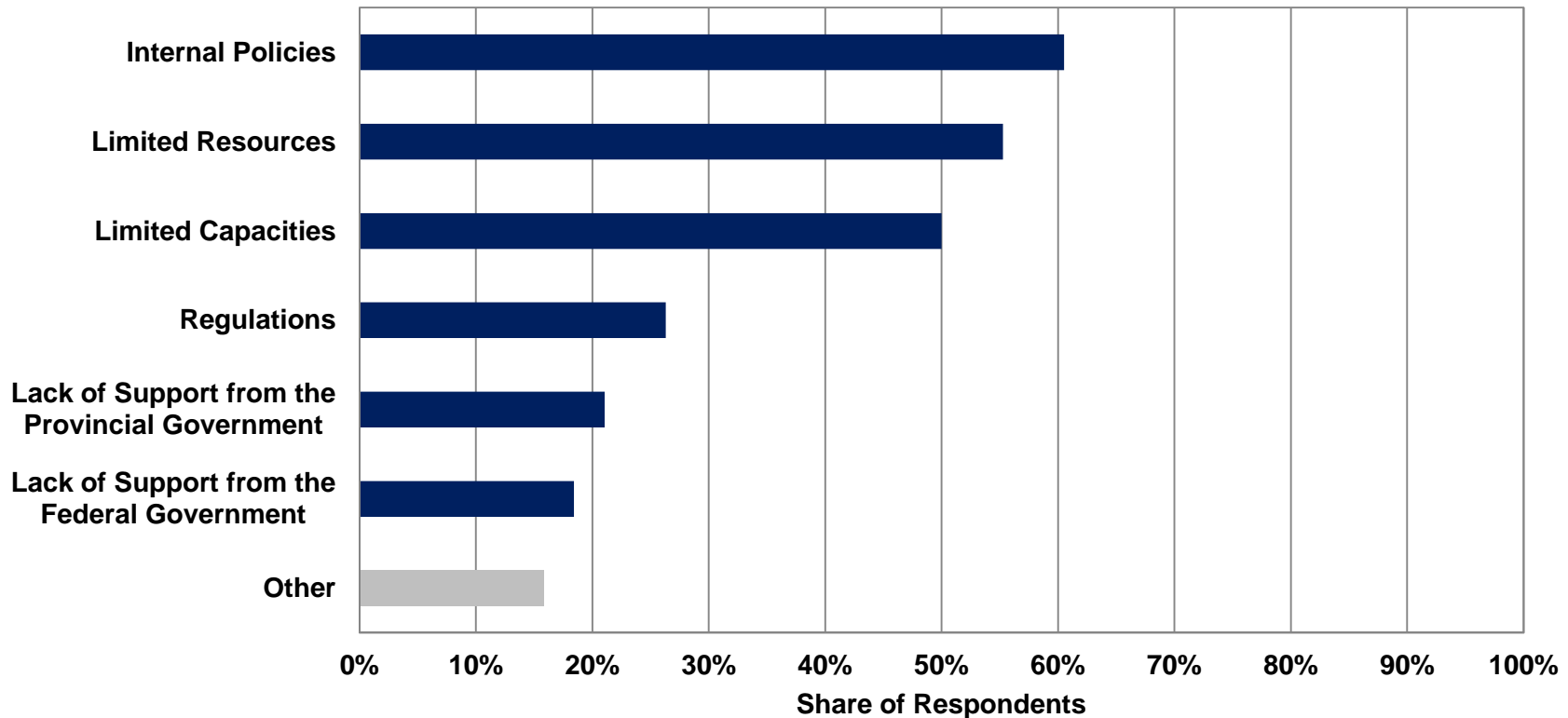
Internal factors are the largest pathways usage inhibitors

Source: CCIEM Online Survey.

How Would You Assess the Quality of Data Your Institution Holds on International Student Pathways?

- 0%
- 5%
- 4%
- 28%
- 63%

- ■ There Are Some But Incomplete Data Available
- ■ There Are Largely Complete Data Available
- ■ There Are Complete and Detailed Data Available
- ■ There Are No Data
- ■ Do Not Know/Does Not Apply
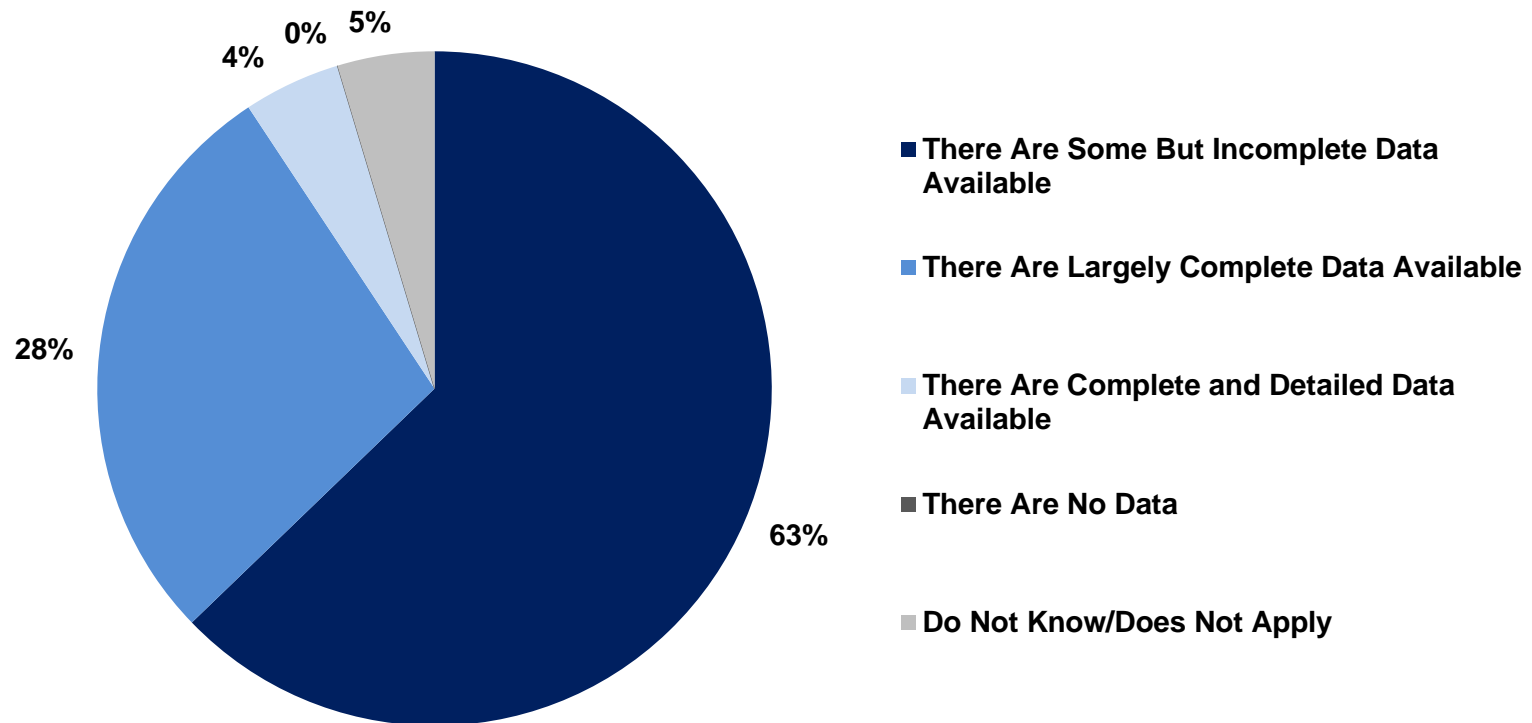
Only one-third of respondents is satisfied with data quality

Source: CCIEM Online Survey.

Are the Data on International Pathways You Currently Hold Retrievable and Actionable in the Following Areas?
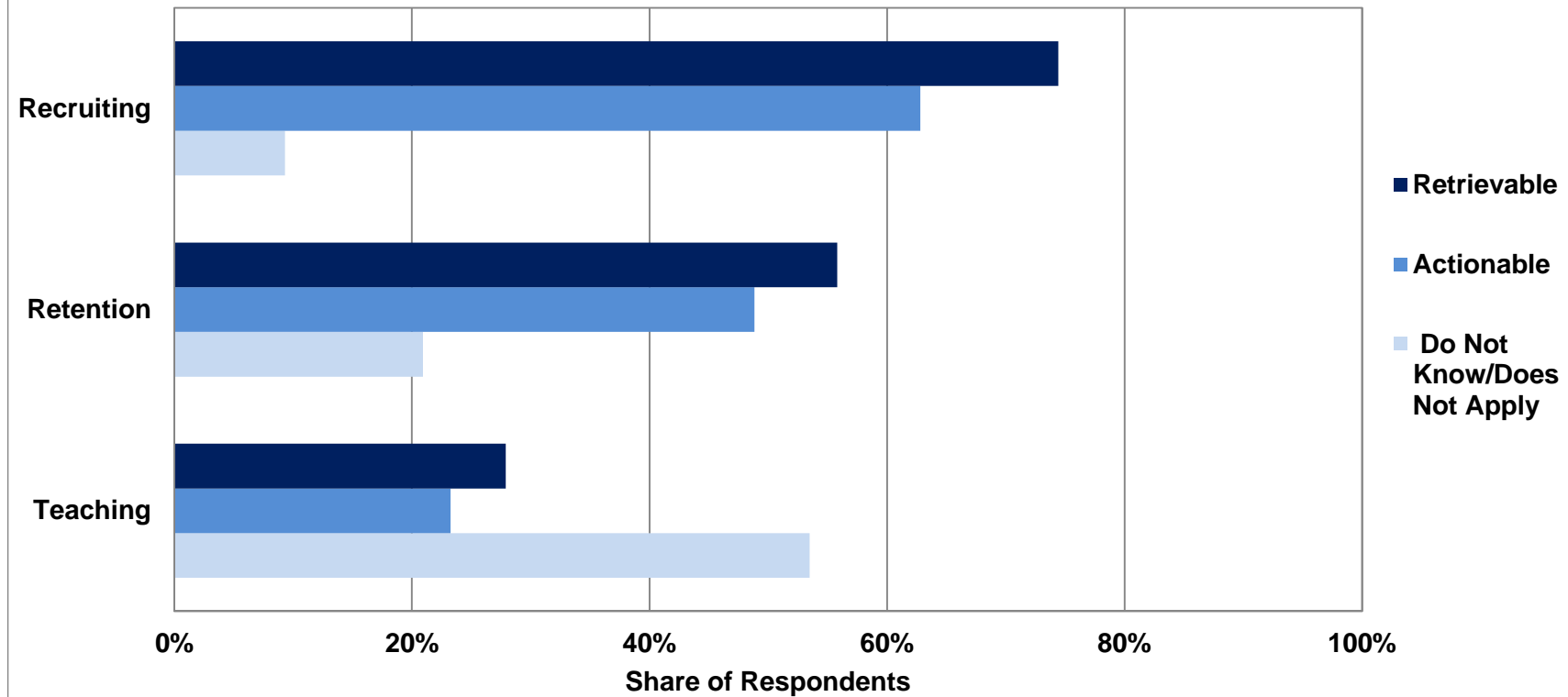
Higher education institutions focus on recruiting and retention

Source: CCIEM Online Survey.

How Frequently Does Your Institution Consider Data on Pathways from the Following Sources?

Categories: We Frequently Use, We Seldom Use, We Do Not Use, Do Not Know/Does Not Apply

Sources: Citizenship and Immigration Data, Provincial Data, International Data, Data from Other Canadian Higher Education Institutions, Stats Canada Data (PSIS), Other Data
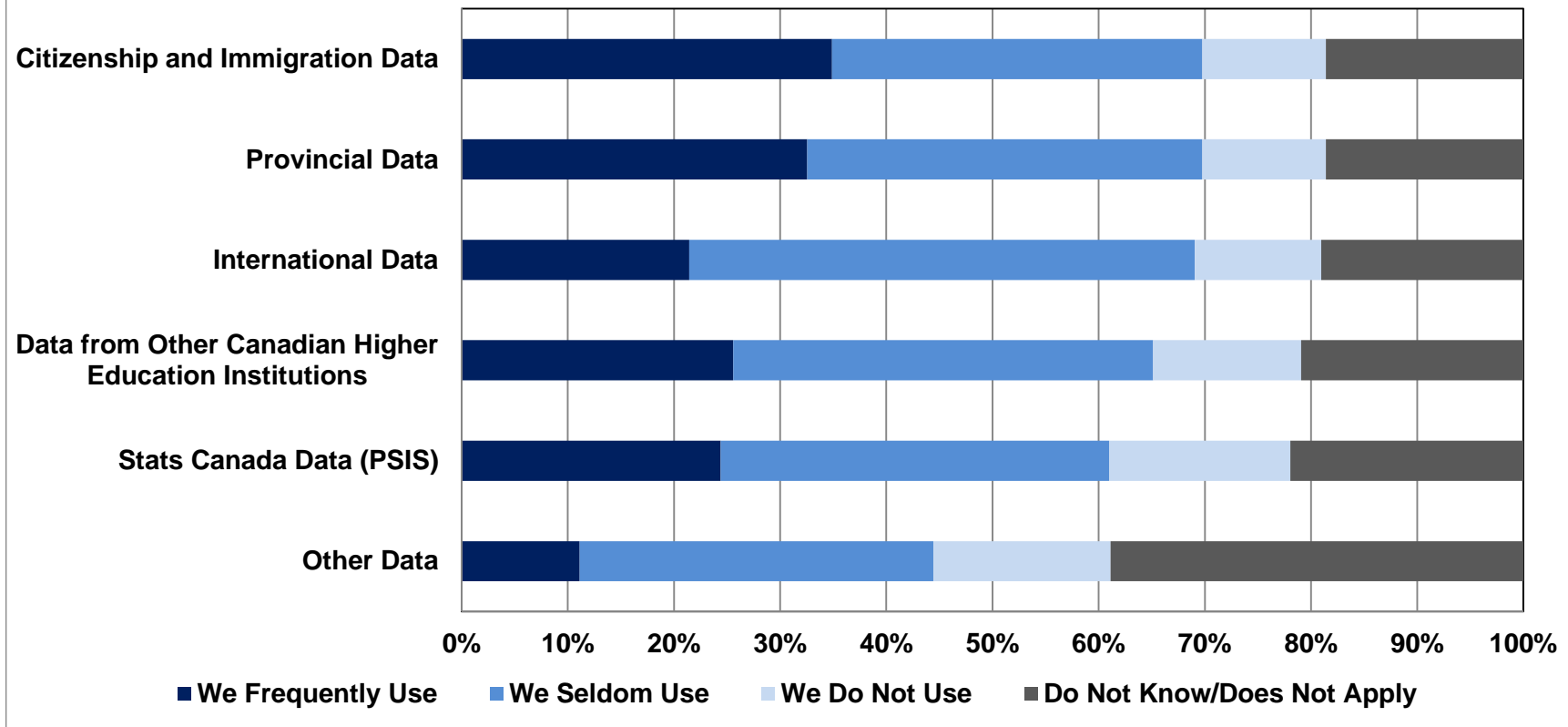
CIC and Provincial data are most frequently used

Source: CCIEM Online Survey.

How Would You Assess the Quality of Data from These Sources?

Legend: ■ Useful   ■ Somewhat Useful   ■ Not Useful   ■ Do Not Know/Does Not Apply
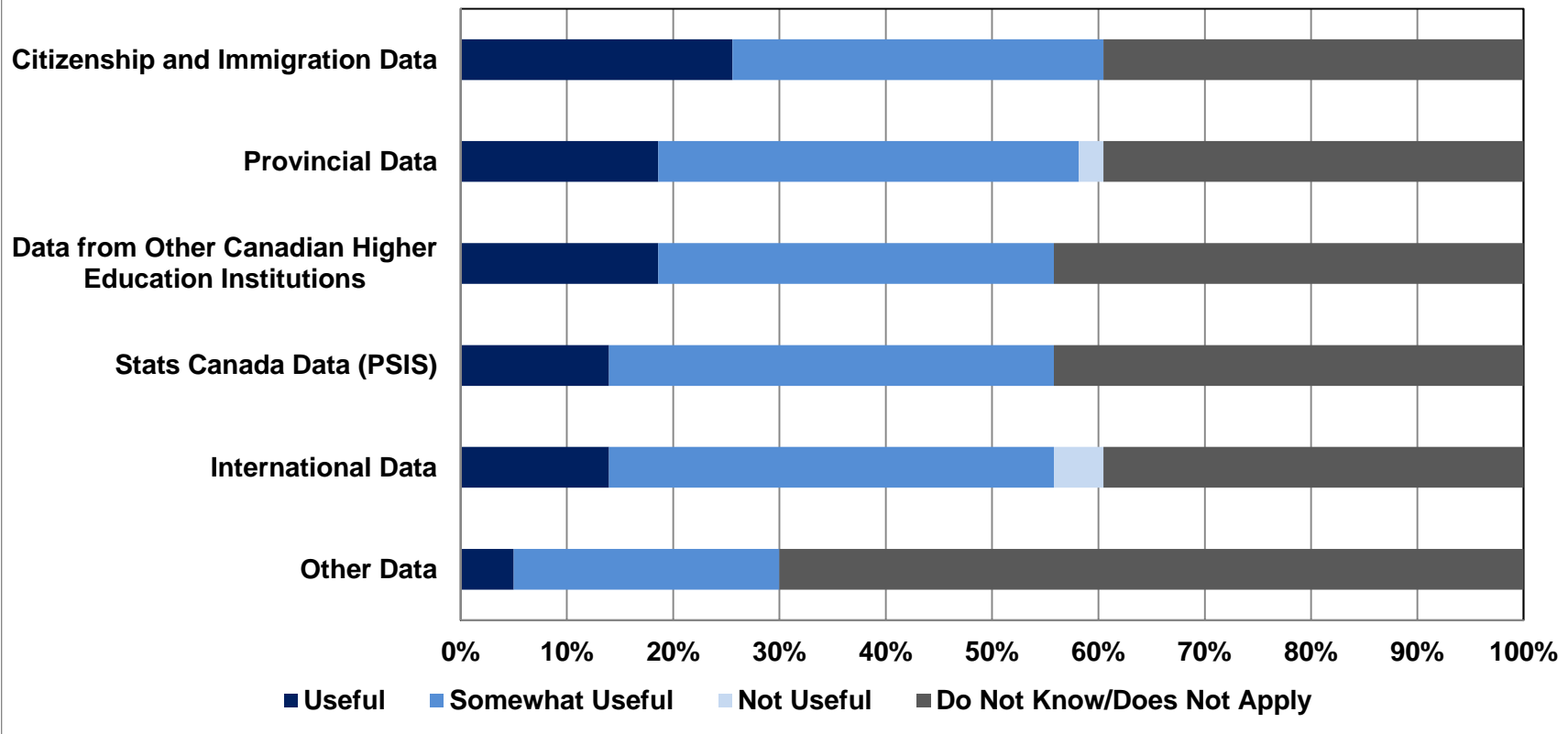
Data quality is questioned notably

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

Legend:
- ■ We Frequently Use
- ■ We Seldom Use
- ■ We Do Not Use
- ■ Do Not Know/Does Not Apply

Categories (top to bottom):
- Recruitment
- Outreach/Marketing
- Enrollment
- Prospective Student Segmentation
- Monitoring Student Performance
- Monitoring Student Satisfaction
- Business Development
- Tracking Migration
- Predictive Modeling
- Other
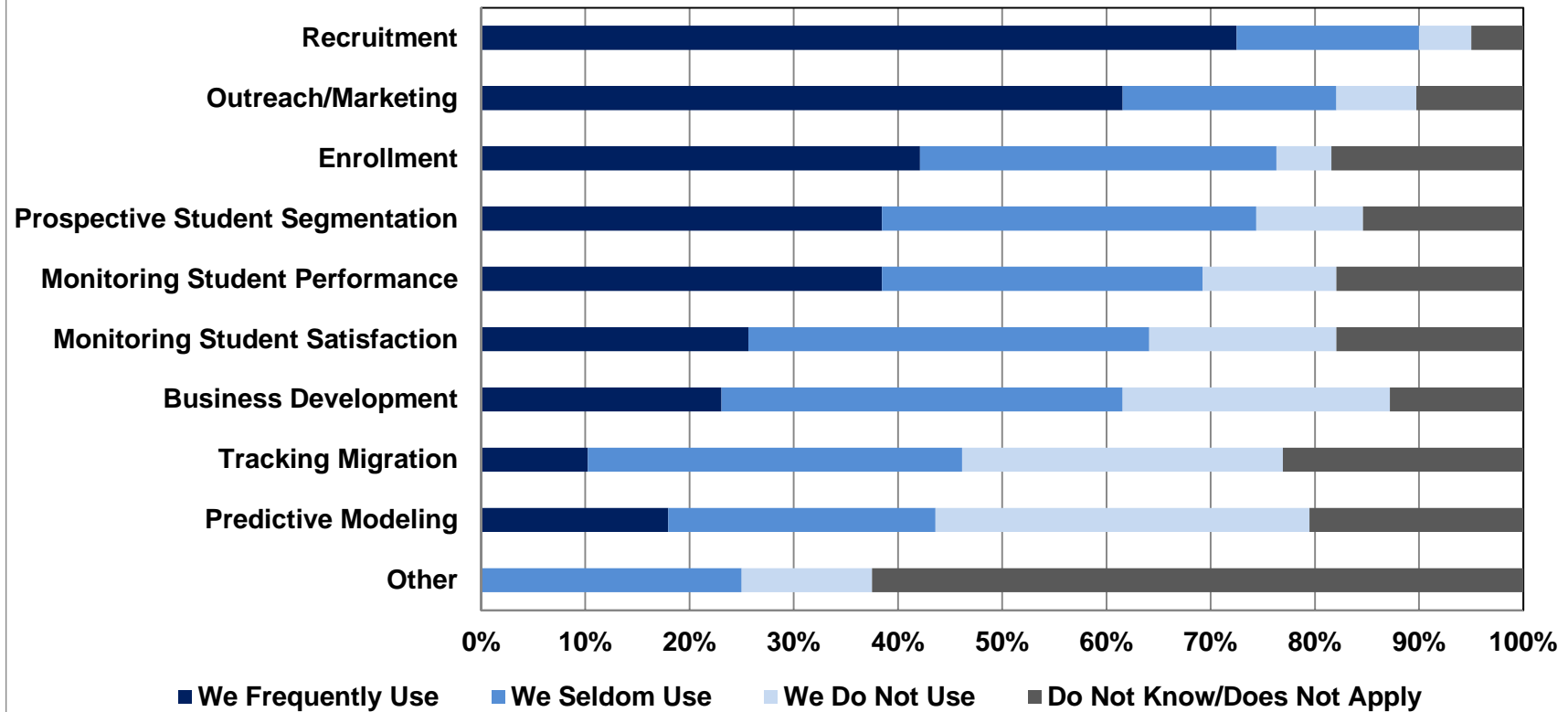
Recruiting and marketing are key usages

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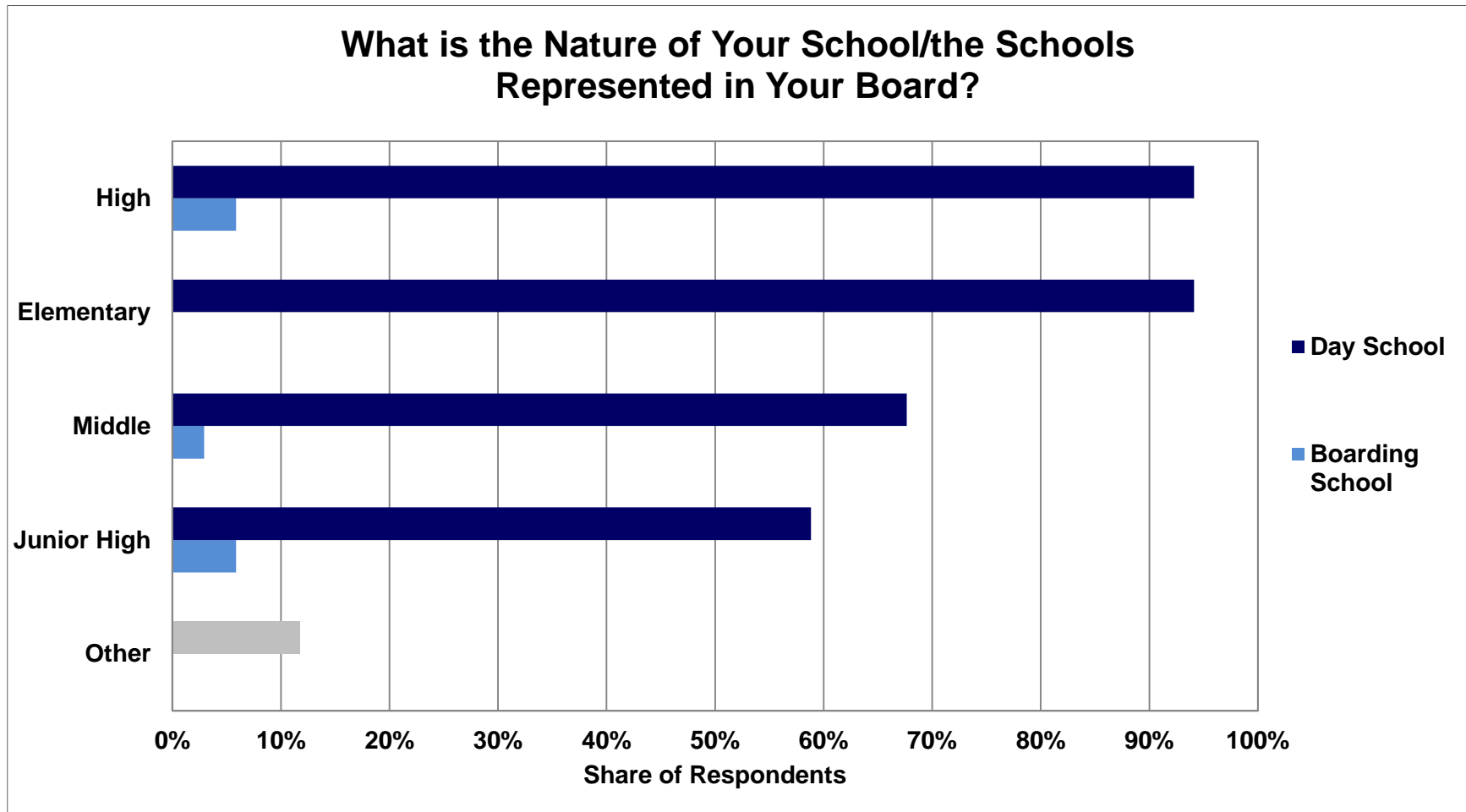

Categories (by row):
- Information on the Relative Performance of Pathway Students (Compared to Other Students)
- Research on Pathway Models of Canadian Education Providers
- Framework for Cooperation Between Educational Institutions
- A Clear National Strategy on International Student Pathways
- Guidance on Utilizing Pathways

Legend:
- Important
- Somewhat Important
- Not Important
- Do Not Know/Does Not Apply
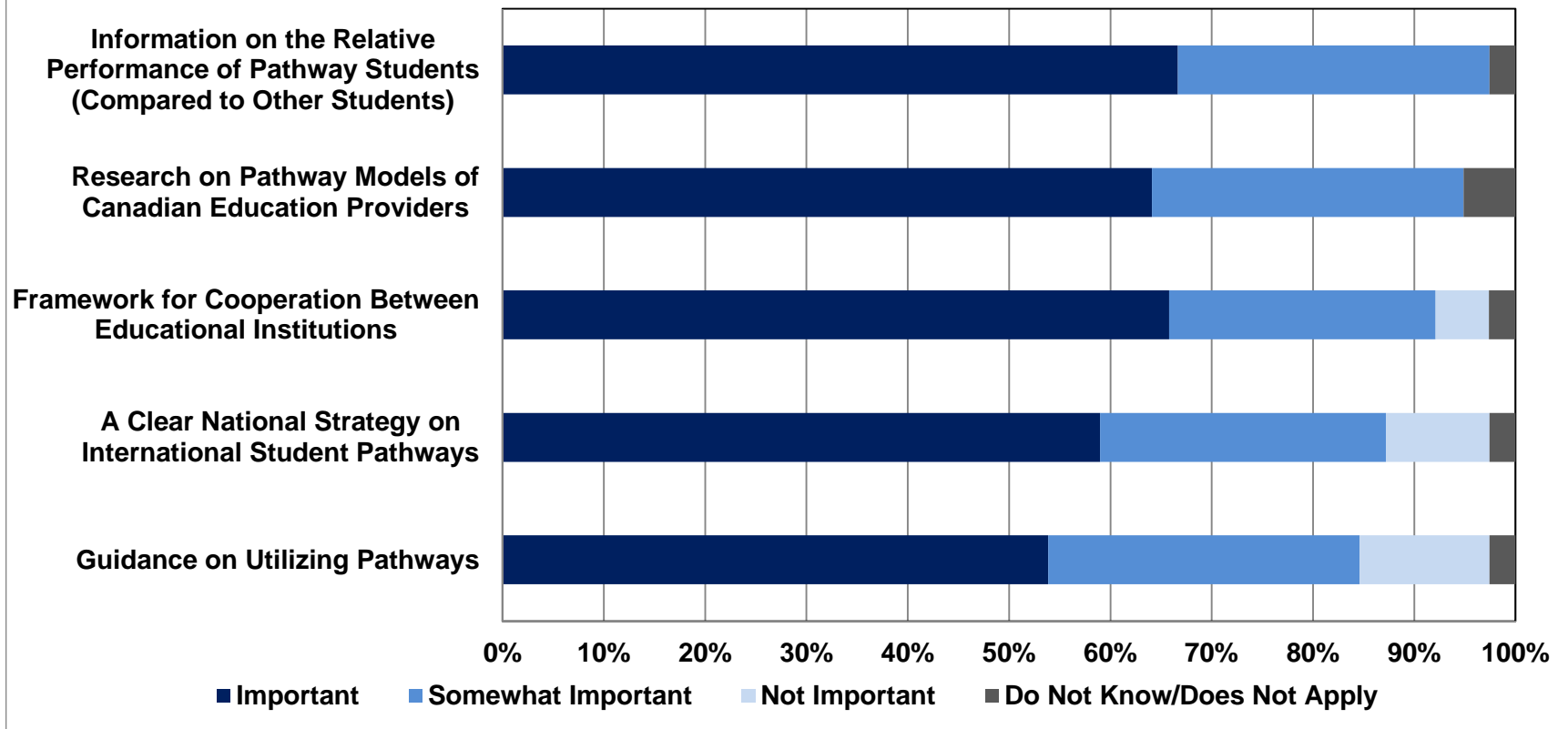
A general need for further CCIEM research/advice activities

Source: CCIEM Online Survey.

What is the Nature of Your School/the Schools Represented in Your Board?

Legend:
- ■ Day School
- ■ Boarding School

X-axis: Share of Respondents (0% to 100%)

Categories: High, Elementary, Middle, Junior High, Other

Does Your Board/School Have a Standard Working Definition of Pathways?

33%

67%

■ No

■ Yes
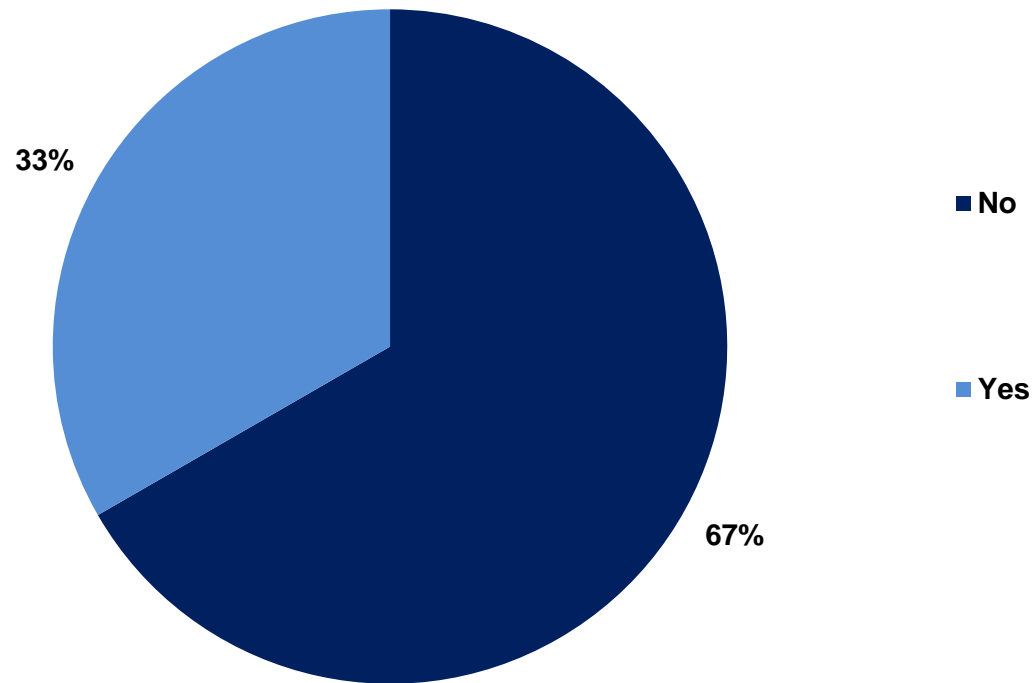
One-third of schools has a definition of pathways

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

Legend: ■ Frequently ■ In Some Instances ■ Never
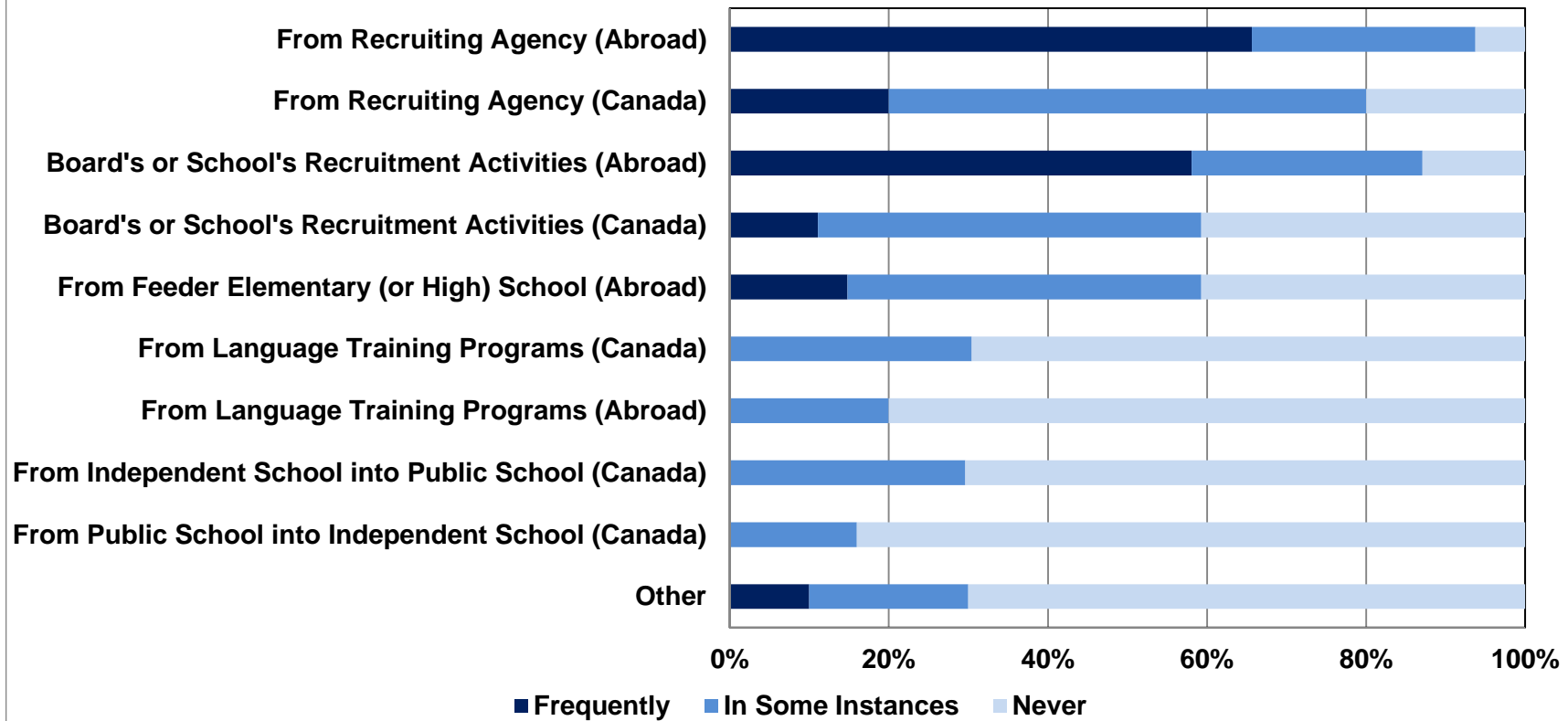
Pathways are dominantly used with partners outside Canada

How Do You Assess the Quality of Data Your Board/School Holds on International Student Pathways?

- 12%
- 0%
- 12%
- 43%
- 33%

- ■ There Are Some But Incomplete Data
- ■ There Are No Data
- ■ There Are Largely Complete Data
- ■ There Are Complete and Detailed Data
- ■ Do Not Know/Does Not Apply
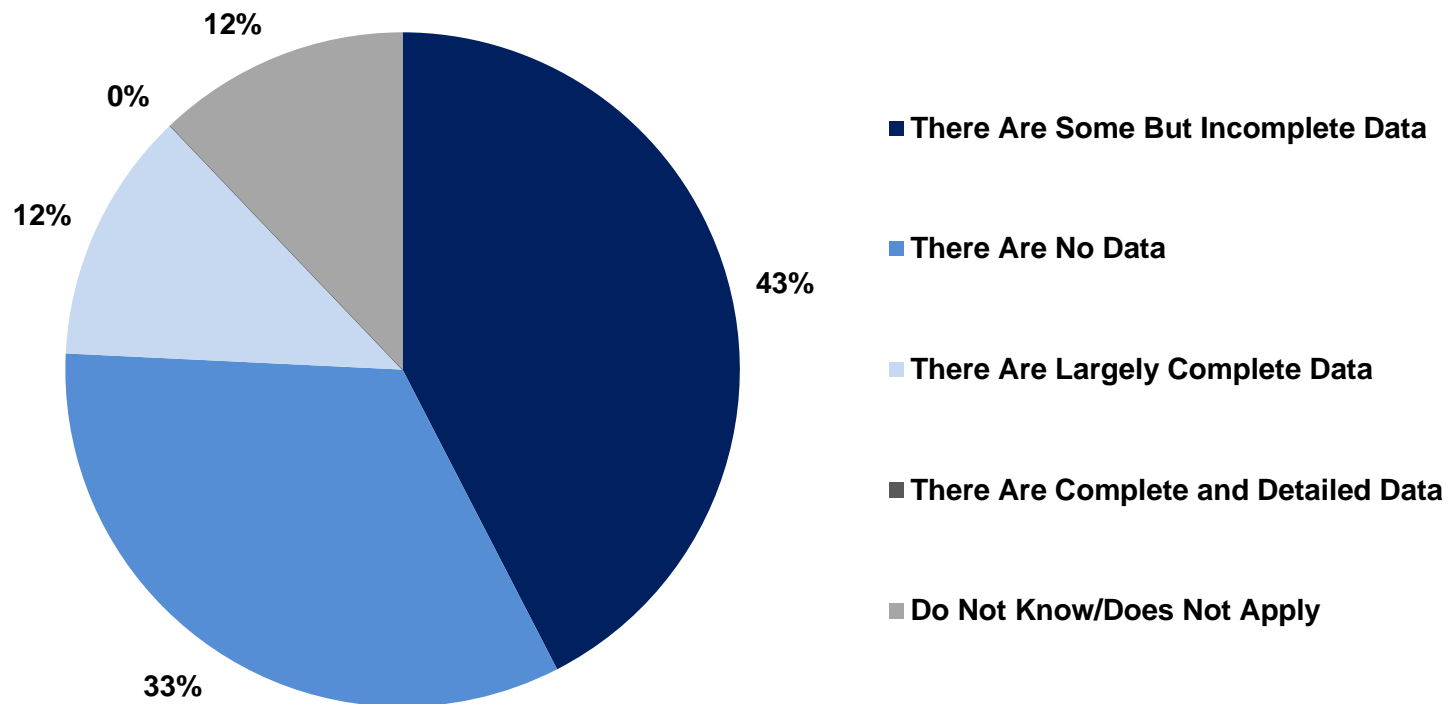
Data availability/quality is a major challenge for schools

Source: CCIEM Online Survey.

How Would You Assess the Quality of Data From These Sources?

Legend: ■ Useful ■ Somewhat Useful □ Not Useful ■ Do Not Know/Does Not Apply

Categories (top to bottom):
- Citizenship and Immigration Data
- Provincial Data
- International Data
- Stats Canada Data (PSIS)
- Data from Other Canadian Higher Education Institutions
- Other Data

X-axis: 0% to 100%
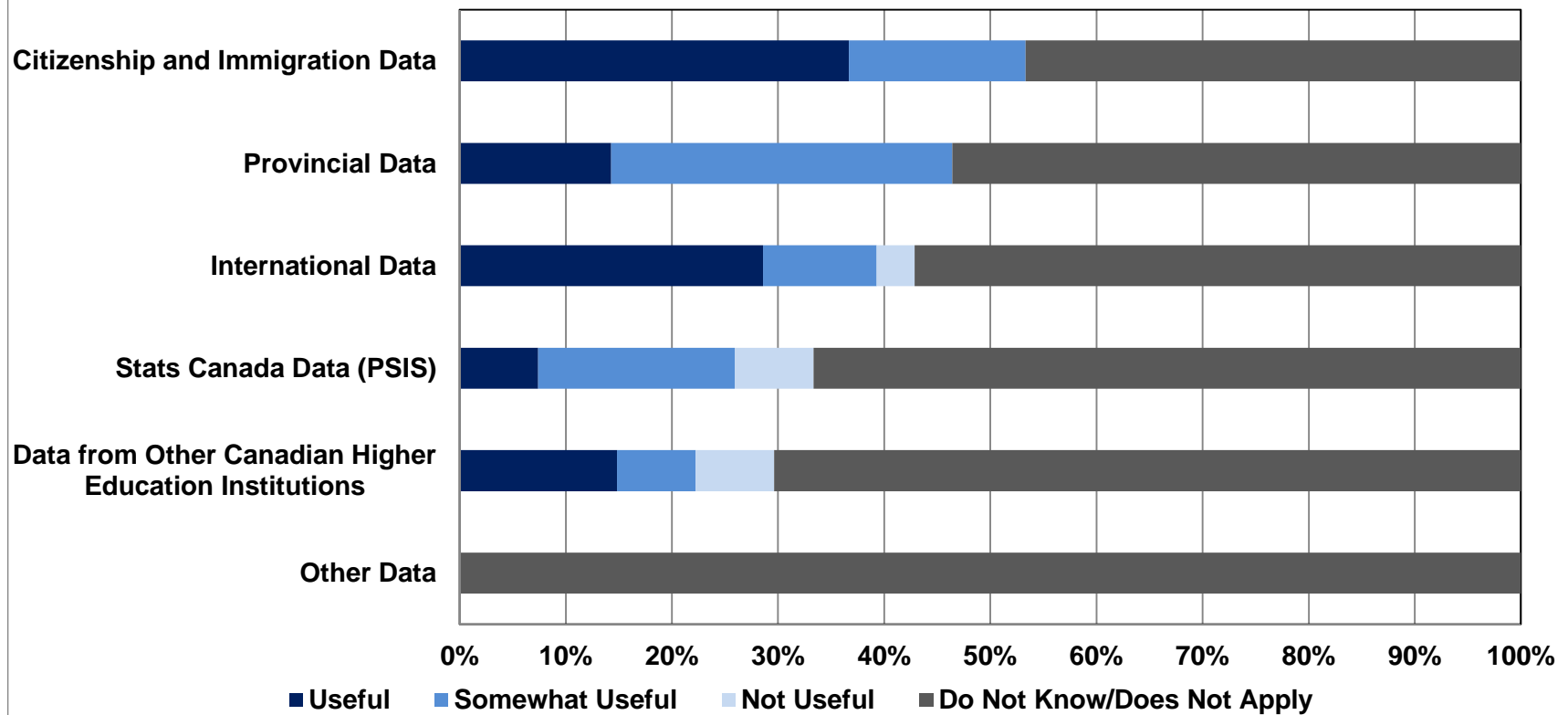
CIC and international data are most useful for schools

To What Extent Does Your Board/School Use International Student Pathways for the Following Purposes?
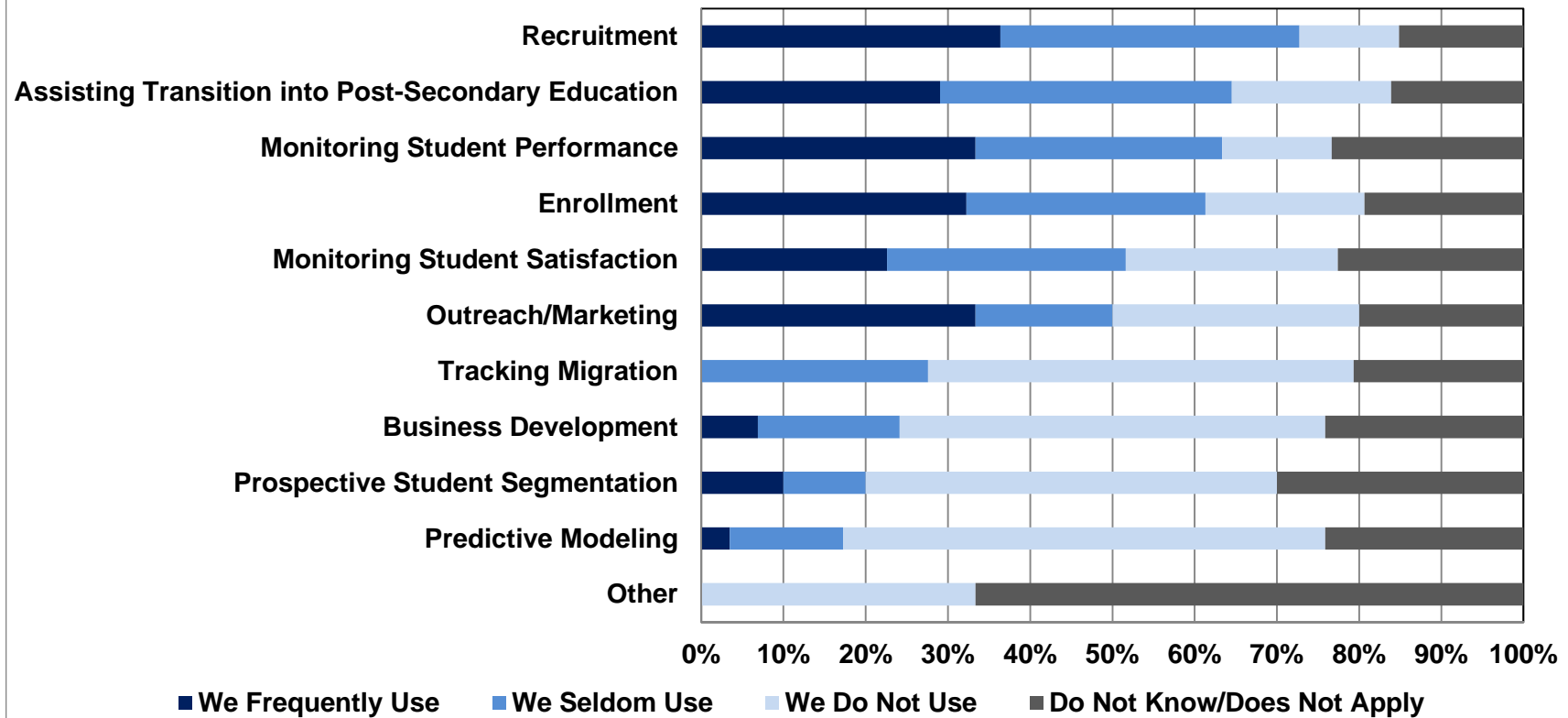
Schools employ pathways for a wide spectrum of activities

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

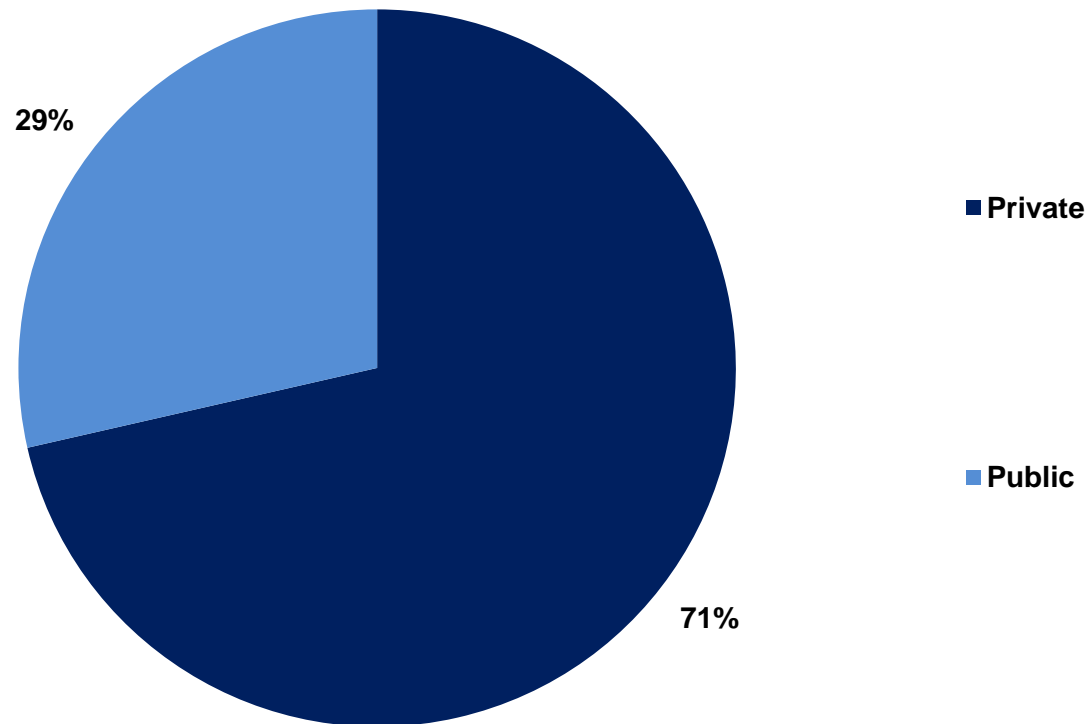Legend: ■ Important ■ Somewhat Important ■ Not Important ■ Do Not Know/Does Not Apply

Categories:
- Research on Pathway Models of Canadian Education Providers
- Framework for Cooperation Between Educational Institutions
- Information on the Relative Performance of Pathway Students (Compared to Other Students)
- A Clear National Strategy on International Student Pathways
- Guidance on Utilizing Pathways
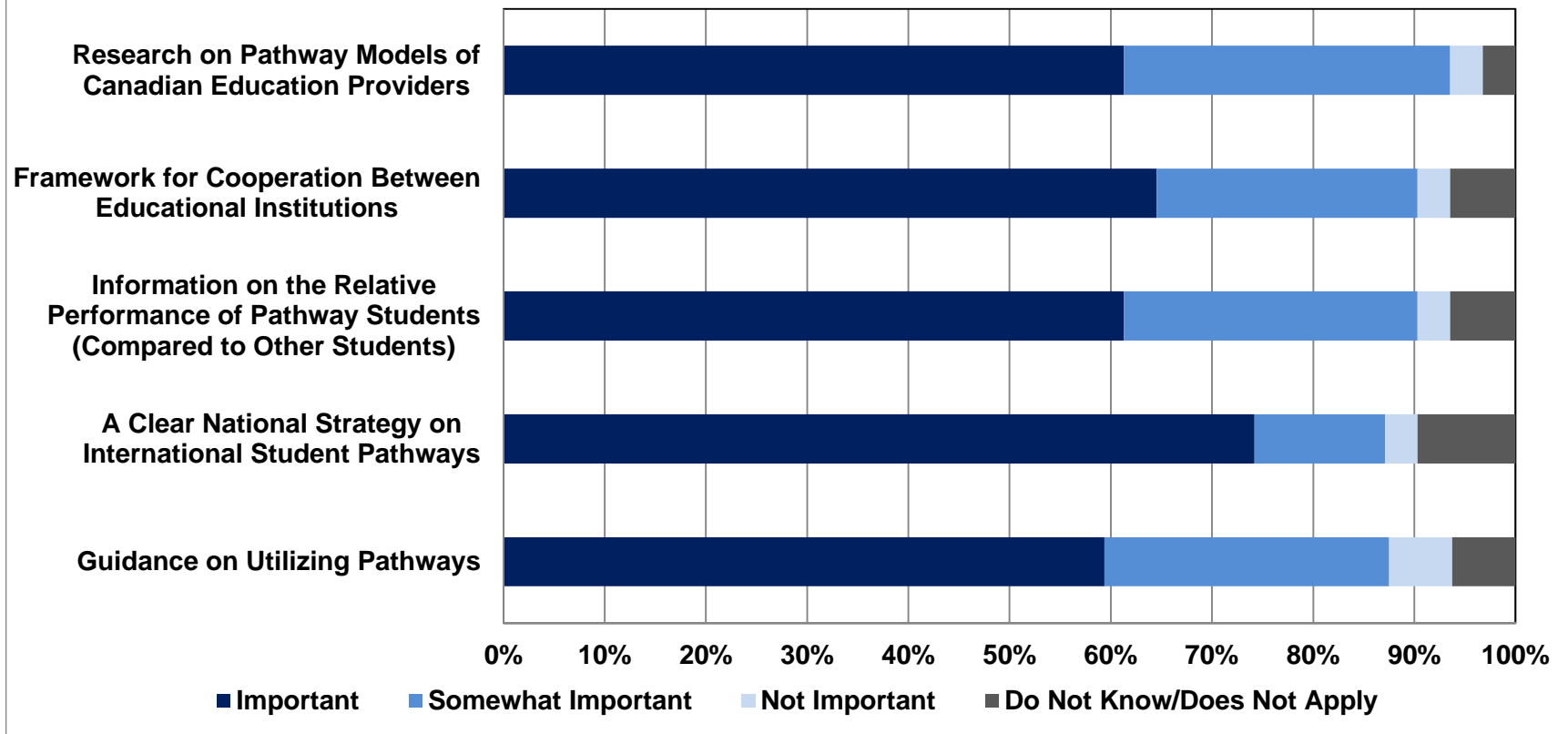
Schools are especially interested in a national pathways strategy

What is the Nature of Your Institution?

29%

■ Private

■ Public

71%

Location of Institution

- British Columbia — 50%
- Ontario — 29%
- Nova Scotia — 11%
- Saskatchewan — 3%
- Quebec — 3%
- Alberta — 4%

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

21%

79%
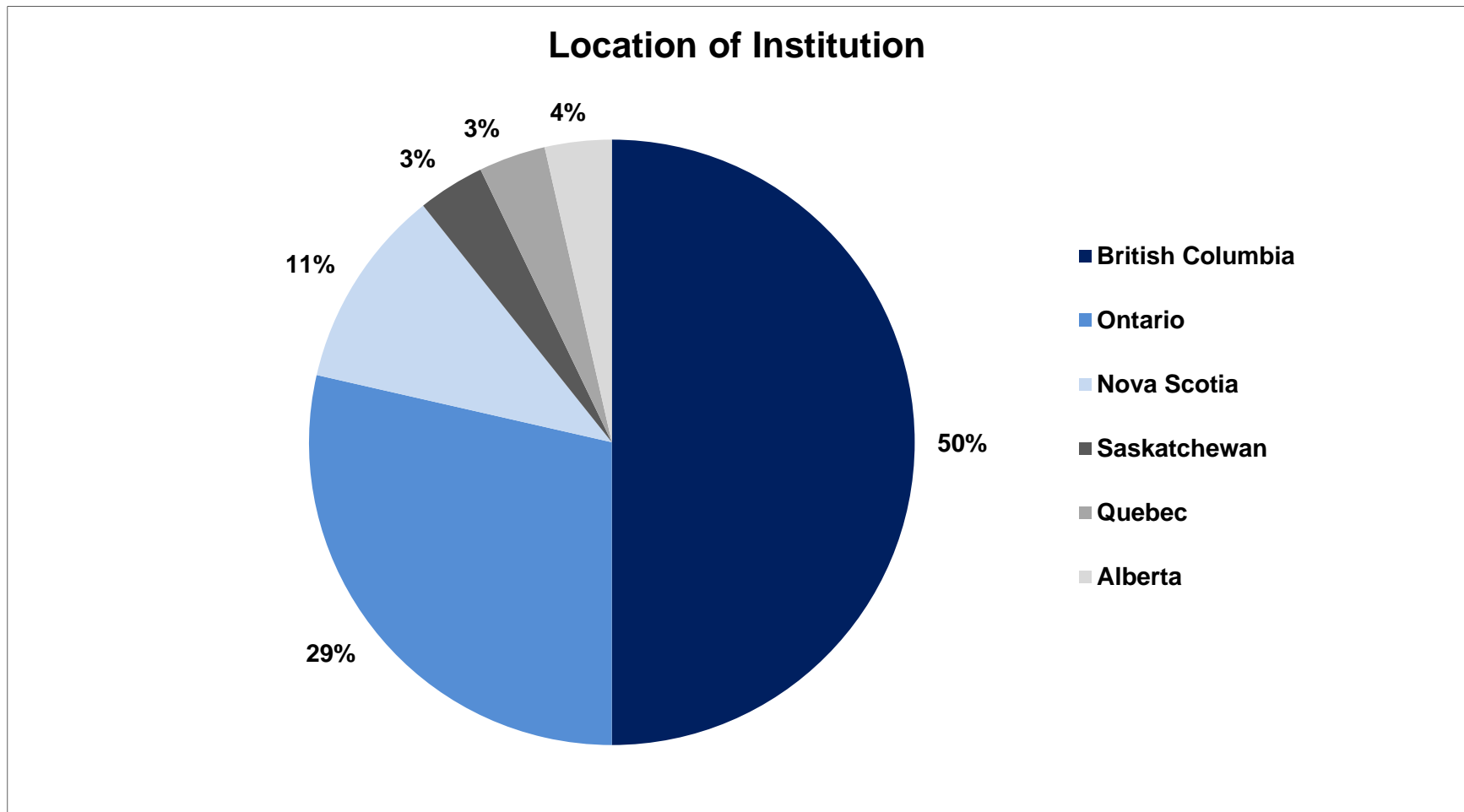
- ■ No
- ■ Yes
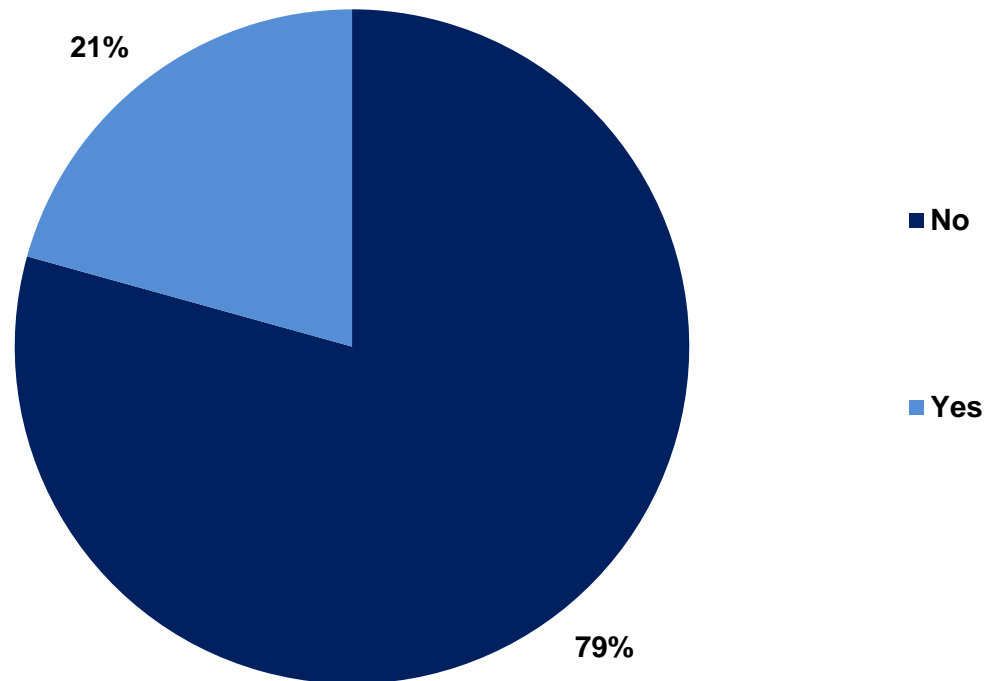
One-fifth of language schools operate with a pathways definition

Which Kinds of Formalized Pathways Does Your Institution Offer?

Categories:
- From Language Training into Diploma
- From Language Training into Undergraduate
- From Language Training into Bridge/Foundation
- From Language Training into Post-Graduate
- From Language Training into Graduate
- From Language Training into Employment
- From Language Training into Migration
- Other

Legend: ■ Frequently ■ In Some Instances ■ Never
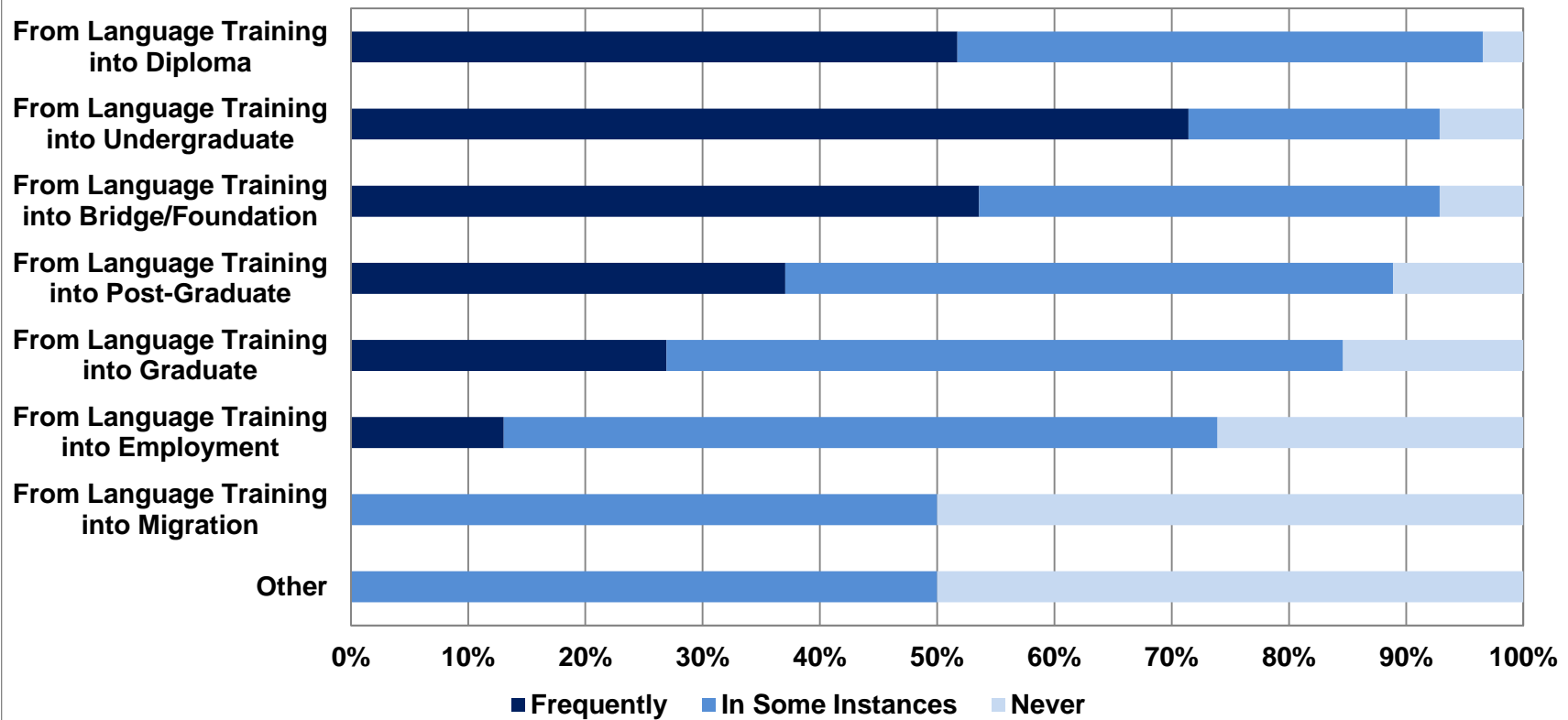
Language schools offer a wide range of pathways

Source: CCIEM Online Survey.

How Would You Assess the Quality of Data Your Institution Holds on International Student Pathways?

- 7%
- 3%
- 17%
- 45%
- 28%

- ■ There Are Some But Incomplete Data
- ■ There Are Largely Complete Data
- ■ There Are Complete and Detailed Data
- ■ There Are No Data
- ■ Do Not Know/Does Not Apply
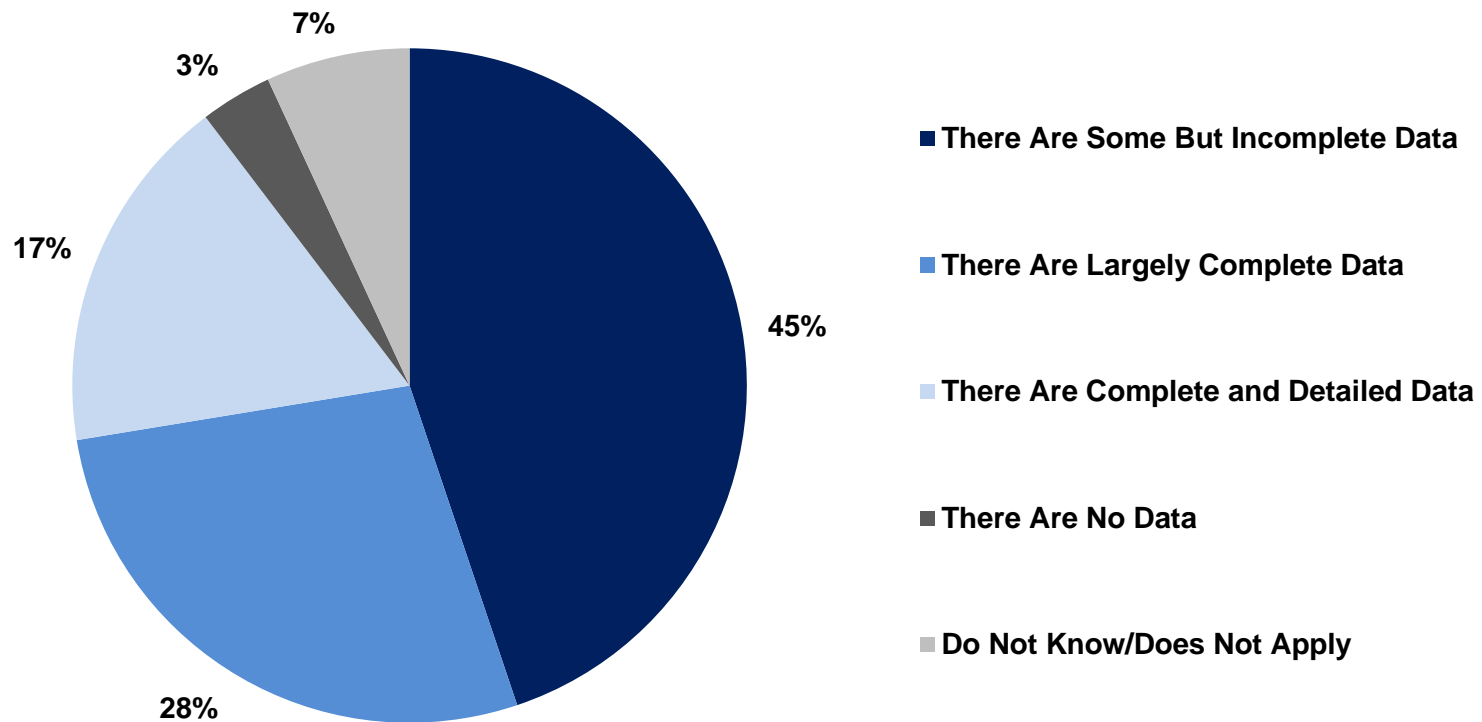
Nearly half of language schools are satisfied with data availability/quality…

Are the Data on International Pathways You Currently Hold Retrievable and Actionable in the Following Areas?

Legend:
- ■ Retrievable
- ■ Actionable
- ■ Do Not Know/Does Not Apply

X-axis: Share of Respondents (0% to 100%)

Categories: Recruiting, Teaching, Retention
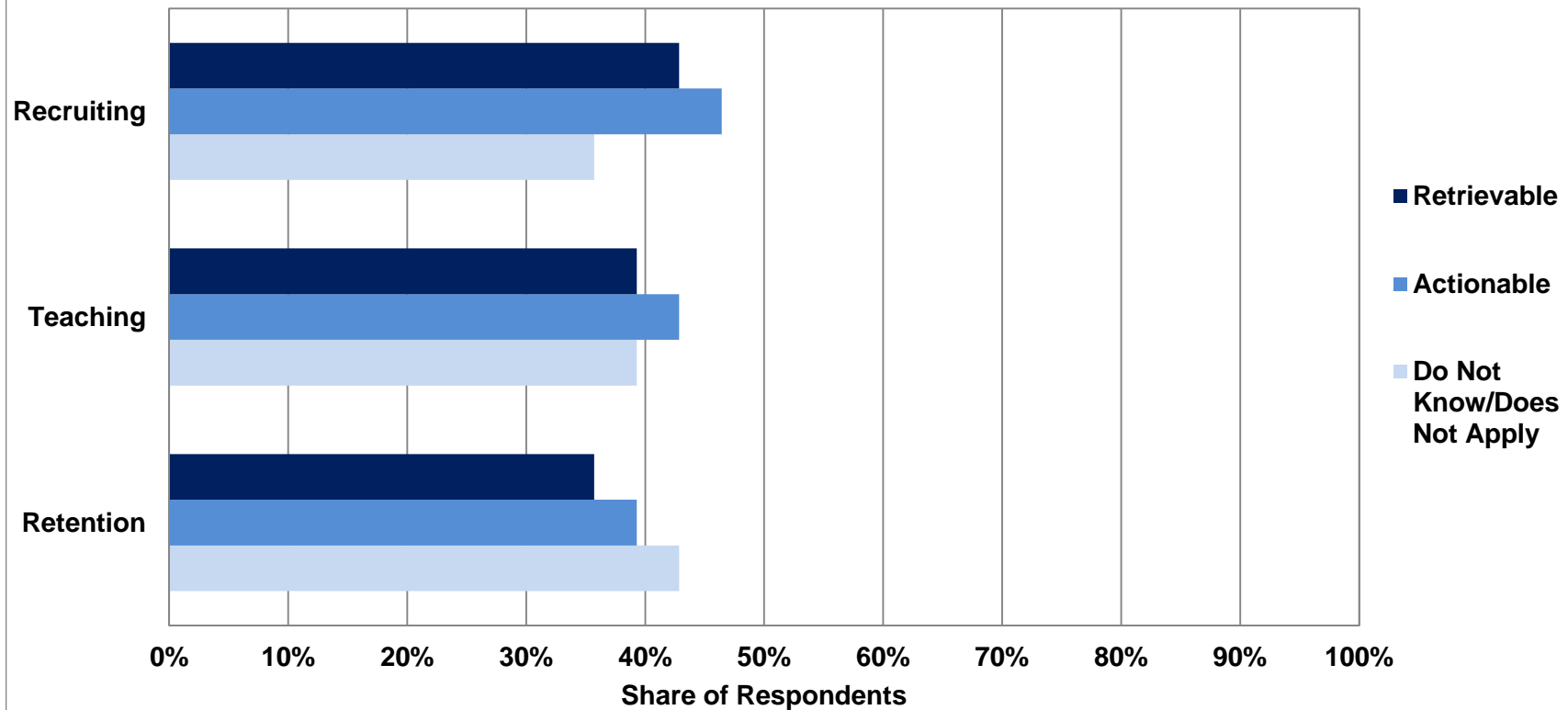
…but actionability is a concern

How Frequently Does Your Institution Consider Data on International Student Pathways from the Following Sources?

Legend:
- We Frequently Use
- We Seldom Use
- We Do Not Use
- Do Not Know/Does Not Apply

Categories:
- International Data
- Data from Other Canadian Education Institutions
- Citizenship and Immigration Data
- Provincial Data
- Stats Canada Data (PSIS)
- Other Data
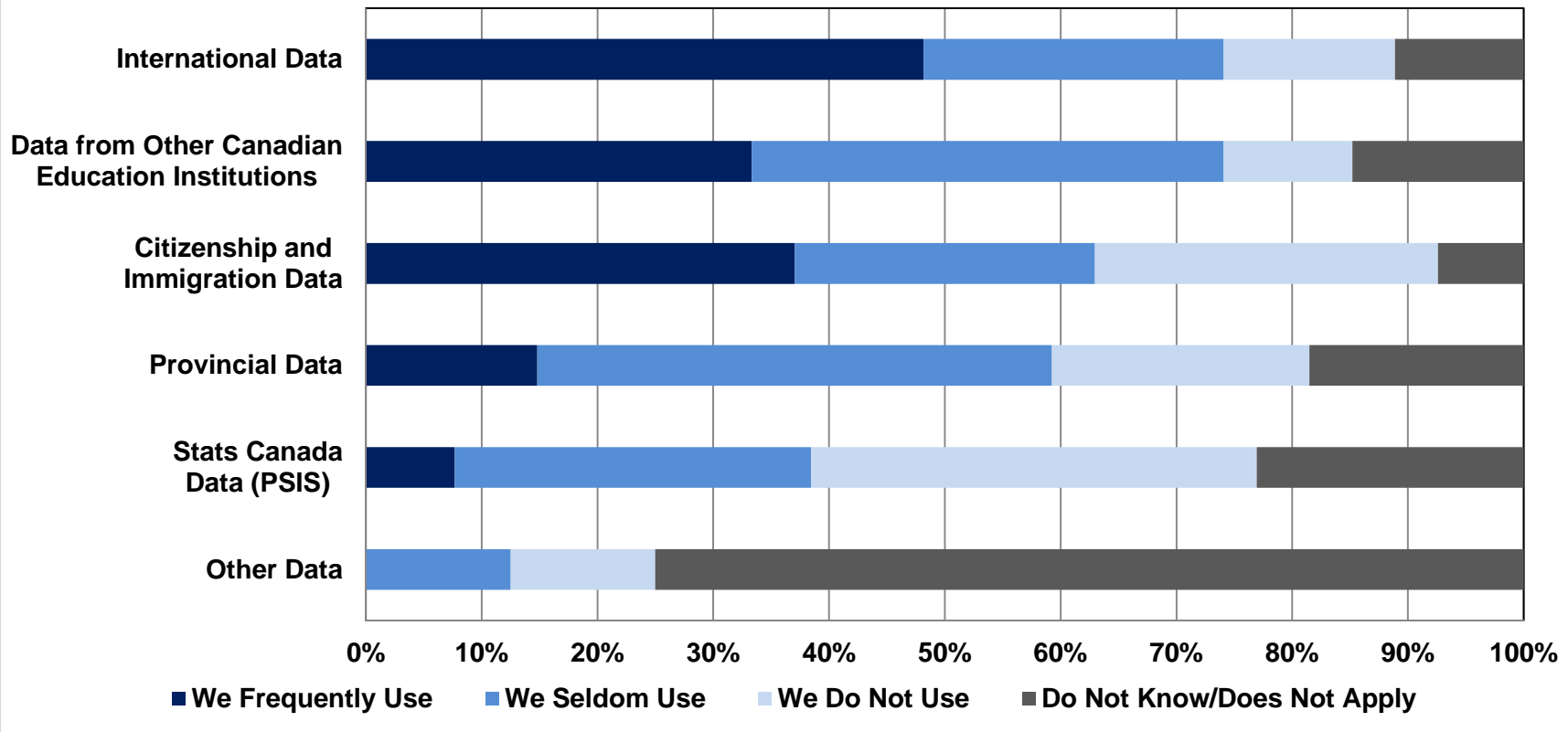
International data is most useful

How Would You Assess the Quality of International Student Data from These Sources?

- ■ Useful
- ■ Somewhat Useful
- ■ Not Useful
- ■ Do Not Know/Does Not Apply
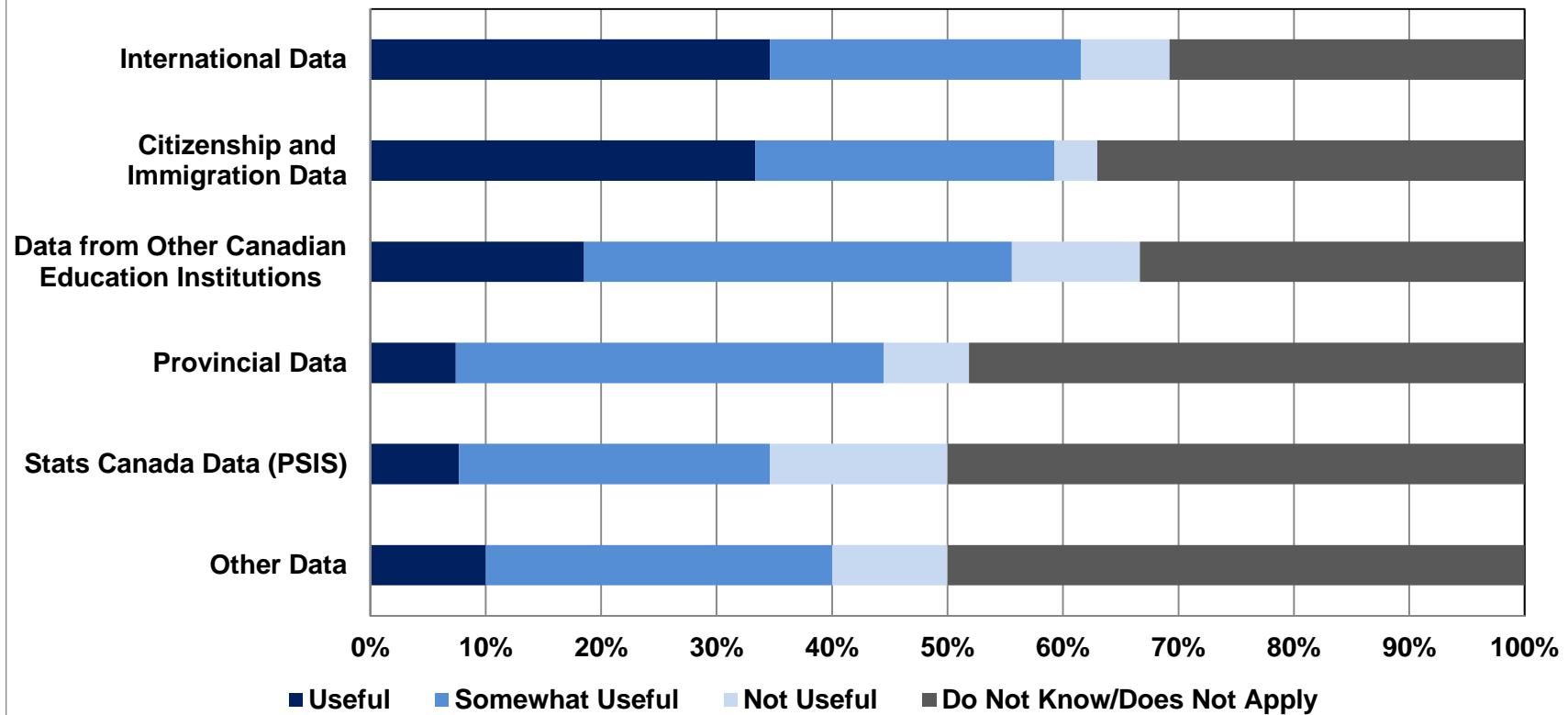
Only two data sources are considered really useful

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

Legend:
- We Frequently Use
- We Seldom Use
- We Do Not Use
- Do Not Know/Does Not Apply

Categories (top to bottom):
- Recruitment
- Outreach/Marketing
- Enrollment
- Monitoring Student Satisfaction
- Monitoring Student Performance
- Business Development
- Prospective Student Segmentation
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- Other
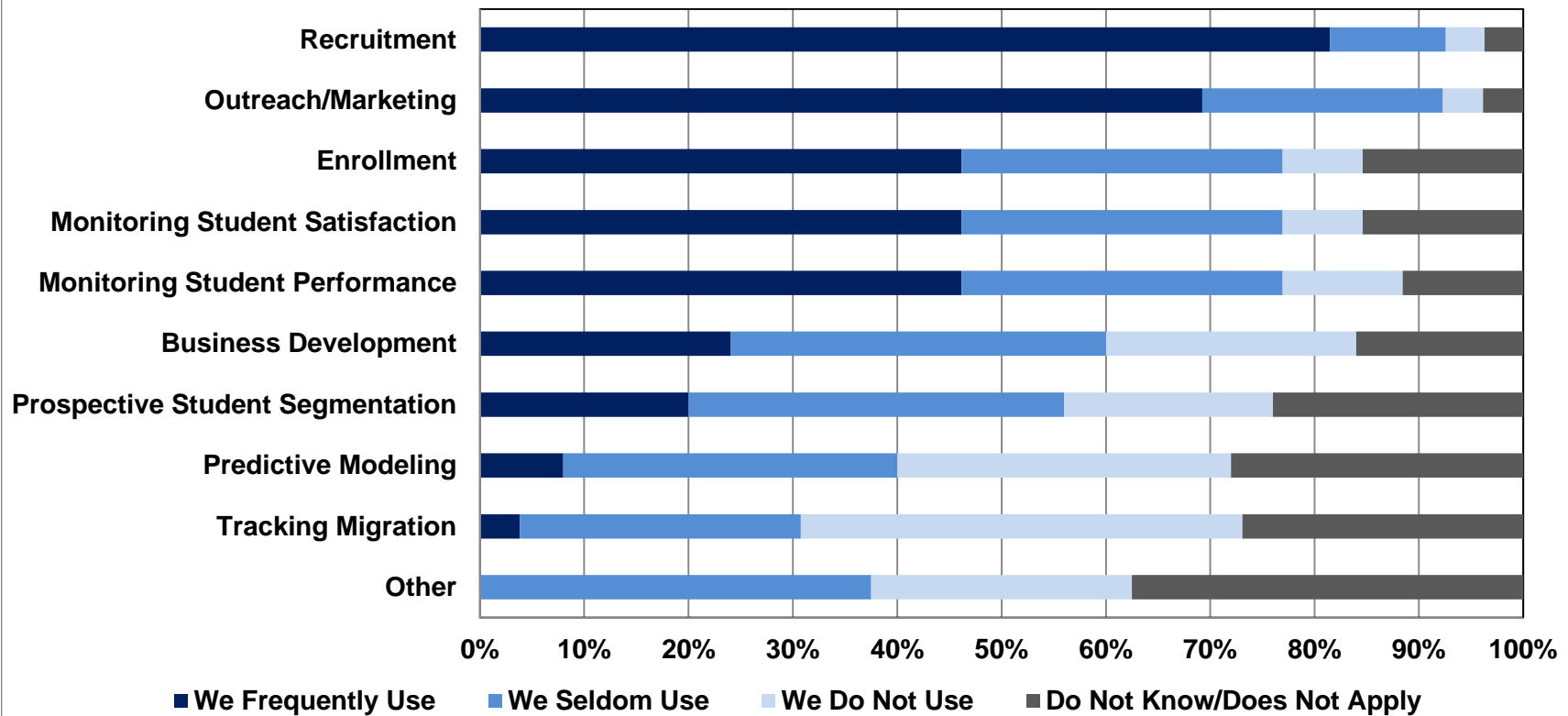
Recruitment and marketing dominate as key usages

Source: CCIEM Online Survey.

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

Legend: ■ Important ■ Somewhat Important ■ Not Important ■ Do Not Know/Does Not Apply
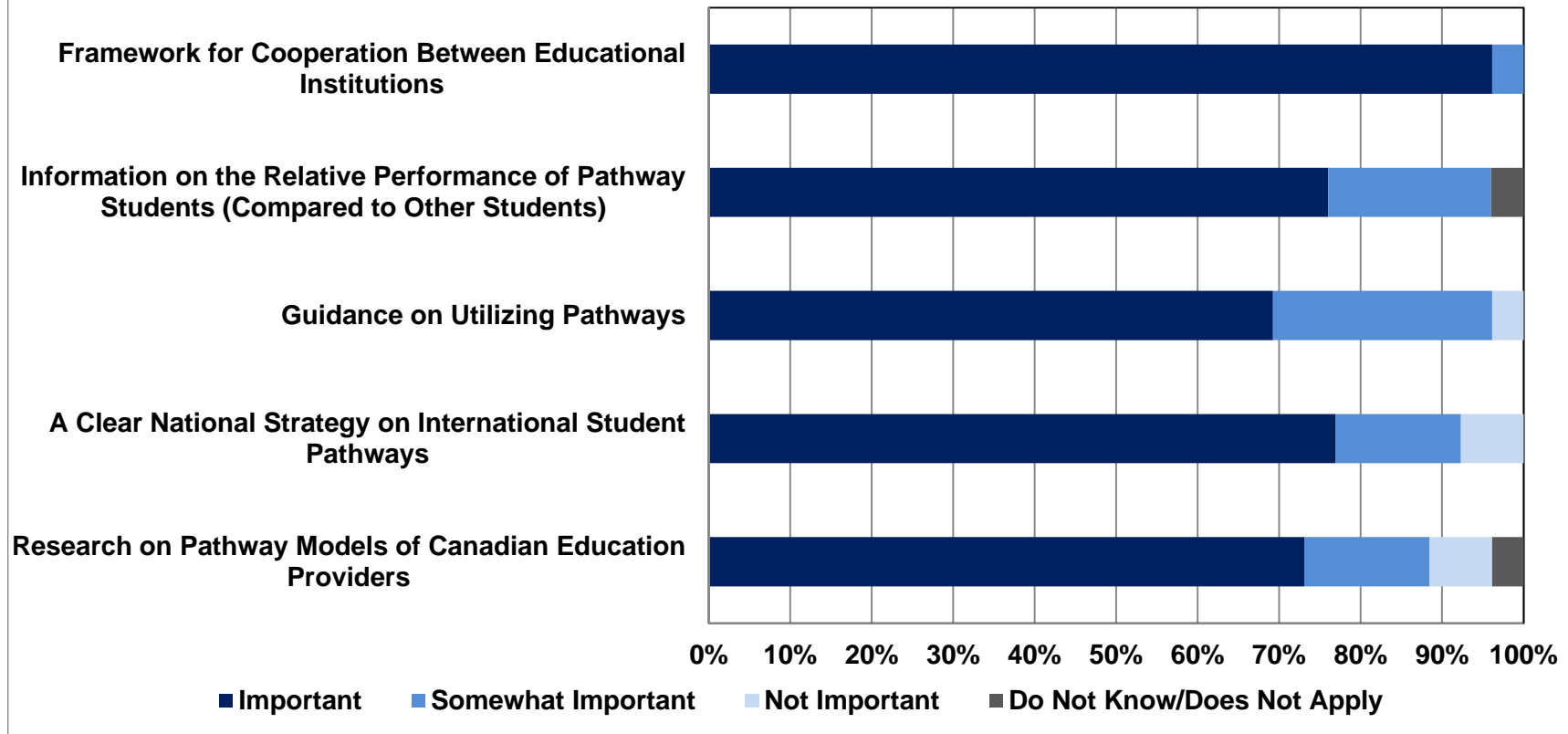
General interest in CCIEM follow up activities

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IMPLICATIONS FOR CANADIAN INSTITUTIONS

- **The importance of pathways has become widely acknowledged.**

- **Knowledge, practices, access to information, etc. differ between institutions. Key drivers are (a) sector, (b) size, and (c) less so public versus private.**

- **Data availability and quality has been identified as a key issue.**

- **The dominant usage pattern centers on marketing and recruiting. Value-add usages such as predictive modeling have been neglected.**

- **Views on options going forward differ, but there is clear support for specific initiatives at a national level (such as a proper pathways framework).**

- **There is a clearly articulated interested in further CCIEM contributions.**

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