

FROM LANGUAGE PROFICIENCY TO POST- SECONDARY STUDIES: HOW TO ENSURE THE SUCCESS OF PATHWAY STUDENTS

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PRESENTATION OUTLINE:

1. Language Proficiency Journey
 2. Post-Secondary Institution Journey
 3. Recommendations
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1. Language Proficiency Journey



ILSC'S VISION

Empowering Through Education

ILSC'S MISSION

To keep developing ILSC as one of the finest schools for language, career and higher education, where people have excellent and transformative learning and living experiences.





GOAL 1

DELIVER TRANSFORMATIVE LEARNING EXPERIENCES

We strongly believe in the life-changing power of education, and our primary goal at ILSC is to deliver learning experiences that will expand the future opportunities of our students, help them meet their personal and educational goals, and ultimately, transform their lives in positive ways.

We nurture transformative learning both in the classroom and out in the world. The inspirational triggers used include the stimulus of a new culture and a new landscape; the realization of one's own innate 'learning drive'; and the renewal of our natural curiosity & wonder.

Pre-arrival Support

- 1- Complimentary and comprehensive language assessment to determine point A in students' journey.
- 2- Pre-arrival counselling (in multiple languages) to ensure students make informed decisions about the partner institution/program they would like to enroll in (point B).
- 3- Assisting students with the partner admission process, so that they can secure the required paperwork for their visa/study permit application.

Post-arrival Support

- 1- 1st Day Orientation
- 2- Pre-placing students in the appropriate classes
- 3- Ongoing attendance & academic Progression monitoring
- 4- Ongoing academic counselling (tutoring center)
- 5- Individual Learning Plans (ILP) for students who are struggling
- 6- Ongoing counselling to those students who decide to change institutions/programs/start dates.
- 7- Inviting partners to campus for info sessions and arranging partner campus tours.
- 8- 24/7 access to mental health care through Stay Healthy at School
- 9- Immigration counselling, through a 3rd party
- 10- Graduations and admission support

2. Post-Secondary Institution Journey

International Students in the Public Ontario College Sector

- The majority of international students in Ontario are enrolled in two-year diploma programs (HEQCO, 2023)
- Many international students complete more than one program, e.g., two graduate certificate programs in sequence (HEQCO, 2023)
- In 2021, more than 620,000 held a permit to study in Canada (Statistics Canada, 2022)

- 37% of Ontario college enrolments is comprised of international students — Canada's highest proportion and much higher than the national average of 20% (Usher, 2022).
- According to RBC Economics, in 2018, it was estimated that international students contributed more than \$22 billion to Canada's economy (Richardson & Hussain, 2022)
- 73% of international students studying in Canada planned to apply for a post-graduate work permit, and almost 60% planned to remain in Canada and apply for PR (CBIE, 2021)
- International student enrolment in Ontario colleges increased by 342% between 2012-13 and 2021 (Office of the Auditor General of Ontario, 2021)

University Pathway Students in the Public Ontario College Sector

- University Pathway agreements
- Minimum requirements
- A student journey – Fanshawe College example



1 Explore our Programs

At Fanshawe College, we offer more than 200 programs: Certificates, Diplomas, Bachelor's Degrees and Post-Grad Certificates.



2. Choose a Program

Each program page has a section titled Program Availability. It will tell you which campus offers the program and whether the program is still accepting applications.



3. Prepare your application

On Fanshawe College's Virtual Application System (VAS): You can apply as a direct student or through an authorized education partner (agent) accepting applications.



4. Upload your documents

Upload all of the required admission documents to VAS. Depending on your circumstances, these may include academic transcripts (high school and/or undergraduate studies), proof of English Language Proficiency, your passport photo page, and other program-specific documents.



5. Pay Your Application Fees

Pay the CAD\$100 application fee on VAS, and submit your application.



6. Receive your admission

Receive your Letter of Admission. Pay the deposit indicated on the 1st page of your Letter of Admission to keep your seat in the program.



9. Apply for Study Permit

Apply for your study permit through this website: <https://www.canada.ca/en/immigration-refugees-citizenship.html>.



8. Pay the rest of the fees

Depending on your country of citizenship, you may be required to pay the remainder of tuition fees for the 1st semester or for the 1st year of studies.

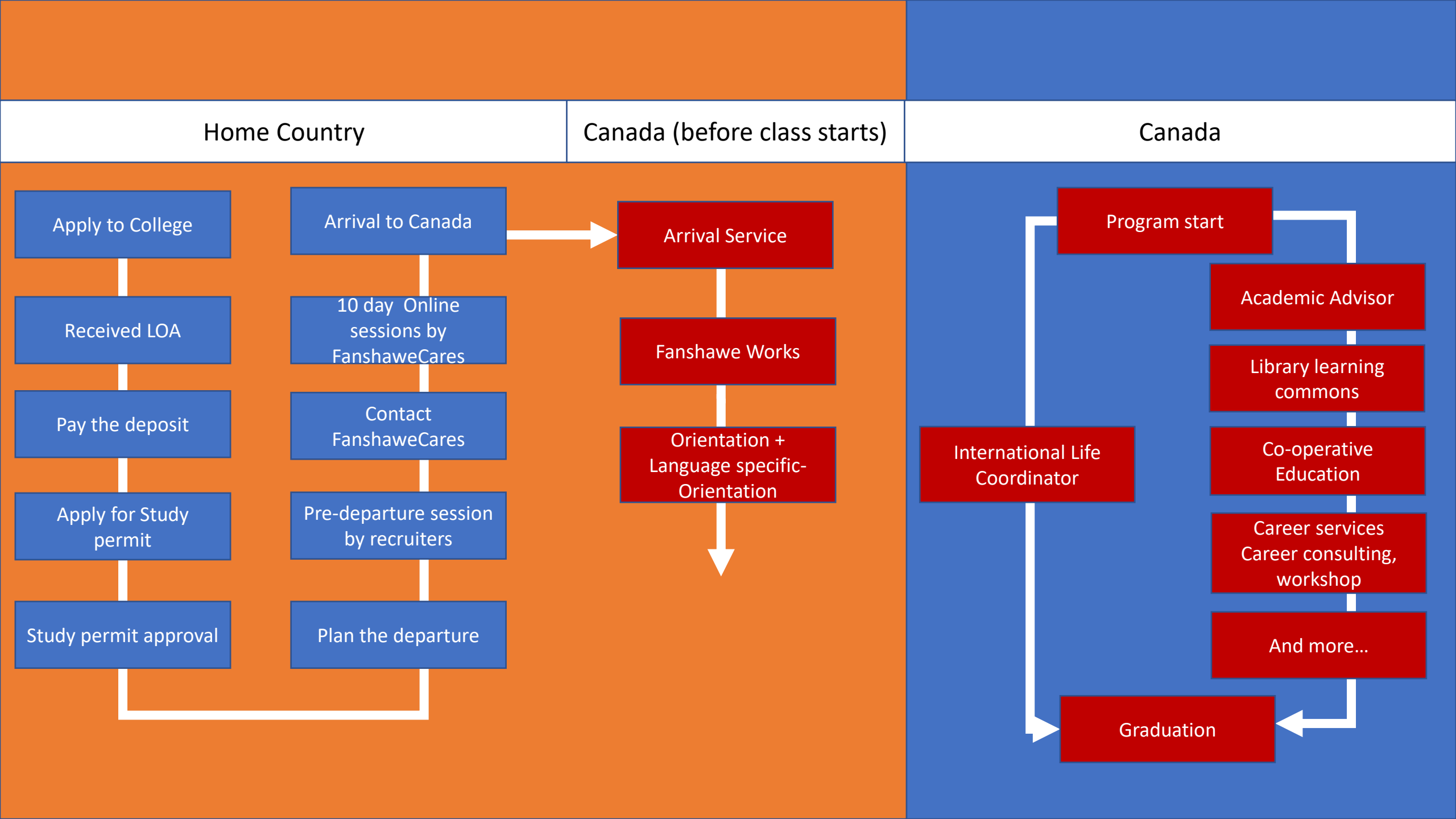


7. Pay the tuition deposit

This should be paid within 30 days of receiving your Letter of Admission. However, you should plan to pay it within 21 days because international money transfers take a few days. Do not wait until the last minute.



fanshawec.ca/international



Academic Life: Supports and Services

- Learning Supports:
 - Academic Advising
 - Accessibility
 - Library Learning Commons
 - Tutoring & Testing Centre
 - Inclusive Technology Centre
 - IT and Media Services



Academic Life: Supports and Services



- Health and Wellness Supports:
 - Mental Health and Counselling
 - Student Wellness Centre
 - Student Clinic and Pharmacy
 - Crisis Support Services
 - Survivor Support for Gender-based Violence
 - Peer Groups, Workshops and Connections

Academic Life: Supports and Services

- Recreation & Student Life:
 - Housing & Residence
 - Athletics, Sports & Recreation
 - Transportation, Parking & Lockers
 - Student-run Stores & Services
 - Meal Plans & Food Services
 - Books & Supplies



Academic Life: Supports and Services

- Employment & Entrepreneurial Services:

- Career Services
- Career Coach and Mentorship
- Co-op Education
- Leap Junction (Entrepreneurial Services for Students & Alumni)



- International Life Coordinators (Regulated International Student Immigration Advisors)

- Academic counseling
- Immigration advice (Immigration workshop)
- Life Consulting

University Pathway Students in the Public Ontario College Sector

- Pilot research study to investigate international student success in first semester of their college programs:
 - university pathway students VS international students

Research Study (Pilot)

- Research question:
 - Are university pathway students more successful than international students who fulfill their English language proficiency requirement with English proficiency tests (e.g., IELTS, TOEFL, Duolingo)?
 - Research construct “success” - operationalized as first semester term GPA
- Participants:
 - a sample of 10 students studying at Fanshawe College (randomly selected based on selection criteria)

Participants

| Pathway School | Nationality | College Program |
|----------------|--------------------|--|
| School 1 | Brazil | Game Development - Advanced Programming |
| School 2 | Iran | Construction Project Management |
| School 3 | China | Supply Chain Management - logistics (co-op) |
| School 4 | Russian Federation | Graphic Design |
| School 2 | Korea | Aviation Technician - Aircraft Maintenance (co-op) |

Participants

| English Test | Nationality | College Program | English Test Score |
|--------------|-------------|--|--------------------|
| IELTS | Vietnam | Public Relations Corporate Communications | 6.5 |
| Duolingo | Brazil | Pre-Health Sciences Pathway to Advanced Diplomas and Degrees | 130 |
| Duolingo | Columbia | Pre-Media | 120 |
| Duolingo | Thailand | Environmental Technology | 105 |
| TOEFL | Korea | Aviation Technician - Aircraft Maintenance (Co-op) | 112 |

Findings

- Average first semester Term GPA from university pathway students slightly higher than international students:
 - university pathway students: average GPA – 3.24
 - international students: average GPA – 3.07
- Only a pilot study - several limitations:
 - Findings should not be generalized or interpreted as conclusive

References

- CBIE. (2021). Facts and Figures. <https://cbie.ca/infographic/>
- Colyar, J., Pichette, J., & Deakin, J. (2023). *Matching Rapid Growth with Adequate Supports: How Colleges and Government Can Enhance International Student Experiences in Ontario*. Toronto: Higher Education Quality Council of Ontario Office of the Auditor General of Ontario. (2021). Value for Money Audit: Public Colleges Oversight. Toronto: Office of the Auditor General of Ontario.
- Richardson, B. & Hussain, Y. (2022). RBC Economics & Thought Leadership. Course Correction: How International Students Can Help Solve Canada's Labour Crisis (rbc.com)
- Statistics Canada. (2022). “International students as a source of labour supply: A summary of recent trends.”
- Usher, A. (2022). *The State of Postsecondary Education in Canada, 2022*. Toronto: Higher Education Strategy Associates.

3. Recommendations



RECOMMENDATIONS

- University pathway student data tracked and mutually shared by stakeholder institutions:
 - Private Language Schools with University Pathway Programs
 - Post-secondary Institutions with University Pathway Students
 - Languages Canada
 - A study focusing on university pathway students conducted by Languages Canada
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THANK YOU!

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