



Decolonizing Indigenous Program Transfer Practices in Ontario to Support a Trauma-Informed Approach to Post-Secondary Education

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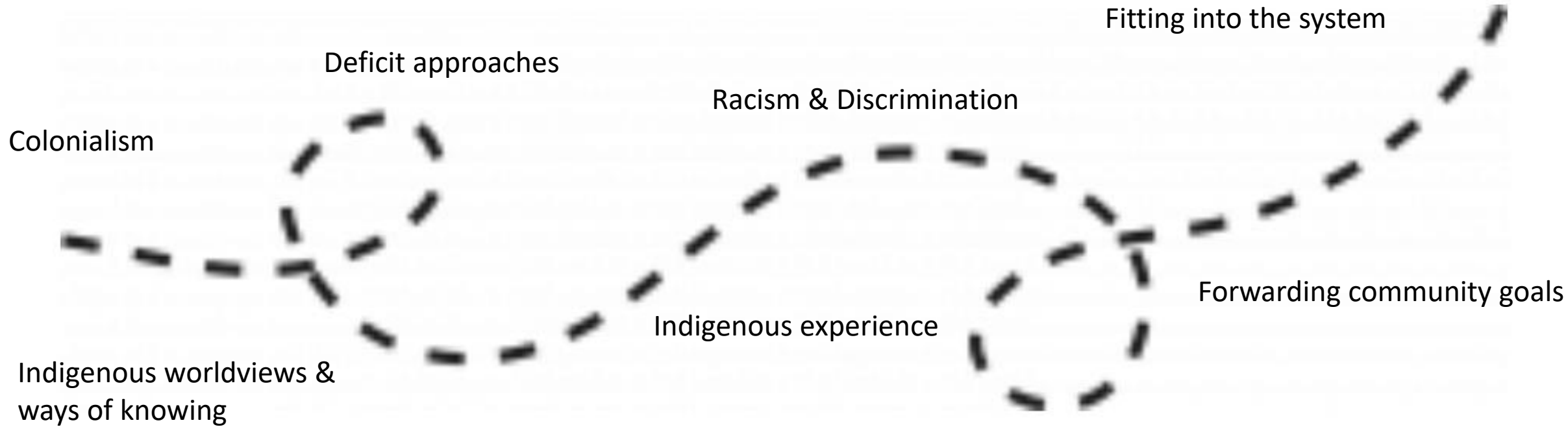
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DEFINITIONS

- Program pathway: a route from one program to another within or between postsecondary institutions that contains benefits such as transfer credits or guaranteed acceptance
- Indigenous program pathway (IPP): 1. Pathways to and/or from Indigenous programs; And/or 2. Pathways utilized by Indigenous learners
- Trauma: trauma can be viewed as a contemporary manifestation of the succession of systematic assaults perpetrated through colonization and oppression (Pihama et al., 2017, p. 23)
- Trauma-informed Practice: understanding source of trauma, recognizing sign of trauma, a systems-wide response to trauma, not-re-traumatizing (PHSA, online)



*To Design Effective Pathways
We Need to Think about the
Journey...*





***The Indigenous Program
Pathways Project***



GETTING TO PHASE TWO

Phase I - INDIGENOUS PROGRAM PATHWAYS INVENTORY PROJECT

- To understand, enhance and expand Indigenous program pathways in Ontario

Phase II - A STUDY OF STUDENT TRANSFER EXPERIENCE

- Participatory approach to examine Indigenous program pathway experiences in Ontario postsecondary institutions

METHODOLOGY

- An online Ontario-wide student survey
 - January to March 2019
 - 154 Indigenous students; 40 non-Indigenous learners
- Lunch and Learns with students (n=10)
- Institutional participation and engagement (n=25)
 - Navigating institutional processes, survey design, dissemination & analysis, participation
 - 1-day Indigenous pathway forum (n= 14)
 - Aboriginal institutes n=1; colleges n=15; universities n=9



SITES OF SURVEY DISSEMINATION

Region	Participating Institutions
Southwestern	Fanshawe College Mohawk College University of Windsor
Central/GTA/Metro	Centennial College Georgian College University of Toronto York University
Eastern	Algonquin College Fleming College Loyalist College St. Lawrence College Niagara College
Northern	Algoma University Canadore College Cambrian College Confederation College Lakehead University Nipissing University Sault College

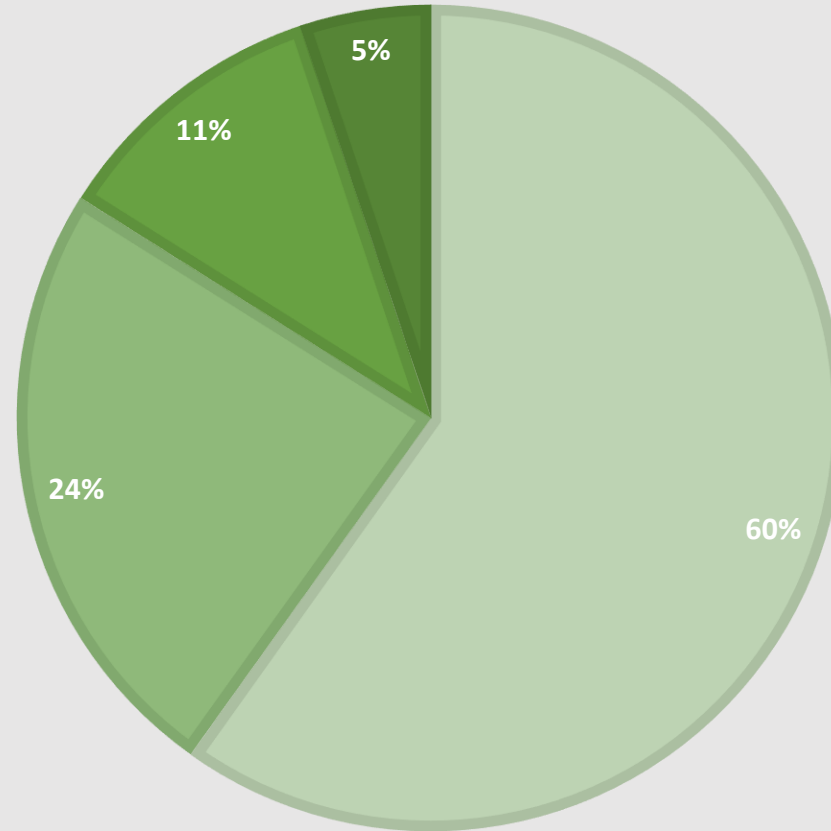


***Indigenous Student
Results***

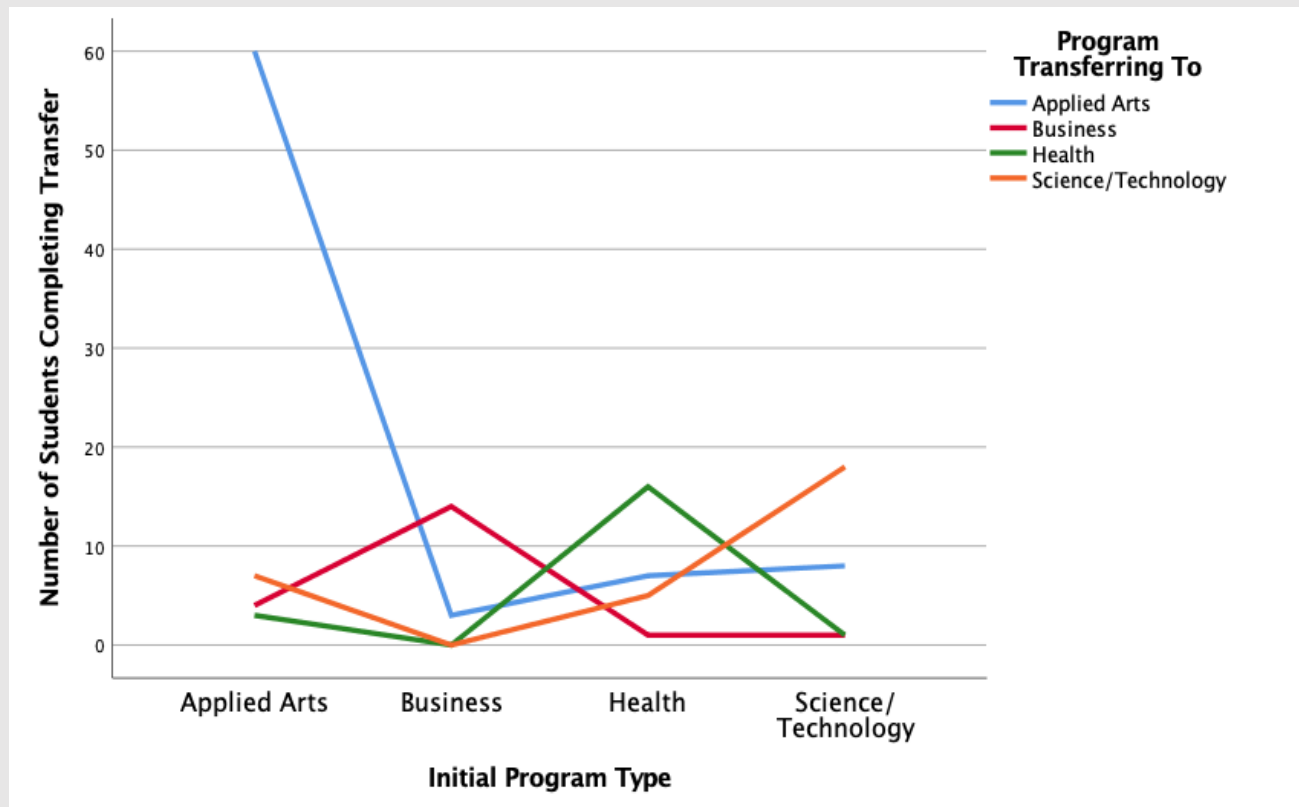


SELF-IDENTIFIED INDIGENOUS STATUS

■ Status Indian ■ Metis ■ Non-Status Indian ■ Inuit

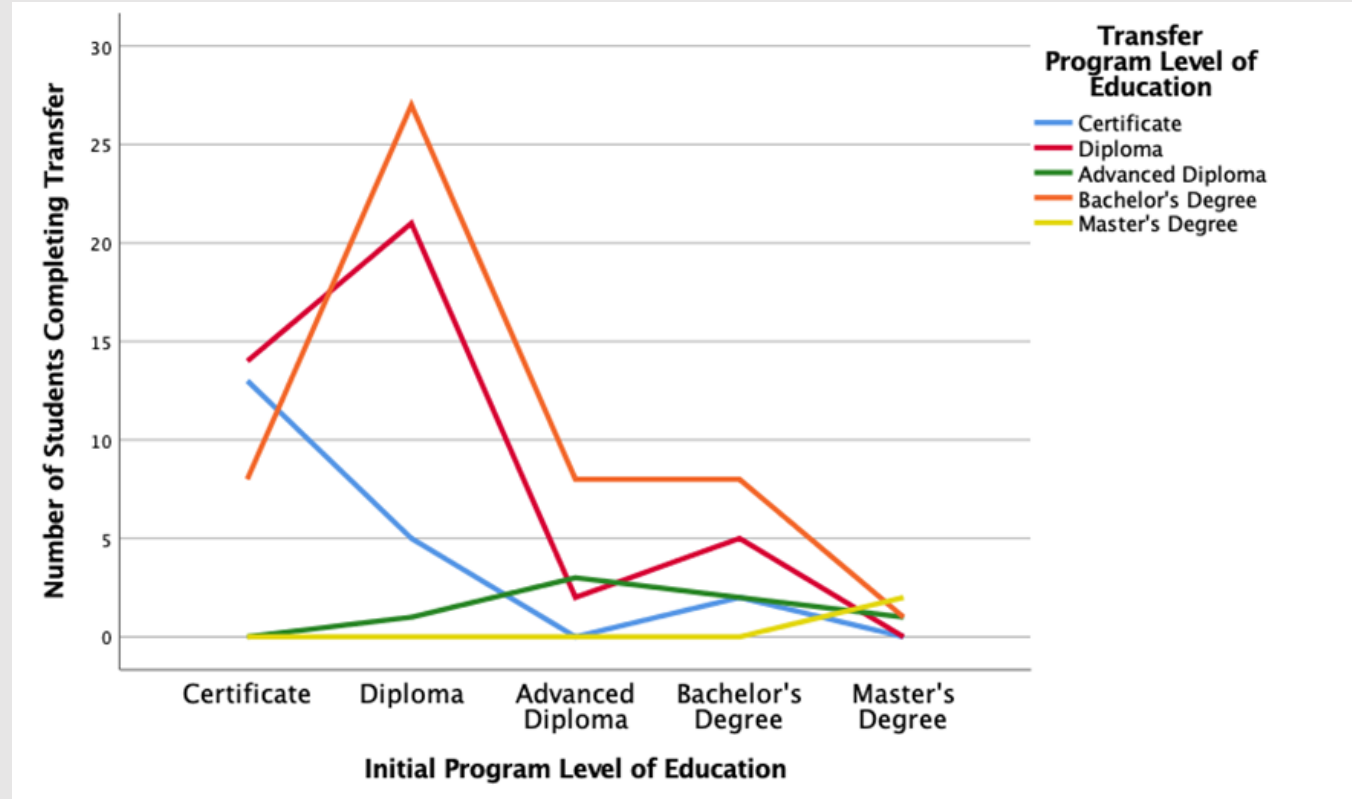


TRANSFER BY PROGRAM TYPE



Most Indigenous learners transferred 1x in the field of Applied Arts

TRANSFER BY LEVEL OF EDUCATION

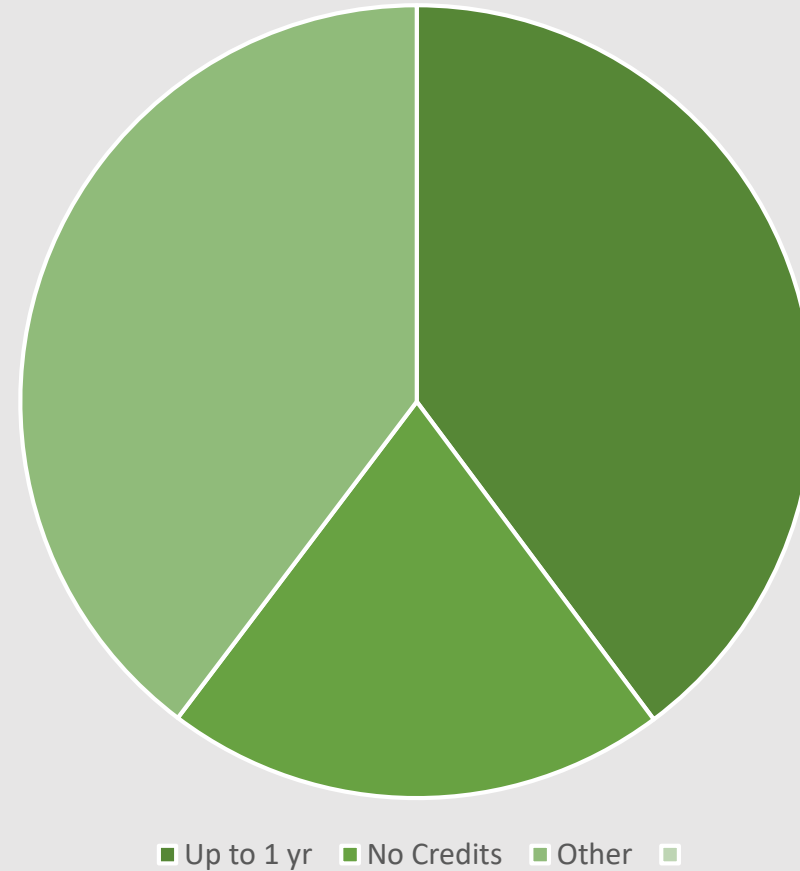


Students who transferred to a similar program reported they were significantly less prepared than students who transferred to another program level

CREDIT TRANSFERS

- Most learners were satisfied with the amount of credits applied in their transfer (n= 83; 84.7% of sample).
- Most did not have to repeat courses in their transfer (n=64; 65.3% of sample).
- The mean number of courses repeated was 1.6 (n=57)

Amount of Credit Applied





Indigenous Program Results



DEMOGRAPHICS

75.5% OF LEARNERS WERE NON-INDIGENOUS

72% OF LEARNERS WERE FEMALE

54.7% OF LEARNERS RESIDED IN AN URBAN AREA

54.7% OF LEARNERS WERE BETWEEN THE AGES OF 19-24



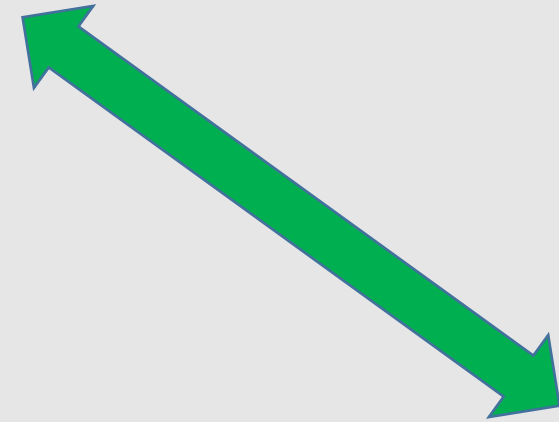
PATHWAY DIRECTION

60% OF INDIGENOUS STUDENTS TRANSFERRED TO AN INDIGENOUS PROGRAM

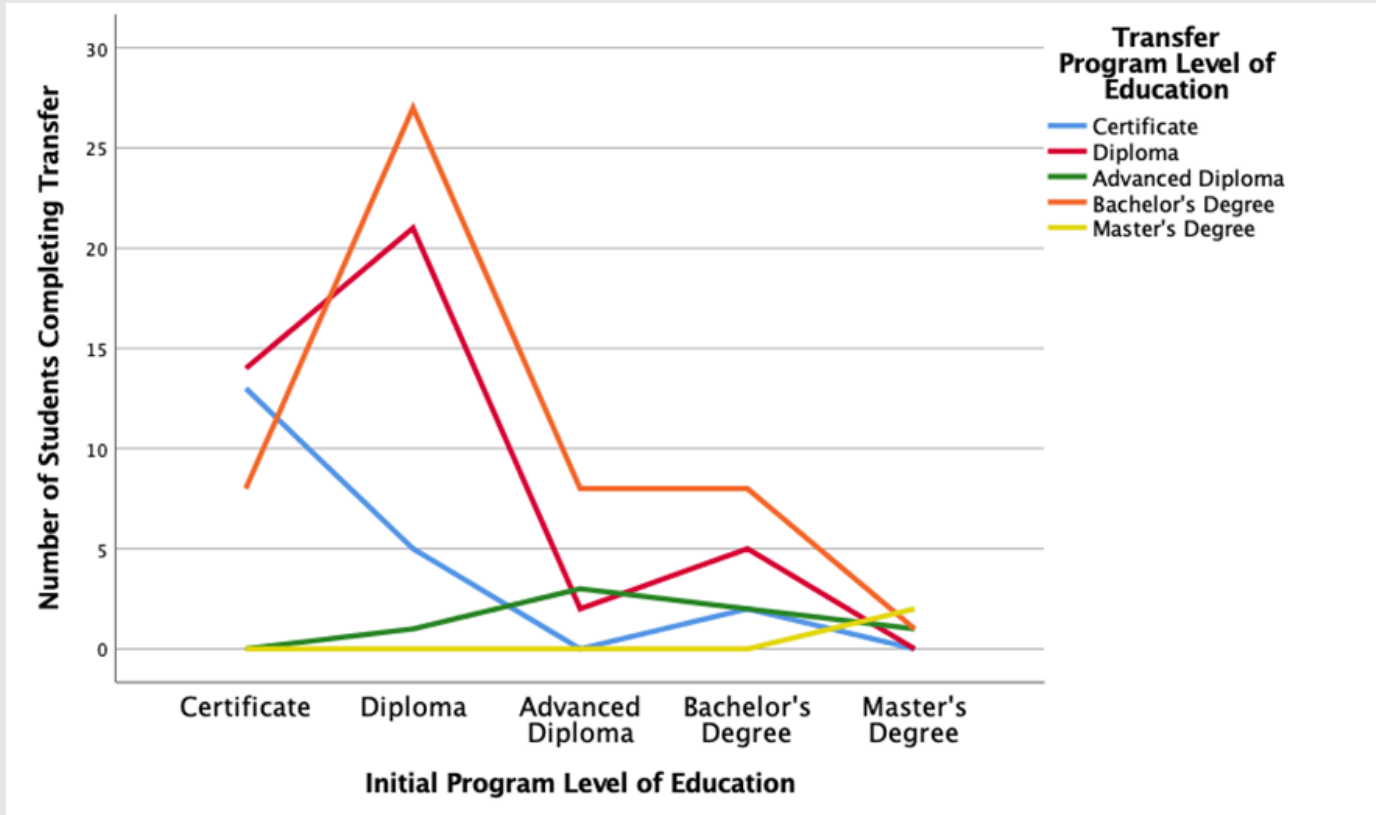
16.7% OF NON-INDIGENOUS STUDENTS TRANSFERRED TO AN INDIGENOUS PROGRAM

59.3% OF ALL LEARNERS TRANSFERRED OUT OF AN INDIGENOUS PROGRAM

25.9% TRANSFERRED TO AND FROM INDIGENOUS PROGRAMS



TRANSFER BY LEVEL OF EDUCATION



While vertical transfers were popular (n=13; 35.1%), more students (n=15; 40.5%) stayed in a program at the same education level.

ACCESS, PREPAREDNESS & EXPERIENCE

- The majority of students did not attend a voluntary or mandatory bridging program (n=27; 50.9%)
- Most learners reporting being very or mostly prepared (n=30; 83.3%) for their transfer program
- Only 39% (n=16) of students indicated that they were very likely or likely to attend their receiving program if a program pathway was not in place
- Most learners (n=12; 80%) were very satisfied or satisfied with their transfer experience



Advantages & Disadvantages of Pathways



Advantages of Transfer Experience

1. Educational Advancement (>80%)
2. Professional Advancement (>45%)
3. Greater access to post-secondary education (<40%)
4. Earn multiple degrees in less time (<35%)
5. Flexibility and convenience (<35%)
6. Guaranteed entrance into a program
7. Lower Tuition Costs and Improved Mobility

8. There are none I can think of Other Responses

- Placement experience
- Exemption from general education classes meant a lighter course load for some semesters
- Racism at previous school
- Hands on experience in college and able to apply that knowledge to university
- More accessible
- Allows me to stay in my home community to save money

Disadvantages to Transfer Experiences

1. Duplicate courses/course material (>50%)
2. Had to take courses I didn't want to take (<35%)
3. Transfer credits undervalued
4. Difficult to schedule courses needed to graduate
5. There are none I can think of at this time
6. Greater cost
7. Course load issues
8. Difficult to take courses needed for accreditation/certification
 - Other
 - Daily commute is long
 - Courses I would like to take are not included in program requirements
 - Program only granted admission to one specific program



***Decolonizing Indigenous
Program Pathways***

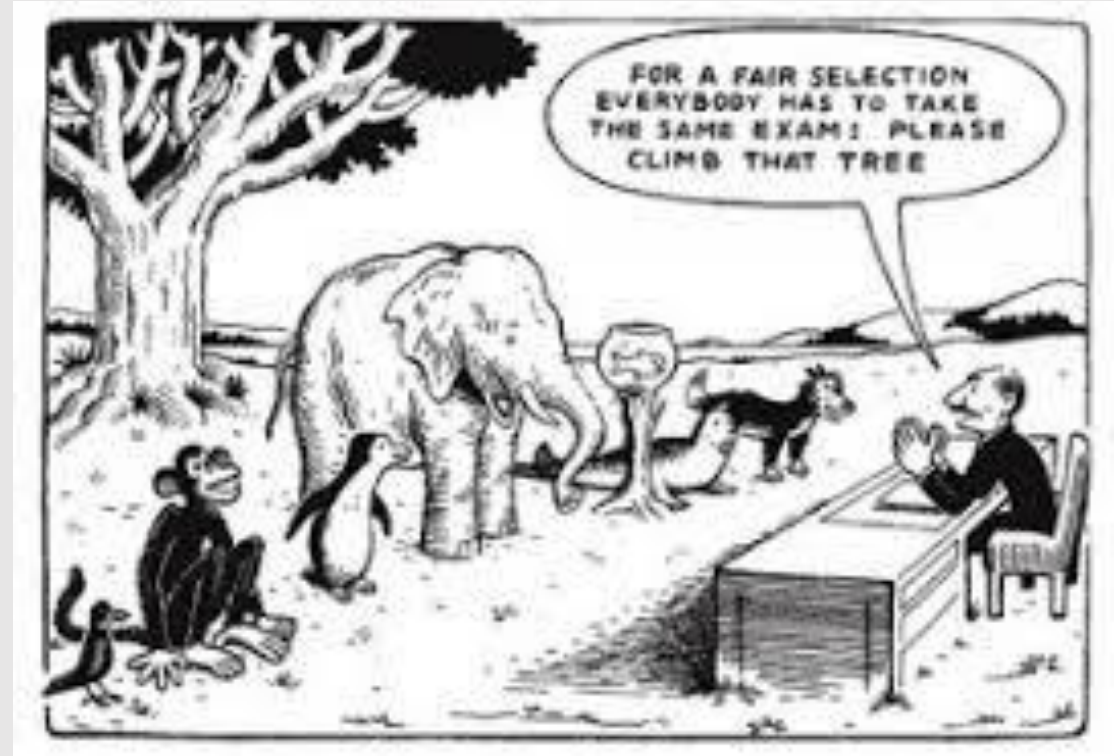


SITUATING PATHWAYS

- Traditional pathways from college to university can facilitate access for individuals with lower socio-economic status or limited postsecondary experience in their family (DeCock, 2006)
- Ensuring adequate educational offerings and pathways, and adequate transitional arrangements as promising practices to increase access and retention for Indigenous learners (Smith, Trinidad, & Larkin, 2015)
- A compensatory model (Bunda, Zipin & Brennan, 2012)

PATHWAYS DO APPEAR TO PROVIDE ACCESS, BUT...

- Programs most utilized are overrepresented in pathway use
- Indigenous groups most underrepresented remain underrepresented in current pathways
- Non-Indigenous learners are most represented in pathway use



<https://sites.psu.edu>

RECOMMENDATIONS

- Centre Indigenous learners in pathway development
- Acknowledge the experience and knowledge of Indigenous learners
- Implement bridging programs for non-Indigenous learners
- Target pathway promotion to Indigenous learners and be cognizant of classroom make-up
- Reserved seating for Indigenous learners
- Include those with expertise in Indigenous studies in pathways development; rethink current approaches to interdisciplinary pathway

Example 1: Funding Letters

- Issue(s): Obtaining funding/ lack of alignment of funder process with institutional processes; structural racism
- Process: Input from students and attendees at Indigenous pathway forum
- Action: Acceptance letters include conditional acceptance to pathway program
- Outcomes: Students can plan more effectively; increased alignment between external funder and institutional processes; students feel more welcome/can see themselves at an institution

Example 2: IPREP Program

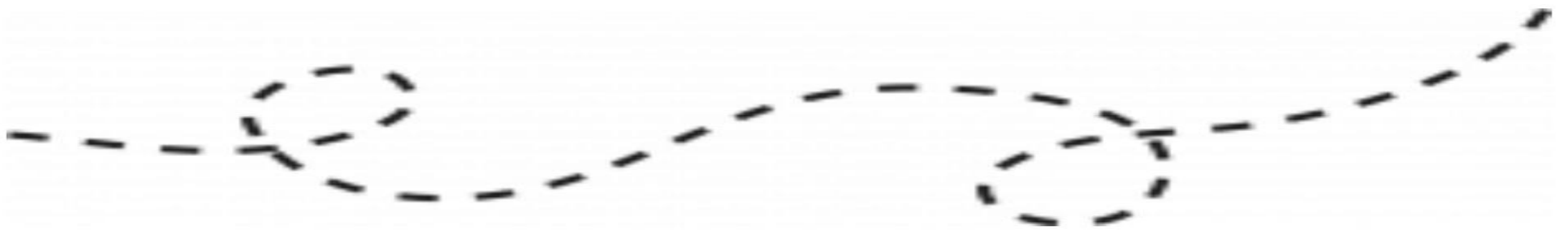
- Issue(s): Financial/structural, issues of access and support, institutional policies
- Process: Input from First Nation representatives
- Action: Creation of program (community visits for academic readiness; reduced residence fees, school supplies etc; support services, designated space
- Outcomes: Reduced financial stress; students feel more welcome/can see themselves at an institution; Enhanced understanding by institutional of structural barriers



Miigwetch!

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