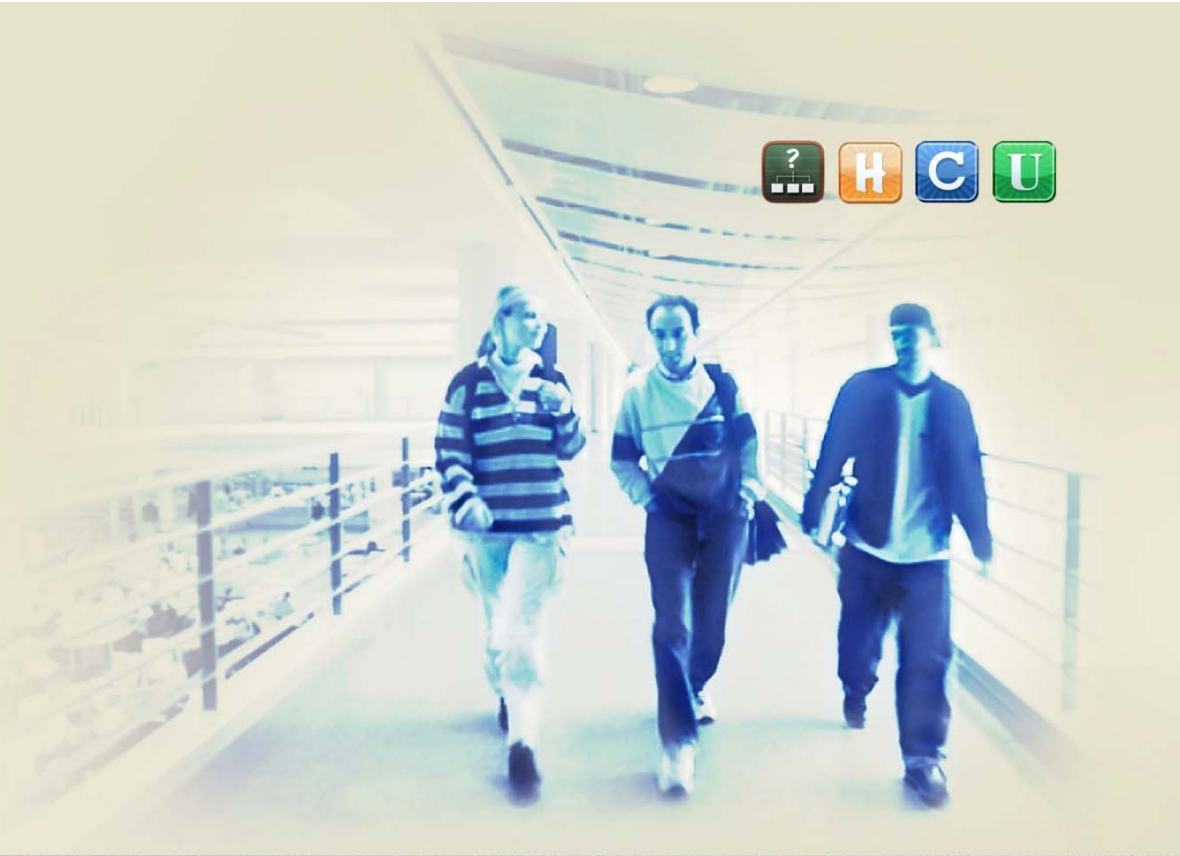


# Proceedings of the Student Pathways in Higher Education Conference

**Sutton Place, Toronto  
January 26 and 27, 2012**



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Student Pathways in  
Higher Education Conference

Conférence sur le parcours  
des étudiants dans  
l'enseignement supérieur

Sutton Place, Toronto  
January 26 and 27, 2012

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## Welcome and Introduction to Conference

Dr. Maureen Callahan, Interim Executive Director, College-University Consortium Council (CUCC) extended a warm welcome to participants and speakers at the Student Pathways in Higher Education Conference.

Since the initial Change Fund Initiative in 2006-2007, the government of Ontario has continued to make a significant investment in enabling postsecondary student mobility and CUCC has been pleased to play a lead role in facilitating the implementation of Ontario's new credit transfer policies and models.

The purpose of this conference was to share the results of recent activities and projects and to encourage conference participants to consider joining some of the new initiatives.

Presentations included: the history and experience of articulation and transfer in Ontario; the implementation of new models for credit transfer; the perspective of Ontario students on how far we have come and what we still need to do; a showcase of some of the provincial transfer pathway projects; the findings of Ontario researchers on the experience and success of transfer students; and national and international trends in credit transfer policy.

## THE IMPORTANCE OF A ROBUST CREDIT TRANSFER POLICY: NATIONAL AND INTERNATIONAL TRENDS

*Harvey P. Weingarten*

### Context and Overview: Opening Keynote

Dr. Harvey Weingarten presented the conference's Opening Keynote, stressing the importance of strong and comprehensive credit and credential transfer policies. Central to his presentation is the observation that society is better served by a higher education environment that recognizes learning already acquired in a manner that reduces duplication. It is clear that such an approach reduces time-to-credential-completion for students and removes the public cost of academic duplication. This recognizes the situation of lifelong learners who stop out of and return to higher education as they add skills and knowledge to progress or shift direction in their careers. It better serves new Canadians with foreign credentials who often complain about the mind-numbing challenges of preparing to continue their profession in this country. And it is sensitive to the needs of an economy that will draw its highly skilled workers from a progressively-slower-growing 'working age cohort' – a workforce of which greater productivity will be demanded. The demographic, economic and social benefits are enormous.

## **THE IMPORTANCE OF A ROBUST CREDIT TRANSFER POLICY: NATIONAL AND INTERNATIONAL TRENDS**

*Harvey P. Weingarten*

### **Context and Overview: Opening Keynote**

The Keynote stressed that effective credit recognition grants academic credit for equivalent skills and knowledge -- it does not erode quality, standards or reputation but does add the efficiency of removing the public cost of unnecessary duplication.

The Opening Keynote framed the policy context in a variety of jurisdictions that have mounted successful transfer pathways. While not recommending one over another, the following slides outline the characteristics of successful credit transfer policy and present a compelling call-to-action that framed much of the conference's content and debate.

[Download Harvey P. Weingarten's Presentation](#)

## ***HARVEY WEINGARTEN***

Dr. Harvey Weingarten is president and CEO of the Higher Education Quality Council of Ontario (HEQCO) – an arm's length agency of the Ontario government that conducts research and provides policy advice to government to improve the accessibility, quality and accountability of colleges and universities. He is the former president and vice-chancellor of the University of Calgary and also served as provost at McMaster University from 1996 to 2001. He received his B.Sc. from McGill University, and his M.S., M.Phil. and Ph.D. from Yale University.

## WHAT ONTARIO HAS LEARNED FROM 40 YEARS OF BILATERAL TRANSFER AGREEMENTS

*Cindy Hazell, Sybil Wilson*

### Context and Overview

This joint presentation by Cindy Hazell and Sybil Wilson built on the Opening Keynote and summarized the many conclusions that Ontario's universities and colleges can draw from four decades of experience with bilateral transfer agreements.

Cindy Hazell's introduction stressed that Ontario's student transfer pathways exist in a complex higher education environment which includes: the historic separateness of the college system's mandate; institutional differentiation; evolving college scope of programming; a growing focus on crediting students' learning rather than where that learning was mastered; and institutions must continue to set their own admission standards.

Cindy referred to evidence that transfer students' overall performance tends to be equivalent to that of traditional full-time university students. She stressed that the current use of student learning outcomes represents a significant step towards the "fair" recognition of academic transfer credit -- a "game changer".

[Download Cindy Hazell's Presentation](#)



## WHAT ONTARIO HAS LEARNED FROM 40 YEARS OF BILATERAL TRANSFER AGREEMENTS - EXPERIENCES OF ONTARIO UNIVERSITIES

### Context and Overview

Sybil Wilson presented the results of research undertaken during a joint appointment to Brock University and Niagara College. The results of her research concluded that, regardless of the range of transfer arrangements that are available, transfer students face three “problems”:

1. Institutions are inconsistent in their approaches to the assessment of other learning for academic credit transfer. The inconsistency between institutions is exacerbated by the degree to which transfer credits are assessed differently by different departments within the same institution.
  2. Transfer students often bring unreasonable expectations – anticipating that transfer will be seamless, that their prior study will match with the curriculum of their new classes and that the degree completion requirements will fit within a reasonable schedule.
  3. Different institutions will grant different ‘block credits’ for prior study in which students feel forced to actively compare the alternatives in a higher education bazaar.
- The slides that follow list the barriers, challenges and solutions.

[Download Sybil Wilson's Presentation](#)

## WHAT ONTARIO HAS LEARNED FROM 40 YEARS OF BILATERAL TRANSFER AGREEMENTS - HOW MUCH CREDIT TRANSFER IS ENOUGH?

### Context and Overview

Cindy Hazell approached the question “How much credit transfer is enough?” by outlining the significant progress that has been made: over 4000 college-to-university transfers annually; 500 credit transfer arrangements; a shift to multilateral agreements; the new Student Information Portal; increased funding for research and projects; and greater dialogue on the subject.

But we still need to address the negative perception that transfer of academic credits is inconsistent and subject to individual and informal practices. We need to adopt a common language, focus on transfer as a means to improving access and quality, increase clarity and transparency of pathway information, increase support for student advising, stress student learning outcomes in credit granting processes, focus on multilateral /system-wide pathways, and begin considering innovative degree completion programs that will build on the relevant strengths of both university and college education. The following slides summarize these themes.

[Download Cindy Hazell's Presentation](#)

## ***CINDY HAZELL***

Cindy Dundon Hazell is Senior Vice-President of Seneca College. Ms. Hazell is responsible for providing academic and strategic leadership to faculty and staff in all full-time postsecondary, continuing education and contract training programs. Ms. Hazell has served in numerous academic leadership positions at Seneca including Chair, Centre for Independent Learning, Dean of Continuing Education, Dean of Business, and since 2001, Vice-President Academic. Ms. Hazell is a past Co-Chair and current Treasurer, Coordinating Committee of Vice-Presidents Academic for the Ontario Colleges; past Chair, Heads of Business, past Chair, Heads of Continuing Education; past Chair, Credit Transfer and Accreditation Committee, Polytechnics Canada; and a member of the College University Consortium Council since 2011.

Ms. Hazell holds an Honours Bachelor of Commerce degree, a Masters of Education degree with a specialization in Higher Education, and is currently pursuing her PhD in Higher Education at the Ontario Institute for Studies in Education (OISE), with a focus on system design.

## ***SYBIL WILSON***

Dr. Sybil Wilson, a graduate of OISE/University of Toronto, is Professor Emeritus of Brock University. After retiring from the university, she had a joint appointment with Brock and Niagara College reviewing articulation programs between the two postsecondary institutions and facilitating the development of new ones.

## **POSTSECONDARY STUDENT MOBILITY: THE STUDENTS' VIEW**

*Sam Andrey, Jim Robeson, Michael Yam*

### **Context and Overview**

The literature on credit transfer and student pathways makes frequent reference to student wants, needs and success. But the perspective of these studies often appears to reflect the perceptual lens of institutional interest, faculty concerns, program reputation and accreditation sensitivities. Most studies of student mobility compare “distinct research populations” to a century-old standard: the performance of recent, academically successful, secondary school graduates from relatively affluent families and who are registered full-time in traditional baccalaureate programs. This research tells us little about the reasonable concerns and expectations of current students wishing to transfer among higher education institutions in Ontario.

This student panel provides an opportunity to hear from 3 graduates who formally represent many thousands of higher education students. They have looked closely at student concerns about inter-institutional transfer and have participated in framing questions that will allow them to expand on, and recommend solutions to each of their concerns.

The following summarizes student responses to questions from the Chair, Ann Buller, and from the conference floor.

## What are the burning issues that are on the minds of transfer students today?

### The Students' View:

- One of the big issues is cost. Students don't want to repeat their courses and pay twice. Also, it is costly for students to live away from home if they are changing schools; it is important they are able to use transfer credits from other postsecondary institutions they have attended.
- Transfer students need access to information regarding transfer opportunities.
- Transfer students need prior recognition to avoid duplication.
- The minority transfers are college to university. Transfers are also common from college to college, and university to university. It is important that students are able to find alternatives and apply transfer credit when they change institutions.

## Are there different student concerns based on type of transfer?

### The Students' View:

- There are differences but also similarities. Transferring from college to university involves residency requirements; the other issue is around admissions. A college student may be held to a higher standard to transfer to a university, compared to a university student to be admitted.
- University students transferring to college may have course exemptions, but they pay full time tuition fees.

**What is one thing that government, the community, or institutions could change to facilitate transfer arrangements, what would that be?**

### **The Students' View:**

- Prior learning recognition is number one. We don't have a common curriculum in Ontario with standard learning outcomes. There are program variations across the system and students should not have to repeat credits already completed. Prior learning assessment must be done, and bridging programs to fill in gaps should be available, rather than repeating an entire course.
- Government could ensure consistency and congruency in transfer credit. Students make choices of moving to a particular city based on the number of credits granted. Bilateral agreements are useful but if you had a common first year program, students would get the same number of credits.



## **What else could institutions do to get transfer credit information to students?**

### **The Students' View:**

- Continued improvements to the portal.
- University-to-university transfers are not based on bilateral agreements. Students have the perception that transfer may be more unsuccessful than it is.
- Within institutions, there needs to be advisors but also a centralized department to make information more accessible to students. Consistency of information and dedicated department or office for advising would be helpful. Students want a one stop shop.

## **What advice would you give institutions about connecting with students and making the orientation transition?**

### **The Students' View:**

- Lots of transfer students will participate in orientation activities; some transfer students will not.
- You will have students ill prepared for courses who require more academic support, tutoring services, and library support.
- Online access to transfer credit information is important; for example, the ability to use technology to request course exemptions and online advising.

## **What are the incentives that could be put in place to encourage institutions to work together to provide transfer credit?**

### **The Students' View:**

- Institutions should take bolder action within the colleges or universities, rather than rely on government legislation.
- Institutional autonomy is an issue. Institutions need to work together. Broader categories of transfer of core courses is not difficult. For example, first year science courses across universities should be easier to transfer; or common college programs. Institutional resources are required for advisors and staff to work on agreements and pathways.
- Online learning can be used for incentive to supplement their degree; not an entire online program, but supplementary courses.
- More collaboration required for university-to-university and college-to-college transfers based on program outcomes.

## How many students from secondary school are planning to go to college and then to university?

### The Students' View:

- About 33% of college students indicate they want to go on to university. The value is the financial savings from transfer credits. Also, the opportunity to have the practical and theoretical aspects. Employers see that as value.
- It's difficult for students to now where they will be in 3-5 years. Students change their interests from diploma to degree, or they decide to get an additional degree when they are half way through their first one, and also there are changes in the job market.
- The credit transfer system needs to be flexible. Students should have options available; for example, programs should be available in English and French.

## How many students have successfully transferred from colleges to universities?

### The Students' View:

- Over the last 8 years, the number of college-to-university students has doubled. How many are successful, we don't know. Ontario is lacking in robust research on outcomes of transfer students.
- Students spend a lot of money if they don't get the transfer credits they need. Issue of cost and the amount of time to complete a degree is an issue.

## **IMPLEMENTING ONTARIO'S NEW CREDIT TRANSFER SYSTEM**

*Marie-Lison Fougère, Susan Golets, Geri Smith*

### **Context and Overview**

The Ministry of Training, Colleges and Universities panel followed logically from the Opening Keynote's call for transfer-friendly government policy and the previous panel's focus on the need to support an enhanced credit transfer system.

Assistant Deputy Minister, Marie-Lison Fougère, led by noting the balance of roles between the institutional autonomy to set standards and the Ministry's prerogative to articulate policy that delineates the parameters within which the province expects credit transfer to operate.

## IMPLEMENTING ONTARIO'S NEW CREDIT TRANSFER SYSTEM

*Marie-Lison Fougère, Susan Golets, Geri Smith*

### Context and Overview

The panel outlined recent achievements including:

- Release of the policy framework to guide the implementation of the new credit transfer system;
- Establishment of a new credit transfer website to transparently provide student information on credit transfer and higher education pathways;
- Establishment of an independent council to coordinate credit transfer (ONCAT);
- Development of an accountability framework to track and monitor progress;
- Provision of institutional grants to support student advising, orientation, bridging, data collection , marketing and further development; and
- Approval of special purpose funds to support credit transfer innovation and research projects.

The panel's slides develop each of these themes in more detail.

**[Download Marie-Lison Fougère, Susan Golets  
and Geri Smith's Presentation](#)**

## Questions and Answers

**Question:** Will students taking bridging programs offered within a pathway be considered as BIUs for funding purposes?

**Answer:** The Ministry expects that funding will be available to support pathway students but will be conditional on institutions honouring their responsibilities for implementation and to the transfer students they admit.

**Question:** Math preparedness is a key to students' success and is a challenge for some. We could look at the CEGEP model. Universities need to encourage and support transfer students – this is a great opportunity. There is a need for both innovation and research. Colleges and universities must collaborate to succeed. Perhaps there is an opportunity to look to the secondary schools to better prepare students in the basic skills. Comments?

**Answer:** Clearly Math and English preparedness is a challenge. ONCAT will have the overall role of funding research and innovation projects geared to addressing the opportunities and challenges to which you refer.



## ***Marie-Lison Fougère***

In 2007, Marie-Lison Fougère was appointed Assistant Deputy Minister, Strategic Policy and Programs Division, at the Ministry of Training, Colleges, and Universities. In this role, Ms. Fougère is responsible for the development and alignment of strategic policy for postsecondary education and labour market programs which support the government's priorities and objectives.

Previously, Ms. Fougère was Assistant Deputy Minister of the Office of Francophone Affairs (OFA). In this capacity, Ms. Fougère led the transformation of French-language services in the Ontario Public Service.

Ms. Fougère worked for ten years at the Ministry of Education, where she was the director of various branches, including French-language Education, Curriculum Assessment, and Policies and Programs.

Ms. Fougère joined the Ontario Public Service in 1991. She studied political science and German literature at Dalhousie University (Halifax) and Heidelberg University in Germany. She also holds a Master's Degree from York University in Toronto. She is fluent in French, English, and German.

## ***Susan Golets***

Susan Golets has worked in the Ontario Public Service for twenty years addressing issues of homelessness, women's economic independence, child care and preventive early years strategies, and postsecondary education.

Currently, Susan is the Senior Manager of Program Standards and Evaluation, responsible for designing and developing a credit transfer system, a quality framework for PSE, a quality assurance approach for private career colleges, standards and conducting evaluations to inform policy, program design and continuous improvement.

## ***Geri Smith***

Geri Smith is a Senior Policy Advisor in the Programs Branch of the Ministry of Training, Colleges and Universities. Geri has been with MTCU for over 10 years. She has previously worked in the Employment and Training Division developing Apprenticeship policy and developing and managing various apprenticeship programs. After a brief secondment to the Ministry of Tourism, Geri returned to work at TCU to lead the Ministry's involvement in the design and implementation of the credit transfer system.

## Introduction to Day Two of the Student Pathways in Higher Education Conference

Maureen Callahan summarized the first day of the conference and introduced the schedule for the second day.

Day One established the importance of provincial credit transfer policy, drew conclusions from our four decades of bilateral transfer experience and research, considered student experience and concerns, presented the Ministry's credit transfer policy framework and heard the Minister stress the importance his government places on credit transfer.

Day Two builds on Day One: it considers current research findings and reviews new models and conclusions emerging from four recent pathway initiatives. The first session of the afternoon provides for small breakout sessions and discussion of specific topics demanding future action. The day will end with the conference's Closing Keynote and a call to action.

## **COLLEGE STUDENT MOBILITY AND SUCCESS AFTER TRANSFER: RECENT RESEARCH FINDINGS AND IMPLICATIONS**

*Ursula McCoy, Glenn Craney, Karen Menard, Jo Stewart*

### **Context and Overview**

The globalization of higher education is having a tremendous impact on Ontario as it moves towards the development of pathways that bridge the traditional gap between a college and university education. We must now identify the issues that still require attention in order to ensure that our progress is sustainable.

In responding to the justifiable call for accessibility, flexibility, quality, and seamless transfer, our actions must be based on solid evidence in order to ensure sustainability. In this panel, four researchers outlined the nature of college student mobility and summarized their findings related to student success after transfer.

## MOBILITY IN ONTARIO'S PSE: CURRENT TRENDS

*Ursula McCloy*

### Context and Overview

Ursula McCloy, HEQCO, drew a number of conclusions about college student mobility from current survey initiatives. Of particular importance is the observation that, compared to universities, college enrolment includes a larger proportion of aboriginal, students with disabilities, low income, first generation and students from smaller communities. If the transfer student population proportionally represents the colleges' diversity, transfer pathways can gradually correct enrolment university imbalances related to underrepresented populations.

This presentation proposed next steps in related research including:

- Ongoing tracking of student transfer trends;
- Incorporating the Ontario Education Number for tracking between institutions;
- Further mine NSSE engagement data as it relates to transfer students;
- Track student performance after transfer;
- Work with other jurisdictions to find and compare related transfer data
- Look at transfer through the lens of learning outcomes attainment;

The following slides outline a number of conclusions.

[Download Ursula McCloy's Presentation](#)

## ***URSULA McCLOY***

Ursula McCloy, a Research Director with HEQCO since 2007, is responsible for designing, conducting, and/or managing research, with an emphasis on the College sector. Previously, she was Research Officer at Colleges Ontario. She completed postdoctoral work at the University of Manitoba, has a PhD from the University of Toronto, and master's and undergraduate degrees from Memorial University.

## COLLEGE CREDIT TRANSFER & COLLABORATION AT YORK UNIVERSITY

*Glenn Craney*

### Context and Overview

Glenn Craney presented York University as case study in college credit transfer and collaboration which admits 2600 transfer students annually.

York's framework grants credit transfer and course waivers based on college program, alignment of curriculum and number of years of study completed. As many as 69 block transfer credits are granted for specific 3 year college programs with 55% transferring 16 to 30 credits. Over 75% of transfer students pursue degree completion in Arts and Business where the university grants the most transfer credit.

These findings indicate that the college transfers to York are more likely than traditional students to drop out before graduation.

Glenn's slides outline the observations and conclusions that can be drawn from York's data and plans for further research focusing on factors that contribute to student success.

[Download Glenn Craney's Presentation](#)

## ***GLENN CRANEY***

Glenn Craney is the Senior Policy Advisor to the President of York University and the Executive Director of Institutional Research and Analysis. In this role, he is responsible for advising the university executive committees on all aspects of university policy and planning as well as coordinating institutional analysis and government reporting across the University. Prior to joining York, Glenn was the Director of Institutional Planning at the University of Guelph. He has also held positions in both the Colleges Branch and the Universities Branch at the Ministry of Training, Colleges and Universities. In 2004, Glenn was seconded to the Ministry as the Postsecondary Operating Grants Coordinator to assist in the Postsecondary Education (Rae) Review that led to the McGuinty Government's Reaching Higher Plan.

Glenn holds an honours Bachelor of Arts degree in economics from the University of Western Ontario and a Master of Arts degree in economics from the University of Toronto.



## **A LONGITUDINAL ANALYSIS OF THE COLLEGE TRANSFER PATHWAY AT McMASTER**

***Karen Menard***

### **Context and Overview**

Dr. Karen Menard presented the results of a longitudinal analysis of college transfer pathway students at McMaster University. Her presentation summarized conclusions drawn from the transfer literature. She noted that, when compared to the younger students that make up the traditional student body, transfer students are more likely to be pressed by outside environmental factors and more likely to drop out. Transfer students face the challenges of academic standards, class size, location and competition among students. These may be offset by enhancing transfer readiness, staff/faculty advising and career counselling.

The following slides reflect the analysis of data related to transfer student success in baccalaureate study. The summary pursues 12 independent variables and draws thoughtful conclusions about the nature and success of this cohort. For example, it notes that while transfer students are more likely to drop out than traditional students, full-time, younger transfer students are as likely to graduate as traditional students.

[Download Karen Menard's Presentation](#)

## ***KAREN MENARD***

Dr. Karen Menard has been working in the field of quantitative research for over 15 years and has designed and conducted research in various disciplines (cognitive development, mental health, learning outcomes, and econometrics) at premier institutions. Dr. Menard has been working in higher education institutional research for over eight years, both at Harvard University and McMaster University. Her institutional research experience includes government relations, survey work, policy review and recommendation, and multivariate predictive modeling. She has extensive experience working, teaching, and consulting in survey construction and analyses and multivariate statistical techniques, such as structural equation modeling, path analyses, and predictive modeling.

## ARE TRANSFER STUDENTS DIFFERENT? FIRST YEAR GRADES AND COURSE WITHDRAWALS

*Jo Stewart*

### Context and Overview

Jo Stewart of Brock University, presented research that also compared transfer and traditional student success in baccalaureate study. In addition, the study recommends strategies to enhance the potential success of transferring students.

Her findings observed a *college* transfer student preference for Social and Health Sciences as compared to *university* transfer preference for General Studies, Humanities and Maths and Sciences. Compared to non-transfer students, college transfers were equally likely to earn higher grades, withdraw and fail but significantly more likely to improve during the term. However, there is evidence of “transfer shock”.

This presentation concluded by offering some recommendations to encourage transfer and enhance academic success including: providing bridging; advising on majors; including study skills development; and enhancing college academic preparation.

The following slides develop these themes in more detail.

[Download Jo Stewart's Presentation](#)

## ***JO STEWART***

Jo Stewart has a strong interest in student success. She has developed and managed collaborative university-college programs with a number of Ontario colleges in most disciplines in the Social Sciences at Brock University.

She is responsible for providing academic advice and college liaison to ensure seamless student transfers between institutions

## **ESTABLISHING NEW MODELS: RESULTS AND CONCLUSIONS FROM RECENT PATHWAY INITIATIVES IN BUSINESS ACCOUNTING AND HUMAN RESOURCES, GENERAL ARTS AND SCIENCES, AND SOCIAL SERVICES PROGRAMS**

*Karen Maki, Pelham Matthews, John Mitchell, Sheath Towson, John Walsh*

### **Context and Overview**

Between 2010 and 2012, a number of Innovation Fund projects were initiated by the CUCC and developed by teams of representatives from collaborating universities and the college system. These projects were expected to compare program learning outcomes/expectations for diploma and high affinity degrees in order to identify the curriculum alignments that justify block credit transfer and the gaps that require bridging.

The following presentations from leaders involved in each of these transfer pathway projects outline the results they achieved and summarize their conclusions.

## GENERAL ARTS AND SCIENCE UNIVERSITY TRANSFER

*Karen Maki*

### Context and Overview

The General Arts and Science university transfer framework developed by this project prepares students to succeed in university arts, humanities and social science degrees and broadens the transfer credit acceptability of specific college transfer courses. The project recognized that the college General Arts and Science programs vary across the province and, therefore, focused more narrowly on specific courses designed to facilitate baccalaureate degree transfer offered by two colleges (Seneca and Fleming).

Through a detailed process and following the rigorous criteria summarized in the following slides, the project team identified a total of 12 college humanities and social science courses to be recognized by the collaborating universities: Guelph-Humber, Guelph, Trent, Windsor and York. The project concluded that program learning based on course-by-course analysis can give both complementary and contradictory results; that cohort-based college transfer streams are effective in preparing college students for transfer success; and standardized course components will enhance the breadth of acceptance of courses for transfer credit. The project team is confident that their work is broadly applicable and sufficiently rigorous to justify consideration by other Ontario degree granting institutions.

[Download Karen Maki's Presentation](#)

## ***KAREN MAKI***

Karen Maki has over 20 years experience in post-secondary education administration, currently as Director, Post-Secondary Partnerships at Trent University. Prior to joining Trent, Karen served as Manager, Program Development, in the Office of Open Learning at the University of Guelph.

A strong proponent of student mobility, Karen also serves on the Board of Governors of Sir Sandford Fleming College and recently completed a two year term as Co-chair of the Pan Canadian Consortium on Admission and Transfer.

## **BUSINESS ACCOUNTING**

***Pelham Matthews, John Mitchell***

### **Context and Overview**

Pelham Matthews and John Mitchell of Algoma explained the process and development of the Accounting Pathway.

The first step identified a broadly acceptable learning-expectations-based description of diploma and baccalaureate programs in business – Accounting. Ultimately, the team defined the 2 and 3 year college diplomas using the MTCU learning outcome standards. For the baccalaureate in Business – Accounting the team settled on a combination of the Undergraduate University Degree Learning Expectations (UUDLEs) and the professional competencies required by the Institute of Chartered Accountants of Ontario with a few important additions.

Two comprehensive program learning outcome gap and alignment analyses provided the basis for concluding that the accommodation of transfer after the 2<sup>nd</sup> year of college diploma study would provide the highest probability of student success, the best way to comply with “residency requirements” and the fastest route to degree completion.



## **BUSINESS ACCOUNTING (continued)**

While all colleges meet the provincial program standards, the project team recognized that there was some unevenness in *additional* Economics, Statistics, and Certified General Accountant accredited course requirements typically included in the first two years of baccalaureate study. These course requirements were stated in terms of college course exemplars and learning outcomes requirements. Over half of Ontario's colleges have now signed off on a commitment to offer these courses as part of a 'transfer stream'.

An Accounting Bridge Program was introduced, at the outset taught at York, that will meet the additional accounting credit requirements to allow graduates of this pathway to pursue any of the professional association certifications.

After completion of the Bridge, the collaborating universities will grant to qualifying and admitted students a block credit equal to half the value of the honours degree in Business –Accounting and facilitate degree completion in 4 semesters of study.

The presenters' slides provide more detail.

[Download Pelham Matthew's Presentation](#)

## ***PELHAM MATTHEWS***

Pelham Matthews is an Associate Professor teaching in the fields of Marketing and Management at Algoma University. He has 23 years of university experience, 10 years as the Algoma University Bachelor of Business Administration (BBA) Department's Chair, and some 25 years of research and business consultancy experience.

Over the last four years, he has devoted time to the study of Ontario college programming and to potential BBA programming modifications that could lead to the development of a seamless college diploma to university BBA degree completion model.

## COMMUNITY SERVICES PROJECTS: LESSONS LEARNED

*Shelagh Towson*

### Context and Overview

The stated purpose of this project was to create a multilateral pathway that would add students with diverse backgrounds to Social Service baccalaureate classes.

The focus on a gap and alignment analysis of learning outcomes of high affinity programs was complicated by the recognition that there are a number of sources of learning expectations and a range of goals for transfer pathways. The team drew learning outcomes from the Ontario Qualifications Framework, institutional, discipline, departmental and individual faculty sources. Also considered was the different expectations of credit transfer and degree completion pathways including any mix of the following:

- Recruiting students,
- Assigning fair and complete transfer credit,
- Ensuring academic success and retaining students after transfer, and
- Achieving learning outcomes.

The following slides outline this project and recommend steps that will enhance each institution's ability to facilitate credit recognition and support multilateral transfer pathways to degree completion.

[Download Shelagh Towson's Presentation](#)

## ***SHELAGH TOWSON***

Dr. Sheath Towson is the University of Windsor College-University Partnerships Coordinator. Dr. Towson's interest in postsecondary student accessibility started when she was an undergraduate at York University and continued through her work with First Nations students and communities. She welcomes the opportunity to contribute to building new and better pathways for Ontario students in the 21<sup>st</sup> century.

## THE COLLEGE-UNIVERSITY CONSORTIUM COUNCIL TRANSFER PROJECT IN HUMAN RESOURCE MANAGEMENT

*John Walsh*

### Context and Overview

The Human Resource Management (HRM) transfer pathway project paralleled the Accounting project in using the MTCU diploma program learning standards to define the diploma programs. Degrees were again defined by the UUDLEs learning outcomes and the relevant professional competencies (in this case, the Human Resource Professionals' standards).

The gap and alignment analysis of the HRM programs concluded that student success would be best served through transfer after the 3<sup>rd</sup> year of study. It was also agreed that transfer could occur without a bridge, if the college curriculum included the Economics and Statistics curriculum typically included in the Business degree and also incorporated the 9 HRM courses for which each Ontario college is currently accredited. Transfer students can complete their degree in 4 semesters of baccalaureate study.

The universities that have formally signed off on this agreement include Algoma, Guelph, UOIT, and York. The following slides provide more detail.

[Download John Walsh's Presentation](#)

## ***JOHN WALSH***

Dr. John Walsh was appointed Vice-Provost University of Guelph-Humber, a joint venture between the University and Humber College, in January 2006. Prior to this, John has served as an advisor on apprenticeship revitalization in British Columbia, acting president of Royal Roads University, and associate dean of the Faculty of Management at University of Guelph.

## CONCURRENT SESSIONS

Maureen Callahan introduced the 10 concurrent “breakout” sessions offered during the first half of the Friday afternoon program. The large number of concurrent sessions provided a range of topics and small groups to permit a lively and focused discussion in each. The intent was to allow those with specific interests to drill down on the challenges of pathway implementation in areas of student support, college curriculum, student information and in a number of new transfer project initiatives.

This summary includes notes describing:

- The Implications of Transfer Pathways for College Programs: is there a place for transfer curriculum?
- Transfer Support Strategies and Services that Drive Transfer Success
- ONTransfer.ca: ONTransfer Website and Transfer Guide Presentation
- 2011-12 Innovation Fund Projects (refer to attached “deliverables documentation”)

## IMPLICATIONS OF TRANSFER PATHWAYS FOR COLLEGE PROGRAMS: Is there a place for a transfer curriculum?

**Cheryl Jensen**, Vice-President Academic, Mohawk College, and Chair, Coordinating Committee of Vice Presidents Academic, Ontario Colleges

**Lori Livingston**, Dean, Faculty of Health and Behavioural Sciences, Lakehead University and Lead, Practical Nursing to Bachelor of Nursing Pathway Project

**Mary Pierce**, Chair, Lawrence Kilin School of Business, Fanshawe College and Team Member, Business – Accounting Pathway Project



## SUMMARY AND CONCLUSIONS

This presentation brought together leaders of two successful transfer initiatives and the Chair of the college system's committee of Vice Presidents Academic to consider the growing pressure to adjust college curriculum to optimize block transfer credit and enhance the academic preparation of transfer students.

Transfer curriculum brings a challenge to colleges with a traditional mandate to accommodate students who may not have had the preparation for, or an inclination towards degree study. Large colleges face relatively few challenges in providing both “workplace focused” and “degree transfer” curriculum. For smaller campuses serving less populous regions, however, there are operational and resource limits to their ability to divide student cohorts. This poses a fundamental challenge: remaining true to the original college mandate and/or adding a transfer stream. Options being considered include college specialization, degree transfer bridging programs and distance learning delivery of specialized courses.

## SUMMARY AND CONCLUSIONS (continued)

As universities, there are philosophical, historic, personal and financial reasons for some college faculty and administrators to oppose streaming. There was agreement that the case for streaming needs to be put forward in the context of supporting research, employer support and a clear understanding of the demonstrable benefits that will accrue to students.

The group also discussed the issue of quality and standards that lies under the need for and debate about transfer curriculum. There is little doubt that an objective, arms-length and competent process to assess and accredit both college diploma and university baccalaureate credentials will provide an acceptably neutral basis for identifying diploma/degree learning gaps and bridging them through transfer curriculum. For example, the performance standards required by professional Nursing and Accounting associations were major drivers in the recent success of multi-lateral transfer pathways, including transfer curriculum, in those disciplines.

While the challenges cannot be underestimated, there is a growing awareness of the importance of college transfer curriculum in facilitating successful student pathways.

## **STUDENT SUPPORT STRATEGIES AND SERVICES THAT DRIVE TRANSFER SUCCESS**

Terry Hickey, Professor, Loyalist College

Karen Maki, Director, Postsecondary Partnerships, Trent University

Cheryl Shook, Registrar, Woodsworth College, University of Toronto

## Context and Overview

Terry Hickey presented findings on his qualitative study to understand the experiences, challenges and barriers encountered by transfer students from college to university. The presentation includes recommended process improvements for colleges and universities to implement in order to promote transfer success.

[Download Terry Hickey's Presentation](#)

Trent University's experience with transfer students has resulted in "lessons learned". Karen Maki discussed several innovative strategies, including the concurrent completion of university courses while students are enrolled in college programs.

[Download Karen Maki's Presentation](#)

Woodsworth College, University of Toronto, is the gateway for non-traditional students. Cheryl Shook described the partnership arrangement with Seneca College and how college students are supported and the importance and impact of student advising.

[Download Cheryl Shook's Presentation](#)

## ***TERRY HICKEY***

Prior to joining Loyalist College Terry progressed through increasingly responsible leadership roles in manufacturing, order fulfillment and human resources over 22 years in the private sector. His focus is on operations, supply chain and project management. Terry holds a Doctorate in Educational Leadership from Central Michigan University and an E.M.B.A. from Queen's University. He is also certified in Production and Operations Management and a Business Administration graduate of Sir Sandford Fleming College.

## ***KAREN MAKI***

Karen Maki has over 20 years experience in post-secondary education administration, currently as Director, Post-Secondary Partnerships at Trent University. Prior to joining Trent, Karen served as Manager, Program Development, in the Office of Open Learning at the University of Guelph. A strong proponent of student mobility, Karen also serves on the Board of Governors of Sir Sanford Fleming College and recently completed a two year term as Co-chair of the Pan Canadian Consortium on Admission and Transfer.

## ***CHERYL SHOOK***

Cheryl Shook is the Registrar of Woodsworth College at the University of Toronto. As Registrar, Cheryl administers the successful transfer program with Seneca College and will be welcoming students from George Brown and Humber College in May, 2012. She is also a long-standing instructor in the Academic Bridging Program.

## **ONTransfer.ca: ONTransfer Website and Transfer Guide Presentation**

### **Context and Overview**

The Ontario Council on Articulation and Transfer (ONCAT) is dedicated to assisting students to achieve successful academic and career futures. One of the goals of ONCAT is to maintain the provincial PSE credit transfer portal, ONTransfer, and the Ontario Postsecondary Transfer Guide (OPTG) for students and interested stakeholders.

ONTransfer is the most up-to-date source of information about credit transfer in Ontario.

Shauna Love presented the structure and purpose of the ONTransfer website and the Ontario Postsecondary Transfer Guide (OPTG) and how they can support high school, college and university students and graduates in planning their educational pathways.

[Download Shauna Love's Presentation](#)

## **2011-12 INNOVATION FUND PROJECTS**

# **DELIVERABLES FOR PATHWAYS PROJECTS**

January 27, 2012



## 2011-12 INNOVATION FUND PROJECTS

### SUMMARY

Signs marked 7 conference room tables where project teams and others interested in their progress met to discuss the following transfer pathway initiatives:

- Biotechnology and Environmental Technology Programs
- Business Programs
- Information Technology
- Journalism and Public Relations Programs
- Mechanical Engineering Technology
- Protection, Investigations and Security and Police Foundations
- Innovative Degree Programs Designed for College Graduates.

Each group reviewed the project deliverable documents, discussed options for moving the projects forward and refined their plan of action for the months to come.

## CHALLENGES AND OPPORTUNITIES

*Alastair Summerlee*

### Context and Overview: Closing Keynote

Alastair Summerlee's Closing Keynote challenged all to see higher education in its global context in which ideas, standards and demand are international. Information technology continues to provide access to information and knowledge in progressively greater quantities, convenience and speed. If education is, in part, the transfer of information and the imparting of wisdom, the world wide web has changed that business. It has made information chaotic, random and infinite but also democratic and ubiquitous. This evolution is circumventing and making irrelevant the traditional divides between Ontario higher education institutions.

The keynote referred to evolutionary strategies such as joint degree/diploma programs and bilateral and multilateral transfer agreements but also pointed to paradigm changing options including bridging, online learning in the workplace, credit exchange such as the Bologna Agreement, redefining degrees by learning outcomes and new approaches to diploma-degree combinations. He observes that it is heartening to know that those in this room have the ability to implement these kinds of change and are, in fact, already engaged in the process.

Alastair Summerlee put the critical importance of transfer pathways into the context of an international story describing Alfred Uno as a poor child migrating from Uganda, attending a Canadian college, transferring to university, completing a law degree and now being mentored as a candidate for leadership of the United Nations. The power to help others change their lives rests with those of us committed to bridging the great divides that separate those who want to learn from the opportunities around us.

The following slides develop the speaker's themes.

[Download Alastair Summerlee's Presentation](#)

## ***ALASTAIR SUMMERLEE***

Dr. Alastair Summerlee is the 7<sup>th</sup> President of the University of Guelph. He has continued teaching while holding administrative positions and was awarded a prestigious 3M Teaching Fellowship for outstanding leadership in teaching, education and academic program development.

His research in biomedical sciences is acclaimed internationally and he has attracted significant money to support his research, published extensively and been an invited lecturer at universities and colleges around the world. For the past five years, Dr. Summerlee has served on the board of directors of World University Service of Canada (WUSC), one of the country's leading international development agencies.