

The Pathways Have Been Created – Now What?

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1) What mediums are being used (or could be used) to build student awareness for transfer options and supports?

- Social media for promotional activities (I.e. Twitter, Facebook, YouTube)
- Recruitment presentations to the target audience
- Student ambassadors
- ONTransfer as a resource/tool
- Transfer sessions being held for transfer students – typically more effective if there is a specific program targeted
- Print-based material for promotional activities (I.e. brochures, posters, banners, etc.)
- CAAT events and CAAT website
- Relationship building
- Advising and faculty advising in regards to Transfer students
- **Seneca College** has developed a Transfer Guide (online) that outlines educational pathways for students – it also links to academic program pages
- **Sheridan College** has developed a transfer guide in partnership with Marketing – also online
- **Lambton College** is working on developing a process with the Registrar's office to 'flag' articulation agreements that will be expiring
- Individual school sites, pages through admissions and recruitment
- Hosting degree planning/careers planning workshops
- College hosting degree fairs (I.e. Open Houses)
- Searchable database on institutions website for articulation agreements from **Fanshawe**
- ONCAT
- Advising – who does the advising and what kind of advertising do they give?
- Could do transfer credit info sessions during those degree fairs – as well as on the university fall campus days/March break events
- Class visits at partner institutions

- 2) What works and what are some challenges of being the **receiving institution** regarding the transfer credit process? (For example: What is the process? What is an 'ideal' process for credit transfer?)

What Works!

- Searchable database on some institutional websites where transfer students can go to for information, resources, and guidance
- Support Services such as Career Centre programs
- Print-based material that outlines an institutions transfer credit policies (I.e. FAQs)
- Providing transfer credit/transfer process information at Open Houses, Grad Fairs, and Professional Development sessions (for students, staff, faculty, and administration)
- Works well when the transfer agreement is very specific in terms of courses that transfer and what courses remain to be taken
- PR credit versus Transfer
- Preliminary credit
- TRD and TR credits – TRD means credit less than 60%
- Nipissing – equate the diploma to the University courses rather than course to course

What are the Challenges?

- Students transfer into an institution at any point – therefore the registration experience is not aligned with 1st, 2nd, or 3rd year
- Students think they know how to proceed because it's PSE, but it may not be the same as their previous institution
- Inconsistencies in curriculum at the College level which can lead to varying transfer credits among graduates of the same program (I.e. "My friend got this....")
- Pedagogical difference between career oriented programs at college to broad social science programs in university
- Miscommunication between Colleges (and departments) regarding credit transfer information given to transfer students
 - For example, limited amount of block transfer leads to students' frustration when entering into the receiving institution
 - Also, transfer credit awarding is generally an admissions decision – guidelines followed per department, but each faculty is not generally involved
- College students do not perceive that they need help/advising

- When there is no transparency around justification for transfer credits and students do not understand why the same transfer credits do not transfer from one College when they do from another
- When credits do not fit into the University degree – I.e. Agreement states “up to X amount of credits” and students do not hear the “up to”
- When curriculum changes are made to diploma programs and university is not informed
- Managing expectations of the students (I.e. turnaround time – 8 weeks)
- Each academic area does their own assessment
- Developing ‘exemption database’ – this is something that other colleges are working on as well as waiting to see how ONTransfer will work for everyone

3) What works and what are some challenges of being the [sending institution](#) regarding the transfer credit process? (For example: *What is the process? What is an ‘ideal’ process for credit transfer?*)

What Works!

- Program coordinators and faculty must be aware of pathways so they can help transfer students – advise them
- Making sure transfer students leave with all the proper documentation – however, this could be a challenge because each institution has a different process
- Application centre can have mechanisms to indicate a transfer process/agreement is being pursued
- Work tends to focus on receiving students
- College transfer view the amount of credit (from admissions), then are promoted to visit advising to receive their program plans
- Support available to student on university campus
- Having the connecting individual on the other end

What are the Challenges?

- Trying to keep messages going out via channels
- Minimal understanding of what ‘student pathways’ means
- Deadlines – challenge for sending institutions/between institutions/between programs
- Generally no course outlines are given – usually information from websites

- When someone at the university is not aware of the pathway agreement because the agreements sit in one repository, and individual counsellors are not aware of them
- When applied degrees are not accepted in spite of a specific degree pathway agreement
- Resistance at the university: individuals and certain programmes
- When specific course equivalencies are not done and students take university courses and then discover they are getting credit for a course they have just taken
- Lack of awareness between college/university and within the university
- When there are too many types of transfer agreements
- Not everyone is on ONCAT

Suggestions

- What is the process? Having an open communication on how the application, admission, and transfer will be handled
- Perhaps create regional dialogue for colleges/universities to discuss pathways/contacts/plans for the future in the area (and beyond!)

4) How do we help transfer students transition into the receiving institution?

For example:

Academically

- Centre for Academic Excellence can advise students
- Institutions must communicate (I.e. how are students doing after they transfer?)
- Have a designated program counsellor/discipline to advise transfer students
- How can transfer students send their transcripts? Is there a process in place that makes it 'seamless?'
- Must be able to track transfer students in order to help them

Socially/Culturally

- Some institutions have an upper year residence
- Develop an orientation process specifically for transfer students
- Diversifying orientation (not just one week) to include transfer students
- "Transfer Tuesday" – post confirmation deadline, but pre-course enrollment

- Language specific - Distinct group of students need different programming and messaging that contains language regarding specific programs
- In the summer, get a list of incoming transfer students to connect with them prior to registration
- Online 'transfer' student groups – chat forum

5) How can we get transfer students engaged?

- Impromptu student roundtable discussions (I.e. in a student centre, dining hall, etc.) to get transfer students talking and disseminate key information such as who the contact person is for student services
- Create scavenger hunts on campus
- Use social media and prizes as incentives!
- Email new students and lead them to orientation websites
- Best if students receive their transfer credits up front so they know (with the admission offer) what they will receive
- Create a peer mentorship group – students are more willing to connect/reach out to their peers (I.e. Senior transfer students)
- Need to engage and communicate with other departments of the college/university
- **Mohawk** – “Transfer Club” – student development period, and provide supports
- Try to get faculty talking about initiatives and services for transfer students
- Bring transfer students together and allow them to make connections based on their commonalities
- Need to make sure there is consistent communication/messaging across departments regarding transfer credits (and the process)
- Dedicated sites/staff/systems specifically designed for transfer students
- Hold their hands a bit, but with regards to different needs
- Link programming to academic advising – students less interested in social/cultural programming based on their experience
- Get students to read the information/open the email