Research on Current System Level Transfer Agreements – Awareness, Usage and Maintenance/Sustainability

Ontario Colleges Heads of Business
ONCAT Project # 2017-36

Final Report

May 2018

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Executive Summary

Previous Project

In November of 2014, the Heads of Business (HOB) for the Ontario Colleges, with the financial support of the Ontario Council on Articulation and Transfer (ONCAT), undertook a pilot project to implement system-wide pathways for four agreements in the disciplines of Business, Accounting, Human Resources and Marketing.

PROGRAMS	MAESD #	MAESD#
Business/Business Administration	50200	60200
Business Accounting/ Business Admin. - Accounting	50100	60100
Business- Human Resources/Business Admin. Human Resources	50223	60223
Business- Marketing/Business Admin. Marketing	52900	62900

Current Project

In March of 2017 with funding again through ONCAT, the Heads of Business launched a research project to evaluate the status of the HOB transfer agreements three years after implementation. This project had four primary goals:

1. Provide insight into institutional processes required to support student mobility.
   Research Question: What is the awareness level of students and college staff of the system level agreements?
2. Contribute to our understanding of the student experience of transfer.
   Research Question: What are the student's attitudes towards their experiences after they have transitioned and what barriers/supports do they report related to their transfer?
3. Generate and analyze new quantitative information on student mobility in Ontario.
   Research question: How many students have benefited (intentionally/unintentionally) from the system-wide transfer agreements?
4. Analyze promising practices in facilitating transfer and supporting transfer student success
   Research Question: How effective has the promising practice of Curriculum, Pathway Guides (CPGs) been as a process to keep transfer agreements current?

To answer these four questions, the research methodology included seven unique components including system wide and college specific data analyses, student and stakeholder surveys, reviews of existing Curriculum Pathway Guides, website analyses and college stakeholder interviews and focus groups.

Conclusions and Implications

In response to the four research questions listed above:

1. The awareness of the four HOB transfer agreements is high among the longer tenured college staff, but awareness is lower with newer, less experienced staff. Specialists, such as the Credit Transfer Office staff, are generally more aware of the agreements than academic areas, while the awareness level of the agreements among students is reported by staff to be very low.
2. The number of respondents to the survey of business students that had transferred between institutions was not sufficient to provide a perspective on the student experience. Our research identified a significant variance in the process and experience between colleges for transfer

students. Students are surprised that they can obtain transfer credits and, in some cases, misinterpret transfer requirements.
3. It is not possible to determine the exact number of students transferring under the HOB agreements because this information is not tracked at the provincial (OCAS/ONCAT) or college level. However, the data supplied by OCAS indicates that on average since the time the agreements were implemented, 90 students have transferred each year. Conflicting data supplied directly from six colleges showed approximately 63 students per year have transferred over the past four years.
4. The Curriculum Pathway Guides (CPGs) are not widely used to facilitate the transfer of students or to keep the transfer agreements current. When they are used, college staff found the CPGs to be a key part of administering a HOB student transfer and maintaining the course requirements specified in the HOB transfer agreements.

Additionally, it is evident that since the implementation of the Heads of Business agreements, a palpable, cultural shift has occurred within the colleges as it relates to the reciprocity of credits within programs included in the four agreements. Despite the culture shift the number of students benefiting from the ability to transfer is significantly less than .01% of all Provincial Business Student Registrations.

Notwithstanding the overarching difficulty in acquiring the necessary data to make informed decisions, this research did bring to light several opportunities for the Heads of Business and the Colleges to benefit from one another's expertise in communication and processes.

Several conclusions and implications have been identified for the Heads of Business and the HOB - Transfer Agreement Steering Committee to explore in the coming months as it pertains to the ongoing success of the current agreements.

Project Team

Project Management

Jeannine Cookson	Cookson Consulting Group Inc.
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Heads of Business Transfer Agreement Steering Committee - Project Leads

Karen Murkar	Chair, School of Accounting and Financial Services, Seneca College
Mary Pierce	Chair, Lawrence Kinlin School of Business, Fanshawe College
Amanda Stone	Chair, Business & Management Studies, Centennial College

Heads of Business - 2017/18 Transfer Agreement Steering Committee

Alvina	Cassiani		Dean, School of Business	Humber College
Richard	Gemmill		Dean, School of Business, Hospitality & Media Arts	Confederation College
Gary	Hallam		Executive Dean, School of Business & Hospitality	Conestoga College
Marianne	Marando		Executive Dean, School of Business, IT & Management	Durham College
Karen	Murkar		Chair, School of Accounting & Financial Services	Seneca College
Mary	Pierce	**Co-Chair**	Chair, Lawrence Kinlin School of Business	Fanshawe College
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EX OFFICIO				
Janice	Lamoureux	**CRALO**	Registrar	Fanshawe College
Sharon	Kinasz	**CRALO**	Registrar	Seneca College
Drew	Van Payrs	**HoM**	Director of Marketing	Fleming College
Justin	Williams	**HOB CHAIR**	Chair School of Business and Management	Niagara College

Background

Literature Review

In November 2014, with financial support from the Ontario Council on Articulation and Transfer (ONCAT), the Ontario Colleges Heads of Business (HOB), undertook a pilot project to implement system-wide pathways for four recently signed agreements in the disciplines of Business, Accounting, Human Resources and Marketing.

PROGRAMS	MAESD #	MAESD#
Business/Business Administration	50200	60200
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Business- Marketing/Business Admin. Marketing	52900	62900

The primary outcomes of the project were to engage all participating stakeholders to:

- Launch system-level implementation of the four college-to-college Business Transfer Agreements.
- Assist ONCAT in furthering the three diploma-to-degree Business Transfer Agreements where possible.
- Act as a pilot for Ontario's post-secondary education system to develop protocols and processes for implementation of other transfer agreements (current and future).

The 2016 conclusion of the implementation project saw the overall processing of business, accounting, human resources, and marketing diploma transfer students within Ontario Colleges become more open and transparent. In addition, there was a significant cultural change as related to accepting credit from other colleges.

The project also identified several barriers to the sustainability of these agreements including:
- The need for data management through a Transfer Credit system
- The need for a centralized resource site
- Improvement to the ONTransfer.ca pathways site for improved marketability of transfer options.
- Alignment of transcript data to support easy transition from college to college
- The need for ongoing review of the curriculum to maintain alignment to the 'core courses' identified under each of the business, accounting, human resources and marketing agreements' curriculum pathways
- Tracking of students and metrics was identified to measure the success of these and other agreements of this nature [1]
- The identification of several required revisions to the posted ONTransfer.ca pathways agreements, to eliminate potential confusion

Current Project: Purpose and Goals

The Ontario Council on Articulation and Transfer (ONCAT) was created to enhance student pathways and reduce barriers for students looking to transfer among Ontario's 45 public postsecondary

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[1] ONCAT PILOT IMPLEMENTATION: ONTARIO SYSTEM – LEVEL TRANSFER AGREEMENTS FOR ONTARIO COLLEGES HEADS OF BUSINESS; **ONCAT Project: 2014-03** (http://www.oncat.ca/index_en.php?page=projects)

institutions[2]. As part of this mandate ONCAT funded the 2017/18 Ontario Colleges' HOB research project with the purpose of evaluating the system-wide transfer agreements that were signed by Ontario's 24 Colleges in 2014 for the business, accounting, human resources and marketing diploma and advanced diploma programs.

The research goals include:

1. Provide insight into institutional processes required to support student mobility.
Research Question: What is the awareness level of students and college staff of the system level agreements?

2. Contribute to our understanding of the student experience of transfer.
Research Question: What are the student's attitudes towards their experiences after they have transitioned and what barriers/supports do they report related to their transfer?

3. Generate and analyze new quantitative information on student mobility in Ontario.
Research question: How many students have benefited (intentionally/unintentionally) from the system-wide transfer agreements?

4. Analyze promising practices in facilitating transfer and supporting transfer student success
Research Question: How effective has the promising practice of Curriculum, Pathway Guides (CPGs) been as a process to keep transfer agreements current?

Research Methodology

To answer the above research questions, a plan consisting of seven components was developed.

1. Review and analysis of available Ontario College Application Service (OCAS) data and available Ontario Council on Articulation and Transfer (ONCAT) data
2. Online survey of college staff and administrators involved with credit transfer
3. Review and update of the HOB Curriculum Pathway Guides (CPG)
4. Review and analysis of available data from top colleges in terms of volume of transfer activity (as derived from the data in 1.)
5. Review and analysis of Ontario College web sites as pertaining to College-to-College transfer opportunities
6. *Online survey of students that transferred within a business program*
7. Focus groups/interviews with Program Coordinators and Credit Transfer Staff/Offices (where such staff/offices exist)

> *"The sixth research component around the student experience in transferring is not included in the results as the low rate of response to the online survey made it impossible to draw meaningful, valid conclusions."*

This report brings together the results from six of the seven individual research components as they relate to the four Research Goals. The sixth research component around the student experience in

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[2] ONCAT website (http://www.oncat.ca/index_en.php?page=about)

transferring is not included in the results as the low rate of response to the online survey made it impossible to draw meaningful, valid conclusions.   A comment noting this change has been included in Appendix B, Internal College Stakeholder and Student Survey Results. The remaining research components are included as appendices to the Final Report.

Appendices	Description	Data Limitations
Appendix A	OCAS and ONCAT Transfer Data Analysis Spring 2018	• OCAS data not specific to "transfer" information is inferred from several OCAS sources. • No data available through ONCAT
Appendix B	Internal College Stakeholder and Student Survey Results	• Internal College Stakeholders, a mixed group of respondents from twenty colleges. • No student data available
Appendix C	Curriculum Pathway Guides Analysis	• Reflects 2017/18 update from all programs associated and all colleges.
Appendix D	College Transfer Student Data Summary	• Data reflects responses from six of seven colleges identified as having high transfer activity • Inconsistent with OCAS data.
Appendix E	Website Search Analysis	• Search includes top eight colleges from OCAS data, plus random selection of additional 5 colleges.
Appendix F	Program Coordinator and 'Transfer' Staff - Individual Interviews and Focus Groups Results	• Results represent outcomes from two focus groups and individual interviews, capturing details from 20 of 24 Colleges.

Research Goals and Data Results

1. Provide insight into institutional processes required to support student mobility.

What is the awareness level of students and college staff of the system level agreements?

> **The awareness of the four HOB transfer agreements is high among the longer tenured college staff, but awareness is lower with newer, less experienced staff. Specialists, such as the Credit Transfer Office staff, are generally more aware of the agreements than academic areas, while the awareness level of the agreements among students is reported by staff to be very low.**

High Impact Results
• Based on the information gathered through the focus groups and interviews, Program Coordinators are very aware of the processes employed at their colleges for making decisions around granting individual course credits. Awareness of the institutional processes for transfers under the HOB Agreements is low however, with a perception that often assumptions are made to grant credit and/or decisions are deferred to the Admissions or Credit Transfer offices where they exist.

- Three quarters of those interviewed believe a student transferring from another college into their program through the HOB agreements would receive credit for a full year or two of study as required under the agreements while the remainder of the participants were unsure of how much credit would be granted.
- Of those interviewed individually or that participated in a focus group, 3.2% had learned of the agreements as part of their training process with 22.6% of those interviewed only becoming aware of the agreements through the current research project.
- All Credit Transfer Office staff contacted during the research were very familiar with the agreements and the processes and where Credit Transfer Offices exist, staff frequently have taken over the responsibility for routine credit transfers previously done by Coordinators.
- A small number of colleges are actively promoting the agreements on their websites and the colleges with the most robust transfer information on their sites are seeing a proportionately higher number of transfers
- Coordinators and Credit Transfer Advisors shared that students are generally unaware of the four transfer agreements. Colleges with the greatest number of agreement transfer applicants are those where information is available on college sites and where students have approached the Coordinators/Advisors directly and/or the college has identified the student at the point of application and then reached out to discuss the student's options.
- Several colleges have taken a proactive approach by flagging applicants with previous post-secondary education, subsequently reaching out to each applicant to discuss their credit transfer options.

Moderate Impact Results
- Focus group and survey results indicate that seasoned Coordinators/Faculty/Chairs are aware of the agreements and that awareness appears to decrease as existing staff vacate their positions and new individuals move into these roles.
- Among survey respondents, only 6.4% were unfamiliar with the agreements compared to 18% in 2016, however the depth of knowledge of the agreements among the Coordinators is declining.
- Through the focus groups and interview responses it can be concluded that there is limited awareness of the HOB Resource page on the ONCAT website which houses the Curriculum Pathway Guides (CPG's) and the original four agreements.
- Likewise, there is limited awareness of the ONTransfer.ca site among Program Coordinators while Credit Transfer Officers appear to utilize the site regularly.
- Only one college reported actively using the ONTransfer.ca site for course to course credit recognition decisions.
- Survey respondents reported that the four original agreements are the most valuable document searched for on the HOB Resources page on the ONCAT website.
- Responses from the focus groups and individual interviews indicated that at many colleges the processing of Heads of Business transfer applications has been assigned to the Admissions Office.

2. Contribute to our understanding of the student experience of transfer.

What are the student's attitudes towards their experiences after they have transitioned and what barriers/supports do they report related to their transfer?

> **The number of respondents to the survey was not sufficient to provide a perspective on the student experience. Our research identified a significant variance in the process and experience between colleges for transfer students. Students are surprised that they can obtain transfer credits and, in some cases, misinterpret transfer requirements.**

High Impact Results

- Anecdotal information obtained through focus groups and interviews with Transfer Advisors and Coordinators indicated that students are surprised that under the HOB agreements they should be able to complete their diploma studies on time after transferring without losing credit and that there is some misinterpretation of web site information leading to unreal expectations about transfer credit.
- Specific mentions of the HOB agreements were found on only two of thirteen colleges websites searched and the website analysis revealed that ten of the thirteen college websites have links to the ONTransfer.ca website although only one has a link directly from a program landing page.
- According to the OCAS data analyzed there is an equal number of students transferring into business programs from other disciplines in comparison to transfer from/to the same business program.

Moderate Impact Results

- Analysis of the websites of the eight colleges that ranked top in transfer activity through OCAS data showed that all eight contain a link to pathway opportunities.
- Available OCAS data indicated the number of transfer students across the system experienced a slight bump up in 2014 and that the number has been declining thereafter.
- There is an opportunity to broaden the agreements to recognize core courses from other programming areas and to perhaps be more liberal with learning outcomes achievement. The very limited data available from the colleges indicates that typically students achieve a higher GPA at their receiving college then the final GPA at the sending college prior to transfer. It could be implied then that students are successful following transfer.
- From the interviews with college staff we found that transfer processes vary significantly across the system, making it challenging for students transferring from one college to another as they must navigate two different process and sets of requirements.

3. Generate and analyze new quantitative information on student mobility in Ontario.

How many students have benefited (intentionally/unintentionally) from the system-wide transfer agreements?

> **It is not possible to determine the exact number of students transferring under the HOB agreements because this information is not tracked at the provincial (OCAS/ONCAT) or college level. However, the data supplied by OCAS indicates that on average since the time the agreements were implemented, 90 students have transferred each year. Conflicting data supplied directly from six colleges showed approximately 63 students per year have transferred over the past four years.**

High Impact Results

- Since the transfer agreements came into effect in 2014 on average ninety students per year have transferred between Ontario College Business programs. (OCAS analysis).
- Currently very limited data is available through OCAS and with the exception of a small number of colleges even less data is available from the colleges directly.
- The difference between the OCAS transfer data and the Colleges' transfer data highlights a significant challenge in collecting and analyzing Ontario student transfer activity; the current systems do not specifically track student transfer activity. There is little incentive for colleges to independently invest in the required system changes and without specific tracking of transfers, transfer activity can only be implied from other related data.
- Most colleges do not track data from incoming students' sending college data so it is difficult to accurately determine the success rate of transferring students. Any method of flagging transfer students at the point of admission would be helpful in collecting and being able to measure this information.

Moderate Impact Results

- The only means to currently measure the progress of these transfer students at most colleges is informally through information on file with Program Coordinators/Student Advisors.

4. Analyze promising practices in facilitating transfer and supporting transfer student success.

How effective has the promising practice of Curriculum, Pathway Guides (CPGs) been as a process to keep transfer agreements current?

> **The Curriculum Pathway Guides are not widely used to facilitate the transfer of students or to keep the transfer agreements current. When they are used, college staff found the CPGs to be a key part of administering a HOB student transfer and maintaining the course requirements specified in the HOB transfer agreements.**

High Impact Results

- The Transfer Advisors and Coordinators find the process of searching college websites to find information to determine eligibility for transfer credit a very tedious and frustrating task despite the fact that numerous tools have been made available to facilitate this.
- All colleges indicated a strong desire to make transfer into their programs work for students.

- A review of college websites identified that colleges are very good at promoting pathways (internal and external) to university degrees however most lack details around college to college diploma pathway opportunities.
- Several colleges shared that there is a protocol in place to reach out to all students that apply with previous post-secondary education. Credit transfer options are shared with the student prior to acceptance.

Moderate Impact Results

- Information garnered via focus groups and interview responses indicated that only one college has continued to use the CPGs originally developed in 2014 to support implementation of the agreements.
- Most college staff including Program Coordinators were not familiar with the CPG's however, once introduced to the guides during focus groups and interviews, they were pleased to learn of and have access to the CPG's as useful tool to deal with transfers.
- Only two of the thirteen college websites searched included any mention of the four HOB pathways agreements.
- Annual curriculum changes at individual colleges can and do impact alignment with the core courses as outlined in the CPGs.
- Focus groups and interviews with more than twenty Program Coordinators revealed that there is no mechanism in place at their college to ensure continued compliance with the four agreements and oversight around curriculum changes is required to ensure that any changes to courses and course sequencing are reviewed for their impact to articulation/transfer agreements
- Alignment with the core courses since the 2014 implementation of the four agreements has changed with alignment in some programs improving and in others declining. Seven colleges are currently in alignment with the Business agreement, up from four in 2014 and only three colleges are not in alignment with the Human Resources core curriculum, an improvement over five in 2014. Seven colleges are still not aligned with the Marketing core curriculum with two colleges coming into alignment while two moved out of alignment. Accounting programs at ten colleges are not aligned to the core curriculum and this is up from seven in 2016.
- Credit Transfer Databases are valued and viewed as very helpful in expediting the transfer process however several colleges continue to be without a database.
- Many colleges require transfer students to receive ongoing academic assistance to ensure they are registered in the appropriate courses from year to year to ensure coverage of all vocational learning outcomes. Ongoing relationships with an academic advisor may be a factor in the student success rate.

Overall Conclusions & Implications

Since the implementation of the four Heads of Business agreements in 2014 a palpable cultural shift has occurred within the Ontario College System as it relates to the recognition of transfer credit. There has been a movement away from course by course assessment to a more holistic, outcomes based approach that facilitates full recognition of credits completed during one or two years of study. As one TASC member noted there has been a change from "what can I do to block credit transfer?" to "what can I do to facilitate full recognition of credits earned?" Despite the cultural shift

in support of student mobility, the number of students benefiting from the ability to transfer is significantly less than .01% of all Provincial Business Student Registrations.

Despite different transfer and credit recognition processes/protocols in place across the system and identification of some operational challenges, once students are recognized as having transferred under one of the four transfer agreements (business, accounting, human resources or marketing) they are being granted appropriate credit (equivalent of one or two years of study) by the receiving colleges and are generally able to complete their diplomas without loss of credit.

There are several examples where the transfer and credit recognition process is very smooth, in particular where colleges have a centralized Credit Transfer Database and when Credit Transfer Offices work closely with the academic areas to ensure ease of transition and ongoing support to students.

Several colleges identified that the framework of the agreements are being utilized to inform all credit granting decisions regardless of the students' eligibility for the HOB transfer agreement.

There continues to be multiple opportunities across the college system to learn from one another and address operational challenges facing the processing of students, in particular those transferring under one of the four HOB agreements.

Communication and Awareness

- There is currently an issue within some Pathways/Credit Transfer Offices that fail to recognize/address the college to college opportunities for transfer because of a focus on degree transfer.
- Students and staff would benefit from a clear communication of the four pathway agreements on all college websites.
- Students and college staff would benefit from increased awareness of the processes for transferring out of sending colleges and into the receiving colleges.
- Given the evolution of credit and transfer responsibility being assigned to Credit Transfer Offices and away from decisions by Program Coordinators, more effort should be made to ensure information is communicated to these offices by providing regular HOB updates to ONCAT and Credit Transfer Advisors.

Suggested Heads of Business Follow-up

- The HOB should agree upon whether it will continue to be necessary for colleges to ensure their curricula continues to comply with the core curriculum developed for each agreement.
- HOB should highlight current challenges regarding communication, compliance and data collection to the Coordinating Committee Vice Presidents Academic (CCVPA) and ONCAT oversight committee.
- To ensure continuity of the agreements and commitment by program areas across all colleges at least for the next three years (the remaining life of the agreements), TASC should have core curriculum updates as standing agenda items at all HOB meetings.
- During the focus groups and interviews Program Coordinators expressed a strong desire to connect with their counterparts provincially to engage in discussions on academic issues pertaining to their programs including transfer student issues. Bringing together Program

Coordinators for professional development and annual core curriculum meetings could be explored by the Heads of Business.

- Continued implementation of the agreements necessitates that individual colleges continue to formulate processes for ensuring ongoing compliance with the agreements, perhaps with the support of academic quality units at their institutions i.e. when curriculum is changed, is full credit recognition under the agreements ensured/maintained?

Suggested ONCAT Follow-up

- As a central and neutral governing body, ONCAT should take a more active role in working with key stakeholders to develop systems to assist in the tracking of potential/actual transfer of students, for example OCAS and individual colleges.
- There will be a need for HOB to update the current information housed on the ONCAT website once ONCAT's planned website updates are in place.

Suggested CRALO/OCAS Follow-up

- The students' ability to choose their academic level on OCAS is not consistent from college to college and is often confusing to applicants. A potential recommendation is the development of an OCAS field indicating previous Post-Secondary Education that would trigger a manual review of the student's transcript through each individual college's Credit Transfer Office (CTO). Credit Transfer Offices could then take a more proactive role, conducting preliminary assessment at the point of application with a follow up outreach to the student for possible transfer options.

Next Steps

Communication of these conclusions to CCVPA, Committee of Registrars Admissions and Liaison Officers (CRALO), and Heads of Marketing would assist in facilitating the changes required to support the mobility of business students within the Ontario Colleges.

Adjustments may be required to maintain curriculum alignment within the scope of the current HOB agreements and to ensure the smooth transfer of students.

The Transfer Agreement Sub Committee (TASC), in conjunction with the HOB, must determine the long-term viability of continuing the current agreements which are set to expire in 2021 including the adoption of a more basic principles-based agreement versus the prescriptive agreements that expire in 2021.

Research on Current System-Level Business Transfer Agreements - Awareness, Usage and Maintenance/Sustainability

Ontario Colleges Heads of Business
ONCAT Project # 2017-36

OCAS and ONCAT Transfer Data Analysis Spring 2018

Final Report: Appendix A

May 2018

Prepared by:

Cookson Consulting Group Inc.

Introduction

The Ontario Council on Articulation and Transfer (ONCAT) was created to enhance student pathways and reduce barriers for students looking to transfer among Ontario's 45 public postsecondary institutions[3]. As part of this mandate ONCAT funded the Ontario College's Heads of Business (HOB) research project to evaluate the HOB System-Wide Transfer agreements that were signed by Ontario's 24 Colleges in 2014, including the Business, Accounting, Human Resources and Marketing diploma and advanced diploma programs.

The research had several goals:

5. Provide insight into institutional processes required to support student mobility.
   Research Question: What is the awareness level of students and college staff of the system level agreements?

6. Contribute to our understanding of the student experience of transfer.
   Research Question: What are the student's attitudes towards their experiences after they have transitioned and what barriers/supports do they report related to their transfer?

7. Generate and analyze new quantitative information on student mobility in Ontario.
   Research question: How many students have benefited (intentionally/unintentionally) from the system-wide transfer agreements?

8. Analyze promising practices in facilitating transfer and supporting transfer student success.
   Research Question: How effective has the promising practice of Curriculum, Pathway Guides (CPGs) been as a process to keep transfer agreements current?

To answer these questions, a research plan consisting of seven components was developed;

Research Methodology

8. Review and analysis of Ontario College Application Service (OCAS) data and a review and analysis of Ontario Council on Articulation and Transfer (ONCAT) data, where available.
9. Online survey of college staff and administrators.
10. Review and update of HOB Curriculum Pathway Guides (CPG)
11. Review and analysis of transfer student data from the colleges with the most transfer (as derived from the data in 1.)
12. Review and analysis of Ontario College web sites as pertinent to College-to-College transfer opportunities
13. Online survey of students that have transferred within business program

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[3] ONCAT website (http://www.oncat.ca/index_en.php?page=about)

14. Focus groups/interviews with Program Coordinators and Transfer Credit staff where they exist.

This report is a review and analysis of Ontario College Application Services (OCAS) and a review of the Ontario Council on Articulation and Transfer (ONCAT) data where available.

Timing and Methodology

The Ontario College Application Service (OCAS), through the Ontariocolleges.ca website, manages applications to all 24 Ontario colleges' full-time programs and can provide insight into the movement of students within the college system. High school students (direct applicants) and applicants that have been out of high school for more than a year (non-direct applicants) select their college and program using the Ontariocolleges.ca online application. OCAS tracks and collects data on the volume and types of applications processed.

When a student transfers from one college to another, they are required to apply to the receiving college through the Ontariocolleges.ca application process. Using the applicant's transcript request and application data, OCAS can track the number of students transferring between specific programs, and the colleges, they are transferring into and out of, on a system wide level.

All available OCAS business student transfer data is included for the (2013 – 2016) application cycles to provide as much perspective as possible for the HOB agreements that were implemented in 2014. Data was extracted from the OCAS systems during the fall of 2017.

Programs

For this analysis, only students that transferred from one of the business programs related to the HOB study into one of those programs at another school are included. Students that transferred into a different program are included if the program they transferred into is one of the eight programs under the study. The transfers were broken into two groups; the sending institutions and the receiving institutions.

Programs Included in Research Study	
Business (50200)	Business Administration (60200)
Business-Accounting (50100)	Business Administration Accounting (60100)
Business- Human Resources (50223)	Business Administration – Human Resources (60223)
Business – Marketing (52900)	Business Administration Marketing (62900)

Colleges

All 24 Ontario colleges utilize the OCAS application and are included in the data analysis. Colleges that do not offer one or more of the eight programs could potentially have had lower transfer activity for this reason. All of the colleges reported some level of transfer activity during the 2013 – 2016 review period, although not all colleges reported activity each year.

Colleges Included in Research Study			
Algonquin	Confederation	Humber	Northern
Cambrian	Durham	La Cité Collégiale	Sault
Canadore	Fanshawe	Lambton	Seneca
Centennial	Fleming	Loyalist	Sheridan
Collège Boreal	George brown	Mohawk	St. Clair
Conestoga	Georgian	Niagara	St. Lawrence

Overall Transfer Activity

- Total transfers between Business programs (Appendix A1 and Appendix A2), the HOB Agreement activity increased from 2013 (113 transfers) to 2014 (119 transfers), but then declined in 2015 (85 transfers) and 2016 (46 transfers). The Transfer agreements came into effect in November 2014.

Total Transfers within the HOB Agreement
(OCAS Data)
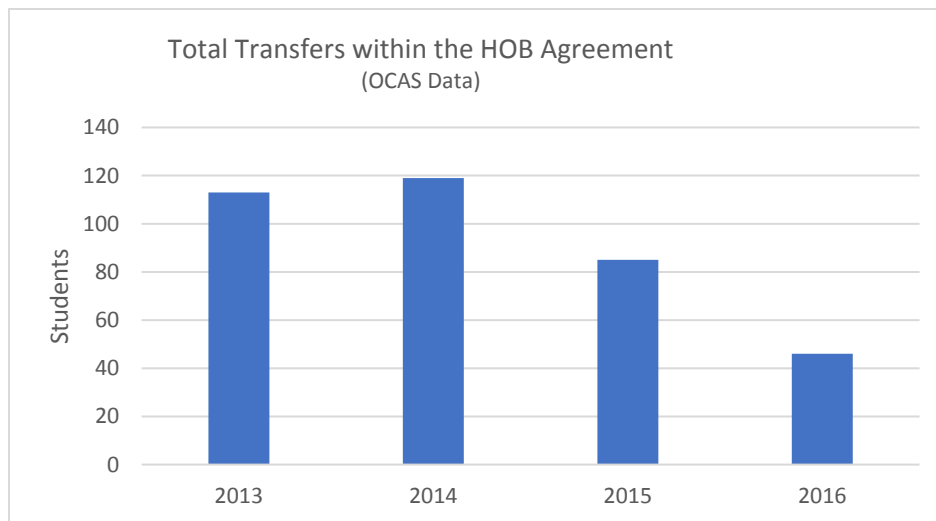
- Business and Accounting represent the largest activity of transfers from other business programs with 32% and 30% of total activity during this time, while Marketing represents 26.7% of transfers and Human Resources represents 11.3%.
- The relative ranking of activity does not change when we consider transfers into these Business programs from other programs

Program Transfer Activity

Human Resources
11%

Business
32%

Marketing
27%

Accounting
30%
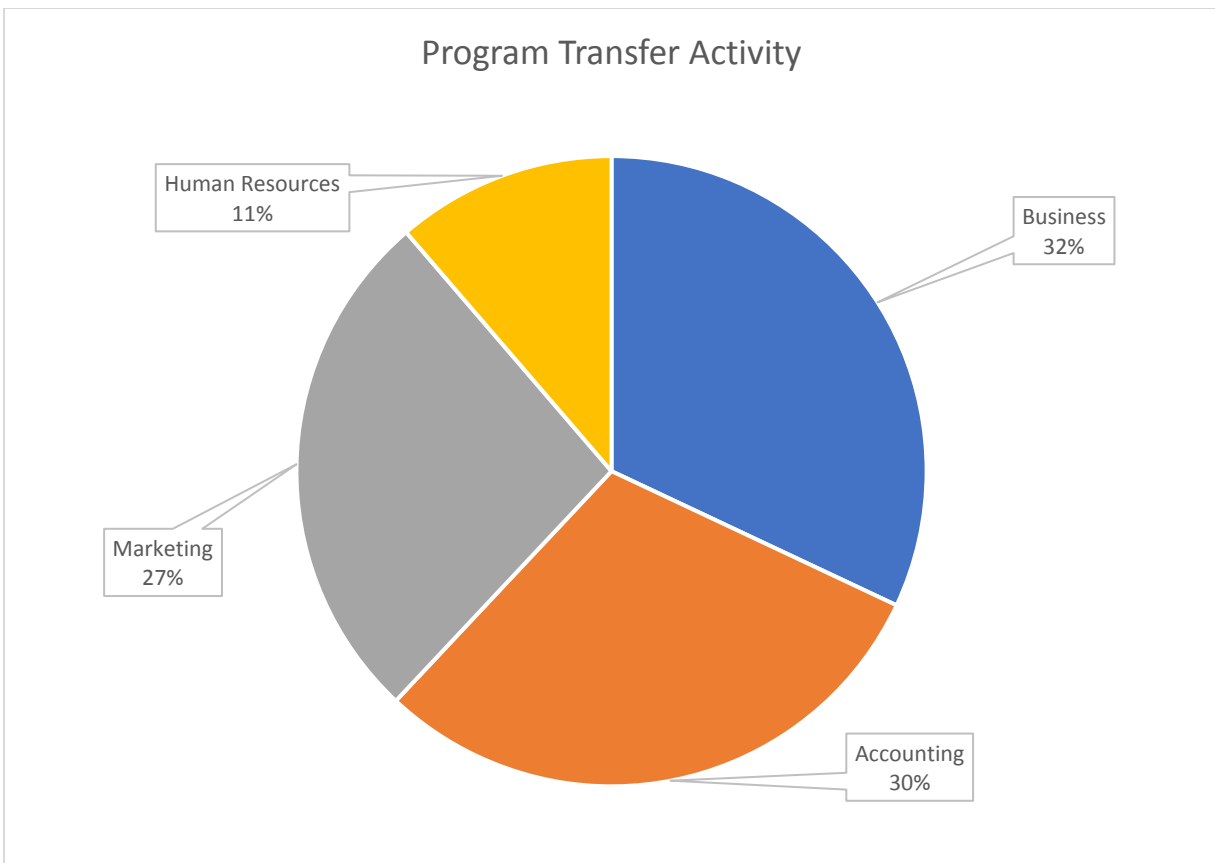
Receiving Transfer Credit by College

Based on the transfer data from OCAS, the 24 colleges were ranked (Appendix A3) for their overall transfer activity and the activity specific to the Business programs included in the study. The top eight colleges are listed below and are the colleges that are included in the student survey portion of this research project.

Business Rank Ranking among the colleges based on the number of students that transferred **into** a business program from a business program for that given year. This activity directly relates to the HOB agreements.

Total Business Rank Ranking among the colleges based on the total number of students that transferred **into** one business program from another business program between 2013 and 2016.

Total Other Rank Ranking among the colleges based on the total number of students that transferred **into** any program other than business from a business program between 2013 and 2016.

Below is a chart with the year over year ranking of the top 8 colleges receiving transfer students, with George Brown landing consistently at the top of the list and Humber a close second.

Receiving Transfer Credit Ranking						
	Ranking of Business Transfers by Year				Overall Ranking (4 years)	
COLLEGE	2013	2014	2015	2016	Business	Other
George Brown	1	1	1	1	1	1
Humber	1	2	2	3	2	2
Fanshawe	4	4	5	2	3	4
Seneca	3	3	3	7	4	3
Algonquin	8	7	6	4	5	6
Mohawk	9	6	6	7	6	6
Georgian	13	7	6	11	7	10
Sheridan	5	5	4	13	8	5

Exiting Transfer Credit by College

The Ontario colleges were also ranked based on the number of students that transferred **from** a business program into a business program at another school (Appendix A4). The same colleges with higher transfer also see an equally high number of students exiting their programs and seeking transfer to other Ontario colleges.

Business Rank — Ranking among the colleges based on the number of students that transferred **from** a business program into a business program for that given year. This activity directly relates to the HOB agreements.

Total Business Rank — Ranking among the colleges based on the total number of students that transferred **from** one business program into another business program between 2013 and 2016.

Total Other Rank — Ranking among the colleges based on the total number of students that transferred **from** a program other than business into a business program between 2013 and 2016.

Exiting College for Transfer						
	Ranking of Business Transfers by Year				Overall Ranking	
COLLEGE	2013	2014	2015	2016	BUS	Other
George Brown	2	1	1	1	1	2
Humber	1	2	2	4	2	1
Fanshawe	2	3	5	2	3	6
Seneca	5	3	3	13	4	4
Algonquin	4	6	7	3	5	5
Mohawk	6	12	3	7	6	7
Georgian	9	7	5	13	7	8
Sheridan	12	5	9	7	8	3

Ontario Council on Articulation and Transfer

As it relates to the HOB Transfer Agreements, the Ontario Council on Articulation and Transfer hosts two separate web sites that are key factors in assisting students wishing to transfer and assisting the college community as they attempt to process students looking to transfer on the HOB agreements.

The ONCAT Website houses a project page with a listing of all ONCAT funded projects. ONCAT Project #2014-03 Pilot Implementation: Ontario System-Level Transfer Agreements for Ontario Colleges Heads of Business (HOB) summarizes the original implementation of these agreements. Included, is a link to the HOB Resources Page which houses the original agreements, pertinent background information and the Curriculum Pathway Guides.

The other site is the ONTransfer.ca site. A search engine populated by the Ontario Colleges and Universities sharing previously agreed upon Articulation and Transfer Agreements for both individual courses and programs.

Through discussions with ONCAT, it was shared that very little data is available from these websites. The original goal was to:

1. Assess specific program searches and determine if searches are translating into actual transfers/registration into new programs.
2. Determine the utilization of the HOB Resource link, to assess utilization of the tools made available at the implementation of the agreements.

This lack of usable analytics has been acknowledged by ONCAT and is a critical issue to surmount in the planned website revisions for 2018.

Despite the data limitations, in 2017 at the Student Pathways in Higher Education Conference ONCAT shared the 2016 data based on page views of the ONTransfer.ca site. They were able to determine that 40% of the programs searched on the ONTransfer.ca site included seven of the college Business programs as the largest block of programs searched with six Technology and General Arts and Science programs in close second.

TRANSFER STUDENTS: Their Perceptions of and experience with ontransfer.ca
May 1, 2017: Student Pathways in Higher Education Conference
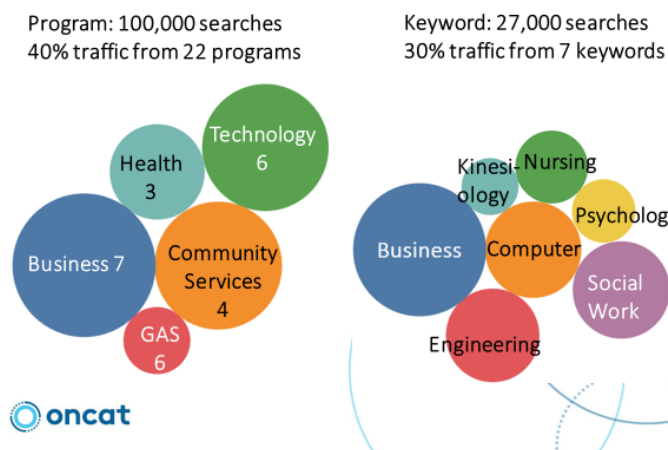
A more in-depth review of the information available through ONCAT specific to the Business programs found that the Business - Accounting Diploma and Advanced Diploma along with Business Administration were the 3 most highly searched programs of the 7 identified in their analysis.

The Seven Most Searched Business-Related College Programs

ONTRANSFER.CA SEARCHES		
Most Searched Business Program	**Unique Page Views**	**% of Business Searches**
Business - Accounting	2,768	21.4%
Business Administration	2,536	19.6%
Business Administration - Accounting	2,349	18.1%
Business	1,678	13.0%
Business Administration - Marketing	1,318	10.2%
Business - Marketing	1,242	9.6%
Business Administration - Human Resources	1,061	8.2%
Total Searches	12,952	100.0%

These findings are consistent with the OCAS data and with the data shared by the colleges polled.

Observations

- Between 2013 and 2016 365 students transferred from a business program at an Ontario college to a business program at another Ontario college. The OCAS data provided a measure of relative activity between the individual colleges.
- The program with the largest amount of activity was Business followed by Accounting, Marketing and Human Resources.
- Overall transfers within the programs covered under the Heads of Business agreements have been declining after a small bump in 2014.
- Results from this data were used to determine the top eight schools in terms of transfer activity and then these schools were chosen for further analysis in the other elements in this broader study. These colleges were asked to include their students in the student survey portion of the research and to provide details from their college student information systems.
- There are differences between the OCAS data and each college's reported transfers. The OCAS data provides a high-level view of activity and clearly defines the magnitude of activity within the Ontario college system.
- The decline in identified business program transfers may be attributed to the delay in students enrolling in a course and their actual transfer or it could be due to the lack of awareness by the students that this option is available to them. Further research can determine if the activity will change over time.

Appendix A1

Business Program Transfer Activity									
		Business Program Transferred Into							
		Accounting		Business		Human Resources		Marketing		
Year First Enrolled		50100	60100	50200	60200	50223	60223	52900	62900	Grand Total
2013	Started in Business	19	15	25	13	2	7	20	12	113
	Started in Other	51	49	74	34	14	35	51	24	332
2013 Total		70	64	99	47	16	42	71	36	445
2014	Started in Business	18	15	19	18	6	9	22	12	119
	Started in Other	51	35	72	46	19	29	51	31	334
2014 Total		69	50	91	64	25	38	73	43	453
2015	Started in Business	16	10	14	9	5	7	13	11	85
	Started in Other	27	23	58	40	6	15	35	17	221
2015 Total		43	33	72	49	11	22	48	28	306
2016	Started in Business	7	9	14	4	0	5	5	2	46
	Started in Other	7	10	10	11	6	7	7	7	65
2016 Total		14	19	24	15	6	12	12	9	111
Total	Started in Business	60	49	72	44	13	28	60	37	363
	% of Total Business	30.0%		32.0%		11.3%		26.7%		100.0%
	Started in Other	136	117	214	131	45	86	144	79	952
	% of Total Other	26.6%		36.2%		13.8%		23.4%		100.0%
Grand Total		196	166	286	175	58	114	204	116	1,315
	% of Total	27.5%		35.1%		13.1%		24.3%		100.0%

Appendix A2

		Business Program Transfer Activity							
		Business Program Transferred from							
		Accounting		Business		Human Resources		Marketing		Grand Total
Year First Enrolled		50100	60100	50200	60200	50223	60223	52900	62900	
2013	Trans. to Business	18	22	26	20	1	2	13	11	**113**
	Trans. to Other	43	40	64	44	4	26	34	16	**271**
2013 Total		**61**	**62**	**90**	**64**	**5**	**28**	**47**	**27**	**384**
2014	Trans. to Business	19	26	22	12	2	10	19	9	**119**
	Trans. to Other	31	48	50	29	1	17	38	18	**232**
2014 Total		**50**	**74**	**72**	**41**	**3**	**27**	**57**	**27**	**351**
2015	Trans. to Business	14	11	15	12	1	9	14	9	**85**
	Trans. to Other	17	25	48	24	7	11	28	17	**177**
2015 Total		**31**	**36**	**63**	**36**	**8**	**20**	**42**	**26**	**262**
2016	Trans. to Business	13	6	10	8	2	2	4	1	**46**
	Trans. to Other	7	11	6	10	2	5	11	4	**56**
2016 Total		**20**	**17**	**16**	**18**	**4**	**7**	**15**	**5**	**102**
Total	Trans. to Business	64	65	73	52	6	23	50	30	363
	% of Total Business	**35.5%**		**34.4%**		**8.0%**		**22.0%**		**100.0%**
	Trans. to Other	98	124	168	107	14	59	111	55	736
	% of Total Other	**30.2%**		**37.4%**		**9.9%**		**22.6%**		**100.0%**
Grand Total		162	189	241	159	20	82	161	85	1,099
	% of Total	**31.9%**		**36.4%**		**9.3%**		**22.4%**		**100.0%**

Appendix A3

First Enrolment Year and College	2013		2014		2015		2016		Grand Total	
	Transferred to Business	Business Rank	Transferred to Business	Business Rank	Transferred to Business	Business Rank	Transferred to Business	Business Rank	Transferred to Business	Business Rank
GEORGE BROWN	15	2	18	1	14	1	8	1	55	1
HUMBER	17	1	15	2	12	2	4	4	48	2
FANSHAWE	15	2	12	3	7	5	6	2	40	3
SENECA	10	5	12	3	8	3	1	13	31	4
ALGONQUIN	11	4	8	6	6	7	5	3	30	5
MOHAWK	8	6	3	12	8	3	2	7	21	6
GEORGIAN	5	9	6	7	7	5	1	13	19	7
SHERIDAN	2	12	11	5	3	9	2	7	18	8
CENTENNIAL	6	7	4	8	5	8	0	16	15	9
DURHAM	4	10	3	12	2	12	4	4	13	10
FLEMING	1	16	2	16	3	9	4	4	10	11
ST. CLAIR	6	7	4	8	0	18	0	16	10	11
CAMBRIAN	2	12	3	12	2	12	2	7	9	13
ST. LAWRENCE	1	16	4	8	2	12	2	7	9	13
CONESTOGA	3	11	3	12	1	15	0	16	7	15
CANADORE	1	16	4	8	1	15	0	16	6	16
CONFEDERATION	1	16	2	16	3	9	0	16	6	16
LOYALIST	2	12	0	22	1	15	2	7	5	18
COLLÈGE BORÉAL	2	12	0	22	0	18	2	7	4	19
LA CITÉ COLLÉGIALE	0	21	2	16	0	18	1	13	3	20
NIAGARA	1	16	1	19	0	18	0	16	2	21
LAMBTON	0	21	1	19	0	18	0	16	1	22
SAULT	0	21	1	19	0	18	0	16	1	22

Appendix A4

Year First Enrolled	2013		2014		2015		2016		Total	
	Trans from Bus	Bus Rank	Trans From Bus	Bus Rank	Trans From Bus	Bus Rank	Trans From Bus	Bus Rank	Trans from Business	Bus Rank
GEORGE BROWN	15	2	18	1	14	1	8	1	55	1
HUMBER	17	1	15	2	12	2	4	4	48	2
FANSHAWE	15	2	12	3	7	5	6	2	40	3
SENECA	10	5	12	3	8	3	1	13	31	4
ALGONQUIN	11	4	8	6	6	7	5	3	30	5
MOHAWK	8	6	3	12	8	3	2	7	21	6
GEORGIAN	5	9	6	7	7	5	1	13	19	7
SHERIDAN	2	12	11	5	3	9	2	7	18	8
CENTENNIAL	6	7	4	8	5	8	0	16	15	9
DURHAM	4	10	3	12	2	12	4	4	13	10
FLEMING	1	16	2	16	3	9	4	4	10	11
ST. CLAIR	6	7	4	8	0	18	0	16	10	11
CAMBRIAN	2	12	3	12	2	12	2	7	9	13
ST. LAWRENCE	1	16	4	8	2	12	2	7	9	13
CONESTOGA	3	11	3	12	1	15	0	16	7	15
CANADORE	1	16	4	8	1	15	0	16	6	16
CONFEDERATION	1	16	2	16	3	9	0	16	6	16
LOYALIST	2	12	0	22	1	15	2	7	5	18
COLLÈGE BORÉAL	2	12	0	22	0	18	2	7	4	19
LA CITÉ COLLÉGIALE	0	21	2	16	0	18	1	13	3	20
NIAGARA	1	16	1	19	0	18	0	16	2	21
LAMBTON	0	21	1	19	0	18	0	16	1	22
SAULT	0	21	1	19	0	18	0	16	1	22
NORTHERN	0	21	0	22	0	18	0	16	0	24

Research on Current System-Level Business Transfer Agreements - Awareness, Usage and Maintenance/Sustainability

Ontario Colleges Heads of Business
ONCAT Project # 2017-36

Internal College Stakeholder and Student Survey Results

Final Report: Appendix B

May 2018

Prepared by:

Cookson Consulting Group Inc.

Introduction

The Ontario Council on Articulation and Transfer (ONCAT) was created to enhance student pathways and reduce barriers for students looking to transfer among Ontario's 45 public postsecondary institutions[4]. As part of this mandate ONCAT funded the Ontario College's Heads of Business (HOB) research project to evaluate the HOB System-Wide Transfer agreements that were signed by Ontario's 24 Colleges in 2014, including the Business, Accounting, Human Resources and Marketing diploma and advanced diploma programs.

The research had several goals;

1. Provide insight into institutional processes required to support student mobility.
    Research Question: What is the awareness level of students and college staff of the system level agreements?

2. Contribute to our understanding of the student experience of transfer.
    Research Question: What are the student's attitudes towards their experiences after they have transitioned and what barriers/supports do they report related to their transfer?

3. Generate and analyze new quantitative information on student mobility in Ontario.
    Research question: How many students have benefited (intentionally/unintentionally) from the system-wide transfer agreements?

4. Analyze promising practices in facilitating transfer and supporting transfer student success
    Research Question: How effective has the promising practice of Curriculum, Pathway Guides (CPGs) been as a process to keep transfer agreements current?

To answer these questions, a research plan consisting of seven components was developed;

Research Methodology
1. Review and analysis of Ontario College Application Service (OCAS) data, and a review and analysis of Ontario Council on Articulation and Transfer (ONCAT) data, where available.
2. Online survey of college staff and internal stakeholders.
3. Review and update of HOB Curriculum Pathway Guides (CPG)
4. Review and analysis of transfer student data from the colleges with the most transfer (as derived from the data in 1.)
5. Review and analysis of Ontario College Web sites as it pertains to College-to-College transfer opportunities

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[4] ONCAT website (http://www.oncat.ca/index_en.php?page=about)

6. Online survey of students that have transferred within business program
7. Focus groups/interviews with Program Coordinators and Transfer Credit Staff/Offices where they exist.

This report is the result of the first research component, a review an analysis of the awareness level of students and college staff of the system level agreements

Survey Methodology

An online survey was created to gather information on the HOB transfer agreements from the perspective of students and college administration. This survey was designed to present questions specifically for one of the two groups, depending on responses to the questions.

Survey Flow Chart

Survey Introduction

Admin or Student?

Administrator

Student

Administrator Questions

Student Questions
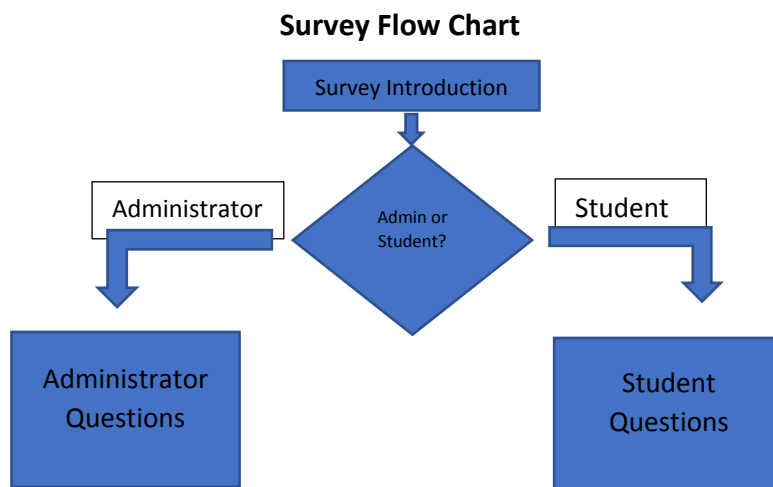
Internal College Stakeholder Responses

The sample of college representatives was taken from those that work at one of the 24 Ontario colleges with students transferring within business programs. Using the online Survey Monkey tool, the survey was delivered using a web link included in an email.

Survey recipients included:

- Program Coordinators
- Credit Transfer Administrators
- Registrar's Office Staff

The initial email invitation was sent on October 2, 2017 to 185 email addresses. The email addresses were received from the colleges directly or obtained from their websites. The survey has not been closed and remains open for College administrators and students to complete.

- 185 emails sent on October 2, 2017

- Reminder sent October 13, 2017
- Received 68 Total responses
  - 51 complete
  - 17 partially complete
- Where applicable, the survey questions are consistent with questions posed in the Feb. 2016 survey.

Student Responses

The sample of college students was generated from the top seven colleges with transferring students as identified in an earlier phase of this research. Each of the seven colleges was asked to send an email invitation to the students they identified has having transferred as part of the HOB transfer agreements. The survey, using the online Survey Monkey tool, was delivered using a web link included in an email, sent directly from the school.

The email invitation was sent by each college only to their own students with the hope that the direct communication from the college, as opposed to the researchers, would generate additional responses from the students. Colleges began sending the survey invitation in early 2018, once the research project had been approved by the college's Research Ethics Board (REB). Because the individual colleges sent the invitations, it is not known exactly how many were sent during this period.

In total, only three students responded to the survey request; too few to provide any meaningful data.

Observations

This survey, conducted as part of the ONCAT HOB 2017/18 research project is partially a follow-up to the survey conducted in 2016 by the HOB, of college administration, staff and coordinators regarding the awareness and usage of HOB transfer agreements. Two questions were identical (overall familiarity and use of resources) between the surveys, for comparison purposes. Although there are slight differences between the years, they are not statistically significant.

The survey had a 37% response rate, with some surveys only partially completed. Having some familiarity of the HOB transfer agreements was 82% overall, and moderate familiarity and above was 64%, with no significant change from previous year. Use of provided resources such as the original agreements, the resource websites and the curriculum pathway guides was low, although a bit higher than the previous year. The most useful tool identified by respondents is the original transfer agreements. 63% have a process in place for managing the transfer process for these students. 63% feel they have the required information to process the transfers and the balance need to seek further information. The number of students processed by

respondents under the agreements varies from 3-10. Respondents suggested that students are generally not aware of the agreements and 56% suggested that their school is promoting the agreements and 44% are not.

The student portion of this survey was not successful in generating a sufficient response for analysis. Only three students responded to the survey.

Survey Results

Q1: How familiar are you with the Heads of Business (HOB) Business Transfer Agreements?

- The majority of the respondents were familiar with the transfer agreement; 87% have some level of familiarity and 64% indicated that they were at least moderately familiar with the agreements.
- Only 13% were not familiar with the agreements at all
- See **Appendix B1** for a comparison to 2016 survey results
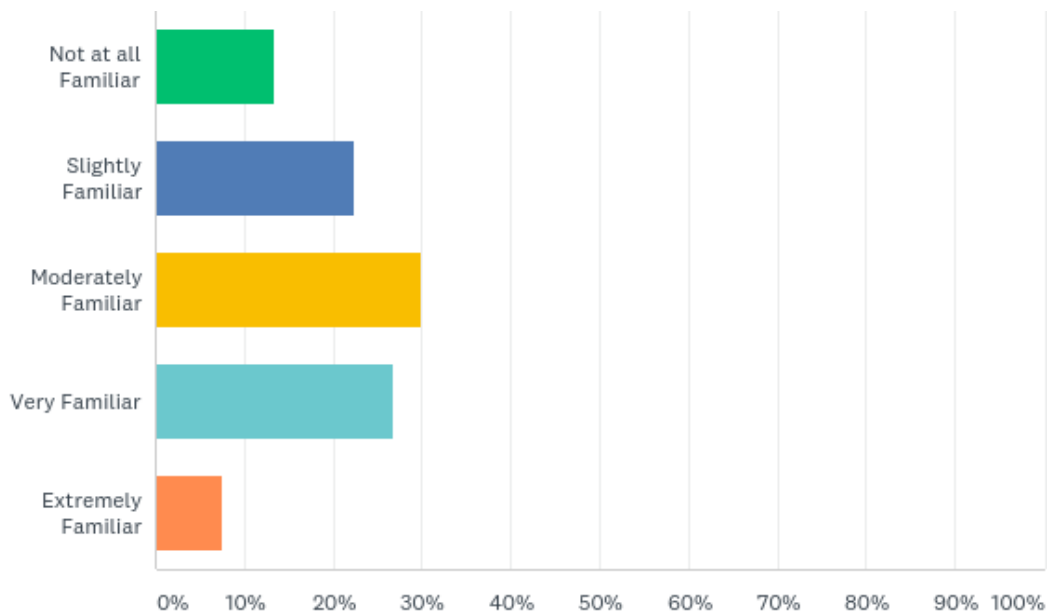
ANSWER CHOICES	RESPONSES	
Not at all Familiar	13.43%	9
Slightly Familiar	22.39%	15
Moderately Familiar	29.85%	20
Very Familiar	26.87%	18
Extremely Familiar	7.46%	5
TOTAL		67

Q2: Are you a student or do you work for one of the 24 Ontario Colleges?

- For this portion of the survey, only administrators are included
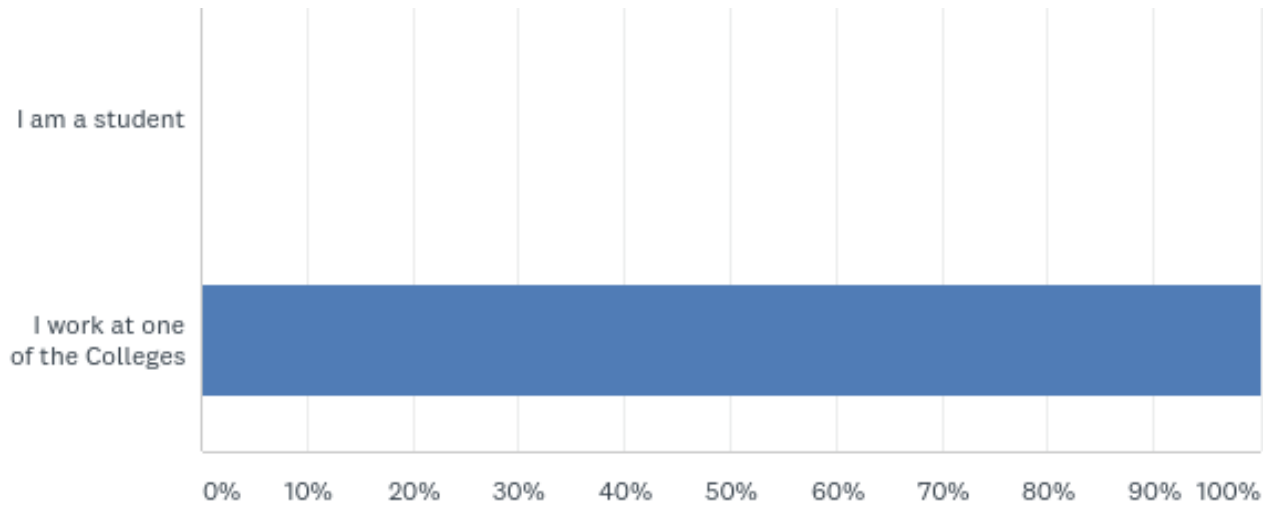
ANSWER CHOICES	RESPONSES	
I am a student	0.00%	0
I work at one of the Colleges	100.00%	67
TOTAL		67

Q3: Approximately how many inquires did you receive for HOB transfer students looking to transfer into your college in the past year?

Answered: 51   Skipped: 16

- Just over half of the respondents reported receiving less than three requests to transfer under the agreement
- 18% reported receiving ten or more requests
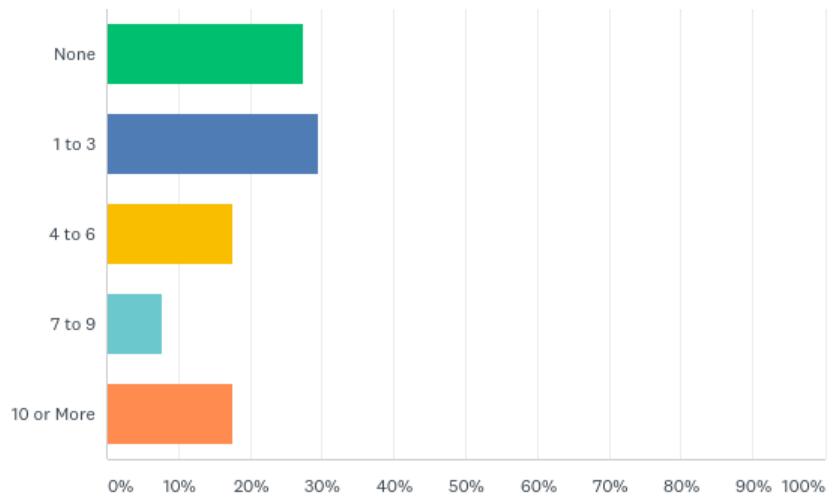
ANSWER CHOICES	RESPONSES	
None	27.45%	14
1 to 3	29.41%	15
4 to 6	17.65%	9
7 to 9	7.84%	4
10 or More	17.65%	9
TOTAL		51

Q4: Does your college have a specific process in place to work with HOB transfer students?

Answered: 51   Skipped: 16

- 63% of respondents indicated that their college has a process in place for managing HOB transfers

Representative Other Responses
- "I believe so but this happens in our reg office."
- "Students are assessed on a course by course basis with the intent to provide as many transfer credits as possible"
- See **Appendix B2** for complete responses
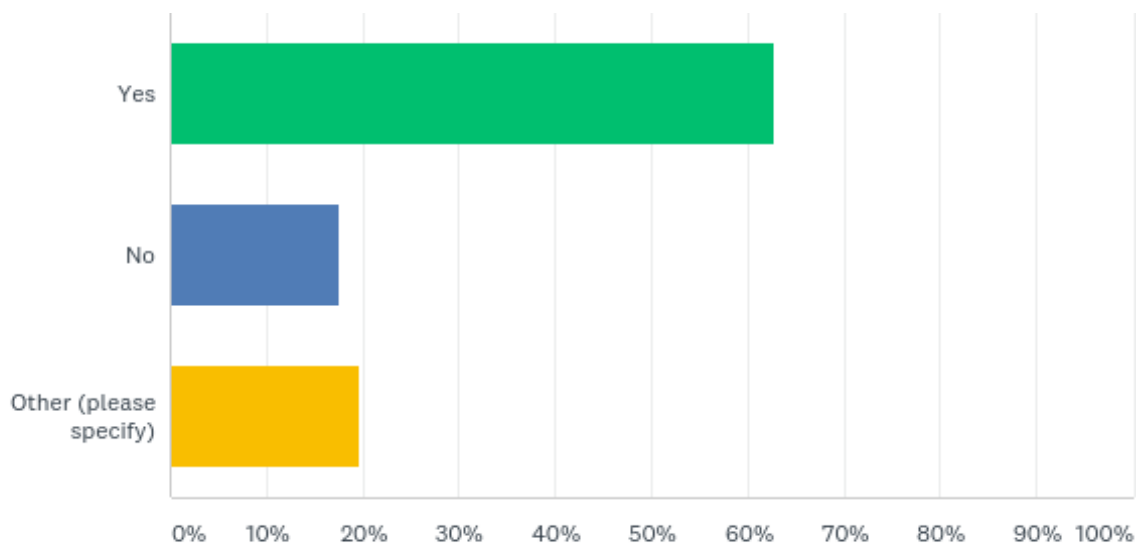
ANSWER CHOICES	RESPONSES	
Yes	62.75%	32
No	17.65%	9
Other (please specify)	19.61%	10
TOTAL		51

Q5: Do you have enough information to answer HOB transfer inquiries from students?

Answered: 51   Skipped: 16

- Slightly less than two thirds of the respondents (63%), have enough information to answer inquiries

- Over one third (37%) of respondents indicated that they require additional information to answer student inquiries
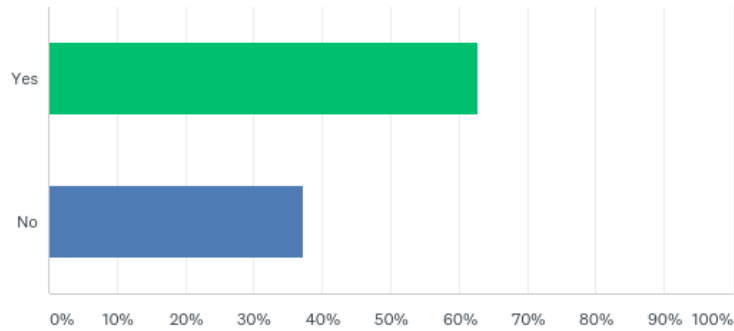
ANSWER CHOICES	RESPONSES	
Yes	62.75%	32
No	37.25%	19
TOTAL		51

Q6: Are the students that you work with aware of the HOB transfer agreements/program?

Answered: 50   Skipped: 17

- 76% of respondents indicated that **students are not aware of the HOB agreements**
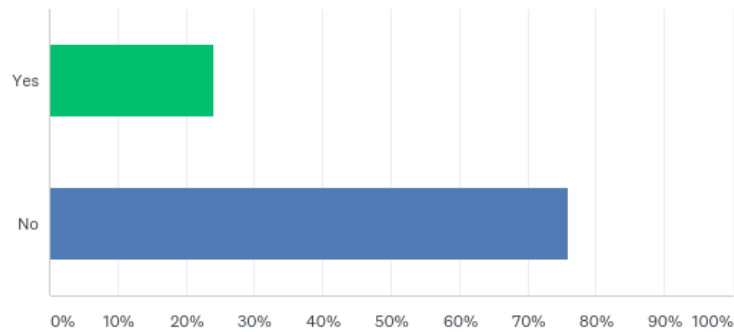
ANSWER CHOICES	RESPONSES	
Yes	24.00%	12
No	76.00%	38
TOTAL		50

Q7: Does your school promote the Heads of Business transfer agreements? If yes, select all that apply from the list below:

Answered: 48   Skipped: 19

- More than half (56%) of the respondents promote the agreements in some way
- 44% of the schools that responded do not promote the HOB transfer agreements
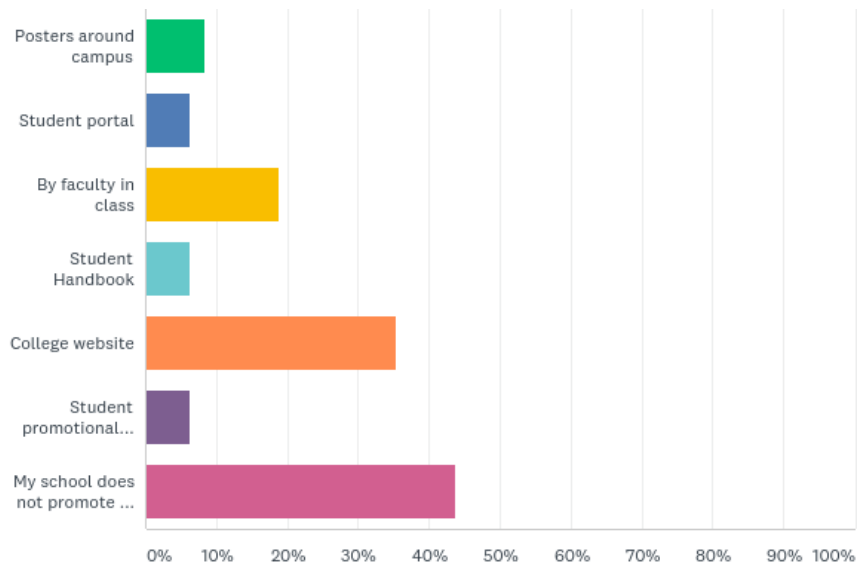
ANSWER CHOICES	RESPONSES	
Posters around campus	8.33%	4
Student portal	6.25%	3
By faculty in class	18.75%	9
Student Handbook	6.25%	3
College website	35.42%	17
Student promotional material	6.25%	3
My school does not promote the agreements	43.75%	21
Total Respondents: 48		

Q8: Under the Projects tab on the ONCAT web site: www.oncat.ca or (Click here to see the site) a number of resources have been made available. These resources are to assist the college community in advising students, wishing to transfer through the Heads of Business Transfer Agreements. Of the resources made available, which have you utilized in the past year:

Answered: 51   Skipped: 16

- The most used reference resource is the original transfer agreement, followed by the Curriculum Pathway Guide (CPG) and the 2015 conference guide
- Just over half of the respondents have not used the ONCAT website
- See **Appendix B3** for a comparison to 2016 survey results
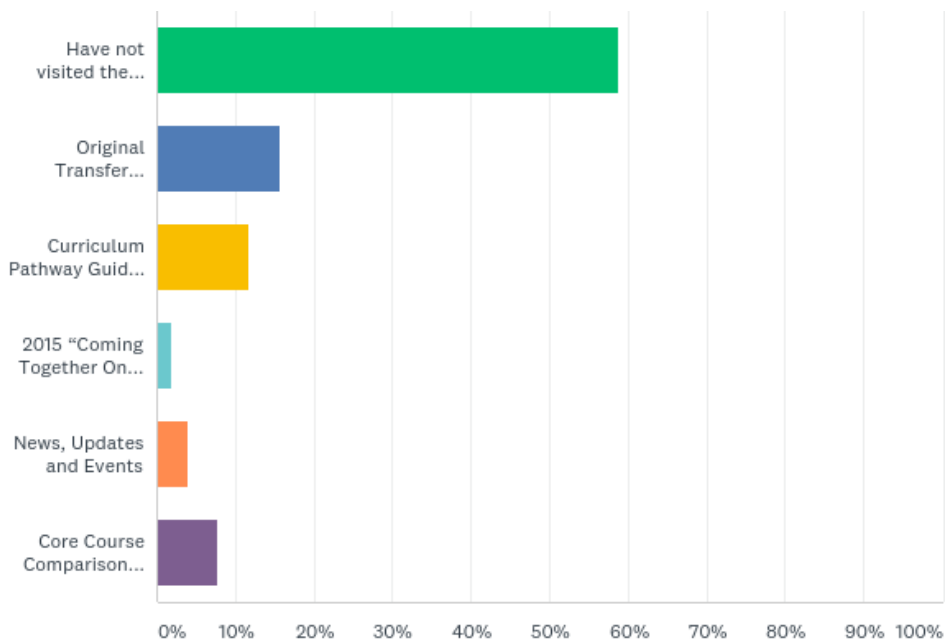
ANSWER CHOICES	RESPONSES	
Have not visited the resource site	58.82%	30
Original Transfer Agreement for either Business, Human Resources, Accounting or Marketing	15.69%	8
Curriculum Pathway Guide (CPG) for either Business, Human Resources, Accounting or Marketing	11.76%	6
2015 "Coming Together On Common Ground" Conference Information	1.96%	1
News, Updates and Events	3.92%	2
Core Course Comparison spread sheet	7.84%	4
TOTAL		51

Q9: Of the information made available on the ONCAT Resource site identified in #8 above, which have been the most valuable? Select all that apply:

Answered: 21   Skipped: 46

- The most used resources are the Original transfer agreements, followed by the CPG and original agreements
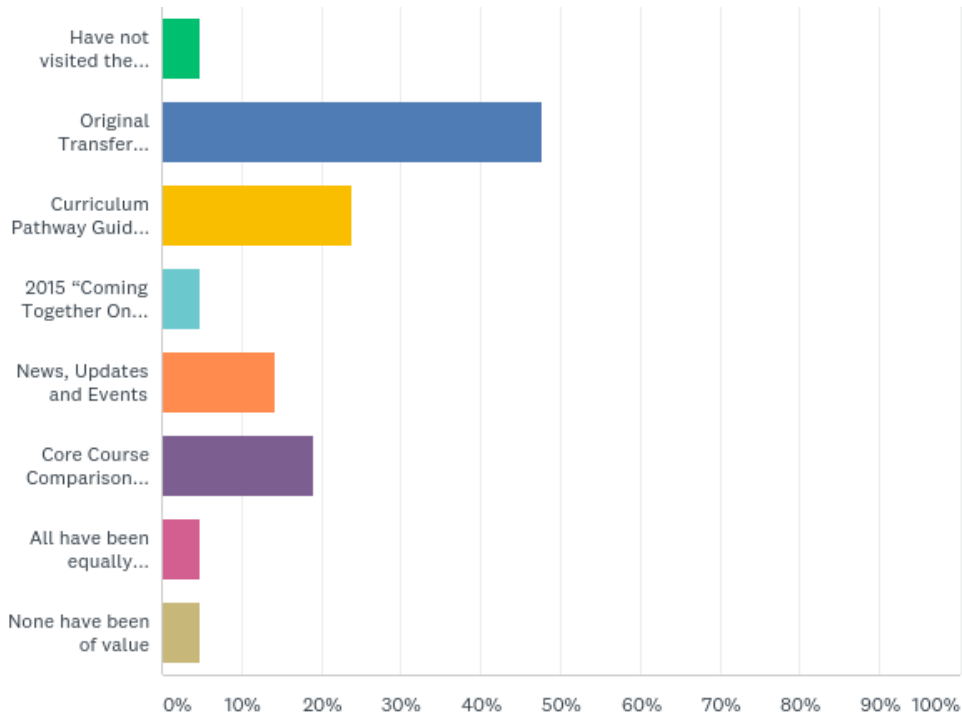
ANSWER CHOICES	RESPONSES	
Have not visited the resource site	4.76%	1
Original Transfer Agreement for either Business, Human Resources, Accounting or Marketing	47.62%	10
Curriculum Pathway Guide (CPG) for either Business, Human Resources, Accounting or Marketing	23.81%	5
2015 "Coming Together On Common Ground" Conference Information	4.76%	1
News, Updates and Events	14.29%	3
Core Course Comparison spread sheet	19.05%	4
All have been equally valuable	4.76%	1
None have been of value	4.76%	1
Total Respondents: 21		

Q10: Which College are you representing? Please Select from drop down list.

Answered: 50   Skipped: 17

ANSWER CHOICES	RESPONSES	
Algonquin College	8.00%	4
Cambrian College	4.00%	2
Canadore College	0.00%	0
Centennial College	4.00%	2
College Boreal	0.00%	0
Conestoga College	10.00%	5
Confederation College	2.00%	1
Durham College	2.00%	1
Fanshawe College	2.00%	1
Fleming College	4.00%	2
George Brown College	8.00%	4
Georgian College	4.00%	2
Humber College	8.00%	4
La Citie Collegiale	0.00%	0
Lambton College	4.00%	2
Loyalist College	6.00%	3
Mohawk College	6.00%	3
Niagara College	2.00%	1
Northern College	0.00%	0
Sault College	2.00%	1
Seneca College	8.00%	4
Sheridan College	6.00%	3
St. Clair College	2.00%	1
St. Lawrence College	8.00%	4
TOTAL		50

Q11: Which of the options below best describes the area you work in?

Answered: 50   Skipped: 17

- Majority of respondents were from the Academic Schools, where the agreements originated.
- However, most are completely unaware of the agreements.
- Complete answers to Other in **Appendix B4**
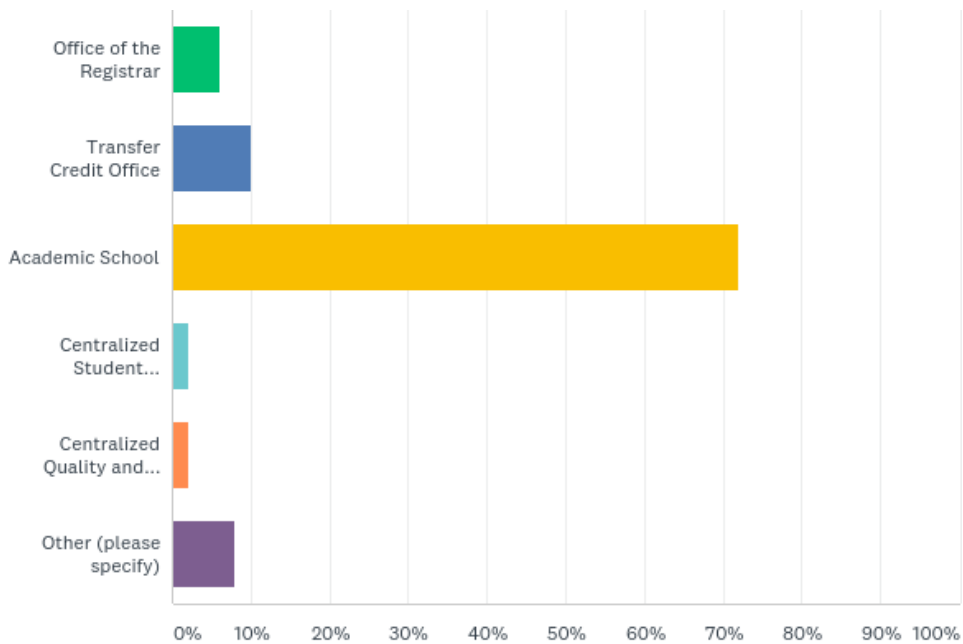
ANSWER CHOICES	RESPONSES	
Office of the Registrar	6.00%	3
Transfer Credit Office	10.00%	5
Academic School	72.00%	36
Centralized Student Advising	2.00%	1
Centralized Quality and Assurance Office	2.00%	1
Other (please specify)	8.00%	4
TOTAL		50

Q1: How familiar are you with the Heads of Business (HOB) Business Transfer Agreements?

2016 Results

The Current survey, indicates 64% were at least moderately familiar with the agreements. Compared to 82% moderately or more familiarity in 2016 with 6.4 % unfamiliar, compared to 13% almost two years later. However, given the small sample size in the categories, these are not statistically significant.

2016 HOB Survey Results to Q1

ANSWER CHOICES	RESPONSES	
Not at all Familiar	6.41%	5
Slightly Familiar	11.54%	9
Moderately Familiar	34.62%	27
Very Familiar	37.18%	29
Extremely Familiar	10.26%	8
TOTAL		78
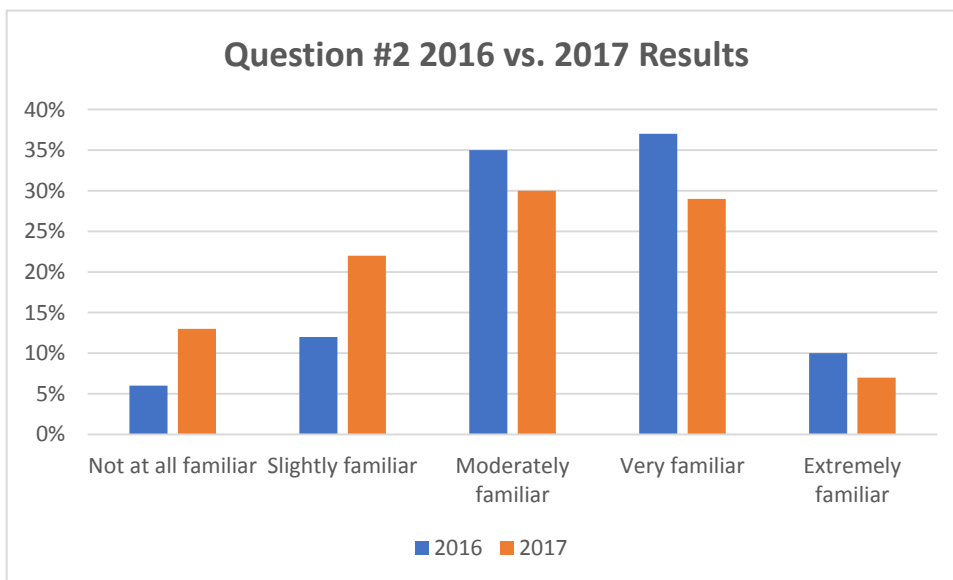
Question #2 2016 vs. 2017 Results

Q4: Does your college have a specific process in place to work with HOB transfer students?

- I believe so but this happens in our reg office.
- I don't know
- Unknown
- Yes, but not always simple to identify
- Not sure
- Students are assessed on a course by course basis with the intent to provide as many transfer credits as possible
- I believe so.
- I am not aware of a specific process for HOB transfer students
- Not sure, regular transfers, yes
- It is handled on a case by case basis

Appendix B3: Question 8 Comparison to 2016 Results

Q8: Under the Projects tab on the ONCAT web site: www.oncat.ca or (Click here to see the site) a number of resources have been made available. These resources are to assist the college community in advising students, wishing to transfer through the Heads of Business Transfer Agreements. Of the resources made available, which have you utilized in the past year:

Answers to question 8, compared the same question asked in the 2016 survey

- In comparison to the 2016 survey. The most used resource is still the original transfer agreement, followed by the Curriculum Pathway Guide (CPG) with the Core Course Comparison Document a close third.
- In 2016 only 38.6% of the respondents had not visited the ONCAT HOB Project site, compared to the current 58.8%.

ANSWER CHOICES	RESPONSES	
Have not visited the resource site	38.46%	30
Original Transfer Agreement for either Business, Human Resources, Accounting or Marketing	25.64%	20
Curriculum Pathway Guide (CPG) for either Business, Human Resources, Accounting or Marketing	11.54%	9
2015 "Coming Together On Common Ground" Conference Information	3.85%	3
News, Updates and Events	3.85%	3
Core Course Comparison spread sheet	16.67%	13
TOTAL		78
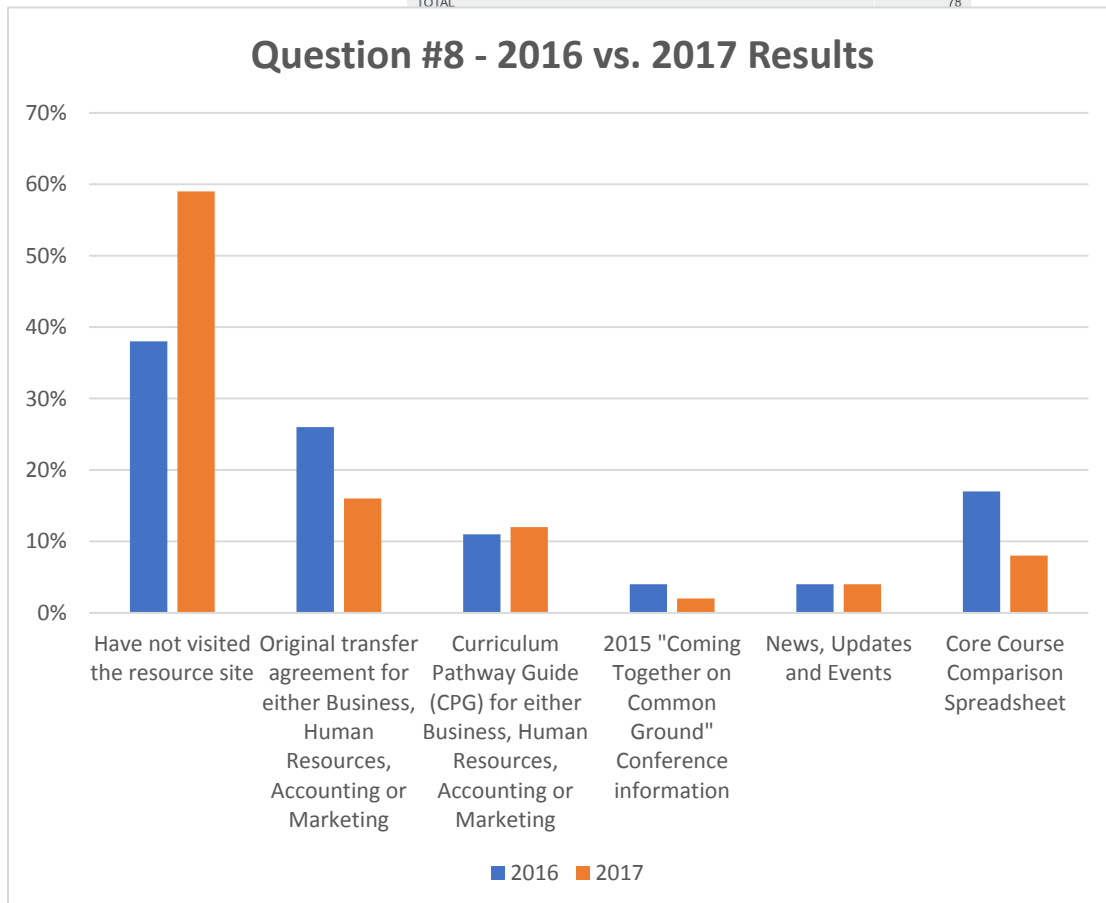
Question #8 - 2016 vs. 2017 Results

Q11: Which of the options below best describes the area you work in?

- Coordinator
- Pathways Office - Transfer Credits, Pathways, & PLAR
- Instructor and Program Coordinator
- Faculty

Ontario Heads of Business

ONCAT
Ontario Council on
Articulation and Transfer

Research on Current System-Level Business Transfer Agreements - Awareness, Usage and Maintenance/Sustainability

Ontario Colleges Heads of Business
ONCAT Project # 2017-36

Curriculum Pathway Guides Analysis

Final Report: Appendix C

May 2018

Prepared by:

Introduction

The Ontario Council on Articulation and Transfer (ONCAT) was created to enhance student pathways and reduce barriers for students looking to transfer among Ontario's 45 public postsecondary institutions[5]. As part of this mandate ONCAT funded the Ontario College's Heads of Business (HOB) research project to evaluate the HOB System-Wide Transfer agreements that were signed by Ontario's 24 Colleges in 2014, including the Business, Accounting, Human Resources and Marketing diploma and advanced diploma programs.

The research had several goals:

1. Provide insight into institutional processes required to support student mobility.
   Research Question: What is the awareness level of students and college staff of the system level agreements?

2. Contribute to our understanding of the student experience of transfer.
   Research Question: What are the student's attitudes towards their experiences after they have transitioned and what barriers/supports do they report related to their transfer?

3. Generate and analyze new quantitative information on student mobility in Ontario.
   Research question: How many students have benefited (intentionally/unintentionally) from the system-wide transfer agreements?

4. Analyze promising practices in facilitating transfer and supporting transfer student success.
   Research Question: How effective has the promising practice of Curriculum, Pathway Guides (CPGs) been as a process to keep transfer agreements current?

To answer these questions, a research plan consisting of seven components was developed;

Research Methodology

1. Review and analysis of Ontario College Application Service (OCAS) data and a review and analysis of Ontario Council on Articulation and Transfer (ONCAT) data, where available.
2. Online survey of college staff and administrators.
3. Review and update of HOB Curriculum Pathway Guides (CPG)
4. Review and analysis of transfer student data from the colleges with the most transfer (as derived from the data in 1.)

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[5] ONCAT website (http://www.oncat.ca/index_en.php?page=about)

5. Review and analysis of Ontario College web sites as pertinent to College-to-College transfer opportunities
6. Online survey of students that have transferred within business program
7. Focus groups/interviews with Program Coordinators and Transfer Credit staff where they exist.

This report is an analysis and review of the Heads of Business (HOB) Curriculum Pathway Guides (CPG) for all 24 colleges

Background

The Heads of Business Transfer agreements for Accounting, Business, Human Resources, and Marketing identified specific courses colleges need to include in their curriculum during the first year of a program and those to be included by the end of the second year of a program's curriculum. These courses were deemed as "Core Courses". Colleges were to comply with offering their individual versions of the core courses. Each college had flexibility to recognize other credits to make up either one year, or two years of transfer credit. The premise was that the agreement was for students who were academically complete in each year. The agreements have a 7-year renewal cycle, and a designated ongoing steering committee for oversight including representation from all college regions, registrars (CRALO) and Ontario College Heads of Marketing representation.

In 2014 during the implementation of the Heads of Business HOB transfer agreements, Curriculum Pathways Guides (CPGs) were established for each of the four disciplines. (See Appendix C1 for a detailed overview of courses). Utilizing the approved annual College Program Calendars, the guides compared the Core Courses and other Ancillary Courses from one college to another. These guides served several purposes:

1. To confirm college alignment with the agreed upon core course sequencing
2. To provide a tool for colleges to quickly determine which courses to recognize automatically or to include in their credit transfer database, where available
3. To provide a mechanism for quick review/comparison of course offerings from one college to another

The CPGs were updated in 2016 at the end of the implementation project and then again with the commencement of this project, for the 2017/2018 academic year. The following is an analysis of each of these guides as of fall 2017.

Results

Business

Twenty-three, of the twenty-four Ontario Colleges deliver Business, MAESD #50200 and/or Business Administration, MAESD #60200. In 2016, Business Programs at seven of the twenty-three Colleges did not meet the agreed upon Core Course sequencing. In 2017 that number had decreased to four.

- Sheridan College – as with many of their Business programs, employs a significant number of elective options for their students. Should a student wish to transfer, an advisor would be in a position to ensure the appropriate Core Courses were taken.
- St. Clair – chose to abstain from the agreement for Business, in 2014, and has continued through 2018.
- Algonquin and La Cite have agreed to the Core Course alignment but have not adjusted their Core Courses for Business to reflect that decision.

Business MAESD #50200, #60200 Core Course Alignment Issues	
2016	**2017**
Algonquin	Algonquin
Centennial	
Fleming	
La Cite	La Cite
Lambton	
Sheridan	Sheridan
St. Clair	St. Clair
7	**4**

Human Resources

Business - Human Resources, MAESD #50223 and Business Administration – Human Resources, MAESD #60223 is currently offered at fourteen of the Ontario Colleges, down from fifteen in 2016. Many of the colleges delivering these programs work very closely with the Human Resources Professional Association of Ontario, HRPAO, to ensure their curricula meets the association's requirements for their graduates. In 2016, five of the fifteen colleges did not have their Core Courses aligned with the agreed upon sequencing. That number decreased in 2017 to three colleges.

Human Resources MAESD#50223, #60223 Core Course Alignment Issues	
2016	**2017**
Algonquin	Algonquin
Centennial	
Durham	Durham
Lambton*	*Program discontinued*
Sheridan	Sheridan
5	**3**

Marketing

The Marketing Diploma, MAESD# 52900 and/or Advanced Diploma MAESD# 62900 is delivered at eighteen of the Ontario Colleges. In both 2016 and 2017 there were seven colleges that did not meet the Core Course Sequencing required by the agreements. Several colleges implemented program Course Calendar changes, which impacted their alignment to the provincial agreement, while others made no changes at all. Centennial's adjustments improved their Core Course alignment, however Conestoga and Mohawk made changes which impacted their alignment negatively. Thereby adding them to the list in 2017.

The chart below illustrates the colleges with Core Course alignment issues in 2016 and 2017.

Marketing MAESD #52900, #62900 Core Course Alignment Issues	
2016	**2017**
Algonquin	Algonquin
Centennial	
	Conestoga
Durham	Durham
Humber	Humber
La Cite	La Cite
	Mohawk
Lambton*	*Program discontinued*
St. Lawrence	St. Lawrence
7	**7**

As it pertains to the Marketing discipline, there appears to be one course in common with the above colleges listed for 2017/18. Organizational Behaviour, a required course by the end of Year 2, is not offered within these Marketing Programs.

Accounting

As with the Human Resources programs, most Accounting programs delivered in the province align with the Chartered Professional Accountants (CPA) requirements, particularly CPA's Advanced Certificate in Accounting and Finance (ACAF). This affiliation and accreditation ensures graduates can work towards the various designations required by the association and some employers.

All 24 Ontario Colleges deliver Business – Accounting MAESD #50100 and /or Business Administration – Accounting MAESD #60100 programs. As with the Marketing programs, course calendar changes at several colleges brought about interesting results. In 2016, six of the twenty-four colleges were identified as not meeting the Core Course alignment for the agreement. That number increased to 10 in 2017. Conestoga, Mohawk, Sheridan and St Lawrence College all made changes to their curriculum which negatively impacted their

alignment to the provincial agreement. The chart below indicates the colleges not aligned with the provincial agreement for 2016 and 2017.

Accounting MAESD #50100, #60100 Core Course Alignment Issues	
2016	**2017**
Algonquin	Algonquin
Boreal	Boreal
	Conestoga
Durham	Durham
Humber	Humber
La Cite	La Cite
	Mohawk
Seneca	Seneca
	Sheridan
	St. Lawrence
6	**10**

There is some consistency to the courses in conflict, for example Organizational Behaviour, which is a required Core Course by the end of the second year, is delivered in the third year or not at all in most of the programs listed.

It should be noted that historically accounting curriculum had aligned with the requirements of CGA Ontario to ensure maximum credit recognition for CGA's designation requirements and that during the implementation phase of the agreements between 2013 and 2015 CGA Ontario was in the process of unification with the new Chartered Professional Accountants (CPA) professional body. This historic change in the profession required all the colleges to map out and re-apply for course recognition in order to align with the newly developed CPA Advanced Accounting and Finance Certificate (ACAF). Some colleges were reluctant to make changes during the implementation phase of these agreements until explicit details and direction were provided by the CPA.

Observations

The data appears to indicate there is still a lack of knowledge or misinterpretation around these agreements within the Ontario Colleges. Leadership changes within the Business Schools and changes to faculty in the Program Coordinator role have a significant impact.

Should the core courses associated with these agreements continue to remain a priority for the implementation, ongoing oversite around curriculum changes is needed to improve effectiveness and student transfer. Currently, some colleges have internal Quality Assurance policies which require any curriculum changes be reviewed for their impact to

articulation/transfer agreements. However, there is no mechanism in place to warehouse the details of these agreements to ensure compliance.

Appendix C1 Curriculum Pathway Guide Analysis

Curriculum Pathway Guide Comparisons

BUSINESS

College	2016 Status				2017 Status			
	Year 1		Year 2		Year 1		Year 2	
	Course	Issue	course	Issue	Course	Issue	Course	Issue
Algonquin	Intro to Marketing	Offered in year 2	Organizational Behaviour	Not in program	Intro to Marketing	Offered in year 2	Organizational Behaviour	Offered in year 3
			Sales & Selling	Not in program			Customer Relations	Not in program
Centennial	Intro to Accounting	Offered in year 2	Business Law	Offered in year 3			Program Aligned with Agreement	
Fleming	Into to Marketing	Elective Option					Program Aligned with Agreement	
La Cite			Organizational Behaviour	Not in program			Organizational Behaviour	Not in program
Lambton			Operations Mgmt.	Offered in year 3			Program Aligned with Agreement	
Sheridan			Numerous Courses (5)	Not in program. All elective option for students			Mgmt. Accounting	Not in program Elective
							Marketing Customer Relations	Not in program Elective
							Organizational Behaviour	Not in program Elective
St. Clair			Marketing Customer Relations	Not in program			Marketing Customer Relations	Not in program
			Operations Mgmt.	Not in program			Operations Mgmt.	Not in program
7					4			

HUMAN RESOURCES

College	2016 Status				2017 Status			
	Year 1		Year 2		Year 1		Year 2	
	Course	Issue	course	Issue	Course	Issue	Course	Issue
Algonquin	Human Resources Mgmt	Offered in year 2	Training & Development	Offered in year 3	Human Resources Mgmt	Offered in year 2	Training & Development	Offered in year 3
			Occupational Health & Safetyt	Offered in year 3			Occupational Health & Safetyt	Offered in year 3
			Compensation	Offered in year 3			Compensation	Offered in year 3
			Gen Ed	Offered in year 3			Gen Ed	Offered in year 3
Centennial			Training and Development	Offered in year 3			Progam aligned with agreement	
			Compensation	Offered in year 3				
			Occupational H&S	Offered in year 3				
Durham	Business Writing	Offered in year 2	Compensation	Offered in year 3	Business Writing	Offered in year 2	Compensation	Offered in year 3
Sheridan	Business Writing	Offered in year 2	Training & Development	Offered in year 3	Business Writing	Offered in year 2	Training & Development	Offered in year 3
			Compensation	Offered in year 3			Compensation	Offered in year 3
5					4			

MARKETING

College	2016 Status				2017 Status			
	Year 1		Year 2		Year 1		Year 2	
	Course	Issue	course	Issue	Course	Issue	Course	Issue
Algonquin	Intro to Marketing	Offered in year 2	Organizational Behaviour	Not in program	Into to Marketing	Offered in year 2	Organizational Behaviour	Not in program
	Business Math	Not in program	Sales & Selling	Offfered in year 3			Sales & Selling	Offered in year 3
			Gen Ed	Offfered in year 3			Gen Ed	Offered in year 3
Centennial	Accounting	Not in program	Organizational Behaviour	Not in program	Program aligned with agreement			
			Marketing Research	Offered in year 3				
Conestoga	Program aligned with agreement				Accounting	Offered in year 2	Organziational Behaviour	Not in program
Durham			Organziational Behaviour	Not in program			Organziational Behaviour	Not in program
Humber			Organizational Behaviour	Not in program. Elective option			Organizational Behaviour	Not in program. Elective option
La Cite			Organziational Behaviour	Not in program			Organziational Behaviour	Not in program
Mohawk	Program aligned with agreement				Computer Applications	Offered in year 3	Organizational Behaviour	Not in program
Lambton			Organziational Behaviour	Not in program	Program no longer offered.			
St. Lawrence			Organziational Behaviour	Not in program			Organziational Behaviour	Not in program
7					7			

ACCOUNTING   * Courses delivered in opposite term of the agreement. Still in alignment with agreement as written. Presents complications for transfering students as it is a first year core course

College	2016 Status				2017 Status			
	Year 1		Year 2		Year 1		Year 2	
	Course	Issue	course	Issue	Course	Issue	Course	Issue
Algonquin	Microeconomics	Not found in 2 yr prgrm	Accounting Fundamentals	Offered in year 3	Microeconomics	Not found in 2 yr prgrm	Accounting Fundamentals	Offered in year 3
			Organizational Behaviour	Not in program			Organizational Behaviour	Not in program
Boreal	*Microeconomics*	*Offered in year 2*	Organizational Behaviour	Not in program	*Microeconomics*	*Offered in year 2*	Organizational Behaviour	Not in program
Conestoga	Program aligned with agreement						Organizational Behaviour	Offered in year 3
Durham	*Microeconomics*	*Offered in year 2*	Organizational Behaviour	Not in program	*Microeconomics*	*Offered in year 2*	Organizational Behaviour	Not in program
Humber	Microeconomics	Offered in year 2 elective	Organizational Behaviour	Elective option	Microeconomics	Not in program	Organizational Behaviour	Not in program
La Cite	*Microeconomics*	*Offered in year 2*	Organizational Behaviour	Not in program	*Microeconomics*	*Offered in year 2*	Organizational Behaviour	Not in program
			Accounting Information Syst	Not in program			Accounting Information Syst	Not in program
Mohawk	Program aligned with agreement						Organizational Behaviour	elective option only
Seneca			Macroeconomics	3 yr program/offered in year 3			Macroeconomics	3 yr program/offered in year 3

ACCOUNTING

College	2016 Status				2017 Status			
	Year 1		Year 2		Year 1		Year 2	
	Course	Issue	course	Issue	Course	Issue	Course	Issue
Sheridan	Program aligned with agreement						Organizational Behaviour	elective option only
St. Lawrence	Program aligned with agreement				Microeconomics	Not in program		
6					10			

Ontario Heads of Business

ONCAT
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Research on Current System-Level Business Transfer Agreements- Awareness, Usage and Maintenance/Sustainability

Ontario Colleges Heads of Business
ONCAT Project # 2017-36

College Transfer Student Data Summary

Final Report: Appendix D

May 2018

Prepared by:

Introduction

The Ontario Council on Articulation and Transfer (ONCAT) was created to enhance student pathways and reduce barriers for students looking to transfer among Ontario's 45 public postsecondary institutions1[6]. As part of this mandate ONCAT, in conjunction with the Ontario College's Heads of Business (HOB) engaged in this research project ONCAT Project 2017 #36 to evaluate the HOB System-Wide Transfer agreements that were signed by Ontario's 24 Colleges in 2014, including the Business, Accounting, Human Resources and Marketing diploma and advance diploma programs.

The research had several goals;

1. Provide insight into institutional processes required to support student mobility.
   Research Question: What is the awareness level of students and college staff of the system level agreements?

2. Contribute to our understanding of the student experience of transfer.
   Research Question: What are the student's attitudes towards their experiences after they have transitioned and what barriers/supports do they report related to their transfer?

3. Generate and analyze new quantitative information on student mobility in Ontario.
   Research question: How many students have benefited (intentionally/unintentionally) from the system-wide transfer agreements?

4. Analyze promising practices in facilitating transfer and supporting transfer student success
   Research Question: How effective has the promising practice of Curriculum, Pathway Guides (CPGs) been as a process to keep transfer agreements current?

To answer these questions, a research plan consisting of seven components was developed;

Research Methodology
1. Review and analysis of Ontario College Application Service (OCAS) data, and a review and analysis of Ontario Council on Articulation and Transfer (ONCAT) data, where available.
2. Online survey of college staff and administrators.
3. Review and update of HOB Curriculum Pathway Guides (CPG)
4. Review and analysis of transfer student data from the colleges with the most transfer (as derived from the data in 1.)

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[6] ONCAT website (http://www.oncat.ca/index_en.php?page=about)

Appendix D: College Transfer Student Data Summary   *Page D-2*
ONCAT Project 2017-36

5. Review and analysis of Ontario College Web sites as it pertains to College-to-College transfer opportunities
6. Online survey of students that have transferred within business program
7. Focus groups/interviews with Program Coordinators and Transfer Credit Staff/Offices where they exist.

This report is the result of the fourth research component, a review and analysis of the Ontario colleges with the largest numbers of student transfers, based on the analysis of the OCAS transfer data.

Methodology

The purpose of this component is to contribute to our understanding of the student experience of transfer and to generate new quantitative data that can help measure that experience. The overarching research question addressed with this report is:

How many students benefited (intentionally/unintentionally) from the system-wide transfer agreements?

In addition, to help generate new quantitative data and to potentially measure the student experience;

a) Was there a change in transfer activity following the implementation of the HOB transfer agreements?
b) Are students successful following a transfer to a new college?
c) Did the student successfully complete their program after transition to a new school?

A review and analysis of the OCAS data collected in the fall of 2017 identified eight colleges as experiencing significantly greater transfer activity than their counterparts in the system. The colleges identified in this analysis were George Brown, Humber, Fanshawe, Seneca, Algonquin, Mohawk, Georgian and Sheridan College.

Receiving Transfer Credit Ranking						
	Ranking of Business Transfers by Year				Overall Ranking (4 years)	
COLLEGE	2013	2014	2015	2016	Business	Other
George Brown	1	1	1	1	1	1
Humber	1	2	2	3	2	2
Fanshawe	4	4	5	2	3	4
Seneca	3	3	3	7	4	3
Algonquin	8	7	6	4	5	6
Mohawk	9	6	6	7	6	6
Georgian	13	7	6	11	7	10
Sheridan	5	5	4	13	8	5

Research and Ethics

In October 2017 an application for Research Ethics Board (REB) review was forwarded to seven of the colleges. Due to a lengthy labour disruption of the Ontario College academic bargaining unit approval from these colleges was significantly delayed with some approvals arriving as late as March 2018. A late addition to this group was Georgian College with REB application submission in late January 2018. Due to delays in submission and receipt of REB permission, Georgian was not included in this research.

Process

Upon receipt of a College's REB approval, an email (*Appendix D1*) was forwarded to the HOB member at the college, requesting assistance with the following:

1. Completion of a spreadsheet (*Appendix D2*) seeking additional quantitative data around the transfer students within their Business programs
2. Sending an email with a survey link to all students that transferred into a business program at the college

The HOB members then reached out to their respective offices, Institutional Research, Credit Transfer or Admissions to set about the gathering of the requested data.

Each college was provided the total number of students entering their Business programs from another Ontario College in 2013, 2014, 2015 and 2016. (See *Appendix D2*). No names or student numbers were made available. The Colleges were asked to review academic records to provide the following information for each student:

College Data Requested
The specific program registered in?
The number of credits received upon admission to their program
Was this a Heads of Business Transfer Agreement?
Sending College Transcript Data
What was the student's GPA at the sending college?
How many credits did the student earn at their sending institution?
Was the student in Academic Good Standing at their sending institution?
Credit Transfer data base
Of the credits received, how many were in your internal college Credit Transfer database at the time of admission?"
How many of the credits received are now in your internal college Credit Transfer database?
Academic Status
Did the student successfully complete their program? (Yes/In Progress/No)
What is the student's current or graduating GPA?

The Results

A response was received from six of the seven colleges, with each expressing significant difficulty in acquiring the information requested. Two of the colleges were unable to provide any student data for 2013 and 2014. Only one college was able to provide data for all requested years

COLLEGE	Data Request Status
George Brown	Data for all years received, limited sending College data available
Humber	No Data available for 2013 & 2014, limited sending college data available
Fanshawe	Data for all years received,
Seneca	No Data available for 2013 & 2014, limited sending college data available
Algonquin	Data for all years received, no academic transcript data available
Mohawk	Data for all years received, limited sending college data available
Sheridan	No response

The transfer student data reported by the colleges differs from the student transfer data provided by OCAS and the difference highlights a significant challenge in collecting and analyzing Ontario student transfers (Appendix D4). There is no incentive for the college system (colleges and OCAS) to implement the necessary changes to the Ontario College online application or for the colleges to implement the necessary changes to their individual Student Information Systems. Without specific tracking of transfers, transfer data will be implied from other, related data.

Course Credit Transfer

The reporting colleges identified the number of students receiving credit transfer in their Diploma and Advanced Diplomas beginning with a total of forty-eight in 2013, dropping to thirty-three in 2014 and with a significant rise in 2015 to ninety-three with seventy-four in 2016.

Regarding the reporting of credit transfers received by individual students, some colleges identified the total credit hours received while others identified the number of courses for which a credit transfer was granted. For comparative purposes, when a college reported total credit hours an average of 3 credits per course was assumed.

In 2013 prior to the implementation of the HOB Agreements, a student transferring into one of the two-year diploma programs, would receive on average 5.2 courses through Credit Transfer and in the three-year advanced diploma almost 6.2 courses. By 2016 the average number of courses received by a student in one of the diploma programs had dropped to 4.4 courses with the advanced diploma up to 7.7. (*Appendix D3*)

AVEREAGE # OF COURSES RECEIVING CREDIT TRANSFER						DIPLOMA PROGRAMS
Academic Year	# of Students	Business - Accounting MAESD# 50100	Business MAESD# 50200	Business - Human Resources MAESD# 50223	Business - Marketing MAESD# 52900	Diploma Average # of Courses Credit Transfer Received
2013	24	7.2	7.0	3.5	3.2	5.2
2014	19	6.8	3.3	6.0	4.7	5.2
2015	52	2.8	12.0	5.5	4.1	6.1
2016	37	4.2	4.5	6.3	2.6	4.4

AVEREAGE # OF COURSES RECEIVING CREDIT TRANSFER						ADVANCED DIPLOMA PROGRAMS
Academic Year	# of Students	Business Admin Accounting MAESD# 60100	Business Admin. MAESD# 60200	Business Admin. Human Resources MAESD# 60223	Business Admin. Marketing MAESD# 62900	Adv. Diploma Average # of Courses Credit Transfer Received.
2013	24	5.8	14.0	5.0	0.0	6.2
2014	17	4.3	5.0	5.0	4.1	4.6
2015	41	5.0	4.2	5.0	11.5	6.4
2016	41	7.5	5.3	10.5	7.4	7.7

Student Academic Achievement

The Colleges were unable to identify whether any of the students were HOB transfer students. Regarding the student Grade Point Average (GPA), there is a significant amount of inconsistency when it comes to the colleges' abilities to provide "Sending College" transcript data for these students. In 2013 only one college was able to share sending college transcript data which had by 2014 increased to three of the top seven colleges. Regarding current/graduating transcript data; in 2013 only three colleges could provide this information which increased to five in 2016. The Colleges were also unable to identify if the students had completed their prescribed year at the sending college nor if they were in "good standing" at the time of application.

In addition, some colleges did not have access to the sending college's GPA and could only report percentages or letter grades. Assumptions below were made to facilitate comparisons.

Grade Point Average Assumptions

Percentage	Letter Grade	GPA
40 – 49 %	F	0 - 1
50 - 59 %	D	1.0 - 1. 9
60 - 69 %	C	2.0 - 2.9
70 - 79 %	B	3.0 - 3.9
80 - 90 %	A	4.0 - 4.9
90 to 100 %	A+	5.0 - 5.9

A comparison of students' average GPA from their sending college to current/graduating GPA for all four years indicates an increase of between .4 and .6 grade points in each year. Excluding 2013, the highest GPA each year also increased from that of the sending college to current/graduating GPA.

	Student's GPA at the sending college.				Student's current or graduating GPA.			
	# OF COLLEGES REPORTING	AVERAGE	MEDIAN	HIGH	# OF COLLEGES REPORTING	AVERAGE	MEDIAN	HIGH
2013	1	2.6	3.2	4.4	3	3.0	2.9	3.8
2014	2	2.4	2.2	4.1	3	3.2	3.2	4.4
2015	3	2.6	2.9	3.2	5	3.2	3.1	3.8
2016	3	3.0	3.2	3.7	5	3.4	3.5	3.9

Academic Completion Rate

At the time of reporting, of the students who entered with credit transfers in 2013, 63% either completed or were in progress of completing their studies. That percentage decreased in 2014 with no more than 34% completing or working towards completion of their program. The number increased in 2015 to 96% with 72 % of the students in 2016 having either completed or in progress towards completion.

Did the student successfully complete their program?
(Yes/In Progress/No)

	# OF COLLEGES REPORTING	YES	IN PROGRESS	NO
2013	3	59%	4%	37%
2014	3	29%	5%	66%
2015	5	80%	16%	4%
2016	5	28%	54%	18%

Observations

Colleges do not track the information required to provide significant measurable data. The addition of SIS fields related to student transfer or more robust use of the Ontario Education Number data would provide additional insight into the volume and direction of student transfer between the HOB transfer agreement programs.

Since 2013 numbers of colleges able to report on 'sending college' data is increasing.

The number of students transferring is quite small, with the six colleges collectively reporting an average of 63 students per year over the past four years.

On average students achieve a higher GPA at their receiving college then achieved at their sending college. It could be implied that students are successful following transfer.

Despite the implementation of the HOB agreements there was no significant change from 2013 to 2016 in the number of courses for which a student receives credit. Colleges have traditionally and continue to provide as much credit as possible for students transferring into their programs from another college

Appendix D1: Email to HOB Membership

Dear (HOB Member)

On behalf of the Heads of Business (HOB) Transfer Agreement Steering Committee, I am reaching out with a request for assistance gathering data to support the HOB ONCAT funded project ''Research on Current System-Level Business Transfer Agreements – Awareness, Usage and Maintenance/Sustainability'. Further context and details of the request follow below.

Background

Out of a previous HOB project, province-wide transfer agreements for Business, Accounting, Marketing and Human Resources diploma and advanced diploma programs were implemented in November 2014. These were the first system-wide agreements in the province and they continue to pave the way for other agreements of this nature.   Assessing the impact of the business agreements on the system and on individual college processes, will be critical in improving student mobility province wide. The goal of the current project is to:

- ▶ Provide insight into institutional processes required to support student mobility.
- ▶ Contribute to an understanding of the student experience of transfer.
- ▶ Generate and analyze new quantitative information on student mobility in Ontario.
- ▶ Analyze promising practices in facilitating transfer and supporting transfer student success.

HOB Research Project Committee

Karen Murkar, Chair, School of Accounting and Financial Services, Seneca College

Mary Pierce, Chair, Lawrence Kinlin School of Business, Fanshawe College

Amanda Stone, Chair, Business, Business & Management Studies Centennial College

This research is being conducted by Cookson Consulting Group, under the leadership of Jeannine Cookson and Scott Walker cc'd.

A recent collection of data through OCAS, revealed Seneca College as having significant transfer activity within the Business programs.

Our Request

In conjunction with the Office of the Registrar and/or other internal resources;

3. Complete the attached spreadsheet. We are seeking your assistance in gathering additional quantitative data around the transfer students within your Business programs
4. Send the attached letter with survey link to all students that transferred into a business program at your college from another college.

---

1. REB Approval letter for Seneca College
2. HOB – Seneca Transfer Data EXCEL file, to be completed
3. Email to be sent to students with Link to our online survey.

We are requesting a completion date of **Friday March 2, 2018** if possible**.** If you have any questions pertaining to the attached information, please feel free to reach out

Sincerely

Jeannine Cookson

Jeannine Cookson MA
President/Lead Consultant
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Canada

Appendix D2: College Data Submissions

Transfer Student -Transfer Status

College: **Sheridan College**

Complete the spread sheet for each student who has transferred into your colleges Business program(s) from another Business Program.

Transfer Student			# of Credits Received upon admission into specific program									Agreement	Sending College Transcript Information			Credit Transfer data base		Academic Status	
			2 Year Diploma				3 yr. Advanced Diploma												
Admission year	#	**Student** *Number of students listed below is based on OCAS data.*	Business - Accounting MAESD# 50100	Business MAESD# 50200	Business - Human Resources MAESD# 50223	Business - Marketing MAESD# 52900	Business Admin Accounting MAESD# 60100	Business Admin. MAESD# 60200	Business Admin. Human Resources MAESD# 60223	Business Admin. Marketing MAESD# 62900	**Grand Total**	Was this an identified, HoB Transfer Agreement Transfer? (Y/N)	What was the student's GPA at the sending college?	How many credits did the student earn at their sending institution?	Was the student in Academic Good Standing at their sending institution? (Y/N)	Of the credits received, how many were in your internal college Credit Transfer data base at the time of admission?	How many of the credits received are now in your internal college Credit Transfer data base?	Did the student successfully complete their program? (Yes/In Progress/No)	What is the student's current or graduating GPA?
2013	1	SheridanCollege									0								
	2	SheridanCollege									0								
	3										0								
	4										0								
	5										0								
											0								
2013 Total	**2**	**Total**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**								
2014	1	SheridanCollege									0								
	2	SheridanCollege									0								
	3	SheridanCollege									0								
	4	SheridanCollege									0								
	5	SheridanCollege									0								
	6	SheridanCollege									0								
	7	SheridanCollege									0								
	8	SheridanCollege									0								
	9	SheridanCollege									0								
	10	SheridanCollege									0								
	11	SheridanCollege									0								
	12										0								
2014 Total	**11**	**Total**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**								
2015	1	SheridanCollege									0								
	2	SheridanCollege									0								
	3	SheridanCollege									0								
	4										0								
	5										0								
2015 Total	**3**	**Total**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**								
2016	1	SheridanCollege									0								
	2	SheridanCollege									0								
											0								
2016 Total	**2**	**Total**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**								

Appendix D3: College Transfer Student Data

College Transfer Student Data
College: SUMMARY

Admission year	#	Colleges	2yr Bus-Accounting (MAESD# 50100)	2yr Business (MAESD# 50200)	2yr Bus-Human Resources (MAESD# 50223)	2yr Bus-Marketing (MAESD# 52900)	Diploma	3yr Bus Admin Accounting (MAESD# 60100)	3yr Bus Admin. (MAESD# 60200)	3yr Bus Admin. Human Resources (MAESD# 60223)	3yr Bus Admin. Marketing (MAESD# 62900)	Advanced Diploma	Grand Total	OCAS Reported Numbers	Difference in Reporting Data	% of OCAS Reported Numbers	Courses 2yr Accounting (50100)	Courses 2yr Business (50200)	Courses 2yr HR (50223)	Courses 2yr Marketing (52900)	Diploma Total # of Credits and Average	Courses 3yr Admin Accounting (60100)	Courses 3yr Bus Admin (60200)	Courses 3yr HR (60223)	Courses 3yr Marketing (62900)	Adv. Diploma Total # of Credits and Average
2013	1	George Brown	2	0	0	0	2	3	2	2	0	7	9	15	6	60%	18.7	0.0	0.0	0.0	18.7	12.7	14.0	13.3	0.0	40
	2	Humber	NA	NA	NA	NA	0	NA	NA	NA	NA	0	0	17	17	0%	NA	NA	NA	NA	0	NA	NA	NA	NA	0
	3	Fanshawe	2	2	2	1	7	0	0	0	0	0	7	15	8	47%	11	27	7	1	46	0	0	0	0	92
	4	Seneca	NA	NA	NA	NA	0	NA	NA	NA	NA	0	0	10	10	0%	NA	NA	NA	NA	0	NA	NA	NA	NA	0
	5	Algonquin	3	5	0	5	13	15	0	1	0	16	29	11	-18	264%	17.0	21.7	0.0	18.0	56.7	91.0	0.0	1.7	0.0	206.0
	6	Mohawk	2	0	0	0	2	0	1	0	0	1	3	8	5	38%	18	0	0	0	18	0	28	0	0	64
Ommitted	7	Georgian	NA	NA	NA	NA		NA	NA	NA	NA	NA					NA	NA	NA	NA		NA	NA	NA	NA	
No Response	8	Sheridan	NA	NA	NA	NA		NA	NA	NA	NA	NA	0				NA	NA	NA	NA		NA	NA	NA	NA	
		Average															7.2	7.0	3.5	3.2	5.2	5.8	14.0	5.0	0.0	6.2
2013 Total		Total	9	7	2	6	24	18	3	3	0	24	48	76	28		64.7	48.7	7.0	19.0	139.3	103.7	42.0	15.0	0.0	402
2014	1	George Brown	2	0	1	1	4	3	2	1	3	9	13	18	5	72%	12.0	0.0	6.0	4.3	22.3	12	10	5	12.3	39.3
	2	Humber	NA	NA	NA	NA	0	NA	NA	NA	NA	0	0	15	15	0%	NA	NA	NA	NA	0	NA	NA	NA	NA	0
	3	Fanshawe	3	0	0	4	7	0	0	0	0	0	7	11	4	64%	17	0	0	21	38	0	0	0	0	76
	4	Seneca	NA	NA	NA	NA	0	NA	NA	NA	NA	0	0	12	12	0%	NA	NA	NA	NA	0	NA	NA	NA	NA	0
	5	Algonquin	1	1	0	2	4	8	0	0	0	8	12	8	-4	150%	9.3	3.3	0.0	11.3	24	35	0	0	0	83
	6	Mohawk	3	0	0	1	4	0	0	0	0	0	4	3	-1	133%	23	0	0	1	24	0	0	0	0	48
Ommitted	7	Georgian	NA	NA	NA	NA		NA	NA	NA	NA	NA					NA	NA	NA	NA		NA	NA	NA	NA	
No Response	8	Sheridan	NA	NA	NA	NA		NA	NA	NA	NA	NA	0				NA	NA	NA	NA		NA	NA	NA	NA	
		Average															6.8	3.3	6.0	4.7	5.2	4.3	5.0	5.0	4.1	4.6
2014 Total		Total	9	1	1	8	19	11	2	1	3	17	36	67	31		61.3	3.3	6.0	37.7	108.3	47.0	10.0	5.0	12.3	246.3
2015	1	George Brown	0	0	0	2	2	0	1	1	0	2	4	14	10	29%	0	0	0	20	20	0	21	5	0	26
	2	Humber	23	0	0	17	40	11	16	0	0	27	67	12	-55	558%	56	0	0	49	105	52	50	0	0	312
	3	Fanshawe	1	0	2	1	4	0	0	0	0	0	4	3	-1	133%	11	0	11	8	30	0	0	0	0	60
	4	Seneca	0	0	0	0	0	1	0	0	2	3	3	8	5	38%	0	0	0	0	0	11	0	0	23	34
	5	Algonquin	0	0	0	2	2	9	0	0	0	9	11	6	-5	183%	0	0	0	6	6	41.3	0.0	0.0	0.0	53.3
	6	Mohawk	0	3	0	1	4	0	0	0	0	0	4	8	4	50%	0	36	0	11	47	0	0	0	0	94
Ommitted	7	Georgian	NA	NA	NA	NA		NA	NA	NA	NA	NA					NA	NA	NA	NA		NA	NA	NA	NA	
No Response	8	Sheridan	NA	NA	NA	NA		NA	NA	NA	NA	NA	0				NA	NA	NA	NA		NA	NA	NA	NA	
		Average															2.8	12.0	5.5	4.1	6.1	5.0	4.2	5.0	11.5	6.4
2015 Total		Total	24	3	2	23	52	21	17	1	2	41	93	51	-42		67	36	11	94	208	104.3	71.0	5.0	23.0	579.3
2016	1	George Brown	1	0	0	0	1	3	0	0	2	5	6	15	9	40%	5	0	0	0	5	15.3	0.0	0.0	17.7	33.0
	2	Humber	7	1	1	14	23	6	14	1	1	22	45	4	-41	1125%	20	0	0	35	55	26.0	59.0	0.0	0.0	195.0
	3	Fanshawe	1	2	2	1	6	0	0	0	0	0	6	0	-6	#DIV/0!	6	16	19	4	45	0.0	0.0	0.0	0.0	90.0
	4	Seneca	0	0	0	0	0	1	0	1	1	3	3	1	-2	300%	0	0	0	0	0	23.0	0.0	21.0	12.0	56.0
	5	Algonquin	1	4	0	0	5	7	1	0	0	8	13	5	-8	260%	1.7	15.7	0.0	0.0	17.3	63.3	2.7	0.0	0.0	100.7
	6	Mohawk	2	0	0	0	2	0	3	0	0	3	5	2	-3	250%	18	0	0	0	18	0.0	33.0	0.0	0.0	69.0
Ommitted	7	Georgian	NA	NA	NA	NA		NA	NA	NA	NA	NA					NA	NA	NA	NA		NA	NA	NA	NA	
No Response	8	Sheridan	NA	NA	NA	NA		NA	NA	NA	NA	NA	0				NA	NA	NA	NA		NA	NA	NA	NA	0.0
		Average															4.22	4.52	6.33	2.60	4.4	7.5	5.3	10.5	7.4	7.7
2016 Total		Total	12	7	3	15	37	17	18	2	4	41	78	27	-51		50.7	31.7	19.0	39.0	140.3	127.7	94.7	21.0	29.7	543.7

Appendix D4: College -Transfer Student Transcript Data

Transfer Student Transcript Data
College: SUMMARY

Admission year	#	College	How many were identifed HoB Transfer	Student's GPA at the sending college. AVERAGE	MEDIAN	HIGH	% of earned credits granted at receiving College	Academic Good Standing YES	NO	Of the credits received, how many were in your internal college Credit Transfer database at the time of admission?	How many of the credits received are now in your internal college Credit Transfer database?	Complete program YES	IN PROGRESS	NO	Current/graduating GPA AVERAGE	MEDIAN	HIGH
2013	1	George Brown	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0	11%	11%	78%	3.1	2.9	3.9
	2	Humber	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	Fanshawe	N/A	2.6	3.2	4.4	62%	N/A	N/A	None	All	100%	0%	0%	3.2	3.5	4.0
	4	Seneca	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	Algonquin	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	Mohawk	N/A	N/A	N/A	N/A	N/A	N/A	N/A	No Database	No Database	67%	0%	33%	2.7	2.3	3.6
	8	Sheridan	0														
		AVERAGE		2.6	3.2	4.4	62%					59%	4%	37%	3.0	2.9	3.8
2014	1	George Brown	N/A	1.9	1.3	3.7	67%	N/A	N/A	36	38	15%	15%	69%	3.1	3.3	3.9
	2	Humber	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	Fanshawe	N/A	2.9	3.2	4.5	63%	N/A	N/A	All	All	71%	0%	29%	3.3	3.2	4.0
	4	Seneca	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	Algonquin	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	Mohawk	N/A	N/A	N/A	N/A	N/A	N/A	N/A	No Database	No Database	0%	0%	100%	3.15	3.2	5.4
	8	Sheridan	0														
		AVERAGE		2.4	2.2	4.1	65%					29%	5%	66%	3.2	3.2	4.4
2015	1	George Brown	N/A	1.9	1.9	2.3	83%	N/A	N/A	9	9	100%	0%	0%	3.2	3.1	3.8
	2	Humber	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	Fanshawe	N/A	2.9	3.2	3.4	75%	N/A	N/A	All	All	100%	0%	0%	3.1	2.9	3.8
	4	Seneca	N/A	3.1	3.6	3.9	N/A	N/A	N/A	Uknown	Block exemption	67%	33%	0%	3.3	3.3	3.5
	5	Algonquin	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	Mohawk	N/A	N/A	N/A	N/A	N/A	N/A	N/A	No Database	No Database	75%	25%	0%	3	2.9	3.8
	8	Sheridan	0														
		AVERAGE		2.6	2.9	3.2	79%					80%	16%	4%	3.2	3.1	3.8
2016	1	George Brown	0	2.5	2.7	3.9	93%	N/A	N/A	22	17	33%	67%	0%	3	3.4	3.7
	2	Humber	N/A	N/A	N/A	N/A	N/A	N/A	N/A			31%	31%	38%	3.4	3.1	4
	3	Fanshawe	0	3.5	3.8	3.8	73%	N/A	N/A	All	All	43%	57%	0%	3.5	3.5	3.7
	4	Seneca	0	3.0	3.1	3.3		N/A	N/A	Unknown	Block exemption	33%	33%	33%	3.5	3.5	3.5
	5	Algonquin	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	Mohawk	0	N/A	N/A	N/A	N/A	N/A	N/A	No Database	No Database	0%	80%	20%	3.6	3.8	4.5
	8	Sheridan	0														
		AVERAGE		3.0	3.2	3.7	83%					28%	54%	18%	3.4	3.5	3.9

Research on Current System-Level Business Transfer Agreements - Awareness, Usage and Maintenance/Sustainability

Ontario Colleges Heads of Business
ONCAT Project # 2017-36

Website Search Analysis

Final Report: Appendix E

May 2018

Prepared by:

Introduction

The Ontario Council on Articulation and Transfer (ONCAT) was created to enhance student pathways and reduce barriers for students looking to transfer among Ontario's 45 public postsecondary institutions[7]. As part of this mandate ONCAT funded the Ontario College's Heads of Business (HOB) research project to evaluate the HOB System-Wide Transfer agreements that were signed by Ontario's 24 Colleges in 2014, including the Business, Accounting, Human Resources and Marketing diploma and advanced diploma programs.

The research had several goals:

1. Provide insight into institutional processes required to support student mobility.
   Research Question: What is the awareness level of students and college staff of the system level agreements?

2. Contribute to our understanding of the student experience of transfer.
   Research Question: What are the student's attitudes towards their experiences after they have transitioned and what barriers/supports do they report related to their transfer?

3. Generate and analyze new quantitative information on student mobility in Ontario.
   Research question: How many students have benefited (intentionally/unintentionally) from the system-wide transfer agreements?

4. Analyze promising practices in facilitating transfer and supporting transfer student success.
   Research Question: How effective has the promising practice of Curriculum, Pathway Guides (CPGs) been as a process to keep transfer agreements current?

To answer these questions, a research plan consisting of seven components was developed;

Research Methodology

1. Review and analysis of Ontario College Application Service (OCAS) data and a review and analysis of Ontario Council on Articulation and Transfer (ONCAT) data, where available.
2. Online survey of college staff and administrators.
3. Review and update of HOB Curriculum Pathway Guides (CPG)
4. Review and analysis of transfer student data from the colleges with the most transfer (as derived from the data in 1.)

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[7] ONCAT website (http://www.oncat.ca/index_en.php?page=about)

5. Review and analysis of Ontario College web sites as pertinent to College-to-College transfer opportunities

6. Online survey of students that have transferred within business program
7. Focus groups/interviews with Program Coordinators and Transfer Credit staff where they exist.

This report is a review and analysis of 13 Ontario College web sites.

Website Search Analysis

Given the assumption that college websites are the primary source of information for students seeking admission to an institution, it could be assumed that a student wishing to transfer from one Ontario College to another will look to the website for details pertaining to College-to-College transfer and by default, the HOB agreements. This website analysis portion of this research will help to answer several of the defined research questions:

1. Provide insight into institutional processes required to support student mobility.
    Research Question: What is the awareness level of students and college staff of the system level agreements?

2. Contribute to our understanding of the student experience of transfer
    Research Question: What are the student's attitudes towards their experiences after they have transitioned and what barriers/supports do they report related to their transfer?

4. Analyze promising practises in facilitating transfer and supporting transfer student success
    Research Question: How effective has the promising practice of Curriculum Pathway Guides (CPG's) been as a process to keep transfer agreements current?

The Ontario College Application Services (OCAS), revealed eight colleges as seeing significant transfer activity within their Business programs between 2013 and 2016.   The colleges identified were; Humber, George Brown, Fanshawe, Seneca, Algonquin, Mohawk, Georgian and Sheridan College.

A review of these college websites, plus an additional, randomly chosen 5 colleges, was undertaken *Appendix E1*. The purpose of this search is to:

a. Determine what information is being made available to students on these College Websites.
b. Assess the ease at which information could be found, pertaining to the HOB System-wide transfer agreements.
c. Determine at which point/if the college website is linked to the ONTransfer.ca site

College Website Searches		
Top 8	**Rank**	**College**
	5	Algonquin College
	3	Fanshawe College
	1	George Brown College
	7	Georgian College
	2	Humber College
	6	Mohawk College
	4	Seneca College
	8	Sheridan College
Other		
	9	Centennial College
	15	Conestoga College
	10	Durham College
	11	St. Clair College
	13	St. Lawrence College

Alphabetical Listing of College sites searched, with overall ranking in transfer activity from 2013 to 2016.

As per OCAS Report; Nov. 20, 2017

Parameters of the Search

All web site searches began at the same point, i.e., the program landing page for the Business Administration – Accounting Program.

a) The initial search from the Program Landing Page was for mention of/ or/ link to, Transfer/Pathways information for entering or exiting students,

b) Did the college have a "Program Specific" page dedicated to Pathways and/or "College Wide" Pathways page?

c) The ease at which the information could be attained was assessed

d) Is there mention of Degree Articulation opportunities as well as College-to-College transfers

e) Is information available for those transferring in **and** for those transferring out?

f) Is there a link to ONTransfer.ca and where is it located?

g) Some comments were provided depending on unique details of the search

Summary of the Search

Every college searched, with only one exception, mentioned/shared a link to information on Pathway Opportunities. Four of the thirteen colleges searched use the college banner found from the Program Landing page.   Three colleges have Transfer/Pathway opportunities visible at first glance on their program landing page. The remainder required scrolling down the program

landing page in-order to find the link(s). George Brown used both the College Banner and with some scrolling the program landing page.

Pathway/Transfer Information – First Mention	# of Colleges
College Banner as seen from Program Landing Page	4
Program Landing Page	3
Program Landing Page/ Scroll to find	6
No mention of Pathway/Transfer Opportunities	1
Total	14

Seven of the eight colleges with high transfer activity, employed a dedicated college wide pathways/transfer page. Humber College was the only college that had a dedicated program specific, pathways/transfer page. The same information is made available to the student but without the complexity of navigating through information pertaining to other programs.

George Brown, the college ranked number one in transfer activity, was the college who provided the greatest amount of information to students with the greatest amount of ease. In addition, George Brown was one of only two colleges searched, who provided information pertaining to the HOB Transfer Agreements.

Twelve of the 13 colleges were very good at providing information pertaining to articulation/degree opportunities but there is still a gap in the College-to-College transfer information.

College Web site Pathway Details Available	# of Colleges
Degree/Articulation agreements promoted	12
College-to-College Transfer, process to transfer credits in	7
College-to-College Transfer, process to transfer college credits out	5
Reference to ONTransfer.ca located on College Website at some point	10
Accessible to external search	12
Inaccessible to external search	1
Reference to HOB Provincial Agreement	2

Only five of the colleges, George Brown, Humber, Fanshawe, Mohawk and Georgian shared details pertaining to College-to-College transfers with processes for transferring credits in and transferring credits out of their institutions. Sheridan also provided information for both transferring credits in and for utilization of credits out but was focused entirely on pathways to their degree programs, excluding any mention of College-to-College diploma transfer opportunities.

Ten of the colleges provided, with some searching, a link to ONTransfer.ca, with only St. Lawrence College sharing the link directly from the Program Landing page.

Of the colleges searched, only two specifically addressed the HOB Transfer Agreement on their sites. George Brown and a college not listed with high transfer activity, Durham College.

Observations

George Brown, Humber and Fanshawe College employed websites that were very easy to navigate. In addition, these three colleges also ranked consistently within the top three colleges experiencing significant transfer activity.

Only two colleges mention the Heads of Business agreement.

College Website Search

Listed in order, by volume of transfer activity		College Search Business - Accounting Diploma Program	Reference to College Pathways/Transfer Possibilities															
			Program Landing Page					Program Specific Pathways/Transfer Page				College Dedicated Pathways/ Transfer Page						
			Pathways/ Transfer Link on College Banner seen from Program Landing Page	Pathways/ Transfer Link on Program Landing Page	Pathways/ Transfer Link on Program Landing Page / Scroll to find	Reference to ONTransfer found on Program landing page.	Reference to HOB provincial Agreement	Program Dedicated Pathways/ Transfer Page	Degree Articulation agreements identified. Program Page	College Pathways agreements identified. Program Page	Reference to ONTransfer	College Dedicated Pathways/ Transfer Page	Degree Articulation agreements identified.	College Pathways TRANSFER IN	College Pathways TRANSFER OUT	Reference to HOB provincial Agreement	Reference to ONTransfer found.	Comments
Top 8	2	Humber College	√					√	√	√	√							No mention of HOB transfer agreement
	1	George Brown College	√		√							√*	√	√	√**	√	√	* College Transfer Guide is available to all students. ** Duplication of ONTransfer data. Very easy and clear to navigate.
	8	Sheridan College		√*								√	√				√	* Degree link only. No mention of College to college. Very clear and easy to navigate
	3	Fanshawe College			√							√	√	√	√*		√	* Links directly to ONTransfer
	5	Algonquin College			√				√			√	√	√ *			√	* Must be a registered student to determine if eligible for Transfer Credit. Downloadable PDF is available for students, in order to process credit. Difficult to navigate.
	4	Seneca College			√ *							√**	√					* does not link to information. Additional Searching required to find Pathways/credit transfer information. ** Focus is entirely on Degree transfers
	6	Mohawk College	√*									√**	√	√	√		√	* Drop down box for Future Students, leads to pathways link. ** Links provided, but difficult to navigate
	7	Georgian College			√							√	√	√*	√*		√**	* College pathways loosely referenced. Focus is predominantly on degree articulation agreements **ONTransfer is linked on downloadable pdf document.
Other		Conestoga College		√				√	√			√	√	√			√	
		Durham College		√				√	√			√	√	√		√	√	
		Centennial College																
		St. Clair College	√										√				√ *	* Only Univeristy of Windsor Articulation Agreement referenced. Indicates additional information on this agreement is found on ONTransfer. No mention of potentially other agreements. Somewhat misleading
		St. Lawrence College			√	√			√									
			4	3	6	1	0											

Research on Current System-Level Business Transfer Agreements - Awareness, Usage and Maintenance/Sustainability

Ontario Colleges Heads of Business
ONCAT Project # 2017-36

Program Coordinator and 'Transfer' Staff - Individual Interviews and Focus Groups Results

Final Report: Appendix F

May 2018

Prepared by:

Cookson Consulting Group Inc.

Introduction

The Ontario Council on Articulation and Transfer (ONCAT) was created to enhance student pathways and reduce barriers for students looking to transfer among Ontario's 45 public postsecondary institutions[8]. As part of this mandate ONCAT funded the Ontario College's Heads of Business (HOB) research project to evaluate the HOB System-Wide Transfer agreements that were signed by Ontario's 24 Colleges in 2014, including the Business, Accounting, Human Resources and Marketing diploma and advanced diploma programs.

The research had several goals:

1. Provide insight into institutional processes required to support student mobility.
   Research Question: What is the awareness level of students and college staff of the system level agreements?

2. Contribute to our understanding of the student experience of transfer.
   Research Question: What are the student's attitudes towards their experiences after they have transitioned and what barriers/supports do they report related to their transfer?

3. Generate and analyze new quantitative information on student mobility in Ontario.
   Research question: How many students have benefited (intentionally/unintentionally) from the system-wide transfer agreements?

4. Analyze promising practices in facilitating transfer and supporting transfer student success.
   Research Question: How effective has the promising practice of Curriculum, Pathway Guides (CPGs) been as a process to keep transfer agreements current?

To answer these questions, a research plan consisting of seven components was developed;

Research Methodology

1. Review and analysis of Ontario College Application Service (OCAS) data and a review and analysis of Ontario Council on Articulation and Transfer (ONCAT) data, where available.
2. Online survey of college staff and administrators.
3. Review and update of HOB Curriculum Pathway Guides (CPG)
4. Review and analysis of transfer student data from the colleges with the most transfer (as derived from the data in 1.)
5. Review and analysis of Ontario College web sites as pertinent to College-to-College transfer opportunities
6. Online survey of students that have transferred within business program
7. Focus groups/interviews with Program Coordinators and Transfer Credit staff where they exist.

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[8] ONCAT website (http://www.oncat.ca/index_en.php?page=about)

This report is an analysis of individual and group interviews with Program Coordinators and Credit Transfer staff.

Background

The purpose of the individual interviews and focus groups with Program Coordinators and Credit Transfer staff was to glean information relevant to the research questions outlined below:

1. What is the awareness level of students and college staff of the system level agreements?

2. What are the student's attitudes towards their experiences after they have transitioned and what barriers/supports do they report related to their transfer?

4. How effective has the practice of Curriculum Pathway Guides (CPGs) been as a process to keep transfer agreements current?

The original project plan included conducting four distinct focus groups, bringing together Program Coordinators from each of accounting, HR, business administration and marketing from all colleges however the fall 2017 faculty labour disruption impacted the timing of these focus groups. With less time available, a scaled back modified approach was undertaken to gain as much feedback as possible. As a result, the following activities were employed:

- Focus groups with Program Coordinators involved with the two and three - year Accounting and Business diplomas the 'top' eight colleges, as identified through the OCAS data as having significant transfer activity.
- Individual telephone interviews with Program Coordinators from other colleges including those involved with the HR and Marketing diplomas
- Telephone interviews with Credit Transfer and Admissions Offices at several colleges.

Process

In February of 2018 an email invitation was sent to Program Coordinators from all four disciplines to either attend a Focus Group or be interviewed. In addition, a subsequent request was sent to all ONCAT listed Credit Transfer offices within the colleges. Appendix F1 is a list of the colleges involved and the method of participation.

The participants in these discussions came from all four disciplines associated with the agreement, including from the Office of the Registrar; Admissions Managers, Transfer/Pathways Advisors. The greatest number of participants were Program Coordinators from Business and Accounting. Detailed results of the interviews are shown in Appendix F2 and F3

Discipline/Department	Interview	Focus Group	Total
Business Programs	3	7	10
Marketing Programs	5		5
Human Resources Programs	6		5
Accounting Programs	6	5	11
Admissions/Transfer /Pathways	8		8

Information was garnered from 39 unique stakeholders with representation from 19 of the 24 Ontario Colleges.

The focus of all interviews covered four areas:

1) Processes used for granting credit for an individual course.
2) Process used for granting credit under the 2014 HOB Pathways Agreement
   a. Is the process different, then for course to course credit assessments?
   b. What obstacles, if any, continue to impact the processing of one or two years of previous academic credit from another institution?
3) Curriculum Pathway Guides and their perceived value
4) Processes and protocols in place to change courses within program curriculum and what mechanism(s) to ensure ongoing alignment with curriculum as outlined in the HOB Pathways agreements.

The Results

Program Coordinators had on average been faculty within the college system for approximately eleven years and in the coordinating role for approximately seven years. The range of coordinating experience was quite vast from as little as two weeks experience in the role, to veterans with eighteen plus years of experience.

The majority of Coordinators interviewed had moderate knowledge of the agreements, with several directly involved with crafting the agreements in 2012-13. Only 3.2% had learned of the agreements as part of their training process with 22.6% of those interviewed only learning of the agreements through the current research project.

A growing trend identified was the addition of a Pathways/Credit Transfer office within the colleges' administration. These offices, often located in the Office of the Registrar, have been growing in number since 2013, however, their structure and function is different within each college. As a result of the telephone phone interviews completed, almost 60% of the Admissions/Transfer Officers have been aware of the HOB Agreements since the implementation in 2014 with 40.9% learning as part of their employment training process.

How did you first become aware of the HOB agreements?	Coordinators	Transfer/Advisors
During the current ONCAT Research Project	22.6%	
Since implementation of the agreements.	61.3%	57.1%
During the original meetings to craft the agreements	12.9%	
Part of the hiring process, through predecessor	3.2%	42.9%
Total	**100%**	**100%**

The process used for granting credit at the colleges for an individual course.

Across the system, Program Coordinators have varying degrees of involvement with processes around credit transfer application and credit recognition. Their involvement is largely dependent upon the whether their college is utilizing a centralized Course Credit Transfer Database (CCTD)

Of the colleges interviewed 79% indicated they had a CCTD and of those, seven Coordinators felt their database was fully operational and robust. One college indicated that a centralized database exists but that the School of Business had pulled out of utilizing it, thereby ensuring the Academic leads were responsible for all credit recognition. Another seven colleges acknowledged that a database was in place but that it was still very much in the 'building' phase. One college had developed its database to ensure students had full access to the credit information and database. Four colleges identified there was no database in place.

All colleges reported that course to course credit transfer is governed through college policy and that specific criteria must be met by individuals applying for credit recognition:

1. Individual applying for transfer credit must be a registered student.
2. Official transcript/or EDI transfer from the sending institution is required.
3. Minimum grade of 60% is required.
4. Minimum 70% course content alignment is the threshold and course outlines must be provided to support all credit requests

An academic review is not required for courses previously assessed, recognized and already included in a CCTD. Only courses not yet assessed/recognized in the CCTD require assessment by a Coordinator or other academic lead.

Several Coordinators expressed frustration around the disparity between the HOB agreement requiring a minimum of a pass or 50% for credit transfer acceptance compared to the common practice/policy that requires a minimum 60% grade. As such, several Coordinators shared that they have simply chosen to accept 50% as a minimum acceptable grade in making credit transfer decisions for all credit requests in efforts to be consistent within their programs, regardless of HOB agreement eligibility or not.

In discussing the process/protocol used for credit recognition/granting credits under the HOB Agreement two questions were posed:

a. Is the process for students apply under the HOB agreement different then with a course to course credit assessment request?

b. What obstacles, if any, continue to impact the processing of one or two years of previous academic credit?

For many Coordinators, the processing of students eligible to transfer under the HOB Agreement is a theoretical exercise given several factors:

- A limited number of students are choosing to transfer or are aware of the agreement.
- A significant number of students attempting to transfer did not meet the foundational requirement of being academically complete in all required courses at their sending college
- The emergence of Credit Transfer Offices CTOs has taken much of the responsibility for assessing credit transfer requests away from Program Coordinators. The centralized CCTD has allowed for the automation of routine course credit requests.
- Many Coordinators expressed that they have a lack of detailed knowledge and assume that responsibility for granting credit transfer lies within the Admissions Office, therefore excluding the Credit Transfer Office and the Coordinator in the initial processing.

Across the system, HOB transfer students are required to apply to their chosen institution through the Ontario College Application System (OCAS). Per the receiving college's prescribed application levels, students indicate the level of the program they are applying to and submits all necessary transcripts high school, college, or university- prior to the application being forwarded to the college's admissions office.

The Issue with Admissions.

To fully appreciate the complexity of this discussion it's necessary to understand the challenges facing admissions staff in the context of the HOB agreements. Eligibility for transfer under the HOB agreements requires meeting very specific criteria. The student must have successfully completed the first or second year of their program at their sending institution. The primary means of making this determination is through the student's transcript, however, transcripts do not identify completion status at the end of year one or year two of a program. As transfer applicants are "new" students for the receiving college, it is left to admissions staff/processes to determine whether the student has fully completed one or two years of a program.

The Admissions Offices in the Ontario Colleges are responsible for ensuring applicants meet minimum admissions criteria. The process is automated and not set up to capture not to make decisions for non-routine applicants such as students applying for transfer via the HOB Pathways Agreements. In addition, admissions staff are not responsible for nor do they have the ability to apply credit to a student transcript, which is also a key component of a smooth transition from one college to another.
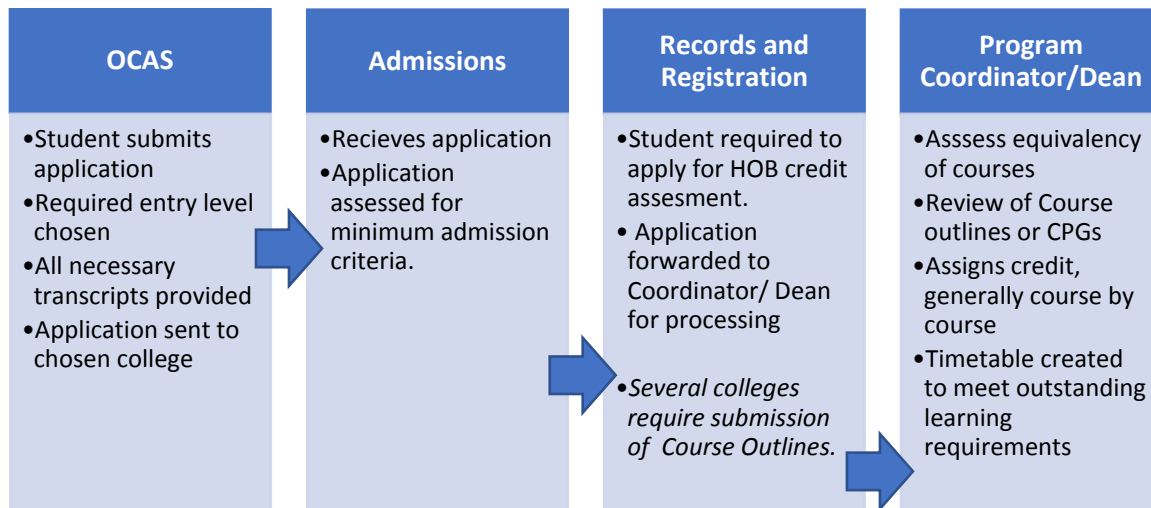
The Admissions Sub-committee of the College Registrars and Associate Liaison Officers (CRALO) have established a working group to review these challenges and provide recommendations to assist in supporting the management of the HOB and other like agreements.

Processing HOB Transfer Students.

When asked to recall if they had assisted students transferring through the HOB agreements, 42% of those interviewed indicated they had not with the remaining 58% indicating they had but only one or two students.   Five recalled processing between three and five students per year.

Notwithstanding the complexities around Admissions, there is also no common method of processing or recognizing a HOB applicant from college to college. An application through OCAS to an advanced level or indication of previous post-secondary education can often force a manual review of the application. This research has attempted to sort methods of processing into 4 separate categories.

Example 1 No Course Credit Transfer Database

OCAS	Admissions	Records and Registration	Program Coordinator/Dean
•Student submits application •Required entry level chosen •All necessary transcripts provided •Application sent to chosen college	•Recieves application •Application assessed for minimum admission criteria.	•Student required to apply for HOB credit assesment. • Application forwarded to Coordinator/ Dean for processing •*Several colleges require submission of Course Outlines.*	•Asssess equivalency of courses •Review of Course outlines or CPGs •Assigns credit, generally course by course •Timetable created to meet outstanding learning requirements

Many colleges require a course to course assessment for credit recognition in order to provide the student with the necessary recognition of credit under the HOB agreements. Several colleges continue to require students to provide course outlines for all courses completed at the sending institution, including those deemed as 'core' to these agreements.

A variation of the above is also employed at some colleges with the Coordinators utilizing the Curriculum Pathway Guides (CPG) for validation of equivalency.

Example 2 with Course Credit Transfer Database (CCTD)

OCAS	Admissions	Records Or CTO	Program Coordinator/Dean
• Student submits application • Required entry level chosen • All necessary transcripts provided • Application sent to chosen college	• Recieves application • Application assessed for minimum admission criteria.	• Student required to apply for HOB credit assesment. • CCTD review and credit assigned for all applicable courses • Outstanding courses not recognized in CCTD are sent to Academic lead for assessment	• Asssess equivalency of courses • Assigns credit, generally course by course and establishes "Rule" if applicable • Timetable created to meet outstanding learning requirements

Example 2 is applied generally when there are no advanced level options available for the student to select in order to apply to an upper term at the point of application through OCAS. The student is required to initiate an application for credit assessment upon registration at their chosen college.

Example 3 Credit Transfer Office and CCTD

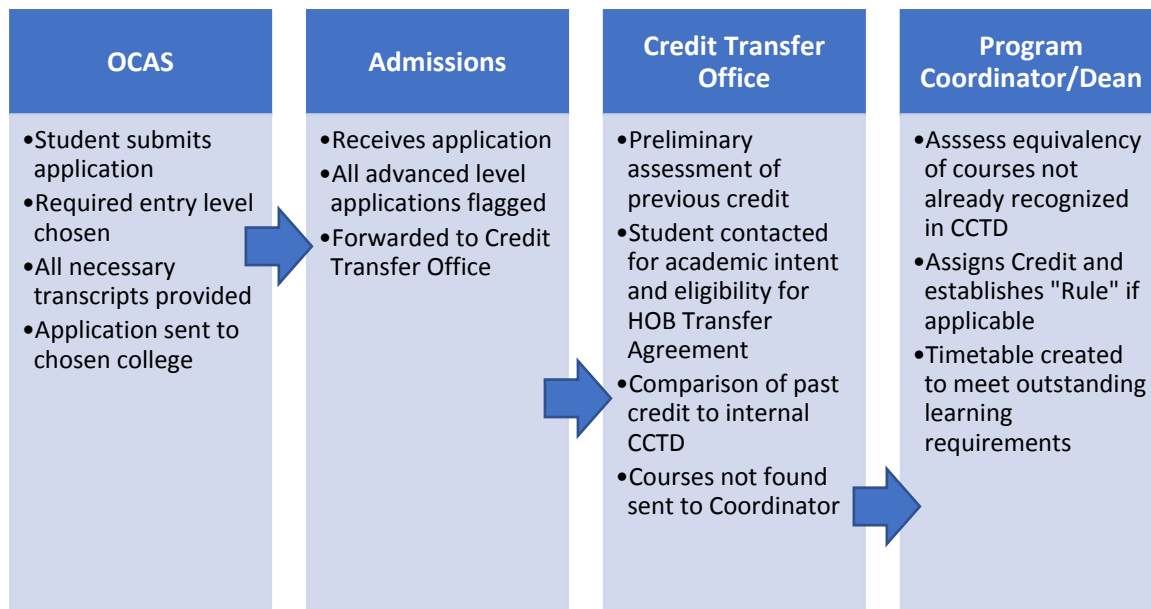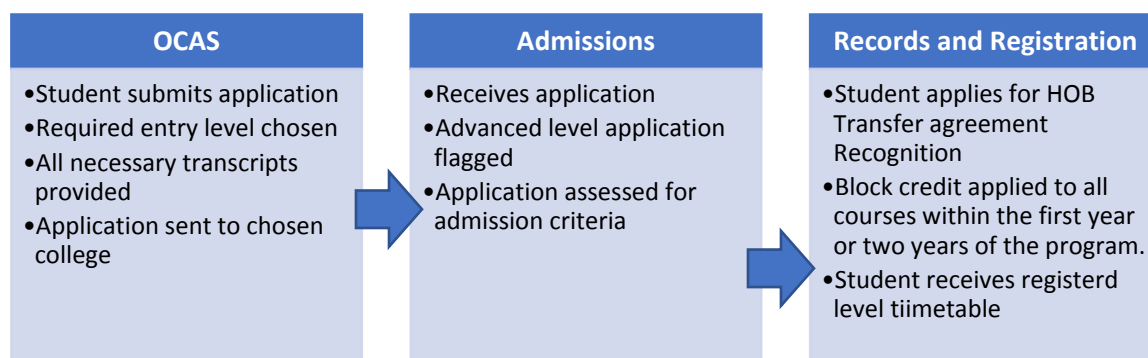| OCAS	Admissions	Credit Transfer Office	Program Coordinator/Dean
• Student submits application • Required entry level chosen • All necessary transcripts provided • Application sent to chosen college	• Receives application • All advanced level applications flagged • Forwarded to Credit Transfer Office	• Preliminary assessment of previous credit • Student contacted for academic intent and eligibility for HOB Transfer Agreement • Comparison of past credit to internal CCTD • Courses not found sent to Coordinator	• Asssess equivalency of courses not already recognized in CCTD • Assigns Credit and establishes "Rule" if applicable • Timetable created to meet outstanding learning requirements

In Example 3 the student applies to an advanced level at the point of application through OCAS. That level is recognized upon receipt in Admissions at the chosen college. The application is then assessed for eligibility under the HOB agreement through the Credit Transfer Office, the student is then contacted to confirm their intent and the processing of credit moves forward as required.

Example 4 Block Credit Recognition

OCAS	Admissions	Records and Registration
•Student submits application •Required entry level chosen •All necessary transcripts provided •Application sent to chosen college	•Receives application •Advanced level application flagged •Application assessed for admission criteria	•Student applies for HOB Transfer agreement Recognition •Block credit applied to all courses within the first year or two years of the program. •Student receives registerd level tiimetable

The process employed in Example 4 is perhaps the simplest from a processing standpoint. The student is automatically provided credit for the first year or two of the program they are entering. Due to variations in curriculum from college to college in the delivery of the Vocational Learning Outcomes, the student may miss some necessary learning without having a thorough academic review.

Sharing of the Curriculum Pathway Guides and the perceived value

In 2014 during the implementation of the Heads of Business HOB transfer agreements, Curriculum Pathways Guides (CPGs) were developed for each of the four agreements (Accounting, HR, Marketing and Business). Utilizing the approved annual College Program Calendars, the guides outlined the 'core' courses and other additional courses in each of years one and two from one college to another. These guides served several purposes:

4. To confirm college alignment with the agreed upon core course sequencing

5. To provide a tool for colleges to quickly determine which courses to recognize automatically or to include in their credit transfer database, where available

6. To provide a mechanism for quick review/comparison of course offerings from one college to another

In discussion with the Program Coordinators and Transfer Advisors, the 2017/2018 update to the Curriculum Pathway Guides was shared. Almost half of those interviewed had knowledge of the Pathway Guides. Of those interviewed only one college was actively using the guides to assist in processing transfer credit requests.

Three of the four colleges that indicated using the CPG's did so using the original 2014/15 version in the development of the Northern Colleges Collaborative Programs (NCCP) for Accounting, Business, Human Resources and Marketing.

Curriculum Pathway Guide Discussion	Yes	%	No	%
Are you aware of the CPG's?	9	47%	12	63%
Have you used the CPG's?	4	21%	15	79%
Does this tool impact your process for the better?	18	86%	3	16%

All those interviewed perceived the CPG's as a valuable tool to assist in comparing aligned courses from college to college. Many, in particular Credit Transfer Advisors, expressed disappointment that they had not previously being aware the CPG's existed.

Concern was expressed around retaining accuracy/currency of the CPG's.   Of the Coordinators interviewed, all viewed the process of continuous alignment as being necessary with updates completed most effectively by bringing Coordinators together to complete annual updates.

ONTansfer.ca

The utilization of ONTransfer.ca was explored during each discussion. Of those interviewed, 100% of the Transfer Advisors/Admissions utilize the ONTransfer.ca regularly with the most value identified as the Course Credit Transfer site. Use was limited by Coordinators with only one college participant having actively engaged in utilizing the site for both external and surprisingly internal course credit recognition.

Recognizing the need for improved utilization of the information and tools available over the coming months ONCAT will be updating both the web site and the ONTransfer.ca site. With the pending changes there is the potential for increased utilization.

The process used to enact Program Course changes and what mechanism(s) is/are in place, to ensure ongoing alignment to signed agreements.

Coordinators were asked to share the internal college process to add or delete a course within their programs.   All Coordinators shared the ongoing reliance on Program Advisory Committees (PAC) for their three to five-year Program Review cycle with many committees meeting annually and some as often as twice per year. Thirteen of the colleges indicated that programs underwent an annual curriculum review with six indicating they did not or were unsure.

Many college programs have entered into articulation agreements and exchange agreements as well as transfer agreements. Each agreement requires specific content be delivered to ensure continuation of the agreements. An inherent risk is that without a tool/mechanism to recognize the requirements of each of the agreements and ensure continued alignment, curriculum changes will cause misalignment with what is required in agreements such as the HOB Pathways Agreements. Only one quarter of the colleges interviewed were required, to confirm that changes would not impact any signed agreements prior to making curriculum changes including adding, removing and resequencing courses. In all cases

knowledge of the specifics of each signed agreement rests with the Chair/Dean/Coordinator with the most knowledge.

Observations

Three quarters of those interviewed believed a student transferring from another college into their program through the HOB agreements could receive credit for a full year or two as required under the agreements while the remainder of the participants were not sure.

Program Coordinators played a key role during the development of the HOB Pathways Agreements and their implementation between 2014 and 2016. Through these discussions, it became apparent that many of the Coordinators now have very little awareness of the process utilized at their college for accepting transfer students and applying the necessary credit, often deferring responsibility to the Credit Transfer Office or Admissions Office.

Since 2014 some changes have occurred within many colleges to assist in recognizing credit on a Student Transcript for these types of transfers. Some have introduced a grade of "CT" or Credit Transfer for those courses not equated.   Others are utilizing term recognition of "Advanced Standing" to allow students access to the upper levels of their programs.

Some Coordinators continue to struggle with a method of processing credit for those courses deemed as non-core or ancillary

There still exists a lack of knowledge around these agreements. An example was shared by a sending college, where a student was denied the ability to transfer to another college. The student attempted to transfer for employment purposes to another city with the hope of completing their accounting diploma. Unfortunately, the student was denied the full year/two years of credit and was forced to remain at the sending college before moving to the city of choice. In addition, several colleges shared that in all cases (including HOB transfer) they are required to assess each course individually.

Colleges are recognizing the importance of providing students with ample advice and counselling. Colleges with subsequent degree pathways for HOB transfer students have recognized the need to ensure students are aware of degree admission requirements upon entry, as they differ from that of the Transfer Agreements.

There is a strong desire among Program Coordinators to connect provincially on academic issues pertaining to their programs. Whether this becomes connected to the process of Curriculum Pathway Guide updates or as professional development, it is a recommendation that could be explored by the Heads of Business.

Appendix F1 - Interviews/Focus Groups by Discipline/Department

Colleges	Admissions / Registrar	Business Coordinator	Human Resources Coordinator	Accounting Coordinator	Marketing Coordinator	Transfer Credit Office
Algonquin		√	√			
Boreal				√		
Cambrian						
Canadore						√
Centennial			√		√	
Conestoga	√				√	
Confederation		√		√		
Durham						√
Fanshawe		√		√	√	
Fleming			√		√	
Georgian		√	√	√		
George Brown		√		√		
Humber						√
Lambton		√				
La Cite						
Loyalist						
Mohawk		√		√	√	
Niagara			√√			
Northern						
Sault						
Seneca	√	√		√√		√
Sheridan		√		√		√
St. Clair				√		
St. Lawrence		√		√		√
TOTAL	2	10	6	11	5	6

Appendix F2

HOB Transfer Agreement Processing

Colleges	Course Transfer Credit Database	Do you believe students can receive full year of credit	Student requires a Unique Modified Time-table to progress	Have you processed any students on the HoB Agreement	# of Students Recalled	Is there a fee required to process transfer credit.	Comments/ Concerns/ Experiences
Algonquin	Yes, not Business	Yes/No	Yes	No		Yes	Depending on the program, due to 1 1/2 Common Semesters in all Business Programs transfer may or may not be problematic. Not viewed as a desirable destination college due to remote location.
Boreal	No	Yes	Yes	No	1		Not sure of awareness in Registrars Office.
Cambrian							
Canadore	Yes	Yes	Yes	No			HoB agreement is processed through Admissions as Block Transfer. Not seen a a destination school
Centennial	Yes, in progress	Yes	Yes	Possibly	1		??
Conestoga	Yes, in progress	Yes	Yes	Yes	4 to 5 per year		Students very appreciative of the fact that Faculty are doing all they can to make it work.
Confederation	Yes, in progress	Unsure	Yes	No			NA
Durham	Yes	Yes	Yes	Yes	Avg 3 per year		No fee required for HOB transfer, but all others are required to pay. Very easy/fair process for the student.
Fanshawe	Yes	Yes	Yes	Yes	4-5 per year	No	Processed by Coordinator. Paramaters of the aggeeement is used for all Transfer Credit requests
Fleming	Yes, in progress	Yes	Yes	Yes	1		Due to size of the college very nimble in our processes.
Georgian	Yes, in progress	Unsure	Yes	Yes		Yes	Uses the ONTransfer site regularly.
George Brown	Yes	Yes	Course Based Reg.	Yes		No	Student Pathways Advisor directly in the School.
Humber	Yes	Yes	Yes	Yes	1		TC office works with Coordinator to ensure TT will work.
Lambton	Yes, student focused	Yes	Yes	No			Now that process is automated, getting better and easier.
La Cite							
Loyalist							
Mohawk	No,	No	Yes	No	0	No	NA
Niagara	Yes in progress	Unsure	Yes	No			NA
Northern							
Sault							
Seneca	Yes, in progress	Yes	Yes	No		No	HOB Agreement is processed through Admissions as Block Transfer. Coordinator could receive a transfer request each week.
Sheridan	Yes	Yes	Course Based Reg.	Yes	20	No	Majority are enquiries only. Able to utilize electives to ensure easy transition. Primary issue is awareness of grade expection in order to transtiion to degree.
St. Clair	No	Yes	Yes	Yes	5 to 6		Responsibility rests with Coordinator. Only one with adequate knowledge to process. Not seen as desitnation school for students
St. Lawrence	No	Yes	Yes	Yes	2		Currently requires a lot of Website searching in order to process students effectively. Have worked with one student
Summary	7 Yes	15 Yes	17 Yes	11 Yes/Possibly			Many stories of students with failures requesting transfer.
	7 Yes, in progress	3 Unsure	2 Course Based Reg	8 No			Coordinators familiar with process for individual course credit not HoB agreement
	1 Yes Student Focused	2 No					HoB agreement transfers processed in Admissions/TC office
	4 No						Numerous inquiries with limited follow through
							Students tend to stay within geographic area
	79% Yes	75% Yes	100% Yes	58% Yes/Possibly			Only one college identified they used the ONTransfer Site regularly
	21% No	25% No/Unsure		42% No			Only one college identifed using the CPG's when working with students
							All very appreciative of emerging automation
							Need to be advising students of Grade requirement for degree eligibillity

Appendix F3

Curriculum Pathway Guide Discussions

Colleges	Are you aware of the CPG's.	Have you used the CPG's	Does this tool impact your process for the better?	Is there a mechanism to acknowledge External agreements when adding/removing courses	Is there at minimum an annual Curriculum Review		Comments/ Concerns/ Experiences
Algonquin	No	No	Yes	No	Unsure		1 1/2 years common for al Bus prgms. Transfer into HR program next to impossible.
Boreal	Yes	Yes	Yes	No	Yes		NCCP Network of Coordinators, must all agree prior to any change
Cambrian							
Canadore	No	Yes	Yes	No	Yes		NCCP Network of Coordinators, must all agree prior to any change
Centennial	No	No	No	No	Unsure		HRPA Rules academic decisions for HR.
Conestoga	Yes	No	Yes	No	Yes		Coordiantor/Chair reliance
Confederation	No	Yes	Yes/No	Unsure	Yes		NCCP Network of Coordinators. must all agree prior to any change
Durham	Yes/no	No	Yes	Unsure	No		Formal Review every 3 years
Fanshawe	Yes	Yes	Yes	Yes	Yes		No warehousing of agreement in order to align.
Fleming	Yes	No	Yes/No	Yes	Yes		Reliant on Chair/Coordinator for HOB agreement
Georgian	No	No	Yes	No	No		PAC Meets 2 X per year
George Brown	No	No	Yes	Yes	Yes		No warehousing of agreement in order to align.
Humber	No	No	Yes	Unsure	Unsure		Unsure, discussion with Transfer Credit Office Only
Lambton	No	No	Yes	No	Yes		Coordinator/Chair reliance
La Cite							
Loyalist							
Mohawk	Yes	No	Yes	No	Yes		
Niagara	Yes/No	No	Yes	No	Yes		HRPA alignment considered,
Northern							
Sault							
Seneca	No	No	Yes	Yes	Yes		
Sheridan	Yes	No	Yes	Yes	Yes		PAC meets 2X per year, Diplomas lead into Degrees, rare to have change due to PQUAB
St. Clair	Yes	No	Yes	No	Yes		Coordinator/Chair reliance
St. Lawrence	No	No	Yes	No	No		5 year cycle for Program Review
Summary	9 Yes	4 Yes	18 Yes	5 Yes	13 Yes		Very valuable and helpful tool
	12 No	Unsure	3 No	3 Unsure	3 Unsure		Only a small number have visited the ONCAT web site
		15 No		11 No	3 No		Still challenged to determine how to handle non Core Courses in granting credit
							Some colleges have Transfer Credit as recognition as opposed to equivalencies
	47% Yes	21% Yes	86% Yes	26% Yes	68% Yes		
	63% No	79% No	16% No/Unsure	16% Unsure	16% Unsure		
				58% No	16% No		