

2015 PROGRAM

Note: All Conference sessions take place on the lower Convention Level of the Marriott Downtown Eaton Centre Hotel.

Monday, April 20, 2015

8:00 am - 5:00 pm Bottom of the escalators	Registration Desk Open <i>Check in at the desk to pick up your Conference badge, Final Program and registration package.</i>
10:00 am – 10:45 am Grand Ballroom	ONCAT Annual General Meeting ONCAT Remarks – Glenn Craney, Executive Director <i>(All delegates welcome to attend; each institution is requested to ensure the voting ONCAT Council member participates).</i>
10:45 am – 11:00 am Foyer	Refreshments
11:00 am – 12:10 pm Grand Ballroom	Welcome and Plenary I Glenn Craney, Executive Director, ONCAT Plenary Session I – Presidents' Panel Panelists: Dominic Giroux, President and Vice-Chancellor, Laurentian University, ONCAT Board Co-Chair Glenn Vollebregt, President and CEO, St. Lawrence College, ONCAT Board Co-Chair Don Lovisa, President, Durham College, Former ONCAT Board Co-Chair Tim McTiernan, President and Vice-Chancellor, UOIT, Incoming ONCAT Board Co-Chair This panel is comprised of Presidents from Ontario's colleges and universities, whose commitment to credit transfer is unwavering. Their continued leadership and support of credit transfer has helped to drive the credit transfer initiative among the publicly funded institutions within the province.
12:10 pm – 1:15 pm Grand Ballroom	Lunch for Registered Delegates
12:30 pm – 12:50 pm Grand Ballroom	Official Opening Remarks Dominic Giroux, President & Vice-Chancellor, Laurentian University, ONCAT Co-Chair Glenn Vollebregt, President & CEO, St. Lawrence College, ONCAT Co-Chair Plenary II – The Honourable Reza Moridi, Minister of Training, Colleges and Universities and Minister of Research and Innovation The Minister of Training, Colleges and Universities will share with our partners the provincial government's agenda for postsecondary education, with a particular focus on credit transfer.
1:15 pm – 1:30 pm	Move to breakout session rooms

1:30 pm – 2:30 pm	Breakout Sessions – Block 1
Trinity 4	<p>1A – Charting Difference in Learning: Competencies and Learning Outcomes as Markers for Transfer Presenter: Jean Bridge, Professor, Centre for Digital Humanities, Brock University Co-presenter: Jeffrey Post, Manager, Academic Quality, Niagara College</p> <p>The Game Education Matrix (GEM) is a faculty-driven and tested framework that structures information about game-related post-secondary programs within the full scope of possible learning in this broad multidisciplinary field. Organized around an array of disciplinary competencies and learning outcomes, this work is framed by a taxonomy based in principles of curriculum design; the practice of tuning; as well as on ethnographic research into how media educators ladder learning and differentiate between levels of learning advancement.</p> <p>The GEM framework has informed the development of a new tool for profiling distinct yet related programs by defining the extent to which chosen competencies are learned. Program profiles are produced and compared through the selection of a succession of learning outcome statements and by relating these to curriculum. This tool enables those developing transfer pathways to analyze learning outcomes instead of ascribing equivalency amongst courses. The structured identification of learning outcomes dynamically builds a comprehensive picture of program characteristics and strengths. The GEM tool aims to explore and find value in the differences between programs; to establish mechanisms for charting and crediting curricular emphases, program specializations, signature pedagogies and diverse conditions of learning. Ultimately this tool promises to enable students to find new or alternative directions and diversify their learning opportunities. It leverages the tensions between differentiation and standardization.</p>
Simcoe	<p>1B – Excess Credits Case Study - Preliminary Findings Presenter: Yvette Munro, Academic Planning & Strategic Initiatives Officer, York University Co-presenters: Julie Parna, Director, Strategic Academic Initiatives, York University Richard Smith, Acting Director, Office of Institutional Planning and Analysis, York University</p> <p>The issue of “excess credits”, particularly those accumulated by transfer students compared to non-transfer students, has become a topic of concern for students, policy makers, and transfer advisors/student services personnel. In the interest of cost-effective and timely completion of degrees and preparing students to enter the workforce, the accumulation of excess credits should be minimized. This session provides an overview of a research study conducted at York University (funded by ONCAT) on excess credit accumulation among transfer and non-transfer student populations.</p> <p>Given York University’s significant provincial share of transfer students and the various transfer options available to students (e.g. block credit, articulated transfer pathway), this research project helps inform the strategies aimed at making the provincial credit transfer system more robust. This research project has included a review of academic literature, an environmental scan of policies/practices across jurisdictions, and, with York as a case study, an in depth analysis of excess credit accumulation. The study examines institutional data over a five year period, compares credit accumulation across academic programs, and aims to identify key factors that may contribute to the accumulation of excess credits.</p> <p>Key learning outcomes:</p> <ul style="list-style-type: none"> • Basic knowledge of academic and non-academic literature on excess credits. • Understanding of the variables associated with the accumulation of excess credits.

Trinity 3	<p>1C – Changing Hearts and Minds: Internal Communications for Improving Campus Support Presenter: Heather O'Leary, Manager of College & University Partnerships, University of Waterloo</p> <p>Getting everyone on your campus to recognize the value of student mobility and transfer-friendly practices is not a simple task. As a central unit, the Registrar's Office relies heavily on subject matter experts within academic departments and faculties to assess transfer credits and facilitate the smooth operation of the transfer admissions cycle.</p> <p>In 2013, Waterloo conducted a survey of its on-campus partners involved in credit transfer and identified several knowledge gaps and areas for improvement. The presenters will share what was learned and how they are beginning to make progress towards filling in the knowledge gap among their internal stakeholders and winning hearts and minds through an internal communications strategy.</p> <p>Some of the goals of the communication plan include:</p> <ul style="list-style-type: none"> • Building awareness amongst the stakeholders and audiences about the transfer credit projects on-going at Waterloo and, where appropriate, their part in those projects. • Improving consistency in transfer credit assessments through education. • Building awareness of the expectations and realities of the transfer student experience. <p>This presentation will share what strategies Waterloo is using to meet their goals and improve on-campus relationships.</p>
Trinity 5	<p>1D – Ryerson University's Online Transfer Credit Assessment Process Presenter: Illan Kandiah, Manager, Transfer Credits, Office of the Registrar, Ryerson University Co-presenters: Sonya Lee, Transfer Credit Officer, Ryerson University Sammy Younan, Transfer Credit Administrator, Ryerson University</p> <p>Ryerson University, an institution that receives one of the highest numbers of transfer students in the province, has always had a well streamlined transfer credit assessment process. This session will discuss how Ryerson has made this process even better by introducing online course outline upload, electronic workflows, and efficient and expedited routing of faculty decisions. With this system, a student can submit a course outline with a couple of clicks from Australia and a Faculty member can assess transfer credit requests while on a fishing trip!</p> <p>The session will cover:</p> <ul style="list-style-type: none"> • A brief overview of the past paper process • The challenges with the paper process and the advantages of an electronic process • The communication plan - getting the buy-in • The implementation story • Training

Grand Ballroom	<p>1E – Transfer and Mobility across Canada: Learning from Other Jurisdictions</p> <p>Presenters: Rob Fleming, Executive Director and Co-Chair, BCCAT Robin Fisher, Chair, ACAT Glenn Craney, Executive Director, ONCAT</p> <p>This panel is comprised of leaders from the provincial organizations across Canada responsible for advancing student transfer and mobility. Panelists will discuss the activities that will better integrate the jurisdictions' efforts over the upcoming year with a particular focus on collaborative programming and information for students/websites.</p> <p>The goal of this session is to advance conference participants' awareness of the student mobility efforts across Canada and to encourage conversation about what opportunities exist and what barriers remain.</p>
Bay	<p>1F – An Exploratory Analysis of Transfer and Non-Transfer Students at Sheridan College</p> <p>Presenter: Sherri Murray, Coordinator, Academic Operations and Pathways, Sheridan College Co-presenter: Mokhtar Noka, Research Assistant, Sheridan College</p> <p>Sheridan has made it an institutional priority to enhance pathways for students in Ontario. Given this strategic goal, Sheridan has focused on creating seamless pathways for its current and prospective students, who may choose to transfer credits from their diplomas and advanced diplomas into a degree. The continued expansion of Sheridan's degree offerings, which come with pathway options for students from different programs, provides students with an opportunity to leverage their existing credentials towards the completion of a degree program. This presentation will explore the behavioural outcomes and the GPA analysis within Sheridan's programs among transfer and non-transfer students.</p>
2:30 pm – 2:45 pm Foyer	Networking Refreshment Break
2:45 pm – 3:45 pm	Breakout Sessions – Block 2
Trinity 4	<p>2A – Typical New Program Creation Typologies and Timelines at Ontario Colleges, Institutes, and Universities</p> <p>Presenter: Joanne Duklas, Researcher and Consultant, Duklas Cornerstone Consulting Co-Presenters: Serge Demers, Registrar and Secretary of Senate, Laurentian University Sacha Burrows, Degree Programs and Academic Pathways Consultant, Conestoga College Institute of Advanced Learning & Technology George Granger, Executive Director, Ontario Universities' Application Centre Gina Marshall, Director of Academic Quality, Centennial College</p> <p>Joanne Duklas will share findings from an ONCAT funded research project focused on identifying approval processes, timelines, and the general typology for undergraduate new program development at Ontario colleges and universities. The project goals included identifying and understanding the entirety of new program creation and approval practices and governing frameworks at internal institutions, external allied organizations, and government. Unique components related to joint program development will be shared at the session to help colleagues across Canada with understanding the complexities involved in new program creation and approvals.</p>

Grand Ballroom	<p>2B – Determinants of Academic Success for College to University Transfer Presenter: Cheryl Shook, Registrar, Woodsworth College, University of Toronto Co-presenters: Jennifer Guyatt, Associate Registrar, Woodsworth College, University of Toronto Curtis Norman, Manager of Access Programs, Front-line Services and Registrarial Communications, Woodsworth College, University of Toronto</p> <p>The Diploma to Degree Program administered by Woodsworth College at the University of Toronto is a unique model that facilitates student success for those transferring from college to university. The Program provides early, intensive supports to transfer students before, during, and following admission to degree studies in the Faculty of Arts and Science on the St. George campus.</p> <p>Attendees of this presentation will learn about the fulsome academic, financial, and goal-oriented advising both targeted to and tailored for transfer students. The presenters will explore the data that helps them to identify determinants of academic success in students transferring from college to university and those transition supports that have been the most effective, and discuss the importance of providing students with detailed, transparent information on the transfer process and the value of connecting with students throughout their college program in collaboration with their partners at George Brown, Humber, and Seneca Colleges. Attendees will gain an understanding of the range of student support and intervention strategies employed at Woodsworth College to maximize success at all stages of the student experience.</p>
Bay	<p>2C – The Impact of Labour Market and Policy Changes on University Transfer: the Case Study of Early Childhood Education Presenter: Ursula McCloy, Research Project Manager, Centre for Research in Student Mobility, Seneca College Co-presenter: Mitchell Steffler, Research Analyst, Centre for Research in Student Mobility, Seneca College</p> <p>Early Childhood Education (ECE), the largest college program in Ontario with almost 4000 graduates annually, has undergone significant changes in recent years. The following changes have or may impact both the career opportunities and the demand for transfer to university programs:</p> <ul style="list-style-type: none"> • In 2007, the Ontario government passed the Early Childhood Educators Act, 2007, establishing the College of Early Childhood Educators (the College) in 2008. • The introduction of full-day kindergarten which teams together certified teachers and registered early childhood educators. • The reduction in certified teaching positions and seats in teacher's education programs (this likely reduces the demand for ECE graduates to use the university transfer pathway to gain entry). • Introduction of related college degrees in Bachelor in Child Development and Bachelor of Early Childhood Leadership. <p>There is evidence that these changes have already had an impact. For example, aspirations for university for entering ECE students at Seneca have fallen from 63% in 2009 to only 39% in 2014. Associated with this, the percentage of ECE graduates continuing on to university within six months has dropped provincially from 17% in 2007 to 8.6% in 2013. This has occurred in a climate in which salaries for ECE graduates have been increasing, with 37% earning greater than \$30,000 annually compared with only 22% in 2007. The employment rate for ECE graduates has traditionally been strong, and has dropped only slightly from 94% in 2007 (pre-recession) to 92% in 2013.</p>

	<p>This presentation will explore these impacts more closely at a provincial level, as well as provide a detailed focus on Seneca's ECE students.</p> <p>Key learning outcome: By the end of this presentation participants will understand that when observing student mobility trends they should take into account both the labour market and surrounding policy considerations.</p>
Trinity 3	<p>2D – Untangling the Transfer Credit Web: A Roundtable Discussion on Best Practices for Receiving and Assessing Transfer Credits Presenter: Curtis Gonyou, Admission Assistant, Queen's University Co-presenters: Gabrielle Clarke, Admission Coordinator, Queen's University Ryan Snowdon, Admission Coordinator, Queen's University</p> <p>This presentation will provide an overview of the transfer credit request and course information submission process for transfer students. It will further discuss Queen's past and current process for reviewing transfer credits – including the development of a new online submission form.</p> <p>There will be a facilitated roundtable discussion on:</p> <ul style="list-style-type: none"> • Best practices for requesting information, processing and notifying students of their transfer credit. • "Day in the life of a transfer credit." • What information is required for an assessment? • How is it being sent to each school? • What is the evaluation process? • How are students notified of their transfer credit? <p>Come prepared to discuss the pros and cons of your institution's current process, and ideas for streamlining among Ontario institutions.</p>
Simcoe	<p>2E – Assessing the Effectiveness of Ontario College Preparatory Programs Offered at Durham College Presenter: Rashmi Gupta, Manager, Institutional Research and Planning, Durham College Co-presenters: Kyle Paul, Research and Planning Analyst, Durham College Stephen Draper, Research and Planning Analyst, Durham College</p> <p>The purpose of this study was to explore the experiences and outcomes of students that enroll in Ontario College preparatory programs at Durham College, especially for further education. Literature review demonstrates that the three factors that are widely believed to be important contributors to student success in a postsecondary environment are: academic preparation for the rigors of postsecondary education, social integration into a postsecondary environment, and clarity of academic and career goals. These factors are particularly relevant in the discussion of preparatory programs, because preparatory programs are intended as a means to prepare students for further post-secondary education.</p> <p>There are many factors that can influence students to enroll in these programs, and therefore students often enter these programs with a variety of goals and expectations. In order to explore the experiences and outcomes of students in Durham College preparatory programs in a holistic manner, this study is divided into following three stages of student progression:</p> <p>Stage I: Students Enrolled in a Preparatory Program Stage II: Transition of Stage I Students to a Subsequent Postsecondary Program Stage III: Validation of Outcomes in Subsequent Postsecondary Programs</p>

Trinity 5	<p>2F – Partnering to Increase Student Success and Retention: The Redirect Model Presenter: Karine Lacoste, York Seneca Partnership Manager, York University and Seneca College Co-Presenters: Kim Michasiw, Vice-Dean of the Faculty of Liberal Arts and Professional Studies, York University Henry Decock, Associate Vice-President Academic Partnerships, Seneca College Alice Pitt, Vice-Provost Academic, York University</p> <p>York University and Seneca College are leading innovators in College-University partnerships in Canada. They have recently designed a model that aims to increase retention and academic success of students by capitalizing on the partnership and pathways that exists between their programs.</p> <p>This “redirect model” takes advantage of College to University articulated programs. First, it redirects university applicants who do not meet admission requirements, but who demonstrate academic potential, to a college program specifically designed to prepare students for university. This program allows for substantial transfer credit and includes university courses in the curriculum to help students successfully make their way to university. Second, it redirects university students facing academic difficulties during their degree studies to high affinity and already articulated college to university programs to provide them with a different learning environment, in order to get them back on track and allow them to successfully return to University.</p> <p>The goal of this venture is to retain non-admitted applicants and struggling students within the York-Seneca Partnership by offering them an alternate pathway that puts them in the academic environment most suited for them to succeed, so that they can stay motivated, engaged, and graduate with a post-secondary credential. By partnering in this way, the two partner institutions maximize the potential to retain these students in a well-articulated, bidirectional learning environment rather than lose them to competing institutions.</p>
3:45 pm – 4:00pm	Move to next session
4:00 pm – 5:00 pm	Breakout Sessions – Block 3
Simcoe	<p>3A – College to University Pathway Planning in the Biological Sciences: Challenges and Potential Solutions Presenter: Jennifer Foote, Assistant Professor, Biology, Algoma University</p> <p>There are a large number of college programs at Ontario colleges in the environmental and health sciences. Creating transfer pathways to Bachelor of Science programs can be challenging for pathway builders. Some of the challenges include: 1) the diversity of programs, 2) identifying equivalencies among courses in these disparate programs, 3) maintaining course and program level learning outcomes, 4) ensuring a seamless transition for students, and 5) creating a fair and balanced pathway.</p> <p>One of the main barriers for pathway builders for most B.Sc. programs is that the breadth of first-year course content is not covered in most college programs for any given course. It is typical to consider a pathway from the bottom to top approach where students are given the first one or two years of program credit for college program completion. This may leave transfer students taking third-year courses that build on first-year material. Students may struggle without the knowledge base and the skill set built in early courses (e.g. critical thinking).</p> <p>Algoma’s solution to these challenges has been to take a hybrid approach to pathway creation whereby students complete most courses in year one and receive credit for</p>

	<p>particular courses that the specific program covered in each of years two to four. Algoma takes a combinatorial approach to identification of course equivalencies. To do so, they group courses that as a package meet learning outcomes of our program's courses rather than a course to course equivalency method.</p>
Trinity 4	<p>3B – ONTransfer.ca by the Numbers Presenters: Rose Chan, ONTransfer.ca Coordinator, ONCAT Melinda Cheng, Special Project Analyst, Data Projects, ONCAT Stephanie Rose, Operations Director, ONCAT</p> <p>Ever wondered how many pathways are listed in our database? Or how many course equivalencies are listed? Come to this session to learn about the functionalities of ONTransfer.ca. In particular, members of the ONCAT team will talk about and describe some of the reports that institutions can generate on their own. In addition, the team will share how they continue to develop and enhance their reporting functionalities.</p>
Bay	<p>3C – Enhancement and Creation of New Diploma to Degree Pathways Between Conestoga College and Wilfrid Laurier University Presenter: Lauren Eisler, Inter-Faculty Associate Dean: Academic Development, Wilfrid Laurier University Co-Presenters: Elaine Francombe, Coordinator, Academic Development and Assessment, Wilfrid Laurier University Kelly Bishop, Administrative Assistant and Research Assistant, Wilfrid Laurier University</p> <p>This presentation focuses on a project undertaken in 2014 to enhance existing, and create new, academic pathways for students located at the Brantford campuses of Wilfrid Laurier University ("Laurier") and Conestoga College Institute of Technology and Advanced Learning ("Conestoga"). All pathways were developed in collaboration with Conestoga to achieve the learning outcomes for each program. Programs were designed to give students theoretical and practical experiences that are fundamentally rooted in achieving the program learning outcomes and Laurier's Undergraduate Degree Level Expectations. The goal for this project was to create a transferable model that could be used with other institutions and in other communities.</p> <p>The two main components of this project were to:</p> <ol style="list-style-type: none"> 1) Identify fully the opportunities for joint academic and shared administrative services/infrastructure in Brantford; and 2) Create tools and models that can expedite/facilitate new partnerships and joint programming across Ontario's post-secondary education system. <p>To identify opportunities for shared administrative services and infrastructure on the Brantford campuses, executive bodies from Laurier and Conestoga worked to draft collaboration agreements to append to the Memorandum of Understanding that was signed in 2013.</p> <p>While exploring opportunities for academic partnerships, tools and models were drafted and developed to help expedite and facilitate joint programming. The main focus was to use the joint and integrated programs being implemented as "trial runs" to create transferable models for programs that are hoped to be launched in the future. This presentation discusses the challenges and successes experienced through this process. In addition, roadblocks to collaboration will be addressed and best practices identified in the implementation of the initial joint and integrated programs.</p>

Grand Ballroom	<p>3D – A Collaborative Approach: Admissions and Transfer Credit Policy Development Presenter: Samantha Murray, Assistant Registrar, Faculties of Arts & Environment, University of Waterloo Co-Presenters: Eric Breugst, Manager – Academic Advising, University of Waterloo Eric Jardin, Admissions Officer, Faculties of Arts & Environment, University of Waterloo</p> <p>In 2013 the Faculty of Arts and the Registrar's Office at the University of Waterloo created a committee for the purpose of reviewing current admissions practices. Particular attention was given to college transfer student admissions and transfer credit policies. This session will outline the steps taken to create this specialized, collaborative, and authoritative committee.</p> <p>Participants will have the opportunity to share experiences and challenges enabling them to create or adapt their own committee. Presenters hope that through this session you will gain insight on how to realize change at your institution.</p>
Trinity 5	<p>3E – Incoming Students' Credit Transfer and PLAR Expectation-Reality Gaps Presenter: Christine Arnold, Doctoral Candidate in the Department of Leadership, Higher and Adult Education - University of Toronto/OISE Co-Presenter: Sean Woodhead, Manager, Pathways & Academic Partnerships, Centennial College</p> <p>In recent years, Ontario's credit transfer framework has improved postsecondary pathways and resources to help students receive recognition for their prior learning by expanding non-traditional pathways, notably college–college and university–college. As a result, Ontario colleges have experienced an increase in the number of incoming transfer students who wish to change their field of study, upgrade skills, earn additional qualifications, and/or geographically relocate. The credit transfer population represents a growing share of Ontario college students.</p> <p>With an emergent emphasis on life-long learning and the freedom to move among postsecondary institutions, assistance in navigating the postsecondary education system has become increasingly important. It is necessary that students comprehend the academic regulations and requirements they will encounter so as to form reasonable expectations about recognition of prior learning processes. Credit transfer research has largely examined students' admission rates, performance, retention, and time to graduation. Limited research has focused on student expectations and potential expectation–reality gaps.</p> <p>The purpose of this session is to highlight findings from a Centennial College mixed methods research study that explored incoming students' expectations and realities regarding credit transfer and PLAR policies and procedures. Pre-surveys, post-surveys, and focus groups/interviews were conducted with students who applied/tested for credit in order to measure: 1) incoming student expectations against subsequent received credit; and 2) perceptions regarding transferability adjusted between the initial point of contact and the end of the first term.</p> <p>Participants attending this session will:</p> <ol style="list-style-type: none"> 1) Learn about credit transfer and PLAR student expectation formation, updating, and experienced realities; 2) Identify the importance of student expectation management, clear and thorough access to information, and robust transferability support services; 3) Engage in discussion regarding institution-level policy and procedural improvements to effectively communicate prior learning rights and responsibilities.

Trinity 3	<p>3F – Round Table Discussion: College and University Operational Differences that Affect Credit Transfer</p> <p>Presenter: Tim Brunet, College University Pathway Specialist for the Faculty of Arts, Humanities, and Social Sciences, University of Windsor; Vice Chair of the Pan-Canadian Consortium on Admissions & Transfer (PCCAT)</p> <p>Co-Presenters: Wendy Asher, Dean, Community Services & Liberal Studies and Educational Pathways, Lambton College Nadine Cervi, Pathways Research Consultant, Lambton College</p> <p>Pathway developers must understand organizational differences between the colleges and universities within Ontario to build better agreements. In this provocative session presenters will dissect the points of differentiation that cause opportunities and challenges for credit transfer and student mobility. The presenters will challenge their audience to share their own points of differentiation in round table discussions. Some talking points include:</p> <ul style="list-style-type: none"> • Course/program development, learning outcomes and credentials; • Admissions; • Intellectual property; • Organizational design (Senate; Board of Governors; Promotion, Tenure, Renewal); • Research and industry connections; and • Student finance, employee compensation, and tuition.
5:00 pm – 6:00 pm Foyer	<p>Reception Join your ONCAT colleagues at this networking reception to end the first day of the Conference.</p>

Tuesday, April 21, 2015

7:15 am – 3:00 pm Bottom of the escalators	Registration Desk Open
7:45 am – 8:45 am Grand Ballroom	Breakfast for All Delegates
9:00 am – 10:10 am Grand Ballroom	<p>Plenary III: Credit Transfer and Postsecondary Education Transformation in Ontario</p> <p>Presenter: Marie-Lison Fougère, Deputy Minister (Interim), Training, Colleges and Universities</p> <p>This session will highlight the importance of credit transfer to the government's postsecondary education agenda. Milestones and next steps for the Ontario Credit Transfer Initiative will also be outlined.</p>
10:10 am – 10:30 am Foyer	Networking Refreshment Break
10:30 am – 11:30 am	Breakout Sessions – Block 4
Trinity 3	<p>4A – Improving Postsecondary Mobility in Ontario: Student Priorities for Credit Transfer</p> <p>Presenters: Matt Caron, Director of Advocacy, College Student Alliance Sean Madden, Executive Director, Ontario Undergraduate Student Alliance Alastair Woods, Chairperson, Canadian Federation of Students-Ontario</p> <p>Recognizing the trend towards increased student mobility provincially, and the</p>

	<p>barriers faced by Ontario's students in navigating an inconsistent system with often unclear institutional credential recognition policies, both the Ontario Undergraduate Student Alliance and the College Student Alliance have made improving Ontario's credit transfer system a cornerstone of their provincial advocacy efforts.</p> <p>This presentation will provide an overview of the College Student Alliance, Ontario Undergraduate Student Alliance and Canadian Federation of Students-Ontario and will include the student perspective on credit transfer, how students are involved with the credit transfer system, and provide recommendations for next steps in achieving a robust and transparent credit transfer system for the students of Ontario.</p>
York A	<p>4B – How Did the Transfer Student Cross the Road? 8 Simple Rules for Guiding Transitional Programming Presenter: Ashley McKnight, Orientation Coordinator, University of Waterloo Co-Presenter: Mat Brown, Admissions and Recruitment Officer, Transfer Students, University of Waterloo</p> <p>When a transfer student transitions to a new institution their needs are often different than traditional direct-entry students. Despite their differences, it is often difficult to provide targeted and intentional transition programming for these students for a number of reasons such as limited resources, space, timing and external factors. As this was the experience at the University of Waterloo, the institution developed a program that reaches beyond transfer student Orientation and seeks to support transfer students from the moment they accept their offer until their first term of classes. For other institutions experiencing similar challenges, this session seeks to provide professionals with eight feasible and straightforward guidelines they can follow to establish effective transitional programming for transfer students.</p> <p>To begin, this session will highlight the growth and development of the transfer student transition program at the University of Waterloo. The presenters will share significant insights into how they created a specialized and inclusive program for this diverse student population. During this portion of the session they will describe how they solicited research, gathered feedback from program participants and applied these findings to better understand this population's needs. The key findings and best practices of UWaterloo's transitional programming will also be shared.</p> <p>Next, they will recommend eight steps for creating a comprehensive and successful transfer student transition strategy. These eight steps range from collecting and applying research to develop and implement targeted programming to effectively receive feedback and evaluation. Finally, they will provide tangible examples of how these eight guidelines are applied at UWaterloo and how they may be applied to your institution.</p> <p>This session is a joint initiative at the University of Waterloo between the Registrar's Office, Marketing & Undergraduate Recruitment and the Student Success Office.</p>

Bay	<p>4C – Roundtable on the Development of a Centralized and Consistent Articulation Agreement Process Presenter: Harpreet Singh, Academic Manager, Curriculum Services, Algonquin College Co-Presenter: Renay Dixon, Transfer Student Coordinator, Algonquin College</p> <p>As Ontarians continue to seek higher education, articulation agreements will play an important role in the facilitation of student mobility within the province and across the country. With this in mind, colleges will continuously need to redesign their articulation strategies to reflect the changing needs of the demographic. At Algonquin College, the institution has started to rethink their articulations strategy by asking questions such as:</p> <ul style="list-style-type: none"> • How can we strengthen our articulation agreements? • What are the criteria for a strong agreement? • How to strengthen internal pathways? • How to make information about agreements available to students, faculty and other stakeholders? • How will these changes impact current articulation agreement offerings? <p>In this engaging and interactive session, participants should be prepared to engage in discussions with their peers on how to build an integrated articulation strategy, share best practices, and make optimum use of the ONCAT network, website and other centralized resources. The presenters will share how they are beginning to streamline their articulation agreement process, the crucial role of faculty, and student data in the development of articulation agreements.</p> <p>In this session, participants will discuss:</p> <ul style="list-style-type: none"> • How to focus agreement creation efforts. • How to develop a streamlined agreement process centered on consistency. • How to engage various stakeholders in the creation of meaningful agreements.
Simcoe	<p>4D – Pathways for Aboriginal Learners: Collaborating Across Aboriginal Institutes, Colleges and Universities Presenter: Joyce Helmer, Consultant, First Nations Technical Institute Co-Presenters: Janice Battiston, Project Advisor, Centre for Policy in Aboriginal Learning, Confederation College Dan Longboat, Director, Indigenous Environmental Studies Program, Trent University</p> <p>The Centre for Policy in Aboriginal Learning (CPAL) at Confederation College in partnership with First Nations Technical Institute (FNTI) and Trent University has undertaken a project to create distinct pathways, rooted in Indigenous Knowledge, for Aboriginal learners as they transfer between institutions. Articulation Agreements, academic bridging and comprehensive “wrap around” supports will be key components in the Pathways model. This research project, funded by the Ontario Council on Articulation and Transfer, marks the first Indigenous-centered transition Pathways model for Aboriginal transfer students in Ontario.</p> <p>Through collaboration and consultation with students, faculty, Aboriginal Support Services, academic administration, staff and Aboriginal Education Authorities, this project will improve student outcomes in Aboriginal learning.</p> <p>Project Benefits and Outcomes:</p>

	<ul style="list-style-type: none"> • Development of seamless pathways for Aboriginal transfer students; • Create baseline data to support Indigenous-based approaches to post-secondary education; • Improve student outcomes in Aboriginal learning; and, • Formation of an Indigenous-centered approach to articulation agreements and transfer credit policies for colleges, universities and Aboriginal Institutes
Trinity 4/5	<p>4E – Pathways in Ontario and Canada: Where Do Students Go and What Do They Do? A Preliminary Analysis Presenter: Leesa Wheelahan, William G. Davis Chair of Community College Leadership, OISE/University of Toronto Co-Presenters: Gavin Moodie, Adjunct Professor, OISE/University of Toronto Eric Lavigne, Graduate Student, OISE/University of Toronto Amanda Brijmohan, Graduate Student, OISE/University of Toronto</p> <p>This presentation reports on an Ontario government funded project on educational pathways. It explores whether graduates stay within the same field of study when they undertake a second postsecondary education qualification. It examines educational pathways within fields of study between educational institutions (college to college; college to university; university to college; and university to university) and by qualification level (diploma to degree, degree to diploma, degree to post-graduate qualification etc). It compares the outcomes in Ontario with Canada overall (excluding Quebec). Preliminary findings show that:</p> <ul style="list-style-type: none"> • The percentage of students who move from college to university is lower in Ontario than it is for Canada; • Within Ontario and Canada, the most common pathway consists of students who undertake a first and second qualification in university; • The extent to which students stay within the same field of study when they undertake a second PSE qualification varies. Overall, the links between qualifications within fields of study is weak. In most fields, students change their field of study when they undertake a second PSE qualification. There are a small number of fields of study where a majority stay within that field when they undertake a second PSE qualification; and • The link between qualifications and fields of study differs between colleges and universities in some fields, reflecting the different ways students use qualifications in each sector and field. <p>The presentation will highlight the strongest and weakest pathways and consider the implications of this analysis for policy at the level of programs, institutions, and PSE policy.</p>
York B	<p>4F – Engaging Internal and External Stakeholders and the Importance of Consistent Messaging Presenter: Victoria Baker, Manager, Degree and Credit Transfer, Seneca College Co-Presenter: Jennifer Kloosterman, Degree and Credit Transfer Coordinator, Seneca College</p> <p>This session will discuss the various ways Seneca College's Degree and Credit Transfer Office effectively communicates consistent information from the partner to the student and everyone in between! This session will look at how Seneca's centralized office acts as a hub for pathways information and advocates for not only the student, but the academic area and our partners at large when it comes to the dissemination of transfer information.</p> <p>Learn about how Seneca is staying current with social media trends and utilizing their</p>

	<p>network to find new ways to inform, update and enhance the breadth of transfer knowledge throughout the College.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand the importance of consistent messaging; • Become familiar with the pros and cons to a centralized service delivery model; and • Broadened sense of the varying ways one can communicate with stakeholders
11:30 am – 12:15 pm Grand Ballroom	Lunch for All Delegates
12:15 pm – 1:15 pm Grand Ballroom	<p>Plenary IV – Creating a Campus Conversation about Transfer Student Success: The Transfer Symposium Presenter: Jane Rex, Director of Transfer Services, Appalachian State University</p> <p>As transfer student enrollment grows on our campuses, the creation of an institution-wide vision for transfer students becomes more important to ensure transfer student success. Appalachian State University hosted a Transfer Symposium in September, 2013 for more than 200 faculty and staff to learn about our transfer students, understand why transfer students are important, and to learn how we can best serve transfer students both inside and outside of the classroom. Participants at the Symposium developed new programming and curricula that have already been implemented on our campus. The success of this event led to Symposium 2014 that continued the conversation with a focus on special population groups. Participants will learn how we gained institutional support for the Symposiums, how to encourage participation, and how to make the ideas come alive on your campus.</p> <p><u>Learning Outcomes</u></p> <ol style="list-style-type: none"> 1. Create a case for institution-wide transfer initiatives. 2. Understand how to plan a University Transfer Symposium or similar university-wide transfer event. 3. Learn unique ideas to encourage participation.
1:15 pm – 1:30 pm	Move to next session
1:30 pm – 2:30 pm	Concurrent Sessions – Block 5
Trinity 4/5	<p>5A – Learning Outcomes: Building Better Pathways or Building Pathways Better? Presenter: Mary Wilson, Director, Centre for Academic Excellence, Niagara College Co-Presenters: Christine Arnold, Doctoral Candidate in the Department of Leadership, Higher and Adult Education, OISE, University of Toronto Paola Borin, Curriculum Development Consultant, Ryerson University Jean Bridge, Professor, Centre for Digital Humanities, Brock University Brian Frank, Director of Program Development in the Faculty of Engineering and Applied Science, Queen's University Jovan Groen, Acting Director, Centre for University Teaching, University of Ottawa Mary Catharine Lennon, PhD candidate in Higher Education, University of Toronto Judith Spring, Dean of Business, IT and Management, Durham College Leesa Wheelahan, William G. Davis Chair of Community College Leadership, OISE/University of Toronto</p> <p>This roundtable discussion provides an opportunity to share a diverse array of perspectives on the possibilities, options and problems in outcomes-based strategies for the creation of student pathways in higher education. The panel will explore how</p>

	<p>concepts and practices that depend on learning outcomes - such as education tuning, curriculum design and data collection - can be developed, evaluated and sustained.</p> <p>Speakers will discuss curriculum frameworks, taxonomies, rubrics, mapping, software tools and databases and how such approaches can lead to the adoption of practices and creation of institutional infrastructure to support systematic transparency and clarity expected from learning in higher education.</p>
Simcoe	<p>5B – Pathways of Secondary and Continuing Education Students in the Toronto District School Board: Ongoing Research Presenter: Robert Brown, Research Coordinator, Toronto District School Board; Adjunct Professor of Education, York University Co-Presenters: Karen Robson, Associate Professor, Department of Sociology, York University Gillian Parekh, Post-doctoral Fellow, OISE/University of Toronto Chris Conley, Data Analyst and Executive MISA Lead, Durham District School Board Lisa Newton, Data Analyst, Toronto District School Board</p> <p>Unlike earlier generations, postsecondary is now the default destination for most Ontario high school students. This has created the need to re-envision current policy and practice around transitions from elementary to high school, and from high school to university and college.</p> <p>This panel focuses on research studies employing data and policy analyses that investigate and deconstruct the complex patterns of the transition from secondary to postsecondary. Integral aspects of the research presented include:</p> <ul style="list-style-type: none"> • postsecondary trends of TDSB regular day school students over the past decade; • a comparison of intersectionality of postsecondary characteristics of TDSB students compared with students in Chicago public schools (a joint York University/TDSB/University of Chicago research study); • examination of the role of “belonging” in TDSB schools and in transitions to post-secondary study; and, • examination of a cohort of TDSB students starting in Ontario community colleges and their progress in college over four years (this joint TDSB-OCAS project includes current adolescent and continuing education/Adult students, as well as older Adult students formerly in the TDSB). <p>Characteristics and topics examined include: gender, race, socio-economic factors, age, secondary program of study, as well as type of post-secondary institution/program. Data visualization techniques are incorporated and outlined as one method of exploring the complexity of transitions.</p>
York A	<p>5C – Implementation of College System-Wide ONCAT Transfer Agreements in Business Presenter: Mary Pierce, Chair, Lawrence Kinlin School of Business, Fanshawe College Co-presenters: Helene Vukovich, Acting Dean, Centre for Business, George Brown College, Co-Chair, HOB Transfer Agreements Steering Committee Jeannine Cookson, Project Lead, HOB System-Wide Transfer Agreements Implementation Minette Klazinga, Pathways Consultant, Lawrence Kinlin School of Business, Fanshawe College</p> <p>This session will cover:</p>

	<ul style="list-style-type: none"> • Brief history of the College System-Wide ONCAT Transfer Agreements in Business project; • Discussion of full implementation phase that launched in November 2014, system-wide; • Where the Heads of Business are at now in the implementation phase of this project; • Lessons learned throughout the project; • Moving forward with the implementation phase; • What colleges can do now to move forward with the implementation phase; • Best practices; and, • Questions, answers, discussion
Trinity 3	<p>5D – Supporting Transfer Applicants in a Centralized Client Service Office Presenter: Jonathan Christie, UAR Client Service Manager, Ryerson University Co-presenters: Cheryl Ramage, Client Service Transfer Specialist, Ryerson University Thomas Dunbar, Client Service Transfer Specialist, Ryerson University Amy Bastoros, Admission/Information Officer, Ryerson University</p> <p>The Client Services unit within Ryerson University's Undergraduate Admissions and Recruitment office provides front-line support, information and advising on undergraduate program choices, admission requirements, application procedures and the selection process. The unit supports all prospective undergraduate students, however transfer applicants represent a significant and growing portion of the clients. The Client Service Representatives (CSRs) are the front-line staff interacting with prospective students through telephone, email and social media, as well as in-person visits. CSRs handle many prospective transfer student inquiries, including providing information on pathway options, admission requirements and the transfer credit application process. Applicants requiring more in-depth advising, are triaged to one of the Information Officers (IOs), who are able to advise on their unique circumstances. IO advising is done by a variety of admission experts, many of whom play dual roles, including Admission Officers, Liaison Officers and Transfer Specialists.</p> <p>This session will provide an overview of our model for client services, and describe how the Client Service unit provides a link between our transfer applicants, Admission Officers and the Transfer Credits Unit in the Registrar's Office. Presenters will discuss how this model has evolved and expanded to meet the changing needs of their clients, and to provide more comprehensive advising for transfer applicants. They will also discuss the challenges they face using this model.</p>
York B	<p>5E – The Changing Patterns of College-to-University Transfer: Examination of the Graduate Satisfaction Survey since 2006-07 Presenter: Henry Decock, Associate Vice-President Academic Partnerships, Centre for Research in Student Mobility - Seneca College Co-presenters: Ursula McCloy, Research Project Manager, Centre for Research in Student Mobility - Seneca College Mitchell Steffler, Research Analyst, Centre for Research in Student Mobility - Seneca College</p> <p>Beginning with graduates in 2006-07, the provincial Graduate Satisfaction Survey was expanded to add numerous questions directly related to the transfer experience of college graduates who enrolled in a postsecondary institution six months after completing their program. The questions gather information on motivation to pursue further postsecondary, source of transfer information, amount of transfer credit and satisfaction along with documentation on the institution and program of destination six</p>

	<p>months after graduation. Since 2006-07, the number of transfer agreements has grown, the provincial government has invested more money into the development of pathways, and institutions have increased initiatives to foster student mobility.</p> <p>This presentation will build on a 2011 baseline HEQCO report to examine the pattern of responses to these questions in the context of the evolving postsecondary environment. The intervening years have shown a decline in the percentage of graduates pursuing a degree but an increase in the total number of college graduates attending university; an increase in the amount of transfer credit granted along with closer affinity with the destination program; and, consistency in the level of overall satisfaction, but an increasing gap between those who enter the workforce and those who pursue further education.</p> <p>The discussion will examine the role of international students, the growth of baccalaureate programs at colleges, the changing labour force demands in some professions, and the evolving mix of college and university programs to help understand some of these patterns.</p>
Bay	<p>5F – "We see you. We hear you." Using Student Voice to Inform Services, Policies and Procedures to Improve the College Transfer Experience Presenter: Sylvie Lamoureux, Associate Professor, University of Ottawa Co-presenters: Julie Beauchamp, Vice-Dean, Undergraduate and Professional Programs, Telfer School of Management, University of Ottawa Andrea Secord, Coordinator and Resource Person, Student Academic Support Services, University of Ottawa Klehr D'Souza, Assistance to Learning Consultant, Student Academic Support Services, University of Ottawa Jean-Luc Daoust, Interim Associate-Registrar, Manager, Student Academic Support Services, University of Ottawa</p> <p>In 2013-2014, the University of Ottawa conducted surveys and led a series of focus groups and interviews with several cohorts of college transfer students to gain a better understanding of i) their transfer experience and ii) the complexities of the various pathways into and through the university. This student-voice data was used to analyse their existing services, policies and procedures to identify areas of improvement and innovation, two of which were implemented in time for the fall 2014 cohort. A research-informed impact evaluation of the implementation of these two initiatives was designed for 2014-2015, with a strong focus on student voice.</p> <p>This panel brings together senior administrators, student support staff and a researcher to report on the progress to date of two of these initiatives at the University of Ottawa: 1) the mentoring centre for transfer and mature students and 2) the transformation of the college transfer pathway at the Telfer School of Management. These presentations will be followed by a report of findings from the impact evaluation of the new transfer pathway, from multiple perspectives (student, faculty student support staff, and admissions staff). The presenters will then open a discussion with the session participants to discuss implications and next steps for institutions and their partners, regarding 1) how to institutionalize best practices across faculties and services to better support the college transfer students from all pathways into and through the university and 2) the importance of student voice to inform policy and procedures.</p>
2:30 pm	Conference concludes.