

**Sponsored by Ontario Council on
Articulation and Transfer
(2016)**



Northern Region:
Collège Boréal
Cambrian
Canadore
Confederation
Northern
Sault

Central Region:
Centennial
George Brown
Georgian
Humber
Seneca
Sheridan

Western Region:
Conestoga
Fanshawe
Lambton
Mohawk
Niagara
St. Clair

Eastern Region:
Algonquin
Durham
Fleming
La Cité Collégiale
Loyalist
St. Lawrence

Background:

- In preparing Durham College's ONCAT Data Availability Report for 2013, the Office of Research Services, Innovation and Entrepreneurship determined that 1,124 applicants applied to Durham College during the 2011-12 reporting year with a prior postsecondary experience and thus were eligible to apply for credit transfer; ***yet, only 298 of those applicants applied for credit transfer.***
- Almost three quarters of students who could have applied for credit transfer ***did not***.

Purpose

1. To understand why some students do not apply for credit transfer.
2. To understand the experiences of the students who do apply for credit transfer.
3. Explore patterns of student mobility, student expectations on credit transfer, prevalent credit transfer practices and procedures and institutional challenges.
4. Create a report that will identify best practices to improve the credit transfer process for students in Ontario colleges.

Section 1: Provincial dataset

1. What is the overall **potential magnitude** of credit transfer in the province of Ontario as it relates to Ontario Colleges? What is the potential magnitude especially with regard to **inter-regional mobility** and **non-traditional pathways**?

Section 2: Proxy definition

2. Is use of *transcript request* an **acceptable proxy** for assessing the magnitude of credit transfer at the provincial level? Do the findings from the survey confirm the findings from the provincial dataset?

Section 3: Students who did not apply for Credit Transfer

3. How aware are the students with prior postsecondary education of credit transfer opportunities? Does the **awareness of the credit transfer** possibilities have an impact on their decision to apply for credit transfer? What are the barriers to credit transfer applications?

Section 4: Students who applied for Credit Transfer (Same Institution versus Different Institution)

4. What are the sources of **credit transfer information** accessed by the students who do apply for credit transfer and how effective are these sources? How aware are the students of the various aspects of the credit transfer information? What are their recommendations for timeliness of credit transfer information and acceptable processing times? Are there any differences between students who transfer credits and move to a different institution in comparison to students who transfer credits and stay within the same institution?
5. How were the students' **credit transfer application experiences**? What factors have an impact on these experiences? How do credit transfer information and timeliness affect students' expectations of reasonable processing times? Are these experiences and expectations similar for students who transfer credits and move to a different institution in comparison to students who transfer credits?
6. What were the students' credit transfer **application outcomes and their satisfaction** with the outcomes, and the explanations provided, if any? How does credit transfer information affect students' perception of **the ease of credit transfer applications**?

Section 5: Predictors of Credit Transfer

7. What are the predictors of students' **likelihood to apply** for credit transfer? Are these predictors different for the students who transfer credits and move to a different institution in comparison to students who transfer credits and stay within the same institution?
8. What are the predictors of students' **likelihood to receive** credit? Are these predictors different for the students who transfer credits and move to a different institution in comparison to students who transfer credits and stay within the same institution?
9. What are the predictors of students' **satisfaction with the credit transfer process**? Are these predictors different for the students who transfer credits and move to a different institution in comparison to students who transfer credits and stay within the same institution?

Section 6: Institutional Perspective

10. What are the institutional perspectives for credit transfer among participating institutions, and the current practices? What are the **barriers to efficient and effective credit transfer** from the institutional perspective?
- the existence of formal policies and procedures for credit transfer;
 - record keeping aspects
 - application process aspects
 - aspects related to evaluation of the application
 - timelines for application submission and evaluation
 - documentation and guides
 - communication and follow-up practices with students

❖ OCAS: Provincial

❖ Anonymized dataset

- ❖ 129,670 students enrolled in the first year of a program at a CAAT college

❖ Students

❖ Online Survey (English and French)

- ❖ Overall survey response rate of 11.4% from the 4,099 respondents across 22 colleges.

❖ Focus Groups

- ❖ On site at each college

❖ Registrars

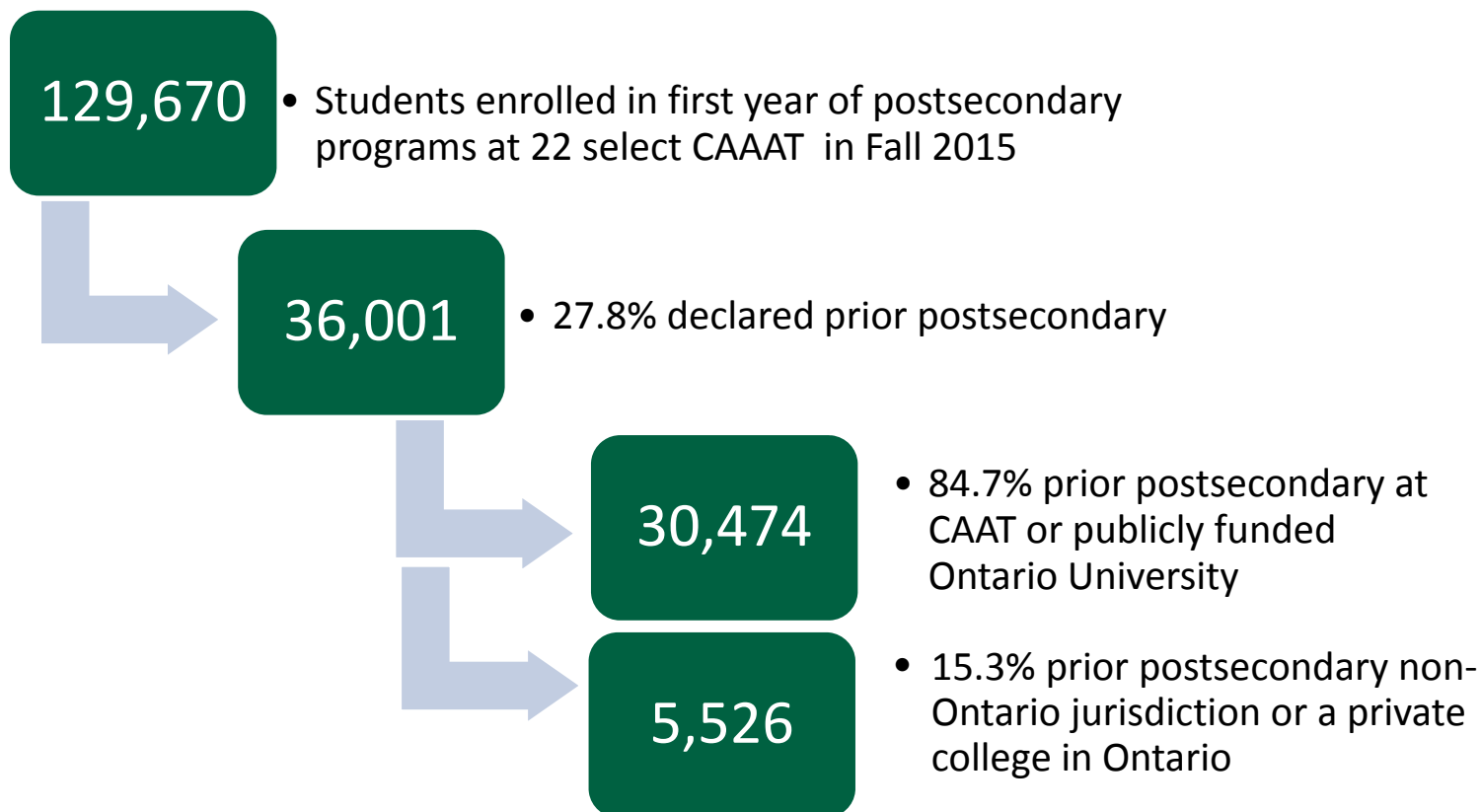
❖ Telephone Interviews

- ❖ with Registrar or Registrar designate

- ❖ There is ***no consistent definition*** of credit transfer. This is largely a result of the many different ways credit transfer and articulation can be defined and utilized within institutions (Pegg and Di Paolo, 2013).
- ❖ By not having a concrete definition available, institutions are left responsible to evaluate and assess credit transfer requests using their ***own interpretations***.
- ❖ Most studies exploring credit transfer is ***within the institution*** and very rarely across institution, let alone provincially.

PROVINCIAL DATASET

Provincial Dataset – Assessing Magnitude of Credit Transfer Possibility

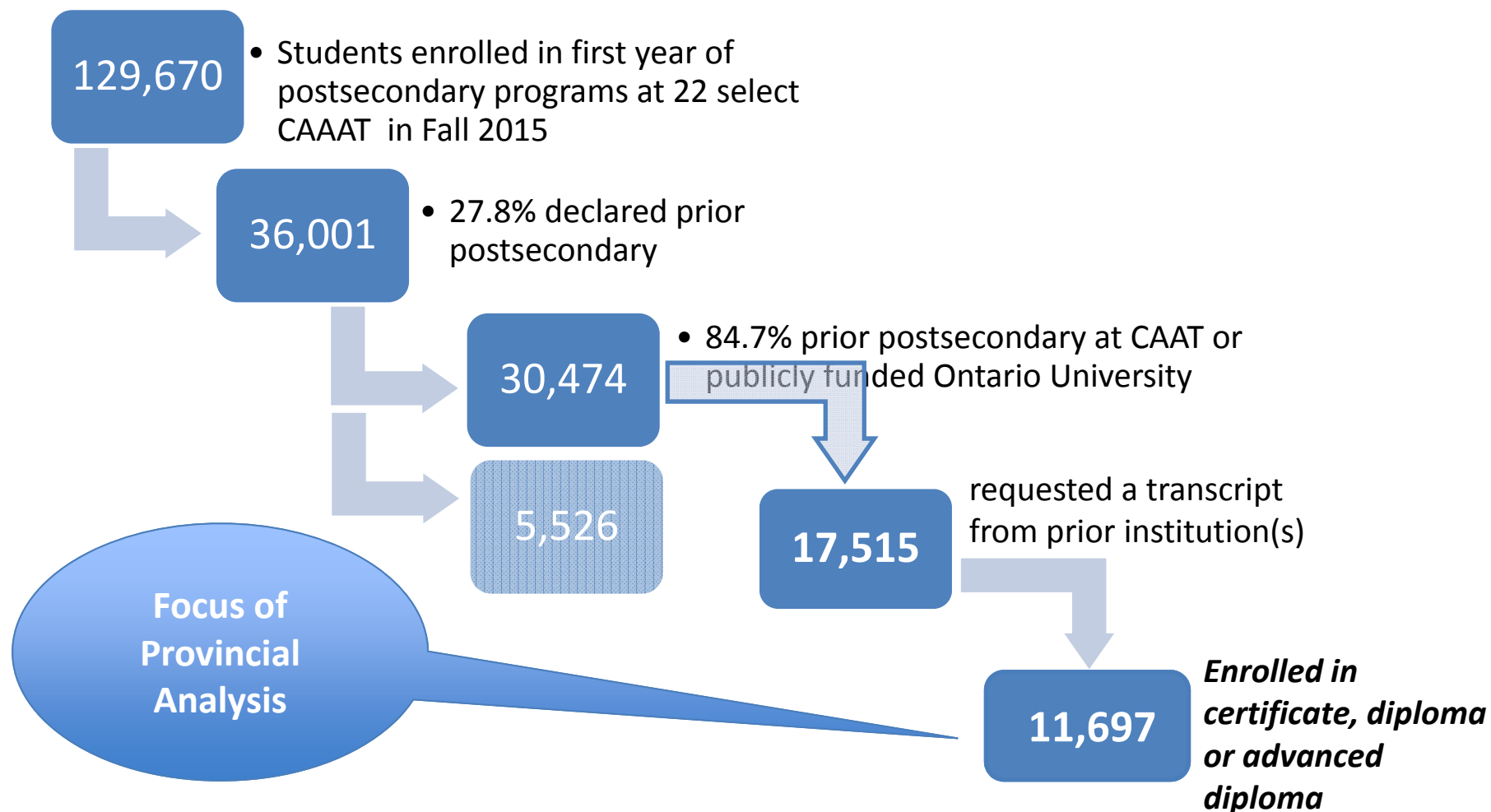


Number of students with prior postsecondary attempts at Ontario publicly funded institutions = 30,474

Number of prior postsecondary attempts	1	2	3	4	5	> than 5
Number of students	10,679	14,573	3,206	1,496	328	192
% of students	35.0%	47.8%	10.5%	4.9%	1.1%	0.6%

Provincial Data: Transcript request as Credit Transfer Proxy

- ❖ Students' **request of transcript from prior postsecondary institution** used as proxy definition for students' interest in applying for credit transfer.



Provincial Data: Geographic Implications

- 11,697 students requested a total of 12,948 transcripts from publicly funded Ontario institutions.
- Provincial geography plays a vital role in student mobility

Region of Current Postsecondary Institution	Region of Prior Postsecondary Institution			
	Central	Eastern	Northern	Western
Central (n = 6,114)	3,967 (65%)	715 (12%)	210 (3%)	1,222 (20%)
Eastern (n = 2,042)	419 (21%)	1,259 (62%)	88 (4%)	276 (14%)
Northern (n = 1,006)	151 (15%)	151 (15%)	555 (55%)	149 (15%)
Western (n = 3,786)	714 (19%)	319 (8%)	149 (4%)	2,604 (69%)

Provincial Data: Swirling/Non-traditional Pathways

- 42.9% have prior postsecondary experience at one or more university
- Ontario postsecondary sector increasingly experiencing non-traditional or “swirling” pathways

Institution of Prior Postsecondary Experience (n = 11,697)	Transcripts Requested from	Number of students
Prior College (n = 6,259)	1 college	5817
	2 colleges	417
	3 colleges	25
Prior University (n = 5,019)	1 university	4738
	2 universities	268
	3 universities	11
	4 universities	1
	5 universities	1
Prior College and University (n = 419)	1 college, 1 university	360
	2 colleges, 2 universities	3
	2 colleges, 1 university	33
	2 universities, 1 college	17
	3 colleges, 1 university	4
	3 universities, 1 college	2

Provincial Data: Geography + Swirling

	Number of CAAT Colleges		Number of CAAT Universities
	Inbound	Outbound	Inbound
CENTRAL COLLEGES			
College 1	4	4	5
College 2	11	8	14
College 3	12	9	5
College 4	5	8	12
College 5	8	8	11
College 6	6	8	10
EASTERN COLLEGES			
College 1	8	6	7
College 2	3	4	3
College 3	0	0	1
College 4	1	1	0
College 5	4	4	5
NORTHERN COLLEGES			
College 1	2	0	1
College 2	1	1	1
College 3	0	0	0
College 4	0	0	1
College 5	0	0	0
College 6	0	0	0
WESTERN COLLEGES			
College 1	7	5	6
College 2	11	9	7
College 3	1	1	1
College 4	7	6	7
College 5	3	5	3

➤ Extent of students' relative interest in moving between the institutions

Note: An average of 15 transcripts were requested across and within institutions; hence inter-institutional mobility was assessed using a minimum of 15 transcript requests as the threshold.

Inbound:

institutions that the transcripts were *requested-from* excluding the institution itself

Outbound:

institutions that the transcripts were *requested-to*

SURVEY DATASET

- ❖ **Introduction**
- ❖ **Transcript Request as Credit Proxy – validation**

Survey – Introduction and Demographic Profile

36,001

- Students from provincial dataset who declared prior postsecondary invited to participate in online, anonymous survey

4,099

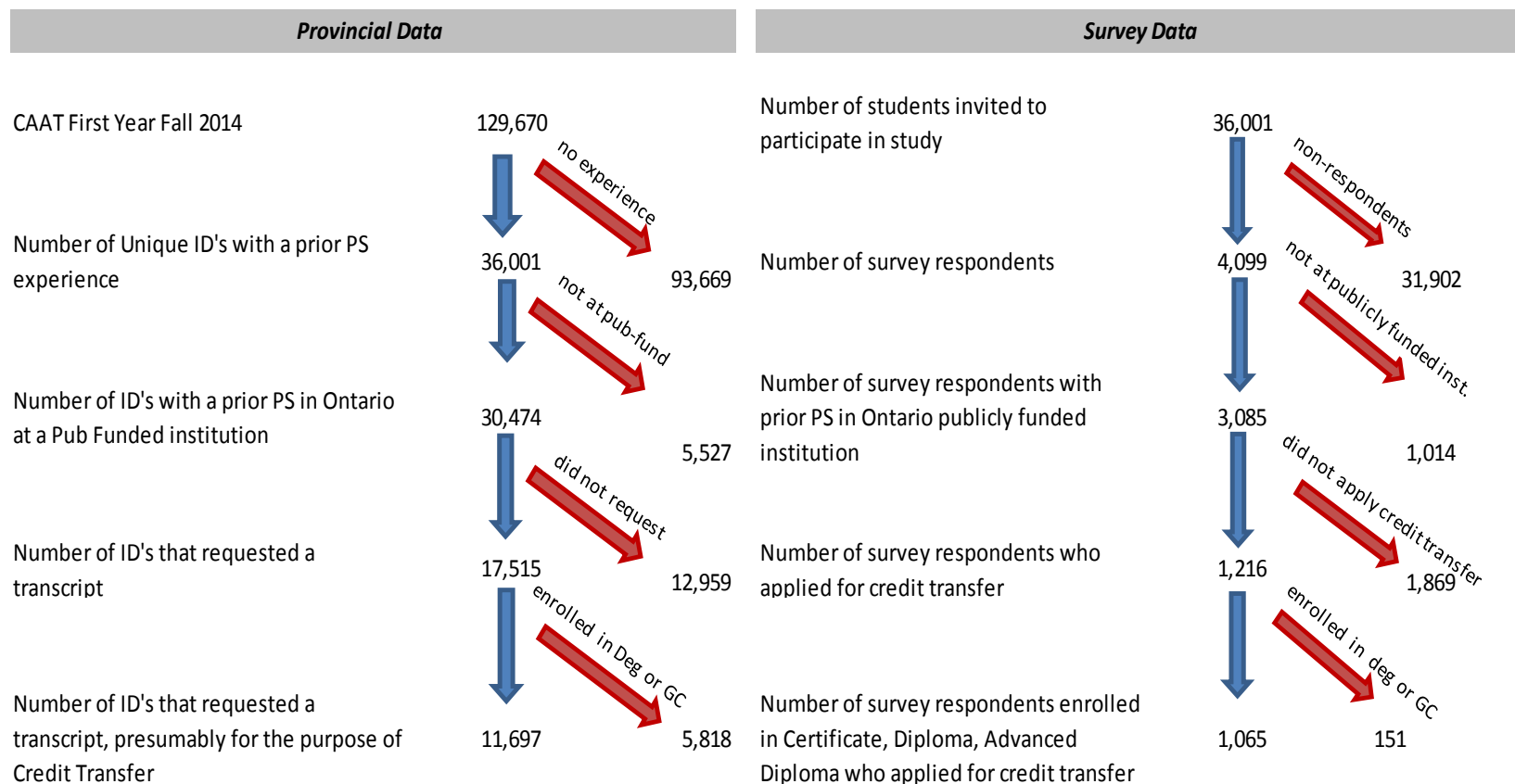
- Students who participated (Colleges participation rate: 6.2% - 22.0%)

Survey Attribute	Number of Survey respondents	Percent of Survey respondents	Study Population	Percent of Study Population
Gender (n=4,046)			(n=129,670)	
Male	1,102	27.2%	61,585	47.5%
Female	2,930	72.4%	67,485	52.0%
Other	14	0.3%	570	0.5%
International Student(s)				
Yes	488	12.1%	15,109	11.7%
No	3,555	87.9%	114,561	88.3%
First Language				
English	3,283	81.0%	105,328	81.2%
French	140	3.5%	4,060	3.2%
Other	629	15.5%	20,282	15.6%
First Generation Student(s)			(n=104,173)*	
Yes	1,495	37.0%	31,679	30.4%
No	2,547	63.0%	72,494	69.6%
Aboriginal Student(s)				
Yes	168	4.2%	2,010	1.5%
No	3,848	95.8%	127,660	98.5%

- Higher female participation**
- Generally, survey results can be generalized to provincial study population**

* 25, 497 students did not report a status and are reported as unknown, they are not included in this total.

Provincial/Survey – Use of Transcript Request as Transfer Proxy Acceptable



Note: 1,220 students were enrolled in a degree program, while 4,598 were enrolled in a graduate certificate program - a transcript request for these groups is thought to represent prior program completion as opposed to credit transfer.

Note: Of those that reported applying for credit transfer, 107 students were enrolled in a degree program, while 44 were enrolled in a graduate certificate program.

Analysis of direct responses from survey indicate approximately the same percent (one-third) of students with prior postsecondary in publicly funded Ontario institutions applying for credit-transfer.

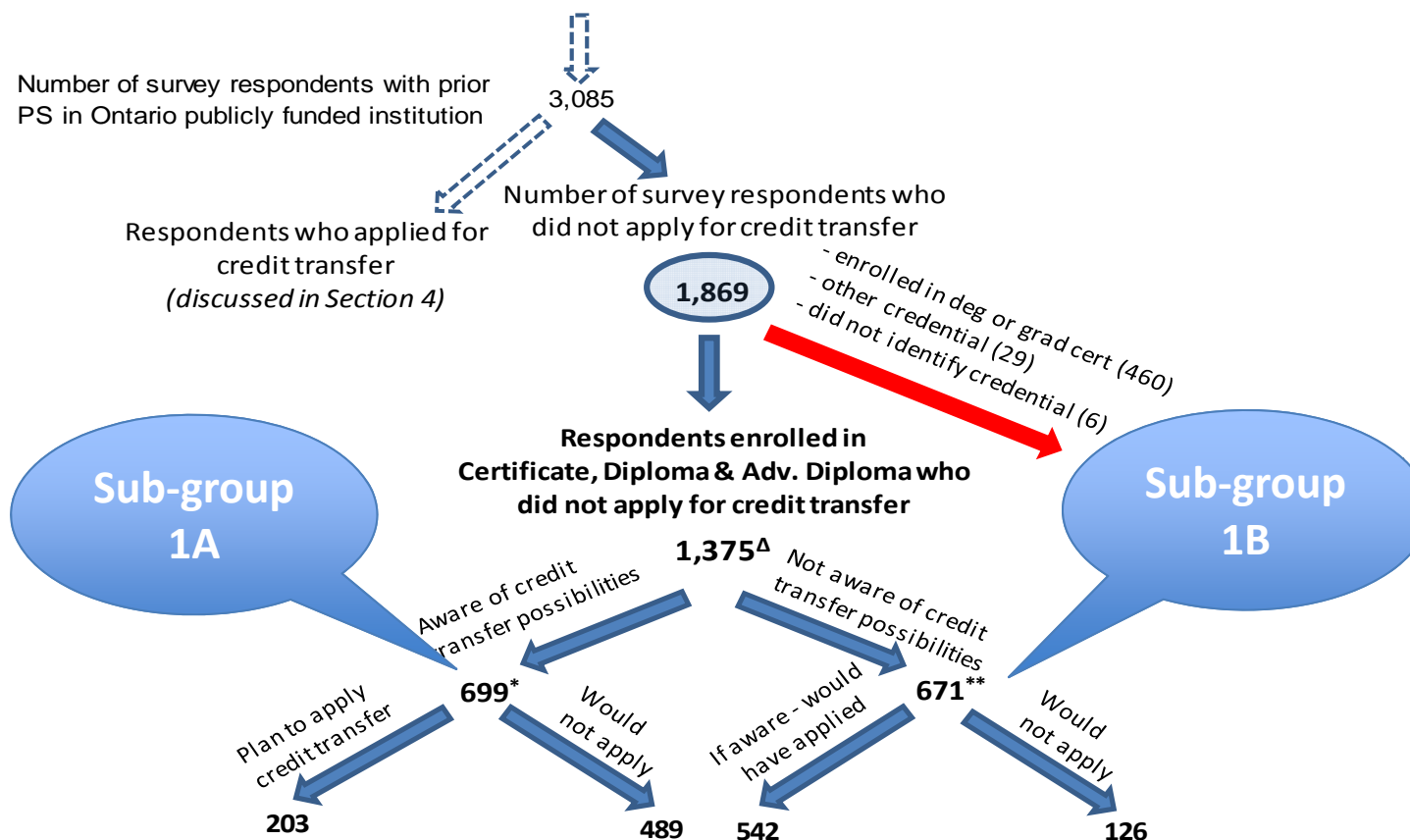
SURVEY DATASET: SELECT FINDINGS

- ❖ **Students who did not apply for Credit Transfer**
- ❖ **Students who applied for Credit Transfer**

Survey Group 1 – Students Who Did Not Apply for Credit Transfer: Awareness of Credit Transfer

Sub-group 1A: Aware of credit transfer possibilities

Sub-group 1B: Not aware of credit transfer possibilities



^Δ 5 respondents did not indicate an answer

* 7 respondents did not indicate an answer

** 3 respondents did not indicate an answer

Sub-group 1A: Aware but did not apply for credit transfer

- Of the 699 respondents who were aware of the credit transfer possibility:
 - 203 (29.0%) were planning to apply for credit transfer;
 - 489 (70.0%) respondents **were not planning to apply** for credit transfer.

Their reasons are provided below:

<i>Reason for Not Applying for Credit-Transfer (n = 489)</i>	<i>Number of respondent s</i>	<i>Percent of respondent s</i>
My current program is completely unrelated to my previous program of study	186	38.0%
I did not want to spend the money to apply for transfer credits	69	14.1%
I assumed that I would not receive any credits	39	8.0%
I felt that the process was too much work	33	6.7%
I did not clearly understand the credit transfer process	32	6.5%
Other	130	26.6%

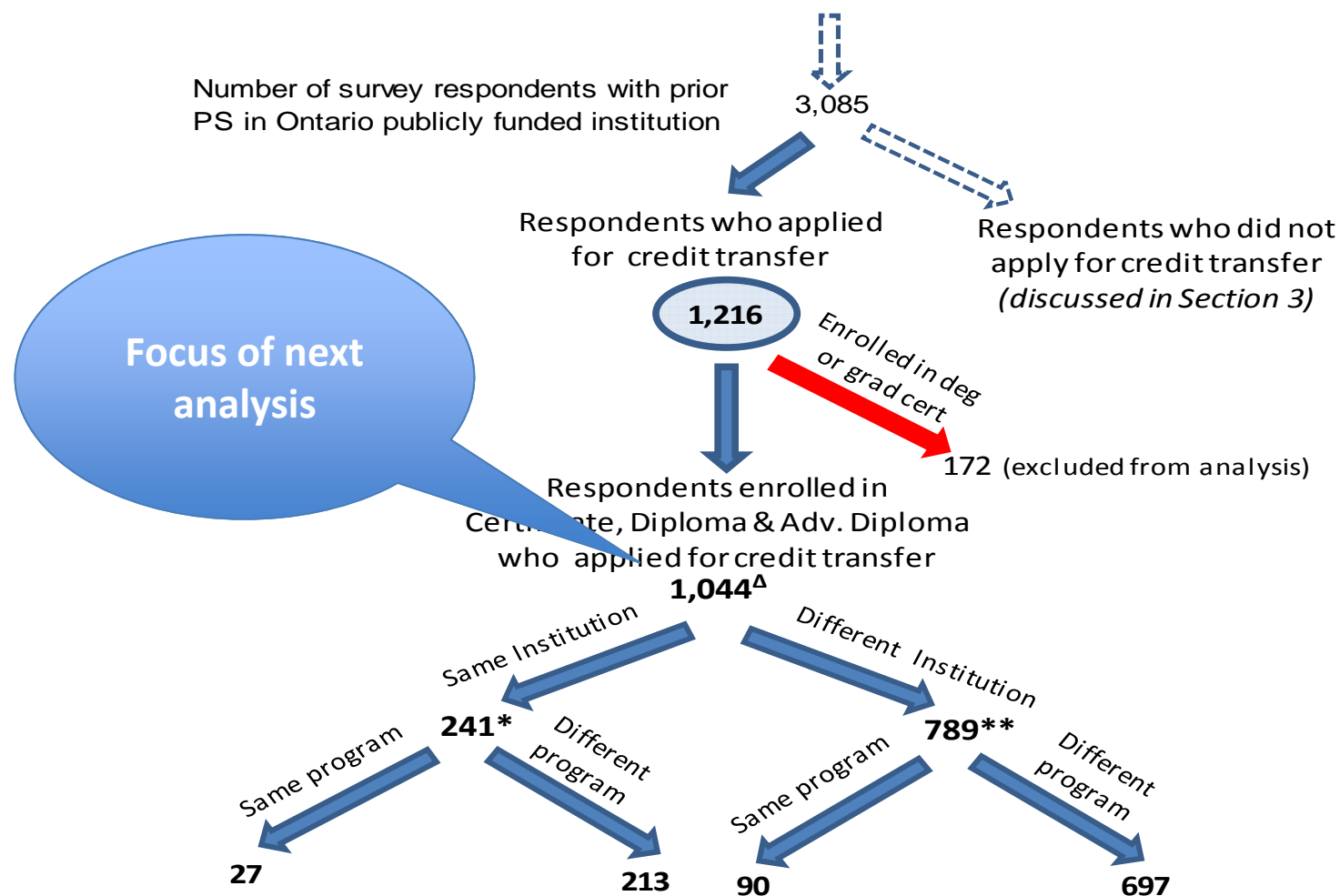
Sub-group 1B: Not aware of Credit Transfer

- Of the 671 respondents who indicated that they were not aware of the credit transfer possibility:
 - 542 (80.8%) indicated that they *would have applied for credit transfer* if they had been aware of the possibility;
 - 126 (18.8%) respondents indicated that they would still not apply for the credit transfer.

Their reasons are provided below:

Reason for Not Applying for Credit-Transfer (n = 126)	Number of respondents	Percent of respondents
My current program is completely unrelated to my previous program of study	58	46.0%
I did not clearly understand the credit transfer process	32	25.4%
I assumed that I would not receive any credits	13	10.3%
I felt that the process was too much work	9	7.1%
I did not want to spend the money to apply for transfer credits	3	2.4%
Other	11	8.7%

Survey Group 2 – Students Who Applied for Credit Transfer



^Δ 14 respondents did not indicate either previous or current institution

* 1 respondent did not indicate program

** 2 respondents did not indicate program

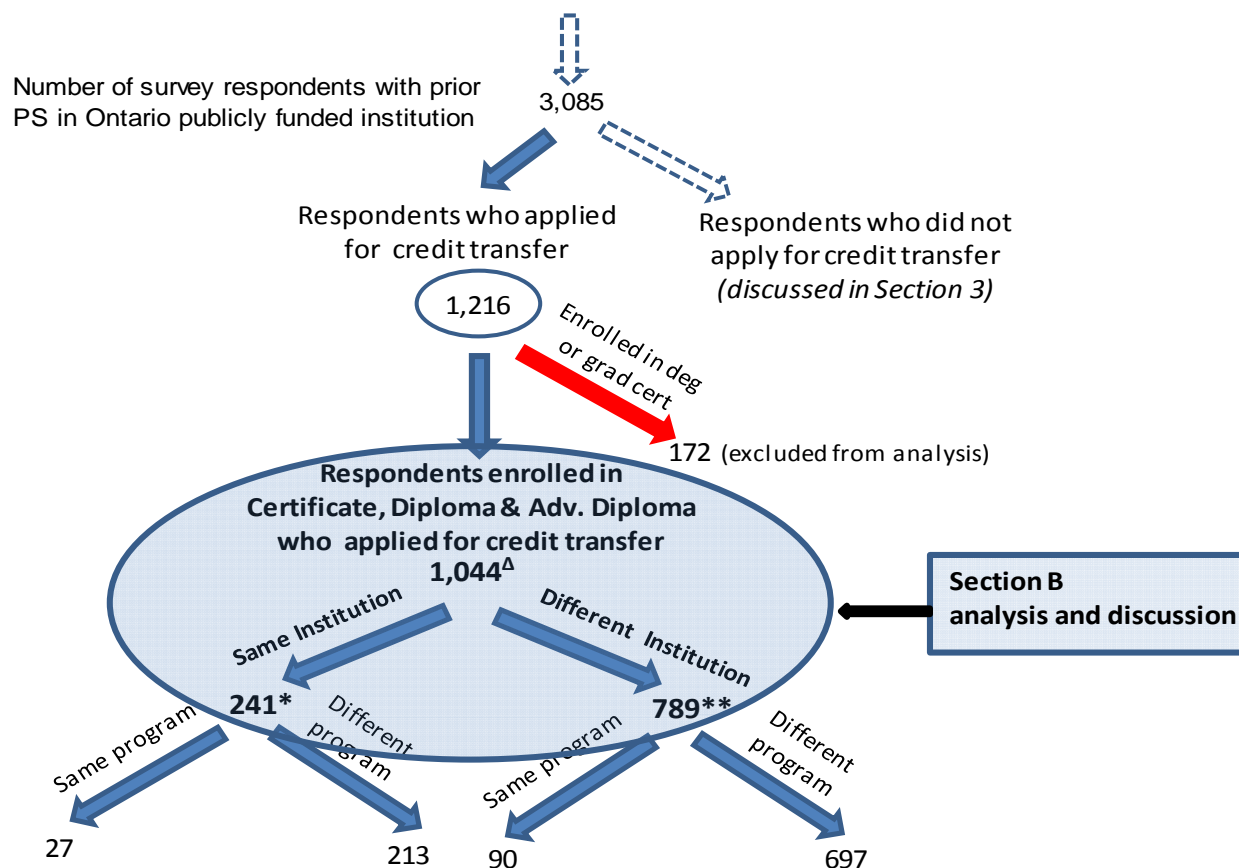
Survey Group 2 – Students Who Applied for Credit Transfer: Swirling/Non-traditional Pathways

- ❖ Of the 1,044 respondents 914 indicated their prior postsecondary credential
 - ❖ 584 (63.9%) graduated from their prior program

Current Postsecondary Credential enrolled (n = 914)	Prior Postsecondary Credential Enrolled					
	Certificate	Diploma	Advanced Diploma	Graduate Certificate	Degree	Other
Certificate (n=140)	29	54	9	4	42	2
Diploma (n=656)	116	208	27	9	286	10
Advanced Diploma (n=118)	22	24	12	0	56	4

- ❖ Even when the successful completion of the prior postsecondary credential is accounted for, there is evidence for the swirling and non-traditional pathways choices among students.

Survey Group 2 – Students Who Applied for Credit Transfer



^Δ 14 respondents did not indicate either previous or current institution

* 1 respondent did not indicate program

** 2 respondents did not indicate program

Survey Group 2 – Students Who Applied for Credit Transfer: Swirling/Non-traditional Pathways

Program & Institution Changes:

The academic credential information of these respondents was further explored to elicit program and institution choices

Subsequent Postsecondary Choices (n = 1,044)	Number	Percent
Same Program Same Institution	27	2.6%
Different Program Same Institution	213	20.4%
Same Program Different Institution	96	9.2%
Different Program Different Institution	705	67.5%

- Approximately 10% of the respondents identify continuing in the **same program** at a different institution.
- This further emphasizes the importance of developing robust inter-institutional credit transfer possibilities

Survey Group 2 – Students Who Applied for Credit Transfer

Reason for choosing different postsecondary institution:

Main Reason for Choosing Different Postsecondary Institution (n=789)	Number	Percent
Changed my mind about field of study	328	41.6%
Reputation of my current program	137	17.4%
Location of my current institution	90	11.4%
Dissatisfied with my previous program	52	6.6%
Wanted to build on my postsecondary experience by attending a different institution	34	4.3%
Reputation of my current institution	31	3.9%
Dissatisfied with my previous institution	5	0.6%
Other	112	14.2%

Does a prior college or university credential make an impact?

Main Reason for Choosing Different Postsecondary Institution	Prior College (n = 371)		Prior University (n = 418)	
	Number	Percent	Number	Percent
Changed my mind about field of study	137	36.9%	191	45.7%
Location of my current institution	73	19.7%	17	4.1%
Wanted to build on my postsecondary experience by attending a different institution	42	11.3%	95	22.7%
Dissatisfied with my previous institution	25	6.7%	9	2.2%
Reputation of my current program	17	4.6%	14	3.3%
Dissatisfied with my previous program	12	3.2%	40	9.6%
Reputation of my current institution	5	1.3%	0	0.0%
Other	60	16.2%	52	12.4%

Credit Transfer: Sources of Information

- Respondents indicate that both formal and informal networks of information were important for resourcing information on credit transfers

Source of Credit Transfer Information	Number	Percent
Current institution's website	361	25.8%
From a friend, classmate or family member	317	22.6%
Faculty member	271	19.4%
Staff member from the Office of the Registrar (or equivalent)	229	16.4%
Previous institution's website	89	6.4%
ONTransfer website	85	6.1%
Other	48	3.4%

* Respondents could select multiple sources hence the number of respondents will not add to 1,044

Source of Credit Transfer Information	Transfer Diff. Inst. (n = 789)		Transfer Same Inst. (n = 241)	
	Number	Percent	Number	Percent
Current institution's website	316	40.1%	42	17.4%
Faculty member	174	22.1%	94	39.0%
From a friend, classmate or family member	245	31.1%	64	26.6%
ONTransfer website	69	8.7%	13	5.4%
Previous institution's website	69	8.7%	20	8.3%
Staff member from the Office of the Registrar (or equivalent)	155	19.6%	72	29.9%
Other	44	5.6%	4	1.7%

* Respondents could select multiple sources hence the number of respondents will not add to 789 or 241

- Students who applied for credit transfer ***within the same institution***, a greater proportion accessed faculty member or staff from the Registrar office

Credit Transfer: Process Information Clarity and Timeliness

Availability and Time of Application

➤ Critical Communication Needs:

- Identification of contact
- Earlier when students enrolls initially.

Credit Transfer Information Aspect	Strongly Agree/ Agree	
	Number	Percent
The option for credit transfer was made clear to me when I enrolled (n = 1,039)	731	70.4%
I clearly understood the process when I applied for credit transfer (n = 1,037)	836	80.6%
Information about the credit transfer process was readily available to me when needed (n = 1028)	815	79.3%
I knew who to contact when beginning the credit transfer process (n = 1,032)	743	72.0%
Advising from College staff about the credit transfer process was readily available to me when needed (n = 1,035)	883	85.3%

➤ *Time of Application* driven by the process requirements at a given institution rather than the respondent choice.

Credit transfer: Time of Application	Transfer Diff. Inst. (n = 789)		Transfer Same Inst. (n = 239)	
	Strongly Agree/ Agree		Strongly Agree/ Agree	
	Number	Percent	Number	Percent
At the same time as applying for current program of study	122	15.5%	43	18.0%
During course registration	113	14.3%	32	13.4%
After course registration, but before the first day of class	144	18.3%	37	15.5%
During the first week of class	197	25.0%	72	30.1%
After the first week of class, but during the first month of class	142	18.0%	41	17.2%
Other	71	9.0%	14	5.9%

Credit Transfer: Process Information Clarity and Timeliness

Timeliness Recommendations

Credit transfer Information: Timeliness Recommendation	Transfer Diff. Inst. (n = 783)		Transfer Same Inst. (n = 230)	
	Strongly Agree/ Agree		Strongly Agree/ Agree	
	Number	Percent	Number	Percent
Included in the admission package for your current program	513	65.5%	124	53.9%
During course registration	143	18.3%	47	20.4%
During introductory program orientation	60	7.7%	21	9.1%
During the first week of class	48	6.1%	30	13.0%
Other	19	2.4%	8	3.5%

Credit Transfer: Applicant Experiences

Number of Credits Applied

Credit transfer: Number of Applications (n = 981)	Respondents	
	Number	Percent
1	604	61.6%
2	215	21.9%
3	109	11.1%
More than 3	53	5.4%

Credit transfer: Number of Applications	Transfer Diff. Inst. (n = 741)		Transfer Same Inst. (n = 226)	
	Respondents		Respondents	
	Number	Percent	Number	Percent
1	422	57.0%	173	76.5%
2	177	23.9%	34	15.0%
3	95	12.8%	13	5.8%
More than 3	47	6.3%	6	2.7%

- A greater proportion of respondents (43.0%) who moved to a different institution indicated that they submitted multiple applications as compared to the respondents who stayed at the same institution (23.5%).

Credit Transfer: Applicant Experiences

- ❖ The reasons for inadequate credit transfer experiences were also explored extensively in the on-site focus groups.

Credit transfer: Application Experience	Strongly Agree/ Agree	
	Number	Percent
Completing the credit transfer application process was easy to understand (n = 1,033)	904	87.5%
Completing the credit transfer application process took an appropriate amount of time (n = 1,024)	890	86.9%
Requirements for credit transfer are clearly defined (n = 1,018)	800	78.6%
I had no issues accessing the documentation I needed for credit transfer (i.e. transcripts, course outlines, etc.) (n = 1,031)	803	77.9%
The financial cost of applying for credit transfer was appropriate (n = 1,025)	717	70.0%
My credit transfer application was processed in an appropriate timeframe (n = 1,022)	848	83.0%

Credit Transfer: Applicant Experiences Processing Time

- There is a significant gap between applicants' timeline expectations and current practices.

Credit transfer: Acceptable Length of Processing Time	Transfer Diff. Inst. (n = 784)		Transfer Same Inst. (n = 240)	
	Number	Percent	Number	Percent
Less than 3 days	102	13.0%	57	23.8%
Less than 1 week	286	36.5%	92	38.3%
Less than 2 weeks	311	39.7%	64	26.7%
Less than 1 month	69	8.8%	17	7.1%
Other	16	2.0%	10	4.2%

Credit Transfer: Applicant Experiences Application Outcomes

Number of Courses applied for Credit Transfer (n = 1,032)	Receive Credit for All the Courses Applied for			Total Number of Courses applied for credit transfer
	Yes (n = 675) (65.4%)	No (n = 258) (25.0%)	Waiting for decision (n = 99) (9.6%)	
1	228 (74.8%)	49 (16.1%)	28 (9.2%)	305 (100.0%)
2	194 (67.6%)	67 (23.3%)	26 (9.1%)	287 (100.0%)
3	128 (65.3%)	50 (25.2%)	18 (9.2%)	196 (100.0%)
More than 3	125 (51.2%)	92 (37.7%)	27 (11.1%)	244 (100.0%)

❖ Survey was conducted in January 2015 but yet almost 10 % participants still waiting for a decision.

Expected to Receive Denied Credit (n = 1,033)	Number	Percent
Yes	210	20.3%
No	823	79.7%

Credit Transfer: Applicant Experiences

Overall Ease of Process

Ease of Credit Transfer Process (n = 1,035)	Number	Percent
Very Easy	279	27.0%
Easy	594	57.4%
Difficult	129	12.5%
Very Difficult	33	3.2%

- ❖ The timing of the availability of the information **did not have an impact** on the perception of the ease of process.
- ❖ Clarity, accuracy and completeness of the credit transfer information has a **significant impact** on the perception of the ease of the credit transfer process, while time when the information is made available has an impact on the applicants' processing timeline expectations.

SURVEY DATASET: PREDICTORS OF CREDIT TRANSFER

Credit Transfer Predictors: Which students are likely to *apply* for credit transfer?

Variable	β	Standard Error	Significance
Gender	-0.06	0.13	0.627
Age	-0.13	0.05	0.009**
International student status	0.26	0.19	0.166
Language	0.06	0.33	0.860
First Generation	0.07	0.12	0.585
Aboriginal	-0.06	0.27	0.814
Diploma	1.18	0.14	0.000**
Advanced Diploma	1.06	0.19	0.000**
Previous institution type	-0.13	0.31	0.677
Previous Diploma	0.32	0.16	0.042**
Previous Advanced Diploma	0.86	0.28	0.002**
Previous Grad Certificate	0.65	0.52	0.210
Previous Degree (ref: Certificate Programs)	0.70	0.33	0.032**
Previous grade achieved	0.11	0.08	0.143
Graduation status in prior program	0.25	0.14	0.063*
Constant	-1.749		
Pseudo R ²	0.072		
X ²	108.773, p<.000		
N	2419		

Credit Transfer Predictors: Which students are likely to *receive* credit transfer?

Variable	β	Standard Error	Significance
Gender	-0.15	0.28	0.601
Age	0.21	0.13	0.101
International student status	1.27	0.53	0.017**
Language	1.12	0.76	0.139
First Generation	0.11	0.26	0.685
Aboriginal	0.04	0.64	0.950
Current credential	-0.17	0.23	0.453
Previous institution	-0.37	0.61	0.542
Previous credential	0.01	0.18	0.978
Previous grade	0.18	0.18	0.314
Graduation status in prior program	0.53	0.28	0.053*
Helpfulness of first-point-of-contact	0.00	0.16	0.985
Clearly understood the credit transfer process	0.01	0.20	0.944
Knowledge of who to contact for credit transfer information	-0.39	0.20	0.054*
Credit transfer advising was readily available	0.28	0.22	0.203
Time of submission	-0.24	0.09	0.006**
Submitted multiple applications	-0.72	0.24	0.003**
Credit transfer requirements were clear	0.84	0.20	0.000**
Document collection was easy	0.55	0.17	0.001**
Cost was appropriate	-0.28	0.14	0.044**
Constant	-3.059		
Pseudo R ²	0.18		
X ²	101.392, p<.000		
N	1044		

Credit Transfer Predictors: Which students are likely to be *satisfied* with credit transfer?

Variable	β	Standard Error	Significance
Ease of finding first-point-of-contact	0.54	0.28	0.049*
Helpfulness of first-point-of-contact	0.90	0.20	0.000*
Credit transfer possibility was made clear before enrolment	0.00	0.22	0.987
Clearly understood the credit transfer process	0.05	0.27	0.848
Credit transfer information was readily available	0.32	0.27	0.247
Knowledge of who to contact for credit transfer information	-0.01	0.23	0.958
Credit transfer advising was readily available	-0.02	0.27	0.955
Time of submission	-0.06	0.11	0.607
Ease of completing credit transfer application	-0.20	0.30	0.517
Time for completion of credit transfer application	0.14	0.25	0.570
Credit transfer requirements were clear	0.51	0.25	0.039*
Ease of accessing required documentation	0.43	0.20	0.027*
Cost was appropriate	0.39	0.19	0.035*
Processing time for credit transfer application	0.86	0.22	0.000*
Received all the credit requested	1.23	0.32	0.000*
Overall perceived ease of credit transfer process	1.02	0.30	0.001*
Constant	-12.100		
Pseudo R ²	0.359		
χ^2	386.632, p<.000		
N	1044		

Credit Transfer Predictors: Summary

CREDIT TRANSFER		
Likely to Apply	Likely to Receive	Likely to be Satisfied
Age		
Current credential		
Previous credential		
Graduation status in prior program	Graduation status in prior program	
	International student status	
	Time of submission	
	Knowledge of who to contact for credit transfer information	
	Submitted multiple applications	
	Credit transfer requirements were clear	Credit transfer requirements were clear
	Document collection was easy	Ease of accessing required documentation
	Cost was appropriate	Cost was appropriate
		Ease of finding first-point-of-contact
		Helpfulness of first-point-of-contact
		Processing time for credit transfer application
		Overall perceived ease of credit transfer process

Institutional Perspectives: Challenges and Best Practices

Challenges:

- Varied level of outreach conducted by each institution
- Centralizing the details about credit transfer process is a significant challenge
- Granting access to course outlines
- Institutional credit transfer data not always compatible with ONTransfer Guide.
- Inconsistencies in the coding of credit transfer on transcripts across institutions.
- Inconsistent record keeping – some more detailed than others
- Inconsistencies in acceptable grade threshold for transfer
- Use of program descriptions; inconsistent interpretation of program descriptions
- Lack of timely communication on decision

Best Practices:

- Credit transfer outreach with confirmation letters
- Application deadline of the 10th day of class
- Basic credit transfer record keeping at all institutions
- Use minimum grade threshold of 80% to grant credit transfer
- Use of course outlines
- *Two weeks* - general time for evaluation of the application
- Post results on portal
- FAQ Guide with resources for self assessment

Conclusions and Recommendations

1. Credit-Granting Vocabulary: Credit transfer, PLAR, Advanced Standing – distinctions and consistent definitions
2. Credits-Internal/External: Understanding and implications for internal transfers
3. Credit Transfer on Transcripts: Inconsistent coding, Discrepancies with SIS
4. Credit Transfer Policies: Reliance on informal practices (inconsistent, inefficient)
5. Credit Transfer Procedures: Lack of common elements across the colleges
6. Program Standards: Major credit transfer opportunities
7. Course Assessment: use of course descriptions, regular updates of ONCAT equivalencies database
8. Credit Transfer and Heads-Of-Meetings
9. University-to-College transfers: English/Communication
10. College-to-University transfers: better data exchange OCAS-OUAC
11. Documentation:
 - a) Information on the process/requirements/decision – Virtual Pathways Office
 - b) Access to supporting documents (course outlines, transcripts)
12. Credit Transfer-Grade Expectations: consistent, minimum thresholds

11. Refund for the Course Credit Granted
12. Credit Transfer - Grade Expectations: consistent, minimum thresholds
13. Credit Transfer Advisors' Contact Information
14. Sources of Credit Transfer Information: multiple, impact on locating first point of contact
15. Timing of Credit Transfer Information: early, multiple formats/avenues – admissions package, consistent and accurate
16. Early Assessment of Student Interest in Credit Transfer: OCAS collaboration
17. Credit Transfer – Locus of Responsibility: where should the onus lie for what, resolve inconsistencies
18. Credit Transfer – Processing of Applications: lack of clarity, lack of communication
19. Credit Transfer – College Calendars: effective tool
20. Credit Transfer – Unintended Adverse Consequences: engage and integrate relevant departments in the process

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