



Advising Students on Postsecondary Pathways to and from Mohawk College Academic Plan 2013 Fall Project Team Status Report (December 2013)

Mohawk College's 2012 [Academic Plan](#) is a thematic accumulation of responses from both external and internal stakeholders when asked these three questions:

- 1. What might make students want to come to Mohawk over the next ten years?**
- 2. What core capabilities and skills might students need for the future?**
- 3. How might we enable high-quality learning over the next 10 years?**

Stakeholder responses included:

- Create a block credit transfer policy to enable easy transit to Mohawk for students from other institutions or internal programs p. 10.
- Pursue multi-lateral credit transfer agreements with Ontario public post-secondary institutions p. 10
- Implement a skills-assessment framework p. 7.

Project Team Members

Linda Basso, Maria Berrafati, Jaspreet Grewal, Shelley Kitchen, Nair Lacruz, Theresa Merwin, Cecilia Otero, Cathy Ozols, Valerie Parke, Casandra Saiciuc, Laurence Smith met Tuesday mornings, 9-11:00 AM, September 24 to December 3 in Rm i-208 of the Fennell Campus.

Project Team's Objectives

1. Understand how other jurisdictions support transparent pathways among postsecondary institutions.
2. Determine if future and current students plan to be continuous learners by laddering the acquisition of credentials.
3. Identify barriers to Mohawk students when transferring earned course credits to other publically assisted institutions.
4. Identify barriers to students from other publically assisted institutions when transferring earned course credit to Mohawk.
5. Evaluate advisory systems and services funded by Credit Transfer Institutional Grants being trialed at other colleges and universities to support student mobility.
6. Based on best-practices research, propose advisory systems and services to ensure and increase transparent student mobility to and from Mohawk.

Project Team's Findings

1. There is much work to do in Ontario. Casandra Saiciuc presented a thorough overview of how Alberta, British Columbia, the majority of American States and member countries of the EEC organize, validate, and financially

support student mobility to insure cost efficient education systems as well as workplace-ready employees. Casandra's research was confirmed by HEQCO's Fiona Deller: [C2U Transfer Mobility and Learning Outcomes a Few Thoughts from HEQCO](#).

2. The number of Ontario students who plan to be continuous learners by laddering the acquisition of credentials is increasing annually as revealed by Decock et al and Usher & Jarvey.
3. College graduates who did not successfully complete Math MCT4C in secondary school are barred from transferring to Ontario universities. Emily Sandford Brown, College Student Achievement Project Consultant, and Elizabeth Martin Mohawk Math Professor made presentations defining the importance of math fluencies to continuous learning specifically in health and technology disciplines: [Ending the Circle of Blame: Rethinking the Development of Numeracy Fluencies](#) and [Numeracy Skills for College Success and Continuous Learning](#).
4. Walk'n'Wait, Walk'n'Wait, Walk'n'Wait is an accurate summary of the migratory and frustrating experience of student wishing to transfer earned credits to Mohawk College. Most transfer students walk a paper trail from F-wing to A-wing to E-wing and then wait until mid-semester to have credit transfers approved.
5. Other institutions such as Seneca, Algonquin, Lambton, Waterloo, and McMaster have used CTIG funding to communicate and facilitate transfer options pre-admission – as a strategic enrollment management strategy. And then process exemptions immediately after acceptance so that students can make appropriate timetabling and OSAP application decisions.
6. While Mohawk does not yet have a Transfer/Pathway Policy or a visible centrally located Pathways Office, the current Pathways Co-ordinator responds to 50-100 requests for articulation and credit transfer information from internal and external sources each month. Institutions that have used CTIG funding to establish a highly visible Pathway Office/Centre/Station/Kiosk staffed with teams of skilled advisors* have been able to collect data to validate increases in both the sending and receiving of transfer students. *Skilled advisors include exemption granting faculty, counsellors to support career clarity, admissions specialists, data collection analyst, and recruiters all working collaboratively with a Pathways Co-ordinator.

Project Team's Recommendations

That the Credit Transfer Institutional Grants Steering Committee use 2013-14 MTCU funding to initiate a three month (January–March 2014) cross-disciplinary, cross-functional pilot project to trial a range of advising services based in a temporary "College2University Kiosk" to be located adjacent the Learning Support Centre/Fennell. The Team presented this recommendation to interested members of the Credit Transfer Institutional Grants Steering Committee on Tuesday December 3, 2013: [Pilot Project for the Strategic Use of MTCU CTIG 2013-14 Funds](#)

That an Academic Plan Project Team be struck to eliminate a significant and costly barrier to college student mobility: weak and underdeveloped numeracy fluencies by creating a first year course recognized by universities as equivalent to the Ontario Secondary School math course: MCT4C.

Project Team's Key Human and Digital Resources

All members of this project team researched and presented evidence of best practices in postsecondary student mobility at provincial, national and international levels.

Decock, H., McCloy, U., Liu, S., & Hu, B. (2011) [The Transfer Experience of Ontario College Graduates who Further their Education - An Analysis of Ontario's College Graduate Satisfaction Survey](#). Toronto: Higher Education Quality Council of Ontario.

[Mohawk Participation in Credit Transfer 2012](#) and [Mohawk College's Multi-Year Accountability Agreement 2011-2012](#).

Trick, D. (2013) [College-to-University Transfer Arrangements and Undergraduate Education: Ontario in a National and International Context](#). Toronto: Higher Education Quality Council of Ontario.

Usher, A. & Jarvey, P. (2011) [Student Experiences in Credit Transfer at Ontario Colleges](#) Higher Education Strategy Associates.