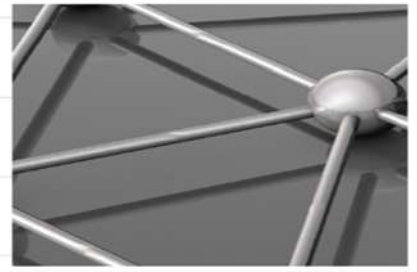


MOHAWK COLLEGE Academic Plan



Planning for Mohawk College's First Credit Transfer Policy

Academic Plan 2013 Winter Term Project Team Status Report (April 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:

- Provide greater student support and career-option clarity, from pre-admission to post-graduation p.9.
- Pursue multi-lateral credit transfer agreements with Ontario public post-secondary institutions p. 10
- Create a block credit transfer policy to enable easy transit to Mohawk for students from other institutions or internal programs p. 10.

Project Team Members

Linda Basso, Jaspreet Grewal, Robin Grossi, Elizabeth Leiss-McKellar, Daniel McKerrall, Valerie Parke, Lisa Pegg, Marla Robinson, Casandra Saiciuc, Samara Young met Tuesday mornings, 9-11:00 AM, January-April in Rm i-204 of the Fennell Campus.

Project Team's Objectives

1. Understand current (Post-2010) pathways priorities of the Ministry of Education, the [Ministry of Trades, Colleges and Universities](#), the Ontario Council on Articulation and Transfer (ONCAT) as per the College-University Consortium Council's February 2011 published research: [College-University Student Mobility Report](#).
2. Review the credit transfer policies of Ontario's colleges and universities to identify elements to be included in Mohawk's first *Credit Transfer Policy*.
3. Evaluate how the roles of course outlines, course learning plans, and Mohawk Exemption Database in facilitating pathways to and from Mohawk College.
4. Define current Mohawk processes from granting course credits to students arriving from other publicly-assisted institutions.
5. Define current Mohawk process for advising our students on transferring to other publically-assisted institutions.
6. Identify methods of capturing data on number of students transferring to and from Mohawk.

Project Team's Findings

1. Beginning in Kindergarten, Ontario's students are being issued [Ontario Education Number \(OEN\)](#) to record courses and grades in their K-Postsecondary learning journeys.
2. Between 2012-2017, MTCU will allocate 78 million in Credit Transfer Institutional Grants (CTIG) to colleges and universities to support the implementation of services and systems to support postsecondary student mobility without academic, economic, or time penalties.
3. The top priorities of the Ontario Council on Articulation and Transfer (ONCAT) are the creation of the [ONTransfer](#) information system and the Course to Course Equivalency Database.
4. Credit transfer/pathways policies of other colleges and universities define the supports/services available to assist/advise both the sending and receiving of students. Mohawk's first Credit Transfer/Pathways Policy should clearly define processes and standards for both the sending and receiving of students.
5. In order for Mohawk students to be granted course exemptions by other institutions, they must have .pdf copies of course outlines and course learning plans to submit along with an official transcript. Mohawk should fully explore making .pdf copies of course outlines and course learning plans available to students via eLearn course homepages.
6. Faculty presentations by Elizabeth Liess McKellar and Robin Grossi on the functionality and currency of the Mohawk Exemption Database revealed that Mohawk should fully explore joining the other 39 institutions planning to participate in the provincially supported [Course to Course Equivalency Management Database](#).
7. In 2011, 21 500 students transferred between publically assisted postsecondary institutions. There are only two sources transfer data: the Mohawk Pathways Coordinator and the annual KPI Graduate Survey.

Project Team's Recommendations:

1. That during the 2013 Spring/Summer Term a professional policy writer (funded by CTIG) be tasked to create a *Draft Mohawk-centred Pathways Policy* that supports and measures the sending and receiving of students to and from Mohawk College based on this Team's recommendations: [Developing Pathway Culture at Mohawk College](#).
2. That an Academic Plan Project Team be created in the 2013 Fall Term to review the *Draft Mohawk-centred Pathways Policy* and seek input and feedback from affected internal stakeholders including Associate Deans, Registrar's Office, Program Quality/Curriculum Specialists, Program Coordinators, and Recruiting & Marketing.
3. That Mohawk increase student mobility by joining the majority of Ontario's colleges and universities and begin contributing to [Ontario's Course to Course Equivalency Management Database](#) based on [Course to Course ONCAT Submission Guidelines](#).
4. That Mohawk's Credit Transfer Institutional Grants Steering Committee request funds for 2013-14 from the Ministry of Trades, Colleges and Universities based on the research and findings of this Team: [Recommended Projects to 2013-14 TCIG Steering Committee](#).

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.

Usher, A. & Jarvey, P. (2012). [Student Experiences in Credit Transfer at Ontario Colleges](#) Higher Education Strategy Associates.