

COMING TOGETHER ON COMMON GROUND

BUSINESS EDUCATION IN ONTARIO'S COMMUNITY COLLEGES



"The first-ever-province-wide agreement was signed by all 24 colleges in Ontario, that grants recognition for entire previous year's credits when a student in a business diploma program transfers to the same program at another college.

Ontario Colleges are working to develop similar province-wide agreements for other program areas."

COLLEGES ONTARIO AND ONCAT
CO-ISSUED PRESS RELEASE.
NOVEMBER 24, 2014



- ▶ Welcome and introductions, review of the agenda
- ▶ Transfer Steering Committee
- ▶ Welcome from CCVPA
- ▶ Welcome from ONCAT
- ▶ Update on the HoB Agreement Implementation
- ▶ Best Practice in Learning Outcomes Mapping CSAP Math project

GOOD MORNING AGENDA



Long
term
sustainability
plan for each
of the
4 agreements.
Working groups established.



1

Laying the foundation for why we are here
VPA/ONCAT, HoB Steering Committee,
Common Learning Outcomes



2

Establishing a comfort level with one another.
Learning about each other's colleges,
programs, issues and the Core Courses



3

Learning from one another. Sharing knowledge/ implementation hurdles with the HoB Agreements. Creating a level field of knowledge and expectations, Embracing Guiding Principles for working together.

Learning Outcomes alignment
How do we make changes?
How/who do we notify of curriculum changes?
Can we all commit?

Are there changes that need to be made to the Framework now?



4

Integration/impact of external associations on curriculum.

New advancements.

Learning form each other what works and what doesn't in each discipline.

Keeping curriculum alignment a priority.



Coming Together on Common Ground



Wednesday

Long term sustainability plan for each of the 4 agreements. Working groups established.

Integration/impact of external associations on curriculum. New advancements. Learning from each other what works and what doesn't in each discipline. Keeping curriculum alignment a priority.

Business: McDonalds
Accounting: CPA
Marketing: TBA
Human Resources: HRPA

Learning from one another. Sharing knowledge of /implementation hurdles with the ONTransfer, HoB Agreements. Creating a level field of knowledge and expectations Embracing Guiding Principles for working together. Learning Outcomes alignment How do we make changes? How/who do we notify of curriculum changes? Can we all commit?

Tuesday

Are there changes that need to be made to the Framework now?

Establishing a comfort level with one another. Learning about each other's colleges, programs and Core Courses

Laying the foundation for why we are here VPA/ONCAT, HoB Steering Committee, Common Learning Outcomes

MARY PREECE PROVOST AND VICE PRESIDENT ACADEMIC SHERIDAN COLLEGE

CHAIR: PATHWAYS TASK FORCE

For the

COORDINATING COMMITTEE OF VICE PRESIDENTS ACADEMIC (CCVPA)



GLENN CRANEY EXECUTIVE DIRECTOR



DEVELOPING/IMPLEMENTING SYSTEM-WIDE TRANSFER AGREEMENTS: THE JOURNEY & LESSONS LEARNED

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The Journey

- ▶ Background
 - ▶ Purpose, Importance, Timing
- ▶ Getting From There to Here
 - ▶ Guiding Principles, Principles of Transferability
- ▶ The Agreement Process and Content
- ▶ The Issue of Communication and Implementation
- ▶ Tools of the Trade
- ▶ Managing and Sustaining
- ▶ The Road Ahead

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Background: Purpose of Agreements

- ▶ While there are many established bilateral agreements for college-to-college pathways and diploma to degree pathways, the Ontario Heads of Business Operating Group (HoB) has successfully collaborated with MTCU and CUCC/ONCAT to develop four transfer agreements for Ontario college students (college to college) and advance three degree transfer agreements (college to university).
- ▶ The principles documented and agreed to in these transfer agreements were developed to be applicable to all future system-level agreements related to business programs.

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Background: Importance of System-Wide Agreements

- ▶ Has helped to define what it means to transfer within the Ontario post-secondary system
- ▶ Has facilitated the creation of a system-wide, consistent framework
- ▶ The framework is a launch point for all future system-wide transfer agreements in Ontario

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College Curricula and Provincial Standard Learning Outcomes Under Review...

- ▶ Between 2010 and 2013 work was undertaken to review and map all the community college's curricula in 4 of the most popular Business Programming areas
- ▶ This work verified that each college was indeed aligning their curricula for the listed programs to the Ministry of Training, Colleges and Universities (MTCU) Provincial Standard Learning Outcomes.
- ▶ The HoB were confident, this alignment could support a block transfer of credits from the first year, to the second year and second year, to the third year of the programs

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Background: Timeline

- ▶ By September of 2013 four(4) agreements were signed by the Vice President Academic from all 24 Ontario Colleges
- ▶ Block Transfer of credits from year 1 or year 2 from any Ontario College to any Ontario College

Agreement Date	Ontario College Heads of Business Transfer Agreements
October 2011	1. Student Transfer Within Accounting Diploma and Advanced Diploma Programs: MTCU # 50100 & 60100
February 2013	2. Student Transfer Within Business Diploma and Advanced Diploma Programs MTCU # 50200 & 60200
February 2013	3. Student Transfer Within Human Resources Diploma and Advanced Diploma Programs MTCU #50223 & 60223
February 2013	4. Student Transfer Within Business – Marketing Diploma and Advanced Diploma Programs MTCU #52900 & 62900

- ▶ Heads of Business Transfer Steering Committee designated to provide oversight and guidance



Getting From There to Here

The Guiding Principles

- ▶ Ensuring that students do not lose credits
- ▶ Ensure students can complete their programs on time
- ▶ Do not lose sight of diploma and credential completion, to support for further education
- ▶ Focus on student success/satisfaction
- ▶ Ensure transparency
- ▶ Promote openness and sharing
- ▶ To provide students fair, easy and timely responses
- ▶ To focus on output rather than input

Lessons Learned – An issue of trust

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Principles of Transferability: Each Agreement Defined

- ▶ Passing grades to be accepted from all Sending institutions
- ▶ External credits and PLAR will be accepted from all Sending institutions.
- ▶ Student eligibility defined, completion of first or second year of the program, depending on pathway.
- ▶ Core courses defined with specific sequencing
- ▶ Role of a transfer steering committee is defined

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Implementation Outline

TIMELINE	ACTIVITY
2010 -2013	4 Agreements signed and approved by VPAs
August 18, 2014	Project Manager Hired
September 23, 2014	Meeting with Committee of Registrars and Associate Leaders Ontario (CRALO) Requested representation to work through implementation process
OCTOBER 23, 2014	HoB AGM Meeting (high level implementation plan discussed)
OCTOBER 27, 2014	News of Public Announcement shared with Project Manager

Implementation directive: All colleges must approve the pathway on ONTransfer.ca by November 20th, 2014

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Impact of Implementation Announcement

- ▶ Required an expedited posting of the agreements to ONTransfer.ca
- ▶ Numerous Chairs/Deans had only just learned of the agreements (new to position)
- ▶ Staffing issues at ONCAT presented a significant learning curve while HoB Transfer Agreements were posted to their site
- ▶ HoB had limited knowledge of ONTransfer Web site functionality
- ▶ Gaps in understanding the overall implementation challenges facing the colleges
- ▶ Challenge of communicating with the all Registrars in the Ontario College system (not all Registrars report to VPA)
- ▶ Method for sustaining agreements not yet established
- ▶ On a positive note: we had a target

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Implementation Outcomes and Challenges

Positive Outcome:

- ▶ 24 Community colleges in agreement

Challenges:

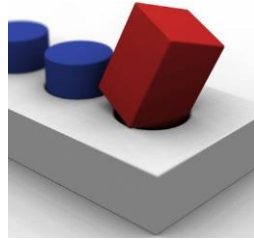
- ▶ Not all colleges aligned as originally thought
 - ▶ Required additional discussion and course to course mapping to accurately reflect curriculum content
- ▶ HoB written agreements and ONTransfer pathway web template not fully aligned
 - ▶ Required significant editing and interpretation to make it work provincially
- ▶ Some terminology was unclear, which led to miscommunication at times

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Get the Agreements on line...

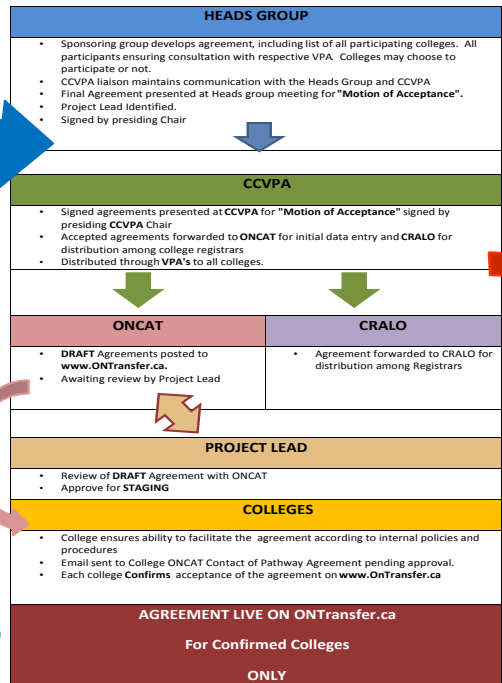
worry about the rest later.....



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Proposed Process Flow for College to College Pathways



VPA
Agreements recorded at respective college to be implemented and promoted according to college practice.

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Colleges who engaged in open discussion around content of the agreements and the strategy for implementation are figuring it out.



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Tools of the Trade

- ▶ Original agreements need to be available to everyone
- ▶ Frequently Asked Questions, should be communicated, documented and updated for everyone
- ▶ Curriculum Pathway Guides became a necessity
 - ▶ Agreement Transfer requirements vs information readily available on a transcript
 - ▶ Has the student successfully satisfied the “required” courses
 - ▶ Identification of General Education Courses
 - ▶ Core course comparisons
 - ▶ No greater than 60% of the curriculum is 100% aligned, how do we address the remaining?

Where do we house/store this information?



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Tools of the Trade (continued)

- ▶ 4 months since the public announcement and we now have the tools needed
- ▶ Completed Curriculum Pathway Guides for all (4) four agreements - posted to a centralized Dropbox folder.
- ▶ The creation and posting of these guides reflects 100% agreement from all Colleges that they are fully supportive of the transfer process.
- ▶ Each college academic lead has confirmed, despite any specific inability to 100% align curriculum, that no student will be disadvantaged. Students who transfer will receive full credit recognition for all credit earned.

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Some colleges continue to struggle with implementation. Primarily around process



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The impact of language regarding Core Course Sequencing

HoB Transfer Agreements all identify The Core courses....

...to be completed **by** the End of Year 1
and

...to be completed **by** the End of Year 2

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The Curriculum Pathway Guides 73% of Ontario Colleges are 100% aligned.

Impact of external associations on curriculum

Where are we in terms of alignment today?

Status as per the Curriculum Pathway Guides	Business Diploma and Advanced Diploma	Human Resources Diploma and Advanced Diploma	Marketing Diploma and Advanced Diploma	Accounting Diploma and Advanced Diploma
Core Courses Aligned	16	11	16	15
College aware of misalignment but will work with students.	2	3	1	8
Not aligned	4	1	2	1
Program not offered	2	9	5	0

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Managing and Sustaining


Planning for the Future...

- ▶ How do we keep information current?
- ▶ What happens when a college changes their program?
- ▶ Will the Curriculum Pathway guides be needed long term?
- ▶ Who will be responsible for keeping shared data, up-to-date?
- ▶ Should we have common “Course Outlines” (Course Exemplars)?
- ▶ Can we view Learning Outcomes by semester/year?
- ▶ How does this work impact the Provincial Standards?
- ▶ How does the College Validation System CVS, support/augment this process?
- ▶ How can we use this opportunity to engage faculty better?
- ▶ How do we promote this opportunity?
- ▶ Can this work help to leverage a student’s ability to articulate to a degree program, whether the degree is offered at an Ontario college or university?

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Managing and Sustaining (continued)

Step One	<ul style="list-style-type: none"> • Open dialogue among colleges to align Learning Outcomes 	Complete: April 2010 - 2013
Step Two	<ul style="list-style-type: none"> • Reach agreement on the shared Learning Outcomes 	Complete: April 2013
Step Three	<ul style="list-style-type: none"> • Implement the agreement of shared outcomes 	Complete: March 2015
Step Four	<ul style="list-style-type: none"> • Create an opportunity for Program Coordinators to network and learn from one another • Plant the seed for evolving the agreed to Learning Outcomes/courses to a more seamless alignment. • Set the foundation for year to year review of agreed to outcomes. • Work to answer the questions identified in “Planning for the Future” above 	In progress: May 2015 
Step Five	<ul style="list-style-type: none"> • Broaden the opportunity for all College Business Educators to network and learn from one another by including other faculty. • Build upon the foundation established in the previous year. • Create the learning pathway into the College degree programs. • Continue the discussion from May 2015. 	In planning: May 2016
Step Six	<ul style="list-style-type: none"> • Continue the opportunity for all College Business Educators to network and learn from one another. • Affirm commitment to the agreed to Learning Outcomes and provide a vehicle for shared learning outcome changes. • Engage University partners in the opportunity to network and learn from one another. 	In planning: May 2016 and beyond



Questions & Discussion

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Thank you

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COLLEGE STUDENT ACHIEVEMENT PROJECT BEST PRACTICE IN MAPPING LEARNING OUTCOMES

▶ ACCOUNTING**Karen Murkar****▶ HUMAN RESOURCES****John Conrad****▶ MARKETING****Alvina Cassiani****▶ BUSINESS****Mary Pierce****▶ REGISTRARS/ADMIN/PATHWAYS & TRANSFER
ADVISORS**

BREAK-OUT SESSIONS