



# Alberta Council on Admissions and Transfer

24 September 2001  
Governors' Boardroom  
NAIT

**PRESENT:** Lucille Walter (Chair), Terry Cooper, Anne Marie Decore, Catherine Eddy, Elaine Foulon, Peter Haney, Shirley Holloway, Judith Hughes, Vance MacNichol (a.m. only), Rick Morrow (a.m. only), Harry Reding, Jean Valgardson, Vanessa Wood, Kory Zwack, Marilyn Patton (Executive Officer), Linda Janz (Research Officer)

**ABSENT:** Vance MacNichol (p.m. only), Rick Morrow (p.m. only), Peggy Patterson

Dr. Shirley Holloway (Vice President, Academic Services) brought greetings on behalf of NAIT. She commented that Council provides a vital service to the province and the system. She noted that Alberta's transfer system has received recognition outside the province.

The Chair thanked Dr. Holloway and asked her to extend Council's appreciation to President Sam Shaw for NAIT's willingness to host the Council meeting.

The Chair welcomed all continuing and new Council members. Since the March 2001 meeting, four new members have been appointed. Rick Morrow has replaced Sue Lynch as Alberta Learning's secondary system representative. Peter Haney was appointed as a fourth representative of the university sector and the new student members are Vanessa Wood (ACTISEC) and Kory Zwack (CAUS). Given the number of new Council members, the Chair invited all present to introduce themselves and to indicate which sector they represent. The Chair remarked that she looks forward to getting to know all Council members and plans to contact each member individually.

The Chair then paid tribute to Council's former Chair, Dr. Terry Moore, commenting that Dr. Moore's legacies are many and that he served Council with dedication in carrying out its mandate.

The Chair shared with members her background and experience, noting that during her 23 years of advising high school and junior high students she made considerable use of the *Alberta Transfer Guide*. In addition to her work within the secondary sector, she has also served on the University of Alberta (UofA) Alumni Council for the past eight years and as a member of the UofA Senate for the past five years.

As Albertans, we are extremely fortunate to have a high quality of basic education and post-secondary education in our province. The Chair commented that our transfer system is outstanding, thanks to the Council and its Secretariat and because of the cooperation and collaboration among post-secondary institutions. Reading from a recent Task Force Report of the UofA Senate<sup>1</sup> the Chair quoted the following:

...the backbone of Campus Alberta is the inter-institutional transfer system. The Alberta Council on Admissions and Transfer has provided the mechanisms through which the Province has established one of the most efficient course transfer programs in Canada.

---

<sup>1</sup> *Degrees of Opportunity: Examining Access to Post-Secondary Education in Alberta* is available at [www.ualberta.ca/senate/](http://www.ualberta.ca/senate/).

The Chair commented that while the work of Council has been outstanding, there is a need to raise ACAT's profile. One of her immediate goals is to raise awareness of all that is done by ACAT. Members were invited to contact the Chair with their advice and input regarding this issue as well as any of her other responsibilities as Chair. The Chair expressed her enthusiasm for her role in helping Council meet its mission and vision.

In closing, the Chair commented that in learning about Council since her appointment, she was reminded by an excerpt in the minutes from Council's first meeting in 1974 that members represent a sector rather than the institution where they are employed or where they attend. In addition to emphasizing the "statesman" role of members, the excerpt referred to members as having "subsystem experience, but system-wide concern". With this in mind, the Chair called upon members to begin another year in which Council will continue its mission to be a catalyst for change and an advocate for learners in the areas of post-secondary admission and transfer.

1. Minutes, 28 March 2001

It was MOVED by C. Eddy, and SECONDED by T. Cooper, that the 28 March 2001 Council Minutes be adopted as distributed.

CARRIED

2. Items arising from the Minutes

The Chair indicated that there were no items arising from the Minutes that would not be covered under one of the agenda items.

3. ACAT Secretariat report

The Chair asked the Executive Officer to give the ACAT Secretariat report.

Referring to the motion at Council's last meeting that one additional university-sector member be nominated to serve on Council, the Executive Officer noted that the Minister had accepted the recommendation and appointed Peter Haney.

The Executive Officer spoke briefly about post-secondary program articulation, noting that the articulation groups do not meet on a regular basis. Rather, they meet when there is work to be done by the particular group. She noted she and the Chair will be attending the Provincial Academic Upgrading Coordinators meeting on 5 October at NAIT. As well, an Education articulation meeting has been scheduled for 2 November. Preliminary discussions have occurred regarding the need for the Engineering group to meet to consider some changes proposed by the University of Calgary. The Executive Officer stated that she plans to follow up with the three universities regarding Statistics articulation discussed earlier this year.

The Executive Officer then turned to Council's last meeting when Phil Gougeon, Assistant Deputy Minister, Adult Learning, spoke to members regarding initiatives to establish the Secretariat as a branch of Alberta Learning and to move to a voluntary Chair. An expected outcome was that more resources would be provided to the ACAT Secretariat. A copy of the new organizational structure for the Secretariat, which was recently proposed to the Deputy Minister, was distributed to members.

The Executive Officer commented that she has already noticed some benefits to the new relationship with the department. For example, she remarked that her inclusion on various

departmental committees has provided her with opportunities to speak about and raise the profile of Council.

4. Secondary – Post-Secondary articulation

The Chair reminded members that one of Council's roles is to facilitate collaboration in order to ensure smooth transitions for students from secondary to post-secondary programs.

(a) Follow-up from 16 July Mathematics meeting between Alberta Learning and post-secondary institutions

With respect to recent changes in the high school Mathematics curriculum, the Chair noted that on 16 July representatives from post-secondary institutions were invited to meet with Alberta Learning officials to discuss issues related to secondary school Mathematics. Subsequently, on 21 August, the Deputy Minister wrote to all presidents outlining the outcomes of the meeting. An action plan, including some items and dates of relevance to Council, was included with the letter. First of all, the Deputy Minister asked institutions to review the syllabus for Transitional Mathematics 101 and inform the ACAT Secretariat whether or not their institution will accept it as equivalent to Pure Math 30. The Executive Officer noted that to date, no institutions had yet communicated to the Secretariat the "approval" status of the course. S. Holloway reported that NAIT's decision had been submitted and the Executive Officer agreed to follow up on this. A. M. Decore said that University of Alberta had also reached a decision that they are ready to report. As well, she believes that the University of Calgary has reached a decision. P. Haney reported that The University of Lethbridge is awaiting a final report from their Mathematics department regarding the course syllabus and material. T. Cooper stated that the colleges are waiting to hear what the universities decide as it is important that the colleges be consistent with the universities. C. Eddy offered to follow up with the private university colleges regarding where they are in terms of the decision process.

Referring to the request in the Deputy Minister's letter, one member noted that the Mathematics faculty in her institution had commented that Transitional Mathematics 101 is not "equivalent" to Pure Math 30, but that they would accept the transition course "in lieu of" Pure Math 30. Others commented that this is an important distinction as the course was never intended to be "equivalent".

J. Hughes confirmed that the transition course is now available through Athabasca University and noted that AU will bill Alberta Learning when students register for the course. R. Morrow confirmed that the funding issue for students taking the course is being taken care of and agreed to provide Council with this information. One member suggested that the information regarding funding for the transition course should be posted on the Alberta Learning Web site.

In terms of informing students about the acceptability of Transitional Mathematics 101 in lieu of Pure Math 30, it was suggested that this information could be added to the chart on page vi of the *Alberta Transfer Guide* which lists the college and technical institute upgrading courses that are acceptable for admission to Alberta universities and private university colleges. The Executive Officer noted that the title of the chart could be changed to "Post-Secondary Institutions 2001-2002 Academic Upgrading Courses Acceptable for Admission to Alberta Universities and Private University Colleges" if all eight degree-granting institutions agree to accept the transition course. Another member suggested that one way of transmitting this information to parents' groups and school counselors would be to revise and re-publish the department-produced pamphlet that

earlier indicated that Applied Math 30 would be accepted for admission to post-secondary programs.

A member asked if it would be acceptable if a student wanted to take a college Mathematics course instead of Transitional Mathematics 101. If so, how would this be indicated on the chart? The Executive Officer replied that certain college upgrading courses are currently acceptable in lieu of the current Mathematics course which will continue to be acceptable for admission. As students with Applied Math preparation enter upgrading programs, colleges will have to assess if the current upgrading Mathematics courses will be appropriate for these students.

In response to a question about what to do if institutions wanted to propose minor changes to Transitional Mathematics 101, J. Hughes advised that such changes could be forwarded directly to her at Athabasca University. She also commented that if there were a critical mass of students wanting to take the transition course in a face-to-face setting at a particular location, that could be arranged. She confirmed that Alberta Learning paid for the development of the course with this understanding.

When asked about the number of students who have registered for the Transitional Mathematics 101 course, J. Hughes replied that the course has just opened and that so far, few students have registered. R. Morrow commented that the maximum number of students who might need to access the course is about 600.

Turning to the second point (i.e., acceptability of Applied Math 30 for admission) in the Deputy Minister's letter of 21 August, the Chair drew members' attention to the flowchart (i.e., "Avenues for Access to University Programs in Alberta Depending on Whether Students have Completed Pure Mathematics 30, Applied Mathematics 30 or No 30-level Mathematics") forwarded to the ACAT Secretariat by the universities. Members commented that they found the flowchart clear and easy to understand. The Executive Officer noted that in his letter, the Deputy Minister also asked all post-secondary institutions to provide information about the pathways from high school Mathematics courses to post-secondary programs. To date, other than the universities, no other institutions had responded. One member suggested that other institutions might benefit from seeing the universities' flowchart as they attempt to construct their own. The Executive Officer said that if the university representatives who had prepared the flowchart were comfortable with this, she would arrange to circulate the flowchart (noting that it is still a draft) to other post-secondary institutions.

The final point in the Deputy Minister's letter of 21 August referred to an information package for stakeholders that would be coordinated by the ACAT Secretariat.

#### (b) English Language Arts

Following the discussion regarding Mathematics curriculum, the Chair turned to the issue of the changes to the English Language Arts (ELA) courses. She reminded members that implementation of the new high school ELA curriculum is underway with the grade 10 level now being taught across the province. The Chair told members that, in the near future, she would be meeting with Janet Hancock, ELA Program Manager in Basic Learning, regarding implementation of the new ELA curriculum.

The Chair noted that she understood that, at this point, the universities and colleges had only received the expected outcomes for the 30-level curriculum but no syllabus or details about the curriculum. One member remarked that, as an English instructor, it is almost impossible to evaluate the ELA curriculum without knowing what the resources and the evaluation tools will be. Another member suggested that perhaps there is a need for an

articulation committee to look at this issue. Several members commented that it is too late for articulation when the curriculum is already being taught in the high schools. It was pointed out that the post-secondary institutions are being asked to approve the 30-level courses for admission purposes without having seen the materials. Members emphasized that by the time the new curriculum is being implemented it is too late to strike an articulation committee. Some members expressed concern that the problems associated with the changes to the Mathematics curriculum appear to be repeated with ELA. Students who will be graduating in 2003-2004 need to know how the new curriculum will be accepted by the post-secondary institutions. It is unacceptable to expect high school students to take courses "on a gamble" without knowing for sure whether or not the courses will meet admission requirements for post-secondary. It was noted that, without adequate information, it is quite likely that students and parents may assume that post-secondary institutions will automatically accept the new curriculum.

R. Morrow expressed concern about the communication regarding the ELA curriculum changes. One member noted that there has been much discussion, but the post-secondary institutions still do not have the information needed to make decisions.

One member observed that there appears to be a fundamental difference in how curriculum is developed in Basic Learning as opposed to how it is developed within the post-secondary system. She commented that if Basic Learning starts by developing and then implementing the level-10 curriculum, they likely do not have the 20- and 30-level curriculum ready to give to individuals in the post-secondary institutions for their consideration. Another added that it was almost three years ago when officials in post-secondary institutions saw the first draft regarding the proposed changes to the ELA curriculum. They have seen little since then that would help them make decisions regarding the suitability of the curriculum for admission to post-secondary programs.

In conclusion, the Chair confirmed that as soon as the ELA material is ready it should be sent to the senior academic officer at each post-secondary institution. She undertook to meet with R. Morrow to discuss further the articulation issues with respect to the ELA curriculum. One member commented that an articulation committee for the Social Studies curriculum might be timely and appropriate as it is not scheduled for implementation until 2005-2006.

#### (c) Updates on curriculum developments

The Chair asked R. Morrow if he had anything further to add regarding secondary – post-secondary articulation. The "Implementation Schedule for Programs of Study and Related Activities (June 2001)" was distributed and R. Morrow commented that, in future, the department will endeavor to prevent some of the problems discussed at today's meeting. In response to a question regarding the Social Studies curriculum and the Western Canadian Protocol, R. Morrow replied that there had been some changes in Alberta Learning's involvement with respect to the Western Canadian Protocol.

A member observed that the implementation schedule for Social Studies implies sequential development, similar to that of the Mathematics and ELA curriculum. Given the concerns previously discussed, R. Morrow was asked if there were any way in which Council could influence this process. R. Morrow replied that he will discuss the concerns expressed by Council members with his staff.

The Executive Officer reported that she had attended a French Advisory Committee meeting at which there was discussion about acceptance of French high school courses at post-secondary institutions. She noted that there is a perceived unfairness when the International Baccalaureate French 30 course receives advanced credit at universities

while other French courses such as French Language Arts 30 do not. As an outcome of the meeting, the Executive Officer had undertaken to bring this to the attention of Council. As well, the department is preparing a comparison between immersion French courses and the IB French. The comparison, along with the course outlines, will be forwarded to the University of Alberta for review and consideration for advanced standing.

In reviewing the implementation schedule, one member expressed surprise that the secondary French curriculum was also scheduled for implementation for the current year. The Chair noted that in her follow-up meetings with R. Morrow, they may need to look at French articulation as well as ELA and Social Studies.

## 5. Alberta Transfer Guide

### (a) Demonstration of re-development of database and Web sites

The Executive Officer reminded Council that, since June 2000, the Secretariat has been working with Pangaea Systems Inc. to redesign the transfer agreements database and ACAT's two related Web sites. There were three main reasons why the system needed to be redeveloped. First of all, there was a need for historical versioning of courses and programs. Second, there was a need to provide a more user-friendly search capability for students and other users of the Online Alberta Transfer Guide. Third, there was a need to find a new format for Section III of the printed *Guide* that would accommodate the display of transfer agreements with an increasing number of receiving institutions.

The Executive Officer noted that when the first Guide was printed 26 years ago, there were 1,775 course and program agreements involving 12 institutions. At the end of August 2001, there were over 27,400 agreements in the database involving 36 institutions as well as Advanced Placement and International Baccalaureate programs. The Executive Officer expressed appreciation for the hard work of Contact Persons and helpers at the post-secondary institutions and recognized their role in facilitating negotiation of transfer opportunities for Alberta students.

The Executive Officer gave a brief demonstration of the redesigned public Web site and the redesigned password-protected site used by Contact Persons and helpers. In particular, she highlighted the differences between the redesigned sites and the old ones. P. Haney, who is also a Contact Person, commented that he feels that the sites have been vastly improved.

The Chair asked if members had any suggestions regarding communicating with stakeholders about the new public Web site and the Online Alberta Transfer Guide. She told members that she is considering attending the Educational Liaison Association of Alberta (ELAA) conference in November which will give her an opportunity network and talk about ACAT. R. Morrow commented that the Online Alberta Transfer Guide is a valuable tool and offered to give some thought as to what his area might do to help promote the new site. The Executive Officer noted that Student Finance staff meet with high school counsellors on a regular basis and are looking at ways that they could include ACAT's site in their presentations. There may also be some value in coordinating marketing initiatives with other areas to promote the site through existing tools such as Alberta Learning Information Service (ALIS).

(b) 2001-2002 Alberta Transfer Guide

Information regarding production and distribution of the *2001-2002 Alberta Transfer Guide* was provided in the agenda package.

(c) National Transfer Credit System proposal

The Chair asked the Executive Officer to talk about a proposal regarding a national transfer credit system. The Executive Officer told members that recently she had received a draft proposal, prepared by Decision Academic Graphics (DAG), regarding a national transfer credit system aimed at facilitating inter-provincial credit transfer. DAG is seeking funding from Human Resources Development Canada's (HRDC) Learning Initiatives Program. In their proposal, DAG outlines their desire to link to existing provincial transfer credit databases with the goal of providing a common interface for stakeholders. DAG was seeking support from ACAT for its proposal; however, the Executive Officer wanted to allow Council members the opportunity to discuss it before commenting on and/or endorsing the proposal.

One member commented that if DAG wants to use ACAT's database, the Alberta institutions should negotiate to be able to use it at no charge. Another member suggested that perhaps it would make more sense to provide funding for developing protocols in provinces that do not already have an effective transfer credit system. The Executive Officer expressed concern that the proposed national system would link different types of databases. Transfer databases in some provinces include results from one-time assessments of courses, unlike ACAT's database which records only transfer agreements that are formally negotiated between institutions.

This led to a brief discussion about the Canadian Learning Bank operated by the Open Learning Agency in British Columbia and the credit recognition project that is being sponsored by the Association of Universities and Colleges of Canada (AUCC).

The Executive Officer noted that at this point she felt that Council did not need to do anything in terms of the proposal. Rather, it might be best to wait and see if the proposal is funded at which time it would be discussed further by Council. One member asked if the ACAT Secretariat could make a commitment to this proposal on behalf of Alberta institutions. The Executive Officer replied that the support of all institutions with agreements in the database would be solicited before DAG would be authorized to link to ACAT's database.

Before moving on to the next agenda item, the Chair noted that the Executive Officer wished to make a recommendation with respect to distribution of Council minutes. The Executive Officer noted that, for information purposes, Council's adopted minutes are sent out to over 100 individuals following each meeting. Noting that this is an important vehicle of communication, she asked if it would be acceptable to members if the minutes were posted on ACAT's Web site rather than mailed out. Members agreed that notifying recipients by e-mail when the minutes were available on the Web site would be a suitable method of distributing the minutes.

6. Committee of Contact Person meeting – 24 October

To facilitate communication both among the institutions as well as with ACAT itself, Council has established a network of post-secondary institutional representatives called "Contact Persons". The Committee of Contact Persons presently includes a representative from each of 36 institutions. Speaking from his experience as a Contact Person, P. Haney elaborated on the role of Contact Persons, noting the importance of two-

way communication and the responsibility of keeping Council informed of issues regarding admissions and transfer.

Each year, the Chair and Executive Officer meet with Contact Persons and their helpers to discuss issues of importance to the work of ACAT. The 2001 meeting will be held in Lethbridge on 24 October and will be hosted by Lethbridge Community College.

The Executive Officer drew members' attention to the agenda from last year's meeting to give Council members an idea of the types of topics typically discussed at Committee of Contact Persons meetings. She invited Council members to suggest issues they wish to have discussed at the upcoming Committee of Contact Persons meeting. One member suggested that the agenda include Tech Prep and issues regarding Career and Technology Studies (CTS) courses. The Executive Officer replied that Tech Prep has already been identified as an agenda item and that Patti Henley and Roy Ripken of the Alberta Tech Prep Consortium would be making a presentation. The Executive Officer will try and get further information regarding transcribing CTS courses so that it can be included on the agenda.

#### 7. Common Grading Scale – update

The Chair reminded Council that as part of the work of the Minister's Working Group on Admissions and Transfer, a sub-committee had been struck to look at the issue of grade conversion. That sub-committee recommended that the Universities Co-ordinating Council (UCC) create a Common Grading System Committee to explore the feasibility of all four Alberta universities adopting a similar grading system. The UCC endorsed the suggestion, formed the Committee and asked Dr. Terry Moore, ACAT's former Chair, to chair the Committee. The Committee first met in April 2000 and unanimously agreed to recommend that universities consider the merits of adopting a version of a 4-point alpha grading system.

The Chair drew members' attention to the Committee's final report (June 2001 Update) in which it was noted that all four universities and the private university colleges in Alberta had agreed to adopt the same 4.0 alpha grading system. Attached to the report is a summary listing implementation dates for the four universities and five private university colleges. In response to a question, the Executive Officer confirmed that plans for implementation are the responsibility of each individual institution.

One member noted that Brian Silzer, Associate Vice-President and Registrar, UofA, has a working group that is keeping other institutions up to date regarding conversion from the 9-point scale. A. Decore added that this group hopes to have their work completed by mid-October so that admissions, academic, grading and graduation policies can be revised and updated.

In time, it is hoped that adoption of the common grading system will also be given serious consideration by Alberta's public colleges and technical institutes. Based on feedback from Council members representing the college and technical institute sectors, it appears as though discussions are now underway in many of these institutions, with several reporting that they do not foresee any problems and are on track for September 2002 implementation. Contact Persons from colleges and technical institutes will be asked to keep the ACAT Secretariat informed of the outcomes of their discussions regarding adoption of the common grading system.

One member cautioned that we need to understand that a common grading scale will not eliminate issues related to grade conversion. In addition, it was noted that there will still be differences in marking as well as differences with respect to grade distribution.

8. Duplicate Application Detection (DAD) project

Turning to the Fall 2000 DAD project, the Chair reminded Council that this study grew out of a joint project between Lethbridge Community College and The University of Lethbridge. Conducted annually by ACAT since 1992, the results of the project provide institutions with information that can be used for internal planning purposes in areas such as enrolment management, program rationalization, student recruitment and performance reporting. Twenty-nine institutions participated in the 2000 study.

The Chair invited members to comment on how the project is working and asked if there were ways in which it might be enhanced. J. Valgardson commented that the project has provided information that has resulted in some problem solving for both Lethbridge Community College and The University of Lethbridge. She added, however, that they are now seeing some predictable patterns in terms of where their students are coming from. She wondered if, rather than asking the same questions each year, there were other critical questions that might be examined.

One member noted that as we see an expansion of seats within Alberta's post-secondary system, we can expect to see a drop in the number of duplicate applications. Another member commented that it is likely that quota programs, such as Law and Medicine, will not experience a similar decrease.

It was observed that, according to the Learner Application Activity chart in the report, there has been an increase of almost 12% in the number of applications throughout the system since 1999. As well, there has been an increase of over 12% in the number of learners during the same time period. Some members noted that they were aware that applications had increase at their own institutions again this year. It was suggested that it might be useful to explore reasons for these increases.

The Executive Office commented that Council has always been interested in examining the pool of students who are shown in the DAD study to be offered admission but do not attend. Do they work or attend post-secondary in another province? The Executive Officer will be meeting with others in Alberta Learning about the feasibility of conducting a study of these students. One member suggested that some Statistics Canada reports may inform this issue.

In considering what other questions might be asked with respect to applications and duplicate applications, the Chair asked if perhaps Council needed to be collecting different data. Members commented that they did not feel different data were necessary. Rather, it was suggested that an alternative might be to do the study every second year instead of annually. One member suggested that in alternate years, ACAT could look at some more specific questions and carry out analysis with respect to a specific applicant pool. It was noted that ACAT should definitely plan to do the DAD project in Fall 2002 when the double cohort of graduates from Ontario high schools is expected. The province of Ontario will not be able to accommodate all individuals wanting to access post-secondary education. One member cautioned against deciding too quickly to change the frequency of the DAD study. She noted that the DAD data is used in other useful studies, such as *Post-Secondary Transitions in Alberta: Educational Outcomes of the 1998/1999 Grade 12 Cohort*. She suggested that Council defer a decision until data used in this report can be

collected from another source. The Executive Officer added that the DAD data are also used for some of the Key Performance Indicators that institutions report to government.

In conclusion, since there are too many other related projects that are dependent on the DAD data, members agreed that the study would proceed for Fall 2001 with consideration given to changes in future years. As well, it was suggested that the ACAT Secretariat explore further the 12% increase in applications. J. Valgardson noted that some of the individuals at LCC and UofL who were involved in the original study are still at those institutions. She suggested that because of their prior involvement, these individuals might be asked to participate in looking at possible changes for future DAD projects. It was also suggested that the future of the DAD study be included as an agenda item for the upcoming Committee of Contact Persons meeting.

#### 9. Post-Secondary Transitions in Alberta: Educational Outcomes of the 1998/1999 Grade 12 Cohort

Included in the agenda package was the report entitled *Post-Secondary Transitions in Alberta: Education Outcomes of 1998/1999 Grade 12 Students*. This publication, which is the result of collaboration between ACAT and the Information Services branch of Alberta Learning, looks at how grade 12 students transition to post-secondary programs.

Several members commented that they found the report very useful. The first time this study was done, it looked at the cohort of students that went on to post-secondary one year after leaving high school. The most recent report includes analysis of the previous year's cohort two years after grade 12. Some members commented that it would be useful to know how many students begin post-secondary studies three years after leaving high school.

The Executive Officer commented that she was surprised that only 30% of grade 12 leavers immediately go on to post-secondary. Furthermore, of those who do go on, more than 47% pursue baccalaureate degree programs and more than 16% enter University Transfer programs. One member said it would be interesting to know if tuition is becoming a barrier for students going on to post-secondary education. The Chair noted that in the University of Alberta's Senate Report, entitled *Degrees of Opportunity: Examining Access to Post-Secondary Education in Alberta*, rising tuition costs were identified as a barrier. She offered to arrange to have the report sent to Council members.

In conclusion, as work for the next transition study begins, the Executive Officer will speak to partners in the Information Services branch to see if they could provide information about the grade 12 cohort three years after leaving high school. The recently released Transitions report can be accessed as follows:

- Click on "Publications and Statistics" under "Quick Links" on the main page at <http://www.learning.gov.ab.ca/>
- Click on the "recent publications" link in the first paragraph.
- Click on "P" in the alphabetical listing, and the 1998/1999 report is the third one listed.

#### 10. Transfer Patterns Study

Annually since 1979 Council has been collecting information from each institution about the number of students with prior post-secondary experience transferring to each of the post-secondary institutions. In addition to providing information regarding the mobility of students, since 1994 the study has also provided data about the number of students transferring who receive advance credit.

The 2000 study draws on data provided by 30 participating institutions including four universities, 15 public colleges, two technical institutes, five private university colleges and four private colleges. Although factors such as implementation of new student information systems in recent years can result in difficulty in reporting by some institutions, it is important for ACAT to do the Transfer Patterns Study.

Acknowledging that results of the 2000 study show a decrease of transfers within the public colleges sector, one member suggested that with more spaces available in specific university programs, more students may be getting direct access to programs of their choice in university. Another member commented that some of the recent initiatives implemented within the post-secondary system might be reducing the need for transfer.

In future editions of the Transfer Patterns Study reports, it was recommended that the charts, tables and pages be numbered. One member observed that the system is more complex than what is being shown in the graphs with respect to transfer within the colleges sector and asked if this could be changed in future reports. The Executive Officer replied that these issues would be considered for future cycles of the study.

It was MOVED by K. Zwack, and SECONDED by H. Reding, that the meeting be adjourned.

CARRIED