

Ontario Council on Articulation and Transfer  
Annual Report  
2014–2015



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ONCAT Annual Report  
2014–2015



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## Message from the Board Co-Chairs

As leaders of postsecondary institutions, we are proud to serve students seeking a postsecondary education to gain the necessary skills and knowledge required to compete in today's global economy. In addition, some students want greater mobility within Ontario's colleges and universities. These students want to be able to navigate from one postsecondary institution to another (be it a college to a college, a university to a university, a college to a university, a university to a college), freely and with ease.

As the Board Co-Chairs of ONCAT, we are proud to be part of an organization that is bringing together institutions, students, and government, to spearhead positive change in the credit transfer environment. In fact, over the past year we have had the opportunity to witness ONCAT's progress, providing the more than 21,500 students who transfer every year, with a more seamless experience. But our work doesn't stop at the provincial borders. We signed a memorandum of understanding with our provincial counterparts in British Columbia, Alberta, and New Brunswick, with a commitment to enhance student mobility across their jurisdictions and on a pan-Canadian basis. While the ONCAT secretariat continues its work with the sector on many of its current activities, as outlined in this report, our Board held a retreat in

September to develop suggestions for additional initiatives that would help re-envision the culture of student mobility in Ontario. Given the importance of credit transfer, we're excited about the next phase of our operations.

On behalf of the Board, we wish to express our gratitude to the provincial government for their significant investment in enhancing student mobility, thereby ensuring that it is a continued priority. We would like to thank Glenn Craney, ONCAT's Executive Director, as well as the secretariat for their leadership and dedication in helping to facilitate change among the postsecondary sector. And lastly, we would like to extend our appreciation to our colleagues at Ontario's colleges and universities for their continued commitment in putting students first.

Together, we are shaping the future of credit transfer in Ontario.

Sincerely,



Dominic Giroux  
President & Vice-Chancellor, Laurentian University

Dominic Giroux  
President & Vice-Chancellor  
Laurentian University



Glenn Vollebregt  
President & CEO  
St. Lawrence College



Glenn Vollebregt  
President & CEO, St. Lawrence College

## Message from ONCAT's Executive Director

It's been a great year for the team at ONCAT, and I am proud to share with you our many highlights.

Our main focus continues to be the three government priorities, including the Course-to-Course Transfer Guide, principles for credit transfer policies and procedures, as well as diploma-to-diploma and degree-to-degree pathways. On our student website, ONTransfer.ca, students can now use the Course-to-Course Transfer Guide, which was launched last January, as well as search institutional profiles that highlight credit transfer policies and procedures.

Since then, we've been building up the number of course equivalencies, and I am pleased to say that we are now up to 90,000 equivalencies. Looking at our Course-to-Course Transfer Guide, there are now more than 1200 pathway agreements available on our site, which represents over 800,000 individual opportunities for students. In fact, now almost 60 per cent of diploma programs have a pathway to a degree. We also worked with institutions to collect preliminary student mobility data, which confirms what we already knew about the significant role credit transfer plays in the province.

In the fall, we signed an MOU with our provincial



counterparts, and in November, we announced the first-ever provincewide agreement signed by all 24 colleges in Ontario that grants recognition for all previous years' credits when a student in a business diploma program transfers to the same program at another college. But this is only the beginning, with the colleges working to develop similar provincewide agreements for other program areas. We have formed a degree-to-degree working group with universities to embark on a similar path.

We would like to extend our deep appreciation to all of our colleagues in Ontario's colleges and universities, the student groups, and our government partners, all of whom work tirelessly and continually to find innovative ways to promote student success.

I would like to acknowledge our Board of Directors, co-chaired by Glenn Vollebregt, President and CEO of St. Lawrence College, and Dominic Giroux, President and Vice-Chancellor of Laurentian University. In particular, I would like to thank Dominic, whose term as Board Co-Chair is ending, for his friendship and leadership.

And finally, I would like to thank the secretariat for their drive, determination, and hard work. This passionate

Glenn Craney  
Executive Director  
ONCAT



team has been instrumental in developing the infrastructure needed for a comprehensive and transparent credit transfer system.

From all of us here at ONCAT, thank you for your support as we continue to build an efficient and effective credit transfer system for students.

Sincerely,

A handwritten signature in black ink, appearing to read 'Glenn Craney'. The signature is stylized with a large loop at the end.

Glenn Craney  
Executive Director, ONCAT

## **2011 A Vision**

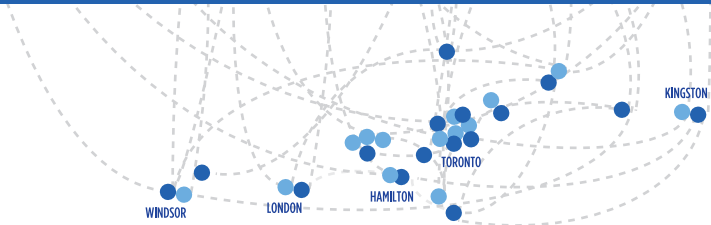
The provincial government had a vision to develop a made-in-Ontario credit transfer system that would enable learners to easily navigate postsecondary education choices to achieve their goals with minimal duplication of learning.

“Ontario will have a comprehensive, transparent and consistently applied credit transfer system that will improve student pathways and mobility, support student success and make Ontario a postsecondary education destination of choice. The credit transfer system will assist qualified students to move between postsecondary institutions or programs without repeating prior, relevant learning.”

- Government’s Policy Statement for Credit Transfer



# pathways



## PARTNERS

- UNIVERSITY
- COLLEGE

## **Who We Are**

In 2011, the government established the Ontario Council on Articulation and Transfer (ONCAT) to enhance academic pathways and reduce barriers for students looking to transfer among the province's 44 publicly funded colleges and universities. As a member organization, ONCAT works with those institutions to develop transfer credit policies and practices to ease student mobility.

2011

ONCAT created by the Provincial government



Don Lovisa, President of Durham College, and Dominic Giroux, President and Vice-Chancellor of Laurentian University, appointed inaugural Board Co-Chairs



2012

First Student Pathways in Higher Education Conference



ONCAT appoints Glenn Craney as Founding Executive Director



For the first time in Ontario, institutions gathered comprehensive data about the number of transfer students

2013



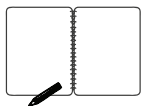
Rebranded ONTransfer to ONTransfer.ca, a free, interactive website where students can learn how to transfer their credits

Created ONTransfer.ca Steering Committee



Glenn Vollebregt,  
President and CEO of  
St. Lawrence College  
named ONCAT Co-Chair

2014–2015



Launched Course-to-Course  
Transfer Guide on  
ONTransfer.ca

Signed MOU with other provincial  
jurisdictions as a first step to  
developing a pan-Canadian  
system of credit transfer

ONCAT included in Premier's  
mandate letter to the Minister of  
Training, Colleges and Universities

Integrating electronic  
information tools for  
students (OCAS and OUAC)



Future Steps

First ONTransfer.ca Day  
(2015)

Expanding opportunities for  
student transfer by creating  
more pathways and more  
partnerships

Collaborating with  
Canadian and international  
partners to work towards a more  
comprehensive global system of  
credit transfer

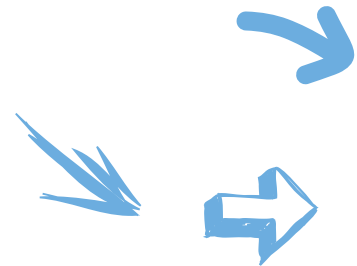
Planning Ahead: reaching  
out to high school students  
about their postsecondary  
options

# Strategic Priorities



Students will experience ease of mobility among publicly funded postsecondary institutions.

- ⇒ Students will experience reduced barriers when transferring, which will help them to graduate.
- ⇒ There will be increased and improved collaboration among institutions (colleges and universities) regarding transfer opportunities and articulation.
- ⇒ Stakeholders will have improved awareness and knowledge of transfer opportunities, outcomes, and progress.





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## Creating a Made-in-Ontario Credit Transfer System

*Collaborate with members to broaden the institutional commitment to credit transfer in Ontario.*

ONCAT works with member institutions to deepen their commitment to student mobility by agreeing to an overall approach that facilitates the credit transfer process.

Following the best practices of other jurisdictions such as British Columbia, Alberta, Pennsylvania, Texas, and California, our focus is to provide accurate information to students about existing policies and practices prior to their decision to transfer. All Ontario institutions have reviewed a set of principles guiding credit transfer procedures. The next step is for all institutions to formally commit to these principles.

## Solidifying Student Mobility Into the Future

*Transform current transfer initiatives into sustainable, ongoing conversations on student mobility.*

ONCAT helps to support initiatives already underway by creating processes that integrate discussions on student mobility into routine disciplinary practice.

Building on initiatives such as the Business Education Working Group and Engineering Education Working Group, ONCAT will develop new ways of transforming current pathway committees into long-term, discipline-based forums where college and university members can regularly discuss student mobility in the context of curriculum changes and learning outcomes.

# Principles for Credit Transfer

Working with its members, ONCAT has supported the creation of a proposed made-in-Ontario set of Principles for Credit Transfer Policies and Procedures. The Principles are intended to act as goals for institutions to achieve.

The development of these Principles is a key step in ensuring consistency and transparency in credit transfer assessment and communication processes across Ontario colleges and universities. As it stands, students often report that they find it difficult to navigate the credit transfer system, in particular because institutions use a wide range of different policies and procedures.

These principles will allow individual institutions to evaluate whether their policies and procedures successfully meet the collective goals for credit transfer. As a result, they will have the flexibility to adjust their policies and procedures to create a more seamless transfer experience for students within their own institutional context.

This also gives students the opportunity to be informed about their options, to compare approaches at different

institutions, and to reliably predict how credit transfer decisions will be made.

The Principles cover the spectrum of institutional and student activities during the application and enrolment processes and provide guidance on how those activities should be managed in order to provide the best possible service for students, while also acknowledging the reality of unique organizational contexts.



## Proposed Principles for Credit Transfer Policies and Procedures

### Information for Students

*Students should have the information they need to make informed decisions about the transfer process.*

Students should be able to easily understand and navigate credit transfer processes, and should know in advance what credit they can expect to receive. Information on institutional policies and procedures should be transparent and easily accessible. Institutions should provide the maximum amount of information possible as well as resources for additional clarification or inquiry.

### Admissions Decisions/Transfer Credit Evaluation

*Students can expect to be treated equitably by all member institutions.*

Credit transfer decisions should be fair and predictable. Students need timely information on credit transfer decisions and the ability to easily compare the decisions of different institutions. Actions students must take to support those decisions should be clearly communicated and integrated into routine admissions processes.

### Institutional Responsibility for Academic Decisions

*All members acknowledge and respect the primary jurisdiction of each institution for transfer policy and academic integrity.*

Individual institutions develop their own specific policies and procedures around credit transfer. Academic decisions, including admissions and credit transfer decisions, are the purview of individual institutions.

To promote credit transfer decisions, institutions should share information with each other. Admissions decisions should be made independently from credit transfer decisions, and once admitted students should be treated consistently.

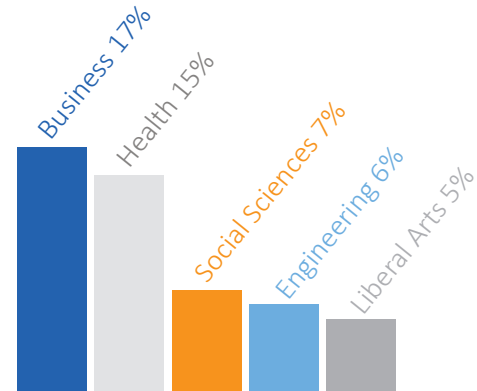


# What is a Transfer Student?

A transfer student is someone who, after completing a credential or part of a credential, stops studying at one institution and continues their studies at another.

**1. Program Transfer Students:** Students who have completed a program and wish to transfer from a diploma to a degree or a degree to a diploma where there is a developed pathway or policy between institutions.

**2. Course Transfer Students:** Students who have not completed a credential and wish to transfer from college to college, or university to university. As there is no established pathway, they seek course-to-course equivalencies to complete their studies.



Top Five Transfer Programs

50% of students have considered transferring

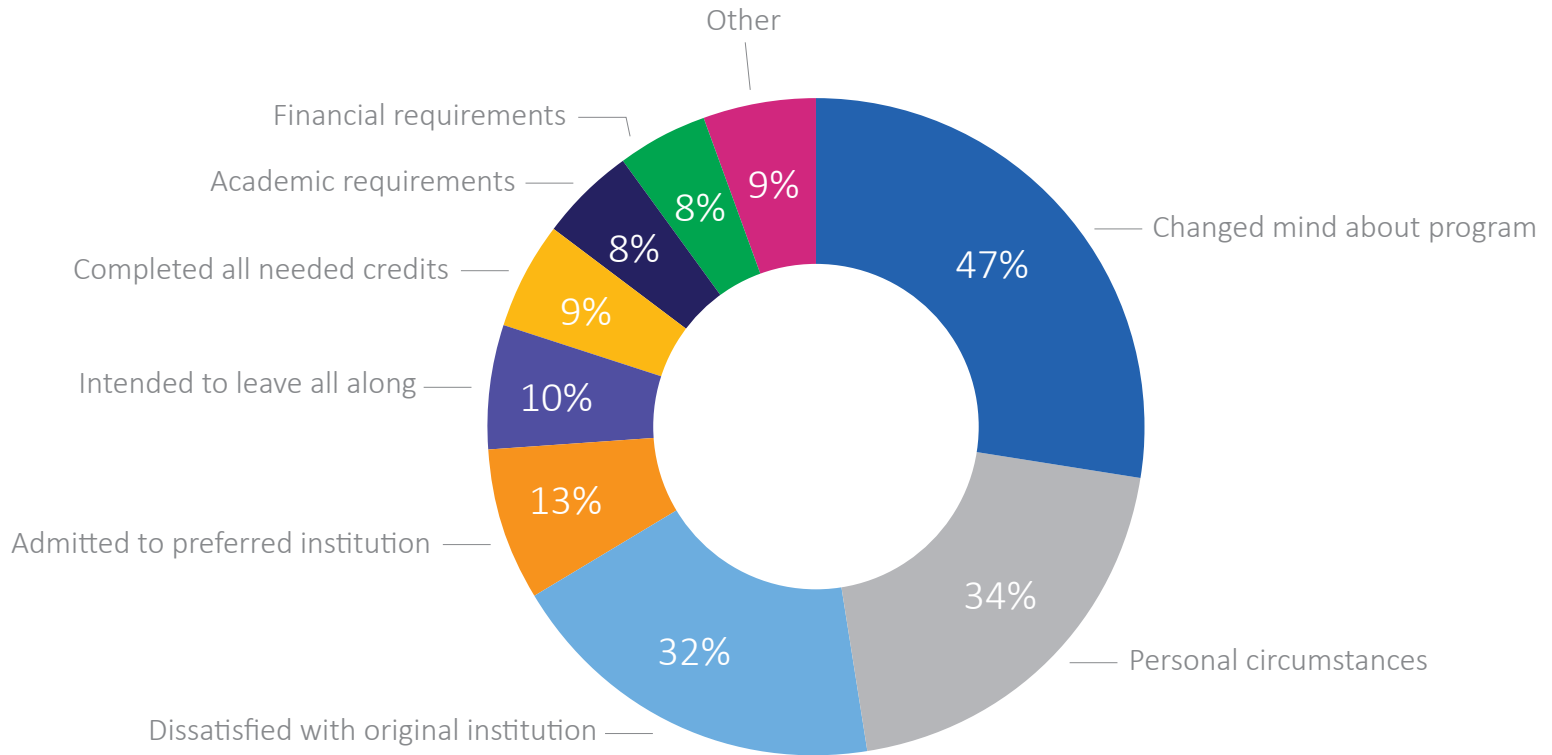
In 2014, 19% of students transferred

3 in 4 students have their credits recognized when they transfer

Academica (2014)



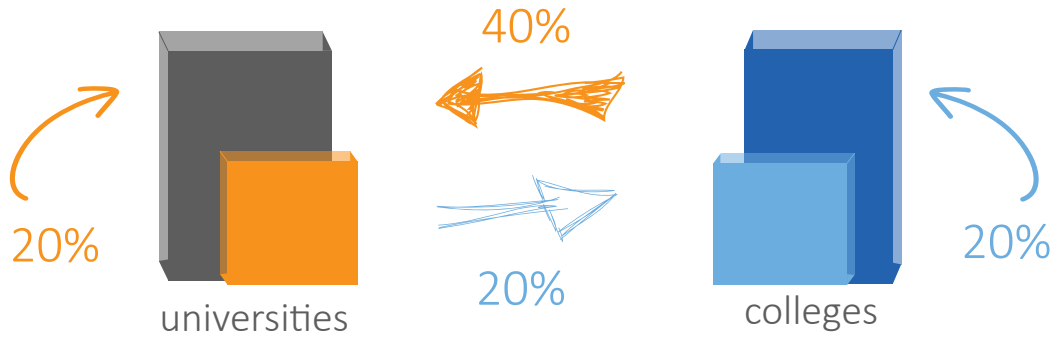
## Why Students Transfer



Academica (2014)

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 Direction of Transfer



# Innovation





## **Innovation**

ONCAT's commitment to improving Ontario's credit transfer system comes hand-in-hand with a continued commitment to research and innovation. As part of the Credit Transfer Accountability Framework, ONCAT is gathering data on transfer students and credit transfer. To this end, it is collaborating with member institutions and other stakeholders. Further, through the Credit Transfer Innovation Fund (CTIF), ONCAT funds pathway development projects, research into best practices, and learning outcomes. As a result, ONCAT is better able to facilitate student mobility in a way that makes sense not only for the students, but also for institutions.

# Credit Transfer Innovation Fund

ONCAT is proud of its success in facilitating student mobility and of the commitment by its members to collaborate and develop new and innovative pathways. ONCAT's focus is to learn from the funded projects to create a scalable system of pathways in Ontario.

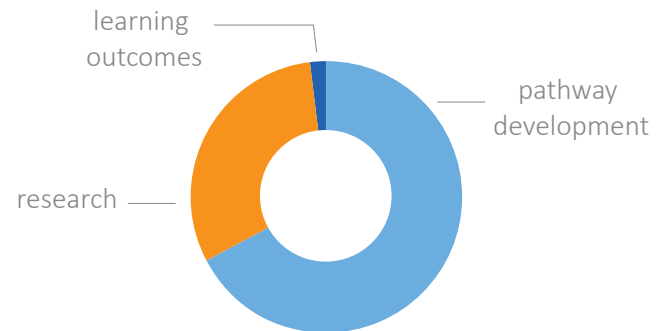
Since 2011, ONCAT has supported 156 projects through the Credit Transfer Innovation Fund. Together, these projects cover a broad range of high-demand programs such as business, environmental studies, computer science, and community and social services, in all areas of transfer including diploma-to-degree, diploma-to-diploma, apprenticeship-to-diploma, diploma-to apprenticeship, degree-to-diploma, and degree-to-degree. As these projects move from conception to implementation, we are gaining a better understanding of the challenges of the program development process across multiple institutions. In this past year, implementation, and identifying ways we can support institutions with implementation challenges, has been a primary focus for ONCAT.

Through these projects, ONCAT is better able to

understand the nature of credit transfer in Ontario, the best practices for both institutions and students, and how to ensure student success.

ONCAT is also helping to develop bridge programming, providing all Ontarians with better access to opportunities through enhanced program choices and broader geographic availability.

Out of 156 projects funded by the CTIF since 2011, 48 were devoted to research, 105 to pathway development, and 3 to learning outcomes. Out of those, 65 were conducted in 2014–2015.



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## Pathway Development

These projects seek to develop pathways between institutions. By examining specific programs and institutions, our members are able to establish transfer credit equivalencies and degree/diploma compatibility. The pathways can be diploma-to-diploma, degree-to-degree, diploma-to-degree, degree-to-diploma, apprenticeship-to-diploma, or diploma-to-apprenticeship.

## Research

These projects, conducted by a variety of experts in the postsecondary education field, study the credit transfer system in Ontario. They explore the development of best practices for credit transfer in the province.

## Learning Outcomes

Learning outcomes statements identify what the student will have acquired, in terms of skills and knowledge, at the end of a course or program. The Learning Outcomes projects aim to use learning outcomes statements to create measures for comparison between programs. This allows for a more detailed comparison of credentials and aids institutions in gap analysis, thus enabling them to design appropriate bridging programs and build more robust pathways to ensure student success.



# Heads of Business Diploma-to-Diploma Pathway Development

In November 2014, Ontario's **24 colleges** signed an agreement allowing students the ability to easily transfer among all college business programs across Ontario. The colleges' first-ever provincewide agreement grants recognition for all previous years' credits when a student in a business diploma program transfers to the same program at another college. The agreement means that business students who transfer at the end of their first or second year will receive full credit for their completed courses. Announced by Colleges Ontario and ONCAT, it applies to students in accounting, business administration, human resources, and marketing programs. Given the high enrolment for business programs, these pathways provide additional flexibility for a significant number of students. ONCAT is proud of the leadership demonstrated by the Heads of Business to implement this initiative.

"Our government knows a strong credit transfer system will lead to a more effective and cost-effective postsecondary education for students across the province. That's why we continue to work with our sector partners to make Ontario's postsecondary education system more seamless, flexible and affordable."  
– The Hon. Reza Moridi, Minister of Training, Colleges and Universities

"This is a breakthrough agreement among all colleges that will help eliminate duplication and cut costs for students. For transfer students in business, this represents a substantial savings of time and money."  
– David Agnew, President of Seneca College and Chair of Colleges Ontario

# Game Education & Learning Outcomes



This learning outcomes-oriented project is focused on developing pathways between postsecondary institutions offering Game Education programs. Its objective is the creation of GEM, an online tool that would “enable colleges and universities to compare game-related programs using commonly accepted competencies and learning outcomes to create new transfer agreements.”

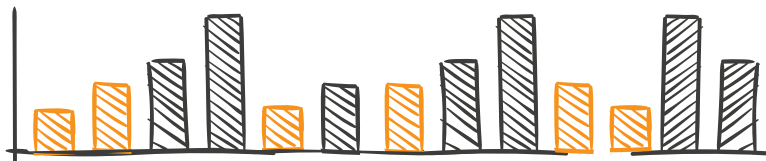
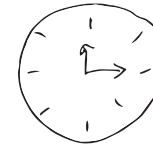
Project led by: Jean Bridge, Mary Wilson, Greg Murphy, and Andrew Hogue

Participating institutions: Brock University, Niagara College, Carleton University, Durham College, Algonquin College, Sheridan College, and UOIT.

**GEM: GAME EDUCATION MATRIX** GEM is an online tool that generates visual representations of Game Education program profiles for each institution. GEM profiles will lead to greater academic transparency and thus enable users, ranging from administrators and professors to eventually students, to compare programs based on competencies, courses, or learning outcomes. The taxonomy was developed through faculty consultation, providing each profile with a high level of detail — it includes 5 disciplines, 40 competencies, and 4 levels of competency expressed through learning outcomes. This tool therefore uses a common language to describe Game Education programs across institutions, giving institutions the ability to gauge the level of competency of a transfer student, suggest transfer options, or build a curriculum for joint programs.

# Towards a Better Understanding of Credit Transfer Costs and Benefits – Research Project

Investigating and clarifying the costs and benefits of credit transfer is a key focus for ONCAT. This research project, led by Ken Snowdon and Jo-Anne Brady (Snowdon and Associates), lays important groundwork by unpacking and comparing the costs of college and university studies for students, institutions, and government. The authors confirm that the more efficient the route to credential completion the more cost effective it is. Given that students often wish to earn multiple credentials or shift their educational goals as their knowledge and interests evolve, this highlights the need to create educational pathways that ensure students are not repeating prior learning, as such repetition also results in repeated costs.



# Credit Transfer Accountability Framework

ONCAT continues to work with its member institutions to support the government's development of a comprehensive Credit Transfer Accountability Framework for Ontario. Considerable progress has already been made towards institutional collection of credit transfer data, and we are providing additional support to our members.

To that end, the metrics being used are the following:

- (1) Total students and credits awarded
- (2) Student success
- (3) Student experience
- (4) Number of pathways
- (5) Supply and demand

At present, ONCAT has been moving forward with its assessment of institutional data resources and has also been meeting with the Accountability Framework Pilot Group, who have been focusing on refining framework indicators, working through data collection issues, and determining a viable implementation strategy.

As part of this initiative, ONCAT has developed an agreement with colleges and universities across Ontario

and the government so that postsecondary institutions integrate transfer students into their ministry reports. Further, ONCAT is working with the Ontario Universities' Application Centre (OUAC) and the Ontario College Application Service (OCAS) in order to better track students from high school as they move through the postsecondary education system and gather data about student and credit transfer.

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## Student Survey



ONCAT, working with the government, is establishing performance benchmarks for credit transfer, one of which involves tracking how satisfied Ontario students are with their transfer experience. ONCAT is posting a survey targeted for students on the ONTransfer.ca website in an effort to collect better data. The survey will generate key information about students' experiences of credit transfer, which will lead to practical recommendations on how to improve credit transfer processes in the province.

The survey targets three different types of students:

- (1) students who transferred,
- (2) students considering transfer, and
- (3) students who considered transferring but did not.

In order to get a more accurate perception of students and the conditions in which they transferred, the survey includes questions about demographic and socioeconomic factors, motivation and goals for transfer, previous and current institution and program of study, as well as level of preparedness for the program.

To garner students' level of satisfaction with the transfer process, the survey asks questions about the difficulty of transfer, the transfer experience at the institution, and the resources available to the student in the transfer process (such as ONTransfer.ca).

By measuring student satisfaction and success, and tracking transfer activity and use of pathways, we can better address the issues in the system and continue improving the resources available to students.





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Was your transcript evaluated by the college/university into which you sought to transfer?

- a. Yes
- b. No

What were your sources of information about how to transfer?

- a. Friends/relatives
- b. ONTransfer.ca website
- c. Ontario Council on Articulation and Transfer (ONCAT) website
- d. The college/university to which I was transferring
- e. Other, specify

From the time you started the transfer process how long did it take until your transfer was approved?

- a. One month
- b. Two to three months
- c. Four to six months
- d. Over six months

Overall how satisfied were you with the transfer process?

- a. Very satisfied
- b. Somewhat satisfied
- c. Not too satisfied
- d. Not at all satisfied



## **Student Success**

Student success is at the heart of ONCAT's mandate. Our goal is to develop a more efficient and seamless transfer experience for students, so that we can better address their needs. Key to this success is providing students with accurate and comprehensive information about the transfer process before they decide to transfer.

“The Ontario Council on Articulation and Transfer (ONCAT) has made a significant impact on the mobility of students within the province of Ontario. New features on ONTransfer.ca offer students the ability to navigate the postsecondary system while focusing on their specific academic path. ONCAT has been essential in shaping a credit transfer system in Ontario that students have spent years advocating for.”

Matt Caron, Director of Advocacy  
College Student Alliance

# ONTransfer.ca

In 2012, ONCAT created ONTransfer.ca, an interactive website where students can find information on credit transfer.

The website has options for University, College, and High School students. University and College students can select where they are studying and where they want to go next, choosing from a list of institutions and programs. Each interface has specialized questions relating to the field of study, interests, and type of transfer the student is looking to make. Specifically, students can search either by course-to-course or by block transfer. In total, there are more than 800,000 possible transfer opportunities and 1200+ pathways, and almost 90,000 course transfer equivalencies in the Transfer Guide. More importantly, about 60 per cent of diploma graduates have a pathway into at least one degree option.

With ONCAT's leadership, all institutions are now posting block transfer agreements, credit transfer policies, and are working on defining and implementing best practices to ease transitions for students. Institutions are also providing data on how many students transfer, as well as their success rates, and mapping diploma-to-diploma and degree-to-degree pathways for students in high-demand areas.

Though this resource was designed with students in mind, it is also being used by administrators and transfer advisors. This integration of resources allows students to look for transfer opportunities before they begin the transfer process, making the transfer experience more consistent and predictable.



800,000+  
transfer  
opportunities

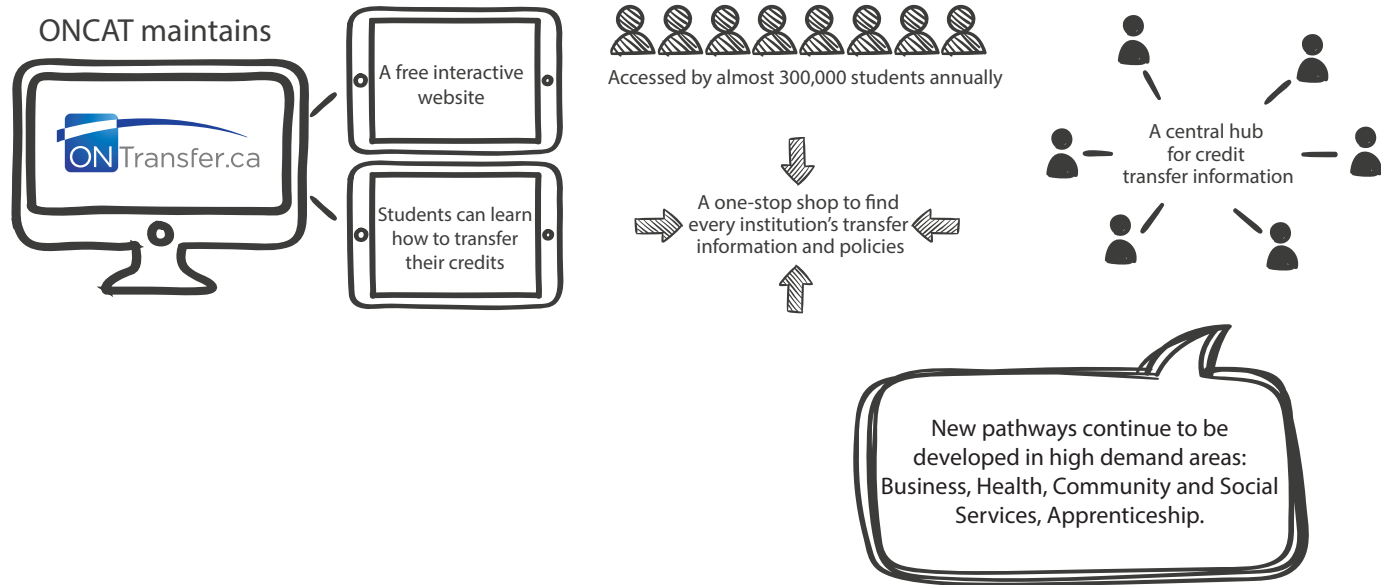


1,200+  
pathways posted  
on ONTransfer.ca



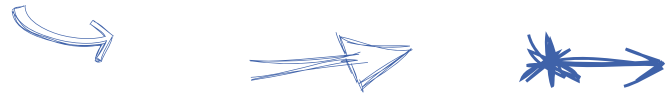
90,000  
transfer  
equivalencies  
in the Transfer  
Guide

→ Creating a More Seamless Transfer Experience for Students ←



“ONCAT has managed to take Ontario from laggard to emerging leader in articulation and student mobility. Not only have students benefitted from the activities of ONCAT, but ONCAT itself has set a new standard for student input as well as proving to be a model for cooperation among postsecondary institutions.”

Sean Madden, Executive Director  
Ontario Undergraduate Student Alliance



Student savings in numbers

\$5,200  
average fees saved per student

case study:

Business Student

\$7,500  
average savings per taxpayer

0.75 years  
average time saved per student

\$64M  
in operating grant savings

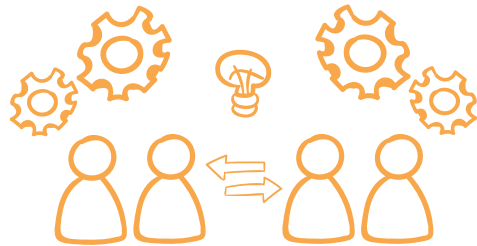
\$11,000  
average fees saved per student

\$4,000  
average savings in operating grants

\$84M  
in tuition savings

\*business student based on the credit transfer of 1.3 years of full-time study

# Collaboration





## **Collaboration**

Collaboration is the cornerstone of our approach. ONCAT respects that our college and university members are responsible for the quality and integrity of their academic programs, and works with members to build a more seamless system of credit transfer in Ontario. Our Board of Directors is specifically designed to ensure representation from both the colleges and universities, from students who have direct experience in transfer, and from members of the external community with an interest in the postsecondary education sector. Our activities are further guided by project-focused committees composed of member representatives.

# Expanding Transfer Options Across Canada



## Working with Our Inter-Provincial Partners

Credit transfer plays a significant role in the provincial postsecondary sector, as signaled by the recent commitment of Canada’s college and university presidents to develop a framework for collaboration on student mobility.

In the fall, ONCAT signed an MOU with its counterparts in British Columbia, Alberta, and New Brunswick, founding a collaborative relationship aimed at developing a pan-Canadian system of credit transfer.

The MOU formalizes the intent of the Alberta Council on Admissions and Transfer (ACAT), the British Columbia Council on Admissions and Transfer (BCCAT), the New Brunswick Council on Articulations and Transfer (NBCAT), and ONCAT to further develop student pathways and reduce barriers for students who wish to transfer among Canadian colleges and universities.

The MOU emphasizes the leadership role of the provincial councils in establishing pan-Canadian partnerships to expand opportunities for students.

# ONTransfer.ca Days

In January 2015, ONCAT hosted its first-ever ONTransfer.ca Day. This event was conceived to connect ONCAT with its stakeholders, bringing together ONCAT staff and administrators from colleges and universities from across the province to discuss issues in credit transfer.

ONTransfer.ca Day includes presentations by ONCAT's technical staff as well as break-out sessions, during which administrators can discuss issues in credit transfer. This collaborative format allows our educational partners to share their experiences and learn best practices from one another. It also enables ONCAT and its stakeholders to communicate directly with each other, and allows administrators from across the province to network.

These sessions also provide ONCAT staff the opportunity to discuss the technical aspects of data sharing and provide administrators with the necessary tools to upload and download information effectively. The ONTransfer.ca website is dependent on the ongoing engagement of the institutional administrators, as many of them are both working on the site and advising students who are using it. They are therefore in the best position to give ONCAT their feedback on the website's functionality. As ONCAT

moves forward, this collaborative effort is crucial for making the flow of information as consistent and compatible as possible.

Through this open discussion, ONCAT and institutions from across the province are able to develop a common language for credit transfer, in an attempt to make the system clearer for students and administrators alike. It is through these discussions that ONCAT and its partners are able to shape the culture of credit transfer in Ontario.

To date, ONTransfer.ca Day has been hosted in Toronto, London, and Ottawa and over 40 institutions have participated.



# Working with Stakeholders

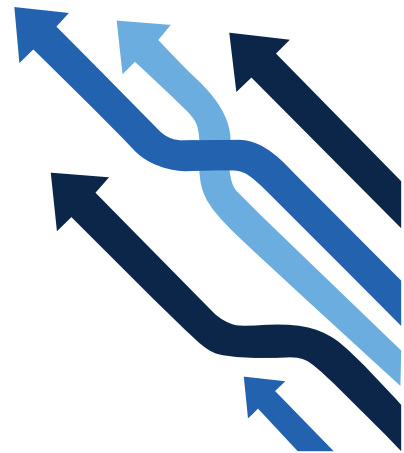
## Higher Education Quality Council of Ontario – MOU

In February 2015, ONCAT and HEQCO signed an MOU to establish a collaborative partnership on learning outcomes.

The MOU is based on the common understanding that learning outcomes are a promising tool for increasing the quality, accountability, and flexibility of postsecondary education. Given HEQCO and ONCAT’s common interest in researching and developing learning outcomes for Ontario’s postsecondary system, a two-way relationship based on information sharing and learning has significant potential for mutual benefit.

## The Student Pathways in Higher Education Conference

ONCAT’s collaborative approach is exemplified by the annual Student Pathways in Higher Education conference, which brings together more than 250 participants from all levels of Ontario’s PSE community. The conference allows participants to share their best practices in developing student opportunities for transfer, as well as hear from other national and international credit transfer professionals. Participants from our member institutions tell us that they now not only rely on the conference for key information, but use the presentations as a whole to benchmark our communal success in creating a more integrated postsecondary system.



# Committees

Our activities are driven by the needs of institutions as expressed through project-focused committees composed of member representatives.

**Learning Outcomes Steering Committee:** A working group of member representatives who are developing a better understanding of the role of learning outcomes in the credit transfer process and how they can improve existing and future pathways.

**Degree-to-Degree Transfer Steering Committee:** A working group of a set of member universities focusing on the development of pathways among high-interest degree programs to ensure that, when transferring, students' courses and equivalent programs are recognized for credit.

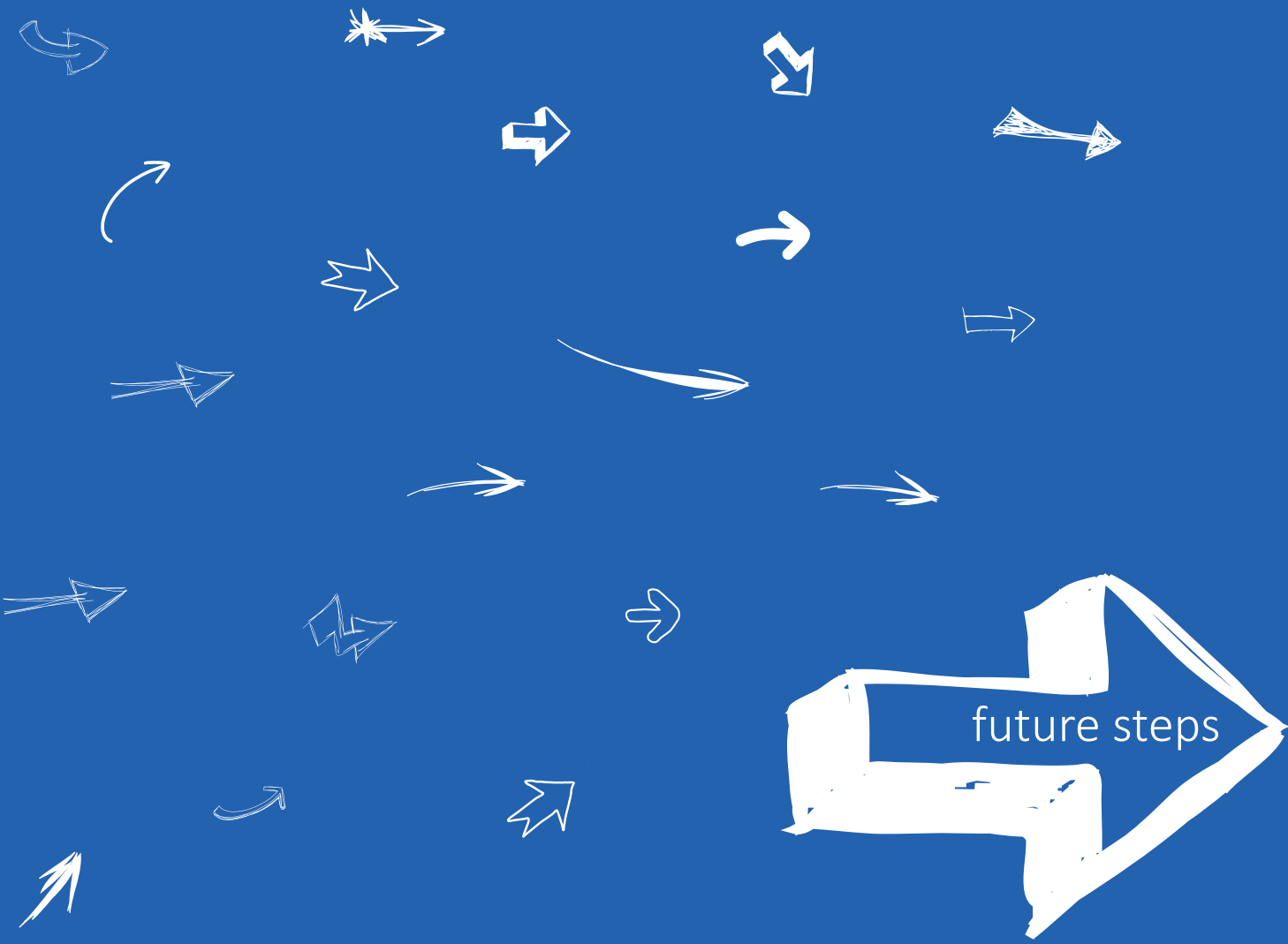
**Best Practices in Credit Transfer Committee:** A working group of member representatives tasked with identifying and recommending best practices in credit transfer policies and procedures, with the goal of developing a framework that will support policies to ensure that, when transferring, students' courses and equivalent programs are recognized for credit.

**ONTransfer.ca Committee:** Initially established as the Course-to-Course (C2C) Steering Committee to collaborate with ONCAT on the overall direction of the C2C Transfer Guide and ensure the guide met the needs of all participating institutions, this committee continues to meet quarterly to provide input on the ONTransfer.ca website.

**Data Subcommittee:** Established to address data issues and develop submission protocols for the C2C Transfer Guide, this committee meets monthly to resolve outstanding issues.

**Reports Subcommittee:** Established to determine additional report functionality for ONTransfer.ca and the Course Equivalency Management Centre (CEMC) for colleges and universities, this committee meets monthly until reporting requirements are finalized.

**Accountability Framework Pilot Group:** A working group focusing on piloting and refining institutional benchmarks for student mobility in Ontario.



future steps

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### **Engaging Secondary School Students to Find Their Pathway**

*Work with the Ministry of Education, school boards, and secondary schools to integrate ONTransfer.ca into the seven courses contemplated by The Ontario Curriculum – Guidance and Career Education.*

Investing in people's talents and skills is a priority for the Ontario government. ONCAT aims to support this goal by making it easier for high school students to explore their postsecondary education opportunities and plan in advance for their future success. A key component of Ontario's secondary school curriculum is guidance and career education. ONCAT is well-positioned to collaborate with postsecondary partners to raise awareness of credit transfer and ensure students are informed of the spectrum of options available for achieving postsecondary credentials. ONCAT has already begun attending High School focused events, such as student-oriented application fairs and professional development events. More specifically, ONCAT will explore ways to work with partners and better integrate information on postsecondary opportunities into common high school courses.

### **Enhancing Opportunities for Student Transfer**

*Strategically target areas for additional pathway development.*

ONCAT's goal is to strategically develop additional student pathways focusing on access across high-demand transfer disciplines while supporting existing regional networks. Specific focus will remain on creating more francophone and Aboriginal pathways while expanding into new areas of student demand such as PSE to apprenticeship.

### **Integrating Electronic Information Tools for Students**

*Increase sharing of electronic information to better serve students.*

ONCAT will work with OCAS, OUAC, and its members to develop more opportunities to share electronic information to better serve students. Specific activities may include the use of electronic transcripts within the ONTransfer.ca environment so that students do not have to re-enter information available elsewhere.

# Our Membership

Algoma University  
Algonquin College of Applied Arts and Technology  
Brock University  
Cambrian College of Applied Arts and Technology  
Canadore College of Applied Arts and Technology  
Carleton University  
Centennial College of Applied Arts and Technology  
Collège Boréal  
Conestoga College Institute of Technology and Advanced Learning  
Confederation College of Applied Arts and Technology  
Durham College of Applied Arts and Technology  
Fanshawe College of Applied Arts and Technology  
George Brown College of Applied Arts and Technology  
Georgian College of Applied Arts and Technology  
Humber College Institute of Technology and Advanced Learning  
La Cité Collégiale  
Lakehead University  
Lambton College of Applied Arts and Technology  
Laurentian University  
Loyalist College of Applied Arts and Technology  
McMaster University  
Mohawk College of Applied Arts and Technology  
Niagara College of Applied Arts and Technology  
Nipissing University



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Northern College of Applied Arts and Technology  
OCAD University  
Queen's University  
Ryerson University  
Sault College of Applied Arts and Technology  
Seneca College of Applied Arts and Technology  
Sheridan College Institute of Technology and Advanced Learning  
Sir Sandford Fleming College of Applied Arts and Technology  
St. Clair College of Applied Arts and Technology  
St. Lawrence College of Applied Arts and Technology  
Trent University  
University of Guelph  
University of Ontario Institute of Technology  
University of Ottawa  
University of Toronto  
University of Waterloo  
University of Windsor  
Western University  
Wilfrid Laurier University  
York University

## Board of Directors

As a member-driven organization, our Board is designed to ensure representation from both the college and university sector, from students who have direct experience in transfer, and from members of the external community with an interest in the postsecondary education sector.

Dominic Giroux, President and Vice-Chancellor, Laurentian University (Co-Chair)

Glenn Vollebregt, President and CEO, St. Lawrence College (Co-Chair)

Sharon Bate, External Representative

Cindy Hazell, External Representative

Rhonda Lenton, Vice-President Academic & Provost, York University

Julia K. Mackenzie, College Student Representative

Baldev Pooni, Vice-President Academic, Georgian College

Mary Preece, Provost and Vice-President Academic, Sheridan College

Peter Ricketts, Vice-President (Academic) and Provost, Carleton University

Luke Speers, College/University Graduate Representative

(vacant), University Student Representative

## **Ex Officio Members of the Board**

Glenn Craney, Executive Director, ONCAT  
Karen Creditor, Chief Executive Officer, Ontario College Application Service  
Peter Gooch, Senior Director, Policy and Analysis, Council of Ontario Universities  
George Granger, Executive Director, Ontario Universities Application Centre  
Bill Summers, Vice-President Research, Colleges Ontario

## **Student Advisory Board**

Sean Madden, Ontario University Students Association  
Matt Caron, College Student Alliance  
Julia K. Mackenzie, ONCAT Board  
Luke Speers, ONCAT Board  
Alastair Woods, Canadian Federation of Students – Ontario

## The Secretariat

Glenn Craney, Executive Director

Lia Quickert, Strategic Communications and Public Affairs Director

Stephanie Rose, Operations Director

*Shauna Love, Operations Director (on leave)*

Arlene Williams, Policy and Programs Director

Lena Balata, Project Officer

Rose Chan, ONTransfer.ca Coordinator

Melinda Cheng, Special Project Assistant — Data Projects

Nicole Fallon, Project Lead: Learning Outcomes & Degree-to-Degree Transfer

Emilia Patiño, Communications Coordinator

Rebecca Roibas, Project Officer





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[www.oncat.ca](http://www.oncat.ca)

A map of Ontario, Canada, is shown in a light orange color. Overlaid on the map are the names of various universities and colleges in Ontario, arranged in a word cloud. The names are in shades of blue and grey. The largest and most prominent name is 'Algonquin' at the top. Other large names include 'Western', 'York', 'George', 'Waterloo', 'Brown', 'University of Ottawa', 'Confederation', 'Windsor', 'Cambrian', 'University of Toronto', 'Sheridan', 'Queen's', 'Wilfrid Laurier', 'St. Lawrence', and 'Fleming'. Smaller names include 'Lakehead', 'Sault', 'McMaster', 'Durham', 'Humber', 'UOIT', 'Canadore', 'Centennial', 'Algoma', 'Trent', 'St. Clair', 'Nipissing', 'Carleton', 'Conestoga', 'Brock', 'Lambton', 'Boréal', 'University of Toronto', 'Guelph', 'Seneca', 'OCADU', 'Northern', 'Laurentian', 'Loyalist', 'Niagara', 'Ryerson', 'Fanshawe', 'Mohawk', 'University of Ottawa', 'Georgian', 'Confederation', 'Windsor', 'Cambrian', 'University of Toronto', 'Sheridan', 'Queen's', 'Wilfrid Laurier', 'St. Lawrence', and 'Fleming'.

Algonquin  
Lakehead Sault McMaster  
Durham Humber UOIT Canadore  
Centennial Algoma Trent St. Clair Nipissing  
Carleton Conestoga Brock Lambton  
Western Boréal University of Toronto  
Guelph Seneca OCADU Northern  
Laurentian Loyalist York La Cité  
Niagara Ryerson George Waterloo  
Fanshawe Mohawk Brown  
University of Ottawa Georgian  
Confederation Windsor Cambrian  
University of Toronto Sheridan Queen's  
Wilfrid Laurier St. Lawrence Fleming