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# oncat caton

## March 2024 News



March always brings a sense of awakening, with a flurry of events like International Women's Day (March 8), St. Patrick's Day (March 17), and the eagerly awaited arrival of spring (March 19).

March is also National Engineering Month, so we're excited to share the video "Engineering Technology to Engineering Degree Transfer Pathways," captured at ONCAT's Student Mobility & Pathways Conference last Fall. Below, Max Ullrich, one of the presenters, introduces the video and provides an overview of a transfer pathway development project funded by ONCAT and led by Queen's University. We also share details about an upcoming TAG (Transfer Advisor's Group) Lunch and Learn, ONCAT's monthly infographic, and much more.

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## TRANSFER ADVISORS GROUP

### LUNCH + LEARN

FRIDAY, MARCH 22 - 12:15 PM



### Unlocking Potential: Exploring PLAR Success Stories and Support Networks

with Special Guests Judy Tavares, Humber College, and Stephanie D'Avolio Vandervelde, Sheridan College

Join us for an enlightening session on Prior Learning Assessment and

Recognition (PLAR), a pathway to earning postsecondary credit for experiential and informal learning. Judy Tavares, Interim Director of Student Mobility and Pathways at Humber College, and Stephanie D'Avolio Vandervelde, Pathways Coordinator at Sheridan College, will highlight PLAR success stories, shed light on challenges, and introduce professional networks that foster PLAR practitioners. Don't miss this opportunity to discover how PLAR can empower students on their educational journey!

[Register Now](#)

If you haven't already, please join [ONCAT's Transfer Advisers Group \(TAG\)](#). By joining TAG, you'll connect with a dedicated community of transfer professionals from across Ontario who meet regularly, share promising practices, discuss challenges and explore solutions.



## ONCAT Among Presenters at 2024 National Institute for the Study of Transfer Students (NISTS) Conference

Last month, ONCAT attended the 2024 NISTS Conference, in St. Louis, Missouri. Throughout the week the team did a deep dive into all things transfer and pathways. ONCAT's presentation "**Who, Why, and Where: Examining the Factors that Motivate Students to Consider Transfers**", led by Henrique Hon and Jeffery Napierala, was standing room only! Their presentation covered some of the factors that motivate students to consider transferring, and the sociodemographic characteristics that shape students' decisions.

**Below, please find one of ONCAT's presentation posters used at NISTS.**

**ABSTRACT**

Our research examines WHY students are interested in different transfer destinations. Specifically, we consider how individual and institutional characteristics shape students' impressions of possible transfer destinations. To do so, we analyze data from a multi-year, mixed-method study of potential transfer students. Although transfer motivations are incredibly nuanced, our research highlights two factors that students are particularly influenced by: the programs of study offered and the institutions' geographic location. The presence of articulation agreements and the availability of transfer credits appears to play little to no role for most students.

**INTRODUCTION**

Limited research exists to explain how students make decisions between different potential transfer destinations and how these motivations differ from the reasons they are leaving their current/previous institution. The few existing studies on this topic relied on data from one state (Florida or Texas) from students who have already engaged in vertical transfer. They found that geographic proximity is a key factor, along with institutional quality (Buckes & Velaz, 2015; Jabbar & Edwards, 2019). Additional research has highlighted important differences between motivations affecting departure from institutions ("push" factors) and interest in alternative institutions ("pull" factors) (Maier & Robinson, 2020). Our study builds on previous work by examining "pull" factors by institutions while students are deciding between potential transfer destinations.

**RESEARCH QUESTIONS**

What are the most important institutional characteristics for potential transfer students? Why?

How do potential transfer students' background characteristics influence their institutional preferences?

**REFERENCES**  
 Buckes, B., & Velaz, E. O. (2015). Who Transfers and Where Do They Get Community College Credits? National Center for Analysis of Longitudinal Data in Education Research.  
 Jabbar, H., & Edwards, W. (2019). Choosing transfer institutions: examining the decisions of those currently college students transferring to four-year institutions. *Education Economics*, 26(2), 166-176.  
 Maier, R., & Robinson, K. (2020). Exploring university-to-college transfer in Ontario: A qualitative study of non-transfer students' perceptions. *Canadian Journal of Higher Education*, 53(1), 62-84.

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 ONCAT (Ontario Council on Articulation and Transfer)

**FINDING THE RIGHT FIT: Individual and Institutional Factors that Influence Transfer Destination Selection**

**FINDINGS**

**QUALITATIVE INSIGHTS**

**Institutions Have the Program or Courses I want to Take**

- Students were interested in keeping their options open for further academic mobility at their future institution. In some cases, potential destinations were limited due to the availability of highly specialized programs.

**The School's Location**

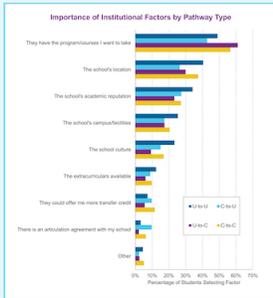
- Students made decisions about their schooling with the "headache" of moving and commuting in mind.
- Schools near students, or closer to home/family, were ideal choices as it meant studying in familiar settings, shorter commute times, and more connection to support networks.
- Going to school closer to home also meant that students could more easily work and engage in other activities outside of school.

**The School's Academic Reputation**

- Faculty reputation shaped transfer decisions. Students were particularly keen on professors who had industry experience and connections they could capitalize on.
- Students were attuned to various elements of academic programs which make them "well-known," such as successful graduate outcomes, alignment with industry standards, and academic rigor.
- More general conceptions of school reputation and rankings also matters to students. Some students discussed schools being "popular" according to several metrics, such as undergraduate research, institutional growth, and prestige on the international stage.

**Mental Health**

- An emergent finding from this research is the role mental health plays in transfer decisions.
- Students were attentive to the mental health supports provided by potential schools.



"I was hoping to maybe transfer to a closer university so that if I did have to do two years, then I wouldn't be paying for commutes or rent. And I could get work in the city while I was doing that."  
 — Prospective U-to-U transfer student

"This was another reason why I had transferred out again. [University A] had advertised certain courses. They had a lot of thematic DNA courses, a lot of ancient DNA courses. And I got really interested in that because not a lot of schools offer it, and they also had a minor in forensics. So that's what my plan was."  
 — Prospective U-to-C transfer student

**DATA AND METHODS**

	SURVEY	INTERVIEWS
<b>TIMELINE</b>	Sep. 2021 – Sep. 2023	Feb. 2022 – Aug. 2022
<b>RECRUITMENT METHOD</b>	Random advertisements on ONTTransfer.ca (an online transfer advising portal)	Opt-ins from Survey
<b>LENGTH</b>	47 questions	30 min. – 1 hr.
<b>RESPONDENTS</b>	Approximately 4,000 students from 51 institutions	50 students
<b>METHODOLOGY</b>	Weighted tabulations of a "long" format (with one observation for each student-institution)	A ten-step process utilizing deductive coding of survey response options, followed by additional inductive coding to further saturate deductive codes.

**DISCUSSION**

Students value the programs and courses institutions have to offer over other factors – especially when choosing a college.

- The availability of students' preferred programs is paramount for students and in some cases limits their institutional choices. Institutions should carefully consider how their program offerings fit together within their institution and other institutions, particularly in their region.

Consistent with existing literature, location is a major current consideration for transfer students, with students preferring to study near their current locations/homes.

- Students transferring laterally value location more than vertical transfer students, likely because they have already moved or are planning to move to a specific location.
- Proximate institutions should seek to strengthen and expand pathways to increase student mobility.

The third most important institutional characteristics for students is reputation.

- Reputation was most important for students transferring between universities and least important to those transferring from universities to colleges. Along with the school's overall reputation, students also considered the faculty and program reputation.
- Reputation was more important for students with the following characteristics: younger, higher parental educational attainment, single, male.

Students rarely consider articulation agreements and the number of transfer credits they will receive when considering institutions.

- This finding should be explored further, but it may indicate that students do not have sufficient information about the transfer process to make the optimal transfer decisions.

Students also voiced interest in institutions' mental health services.

- Future research should consider the extent to which institutional factors related to accessibility shape transfer decision-making and transfer experiences.

**ACKNOWLEDGEMENTS:** The authors would like to thank Nicolas Boleau, Emerson LaCroix, and Nick Hanson for their contributions.

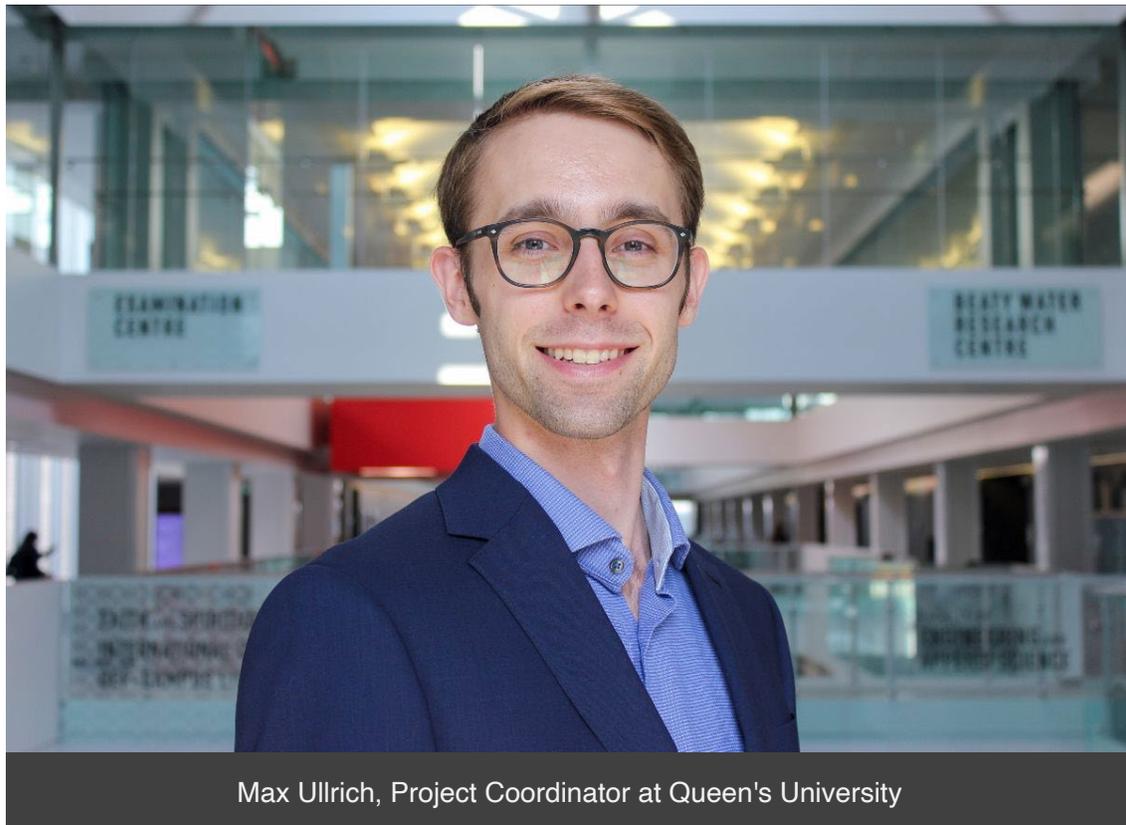


Established in 2011, the Ontario Council on Articulation and Transfer (ONCAT) was created to enhance academic pathways and make it easier for students looking to transfer among Ontario's publicly assisted colleges, universities, and Indigenous institutes.



**ONCAT's Student Mobility & Pathways Conference Video Series: Engineering Technology to Engineering Degree Transfer Pathways**

March is National Engineering month, so we're excited to share a video entitled "Engineering Technology to Engineering Degree Transfer Pathways", recorded at ONCAT's Student Mobility & Pathways Conference last fall. Featuring Max Ullrich, Kat Paudyn, Kimia Moozeh, and Brian Frank from Queen's University, this session provided an overview of a transfer pathway development project funded by ONCAT and led by Queen's University that increases opportunities for students with an advanced diploma in Engineering Technology to transfer into accredited engineering degree programs in Ontario.



“Engineering transfer pathways can increase access for students to accredited engineering programs,” says Max Ullrich, Project Coordinator at Queen’s University. “There are a limited number of opportunities for efficient transfer from engineering technology advanced diploma programs into accredited engineering programs in Ontario.”

The three-phase transfer pathway framework is designed to provide flexible transfer from participating Ontario Engineering Technology advanced diploma programs into participating accredited engineering degree programs.

“Most of the bridging course requirements are common between programs and engineering disciplines,” says Ullrich. “The first phase is completed online while finishing the advanced diploma. The second phase is a full-time summer bridging semester. The final phase is to join the engineering program and complete the remaining degree requirements.”

This presentation provides an overview of the three-phase engineering transfer pathway framework, the implementation pilot done at Queen’s University, plans for future work, and learnings for developing transfer pathways into accredited programs. Please reach out to Max directly at [max.ullrich@queensu.ca](mailto:max.ullrich@queensu.ca) with any questions.

You can read more about the Queen's Engineering Bridge program [here](#).



oncat  
2023 | Student Mobility and  
Pathways Conference

ENGINEERING TECH  
TRA  
ENGINEERING DEGREE  
WAYS



Max Ullrich, Kati Ady, and Kimia Moozeh,  
Queen's University

**POSTSECONDARY  
INSTITUTIONS**

**WE WANT TO  
HEAR FROM YOU!**

## **Call-out to Ontario Postsecondary Institutions: We Want Your Transfer and Pathways News!**

Does your postsecondary institution have any upcoming announcements or updates about learner mobility that you want to share with the sector? Are you hosting any transfer-related events? Has there been a recent promotion, or have you added someone new to your team? We'd love to shine a light on some of the transfer and pathway news and work that's being done by institutions. Please reach out to Jane Waldner ([jwaldner@oncat.ca](mailto:jwaldner@oncat.ca)) to discuss potential newsletter items, contributions, and collaborations.

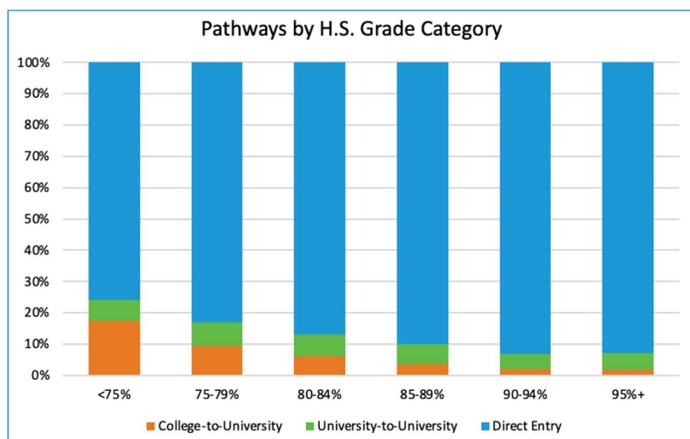
## **ONCAT's Monthly Infographic**

This month's infographic is from the ONCAT project '**A Statistical Analysis of**

**Transfer and Student Mobility in Ontario**’ by Roger Pizarro Milian, Rod Missaghian, and Henrique Hon. This series of briefs was created by ONCAT using Academica Group’s “University/College Applicant Survey™” (UCAS) which has been completed by hundreds of thousands of applicants to Canadian colleges, polytechnics, and universities. This infographic comes from the third brief, ‘Applicant Pathways into University’, which explored the relationship between high school grades and the pathways taken by Ontario university applicants. You can find the full report [here](#).

We invite you to download and share this infographic with sector colleagues, print it as a poster or for handouts, or share on social media (please include the hashtag #ONCAT).

**DID YOU KNOW?**  
**STUDENTS WITH LOWER HIGH SCHOOL GPAs MAY USE TRANSFER STRATEGICALLY.**



**Direct entry and university transfer applicants tend to report higher grades in high school than transfer students originating from college. One potential interpretation is that those traveling the college-to-university pathway may have been unable to gain admission to their preferred university programs directly after high school, and thus, traveled “roundabout” pathways to their university program of choice.**



Source: [www.oncat.ca/projects](http://www.oncat.ca/projects) - A Statistical Analysis of Transfer and Student Mobility in Ontario by Roger Pizarro Milian, Rod Missaghian, and Henrique Hon.

## REMINDER TO SUBSCRIBERS: Add ONCAT to Your Address Book to Keep Receiving Our Newsletter!

To ensure that our newsletter lands safely in your inbox, please add [communications@oncat.ca](mailto:communications@oncat.ca) to your address book or safe sender list. By taking this simple action, you'll help guarantee that you never miss out on the latest news, updates, and insights from ONCAT.



ONCAT is the province's transfer expert. Together, we're improving opportunities for learner mobility in Ontario.

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nouvelles mars 2024



Le mois de mars est toujours synonyme de réveil, avec une multitude d'événements tels que la Journée internationale des femmes (8 mars), la fête de la Saint-Patrick (17 mars) et l'arrivée tant attendue du printemps (19 mars).

Le mois de mars étant également le mois national du génie, nous avons le plaisir de partager la vidéo *Engineering Technology to Engineering Degree Transfer Pathways* (Parcours de transfert du diplôme de techniques de l'ingénieur vers le diplôme d'ingénieur), réalisée lors de la conférence du CATON sur la mobilité des étudiants et les parcours d'études à l'automne dernier. Ci-dessous, Max Ullrich, l'un des intervenants, présente la vidéo et donne un aperçu d'un projet de développement de voies de transfert financé par le CATON et dirigé par l'Université Queens. Nous partageons également des détails sur un prochain déjeuner-conférence du TAG (Groupe des conseillers en transfert), l'infographie mensuelle du CATON, et bien d'autres choses encore.

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**GROUPE DES CONSEILLERS EN TRANSFERT**

**DÉJEUNER-CONFÉRENCE**

**VENDREDI, 22 MARS - 12:15 PM**



## Libérer son potentiel : Explorer les réussites de l'ÉRA et les réseaux de soutien

Avec, en invitées exceptionnelles, Judy Tavares, de Humber College, et Stephanie D'Avolio Vandervelde, de Sheridan College

Rejoignez-nous pour une session enrichissante sur l'évaluation et la reconnaissance des acquis (ÉRA), une voie permettant d'obtenir des crédits postsecondaires pour l'apprentissage expérientiel et informel. Judy Tavares, directrice intérimaire de la mobilité étudiante et des parcours au Humber College, et Stephanie D'Avolio Vandervelde, coordonnatrice des parcours au Sheridan College, présenteront des exemples de réussite en matière d'ÉRA, mettront en lumière les défis à relever et présenteront les réseaux professionnels qui appuient les praticiens de l'ÉRA. Ne manquez pas cette occasion de découvrir comment l'ÉRA peut aider les étudiants dans leur parcours académique!

[Lien d'inscription](#)

Si vous ne l'avez pas encore fait, rejoignez le [Groupe des conseillers en transfert \(TAG\)](#) du CATON. En rejoignant le TAG, vous serez en contact avec une communauté dévouée de professionnels du transfert de tout l'Ontario qui se rencontrent régulièrement, partagent des pratiques prometteuses, discutent des problématiques et recherchent des solutions.



## Le CATON figure parmi les intervenants de la conférence 2024 du National Institute for the Study of Transfer Students (NISTS) (l'Institut national pour l'étude des étudiants transférés)

Le mois dernier, le CATON a participé à la conférence 2024 du NISTS, à St.

Louis, dans le Missouri. Tout au long de la semaine, l'équipe a approfondi tout ce qui concerne le transfert et les passerelles. La présentation du CATON **Qui, pourquoi et où : Examiner les facteurs qui motivent les étudiants à envisager un transfert**, animée par Henrique Hon et Jeffery Napierala, a fait salle comble ! Leur présentation a couvert certains des facteurs qui motivent les étudiants à envisager un transfert, ainsi que les caractéristiques sociodémographiques qui influencent les décisions des étudiants.

### ABSTRACT

Our research examines WHY students are interested in different transfer destinations. Specifically, we consider how individual and institutional characteristics shape students' impressions of possible transfer destinations. To do so, we analyze data from a multi-year mixed method study of potential transfer students. Although transfer motivations are incredibly nuanced, our research highlights two factors that students are particularly influenced by: the programs of study offered and the institutions' geographic location. The presence of articulation agreements and the availability of transfer credits appears to play little to no role for most students.

## FINDING THE RIGHT FIT: Individual and Institutional Factors that Influence Transfer Destination Selection

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**Henrique Hon, MEd, MBA**  
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**ONCAT (Ontario Council on Articulation and Transfer)**

### DATA AND METHODS

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### INTRODUCTION

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### RESEARCH QUESTIONS

What are the most important institutional characteristics influence their institutional preferences?  
How do potential transfer students' background characteristics influence their institutional preferences?

### REFERENCES

Bakkes, B., & Veec, E. D. (2015). Who Transfers and Where Do They Go? Community College Students in Florida. National Center for Research on Longitudinal Data in Education Research.

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Maier, M., & Robinson, C. (2020). Exploring university-to-college transfer: A qualitative study of non-transfer post-secondary mobility. *Canadian Journal of Higher Education*, 53(2), 32-54.

### QUALITATIVE INSIGHTS

#### Institutions Have the Program or Courses I want to Take

- Students were interested in keeping their options open for further academic mobility at their future institutions. In some cases, potential destinations were limited due to the availability of highly specialized programs.

#### The School's Location

- Students made decisions about their schooling with the "headache" of moving and commuting in mind.
- Schools near students, or close to home/family, were ideal choices as it meant studying in familiar settings, shorter commute times, and more connection to support networks.
- Going to school closer to home also meant that students could more easily work and engage in other activities outside of school.

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- More general conceptions of school reputation and rankings also matters to students. Some students discussed schools being "topical" according to several metrics, such as undergraduate research, institutional growth, and prestige on the international stage.

#### Mental Health

- An emergent finding from this research is the role mental health plays in transfer decisions.
- Students were attentive to the mental health supports provided by potential schools.

### FINDINGS

#### Importance of Institutional Factors by Pathway Type

They have the program/courses I want to take

The school's location

The school's academic reputation

The school's unique facilities

The school culture

The professors are available

There is an articulation agreement with my school

Other

"I was hoping to maybe transfer to a clearer university so that if I did have to do two years, then I wouldn't be paying for commutes or rent. And I could get work in the city which I was doing that."

— Prospective U-to-U transfer student

"This was another reason why I had transferred out again. [University A] had advertised certain courses. They had a lot of forensic DNA courses, a lot of accident DNA courses. And I got really interested in that, because not a lot of schools offer it, and they also had a minor in forensics. So that's what my plan was."

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### DISCUSSION

Students value the programs and courses institutions have to offer over other factors – especially when choosing a college.

- The availability of students' preferred programs is paramount for students and in some cases limits their institutional choices. Institutions should carefully consider how their program offerings fit together within their institution and other institutions, particularly in their region.

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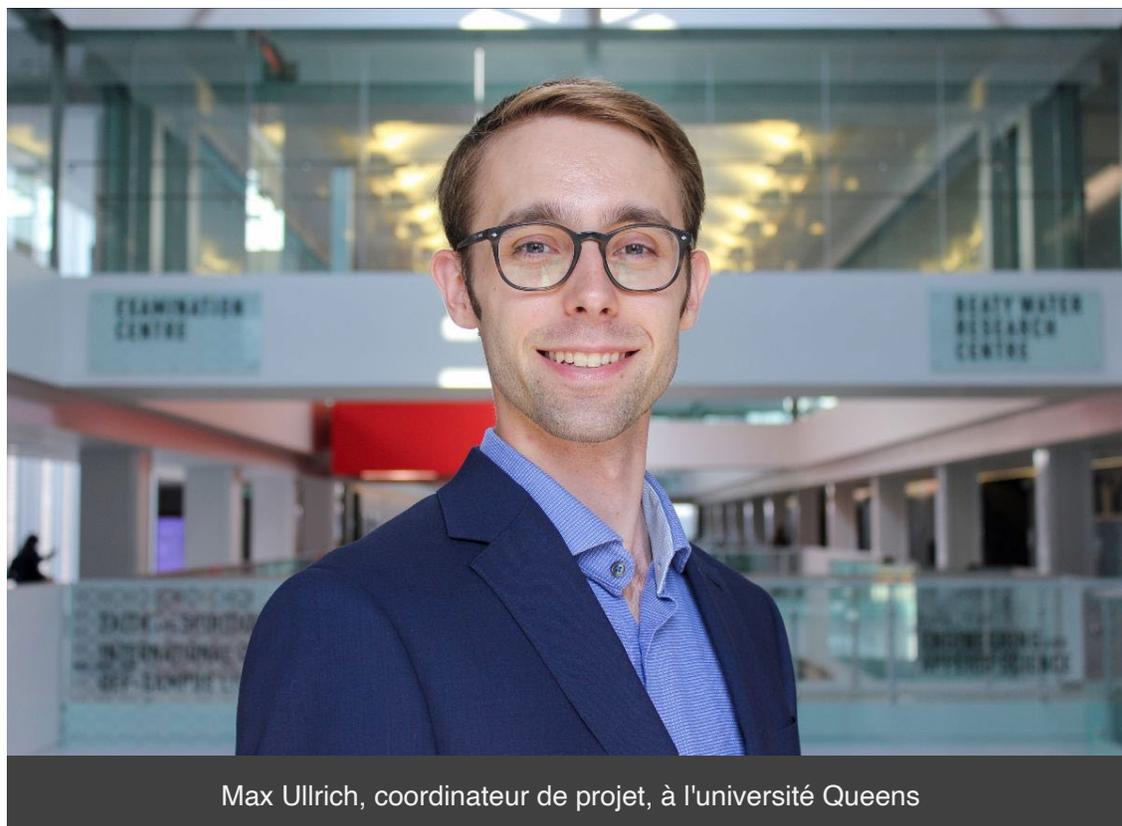
- Future research should consider the extent to which institutional factors related to accessibility shape transfer decision-making and transfer experiences.



# Conférence du CATON sur la mobilité et les parcours des étudiants - Série vidéo : Parcours de transfert du diplôme de techniques de l'ingénieur vers le diplôme d'ingénieur.

Mars étant le mois national du génie, nous sommes ravis de partager une vidéo intitulée *Engineering Technology to Engineering Degree Transfer*

**Pathways** (Parcours de transfert du diplôme de techniques de l'ingénieur vers le diplôme d'ingénieur), enregistrée lors de la conférence du CATON sur la mobilité et les parcours des étudiants à l'automne dernier. Avec Max Ullrich, Kat Paudyn, Kimia Moozeh et Brian Frank de l'Université Queens, cette session a donné un aperçu d'un projet de développement de passerelles de transfert financé par le CATON et dirigé par l'Université Queens, qui augmente les possibilités pour les étudiants titulaires d'un diplôme avancé en techniques de l'ingénieur de passer à des programmes accrédités de diplôme d'ingénieur en Ontario.



Max Ullrich, coordonnateur de projet, à l'université Queens

« Les voies de transfert en génie peuvent améliorer l'accès des étudiants aux programmes de génie accrédités », déclare Max Ullrich, coordonnateur de projet à l'université Queens. « Il existe un nombre limité de possibilités de transfert efficace des programmes de diplôme avancé en techniques de l'ingénieur vers des programmes de formation d'ingénieurs accrédités en Ontario. »

Le cadre de transfert en trois phases est conçu pour permettre un transfert en souplesse des programmes de diplôme avancé en techniques de l'ingénieur de l'Ontario participants vers les programmes de de formation d'ingénieurs accrédités participants.

« La plupart des cours de transition sont communs à tous les programmes et à toutes les disciplines de l'ingénierie », explique M. Ullrich. « La première phase s'effectue en ligne tout en terminant le diplôme d'études supérieures. La deuxième phase consiste en un semestre de transition à temps plein en été. La dernière phase consiste à intégrer le programme d'ingénierie et à remplir les autres conditions d'obtention du diplôme. »

Cette présentation donne un aperçu du cadre en trois phases des voies de transfert en ingénierie, du projet pilote de mise en œuvre réalisé à l'Université Queens, des plans pour les travaux futurs et des enseignements tirés pour l'élaboration de voies de transfert dans les programmes accrédités. Pour toute question, veuillez contacter Max directement à l'adresse [max.ullrich@queensu.ca](mailto:max.ullrich@queensu.ca).

Pour en savoir plus sur le programme *Queen's Engineering Bridge*, veuillez cliquer [ici](#).



## Appel aux établissements postsecondaires de l'Ontario : Nous voulons vos nouvelles sur les transferts et les passerelles!

Votre établissement postsecondaire a-t-il des annonces ou des mises à jour à venir concernant la mobilité des apprenants que vous souhaitez partager avec le secteur? Organisez-vous des événements liés au transfert? Y a-t-il eu récemment une promotion ou avez-vous ajouté quelqu'un à votre équipe? Nous serions ravis de présenter les nouvelles et les travaux réalisés par les établissements en matière de transfert et de mobilité des apprenants. N'hésitez pas à contacter Jane Waldner ([jwaldner@oncat.ca](mailto:jwaldner@oncat.ca)) pour discuter d'éventuels articles, contributions et collaborations pour le bulletin d'information.

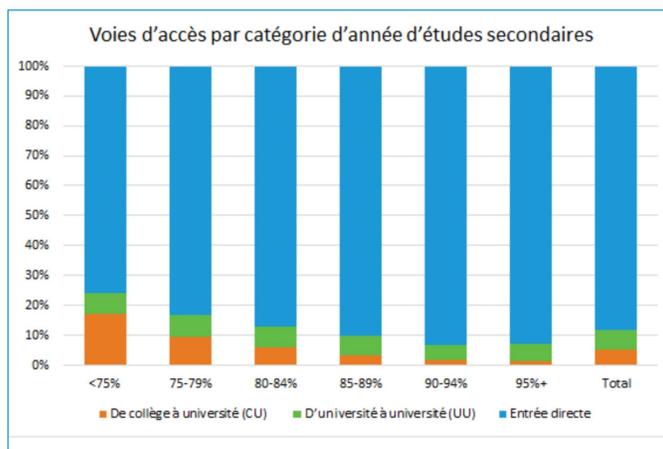
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### Infographie mensuelle du CATON

L'infographie de ce mois-ci est tirée du rapport du CATON intitulé « Analyse statistique du transfert et de la mobilité des étudiants en Ontario », établi par Roger Pizarro Milian, Rod Missaghian et Henrique Hon. Cette série de notes a été créée par le CATON à partir du University/College Applicant Survey™ (UCAS) du Groupe Academica, qui est l'une des plus importantes collectes de données sur l'enseignement postsecondaire au Canada. Cet ensemble de données était idéal pour les objectifs de recherche du CATON dans la mesure où il comprend des informations liées aux processus de décision des étudiants transférés et est utile pour l'analyse de la mobilité des étudiants en Ontario. Le rapport complet est disponible [ici](#).

Nous vous invitons à télécharger cette infographie et à la partager avec vos collègues du secteur, à l'imprimer sous forme d'affiche ou de document à distribuer, ou à la partager sur les réseaux sociaux (veuillez inclure le mot-clic #CATON).

**LE SAVIEZ-VOUS?  
LES ÉTUDIANTS  
AYANT DES  
MOYENNES  
INFÉRIEURES DANS  
LE SECONDAIRE  
PEUVENT UTILISER LE  
TRANSFERT DE  
FAÇON STRATÉGIQUE.**



Les candidats à l'entrée directe et au passage à l'université ont tendance à obtenir des notes plus élevées au secondaire que les étudiants issus de collèges. L'une des interprétations possibles est que ceux qui ont suivi le parcours collège-université n'ont peut-être pas été en mesure d'être admis dans les programmes universitaires de leur choix directement après le secondaire, et ont donc emprunté des chemins "détournés" pour accéder au programme universitaire de leur choix.

Source: [www.oncat.ca/projects](http://www.oncat.ca/projects) - A Statistical Analysis of Transfer and Student Mobility in Ontario by Roger Pizarro Millan, Rod Missaghian, and Henrique Hon.

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## RAPPEL AUX ABONNÉS :

### Ajoutez le CATON à votre carnet d'adresses pour continuer à recevoir notre bulletin d'information!

Pour vous assurer que notre bulletin d'information arrive bien dans votre boîte de réception, veuillez ajouter [communications@oncat.ca](mailto:communications@oncat.ca) à votre carnet d'adresses ou à votre liste d'expéditeurs fiables. Grâce à ce simple geste, vous vous assurez de ne jamais manquer les dernières nouvelles, les mises à jour et les points de vue du CATON.



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ONCAT is funded by the Government of Ontario.

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